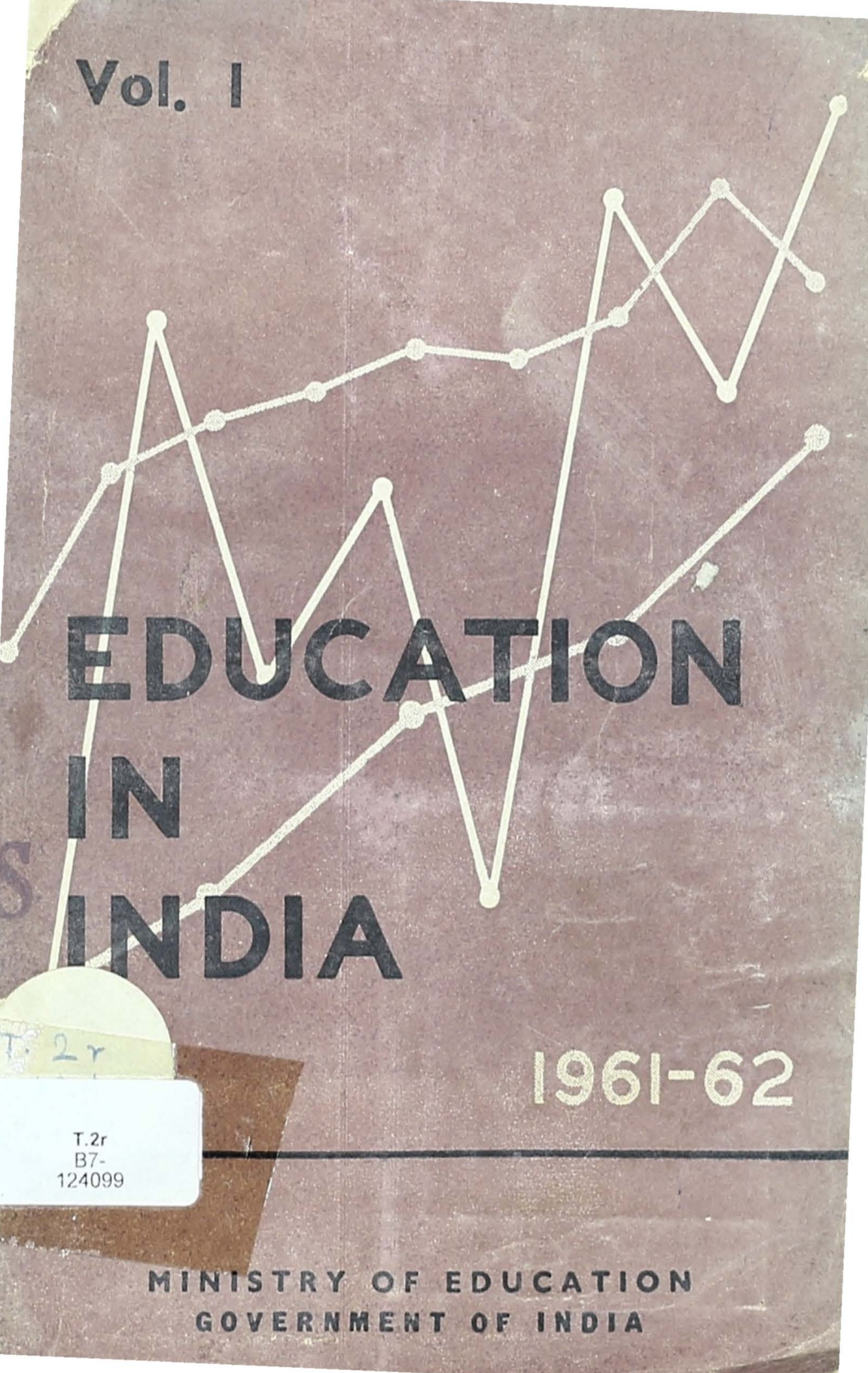


Vol. I



**EDUCATION
IN
INDIA**

1961-62

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MINISTRY OF EDUCATION
GOVERNMENT OF INDIA



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EDUCATION IN INDIA

VOL. I—REPORT 1961-62

**MINISTRY OF EDUCATION
GOVERNMENT OF INDIA**

P R E F A C E

This Annual Report surveys the progress of education in the country during 1961-62. It deals with the various aspects of education and gives detailed statistics likely to be of interest to planners, educationists, educational administrators and students of education.

The Report is mainly factual except the last Chapter, which gives quinquennial statistical progress and indicates broad trends of developments in selected fields of education.

The statistics of Goa, Daman and Diu have not been received in full for the year 1961-62 and the Union Territory has, therefore, been excluded from the body of this report. However, the available statistics of this Territory are given separately in the form of an appendix. The consolidated all-India statistics and appendices on State Directorates and Inspectorates and the scales of pay of teachers in Primary, Middle and High/Higher Secondary Schools are being published in Vol. II and Vol. II-A respectively of this publication.

I should like to express my thanks to the Directorates of Education and other educational authorities in the States for their co-operation in supplying the requisite data for this Report.

P. N. KIRPAL

*Secretary and Educational Adviser
Government of India*

NEW DELHI
Dated 11th April, 1966

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EXPLANATIONS

1. **ACADEMIC YEAR**—For the sake of uniformity the academic year in these tables is taken to coincide with the financial year, i.e. from 1st April, 1961 to 31st March, 1962.

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

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

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

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

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

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

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

9. All statistics refer to *Recognised Institutions* only.

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

EDUCATION IN INDIA

1961—62

VOL. I—REPORT

CHAPTER I

GENERAL SURVEY

The year under review marked the beginning of the Third Five Year Plan. A short review of the activities of the Central Government in selected fields of education is recorded below:—

Primary Education

In the field of education the most important programme before the country under the Third Five Year Plan was the expansion of facilities of education for the children of the age-group 6-11. In the first year of the Third Plan the additional enrolment in classes I-V (corresponding to the age-groups 6-11) was 3·87 million which exceeded the original target fixed for the year by 1·62 million. This was achieved mainly by intensive enrolment drives organised in many parts of the country during the year.

The State Governments were directed to introduce courses in Cooperation and Panchayati Raj in primary teachers training schools. The centrally sponsored scheme for improvement of science teaching at the elementary stage introduced in 1960-61 was transferred to the state sector. During the year a Seminar of the Science Consultants of the States was organised in Feb. '62 which made suggestions for improving and expanding the scheme further. The Central Govt. recommended to the State Governments to prepare a comprehensive scheme of old age provision for the primary school teachers. The scheme for the relief of the educated unemployed by utilising them for expansion of the primary education was also continued. Efforts were made to improve the economic conditions of the primary school teachers. The Seventh National Prize Competition for Children's Books was organised during the year.

Basic Education

All the important schemes of basic education introduced in earlier years were also carried out during the year under review. The most important of the schemes is the re-orientation of elementary schools towards the basic pattern.

A National Board of Basic Education was constituted during the year to assess the progress of basic education and to advise the Government on the formulation of policies regarding this type of education. As in the previous years the National Institute of Basic Education continued its activities.

Secondary Education

The process of reconstruction of secondary education was carried out through various schemes included in the Third Plan for which a provision of Rs. 880 million was made. The Ministry of Education at the centre sponsored some of the programmes directly and some others through the National Council of Educational Research and Training. One of the main programmes was the strengthening of multi-purpose schools. A committee was appointed for the promotion of Emotional Integration and Interstate Understanding. The Central Board of Secondary Education, Ajmer, was reconstituted to form the All-India Board of Secondary Education with its headquarters at Delhi. Seminars and training courses were organised at the Central Institute of Hyderabad, with a view to improve the standard of English especially at the secondary stage of education. The National Council of Educational Research and Training continued its various activities through the Central Bureau of Education and Vocational Guidance, the Central Bureau of Text-book Research and the Directorate of Extension Programme for Secondary Education.

Higher Education

Four central universities at Aligarh, Banaras, Delhi and Viswabharati developed further during the year. New courses and departments were opened and new colleges were established under them. Besides the maintenance of these universities, the Central Govt. gave grants to the Jamia Millia Islamia, New Delhi, Gurukul Viswavidyalaya, Brindaban and other all-India institutions of higher education. The University Grants Commission held a series of meetings with the representatives of the State Governments and the Universities for processing a number of development schemes. The Commission also increased the scales of pay of teachers in the four central universities.

A number of important development projects were taken up with external assistance. These include, among others, Home Science Education and Research, introduction of 'General Education' Programme in selected Indian universities through a grant from the Ford Foundation. The Govt. of Australia gave under the Colombo Plan a set of reference books as a gift. Preparation of reading materials and supply of books and equipment under the India Wheat Loan Programme was continued. Exchange of teams of Indian and American educationist also continued under the Indo-U. S. agreement for financing education exchange programme.

Two more Rural Institutes were started during the year at Wardha (Maharashtra) and Hanumanamatti (Mysore) thus bringing the total number of Rural Institutes of Higher Education to 13. The National Council for Rural Higher Education met in New Delhi in November, 1961 to consider various aspects of development of education in the Rural Institutes. A number of orientation courses and seminars for the teachers of the Rural Institutes were also organised during the year.

Engineering and Technical Education

The most important developments in the engineering and technical education during this year was the passing by the Central Parliament in December

1961 of a comprehensive Bill called the Institute of Technology Act, 1961, thereby declaring all the existing higher technological institutions as institutions of national importance w.e.f. 1st April, 1962.

One Regional Engineering College, eight in the chain, was established at Allahabad in August, 1961. 3 engineering colleges—one each in Kerala, Orissa and West Bengal and 15 polytechnics were also newly established during the year.

Social Education

Some of the important activities in the field of social education during the year were the production of literature for the neo-literates and the new reading public conducting of some pilot projects for the education of industrial workers and training of persons in Library Science. The voluntary organisation and institutions engaged in social education were given financial assistance. Research and training courses on audio-visual education were conducted and various kinds of equipments of audio-visual education were produced.

Development of Hindi and Sanskrit

Efforts to propagate Hindi, especially in the non-Hindi speaking areas of the country were actively followed during this year. To increase the supply of Hindi teachers, two Hindi teachers' training colleges, one each in Kerala and Mysore were started. Hindi teachers were appointed in High/Higher Secondary schools in non-Hindi speaking States. Hindi books were arranged to be supplied to school and college libraries free of cost. In order to coordinate and supervise the work on the propagation and development of Hindi in the eastern and southern zones, two regional offices were established, one at Calcutta and the other at Madras. To encourage students from non-Hindi speaking States to study Hind., scholarships were given. Bi-lingual primers and readers were prepared and published. A scheme for the translation of standard works in Hindi to other regional languages was sponsored and financial assistance was given for preparation of Hindi dictionaries. A number of publications on technical terms in important educational subjects was also prepared.

The important activities in the case of Sanskrit education include inter alia award of research scholarships for students of Sanskrit pathshalas, preparation of Sanskrit readers and giving assistance to voluntary Sanskrit organisations. A decision was taken by the Govt. of India to set up a Kendriya Sanskrit Vidyapeeth at Tirupathi during the year.

Physical Education

Physical education is gradually getting more and more importance in the country. Many of the schemes of physical education included in the Second Five Year Plan were continued during the Year. The pattern of implementing the scheme of National Physical Efficiency Drive launched in 1960 was reviewed by the Government of India in consultation with the representatives of the State Governments and others at an all-India Seminar held in July '61. The Central Advisory Board of Physical Education and Recreation was re-constituted and its first meeting was held in December '61.

Education of the Handicapped

The Central Ministry of Education continued its efforts to promote the education, welfare and rehabilitation of the handicapped. Special efforts were made to re-appraise the existing schemes and to orient policies to be adopted during the Third Five Year Plan.

As many as 339 awards were made comprising of 87 blind, 83 deaf and 169 other medically handicapped students for which an expenditure of Rs. 385 thousand was incurred. The first National Seminar on the Training and Employment of the Physically Handicapped was convened by the Central Ministry of Education at Bangalore in December, 1961. An exhibition called the first National Exhibition with the theme 'Utility and Freedom for the Physically Handicapped' was also organised at this time.

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

Andhra Pradesh

Universal free and compulsory primary education was introduced in the State with effect from 10th April, 1961 for all children of the age-group 6-7.

Government sanctioned in August, 1961 the scale of pay recommended by the University Grants Commission for the teaching staff of colleges with retrospective effect from 1st March, 1961 in all Government colleges and in those non-Government colleges in which these scales had not been introduced already. The scales recommended by the U.G.C. were as follows:—

	Rs.
Principal	600—40—800
Head of a post-graduate department or Head of a graduate department having not less than four members of teaching staff	400—25—700
Senior Lecturer	300—25—600
Lecturer	200—15—320—20—500
Tutor/Demonstrator	150—10—200

These scales (excluding that of Head of a department) were implemented in these Government colleges which had the scales of Senior Lecturer and Lecturer (gazetted) and Assistant Lecturers.

During the year the State Government nationalised and published two text-books. In addition, four more text-books were prepared. The Government also directed that the existing nationalised text-books for Class V should be changed and got re-written according to the integrated and condensed syllabus. Accordingly, steps were taken for the preparation of nationalised text-books for classes IV and V, and six books were under preparation.

For the propagation of Hindi in the State, various training courses were conducted for training teachers in Hindi. Voluntary Hindi organisations like *Dakshina Bharat Hindi Prachar Sabha* (Andhra), Hyderabad; *Hindi Prachar Sabha*, Hyderabad; *Adarsha Mahila Samstha*, Rajamundry; *Jhansi Adarsha Mahila Samstha*, Masulipatnam; *Hindi Premi-Mandali Mahavidyalaya*, Tenali and *Mahila Samajam*, Malakpet, contributed much to the cause of propagation of Hindi in the State. The three institutions in the State coaching up students in Hindi were admitted for grant-in-aid during the year under the Plan programme.

Assam

The scheme of national award for teachers sponsored by the Central Government continued and two headmasters of high schools and two head *panchits* of L.P. schools in the State were the recipients of this award during the year.

The Government sanctioned non-recurring building grants for schools the buildings of which were damaged by storm. Grants and loans were also sanctioned to schools and colleges specially for building purposes. Provision was made for more special scholarships for scheduled caste, scheduled tribe and other backward class students in schools as well as in the post-matric courses. Special scholarships were also provided for poor students and for the school-going children of political sufferers. The value of research scholarship was raised to Rs. 100 within the State and Rs. 150 outside the State.

In respect of text-books the Government instituted prizes for the best books in subjects which do not ordinarily attract commercial publishers on account of limited demands. The publication of selected books was also undertaken.

The University of Gauhati introduced pre-university courses in the affiliated colleges from the session 1961-62 and necessary syllabus, regulations etc. for different subjects in this connection were prepared and circulated to the colleges.

Bihar

The Magadh University with headquarters at Bodh Gaya was established in March 1962. Post-graduate teaching in seven subjects was approved for this university. The Bihar State University Commission, and the University Service Commission were constituted with effect from 1st March, 1962. The powers and functions of the Bihar State University Commission are to recommend to the Universities the measures necessary for the improvement of university education and advise them on the action to be taken for the purpose of implementing such recommendations. The functions of the University Service Commission is to look after the affairs of affiliated colleges not managed by the State Government.

A total of Rs. 7.359 millions was spent on the development of the six universities in the State during the year.

The Kashi Prasad Jaiswal Research Institute at Patna, devoted to historical research and archaeology, brought out a valuable book of Buddhist logic and philosophy named '*Varti Kalamahara of Prajnaker Gupta*'. On the

occasion of the 2500th Birth Anniversary of the Buddha, the Mittala Institute of Post-Graduate Studies and Research in Sanskrit undertook various important publications.

Teaching of English was completely abolished from classes IV to VII. Hindi was made compulsory in all school classes for both Hindi and non-Hindi speaking students.

Gujarat

Primary education was made compulsory in the age-group 7-8 almost throughout the State. All scheduled caste and scheduled tribe students at all stages of education were exempted from the payment of tuition and examination fees. The award of free education to the newly constituted economically backward classes cost the Government a total expenditure of Rs. 10.494 millions by way of re-imbursement of fees to non-Government educational institutions.

A Vocational Guidance Institute was set up at Ahmedabad. 14 Career Conferences for university students were organised mostly with financial and other assistance of the Institute. Six educational exhibitions were also organised with the cooperation and material of the Institute.

Government appointed a Central Committee for Children's Literature under the Chairmanship of the Director of Education for the encouragement of children's literature. A catalogue of existing children's books from 1932 to 1957 was prepared and distributed free of cost to all educational institutions and libraries of the State. A book on birds was also published by the same Committee.

Jammu & Kashmir

One of the special features of education during the year was the efforts of the Education Department to gear up its activities to the demands of the national emergency by introducing an eight-point programme which includes training in A.C.C. and N.C.C., scouting and girl guide, national discipline, nursing, physical efficiency drive, light vehicle driving, first aid and mass P.T. and parades. It was envisaged in the programme to train about 40,000 boys and girls.

During the year seventytwo text books were got printed by the Text Book Section of the Department of Education. In a phased programme the Department proposed to replace all existing text books by more suitable books.

With a view to giving an impetus to women's education in the State, the State Council of Women's Education came into existence with prominent educationists and public spirited persons as members. The Council met two times during the year and considered some very important problems connected with the progress of women's education in the State.

Kerala

A significant development during the year was the constitution of the State Education Advisory Board. This was the first statutory body set up in any State in India to advise Government on educational matters. The

Board held three sittings during the year and dealt with problems relating to the improvement of standards, toning up of discipline, improvement of S.S.L.C. results and other matters connected with educational policy and administration. Most of the recommendations of the Board were approved by the Government and orders were passed sanctioning the implementation of the proposals submitted.

Revision of the syllabi for primary, secondary and training schools was a major work taken up during the year. At every stage in the preparation and refinement of the syllabi, experienced and outstanding teachers working at different levels were closely associated and the work was completed after discussion and scrutiny by experts in the respective fields of study. Text books for the various subjects were prepared by expert committees including writers who had received special training in the work in the text book workshop, the first of its kind in India, for the purpose.

During the year rules regarding triple benefit scheme for teachers in aided schools were framed by Govt. Admissions in training schools were also regulated by framing appropriate rules. Three school teachers of the State were selected for the national award during the year.

Under the scheme of conducting refresher courses under seminars, teachers and officers were deputed to stations outside the state to attend conferences and seminars sponsored under the auspices of other States and of the Government of India. Refresher courses for heads of basic training schools, secondary school teachers, heads of secondary schools and teachers teaching English in primary classes were conducted during the year.

Hindi was introduced as a compulsory subject in the upper primary and high school stages. There were official and non-official agencies in the field of education engaged in the propagation of Hindi. To coordinate the various activities of these agencies a Hindi Educational Officer was appointed who worked directly under the control of the D.P.I. A sum of Rs. 3,00,000 was sanctioned to the State for the appointment of Hindi teachers and for popularisation of Hindi, ten scholarships for post-matric studies in Hindi were sanctioned to the students of the State from the Central Government. A Hindi Training College was started at Ramavaramapuram, Trichur with cent per cent Central aid.

Madhya Pradesh

The expansion of education at the primary stage was very rapid during the year. At the secondary stage also the demand for educational facilities was observed to be growing rapidly. The State Government revised the pay of all Government servants including teachers in Government service. The new departmental set-up for the administrative machinery was enforced which aimed at bringing uniformity in the educational administration in different integrating units.

Madras

The basic education course in the State was reorganised into one of seven years' integrated course with a view to bringing it in conformity with the ordinary elementary course of seven years' duration already existing in the

State. A revised syllabus for basic school grades I to VII was drawn up by a committee constituted for the purpose and the revised syllabus as finalised by the Committee was approved by the Government. Two Regional Basic Education Conferences held at Devakottai and Mettur Dam, made several useful suggestions for the improvement of basic education. The Basic Education Week was organised and celebrated throughout the State in a befitting manner from 21st January to 26th January, 1962.

Under the scheme of nationalisation of text books arrangements were made for publication of English text books for standard VII for use in all schools during 1962-63.

Fresh statutes were framed in connection with the pension-cum-provident fund gratuity-cum-insurance scheme for the university teachers and staff. A visiting committee of the University Grants Commission consisting of three members, visited the Madras University in December, 1961 to assess the needs of the departments of studies for implementation of development schemes under "Humanities" during the Third Plan period.

The D.P.I. of the State went to USSR on deputation as a member of a three-man delegation of Indian Educationists for studying the working of Soviet Schools. He attended the Second Commonwealth Education Conference at Delhi from 11th to 25th January, 1962, as a member of the delegation. He also presided over the UNESCO Regional Symposium on overall educational planning in Asia at Delhi from 29th January, 1962 to 23rd February, 1962 as the leader of the Indian delegation.

Under the scheme for the award of prizes to the best books for children conducted by the Government of India during 1961-62, two authors of Tamil books were awarded Rs. 500 each as prize. The State awards for elementary school teachers were distributed to 47 teachers at a public function held at Madras under the auspices of the Governor of Madras.

Facilities to teach Hindi as an additional language were provided in each of those Anglo-Indian Schools where the Second language taught was one of the South Indian languages, provided there was a minimum strength of fifteen children offering Hindi as an additional language in the school.

Maharashtra

The scheme of educational concessions to economically backward pupils was transferred from the Social Welfare Department to the Educational Department from this year. During the year an expenditure of Rs. 25.612 millions was incurred under the normal and plan budget for educational concessions to economically backward class pupils and there were about 442 thousand beneficiaries under this scheme.

During the year some non-gazetted posts of assistant lecturers in Government colleges were converted into gazetted posts of lecturers and the post of demonstrator was upgraded. Some additional Class I posts were also introduced in Government colleges. Grants amounting to Rs. 350 thousands were paid to the universities for the development programmes approved by the U.G.C. Some grants were also given for introduction of three years' degree course and towards revision of pay scales of university teachers.

The Bombay University introduced the following revised scales of pay approved by the U.G.C. for teachers in the university departments :

						Rs.
Senior Professor	..	..	..	..	..	1600—1800
Professor	..	..	..	..	..	1000—1500
Reader	..	..	..	..	..	700—1100
Lecturer	..	..	..	..	..	400—600

During the year the School Book Committee recommended four text books, three in English and one in Marathi, for use in schools out of a total of 31 books received by the Committee for consideration.

The Basic Education Week was observed with much celebration and varied activities throughout the State in January, 1962.

Mysore

Compulsory primary education was introduced in the age-group 6-7. The new syllabuses introduced at the primary and secondary levels during the past two years were progressively extended to other standards. A committee was constituted to assess the existing facilities at the pre-primary stage and to suggest ways and means of improving education at this stage; the committee submitted its report to the Government for consideration.

A sum of Rs. 50,000 was provided for the payment of grants to Hindi organisations in the State towards developmental activities. A Hindi Shikshak College was started at Gulbarga at a cost of Rs. 43,370 to train secondary grade teachers in Hindi Shikshak Course.

Orissa

With effect from September, 1961, the *Panchayat Samities* were entrusted with the functions relating to management control and spread of primary and junior basic education in the State. The pay scales of primary school teachers in non-Government schools were revised. Under the scheme of expansion of primary education, 1,000 posts of primary school teachers for the newly opened schools and 2,000 posts for the existing ones were sanctioned. Seminars of inspecting officers were arranged at Bolangir and Berhampur to acquaint the officers in the teaching of English in the structural pattern in the secondary schools.

The 49th Session of the Indian Science Congress was held at Cuttack under the auspices of the Utkal University from 3rd to 9th January, 1962. The Science Congress was inaugurated by Pandit Jawaharlal Nehru, Prime Minister of India.

During the year the scales of pay of lecturers of Government as well as Non-Government Colleges in the State were revised as under :—

Lecturer in Government College	..	Rs. 260—15—320—20—400— EB—30—520—EB—40—680— 50—780.
Lecturer in Non-Government College	..	Rs. 245—15—320—20—400— 30—520—40—600.

In order to enable women students to prosecute higher studies, 25 maintenance stipends were awarded in colleges during the year. The monthly value of the stipend was Rs. 20 and it was tenable for ten months a year.

Punjab

Under the Compulsory Primary Education Act passed in 1960, compulsory primary education was introduced in the age-group 6-7 with effect from April, 1961.

An *ad-hoc* committee was appointed in consultation with the Government of India and the Punjab University for reviewing the question of introducing higher secondary syllabus in post basic schools. A departmental coordination committee, consisting of the D.P.I. as Chairman and two Joint Directors as members, was also constituted which held frequent meetings to discuss policy matters and to make recommendations to Government. The State Council for Women's Education was also set up during the year.

Under the scheme of conversion of the four years' degree course into three years' degree pattern, all Government and Non-Government colleges were switched over to the three years' degree pattern. The Punjab University revised the pay scales of university teachers with effect from 1st April, 1961, as follows:—

Professor	..	..	..	Rs. 1,000—50—1,500
Reader	..	..	..	Rs. 700—40—980—EB—40— 1,100
Lecturer	..	..	..	Rs. 400—30—640—EB—40— 800.

During the year, 32 text books in Hindi and Punjabi for classes I to V and mathematics for classes II to VIII were replaced by new ones selected from the books invited for the purpose from authors and publishers. New syllabi of general science for classes I—VIII and social studies for classes I—V were framed in collaboration with the Government of India.

Rajasthan

The Government took a decision of upgrading middle schools to junior higher secondary ones. Accordingly 100 junior higher secondary schools were opened during the year as against the target of only 52.

The Board of Secondary Education, Rajasthan, in a number of meetings, took some important decisions towards finalising courses of study, scheme of examination, etc.

A seminar of deputy inspectors of secondary schools and one for inspectors of schools for orientation in community development were held at Pushkar and Bikaner respectively during the year.

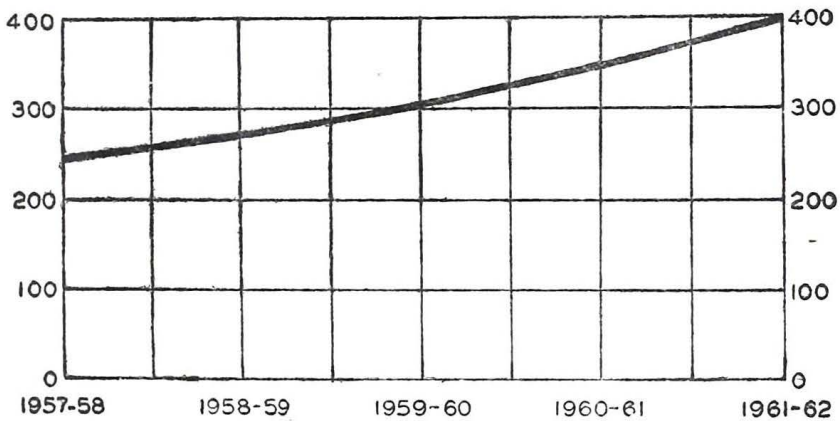
Uttar Pradesh

The year under report saw the introduction of the schemes of the Third Five Year Plan on primary education with the ultimate aim of providing universal free primary education for children of the age-group 6—11 by the end

PROGRESS OF EDUCATION IN INDIA 1957-58 TO 1961-62

RS. IN CRORES

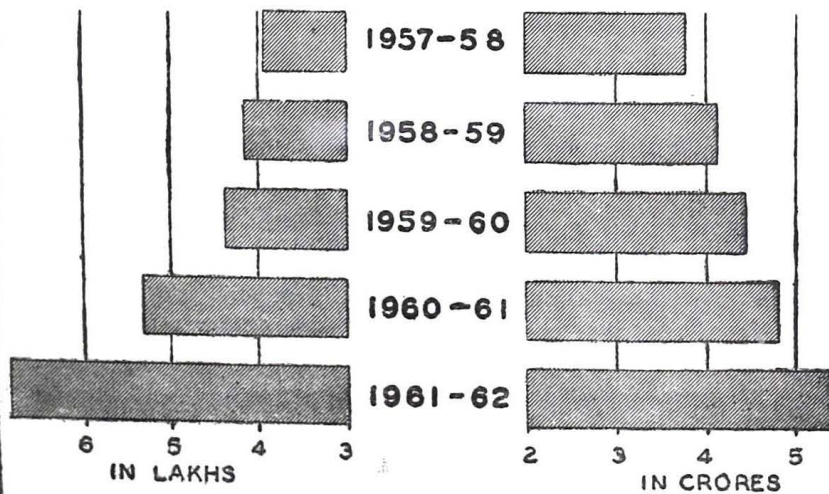
EXPENDITURE



INSTITUTIONS

YEAR

ENROLMENT



of the Plan. Extensive enrolment drives were launched to increase the number of school-going children, specially girls. A number of special measures, like free education upto class VIII in villages and smaller towns, opening of continuation classes, appointment of school mothers, financial aid for purchase of books and stationery, award of prizes, provision of residential quarters for women teachers, hostel facilities, etc., were taken to give impetus to girls' education.

The sphere of secondary education also showed much activities. Some senior basic schools were upgraded to higher secondary ones, some were opened on grant-in-aid basis, some existing ones were brought under the grant-in-aid list and some others introduced science courses and other new subjects.

The *Manovigyanshala* at Allahabad with psychological centres and school psychologists tested and guided about 10,000 students of classes VIII—XII. A project regarding the gifted children was also planned by the *Manovigyanshala*.

The Uttar Pradesh Universities Act was enforced with the aim of improving the administration of the State universities by changing the procedure of appointment of the Vice-Chancellors.

West Bengal

The Government revised the scales of pay of school teachers at the elementary and secondary stages of education. The pay scales of college teachers were also revised as detailed below :—

Principal	..	..	..	Rs. 600—40—800
Head of Department	..	..	..	Rs. 400—25—700
Senior Lecturer	..	..	..	Rs. 300—25—600
Lecturer	..	..	..	Rs. 200—15—320—20—500

A total amount of Rs. 10,61,879 was released as matching grant for the purpose during the year.

Three years' degree course scheme was introduced in colleges and additional staff was appointed under the scheme.

For providing housing facilities for teachers, 182 new units of twin teachers' quarters at the estimated cost of Rs. 10,000 for each unit were sanctioned for accommodating 364 teachers.

Hindi was introduced as a compulsory subject in classes VI and VII from the year under review instead of classes V and VI.

Andaman & Nicobar Islands

The year under review marked the expansion of facilities for education at the school and higher stages. A number of scholarships were granted for

students for higher studies in the Mainland. Teachers, training schools were strengthened to increase the supply of teachers. Facilities for girls' education were expanded, school buildings were newly constructed and expanded. Two Principals and a number of teachers were recruited to man the educational institutions. Provision of special facilities were made for the education of students from the tribal areas of Nicobar group of Islands.

Dadra & Nagar Haveli

The Administration organised grouping of schools selecting some well-developed schools as central schools and their surrounding schools as subordinate schools. The headmaster of a central school was authorised for constant check-up of his subordinate schools through visits and giving guidance to their teachers.

Delhi

Introduction of crafts, gradual conversion of primary schools to the basic type, opening of non-basic elementary schools, introduction of compulsory primary education, reorientation of primary teachers' training institutes and introduction of television in schools for educational purposes were some of the highlights of the development programme carried out by the Delhi Administration.

Himachal Pradesh

The Himachal Pradesh Board of Basic Education was constituted during the year.

A sum of Rs. 1,15,000 was provided in the current year's non-Plan budget to be given as grant-in-aid to the privately managed educational institutions in the Territory.

L.M. & A. Islands

General development was observed in the field of education. Some of the important aspects were the opening of new schools, appointment of new teachers, providing quarters for teachers, supply of teaching aids and apparatus, running of social education camps wherever necessary and organisation of reorientation training camps.

Manipur

To meet the needs of the people in the field of education, different measures were taken to speed up the development of education by opening more N. E. S. Blocks, more schools and more literacy centres and by forming Development Committees. Various recurring and non-recurring grants-in-aid were given for the

maintenance of the schools for construction of school buildings, hostels, teachers' quarters, community centres, youth clubs and science blocks, for purchase of furniture and as scholarships and stipends.

Pre-University classes were opened for the first time in all the general education colleges. One Sanskrit school having 'Upadhy' classes and twenty Hindi schools having 'Vsharad' and 'Kobid' classes were upgraded to special colleges.

Nagaland

Some new schools were started during the year. The Government proposed to take over the Mokokchung Art College and an amount of Rs. 2,00,000 was allotted for buildings and pay of staff of the college.

NEFA

During the year most of the existing primary schools were converted into the basic pattern. Indigenous music, dance and drama figured prominently as co-curricular activities.

Thirtyone NEFA tribal people from border areas were sent on a special 'Bharat Darshan' tour to see the important places in India and a sum of Rs. 30,000 was sanctioned for the purpose.

Pondicherry

The most important development during the year was the introduction of free universal primary education. Besides this, many new schools were opened, some were upgraded and the capacity was increased in some others. An Arts College and a Polytechnic were started. The existing adult education centre was strengthened with more books and equipment. Construction of one playground was completed. The Directorate and Inspectorate were strengthened with the creation of new posts.

Hindi classes were conducted in all the four settlements. Special classes were conducted to coach Government officials for the Hindi examinations of the Board of Secondary Education, New Delhi. A Hindi class was started for the staff of the Medical College. A total of Rs. 2,307 was spent during the year for propagation of Hindi.

Tripura

The duration of the primary stage of education was extended to 5 years (Classes I—V) instead of 4 years (Classes I—IV) existing previously. Action was taken for starting some new higher secondary schools during the next year.

An amount of Rs. 84,025 was given to the privately managed college R. K. Mahavidyalaya, Kailashahar, for maintenance and development.

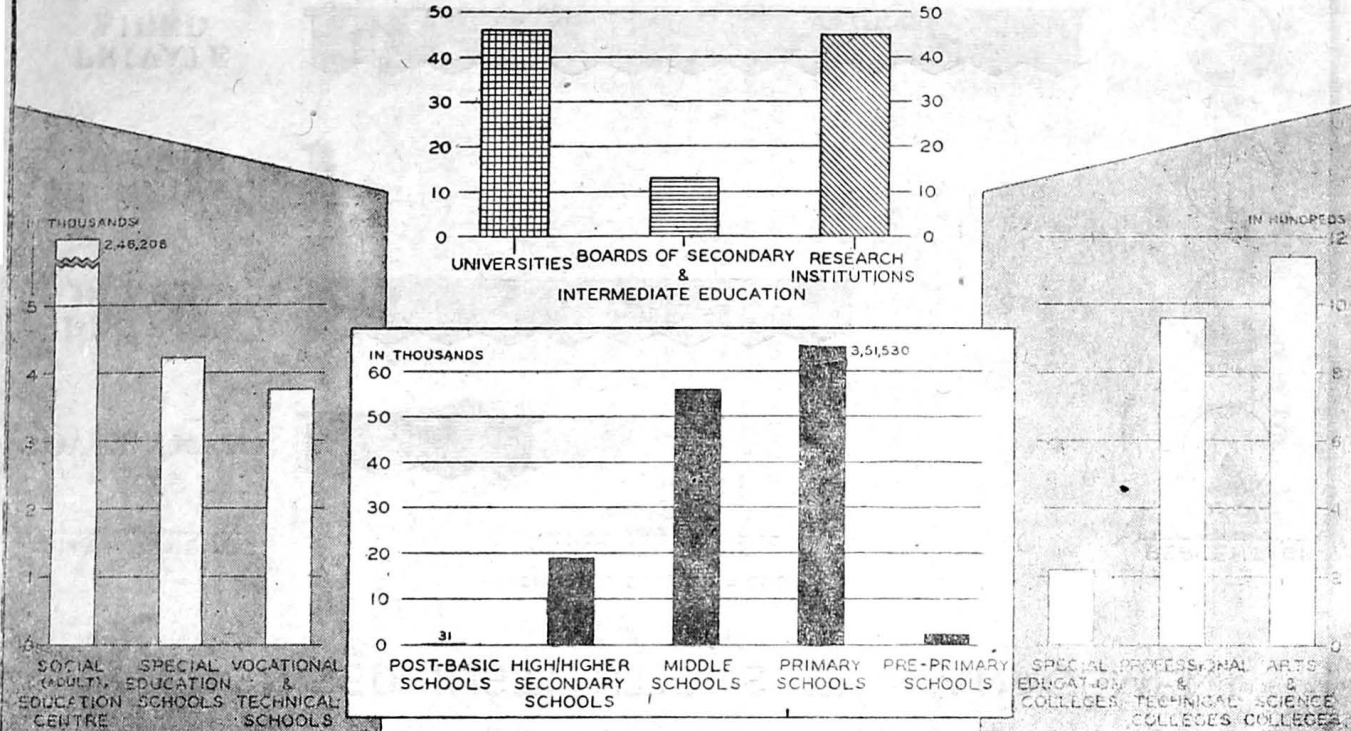
For promotion of Hindi some new 'Hindi Prachar' centres were started and necessary staff was appointed. A few Hindi essay competitions were also organised.

Table I—Number of Institutions by Type

Type	For Boys		For Girls		Total		Increase (+ or Decrease (-))
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	
1	2	3	4	5	6	7	8
Recognised—							
Universities	44	45	1	1	45	46	(+) 1
Boards of Secondary and Intermediate Education.	13	14	..	..	13	14	(+) 1
Research Institutions	41	44	..	..	41	44	(+) 3
Arts & Science Colleges.	874	957	165	181	1,039	1,138	(+)99
Colleges for Professional and Technical Edu- cation—							
Agriculture	36	38	..	..	36	38	(+) 2
Commerce	42	52	..	..	42	52	(+)10
Education (Teachers' Training)	386	449	92	101	478	550	(+)72
Engineering	66	78	..	..	66	78	(+)12
Forestry	3	3	..	..	3	3	..
Law	38	44	..	..	38	44	(+) 6
Medicine	129	139	4	4	133	143	(+)10
Physical Education . .	19	19	1	1	20	20	..
Technology	12	11	..	..	12	11	(-)1
Veterinary Science . .	18	18	..	..	18	18	..
Others	6	4	..	..	6	4	(-)2
Total	755	855	97	106	852	961	(+)109
Colleges for Special Education—							
Home Science . . . . .	..	..	4	4	4	4	..
Music, Dancing and Other Fine Arts	47	47	7	7	54	54	..
Oriental Studies. . . .	101	107	10	10	111	117	(+)6
Sociology.	8	7	..	1	8	8	..
Others	31	35	..	4	31	39	(+)8
Total	187	196	21	26	208	222	(+)14
Schools for General Education—							
High/Higher Secondary	14,736	16,522	2,521	2,784	17,257	19,306	(+) 2,049
Middle	44,997	50,785	4,669	5,150	49,663	55,915	(+) 6,252
Primary	3,10,670	3,29,473	19,829	22,057	3,30,399	3,51,530	(+)21,131
Pre-Primary	1,679	1,944	230	396	1,909	2,240	(+) 331
Total	3,71,982	3,98,704	27,246	30,287	3,99,228	4,28,991	(+)29,763
Schools for Vocational & Technical Educa- tion—							
Agriculture	101	104	1	2	102	106	(+) 4
Commerce	1,183	766	6	4	1,189	770	(-)419
Engineering & Techno- logy	282	293	1	4	283	297	(+) 14
Forestry	4	4	..	..	4	4	..
Marine Training	5	5	..	..	5	5	..
Medicine and Veteri- nary Science.	49	56	121	127	170	183	(+) 13
Physical Education . .	41	43	..	..	41	43	(+) 2
Teachers' Training . . .	881	873	257	260	1,138	1,133	(-) 5
Technical, Industrial and Arts & Crafts.	727	696	471	590	1,198	1,196	(-) 2
Others	15	14	..	..	15	14	(-) 1
Total	3,288	2,854	857	897	4,145	3,751	(-)394

INSTITUTIONS BY TYPE, 1961-62

ALL INSTITUTIONS 6,85,602



RECOGNISED INSTITUTIONS BY MANAGEMENT 1961-62

(EACH FULL SYMBOL = 25,000)

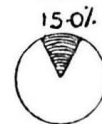
MANAGEMENT

INSTITUTIONS

PERCENTAGE

6,85,602

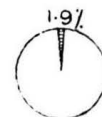
GOVERNMENT



**DISTRICT
BOARDS**



**MUNICIPAL
BOARDS**



**PRIVATE
AIDED**



**PRIVATE
UNAIDED**

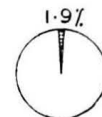


Table I—Number of Institutions by Type—(Contd.) :

1	2	3	4	5	6	7	8
Schools for Special Education—							
For the Handicapped	138	156	6	6	144	162	(+)18
For School Workers	41	35	7	5	46	41	(-)7
Music, Dancing and other Fine Arts	174	152	64	64	238	216	(-)22
Oriental Studies	3,462	3,424	24	25	3,486	3,449	(-)37
Reformatory	34	37	8	12	45	49	(+)4
Social (Adult) Education	49,672	1,61,703	13,143	84,505	62,815	2,46,208	(+)1,83,393
Others	273	275	35	35	308	310	(+)12
Total	53,797	1,65,783	12,287	84,652	67,084	2,50,435	(+)1,83,351
GRAND TOTAL	4,30,981	5,69,452	41,674	1,16,150	4,72,655	6,85,602	(+)2,12,947

STATISTICAL SURVEY

Institutions

The number of recognised educational institutions in India were 6,85,602 in 1961-62. This showed an increase of 2,12,947 institutions over the previous year. This increase works out to about 45 per cent. The corresponding increase in the previous year was only 7.5 per cent. In table I is given the details of the institutions by type. It will be seen from the table that even though there was a decrease in the number of institutions of certain type the decrease was very nominal. Majority of the type of institutions showed increase and a few remained stationary in number. On percentage basis the highest decrease of 35.2 in commerce schools was due to the fact that many institutions which had no educational contents (e.g., typing schools) were dropped from reckoning while the abnormal increase (292.0 per cent) in the case of social (adult) education schools gives a glimpse of the bit impetus that social education received during the year. Other notable increase was recorded by commerce colleges (23.8 per cent), engineering colleges (18.2 per cent) and pre primary schools (17.3 per cent). High/Higher Secondary schools increased by 12 per cent during the year and middle schools by 12.6 per cent.

Table II—Number of Recognised Institutions by Management

Management	1960-61		1961-62	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	96,829	29.5	1,03,269	15.1
District Boards	2,96,236	43.6	2,30,555	33.6
Municipal Boards	12,687	2.7	12,901	1.9
Private Bodies:—				
Aided	1,43,935	30.5	3,26,370	47.6
Unaided	12,858	2.7	12,467	1.8
Total	4,72,655	100.0	6,85,602	100.0

The distribution of the number of recognised institutions by management is given in table II. It can be seen from the Table that institutions managed by private bodies (aided) formed nearly 48 per cent of the total number of institutions whereas this percentage was only 31 in 1960-61. The Government institutions decreased from 20·5 per cent in 1960-61 to 15 per cent in 1961-62. Similarly institutions managed by district boards also decreased from 44 per cent to 34 per cent.

The distribution of the number of institutions by States and Union Territories is given in table III. All the States and Union Territories showed substantial increase in the total number of institutions. The largest increase in the number of institutions during the year was in Maharashtra (1,77,295) followed by Rajasthan (7,592) and Uttar Pradesh (6,674). Among the Union Territories the highest increase was in Manipur (316) followed by Tripura (218) and Himachal Pradesh (182).

Table III—Number of Institutions by States

State/Territory	For Boys		For Girls		Total		Increase (+) or Decrease (—)
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	
1	2	3	4	5	6	7	8
Andhra Pradesh . . .	37,935	40,895	817	878	38,752	41,773	+3,021
Assam	18,286	19,586	997	1,065	19,283	20,651	+1,368
Bihar	46,368	48,755	5,561	6,005	51,929	54,760	+2,831
Gujarat	25,495	25,797	2,192	2,637	27,677	28,434	+757
Jammu & Kashmir . . .	3,007	3,656	673	902	3,680	4,558	+878
Kerala	9,896	10,144	230	253	10,126	10,397	+271
Madhya Pradesh . . .	31,017	33,025	2,514	2,789	33,531	35,815	+2,284
Madras	29,929	31,132	364	401	30,293	31,533	+1,240
Maharashtra	52,753	1,59,494	9,816	80,370	62,569	2,39,864	+1,77,295
Mysore	31,860	34,268	1,768	1,795	33,628	36,063	+2,435
Oriasa	28,278	28,302	1,006	1,141	27,284	29,443	+2,159
Punjab	12,976	12,968	4,604	4,824	17,580	17,792	+212
Rajasthan	19,610	26,993	1,117	1,326	20,727	28,319	+7,592
Uttar Pradesh	42,384	47,550	6,062	7,570	48,446	55,120	+6,674
West Bengal	35,691	36,394	2,849	2,975	38,540	41,369	+2,829
A & N Islands	94	129	1	1	95	130	+35
Dadra & Nagar Haveli	..	55	..	..	..	55	+55
Delhi	866	992	596	642	1,462	1,634	+172
Himachal Pradesh . . .	1,578	1,797	85	48	1,663	1,845	+182
L.M. & A. Islands . . .	23	27	6	11	29	38	+9
Manipur	2,141	2,364	207	300	2,348	2,664	+316
Nagaland	478	556	..	..	478	556	+78
N.E.F.A.	148	165	..	..	148	165	+17
Pondicherry	363	379	59	62	422	441	+19
Tripura	1,815	2,028	150	155	1,965	2,183	+218
India/Total	4,30,981	5,69,452	41,674	1,16,150	4,72,655	6,85,602	+2,12,947

The number of recognised institutions in rural areas increased from 4,10,028 in 1960-61 to 5,93,497 during 1961-62. This shows an increase of 44.7 per cent as compared to 6.2 per cent in the previous year. The percentage of number of institutions in the rural areas to the total number of institutions decreased slightly from 86.8 per cent in 1960-61 to 86.6 in 1961-62. The break-up of these institutions is given below :—

Institutions in Rural Areas

Type of Institutions	1960-61	1961-62
Universities	4	4
Research Institutions	3	3
Colleges	263	270
Secondary Schools	49,464	56,239
Primary (including Pre-Primary) Schools	3,01,518	3,21,122
Vocational & Technical Schools	984	789
Social (Adult) Education Centres	55,546	2,11,390
Other Special Education Schools	2,246	3,680
Total	4,10,028	5,93,497

Enrolment—The enrolment by type of institutions in 1960-61 and 1961-62 is given in Table IV. The total enrolment in recognised institutions in India increased from 48 million in 1960-61 to 54 million in 1961-62 which gives an increase of 13.2 per cent. The corresponding increase in the last year was only 7.7 per cent. Girls constituted 31 per cent of the total enrolment as compared to 29.7 per cent during 1960-61.

Barring a few, all types of institutions showed an increase in enrolment. As is to be expected, the maximum increase in enrolment was in primary schools followed by middle and high/higher secondary schools. Institutions for social (adult) education also showed substantial increase in enrolment.

Table IV—Number of Pupils by Types of Institutions

Type	Boys		Girls		Total		Increase (+) or decrease (—)	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	Number	Percentage
1	2	3	4	5	6	7	8	9
Arts and Science Colleges (Including Research Institutions and University Departments)	6,28,183	6,61,467	1,30,782	1,54,631	7,67,965	8,06,098	+38,133	+ 5.0
Colleges for Professional and Technical Education—								
Agriculture	10,601	12,326	103	141	10,704	12,467	+ 1,763	+ 16.5
Applied Arts and Architecture	1,273	✓ 1,940	164	179	1,437	2,119	+ 682	+ 47.5
Commerce	27,403	36,395	783	840	28,186	37,235	+ 9,049	+ 32.1
Education (Teachers' Training)	33,381	38,623	17,354	20,960	50,735	59,583	+ 8,848	+ 17.4
Engineering	39,625	✓ 44,652	189	250	39,794	44,902	+ 5,108	+ 12.8
Forestry	626	698	..	..	626	698	+ 72	+ 11.5
Law	15,239	16,439	591	605	15,830	17,044	+ 1,214	+ 7.7
Medicine	30,225	33,306	7,799	8,819	38,024	42,125	+ 4,101	+ 10.8
Physical Education	1,107	1,235	299	330	1,406	1,565	+ 159	+ 11.3
Technology	1,797	✓ 2,117	162	83	1,959	2,200	+ 241	+ 12.3
Veterinary Science	5,158	5,176	32	38	5,190	5,214	+ 24	+ 0.5
Others	396	416	4	6	400	422	+ 22	+ 5.5
Total	1,66,831	1,93,323	27,460	32,251	1,94,291	2,25,574	+31,283	+ 16.1
Colleges for Special Education—								
Home Science	..	..	2,089	2,416	2,089	2,416	+ 327	+ 15.7
Music, Dancing and Other Fine Arts	3,492	3,474	5,138	5,392	8,630	8,666	+ 236	+ 2.7
Oriental Studies	8,862	9,020	2,657	2,156	11,519	11,176	— 343	— 3.0
Sociology	775	635	182	180	957	815	— 142	— 14.8
Others	1,991	2,394	111	681	2,102	3,075	+ 973	+ 46.3
Total	15,120	15,523	10,177	10,825	25,297	26,348	+ 1,051	+ 4.2

Schools for General Education--

High Higher Secondary	56,85,343	63,40,682	18,26,171	20,89,039	75,11,514	84,29,721	+ 9,18,207	+12.2
Middle	71,98,410	81,40,958	34,12,468	39,86,060	1,06,10,878	1,21,36,018	+15,25,140	+14.4
Primary	1,82,69,073	1,98,90,615	83,73,275	95,83,762	2,66,42,348	2,94,74,377	+28,32,029	+10.6
Pre-Primary	65,181	80,047	56,003	68,819	1,21,184	1,48,866	+ 27,682	+12.8
Total	3,12,18,007	3,44,61,302	1,56,67,917	1,57,27,680	4,48,85,924	5,01,88,982	+53,03,058	+11.8

Schools for Vocational & Technical Education—

Agriculture	7,662	8,272	74	156	7,736	8,428	+ 692	+ 8.9
Commerce	95,422	67,417	17,015	13,808	1,12,437	81,225	+ 31,212	-18.3
Engineering ○	78,984	87,243 ✓	506	846	79,490	88,089	+ 8,599	+ 9.7
Forestry ○	170	227 ✓	..	..	170	227	+ 57	+33.5
Marine Training ○	1,561	1,213 ✓	..	..	1,561	1,213	- 348	-22.3
Medicine & Veterinary Science	3,799	4,745	6,264	7,281	10,063	12,026	+ 1,963	+19.5
Physical Education	2,487	2,556	375	367	2,862	2,923	+ 61	+ 2.1
Teachers' Training	84,147	91,478	26,355	30,281	1,10,502	1,21,759	+ 11,257	+10.1
Technical & Industrial	45,759	60,901	28,728	29,694	74,487	90,595	+ 16,108	+22.8
Others	1,933	1,925 ✓	33	33	1,966	1,958	- 8	+ 5.0
Total	3,21,924	3,25,977	79,350	82,466	4,01,274	4,08,443	+ 7,169	+ 1.8

Schools for Special Education—

For the Handicapped	6,335	8,854	2,059	2,233	8,394	11,087	+ 2,693	+32.1
For Social Workers ○	3,439	2,878	638	459	4,077	3,337	- 740	-18.2
Music, Dancing etc.	6,445	7,155	8,448	8,848	14,893	16,003	+ 1,110	+ 7.5
Oriental Studies	1,31,531	1,36,047	15,635	18,491	1,47,166	1,54,538	+ 7,372	+ 5.0
Reformatory	6,840	6,723	1,572	1,895	8,412	8,618	+ 206	+ 2.4
Social (Adult) Education	11,93,629	16,38,594	3,01,977	7,80,954	14,94,706	24,19,548	+ 9,24,842	+61.9
Others	6,613	7,323	5,390	5,543	12,003	12,866	+ 863	+ 7.2
Total	13,54,832	18,07,574	3,34,819	8,18,423	16,89,651	26,25,997	+ 9,36,246	+55.4

GRAND TOTAL	3,37,04,897	3,74,55,166	1,42,59,505	1,68,26,276	4,79,64,402	5,42,81,442	+63,17,040	+13.2
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Table V—Number of Pupils in Recognised Institutions by Management

Management	1960-61		1961-62		Increase (+) or Decrease (—)	
	Number	Percentage	Number	Percentage	Number	Percentage
1	2	3	4	5	6	7
Government	97,55,459	20.4	1,11,82,933	20.6	+14,27,474	+14.6
District Board	1,86,25,754	38.8	2,13,92,513	39.4	+27,66,759	+14.9
Municipal Board	34,70,666	7.2	34,69,252	6.4	— 1,414	— 0.0
Private Bodies—						
Aided	1,46,44,094	30.5	1,67,98,840	30.9	+21,54,746	+14.7
Unaided	14,68,429	3.1	14,37,904	2.7	— 30,525	— 2.1
Total	4,79,64,402	100.0	5,42,81,442	100.0	+63,17,040	+13.2

Table V gives the distribution of this enrolment according to type of management. Of the total enrolment, above 40 per cent were in institutions managed by District Boards. 31 per cent of the enrolment was in private aided institutions. Government institutions enrolled about 21 per cent of the pupils. The balance were in Municipal Board institutions and private unaided institutions. Even though there was a substantial increase in the number of institutions managed by private aided bodies as compared to 1960-61, the percentage enrolment in this type of institution has not increased as compared to enrolment in Government and District Board institutions.

The distribution of the total enrolment of pupils by stage of education and sex is given in table VI. There was a general increase in enrolment at all stages of education excepting the intermediate and post-graduate diploma stage. The decrease in the intermediate stage may be due to the gradual abolition of this stage in the country. The maximum increase in enrolment was in social (adult) education (61.9 per cent) followed by B.A., B.Sc. (21.3 per cent) and pre-primary (21.1 per cent.)

The number of pupils enrolled from rural areas rose from 34 million in 1960-61 to 39 million during 1961-62 which constitutes 72.2 per cent of the total enrolment as against 71.6 per cent in the previous year. The percentage break-up of these students in pre-primary schools, 0.1 per cent, primary schools 61.1 per cent, secondary schools 31.8 per cent, professional and special schools 6.1 per cent and colleges and universities 0.9 per cent.

PUPILS RECEIVING GENERAL EDUCATION

1961-62

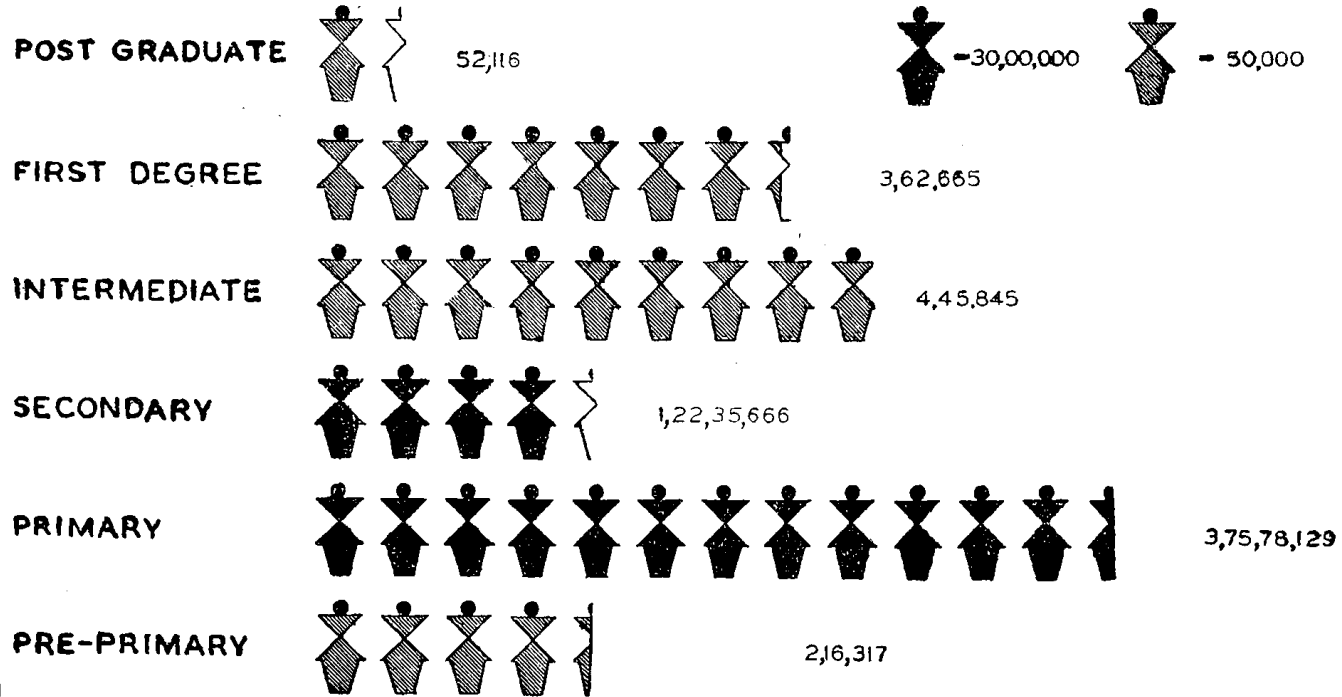


Table VI—Number of Pupils in Institutions by Stages of Instructions

Stage	Boys		Girls		Total		Increase (+) or Decrease (—)	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	Number	Percentage
I	2	3	4	5	6	7	8	9
General Education—								
Pre-Primary	96,520	1,22,686	82,122	93,631	1,78,642	2,16,317	+ 37,675	+21.1
Primary	2,26,87,340	2,49,67,222	1,09,44,051	1,26,10,907	3,36,31,391	3,75,78,129	+39,46,738	+11.7
Middle	55,38,406	60,35,324	19,41,178	21,53,635	74,79,584	81,88,959	+ 7,09,375	+ 9.5
High/Higher Secondary	27,76,314	31,98,025	8,86,295	8,48,682	34,62,709	40,46,707	+ 5,83,998	+16.9
Intermediate	3,81,384	3,68,824	76,517	77,021	4,57,901	4,45,845	— 12,056	— 2.6
B. A./B. Sc.	2,35,633	2,81,950	63,379	80,715	2,99,012	3,62,665	+ 63,653	+21.3
M. A./M. Sc.	38,873	40,945	9,215	10,763	46,088	51,708	+ 5,620	+12.2
Post Graduate Dip.	365	322	12	31	377	353	— 24	— 6.4
Research	3,879	4,178	768	779	4,647	4,957	+ 310	+ 6.7
Total	3,17,56,714	3,50,19,476	1,38,03,637	1,58,76,164	4,55,60,351	5,08,95,640	+53,35,289	+11.7
Professional & Technical Education (Collegiate)								
Special Education (Collegiate)	14,500	15,572	7,355	8,413	21,855	23,985	+ 2,130	+ 9.7
Vocational & Technical Education (School)	3,39,498	3,47,891	85,459	91,405	4,25,047	4,39,296	+ 14,249	+ 3.4
Social (Adult) Education	11,93,629	16,38,594	3,01,077	7,80,554	14,94,706	24,19,148	+ 9,24,442	+61.8
Special Education (School)	1,61,569	1,66,968	35,763	39,851	1,97,332	2,06,789	+ 9,457	+ 4.8
GRAND TOTAL	3,37,04,897	3,74,55,166	1,42,59,565	1,68,26,276	4,79,64,402	5,42,81,442	+63,17,040	+13.2

Table VII—Number of Pupils in Recognised institutions by States

State/Territory	For Boys		For Girls		Total		Increase (+) or Decrease (-)	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	Number	Percentage
	1	2	3	4	5	6	7	8	9
Andhra Pradesh	35,65,252	40,49,492	1,63,843	1,85,401	37,29,095	42,34,893	+ 5,05,798	+ 13.6
Assam	14,41,079	15,66,131	1,02,903	1,10,495	15,43,982	16,76,626	+ 1,32,644	+ 8.6
Bihar	41,36,176	43,08,522	3,66,504	3,90,628	45,02,680	47,89,150	+ 2,86,470	+ 6.4
Gujarat	24,91,580	28,18,734	3,80,197	4,20,076	28,71,777	32,38,810	+ 3,67,033	+ 12.8
Jammu & Kashmir	2,44,253	2,80,733	71,521	83,444	3,15,774	3,64,177	+ 48,403	+ 15.3
Kerala	32,09,756	33,93,793	1,19,826	1,39,881	33,29,582	35,73,674	+ 2,04,092	+ 6.1
Madhya Pradesh	22,99,237	25,36,451	2,73,980	3,17,241	25,73,217	28,53,692	+ 2,80,475	+ 10.9
Madras	43,10,553	47,79,423	1,41,590	1,53,645	44,52,143	49,33,068	+ 4,80,925	+ 10.8
Maharashtra	50,51,937	58,28,214	6,08,350	11,24,647	56,60,287	69,52,861	+ 12,92,574	+ 22.8
Mysore	25,86,402	29,77,476	3,07,287	3,30,802	28,93,689	33,08,278	+ 4,14,589	+ 14.3
Orissa	16,25,675	17,20,828	52,015	54,434	16,77,690	17,75,262	+ 97,572	+ 5.8
Punjab	16,84,067	21,10,781	4,71,618	6,21,101	21,55,685	27,31,882	+ 5,76,197	+ 26.7
Rajasthan	13,86,578	16,25,609	1,38,779	1,55,501	15,25,357	17,81,110	+ 2,55,753	+ 16.8
Uttar Pradesh	49,81,013	57,51,384	6,63,997	8,28,908	56,45,010	65,80,292	+ 9,35,282	+ 16.6
West Bengal	36,69,424	39,33,701	4,10,420	4,49,595	40,79,844	43,83,296	+ 3,03,452	+ 7.4
A. & N. Islands	6,011	7,380	164	307	6,175	7,667	+ 1,492	+ 24.2
Dadra & Nagar Haveli . . . . .	..	4,096	..	..	..	4,096	+ 4,096	+ 100.0
Delhi	3,07,947	3,51,236	1,80,061	2,02,467	4,88,008	5,53,703	+ 65,695	+ 13.5
Himachal Pradesh	1,07,615	1,19,932	6,774	7,160	1,14,389	1,27,092	+ 12,703	+ 11.1
L. M. & A. Islands	3,508	3,813	601	882	4,109	4,695	+ 586	+ 14.3
Manipur	1,39,531	1,54,213	21,299	25,745	1,60,830	1,79,958	+ 19,128	+ 11.9
Nagaland	47,635	52,655	..	..	47,635	52,655	+ 5,020	+ 10.5
N.E.F.A.	7,155	7,895	..	..	7,155	7,895	+ 740	+ 10.3
Pondicherry	36,192	43,818	9,776	10,596	45,968	54,414	+ 8,446	+ 18.4
Tripura	1,27,176	1,44,189	7,145	8,007	1,34,321	1,52,196	+ 17,875	+ 13.3
INDIA TOTAL	4,34,65,752	4,86,60,479	44,98,650	56,20,963	4,79,64,402	5,42,81,442	+62,17,040	+ 13.2

EXPENDITURE ON EDUCATION BY SOURCES

RUPEES
IN
CRORES

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1961-62

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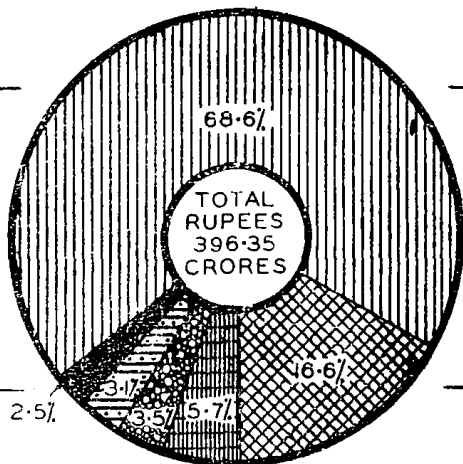
40

30

20

10

0



GOVERNMENT
FUNDS

FEEES

OTHER
SOURCES

DISTRICT
BOARD FUNDS

MUNICIPAL
BOARD FUNDS

ENDOWMENTS

The Statewise distribution of enrolment of pupils at different stages of education is given in table VII. In all the States and Union Territories there is an increase in the total enrolment. The maximum percentage increase was in Punjab (26·7 per cent) followed by Maharashtra (22·8 per cent). Among the Union Territories the maximum increase in enrolment was in Andaman and Nicobar Islands (24·2 per cent) followed by Pondicherry (18·4 per cent.). At the all-India basis, the enrolment increased by 13·2 per cent over the previous year.

Expenditure

The total expenditure on all recognised institutions in India came to 396·35 crores in 1961-62 as against 344·38 crores in the previous year. This shows an increase of 15·1 per cent as against 14·6 per cent in 1960-61. Of the total expenditure Rs. 293·32 crores (74·0 per cent) constituted direct expenditure and the balance indirect expenditure. The corresponding figures for 1960-61 are Rs. 257·36 crores and Rs. 87·02 crores. Further, the total expenditure on institutions for boys came to Rs. 357·25 crores and that on institutions for girls to Rs. 39·10 crores, the corresponding expenditure for 1960-61 being 310·77 crores and 33·61 crores.

Table VIII—Expenditure on Education by Sources

Sources	1960-61		1961-62	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government Funds	2,34,09,13,831	68·0	2,71,83,64,789	68·6
District Board Funds	11,83,36,228	3·4	13,96,73,107	3·5
Municipal Board Funds	10,65,78,153	3·1	12,22,32,412	3·1
Fees	59,02,58,393	17·2	65,60,69,434	16·6
Endowments	9,80,81,799	2·8	10,02,48,678	2·5
Other Sources	18,96,32,738	5·5	22,69,71,362	5·7
Total	3,44,38,01,140	100·0	3,96,35,59,782	100·0

Table VIII gives the distribution of expenditure on education by sources. Slightly more than 2/3 of the expenditure is met from Government funds. Fee contributed 17 per cent of the total expenditure. The rest of the expenditure was met from District Board funds, Municipal Board funds, Endowments and Other Sources. The percentage contribution of the different sources to the total expenditure has not changed very much from the previous year.

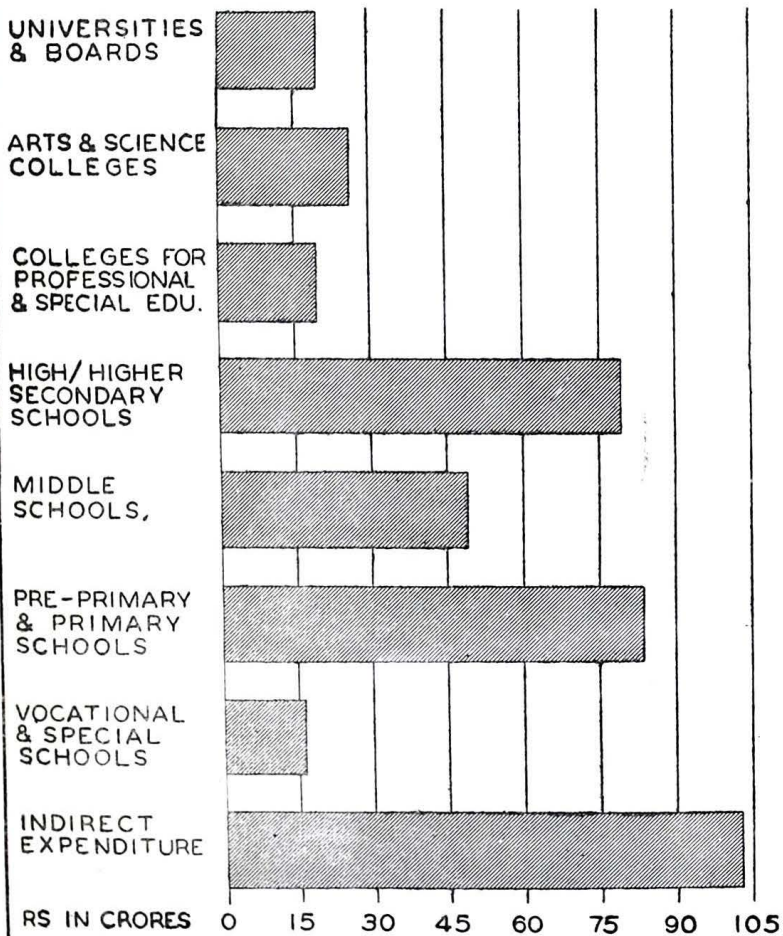
Table IX—Expenditure on Education According to Heads of Charges

Heads of Charge	1960-61	1961-62	Increase (+) or Decrease (—)	
			Amount	Percentage
1	2	3	4	5
DIRECT—				
Universities	14,13,88,805	16,86,58,167	+ 2,72,69,362	+19.3
Boards of Secondary and/or Intermediate Education	2,41,33,188	2,99,17,664	+ 57,84,476	+24.0
Research Institutions	2,69,86,144	2,84,58,825	+ 14,72,681	+ 5.5
Arts and Science Colleges	20,91,52,724	23,38,14,595	+ 2,46,61,871	+11.8
Professional Colleges	15,80,40,866	18,65,47,174	+ 2,85,06,308	+18.0
Special Education Colleges	91,25,051	94,13,464	+ 2,88,413	+ 3.2
High/Higher Secondary Schools	68,91,17,389	79,11,85,207	+ 10,20,67,818	+14.8
Middle Schools	42,92,19,777	48,84,18,188	+ 5,91,98,411	+13.8
Primary Schools	73,44,61,273	82,66,91,083	+ 9,22,29,810	+12.6
Pre-Primary Schools	58,73,417	74,90,901	+ 16,17,484	+27.5
Vocation and Technical Schools	11,40,91,613	12,80,45,627	+ 1,39,54,014	+12.2
Social (Adult) Education Cen- tres	79,27,765	80,91,855	+1,64,090	+2.1
Special Education Schools	2,40,69,504	2,64,75,629	+24,06,125	+10.0
Total (Direct)	2,57,35,87,516	2,93,32,08,379	+35,96,20,863	+14.0
INDIRECT—				
Direction and Inspection	7,01,22,599	7,86,96,710	+ 85,74,111	+12.2
Buildings	42,81,57,734	46,74,37,704	+3,92,79,970	+ 9.2
Scholarships	20,02,22,078	26,38,05,286	+6,35,83,208	+31.8
Hostel Charges	4,31,48,793	5,52,44,745	+1,20,95,952	+28.0
Miscellaneous	12,85,62,420	16,51,66,958	+3,66,04,538	+28.5
Total (Indirect)	87,02,13,624	1,03,03,51,403	+16,01,37,779	+18.4
GRAND TOTAL	3,44,38,01,140	3,96,35,59,782	+51,97,58,642	+15.1

Table IX gives the distribution of expenditure on education according to heads of charges under direct and indirect expenditure. The total direct expenditure increased from Rs. 2573.6 million in 1960-61 to Rs. 2933.2 million during 1961-62 which gives an increase of 14.0 per cent as compared to 13.1 per cent during 1960-61. The direct expenditure under all heads showed an increase. The largest increase in amount was in the case of high/higher secondary schools (Rs. 102.1 million) followed by those of primary schools (Rs. 92.2 million) and middle schools (Rs. 59.2 million). In percentage terms the maximum increase in expenditure was on Boards of Secondary and/or Intermediate Education (43 per cent) followed by Social (Adult) Education Centres (28.5 per cent) and pre-primary schools (27.4 per cent) of the total direct expenditure. The expenditure of universities was 5.7 per cent on colleges including

EXPENDITURE ON EDUCATION BY HEADS OF CHARGE

1961-62



research institutions 15.5 per cent, Boards of Education 1.2 per cent, high/higher secondary education 27.0 per cent, middle schools 16.6 per cent, primary schools 28.4 per cent, vocational and technical schools 4.4 per cent and special education schools 1.2 per cent.

Table X - Indirect Expenditure on Education by Sources

Source	1960-61		1961-62	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government Funds . . .	69,70,08,498	80.1	81,68,88,829	79.3
Local Bodies Funds . . .	2,77,15,214	3.2	3,91,04,668	3.8
Fees	3,94,06,116	4.5	4,95,30,495	4.8
Endowments	3,66,59,654	4.2	3,99,93,654	3.9
Other Sources	6,94,24,142	8.0	8,48,33,757	8.2
Total	87,02,13,624	100.0	1,03,03,51,403	100.0

The indirect expenditure as given in table X also rose from Rs. 870.2 million in 1960-61 to Rs. 1030.4 million during the year under report. This forms an increase of 18.4 per cent as against an increase of 19.6 per cent during the previous year. The increase in expenditure on scholarships was the largest in amount (Rs. 63.6 million) as well as in percentage terms (31.8 per cent).

Table XI - Direct Expenditure on Institutions by Management

Management	1960-61		1961-62		Percentage Increase (+) or Decrease (-)
	Amount	Percentage	Amount	Percentage	
1	2	3	4	5	6
	Rs.		Rs.		
Government	73,27,19,356	28.5	85,00,64,307	29.0	+16.0
District Boards	54,38,08,596	21.1	62,38,26,263	21.3	+14.7
Municipal Boards	15,80,58,330	6.1	17,08,71,105	5.8	+ 8.1
Private Bodies--					
Aided	1,04,00,99,215	40.4	1,18,33,07,632	40.3	+13.8
Unaided	9,89,02,019	3.9	10,51,39,072	3.6	+ 6.3
Total	2,57,35,87,516	100.0	2,93,32,08,379	100.0	+14.0

The direct expenditure according to management is given in table XI Government institutions which formed only 15.1 per cent of the total number of institutions accounted for 29.0 per cent of the total direct expenditure while

institution managed by local and private bodies formed 35·5 per cent and 49· per cent respectively of the total number of institutions accounted for 27· per cent and 43·9 per cent respectively of the total direct expenditure.

Table XII—Distribution of Government Expenditure on Education

Item	1960-61		1961-62	
	Amount	Percentage of Total Expenditure	Amount	Percentage of Total Expenditure
1	2	3	4	5
	Rs.		Rs.	
Institutions for Men	2,13,48,60,521	91·2	2,47,64,88,159	91·1
Institutions for Women	20,60,53,310	8·8	24,18,76,630	8·9
Total	2,34,09,13,831	100·0	2,71,83,64,789	100·0

DISTRIBUTION BY HEADS OF CHARGE

Universities	6,52,51,854	2·8	7,61,62,855	2·8
Boards of Secondary and/or Intermediate Education	1,93,598	0·0	12,74,094	0·0
Research Institutions	2,44,97,168	1·0	2,53,81,904	0·9
Arts & Science Colleges	8,20,57,133	3·5	9,48,42,491	3·5
Professional Colleges	11,17,33,930	4·8	13,59,73,693	5·0
Special Education Colleges	59,24,536	0·3	60,93,571	0·2
High & Higher Secondary Schools	33,10,31,894	14·1	40,44,98,800	14·9
Middle Schools	31,80,76,587	13·6	36,50,83,126	13·4
Primary Schools	59,12,21,812	25·3	66,21,10,152	24·4
Pre-Primary Schools	15,74,021	0·1	20,41,435	0·1
Vocational Schools	9,05,51,308	3·9	10,37,76,358	3·8
Special Education Schools	2,17,91,492	0·9	2,42,37,481	0·9
Direction & Inspection	6,80,42,466	2·9	7,50,79,673	2·8
Buildings	18,57,65,624	7·9	35,58,10,754	13·1
Scholarships	1,38,08,463	0·6	24,59,97,716	9·0
Hostel Charges	33,36,36,258	14·2	1,80,74,107	0·7
Miscellaneous	9,57,55,687	4·1	12,19,26,579	4·5
GRAND TOTAL	2,34,09,13,831	100·0	2,71,83,64,789	100·0

The total Government expenditure on education on the different types of institutions is given in table XII. As usual the general education schools continued to enjoy the largest portion of Government expenditure.

The Statewise details of the total expenditure on education are shown in table XIII. All the States and Union Territories spent more on education as compared to the previous year. The highest increase was reported among States by Maharashtra (Rs. 72·0 million) followed by Madras (Rs. 69·0 million), U.P. (Rs. 52·2 million), Madhya Pradesh (Rs. 46·8 million), Mysore (Rs. 41·0 million) and West Bengal (Rs. 40·4 million) and among Union Territories by Delhi (Rs. 17·7 million). The lowest increase, it may be noted, was reported by Orissa (Rs. 6·0 million) among States and by L.M. & A. Islands (Rs. 1,85,155) among Union Territories (Dadra and Nagar Haveli, of course, reported statistics for the first time). In terms of percentage however the top place among States was shared by Madhya Pradesh and Mysore (23·2 per cent) which was followed by Madras (21·7 per cent) and Rajasthan (16·4 per cent); among Union Territories leaving out Dadra and Nagar Haveli, A. & N. Islands showed by far the biggest increase (88·9 per cent) followed by Pondicherry (50·7 per cent) and L.M. & A. Islands (35·8 per cent).

Columns (10) to (14) of table XIII shows the distribution of the percentage of expenditure on education met from different sources. It will be observed that Government share was by far the biggest in every State or Union Territory except in Himachal Pradesh and Manipur where the local bodies met 80·7 per cent and 68·6 per cent respectively of the total expenditure. The Government contribution was as in 1960-61 highest among States in Jammu and Kashmir (92·6 per cent); it was more than 75 per cent in Rajasthan (84·8 per cent), Kerala (83·6 per cent), Madhya Pradesh (82·9 per cent), Orissa (78·7 per cent) and Assam (76·7 per cent) and more than 60 per cent in all other States except Uttar Pradesh (58·9 per cent) where it was the least. Among Union Territories, Government met all expenditure on education in A. & N. Islands, Dadra and Nagar Haveli, L.M. & A. Islands and N.E.F.A.; it also met most of the expenditure in Tripura (96·7 per cent), Nagaland (96·3 per cent) and Pondicherry (86·6 per cent), while in Delhi the Government share was 59·6 per cent.

The average annual cost per pupil for the two years 1960-61 and 1961-62 is given in cols. (15) and (16) in table XIII. The all-India average rose from Rs. 71·8 to 73·0. The cost was highest in Madhya Pradesh (Rs. 87·2) among States and NEFA (Rs. 350·9) among Union Territories and it was lowest in Orissa (Rs. 45·4) among States and Dadra and Nagar Haveli (Rs. 50·1) among Union Territories. In the previous year, these four positions were respectively occupied by Punjab (Rs. 87·4), NEFA (Rs. 321·4), Orissa (Rs. 44·5) and Manipur (Rs. 68·3).

The last column of table XIII compares the average per capita expenditure on education in different States and Union Territories. The all-India expenditure per head of population came to Rs. 8·8 as against Rs. 7·8 in 1960-61. It ranged from Rs. 13·9 in Maharashtra to Rs. 4·5 in Orissa among States and from Rs. 43·7 in Delhi to Rs. 3·5 in Dadra and Nagar Haveli among Union Territories. This showed the same position as the previous year except that in the case of Union Territories the last place was occupied by NEFA.

Table XIII—Expenditure on Education by States

State/Territory	On Institutions for Boys		On Institutions for Girls	
	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5
Andhra Pradesh	23,79,15,835	25,25,01,877	1,90,41,550	2,02,38,385
Assam	8,29,71,101	9,61,57,094	67,98,056	78,57,531
Bihar	21,03,35,037	23,16,08,135	1,54,45,510	1,79,56,656
Gujarat	16,87,44,088	19,09,80,740	2,08,91,123	2,33,37,400
Jammu & Kashmir	1,69,66,067	2,54,37,190	34,75,856	46,86,462
Kerala	18,28,63,213	20,76,92,323	1,09,57,234	1,26,13,847
Madhya Pradesh	18,09,40,295	22,22,58,480	2,11,87,777	2,66,77,115
Madras	29,31,34,216	35,82,06,100	2,45,10,570	2,84,72,997
Maharashtra	44,30,67,734	50,81,16,919	4,62,48,601	5,31,56,025
Mysore	16,11,66,710	20,06,64,911	1,55,32,058	1,70,61,708
Orissa	7,10,80,708	7,62,02,371	35,28,149	44,27,368
Punjab	15,84,93,636	17,91,06,584	2,98,17,294	3,62,07,397
Rajasthan	11,60,91,398	13,53,90,443	1,06,98,951	1,22,08,511
Uttar Pradesh	35,87,12,575	40,28,66,660	3,83,73,421	4,64,53,551
West Bengal	29,89,45,300	33,52,74,982	4,19,20,306	4,59,90,306
A. & N. Islands	7,16,719	13,68,816	1,33,607	2,37,339
Dadra & Nagar Haveli . . . . .	..	2,05,248	..	..
Delhi	7,70,66,196	8,96,87,678	2,42,04,393	2,02,61,718
Himachal Pradesh	1,13,02,983	1,33,28,675	4,46,494	5,60,876
L. M. & A. Islands	4,98,022	6,49,459	19,770	53,488
Manipur	1,00,47,658	1,13,49,505	9,34,758	13,76,582
Nagaland	42,97,567	50,22,417	..	..
N.E.F.A.	22,99,484	27,70,060	..	..
Pondicherry	50,82,721	88,10,401	7,34,054	8,57,127
Tripura	1,43,80,033	1,68,19,496	11,82,334	13,90,750
INDIA/TOTAL	3,10,77,19,266	3,57,24,63,76,663	33,60,81,874	39,10,83,119

State/Territories	Total		Increase (+)/Decrease (-)	
	1960-61	1961-62	Amount	Percentage
	6	7	8	9
Andhra Pradesh	25,69,57,385	27,27,40,242	+ 1,57,82,857	+ 6.1
Assam	8,97,69,157	10,40,14,625	+ 1,42,45,468	+ 15.9
Bihar	22,57,80,547	24,95,64,791	+ 2,37,84,244	+ 10.5
Gujarat	18,96,35,211	21,43,18,140	+ 2,46,82,929	+ 13.0
Jammu & Kashmir	2,04,41,923	3,01,23,652	+ 96,81,729	+ 4.7
Kerala	19,38,20,447	22,03,06,170	+ 2,64,85,723	+ 13.7
Madhya Pradesh	20,21,28,072	24,89,35,595	+ 4,68,07,523	+ 23.2
Madras	31,76,44,786	38,66,79,097	+ 6,90,34,311	+ 21.7
Maharashtra	48,93,16,335	56,12,72,944	+ 7,19,56,609	+ 14.7
Mysore	17,66,98,768	21,77,26,619	+ 4,10,27,851	+ 23.2
Orissa	7,46,08,857	8,06,29,739	+ 60,20,882	+ 8.1
Punjab	18,83,10,900	21,53,13,981	+ 2,70,03,081	+ 14.3
Rajasthan	12,67,90,357	14,75,98,954	+ 2,08,08,597	+ 16.4
Uttar Pradesh	39,70,85,996	44,93,20,220	+ 5,22,34,224	+ 13.2
West Bengal	34,08,65,606	38,12,65,288	+ 4,03,99,682	+ 11.9
A. & N. Islands	8,50,326	16,06,155	+ 7,55,829	+ 88.9
Dadra & Nagar Haveli . . . . .	..	2,05,248	+ 2,05,248	+100.0
Delhi	10,12,70,589	11,89,49,396	+ 1,76,78,807	+ 17.5
Himachal Pradesh	1,17,49,477	1,38,89,551	+ 21,40,074	+ 18.2
L. M. & A. Islands	5,17,792	7,02,947	+ 1,85,155	+ 35.8
Manipur	1,09,82,416	1,27,26,177	+ 17,43,761	+ 15.9
Nagaland	42,97,567	50,22,417	+ 7,24,850	+ 16.9
N.E.F.A.	22,99,484	27,70,060	+ 4,70,576	+ 20.5
Pondicherry	64,16,775	96,67,528	+ 32,50,753	+ 50.7
Tripura	1,55,62,367	1,82,10,246	+ 26,47,879	+ 17.0
INDIA/TOTAL	3,44,38,01,140	3,96,35,59,782	+ 51,97,58,642	+ 15.1

COST PER CAPITA [OF POPULATION] ON EDUCATION 1961-62

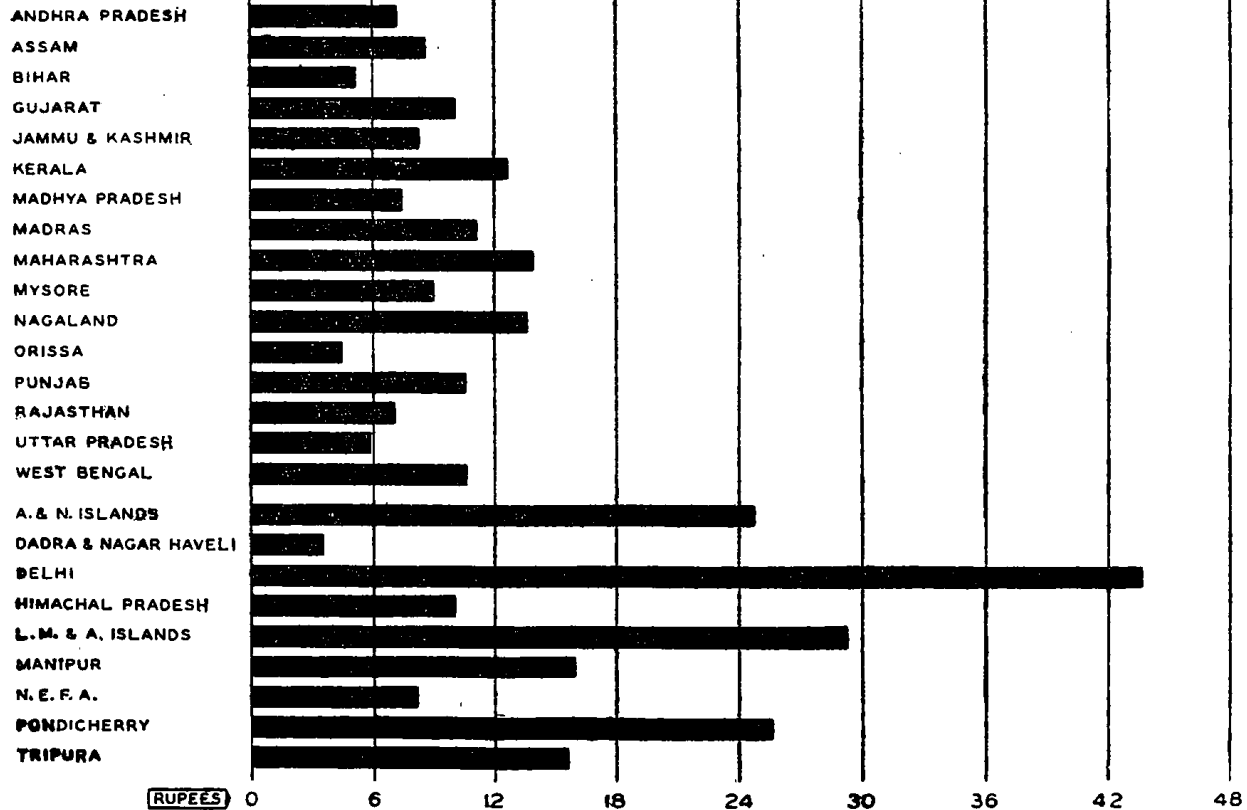


Table XIII—Expenditure on Education by States—(Contd.)

State/Territory	Percentage of Expenditure met from					Average Annual Cost per Pupil		Expenditure per Capita
	Govt. Fund	Local Funds	Board Fees	Endowments	Other Sources	1960-61	1961-62	
						15	16	
1	10	11	12	13	14	15	16	17
Andhra Pradesh	66.0	12.8	14.2	3.4	3.6	68.9	64.4	7.2
Assam	76.7	0.7	16.7	4.7	1.2	58.1	62.0	8.6
Bihar	68.9	2.6	19.6	1.5	7.4	50.1	52.1	5.2
Gujarat	69.8	6.2	16.9	1.0	6.1	66.0	66.2	10.1
Jammu & Kashmir	92.6	..	4.8	0.1	2.5	64.7	82.7	8.2
Kerala	83.6	0.1	9.6	0.2	6.5	58.2	62.3	12.7
Madhya Pradesh	82.9	4.6	7.7	0.8	4.0	78.6	87.2	7.5
Madras	65.0	13.5	11.6	8.7	1.2	71.3	78.4	11.2
Maharashtra	61.0	8.9	22.1	0.8	7.2	86.4	80.7	13.9
Mysore	74.1	3.7	9.8	0.4	12.0	61.1	65.8	9.0
Orissa	78.7	0.5	10.6	4.3	5.9	44.5	45.4	4.5
Punjab	71.8	0.3	19.2	5.8	2.9	87.4	78.8	10.4
Rajasthan	84.8	0.3	8.7	4.6	1.6	83.1	82.9	7.1
Uttar Pradesh	58.9	7.2	21.7	1.3	10.9	70.3	68.3	5.9
West Bengal	63.9	2.5	26.8	2.2	4.6	83.5	87.0	10.6
A. & N. Islands	100.0	..	..	..	..	137.7	209.4	24.7
Dadra & Nagar Haveli	100.0	..	..	..	..	..	50.1	3.5
Delhi	59.6	18.3	15.1	0.9	6.1	207.5	214.8	43.7
Himachal Pradesh	15.4	80.7	2.3	0.3	1.3	102.7	109.3	10.0
L. M. & A. Islands	100.0	..	..	..	..	126.0	149.7	29.3
Manipur	22.7	68.6	5.1	3.6	0.0	68.3	70.7	15.9
Nagaland	96.3	..	0.8	1.2	1.7	90.2	95.4	13.6
N.E.F.A.	100.0	..	..	..	..	321.4	350.9	8.2
Pondicherry	86.6	0.0	4.7	1.8	6.9	139.6	177.7	25.6
Tripura	96.7	..	2.2	1.0	0.1	115.9	119.6	15.6
INDIA/TOTAL	68.6	6.6	16.6	2.5	5.7	71.8	73.0	8.8

CHAPTER II

EDUCATIONAL ORGANISATION AND PERSONNEL

This chapter deals with the main developments which took place during 1961-62 in regard to Educational Organisation and Educational Services both at the Centre and in the States and in respect of Educational Directorates and Inspectorates in the States.

Educational Organisation

At the Centre, the items of work relating to (a) the colleges for displaced students and the training of displaced teachers in West Bengal and (b) the administrative control of the Homes/Infirmaries and Children's institutions for displaced persons from East Pakistan were transferred from the Ministry of Rehabilitation to the Ministry of Education. Besides, a separate unit was created in the Education Ministry to deal with the education of refugee children from Tibet. The Unesco Section in the Ministry was made into an independent Unit with effect from 11th May, 1961, to serve as the secretariat of the Indian National Commission for Unesco and to deal with other matters pertaining to Unesco. In collaboration with Unesco, a Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia was set up in New Delhi as a subordinate office of the Education Ministry.

As regards the States, no major change was reported in the organisational set-up of the Education Department anywhere except in Andhra Pradesh, Kerala and Mysore. In Andhra Pradesh, consequent on the transfer of local Administration of Development Blocks to *Panchayat Samitis* the Deputy Inspectors of Schools, having jurisdiction over *Panchayat Samiti* Blocks, were also required to function as Extension Officers (Education) of the *Panchayat Samitis* in addition to continuing as Departmental Inspecting Officers. Moreover, the number of ranges under the Deputy Inspectors were reorganised so as to have as many ranges as development blocks in the rural areas. In addition, the following separate ranges were also constituted :—(i) One range for all elementary schools in urban areas in each revenue district and 5 such ranges in Hyderabad city; (ii) Ten ranges for Urdu Elementary schools in Andhra Area, (iii) Fifteen ranges for elementary schools in Agency Areas. In Kerala State, decentralisation of administration was effected with the creation of three posts of Regional Deputy Directors of Education with headquarters at Trivandrum, Ernakulam in Kozhikode and many powers hitherto vested in the Director, of Public Instruction, were delegated to these Regional Deputy Directors. In Mysore State, for the successful implementation of the Compulsory Primary Education Programme, the Inspectorate was reorganised with effect from October, 1961. The main features of the reorganisation was the formation of Ranges whose boundaries were co-terminus with revenue *talukas*. Each range was placed under an Inspector who exercised complete control over primary schools in the area. In the case of high schools, the system of Subject Inspectors sanctioned on an experimental basis for two divisions was extended to three more divisions.

Educational Services

The cadre of educational services in almost all the States continued to consist of two broad categories, viz., (i) State Educational Services, generally divided into Class I and Class II and (ii) Subordinate Educational Services, divided into different classes with different scales of pay.

The total strength of the State Educational Services (including equivalent posts where such services did not exist) increased from 12,924 to 13,842. Of these, 1,405 were Class I posts and 12,437 Class II posts. The branch-wise and class-wise distribution of these posts is given in table XIV below.

Table XIV - Strength of State Educational Service according to Branches

Branches	Class I		Class II		Total
	Men	Women	Men	Women	
Direction and Inspection	285	28	897	137	1,347
Collegiate	855	55	6,858	1,000	8,768
School	127	10	2,623	598	3,358
Others	44	—	283	41	368
Total	1,312	93	10,661	1,776	13,842

Of the 1,405 Class I posts, nearly 64 per cent were filled up by promotion, 23 per cent by direct recruitment, 6 per cent by officiating arrangements, while the remaining 7 per cent posts were held in abeyance. As regards 12,437 Class II posts, about 43 per cent were filled up by direct recruitment, 45 per cent by promotion, 6 per cent by officiating arrangements and the remaining 6 per cent posts were held in abeyance. The distribution of Class I and Class II posts in the educational services of the different States is given in table XV. It will be observed from this table that Madhya Pradesh continued to have the largest service with 3,324 officers in both the classes. It was followed by Rajasthan with 1,990 officers and Kerala with 1,504 officers.

During the year, no major changes in the pay scales of educational service were reported by the State Governments.

Direction and Inspection

With the rapid increase in the number of educational institutions as a result of educational development under the Five Year Plans, the strength of Directorate and Inspectorate increased in varying degrees in almost all the States. Information about the strength of the Directorates and Inspectorates in the different States, the minimum educational qualifications prescribed for the various posts therein, their scales of pay and duties are given in Appendix A of Vol. II-A of this Report which has been published separately.

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

State/Territory	Total No. of Posts			No. of Posts held by									No. of Posts Vacant or held in Abeyance			
	Men	Women	Total	Direct Recruitment			Promoted Officers			Officiating Hands						
				Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Andhra Pradesh	Class I	52	6	58	7	1	8	44	5	49	..	..	..	1	..	1
	II	380	96	476	30	11	41	287	72	359	29	..	29	24	13	47
Assam	I	55	1	56	6	..	6	41	1	42	..	..	..	8	..	8
	II	105	1	106	93	1	94	7	..	7	..	..	..	5	..	5
Bihar	I	97	5	102	19	1	20	65	4	69	3	..	3	10	..	10
	II	579	78	657	288	21	309	195	40	235	12	2	14	84	15	99
Gujarat*	I	36	5	41	4	..	4	29	5	34	2	..	2	1	..	1
	II	217	4	221	4	..	4	201	2	203	12	2	14	..	..	..
Jammu & Kashmir	I	1	..	1	..	..	..	1	..	1	..	..	..	..	..	..
	II	416	96	512	144	50	194	272	46	318	..	..	..	..	..	..
Kerala	I	116	11	127	20	..	20	95	11	106	..	..	..	1	..	1
	II	1,041	336	1,377	533	161	694	486	175	661	6	..	6	16	..	16
Madhya Pradesh	I	307	13	320	50	1	51	205	11	216	26	1	26	27	..	27
	II	2,645	359	3,004	905	94	999	1,277	162	1,439	287	80	367	176	23	199
Madras	I	66	3	69	9	..	9	44	3	47	10	—	10	3	..	3
	II	260	37	297	15	3	18	119	16	135	109	18	127	17	..	17
Maharashtra	I	175	17	192	68	6	74	63	10	73	17	..	17	27	1	28
	II	735	78	813	346	29	375	247	47	294	55	1	56	87	1	88
Mysore*	I	53	1	54	3	..	3	46	1	47	2	..	2	2	..	2
	II	250	29	279	1	..	1	237	28	265	1	..	1	11	1	12
Orissa	I	41	1	42	2	..	2	36	1	37	2	..	2	1	..	1
	II	474	37	511	390	24	414	64	18	77	7	..	7	13	..	13

Punjab	I	49	14	63	9	3	12	32	8	40	..	..	..	8	3	11
	II	288	94	382	69	16	85	142	53	195	..	12	12	77	13	90
Rajasthan	I	3	..	3	..	..	..	3	..	3	..	..	..	..	..	..
	II	1,756	231	1,987	1,058	142	1,200	697	89	788	..	..	..	1	..	1
U.P.	I	73	8	81	32	4	36	36	4	40	1	..	1	4	..	4
	II	258	43	301	151	12	163	70	10	80	30	20	50	7	1	8
West Bengal	I	167	7	174	65	5	70	89	2	91	13	..	13	..	..	..
	II	858	151	1,009	467	94	551	351	49	400	49	7	56	1	1	2
A. & N. Islands	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	II	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Dadra & Nagar Haveli	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	II	1	..	1	..	..	..	..	..	..	1	..	1	..	..	..
Delhi*	I	3	..	3	1	..	1	..	..	..	1	..	1	1	..	1
	II	148	98	246	49	30	79	60	46	106	37	19	56	2	3	5
Himachal Pradesh*	I	12	..	12	6	..	6	2	..	2	4	..	4	..	..	..
	II	29	..	29	3	..	3	5	..	5	9	..	9	12	..	12
L. M. & A. Islands	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	II	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Manipur	I	2	..	2	2	..	2	..	..	..	..	..	..	..	..	..
	II	72	3	75	54	2	56	18	1	19	..	..	..	..	..	..
Nagaland	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	II	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
N.E.F.A.	I	1	1	2	1	..	1	..	1	1	..	..	..	..	..	..
	II	17	1	18	8	1	9	9	..	9	..	..	..	..	..	..
Pondicherry	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	II	20	2	22	18	1	19	2	1	3	..	..	..	..	..	..
Tripura	I	3	..	3	1	..	1	2	..	2	..	..	..	..	..	..
	II	112	2	114	75	1	76	22	1	23	1	..	1	14	..	14
TOTAL/INDIA	I	1,312	93	1,405	305	21	326	833	67	900	80	1	81	94	4	98
	II	10,661	1,776	12,437	4,691	693	5,384	4,768	851	5,619	645	161	806	557	71	628

* Figures relate to 1960-61.

The total expenditure on Direction and Inspection increased, during the year, by Rs. 0·86 crores to Rs. 7·87 crores. It constituted about 1·8 per cent of the total expenditure on Education. Of the total expenditure on Direction and Inspection, 95·4 per cent was met from Government funds, 4·4 per cent from local boards funds and the balance came from other sources.

Table XVI gives the distribution of the expenditure on Direction and Inspection in the various States during 1960-61 and 1961-62. Except Andhra Pradesh, Bihar, Rajasthan and Nagaland, the expenditure on this account increased in all the States and Union Territories. The highest increase among the States was reported by West Bengal (Rs. 19·04 lakhs) followed by Madras (Rs. 14·99 lakhs), Punjab (Rs. 13·07 lakhs), Madhya Pradesh (Rs. 12·43 lakhs), Mysore (Rs. 8·53 lakhs), Uttar Pradesh (Rs. 6·45 lakhs), Gujarat (Rs. 4·82 lakhs), Assam (Rs. 2·74 lakhs), Jammu and Kashmir (Rs. 2·46 lakhs), Kerala (Rs. 2·41 lakhs) and Maharashtra (Rs. 2·39 lakhs). In Union Territories, the increase ranged from Rs. 5·35 lakhs in Delhi to only Rs. 130 in L. M. & A. Islands.

It will be seen from Col. (8) of table XVI that the percentage of expenditure on Direction and Inspection to the total expenditure on Education ranged from 3·7 per cent in Jammu and Kashmir to 1·1 per cent in Gujarat and Maharashtra among the States and from 11·3 per cent in N.E.F.A. to 1·0 per cent in Delhi among the Union Territories.

Figures in Cols. (9) to (12) give the percentage of expenditure on Direction and Inspection met from the various sources in the different States. It will be seen that in almost all the States and Union Territories except Madras, Delhi, Manipur and Himachal Pradesh, cent per cent or nearly cent per cent expenditure was met from Government funds. In these four States, Union Territories, however, local boards made a sizeable contribution.

Table XVI—Expenditure on Direction and Inspection

State/Territory	Expenditure						Percentage of total expenditure on Education 1961-62	Percentage of expenditure on Direction and Inspection (1961-62) met from			
	On Direction		On Inspection†		Total			Govt. Funds	Local Boards Funds	Fees	Other sources
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62					
	2	3	4	5	6	7					
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					
Andhra Pradesh	8,79,041	8,73,021	47,90,193	33,46,619	56,89,234	42,19,640	1.5	100.0	..	..	..
Assam	5,34,079	5,63,773	22,62,419	23,93,311	27,96,498	29,57,084	2.9	99.9	0.1	..	..
Bihar	6,95,763	7,05,241	74,89,825	74,22,915	81,85,588	81,28,156	3.3	97.2	1.3	..	1.5
Gujarat	3,59,376	4,49,220	15,08,417	19,00,603	18,67,793	23,49,823	1.1	98.8	1.2	..	..
Jammu & Kashmir	2,28,205	3,04,504	6,34,413	8,04,965	8,62,618	11,09,469	3.7	100.0	..	..	..
Kerala	20,78,274	21,55,509	27,29,295	28,93,232	48,07,569	50,48,741	2.3	100.0	..	..	..
Madhya Pradesh	8,89,471	9,81,389	35,29,192	46,79,811	44,18,663	56,61,200	2.3	99.8	0.2	..	..
Madras	10,04,290	11,94,435	38,33,099	51,46,828	48,42,389	63,41,263	1.6	83.0	17.0	..	..
Maharashtra	15,69,215	15,16,644	46,45,855	49,37,827	62,15,070	64,54,471	1.1	99.6	0.4	..	..
Mysore	11,70,217	14,31,959	33,56,760	39,48,066	45,26,977	53,80,025	2.5	100.0	..	..	..
Orissa	3,05,473	4,91,082	13,60,449	19,15,931	16,65,922	24,07,013	3.0	100.0	..	..	..
Punjab	13,13,935	20,07,859	30,64,295	36,77,681	43,78,230	56,85,540	2.6	99.0	..	1.0	..
Rajasthan	13,19,055	11,08,182	18,21,967	13,44,767	31,41,022	24,52,949	1.7	100.0	..	..	..
Uttar Pradesh	31,50,720	35,90,394	68,31,410	70,36,745	99,82,130	1,06,27,139	2.4	93.7	6.3	..	..
West Bengal	9,60,095	15,76,311	27,92,965	40,80,723	37,53,060	56,57,034	1.5	96.8	3.2	..	..
A. & N. Islands	37,224	46,208	16,245	25,081	53,469	71,289	4.4	100.0	..	..	..
Dadra & Ngr. Haveli		2,237		2,825		5,062	2.5	100.0	..	..	..
Delhi	4,52,630	5,58,441	1,97,612	6,27,161	6,50,242	11,85,602	1.0	64.1	35.9	..	..
Himachal Pradesh	1,30,639	1,64,436	2,82,798	4,67,495	4,13,437	6,31,931	4.5	3.6	96.4	..	..
L. M. & A. Islands	3,107	6,933	14,495	10,799	17,602	17,732	2.5	100.0	..	..	..
Manipur	5,41,743‡	6,99,139			5,41,743	6,99,139	5.5	56.9	43.1	..	..
Nagaland			1,51,347	1,43,032	1,51,347	1,43,032	2.8	100.0	..	..	..
N.E.F.A.	2,42,310	2,46,070	64,110	66,210	3,06,420	3,12,280	11.3	100.0	..	..	..
Pondicherry	99,227	1,72,999	24,717	46,233	1,23,944	2,19,232	2.3	100.0	..	..	..
Tripura	2,71,014	3,54,930	4,80,618	5,76,934	7,51,632	9,31,864	5.1	100.0	..	..	..
TOTAL/INDIA	1,82,35,103	2,12,00,916	5,18,87,496	5,74,95,794	7,01,22,599	7,86,96,710	2.0	95.4	4.4	0.1	0.1

†Includes expenditure on Direction of Girls Education.

