

Education in India

1958-59

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MINISTRY OF EDUCATION
GOVERNMENT OF INDIA

**EDUCATION IN
INDIA
1958-59**

VOL. I—REPORT



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**MINISTRY OF EDUCATION
GOVERNMENT OF INDIA**

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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, 1958 to 31st March, 1959.

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

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

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

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

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

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

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

9. All statistics refer to Recognised Institutions only.

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

CHAPTER I

GENERAL SURVEY

The year under review, which was the third year of the Second Five Year Plan, witnessed a steady progress of the development schemes launched under this plan.

Developments at the Centre

As recommended by the Educational Panel of the Planning Commission and endorsed by the Education Ministers' Conference, the introduction of universal, free and compulsory primary education for the age-group 6—11 by 1965-66 was generally approved by the Union Cabinet. The details of the scheme were being worked out by the Ministry of Education in consultation with the State governments.

The All-India Council for Elementary Education in its meeting held at New Delhi on 10th and 11th October, 1958, made several recommendations for the realisation of the above target in time. In pursuance of one of the recommendations, a model legislation on primary education was in the process of being finalised during the year under review. Amongst the difficulties that beset the launching of this programme during the Third Plan, the foremost was the problem of the supply of the requisite number of trained teachers. Accordingly, a Centrally sponsored scheme was taken up under which assistance on a hundred per cent basis was provided to the State governments for expanding their training facilities by opening new training schools or increasing the intake of the existing institutions.

Another important development of the year was the completion of the Educational Survey of India which was taken up during the previous year in collaboration with the State governments. This project surveyed the existing position in regard to the provision of school facilities and delimited places where schools were to be opened so that with the minimum number of new schools, the maximum population might be served. The report of the survey was accepted and the State governments were requested to be generally guided by the findings of this survey in the matter of opening new schools. This report was expected to prove very useful in the implementation of the programme of universal, free and compulsory primary education during the Third Plan.

In order to expand the existing facilities for primary education, particularly in rural areas, and to relieve educated unemployment, a Centrally sponsored scheme was taken up under which 60,000 primary teachers and 1,200 inspecting officers were to be appointed and 6,000 quarters for women teachers were to be constructed in rural areas during the remaining three years of the second Plan. During the year under report, 15,000 teachers, 300 inspecting officers and 1,500 staff quarters were allotted to the different states.

In view of the increasing importance of Science education, a pilot project was taken up for the improvement of science teaching in elementary schools. Under this scheme, Science Consultants were sanctioned to the States to work in selected areas with jurisdiction over about a hundred primary and middle schools to effect improvements there.

Another programme of national importance undertaken during the year was the re-orientation of elementary schools by the introduction of some features of Basic education in them. The one striking aspect of this programme was that it required neither highly trained teachers nor large finances.

The development of Basic education at the primary and middle levels led to the need for expansion of post-basic education. The Government of India, therefore, initiated from 1958-59, a scheme under which financial assistance was given to the State governments and voluntary organisations for improving the existing post-basic schools, up-grading senior basic schools to the post-basic level and starting new post-basic schools. Moreover, the need to carry out research in Basic education was also not ignored. For this purpose, the National Institute of Basic Education, set up in 1956, continued its activities. Research projects, training courses, production of literature on Basic education, publication of a quarterly Journal were some of the highlights of its activities.

The scheme of expansion of girls' education and training of women teachers made considerable progress during 1958-59. Stipends for women teacher trainees, attendance scholarships for girls, construction of rent free quarters for women teachers were some of the purposes for which Central assistance was given to the States under this scheme. The National Committee on Women's Education set up in May, 1958 to go into the various problems of girls' and women's education, submitted its report on 9th January, 1959, which was under consideration.

During 1958-59, the total Central assistance for all the schemes implemented by the State governments in the field of pre-primary, elementary (including basic) and girls' education (elementary stage) amounted to Rs. 755.75 lakhs.

In the field of Secondary Education, the total amount of Central assistance sanctioned to the State governments for the reconstruction of Secondary Education amounted to Rs. 3.63 crores. Besides, voluntary organisations working in the field were provided with a sum of Rs. 10,09,675 to improve and/or expand their activities. In addition, to enable research in the problems of secondary education, 27 institutions were sanctioned a sum of Rs. 1,69,244.

The All-India Council for Secondary Education continued to organise seminars, workshops, etc., for the training of teachers in addition to the very useful work being done in this respect by the extension service departments established by it. The highlight of its activities during the year was the organisation of Science Clubs in secondary schools to promote science teaching. During 1958-59, 200 Science Clubs were established in addition to the 130 Clubs started during the previous year. The Council's office was reorganised as a Directorate attached to the Union Ministry of Education towards the later part of the year.

Another important development in the field of Secondary education was the establishment of the Central Institute of English, Hyderabad. The Institute was established to improve the standards of English teaching in the country.

A Central Research Advisory Committee was constituted, during the year, under the Chairmanship of Shri K. G. Saiyidain with the object of co-ordinating the activities of the various research institutions working under the Ministry of Education, viz., the Central Bureau of Educational and Vocational Guidance, the Central Bureau of Text-book Research, the Central Institute of Education, the National Institute of Basic Education and the National Fundamental Education Centre.

In the realm of Higher Education, the main development was the introduction of the three-year degree course for the first degree after the higher secondary education. During 1958-59, 18 universities had introduced this course in addition to the Universities of Delhi and Jadavpur, which had introduced this course in 1943-44. The expenditure involved was to be shared equally by the Central Government and University Grants Commission on the one hand and State governments and private managements on the other.

The University Grants Commission, established on November 1, 1953, vigorously continued its activities in regard to the promotion and co-ordination of University education in the country through the disbursement of grants. During the year, a sum of Rs. 4.30 crores was placed at the disposal of the Commission for this purpose.

On the advice of the University Grants Commission, the Central Government declared that the Indian Agricultural Research Institute and the Indian Institute of Science, Bangalore be deemed to be universities under section 3 of the U.G.C. Act.

On receipt of the report of the Banaras Hindu University Enquiry Committee, the President promulgated the Banaras Hindu University (Amendment) Ordinance, 1958 which was later repealed and turned into an Act of Parliament with effect from 20th September, 1958. Under the Act, certain reforms were introduced in the administration of the University.

Proposals for starting Rural Higher Institutes in each of the states of Punjab and Madhya Pradesh in addition to the 10 Rural Institutes which had been functioning from 1956-57 were under consideration. The three-year Diploma awarded by the Rural Institutes was recognised by the Government of India during the year. The question of the recognition of this diploma by the Universities was under the consideration of the Inter University Board.

The implementation of the schemes of technical education included in the Second Five Year Plan continued to progress during the year. The All-India Council for Technical Education continued its efforts to make technical education as widespread as the country's industrial needs required. For this purpose the intake capacity of 19 selected engineering colleges and 50 polytechnics was to be raised to provide 256 additional seats at the degree level and 4,885 seats at the diploma level in the course of the Second Plan period.

This scheme made considerable headway during the year. Except for one regional college proposed to be opened at Jorhat (Assam), the remaining 7 regional engineering colleges and 37 polytechnics had been established by the end of the year under review.

With effect from April, 1958, the pattern of Central assistance for schemes of technical education underwent a change. While the Central Government agreed to bear the entire cost for the development of post-graduate courses in various branches of engineering and technology and specialised courses in mining engineering, its share in case of under-graduate courses was reduced to 50 per cent of the entire cost. The Central Government also agreed to bear the entire additional expenditure involved in the improvement of salaries of teachers in technical institutions. Total grants for all schemes of Technical Education amounted to nearly Rs. 263.0 lakhs.

Another scheme on technical education included in the Second Five Year Plan was the establishment of 60 junior technical schools to provide training to boys of 14 plus in a three-year integrated course of liberal education, elementary technical education and workshop training.

In view of the new pattern of secondary education and the need for a higher standard of scientific preparation in basic sciences for engineering and technological studies, the first degree course in engineering and technology was re-organised into a five-year integrated course including at least six months practical training. As regards the question of admission to the engineering colleges, the Government, on the recommendations of the All-India Council of Technical Education, decided that a common admission examination should be organised for all higher technological institutions and took steps to implement the decision.

The Indian Institute of Technology, Bombay, the second in the chain of higher technological institutes, started its first academic session in July 1958. During the year, 100 students were admitted to the five under-graduate courses in civil, mechanical, electrical and chemical engineering and metallurgy. Two post-graduate courses were also started in electro-vacuum technology and industrial electronics.

In Social education, a notable development was the institution of a training programme for the training of District Social Education Organisers at the National Fundamental Education Centre. The training of the first batch was completed in April, 1958, and the second batch was enrolled. Research projects and other schemes for the production of literature for neo-literates and for the setting up and functioning of adult schools continued during the year.

The National Institute of Audio-visual Education started functioning during the year. The Films Division of the Ministry of Information and Broadcasting produced films and filmstrips on educational topics on behalf of the Ministry of Education and the Central Social Welfare Board.

A Unesco Regional Seminar on Visual Aids in Fundamental Education and Community Development was held at Delhi from 8th to 27th September, 1958, at the National Institute of Audio-visual Education. The seminar, which was attended by delegates from 13 South-East Asian Countries, discussed the application of Visual aids for fundamental education and community development.

The Advisory Committee on Libraries, set up to survey the existing conditions of libraries in the country, submitted its report. An Institute for the training of librarians started functioning in the University of Delhi during the year. The Institute received financial assistance from the Union Ministry of Education.

In the field of Physical Education and Youth Welfare, a sum of Rs. 32.78 lakhs was sanctioned up to December, 1958, for holding 1,762 labour and social service camps. These camps were attended by 1,38,987 campers. Moreover, a sum of Rs. 14.79 lakhs was sanctioned to 17 universities, 13 States and one Union Administration for the construction of 79 recreation hall-cum-auditoriums, 14 stadia, 9 swimming pools, 7 open-air-theatres, 7 pavillions and 2 cinder tracks.

The Lakshmbai College of Physical Education which started functioning on 17th August, 1957, entered the second year of its existence during the year with 45 students on rolls. The college was the first of its kind in the country and provided a degree course in physical education. The fifth Inter-University Youth Festival was organised at New Delhi in October/November, 1958.

In the domain of sports, a National Sports Council was constituted to improve standards in sports and games in the country. The National Discipline Scheme of the Ministry of Education made further headway during the year. The scheme covered 210 schools and institutions in the country with 1,10,000 children under training.

For the promotion of the welfare of the handicapped, the Government of India planned to establish a model school for the blind children in Dehra Dun. Primary and Kindergarten sections, however, started functioning during the year. The Government proposed to start a scheme for the employment of the handicapped and a pilot Employment Office started functioning at Bombay during the year.

The Government of India continued its scholarship and fellowship schemes to provide opportunities to deserving candidates to study in the country and abroad. Notable among the foreign scholarships schemes were the Cental Overseas Scholarships Scheme, the Twenty Fully Paid Overseas Scholarships Scheme, the Foreign Languages Scholarships Scheme and the Overseas Scholarships for the Scheduled Castes and Scheduled Tribes. Besides, foreign governments and organisations continued to award scholarships and fellowships to the Indian nationals for studying in their respective countries. In this connection, special mention may be made of the Colombo Plan, Point-Four Programme Fellowships and Scholarships schemes and Unesco Fellowships and Scholarships schemes.

Of the Government of India's scholarships schemes in operation during 1958-59 for Indian students inside the country, mention may be made of the schemes of Merit Scholarships in Public Schools, Post-Matric Scholarships Scheme, Research Scholarships in Humanities and schemes of scholarships for Scheduled Castes, Scheduled Tribes and Backward Classes. A number of scholarship schemes were also in operation for foreign nationals to study in India.

The Sahitya Akademi, the Sangeet Natak Akademi and the Lalit Kala Akademi continued their specialised cultural activities during the year. The Salar Jung Museum became a national museum during the year.

A wide range of activities in the external cultural relations, designed to promote goodwill and understanding between India and other countries, was carried on during the year. A cultural agreement was concluded with U.A.R. and this, as well as the Agreements concluded earlier with Iran, Poland and Rumania were ratified. International students hostels were set up in rented buildings at Delhi and Calcutta. Moreover, cultural delegations were exchanged with a number of foreign countries.

For the development of Hindi, the new schemes introduced last year under the Second Five Year Plan, maintained good progress. Up to 31st December, 1958 about 1,40,000 technical terms in Hindi in various subjects were evolved. Out of this, 33,600 terms were approved by the Government of India and 7,298 were submitted to the Cabinet for approval. A Dictionary Unit was set up in the Hindi Division of the Ministry of Education for preparing a dictionary of scientific and technical terms evolved by the Board of Scientific Terminology.

As recommended by the Sanskrit Commission, a scheme of giving grants to private organisations for the revival of Sanskrit was initiated.

The question of setting up a Central Sanskrit Board to advise the Government on the promotion of Sanskrit was under consideration.

The Ministry of Education and the Indian National Commission for Co-operation with Unesco continued to co-operate with the Unesco in implementing its programme in the country. During the period under report two important Unesco regional seminars were held at which the Indian National Commission and the Union Government acted as host. One of these seminars related to educational reform for South and East Asia and the other to the Audio-visual Aids in Fundamental Education and Community Development. The establishment of the Central Arid Zone Research Institute at Jodhpur was another example of the close cooperation between the Unesco and this country.

Developments in the States

A brief account of the important developments in the field of education in various States and Union Territories is given below—

Andhra Pradesh

The curriculum and syllabus of the higher elementary or senior basic or lower secondary stage was compressed into a seven year integrated course to be followed by a four year higher secondary course. At the university stage, the three-year degree course was introduced in all the affiliated colleges.

A threeman Committee was constituted to investigate into the causes of the low results in the S.S.L.C. public examination. The report of the committee was under the consideration of the Government.

Assam

From the year under review, the Director of Public Instruction was appointed as Secretary, Education Department, in addition to his own duties.

The scales of pay of aided secondary school teachers were improved to bring them at par with those of the government school teachers. Further, to meet the shortage of trained teachers, a teacher's diploma course for non-graduate teachers of secondary schools was started in the Government B.T. College at Jorhat.

The opening of the Assam Textile Institute during the year was a landmark in the field of technical education in the State.

Bihar

An additional dearness allowance of Rs. 5 was sanctioned to all teachers whose pay was less than Rs. 100 p.m. The duration of training in junior training schools was enhanced from one to two years.

A grant of Rs. 50,000 was sanctioned for imparting free education to *harijan* students and also for imparting education at reduced rates to *adivasi* students reading in non-government high schools. A grant of Rs. 72,000 was also sanctioned for the development of teaching science subjects in the I.Sc. classes of colleges affiliated to the Bihar University.

Bombay

A committee under the chairmanship of Shri J. P. Naik and another under the chairmanship of Shri L. R. Desai were constituted to deal with the integration problems connected with primary and secondary education respectively. The recommendations made by the committee were under consideration.

The report of the Palnitkar Committee appointed to consider the question of establishing a separate university for Marathwada was accepted and the Marathwada University was established during the year under report.

A sum of Rs. 11 lakhs was provided for the revision of the pay scales of primary teachers in all the regions of the new State. Excluding larger cities under Municipal Corporations, the following scales were introduced in the districts of Bombay State w.e.f. 1-4-58.

1. Qualified but untrained—Rs. 40.
2. Trained Teachers :
 - (a) Senior Trained—Rs. 56—1½—65—2½—70—S.G. 3—100 (S.G. for 20% of the cadre).
 - (b) Junior Trained—Rs. 50—1½—65—2½—70—S.G.—2½—90 (S.G. for 15% of the cadre).

A regional seminar of headmasters and Inspecting Officers organised under the joint auspices of the Government of Bombay and the All-India Council for Secondary Education was held at Bhar, Poona District, in November, 1958. The

subjects discussed at the seminar, *inter alia*, included indiscipline in schools, duties and responsibilities of headmasters, organisation of social and cultural activities, etc. The seminar was attended by 39 headmasters from all over the state and 9 inspecting officers of the Districts.

Jammu & Kashmir

Forty-eight students of colleges and high schools of Srinagar undertook an educational tour of India. The party visited a number of historical places also. Another important activity was the compilation of the Educational Code.

Kerala

The President accorded assent to the Kerala Education Bill during the year. The Act sought to provide security of service and facilities like provident fund, pension and insurance, etc. to teachers.

School education was reorganised during the year. In place of the previous eight year primary course, an integrated course of seven years was introduced. This was followed by secondary education for three years with an additional year for the higher secondary. Further, the minimum age of admission to the school was fixed at 5½ years.

In pursuance of the recommendations of the Training Schools' Committee, the State government directed that the T.T.C. Course should be of two years' duration from 1958-59 and that the pattern of training should be of the Basic type.

Madhya Pradesh

Primary stage of education was made to comprise classes I to V uniformly throughout the State. Consequently, the middle stage was changed from Classes V—VII to Classes VI—VIII and the high stage from Classes VIII—X to Classes IX—X with an additional year for the higher secondary stage.

From 1st April, 1958, the following uniform scales of pay were introduced in all primary schools.

<i>Qualifications</i>	<i>Pay Scales</i> Rs.
Middle Passed (Untrained)	.. 40—1—50—2—70
Middle Passed (Trained)	.. 45—2½—60—EB—4—100.
Matric Passed (Untrained)	.. Do.
Matric Passed (Trained)	.. 50—2½—60—EB—4—100—5—125.

In addition, the headmasters of primary schools were sanctioned a monthly allowance of Rs. 10 for enrolment of 100 pupils or above and Rs. 5 for enrolment between 51 and below 100, with effect from the same date.

The Madhya Pradesh Board of Technical Education started functioning from 1st April 1958, and took steps to ensure uniformity of standard of instruction in institutions affiliated to it.

Madras

The Tamil Development and Research Council was set up in January 1959 with a view to (i) review the progress of the work done by the Official Language Act Implementation Committee, (ii) to arrange for the systematic conveying of

all the inscriptions in the various temples for publication according to a planned time schedule; (iii) to arrange for the production and publication of children's books in Tamil; (iv) to promote the study of folklore and (v) to arrange such other measures as were necessary to develop the Tamil language and spread its use as a vehicle for all transactions both in the educational and other fields.

With effect from 1st December, 1958, an increase of Rs. 5 in the Dearness Allowance was sanctioned to all teachers of elementary schools.

Three-year degree course was introduced in the Presidency College, Madras. At the post-graduate level, honours courses were with drawn and post-graduate courses leading to the award of M.A., M.Sc. & M. Com. degrees were introduced.

Mysore

The Educational Integration Advisory Committee, set up to recommend integrated courses /pattern of primary and secondary education, took major decisions on the future pattern of primary and secondary education, finalized the new grants-in-aid Code and took tentative decisions on the new syllabuses to be introduced in the primary and secondary schools and finalized the syllabuses of I, II and VIII standards.

Under the auspices of the All India Council for Secondary Education, a seminar of Headmasters of Multipurpose high schools in the State was held in Bangalore in the month of December, 1958. Two subjects Seminars, one in English and another in Mathematics, were also held at Bangalore and Mysore respectively.

Orissa

To reduce the disparity between the scales of pay of Government and non-Government secondary school teachers, a flat rate increase was given to the non-Government secondary school teachers. The Central government released their share of 50 per cent of the cost of the scheme but the State government showed their inability to meet their share of the expenditure, so that the teachers could be paid only 50 per cent of the proposed flat rate increase with effect from 1st April, 1958.

With the abolition of the infant class as a part of the primary stage, the duration of the primary stage was reduced to 5 years.

The Board of Basic Education was reconstituted during the year. It continued to advise the Government regarding the development of Basic education in the State.

Punjab

During the year under report, the ranks of Additional Secretary and Deputy Secretary to Government in the Education Department were withdrawn from the Director of Public Instruction and Joint Director of Public Instruction and separate officers from the P.C.S. cadre were appointed as Deputy Secretary and Under Secretary against these posts in the Education Department. The scales of pay of women officers in the P.E.S. Class I and P.E.S. Class II were brought at par with men officers.

Education was made free up to Class VI in all government schools in the State. The accepted principle of having the previous course of 5 years was put into practice by adding class V to a number of four class schools.

The duration of the J.B. Training course was extended to two years during the year under report.

A committee was appointed to frame a uniform syllabus for the post-basic schools of Rajpura and Faridabad. The committee framed a uniform syllabus for the two centres and decided that with effect from 1958 the higher secondary syllabus be adopted in the IX class of these institutions with the following alternative groups (i) Humanities, (ii) Agriculture, (iii) Technical.

Rajasthan

Rajasthan University having already decided to switch over to the three year degree course in the faculties of Arts, Science and Commerce, approved the recommendations made by the Board of Studies/Committees of Courses with regard to the schemes of examinations and the detailed syllabi to be introduced with effect from July, 1959.

Ut'ar Pradesh

The Intermediate Education Amendment Act, 1958, was passed and enforced during the year. Also the P.E.C. Bill which was presented in the Legislature in the year 1957-58 was passed in the year under report. The State government promulgated the statutes for the enforcement of the amended Lucknow and Allahabad University Acts.

Basic primary education was made free and the loss to local bodies and private institutions on account of abolition of tuition fees in classes I to V was reimbursed by the State at a total cost of Rs. 26,35,405.

General Science was introduced in 88 senior basic schools and general engineering in 10 government higher secondary schools. Four higher secondary schools were converted into multipurpose schools. Refresher courses in General Science and English were organised for the benefit of teachers of senior basic schools.

The Varanaseya Sanskrit Vishwavidyalaya started functioning during the year. The Aligarh Muslim University introduced the 3-year degree course. The Roorkee University established a school of Research and Training in Earthquake Engineering wholly financed by the Council of Scientific and Industrial Research.

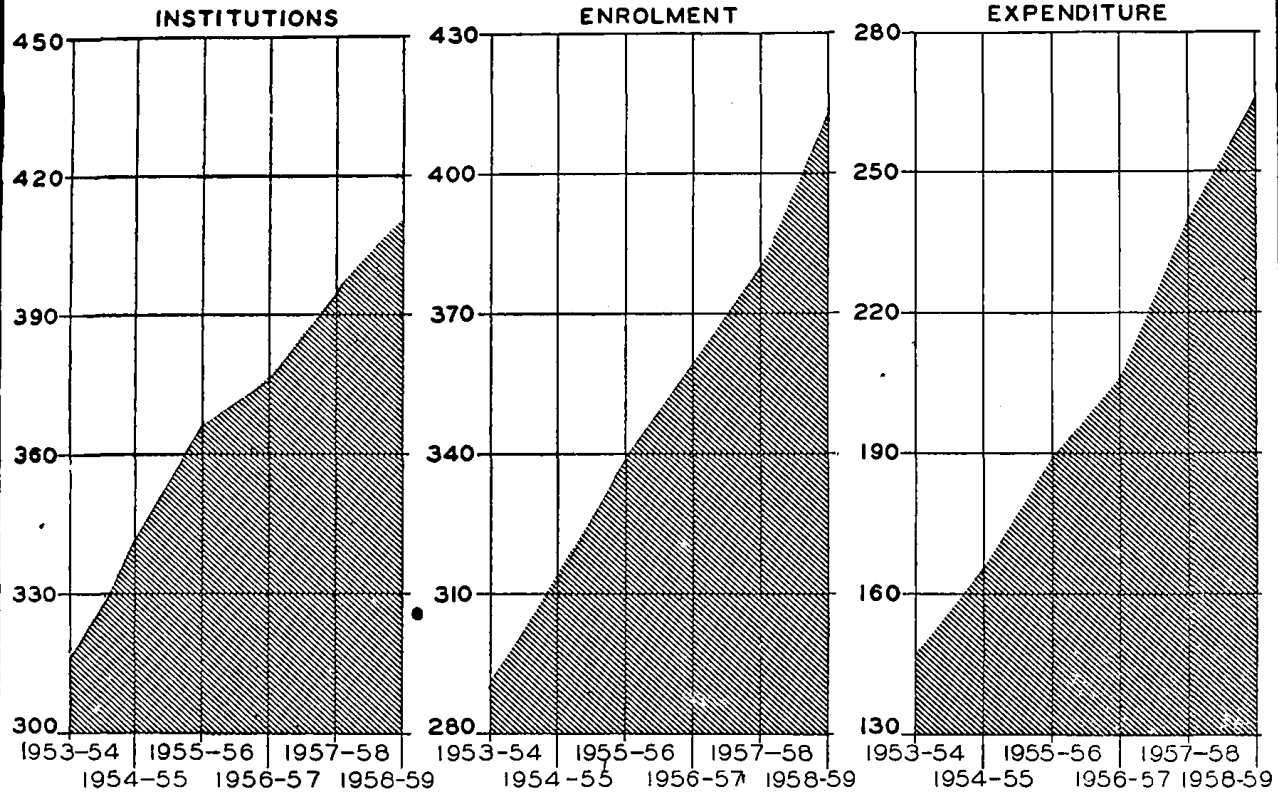
A. & N. Islands

Approval of the President was accorded to the introduction of free and compulsory primary education in all parts of the Territory.

To promote girls' education in the Territory, a senior basic school for girls was established and another girls' school was upgraded to the higher secondary standard. The Government High School, Port Blair was converted into a higher secondary multipurpose school. To meet the demand for trained teachers, a Junior Basic Teachers' Training school was established at Port Blair and first batch was trained during the year.

PROGRESS OF EDUCATION IN INDIA

1953-54 TO 1958-59



Delhi

With the formation of the Municipal Corporation of Delhi, the responsibility of education up to the middle standard was transferred to it. The preparation of Delhi Education Code continued to make progress.

The Boys' Teachers Training Institute, Bela Road, was amalgamated with the Basic Teachers' Training Institute for Girls, Daryaganj and the duration of the training course was extended to two years.

During the year under report, grant-in-aid to the extent of Rs. 8.8 lakhs. was paid to the private organisations for opening new schools and adding sections in the existing schools, so as to provide additional facilities up to the higher secondary stage in the Territory.

Himachal Pradesh

An Audio-visual Education Unit was established in the Department for imparting training to teachers in the use of Audio-visual aids.

L.M. & A. Islands

The implementation of schemes under the Second Five Year Plan was started during 1958-59. Under one of the scheme, 4 primary schools were up-graded to the middle standard.

All the inhabitants of the Territory were classified as Scheduled Tribes and education was made free at all levels.

Manipur

The Director of Education was appointed for the first time on the 12th April, 1958. He also acted as ex-officio Secretary to the Education Department.

With effect from the year under review, education was made free up to Class VI. A scheme of 90 per cent deficit grants was evolved by virtue of which the scales of pay of aided high and middle schools were raised to that of the government school teachers.

Tripura

Introduction of crafts in primary schools, conversion of non-basic classes to the basic pattern, improvement in libraries and laboratories, expansion of training facilities were some of the important developments that took place during the year under the various schemes of the Second Five Year Plan.

N.E.F.A.

Steps were being taken to reorganise the entire educational programme in the Agency.

Pondicherry

New primary schools were opened in scattered areas where facilities of education were not available. The overcrowding in some primary schools was removed by bifurcating the classes and opening new sections. Two basic schools were started, 4 middle schools were up-graded and 3 new high school classes were opened during the year.

Institutions

During the year under report there were 4,13,628 recognised institutions in the country as compared to 3,94,760 in 1957-58. This gives an increase of 4·8 per cent, as against 4·5 per cent in the previous year. Their distribution according to type was: universities 40, boards of secondary and intermediate education 13, research institutions 42, arts and science colleges 878, colleges for professional and technical education 542, colleges for special education 168, high and higher secondary schools 14,326, middle schools 39,597, primary schools 3,01,564, pre-primary 1,190, vocational and technical schools 3,563 and schools for special education 51,705. Further details, with comparative figures for the previous year, are given in Table I.

Table I—Number of Institutions by Type

1	For Boys		For Girls		Total		Increase (+) or Decrease (—)
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	
	2	3	4	5	6	7	8
Recognised							
Universities	37	39	1	1	38	40	+ 2
Boards of Secondary and Intermediate Education	14	13	..	..	14	13	— 1
Research Institutions	42	42	1	..	43	42	— 1
Arts and Science colleges	695	744	122	134	817	878	+ 61
Colleges for Professional/Technical Education—Agriculture	25	29	..	..	25	29	+ 4
Commerce	33	35	..	..	33	35	+ 2
Education (Teachers' Training).	142	194	61	40	203	234	+ 31
Engineering	50	54	..	..	50	54	+ 4
Forestry	3	3	..	..	3	3	..
Law	31	32	..	..	31	32	+ 1
Medicine	104	108	2	2	106	110	+ 4
Physical Education	13	14	1	1	14	15	+ 1
Technology	7	9	..	..	7	9	+ 2
Veterinary Science	14	17	..	..	14	17	+ 3
Others	3*	4†	..	..	3	4	+ 1
Total	425	499	64	43	489	542	+ 53

*Includes 1 for Applied Art and Architecture.

† Includes 2 for Applied Art and Architecture.

ALL INSTITUTIONS BY TYPE 1958-59

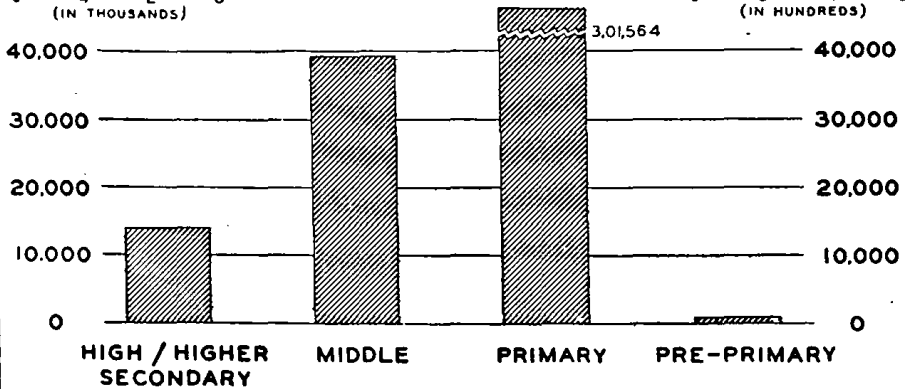
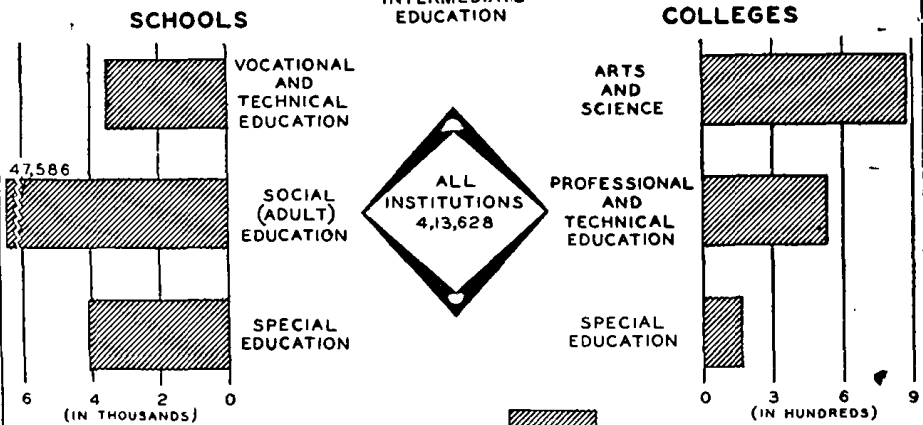
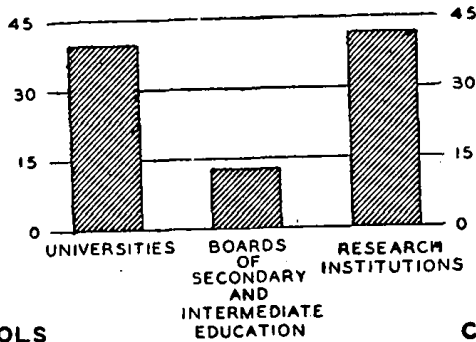


Table I—Number of Institutions by Type—(Contd.)

1	2	3	4	5	6	7	8
Colleges for Special Education—							
Home Science . . . . .	..	..	3	3	3	3	..
Music, Dancing & Other Fine Arts	26	39	6	6	32	45	+ 13
Oriental Studies	90	94	8	8	98	102	+ 4
Sociology	6	7	..	..	6	7	+ 1
Others	9	11	..	..	9	11	+ 2
Total	131	151	17	17	148	168	+ 20
Schools for General Education—							
High/Higher Secondary	10,750	12,223	1,889	2,103	12,639	14,326	+ 1,687
Middle	24,141	35,835	2,874	3,762	27,015	39,597	+12,582
Primary	2,81,814	2,84,829	16,433	16,735	2,98,247	301,564	+ 3,317
Pre-Primary	629	1,026	299	164	928	1,190	+ 262
Total	3,17,334	3,33,913	21,495	22,764	3,38,829	3,56,677	+17,848
Schools for Vocational and Technical Education—							
Agriculture	104	101	1	1	105	102	— 3
Arts and Crafts	110	157	202	217	312	374	+ 62
Commerce	869	965	8	1	877	966	+ 89
Engineering	100	118	..	..	100	118	+ 18
Forestry	5	5	..	..	5	5	..
Marine Training	4	5	..	..	4	5	+ 1
Medicine and Veterina- ry science.	45	47	81	87	126	134	+ 8
Physical Education	38	37	1	1	39	38	— 1
Teachers' Training	657	735	244	239	901	974	+ 73
Technical & Industrial	569	644	183	189	752	833	+ 81
Others	11	14	..	..	11	14	+ 3
Total	2,512	2,828	720	735	3,232	3,563	+ 331

Table I—Number of Institutions by type—(Concl'd.)

1	2	3	4	5	6	7	8
Schools for Special Education—							
For the Handicapped	113	122	5	6	118	128	+ 10
For Social Workers	41	45	6	6	47	51	+ 4
Music, Dancing and other Fine Arts	124	152	79	57	203	209	+ 6
Oriental Studies	3,435	3,350	27	24	3,462	3,374	— 88
Reformatory	33	35	8	9	41	44	+ 3
Social (Adult) Education	40,878	41,554	5,083	6,032	45,961	47,586	+ 1,625
Others	1,280	280	38	33	1,318	313	— 1,005
Total	45,904	45,538	5,246	6,167	51,150	51,705	+ 555
GRAND TOTAL	3,67,094	3,83,767	27,666	29,861	3,94,760	413,628	+ 18,868

All types of institutions, except boards of secondary and intermediate education, research institutions, schools for agriculture, physical education oriental studies shared the increase in numbers. The decrease in the number of boards by one was more apparent than real as it was due to the amalgamation of the Boards of Secondary Education, Kurnool and Hyderabad. The fall in the number of research institutions, schools for agricultural education and schools for physical education by 1, 3 and 1 respectively was due to the closure of these institutions. On percentage basis, the highest increase was registered by colleges for special education which increased by 12.8 per cent. These were followed by colleges for professional education (which increased by 10.4 per cent), schools for vocational and technical education (10.2 per cent), arts and science colleges (7.5 per cent), schools for general education and universities (5.3 per cent each) and schools for special education (1.1 per cent). The distribution of recognised institutions according to management for the years 1957-58 and 1958-59 is given in Table II.

Table II—Number of Recognised Institutions by Management

Management	1957-58		1958-59	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	1,01,851	25.8	1,05,933	25.6
District Boards	1,51,646	38.4	1,61,022	38.9
Municipal Boards	10,305	2.6	11,220	2.7
Aided Private Bodies	1,18,613	30.1	1,23,363	29.9
Unaided Private Bodies	12,345	3.1	12,090	2.9
Total	3,94,760	100.0	4,13,628	100.0

But for unaided institutions which decreased slightly, institutions under all other managements increased, some of them substantially. Government institutions increased by 4.0 per cent, district boards institutions by 6.2 per cent, municipal boards institutions by 8.9 per cent and aided institutions by 4.0 per cent.

RECOGNISED INSTITUTIONS BY MANAGEMENT 1958-59

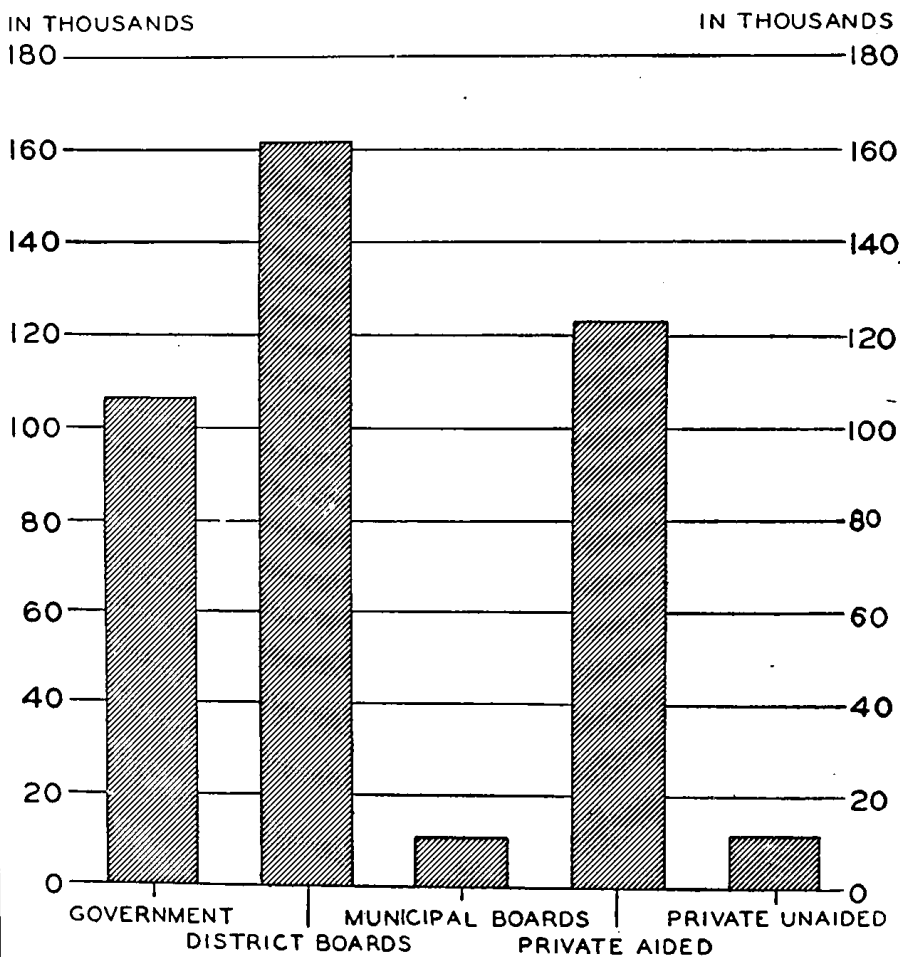


Table III gives the state-wise distribution of recognised institutions for the years 1957-58 and 1958-59. Excepting Kerala, Madhya Pradesh and Himachal Pradesh, the number of institutions increased in all states. While in Kerala the decrease was mainly due to the closing down of schools for adults, in Madhya Pradesh and Himachal Pradesh, the apparent decrease was due to the non-reporting of adult schools from some centres. Bombay led all the states in recording the highest increase (3,196) and was followed by Orissa (2,562), Bihar (2,465), Mysore (2,463), West Bengal (1,765), Andhra Pradesh (1,583) and Uttar Pradesh (1,513). In others it was less than 1,500, the least (332) being in Jammu and Kashmir.

Table III—Number of Institutions by States

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	
1	2	3	4	5	6	7	8
Andhra Pradesh	32,991	34,564	714	724	23,705	35,288	+ 1,583
Assam	15,117	15,633	994	965	16,111	16,598	+ 487
Bihar	38,179	40,124	3,988	4,508	42,167	44,632	+ 2,465
Bombay	63,859	66,703	5,796	6,148	69,655	72,851	+ 3,196
Jammu & Kashmir	2,287	2,554	443	508	2,730	3,062	+ 332
Kerala	10,165	9,707	231	211	10,396	9,918	— 478
Madhya Pradesh	29,052	28,329	2,329	2,178	31,381	30,507	— 874
Madras	26,977	28,140	326	329	27,303	28,469	+ 1,166
Mysore	28,378	30,880	2,075	2,036	30,453	32,916	+ 2,463
Orissa	19,612	21,997	423	600	20,035	22,597	+ 2,562
Punjab	12,849	13,037	2,388	2,988	15,237	16,025	+ 788
Rajasthan	12,046	13,355	980	995	13,026	14,350	+ 1,324
Uttar Pradesh	38,418	39,628	4,304	4,607	42,722	44,235	+ 1,513
West Bengal	31,749	33,232	2,077	2,359	33,826	35,591	+ 1,765
A. & N. Islands	48	65	..	1	48	66	+ 18
Dolhi	702	756	403	461	1,105	1,217	+ 112
Himachal Pradesh	1,236	1,229	29	28	1,265	1,257	— 8
L.M. & A. Islands	15	15	..	1	15	16	+ 1
Manipur	1,460	1,784	57	102	1,517	1,886	+ 369
Tripura	1,561	1,608	59	62	1,620	1,670	+ 50
N.E.F.A.	107	128	..	..	107	128	+ 21
Pondicherry	286	299	50	50	336	349	+ 13
India	3,67,094	3,83,767	27,666	29,861	3,84,760	4,13,628	+ 18,868

Table IV—Number of Pupils by

Type	Boys		Girls	
	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5
✓ Arts and Science Colleges (including Research institutions and University Departments).	5,55,989	5,92,601	1,05,858	1,21,714
Colleges for Professional and Technical Education—				
✓ Agriculture	6,342	7,885	✓ 54	82
E Applied Art & Architecture.	1,109	466	✓ 278	20
✓ Commerce	20,374	23,674	472	552
✓ Education (Teachers' Training).	12,598	14,105	6,500	7,355
E Engineering	27,638	32,770	✓ 54	90
✓ Forestry	480	518	..	..
✓ Law	12,765	13,593	538	577
✓ Medicine	23,339	24,912	4,978	5,633
✓ Physical Education	878	920	210	248
✓ Technology	825	1,192	✓ 59	93
✓ Veterinary Science	4,811	4,845	18	29
✓ Others	142	317	1	..
Total	1,11,301	1,25,197	13,160	14,679
Colleges for Special Education—				
✓ Home Science . . . . .	..	..	1,005	1,283
✓ Music, Dancing & Other Fine Arts.	2,248	3,426	3,264	4,659
✓ Oriental Studies	✓ 7,823	8,255	✓ 1,690	2,017
✓ Sociology	446	780	117	157
✓ Others	1,009	1,484	32	62
Total	11,526	13,945	6,108	8,178
Schools for General Education—				
High/Higher Secondary.	43,25,158	47,51,766	12,36,610	14,19,773
Middle	36,97,367	56,44,638	13,62,364	25,24,866
Primary	1,71,11,326	1,68,77,753	76,76,973	74,94,428
Pre-Primary	34,223	44,671	28,205	37,642
Total	2,51,68,074	2,73,18,828	1,03,04,152	1,14,76,709

Type of Institution—1958-59

Total		Increase(+) or Decrease(—)	Percentage	Type
1957-58	1958-59			
6	7	8	9	1
6,61,847	7,14,315	+ 52,468	+ 7.9	Arts and Science Colleges (including Research institutions and University Departments).
				Colleges for Professional and Technical Education—
6,396	7,967	+ 1,571	+ 24.6	Agriculture
✓ 1,385	486	— 899	— 64.9	Applied Art and Architecture
20,846	24,226	+ 3,380	+ 16.2	Commerce
19,098	21,460	+ 2,362	+ 12.4	Education (Teachers' Training)
✓ 27,692	32,860	+ 5,168	+ 18.7	Engineering
480	518	+ 38	+ 7.9	Forestry
13,303	14,170	+ 867	+ 6.5	Law
28,317	30,545	+ 2,228	+ 7.9	Medicine
1,088	1,168	+ 80	+ 7.4	Physical Education
✓ 884	1,285	+ 401	+ 45.4	Technology
4,829	4,874	+ 45	+ 0.9	Veterinary Science
143	317	+ 174	+ 121.7	Others
1,24,461	1,39,876	+ 15,415	+ 12.4	Total
				Colleges for Special Education—
1,005	1,283	+ 278	+ 27.7	Home Science
5,512	8,085	+ 2,573	+ 46.7	Music, Dancing & Other Fine Arts,
9,513	10,272	+ 759	+ 8.0	Oriental Studies
563	937	+ 374	+ 66.4	Sociology
1,041	1,546	+ 505	+ 48.5	Others
17,634	22,123	+ 4,489	+ 25.5	Total
				Schools for General Education—
55,61,768	61,71,539	+ 6,09,771	+ 11.0	High/Higher Secondary
50,59,731	81,69,504	+ 31,09,773	+ 61.5	Middle
2,47,88,299	2,43,72,181	— 4,16,118	— 1.7	Primary
62,428	82,313	+ 19,885	+ 31.9	Pre-Primary
3,54,72,226	3,87,95,537	+ 33,23,311	+ 9.4	Total

Table IV—Number of Pupils by

Type	Boys		Girls	
	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5
Schools for Vocational and Technical Education—				
✓ Agriculture	8,154	7,358	30	53
⊖ Arts & Crafts	✓ 2,252	3,133	10,603	11,857
✓ Commerce	73,503	84,659	11,163	13,469
⊖ Engineering	✓ 26,339	31,760	93	113
⊖ Forestry	✓ 201	237	..	..
⊖ Marine Training	✓ 1,785	1,951	..	..
Medicine & Veterinary Science.	4,580	5,049	3,976	5,255
Physical Education	2,341	2,837	270	325
Teachers' Training	56,807	61,904	20,535	22,295
Technical & Industrial	53,155	58,440	12,732	13,423
⊖ Others	✓ 1,147	1,503	32	41
Total	2,30,264	2,58,831	59,434	66,831
Schools for Special Education—				
For the Handicapped	4,725	5,311	1,582	1,736
✓ For Social Workers	3,764	4,036	440	489
Music, Dancing etc.	6,140	6,820	7,933	8,407
Oriental Studies	1,20,437	1,19,575	11,790	12,081
Reformatory	6,394	7,359	1,117	1,547
Social (Adult) Education	10,58,912	10,80,070	1,47,718	1,77,690
Others	49,318	5,511	16,030	4,779
Total	12,49,690	12,28,632	1,86,610	2,06,729
GRAND TOTAL	2,73,26,844	2,95,33,084	1,06,75,322	1,18,94,840

Type of Institution—(Contd.)