‡Includes expenditure on Inspection also.

CHAPTER III

PRIMARY EDUCATION

The most important scheme of school education included in the Third Plan was the expansion of facilities of education for the children in the age-group 6—11. The progress made in this direction even in the first year of the Third Plan (1961-62) was very encouraging, as the additional enrolment of classes I—V rose to 3.87 millions as against the original target of 2.25 millions and the total enrolment in these classes, constituted nearly 67% of the total population of this age-group.

During the year under review, the Governments of Andhra Pradesh, Gujarat, Madhya Pradesh, Mysore and Punjab enacted new laws for compulsory Primary Education on the Model of Delhi Compulsory Primary Education Act, 1960. Enrolment drives were organised during the year with very substantial results of additional enrolment in primary schools.

The State Governments were requested to introduce courses in 'Co-operation' and 'Panchayati Raj' as part of the syllabus of Primary schools and primary teachers' training schools in order to enable the pupils to learn the functioning of the various bodies set up at the village, block and district levels under the programme of Democratic Decentralisation. The topics were to be learnt more through practical activities than through formal instruction. Most of the States reported the introduction of craft work in primary schools as a part of the plan of eventually converting these schools into basic ones. In some States, the elements of 'Community Development' were introduced in the syllabus of the courses for the training of primary teachers.

In February, 1962, a seminar of the Science Consultants working in the States was organised. The seminar made several suggestions to improve and expand the programme further.

Efforts were continued to improve the economic conditions of the primary school teachers. Some States revised the pay scales, while others sanctioned *ad-hoc* increases in pay or allowances. During the period under review, the State Govt. of Andhra Pradesh introduced the triple benefit scheme for primary teachers and the Govt. of Gujarat introduced the pension scheme for primary teachers working under the local authorities. The Union Ministry recommended to other States to take similar steps to provide a good scheme of old age provision for the primary school teachers. A proposal to equalise the dearness allowances paid to primary teachers with those admissible to Government servants drawing the same basic salary was mooted. When implemented this proposal was estimated to cost Rs. 48 crores. The scheme for relief to the educated unemployed for the expansion of elementary education with 100% Govt. of India's assistance was continued during the year.

A study group to chalk out a programme for the improvement of teacher training at the primary stage, on the recommendation of the All India Council of Elementary Education was appointed. The report of the first National

Seminar on Training of Teachers was published. The Seminar made several useful suggestions on this subject. A programme for the orientation of the primary school teachers in community development was also taken up during this period. The main object of this programme was to train the primary school teachers so that they may be enabled to play an effective role in the community development programmes and make primary school a centre of the community. For this purpose seminars of principals of the training institutions were organised.

The VIIth National Prize Competition for Children's Books was held during the year under review. In all 531 books/manuscripts were entered for the competition in all the modern Indian languages. Seven prizes of Rs. 1,000 each and 21 prizes of Rs. 500 each to 28 books were awarded.

Six State-Governments were requested to organise Sahitya Rachanalayas for training authorities in the technique of writing literature for children. Two Rachanalayas, one in Andhra Pradesh and the other in Maharashtra were held.

A scheme for the production of books in Hindi and other modern languages for the use of children and teachers in primary and secondary schools was included in the IIIrd Plan and was approved by the Ministry of Finance for implementation during the year 1961-62. The scheme envisaged production of (i) Handbook of Suggestion for Teachers; (ii) Collection of poems for use in primary and secondary schools; (iii) Anthologies of one-set plays or musical pagements for production in schools and (iv) General reading books. The production of hand books of suggestions (item No. 1) was entrusted to a writer. The production of other items was decided to be kept pending till the report of the National Emotional Integration Committee was published.

A brief account of the activities of the State Governments in the field of primary education is given below—

Andhra Pradesh

The Andhra Pradesh Primary Education Act, 1961, according to which the children of the age-group 6-7 were brought under the sphere of universal, free and compulsory primary education, came into force from 10th April, 1961, throughout the State excepting the scheduled areas. With a view to bringing as many children of compulsory school age as possible into schools by propaganda and persuasion "Enrolment Drives" were organised all over the State for one week in the beginning of the academic year. As a result of the drive the total number of additional children enrolled exceeded the target figures of 1.2 lakhs for the year 1961-62. Other steps taken in this direction were the appointment of 3,300 additional teachers, contingencies and equipment, free supply of mid-day meals, free supply of books and stationery grants-in-aid to Panchayat Samities towards the construction of Primary School buildings, etc.

The government sanctioned Contributory Provident Fund-cum-Pension and Gratuity scheme applicable to all teachers employed in elementary non-government schools run by aided managements, Municipal Councils, Zilla Parishads and Panchayatas. The rules for the eligibility to pension were similar to those applicable to Government servants.

Assam

During the year an All India Primary Education Conference was held at Gauhati which provided opportunities to the teachers of the State to exchange their ideas with the teachers of other States of the country. Also 500 primary scholarships were created under the Development scheme. These scholarships were distributed among different sub-divisions according to population basis to be awarded for 3 years with effect from 1st March 1961.

The control and management of primary schools in Garo Hills, Mizo district and Nilier Hills was transferred from the Education Department to the respective District Councils.

Bihar

A pilot project for the improvement of science teaching in elementary schools was introduced. Besides a similar project of "Free and Compulsory Education" of age group 6—11 in rural areas was introduced in 40 Blocks.

The pay scales of primary and middle school teachers were revised during the year as under—

Qualification of Teachers	Old Scale	Revised Scale
Matric Passed	Rs. 40—60	Rs. 45—75
Non-Matric Trained	Rs. 40—75	Rs. 45—75
Middle Passed	Rs. 30—40	Rs. 40—60

Besides these teachers were allowed D.A. at the rate of Rs. 15 plus Rs. 5 to those getting less than Rs. 100 as total emolument. An amount of Rs. 22·00 akhs was spent during the year on this account.

Gujarat

The legislation for introduction of compulsory education was passed with a view to introduce compulsory Primary Education throughout the State in the age-groups 7-8 in the districts of Saurashtra and Kutch except Amreli. The compulsory Primary Education was already in force in the remaining part of the State. With the introduction of compulsion 2·13 lakhs additional children were brought to school. This necessitated appointment of 4,241 teachers and 21 A.D.E.I.'s etc. at the cost of Rs. 29·25 lakhs.

The pay scales of primary school teachers being revised during second plan period it was proposed to introduce pension benefit scheme in lieu of Provident Fund for the primary teachers and they were asked during the year to opt for either of the schemes.

Under the training programme for primary teachers, 2 additional divisions in each of the 9 training colleges opened during 1960-61 under the Government of India scheme were started.

Jammu & Kashmir

With a view to meeting the growing need for trained teachers required for the newly opened schools, the intake capacity in the Teachers' Training

Schools was increased. Besides refresher course for primary school teachers were conducted to understand the new developments and new techniques of education.

In order to provide suitable reading material to children, the department adopted a phased programme of replacing old text books by new ones. During the year, 17 such books were got printed and replaced.

Kerala

The Text Book Research Officers completed the preparation of Guide Books in Malayalam and Arithmetic for teachers of lower primary schools. A vocabulary list in Malayalam was prepared based on utility of words. This list would be of great help to text books writers in future. The vocabulary study of Kerala Readers I to VII was completed. The Text Book Research Wing also took active part in the revision of the syllabus.

During the year the rules regarding triple benefit scheme for teachers in aided schools were framed by the Government.

Madhya Pradesh

Legislation for the introduction of compulsory primary education was enacted during the year.

Madras

Compulsory Primary Education was extended, during the year, to the age group 7-8 in the 1st group of habitations where compulsory education was in force for the age group 6-7 since 1960-61. During 1961-62, compulsion was brought into force for the age group 6-7 in the second group of habitations. With this phased programme the state hopes to introduce compulsion for the age group 6-11 in the whole of the State by the end of the Third Plan Period.

During the year the revised syllabus for the integrated Elementary Course for standards I—VII was introduced in standard VI in all non-Basic Elementary schools and in form I of secondary schools, the nomenclature of which was changed into standard VI.

The scheme of organising School Improvement Conferences was continued during the year and 17 such conferences were held bringing the total number to 155 by the 31st March, 1962. This helped a lot in the improvement of the standard of school teaching.

Consequent on the abolition of levy of fees in standards I to V, the managements found it difficult to meet certain recurring items of expenditure such as rent, contingency etc. From 1961-62, therefore, the Government gave an advance payment of maintenance grant based on 50 per cent of the grant given in the previous year to meet the expenditure on contingencies.

Maharashtra

Under the scheme of expansion of primary education, 3,560 additional teachers were sanctioned. Teachers working in Koyna Project area were allowed compensation allowance from the year under report. Loans amounting to Rs. 1.72 lakhs were given to District School Boards for construction of buildings.

Mysore

Mysore Compulsory Primary Education Act, 1961 was introduced from 1st August 1961. According to the provision of this Act, compulsion was introduced during the year for the age-group 6-7 to be extended to other age groups in the later years so as to cover the entire age group of 6—11 by 1965-66. Consequent to this Act, a State-wide enumeration of children of the age group 6 to 7 years was conducted. Besides, a Seminar at State level was also conducted at Nandi Hills to consider the problem likely to arise in the implementation of Compulsory Primary Education. The findings of the Educational Survey of 1957 was reviewed and it was found that many more villages needed schools for the successful implementation of Compulsory Education.

Seminars for primary school teachers were conducted at each District headquarters and at each centre having 50 teachers to discuss, among other things, the new integrated primary school curriculum.

With a view to stepping up the percentage of the trained teachers at primary stage four new Teachers' Training institutions were opened under the Government of India scheme, each with an intake capacity of 100 trainees.

Orissa

With a view to ensuring democratic decentralisation of administration of education in the State, the function relating to the managements, control and spread of primary education in the blocks have been entrusted to the Panchayat Samities with effect from 1st September, 1961.

The management and control of primary education were, therefore, provided at three different tiers of administration viz. (i) The Zilla Parishads, (ii) The Panchayat Samities and (iii) The Gram Panchayats. In order to avoid confusion and to promote smooth and efficient discharge of responsibilities entrusted to each of the tiers a set of instructions for guidance of Zilla Parishads, Panchayat Samities, Gram Panchayats and Officers of the Education Department concerned with the Primary Education in the State was issued by the Government. Further, to ensure uniformity of management and control of primary schools in the State, all schools within the jurisdiction of each Panchayat Samiti, whether Government or non-Government, have been transferred to the control of that Samiti. In Urban areas, however, the control vested with the municipalities or notified areas councils.

The scales of pay of primary school teachers employed in government and non government primary schools were revised and new scales brought into effect from the year under report as given below—

Government Primary Schools

1. Lower Elementary Trained Teachers	Rs. 65—1—75—E.B.—2—77— 3—80—5—85.
2. Higher Elementary Trained Teachers .	Rs. 70—1—75—2/95.
3. Junior Trained Non-Matric Teachers	Do.
4. Senior Trained Non-Matric Teachers (Women)	Do.

5. Untrained Matric Teachers . . .	Rs. 80—3—110—E.B.—3—116 —4—120
6. Trained Matric Teachers . . .	Rs. 100—4—120—5—130— E.B.—5—155.

Non-Government Primary Schools

1. Trained Matric Teachers . . .	Rs. 100—4—120—5—130— E.B.—5—150.
2. Untrained Matric Teachers . . .	Rs. 80—3—115—E.B.—5— 125.
3. 9th Standard Trained Teachers . . .	Rs. 75—1—84—2—90.
4. 9th Standard Untrained Teachers and Trained M. E. and M. V. Teachers . . .	Rs. 70—1—79—2—85.
5. Untrained M. E. Teachers . . .	Rs. 60 fixed.

The scheme of Orientation of Primary schools towards the Basic pattern was sanctioned and a sum of Rs. 5 lakhs provided for that purpose. A scheme to hold orientation seminars at the State, District and Block levels was drawn. The State level seminar was held at Angul. All the Inspectors and District Inspectors of Schools and Headmasters of Secondary Training Schools attended this seminar. District level seminars on this subject were held in 13 districts of the State while block-level seminars were held at all Circle Inspectors' levels. At each seminar 20 Primary teachers participated.

Under the scheme of "Introduction of one year condensed course training Primary school Teachers" 10 training centres were opened in 10 different High Schools in the State for imparting one year condensed course training to inservice Primary school teachers having more than one year's experience as well as to fresh candidates who had passed Class IX.

Under the scheme of Compulsory Universal free education, 300 additional posts of Primary school teachers were sanctioned. An enrolment drive was also launched which proved successful.

Punjab

To cope with the increased enrolment under universal and free compulsory education, 4,500 additional teachers were appointed and in order to meet the further demand of teachers 244 J.B.T. Units were set up. 1,600 Primary Schools were given a grant of Rs. 100 each for reorientation to the Basic pattern. Refresher courses were arranged which were attended by 12 A. D. I.'s and 1,200 non-Basic teachers.

Rajasthan

Under the scheme of Compulsory Primary Education, 2,082 Primary schools were opened and for their inspection 25 additional sub-Deputy Inspectors of schools were appointed.

Uttar Pradesh

Under the Scheme of Compulsory Education, extensive enrolment drives were launched to increase the enrolment of school going children. As a result

of these drives about 8 lakhs additional children were enrolled. 6,470 Junior Basic Schools were opened during the year which was a historic achievement.

The scales of pay of teachers of the Junior Basic Schools run by the local bodies were revised during the year as shown below—

Category of Teachers	Scale of Pay	Rate of Dearness Allowance etc.
Head Teachers of Junior Basic Schools.	Rs. 55—1—60—EB—1—65— EB—1—70.	Rs. 19 p.m. upto a pay of Rs. 46. Rs. 20 p.m. upto Rs. 50;
Asstt. Teachers (Trained) of Junior Basic Schools.	Rs. 50—1—55—EB—1—60	Rs. 17 p.m. upto Rs. 70; Rs. 19·50 p.m. upto Rs. 85.
Asstt. Teacher (Untrained) of Junior Basic Schools.	Rs. 40 (Fixed).	Rs. 17 p.m. upto Rs. 100. Rs. 12 p.m. upto Rs. 105.

For the introduction of English in Class III in 9,000 selected Junior Basic Schools from July, 1962, an advance action was taken this year for the provision of teaching aids and other materials by way of grants of Rs. 4,95,000 to local bodies.

West Bengal

The Bengal (Rural) Primary Education Act (1930) was extended during the year to the District of Coach Behar for making better provision for the progress of Primary Education in the area. This step brought 12·65 lakhs of children of the age-group 6—11 under the scheme of compulsory education. In order to attract more children to schools under compulsory education, 25 per cent of the students enrolled at the Primary Stage were given, during the year, free supply of all approved text books and writing materials, particularly to the needy children.

The salary scales of teachers of Elementary schools were revised and higher pay scales introduced as per details below—

Category of Teachers	Existing Scale of pay	Revised Scale of pay	Rate of D.A.
Headmaster	Rs. 55—1—60 plus an allowance of Rs. 5.	Rs. 80—1—90—2— 110—3—125 plus a spl. pay of Rs. 5 per month.	Rs. 12·50
Asstt. Teachers	Rs. 55—1—60 plus an allowance of Rs. 5 per month.	Rs. 80—1—90—2— 110—3—125.	Rs. 12·50
'B' Category Teachers (Non-Matric Primary Trained or Untrained Matric or other equival- ents).	Rs. 50 (fixed)	Rs. 75—1—80	Rs. 12·50
'C' Category Teachers (Untrained Non-matric or its equivalents)	Rs. 40 (fixed)	Rs. 65—1—70	Rs. 12·50

Besides improvement of pay scales, benefits of a Contributory Provident Fund and Retirement Gratuity were introduced and free Secondary Education for Primary Teachers' children was provided.

A & N Islands

Seventeen new Primary schools were opened and buildings of 14 Primary schools were constructed as against the target of eight only.

Dadra & Nagar Haveli

Because the inhabitants are poor and cannot afford to send their children in regular school hours, as they are wanted on farms, night camp schools of the Primary standard were opened by the Administration on an experimental basis to provide facilities of Primary education to these helpless children.

Delhi

Introduction of crafts, gradual conversion of Primary schools into Basic ones, intensification of compulsory Primary education and reorientation of Primary Teachers Training institutes are some of the high lights of the development programme carried out by the Delhi Administration during the year.

Himachal Pradesh

Due to intensive enrolment drive in the Union Territory, 24,000 students were attracted and enrolled in Primary schools. An Orientation Camp was organised in which 250 Primary teachers were trained.

L. M. & A. Islands

Three girls primary schools were opened during the year. A Reorientation Training Camp was conducted at Kanarathy Island in January, 1962, which was attended by 18 teachers.

Manipur

Seminars on Orientation of elementary schools towards Basic pattern were organised in different centres. To improve the methods of teaching in Elementary schools and to impart general knowledge to the school children a system of teaching with the help of Wall Charts and pictorial shows was introduced.

Pondicherry

Free & Universal Primary education was introduced in the Territory during the year. Under this programme, an intensive enrolment drive was carried out as a result of which an additional enrolment of 7,009 children of the age-group 6--11 was secured, as against the annual target of 2,500. To cope with this additional enrolment, new classes were opened with necessary staff and equipment.

Under the scheme of Orientation of Schools to Basic pattern, 246 teachers of Primary Schools (non-Basic) were given short term training in Basic education. Equipment worth Rs. 100 per school was also supplied to 125 Primary Schools in this connection.

Nagaland

64 new Primary schools were started during the year.

Tripura

In Tripura the duration of Primary stage was extended to 5 years in lieu of 4 years which was previously followed in the Territory. An action-cum-research project for the study of the possibilities for introduction of Compulsory education in Tripura was carried out during the year.

176 schools were started in the hilly areas where there were no school facilities of the children of the age-group 6—11.

Table XVII—System of School Classes at Primary Stage

State	Name of Classes	Duration (years)
1	2	3
Andhra Pradesh	I, II, III, IV and V	5
Assam	A, B, I, II and III	5
Bihar	I, II, III, IV and V	5
Gujarat—		
(i) Gujarat Region	I, II, III and IV	4
(ii) Saurashtra Region	I, II, III and IV	4
(iii) Kutch Region	Infant, I, II, III and IV	5
Jammu and Kashmir	I, II, III, IV and V	5
Kerala	Standards I, II, III and IV	4
Madhya Pradesh	I, II, III, IV and V	5
Madras	Classes I to V of Secondary Schools and Standards I to V of Elementary Schools	5
Maharashtra—		
(i) Erstwhile Bombay State	I, II, III and IV	4
(ii) Erstwhile Madhya Pradesh (Vidarbha Region).	I, II, III and IV	4
(iii) Erstwhile Hyderabad Area (Marathwada Region).	Infant, I, II, III and IV	5

Table XVII—System of School Classes at Primary Stage—(Contd.)

1	2	3
Mysore—		
(i) Erstwhile Mysore State Area—		
(a) In Civil Areas and Bel- lary District.	I, II, III, IV and V	5
(b) Other Areas	Classes I, II, III and IV	4
(ii) Erstwhile Bombay State	I, II, III and IV	4
(iii) Erstwhile Madras and Coorg Area.	I, II, III, IV and V	5
(iv) Erstwhile Hyderabad Area.	Infant, I, II, III and IV	5
Orissa	I, II, III, IV and V	5
Punjab	I, II, III, IV and V	5
Rajasthan	I, II, III, IV and V	5
Uttar Pradesh	I, II, III, IV and V	5
West Bengal	I, II, III and IV	4
A. & N. Islands	I, II, III, IV and V	5
Dadra & Ngr. Havell	I, II, III and IV	4
Delhi	I, II, III, IV and V	5
Himachal Pradesh	I, II, III, IV and V	5
L.M. & A. Islands	Standards I, II, III and IV	4
Manipur	A, B, I and II	4
Nagaland	A, B, I and II	4
N.E.F.A.	A, B, I, II and III	5
Pondicherry	English Schools only: Infant, Standards I, II, III and IV.	5
Tripura	I, II, III, IV and V	5

System of School Classes

The scheme of school classes remained unchanged during the year under report. The duration of the primary stage differed from State to State and in the cases of Gujarat, Maharashtra and Mysore it differed even from region to region. Apart from this, the scheme of school classes in Pondicherry varied between French, English and Tamil Schools. In most of the States, the Primary stage comprised of 5 classes while in others the duration of the stage was four years.

The scheme of school classes with the name of the classes comprising the primary stage and the duration of the stage are indicated in table XVII.

Administration and Control

Primary schools continued to be managed by three agencies viz. (i) Government—Central or State, (ii) Local Bodies including District Boards, Municipal Boards, Zilla Parishads, Cantonment Boards, Notified Area Committees, Panchayat Samities etc. and (iii) Private organisations—aided or unaided. Government managed most of the primary schools in 4 States, while local bodies controlled majority of schools in 8 states. In the remaining 3 States control of private bodies predominated. As for the Union Territories Government managed majority of the Schools in 6 Union Territories including three cases where it managed all the schools. In the rest of the Union Territories the share of the local bodies was bigger in the control of the schools. Private schools, wherever these existed, were subject to Government supervision exercised through periodic inspection etc.

Schools

The number of primary schools, including Junior Basic Schools during the year 1961-62 rose by 21,131 to the total of 3,51,530. This gave an increase of 6.4 per cent as compared to 3.6 per cent in the previous year. Co-educational institutions numbering 3,29,473 formed 93.7 per cent of the total number of schools while the remaining 22,057 or 6.3 per cent schools were for girls only.

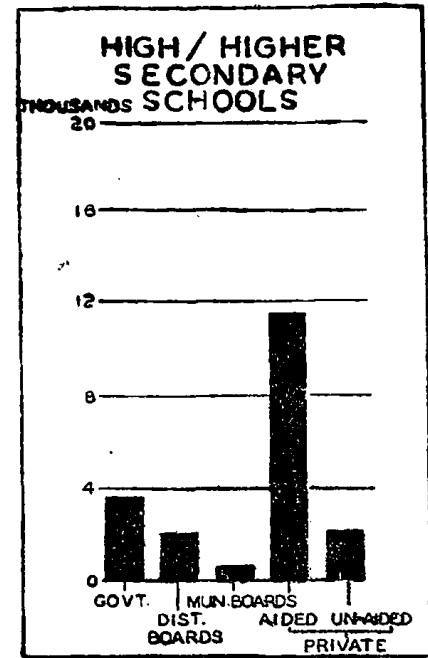
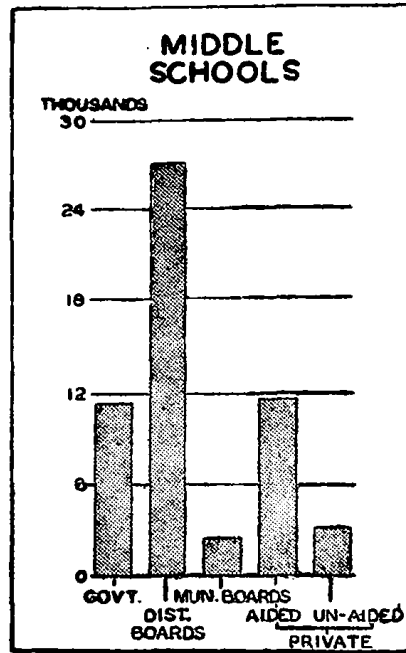
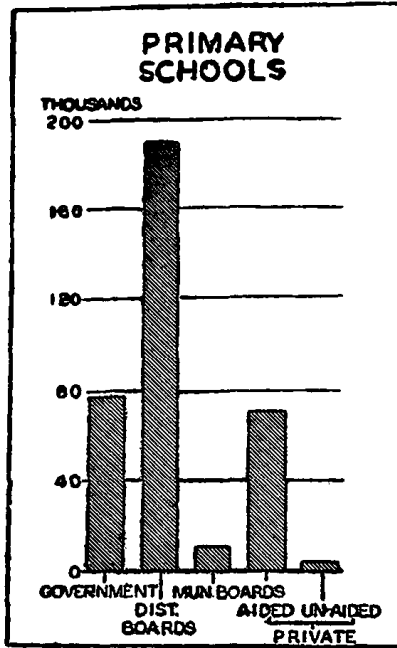
The break-up of the total number of primary schools according to various managements is given in Table XVIII below.

Table XVIII—Number of Primary Schools by Management

Management	1960-61		1961-62	
	Number	Percentage	Number	Percentage
Government	72,380	21.9	76,609	21.8
District Boards	1,75,534	53.1	1,89,795	54.0
Municipal Boards	9,291	2.8	9,769	2.8
Private Bodies				
Aided	69,202	21.0	71,449	20.3
Unaided	3,992	1.2	3,908	1.1
TOTAL	3,30,399	100.0	3,51,530	100.0

SCHOOLS BY MANagements

1961-62



The increase in the number of primary schools was noticed under all managements except private unaided bodies which however reported a decrease of 2.1 per cent. The increase was of the order of 5.8 per cent under Government, 8.1 per cent under District Boards, 5.1 per cent under Municipal Boards and 3.2 per cent under private aided bodies. The corresponding increases in the previous year were 4.3 per cent, 4.1 per cent, 0.8 per cent and 3.8 per cent respectively.

The number of primary schools located in rural areas rose from 3,00,672 to 3,20,282 in 1961-62 and constituted 91.1 per cent of the total number of primary schools in the country against 91.0 per cent in the previous year.

The distribution of Primary schools according to various States during the years 1960-61 and 1961-62 is given in table XIX. Excepting Dadra & Nagar Haveli which reported statistics for the first time in 1961-62 almost all the States and Union Territories reported an increase except Gujarat and Madras where the decrease was only by 186 and 60 respectively. Among the States, the increase was the highest (6,350) in Uttar Pradesh and lowest (98) in Maharashtra and among Union Territories it was highest (229) in Manipur and lowest (1) in L.M. & A. Islands. On percentage basis, the highest and lowest increase was reported by Jammu & Kashmir (18.6 per cent) and Madras (0.3 per cent) respectively among states and by A. & N. Island (26.3 per cent) and Pondicherry (1.3 per cent) among the Union Territories.

Col. (10) to (14) of table XIX shows the percentage of primary schools under various managements in different states. Government managed cent percent schools in A. & N. Islands, L.M.&A. Islands, Nagaland and N.E.F.A., more than three-fourths in Jammu & Kashmir (99.5 per cent), Punjab (97.6 per cent), Pondicherry (81.8 per cent), and Mysore (75.3 per cent) and between 50 per cent and 75 per cent in Madhya Pradesh (61.7 per cent), and Dadra & Nagar Haveli (58.3 per cent). In other States and Union Territories either local boards or private bodies predominated in the management of primary schools. The share of the local boards was maximum in Himachal Pradesh (96.0 per cent), followed by Tripura (95.7) Delhi (94.7 per cent), Uttar Pradesh (92.6 per cent), Rajasthan (90.3 per cent), Gujarat (87.7 per cent), Andhra Pradesh (84.1 per cent), West Bengal (81.5 per cent), Assam (81.4 per cent) Manipur (74.5 per cent) Madras (69.1 per cent), and Maharashtra (67.7 per cent). In other states the local bodies share was less than 50 per cent and ranged from 36.2 per cent in Madhya Pradesh to 0.2 per cent in Punjab while it was very insignificant in Kerala. Private organisations predominated in the control of Primary schools in the remaining three States viz. Orissa (74.1 per cent) Bihar (72.9 per cent) and Kerala (56.9 per cent). In other States their share was less than one fourth of the total ranging from 24.9 per cent in Madras to 0.5 per cent in Jammu & Kashmir.

Pupils

On 31st March, 1962, Primary schools enrolled 2,94,74,377 (1,98,90,615 boys and 95,83,762 girls) students of which 2,74,18,444 were in co-educational

Table XIX—Number of Primary

State/Territory	For Boys		For Girls		Total	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
Andhra Pradesh . . .	33,613	36,255	427	435	34,040	36,690
Assam	15,310	16,264	669	697	15,979	16,961
Bihar	33,094	34,952	4,229	4,435	37,323	39,387
Gujarat	11,744	11,572	288	274	12,032	11,846
Jammu & Kashmir . . .	2,314	2,702	545	690	2,859	3,392
Kerala	6,968	7,118	24	33	6,992	7,146
Madhya Pradesh	25,936	27,324	1,845	1,981	27,781	29,305
Madras	23,711	23,651	..	..	23,711	23,651
Maharashtra	24,614	24,687	804	829	25,418	25,516
Mysore	20,220	21,120	882	856	21,102	21,976
Orissa	21,606	22,478	252	248	21,858	22,726
Punjab	10,363	10,297	2,895	3,070	13,258	13,367
Rajasthan	13,934	15,696	614	634	14,548	16,330
Uttar Pradesh	35,156	40,095	4,927	6,338	40,083	46,433
West Bengal	27,009	29,564	963	971	27,972	30,535
A. & N. Islands	76	96	..	..	76	96
Dadra & Ngr. Haveli . .	..	24	..	..	..	24
Delhi	445	494	275	299	720	793
Himachal Pradesh . . .	1,121	1,331	8	10	1,129	1,341
L.M. & A. Islands . . .	7	5	4	7	11	12
Manipur	1,493	1,650	167	239	1,660	1,889
Nagaland	407	475	..	..	407	475
N.E.F.A.	127	140	..	..	127	140
Fondicherry	228	231	11	11	239	242
Tripura	1,074	1,257	..	..	1,074	1,257
INDIA	3,10,570	3,29,473	19,829	22,057	3,30,339	3,51,530

Schools by States

Increase (+) or Decrease (—)		Percentage of primary Schools (1961-62) managed by					State/Territory
Number	Percent- age	Govt.	District Boards	Muni- cipal Boards	Private Bodies		
					Aided	Unaided	
+ 2,650	7.8	10.2	81.1	3.0	5.6	0.1	Andhra Pradesh
+ 982	6.1	6.9	81.4	..	3.4	8.3	Assam
+ 2,064	6.2	0.3	24.3	2.5	71.3	1.6	Bihar
— 186	1.5	4.4	84.8	2.9	5.4	2.5	Gujarat
+ 533	18.6	99.5	..	..	0.5	0.0	Jammu & Kashmir
+ 154	2.2	43.1	0.0	..	56.7	0.2	Kerala
+ 1,524	5.5	61.7	33.5	1.7	2.8	0.3	Madhya Pradesh
— 60	0.3	6.0	65.6	3.5	24.7	0.2	Madras
+ 98	0.4	22.0	63.2	4.5	9.3	1.0	Maharashtra
+ 874	4.1	75.3	11.0	0.7	13.0	0.0	Mysore
+ 868	4.0	25.4	..	0.5	73.4	0.7	Orissa
+ 109	0.8	97.6	..	0.2	1.2	1.0	Punjab
+ 1,782	12.2	7.5	90.0	0.3	1.3	0.9	Rajasthan
+ 6,350	15.8	2.6	85.8	6.8	3.9	0.9	Uttar Pradesh
+ 2,568	9.1	2.3	79.8	1.7	15.8	0.4	West Bengal
+ 20	26.3	100.0	..	..	..	..	A. & N. Islands
+ 24	N.A.	53.3	..	..	41.7	..	Dadra & Ngr. Haveli
+ 73	9.9	..	..	94.7	5.3	..	Delhi
+ 212	18.8	..	95.5	0.5	4.0	..	Himachal Pradesh
+ 1	9.0	100.0	..	..	..	..	L.M. & A. Islands
+ 229	13.8	2.6	71.9	2.6	14.0	8.9	Manipur
+ 68	34.2	100.0	..	..	..	..	Nagaland
+ 13	3.1	100.0	..	..	..	..	N.E.F.A.
+ 3	1.3	81.8	..	0.8	17.4	..	Pondicherry
+ 183	1.7	0.2	91.6	4.1	1.5	2.6	Tripura
+21,131	6.4	21.8	54.0	2.8	20.3	1.1	INDIA

institutions and the remaining 20,55,933 in girls' institutions. The corresponding total enrolment in the previous year was 2,66,42,348 (1,82,69,073 boys and 83,73,275 girls). This gave an increase of 10.8 per cent in 1961-62 as compared to 2.8 per cent in 1960-61.

The distribution of pupils in Primary schools by management is given in Table XX below.

Table XX—Number of Pupils in Primary Schools by Management

Management	1960-61		1961-62	
	Number	Percent- age	Number	Percent- age
Government	54,01,454	20.3	61,47,616	20.9
District Boards	1,32,23,525	49.6	1,49,11,446	50.5
Municipal Boards	18,98,051	7.1	19,98,055	6.8
Private Bodies . . . . .	..	..	..	..
Aided	57,65,793	21.7	60,67,349	20.6
Un-Aided	3,53,525	1.3	3,49,911	1.2
TOTAL	2,66,42,348	100.0	2,94,74,377	100.0

The number of pupils increased in schools under all managements except in the case of private unaided bodies where there was a decrease of 1.0 per cent. The increase was 13.8 per cent in Government schools, 12.8 per cent in district board schools, 5.3 per cent in municipal board schools and 5.2 per cent in private aided schools.

The number of pupils coming from rural areas and studying in primary schools increased from 2,13,422 to 2,38,53,868 in 1961-62 and constituted 80.9 per cent of the total number of pupils in primary schools as against 80 per cent in the previous year.

The distribution of pupils in primary schools in various states is given in Table XXI. An increase in the number of pupils was reported by all the states and Union Territories except L.M. & A. Islands. Among the States, the increase was highest in Uttar Pradesh (7,64,591) and lowest in Orissa (53,982). Among the Union Territories, excepting Dadra & Nagar Haveli whose statistics were reported for the first time, Delhi reported the highest increase (19,392) and Nagaland the lowest increase (287). On percentage basis, the highest and lowest increase was reported by Punjab (38.8 per cent) and Kerala (2.0 per cent) respectively among the States and by L. M. & A. Islands (25.5 per cent) and A&N Island (1.3 per cent), respectively among the Union Territories.

Table XXI—Number of Pupils in Primary Schools by States

State/Territory	In Schools for Boys		In Schools for Girls		Total		Increase (+) Decrease (—)	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	Number	Percentage
Andhra Pradesh	26,29,197	30,08,370	48,623	56,039	26,77,820	30,64,409	+ 3,86,589	14.4
Assam	9,96,694	10,82,729	49,836	53,588	10,46,530	11,36,317	+ 89,787	8.6
Bihar	24,71,528	25,99,832	2,40,463	2,54,973	27,11,991	28,54,805	+ 1,42,814	5.2
Gujarat	6,59,506	7,29,409	51,510	56,392	7,11,016	7,85,801	+ 74,785	10.6
Jammu & Kashmir	1,12,781	1,19,912	35,213	38,137	1,47,994	1,58,049	+ 10,055	6.8
Kerala	17,96,779	18,28,397	7,493	12,682	18,04,272	18,41,079	+ 36,807	2.0
Madhya Pradesh	15,31,751	16,66,175	1,49,969	1,74,015	16,81,720	18,40,190	+ 1,58,470	9.4
Madras	24,96,411	26,14,257	..	..	24,96,411	26,14,257	+ 1,17,846	4.7
Maharashtra	16,46,234	17,21,636	1,34,695	1,43,959	17,80,929	18,65,595	+ 84,666	4.8
Mysore	11,80,728	13,39,503	95,188	99,060	12,75,916	14,38,563	+ 1,62,647	12.7
Orissa	13,30,812	13,84,381	22,826	23,239	13,53,638	14,07,620	+ 53,982	4.0
Punjab	7,91,231	10,82,049	2,00,460	2,94,334	9,91,691	13,76,383	+ 3,84,692	38.8
Rajasthan	8,26,298	9,18,625	55,349	58,991	8,81,647	9,77,616	+ 95,969	10.9
Uttar Pradesh	35,50,135	41,80,868	4,08,693	5,42,551	39,58,828	47,23,419	+ 7,64,591	19.3
West Bengal	24,92,869	26,95,481	1,42,120	1,47,821	26,34,989	28,43,302	+ 2,08,313	7.9
A. & N. Islands	4,823	5,460	..	..	4,823	5,460	+ 637	1.3
Dadra & Nagar Haveli . . . . .	..	716	..	..	..	716	+ 716	100.0
Delhi	1,19,853	1,29,234	68,303	78,314	1,88,156	2,07,548	+ 19,392	10.3
Himachal Pradesh	51,487	59,246	450	1,354	51,937	60,600	+ 8,663	16.7
L.M. & A. Islands	1,360	651	560	788	1,920	1,439	— 481	25.7
Manipur	90,851	1,00,860	15,471	18,905	1,06,322	1,19,765	+ 13,443	12.6
Nagaland	32,906	35,140	..	..	32,906	35,140	+ 2,234	6.8
N.E.F.A.	4,595	4,882	..	..	4,595	4,882	+ 287	6.2
Pondicherry	14,236	16,938	703	791	14,939	17,729	+ 2,790	18.7
Tripura	81,358	93,693	..	..	81,358	93,693	+ 12,335	15.2
INDIA	2,49,14,423	2,74,18,444	17,27,925	20,55,933	2,66,42,348	2,94,74,377	+28,32,079	10.6

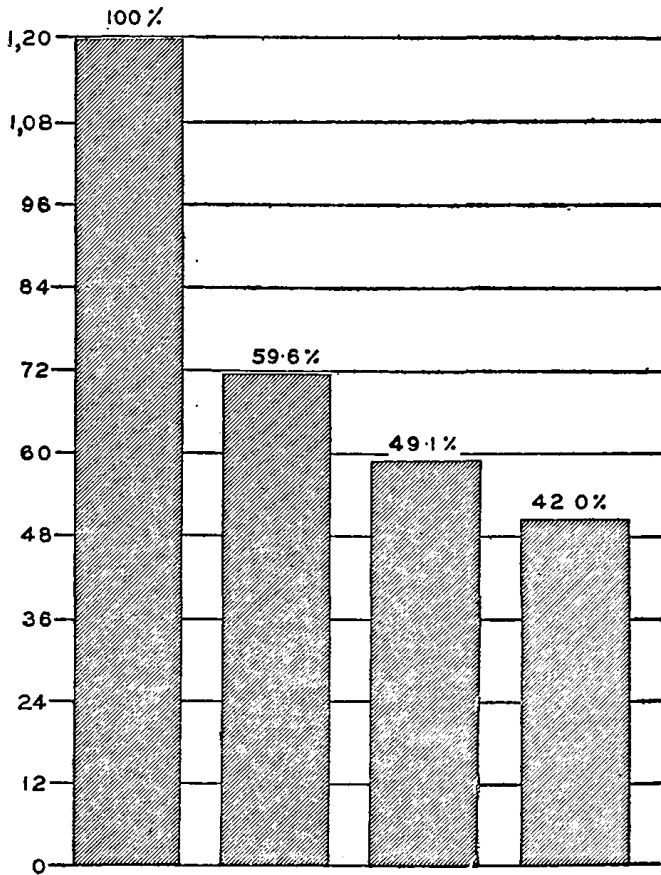
Table XXII—Number of Pupils at the Primary Stage

State/Territory	Boys		Girls		Total		Increase (+)	Decrease (—)
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	Number	Percentage
Andhra Pradesh	18,40,664	20,40,347	11,36,391	13,61,318	29,76,055	34,01,665	+ 4,25,610	+ 14.3
Assam	7,10,842	7,61,401	4,14,742	4,59,573	11,25,584	12,20,974	+ 95,390	+ 8.5
Bihar	24,45,627	25,98,355	7,38,868	8,09,220	31,84,495	34,07,575	+ 2,23,080	+ 7.0
Gujarat	11,61,131	12,94,985	6,59,438	7,60,965	18,20,569	20,55,960	+ 2,35,391	+ 12.9
Jammu & Kashmir	1,64,808	1,82,465	44,988	52,041	2,09,796	2,34,506	+ 24,710	+ 11.8
Kerala	10,82,592	11,37,704	9,49,638	10,06,895	20,32,230	21,44,599	+ 1,12,369	+ 5.5
Madhya Pradesh	15,61,778	17,03,786	4,48,914	5,18,037	20,10,692	22,21,823	+ 2,11,131	+ 10.5
Madras	20,53,136	22,49,389	12,80,253	14,68,079	33,33,389	37,17,468	+ 3,84,079	+ 11.5
Maharashtra	22,29,873	23,37,562	13,39,110	14,29,429	35,68,983	37,66,991	+ 1,98,008	+ 5.5
Mysore	12,53,575	13,77,395	7,61,618	9,25,161	20,15,193	23,02,556	+ 2,87,363	+ 14.3
Orissa	9,70,899	10,07,666	4,39,961	4,58,660	14,10,860	14,66,326	+ 55,466	+ 3.9
Punjab	9,76,740	12,54,111	4,62,926	6,96,231	14,39,666	19,50,342	+ 5,10,676	+ 3.5
Rajasthan	8,99,042	10,12,069	2,15,460	2,42,367	11,14,502	12,54,436	+ 1,39,934	+ 12.5
Uttar Pradesh	32,24,830	37,27,156	8,68,171	11,37,522	40,93,001	48,60,676	+ 7,67,677	+ 18.8
West Bengal	17,01,350	18,31,160	9,50,967	10,22,835	26,52,317	28,53,995	+ 2,01,678	+ 7.8
A. & N. Islands	2,719	3,349	1,717	2,140	4,436	5,489	+ 1,053	+ 23.5
Dadra & Nagar Haveli	—	2,620	..	662	..	3,282	+ 3,282	..
Delhi	1,65,656	1,79,643	1,20,730	1,34,680	2,86,386	3,14,323	+ 27,937	+ 9.8
Himachal Pradesh	67,221	76,362	16,810	17,702	84,031	94,064	+ 10,033	+ 11.9
L.M. & A. Islands	1,920	2,240	1,255	1,547	3,175	3,787	+ 612	+ 19.3
Manipur	69,089	70,328	37,253	45,328	1,06,322	1,15,656	+ 9,334	+ 8.8
Nagaland	22,306	23,869	13,339	13,915	35,645	37,784	+ 2,139	+ 6.0
N.E.F.A.	5,464	5,741	709	919	6,173	6,660	+ 487	+ 7.9
Pondicherry	13,984	22,799	12,250	15,444	31,234	38,243	+ 7,009	+ 22.4
Tripura	57,114	64,720	29,543	34,237	86,657	98,957	+ 12,300	+ 14.2
INDIA	2,26,87,340	2,49,67,222	1,09,44,051	1,26,10,907	3,36,31,391	3,75,78,129	+39,46,738	+ 11.7

WASTAGE AT PRIMARY CLASSES

1958-59 TO 1961-62

NO. OF STUDENTS
IN LAKHS



YEAR	1958-59	1959-60	1960-61	1961-62
CLASS	I	II	III	IV

The above account relates to enrolment in primary schools only. In order to arrive at the total number of pupils at the Primary stage, it is necessary to take into account the enrolment in the Primary classes of Middle and High/Higher Secondary schools and exclude that of Pre-primary classes of Primary schools. This has been done in Table XXII which indicates the enrolment at Primary Stage in various States. This enrolment increased from 3,36,31,391 to 3,76,33,311 or by 11.9 per cent as compared to 5.4 per cent in the previous year. The increase in enrolment was reported by all the states and Union Territories. For the inter-state comparison, the variation in the number of classes at the Primary stage, as indicated in Table XVII should be kept in view.

However, in order to facilitate inter-state comparison, the enrolment of classes I to V in all the States irrespective of the prevailing scheme of school classes has been given in Table XXIII. Further, this table also indicates the progress towards universal Primary education in terms of percentage of enrolment in classes I-V to the estimated population of the age-group 6-11 years, as given in cols. (5) to (7). Educational Facilities were available in classes I to V to 67.8 per cent of the school going population.

Co-education

Out of the total of 95,83,762 girls studying in the primary schools as many as 77,98,762 were reading in schools for boys and constituted 81.4 per cent of the total enrolment of girls as compared to 81.2 per cent in the previous year. However, it is not possible to know the exact extent of co-education at the primary stage, that is, of girls studying in classes I to V, because it is not known how many were on rolls in boys' schools and how many in girls' schools.

The Statewise distribution of girls studying in Primary schools is given in Table XXIV. This shows that there were no separate schools for girls in Madras, A. & N. Islands, Dadra & Nagar Haveli, Nagaland, N.E.F.A. and Tripura. The largest number of girls studying in boys schools were in Kerala (98.7 per cent) followed by Andhra Pradesh (96.7 per cent) Orissa (95.4 per cent), Assam (91.1 per cent), Pondicherry (89.7 per cent), Himachal Pradesh (87.9 per cent), West Bengal (87.7 per cent), Mysore (81.1 per cent), Gujarat (80.0 per cent), Maharashtra (79.9 per cent), Bihar (75.0 per cent), Rajasthan (69.3 per cent), Manipur (66.2 per cent), Madhya Pradesh (60.4 per cent), Punjab (53.4 per cent) and Uttar Pradesh (50.4 per cent). The only States where the majority of girls were studying in Girls schools were Jammu & Kashmir, Delhi and L.M. & A. Islands.

Wastage

Wastage and stagnation at the primary stage continued to be high. Of the 100 pupils in Class I in 1958-59, only 42 pupils reached in Class IV in 1961-62. The wastage was thus 58 per cent, the same as in the previous year. The wastage was more pronounced among girls, being 62.3 per cent as compared to 54.3 per cent in the case of boys. Poor economic conditions coupled with social prejudices against girls' education as well as lack of proper educational facilities contributed largely to this alarming wastage. Efforts were, however, being made by State Governments to improve the situation.

Table XXIII—Educational Facilities for the children of the Age-Group 6—11

State/Territory	Enrolment in Classes I—V			Percentage of Enrolment in Classes I to V to Population of the corresponding age-group 6—11		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh . . .	20,40,347	13,61,318	34,01,665	85.7	58.9	72.5
Assam	7,61,401	4,59,573	12,20,974	84.2	55.7	70.6
Bihar	25,98,355	8,09,220	34,07,575	84.9	27.7	57.0
Gujarat	14,53,599	8,29,437	22,83,036	100.0	61.5	82.2
Jammu & Kashmir . .	1,82,465	52,041	2,34,506	68.1	22.0	46.4
Kerala	13,25,493	11,59,701	24,85,194	100.0	100.0	100.0
Madhya Pradesh . . .	17,03,786	5,18,037	22,21,823	77.0	25.3	52.2
Madras	22,49,389	14,68,079	37,17,468	100.0	70.0	87.3
Maharashtra	26,54,290	15,59,588	42,13,878	96.6	60.5	79.1
Mysore	15,28,058	9,94,777	25,22,835	96.1	62.6	79.4
Orissa	10,07,666	4,58,660	14,66,326	86.6	41.2	64.4
Panjab	12,54,111	6,96,231	19,50,342	86.4	54.3	71.4
Rajasthan	10,12,069	2,42,367	12,54,436	70.4	18.6	45.7
Uttar Pradesh	37,27,156	11,33,522	48,60,678	73.2	24.6	50.1
West Bengal	20,28,643	11,05,682	31,34,325	91.0	52.2	72.1
A. & N. Islands . . .	3,349	2,140	5,489	67.0	71.0	68.5
Dadra Ngr. Haveli . .	2,833	708	3,541	70.8	17.7	44.3
Delhi	1,79,643	1,34,680	3,14,323	100.0	93.1	96.9
Himachal Pradesh . .	76,362	17,702	94,064	100.0	22.5	60.3
L.M. & A. Islands . .	2,240	1,547	3,787	100.0	77.3	94.7
Manipur	77,937	48,833	1,26,770	100.0	87.2	100.0
Nagaland	27,002	15,097	42,099	100.0	65.6	89.6
N.E.F.A	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Pondicherry	22,799	15,444	38,243	99.1	64.4	81.4
Tripura	64,720	34,237	98,957	78.0	42.8	60.7
INDIA	2,59,83,713	1,31,18,621	3,91,02,334	87.4	47.0	67.8

Table XXIV—Girls in Primary Schools

State/Territory	No. of girls in boys' schools	No. of girls in girls' schools	Total No. of girls	Percentage of girls in boys schools to total number of girls
1	2	3	4	5
Andhra Pradesh	11,91,824	40,955	12,32,779	96·7
Assam	3,88,526	38,018	4,26,544	91·1
Bihar	5,14,582	1,72,236	6,86,818	74·9
Gujarat	2,13,590	53,401	2,66,991	80·0
Jammu & Kashmir . . .	1,679	38,137	39,816	4·2
Kerala	8,55,011	11,476	8,66,487	98·7
Madhya Pradesh	2,56,331	1,68,134	4,24,465	60·4
Madras	10,17,925	..	10,17,925	100·0
Maharashtra	5,39,653	1,35,417	6,75,070	79·9
Mysore	4,78,091	90,672	5,68,763	84·1
Orissa	4,24,384	20,447	4,44,831	95·4
Punjab	2,63,583	2,29,805	4,93,388	53·4
Rajasthan	1,20,708	53,540	1,74,248	69·3
Uttar Pradesh	5,27,662	5,18,458	10,46,120	50·4
West Bengal	8,95,480	1,24,485	10,19,965	87·8
A. & N. Islands	2,137	..	2,137	100·0
Dadra & Ngr. Haveli . .	128	..	128	100·0
Delhi	15,389	71,282	86,671	17·8
Himachal Pradesh	8,804	1,212	10,016	87·9
L.M. & A. Islands	289	788	1,077	26·8
Manipur	30,964	15,844	46,808	66·2
Nagaland	13,184	..	13,184	100·0
N.E.F.A.	521	..	521	100·0
Pondicherry	6,015	693	6,708	89·7
Tripura	32,302	..	32,302	100·0
INDIA	77,98,762	17,85,000	95,83,762	81·4

Single Teacher Schools

Of the total number of 3,51,530 primary schools, 1,55,047 were single teacher schools. The corresponding figures for the previous year were 3,30,399 for total number of schools and 1,45,246 for single teacher schools. Single teacher schools thus formed 44.1 per cent of the total number of Primary schools as compared to 43.8 per cent during the previous year.

The number of pupils in single teacher primary schools increased from 56,19,928 to 61,29,030 and formed 20.8 per cent of the total enrolment in primary schools as against 21.1 per cent in the previous year.

The Statewise statistics of single-teacher primary schools are given in Table XXV. A decrease in the number of such schools was reported by the States of Gujarat, Kerala, Maharashtra, Mysore, Punjab, West Bengal, Manipur and Nagaland while in Delhi their number remained unchanged. Dadra & Nagar Haveli reported statistics for the first time. In the rest of the States and Union Territories, the number of single teacher schools increased. The proportion of single teacher schools to the total number of Primary schools was the highest in Jammu & Kashmir (81.4 per cent). Next in order were the States of Gujarat (69.3 per cent), Bihar (63.9 per cent) Mysore (63.7 per cent), Maharashtra (61.9 per cent), Rajasthan (61.1 per cent), and the Union Territory of Pondicherry (58.3 per cent). The least number of single-teacher schools was in Kerala (0.1 per cent).

Col. (9) gives the percentage of enrolment in single teacher schools to the total enrolment in primary schools in various states. This percentage was highest in Jammu & Kashmir (69.4 per cent) and lowest in Kerala where it is negligible.

Compulsion

During the year under report, compulsory education in some form was in force in all the States except Jammu & Kashmir, and among Union Territories only Delhi was under compulsion. 1,445 towns and 98,706 villages were under compulsion as against 1,257 towns and 70,827 villages in the previous year. The number of schools in the compulsory areas was 20,980 in towns and 1,02,943 in villages. The corresponding figures for the previous year were 15,746 for towns and 58,815 for villages. The number of pupils on rolls in these schools increased from 85,30,338 (33,31,481 in schools in urban areas and 51,98,857 in schools in rural areas) to 90,35,113 (31,60,384 in schools in urban areas and 58,74,729 in schools in rural areas).

For the enforcement of compulsion, as many as 5,15,768 notices for non-enrolment and 1,81,027 attendance orders for being absent from school were

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

State/Territory	Number of Schools		Number of Pupils		Percentage of single teacher schools of the total No. of Primary Schools		Percentage of enrolment in S.T. Schools to the total enrolment in Primary Schools	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
	Andhra Pradesh	14,614	17,182	4,35,500	6,90,900	42.9	46.8	20.0	22.5
Assam	9,299	9,787	4,11,537	4,42,907	58.2	57.7	39.3	39.0
Bihar	23,628	25,154	11,36,867	11,31,697	63.3	63.9	41.9	39.6
Gujarat	8,703	8,213	2,82,709	2,88,543	72.3	69.3	39.8	36.7
Jammu & Kashmir	1,974	2,761	92,910	1,09,700	69.0	81.4	62.8	69.4
Kerala	15	10	722	429	0.2	0.1	0.0	0.0
Madhya Pradesh	13,929	14,746	4,37,440	4,82,669	50.1	50.3	26.0	26.2
Madras	4,979	4,718	2,01,109	2,00,111	21.0	19.9	8.1	7.7
Maharashtra	16,126	15,793	5,96,342	5,98,555	63.4	61.9	33.5	32.1
Mysore	13,356	14,000	4,66,915	5,22,651	63.3	63.7	36.6	36.3
Orissa	12,129	12,277	4,61,447	4,56,444	55.5	54.0	34.1	32.4
Punjab	5,002	3,869	1,75,090	1,74,585	37.7	28.9	17.7	12.7
Rajasthan	8,603	9,970	2,93,541	3,31,823	59.1	61.1	33.3	33.9
Uttar Pradesh	8,450	12,364	3,52,843	5,35,693	21.1	26.6	8.9	11.3
West Bengal	2,917	2,611	1,22,129	1,10,905	10.4	8.6	4.6	3.9
A & N Islands	49	59	1,580	2,974	64.5	61.5	32.9	54.5
Dadra & Ngr. Haveli . . . . .	..	10	..	138	..	47.7	..	19.3
Delhi	2	2	95	100	0.3	0.3	0.1	0.0
Himachal Pradesh	191	357	4,959	7,321	16.9	26.6	9.5	12.1
L.M. & A. Islands . . . . .	..	1	..	19	..	8.3	..	1.3
Manipur	302	260	6,890	6,279	18.2	13.8	6.5	5.2
Nagaland	303	233	14,152	9,413	74.4	49.1	43.0	26.8
N.E.F.A.	25	30	484	723	19.7	21.4	10.5	14.8
Pondicherry	153	141	5,638	6,073	64.0	58.3	37.7	34.3
Tripura	497	499	19,020	18,373	46.3	39.7	23.4	19.6
INDIA	1,45,246	1,55,047	56,19,928	61,29,030	43.8	44.1	21.1	20.8

Table XXVI—Statistics of Compulsory Primary Education by States

State/Territory	Compulsion age-Group		No. of Areas under Compulsion		No. of schools where compulsion was in force		No. of Pupils under compulsion in		Total
	Towns	Villages	Towns	Villages	Towns	Villages	Towns	Villages	
	1	2	3	4	5	6	7	8		9	10
Andhra Pradesh	6—7	6—7	212	25,637	3,219	32,782	1,45,863	5,38,297	6,84,160
Assam	6—11	6—11	16	4,394	153	4,074	28,857	3,58,235	3,87,092
Bihar	6—10	6—11/14	16	8,131	810	4,643	97,147	4,10,603	5,07,750
Gujarat	6—11	6—11	103	13,397	1,286	12,511	3,40,609	8,79,632	12,20,241
Madhya Pradesh	6—11	6—11	247	6,633	1,059	3,925	1,79,527	2,11,647	3,91,174
	6—14	6—14							
Madras	{ 5—10 6—12 }	{ 5—10 6—12 }	461	5,542	—	5,570	7,94,242	9,89,054	17,63,296
Maharashtra	6—11/14	6—11/14	274	15,559	3,463	17,172	8,73,166	12,44,421	21,17,587
Mysore . . . . .	..	..	..	—	..	..	..	..	..
Orissa	6—11	6—11	2	8	27*	7	2,618	859	3,477
Punjab	6—7	6—7	11	3,910*	4,821	11,651	72,111	2,80,382	3,52,493
Rajasthan	6—11	6—11	6	706	139	547	31,547	42,693	74,240
Uttar Pradesh	6—11	6—11	95	1,687	2,741	575	5,30,820	73,437	6,04,057
West Bengal	6—10	6—11	1	12,753	67	9,137	7,980	8,43,162	8,51,142
Delhi	6—11*	6—11	1	349	536	349	56,097	22,307	78,404
INDIA . . . . .	..	..	1,445	98,706	20,980	1,02,943	31,60,384	58,74,729	90,35,113

*1960-61 Figures.

Table XXVI—Statistics of Compulsory Primary Education by States—contd.

State/Territories	Coercive Measures taken					
	No. of Notices issued	No. of Attendance Orders passed	Number of Prosecutions			No. of Attendance Officers
			For non-enrolment	For non-attendance	Fine realised	
1	11	12	13	14	15	16
Andhra Pradesh . . . . .	..	..	..	..	..	..
Assam	17,474	6,323	345	3,103	19	84
Bihar	4,916	17	..	14	28	25
Gujarat	1,51,468	61,178	3,315	7,085	1,311	..
Madhya Pradesh	13,528	6,315	99	1,178	542	122
Madras	149	144	..	..	..	..
Maharashtra	1,94,957	36,159	1,118	869	60	34
Mysore . . . . .	..	..	..	..	..	..
Orissa	36	36	..	30	32	1
Punjab . . . . .	..	..	..	..	..	338
Rajasthan . . . . .	..	232	232	..	1,823	17
Uttar Pradesh	1,31,367	70,569	4,267	7,813	14,248	302
West Bengal	1,873	54	5	16	..	19
Delhi . . . . .	..	..	..	..	..	8
INDIA	5,15,768	1,81,027	9,381	20,108	18,068	950

Table XXVII—Number of Teachers

State/Territory	Men		Women		All Persons	
	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained
1	2	3	4	5	6	7
Andhra Pradesh	51,513	11,071	13,416	1,002	64,929	12,073
Assam	10,096	13,821	1,426	2,637	11,522	16,458
Bihar	43,271	15,213	2,645	2,850	45,916	18,082
Gujarat	6,018	10,439	2,060	2,254	8,078	12,693
Jammu & Kashmir	1,877	1,898	546	285	2,423	2,183
Kerala	24,932	2,638	18,768	3,067	43,700	5,705
Madhya Pradesh	31,548	22,397	4,136	2,418	35,684	24,815
Madras	48,044	3,917	23,418	599	71,462	4,516
Maharashtra	19,802	21,073	7,573	3,390	27,375	24,463
Mysore	14,140	18,883	3,388	2,736	17,528	21,619
Orissa	16,084	23,150	410	633	16,494	23,783
Punjab	19,329	2,826	7,255	830	26,584	3,656
Rajasthan	15,842	11,945	1,474	1,703	17,316	13,648
Uttar Pradesh	71,353	26,797	6,563	7,990	77,916	34,787
West Bengal	30,020	50,766	3,500	5,483	33,520	56,249
A. & N. Islands	75	72	27	13	102	85
Dadra & Nagar Haveli . . . . .	..	26	..	2	..	28
Delhi	3,284	3	2,970	4	6,254	7
Himachal Pradesh	1,627	797	249	83	1,876	880
L.M. & A. Islands	15	..	15	4	30	4
Manipur	603	4,463	41	253	644	4,716
Nagaland	206	865	8	78	214	943
N.E.F.A.	151	102	12	3	163	105
Pondicherry	221	136	39	26	260	162
Tripura	633	1,973	126	393	759	2,366
INDIA	4,10,684	2,45,271	1,00,065	38,755	5,10,749	2,84,026

Primary Schools

Total	Total No. of teachers in 1960-61	Increase + or Decrease (—)	Percentage of trained teachers		Average number of pupils per teacher		State/Territory
			1960-61	1961-62	1960-61	1961-62	
8	9	10	11	12	13	14	1
77,002	73,886	+ 3,116	82.9	84.3	36	40	Andhra Pradesh
27,980	26,354	+ 1,626	39.3	41.2	40	41	Assam
63,998	59,663	+ 4,335	71.2	71.7	45	45	Bihar
20,771	19,265	+ 1,506	35.6	38.9	37	38	Gujarat
4,606	4,404	+ 202	54.1	52.6	34	34	Jammu & Kashmir
49,405	46,609	+ 2,796	90.8	88.5	39	37	Kerala
60,499	57,064	+ 3,435	51.0	59.0	20	30	Madhya Pradesh
75,978	74,168	+ 1,810	95.9	94.0	34	34	Madras
51,838	50,371	+ 1,467	49.8	52.8	35	36	Maharashtra
39,147	38,191	+ 956	43.4	44.8	33	37	Mysore
40,277	37,325	+ 2,952	38.5	41.0	36	35	Orissa
30,240	26,329	+ 3,911	92.1	87.9	38	45	Punjab
30,964	28,502	+ 2,462	50.8	55.9	31	32	Rajasthan
1,12,703	99,054	+ 13,649	74.8	69.1	40	42	Uttar Pradesh
89,769	83,732	+ 6,037	38.1	37.3	31	32	West Bengal
187	138	+ 49	58.7	54.5	35	29	A. & N. Islands
28	..	+ 28	..	0.0	..	26	Dadra & Nagar Haveli
6,261	5,444	+ 817	99.3	99.9	35	33	Delhi
2,756	2,307	+ 449	60.1	68.0	23	22	Himachal Pradesh
34	46	— 12	80.4	88.2	42	42	L.M. & A. Islands
5,360	4,305	+ 1,055	10.4	12.0	25	22	Manipur
1,167	814	+ 343	21.1	18.5	40	30	Nagaland
268	253	+ 15	68.0	60.8	18	18	N.E.F.A.
422	432	— 10	57.0	61.6	35	42	Pondicherry
3,125	2,859	+ 266	21.0	24.3	28	30	Tripura
7,94,775	7,41,515	+ 53,260	64.1	64.3	36	37	INDIA

issued to the guardian of school-going children. The number of prosecutions launched during the year was 9,381 for non-enrolment and 20,108 for non-attendance. The total amount realised as fines was Rs. 18,068.

The number of Attendance Officers for the enforcement of compulsory education was 5,570. The Statewise statistics of compulsory education is given in Table XXVI.

Teachers

The number of teachers in Primary schools increased from 7,41,515 to 7,49,775 or by 4.2 per cent as compared to 1.4 per cent in the previous year. These figures relate only to Primary schools and exclude the number of teachers in Primary departments of Middle and High/Higher Secondary schools where the number is not available.

Women teachers formed 17.5 per cent of the total number of teachers as against 17.1 per cent in the previous year. Further, of the total number of teachers, 64.3 per cent were trained teachers as compared to 64.1 per cent in the previous year.

Table XXVII shows the distribution of teachers in Primary schools in different states. The number of teachers increased in all the States and Union Territories except L.M. & A. Islands and Pondicherry. In Delhi, almost all the teachers were trained. Among the other States and Union Territories, the highest percentage of trained teachers to the total number of teachers was in Madras (94.0 per cent) followed by Kerala (88.5 per cent), L.M. & A. Islands (88.2 per cent), Punjab (87.9 per cent), Andhra Pradesh (84.3 per cent), etc., the least being in Dadra & Nagar Haveli where all the teachers were untrained.

The percentage of trained teachers, however reported a decline in many States and Union Territories as will be seen in cols. (11) and (12) of Table XXVII.

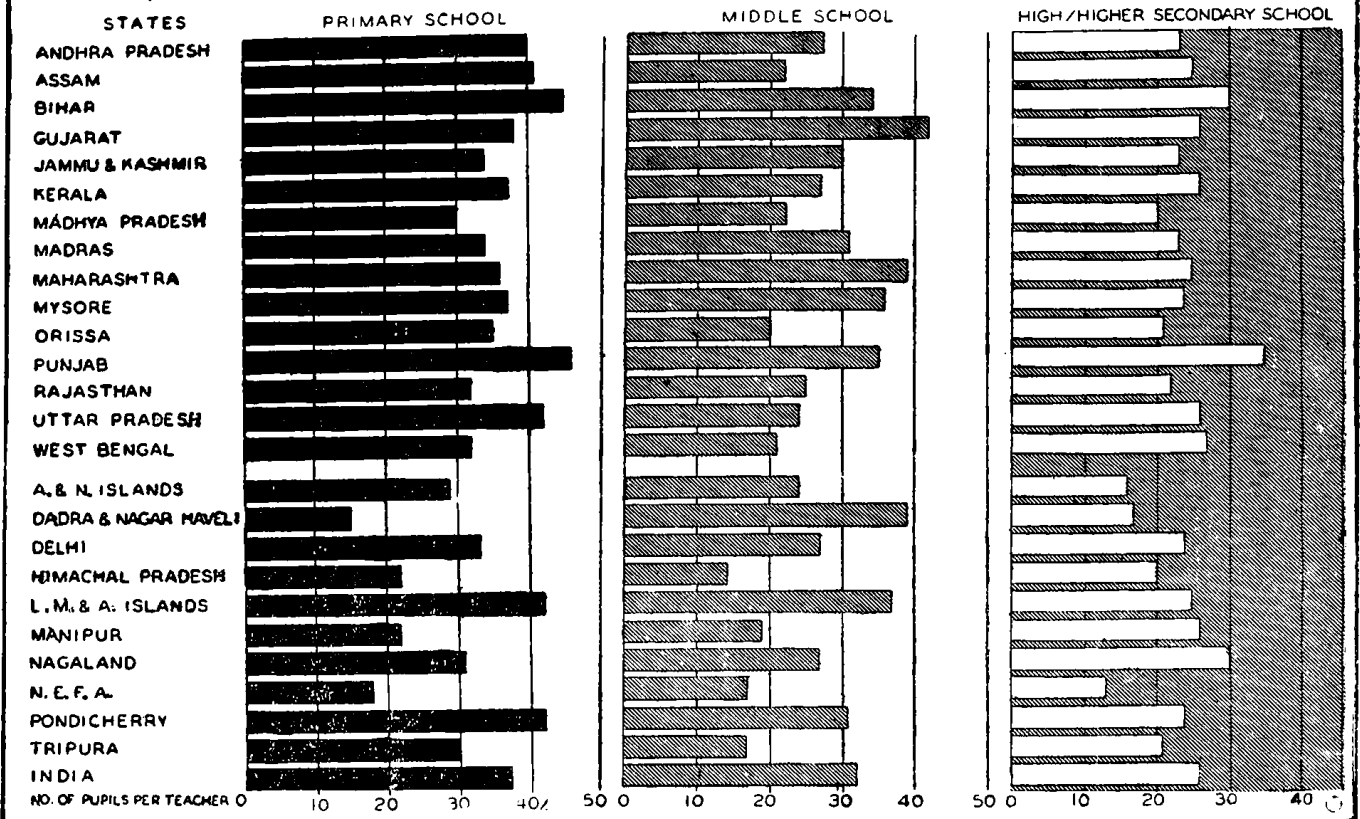
Teacher-Pupil Ratio

The average number of pupils per teacher was 37 as against 36 in the previous year. Figures in cols. (13) and (14) of Table XXVII show the position in various States and Union Territories during 1960-61 and 1961-62. The average during the year varied from 30 pupils per teacher in Madhya Pradesh to 45 in Bihar among the States and from 18 in N.E.F.A. to 42 in L.M. & A. Islands among the Union Territories. These ratios do not take into account the enrolment and teachers of the Primary sections of the Middle and High/Higher Secondary Schools.

Pay Scales of Teachers

The details of pay scales of teachers according to their qualification and management of schools in which they were employed, are given in Appendix

TEACHER-PUPIL RATIO 1961-62



PERCENTAGE OF TRAINED TEACHERS IN PRIMARY SCHOOLS 1961-62

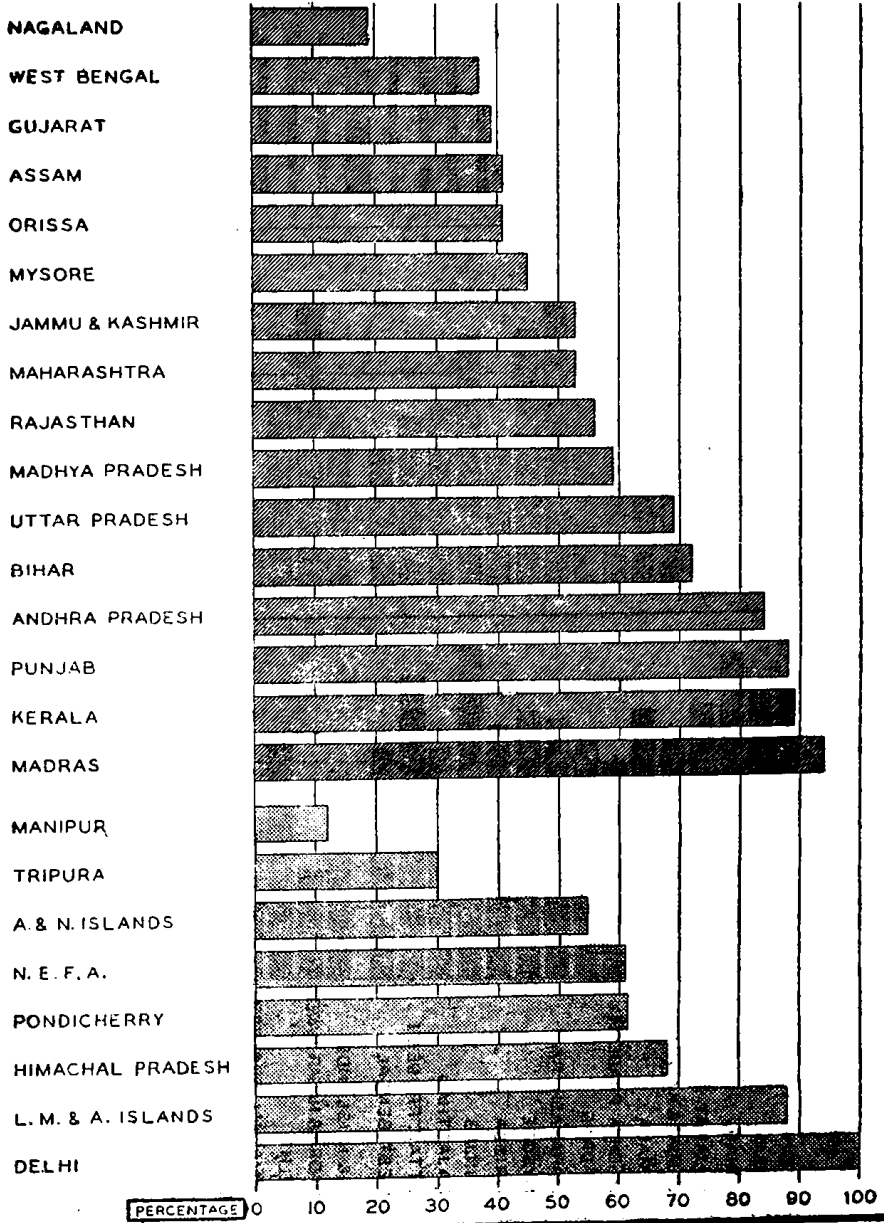


Table XXVIII—Minima and Maxima of Pay Scales of School Teachers in Government Primary Schools

State/Territory	Prescribed minimum Qualifications	Pay Scale		Number of years required to reach the maximum
		Minimum	Maximum	
1	2	3	4	5
1. Uttar Pradesh . . .	Passed Junior High School and Trained	35	65	15
2. Kerala	Passed S.S.L.C. and Trained	40	120	17
3. Bihar	Passed Middle and Trained	45	75	15
4. (a) Assam	Passed Middle and Trained	50	65	15
(b) Manipur	Passed Middle and Trained	50	65	15
(c) Maharashtra	Passed Primary and Junior Trained	50	70	12
(d) Gujarat	Passed Primary and Junior Trained	50	70	12
(e) Dadra & Nagar Haveli	Passed Middle and Junior Trained	50	70	12
(f) Jammu & Kashmir	Passed Middle and Trained	50	120	13
5. (a) Nagaland	Passed Matric and Trained	55	75	17
(b) Tripura	Passed Middle and Trained	55	130	24
6. (a) N.E.F.A.	Passed Middle and Trained	60	100	18
(b) Punjab	Passed Middle and Trained	60	120	13
(c) Himachal Pradesh	Passed Middle and Trained	60	120	13
7. (a) Madras	Passed High Elementary and Trained	65	90	15
(b) Pondicherry	Passed High Elementary and Trained	65	90	15
(c) Andhra	Passed Middle and Trained	65	95	15
8. (a) Orissa	Passed Middle and Trained	70	95	15
(b) Mysore	Passed Middle and Trained	70	110	15
(c) West Bengal	Passed Middle and Trained	70	160	11
9. Rajasthan	Passed Middle and Trained	75	160	18
10. Madhya Pradesh	Passed Middle and Trained	90	170	20
11. A. & N. Islands	Passed Middle and Trained	100	142	14
12. L.M. & A. Islands	Passed Lower Elementary Examination and Trained	110	180	19
13. Delhi	Passed Middle and Trained	118	225	19

B. Vol. II-A, of the report. The scales, as in the previous year, varied not only from State to State but also from management to management within the same State.

Table XXVIII compares the minimum and maximum of the scales prescribed by State Governments for teachers in Government Primary schools and the period in which the maximum of the time-scale is reached. The States and the Union Territories have been grouped together according to the starting salary.

Expenditure

The total direct expenditure on Primary schools increased from Rs. 73,44,61,273 to Rs. 82,66,91,083 during the year, thus giving the rate of increase as 12·6 per cent as compared to 5·4 per cent in the previous year. Of the total Rs. 76,57,98,568 were expended on schools for boys and Rs. 6,08,92,515 on schools for girls. The corresponding figures for the previous year were Rs. 68,17,05,350 and Rs. 5,27,55,927 respectively.

The break-up of the total direct expenditure according to various sources from which it was met is shown in table XXIX below.

Table XXIX.—Direct Expenditure on Primary Schools by Sources

Source	1960-61		1961-62	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government Funds . . .	59,12,21,812	80·5	66,21,10,152	81·1
District Board Funds . . .	6,01,59,930	8·2	7,26,12,033	8·8
Municipal Board Funds . . .	4,65,40,455	6·3	5,21,21,424	6·3
Fees	1,71,69,286	2·3	2,03,92,315	2·4
Endowments	72,78,222	1·0	72,92,109	0·9
Other Sources	1,20,91,568	1·7	1,21,63,050	1·5
Total	73,44,61,273	100·0	82,66,91,083	100·0

An increase in direct expenditure in Primary schools was reported by all sources. The largest increase was from the contribution of district boards, being 20·7 per cent, followed by those of fees 18·8 per cent, municipal boards 12·0 per cent, other sources 0·6 per cent, government 1·2 per cent, and other sources 0·6 per cent and endowments 0·1 per cent. The corresponding figures for the previous year were: district boards 9·0 per cent, fees 3·4 per cent, municipal boards 5·8 per cent, government funds 5·0 per cent, endowments 1·5 per cent and other sources 1·5 per cent. The Government as usual, continued to contribute the major share (80·1 per cent) in spite of the fact that it managed only 21·8 per cent of the schools as compared to 56·8 per cent managed by local boards where contribution to the expenditure was however 15·1 per cent only.

The distribution of the total direct expenditure on Primary schools under various management, without regard to the source from which this expenditure was met, is given in Table XXX.

Table XXX—Direct Expenditure on Primary Schools by Management

Management 1	1960-61		1961-62	
	Amount 2	Percentage 3	Amount 4	Percentage 5
	Rs.		Rs.	
Government	18,09,40,356	24.5	20,29,28,238	24.5
District Boards	33,39,69,987	45.5	38,05,87,574	46.0
Municipal Boards	7,17,21,195	9.8	8,14,70,255	9.9
Private Bodies—				
Aided	13,72,72,725	18.7	14,96,80,606	18.1
Unaided	1,05,57,010	1.4	1,20,24,410	1.5
Total	73,44,61,273	100.0	82,66,91,083	100.0

The Statewise distribution of direct expenditure on Primary schools is given in Table XXXI. All the States and Union Territories excepting Pondicherry reported an increase. The decrease in Pondicherry was due to upgrading of some of the bigger primary schools with larger enrolment and expenditure into middle schools. The highest increase among the States was reported by Uttar Pradesh (Rs. 1,58,41,747) and the lowest by Jammu & Kashmir (Rs. 4,08,962). The corresponding positions among the Union Territories were occupied by Delhi (Rs. 23,13,885) and L.M. & A. Islands (Rs. 13,782). On percentage basis, Rajasthan reported the highest increase of 23.5 per cent and Gujarat the lowest increase of 3.2 per cent among the states while in Union Territories, excepting Dadra & Nagar Haveli which reported statistics for the first time, the highest and lowest positions were occupied by A. & N. Islands (31.2 per cent) and Himachal Pradesh (2.6 per cent).

The percentage of direct expenditure on Primary schools to the total direct expenditure on education as a whole is indicated in col. (10) of table XXXI. These figures show wide inter-State variations which is partly due to the variations in the number of classes in primary schools.

Cols. (11) to (16) of Table XXXI give the percentage of expenditure on Primary schools met from different sources. It will be observed that the Government met the major part of expenditure in all the States and Union Territories excepting Delhi, Himachal Pradesh and Manipur. In A & N Islands, Dadra & Nagar Haveli, L. M. & A. Islands, Nagaland and N.E.F.A., its contribution was cent per cent. Besides that, in 14 States and Union Territories, its contribution was between 75 per cent and 100 per cent and in 3 States it was between 50 per cent and 75 per cent. In Delhi, Himachal Pradesh and Manipur the largest contribution was from local bodies and, ranged between 95.9 per cent and 97.8 per cent. The highest contribution from fees was only 12.0 per cent (in Maharashtra). The shares of endowments and other sources were also not much—the combined figure ranged from 0.3 per cent in Andhra Pradesh and Jammu & Kashmir to 7.8 per cent in Assam. The all India average annual cost of educating a pupil in primary schools increased from Rs. 27.6 to Rs. 28.0. Its contribution according to different sources was government funds Rs. 23.3, district boards funds Rs. 2.6, municipal boards funds Rs. 1.9, fees Rs. 0.7 endowments Re. 0.3, and other sources Re. 0.4. The average annual costs per pupil in various States during 1960-61 and 1961-62 are indicated in cols. (17) and (18) of Table XXXI.

Table XXXI—Direct Expenditure on

State/Territory	On Schools for Boys		On Schools for Girls	
	1960-61	1961-62	1960-61	1961-62
(1)	(2)	(3)	(4)	(5)
Andhra Pradesh	7,39,69,099	7,89,66,107	20,86,908	20,66,903
Assam	2,12,07,355	2,57,22,353	10,70,504	14,34,719
Bihar	4,04,53,849	4,41,37,245	39,34,980	43,03,296
Gujarat	2,65,52,665	2,73,83,251	21,48,582	22,48,442
Jammu & Kashmir	31,84,166	33,27,681	6,16,120	8,81,567
Kerala	5,49,89,284	5,80,51,545	2,60,527	3,77,861
Madhya Pradesh	5,57,85,243	6,62,56,840	63,51,349	75,94,580
Madras	7,28,02,522	7,93,67,721	..	..
Maharashtra	6,35,38,790	6,91,32,574	57,64,287	63,50,222
Mysore	3,62,41,203	3,96,70,338	30,06,698	24,18,552
Orissa	2,01,84,267	2,27,09,861	4,34,808	4,45,686
Punjab	2,87,13,345	3,19,69,374	70,56,822	83,21,614
Rajasthan	2,73,26,007	3,39,05,773	20,71,891	24,11,467
Uttar Pradesh	7,02,94,292	8,34,31,413	82,21,323	1,09,25,949
West Bengal	6,55,07,302	7,73,81,495	53,59,580	54,53,822
A. & N. Islands	3,08,155	4,04,332	..	..
Dadra & Ngr. Haveli . . . . .	..	74,877	..	..
Delhi	67,10,144	80,79,628	39,49,552	48,93,953
Himachal Pradesh	33,30,889	41,85,672	16,474	48,689
L. M. & A. Islands	54,060	27,344	11,486	51,984
Manipur	33,12,598	40,36,832	3,50,600	6,16,021
Nagaland	16,73,558	18,28,552	..	..
N.E.F.A.	5,15,509	5,68,314	..	..
Pondicherry	5,97,656	5,00,185	43,432	47,188
Tripura	44,53,392	46,43,261	..	..
INDIA	68,17,05,350	76,57,98,568	5,27,55,923	6,08,92,515

Primary Schools by States

Total		Increase (+) or Decrease (—)		State/Territory
1960-61	1961-62	Amount	Percentage	
(6)	(7)	(8)	(9)	1
7,60,56,007	8,10,33,010	+ 49,77,003	6.5	Andhra Pradesh
2,22,77,859	2,71,57,072	+ 48,79,213	21.9	Assam
4,43,88,829	4,84,40,541	+ 40,51,712	9.1	Bihar
2,87,01,247	2,96,31,693	+ 9,30,446	3.2	Gujarat
38,00,286	42,09,248	+ 4,08,962	10.8	J. & K.
5,52,49,811	5,84,29,406	+ 31,79,595	5.6	Kerala
6,21,36,592	7,38,51,421	+ 1,17,14,828	18.9	Madhya Pradesh
7,28,02,522	7,93,67,721	+ 65,65,199	9.0	Madras
6,93,03,077	7,54,82,796	+ 61,79,719	8.9	Maharashtra
3,92,47,901	4,20,88,890	+ 28,40,989	7.2	Mysore
2,06,19,075	2,31,55,547	+ 25,36,472	12.3	Orissa
3,57,70,167	4,02,90,988	+ 45,20,821	12.6	Punjab
2,93,97,898	3,63,17,240	+ 69,19,342	23.5	Rajasthan
7,85,15,615	9,43,57,362	+ 1,58,41,747	20.2	Uttar Pradesh
7,08,66,882	8,28,35,317	+ 1,19,68,435	17.8	West Bengal
3,08,155	4,04,332	+ 96,177	31.2	A. & N. Islands
..	74,877	+ 74,877	100.0	Dadra & Ngr. Haveli
1,06,59,696	1,29,73,581	+ 23,13,885	21.7	Delhi
33,47,363	42,34,361	+ 8,86,998	2.6	Himachal Pradesh
65,546	79,328	+ 13,782	21.0	L. M. & A. Islands
36,03,198	46,52,853	+ 9,89,655	27.0	Manipur
16,73,558	18,28,552	+ 1,54,994	9.3	Nagaland
5,15,509	5,68,314	+ 52,805	10.2	N.E.F.A.
6,41,088	5,83,373	— 57,715	9.0	Pondicherry
44,53,392	46,43,261	+ 1,89,869	4.5	Tripura
73,44,61,273	82,66,91,083	+ 9,22,29,810	12.6	INDIA

Table XXXI—Direct Expenditure on Primary Schools by States—(contd.)

State/ Territory	Per- centage of Expen- diture on Pry. Schools to total Direct Expendi- ture on Educa- tion	Percentage of Expenditure met from						Average Annual cost per Pupil	
		Govt. Funds	Distt. Board Funds	Munici- pal Board Funds	Fees	Endow- ments	Other Sources	1960- 61	1961- 62
Andhra Pra- desh .	33.7	69.0	27.1	3.3	0.3	0.3	0.0	28.4	26.4
Assam .	34.6	90.5	1.4	0.1	0.2	7.7	0.1	21.3	23.9
Bihar .	29.4	88.8	6.3	1.9	0.0	0.0	3.0	16.4	16.9
Gujarat .	17.4	77.4	5.1	7.7	6.0	1.0	2.7	40.4	37.7
Jammu & Kashmir	18.0	99.7	..	..	0.1	0.0	0.3	25.7	26.6
Kerala .	33.9	98.5	..	..	0.0	0.0	1.5	30.6	31.7
Madhya Pradesh	36.5	88.0	4.8	4.7	0.5	0.4	1.6	36.9	40.1
Madras .	30.8	71.5	16.9	8.7	0.3	2.4	0.2	29.2	30.4
Maharashtra	19.1	66.7	3.5	12.6	12.0	0.4	4.8	38.9	40.5
Mysore .	27.1	90.3	4.3	2.2	0.1	0.3	2.8	30.8	29.3
Orissa .	41.3	96.3	..	0.9	0.0	0.7	1.7	15.2	16.5
Punjab .	26.8	96.8	..	0.5	0.5	1.3	1.7	36.1	29.3
Rajasthan .	30.0	96.0	..	0.3	1.5	1.8	0.4	33.3	37.1
Uttar Pra- desh .	26.8	75.9	13.2	8.3	1.2	0.1	1.3	19.8	20.0
West Bengal	29.9	82.2	3.9	5.2	7.9	0.5	0.3	26.9	29.1
A. & N. Is- lands .	32.0	100.0	..	..	..	..	..	63.9	74.1
Dadra & Ngr. Haveli	84.8	100.0	..	..	..	..	..	..	20.8
Delhi .	13.4	0.0	..	97.4	1.5	..	1.1	56.3	62.5
Himachal Pradesh .	37.4	0.0	97.8	1.2	..	0.2	0.8	64.5	69.6
L. M. & A. Islands .	26.4	100.0	..	..	..	..	..	34.1	55.4
Manipur .	51.4	2.2	95.9	..	0.0	1.9	..	34.5	38.8
Nagaland .	47.7	100.0	..	..	..	..	..	50.8	52.0
N.E.F.A. .	42.4	100.0	..	..	..	..	..	112.2	116.4
Pondicherry	12.1	95.9	..	0.7	1.9	1.5	..	42.9	32.9
Tripura .	46.7	99.2	..	..	0.3	0.5	0.0	54.7	49.5
INDIA .	28.2	80.1	8.8	6.3	2.4	0.9	1.5	27.6	28.0

CHAPTER IV

BASIC EDUCATION

Most of the schemes of Basic education which were implemented during the Second Five Year Plan were included in the Third Plan also. A sum of Rs. 28 crores was provided for them. One of these schemes related to the orientation of elementary schools towards the Basic pattern, which envisaged the introduction of such main features of Basic education in traditional type of primary schools which did not require large-scale expenditure on equipment. The implementation of this scheme was taken up in right earnest during the year and the necessary programme of orientation of teaching and inspectorate staff was also started. Moreover, the teaching of crafts was introduced in a number of primary schools towards the same end. Also, a National Board of Basic Education was set up to assess the progress of Basic education and to advise the Central and State Governments on the formulation of sound policies and programmes.

As a first step towards the ultimate goal of converting primary schools to the Basic type, it was felt that all training schools for primary teachers should be converted into Basic training schools by the end of the Third Five-Year Plan. Accordingly, new Basic training institutions were opened and some of the traditional type of training institutions were converted to the Basic type during the year.

The National Institute of Basic Education continued its activities in the fields of research, training, art and crafts and extension and production of literature in Basic education during the year. A brief account of these activities is given below.

Research

A study on "Expenditure on education incurred by parents at the elementary stage of education in Delhi" was completed. A number of projects were in progress. These included:—(1) An analysis of Hindi Primers; (ii) standardisation of check-lists for the evaluation of Basic schools; (iii) Ensuring Standards of achievements in Basic schools; (iv) Comparative study of the practical problems involving competence of pupils of Basic and non-Basic schools; (v) Relationship between students' self-government and social experiences of Basic school pupils; (vi) The problems of elementary education in a selected village and the preparation of village study manual; (vii) Suitable crafts for urban schools (viii) An evaluation study of the orientation programme at the school level; (ix) Unit cost of starting a Basic school; and (x) A pilot study on how students spend their holidays.

Training

Three short-terms training courses for craft education were organised.

Production of Literature

The following publications were brought out during the year.

- (i) Basic Education Abstracts (half-yearly).
- (ii) *Buniyadi Talim* (Quarterly Journal).
- (iii) *Tantu Udyoga*—Crafts for Basic Schools.
- (iv) Inspection of Basic schools.
- (v) *Buniyadi Shiksha aur Naveen Samaj Viyavastā*
- (vi) Building up a Curriculum for Basic Schools.
- (vii) Utilising Festivals for Education.
- (viii) *Samasya Nidan Pariksha*.
- (ix) Elementary Bamboo-work.
- (x) Targets for Craft work.
- (xi) Principles and Problems of correlated teachings.
- (xii) Elementary Doll-Making.
- (xiii) The Practice of correlated teachings.
- (xiv) Evaluation in Basic Education.
- (xv) Research Problems in Basic Education.
- (xvi) *Buniyadi School aur Samaj Seva*.
- (xvii) A Framework of Correlated Syllabus.
- (xviii) Gardening and Agriculture for Grade V.
- (xix) Correlated Teaching for Grades I & II.

Besides, under the scheme of imparting current practices in Basic schools and extension work the Institute continued an experiment in action research at the Senior Basic School, Chhatarpur, Delhi.

Main Developments

An account of the progress made in the field of basic education in the various States is given below:

Assam

Primary and Middle vernacular schools were gradually being converted into Basic schools. For this purpose, untrained teachers and sub-inspectors of schools were deputed for Basic training. Seminars were organised under Orientation Scheme for the Inspecting Officers and teachers.

Bihar

Deputy Superintendents of Basic education were appointed in all districts.

Gujarat

During the year, 375 ordinary schools were converted into Basic schools. Moreover, grants amounting to Rs. 3.46 lakhs were paid to District School Boards for the construction of 44 crafts sheds.

Madhya Pradesh

Some Junior Basic Schools were upgraded to Senior Basic Schools. A post-graduate Basic training College was opened at Sagar.

Madras

A syllabus for the four-year post-Basic course framed by a Committee constituted for the purpose, was approved by the Government. An *ad hoc* Committee was constituted to assess the attainments of the final year students of the post-Basic Schools. On the basis of this assessment 75 out of 101 students were declared as passed.

To implement the programme of orientation of elementary Schools towards the Basic pattern, Headmasters and teachers of elementary schools were given training in the principles and methods of introducing salient features of Basic education without incurring heavy expenditure in making them fully craft-centres.

The heads of Basic Schools met for five days at different centres and discussed such important questions as literature for Basic Schools, administration of Basic Schools, correlated methods of teaching etc.

Maharashtra

The scheme of extension services introduced in 20 training Colleges was continued and as a result, 20 to 25 Schools in the neighbourhood of each of these Colleges were benefited. Besides a short-term course in crafts was organised from 1st May, 1961 to 7th June, 1961.

Mysore

As a part of the programme of the expansion of Basic education contemplated in the Third Plan, 500 primary Schools were converted to the Basic type. The new syllabus of seven-year integrated primary course, which included also the important features of Basic education, was introduced in the V and VI standards of all Schools both Basic and Non-Basic.

Orissa

The administration of Basic Schools, except those situated in urban areas was passed on to the Panchayat Samities.

A seminar on the Orientation of primary Schools towards the Basic pattern was organised at the State Level in the last week of October, 1961. It was followed by district seminars held under the direction of District Inspectors and block seminars conducted in each circle by the respective sub-Inspectors. The object of this programme was to find out the methods of introducing essential features of Basic education in the traditional primary Schools. A sum of Rs. 5 lakhs was sanctioned for the purpose.

Sums of Rs. 5,000 each were sanctioned for the purchase of black boards and library books for the Senior Basic Schools. Rs. 6,000 were given for the purchase of library books to 6 Basic training Schools.

Punjab

A scheme for providing one week orientation training in Basic education to 120 A.D.I.'s and 1,200 teachers was implemented. Under the Community Development programme of orientation in Block areas, a three-day seminar was organised at Nilokheri for the heads of Junior Basic Training Institutes. Subsequently, a one-month training course was conducted in which 64 Headmasters and 71 teachers took part. Three Divisional and 17 District seminars were also organised for teachers of training institutions. One thousand and six hundred primary schools were given a grant of Rs. 100 each for introducing essential features of Basic education. An extension service department was attached to the Government Basic Training School, Jagraon, for arranging inservice training to teachers of primary schools in the area.

Rajasthan

The programme of orientation of Primary Schools towards the Basic pattern was implemented. Ten middle schools were converted into Senior Basic Schools during the year.

Uttar Pradesh

All Primary Schools in the State were said to be Basic oriented. During the year, a record number of 6,470 Junior Basic Schools were opened. The scales of pay of Junior Basic School teachers were revised.

West Bengal

Under the scheme of improvement and extension of Basic education in classes I—VIII, 16 units of complete Basic Schools were set up during 1961-62. Besides, 64 units of Basic Schools with classes VI to VIII only were also established. The State Government provided Rs. 31.81 lakhs for the purpose.

To increase facilities for teacher training in Basic education, 60 seats were added to training Colleges bringing the total intake capacity to 4,900. Besides, orientation training programme was continued and upto the end of the year under review, 33,506 teachers had undergone training under this programme. Thirty Bhutanese teachers were also given a condensed training of two months in Basic education.

The scale of pay of Basic trained teachers were revised as under :—

Category of teachers	Existing scale	Revised scale
Head Teacher	Rs. 55—4/2—75—5/2—95 plus a special pay of Rs. 15 per month and D.A. at the rate of 25% of pay	Rs. 80—2—100—3—130 —4—150 plus a special pay of Rs. 15 per month
Asstt. Teacher	Rs. 55—4/2—75—5/2—90 and D.A. at the rate of 25% of pay	Rs. 80—2—100—3—130 —4—150

Andaman & Nicobar Islands

17 Junior Basic and 5 Senior Basic Schools were established. Additional staff and equipment were provided to the Basic Teacher Training Schools.

Dadra & Nagar Haveli

Necessary equipment was provided for introducing carpentry and tailoring (for girls) in the Primary School at Silvassa and agriculture in the primary school at Naroli.

Delhi

Introduction of crafts, gradual conversion of primary Schools to the Basic type and reorientation of primary teachers' training institutes were some of the highlights of the Basic education programme in the Territory.

Himachal Pradesh

A Board of Basic Education was constituted to serve as an advisory body for the developing of Basic education in the Territory.

One more Basic Training School was opened at Bilaspur. Besides, the intake capacity of the Basic Training College, Solan, was raised from 60 to 100.

L. M. & A. Islands

The programme of organising reorientation training camps was continued and 18 teachers attended a camp conducted at Karasathy island in January 1962, under this programme. Coir-spinning continued as Basic craft in all Schools.

Manipur

The programmes of orientation of elementary Schools towards the Basic pattern was carried out extensively.

One Basic Training College and two practising Junior Basic Schools were started. 4 M.E. Schools with lower classes situated in the remote areas were converted into Junior Basic Schools.

N.E.F.A.

Thirteen lower Primary Schools were started as Junior Basic Schools and 11 Non-Basic lower primary Schools were converted to the Basic type.

Pondicherry

Under the scheme of Orientation of Schools towards the Basic pattern, 246 teachers of primary schools were given short-time training in Basic education. Equipment worth Rs. 100 per School was also supplied to 1125 Primary Schools under the same programme.

Tripura

Forty schools were converted into the basic type. Craft teaching was introduced in a number of Primary schools. Primary school teachers were given a short-time training course of one month's duration in basic education. Primary schools were directed to spend 75% of their contingencies on craft work.

Main Statistics

Schools

The number of basic schools increased from 80,249 to 89,498 or by 11.5 per cent during the year as against 6.5 per cent in 1960-61. These schools were distributed as : junior basic 73,982, senior basic 15,485 and post-basic 31. The distribution of these schools according to managements is given in table XXXII. More than three-fourths of the junior basic schools were managed by local bodies while Government and private bodies managed these schools almost in equal proportions (10.6 per cent and 9.4 per cent respectively). About three-fourths (72.4 per cent) of the senior basic schools were managed by local bodies and the remaining were shared by Government and private bodies in the ratio of 1 : 2. In the management of post basic schools also, private bodies predominated with 80.6 per cent share followed by government 19.4 per cent.

Table XXXII—Number of Basic Schools by Management

Management	Junior Basic Schools		Senior Basic Schools		Post-Basic Schools	
	Number	Percentage	Number	Percentage	Number	Percentage
1	2	3	4	5	6	7
Government . . .	7,842	10.6	1,515	9.8	6	19.4
Local Bodies . . .	59,159	80.0	11,216	72.4	—	..
Private Bodies . . .	6,981	9.4	2,754	17.8	25	80.6
Total . . .	73,982	100.0	15,485	100.0	31	100.0

The Statewise details of the basic schools separately for junior basic, senior basic and post basic schools during the year 1960-61 and 1961-62 are given in table XXXIII. Basic schools were in existence in all the States and Union Territories except Jammu & Kashmir and Nagaland. The highest increase in the number of basic schools was reported by Uttar Pradesh (6,586), followed by Punjab (672), Maharashtra (542) and Madras (383). Among the Union Territories, the increase ranged from 17 in A. & N. Island to 232 in Tripura.

The junior basic schools increased in all the States and Union Territories except in Orissa where the number remained unchanged and in Madhya Pradesh and Rajasthan where their decrease was on account of the junior basic schools having been upgraded to middle schools.

The number of senior basic Schools remained the same in Kerala, Orissa, L.M. & A. Islands and Pondicherry. In the rest of the States and Union Territories, wherever these existed, their number increased except in Himachal Pradesh where one senior basic school was raised to higher secondary school during the year under report. The highest and lowest increase were reported by Uttar Pradesh (236) and Andhra Pradesh and Punjab (1 each) respectively among the States and by Dadra and Nagar Haveli (27) and Delhi (10) respectively among the Union Territories. Post basic schools were reported for by the States of Andhra Pradesh, Bihar, Kerala, Madras, Orissa and Punjab and their number remained unchanged in all these States.

Pupils

The total number of pupils in junior basic, senior basic and post basic schools increased from 97,25,772 to 1,12,37,674 or by 15·8 per cent as against 8·00 per cent in the previous year. The enrolment in junior basic schools, alone increased from 65,01,134 to 76,43,412 or by 17·8 per cent while that in senior basic schools increased from 32,20,298 to 35,89,550 or by 11·1 per cent. The enrolment in post basic schools increased from 4,320 to 4,712 or by 8·3 per cent.

The State wise distribution of enrolment in basic schools during 1960-61 and 1962-62 is given in table XXXII. The enrolment increased in all the States and Union Territories except in Kerala, Madhya Pradesh, Rajasthan and L.M. and A. Islands. While the decrease in L.M. & A. Islands was insignificant, that in Madhya Pradesh was due to decrease in the number of institutions. The greatest rise was reported by Uttar Pradesh (8,15,996) and next to come were Gujarat (1,38,649) Punjab (1,23,092), Madras (1,15,568) and Maharashtra (1,12,362) the least being in Orissa (65).

Taking different types of schools separately, it is observed that in junior basic schools, the enrolment increased in all the States and Union Territories except in Kerala, Madhya Pradesh and Rajasthan. The decrease in Madhya Pradesh and Rajasthan being due to the decrease in the number of institutions. The enrolment in senior basic schools increased in all the States and Union Territories except in Himachal Pradesh where the decrease was due to the decrease in the number of institutions and in Orissa L.M. & A. Islands and Pondicherry where the decrease was insignificant. The post basic schools in all the States, wherever these existed, reported an increase in enrolment.

Table XXXIII—Number of

State/Territory	Junior Basic Schools				Senior Basic Schools			
	For Boys		For Girls		For Boys		For Girls	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
	2	3	4	5	6	7	8	9
Andhra Pradesh . . .	2,526	2,688	6	4	336	336	2	3
Assam	2,441	2,529	80	89	199	201	20	20
Bihar	2,487	2,509	333	372	787	814	9	9
Gujarat	1,638	1,628	86	81	2,850	3,061	331	344
Jammu & Kashmir . . .	..	..	..	..	..	..	..	..
Kerala	428	431	2	2	83	83	..	..
Madhya Pradesh . . .	2,735	2,336	2	14	325	336	..	4
Madras	3,322	3,437	..	..	682	950	..	..
Maharashtra	1,483	1,803	30	27	2,617	2,833	113	122
Mysore	2,023	2,044	45	51	950	1,079	109	110
Orissa	359	359	..	..	25	25	..	..
Punjab	551	1,088	187	331	49	49	23	24
Rajasthan	1,939	1,903	102	80	46	48	9	9
Uttar Pradesh	35,156	40,095	4,927	6,338	3,674	3,855	661	716
West Bengal	1,458	1,557	32	39	204	227	35	45
A & N Island	23	40	..	..	..	..	..	..
Dadra & Nagar Haveli .	..	14	..	..	..	27	..	—
Delhi	180	189	68	67	54	56	24	32
Himachal Pradesh . . .	799	1,028	7	7	7	6	..	..
L.M. & A. Islands . . .	..	..	..	..	1	1	..	..
Manipur	149	221	12	19	..	—	—	..
Nagaland . . . . .	..	..	..	..	..	..	..	..
N.E.F.A.	83	106	..	..	..	..	..	..
Pondicherry	6	6	..	..	1	1	..	..
Tripura	234	450	..	..	42	58	1	1
INDIA	60,030	66,461	5,919	7,521	12,932	14,046	1,337	1,439

Basic Schools by States

Post Basic Schools				Total		Increase (+) or Decrease (-) 1961-1962	State/Territory
For Boys		For Girls		1960-61	1961-62		
1960-61	1961-62	1960-61	1961-62	14	15	16	17
2	2	..	..	2,872	3,033	+161	Andhra Pradesh
..	..	..	..	2,740	2,839	+99	Assam
15	15	1	1	3,632	3,720	+88	Bihar
..	..	..	..	4,905	5,114	+209	Gujarat
..	..	..	..	..	..	..	Jammu & Kashmir
3	3	..	..	516	519	+3	Kerala
..	..	..	..	3,062	2,690	-372	Madhya Pradesh
3	3	1	1	4,008	4,391	+383	Madras
..	..	..	..	4,243	4,785	+542	Maharashtra
..	..	..	..	3,127	3,284	+157	Mysore
2	2	..	..	386	386	..	Orissa
2	2	2	2	824	1,496	+672	Punjab
..	..	..	..	2,096	2,040	-56	Rajasthan
..	..	..	..	44,418	51,004	+6,586	Uttar Pradesh
..	..	..	..	1,729	1,868	+139	West Bengal
..	..	..	..	23	40	+17	A. & N. Islands
..	..	..	..	..	41	+41	Dadra & Nagar Haveli
..	..	..	..	326	344	+18	Delhi
..	..	..	..	813	1,041	+228	Himachal Pradesh
..	..	..	..	1	1	..	L.M. & A. Islands
..	..	..	..	161	240	+79	Manipur
..	..	..	..	..	..	..	Nagaland
..	..	..	..	83	106	+23	N.E.F.A.
..	..	..	..	7	7	..	Pondicherry
..	..	..	..	277	509	+232	Tripura
27	27	4	4	80,249	89,498	+9,249	INDIA

Table XXXIV—Number of Pupils

State/Territory	In Junior Basic Schools			
	Boys		Girls	
	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5
Andhra Pradesh	1,83,320	2,09,213	1,07,873	1,32,541
Assam	1,38,713	1,46,535	84,264	91,025
Bihar	1,54,981	1,75,599	46,737	48,266
Gujarat	92,402	1,08,931	44,814	54,946
Jammu & Kashmir . . . . .	..	..	..	..
Kerala	53,807	51,438	43,969	42,675
Madhya Pradesh	1,81,770	1,59,805	29,673	28,094
Madras	2,66,718	2,91,314	1,68,963	1,94,783
Maharashtra	1,14,672	1,37,181	45,877	55,216
Mysore	1,41,839	1,63,213	66,401	82,038
Orissa	21,191	21,417	8,814	8,641
Punjab	47,978	1,20,019	23,073	68,692
Rajasthan	1,65,329	1,59,797	32,834	32,330
Uttar Pradesh	31,70,868	36,77,299	7,87,960	10,46,120
West Bengal	1,04,604	1,18,772	54,329	62,218
A. & N. Islands	1,322	1,578	978	1,143
Dadra & Nagar Haveli . . . . .	..	459	..	119
Delhi	21,870	25,609	8,679	10,214
Himachal Pradesh	28,845	36,137	5,646	6,677
L.M. & A. Islands . . . . .	..	..	..	..
Manipur	8,690	14,164	4,291	7,166
Nagaland . . . . .	..	..	..	..
N.E.F.A	2,900	3,242	250	382
Pondicherry	335	480	87	187
Tripura	21,111	30,094	12,357	17,643
INDIA	49,23,265	56,52,296	15,77,869	19,91,116

in Basic Schools

In Senior Basic Schools				State/Territory
Boys		Girls		
1960-61	1961-62	1960-61	1961-62	
6	7	8	9	1
62,382	62,006	20,558	24,116	Andhra Pradesh
24,226	24,831	14,437	15,053	Assam
1,30,780	1,37,378	23,354	24,305	Bihar
5,38,365	6,04,601	2,66,949	3,12,701	Gujarat
..	..	..	..	Jammu & Kashmir
20,420	20,627	14,911	15,188	Kerala
65,941	66,911	7,023	8,429	Madhya Pradesh
1,41,463	1,79,811	94,252	1,21,029	Madras
6,25,924	6,77,837	2,47,133	2,75,734	Maharashtra
2,00,157	2,16,004	84,655	94,835	Mysore
4,345	4,329	1,232	1,239	Orissa
14,920	18,018	5,057	7,149	Punjab
8,654	10,158	3,858	4,204	Rajasthan
4,46,139	4,90,980	1,03,688	1,10,252	Uttar Pradesh
15,254	17,532	5,330	6,987	West Bengal
..	..	..	..	A. & N. Islands
..	2,478	..	647	Dadra & Nagar Haveli
14,464	15,812	6,459	9,044	Delhi
1,252	1,079	285	269	Himachal Pradesh
296	262	16	9	L.M. & A. Islands
..	..	..	..	Manipur
..	..	..	..	Nagaland
..	..	..	..	N.E.F.A.
120	114	..	..	Pondicherry
4,206	5,322	1,793	2,270	Tripura
23,19,308	25,56,090	9,00,990	10,33,460	INDIA

Table XXXIV—Number of Pupils

State/Territory	In Post Basic			
	Boys		Girls	
	1960-61	1961-62	1960-61	1961-62
	10	11	12	13
Andhra Pradesh	107	142	21	19
Assam . . . . .	..	..	..	..
Bihar	2,342	2,417	215	146
Gujarat . . . . .	..	..	..	..
Jammu & Kashmir . . . . .	..	..	..	..
Kerala	156	174	57	82
Madhya Pradesh . . . . .	..	..	..	..
Madras	125	136	110	126
Maharashtra . . . . .	..	..	..	..
Mysore . . . . .	..	..	..	..
Orissa	98	119	1	1
Punjab	271	356	837	994
Rajasthan . . . . .	..	..	..	..
Uttar Pradesh . . . . .	..	..	..	..
West Bengal . . . . .	..	..	..	..
A. & N. Islands . . . . .	..	..	..	..
Dadra & Nager Haveli . . . . .	..	..	..	..
Delhi . . . . .	..	..	..	..
Himachal Pradesh . . . . .	..	..	..	..
L.M. & A. Islands . . . . .	..	..	..	..
Manipur . . . . .	..	..	..	..
Nagaland . . . . .	..	..	..	..
N.E.F.A.. . . . .	..	..	..	..
Pondicherry . . . . .	..	..	..	..
Tripura . . . . .	..	..	..	..
INDIA	3,099	3,344	1,241	1,368

in Basic Schools—concl'd.

Schools		Increase (+) or Decrease (—)	State/Territory
1960- 61	1961-62		
14	15	16	1
3,74,261	4,28,037	+53,776	Andhra Pradesh
2,61,640	2,77,444	+15,804	Assam
3,58,409	3,88,111	+29,702	Bihar
9,42,530	10,81,179	+1,38,649	Gujarat
..	..	..	Jammu & Kashmir
1,83,320	1,30,184	—3,136	Kerala
2,84,407	2,63,239	—21,168	Madhya Pradesh
6,71,631	7,87,199	+1,15,568	Madras
10,33,608	11,45,968	+1,12,360	Maharashtra
4,93,052	5,56,090	+63,038	Mysore
35,681	35,746	+65	Orissa
92,136	2,15,228	+1,23,092	Punjab
2,10,675	2,06,489	—4,186	Rajasthan
45,08,655	53,24,651	+8,15,996	Uttar Pradesh
1,79,517	2,05,509	+25,992	West Bengal
2,300	2,721	+421	A. & N. Islands
..	3,703	+3,703	Dadra & Nagar Haveli
51,472	60,679	+9,207	Delhi
36,028	44,162	+8,134	Himachal Pradesh
312	271	—41	L. M. & A. Islands
12,981	21,330	+8,349	Manipur
..	..	..	Nagaland
3,150	3,624	+474	N.E.F.A.
542	781	+239	Pondicherry
39,467	55,329	+15,862	Tripura
97,25,772	1,12,37,674	+15,11,902	INDIA

Table XXXV—Number of Teachers

State/ Territory	In Junior Basic Schools				In Senior Basic Schools			
	Men		Women		Men		Women	
	Train- ed	Un-Tra- ined	Train- ed	Un-Tra- ined	Train- ed	Untra- ined	Train- ed	Un-Tra- ined
	1	2	3	4	5	6	7	8	9
Andhra Pradesh	5,987	966	1,480	38	1,789	729	309	52
Assam	3,455	1,479	709	556	724	596	127	144
Bihar	4,042	1,073	129	93	4,676	505	253	24
Gujarat	1,927	1,736	760	601	10,636	7,084	4,100	3,482
Jammu & Kashmir . . . . .	..	..	..	..	..	..	..	..
Kerala	1,623	120	973	96	697	101	471	98
Madhya Pradesh	4,308	1,885	153	68	1,803	1,023	57	11
Madras	8,560	333	4,947	75	5,359	281	4,002	75
Maharashtra	2,769	1,768	395	264	16,252	3,819	3,243	1,233
Mysore	3,801	2,291	658	270	6,250	1,003	1,091	453
Orissa	902	13	5	1	208	11	5	1
Punjab	2,622	219	1,159	72	475	39	207	10
Rajasthan	3,943	1,663	246	295	462	99	124	20
Uttar Pradesh	71,353	26,797	6,563	7,990	16,205	4,091	3,159	1,240
West Bengal	4,341	1,132	554	244	450	529	117	130
A- & N. Islands	58	17	22	8	..	..	..	..
Dadra & Nagar Haveli . . . . .	..	16	..	2	3	56	4	20
Delhi	866	..	284	..	646	..	338	..
Himachal Pradesh	1,203	512	157	57	53	10	4	2
L. M. & A. Islands . . . . .	..	..	..	..	7	3	..	..
Manipur	210	668	9	23	..	..	..	..
Nagaland . . . . .	..	..	..	..	..	..	..	..
N.E.F.A.	122	80	12	3	..	..	..	..
Pondicherry	12	2	..	..	4	2	..	..
Tripura	394	758	115	317	243	168	49	64
INDIA	1,22,498	43,528	19,330	11,073	66,942	20,149	17,660	7,057

in Basic Schools

In Post Basic Schools				In All Schools			State/Territory
Men		Women		Train- ed	Un- Trained	Total	
Train- ed	Un- Trained	Train- ed	Un- Trained				
10	11	12	13	14	15	16	
6	6	2	..	9,573	1,791	11,364	Andhra Pradesh
..	..	..	..	5,015	2,775	7,790	Assam
35	92	1	3	9,136	1,790	10,926	Bihar
..	..	..	..	17,423	12,903	30,326	Gujarat
..	..	..	..	..	..	..	Jammu & Kashmir
11	9	3	2	3,778	426	4,204	Kerala
..	..	..	..	6,321	2,987	9,308	Madhya Pradesh
17	6	5	3	22,890	773	23,663	Madras
..	..	..	..	22,659	7,084	29,743	Maharashtra
..	..	..	..	11,800	4,017	15,817	Mysore
5	8	..	..	1,125	34	1,159	Orissa
14	9	25	3	4,502	352	4,854	Punjab
..	..	..	..	4,775	2,077	6,852	Rajasthan
..	..	..	..	97,280	40,118	1,37,398	Uttar Pradesh
..	..	..	..	5,462	2,035	7,497	West Bengal
..	..	..	..	80	25	105	A. & N. Islands
..	..	..	..	7	94	101	Dadra & Nagar Haveli
..	..	..	..	2,134	..	2,134	Delhi
..	..	..	..	1,417	581	1,998	Himachal Pradesh
..	..	..	..	7	3	10	L.M. & A. Islands
..	..	..	..	219	691	910	Manipur
..	..	..	..	..	..	..	Nagaland
..	..	..	..	134	83	217	N.E.F.A.
..	..	..	..	16	4	20	Pondicherry
..	..	..	..	801	1,307	2,108	Tripura
88	130	36	11	2,26,554	81,950	3,08,504	INDIA

Table XXXV—Number of Teachers in Basic Schools—contd.

State/ Territory	Percentage of Trained Teachers to Total number of Teachers				Teacher-Pupil Ratio			
	In Junior Basic Schools	In Senior Basic Schools	In Post Basic Schools	In All Schools	In Junior Basic Schools	In Senior Basic Schools	In Post Basic Schools	In All Schools
	17	18	19	20	21	22	23	24
Andhra Pradesh	88.1	72.9	57.1	84.2	40	30	11	38
Assam	67.2	53.5	..	64.4	38	25	..	36
Bihar	78.2	90.3	27.5	83.6	42	30	20	35
Gujarat	53.5	58.2	..	57.5	33	36	..	36
Jammu & Kashmir	..	..	..	..	..	..	..	..
Kerala	92.3	85.4	56.0	90.6	33	26	..	31
Madhya Pradesh	69.6	64.3	..	67.9	29	26	..	28
Madras	97.1	96.3	71.0	96.7	35	31	8	33
Maharashtra	60.0	79.4	..	76.2	37	39	..	38
Mysore	63.5	83.4	..	74.6	35	35	..	35
Orissa	98.5	94.7	38.5	97.1	33	25	9	31
Punjab	92.9	93.3	76.5	97.7	46	34	26	44
Rajasthan	68.1	83.1	..	69.7	31	20	..	30
Uttar Pradesh	69.1	78.4	..	70.8	42	24	..	38
West Bengal	78.1	46.2	..	72.9	29	20	..	27
A. & N. Islands	76.2	..	..	76.2	26	..	..	26
Dadra & Ngr. Haveli	0.0	8.4	..	6.9	32	38	..	37
Delhi	100.0	100.0	..	100.0	31	25	..	29
Himachal Pradesh	70.5	82.6	..	70.9	22	20	..	23
L. M. & A. Islands	..	70.0	..	70.0	..	27	..	27
Manipur	24.1	..	..	24.1	23	..	..	23
Nagaland	..	..	..	..	..	..	..	..
N.E.F.A.	61.8	..	..	61.8	17	..	..	17
Pondicherry	85.7	66.7	..	80.0	48	..	..	33
Tripura	32.1	55.7	..	38.0	30	14	..	26
INDIA	72.2	75.7	46.8	73.4	39	32	20	36

Teachers

The total number of teachers in basic schools increased from 2,77,938 (2,08,661 men and 69,277 women) to 3,08,504 (2,53,335 men and 55,169 women) or by 11·0 per cent. Of the total 1,96,429 teachers were working in junior basic schools, 1,11,810 in senior basic schools and the rest of 265 in post basic schools. The corresponding figures for the previous year were 1,75,606; 1,02,083 and 249 respectively. The percentage increase in junior basic school was 11·8, in senior basic schools 4·5 and the post basic schools 6·4.

The distribution of basic schools teachers in the various States is given in table XXXV. The number of teachers increased in all the States and Union Territories except in Kerala, Madhya Pradesh and Rajasthan. The decrease in Kerala and L.M. & A. Islands was slight while that in Madhya Pradesh and Rajasthan was due to the decrease in the number of institutions.

The proportion of trained teachers in basic schools in the country received a slight set-back as it decreased from 75·1 per cent of the total number of teachers to 73·4 per cent. The percentage was 72·2 in junior basic schools, 75·7 in senior basic schools and 46·8 in post basic schools as compared to 75·0, 75·3 and 53·4 respectively in the previous year. The Union Administration of Delhi had their entire staff trained and in Madras, Orissa and Punjab it was nearly so. Out of every ten teachers in basic schools in Andhra Pradesh, Bihar and Kerala, more than eight teachers were trained. In Maharashtra, Mysore, Uttar Pradesh, West Bengal, A. & N. Islands, Himachal Pradesh, L.M. & A. Islands and Pondicherry trained teachers were between 70 and 80 per cent. Manipur had the lowest proportion of trained teachers—about one-fourth of the previous year. In the rest of the States, the percentage of trained teachers was between 38 and 70. The teacher-pupil ratio in basic schools was 1 : 36. It was 1 : 39 in junior basic schools, 1 : 32 in senior basic schools and 1 : 20 in post basic schools.

Expenditure

The total direct expenditure on all types of basic schools recorded an increase of Rs. 4,06,40,145 (14·3 per cent) that is, from Rs. 28,38,85,201 to Rs. 32,45,25,346 during the year. The total direct expenditure on junior basic schools amounted Rs. 18,86,85,240, on senior basic schools to Rs. 13,53,27,760 and that on post basic schools to Rs. 5,12,346. The corresponding figures for the previous year were Rs. 15,98,67,971, Rs. 12,35,86,125 and Rs. 4,31,105 respectively. On percentage basis, the increase in expenditure on these schools works out to be: junior basic schools 18·8 per cent, senior basic schools 9·0 per cent and post basic schools 18·8 per cent.

The distribution of total direct expenditure on basic schools according to various sources of income is given in table XXXVI below :

Table XXXVI—Direct Expenditure on Basic Schools by Sources

Source	Junior Basic Schools		Senior Basic Schools		Post Basic Schools		All Schools	
	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage
1	2	3	4	5	6	7	8	9
Government Funds	14,91,58,875	79.1	10,49,03,868	77.5	3,25,621	63.6	25,43,88,364	78.4
Local Board Funds	3,55,47,287	18.8	1,52,39,033	11.3	..	..	5,07,86,320	15.6
Fees	15,69,365	0.8	98,88,468	7.3	85,269	16.6	1,15,43,102	3.6
Endowments	5,93,343	0.3	11,89,351	0.9	35,843	7.0	18,18,537	0.6
Other Sources	18,16,370	1.0	41,07,040	3.0	65,613	12.8	59,89,023	1.8
TOTAL	18,86,85,240	100.0	13,53,27,760	100.0	5,12,346	100.0	32,45,25,346	100.0

Government met more than three fourth of the expenditure and its share increased only slightly from 78·1 per cent to 78·4 per cent. The proportion of the expenditure met from local board funds and fees increased from 15·5 per cent and 3·5 per cent respectively to 15·6 per cent and 3·6 per cent respectively whereas those of endowments and other sources decreased from 2·9 per cent to 2·4 per cent.

The average annual cost per pupil in three type of basic schools separately worked out as under :—

Junior Basic Schools	..	Rs. 24·6
Senior Basic Schools	..	Rs. 37·8
Post Basic Schools	..	Rs. 108·7

The Statewise details of direct expenditure on basic schools are given in table XXXVII. The expenditure increased in all the States and Union Territories significantly, the expenditure in basic schools in the States of Madhya Pradesh, Rajasthan and Himachal Pradesh increased in spite of the decrease in the number of institutions.

The total direct expenditure on basic schools formed 11·1 per cent of the total direct expenditure on education. Its statewise details are given in col. (11) of Table XXXVII. The figures show wide variations due to variation in the number of classes in these schools.

The sourcewise distribution of direct expenditure on basic schools in various states are given in cols. (12) to (16). Government met cent per cent expenditure in A. & N. Islands, L.M. & A. Islands and N.E.F.A., between 75 per cent and 100 per cent in all other States and Union Territories except Manipur and Delli where in the major portion of expenditure to the extent of 97·9 per cent was met by local boards. Local boards met entire expenditure in Himachal Pradesh while in the rest of the States and Union Territories its share ranged from 0·4 per cent in Orissa to 23·8 per cent in Andhra Pradesh. The share of fees, endowments and other sources in all the States and Union Territories was insignificant.

Teachers' Training Schools

The number of basic training schools increased during the year by 5 to 847. These number of pupil teachers enrolled in these schools as well as attached classes also rose by 15,218 to 1,20,476 (89,412 men and 31,064 women) out of which 49,576 men and 16,344 women qualified themselves for the award of diploma/certificate in basic teachers training. The total direct expenditure incurred on these basic training schools increased from Rs. 3,11,91,727 to Rs. 3,52,56,587. The average annual cost of training a pupil teacher came to Rs. 301·5 as compared to Rs. 329·1 in the previous year. The statewise details of basic training schools are given in table XXXVIII. The number of such schools among the States was highest in Uttar Pradesh (167) followed by Maharashtra (132), Bihar (101), Andhra Pradesh (88), Kerala (80), the least being in Mysore (6). Among Union Territories, Himachal Pradesh and Manipur reported the highest number of basic training Schools (4 each) while the Union

Table XXXVII—Direct Expenditure

State/ Territory	On Junior Basic Schools		On Senior Basic Schools	
	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5
Andhra Pradesh	85,16,429	90,34,816	35,85,554	33,99,512
Assam	52,18,243	62,37,245	14,05,790	17,06,726
Bihar	33,29,097	35,44,721	62,75,846	68,54,152
Gujarat	57,20,078	59,46,265	2,67,60,291	2,99,66,454
Jammu & Kashmir . . . . .	..	..	..	..
Kerala	34,20,501	36,23,645	16,11,396	17,31,184
Madhya Pradesh	68,01,514	69,14,089	28,63,868	31,37,096
Madras	1,23,63,480	152,06,297	80,29,627	1,09,38,898
Maharashtra	56,23,077	67,55,616	3,07,82,958	3,14,23,294
Mysore	61,76,067	74,16,096	85,72,551	88,20,517
Orissa	9,52,000	9,73,547	2,53,538	3,02,132
Punjab	23,23,036	53,06,784	10,10,656	11,00,536
Rajasthan	66,52,378	69,22,336	9,83,026	11,18,241
Uttar Pradesh	7,85,15,615	9,43,57,362	2,73,27,754	2,99,08,706
West Bengal	57,26,898	63,15,036	15,08,214	18,58,436
A. & N. Islands	1,36,037	2,00,558	..	..
Dadra & Nagar Haveli . . . . .	..	*	..	*
Delhi	19,06,845	25,02,217	17,22,185	20,92,360
Himachal Pradesh	22,81,905	30,58,739	84,469	80,860
L. M. & A. Islands . . . . .	..	..	21,347	25,136
Manipur	5,75,710	9,84,538	..	..
Nagaland . . . . .	..	..	..	..
N.E.F.A.	3,73,600	4,30,111	..	..
Pondicherry	9,796	11,106	4,097	4,241
Tripura	21,45,575	21,24,216	7,82,058	8,59,439
INDIA	15,98,67,971	18,86,83,240	12,35,86,125	12,53,27,760

* Separate figures are not available.

on Basic Schools by States

On cost Basic Schools		Total		
1960-61	1961-62	1960-61	1961-62	
6	7	8	9	
31,982	34,393	1,21,33,965	1,24,68,541	Andhra Pradesh
..	..	66,24,033	79,43,971	Assam
1,57,423	1,60,431	97,62,366	1,05,59,204	Bihar
..	..	3,24,80,369	3,59,12,719	Gujarat
..	..	..	..	Jammu & Kashmir
31,460	54,115	50,63,357	54,11,944	Kerala
..	..	96,65,282	1,00,51,185	Madhya Pradesh
68,995	93,893	2,04,62,102	2,62,29,088	Madras
..	..	3,64,06,035	3,81,78,910	Maharashtra
..	..	1,50,48,618	1,62,36,613	Mysore
16,662	24,390	12,22,200	13,00,069	Orissa
1,24,583	1,45,124	39,58,275	65,52,444	Punjab
..	..	79,35,404	80,40,577	Rajasthan
..	..	10,58,43,369	12,42,66,068	Uttar Pradesh
..	..	72,35,112	86,74,372	West Bengal
..	..	1,36,037	2,00,558	A. & N. Islands
..	..	..	..	Dadra & Ngr. Haveli
..	..	36,29,030	45,94,597	Delhi
..	..	23,66,464	31,39,599	Himachal Pradesh
..	..	21,347	25,136	L.M. & A. Islands
..	..	5,75,710	9,84,588	Manipur
..	..	..	..	Nagaland
..	..	3,73,600	4,36,111	N.E.F.A.
..	..	13,893	15,347	Pondicherry
..	..	29,28,533	32,93,655	Tripura
4,31,105	5,12,346	28,38,85,201	32,45,25,346	INDIA

Table XXXVII—Direct Expenditure on Basic Schools by States—contd.

State/ Territory	Increase(+) or Decrease (—)	Percen- tage of Expen- diture on Basic Schools to Direct Expendi- ture on Edu- cation	Percentage of Expenditure met from				
			Govt. Funds	Local Board Funds	Fees	End w- ment	Other Sources
1	10	11	12	13	14	15	16
Andhra Pradesh . . .	+3,34,576	5.8	75.3	23.8	0.6	0.3	0.0
Assam	+13,19,938	10.1	99.3	..	0.1	0.6	0.0
Bihar	+7,96,938	6.4	95.4	0.9	2.1	0.1	1.5
Gujarat	+34,32,350	21.1	88.4	10.3	0.1	0.1	1.1
Jammu & Kashmir . . .	..	..	..	..	..	..	..
Kerala	+3,48,587	3.1	78.9	..	0.1	0.1	0.9
Madhya Pradesh . . .	+3,85,803	5.0	87.7	10.0	1.1	0.0	1.2
Madras	+57,76,986	10.2	78.7	16.7	0.2	4.1	0.3
Maharashtra	+17,72,875	9.7	88.5	8.7	0.3	0.0	2.5
Mysore	+11,87,995	10.5	89.1	6.7	0.1	0.0	4.1
Orissa	+77,869	2.3	96.0	0.4	1.4	0.9	1.3
Punjab	+25,94,169	4.3	99.2	..	0.3	0.3	0.2
Rajasthan	+1,05,173	6.6	99.2	..	0.7	0.0	0.1
Uttar Pradesh	+1,84,22,699	35.2	68.9	20.0	8.0	0.4	2.7
West Bengal	+14,39,260	3.1	80.8	8.0	8.9	0.5	1.8
A. & N. Islands	+64,521	25.8	100.0	..	..	..	..
Dadra & Ngr. Haveli . .	..	..	..	..	..	..	..
Delhi	+9,65,567	4.8	..	97.9	2.0	..	0.1
Himachal Pradesh . . .	+7,73,135	27.7	..	100.0	..	..	..
L. M. & A. Islands . . .	+3,789	8.4	100.0	..	..	..	..
Manipur	+4,08,828	10.8	1.8	97.9	0.1	0.3	..
Nagaland . . . . .	..	..	..	..	..	..	..
N.E.F.A.	+62,511	32.5	100.0	..	..	..	..
Pondicherry	+1,454	0.3	78.9	..	..	21.1	..
Tripura	+3,65,122	33.2	99.6	..	0.3	0.0	0.1
INDIA	+4,06,40,145	11.1	78.4	15.6	3.6	0.6	1.8

Table XXXVIII—Statistics of Basic Teachers Training Schools

State Territory	Number of Basic Teachers Training Schools	Enrolment*			Total Direct Expenditure	Average Annual cost per pupil	Out-put		
		Men	Women	Total			Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	88	10,384	2,204	12,588	29,31,717	221.4	5,748	841	6,589
Assam	20	1,138	199	1,337	5,14,398	384.7	720	167	887
Bihar	101	15,32	2,788	18,720	59,79,691	319.4	6,667	1,058	7,725
Gujarat	64	6,390	2,490	8,880	25,58,795	288.2	3,672	1,383	5,055
Jammu & Kashmir	10	439	214	653	7,84,835	1,280.3	433	192	625
Kerala	80	4,426	3,681	8,107	10,15,815	137.4	2,955	2,236	5,191
Madhya Pradesh	46	4,504	842	5,346	47,13,164	881.6	4,014	830	4,844
Madras	14	5,065	4,156	9,821	2,17,972	127.3	5,936	3,287	9,223
Maharashtra	132	13,611	4,499	18,110	48,77,000	269.5	2,874	2,732	5,606
Mysore	6	1,158	224	1,382	6,03,122	1,054.4	2,304	637	2,941
Orissa	..	..	..	..	..	..	..	..	..
Punjab	29	4,359	6,531	10,890	7,83,871	163.3	1,016	1,404	2,420
Rajasthan	50	5,392	644	6,036	31,87,317	539.6	4,862	519	5,381
Uttar Pradesh	167	13,564	2,036	15,500	60,84,492	393.0	6,182	635	6,817
West Bengal	28	1,697	301	1,998	5,21,691	261.1	1,680	296	1,976
A. & N. Islands	1	13	10	23	28,903	1,256.7	13	8	21
Dadra & Nagar Haveli	..	..	..	..	..	..	..	..	..
Delhi	1	128	127	255	90,416	456.6	14	14	28
Himachal Pradesh	4	242	85	327	1,42,742	430.5	231	78	309
L. M. & A. Islands	..	..	..	..	..	..	..	..	..
Manipur	4	293	33	326	84,576	259.4	229	27	256
Nagaland	1	34	..	34	22,430	659.7	15	..	15
N.E.F.A.	1	43	..	43	1,12,640	2,619.5	11	..	11
Pondicherry	..	..	..	..	..	..	..	..	..
Tripura	..	..	..	..	..	..	..	..	..
INDIA	847	89,412	31,064	1,20,476	3,52,56,587	335.2	49,576	16,344	65,920

*Includes Enrolment in attached classes.

Table XXXIX—Statistics of Basic

State/Territory	Number of Basic Training Colleges		Enrolment*			Expenditure	
	Post- Gradu- ate	Under- gradu- ate	Men	Women	Total	Post-	Under-
						graduate	graduate
1	2	3	4	5	6	7	8
						Rs.	Rs.
Andhra Pradesh . . .	1	..	32	13	45	26,388	..
Assam	1	..	29	..	29	98,351	..
Bihar	3	..	430	48	478	2,33,764	..
Gujarat	2	..	55	11	66	90,678	..
Jammu & Kashmir . . .	..	..	..	..	..	..	..
Kerala . . . . .	..	..	..	..	..	..	..
Madhya Pradesh . . .	10	58	5,867	1,312	7,179	20,99,028	37,39,025
Madras	1	107	6,097	3,365	9,462	63,542	30,97,656
Maharashtra	3	..	98	8	106	1,16,367	..
Mysore	1	40	2,154	516	2,670	1,06,619	17,14,627
Orissa	1	6	400	..	400	55,667	1,07,267
Punjab	10	..	765	925	1,690	8,66,272	..
Rajasthan	5	..	531	95	626	6,59,488	..
Uttar Pradesh	1	4	553	31	584	1,27,258	2,96,408
West Bengal	2	5	337	129	466	2,16,966	1,10,623
A. & N. Islands . . . .	..	..	..	..	..	..	..
Dadra & Ngr. Haveli . .	..	..	..	..	..	..	..
Delhi . . . . .	..	..	27	15	42	..	..
Himachal Pradesh . . .	1	..	50	29	79	1,32,193	..
L. M. & A. Islands . . .	..	..	..	..	..	..	..
Manipur . . . . .	..	1	30	5	35	..	5,074
Nageland . . . . .	..	..	..	..	..	..	..
N.E.F.A. . . . .	..	..	..	..	..	..	..
Pondicherry . . . . .	..	1	33	13	46	..	15,365
Tripura	1	2	185	25	210	69,284	94,991
INDIA	43	224	17,673	6,540	24,215	49,61,865	91,81,036

Teachers' Training Colleges

Average Annual Cost Per Pupil		Output						State/ Territory
Post graduate	Under graduate	Graduate			Post Graduate			
		Men	Women	All persons	Men	Women	All persons	
9	10	11	12	13	14	15	16	1
Rs.	Rs.							
586.4	..	34	14	48	..	..	..	Andhra Pradesh
3,391.4	..	..	..	..	..	..	..	Assam
489.0	..	994	51	1,045	24	4	28	Bihar
1,373.9	..	40	11	51	..	..	..	Gujarat
..	..	..	..	..	..	..	..	Jammu & Kashmir
..	..	..	..	..	..	..	..	Kerala
1,329.3	676.5	871	231	1,102	73	13	86	Mahdy Pradesh
1,815.5	179.4	32	..	32	..	..	..	Madras
1,097.8	..	575	370	945	..	..	..	Maharashtra
3,046.3	497.7	..	..	..	..	..	..	Mysore
695.8	335.2	..	..	..	..	..	..	Orissa
309.4	..	751	875	1,626	..	..	..	Punjab
873.5	..	493	92	585	20	..	20	Rajasthan
1,871.4	574.4	1,115	309	1,415	78	33	111	Uttar Pradesh
1,307.2	389.5	57	16	73	..	..	..	West Bengal
..	..	..	..	..	..	..	..	A. & N. Islands
..	..	..	..	..	..	..	..	Dadra & Ngr. Haveli
..	..	31	20	51	..	..	..	Delhi
1,673.3	..	46	23	69	..	..	..	Himachal Pradesh
..	..	..	..	..	..	..	..	J. M. & A. Islands
..	145.0	13	2	15	..	..	..	Manipur
..	..	..	..	..	..	..	..	Nagaland
..	..	..	..	..	..	..	..	N.E.F.A.
..	334.0	..	..	..	..	..	..	Pondicherry
877.0	725.1	..	..	..	12	2	14	Tripura
775.8	333.0	5,932	2,095	7,957	207	52	259	INDIA

*Includes Enrolment in attached classes.

Territories of A. & N. Islands, Delhi, Nagaland and NEFA reported one school each. Decrease in the number of schools was reported by Assam (1), Madras (9), Mysore (12) and Rajasthan (5). Apart from the classes of one school in Mysore the huge decrease in Mysore as well as in Madras was due to upgrading of these schools as under-graduate basic training colleges. In Rajasthan 4 basic training schools were closed down and one converted to crafts school.

Teacher's Training Colleges

The number of basic training colleges—both post graduate as well as under graduate increased from 235 to 267. Of the total 43 were post graduate and 224 under graduate. These colleges together with the training clauses attached to other institutions enrolled 24,213 (17,673 men and 6,540 women) trainees as compared to 16,101 (1,629 men and 4,472 women during previous year). This number, however, excludes the number of trainees in training classes of school standard attached to these training colleges. The total direct expenditure increased from 1,07,42,753 (Rs. 43,71,163 on post graduate training colleges) to Rs. 1,41,42,901 (49,61,865 on post graduate training colleges and Rs. 91,81,036 on undergraduate training colleges). The average annual cost of training a pupil teacher in these colleges worked out to Rs. 775·3 for a post graduate training college and Rs. 333·0 for an undergraduate training college. The corresponding figures for the previous year were Rs. 887·9 and Rs. 273·4 respectively. The output of graduates and post graduates from the colleges during the year was 7,057 (5,052 men and 2,005 women) and 259 (207 men and 52 women) as compared to 3,644 (2,812 men and 832 women) and 69 (60 men and 9 women) in 1960-61.

The State-wise statistics of basic training colleges are given in table XXXIX. It will be observed that increase in the number of postgraduate basic training colleges was reported by Madhya Pradesh (1) and Rajasthan (1) while increase in the number of undergraduate training colleges was reported by Madras (8), Mysore (19), West Bengal (1), Manipur (1) and Pondicherry (1).

CHAPTER V

SECONDARY EDUCATION

This chapter deals with the progress of education in the field of middle and high/higher secondary school education. As far as possible, account has been given for these types of schools separately.

The process of reconstruction of secondary education was carried out through various schemes of secondary education included in the Third Plan for which a provision of Rs. 88 crores was made. It was envisaged in the Plan that the enrolment of classes VI-VIII would increase from 63·5 lakhs in 1961 to 97·5 lakhs in 1966 and that of classes IX to XI from 28·8 lakhs to 45·6 lakhs, by the end of the Third Plan period. However, the enrolment of classes VI to VIII rose from 67·59 in 1960-61 to 74·82 lakhs in 1961-62 and that of classes IX to XI rose from 28·8 lakhs to 32·34 lakhs in the same period.

To supplement the schemes for the improvement of secondary education, which are in the State sector of the Plan, the Ministry of Education sponsored certain programmes directly as well as through National Council of Educational Research and Training. A brief account of the activities under these programmes during 1961-62 is given below :—

1. Assistance to voluntary Educational Organisations working in the field of Secondary Education:

During 1961-62, 18 institutions received a sum of Rs. 2,79,555 under this scheme.

2. Promotion of Inter-State Understanding.

Under the above scheme, the emotional Integration Committee was set-up at the end of May, 1961 under the chairmanship of Dr. Sampurnanand. The Committee was to study the role of education in considering and promoting the processes of emotional integration in national life and to examine the operation of tendencies which come in the way of their development and in the light of such study, to advise on the positive educational programmes for Youth in general and students in schools and colleges in particular, to strengthen in them the processes of emotional integration. While suggesting a number of measures for the reorientation of education, the Committee emphasized the need for evolving a philosophy of education against the background of cultural education in India. It emphasized the continuous need for co-ordination between the Centre and the various States in evolving an All-India Educational Policy. It also recommended for the improvement in the service conditions of teachers etc. In all, the Committee made 213 recommendations on a wide variety of subjects including changes in legislation, organisation of education in the country, curriculum and text-books, medium of instructions, pattern of education, diversification of courses, youth programmes etc. The recommendations were under study of the Central Government during the year under review.

3. Central Board of Secondary Education

The Central Board of Secondary Education, Ajmer, was reconstituted into the All-India Board of Secondary Education and was located in Delhi. It was made to conduct examinations of secondary and higher secondary stages of education of schools located in the territory of Delhi and schools in other parts of the country, which sought affiliation to this Board. This Board is specially designed to help the Government in providing educational facilities with a common syllabus and medium of examination to the children of Central Government employees who are frequently transferred from one place to another and all other similar floating population in the country.

4. Strengthening of Multipurpose Schools

Following the recommendation of the Secondary Education Commission regarding introduction of diversification of courses, multipurpose schools were established during the second plan period. For further growth and improvement of these schools, the schemes were included in the Third Plan in the State sector. Nevertheless the Central Government proposed to help some selected schools to achieve high level of effectiveness to serve as models for future plans.

5. Central Institute of English, Hyderabad

This institute was established in 1958 to stem fall in the standard of English in India especially at secondary stage of education. During the year, the institute organised two seminars in Srinagar in May and July, 1961. The first Seminar was meant for the directors of education and Chairmen of boards of secondary education and the second for university professors of English and chairmen of the university boards of studies in English. The Institute also organised a short training course of a fortnight's duration for the secondary school teachers of Jammu & Kashmir State at the latter's request. A four-day course was run by the institute's staff in Bombay and in Aurangabad for the benefit of pre-university teachers of English at the request of the S.N.D.T. University for Women and the Marathwada university. The sixth regular four month training course was held from 10th July, 1961. Fifty-two trainees drawn from teachers of training colleges, arts and science colleges and higher secondary schools attended the course, bringing the total number of persons trained at the institute to 404.

In February 1961 a Committee was set up by the Ministry of Education to review the work and progress of the institute. One of the main recommendations of the Committee relates to the starting of a nine-month training course. This course was intended to train key personnel so that they are thoroughly equipped for conducting training courses for the teaching of English in their own States.

6. National Awards for Teachers

As in the previous year, the Vice President gave National Awards to the distinguished primary and secondary teachers at a special function held in New Delhi on 31st Oct., 1961. 41 secondary school teachers were selected for this award.

7. Educational Delegations to and from India

(i) A 15 member delegation of students and teachers from Nepal visited India from 19th October to 17th November, 1961. The delegation also joined the Youth Festival held in Delhi during that period.

(ii) A student teacher delegation from Sikkim consisting of 10 students and 2 teachers visited India from 10th to 24th February 1962 at the invitation of the Government of India.

(iii) A three-member delegation of Indian educationists led by Shri R.R. Singh, the Joint Educational Adviser in this Ministry, visited U.S.S.R. in Sept., Oct., 1961 for a period of three weeks to study the Soviet High School System.

8. National Council of Educational Research and Training

1. Central Bureau of Educational and Vocational Guidance

The training activity of the Bureau through one year diploma course, continued during the year. The second and third diploma course classes were held during the years in which 36 trainees were trained.

In addition to continuing its normal work of collecting occupational information from all over the country, the Bureau conducted a study of employment trend and prepared model class talks for the occupational orientation of students as well as a pamphlet on 'courses in Health occupation'. The Bureau also organised a 'Plan your career' exhibition in the Delhi Public Library and a career conference in the context of the Common Wealth technical training week.

The preparation of psychological tests continued to be the major activity of the Bureau. During the year 'Teachers check-list of student's Behaviours' was prepared and the preparation of a 'Student Problem check-list' and a 'vocabulary Test in Hindi' was taken in hand. Norms on various tests for classes VIII and XI were under preparation.

2. Central Bureau of Text Book Research

Three exhibitions of text books and curriculum materials were organised by the Bureau, two in Delhi and the third in Bangalore at the time of the All India Conference of Periodicals of training colleges. A seminar of physics teachers of local higher secondary schools on assignments in physics and a pilot project of writing text books in social studies with the help of local teachers were undertaken. In connection with the promotion of national integration, the Bureau developed analysis sheets for scrutinising current text books in languages, History, Geography and Social Studies and scrutinised about 80 text books from 8 States to judge the role of the existing text books in the promotion of national unity and understanding. The Bureau completed and made ready for publication, guide books for metric system, for text book writers, a report on experiment in curriculum construction in social studies, a brochure, an analysis of history text books taught in primary classes and another for assignment in science for middle classes,

8. The Directorate of Extension Programme for Secondary Education

The activities of the Directorate in connection with Secondary Education all under the following 5 sections:—

(a) *Extension Services Project*—54 departments of extension services continued their work of in-service training to teachers of secondary schools. In order to achieve greater co-ordination between the work of the Centre and the States, meetings were held in six States.

(b) *Examination Reform*—The illustrative list material, which the unit had developed through workshops, was printed. Three workshops were held for orientation lecturers of the training colleges to the evaluation approach. Three workshops on research in educational valuation were conducted in various regions for the teachers, co-ordination and experienced headmasters.

An analysis of the question papers set by the examining boards at higher secondary level was undertaken by the unit in four subjects, namely English, social studies, general science and general mathematics and the studies were completed in respect of States of Punjab and Delhi. The unit completed a study of cumulative record cards being used in different boards of secondary education for internal assessment and guidance and prepared a manual of instruction for the teachers to fill these cards.

(c) *Science Teaching*—A sum of Rs. 2.60 lakhs was provided for establishing central science clubs in 129 high/higher Secondary schools and 3 departments of extension service were selected for the purpose. The scheme of assessment of the work of science clubs was also taken up and 220 science clubs were assessed by the end of the year under report.

(d) *Experimental projects*—During the year, Rs. 33,000 were sanctioned to 60 secondary Schools for implementing the projects selected by working group.

(e) *Seminars and Workshops*—During 1961-62 four all-India seminars for teachers of multipurpose schools on the subjects of Agriculture, Commerce, Technology and Fine Arts, 15 State level seminars on the teaching of Mathematics in different classes of secondary schools, one seminar for the teachers of Mathematics for all the Union territories were held.

Main Developments in the States

A brief account of the progress made by various States in the field of Secondary Education is given below —

Andhra Pradesh

The introduction of new integrated secondary school syllabus for class IX was put off till 1964-65.

The State Government exempted students belonging to scheduled castes, scheduled tribes and other backward classes from the payment of special fees in secondary schools under all managements. As a special case, the departmental officers were allowed to grant age-exemption upto one year to the school final class pupils who fall short of the prescribed age for taking Public Examinations during March/April, 1962 pending final decision of the States Educational Advisory Committee.

Assam

The Secondary Education Board was formed during the year under report under provisions of the Secondary Education Act of 1961.

A large number of M. V. Middle Schools were converted into senior basic schools. 7 High Schools were converted into Higher Secondary Schools under the movement started two years back. The first batch of the Higher Secondary Schools appeared in the final examination during the year, when 538 candidates were declared successful out of 976 appeared for the same.

Grants for the improvement of M. V. Middle Schools, Senior Basic Schools, Science and Craft activities of higher Secondary Schools were increased.

Bihar

The Government of Bihar constituted the Bihar State Secondary Education Committee to review the system of Secondary education in the State and make requisite recommendations for its reconstruction.

The scale of pay of middle School teachers was revised as follows —

Qualifications	Old Scale	Revised Scale
	Rs.	Rs.
Matric Passed	40—60	45—75
Non-Matric (trained)	40—75	45—75

Besides subsidising 20 new Higher Secondary schools, the State Government opened three Government managed higher secondary schools during the year. The Govt. Girls' Higher Secondary Schools at Gardanbagh and Dhanbad were upgraded into multipurpose schools. Besides the Govt. sanctioned Rs. 29.87 lakhs for the improvement and expansion of existing non-government multipurpose schools. A sum of Rs. 3.00 lakhs was also sanctioned as non-recurring grants to 54 government multipurpose schools for the purchase of equipment, books and furniture. For the improvement of recognised high schools, the State Govt. gave Rs. 3.12 lakhs as grant-in-aid. A sum of Rs. 500 each as non-recurring grants for purchase of equipments for physical education and a sum of Rs. 400 each as recurring grants for the appointment of trained physical training teachers was given to 39 non-government secondary schools.

Jammu & Kashmir

During the year, 10 schools were raised to the level of higher secondary schools, 20 to the level of high schools and 20 to the level of lower high schools. Of the 42 higher secondary schools, 25 provided agricultural courses, 13 technical and commerce courses and 4 domestic science courses.

Gujarat

Besides allotting multipurpose courses to 5 secondary schools during the year, 107 new secondary schools were opened. The State government provided five lakhs of rupees for allotment of different diversified courses viz. Agriculture, Fine Arts, Commerce and Home Science to secondary schools.

A seminar of science teachers was organised in which 25 teachers participated. Science clubs were started in 6 non-government secondary schools at the cost of Rs. 72,000. Eight district level exhibitions were organised.

Kerala

Consequent on the reorganisation of the State Directorate and Inspectorate the overall control of secondary schools passed on to the Regional Deputy Directors in each region. More powers were delegated to the D.E.Os. for the speedy disposal of files both on the administrative and academic sides.

The extension services conducted refresher courses, week-end-study-classes, seminars and exhibitions. These activities helped in the improvement of Science teaching studies, in curriculum planning, experimentation in schools, examination reforms and a variety of problems relating to secondary and multipurpose school.

The triple benefit of pension-cum-provident-fund-cum-insurance scheme was extended to aided school teachers.

Madhya Pradesh

An increase was registered in all types of secondary schools excepting high schools. The decrease in the number of high schools was due to the Government policy of converting such schools into higher secondary ones.

Maharashtra

The Education Department continued to provide advisory and guidance service through seminars and workshops, audio-visual aids, libraries, study-groups and conferences, science club activities, publications, excursions, exhibitions etc.

Loans amounting to Rs. 2 lakhs were paid to 17 secondary schools for the purchase of sites for buildings and playgrounds.

New courses of Agriculture, Commerce, Home Science, Fine Arts, Humanities and Science were introduced in multipurpose higher secondary schools.

During the year, the standard rates of tuition fee of Rs. 4 for the lowest and Rs. 7 for the highest standards of secondary schools were introduced in Nagpur and similar rates of Rs. 3 and Rs. 6 respectively were brought into force in secondary schools of Vidarbha area.

Madras

In 1961-62, revised syllabus was introduced in Form VI and the nomenclature of the Form was changed to standard X. Similarly in Standard VI in non-basic elementary schools and in Form I of secondary schools, the revised syllabus was introduced and the nomenclature of Form I was changed into standard VI. The pupils in the new standard X were the first batch to appear for the standard X Public Examination held in March, 1962.

A short training course for a period of 6 weeks in social studies for 50 teachers employed in secondary schools was held at the Govt. Training College, Komarapalayam so as to enable them to acquire necessary background knowledge in Geography.

Eight schools were selected for improvement of teaching in Science, 54 for improvement of teaching in core-subjects, 36 for the introduction of crafts and 108 for the improvement of libraries.

Mysore

New syllabus of IX standard was introduced in all the high schools in the State during the year under report, thus bringing uniformity in the first two standards of high school course. Craft was introduced as a compulsory subject of study in high schools.

A sum of Rs. 6 lakhs was sanctioned to private agencies for the purchase of equipment and maintenance grants for starting new high schools. 100 schools out of the target of 200 for the entire 3rd Plan period were converted into higher secondary schools during the year under report.

During the year, 240 week-end seminars for secondary school teachers were organised and conducted by the subject inspectors in English Language Social studies, Science and Mathematics.

The Educational Bureau undertook the work of revision of syllabus for primary and secondary schools and also preparation of guide and text books, for which Rs. 10 lakhs, were provided. The Bureau also conducted a workshop at Bangalore for production of children's literature for which a sum of Rs.15,000 was provided. A competition for awarding prizes to authors of children's literature was also held. The Educational and Vocational Guidance Bureau conducted two training programmes for career masters. Two sub-bureaux with field counsellors were started at Gulbarga and Belgaum. A last construction unit for standardisation of intelligence test were started. A State level seminar for career Masters was held.

Orissa

Grants-in-aid were given to 20 new high schools besides a non-recurring grant of Rs. 1,82,479 given to 55 high schools for boys for the purchase of new furniture and other teaching appliances. Under the scheme of introduction of crafts in high schools; a sum of Rs. 7,500 was paid to 10 non-government high schools and Rs. 1,51,200 to 36 government high schools in the State at the rate of Rs. 3,200 and Rs. 1,000 each for the construction of craft schools and purchase of craft materials during the year under report. Craft subjects such as agriculture, carpentry and tailoring were introduced.

Reorientation courses for the English teachers of M.E. schools and senior basic schools were held during the year at 16 different centres for imparting training on the structural pattern of teaching English. 342 participants attended. A refresher course in English was held under the auspices of the Board of Secondary Education, Orissa, at Puri Zilla school during the year. 35 participants attended. Besides, a refresher course for training undergraduate untrained women teachers was held at the Rameshwar Girl's High School, Cuttack. 23 teachers from different high schools participated.

A State level seminar for 40 mathematics teachers was organised by the Directorate of Extension Programmes for Secondary Education at Puri for 10 days. A seminar on Education was held at the Radhanath Training College, Cuttack for a period of five days in which 43 teachers from different high schools

participated. Besides, seminars of Inspecting officers were organised at Bolangir and Berhampur to acquaint the officers in teaching English in structural pattern in the secondary schools. Some of the Hindi teachers of high schools attended a seminar of Hindi teachers organised by the Govt. of India at Tirupathi in Andhra Pradesh from 19-9-61 to 28-9-61.

5 new high schools and 25 new M.F. schools were opened for girls besides opening of XI class in 7 existing girls high schools.

Punjab

Free education, which was in existence up to 8th class in Govt. secondary schools, was extended to all the girls studying in 9th class and half fee concession for boys whose parents income did not exceed Rs. 100 p.m.

84 Middle/High Schools were upgraded to higher secondary pattern. A sum of Rs. 33.50 lakhs was given as grant-in-aid to middle/high/higher secondary schools for the purchase of science material and equipment.

The Department of Extension Services organised a number of refresher courses, seminars, workshops, conferences, discussions etc. in the field of (a) teaching over crowded classes and (b) modern trends in teaching.

Rajasthan

Two workshop method seminars-cum-short training courses for the headmasters and headmistresses of high and higher secondary schools for 30 days and 16 days duration were held at Bikaner and Jaipur respectively. A science Seminar was also held at Dungar College, Bikaner. Besides seminars of Dy. Inspectors of secondary schools and inspectors of schools for orientation in community development were held at Pushkar and Bikaner respectively.

A sum of Rs. 72,000 was allotted to 6 secondary schools for the strengthening of science teaching at the rate of Rs. 1,200 per school during the year.

Uttar Pradesh

Two Govt. Senior basic schools for girls were upgraded into high school standard in both literary and scientific groups, one being upgraded for literary group only.

The Govt. reviewed the position of dearness allowance allowed to teachers of private higher secondary schools and allowed additional dearness allowance at Rs. 4 p.m. to whole time teachers, clerks and peons of aided higher secondary schools drawing pay upto Rs. 100 p.m. subject to marginal adjustment upto Rs. 103.

A sum of Rs. 9.54 lakhs was given to 116 aided higher secondary schools for the purchase of science equipment and construction of science laboratories, 131 aided schools received a grant of Rs. 5.48 lakhs as furniture and bus grants and 91 aided schools received Rs. 2.78 lakhs for the improvement of libraries.

West Bengal

The scales of pay of secondary school teachers were revised during the year as follows :—

Designation and qualification of teachers	Existing scale	Revised scale
Headmasters (Trained Hons. or Post-graduate)	Rs. 200—10—370—15—400 plus Rs. 25 for X class schools, and Rs. 75 for XI class schools with two streams, Rs. 100 for XI class schools with more than two streams.	Rs. 350—10—450—15—525 plus monthly special pay of Rs. 25 for X class schools, Rs. 50 for XI class schools with two streams, Rs. 75 for XI class schools with more than two streams.
Asstt. Headmasters (same qualification)	Pay according to qualifications as prescribed for assistant teachers. Special allowance of Rs. 35 for class X schools, Rs. 40 for XI class schools with one stream and Rs. 50 for class XI schools with more than one stream.	
M.A./M.Sc./M. Com. B.T.	Rs. 130—5—150—10—350.	Rs. 210—10—450
B.A.(Hons)/B.Sc.(Hons)B.T.	Do.	Do.
B.A./B.Sc./B.Com. B.T.	Rs. 100—5—215—10—275	Rs. 160—7—223—8—295
Trained under-graduate	Rs. 70—3—118—4—130	Rs. 115—5—133—4—185
Matric V.M.	Rs. 70—5/2—100	Do.
Classical Teacher	Rs. 70—3—118—4—130	Do.
M.A./M.Sc.(untrained)	Rs. 130 fixed	Rs. 210 fixed
B.A.(Hons)/B.Sc. (Hons) (untrained)	Rs. 100 fixed	Rs. 160 fixed
Untrained under-graduate	Rs. 70 fixed	Rs. 115 fixed

106 higher secondary schools were added during the year as a result of establishment of new institutions and conversion, thus raising the total number of such schools to 284. A sum of Rs. 3·53 lakhs was provided to 201 selected schools. Besides a sum of Rs. 6,000 was provided to organise seminars and refresher courses to increase the proficiency of the teachers in the reorganised pattern of secondary education. With a view to carrying out experiments and research in education, two research units were set up and an amount of Rs. 4,000 was spent during the year. Elementary general science was made compulsory upto matriculation stage of education.

Career Masters' courses were introduced at the David Hare Training College, Calcutta to train the teachers of class XI schools to give educational and vocational guidance.

Dadra and Nagar Haveli

Both the secondary schools at Silvassa and Naroli were upgraded upto S. S. C. standards and experienced teachers were appointed. Sufficient equipment for science laboratories and reference books for the libraries were supplied.

Delhi

Children studying in recognised secondary schools were exempted from tuition fee upto and including VIII class from the year under review. Television project was launched in most of the schools and the facilities in multipurpose schools both in respect of courses and equipment were extended. Workshops and seminars for secondary school teachers were organised. To meet the increased demand for science learning, intake capacity in the schools was increased and laboratories were strengthened.

Himachal Pradesh

Six middle schools and 3 high schools were upgraded into higher secondary schools with humanities and science groups. Science group was also introduced in five girls' higher secondary schools.

An evaluation unit was established in the basic training college, Solan with a view to bringing about necessary reforms in the examination system, syllabi, curriculum etc.

L. M. & A. Islands

Standard IX was opened in the high school at Ameni, which was opened in the previous year.

Manipur

Free education upto VIII standard was introduced in the Territory.

Holding of seminars on different subjects, deputation of teachers for training inside and outside Manipur, deputation of Headmasters to regional seminars and of teachers for training in career Master's courses and introduction of Audio-visual aid in teaching were some of the necessary measures taken up to improve the methods and standard of teaching.

Nagaland

Three new high schools were opened during the year.

Pondicherry

Two new high schools out of the target of 6 for the III Plan were opened during the year. Diversified courses in Agriculture and Secretariat subjects were started in two multipurpose schools during the year under report.

Tripura

16 senior basic schools were started during the year and steps were taken to start new higher secondary schools for which necessary equipment were purchased. Teachers were deputed to different teaching centres for acquainting them with new pattern of education and improving the methods of teaching.

System of School Classes

Secondary stages comprises of two stages—Middle and High/Higher secondary. The latter stage leads to colleges and universities while the former leads to high/higher secondary schools. Middle education was provided not only in middle schools but also in most of the high and higher secondary schools also which had middle classes attached to them. Similarly high and higher secondary education was provided in high and higher secondary schools as well as in such classes attached to some of the intermediate colleges. The number of classes comprising middle stage and high and higher secondary stages varied from State to State and in a few States like Maharashtra, Gujarat and Mysore they differed from region to region. Table XL gives the number of classes (along with duration) constituting the middle and high/higher secondary stages in the different States and Union Territories. It will be seen that the middle stage consisted of three classes in most of the States and two to four in others. The high and higher secondary stage, which is the final step in the ladder of school education, consisted of three to four classes in most of the States and Union Territories except in Assam, Bihar and Manipur where it had five classes. On the whole, the entire secondary stage was covered in 9 years in one Union Territory (Manipur) in eight years in two States/Union Territories, seven years in 10 States/Union Territories and six years in 12 States/Union Territories. The system of school classes did not undergo any change during the year except in Assam, Bihar and Manipur where class XI was started on account of the introduction of the higher secondary system.

Table XL—System of School Classes at Secondary Stage

State/Territory	Middle Stage		High/Higher Secondary Stage		
	Name of Classes	Duration (years)	Name of Classes	Duration (years)	Duration of Secondary Stage
1	2	3	4	5	6
Audhra Pradesh	VI, VII and VIII	3	IX, X, XI, XII	4	7
Assam	IV, V and VI	3	VII, VIII, IX, X and XI.	5	8
Bihar	VI and VII	2	VIII, IX, X, XI and XII.	5	7
Gujarat—					
(i) Gujarat Region	V, VI and VII	3	VIII, IX, X and XI	4	7
(ii) Saurashtra Region.	V, VI, VII and VIII	4	IX, X and XI	3	7
(iii) Kutch Region.	V, VI and VII	3	VIII, IX, X and XI.	4	7

Table XL--System of School Classes at Secondary Stage--contd.

1	2	3	4	5	6
Jammu and Kashmir	VI, VII and VIII .	3	IX, X and XI	3	6
Kerala	V, VI and VII .	3	VIII, IX, X and XI .	4	7
Madhya Pradesh	V, VII and VIII .	3	IX, X and XI .	3	6
Madras	Forms I, II, III of Secondary Schools/ Standards VI, VII and VIII of Higher Elementary Schools.	3	Forms IV, V and VI .	3	6
Maharashtra—					
(i) Erstwhile Bombay State.	V, VI and VII .	3	VIII, IX, X and XI	4	7
(ii) Erstwhile Madhya Pra- desh (Vidarbha Region).	V, VI, VII and VIII	4	IX, X and XI .	3	7
(iii) Erstwhile Hy- derabad Area (Marathwada Region).	V, VI and VII	3	VIII, IX, X and XI	4	7
Mysore—					
(i) Erstwhile Mysore State Area—					
(a) In Civil areas and Bellary Dis- trict.	Forms I, II and III	3	Forms IV, V and VI	3	6
(b) Other Areas	Classes I, II, III and IV.	4	Classes I, II and III	3	7
(ii) Erstwhile Bombay State.	V, VI and VII .	3	VIII, IX, X and XI	4	7
(iii) Erstwhile Madras and Coorg Area.	Forms I, II and III of Secondary Schools/Standards VI, VII and VIII of Higher Elementary Schools.	3	Forms IV, V and VI	3	6
(iv) Erstwhile Hy- derabad Area.	V, VI and VII .	3	VIII, IX, X and XI	4	7
Orissa	VI and VII	2	VIII, IX, X, XI and XII.	5	7
Punjab	VI, VII and VIII .	3	IX, X and XI	3	6
Rajasthan	VI, VII and VIII .	3	IX, X and XI	3	6
Uttar Pradesh	VI, VII and VIII .	3	IX and X	2	5
West Bengal	V, VI, VII and VIII	4	IX, X and XI	3	7
A. & N. Islands	VI, VII and VIII .	3	IX, X and XI	3	6
Dadra and Nagar Haveli.	V, VI and VII	3	VIII, IX, X and XI	4	7
Delhi	VI, VII and VIII .	3	IX, X and XI	3	6
Himachal Pradesh	VI, VII and VIII .	3	IX, X and XI	3	6
L.M. & A. Islands	V, VI and VII	3	VIII, IX and X	3	6
Manipur	III, IV, V and VI .	4	VII, VIII, IX, X and XI.	5	9
Nagaland	III, IV, V and VI	4	VII, VIII, IX and X.	4	8
N.E.F.A.	IV, V and VI	3	VII, VIII, IX and X	4	7
Pondicherry	Forms I, II and III	3	Forms IV, V and VI	3	6
Tripura	VI, VII and VIII .	3	IX, X and XI	3	6

Administration and Control

As before, secondary schools continued to be managed by the three agencies (i) Government-Central and State (ii) Local bodies including district boards, municipal boards, cantonment boards, notified area committees, Territorial Councils, Zilla Parishads and Panchayat Samities and (iii) private bodies aided-unaided. In most of the States, majority of the high/higher secondary schools were managed by private bodies, while in case of most of the Union Territories, Government predominated in their control. So far as middle schools are concerned, government and local bodies predominated in their managements. Government exercised some kind of control over private schools also which was in the form of granting recognition, inspection, prescription of syllabus and provision of grant in-aid.

Pay scales of Teachers

Pay scales of teachers were revised in the States of Andhra Pradesh, Bihar, Gujarat, Orissa, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal. In Andhra Pradesh the scales of pay were revised with retrospective effect from 1st November, 1961. In Bihar, the scales of pay for teachers in non-government secondary schools were raised so as to give maximum financial relief possible to the teachers and to bring at least the starting salary on par with that of teachers serving in government schools. In Gujarat where the pay scales of teachers in non-government secondary schools were revised earlier, the government with a view to giving the same benefits to the Assistant Masters working in government secondary schools decided to revise the pay scale of Assistant Masters and Assistant Deputy Educational Inspectors with effect from 1-10-1961. These pay scales were the same as in non-government secondary schools. In Maharashtra, on the recommendation of the Integration Committee for Secondary Education, uniform scales of pay were sanctioned in non-government secondary schools since 1-11-1959. In Uttar Pradesh whole time teachers of aided higher secondary schools drawing pay upto Rs. 100 p.m. subject to marginal adjustment upto Rs. 103 were allowed additional allowance of Rs. 4 per month. In *West Bengal*, pay scales were again revised and improved during 1961-62 with effect from 1st April, 1961. Under this scheme, untrained graduate or under-graduate teachers with 10 years of teaching experience or who were 50 years of age or above on 31st December, 1957 were given the benefit of the pay scales of trained graduate or under-graduate teachers. Further, in order to attract qualified trained teachers in rural schools, a special allowance in lieu of quarters was sanctioned @ Rs. 25 each per month to trained honours graduate and trained M.A./M.Sc. and @Rs. 15 each per month to trained graduates serving in schools in rural areas. The details of pay scales of teachers in middle and high/higher secondary schools according to qualifications of teachers are given in appendices B and C of Vol. II-A of this report. Tables XLI(A) & XLI(B) of this volume compares the minima and maxima of the scales prescribed in government schools for graduate trained teachers in various States. The States have been grouped together according to the starting salary offered by them.

Public Examinations

The names of public examinations and classes at the end of which these examinations were conducted in 1961-62 at the secondary stage in the different States are shown in table XLII. These examinations broadly speaking

are of three categories (i) Middle School Leaving Certificate Examination which was generally held at the end of class VIII (Form III) or class VII according to final class of the middle stage in the respective States (ii) Secondary School Leaving Certificate examination (or Matriculation examination) which was held at the end of class X (Form VI) and (iii) Higher Secondary School.

Table XLI(A)—Minima and Maxima of Pay Scales of Trained Teachers in Government Middle Schools

State/Territory	Minimum	Maximum	Number of years required to reach the maximum
1	2	3	4
	Rs.	Rs.	
Kerala	40	120	17
Bihar	50	90	20
Jammu & Kashmir	55	120	12
Punjab	60	120	13
Uttar Pradesh	60	120	13
Himachal Pradesh	60	120	13
Maharashtra	61	140	21
Dadra and Nagar Haveli	70	150	22
Gujarat	70	150	22
Tripura	70	130	19
Assam	75	150	18
Manipur	75	125	15
Nagaland	75	125	15
N.E.F.A.	75	125	15
Andhra Pradesh	80	150	15
Mysore	80	150	19
Madras	90	140	15
Pondicherry	90	140	15
Rajasthan	91	160	14
Madhya Pradesh	95	170	18
Orissa	100	155	12
A. & N. Islands	118	225	24
Delhi	118	225	24
L.M. & A. Islands	118	225	24
West Bengal	125	200	20

**Table XLI(B)—Minimum and Maximum of Pay Scales of Trained Graduates
in Government High/Higher Secondary Schools**

State/Territory	Minimum	Maximum	Number of years required to reach the maximum
1	2	3	4
	Rs.	Rs.	
Jammu and Kashmir	70	90	4
Maharashtra	75	200	21
Kerala	80	165	14
Bihar	100	190	16
Tripura	100	225	24
Gujarat	110	200	20
Dadra and Nagar Haveli	110	200	20
Punjab	110	250	16
Himachal Pradesh	110	250	16
Rajasthan	115	250	17
Uttar Pradesh	120	300	20
Manipur	125	275	17
Mysore	130	250	15
Madras	140	250	15
Pondicherry	140	250	15
Assam	140	275	15
N.E.F.A.	140	275	15
Nagaland	140	275	15
Andhra Pradesh	145	250	16
Madhya Pradesh	160	290	17
A. & N. Islands	170	380	18
Delhi	170	380	18
L.M. & A. Islands	170	380	18
West Bengal	175	325	20
Orissa	185	325	11

Table XLII—Public Examinations

State/Territory	Name of the final class at the end of which public examination is held	Name of the Public Examination
1	2	3
Andhra Pradesh	Class VIII	Elementary School Leaving Certificate.
Erstwhile Andhra	Class XI	Secondary School Leaving Certificate.
	Class XII	Higher Secondary and Multi-purpose School Leaving Certificate.
Assam	Class VI	Middle School Scholarship Examination.
	Class X	Matriculation Examination.
Bihar	Class XI	Secondary School Leaving Certificate.
	Class XI (Special)	Higher Secondary School Leaving Certificate.
Gujarat—		
Erstwhile Bombay	Class VII	Primary School Certificate.
	Class XI	Secondary School Leaving Certificate.
Erstwhile Saurashtra	Class VIII	Shalant or Primary School Certificate.
	Class XI	Secondary School Certificate.
Erstwhile Kutch State	Class XI	Secondary School Certificate.
Jammu and Kashmir	Class VIII	Middle School Certificate.
	Class X	Matriculation Examination.
Kerala	Standard X	Secondary School Leaving Certificate.
Madhya Pradesh—		
Erstwhile Bhopal, Madhya Bharat and U.P.	Class VIII	Middle School Certificate.
	Class X	High School Certificate.
	Class XI	Higher Secondary School Leaving Certificate.
Erstwhile Madhya Pradesh	Class X	Secondary School Certificate.
	Class XI	Higher Secondary School Leaving Certificate.
Madras	Class VIII	Elementary School Leaving Certificate.
	Form VI	Secondary School Leaving Certificate.
Maharashtra—		
Erstwhile Bombay	Class VII	Primary School Certificate.
	Class XI	Secondary School Certificate.
Erstwhile Madhya Pradesh	Class X	Secondary School Certificate.
	Class XI	Higher Secondary School Certificate.
Erstwhile Hyderabad	Class X	Secondary School Certificate.
	Class XI	Higher Secondary Certificate Examination.
Mysore—		
Erstwhile Mysore State	Form VI	Secondary School Leaving Certificate.
Erstwhile Bombay State	Class VII	Primary School Certificate.
	Class XI	Secondary School Certificate.
Erstwhile Madras State	Standard VIII	Elementary School Leaving Certificate.
	Form VI	Secondary School Leaving Certificate.
Erstwhile Hyderabad State	Class X	Secondary School Certificate.
Erstwhile Coorg State	Form III	Common Entrance Examination.
	Form VI	Secondary School Leaving Certificate.

Table XLII—Public Examinations—contd.

1	2	3
Orissa	Class VII	Middle School Scholarship Examination.
	Class VII	Middle School Common Examination.
	Class XI—Part I	Higher Secondary School Examination.
	Class XII—Part II	Higher Secondary School Examination.
Punjab	Class VIII	Middle School Certificate.
	Class X	Matriculation Examination.
	Class XI	Higher Secondary School Examination.
Rajasthan	Class X	Matriculation Examination.
	Class XI	Higher Secondary School Examination.
Uttar Pradesh	Class VIII	Junior High School Certificate.
	Class X	High School Certificate and High School Technical Certificate.
West Bengal	Class VI	Central Examination for Girls and Middle Scholarship Examination for Boys.
	Class X	High School Certificate.
	Class XI	Higher Secondary School Certificate.
A. & N. Islands	Class X	High School Certificate.
Dadra & Nagar Haveli	Class XI	Secondary School Leaving Certificate.
Delhi	Class X	High School Certificate.
	Class XI	Higher Secondary School Certificate.
Himachal Pradesh	Class VIII	Middle School Certificate.
	Class X	Matriculation Examination.
	Class XI	Higher Secondary School Certificate.
L.M. & A. Islands	Class X	Secondary School Leaving Certificate.
Manipur	Class VI	Middle School Certificate.
	Class X	Matriculation Examination.
Nagaland	Class VI	Middle School Leaving Certificate.
	Class X	Matriculation Examination.
N.E.F.A.	Class VI	Middle School Leaving Certificate.
	Class X	Matriculation Examination.
Pondicherry	7th Standard	Primary School Leaving Certificate.
	3 ^{eme} annee Tamil School	Secondary School Leaving Certificate.
	7 ^{eme} (French School)	Primary School Leaving Certificate.
	Class 3 ^{eme} (French School).	Secondary School Leaving Certificate.
	Form VI (English School)	Secondary School Leaving Certificate.
Tripura	Class VI	Middle School Scholarship Examination.
	Class X	High School Certificate.
	Class XI	Higher Secondary School Certificate.

Leaving Certificate Examination which was held generally at the end of class XI of the higher secondary school. In most cases, there were two public examinations at the secondary stage, namely (i) at the end of the middle stage and (ii) at the end of high and higher secondary stage.

Teaching of Hindi

There was no change in the position of teaching of Hindi as a compulsory and an optional subject in various States and Union Territories except in Madras where it was made an optional subject, in Orissa where it was made compulsory in classes X and XI also, in West Bengal where it was made compulsory in class VI to VII instead of class V to VI. In Nagaland where Hindi was an optional subject in class VII to VI in 1960-61 it was instead made compulsory for classes IV to VIII in 1961-62. The statewise details are given in table XLIII.

Teaching of English

The position regarding the teaching of English in secondary schools in various States and Union Territories is indicated in table XLIV. The table shows wide variations from State to State. The teaching of English was started mostly in middle classes.

Main Statistics

The main statistics of middle school education and high and higher secondary school education are given below:

Middle Schools

Institutions

The number of middle schools including those of senior basic schools increased by 6,252, that is from 49,663 (44,997 for boys and 4,056 for girls) in 1960-61 to 55,915 (50,765 for boys and 5,150 for girls) during the year under report. This represented a percentage increase of 12.6 as against 18.9 in the previous year. The number of senior basic schools included in the total number of school was 15,475 (14,036 for boys and 1,439 for girls) whose account has been given in the preceding chapter.

The distribution of Middle schools according to management is given in Table XLV below:

Table XLIII—Teaching of Hindi

State/Territory	Name of Classes in which Hindi is taught as	
	a Compulsory Subject	an Optional Subject
1	2	3
Andhra Pradesh—		
Areas of Erstwhile Andhra State.	VI to XI	Grade VI to VIII of Senior basic Schools.
Areas of Erstwhile Hyderabad State.	(i) in all classes for students whose mother tongue is Hindi. (ii) Class IV to XII other Students.	..
Assam	IV to X	..

Table XLIII—Teaching of Hindi—contd.

1	2	3
Bihar	(i) Class I to XI in Schools where medium of instruction is Hindi. (ii) Classes IV to XI in other Schools.	.. ..
Gujarat	(i) in all classes of schools where medium of instruction is Hindi. (ii) Classes V to XI in other Schools.	.. ..
Jammu and Kashmir . . . . .	..	VI to VIII
Kerala	Standards VI to VI	..
Madhya Pradesh	(i) Classes I to XI in schools where medium of instruction is Hindi. (ii) Classes VI to XI of other schools.	.. ..
Madras . . . . .	..	Standards VIII to X
Maharashtra— Areas of erstwhile Bombay State	(i) All classes in schools where medium of instruction is Hindi. (ii) Classes V to XI in other schools.	.. ..
Areas of erstwhile Madhya Pradesh	(i) All classes in schools where medium of instruction is Hindi. (ii) Classes V to XI in other Schools.	.. ..
Areas of erstwhile Hyderabad State (Marathwada Region).	(i) Classes III to XI for those students whose mother tongue is other than Hindi.	..
Mysore	Classes VI to X	..
Orissa	Classes VI to XI	..
Punjab— Hindi Region	(i) Classes I to VIII	..
Punjabi Region	(ii) Classes IV to VIII	Classes IX and X
Rajasthan	(i) All classes for students whose mother tongue is Hindi. (ii) Classes III to XI for others	....
Uttar Pradesh	(i) All classes in Schools where medium of instruction is Hindi. (ii) Classes III to XII in other Schools.	.. ..
West Bengal	Classes VI to VII	..
A. & N. Islands	In all classes for those students whose mother tongue is Hindi. In classes III to VIII for other students.	Classes IX to XI ..
Dadra & Nagar Haveli	Classes V to XI	..
Delhi	Classes I to VIII	Classes IX to XI
Himachal Pradesh	Classes I to VIII	Classes IX to XI
L.M. & A. Islands	Classes VI to X	..
Manipur	Classes III to VIII	Classes IX and X
Nagaland	Classes IV to VIII	..
N.E.F.A.	Classes III to VIII	Classes IX and X
Ponicherry	Classes VIII to X	Forms I to VI.
Tripura	Classes VI to VIII	Classes IX to XI

Table XLIV—Teaching of English

Names of classes in which teaching of English is compulsory	No. of classes
1	2
Andhra Pradesh— Higher Secondary Schools— Classes VI to XII	7
Assam— Classes IV to XI	8
Bihar— Higher Secondary Schools— Classes VI to XI Post Basic Schools— Classes IX to XII	6
Gujarat— Erstwhile Bombay area—Classes VIII to X Erstwhile Kutch Area—Classes VII to X	3
Jammu and Kashmir— For Boys—Classes VI to XI For Girls—Classes IX to XI	4
Kerala— Classes V to XI	6
Madhya Pradesh— Classes VI to XI	3
Madras— Secondary Schools—Standard V to X.	7
Maharashtra Classes V to XI	6
Mysore— Erstwhile Mysore—V to XI Erstwhile Bombay—Classes V to XI	6
Orissa— Class VI to XII	7
Punjab— Secondary Schools—Classes VI to X	7
Rajasthan— Classes V to XI	7
Uttar Pradesh— High Schools—Classes IX to XII	5
West Bengal— Classes III to XI	7
A. & N. Islands— Classes IV to XI	9
Dadra and Nagar Haveli— Classes VIII to X	8
Delhi— Classes VI to XI	3
Himachal Pradesh— Classes VI to XI	6
L.M. & A. Islands— Classes V to X	6
Manipur— Classes III to X	8
Nagaland— Classes III to X	8
N.E.F.A.— Classes IV to X	7
Pondicherry— English Schools—Classes I to XI French Schools—Classes VI to XI Tamil Schools—Standards V to X	11
Tripura— Classes V to XI	6
	6
	7

Table XLV—Number of Middle Schools by Management

Management	1960-61		1961-62	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	9,695	19.5	11,420	20.4
District Board	23,866	48.1	27,293	48.8
Municipal Board	2,615	5.3	2,306	4.1
Private Bodies—				
Aided	10,444	21.0	11,621	20.8
Unaided	3,043	6.1	3,275	5.9
TOTAL	49,663	100.0	55,915	100.0

It will be seen that the number of schools increased under all the management except municipal boards. About one half of the schools were managed by district boards and one-fourth by private bodies and one-fifth by government. The number of Government middle schools increased by 17.8 percent, district board schools by 14.4 percent, private aided schools by 11.3 percent and private unaided schools by 7.6 percent while those of municipal boards decreased by 11.8 percent.

Of the 55,915 middle schools 45,714 schools were located in rural areas as against 40,499 in the previous year, thus showing an increase of 5,215 (12.9 percent). The proportion of these schools to the total number of middle schools was 81.8 per cent during 1961-62 as compared to 81.6 per cent in the previous year. The State-wise distribution of Middle schools is given in table XLVI. The increase in the number of such schools was reported by all the States and Union Territories except Manipur where the number of schools decreased by 25. This decrease was due to upgrading of a few schools as high schools and conversion of remaining schools having lower classes only into Junior Basic schools. The increase was the highest among the States in Madras (1,324) followed by Mysore (1,000), Gujarat (576), Madhya Pradesh (567), Maharashtra (423), Bihar (411), Orissa (298), Jammu & Kashmir (256), Uttar Pradesh (236), Rajasthan (200), Punjab (186), Andhra Pradesh (161), Assam (160) and West Bengal (113). Kerala was the only State where the increase was less than 100, that is, of 34 only. Among the Union Territories, the highest increase was reported by Delhi and the lowest by N.E.F.A. On percentage basis, A&N Islands topped the list among all the States and Union Territories by reporting an increase of 166.7. This was followed by L.M. & A Islands (cent per cent). In the remaining States and Union Territories the percentage increase was less than 50 per cent and ranged from 1.8 (the lowest) in Kerala to 37.6 percent (the highest) in Madras among the States and from 13.1 percent in Himachal Pradesh to 20.2 percent in Delhi among the Union Territories.

The proportion of middle schools managed by government, district boards, municipal boards, private aided bodies and private unaided bodies is indicated in cols. (10) to (14) of table XLVI. Government managed cent percent schools in L. M. & A Islands and N. E. F. A., between 75 percent and cent percent in Nagaland (98.4 percent) Jammu and Kashmir (97.8 percent), Dadra Nagar Haveli (92.6) percent, Punjab

Table XLVI—Number of Middle

State/Territory	For Boys		For Girls		Total	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5	6	7
Andhra Pradesh . . .	1,350	1,491	116	136	1,466	1,627
Assam	1,589	1,734	150	165	1,739	1,899
Bihar	4,161	4,553	247	266	4,408	4,819
Gujarat	5,795	6,350	685	706	6,480	7,056
Jammu & Kashmir . . .	461	646	72	143	533	789
Kerala	1,919	1,954	14	13	1,933	1,967
Madhya Pradesh . . .	2,212	2,709	233	303	2,445	3,012
Madras	3,514	4,838	9	9	3,523	4,847
Maharashtra	8,813	9,399	633	670	9,446	10,069
Mysore	5,329	6,285	619	663	5,948	6,948
Orissa	1,212	1,483	94	121	1,306	1,604
Punjab	1,071	1,195	357	419	1,428	1,614
Rajasthan	1,214	1,396	202	220	1,416	1,616
Uttar Pradesh	3,674	3,855	661	716	4,335	4,571
West Bengal	1,941	2,033	418	439	2,359	2,472
A. & N. Islands	3	8	..	..	3	8
Dadra Nagar Haveli . .	N.A.	27	N.A.	..	N.A.	27
Delhi	94	121	99	111	193	232
Himachal Pradesh . . .	172	196	11	11	183	207
L.M. & A. Islands . . .	4	8	..	..	4	8
Manipur	293	273	20	15	313	288
Nagaland	52	61	..	..	52	61
N.E.F.A.	14	16	..	..	14	16
Pondicherry	32	41	21	21	53	62
Tripura	78	93	5	3	83	96
INDIA	44,997	50,765	4,666	5,150	49,663	55,915

Schools by States

Increase or Decrease		Percentage of schools managed by						State/Territory
Number	Percentage	Govt.	District Boards	Municipal Boards	Private Bodies			
					Aided	Un-aided		
8	9	10	11	12	13	14		
+	161	+ 11.0	8.5	71.6	5.9	13.2	0.8	Andhra Pradesh
+	160	+ 9.2	6.9	30.6	0.2	49.2	13.1	Assam
+	411	+ 9.3	11.9	38.5	2.5	31.8	15.3	Bihar
+	576	+ 8.9	1.7	86.6	6.5	3.9	1.4	Gujarat
+	256	+ 48.0	97.8	..	..	2.2	..	Jammu & Kashmir
+	34	+ 1.8	28.4	0.0	..	71.6	..	Kerala
+	567	+ 23.2	61.7	32.2	1.1	4.1	0.9	Madhya Pradesh
+	1,324	+ 37.6	3.1	49.7	5.6	41.5	0.1	Madras
+	423	+ 4.5	5.4	82.2	7.1	4.9	0.4	Maharashtra
+	1,600	+ 16.8	42.5	41.5	2.3	13.6	0.1	Mysore
+	298	+ 22.8	18.5	..	1.1	49.8	30.6	Orissa
+	186	+ 13.0	91.0	..	0.1	2.6	6.3	Punjab
+	260	+ 14.1	89.5	..	0.2	8.6	1.7	Rajasthan
+	236	+ 5.4	4.8	57.7	4.6	8.9	24.0	Uttar Pradesh
+	113	+ 4.8	1.1	1.1	0.2	85.2	12.4	West Bengal
+	5	+166.7	87.5	..	..	12.5	..	A. & N. Islands
+	27	..	92.6	0.0	0.0	7.4	0.0	Dadra Nagar Haveli
+	39	+ 20.2	..	..	78.9	21.1	..	Delhi
+	24	+ 13.1	..	72.9	0.5	26.6	..	Himachal Pradesh
+	4	+100.0	100.0	..	..	..	..	L.M. & A. Islands
-	25	- 8.0	..	53.8	5.6	14.2	26.4	Manipur
+	9	+ 17.3	98.4	..	..	..	1.6	Nagaland
+	2	+ 14.3	100.0	..	..	..	..	N.E.F.A.
+	9	+ 17.0	69.4	..	..	30.6	..	Pondicherry
+	13	+ 15.7	5.2	75.0	10.4	8.3	1.1	Tripura
+	6,252	+ 12.6	20.4	48.8	4.1	20.8	5.9	INDIA

(91.0 percent), Rajasthan (89.5 percent) and A. & N. Islands (87.5 percent), between 50 percent and 75 percent in Pondicherry (69.4 percent) and Madhya Pradesh (61.7 percent), less than 60 percent in the 11 States and one Union Territory while it had no share in the management of these schools in Delhi, Himachal Pradesh and Manipur. Local Boards managed a large majority of schools in Gujarat (93.1 percent), Maharashtra (89.3 percent), Tripura (85.4 percent), Delhi (78.9 percent), Andhra Pradesh (77.5 percent), Himachal Pradesh (73.4 percent), Uttar Pradesh (62.3 percent), Manipur (59.4 percent) and Madras (55.3 percent). The share of private bodies predominated only in 4 States of West Bengal (97.6 percent), Orissa (80.4 percent), Kerala (71.6 percent) and Assam (62.3 percent).

Pupils

During the year 1961-62, all the recognised middle schools enrolled 1,21,36,018 students (81,49,958 boys and 39,86,060 girls) as against 1,06,10,878 students (94,96,026 boys and 11,14,852 girls) in the previous year. This shows an increase of 15,25,140 students or 14.4 percent as compared to the increase of 19.4 percent in the previous year. Of the total number of students 35,89,550 (25,56,090 boys and 10,33,460 girls) were on rolls of senior basic schools.

The total number of students in middle schools managed by different authorities is shown in table XLVII below:

Table XLVII—Number of Pupils in Middle Schools by Management

Management	1960-61		1961-62	
	Number	Percentage	Number	Percentage
Government	29,72,670	19.5	25,16,078	20.7
District Board	47,43,488	44.7	56,33,047	46.5
Municipal Boards	12,71,842	12.0	11,53,519	9.5
Private Bodies—				
Aided	21,83,888	20.6	24,71,059	20.4
Unaided	3,38,992	3.2	3,57,315	2.9
Total	1,06,10,878	100.0	1,21,36,018	100.0

The enrolment increased in schools under all management except the municipal board where the decrease was of 9.3 percent and was due to decrease in the number of such schools. It increased by 21.4 percent in government schools by 18.9 percent in district board schools and by 12.1 percent in private bodies schools. The corresponding figures for the previous year were 24.9 percent, 11.8 percent and 18.3 percent respectively.

The number of pupils coming from rural areas and studying in middle schools rose by 10,68,792 from 74,00,052 (53,84,967 boys and 20,15,085 girls) to 84,68,844 (60,63,681 boys and 24,05,163 girls). This constituted 69·8 per cent of the total number of pupils in middle schools as against 69·7 per cent in the previous year.

Table XLVIII gives the number of pupils reading in middle schools in various States during 1960-61 and 1961-62. It will be seen that increase in enrolment was reported by all the States and Union Territories except Manipur where the decrease was to the extent of 1,284 and was due to decrease in the number of institutions. Among the States, Madras reported the highest increase, (2,91,818). Next to follow were Mysore (2,26,699), Maharashtra (2,09,524), Gujarat (2,02,130) and Punjab (1,17,646). In the rest of the States the increase was less than one lakh and ranged from 13,117 in Assam to 90,783 in Bihar. In Union Territories, Delhi recorded the highest increase (19,435) and N.E.F.A. the lowest (232). On percentage basis, the highest increase was reported by Punjab (37·1 per cent) among the States and by Himachal Pradesh (75·9 per cent) among the Union Territories.

In order to have the exact picture of enrolment at the middle stage, the pupils attending primary classes in middle schools need be excluded from the enrolment in middle schools and the pupils receiving middle school education in high/higher secondary schools or intermediate colleges (having middle classes also) included therein. This has been done in table XLIX which gives the Statewise figures for the years 1960-61 and 1961-62. The enrolment at the middle stage increased from 74,79,584 (55,38,406 boys and 19,41,178 girls) to 81,54,900 (60,35,830 boys and 21,19,070 girls) during the year under report or by 9·0 per cent. The enrolment increased in all the States and Union Territories except Kerala. While comparing the State figures, variations in the number of classes comprising middle stage in different States, as shown in table XL need be taken into consideration.

Table L gives the enrolment in classes VI—VIII uniformly in all the States as compared to the population of the age-group 11—14. On an average, 26·4 per cent of the total population in the age-group was in schools as against 22·6 per cent in 1960-61.

Co-education

Of the 39,86,086 girls studying in middle schools, 27,96,041 were reading in schools for boys. The proportion of girls studying in boys' schools to the total number of girls in all the middle schools rose from 68·9 per cent to 70·1 per cent in 1961-62. Leaving A & N Islands, L.M. & A. Islands, Nagaland and NEFA which did not have separate schools for girls, Madras recorded the highest proportion of girls in schools for boys (99·6 per cent), followed by Kerala (98·3 per cent). In the rest of the States and union territories out of every ten middle school girls, about nine were on rolls in boys' schools in Tripura, eight in Andhra Pradesh, Assam and Maharashtra, seven in Mysore, Himachal Pradesh and Manipur and six in Gujarat, Orissa and Bihar. In Rajasthan, Punjab, West Bengal, Madhya Pradesh and Pondicherry co-education ranged between 31·4 per cent and 45·1 per cent. In the rest of the States and Union Territories, the number of girls reading in boys' schools was sufficiently low. Table LI gives further details.

Table XLVIII—Number of Pupils in Middle Schools by States

State/Territory	For Boys		For Girls		Total		Increase (+) or Decrease (—)	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	3,23,763	3,46,598	28,555	31,649	3,52,318	3,78,247	+ 25,929	+ 7.4
Assam	1,82,640	1,95,168	19,294	19,883	2,01,934	2,15,051	+ 13,117	+ 6.5
Bihar	7,58,557	8,41,874	53,466	60,932	8,12,023	9,02,806	+ 90,783	+11.2
Gujarat	12,86,625	14,69,669	2,49,472	2,68,558	15,36,097	17,38,227	+ 2,02,130	+13.2
Jammu & Kashmir	52,494	76,783	12,751	17,641	65,245	94,424	+ 29,179	+44.7
Kerala	7,63,571	8,34,268	7,119	7,228	7,70,690	8,41,496	+ 70,806	+ 9.2
Madhya Pradesh	4,34,681	4,98,742	54,003	62,429	4,88,684	5,61,171	+ 72,487	+14.8
Madras	11,04,692	13,96,951	3,143	2,702	11,07,835	13,99,653	+ 2,91,818	+26.3
Maharashtra	22,17,189	24,09,399	2,19,586	2,36,900	24,36,775	26,46,299	+ 2,09,524	+ 8.6
Mysore	10,09,800	12,19,334	1,60,476	1,77,641	11,70,276	13,96,975	+ 2,26,699	+19.4
Orissa	1,01,758	1,16,173	6,816	7,787	1,08,574	1,23,960	+ 15,386	+14.2
Punjab	2,42,017	3,28,127	74,785	1,06,321	3,16,802	4,34,448	+ 1,17,646	+37.1
Rajasthan	2,64,333	3,10,104	52,042	59,105	3,16,375	3,69,209	+ 52,834	+16.7
Uttar Pradesh	4,56,926	5,01,057	92,901	1,00,175	5,49,827	6,01,232	+ 52,405	+ 9.7
West Bengal	1,86,157	2,04,580	39,506	45,207	2,25,663	2,49,787	+ 24,124	+10.7
A. & N. Islands	288	798	..	..	288	798	+ 510	+17.7
Dadra & Nagar Haveli . . . . .	..	3,125	..	..	..	3,125	+ 3,125	..
Delhi	32,963	45,228	31,856	39,026	64,819	84,254	+ 19,435	+30.0
Himachal Pradesh	20,693	22,160	1,409	1,512	22,102	23,672	+ 1,570	+ 7.1
L.M. & A. Islands	1,313	2,310	..	..	1,313	2,310	+ 997	+75.9
Manipur	22,738	21,914	2,867	2,407	25,605	24,321	— 1,284	— 5.0
Nagaland	10,425	11,628	..	..	10,425	11,628	+ 1,203	+11.5
N.E.F.A.	1,458	1,690	..	..	1,458	1,690	+ 232	+15.9
Pondicherry	10,812	13,850	4,143	4,570	14,955	18,420	+ 3,465	+23.2
Tripura	10,133	12,397	662	418	10,795	12,816	+ 2,020	+18.7
INDIA	94,96,026	1,08,83,927	11,14,852	12,52,091	1,06,10,878	1,21,36,018	+15,25,140	+14.4

Table XLIX—Number of Pupils at the Middle Stage

State/Territory	Boys		Girls		Total		Increase (+) Decrease (—)	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	3,15,800	3,55,247	92,085	1,07,384	4,07,885	4,62,631	+ 54,746	+13.4
Assam	1,59,079	1,69,226	60,812	67,183	2,19,891	2,36,409	+ 16,518	+ 7.5
Bihar	3,45,587	3,55,954	44,539	70,927	3,80,126	4,20,881	+ 36,755	+ 9.4
Gujarat	3,52,536	3,83,129	1,43,704	1,62,025	5,01,240	5,45,154	+ 43,914	+ 8.8
Jammu & Kashmir	47,784	52,170	11,643	16,466	59,427	68,636	+ 9,209	+15.5
Kerala	5,06,486	4,99,160	3,94,121	3,86,914	9,00,607	8,86,074	— 14,533	— 1.6
Madhya Pradesh	2,67,670	3,01,693	49,322	64,548	3,16,992	3,66,241	+ 49,249	+15.5
Madras	4,81,408	5,27,975	2,09,537	1,75,168	6,90,945	7,03,143	+ 12,198	+ 1.8
Maharashtra	7,18,003	7,70,923	2,72,411	3,02,467	9,90,414	10,73,390	+ 82,976	+ 8.4
Mysore	3,42,728	3,61,958	1,37,614	1,56,414	4,79,892	5,18,372	+ 38,480	+ 8.0
Orissa	74,313	1,11,026	10,050	15,497	84,363	1,26,523	+ 42,160	+50.0
Punjab	3,49,660	3,77,013	88,941	1,04,853	4,38,601	4,81,866	+ 43,265	+ 9.9
Rajasthan	1,79,499	2,06,588	27,571	33,798	2,07,070	2,40,386	+ 33,316	+16.1
Uttar Pradesh	7,01,784	7,97,304	1,22,431	1,39,407	8,24,215	9,36,711	+1,12,496	+13.6
West Bengal	5,64,056	6,15,405	2,03,473	2,38,472	7,87,529	8,53,877	+ 86,348	+11.3
A. & N. Islands	360	526	120	236	480	762	+ 282	+58.8
Dadra & Nagar Haveli . . . . .	..	414	..	109	..	523	+ 523	..
Delhi	65,975	76,826	46,491	52,026	1,12,466	1,28,852	+ 16,386	+14.6
Himachal Pradesh	16,577	17,849	3,252	3,488	19,829	21,337	+ 1,508	+ 7.6
L.M. & A. Islands	465	534	42	74	507	608	+ 101	+19.9
Manipur	25,684	27,569	8,470	10,337	34,154	37,906	+ 3,752	+11.0
Nagaland	6,553	8,162	3,228	3,778	9,781	11,940	+ 2,159	+22.1
N.E.F.A	505	673	111	105	616	778	+ 162	+26.3
Pondicherry	5,280	5,505	1,841	2,018	7,121	7,523	+ 402	+ 5.6
Tripura	11,064	13,001	4,369	5,376	15,433	18,377	+ 2,944	+19.1
INDIA	55,38,406	60,35,830	19,41,178	21,19,070	74,79,584	81,54,900	+6,75,316	+ 9.0

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

State/Territory	Enrolment in classes VI—VIII			Percentage of enrolment in Classes VI—VIII to the population of age group 11—14		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh . . .	3,55,247	1,07,384	4,62,631	30.3	9.2	19.8
Assam	1,69,226	67,183	2,36,409	43.3	18.4	31.3
Bihar	5,00,245	61,086	5,61,331	34.2	4.2	19.3
Gujarat	3,04,531	1,21,238	4,25,769	43.8	18.3	31.4
Jammu & Kashmir . . .	52,170	16,466	68,636	39.5	14.1	27.6
Kerala	4,43,736	3,33,414	7,77,150	81.8	58.5	69.9
Madhya Pradesh . . .	3,01,693	64,548	3,66,241	28.6	6.5	17.9
Madras	5,27,975	2,33,562	7,61,537	48.8	21.5	35.1
Maharashtra	6,16,925	2,23,411	8,40,336	46.1	17.6	32.2
Mysore	2,87,162	1,14,150	4,01,312	36.6	14.1	25.6
Orissa	1,11,028	15,497	1,26,525	19.9	2.9	11.5
Punjab	3,77,013	1,04,853	4,81,866	53.3	16.3	35.7
Rajasthan	2,06,588	33,798	2,40,386	29.4	5.4	18.0
Uttar Pradesh	7,96,967	1,37,264	9,34,231	32.2	6.1	19.7
West Bengal	4,17,922	1,55,625	5,73,547	35.6	14.0	25.1
A. & N. Islands	526	236	762	26.3	11.8	19.1
Dadra & Nagar Haveli . .	304	88	392	15.2	4.4	9.8
Delhi	76,826	52,046	1,28,872	84.6	64.2	75.0
Himachal Pradesh . . .	17,849	3,488	21,337	45.8	9.2	27.7
L.M. & A. Islands	381	33	414	38.1	3.3	20.7
Manipur	27,569	10,337	37,906	100.0	43.1	77.4
Nagaland	5,034	2,596	7,630	42.0	23.6	33.2
N.E.F.A.	673	105	778	6.1	1.1	3.7
Pondicherry	5,505	2,018	7,523	45.9	15.5	30.1
Tripura	13,001	5,376	18,377	36.1	14.1	24.8
INDIA	56,16,096	18,65,802	74,81,898	38.7	13.5	26.4

Table LI—Girls in Middle Schools

State/Territory	No. of Girls in Boys' Schools	No. of Girls in Girls' Schools	Total Number of Girls	Percentage of Girls in Boys' Schools to total Number of girls	
				1960-61	1961-62
1	2	3	4	5	6
Andhra Pradesh . . .	1,01,511	26,365	1,27,876	79.7	79.4
Assam . . .	53,599	17,147	70,746	74.2	75.8
Bihar . . .	1,06,103	56,216	1,62,310	64.5	65.4
Gujarat . . .	3,74,308	2,58,883	6,33,191	56.5	59.1
Jammu & Kashmir . . .	955	17,637	18,592	3.3	5.1
Kerala . . .	3,67,601	6,375	3,73,976	98.3	98.3
Madhya Pradesh . . .	44,344	60,840	1,05,184	39.8	42.2
Madras . . .	5,39,110	2,250	5,41,360	99.4	99.6
Maharashtra . . .	7,12,729	2,33,211	9,45,940	75.0	75.3
Mysore . . .	3,40,888	1,71,558	5,12,446	62.5	66.5
Orissa . . .	12,918	7,670	20,588	60.3	62.7
Punjab . . .	45,927	95,594	1,41,521	27.1	32.5
Rajasthan . . .	25,373	55,529	80,902	30.1	31.4
Uttar Pradesh . . .	17,309	92,943	1,10,252	16.3	15.7
West Bengal . . .	30,351	44,622	74,973	38.4	40.5
A. & N. Islands . . .	265	..	265	100.0	100.0
Dadra & Nagar Haveli . . .	647	..	647	..	100.0
Delhi . . .	3,444	35,300	38,744	9.0	8.9
Himachal Pradesh . . .	3,444	1,192	4,636	74.7	74.3
L. M. & A. Islands . . .	486	..	486	100.0	100.0
Manipur . . .	4,142	2,175	6,317	61.9	65.6
Nagaland . . .	3,564	..	3,564	100.0	100.0
N.E.F.A. . . .	297	..	297	100.0	100.0
Pondicherry . . .	3,358	4,094	7,452	36.4	45.1
Tripura . . .	3,368	418	3,786	80.7	89.0
INDIA . . .	27,96,041	11,90,019	39,86,086	68.9	70.1

Table LII—Number of Teachers

State/Territory	Men		Women		Total	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
	1	2	3	4	5	6	7
Andhra Pradesh . . .	10,134	10,710	3,218	3,350	13,352	14,060
Assam	7,850	8,413	1,102	1,229	8,952	9,642
Bihar	22,859	24,684	2,059	2,207	24,918	26,891
Gujarat	27,845	29,557	11,697	12,079	39,542	41,636
Jammu & Kashmir . . .	2,139	2,649	273	548	2,412	3,197
Kerala	16,398	17,930	12,301	13,320	28,699	31,250
Madhya Pradesh . . .	19,191	21,704	2,707	3,292	21,898	24,996
Madras	22,087	26,755	14,414	18,423	36,501	45,178
Maharashtra	48,671	51,696	15,568	16,500	64,239	68,196
Mysore	27,315	30,930	7,063	8,088	34,378	39,018
Orissa	5,235	5,814	352	422	5,587	6,236
Punjab	7,478	8,486	2,856	3,805	10,334	12,291
Rajasthan	11,375	12,594	2,261	2,437	13,636	15,031
Uttar Pradesh	19,057	20,296	4,202	4,399	23,259	24,695
West Bengal	9,175	9,692	1,692	1,983	10,867	11,675
A. & N. Islands	7	24	9	9	16	33
Dadra & Ngr. Haveli . .	..	59	..	24	..	83
Delhi	1,022	1,577	1,149	1,447	2,171	3,024
Himachal Pradesh . . .	1,295	1,439	179	194	1,474	1,683
L. M. & A. Islands . . .	36	58	3	4	39	62
Manipur	1,224	1,202	63	66	1,287	1,268
Nagaland	357	424	16	32	373	456
N.E.F.A.	85	96	5	6	90	102
Pondicherry	297	346	221	252	518	598
Tripura	564	610	122	135	686	745
INDIA	2,61,696	2,87,795	83,532	94,251	3,45,228	3,82,040

in Middle Schools

Increase(+) Decrease(-)	Number of Trained Teachers		Percentage of Trained teachers to total		Average Number of students per teachers		State/Territory
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	
8	9	10	11	12	13	14	
+ 708	10,286	10,886	77.0	77.4	26	27	Andhra Pradesh
+ 690	2,326	2,522	26.0	26.2	23	22	Assam
+ 1,973	15,854	17,891	63.6	66.5	33	34	Bihar
+ 2,094	21,469	23,360	54.3	56.1	39	42	Gujarat
+ 785	1,368	1,757	56.7	55.0	27	30	Jammu & Kashmir
+ 2,551	22,349	23,514	77.9	75.2	27	27	Kerala
+ 3,098	11,116	13,972	50.8	55.9	22	22	Madhya Pradesh
+ 8,677	35,211	43,000	96.5	95.2	30	31	Madras
+ 3,957	46,755	50,086	72.8	73.4	38	39	Maharashtra
+ 4,640	21,087	25,070	61.3	64.3	34	36	Mysore
+ 649	1,895	2,074	33.9	33.3	19	20	Orissa
+ 1,957	9,359	10,703	90.5	87.1	31	35	Punjab
+ 1,395	6,856	8,607	50.3	57.3	23	25	Rajasthan
+ 1,436	18,093	19,364	77.8	78.4	24	24	Uttar Pradesh
+ 808	1,612	1,987	14.8	17.0	21	21	West Bengal
+ 17	9	23	56.2	69.7	18	24	A. & N. Islands
+ 83	..	7	..	8.4	..	38	Dadra & Ngr. Haveli
+ 853	2,150	3,006	99.2	99.4	30	28	Delhi
+ 209	1,043	1,251	70.8	74.3	15	14	Himachal Pradesh
+ 23	37	55	94.9	88.7	34	37	L. M. & A. Islands
- 19	95	129	7.4	10.2	20	19	Manipur
+ 83	42	48	11.3	10.5	28	26	Nagaland
+ 12	69	76	76.7	74.5	16	17	N.E.F.A.
+ 80	331	379	63.9	63.4	29	31	Pondicherry
+ 59	194	336	28.2	45.1	16	17	Tripura
+36,818	2,29,606	2,60,103	66.5	68.1	31	32	INDIA

Teachers

During the year under report, the total number of teachers in middle schools rose from 3,45,228 (2,61,696 men and 83,532 women) to 3,84,399 (2,89,767 men and 94,632 women) the rate of increase being 11·4 percent (10·7 percent for men teacher and 13·3 percent for women teachers) as compared to 18·2 percent (17·8 percent in case of men teachers and 19·3 percent increase of women teachers) in the previous year. Women teachers constitute 24·6 percent of the total number of teachers as compared to 24·2 percent in the previous year. Of the total number of teachers, the number of trained teachers was 2,60,103 as against 2,29,606 in the previous year. The percentage of trained teachers to the total number of teachers improved from 66·5 to 68·1 during the year under report. Women trained teachers constituted 26·9 percent of the trained teachers and 74·2 percent of the total number of women teachers. The number of teachers in senior basic schools included in the total number of teachers in middle schools was 1,11,810. Further details about these teachers are given in chapter IV.

Table LII compares the number of teachers in middle/senior basic schools in different States and Union Territories during 1960-61 and 1961-62. The number of teachers increased in all the States and Union Territories except Manipur where the decrease was on account of decrease in the number of middle schools. The percentage of trained teachers to the total number of teachers in middle schools is indicated in cols (11) and (12) of table LII. This percentage improved in the States of Andhra Pradesh, Assam, Bihar, Gujarat, Madhya Pradesh, Maharashtra, Mysore, Rajasthan, Uttar Pradesh, West Bengal and in the Union Territories of A. & N Islands, Delhi, Himachal Pradesh, Manipur and Tripura. Significant improvement was reported by Delhi where cent percent teachers were in middle schools during the year. Apart from Delhi, the percentage of trained teachers was highest in Madras (95·2), followed by L.M. & A. Islands (88·7 percent), Punjab (87·1 percent), Uttar Pradesh (78·4 percent), Andhra Pradesh (77·4 percent), Kerala (75·2 percent), NEFA (74·5 percent), Himachal Pradesh (74·3 percent), Maharashtra (73·4 percent), A.&N. Islands (69·7 percent), Bihar (66·5 percent), Mysore (64·3 percent), Pondicherry (63·4 percent), Rajasthan (57·3 percent), Gujarat (56·1 percent), Madhya Pradesh (55·9 percent) and Jammu & Kashmir (55·0 percent). In other States, where more than half the number of teachers were untrained this percentage varied from 10·2 in Manipur to 45·1 in Tripura.