Total		Increase(+) or Decrease(—)	Percentage	Type
1957-58	1958-59			
6	7	8	9	1
				Schools for Vocational and Technical Education—
8,184	7,411	— 773	— 9.4	Agriculture
12,855	14,990	+ 2,135	+ 16.6	Arts & Crafts
84,666	98,128	+ 13,462	+ 15.9	Commerce
26,432	31,873	+ 5,441	+ 20.6	Engineering
201	237	+ 36	+ 17.9	Forestry
1,785	1,951	+ 166	+ 9.3	Marine Training
8,556	10,304	+ 1,748	+ 20.4	Medicine & Veterinary Science
2,611	3,162	+ 551	+ 21.1	Physical Education
77,342	84,199	+ 6,857	+ 8.9	Teachers' Training
65,887	71,863	+ 5,976	+ 9.1	Technical & Industrial
1,179	1,544	+ 365	+ 31.0	Others
2,89,698	3,25,662	+ 35,964	+ 12.4	Total
				Schools for Special Education—
6,307	7,047	+ 740	+ 11.7	For the Handicapped
4,204	4,525	+ 321	+ 7.6	For Social Workers
14,073	15,227	+ 1,154	+ 8.2	Music, Dancing etc.
1,32,227	1,31,656	— 571	— 0.4	Oriental Studies
7,511	8,906	+ 1,395	+ 18.6	Reformatory
12,06,630	12,57,760	+ 51,130	+ 4.2	Social (Adult) Education
65,348	10,290	— 55,058	— 84.3	Others
14,36,300	14,35,411	— 889	— 0.1	Total
3,80,02,166	4,14,32,924	+ 34,30,758	+ 9.0	GRAND TOTAL

The number of recognised institutions in rural areas increased by 16,215 to 3,54,772. The proportion to the total number of institutions remained the same at 85·8 per cent. The distribution of these institutions according to the main types is shown below—


Type	1957-58	1958-59	Increase (+) or Decrease (-)
Universities	4	3	- 1
Research Institutions	3	3	..
Colleges	123	137	+ 14
Secondary Schools	27,573	38,939	+ 11,366
Primary (including pre-primary)	2,68,457	2,72,145	+ 3,688
Vocational and Technical Schools	578	716	+ 138
Social Education Centres	38,473	40,507	+ 2,034
Other Special Education Schools	3,346	2,271	- 1,075
Total	3,38,557	3,54,721	+ 16,164


Enrolment

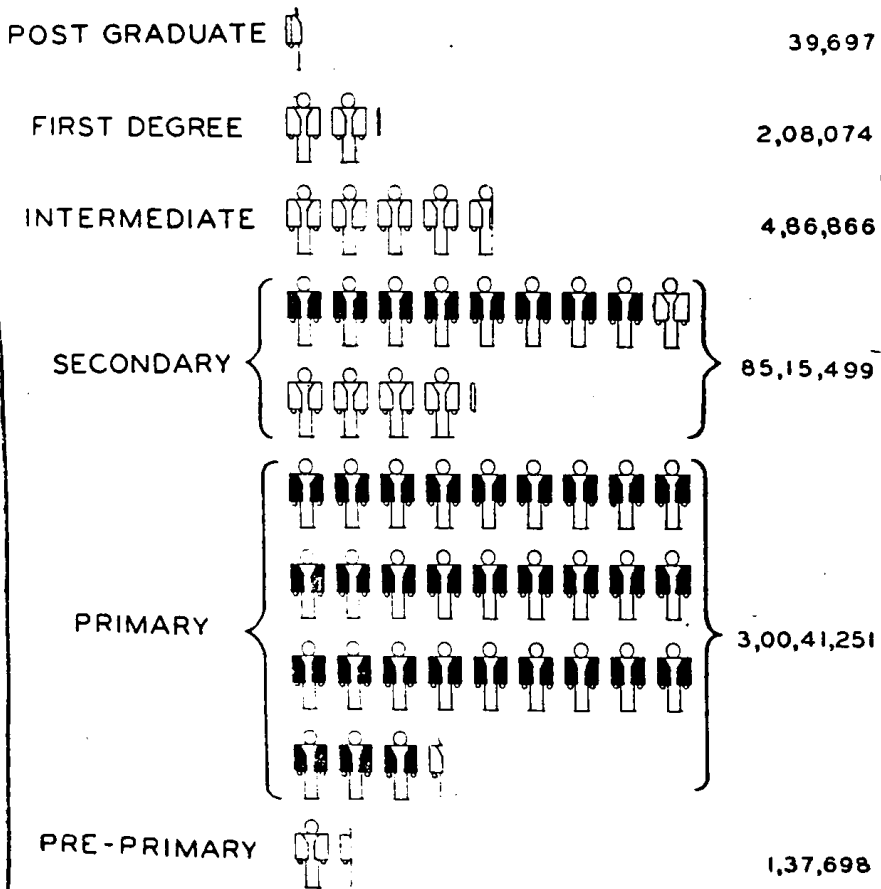
The total enrolment in all types of recognised institutions increased from 3·80 crores to 4·14 crores during the year—the rate of increase being 9·0 per cent (8·1 per cent for boys and 11·4 per cent for girls), as against 5·5 per cent (5·1 per cent for boys and 6·8 per cent for girls) during 1957-58. Of the total number of pupils, 1·19 crores or 28·7 per cent were girls.

Except for primary schools and schools for special education, the enrolment increased in all types of institutions. The decrease of 1·7 per cent in primary schools was due to the upper primary schools of Bombay having been classified as middle schools this year. The fall in enrolment in schools for special education was due to the closing down of adult schools as reported already under institutions. The rise recorded in middle schools was to the tune of 61·5 per cent as compared to 31·9 per cent in pre-primary schools, 25·3 per cent in colleges for special education, 12·4 per cent in schools for vocational and technical education, 12·2 per cent in colleges for professional and technical education, 11·0 per cent in high/higher secondary schools and 7·9 per cent in the case of arts and science colleges (including research institutions). Details are given in table IV.

PUPILS RECEIVING GENERAL EDUCATION 1958-59

 = 10 LAKHS

 = 1 LAKH



The distribution of enrolment in recognised institutions according to their managements is given in table V.

Table V—Number of Pupils in Recognised Institutions by Management

Management	1957-58		1958-59		Increase (+) or Decrease (—)	
	Number	Per-cent- age	Number	Per-cent- age	Number	Per-cent- age
1	2	3	4	5	6	7
Government	89,12,189	23·4	95,78,241	23·1	+ 6,66,052	+ 7·5
District Board	1,35,15,194	35·6	1,49,02,961	36·0	+13,87,767	+ 10·3
Municipal Board	26,87,507	7·1	29,81,121	7·2	+ 2,93,614	+ 10·9
Private Bodies—						
Aided	1,15,86,776	30·5	1,26,20,197	30·5	+10,33,421	+ 8·9
Unaided	13,00,500	3·4	13,50,404	3·2	+ 49,904	+ 3·8
Total	3,80,02,166	100·0	4,14,32,924	100·0	+34,30,758	+ 9·0

The above table shows that (i) the increase in enrolment though uneven was shared by institutions under all managements, (ii) while local board institutions enrolled 43·2 per cent of pupils, government and private institutions accounted for 23·1 and 33·7 per cent of the enrolment.

The distribution of pupils in recognised institutions by stages of instruction during 1957-58 and 1958-59 is given in table VI. Excepting for the pupils receiving special education of school standard, the enrolment increased at all stages. Of the total number of pupils, 95·2 per cent were receiving general education, 0·5 per cent professional and special collegiate education and 4·3 per cent vocational and special school education. Further, break-up of the enrolment in general education was : pre-primary stage 0·3 per cent, primary stage 76·1 per cent, secondary education 21·7 per cent and collegiate stage 1·9 per cent.

The number of pupils from rural areas increased from 2,66,36,717 to 2,91,87,399 and constituted 70·4 per cent of the total enrolment, the same as in 1957-58. Their proportion in different types of institutions was as follows: primary schools 66·2 per cent, secondary schools 28·5 per cent, professional and special schools 4·3 per cent and colleges and universities 1·0 per cent.

The statewide distribution of enrolment in recognised institutions are detailed in table VII. It will be seen that increase in enrolment was reported by all the States and Union Territories. On percentage basis, the highest increase among States was reported by Bihar (26·2 per cent) and the lowest (2·4 per cent) by Punjab. Some of the significant increases in between these limits are: Rajasthan (20·6 per cent), Orissa (13·9 per cent), Mysore (11·5

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

Stage	Boys		Girls		Total		Increase (+) or Decrease (—)
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	
1	2	3	4	5	6	7	8
<i>General Education</i>							
Pre-Primary	61,898	75,093	49,493	62,605	1,11,391	1,37,698	+ 26,307
Primary	1,88,12,890	2,04,80,488	85,57,321	95,60,763	2,73,70,211	3,00,41,251	+ 26,71,040
Secondary	62,20,036	66,69,130	16,91,366	18,46,369	79,11,402	85,15,499	+ 6,04,097
Intermediate	3,75,342	4,11,700	63,432	75,166	4,38,774	4,80,866	+ 48,092
B.A./B.Sc.	1,52,125	1,65,814	37,344	42,260	1,89,469	2,08,074	+ 18,605
M.A./M.Sc.	24,828	29,176	5,642	6,088	30,470	35,864	+ 5,394
Research	2,784	3,225	478	608	3,262	3,833	+ 571
Total	2,56,49,903	2,78,34,626	1,04,05,076	1,15,94,459	3,60,54,979	3,94,29,085	+ 33,74,106
Professional and Technical Education (Collegiate)	1,68,252	1,85,784	13,901	15,905	1,82,153	2,01,689	+ 19,536
Special Education (Collegiate)	13,625	15,353	4,322	5,972	17,947	21,325	+ 3,378
Vocational and Technical Education (School)	2,43,404	2,72,331	63,325	70,117	3,06,729	3,42,448	+ 35,719
Social (Adult) Education	10,58,912	10,80,070	1,47,718	1,77,690	12,06,630	12,57,760	+ 51,130
Special Education (School)	1,02,748	1,49,920	40,980	30,697	2,33,728	1,80,617	— 53,111
GRAND TOTAL	2,73,26,844	2,95,38,084	1,06,75,322	1,18,94,840	3,80,02,166	4,14,32,924	+ 34,30,758

Table VII—Number of Pupils by States

State	For Boys		For Girls		Total		Increase(+) or Decrease(-)	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	30,75,447	31,82,516	1,23,729	1,33,498	31,99,176	33,16,014	+ 1,16,838	+ 3.7
Assam	11,39,118	12,20,804	89,829	96,226	12,28,947	13,17,030	+ 88,083	+ 7.2
Bihar	26,37,234	33,24,256	2,08,445	2,67,026	28,45,679	35,91,282	+ 7,45,603	+ 26.2
Bombay	60,09,101	64,92,958	8,13,878	8,52,933	68,22,979	73,45,891	+ 5,22,912	+ 7.7
Jammu & Kashmir	2,00,953	2,13,341	42,798	48,149	2,43,751	2,61,490	+ 17,739	+ 7.3
Kerala	27,74,335	29,63,113	1,20,316	1,16,835	28,94,651	30,79,948	+ 1,85,297	+ 6.4
Madhya Pradesh	18,46,578	19,64,717	2,07,553	2,28,718	20,54,131	21,93,435	+ 1,39,304	+ 6.8
Madras	35,12,775	38,22,567	1,11,613	1,21,490	36,24,388	39,44,057	+ 3,19,669	+ 8.8
Mysore	21,33,223	23,82,112	2,65,326	2,93,425	23,98,549	26,75,537	+ 2,76,988	+ 11.5
Orissa	9,61,186	10,89,947	27,169	35,633	9,88,355	11,25,580	+ 1,37,225	+ 13.9
Punjab	15,52,512	15,75,415	3,69,806	3,93,508	19,22,318	19,68,923	+ 46,605	+ 2.4
Rajasthan	8,32,856	10,13,612	1,04,178	1,16,890	9,37,034	11,30,502	+ 1,93,468	+ 20.6
Uttar Pradesh	41,50,045	44,65,769	4,77,963	5,38,135	46,28,008	50,03,904	+ 3,75,896	+ 8.1
West Bengal	31,87,124	33,43,468	3,11,650	3,41,892	34,98,774	36,85,360	+ 1,86,586	+ 5.3
A. & N. Islands	3,516	4,197	..	101	3,516	4,298	+ 782	+ 22.2
Delhi	2,37,402	2,57,041	1,15,794	1,36,423	3,53,196	3,93,464	+ 40,268	+ 11.4
Himachal Pradesh	82,851	86,547	5,410	5,843	88,261	92,390	+ 4,129	+ 4.7
L. M. & A. Island	2,456	2,822	..	65	2,456	2,887	+ 431	+ 17.5
Manipur	1,13,624	1,25,946	7,668	14,602	1,21,292	1,40,548	+ 19,256	+ 15.9
Tripura	1,01,889	1,06,913	6,056	7,288	1,07,945	1,14,201	+ 6,256	+ 5.8
N.E.F.A.	4,557	5,633	..	..	4,557	5,633	+ 1,076	+ 23.6
Pondicherry	36,613	32,032	7,590	8,518	34,203	40,550	+ 6,347	+ 18.6
India	3,45,85,395	3,76,75,726	34,16,771	37,57,198	3,80,02,166	4,14,32,924	+ 34,30,758	+ 9.0

per cent), Madras (8·8 per cent) and Uttar Pradesh (8·1 per cent). Among Territories, the highest and the lowest increases were reported by North East Frontier Agency (23·6 per cent) and Himachal Pradesh (4·7 per cent) respectively.

Expenditure

During the year under review, the total expenditure on recognised educational institutions amounted to Rs. 266·15 crores, as against Rs. 240·65 crores during the previous year. This gives an increase of 10·5 per cent. Of the total expenditure, Rs. 26·56 crores were spent on institutions for girls.

Table VIII below gives the distribution of the total expenditure during 1957-58 and 1958-59 according to the sources from which it was met.

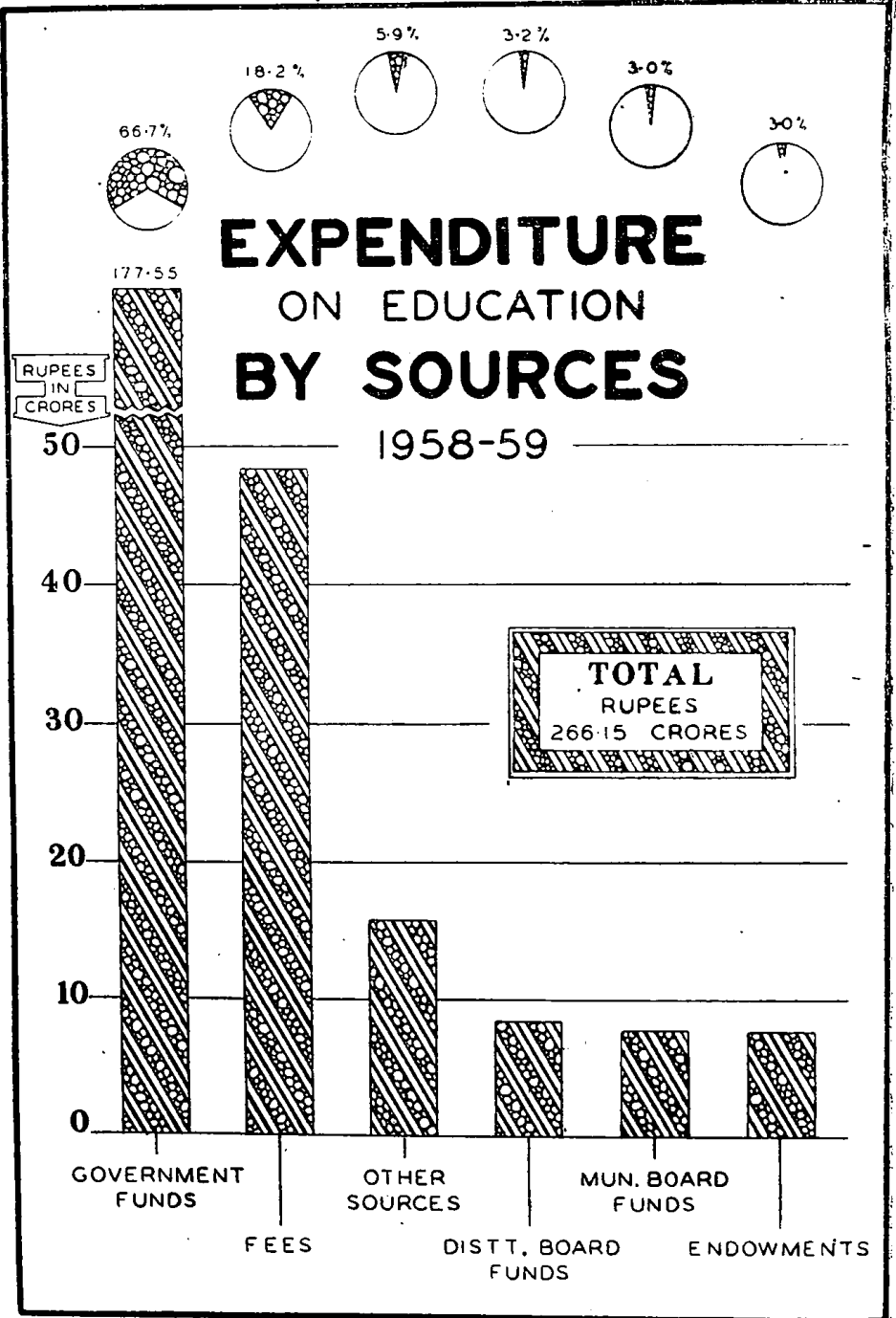
Table VIII—Expenditure on Education by Sources

Source	1957-58		1958-59	
	Amount	Percent- age	Amount	Percent- age
1	2	3	4	5
	Rs.		Rs.	
Government Funds . . .	1,57,89,93,209	65·6	1,77,55,53,272	66·7
District Board Funds . . .	9,69,82,587	4·0	8,53,84,366	3·2
Municipal Board Funds . . .	7,48,42,185	3·1	7,96,49,278	3·0
Fees	43,63,94,268	18·2	48,42,23,062	18·2
Endowments	6,98,14,334	2·9	7,85,98,745	3·0
Other Sources	14,95,18,603	6·2	15,81,14,345	5·9
Total	2,40,65,45,186	100·0	2,66,15,23,068	100·0

The above table shows that (a) there was no significant variation in the pattern of the distribution of expenditure over different sources. Out of every hundred rupees spent on education nearly Rs. 67 were met from government funds, Rs. 6 from local board funds, Rs. 18 from fees and the rest from other sources and (b) during the year, expenditure met from government funds rose by 12·4 per cent; that met from fees by 11·0 per cent and that met from other sources by 5·7 per cent. The expenditure met from local board funds, however, declined by 4·0 per cent.

The distribution of expenditure according to heads of charge under direct and indirect expenditure is given in table IX for the year 1957-58 and 1958-59.

The total direct expenditure increased by Rs. 20·76 crores or 11·4 per cent to Rs. 203·26 crores during the year. The distribution of this expenditure over various types of institutions was as follows: universities and colleges 20·6 per cent, Boards of Secondary and/or Intermediate education 1·0 per cent, secondary schools 41·5 per cent, primary and pre-primary schools 31·5 per cent, vocational and technical schools 4·0 per cent and schools for special education 1·4 per cent. The indirect expenditure also increased by Rs. 4·73 crores or 8·2 per cent to Rs. 62·89 crores. Its distribution on various items was: direction and inspection 9·0 per cent, building 45·5 per cent, scholarships 20·5 per cent, hostel charges 6·5 per cent and miscellaneous charges 18·5 per cent.



EXPENDITURE ON EDUCATION BY HEADS OF CHARGE 1958-59

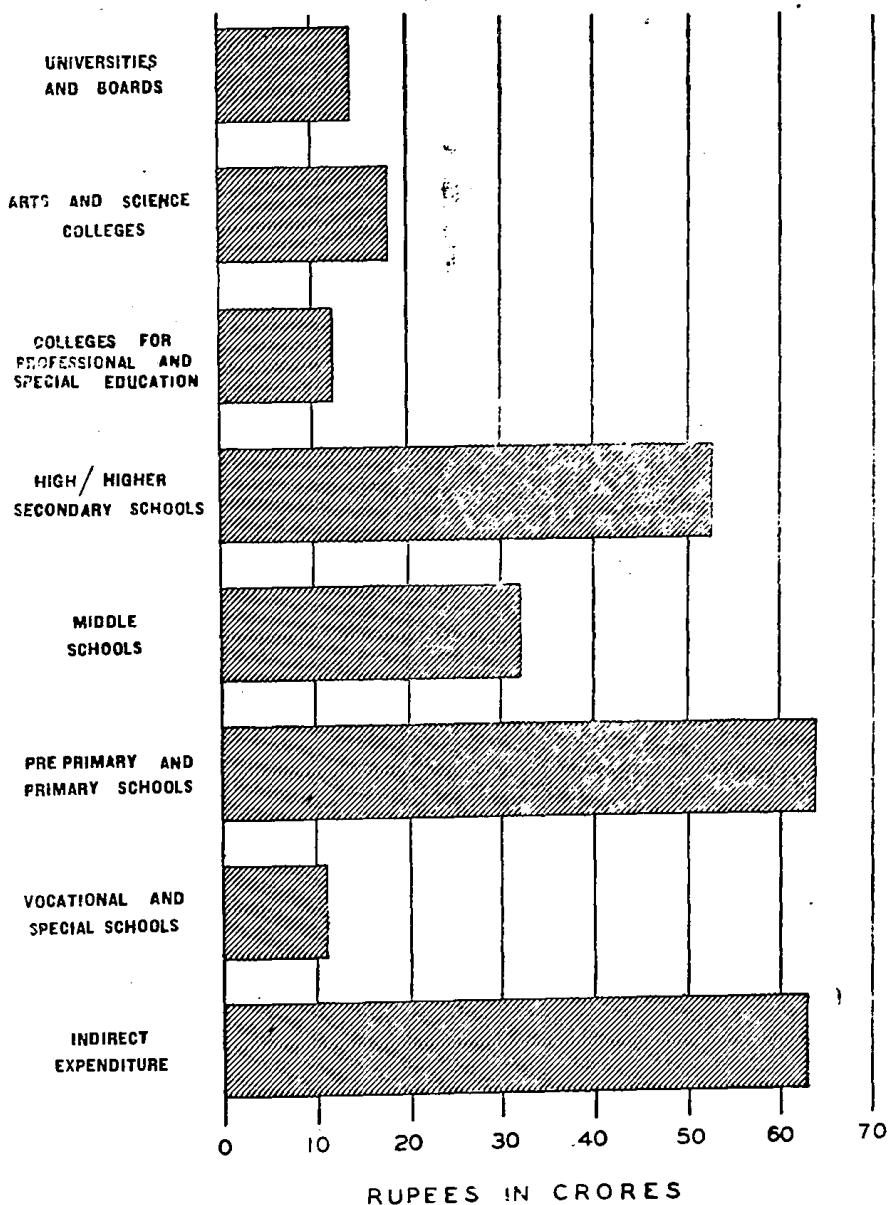


Table IX—Expenditure on Education according to Heads of Charges

Heads of Charge	1957-58	1958-59	Increase (+) or Decrease (—)	
			Amount	Percentage
1	2	3	4	5
<i>Direct—</i>	Rs.	Rs.	Rs.	
Universities	9,80,51,508	11,55,84,305	+ 1,75,32,797	+ 17·9
Boards of Secondary and/or Intermediate Education.	1,75,70,112	2,04,71,614	+ 29,01,502	+ 16·5
Research Institutions	2,94,47,738	2,53,13,396	— 41,34,342	— 14·0
Arts & Science Colleges	14,11,57,784	15,84,05,957	+ 1,72,48,173	+ 12·2
Professional Colleges	8,84,21,198	11,19,25,693	+ 2,35,04,495	+ 26·6
Special Education Colleges	61,55,717	70,30,117	+ 8,74,400	+ 14·2
High / Higher Secondary Schools	46,47,01,661	52,51,55,365	+ 6,04,53,704	+ 13·0
Middle Schools	20,76,71,767	31,83,47,104	+ 11,06,75,337	+ 53·3
Primary Schools	66,71,17,741	63,57,07,214	— 3,14,10,527	— 47·1
Pre-primary Schools	32,99,544	45,10,081	+ 12,10,537	+ 36·7
Vocational and Technical Schools	7,21,30,481	8,21,00,403	+ 99,69,922	+ 13·8
Social Education Schools	68,53,132	72,34,578	+ 3,81,446	+ 5·6
Special Education Schools	2,23,65,569	2,07,98,641	— 15,66,928	— 7·0
Total (Direct)	1,82,49,43,952	2,03,25,84,468	+ 20,76,40,516	+ 11·4
<i>Indirect—</i>				
Direction & Inspection	4,77,31,146	5,68,48,886	+ 91,17,740	+ 19·1
Buildings	27,78,98,109	28,63,25,992	+ 84,27,883	+ 3·0
Scholarships	10,55,78,335	12,87,64,685	+ 2,31,86,350	+ 22·0
Hostel Charges	3,78,13,419	4,08,35,237	+ 30,21,818	+ 8·0
Miscellaneous	11,25,80,225	11,61,63,800	+ 35,83,575	+ 3·2
Total (Indirect)	58,16,01,234	62,89,38,600	+ 4,73,37,366	+ 8·2
GRAND TOTAL	2,40,65,45,186	2,66,15,23,068	+ 25,49,77,882	+ 10·6

Table IX shows that the direct expenditure on research institutions, primary schools and special education schools decreased by 14.0, 47.1 and 7.0 per cent respectively. While the decrease in the expenditure on research institutions and special education schools was, as stated earlier, due to the closing down of one research institution and some adult education centres, the apparent decline in the expenditure on primary schools was due to the decrease in their number on account of the reclassification of upper primary schools as middle schools in Bombay. Other institutions shared the increase in expenditure in varying degrees. On percentage basis, the highest increase was reported by middle schools (53.3 per cent), followed by pre-primary schools (36.7 per cent), professional colleges (26.6 per cent), universities (17.9 per cent), boards (16.5 per cent). In others, it was less than 15.0 per cent, the least (5.6 per cent) being in the case of colleges for social education.

The highest percentage increase under indirect expenditure was in the case of scholarships (22.0 per cent) and the lowest in respect of buildings (3.0 per cent). The intermediate positions were occupied by direction and inspection (19.1 per cent), hostel charges (8.0 per cent) and miscellaneous (3.2 per cent).

According to the sources from which the indirect expenditure was met, the contribution of government was the highest *i.e.* 76.9 per cent. Fees accounted for 6.5 per cent and local boards 3.3 per cent. The remaining 13.3 per cent came from endowments and other sources. The corresponding figures for the previous year were : 75.3, 5.7, 3.9 and 15.1 per cent respectively. Separate figures for the various items contributing the indirect expenditure are given below—

Table X—Indirect Expenditure on Education by Sources

Item	Year	Percentage of Expenditure met from				
		Govt. Fund	Local Board Funds	Fees	Endowments	Other Sources
1	2	3	4	5	6	7
Direction . . .	1957-58	98.3	..	0.9	..	0.8
	1958-59	99.2	..	0.8	..	..
Inspection . . .	1957-58	94.6	5.1	..	..	0.3
	1958-59	96.2	3.8	..	..	..
Buildings . . .	1957-58	72.9	5.4	2.8	7.2	11.7
	1958-59	73.7	4.3	4.7	8.1	9.2
Scholarships . . .	1957-58	89.4	0.9	1.3	1.4	7.0
	1958-59	91.3	0.8	0.9	1.1	5.9
Hostel Charges . . .	1957-58	31.4	1.7	44.0	9.4	13.5
	1958-59	30.6	1.7	47.6	9.2	10.9
Miscellaneous . . .	1957-58	74.4	3.6	6.3	1.4	14.3
	1958-59	75.9	4.2	5.8	0.9	13.2
Total . . .	1957-58	75.3	3.9	5.7	4.6	10.5
	1958-59	76.9	3.3	6.5	4.7	8.6

The distribution of direct expenditure according to the managements of the institutions is given in table XI. It will be seen that 29·6 per cent of the expenditure was accounted for by government institutions, 25·8 per cent by local boards institutions and 44·6 per cent by private institutions. The share of these managements in the number of institutions was 25·6 per cent, 41·6 per cent and 32·8 per cent respectively.

Table XI—Direct Expenditure on Institutions by Management

Management	1957-58		1958-59		Percent- age Increase
	Amount	Percent- age	Amount	Percent- age	
1	2	3	4	5	6
	Rs.		Rs.		
Government	55,09,29,583	30·2	60,12,31,656	29·6	9·1
District Board	36,11,77,790	19·8	40,12,19,044	19·7	11·1
Municipal Board	11,15,80,984	6·1	12,34,80,310	6·1	10·7
Private Bodies—					
Aided	71,99,55,124	39·4	82,10,32,637	40·4	14·0
Unaided	8,13,00,471	4·5	8,55,20,821	4·2	5·2
Total	1,82,49,43,952	100·0	2,03,25,84,468	100·0	11·4

Table XII gives the break up of Rs. 177·55 crores expended from Government funds during 1958-59. To facilitate comparison, figures for the previous year have also been tabulated. It will be seen that primary and secondary schools accounted for nearly 30 per cent each of the expenditure met from Government funds. Government's share of the expenditure on various items of indirect expenditure was to the extent of 27·2 per cent. Universities and colleges and other types of schools received the remaining share.

Table XII—Distribution of Government Expenditure on Education

Item	1957-58		1958-59	
	Amount	Percentage of Total Expenditure	Amount	Percentage of Total Expenditure
1	2	3	4	5
	Rs.		Rs.	
Institutions for Men	1,44,04,38,641	91·2	1,61,83,55,174	91·1
Institutions for Women	13,85,54,568	8·8	15,71,98,098	8·9
Total	1,57,89,93,209	100·0	1,77,55,53,272	100·0
Universities	4,49,66,663	2·8	5,68,50,811	3·2
Boards of Secondary and/or Intermediate Education.	8,00,810	0·1	4,00,144	0·0
Research Institutions	2,83,53,426	1·8	2,33,46,546	1·3
Arts & Science Colleges	4,92,83,854	3·1	5,56,71,319	3·1
Professional Colleges	5,86,53,759	3·7	7,59,51,854	4·3
Special Education Colleges	38,28,100	0·2	40,60,862	0·2
High Schools	20,62,74,725	13·1	[24,12,32,444	13·6
Middle Schools	15,01,10,161	9·5	[23,35,13,918	13·2
Primary Schools	52,35,73,865	33·2	[51,77,74,892	29·2
Pre-Primary Schools	9,63,573	0·1	12,37,387	0·1
Vocational Schools	5,41,32,577	3·4	6,29,94,002	3·5
Special Education Schools	1,99,70,913	1·3	1,91,50,710	1·1
Direction and Inspection	4,55,19,808	2·9	5,51,17,207	3·1
Scholarships	9,43,34,607	6·0	11,74,97,802	6·6
Hostel Charges	1,18,88,874	0·7	1,25,37,385	0·7
Buildings	20,26,14,113	12·8	21,00,53,836	11·8
Miscellaneous	8,37,23,381	5·3	8,81,62,153	5·0
Total	1,57,89,93,209	100·0	1,77,55,53,272	100·0

The State-wise details of the total expenditure on education for the years 1957-58 and 1958-59 is given in Table XIII. Of all the States, maximum amount expended on education was reported, as usual, by Bombay (Rs. 49·46 crores), followed by Uttar Pradesh (Rs. 33·47 crores), West Bengal (Rs. 28·99 crores) and Madras (Rs. 26·04 crores). In other States and Territories, it was less than Rs. 25 crores.

It will be seen that except Delhi, where the expenditure decreased by nearly Rs. 80 lakhs, it increased in every State. The reason for the decrease in educational expenditure in Delhi was the transfer of schools up to middle standard to Corporation where the teachers could not be paid full salary during the year under report. On percentage basis, increase in expenditure, among States, was the highest in Kerala (23·9 per cent) to be followed by Madhya Pradesh (17·3 per cent), Mysore (15·3 per cent), Jammu & Kashmir (14·4 per cent), Assam (13·2 per cent) and Madras (12·7 per cent). The lowest increase of 5·8 per cent was reported by Bihar. Among Union Territories, L.M.A. Islands reported the highest increase of 105·7 per cent, followed by A. & N-Islands (54·0 per cent), Manipur (34·2 per cent) and N.E.F.A. (30·3 per cent). The lowest increase of 1·5 per cent was reported by Tripura.

Figures in Col. (10)—(14) of Table XIII show the percentage of expenditure met from different sources in the various States and Union Territories. Among the States, Government met more than 80 per cent of the expenditure in Jammu and Kashmir (92·1 per cent), Kerala (86·3 per cent) and Rajasthan (84·8 per cent). The proportion of expenditure from local board funds was nil in case of Jammu and Kashmir and Kerala and 0·6 per cent in case of Punjab. The share of the fees ranged from 4·5 per cent in Jammu & Kashmir to 26·7 per cent in West Bengal. Endowment and other sources played a minor part in educational expenditure. In Territories, major expenditure was borne by the Government.

On an average the annual cost per pupil came to Rs. 64·2 as against Rs. 63·3 in 1957-58. Among States, the highest and lowest cost per student was reported by West Bengal (Rs. 78·7) and Bihar (Rs. 45·9) respectively.

The per capita expenditure on education in different States has been shown in Col. 17 of Table XIII. It varied from Rs. 3·4 in Orissa to Rs. 9·8 in Kerala among States and from Rs. 5·2 in Himachal Pradesh to Rs. 28·6 in Delhi among Territories.

The above is the brief description of the educational progress reported during 1958-59. Subsequent chapters discuss in some detail major developments that took place in the various fields of education during the year under reference.

Table XIII—Expenditure on

State	On Institutions for Boys		On Institutions for Girls	
	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	15,79,79,845	17,36,00,716	1,04,63,310	1,21,60,204
Assam	5,62,91,964	6,40,40,305	51,04,481	54,53,846
Bihar	14,62,64,520	15,32,02,451	94,33,185	1,15,35,679
Bombay	40,30,31,027	44,19,71,846	4,87,89,110	5,26,16,795
Jammu and Kashmir . . .	1,15,46,377	1,32,03,183	21,82,097	24,98,300
Kerala	11,95,62,294	14,96,60,635	79,91,206	83,92,819
Madhya Pradesh	11,85,13,721	13,80,45,271	1,43,03,175	1,77,20,530
Madras	21,12,34,591	23,86,70,762	1,99,14,841	2,17,43,062
Mysore	11,20,50,149	13,08,21,385	1,37,50,463	1,42,72,346
Orissa	5,14,02,841	5,50,61,562	22,88,048	26,55,202
Punjab	11,08,24,702	12,28,06,413	1,90,46,030	2,09,56,156
Rajasthan	6,75,85,017	7,53,87,277	75,35,221	84,44,605
Uttar Pradesh	27,51,39,205	30,22,77,418	3,02,59,113	3,24,57,341
West Bengal	23,63,45,519	25,47,47,462	3,07,39,876	3,51,30,562
A. & N. Islands	3,81,478	5,63,010	..	24,396
Delhi	6,55,14,049	5,49,21,738	1,48,70,144	1,74,75,920
Himachal Pradesh	59,06,130	63,59,897	3,21,037	3,02,714
L. M. & A. Islands	1,21,821	2,50,526	..	..
Manipur	32,59,162	43,49,227	1,71,464	2,53,126
Tripura	1,05,94,882	1,06,18,052	8,23,465	9,77,147
N.E.F.A.	17,19,849	22,40,923	..	..
Pondicherry	27,19,668	31,62,466	5,70,109	4,89,793
India	2,16,79,88,811	2,39,59,62,525	23,85,56,375	26,55,60,543

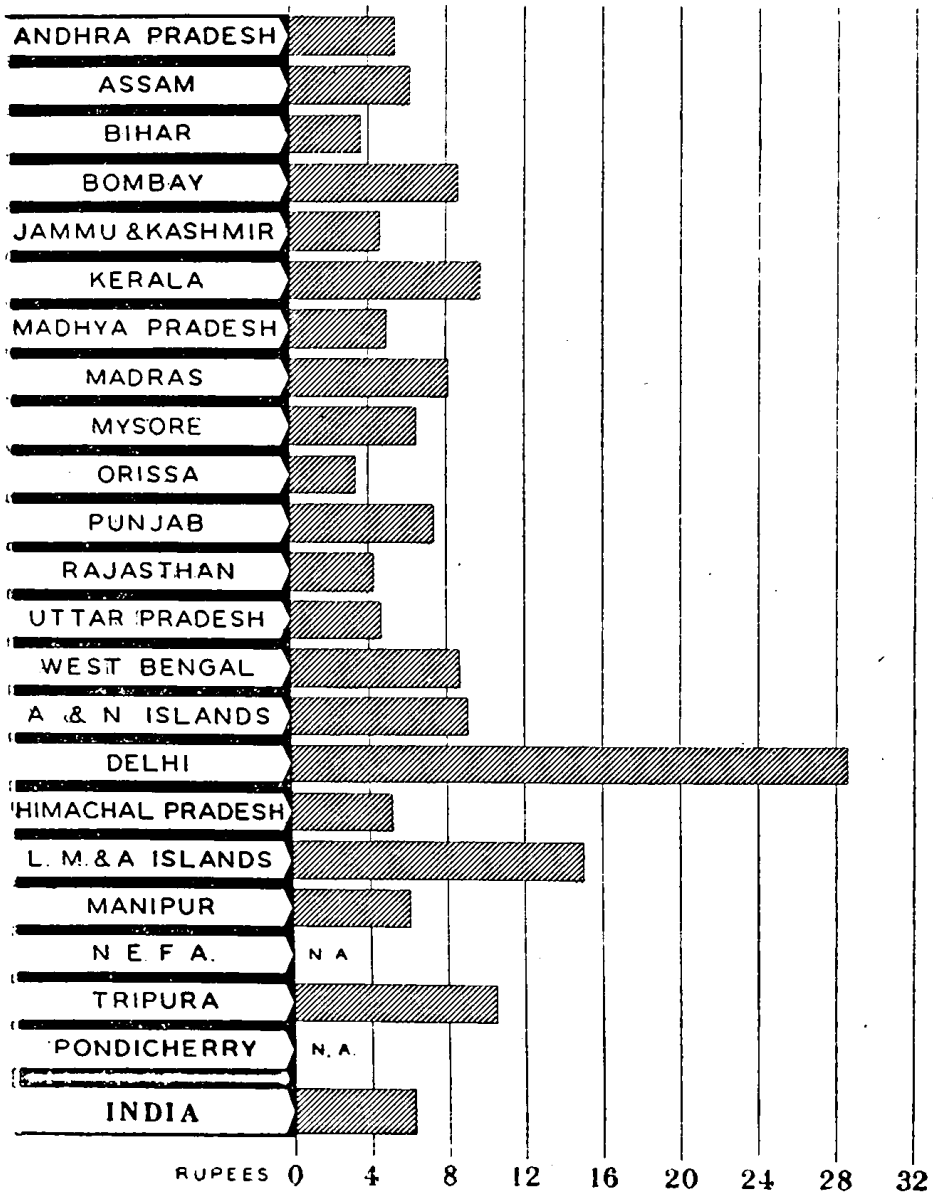
Education by States

Total		Increase (+) or Decrease (—)		State
1957-58	1958-59	Amount	Percentage	
6	7	8	9	
Rs.	Rs.	Rs.		
16,84,43,155	18,57,60,920	+ 1,73,17,765	+ 10.3	Andhra Pradesh
6,13,96,445	6,94,94,151	+ 80,97,706	+ 13.2	Assam
15,58,97,705	16,47,38,130	+ 90,40,425	+ 5.8	Bihar
45,18,20,137	49,45,88,641	+ 4,27,68,504	+ 9.5	Bombay
1,37,28,474	1,57,01,483	+ 19,73,009	+ 14.4	Jammu & Kashmir
12,75,53,500	15,80,53,454	+ 3,04,99,954	+ 23.9	Kerala
13,28,16,896	15,57,65,801	+ 2,29,48,905	+ 17.3	Madhya Pradesh
23,11,49,432	26,04,13,824	+ 2,92,64,392	+ 12.7	Madras
12,58,00,612	14,50,93,731	+ 1,92,93,119	+ 15.3	Mysore
5,36,90,889	5,77,16,764	+ 40,25,875	+ 7.5	Orissa
12,98,70,732	14,37,62,569	+ 1,38,91,837	+ 10.7	Punjab
7,51,20,238	8,38,31,882	+ 87,11,644	+ 11.6	Rajasthan
30,53,98,318	33,47,34,759	+ 2,93,36,441	+ 9.6	Uttar Pradesh
26,70,85,395	28,98,78,024	+ 2,27,92,629	+ 8.5	West Bengal
3,81,478	5,87,406	+ 2,05,928	+ 54.0	A. & N. Islands
8,03,84,193	7,23,97,658	— 79,86,535	— 9.9	Delhi
62,27,167	66,62,611	+ 4,35,444	+ 7.0	Himachal Pradesh
1,21,821	2,50,526	+ 1,28,705	+ 105.7	L. M. & A. Islands
34,30,626	46,02,353	+ 11,71,727	+ 34.2	Manipur
1,14,18,347	1,15,95,199	+ 1,76,852	+ 1.5	Tripura
17,19,849	22,40,923	+ 5,21,074	+ 30.3	N.E.F.A.
32,89,777	36,52,259	+ 3,62,482	+ 11.0	Pondicherry
2,40,65,45,186	2,66,15,23,068	+25,49,77,882	+ 10.6	India

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

State	Percentage of Expenditure met from					Average Annual cost per Pupil		Expenditure per Capita
	Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources	1957-58	1958-59	
	10	11	12	13	14	15	16		17
						Rs.	Rs.	Rs.
Andhra Pradesh	69.9	11.9	11.3	4.4	2.5	52.7	56.0	5.4
Assam . . .	76.0	0.7	17.3	4.4	1.6	50.0	52.8	6.2
Bihar . . .	67.2	1.8	20.6	1.1	9.3	54.7	45.9	3.7
Bombay . . .	60.8	8.4	22.6	0.8	7.4	66.2	67.3	8.6
Jammu & Kashmir.	92.1	0.0	4.5	1.3	2.1	56.3	60.0	4.6
Kerala . . .	86.3	0.0	9.3	0.2	4.2	44.1	51.3	9.8
Madhya Pradesh	79.7	5.2	8.2	1.6	5.3	64.7	71.0	5.0
Madras . . .	59.4	12.9	15.7	11.1	0.9	63.8	66.0	8.1
Mysore . . .	72.4	6.0	12.5	0.7	8.4	52.4	54.2	6.5
Orissa . . .	80.5	0.8	9.2	5.1	4.4	54.3	51.3	3.4
Punjab . . .	63.3	0.6	25.6	6.3	4.2	67.6	73.0	7.4
Rajasthan . .	84.8	0.8	7.9	4.3	2.2	80.2	74.2	4.3
Uttar Pradesh .	56.4	7.7	23.4	1.5	11.0	66.0	66.9	4.7
West Bengal .	62.0	3.0	26.7	2.3	6.0	76.3	78.7	8.7
A. & N. Islands	95.7	..	2.6	..	1.7	108.5	136.7	9.1
Delhi . . .	60.0	14.9	16.1	1.0	8.0	227.6	184.0	28.6
Himachal Pradesh.	95.9	..	2.6	0.2	1.3	70.6	72.1	5.2
L.M & A. Islands	100.0	..	..	..	..	49.6	86.8	15.1
Manipur . . .	73.3	0.0	18.3	7.2	1.2	28.3	32.7	6.1
Tripura . . .	91.2	..	5.5	2.3	1.0	105.8	101.5	10.6
N.E.F.A. . . .	100.0	..	..	..	..	377.4	397.8	N.A.
Pondicherry .	88.2	..	8.2	0.4	3.2	96.2	90.1	N.A.
India . . .	66.7	6.2	18.2	3.0	5.9	63.3	64.2	6.3

COST PER CAPITA [OF POPULATION] ON EDUCATION 1958-59



CHAPTER II

EDUCATIONAL ORGANISATION AND PERSONNEL

This chapter surveys the main developments which took place during the year in (a) Educational Organisation; (b) Educational Services; and (c) States-Directorates and Inspectorates of Education.