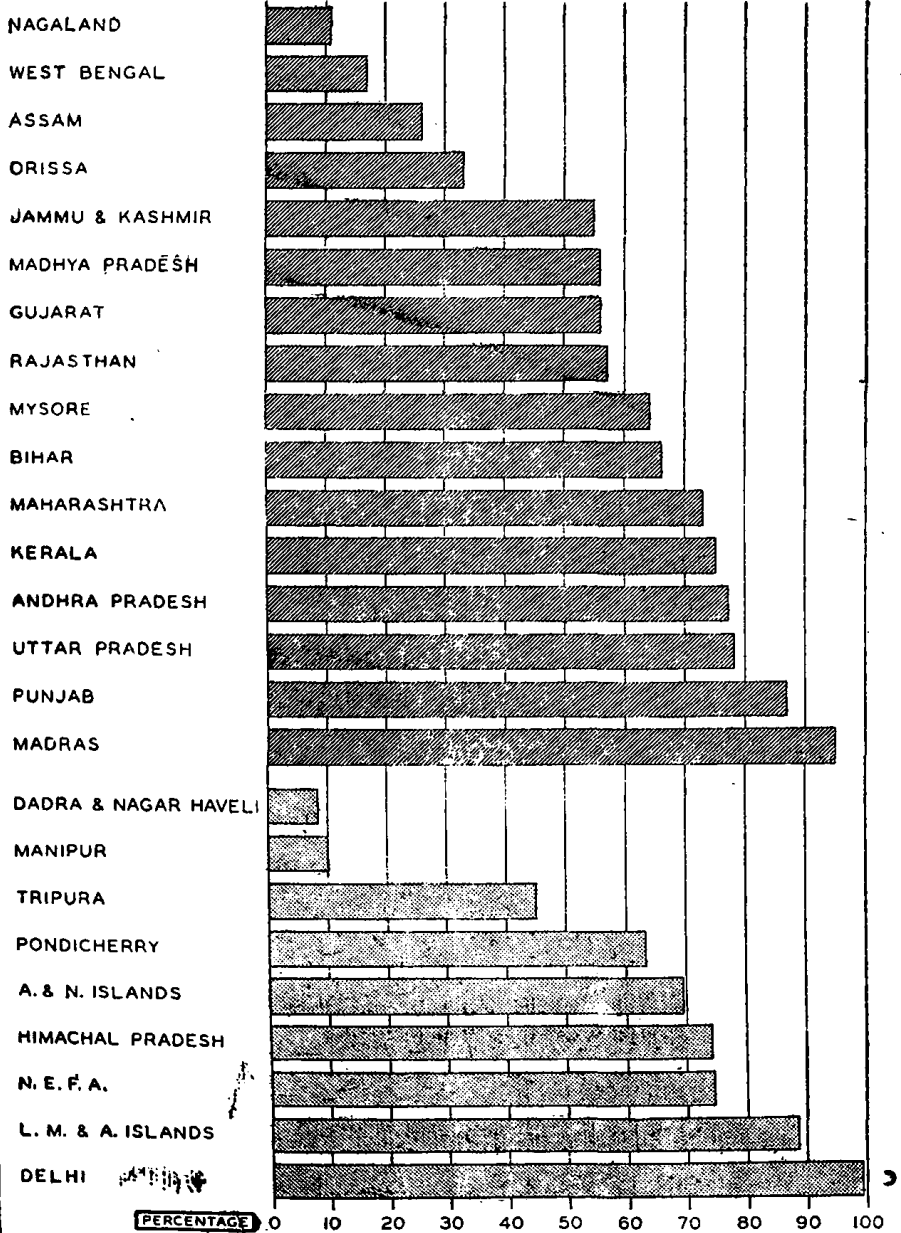
Teacher-Pupil Ratio

During the year under report, on an average, the number of pupils per teacher in middle schools was 32 as against 31 in 1960-61. This average was exceeded by 5 States and one Union Territory namely Bihar, Gujarat, Maharashtra, Mysore, Punjab and L.M. & A. Islands. Teacher-pupil ratio in middle schools in various States is given in col (14) of table LII.

Expenditure

The total direct expenditure on middle schools increased from Rs. 42,92,19,777 in 1960-61 to Rs. 48,84,18,188 or by 13·79 percent during the year. The corresponding percentage increase during the previous year was 22·1 percent. Of the total direct expenditure Rs. 43,45,25,672 were expended on middle

PERCENTAGE OF TRAINED TEACHERS IN MIDDLE SCHOOLS 1961-62



schools for boys and Rs. 5,38,92,516 on middle schools for girls as against Rs. 38,13,86,255 and Rs. 4,78,33,522 expended respectively during the previous year. The total direct expenditure on senior basic schools that was included in total direct expenditure on middle schools was Rs. 13,53,27,760 (Rs. 12,04,73,598 on schools for boys and Rs. 1,48,54,162 on schools for girls). Further details of expenditure on senior basic schools are given in Chapter IV.

The sourcewise distribution of total direct expenditure on middle schools is given in table LIII below :

Table LIII—Direct Expenditure on Middle Schools by Sources

Source	1960-61		1961-62	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government Funds	31,80,76,587	74.1	36,50,83,126	74.7
District Board Funds	2,21,15,310	5.1	2,43,95,660	5.0
Municipal Board Funds	3,20,35,955	7.5	3,70,84,014	7.6
Fees	3,16,76,684	7.4	3,59,04,761	7.4
Endowments	71,39,521	1.7	80,25,701	1.6
Other Sources	1,81,75,720	4.2	1,79,24,926	3.7
Total	42,92,19,777	100.0	48,84,18,188	100.0

It will be seen that (a) major portion of the expenditure was met by government (b) expenditure met from government funds, district boards funds, municipal boards funds, fees and endowments increased by 14.8 per cent 10.3 per cent, 15.8 per cent, 13.3 per cent and 12.4 per cent respectively while that from other sources decreased by 1.4 per cent.

The distribution of total direct expenditure on middle schools according to managements is given in table IV below :

Table LIV—Direct Expenditure on Middle Schools by Management

Management	1960-61		1961-62	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government	10,39,98,076	24.2	12,64,62,424	26.0
District Boards	15,77,05,228	36.7	18,04,48,002	36.9
Municipal Boards	5,77,06,185	13.5	5,77,93,513	11.8
Private Bodies—				
Aided	9,62,53,248	22.4	10,89,80,062	22.3
Unaided	1,35,57,040	3.2	1,47,34,187	3.0
Total	42,92,19,777	100.0	48,84,18,188	100.0

The rise in expenditure was shared by schools under the control of all the agencies, though the increase was not evenly distributed.

Table LV—Direct Expenditure

State/Territory	On Schools for Boys		On Schools for Girls		
	1960-61	1961-62	1960-61	1961-62	
	1	2	3	4	
		Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	1,47,28,784	1,54,79,548	18,98,572	19,52,732	
Assam	90,26,758	1,08,23,041	9,13,774	11,39,477	
Bihar	2,43,44,607	2,65,57,299	20,24,055	22,20,266	
Gujarat	3,72,34,128	4,18,76,398	83,49,085	81,83,714	
Jammu & Kashmir	26,69,199	31,69,137	4,85,030	6,58,796	
Kerala	3,36,95,472	3,66,71,256	3,30,281	3,61,829	
Madhya Pradesh	2,30,77,314	2,91,73,236	26,05,910	43,17,065	
Madras	4,14,78,296	5,06,85,067	2,37,646	2,27,627	
Maharashtra	8,55,43,791	9,30,64,133	81,93,421	84,46,264	
Mysore	3,25,41,889	3,76,09,000	52,78,137	59,35,100	
Orissa	57,49,164	75,13,243	5,36,439	6,64,625	
Punjab	1,33,11,226	1,45,66,421	38,12,844	44,36,180	
Rajasthan	1,54,40,866	1,93,55,030	23,58,959	28,01,199	
Uttar Pradesh	2,22,01,136	2,40,87,590	51,26,618	53,21,116	
West Bengal	1,23,71,846	1,36,34,526	27,66,669	31,31,364	
A. & N. Islands	41,544	63,582	..	..
Dadra & Nagar Haveli . . . . .	..	..	..	..
Delhi	25,41,038	36,91,767	23,89,926	30,64,936	
Himachal Pradesh	14,10,066	17,69,353	84,334	1,22,263	
L. M. & A. Islands	71,233	1,44,155	..	..
Manipur	12,92,227	14,32,648	1,45,071	1,11,464	
Nagaland	8,30,879	11,52,535	..	..
N.E.F.A.	2,10,482	2,60,470	..	..
Pondicherry	5,51,476	6,66,617	2,03,334	2,36,150	
Tripura	10,22,834	10,79,620	93,407	60,299	
TOTAL	38,13,86,255	43,45,25,672	4,78,33,522	5,38,92,516	

on Middle Schools by States

Total		Increase (+) Decrease (—)		Percentage of expenditure on Middle Schools to total direct expd in 1961-62	State/Territory
1960-61	1961-62	Amount	Percentage		
6	7	8	9	10	1
	Rs.	Rs.			
1,66,27,356	1,74,32,280	+ 8,04,924	4.8	8.1	Andhra Pradesh
99,40,532	1,19,62,518	+ 20,21,986	20.3	15.3	Assam
2,63,68,662	2,87,77,565	+ 24,08,903	9.1	17.4	Bihar
4,55,83,213	5,07,60,112	+ 44,76,899	9.8	31.3	Gujarat
31,54,239	38,27,933	+ 6,73,694	21.4	16.4	Jammu & Kashmir
3,40,25,753	3,70,33,085	+ 30,07,332	8.8	21.5	Kerala
2,56,83,224	3,34,90,301	+ 78,07,077	30.4	16.6	Madhya Pradesh
4,17,15,942	5,09,12,694	+ 91,96,752	22.0	19.7	Madras
9,37,37,212	10,15,10,397	+ 77,73,185	8.3	25.7	Maharashtra
3,78,20,026	4,35,44,100	+ 57,24,074	15.1	28.1	Mysore
62,85,603	81,77,868	+ 18,92,265	30.0	14.6	Orissa
1,71,24,070	1,90,02,601	+ 18,78,531	11.0	12.3	Punjab
1,77,99,825	2,21,56,229	+ 43,56,404	24.5	18.3	Rajasthan
2,73,27,754	2,99,08,706	+ 25,80,952	9.4	8.6	Uttar Pradesh
1,51,38,515	1,67,65,890	+ 16,27,375	10.7	6.1	West Bengal
41,544	63,582	+ 22,038	53.6	12.0	A. & N. Islands
..	..	..	..	..	Dadra & Nagar Haveli
49,30,964	67,56,753	+ 18,25,789	37.0	8.8	Delhi
14,94,400	18,91,616	+ 3,97,216	26.6	16.7	Himachal Pradesh
71,233	1,44,155	+ 72,922	102.4	48.0	L. M. & A. Islands
14,37,298	15,44,112	+ 1,06,814	7.4	16.9	Manipur
8,30,879	11,52,535	+ 3,21,656	38.7	22.9	Nagaland
2,10,482	2,60,470	+ 49,988	23.7	19.4	N.E.F.A.
7,54,810	9,02,767	+ 1,47,957	19.6	18.7	Pondicherry
11,16,241	11,39,919	+ 23,678	2.1	11.5	Tripura
42,92,19,777	48,81,18,188	+5,91,98,411	13.8	16.7	INDIA

Table LV—Direct Expenditure on Middle Schools by States—contd.

State/Territory	Percentage of Expenditure met from (1961-62)						Average cost per pupil	
	Govt. Funds	Distt. Board Funds	Munici- pal Board Funds	Fees	Endow- ments	Other sources	1960-61	1961-62
	11	12	13	14	15	16	17	18
							Rs.	Rs.
Andhra Pradesh . . .	72.4	9.5	4.4	11.0	2.6	0.1	47.2	46.1
Assam . . .	76.0	0.0	0.3	17.3	5.3	1.1	49.2	55.2
Bihar . . .	66.2	4.2	1.4	19.1	1.4	7.7	32.5	31.9
Gujarat . . .	81.5	7.1	7.5	1.5	0.5	1.9	29.7	28.8
Jammu & Kashmir . . .	97.8	..	..	0.7	0.1	1.4	48.3	40.5
Kerala . . .	98.3	0.0	..	0.4	0.1	1.2	44.1	44.0
Madhya Pradesh . . .	89.2	4.2	0.8	3.3	0.6	1.9	52.6	59.7
Madras . . .	73.7	10.5	10.1	1.4	4.0	0.3	37.7	36.4
Maharashtra . . .	68.6	3.0	18.1	3.1	0.2	7.0	38.5	38.4
Mysore . . .	91.1	3.1	2.3	0.3	0.1	3.1	32.3	31.2
Orissa . . .	59.2	..	0.8	18.4	9.7	11.9	57.9	66.0
Punjab . . .	91.1	0.1	0.1	4.3	2.5	1.9	54.1	43.7
Rajasthan . . .	90.2	0.0	0.1	4.1	4.2	1.4	56.3	60.0
Uttar Pradesh . . .	47.6	11.5	3.7	29.5	1.5	6.2	49.7	49.7
West Bengal . . .	40.9	0.6	0.2	47.2	5.6	5.5	67.1	67.1
A. & N. Islands . . .	100.0	..	..	..	..	..	144.3	79.7
Dadra & Ngr. Haveli . . .	..	..	..	..	..	..	..	..
Delhi . . .	1.6	..	89.9	5.0	0.6	2.9	76.1	80.2
Himachal Pradesh . . .	..	96.0	1.4	..	0.4	2.2	67.6	79.9
L. M. & A. Islands . . .	100.0	..	..	..	..	..	54.3	62.4
Manipur . . .	..	92.3	0.1	0.5	7.1	..	56.1	63.5
Nagaland . . .	97.7	..	..	..	..	2.3	79.7	99.1
N.E.F.A. . . .	100.0	..	..	..	..	..	144.4	154.1
Pondicherry . . .	92.5	..	..	3.1	4.4	..	50.3	49.0
Tripura . . .	97.8	..	..	0.9	1.1	0.2	103.4	88.9
TOTAL . . .	74.7	5.0	7.6	7.4	1.6	3.7	40.5	40.2

The Statewise details of expenditure on middle schools during the years 1960-61 and 1961-62 are given in table L V. The expenditure on these schools increased in all the States and Union Territories. Among the States, the highest increase was reported by Madras (Rs. 91,96,752) and the lowest by Jammu and Kashmir (Rs. 6,73,694). Among the Union Territories, Delhi, as usual reported the highest increase of Rs. 18,25,789 and L.M. & A. Islands reported the lowest increase of Rs. 49,988. On percentage basis, among the States, Madhya Pradesh topped the list with highest increase of 30.4 percent while Andhra Pradesh reported the lowest increase of 4.8. In Union Territories, the highest and the lowest increase was reported by L.M. & A. Islands (102.4 percent) and Tripura (2.1 percent) respectively. The significant increase of 102.4 percent in L.M. & A. islands was due to upgrading of 4 lower primary schools as upper primary schools in L. M. & A. Islands.

The total direct expenditure on middle schools constituted 12.3 percent of the total direct expenditure on education. The Statewise position is given in col. (10) of table L V.

The extent to which the total direct expenditure on middle schools was met from different sources in various states and Union Territories is indicated in cols. (11) to (16) of table L V. Government was the largest contributing agency in all the States and Union Territories except in Uttar Pradesh, Delhi, Himachal Pradesh and Manipur. In the State, its contribution was the highest in Kerala (98.3 per cent) and the least in West Bengal (40.9 per cent) while in the Union Territories, it met cent percent expenditure in A. & N. Islands, L.M. & A. Islands and NEFA and contributed the least in Delhi (1.6 per cent). The share of the local boards predominated in Delhi (89.9 per cent), Himachal Pradesh (97.4 per cent) and Manipur (92.4 per cent). The greatest contribution of fees was to the extent of 47.2 per cent (in West Bengal) while that of endowments and other sources was 9.7 per cent (in Orissa) and 11.9 percent (in Orissa) respectively.

The average annual cost of educating a pupil decreased from Rs. 40.5 to Rs. 40.2. Its distribution according to various sources of income was : Government funds Rs. 30.1, district board funds Rs. 2.0, Municipal board funds Rs. 3.0, fees Rs. 3.0, endowments Rs. 0.6 and other sources Rs. 1.5. Cols. (17) and (18) of table L V show the average annual cost per pupil in the different States during the years 1960-61 and 1961-62.

High and Higher Secondary Schools

During the year under report, the total number of high and higher secondary schools increased by 2,049, to 19,306 (16,522 for boys and 2,784 for girls); the rate of increase being 11.9 percent as against 18.5 percent in the previous year. Of the total 5,577 were higher secondary schools as against 4,654 in the previous year, and 13,729 were high schools as against 12,603 in the previous year. The increase in the number of higher secondary schools and high schools thus was 22.0 percent and 8.9 percent respectively as against the corresponding figures of 23.7 percent and 5.6 percent in 1960-61. The number of post

basic schools included in high schools was 31 (27 for boys and 4 for girls). Further details of post basic schools are given in chapter IV.

The number of high and higher secondary schools according to various managements is given in table LVI below :

Table LVI—Number of High & Higher Secondary Schools by Management

Management	High Schools		Higher Secondary Schools		Total number of High and Higher Secondary Schools			
	1960-61	1961-62	1960-61	1961-62	1960-61		1961-62	
					No.	Percent- age	No.	Percent- age
1	2	3	4	5	6	7	8	9
Government . . .	2,021	2,203	1,218	1,504	3,239	18·8	3,707	19·2
Dist. Boards . . .	1,498	1,836	107	187	1,605	9·3	2,023	10·5
Municipal Boards . .	321	312	140	180	461	2·7	492	2·5
Private Bodies—								
Aided . . .	7,324	7,925	2,774	3,307	10,098	58·5	11,232	58·2
Unaided . . .	1,439	1,453	415	399	1,854	10·7	1,852	9·6
Total . . .	12,603	13,729	4,654	5,577	17,257	100·0	19,306	100·0

There is no appreciable divergence in these percentages of high and higher secondary schools in 1961-62 as compared to the corresponding figures of 1960-61. Private bodies continued to manage a large majority (about three fifth) of the schools. The managementwise distribution of high schools and higher secondary schools separately during the years 1960-61 and 1961-62 is given in cols. (2) to (5) of table LVI above.

The number of high and higher secondary schools in rural areas increased from 8,965 (8,648 for boys and 317 for girls) to 10,525 (10,141 for boys and 384 for girls). This constituted 54·3 percent (62·7 percent for boys and 13·7% for girls) of the total number of high and higher secondary schools as against 51·9 percent (50·1 percent for boys and 1·8 percent for girls).

The Statewise distribution of high and higher secondary schools is given in table LVII. The number of high and higher secondary schools increased in all the States and Union Territories excepting A. & N. Islands, L.M. & A. Islands and NEFA where the number remained stationary. The highest increase reported by Maharashtra (405) among the States and by Manipur (28) among the Union Territories and the lowest increase by Assam (71) among the States and in Nagaland and Tripura (1 each) among the Union Territories. On percentage basis, the highest and the lowest percentage increase was reported by Rajasthan (21·0 percent) and Punjab (1·2 percent) respectively among the states and by Manipur (49·1 percent) and Tripura (2·9 percent) respectively among the Union Territories.

Table LVII—Number of High and Higher Secondary Schools by States

State/Territory	Number of High Schools				Number of Higher Secondary Schools				Total No. of High & Higher Sec. Schools		Increase(+) Decrease(-) Number	Per-centage Increase	
	1960-61		1961-62		1960-61		1961-62		1960-61	1961-62			
	For Boys	For Girls	For Boys	For Girls	For Boys	For Girls	For Boys	For Girls					
1	2	3	4	5	6	7	8	9	10	11	12	13	
Andhra Pradesh	975	109	1,095	124	116	24	184	32	1,224	1,435	+	211	+17.2
Assam	464	64	521	69	28	4	35	6	560	631	+	71	+12.7
Bihar	1,287	69	1,334	74	168	17	234	20	1,541	1,662	+	121	+ 7.9
Gujarat	998	101	1,103	107	..	..	..	..	1,099	1,210	+	111	+10.1
Jammu & Kashmir	181	45	240	56	23	1	31	2	250	329	+	79	+31.6
Kerala	749	133	779	147	..	..	3	..	882	929	+	47	+ 5.3
Madhya Pradesh	63	6	4	..	581	124	754	159	774	917	+	143	+18.5
Madras	1,040	217	1,270	243	..	..	3	1	1,257	1,517	+	260	+20.7
Maharashtra	1,900	204	2,269	224	80	14	92	18	2,198	2,603	+	405	+18.4
Mysore	567	81	579	78	97	33	169	49	778	875	+	97	+12.5
Orissa	413	34	476	40	4	1	10	1	452	527	+	75	+16.6
Punjab	994	287	935	276	141	51	205	75	1,473	1,491	+	18	+ 1.2
Rajasthan	190	43	286	45	278	26	288	31	537	650	+	113	+21.0
Uttar Pradesh . . . . .	..	..	..	..	1,489	282	1,583	310	1,771	1,893	+	122	+ 6.9
West Bengal	920	268	848	273	614	155	758	185	1,957	2,064	+	107	+ 5.5
A. & N. Islands . . . . .	..	..	..	..	2	1	2	1	3	3	..	..	..
Dadra & Ngr. Havoli . . . . .	..	..	2	..	..	..	..	..	..	2	+	2	..
Delhi . . . . .	..	..	..	..	179	99	198	106	278	304	+	26	+ 9.4
Himachal Pradesh	67	2	66	2	9	5	19	5	83	92	+	9	+10.8
L. M. & A. Islands	1	..	1	..	..	..	..	..	1	1	..	..	..
Manipur	52	5	76	9	..	..	..	..	57	85	+	28	+49.1
Nagaland	12	..	13	..	..	..	..	..	12	13	+	1	+ 8.3
N.E.F.A.	5	..	5	..	..	..	..	..	5	5	..	..	..
Pondicherry	22	9	24	9	..	..	..	..	31	33	+	2	+ 6.5
Tripura	20	6	21	6	7	1	7	1	34	35	+	1	+ 2.9
INDIA	10,920	1,683	11,947	1,782	3,816	838	4,575	1,002	17,257	19,306	+2,049	+11.9	

Table LVIII—Percentage of High & Higher

State/Territory	Percentage of High Schools Managed by					Percentage of Higher Secondary		
	Govern- ment	District Boards	Municipal Boards	Private Bodies		Govern- ment	District Boards	Municipal Boards
				Aided	Un-aided			
1	2	3	4	5	6	7	8	9
Andhra Pradesh . . .	7.7	73.8	3.7	14.5	0.3	19.5	38.4	7.4
Assam . . .	2.0	..	..	80.7	17.3	41.5	..	..
Bihar . . .	0.6	..	..	56.0	43.4	21.3	..	..
Gujarat . . .	9.5	2.2	6.2	80.0	2.1	..	..	..
Jammu & Kashmir . . .	91.6	..	..	8.1	0.3	97.0	..	..
Kerala . . .	29.7	0.3	..	68.5	1.5	..	..	..
Madhya Pradesh . . .	75.0	..	..	..	25.0	56.2	8.3	4.3
Madras . . .	4.9	48.8	5.0	40.2	1.1	..	..	..
Maharashtra . . .	6.4	1.2	1.4	87.6	3.4	28.2	..	6.4
Mysore . . .	13.1	11.3	7.3	58.3	10.0	31.6	4.6	19.3
Orissa . . .	16.5	..	1.2	49.8	32.5	54.5	..	..
Punjab . . .	58.4	..	0.2	26.8	14.6	36.6	..	..
Rajasthan . . .	78.5	..	..	20.8	0.7	82.1	..	..
Uttar Pradesh . . .	..	..	..	..	..	8.1	0.2	2.4
West Bengal . . .	0.6	..	0.1	84.1	15.2	3.8	..	0.6
A. & N. Islands . . .	..	..	..	..	..	100.0	..	..
Dadra & Ngr. Haveli	100.0	..	..	..	..	..	..	..
Delhi . . .	..	..	..	..	..	59.2	..	3.6
Himachal Pradesh . . .	..	85.3	10.3	4.4	..	..	58.3	41.7
L. M. & A. Islands . . .	100.0	..	..	..	..	..	..	..
Manipur . . .	..	9.4	4.7	74.1	11.8	..	..	..
Nagaland . . .	84.6	..	..	..	15.4	..	..	..
N.E.F.A. . . .	100.0	..	..	..	..	..	..	..
Pondicherry . . .	72.7	..	..	27.3	..	..	..	..
Tripura . . .	..	..	48.1	51.9	..	..	..	62.5
INDIA . . .	16.0	13.4	2.3	57.7	10.6	27.0	3.4	3.2

Secondary Schools by Management

Schools Managed by		Percentage of High & Hgr. Sec. Schools Managed by					State/Territory
Private Bodies		Govern- ment	District Boards	Municipal Boards	Private Bodies		
Aided	Un aided				Aided	Un-aided	
10	11	12	13	14	15	16	1
34.7	..	9.5	68.4	4.2	17.6	0.3	Andhra Pradesh
58.5	..	4.6	..	..	79.2	16.2	Assam
75.6	3.1	3.9	..	..	58.9	37.2	Bihar
..	..	9.6	2.2	6.1	80.0	2.1	Gujarat
3.0	..	92.1	..	..	7.6	0.3	Jammu & Kashmir
100.0	..	29.6	0.3	..	68.6	1.5	Kerala
27.3	3.9	56.3	8.3	4.3	27.1	4.0	Madhya Pradesh
100.0	..	5.0	48.6	5.0	40.3	1.1	Madras
61.8	3.6	7.4	1.1	1.6	86.5	3.4	Maharashtra
44.0	0.5	17.7	9.6	10.3	54.7	7.7	Mysore
36.4	9.1	17.3	..	1.1	49.5	32.1	Orissa
58.0	5.4	54.5	..	0.2	32.5	12.8	Punjab
16.0	1.9	80.3	..	..	18.5	1.2	Rajasthan
76.5	12.7	8.1	0.2	2.4	76.6	12.7	Uttar Pradesh
88.1	7.5	2.1	..	0.3	85.9	11.7	West Bengal
..	..	100.0	..	..	..	..	A. & N. Islands
..	..	100.0	..	..	..	..	Dadra & Ngr. Haveli
31.9	5.3	59.2	..	3.6	31.9	5.3	Delhi
..	..	..	78.3	18.5	3.2	..	Himachal Pradesh
..	..	100.0	..	..	..	..	L. M. & A. Islands
..	..	..	9.4	4.7	74.1	11.8	Manipur
..	..	84.6	..	..	..	15.4	Nagaland
..	..	100.0	..	..	..	..	N.E.F.A.
..	..	72.7	..	..	27.3	..	Pondicherry
37.5	..	..	..	51.4	48.6	..	Tripura
59.3	7.1	19.2	10.5	2.5	58.2	9.6	INDIA

Taking high schools and higher secondary schools, it will be seen that the number of higher secondary schools increased in all the States and Union Territories except A. & N. Islands and Tripura where the number remained stationary. The number of high schools, however, decreased in Madhya Pradesh, Punjab, Rajasthan, West Bengal and Himachal Pradesh due to conversion of high schools into higher secondary schools. There was no change in the number of high schools in L. M. & A. Islands and N.E.F.A.

The proportion of high and higher secondary schools under different management in various States is shown in table LVIII. So far as high schools are concerned, Government managed cent percent schools in Dadra Nagar Haveli, L. M. & A. Island and N.E.F.A. Apart from this the State of Jammu and Kashmir, Madhya Pradesh, Punjab, Rajasthan and Union Territories of Nagaland and Pondicherry reported majority of schools under government, local bodies schools predominated in Andhra Pradesh, Madras and Himachal Pradesh only. In the remaining States of Assam, Bihar, Gujarat, Kerala, Maharashtra, Mysore, Orissa and West Bengal and the Union Territories of Manipur and Tripura, majority of them were managed by private bodies. As far as the higher secondary schools were concerned, Government managed cent per cent schools in A. & N. Islands and a majority of them in Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan and Delhi. Local bodies higher secondary schools predominated only in Himachal Pradesh and Tripura. In the rest of the States and Union Territories, private schools were in a majority.

Pupils

The number of pupils enrolled in high and higher secondary schools increased from 75,11,514 (56,85,343 boys and 18,26,171 girls) to 84,29,721 (63,40,682 boys and 20,89,039 girls) or by 12·2 percent during the year as compared to 11·1 percent in the previous year. Of the total, 53,67,729 (39,22,451 boys and 14,45,278 girls) were in high schools and 30,61,992 (24,18,231 boys and 6,43,761 girls) were in higher secondary schools. The corresponding figures for the previous year were 50,15,178 (34,98,100 boys and 13,17,078 girls) and 24,96,336 and (19,87,243 boys and 5,09,093 girls). These gave percentage increase of 6·8 percent and 23·9 percent respectively as against 5·3 percent and 24·8 percent in the previous year. The total enrolment for high and higher secondary schools referred to above also includes (in that of high schools) an enrolment of 4,712 (3,344 boys and 1,368 girls) studying in post-basic schools. Further details of enrolment in post basic schools are given in Chapter IV.

The break-up of total enrolment in high and higher secondary schools managed by different agencies is shown in table LIX below:—

Table LIX—Number of Pupils in High/Higher Secondary Schools by Management

Management	Number of pupils in High Schools		Number of Pupils in Higher Secondary Schools		Total Number of Pupils in High and Higher Secondary Schools				Percentage Increase(+) or Decrease (—)
	1960-61	1961-62	1960-61	1961-62	1960-61		1961-62		
					Number	Percentage	Number	Percentage	
1	2	3	4	5	6	7	8	9	10
Government	9,91,769	10,69,619	5,89,527	7,28,408	15,81,296	21.1	17,98,027	21.3	+13.8
District Board	5,02,885	5,77,763	57,803	80,903	5,50,688	7.3	6,58,666	7.8	+19.6
Municipal Board	1,78,498	1,71,014	98,704	1,25,079	2,77,652	3.7	2,96,093	3.5	+ 6.6
Private Bodies—									
Aided	29,61,972	31,99,144	16,05,511	19,75,318	45,67,483	60.8	51,74,462	61.4	+13.7
Unaided	3,79,604	3,50,189	1,54,791	1,52,284	5,34,395	7.1	5,02,473	6.0	— 6.1
Total	50,15,178	53,67,729	24,96,336	30,61,992	75,11,514	100.0	84,29,721	100.0	+12.5

The increase in enrolment was shared by institutions under all managements except private unaided bodies. The enrolment increased by 1.38 percent in government schools, by 19.6 percent in district board schools, by 6.6 percent in municipal board schools and by 13.7 percent in private aided schools as compared to the corresponding figures of 13.6 percent, 14.8 percent, 8.5 percent and 11.6 percent in the previous year. The decrease in the enrolment of school managed by private unaided bodies was only 6.1 percent.

The number of pupils coming from rural areas and studying in high and higher secondary schools increased from 34,26,662 (29,15,764 boys and 5,10,898 girls) to 39,50,796 (33,28,763 boys and 6,22,033 girls). This constituted 46.8 percent of the total number of pupils studying in all the high and higher secondary schools as compared to 45.6 percent for the previous year.

Table LX gives the number of pupils in high and higher secondary schools (high and higher secondary separately) in various States for the year 1960-61 and 1961-62. Increase in enrolment was reported by all the States and Union Territories. The highest increase in enrolment was reported among the States by Maharashtra (1,16,916) followed by Uttar Pradesh (1,09,412), Andhra Pradesh (89,617), Kerala (86,268), Punjab (78,077) West Bengal (76,610) and Madras (70,350). In other States, the increase was less than 50,000, the least being of 8,980 in Jammu and Kashmir. Among the Union Territories, the highest and lowest increase was reported by Delhi (21,284) and L.M. & A. Islands (17) respectively. On percentage basis, Punjab topped the list among the States with an increase of 22.1 percent while Bihar was at the bottom with an increase of 9.5 percent. In Union Territories, the highest and lowest percentage increase was reported by A & N Islands (32.3 percent) and L.M. & A. Islands (3.5 percent).

To have a correct appraisal of enrolment at high and higher secondary stages, it is necessary to eliminate pupils of primary and middle stages studying in high and higher secondary schools and include these reading in high and higher secondary classes attached to some of the colleges. Accordingly, table LIX gives the enrolment at high and higher secondary stage in different States during 1960-61 and 1961-62. For inter-State comparison, the number of classes comprising the high and higher secondary stage, as given in the table XL should be kept in view. The number of pupils at high and higher secondary stage increased from 34,62,709 (27,76,314 boys and 6,86,395 girls) to 40,76,164 (32,24,186 boys and 8,51,978 girls) yielding an increase of 17.7 as compared to 15.2 percent in the previous year. The enrolment increased in all the States and Union Territories except the Union territory of N. E. F. A. where the decrease was insignificant. The highest increase was reported by Maharashtra (1,29,473) and the lowest by Jammu and Kashmir (4,200) among the States while among the Union Territories, the highest and the lowest increase was reported by Delhi (14,228) and L.M. & A. Islands (14). On percentage basis the highest and lowest position was occupied by Mysore (43.0 percent) and Uttar Pradesh (4.5 percent) in States. In Union Territories, excepting Dadra Nagar Haveli, which reported statistics for the first time, the highest increase was reported by Tripura (58.0 percent) and the lowest by Pondicherry (11.1 percent).

Table LX—Number of Pupils in High and Higher Secondary Schools by States

State/Territory	In High Schools				In Higher Secondary Schools				Total		Increase (+) Decrease (—)		
	For Boys		For Girls		For Boys		For Girls		1960-61	1961-62	Number	Percentage	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62					
1	2	3	4	5	6	7	8	9	10	11	12	13	
Andhra Pradesh	3,71,135	3,99,403	55,256	57,063	1,07,276	1,59,291	19,514	27,041	5,53,181	6,42,798	+	89,617	16.2
Assam	1,81,143	1,96,069	25,367	26,795	18,805	23,942	3,200	4,359	2,28,515	2,51,166	+	22,651	9.9
Bihar	3,84,922	3,94,798	20,241	21,244	1,09,391	1,47,559	9,067	9,982	5,23,621	5,73,583	+	49,962	9.5
Gujarat	3,20,495	3,59,208	44,358	50,346	..	..	..	..	3,64,853	4,09,554	+	44,701	12.3
Jammu & Kashmir	61,201	62,203	19,163	23,816	9,863	12,890	1,010	1,308	91,237	1,00,217	+	8,980	9.8
Kerala	5,93,597	6,66,131	96,855	1,10,333	..	256	..	..	6,90,452	7,76,720	+	86,268	12.5
Madhya Pradesh	14,814	5,688	679	..	2,08,285	2,61,614	54,308	64,367	2,78,086	3,26,669	+	48,583	17.5
Madras	5,71,373	6,31,688	1,17,799	1,27,572	..	170	..	92	6,89,172	7,59,522	+	70,350	10.2
Maharashtra	6,46,613	7,39,304	99,592	1,09,711	62,537	74,024	9,442	12,061	8,18,184	9,35,100	+	1,16,916	14.3
Mysore	1,50,865	1,26,609	27,672	22,503	60,254	1,06,887	15,465	23,111	2,54,256	2,79,110	+	24,854	9.8
Orissa	91,800	1,02,178	6,128	7,057	2,572	4,413	575	521	1,01,075	1,14,169	+	13,094	13.0
Punjab	4,29,871	4,24,356	1,30,506	1,31,352	1,44,810	2,04,155	36,132	59,533	7,41,319	8,19,396	+	78,077	10.5
Rajasthan	84,402	1,15,969	11,770	13,244	93,961	1,02,148	8,798	11,527	1,98,931	2,42,888	+	43,957	22.1
Uttar Pradesh	..	..	..	..	7,64,203	8,51,404	1,47,874	1,70,085	9,12,077	10,21,489	+	1,09,412	12.0
West Bengal	2,91,354	2,70,086	90,889	93,615	3,19,601	3,95,644	76,831	95,940	7,78,675	8,55,285	+	76,610	9.8
A. & N. Islands	..	..	..	..	551	639	164	307	715	946	+	231	32.3
Dadra & Ngr. Haveli	..	200	..	..	..	..	..	..	..	200	+	200	..
Delhi	..	..	..	..	1,29,062	1,45,327	68,829	73,848	1,97,891	2,19,175	+	21,284	10.8
Himachal Pradesh	25,762	25,629	468	518	5,300	8,702	3,693	3,196	35,213	38,045	+	2,832	8.0
L. M. & A. Islands	486	503	..	..	..	..	..	..	486	503	+	17	3.5
Manipur	19,957	23,319	2,570	3,574	..	..	..	..	22,527	26,893	+	4,366	19.4
Nagaland	4,136	5,455	..	..	..	..	..	..	4,136	5,455	+	1,319	31.9
N.E.F.A.	996	1,125	..	..	..	..	..	..	996	1,125	+	129	13.0
Pondicherry	6,902	8,299	3,915	4,252	..	..	..	..	10,816	12,551	+	1,735	16.0
Tripura	7,866	8,983	2,271	2,530	4,227	4,540	736	1,109	15,100	17,162	+	2,062	13.7
INDIA	42,59,690	45,62,203	7,55,488	8,05,526	20,40,698	25,03,605	4,55,638	5,58,387	75,11,514	84,29,721	+	9,18,207	11.2

Table LXI—Number of Pupils at High and Higher Secondary Stage

State/Territory	Boys		Girls		Total		Increase (+) Decrease (—)	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	1,64,793	1,81,929	31,391	35,888	1,96,184	2,17,817	+ 21,633	+11.0
Assam	99,629	1,12,334	28,555	32,823	1,26,184	1,45,157	+ 18,973	+15.0
Bihar	4,40,389	4,85,040	32,366	33,154	4,72,755	5,18,194	+ 45,439	+ 9.6
Gujarat	2,03,149	2,29,655	63,539	75,356	2,66,688	3,05,011	+ 38,323	+14.4
Jammu & Kashmir	16,862	20,159	5,583	6,486	22,445	26,645	+ 4,200	+18.7
Kerala	1,97,714	2,49,597	1,34,276	1,79,153	3,31,990	4,28,750	+ 96,760	+29.1
Madhya Pradesh	1,06,625	1,22,050	17,855	21,582	1,24,480	1,43,632	+ 19,152	+15.4
Madras	2,00,944	2,15,417	67,028	77,384	2,67,972	2,92,801	+ 24,829	+ 9.3
Maharashtra	3,62,425	4,03,705	1,13,557	1,41,750	4,75,982	6,05,455	+1,29,473	+27.2
Mysore	1,59,508	2,23,453	45,855	70,267	2,05,363	2,93,720	+ 88,357	+43.0
Orissa	61,801	73,074	6,107	7,783	67,908	80,857	+ 12,949	+19.1
Punjab	1,40,599	1,58,042	29,780	35,628	1,70,379	1,93,670	+ 23,291	+13.7
Rajasthan	69,882	86,622	7,022	8,786	76,904	95,408	+ 18,504	+24.1
Uttar Pradesh	3,19,475	3,44,583	37,983	42,568	3,57,458	3,87,151	+ 29,693	+ 4.5
West Bengal	1,72,651	1,84,145	45,553	52,682	2,18,204	2,36,827	+ 18,623	+ 8.5
A. & N. Islands	168	209	63	119	231	328	+ 97	+42.0
Dadra & Ngr. Haveli . . . . .	..	160	..	40	..	200	+ 200	..
Delhi	35,790	43,350	16,150	22,818	51,940	66,168	+ 14,228	+27.4
Himachal Pradesh	4,663	5,771	729	1,145	5,392	6,916	+ 1,524	+28.3
L. M. & A. Islands	35	49	2	2	37	51	+ 14	+37.8
Manipur	11,416	13,873	2,562	3,544	13,978	17,417	+ 3,439	+24.6
Nagaland	1,535	1,926	506	568	2,041	2,494	+ 453	+22.2
N.E.F.A.	228	238	32	21	260	259	— 1	— 0.4
Pondicherry	2,112	2,339	659	739	2,771	3,078	+ 307	+11.1
Tripura	3,921	6,466	1,242	1,692	5,163	8,158	+ 2,995	+53.0
INDIA	27,76,314	32,24,186	6,86,395	8,51,978	34,62,709	40,76,164	+6,12,455	+17.7

PERCENTAGE OF TRAINED TEACHERS IN HIGH. / HIGHER SECONDARY SCHOOLS 1961-62

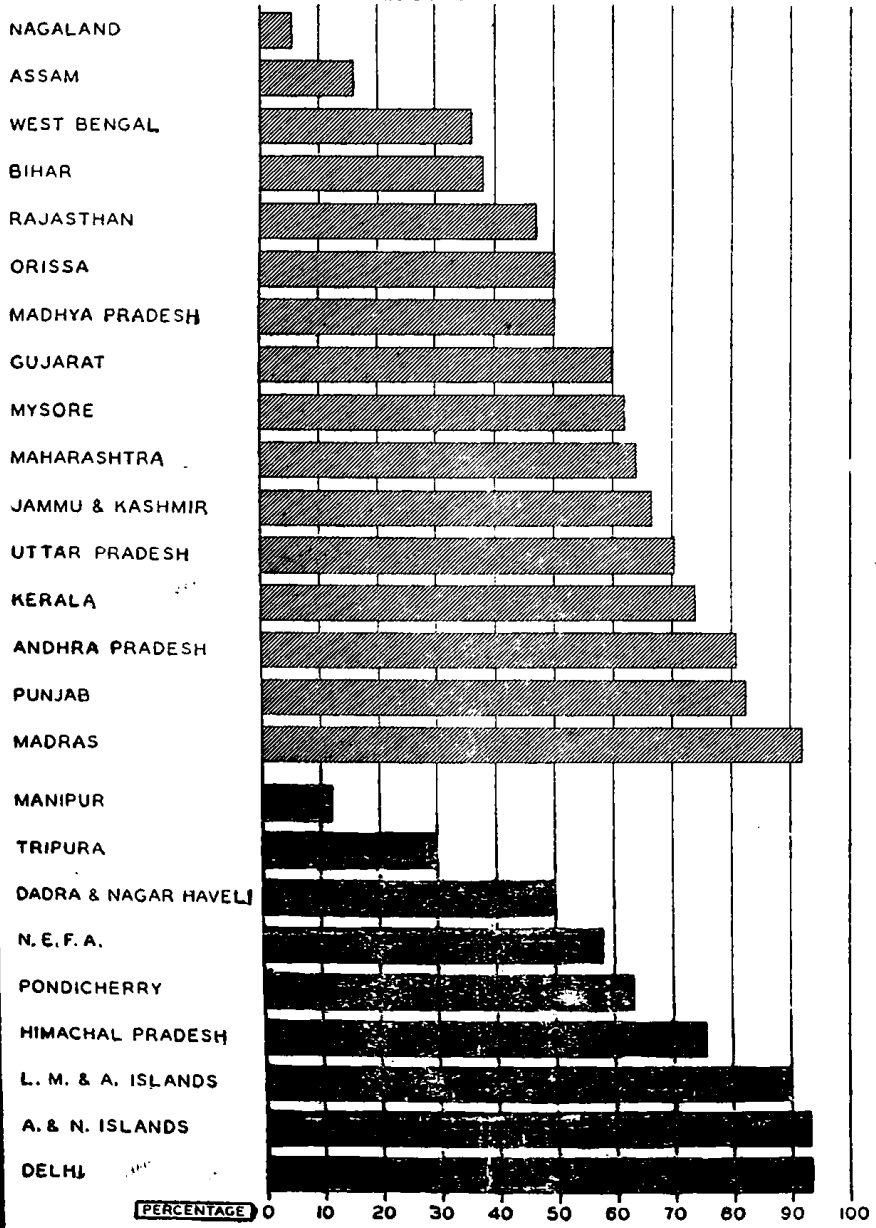


Table LXII gives the proportion of the pupils in classes IX—X/XI to the population of the corresponding school-going age. It will be seen that 12·5 per cent of the entire population in the age group 14—17 were receiving instruction in the country as a whole. This average, however, varied from State to State and was exceeded in 8 States and 3 Union Territories. This percentage was the highest in Delhi (40·5 per cent) and the lowest in L.M. & A. Islands (2·6 per cent).

Co-education

Of the total number of 20,89,039 girls in high and higher secondary schools, 7,75,429 or 37·1 per cent were reading in schools for boys as against 36·4 per cent in 1960-61. Table LXIII shows the details of girls studying in boys' schools and girls' schools in various States. Except in Dadra, Nagar Haveli, L. M. & A. Island, Nagaland and N.E.F.A. where there were no separate schools for girls, the highest percentage of girls under instruction in boys' schools was reported by Kerala (67·7 per cent). Next in order were Maharashtra (53·3 per cent), Gujarat (53·0 per cent), Himachal Pradesh (51·8 per cent), Assam (50·8 per cent). In other States and Union Territories, substantial proportion of girl students were under instruction in schools meant exclusively for them.

Teachers

The number of teachers in high and higher secondary schools rose, during the year under report, from 2,96,305 (2,33,958 men and 62,347 women) to 3,30,570 (2,59,289 men and 71,281 women). This gives a rise of 11·6 per cent (10·7 for men and 12·7 for women teachers) as compared to 10·7 per cent (10·2 per cent for men teachers and 12·7 per cent women teachers) in the previous year. Trained teachers also increased from 1,84,962 to 2,12,597 or by 14·9 per cent and constituted 64·3 per cent of the total teaching staff. The corresponding proportion for the previous year was 64·1 per cent. The proportion of women teachers in the total number of teachers increased from 21·0 per cent to 21·6 per cent while that of trained women teachers to total number of women teachers decreased slightly from 73·9 per cent to 73·2.

The number of teachers in post-basic schools included in high/higher secondary schools was 265. Further details are given in Chapter IV.

Table LXIV give the number of teachers in high and higher secondary schools in various States and Union Territories during 1960-61 and 1961-62. Increase in the number of teachers was shared by all the States and Union Territories. Number of trained teachers also increased in all the States and Union Territories. Figures in Col. (12) show that efforts to train teachers could not keep pace with the increase in the number of teachers in the State of Assam, Bihar, Jammu & Kashmir, Kerala, Madras, Mysore, Orissa, Punjab, and the Union Territories of Delhi, Himachal Pradesh, Manipur and NEFA, excepting in Himachal Pradesh where the proportion of trained teachers to the total number of teachers decreased from 81·3 per cent to 75·6 per cent. The fall in the percentage of trained teachers in these States and Union Territories was slight

Table LXII—Educational Facilities for the Children for the Age-group 14—17

State/Territory	Enrolment in Classes IX and onwards			Percentage of enrolment in classes IX and onwards to the population of the age group 14—17		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh	1,81,929	35,888	2,17,817	16·8	23·4	10·1
Assam	1,12,334	32,823	1,45,157	32·9	10·2	21·9
Bihar	3,40,749	21,356	3,62,105	26·4	1·6	14·0
Gujarat	1,49,639	47,671	1,97,310	23·4	8·0	15·8
Jammu & Kashmir	21,159	6,486	27,645	19·1	6·2	12·5
Kerala	1,16,914	79,631	1,96,545	22·6	14·8	18·6
Madhya Pradesh	1,22,050	21,582	1,43,632	12·8	2·4	7·8
Madras	2,15,417	77,384	2,92,801	21·2	7·6	14·4
Maharashtra	3,00,975	90,647	3,91,622	24·4	7·8	16·4
Mysore	1,47,586	42,915	1,90,501	20·1	6·0	13·2
Orissa	47,991	4,683	52,674	9·9	1·0	5·4
Punjab	1,58,042	35,628	1,93,670	24·5	6·1	15·7
Rajasthan	86,622	8,786	95,408	13·9	1·6	9·0
Uttar Pradesh	3,44,583	42,568	3,87,151	15·3	2·1	9·0
West Bengal	1,84,152	52,682	2,36,834	15·4	5·0	10·9
A. & N. Islands	209	119	328	10·5	11·9	10·9
Dadra & Nagar Haveli	89	19	108	4·5	1·9	3·6
Delhi	43,350	22,818	66,168	50·0	29·5	40·5
Himachal Pradesh	5,771	1,145	6,916	15·6	3·4	9·7
L.M. & A. Islands	49	2	51	4·9	0·2	2·6
Manipur	13,873	3,544	17,417	63·1	15·4	38·7
Nagaland	1,926	568	2,494	17·5	5·7	11·9
N.E.F.A.	N.A.	N.A.	N.A.	..	..	..
Pondicherry	2,339	739	3,078	19·5	6·2	12·8
Tripura	4,644	1,692	6,336	14·5	5·0	9·6
INDIA	26,02,392	6,31,376	32,33,768	19·6	5·0	12·5

Table LXIII—Girls in High/Higher Secondary Schools

State/Territory	Number of Girls in Boys' Schools	No. of Girls in Girls' Schools	Total No. of Girls	Percentage of Girls in Boys' Schools to Total Number of Girls	
				1960-61	1961-62
1	2	3	4	5	6
Andhra Pradesh . . .	66,789	78,554	1,45,343	44.1	46.0
Assam	31,639	30,673	62,312	49.3	50.8
Bihar	11,621	30,975	42,596	25.1	27.3
Gujarat	56,524	50,050	1,06,574	52.2	53.0
Jammu & Kashmir . .	824	24,641	25,465	2.6	3.2
Kerala	2,25,175	1,07,235	3,32,410	69.4	67.7
Madhya Pradesh . .	12,434	61,501	73,935	14.5	16.8
Madras	96,917	1,23,595	2,20,512	42.7	44.0
Maharashtra	1,34,779	1,18,263	2,53,042	51.9	53.3
Mysore	27,660	42,973	70,633	36.0	39.2
Orissa	5,963	7,530	13,493	46.7	44.2
Punjab	29,860	1,74,134	2,03,994	13.5	14.6
Rajasthan	5,271	24,037	29,308	18.5	18.0
Uttar Pradesh . . .	14,682	1,63,582	1,78,264	8.3	8.2
West Bengal	32,387	1,88,385	2,20,772	13.0	14.7
A. & N. Islands . . .	16	307	323	12.3	5.0
Dadra & Ngr. Haveli .	40	..	40	..	100.0
Delhi	12,016	72,968	84,984	13.3	14.1
Himachal Pradesh . .	3,980	3,703	7,683	47.6	51.8
L.M. & A. Islands . .	19	..	19	100.0	100.0
Manipur	2,510	3,574	6,084	42.1	41.3
Nagaland	1,513	..	1,513	100.0	100.0
N.E.F.A.	227	..	227	100.0	100.0
Pondicherry	1,005	3,291	4,296	19.4	23.4
Tripura	1,578	3,639	5,217	29.5	30.2
INDIA	7,75,429	13,13,610	20,89,039	36.4	37.1

Table LXIV—Number of Teachers in High/Higher Secondary Schools

State/Territory	Men		Women		Total		Increase (+) Decrease (-)	Number of Trained Teachers		Percentage of Trained Teachers to Total Num- ber of Teachers		Average num- ber of Students per Teacher	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62		1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
	1	2	3	4	5	6		7	8	9	10	11	12	13	14
Andhra Pradesh . . .	20,798	23,552	4,139	4,744	24,937	28,296	+ 3,359	20,078	22,856	80.5	80.8	22	23
Assam	7,983	8,872	1,185	1,252	9,168	10,124	+ 956	1,437	1,697	15.7	15.9	25	25
Bihar	16,607	17,763	1,041	1,181	17,648	18,944	+ 1,296	6,995	7,217	39.6	39.0	30	30
Gujarat	11,969	13,185	2,239	2,562	14,209	15,747	+ 1,539	8,416	9,410	59.2	59.8	26	26
Jammu & Kashmir	2,760	3,399	754	888	3,514	4,287	+ 773	2,369	2,864	67.4	66.8	26	21
Kerala	16,581	18,714	10,273	11,679	26,854	30,393	+ 3,539	20,188	22,272	75.2	73.3	26	23
Madhya Pradesh . . .	10,971	12,757	2,759	3,244	13,730	16,001	+ 2,271	6,529	8,065	47.6	50.4	20	20
Madras	22,053	24,739	7,064	8,110	29,117	32,849	+ 3,732	26,787	30,107	92.0	91.7	24	23
Maharashtra	24,969	28,436	8,131	9,278	33,100	37,714	+ 4,614	20,886	24,110	63.1	63.9	25	27
Mysore	8,544	9,395	2,090	2,290	10,634	11,685	+ 1,051	6,373	7,272	61.6	62.2	24	24
Orissa	4,448	4,996	379	426	4,827	5,422	+ 4,595	2,506	2,721	51.9	50.2	21	21
Punjab	16,701	17,096	5,324	6,272	22,025	23,368	+ 1,343	18,219	19,272	82.7	82.5	34	35
Rajasthan	8,266	9,915	1,156	1,290	9,522	11,205	+ 1,683	4,161	5,260	43.7	46.9	21	22
Uttar Pradesh	30,222	32,555	5,854	6,638	36,076	37,193	+ 3,117	24,851	27,541	68.9	70.3	25	26
West Bengal	23,441	25,035	5,950	6,727	29,391	31,762	+ 2,371	10,397	11,398	35.4	35.9	26	27
A. & N. Islands . . .	37	50	9	9	46	59	+ 13	39	55	84.4	93.2	16	11
Dadra & Ngr.													
Haveli	N.A.	12	N.A.	N.A.	N.A.	12	+ 12	N.A.	6	N.A.	50.0	N.A.	17
Delhi	4,487	5,061	3,343	3,916	7,830	8,977	+ 1,147	7,386	8,382	94.3	93.4	25	24
Himachal Pradesh	1,207	1,527	292	332	1,499	1,859	+ 360	1,219	1,405	81.3	75.6	23	20
L.M. & A. Islands	17	20	2	..	19	20	+ 1	16	18	84.2	90.9	26	25
Manipur	757	987	49	62	806	1,049	+ 243	116	125	14.4	11.9	28	26
Nagaland	127	163	14	29	141	192	+ 51	5	10	3.5	5.5	29	30
N.E.F.A.	64	70	14	14	78	84	+ 6	47	49	60.3	58.3	13	13
Pondicherry	287	337	160	192	447	529	+ 82	275	336	61.5	63.5	24	24
Tripura	562	653	126	146	688	799	+ 111	167	239	24.3	29.9	22	21
INDIA	2,33,958	2,59,289	62,347	71,281	2,96,305	3,30,570	+34,215	1,89,862	2,12,597	64.1	64.3	25	26

Expenditure

The total direct expenditure on high and higher secondary schools increased from Rs. 68,91,17,389 to Rs. 79,11,85,207 or by 16·4 per cent as against 22·1 per cent in the previous year. Of this total direct expenditure, Rs. 45,75,71,335 were spent on high schools and Rs. 33,36,13,872 on higher secondary schools. The corresponding figures for the previous year were Rs. 42,02,92,293 and Rs. 26,88,25,106 respectively. The total direct expenditure on high schools also includes an amount of Rs. 5,12,346 that was expended on post basic schools where detailed account has been given separately in Chapter IV. The percentage of total direct expenditure on higher secondary schools and post basic schools to the total direct expenditure on all the high and higher secondary schools was 42·4 per cent and 0·1 per cent respectively. The remaining 57·5 per cent was expended on high schools.

The distribution of direct expenditure on high and higher secondary schools (including post basic schools) met from different sources of income is shown in table LXV. It will be seen that (a) numerically all sources except district board reported an increase in expenditure (b) government funds and fees accounted for more than four fifth of the total expenditure; (c) the expenditure from government funds increased by 22·2 per cent, from municipal board funds by 12·9 per cent, from fees by 8·9 per cent, from endowments by 6·1 per cent and from other sources by 9·3 per cent while it decreased by 5·4 per cent in case of district board funds.

The distribution of total direct expenditure on high and higher secondary schools under different management is given in table LXVI. Private schools which formed 68 per cent of the total number of high and higher secondary schools accounted for 61·7 per cent of the total direct expenditure on these schools. The share of the government and local bodies was only 24·0 per cent and 11·3 per cent respectively.

Table LXVII compares the direct expenditure on high and higher secondary schools in different States and Union Territories during the years 1960-61 and 1961-62. It will be observed that the increase in expenditure was shared by all the States and Union Territories. Among the States, the percentage increase was highest in Madhya Pradesh (34·8) per cent, and the least in Punjab (7·2 per cent). While numerically, Maharashtra reported the highest increase of (Rs. 1,44,42,270) and Jammu & Kashmir the lowest increase of (Rs. 18,70,088). In the Union Territories, excepting Dadra Nagar Haveli which reported high and higher secondary schools for the first time, A. & N. Islands topped the list with a percentage increase of 41·8 while Nagaland was on the other end with a percentage increase of 11·2. Numerically, Delhi reported the highest increase of Rs. 67,37,209 and L. M. & A. Islands the lowest increase of Rs. 16,030.

The proportion of direct expenditure incurred on high and higher secondary schools to the total direct expenditure on education as a whole is indicated in col. (14) of table LXVII and reveals wide variations.

Table LXV—Direct Expenditure on High and Higher Secondary Schools by Sources

Sources	On High Schools		On Higher Secondary Schools		On High and Higher Secondary Schools			
	Amount	Percentage	Amount	Percentage	1960-61		1961-62	
					Amount	Percentage	Amount	Percentage
1	2	3	4	5	6	7	8	9
Government Funds	23,12,86,620	50.5	17,32,12,180	51.9	33,10,31,894	48.0	40,44,98,800	51.1
District Board Funds	1,90,94,407	4.2	17,94,153	0.6	2,20,74,336	3.2	2,08,88,560	2.7
Municipal Board Funds	59,63,018	1.3	53,61,606	1.6	1,00,31,805	1.5	1,13,24,624	1.4
Fees	16,41,25,854	35.9	13,02,30,493	39.0	27,03,94,333	39.2	29,43,56,347	37.2
Endowments	1,46,74,530	3.2	63,75,953	1.9	1,98,46,084	2.9	2,10,50,483	2.7
Other Sources	2,24,26,906	4.9	1,66,39,487	5.0	3,57,38,937	5.2	3,90,66,393	4.9
Total	45,75,71,335	100.0	33,36,13,872	100.0	68,91,17,389	100.0	79,11,85,207	100.0

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

Management	On High Schools		On Higher Secondary Schools		On High and Higher Secondary Schools			
					1960-61		1961-62	
	1960-61	1961-62	1960-61	1961-62	Amount	Percentage	Amount	Percentage
	1	2	3	4	5	6	7	8	9
Government	7,66,96,732	8,37,77,147	8,25,04,770	10,60,62,142	15,92,01,502	23·1	18,98,39,289	24·0
District Boards	4,59,79,232	5,32,67,290	45,22,406	77,77,158	5,05,01,638	7·3	6,10,44,448	7·7
Municipal Boards	1,59,53,869	1,56,80,736	92,25,422	1,24,53,617	2,51,79,291	3·7	2,81,34,353	3·6
Private Bodies								
Aided	25,12,98,980	27,64,43,153	15,58,60,798	18,78,24,702	40,71,59,778	59·1	46,42,67,855	58·7
Unaided	3,03,63,470	2,84,03,009	1,67,11,710	1,94,96,253	4,70,75,180	6·8	4,78,99,262	6·0
Total	42,02,92,293	45,75,71,335	26,88,25,106	33,36,13,872	68,91,17,389	100·0	79,11,85,207	100·0

Table LXVII—Direct Expenditure on High

State/Territory	On High Schools			
	For Boys		For Girls	
	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5
Andhra Pradesh	3,53,02,915	3,51,75,026	49,35,635	50,85,225
Assam	1,41,48,496	1,68,91,029	22,76,686	25,48,757
Bihar	2,16,07,921	2,15,16,624	14,81,340	17,90,336
Gujarat	3,06,24,489	3,50,08,051	46,90,125	57,86,539
Jammu & Kashmir	37,61,810	48,98,351	12,35,787	15,73,963
Kerala	3,71,03,132	4,19,26,773	59,83,641	73,79,581
Madhya Pradesh	18,93,505	7,39,072	1,10,368	..
Madras	5,13,16,594	5,82,51,783	1,07,77,232	1,26,51,097
Maharashtra	7,43,25,046	8,59,33,344	1,36,53,838	1,48,29,356
Mysore	1,46,18,054	1,33,11,665	23,06,897	21,70,808
Orissa	77,26,177	89,92,302	7,08,891	9,51,504
Punjab	2,69,21,944	2,49,88,583	71,29,648	71,63,829
Rajasthan	80,94,043	1,01,46,696	13,74,690	15,79,193
Uttar Pradesh . . . . .	..	..	..	..
West Bengal	2,36,20,962	2,13,84,611	66,22,639	73,34,494
A. & N. Islands . . . . .	..	..	..	..
Dadra & Nagar Haveli . . . . .	..	13,454	..	-
Delhi . . . . .	..	..	..	-
Himachal Pradesh	21,60,735	23,06,162	52,297	62,656
L.M. & A. Islands	54,134	70,164	..	..
Manipur	11,69,532	16,72,067	1,54,683	1,98,534
Nagaland	6,35,764	7,07,036	..	..
N.E.F.A.	1,82,069	2,50,210	..	..
Pondicherry	5,94,269	7,46,251	2,58,239	3,50,584
Tripura	5,01,090	7,99,295	1,76,966	2,96,330
INDIA	35,63,62,681	38,58,18,549	6,39,29,602	7,17,52,786

and Higher Secondary Schools by States

On Higher Secondary Schools				State/Territory
For Boys		For Girls		
1960-61	1961-62	1960-61	1961-62	
6	7	8	9	
1,14,47,992	1,64,31,743	20,29,554	28,25,355	Andhra Pradesh
22,58,750	30,03,050	3,45,850	5,22,031	Assam
75,58,434	1,05,16,669	10,63,816	11,72,129	Bihar
..	..	..	..	Gujarat
12,74,836	15,96,735	80,127	1,53,599	Jammu & Kashmir
..	54,115	..	..	Kerala
2,27,03,922	3,27,63,634	59,45,003	78,21,954	Madhya Pradesh
..	73,144	..	20,749	Madras
72,46,857	85,48,227	10,70,403	14,27,487	Maharashtra
54,43,939	99,67,174	14,59,265	22,73,946	Mysore
2,84,252	6,33,056	70,030	87,119	Orissa
82,40,967	1,18,01,736	29,17,204	45,09,395	Punjab
1,36,98,768	1,69,55,056	15,36,994	20,19,889	Rajasthan
7,92,84,527	8,57,46,510	1,54,39,644	1,75,71,990	Uttar Pradesh
3,58,01,936	4,40,89,318	96,80,478	1,16,96,627	West Bengal
1,31,947	1,81,066	57,977	88,174	A. & N. Islands
..	..	..	..	Dadra & Nagar Haveli
2,03,98,065	2,49,86,871	98,44,154	1,19,92,557	Delhi
4,97,336	9,67,446	2,39,144	3,13,320	Himachal Pradesh
..	..	..	..	L.M. & A. Islands
..	..	..	..	Manipur
..	..	..	..	Nagaland
..	..	..	..	N.E.F.A.
..	..	..	..	Pondicherry
5,73,464	6,56,801	1,39,471	1,45,200	Tripura
21,63,45,992	26,89,72,351	5,19,79,114	6,46,41,521	INDIA

Table LXVII—Direct Expenditure on High

State/Territory	On High and Higher Secondary Schools		Increase (+) Decrease (-)	
	1960-61	1961-62	Amount	Percentage
	10	11	12	13
Andhra Pradesh	5,37,16,096	5,95,17,349	+ 58,01,253	+10·8
Assam	1,90,29,782	2,29,64,867	+ 39,35,085	+20·7
Bihar	3,17,11,511	3,49,95,758	+ 32,84,247	+10·4
Gujarat	3,53,14,614	4,07,94,590	+ 54,79,976	+15·5
Jammu & Kashmir	63,52,560	82,22,648	+ 18,70,088	+29·4
Kerala	4,30,86,773	4,93,60,469	+ 62,73,696	+14·6
Madhya Pradesh	3,06,52,798	4,13,24,660	+1,06,71,862	+34·8
Madras	6,20,93,826	7,09,96,773	+ 89,02,947	+14·3
Maharashtra	9,62,96,144	11,07,38,414	+1,44,42,270	+15·0
Mysore	2,38,28,155	2,77,23,593	+ 38,95,438	+16·3
Orissa	87,89,350	1,06,63,981	+ 18,74,631	+21·3
Punjab	4,52,09,763	4,84,63,543	+ 32,53,780	+ 7·2
Rajasthan	2,47,04,495	3,07,00,834	+ 59,96,339	+24·3
Uttar Pradesh	9,47,84,171	10,33,18,500	+ 85,34,329	+ 9·0
West Bengal	7,57,26,015	8,45,05,050	+ 87,79,035	+11·6
A. & N. Islands	1,89,924	2,69,240	+ 79,316	+41·8
Dadra & Nagar Haveli . . . . .	..	13,454	+ 13,454	N.A.
Delhi	3,02,42,219	3,69,79,428	+ 67,37,209	+22·3
Himachal Pradesh	29,49,512	37,39,584	+ 7,90,072	+26·8
L.M. & A. Islands	54,134	70,164	+ 16,030	+29·6
Manipur	13,24,215	18,70,601	+ 5,46,386	+41·3
Nagaland	6,35,764	7,07,036	+ 71,272	+11·2
N.E.F.A.	1,82,069	2,50,210	+ 68,141	+37·4
Pondicherry	8,52,508	10,96,835	+ 2,44,327	+28·7
Tripura	13,90,991	18,97,626	+ 5,06,635	+36·4
INDIA	68,91,17,389	79,11,85,207	+10,20,67,818	+14·8

and Higher Secondary Schools By States—contd.

Percentage of Expenditure on Secondary Schools to total Direct Expenditure on Education in 1961-62	Percentage of Expenditure (1961-62) on High and Higher Secondary Schools met from						Average annual cost per pupil in High & Higher Secondary Schools		State/Territory
	Govt. Funds	District Board Funds	Municipal Board Funds	Fees	Endowment:	Other sources	1960-61	1961-62	
14	15	16	17	18	19	20	21	22	
27.7	53.3	5.5	2.6	35.2	3.2	0.2	97.1	92.6	Andhra Pradesh
29.3	60.4	0.0	0.1	35.3	3.4	0.8	83.3	91.4	Assam
21.2	29.2	..	..	60.7	2.1	8.0	60.6	61.0	Bihar
24.0	50.1	0.4	0.6	38.7	2.4	7.8	96.8	99.6	Gujarat
35.2	91.1	..	..	4.8	0.2	3.9	69.6	82.0	Jammu & Kashmir
28.6	81.3	0.0	..	16.5	0.1	2.1	62.4	63.5	Kerala
20.4	72.2	1.1	1.9	14.7	1.8	8.3	110.2	126.5	Madhya Pradesh
27.5	51.6	17.1	4.4	18.8	6.9	1.2	90.1	93.5	Madras
28.1	35.0	0.2	0.3	54.6	1.1	8.8	117.7	118.4	Maharashtra
17.9	62.9	2.9	3.6	19.6	1.1	9.9	93.7	99.3	Mysore
19.0	53.3	..	0.6	31.2	7.4	7.5	87.0	93.4	Orissa
31.5	59.3	0.0	0.2	32.2	5.4	2.9	61.0	59.1	Punjab
25.4	80.5	..	0.0	12.5	5.5	1.5	124.2	126.4	Rajasthan
29.3	42.1	0.0	0.8	49.9	1.0	6.2	103.9	101.1	Uttar Pradesh
30.6	34.1	0.0	0.0	58.2	2.7	5.0	97.2	98.8	West Bengal
34.6	100.0	..	..	..	..	..	265.6	421.3	Andaman & Nicobar Islands
31.1	100.0	..	..	..	..	..	..	137.4	Dadra & Nagar Haveli
38.3	61.6	..	5.9	26.9	1.7	3.9	132.8	168.7	Delhi
33.0	..	64.9	29.3	4.8	0.6	0.4	80.8	98.3	Himachal Pradesh
23.4	100.0	..	..	..	..	..	111.4	139.5	L.M. & A. Islands
20.5	2.3	75.1	0.2	14.7	7.7	0.0	58.8	69.6	Manipur
18.4	90.7	..	..	3.2	3.5	2.6	158.7	129.6	Nagaland
18.6	100.0	..	..	..	..	..	182.8	222.4	N.E.F.A.
22.7	67.9	..	..	27.6	4.5	..	78.8	87.4	Pondicherry
19.1	88.8	..	..	8.8	2.1	0.3	92.1	110.6	Tripura
27.0	51.1	2.7	1.4	37.2	2.7	4.9	91.7	93.6	INDIA

Table LXVIII—Results of Matriculation/Higher

State/Territory	Number appeared in					
	Matriculation and Equivalent Examination			Higher Secondary and Equivalent Examination		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh . . .	52,555	8,568	61,123	36,198	5,868	42,066
Assam . . .	21,049	5,921	26,970	..	..	..
Bihar . . .	1,03,122	6,204	1,09,326	8,832	608	9,440
Gujarat . . .	80,941	21,320	1,02,261	..	..	..
Jammu & Kashmir . . .	7,657	2,281	9,938	849	56	905
Kerala . . .	92,525	55,997	1,48,522	42	14	56
Madhya Pradesh . . .	21,711	3,073	24,784	33,582	5,087	38,669
Madras . . .	79,865	21,765	1,01,630	..	..	..
Maharashtra . . .	1,87,683	47,041	2,35,324	11,089	1,324	12,413
Mysore . . .	78,783	20,303	99,086	2,026	56	2,082
Orissa . . .	18,656	1,494	20,150	303	62	365
Punjab . . .	93,732	26,342	1,20,074	15,318	2,981	18,299
Rajasthan . . .	38,728	4,683	43,411	8,727	744	9,471
Uttar Pradesh . . .	2,17,444	24,615	2,42,059	..	..	..
West Bengal . . .	85,712	27,199	1,12,911	23,278	5,189	28,467
A. & N. Islands . . .	15	..	15	40	14	54
Dadra & Ngr., Haveli . . .	15	2	17	..	..	..
Delhi . . .	450	180	630	9,253	3,904	13,157
Himachal Pradesh . . .	1,659	117	1,776	242	191	433
Manipur . . .	3,112	527	3,639	..	..	..
Nagaland . . .	293	43	336	..	..	..
N.E.F.A. . .	46	3	49	..	..	..
Pondicherry . . .	844	283	1,127	..	..	..
Tripura . . .	2,232	734	2,966	455	158	613
INDIA . . .	11,88,829	2,79,295	14,68,124	1,50,234	26,256	1,76,490

Secondary and Equivalent Examinations

Number Passed in						Pass Percentage		State/ Territory
Matriculation and Equivalent Examination			Higher Secondary and Equivalent Examination			Matricula- tion & Equivalent Exam.	Hr. Sec. Examina- tion	
Boys	Girls	Total	Boys	Girls	Total	14	15	
8	9	10	11	12	13	14	15	
22,390	3,606	25,996	10,949	2,276	13,225	42.5	31.4	Andhra Pradesh
8,728	2,235	10,961	..	..	..	40.6	..	Assam
44,870	3,728	48,598	3,802	343	4,145	44.5	43.9	Bihar
31,271	8,880	40,151	..	..	..	39.3	..	Gujarat
3,680	1,204	4,884	380	24	404	49.1	44.6	Jammu & Kashmir
37,713	20,132	57,845	5	1	6	38.9	10.7	Kerala
5,529	991	6,520	24,647	4,030	28,677	26.3	74.1	Madhya Pradesh
29,875	9,382	3,257	..	..	..	38.6	..	Madras
1,09,986	29,726	1,39,712	4,776	777	5,553	59.4	44.7	Maharashtra
31,490	8,287	39,777	455	14	469	40.1	22.5	Mysore
9,450	904	10,363	180	41	221	51.4	60.5	Orissa
47,889	14,008	61,897	8,661	1,858	10,519	51.5	57.5	Punjab
18,307	2,305	20,612	3,363	378	3,741	47.5	39.5	Rajasthan
92,618	15,708	1,08,226	..	..	..	44.7	..	Uttar Pradesh
28,638	8,702	37,240	13,129	3,469	16,598	33.0	58.3	West Bengal
1	..	1	15	11	26	6.7	48.1	A. & N. Islands
4	1	5	..	..	..	29.4	..	Dadra & Ngr., Haveli
275	119	394	6,197	2,695	8,892	62.5	67.6	Delhi
1,090	68	1,158	162	105	267	65.2	61.7	Himachal Pradesh
777	108	885	..	..	..	24.3	..	Manipur
136	21	157	..	..	..	46.7	..	Nagaland
20	2	22	..	..	..	44.9	..	N.E.F.A.
255	100	355	..	..	..	31.5	..	Pondicherry
627	297	924	241	90	331	31.2	52.8	Tripura
5,25,426	1,30,514	6,55,940	76,962	16,112	93,074	44.7	52.7	INDIA

The percentage of expenditure met from different sources of income are given in cols. (15) to (20) of table LXVII. Government met cent per cent expenditure in A. & N. Islands, Dadra, Nagar Haveli, L. M. & A. Islands and N.E.F.A. The contribution from government funds was more than one-half in descending order in Jammu & Kashmir (91.1 per cent), Nagaland (90.7 per cent), Tripura (88.8 per cent), Kerala (81.3 per cent), Rajasthan (80.5 per cent), Madhya Pradesh (72.2 per cent), Pondicherry (67.9 per cent), Mysore (62.9 per cent), Delhi (61.6 per cent), Assam (60.4 per cent), Punjab (59.3 per cent), Andhra Pradesh and Orissa (53.3 per cent each), Madras (51.6 per cent) and Gujarat (50.1 per cent). The contribution of local bodies was significant only in Himachal Pradesh (94.2 per cent) and Manipur (75.3 per cent). Fees accounted for more than 50 per cent in Bihar (60.7 per cent). West Bengal (58.2 per cent) and Maharashtra (54.6 per cent) only. The share, of endowment and other sources varied from 1.0 per cent in Himachal Pradesh to 14.9 per cent in Orissa.

The average annual cost per pupil under instruction in high and higher secondary schools increased from Rs. 91.7 to Rs. 93.6. Its distribution over different sources of income was government funds Rs. 47.9, district board funds Rs. 2.5, Municipal board funds Rs. 1.3, fees Rs. 34.8, endowments Rs. 2.5, and other sources Rs. 4.6. Cols. (21) and (22) of table LXVII indicate the Statewise details of the average annual cost per pupil during 1960-61 and 1961-62. The all-India average for 1961-62, was exceeded in 7 States and 8 Union Territories.

Examination Results

During the year 14,68,124 pupils (11,88,829 boys and 2,79,295 girls) appeared at the Matriculation and equivalent examinations, of which 6,55,940 pupils (5,25,426 boys and 1,30,514 girls) qualified. This gives a pass percentage of 44.7 as against 43.8 per cent in the previous year. The figures given above include private candidates also. The number of students who appeared at the higher secondary and equivalent examinations was 1,76,490 (1,50,234 boys and 26,256 girls); of which 93,074 (76,962 boys and 16,112 girls) qualified yielding a pass percentage of 52.7 per cent. Table LXVIII gives the details of the examination results in different states and Union Territories.

Free Studentship, Scholarships and Stipends

Out of 84,29,721 pupils (63,40,682 boys and 20,89,039 girls), in high and higher secondary schools as many as 12,95,697 pupils (10,09,661 boys and 2,86,036 girls) were receiving free education and the amount foregone on their account came to Rs. 5,66,97,823. In addition to this 4,49,869 pupils (3,76,304 boys and 73,565 girls) received scholarships and stipends of the total value of Rs. 3,25,92,538 and 11,36,680 pupils (8,84,062 boys and 2,52,618 girls) received financial concession of the value of Rs. 5,07,94,582.

CHAPTER VI

UNIVERSITY EDUCATION

Main Developments at the Centre

In the field of higher education, the Government of India is responsible for the maintenance of the Central Universities—Aligarh, Banaras, Delhi and Visva-Bharati. It is also responsible for the co-ordination and maintenance of standards in higher education and it is for this purpose that the University Grants Commission was constituted in 1953. In addition to these constitutional obligations, the Government of India gives grants-in-aids to State Governments and voluntary organisations for the development of higher education and operates several programmes of international co-operation for the development of higher education in India. It also conducts significant pilot projects in higher education of which the most important is that of Rural Institutes.

A. CENTRAL UNIVERSITIES

2. University of Delhi—The following are the principal developments during the year under report:

- (a) *Introduction of Correspondence Courses*—With a view to enabling the University of Delhi to conduct correspondence courses and to confer degrees or diplomas on persons who pursued a course of study by correspondence, a bill to amend the Delhi University Act, 1922, was introduced in the Lok Sabha and was passed by both Houses of Parliament. It was brought into force with effect from 1st February, 1962.
- (b) *Opening of New Colleges*—Two new colleges, namely the Sri Venkateswara College and the W.A.F. Memorial Shivaji College were opened in July 1961 to meet the increasing demand for admissions.
- (c) *The Delhi School of Social Work*—This has been taken over by the Delhi University and is being run as a university-maintained institution with effect from April, 1961.
- (d) *New Department of Modern Indian Languages*—A new Department of Modern Indian Languages has been created in the University. It provides facilities for the teaching of Bengali, Punjabi, Sindhi, Tamil, Telugu, Kanada, Malayalam, Gujarati and Marathi.
- (e) *New Courses*—The new courses instituted in the University during the year are: (1) A Certificate Course in Spanish, (2) A Certificate Course in Gujarati, (3) A Certificate Course in Marathi, and (4) A Certificate Course in Translation (English-Hindi).

3. *Aligarh Muslim University*—The following are the main developments during the year under report:

- (a) *Aligarh Muslim University Enquiry Committee*—The Aligarh Muslim University Enquiry Committee submitted its Report to the University in December, 1960. All the recommendations of the Enquiry Committee have since been accepted by the Executive Council of the University which has set up an Implementation Committee to ensure that quick effect is given to them.
- (b) *Medical College*—The University scheme for the establishment of a medical college has been approved by the authorities concerned and ordinances for the purpose have also been framed. The posts required for the college have been sanctioned.
- (c) *Education Department*—In addition to its regular in-service activities the Department organised an intensive project on the teaching of English in order to work out, with the help of classroom teachers, the best and most effective methods of teaching English to the VI, VII and VIII classes, without changing the prescribed textbooks.

4. *Banaras Hindu University*—The following are the main developments during the year under report:

- (a) *Long-Term Legislation for Banaras Hindu University*—A bill further to amend the Banaras Hindu University Act, 1915, was introduced in the Lok Sabha in May, 1961. However, due to other important items of business and for certain other reasons, the Bill could not be taken up for consideration.
- (b) *New Departments*—The President, in his capacity as the visitor of the University, has approved the University's proposals for the creation of the following three additional departments:—
 1. Department of Indian Languages.
 2. Department of Foreign Languages.
 3. Department of Geophysics.
- (c) *Institute of Nuclear Sciences*—Proposals to start an Institute of Nuclear Sciences are under consideration. A committee of the Atomic Energy Commission has already visited the University in this connection.

5. *Visva Bharati*—The following are the main developments during the year:

- (a) *Amendment of the Visva-Bharati Act, 1951*—With a view to removing certain lacunae in the Visva-Bharati Act, 1951, a Bill to amend the Act has been passed by both Houses of Parliament and has received the President's assent.
- (b) *Creation of New Departments/Courses*—On the recommendation of the *Siksha Samiti* (Academic Council) three new courses of studies

have been introduced from the 1961-62 academic session; (i) B.Sc. Honours in mathematics with physics and chemistry as subsidiary subjects; (ii) B.A. Honours in ancient Indian history and culture; and (iii) M.A. in history. A one-year preparatory course of studies in arts subjects, intended for those who passed the school certificate or its equivalent examination after completion of the ten-year school course, was also introduced at the *Siksha Bhavan*, for two years only with effect from July, 1960.

- (c) *Reorganisation of Studies*—A four-year diploma course in music and dance was introduced at the *Sangeet Bhavana* in place of the three-year intermediate course followed by a two-year degree course in music and dance. The courses of study at the *Kala Bhavana* leading to the four-year diploma and two year certificate in fine arts and artistic handicrafts were also reorganised.
- (d) *Projects Undertaken and Executed*—Satisfactory progress was maintained throughout the year in the implementation of the Water Supply Scheme sanctioned by the University Grants Commission at an estimated cost of Rs. 18 lakh.

The Ministry of Food and Agriculture, Government of India, presented to the University the deep tube-well which the Exploratory Tube-wells Organisation had sunk at Santiniketan. This enabled the Water works to function from May, 1961.

Construction of the Rabindara Art Gallery which was undertaken in the beginning of 1960 progressed satisfactorily. The building was ready for occupation during the Poet's Birthday Centenary Celebrations in May, 1961. A hobby workshop building was constructed and the extension of the Pearson Memorial Hospital was completed.

B. INSTITUTIONS OF ALL-INDIA IMPORTANCE IN EDUCATION

6. *Jamia Millia Islamia*—The *Jamia Millia Islamia*, New Delhi, is one of the national educational institutions in receipt of grants from the Central Government on a 'cover-the deficit' basis. It provides education from the nursery to the graduate level in addition to maintaining a Teachers' College and a Rural Institute.

Recently the University Grants Commission agreed to recognise for a period of three years in the first instance, the B.A. and B.Ed. degrees of the *Jamia*, subject to satisfactory arrangements being made for the administrative and academic set-up.

7. *Assistance to All-India Institutions of Higher Education*—In the Central sector, the Ministry of Education has included a scheme under the third Five year Plan for assistance to all-India institutions of higher education. This is a continuing scheme from the Second Plan and grants under it are paid to non-affiliated institutions of higher education that are recommended for assistance by the Advisory Committee headed by Shrimati Kamaladevi Chattopadhyay.

The Advisory Committee has recommended the following institutions for assistance under the scheme:

- (1) Vidya Bhawan Society, Udaipur, (Rajasthan).
- (2) Lok Bharat, Sanosara (Gujarat).
- (3) Kaivalyadham Shreeman Madhava Yoga Mandira Samiti, Lonavala, Poona (Maharashtra).
- (4) Gujarat Vidyapeeth, Ahmedabad, Maharashtra.
- (5) Kashi Vidyapeeth, Varanasi (U. P.).
- (6) Gurukul Kangri, Hardwar (U. P.).
- (7) Kanya Gurukul Mahavidyalaya, Dehra Dun. (U. P.).
- (8) Gurukul Vishwavidyalaya, Vrindaban (U. P.).
- (9) Institute of Oriental Philosophy, Vrindaban (U. P.).
- (10) Sri Aurobindo International Centre of Education, Pondicherry.

Of these, the Kanya Gurukul, Dehra Dun and the Kashi Vidyapeeth, Varanasi were given grants amounting to Rs. 53,000 and Rs. 80,000 respectively during the year 1961-62. In addition, the Ministry has agreed in principle to give a non-recurring grant of Rs. 1,00,000 to the Kashi Vidyapeeth for the construction of additional classrooms.

8. **Indian School of International Studies**—On the advice of the University Grants Commission, the Ministry has declared that the Indian School of International Studies, New Delhi, which is an institution for higher education, shall be deemed to be a university for purposes of the University Grants Commission Act.

9. **Gurukul Kangri Vishwavidyalaya**—The advice of the University Grants Commission that the Gurukula Kangri Vishwavidyalaya may be deemed to be a university in terms of the University Grants Commission Act, is under the consideration of the Ministry.

10. **Kashi Vidyapeeth**.—A visiting committee under the chairmanship of Shri Jayaprakash Narayan was appointed to study the working of the Kashi Vidyapeeth, Varanasi, and to report to the Government the desirability or otherwise of declaring it as an institution of national importance. The committee has since submitted its report which is under the consideration of the University Grants Commission.

11. **Gujarat Vidyapeeth, Ahmedabad**—The Government of India has appointed a visiting committee for this institution under the chairmanship of Dr. M. S. Mehta, Vice-Chancellor, Rajasthan University. The terms of reference for the Committee are the same as for the committee on Kashi Vidyapeeth. The committee has since submitted its report which is under consideration.

12. **Gurukul Kangri, Hardwar**—The Government of India have fixed the maintenance grant to the Gurukul Kangri, Hardwar, at Rs. 1,11,200 per annum for 1961-62 and 1962-63 or till the institution acquires a university status under the U.G.C. Act.

13. **Committee on Recognition of Diplomas of Sri Aurobindo International Centre of Education**—A committee was appointed to examine the question of recognition of diplomas of Sri Aurobindo International Centre of Education, Pondicherry. On the basis of the report submitted by the committee the Ministry of Home Affairs is considering, in consultation with the U.P.S.C., the question of recognition of the 'Higher Course' of the Centre as equivalent to the B.A., B.Sc. degrees of Indian universities for purposes of employment in posts under the Central Government

C. UNIVERSITY GRANTS COMMISSION

14. **Programme**:—During the year under review a series of meetings were arranged between the University Grants Commission and the representatives of the State Governments and the State universities to find out how development schemes of a reasonable size could best be implemented.

The following schemes were proceeded—

- (a) Library buildings at the Universities of Vikram Mysore, Utkal Marathwada and Jabalpur and the Indian Institute of Science, Bangalore, were approved at a total cost of Rs. 55 lakh;
- (b) The Universities of Aligarh, Baroda, Calcutta, Gujarat, Kerala, Mysore, Osmania, Panjab, Poona and Sanskrit University Varanasi, were selected for assistance in the matter of collecting, preserving and utilising manuscripts;
- (c) Allocations were made to all universities for the purchase of library books and journals and building up of textbook libraries to meet the general needs of teaching and research, both in the humanities and sciences ;
- (d) Allocations were made to all universities for scientific equipment to meet their general needs of teaching and research;
- (e) Approval was given to the establishment and improvement of printing presses at the Universities of Calcutta, Sri Venkateswara, Jammu and Kashmir, and Burdwan at a cost of Rs. 6,60,000;
- (f) Guest houses and staff clubs for the Visvabharti, Delhi and Rajasthan Universities were approved at a cost of Rs. 6,60,000;
- (g) Tagore Chairs were established at the Universities of Bombay, Baroda, Calcutta, Delhi, Kerala, Madras, Nagpur, Panjab and Rajasthan; and Tagore Lecturerships were instituted at the Universities of Allahabad, Annamalai, Marathawada, Mysore and Poona;
- (h) University hostels for women at the Universities of Patna, Osmania, Kerala, Bihar, Nagpur, Gujarat and Burdwan, and those for men at Saugar, Waltair, Bihar and Burdwan were approved at a total cost of Rs. 45 lakh;
- (i) Staff quarters at Gorakhpur, Burdwan, Baroda, Visva-Bharti, Sri Venkateswara and Andhra Universities were sanctioned at a total cost of Rs. 34 lakhs;

- (j) Gandhi Bhavans are coming up at Allahabad, Delhi, Nagpur, Panjab and Rajasthan Universities and proposals for their establishment in Universities of Kerala, Karnatak, Mysore, Andhara, Aligarh and Jammu and Kashmir have been accepted.
- (k) The centenary buildings at Calcutta, Bombay and Madras Universities are progressing satisfactorily and some of them are nearing completion ;
- (l) A medical college for the M.B.B.S. degree has started functioning at the Banaras Hindu University;
- (m) Assistance to the Gauhati University under the three-year degree course is being given;
- (n) A scheme to utilise, at university centres, services of scientists and teachers of established repute (who are active even after superannuation) both for research and teaching work (normally up to 65 years) has been accepted;
- (o) A scheme for holding research seminars and summer schools and institutes under the Commission's auspices on a larger scale than hitherto has been drawn up.

For the development of science, apart from schemes begun or sanctioned in the Second Plan period, certain specific schemes mentioned below have been approved :

- (a) Establishment of new departments of postgraduate studies in geography and statistics at the University of Mysore;
- (b) Development of various science departments at Burdwan University;
- (c) Creation of a Chair after the name of Dr. Sir M. Visvesvaraya at Mysore University ;
- (d) Assistance to the Universities of Gujarat, Delhi, Kerala and Utkal for holding workshops and summer schools in specialised topics and for convening annual sessions of learned societies;
- (e) Assistance to postgraduate affiliated colleges for the development of postgraduate studies in basic science subjects (Schemes already sanctioned include the development of the Department of Zoology at B. R. College, Agra, and the Department of Chemistry at Madurai College, Madurai);
- (f) Development and maintenance of Ionospheric Field Station at Haringhatta in the Calcutta University;
- (g) Sanction of grants for the introduction of the five-year integrated course in engineering colleges;
- (h) Further development of the Department of Engineering at the Annamalai University ;
- (i) Grants for the improvement of the standards of instruction at the College of Mining and Metallurgy at Banaras Hindu University;

- (f) Development of instructional facilities in industrial management and business management at the Universities of Delhi, Bombay, Gujarat and Madras ;
- (k) Opening of full-time and part-time courses in business management at the Universities of Bombay, Delhi, Gujarat and Madras;
- (l) Development of additional facilities at the School of Architecture at Madras University for conducting a five-year integrated course;
- (m) Development of the Department of Applied Geology at the University of Saugar in accordance with the recommendations of the Joint Committee of the University Grants Commission and the All-India Council for Technical Education for the development of facilities in geology and applied geology;
- (n) Establishment of a polytechnic at the Annamalai University; and
- (o) Establishment of some advanced centres of study in the universities of Bombay Calcutta, Delhi, Jadavpur, Madras, Poona and Saugar.

The Commission has formulated a policy for the payment of grants towards the development of post graduate education in science subjects in affiliated colleges and necessary grants have been sanctioned to a number of colleges.

15. Scales of Pay—With effect from 1st April 1961, the scales of pay of teachers in the Central universities have been revised as follows:—

Professors	..	..	..	..	Rs. 1000—50—1500
Readers	..	..	..	..	Rs. 700—40—1,100
Lecturers	..	..	..	..	Rs. 400—40—640—E.B. —40—800

These scales have been communicated to the State universities for their guidance and if they decide to effect a similar reform, assistance up to 80 per cent of the increased expenditure would be given by the Commission. A number of universities have sent in proposals on this subject which are now being examined.

Assistance towards upgrading the salaries of college teachers, in accordance with the scales of pay approved during the Second Plan, has been promised to those colleges which could not adopt the reform earlier but would like to introduce it now. The assistance, however, will be limited to the period of the Third Plan only.

The scales of pay and allowances of the non-academic staff of universities have been revised on the lines of the recommendations made by the Pay Commission for the employees of the Central Government.

D. DEVELOPMENT PROJECTS UNDERTAKEN WITH EXTERNAL ASSISTANCE

16. In the field of higher education, a number of important development projects have been taken up with external assistance. These include: (a) Home science education and research; (b) Public Administration Centre at Lucknow University; (c) introduction of a general education programme in selected Indian universities; (d) Australian gift of reference books under the Colombo Plan; (e) Indo-United States Agreement for financing an educational exchange programme; (f) lowpriced re-publication of standard educational works and books of reference; and (g) India-Wheat Loan Educational Exchange Programme.

17. Home Science Education and Research—The project for assistance to home science education and research under the Indo-U.S. Technical Cooperation Programme continued to progress during 1961-62. Of the last batch of nine American technicians who had come to assist the institutions selected as regional demonstration centres under the Project, eight have completed their assignment and have returned to the U.S.A.

As regards training facilities provided under the Programme, the four home science teachers who had gone to the U. S. A. for higher studies/training for 12 months have returned to their respective institutions.

A Home Science Administrators' Conference was held at New Delhi in January, 1961 for the exchange of ideas and experiences among the home science administrators who had an opportunity of visiting the U. S. A. under the programme and of observing the American institutions at work. A home science workshop was held in February, 1961 to discuss, among other items, the postgraduate courses in various areas of home science in India and other related topics.

The regional demonstration centres conducted workshops on various aspects of home science to assist the teachers of home science institutions and high/higher secondary schools in the respective regions in various professional areas as well as in teaching methods and instructional aids.

A postgraduate course in various fields of home science has been instituted at five institutions in India and five others are making preparations to institute the course.

18. Introduction of Central Education Programme in selected Indian Universities through Ford Foundation Grant—This programme, which was drawn up in 1959-60 with a grant from the Ford Foundation, continued to make progress during 1961-62. The six beneficiary universities under the project have been conducting seminars and workshops on general education teaching by inviting top-ranking professors and educationists who have made a special study of the subject. Books on general education have also been purchased and distributed by the universities. A provision of Rs. 79,000 was made in the budget for 1961-62 in this behalf.

19. Colombo Plan—GIFT of Australian Reference Books to Indian Universities/Libraries/Institutions.—The Government of Australia, through their High Commission in India, made a gift of reference books on Australia to 38 Indian universities/libraries/institutions.

20. Indo-U.S. Agreement for Financing Education Exchange Programme—Under the U.S.E.F.I. Programme for 1961-62 administered by the U. S. Educational Foundation in India, the following exchange has been carried out:

From India to U.S.A.	..	..	..	..	165 Grantees
From U.S.A. to India	..	..	..	..	91 Grantees

Under the terms of the Agreement, the Government of India reimburses to the U. S. Educational Foundation in India, the taxes and duties paid by the Foundation and its American grantees in India, as they are exempted from payment of such taxes.

21. **Low-Priced Republication of Standard Educational Works and Books of Reference**—There are two main schemes for this purpose.

(a) *The U. S. A. Scheme*—During the period under review, consultations have been held with the concerned Ministries of the Government of India, and broad guiding principles have been framed within which the programme of low-priced publication of American textbooks, with the help of P.L. 480 funds, may be undertaken by the American Embassy or a representative designated by the Embassy for this purpose.

The work of publication has started.

So far, the following books have been published under the scheme—

1. College Chemistry *by* Linus Pauling.
2. Statistical Methods Applied to Experiments in Agriculture and Biology *by* Snedecor, G.W.
3. International Law *by* Charles G. Fenwick.
4. A Descriptive Petrography of Igneous Rocks Vol. 1 *by* Johannsen.

To evaluate the new books proposed under the scheme, the Ministry has drawn up a panel of expert evaluators in various subject-fields.

It has been found necessary to review the entire scheme to ensure that it is administrated in such a manner that it does not cause any hardship to Indian authors and publishers. For this purpose, an Indo-American Board has been set up. It consists of 14 members—seven representing the Government of India and seven, the Government of U. S. A. The Board goes into problems connected with the working of the scheme, with a view to safeguarding the interests of Indian authors.

(b) *The U. K. Scheme*—The Government of the U. K. has also initiated a scheme for the production of low-priced books of reference and standard works for use in India and has given a measure of priority to university textbooks. The first set of about 30 books on scientific, engineering, technological and other subjects has been published. The price-range of these books averages one-third of the original and is, in some cases, even less. These books will be followed by a further group of university textbooks. The titles were selected in consultation with the University Grants Commission.

22. **India-wheat Loan Educational Exchange Programme**—The India-Wheat Loan Educational Exchange Programme has reached a stage of successful completion with the allocation of the fifth and final year funds during the year 1960-61. As the allocation during the year 1960-61 was final, it was utilised for the furtherance and successful completion of the important projects initiated in earlier years, rather than for taking up new projects for which additional resources may not have been found. Sums of £175,000 and £ 148,000 were distributed for the purchase of equipment and books during 1960-61 and 1961-62.

The personnel-exchange component of the programme during the year was of special significance. In addition to providing opportunities to several Indian scientists and librarians to visit the U. S. A., it opened up a new phase of exchange for curriculum scientists between the two countries

E. RURAL HIGHER EDUCATION

23. Rural Institutes—In addition to the 11 Rural Institutes started during the second Five-Year Plan, two more Rural Institutes, *viz.*, Rural Institute, Wardha and Rural Institute, Hanumanamatti (Mysore State) started functioning from the current academic year with the diploma course in rural services and the certificate course in agricultural science. The post-diploma course in co-operation has been started at Sri Ramakrishna Mission Vidyalaya, Coimbatore.

24. Grants—The total amount of grants sanctioned to the Rural Institutes during the year was Rs. 22,63,634 and that of stipends sanctioned was Rs. 4,66,344.

25. Academic Events—The National Council for Rural Higher Education met twice during 1961, once in January, 1961 at Udaipur and again in New Delhi in November, 1961. At the second meeting, the Council considered pressing problems of the Rural Institutes, their finances and academic activities.

The Ministry organised orientation courses for the teachers of Rural Institutes at the Institutes at Bichpuri and Amravati. A seminar for the twenty teachers who were sent to the U.S.A. in 1959 under a T.C.M. programme was held at Udaipur in September, 1961. Three more seminars on the teaching of economics, agriculture and engineering were held respectively at Rajpura, Sanosara and Coimbatore in November and December, 1961 and January, 1962.

A journal on "Rural Higher Education" was brought out in November, 1961, as a supplement to 'Youth'. It is proposed to continue this journal as a Quarterly.

26. General—Under the Programme for 1961, equipment worth of £25,000 is being supplied to the Rural Institutes by the Technical Co-operation Mission. The equipment has started arriving at the Institutes.

The Ministry of Home Affairs, in consultation with the U.P.S.C., have recognised the diploma in rural services under them. The diploma has also been recognised by almost all State Governments. The Inter-University Board and the Universities of Agra, Annamalai, Baroda, Delhi, Gujarat, Jadavpur, Karnatak, Madras, Marathwada, Nagpur, Patna, Panjab, Rajasthan, S.N.D.T. (Bombay), S. V. Vidyapeeth and Visva-Bharti have recognised the diploma for purposes of admission to post-graduate courses.

All State Governments except Andhra Pradesh, Gujarat, Punjab and West Bengal, have recognised the diploma in civil and rural engineering for purposes of employment to subordinate posts.

The Governments of Andhra Pradesh, Bihar, Gujarat Madhya Pradesh, Maharashtra, Mysore and Orissa have recognised the sanitary certificate course.

F. GENERAL

27. Model Act for Universities in India—In order to consider broadly the organisational structure of universities in India and to prepare the outline of a 'Model Act' best suited to their present role and functions, a seven-member committee has been appointed under the chairmanship of Dr. D. S. Kothari. The proposals in this behalf were examined by a group comprising the Chairman, University Grants Commission, the Secretary, Ministry of Education, and the Vice-Chancellor, Delhi University. The Committee is expected to submit an interim report in the near future.

28. Vice-chancellors' Conference—A conference of the vice-chancellors of all the Indian universities was held at New Delhi in October, 1961 in collaboration with the University Grants Commission. The Conference was inaugurated by the Union Education Minister and was presided over by the Chairman, University Grants Commission. The Union Health Minister, the Minister of Community Development and Cooperation and Member (Education) of Planning Commission addressed the Conference. The Prime Minister also addressed the vice-chancellors. The Conference deliberated on important problems of university education. The conclusions and recommendations of the Conference have since been circulated to all universities and other participants for necessary action.

29. Sponsored Colleges in West Bengal—Consequent upon the decision of the Government to wind up the Ministry of Rehabilitation according to a phased programme, that Ministry has transferred the work relating to the 'sponsored colleges' in West Bengal to the Ministry of Education. In accordance with the arrangements made in consultation with the Government of West Bengal, the Ministry of Rehabilitation sanctioned the establishment of 12 degree colleges in West Bengal during 1956—60 in order to meet the requirements of a large number of displaced students from East Pakistan for whom adequate educational facilities were not available in the existing colleges.

The Ministry of Rehabilitation has sanctioned, as grant-in-aid to the Government of West Bengal, the capital expenditure for the buildings and equipment of all these colleges, and in most cases, has either sanctioned the cost of acquiring the site or has provided land for the site in the colonies set up at the cost of the Central Government.

As regards recurring expenditure, the entire deficit (after deducting the amount received from fees and other receipts) has to be met by the Government of India according to a progressively sliding scale so that the responsibility of the Central Government ceases at the end of a fixed period. During 1961-62, proposals for a grant-in-aid of Rs. 3,63,000 were received and the amount sanctioned.

30. Deshbandhu College, Kalkaji, New Delhi—A grant-in-aid of Rs. 41,000 has been sanctioned to the college during the current year. Another sum of Rs. 3,000 has been given to the college as non-recurring grant for the purchase of library books.

31. Inter-University Board of India—The Inter-University Board of India is a voluntary organisation constituted by the universities in India for the purpose, mainly, of serving as an authorised channel of communication between universities that are its constituent members. It also facilitates coordination of university work. The Board receives a maintenance grant up to Rs. 32,000 annually from the Central Government. The actual grant given this year is Rs. 25,000. In view of the large number of new universities that are being established every year and the consequential increase in the activities of the Board, it is proposed to allocate additional development grants to the Board upto Rs. 1,00,000 during the Third Five Year Plan.

32. Promotion of Publications in Science and Technology—A scheme is being worked out to promote publications in science, technology and the humanities at university level by Indian authors.

33. Scheme of Correspondence Courses and Evening Colleges—The Government of India have included in the Third Five Year Plan a scheme for assisting universities to impart instruction through evening colleges and correspondence courses. On the recommendation of the Central Advisory Board of Education, an expert committee has been set up under the chairmanship of the chairman of the University Grants Commission to work out the details of the scheme. The report of the Expert Committee is awaited. As stated earlier, pending receipt of the report, the Government of India has on the recommendation of the Committee, amended the Delhi University Act to enable the University of Delhi to start correspondence courses from 1962. A provision of Rs. 1,00,000 was included for this purpose in the revised estimates for 1961-62. For 1962-63, a provision of Rs. 10 lakh has been included in the budget for the same purpose.

Main Development in the States

A brief account of the development in the field of University education in different States is given below :—

Andhra Pradesh

Andhra University

A diploma course in Rural studies was introduced. M.A. in Anthropology and full-fledged M.A. Degree course of one year's duration for honours graduates and two years duration for pass graduates in English, Sanskrit, Telegu, Philosophy, History, Politics, Economics and Mathematics were started in the University College, Waltair.

Two departments, viz., those of Anthropology and Theatre Arts (Acting) were established in the University Colleges. The Department of Geophysics was bifurcated into two departments, namely (i) Geophysics and (ii) Meteorology and Oceanography.

Osmania University

Senior Diploma in French and German in the Faculty of Arts, B.Sc. (Home Science) in the Faculty of Science, M.E. in Hydraulics in the Faculty of Engineering and M.Sc. (Bio-chemistry), D.P.H., D.M.R., D.H.M., and M.S. (ENT) in the Faculty of Medicine were introduced.