Educational Organisation

In April 1958, the Central Ministry of Education and Scientific Research was bifurcated into two Ministries, namely the Ministry of Education and the Ministry of Scientific Research and Cultural Affairs. The items of work allocated to the Ministry of Education included mainly those which were previously dealt with in the Department of Education of the former joint Ministry and those relating to physical education, sports and youth welfare. In addition, the schemes of scholarships which were allied to its work were also allocated to it.

Except for the States of Assam, Bombay and Punjab, there was no major change in the educational organisation in the States. In Assam, the Director of Public Instruction was appointed as Education Secretary in addition to his duties as Director of Public Instruction. In Bombay, three more regional offices of the Directorate of Education were formed for the districts of the pre-organised Bombay State with Headquarters at Bombay (8 Districts), Poonā (6 Districts) and Ahmedabad (8 Districts) from October, 1958. These offices were placed in the charge of B.E.S. Class I Officers of the rank of Deputy Directors of Education. In Punjab, the ranks of Additional Secretary and Deputy Secretary to Government in the Education Department were withdrawn from the Director of Public Instruction and Joint Director of Public Instruction and separate officers from P.C.S. cadre were appointed as Deputy Secretary and Under Secretary against these posts in the Education Department.

Educational Services

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

The total strength of all the State Educational Services (including equivalent posts where no such service existed) increased from 9,060 to 10,064 during 1958-59. Of these, 1,096 posts were in Class I and 8,968 posts in Class II. The branch-wise and class-wise distribution of these posts is given in table XIV below:

Table XIV—Strength of State Educational Services According to Branches

Branches	Class I		Class II		Total
	Men	Women	Men	Women	
1	2	3	4	5	6
Direction and Inspection	256	22	868	97	1,243
Collegiate	676	40	4,922	658	6,296
School	60	2	1,791	359	2,212
Others	39	1	265	8	313
TOTAL	1,031	65	7,846	1,122	10,064

Of the 1,096 Class I posts, 318 were filled by direct recruitment, 606 by promotion and 92 by officiating arrangements, while 80 were held in abeyance. Similar distribution of the 8,968 Class II posts was: filled by direct recruitment 3,761, filled by promotion 4,046, filled by officiating arrangement 640 and those held in abeyance 521. State-wise details of Educational Services Class I and Class II are given in Table XV.

The disparity in the scales of pay of men and women officers in the Punjab Educational Service, Class I and II, was removed from the year under review by bringing the grades of women officers at par with those of men.

Direction and Inspection

The direction and control of the large number of government institutions and the inspection of all schools whose number was increasing rapidly under the various development schemes, necessitated the strengthening of the Educational Directorate and the Inspectorate staff. A detailed statement regarding the strength of the Direction and Inspection personnel in the different States, the minimum educational qualifications for these posts, the scales of pay and the duties assigned to them are given in Appendix A of Volume II of the Report.

The total expenditure on Direction and Inspection amounted to Rs. 5.68 crores during 1958-59, as against Rs. 4.77 crores during the previous year. It formed about 2.1 per cent of the total expenditure on education as compared to 2.0 per cent in 1957-58. Of the total expenditure on Direction and Inspection 97.0 per cent was met from Government funds, 2.8 per cent from local funds and 0.2 per cent from fees.

Table XVI gives the distribution of the expenditure on Direction and Inspection in the different States for the years 1957-58 and 1958-59. Except Orissa and Delhi which showed a decrease, the expenditure on Direction and Inspection increased in every State and Territory during the year. Among the

States, the highest increase was reported by Uttar Pradesh (Rs. 27·02 lakhs) followed by Bihar (Rs. 13·25 lakhs), Punjab (Rs. 10·25 lakhs), Andhra Pradesh (Rs. 6·89 lakhs), Madras (Rs. 6·15 lakhs) and Kerala (Rs. 5·33 lakhs). In other States, the increase in expenditure was less than Rs. 5 lakhs each, the least being in Jammu and Kashmir (Rs. 1·06 lakhs). Among the Union and other Territories, Tripura recorded the highest increase of Rs. 2·31 lakhs. In others, it ranged from Rs. 0·94 lakhs in Himachal Pradesh to Rs. 0·06 lakhs in Pondicherry. A. & N. Islands reported an expenditure of Rs. 31,400 on this item for the first time.

Figures in Col. (8) of the same Table indicate the percentage of expenditure on Direction and Inspection to the total expenditure on educational institutions during 1958-59. It varied from 4·7 per cent in Jammu and Kashmir to 1·0 per cent in West Bengal among the States and from 13·4 per cent in N.E.F.A. to 0·7 per cent in Delhi among the Union Territories and Areas.

Figures in Cols. (9) to (12) give the state-wise distribution of expenditure according to the sources from which it was met. It will be seen that in all the States and Territories, excepting Andhra Pradesh, Bihar, Bombay, Madhya Pradesh, Madras, Uttar Pradesh and West Bengal, the entire expenditure was met from Government funds.

Table XV—State Educational Service—Class I and II

State	Total No. of Posts			Number of posts filled up by									No. of posts vacant			
	Men	Wo- men	Total	Direct Recruitment			Promoted			Officiating			Men	Wo- men	Total	
				Men	Wom- men	Total	Men	Wo- men	Total	Men	Wo- men	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Andhra	Class I	29	3	32	2	..	2	27	3	30	..	..	..	..	..	..
	Class II	257	52	309	23	3	26	234	49	283	..	..	..	..	..	..
Assam	Class I	49	..	49	6	..	6	30	..	30	13	..	13	..	..	..
	Class II	86	2	88	81	1	82	5	1	6	..	..	..	..	..	..
Bihar	Class I	96	5	101	28	1	29	55	4	59	2	..	2	11	..	11
	Class II	481	64	545	257	31	288	106	12	118	13	4	17	105	17	122
Bombay	Class I	230	4	234	82	1	83	83	3	86	20	..	20	45	..	45
	Class II	993	42	1,035	424	4	428	347	36	383	98	1	99	124	1	125
Jammu & Kashmir	Class I	1	..	1	..	..	..	1	..	1	..	..	..	..	..	..
	Class II	371	73	444	23	3	26	348	70	418	..	..	..	..	..	..
Kerala	Class I	30	10	40	7	4	11	21	6	27	..	..	..	2	..	2
	Class II	869	177	1,046	417	125	542	396	50	446	33	..	33	23	2	25
Madhya Pradesh	Class I	182	9	191	37	1	38	114	7	121	23	1	24	8	..	8
	Class II	1,731	207	1,938	549	66	615	809	81	890	228	47	275	145	13	158
Madras	Class I	46	3	49	8	..	8	23	1	24	14	2	16	1	..	1
	Class II	188	34	222	26	5	31	108	15	123	46	13	59	8	1	9
Mysore	Class I	113	4	117	34	3	37	62	1	63	8	..	8	9	..	9
	Class II	237	33	270	70	8	78	112	24	136	24	..	24	31	1	32

Orissa	{ Class I	37	2	39	2	..	2	30	2	32	2	..	2	3	..	3
	{ Class II	379	34	413	302	24	326	58	10	68	7	..	7	12	..	12
Punjab	{ Class I	41	9	50	4	..	4	37	9	46	..	..	..	..	..	..
	{ Class II	226	51	277	6	1	7	216	50	266	..	..	..	4	..	4
Rajasthan	{ Class I	2	..	2	..	..	..	2	..	2	..	..	..	..	..	..
	{ Class II	1,272	179	1,451	800	111	911	472	68	540	..	..	..	..	..	..
Uttar Pradesh	{ Class I	67	8	75	37	4	41	29	4	33	1	..	1	..	..	..
	{ Class II	217	34	251	105	..	105	60	18	78	49	15	64	3	1	4
West Bengal	{ Class I	98	7	105	49	5	54	42	2	44	6	..	6	1	..	1
	{ Class II	320	76	396	131	43	174	137	22	159	48	10	58	4	1	5
A. & N. Islands	{ Class I	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..
	{ Class II	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Delhi	{ Class I	2	..	2	1	..	1	1	..	1	..	..	..	..	..	..
	{ Class II	85	54	139	19	16	35	62	38	100	..	..	..	4	..	4
Himachal Pradesh	{ Class I	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..
	{ Class II	9	1	10	1	..	1	6	1	7	1	..	1	1	..	1
Manipur	{ Class I	2	..	2	2	..	2	..	..	..	..	..	..	..	..	..
	{ Class II	44	2	46	37	2	39	7	..	7	..	..	..	..	..	..
Tripura	{ Class I	3	..	3	1	..	1	2	..	2	..	..	..	..	..	..
	{ Class II	64	6	70	32	5	37	11	1	12	3	..	3	18	..	18
N.E.F.A.	{ Class I	1	1	2	1	..	1	..	1	1	..	..	..	..	..	..
	{ Class II	15	1	16	9	1	10	4	..	4	..	..	..	2	..	2
Pondicherry	{ Class I	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	{ Class II	2	..	2	..	..	..	2	..	2	..	..	..	..	..	..
India	{ Class I	1,031	65	1,096	303	19	322	559	43	602	89	3	92	80	..	80
	{ Class II	7,846	1,122	8,968	3,312	449	3,761	3,500	546	4,046	550	90	640	484	37	521

Table XVI—Expenditure on Direction and Inspection

State	Expenditure						Percentage of Total Expenditure on Education 1958-59	Percentage of Expenditure on Direction and Inspection (1958-59) met from			
	On Direction		On Inspection*		Total			Government Funds	Local Board Funds	Fees	Other Sources
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59					
1	2	3	4	5	6	7	8	9	10	11	12
Andhra Pradesh .	Rs. 8,02,112	Rs. 7,95,794	Rs. 26,64,874	Rs. 33,59,702	Rs. 34,66,986	Rs. 41,55,496	2.2	97.2	..	2.8	..
Assam	4,41,317	4,28,400	16,06,014	17,43,060	20,47,331	21,71,460	3.1	100.0	..	..	..
Bihar	4,30,386	4,82,553	39,27,334	51,99,697	43,57,720	56,82,250	3.4	98.2	1.8	..	..
Bombay	13,20,005	15,10,912	53,79,845	56,12,822	66,99,850	71,23,734	1.4	99.5	0.5	..	..
Jammu & Kashmir .	1,86,200	1,96,600	4,37,000	5,33,000	6,23,200	7,29,600	4.7	100.0	..	..	..
Kerala	6,77,808	9,75,526	21,21,804	23,56,417	27,99,412	33,31,943	2.1	100.0	..	..	..
Madhya Pradesh .	10,81,705	9,80,076	27,75,277	30,61,425	38,56,982	40,41,501	2.6	99.4	0.6	..	..
Madras	6,70,472	11,80,362	33,09,261	34,14,663	39,79,733	45,95,025	1.8	83.0	17.0	..	..
Mysore	5,68,434	7,93,234	26,34,415	28,19,304	32,02,849	36,12,538	2.5	100.0	..	..	..

Orissa	3,51,374	3,07,705	11,65,083	12,08,172	15,16,457	15,15,877	2.6	100.0	..	..	..
Punjab	7,52,679	8,38,450	19,83,920	29,23,534	27,36,599	37,61,984	2.6	100.0	..	..	..
Rajasthan	6,62,254	7,85,365	19,00,727	19,68,590	25,62,981	27,53,955	3.3	100.0	..	..	..
Uttar Pradesh	10,66,924	30,25,126	46,61,343	54,05,188	57,28,267	84,30,314	2.5	92.6	7.4	..	..
West Bengal	4,30,336	4,22,447	19,49,436	23,98,890	23,70,772	28,21,337	1.0	98.3	1.7	..	..
A. & N. Islands . . . . .	..	25,566	..	5,834	..	31,400	5.3	100.0	..	..	..
Delhi	3,54,721	3,64,894	3,32,237	1,20,626	6,86,958	4,85,520	0.7	100.0	..	..	..
Himachal Pradesh	64,800	17,206	2,00,488	3,41,615	2,65,288	3,58,821	5.4	100.0	..	..	..
L.M. & A. Islands . . . . .	..	3,336	1,000	4,913	1,000	8,249	3.3	100.0	..	..	..
Manipur	1,80,478 [†]	2,69,230 [†]	1,80,478	2,69,230	5.8	100.0	..	..	..
Tripura	1,29,309	2,07,687	2,21,209	3,73,496	3,50,518	5,81,183	5.0	100.0	..	..	..
N.E.F.A.	98,007	2,00,962	1,08,641	98,597	2,06,648	2,99,559	13.4	100.0	..	..	..
Pondicherry	71,057	75,639	11,060	12,271	82,117	87,910	2.4	100.0	..	..	..
India/Total	1,03,40,178	1,38,87,070	3,73,90,968	4,29,61,816	4,77,31,146	5,68,48,886	2.1	97.0	2.8	0.2	..

* Includes expenditure on Direction of Girls' Education.

† Includes expenditure on inspection also.

CHAPTER III

PRIMARY EDUCATION

Appreciable progress was made in the field of primary education during the year under report. This progress covered both expansion of educational facilities as well as improvement of its quality and content.

The Union Cabinet gave its general approval to the recommendation of the Educational Panel of the Planning Commission that the immediate objective before the country should be the introduction of universal, free and compulsory education for all the children up to the age of 11 years by 1965-66 and that attempt should be made to achieve the ultimate objective of providing universal, free and compulsory education to all children up to the age of 14 years in a period of 15 to 20 years at the latest. Working out the financial implications involved and other details of the programme were taken up in consultation with the State Governments.

The All-India Council for Elementary Education, which was set up in 1957, to prepare programmes for the early introduction of free and compulsory elementary education in the country, held its second meeting on 10th and 11th October, 1958. The Council, *inter alia*, recommended that:

(a) Steps should be taken right now to move towards the fulfilment of the prescribed target. The existing activities under the scheme of relief of educated unemployed, the Centrally-sponsored scheme of expansion of Girls' education and the pilot project of universal, free and compulsory education in selected blocks in different States should all be considered to be working in that direction.

(b) Necessary steps should be taken to organise teacher-training facilities to meet the requirements of the third Plan in view of the fact that regular teacher-training would take about three years for the first batch of trained teachers to be available. It was also stated that the rapid expansion visualised in the third Plan may not be possible to be taken up by only fully trained teachers, so that it would be necessary, financially and otherwise, to organise also short and refresher courses in existing institutions during the vacations etc. by properly phasing the training programme. In this connection it was emphasised that special measures, including organisation of condensed integrated courses, should be taken for increasing the output of women teachers.

(c) Suitable voluntary organisation in the State should also be encouraged and assisted to develop teacher-training facilities, particularly for women teachers.

(d) The Council advised the State Governments etc. to examine their existing Acts of Primary Education or to enact new legislation where necessary with a view to: (i) Improving the machinery for the administration of primary education; (ii) Re-adjusting the financial relationship between the State Governments and the local authorities where necessary and (iii) Improving the procedure for enforcement of compulsory attendance.

(e) Timely action should be taken to set up or strengthen the necessary administrative machinery to cope with this work in the States as well as in the Central Government.

(f) Special measures should be taken to avoid wastage and to keep in school, till the end of the primary stage, all the children who are once enrolled in the first class of that stage.

In order to facilitate the task of the State Governments in regard to the revision or adoption of Compulsory Primary Education Acts, the Ministry of Education took up the preparation of a model legislation on compulsory primary education during the year. In doing so, due note was taken of the experience of the various State Governments and some foreign countries in this field. The model legislation was intended to be circulated to the State Governments for adoption with such modifications as might be considered necessary by them to suit local circumstances and needs.

The Government of India initiated the centrally sponsored scheme of relief of educated unemployment and expansion of primary education. The scheme envisaged the appointment of 60,000 teachers and 15,000 inspecting officers and the construction of 6,000 residential quarters for women teachers during the remaining three years of the Second Plan. For 1958-59, 15,000 teachers, inspecting officers' quarters were allotted to the different State Governments on the basis of 100 per cent assistance from the Central Government. Almost all the State Governments took up the implementation of this scheme and there was a good deal of demand for the allotment of more teachers from a number of States.

The Government of India took up a pilot project, to improve the teaching of science at the elementary stage. The scheme envisaged the appointment of science consultants in the states, each consultant having jurisdiction over about a hundred primary and middle schools in a selected area. The functions of the science consultant include: improvement of science teaching in elementary schools; to suggest equipment, books and visual aids for the schools, to organise workshops, conferences and study circles for elementary science teachers; to study the existing science syllabus and to work out a model syllabus in the light of experience; and to examine and devise an improved science syllabus for the junior basic training institutions. The scheme was lifted by a number of state Governments for implementation.

A national programme of 'Orientation' of non-basic elementary schools towards the basic pattern was drawn up. The programme envisaged not only the enrichment of primary education but also to give it a suitable social bias which was so essential for the building up democratic attitudes in the future citizens.

The Educational Survey of India, undertaken by the Union Government in 1957-58 in cooperation with the State Governments, was completed. The report of the Survey was received. The survey was intended to decide places where new schools should be opened so that, with the minimum number of schools, the maximum population might be served. The findings of the survey are expected to prove very useful in the programme of compulsory primary education during the third Plan.

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

Andhra Pradesh

Under the scheme to Relieve Educated unemployment and Expansion of Primary Education, 599 new schools were opened and 444 additional teachers were appointed.

The curriculum and syllabus of higher elementary schools which hitherto covered a period of 8 years was compressed into a 7-year integrated elementary education course. It is to be followed by a four years course of secondary education.

Bihar

During the year, an additional dearness allowance of Rs. 5 was sanctioned to the teachers whose pay was less than Rs. 100 per month.

Under the educated unemployment relief scheme, 1,950 teacher-units were created at an estimated cost of Rs. 14,10,560. The State Government decided to introduce shift system in such primary and middle schools as had 50 or more pupils per teacher in the first two classes. This was intended to help in raising the standard of education.

A grant of Rs. 20,000 was sanctioned for conducting seminars for primary and middle school teachers during the year.

Bombay

The pay scales of primary school teachers in all regions of Bombay State (excepting areas under Bombay and Ahmedabad Corporations) were revised during the year as follows:

1. Qualified but untrained teachers Rs. 40
2. Trained Teachers:
 - (a) Senior trained Rs. 56—1½—65—2½—70—S.G.—3—100 (S.G. for 20% of the Cadre).
 - (b) Junior Trained Rs. 50—1½—65—2½—70—S.G.—2½—90 (S.G. for 15% of the Cadre).

A committee set up under the Chairmanship of Shri J. P. Naik to deal with the problems of integration of primary education in different units of Bombay State, submitted the first part of their report. Its recommendations were under consideration during the year.

Jammu & Kashmir

Under the scheme of expansion of primary education, a good number of schools were opened even in far off places. Existing schools were provided with grants for purchase of equipment e.g. coir-matting, furniture, craft material, etc.

Kerala

The State Government introduced a 7-year integrated course of elementary education in place of the previous 8-year course. This is to be followed by 3-year secondary and one-year higher secondary courses. The minimum age for admission to standard I was also reduced from 6 years to 5 years.

On the recommendation of the Assessment Committee on Basic Education appointed by the Government of India, the State Government introduced a revised syllabus in primary schools. The new syllabus had the advantage of having features of 'Orientation' programme. It also provided for the introduction of a set of simple tools to the pupils of primary schools.

Madhya Pradesh

The implementation of the decision to have the primary school syllabus uniformly of 5 year's duration was completed throughout the State during the year. Under the scheme of relief to educated unemployment, 1,110 teachers and 22 Assistant District Inspectors were appointed and 89 womens' quarters were constructed.

Madras

With effect from 1st December, 1958, an increase of Rs. 5.00 in the dearness allowance was sanctioned to all teachers.

Under the unemployment relief scheme, 881 schools were opened and 18 inspecting officers were appointed.

The revised scheme of studies was introduced in standards I to III of all non-basic elementary schools and Classes I to III of the primary departments of the secondary schools. Classes I to III of the primary departments of secondary schools were redesignated as standards I to III.

Mysore

Under the scheme of relief to educated unemployed and the expansion of primary education, 445 teachers out of 660 allotted, were appointed during the year. To continue the programme of compulsory education as per the Bombay Education Act of 1947, sanction was accorded for the appointment of 1,079 additional teachers for district school boards.

The Educational Integration Advisory Committee took major decisions on the future pattern of Primary and Secondary Education, finalised the new grant-in-aid code and took tentative decisions on the new syllabuses to be introduced in the primary and secondary schools and finalised the syllabuses of I, II and VIII standards.

Orissa

The infant class having been abolished as a part of the primary stage, the primary stage came to comprise classes I to V during the year.

Under the scheme of relief to educated unemployment, 2,000 teachers were appointed.

With a view to expand girls' education, a sum of Rs. 30,225 was placed at the disposal of District Inspectors and Inspectresses of schools for awarding attendance scholarships to girl students who took admission into the schools for the first time. These scholarships were distributed in the shape of clothing only.

Punjab

Under the scheme to Relieve Educated Unemployment, a quota of 540 teachers allotted by the Government of India, was utilised by providing 270

teachers for opening new schools and 270 teachers for providing additional teachers to those single-teacher schools where the enrolment had exceeded fifty.

Many schools of the previous 4-class system were converted to the present 5-class system during the year. Further, craft teaching was introduced in a number of schools under the programme of 'Orientation' towards basic education.

Rajasthan

During the year, 840 primary schools were opened under the scheme of relief of educated unemployment and 600 primary schools under the expansion programme. A large number of teachers were appointed during the year to meet the normal and additional demand of primary schools as a result of enrolment drive intensified during the year under report. Craft was introduced in 500 primary schools.

Uttar Pradesh

Education in classes I to V remained free during the year. The loss to local bodies and private institutions on account of abolition of tuition fees in the classes was reimbursed by the State Government for which grants totalling Rs. 26,35,405 were given. The State Government also gave recurring and non-recurring grants of Rs. 21,97,766 and Rs. 26,14,450 respectively to Zila Parishads for the opening of 1,250 basic primary schools in the rural areas.

West Bengal

The scheme of converting ordinary primary schools into full-fledged junior basic schools under the phased programme of the plan, continued during the year. The process of orientation was being accelerated by the appointment of basic trained teachers in ordinary primary schools.

A phased programme was drawn to cover the school-less villages and preliminary steps were being taken to implement the scheme for free and compulsory education during the Third Five Year Plan period.

A. & N. Islands

Approval of the President was accorded to the introduction of free and compulsory primary education in all parts of the Territory. Steps were taken to recruit duly qualified teachers for the purpose. With the establishment of junior basic training school, the problem of getting trained teachers was solved to a considerable extent.

Delhi

Improvement of the method of teaching in primary schools continued to receive attention during the year. Grants were given to equip the schools with better teaching aids.

Himachal Pradesh

Craft material was supplied to 200 primary schools and 150 traditional primary schools were converted into the basic type.

Manipur

Under the scheme to relieve educated unemployment, 29 single-teacher schools were established. Besides, 100 school mothers were appointed. In order

to attract more children to schools, 236 attendance scholarships were awarded. Seminars on the orientation of elementary schools towards the basic pattern were held during the year.

Tripura

A sum of Rs. 20,000 was given to 15 selected private primary schools for constructional works during the year. Craft was introduced in 40 primary schools and 112 non-basic classes were converted to the basic pattern. Excepting 8 primary schools, all the government managed primary schools were transferred to the control of the Territorial Council.

N.E.F.A.

Steps were being taken to convert all the schools into the 'N.E.F.A. pattern of basic education'. Reorientation courses were organised in which primary school teachers were trained.

Pondicherry

Besides opening 15 new sections in the existing primary schools, a scheme for the opening of 20 new primary schools in scattered areas was launched during the year. The over crowding in certain classes was removed by bifurcating them and appointing new teachers for these sections.

System of School Classes

Due to autonomy in the field of education, the States have been developing their system of education according to their own genius. This led to the duration of the primary course to be disuniform in the different constituent units. The Reorganisation of States in 1956 caused even intra-state variations in this respect, but the system was made uniform in some of the States, namely Andhra Pradesh, Madhya Pradesh, Rajasthan and West Bengal during the year. These variations notwithstanding, the duration of the primary stage was generally of five years; and in some States it was of four years. The position with regard to the names of classes comprising the primary stage in different States is given in table XVII.

Administration and Control

The administration and control of primary education in the country rested with one or the other of the three authorities (a) Central/State Governments, (b) local bodies (including territorial councils wherever these were functioning) and (c) private bodies—aided as well as unaided. The main responsibility of managing primary schools lay with the government and the local boards in most of the States and the Union Territories. In Bihar, Kerala and Orissa, however, private enterprise, predominated. But even private schools were subject to some sort of supervision by the State Government through the system of inspection by the Inspectorate.

Schools

During the year under report, the total number of recognised primary schools (including junior basic schools) increased by 3,317 to 3,01,564 (2,84,829 for boys and 16,735 for girls), the rate of increase being only 1 per cent as against

Table XVII—System of School Classes at Primary Stage

State	Names 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
Bombay—		
(i) Erstwhile Bombay State	I, II, III and IV	4
(ii) Area of the erstwhile Madhya Pradesh State (Vidarbha Region) and erstwhile Saurashtra State.	I, II, III and IV	4
(iii) Area of the erstwhile Hyderabad State (Marathwada Region).	Inf. I, II, III and IV	5
(iv) Erstwhile Kutch State	Inf. I, II, III and IV	5
Jammu & Kashmir	I, II, III, IV and V	5
Kerala	Standards I, II, III and IV	4
Madhya Pradesh	I, II, III, IV and V	5
Madras	Classes I to V of Secondary Schools and Standards I to V of Elementary Schools.	5
Mysore—		
(i) Erstwhile Mysore State (Civil Areas and Bellary District).	I, II, III, IV and V	5
(ii) In Other Areas	Forms I, II, III and IV	4
(iii) Area of erstwhile Bombay State	I, II, III and IV	4
(iv) Areas of erstwhile Madras and Coorg States.	I, II, III, IV and V	5
(v) Area of erstwhile Hyderabad State.	Inf. 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

SCHOOLS BY MANAGEMENT


1958-59


GOVERNMENT

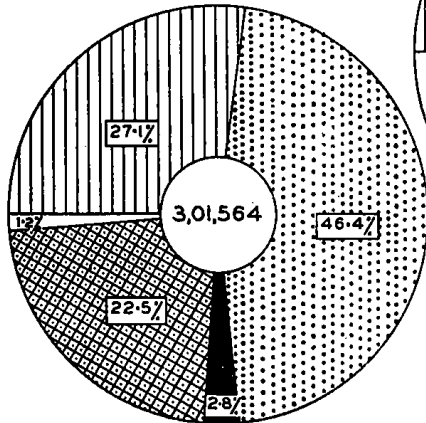

DISTRICT BOARD


MUNICIPAL BOARD

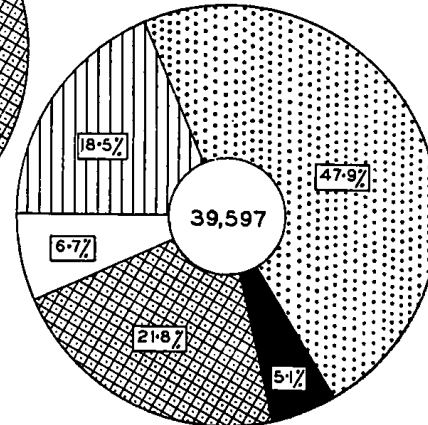

PRIVATE BODIES AIDED


PRIVATE BODIES UNAIDED

PRIMARY SCHOOLS



MIDDLE SCHOOLS



HIGH/HIGHER SECONDARY SCHOOLS

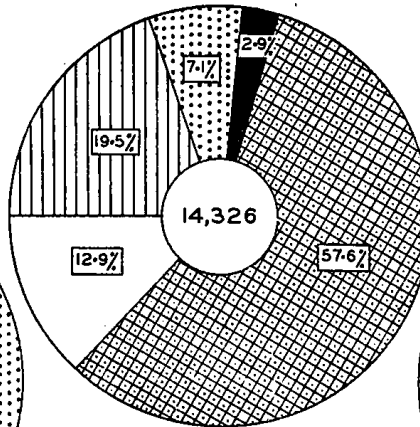


Table XVII—System of School Classes at Primary Stage—(Contd.)

State	Names of Classes	Duration (Years)
1	2	3
Delhi	I, II, III, IV and V	5
Himachal Pradesh	I, II, III, IV and V	5
L. M. & A. Island	Standard I, II, III, IV and V	5
Manipur	A, B, I and II	4
Tripura	I, II, III, IV and V	5
N.E.F.A.	A, B, I, II and III	5
Pondicherry	Standard I, II, III and IV.	4

3·8 per cent during the previous year. Of the total, 57,069 schools (52,890 for boys and 4,179 for girls) were junior basic schools. The distribution of primary schools according to different managements is given in the table below:

Table XVIII—Number of Primary Schools by Management

Management	1957-58		1958-59	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	77,724	26·1	81,939	27·1
District Board	1,39,416	46·7	1,39,796	46·4
Municipal Board	8,859	3·0	8,342	2·8
Private Bodies—				
Aided	67,924	22·8	67,779	22·5
Unaided	4,324	1·4	3,708	1·2
TOTAL	2,98,247	100·0	3,01,564	100·0

Table XIX—Number of Primary

State	Boys		Girls		Total	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7
Andhra Pradesh	29,342	30,685	453	440	29,795	31,125
Assam	12,516	12,921	707	672	13,223	13,593
Bihar	27,308	28,539	3,109	3,502	30,417	32,041
Bombay	40,144	33,332	1,996	1,269	42,140	34,601
Jammu and Kashmir	1,935	2,159	353	415	2,288	2,574
Kerala	7,014	6,771	38	15	7,052	6,786
Madhya Pradesh	23,906	24,639	1,642	1,733	25,548	26,372
Madras	23,431	22,511	..	..	23,431	22,511
Mysore	20,787	21,871	1,293	1,393	22,080	23,264
Orissa	15,506	17,953	211	223	15,717	18,176
Punjab	10,535	10,533	1,672	1,748	12,207	12,281
Rajasthan	9,444	10,666	556	553	10,000	11,219
Uttar Pradesh	31,767	32,872	3,203	3,492	34,970	36,364
West Bengal	24,522	25,351	934	939	25,456	26,290
A. & N. Islands	44	55	..	..	44	55
Dolhi	339	373	191	234	530	607
Himachal Pradesh	885	966	15	13	900	979
L. M. & A. Islands	10	6	..	1	10	7
Manipur	1,058	1,250	44	77	1,102	1,327
Tripura	1,041	1,067	..	..	1,041	1,067
N.E.F.A.	93	112	..	..	93	112
Pondicherry	187	197	16	16	203	213
INDIA	2,81,814	2,84,829	16,433	16,735	2,98,247	3,01,564

Schools by States

Increase(+) or Decrease (-)		Percentage of Primary Schools (1958-59) Managed by					State
Number	Percentage	Government	District Boards	Municipal Boards	Private Bodies		
					Aided	Un-aided	
8	9	10	11	12	13	14	15
+1,330	+4.5	28.7	39.0	2.0	30.3	0.0	Andhra Pradesh
+370	+2.8	10.5	80.5	..	2.6	6.4	Assam
+1,624	+5.3	0.2	31.9	3.1	62.3	2.5	Bihar
-7,539	-17.9	13.7	69.0	4.3	11.9	1.1	Bombay
+286	+12.5	98.8	..	..	1.2	..	Jammu & Kashmir
-266	-3.8	41.4	..	0.0	57.9	0.7	Kerala
+824	+3.2	59.1	36.4	1.6	2.2	0.7	Madhya Pradesh
-920	-3.9	6.6	61.7	3.7	27.8	0.2	Madras
+1,184	+5.5	57.4	20.8	1.4	20.3	0.1	Mysore
+2,459	+13.4	28.9	3.4	0.5	66.5	0.7	Orissa
+74	+0.6	97.3	..	0.1	1.3	1.3	Punjab
+1,219	+12.2	92.8	3.3	0.4	1.9	1.6	Rajasthan
+1,394	+4.8	2.2	83.9	6.9	5.9	1.1	Uttar Pradesh
+834	+3.3	4.3	80.9	1.8	12.3	0.7	West Bengal
+11	+25.0	100.0	..	..	..	..	A. & N. Islands
+77	+14.5	..	..	91.6	8.4	..	Delhi
+79	+8.8	87.4	..	..	12.6	0.0	Himachal Pradesh
-3	-30.0	100.0	..	..	..	..	L.M. & A. Islands
+225	+20.4	5.5	50.7	..	22.2	21.6	Manipur
+26	+2.5	0.8	80.1	4.5	11.2	3.4	Tripura
+19	+20.4	100.0	..	..	..	..	N.E.F.A.
+10	+4.9	69.0	..	..	30.5	0.5	Pondicherry
+3,317	+1.1	27.2	46.4	2.8	22.5	1.2	INDIA

It is seen from the table XVIII that local bodies administered about half the number of primary schools, while the other half was managed by government and private agencies in more or less equal proportions. Further, the entire increase was shared by government and district board schools, which more than counter-balanced the decrease in municipal board and private schools. The decrease in the number of schools managed by municipal boards and private bodies was partly due to the Government taking over such schools and partly due to the upgrading of primary/basic schools to middle/senior basic standard.

The number of primary schools in rural area increased by 3,594 to 2,71,876 and constituted about 90 per cent of the total number of primary schools. In the previous year this percentage was 89·7.

Table XIX shows the state-wise distribution of primary schools during the years 1957-58 and 1958-59. The number of schools increased in all the States and Union Territories except Bombay, Kerala, Madras and L.M. and A. Islands. The decrease in Bombay, Madras and L. M. and A Islands was more apparent than real as it was due to reclassification of higher elementary schools as middle schools. The fall in the number of primary schools in Kerala was mainly due to some primary sections of middle schools having been shown as independent schools in 1957-58. On percentage basis, Orissa, among the States, reported the highest increase of 13·4 per cent, followed by Jammu and Kashmir (12·5 per cent), Rajasthan (12·2 per cent), Mysore (5·5 per cent) and Bihar (5·3 per cent). In other States, the increase was below 5·0 per cent and was the least (0·6 per cent) in Punjab. Among the Union Territories, the percentage increase was significant in A. & N. Islands (25·0 per cent), Manipur and N.E.F.A. (20·4 per cent each) and Delhi (14·5 per cent). Tripura reported the lowest increase of 2·5 per cent.

The percentages given in columns (10) to (14) of Table XIX show the proportion of primary schools under different managements in the various States and Union Territories. It will be seen that the government managed cent per cent primary schools in A. & N. Islands L. M. & A. Islands and N.E.F.A., between 75 and 100 per cent in Jammu and Kashmir, Rajasthan and Himachal Pradesh, and between 50 and 75 per cent in Madhya Pradesh, Mysore and Pondicherry. In the States of Bihar, Kerala and Orissa, the majority of schools were under the control of private bodies. Local boards managed more than 50 per cent of the primary schools in the remaining States, where the range was between 91·6 per cent in Delhi and 50·7 per cent in Manipur.

Pupils

During 1958-59, the total number of pupils under instruction in recognised primary schools was 2,43,72,181 (1,68,77,753 boys and 74,94,428 girls), as against 2,47,88,299 (1,71,11,326 boys and 76,76,973 girls) during the previous year. This gives a decrease of 1·7 per cent. Of the total number of pupils, 54,49,764 (42,35,869 boys and 12,13,895 girls) were studying in junior basic schools.

The distribution of the total enrolment of primary/junior basic schools according to the managements of these schools is given as under—

Management	1957-58		1958-59	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	54,76,626	22·1	58,33,088	23·9
District Boards	1,12,52,356	45·4	1,09,40,272	44·9
Municipal Boards	21,28,982	8·6	17,41,172	7·2
Private Bodies—				
Aided	56,15,364	22·7	55,58,362	22·8
Unaided	3,14,971	1·2	2,99,287	1·2
TOTAL	2,47,88,299	100·0	2,43,72,181	100·0

The total number of pupils from rural areas studying in primary schools was 1,93,18,103 in 1958-59, as against 1,90,18,435 in the previous year. This constituted 78·4 per cent of the total enrolment of primary schools in the country. The corresponding percentage for the previous year was 76·7.

Statewise details of pupils in primary schools are given in Table XX. The increase in enrolment was shared by all the States and Union Territories except Bombay, Madras and L. M. and A. Islands. The decrease in enrolment in these States was due to the reclassification of a large number of higher elementary schools as middle schools as mentioned earlier. Among the States, the highest increase was reported by Bihar (4·87 lakhs). Some of the other States showing significant increase in enrolment were Uttar Pradesh, (2·67 lakhs), Mysore (2·11 lakhs), Orissa (1·34 lakhs), Rajasthan (1·32 lakhs), Madhya Pradesh (1·25 lakhs) and West Bengal (about 1 lakh). In Kerala, a notable feature was that the fall in the number of primary schools did not result in a corresponding fall in enrolment. The latter, in fact, increased from 17,35,589 to 17,61,379. On percentage basis, also the increase was the highest in Bihar (52·6 per cent). In Union Territories, the highest increase was reported by A. & N. Islands (63·7 per cent) and the lowest by Himachal Pradesh (3·0 per cent).

Table XX—Number of Pupils in Primary Schools

State	In Schools for Boys		In Schools for Girls		Total		Increase (+) or Decrease (—)	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	24,50,829	25,07,728	45,984	45,338	24,96,813	25,53,066	+ 56,253	+ 2.3
Assam	7,99,133	8,42,170	46,826	48,279	8,45,959	8,90,449	+ 44,490	+ 52.6
Bihar	15,57,779	20,05,531	1,35,535	1,75,076	16,93,314	21,80,607	+ 4,87,293	+ 28.8
Bombay	35,83,119	21,90,028	4,60,454	2,09,621	40,43,573	23,99,649	— 16,43,924	— 40.6
Jammu & Kashmir	1,03,119	1,09,452	10,888	20,080	1,20,007	1,29,532	+ 9,525	+ 7.9
Kerala	17,19,206	17,55,886	16,383	5,493	17,35,5 9	17,61,379	+ 25,790	+ 1.5
Madhya Pradesh	12,56,050	13,61,304	1,14,218	1,33,884	13,70,268	14,95,188	+ 1,24,920	+ 9.1
Madras	27,55,747	23,24,475	..	..	27,55,747	23,24,475	— 4,31,272	— 15.6
Mysore	14,54,548	16,44,735	1,63,197	1,84,308	16,17,745	18,29,043	+ 2,11,298	+ 13.1
Orissa	6,96,470	8,28,582	14,022	15,957	7,10,492	8,44,539	+ 1,34,047	+ 18.9
Punjab	7,56,703	7,66,773	1,78,990	1,74,936	9,35,693	9,41,709	+ 6,016	+ 0.6
Rajasthan	4,60,067	5,89,405	46,188	49,128	5,06,255	6,38,533	+ 1,32,278	+ 26.1
Uttar Pradesh	20,76,545	32,03,134	2,80,505	3,20,428	32,57,050	35,23,562	+ 2,66,512	+ 8.2
West Bengal	22,34,201	23,28,099	1,31,438	1,37,346	23,65,639	24,65,445	+ 99,806	+ 4.2
A. & N. Islands	2,030	3,324	..	..	2,030	3,324	+ 1,294	+ 63.7
Delhi	83,509	1,00,943	42,992	59,491	1,26,501	1,60,434	+ 33,933	+ 26.8
Himachal Pradesh	42,310	43,614	1,084	1,091	43,394	44,705	+ 1,311	+ 3.0
L. M. & A. Islands	2,324	1,440	..	65	2,324	1,505	— 819	— 35.2
Manipur	76,913	88,284	5,008	10,679	81,921	98,963	+ 17,042	+ 20.8
Tripura	64,777	68,453	..	..	64,777	68,453	+ 3,676	+ 5.7
N.E.F.A.	3,211	3,805	..	..	3,211	3,805	+ 594	+ 18.5
Pondicherry	9,216	12,638	781	1,178	9,997	13,816	+ 3,819	+ 38.2
INDIA	2,30,87,806	2,27,79,803	17,00,493	15,92,378	2,47,88,299	2,43,72,181	— 4,16,118	— 1.7

Table XXI—Number of Pupils at the Primary Stage

State	Boys		Girls		Total		Increase (+) or Decrease (-)	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	16,00,220	16,58,245	9,66,580	10,00,831	25,66,800	26,59,076	+ 92,276	+ 3.6
Assam	5,94,231	6,14,771	3,26,390	3,51,429	9,20,627	9,66,200	+ 45,573	+ 5.0
Bihar	16,09,305	19,95,472	3,82,007	5,76,983	19,91,312	25,72,455	+ 5,81,143	+ 29.2
Bombay	29,51,178	31,08,527	16,41,687	17,73,243	45,92,865	48,81,770	+ 2,88,905	+ 6.3
Jammu & Kashmir	1,27,479	1,37,276	26,568	29,628	1,54,047	1,66,904	+ 12,857	+ 8.3
Kerala	11,71,570	12,22,234	9,71,754	10,51,579	21,43,324	22,73,813	+ 1,30,489	+ 6.1
Madhya Pradesh	12,97,531	14,11,040	3,14,709	3,65,168	16,12,240	17,76,208	+ 1,63,968	+ 10.2
Madras	17,22,253	18,62,176	10,13,499	11,19,125	27,35,752	29,81,301	+ 2,45,549	+ 9.0
Mysore	10,41,731	12,86,747	6,09,828	7,52,439	16,51,559	20,39,186	+ 3,87,627	+ 23.5
Orissa	5,64,623	6,67,884	1,91,180	2,29,510	7,55,803	8,97,394	+ 1,41,591	+ 18.7
Punjab	9,58,436	9,58,465	3,93,635	4,12,112	13,52,071	13,70,577	+ 18,506	+ 1.4
Rajasthan	5,55,958	6,77,817	1,21,899	1,52,928	6,77,857	8,30,745	+ 1,52,888	+ 22.6
Uttar Pradesh	27,24,070	29,22,135	6,38,961	7,09,938	33,63,031	36,32,073	+ 2,69,042	+ 8.0
West Bengal	15,82,956	16,27,307	8,08,110	8,59,349	23,91,066	24,86,656	+ 95,590	+ 4.0
A. & N. Islands	1,443	1,703	819	1,003	2,262	2,706	+ 444	+ 19.6
Delhi	1,25,172	1,31,436	82,375	94,070	2,07,547	2,25,506	+ 17,959	+ 8.7
Himachal Pradesh	57,004	57,491	10,467	12,854	67,471	70,345	+ 2,874	+ 4.3
L. M. & A. Islands	1,703	1,745	621	875	2,324	2,620	+ 296	+ 12.7
Munipur	58,263	65,185	23,606	32,844	81,869	98,029	+ 16,160	+ 19.7
Tripura	49,461	51,667	23,067	23,565	72,528	75,232	+ 2,704	+ 3.7
N.E.F.A.	3,426	4,362	476	605	3,902	4,967	+ 1,065	+ 27.3
Pondicherry	14,877	16,803	9,077	10,685	23,954	27,488	+ 3,534	+ 14.8
INDIA	1,88,12,890	2,04,80,488	85,57,321	95,60,763	2,73,70,211	3,00,41,251	+ 26,71,040	+ 9.8

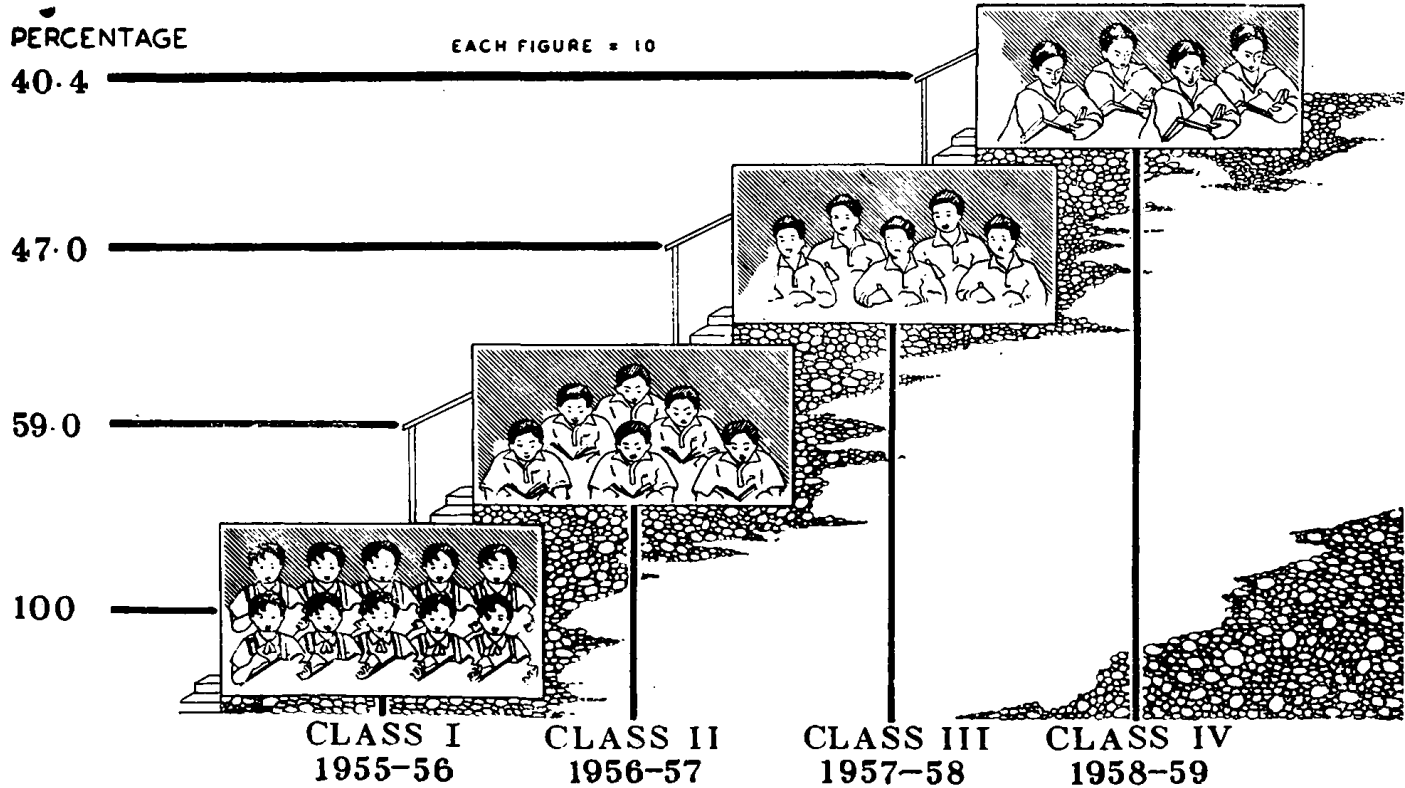
Table XXII—Educational Facilities for the Children of the Age-group 6—11

State	Enrolment in Classes I to V			Percentage of enrolment in Classes I to V to Population in the age-group 6-11 years		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh	16,58,245	10,00,831	26,59,076	74.4	44.5	59.4
Assam	6,14,771	3,51,429	9,66,200	72.3	43.4	58.2
Bihar	19,95,472	5,76,983	25,72,455	69.3	20.2	44.8
Bombay	34,75,760	19,09,064	53,84,824	92.2	49.6	69.2
Jammu & Kashmir	1,37,276	29,628	1,66,904	62.4	14.8	39.7
Kerala	12,22,234	10,51,579	22,73,813	98.8	98.8	98.8
Madhya Pradesh	14,11,040	3,65,170	17,76,210	67.5	17.5	43.7
Madras	18,62,176	11,19,125	29,81,301	91.3	55.4	73.4
Mysore	12,86,747	7,52,439	20,39,186	93.9	52.6	72.8
Orissa	6,67,884	2,29,510	8,97,394	60.2	25.8	44.9
Punjab	9,58,465	4,12,112	13,70,577	70.0	33.2	52.5
Rajasthan	6,77,817	1,52,928	8,30,745	50.2	11.9	31.6
Uttar Pradesh	29,22,135	7,09,938	36,32,073	61.1	18.8	42.5
West Bengal	17,86,878	9,03,236	26,90,114	85.9	43.6	64.8
A. & N. Islands	1,703	1,003	2,706	34.1	50.2	38.7
Delhi	1,31,436	94,070	2,25,506	77.3	62.7	70.5
Himachal Pradesh	57,491	12,854	70,345	71.9	16.1	44.0
L.M. & A. Islands	1,745	875	2,620	*	*	*
Manipur	72,222	34,631	1,06,853	*	*	98.9
Tripura	51,667	23,565	75,232	73.8	29.5	70.5
N.E.F.A.	4,362	605	4,967	*	*	*
Pondicherry	16,803	10,685	27,488	*	*	*
INDIA	2,10,14,329	97,42,260	3,07,56,589	76.0	37.5	57.3

*Not available.

WASTAGE AT PRIMARY CLASSES

1955-56 TO 1958-59



The figures of enrolment in Table XX relate to primary schools only. To have an idea of the total enrolment of pupils receiving primary education the enrolment of primary departments of secondary schools should also be taken into account and that of pre-primary classes attached to primary schools excluded. Accordingly, the statewide enrolment at the primary stage is given in table XXI for the years 1957-58 and 1958-59. It will be seen that the enrolment at the primary stage increased appreciably from 2,73,70,211 to 3,00,41,251, yielding an increase of 9.8 per cent as against 5.5 per cent during the previous year. The proportion of enrolment at this stage to the total enrolment in all the recognised institutions increased from 72.0 per cent to 72.5 per cent during the year. The variation in the number of classes constituting the primary stage in the different States and Union Territories should be kept in view while making inter-State comparisons.

The real index of progress towards universal primary education is, however, given in Table XXII. In this table the enrolment in classes I-V is related to the estimated population of children in the age-group 6-11 and the resulting percentages given. It will be seen that in the country as a whole facilities equivalent to about 57.3 per cent of the estimated population of children in the age group 6-11 years were available in the first five classes of schools. Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Punjab, Rajasthan and Uttar Pradesh among the States and A. & N. Islands and Himachal Pradesh among the Union Territory fell below the national average. Only 2 states and 3 Union Territories could cover more than 70 per cent of the 6-11 age group by the end of the year under review. The position of Girls in this respect was very unsatisfactory.

Co-education

Of the 74,94,428 girls under instruction in primary schools, 60,65,831 or 80.9 per cent were on rolls of the schools for boys. The corresponding percentage for the previous year was 79.8 per cent. The statewide position as given in Table XXIII shows that there were no separate schools for girls in Madras, A. & N. Islands, Tripura and N. E. F. A., while in Andhra Pradesh, Kerala, Orissa and Himachal Pradesh, more than 90 per cent of girls were enrolled in boys' schools. Some of the other States where a substantial proportion of girls students were studying in boys' schools were: L. M. and A. Islands (89.4 per cent), Assam (88.9 per cent) West Bengal (86.3 per cent), Mysore (74.8 per cent), Pondicherry (81.9 per cent), Bombay (77.0 per cent). The only three States where majority of girl pupils were studying in girls' primary schools were, Punjab, Delhi and Jammu and Kashmir.

Wastage

The magnitude of wastage at the primary stage, continued to be large. Out of every 100 pupils admitted in class I in 1955-56, hardly 41 were studying in class IV in 1958-59. Wastage was more pronounced in the case of girls than that in the case of boys, the percentage of wastage being 34.8 and 43.3 respectively. Some of the main causes of wastage at this stage are the economic conditions of the masses, lack of proper educational facilities, defective methods of teaching and inadequate and unsuitable school environments. The State Governments were, however, aware of the problem and they were making efforts to check it.

Table XXIII—Girls in Primary Schools

State	Number of Girls in Boys' Schools	Number of Girls in Girls' Schools	Total Number of Girls	Percentage of Girls in Boys' Schools to Total Number of Girls
1	2	3	4	5
Andhra Pradesh	9,24,987	34,386	9,59,373	96·4
Assam	2,85,702	35,831	3,21,533	88·9
Bihar	3,65,203	1,39,412	5,04,615	72·4
Bombay	6,20,993	1,85,496	8,06,489	77·0
Jammu & Kashmir	991	20,080	21,071	4·7
Kerala	8,12,308	5,196	8,17,504	99·4
Madhya Pradesh	1,69,754	1,31,144	3,00,898	56·4
Madras	8,53,410	..	8,53,410	100·0
Mysore	5,15,973	1,73,647	6,89,620	74·8
Orissa	2,06,520	14,545	2,21,065	93·4
Punjab	1,19,194	1,55,774	2,74,968	43·3
Rajasthan	56,703	47,299	1,04,002	55·6
Uttar Pradesh	3,25,242	3,08,002	6,33,244	51·4
West Bengal	7,36,471	1,17,268	8,53,739	86·3
A. & N. Islands	1,280	..	1,280	100·0
Delhi	15,588	49,551	65,139	23·9
Himachal Pradesh	5,833	618	6,451	90·4
L. M. & A. Islands	546	65	611	89·4
Manipur	23,570	9,404	32,974	71·5
Tripura	21,182	..	21,182	100·0
N.E.F.A.	414	..	414	100·0
Pondicherry	3,967	879	4,846	81·9
INDIA	60,65,831	14,28,597	74,94,428	80·9

Single-Teacher Schools

The number of single-teacher schools increased from 1,23,248 to 1,26,238 during the year, mainly as a result of opening such schools under the scheme to provide relief to the educated unemployed. Their percentage in the total number of primary schools rose from 41.3 to 41.8. These schools provided schooling facilities to 49,29,147 children, or 20.2 per cent of the total enrolment of primary schools, as against 44,68,186 children or 18.0 per cent of the primary school enrolment in the previous year.

Table XXIV gives the statistics of single-teacher schools in different States and Union Territories during the years 1957-58 and 1958-59. The number of single-teacher schools increased in all the States except Assam, Bombay Kerala, Madhya Pradesh, Mysore, Punjab, Tripura and N. E. F. A. The decrease, in these States was due generally to the conversion of these schools into multiple-teacher schools. On percentage basis, the highest proportion of single-teacher schools to the total number of primary schools, among the States, was reported by Jammu and Kashmir (70.0 per cent), Bombay (65.6 per cent) Rajasthan (62.3 per cent), Assam (60.7), Bihar (59.6 per cent) Orissa (55.9 per cent), and Madhya Pradesh (53.9 per cent). In the remaining States the percentage varied between 45.3 per cent in Mysore and 0.4 per cent in Kerala. Among the Union Territories, A. & N. Islands continued to report the highest percentage (61.8 per cent) of single-teacher schools as usual. In other Territories the percentage ranged from 60.1 in Pondicherry and 20.6 in Himachal Pradesh.

Compulsion

During the year under report, compulsory education continued to be in force in varying degrees in all the States except Jammu and Kashmir. Amongst the Union Territories, compulsory education was in force in some areas of Delhi only. The total number of towns (or some areas of town) under compulsion decreased from 1,314 in 1957-58 to 1,199 in 1958-59, but that of villages under compulsion increased from 55,168 to 56,976. The number of schools in areas under compulsion increased from 64,064 (13,227 in urban areas and 50,837 in rural areas) to 66,072 (14,173 in urban areas and 51,899 in rural areas) during the year. These schools enrolled 72,44,657 pupils (28,40,278 in urban areas and 44,04,379 in rural areas). The percentage of children under compulsion to the total number of children of school-going age in these areas was 13.5. For the enforcement of compulsion, 6,97,834 notices were issued to the guardians for non-enrolment of their children and 2,36,908 attendance orders were passed on them on account of their children absenting from schools. The number of those prosecuted for violating the regulations of Compulsory Education Act was nearly 27 thousands for non-enrolment, and 48 thousands for non-attendance. A sum of Rs. 14,483 was realised by way of fines in these prosecutions. The enforcement staff of State Governments included 842 Attendance

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

State	Number of Schools		Number of Pupils		Percentage of Single-Teacher Schools to the Total Number of Primary Schools		Percentage of Enrolment in Single Teacher Schools to the Total Enrolment in Primary Schools	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7	8	9
Andhra Pradesh .	9,961	11,309	3,42,929	3,97,026	33·4	36·3	13·7	15·6
Assam	7,897	6,972	3,29,110	2,91,658	59·7	60·7	38·9	32·8
Bihar	18,843	19,104	6,96,718	8,70,058	61·9	59·6	41·1	39·9
Bombay	21,195	20,862	7,77,829	7,70,417	50·3	65·6	19·2	32·1
Jammu & Kashmir .	1,736	1,801	78,247	83,265	75·9	70·0	65·2	64·3
Kerala	173	30	11,267	1,735	2·5	0·4	0·6	1·0
Madhya Pradesh .	14,273	14,217	4,42,493	4,32,332	65·0	53·0	32·8	28·0

Madras	5,229	5,788	2,23,079	2,47,896	22·3	25·7	8·1	10·7
Mysore	10,991	10,546	3,79,889	4,88,479	49·8	45·3	23·5	26·7
Orissa	8,960	9,956	2,63,299	2,97,205	57·0	55·9	37·1	35·2
Punjab	4,944	4,663	2,21,766	1,97,322	40·5	38·0	23·7	21·0
Rajaasthan	6,711	6,995	2,12,932	2,37,498	67·1	62·3	42·1	37·2
Uttar Pradesh	7,356	8,678	3,01,189	4,13,689	21·0	24·4	9·2	11·7
West Bengal	3,709	3,773	1,50,758	1,54,230	14·6	14·4	6·4	6·3
A. & N. Islands	33	34	1,100	1,051	75·0	61·8	54·2	31·6
Himachal Pradesh	184	202	6,632	7,204	20·4	20·6	15·3	16·1
Manipur	352	459	13,292	17,759	31·9	34·6	16·2	17·9
Tripura	533	492	9,475	13,688	51·2	46·1	14·6	20·0
N.E.F.A.	41	29	1,132	978	44·1	25·9	35·3	25·7
Pondicherry	127	128	5,050	5,657	62·6	60·1	50·5	40·9
INDIA	1,23,248	1,26,238	44,68,186	49,29,147	41·3	41·9	18·0	20·2

Table XXV—Statistics of Compulsory

State	Compulsion Age-group		Number of Areas under Compulsion		Number of Schools where Compulsion was in force		Number Compul-
	Towns	Villages	Towns	Villages	Towns	Villages	
1	2	3	4	5	6	7	8
Andhra Pradesh	6-11 6-12	6-11 6-12	161	1,186	1,056	1,937	1,87,518
Assam	6-11	6-11	14	4,407	135	3,591	23,290
Bihar	6-10	6-11 6-14	16	55	697	40	68,813
Bombay	6-10 6-11 6-13 6-14 7-11 7-14	6-11 6-14 7-11	287	27,918	3,749	27,154	9,33,726
Kerala	5-10 5-11 5-14 6-12 6-14	5-10 5-11 6-11 6-12 6-14	18	185	197	1,022	76,000
Madhya Pradesh	6-11 6-14	6-11 6-14	214	3,972	972	1,851	1,36,191
Madras	5-10 6-12	5-10 6-12	229	1,719	2,179	1,830	6,02,401
Mysore	6-10 6-11	6-10 6-11	126	4,244	2,003	7,765	1,88,306
Orissa	6-11	6-11	2	8	17	6	1,586
Punjab	6-11	6-11 6-12	34	4,841	254	2,288	66,882
Rajasthan . . . . .	..	6-11	..	706	..	481	..
Uttar Pradesh	6-11	6-11	95	1,687	2,557	589	4,39,444
West Bengal	6-10	6-11	1	5,743	68	3,039	6,935
Delhi	6-11	6-11	1	305	289	306	1,09,186
INDIA			1,198	56,976	14,173	51,899	28,40,278

Primary Education by States

of Pupils under sion in		Coercive Measures taken					Number of Atten- dance Officers	State
Villages	Total	Number of Notices Issued	Number of Atten- dance Orders Passed	Number of Prosecutions				
				For Non- enrol- ment	For Non- atten- dance	Fines Realised		
9	10	11	12	13	14	15	16	17
2,43,167	4,30,685	55,237	34,160	11,503	22,826	562	..	Andhra Pradesh
3,13,452	3,36,742	21,306	7,081	1,194	1,434	359	81	Assam
3,856	72,669	6,832	231	..	..	..	39	Bihar
19,35,336	28,69,062	4,00,074	1,01,090	6,435	11,132	2,471	161	Bombay
2,58,501	3,34,501	..	..	..	..	..	..	Kerala
92,105	2,28,296	18,155	5,072	389	1,274	1,344	147	Madhya Pradesh
3,45,936	9,48,337	3,993	3,424	..	..	..	..	Madras
5,65,749	7,04,055	20,194	11,782	537	687	688	45	Mysore
781	2,367	336	200	..	34	39	1	Orissa
2,33,071	2,99,953	1,762	..	560	..	488	83	Punjab
30,141	30,141	..	..	..	..	..	9	Rajasthan
64,795	5,04,239	1,68,701	73,868	6,758	10,234	8,532	268	Uttar Pradesh
3,27,120	3,34,055	1,244	..	..	..	..	..	West Bengal
43,369	1,49,555	..	..	..	..	..	8	Delhi
44,57,379	72,44,657	6,97,834	2,36,908	27,376	47,621	14,483	842	INDIA

Table XXVI—Number of Teachers

State	Number of Teachers					
	Men		Women		All Persons	
	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained
1	2	3	4	5	6	7
Andhra Pradesh	49,691	12,438	12,192	1,337	61,883	13,775
Assam	7,468	12,596	998	2,000	8,466	14,596
Bihar	36,361	11,696	1,832	2,393	38,193	14,089
Bombay	24,420	33,093	11,243	5,031	35,663	38,124
Jammu & Kashmir	1,819	1,521	303	223	2,122	1,744
Kerala	24,070	1,267	16,339	1,668	40,409	2,935
Madhya Pradesh	18,041	27,569	2,534	2,493	20,575	30,062
Madras	42,322	1,977	20,914	134	63,236	2,111
Mysore	17,624	26,485	4,997	3,580	22,639	30,065
Orissa	11,831	17,935	311	264	12,142	18,199
Punjab	17,006	1,679	5,536	559	22,542	2,238
Rajasthan	8,718	9,369	1,099	1,066	9,817	10,435
Uttar Pradesh	64,892	14,680	4,635	4,349	69,527	19,029
West Bengal	25,983	44,331	2,573	4,215	28,556	48,546
A. & N. Islands]	18	61	7	17	25	78
Delhi	2,562	19	1,978	21	4,540	40
Himachal Pradesh	1,083	645	142	41	1,225	686
L. M. & A. Islands	35	..	4	1	39	1
Manipur	235	2,952	20	92	255	3,044
Tripura	394	1,737	85	204	479	2,031
N.E.F.A	157	33	6	4	163	37
Pondicherry*	138	189	43	53	181	242
INDIA	3,54,886	2,22,272	87,791	29,835	4,42,677	2,52,107

*Includes statistics of middle schools.

in Primary Schools

Total	Total Number of Teachers in 1957-58	Increase (+) or Decrease (-)	Percentage of Trained Teachers		Average Number of Pupils per Teacher		State
			1957-58	1958-59	1957-58	1958-59	
8	9	10	11	12	13	14	15
75,658	74,232	+ 1,426	82.0	81.8	34	34	Andhra Pradesh
23,062	21,760	+ 1,302	36.4	36.7	39	39	Assam
52,282	50,359	+ 1,923	69.1	73.1	34	42	Bihar
73,787	1,13,558	-39,771	50.3	48.3	36	33	Bombay
3,866	3,623	+ 243	52.7	54.9	33	34	Jammu & Kashmir
43,344	44,069	- 725	93.1	93.2	39	41	Kerala
50,637	47,544	+ 3,093	34.3	40.6	29	30	Madhya Pradesh
65,347	84,689	-19,342	94.7	96.8	33	36	Madras
52,704	50,651	+ 2,053	44.7	43.0	32	35	Mysore
30,341	26,093	+ 4,248	41.6	40.0	27	28	Orissa
24,780	24,417	+ 363	89.8	91.0	38	38	Punjab
20,252	17,469	+ 2,783	41.6	48.5	29	32	Rajasthan
88,556	85,353	+ 3,203	79.5	78.5	38	40	Uttar Pradesh
77,102	74,586	+ 2,516	36.5	37.0	32	32	West Bengal
103	59	+ 44	28.8	24.3	34	32	A. & N. Islands
4,580	3,565	+ 1,015	99.5	99.1	35	35	Delhi
1,911	1,649	+ 262	60.8	64.1	26	23	Himachal Pradesh
40	47	- 7	91.5	97.5	49	38	L. M. & A. Islands
3,299	2,491	+ 808	7.9	7.7	33	30	Manipur
2,510	2,529	- 19	16.6	19.1	26	27	Tripura
200	161	+ 39	73.3	81.5	20	20	N.E.F.A.
423	335	+ 88	41.5	45.2	30	33	Pondicherry*
6,94,784	7,29,239	-34,455	63.6	63.7	34	35	INDIA

which are not separately available.

Officers, as against 799 in the previous years. Statewise details of the statistics of compulsory primary education are given in Table XXV. Although various States showed some progress in the enforcement of compulsory education, so far as the number of children attending schools was concerned, still a substantial proportion of children did not go to schools even in these areas.

Teachers

The number of teachers in recognised primary schools decreased by 34,455 to 6,94,784 during the year. Of the total, women teachers constituted 16·9 per cent as against 17·5 per cent in the previous year. The percentage of trained teachers increased slightly from 63·6 per cent to 63·7 per cent. Of the total number of teachers, 1,48,230 were working in junior basic schools.

Table XXVI gives the distribution of teachers in primary schools in the different States and Union Territories. All the States except Bombay, Kerala, Madras, L.M. & A. Islands and Tripura reported an increase in the number of teachers. The decrease in Bombay, Madras and L.M. & A. Islands was due to the reclassification of higher elementary schools as middle schools as reported earlier. Delhi reported the highest percentage (99·1) of trained teachers, closely followed by L.M. & A. Islands (97·5), Madras (96·8), Kerala (93·2) and Punjab (91·0). In other States and Union Territories, it varied between 81·8 per cent in Andhra Pradesh and 7·7 per cent in Manipur. In ten States and Union Territories, the number of untrained teachers exceeded that of trained teachers. Cols. (11) and (12) of table XXVI shows that the percentage of trained teachers in primary schools improved in all the States except Bombay, Mysore, Orissa, Uttar Pradesh, A. & N. Islands, Delhi and Manipur.

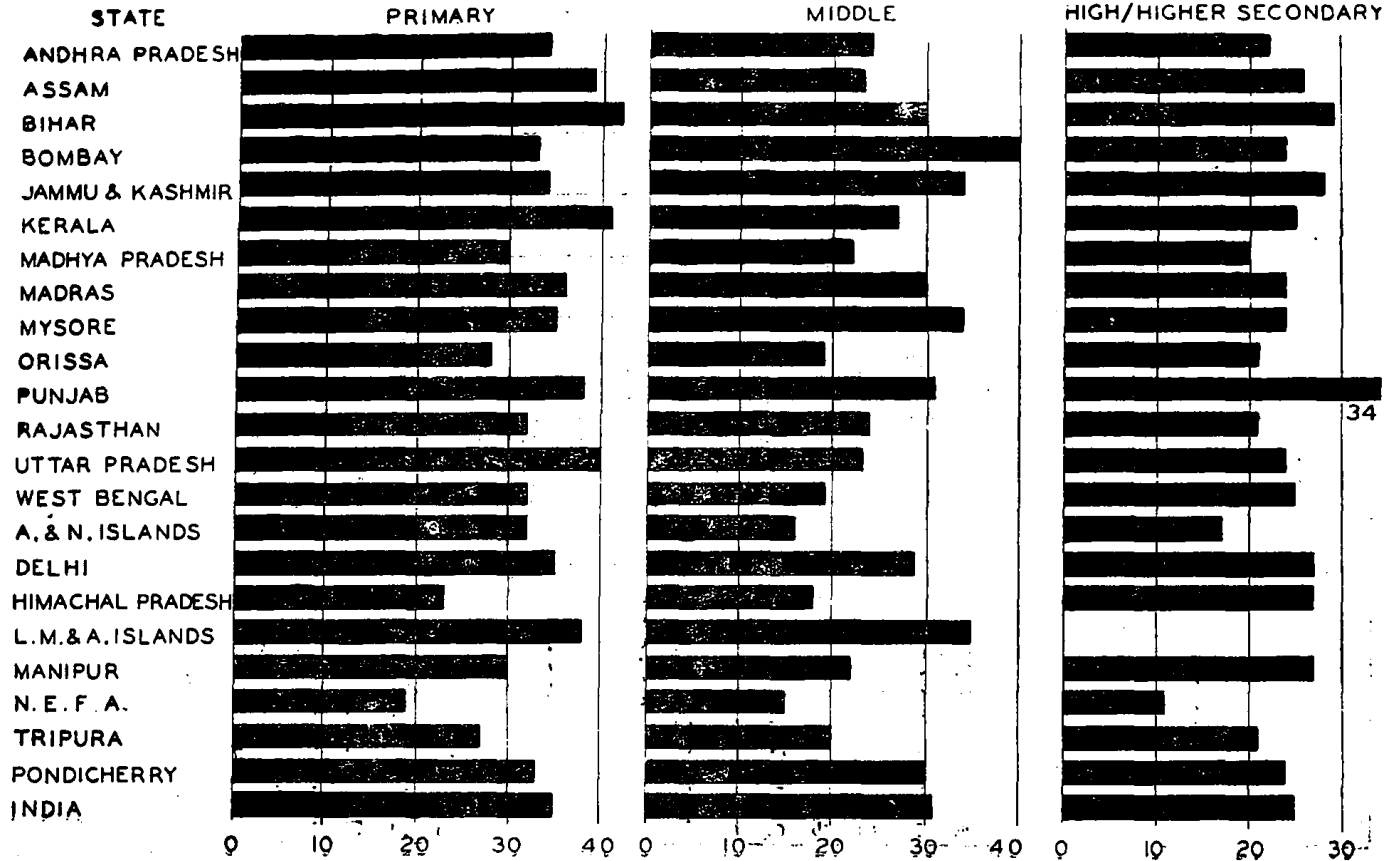
Teacher-Pupil Ratio

The average number of pupils per teacher in primary schools was 35 as against 34 in the previous year. Cols. (13) and (14) of Table XXVI give the statewise comparative picture of average number of pupils per teacher during 1957-58 and 1958-59. The average during 1958-59 ranged, among the States, from 41 in Kerala to 28 in Orissa and, among Union Territories, between 35 in Delhi and 20 in N.E.F.A.

Pay Scales of Teachers

The revision in the scales of pay was reported by the State of Bombay. The States of Bihar, Madras and Orissa, sanctioned additional dearness allowance of Rs. 5 to certain categories of teachers during the year under report. The statewise details according to the qualifications of teacher and management of schools are given in Appendix 'B' of Volume II of this report. The scales of pay not only varied from State to State but also within the same State from management to management.

PUPIL-TEACHER RATIO 1958-59



PERCENTAGE OF TRAINED TEACHERS IN PRIMARY SCHOOLS 1958-1959

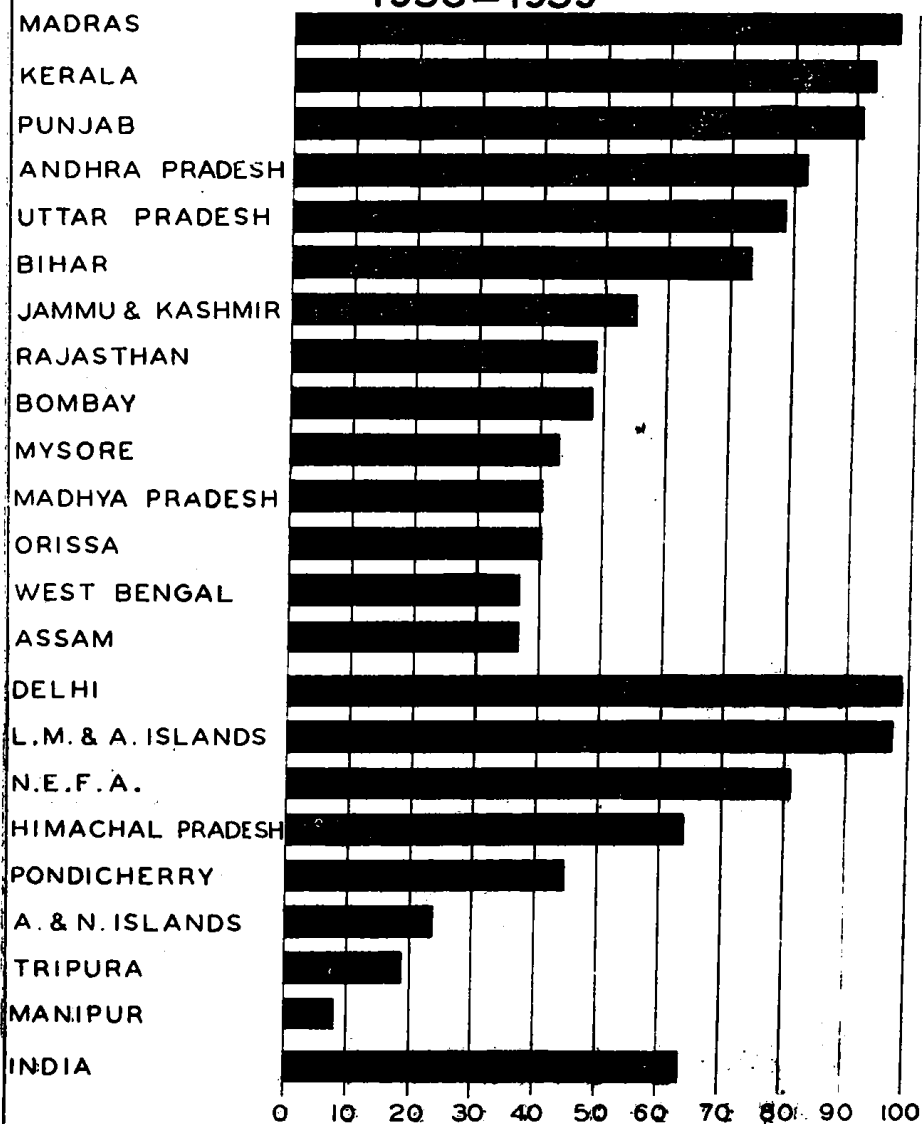


Table XXVII—Minima and Maxima of Pay Scales of Teachers in Government Primary Schools

State/Territory	Prescribed Minimum Educational Qualifications	Pay Scale		Number of years required to reach the maximum
		Minimum	Maximum	
1	2	3	4	5
(a) Andhra Pradesh	} Passed Middle/Higher Elementary Examination and Trained.	30	50	20
(b) Madras		30	50	20
(c) Pondicherry		30	50	20
(a) Uttar Pradesh	Passed Middle and Trained	35	65	15
(b) Manipur	Passed Middle and Guru Trained.	35	45	10
(a) Kerala	Passed S.S.L.C. and Trained	40	120	17
(b) Mysore	} Passed Middle/Higher Elementary and Trained.	40	80	15
(c) Orissa		40	50	10
(a) Bihar	} Passed Middle and Trained	45	75	15
(b) Madhya Pradesh		45	100	11
(a) Bombay	Passed Primary and Junior Trained.	50	70	12
(b) Jammu & Kashmir	} Passed Middle and Trained	50	120	13
(c) Rajasthan		50	75	10
(d) A. & N. Islands		50	90	15
(e) L.M. & A. Islands	Passed Lower Elementary Examination and Trained.	50	90	15
(a) Assam	Passed Matric and Normal Trained.	55	75	17
(b) Tripura	Passed Middle and Trained	55	130	24
(a) Punjab	} Passed Middle and Trained	60	120	14
(b) West Bengal		60	85	10
(c) Delhi		60	130	19
(d) Himachal Pradesh		60	120	13
(e) N.E.F.A.		60	100	18

Table XXVII provides a comparative study of the minima and maxima of the government scales for a primary school teacher. The States and Union Territories have been grouped together according to starting salary offered by them.

Expenditure

During the year under report, the total direct expenditure on primary schools decreased by Rs. 3,14,10,527 or 4.7 per cent to Rs. 63,57,07,214. Of the total amount, Rs. 58,56,89,133 were expended on boys' schools and Rs. 5,00,23,081 on girls' schools. The total direct expenditure on primary schools was 31.3 per cent of the total direct expenditure on all educational institutions. The corresponding percentage during the previous year was 36.8. The extent to which primary school expenditure was borne by different sources is shown in the table below—

Table XXVIII—Direct Expenditure on Primary Schools by Sources

Source	1957-58		1958-59	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government	52,35,73,865	78.5	51,77,74,892	81.4
District Board Funds	5,80,09,595	8.7	4,55,84,004	7.2
Municipal Board Funds	4,94,82,456	7.4	3,80,72,769	6.0
Fees	1,76,54,595	2.6	1,57,08,013	2.5
Endowments	59,47,076	0.9	58,27,962	0.9
Other Sources	1,24,50,154	1.9	1,27,39,574	2.0
Total	66,71,17,741	100.0	63,57,07,214	100.0

The above table shows that as much as 95 per cent of the total direct expenditure was met from public funds (government and local boards) and the rest came from the income from fees and other sources almost in equal proportion.

The break-up of the total direct expenditure on primary schools under different managements is as under—

Management	1957-58		1958-59	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government	16,93,50,458	25.4	17,70,13,568	27.9
District Boards	27,25,77,429	40.9	25,82,11,022	40.6
Municipal Boards	8,05,22,016	12.1	5,97,23,243	9.4
Private Bodies—				
Aided	13,67,79,070	20.5	13,24,31,635	20.8
Unaided	78,88,768	1.1	83,27,746	1.3
Total	66,71,17,741	100.0	63,57,07,214	100.0

Local board schools which were 49·2 per cent of the total number of schools claimed 50·0 per cent of the total direct expenditure on primary schools, while 27·1 per cent government schools accounted for 27·9 per cent of the expenditure and the remaining 23·7 per cent of private schools, the remaining 22·1 per cent of the expenditure.

The details of primary schools' expenditure in the different States and Union Territories for the years 1957-58 and 1958-59 are given in Table XXIX. This table also gives a comparative study of the percentage of expenditure met from different sources in the various States. Taking absolute figures, the highest expenditure was reported by Bombay (Rs. 809·82 lakhs), followed by Andhra Pradesh (Rs. 681·69 lakhs), Uttar Pradesh (Rs. 673·86 lakhs), Madras (Rs. 631·57 lakhs) Mysore (Rs. 537·06 lakhs) and Madhya Pradesh (Rs. 503·11 lakhs). The remaining States and Union Territories spent less than Rs. 500 lakhs each, the lowest amount being in L. M. & A. Islands (Rs. 0·50 lakhs). The expenditure increased in all the States except Bombay, Madras, Delhi, Himachal Pradesh and Tripura. The decrease in the expenditure in Bombay and Madras was due to the decrease in the number of schools due to reclassification. On percentage basis, the highest increase among the States, was reported by Orissa (20·0 per cent) and the lowest by West Bengal (4·1 per cent). Among the Union Territories, the increase ranged from 14·0 per cent in N.E.F.A. to 102·1 per cent in A & N Islands.

The proportion of expenditure met from different sources of income is given in Cols. (11) to (16) of Table XXIX. Government financed the entire expenditure on all primary schools in the L.M. & A. Islands and N.E.F.A., and more than 90 per cent in A. & N. Islands, (99·8 per cent), Jammu & Kashmir (99·8 per cent), Himachal Pradesh (98·4 per cent), Kerala (98·3 per cent), Tripura (97·3 per cent), Punjab (95·4 per cent), Orissa (94·7 per cent), Manipur (93·8 per cent), Rajasthan (93·4 per cent), Assam (92·8 per cent), and Bihar (90·3 per cent). It was the lowest in Delhi (11·7 per cent). In the remaining States, it was more than 68·4 per cent. The contribution of local boards to the expenditure on primary schools was the highest in Delhi (85·6 per cent) followed by Uttar Pradesh (24·3 per cent), Madras (22·9 per cent) Andhra Pradesh (19·3 per cent), Bombay (16·2 per cent) and West Bengal (10·7 per cent). Elsewhere it was less than 10 per cent, if at all. But for Bombay and West Bengal, where fees accounted for 10·9 and 7·5 per cent of the primary school expenditure respectively, the income from fees was not a significant source of revenue for primary education. The contribution of 'other sources' to the primary school expenditure was also generally insignificant. It varied from 5·2 per cent in Assam to practically nil in Andhra Pradesh.

The average annual cost per pupil in a primary school as will be seen from Col. 18 of Table XXIX, was Rs. 26·1 in 1958-59 as against Rs. 26·9 in 1957-58. Its distribution over the different sources of income was: government funds Rs. 21·3, local board funds Rs. 3·4, fees Rs. 0·6 and other sources (including endowments) Rs. 0·8. It was the highest in N.E.F.A. (Rs. 121·2). In other States, it varied from Rs. 15·9 in Bihar to Rs. 57·5 in A. & N. Islands.

Table XXIX—Direct Expenditure on

State	On Schools for Boys		On Schools for Girls	
	1957-58	1958-59	1957-58	1958-59
	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Anihra Pradesh . . .	6,20,63,177	6,63,87,660	18,00,050	17,81,488
Assam	1,49,94,157	1,73,50,992	10,23,563	10,54,160
Bihar	2,82,68,771	3,15,94,533	23,61,281	30,80,435
Bombay	11,69,21,994	7,22,65,617	1,69,17,675	87,16,407
Jammu & Kashmir . . .	24,56,589	27,08,097	4,12,440	4,43,715
Kerala	4,22,47,649	4,76,60,267	3,58,583	1,70,125
Madhya Pradesh . . .	4,03,20,670	4,50,46,676	45,64,736	52,64,108
Madras	8,29,13,562	6,31,57,094	..	..
Mysore	4,11,48,258	4,72,58,450	63,70,136	64,47,169
Orissa	1,38,13,577	1,65,71,870	3,07,651	3,70,323
Punjab	2,29,50,173	2,42,57,701	51,56,326	57,38,178
Rajasthan	1,60,67,601	1,85,50,332	18,57,155	18,96,379
Uttar Pradesh	5,62,52,392	6,08,97,243	61,06,359	64,89,470
West Bengal	5,65,92,623	5,86,66,975	46,54,029	50,75,285
A. & N. Islands . . .	94,515	1,91,106	..	..
Delhi	74,51,087	51,90,542	31,32,801	32,84,779
Himachal Pradesh . . .	23,80,617	22,92,908	44,293	45,945
L.M. & A. Islands . . .	30,635	49,999	..	..
Manipur	11,77,624	15,61,134	50,425	1,24,365
Tripura	30,24,071	30,05,903	..	..
N.E.F.A.	4,04,309	4,61,025	..	..
Pondicherry*	3,89,626	5,58,009	36,561	40,750
INDIA	61,19,63,677	58,56,84,133	5,51,54,064	5,00,23,081

*Includes statistics of Middle school

Primary Schools

Total		Increase (+) or Decrease (—)		State
1957-58	1958-59	Amount	Percentage	
6	7	8	9	10
Rs.	Rs.	Rs.	Rs.	
6,38,63,227	6,81,69,148	+ 43,05,921	+ 6.7	Andhra Pradesh
1,60,17,720	1,84,05,152	+ 23,87,432	+ 14.9	Assam
3,06,30,052	3,46,74,968	+ 40,44,916	+ 13.2	Bihar
13,38,39,669	8,09,82,024	— 5,28,57,645	— 39.4	Bombay
28,69,029	31,51,812	+ 2,82,783	+ 9.9	Jammu & Kashmir
4,26,06,232	4,78,30,392	+ 52,24,160	+ 12.3	Kerala
4,48,85,406	5,03,10,784	+ 54,25,378	+ 12.1	Madhya Pradesh
8,29,13,562	6,31,57,094	— 1,97,56,468	— 23.8	Madras
4,75,18,394	5,37,05,619	+ 61,87,225	+ 13.0	Mysore
1,41,21,228	1,69,42,193	+ 28,20,965	+ 20.0	Orissa
2,81,06,499	2,99,95,879	+ 18,89,380	+ 6.7	Punjab
1,79,24,756	2,04,46,711	+ 25,21,955	+ 14.1	Rajasthan
6,23,58,751	6,73,86,713	+ 50,27,962	+ 8.1	Uttar Pradesh
6,12,46,652	6,37,42,260	+ 24,95,608	+ 4.1	West Bengal
94,515	1,91,106	+ 96,591	+ 102.1	A. & N. Islands
1,05,83,888	84,75,321	— 21,08,567	— 19.9	Delhi
24,24,910	23,38,853	— 86,057	— 3.5	Himachal Pradesh
30,635	49,999	+ 19,364	+ 63.2	L.M. & A. Islands
12,28,049	16,85,499	+ 4,57,450	+ 37.3	Manipur
30,24,071	30,05,903	— 18,168	— 0.6	Tripura
4,04,309	4,61,025	+ 56,716	+ 14.0	N.E.F.A.
4,26,187	5,98,759	+ 1,72,572	+ 40.5	Pondicherry*
66,71,17,741	63,57,07,214	— 3,14,10,527	— 4.7	INDIA

which are not available separately.