Assam*Gauhati University*

Pre-University in Arts, Science and Commerce were introduced.

Bihar*Bhagalpur University*

Post-graduate teaching in Science subjects was sanctioned during the year.

Bihar University

Post-graduate teaching in four arts subjects was sanctioned at C.M. College, Darbhanga, under Bihar University.

Patna University

No new course subject was started.

Ranchi University

M.A. in Economics and M.Sc. in Agriculture were started.

Gujarat*Baroda University*

Some new courses/subjects, viz., Ph. D. in Geology, M.E. in Soil Mechanics, M.Sc. (Home) in Clothing and Textile, M.Sc.(Home) in Home Science Education and Extension, LLB., Diploma in Early Childhood Education and Certificate in German Language were introduced.

Gujarat University

Diploma in Fine Arts and Diploma in Journalism were newly started.

S. V. Vidyapeeth

Ph.D. (Education), Teachers' Diploma and Diploma in Dairy Science were started.

A donation of Rs. 5,000 offered by the Gujarat State Centenary Committee, was accepted and a gold medal to be called Kaviraj Ravindra Nath Tagore Centenary Gold Medal was instituted.

Jammu & Kashmir*Jammu & Kashmir University*

Pre-University and Three years' Degree course in Arts, Science and Commerce were introduced. B.Sc.(Agr.) and B.E. (in Civil, Electrical and Mechanical) along with M.Sc. in Zoology and Botany were also started.

Kerala*Kerala University*

Post-graduate courses in Commerce were started in Mar Ivanios College, Sacred Heart College, N. S. S. Hindu College, Fatima Mata National College and Christ College. Post-graduate course in Social Welfare (M.S.W.) was started in Sacred Heart College. Another postgraduate course in Agriculture (M.Sc. Agri.) was started in the Agricultural College. M.Sc. in Zoology was started in Christ College.

Diploma course in German was started in the University Department of German. Instructions for Bachelor Degree in Library Science (B.Lib.Sc.) was started in the University Library. A Post-graduate course in Tamil was started in the University Department of Tamil.

One new Department viz. Department of Tamil was also established.

Madhya Pradesh*Indira Kala Sangeet Vishwavidyalaya*

A new course in Vid-Honours was started during the year.

Jabalpur University

The first Department of post-graduate studies and research in science, viz. the Department of Post-graduate Studies and Research in Chemistry was established. An ordinance along the lines of the corresponding ordinance relating to the University Departments of post-graduate Studies and Research in Arts had also been made to regulate the arrangements for instruction for the M.Sc. course in the University Departments of Post-graduate Studies and Research in Science.

Regular classes for the LL.M.(Part I) Examination were held for the first time in this academic year.

Saugar University

The University introduced post-graduate course in law leading to LL.M. Degree, 4 year's integrated course in Agriculture leading to B.Sc.(Agri) degree and 5 year's integrated course leading to B.E. degree. The University also formulated a scheme for post-graduate study in M.Sc. in Applied Geography. The University decided to merge the Department of Pure Geology with that of Applied Geology. The University also introduced three years degree course in classics leading to B.A. (Classics) degree.

Vikram University

M.A. in Ancient Indian History and Culture, M.A. in Social Work, Bachelor, in Dental Surgery and Master in Veterinary Science were instituted.

Madras*Annamalai University*

M.A. in Psychology and certificate course in Tamil were introduced.

Madras University

The regulations for M.A. in Social work, M.A. in French, Bachelor of Indian Medicine, Master of Technology and Diploma in Management Studies were introduced. On the recommendation of the Board of Studies, revised regulations for B.T. degree course and diploma in Statistics had been adopted.

Maharashtra*Bombay University*

A Diploma course in Industrial Engineering (D.I.E.) was instituted. An endowment of Rs. 4 lakhs had been created in the University for the establishment of a Tagore chair. The University Grants Commission also gave a grant of Rs. 3 lakhs to the University for this purpose.

Marathwada University

Post-graduate teaching in Hindi was started with the assistance of contributed teachers from the affiliated colleges. Bachelor Degree in Oriental Learning and Diploma in Oriental Learning were also instituted.

Nagpur University

Degree course in Architecture, M.S. (Oph.), M.D. (Path.), M.Ch. (Plastic Surgery) were started. Poultry Science was added as a subject for B.V.So. examination.

S.N.D.T. Women's University

Diploma in Library Science was instituted.

Mysore*Karnatak University*

The university started a Diploma course in Public Administration, under the auspices of the political science Department of the University.

Mysore University

M.Sc. (Anatomy), M.Sc. (Pharmacology) M.D., M.S., M.Sc. (Home Science), Post-graduate Diploma in D.O.M.S. were introduced. A post-graduate course in Architecture and Town Planning was approved.

Orissa*Utkal University*

New courses, in M.D. (Social and Preventive Medicine), Ph.D. (Anatomy) Pathology, Biochemistry and Pharmacology) and D.A. (Anaesthesiology) were started.

Punjab*Kurukshetra University*

Pre-University, Pre-Medical, B.A./B.Sc. (Pass), B.A.(Hons). in English, Mathematics, Economics, Political Science, Hindi, History and Sanskrit, and B.Sc. (Hons.) in Physics and Chemistry were started. M.A. in English, History, Political Science, Hindi, Economics, Mathematics, Philosophy, Indian Philosophy & Religion & M.Sc. in Chemistry were also introduced.

Panjab University

Pre-Agriculture, Pre-Commerce, Pre-Medical, Pre-Engineering and B.A. and B.Sc. (3 years) courses were started. M.A. in Ancient Indian History & Culture and Public Administration were also introduced.

Rajasthan*Rajasthan University*

Certificate course in Russian and Diploma in French and German Languages were started along with the Diploma course in Library Science.

Uttar Pradesh*Agra University*

New courses in Diploma of Higher Proficiency in Hindi Phonetics and Graduate of Homoeopathic Medical Science were introduced.

Aligarh University

The Faculties of Arts and Science successfully completed the change-over from old pattern of the Intermediate and Two years' Degree courses to the Pre-University and Three years' Degree courses.

Allahabad University

Bachelor of Engineering, M.B., B.S. and M.A. in Psychology were introduced.

Lucknow University

Anaesthesiology had been separated from the Department of Surgery and a new Department of Anaesthesiology was created.

Roorkee University

A new post-graduate course in Machine Design was started in the Mechanical Engineering Department.

U.P. Agricultural University

B.Sc. (Hons.) Agri. & A.H. and B.V.Sc. were started.

West Bengal*Burdwan University*

M.Sc. in Physics and Chemistry were started.

Calcutta University

Regulations for the Pre-University Examination were split up into two separate sets of regulations i.e. for Pre-University Examination in Arts and for Pre-University Examination in Science. An integrated Degree course in B.E. (Intermediate) was also started.

Jadavpur University

The University instituted a two years' post-graduate course in Bio-Chemical Engineering leading to the Degree of Master of Technology. The syllabi and courses of study for the 5 years' integrated courses in Engineering were adopted. The University also instituted a two years' certificate course in Sanskrit. Besides the above, the syllabi of studies of post-graduate courses in Physics, English, Bengali and International Relations and of under-graduate courses in English and Bengali were revised and adopted.

Kalyani University

The University started B.Sc. (Agri.) 4 years' course, B.Sc. (Hons.) in Chemistry, M.Sc. in Chemistry, Botany and Zoology, M.Sc. (Agri.) Plant Pathology and M.A. Economics for the first time during the year.

Visva-Bharati University

B.Sc. (Hons.) in Mathematics with Physics and Chemistry as subsidiary subjects and B.A. (Hons.) in Ancient Indian History and Culture were introduced.

Delhi*Delhi University*

One year certificate course in Spanish was instituted in the Department of Modern European Languages. One year diploma courses in German and Italian (after the certificate course) were also instituted in the department. Diploma courses in Radiation Medicine and Ophthalmology were instituted in the Faculty of Medical Sciences.

Institutions*(a) Universities*

During the year, the number of universities in the country rose by one to 46. The newly established University was K.S. Sanskrit University, Darbhanga. Of these 9 universities were located in Uttar Pradesh, 5 each in Maharashtra, West Bengal and Bihar, 4 in Madhya Pradesh, 3 each in Andhra Pradesh and Gujarat, 2 each in Madras, Mysore and Punjab and 1 each in Assam, Jammu and Kashmir, Kerala, Orissa, Rajasthan and Delhi. The remaining Union Territories had no university of their own.

Table LXIX gives the year of foundation/reconstitution, territorial jurisdiction, type, faculty and medium of instruction/examination of each university.

Of these 46 universities, one was purely affiliating, 12 residential and teaching, 2 teaching and federal and the remaining 31 teaching and affiliating.

Apart from these 46 universities, there were three institutions as against two in the previous year which were deemed to be universities under Section 3 of the University Grants Commission Act of 1956. These were Indian Agricultural Research Institute, New Delhi; Indian Institute of Science, Bangalore and Indian School of International Studies, New Delhi. Moreover, under Acts of the Parliament, the All India Institute of Medical Sciences, New Delhi, the Indian Institute of Technology, Kharagpur, Indian Statistical Institute, Calcutta were declared as Institutions of National Importance.

Boards

There was no change in the number of Boards which, *inter alia*, conducted Intermediate Examinations. The names of the existing Boards are given below—

1. Board of High School and Intermediate Education, Uttar Pradesh ; Allahabad.
2. Board of Secondary Education, Madhya Pradesh, Bhopal.
3. Board of Secondary Education, Rajasthan, Jaipur.
4. Central Board of Secondary Education, Delhi.

Colleges

The total number of colleges affiliated to universities and boards or recognised by State Governments increased by 225 to 2,365. This gives an increase of 10.5 per cent. Of these, 1,182 were arts and science colleges (including 44 research institutions), 961 colleges for professional education and 222 colleges for special education. The corresponding total number of these colleges during the previous year was 2,140. Of these, arts and science colleges were 1,080 (including 41 research institutions), colleges for professional education 852 and colleges for special education 208. Thus arts and science colleges registered an increase of 9.3 per cent while the professional colleges and special education colleges increased by 12.8 per cent and 6.7 per cent respectively.

The colleges for women numbered 313. Of these, 181 were arts and science colleges, 106 professional education colleges and 26 special education colleges. The corresponding number for the previous year was 165, 97 and 21 respectively. The percentage of women's colleges to the total number of colleges comes to be the same as in the previous year.

Colleges (including 3 research institutions) in rural areas numbered 273 (258 for men and 15 for women). Of these, 106 (including 5 for women) were arts and science colleges, 164 (including 10 for women) professional education colleges and special education colleges. These colleges in rural areas constituted 10.9 per cent of the total number of colleges in the country.

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

Name and Address	Year of Foundation/ Reconstitution	Territorial Jurisdiction	Type	Faculties	Medium of Instruction/ Examination
1	2	3	4	5	6
ANDHRA					
Andhra University, Waltair.	1926	Srikakulam, Visakhapatnam, East Godavari, West Godavari, Krishna and Guntur Districts.	Teaching and Affiliating.	Arts; Sc.; Agri; Com; Engg; Fine Arts; Law; Medicine; Oriental Learning; Teaching.	English.
Osmania University, Hyderabad.	1918/1947/ 1950/1959	Districts of Adilabad, Hyderabad, Karimnagar, Khamam, Mahbubnagar, Medak, Nalgonda, Nizamabad and Warangal in Andhra Pradesh.	Teaching and Affiliating.	Arts.; Sc.; Agri.; Com.; Edu.; Engg; Tech.; Law.; Med. and Vet. Science.	English or Hindustani (Persian and Devnagri script). English for professional courses.
Sri Venkateswara University, Tirupati.	1954	Five districts of Andhra viz. Anantpur, Chittoor, Cuddapah, Kurnool and Nellore.	Teaching and Affiliating.	Arts; Sc.; Agri; Com; Engg; Fine Arts; Med; Oriental learning; Edu. & Vet. Science.	English.
ASSAM					
Gauhati University, Gauhati.	1948	State of Assam and Union Territory of Manipur.	Teaching and Affiliating.	Arts; Sc.; Com.; Engg.; Med. and Law.	English
BIHAR					
Bhagalpur University, Bhagalpur.	1960	Districts of Bhagalpur, Monghyr, Furnea, Saharsa and Santhal Parganas in Bihar State.	Teaching and Affiliating.	Arts; Agri; Com.; Engg; Fine Arts & Crafts and Law.	Hindi for all exams. upto B.A.; English, Urdu and Bengali also allowed with special permission.
Bihar University, Muzaffarpur.	1952	Tirhut Division of Bihar State.	Teaching and Affiliating.	Arts; Sc.; Agri; Com.; Engg; Law & Med. Sciences.	Hindi, Urdu, English or Bengali in Pre-Univ. and degree courses (Arts; Sc.; Com.); English in others.
Magadh University, Bodh Gaya.	1962	Whole of the Patna Division, except the local area of Patna University.	Teaching and Affiliating.	Arts; Sc.; Com; Law & Vet. Science.	Hindi, English, Urdu & Bengali.

Table LXIX—Universities in India—Jurisdiction, Type and Faculties—contd.

1	2	3	4	5	6
Patna University, Patna.	1917/1952/ 1960/1962	Patna Division	Teaching and Residential.	Arts; Sc.; Com.; Edu.; Engg.; Law and Med.	Hindi in Inter. and Degree classes, English in others.
Ranchi University, Ranchi.	1960	Distts. of Dhanbad, Hazaribagh, Palamau, Ranchi & Singhbhum in Chota Nagpur Division of Bihar State.	Teaching and Affiliating.	Arts; Sc.; Agri; Com; Law and Mineral Tech.	Hindi in Inter. and Degree courses. English in others.
GUJARAT					
Baroda University, Baroda.	1949	Within the radius of 10 miles from the University Office.	Teaching and Residential.	Arts; Sc.; Com; Edu; Psych; Fine Arts; Home Sc.; Med; Engg. and Tech. and Social Work.	English.
Gujarat University, Ahmedabad.	1949	State of Gujarat (excluding areas of Baroda University and Sardar Vallabhbhai Vidyapeeth).	Teaching and Affiliating.	Arts (including Edu.); Sc.; Agri; Ayurvedic Med; Com.; Law; Med. and Tech. (including Engg.).	Gujarati & Hindi in Inter.; B.A.; B.Sc.; B. Com.; B. Ed; M. Ed., B. Pharmacy; Law; Pre-University; First LL.B., T.D.B.E. and first M.B.B.S., Eng. in others.
Sardar Vallabhbhai Vidyapeeth, Vallabh Vidyanagar.	1955	Within the radius of 5 miles from the University Office.	Teaching and Affiliating.	Arts; Sc; Agri; Com.; Engg. & Edu.	Gujarati, English and Hindi.
JAMMU & KASHMIR					
Jammu & Kashmir University, Srinagar.	1948	Jammu & Kashmir State	Teaching and Affiliating.	Arts; Sc; Edu; Com; Social Sc.; Med. and Oriental Languages.	English.
KERALA					
Kerala University, Trivandrum.	1937/1957	Kerala State	Teaching and Federal.	Arts; Sc; Agri; Ayurvedic; Com; Edu; Engg; Law; Med; Oriental Studies; Fine Arts & Vet. Sc.	English.

MADHYA PRADESH
 Indira Kala Sangest, 1956
 Vishwavidyalaya, Kharai-
 ragarh.

Jabalpur University, 1957
 Jabalpur.

Sagar University, 1946
 Sagar.

Vikram University, 1956/1957
 Ujjain.

Within the State of Madhya Pradesh but it can affiliate institutions outside the Province as well.

District of Jabalpur . . . Teaching and Affiliating.

Revenue distts. of Balaghat, Bastar, Betul, Bilaspur, Chattarpur, Chhindwara, Datia, Durg, Damoh, Hoshangabad, Mandla, Narsinghpur, Nimar, Panna, Raigarh, Raipur, Rewa, Sagar, Sargiya, Satna, Seoni, Shahdol, Sidhi, Tikamgarh in Madhya Pradesh.

18 revenue distts. of M.P. viz., Bhind, Dewas, Dhar, Guna, Gwalior, Indore, Jabua, Mandasaur, Morena, West Nimar (Kharagone), Raisen, Rajgarh, Ratlam, Sehore, Shajapur, Shivapuri, Ujjain and Vidisha.

Music & Dance . . . Hindi, Eng. and Marathi.

Arts; Sc.; Com.; Law; Edu.; Agri.; Med.; Vet. Sc.; Home Sc. and Engg. Eng. and Hindi in Pre-University & Degree Courses, Eng. for others.

Arts; Sc.; Law; Edu. & Engg. English and Hindi in Arts & Com. English in Sc. Classes.

Arts; Sc.; Agri; Com; Edu; Engg; Law; Med; Physical Edu; Vet. Sc. & Animal Husbandry. Eng. in Professional Courses (excluding Commerce where Hindi is the Medium). English and Hindi in others.

MADRAS
 Annamalai University, 1929
 Annamalaiagar.

Madras University, 1857/1904/
 Madras, 1923/1929

Within the radius of 10 miles from the convocation hall. Residential and Teaching.

State of Madras (excluding the area of Annamalai University). Teaching and Affiliating.

Arts; Sc.; Edu; Engg. & Tech.; Fine Arts & Oriental Studies. English.

Arts; Sc.; Agri.; Com.; Engg; Fine Arts; Law; Med; Oriental Learning; Edu; Tech; and Vet. Sc. English and Tamil.

MAHARASHTRA
 Bombay University, 1857/1904/
 Bombay, 1928/1953

Maharathwada University, 1958
 Aurangabad.

Greater Bombay . . . Teaching and Federal.

Five districts in Maharashtra, viz., Aurangabad, Parbhani, Nanded, Bhir & Osmanabad. Teaching and Affiliating.

Arts; Sc.; Com.; Dentistry; Law; Med and Tech. English.

Arts; Sc.; Agri; Com; Edu; Engg; Law and Med. English, Marathi or Hindustani (Devnagri script) in faculties of Arts; Sc.; Agri; & Com. English in others.

Table LXIX—Universities In India—Jurisdiction, Type and Faculties—contd.

1	2	3	4	5	6
Nagpur University, 1923 Nagpur.		Districts of Akola, Amravati, Bhandara, Buldhana, Chanda, Nagpur, Wardha and Yeotmal in Maharashtra State.	Teaching and Affiliating.	Arts; Sc.; Agri; Com; Edu; Engg. & Tech; Law and Med.	English, Hindi and Marathi in Pre-University & Degree Courses, M.A. (Arts) & M. Com. English for others.
Poona University, 1949 Poona.		Districts of Poona, Satara, Ahmednagar, Sholapur, Nasik, Ratnagiri, Colaba, Jalgaon; Dhulia, Sangli and Kolhapur.	Teaching and Affiliating.	Arts; Sc; Agri; Ayurvedic Med., Engg; Law; Med. and Mental, Moral and Social Sciences.	English and Marathi in Pre-University and degree classes. English in others.
S.N.D.T. Women's University, Bombay.	1951*	Not defined	Teaching and Affiliating.	Arts; Medicine and Education.	English in B. Sc. (Nursing) English and Hindi in others.
MYSORE					
Karnatak University, 1949/1950 Dharwar.		Districts of Belgaum, Bidar, Bijapur, Dharwar, Gulbarga, North Kanara, Raichur and some colleges in South Kanara district of Mysore State.	Teaching and Affiliating.	Arts; Sc; Agri; Law; Med; Public Adm. and Social Sc.	Hindi, Regional Language & English in Pre-University. English for others.
Mysore University, 1916/1956/ Mysore.	1957	Twelve districts of Mysore, viz. Mysore, Bangalore, Bellary, Chikmagalur, Chitradurga, Coorg, Hasan, Kolar, Mandya, Shimoga, Tumkur & South Kanara.	Teaching and Affiliating.	Arts; Sc; Agri; Law; Com; Edu; Med; Engg. & Tech.	English & Kannada in Pre-University and Degree Courses. English for others.
ORISSA					
Utkal University, 1943 Bhubaneswar.		The State of Orissa	Teaching and Affiliating.	Arts; Sc; Agri; Com; Edu; Engg; Law; Med; Vet. Sc. & Animal Husbandry.	English.
PUNJAB					
Kurukshetra University, 1956 Kurukshetra.		Within the radius of 10 miles from the University Office.	Residential and Teaching.	Arts; Sc.; Social Sc. and Edu.	English, Hindi & Panjabi for I.A. and Graduate courses. English for post-Graduate Courses.

Punjab University, 1947 Chandigarh.	Punjab and Jhannachal Pradesh except the area of Kurukshetra University.	Teaching and Affiliating.	Arts; Sc., Agri; Dairying; Com; Edu; Engg. and Tech; Law; Med; Oriental Learning and Vet. Sc.	English, Hindi, Urdu or Punjabi in I.A., B.A., & B. Com. English for others.
RAJASTHAN				
Rajasthan University, 1947 Jaipur.	Rajasthan State	Teaching and Affiliating.	Arts; Sc; Com; Edu; Engg; Law; Med; Pharmaceutics and Vet. Sc.	Hindi in Pre-University/ I.A., English and Hindi in degree classes. English in others.
UTTAR PRADESH				
Agra University, 1927/1953 Agra.	State of Uttar Pradesh (excluding areas of Aligarh, Allahabad, Banaras, Gorakhpur, Lucknow and Roorkee Universities).	Affiliating.	Arts; Sc; Agri; Com; Engg; Homoeopathy; Law; Med; Tech. and Vet. Sc.	English and Hindi in B.A., B.T., B. Com., M.A. & M. Com. English in others.
Aligarh Muslim University, 1921 Aligarh.	Within a radius of 15 miles from the University Mosque.	Residential and Teaching.	Arts; Sc; Com; Engg. & Tech; Law; Med. and Theology.	English, Hindi and Urdu in Pre-University, Urdu in B.U.M.S. English in others.
Allahabad University, 1887 Allahabad.	Within the radius of 10 miles from the University Office.	Residential and Teaching.	Arts; Sc; Com; Law; Engg. and Med.	English and Hindi in Graduate as well as post-Graduate classes. English for professional courses.
Banaras Hindu University, 1916 Varanasi.	Within the radius of 15 miles from the University Temple.	Teaching and Residential.	Arts; Sc. Law; Med. & Surgery (Ayurveda); Music and Fine Arts; Oriental Learning; Tech. and Theology.	English and Hindi in I.A.; I.Sc.; I. Com; B.A.; M.A.; B. Com. and Ayurveda, Hindi in Music and Fine Arts. English in others.
Gorakhpur University, 1957 Gorakhpur.	Fourteen districts of U.P. viz., Gorakhpur, Deoria, Azamgarh, Ballia, Varanasi, Jaunpur, Ghazipur, Basti, Gonda, Bahraich, Faizabad, Mirzapur, Sultanpur and Pratapgarh.	Teaching and Affiliating.	Arts; Sc. Com. & Law .	English and Hindi.
Lucknow University, 1921/1958 Lucknow.	Within the radius of 10 miles from the University convocation hall.	Teaching and Residential.	Arts, Sc; Com; Law & Med.	Hindi in Graduate Courses. English for others.
Roorkee University, 1947/1949 Roorkee.	Not defined	Residential and Teaching.	Engg., Science and Architecture.	English.

*Established in 1916 but started functioning as a statutory university in 1951 under an act passed by Bombay Government.

Table LXIX—Universities in India—Jurisdiction, Type and Faculties—concl'd.

1	2	3	4	5	6
U.P. Agriculture University, Pant Nagar (Nainital).	1960	Not defined	Residential and Teaching.	Agri. and Vet. Sc.	English.
Varanaseya Sanskrit Vishwavidyalaya, Varanasi.	1958	The entire country	Teaching and Affiliating.	Sanskrit	Sanskrit in all subjects except in Languages and modern subjects where Hindi and English are the media.
WEST BENGAL					
Burdwan University, Burdwan.	1960	Districts of Bankura, Birbhum, Burdwan, Hooghly and Purulia in West Bengal.	Teaching and Affiliating.	..	English and Bengali in Pre-University, I.A., B.A. & B.T. English in others
Calcutta University, Calcutta.	1857/1951/1954	State of West Bengal (excluding areas of Burdwan, Jadavpur, Kalyani & Visva-Bharati Universities) and Tripura.	Teaching, Affiliating and Examining.	Arts; Sc; Agri; Com; Edu; Engg; Fine Arts & Music; Journalism, Law; Med; Tech. and Vet. Science.	English.
Jadavpur University, Jadavpur.	1955	Within the area of 2 miles from the University Office.	Teaching	Arts; Sc; Engg. and Tech.	English.
Vishva-Bharati University, Santiniketan.	1951	Area of Santiniketan in the distt. of Birbhum in West Bengal.	University Teaching and Residential.	Arts only	English, Hindi, Bengali and Oriya in Pre-University. English and Bengali in others.
Kalyani University, Kalyani.	1960	Police Stations Chakdah & Haringhata in the district of Nadia and Police station Bijpur in the district of 24-Parganas.	Residential and Teaching.	Arts; Sc.; Agri. and Teachers Training.	English.
DELHI					
Delhi University, Delhi	1922/1943/1952	Union Territory of Delhi	Teaching, Affiliating and Federal.	Arts; Sc.; Agri; Forestry; Law; Medical Sc.; Music and Fine Arts; Social Sc. and Tech.	Hindi and English in Pre-University and Degree Courses. English for others.

Professional colleges were of various types. The largest number among them (550 or 57.3 per cent) belonged to the teacher training type, followed by those for medicine (143 or 14.9 per cent), engineering including architecture (78 or 8.1 per cent), commerce (52 or 5.4 per cent), law (44 or 4.6 per cent), agriculture (38 or 3.9 per cent), physical education (20 or 2.1 per cent), veterinary science (18 or 1.9 per cent), technology (11 or 1.1 per cent), forestry (3 or 0.3 per cent) and others (unspecified —4 or 0.4 per cent). Professional education colleges increased by 109 (11.3 per cent) during the year. The increase was shared as follows: teachers' training colleges 73, commerce and medical colleges 10 each, engineering including architecture colleges 9, law colleges 6 and agriculture colleges 2. But this increase was offset by the decrease of one technological college. Physical education colleges, veterinary science colleges and other (unspecified) colleges remained the same as in the previous year.

The 222 colleges for special education comprised of 54 colleges for music, dancing and other fine arts, 117 for oriental studies, 8 for social education and 43 for other subjects.

Table LXX gives the distribution of colleges by management.

Table LXX—Number of Colleges by Management

Management	Arts & Sciences Colleges and Research Institutions		Colleges for Professional Education		Colleges for Special Education		Total			
							1960-61		1961-62	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	No.	Percentage	No.	Percentage
1	2	3	4	5	6	7	8	9	10	11
Government	232	250	424	457	49	55	705	32.9	762	32.2
Local Boards	2	2	3	4	3	3	8	0.4	11	0.5
Private :										
Aided	681	750	350	381	137	142	1,168	54.6	1,273	53.7
Un-aided	165	180	75	119	19	22	258	12.1	321	13.6
India	1,080	1,182	852	961	208	222	2,140	100.0	2,365	100.0

The position during 1961-62 was more or less the same as in 1960-61. Nearly two-thirds of the colleges were managed by private organisations. Government controlled most of the remaining one-third of the colleges. The control of the boards was very insignificant (0.5 per cent only). Taking each type of colleges separately, nearly three-fourths of the arts and science colleges and special education colleges were managed by private bodies and one-fourth by Government. About 52 per cent of the colleges for professional education were managed by private bodies. Government managed most of the remaining 48 per cent of the colleges for professional education.

Table LXXI shows the distribution of colleges in different States during the year 1960-61 and 1961-62. There was no college in A. & N. Islands, Dadra & Nagar Haveli, L.M. & A. Islands and NEFA. The number of colleges increased in all the States and Union Territories except Himachal Pradesh and Tripura where the number of colleges remained the same as in the previous year. The number of arts and science colleges increased by 24 in Maharashtra, 14 in Uttar Pradesh, 11 in West Bengal, 10 in Gujarat, 7 in Madhya Pradesh, 5 each in Bihar and Mysore, 4 each in Jammu & Kashmir, Orissa, Punjab

and Delhi, 3 in Assam, 2 each in Andhra Pradesh and Madras, and 1 each in Kerala, Nagaland and Pondicherry. In other States and Union Territories, the number of arts and science colleges remained the same.

Table LXXI—Number of Colleges by States

State/Union Territory	Arts & Science Colleges†		Colleges for Professional Education		Colleges for Special Education		Total		Increase(+) or Decrease(-)	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	Num-	Per-
	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	63	65	33	35	24	27	120	127	+7	+5.8
Assam . .	35	38	11	12	1	1	47	51	+4	+8.5
Bihar . .	111	116	33	34	7	7	151	157	+6	+4.0
Gujarat . .	54	64	37	43	6	8	97	115	+18	+18.6
Jammu & Kashmir . .	12	16	4	7	10	10	26	33	+7	+26.9
Kerala . .	46	47	32	35	8	8	86	90	+4	+4.6
Madhya Pradesh	73	80	103	110	34	37	210	227	+17	+8.1
Madras . .	57	59	151	162	20	20	228	241	+13	+5.7
Maharashtra . .	97	121	153	197	9	14	259	332	+73	+28.2
Mysore . .	55	60	81	102	7	8	143	170	+27	+18.9
Orissa . .	29	33	20	23	6	6	55	62	+7	+12.7
Punjab . .	93	97	47	47	5	7	145	151	+6	+4.1
Rajasthan . .	56	56	22	24	18	18	96	98	+2	+2.1
Uttar Pradesh . .	133	147	56	55	11	12	200	214	+14	+6.5
West Bengal	128	139	51	54	14	12	193	205	+12	+7.2
Delhi . .	25	29	10	11	3	2	38	42	+4	+10.5
Himachal Pradesh	6	6	1	1	2	2	9	9	..	..
Manipur . .	2	2	..	1	22	22	24	25	+1	+4.2
Nagaland . .	1	2	..	..	..	..	1	2	+1	+100.0
Pondicherry . .	2	3	2	3	..	..	4	6	+2	+50.0
Tripura . .	2	2	5	5	1	1	8	8	..	..
India . .	1,080	1,182	852	961	208	222	2,140	2,365	+225	+10.5

† Includes Research Institutions also.

In the case of professional colleges, increase was reported by Maharashtra (44), Mysore (21), Madras (11), Madhya Pradesh (7), Gujarat (6), Jammu and Kashmir, Kerala, Orissa and West Bengal (3 each), Andhra Pradesh and Rajasthan (2 each) and Assam, Bihar, Delhi, Manipur and Pondicherry (one each). In other States and Union Territories, the number of colleges for professional education remained the same except Uttar Pradesh where the number of colleges decreased by one.

As regards colleges for special education, excepting West Bengal and Delhi where the number of colleges decreased by 2 and 1 respectively, increase was reported by Maharashtra (5), Andhra Pradesh and Madhya Pradesh (3 each), Gujarat and Punjab (2 each) and Mysore and Uttar Pradesh (one each). The remaining States and Union Territories maintained the number of colleges as reported in the previous year.

Pupils

The enrolment in university teaching departments, colleges and other institutions increased from 9,87,553 (8,10,134 boys and 1,77,419 girls) in 1960-61 to 10,58,020 (8,60,313 boys and 1,97,707 girls) in 1961-62. This gives an increase of 7.1 per cent as against an increase of 4.6 per cent during the previous year. The number of girls constituted 18.7 per cent of the total enrolment as against 18.6 per cent in the previous year. With the exception of Jammu and Kashmir, Punjab, Rajasthan and Himachal Pradesh, all the other States and Union Territories shared this increase. On percentage basis, the highest increase among the States was reported by Orissa (19.8 per cent) followed by Assam (16.2 per cent) and Bihar (13.7 per cent) and the lowest position was held by West Bengal (1.2 per cent). Among Union Territories, the highest increase was reported by Nagaland (128.8 per cent) and lowest was reported by Tripura (3.3 per cent). Further details are given in table LXXII.

Table LXXII—Number of Pupils in Universities and Colleges

State/ Territory	For Boys		For Girls		Total		Increase (+) or Decrease (-)	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	Number	Percentage
	1	2	3	4	5	6	7	8	9
Andhra Pradesh	54,774	57,046	3,447	3,799	58,221	60,845	+2,624	+4.5
Assam	26,401	30,595	1,410	1,711	27,811	32,306	+4,495	+16.2
Bihar	86,353	98,298	3,801	4,302	90,214	1,02,600	+12,386	+13.7
Gujarat	47,686	53,184	2,667	2,754	50,353	55,938	+5,585	+11.1
Jammu & Kashmir	7,441	7,994	3,229	2,385	10,670	10,379	-291	-2.7
Kerala	38,762	43,400	6,298	7,213	45,060	50,621	+5,561	+12.3
Madhya Pradesh	50,938	56,359	3,135	3,479	54,073	59,838	+5,765	+10.7
Madras	64,243	68,766	14,032	16,221	78,275	84,987	+6,712	+8.6
Maharashtra	1,11,538	1,26,602	4,422	4,967	1,15,960	1,31,629	+15,669	+13.5
Mysore	48,884	54,797	4,892	5,130	53,776	59,927	+6,151	+11.4
Orissa	14,209	17,033	510	596	14,719	17,629	+2,910	+19.8
Punjab	57,910	53,831	8,078	7,794	65,988	61,025	-4,963	-6.6
Rajasthan	34,187	31,946	3,060	3,598	37,847	35,544	-2,303	-6.1
Uttar Pradesh	1,07,135	1,10,389	5,410	5,986	1,12,545	1,16,375	+3,830	+3.4
West Bengal	1,25,228	1,23,308	17,344	20,950	1,42,572	1,44,258	+1,686	+1.2
Delhi	18,500	21,804	4,665	4,871	23,165	26,675	+3,510	+15.2
Himachal Pradesh	1,029	1,013	..	..	1,029	1,013	-16	-1.5
Manipur	2,354	2,656	..	..	2,354	2,656	+302	+12.8
Nagaland	52	119	..	..	52	119	+67	+128.8
Pondicherry	1,243	1,376	..	..	1,243	1,376	+133	+10.7
Tripura	1,605	1,645	21	35	1,626	1,680	+54	+3.3
India	9,00,472	9,62,230	87,081	95,790	9,87,553	10,58,020	+70,467	+7.1

Of the total number of 10,58,020 students in the Universities and colleges, 77,959 were studying in university teaching departments, 3,278 in research institutions, 7,24,861 in arts and science colleges, 2,25,574 in professional and technical colleges and 26,348 in special education colleges. The distribution of enrolment in institutions managed by different agencies was: Government 259,282 (24.5 per cent), local boards 1,754 (0.2 per cent) and private bodies 7,96,984 (75.3 per cent).

The enrolment given above relates to universities and colleges, that is, it also includes the school classes wherever they are attached to colleges. Table LXXIII, however, gives the enrolment of courses of higher education only. It will be seen from this table that the enrolment at the university stage increased from 10,94,991 to 11,86,097 or at the rate of 8·3 per cent. This constitutes 7·9 per cent of the total enrolment at all stages of education.

Of the total number of 11,86,097 students at the university stage 8,65,528 (6,96,219 boys and 1,69,309 girls) or 73·0 per cent took up arts and science courses, 2,96,584 (2,66,695 boys and 29,889 girls) or 25·0 per cent professional courses and 23,985 (15,572 boys and 8,413 girls) or 2·0 per cent special education courses. The corresponding figures for the previous year were: general education courses 8,08,025 (6,58,134 boys and 1,49,891 girls) or 73 per cent, professional education courses 2,65,111 (2,38,987 boys and 26,124 girls) or 24·2 per cent and special education 21,855 (14,500 boys and 7,355 girls) or 2·0 per cent. The percentage increase of enrolment for general education and professional education was 7·1 per cent and 11·9 per cent respectively and the enrolment for special education increased by 9·7 per cent. The enrolment at university stage increased in all the States and Union Territories except Himachal Pradesh where the decrease was to the extent of 4·7 per cent.

The details of enrolment according to various stages and courses of studies are given in table LXXIV. It will be seen that in the case of general education, enrolment decreased at the intermediate stage, which was due to the introduction of three years' degree courses in some of the States. Among the various professional and technical courses, commerce attracted the highest number of students (88,473) followed by engineering and technology (54,420), teachers' training (52,561), medicine (44,952), law (28,220), agriculture (18,927), veterinary science (5,638), physical education (1,016) and forestry (718). Other courses of the professional and technical education enrolled (1,659) students in all. On percentage basis (as compared to the enrolment of the previous year) the highest increase was reported by agriculture (19·4 per cent) followed by engineering and technology (13·8 per cent), commerce (13·0 per cent), physical education (12·4 per cent) and teachers' training (12·3 per cent). In other cases, the increase ranged from 11·3 in medicine to 1·7 in veterinary science. In special education, the highest number of students was enrolled in oriental studies (10,294) followed by music, dancing and other fine arts (7,070) and other subjects (6,621).

Co-education

Out of the total number of 1,97,707 girls studying in institutions for higher education, 1,02,246 or 51·7 per cent were enrolled in co-educational institutions. In arts and science colleges (including university teaching departments and research institutions), out of the total number of 1,54,631 girls, as many as 77,894 or 50·4 per cent were studying in institutions for boys. The corresponding number in professional and special education colleges was 24,352 or 56·5 per cent. Table LXXV gives the Statewise picture in this connection. In Himachal Pradesh, Manipur, Nagaland, Pondicherry and Tripura, there were no separate arts and science colleges for girls. Among the Union Territories only Tripura had professional and special education college. Besides, among the States, Assam was the only exception which did not have any separate college for girls for professional and special education.

Table LXXIII—Number of Pupils Receiving General, Professional and Special Education at the University Stage

State	General Education						Professional Education					
	Boys		Girls		Total		Boys		Girls		Total	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh .	33,469	34,212	5,838	6,409	39,487	40,611	15,583	16,813	1,452	1,689	17,035	18,592
Assam	19,793	23,040	3,524	4,187	23,317	27,227	4,354	4,913	122	148	4,476	5,061
Bihar	67,971	77,645	5,961	6,542	73,932	84,187	15,107	17,153	476	567	15,583	17,720
Gujarat	24,162	28,049	7,291	8,475	31,453	36,524	15,357	16,107	1,006	1,126	16,363	17,233
Jammu & Kashmir	6,423	6,137	1,741	2,033	8,164	8,170	423	1,150	155	220	578	1,379
Kerala	23,119	25,919	11,481	13,353	34,600	39,272	8,068	8,849	1,438	1,611	9,506	10,460
Madhya Pradesh .	19,704	23,489	3,333	4,607	23,037	28,096	20,778	22,519	1,788	1,956	22,566	24,475
Madras	31,069	33,720	8,020	8,953	39,089	42,673	22,364	22,952	5,562	5,891	27,926	28,843
Maharashtra . .	56,970	61,287	18,616	21,082	75,586	82,369	30,846	37,770	4,898	5,985	35,744	43,755
Mysore	25,407	27,402	6,724	6,887	32,131	34,289	17,323	19,618	1,696	1,979	19,019	21,597
Orissa	9,411	11,121	1,232	1,560	10,643	12,681	3,118	3,987	273	338	3,391	4,325
Punjab	42,095	36,079	9,795	10,667	51,890	46,746	8,258	9,282	2,007	2,511	10,265	11,793
Rajasthan	15,988	16,353	3,698	4,030	19,686	20,403	11,770	11,628	288	333	12,058	11,988
Uttar Pradesh . .	1,88,900	2,04,437	28,347	32,985	2,17,247	2,37,422	31,949	33,005	2,012	2,303	33,961	35,308
West Bengal . . .	80,167	71,737	28,238	30,498	1,08,405	1,02,235	28,140	35,162	1,912	2,064	30,052	37,226
Delhi	9,987	11,834	5,332	6,250	15,319	18,084	4,710	4,870	894	935	5,604	5,805
Himachal Pradesh	652	639	222	198	874	837	52	71	17	29	69	100
Manipur	1,493	1,859	231	275	1,724	2,134	278	152	12	12	290	164
Nagaland	44	111	8	8	52	119	..	..	..	..	..	..
Pondicherry . . .	75	209	28	40	103	249	230	303	76	111	306	414
Tripura	1,055	950	231	250	1,286	1,200	279	391	40	54	319	445
India	6,58,184	6,96,219	1,49,891	1,69,309	8,08,025	8,65,528	2,38,987	2,66,695	26,124	29,889	2,65,111	2,96,584

Table LXXIII—Number of Pupils Receiving General, Professional and Special Education at the University Stage—contd.

State	Special Education						Grand Total					
	Boys		Girls		Total		Boys		Girls		Total	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
	14	15	16	17	18	19	20	21	22	23	24	25
Andhra Pradesh .	947	963	184	248	1,131	1,211	50,179	51,978	7,474	8,346	57,653	60,324
Assam . .	18	18	..	..	18	18	24,165	27,971	3,646	4,335	27,811	32,306
Bihar . .	2,755	3,964	53	62	2,808	4,026	85,833	98,762	6,490	7,171	92,323	1,05,933
Gujarat . .	550	681	550	750	1,100	1,431	40,069	44,837	8,847	10,351	48,916	55,188
Jammu & Kashmir	140	129	184	366	324	495	6,986	7,416	2,080	2,619	9,066	10,035
Kerala . .	388	449	144	193	532	642	31,575	35,217	13,063	15,157	44,638	50,374
Madhya Pradesh .	1,385	971	1,558	1,037	2,943	2,008	41,867	46,979	6,679	7,600	48,546	54,579
Madras . .	1,851	1,741	805	888	2,656	2,629	55,284	58,413	14,387	15,732	69,671	74,145
Maharashtra . .	682	1,214	692	954	1,374	2,168	88,498	1,00,271	24,206	28,021	1,12,704	1,28,292
Mysore . .	236	250	51	555	287	805	42,966	47,270	8,471	9,421	51,437	56,691
Orissa	382	324	106	103	488	427	12,911	15,432	1,611	2,001	14,522	17,433
Punjab	311	281	73	159	384	440	50,664	45,642	11,875	13,337	62,539	58,979
Rajasthan . . .	362	403	19	23	381	426	28,120	28,384	4,005	4,433	32,125	32,817
Uttar Pradesh .	2,596	2,105	555	607	3,151	2,712	2,23,445	2,39,547	30,914	35,895	2,54,359	2,75,442
West Bengal . .	1,215	1,259	1,741	1,806	2,956	3,065	1,09,522	1,08,158	31,891	34,368	1,41,413	1,42,526
Delhi	551	702	590	627	1,141	1,329	15,248	17,406	6,816	7,812	22,064	25,218
Himachal Pradesh	64	39	22	5	86	44	768	749	261	232	1,029	981
Manipur	60	66	14	8	74	74	1,831	2,077	257	295	2,088	2,372
Nagaland . . . .	..	..	..	..	..	..	44	111	8	8	52	119
Pondicherry . . .	..	..	..	..	..	..	305	512	104	151	409	663
Tripura	7	13	14	22	21	35	1,341	1,354	285	326	1,626	1,680
India	14,500	15,572	7,355	8,413	21,855	23,985	9,11,621	9,78,486	1,83,370	2,07,611	10,94,991	11,86,097

Table LXXIV—Distribution of Pupils at University Stage

Stage	Boys		Girls		Total		Increase (+) or Decrease (-)	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	Number	Percentage
	2	3	4	5	6	7	8	9
General Education:								
Intermediate/Pre-University	3,81,334	3,68,824	76,517	77,021	4,57,901	4,45,845	-12,056	-2.6
B.A./B. Sc.	2,35,633	2,81,950	63,379	80,715	2,99,012	3,62,665	+63,653	+21.3
M.A./M.Sc.	36,873	40,945	9,215	10,763	46,088	51,708	+5,620	+12.2
Research	3,879	4,178	768	779	4,647	4,957	+310	+6.7
Post Graduate Diploma	365	322	12	31	377	353	-249	-6.4
<i>Total</i>	<i>6,58,134</i>	<i>6,96,219</i>	<i>1,49,591</i>	<i>1,69,309</i>	<i>8,08,025</i>	<i>8,65,528</i>	<i>+57,503</i>	<i>+7.1</i>
Professional Education:								
Agriculture	15,699	18,743	149	184	15,848	18,927	+3,079	+19.4
Commerce	77,448	87,458	864	1,015	78,312	88,473	+10,161	+13.0
Engineering/Technology	47,464	53,989	374	431	47,838	54,420	+6,582	+13.8
Forestry	683	718	..	..	683	718	+35	+5.1
Law	26,336	27,415	805	805	27,141	28,220	+1,079	+4.0
Medicine	32,164	35,513	8,238	9,439	40,402	44,952	+4,550	+11.3
Physical Education	745	819	159	197	904	1,016	+112	12.4
Teachers Training	31,606	35,112	15,202	17,449	46,808	52,561	+5,753	+12.3
Veterinary Science	5,498	5,591	47	47	5,545	5,638	+93	+1.7
Others	1,344	1,337	286	322	1,630	1,659	+29	+1.8
<i>Total</i>	<i>2,33,987</i>	<i>2,66,695</i>	<i>26,124</i>	<i>29,889</i>	<i>2,65,111</i>	<i>2,96,584</i>	<i>+31,473</i>	<i>+11.9</i>
Special Education:								
Music, Dancing & Other Fine Arts	2,319	3,142	3,499	3,928	6,318	7,070	+752	+11.9
Oriental Studies	8,427	9,087	959	1,207	9,386	10,294	+908	+9.7
Other Subjects	3,254	3,343	2,897	3,278	6,151	6,621	+470	+7.6
<i>Total</i>	<i>14,500</i>	<i>15,572</i>	<i>7,355</i>	<i>8,413</i>	<i>21,855</i>	<i>23,985</i>	<i>+2,130</i>	<i>+9.7</i>
Grand Total	9,11,621	9,78,486	1,83,370	2,07,611	10,94,991	11,86,097	+91,106	+8.3

Table LXXV—Number of Girls Studying for Higher Education

State/Territory	In Arts and Science Colleges*				In Colleges for Professional and Special Education			
	No. of girls in boys' colleges	Number of girls in girls' colleges	Total number of girls	%age of girls in boys' colleges to total No. of girls	Number of girls in boys' colleges	No. of girls in girls' colleges	Total No. of girls	Percentage of girls in boys' colleges to total No. of girls
1	2	3	4	5	6	7	8	9
Andhra Pradesh	2,957	3,652	6,609	44.7	1,613	147	1,760	91.6
Assam	2,509	1,711	4,220	59.5	115	..	115	100.0
Bihar	2,399	4,201	6,600	36.3	450	101	551	81.7
Gujarat	6,362	2,223	8,585	74.1	1,309	501	1,810	72.3
Jammu and Kashmir	278	1,776	2,054	13.5	199	609	808	24.6
Kerala	6,490	7,016	13,506	48.0	1,520	196	1,716	88.6
Madhya Pradesh	2,361	2,082	4,443	53.1	2,964	1,397	4,361	68.0
Madras	1,554	8,119	9,673	16.1	1,676	8,102	9,778	17.1
Maharashtra	17,748	4,055	21,803	81.4	5,541	910	6,451	85.9
Mysore	3,314	3,632	6,946	47.7	1,484	1,498	2,982	49.8
Orissa	1,023	537	1,560	65.6	544	59	603	90.2
Punjab	4,092	6,595	10,687	38.3	3,280	1,199	4,479	73.2
Rajasthan	1,118	3,484	4,602	24.3	437	29	466	93.8
Uttar Pradesh	8,786	5,251	14,037	62.6	1,260	711	1,971	63.9
West Bengal	13,323	18,592	31,915	41.7	1,312	2,192	3,504	37.4
Delhi	2,748	3,811	6,559	41.9	339	1,051	1,390	24.4
Himachal Pradesh	198	..	198	100.0	42	..	42	100.0
Manipur	282	..	282	100.0	103	..	103	100.0
Nagaland	8	..	8	100.0	..	..	..	..
Pondicherry	93	..	93	100.0	111	..	111	100
Tripura	251	..	251	100.0	53	22	75	60.2
India	77,894	76,787	1,54,631	50.4	24,352	18,724	43,076	56.5

*Includes enrolment in University Teaching departments and Research Institutions.

Teachers

During the year the total number of teachers in university teaching departments, colleges and other institutions for higher education rose from 62,229 (including 7,832 women) to 68,643 (including 8,791 women). This represents an overall increase of 10·3 per cent as compared to 12·6 per cent in the previous year. Of the total number of teachers, 5,995 were working in the university teaching departments, 39,650 in colleges for general education, 20,418 in colleges for professional education and 2,580 in colleges for special education. Table LXXVI gives Statewise detail of these teachers.

Pay scales of Teachers

There was disparity in the pay scales of teachers working in different universities and colleges in the States. The pay scale of different categories of teachers in the university teaching departments are given in table LXXVII.

Evening Colleges

During the year, there were 96 evening colleges as against 95 in the previous year. Of these, 68 were affiliated to universities. The total number of students in all these colleges was 36,984 (33,022 boys and 3,962 girls), as against 34,714 in the previous year. The number of teachers in these colleges decreased from 1,726 to 1,510 during this year. The statewise statistics of these colleges are given in table LXXVIII. These statistics are, however, already included in the data on students and teachers given in earlier paragraphs.

Expenditure

The total expenditure on colleges for general, professional and special education and other institutions for higher education including universities and research institutions increased from Rs. 54,46,93,590 in 1960-61 to Rs. 62,68,92,225 in 1961-62. This gives an increase of 15·1 per cent. The break-up of expenditure by different types of institutions is:— universities Rs. 16,86,58,167 (26·9 per cent), arts and science colleges (including research institutions), Rs. 26,22,73,420 (41·8 per cent), colleges for professional education Rs. 18,65,47,147 (29·8 per cent) and colleges for special education Rs. 94,13,464 (1·5 per cent). The corresponding figures for the previous year were universities Rs. 14,13,88,805 (25·9 per cent), arts and science colleges (including research institutions) Rs. 23,61,38,868 (43·4 per cent) professional education colleges Rs. 15,80,40,866 (29·0 per cent) and special education colleges Rs. 91,25,051 (1·7 per cent). The percentage increase in the expenditure was of the order of 19·3 per cent in 1961-62 and 10·4 per cent in 1960-61 in respect of universities, 11·1 per cent in 1961-62 and 12·4 per cent in 1960-61 in respect of arts and science colleges including research institutions, 18·0 per cent in 1961-62 and 20·5 per cent in 1960-61 in respect of professional education colleges and 3·2 per cent in 1961-62 and 18·3 per cent in 1960-61 in respect of special education colleges.

Table LXXVI—Number of Teachers in

State/Territory	In University Teaching Departments		In Colleges for General Education		In Colleges for Professional Education	
	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7
Andhra Pradesh . . .	444	19	2,774	482	1,231	156
Assam . . .	116	4	853	82	318	13
Bihar . . .	253	8	2,983	282	860	20
Gujarat . . .	52	5	1,638	256	1,120	46
Jammu and Kashmir . . .	30	1	351	90	184	10
Kerala . . .	33	6	1,754	582	612	114
Madhya Pradesh . . .	196	6	2,040	218	1,697	154
Madras . . .	359	9	2,312	775	2,132	581
Maharashtra . . .	297	29	3,464	808	2,996	288
Mysore . . .	132	1	1,982	312	1,698	170
Orissa . . .	37	3	664	73	380	36
Punjab . . .	190	11	2,183	417	1,024	160
Rajasthan . . .	79	6	1,456	199	600	29
Uttar Pradesh . . .	2,089	174	3,385	384	857	112
West Bengal . . .	1,132	32	4,608	904	2,054	113
Delhi . . .	220	22	724	249	489	..
Himachal Pradesh . . .	..	..	109	12	12	2
Manipur . . .	..	..	78	5	2	..
Nagaland . . .	..	..	9	2	..	..
Pondicherry . . .	..	..	47	14	81	10
Tripura . . .	..	..	83	8	54	3
India . . .	5,659	886	33,496	6,154	18,401	2,017

*Includes research Institutions.

Universities and Colleges by States

In Colleges for Special Education		Total			State/Territory
Men	Women	Men	Women	All Persons	
8	9	10	11	12	1
217	20	4,666	677	5,343	Andhra Pradesh
4	..	1,291	99	1,390	Assam
81	2	4,177	312	4,489	Bihar
130	30	2,940	337	3,277	Gujarat
63	16	628	117	745	Jammu and Kashmir
51	9	2,450	711	3,161	Kerala
289	56	4,222	434	4,656	Madhya Pradesh
177	26	4,980	1,391	6,371	Madras
179	25	6,936	1,150	8,086	Maharashtra
122	1	3,934	484	4,418	Mysore
75	1	1,156	113	1,269	Orissa
49	27	3,446	615	4,061	Punjab
227	2	2,361	236	2,597	Rajasthan
167	4	6,498	674	7,172	Uttar Pradesh
329	61	8,123	1,110	9,233	West Bengal
9	..	1,442	271	1,713	Delhi
14	..	135	14	149	Himachal Pradesh
104	2	134	7	191	Manipur
..	..	9	2	11	Nagaland
..	..	128	24	152	Pondicherry
9	2	146	13	159	Tripura
2,296	234	59,852	8,791	68,643	India

Table LXXVII—Pay Scales of Teachers in
University Teaching Departments—*contd.*

University	Lecturer		Reader		Professor	
	Rs.		Rs.		Rs.	
Agra	400—30—640—EB— 40—800		700—40—1,100		1,000—50—1,500	
Aligarh	400—30—640—EB— 40—800		700—40—1,100		1,000—50—1,500	
Allahabad	300—20—500—EB— 25—800		..		800—50—1,250	
Andhra	400—30—640—EB— 40—800		700—40—1,100		1,000—50—1,500	
Annamalai	250—20—490—10— 500		500—25—800		800—50—1,250	
Banaras	400—30—640—40—800		700—40—1,100		1,000—50—1,500	
Baroda	250—25—500		500—25—800		800—50—1,250	
Bhagalpur	200—20—220—25— 320—EB—25—670— EB—20—750		350—25—650—EB— 35—1,000		850—50—1,250	
Bihar	200—20—220—25— 670—20—750		350—25—650—35— 1,000		..	
Bombay	300—25—600		500—25—800		800—25—1,250	
Burdwan	(i) 250—25—500 (ii) 300—25—750		500—25—800		800—50—1,250	
Calcutta	400—30—640—EB— 40—800		700—40—1,100		1,000—50—1,500	
Delhi	400—30—640—EB— 40—800		700—40—1,100		1,000—50—1,500	
Gauhati	400—30—640—EB— 40—800		700—40—1,100		1,000—50—1,500	
Gorakhpur	300—20—500—EB— 25—800		..		800—50—1,250	
Gujarat	250—25—500		500—25—800		850—50—1,250	
Indira Sangeet	Kala 225—225—250—20— 350—EB—20—470— 485—500		400—25—560—EB— 35—800		800—40—1,000	
Jabalpur	250—25—500		500—30—800		800—50—1,250	
Jadavpur	400—30—640—EB— 40—800		700—40—1,100		1,000—50—1,500	
Jammu Kashmir	and 250—25—600		500—40—800		800—50—1,250	
Kalyani	400—30—640—EB— 40—800		700—40—1,100		1,000—50—1,500	
Karnatak	400—30—640—EB— 40—800		700—40—1,100		1,000—50—1,500	
Kerala	400—30—640—EB— 40—800		700—40—1,100		1,000—50—1,500	
Kurukhetra	400—30—640—40— 800		700—40—1,100		1,000—50—1,500	
Lucknow	300—20—500—25— 800		..		800—50—1,250	
Madras	250—20—470—30— 500		500—25—800		800—50—1,250	

**Table LXXVII—Pay Scales of Teachers in
University Teaching Departments—contd.**

University	Lecturer	Reader	Professor
	Rs.	Rs.	Rs.
Marathwada	250—25—500	..	800—50—1,250
Mysore	230—20—350—25— 500	300—20—400—25— 600	(i) 600—40—1,000 (ii) 400—30—700— 40—900
Nagpur	(i) 225—225—250— 15—400 (ii) 250—20—500	450—50—600—40— 800 500—25—800	800—40—1,000—50— 1,250
Osmania	250—20—450—EB— 25—550	500—800	800—1,250
Panjab	400—30—640—EB— 40—800	700—40—980—EB— 40—1,100	1,000—50—1,500
Patna	200—20—220—25— 320—EB—25—350— 25—670—EB—20— 750	350—25—650—EB— 35—1,000	850—12—1,250
Poona	400—30—640—EB— 40—800	700—40—1,100	1000—50—1,500
Rajaasthan	300—25—500—EB 30—770	550—40—950	900—50—1,400
Ranchi	200—20—220—25— 320—EB—25—670— EB—20—750	350—25—650—EB— 35—1,000	850—12—1,250
Roorkee	250—25—400—EB— 30—700—EB—50— 850	500—50—1,000—EB— 50—1,200	(i) 2,000—100—2,500 (ii) 1,350—50—1,750
S.V. Vidyapeeth	250—20—500	500—25—800	800—50—1,250
Saugar	400—30—640—40—800	700—40—1,100	1,000—50—1,500
S.N.D.T. Women's	200—15—350	..	500—25—800
Sri Venkateswara	250—25—500	400—25—600	750—50—1,000
U.P. Agricultural	250—25—400—EB— 30—700—EB—50— 850	..	1,000—50—1,400
Utkal	(i) 360—25—435— EB—25—610—EB— 30—700 (ii) 200—15—260— EB—435—EB—25— 610—EB—30—700	(i) 510—30—570—EB— 20—690—30—780— EB—40—860 (ii) 300—20—320— 25—420—30—570— EB—30—690—30— 780—EB—40—860	(i) 800—50—1,250 (ii) 600—40—960
Varanaseya Sanskrit	200—10—250—10— 310—EB—14—450	300—20—500—EB— 25—800	800—50—1,250
Vikram	(i) 400—30—640—40 800 (ii) 250—20—500	700—40—1,100	1,000—50—1,500
Visva-Bharati	400—30—640—40— 800	700—40—1,100	1,000—50—1,500

Table LXXVIII—Statistics of Evening Colleges*

State/Territory	Number of Colleges	Number of Pupils on Rolls			Number of Teachers		
		Boys	Girls	Total	Men	Women	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Andhra Pradesh . . .	5	2,302	51	2,353	65	7	72
Assam	13	4,812	66	4,878	219	7	226
Bihar	12	1,879	203	2,082	76	11	87
Gujarat	2	494	196	690	45	4	49
Kerala†	4	496	40	536	1	1	2
Madhya Pradesh	6	1,642	53	1,695	35	6	41
Madras	1	249	59	308	27	6	33
Maharashtra	3	2,025	58	2,083	40	1	41
Orissa	2	123	262	385	25	..	25
Punjab	1	267	..	267	12	..	12
Rajasthan	1	333	1	334	14	..	14
Uttar Pradesh	12	1,597	736	2,333	112	5	117
West Bengal	26	12,475	2,180	14,655	643	30	673
Delhi	6	3,757	52	3,809	115	3	118
Manipur	2	571	5	576	‡	‡	‡
India	96	33,022	3,962	36,984	1,429	81	1,510

*Excludes seven affiliated Colleges, three in Assam and one each in Madhya Pradesh, Orissa, Punjab and West Bengal and three non-affiliated colleges in Manipur for non-availability of statistics.

†Information in respect of teachers of three non-affiliated colleges is not available.

‡Not available.

The distribution of the total direct expenditure among the various sources of income is given in table LXXIX below:—

Table LXXIX—Direct Expenditure on Universities and Colleges by Sources

Source	1960-61		1961-62	
	Amount	Percentage	Amount	Percentage
Government Funds	28,94,64,621	53·1	33,84,54,514	54·0
Local Board Funds	20,96,108	0·4	21,38,975	0·3
Fees	18,02,47,492	34·7	20,82,97,324	33·2
Endowments	2,12,03,930	3·9	1,72,35,049	2·8
Other sources	4,20,81,439	7·9	6,07,66,363	9·7
Total	54,46,93,590	100·0	62,68,92,225	100·0

The government funds and fees accounted for 54·0 per cent and 33·2 per cent respectively of the expenditure. Contribution of local boards was negligible (0·3 per cent). The remaining expenditure was met from endowments (2·8 per cent) and other sources (9·7 per cent).

Of the total expenditure, Rs. 20,37,96,787 (32·5 per cent) were spent on government institutions, Rs. 22,70,313 (0·4 per cent) on local bodies colleges and Rs. 42,08,25,125 (67·1 per cent) on institutions managed by private bodies. The corresponding percentages for the previous year were 32·8 per cent, 0·4 per cent and 66·8 per cent respectively.

The total direct expenditure on universities and colleges (separately for general, professional and special education) in different States is shown in Table LXXX. It will be observed that the direct expenditure increased in all the States and Union Territories.

On percentage basis, the highest increase in expenditure on higher education was reported by Jammu and Kashmir (58·2 per cent) followed by Orissa (27·9 per cent) and Mysore (23·7 per cent) while the lowest increase was reported by West Bengal (9·6 per cent). Among the Union Territories the percentage ranged from 8·9 per cent in Himachal Pradesh to 5·72 per cent in Nagaland.

Figures in col. (15) of Table LXXX give percentage of expenditure incurred on the universities and colleges to the total direct expenditure during the year. It varied from 13·5 per cent in Kerala to 27·2 per cent in Uttar Pradesh among the States and from 1·9 per cent in Nagaland to 42·9 per cent in Pondicherry among the Union Territories.

The percentage of direct expenditure on universities and colleges met from various sources is given in cols. (16) to (20) of Table LXXX. Government contributed major share of expenditure in 10 States varying from 51·5 per cent in Madras to 78·9 per cent in Jammu & Kashmir. Punjab reported the lowest contribution from Government funds in the field (32·1 per cent). The shares of local boards were insignificant in all the States.

Fees met between 17·6 per cent of the expenditure in Jammu and Kashmir to 56·2 per cent in Punjab. Significant contributions from endowments and other sources ranged from 3·3 per cent in Assam to 24·6 per cent in Uttar Pradesh. Among the Union Territories, the major share of expenditure was borne by the Government (except in Nagaland) the largest being the Himachal Pradesh (85·5 per cent) and the smallest in Manipur (52·0 per cent).

The average annual cost per student in arts and science colleges, professional and technical colleges and special education colleges may be seen in cols. (21) to (23) of Table LXXX. As usual wide variations were noticeable among the different states. On an average the annual cost per pupil was Rs. 361·8 in an arts and science college, Rs. 827·0 in a college for professional education and Rs. 357·3 in a special education college.

Scholarships and Stipends

1. A sum of Rs. 5,54,589 was distributed to various institutions in the country for the development of dance, drama and music.

2. At present there are 280 scholars under going studies under the scheme of Scholarships for the study of Hindi for students from Non-Hindi-speaking States.

Table LXXX—Direct Expenditure on

State/Territory	Universities		Arts & Science† colleges		Colleges for Edu
	1960-61	1961-62	1960-61	1961-62	1960-61
1	2	3	4	5	6
Andhra Pradesh . . .	1,29,19,326	1,42,70,390	1,57,48,843	1,77,26,847	1,02,35,474
Assam . . .	29,81,475	38,62,358	46,10,736	54,67,740	32,21,944
Bihar . . .	45,42,899	62,33,456	1,52,28,061	1,74,94,269	80,75,701
Gujarat . . .	1,09,97,477	1,06,37,153	1,15,53,570	1,47,24,121	85,88,532
Jammu & Kashmir . . .	8,63,341	11,31,682	16,37,934	24,26,297	7,58,577
Kerala . . .	46,37,492	50,98,451	1,16,42,271	1,23,96,031	44,82,240
Madhya Pradesh . . .	66,80,722	54,86,223	1,29,29,981	1,54,05,556	1,33,17,983
Madras . . .	93,79,490	94,11,144	1,54,67,535	1,69,26,157	1,54,89,912
Maharashtra . . .	1,34,03,734	1,61,94,080	2,73,92,209	3,14,05,224	2,45,64,108
Mysore . . .	33,95,603	49,32,989	1,34,90,350	1,44,47,686	89,77,394
Orissa . . .	10,80,761	16,14,963	37,77,921	49,35,178	25,59,390
Punjab . . .	98,25,238	1,16,44,096	1,49,96,165	1,61,07,818	94,80,537
Rajasthan . . .	19,94,278	24,98,695	1,06,96,884	1,18,17,872	59,02,325
Uttar Pradesh . . .	4,03,75,085	5,24,70,795	3,02,38,275	3,29,58,462	89,44,404
West Bengal . . .	1,43,83,143	1,81,67,103	3,12,75,737	3,11,93,525	1,96,56,720
Delhi . . .	39,48,741	50,04,589	1,28,23,529	1,40,51,101	1,28,90,169
Himachal Pradesh . . .	..	..	8,10,629	8,51,688	97,088
Manipur . . .	..	..	4,36,797	4,63,473	..
Nagaland . . .	..	..	61,200	93,470	..
Pondicherry . . .	..	..	7,99,067	7,97,642	8,32,874
Tripura . . .	..	..	5,21,174	5,83,263	1,65,494
India . . .	14,13,88,805	16,86,58,167	23,61,38,868	26,22,73,420	15,80,40,866

†Includes research institutions also.

Universities and Colleges by States

Professional oation	Colleges for Special Education		Total		State/Territory
	1961-62	1960-61	1961-62	1960-61	
7	8	9	10	11	1
1,08,39,757	5,82,116	6,61,155	3,94,85,759	4,34,98,149	Andhra Pradesh
34,12,055	24,271	11,223	1,08,38,426	1,27,53,376	Assam
96,69,627	3,39,640	3,30,182	2,81,86,301	3,37,27,534	Bihar
94,90,221	9,66,061	9,32,768	3,21,05,640	3,57,84,263	Gujarat
17,94,444	2,56,247	2,10,274	35,16,099	55,62,697	Jammu and Kashmir
56,49,918	1,77,725	1,65,845	2,09,39,728	2,33,10,245	Kerala
1,69,36,190	10,81,876	12,18,855	3,39,90,562	3,90,46,824	Madhya Pradesh
1,84,75,266	6,71,015	8,06,092	4,10,07,952	4,56,18,659	Madras
2,77,05,007	11,03,158	9,46,017	6,64,63,209	7,62,50,328	Maharashtra
1,26,29,748	2,88,170	3,36,647	2,61,51,517	3,23,47,070	Mysore
29,55,330	2,20,304	2,63,420	76,38,376	97,68,891	Orissa
1,02,48,424	1,04,052	2,02,286	3,44,05,992	3,82,02,624	Punjab
73,50,354	6,67,420	7,19,310	1,92,60,907	2,23,86,231	Rajasthan
95,67,148	8,11,180	8,76,368	8,03,63,944	9,58,72,773	Uttar Pradesh
2,24,01,690	10,27,163	9,72,723	6,63,42,763	7,27,35,041	West Bengal
1,57,60,742	7,03,402	6,35,385	3,01,65,841	3,54,51,817	Delhi
1,32,193	55,770	65,650	9,63,487	10,49,531	Himachal Pradesh
5,074	33,325	48,927	4,70,122	5,17,474	Manipur
..	..	..	61,200	93,470	Nagaland
12,70,236	..	..	16,31,941	20,67,878	Pondicherry
2,33,760	12,156	10,337	6,98,824	8,47,350	Tripura
18,65,47,174	91,25,051	94,13,464	54,46,93,590	62,63,92,225	India

Table LXXX—Direct Expenditure on the

State/Territory	Increase (+) or Decrease(—)		Percentage of Total Direct Expenditure on Education		Percentage of met	
	Amount	Percentage	1960-61	1961-62	Government Funds	Local Board Funds
1	12	13	14	15	16	17
Andhra Pradesh . . .	+ 40,12,390	+10.2	20.0	20.2	52.6	0.1
Assam . . .	+ 19,14,950	+17.7	16.4	16.3	53.7	0.1
Bihar . . .	+ 55,41,233	+19.7	19.0	20.4	49.3	0.0
Gujarat . . .	+ 36,78,623	+11.5	21.2	22.4	47.3	0.8
Jammu and Kashmir . . .	+ 20,46,598	+58.2	20.1	23.8	78.9	..
Kerala . . .	+ 23,70,517	+11.3	13.3	13.5	43.9	..
Madhya Pradesh . . .	+ 50,56,262	+14.9	20.8	19.3	74.8	0.0
Madras . . .	+ 46,10,707	+11.2	18.0	17.7	51.5	0.1
Maharashtra . . .	+ 97,87,119	+14.7	18.6	19.3	40.2	2.1
Mysore . . .	+ 61,95,553	+23.7	19.3	20.8	55.9	0.1
Orissa . . .	+ 21,30,515	+27.9	15.9	17.4	66.0	0.0
Punjab . . .	+ 37,96,632	+11.0	24.6	24.8	32.1	0.3
Rajasthan . . .	+ 31,25,324	+16.2	19.4	18.5	69.1	0.0
Uttar Pradesh . . .	+ 1,55,03,829	+19.3	26.2	27.2	54.4	0.0
West Bengal . . .	+ 63,92,278	+ 9.6	27.0	26.3	57.9	0.0
Delhi . . .	+ 52,85,976	+17.5	38.1	36.7	77.5	0.0
Himachal Pradesh . . .	+ 86,044	+ 8.9	10.6	9.3	85.5	..
Manipur . . .	+ 47,352	+10.1	6.4	5.7	52.0	1.9
Nagaland . . .	+ 32,270	+52.7	1.9	1.9	..	..
Pondicherry . . .	+ 4,35,937	+26.7	40.9	42.9	63.3	..
Tripura . . .	+ 1,48,526	+21.2	8.0	8.5	80.2	..
India . . .	+ 8,21,98,635	+15.1	21.2	21.5	54.0	0.3

Universities and Colleges by States—contd.

Expenditure (1961-62) from			Average Annual Cost per pupil (1961-62)			State/Territory
Fees	Endow- ments	Other Sources	In Arts & Science Colleges	In Colleges for Prof. Education	In Colleges for Spl. Education	
18	19	20	21	22	23	1
27.6	3.1	16.6	405.2	868.4	619.6	Andhra Pradesh
42.9	1.1	2.2	197.0	1,127.6	623.5	Assam
39.0	1.6	10.1	211.2	697.2	568.3	Bihar
38.0	0.4	13.5	430.3	558.0	583.3	Gujarat
17.6	0.2	3.3	304.1	1,380.3	250.6	Jammu & Kashmir
47.0	0.1	9.0	297.0	710.5	234.9	Kerala
20.0	0.7	4.5	446.3	938.3	273.1	Madhya Pradesh
33.2	13.4	1.8	382.3	528.8	452.3	Madras
46.6	1.4	9.7	360.0	708.5	450.9	Maharashtra
36.7	0.9	6.4	408.1	621.1	136.6	Mysore
26.2	4.1	3.7	383.6	767.0	445.7	Orissa
56.2	7.8	3.6	348.7	824.1	155.7	Punjab
21.7	6.9	2.3	457.5	1,148.0	315.5	Rajasthan
21.0	1.6	23.0	454.5	1,098.3	432.6	Uttar Pradesh
35.8	0.8	5.5	293.3	1,105.8	281.1	West Bengal
17.2	0.5	4.8	735.2	3,259.0	1,050.2	Delhi
11.4	0.3	2.8	992.6	1,673.3	863.8	Himachal Pradesh
42.9	3.2	..	204.8	145.0	136.7	Manipur
19.7	36.1	44.2	785.5	..	..	Nagaland
4.5	..	32.2	829.1	3,068.2	..	Pondicherry
18.5	..	1.3	434.6	837.5	295.3	Tripura
33.2	2.8	9.7	361.8	827.0	357.3	India

3. A sum of Rs. 2.22 crore was placed at the disposal of the State Governments and Union Administrations for implementation of the scheme for award of scholarships to students belonging to scheduled castes, scheduled tribes and other backward classes for post-matriculation studies in India. In addition the State governments utilized funds from their own resources. Under this scheme 49,015 8,548 and 18,114 scholarships were awarded to students belonging to scheduled castes, scheduled tribes and other backward classes respectively involving an expenditure of Rs. 2,13,89,315, Rs. 36,77,669 and Rs. 1,01,96,381 respectively.

4. During this year, the following government of India overseas scholarships schemes were in operation:—

- (a) Under Agatha Harrison fellowship scheme, which is of five years duration, the scholar who was sent in 1956-57 continued his work during this year.
- (b) Under the central overseas scholarships scheme, no fresh awards were made. Of the six scholars already studying under the scheme, five returned after completing their studies abroad.
- (c) No new scholarship was awarded under foreign languages scholarships scheme and fully paid overseas scholarship scheme. Scholars of earlier batches continued their studies.
- (d) Under the programme for exchange of scholars between India and U.S.S.R. instituted during this year, the names of ten candidates were recommended to U.S.S.R. government for award of scholarships.
- (e) Under the programme for the exchange of scholars between India and Rumania two Indian scholars of 1960-61 who had been awarded scholarships were prosecuting their studies.
- (f) Programme for exchange of scholars between India and U.A.R. was also instituted and three Indian scholars already studying in U.A.R. were given the scholarships.
- (g) 14 scholarships were awarded to students belonging to scheduled castes (5), scheduled tribes (5), and other backward classes (4) under the overseas scholarships for scheduled castes, scheduled tribes and other backward classes.
- (h) No award for Humanities was given during this year under the Union Territories overseas scholarships. Scholars of preceding years continued their studies abroad during this year.
- (i) Besides, there were also other scholarships/fellowships awarded under United Nations UNESCO and Commonwealth Education Cooperation Plans.

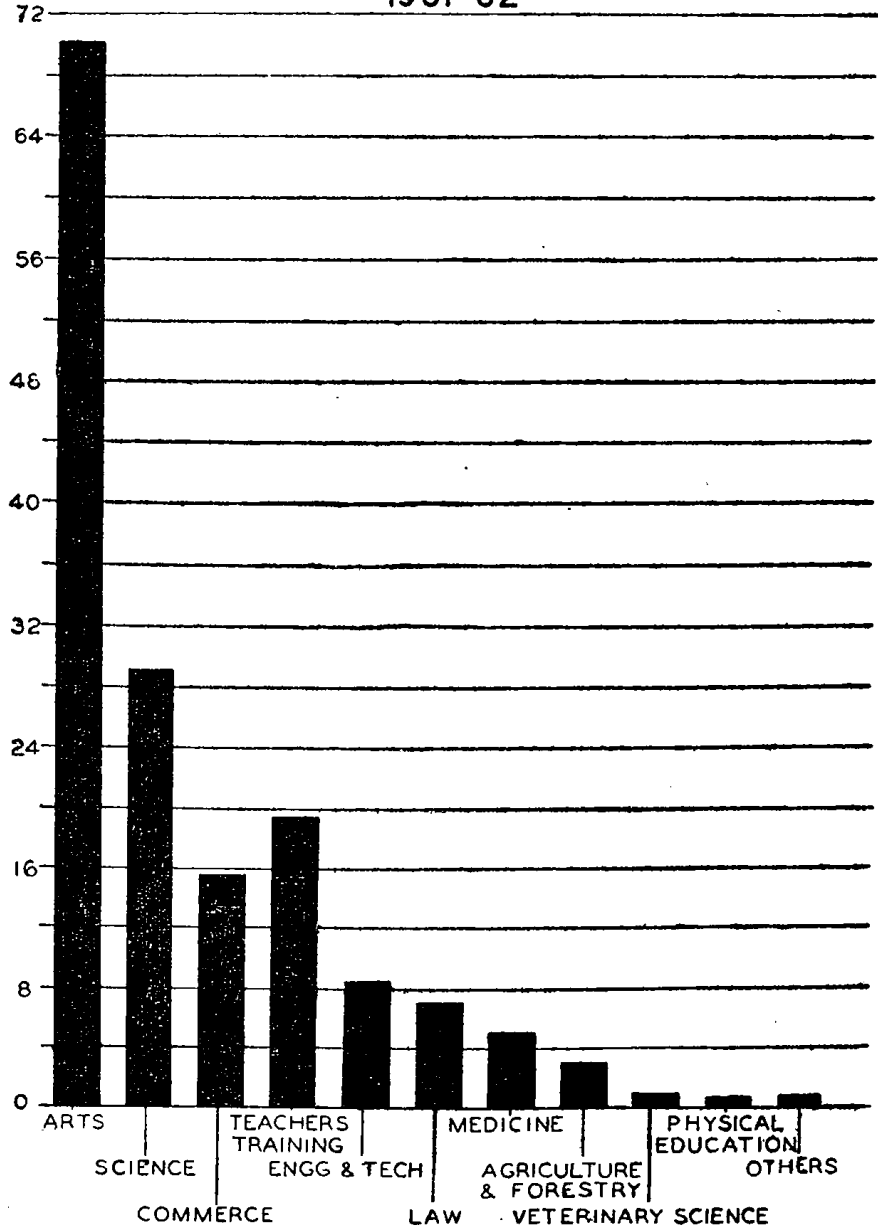
5. The post-Matric Merit scholarships scheme had been replaced by the newly instituted "National Scholarships Scheme". Under this scheme 806 scholars continued their studies during this year.

6. National scholarships scheme for post-Matric education was introduced during this year. Under this scheme 2,119 candidates for scholarships out of the total of 2,400 for 1961-62 had been selected and they were prosecuting their studies. Selections for the remaining 281 awards would be made shortly.

OUTPUT OF GRADUATES

IN THOUSANDS

1961-62



7. Another scheme introduced during this year was the merit scholarships for the children of primary and secondary school teachers for post-matric studies. A total of 2,500 scholarships (500 every year) would be awarded during the Third Plan. Candidates for 477 scholarships for 1961-62 had been selected.

8. A scheme for post-graduate scholarships in humanities was taken over from U.G.C. with effect from 1961-62. Seventy scholars of 1960-61 and eighty scholars awarded scholarships during this year were prosecuting their studies.

9. Post-graduate scholarships-in-science scheme was also taken over from U.G.C. 150 students had been awarded scholarships during this year.

10. A number of fellowships are at present available to students in the universities. Some of them are provided by the Council of Scientific and Industrial Research, the AICTE etc. The value of junior and senior fellowships has been fixed at Rs. 300 and Rs. 500 per month respectively. Twenty-five junior fellowships in humanities and 86 junior fellowships in science were awarded during the year and grants amounting to Rs. 1.5 lakhs were paid.

Twenty-seven senior fellowships in engineering and technology were awarded during the year and a sum of Rs. 92,000 was paid on this account. Senior fellowships of the value of Rs. 500/- were awarded to 12 candidates in humanities and to 31 candidates in science. A sum of Rs. 1.49 lakhs was paid towards the senior fellowships in science and humanities.

Examination Results

The following table gives the results of pre-university, intermediate, degree and post-graduate examinations held during 1960-61 and 1961-62.

Table LXXXI—Examination Results

Examination	Number Appeared		Number Passed		Pass Percentage	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5	6	7
Pre-University (Arts & Science)	2,14,997	2,91,347	92,288	1,29,763	42.9	44.1
I.A.*	2,01,340	1,58,549	80,754	65,195	40.1	41.1
I.Sc.	84,370	66,389	34,977	29,477	40.0	44.4
B.A. (Pass & Hons.)	1,42,273	1,51,980	65,138	70,201	45.8	46.2
B.Sc. (Pass & Hons.)	61,666	66,220	27,814	29,078	45.1	43.9
M.A.	23,276	24,954	18,948	20,837	81.4	83.5
M.Sc.	6,304	6,608	4,737	5,110	75.1	77.3
Pre-Professional	7,475	3,576	4,670	2,130	62.5	59.6
Professional Subjects†	93,417	1,00,961	60,163	64,925	64.4	64.3

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

†The figures relate to degree and equivalent diploma examinations only.

The Statewise distribution of passes in I.A., I.Sc., B.A., B.Sc., M.A., M.Sc. and professional degree courses is shown in table LXXXII.

Table LXXXII—University Examination

State/Territory	Pre-University Arts & Science				Intermediate Arts			
	Number Appeared	Number Passed			Number Appeared	Number Passed		
		Boys	Girls	Total		Boys	Girls	Total
1	2	3	4	5	6	7	8	9
Andhra Pradesh	27,099	9,579	1,826	11,405	2,758	1,107	107	1,214
Assam	9,970	5,290	924	6,214	9,656	2,949	706	3,655
Bihar	44,159	16,785	1,885	18,670	462	136	8	144
Gujarat	..	..	..	..	9,245	3,617	1,571	5,188
Jammu & Kashmir	2,121	364	79	443	1,952	393	237	630
Kerala	30,918	9,394	4,105	13,499	..	..	..	..
Madhya Pradesh	..	..	..	..	22,840	8,499	1,062	9,561
Madras	35,717	12,284	2,904	15,188	3,998†	1,194†	251†	1,445†
Maharashtra	26,426	8,570	4,624	13,194	8,908	1,805	1,541	3,346
Mysore	34,934	8,525	2,148	10,673	..	..	..	..
Orissa	6,218	3,554	495	4,049	1,046	381	28	409
Punjab	21,622	6,903	2,873	9,776	10,625	1,826	1,029	2,855
Rajasthan	8,079	2,356	761	3,117	8,710	2,923	520	3,443
Uttar Pradesh	1,019	327	154	481	55,351	18,254	6,376	24,630
West Bengal	41,689	15,421	5,610	21,031	21,414	5,765	2,441	8,206
Delhi	3,014	771	517	1,288	..	..	..	..
Himachal Pradesh	361	153	34	187	..	..	..	..
Manipur	839	411	39	450	974	266	20	286
Nagaland	20	10	..	10	19	14	2	16
Pondicherry	142	75	13	88	..	..	..	..
Tripura	..	..	..	..	581	192	35	167
India	2,94,347	1,00,772	28,991	1,29,768	1,58,549	49,261	15,934	65,195

† Includes Intermediate Science also.

Results by States

Intermediate Science				B.A. (Pass & Hons.)				State/Territory
Number Appeared	Number Passed			Number Appeared	Number Passed			
	Boys	Girls	Total		Boys	Girls	Total	
10	11	12	13	14	15	16	17	
..	..	..	..	8,483	2,238	478	2,716	Andhra Pradesh
2,676	1,373	85	1,458	4,290	1,230	342	1,572	Assam
26	8	6	14	18,924	5,950	864	6,814	Bihar
4,330	2,548	289	2,837	5,128	2,556	1,352	3,908	Gujarat
2,221	652	86	738	939	366	177	543	Jammu & Kashmir
..	..	..	..	3,772	751	437	1,188	Kerala
821	223	20	243	6,539	3,483	1,030	4,513	Madhya Pradesh
..	..	..	..	6,849	1,516	518	2,034	Madras
9,543	3,595	1,129	4,724	13,163	4,395	3,070	7,465	Maharashtra
..	..	..	..	2,777	706	449	1,155	Mysore
145	57	7	64	2,204	993	160	1,153	Orissa
4,868	1,379	4	1,383	21,349	5,937	1,981	7,905	Punjab
1,516	569	61	630	7,094	2,508	665	3,173	Rajasthan
33,353	13,664	832	14,496	24,076	9,295	3,664	12,959	Uttar Pradesh
6,673	2,587	158	2,745	21,615	6,311	4,130	10,441	West Bengal
..	..	..	..	3,913	1,339	1,013	2,352	Delhi
..	..	..	..	81	27	13	40	Himachal Pradesh
146	100	13	113	338	64	11	75	Manipur
..	..	..	..	..	..	..	..	Nagaland
..	..	..	..	16	6	2	8	Pondicherry
71	29	3	32	430	140	47	187	Tripura
66,389	26,784	2,693	29,477	1,51,980	49,811	20,403	70,201	India

Table LXXXII—Examination

State/Territory	B.Sc. (Pass & Hons.)				M.A.			
	Number Appeared	Number Passed			Number Appeared	Number Passed		
		Boys	Girls	Total		Boys	Girls	Total
	18	19	20	21	22	23	24	25
Andhra Pradesh . .	5,994	1,577	412	1,989	451	322	71	303
Assam . .	665	348	21	369	315	197	33	230
Bihar . .	3,511	1,350	38	1,388	2,524	1,932	189	2,121
Gujarat . .	1,634	1,024	129	1,153	732	445	151	596
Jammu & Kashmir . .	477	199	16	215	136	77	24	101
Kerala . .	9,802	2,038	1,176	3,214	287	170	97	287
Madhya Pradesh . .	1,725	917	134	1,051	1,798	1,218	297	1,523
Madras . .	11,189	2,583	738	3,321	594	377	95	472
Maharashtra . .	7,775	3,929	920	4,849	1,930	1,011	458	1,469
Mysore . .	4,422	830	285	1,115	395	257	67	324
Orissa . .	700	377	29	406	231	160	32	192
Punjab . .	2,887	1,303	57	1,360	2,032	1,211	419	1,630
Rajasthan . .	662	296	40	336	1,383	928	276	1,204
Uttar Pradesh . .	6,389	3,479	274	3,753	8,318	5,646	1,883	7,529
West Bengal . .	7,676	3,647	401	4,048	2,694	1,295	612	1,907
Delhi . .	584	380	73	453	1,134	618	269	887
Himachal Pradesh . .	8	3	..	3	..	..	..	..
Manipur . .	49	22	..	22	..	..	..	..
Pondicherry . .	16	8	..	8	..	..	..	..
Tripura . .	55	23	2	25	..	..	..	..
India . .	66,220	24,333	4,745	23,078	24,954	15,864	4,973	20,837

Results by States—contd.

Number Appeared	M. Sc.			Research (including Professional Subjects)			State/Territory	
	Number Passed			Number Appeared	Number Passed			
	Boys	Girls	Total		Boys	Girls		Total
26	27	28	29	30	31	32	33	
326	242	57	299	28	26	2	28	Andhra Pradesh
136	85	8	93	..	..	..	..	Assam
427	299	23	322	21	20	1	21	Bihar
399	298	26	324	..	..	..	..	Gujarat
22	22	..	22	..	..	..	..	Jammu & Kashmir
220	137	70	207	6	5	2	7	Kerala
496	386	46	432	..	..	..	..	Madhya Pradesh
651	335	63	398	..	..	..	..	Madras
772	451	61	532	..	..	..	..	Maharashtra
378	238	52	290	5	5	..	5	Mysore
89	62	5	67	5	4	..	4	Orissa
72	67	5	72	45	25	1	26	Punjab
285	221	34	255	..	..	..	..	Rajasthan
1,559	1,208	98	1,306	205	177	26	203	Uttar Pradesh
663	328	60	388	195	130	16	146	West Bengal
113	78	25	103	20	18	2	20	Delhi
..	..	..	..	..	..	..	..	Himachal Pradesh
..	..	..	..	..	..	..	..	Manipur
..	..	..	..	..	..	..	..	Pondicherry
..	..	..	..	..	..	..	..	Tripura
6,698	4,457	653	5,110	530	410	50	460	India

Table LXXXII—Examination Results by States—concl'd.

State/Territory	Prof. Degrees and Equivalent Diplomas				Pre-Professional			
	Number Passed				Number Passed			
	Number Appeared	Boys	Girls	Total	Number Appeared	Boys	Girls	Total
	34	35	36	37	38	39	40	41
Andhra Pradesh . .	6,517	3,523	446	3,969	1,419	797	122	919
Assam	1,072	570	31	601	..	..	..	..
Bihar	6,102	4,248	211	4,459	..	..	..	..
Gujarat	4,417	2,703	284	2,987	..	..	..	..
Jammu & Kashmir . .	386	196	88	284	..	..	..	..
Kerala	4,075	2,380	958	3,338	552	343	52	395
Madhya Pradesh . .	5,229	3,708	327	4,035	11	9	..	9
Madras	8,359	3,911	624	4,535	90	37	23	60
Maharashtra	12,418	6,696	1,051	7,747	765	35	1	252
Mysore	5,985	3,070	240	3,310	..	..	..	..
Orissa	1,004	714	46	760	..	..	..	..
Punjab	6,990	2,856	1,600	4,456	..	..	..	..
Rajasthan	2,598	2,026	107	2,133	630	324	..	524
Uttar Pradesh . . .	19,509	10,888	1,324	12,212	..	..	..	..
West Bengal	14,640	8,076	601	8,677	..	..	..	..
Delhi	1,385	1,047	221	1,268	50	19	22	41
Himachal Pradesh . .	78	46	23	69	59	30	..	30
Manipur	43	27	2	29	..	..	..	..
Pondicherry	19	10	3	13	..	..	..	..
Tripura	135	41	2	43	..	..	..	..
India	1,00,961	56,736	8,189	64,925	3,576	1,910	220	2,130

CHAPTER VII

TRAINING OF TEACHERS

Training of teachers is a vital part of our educational system in as much as the improvement in the standard of education depends largely on it. The Central Government as also the State Governments undertook various activities in this direction during the year under report. A brief sketch is given below:

Main Developments at the Centre

A programme for the orientation of primary school teachers in community development was taken up during the year. The main object of this scheme is to train the primary school teachers so that they may be enabled to play an effective role in the community development programmes and make the primary school a centre of the community. The programme proposes to make this orientation an integral part of the training of primary teachers. For this purpose, seminars of principals of training institutions for primary teachers were organised at the social education organisers' training centres and it was proposed to train two members of staff of every teacher training institution in community development. During the year under review, nearly 800 members of the staff of these training institutions were given orientation in community development and about 500 principals of training institutions attended the special seminars organised for them.

The report of the first National Seminar on the Training of Primary Teachers was published during the year and the recommendations made by the Seminar were being implemented.

The Central Institute of English, Hyderabad, established in November, 1958 in cooperation with the Ford Foundation and the British Council to stem the falling standard of English in India, undertook various activities during the year. Two seminars were organised by the Institute in Srinagar in May and June 1961. The first was intended for the Directors of Education and the Chairmen of the Boards of Secondary Education. It was organised with a view to apprising the educational administrators and training college professors of the current position of English teaching in our high schools and the consequent need for effecting reforms in the light of the latest thinking and research in the field. The second seminar was attended to by the university professors of English and the Chairmen of the Boards of Studies in English. The Institute also organised a short training course for the secondary school teachers of Jammu & Kashmir State. The course was conducted by the Education Department of the State who utilised the expert services of the staff of the Institute for the purpose. Teachers were given daily practice in useful skills like the construction of substitution tables, the ability to speak within a restricted vocabulary and production of English sounds. They were also trained in the teaching of textbook analysis. The Institute conducted its sixth regular four-month training course which was attended by 52 trainees drawn from training college lecturers, arts and science college lecturers and higher secondary school teachers.

A four-day course was run by the Institute's staff in Bombay and Auran-gabad for the benefit of pre-university teachers of English at the request of the S.N.D.T. University for Women and the Marathwada University.

In February, 1961, a committee was set up by the Central Ministry of Education to review the work and progress of the Institute. One of the main recommendations of this committee related to the starting of a nine-month course for the training of key personnel so that they would be thoroughly equipped for conducting training courses for the teaching of English in their own States.

The scheme of opening Hindi teachers' training colleges, for whose establishment and running, the Government of India bears 100 per cent expenditure, was continued. During the year under review, training colleges for Hindi teachers were set up in Kerala and Mysore where 200 teachers were undergoing training, and grants of Rs. 2,75,000 and Rs. 84,370 respectively were given to enable them to meet the entire expenditure on the setting up and running of these training colleges. Besides, the training facilities in the Maharashtra State were expanded by starting four additional short-term Hindi teachers' training courses.

The Central Institute of Education, Delhi, recorded all-round progress during the period under review. 100 students passed the B.Ed. examination and 14 the M.Ed. examination held during 1960-61. During the current session, 105 students were admitted to the B.Ed. and 16 to the M.Ed. classes. In addition, there were 26 Ph.D. students pursuing research in different areas of educational theory and practice. Five research supervision committees for different subject-areas were organised with three or four members of the staff on each committee to assist the M.Ed. students in the preparation of their research subjects. The areas covered are (i) educational philosophy, educational sociology and teacher education, (ii) educational psychology including guidance and counselling, (iii) curriculum construction, textbooks and the methodology of teaching, (iv) educational administration and (v) experimental education. Additional opportunities were provided for small group discussions on every alternative Saturday in the form of seminars guided by the members of the staff. A four-month short-term course was conducted by the Institute for teachers of the fine arts stream of multipurpose schools on the methodology of teaching fine arts in schools. Nineteen members from different universities participated in a seminar on educational administration which discussed ways and means of improving the teaching of the subject offered at the M.Ed. level and also considered how research work in the subject could be made more effective. Further, during the year the Institute brought out sixteen publications on various aspects of education.

The Department of Extension Service, under the Central Institute of Education, undertook, among other things, a three-week refresher course on the teaching of English through the structural approach, a social studies project aimed at giving the teachers a thorough understanding and orientation in the subject, a project on 'School as a Teacher Education Agency' in schools where practice teaching is done, and intensive work with an on-the-spot guidance to about twenty rural higher secondary schools to assess the difficulties and problems placed by teachers and to help them to find solutions through special projects and experiments.

MAIN DEVELOPMENTS IN THE STATES

Andhra Pradesh

Hindi Pandits' training course was conducted at the Government Training College, Hyderabad, to prepare trained teachers in Hindi. 27 candidates were admitted to the course and at the end of the course they appeared for the examination conducted by the Commissioner for Government Examinations.

Three private institutions were given grants-in-aid during 1961-62; 80 students were trained in these institutions.

A short-term training course in Hindi for teachers' training certificate holders was conducted at the Government Training College, Hyderabad, for 13 students.

Assam

A scheme for raising the annual intake of the existing teachers' training institutions and for establishing more new ones was taken up. To bridge the gap between the systems in the traditional elementary schools and basic pattern of schools, an orientation programme was taken up with proper syllabus and reading materials for a short training course to the untrained teachers. In addition a programme of extension inservice training was initiated by organising monthly gathering of teachers.

To overcome the general shortage of qualified teachers for secondary schools, a number of teachers were given inservice training in science subjects and some teachers were deputed for postgraduate studies. The Gauhati University also instituted a post-graduate vacation course in science subjects for the teachers of secondary schools.

During the year the construction works of buildings of the basic training centres which were to be opened in 1962-63 were completed.

Bihar

To provide inservice training facilities for secondary school teachers, the All India Council for Secondary Education provided Extension Services Departments in four training colleges.

Gujarat

Under the training programme for primary teachers, two additional divisions were opened in each of the nine training colleges set up during 1960-61 under the Government of India scheme.

An amount of Rs. 9,035 was spent for payment of stipends to forty women teacher trainees during the year.

A seminar of science teachers was organised in which twentyfive teachers participated.

Jammu & Kashmir

With a view to meeting the growing need for trained teachers required for the schools which were opened and upgraded in much larger numbers, the intake capacity in the teachers' training schools was increased from 600 in 1960-61 to 654 in 1961-62.

Kerala

Two courses, viz. a diploma course for high school teachers and a certificate course for upper primary school teachers were introduced in the Training College for Hindi Teachers set up at Ramavarmapuram, Trichur, in 1961. The trainees of the college participated in practice teaching as also in general competitive functions conducted inside and outside the college especially in connection with the Tagore Centenary Celebration of 1961 and secured prizes.

Madras

During the year under report, one aided training school for women was set up at Tiruchirapalli, and one training college for women was opened at Madras.

Pandits' training classes for the training of language teachers (Tamil) were conducted during the year in the Teachers' College, Saidapet. Similar courses were also conducted during the year in the Government Training College, Komarapalayam. Primary English teaching courses were conducted in four training centres at Pallavaram, Coimbatore, Virudhunagar and Tiruchirapalli. Two B.T. courses of three months' duration each for graduate secondary grade trained teachers were held in the Teachers' College, Saidapet. Further, M.E.I. course was newly started in Sri Ramakrishna Mission Vidyalaya Teachers' College, Perianaickenpalayam, Coimbatore District.

Maharashtra

During the year three teachers' training college for degree courses, one each at Sangli, Dhulia and Amravati, were newly started. The number of primary training colleges for women increased by 4.

Mysore

Four new teachers' training institutions were opened under the Government of India scheme, each with an intake capacity of 100. A short orientation training in basic education methods for a period of three months was given to 150 teachers at the Dodballapur Post-Graduate Basic Training College. Two more orientation training centres were also started at Jamkhandi and Gurigunta.

Orissa

A site was selected by the D.P.I. in consultation with the Revenue authorities for construction of the buildings of a new teachers' training college to be started with effect from July, 1962, at Sambalpur. Steps were also taken for construction of the buildings.

Two new secondary training schools were started during the year, one at Bhawanipatna and the other at Baripada, with an admission capacity of 40 each.

A short-term training course for imparting training to 400 'school mothers' was organised in some centres. Ten condensed course training centres were started in selected high schools with admission capacity of 40 each. A refresher course training for a batch of 23 trained and untrained undergraduate women teachers was organised in the Ravenshaw Girls' School, Cuttack.

The Government sanctioned a sum of Rs. 10,000 for improvement of existing old elementary training schools in the State. A sum of Rs. 6,000 was placed at the disposal of the Organiser, Basic Education, Orissa, for purchase of library books and science equipment for six basic training schools.

Punjab

244 units for the training of J.B.T. teachers were started in various high and higher secondary schools. In order to meet the ever-increasing demand for teachers and specialists in Home Science, a Home Science College was established at Chandigarh.

Three divisional and seventeen district seminars for inspection staff and teaching staff of training colleges and training schools were organised under the scheme of orientation of teachers.

An Extension Services Project was started at the Government Basic Training School, Jagraon, as a plan scheme with cent per cent assistance from the centre.

Rajasthan

A new teachers' training college, viz. Mahesh Teachers' Training College, was started at Jodhpur.

Uttar Pradesh

Under a scheme of Third Five Year Plan, five Government Normal Schools, three for men and two for women, were opened.

Under a scheme jointly sponsored by the Ministries of Education and Community Development and Panchayati Raj, Govt. of India, a State-level seminar for the orientation of primary school teachers to community development was organised at Lucknow in November, 1961. This was followed by district level seminars for junior inspecting personnel and selected teachers of training institutions. A beginning in in-service training of nursery school teachers was made by organising a three month course at the Government Nursery Training College, Allahabad, which was attended by eight teachers. At the secondary level, a number of in-service training courses were organised.

West Bengal

The intake capacity of the teachers' training institutions in the State was increased by 60. A condensed course of basic training for two months for 30 Bhutanese teachers was sanctioned. Several seminars were organised by the

State Education Directorate as well as by the extension services units attached to the four teachers' training colleges. Besides, Career Masters' Courses were introduced at the David Hare Training College, Calcutta, to train the teachers of class XI schools to give educational and vocational guidance. An English Language Institute was set up in Calcutta for training teachers of secondary schools and training colleges in the modern method of teaching English.

A. & N. Islands

Under a scheme of Third Five Year Plan, provision was made for the re-organisation of the Junior Basic Teachers' Training School and accordingly, additional staff and equipment were provided to the training school. A sum of Rs. 13,700 was spent for the maintenance of this school during the year.

Dadra & Nagar Haveli

The Administration, Nagar Haveli, organised short-term teachers' training camps in which 52 teachers participated. Four teachers joined, at their own cost, a primary training college in the neighbouring district. Fourteen teachers were deputed with financial help from the Government for primary teachers' certificate training at the colleges of the neighbouring States.

Delhi

With a view to providing more facilities for the training of teachers and increasing their professional efficiency, a proposal to attach an extension wing with the Government Teachers' Training Institute, Daryaganj, was considered.

Himachal Pradesh

During the year one basic training school was opened. The intake capacity of the Basic Training College, Solan, was raised from 60 to 100. Thirtysix teachers were deputed for training outside the Territory under the plan scheme. 250 teachers were given orientation training organised by the Government.

Manipur

One basic training college was opened for training post-matric teachers of M.E. and high schools. Geography was introduced as a subject in the B.T. class.

Pondicherry

In view of the great demand for trained hands anticipated during the course of the Third Plan, the capacity of the existing (non-basic) teachers' training institution was doubled to 80 and a new basic type institution with an intake of 40 was started.

Tripura

During the year under report the Craft Teachers' Training Institute was expanded and 49 teachers were trained in crafts and were provided in the basic schools.

The annual intake capacity of the basic training colleges was raised from 300 in 1960-61 to 360 during the year. Necessary equipment and teaching appliances were purchased and supplied to the colleges, for which an amount of Rs. 60,661 was spent.

The work of construction of a B.T. college was in progress during the year.

Main Statistics

Training Schools

Institutions

During the year under report the total number of teachers' training schools was 1,133 as against 1,138 in 1960-61 which showed a decrease of 5 (or 0·4 per cent) only. This was mainly because of appreciable decrease in Mysore, Madras and Rajasthan. Of the total, 759 (67·0 per cent) were managed by Government, 16 (1·4 per cent) by local bodies, 312 (27·5 per cent) by private aided bodies and 46 (4·1 per cent) by private unaided bodies. This number, however, excludes some training colleges and secondary schools providing training of the school standard. A statement showing the Statewise distribution of training schools is given in table LXXXIII. It shows that there were no training schools in Dadra & Nagar Haveli, L.M. & A. Islands, Pondicherry and Tripura. Six States/Union Territories showed an increase in the number of training schools, of which Uttar Pradesh showed the highest, whereas seven showed decrease with Mysore topping the list.

The management-wise distribution of these schools is given in cols. (9)—(12) of the same table. It shows that Govt. managed all the schools in Jammu and Kashmir, A. & N. Islands, Delhi, Himachal Pradesh, Manipur, Nagaland and NEFA; it had the largest individual share in all other States/Union Territories except in Gujarat (where it shared equally with private aided bodies) and Kerala, Madras and Maharashtra (where private aided bodies predominated).

Pupils

The total number of pupils in training schools and other training classes of school standard attached to other institutions rose from 1,22,682 in 1960-61 to 1,39,920 during 1961-62, showing an increase of 17, 38 or 14·1 per cent as against an increase of 22·5 per cent in the previous year. The state-wise distribution is shown in table LXXXIV. A decrease in number was shown in Assam, Mysore and Rajasthan among States and A. & N. Islands, Manipur and Nagaland among Union Territories. The others showed increase, the highest being in Punjab (5,021), followed by Bihar (2,571) and Uttar Pradesh (2,104).