Table XXIX—Direct Expenditure on Primary Schools—(contd.)

State	Percentage of Expenditure on Primary Schools to Total Direct Expenditure on Education	Percentage of Expenditure met from						Average Annual cost per Pupil	
		Government Funds	District Board Funds	Municipal Board Funds	Fees	Endowments	Other Sources	1957-58	1958-59
								Rs.	Rs.
10	11	12	13	14	15	16	17	18	19
Andhra Pradesh . . .	43.8	80.1	16.8	2.5	0.2	0.4	0.0	25.6	26.7
Assam	36.4	92.8	2.0	0.0	0.0	4.8	0.4	18.9	20.7
Bihar	30.3	90.3	3.2	2.0	0.2	0.1	4.2	18.1	15.9
Bombay	20.9	68.4	5.9	10.3	10.9	0.5	4.0	33.1	33.7
Jammu & Kashmir . . .	25.2	99.8	..	..	0.1	0.0	0.1	23.9	24.3
Kerala	38.8	98.3	..	0.0	0.0	0.1	1.6	24.5	27.2
Madhya Pradesh . . .	41.2	89.1	4.5	4.0	0.2	0.9	1.3	32.8	33.6
Madras	34.5	73.2	14.4	8.5	0.8	2.7	0.4	30.1	27.2
Mysore	45.8	83.0	5.6	3.7	1.4	0.2	6.1	29.4	29.4
Orissa	44.5	94.7	0.3	1.0	..	2.0	2.0	19.9	20.1
Punjab	26.0	95.4	0.5	0.5	0.2	1.5	1.9	30.0	31.9
Rajasthan	29.0	93.4	1.7	0.5	1.6	2.1	0.7	35.4	32.0
Uttar Pradesh	25.4	72.9	14.9	9.4	0.2	0.2	2.4	19.1	19.1
West Bengal	31.5	80.9	4.5	6.2	7.5	0.6	0.3	25.9	25.9
A. & N. Islands	50.9	99.8	..	..	..	..	0.2	46.6	57.5
Delhi	13.8	11.7	..	85.6	0.2	0.0	2.5	83.5	52.8
Himachal Pradesh . . .	43.0	98.4	..	..	..	0.2	1.4	55.9	52.3
L.M. & A. Islands . . .	49.4	100.0	..	..	..	..	..	13.2	33.2
Manipur	47.5	93.8	..	0.0	0.3	5.8	0.1	15.0	17.0
Tripura	47.7	97.3	..	..	1.6	1.0	0.1	46.7	43.9
N.E.F.A.	47.2	100.0	..	..	..	..	..	125.9	121.2
Pondicherry*	25.7	97.6	..	..	1.3	0.1	1.0	43.6	43.3
INDIA	31.3	81.4	7.2	6.0	2.5	0.9	2.0	26.9	26.1

*Includes statistics of Middle schools which are not available separately.

Fees and other Concessions

There was no change in the position regarding charging of tuition fee in primary schools. Primary education continued to be free in government and most of the local body schools. Private schools generally charged tuition fee, the extent of which showed variation. Government had arrangements of reimbursing fee on behalf of students belonging to scheduled castes, scheduled tribes and other backward classes studying in private schools. Financial concession in the form of free supply of text-books, stationery, mid-day meals etc., were also given in varying degrees in the different states.

School Buildings

The situation with regard to the provision of buildings to primary schools continued to be unsatisfactory in some of the States. While government schools were comparatively better off in this respect many of the non-government schools were housed in rented or rent-free buildings. These were generally unsuitable for housing a school particularly on account of bad ventilation and lack of sanitary arrangements. In some States classes were held in tents, thatched bamboo huts and even in the open or under a tree which did not afford sufficient protection against the vagaries of weather. School buildings in rural areas were generally worse than those in urban areas. Inadequacy of financial resources stood in the way of providing even functional buildings to primary schools particularly in rural areas. In spite of the handicaps some, of the State Governments did make some efforts to improve matters in this respect. These efforts were supplemented to an extent by voluntary organisations and the contributions in the form of money, material and voluntary labour from the local community.

In Assam, grants were distributed by School Boards for improvement of school buildings. School buildings in areas under Community Development Blocks and N.E.S. Blocks improved considerably.

In Bihar, Rs. 5,20,000 and Rs. 80,000 were sanctioned for the renovation of primary and middle school buildings in rural areas and urban areas respectively.

In Bombay, housing arrangements of schools were generally fairly satisfactory. During the year, an amount of Rs. 21 lakhs was sanctioned as building loans to 22 Districts in the old Bombay State area through the District Building Committees for the construction of 937 class-rooms with other allied sanitary amenities and 109 major repair works.

In Madras, out of 21,932 elementary schools, 9,525 had their own buildings. 532 new school buildings were constructed during the year.

In Orissa, in the present move for the expansion of primary education, the responsibility of providing a school building at places, where a new school was opened, was transferred to the local community and no expenditure from the education budget was incurred on the construction of buildings during the year.

In Tripura, a sum of Rs. 2,24,281 was spent for the improvement of rural primary/junior basic schools for the construction of school buildings and purchase of equipment.

In Manipur, under the Tribal Welfare and Scheduled Caste Welfare Scheme, school buildings, teachers' quarters and hostels were constructed with government contribution.

In Punjab, the Development Department continued to help the village *panchayats* by giving them grants for the construction of buildings on fifty-fifty basis.

Equipment

The position about equipment did not improve appreciably during the year. On the whole, government schools were better off in this respect also than non-government schools.

In Orissa, a sum of Rs. 3,98,250 was spent by the Government for the purchase of equipment for primary schools. Grants were provided by the Government of Jammu and Kashmir for the purchase of equipment like coir matting, furniture and craft material. The schools in Punjab did not have sufficient matting for pupils to sit. For the improvement of equipment and craft classes in junior basic schools in Uttar Pradesh, the State Government gave grants of Rs. 21,80,546 and Rs. 84,806 to *Antarim Zila Parishads* and Municipal Boards respectively for the schools under their control.

CHAPTER IV

BASIC EDUCATION

The schemes on basic education under the Second Plan continued to be implemented during the year under report. This led to a further expansion in the facilities of this type of education in the country. To meet the growing demand for trained teachers, new basic teachers' training institutions were opened and the traditional type of training institutions were converted to the basic type. The programme of progressive introduction of crafts in primary schools to facilitate their eventual changeover to the basic pattern was carried on in a number of States.

To narrow the gap between the basic and non-basic elementary schools, a programme of "orientation" of all non-basic schools towards the basic pattern was drawn up. The programme was intended to enrich the content of primary education by the introduction of important features of basic education, e.g. student self-government, simple crafts activities, recreational and cultural programmes, etc. The one striking feature of this programme was that it required neither highly trained teachers nor large finances, the two most important factors responsible for the slow development of basic education. For this purpose, four regional seminars of District/Divisional Inspectors of Schools were also organised. Sixty per cent of the expenditure on this programme was met by the Central Government.

The development of basic education at the junior and senior standards inevitably led to the need for post-basic education as well. The Government of India, therefore, initiated, from 1958-59, a scheme by which financial assistance was made available to voluntary organisations as well as State Governments to enable them to start basic schools at the post-basic or secondary level, to improve the existing post-basic schools and to upgrade the existing senior basic schools to post-basic schools. The quantum of Central assistance under this scheme was 60 per cent in case of voluntary organisations and 100 per cent in case of State Governments. Up to the end of December, 1958, a sum of Rs. 43,000 was sanctioned to voluntary organisations under this scheme.

To develop basic education in urban areas, the Government of India accepted the recommendations of the Standing Committee on Basic Education, to establish a Central Basic School at New Delhi as a model institution. The details of the proposal were being worked out during the year under review.

The National Institute of Basic Education, set up in Delhi in 1956, carried out its activities in the fields of research, training and production of literature in basic education during the year. A brief account of its achievements is given below—

1. Research

The following research projects were completed and reports thereon prepared for publication—

- (a) Measuring educational potentiality of crafts;

- (b) Difficulties of Basic school teachers in their day to day work in the various States of the country;
- (c) Evolving model syllabus for post-graduate basic training colleges in India.

2. Training

Two short-term training courses were run by the Institute for the administration of basic education in the country.

3. Production of Literature

The following pamphlets were published—

- (a) Basic activities for Non-Basic Schools;
- (b) Exhibition in Basic Education;
- (c) Buniyadi Talim—four issues of this quarterly journal;
- (d) Progress of Basic Education.

Besides, a comprehensive scheme to produce literature and other materials for basic education was formulated to meet the growing needs of children, teachers and educationists in this field. Production of guide books for basic school teachers, monographs on basic education, supplementary reading material for children of basic schools, craft material for basic schools and source books for basic school teachers were some of the projects in this scheme.

With the establishment of the Craft and Art section, the Institute initiated experiments in a few crafts. Experiments on the utilisation of fibre craft as a possible craft in basic schools were conducted and a pamphlet prepared. Experiments were also made in the utilisation of waste and inexpensive material for craft work. Similar experiments were made in the utilisation of inexpensive and waste material for art work and for decorating basic schools.

Main Development

A brief account of the activities of the various States in the field of basic education is given below—

Andhra Pradesh

A special Committee for Basic (and social) Education was constituted under the Chairmanship of the Minister of Education to advise the Government on all matters relating to the development of basic and social education in the State. The State also decided to reorganise the basic and elementary school course and to introduce an integrated syllabus of seven years duration in Basic and non-Basic schools.

During the year, 65 teachers were re-trained in basic education in the short term training course organised by the State Government. Besides, intensive development of basic education in the compact areas, opening of new basic schools and conversion of existing elementary schools to the pattern outside the compact areas was taken up.

To facilitate the ultimate conversion of all elementary schools into basic schools, important features of basic education were sought to be introduced in all non-Basic schools.

Assam

During the year under report, a good number of primary and M. V. schools were converted to the basic type. The facilities for training basic primary school teachers were extended during the year by increasing the number of places in the existing training institutions.

Bihar

The State Government deputed 50 inspecting officers and 20 teachers for 6 months intensive basic training to the Bikram Senior Training School and one hundred elementary and basic high school teachers for 10 months' training in crafts to the Hazaribagh Reformatory School. This scheme was introduced for efficient implementation of the new syllabus in schools.

The duration of training in junior training schools was enhanced from one year to two years from July, 1958.

Bombay

The Government's decision to convert craft schools into basic schools resulted in a substantial expansion of basic education in the State. To meet the shortage of trained personnel for the basic institutions, short-term orientation courses were organised in summer vacations and seminars in winter vacations. Twelve basic training colleges also provided extension services to some 300 basic schools in the neighbourhood.

The State Government continued its efforts for the production of useful literature for the guidance of basic school teachers. Special mention may be made of the publication of special numbers of the 'Jeevan Shikshan' in Marathi and Gujarati, dealing with different aspects of basic education. Besides, posters on basic education were also published.

Several steps were taken to improve craft teaching in basic schools. One of the measures taken was to standardise the type of equipment required by basic schools for spinning and weaving. Detailed specifications of craft material and other essential articles were fixed and published for the guidance of teachers and administration. The Government also gave grants to School Boards for the construction of 338 craft-sheds at an estimated cost of Rs. 4,400 per craft shed.

Jammu and Kashmir

During the year under report, a number of basic activity schools were opened in the two provinces of the State mainly for girls and nomadic tribes.

Kerala

In pursuance of the recommendations of the Assessment Committee on basic education, the State Government took up a five-point programme for the reorientation of primary schools in the State to the basic pattern. Besides, a new scheme of tool programme, over and above the traditional craft, was

introduced as a phased programme in certain selected schools. The main idea behind this programme was that the familiarity of tools should precede the actual practice of craft and that the pupils should reach them as playthings. It was thought that as the children went up in age, their skill in handling the tools in this manner would correspondingly increase.

The duration of the teachers' training course was increased from one year to two years. It was also decided that the training should be of the basic pattern.

Madhya Pradesh

Seminars were held at various places to spread the ideology of Basic Education. A uniform syllabus was introduced throughout the State on basic pattern with the idea of helping the conversion of all primary schools into basic ones.

Madras

During the year, the State Government decided to award Post-Basic Higher Certificates to students passing out of the post basic schools. These certificates entitled their holders to be considered eligible for appointment to public services and for admission to the Senior Training Course and to the Rural Higher Institutes.

The scheme of re-training in basic education for elementary and secondary grade teachers was continued. The duration of the course was extended from three months to five months and 1,054 teachers were retrained during the year. A re-training course of five months' duration for graduate teachers was conducted at the Government Post-Basic Training College, Orathanad in which 55 teachers were retrained.

During the year, a number of seminars and conferences on basic education were organised. These included district seminars for basic school teachers, a regional seminar for Divisional/District Inspectors of Schools (held at Gandhigram from 1st to 7th June, 1958) and 2 Regional Basic Educational Conferences.

Besides, a guide book for teachers and five reading books were published.

Mysore

Two Zonal Orientation Seminars, one at Bangalore and another at Dharwar for the Inspectors of schools were held and they in turn were expected to disseminate ideas of basic education in their respective areas.

A new basic training institute at Hassan was started during the year.

The new syllabus of 7 years integrated course proposed for the primary schools incorporated all the important features of basic education. The construction of 16 craft sheds to basic schools for demonstration and practical work was undertaken besides converting ordinary primary schools into basic ones under the phased programme of second five year plan.

Orissa

The State Board of Basic Education was reconstituted. The reconstituted Board made a number of useful recommendations, which were accepted by the Government. These recommendations related to (i) the introduction of common syllabus with basic features in all basic and non-basic schools, (ii) laying of emphasis on craft work and community living in basic schools; and (iii) the

provision of training in the method of teaching to VI & VII classes of middle stage to student teachers of basic training schools. The Board, also recommended that the subjects of study and the standard of achievement in post-basic schools should be the same as in higher secondary schools except a special elective subject in post basic schools. A sub-committee was formed to work out the details of the special elective subjects to be introduced in the post-basic schools.

Punjab

The duration of the junior basic teachers' training course was extended to two years.

Refresher courses were organised at District level in order to re-orientate the teachers and to put the schools on lines for changeover to basic pattern.

Apart from the seminar for Assistant District Inspectors of Schools, two refresher courses for teachers were organised at Karnal and Gurdaspur during vacations.

A uniform syllabus was framed for the post-basic schools at Rajpura and Faridabad. The examination under the new syllabus was to be conducted in 1959.

Rajasthan

During the year, 500 primary schools were converted into basic schools and craft was introduced in an equal number of schools with a view to have a smooth changeover from traditional to basic pattern in the future.

Three seminars on basic education for Sub-Deputy Inspectors of Schools were held at Udaipur, Jaipur and Bikaner. A short course of two to three months' duration was organised for training in basic education of non-basic trained graduate teachers. Sixty teachers attended this course.

Uttar Pradesh

To improve the conditions of existing junior basic schools, in respect of craft classes, re-orientation and allied aspects, a total grant of Rs. 53.41 lakhs was given by the Government. General science and Music were introduced in 88 and 4 senior basic schools respectively, besides opening 1,250 junior basic and 27 senior basic schools.

For the training of teachers of junior and senior basic schools 11 basic training schools including one for girls and 3 junior basic training colleges including one for the girls, were started.

Refresher courses in General Science and English were organised for the benefit of senior basic school teachers.

West Bengal

The policy of expansion of basic education by conversion of existing primary schools and setting up of new junior basic schools was enthusiastically followed during the year. The two intensive educational development blocks—one at Banipur, 24-Parganas and the other at Kalimpong, Darjeeling continued to work with special emphasis on basic type of institutions. The Research Library at Banipur continued to work on basic education in collaboration with the Bureau of Education and Psychological Research at the David Hare Training College, Calcutta.

A. & N. Islands

A junior training school was established at Port Blair where the first batch of 18 teachers completed one year's training course during the year. Steps were being taken to convert all the primary schools to basic pattern. A senior basic school for girls was also set up during the year.

Delhi

During 1958-59, five junior basic schools were raised to the senior basic standard. Two teachers' training schools were amalgamated into one co-educational teachers training institute. The duration of the junior basic teachers' training course was extended from one to two years.

H. machal Pradesh

During the year, 100 junior basic schools were opened and 150 primary and 8 middle schools were converted into basic schools. Besides, craft material was supplied to 200 primary schools.

L. M. & A. Islands

Steps were taken to give basic bias to education in the schools.

Manipur

The management of 55 junior basic schools was transferred to the Territorial Council. The Council converted 27 primary schools under their control into basic schools. Orientation of elementary schools towards the basic pattern was started effectively from the year under review.

Tripura

A number of traditional primary schools were converted to the basic pattern and crafts were introduced in some other primary schools.

N.E.F.A.

Preliminary steps were being taken to convert traditional schools into those for basic education.

Pondicherry

Two basic schools were started during the year.

Main Statistics**Schools**

During 1958-59, the total number of basic schools increased by 5,969 to 69,838, that is at the rate of 9·3 per cent, as compared to an increase of 12·5 per cent during 1957-58. Of the total, 57,069 were junior basic schools, 12,739 senior basic schools and 30 post basic schools. The corresponding figures for the previous year were: junior basic schools 52,039, senior basic schools 11,800 and post basic schools 30. About 13·8 per cent of the junior basic schools were managed by the Government, 74·3 per cent by local boards and the remaining 11·9 per cent by private bodies. Management-wise distribution of senior basic schools was as follows: Government 11·7 per cent, local boards 71·6 per cent and private bodies 16·7 per cent. Of the total number of post-basic schools,

which were to be found in Andhra Pradesh, Bihar, Kerala, Madras and Orissa only, 13.3 per cent were managed by the Government and the remaining 86.7 per cent by private bodies.

State-wise details of basic schools for the years 1957-58 and 1958-59 are given in table XXX. But for Jammu & Kashmir, either junior or senior basic schools existed in all the States and Union Territories. Except Kerala and Delhi, the number of junior basic schools increased in every State and Territory. Among the States, the highest increase was reported by U.P. (1,394) followed by Assam (827) Rajasthan (474), Andhra Pradesh (445), Madhya Pradesh (397), Mysore (386), Bihar and Madras (252 each), West Bengal (222), Bombay (172) and Punjab (57). In Union Territories, the increase ranged from 96 in Himachal Pradesh to 4 in A. & N. Islands. In case of senior basic schools, the highest increase was in Bombay (253). Some of the other significant increases were reported by Mysore (165), Madhya Pradesh (113) and U. P. (99). The number of senior basic schools are, however, reported to have decreased in Kerala (26), Delhi (4) and Himachal Pradesh (2). These decreases as well as the decrease of one post-basic school in Bihar was reported to be mostly due to the upgrading of such schools to the higher secondary standard.

Pupils

The total number of students in basic schools increased from 72,50,490 to 82,07,360, giving an increase of 13.2 per cent. Of the total, 54,49,764 pupils were studying in junior basic schools, 27,54,790 in senior basic schools and 2,806 in post basic schools. The percentage of increase from the previous year was 13.2 and 15.6 in junior and senior basic schools respectively and decrease of 28.0 per cent in post basic schools.

Table XXXI gives a comparative study of enrolment in basic schools in the different States during 1957-58 and 1958-59. Except in Delhi, the enrolment increased in all the States and Territories. The increase was the highest in U.P. (2,98,142). Other significant increases were reported by Bombay (1,32,855), Assam (86,445), Madras (77,246), Bihar (73,278), Madhya Pradesh (62,533), Andhra Pradesh (62,272) and Mysore (59,387). In other States, the increase was less than 50 thousands each. In Union Territories and other Areas, the increase varied from 6,815 in Manipur to 26 in N.E.F.A.

Teachers

The total number of teachers in basic schools increased by 21,812 or 10.2 per cent to 2,36,006 during the year. Of the total number of teachers, 1,48,361 were working in junior basic schools, 87,437 in senior basic schools and 208 in post basic schools. The corresponding figures for the previous year were: junior basic schools 1,34,927, senior basic schools 78,991 and post basic schools, 276.

The State-wise distribution of basic school teachers is given in table XXXII. The total number of teachers increased in all the States and Territories.

The all-India percentage of trained teachers in basic schools slightly decreased from 77.6 to 76.9 during the year. The junior basic schools had 77.6 per cent of trained teachers, the senior basic schools 75.6 per cent and post-

Table XXX—Number of

State	Junior Basic Schools				Senior Basic Schools			
	For Boys		For Girls		For Boys		For Girls	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7	8	9
Andhra Pradesh	1,663	2,109	5	4	197	275	1	2
Assam . .	1,247	2,037	37	74	67	144	8	13
Bihar . .	1,943	2,152	64	107	646	722	8	7
Bombay . .	2,543	2,725	106	96	4,405	4,640	416	434
Kerala . .	452	441	..	..	148	123	1	..
Madhya Pradesh	1,828	2,225	3	3	188	301	..	..
Madras . .	2,419	2,671	..	..	422	471	..	..
Mysore . .	1,204	1,547	32	34	964	1,121	97	105
Orissa . .	360	360	..	..	23	23	..	..
Punjab . .	477	521	174	187	21	41	19	18
Rajasthan .	834	1,285	66	89	32	36	6	7
Uttar Pradesh .	31,767	32,872	3,203	3,492	3,386*	3,462	595*	618
West Bengal .	842	1,057	14	21	66	87	2	7
A. & N. Islands	5	9	..	..	..	..	..	..
Delhi . .	174	163	70	62	41	39	12	10
Himachal Pradesh	363	460	5	4	11	9	..	..
L. M. & A. Islands	..	..	..	..	..	1	..	..
Manipur . .	18	94	2	6	..	..	..	..
Tripura . .	112	153	..	..	18	23	..	..
N.E.F.A. . .	7	7	..	..	..	..	..	..
Pondicherry .	..	2	..	..	..	..	..	..
INDIA . .	48,258	52,890	3,781	4,179	10,635	11,518	1,165	1,221

*These schools were shown as Junior High during 1957-58.

Basic Schools

Post Basic Schools				Total		Increase + (or) Decrease (—)	State
For Boys		For Girls		1957-58	1958-59		
1957-58	1958-59	1957-58	1958-59				
10	11	12	13	14	15	16	17
..	1	..	..	1,866	2,391	+ 525	Andhra Pradesh
..	..	..	..	1,359	2,268	+ 909	Assam
23	21	..	1	2,684	3,010	+ 326	Bihar
..	..	..	..	7,470	7,895	+ 425	Bombay
2	2	..	..	603	566	— 37	Kerala
..	..	..	..	2,019	2,529	+ 510	Madhya Pradesh
2	2	1	1	2,844	3,145	+ 301	Madras
..	..	..	..	2,297	2,807	+ 510	Mysore
2	2	..	..	385	385	..	Orissa
..	..	..	..	691	767	+ 76	Punjab
..	..	..	..	938	1,417	+ 479	Rajasthan
..	..	..	..	38,951	40,444	+ 1,493	Uttar Pradesh
..	..	..	..	924	1,172	+ 248	West Bengal
..	..	..	..	5	9	+ 4	A. & N. Islands
..	..	..	..	297	274	— 23	Delhi
..	..	..	..	379	473	+ 94	Himachal Pradesh
..	..	..	..	..	1	+ 1	L. M. & A. Islands
..	..	..	..	20	100	+ 80	Manipur
..	..	..	..	130	176	+ 46	Tripura
..	..	..	..	7	7	..	N.E.F.A.
..	..	..	..	..	2	+ 2	Pondicherry
29	28	1	2	63,869	69,838	+ 5,969	INDIA

Table XXXI—Number of Pupils

State	In Junior Basic Schools			
	Boys		Girls	
	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5
Andhra Pradesh . . .	1,16,487	1,42,043	61,552	77,295
Assam	71,910	1,16,191	41,303	67,724
Bihar	98,327	1,22,986	16,577	27,995
Bombay	1,60,706	1,71,767	61,840	66,550
Kerala	51,751	50,728	46,030	48,240
Madhya Pradesh . . .	1,15,385	1,45,877	12,395	18,940
Madras	1,79,683	2,09,647	1,08,550	1,27,172
Mysore	68,139	90,637	32,307	40,106
Orissa	16,575	16,906	6,163	6,252
Punjab	44,409	51,372	24,567	24,557
Rajasthan	58,136	94,289	11,066	18,684
Uttar Pradesh	26,87,813	28,90,318	5,69,237	6,33,244
West Bengal	63,700	78,668	26,588	36,745
A. & N. Islands	150	888	62	584
Delhi	18,165	17,181	7,625	7,822
Himachal Pradesh . . .	15,661	17,879	2,062	2,708
L. M. & A. Islands . . .	..	..	..	..
Manipur	1,406	5,895	562	2,888
Tripura	11,675	12,257	4,688	6,323
N.E.F.A.	172	194	23	27
Pondicherry . . . . .	..	146	..	39
INDIA	37,80,250	42,35,869	10,33,197	12,13,895

in Basic Schools

In Senior Basic Schools				State
Boys		Girls		
1957-58	1958-59	1957-58	1958-59	
6	7	8	9	1
34,556	49,295	10,605	16,812	Andhra Pradesh
6,226	16,621	3,355	8,703	Assam
79,966	1,10,791	10,515	18,043	Bihar
9,10,208	9,95,372	4,08,991	4,40,911	Bombay
22,769	26,542	15,411	18,246	Kerala
41,065	65,389	3,994	5,166	Madhya Pradesh
76,800	92,513	51,459	64,401	Madras
1,82,580	2,00,146	71,798	83,322	Mysore
2,842	3,066	682	726	Orissa
6,409	10,662	3,894	4,186	Punjab
6,878	7,767	1,529	1,765	Rajasthan
3,74,489*	3,99,216	82,111*	89,014	Uttar Pradesh
4,981	6,741	737	1,309	West Bengal
..	..	..	..	A. & N. Islands
10,113	10,152	2,245	1,973	Delhi
2,284	1,694	331	254	Himachal Pradesh
..	215	..	68	L.M. & A. Islands
..	..	..	..	Manipur
2,378	2,593	943	1,116	Tripura
..	..	..	..	N.E.F.A.
..	-	..	..	Pondicherry
17,64,544	19,98,775	6,68,600	7,56,015	INDIA

*Junior High Schools

Table XXXI—Number of Pupils in Basic Schools—(Contd).

State	In Post Basic Schools				Total		Increase (+) or Decrease (-)
	Boys		Girls		1957-58	1958-59	
	1957-58	1958-59	1957-58	1958-59			
1	10	11	12	13	14	15	16
Andhra Pradesh . .	..	24	..	3	2,23,200	2,85,472	+ 62,272
Assam . . . . .	..	..	..	..	1,22,794	2,09,239	+ 86,445
Bihar	3,435	2,284	73	72	2,08,893	2,82,171	+ 73,278
Bombay . . . . .	..	..	..	..	15,41,745	16,74,600	+1,32,855
Kerala	80	121	7	15	1,36,048	1,43,892	+ 7,844
Madhya Pradesh . .	..	..	..	..	1,72,839	2,35,372	+ 62,533
Madras	122	119	91	99	4,16,705	4,93,951	+ 77,246
Mysore . . . . .	..	..	..	..	3,54,824	4,14,211	+ 59,387
Orissa	88	69	3	..	26,353	27,019	+ 666
Punjab . . . . .	..	..	..	..	79,279	90,777	+ 11,498
Rajasthan . . . . .	..	..	..	..	77,609	1,22,505	+ 44,896
Uttar Pradesh . . .	..	..	..	..	37,13,650	40,11,792	+2,98,142
West Bengal . . . .	..	..	..	..	96,006	1,23,463	+ 27,457
A. & N. Islands . .	..	..	..	..	212	1,472	+ 1,260
Delhi . . . . .	..	..	..	..	38,148	37,128	- 1,020
Himachal Pradesh .	..	..	..	..	20,338	22,535	+ 2,197
L.M. & A. Islands .	..	..	..	..	..	283	+ 283
Manipur . . . . .	..	..	..	..	1,968	8,783	+ 6,815
Tripura . . . . .	..	..	..	..	19,684	22,289	+ 2,605
N.E.F.A. . . . .	..	..	..	..	195	221	+ 26
Pondicherry . . . .	..	..	..	..	..	185	+ 185
INDIA	3,725	2,617	174	189	72,50,490	82,07,360	+9,56,870

Table XXXII—Number of Teachers in Basic Schools

State	In Junior Basic Schools				In Senior Basic Schools			
	Men		Women		Men		Women	
	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained
1	2	3	4	5	6	7	8	9
Andhra Pradesh	4,692	1,222	949	57	1,401	832	271	39
Assam	2,743	1,291	525	417	470	350	68	94
Bihar	3,539	663	98	45	4,087	347	248	5
Bombay	3,373	2,842	544	485	21,249	8,560	5,707	3,032
Kerala	1,767	57	943	51	1,010	66	560	42
Madhya Pradesh	3,479	2,082	49	39	1,448	1,109	8	14
Madras	6,126	73	3,592	8	2,989	145	2,161	19
Mysore	2,352	1,494	288	161	4,578	1,207	1,030	348
Orissa	889	3	2	4	171	4	1	1
Punjab	1,381	45	533	51	370	1	147	18
Rajasthan	2,497	856	226	174	274	122	65	9
Uttar Pradesh	64,892	14,680	4,635	4,349	14,058*	3,632*	2,876*	1,008*
West Bengal	2,899	836	250	114	183	205	19	31
A. & N. Islands	8	15	7	13	..	..	..	..
Delhi	689	1	218	2	343	9	66	3
Himachal Pradesh	600	280	56	26	76	9	2	1
L. M. & A. Islands.	..	..	..	..	6	..	2	..
Manipur	55	240	5	3	..	..	..	..
Tripura	200	367	62	134	120	74	23	14
N.E.F.A.	9	..	2	..	..	..	..	..
Pondicherry	7	..	..	..	..	..	..	..
INDIA	1,02,197	27,047	12,984	6,133	52,833	16,672	13,254	4,678

* In junior high schools.

Table XXXII—Number of Teachers

State	In Post Basic Schools				In all Schools		
	Men		Women		Trained	Un-trained	Total
	Trained	Un-trained	Trained	Un-trained			
1	10	11	12	13	14	15	16
Andhra Pradesh	4	5	..	..	7,317	2,155	9,472
Assam . . . . .	..	..	..	..	3,806	2,152	5,958
Bihar	82	68	1	..	8,055	1,128	9,183
Bombay . . . . .	..	..	..	..	30,873	14,919	45,792
Kerala	6	6	1	..	4,287	222	4,509
Madhya Pradesh . . . . .	..	..	..	..	4,984	3,244	8,228
Madras	13	7	2	1	14,883	253	15,136
Mysore . . . . .	..	..	..	..	8,248	3,210	11,458
Orissa	10	..	2	..	1,075	12	1,087
Punjab . . . . .	..	..	..	..	2,431	115	2,546
Rajasthan . . . . .	..	..	..	..	3,062	1,161	4,223
Uttar Pradesh . . . . .	..	..	..	..	86,461	23,669	1,10,130
West Bengal . . . . .	..	..	..	..	3,351	1,186	4,537
A. N. Islands . . . . .	..	..	..	..	15	28	43
Delhi . . . . .	..	..	..	..	1,316	15	1,331
Himachal Pradesh . . . . .	..	..	..	..	734	316	1,050
L.M. & A. Islands . . . . .	..	..	..	..	8	..	8
Manipur . . . . .	..	..	..	..	60	243	303
Tripura . . . . .	..	..	..	..	405	589	994
N.E.F.A. . . . .	..	..	..	..	11	..	11
Pondicherry . . . . .	..	..	..	..	7	..	7
INDIA	115	86	6	1	1,81,389	54,617	2,36,006

in Basic Schools—(Concl'd.)

Percentage of Trained Teachers to Total Number of Teachers				Teacher-Pupil Ratio				State
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	1
81.5	65.7	44.4	77.2	32	26	3	30	Andhra Pradesh
65.7	54.8	..	63.9	37	26	..	35	Assam
83.7	92.5	55.0	87.7	35	27	16	31	Bihar
54.1	69.9	..	67.4	33	37	..	36	Bombay
96.2	94.0	53.8	95.1	35	27	10	32	Kerala
62.4	56.5	..	60.6	29	27	..	29	Madhya Pradesh
99.2	96.9	65.2	98.3	34	30	7	33	Madras
61.2	78.3	..	72.0	31	40	..	37	Mysore
99.2	97.1	100.0	98.9	26	21	6	25	Orissa
95.2	96.5	..	95.5	38	28	..	37	Punjab
72.6	72.1	..	72.5	30	20	..	29	Rajasthan
78.5	78.5	..	78.5	40	27	..	37	Uttar Pradesh
76.8	46.1	..	73.9	29	18	..	27	West Bengal
34.9	..	..	34.9	34	..	..	34	A. & N. Islands
99.7	97.1	..	98.9	27	29	..	28	Delhi
68.2	88.6	..	69.9	21	22	..	21	Himachal Pradesh.
..	100.0	..	100.0	..	35	..	35	L.M. & A. Island
19.8	..	..	19.8	29	..	..	30	Manipur
34.3	61.9	..	40.7	24	16	..	22	Tripura
100.0	..	..	100.0	20	..	..	20	N.E.F.A.
100.0	..	..	100.0	26	..	..	26	Pondicherry
77.6	75.6	58.2	76.9	37	32	13	35	INDIA

basic schools 58·2 per cent as against the corresponding figures of 78·3, 75·8 and 80·2 per cent respectively for the previous year. In the States and Union Territories, the percentage of trained teachers in basic schools was cent per cent in N.E.F.A. and Pondicherry, more than 90 per cent in Kerala, Madras, Orissa and Delhi and between 75 and 90 per cent in Andhra Pradesh, Bihar, Punjab, U.P. and L.M. & A. Islands. Manipur, having 19·8 per cent of trained teachers occupied the lowest position.

Expenditure

The total direct expenditure on basic schools increased from Rs. 19·37 crores to Rs. 22·81 crores during the year. Of the total expenditure, Rs. 12·50 crores were spent on junior basic schools, Rs. 10·27 crores on senior basic schools and Rs. 0·04 crores on post basic schools. The details of direct expenditure on basic schools by sources are given in table XXXIII.

The Government's contribution to the expenditure decreased from 80·4 per cent to 77·4 per cent, and that from fees and other sources increased from 1·2 per cent and 2·2 per cent to 4·1 per cent and 3·0 per cent. The expenditure borne from local board funds slightly decreased from 16·2 per cent to 15·5 per cent.

The average annual cost per student was as follows—

Junior Basic Schools—Rs. 22·9
Senior Basic Schools—Rs. 37·3
Post Basic Schools—Rs.131·6

Table XXXIV gives state-wise distribution of direct expenditure on basic schools. It will be seen that excepting Delhi, the expenditure increased in every State and Territory.

Teachers' Training

The number of basic teachers' training schools increased from 594 to 678 during the year under report. These schools together with basic training classes attached to other institutions had 71,499 teacher trainees on rolls, of whom 17,216 were women. The corresponding figures for the previous year were 61,175 and 14,066 respectively. An amount of Rs. 2·22 crores was expended on these institutions, which showed an increase of 19·0 per cent. over the previous year's corresponding figure. On an average, an expenditure of Rs. 329·1 was incurred in training a teacher in basic education. The output of basic trained teachers was 38,819, of whom 8,699 were women.

Bombay as usual led all other States in reporting the highest number (130) of basic teachers' training schools. Other States which had a fairly good number of training schools were U.P. (108), Madras (104), Bihar (62), Madhya Pradesh (55) and Kerala (53). In other states it ranged from 17 in West Bengal to 47 in Andhra Pradesh. Among Union and other Territories, Himachal Pradesh reported 2 schools and A.N. Islands, Delhi, Manipur and N.E.F.A. one each. Further details of teacher training schools are given in table XXXV.

Table XXXIII—Direct Expenditure on Basic Schools by Sources

Source	Junior Basic		Senior Basic		Post Basic		All Schools	
	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.		Rs.		Rs.	
Government Funds .	9,87,78,901	79·0	7,75,54,877	75·5	2,31,476	62·7	17,65,65,254	77·4
Local Board Funds .	2,33,74,420	18·7	1,19,85,061	11·6	..	..	3,53,59,481	15·5
Fees	3,19,910	0·3	89,39,258	8·7	41,173	11·1	93,00,341	4·1
Endowments . . .	5,08,767	0·4	8,87,216	0·9	21,832	5·9	14,17,815	0·6
Other Sources . .	20,50,830	1·6	33,79,812	3·3	74,804	20·3	55,05,446	2·4
Total	12,50,32,828	100·0	10,27,46,224	100·0	3,69,285	100·0	22,81,48,337	100·0

In addition to the basic training schools, there were 54 (33 post-graduate and 21 under-graduate) basic training colleges in the country. The number of teacher trainees in these colleges and in the attached classes rose from 4,366 to 4,536 during the year. The expenditure on these institutions amounted to Rs. 35.11 lakhs (of which Rs. 25.64 lakhs was on post-graduate and Rs. 9.47 lakhs on under-graduate basic colleges). These colleges and classes together trained 2,574 teachers during the year which included 497 women teachers. The corresponding figures for the previous year were—expenditure Rs. 30.44 lakhs, output 3,493 teachers including 573 women teachers. The average annual cost in the training colleges worked out to be Rs. 658.8, as against Rs. 561.5 in the previous year. Detailed statistics of training colleges are given in table XXXVI.

Table XXXIV—Direct Expenditure on Basic Schools

State	On Junior Basic Schools		On Senior Basic Schools	
	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	42,15,282	59,82,896	16,36,667	24,67,838
Assam	25,30,148	42,83,672	2,96,371	7,58,560
Bihar	23,43,128	26,43,947	44,71,792	51,75,486
Bombay	75,37,616	86,90,929	3,79,08,810	4,49,51,141
Kerala	22,49,894	30,07,445	8,78,040	20,06,568
Madhya Pradesh	39,74,062	48,87,290	15,84,073	26,96,377
Madras	77,71,541	89,95,540	49,11,772	53,77,832
Mysore	33,49,329	42,18,561	78,82,482	1,13,87,951
Orissa	9,49,552	9,78,806	1,84,915	1,84,422
Punjab	19,79,660	22,56,999	5,43,656	7,49,764
Rajasthan	30,46,626	38,17,933	7,23,483	8,82,132
Uttar Pradesh	6,23,58,751	6,73,86,713	2,18,95,841*	2,41,12,806*
West Bengal	26,28,639	38,64,500	3,69,832	6,42,463
A. & N. Islands	18,902	68,367	..	..
Delhi	15,51,652	15,51,239	8,21,526	8,15,080
Himachal Pradesh	16,94,914	11,60,208	1,11,310	87,121
L.M. & A. Islands . . . . .	..	..	..	12,920
Manipur	11,896	1,12,680	..	..
Tripura	8,57,758	10,75,985	3,10,091	4,37,763
N.E.F.A.	34,758	43,781	..	..
Pondicherry . . . . .	..	5,337	..	..
India/Total	10,85,04,108	12,50,32,828	8,45,30,661	10,27,46,224

* Junior High Schools.

Table XXXIV—Direct Expenditure on

State	On Post Basic Schools		Total	
	1957-58	1958-59	1957-58	1958-59
I.	6	7	8	9
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh . . . .	..	12,867	58,51,949	84,63,601
Assam . . . . .	..	..	28,26,519	50,42,232
Bihar	4,86,562	2,60,480	73,01,482	80,79,913
Bombay . . . . .	..	..	4,54,46,426	5,36,42,070
Kerala	23,311	19,667	31,51,245	50,33,680
Madhya Pradesh . . . .	..	..	55,58,135	75,83,667
Madras	92,148	62,512	1,27,75,461	1,44,35,884
Mysore . . . . .	..	..	1,12,31,811	1,56,06,512
Orissa	14,616	13,759	11,49,083	11,76,987
Punjab . . . . .	..	..	25,23,316	30,06,763
Rajasthan . . . . .	..	..	37,70,109	47,00,065
Uttar Pradesh . . . . .	..	..	8,42,54,592	9,14,99,519
West Bengal . . . . .	..	..	29,98,471	45,06,963
A. & N. Islands . . . .	..	..	18,902	68,367
Delhi . . . . .	..	..	23,73,178	23,66,319
Himachal Pradesh . . .	..	..	12,06,224	12,47,329
L.M. & A. Islands . . .	..	..	..	12,920
Manipur . . . . .	..	..	11,896	1,12,680
Tripura . . . . .	..	..	11,67,849	15,13,748
N.E.F.A. . . . .	..	..	34,758	43,781
Pondicherry . . . . .	..	..	..	5,337
India/Total	6,16,637	3,69,285	19,36,51,406	22,81,48,337

Basic Schools—(Contd.)

Increase (+) or Decrease (—)	Percentage of Expendi- ture of Basic Schools to Direct Expendi- ture on Educa- tion	Percentage of Expenditure met from					State
		Govt. Funds	Local Board Funds	Fees	Endow- ments	Other Sources	
10	11	12	13	14	15	16	1
Rs.							
+ 26,11,652	5.7	78.7	20.6	0.1	0.4	0.2	Andhra Pradesh
+ 22,15,713	10.0	99.2	0.3	0.1	0.4	0.0	Assam
+ 7,78,431	7.1	94.7	0.6	1.2	0.4	3.1	Bihar
+ 81,95,644	13.9	85.9	10.2	1.8	0.1	2.0	Bombay
+ 18,82,435	4.6	99.2	..	0.0	0.0	0.8	Kerala
+ 20,25,532	6.2	86.5	12.1	0.6	0.1	0.7	Madhya Pradesh
+ 16,60,423	7.9	75.5	19.2	0.7	4.2	0.4	Madras
+ 43,74,701	13.2	82.6	13.1	1.0	3.3	0.0	Mysore
+ 27,904	3.1	96.8	0.7	..	..	2.5	Orissa
+ 4,83,447	2.6	97.9	..	1.6	0.2	0.3	Punjab
+ 9,29,956	6.7	99.8	..	0.0	0.2	..	Rajasthan
+ 72,44,927	24.4	65.4	21.9	8.3	0.7	3.7	Uttar Pradesh
+ 15,08,492	2.2	84.8	8.0	4.8	0.6	1.8	West Bengal
+ 49,465	19.5	99.5	..	..	..	0.5	A. & N. Islands
— 6,859	3.8	17.1	82.8	..	..	0.1	Delhi
+ 41,105	22.9	100.0	..	..	..	..	Himachal Pradesh
+ 12,920	12.8	100.0	..	..	..	..	L.M. & A. Islands
+ 1,00,784	3.2	100.0	..	..	..	..	Manipur
+ 3,45,899	24.0	99.7	..	0.0	0.1	0.2	Tripura
+ 9,023	4.5	100.0	..	..	..	..	N.E.F.A.
+ 5,337	0.2	34.8	..	..	..	65.2	Pondicherry
+3,44,96,931	11.2	77.4	15.5	4.1	0.6	2.4	India/Total

Table XXXV—Statistics of Basic Teachers' Training Schools

State	Number of Basic Training Schools	Enrolment*			Total Expenditure	Average Annual cost Per Pupil	Output†		
		Men	Women	Total			Men	Women	All Persons
1	2	3	4	5	6	7	8	9	10
					Rs.	Rs.			
Andhra Pradesh . . .	47	4,503	667	5,170	18,79,570	363·6	2,586	216	2,602
Assam	20	1,076	245	1,321	7,80,251	590·7	818	168	986
Bihar	62	5,587	639	6,226	20,43,656	328·2	2,783	176	2,959
Bombay	130	11,869	4,439	16,308	43,11,983	264·4	5,921	2,060	7,981
Jammu & Kashmir . . .	8	260	99	359	4,12,531	114·9	249	91	340
Kerala	53	2,320	1,831	4,151	5,26,967	158·8	488	396	884
Madhya Pradesh . . .	55	5,562	594	6,156	28,10,770	456·6	5,122	510	5,632
Madras	104	8,613	4,563	13,176	22,57,524	170·4	3,617	1,799	5,416
Mysore	18	1,991	416	2,407	9,23,443	403·8	780	159	918
Orissa . . . . .	..	..	..	..	..	..	..	..	..
Punjab	22	2,440	2,139	4,579	6,30,452	369·0	2,588	1,675	4,263
Rajasthan.	28	2,308	147	2,455	17,65,872	745·4	2,299	148	2,447

Uttar Pradesh	108	6,499	1,060	7,559	32,88,497	434.5	2,545	458	3,003
West Bengal	17	823	179	1,002	2,73,114	289.9	801	173	974
A. & N. Islands	1	15	5	20	9,019	451.0	13	4	17
Delhi	1	108	122	230	1,10,686	553.4	..	..	..
Himachal Pradesh	2	150	46	196	71,161	363.1	134	43	177
L.M. & A. Islands . . . . .	..	..	..	..	..	..	..	..	..
Manipur	1	75	5	80	20,072	250.9	71	5	76
Tripura . . . . .	..	59	17	76	..	..	54	15	69
N.E.F.A.	1	25	3	28	1,03,421	693.6	12	3	15
Pondicherry . . . . .	..	..	..	..	..	..	..	..	..
India/Total	678	54,283	17,216	71,499	2,22,27,989	329.1	30,720	8,099	38,819

*Include enrolment in attached classes.

†Include private students also.

Table XXXVI—Statistics of Basic

State	Number of Basic Training Colleges		Enrolment*			Expenditure	
	Post-graduate	Under-graduate	Men	Women	Total	Post-graduate	Under-graduate
1	2	3	4	5	6	7	8
						Rs.	Rs.
Andhra Pradesh .	1	..	55	10	65	24,910	..
Assam	1	..	18	..	18	34,550	..
Bihar	3	..	418	35	453	2,26,352	..
Bombay	5	..	133	24	157	2,13,058	..
Kerala . . . .	..	..	..	..	..	..	..
Madhya Pradesh .	3	..	255	37	292	4,20,314	..
Madras	1	..	27	..	27	40,018	..
Mysore	2	7	587	107	694	1,42,938	2,85,770
Orissa	1	6	356	3	359	46,002	83,895
Punjab	8	..	533	326	859	5,11,934	..
Rajasthan . . .	4	..	363	74	437	5,08,039	..
Uttar Pradesh .	1	4	678	38	716	1,02,036	4,86,728
West Bengal . .	1	4	268	66	334	1,66,957	90,579
A. & N. Islands .	..	..	..	..	..	..	..
Delhi . . . .	..	..	61	14	75	..	..
Himachal Pradesh .	1	..	34	12	46	54,190	..
L.M. & A. Islands .	..	..	..	..	..	..	..
Manipur . . . .	..	..	..	..	..	..	..
Tripura	1	..	3	1	4	72,528	..
N.E.F.A. . . .	..	..	..	..	..	..	..
Pondicherry . .	..	..	..	..	..	..	..
India	33	21	3,789	747	4,536	25,63,826	9,46,972

*Includes enrolment

†Includes private

Teachers' Training Colleges

Average Annual Cost per Pupil		Output†						State
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.							
383.2	..	..	..	..	..	..	..	Andhra Pradesh
1,919.4	..	16	..	16	..	..	..	Assam
499.7	..	686	32	718	..	..	..	Bihar
1,357.1	..	133	24	157	..	..	..	Bombay
..	..	..	..	..	..	..	..	Kerala
1,439.4	..	229	36	265	16	..	16	Madhya Pradesh
1,482.1	..	27	..	27	..	..	..	Madras
2,508.0	378.5	54	3	57	..	..	..	Mysore
1,000.0	268.0	47	3	50	..	..	..	Orissa
347.5	..	441	279	720	..	..	..	Punjab
971.4	..	345	69	414	..	..	..	Rajasthan
1,380.7	747.0	23	37	60	..	..	..	Uttar Pradesh
1,517.8	..	..	..	..	..	..	..	West Bengal
..	437.6	..	..	..	..	..	..	A. & N. Islands
..	..	57	13	70	..	..	..	Delhi
1,178.0	..	..	..	..	..	..	..	Himachal Pradesh.
..	..	..	..	..	..	..	..	L.M. & A. Islands.
..	..	..	..	..	..	..	..	Manipur
906.6	..	3	1	4	..	..	..	Tripura
..	..	..	..	..	..	..	..	N.E.F.A.
..	..	..	..	..	..	..	..	Pondicherry
751.1	490.9	2,061	497	2,558	16	..	16	India

in attached classes.
students also.

CHAPTER V SECONDARY EDUCATION

The process of reconstruction of secondary education, on the lines recommended by the Secondary Education Commission, was continued during the year under report. For the implementation of the various schemes of secondary education in Second Plan, the Central Government gave a total grant of Rs. 3·63 crores to the State Governments during 1958-59. Besides, a sum of Rs. 10·10 lakhs was given to voluntary educational organisations working in this field to enable them to improve and expand their activities. Moreover, a sum of Rs. 1,69,244 was sanctioned to 27 institutions to promote research in problems connected with secondary education.

The All-India Council for Secondary Education, set up in 1955, completed another year of useful work. During the year, it organised 8 seminars of Headmasters and Education Officers, 3 follow-up workshops, 16 seminars of subject teachers and 4 seminar-cum-training courses. The Council also opened an extension service department during the year raising their number to 53. These departments continued to provide increasing opportunities for the inservice training of secondary school teachers. During the year, the Council set up a full-fledged Examination Reform Unit consisting of 14 Evaluation Officers and convened a conference of Secretaries of Boards of Secondary Education to consider a programme of examination reform. The recommendations of the conference were communicated to the States. The new Units conducted a number of workshops for secondary school teachers to acquaint them with a new procedure in evaluation.

The Council paid special attention to improve the quality of science teaching in secondary schools and set up 200 science clubs during the year. These were in addition to the 130 science clubs established during the previous year. The Council also gave grants to 9 schools under its scheme entitled : Experimentation in schools.

Later in the year, the Council's office was reorganised into a Directorate attached to the Union Ministry of Education. This was done to enable it to carry out its varied programmes more effectively.

To improve the standard of teaching English language and literature, the Central Institute of English, Hyderabad, was established during the year. The Institute was administratively placed under the supervision and control of an autonomous governing body.

A Central Research Advisory Committee was constituted, during the year, under the chairmanship of Shri K. G. Saiyidain, Secretary, Ministry of Education. It was to coordinate the activities of various educational research institutions working under the Ministry of Education, such as, the Central Bureau of Text Book Research, the Central Institute of Education, the National Institute of Basic Education and the National Fundamental Education Centre. The Committee met twice during the year.

The Central Advisory Board of Education, at its 26th meeting held at Madras on 15th and 16th January, 1959, discussed measures to accelerate the pace of conversion of high schools into higher secondary schools and recommended that—

- (i) the upgrading of high schools should be regarded as an essential feature of the whole scheme of reorganisation of secondary education and that high priority should be given to this scheme,
- (ii) the State Governments may be requested to convert most of, if not all, the high schools to higher secondary pattern by the end of Third Plan period,
- (iii) the Central Government should assure the State Governments that it would continue to meet, during the Third Plan, 60 per cent of the recurring and non-recurring expenditure on such schools from the Central revenues as was done during the Second Plan and that even in the Fourth Plan Central assistance to such upgraded schools would continue, though on a sliding scale.

The Board also considered measures to be taken for the training of adequate number of teachers for the new secondary schools and recommended :

- (a) That all heads of departments employed at the higher secondary stage, should be M.A.'s or M.Sc.'s or persons with a diploma/certificate from the university indicating their competence to teach at the higher secondary stage, both categories having pedagogic training of the B.T. standard as required for higher secondary schools. It was suggested that a certain number of teachers from different institutions should be deputed for a period of one year to a university for practical training in approved laboratories for science subjects and in the other approved departments for the other subjects.
- (b) That a teacher should get advice regarding his studies in the preparation for the Master's degree from the university departments prior to his joining the course. He should put in one academic year's study in the university for the course concerned, at the end of which he should either take the M.A. or M.Sc. examination along with regular students or sit for a diploma examination, which may be specially instituted by the University for the purpose. The possession of the diploma would qualify a teacher to work at the higher secondary stage. The present provision for teachers to appear privately should continue.
- (c) That a candidate should be allowed to sit for either or both the diploma and the degree examinations conducted by the university and that in case of those who are not successful in one or the other test, a second appearance should be permitted after private study at the end of another year. Teachers selected for advanced study should preferably have qualified for the B.T. Degree and should have put in a minimum of five years of teaching in a recognised school. The number of teachers so recommended would be

scrutinised by the university, with a view to selecting the actual number that would be trained in the university in a particular year. The recommendations of the headmaster should be forwarded to the university through the State Government concerned.

- (d) That such teachers will be deputed by their respective managements and during the period of deputation they will be entitled to—
- (i) the salary that they were drawing prior to the date of deputation; and
 - (ii) a subsistence allowance, which may be fixed by each State Government, during the period of the training;
 - (iii) the teacher deputed for such training should enter into a bond with the management and the State Government concerned to serve for a minimum period of five years after the completion of his training.

The Central Bureau of Text Book Research, established in 1954, prepared syllabus in English, Hindi, Mathematics, Social Studies and Science for the primary and middle grades. A special feature of the syllabus was that it combined the basic and non-basic syllabi into a single unified pattern. Twenty-four try-out lessons with evaluation exercises were also prepared.

The Central Bureau of Educational and Vocational Guidance, established in 1954, offered technical assistance in educational and vocational guidance to guidance organisations, teacher training colleges and universities, during the year. Moreover, the Bureau conducted two-day seminars on educational and vocational guidance in secondary schools in selected institutions. These seminars, which were attended by the heads of secondary schools, teachers and students, *inter alia*, discussed the role of educational and vocational guidance in school programmes with particular emphasis on (i) vocational orientation of school-leavers, (ii) curricular orientation of the "delta" class pupils and (iii) general orientation of pupils from the "feeder" schools entering high schools. The Bureau also started a professional course of ten months, duration for Counsellors and Directors of Guidance. One nominee each of the Governments of Andhra Pradesh, Assam and Kerala, 3 lecturers of colleges and 4 teachers of high schools took part in it. The course was intended to provide training in theory and practice of guidance in secondary schools and colleges.

The Central Institute of Education converted its attached basic school into a fullfledged senior basic school. The Child Guidance of the Central Institute, under a Child Psychologist, devoted more attention to the inservice training of teachers. A special feature of the extension work done by the Extension Service Department of the Institute was the organisation of a workshop on evaluation for the benefit of the entire staff of a school that wished to improve its system of internal examinations.

Main Developments

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

Andhra Pradesh

Nine high schools were converted into higher secondary schools during the year under report. A seminar of secondary school teachers in Social Studies was conducted in January, 1959, at Nizamabad and another seminar of teachers in Mathematics at Nellore. With the introduction of the 7-year integrated elementary course, the 3-year high school course was replaced by a 4-year higher secondary and multipurpose course. A three-man committee was set up under the chairmanship of Dr. A. L. Narayana, to investigate into the causes of the fall in the percentage of passes at the S.S.L.C. Examination and to suggest measures to improve the results. The report of the Committee was received.

Assam

During the year, 4 high schools were converted into higher secondary schools and 3 into multipurpose schools. Besides, 41 high schools and 33 middle schools were given grants for the introduction of craft subjects, improvement of teaching aids and school libraries. The Government also gave grants to the aided schools for the improvement of pay scales of their teachers.

Bihar

Besides organising a seminar at Bhagalpur, in which 45 headmasters and 5 Education Officers participated, the State Government conducted 2 seminars of 10 days, duration each—one for the teachers of English at Patna and the other for the teachers of Science at Ranchi. To improve the position of trained teachers in secondary schools, short training courses of 1½ months' duration were held in all the divisions. Moreover, 9 teachers were deputed to secondary education work-shop held at Hyderabad and 42 teachers were sent to Chiri Senior Training School for a short training course.

The syllabus prescribed for higher secondary schools was also made applicable to Sarvodya schools. The final examination of these schools, henceforth, was to be conducted by the School Examination Board.

To arrest the deterioration in the standard of English in secondary schools, English was made a compulsory subject from the beginning of the secondary stage.

Grants were given to secondary schools for the purchase of scientific equipment, for providing free education to Harijan students, for study tours and for construction of buildings, etc.

Bombay

The State Advisory Board for Secondary Education, set up in 1957-58, continued to advise the Government on matters relating to reorganisation, coordination and expansion of secondary education in the State. The Government of Bombay, in collaboration with the All-India Council for Secondary Education, conducted a regional seminar of headmasters and Inspecting Officers at Bhar, Poona District, in November, 1958. The seminar, *inter alia*, discussed indiscipline in schools, duties and responsibilities of headmasters, planning and evaluation of a year's work and organisation of social and cultural activities in higher secondary schools. The seminar was attended by 39 headmasters and 9 inspecting officers.

During the year, the scale of pay of Rs. 70—5—130—6—180—200 of the old Bombay State was extended to the government schools in Vidarbha area also. The S.S.C. Examination Board, Poona, was authorised to conduct the Higher Secondary Examination in the district of Marathwada also. In this area, this examination was previously conducted by the Osmania University. The report of the Integration Committee for Secondary Education, appointed in the previous year, was published for eliciting the reaction of the public in general, and of secondary schools in particular. The recommendations of the Committee were under the active considerations of the Government.

Jammu & Kashmir

Some high schools were converted into higher secondary schools, where specialised courses were introduced in consideration of local environments and the vocational needs. Qualified staff to teach special subjects was provided and grants for the purchase of the necessary equipment were given.

Kerala

Two 10-day seminars—one for teachers of Mathematics and the other for teachers of General Science were conducted at Trichur and Trivandrum respectively with the help of the All India Council for Secondary Education. In these seminars, 32 Mathematics teachers and 40 General Science teachers participated. Moreover, a conference of headmasters of high schools was conducted which was attended by 34 headmasters.

The school course was reorganised during the year. Under the new scheme, the secondary and higher secondary courses are respectively to be of 3 and 4 years' duration after the 7 years' integrated primary course. The syllabuses of the secondary and higher secondary courses are of two types—the academic and the diversified. The first year of both these courses is to be devoted to general education and bifurcation is to begin in standard IX.

Madhya Pradesh

The State Government continued the scheme to bring the scales of pay of the teachers of non-government schools at par with those at government schools. For this purpose, the maintenance grants of non-government institutions was raised. Moreover, subsidy at the rate of Rs. 22 p.m. per teacher was also paid by the State Government and the benefit of the contributory provident fund scheme was extended to them. During the year, 17 Government high schools were converted into higher secondary schools and 3 high schools to multipurpose schools.

Madras

Under the scheme to improve secondary education, 8 schools were selected for the improvement of science teaching, 54 for the improvement of core subjects, 108 for the improvement of school libraries and 36 for the introduction of craft. 100 diversified courses were introduced in secondary schools and thereby 55 schools were converted to the multipurpose type. Twenty-four secondary schools were selected for the promotion of science clubs. Also, Government grants were given to non-government schools for the introduction of diversified courses and crafts and for improvement of existing science and libraries facilities.

A seminar for the headmasters and headmistresses of high schools and another for the subject teachers were conducted during the year. In accordance with the recommendations of the Legislative Committee White Paper on Education; syllabuses was revised and it was decided that the revised syllabuses may be introduced as a phased programme in various standards from the year under review.

The Committee appointed by the Government for the revision of the grants-in-aid code submitted its first list of recommendations relating to secondary schools. These were under the consideration of the Government.

Mysore

Under the programme of diversification of courses of studies in the secondary stage, 10 boys' high schools were converted into Multipurpose type with Agriculture; Home Science courses were also introduced in 17 girls' high schools. Two more high schools were converted into multipurpose high schools by providing technical courses.

Under the auspices of All India Council for Secondary Education, a seminar of headmasters of multipurpose high schools in the State was held in Bangalore in the month of December, 1958. Two subjects seminars, one in English and another in Mathematics were also held at Bangalore and Mysore respectively. 40 teachers of high schools for each subject drawn from all over the state attended these seminars. A sum of Rs. 5,000 was sanctioned to the T.M.C.A. for holding a seminar of teacher counsellors and for guidance to pupils of higher secondary and multipurpose high schools.

Orissa

To reduce the disparity between the scales of pay of teachers in government and non-government schools, it was proposed to increase the salaries of the latter at a flat rate. The Central Government offered to bear 50 per cent of the cost of the scheme while the remaining 50 per cent was to be borne by the State Government. Although the Central Government released their share of the grant, the State Government was unable to pay its share. The teachers could, therefore, be paid only 50 per cent of the proposed flat rate increase with effect from 1st April, 1958.

Craft training was made compulsory in the syllabus of the high school certificate examination. Accordingly, craft teaching was introduced in 45 existing high schools and non-recurring grants were paid to 35 other high schools for this purpose. Craft teaching was also introduced in 60 M.E. schools during the year under review.

The post of the Headmaster of the 'A' type high schools was upgraded to a class II post. The Board of Secondary Education, Orissa, started an Examination Research Bureau to carry on research on the existing system of examination and to recommend reforms therein.

Punjab

141 traditional type of high schools were converted into multi-purpose and higher secondary schools with effect from 1st April, 1958 and a sum of Rs. 7.57 lakhs was spent by way of providing additional accommodation, furniture, equipment, etc., to these schools. An expenditure of Rs. 3,12,977 was also incurred for the introduction of science courses in Government schools.

Rajasthan

Thirty six government middle schools and five high schools were upgraded to higher secondary standard. Moreover, a sum of Rs. 1.50 lakhs was provided giving grant-in-aid to private high schools for conversion to higher secondary schools. Besides, Rs. 3.21 lakhs were given to high schools for the improvement of science laboratories, school libraries, equipment, etc.

Uttar Pradesh

Under a scheme of the Second Plan, General Science was introduced in 88 senior basic schools, for which the State Government sanctioned a sum of Rs. 3,00,000. Under another scheme, 4 higher secondary schools were converted into multipurpose schools. Besides, technical courses were introduced in government institutions, where separate technical blocks were completed at the cost of Rs. 50,000 each.

Refresher courses in General Science and English were also organised for the benefit of the teachers of senior basic schools teaching these subjects.

West Bengal

The multipurpose school scheme and other allied schemes for the development of the secondary schools with a view to including them within the reorganised pattern were in operation and gathered further momentum during the year under report. Service conditions of teachers were also improved by way of sanctioning of teacher's quarters and revision of pay scales. Professional and academic efficiency of teachers also improved on account of widening the scope of teachers training facilities and arrangements for seminars and refresher courses. In order to attract qualified teachers to rural schools, a special allowance in lieu of quarters was sanctioned to trained graduates serving in rural areas.

A. & N. Islands

During the year, a high school was upgraded to higher secondary multipurpose standard and the primary section was separated from it. The girls section was also separated and upgraded into a higher secondary school for girls. An inter-Island tour of the students of the higher secondary school was organised.

Delhi

Ten high schools and 14 middle/senior basic schools were raised to the higher secondary standard. Grants amounting to Rs. 8.80 lakhs were given for increasing facilities for secondary education either by raising the standard of institutions or by adding more sections. Craft was introduced in middle departments of 2 higher secondary schools. Necessary facilities were provided to 14 schools for the improvement of science teaching.

During the year under report, one seminar for the heads of high/higher secondary schools and 3 refresher courses for the benefit of senior teachers in Chemistry, English and Drawing were organised.

Himachal Pradesh

Twenty-five lower middle schools were made fullfledged middle schools.

L. M. & A. Islands

Four primary schools were upgraded to the middle standard. There being no high school in the Islands, facilities for secondary education were afforded to about 65 schools on the mainland.

Manipur

The scales of pay of aided high and middle school teachers were raised to that of the Government school teachers and grants at the rate of 90 per cent of the deficit were started to be given to them. Grants of Rs. 62,944 were paid to 23 high schools for the improvement of libraries and science laboratories and of Rs. 60,700 to 10 high schools for the purchase of school furniture and construction of buildings.

Tripura

Craft was introduced in one middle school. One junior high school was upgraded to the high school standard for girls. Facilities were provided to high schools for improving libraries and science laboratories. Five Radio sets were supplied to 5 non-government high schools.

Pondicherry

Four middle schools were upgraded to high school standard. Schools were supplied with teaching appliances, laboratory materials and library books.

System of School Classes

Secondary education consists of two stages, namely middle and high. Middle education is imparted in middle schools as well as middle departments of high and higher secondary schools. Similarly, high school education is imparted in high and higher secondary schools and sometimes in such classes attached to colleges also. The names and number of classes comprising middle and high/higher secondary stages differ from State to State and this variation is indicated in Table XXXVII. It will be seen that, during the year, the middle stage consisted of three classes in most of the States and of two or four in a few others. The high/higher secondary stage consisted of five classes in one State and four classes in the majority of the States while in others it extended over to two or three classes. On the whole, the entire secondary school course was completely covered in eight years in one State, seven years in 8 States, six years in 8 States and five years in 4 States. The duration of the secondary stage differed within those States which were seriously affected by the Reorganisation of States in 1956. However, in the States of Andhra Pradesh, Madhya Pradesh, West Bengal and Mysore and Territory of Pondicherry, the system of school classes was made uniform. Variation, however, still persisted in a few other States.

Administration and Control

Secondary schools continued to be managed by government, local boards and private organisations during the year. Some of the private organisations received aid from public funds for running their education at institutions. In totality, majority of the high and higher secondary schools were managed by private (aided) agencies, while in case of middle schools that position went to local boards. But even in case of secondary schools run by private organisations, the State Education Departments did exercise considerable control over these through inspection, power of granting recognition and provision of grants-in-aid. In curricular matters, high and Higher secondary schools were also under the jurisdiction of the Boards of Education and in some States, where the Boards did not exist, the Universities.

Table XXXVII—System of School Classes at Secondary Stage

State	Middle Stage		High/Higher Secondary Stage		Duration of Secondary Stage
	Name of Classes	Duration (years)	Name of Classes	Duration (years)	
1	2	3	4	5	6
Aandhra Pradesh . . .	VI, VII and VIII . . .	3	IX, X, XI and XII . . .	4	7
Assam	IV, V and VI . . .	3	VII, VIII, IX and X . . .	4	7
Bihar	VI and VII	2	VIII, IX, X and XI . . .	4	6
Bombay—					
(i) Erstwhile Bombay State.	V, VI and VII . . .	3	VIII, IX, X and XI . . .	4	7
(ii) Area of the erstwhile Madhya Pradesh State (Vidarbha Region) and erstwhile Kutch State.	V, VI, VII and VIII . . .	4	IX, X, and XI	3	7
(iii) Area of the erstwhile Hyderabad State (Maharashtra Region).	V, VI and VII	3	VIII, IX, and X	3	6
(iv) Erstwhile Kutch State.	V, VI and VII	3	VIII, IX, X and XI . . .	4	7
Jammu & Kashmir . . .	VI, VII and VIII . . .	3	IX and X	2	5
Kerala	Standard V, VI and VII . . .	3	Standard VIII, IX, X and XI . . .	4	7
Medhya Pradesh	VI, VII and VIII	3	IX, X and XI	3	6
Madras	Forms I to III of Secondary School and standards VI to VII of Higher Elementary Schools.	3	Forms IV, V and VI	3	6

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

1	2	3	4	5	6
Mysore—					
(i) Erstwhile Mysore State (Civil Areas and Bellary District)	Forms I, II and III .	3	Forms IV, V and VI .	3	6
In Other Areas .	I, II, III and IV .	4	I, II and III .	3	7
(ii) Area of erstwhile Bombay State.	V, VI and VII .	3	VIII, IX, X and XI .	4	7
(iii) Area of erstwhile Madras State & erstwhile Coorg State.	Forms I, II and III (Secondary Schools); Standard VI, VII and VIII (of Higher Elementary Schools).	3	Forms IV, V and VI.	3	
(iv) Area of erstwhile Hyderabad State.	V, VI and VII .	3	VIII, IX, X and XI	4	7
Orissa	VI and VII	2	VIII, IX, X, XI and XII.	5	7
Punjab	VI, VII and VIII .	3	IX and X .	2	5
Rajasthan	VI, VII and VIII .	3	IX, X and XI .	3	6
Uttar Pradesh	VI, VII and VIII .	3	IX and X .	2	5
West Bengal	V, VI, VII and VIII .	4	IX, X and XI .	3	7
A. & N Islands	VI, VII and VIII .	3	IX, X and XI .	3	6
Dolhi	VI, VII and VIII .	3	IX, X and XI .	3	6
Himachal Pradesh	VI, VII and VIII .	3	IX and X .	2	5
L.M. & A. Islands	Standards VI, VII and VIII.	3	Nil	..	3
Manipur	III, IV, V and VI .	4	VII, VIII, IX and X	4	8
Tripura	VI, VII and VIII .	3	IX, X and XI .	3	6
N.E.F.A.	IV, V, and VI .	3	VII, VIII, IX and X	4	7
	French Schools .	..	ime, 4, ime etc, e ime	4	4
Pondicherry—					
Tamil Schools	Nil	..	A.P., I, 2, 3, 6 ime, 5 ime, 4 ime etc, e ime.	4	4
French Schools	Nil	..		4	4
English Schools	Forms I, II and III .	3	Forms IV, V and VI	3	6

Middle Schools

During the year 1958-59, the total number of recognised middle schools, including senior basic schools, stood at 39,597 (35,835 for boys and 3,762 for girls) as against 27,015 (24,141 for boys and 2,874 for girls) during the previous year. This gives an increase of 46·6 per cent, as compared to 10·3 per cent during the previous year. Of the total, 12,739 schools (11,518 for boys and 1,221 for girls) were senior basic schools. According to managements, the middle schools were distributed as under:—

Table XXXVIII—Number of Middle Schools by Managements

Management	1957-58		1958-59	
	Number	Percentage	Number	Percentage
Government	6,807	25·2	7,314	18·5
District Board	10,100	37·4	18,980	47·9
Municipal Board	828	3·1	2,011	5·1
Private Bodies:				
Aided	6,850	25·3	8,623	21·8
Unaided	2,430	9·0	2,669	6·7
Total	27,015	100·0	39,597	100·0

The number of middle schools increased numerically under all managements, but on percentage basis the increase was confined to local board schools only. The increase in the number of schools was due to the opening of new schools and the upgrading of primary/junior basic schools to the middle/senior basic school standard.

The number of government schools increased by 7·4 per cent, district board schools by 87·9 per cent, municipal board schools by 142·9 per cent, private aided schools by 25·9 per cent and private unaided schools by 9·8 per cent.

The number of middle schools located in rural areas was 32,182 during the year under report, constituting 81·3 per cent of the total number of middle schools in the country. In the previous year the number of rural middle schools was 21,784 or 80·6 per cent.

Table XXXIX gives the number of middle schools in different States during the year 1957-58 and 1958-59. The number of schools increased in all the States and Union Territories except Delhi, Tripura and Pondicherry. Upgrading of middle schools in Delhi and Pondicherry resulted in the decrease in the number of such schools in these Territories, while the decrease in Tripura was due to the closure of four uneconomical schools. The significant increase in the number of middle schools in Bombay, Madras and L.M. & A. Islands was due to the reclassification of upper primary schools as middle schools. Among other States, the highest increase was reported by Bihar (312), and the lowest by Jammu & Kashmir (31), while among the Union Territories, Manipur occupied the highest position with an increase of 48 schools and A. & N. Islands the lowest position with an increase of only 1 school.

The percentage distribution of middle schools by managements is given in cols. (10) to (14) of table XXXIX. It will be seen that in 5 States and 5 Union Territories and Areas, majority of the middle schools were managed by government. These are Jammu & Kashmir (94.2 per cent), Punjab (88.6 per cent), Rajasthan (85.8 per cent), Madhya Pradesh (61.6 per cent) and Andhra Pradesh (57.8 per cent) and L.M. & A. Islands (100 per cent), N.E.F.A. (100 per cent), Pondicherry (100 per cent), Himachal Pradesh (83.0 per cent) and A. & N. Islands (75.0 per cent). Local boards administered majority of middle schools in 3 States, and 1 Union Territory namely Bombay (92.1 per cent), Uttar Pradesh (64.1 per cent), Mysore (48.9 per cent) and Delhi (70.5 per cent). In other States and Union Territories, private bodies predominated in the management of middle schools. During the year, Government schools (in rural areas) in Madras were transferred to District Boards and Panchayats and in the Union Territories of Himachal Pradesh, Manipur and Tripura, to the Territorial Councils.

Pupils

The total number of pupils under instruction in recognised middle schools during 1958-59, was 81,69,504 (56,44,638 boys and 25,24,866 girls), that is 31,09,773 more than those in the previous year. This gives the rate of increase of 61.5 per cent, as compared to an increase of 46.6 per cent in the number of middle schools. The corresponding increase in the number of pupils during the previous year was 15.2 per cent. Of the total number of pupils in middle schools 27,54,790 (19,98,775 boys and 7,56,015 girls) were on the rolls of senior basic schools. The distribution of pupils studying in schools managed by different agencies was as under—

Management	1957-58		1958-59	
	Number	Percentage	Number	Percentage
Government	14,87,122	29.4	16,25,091	19.9
District Board	19,02,756	37.6	35,74,531	43.8
Municipal Board	3,32,476	6.6	9,89,563	12.1
<i>Private Bodies—</i>				
Aided	11,19,782	22.1	17,15,304	21.0
Unaided	2,17,595	4.3	2,65,015	3.2
Total	50,59,731	100.0	81,69,504	100.0

Schools under all managements shared the increase in enrolment, the most significant being in local board schools where the increase was of the order of 241.8 per cent as against an increase of 48.1 per cent in private schools and 9.3 per cent in government schools. The total number of pupils in middle schools coming from rural areas was 54,47,241 (40,30,576 boys and 14,16,665 girls) and constituted 66.8 per cent of the total number of pupils in middle schools. The corresponding figures for the previous year were 36,15,243 (28,08,676 boys and 8,06,567 girls) and 71.5 per cent.

Table XXXIX—Number of Middle

State	For Boys		For Girls		Total	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7
Andhra Pradesh	552	661	77	83	629	744
Assam	1,305	1,394	151	149	1,456	1,543
Bihar	3,377	3,675	179	193	3,556	3,868
Bombay	4,961	13,139	460	1,225	5,421	14,364
Jammu & Kashmir	212	242	49	50	261	292
Kerala	1,745	1,876	28	22	1,773	1,898
Madhya Pradesh	1,588	1,688	203	208	1,791	1,896
Madras	607	2,722	17	14	624	2,736
Mysore	1,708	1,860	226	236	1,934	2,096
Orissa	720	882	54	64	774	946
Punjab	946	1,021	325	337	1,271	1,358
Rajasthan	934	971	165	169	1,099	1,140
Uttar Pradesh	3,386	3,462	595	618	3,981	4,080
West Bengal	1,643	1,744	258	299	1,901	2,043
A. & N. Islands	3	3	..	1	3	4
Delhi	88	75	46	47	134	122
Himachal Pradesh	117	131	9	10	126	141
L.M.& A. Islands . . . . .	..	4	..	..	..	4
Manipur	128	171	10	15	138	186
Tripura	82	78	5	5	87	83
N.E.F.A.	10	12	..	..	10	12
Pondicherry	29	24	17	17	46	41
India	24,141	35,835	2,874	3,762	27,015	39,597

* Includes senior

Schools by States*

Increase (+) or Decrease (-)		Percentage of Schools Managed by					State
Number	Percentage	Govern- ment	District Board	Muni- cipal Board	Private		
					Aided	Unaided	
8	9	10	11	12	13	14	1
+ 115	+ 18.3	57.8	17.5	3.1	20.0	1.6	Andhra Pradesh
+ 87	+ 6.0	8.0	34.7	0.3	45.9	11.1	Assam
+ 312	+ 8.8	14.4	32.6	2.1	33.8	17.1	Bihar
+ 8,943	+ 165.0	2.7	82.3	9.8	4.2	1.0	Bombay
+ 31	+ 11.9	94.2	..	..	5.5	0.3	Jammu & Kashmir
+ 125	+ 7.1	28.0	..	..	71.6	0.4	Kerala
+ 105	+ 5.9	61.6	31.0	1.4	4.9	1.1	Madhya Pradesh
+ 2,112	+ 388.5	3.0	35.4	6.3	55.1	0.2	Madras
+ 162	+ 8.4	41.6	48.5	0.4	9.1	0.4	Mysore
+ 172	+ 22.2	26.5	5.9	0.6	50.4	16.6	Orissa
+ 87	+ 6.8	88.6	..	..	4.0	7.4	Punjab
+ 41	+ 3.7	85.8	2.3	0.2	9.3	2.4	Rajasthan
+ 99	+ 2.5	4.3	59.6	4.5	7.3	24.3	Uttar Pradesh
+ 142	+ 7.5	5.1	1.5	0.3	78.3	14.8	West Bengal
+ 1	+ 33.3	75.0	..	..	25.0	..	A. & N. Islands
- 12	- 8.9	4.9	..	70.5	24.6	..	Delhi
+ 15	+ 11.9	83.0	..	..	17.0	..	Himachal Pra- desh
+ 4	+ 100.0	100.0	..	..	..	..	L.M. A. Islands
+ 48	+ 34.8	..	46.2	0.0	25.8	28.0	Manipur
- 4	- 4.6	6.0	33.7	10.9	37.4	12.0	Tripura
+ 2	+ 20.0	100.0	..	..	..	..	N.E.F.A.
- 5	- 10.9	100.0	..	..	..	..	Pondicherry
+ 12,582	+ 46.6	18.5	47.9	5.1	21.8	6.7	India

basic schools also.

Table XL gives the statewise distribution of pupils in middle schools during the year 1957-58 and 1958-59. It will be seen that the increase in the number of pupils was reported by all the States and Union Territories except Punjab, Delhi, Tripura and Pondicherry, where the decrease was only apparent. In Punjab, the decrease in enrolment resulted from the conversion of some of the 4-year primary schools to 5-year primary schools so that the students who were promoted to class V, in such schools stayed on in these schools and did not go to middle schools. In Delhi, Tripura and Pondicherry, the decrease in enrolment was due to the fall in the number of middle schools. The decrease in Delhi can also be attributed to students leaving middle schools and joining higher secondary schools. The phenomenal increase in the number of pupils in Bombay (19,56,403), Madras (7,01,083) and L.M. & A. Islands (1,260) was due to reclassification of upper primary schools as middle schools as explained earlier. Among other States, the highest increase was reported by Bihar (1,55,362), followed by Kerala (1,13,819). Elsewhere it was less than 50,000. Among the Union Territories the highest and the lowest increase was reported by Manipur (4,963) and A. & N. Islands (75) respectively.

In order to study the progress in the number of students receiving middle education as understood in each State, it will be necessary to exclude the enrolment of primary classes attached to middle schools and include those studying in middle classes of high/higher secondary schools and intermediate colleges. Table XLI has been compiled accordingly for the years 1958-59 and 1957-58. The number of pupils at this stage increased by 3,21,185 to 58,19,656 (44,54,437 boys and 13,65,219 girls), that is, by 5.8 per cent over the figures of the previous year. In this case, inter State comparison is not valid because of the differences in the names and number of classes comprising the middle stage as shown in table XXXVII.

Table XLII indicates the extent of educational facilities available in classes VI-VIII uniformly in all the States irrespective of the system of education prevailing therein and the same have been related to the population of children in the age group 11-14. In the country as a whole 20.7 per cent of the total population in this age-group was in schools.

Co-education

Of the total number of 25,24,866 girls studying in middle schools, 16,84,619 that is 66.7 per cent were reading in schools for boys as against 59.7 per cent in 1957-58. Table XLIII gives the extent of coeducation in middle schools. It will be observed that there were no separate middle schools for girls in L. M. & A. Islands and N.E.F.A. Madras reported the highest percentage of girls (99.0 per cent) under instruction in boys' schools. Next in order were; Kerala (97.1 per cent), Tripura (78.4 per cent), Assam (70.4 per cent), Himachal Pradesh (64.3 per cent), Manipur (62.1 per cent), Andhra Pradesh (61.6 per cent), Bihar (61.3 per cent), A. & N. Islands (57.0 per cent), Orissa (57.5 per cent), Bombay (56.7 per cent) and Mysore (54.9 per cent). In other States, the proportion of girls in boys' schools was less than 50.0 per cent. It was the lowest in Jammu & Kashmir (4.2 per cent).

Table XL—Number of Pupils in Middle Schools†

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	1,24,921	1,46,944	20,851	21,676	1,45,772	1,68,620	+ 22,848	+ 15·7
Assam	1,36,700	1,53,728	16,404	17,519	1,53,104	1,71,247	+ 18,143	+ 11·9
Bihar	4,39,306	5,86,046	29,627	38,249	4,68,933	6,24,295	+ 1,55,362	+ 33·1
Bombay	12,46,682	29,17,240	1,54,167	4,40,012	14,00,849	33,57,252	+19,56,403	+139·7
Jammu & Kashmir	39,900	43,692	8,363	8,792	48,263	52,484	+ 4,221	+ 8·7
Kerala	5,63,961	6,75,387	8,817	11,210	5,72,778	6,86,597	+ 1,13,819	+ 19·9
Madhya Pradesh	3,35,171	3,54,577	43,866	45,648	3,79,037	4,00,225	+ 21,188	+5·6
Madras	1,77,320	8,77,945	4,094	4,552	1,81,414	8,82,497	+ 7,01,083	+ 386·5
Mysore	3,52,044	3,79,652	55,954	59,881	4,07,998	4,39,533	+ 31,535	+ 7·7
Orissa	63,704	77,318	4,358	4,789	68,062	82,107	+ 14,045	+ 20·6
Punjab	2,17,473	2,16,754	74,673	71,833	2,92,146	2,88,587	— 3,559	— 1·2
Rajasthan	1,84,077	2,11,631	37,861	42,133	2,21,938	2,53,764	+ 31,826	+ 14·3
Uttar Pradesh	3,79,314	4,05,641	77,286	82,589	4,56,600	4,88,230	+ 31,630	+ 6·9
West Bengal	1,39,250	1,48,659	22,395	26,731	1,61,645	1,75,390	+ 13,745	+ 8·5
A. & N. Islands	439	413	..	101	439	514	+ 75	+ 17·1
Delhi	29,997	23,898	15,500	13,889	45,497	37,787	— 7,710	— 16·9
Himachal Pradesh	17,100	17,126	1,267	1,476	18,367	18,602	+ 235	+ 1·3
L.M. & A. Islands . . . . .	..	1,260	..	..	..	1,260	+ 1,260	+100·0
Manipur	12,182	16,165	877	1,857	13,059	18,022	+ 4,963	+ 38·0
Tripura	10,533	9,761	648	672	11,181	10,433	— 748	— 6·7
N.E.F.A.	806	1,320	..	..	806	1,320	+ 514	+ 63·8
Pondicherry	8,524	7,170	3,319	3,568	11,843	10,738	— 1,105	— 9·3
India	44,79,404	72,72,327	5,80,327	8,97,177	50,59,731	81,69,504	+31,09,773	+ 61·5

† Includes senior basic schools also.

Table XLI—Number of Pupils at the Middle Stage*

State	Boys		Girls		Total		Increase (+) or Decrease (—)	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh . . .	2,53,375	2,63,828	66,158	71,070	3,19,533	3,34,898	+ 15,365	+ 4.8
Assam	1,23,287	1,38,169	41,864	48,244	1,65,151	1,86,413	+ 21,262	+ 12.9
Bihar	2,15,538	2,78,324	20,928	31,502	2,36,466	3,09,826	+ 73,360	+ 31.0
Bombay	8,24,561	8,78,657	2,93,590	3,17,057	11,18,151	11,95,714	+ 77,563	+ 6.9
Jammu & Kashmir . .	48,864	50,798	7,100	8,186	55,964	58,984	+ 3,020	+ 5.4
Kerala	2,83,434	3,10,376	1,98,646	2,23,441	4,82,080	5,33,817	+ 51,737	+ 10.7
Madhya Pradesh . . .	2,21,858	2,08,621	38,901	37,721	2,60,759	2,46,342	— 14,417	— 5.5
Madras	3,61,795	3,95,325	1,49,386	1,70,438	5,11,181	5,65,763	+ 54,582	+ 10.7
Mysore	3,09,164	2,09,796	1,20,107	89,565	4,29,271	2,99,361	— 1,29,910	— 30.3
Orissa	43,781	52,818	5,254	6,357	49,035	59,175	+ 10,140	+ 20.7
Punjab	2,92,825	2,94,961	59,463	64,492	3,52,288	3,59,453	+ 7,165	+ 2.0
Rajasthan	1,22,008	1,39,978	17,176	19,110	1,39,184	1,59,088	+ 19,904	+ 14.3

Uttar Pradesh . . .	5,86,130	6,40,361	82,911	95,331	6,69,041	7,35,692	+ 66,051	+ 9.0
West Bengal . . .	4,61,537	4,85,487	1,21,078	1,36,403	5,82,815	6,21,890	+ 39,275	+ 6.7
A. & N. Islands . . .	287	271	101	111	388	382	- 6	- 1.5
Delhi	49,335	59,013	30,343	33,491	79,678	92,504	+ 12,826	+ 16.1
Himachal Pradesh . . .	10,164	13,180	1,797	2,494	11,961	15,674	+ 3,713	+ 31.0
L.M. & A. Islands . . .	..	135	..	10	..	145	+ 145	+100.0
Manipur	16,205	20,907	4,047	5,925	20,252	26,832	+ 6,580	+ 32.5
Tripura	7,747	8,234	2,270	2,543	10,017	10,777	+ 760	+ 7.6
N.E.F.A.	368	408	27	45	395	453	+ 58	+ 14.7
Pondicherry	3,627	4,790	1,434	1,683	5,061	6,473	+ 1,412	+ 27.8
India	42,35,890	44,54,437	12,62,581	13,65,219	54,98,471	58,19,656	+ 3,21,185	+ 5.8

† Includes senior basic schools also.

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

State	Enrolment in Classes VI to VIII			Percentage of enrolment in classes VI to VIII to population of the Age Group 11 to 14		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh . . .	2,63,828	71,070	3,34,898	24.0	6.6	15.4
Assam	1,38,169	48,244	1,86,413	35.6	13.8	25.9
Bihar	3,78,675	39,055	4,17,730	27.2	2.9	15.4
Bombay	6,74,399	2,29,575	9,03,974	35.3	12.9	24.5
Jammu & Kashmir . . .	50,798	8,186	58,984	46.2	8.2	28.1
Kerala	3,10,376	2,23,441	5,33,817	60.9	43.0	51.8
Madhya Pradesh . . .	2,08,621	37,719	2,46,340	21.1	7.3	12.8
Madras	3,95,325	1,70,438	5,65,763	38.8	18.3	27.9
Mysore	2,09,796	89,565	2,99,361	28.4	8.9	20.4
Orissa	68,484	7,857	76,341	13.2	1.1	7.4
Punjab	2,94,961	64,492	3,59,453	44.7	12.6	28.5
Rajasthan	1,39,978	19,110	1,59,088	21.5	3.2	12.8
Uttar Pradesh	6,40,361	95,331	7,35,692	27.5	4.5	16.5
West Bengal	3,25,916	92,516	4,18,432	29.6	8.9	19.6
A. & N. Islands . . .	271	111	382	9.0	5.6	7.6
Delhi	59,013	33,491	92,504	73.8	41.9	57.8
Himachal Pradesh . .	13,180	2,494	15,674	43.9	6.2	22.4
L.M. & A. Islands . .	135	10	145	*	*	*
Manipur	13,870	4,138	18,008	69.4	20.7	45.0
Tripura	8,234	2,543	10,777	27.4	8.5	18.0
N.E.F.A.	408	45	453	*	*	*
Pondicherry	4,790	1,683	6,473	*	*	*
India/Total	41,99,588	12,41,114	54,40,702	30.9	9.7	20.7

*Not available.