Table LXXXIII—Number of

State/Territory	For Men		For Women		Total	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5	6	7
Andhra Pradesh	95	93	42	42	137	135
Assam	30	28	6	6	36	34
Bihar	96	96	26	25	122	121
Gujarat	55	53	23	25	78	78
Jammu & Kashmir	8	8	2	2	10	10
Kerala	63	64	17	18	80	82
Madhya Pradesh	41	41	7	7	48	48
Madras	9	5	23	18	32	23
Maharashtra	128	133	47	50	175	183
Mysore	20	10	4	1	24	11
Orissa	76	76	6	5	82	81
Punjab	14	15	12	14	26	29
Rajasthan	51	45	4	5	55	50
Uttar Pradesh	128	138	27	30	155	168
West Bengal	55	55	11	12	66	67
A. & N. Islands	1	1	..	..	1	1
Dadra & Ngr. Haveli . . . . .	..	..	..	..	..	..
Delhi	1	1	..	..	1	1
Himachal Pradesh	3	4	..	..	3	4
L. M. & A. Islands . . . . .	..	..	..	..	..	..
Manipur	5	5	..	..	5	5
Nagaland	1	1	..	..	1	1
N.E.F.A.	1	1	..	..	1	1
Pondicherry . . . . .	..	..	..	..	..	..
Tripura . . . . .	..	..	..	..	..	..
INDIA	881	873	257	260	1,138	1,133

Teachers' Training Schools

Increase(+) or Decrease (-)	Number of Schools in 1961-62 managed by				State/Territory
	Govt.	Local Board	Private Bodies		
			Aided	Un-Aided	
8	9	10	11	12	1
-2	103	..	31	1	Andhra Pradesh
-2	15	12	4	3	Assam
-1	101	..	19	1	Bihar
..	39	..	39	..	Gujarat
..	10	..	..	..	Jammu & Kashmir
+2	33	..	49	..	Kerala
..	46	..	2	..	Madhya Pradesh
-9	9	..	14	..	Madras
+8	62	2	119	..	Maharashtra
-13	9	..	2	..	Mysore
-1	79	..	2	..	Orissa
+3	17	..	2	10	Punjab
-5	48	..	2	..	Rajasthan
+13	127	1	9	31	Uttar Pradesh
+1	48	1	18	..	West Bengal
..	1	..	..	..	A. & N. Islands
..	..	..	..	..	Dadra & Ngr. Haveli
..	1	..	..	..	Delhi
+1	4	..	..	..	Himachal Pradesh
..	..	..	..	..	L. M. & A. Islands
..	5	..	..	..	Manipur
..	1	..	..	..	Nagaland
..	1	..	..	..	N.E.F.A.
..	..	..	..	..	Pondiocherry
..	..	..	..	..	Tripura
-5	759	16	312	46	INDIA

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

State/Territory	Men		Women		Total		Increase(+) or Decrease(-)
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	
	2	3	4	5	6	7	
Andhra Pradesh	10,685	12,001	4,049	4,602	14,734	16,603	+1,869
Assam	2,108	1,852	385	305	2,493	2,157	- 336
Bihar	13,985	16,250	2,875	3,181	16,860	19,431	+2,571
Gujarat	6,129	6,692	2,557	2,890	8,686	9,582	+ 896
Jammu & Kashmir	444	439	194	214	638	653	+15
Kerala	3,681	4,426	2,718	3,760	6,399	8,186	+1,787
Madhya Pradesh	4,461	4,504	879	940	5,340	5,444	+ 104
Madras	5,942	6,809	4,995	5,734	10,937	12,543	+1,606
Maharashtra	13,250	14,662	5,415	5,564	18,665	20,226	+1,561
Mysore	2,299	1,698	731	373	3,030	2,071	-959
Orissa	4,601	5,743	140	174	4,741	5,917	+1,176
Punjab	2,711	4,379	3,424	6,777	6,135	11,156	+5,021
Rajasthan	6,031	5,392	547	644	6,578	6,036	-542
Uttar Pradesh	11,869	13,564	1,722	2,131	13,591	15,695	+2,104
West Bengal	2,155	2,386	693	733	2,848	3,119	+ 271
A. & N. Islands	20	13	4	10	24	23	-1
Dadra & Ngr. Haveli	..	..	..	..	..	..	..
Delhi	142	169	145	140	287	309	+ 22
Himachal Pradesh	218	242	49	85	267	327	+ 60
L. M. & A. Islands	..	..	..	..	..	..	..
Manipur	344	327	30	38	374	365	- 9
Nagaland	37	34	..	..	37	34	- 3
N.E.F.A.	18	43	..	..	18	43	+ 25
Pondicherry	..	..	..	..	..	..	..
Tripura	..	..	..	..	..	..	..
INDIA	91,130	1,01,625	31,552	38,295	1,22,682	1,39,920	+17,238

*Includes enrolment in attached classes.

Expenditure

The total direct expenditure on teachers' training schools (excluding that on attached training classes of school standard) rose from Rs. 3,48,11,129 in 1960-61 to Rs. 3,92,75,302, giving an increase of Rs. 44,64,173 or 12·8 per cent as against 25·6 per cent in 1960-61. The source-wise distribution is shown in table LXXXV. The important point that emerges from here is that Government bore 90·2 per cent of expenditure in 1961-62 as compared to 90·4 per cent in 1960-61.

Table LXXXV—Direct Expenditure on Teachers' Training Schools by Sources

Sources	1960-61		1961-62	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government Funds	3,14,70,007	90·4	3,54,27,369	90·2
Local Board Funds	1,10,395	0·3	2,03,875	0·5
Fees	18,56,188	5·3	21,22,845	5·4
Endowments	3,51,820	1·0	4,32,440	1·1
Other Sources	10,22,719	3·0	10,88,773	2·8
TOTAL	3,48,11,129	100·0	3,92,75,302	100·0

The Statewise details of direct expenditure on training schools is given in table LXXXVI. An increase was reported by all States and Union Territories except Madras, Mysore, Rajasthan and Delhi. Government met cent per cent expenditure in five cases, over 90 per cent in eleven other cases, between 75 and 90 per cent in three cases and between 60 and 75 per cent in two cases, the lowest being in Madras (60·2 per cent) where a considerable percentage (30·9) was met from endowments. Column (10) of this table shows an average annual cost per pupil. The all India figure comes to Rs. 322·5 (Rs. 332·8 in schools for men and Rs. 282·6 in schools for women) as against Rs. 315·0 (Rs. 317·8 in schools for men and Rs. 303·2 in schools for women) in 1960-61. This average cost was distributed among the various sources of income as follows: Government funds Rs. 290·9, local bodies funds Rs. 1·6, fees Rs. 17·5, endowments Rs. 3·5 and other sources Rs. 9·0.

Table LXXXVI—Direct Expenditure on

State/Territory	On Schools for Men		On Schools for Women	
	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	23,20,569	29,00,586	6,14,071	6,39,747
Assam	7,22,632	7,61,973	66,566	68,712
Bihar	45,22,289	52,68,318	8,13,691	9,72,313
Gujarat	15,45,135	19,55,917	5,39,120	7,24,449
Jammu & Kashmir	5,58,389	6,31,613	1,30,232	1,53,222
Kerala	7,78,721	8,25,314	1,63,179	1,99,439
Madhya Pradesh	30,44,971	42,72,432	4,17,883	5,01,693
Madras	99,728	85,639	2,53,665	2,37,126
Maharashtra	38,98,495	41,90,591	14,55,863	15,19,595
Mysore	15,03,489	9,93,706	1,65,054	49,962
Orissa	6,06,279	7,89,199	43,104	43,175
Punjab	4,46,017	4,63,917	2,80,695	3,19,954
Rajasthan	30,09,653	29,17,218	2,25,930	2,70,099
Uttar Pradesh	43,46,350	50,10,353	10,59,496	11,29,995
West Bengal	5,67,491	6,86,937	1,73,247	2,00,850
A. & N. Islands	17,368	28,903	..	..
Delhi	1,00,311	90,416	..	..
Himachal Pradesh	1,30,863	1,42,742	..	..
Manipur	92,369	94,127	..	..
Nagaland	19,363	22,430	..	..
N.E.F.A.	78,851	1,12,640	..	..
INDIA	2,84,09,333	3,22,44,971	64,01,796	70,30,331

Teachers' Training Schools by States

Total		Increase (+) or Decrease (-)		State/Territory
1960-61	1961-62	Amount	Percentage	
6	7	8	9	1
Rs.	Rs.	Rs.	Rs.	
29,34,640	35,40,333	+6,05,693	+20.6	Andhra Pradesh
7,89,198	8,30,685	+41,487	+5.3	Assam
53,35,980	62,40,631	+9,04,651	+17.0	Bihar
20,84,255	26,80,366	+5,96,111	+28.6	Gujarat
6,88,621	7,84,635	+96,214	+14.0	Jammu & Kashmir
9,41,900	10,24,753	+82,853	+8.8	Kerala
34,62,854	47,74,125	+13,11,271	+37.9	Madhya Pradesh
3,53,393	3,22,765	-30,628	-8.7	Madras
53,54,358	57,10,186	+3,55,828	+6.6	Maharashtra
16,68,543	10,43,668	-6,24,875	-37.4	Mysore
6,49,383	8,32,374	+1,82,991	+28.2	Orissa
7,26,712	7,83,871	+57,159	+7.9	Punjab
32,35,583	31,87,317	-48,266	-1.5	Rajasthan
54,05,846	61,40,348	+7,34,502	+13.6	Uttar Pradesh
7,40,738	8,87,787	+1,47,049	+19.9	West Bengal
17,363	28,903	+11,535	+66.4	A. & N. Islands
1,00,311	90,416	-9,895	-9.9	Delhi
1,30,863	1,42,742	+11,879	+9.1	Himachal Pradesh
92,369	94,127	+1,758	+1.9	Manipur
19,363	22,430	+3,067	+15.8	Nagaland
78,851	1,12,640	+33,789	+42.8	N.E.F.A.
3,48,11,129	3,92,75,302	+44,64,173	+12.8	INDIA

Table LXXXVI—Direct Expenditure on T. T. Schools by States (contd.)

State/ Territory	Average Annual Cost Per Pupil	Percentage of Expenditure (1961-62) met from				
		Govt. Funds	Local Board Funds	Fees	Endow- ments	Other Sources
1	10	11	12	13	14	15
	Rs.					
Andhra Pradesh	210.3	91.3	..	2.8	5.5	0.4
Assam	385.1	91.9	5.1	0.6	1.8	0.6
Bihar	321.2	98.8	..	0.0	0.1	1.1
Gujarat	279.7	78.3	3.4	10.2	1.6	6.5
Jammu & Kashmir	1,280.3	98.0	..	2.0	..	..
Kerala	1,366.9	75.1	..	22.1	2.7	0.1
Madhya Pradesh	877.4	98.6	..	0.8	..	0.6
Madras	124.5	60.2	..	4.5	30.9	4.4
Maharashtra	286.1	73.4	0.4	15.1	0.9	10.2
Mysore	1,103.2	97.8	..	0.6	..	1.6
Orissa	140.7	98.5	..	..	0.3	1.2
Punjab	163.3	77.1	..	18.8	0.5	3.6
Rajasthan	539.6	94.1	..	5.1	0.2	0.6
Uttar Pradesh	392.3	94.4	0.2	4.0	0.1	1.3
West Bengal	290.2	90.2	3.8	2.4	0.7	2.9
A. & N. Islands	1,256.6	100.0	..	..	..	..
Delhi	456.6	100.0	..	..	..	..
Himachal Pradesh	436.5	100.0	..	..	..	..
Manipur	257.9	99.7	..	..	0.3	..
Nagaland	659.7	100.0	..	..	..	..
N.E.F.A.	2,619.5	100.0	..	..	..	..
INDIA	322.5	90.2	0.5	5.4	1.1	2.8

Training Colleges

Institutions

The total number of post-graduate and undergraduate teachers' training colleges increased from 478 in 1960-61 to 550 during the year under review which means an increase of 15.1 per cent as compared to 19.2 per cent in 1960-61. Of the total, Government managed 47.8 per cent, private aided bodies managed 40.9 per cent and the rest of the colleges were managed by private unaided bodies. Out of these 550 colleges, 152 were degree and post-graduate colleges and the rest were undergraduate colleges. The Statewise distributions of these colleges are given in tables LXXXVII and LXXXVIII. It will be seen that there are no training colleges in A. & N. Islands, Dadra & Nagar Haveli, L. M. & A. Islands, Nagaland and NEFA. A decrease of two and one post graduate colleges was shown in West Bengal and Punjab respectively and of one undergraduate college was shown in Uttar Pradesh while in all other cases the position was either stationary or an increase was reported. The highest increase in post-graduate as also undergraduate colleges was shown in Maharashtra (3 and 37 respectively).

Pupils

The total number of pupils enrolled in various teachers' training colleges, university teaching departments and attached training classes of collegiate standard increased to 52,561 as compared to 46,808 in the previous year. This gives an increase of 12.3 per cent as against 19.6 in 1960-61. The Statewise distribution is given in table LXXXIX. It will be seen that an increase was registered everywhere. Among the States, by far the biggest increase was in Maharashtra (2,051) followed a long way behind by Mysore (854), Punjab (783) and Madras (736). Among the Union Territories, Tripura (79) led the field followed by Pondicherry (60).

Expenditure

The total direct expenditure on teachers' training colleges rose from Rs. 2,15,14,328 in 1960-61 to Rs. 2,57,64,967 in 1961-62. This gives an increase of 19.8 per cent as compared to 18.8 per cent during 1960-61. Of the total, Rs. 1,38,23,914 was spent on the post-graduate training colleges and Rs. 1,19,41,053 on the undergraduate training colleges. The corresponding figures for the previous year were Rs. 1,29,22,658 and Rs. 85,91,670. The sourcewise details of direct expenditure on all the training colleges are given in table XC. It shows that Government funds met more than three-fourths of the total expenditure, fees met about one-eighth and the rest were met from endowments and other sources, local bodies' share being insignificant.

Table LXXXVII—Number of Post-Graduate Teachers' Training Colleges

State/Territory	For Men		For Women		Total		Increase(+) or Decrease (-)	Number of Colleges in (1961-62) Managed by		
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62		Govt.	Private Bodies	
									Aided	Un-Aided
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	7	7	1	1	8	8	..	6	2	..
Assam	2	2	..	..	2	2	..	2	..	..
Bihar	4	4	1	1	5	5	..	3	2	..
Gujarat	6	6	..	..	6	6	..	6	..	..
Jammu & Kashmir	2	2	..	..	2	2	..	2	..	..
Kerala	16	17	2	2	18	19	+1	4	15	..
Madhya Pradesh	9	10	..	..	9	10	+1	10	..	..
Madras	12	12	4	5	16	17	+1	7	10	..
Maharashtra	15	18	1	1	16	19	+3	6	13	..
Mysore	9	9	1	1	10	10	..	5	4	1
Orissa	2	2	..	..	2	2	..	2	..	..
Punjab	19	18	4	4	23	22	-1	6	16	..
Rajasthan	4	5	..	..	4	5	+1	2	3	..
Uttar Pradesh	7	7	3	4	10	11	+1	4	5	2
West Bengal	11	10	2	1	13	11	-2	4	7	..
A. & N. Islands . . . . .	..	..	..	..	..	..	..	..	..	..
Dadra & Ngr. Haveli . . . . .	..	..	..	..	..	..	..	..	..	..
Delhi	1	1	..	..	1	1	..	1	..	..
Himachal Pradesh	1	1	..	..	1	1	..	1	..	..
L.M. & A. Islands . . . . .	..	..	..	..	..	..	..	..	..	..
Manipur . . . . .	..	..	..	..	..	..	..	..	..	..
Nagaland . . . . .	..	..	..	..	..	..	..	..	..	..
N.E.F.A. . . . .	..	..	..	..	..	..	..	..	..	..
Pondicherry . . . . .	..	..	..	..	..	..	..	..	..	..
Tripura	1	1	..	..	1	1	..	1	..	..
INDIA	128	132	19	20	147	152	+5	72	77	3

Table LXXXVIII—Number of Under-Graduate Teachers' Training Colleges

State /Territory	For Men		For Women		Total		Increase(+) or Decrease(-)	Number of Colleges in (1961-62) Managed by		
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62		Govt.	Private Bodies	
	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh . . . . .	..	..	..	..	..	..	..	..	..	..
Assam . . . . .	..	..	..	..	..	..	..	..	..	..
Bihar . . . . .	..	..	..	..	..	..	..	..	..	..
Bihar	1	1	1	1	2	2	..	..	2	..
Gujarat . . . . .	..	..	..	..	..	..	..	..	..	..
Jammu & Kashmir . . . . .	..	..	..	..	..	..	..	..	..	..
Kerala . . . . .	..	..	..	..	..	..	..	..	..	..
Madhya Pradesh	54	54	5	5	59	59	..	59	..	..
Madras	73	76	42	48	115	124	+9	70	53	1
Maharashtra	73	110	3	3	76	113	+37	2	62	49
Mysore	30	45	12	14	42	59	+17	31	19	9
Orissa	10	12	1	1	11	13	+2	13	..	..
Punjab	2	2	1	1	3	3	..	2	1	..
Rajasthan . . . . .	..	..	..	..	..	..	..	..	..	..
Uttar Pradesh	5	5	5	4	10	9	-1	6	3	..
West Bengal	5	5	3	4	8	9	+1	1	8	..
A. & N. Islands . . . . .	..	..	..	..	..	..	..	..	..	..
Dadra & Ngr. Haveli . . . . .	..	..	..	..	..	..	..	..	..	..
Delhi . . . . .	..	..	..	..	..	..	..	..	..	..
Himachal Pradesh . . . . .	..	..	..	..	..	..	..	..	..	..
L. M. & A. Islands . . . . .	..	..	..	..	..	..	..	..	..	..
Manipur . . . . .	..	1	..	..	..	1	+1	1	..	..
Nagaland . . . . .	..	..	..	..	..	..	..	..	..	..
N.E.F.A. . . . .	..	..	..	..	..	..	..	..	..	..
Pondicherry	1	2	..	..	1	2	+1	2	..	..
Tripura	4	4	..	..	4	4	..	4	..	..
INDIA	258	317	73	81	331	398	+67	191	148	59

Table LXXXIX—Number of Pupils in Teachers' Training Colleges**

State/Territory	Men		Women		Total		Increase (+) or Decrease(—)
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	
	1	2	3	4	5	6	7	8
Andhra Pradesh	850	825	284	320	1,134	1,145	+11
Assam	165	195	26	37	191	232	+41
Bihar	551	574	126	158	677	732	+55
Gujarat	644	683	331	337	975	1,020	+45
Jammu & Kashmir	135	197	104	119	239	316	+77
Kerala	1,309	1,322	726	800	2,035	2,122	+87
Madhya Pradesh	5,836	5,931	1,317	1,374	7,153	7,305	+152
Madras	7,554	8,025	4,447	4,712	12,001	12,737	+736
Maharashtra	2,807	4,077	2,558	3,339	5,365	7,416	+2,051
Mysore	3,297	4,053	1,187	1,285	4,484	5,338	+854
Orissa	770	967	93	101	863	1,068	+205
Punjab	1,555	1,883	1,525	1,980	3,080	3,863	+783
Rajasthan	441	531	62	95	503	626	+123
Uttar Pradesh	3,874	3,824	1,299	1,539	5,173	5,363	+190
West Bengal	1,390	1,485	866	931	2,256	2,416	+160
A. & N. Islands	..	..	..	..	..	..	..
Dadra & Ngr. Haveli	..	..	..	..	..	..	..
Delhi	100	83	155	177	255	260	+5
Himachal Pradesh	40	50	17	29	57	79	+22
L. M. & A. Islands	..	..	..	..	..	..	..
Manipur	40	55	8	10	48	65	+17
Nagaland	..	..	..	..	..	..	..
N.E.F.A.	..	..	..	..	..	..	..
Pondicherry	64	102	31	53	95	155	+60
Tripura	184	250	40	53	224	303	+79
INDIA	31,606	35,112	15,202	17,449	46,808	52,561	+5,753

**Includes enrolment in University Teaching Departments and training classes attached to Arts and Science colleges and excludes pupils in training classes of school standard in Training colleges.

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

Sources	1960-61		1961-62	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government Funds	1,67,59,745	77.9	2,01,22,695	78.1
Local Board Funds . . . . .	..	..	7,077	0.0
Fees	27,61,482	12.8	34,22,475	13.3
Endowments	10,65,642	5.0	10,92,579	4.2
Other Sources	9,27,459	4.3	11,20,141	4.4
TOTAL	2,15,14,328	100.0	2,57,64,967	100.0

The break-up of the total direct expenditure into that on post-graduate and undergraduate colleges is given in table XCI and XCII. In a broad sense the pattern remained the same in these two cases also.

Table XCI—Direct Expenditure on Post-Graduate Teachers' Training Colleges by Sources

Sources	1960-61		1961-62	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government Funds	95,87,215	74.2	1,01,78,132	73.6
Local Board Funds . . . . .	..	..	7,001	0.1
Fees	22,13,625	17.1	24,71,748	17.9
Endowments	5,25,398	4.1	4,51,214	3.2
Other Sources	5,96,420	4.6	7,15,819	5.2
TOTAL	1,29,22,658	100.0	1,38,23,914	100.0

Table XCII—Direct Expenditure on Under-Graduate Teachers' Training Colleges by Sources

Sources	1960-61		1961-62	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government Funds	71,72,530	83.5	99,44,563	83.3
Local Board Funds . . . . .	..	..	76	0.0
Fees	5,47,857	6.4	9,50,727	7.9
Endowments	5,40,244	6.3	6,41,365	5.4
Other Sources	3,31,039	3.8	4,04,322	3.4
TOTAL	85,91,670	100.0	1,19,11,053	100.0

The Statewise details of direct expenditure on post-graduate and undergraduate teachers' training colleges are shown in tables XCIII and XCIV. The expenditure on post-graduate colleges increased in all the concerned cases except Bihar, West Bengal, Delhi and Tripura where it decreased. The highest increase was reported by Madhya Pradesh (Rs. 3,17,478), followed by Jammu and Kashmir (Rs. 1,09,508) and Punjab (Rs. 1,05,540). In terms of percentage, however, the pride of place went to Jammu & Kashmir (45·5), followed by Himachal Pradesh (36·2), Assam (32·2) and Madhya Pradesh (17·8). In the case of undergraduate colleges there was an increase in every concerned case except Uttar Pradesh where a decrease was observed. The highest increase was in Mysore (Rs. 11,31,194), closely followed by Madhya Pradesh (Rs. 11,14,178). In terms of percentage Gujarat (192·4) registered an abnormal increase, followed by Tripura (99·8), Mysore (83·5), Maharashtra (58·6) and Pondicherry (46·7).

The percentage of expenditure on post-graduate colleges met from various sources of income in the States and Union Territories is given in cols. (11) to (15) of table XCIII. Government met cent per cent expenditure in Assam, Himachal Pradesh and Tripura. Between 90 and 100 per cent in six cases, between 75 and 90 per cent in four States, between 50 and 75 per cent in two States and below 50 per cent in Maharashtra, Punjab and Kerala. In Maharashtra and Punjab, however, Government had the largest single share, fees coming next, but in Kerala more than three-fifths of the expenditure was met from fees only. The corresponding information for undergraduate colleges is given in cols. (11)—(14) of table XCIV. It shows that Government met total expenditure in Pondicherry, between 90 and 100 per cent in six cases, between 75 and 90 per cent in two cases and below 50 per cent in Punjab and Maharashtra. While in Punjab the Government had the largest single share followed by fees, in Maharashtra more than three-fourths of the expenditure was met from fees only.

Another point of interest is the average annual cost per pupil which is given in col. (10) of each of the two tables under consideration. The all-India average cost per pupil of the degree and post-graduate standard came to Rs. 694·0 (Rs. 733·4 in men's colleges and Rs. 470·3 in women's colleges) as compared to Rs. 733·7 (Rs. 768·9 in men's colleges and Rs. 544·3 in women's colleges) in 1960-61. Out of this Rs. 511·0 was met from Government funds, Rs. 0·4 from local bodies' funds, Rs. 124·1 from fees, Rs. 22·6 from endowments and Rs. 35·9 from other sources. Similarly, the average annual cost per pupil in the undergraduate colleges was Rs. 301·1 (Rs. 317·1 in men's colleges and Rs. 251·0 in women's colleges) as against Rs. 259·4 (Rs. 274·2 in men's colleges and Rs. 215·2 in women's colleges) in 1960-61. Of the total, Rs. 250·7 was met from Government funds, Rs. 24·0 from fees, Rs. 16·2 from endowments and Rs. 10·2 from other sources. The combined picture for the post-graduate and undergraduate colleges shows the average all-India cost as Rs. 432·4 (Rs. 467·3 in men's colleges and Rs. 302·8 in women's colleges) as against Rs. 424·1 (Rs. 459·9 in men's colleges and Rs. 294·8 in women's colleges) in 1960-61. Out of the total of Rs. 432·4, Rs. 337·7 was met from Government funds, Rs. 0·2 from local bodies' funds, Rs. 57·4 from fees, Rs. 18·3 from endowments and Rs. 18·8 from other sources.

Output in Teachers' Training

During the year under report, a total of 1,25,915 pupil teachers (91,942 men and 33,973 women) successfully completed the teachers' training courses of degree, diploma and certificate standard as compared to 1,07,001 (79,863 men

and 27,138 women) in the previous year. Out of the total, 92,854 (69,417 men and 23,437 women) qualified as primary school teachers and the remaining 33,061 (22,525 men and 10,536 women) as secondary school teachers. Of the latter, 532 teachers (397 men and 135 women) received post-graduate degrees in teachers' training, 19,515 teachers (13,311 men and 6,204 women) graduate degrees and equivalent diplomas and the remaining 13,014 teachers (8,817 men and 4,197 women) undergraduate diplomas and certificates. The Statewise details of output in teachers' training are given in table XCV. Percentage increase or decrease is shown in col. (19) of this table. It will be seen that there was an increase in every case except Gujarat, Madhya Pradesh, Punjab, Rajasthan, A. & N. Islands, Delhi, Manipur, Nagaland, N.E.F.A. and Pondicherry. The highest percentage increase was registered by Maharashtra (75·8), followed by Mysore (66·1), Kerala (52·3), and Orissa (38·5).

Table XCIII—Direct Expenditure on Post-Graduate

State/Territory	For Men		For Women		
	1960-61	1961-62	1960-61	1961-62	
	1	2	3	4	
		Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	6,98,905	7,36,927	1,15,528	90,395	
Assam	2,47,413	3,27,076	..	..
Bihar	3,39,730	2,92,683	40,031	45,356	
Gujarat	6,00,687	6,16,822	..	..
Jammu & Kashmir	2,40,718	3,50,226	..	..
Kerala	7,74,987	8,25,614	79,185	70,190	
Madhya Pradesh	17,81,550	20,99,028	..	..
Madras	9,12,321	9,31,834	3,30,369	3,36,925	
Maharashtra	11,29,208	12,09,779	76,390	76,864	
Mysore	5,94,884	6,62,697	36,612	44,971	
Orissa	1,32,967	1,40,686	..	..
Punjab	13,53,772	14,59,345	2,47,295	2,47,262	
Rajasthan	5,72,275	6,59,488	..	..
Uttar Pradesh	6,61,904	6,85,667	2,38,438	2,92,844	
West Bengal	8,37,336	8,52,976	2,95,034	1,97,969	
A. & N. Islands . . . . .	..	..	..	..
Dadra & Nagar Haveli . . .	..	..	..	..
Delhi	4,14,810	3,68,813	..	..
Himachal Pradesh	97,088	1,32,193	..	..
L. M. & A. Islands . . . . .	..	..	..	..
Manipur . . . . .	..	..	..	..
Nagaland . . . . .	..	..	..	..
N.E.F.A. . . . .	..	..	..	..
Pondicherry . . . . .	..	..	..	..
Tripura	73,171	69,284	..	..
INDIA	1,14,63,728	1,24,21,138	14,58,932	14,02,776	

Teachers' Training Colleges by States

Total		Increase (+) or Decrease (-)		State/Territory
1960-61	1961-62	Amount	Percentage	
6	7	8	9	
Rs.	Rs.	Rs.		1
8,14,433	8,27,322	+12,889	+1.6	Andhra Pradesh
2,47,413	3,27,076	+ 79,663	+32.2	Assam
3,79,761	3,38,039	-41,722	-11.0	Bihar
6,00,687	6,16,822	+16,135	+2.7	Gujarat
2,40,718	3,50,226	+1,09,508	+45.5	Jammu & Kashmir
8,54,172	8,95,804	+ 41,632	+4.9	Kerala
17,81,550	20,99,028	+ 3,17,478	+17.8	Madhya Pradesh
12,42,690	12,68,759	+ 26,069	+2.1	Madras
12,05,598	12,86,643	+81,045	+6.7	Maharashtra
6,31,496	7,07,668	+76,172	+12.1	Mysore
1,32,967	1,40,686	+ 7,719	+5.8	Orissa
16,01,067	17,06,607	+ 1,05,540	+6.6	Punjab
5,72,275	6,59,488	+87,213	+15.2	Rajasthan
9,00,392	9,78,511	+78,119	+8.7	Uttar Pradesh
11,32,370	10,50,945	-81,425	-7.2	West Bengal
..	..	..	..	A. & N. Islands
..	..	..	..	Dadra & Nagar Havali
4,14,810	3,68,813	-45,997	-11.1	Delhi
97,088	1,32,193	+35,105	+36.2	Himachal Pradesh
..	..	..	..	L. M. & A. Islands
..	..	..	..	Manipur
..	..	..	..	Nagaland
..	..	..	..	N.E.F.A.
..	..	..	..	Pondicherry
73,171	69,284	-3,887	-5.3	Tripura
1,29,22,658	1,38,23,914	+9,01,256	+7.1	INDIA

Table XCIII—Direct Expenditure on Post-Graduate Teachers' Training
Colleges by States—contd.

State/Territory	Average Annual Cost per Pupil	Percentage of expenditure (1961-62) met from				
		Govt. Funds	L.B. Funds	Fees	Endowments	Other Sources
1	10	11	12	13	14	15
Andhra Pradesh . . .	794.0	76.4	..	2.8	6.7	14.1
Assam	3,407.1	100.0	..	..	..	..
Bihar	485.7	95.2	..	4.1	..	0.7
Gujarat	803.2	68.5	..	20.1	..	11.4
Jammu & Kashmir . .	1,423.7	99.8	..	0.2	..	..
Kerala	427.4	38.5	..	60.7	..	0.8
Madhya Pradesh . . .	1,329.3	98.8	..	1.2	..	..
Madras	653.0	78.4	..	5.9	15.4	0.3
Maharashtra	666.7	39.6	0.2	37.9	2.6	19.7
Mysore	898.1	68.1	..	9.5	..	22.4
Orissa	676.4	95.9	..	3.3	0.1	0.7
Punjab	329.0	46.3	0.3	45.4	6.3	1.7
Rajasthan	873.5	75.3	..	16.9	7.8	0.0
Uttar Pradesh	930.1	75.8	..	17.6	0.7	5.9
West Bengal	851.0	96.7	..	2.0	..	1.3
A. & N. Islands . . .	..	..	..	..	..	..
Dadra & Nagar Haveli .	..	..	..	..	..	..
Delhi	2,615.7	92.2	..	7.8	..	..
Himachal Pradesh . . .	1,673.3	100.0	..	..	..	..
L. M. & A. Islands . .	..	..	..	..	..	..
Manipur . . . . .	..	..	..	..	..	..
Nagaland . . . . .	..	..	..	..	..	..
N.E.F.A. . . . .	..	..	..	..	..	..
Pondicherry . . . . .	..	..	..	..	..	..
Tripura	877.0	100.0	..	..	..	..
INDIA	694.0	73.6	0.1	17.9	3.2	5.2

Table XCIV—Direct Expenditure on Under-Graduate Teachers' Training Colleges by States.

State/Territory	For Men		For Women	
	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh . . . .	..	..	..	..
Assam . . . . .	..	..	..	..
Bihar . . . . .	..	..	..	..
Gujarat	800	1,488	2,476	8,090
Jammu & Kashmir . . .	..	..	..	..
Kerala . . . . .	..	..	..	..
Madhya Pradesh	25,17,101	35,35,481	2,24,979	3,20,777
Madras	18,99,728	21,95,374	9,27,527	12,29,053
Muharashtra	4,70,412	7,98,516	94,184	97,199
Mysore	11,16,402	20,67,920	2,36,853	4,16,529
Orissa	1,64,465	2,14,877	15,527	20,841
Punjab	35,148	42,948	14,798	14,798
Rajasthan . . . . .	..	..	..	..
Uttar Pradesh	3,66,679	3,17,995	1,78,086	2,16,655
West Bengal	1,07,679	1,09,933	93,903	95,201
A. & N. Islands . . . .	..	..	..	..
Dadra & Nagar Haveli . .	..	..	..	..
Delhi . . . . .	..	..	..	..
Himachal Pradesh . . . .	..	..	..	..
L. M. & A. Islands . . . .	..	..	..	..
Manipur . . . . .	..	5,074	..	..
Nagaland . . . . .	..	..	..	..
N.E.F.A. . . . .	..	..	..	..
Pondicherry	32,600	47,838	..	..
Tripura	92,323	1,84,466	..	..
INDIA	68,03,337	95,21,910	17,88,333	24,19,143

Table XCIV—Direct Expenditure on Under-Graduate

State/Territory	Total		Increase (+) or Decrease (—)	
	1960-61	1961-62	Amount	Percentage
1	6	7	8	9
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh . . . . .	..	..	..	..
Assam . . . . .	..	..	..	..
Bihar . . . . .	..	..	..	..
Gujarat	3,276	9,578	+6,302	+192.4
Jammu & Kashmir . . . . .	..	..	..	..
Kerala . . . . .	..	..	..	..
Madhya Pradesh	27,42,080	38,56,258	+11,14,178	+40.6
Madras	28,27,255	34,24,427	+5,97,172	+21.2
Maharashtra	5,64,596	8,95,715	+3,31,119	+58.6
Mysore	13,53,255	24,84,449	+11,31,194	+83.5
Orissa	1,79,992	2,35,718	+55,726	+31.0
Punjab	49,946	57,746	+7,800	+15.6
Rajasthan . . . . .	..	..	..	..
Uttar Pradesh	5,44,765	5,34,650	—10,115	—1.9
West Bengal	2,01,582	2,05,134	+3,552	+1.7
A. & N. Islands . . . . .	..	..	..	..
Dadra & Nagar Haveli . . . . .	..	..	..	..
Delhi . . . . .	..	..	..	..
Himachal Pradesh . . . . .	..	..	..	..
L. M. & A. Islands . . . . .	..	..	..	..
Manipur . . . . .	..	5,074	+5,074	..
Nagaland . . . . .	..	..	..	..
N.E.F.A. . . . .	..	..	..	..
Pondicherry	32,600	47,838	+15,238	+46.7
Tripura	92,323	1,84,466	+92,143	+99.8
INDIA	85,91,670	1,19,41,053	+33,49,383	+38.9

Teachers' Training Colleges by States—contd.

Average Annual Cost per Pupil	Percentage of expenditure (19 1-62) met from				State/Territory
	Govt. Funds	Fees	Endowments	Other sources	
10	11	12	13	14	1
Rs.					
..	..	..	..	..	Andhra Pradesh
..	..	..	..	..	Assam
..	..	..	..	..	Bihar
91.2	..	95.0	..	5.0	Gujarat
..	..	..	..	..	Jammu & Kashmir
..	..	..	..	..	Kerala
690.2	98.1	1.7	..	0.2	Madhya Pradesh
166.2	76.5	1.4	18.6	3.5	Madras
175.3	18.4	76.6	0.4	4.6	Maharashtra
403.5	88.6	4.0	..	7.4	Mysore
274.1	98.3	..	..	1.7	Orissa
317.3	49.2	45.2	..	5.6	Punjab
..	..	..	..	..	Rajasthan
724.5	91.5	2.4	..	6.1	Uttar Pradesh
483.8	94.7	2.9	..	2.4	West Bengal
..	..	..	..	..	A. & N. Islands
..	..	..	..	..	Dadra & Nagar Haveli
..	..	..	..	..	Delhi
..	..	..	..	..	Himachal Pradesh
..	..	..	..	..	L. M. & A. Islands
150.0	97.2	2.8	..	..	Manipur
..	..	..	..	..	Nagaland
..	..	..	..	..	N.E.F.A.
308.6	100.0	..	..	..	Pondicherry
823.5	94.1	..	..	5.9	Tripura
301.1	83.3	7.9	5.4	3.4	INDIA

Table XCV—Output in

State/Territory	Post-Graduate Standard			Graduate Standard		
	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7
Andhra Pradesh . . .	12	2	14	650	297	947
Assam	5	3	8	96	22	118
Bihar	24	4	28	1,117	149	1,266
Gujarat	22	4	26	510	224	734
Jammu & Kashmir . . .	..	..	..	170	88	258
Kerala . . . . .	..	..	..	1,316	779	2,095
Madhya Pradesh . . .	73	13	86	871	231	1,102
Madras	12	7	19	996	439	1,435
Maharashtra	45	36	81	882	454	1,336
Mysore	42	3	45	437	169	606
Orissa	9	1	10	202	31	233
Punjab	16	3	19	1,280	1,511	2,791
Rajasthan	20	..	20	493	92	585
Uttar Pradesh	78	33	111	3,182	1,153	4,335
West Bengal	16	20	36	987	440	1,427
A. & N. Islands . . . . .	..	..	..	..	..	..
Dadra & Nagar Haveli . . .	..	..	..	..	..	..
Delhi	11	4	15	63	100	163
Himachal Pradesh . . . . .	..	..	..	46	23	69
L. M. & A. Islands . . . . .	..	..	..	..	..	..
Manipur . . . . .	..	..	..	13	2	15
Nagaland . . . . .	..	..	..	..	..	..
N.E.F.A. . . . .	..	..	..	..	..	..
Pondicherry . . . . .	..	..	..	..	..	..
Tripura	12	2	14	..	..	..
INDIA	397	135	532	13,311	6,204	19,515

Teachers' Training

Under-Graduate Standard			School Standard			State/Territory
Men	Women	Total	Men	Women	Total	
8	9	10	11	12	13	1
..	..	..	7,013	1,931	8,944	Andhra Pradesh
25	..	25	970	211	1,181	Assam
..	..	..	6,895	1,187	8,082	Bihar
..	..	..	3,777	1,519	5,296	Gujarat
..	..	..	433	207	640	Jammu & Kashmir
..	..	..	2,955	2,308	5,263	Kerala
4,680	1,065	5,754	4,014	836	4,850	Madhya Pradesh
19	7	26	7,055	4,258	11,313	Madras
2,908	2,739	5,707	11,619	5,265	16,884	Maharashtra
7	9	16	6,868	2,038	8,906	Mysore
347	55	402	2,857	53	2,910	Orissa
76	71	147	1,048	1,613	2,661	Punjab
..	..	..	4,862	519	5,381	Rajasthan
140	91	231	6,182	635	6,817	Uttar Pradesh
331	126	457	2,325	668	2,993	West Bengal
..	..	..	13	8	21	A. & N. Islands
..	..	..	..	..	..	Dadra & Nagar Haveli
..	..	..	14	71	85	Delhi
..	..	..	231	78	309	Himachal Pradesh
..	..	..	..	..	..	L. M. & A. Islands
..	..	..	260	32	292	Manipur
..	..	..	15	..	15	Nagaland
..	..	..	11	..	11	N.E.F.A.
25	16	41	..	..	..	Pondicherry
190	18	208	..	..	..	Tripura
8,817	4,197	13,014	69,417	23,437	92,854	INDIA

Table XCV—Output in Teachers' Training—contd.

State/Territory	Total Output 1961-62			Output during 1960-61	Increase (+) or Decrease (-)	Percentage Increase (+) or Decrease (-)
	Men	Women	Total			
1	14	15	16	17	18	19
Andhra Pradesh	7,675	2,230	9,905	8,727	+1,178	+13.5
Assam	1,096	236	1,332	1,325	+7	+0.5
Bihar	8,036	1,340	9,376	8,594	+782	+9.1
Gujarat	4,309	1,747	6,056	7,052	-996	-14.1
Jammu & Kashmir	603	295	898	832	+66	+7.9
Kerala	4,271	3,087	7,358	4,822	+2,536	+52.6
Madhya Pradesh	9,647	2,145	11,792	12,457	-665	-5.3
Madras	8,082	4,711	12,793	11,650	+1,143	+9.8
Maharashtra	15,514	8,494	24,008	13,658	+10,350	+75.8
Mysore	7,354	2,219	9,573	5,763	+3,810	+66.1
Orissa	9,415	140	3,555	2,566	+989	+28.5
Punjab	2,420	3,198	5,618	6,987	-1,369	-19.6
Rajasthan	5,375	611	5,986	6,710	-724	-10.8
Uttar Pradesh	9,582	1,912	11,494	10,217	+1,277	+12.5
West Bengal	3,659	1,254	4,913	4,329	+584	+13.5
A. & N. Islands	13	8	21	24	-3	-12.5
Dadra & Nagar Haveli . . . . .	..	..	..	..	..	..
Delhi	88	175	263	398	-135	-33.9
Himachal Pradesh	277	101	378	297	+81	+27.3
L. M. & A. Islands . . . . .	..	..	..	..	..	..
Manipur	273	34	307	336	-29	-8.6
Nagaland	15	..	15	19	-4	-21.1
N.F.F.A.	11	..	11	18	-7	-38.9
Pondicherry	25	16	41	42	-1	-2.4
Tripura	202	20	222	178	+44	+21.7
INDIA	91,942	33,973	1,25,915	1,07,001	+18,914	+17.7

CHAPTER VIII

PROFESSIONAL AND TECHNICAL EDUCATION

This Chapter deals with professional and technical education excluding teachers' training which has been discussed in details in the preceding chapter (chapter VII).

The expansion of technical education in the country continued with steady progress. New technical institutions were opened, the intake of many existing ones was enlarged, facilities for research in the field of technical education were increased and laboratories were strengthened with necessary equipment.

Main Developments at the Centre

Some of the important activities of the Central Government in the field of professional and technical education are given in the following paragraphs.

Engineering and Technological Education, Indian Institute of Technology

1. College of Engineering & Technology, Delhi

This college was started in August, 1961 when the first batch of 141 students was admitted to degree courses in Civil, Mechanical, Electrical and Chemical Engineering and Textile Technology. The college was being assisted by the Federation of British Industries and U.K. Government and would admit 250 students each year, when fully developed, for the first degree courses in Engineering and Technology. It would also offer facilities for post-graduate studies and research in due course.

A technological block and one workshop block were constructed as part of the first phase of building of the college. Equipment worth Rs. 500,000 was received from the U.K. and five British experts were working at the college. The total assistance promised by the U.K. consisted of equipment worth £ 2,50,000 and services of ten professors and two workshop experts for a period up to five years.

2. Higher Technological Institutes

A combined admission test for all the four Higher Technological Institutes at Kharagpur, Bombay, Madras and Kanpur was held in May, 1961 at about fifty centres and about 11,360 candidates sat for the test. Out of these 963 were admitted in the first and second years of the 5 year integrated degree courses in various branches of Engineering and Technology. The Kharagpur and Bombay institutes also conducted 34 and 16 post-graduate courses respectively in different branches of Engineering and Technology. The total student enrolment in the post-graduate courses in these institutes was 327.

The I.I.T., Bombay, which is being assisted by the UNESCO and the U.S.S.R., received equipment worth Rs. 12.658 millions up to the end of March, 1962. Fifteen professors, three scientific translators and three technicians, whose services had been made available under the Assistance Programme, were

servng at the Institute during the year. Four Indian teachers were also sent to the U.S.S.R. for training.

The I.I.T., Madras, which is being assisted by the West German Government, received equipment worth Rs. 3.657 millions up to the end of March 1962. Four German Professors, a German language teacher and three foremen were working at the Institute during the year. Four Indian teachers who were sent to West Germany returned to the Institute after training. Eleven other Indian teachers were currently undergoing training in West Germany.

A consortium of nine American universities and institutions had been formed by the U.S. Government to assist in the establishment and development of the I.I.T., Kanpur. A seven-man American team visited India in November, 1961 on behalf of the consortium to discuss the programme of the American aid and other details. Following these discussions, Prof. Norman C. Dahl, of the Massachusetts Institute of Technology, arrived here to work as Programme Director of the American Aid and also as visiting Professor at the Institute. Twelve more American professors were expected to join the Institute by June, 1962. The U.S. Govt. obligated so far \$ 33,19,065 for assistance to the Institute in the form of equipment, services of American professors and training facilities for Indian staff in the States. In addition, an amount of Rs. 6.548 millions was granted under PL 480 for rupee expenditure on buildings, local costs of the American professors, etc.

A comprehensive bill called the Institutes of Technology Act, 1961, incorporating all the four Higher Technological Institutes as Institutions of National Importance, was passed by the Parliament in December, 1961. The Act came into force from the 1st April, 1962. It also provided for the regulations of the administration and management of the affairs and finances of the Institutes. For purposes of laying down general policy and overall co-ordination, the Act provided for the setting up of a Council. Each Institute would, however, have a large measure of autonomy and would be administered by its own Board of Governors.

3. Indian School of Mines, Dhanbad

The name of the School was changed from Indian School of Mines & Applied Geology to Indian School of Mines. The first batch of students admitted in Petroleum Technology and Applied Geophysics passed out in 1961. A draft plan was prepared for the development of the School that envisaged consolidation of the existing courses and introduction of specialised training in mineral dressing, shaft sinking and tunnelling, open cast mining, mechanisation, mining geology, drilling and exploration of oil fields, etc. The details of the plan were being worked out by the Governing Council of the School.

4. Regional Engineering Colleges

The eighth Regional Engineering College started in August, 1961 at Allahabad, when the first admissions were made for degree courses in Civil, Mechanical and Electrical Engineering. Under the Third Five Year Plan, the Central Government sanctioned seven more Regional Colleges to be established in a phased manner in Kerala, Gujarat, Punjab, Rajasthan, Madras, Assam and Orissa. The colleges for Kerala and Gujarat started during 1961-62 at Kozhikode and Surat respectively.

5. Technical Institutions in the State Sector

During the year under report, the State governments started two Engineering colleges, one at Jalpaiguri, West Bengal and the other at Kothamangalam, Kerala and fifteen polytechnics. The Government of Orissa also started an engineering college at Rourkela. Provision was made in the States-plans for establishment of 23 girls polytechnics during the Third Plan period. Four of these started functioning in 1961-62 at Hyderabad, Kakinada, Bangalore and Trivandrum. The revised Third Five Year Plan in the States' sector also provided for the establishment of 107 Junior Technical Schools. Seventeen of these schools—Eight in Madhya Pradesh, four in Kerala, three in Madras and two in Andhra Pradesh—started functioning during the year.

6. Post-Graduate Engineering Education and Research

The Committee appointed by the Central Government in November, 1959 under the Chairmanship of Prof. M.S. Thacker, submitted its report in August, 1961, on the present state of post-graduate Engineering Education and Research and the lines along which further development in this field should be undertaken during the Third Plan period. The main recommendation of the Committee was that post-graduate courses should be reorganised in order to serve two distinct objectives *viz.* immediate and long range. The immediate objective was to train engineer specialists in narrow fields who could easily apply their advanced knowledge of the field to industrial operation relating to design, construction, manufacturing processes, etc., in a scientific way and also to develop the results of research in their application to industry. The long-range objective was to train engineers with a deeper understanding of scientific principles who could undertake research and make fundamental contribution to the advancement of technology. In order to secure these objectives, the structure of post-graduate courses should provide for two distinct courses—one to be designated as post-graduate diploma course of one year's duration and the other as Master's degree course of two years' duration.

The report was considered by the All India Council for Technical Education at its 15th meeting held on 7th December, 1961. The Council generally agreed with the approach made by the Committee and endorsed the various recommendations contained in the report.

The recommendations of the Committee were thereafter considered in the Ministry of Scientific Research and Cultural Affairs and within the limitations of the funds available in the Third Five-Year Plan, effect was being given to them as far as possible during the year.

Commerce Education

The All India Council for Technical Education appointed a Special Committee in 1958 under the Chairmanship of Dr. V.K.R.V.Rao, to survey the whole field of Commerce Education and to recommend the lines along which Commerce Education should be reorganised and developed in relation to the needs of

industry and commerce. The Committee submitted its report in July, 1961. The main recommendations of the Committee were as follows :—

(i) In order to provide for efficient personnel in the lower wings in business and commerce as also to reduce the present rush to colleges, the Committee recommended instituting a National Diploma Course in Commercial Practice (D.C.P.). The course should be of two years' duration with matriculation or its equivalent as the admission qualification. The course should be strictly vocational in content and training and should be offered by junior commercial schools or polytechnics or other schools which were prepared to have a special section for commerce teaching. All institutions imparting instruction for the D.C.P. course should be registered and should satisfy certain minimum conditions regarding library, equipment and teaching staff. The institutions should also be eligible for government grants. Further, all other diplomas and certificates in commerce should be abolished.

(ii) The commerce subject should be taught only from the 11th class and not from the 9th class as suggested by the Secondary Education Commission.

(iii) The present B.Com. courses should be revised in such a manner as to give the students more liberal education. Specialisation in commerce should begin at the post-graduate stage. No practical training should be prescribed for B.Com. courses.

(iv) M. Com., courses should be so designed as to train specialists in commerce for employment in business and industry at executive level on the one hand and the academic profession on the other. The duration of the course should be two years full-time or three years part-time. The part-time course should be open to commerce graduates who are employed and had at least three years' experience.

(v) Practical training should be prescribed only in case of M. Com. and that too at the completion of academic instruction. There should also be a well organised scheme of practical training for commerce teachers.

(vi) The teaching methods should be changed so as to include more use of tutorial methods, case study and use of library ; *viva voce* should be made an integral part of the examinations at the post-graduate stage.

(vii) An All India Council for Commerce Education should be set up to deal with Commerce and Management Education. The Council should have Boards of Studies and Regional Committees and should function on the same lines as the All India Council for Technical Education.

(viii) Sufficient funds should be provided in the Third Five-Year Plan by the Central and State Governments for Commerce Education in the country.

The report was considered by the All India Council of Technical Education at its 15th meeting held on 7th December, 1961. The Council agreed with the aims and objectives of B.Com. course as defined by the Special Committee subject, however, to the modification that while no stress should be laid on specialisation, provision should be made in the scheme of studies for an optional subject to be offered by candidates wherever possible. Since, according to the committee, B.Com. courses should be regarded as liberal education, the Council recommended that the question of development at this level might be

considered by the University Grants Commission as an integral part of the development of degree courses in the Humanities and Liberal Arts in Universities.

As regards M.Com. courses and D.C.P. courses, the Council decided that these should be treated as particular fields of Technical Education. As Such, reorganisation and development of the courses along the lines suggested by the Committee should be brought within the purview of the Council itself for purposes of co-ordination and maintenance of standards. In order to secure these objectives, the following measures should be adopted :—

(a) The Board of Studies in Commerce should be reconstituted in order to make this body fully representative of all interests concerned and also to closely associate with its professional institutions, as for instance, the Institute of Chartered Accountants, the Institute of Costs and Works Accountants, the Institute of Banking etc. The reconstituted Board should formulate detailed proposals for the development of facilities for D.C. P. courses in the States as also for the development of M.Com. courses at selected centres in accordance with the recommendations of the Special Committee.

(b) Close liaison should be established between the Board of Management studies and the Board of Commerce studies in order to secure co-ordination between commerce education and management studies. For this purpose, a Joint Committee of the two Boards should be set up to deal with problems of common interest.

As regards Commerce Education at the secondary stage, the Council decided that the recommendations of the Special Committee might be forwarded to the Ministry of Education for the consideration of the All India Council for Secondary Education.

The report of the Special Committee together with the recommendations of the Council were under the consideration of the Central Government.

Miscellaneous

1. Establishment of Technical Institutions

On the recommendations of the National Productivity Council, the Central Government approved the establishment of a National Institute for Training in Industrial Engineering at Bombay during the Third Plan period. Detailed plans and estimates were drawn up by an expert Committee and these were approved.

The Central Government decided to establish two All India Institutes of Management, one at Calcutta and the other at Ahmedabad, in association with the State Governments concerned and the Ford Foundation for post-graduate training and research in Management. The Director of the Calcutta Institute was appointed and the Ford Foundation arranged for the collaboration of the Massachusetts Institute of Technology in the Development of this Institute.

The All India Council for Technical Education approved a scheme formulated by an Expert Committee for the establishment of a National Institute for Foundry and Forge Technology at Ranchi during the Third Plan period. The Council also approved a scheme formulated by another Expert Committee for the establishment of a Central Institute of Printing Technology during the Third Plan period. The question of location of this Institute was currently under consideration of the Government. The Council further approved the recommendations of its Applied Art Board that four Regional Centres for Industrial Design should be started at Bombay, Calcutta, Delhi and Madras.

2. All India Council for Technical Education

During the year under report, the Council held two meetings when it considered the proposals formulated by its Regional Committees and other Expert Committees for the expansion and development of technical education under the Third Plan. The Council also considered the reports on Post-graduate Engineering Education and Research and on Commerce Education.

In order to meet the increasing demand for chemical engineers, the Council approved doubling the admissions in existing centres and opening new centres in the States of Madhya Pradesh, Gujarat, Assam, Kerala, etc.

In order to maintain uniform standard of admissions in each State, as also to co-ordinate admissions to institutions, the Council recommended that the seats of all technical institutions in each State should be pooled together and admissions made by a single agency set up for the purpose. Some of the States accepted the recommendation and proceeded to make admissions to institutions in their respective areas through a State Selection Board. The other States were considering the matter.

3. Training of Technical Teachers

Under the Technical Teachers' Training Programme, a further batch of 105 candidates was selected of whom 67 joined. Teacher-trainees numbering 234 were under training during the year. 23 teacher-trainees selected in previous years completed their training and were posted to different institutions to regular teaching positions.

A Working Group was set up under the auspices of the All India Council for Technical Education to formulate a detailed programme for the training of teachers for polytechnics.

4. Practical Training

In order to organise and co-ordinate practical training of mining students on an all India basis, the Central Government set up a Directorate of Practical Training in Mining in December, 1961 at Dhanbad. The Directorate was under the charge of a Director and the necessary technical and inspecting staff was sanctioned.

5. Part-time Courses and Sandwich Courses

With the approval of the Ministry of Scientific Research and Cultural Affairs and the Planning Commission, the Ministry of Defence initiated a scheme of part-time courses for the A.M.I.E. and other professional examina-

tions for persons working in Defence Establishments, Government departments, Industries, etc. The part-time courses were organised at 19 centres and catered for about 3,100 students.

A centre for conducting Sandwich Course in Mechanical Engineering was also sanctioned for Coimbatore.

6. Scholarships, Fellowships and Grant-in-aid

Under the Research Training Scholarships Scheme, 800 scholarships had been sanctioned during the Second Plan period and it was proposed to raise the number to 1,000 by the end of the Third Plan period. For the National Research Fellowships 32 candidates were selected of whom 11 joined.

1,700 scholarships under the merit-cum-means scholarship scheme were sanctioned during the year for fresh entrants to degree and diploma courses. These new scholarships were distributed to all technical institutions in the country in proportion to actual admissions. In addition, 1,970 scholarships sanctioned in previous years were continued for students studying in higher classes.

Grants amounting to Rs. 61.6 millions and loans amounting to Rs. 16.55 millions were sanctioned to State Governments, private agencies, Regional Colleges, etc., for various schemes of Technical Education up to the end of the year 1961-62.

Main Developments in the States

A brief account of the main developments in the field of professional and technical education (excluding teachers' training which has been discussed in detail in the preceding chapter) in the States and Union Territories is recorded below.

Andhra Pradesh

Grants were sanctioned to the students of final year classes of the Polytechnics under the scheme of educational concessions (cash grants) to poor and meritorious students. A Government Polytechnic was started at Srikakulam.

Assam

A Commerce College was established during the year under report and a Polytechnic was started at Nowgong.

Bihar

The reconstruction of the two big lecture theatres of the Bihar Veterinary College, Patna, in order to accommodate more students was completed during the year, and an Engineering college at Bhagalpur was also started.

Gujarat

A Polytechnic at Broach with diploma courses in Civil Engineering was started.

Jammu and Kashmir

In order to give a great impetus to technical education, a Board of Technical Education to advise the Government on the progress of technical education was set up.

Kerala

A new Department of Law was started at Ernakulam under the University of Kerala. The Thirumala Devaswom Medical College was newly established at Alleppey. A Government Polytechnic was started at Perithel-mama (District Palghat).

Madras

The University of Madras instituted the degree of Master of Library Science. A Government Polytechnic was started at Pondicherry.

Maharashtra

A two-year training course was provided at the nine agricultural training centres to train the *Gram Sevaks* in basic knowledge of certain important subjects related to rural development work. A poultry school was newly started at Nagpur. Two new 'Technical Centres' were started at Khamgaon and Parbhani, where secondary school students opting for technical education were given training in workshop processes and were imparted lessons in engineering.

One Commerce college, namely, the Bandra College, was started in Bombay.

Mysore

Two Government Polytechnics, one each at Raichur and Erazerpeta were started.

Orissa

Grant-in-aid from Government was given to a private technical school at Balasore. Some new courses of study were provided in different Industrial Training Institutes. An Engineering college was started at Rourkela which later on was converted into a Regional Engineering college.

Punjab

Three new Industrial Training Institutes for girls were set up at Simla. Three Government Junior Technical Schools were transferred to the Director, Technical Education, Punjab. Evening classes were started at the Government Industrial School, Hoshiarpur. Four Vocational Training Centres were converted into Industrial Training Institutes and eight merged with the respective I.T. Institutes. Eleven new I.T. Institutes for boys (out of which three were managed by private bodies) were set up. Three Industrial Schools for girls were started in rural areas and one Diploma School was established at Simla. Three new private Industrial Schools for girls were granted provisional recognition and twelve provisionally recognised certificate schools were permanently recognised. A sum of Rs. 19,307 was disbursed as grant-in-aid among permanently recognised schools and a sum of Rs. 10,000 was sanctioned as ad-hoc grant to some of the provisionally recognised schools. Four private technical institutions were paid grant-in-aid to the tune of Rs. 4,61,665. An amount of Rs. 52,541 was spent as stipends under the Economic Uplift Scheme to the Scheduled Castes/Other Backward class students of the thirteen Economic Uplift Industrial Training Centres. A sum of Rs. 14.35 lakhs was distributed to poor and deserving technical students as interest-free loan. Loans were also given to students pursuing studies in Chemical Engineering at Panjab University and to some Punjabi engineering students outside the State. Displaced students from West Pakistan studying in various technical institutions throughout India were also granted financial assistance in the form of stipends under the rehabilitation scheme.

A scheme for the establishment of the Institute for Post-graduate Training and Medical Research at Chandigarh was conceived and included in the Second Plan. Subsequently, it was extended to the Third Plan also during the year under report, the Institute's building was nearing completion.

The scheme for starting a new agricultural college at Hissar was approved by the Government. Grants-in-aid amounting to Rs. 13,800 were given to Khalsa College, Amritsar, for agricultural education purposes.

A Government Polytechnic was started at Thajjor (District Rohtak).

Rajasthan

One new Medical College was opened at Udaipur in the year under review.

Uttar Pradesh

The Government School of Art and Crafts, Lucknow, prepared students in Architectural Designing and Draughts-manship for the first time during the year under report.

West Bengal

Five Colleges of Commerce were established in the year, four in Calcutta and one at Midnapore and an Engineering College at Jalpaiguri was also started.

Delhi

The College of Technology, Banaras, was given a grant of Rs. 480 and four students of the Indian School of Mines, Dhanbad, were awarded a total amount of Rs. 2,400 by the Directorate of Education, Delhi. A Polytechnic was started at Okhla.

Himachal Pradesh

A provision of Rs. 10,000 was made for the award of five scholarships for degree courses and fifteen scholarships for diploma courses in Engineering to deserving students.

L. M. & A. Islands

There were no facilities for professional and technical education in the islands. During the year eight students were sent to the mainland for studying various professional and technical courses. They were given scholarships as well as annual lump sum grants for purchase of books and their fees to the institutions where they were studying were paid by the Administration.

Manipur

A new Industrial School was established during the year. Tools and implements were purchased and distributed to schools on a large scale.

Pondicherry

A Polytechnic institution named as Motilal Nehru Polytechnic was started in June, 1961, with Civil Engineering courses only. Liberal sanction was given to this institution for the purchase of equipment for laboratories and workshops and scholarships worth Rs. 14,170 were awarded to 32 students.

The Pondicherry Medical College showed much progress during the year. The Departments of Radiology and Psychiatry were organised and those of Paediatrics and E.N.T. were further developed. New methods of teaching were introduced by organising periodical symposia and seminars.

Tripura

During the year under report the Industrial Institutes existing in Tripura were expanded and strengthened by appointment of more teachers and by purchasing equipment and scientific apparatus.

The Basic Agricultural school opened new courses for training farmers' and tribal farmers' sons. The intake capacity of the Polytechnic Institute was increased to 120. The Nursing Training Centre attached to the V.M. Hospital, Agartala, started three new courses, viz. Senior Nursing Course, Pharmacy Training Course and Health Visitors' Course.

Vocational and Technical Schools

Institutions

The salient statistics of vocational and technical schools are given in table XCVI. The number of such schools decreased by 394 to 3,751 or by 9.5 per cent during the year under report. The decrease was mainly due to a decrease in Commerce schools. Of the total, 1,687 schools (45.0 per cent) were managed by the Government, 34 schools (0.9 per cent) by local boards, 1,089 (29.0 per cent) by private aided and 941 (25.1 per cent) by private unaided organisations.

The distribution of these schools according to type of education was: technical, industrial, arts and crafts schools 1,196 (31.9 per cent), teachers' training schools 1,133 (30.2 per cent), Commerce schools 770 (20.5 per cent), engineering schools and polytechnic schools 297 (7.9 per cent), medical schools 174 (4.6 per cent), agricultural schools 106 (2.8 per cent), Physical education schools 43 (1.1 per cent), schools for veterinary science 9 (0.2 per cent), marine training schools 5 (0.1 per cent), forestry schools 4 (0.1 per cent) and other (unspecified) schools 14 (0.4 per cent). Some of the Technical and Industrial schools provided instruction in engineering subjects also. Besides, some of the schools for general education had attached classes in teachers' training, engineering and other technical and vocational subjects. An increase was reported in each of agriculture, engineering and medicine and whereas a decrease was observed in each of Commerce, teachers' training, veterinary science, technical, industrial and arts and crafts schools and other (unspecified) schools. The number of forestry and marine training schools remained the same as in the previous year. The rather unusual decrease of 419 in commerce schools was due to discontinuation of typing schools in Andhra Pradesh and Maharashtra, while teachers' training schools decreased by 5, veterinary science schools by 3 Technical, Industrial, Arts & Crafts Schools by 2, and other schools by 1 only.

The highest increase was reported by medical schools (16), followed by engineering schools (14), agriculture schools (4) and physical education schools (2).

Enrolment

The total number of pupils under instruction in various vocational and technical schools and attached classes to general and professional schools and

Table XCVI—Statistics of Vocational

Type	Number of Institutions		Number of Pupils†			
	1960-61	1961-62	Boys		Girls	
			1960-61	1961-62	1960-61	1961-62
1	2	3	4	5	6	7
Agriculture	102	106	7,662	8,315	74	156
Commerce	1,189	770	95,790	67,529	17,034	13,328
Engineering/ Polytechnic	283	297	85,864	84,830	438	838
Forestry	4	4	170	227	..	..
Marine Training	5	5	1,561	1,213	..	..
Medicine	168	174	4,166	5,164	6,536	7,334
Physical Education	41	43	2,929	3,030	515	500
Teachers' Training	1,138	1,133	91,130	1,01,625	31,552	38,295
Technical, Industrial and Arts & Crafts	1,198	1,106	46,584	72,622	29,110	30,100
Veterinary Science	12	9	1,166	886	..	..
Others	15	14	2,476	2,450	290	264
TOTAL	4,145	3,751	3,39,498	3,47,891	85,549	91,405

†Includes enrolment in attached classes.

and Technical Schools by Type

Expenditure		Percentage of Expenditure (1961-62) met from						Average annual cost per pupil		Type
1960-61	1961-62	Govt. Funds	Local Boards Funds	Fees	En- dow- ments	Other Sour- ces	1960- 61	1961- 62		
8	9	10	11	12	13	14	15	16	17	
46,54,039	49,15,453	92.5	..	1.3	0.0	6.2	601.6	583.2	Agriculture	
45,11,580	33,95,793	5.2	0.0	90.2	1.5	3.1	40.1	41.8	Commerce	
4,03,85,444	4,60,92,778	78.4	0.0	16.8	2.2	2.6	508.1	523.3	Engineering Polytechnic	
94,882	1,02,418	100.0	..	..	..	..	558.1	451.2	Forestry
15,78,078	14,81,527	94.6	..	4.6	..	0.8	1,010.9	1,221.4	Marine Training	
35,32,519	45,97,810	74.1	2.8	12.0	0.7	10.4	389.9	408.4	Medicine	
5,72,230	6,16,753	34.6	2.9	46.9	1.2	14.4	199.9	211.0	Physical Education	
3,48,11,129	3,92,75,302	90.3	0.4	5.4	1.1	2.8	311.4	322.5	Teachers' Training	
2,25,07,372	2,63,24,010	81.1	0.8	6.6	4.2	7.3	303.4	290.6	Technical, Industrial and Arts & Crafts	
4,46,636	4,63,017	98.3	1.7	..	..	..	444.9	602.1	Veterinary Science
9,07,644	7,80,766	97.8	..	2.2	..	..	461.7	398.8	Others
11,40,91,613	12,80,45,627	81.2	0.4	12.2	2.1	4.1	284.3	313.5	TOTAL	

colleges rose from 4,25,047 (3,39,498 boys and 85,549 girls) to 4,39,296 (3,47,891 boys and 91,405 girls) during the year. This gives an increase of 3·4 per cent as compared to an increase of 11·6 per cent during the previous year. The distribution of students according to the type of vocation is as follows:—

Table XCVII—Number of Pupils by Type of Vocation of School Standard

Type of Education	1960-61		1961-62	
	Number of students	Percentage of total enrolment	Number of students	Percentage of total enrolment
Agriculture	7,736	1·8	8,471	1·9
Commerce	1,12,824	26·5	81,357	18·5
Engg./Technology	86,302	20·3	85,668	19·5
Forestry	170	0·0	227	0·1
Marine Training	1,561	0·4	1,213	0·3
Medicine	10,702	2·5	12,498	2·7
Physical Education	3,444	0·8	3,530	0·8
Teachers' Training	1,22,682	28·9	1,39,920	31·9
Technical, Industrial and Arts & Crafts.	75,694	17·8	1,02,812	23·4
Veterinary Science	1,166	0·3	886	0·2
Others	2,766	0·7	2,714	0·6
Total	4,25,047	100·0	4,39,296	100·0

An increase in the number of pupils was reported by all types of vocation except commerce, marine training, veterinary science and 'Other' subjects during 1961-62. The largest decrease was observed in commerce which was due to a fall in the number of such institutions. Teachers' Training attracted the largest number of students, followed by technical, industrial and arts and crafts and engineering technology. The only other vocation which attracted a sizable number of students was commerce. These four types of vocations together accounted for over 93·6 per cent of the total enrolment in vocational schools leaving a small margin of about 6·4 per cent for all the other types of vocations.

Expenditure

The total direct expenditure on vocational and technical schools (excluding attached classes) increased from Rs. 11,40,91,613 to Rs. 12,80,45,627 or at the rate of 12·2 per cent during the year under report as against 22·8 per cent during 1960-61. This expenditure constitutes 3·2 per cent of the total expenditure on all types of institutions.

The percentage distribution of the expenditure according to different sources of income was: Government funds 81·2 per cent, local boards funds 0·4 per cent, fees 12·2 per cent, endowments etc. 2·1 per cent and other sources 4·1 per cent. The corresponding percentages for the previous year were 77·1, 0·7, 14·2, 2·4 and 5·6 respectively.

Of the total direct expenditure on vocational and technical schools, the schools for engineering and technology alone accounted for 36·0 percent, followed by teachers' training schools 30·7 percent and technical, industrial and arts and crafts schools 20·6 percent. The proportion of expenditure on the remaining schools ranged from 0·1 percent on forestry schools to 3·8 percent on those for agriculture.

Taking all types of vocational schools together, the average annual cost of education per pupil in these schools increased from Rs. 284·3 in 1960-61 to 313·5 during the year under report. As in the previous year, the highest average annual cost per pupil was reported by marine training schools (Rs. 1,221·4) and the lowest by Commerce schools (Rs. 41·8).

The combined statistics of all the vocational and technical schools by States are given in table XCVIII.

A brief account of each type of vocation except teachers' training (which has already been discussed in the previous chapter) and other (unspecified ones) is given below:—

Agricultural Schools

The number of agricultural schools increased by 4 to 106. Gujarat, Maharashtra and Mysore reported an increase of 5, 2 and 1 respectively while Madhya Pradesh showed a decrease of 4 schools. Of the total number of agricultural schools, 91 (85·9 percent) were managed by the government, 10 (9·4 percent) by private aided bodies and 5 (4·7 percent) by private unaided bodies. The number of pupils together with those in attached classes receiving agricultural education of the school standard increased from 7,736 (7,662 boys and 74 girls) in 1960-61 to 8,471 (8,315 boys and 156 girls) in 1961-62.

The total direct expenditure on these schools also increased from Rs. 46,54,099 to Rs. 49,15,453. Its distribution according to various sources of income was:—government funds 92·5 percent, fees 1·3 percent and other sources 6·2 percent. The average annual cost of educating a pupil in these schools amounted to Rs. 583·2 as compared to Rs. 601·6 in 1960-61. Table XCIX gives statistics of these schools in the various States.

Commerce Schools

The number of Commerce schools decreased from 1,189 in 1960-61 to 770 during 1961-62. The largest decrease was in Maharashtra (197), followed by Andhra Pradesh (184). The decrease in these States was due to the fact that the institutions which had no educational content (e.g. typing schools) were dropped from the list in 1961-62.

An increase in the number of commerce schools was reported among States by Madras (17), followed by Mysore (9), Bihar (3) and West Bengal (1). As for Union Territories one Commerce school was started in Delhi during 1961-62. The distribution of these schools by management was: 17 (2·2 percent) by government, 61 (7·9 percent) by private aided bodies and 692 (89·9 percent) by private unaided bodies. The number of pupils in Commerce schools together with those in attached classes in other institutions decreased from 1,12,824 students (95,790 boys and 17,034 girls) in 1960-61 to 81,357 students (67,529 boys and 13,828 girls) during 1961-62.

Table XCVIII—Statistics of Vocational

State/Territory	Number of Institutions		Number of Pupils†			
			Boys		Girls	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5	6	7
Andhra Pradesh . . .	387	205	30,641	24,256	5,470	5,560
Assam	97	94	7,129	7,866	1,071	1,025
Bihar	230	232	28,561	31,106	3,991	4,189
Gujarat	328	288	27,758	28,994	7,550	7,121
Jammu & Kashmir . . .	10	12	444	903	194	214
Kerala	190	198	12,036	13,792	4,988	5,882
Madhya Pradesh . . .	144	143	9,089	9,436	1,663	2,034
Madras	542	554	42,057	45,099	12,031	13,454
Maharashtra	887	667	54,141	48,157	19,931	17,803
Mysore	270	274	29,592	31,591	4,696	5,754
Orissa	138	136	8,558	9,059	519	568
Punjab	160	170	12,659	15,861	6,640	10,431
Rajasthan	68	64	8,419	7,968	568	695
Uttar Pradesh	285	311	27,373	30,184	5,394	5,742
West Bengal	337	336	35,810	38,029	9,509	9,772
A. & N. Islands	2	1	20	13	4	10
Delhi	10	15	3,224	3,529	640	668
Himachal Pradesh . . .	4	5	330	413	49	85
Manipur	31	31	890	911	228	232
Nagaland	2	2	160	59	..	..
N.E.F.A.	1	1	18	43	..	..
Pondicherry	2	3	103	152	18	37
Tripura	20	7	586	470	375	120
INDIA	4,145	3,751	3,39,498	3,47,891	85,649	91,405

† Includes enrolment in attached classes.

and Technical Schools by States

Expenditure		Percentage of Expenditure (1961-62) met from					State/Territory
1960-61	1961-62	Govt. Funds	Local Boards Funds	Fees	Endow- ments	Other Sources	
8	9	10	11	12	13	14	
83,81,862	96,26,421	84.6	0.4	5.7	3.4	0.9	Andhra Pradesh
33,75,690	30,70,152	88.7	0.0	8.1	1.6	1.6	Assam
1,07,41,360	1,12,41,070	97.6	0.1	1.0	0.5	0.8	Bihar
68,71,582	99,93,983	81.4	1.4	10.8	0.8	5.6	Gujarat
6,83,621	15,27,044	98.0	..	1.0	..	..	Jammu & Kashmir
33,81,511	36,15,985	72.6	..	21.0	0.6	5.8	Kerala
71,95,803	97,90,436	96.9	0.0	2.2	0.0	0.9	Madhya Pradesh
65,87,465	74,56,838	50.0	..	30.5	13.9	5.6	Madras
2,15,44,147	2,09,10,969	72.3	0.7	17.1	0.7	9.2	Maharashtra
68,98,941	75,78,870	79.0	0.0	15.7	0.0	4.4	Mysore
28,51,417	25,44,322	86.6	0.0	9.7	1.5	2.2	Orissa
63,86,022	63,61,129	72.1	0.0	19.6	2.7	5.6	Punjab
43,96,926	54,77,958	93.6	..	5.7	0.2	0.5	Rajasthan
1,21,44,499	1,41,93,652	87.1	0.7	8.1	0.3	3.8	Uttar Pradesh
95,54,742	1,08,85,065	70.0	0.6	23.5	1.5	4.4	West Bengal
24,713	28,903	100.0	..	..	..	..	A. & N. Islands
15,06,587	17,82,479	96.3	..	2.5	0.8	0.4	Delhi
3,04,880	3,79,157	95.4	..	4.6	..	..	Himachal Pradesh
3,70,133	4,32,701	97.4	1.8	0.5	1.1	0.3	Manipur
52,058	55,087	100.0	..	..	..	..	Nagaland
78,851	1,12,640	100.0	..	..	..	..	N.E.F.A.
64,423	1,18,590	93.4	..	4.6	..	..	Pondicherry
3,83,768	3,62,217	91.3	..	6.9	..	1.8	Tripura
11,40,91,613	12,80,45,627	81.2	0.4	12.2	2.1	4.1	INDIA

Table XCIX—Statistics of Agricultural Schools

State/Territory	Number of Institutions	Number of Pupils*			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Assam	1	97	..	97	84,537	871·5
Bihar	20	1,744	47	1,791	8,74,672	488·4
Gujarat	15	993	33	1,026	7,37,921	719·2
Madhya Pradesh	8	288	1	289	26,409	91·4
Maharashtra	37	3,044	4	3,048	19,84,540	660·4
Mysore	11	671	71	742	6,70,622	903·8
Uttar Pradesh	10	1,238	..	1,238	3,68,755	297·9
West Bengal	2	113	..	113	93,718	829·4
Manipur	1	22	..	22	39,470	1,794·1
Tripura	1	105	..	105	34,809	331·5
INDIA	106	8,315	156	8,471	49,15,453	583·2

*Includes enrolment in attached classes.

The total expenditure incurred on these institutions was Rs. 33,95,793 as against Rs. 45,11,580 during the previous year. The decrease in enrolment and expenditure was due as stated earlier to a fall in the number of institutions in Andhra Pradesh and Maharashtra. Of the total expenditure of Rs. 33,95,793, 5·2 percent was met from government funds, 90·2 percent from fees, 1·5 percent from endowments and 3·1 percent from other sources. The average annual cost per pupil in a commercial school during 1961-62 was Rs. 41·8 as against Rs. 40·1 during the previous year. The State-wise statistics of Commerce schools are given in table C.

Table C—Statistics of Commerce Schools

State Territory	No. of Institutions	No. of Pupils*			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh	5	214	57	271	90,235	333·0
Assam	23	3,151	370	3,521	1,60,403	45·6
Bihar	27	2,843	56	2,899	1,19,872	18·7
Madhya Pradesh	1	29	..	29	2,412	83·2
Madras	432	23,106	6,156	29,262	10,36,688	35·4
Maharashtra	43	6,095	1,440	7,535	5,35,119	72·8
Mysore	162	16,402	3,888	20,290	5,26,774	26·0
Orissa	2	32	1	33	6,878	208·4
Punjab . . . . .	..	19	..	19	..	..
Rajasthan . . . . .	..	84	..	84	..	..
West Bengal	74	15,460	1,844	17,304	9,03,087	51·7
Delhi	1	94	16	110	14,325	130·2
INDIA	770	67,529	13,828	81,357	33,95,793	41·8

* Includes enrolment in attached classes.

Engineering schools/Polytechnics

Under this category of institutions, only those have been included which have one or more courses in engineering and technology of the post-matriculation standard. The number of these institutions rose from 283 in 1960-61 to 297 during the year under report. The increase in the number of such institutions was reported by Andhra Pradesh (4), Assam (1), Gujarat (1), Kerala (2), Madhya Pradesh (2) Maharashtra (6), Mysore (5), West Bengal (2) and Delhi (1), while a decrease was shown by Bihar (1), Punjab (11) and Uttar Pradesh (1). During 1961-62, 2 institutions in Jammu & Kashmir and 1 in Pondicherry were also newly started. In other States and Union Territories the number of such institutions remained the same as in the previous year. Of the total number of engineering schools and polytechnics, 211 (71·0 percent) were managed by government, 75 (25·3 percent) by private aided bodies and 11 (3·7 percent) by private unaided bodies. Apart from these engineering schools, some technical schools and engineering colleges also had provision for engineering education of the school standard.

The number of pupils in engineering schools and polytechnics together with those in attached classes in engineering colleges and technical, industrial and arts and crafts schools decreased from 86,302 (85,864 boys and 438 girls) in 1960-61 to 85,668 (84,830 boys and 838 girls) in 1961-62. The total expenditure incurred on these institutions was Rs. 4,60,92,778 during 1961-62 as against Rs. 4,03,85,444 during the previous year. Of this, government met 78·4 percent, fees 16·8 percent, endowments 2·2 percent and the rest of 2·6 percent was met from other sources. The average annual cost per pupil was Rs. 523·3 during the year as compared to Rs. 508·1 in 1960-61.

The State-wise statistics of engineering schools and polytechnics are given in table CI.

Table CI—Statistics of Engineering Schools and Polytechnics

State/Territory	No. of Institutions	No. of pupils*			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh	32	9,395	242	9,637	44,40,751	460·8
Assam	6	1,243	..	1,243	10,59,962	852·7
Bihar	22	5,002	..	5,002	30,15,045	439·7
Gujarat	12	5,249	8	5,257	24,90,081	535·8
Jammu & Kashmir	2	464	..	464	7,42,200	1,509·6
Kerala	24	4,832	287	5,119	26,31,540	209·9
Madhya Pradesh	15	2,922	..	2,922	36,37,413	1,244·8
Madras	23	7,937	..	7,937	37,69,585	488·9
Maharashtra	24	7,996	90	8,086	38,41,755	744·7
Mysore	25	8,435	175	8,610	36,24,732	444·0
Orissa	12	2,320	..	2,320	11,28,473	505·8
Punjab	33	9,159	..	9,159	44,03,534	455·8
Rajasthan	5	1,184	..	1,184	15,70,469	1,326·4
Uttar Pradesh	27	6,475	..	6,475	31,90,270	646·7
West Bengal	26	9,644	4	9,648	58,13,673	438·0
Delhi	4	1,889	30	1,919	9,72,939	472·3
Himachal Pradesh	1	171	..	171	2,36,415	1,382·5
Manipur	2	236	2	238	1,35,129	567·8
Pondicherry	1	53	..	53	33,516	632·4
Tripura	1	224	..	224	1,55,338	693·5
INDIA	297	84,830	838	85,668	4,60,92,778	523·3

* Includes enrolment in attached classes.

Forestry Schools

The number of forestry schools during 1961-62 remained the same as in the previous year. 2 such schools exist in Gujarat and the other 2 in Maharashtra. These schools were being managed by government. The number of pupils in these schools rose from 170 (all boys) in 1960-61 to 227 (all boys) in 1961-62. The total direct expenditure in these schools increased from Rs. 94,882 in 1960-61 to Rs. 1,02,418 during 1961-62. The average annual cost of educating a pupil in a forestry school was Rs. 451·2 as against Rs. 558·1 during the previous year.

The State-wise statistics of these schools are given in table CII.

Table CII—Statistics of Forestry Schools

State Territory	No. of Institutions	No. of Pupils			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Gujarat	2	68	..	68	68,816	1,012.0
Maharashtra	2	169	..	169	33,602	211.3
INDIA	4	227	..	227	1,02,418	451.2

Marine Training Schools

There were 5 marine training schools in the country, the same as in 1960-61, out of which 2 were in Andhra Pradesh and 1 each was in Gujarat, Maharashtra and West Bengal. Of these, 4 (80.0 percent) were managed by government and 1 (20.0 percent) by a private aided organisation. The number of pupils receiving education in these schools decreased from 1,561 (all boys) in 1960-61 to 1,213 (all boys) during the year under report. Decrease was reported by all the States. The total direct expenditure decreased from Rs. 15,78,078 to Rs. 14,81,527. The percentage distribution of the total direct expenditure shows that 94.6 percent was met from government funds, 4.6 percent from fees and the remaining 0.8 percent from other sources. The average annual cost per pupil was Rs. 1,221.4 as against Rs. 1,010.9 in the previous year.

The State-wise statistical details are given in table CIII.

Table CIII—Statistics of Marine Training Schools

State/Territory	No. of Institutions	No. of pupils			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh	2	497	..	497	4,51,008	907.5
Gujarat	1	260	..	260	1,92,168	739.1
Maharashtra	1	156	..	156	5,97,674	3,831.2
West Bengal	1	300	..	300	2,40,677	802.2
INDIA	5	1,213	..	1,213	14,81,527	1,221.4

Schools of Medicine

Medical schools existed in Gujarat, Kerala, Madhya Pradesh, Maharashtra, Mysore, Punjab, Uttar Pradesh, West Bengal, Delhi, Manipur, Pondicherry and Tripura. Besides this some of the medical colleges in Andhra Pradesh, Madras and Rajasthan had school classes attached to them. The total number of schools

for medicine increased by 19 to 174. An increase was reported by the States of Gujarat (4), Maharashtra (5), Punjab (8) and Uttar Pradesh (3). The decrease of 3 medical schools in Mysore State was due to the amalgamation of some training centres of uneconomical nature and of 1 such school in Manipur due to non-availability of buildings and equipment. Of the total number of medical schools, 100 (57·5 percent) were managed by government, 3 (1·7 percent) by local boards, 46 (26·4 percent) by private aided bodies and the remaining 25 (14·4 percent) by private unaided bodies.

The total number of students receiving education in these schools together with those of attached classes in some of the colleges was 12,498 (5,164 boys and 7,334 girls) during the year under report as against 10,702 (4,166 boys and 6,536 girls) during the previous year. This gives an increase of 16·8 percent. The total direct expenditure on these schools increased from Rs. 35,32,519 to Rs. 45,97,810 or by 30·2 percent. Its source-wise percentage distribution was: government funds 74·1 percent, local bodies funds 2·8 percent, fees 12·0 percent, endowments 0·7 percent and other sources 10·4 percent. The average annual cost per pupil in these schools increased from Rs. 389·9 in 1960-61 to Rs. 408·4 in 1961-62.

The detailed statistics of these schools in States and Union Territories are given in table CIV.

Table CIV—Statistics of Schools for Medicine

State/Territory	No. of Institutions	No. of Pupils			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh . . . . .	..	372	1	373	..	..
Gujarat	26	149	1,165	1,314	5,41,451	417·8
Kerala . . . . .	..	63	12	75	..	..
Madhya Pradesh	5	30	170	200	1,15,720	578·6
Madras . . . . .	..	206	12	218	..	..
Maharashtra	83	2,279	3,747	6,026	24,60,328	409·2
Mysore	16	405	587	992	4,19,889	423·3
Punjab	24	202	924	1,126	2,99,720	276·0
Rajasthan . . . . .	..	80	13	93	..	..
Uttar Pradesh	5	293	99	392	1,08,441	534·2
West Bengal	10	766	314	1,080	4,62,172	428·8
Delhi	1	319	117	436	1,47,423	1,260·0
Manipur	2	..	49	49	20,067	409·5
Pondicherry	1	..	37	37	19,749	533·8
Tripura	1	..	87	87	2,850	32·8
INDIA	174	5,164	7,334	12,498	45,97,810	408·4

Schools for Physical Education

Schools for Physical education existed in the States of Bihar, Gujarat, Madhya Pradesh, Madras, Maharashtra, Mysore and Orissa. The total number of these schools during the year under report was 43 as against 41 during 1960-61. The increase of 2 schools was reported by Maharashtra while in other cases the number remained the same as in the previous year. Of the total number, as many as 41 (95.5 percent) were managed by private aided organisations and 1 each (2.3 percent each) by government and a local body.

The total number of pupils receiving physical education in schools together with those of attached classes increased from 3,444 (2,929 boys and 515 girls) in 1960-61 to 3,530 (3,030 boys and 500 girls) in 1961-62:

The total direct expenditure on these schools rose from Rs. 5,72,230 to Rs. 6,16,753 or by 7.8 percent. Its percentage distribution according to various sources of income was: 34.6 per cent from government funds, 2.9 percent from local bodies funds, 46.9 percent from fees, 1.2 percent from endowments and the remaining 14.4 percent from other sources. The average annual cost of educating a pupil came to Rs. 211.0 as compared to Rs. 199.9 in the previous year. Table CV gives the statistics of schools for physical education in the various States.

Table CV—Statistics of Schools for Physical Education

State/Territory	No. of Institutions	No. of pupils			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh . . . . .	..	32	5	37	..	..
Bihar	1	75	11	86	3,250	92.9
Gujarat	3	172	44	216	70,191	325.0
Madhya Pradesh	1	117	36	153	6,915	45.2
Madras	1	385	97	482	30,492	358.7
Maharashtra	19	718	209	927	3,88,369	419.0
Mysore	17	1,395	78	1,473	1,00,654	68.3
Orissa	1	34	..	34	16,882	496.5
Rajasthan . . . . .	..	69	20	89	..	..
Uttar Pradesh . . . . .	..	33	..	33	..	..
INDIA	43	3,030	500	3,530	6,16,753	211.0

Technical, Industrial and Arts & Crafts Schools

All I.T.I.'s. having courses below matriculation standard were shown under this category of institutions. The number of technical, industrial and arts & crafts schools decreased from 1,198 to 1,196 or by 0.2 percent. The highest increase was reported by Gujarat (19) followed by Uttar Pradesh (11), Punjab (10) Mysore (5), Kerala and Madras (4 each), Delhi (3), Madhya

Pradesh (2) and Bihar, Rajasthan and Manipur (1) each, while the largest decrease was in Maharashtra (43) followed by Tripura (13), West Bengal (3), Assam (2), Orissa (1) and A. & N. Islands (1). The unusual decrease in Maharashtra and Tripura was due to the fact that the institutions which had no educational content were dropped from the list in 1961-62. Moreover, in the case of Tripura, some of the arts and crafts centres under the Industry Department and some private managements were not taken into account. The increase in Gujarat, Uttar Pradesh and Punjab was due mainly to the reclassification of some of the vocational and technical schools. Andhra Pradesh, Nagaland and Pondicherry had the same number as in the previous year. There was only one such school in A. & N. Islands in 1960-61 which was closed during 1961-62. Of the total number of these schools, 485 (40.6 per cent) were managed by government, 13 (1.1 per cent) by local boards, 536 (44.8 per cent) by private aided bodies and 162 (13.5 per cent) by private unaided bodies.

The number of pupils studying in these schools as well as in classes attached to other institutions increased from 75,694 (46,584 boys and 29,110 girls) in 1960-61 to 1,02,812 (72,622 boys and 30,190 girls) in 1961-62. The total direct expenditure on these schools also rose from Rs. 2,25,97,372 to Rs. 2,63,24,010 during the year under report. Of this, 81.1 per cent was met by government, 0.8 per cent by local bodies 6.6 per cent by fees, 4.2 per cent by endowments and 7.3 per cent by other sources. The average annual cost per pupil was Rs. 290.6 as compared to Rs. 303.4 in the previous year. The detailed statistics of these schools are given in table CVI.

Table CVI—Statistics of Technical, Industrial and Arts & Crafts Schools

State/Territory	No. of Institutions	No. of Pupils			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh	29	1,556	862	2,218	8,88,690	415.5
Assam	30	1,523	350	1,873	9,34,545	499.0
Bihar	39	4,883	894	5,777	8,26,531	212.1
Gujarat	144	14,687	2,979	17,666	29,81,380	168.8
Kerala	92	4,471	1,823	6,294	5,59,683	144.0
Madhya Pradesh	63	1,401	873	2,274	11,17,229	491.3
Madras	75	6,656	1,455	8,111	22,97,308	316.7
Maharashtra	287	11,787	6,728	18,515	51,02,771	295.9
Mysore	32	2,585	582	3,167	11,92,531	376.5
Orissa	40	930	393	1,323	5,59,715	423.1
Punjab	84	2,008	2,730	4,738	13,74,004	316.2
Rajasthan	9	1,159	18	1,177	7,20,232	611.9
Uttar Pradesh	101	8,179	3,290	11,469	43,85,838	402.4
West Bengal	158	9,337	6,877	16,214	24,37,268	206.6
Delhi	8	1,058	365	1,423	5,57,376	512.8
Manipur	19	137	138	275	1,21,747	442.7
Nagaland	1	25	..	25	32,637	1,305.5
Pondicherry	1	99	..	99	65,325	659.8
Tripura	4	141	39	174	1,69,220	972.5
INDIA	1,196	72,622	30,190	1,02,812	2,63,24,010	290.6

Veterinary Science Schools

The schools for veterinary science existed in Andhra Pradesh (2), Bihar (1), Gujarat (3), Madhya Pradesh (1), Maharashtra (1) and Manipur (1). The number of schools for veterinary science decreased from 12 to 9. The decrease of 3 schools was reported by Maharashtra as these were closed down during the year 1961-62. As many as 8 (88.9 percent) of these schools were managed by government and the remaining 1 (11.1 percent) was managed by a local body. The number of pupils on rolls in these schools as well as in attached classes of other institutions decreased from 1,166 (all boys) to 886 (all boys), the reason being a decrease in the number of institutions. The expenditure, however, rose from Rs. 4,46,636 to Rs. 4,63,017. The average annual cost per pupil was Rs. 602.1 as against Rs. 444.9 in the previous year.

The detailed statistics of these schools are shown in table CVII.

Table CVII—Statistics of Veterinary Science Schools

State/Territory	No. of Institutions	No. of Pupils			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh	2	189	..	189	1,27,926	676.9
Bihar	1	155	..	155	1,11,594	720.0
Gujarat	3	159	..	159	1,06,500	669.8
Madhya Pradesh	1	100	..	100	63,270	632.7
Maharashtra	1	52	..	52	45,947	883.6
Punjab . . . . .	..	94	..	94	..	..
West Bengal . . . . .	..	23	..	23	..	..
Manipur	1	114	..	114	7,780	68.2
INDIA	9	886	..	886	4,63,017	602.1

Professional and Technical Colleges

Number of Institutions

The total number of Professional and technical colleges increased from 852 to 961, that is, at the rate of 12.8 percent as against 17.5 percent during the previous year. This number excludes the number of university teaching departments and classes for professional and technical education attached to arts and science colleges. Of the total number, 457 (47.5 percent) were managed by government, 4 (0.4 percent) by local bodies, 381 (39.7 percent) by private aided bodies and 119 (12.4 percent) by private unaided organisations. Their distribution according to type of education was: teachers' training colleges 550 (57.1 percent), medical colleges 143 (15.0 percent), engineering and technological colleges 89 (9.4 percent), Commerce colleges 52 (5.4 percent), law colleges 44 (4.6 percent), agricultural colleges 38 (3.9 percent), Physical education colleges 20 (2.1 percent), colleges for Veterinary science 18 (1.9 percent), Forestry colleges 3 (0.3 percent) and other (unspecified) colleges 4 (0.3 percent).

Table CVIII—Statistics of Professional and Technical Colleges by Type

Type	Number of Institutions		Number of Pupils*			
			Boys		Girls	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5	6	7
Agriculture	36	38	15,699	18,743	149	186
Commerce	42	52	77,448	87,458	864	1,015
Engineering	69	78	42,830	48,828	333	381
Forestry	3	3	683	718	..	..
Law	38	44	26,333	27,415	805	805
Medicine	133	143	32,164	35,513	8,238	9,439
Physical Education	20	20	745	819	159	197
Teachers' Training	478	550	31,606	35,112	15,202	17,449
Technology	12	11	4,634	5,161	41	50
Veterinary Science	18	18	5,498	5,591	47	47
Others	3	4	1,344	1,337	286	322
Total	852	961	2,38,987	2,66,695	26,124	29,889

Type	Expenditure		Percentage of Expenditure (1961-62) met from				
			Govt. funds	Local Boards funds	Fees	Endowments	Other sources
	1960-61	1961-62	10	11	12	13	14
	8	9					
Agriculture	Rs. 1,30,44,613	Rs. 1,41,65,890	82.0	..	11.6	1.9	4.5
Commerce	59,57,798	76,69,201	19.2	0.0	71.3	1.8	7.7
Engineering	4,00,59,569	4,76,56,710	68.7	..	24.7	2.6	4.0
Forestry	11,33,048	11,43,788	21.2	..	78.8	..	..
Law	26,70,701	28,75,337	4.6	..	87.0	0.4	8.0
Medicine	5,90,11,097	6,87,68,903	77.3	2.0	14.4	2.3	4.0
Physical Education	14,08,279	13,96,315	84.7	..	11.3	1.0	3.0
Teachers' Training	2,15,14,328	2,57,64,967	78.1	0.0	13.3	4.2	4.4
Technology	63,42,778	88,82,733	91.7	0.0	2.7	1.2	4.4
Veterinary Science	65,11,486	76,89,920	87.7	..	8.9	..	3.4
Others	3,87,169	5,33,410	84.7	..	7.8	..	7.5
Total	15,80,40,866	18,65,47,174	72.9	0.8	19.7	2.4	4.2

*Includes enrolment in University Teaching Departments and attached classes in Professional and Technical subjects.

DISTRIBUTION OF PUPILS RECEIVING PROFESSIONAL EDUCATION

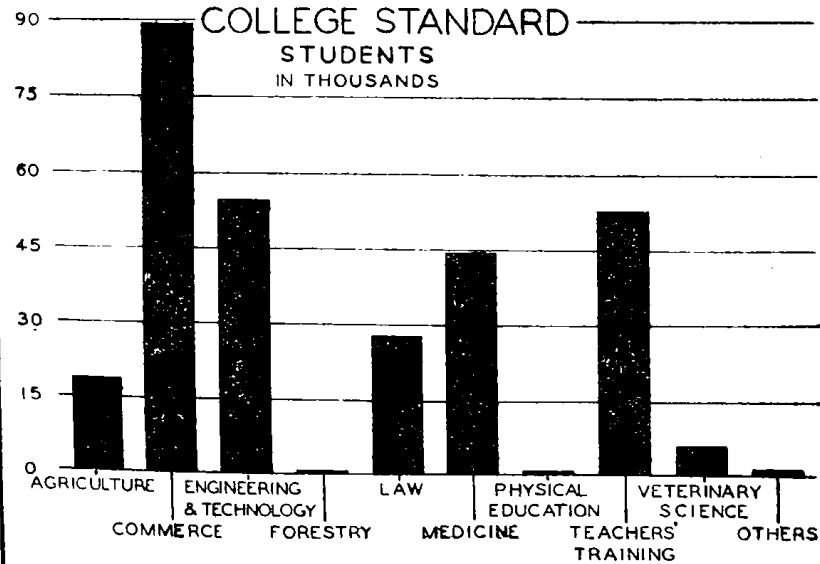
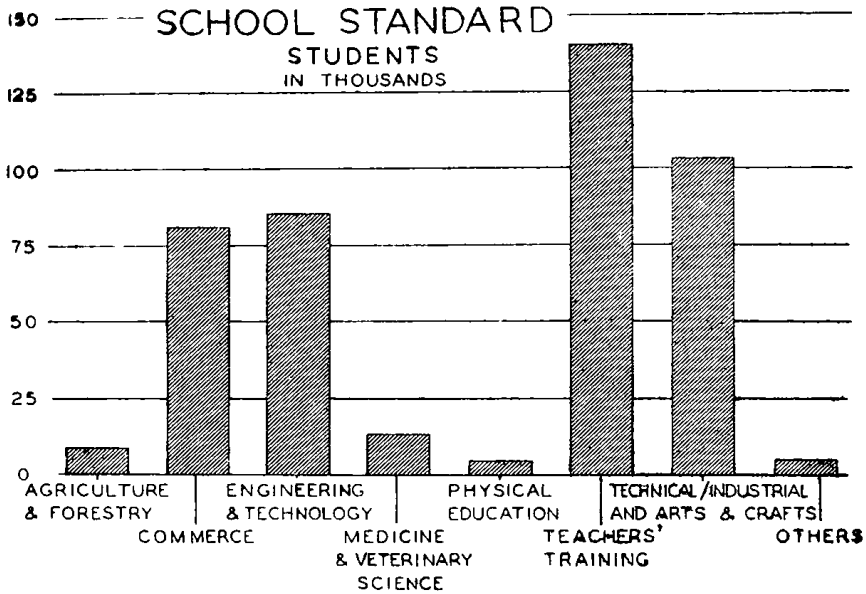


Table CVIII—Statistics of Professional and Technical Colleges by Type—*contd.*

Type	Average Annual cost per pupil		Output (Degree and equivalent Diplomas)		
	1960-61	1961-62	Boys	Girls	Total
	.15	16	17	18	19
	Rs.	Rs.			
Agriculture	1,218·7	1,136·3	3,667	24	3,691
Commerce	211·4	206·0	17,589	171	17,760
Engineering	971·6	1,013·5	7,361	33	7,394
Forestry	1,810·0	1,638·6	76	..	76
Law	168·7	168·7	6,769	231	7,000
Medicine	1,551·9	1,632·5	4,555	1,125	5,680
Physical Education	1,010·6	892·2	551	96	647
Teachers' Training	424·1	432·4	13,708	6,339	20,047
Technology	3,237·8	4,037·6	1,247	4	1,251
Veterinary Science	1,254·6	1,474·9	988	13	1,001
Others	967·9	1,264·0	188	153	341
Total	813·4	827·0	56,699	8,189	64,888

Table CVIII gives the distribution of professional and technological colleges. No addition was reported in the number of colleges for forestry, physical education and veterinary science. The number of technological colleges decreased by 1. In the remaining cases, there was an increase, of which the highest increase was reported by Teachers' Training colleges (72), which was mostly due to the reclassification of some schools as under-graduate colleges. This was followed by an increase of 10 medical colleges, 10 commerce colleges, 9 engineering colleges, 6 law colleges and 2 agricultural colleges.

Pupils

The total number of pupils studying in the Professional and Technical education courses in colleges, University Teaching Departments and classes attached to research institutions and arts and science colleges rose from 2,65,111 (2,38,987 boys and 26,124 girls) to 2,96,584 (2,66,695 boys and 29,889 girls). This gives an increase of 11·9 percent (11·7 percent for boys and 14·4 percent for girls) as compared to an increase of 11·4 percent in 1960-61.

This enrolment constituted 24·9 percent of the total enrolment at the university stage. Commerce as usual attracted the largest number of students, their number being 88,473 (29·8 percent). Next were : teachers' training 52,561 (17·7 percent), engineering 49,209 (16·6 percent), medicine 44,952 (12·6 percent), law 28,220 (4·0 percent), agriculture 18,927 (6·4 percent), Veterinary

Science 5,638 (1.9 percent), Technology 5,211 (1.9 percent), Physical education 1,016 (0.3 percent), Forestry 718 (0.2 percent) and other subjects 1,659 (0.6 percent.)

Expenditure

The total direct expenditure on professional and Technical colleges increased from Rs. 15,80,40,866 to Rs. 18,65,47,174, that is, by 18.0 percent, as against an increase of 20.5 percent in the previous year. This constituted 30.0 percent of the total direct expenditure on universities and colleges and 4.7 percent of the total direct expenditure on all types of institutions. This expenditure was distributed among the various sources of income as: government funds 72.9 percent, local bodies funds 0.8 percent, fees 19.7 percent, endowments 2.4 percent and other sources 4.2 percent.

According to types of education, medical colleges accounted for the highest proportion (36.9 percent) of the total direct expenditure on professional and technical colleges followed by engineering colleges (25.5 percent), teachers' training college (13.8 percent), agriculture colleges (7.6 percent), technological colleges (4.8 percent), Commerce and Veterinary Science colleges (4.2 percent each), law colleges (1.5 percent), Physical education colleges (0.7 percent) Forestry colleges (0.6 percent) and other (unspecified) colleges (0.3 percent).

Columns (10) to (14) of table CVIII show the source-wise distribution of expenditure on each type of institutions. More than two thirds of the expenditure was financed by government in colleges for technology, veterinary science, Physical education, agriculture, teachers' training, medicine and engineering. Education in the remaining types of colleges, viz. law, forestry and commerce was largely financed by fees.

The average annual cost per pupil in all types of Professional and technical colleges increased from Rs. 813.4 to Rs. 827.0. The highest cost per pupil was reported in colleges for technology (Rs. 4,037.6) and the lowest in law colleges (Rs. 168.7). In other types of colleges it ranged from Rs. 1,632.5 in medicine to Rs. 206 in Commerce.

Output

During the year, 64,888 students (56,699 boys and 8,189 girls) were awarded professional degrees and equivalent diplomas as against 60,224 (53,045 boys and 7,179 girls) during the previous year. The degrees were awarded as follows: Teachers' training (20,047) followed by Commerce (17,760), law (7,000), engineering (7,394) medicine (5,680), agriculture (3,691), Tech. (1,251), Veterinary science (1,061) Physical education (647), forestry 76, and others (unspecified) 341.

The combined statistics of all the professional and technical colleges according to States are given in Table CIX.

A brief account of each type of professional and technical education, except teachers' training which has already been discussed elaborately in Chapter VII, is given below :

Agriculture Colleges

The total number of agricultural colleges increased, during the year from 36 to 38. Besides these colleges, facilities for teaching of agriculture also existed in the teaching departments of some of the universities and in classes attached to some of the arts and science colleges. This increase was due to the opening of 2 colleges in Jammu and Kashmir and 1 college in Madhya Pradesh while 1 existing college in West Bengal was included under university teaching departments. No agricultural college existed in any of the Union Territories, but facilities for teaching agriculture existed in Delhi and Himachal Pradesh.

Of the total number of colleges, 28 (73·7 percent) were managed by government, 7 (18·4 percent) by private unaided bodies and 3 (7·9 percent) by private aided bodies.