Table XLIII—Girls in Middle Schools

State	Number of Girls in Boys' Schools	Number of Girls in Girls' Schools	Total Number of Girls	Percentage of Girls in Boys' Schools to Total Number of Girls	
				1957-58	1958-59
1	2	3	4	5	6
Andhra Pradesh	27,881	17,396	45,277	56.4	61.6
Assam	37,962	15,992	53,954	67.8	70.4
Bihar	56,190	35,515	91,705	54.2	61.3
Bombay	7,73,621	4,12,168	11,85,789	65.6	65.2
Jammu & Kashmir	388	8,792	9,180	5.1	4.2
Kerala	2,91,798	8,816	3,00,614	97.1	97.1
Madhya Pradesh	23,209	45,034	68,243	31.9	34.0
Madras	3,30,386	3,467	3,33,853	95.5	99.0
Mysore	70,569	58,012	1,28,581	52.1	54.9
Orissa	5,982	4,667	10,649	53.6	56.2
Punjab	15,903	67,214	83,117	16.7	19.1
Rajasthan	13,122	41,214	54,336	22.7	24.1
Uttar Pradesh	12,949	76,065	89,014	11.2	14.5
West Bengal	12,641	26,444	39,085	32.6	32.3
A. & N. Islands	134	101	235	100.0	57.0
Delhi	3,051	12,597	15,648	23.9	19.5
Himachal Pradesh	2,462	1,366	3,828	65.0	64.3
L.M. & A. Islands	274	..	274	..	100.0
Manipur	2,493	1,521	4,014	64.4	62.1
Tripura	2,344	644	2,988	71.5	78.4
N.E.F.A.	150	..	150	100.0	100.0
Pondicherry	1,110	3,222	4,332	36.9	25.6
India	16,84,619	8,40,247	25,24,866	59.7	66.7

Table XLIV—Number of Teachers

State	Men		Women		Total	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7
Andhra Pradesh	4,929	5,621	1,322	1,464	6,251	7,085
Assam	5,809	6,496	822	900	6,631	7,396
Bihar	17,803	19,266	1,452	1,567	19,255	20,833
Bombay	30,436	65,101	8,410	18,134	38,846	83,235
Jammu & Kashmir	1,223	1,188	608	367	1,831	1,555
Kerala	11,953	14,881	7,700	10,520	19,653	25,401
Madhya Pradesh	14,954	15,992	1,918	2,172	16,872	18,164
Madras	4,213	18,038	2,512	11,751	6,725	29,789
Mysore	10,514	10,357	2,467	2,590	12,981	12,947
Orissa	3,316	4,019	230	256	3,546	4,275
Punjab	6,277	6,853	2,417	2,436	8,694	9,289
Rajasthan	8,618	8,830	1,551	1,687	10,169	10,517
Uttar Pradesh	17,514	17,690	3,631	3,884	21,145	21,574
West Bengal	7,747	8,233	1,010	1,185	8,757	9,418
A. & N. Islands	10	11	14	20	24	31
Delhi	829	755	634	569	1,463	1,324
Himachal Pradesh	699	903	119	135	818	1,038
L.M. & A. Islands . . . . .	..	29	..	7	..	36
Manipur	484	774	25	42	509	816
Tripura	445	444	68	68	513	512
N.E.F.A.	48	87	2	1	50	88
Pondicherry	233	206	107	152	340	358
India	1,48,054	2,05,774	37,019	59,907	1,85,073	2,65,681

in Middle Schools

Increase (+) or Decrease (-)	Number of Trained Teachers		Percentage of Trained Teachers to Total number of Teachers		Average number of students per teacher		State
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	
8	9	10	11	12	13	14	15
+ 834	3,563	4,361	57.0	61.6	23	23	Andhra Pradesh
+ 765	1,895	2,078	28.6	28.1	23	23	Assam
+ 1,578	10,547	12,460	54.8	59.8	24	29	Bihar
+ 44,389	26,220	52,495	67.5	63.1	36	40	Bombay
- 276	1,062	950	58.0	61.1	29	33	Jammu & Kashmir
5,748	16,332	21,070	83.1	82.9	29	27	Kerala
+ 1,292	7,337	8,020	43.5	44.2	22	22	Madhya Pradesh
+ 23,064	6,311	28,627	93.8	96.1	27	29	Madras
- 34	8,421	8,417	64.9	65.0	31	33	Mysore
+ 729	1,432	1,716	40.4	38.8	19	21	Orissa
+ 595	7,704	8,348	88.6	89.9	34	31	Punjab
+ 348	4,727	5,245	46.5	49.9	22	24	Rajasthan
+ 429	16,518	16,934	78.1	78.5	22	22	Uttar Pradesh
+ 661	1,351	1,401	15.4	14.9	18	18	West Bengal
+ 7	3	10	12.5	32.3	18	16	A. & N. Islands
- 139	1,427	1,280	97.6	96.7	31	28	Delhi
+ 220	624	844	76.3	81.3	22	17	Himachal Pradesh
+ 36	..	36	..	100.0	..	45	L.M. & A. Islands
+ 307	61	62	12.0	7.5	26	22	Manipur
- 1	222	190	43.3	37.1	22	20	Tripura
+ 38	35	63	70.0	71.6	16	15	N.E.F.A.
+ 18	229	250	67.4	69.8	35	30	Pondicherry.
+ 80,608	1,16,021	1,74,857	62.7	65.8	27	31	India

Teachers

The total number of teachers in middle schools was 2,65,681 (2,05,774 men and 59,907 women) in 1958-59 as against 1,85,073 (1,48,054 men and 37,019 women) during the previous year. This gives a rise of 43·6 per cent (40·0 per cent for men and 61·8 per cent for women) as compared to the increase of 46·6 per cent in the number of institutions and 61·5 per cent in the number of pupils. The number of trained teachers also increased from 1,16,021 to 1,74,857 and constituted 65·8 per cent of the teaching staff as against 62·7 per cent during the previous year. The overall proportion of women teachers improved from 20·0 per cent to 22·5 per cent and that of trained women teachers from 70·0 per cent to 74·8 per cent during the year.

Table XLIV shows the number of teachers in middle/senior basic schools in different State and Union Territories during 1957-58 and 1958-59. All the States and Union Territories except Jammu & Kashmir, Mysore, Delhi and Tripura reported increase in the number of teachers. The decrease in Delhi and Tripura was due to the fall in the number of institutions as reported earlier. In Mysore, the fall in the number of teachers was nominal. It will further be observed that the position of trained teachers improved in most of the States.

As for the percentage of trained teachers in different States, L.M. & A. Islands topped the list with cent per cent trained teachers. The States to follow were : Delhi (96·7 per cent), Madras (96·1 per cent), Punjab (89·9 per cent), Kerala (82·9 per cent), Himachal Pradesh (81·3 per cent), Uttar Pradesh (78·5 per cent) and N.E.F.A. (71·6 per cent). In other States the percentage of trained teachers varied between 69·8 per cent in Pondicherry and 7·5 per cent in Manipur.

Teacher-Pupil Ratio

During 1958-59, the average number of pupils per teacher in middle schools was 31. The corresponding average for the previous year was 27. Table XLIV gives the comparative picture in this respect in the different States.

Pay Scales of Teachers

The revision in the scales of pay was reported by the States of Orissa and Manipur only. In Orissa, in order to reduce the existing disparity between the scales of pay admissible to non-government and government secondary school teachers, the non-government secondary school teachers were allowed a flat rate increase in their scales of pay. Fifty per cent of this increase was paid with effect from 1st April, 1958 as the share of the Central Government. The State Government, however, expressed their inability to pay their share of 50 per cent. In Manipur, with the introduction of the system of giving grants on the

PERCENTAGE OF TRAINED TEACHERS IN MIDDLE SCHOOLS 1958-1959

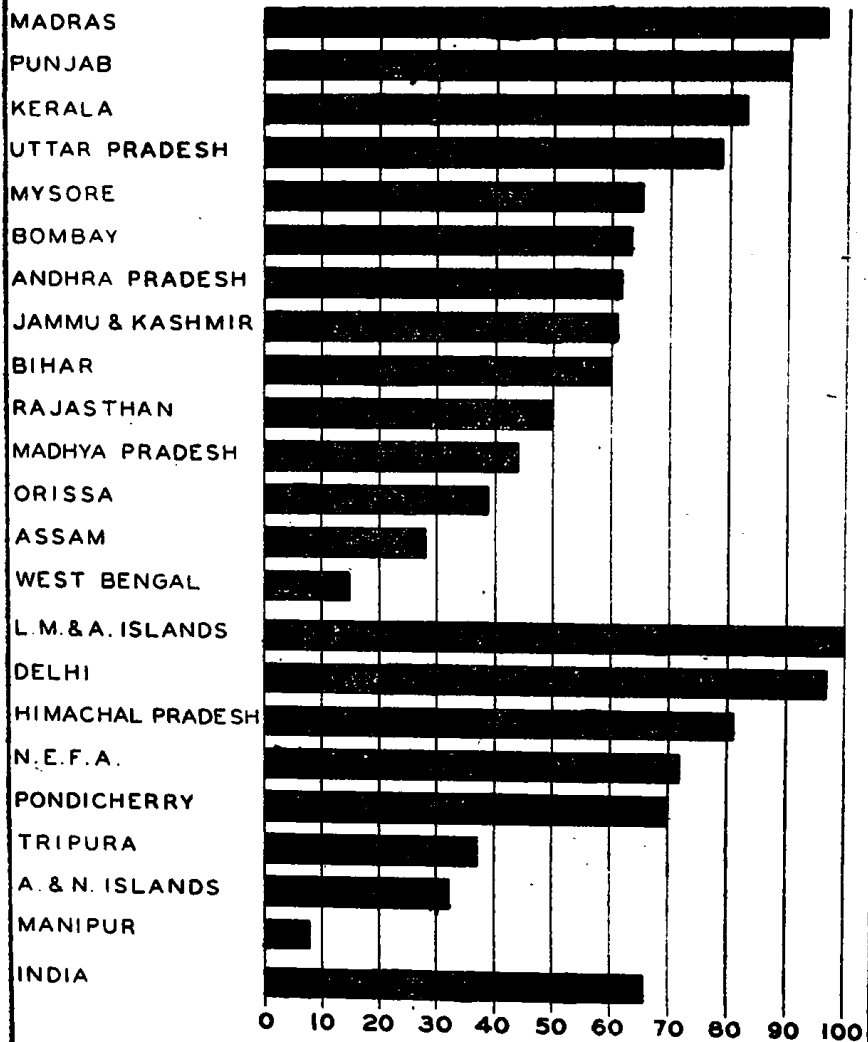


Table XLV—Minima and Maxima of Pay Scale of Trained Teachers in Government Middle Schools 1958-59

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

basis of 90·0 per cent deficit to aided middle schools the scale of pay of aided school teachers were raised, as under, to that of the level of the Government school teachers—

Headmaster	Rs. 75—2½—100(EB)—4—120.
Inter or Matriculate normal trained	Rs. 75—2½—100(EB)—4—120.
Matriculate or under Matric trained	Rs. 55—2—75—3—90.
Under Matric	Rs. 40—65.

The details of pay scales of teachers according to qualifications of teachers and management of middle and high schools are given in appendices C and D of Volume II of the report. Table XLV give minima and maxima of the scales of trained teachers prescribed in government middle schools.

Expenditure

During the year under report, the total direct expenditure on recognised middle schools rose from Rs. 20,76,71,767 to Rs. 31,83,47,104, the rate of increase being 53·3 per cent, as against the increase of 21·1 per cent in the previous year. Of the total expenditure, Rs. 27,97,29,133 were expended on the institutions for boys and Rs. 3,86,17,971 on those for girls. The proportion of the total direct expenditure on middle schools to the total direct expenditure on all the institutions also increased from 11·4 per cent to 15·7 per cent.

The sourcewise distribution of expenditure on middle schools is given in table XLVI given below—

Table XLVI—Direct Expenditure on Middle Schools by Sources

Source	1957-58		1958-59	
	Amount	Percent- age	Amount	Percent- age
1	2	3	4	5
Government Funds	15,01,10,161	72·3	23,35,13,918	73·3
District Board Funds	1,27,25,593	6·1	1,51,28,024	4·8
Municipal Board Funds	55,99,135	2·7	2,28,48,784	7·2
Fees	2,52,54,448	12·2	2,74,74,301	8·6
Endowments	48,74,172	2·3	60,82,351	1·9
Other Sources	91,08,258	4·4	1,32,99,726	4·2
Total	20,76,71,767	100·0	31,83,47,104	100·0

It will be seen that (a) major portion of the expenditure came from Government fund, (b) there was an increase of 308.1 per cent in the expenditure met from Municipal Boards funds, as compared to the increase of 55.5 per cent, 18.9 per cent, 8.8 per cent, 24.8 per cent and 46.0 per cent in that met from government funds, district board funds, fees, endowments and other sources respectively. Of the total direct expenditure, the amount incurred on senior basic schools was Rs. 7,86,33,418.

The break-up of the total direct expenditure on middle/senior basic schools under different managements was as under—

Management	1957-58		1958-59	
	Amount	Percentage	Amount	Percentage
Government	7,57,82,451	36.5	8,05,41,480	25.3
District Boards	6,22,02,906	30.0	11,46,93,016	36.0
Municipal Boards	1,20,56,495	5.8	4,22,34,583	13.3
Private Bodies—				
Aided	4,83,57,794	23.3	7,05,90,154	22.2
Unaided	92,72,121	4.4	1,02,87,871	3.2
Total	20,76,71,767	100.0	31,83,47,104	100.0

Table XLVII gives a comparison of the expenditure figures for middle schools in the various states and Union Territories during 1958-59 with those for 1957-58. Excepting Punjab, Delhi and Pondichery the increase was shared by all the States. In Punjab, the decrease of Rs. 1,18,634 was due to the fall in the enrolment and in Delhi it was due to the decrease in the number of 12 middle schools. Numerically, Bombay reported the highest increase of Rs. 6.38 crores, followed by Madras (Rs. 2.34 crores). The lowest increase was reported by Himachal Pradesh (Rs. 16,041). On percentage basis, the highest increase was reported by Madras (311.6 per cent), followed by Bombay (143.4 per cent) and the lowest by Himachal Pradesh (1.6 per cent). The abnormal increase in expenditure in Madras was due to the inclusion of upper primary schools in middle schools as mentioned earlier. Col. (10) of Table XLVII shows the proportion of total expenditure on middle schools to the total direct expenditure in the different States.

The percentage distribution of expenditure met from different sources is given in cols. (11) to (16) of Table XLVII. It will be seen that Government met more than 90 per cent of the expenditure in a number of States such as L. M. & A. Islands (100.0 per cent), N.E.F.A. (100.0 per cent), Kerala (98.2 per cent), Himachal Pradesh (97.0 per cent), Jammu and Kashmir (95.5 per cent), Pondicherry (92.7 per cent) and Rajasthan (91.9 per cent), between 75 and 90 per cent in Tripura (89.0 per cent), Madhya Pradesh (88.0 per cent), Mysore (83.5 per cent), Punjab (78.3 per cent) and Andhra

Table XLVII—Direct Expenditure on

State	On Schools for Boys		On Schools for Girls	
	1957-58	1958-59	1957-58	1958-52
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	60,18,222	70,56,753	13,48,007	13,09,795
Assam	56,75,387	66,06,598	7,16,614	7,43,374
Bihar	1,72,09,953	1,90,09,448	13,42,170	14,94,442
Bombay	3,90,42,671	9,23,74,883	54,27,851	1,58,78,113
Jammu & Kashmir	12,62,979	15,09,380	3,80,600	3,80,861
Kerala	1,78,47,057	2,62,70,519	3,73,223	3,67,684
Madhya Pradesh	1,67,33,210	1,76,47,495	26,82,662	26,03,922
Madras	71,92,971	3,06,18,948	3,26,714	3,28,455
Mysore	1,34,48,865	1,69,60,257	22,06,594	24,37,064
Orissa	33,71,105	45,40,099	3,02,767	3,25,427
Punjab	1,07,78,165	1,07,84,464	30,21,333	28,96,400
Rajasthan	1,02,39,959	1,12,30,032	16,90,015	18,12,040
Uttar Pradesh	1,77,99,003	1,96,72,644	40,96,838	44,40,162
West Bengal	95,12,709	1,07,72,620	17,03,197	21,13,751
A. & N. Islands	33,280	49,211	..	16,696
Delhi	21,11,777	17,70,531	10,35,043	11,25,447
Himachal Pradesh	9,16,361	9,18,213	63,004	77,193
L.M. & A. Islands . . . . .	..	50,410	..	..
Manipur	2,86,858	5,60,146	17,354	35,415
Tripura	5,37,464	7,02,271	61,059	52,321
N.E.F.A.	1,08,712	1,98,243	..	..
Pondicherry	5,64,692	4,25,968	1,85,322	1,79,409
India	18,06,91,400	27,97,29,133	2,69,80,367	3,86,17,971

Middle Schools by States

Total		Increase (+) or Decrease (-)		Percentage of expenditure on middle schools to total direct expen- diture on Education in 1958-59	State
1957-58	1958-59	Amount	Percentage		
6	7	8	9	10	
Rs.	Rs.	Rs.			
73,66,229	83,66,548	+ 10,00,319	+ 13.6	5.6	Andhra
63,92,001	73,49,972	+ 9,57,971	+ 15.0	14.5	Pradesh
1,85,52,123	2,05,03,890	+ 19,51,767	+ 10.5	17.9	Assam
4,44,70,522	10,82,52,996	+ 6,37,82,474	+ 143.4	27.9	Bihar
16,43,579	18,90,241	+ 2,46,662	+ 15.0	15.1	Bombay
1,82,20,280	2,66,38,203	+ 84,17,923	+ 46.2	21.6	Jammu & Kashmir
1,94,15,872	2,02,51,417	+ 8,35,545	+ 4.3	16.6	Kerala
75,19,685	3,09,47,403	+ 2,34,27,718	+ 311.6	16.9	Madhya Pradesh
1,56,55,459	1,93,97,321	+ 37,41,862	+ 23.9	16.9	Madras
36,73,872	48,65,526	+ 11,91,654	+ 32.4	16.5	Mysore
1,37,99,498	1,36,80,864	- 1,18,634	- 0.9	12.8	Orissa
1,19,29,974	1,30,42,072	+ 11,12,098	+ 9.3	11.9	Punjab
2,18,95,841	2,41,12,806	+ 22,16,965	+ 10.1	18.5	Rajasthan
1,12,15,906	1,28,86,371	+ 16,70,465	+ 14.9	9.1	Uttar Pradesh
33,280	65,907	+ 32,627	+ 98.0	6.4	West Bengal
21,46,820	28,95,978	+ 7,50,158	+ 35.0	17.5	A. & N. Islands.
9,79,365	9,95,406	+ 16,041	+ 1.6	4.7	Delhi
..	50,410	+ 50,410	+ 100.0	18.3	Himachal Pradesh
3,04,212	5,95,561	+ 2,91,349	+ 95.8	49.8	L.M. & A. Islands
5,98,523	7,54,592	+ 1,56,069	+ 26.1	16.8	Manipur
1,08,712	1,98,243	+ 89,531	+ 82.4	12.0	Tripura
7,50,014	6,05,377	- 1,44,637	- 19.3	20.3	N.E.F.A.
20,76,71,767	31,83,47,104	+ 11,06,75,337	+ 53.3	26.0	Pondicherry
				15.7	India

Table XLVII—Direct Expenditure on Middle Schools by States—(contd.)

State	Percentage of Expenditure (1958-59) met from						Average Annual cost per pupil	
	Gov- ern- ment Funds	Dis- trict Board Funds	Muni- cipal Board Funds	Fees	Endow- ments	Other Sources	1957-58	1958-59
	11	12	13	14	15	16	17	18
Andhra Pradesh	77.0	8.5	2.7	4.0	5.6	2.2	Rs. 50.5	Rs. 49.6
Assam . . .	72.2	0.2	0.5	20.1	5.3	1.7	41.8	42.9
Bihar . . .	67.2	1.7	1.1	21.1	1.9	7.0	39.6	32.8
Bombay . . .	72.7	4.2	14.4	3.1	0.2	5.4	31.7	32.2
Jammu & Kash- mir.	95.5	..	..	1.3	0.6	2.6	34.1	36.0
Kerala . . .	98.2	..	..	0.2	0.1	1.5	31.8	38.8
Madhya Pradesh	88.0	6.3	1.2	2.5	0.7	1.3	51.2	50.6
Madras . . .	70.5	12.7	9.5	2.3	4.7	0.3	41.5	35.1
Mysore . . .	83.5	5.9	3.4	1.8	0.9	4.5	38.4	44.1
Orissa . . .	65.3	0.8	0.3	16.8	10.0	6.8	54.0	59.3
Punjab . . .	78.3	1.8	0.1	13.9	3.0	2.9	47.2	47.4
Rajasthan . .	91.9	1.4	0.2	1.9	3.3	1.3	53.8	51.4
Uttar Pradesh .	44.2	10.9	4.3	31.2	2.0	7.4	48.0	49.4
West Bengal . .	43.0	0.7	0.2	41.3	6.3	8.5	69.4	73.5
A. & N. Islands	65.1	..	..	20.5	..	14.4	75.8	128.2
Delhi . . .	19.5	..	63.2	9.5	1.3	6.5	69.2	76.6
Himachal Pra- desh.	97.0	..	..	..	0.3	2.7	20.7	53.5
L.M. & A. Islands	100.0	..	..	..	..	..	..	40.0
Manipur . . .	57.9	..	0.1	28.9	10.8	2.3	23.3	33.0
Tripura . . .	89.0	..	..	5.8	4.8	0.4	53.5	72.3
N.E.F.A. . . .	100.0	..	..	..	..	..	134.9	150.2
Pondicherry . .	92.7	..	..	3.8	1.1	2.4	63.3	56.4
India . . .	73.3	4.8	7.2	8.6	1.9	4.2	41.0	39.0

Pradesh (77·0 per cent). In other States it was less than 75 per cent. The contribution of the local boards to the expenditure on middle schools was significant only in Delhi where it was to the extent of 63·2 per cent. Nowhere else it even touched the 25 per cent mark. Fees accounted for 41·3 per cent of the expenditure in West Bengal, 31·2 per cent in U.P., 28·9 per cent in Manipur, 21·1 per cent in Bihar, 20·5 per cent in A. & N. Islands and 20·1 per cent in Assam. Elsewhere it was less than 20 per cent. Other sources met more than 10 per cent of the expenditure only in Orissa (16·8 per cent), West Bengal (14·8 per cent), A. & N. Islands (14·4 per cent) and Manipur (13·1 per cent).

The average annual cost per pupil in middle schools decreased from Rs. 41·0 to Rs. 39·0 during the year under report. Its distribution over different sources of income was : government funds Rs. 28·6, district board funds Rs. 1·9, municipal board funds Rs. 2·8, fees Rs. 3·4, endowment Rs. 0·7 and other sources Rs. 1·6. The Statewise position in this regard is given in Cols. (17) and (18) of Table XLVII.

High/Higher Secondary Schools

During the year under report, the total number of recognised high and higher secondary including post-basic schools increased from 12,639 (10,750 for boys and 1,889 for girls) to 14,326 (12,223 for boys and 2,103 for girls). This shows a rise of 13·3 per cent as compared to that of 7·1 per cent in 1957-58. Of the total, 3,171 schools (2,592 for boys and 579 for girls) were higher secondary schools and 30 schools (28 for boys and 2 for girls) were post basic schools. The former figure, however, excludes the number of incomplete higher secondary schools in Uttar Pradesh. Higher Secondary schools were in existence in Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Mysore, Orissa, Rajasthan, Uttar Pradesh, West Bengal, A. & N. Islands, Delhi and Tripura, while post basic schools were functioning in the States of Andhra Pradesh, Bihar, Kerala, Madras and Orissa.

According to managements, high/higher secondary schools were distributed as under—

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

Management	1957-58		1958-59	
	Number	Percentage	Number	Percentage
Government	2,402	19·0	2,794	19·5
District Boards	923	7·3	1,022	7·1
Municipal Boards	356	2·8	412	2·9
Private Bodies—				
Aided	7,265	57·5	8,252	57·6
Unaided	1,693	13·4	1,846	12·9
Total	12,639	100·0	14,326	100·0

Table XLIX—Number of High/Higher Secondary

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	798	879	101	113	899	992	+ 93	+10.3
Assam . . .	377	398	56	61	433	459	+ 26	+ 6.0
Bihar . . .	1,056	1,223	52	66	1,108	1,289	+ 181	+16.3
Bombay . . .	1,535	2,267	233	282	1,768	2,549	+ 781	+44.2
Jammu & Kashmir.	115	128	31	33	146	161	+ 15	+10.3
Kerala . . .	680	715	129	131	809	846	+ 37	+ 4.6
Madhya Pradesh	386	466	81	97	467	563	+ 96	+20.6
Madras . . .	779	827	179	185	958	1,012	+ 54	+ 5.6
Mysore . . .	460	516	96	101	556	617	+ 61	+11.0
Orissa . . .	290	323	16	24	306	347	+ 41	+13.4
Punjab . . .	1,011	1,033	222	261	1,233	1,294	+ 61	+ 4.7
Rajasthan . .	306	356	34	47	340	403	+ 63	+18.5
Uttar Pradesh .	1,338	1,377	246	256	1,584	1,633	+ 49	+ 3.1
West Bengal . .	1,370	1,416	324	342	1,694	1,758	+ 64	+ 3.8
A. & N. Islands	1	1	..	..	1	1	..	..
Delhi . . .	123	146	67	82	190	228	+ 38	+20.0
Himachal Pradesh.	45	56	5	5	50	61	+ 11	+22.0
Manipur . . .	39	50	3	3	42	53	+ 11	+26.2
Tripura . . .	25	25	6	6	31	31	..	..
N.E.F.A. . . .	2	2	..	..	2	2	..	..
Pondicherry . .	14	19	8	8	22	27	+ 5	+22.7
India . . .	10,750	12,223	1,889	2,103	12,639	14,326	+1,687	+13.3

Schools by States

Percentage of High/Higher Secondary Schools Managed by					State
Government	District Boards	Municipal Boards	Private Bodies		
			Aided	Unaided	
10	11	12	13	14	1
24.8	47.0	5.1	22.8	0.3	Andhra Pradesh
6.3	..	..	82.8	10.9	Assam
4.8	..	..	62.0	33.2	Bihar
10.2	1.8	3.6	78.7	5.7	Bombay
86.3	..	..	13.0	0.7	Jammu & Kashmir
28.3	..	..	71.3	0.4	Kerala
45.8	3.9	7.5	39.6	3.2	Madhya Pradesh
5.5	38.6	6.1	48.5	1.3	Madras
20.7	13.6	14.3	48.6	2.8	Mysore
21.3	..	0.9	54.8	23.0	Orissa
47.8	..	0.2	26.3	25.7	Punjab
75.2	..	..	22.6	2.2	Rajasthan
8.6	0.3	2.6	72.1	16.4	Uttar Pradesh
2.3	..	0.3	71.4	26.0	West Bengal
100.0	..	..	..	..	A. & N. Islands
53.1	..	4.8	39.5	2.6	Delhi
95.1	..	..	4.9	..	Himachal Pradesh
17.0	..	54.7	28.3	..	Manipur
..	..	48.4	51.6	..	Tripura
100.0	..	..	..	..	N.E.F.A.
63.0	..	..	37.0	..	Pondicherry
19.5	7.1	2.9	57.6	12.9	India

The pattern of distribution of these schools by management did not reflect any significant departure from that of the previous year. The opening of new schools and the upgrading of existing middle and senior basic schools to higher standard resulted in the increase of high/higher secondary schools under all managements. Government schools rose by 16.3 per cent, district board schools by 10.7 per cent, municipal board schools by 15.7 per cent, private aided schools by 13.6 per cent and private unaided schools by 9.0 per cent.

The number of high and higher secondary schools situated in rural areas increased from 5,789 to 6,757. This constituted 47.1 per cent of the total number of high and higher secondary schools; the corresponding figures for the previous year being 45.8 per cent.

Table XLIX shows the number of high and higher secondary schools in the different States during 1957-58 and 1958-59. As is evident, the number of schools increased in all the States and Union Territories except in A. & N. Islands, Tripura and N.E.F.A., where the position remained unchanged. Among the States, the increase was the highest in Bombay (781), followed by Bihar (181), Madhya Pradesh (96), Andhra Pradesh (93), West Bengal (64) and was the lowest in Jammu and Kashmir (15). In the Union Territories, the increase ranged from 5 in Pondicherry to 38 in Delhi.

The percentage distribution of high and higher secondary schools by managements is given in Table XLIX. It will be seen that majority of the schools were managed by Government in A. & N. Islands (100.0 per cent), N.E.F.A. (100.0 per cent), Himachal Pradesh (95.7 per cent), Jammu and Kashmir (86.3 per cent), Uttar Pradesh (75.2 per cent), Delhi (53.1 per cent) and Madhya Pradesh (45.8 per cent). Local Boards administered more than 50 per cent of the schools in Manipur (54.7 per cent) and Andhra Pradesh (52.1 per cent). In the remaining States and Union Territories private enterprise predominated.

Pupils

The total number of pupils in high and higher secondary schools (including post basic schools) rose by 609,771 to 61,71,539 (47,51,766 boys and 14,19,773 girls), the rate of increase being 11.0 per cent as against an increase of 13.3 per cent in the number of schools. Of the total number of pupils 16,21,225 (13,15,320 boys and 3,05,905 girls) were studying in higher secondary schools and 2,806 (2,617 boys and 189 girls) in post basic schools.

The distribution of pupils in high and higher secondary schools under different managements was as under—

Management	1957-58		1958-59	
	Number	Percentage	Number	Percentage
Government	11,76,958	21.2	13,29,195	21.5
District Boards	3,27,398	5.9	3,54,053	5.7
Municipal Boards	2,12,812	3.8	2,32,374	3.8
Private Bodies—				
Aided	33,07,379	59.4	36,91,624	59.8
Unaided	5,37,221	9.7	5,64,293	9.2
Total	55,61,768	100.0	61,71,539	100.0

All the managements shared the increase which was 12·9 per cent in Government schools, 8·1 per cent in district board schools, 9·2 per cent in municipal board schools, 11·6 per cent in private aided schools and 5·0 per cent in private unaided schools.

The total number of boys and girls in high and higher secondary schools in rural areas increased from 23,75,638 to 24,38,341 and constituted 39·5 per cent of the total enrolment in all the high and higher secondary schools, as against 42·7 per cent in the previous year.

The statewide enrolment in high and higher secondary schools for the year 1957-58 and 1958-59 is given in Table L. The increase in the number of pupils was reported by all the States and Union Territories except A. & N. Islands. The fall in enrolment in A. & N. Islands was due to separation of the girls' middle section from the high school of which it was a part. Numerically, the highest increase among the States was reported by Bombay (1,48,156) followed by Bihar (1,01,802) and Uttar Pradesh (75,257). In other States the increase varied between 6,982 in Orissa and 44,547 in Madras. In the Union Territories, Delhi topped the list with the additional number of 10,771 pupils and the lowest position was occupied by N.E.F.A., with an addition of 15 pupils only. On percentage basis, the highest and the lowest positions were occupied by Bihar (31·0 per cent) and Punjab and West Bengal (4·2 per cent each) amongst the States and by Pondicherry (30·7 per cent) and N.E.F.A. (3·5 per cent) amongst the Union and other Territories.

To have a correct appreciation of the enrolment at the high and higher secondary stage, the pupils in the primary and middle department of high and higher secondary schools are to be excluded while those in high/higher secondary classes of intermediate colleges are to be included. Table LI gives these figures, accordingly, for the years 1957-58 and 1958-59. The number of pupils at the high and higher secondary stage increased from 24,12,931 (19,84,146 boys and 4,28,785 girls) to 26,95,843 (22,14,693 boys and 4,81,150 girls) that is at the rate of 11·7 per cent, as against 7·0 per cent during the previous year. Inter-State comparison is not valid because of the variation in the number of classes comprising this stage.

Table LII gives the enrolment in classes IX to X/XI uniformly in all the States as compared to the population of the age-groups 14—17. On an average 9·7 per cent of the total population in this age-group was in schools.

Co-education

Of the total of 14,19,773 girls studying in high and higher secondary schools, 4,86,487 that is, 34·3 per cent were in boys' schools. The corresponding proportion of girls in boys' schools in the previous year was 32·5 per cent. Table LIII shows the extent of co-education in these schools. There were no girls' schools in A. & N. Islands and N. E. F. A. It will be seen that more than 60 per cent of the girl students were studying in boys' schools in A. & N. Islands (100·0 per cent), N.E.F.A. (100·0 per cent) and Kerala 65·5 per cent), between 50 and 60 per cent in Bombay (50·3 per cent), and less than 50 per cent in the other States. Co-education at this stage was at the lowest ebb in Jammu and Kashmir, where only 2·6 per cent of the girl pupils were enrolled in boys' schools.

Table L—Number of Pupils in High and Higher Secondary Schools

State	In Schools for Boys		In Schools for Girls		Total		Increase (+) or Decrease(—)	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	3,64,609	3,90,442	51,041	59,855	4,15,650	4,50,297	+ 34,647	+ 8·3
Assam	1,47,875	1,68,533	22,615	25,661	1,70,490	1,94,194	+ 23,704	+13·9
Bihar	3,08,205	4,04,576	20,023	25,454	3,28,228	4,30,030	+1,01,802	+31·0
Bombay	6,79,625	8,18,044	1,11,129	1,20,866	7,90,754	9,38,910	+1,48,156	+18·7
Jammu and Kashmir	51,865	53,761	15,276	16,699	67,141	70,460	+ 3,319	+ 4·9
Kerala	4,46,179	4,83,020	89,545	93,004	5,35,724	5,76,024	+ 40,300	+ 7·5
Madhya Pradesh	1,45,217	1,53,840	35,333	37,746	1,80,550	1,91,586	+ 11,036	+ 6·1
Madras	4,38,640	4,74,910	91,840	1,00,117	5,30,480	5,75,027	+ 44,547	+ 8·4
Mysore	1,53,759	1,73,352	33,985	38,077	1,87,744	2,11,429	+ 23,685	+12·6
Orissa	75,427	81,381	4,866	5,894	80,293	87,275	+ 6,982	+ 8·7
Punjab	5,09,801	5,13,646	1,03,011	24,761	6,12,812	6,38,407	+ 25,595	+ 4·2
Rajasthan	1,16,853	1,36,703	11,367	15,210	1,28,220	1,51,913	+ 23,693	+18·5
Uttar Pradesh	6,15,783	6,76,652	1,07,554	1,21,942	7,23,337	7,98,594	+ 75,257	+10·4
West Bengal	4,85,544	5,03,108	1,18,926	1,26,561	6,04,470	6,29,669	+ 25,199	+ 4·2
A. & N. Islands	1,047	341	..	..	1,047	341	— 706	—67·4
Delhi	1,00,187	1,06,777	49,078	53,259	1,49,265	1,60,036	+ 10,771	+ 7·2
Himachal Pradesh	18,295	24,070	3,059	3,276	21,354	27,346	+ 5,992	+28·1
Manipur	13,809	15,898	1,783	1,905	15,592	17,803	+ 2,211	+14·2
Tripura	7,701	8,476	1,690	1,76	9,391	10,252	+ 861	+ 9·2
N.E.F.A.	426	441	..	..	426	441	+ 15	+ 3·5
Pondicherry	5,700	8,111	3,100	3,394	8,800	11,505	+ 2,705	+30·7
INDIA	46,86,547	51,96,082	8,75,221	9,75,457	55,61,768	61,71,539	+ 6,09,771	+11·0

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

State	Boys		Girls		Total		Increase (+) or Decrease (—)	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7	8	9
Andhra Pradesh	1,45,725	1,49,274	24,656	26,443	1,70,381	1,75,717	+ 5,336	+ 3·1
Assam	68,110	79,055	15,422	18,974	83,532	98,029	+ 14,497	+ 17·4
Bihar	2,48,732	3,31,557	13,839	20,836	2,62,571	3,52,393	+ 89,822	+ 34·2
Bombay	3,98,229	4,66,593	1,09,220	1,33,469	5,07,449	6,00,062	+ 92,613	+ 18·3
Jammu & Kashmir	13,387	14,278	2,462	2,458	15,849	16,736	+ 887	+ 5·6
Kerala	1,35,331	1,32,314	80,520	82,268	2,15,851	2,14,582	— 1,269	— 0·6
Madhya Pradesh	58,274	64,066	9,487	9,771	67,761	73,777	+ 6,016	+ 8·9
Madras	1,69,459	1,78,595	50,363	55,844	2,19,822	2,34,439	+ 14,617	+ 6·6
Mysore	1,06,034	1,12,507	26,623	28,951	1,32,657	1,41,458	+ 8,801	+ 6·6
Orissa	41,781	46,382	3,725	4,236	45,506	50,618	+ 5,112	+ 11·2
Punjab	1,16,897	1,19,442	18,060	18,229	1,34,957	1,37,671	+ 2,714	+ 2·0
Rajasthan	46,490	59,958	4,815	5,465	51,305	65,423	+ 14,118	+ 27·5
Uttar Pradesh	2,73,526	2,88,621	27,253	28,957	3,00,779	3,17,578	+ 16,799	+ 5·6
West Bengal	1,27,107	1,28,447	28,329	30,854	1,55,436	1,59,301	+ 3,865	+ 2·5
A. & N. Islands	66	88	11	20	77	108	+ 31	+ 40·3
Delhi	20,534	26,876	11,152	11,002	31,686	37,878	+ 6,192	+ 19·5
Himachal Pradesh	3,226	4,115	457	519	3,683	4,634	+ 951	+ 25·8
Manipur	7,323	8,400	1,128	1,527	8,451	9,927	+ 1,476	+ 17·5
Tripura	2,091	2,372	713	757	2,804	3,129	+ 325	+ 11·6
N.E.F.A.	130	136	16	10	146	146	..	..
Pondicherry	1,694	1,677	534	560	2,228	2,237	+ 9	+ 0·4
INDIA	19,84,146	22,14,693	4,28,785	4,81,150	24,12,931	26,95,843	+ 2,82,912	+ 11·7

Table LII—Educational Facilities for Children of the Age-Group 14—16/17

State	Enrolment in Classes IX to X/XI			Percentage of Enrolment in Classes IX to XI to Population of the Age Group 14—16/17		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh	1,49,274	26,443	1,75,717	14.8	2.6	8.7
Assam	79,055	18,974	98,029	25.5	6.5	16.3
Bihar	2,31,206	13,283	2,44,489	19.1	11.2	10.2
Bombay	3,03,618	85,130	3,88,748	17.3	5.2	11.4
Jammu and Kashmir	14,278	2,458	16,736	14.3	2.7	8.8
Kerala	1,32,314	82,268	2,14,582	26.5	16.5	21.5
Madhya Pradesh	64,006	9,771	73,777	7.0	1.2	4.2
Madras	1,78,595	55,844	2,34,439	18.6	5.9	12.3
Mysore	1,12,507	28,951	1,41,458	16.5	4.3	10.5
Orissa	30,716	2,736	33,452	6.5	0.6	3.7
Punjab	1,19,442	18,229	1,37,671	20.2	3.1	11.8
Rajasthan	59,958	5,465	65,423	10.0	1.0	5.8
Uttar Pradesh	2,88,621	28,957	3,17,578	13.7	1.5	7.9
West Bengal	1,28,447	30,854	1,59,301	12.2	3.1	7.8
A. & N. Islands	88	20	108	4.4	2.0	3.6
Delhi	26,876	11,002	37,878	33.6	13.8	23.8
Himachal Pradesh	4,115	519	4,634	13.7	1.7	7.7
Manipur	8,400	1,527	9,927	21.0	7.6	24.8
Tripura	2,372	757	3,129	7.9	2.5	5.2
N.E.F.A.	136	10	146	N.A.	N.A.	N.A.
Pondicherry	1,677	560	2,237	N.A.	N.A.	N.A.
INDIA	19,35,701	4,23,758	23,59,459	15.7	3.5	9.7

Table LIII—Girls in High and Higher Secondary Schools

State	Number of Girls in Boys' Schools	Number of Girls in Girls' Schools	Total Number of Girls	Percentage of Girls in Boys' Schools to Total Number of Girls	
				1957-58	1958-59
1	2	3	4	5	6
Andhra Pradesh .	39,422	55,382	94,804	41.9	41.6
Assam	20,672	25,133	45,805	42.6	45.1
Bihar	8,078	25,050	33,128	16.0	24.4
Bombay	1,19,645	1,18,016	2,37,661	46.5	50.3
Jammu & Kashmir .	437	16,563	17,000	1.6	2.6
Kerala	1,57,218	82,908	2,40,126	63.4	65.5
Madhya Pradesh .	6,336	35,498	41,834	16.1	15.1
Madras	63,054	95,309	1,58,363	38.3	39.8
Mysore	16,824	35,930	52,754	30.9	31.9
Orissa	4,879	5,809	10,688	48.8	45.6
Punjab	15,762	1,20,664	1,36,426	12.1	11.6
Rajasthan . . .	2,905	14,382	17,287	20.7	16.8
Uttar Pradesh . .	8,510	1,15,813	1,24,323	6.1	6.8
West Bengal . .	9,692	1,25,303	1,34,995	5.4	7.2
A. & N. Islands . .	20	..	20	100.0	100.0
Delhi	7,078	51,773	58,851	10.0	12.0
Himachal Pradesh .	2,312	3,276	5,588	N.A.	41.4
Manipur	1,403	1,905	3,308	37.6	42.4
Tripura	919	1,776	2,695	31.2	34.1
N.E.F.A.	96	..	96	100.0	100.0
Pondicherry . . .	1,225	2,796	4,021	21.9	30.5
INDIA	4,86,487	9,33,286	14,19,773	32.5	34.3

Table LIV—Number of Teachers in

State	Men		Women		Total	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7
Andhra Pradesh	16,278	17,286	2,850	3,236	19,128	20,522
Assam	5,679	6,501	854	1,020	6,533	7,521
Bihar	12,314	14,053	780	869	13,094	14,922
Bombay	25,101	30,374	6,448	7,949	31,549	38,323
Jammu & Kashmir	1,714	1,958	522	545	2,236	2,503
Kerala	12,986	14,150	7,487	8,672	20,473	22,822
Madhya Pradesh	6,862	7,629	1,871	2,000	8,733	9,629
Madras	17,535	18,648	5,037	5,552	22,572	24,200
Mysore	6,324	6,945	1,525	1,773	7,849	8,718
Orissa	3,320	3,727	281	316	3,601	4,043
Punjab	14,875	15,087	3,548	3,818	18,423	18,905
Rajasthan	5,745	6,432	600	772	6,345	7,204
Uttar Pradesh	25,865	27,245	4,803	5,219	30,668	32,464
West Bengal	18,807	20,451	4,366	4,752	23,173	25,203
A. & N. Islands	27	17	21	3	48	20
Delhi	3,260	3,635	1,888	2,283	5,148	5,918
Himachal Pradesh	707	806	128	190	835	996
Manipur	497	615	29	35	526	650
Tripura	377	399	57	84	434	483
N.E.F.A.	34	36	2	4	36	40
Pondicherry	185	284	106	185	291	469
INDIA	1,78,492	1,96,278	43,203	49,277	2,21,695	2,45,555

High/Higher Secondary Schools

Increase + or Decrease (—)	Number of Trained Teachers		Percentage of Trained Teachers to Total Number of Teachers		Average Number of Students per Teacher		State
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	
8	9	10	11	12	13	14	
+ 1,394	15,164	16,080	79.3	78.4	22	22	Andhra Pradesh
+ 988	1,209	1,286	18.5	17.1	26	26	Assam
+ 1,828	5,088	5,968	38.9	40.0	26	29	Bihar
+ 6,774	19,779	23,552	62.7	61.5	25	24	Bombay
+ 267	1,327	1,532	59.3	61.2	30	28	Jammu & Kashmir
+ 2,349	14,946	17,047	73.0	74.7	26	25	Kerala
+ 896	3,620	4,482	41.5	46.5	21	20	Madhya Pradesh
+ 1,628	20,339	21,979	90.1	90.8	24	24	Madras
+ 869	5,143	5,738	65.5	65.8	24	24	Mysore
+ 442	1,904	2,116	52.9	52.3	22	22	Orissa
+ 482	14,904	15,512	80.9	82.1	33	34	Punjab
+ 839	2,839	3,188	44.7	44.3	20	21	Rajasthan
+ 1,796	19,713	21,508	64.3	66.3	24	25	Uttar Pradesh
+ 2,030	7,386	8,428	31.9	33.4	26	25	West Bengal
— 28	24	15	50.0	75.0	22	17	A. & N. Islands
+ 770	4,658	5,468	90.5	92.4	29	27	Delhi
+ 161	716	837	85.7	84.0	26	27	Himachal Pradesh
+ 124	68	68	12.9	10.5	30	27	Manipur
+ 49	149	161	34.3	33.3	22	21	Tripura
+ 4	28	30	77.8	75.0	12	11	N.E.F.A.
+ 178	171	293	58.8	62.5	30	25	Pondicherry
+23,860	1,39,175	1,55,288	62.8	63.2	25	25	

Teachers

The total number of teachers in high and higher secondary schools rose, during the year under report, from 2,21,695 (1,78,492 men and 43,203 women) to 2,45,555 (1,96,278 men and 49,277 women). This gives a rise of 10·8 per cent as against 7·8 per cent during the previous year. The number of trained teachers also rose from 1,39,175 to 1,55,288. Their proportion to the total number of teachers in high and higher secondary schools increased from 62·8 per cent to 63·2 per cent. Women teachers constituted 20·1 per cent of the total number of teachers in high and higher secondary schools during 1958-59, as against 19·5 per cent during the previous year. About 74·7 per cent of women teachers were trained, the corresponding figures for 1957-58 being 73·9 per cent.