The total number of pupils in these colleges as well as in classes attached to other institutions rose from 15,848 (15,699 boys and 149 girls) in 1960-61 to 18,927 (18,743 boys and 184 girls) in 1961-62, that is, at the rate of 19·4 percent. The enrolment increased in all the States except Kerala. The decrease in Kerala was insignificant.

The total direct expenditure on agricultural colleges increased from Rs. 1,06,90,277 to Rs. 1,41,65,890, that is, at the rate of 32·5 percent, as compared to 22·0 percent in the previous year. The source-wise distribution of this expenditure was : government funds 82·0 percent, fees 11·6 percent, endowments 1·9 percent and other sources 4·5 percent. The average annual cost of educating a pupil in these colleges was Rs. 1,136·3 as compared to Rs. 1,218·7 in the previous year. As many as 3,006 candidates (2,991 boys and 15 girls), qualified for the Bachelor's degree and 685 candidates (676 boys and 9 girls) for Master's degree in agriculture, the corresponding figures for the previous year being 2,649 (2,629 boys and 20 girls) and 569 (568 boys and 1 girl) respectively.

The Stetewise statistics of these colleges are given in table CX.

Commerce Colleges

The number of Commerce colleges increased during the year by 10 to 52. Of these, 41 (78·9 percent) were managed by private aided bodies, 6 (11·5 percent) by private unaided bodies. Besides, there were teaching departments of Commerce in some of the universities and also commerce classes attached to some of the arts and science colleges. There were no Commerce colleges in Madras, Orissa and Uttar Pradesh among the States and in the Union Territories except Delhi. Facilities for commerce teaching, however, existed in Madras, Orissa, U.P., Manipur and Tripura. An increase in the number of Commerce colleges was reported by Assam, Gujarat and Maharashtra (1 each), Mysore (2) and West Bengal (5).

Table CIX—Statistics of Professional and

State/Territory	Number of Institutions		Number of Pupils*			
			Boys		Girls	
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
1	2	3	4	5	6	7
Andhra Pradesh	33	35	15,583	16,813	1,452	1,689
Assam	11	12	4,354	4,913	122	148
Bihar	33	34	15,107	17,153	476	567
Gujarat	37	43	15,357	16,107	1,006	1,126
Jammu & Kashmir	4	7	423	1,150	155	220
Kerala	32	35	8,068	8,849	1,438	1,611
Madhya Pradesh	103	110	20,778	22,519	1,788	1,956
Madras	151	162	22,364	22,952	5,562	5,891
Maharashtra	153	197	30,846	37,770	4,898	5,985
Mysore	81	102	17,323	19,618	1,696	1,979
Orissa	20	23	3,118	3,987	273	338
Punjab	47	47	8,258	9,282	2,007	2,511
Rajasthan	22	24	11,770	11,628	288	360
Uttar Pradesh	56	55	31,949	33,005	2,012	2,303
West Bengal	51	54	28,140	35,162	1,912	2,064
Delhi	10	11	4,710	4,870	894	935
Himachal Pradesh	1	1	52	71	17	29
Manipur . . . . .	..	1	278	152	12	12
Pondicherry	2	3	230	303	76	111
Tripura	5	5	279	391	40	54
INDIA	852	961	2,38,987	2,66,695	26,124	29,889

*Includes students studying in attached classes also.

Technical Colleges by States

Expenditure		Percentage of Expenditure (1961-62) met from					State/Territory
1960-61	1961-62	Government funds	Local Board funds	Fees	Endow- ments	Other Sources	
8	9	10	11	12	13	14	1
Rs.	Rs.						
1,02,35,427	1,08,39,757	68.8	0.0	19.9	1.2	10.1	Andhra Pradesh
32,21,944	34,12,055	88.7	..	8.0	0.3	3.0	Assam
80,75,701	96,69,627	71.2	0.0	23.6	4.0	1.2	Bihar
85,88,532	94,90,221	56.3	..	36.2	0.2	7.3	Gujarat
7,58,577	17,94,444	94.6	..	5.4	..	..	Jammu & Kashmir
44,82,240	56,49,918	62.6	..	35.5	0.1	1.8	Kerala
1,33,17,983	1,69,36,190	87.9	0.0	10.4	0.2	1.5	Madhya Pradesh
1,54,89,912	1,84,75,266	72.4	..	16.7	9.9	1.0	Madras
2,45,64,108	2,77,05,007	62.9	5.0	26.3	0.4	5.4	Maharashtra
89,77,394	1,26,29,748	62.2	..	32.8	..	5.0	Mysore
25,59,390	29,55,330	88.6	0.0	10.7	0.0	0.7	Orissa
94,80,537	1,02,48,424	69.9	0.2	23.9	10.6	5.4	Punjab
89,02,325	73,50,354	75.4	..	16.8	6.2	1.6	Rajasthan
89,44,404	95,87,148	69.8	0.0	19.6	3.2	7.4	Uttar Pradesh
1,96,56,720	2,24,01,690	81.4	0.0	13.3	0.0	5.3	West Bengal
1,26,90,169	1,57,60,742	87.9	0.0	7.4	0.6	4.1	Delhi
97,088	1,32,193	100.0	..	..	..	..	Himachal Pradesh
..	5,074	97.2	..	2.8	..	..	Manipur
8,32,874	12,70,236	95.8	..	4.7	..	..	Pondicherry
1,65,494	2,53,750	95.7	..	..	..	4.3	Tripura
15,80,40,866	18,65,47,174	72.9	0.8	19.7	2.4	4.2	INDIA

Table CX—Statistics of

State/Territory	Number of Institutions	Number of Pupils*			Expenditure	Average annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh	2	975	31	1,006	9,63,735	1,441·6
Assam	1	340	..	340	5,11,102	1,587·2
Bihar	3	817	1	818	11,14,094	1,362·0
Gujarat	2	1,137	19	1,156	7,47,366	825·8
Jammu & Kashmir	2	137	..	137	3,19,321	2,330·8
Kerala	1	258	29	287	4,55,393	2,098·6
Madhya Pradesh	6	1,475	..	1,475	20,24,894	1,375·6
Madras	1	984	22	1,006	5,55,858	721·9
Maharashtra	5	2,412	9	2,421	21,89,372	1,070·1
Mysore	2	864	..	864	9,69,631	1,277·5
Orissa	1	609	..	609	5,02,242	824·7
Punjab	1	1,316	..	1,316	8,72,910	1,116·2
Rajasthan	2	1,076	2	1,078	11,90,587	1,352·9
Uttar Pradesh	9	5,615	61	5,676	17,44,405	839·5
West Bengal . . . . .	..	324	1	325	..	..
Delhi . . . . .	..	383	9	392	..	..
Himachal Pradesh . . . . .	..	21	..	21	..	..
INDIA	38	18,743	184	18,927	1,41,65,890	1,136·3

*Includes enrolment in attached classes also.

Agricultural Colleges

Out-Put						State/Territory
Graduates			Post graduates			
Boys	Girls	Total	Boys	Girls	Total	
8	9	10	11	12	13	1
174	3	177	16	1	17	Andhra Pradesh
27	..	27	6	..	6	Assam
208	1	209	26	..	26	Bihar
113	1	114	1	..	1	Gujarat
..	..	..	..	..	..	Jammu & Kashmir
74	6	80	..	..	..	Kerala
192	..	192	85	..	85	Madhya Pradesh
205	3	208	38	..	38	Madras
272	1	273	61	..	61	Maharashtra
169	..	169	14	..	14	Mysore
69	..	69	..	..	..	Orissa
193	..	193	39	..	39	Punjab
158	..	158	12	..	12	Rajasthan
1009	..	1009	266	..	266	Uttar Pradesh
40	..	40	11	1	12	West Bengal
79	..	79	101	7	108	Delhi
..	..	..	..	..	..	Himachal Pradesh
2,991	15	3,006	676	9	685	INDIA

The total enrolment in these colleges including that in the University Teaching Departments and classes attached to other institutions rose from 78,312 (77,448 boys and 864 girls) to 88,473 (87,458 boys and 1,015 girls). This gives an increase of 13·0 percent (12·9 percent for boys and 17·5 percent for girls). The increase was shared by all the States and Union Territories except Gujarat, Jammu and Kashmir, Mysore, Orissa, Uttar Pradesh, Delhi and Manipur.

The total direct expenditure on commerce colleges amounted to Rs. 76,69,201 as against Rs. 59,57,798 in the previous year. The rate of increase comes to 28·7 percent as against 28·0 percent in 1960-61. Of the total direct expenditure on commerce colleges, Fees attracted the major position i.e. 71·3 percent while the shares of government, other sources and endowments were 19·2, 7·7 and 1·8 percent respectively. The share of the local bodies was practically nil. The average annual cost per pupil in these colleges was Rs. 206·0 as compared to Rs. 211·4 in the previous year. During 1961-62, as many as 15,529 students (15,368 boys and 161 girls) were awarded Bachelor degree and 2,231 students (2,221 boys and 10 girls) qualified for the award of Master's degree in commerce.

The detailed statistics of commerce colleges in various States and Union Territories are given in table CXI.

Engineering (including Architecture) Colleges

During the year, there were 78 engineering colleges (including 5 for architecture) in the country as against 69 (including 3 for architecture) during the previous year. This gives an overall increase of 13·0 percent. Of the total 37 (47·4 percent) were managed by private aided bodies, 37 (47·4 percent) by government and 4 (5·2 percent) by private unaided bodies. Besides, facilities for engineering education were also provided in the teaching departments of Aligarh, Annamalai, Banaras, Madras, Roorkee and Utkal universities, the Indian Institute of Science, Bangalore and some of the technological colleges. The engineering colleges existed in all the States and in Delhi among the Union Territories. The highest increase was reported by Kerala (2) and next to follow were Gujarat, Jammu and Kashmir, Maharashtra, Orissa, Punjab, West Bengal and Delhi (1 each).

The number of pupils in all the engineering colleges and classes attached to universities and other institutions rose from 43,163 (42,830 boys and 333 girls) to 49,209 (48,828 boys and 381 girls), that is at the rate of 14·0 percent as compared to an increase of 19·2 percent in the previous year. An increase in enrolment was reported by all the States while Delhi showed a decrease.

The total direct expenditure on engineering (including architecture) colleges increased from Rs. 4,00,59,569 in 1960-61 to Rs. 4,76,56,710 in 1961-62. This gives an increase of 19·0 percent as against 21·1 percent reported during the previous year. Its distribution according to various sources of income

was : government funds 68·7 percent, fees 24·7 percent, endowments 2·6 percent and other sources 4·0 percent. The average annual cost per pupil rose from Rs. 971·6 to Rs. 1,013·5. The out-put of graduates and post-graduates during the year was 7,207 (7,174 boys and 33 girls) and 187 (all boys) respectively as compared to 6,715 (6,700 boys and 15 girls) and 356 (all boys) during the previous year.

The State-wise details of engineering colleges are given in table CXII.

Forestry Colleges

There were only 3 colleges for forestry in the country, 2 in Uttar Pradesh and 1 in Madras— the same as in the previous year. All the three colleges were managed by the government. During the year, 718 students (all boys) were on rolls of these colleges as against 683 (all boys) in the previous year. The total direct expenditure incurred on these colleges was Rs. 11,43,788 as against Rs. 11,33,048 in the previous year. This gives an increase of 0·9 percent. The major part of the expenditure (78·8 percent) was met from fees while the remaining (21·2 percent) came from government funds. The average annual cost of educating a pupil in these colleges was Rs. 1,638·6 as against Rs. 1,810·0 during the previous year. During the current year 193 students (all boys) qualified for the award of Rangers certificate as against 61 (all boys) in the previous year. 76 boys qualified for Supervisor/Forest Officer. Table CXIII gives the necessary details.

Law Colleges

The number of law colleges increased during the year by 6 to 44. This gives an increase of 15·8 percent. Of the total, 30 colleges (68·2 percent) were managed by private unaided agencies, 8 (18·2 percent) by private aided bodies and the remaining 6 (13·6 percent) by the government. There were no law colleges in Jammu and Kashmir and Rajasthan and the Union Territories although facilities for teaching law existed in Rajasthan and Delhi. Besides the colleges, teaching of law was provided in the teaching departments of Aligarh, Allahabad, Banaras, Bombay, Delhi, Gorakhpur, Lucknow, Madras, Rajasthan, Saugar and Utkal universities and also in some arts and Science colleges.

The enrolment in these colleges including that in the university teaching departments and classes attached to other institutions rose from 27,141 (26,336 boys and 805 girls) in 1960-61 to 28,220 (27,415 boys and 805 girls) in 1961-62. The enrolment increased in all the States, except Andhra Pradesh, Assam, Kerala, Madras, Punjab, West Bengal and Delhi.

The total direct expenditure on law colleges increased from Rs. 26,70,701 to Rs. 28,75,337, that is at the rate of 7·6 percent. Fees contributed the lion's share of 87·0 percent while the shares of government, endowments and other sources were 4·6, 0·4 and 8·0 percent respectively. The average annual cost per pupil remained the same as in the previous year i.e., Rs. 168·7. During the

Table CXI—Statistics of

State/Territory	Number of Institutions	Number of Pupils*			Expenditure	Average annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh . . .	1	3,930	29	3,959	52,452	143·3
Assam	1	2,155	1	2,156	47,293	172·0
Bihar	2	6,336	3	6,339	4,03,621	134·5
Gujarat	9	6,585	98	6,683	12,28,862	223·2
Jammu & Kashmir . .	1	141	..	141	41,104	291·5
Kerala	1	2,299	55	2,354	40,931	130·4
Madhya Pradesh . . .	3	6,367	14	6,381	3,09,902	186·9
Madras . . . . .	..	2,635	4	2,639	..	..
Maharashtra	15	16,768	617	17,385	28,52,488	244·7
Mysore	6	4,426	69	4,495	5,57,961	197·0
Orissa . . . . .	..	472	..	472	..	..
Punjab	2	648	..	648	1,52,915	377·6
Rajasthan	3	5,845	4	5,849	3,77,380	327·3
Uttar Pradesh . . . .	..	8,089	5	8,094	..	..
West Bengal	7	19,216	108	19,324	12,22,462	133·6
Delhi	1	1,312	5	1,317	3,81,830	490·8
Manipur . . . . .	..	93	2	95	..	..
Tripura . . . . .	..	141	1	142	..	..
INDIA	52	87,458	1,015	88,473	76,69,201	206·0

* Includes enrolment in attached classes also.

Commerce Colleges

Out-Put						State/Territory
Graduates			Post-graduates			
Boys	Girls	Total	Boys	Girls	Total	
8	9	10	11	12	13	1
1,072	3	1,075	38	2	40	Andhra Pradesh
190	1	191	32	..	32	Assam
1,006	..	1,006	113	..	113	Bihar
892	25	917	73	1	74	Gujarat
26	..	26	..	..	..	Jammu & Kashmir
505	17	522	..	..	..	Kerala
1,101	1	1,102	285	1	286	Madhya Pradesh
615	..	615	43	..	43	Madras
1,836	33	1,919	210	4	214	Maharashtra
858	6	864	38	2	40	Mysore
150	..	150	..	..	..	Orissa
70	..	70	..	..	..	Punjab
543	..	543	212	..	212	Rajasthan
2,013	1	2,014	721	..	721	Uttar Pradesh
4,191	24	4,155	430	..	430	West Bengal
318	..	318	26	..	26	Delhi
13	..	13	..	..	..	Manipur
29	..	29	..	..	..	Tripura
15,368	161	15,529	2,221	10	2,231	INDIA

Table CXII—Statistics of

State/Territory	Number of Institutions	Number of Pupils*			Expenditure	Average annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh	5	4,051	10	4,061	22,98,928	783.1
Assam	2	549	..	549	0,86,073	1,249.7
Bihar	7	4,673	4	4,677	48,67,759	1,068.7
Gujarat	5	3,731	32	3,763	29,99,736	692.5
Jammu & Kashmir	1	362	..	362	4,51,283	1,246.6
Kerala	6	2,669	96	2,765	14,73,668	533.0
Madhya Pradesh	6	3,558	14	3,572	26,06,043	732.4
Madras	8	5,328	7	5,335	59,12,505	1,269.6
Maharashtra	10	3,741	136	3,877	48,58,438	731.5
Mysore	9	5,566	13	5,579	28,44,260	514.1
Orissa	2	668	..	668	4,12,629	617.7
Punjab	4	1,966	5	1,971	22,79,174	1,228.7
Rajasthan	2	1,664	..	1,664	20,90,683	1,301.8
Uttar Pradesh	2	3,514	19	3,533	7,76,419	1,459.4
West Bengal	6	5,877	35	5,912	1,01,88,272	2,354.0
Delhi	3	911	10	921	29,12,842	1,357.3
INDIA	78	48,828	381	49,209	4,76,56,710	1,013.5

*Includes enrolment in attached classes also.

Engineering Colleges

Out-Put						State/Territory
Graduates			Post-graduates			
Boys	Girls	Total	Boys	Girls	Total	
8	9	10	11	12	13	1
491	..	491	..	..	..	Andhra Pradesh
63	..	63	..	..	..	Assam
757	..	757	..	..	..	Bihar
788	1	789	..	..	..	Gujarat
..	..	..	..	..	..	Jammu & Kashmir
339	20	359	26	..	26	Kerala
213	..	213	..	..	..	Madhya Pradesh
931	..	931	..	..	..	Madras
670	5	675	32	..	32	Maharashtra
805	..	805	6	..	6	Mysore
104	..	104	..	..	..	Orissa
421	..	421	12	..	12	Punjab
242	..	242	8	..	8	Rajasthan
610	5	615	81	..	81	Uttar Pradesh
705	2	707	22	..	22	West Bengal
85	..	85	..	..	..	Delhi
7,174	33	7,207	187	..	187	INDIA

Table CXIII—Statistics of Forestry Colleges

State/ Territory	Number of Institu- tions	Number of Pupils			Expenditure	Average annual cost per pupil	Out-Put							
		Boys	Girls	Total			Rs.	Rs.	Rangers			Supervisor/ Forest Officer		
									Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13		
Madras . . .	1	202	..	202	3,54,190	1,753·4	98	—	98	..	..	..
Uttar Pradesh . . .	2	516	—	516	7,89,598	1,591·9	95	—	95	76	..	76		
INDIA . . .	3	718	..	718	11,43,788	1,638·6	193	..	193	76	..	76		

year 6,912 students (6,685 boys and 227 girls) qualified for the award of Bachelor's degree and 88 students (84 boys and 4 girls) for Master's degree in law as compared to 7,083 (6,903 boys and 180 girls) and 79 (74 boys and 5 girls) respectively in the previous year. Table CXIV gives the State-wise detailed statistics of law colleges in the country.

Medical Colleges

The number of medical colleges during the year was 143 as against 133 in the previous year. This gives an increase of 7.5 per cent. An increase was reported among States by Bihar, Gujarat, Madhya Pradesh, Madras and Rajasthan (1 each), Andhra Pradesh, Maharashtra and Mysore, (2 each) while Uttar Pradesh showed a decrease of 1 and there was no change in Assam, Jammu and Kashmir, Kerala, Orissa, Punjab and West Bengal. Among the Union Territories, Delhi and Pondicherry had medical colleges. The medical colleges included colleges for allopathy, ayurveda, dentistry, medicine, nursing public health, Pharmacy, Unani Tibbia, surgery, etc. Besides these colleges, facilities for teaching medical science were also available in some of the research institutions and teaching departments of Aligarh, Banaras, Lucknow and Patna universities and for the teaching of Pharmacy in the teaching departments of Bombay, Nagpur, Punjab, Patna and Saugar universities. Of the total number of colleges 79 (55.2 per cent) were managed by the Government, 51 (35.7 per cent) by private aided bodies, 9 (6.3 per cent) by private unaided agencies and 4 (2.8 per cent) by local bodies.

The total enrolment in medical colleges including that in university teaching departments, research institutions and classes attached to other institutions rose from 40,402 pupils (32,164 boys and 8,238 girls) to 44,952 pupils (35,513 boys and 9,439 girls), which gives an increase of 11.3 per cent. An increase in enrolment was reported everywhere except West Bengal where the decrease was insignificant.

The total direct expenditure incurred on these colleges (excluding university teaching departments and research institutions) was Rs. 6,87,68,903 which shows an increase of 16.5 per cent over the previous years' expenditure of Rs. 5,90,11,497. Government contributed 77.3 per cent of the total direct expenditure on medical colleges while local bodies, fees, endowments and other sources contributed 2.0, 14.4, 2.3 and 4.0 per cent respectively. The average annual cost per pupil in medical colleges rose from Rs. 1,551.9 to Rs. 1,632.5. A total of 4,982 students (3,692 boys and 1,018 girls) graduated in medicine, while 698 students (591 boys and 107 girls) qualified for the award of post-graduate medical degrees. The corresponding figures for the previous year were 4,725 (3,793 boys and 932 girls) and 544 (494 boys and 50 girls) respectively. The State-wise detailed statistics of medical colleges are given in table CXV.

Colleges for Physical Education

The number of Physical education colleges remained stationary at 20 as in the previous year. All the States except Assam, Jammu and Kashmir and Orissa had Physical education colleges while none of the Union Territories had any. 12 of these colleges were managed by the Government and the other 8 by private aided bodies.

Table CXIV—Statistics of Law Colleges

State/ Territory	Number of Institu- tions	Number of Pupils*			Expenditure Rs.	Average annual cost per pupil Rs.	Out-Put					
		Boys	Girls	Total			Graduate			Post-graduate		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh .	2	1,611	28	1,639	1,58,911	111.0	440	13	453	..	..	17
Assam	1	496	5	501	63,739	127.2	49	..	49	..	..	..
Bihar	4	1,913	4	1,917	2,49,795	138.3	418	..	418	3	..	3
Gujarat	7	1,779	34	1,813	4,08,981	166.2	202	6	208	4	..	4
Kerala	2	373	36	409	1,34,138	328.0	142	9	151	3	..	3
Madhya Pradesh .	9	2,147	25	2,172	99,580	121.9	440	8	448	..	..	..
Madras	1	1,139	32	1,171	1,70,848	145.9	445	13	458	1	..	1
Maharashtra . .	8	4,664	270	4,934	9,90,762	212.7	1,188	103	1,291	32	2	34
Mysore	6	1,427	46	1,473	2,50,999	170.4	358	15	371	9	..	9
Orissa	1	363	5	368	38,527	104.7	80	..	80	..	..	..
Punjab	1	858	15	873	1,62,875	186.6	389	7	396	..	..	..
Rajasthan . . . .	..	737	18	755	..	..	181	3	184	1	..	1
Uttar Pradesh . .	1	5,757	68	5,825	82,948	186.0	1,672	27	1,699	14	2	16
West Bengal . . .	1	3,485	195	3,680	63,234	100.4	408	9	417	..	..	..
Delhi . . . . .	..	666	24	690	..	..	275	14	289	..	..	..
INDIA	44	27,415	805	28,220	28,75,337	168.7	6,685	227	6,912	84	4	88

*Includes enrolment in attached classes also.

Table CXV—Statistics of Medical Colleges

State/ Territory	Number of Institu- tions	Number of Pupils*			Expenditure	Average annual cost per pupil Rs.	Out-Put					
		Boys	Girls	Total			Graduate			Post-graduate		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh . . .	14	4,111	1,244	5,355	58,55,845	1,085·0	316	97	413	60	23	83
Assam	3	825	76	901	14,35,490	1,593·2	101	5	106	..	..	..
Bihar	10	2,189	397	2,586	21,80,876	953·2	232	43	275	102	7	109
Gujarat	10	2,119	540	2,659	33,67,327	1,346·9	90	21	111	12	..	12
Jammu & Kashmir . . .	1	313	101	414	6,32,530	1,527·9	..	..	..	..	..	..
Kerala	3	1,375	475	1,850	22,93,586	1,374·2	111	48	159	..	..	..
Madhya Pradesh . . .	13	2,260	514	2,774	44,47,543	1,672·6	279	65	344	26	6	32
Madras	7	3,466	1,098	4,564	56,42,847	1,261·3	345	143	488	37	14	51
Maharashtra	17	3,981	1,545	5,526	71,67,622	1,324·1	768	252	1,020	118	21	139
Mysore	7	2,791	551	3,342	41,62,540	1,245·5	276	34	310	..	..	..
Orissa	3	655	232	887	12,30,095	1,386·8	26	13	39	..	..	..
Punjab	10	1,964	482	2,446	43,52,276	1,787·4	254	62	316	19	4	23
Rajasthan	10	1,461	222	1,683	23,59,433	1,436·9	87	11	98	..	..	..
Uttar Pradesh	14	3,262	506	3,768	24,60,809	1,087·9	561	56	617	122	12	134
West Bengal	14	3,423	702	4,125	78,60,429	2,062·0	455	84	539	77	5	82
De/hi	6	1,117	696	1,813	1,20,97,257	6,830·7	53	81	134	18	15	33
Pondicherry	1	201	58	259	12,22,398	4,719·7	10	3	13	..	..	..
INDIA	143	35,513	9,439	44,952	6,87,68,903	1,632·5	3,964	1,018	4,982	591	107	698

*Includes enrolment in attached classes also.

Table CXVI—Statistics of Physical Education Colleges

State/Territory	Number of Institutions	Number of Pupils*			Expenditure Rs.	Average annual cost per pupil Rs.	Out-Put		
		Boys	Girls	Total			Boys	Girls	Total
Andhra Pradesh	1	28	4	32	49,075	711·2	28	4	32
Bihar	1	89	..	89	61,341	438·2	83	..	83
Gujarat	1	14	1	15	24,911	1,660·7	..	..	..
Kerala	2	104	80	184	65,301	354·9	7	12	19
Madhya Pradesh	2	194	10	204	5,77,030	2,828·6	40	..	40
Madras	2	42	9	51	1,01,327	226·2	38	..	38
Maharashtra	4	62	10	72	1,45,385	2,019·2	106	19	125
Mysore	1	36	11	47	91,333	1,943·3	..	..	..
Punjab	1	71	19	90	58,639	651·5	53	13	66
Rajasthan	1	26	7	33	52,590	431·1	29	..	29
Uttar Pradesh	3	118	27	145	1,24,924	1,041·0	147	33	180
West Bengal	1	35	19	54	44,459	823·3	20	15	35
INDIA	20	819	197	1,016	13,96,315	892·2	551	96	647

*Includes enrolment in attached classes.

The number of pupils in these colleges as well as classes attached to other institutions rose from 904 (745 boys and 159 girls) to 1,016 (819 boys and 197 girls) or by 12.4 percent. The enrolment increased in all the States except Gujarat, Madras, Maharashtra and Uttar Pradesh. The decrease in these States was small except in Madras.

The total direct expenditure on these colleges decreased from Rs. 14,08,279 to Rs. 13,96,315 or by 0.9 percent. The decrease was due to a decrease in expenditure in Madras, Mysore and Uttar Pradesh. Its distribution according to various sources of income was : Government 84.7 percent, Fees 11.3 percent, Endowments 1.0 percent and other sources 3.0 percent. The average annual cost per pupil was Rs. 892.2 as compared to Rs. 1,001.6 in the previous year. During the current session 647 students (551 boys and 96 girls) qualified for the award of Bachelor's degree or equivalent diploma in Physical education.

The detailed statistics of these colleges in the various States are given in table C XVI.

Colleges for Technology

With the inclusion of Silpa Sadana, formerly a constituent college of the Visva-Bharati, Santiniketan, as a university teaching department, the number of colleges for technology in the country decreased from 12 to 11. These colleges existed in Assam, Maharashtra, Mysore, Punjab, Uttar Pradesh and West Bengal only. But facilities for technological education of the college standard were also provided by some teaching departments of universities, research institutions and classes attached to engineering colleges and polytechnics 7 of these technological colleges were managed by Government and 2 each by private aided and unaided bodies.

The total enrolment in these colleges as well as university teaching departments and classes attached to other institutions went up from 4,675 (4,634 boys and 41 girls) to 5,211 students (5,161 boys and 50 girls). This gives an increase of 11.5 percent. The enrolment increased in all the States except Madras and Punjab.

The total direct expenditure on colleges for technology increased from Rs. 63,42,778 to Rs. 88,82,733 or by 40.0 percent. Its distribution according to various sources of income was: Government funds 91.7 percent, Fees 2.7 percent endowments 1.2 percent and other sources 4.4 percent. The share of local bodies funds was practically nil. The average annual cost per pupil in these colleges was Rs. 4,037.6 as against Rs. 3,237.8 during the previous year. The number of students who qualified for the award of Bachelor's degree was 936 (932 boys and 4 girls). Further, 315 (all boys) qualified for Master's degrees. The previous year's figures were 742 (739 boys and 3 girls) and 187 (186 boys and 1 girl) respectively.

The detailed statistics of colleges for technology in the various States are given in table CXVII.

Table CXVII—Statistics of Technological Colleges

State/ Territory	Number of Institu- tions	Number of Pupils*			Expenditure Rs.	Average annual cost per pupil Rs.	Out-Put					
		Boys	Girls	Total			Graduate			Post graduate		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh .	..	398	..	398	..	..	54	..	54	61	..	61
Assam .	1	34	29	63	90,882	1,442·6	..	..	..	..	..	..
Madhya Pradesh .	..	51	..	51	..	..	..	..	..	18	..	18
Madras .	..	465	..	465	..	..	82	..	82	..	..	..
Maharashtra .	2	1,323	8	1,331	62,24,359	6,736·3	196	3	199	6	..	6
Mysore .	1	158	..	158	2,23,716	1,381·0	13	..	13	..	..	..
Punjab .	1	143	..	143	1,51,329	1,058·2	28	..	28	..	..	..
Uttar Pradesh .	2	1,309	2	1,311	12,40,801	2,579·6	38	..	38	18	..	18
West Bengal .	4	992	11	1,003	9,51,646	2,228·7	503	1	504	212	..	212
Delhi .	..	288	..	288	..	..	18	..	18	..	..	..
INDIA .	11	5,161	50	5,211	88,82,733	4,037·6	932	4	936	315	..	315

*Includes enrolment in attached classes also.

College for Veterinary Science

During 1961-62, there were 18 colleges for Veterinary Science, the same as in the previous year. These colleges existed in all the States except Gujarat and Jammu & Kashmir. Union Territories did not possess any veterinary science college. 17 of the colleges were managed by Government and 1 by a private aided body.

The total number of pupils in these colleges as well as in university teaching departments and attached classes rose from 5,545 (5,498 boys and 47 girls) to 5,638 (5,591 boys and 47 girls), that is, by 1.7 per cent. The enrolment increased in all the States except Andhra Pradesh, Kerala, Madhya Pradesh, Punjab, Rajasthan and West Bengal. The decrease in these States was, however, small.

The total direct expenditure on these colleges increased from Rs. 65,11,486 in 1960-61 to Rs. 76,89,920 or by 18.1 per cent during the year under review. Its distribution according to various sources of income was: Government funds 87.7 per cent, Fees 8.9 per cent and other sources 3.4 per cent. An increase in the expenditure was reported by all the States except Uttar Pradesh. The average annual cost of educating a pupil in these colleges went up from Rs. 1,254.6 to Rs. 1,474.9. During the current session, 885 candidates (873 boys and 12 girls) qualified for the award of Bachelor's degree and 116 candidates (115 boys and 1 girl) for the award of Master's degree in veterinary science. The corresponding figures for the previous year were 813 (810 boys and 3 girls) and 104 (all boys) respectively.

The State-wise detailed statistics are shown in table CXVIII.

Table CXVIII—Statistics of Veterinary Science Colleges

State/ Territory	Number of Institu- tions	Number of Pupils*			Expenditure Rs.	Average annual cost per pupil Rs.	Out-Put					
		Boys	Girls	Total			Graduate			Post-graduate		
							Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh .	2	698	3	701	6,30,489	1,102.3	98	1	99	..	..	..
Assam	1	319	..	319	2,50,400	785.0	3	..	3	..	..	..
Bihar	2	562	..	562	4,54,102	808.0	92	..	92	8	..	8
Kerala	1	337	17	354	2,91,097	976.8	66	4	70	..	..	..
Madhya Pradesh .	2	508	3	511	9,15,912	1,792.4	106	2	108	..	..	..
Madras	1	666	7	673	10,44,505	1,552.0	94	4	98	29	1	30
Maharashtra . .	2	364	3	367	8,21,324	2,237.9	95	1	96	25	..	25
Mysore	1	297	4	301	3,37,191	1,120.2	24	..	24	..	..	..
Orissa	1	253	..	253	3,95,433	1,563.0	52	..	52	..	..	..
Punjab	1	316	..	316	2,80,082	683.1	72	..	72	10	..	10
Rajasthan	1	245	..	245	6,20,193	2,531.4	41	..	41	..	..	..
Uttar Pradesh . .	2	857	5	862	8,34,083	1,648.3	80	..	80	43	..	43
West Bengal . . .	1	169	5	174	8,15,109	4,137.6	50	..	50	..	..	..
INDIA	18	5,591	47	5,638	76,89,920	1,474.9	873	12	885	115	1	116

*Includes enrolment in attached classes also.

CHAPTER IX

SOCIAL EDUCATION

Social education aims at providing education for the betterment of life for the adult population. Within the limited resources available during the year, the programme of social education had to be restricted and confined to a few more important activities such as (i) conducting pilot projects in the education of industrial workers; (ii) training of workers in library service; (iii) developing a library service in Delhi as a pilot project; (iv) cooperating with international agencies; (v) assisting voluntary organisations and institutions; and (vi) supporting certain ancillary services such as production of literature for neo literates and for the new reading public.

Main Developments at the Centre

A brief account of the activities of the Central Government in the field of social education during the year under report is given below.

1. *Workers' Institute, Indore*—This institute was established as a pilot central scheme in November, 1960. Its main objectives are (i) to stimulate a desire for knowledge among the working class; (ii) to arouse a sense of social and civic responsibility in them; (iii) to provide facilities for general education and for enlarging the range of their interest; and (iv) to provide wholesome recreation. The year under review being the first year of existence of this institute, it undertook a number of activities, namely, (i) it provided facilities to workers to learn music, drawing and Hindi and English (ii) it organised handi-craft classes and literacy classes for women workers (iii) cultural activities like variety entertainments, symposia and elocution competitions were organised; (iv) regular weekly discussion groups, based on the teaching of *Ramayana*, were held in the principal industrial residential localities; (v) after a series of lectures on good housekeeping, three 'clean-house competitions' were organised in which 52 families, consisting of 312 members, took part; (vi) the membership of the institute library rose from 49 to about 450 and the average daily circulation of books rose from 111 to 739.

2. *Institute of Library Science, Delhi*—Started in March, 1959, this institute conducted during the year under report the third one-year diploma course and the Master's degree course in library science. About 50 and 9 students were admitted to the diploma and Master's courses respectively. A special course of six months' duration in advance librarianship was organised for four Iraqi librarians sent by UNESCO.

3. *Delhi Public Library*—The children's section and the social education section of the library arranged during the year a number of activities like group discussions, film shows and musical concerts.

4. *Mysore State Vidyapeeth Programme*—In cooperation with the Ford Foundation of U.S.A., the Ministry of Education assisted the Mysore State Adult Education Council to establish one more *Vidyapeeth* in the State, bringing the total number to five. These *Vidyapeeth* aim primarily to train village youth to rural leadership.

5. *Assistance to Voluntary Organisations*—During the year under review, 14 voluntary organisations and institutions in the field of social education were assisted to the tune of Rs. 1.56 lakhs for the development of various activities relating to social education and libraries.

6. *Literature for Social Education*—The eighth prize competition for books for neo-literates was held during the year for which 323 entries in various Indian languages were received and 36 of these were awarded prizes of Rs. 500 each. The best five books of the seventh competition were awarded additional prizes of Rs. 500 each and steps were taken to expedite translation of these in various modern Indian languages. 1500 copies each of the 22 prize winning books of the fifth and sixth competitions were purchased for free distribution to community development blocks, social education centres and school libraries.

The second UNESCO prize competition for new-reading public for the award of prizes to Indian authors of best books on the subject in Hindi, Urdu, Bengali and Tamil published between January, 1959 and December, 1960 was held during the year under review. Out of the seventeen books received, seven books, four in Hindi and three in Tamil, were awarded prizes of 400 dollars each. 1500 copies each of three out of the six prize winning books of the first competition were purchased by the Ministry of Education for free distribution.

7. *National Book Trust*—The National Book Trust, established in 1957, brought out 20 books, during the year under review, in English, Hindi and various regional languages, bringing the total number of books brought out so far to 52. 34 books were under production, about 50 manuscripts were awaiting selection of presses and 187 manuscripts were under different stages of translation.

8. *National Institute of Audio-Visual Education*—The institute continued its activities in research in-service training, production of non-projected visual aids, projected aids, aural aids and other things.

During the year one short-term course in audio-visual education was conducted for 33 trainees from different States/Central Ministries. A two-week training course in the operation and maintenance of projection equipment was organised for the trainees from rural institutes. A number of local short-term courses lasting from a couple of days to a week were arranged.

In cooperation with UNESCO, a regional workshop on the production of low-cost visual aids was organised at New Delhi, from 15th December, 1961 to 31st January, 1962. UNESCO fellowship-holders from South-East Asian countries participated.

As part of the over-all programme to produce standard non-projected material for secondary schools in the country the institute produced various educational charts, posters, study kit, etc.

One 16 mm. film of 800 ft. on the 'Operation of Diseased Lungs' was produced in colour. Five sponsored films were completed and about sixteen films were under production.

During the year, 549 films and 265 filmstrips were added to the Central Film Library, and 10,044 films and 210 filmstrips were issued to 1,512 members.

The mobile cinema unit screened 738 films and 132 new members were enrolled, bringing the total number of members to 1,588.

The following survey projects were planned and undertaken during the year ;

- (i) use of audio-visual aids in Community Development Blocks;
- (ii) teaching aids in science—a survey;
- (iii) evaluation of effectiveness of films and other aids in teaching.

Thirtyseven visits were conducted during the year under report. The visitors included leaders in the educational field, UNESCO fellows, officers of the UNESCO Secretariat, student groups from teacher training colleges and trainees from various Central Ministries.

Main Developments in the States

A brief account of the activities in the field of social education in the States and Union Territories is given below—

Andhra Pradesh

Sixtyfour schools in the State were paid grants at the rate of Rs. 250 each for purchase of radio sets. Five schools in Telangana area were paid Rs. 1,500 each and twentyfour schools in Andhra area were paid Rs. 1,000 each as grants towards the purchase of 16 mm. film.

An amount of Rs. 6,500 was sanctioned towards the scheme for training teachers in the preparation of simple visual aids like charts, models, film-strips etc. Sixtyfive teachers were trained under this scheme.

An amount of Rs. 5,000 was also sanctioned for the film library in the State Directorate. A 16 mm. film projector and accessories were purchased with this amount.

Assam

Much progress was made in the State during the year in the field of social education. Some of the activities in this field are as follows :

49 Community Centres including 4 in VI-Schedule (Part A) areas were functioning during the year. Each of these centres organised five 'literacy centres' around it and the total amount spent was Rs. 51,600. Books for neoliterates were supplied to the neo-literates and also to the libraries where literacy centres were organised, and the total amount spent for the purpose was Rs. 9,115. Book exhibitions were arranged during the national days such as Social Education Day, Republic Day etc. 15 'shadow centres' were organised with more or less the same programmes as those of the community centres.

Seven social education workers' training camps were held in which 225 workers participated. These camps were run under the direct supervision of the District Social Education Officers and these camps continued for 5 days. Some of the subjects of training were (i) how to establish community centres and libraries as effective agencies for carrying out the social education and development programmes in their respective areas, (ii) how to organise different groups such as youth groups, occupational groups, women and children's groups, cultural groups etc. around the community centres and libraries, (iii) practical demonstration of group reading group discussion, radio listening group, cultural and recreational groups, etc. and (iv) demonstration of work projects such as adult literacy, construction and repair of roads, repair of public houses, sanitation programmes etc. The total expenditure incurred for these training camps was Rs 3,500.

A State level seminar on social education was organised where 103 officers participated.

Lump grants worth Rs. 1,00,737 were given to 1,110 libraries including 21 in VI Schedule (Part-A) Areas to enable to enrich their stock of books during the year. A monthly journal *Deepak* was subscribed for 400 libraries selected from amongst the above libraries. These exclude the libraries aided by the Development Blocks.

A few non-student youth clubs were given a total grant of Rs. 5,000 for performance of various social educational activities.

One social education-cum-exhibition was held at Kherajkhat in North Lakshipur Sub-division. The duration of the rally was three days. Besides this, the district social education officers participated in 169 exhibitions and *melas* organised by the Development Blocks.

Bihar

The social education programme in the State includes seven important items, namely (i) adult literacy and education to children deprived of normal education in schools; (ii) individual and community cleanliness; (iii) health sanitation and medical aid; (iv) recreation and culture; (v) campaign against social evils; (vi) economic improvement; and (vii) publication and publicity. Vigorous and all round efforts were made to make the seven point comprehensive programme a complete success. Impetus was given to a large number of schools, *panchayats* libraries and other organisations to take up this work for the general good of the society. Whole-time social education instructors were appointed under the scheme of 'relieving educated unemployed' launched by the Government of India to well-established high schools. The State Audio-Visual Board purchased a number of radio sets and distributed these among institutions engaged in social education work.

Gujarat

During the year under review, grants amounting to Rs. 50,000 were sanctioned to the Regional Social Education Committee for Gujarat, to help it to publish literature for the neo-literates.

The scheme for training village school teachers for social education work in villages was continued. The teachers under the scheme were trained by a team of special officers specially appointed for the purpose. The courses were run in districts by camps of 30 days duration.

A number of courses, *shibirs* and camps were organised for the social education workers in the Community Development Projects and National Extension Service Blocks.

Kerala

The State had four mobile Audio-Visual units which went round to the schools to exhibit educational films. Many of the secondary schools were equipped with radio receiving sets and projectors.

An amount of Rs. 4,36,453 was disbursed to 2,304 libraries as grants. Books and furniture worth Rs. 9,000 and Rs. 3,000 respectively were purchased for each of the eight 'distributing libraries' existing in the State. Books and furniture worth Rs. 35,000 were purchased for the State Central Library.

In addition to the existing 200 units, 100 more units were established at various places for medical inspection of the children in the first four standards in primary schools. All the L.P. schools within a radius of five miles from a unit were brought under its capacity. The total expenditure for the scheme during the year was Rs. 36,569.

Madras

Two Adult Education Mobile Units continued to function during the year. Propaganda lectures and educational film shows were given for the benefit of rural folk. Songs and speeches on adult education and the midday meals scheme were tape-recorded and relayed to the audience.

The Government Training Schools for Adult School Teachers gave training to 160 teachers in six batches. The direct expenditure incurred on these institutions amounted to Rs. 16,574 in the year.

Under the scheme of youth Camps and Labour Service by college students, the all-India Catholic University Federation of Loyola College, Madras, and the Madras Students' Social Service League availed themselves of grants sanctioned by the Government of India.

Maharashtra

The work of literacy which was formerly being undertaken by the Social Education Classes was entirely taken up under the scheme of *Gram Shikshan Mohin* (aiming at cent per cent literacy in the villages) throughout the State except Greater Bombay where the old practice was continued.

A list of books and pamphlets in Marathi, useful for neo-literates and for village libraries was printed and supplied to all concerned by the Regional Social Education Committee for Maharashtra. A number of periodicals were continued to be published and circulated.

Four private organisations were paid subsidies worth Rs. 2,100 by the Education and Social Welfare Department for the work done by them in furtherance of the cause of social education.

The 13th Social Education Week was celebrated in Bombay from 16th December, 1961 and the total collection made was Rs. 76,952.

Mysore

A sum of Rs. 30,000 was provided for the purchase of library books to high schools. In addition to this, a sum of Rs. 18,000 was made for conducting short term courses in library service. Grants amounting to Rs. 1,10,000 for regional and district libraries were sanctioned with a view to enabling these libraries to purchase more books and equipment.

Under the scheme of expansion of audio-visual education in the State, a provision of one lakh of rupees was made under the plan for purchase of filmstrips and projectors.

Orissa

The State Education Department produced five books for neo-literates and four for illiterates for distribution among the adult education centres. Grant-in-aid was paid to the extent of Rs. 1,35,000 to 3,783 village libraries. An amount of Rs. 4,996 was spent for integrated library services at Angul. Two mobile libraries situated at Itamati in Puri District and Khunta in Mayurbhanja District issued library books to villagers on loan basis and the expenditure incurred on this account was Rs. 4,568.

The Children's Literature Committee constituted by Government in 1957-58 awarded eight prizes amounting to Rs. 1,500 to authors of prize-winning books in the 5th prize competition on children's literature sponsored by the Committee. A sum of Rs. 7,800 was also spent for purchase of books on children's literature for distribution to public libraries and also for the Committee's library. An amount of Rs. 1,350 was given to some authors as subsidy for publishing their manuscripts.

The Community Development Blocks and compact areas organised a number of social education dramas, playlets, filmshows, etc. Three A.V. aids-posters were printed in sufficient numbers for distribution in the primary schools free of cost. A filmstrip on 'evils of intoxication and gambling' was produced by the Education Department for free distribution to social education centres. Two solo songs on 'primary education as against child labour' were recorded and given for distribution among the social education centres.

Punjab

In order to intensify the programme of eradicating illiteracy, the Education Department chalked out a programme for starting a package programme of

adult literacy in selected villages by appointing part-time teachers, retired teachers and available matriculates and by giving them suitable allowances.

A total of 100 trainees completed the course in village leadership in the Government Janta Colleges at Dujana and Sheikhpura. The total expenditure incurred on these colleges during the year was Rs. 30,686.

During the year a sum of Rs. 2,000 was given as grant-in-aid to private organisations engaged in social education programmes.

Three mobile cinema vans fully equipped with projectors and films on health, civic education and cultural activities were provided to the social education centres at Jullundur, Ambala and Bhatinda.

Rajasthan

During the year under review all round progress was noticed in the field of social education. Increase was registered in the number of adult education centres, number of adults made literate, total expenditure incurred and number of honorary teachers.

Uttar Pradesh

The State Planning Department which is mainly responsible for social education including adult literacy published six books for neo-literates during the year. The Mobile Library Unit held library camps of ten day's duration in rural areas, where visitors were educated on important topics through pictures, discussions and film exhibition of posters, playcards, books magazines etc.

Film shows in rural areas were given by five publicity vans and four vans of the Mobile Squads of the Education Expansion Department. The total number of such film shows came to 310. These Mobile Squads which include one Mobile Literacy Squad, one Mobile Library Squad, one Mobile Exhibition Squad and one Mobile *Gosthi* Squad did much for the cause of social education in the State by organising camps, talks, discussions, film shows etc., by publishing and circulating useful magazines and by teaching through the media of pictures, maps, charts and other audio-visual aids.

West Bengal

Extension of library services, taken up as a programme during the Second Plan, was further extended during 1961-62.

For conducting various educative, cooperative and recreative activities, 12 model community centres and 59 school-cum-Community Centres were organised in the interest of the village people. Government grants were sanctioned to four Training Centres for imparting specialised training to folk artists and musicians.

During the year the two Janata colleges at Banipur and Kalimpong offered courses in village work and constructive leadership to 150 trainees. The ideals and objectives of social education were explained to the people on the occasion of Universal Children's Day (on November 14) and on the All-India Social Education Day (on December 1).

A course on Audio-visual Education was introduced in eight secondary teacher's training colleges and grants were sanctioned for setting up of full-fledged

audio-visual units. A staff for imparting instruction on theory and practice of Audio-visual education was also sanctioned for each of these training colleges.

A. & N. Islands

During the year under review eleven social education centres were established and literacy classes were conducted. The total expenditure incurred was Rs. 1,200.

Dadra & Nagar Haveli

The adult classes (conducted by the primary teachers) were so long under the direct control and supervision of the Education Department, but with effect from the 1st April, 1961, these activities were taken over by the Block Development Officer, Dadra and Nagar Haveli, who, after registering the adult classes, arranged the supply of necessary materials and held examinations through his staff.

Delhi

Television was introduced in schools in Delhi and 152 schools were equipped with television sets. Special seminars and training courses for the teachers of the viewing schools were conducted in collaboration with the All India Radio and Ford Foundation in order to train them in imparting lessons through television. Further, 58 Tele clubs were established wherein the members viewed the special social education programme televised by the All India Radio every Friday.

The Social Education Day was celebrated on the 1st December, 1961 at the Delhi Public Library. This was organised in cooperation and coordination with all the agencies working in the field of social education in Delhi. This was followed by a cultural programme consisting of community songs, folk dances and a drama.

The courses of the Janta College were completed on November 30, 1961 and 40 men and 45 women were awarded certificates. A literacy test was held in the Central Jail wherein 200 prisoners participated. The tests of the adult schools run by the Jamia Milia at six places were also held during December, 1961.

A conference of Village Youth Clubs and *Mahila Samitis* was organised on the 13th and 14th January, 1962, and 250 delegates attended this conference.

Himachal Pradesh

A literacy campaign for illiterate adults was launched in Kinnaur District where the aim was to make about 10,000 adults literate.

Mobile library services were started during the year. Audio-visual education equipment and apparatus were supplied to the Audio-Visual Unit of the Education Directorate under the scheme of organisation of audio-visual education.

L. M. & A. Islands

A labour and social service camp for junior boys was conducted at Androth in March, 1962. A sum of Rs. 1,236 was spent for the purpose.

Library books were purchased and supplied to the Central Library and reading room-cum-libraries in nine islands. Weeklies and dailies were supplied to all the reading rooms.

Three Women Welfare Centres were opened at Kalpeni, Ameni and Agathy. Three teachers in-charge of these centres were given training from Calicut in tailoring and embroidery work. Ten islanders were taken on a study tour in the project area of Kerala

Manipur

One competition for books for adult neo-literates was held. The best books were purchased and distributed to the community centres or youth clubs for the adult readers. Film shows were organised extensively. Educational charts and posters were exhibited in the schools. To develop outlook of the school children audio-visual aids were distributed to primary schools and excursions were organised. Seminars on the reorientation programmes, social service camps, village leader camps, citizenship training camps etc. were also organised.

Bulletins of educational facts about man and the world and linguaphones of English course were prepared and distributed to M.E. and high schools. Radios, maps, charts etc. were also distributed in these schools.

The children's library-cum-museum was improved and 5,562 child readers visited it during the year.

N.E.F.A.

The Education Directorate arranged variety shows and exhibitions and produced text books in tribal languages for distribution among the schools

Pondicherry

The Education Department conducted an adult education centre mainly intended for the working class population and also an adult literacy class in rural area. Post-literacy classes in English only were also conducted by the Department for the benefit of those who aspire for higher studies of matriculation standard.

In the field audio-visual education the expenditure during the year was Rs. 16,347.38 films, 25 films strips and 10 sets of art slides were purchased, a film mechanic and cleaner was appointed and a number of film shows were arranged for pupils in different schools.

Tripura

During the year under report, activities of three projects of original pattern of Tripura State Social Welfare Advisory Board were transferred to voluntary organisations in view of the accepted policy of democratic decentralisation of the welfare institutions.

Four new schemes were introduced during the year for development of social education. Nine adult literacy centres were started. An amount of Rs. 34,300 was spent for development of libraries. A children's section was started at the Central Library. For efficient management of library service, three librarians were sent for practical training at the National

Library, Calcutta, and two graduate librarians were sent to Calcutta University for diploma course in library service. The Central Film Library was further equipped by adding stocks of films. 11 films were purchased and added to the Central Film Unit. The facilities of the mobile library was extended to three more sub-divisions.

Two books for the neo-literates were produced by the Education Department and an amount of Rs. 8,800 was incurred for the purpose.

A sum of Rs. 8,000 was spent by the Audio-Visual Section to meet the pay of staff and for purchasing films and other things. A workshop for repair of projectors, radios, etc., was set up. 290 cinema shows including documentary films were arranged and the shows were attended by more than 2 lakhs of people.

Main Statistics

The total number of social education schools and classes increased from 62,815 in 1960-61 to 2,46,211 during the year showing an over-all increase of 1,83,396 which is more than 292 percent. This is mainly due to a large increase in Maharashtra. Of the total, 8,306 were managed by Government, 11,530 by local bodies and 2,26,375 by private bodies.

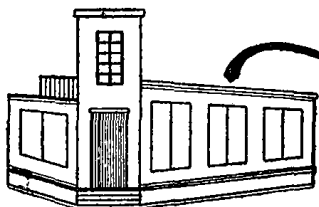
The total number of adults on rolls increased from 14,94,706 (11,93,629 men and 3,01,077 women) in 1960-61 to 24,19,548 (16,38,594 men and 7,80,954 women) during 1961-62. Of this total 12,22,176 persons (8,99,718 men and 3,22,458 women) were awarded literacy certificates.

The total expenditure on social education came to Rs. 1,01,90,016 as against Rs. 1,07,91,394 in the previous year. The decrease is mainly due to a big decrease in the state of West Bengal. Of the total expenditure, the Government's share was 85.9 percent, Local Bodies shared only 5.1 percent and the rest was met from Other Sources.

The main statistics of social education in different States/Territories for the years 1960-61 and 1961-62 are given in Table CXIX.

SOCIAL EDUCATION

1961-62



SOCIAL
EDUCATION CENTRE
246.380

NUMBER
OF
ADULTS ON ROLLS

MALE



16,38,594

FEMALE



7,80,954

8,99,718



MALE

NUMBER
OF

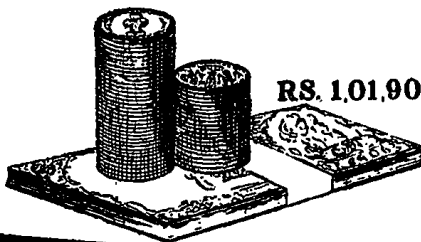
ADULTS MADE LITERATE

3,22,458



FEMALE

EXPENDITURE



RS. 1,01,90,016

Table CXIX—Statistics of Social Education

State/Territory	No. of Schools/Classes/Centres			Number of Adults on Rolls						Increase(+) or Decrease(-)		
				Men		Women		All Persons				
	1960-61	1961-62	Increase(+) or Decrease(-)	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62			
1	2	3	4	5	6	7	8	9	10	11		
Andhra Pradesh	1,358	1,515	+	167	35,389	39,111	2,675	3,268	38,064	42,379	+	4,315
Assam	876	828	+	152	19,438	20,880	5,367	5,210	24,805	26,090	+	1,285
Bihar	7,711	7,888	+	177	2,65,732	2,49,052	37,531	37,064	3,03,263	2,86,116	-	17,147
Gujarat	7,211	7,430	+	219	1,19,928	1,44,317	26,025	35,341	1,45,953	1,79,658	+	33,705
Jammu and Kashmir	..	..	..	..	..	..	..	..	..	..	..	..
Kerala	..	..	..	..	..	..	..	..	..	..	..	..
Madhya Pradesh	1,872	1,876	+	4	37,846	31,878	3,808	2,640	41,654	34,518	-	7,136
Madras	949	632	-	317	21,160	13,986	4,272	2,680	25,432	16,666	-	8,766
Maharashtra	23,658	1,99,998	+	1,76,340	2,61,107	6,60,726	1,31,167	6,03,398	3,92,274	12,64,124	+	8,71,850
Mysore	5,001	5,375	+	374	74,602	61,995	6,186	5,019	80,788	67,014	-	13,774
Orissa	3,292	4,212	+	920	69,922	81,590	15,825	15,957	85,747	97,547	+	11,800
Punjab	1,098	981	-	117	5,676	4,051	17,184	14,990	22,860	19,041	-	3,819
Rajasthan	3,936	9,416	+	5,480	64,685	1,26,000	6,053	7,800	70,738	1,33,800	+	63,062
Uttar Pradesh	498	486	-	12	12,114	12,730	1,352	1,729	13,466	14,459	+	993
West Bengal	4,523	4,501	-	22	1,85,827	1,71,587	33,121	34,182	2,18,948	2,05,769	-	13,179
A. & N. Islands	11	22	+	11	300	430	25	10	325	440	+	115
Dadra Nagar Haveli	..	..	..	..	..	..	..	..	..	..	..	..
Delhi	187	192	+	5	3,193	3,257	5,551	5,318	8,744	8,575	-	169
Himachal Pradesh	253	186	-	67	2,600	2,507	1,054	580	3,654	3,087	-	567
L.M. & A. Islands	13	14	+	1	349	349	41	94	390	443	+	53
Manipur	88	169	+	81	1,761	2,805	372	1,566	2,133	4,371	+	2,238
Nagaland	4	3	-	1	40	169	16	85	56	254	+	198
N.E.F.A.	..	..	..	..	..	..	..	..	..	..	..	..
Pondicherry	61	64	+	3	1,809	2,149	241	195	2,050	2,344	+	294
Tripura	415	423	+	8	10,151	9,025	3,211	3,828	13,362	12,853	-	509
INDIA	62,815	2,46,211	+	1,83,396	11,93,629	16,38,594	3,01,077	7,80,954	14,94,706	24,19,548	+	9,24,842

Table CXIX—Statistics of Social Education—(Contd.)

State/Territory	Number of Adults made literate			No. of Teachers	Total Expenditure on Social Education				Percentage of Exp. on Social Edu. to Total Exp. on Edu.	Amount of Expenditure met from			
	Men	Women	All Persons		1960-61	1961-62	Increase(+) Decrease(-)			Govt. funds	D.B. Funds	M.B. Funds	Other Sources
							Amount	Percentage					
	1	12	13		14	15	16	17		18	19	20	21	22	23	24
Andhra Pradesh	32,020	2,587	34,607	1,602	2,01,111	1,98,377	- 2,734	- 1.3	0.1	1,63,128	30,062	5,032	155
Assam	14,382	3,732	18,114	828	1,14,781	97,704	- 17,077	- 14.9	0.1	95,904	..	..	1,800
Bihar	1,87,659	27,571	2,15,230	7,919	15,76,864	14,68,506	- 1,08,158	- 6.9	0.9	14,56,830	..	..	11,676
Gujarat	86,140	9,044	95,184	6,909	3,85,607	5,22,906	+ 1,37,299	+ 35.6	0.3	3,71,799	1,07,144	12,820	31,143
Jammu & Kashmir . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..
Kerala . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..
Madhya Pradesh	22,524	1,866	24,390	1,876	5,91,462	5,16,598	- 74,864	- 12.6	0.3	5,09,385	..	56	7,157
Madras	1,901	337	2,238	718	2,95,775	2,00,146	- 95,629	- 6.5	0.1	1,93,080	..	..	7,066
Maharashtra	2,79,274	2,30,042	5,09,316	1,99,160	7,74,357	6,27,152	- 1,47,205	- 19.0	0.2	2,33,139	82,706	..	3,06,307
Mysore	20,445	1,741	22,186	5,381	4,92,291	6,74,876	+ 1,82,585	+ 37.0	0.4	5,55,215	..	42,679	76,982
Orissa	41,882	9,144	51,026	3,152	7,41,969	10,01,483	+ 2,59,514	+ 35.0	1.8	9,85,143	..	..	16,340
Punjab	2,574	8,095	10,669	597	3,98,871	5,99,492	+ 2,00,621	+ 50.3	0.4	5,24,451	..	1,431	73,610
Rajasthan	1,26,000	7,800	1,33,800	3,416	5,77,652	6,78,000	+ 1,00,348	+ 17.4	0.6	6,78,000	..	..	..
Uttar Pradesh	10,209	1,506	11,715	686	95,019	1,04,451	+ 9,432	+ 9.9	0.0	98,553	..	3,158	2,740
West Bengal	59,105	10,432	69,537	5,454	31,63,322	19,67,158	- 11,96,164	- 37.8	0.7	15,27,838	5,088	55,402	3,78,830
A. & N. Islands	430	10	440	22	23,422	22,462	- 960	- 4.1	2.9	22,462	..	..	..
Dadra Nagar Haveli . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..
Delhi	1,930	3,449	5,379	192	3,57,388	3,96,450	+ 39,062	+ 10.9	0.4	2,26,948	..	1,69,502	..
Himachal Pradesh	1,718	345	2,063	151	39,833	37,071	- 2,762	- 6.9	0.3	36,951	..	..	120
L.M. & A. Islands	85	10	95	28	2,280	6,756	+ 4,476	+ 196.3	2.2	6,756	..	..	..
Manipur	2,178	1,203	3,381	169	15,645	18,706	+ 3,061	+ 19.5	0.0	18,706	..	..	..
Nagaland	10	5	15	10	500	500	..	..	..	500	..	..	..
N.E.F.A. . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..
Pondicherry	1,282	99	1,381	65	12,122	20,719	+ 8,597	+ 7.1	0.0	20,719	..	..	..
Tripura	7,970	3,440	11,410	474	9,31,323	10,30,503	+ 99,180	+ 10.6	10.4	10,26,219	..	..	4,284
INDIA	8,99,718	3,22,458	12,22,176	2,44,809	1,07,91,394	1,01,90,016	- 6,01,378	- 5.6	0.3	87,56,726	2,25,000	2,90,080	9,18,210

CHAPTER X

MISCELLANEOUS

1. Pre-Primary Education

Pre-Primary education is generally imparted to children belonging to the age-group 3 to 5 or 6 years and precedes the formal education that commences at the primary-stage. This education is given under different systems like the Nursery system, Montessori system, Kindergarten system, etc. Pre-primary education is provided in pre-primary schools and pre-basic schools as well as such classes attached to some of the primary/junior basic and secondary schools.

During the year under report, the number of pre-primary schools was 2,240 as against 1,909 in the previous year. This excludes the number of pre-primary classes attached to other institutions as the number of such classes is not available. Of the total number of pre-primary schools, 1,595 or 71·2 per cent were managed by private bodies (59·3 per cent by private aided bodies and 11·9 per cent by private un-aided bodies) 370 or 16·5 per cent by government and the remaining 275 or 12·3 per cent by local boards.

These pre-primary schools as well as the pre-primary classes attached to other institutions together enrolled 2,16,317 pupils (1,22,686 boys and 93,631 girls) as against 1,78,642 pupils (96,520 boys and 82,122 girls) in the previous year. This shows an increase of 21·1 per cent (27·1 per cent in boys and 14·0 per cent in girls) as compared to an increase of 18·3 per cent (19·9 per cent in boys and 16·5 per cent in girls) in 1960-61.

The total direct expenditure on pre-primary schools (excluding that on attached classes) increased from Rs. 58,73,417 to Rs. 74,90,901. This expenditure was distributed among the various sources of income as under : Government funds 28·1 per cent; local board funds 9·9 per cent, fees 35·8 per cent and other sources 26·2 per cent.

Detailed statistics of pre-primary schools according to States are given in Table CXX.

Facilities for the training of teachers for pre-primary schools were provided in the States of Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh, Madras, Maharashtra and Uttar Pradesh. The total number of training schools in these States was 29 as against 30 in the previous year. The decrease of one pre-primary teacher training school was due to the closure of the school in Delhi. The highest number of schools was reported by Maharashtra (12), followed by Gujarat (7), Madras (4), Kerala and Madhya Pradesh (2 each) and Andhra Pradesh and Uttar Pradesh (1 each).

Table CXX—Statistics of Pre-Primary Schools

State/Territory	Number of schools		Number of Pupils						Expenditure	
			Boys		Girls		Total			
	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62	1960-61	1961-62
	1	2	3	4	5	6	7	8	9	10	11
Audhra Pradesh	47	71	3,774	4,686	2,855	3,828	6,629	8,514	1,43,035	2,07,783
Assam	43	47	3,821	1,285	3,726	1,437	7,547	2,722	71,159	83,859
Bihar	18	27	664	904	579	668	1,243	1,572	83,896	1,14,542
Gujarat	358	415	30,075	35,551	19,341	21,891	49,416	57,442	11,46,527	13,49,101
Jammu and Kashmir	..	..	4,783	12,983	9,268	8,974	14,051	21,957	..	..
Kerala	22	46	693	1,318	676	1,329	1,369	2,647	42,578	97,861
Madhya Pradesh	169	204	5,765	7,056	5,981	6,764	11,746	13,820	6,46,946	8,01,005
Madras	28	34	1,704	2,411	1,670	2,176	3,374	4,587	2,09,363	2,45,269
Maharashtra	527	527	18,895	20,011	15,545	16,961	34,440	36,972	16,94,955	18,81,768
Mysore	201	239	7,172	9,799	6,396	8,209	13,568	18,008	4,23,719	6,36,401
Orissa	..	..	89	95	67	72	156	167	..	..
Punjab	5	8	691	523	753	318	1,444	841	18,641	31,131
Rajasthan	15	32	2,046	2,185	1,301	754	3,347	2,939	1,39,238	3,05,209
Uttar Pradesh	73	108	4,871	6,333	3,654	5,167	8,525	11,800	7,31,518	9,33,173
West Bengal	78	118	3,922	6,940	3,371	5,405	7,293	12,345	3,92,792	5,55,631
A. & N. Islands	..	..	437	395	242	240	679	635	..	..
Dadra Nagar Haveli	..	2	..	23	..	32	..	55	..	*
Delhi	24	30	733	2,458	562	1,777	1,295	4,235	65,735	1,56,689
Himachal Pradesh	2	5	40	107	35	70	75	177	5,140	15,007
L. M. & A. Islands	..	..	..	..	..	..	..	..	..	..
Manipur	1	1	7	17	4	4	11	21	4,080	2,931
N. E. F. A.	..	2	..	40	..	20	..	60	..	6,240
Pondicherry	30	30	1,129	1,101	962	1,198	2,101	2,299	30,618	38,198
Tripura	268	294	5,199	6,165	5,134	6,337	10,333	12,502	23,477	31,103
INDIA	1,909	2,240	96,520	1,22,686	82,122	93,631	1,78,642	2,16,317	58,73,417	74,90,901

* Figures not available.

The States of Mysore and Punjab did not report any pre-primary training school but facilities for such training existed in some of the primary and secondary training schools in these States. Of the total number of pre-primary training schools 23 or 79·3 per cent were managed by private aided bodies, and the remaining 6 or 20·7 per cent school by government.

These pre-primary training schools together with the training classes attached to other institutions enrolled 1,943 (131 men and 1,812 women) pupil-teachers as against 1,849 (179 men and 1,670 women) in the previous year, the fall being due to decrease in the number of institutions. The total direct expenditure incurred on pre-primary training schools (excluding attached classes), however, increased from Rs. 4,90,088 to Rs. 5,09,618 at the rate of 4·0 per cent. It was distributed among the various sources of income as under : Government funds 59·2 per cent, Local bodies funds 0·9 per cent, fees 23·8 per cent, endowments 7·6 per cent and other sources 8·5 per cent. The average annual cost of educating a teacher trainee in such schools was Rs. 295·6 as against Rs. 284·8 in 1960-61.

Table CXXI—Statistics of Pre-Primary Teachers' Training Schools

State/Territory	Number of Institutions	Number of Pupils†			Total Direct Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh . . .	1	..	100	100	21,671	216·7
Gujarat	7	131	369	500	89,482	179·0
Kerala	2	..	79	79	7,938	100·5
Madhya Pradesh . . .	2	..	98	98	60,961	622·1
Madras	4	..	324	324	48,046	148·3
Maharashtra	12	..	606	606	2,25,664	372·4
Mysore . . . . .	..	..	60	60	..	..
Punjab . . . . .	..	..	99	99	..	..
Uttar Pradesh	1	..	77	77	55,856	725·4
INDIA	29	131	1,812	1,943	5,09,618	295·6

†Includes enrolment in attached classes.

The detailed statistics of pre-primary training schools in various States are given in table CXXI.

2. Aesthetic Education

The year 1961-62, witnessed slow but steady expansion in the activities of the Central and State Governments in the field of Aesthetic Education which mainly included the study of music, dancing, crafts and other fine arts, including the teaching of drawing. The facilities for the aesthetic education were provided in some of the secondary schools for girls and in a few colleges and universities.

Extra curricular activities conducted by literary and dramatic clubs and students' union in colleges also helped in the promotion of aesthetic education. Besides, voluntary organisation working in the field also contributed towards its development.

The three Academies, namely Sahitya Akademi, the Sangeet Natak Akademi and Lalit Kala Akademi continued their activities for the promotion of Art and Culture in their respective fields. The Government of India paid the following grants to each of the Akademies as under—

Sahitya Akademi—Rs. 6,00,000.

Sangeet Natak Akademi —Rs. 12,00,000.

Lalit Kala Akademi—Rs. 7,00,000.

A brief account of the activities of the three Akademies is given below—

Sahitya Akademi

Some of the important projects that were in hand or completed during the year are as under—

- (i) A Bibliography of Indian literature from the beginning of the present century to the end of 1963.
- (ii) A Who's Who of Indian Writers.
- (iii) Critical Education of Kalidasa's Works.
- (iv) Anthology of Sanskrit Literature.
- (v) Anthology of Indian Poetry.
- (vi) Anthology of Folk Poetry.
- (vii) Anthology of Devotional Poetry.
- (viii) Bharatiya Kavita.
- (ix) Contemporary Indian Short Stories.
- (x) Histories of Literature.
- (xi) Contemporary Indian Literature.
- (xii) Contemporary Hindi Literature.
- (xiii) Collected Works of Sardar Pooran Singh.
- (xiv) Collected Works of Late Maulana Abul Kalam Azad.
- (xv) Tagore Bibliography.
- (xvi) Dictionaries.

A Bengali to Bengali Dictionary 'Bangiya Shabdakosh' was also compiled and edited. Besides, the Akademi brought out two-six-monthly journals, one in English entitled 'Indian Literature' and the other in Sanskrit entitled 'Sanskrita Pratibha'.

Translation of Foreign classics

The activity of translating well known foreign classics into major Indian languages, under the programme 'Unesco's Major Projects of Mutual appreciation of Eastern and Western Cultural values' whereby a gift of 5,000 dollars worth of printing paper was made available to the Akademi, was continued.

Language translations of the Anthology of Yugoslav Short Stories and the anthology of Rumanian Short Stories were prepared. Besides, the Akademi also maintained contact with several literary and cultural institutions to encourage better appreciation of Indian literature abroad.

Tagore Centenary

In connection with Rabindranath Tagore's birth centenary celebrated in 1961, Selected Short Stories of Tagore, in Nepali, entitled 'Rabindranath Ka Katha' and selected poems of Tagore, in Tibetan, entitled 'Snyan-ngag Dsdus—ta' were published. In addition to these the Akademi also brought out a short biography specially written for young readers and a Tagore Centenary Volume in English containing articles by distinguished writers on various aspects of Tagore's life and works. A Tagore chronicle, a short biography of his works and a 'Tagore homage volume under the title 'Ravindropaharam' were also published in Malayalam. The Akademi also helped some State Centenary Committees in the preparation of similar volumes in some other Indian languages.

A Tagore Award of Rs. 10,000 to be distributed equally was awarded by the Akademi to four living writers whose studies, writings or editing have helped most in the understanding of Tagore's life and ideas. To commemorate the birth centenary of Rabindranath Tagore, the newly constructed building of the Sahitya Akademi was named 'Rabindra Bhavan'.

International Literary Seminar

A three day International Literary Seminar was organised by the Sahitya Akademi from 11th to 14th November, 1961 in collaboration with the Indian Council for Cultural Relations and with the assistance of UNESCO, as part of the Tagore Centenary celebrations in India. The Seminar which was attended by distinguished delegates from abroad discussed three main items viz.—

- (i) Rabindranath Tagore and Modern Indian Literature
- (ii) Rabindranath Tagore and the World, and
- (iii) Literature and Modern Life.

Awards and Financial Assistance

The Sahitya Akademi gave annual awards to 76 writers of Rs. 5,000 each for the most outstanding book of literary quality in each of the major Indian languages upto the year 1962.

Lalit Kala Akademi

The Lalit Kala Akademi moved to its new headquarters in Rabindra Bharati and the Akademi during the year under review took up new programmes and played its role more effectively as under—

National Exhibition of Art, 1962

The Lalit Kala Akademi organised the National Exhibition of Art from 21st January, 1962 to 12th February, 1962 in New Delhi which was inaugurated by Dr. S. Radhakrishnan, Vice President of India. It was subsequently shown at Calcutta, Bhubaneswar, Shillong and Patna as travelling exhibition. The Akademi purchased, for its own collection, 27 exhibits (24 paintings and 3 graphics) of the value of Rs. 14,850.

Indian Exhibitions Abroad

The Akademi participated in the VI *Biennale de Sao Paulo* of the Museum of Modern Art by sending 40 paintings, 3 sculptures by 10 artists and 4 copies of Ajanta Frescoes and 8 photographs giving views of Ajanta Caves in which Shri K. G. Subramanyan of Baroda was awarded 'Honourable Mention'. Besides, the Akademi participated in the exhibition II *Biennale de Paris*, by sending 9 paintings and 1 sculpture.

Delegations Sent Abroad

The Akademi participated in the International Symposium of Sculptures 'Forma Viva' at Kostenjevica na Kuki (Yugoslavia) from June 6 to September 12, 1961 by sending a one man delegation Prof. Sankho Chaudhuri. Earlier, the Akademi had participated at the International Congress of Plastic Arts at Vienna in September, 1960 by sending a five man delegation. One of the delegates, Shri P. Das Gupta, was unanimously elected President of the newly constituted Bureau and also a member of the new Executive Body of I.A.P.A.

Publications, Recognitions and Grants

The Akademi published 3 books and journals namely 'Drawings and Paintings of Rabindranath Tagore' by P. Neogy; 'Paintings of the Sultans and Emperors of India in American collections' by Dr. Richard Hinghausen and Lalit Kala No. 8. The Recognition Sub-committee of the Akademi accorded recognition to International Cultural Centre (New Delhi), Nasik Kala Niketan (Nasik) and Society of Contemporary Artists (Calcutta). Besides, a total sanction of Rs. 1,03,000 was made during the year to 22 recognised organisations and institutions including a grant of Rs. 4,000 each to the 8 State Akademies of Andhra Pradesh, Assam, Gujarat, Madhya Pradesh, Madras, Mysore, Orissa and Uttar Pradesh.

Library

An addition of 255 titles including some rare books was made by the Akademi to the library books, bringing the total number of volumes in the library to 1,725.

Other Programmes

A three-day Seminar on Indian Art History was organised on March, 11, 1962 at the Bharat Kala Bhavan, Banaras Hindu University. Also, the Annual Artists' Conference was organised at Calcutta in collaboration with the Central Art Society for three days from March 17, 1962. Besides, the local artists, delegates from various State Akademies and regional art organisations participated in it.

Survey and Copying

In pursuance of the Akademi's regular programme of copying, work at the Bagh Caves started during the year. More than half of the work was completed.

Sangeet Natak Akademi

Sangeet Natak Akademi was dissolved by the Government of India and the new Akademi was registered as a Society under the Societies Registration Act,

1860, whose Chairman and Vice-Chairman were both appointed by the President of India for a period of 5 years. The new Akademi continued the activities on the lines laid down by its predecessor.

Fellowships and Awards

The Akademi elected Sarvashri Gopeswar Bandopadhyay, Papanasam R. Sivan, D. Annaswami Bhagavathar and Uday Shankar as Fellows of the Akademi. The Akademi also selected 9 artists for the Akademi awards in Music Dance and Drama. 'Maru Vazhvu' of Shri T. N. Viswanathan was selected as the best play in Tamil for award of a cash prize.

Tagore Centenary

In connection with Poet Rabindranath Tagore's birth centenary celebrated in November-December 1961, Tagore's dramas and dance dramas, namely, Chitrangada' 'Visarjan', 'Mayar Khela' 'Ghare Balire', 'Kshudbito Pashan,' 'Shyama,' 'TasherDesh' 'Bhanusingher Padvali' and 'Dalia' were presented by well-known cultural organisations in the country. The Akademi gave special grants to the institutions concerned for producing these plays and dance dramas.

Publications

The Akademi published the first volume of an Anthology of Songs of Rabindra Nath Tagore in staff notation, (containing 50 songs) and the Sangeet Natak Akademi Bulletin—Rabindranath Tagore Centenary number.

The Akademi disbursed a sum of Rs. 5,54,589 as financial assistance to a number of institutions working in the field of Music, Dance and Drama. Besides, the Akademi spent Rs. 2,37,358 on the National School of Drama and Asian Theatre Institute (New Delhi) and Rs. 25,000 on the Manipur Dance College, Imphal and the two institutions run by it.

National School of Drama and Asian Theatre Institute, New Delhi, and Manipur Dance College, Imphal

The National School of Drama and Asian Theatre Institute continued to train students in the basic principles of the various aspects of theatrecraft. The Manipur Dance College, Imphal, had attempted to break fresh ground by producing ballets in Manipuri Style—'Khama and Thoila' and Tagore's 'Chitrangada'. Under the scheme of Inter-State Exchange of Cultural Troupes sponsored by the Ministry of Scientific Research and Cultural Affairs, a college troupe toured Assam, Orissa, Kerala and Andhra Pradesh.

Statistics

The statistics of institutions of music and dancing and other fine arts are given in table CXXII and table CXXIII. A brief account of institutions under each type is given below—

Table CXXII—Statistics of Schools for Music, Dancing and Other Fine Arts

State/Territory	Schools for Music and Dancing				Schools for Other Fine Arts			
	No. of Institutions	Number of Pupils†			No. of Institutions	Number of Pupils†		
		Boys	Girls	Total		Boys	Girls	Total
1	2	3	4	5	6	7	8	9
Andhra Pradesh	13	303	949	1,252	2	35	3	38
Assam	13	34	58	92	..	..	..	..
Bihar	1	50	50	100	1	85	5	90
Gujarat	11	627	466	1,093	8	255	169	424
Kerala	6	159	488	647	5	117	56	173
Madhya Pradesh	3	824	885	1,709	..	..	..	..
Madras	1	3	65	68	3	382	29	411
Maharashtra	26	780	1,167	1,947	21	428	229	657
Mysore	24	599	1,277	1,876	4	419	60	479
Orissa	21	349	836	1,185	2	71	69	140
Punjab . . . . .	..	..	..	..	1	128	4	132
Rajasthan	4	124	237	361	1	42	17	59
Uttar Pradesh	10	213	830	1,043	..	..	..	..
West Bengal	29	550	2,433	3,033	1	444	46	490
Delhi	1	8	101	109	1	11	36	47
Manipur . . . . .	..	25	53	78	1	50	..	50
Tripura	2	7	17	24	..	..	..	..
INDIA	165	4,655	9,962	14,617	51	2,467	723	3,190

† Includes enrolment in school classes attached to colleges.

Schools for Music and Dancing

The number of schools for music and dancing decreased from 189 to 165. The decrease was due to the fact that some institutions from Maharashtra which had no educational content and were included in 1960-61 have been dropped from 1961-62.

Beside these schools, facilities for music and dancing courses of school standard also existed in some of the colleges for music and dancing. The number of students in the schools for music and dancing as well as such classes attached to other institutions was 14,617 (4,655 boys and 9,962 girls), as against 13,938 students (4,357 boys and 9,581 girls) in the previous year.

The total direct expenditure incurred on the schools for music and dancing amounted to Rs. 13,36,738 as against Rs. 14,37,928 in the previous year. Its sourcewise distribution was: government funds 41·7 per cent, local bodies funds 2·0 per cent, fees 28·6 per cent, endowments 7·0 per cent and other sources 20·7 per cent. The average annual cost of educating a pupil in these schools was Rs. 116·0.

Schools for Other Fine Arts

The number of schools for other fine arts increased from 49 to 51. Besides, some colleges provided facilities for other fine arts of school standard. The number of pupils in these schools as well as in attached classes increased from 4,034 (3,281 boys and 753 girls) to 3,190 (2,467 boys and 723 girls).

The total direct expenditure on schools for other fine arts was Rs. 9,90,865 as against Rs. 8,46,686 in the previous year. Of this, 59.8 per cent was met from Government funds, 0.5 per cent from local bodies funds, 27.4 per cent from fees, 2.9 per cent from endowments and 9.4 per cent from other sources. The average annual cost of educating a pupils was Rs. 217.0.

Colleges for Music and Dancing

The number of colleges for Music and dancing stood at 46 during the year as against 45 in the previous year.

Apart from these colleges, facilities for the teaching of music and dancing existed in the teaching departments of the University of Annamalai, Delhi, Indira Kala Sangeet Vishwavidyalaya, Madras, Patna, Varanaseya Sanskrit Vishwavidyalaya and Vishwa Sangeet Bhavan of Calcutta.

The total number of pupils on rolls in music and dancing colleges as well as in University teaching departments rose from 5,153 (1,979 boys and 3,174 girls) to 5,371 (1,941 boys and 3,430 girls). This figure excludes the number of students receiving instruction in courses of schools standard in these institutions.

Table CXXIII—Statistics of Colleges for Music, Dancing and Other Fine Arts

State/Territory	Colleges for Music of Dancing				Colleges for Other Fine Arts			
	No. of Institutions	No. of Pupils†			No. of Institutions	No. of Pupils†		
		Boys	Girls	Total		Boys	Girls	Total
1	2	3	4	5	6	7	8	9
Andhra Pradesh . . .	1	2	26	28	1	187	44	231
Bihar . . .	1	25	21	46	..	..	..	..
Gujarat . . .	2	302	205	507	1	83	21	104
Madhya Pradesh . . .	21	637	714	1,351	4	71	41	112
Madras . . .	2	75	225	300	..	6	4	10
Maharashtra . . .	..	..	..	..	1	625	274	899
Orissa . . .	2	46	103	149	..	..	..	..
Rajasthan . . .	1	14	17	31	..	..	..	..
Uttar Pradesh . . .	6	279	402	681	..	..	..	..
West Bengal . . .	8	293	1,030	1,923	1	229	114	343
Delhi . . .	..	250	64	314	..	..	..	..
Manipur . . .	1	5	1	6	..	..	..	..
Tripura . . .	1	13	22	35	..	..	..	..
INDIA . . .	46	1,941	3,430	5,371	8	1,201	498	1,699

†Excludes enrolment in attached school classes but includes thereof collegiate standard classes attached to other institutions.

The total direct expenditure on colleges for music and dancing increased from Rs. 15,24,781 to Rs. 16,13,062 during the year of which 47·8 per cent was met by Government, 0·2 per cent by local bodies, 23·3 per cent from fees, and 28·7 per cent from other sources. The average annual cost of educating a pupil amounted to Rs. 215·1.

Colleges for Fine Arts

The number of colleges for fine arts in the country decreased from 9 to 8. Besides facilities for the teaching of fine arts existed in the teaching departments of the universities of Baroda, Gorakhpur, Madras and Visvabharati.

The number of pupils in colleges for fine arts as well as in the university teaching deptts. rose from 1,165 (840 boys and 325 girls) to 1,699 (1,201 boys and 498 girls). This number, however, excludes the number of students reading in fine arts classes of schools standard attached to the colleges for fine arts.

The total direct expenditure on colleges for fine arts decreased from Rs. 9,55,816 to Rs. 8,96,242. Its distribution among the various sources of income was : government funds 87·2 per cent, fees 11·5 per cent and other sources 1·3 per cent. The average annual cost of educating a pupil was Rs. 631·2.

A brief account of the developments in the field of Aesthetic Education in the different States and Union Territories is given below.

Bihar

A State Board of Cultural Education was constituted to provide technical guidance, supervision and to recommend financial assistance for the improvement of dance, drama and music to the institutions affiliated to the Bihar Academy of Music, Dance and Drama.

The State Government had included a scheme of construction of a State Theatre Hall at Patna in the Second Five Year Plan. The Govt. of India also extended assistance to this scheme during the year for the Second Five Year Plan.

The State Government has decided to start a college of Music at Patna on the pattern of Moris college of Music at Lucknow and Bhatkhande school of Music at Poona. The Government was also considering a proposal to take over the management of Bharatiya Nritya Kala Mandir, an aided institution devoted to dance and drama.

Gujarat

The Gujarat Sangeet Nritya Natya Akademi was established in July, 1961.

The State Government arranged festivals like Tagore Natya Mahotsava Music, Dance festival and Bhavai festival. It also awarded prizes to the best written dramas in Gujarati language for both adults and children. Financial assistance was also given to needy artists. Under the Government of India's scheme of Inter State Exchange of Cultural Troupes, an amount of Rs. 60,000 was spent on these activities. Grants were also distributed to 16 dramatic and cultural institutions to the tune of Rs. 12,500.

The Second State Art Exhibition was organised at Surat. Out of 1,033 exhibits received 635 were selected for the exhibition and prizes worth Rs. 21,000 were sanctioned.

Orissa

Under the Government of India's scheme of Inter-State Exchange of Cultural Troupes, the troupes of Manipur and Madras were invited to the State during the period from 22nd to the 30th Dec. 1961 and 6th to 14th Jan., 1962 respectively. An amount of Rs. 10,000 was sanctioned for these troupes. Besides, the troupes from Orissa visited the States of Kerala and Andhra under the above scheme for which an amount of Rs. 5,000 was sanctioned.

Performances of instrumental and vocal music and dance and dramas were arranged at Sahed Bhavan, Cuttack under the scheme of Cultural Exchange of Visits of Outstanding Artists and Ustad Villayat Khan of Bombay participated in the performances. An amount of Rs. 3,000 was sanctioned by the Govt. for the purpose.

The Orissa Sangit Natak Akademi, Bhubaneswar, organised various cultural programmes, notably a dance drama 'Krishna Gatha', on the 21st July, 1961 and a dance drama 'Budha' on 21st August, 1961 at Bhubaneswar.

Rajasthan

The Lalit Kala Akademi of Rajasthan presented 'Gadia Luhar Jhanki' on the Republic Day and was awarded second prize for the first time. The Akademi conducted 13 exhibitions at different places. The Sahitya Akademi got translated 4 books of Rabindranath Tagore, three in Rajasthani and one in Hindi. The Akademi awarded prizes amounting to Rs. 6,000 for five books and Rs. 800 as financial assistance to five magazines. The Sangret Natak Akademi gave grants-in-aid amounting to Rs. 8,000 to different institutions. Under the scheme of Inter-State Exchange Cultural Troupes, the Mysore State Cultural Troupe's programmes were arranged at Bikaner, Jodhpur and Udaipur.

West Bengal

A programme for improving and developing a large number of institutions of music on proper lines was taken up by providing financial assistance to 10 institutions according to grant-in-aid rules. Total expenditure under the scheme was Rs. 1.11 lakhs.

Himachal Pradesh

Tagore Centenary was celebrated at Solan early in May, 1961. The paintings, photographs and books of the poet were shown in the exhibition. An elaborate cultural programme comprising of exhibition of works of Tagore, Kavi Sammelans, drama and public speeches etc. was also organised on the occasion. Motilal Nehru Centenary was also celebrated on 6th May, 1961 and in this connection practical symposiums and cultural programmes were also arranged.

L. M. & A. Islands

An Art club at Ameni similar to the one at Minicoy was started.

Manipur

In some of the high schools music was introduced as a subject of study. In each Basic Training institute, music and art teachers were appointed for expansion of facilities for music and art in the Primary schools.

3. Education of the Handicapped

Education of the handicapped is imparted through two types of institutions viz (a) institutions for the mentally handicapped children and (b) institutions for the physically handicapped children. A brief account of these schools is given below.

Schools for the Mentally Handicapped Children

During the year, 7 schools catered to the needs of mentally handicapped children of the country. These schools were in the State of Gujarat (1) Maharashtra (3) West Bengal (1) and Delhi (2). Besides these, the separate section in the school for the Deaf at Lucknow, continued to provide education to the mentally retarded children. These schools reported an enrolment of 511 (375 boys and 136 girls) as compared to 410 (270 boys and 140 girls) during the previous year. The number of teachers employed therein increased from 52 to 64, and the expenditure incurred thereon increased from Rs. 1,93,725 to Rs. 4,53,245 in 1961-62. This expenditure was distributed among the various sources of income as under: Government funds 50.0 per cent, local bodies funds 2.0 per cent, fees 37.1 and other sources 10.9 per cent. The corresponding percentage for the previous year were 63.4, 1.1, 34.0 and 1.5 respectively. These institutions watched the mental development of children with care and sympathy and provided them with psychological and psychoanalytical treatment for readjusting themselves in the society to possible extent.

Schools for the Physically Handicapped Children

The number of schools for the physically handicapped rose from 139 in 1960-61 to 155 in 1961-62. The distribution of schools for the physically handicapped according to management was Government 43 or 27.7 per cent, local boards 2 or 1.3 per cent, private aided bodies 106 or 68.4 per cent, and private un-aided bodies 4 or 2.6 per cent of the total. Of these, 85 schools were for the blind, 50 schools for the deaf-mute and 20 schools for the crippled. The schools for the physically handicapped were reported by all the States and the Union Territory of Delhi. Increase in the number of schools was reported by the State of Bihar (3), Gujarat (2), Jammu & Kashmir (1), Madhya Pradesh (1), Madras (3), Maharashtra (3), Delhi (4). The total enrolment in the schools for the physically handicapped increased from 7,984 (6,081 boys and 1,903 girls) children to 10,576 (8,479 boys and 2,097 girls) at the rate of 29.8 per cent. The corresponding percentage increase in the previous year was 9.2 per cent. The distribution of the enrolment in different types of schools was : for the blind 6,163, for the deaf-mute 3,592 and for the crippled 821. The enrolment in each of these types of schools increased by 2,298, 234 and 60 respectively over the previous year's figures. The total expenditure (Direct and Indirect) increased from Rs. 42,88,532 to Rs. 63,26,106 giving an increase of 47.5 per cent. The Government met 68.5 per cent of this expenditure, local boards 2.2 per cent, fees 5.0 per cent and the remaining 24.3 per cent was met from endowments and other sources.

EDUCATION OF THE HANDICAPPED

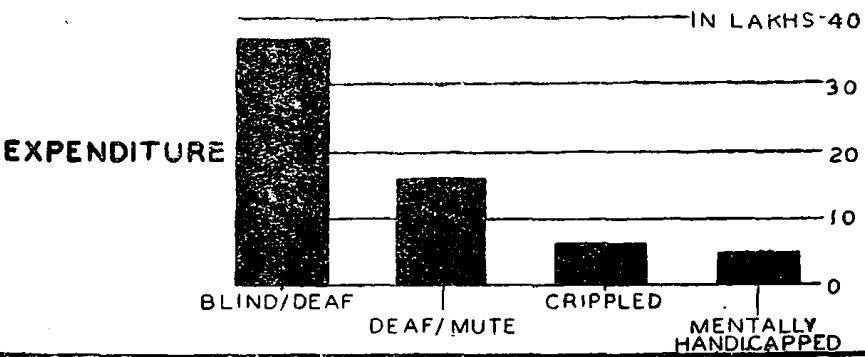
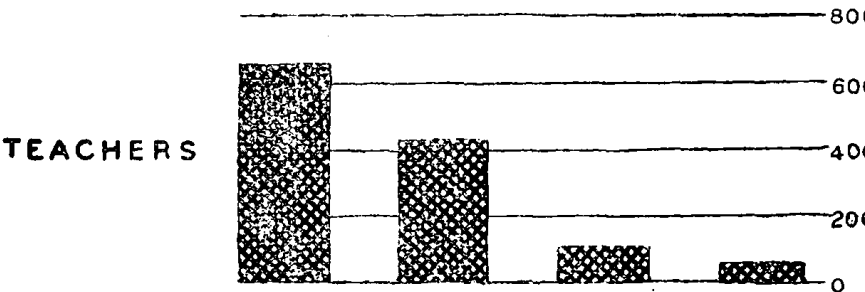
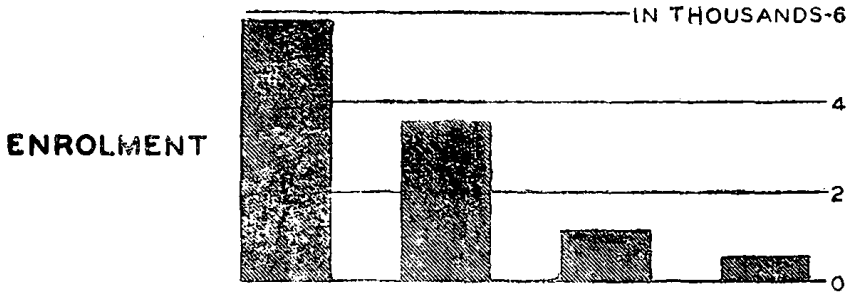
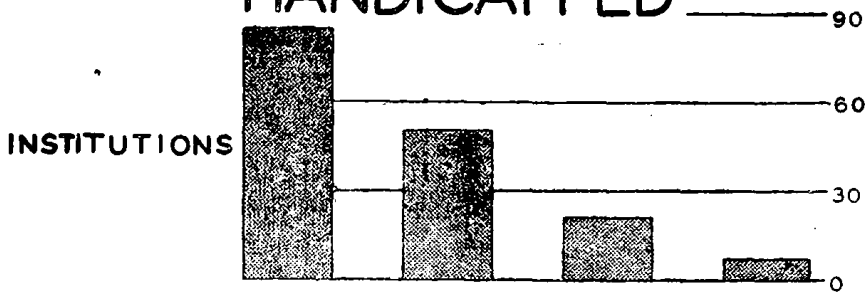


Table CXXIV—Statistics of Schools for the Handicapped

State/Territory	Number of Schools				Total	Number of Pupils				Total	Total Expenditure	Number of Teachers
	For the Physically Handicapped			For the Mentally Handicapped		For the Physically Handicapped			For the Mentally Handicapped			
	Blind	Deaf-Mute	Crippled			Blind	Deaf-Mute	Crippled				
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	4	2	3	..	9	168	199	100	..	467	1,07,476	57
Assam	1	1	..	..	2	40	39	..	..	79	43,054	22
Bihar	8	3	..	..	11	278	128	..	..	406	1,78,594	53
Gujarat	12	5	1	1	19	421	328	22	41	812	8,00,231	102
Jammu & Kashmir	2	..	..	..	2	31	..	..	..	31	23,276	8
Kerala	*4	3	..	..	7	*130	248	..	..	378	1,57,518	52
Madhya Pradesh	4	1	..	..	5	142	55	..	..	197	1,00,126	31
Madras	6	7	4	..	17	461	926	328	..	1,715	5,01,284	183
Maharashtra	13	10	8	3	34	2,597	471	320	311	3,699	16,59,037	274
Mysore	3	..	..	..	3	249	..	..	..	249	1,29,158	37
Orissa . . . . .	..	1	..	..	1	..	34	..	..	34	16,089	4
Punjab	5	1	1	..	7	203	29	51	..	283	3,34,974	41
Rajasthan	2	..	..	..	2	148	..	..	..	148	1,07,913	13
Uttar Pradesh	13	10	..	..	23	549	459	..	..	1,008	7,55,365	140
West Bengal	4	5	..	1	10	246	389	..	73	708	5,94,453	115
A. & N. Islands . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Dadra . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Nagar Haveli . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Delhi	4	1	3	2	10	500	287	..	86	873	8,12,535	111
Himachal Pradesh . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
L.M. & A. Islands . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Manipur . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Nagaland . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
N.E.F.A. . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Pondicherry . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Tripura . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
INDIA/TOTAL	85	50	20	7	162	6,163	3,592	821	511	11,037	63,26,106	1,243

*Includes deaf and dumb.

The total number of teachers in the schools for physically handicapped was 1,179 as against 1,034 in the previous year. Of these, 655 were in the schools for the blind, 426 in those for the deaf-mute and 98 in those for the crippled. Training facilities for the teachers for the deaf continued to be provided by the training sections of the Deaf and Dumb schools located in Lucknow and Calcutta.

Table CXXIV gives the Statewise statistics of schools for the handicapped.

The schools for the blind generally imparted elementary education coupled with vocational training in crafts like weaving, chaircanning, candle making, toy making, etc., to enable the students to earn their living. Music, vocal as well instrumental, was taught almost in every school for the blind. The elementary education was provided free and by means of a Braille Code adopted to regional languages. Lip reading and articulation formed the main feature of instructions in institutions for the deaf-blind. During the year 1961-62, the Ministry of Education continued its efforts to promote the education, welfare and rehabilitation of the handicapped. Special efforts were made to reappraise the existing schemes and orient policies to be adopted during the Third Five Year Plan.

National Centre for the Blind, Dehra Dun

One of the major projects undertaken by the Government of India in the field of education and training of the blind was aimed at providing an integrated service for the blind commencing from education in childhood and ending with the training of the adult and included the production and manufacture of Braille literature and appliances for the blind. The Centre comprised a number of institutions one of which was established during the year under report and others were developed and strengthened.

Training Centre for the Adult Blind, Dehra Dun

It was established in 1950 for imparting two years' training to adult blind men and women chiefly in crafts, with a view to help them towards economic independence. The rules of admission to the Centre were liberalised during the year under review by raising the maximum age of admission from 30 to 40 years and by giving priority to blind ex-servicemen and to candidates sponsored by State Governments and approved institutions for the blind. In the case of blind ex-servicemen a further concession was given by raising the maximum age at 50. Since the blind persons trained in cottage industries were finding it difficult to secure remunerative employment, the process of shifting the emphasis gradually to light engineering trades was started during the year and new trades like cycle repairing and cycle assembling were introduced. The scope of the training programme was also widened by introducing domestic science and doll-making for blind women and coir making for blind men. The period of training in the various trades which was hitherto being followed uniformly was also rationalised and durations varying from 6 months to 2 years depending on the particular trade were fixed. The Centre had a strength of 150 blind men and 35 blind women on its rolls and they were provided hostel facilities. Sixty-nine blind men and four blind women passed out of the Centre during the year under report.

The Model School for the Blind children, Dehra Dun

One of the important units of the National Centre for the Blind, continued to function in accordance with a phased programme. The 6th class was added during the year and the number of children on rolls increased from 34 to 50.

Sheltered Workshop, Dehra Dun is attached to the Training Centre for the blind, Dehra Dun. Nine blind workers were provided employment, 4 on weaving and 5 on chair canning. The workers were provided free furnished accommodation, the services of a cook and free medical aid in addition to their wages.

The Central Braille Press, Dehra Dun, whose main object is to produce Braille literature in Indian languages, printed 32 new titles in Braille in different languages and suitable for various age groups of the blind as against 70 titles brought out since 1957. The press also continued to publish the quarterly journal in Braille, entitled "Alok". Plans for improving the capacity and output of this press were in the process of implementation. An agreement was entered into with the UNICEF for the supply of additional machinery, equipment and Braille paper.

Workshop for the Manufacture of Braille Appliances, continued to manufacture and supply at subsidised prices basic appliances like Braille slates arithmetic frames, chess boards, etc., needed for the education and welfare of the blind. In implementation of the recommendations made by a United Nations expert in 1961 for the expansion and improvement of the Press, an agreement was entered with the UNICEF for the supply of necessary machinery and equipments for the workshop, so as to double the production during the coming years.

The National Braille Library—the only one in the country was established during the year for lending free of charge the Braille literature with a stock of books published by the Central Braille Press and the valuable collection of books chiefly in English built up by the Training Centre for the Blind during the past few years. A substantial number of additional Braille volumes were donated by the National Braille Library, London. The State Government were also requested to establish a Braille Section in all State Central Libraries, so as to serve effectively the entire Braille reading population of the country.

The training centres for the training of teachers were strengthened with the addition of three more training centres during the year, thus raising the total number of such centres to 5.

A School of Photography for the Deaf—was established in Delhi, during the year, by the All India Federation of the Deaf with the assistance given by the Ministry of Education. This was the first institution of its kind in the country.

In view of the inadequacy of existing educational and training facilities for mentally deficient children, the Ministry of Education appointed a committee to survey the existing situation and suggested measure for the development of existing service and the establishment of new ones. In pursuance of this recommendation, it was decided to undertake a survey of a few selected schools for boys and girls in Delhi and Bombay in order to gauge the incidence of inherent mental retardation among school going children.

Under the scheme to establish a network of employment offices for the physically handicapped as part of National Employment Service, a special Employment Exchange was started at Delhi, the other two established previously being at Madras and Bombay. The Madras Employment Office placed 10 blind persons during the year bringing the total to 147 since its inception in 1954 while that of Bombay placed 60 physically handicapped persons bringing to total placements since its inception in March, 1959 to 187. The Special Employment Exchange at Delhi made 55 placements of physically handicapped persons.

A First National Seminar on the Training and Employment of the Physically Handicapped was convened at Bangalore from 16th to 22nd December, 1961 by the Ministry of Education to suggest a feasible programme for the training and placement of the physically handicapped during the Third Five Year Plan. The Seminar was attended by 89 delegates and 9 observers representing Central and State Governments, Employee's Organisations, trade unions and distinguished non-officials in the field. The seminar made a number of valuable recommendations. On the occasion of this Seminar, the Ministry of Education organised the First National Exhibition on the training and employment of the physically handicapped.

Under the scheme of assistance to voluntary organisation in the field of the handicapped, grants amounting to Rs. 3.18 lakhs were given. The grants were made for developmental activities through the State Governments. The rules governing these grants to voluntary organisation were liberalised during the year.

The scheme of awarding scholarships to blind, deaf and orthopaedically handicapped students was continued. During the year, 339 fresh awards were made comprising 87 blind, 83 deaf and 169 orthopaedically handicapped students raising the total number of scholarships holders to 998. The total expenditure incurred on scholarships for the physically handicapped during 1961-62 amounted to Rs. 3.85 lakhs as against Rs. 1.86 lakhs in the previous year.

A standing inter-departmental committee was appointed with representative from the Ministries of Home Affairs, Health, Labour and Employment, Community Development and Cooperation, and Planning Commission. The main function of the Committee was to evolve, implement and review from time to time the progress made in implementation of a coordinated programme for the education and welfare of the handicapped. The Committee at its first meeting held on September 15, 1961 made the following recommendations:—

- (a) Highest priority should be given to providing an effective information guidance service.
- (b) Ministry of Health should provide funds for medical and paramedical services which are essential for certain types of institutions for the handicapped.
- (c) Development of an effective rural service in rural areas for the handicapped persons residing in the villages to the facilities available in the district by the workers such as social education organisers, Mukhya Sevikas, etc.

4. Education of the Scheduled Castes, Scheduled Tribes and Other Backward Classes

During the year, the students belonging to scheduled castes, scheduled tribes and other backward communities continued to receive benefits and concessions under various schemes of the Central and State Governments for the promotion of education among these classes. These benefits and the concessions included the award of scholarships and financial concessions, exemption from the payment or re-imbursement of tuition fees, examination and other fees, reservation of seats for them in schools, colleges and hostels, opening and maintenance of institutions primarily for these classes, providing free lodging, mid-day meals, clothing, books, stationeries, etc. Besides, rules regarding admission to certain examinations relaxed in their favour were also continued. Some States had separate departments for the welfare of these communities, while in other States special officers were appointed for this purpose.

The scheme for the award of scholarships to scheduled castes, scheduled tribes and other backward classes students for post-matriculation studies in India was continued to be administered by the State Governments and Union Administrations. From 1961-62, a means test as applicable for the 'other backward classes' students was introduced for the Scheduled Castes students also. The underlying idea was to get these students accustomed to the economic criterion of backwardness which is to be eventually adopted as the basis for the award of scholarships. A sum of Rs. 2.22 crores was placed by the Central Government at the disposal of the State Governments/Union Administrations for the implementation of this scheme. In addition, the State governments utilised funds from their own resources and funds given by the Ministry of Home Affairs.

The number of scholarships awarded under this scheme to the scheduled castes, scheduled tribes and other backward classes students and the expenditure incurred on each of the three classes during the year is given below.

	Number of Scholarships Awarded	Expenditure incurred
		Rs.
Scheduled Castes	49,015	2,13,89,351
Scheduled Tribes	8,548	36,77,669
Other Backward Classes	18,114	1,01,96,381
Total	75,677	3,52,63,401

The number of scholarships awarded to the students of all the three classes and the expenditure thereon in the previous year was 63,369 and Rs. 2,86,75,716 respectively. These scholarships covered tuition fees and other non-refundable compulsory maintenance charges.

Under the Scheme for Overseas Scholarships for Scheduled Castes Scheduled Tribes and Other Backward Classes, 14 scholarships were awarded during the year. Nine scholars of earlier batches went abroad during 1961-62 and 8 returned after completing their studies abroad.

Under the Scheme for Passage Grants for Scheduled Castes, Scheduled Tribes and Other Backward Classes, four students belonging to other backward classes who were in receipt of foreign scholarships without provision for passage, were awarded passage grants. Return passage grants were also given to the three other backward classes students. The total expenditure incurred on both these schemes during the year 1961-62 amounted to Rs. 1,75,966.

During the year, there were 7,605 educational institutions predominantly meant for scheduled castes, scheduled tribes and other backward classes as against 8,112 during the previous year. Besides, students belonging to scheduled castes, scheduled tribes and other backward classes were also admitted in other institutions. The total enrolment of students belonging to these classes in all institutions was 1,93,66,290 (1,41,77,027 boys and 51,89,263 girls) as against 1,57,53,588 (1,17,34,975 boys and 40,18,613 girls) in the previous year. The total expenditure incurred on institutions meant for these classes amounted to Rs. 2,55,77,281 showing an increase of Rs. 23.2 lakhs over the previous years' figure. Of the total number of scheduled castes, scheduled tribes and other backward classes students, 23,49,101 (18,29,875 boys and 5,19,226 girls) received scholarships, stipends and other financial concessions of the total value of Rs. 12,12,54,724. The corresponding figures for the previous year were 12,19,603 and Rs. 7,78,18,494. Besides, a great majority of these students also received full or partial free studentships.

The State-wise details of statistics of education of students belonging to these classes are given in table CXXV.

5. Education of Girls

Recognising the difficulties in bringing girls to schools in sufficient numbers and the need for removing or at least reducing substantially the disparity between the enrolment of boys and girls, a programme was finalised on the lines of special programme recommended by the National Council for Women's Education. It provided for schemes to serve as incentives for expanding enrolment of girls and increasing the supply of women teachers in addition to the normal programme for expansion and improvement of education. These incentive programmes consisted of special inducement such as attendance scholarships, stipends, subsidised transport for girls, clothing, etc. Other measures adopted in order to attract a larger number of women teachers provided for village allowance or quarters for women teachers, condensed educational courses for adult women, scholarships and stipends for teacher training etc. A sum of Rs. 12 crores was set apart for implementing the special incentive programme.

The National Council for Women's Education was reconstituted during the year. Two meetings (the Third and the Fourth meetings) of the Council were held during the year.

At the Third meeting, the Chairmen of the State Councils and officers dealing with Girls' Education programmes in the States were also invited. Some of the major recommendations related to (i) Continuing the special programme for the education of girls as a Centrally sponsored scheme in the Third Plan ; (ii) fixing the targets for boys and girls in respect of each scheme in the

Table CXXV—Statistics of Education of the Scheduled Castes, Scheduled Tribes and Other Backward Classes

State/Territory	Number of Institutions Specially meant for Scheduled Castes etc.	Total Number of Pupils			Number of Pupils getting Scholarships etc.			Total Expenditure on Scholarships, Stipends and other Financial Concessions	Total Expenditure on institutions specially meant for pupils belonging to Scheduled Castes etc.
		Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	..	14,97,674	7,95,946	22,93,620	1,38,925	37,811	1,76,736	1,07,52,933	..
Assam	..	6,21,422	3,35,034	9,56,456	51,396	15,870	67,266	42,43,588	..
Bihar	2,094	22,94,042	4,49,505	27,43,547	96,821	13,057	1,09,878	1,24,95,581	24,03,958
Gujarat	..	5,47,629	2,29,145	7,76,774	39,901	8,054	47,955	38,41,094	..
Jammu and Kashmir	..	25,399	3,698	29,097	1,752	264	2,016	1,58,343	..
Kerala	..	8,39,598	6,45,540	14,85,138	1,71,332	1,39,870	3,11,202	68,16,012	..
Madhya Pradesh	1,534	6,61,187	1,15,340	7,76,527	1,72,026	30,471	2,02,497	61,23,341	64,21,592
Madras	1,155	19,01,331	10,37,054	29,38,385	91,313	26,163	1,17,476	1,20,30,100	47,57,737
Maharashtra	..	12,91,327	5,30,638	18,21,965	4,19,011	90,635	5,09,646	3,47,13,397	..
Mysore	19	1,74,942	82,475	2,57,417	17,908	7,158	25,066	15,49,946	2,35,854
Orissa	..	7,38,461	2,60,885	9,99,346	3,59,803	1,17,739	4,77,542	57,29,699	..
Punjab	13	4,66,893	1,44,524	6,11,417	46,593	2,658	49,251	48,96,451	81,028
Rajasthan	..	3,09,283	23,208	3,32,491	34,148	1,541	35,689	9,59,336	..
Uttar Pradesh	603	18,56,043	2,21,101	20,77,144	1,08,580	9,431	1,18,011	94,74,832	11,09,516
West Bengal	..	7,35,938	2,24,876	9,60,814	35,375	7,398	42,773	49,11,290	..
A. & N. Islands	130	4,922	2,745	7,667	..	..	..	..	8,45,519
Delhi	..	71,592	28,629	1,00,221	26,756	6,668	33,424	15,41,223	..
Himachal Pradesh	..	18,118	3,506	21,624	2,248	294	2,542	97,307	..
L.M. & A. Islands	35	3,019	1,676	4,695	22	6	28	4,184	3,00,403
Manipur	1,300	36,902	18,129	55,031	5,904	2,428	8,332	3,06,666	32,98,969
Nagaland	556	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	47,15,849
N.E.F.A.	165	6,830	1,065	7,895	6,370	811	7,181	3,87,184	13,41,804
Pondicherry	..	26,644	12,780	39,424	..	..	..	..	..
Tripura	1	47,831	21,764	69,595	3,691	899	4,590	2,22,217	65,052
India/Total	7,605	1,41,77,027	51,89,263	1,93,66,290	18,29,875	5,19,226	23,49,101	12,12,54,724	2,55,77,281

General Development programme; (iii) providing adequate and proportionate funds in the Third Plan for the special programmes for girls' education; (iv) revising the Plan provisions and taking suitable action from the second year of the Plan to expand specially those facilities which aim at enlarging the supply of women teachers and encouraging them to accept service in rural areas.

The Fourth meeting of the National Council for Women's Education (January, 1962) further reviewed the programmes and financial provision made for girls' education. The main items discussed were: fixation of separate target for girls and boys for each year; provision of facilities for continuation classes and part-time instruction for girls; measures for increasing the supply of women teachers; provision for Centrally sponsored scheme for hostels for girls at the middle and secondary stages; and the scheme of assistance to voluntary organisations in the field of girls' education. The Council recommended the measures for increasing the enrolment in middle schools, pre-selection of girls at the secondary stage, for future training as teachers, provision of scholarships, condensed courses and teachers' quarters. A programme of action for State Councils was approved.

On a suggestion made by the Council, seminars of women social workers were being organised in all parts of the country with a view to launching a drive for increasing the enrolment of girls. Seventeen seminars were proposed for the country as a whole; of these 13 were organised during the year.

The Centrally sponsored scheme for the expansion of girls' education and training of women teachers at the elementary stage, initiated in 1957, was located in the State sector in pursuance of the general principle to put in the State sector the schemes that are to be executed by the States. The special programmes included were treated as Centrally assisted with 100 per cent assistance. The State Governments were requested to review the position and to make adequate provision both in the general and in the special programmes from the year 1962-63 onwards.

During the year under review, the total number of girls under instruction in girls' as well as boys' institutions (including co-educational institutions) increased from 1,42,59,505 to 1,68,26,276 *i.e.*, at the rate of 18.0 per cent. The number of boys on rolls in these institutions increased from 3,37,04,897 to 3,74,55,166 (*i.e.*, by 11.1 per cent). However, there were only 45 girls in educational institutions to every 100 boys enrolled. The corresponding proportion in the previous year was 42 to 100. There was thus a slight improvement in the enrolment of girls over the previous year's figure. Although the over-all expansion was greater than the original targets, the increase in the enrolment of girls did not keep pace with the general increase, thus under-lying the need for further and more intensive efforts.

Of the total number of girls more than two-thirds (68.9 per cent) were studying in institutions for boys, while the rest were in institutions exclusively meant for girls. By type of education, details regarding girls' enrolment were : general education 94.4 per cent, special education 4.9 per cent, and professional and technical education 0.7 per cent. The corresponding figures for boys were: general education 93.5 per cent, special education 4.9 per cent, and professional and technical education 1.6 per cent. The detailed break-up of total enrolment, according to stages and types of education is given in table CXXVI.

Table CXXVI—Distribution of Girls and Boys in Recognised Institutions

Subject	Number of Girls on rolls		Increase (+) or Decrease (—)	Percentage Increase (+) or Decrease (—)	Number of Boys on rolls		Increase (+) or Decrease (—)	Percentage Increase (+) or Decrease (—)
	1960-61	1961-62			1960-61	1961-62		
1	2	3	4	5	6	7	8	9
A. General Education :								
Pre-Primary	82,122	93,631	+ 11,509	+ 14.0	96,520	1,22,686	+ 26,166	+27.1
Primary	1,09,44,051	1,26,10,907	+16,66,856	+ 15.2	2,26,87,340	2,49,67,222	+22,79,882	+10.0
Secondary	26,27,573	30,02,317	+3,74,744	+ 14.5	83,14,720	92,33,349	+ 9,18,629	+11.0
Intermediate	76,517	77,021	+ 504	+ 0.7	3,81,384	3,68,824	— 12,560	— 3.3
B.A./B.Sc.	63,379	80,715	+ 17,336	+ 27.4	2,35,633	2,81,950	+ 46,317	+19.7
M.A./M.Sc.	9,215	10,763	+ 1,548	+ 16.8	36,873	40,945	+ 4,072	+11.0
Research	768	779	+ 11	+ 1.4	3,879	4,178	+ 299	+ 7.7
Post Graduate Diploma	12	31	+ 19	+158.3	365	322	— 43	—11.8
Total	1,38,03,637	1,58,76,164	+20,72,527	+ 15.0	3,17,56,714	3,50,19,476	+32,62,762	+10.3
B. Professional Education : (Collegiate)								
Agriculture & Forestry	149	184	+ 35	+ 23.5	16,575	19,461	+ 2,886	+17.4
Commerce	864	1,015	+ 151	+ 17.5	77,448	87,458	+ 10,010	+12.9
Engineering & Technology	374	431	+ 57	+ 15.2	47,464	53,989	+ 6,525	+13.7
Law	805	805	..	..	26,336	27,415	+ 1,079	+ 4.1
Medicine and Veterinary Science	8,285	9,486	+ 1,201	+ 14.5	37,662	41,104	+ 3,442	+ 9.1
Physical Education	159	197	+ 38	+ 23.9	745	819	+ 74	+ 9.9
Teachers' Training	15,202	17,449	+2,247	+ 14.8	31,606	35,112	+ 3,506	+11.1
Others	286	322	+ 36	+ 12.6	1,151	1,337	+ 186	+16.2
Total	26,124	29,889	+3,765	+ 14.4	2,38,987	2,66,695	+ 27,708	+11.6
C. Special Education (Collegiate) :								
Home Science and Needlework	2,422	2,166	— 256	— 10.6	..	..	..	..
Music, Dancing and Other Fine Arts	3,499	3,928	+ 429	+ 12.3	2,819	3,142	+ 323	+11.5
Oriental Studies	959	1,207	+ 248	+ 25.9	8,427	9,037	+ 610	+ 7.8
Sociology	208	276	+ 68	+ 32.7	762	998	+ 236	+31.0
Others	267	836	+ 569	+213.1	2,492	2,345	— 147	— 5.9
Total	7,355	8,413	+ 1,058	+ 14.4	14,500	15,572	+ 1,072	+ 7.4

Table CXXIV—Distribution of Girls and Boys in Recognised Institutions— (Contd.)

Subject	Number of Girls on rolls		Increase (+) or Decrease (—)	Percentage Increase (+) or Decrease (—)	Number of Boys on rolls		Increase (+) or Decrease (—)	Percentage Increase (+) or Decrease (—)
	1960-61	1961-62			1960-61	1961-62		
1	2	3	4	5	6	7	8	9
D. Professional and Technical Education								
(Schools):								
Agriculture and Forestry	74	156	+ 82	+110.8	7,832	8,542	+ 710	+ 9.1
Commerce	17,034	13,828	— 3,206	— 18.8	95,790	67,529	— 28,261	—29.5
Engineering, Technology and Arts & Crafts	29,548	31,028	+ 1,480	+ 5.0	1,32,448	1,57,452	+ 25,004	+18.9
Medicine and Vety. Science	6,536	7,334	+ 798	+ 12.2	5,300	6,050	+ 750	+14.2
Physical Education	515	500	— 15	— 2.9	2,929	3,030	+ 101	+ 3.4
Teacher's Training	31,552	38,295	+ 6,743	+ 21.4	91,130	1,01,625	+ 10,495	+11.5
Others	290	264	— 26	— 9.0	4,069	3,663	— 406	—10.0
Total	85,549	91,405	+ 5,856	+ 6.8	3,39,498	3,47,891	+ 8,393	+ 2.5
E. Special Education (Schools):								
Music, Dancing and Other Fine Arts	10,334	10,685	+ 351	+ 3.4	7,638	7,122	— 516	— 6.8
For the Handicapped	1,829	2,007	+ 178	+ 9.7	5,728	8,274	+ 2,546	+44.4
Oriental Studies	16,107	18,967	+ 2,860	+ 17.8	1,32,627	1,36,288	+ 3,661	+ 2.8
For Social Workers	638	459	— 179	— 28.1	3,439	2,783	— 656	—19.1
Social (Adult) Education	3,01,077	7,80,554	+4,79,477	+159.3	11,93,629	16,38,594	+4,44,965	+37.3
Reformatory	1,572	1,895	+ 323	+ 20.5	6,790	6,294	— 496	— 7.3
Others (Including Home Science)	5,283	5,838	+ 555	+ 10.5	5,347	6,177	+ 830	+15.5
Total	3,36,840	8,20,405	+4,83,565	+143.6	13,55,198	18,05,532	+4,50,334	+33.2
Grand Total	1,42,59,505	1,68,26,276	+55,66,771	+ 18.0	2,37,04,897	3,74,55,166	+37,50,269	+11.1

During the year, the number of recognised institutions for girls increased from 41,674 to 1,16,150. Their distribution among different types of institutions was as follows :—(figures in brackets relate to 1960-61) University 1(1), arts and science colleges 181 (165), professional colleges 106 (97), special education colleges 26 (21), high and higher secondary (including post-basic) schools 2,784 (2,521), middle (including senior basic) schools 5,150 (4,666), primary (including junior basic) schools 22,057 (19,829), pre-primary schools 296 (230), vocational and technical schools 897 (858), adult education centres 84,505 (13,143) and special education schools 147(143). The total expenditure on these institutions for girls amounted to Rs. 39,10,83,119 as against Rs. 33,61,01,772 in the previous year, an increase of 16·3 per cent.

The number of girls passing the matriculation and equivalent examinations during 1962 increased from 1,13,966 to 1,30,514 and that of passing the higher secondary school examination increased from 10,290 to 16,112. The output of girls in pre-university, intermediate, degree and post-graduate examinations is shown below :

Examination	1960-61	1961-62
Pre-University (Arts and Science)	19,180	28,991
Intermediate (Arts & Science)	22,893	18,627
B.A. & B.Sc.	22,295	25,148
M.A. & M.Sc.	5,115	5,626
Professional Subjects (leading to degrees and equivalent diplomas)	6,400	8,189

6. Physical Education and Sports

Physical education which is accepted as an essential and integral part of education continued to receive due attention in educational institutions. Physical education and sports were included as a part of school curriculum from the primary to the secondary stage. In several universities also it was compulsory in the first two classes for those who were not in N. C. C. In most of the institutions, there were physical training instructors on the staff for such activities. Physical education covered mass drill, games and sports, gymnastics and athletics. Arrangements for games like hockey, cricket, volleyball, etc., existed almost in all secondary schools and colleges. Annual inter-school and inter-collegiate tournaments were conducted in all the States. Besides, various sports organisations did useful work for the promotion of physical education among young boys and girls. Shortage of staff and paucity of playgrounds, however, continued to be the main handicap in the way of an effective programme of physical education.

Training—During the year 20 colleges and 43 schools (excluding gymnasia) provided facilities for the training of physical instructors in the country. Detailed statistics of these institutions have been given in Chapter VIII.

During the year under review, which was the first year of the Third Five Year Plan, steady progress of the Central Schemes in the field of physical education was maintained as indicated below. The main object of the schemes in this

field being to consolidate and extend the programme initiated in the Second Five Year Plan, most of the schemes included in the previous plan continued.

(i) *Lakshmbai College of Physical Education, Gwalior*—With the expansion in its construction programme, the Lakshmbai College of Physical Education, Gwalior, which was set up by the Government of India in 1957 to provide training facilities for a 3 year Degree Course in physical education, improved upon its facilities. The college opened admission to girl students for the first time since it started functioning.

(ii) *Grant-in-aid to Private Physical Education Training Institutions*—Under the scheme of strengthening of physical education training institutions which aimed at assisting these institutions by payment of non-recurring grants upto 75 per cent for the improvement and/or development of their facilities, i.e., development of play grounds, construction of gymnasia, hostels, etc. etc. Rs. 1,17,500 lakhs were sanctioned to 8 institutions during 1961-62.

(iii) *National Physical Efficiency Drive*—The pattern of implementing the Scheme of National Physical Efficiency Drive which was first launched by Government of India in 1960 to make the country fitness conscious, was reviewed in consultation with the representatives of the State Government and others. To ensure uniformity and to build up a nucleus of better trained personnel to man the testing centres, three day orientation courses were organised by the State Governments with the assistance from Government of India. During 1961-62, tests under the Drive were conducted at over 1,000 Testing Centres involving about 1,60,000 participants and 80,000 winners. This registered considerable improvement over the previous Drives.

In view of the national importance of the Scheme, the Government of India instituted 'National Awards' in Physical Efficiency through an All India Competition to be held annually for those persons who reveal proficiency of a very high order in their physical ability. Seven persons including 2 women won the National Awards for 1961 Drive.

Scholarships for Higher Studies in Physical Education

Under this scheme, three scholarships at the rate of Rs. 200 per mensem each for a period of one year (1961-62), were awarded for specialisation in *Yoga, Wrestling and Folk Dance*.

Promotion of Yoga

The Committee of medical experts which had been set up by the Government of India to evaluate the therapeutical claims of Yoga and recommend measures for the scientific development of the institutions engaged in these activities submitted its report. The implementation of the Committee's recommendation was taken up with the Ministry of Health.

Grants amounting Rs. 81,250 were paid to two Organisations K. S. M. Y. M. Samati, Lanavala and Vishwayatan Yoga Ashram Vashnav Devi—for the promotion of Yoga.

(iv) *Central Advisory Board of Physical Education and Recreation*—The Board was reconstituted to make it more broad-based by providing representation inter-alia to all State Governments. The first meeting of the reconstituted Board was held in December, 1961. The Board set up several sub-committees

to examine in detail important subjects like the place of physical education in the school curriculum, ways and means of improving the quality of training colleges in this field, the organisation of research, the promotion of suitable publications and the organisation of departments of recreation in selected institutions.

Sports

(i) *National Institute of Sports*—The National Institute of Sports set up by the Government of India with the main object of training coaches in various branches of sports and games that started functioning on 20th March 1961, continued its training. The institute requisitioned for its staff, the services of seven competent foreign coaches in seven selected games while hockey was manned by a well-known Indian Coach. The first ad-hoc training course, of 6 months' duration, started on 20th March, 1961 was completed in October, 1961 and imparted training to 132 coaches already working in the profession, in Hockey, Wrestling, Volley-ball, Gymnastics, Crickets, Athletics and Football. At the second adhoc course which commenced on 3rd November, 1961 and admitted 146 trainees, Badminton was an additional item. Besides, practical and theoretical lessons in the games/sports concerned, training was also given in scientific principles of coaching, psychology of coaching, health and hygiene, physiology, anatomy, physio-therapy and first aid ;

National Coaching Schemes

The Raj Kumari Sports Coaching Scheme was merged into the National Institute of Sports with effect from 1st October, 1961. With the merger of this scheme, the National Coaching Scheme has come into existence. All the staff trained at the first ad hoc Course of National Institute of Sports was taken over as coaches on the Institute's pay roll. During the year 1961-62, a sum of Rs. 8,57,250 was placed at the disposal of the institute for this scheme.

Assistance to National Sports Federation/Associations

Grants amounting to Rs. 2,88,000 were paid to various National Sport Federations/Organisations for holding national championships, tournaments, organising training camps, participation of Indian teams in international meet, the deputation of Indian teams abroad, visit of foreign teams to India, purchase of sports equipment, etc.

Construction of Stadia

Grants amounting to Rs. 2,11,230 were paid to the State Governments of Andhra Pradesh, Bihar, Kerala, Madras and West Bengal towards the share of Central Assistance for the construction of a stadia and shooting ranges.

All India Sports Council

On the advice of the All India Council for Sports, the first All India Sports Congress was convened by the Government of India from 12th to 14th March, 1962 at which various questions pertaining to the administration of sports in the country were discussed. The congress was attended by the members of the All India Council of Sports Board of Governors of the National Institute of Sports, the presidents and secretaries of the national sports federation and the State Sports Councils, prominent sports writers and noted sportsmen. The report of the Congress was being examined by the All India Council of Sports.

Arjuna Awards to Selected Sportsmen of the Year

On the advice of the All-India Council of Sports, the Government of India approved a scheme for honouring selected sportsmen of the year in each major game by the grant of special award called the "Arjuna Award". Twenty Arjuna Awards for the "Sportsmen of the Year 1961" were conferred on selected sportsmen by the Vice President on 14th March, 1962. The occasion synchronised with the All India Sports Congress.

National Discipline Scheme

The National Discipline Scheme aimed at making the younger generation healthy in mind and body and instilling in them a sense of patriotism, self-reliance, tolerance and self-sacrifice and inculcate among the students a spirit of nationalism, a sense of India's unity, consciousness of good citizenship, and desire to serve the country disinterestedly, through a programme of physical training, mental training, training of cultural development, etc. The scheme was operating in the States of Jammu and Kashmir, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Mysore, Punjab, Rajasthan, Uttar Pradesh, West Bengal, A. & N. Islands, Delhi and Himachal Pradesh. The number of institutions covered and the children receiving training under the scheme was 2,100 and 12,00,000 respectively. The corresponding figures for the previous year were 2,100 and 13,01,612 respectively. During 1961-62, a sum of Rs. 45,69,000 was spent on the scheme.

The Central Training Institute established in October, 1960 at Alwar, with a view to imparting a uniform and systematic intensive training to N. D. S. instructor-trainee, trained 12,000 instructor-trainees during the year under report.

7. Youth Welfare

The various programmes of Youth Welfare which aimed at inculcating the spirit of nationhood in the youth and promoting inter-State understanding among them and providing welfare services to those youth who were not attending educational institutions, continued to make steady progress during the year. A total provision of Rs. 14·30 lakhs was made during 1961-62 for carrying out the activities, a brief account of which is given below:

Youth Festivals

After the break of one year in the series, the Government of India held the Seventh Inter-University Youth Festival in New Delhi from October, 25 to 31, 1961 in which 36 Universities participated. The objectives as well as the pattern of the Festival were considerably revised with greater emphasis laid on intellectual debates than on artistic performances. The total number of participants at the Festival was 796 and an amount of Rs. 1,72,126 was spent at this Festival. To select candidates for participation in the Inter-University Youth Festival a number of Inter-collegiate youth festivals were organised by the individual universities. During the year 1961-62, grant amounting of Rs. 15,402 was given to various universities for conducting these festivals.

Youth Leadership and Dramatic Training Camps

One Youth Leadership Training Camp was organised at Peermade during March, 1962 involving an expenditure of Rs. 10,000. This amply fulfilled the purpose of giving a short-term training to teachers of universities and colleges in the techniques of conducting Youth Welfare Activities in educational institutions. Some universities held Youth Leadership Training Camps in their own universities for which a sum of Rs. 37,802 at the rate of 75 per cent of the Central Assistance was given by the Government of India. An amount of Rs. 35,000 was spent towards short term training camps for the benefit of University teachers.

Students' Tours

During the year, the application of the scheme of providing educational assistance to batches of the students in various educational institutions through the State Government for visiting places of historical interest, science beauty and architectural grandeur was limited to the students studying in the Union Territories. The Government of India gave grants to meet full third class rail and/or bus fare in such cases. Grants amounting to Rs. 66,305 were sanctioned to 35 institutions. 1,027 students and 87 teachers were benefited by these grants.

Youth Hostels

This Scheme aimed at encouraging hiking by providing cheap accommodation to young people. Grants amounting to Rs. 80,000 were sanctioned to State Governments of Andhra Pradesh, Orissa and West Bengal to set up one Youth Hostel in each State. Besides, a grant of Rs. 15,000 was given to the Youth Hostel Association of India to meet 50 per cent of their administrative expenditure for the current year.

Youth Welfare Boards and Committees

Substantial progress was made in this scheme which aims at helping the universities by way of 50 per cent financial contribution towards the administrative expenditure to set up a separate committee on Youth Welfare. During the year, Rs. 22,018 was sanctioned out of a provision of Rs. 40,000 to the 8 Universities for setting up such Committees in their respective universities.

Non-Students' Youth Clubs and Centres

Under this scheme, registered youth clubs and organisations, devoted to the welfare of non-students were offered assistance for the purchase of equipment, etc., to meet 50 per cent of the approved expenditure, subject to a maximum of Rs. 5,000. This scheme, however, did not receive much response from the public and only one institution, Friends's Union Club, Imphal, was found eligible to receive financial assistance and was sanctioned a sum of Rs. 1,155 out of the budget provision of Rs. 95,000. The scheme has since been abandoned due to poor response in 1962.

National Project for Child Welfare—Bal Bhavan and Children's Museum

The Bal Bhavan was set up by way of providing adequate facilities for the welfare of the children. A suitable building for the purpose was constructed.

A grant of Rs. 3,06,764 was sanctioned to Bal Bhavan Board during the year which also included Rs. 2,00,000 towards the construction of the building only.

The National Children Museum, which is a supplement to Bal Bhavan for the welfare of the children, received during the year, as a gift from the Polish Embassy, the structural material and some furniture which were in the Polish Pavilion at the Industries Fair. A sum of Rs. 71,000 was sanctioned towards dismantling this pavilion and to meet expenditure on day to day administration of the Museum during the year. The National Children's Museum agreed to "play host" to the Children's Carnival sponsored by the Museum of Modern Art, New York which was presented to Indian Children by Mrs. Kennedy during the recent visit to the Capital.

Labour and Social Service Scheme

The Labour and Social Service Scheme which was operated in the first two plans was continued during the year, the first year of the Third Five Year Plan. The scheme was implemented in two parts (a) Labour and Social Service Camps and (b) Campus Works Projects. The Labour and Social Service Camps aimed at inculcating a sense of dignity of manual labour among the students and other youths and giving them an opportunity to get into contact with village life and conditions and offer 'Shramdan' for the improvement of existing amenities in the rural areas. A number of camps of 10 to 30 days' duration were conducted in villages at which the campers offered 'Shramdan' on small works e.g. repair and construction of approach and link roads, village tanks, levelling of play-grounds, repair and construction of village school buildings and *Panchayat Ghars*, digging of soak pits, manure pits and wells, etc. The girl campers rendered environmental services e.g. personal hygiene, home nursing, child care, care of sick, sewing and tailoring, planning and repair of kitchens and kitchen gardens, etc. A sum of Rs. 12.77 lakhs was sanctioned to various agencies, that is, Bharat Sevak Samaj, Bharat Scouts and Guides, the N.C.C. Directorate (for A.C.C. Campers), State Governments and Universities for conducting 1,486 camps in which 1.24 lakhs campers participated.

The Campus Works Projects provided the much needed physical and recreational amenities in educational institutions. Under this scheme, at least 5 per cent voluntary labour (*Shramdan*) to be rendered on the project by the students themselves was compulsory. The Government grant was limited to 75 per cent of the cost of the project subject to certain ceilings for each project which included recreation hall-cum-auditorium, gymnasium, small-stadia for spectators round the sports arena, open air theatres, pavilion and 400 metre oval cinder tracks for track events. The grants were paid in instalments, depending on the progress of construction. During the year, a sum of Rs. 19,53,999 was sanctioned. The amount covered first instalment of grant for 44 new projects approved during the year and 2nd, 3rd and 4th (or final) instalments of the projects approved during the years 1954-55 and 1957-58 to 1960-61 but still under construction.

8. Scouting and Guiding

Bharat Scouts and Guides a voluntary organisation that is recognised by the Government for the promotion of Scouting and Guiding, continued to receive grants for its various activities from the Central Government. Financial

assistance to the extent of Rs. 4,75,000 was given to it during the year for holding of training camps, National Jamboorees, purchase of camping equipment, deputation of Indian Scouts and Guides abroad for participation in the International meets and inviting foreign Scouts and Guides, establishment of the National Training Centre at Pachmarhi, construction of the National Headquarters buildings at New Delhi, establishment of the Asian Centre (Guides) at Poona, etc.

That the Scouting and Guiding movement made rapid strides during the year will be evident from the fact that the number of Scouts and Guides was 6,49,860 in 1961-62 as against 1,72,615 in 1960-61.

The Bharat Scouts and Guides which aim at promoting discipline and a spirit of selfless service continued its various activities, a brief account of which is given below :—

Training

The All-India Training Centre at Pachmarhi and the various State Training Centres all over the country continued to provide training to the leaders of both Scouts and Guides. Over 416 Scouts/Guides attended the Himalayan Wood Badge Courses. The Guide Section arranged to break up new grounds by running Mountaineering Training courses at Pachmarhi with the support of the Mountaineering Institute of Darjeeling. A Handicraft Training Course, the first ever for Guides, was also run at Pachmarhi.

International Events

With the cooperation of the Far East Boys Scouts Regional Office, a Fifth Far East Training Team Course, the first such course in this country, was held at the National Training Centre, Pachmarhi, from 11th to 16th November, 1961. The course was attended by 45 Deputy Camp Chiefs and Assistant Deputy Camp Chiefs from different parts of India.

Conferences

The National Executive Committee met twice on 26th April, 1961 at the National Headquarters and later in Calcutta on 27th October, 1961. The National Council also met at Calcutta on the 28th and 29th October, 1961.

Third All India Guide Training Team Conference

The Conference was held at Pachmarhi. Eight States were represented at this conference with fifteen attending. Among the subjects discussed at this conference were the syllabus for President's Guides, Handicraft in training Flock Leaders, Air Rangers and Sea Rangers, Revised Second Class test for Guides, Mountaineering Course and Publication of Ranger Handbook and Ranger Journal.

President's Scouts' and President's Guides' Rally

At a Rally of the Bharat Scouts and Guides held on 28th November, 1961 certificates were distributed by the President Dr. Radhakrishnan, who is the Patron of Bharat Scouts and Guides, to Scouts and Guides who after getting First Class Badge also won badges for service and promised to render service where it was demanded or necessary. The President did a great honour to

Bharat Scouts and Guides by giving his consent to call the Scouts and Guides of highest rank and calibre as "President's Scouts" and "President's Guides" and also the Ashoka Crest for the President's Scouts/Guide Badge. A camp fire programme was also arranged at the end of the day.

Sea Scouts

The number of the Sea Scout Groups at Andhra Pradesh, Kerala, Madras, Rajasthan and West Bengal reported an increase. The total number of Sea Scouts during the year was 222.

AIR Scouts

Lack of opportunities and necessary facilities continued to hamper the development of Air Scouting. There was, however, a slight increase in the number of Air Scout Groups. The appointment of Headquarters Commissioner for air Scouts in some States led to some interesting and encouraging developments. The total number of Air Scouts was 75.

Handicapped Scouts and Guides

Owing to the appointment of Headquarters Commissioner in some States, the enthusiasm of the boys/girls either sightless, deaf, dumb, leper or handicapped for scouting and guiding continued unabated as it helped them feel wanted, to have an incentive to do things for themselves to remove them from a feeling of isolation and associate themselves with others as much as their conditions permitted. Continued good work was reported with Scout/Guides groups in the leper asylum, Amraoti, Madhya Pradesh and at the leper school at Purulia, West Bengal.

Social Service

In addition to the traditional services at the time of fairs, melas, shows, etc., a band of more than 550 Rover Scouts and 50 Guides coming from all parts of India rendered the most outstanding service at Kumbha Mela at Hardwar. Their work included regulating the crowd, controlling traffic, tracing lost children and lost property, giving first aid and saving from drowning and fire. The relief work done at Kerala, Poona and Bihar among the flood victims had also been considerable and fruitful.

Social Service and Labour Camps were held in various States to achieve plan targets. A camp was held at Beelwari (Rajasthan) and was attended by 99 Scouts. The scouts offered '*Shramdan*' by constructing a road, cleaning surroundings and tops of wells, removing large amount of rubbish and uprooted trees, herbs and shrubs and cleaning the road leading to Beelwar from the main road. Various talks and discussions with villagers were held and utility of '*Shramdan*', adult education, cooperative business, college industries and living a neat and clean life were emphasised.

Awards

A number of awards were given to members of the movement by the National Commissioner in consultation with the National Executive Committee. In recognition of their services of the most exceptional character, the 'Silver Elephant' award was given to three persons, 'Silver Star' to five persons on recognition of speciality distinguished and continuous service for twenty years and a gilt medal to one person for gallantry.

Publications

The "Bharat Scouts and Guides", the official journal of the Association, continued to be published. The States continued to bring out their own magazines and periodicals.

9. National and Auxiliary Cadet Corps

Under the N.C.C. scheme for imparting military training in schools and colleges, there was a substantial increase both in the strength and quality of all the wings of the National Cadets Corps and Auxiliary Cadet Corps. An account of these is given below :

Strength

The strength of NCC increased from 5,611 officers and 2,70,436 cadets to 6,107 officers and 2,98,397 cadets, giving an increase of 9.0 per cent in the officer-cadre and 10.3 percent among the cadets. The NCC Rifles during the year consisted of 1,400 officers and 2,80,000 cadets while the Auxiliary Cadet Corps consisted of 30,214 officers and 12,12,840 cadets.

Training of N.C.C. Officers

(a) *Army Wing* : With a view to imparting intensive training to NCC officers and improving the standards in the NCC, an NCC Academy was started at the historic fort of Purandhar near Poona where selected teachers of the Senior Division NCC who are commissioned after short pre-commission training at Kamptee, are given training for a period of six months, and the fresh entrants are given training for nine months. At the first pre-commission course of nine months' duration that was started on 5th November, 1961, 52 cadet officers were undergoing training while 141 NCC and NCC Rifle officers joined this course for 6 months' training on 7th February, 1962. At the NCC officers' training school, Kamptee, 923 officer cadets (including 81 lady officer cadets) completed pre-commission training while 810 NCC officers (including 57 lady officers) attended refresher training courses.

(b) *Naval Wing* : 15 Senior Division and 43 Junior Division Officer-cadets completed their pre-commission training at INS Venduruthy, Cochin. In addition to this, at the same establishments, 5 Senior Division and 36 Junior Division officers attended refresher courses.

(c) *Air Wing* : 17 Senior Division and 53 Junior Division officer-cadets received pre-commission training at the IAF Station, Hyderabad. Besides, 17 Senior Division and 69 Junior Division officers attended refresher courses at the same station.

Camps

Camps formed an essential part of cadet training. These camps were of various types and each type was designed to serve definite objectives. An account of these camps is given below :

(a) *Annual Training Camps* : At the 221 training camps held, over two lakhs of officers and cadets (3,796 officers and 1,99,028 cadets) participated.

(b) *Social Service Camps* : During the year, 23 social service camps were organised. 487 officers and 17,036 cadets participated in these camps. In

addition, 30 lady officers and 878 girl cadets attended 7 social service camps. Male cadets worked mostly in community development areas and assisted in constructing rural roads, desilting tanks and improving irrigation channels. The girl cadets helped village families in home nursing, child care and general education.

(c) *All India Summer Camps* : To allow cadets an opportunity of bringing, training and mixing with cadets of neighbouring states, 8 all India summer camps were organised—4 for boys and 4 for girls two each at Khadak Vasla, Guara Hills, Wellington (Nilgiris), Subathu and Pahalgam. 40 officers and 2,095 cadets of the Senior Division (Boys) and 67 officers and 62 cadets of Girls' Division (Senior Wing) participated in them.

(d) *Advance Leadership Camps* : During the period under review, 8 advance leadership camps of 17 days' duration each were held for 16 officers and 58 cadets. These camps were held at Mahabaleshwar, Kodaikanal, Darjeeling, Chakrata, Dalhousi, Happy Valley, Shillong, Mount Abu and Pahalgam. In these camps emphasis was laid on trekking, long range patrolling and outdoor exercises. Training in basic military subjects was also imparted.

(e) *Naval Wing Camps* : 4 annual training camps of the Senior Division Naval Wing Units were held at Cochin, Visakhapatnam, Jamnagar and Digaru (Assam) in which 46 officers and 2,640 cadets, participated. 8 Camps of the Junior Division Naval Wing Units also were held at various places in which 113 officers and 4,867 cadets participated.

(f) *Air Wing Camps* : 2 combined Senior Division Air Wing Camps were held at Kanpur and Bangalore. Those units, which could not participate in these camps held separate camps. Annual camps for Junior Division Air Troops were held on circle basis except for Maharashtra, Madhya Pradesh, Uttar Pradesh, Bihar and Orissa, for whom two separate camps were held—one at Mirsi (near Nagpur) and the other at Ranchi.

(g) *Public School Camps* : Public School (including K. G. School) Troops, which were grouped into 4 zones had their camps at Jodhpur, Lucknow, Cochin and Delhi. In these camps 37 officers and 1,421 cadets participated.

(h) *Republic Day Camp* : 35 officers and 1,160 cadets including 2 NCC Boys' 1 girls' Bands took part in the Republic Day in Delhi on 26th January, 1962. Inter-circle competitions and annual NCC rally were organised on this occasion.

Courses at Himalayan Mountaineering Institute : 5 officers and 14 cadets received training in the three basic courses organised by the Himalayan Mountaineering Institute. Two of these courses were for boys and one for the first time only for girls. One officer also attended the advanced course at the Institute. All officers and cadets, achieved good proficiency in the techniques of rock climbing and in the snow craft.

Visit of NCC Cadets to Singapore

At the invitation of the Malayan Government, two NCC Air Wing Senior Division cadets visited Singapore and participated in the Annual camp of the Malayan Air Training Corps from 6th to 16th August, 1961. The cadets met the Head of the State and were shown around various establishments and places of interest.

Shooting Competitions

For improving the standard of shooting of selected cadets of NCC, various inter-circle shooting competitions were held.

Auxiliary Cadet Corps

The year under report witnessed further improvement in training and administration of Auxiliary Cadet Corps. Most of the States imparted ACC training during normal school hours and teachers displayed greater response in the attendance of refresher courses. 66 ACC Labour and Social Service camps were held in which 883 teachers and 22,771 cadets participated. The camps, *inter alia* aimed at inculcating in the cadets a spirit of service and dignity of labour and also enabling them to participate in nation-building activities.

10. School Meals

The importance and desirability of the scheme of providing mid-day meals to children in primary schools from health point of view as well as incentives to poor children to come to schools in big numbers was well realised by the States. In most of the States, meal was distributed free to students, but in certain cases a nominal fee was charged from them. The essential part of the scheme is the mobilisation of community participation to supplement the State resources. The response from the community was very encouraging and the cost of the scheme was shared between the State Government and the public. Local bodies and private organisations also contributed towards this expenditure. International organisations like UNICEF and voluntary organisations like CARE also rendered assistance by gifts of milk powder and cornmeals to school children as mid-day meal.

The scheme of mid-day meals for primary school children was in operation in scheduled areas in the States of Assam, Bihar, Gujarat, Kerala, Mysore, Madras, Maharashtra, Orissa, Punjab and Uttar Pradesh and in the Union Territories of NEFA, Pondicherry and Tripura. Large scale programme of school meals at the primary school stage was introduced during the year under review in Madras, Kerala and Punjab. The salient features of this programme in some of the states are briefly given below :

In Assam, the supply of mid-day meal in Primary schools within Matia Project in Goalpara sub-division continued during the year. Mid-day meal was also tried in certain schools on subscription from the students. Powdered milk was distributed to certain primary schools. In Bihar, many High, Basic, Middle and Primary Schools, specially those Primary schools which were under the jurisdiction of the pilot project of free and compulsory education, were supplied powder milk received from voluntary organisations abroad to be distributed to students free of charge. Also, free light refreshment was given to the pupils in some Railway managed schools. In Gujarat, the mid-day meal scheme introduced in the Dangs District in 1951-52, was continued during the year under report. It was also proposed to extend this in Vehhal Nizar area also. The scheme of free distribution of UNICEF SKIM MILK Powder to children in public primary schools was introduced in a large number of schools situated in the scheduled areas, community project areas, Community Development Projects and the National Extension Service Blocks in the State. In Kerala, the Government approved of the introduction of a scheme of

mid-day meals to poor pupils reading in primary schools in the State with grants provided by Government and donations offered in cash or kind or in both by the local public. 8,252 schools with standards I to IV (17.76 lakhs children) benefited under the scheme during 1961-62. From December, 1961, CARE feeding programme was also started in the schools and food prepared out of milk powder, and cornmeal was supplied to the children. In Mysore, a sum of Rs. 6.00 lakhs was provided for the continuation of the scheme of mid-day meals in the primary schools. In Madras, the scheme made a tremendous progress during the year. Out of 28,392 primary schools in the State, the scheme was functioning in 27,260 schools and the number of children fed was 12.67 lakhs. The subsidised schemes for the free supply of school meals to poor children in elementary schools also continued to make progress during the year. CARE feeding programme was started in the schools during the year. Under the Madras Mid-day Meal Scheme, milk powder, rice and Bulgar wheat were supplied to the children.

In Maharashtra, the certified under-nourished children were continued to be given six ozs. of toned pasteurised milk in a sealed bottle. In addition to this free supply of milk to the pupils of standards I and II of Colaba group of schools from Lion's Club of Bombay was also continued. The number of primary schools covered under the scheme of free distribution of UNICEF milk powder was 2,752 and the number of children fed was 48,228. The corresponding figures for the previous year are: schools covered 1,268 and children benefited 20,000. In Orissa, free mid-day meals and powdered milk were distributed to children of Primary and Secondary schools in the flood affected areas and in the block areas where primary education was compulsory. In Punjab, the mid-day meal scheme that was introduced with effect from 15th February, 1961, under a phased programme by serving milk to students under CARE school feeding programme, was continued during the year. The number of primary schools covered under the scheme was 4,255 in 81 blocks and the number fed was 5 lakhs. In Uttar Pradesh a comprehensive scheme for providing free mid-day meals to the children of primary schools was launched on 19th November, 1961 with the help of the local community on a voluntary basis. The scheme covered 8,765 primary schools benefiting, 5,72,950 children. For the implementation of the scheme, the public donated a sum of Rs. 27,916 in cash and also food grains worth Rs. 84,175.

In N.E.F.A., mid-day meals were arranged from the products of the agricultural gardens maintained in almost all the schools. In Pondicherry, the supply of mid-day meals was further extended. The number of Government schools covered under the scheme was 217 and the number of children fed was 34,588. The corresponding figures for the previous year are: schools covered 147 and children benefited 19,622. Another scheme for the supply of mid-day meals to poor children in elementary schools was introduced during 1961-62 under which 12 private schools were sanctioned subsidy for introducing the scheme in their schools. 886 pupils were benefited. The State Government incurred an expenditure of Rs. 5,97,314 on mid-day meals. In Tripura, the school meal system was introduced in 50 primary, junior basic and middle schools for a period lasting as long as 3 months in some of the schools. The number of students benefited was about 4,000.

11. Education of the Displaced Students

Financial Assistance

The Scheme of giving financial assistance to displaced students from East and West Pakistan in the shape of free studentship up to school stage and stipends up to the college stage was continued during the year under report. As the scheme was originally to be wound up at the end of the Second Plan, therefore, in order that undue hardship may not be caused to those who were in the midst of their courses, benefits under the scheme were given only to those students who were already in receipt of such assistance but who had not completed their courses during 1961-62. A financial provision of Rs. 23,22,000 was made for them during the year.

Recovery of Educational Loans

The work relating to the recovery and remission of educational loans advanced to displaced students was also continued during the year under report and out of a sum of Rs. 7.26 lakhs advanced to 1,401 loanees through the Social Welfare and Rehabilitation Directorate, a sum of Rs. 4.44 lakhs was either recovered or remitted.

Relief and Rehabilitation Measures for Displaced persons

The Ministry of Education continued to discharge its responsibilities relating to 58 Homes/Infirmaries situated throughout the country with a total population of about 30,000 and also the cases of about 1,800 displaced destitute children residing in the 37 children's institutions in West Bengal. Besides, about 4,000 displaced persons were paid monthly cash doles outside these Homes.

The policy of rehabilitating able-bodied inmates through various schemes of vocational/technical training and education with a view to liquidating the problem, continued to be followed during the year. Besides, the Inspecting Officer of the Ministry of Education, in conjunction with the representative of the concerned State Governments/Union Administrations screened the cases of inmates of various Homes/Infirmaries with a view to weeding out the persons who might have, due to one reason or the other, become ineligible for relief. As a result of the weeding of the able-bodied persons and the merger of the smaller Homes with larger ones, the total number of Homes and Infirmaries was reduced from 58 to 53 and the number of inmates from about 30,000 to 25,000.

Educational Certificates and verifications of displaced persons

Under the Indo-Pakistan agreement on the issue of educational certificates to displaced persons, the Government of India disposed of almost all the applications received in connection with the issue of educational certificates and verifications of educational qualifications in respect of Pakistan nationals, while the Government of Pakistan had still to clear many cases on their side.

12. Indian Students Abroad

Award of Scholarships

The National Schemes of providing facilities in the shape of financial assistance, scholarships, travel grants etc., for the Indian Students who went to foreign countries for higher studies and training in various branches of education were continued by the Central and State Governments. Besides such facilities were also provided by semi-public and private organisations/institutions, foreign Governments, educational foundations and international organisations. Majority of these students, however, went on their own resources.

An account of these facilities is given below—

1. Agatha Harrison Fellowship

This fellowship that was instituted in 1956-57 in the memory of late Miss Agatha Harrison envisages the study of Asian problems with special reference to India at the St. Anthony's College, Oxford, and is of 5 years' duration. The selected candidate sent in 1956-57 continued his work at the college during 1961-62.

2. Central Overseas Scholarship Scheme

No fresh award was made under this scheme after 1958-59. Of the 6 persons awarded scholarships in 1958-59 five returned after completing their studies abroad in 1961-62 while one continued his studies abroad during the year under report.

3. Fully Paid Overseas Scholarship Scheme

No fresh award was made under this scheme also after 1958-59. One scholar who was sent abroad during 1958-59, returned after completing her studies during the year.

4. Programme of Exchange of Scholars between India and Rumania

Two scholars who were awarded the scholarships in 1960-61 under the programme continued their studies in Rumania during the year under report.

5. Programme of Exchange of Scholars between India and USSR

This programme was instituted with effect from 1961-62. The names of ten selected candidates were recommended to the U. S. S. R. Government for award of scholarships.

6. Programme of Exchange of Scholars between India and UAR

The programme was also instituted with effect from 1961-62. Three Indian scholars who were already studying in the U. A. R. were given the scholarships. The name of one candidate was recommended from India for the award of the scholarship.

7. Union Territories Overseas Scholarships

One scholarship is available every year for studies in humanities to a person who by birth or domicile is a native of any of the Union Territories. No award for Humanities was given during 1961-62. The two candidates of 1959-60 and 1960-61 continued their studies abroad during the year.

8. Foreign Language Scholarship Scheme

The scheme of awarding scholarship for specialisation in various languages was continued. Three more languages namely, Burmese, Indonesian and Pushto were included in the scheme from the year 1961-62. Selections for 1961-62 awards were not made during the year and 15 scholars for that year were carried over for 1962-63. Six scholars of earlier batches proceeded abroad during 1961-62 and five returned to India after completing their studies abroad.

9. Overseas Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Communities

For 1961-62, 14 Scholarships were awarded—5 to scheduled castes, 5 to scheduled tribes and 4 to other backward class students. None of the selected candidates proceeded abroad during the year. Nine scholars of earlier batches went abroad during 1961-62 and 8 returned after completing their studies abroad.

10. Passage Grants for Scheduled Castes, Scheduled Tribes and other Backward Classes

Four students from the other backward classes, who received foreign scholarships without passage costs, were awarded passage grants for studies abroad. Return passage grants were also given to three students of the other backward classes.

11. Scholarships/Fellowships offered by Foreign Governments/International Organisations etc.

Foreign Governments, institutions and international organisations etc. also awarded scholarships/fellowships to Indian nationals for studies abroad during 1961-62. The details of the awards are given below—

Name of the awarding authority	Number of scholarships/fellowships offered
1	2
1. United Nations (U. N.) Social Welfare Scholarships and Fellowship Programme	One fellowship.
2. UNESCO	Two fellowships for production of Reading material.
3. Thai Government	Three scholarships.
4. U. K. Government	Seven Bursaries for teacher training.

Name of the awarding authority	Number of scholarships/fellowships offered
1	2
5. Australian Government . . .	One visiting fellowship to an Indian teacher for study tour and discussions on educational subjects with Australian educationists.
6. Danish Government . . .	Four scholarships for study of folk high school movement.
7. French Government . . .	(i) Five scholarships for post-graduate study in humanities out of which three selected candidates are studying in France; (ii) Ten scholarships for specialised training tenable during 1962-63; and (iii) Two scholarships for young Indian Roman Catholic priests tenable during 1962-63.
8. U.S.S.R. Government . . .	Two scholarships for Indian teachers for the study of Russian language.
9. West Germany Government . . .	Ten scholarships for the study of physical education, German language, etc.
10. Polish Government . . .	(i) Two scholarships for post-graduate study in the humanities, and (ii) Four fellowships for study of economic planning tenable during 1962-63.
11. Belgian Government . . .	One scholarship for study of economic planning tenable during 1962-63.
12. Hungarian Government . . .	Six scholarships for study of humanities tenable during 1962-63.
13. Austrian Government . . .	Two scholarships for post-graduate study in the humanities.
14. Norwegian Government . . .	One scholarship for studies in the humanities.
15. British Council, London . . .	The scholarships for post graduate study/research in the U. K. tenable during 1962-63.

Name of the awarding authority	Number of scholarships/fellowships offered
1	2
16. Walker's Travelling Association, U. K.	One Scholarship for study at the Swansea University.
17. Imperial Relations Trust, London	Two fellowships—each tenable at the London University Institute of Education, London during 1961-62 and 1962-63.
18. Philippines Board of Scholarships for South East Asia (University of Philippines).	Six scholarships for South East Asian countries.
19. People's Friendship (Patrice Lumumba) University, Moscow.	Five scholarships for study of humanities tenable during 1962-63.

Indian Students going abroad for Higher Studies during 1961-62

The available statistics of Indian students/trainees who went to various foreign countries to pursue higher studies in various subjects are given in Table CXXVII below :

Table CXXVII—Number of Students/Trainees who went abroad during 1961-62 by Subjects

Subject	Boys	Girls	Total
Arts	256	63	319
Science	323	29	352
Education	55	48	103
Engineering	1,865	3	1,868
Architecture & Design	50	1	51
Technology & Industry	1,814	12	1,826
Medicine & Vet. Science	1,101	149	1,250
Agriculture and Forestry	194	7	201
Law	34	3	37
Commerce	180	7	187
Journalism	5	2	7
Banking & Insurance	25	..	25
Fine Arts	21	8	29
Nursing	2	5	7
Library Science	1	2	3
Others	336	47	383
Total	6,262	386	6,648

It will be seen that as many as 6,648 students (6,262 men and 386 women) went abroad. The number of stipendiary students was 2,228 (2,091 men and 137 women). U. K. attracted the largest number of students (36.6 per cent) followed by U. S. A. (33.8 per cent) and West Germany (18.1 per cent). The details of these students according to the countries to which they went during 1961-62 may be seen in Table CXXVIII.

Table CXXVIII—Number of Students/Trainees who went abroad during 1961-62 by Countries

Name of the Country	Boys	Girls	Total
Australia	21	..	21
Austria	80	..	80
Belgium	4	..	4
Burma	2	..	2
Canada	110	11	121
Ceylon	5	..	5
China	4	..	4
Czechoslovakia	17	1	18
Denmark	22	..	22
East Germany	49	..	49
Finland	2	..	2
France	62	3	65
Greece	2	..	2
Holland	2	..	2
Hongkong	2	..	2
Hungary	3	..	3
Ireland	1	..	1
Israel	2	..	2
Italy	63	..	63
Japan	71	1	72
Lebanon	..	2	2
Malaya	1	1	2
Netherlands	37	..	37
New Zealand	3	..	3
Nigeria	1	..	1
Norway	1	..	1
Pakistan	2	..	2
Philippines	1	..	1
Poland	1	..	1
Rumania	2	..	2
Sweden	29	..	29
South Rhodesia	1	..	1
Sudan	1	..	1
Switzerland	57	1	58
U. K.	2,257	176	2,433
U. S. A.	2,064	182	2,246
U. S. S. R.	75	..	75
West Germany	1,192	7	1,199
Yugoslavia	7	..	7
Other African Countries	2	..	2
Other European Countries	4	1	5
Total	6,262	386	6,648

Table CXXIX—Number of Students/Trainees who went abroad during the year 1961-62 by State

State/Territory	Boys	Girls	Total
Andhra Pradesh	212	12	224
Assam	65	6	71
Bihar	55	..	55
Gujarat	286	24	310
Jammu and Kashmir	8	..	8
Kerala	145	11	156
Madhya Pradesh	82	3	85
Madras	290	13	303
Maharashtra	1,479	136	1,615
Mysore	220	16	236
Orissa	38	1	39
Punjab	394	13	407
Rajasthan	52	6	58
Uttar Pradesh	212	8	220
West Bengal	2,219	93	2,312
Delhi	490	41	531
Himachal Pradesh	9	1	10
Pondicherry	5	2	7
Tripura	1	..	1
INDIA/TOTAL	6,262	386	6,648

More than 75 per cent of the students were pursuing studies in professional and technical subjects like Engineering, Technology and Industries, Medicine and Veterinary Science, Commerce, Agriculture and Forestry and Teacher Training. On percentage basis their distribution was: Engineering (28·1 per cent), Technology and Industry (27·5 per cent), Medicine and Veterinary Science (18·8 per cent), Agriculture and Forestry (3·0 per cent), Commerce (2·8 per cent), Teacher Training (1·8 per cent), Architecture and Design (0·8 per cent) and Law (0·6 per cent).

The Statewise details of students who went to foreign countries are given in Table CXXIX. The largest number of students went from West Bengal (2,312), followed by these from Maharashtra (1,615).

Number of Indian Students abroad as on 1-1-62

Apart from the students who went abroad during 1960-61 and 1961-62, this number includes also others who went earlier and were still pursuing their studies and practical training in foreign countries. The total number of Indian students abroad, as on 1st January 1962, was 14,588, of which as many as 2,347

Table CXXX—Indian Students/Trainees Studying/Receiving Practical Training abroad as on 1-1-1962

Countries	Students										Total	Trainees	Grand Total
	Arts	Science	Engg. & Tech.	Medicine & Vet. So.	Agri. & Forestry & Fishery	Commerce	Education	Law	Other Subjects				
1	2	3	4	5	6	7	8	9	10	11	12	13	
1. Argentina . .	..	1	..	..	..	..	..	..	..	1	..	1
2. Australia . .	1	4	32	10	6	..	..	..	17	70	..	70
3. Austria . . .	..	..	3	17	..	..	..	..	7	27	51	78
4. Brazil . . . .	..	1	..	..	..	..	..	..	..	1	..	1
5. Canada	11	150**	57	12	3	7	3	..	37*	280	150	430	
6. Ceylon . . . .	..	3	..	..	..	..	..	..	..	3	..	3
7. Czechoslovakia	..	3	5	2	..	..	..	..	3	13	11	24
8. Denmark . . .	..	..	..	..	..	..	..	..	..	..	9	9
9. Finland . . . .	..	..	..	..	1	..	..	..	2	3	..	3
10. France	8	16	19	11	1	..	3	3	19	80	61	141	
11. Iran	7	..	..	1	..	..	..	..	..	8	..	8
12. Ireland . . .	1	1	1	3	..	..	..	..	2	8	..	8
13. Iraq . . . . .	..	..	..	..	..	..	..	..	111	111	..	111
14. Italy . . . . .	..	2	8	1	1	..	..	..	5	17	..	17
15. Japan	2	1	..	..	6	..	..	..	2	11	8	19
16. Mexico . . . .	..	..	1	..	..	..	..	..	..	1	..	1
17. Netherlands .	1	..	..	9	2	..	..	..	8	21	14	35
18. New Zealand .	..	..	..	5	8	..	..	..	..	13	2	15
19. Norway . . . .	..	..	..	..	1	..	..	..	1	2	3	5
20. Philippines . .	3	1	7	4	..	4	..	..	4	23	..	23
21. Poland	1	1	3	..	..	..	..	..	1	6	1	7
22. Rumania . . .	3	..	..	..	..	..	..	..	..	3	1	4
23. Spain	7	..	..	1	..	..	..	..	17	25	..	25

24. Sweden . . .	3	1	2	2	3	..	..	..	2	13	6	19
25. Switzerland .	21	2	10	3	1	1	..	15	62	115	7	122
26. Turkey . . .	1	..	..	..	..	..	..	..	..	1	..	1
27. U. A. R. . . .	..	..	..	..	..	..	..	..	24	24	..	24
28. U. K.	423	218	960	1,302	15	8	48	23	49	3,046	..	3,046@
29. U. S. A. . . .	1,044	956	2,250	656	343	494	215	25	393	6,376	144	6,520
30. U. S. S. R. . .	3	24	59	6	7	..	..	..	6	105	..	105
31. West Germany	66	237	950	265	13	30	..	6	182	1,749	1,876	3,625
32. Yugoslavia . .	1	1	13	1	..	..	..	..	4	20	3	23
33. Pakistan . . .	5	3	1	9	..	3	..	1	43	65	..	65***
Total	1,612	1,626	4,381	2,320	411	547	269	74	1,001	12,241	2,347	14,588

*This includes students, in whose case subject of study is not known.

**This includes students, of Ph. D. where the subject of research is not specified.

***Excludes students studying in High School classes.

NOTE— 1. Figure of U. A. R. is the same as on 1-1-1961 and

2. Figure of Finland is 2 more than on 1-1-1961.

@Figures are provisional.

were receiving specialised training in various branches of technology and industry. Table CXXX gives the statistics of these students according to courses of study and the country where they were pursuing their studies. U.S. A. attracted the largest number of such students (6,520), followed by West Germany (3,625), U. K. (3,046), Canada (430), and France (141). In other countries the number of such students/trainees was less than 100. Of the total number of students, a great majority was receiving instructions and practical training in Engineering and Technology (35·8 per cent), Medicine and Veterinary Science (18·9 per cent), Applied Science (13·3 per cent) and Arts subjects (13·2 per cent).

CHAPTER XI

STATISTICAL SURVEY

An attempt has been made in this chapter to study the trends in some important fields of education as revealed by statistics for the quinquennium ending 1961-62. This study being largely statistical does not aim at qualitative assessment of educational development during the period. Moreover, the trends have been studied on an all-India basis and the conclusions do not reflect inter State variations.

Elementary Education

The progress made in the field of elementary education during the years from 1956-57 to 1961-62 is given in table CXXXI below:

Table CXXXI—Enrolment in classes I—VIII, 1956—62

Year	No. of Pupils in Classes I—VIII (In lakhs)			Percentage of girls to total	Percentage of increase from the previous year		
	Boys	Girls	Total		Boys	Girls	Total
1956-57	220.95	93.54	314.49	29.7	5.4	10.0	6.8
1957-58	232.40	98.53	330.93	29.8	5.2	5.4	5.2
1958-59	252.14	109.83	361.97	30.3	8.5	11.4	9.4
1959-60	269.17	119.55	388.72	30.8	6.8	8.9	7.4
1960-61	286.16	130.17	416.33	31.3	6.3	8.9	7.1
1961-62	315.91	149.81	465.72	32.2	10.4	15.1	11.9

The above table shows that the enrolment in Class I—VIII maintained its rising trend throughout the period under review. During this period over 150 lakhs of additional children came to be enrolled in the elementary classes. This gives an average increase of more than 30 lakhs of students per year—over 18 lakhs boys and 11 lakhs girls. In spite of the fact that the gap between the enrolment of girls and boys continued to be wide, the percentage increase of enrolment of girls has been better than that of the boys. The expansion of educational facilities in this field of education on the whole has been fairly rapid.

Table CXXXII—Educational Facilities for the Age-Group 6—14

Year	Percentage of pupils in classes I—VIII to the total population in the age-group 6—14		
	Boys	Girls	Total
1956-57	55.9	24.9	40.9
1957-58	60.2	26.9	43.9
1958-59	61.1	28.3	45.2
1959-60	63.3	29.9	47.1
1960-61	66.3	32.0	49.7
1961-62	71.2	35.8	54.0

The percentage of educational facilities in Classes I—VIII to the population of children in the age-group 6—14 increased from 40·9 to 54·0. This shows an average increase of 2·62 per cent per year. Whereas in 1961-62 against 100 boys over 71 boys were going to schools, in the case of girls over 35 were going against 100. It is, therefore, obvious that the tempo of educational enrolment will have to be accelerated to achieve the goal of universal education for children up to the age of 14 years. This is particularly true of girls where the percentage of enrolment to the total population in the age-group 6—14 is still very low as compared to the boys.

Primary Education

Primary education is imparted in primary schools as well as in primary departments of middle and high schools. Table CXXXIII shows an increase in the number of primary schools from 1956-57 to 1961-62. The statistics given in this table, however, do not include the number of primary departments of middle and secondary schools.

Table CXXXIII—Number of Primary Schools, 1956—62

Year	Primary Schools		Primary Schools for Girls		Single-Teacher Schools		Percentage of single teacher schools to total No. of Primary schools
	Number	Increase from the previous year	Number	Percentage of Girls Schools to total No. of Schools	Number	Percentage of increase from the previous year	
1956-57	2,87,298	9,163	16,065	5·6	1,16,272	4·5	40·5
1957-58	2,98,247	10,949	16,433	5·5	1,23,248	6·0	41·3
1958-59	3,01,564	3,317	16,735	5·5	1,29,193	4·8	42·8
1959-60	3,19,070	17,506	18,890	5·9	1,33,993	7·6	43·6
1960-61	3,30,399	11,329	19,829	6·0	1,45,191	4·5	43·9
1961-62	3,51,530	21,131	22,057	6·3	1,55,047	6·8	44·1

This table shows that the number of primary schools increased from over 2·87 lakhs in 1956-57 to 3·52 lakhs in 1961-62. This gives an increase of more than 64,000 in five years or an average of 12,800 new schools per year. Of the total number of primary schools, over 6 per cent were meant for girls. On the whole the increase in the number of primary schools during the year under review is an impressive record of effort made for the establishment of a broad based system of primary education in the country.

The above table also shows that the number of single-teacher primary schools has been progressively increasing not only in numbers but also in proportion to the total number of primary schools.

The distribution of primary schools according to management is given in the following table :—

Table CXXXIV—Number of Primary Schools by Management, 1956—62

Year	Total No. of Primary Schools	Number of Primary Schools Managed by			Percentage of Govt. managed Schools	Percentage of Local Bodies managed Schools	Percentage of Private Schools
		Govt.	Local Boards	Private Bodies			
1956-57	2,87,298	64,098	1,52,084	71,136	22.3	52.9	24.8
1957-58	2,98,247	77,724	1,48,275	72,248	26.1	49.7	24.2
1958-59	3,10,564	81,939	1,48,301	71,324	27.2	49.1	23.7
1959-60	3,19,070	70,533	1,77,855	70,682	22.1	55.7	22.2
1960-61	3,30,399	72,330	1,84,825	73,194	21.9	55.9	22.2
1961-62	3,51,510	76,609	1,93,564	75,357	21.8	56.8	21.4

It will be observed from the above data that more than half the number of schools are managed by Local Bodies and the remaining being equally divided between Govt. and private organisations. Taking Govt. and Local Boards together, schools under public management constituted more than 3/4 of the total number of schools.

Enrolment in Classes I—V during the five years under discussion is given in the following table :

Table CXXXV—Educational Facilities for the Age Group 6—11, 1956—62

Year	Enrolment in Classes I—V (in Lakhs)			Percentage of enrolment of children in the age-group 6—11		
	Boys	Girls	Total	Boys	Girls	Total
1956-57	184.51	82.62	267.13	73.7	34.5	54.5
1957-58	194.04	87.68	281.70	76.1	36.2	56.7
1958-59	210.15	97.42	307.57	76.0	37.5	57.3
1959-60	222.96	105.24	328.19	81.4	40.5	61.5
1960-61	234.68	113.47	348.15	80.9	42.0	62.0
1961-62	259.84	131.18	391.02	87.4	47.0	67.8

The above data shows that enrolment increased about 124 lakhs by 1961-62 over that of 1956-57. This figure includes 75·33 lakhs boys and 48·56 lakhs girls. The average annual increase in enrolment works out to over 24 lakhs—15 lakhs boys and 9·71 lakhs girls. The gap between enrolment of boys and girls still remains wide.

The above table also gives the percentage of enrolment in Classes I—V to the population of children in the age-group 6—11. As against about 87% of boys only about 47% of girls in the said age-group were availing the school places. This gives an overall percentage of 67·8 only. The problem of girls' education, therefore, still remains to be tackled so far as this field of education is concerned.

It may incidentally be mentioned here that not all the students of classes I—V who have been related to the population of age-group 6—11 actually belong to this age group. A substantial portion of this enrolment belongs to ages outside the age-group 6—11.

Table CXXXVI below indicates the extent to which the enrolment of classes I—V falls outside the age-group 6—11 :

**Table CXXXVI—Pupils Outside the Age-Group 6—11, in Classes I—V
1956—62**

Year	Enrolment in Classes I—V (in Lakhs)			Pupils below 6 and above 11 in Classes I—V (in Lakhs)			Percentage of pupils below 6 & above 11 in classes I—V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1956-57	184·51	82·62	267·13	44·27	17·79	62·06	24·0	21·5	23·2
1957-58	194·04	87·66	281·70	46·14	18·20	64·34	23·8	20·8	22·8
1958-59	210·15	97·42	307·57	48·68	19·47	68·14	23·2	20·0	22·2
1959-60	222·96	105·24	328·19	51·66	21·41	73·07	23·2	20·2	22·3
1960-61	234·68	113·47	348·15	54·00	23·05	77·05	23·0	20·3	22·1
1961-62	259·84	131·18	391·02	60·45	27·24	87·69	23·3	20·8	22·4

It is evident that 22·4 per cent of the seats available in classes I—V were utilized by children of the wrong age. It is, however, a matter of satisfaction that this percentage is not increasing much.

One of the draw-backs from which primary education suffers is wastage (including stagnation). By wastage is meant the loss on account of premature withdrawal of children from school and failure on the part of some pupils to get promoted from one class to the next in the course of an academic year. Thus all children who join the schools are not of the age of 6 and due to failures or even otherwise they continue to be in classes I—V even when they cross the age of 11.

It will appear from the above table that there is wastage and stagnation to the extent of 58% in respect of children who join Class I before reaching Class IV. The wastage is heavier among girls than among boys.

Table CXXXVII—Wastage and Stagnation, 1956—62

Year	Enrolment in Class I three years previously (In lakhs)			Enrolment in Class IV during the year (in lakhs)			Numerical Wastage and Stagnation (In lakhs)			Wastage and stagnation in percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1956-57 . .	54.67	26.20	80.87	25.10	9.57	34.67	29.57	16.63	46.20	54.1	63.4	57.1
1957-58 . .	61.89	29.23	91.12	26.57	10.29	36.86	35.32	18.94	54.26	57.1	64.8	59.5
1958-59 . .	66.60	32.98	99.58	28.69	11.51	40.20	37.91	21.47	59.38	58.9	65.1	59.6
1959-60 . .	67.71	35.12	102.83	30.01	12.47	42.48	37.70	22.65	60.35	55.7	64.5	58.7
1960-61 . . .	72.42	36.66	109.08	32.53	14.01	46.54	39.89	22.65	62.54	55.1	61.8	57.3
1961-62 . .	78.84	41.15	119.99	34.98	15.42	50.40	43.86	25.73	69.59	55.6	62.5	58.0

Table CXXXVIII shows the magnitude of wastage and stagnation from Class I to II, from Class II to III and from Class III to IV. This table has been prepared by taking the enrolment of Class I as 100 and thus calculating the indices of enrolment in the subsequent classes in the subsequent years.

Table CXXXVIII—Indices of Enrolment in Classes I—IV

Class	1954—58 Batch			1955—59 Batch			1956—60 Batch		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
I .	100	100	100	100	100	100	100	100	100
II .	62	58	61	61	55	59	61	56	58
III .	51	45	49	50	43	48	50	44	49
IV .	43	35	40	43	35	40	44	36	41

Class	1957—61 Batch			1958—62 Batch		
	Boys	Girls	Total	Boys	Girls	Total
	11	12	13	14	15	16
I .	100	100	100	100	100	100
II .	62	58	61	61.2	56.4	59.6
III .	51	46	49	51.1	45.1	49.1
IV .	45	38	43	44.4	37.5	42.0

It is clear from the above table that wastage and stagnation is the highest from Class I to Class II and gradually decreases to Class IV. Of the 100 children who join Class I only 42 reached Class IV.

The following table gives an idea of the growth of teaching staff of Primary schools together with their position with regard to training :

Table CXXXIX—Teachers in Primary Schools, 1956—62

Year	No. of Teachers in Primary Schools (In Thousands)			Increase or decrease from previous year (in thousands)	Percentage of Women Teachers	No. of Trained Teachers (in thousands)	Percentage of Trained Teachers
	Men	Women	Total				
1956-57 .	589	121	710	+19	17.1	442	63.5
1957-58 .	602	127	729	+19	17.4	463	63.5
1958-59 .	577	118	695	-34	16.9	443	63.7
1959-60 .	606	125	731	+36	17.1	467	63.8
1960-61 .	615	127	742	+11	17.1	475	64.1
1961-62 .	656	139	795	+53	17.0	511	64.3

The strength of teaching staff in primary schools rose from 710 thousand in 1956-57 to 795 thousand in 1961-62. This gives an average increase of 17,000 teachers per year. The number of trained teachers also steadily increased during the period under review.

The following table gives the distribution of direct expenditure on primary schools by sources :—

Table CXL—Expenditure on Primary Schools by Sources, 1956-62

Year	Expenditure met from (In crores of rupees)					Percentage of expenditure met from Government and Local Boards Funds
	Govt. Funds	Local Board Funds	Fees	Other Sources	Total	
1956-57	43.56	11.50	1.80	1.62	58.48	94.2
1957-58	52.36	10.75	1.76	1.84	66.71	94.6
1958-59	51.78	8.36	1.57	1.86	63.57	94.6
1959-60	56.31	9.92	1.66	1.82	69.71	95.0
1960-61	59.12	10.67	1.72	1.94	73.45	95.0
1961-62	66.21	12.47	2.04	1.95	82.67	95.2

But for 4.8% of the expenditure which is met from fees and other sources, the entire burden of providing primary education in India is being borne by public authorities, i.e., Government and Local Bodies.

Of the direct expenditure, salaries of teachers claimed the lion's share as is clear from the table given below :—

Table CXLI—Teachers' Salaries in Primary Schools, 1956-62

Year	Total Direct Expenditure (In crores of rupees)	Teachers' Salaries	Percentage of Teachers' salaries to total Direct expenditure	Average salary per teacher per annum	Salary index with 1956-57 as base
1956-57	58.48	49.28	84.3	694.0	100.0
1957-58	66.71	56.92	85.3	780.6	112.5
1958-59	63.57	58.78	86.2	788.5	113.6
1959-60	69.71	61.29	87.9	838.4	120.8
1960-61	73.45	64.72	88.1	872.8	125.8
1961-62	82.67	72.61	87.8	913.3	131.6

The percentage of expenditure on salaries of teachers to total direct expenditure increased from 84·3 in 1956-57 to 87·8 in 1961-62. The average salary of a primary school teacher has been rising during the period from Rs. 694 in 1956-57 to Rs. 913·3 in 1961-62. It increased by 31·6 per cent in five years.

Middle School Education

This stage of education is provided in middle schools and middle departments attached to high and higher secondary schools. The following table shows the expansion in the number of middle schools in the country from 1956-57 to 1961-62 :—

Table CXLII—Number of Middle Schools, 1956-62

Year	Number of Middle Schools for			Percentage of increase from the previous year	Percentage of middle schools for Girls
	Boys	Girls	Total		
1956-57	21,871	2,615	24,486	12·7	10·7
1957-58	24,141	2,874	27,015	10·3	10·6
1958-59	35,835	3,762	39,597	46·6	9·5
1959-60	37,865	4,056	41,921	5·9	9·7
1960-61	44,997	4,666	49,663	18·5	9·4
1961-62	50,765	5,150	55,915	12·6	9·2

It will be seen that there has been a phenomenal increase in the number of middle schools. The number of middle schools meant for girls, though increased numerically, has been declining proportionately. This is indicative of co-education steadily becoming more popular at this stage of education as well.

The distribution of middle schools by management is shown in table CXLIII.

Table CXLIII—Number of Middle Schools by Management, 1956-62

Year	Number of Middle Schools managed by				Percentage of Govt. Schools	Percentage of Local Boards Schools	Percentage of Private Schools
	Government	Local Boards	Private Bodies	Total			
1956-57	5,164	10,830	8,492	24,486	21·1	44·2	34·7
1957-58	6,807	10,928	9,280	27,015	25·2	40·5	34·3
1958-59	7,314	20,991	11,292	39,597	18·5	53·0	28·5
1959-60	7,307	22,756	11,858	41,921	17·4	54·3	28·3
1960-61	9,695	26,481	13,487	49,663	19·5	53·3	27·2
1961-62	11,420	29,599	14,896	55,915	20·4	52·9	26·7

The above table shows that majority of the middle schools were managed by Local Boards and their number has been gradually increasing.

Trends in enrolment of Classes VI—VIII between 1956-57 and 1961-62 are revealed in the table below:—

Table CXLIV—Enrolment in Classes VI—VIII, 1956-62

Year	Pupils in Classes VI—VIII (in Lakhs)			Percentage of girls to total	Percentage of enrolment in classes VI—VIII to children in the age-group 11—14		
	Boys	Girls	Total		Boys	Girls	Total
1956-57	36.44	9.92	46.36	21.4	26.4	7.7	17.3
1957-58	38.35	10.93	49.28	22.2	29.2	8.8	19.3
1958-59	42.00	12.41	54.41	22.8	30.9	9.7	20.7
1959-60	46.21	14.31	60.52	23.6	30.5	10.2	20.7
1960-61	51.48	16.70	68.18	24.5	36.4	12.4	24.7
1961-62	56.08	18.62	74.70	24.9	38.7	13.5	26.4

This table shows that during the period under review, the total strength of Classes VI—VIII increased by 28.34 lakhs of which boys were 19.64 lakhs and girls 8.70 lakhs. The position of girls in the total enrolment in these classes improved from 21.4% to 24.9%.

The above table also gives the percentage of enrolment in Classes VI—VIII to the population in the age-group 11—14 years. In 1961-62 facilities for middle school education were available only for 26.4% of the population of the corresponding age-group. The gap between the enrolment of boys and girls was still very large. These gaps will have to be bridged for achieving the goal of universal education at the middle stage.

Data about teachers in middle schools are given in table CXLV.

Table CXLV—Teachers in Middle Schools, 1956-62

Year	Number of Teachers			Percentage of Women Teachers to Total	Trained Teachers	Percentage of Trained Teachers
	Men	Women	Total			
1956-57	1,35,467	31,096	1,66,563	18.7	1,00,077	60.1
1957-58	1,48,054	37,019	1,85,073	30.0	1,16,021	62.7
1958-59	2,05,774	59,907	2,65,681	22.5	1,74,857	65.8
1959-60	2,22,108	70,024	2,92,132	24.0	1,93,879	66.4
1960-61	2,81,696	83,532	3,45,228	24.2	2,29,606	66.5
1961-62	2,87,795	94,251	3,82,046	24.7	2,60,103	68.1

The strength of teaching staff in middle schools increased by 2,15,483 in five years giving an average increase of 43,097 teachers per year. The number of trained teachers increased gradually from 60.1% in 1956-57 to 68.1% in

1961-62. The proportion of women teachers to the total number of teachers improved from 18.7% in 1956-57 to 24.7% in 1961-62.

With the increase in the number of middle schools and the strength of teachers working therein, it is natural that the cost of running these schools should also increase correspondingly. Table CXLVI gives the data about direct expenditure on middle schools by sources:—

Table CXLVI—Direct Expenditure on Middle Schools by Sources, 1956-62

Year	Total direct expenditure (Rupees in Crores)	Percentage of expenditure met from			
		Government Funds	Local Boards Funds	Fees	Other Sources
1956-57	17.15	60.5	11.6	14.6	13.3
1957-58	20.77	72.3	8.8	12.2	6.7
1958-59	31.83	73.3	12.0	8.6	6.1
1959-60	35.16	73.5	12.0	8.3	6.2
1960-61	42.92	74.1	12.6	7.4	5.9
1961-62	48.84	74.7	12.6	7.4	5.3

The proportion of Government contribution has risen sharply during this period while that of other sources has been declining in varying proportions. There has been phenomenal decrease in the case of fees which is perhaps due to the fact that free education at this stage was being gradually extended to new areas and classes.

Of the total direct expenditure on middle schools, more than 84.8 per cent was incurred on meeting the salaries of teachers as will appear from the following table—

Table CXLVII—Expenditure on Salaries of Middle Schools Teachers, 1956-62

Year	Direct expenditure on Middle Schools (Rupees in Crores)	Expenditure on salaries of Middle School Teachers (In Crores)	Percentage of Teachers Salaries to total Direct expenditure	Rs.	
				Average annual salary per teacher	Salary index with 1956-57 as base
1956-57	17.15	12.06	70.3	832	100
1957-58	20.77	17.01	81.9	919	110
1958-59	31.83	26.71	83.9	1,005	121
1959-60	35.16	30.30	86.2	1,037	125
1960-61	42.92	36.51	85.1	1,058	127
1961-62	48.84	41.43	84.8	1,084	130

The average annual salary per teacher increased from Rs. 832 in 1956-57 to Rs. 1,084 in 1961-62, or by 30.3 per cent in five years.

Basic Education

Basic education consists of an integrated course of 8 years duration—junior basic of five years and senior basic of three years. But this pattern is not uniform in all the States. Table CXLVIII below shows the increase in the number of basic schools during the period under report:—

Table CXLVIII—Number of Basic Schools, 1956-62

Year	Junior Basic School				Senior Basic Schools			
	Number	Percentage of Schools Managed by			Number	Percentage of Schools Managed by		
		Government	Local Boards	Private Bodies		Government	Local Boards	Private Bodies
1956-57	46,881	11.7	77.6	10.7	6,897	13.1	79.4	7.5
1957-58	52,039	13.7	74.3	12.0	7,819	15.0	75.5	9.5
1958-59	57,069	13.8	74.3	11.9	12,739	11.7	71.6	16.7
1959-60	61,757	10.6	78.3	11.1	13,554	9.7	73.4	16.9
1960-61	65,949	10.7	78.7	10.6	14,269	9.3	72.9	17.8
1961-62	73,982	10.6	80.0	9.4	15,485	9.8	72.4	17.8

The number of Junior Basic Schools increased by about 27,000 and that of Senior Basic Schools by about 8,500. An overwhelming majority of Junior Basic Schools (80 per cent) are managed by Local Boards and the rest are almost equally distributed between Government and private managements. In so far as Senior Basic Schools are concerned, the management pattern has been almost similar to that of Junior Basic Schools.

Table CXLIX compares the number of Junior Basic Schools with the total number of primary schools (basic as well as non-basic) and Senior Basic Schools with the total number of middle schools (basic as well as non-basic).

Table CXLIX—Proportion of Junior and Senior Basic Schools, 1956-62

Year	Junior Basic Schools	Primary Schools (Basic & Non-Basic)	Junior Basic Schools as percentage of Primary Schools	Senior Basic Schools	Middle Schools (Basic & Non-Basic)	Senior Basic Schools as percentage of Middle Schools
1956-57	46,881	2,87,298	16.3	6,897	24,486	28.1
1957-58	52,039	2,98,247	17.4	7,819	27,015	28.9
1958-59	57,069	3,01,564	18.9	12,739	39,597	32.2
1959-60	61,757	3,19,070	19.4	13,554	41,921	32.3
1960-61	65,949	3,30,399	20.0	14,269	49,663	28.7
1961-62	73,982	3,51,530	21.0	15,485	55,915	27.7

The above table shows that in spite of substantial increase in the number of Junior and Senior Basic Schools, their proportion to primary and middle schools did not go beyond 21 per cent and 28 per cent respectively.

The enrolment of junior and senior basic schools is given in table CL below:—

Table CL—Enrolment in Basic Schools, 1956-62

Year	Enrolment in Junior Basic Schools (In Lakhs)			Enrolment in Senior Basic Schools (In Lakhs)			Percentage of enrolment in Junior Basic Schools to that of Primary Schools	Percentage of enrolment in Senior Basic Schools to that of Middle Schools
	Total	Girls	Percentage of girls	Total	Girls	Percentage of girls		
1956-57 . . .	41.28	8.61	20.9	17.31	4.88	28.2	17.26	39.51
1957-58 . . .	48.13	10.33	21.5	19.77	5.86	29.6	19.42	39.07
1958-59 . . .	54.50	12.14	22.3	27.55	7.56	27.4	22.36	33.72
1959-60 . . .	60.13	13.99	23.3	29.91	8.39	28.1	23.23	33.66
1960-61 . . .	65.02	15.78	24.3	32.20	9.01	28.0	24.40	30.35
1961-62 . . .	76.43	19.91	26.0	35.90	10.30	28.8	26.0	29.6

The total enrolment in junior basic schools increased by 35.15 lakhs in the course of five years while that in the senior basic schools by 18.59 lakhs. This compares favourably with the increase in the number of junior and senior basic schools.

The proportion of girls improved from 20.9 per cent in 1956-57 to 26.0 per cent in 1961-62 in junior basic schools and from 28.2 per cent in 1956-57 to 28.8 per cent in 1961-62 in the case of senior basic schools. 26 per cent of the pupils in primary schools were studying in junior basic schools and 29.6 per cent of the pupils in middle schools were in senior basic schools.

Table CLI—Expenditure on Basic Schools, 1956-62

Year	Total expenditure (In Crores of Rupees)	Percentage of Expenditure met from				Percent- age of expendi- ture on Basic Schools to that on Primary/ Middle Schools
		Govern- ment Funds	Local Board Funds	Fees	Other Sources	
<i>Junior Basic Schools</i>						
1956-57	9.11	75.7	20.1	3.1	1.9	15.6
1957-58	10.85	78.9	18.4	0.8	1.9	16.3
1958-59	12.50	79.0	18.7	0.3	2.0	19.7
1959-60	14.04	78.9	19.0	0.4	1.7	20.1
1960-61	16.14	79.1	18.5	0.6	1.8	22.0
1961-62	18.87	79.1	18.8	0.8	1.3	21.8
<i>Senior Basic Schools</i>						
1956-57	5.09	83.5	11.4	2.1	3.0	29.7
1957-58	6.26	82.9	12.6	2.0	2.5	30.1
1958-59	10.27	75.4	11.7	8.7	4.2	32.3
1959-60	10.99	75.6	20.3	1.0	3.1	31.3
1960-61	12.36	77.1	11.4	7.2	4.3	28.8
1961-62	13.53	77.5	11.3	7.3	3.9	27.7

During the period under review, the total expenditure on Junior Basic Schools have almost doubled whereas the expenditure on Senior Basic Schools increased to nearly three times. A high percentage of the expenditure in both types of schools is met from the Govt. funds. During these years there is a tendency for the percentage of expenditure met from Govt. funds on Junior Basic Schools to increase whereas the expenditure met from Govt. on Senior Basic Schools shows a decreasing tendency.

Table CLII—Teachers in Basic Schools, 1956-62

Year	Teachers in Junior Basic Schools			Teachers in Senior Basic Schools		
	Total	Trained	Percent- age of Trained teachers to Total	Total	Trained	Percent- age of Trained teachers to total
1956-57	1,19,366	93,400	78.2	62,552	38,684	73.6
1957-58	1,34,927	1,05,704	78.3	57,846	43,869	75.8
1958-59	1,48,361	1,15,181	77.6	87,437	66,087	75.6
1959-60	1,59,751	1,21,704	76.2	95,539	72,461	75.8
1960-61	1,75,606	1,31,638	75.0	1,02,083	76,890	75.3
1961-62	1,96,429	1,41,828	72.2	1,11,810	84,602	75.7

The above table gives the teachers in Basic Schools during the period 1956—62. The number of teachers in the Junior Basic Schools has increased from 1·2 lakhs in 1956-57 to 2·0 lakhs in 1961-62. But it is seen that the training arrangements are not keeping pace with the total number of teachers employed. The percentage of trained teachers in Junior Basic Schools has decreased from 78 per cent in 1956-57 to 72 per cent in 1961-62.

The total number of teachers in Senior Basic Schools has more than doubled during this period. The percentage of trained teachers has also increased from 74 per cent to 76 per cent.

High and Higher Secondary Education

Education at this stage is usually provided in High and Higher Secondary Schools. In some cases colleges also have classes in this stage attached to them but the number of such attached classes of High and Higher Secondary Schools is not available. The table below gives the number of High/Higher Secondary Schools in the country:—

Table CLIII—Number of High/Higher Secondary Schools, 1956-62

Year	Number of High and Higher Secondary Schools		Percentage of Girls Schools	Percentage of Schools managed by		
	Total	For Girls		Government	Local Boards	Private Bodies
1956-57	11,805	1,758	14·9	15·3	13·0	71·7
1957-58	12,639	1,889	15·0	19·0	10·1	70·9
1958-59	14,326	2,103	14·7	19·5	10·0	70·5
1959-60	15,703	2,281	14·5	18·1	11·6	70·3
1960-61	17,257	2,521	14·6	18·8	12·0	69·2
1961-62	19,306	2,784	14·4	19·2	13·0	67·8

Following are the main points which emerge from the table above:—

- (1) The total number of High/Higher Secondary Schools have increased by about 7,500 during this period, i.e. nearly 64 per cent in five years.
- (2) The increase in the number of girls schools is also of the same order. However, there is no increase in the percentage of schools for girls during the period under review.
- (3) A substantial percentage of these schools (68 per cent) are in private hands. However, lately the percentage of schools managed by private bodies shows a decreasing trend whereas the percentage of schools managed by Govt. and Local Bodies is increasing.

Table CLIV—Enrolment in Classes IX—X/XI, 1956-62

Year	Enrolment in Classes IX-X/ XI (In Lakhs)			Percentage of Enrolment to Population in the age-group 14—16/17		
	Boys	Girls	Total	Boys	Girls	Total
1956-57 . . .	16.63	3.44	20.07	14.6	3.0	9.1
1957-58 . . .	17.93	3.90	21.83	14.7	3.4	9.2
1958-59 . . .	19.36	4.23	23.59	15.7	3.5	9.7
1959-60 . . .	20.70	4.52	25.22	14.7	3.5	9.3
1960-61 . . .	23.31	5.41	28.72	18.0	4.4	11.4
1961-62 . . .	26.03	6.31	32.34	19.6	5.0	12.5

The table above gives the enrolment in Classes IX-X/XI during the years 1956—62. The total enrolment has increased by 12 lakhs during this period. Of this increase only 3 lakhs is for girls.

The enrolment in Classes IX-X/XI in terms of the total population in the age-group 14-16/17 has increased from 9 per cent in 1956-57 to 12.5 per cent in 1961-62. The percentage enrolment of girls to the female population was 3 in 1956-57. It has increased to 5% by 1961-62.

Table CLV—Teachers in High/Higher Secondary Schools, 1956-62

Year	Total Number of Teachers	Number of Women Teachers	Percentage of women teachers	Number of trained teachers	Percentage of Trained teachers
1956-57 . . .	2,05,617	39,146	19.0	1,25,845	61.2
1957-58 . . .	2,21,695	43,203	19.5	1,39,175	62.8
1958-59 . . .	2,45,555	49,277	20.1	1,55,288	63.2
1959-60 . . .	2,67,637	5,5,312	20.7	1,70,670	63.8
1960-61 . . .	2,96,305	62,347	21.0	1,89,962	64.1
1961-62 . . .	3,30,570	71,281	21.6	2,12,597	64.3

The total number of teachers in High/Higher Secondary Schools have increased by 1.25 lakhs during this period whereas the total number of women teachers have almost doubled during the same period. Also the percentage of women teachers to total number of teachers is increasing. The percentage of trained teachers increased from 61 per cent to 64 per cent during the same period.

Table CLVI—Expenditure on High/Higher Secondary Schools by Sources 1956-62

Year	Total Expenditure (Rupees in Crores)	Percentage of Expenditure met from			
		Government Funds	Local Board Funds	Fees	Other Sources
1956-57	41.59	42.0	4.1	44.1	9.8
1957-58	46.47	44.4	4.5	41.5	9.6
1958-59	52.51	45.9	3.8	41.1	9.2
1959-60	59.90	48.1	4.5	39.4	8.0
1960-61	68.91	48.0	4.7	39.2	8.1
1961-62	79.12	51.1	4.1	37.2	7.6

The total expenditure on High/Higher Secondary Schools is given above. The total expenditure has almost doubled during the period 1956—62. In 1956-57 income from fees formed a major source for meeting the total expenditure. In later years a major part of the expenditure is met from Govt. funds. Also the percentage income from fees is decreasing year by year whereas the expenditure met from Govt. funds is increasing.

A major part of the total expenditure on High/Higher Secondary Schools was expended on teachers' salaries. This is brought out in the table below:—

Table CLVII—Salaries of Teachers in High/Higher Secondary Schools, 1956-62

Year	Total expenditure on High/Higher Secondary Schools (Rupees in Crores)	Expenditure on Teachers' Salaries (Rupees in Crores)	Percentage of expenditure on Salaries	Average annual salary per teacher	Salary Index with 1956-57 as base
1956-57	41.59	29.01	71.4	1,411	100.0
1957-58	46.47	33.31	71.7	1,503	108.5
1958-59	52.51	37.93	72.2	1,545	109.5
1959-60	59.90	46.05	76.9	1,721	121.9
1960-61	68.91	49.81	72.3	1,681	112.0
1961-62	79.12	56.98	72.0	1,724	122.2

The percentage of expenditure on teachers' salaries has remained more or less constant around 72 per cent during this period excepting 1959-60 in which year about 77 per cent of the expenditure was on teachers' salaries.

It is also seen from the table that the average annual salary per teacher has increased from about Rs. 1,411 in 1956-57 to Rs. 1,724 in 1961-62, or by 22.2 per cent in five years.

Table CLVIII—Results of Matriculation and Equivalent Examinations, 1956-62

Year	Number appeared	Number passed	Pass percentage	Number of Girls included in Col. (3)	Percentage of girls among number passed
1956-57 . . .	10,12,309	4,66,764	46.1	83,046	17.8
1957-58 . . .	10,79,966	5,21,552	48.3	91,179	17.5
1958-59 . . .	11,75,706	5,30,136	45.1	92,818	17.5
1959-60 . . .	13,49,465	5,72,198	42.4	1,13,123	19.8
1960-61 . . .	14,48,440	6,61,501	45.7	1,34,498	20.3
1961-62 . . .	16,44,614	7,49,914	45.5	1,46,626	19.6

The out-turn of matriculates and equivalents during the period 1956--62 is given above. The number of pupils appearing for matriculation and equivalent examinations had been increasing steadily from year to year.

Higher Education

Institutions of higher education include universities and the colleges attached to them as well as the institutions of higher education which are not affiliated to these universities. The following table gives the number of institutions of higher education:—

Table CLIX—Number of Institutions for Higher Education, 1956-62

Year	Universities	Research Institutions	Colleges and Institutions		
			General Education	Professional Education	Special Education
1956-57 . . .	33	41	773	399	128
1957-58 . . .	38	43	817	489	148
1958-59 . . .	40	42	878	542	168
1959-60 . . .	40	42	946	725	180
1960-61 . . .	45	41	1,039	852	208
1961-62 . . .	46	44	1,138	961	222

During the five-year period 1956-62, the number of universities increased by 13. The number of research institutions having teaching functions increased by 3. The number of colleges for general education increased by 365. Colleges and institutions of professional education increased by 562 and for special education by 94.

The enrolment at the university stage is given in the following table:—

Table CLX—Enrolment at the University Stage, 1956-62

Year	General Educa- tion		Professional and Technical Education		Special Educa- tion		All Higher Education		Per- centage of girls
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	
1956-57	6.25	0.96	1.62	0.11	0.14	0.04	8.01	1.11	13.9
1957-58	6.62	1.07	1.82	0.14	0.18	0.04	8.62	1.25	14.5
1958-59	7.35	1.25	2.02	0.16	0.21	0.06	9.58	1.47	15.3
1959-60	7.85	1.37	2.38	0.22	0.21	0.06	10.44	1.65	15.8
1960-61	8.07	1.50	2.64	0.26	0.21	0.07	10.92	1.83	16.8
1961-62	8.65	1.69	2.97	0.30	0.24	0.09	11.86	2.08	17.5

The total enrolment at the university stage increased by $1\frac{1}{2}$ times during the period 1956—62. The percentage of girls enrolled increased by 4.

The table below gives the distribution of the enrolment in colleges for general education by stages of education:—

Table CLXI—Enrolment in Colleges for General Education of Stages, 1956-62

Year	Total (In lakhs)	Intermediate		Degree		Post Graduate and Research	
		Number (In lakhs)	Percent- age	Number (In lakhs)	Percent- age	Number (In lakhs)	Percent- age
1956-57	6.25	4.26	68.1	1.68	26.9	0.31	5.0
1957-58	6.62	4.39	66.3	1.89	28.6	0.34	5.1
1958-59	7.35	4.87	66.3	2.08	28.3	0.40	5.4
1959-60	7.85	4.93	62.8	2.49	31.7	0.43	5.5
1960-61	8.07	4.58	56.8	2.99	37.0	0.50	6.2
1961-62	8.65	4.46	51.6	3.62	41.8	0.57	6.6

Even though there is a slight increase in the number of students enrolled for intermediate, percentage number of students at this stage shows a decreasing tendency. The percentage number of students enrolled at the degree stage has increased from 27 per cent in 1956-57 to 42 per cent in 1961-62. Similarly the number of students at the post-graduate stage has increased from 5 per cent to 6.6 per cent.

The subject-wise enrolment in colleges for professional education is given in the following table:—

Table CLXII—Enrolment in Professional Subjects, Collegiate Stage, 1956-62

Year	Agriculture	Commerce	Education	Engineering and Technology	Law	Medicine	Others	Total
1956-57	7,051	61,303	17,261	21,905	20,817	27,289	5,838	1,61,464
1957-58	9,304	63,206	22,051	28,391	22,598	30,317	6,286	1,82,153
1958-59	10,871	66,582	24,422	35,255	24,055	32,950	7,554	2,01,689
1959-60	13,295	74,486	39,135	40,242	25,925	36,615	8,385	2,38,083
1960-61	15,848	78,312	46,878	47,838	27,141	40,402	8,079	2,64,498
1961-62	18,927	88,473	52,561	54,420	28,220	44,952	9,031	2,96,584

The following points emerge from the above table—

- (i) There is substantial increase in the enrolment during the period in all the subjects.
- (ii) The largest increase is observed in teachers' training, followed by engineering and technology, commerce and medicine.

Table CLXIII—Expenditure on Institutions for Higher Education, 1956-62

Year	Universities	Boards of Education	Research Institutions	Colleges for General Education	Colleges for Professional Education	Colleges for Special Education	Total
(In crores of Rupees)							
1956-57	9.20	1.50	1.75	12.82	7.79	0.49	33.55
1957-58	9.80	1.76	2.94	14.12	8.84	0.62	38.08
1958-59	11.56	2.05	2.53	15.84	11.19	0.70	43.87
1959-60	12.81	2.37	2.84	18.16	13.12	0.77	50.07
1960-61	14.14	2.41	2.70	20.92	15.80	0.91	56.88
1961-62	16.87	2.99	2.85	23.38	18.65	0.94	65.68

The expenditure on institutions of Higher Education has nearly doubled during this period. This increase is shared by all types of institutions.

The expenditure on institutions of higher education other than on Boards of Education by sources is given below:—

Table CLXIV—Expenditure on Universities and Colleges by Sources, 1956-62

Year	Total expenditure (Rupees in Crores)	Percentage of Expenditure met from			
		Government Funds	Local Boards funds	Fees	Other Sources
1956-57	32.05	48.7	0.3	38.4	12.6
1957-58	36.32	51.0	0.3	38.1	10.6
1958-59	41.82	51.6	0.3	35.9	12.2
1959-60	47.70	51.4	0.6	34.9	13.1
1960-61	54.47	53.1	0.4	34.8	11.7
1961-62	62.69	54.0	0.3	33.2	12.5

Government funds and fees are the major sources of income of institutions of higher education. During the period 1956—62, the percentage of expenditure met from Govt. funds is steadily increasing whereas the income from fees shows a decreasing tendency. The expenditure met from local board funds and other sources continues to be same.

The output of graduates in arts, science and professional subjects during the period 1956-62 is given below:—

Table CLXV—Examination Results, 1956-62

Year	B.A./B.Sc.	Professional subjects (First Degree only)					Medicine
		Agriculture	Commerce	Education	Engg. & Technology	Law	
1956-57	64,517	1,176	10,316	12,592	4,484	5,666	3,570
1957-58	73,179	1,798	11,878	14,363	4,854	5,856	4,014
1958-59	75,662	1,900	12,751	15,208	4,860	6,458	3,666
1959-60	80,849	2,172	12,923	15,758	6,345	6,602	4,425
1960-61	90,919	1,826	13,083	12,839	6,459	5,242	3,711
1961-62	99,292	3,006	15,529	19,515	8,179	6,912	4,982

The output of graduates in agriculture has more than doubled during this period whereas that of engineering and technology has nearly doubled.

Vocational and Special School Education

The number of vocational and special schools is given in the table below:—

Table CLXVI—Number of Vocational and Special Schools, 1956-62

Year	Agriculture	Commerce	Engg. & Tech. and Industry	Medicine	Teachers' Training	Adult Schools	Others
1956-57	94	829	179	109	916	44,058	5,908
1957-58	105	877	226	115	901	45,961	6,197
1958-59	102	966	951	124	974	47,586	4,560
1959-60	100	1,095	1,385	150	1,034	51,736	4,223
1960-61	102	1,189	1,481	158	1,138	62,811	4,350
1961-62	106	770	1,493	174	1,133	2,46,208	4,302

Among the different categories of vocational and special schools, adult schools form the largest single group of institutions. Teachers' Training Schools, commerce schools and engineering, technical and industrial schools were the other types of schools having significant numbers.

The enrolment in vocational and special schools is given in table CLXVII below:—

Table CLXVII—Enrolment in Vocational and Special Schools, 1956-62

Year	Agriculture	Commerce	Engg. & Technology	Medicine	Teachers, Training	Adult Education	Others
1956-57	6,116	79,889	41,938	6,569	83,218	12,04,985	2,77,318
1957-58	8,184	84,666	51,405	7,457	77,342	12,06,630	2,90,314
1958-59	7,411	98,754	1,11,921	10,688	89,514	12,57,760	2,04,777
1959-60	7,639	1,15,057	1,41,635	10,471	99,991	13,69,811	1,94,358
1960-61	7,736	1,12,824	1,65,930	10,670	1,22,612	14,84,479	2,02,416
1961-62	8,471	81,357	1,88,480	12,498	1,39,920	24,19,158	2,15,347

Excepting commercial schools and 'others' schools, the enrolment during the period continued to grow in all other types of vocational and special schools. The maximum increase in enrolment was in schools of engineering, technology and industry.

Educational Statistics of Goa, Daman and Diu

During the year under review, the total number of recognised educational institutions in the Union Territory was 661. Of these, 27.7 per cent were managed by Government and 72.3 per cent by private aided bodies. The total number of pupils in these institutions was 66,923 and the number of teachers was 1,161.* Further break-up of the institutions, enrolment and number of teachers is given below:—

Type	No. of Institutions	No. of Pupils	Number of Teachers
University . . . . .	..	..	..
Arts and Science Colleges . . . . .	..	..	..
Colleges for Professional Education	1	157	18
Colleges for Special Education	2	439	39
High/Higher Secondary Schools	92	19,551	†19
Middle Schools‡ . . . . .	..	..	..
Primary Schools	476	43,244	905
Schools for Professional Education	12	1,470	69
Schools for Special Education	78	2,062	111
Total	661	66,923	1,161

*Excludes the teachers of Private aided High/Higher Secondary Schools whose number is not available.

†Figure relates only to Government High/Higher Secondary Schools.

‡Included in Primary Schools as separate figures are not available.

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