Table LIV compares the number of teachers in high and higher secondary schools in different States during 1957-58 and 1958-59. All the States, except A. & N. Islands, reported increase in the number of teachers. The fall in the number of teachers in A. & N. Islands was due to the separation of the girls' middle section from the high school, as mentioned earlier. The position with regard to the number of trained teachers improved in all the States except Andhra Pradesh, Assam, Bombay, Orissa, Rajasthan, Himachal Pradesh, Manipur, Tripura and N. E. F. A., where it deteriorated slightly. The percentage of trained teachers was the highest in Delhi (92·4 per cent) followed by Madras (90·8 per cent), Himachal Pradesh (84·0 per cent), Punjab (82·1 per cent), Andhra Pradesh (78·4 per cent), A. & N. Islands and N. E. F. A. (75·0 per cent), Kerala (74·7 per cent), Uttar Pradesh (66·3 per cent), Mysore (65·8 per cent), Pondicherry (62·5 per cent), Bombay (61·5 per cent), Jammu and Kashmir (61·2 per cent) and Orissa (52·3 per cent). In the remaining States and Union Territories, untrained teachers out-numbered the trained teachers. Manipur continued to report the lowest proportion of trained teachers in high and higher secondary schools viz., 10·5 per cent.

Teacher-Pupil Ratio

Col. (14) of Table LIV gives the teacher-pupil ratio in high and higher secondary schools. During 1958-59, the average number of pupils per teacher was 25 in these schools and remained unchanged as compared to the previous year's figure.

Pay Scales of Teachers

With the exception of Orissa and Manipur no other State reported revision in the scale of pay of teachers in high and higher secondary schools.

In Orissa, as stated earlier, the disparity between the scales of pay of non-government and government secondary school teachers was reduced by raising the pay of non-government teachers at a flat rate to the extent of 50 per cent on account of contribution of the Central Government as their share from 1st April, 1958. The State Government, however, did not pay their share

PERCENTAGE
OF TRAINED TEACHERS IN
HIGH / HIGHER SECONDARY SCHOOLS
1958-1959

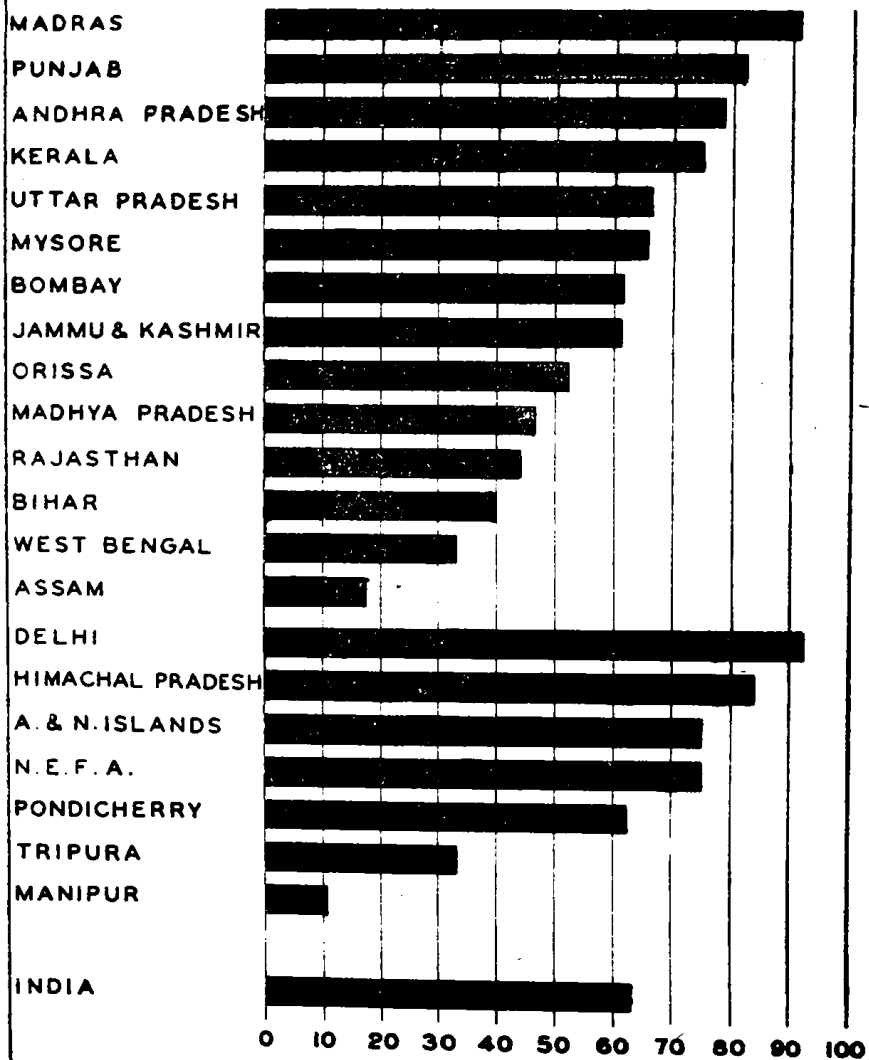


Table LV—Minima and Maxima of Pay Scale of Trained Graduates in Government High/Higher Secondary Schools

State/Territory	Minimum	Maximum	Number of Years required to reach the maximum
1	2	3	4
Jammus & Kashmir	70	90	4
Bombay	75	200	21
Kerala	80	165	14
Andhra	85	175	13
Madras	85	175	13
Mysore	85	200	16
Pondicherry	85	175	13
Bihar	100	190	16
West Bengal	100	225	24
Manipur	100	250	19
Tripura	100	225	24
Madhya Pradesh	110	200	20
Punjab	110	250	16
Rajasthan	110	225	14
Himachal Prades	110	250	16
Orissa	120	250	17
Uttar Pradesh	120	300	20
A. & N. Islands	120	300	20
Delhi	120	300	20
Assam	125	275	17
N.E.F.A.	125	275	17

of 50 per cent. In Manipur, with the introduction of 90 per cent deficit grant-in-aid to aided high schools the scales of pay of aided school teachers were raised to that of government school teachers as under:

Headmaster	Rs. 200—500
Trained graduates	Rs. 125—275 plus a special pay of Rs. 50 per month
Untrained graduates	Rs. 100—10—130—EB—6—190—EB—10—250
Undergraduates	Rs. 75—125

The details of scale of pay of teachers in high and higher secondary schools by qualifications and by management of schools are given in Appendices C and D of Volume II of the report. Table LV compares minima and maxima of scale of pay of trained graduates in government high schools.

Expenditure

The total direct expenditure on high and higher secondary schools increased, during the year, from Rs. 46,47,01,661 to Rs. 52,51,55,365, the rate of increase being 13.0 per cent as against 11.7 per cent during the previous year. Of the total amount, Rs. 43,88,79,748 were expended on boys' schools and Rs. 8,62,75,617 on girls' schools. The proportion of the direct expenditure on high and higher secondary schools to the total direct expenditure on all institutions also increased from 25.5 per cent to 25.8 per cent.

The total direct expenditure on higher secondary schools alone amounted to Rs. 16,71,89,945 and that on post basic schools to Rs. 3,69,285.

The extent to which the high and higher secondary schools expenditure was borne by different sources is shown in Table LVI given below—

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

Source	1957-58		1958-59	
	Amount	Percentage	Amount	Percentage
Government funds	20,62,74,725	44.4	24,12,32,444	45.9
District Board funds	1,30,48,237	2.8	1,23,64,637	2.4
Municipal Board funds	77,09,325	1.7	71,62,468	1.4
Fees	19,27,95,475	41.5	21,60,10,799	41.1
Endowments	1,54,23,165	3.3	1,71,68,658	3.3
Other sources	2,94,50,734	6.3	3,12,16,359	5.9
TOTAL	46,47,01,661	100.0	52,51,55,365	100.0

It will be seen that (a) unlike in primary and middle schools the income from fees was one of the major sources supporting secondary education, and (b) the expenditure from government funds, fees, endowments and other sources increased by 16.9 per cent, 12.0 per cent, 11.3 per cent and 6.0 per cent respectively, while that from district board funds and municipal board funds decreased by 5.2 per cent and 7.1 per cent respectively.

In higher secondary schools, the share in the total direct expenditure from government funds, local board funds, fees, endowments and other sources was 45.9 per cent, 3.8 per cent, 41.1 per cent, 3.3 per cent and 5.9 per cent respectively.

The distribution of total direct expenditure, on high and higher secondary schools, according to managements of schools was as given in Table below—

Management	1957-58		1958-59	
	Amount	Percentage	Amount	Percentage
Government	10,74,51,273	23.1	12,43,37,734	23.7
District Boards	2,53,75,371	5.5	2,71,86,186	5.2
Municipal Boards	1,67,40,508	3.6	1,88,06,088	3.6
Private Bodies—				
Aided	27,32,45,661	58.8	31,11,15,187	59.2
Unaided	4,18,88,848	9.0	4,37,10,170	8.3
TOTAL	46,47,01,661	100.0	52,51,55,365	100.0

Table LVII gives the direct expenditure on high and higher secondary schools in different States during the years 1957-58 and 1958-59. It will be observed that the expenditure increased in all the States and Union Territories, except A. & N. Islands, where the decrease resulted on account of the separation of girls' middle section from the high school as reported earlier. The highest increase in expenditure was reported by Bombay (Rs. 175.23 lakhs), followed by Kerala (Rs. 70.02 lakhs), Uttar Pradesh (Rs. 65.95 lakhs) and West Bengal (Rs. 48.22 lakhs), while the lowest increase was reported by Himachal Pradesh (Rs. 13,017). On percentage basis, the increase was the highest in Kerala (26.5) and the lowest in Himachal Pradesh (0.8 per cent). In other States and Union Territories it varied from 4.5 per cent in Punjab to 23.0 per cent in Jammu & Kashmir. Col. (10) of Table LVII shows the proportion of the direct expenditure on high and higher secondary schools to the total direct expenditure on all institutions.

Table LVII—Direct Expenditure on

State	On Schools for Boys		On Schools for Girls	
	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh .	2,95,50,079	3,13,53,503	44,09,487	48,92,541
Assam	1,01,35,811	1,14,97,717	16,94,332	19,65,233
Bihar	1,95,58,072	2,28,13,483	16,79,871	20,53,949
Bombay	6,98,57,364	8,62,98,325	1,34,47,203	1,45,28,911
Jammu & Kashmir .	27,91,646	34,96,201	7,32,196	8,39,367
Kerala	2,18,70,586	2,81,22,024	45,60,829	53,11,635
Madhya Pradesh .	1,38,80,540	1,66,64,086	32,57,820	37,16,581
Madras	3,53,57,295	3,83,49,725	75,78,633	83,00,915
Mysore	1,44,85,333	1,54,53,023	28,28,685	32,50,331
Orissa	57,01,841	63,17,668	4,65,258	6,48,402
Punjab	3,00,07,508	3,06,01,598	60,08,688	70,46,219
Rajasthan . . .	1,32,25,682	1,50,85,715	17,32,896	20,17,318
Uttar Pradesh .	6,26,12,905	6,85,74,133	1,21,11,196	1,27,45,307
West Bengal . .	4,25,05,543	4,64,43,598	1,14,55,174	1,23,38,980
A. & N. Islands	1,37,700	98,250	..	..
Delhi	1,18,15,928	1,39,89,853	51,43,956	59,33,322
Himachal Pradesh .	14,81,439	14,96,703	1,80,933	1,78,686
Manipur	5,85,380	7,29,365	79,823	79,501
Tripura	9,02,937	9,73,201	1,89,405	2,04,966
N.E.F.A.. . . .	1,00,340	1,13,721	..	..
Pondicherry . .	3,69,983	4,07,856	2,11,364	2,23,453
INDIA/TOTAL .	38,69,33,912	43,88,79,748	7,77,67,749	8,62,75,617

High/Higher Secondary Schools

Total		Increase (+) or Decrease (-)		Percentage of Expendi- ture on Sec- ondary Schools to Total Direct Expendi- ture on Edu- cation in 1958-59	States
1957-58	1958-59	Amount	Per- centage		
6	7	8	9	10	
Rs.	Rs.	Rs.			
3,39,59,566	3,62,46,044	+ 22,86,478	+ 6.7	24.3	Andhra Pradesh
1,18,30,143	1,34,62,950	+ 16,32,807	+ 13.8	26.5	Assam
2,12,37,943	2,48,67,432	+ 36,29,489	+ 17.1	21.7	Bihar
8,33,04,567	10,08,27,236	+ 1,75,22,669	+ 21.0	26.0	Bombay
35,23,842	43,35,568	+ 8,11,726	+ 23.0	34.7	Jammu & Kashmir
2,64,31,415	3,34,33,659	+ 70,02,244	+ 26.5	27.1	Kerala
1,71,38,360	2,03,80,667	+ 32,42,307	+ 18.9	16.7	Madhya Pradesh
4,29,35,928	4,66,50,640	+ 37,14,712	+ 8.7	25.5	Madras
1,73,14,018	1,87,03,354	+ 13,89,336	+ 8.0	15.9	Mysore
61,67,099	69,66,070	+ 7,98,971	+ 13.0	18.3	Orissa
3,60,16,196	3,76,47,817	+ 16,31,621	+ 4.5	32.6	Punjab
1,49,58,578	1,71,03,033	+ 21,44,455	+ 14.3	24.3	Rajasthan
7,47,24,101	8,13,10,440	+ 65,95,339	+ 8.8	30.6	Uttar Pradesh
5,39,60,717	5,87,82,578	+ 48,21,861	+ 8.9	29.0	West Bengal
1,37,700	98,250	- 39,450	- 28.6	26.2	A. & N. Islands
1,69,59,884	1,99,23,175	+ 29,63,291	+ 17.5	32.4	Delhi
16,62,372	16,75,389	+ 13,017	+ 0.8	30.8	Himachal Pradesh
6,65,203	8,08,866	+ 1,43,663	+ 21.6	22.8	Manipur
10,92,342	11,78,167	+ 85,825	+ 7.9	18.7	Tripura
1,00,340	1,13,721	+ 13,381	+ 13.3	11.6	N.E.F.A.
5,81,347	6,31,309	+ 49,962	+ 8.6	27.1	Pondicherry
46,47,01,661	52,51,55,365	+ 6,04,53,704	+ 13.0	25.8	INDIA/TOTAL

Table LVII—Direct Expenditure on High/Higher Secondary Schools—(Contd.)

State	Percentage of Expenditure (1958-59) met from						Average Annual Cost per Pupil	
	Government Funds	District Board Funds	Municipal Board Funds	Fees	Endowments	Other Sources	1957-58	1958-59
1	11	12	13	14	15	16	17	18
Andhra Pradesh	52.0	12.6	3.5	26.9	4.6	0.4	81.7	80.5
Assam	47.4	0.0	0.0	45.4	6.0	1.2	69.4	69.3
Bihar	31.5	..	0.0	58.7	1.6	8.2	64.7	57.8
Bombay	36.2	0.2	0.7	52.9	1.4	8.6	105.3	107.4
Jammu & Kashmir	95.8	..	..	2.0	0.7	1.5	52.5	61.5
Kerala	80.6	..	..	16.2	0.2	3.0	49.3	58.0
Madhya Pradesh	67.6	0.7	2.3	17.8	4.0	7.6	94.9	106.4
Madras	43.0	14.7	3.2	29.8	8.8	0.5	80.9	81.1
Mysore	48.5	3.3	5.3	33.3	1.5	8.1	92.2	88.5
Orissa	51.9	0.0	0.5	33.9	8.5	5.2	76.8	79.8
Punjab	45.1	0.1	0.4	40.0	6.4	8.0	58.8	59.0
Rajasthan	81.8	..	0.0	8.3	7.0	2.9	116.7	112.6
Uttar Pradesh	41.2	0.0	0.7	50.0	1.2	6.9	103.3	101.8
West Bengal	26.5	0.0	0.0	61.9	3.7	7.9	89.3	93.4
A. & N. Islands	98.4	..	..	1.6	..	..	131.5	288.13
Delli	53.4	..	7.1	30.4	1.0	8.1	113.6	124.5
Himachal Pradesh	93.7	..	..	5.1	0.3	0.9	77.8	61.3
Manipur	40.0	..	..	51.1	5.6	3.3	42.7	45.4
Tripura	68.7	..	..	26.5	0.6	4.2	116.3	114.9
N.E.F.A.	100.0	..	..	..	..	..	235.6	257.9
Pondicherry	58.6	..	..	32.2	0.1	9.1	66.1	54.9
INDIA/TOTAL	45.9	2.4	1.4	41.1	3.3	5.9	83.6	85.1

The sourcewise details of percentage of expenditure in the different States are shown in cols. (11) to (16). Government met more than 90 per cent of the expenditure in N. E. F. A. (100·0 per cent), A. & N. Islands (98·4 per cent), Jammu and Kashmir (95·8 per cent) and Himachal Pradesh (93·7 per cent), between 75 and 90 per cent in Rajasthan (81·8 per cent) and Kerala (80·6 per cent) and between 50 and 75 per cent in Tripura (68·7 per cent), Madhya Pradesh (67·6 per cent), Pondicherry (58·6 per cent), Delhi (53·4 per cent), Andhra Pradesh (52·0 per cent) and Orissa (51·9 per cent). In other States, it was less than 50 per cent. Fees accounted for more than 50 per cent of the expenditure in West Bengal (61·9 per cent), Bihar (58·7 per cent), Bombay 52·9 per cent, Manipur (51·1 per cent) and Uttar Pradesh 50·0 per cent. As regards local boards and other sources, the greatest contribution was to the extent of 17·9 per cent (Madras) and 14·4 per cent (Punjab) respectively.

The average annual cost per pupil in high and higher secondary schools increased further from Rs. 83·6 to Rs. 85·1 during the year. It was distributed over different sources of income as: government funds Rs. 39·1, district board funds Rs. 2·0, municipal board funds Rs. 1·2, fees Rs. 35·0, endowments Rs. 2·8 and other sources Rs. 5·0. Cols. (17) and (18) of table LVII indicates the average amount of expenditure incurred on a student in high and higher secondary schools during 1957-58 and 1958-59. The average annual cost per pupil in higher secondary school alone was Rs. 103·1 as against Rs. 118·4 during the previous year.

Examination Results

The total number of candidates, regular as well as private, who took the matriculation and equivalent examinations held in 1959, was 11,75,706 (9,79,983 boys and 1,95,723 girls), of these, 5,30,136 candidates (4,37,318 boys and 92,818 girls) were declared successful. The pass percentage works out to 45·1 per cent, as against 48·3 per cent during the previous year. Table LVIII gives the details of the examination results in different States and Union Territories.

Free Places, Scholarships and Stipends

Scholarships and stipends to the needy and deserving candidates studying in secondary schools continued to be awarded by the State Governments and private organisation and individuals. Secondary schools also continued to award freeships and other concessions to the wards of teachers, military personnel, and political sufferers. Students belonging to scheduled castes, scheduled tribes and other backward communities were exempted from the payment of fees.

Out of 1,43,41,043 pupils reading in secondary schools, 4,03,153 pupils were in receipt of scholarship and stipends of the total value of Rs. 2,51,02,377. In addition, 10,63,503 pupils received financial concessions of the value of Rs. 2,62,71,460. The amount foregone on account of freestudentship for 15,98,326 pupils came to Rs. 5,01,18,371.

School Buildings and Equipment

The position of secondary school buildings was not very satisfactory. Despite the handicaps of paucity of funds and want of space particularly in urban

Table LVIII—Results of Matriculation and Equivalent Examinations

State	Number Appeared			Number Passed			Pass Percentage	
	Boys	Girls	Total	Boys	Girls	Total	1957-58	1958-59
1	2	3	4	5	6	7	8	9
Andhra Pradesh	76,460	10,596	87,056	27,414	3,797	31,211	30.8	35.9
Assam	18,693	4,454	23,147	8,134	1,778	9,912	48.5	42.8
Bihar	88,698	5,183	93,881	45,991	3,288	49,279	48.3	52.5
Bombay	1,50,756	37,397	1,88,153	68,947	19,836	88,783	48.6	47.2
Jammu & Kashmir	5,775	909	6,684	2,848	589	3,437	52.4	51.4
Kerala	61,330	35,906	97,236	23,794	12,306	36,100	43.4	37.1
Madhya Pradesh	41,950	6,184	48,134	20,456	3,581	24,037	58.7	49.9
Madras	67,664	17,510	85,174	23,684	7,145	30,829	45.0	36.2
Mysore	53,356	9,709	63,065	26,177	5,545	31,722	51.1	50.3
Orissa	13,885	895	14,780	7,354	548	7,902	49.7	53.5
Punjab	84,175	18,679	1,02,854	47,083	11,352	58,435	51.8	56.8
Rajasthan	42,302	3,971	46,273	20,086	1,921	22,007	45.4	47.6
Uttar Pradesh	1,82,359	16,803	1,99,162	77,876	10,353	88,229	52.2	44.3
West Bengal	79,247	23,427	1,02,674	30,630	8,571	39,201	52.0	38.2
A. & N. Islands	103	7	110	24	2	26	19.4	23.6
Delhi	7,488	2,958	10,446	4,231	1,740	5,971	62.5	57.2
Himachal Pradesh	1,811	207	2,018	1,152	152	1,304	63.1	64.6
Manipur	1,662	255	1,917	637	106	743	39.8	38.8
Tripura	1,512	490	2,002	565	137	702	39.4	35.1
N.E.F.A.	8	2	10	7	2	9	83.3	90.0
Pondicherry	749	181	930	228	69	297	32.8	31.0
INDIA	9,79,983	1,95,723	11,75,706	4,37,318	92,818	5,30,136	48.3	45.1

areas, attempts were made in some States to construct new buildings and classrooms and renovate some of the existing ones. On the whole, the position of government schools was comparatively better. Non-recurring grants were given to private bodies for the improvement or construction of school buildings. Voluntary contribution in the form of labour and material also helped the situation to some extent. Shift-system was also in vogue in certain areas to meet the shortage of school buildings and equipment.

In Assam, the building and equipment of government schools were well cared for under the development schemes. Work for construction of buildings of multipurpose schools, science laboratories and craft sheds were taken up. Buildings, furniture and equipment grants were given to the secondary schools in plain tribal and hill areas. In Bihar, Bombay, Jammu and Kashmir, Orissa, Punjab and Uttar Pradesh, grants were given for the construction of buildings and purchase of equipment for secondary schools. Rajasthan State reported that many of the newly opened high, higher secondary or multipurpose schools were started without adequate appliances and equipment and the buildings were not quite up to the mark. In Uttar Pradesh, the senior basic schools were housed in kacha buildings in rural areas and in rented buildings in towns. Owing to financial stringency, the local bodies were not able to equip these schools properly. In Manipur, grants were made available for the improvement of school libraries, science equipment, furniture, play grounds and school buildings. Radios, fans, maps and charts were also supplied to the schools. In Pondicherry, new buildings were constructed and necessary equipment laboratory material and library books were supplied to make instruction more effective. In Tripura, the school building activities somewhat compared favourably with the expansion in the facilities for education at the high stage.

CHAPTER VI

UNIVERSITY EDUCATION

This chapter gives a brief account of the main developments in the field of higher education—general, professional and special—imparted in the universities, colleges and other institutions for higher education. Some types of professional education of university stage are dealt with in some greater details in the subsequent chapters entitled Training of Teachers (Chapter VII) and Professional and Technical Education (Chapter VIII).

The year under review recorded further progress in the field of University education, qualitative as well as quantitative. The scheme for the introduction of the three-year degree course was accepted in principle by all the universities except the University of Bombay. By 1958-59, some 20 universities had introduced it, while other universities were taking steps to introduce it by the end of the Second Plan. For this purpose, central assistance amounting to Rs. 23,20,000 was released by the Ministry of Education to the State Governments for introducing the course in government colleges, while the University Grants Commission released Rs. 66,34,098 to the Universities for non-government colleges.

During 1958-59, loans amounting to Rs. 26.66 lakhs were sanctioned by the Central Ministry of Education to the universities and colleges for the construction of hostels and staff quarters. Besides, an amount of Rs. 5,45,000 was sanctioned to State Governments under the States' educational development programme for the development of women's education.

Under the Second Plan, a sum of Rs. 65 lakhs was set apart by the Central Ministry of Rehabilitation for giving grants for the rehabilitation of the Panjab University. On the transfer of this project to the Ministry of Education, this Ministry sanctioned an *ad hoc* grant of Rs. 25 lakhs to the University pending full assessment of its actual needs.

During the year, the Government of India approved the proposal of the University of Delhi for opening four evening colleges and decided to assist it in this project. A sum of Rs. 45,695 was paid to the University for the purpose.

To bring colleges also under the purview of the University Grants Commission for the purpose of grants, the regulations framed by the University Grants Commission were approved by the Central Government. Under these regulations, the University Grants Commission treated 718 colleges as part of universities for sanctioning grants-in-aid under its various schemes. During the year, the Central Government placed Rs. 5,95,00,000 at the disposal of the University Grants Commission for various plan and non-plan items as under:

Plan items ..	Rs. 4,56,00,000
Non-Plan items ..	Rs. 1,39,00,000

Of these, the grants paid by the University Grants Commission to various universities and colleges amounted to Rs. 5.93 crores (4.42 for plan projects + 1.51 for non-plan projects). This included Rs. 0.65 crores paid to the Central Universities for plan projects and Rs. 1.51 crores for non-plan projects.

The University Grants Commission continued its efforts to improve the service conditions of teachers working at universities and colleges. It gave grants amounting to Rs. 9,67,229 for upgrading the pay scales of university teachers and Rs. 17,00,259 for improving the pay scales of teachers of the affiliated colleges recognised by it. Moreover, the Commission prepared regulations prescribing the minimum qualifications of teachers.

The Commission also took a keen interest in helping the teachers to equip themselves better for their work. In-service training, particularly for science teachers, was encouraged. Travel grants were given to science teachers and laboratory and workshop technicians to enable them to visit and work in other national and international institutions providing intensive and specialised training. Assistance was given to the universities to hold seminars with a view to bringing together teachers and research workers for cross-fertilisation of ideas in the common field. Senior science teachers were given travel grants to enable them to attend international academic conferences. To encourage academic conferences of university and college teachers on an all-India basis, grants were paid to the University of Madras to hold the All-India English Teachers' Conference, the University of Kerala for organising the Indian History Congress and the Karnatak University for conducting the All-India Commerce Conference.

During the year, the Commission approved development schemes in the Humanities and Social Sciences estimated to cost Rs. 1.63 crores and in the physical sciences estimated to cost Rs. 1.98 crores. These schemes enabled some of the older universities to reorganise their post-graduate departments and the newer universities to start new departments in these subjects.

As the improvement and expansion of libraries was an item of major importance for the development of higher education, the University Grants Commission paid grants amounting to Rs. 24,60,550 for the construction of library buildings and for the purchase of equipment, and Rs. 10,95,000 for the purchase of books and journals for University libraries. A Committee was appointed under the Chairmanship of Dr. S. R. Ranganathan to advise on standards and principles for designing library buildings, fittings and furniture, the administration of University libraries, the training of librarians, etc. Moreover, a Seminar on 'work-flow' in libraries was organised with a view to developing the University libraries and reforming their administration.

The Commission decided to assist the establishment of combined departments of Ancient History and Archaeology at the universities of Allahabad, Baroda, Calcutta, Madras, Patna and Poona during the Second Plan period. A sum of Rs. 45,200 was paid to the Baroda University to meet the initial expenses on this account during the year. The universities of Baroda and Calcutta were also helped to institute a post-graduate diploma course in Museology at an estimated annual cost of Rs. 46,000 as non-recurring and Rs. 21,000 as recurring expenditure during the remaining years of the Second Five-Year Plan.

Grants were also paid by the Commission to eight universities to carry out research in social welfare involving socio-economic questions like the problems of juvenile delinquency, child welfare, moral and social hygiene.

The University Grants Commission also encouraged the north-Indian universities to provide for the teaching of south-Indian languages. Under this scheme, the universities of Aligarh, Banaras, Bombay, Delhi and Saugar were given grants amounting to Rs. 3 lakhs for the purpose.

In April, 1958, the University Grants Commission organised a Seminar to discuss the role of the universities in promoting emotional integration in the country. The recommendations of the seminar were circulated to the universities and other cultural bodies.

Students' welfare was also surveyed. The Commission assisted the universities and colleges on a number of schemes, such as the establishment of students' aid fund, the construction of non-resident student centres and student health centres, etc.

To assess the impact of the assistance given by the Commission to the universities on their standards of education, Review Committees were appointed in various fields of university education during the year. These committees were required to do the following: (a) to investigate and report on the state of development attained in each specified field, (b) to make a quantitative and qualitative appraisal of the researches in progress, (c) to study the trends of research in various fields and the steps to be taken for the expansion of training and research facilities, (d) to indicate modifications desired in syllabuses and examinations at different levels and recommend model syllabuses and (e) to suggest ways and means of achieving coordination between universities and other centres of teaching and research.

The 11 Rural Higher Institutes continued to maintain progress during the year. Grants amounting to Rs. 27.40 lakhs were paid to these institutes during the year. Moreover, Rs. 1,67,522 were paid to the institutes for the payment of stipends to 711 students.

The India Wheat Loan Educational Exchange Programme entered its fifth and final year of operation in 1958-59. Under the programme, considerable assistance was given to the universities and institutions of higher education by providing them with scientific equipment, books, U. S. Consultants and training facilities for teachers and librarians.

Under the exchange-of-personnel programme, two ten-member teams of Indian educationists were sent to the U. S. A. to study the organisation of General Education courses and the examination system at some leading universities there. Four American Consultants in General Education came to India and were assigned to various universities. A Seminar on General Education was held at Mysore in October, 1958, in which American consultants and the members of Indian Study Team took part. The University Grants Commission decided to appoint an expert committee to study problems relating to the teaching of General Education courses in some selected universities. During the year, the Commission sanctioned a sum of Rs. 64,000 to Aligarh University towards the scheme of General Education and for the preparation of reading materials for this purpose.

The term of the agreement between the T.C.M. of America and the Government of India in regard to the Development of Home Science education and research in India which was to expire on 31st May, 1958, was extended up to 30th September, 1958. The scope and coverage of the project was extended to another three years. Under the supplement agreement for extension of the project, the T.C.M. was to provide the services of 9 U.S. technicians, training facilities in the U.S.A. for 16 Indian Home Science teachers and administrators and books and equipment worth \$ 40,700.

Under the Indo-U.S. agreement regarding educational exchange programme, 9 Indian professors and research scholars, 15 school teachers and 77 students were sent to the U.S.A. during 1958-59. During the same period, 23 American professors and research scholars, 2 school teachers and 16 students travelled in the opposite direction.

The village apprenticeship scheme operated by the Ministry of Education in collaboration with the Ministry of Community Development and Cooperation and Ford Foundation expired on 31st March, 1959. As against 6,000 apprenticeships provided for in the scheme, over 4,000 apprenticeships were actually utilised by the end of the year under review. The scheme made a valuable contribution towards developing a spirit of social service amongst students and teachers and helping them to understand problems of rural reconstruction.

Main Developments

A brief account of the major developments in higher education in various States of India is given below:

Andhra Pradesh

Andhra University

The following courses were started—

- (a) *University Colleges*—Four-year Honours degree courses in Arts, Science and Commerce and Pre-Professional courses in Engineering, Technology and Pharmacy.
- (b) *Affiliated Colleges*—Three-year degree courses in Arts, Science and Commerce and Pre-Professional courses in Agriculture, Medicine and Engineering. The three-year B.Sc. (Hons.) courses in Chemical Technology was replaced by a four-year B. Tech. course in Chemical Engineering.

Sri Venkateswara University

Three-year degree courses in Arts and Science and Pre-Professional courses in Engineering, Medicine and Veterinary Science were started.

Osmania University

- (a) The post-graduate courses in Technology, Agriculture, Physiology, Biochemistry, Ophthalmology and Pharmacology and diploma courses in Child Health, Clinical Pathology and Otology and Laryngology were instituted.

- (b) The Pre-Professional course was split into Pre-Agriculture, Pre-Engineering, Pre-Technology, Pre-Medicine and Pre-Veterinary Science courses.

Assam

Gauhati University

Post-graduate courses in Culture and Civilisation of Assam and Political Science were started in the two newly opened teaching departments.

Bihar

Bihar University

M.A. and M.Sc. courses in statistics were started.

Patna University

Facilities were provided for Ph.D. in Engineering.

Bombay

Baroda University

(a) The following new courses were started—

- (i) Post-graduate diploma in Guidance and Counselling in the Faculty of Education and Psychology.
- (ii) M.E. (Civil) in Public Health Engineering.
- (iii) M.A. in Hindi.

(b) Evaluation workshop in general science and social studies was organised in the Faculty of Education and Psychology.

Bombay University

(a) Degree and diploma courses in Pharmacy were introduced.

(b) Training classes for I.A.S. and other U.P.S.C. examinations were started.

Gujarat University

(a) The University restricted the admission of more than 1,500 students in a college and more than 100 students in a class.

(b) Hindi and Gujarati were also allowed to be the media of examination for M.A. and Ph.D. Examinations.

Karnatak University

(a) Separate teaching departments in Mathematics and Chemistry (Inorganic) were started.

(b) Revised Pre-University courses in the Faculties of Arts, Science and Commerce were introduced.

Marathwada University

The University started functioning with 9 affiliated colleges.

Nagpur University

(a) The following new courses were introduced—

- (i) Three-year degree courses in Arts, Science, Commerce and Agriculture.

- (ii) Pre-Professional courses in Engineering, Technology and Medicine & Pharmacy.
 - (iii) Four year degree course in Veterinary Science.
 - (iv) M.Sc. (Agriculture) in Agronomy, Agriculture Botany, Agriculture Chemistry, Agriculture Economics, Agriculture Entomology, Agriculture Extension, Horticulture and Plant Pathology.
- (b) It was decided to start regular classes in LL.M.

Poona University

- (a) A diploma course in Library Science was started.
- (b) It was decided to include one paper on General Education in the first year of the three-year degree course. The paper was to be designated as Modern Civilization.

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

Post-graduate department in Sociology was started.

Sardar Vallabhbhai Vidyapeeth

By takingover post-graduate teaching from the colleges, the University started 13 teaching departments in faculties of Arts, Science and Commerce.

Jammu & Kashmir

Jammu and Kashmir University

New teaching departments in Hindi, Urdu and Mathematics were started.

Kerala

Kerala University

The following new courses were started—

- (i) M.Sc. (Engineering) in (a) Electrical Machine Design, (b) Hydraulics, Irrigation and Flood Control and (c) Structural Engineering.
- (ii) M.S., (iii) M.D., (iv) Post-graduate diploma course in Clinical Pathology and Obstetrics and Gynæcology, (v) B.D.S., (vi) B.Sc. (Home Science), (vii) M.Sc. in Marine Biology and Oceanography.

Madhya Pradesh

Jabalpur University

The University decided to institute three-year degree course in Arts, Science, Commerce, Agriculture and Home Science from the academic year 1960-61. Tutorial instruction will form an integral part of the scheme.

Saugar University

- (a) The following new courses were introduced—
 - (i) B.Sc. in Pharmacology and Microbiology.
 - (ii) M.Sc. in Pharmacology, Microbiology and Biochemistry.
 - (iii) M.A. in Ancient Indian History, Culture and Archaeology.
 - (iv) M.A. in Indo-Iranian Studies and Philology and Linguistics.

(b) Hindi composition was made a compulsory subject up to the degree classes in Arts, Science and Commerce and a 'Supplementary Hindi' course called 'Sugam Hindi' was introduced for those students whose mother tongue was not Hindi.

Madras

Annamalai University

(a) The following new courses were introduced—

(i) Three-year degree course in Arts, Science, Commerce, Oriental Learning and Music, (ii) M.Sc. in Geology, (iii) Pre-professional in Agriculture.

(b) M.Sc. (Estuarine Biology) was replaced by M.Sc. (Marine Biology).

Madras University

(a) Post-graduate teaching departments in Mathematics, Physics and Chemistry were started.

(b) Post-graduate diploma courses in Child Health, Clinical Pathology, Orthopaedics and Anaesthesia were introduced.

Mysore

Mysore University

Three-year degree course in Arts and Science, a degree course in Veterinary Science and a degree course in Dentistry were started.

Orissa

Utkal University

(a) Post-graduate classes in Anthropology, Psychology, Political Science and Statistics were started in the university teaching departments.

(b) Political Science was introduced a subject of study at the B.A. stage and Principles of Law and Jurisprudence at LL.B. stage.

Punjab

Punjab University

(a) The following new courses are introduced—

(i) B.Sc. (Chemical Engineering), (ii) Post-graduate diploma in Anaesthesiology, (iii) Diploma in Teaching of General Science, (iv) Master's Degree in Dental Science, (v) Bachelor's degree in Physical Education.

(b) It was decided to start three-year degree courses from 1960.

(c) An additional optional paper on Sanskrit was included for *Rattan* and *Bhushan* Examinations.

(d) Community Development was included as a non-examination subject in the B.V.Sc. and A.H. examination.

(e) It was decided to abolish supplementary examination in Law from 1960.

Uttar Pradesh*Agra University*

(a) The university decided to establish a new Faculty of Homoeopathy.

(b) New courses in M.Sc. (Statistics) and M.A. (Linguistics) were started in the institute of Social Sciences and the Institute of Hindi respectively.

(c) It was decided to start M.A. in Comparative Literature in the Institute of Hindi.

(d) A new ordinance was framed for taking disciplinary action against students who committed breach of discipline within or outside the precincts of the University or a college.

(e) Tutorial classes in all subjects were made compulsory.

(f) It was decided not to award any divisions to candidates who passed any of the previous or final examinations for a degree through Supplementary examinations.

Aligarh University

(a) The following new courses were introduced—

(i) M.A. and MSc. in Statistics, (ii) Post-graduate diploma in Business Administration, (iii) Bachelor of Library Science, (iv) Three-year Degree Course, (v) Diploma in Steno-typing.

(b) Regular classes for the two-year LL.M. course were started.

(c) It was decided to allow students to answer papers in English, Hindi or Urdu in B.A. and B.Com. Part I examination.

Lucknow University

A Child Guidance Clinic and a Psychiatric Centre were opened in the Department of Medicine, K.G.M. College.

Roorkee University

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

(b) It was decided to change over from the three-year degree course to the four-year degree course and from the two-year diploma course to the three-year diploma course in Engineering.

West Bengal*Jadavpur University*

Post-graduate degree course in Physics was introduced.

Delhi*Delhi University*

Under the new Faculty of Music and Fine Arts, it was decided to have two departments, viz., (i) Department of Music and (ii) Department of Fine Arts, including Painting and Sculpture.

Table LIX—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	Andhra Pradesh (excluding areas of Osmania and Sri Venkateswara Universities)	Teaching and Affiliating	Arts; Sc.; Agri.; Ayurveda; Com.; Engg.; Fine Arts; Law; Med.; Oriental Learning; Teaching and Vet. Sc.	English
Marathwada University, Aurangabad	1958	Districts of Aurangabad, Bhir, Nanded, Osmanabad and Parbhani in Marathwada area of Bombay State	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Law; Med. and Teaching	English or Hindustani (Persian and Devnagri Script) in faculty of Arts, English in others
Osmania University, Hyderabad	1918/1947/ 1950/1959	Telengana Districts of erst-while Hyderabad State	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Edu.; Engg.; Law; Med.; Religion & culture and Vet. Sc.	English or Hindustani (Persian and Devnagri script)
Sri Venkateswara University, Tirupati	1954	Districts of Anantapur, Chittoor, Cuddapah, Kurnool and Nellore, in Andhra Pradesh.	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Med.; Oriental Learning; Teaching and Vet. Sc.	English
ASSAM					
Gauhati University, Gaubati	1948	State of Assam and Union Territory of Manipur	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Law and Med.	English

BIHAR						
Bihar University, Patna	1952	Bihar State (Except Patna Corporation Area)	Teaching Affiliating	and	Arts; Sc.; Agri.; Com.; Engg.; Fine Arts; Law; Med.; Mining & Applied Geology and Vet. Sc.	Hindi in I.A.; I.Sc.; I. Com.; B.A.; B.Sc.; B. Com.; Eng- lish in others
Patna University, Patna	1917/1952	Patna Corporation Area	Residential Teaching	and	Arts; Sc.; Com.; Edu.; Engg.; Law and Med.	Hindi in I.A.; I.Sc.; I. Com.; B.A.; B.Sc.; B. Com.; English in others.
BOMBAY						
Baroda University, Baroda	1940	Within a radius of 10 miles from the University office	Residential Teaching	and	Arts; Sc.; Com.; Edu. & Psych.; Fine Arts; Home Sc.; Med.; Social Work; and Tech. (includ- ing Engg.)	English
Bombay University, Bombay	1857/1928/ 1953	Greater Bombay	Teaching Federal	and	Arts; Sc.; Com.; Dentistry; Law; Med. & Tech.	English.
Gujarat University, Ahmedabad	1949	Erstwhile states of Saurashtra, Kutch and Districts of Ahmedabad, Amreli, Banas- kantha, Baroda (Excluding Baroda University area) Broach, Kaira, (excluding area of Vallabh Vidyanagar in Anand Taluka and the area of Sardar Vallabhbhai, Vidyapecth), Mehsana, Panch Mahals, Sabar Kantha and Surat in Bombay State	Teaching Affiliating	and	Arts (including Edu.), Sc.; Agri.; Ayurvedic Med.; Com.; Law; Med. and Tech. (including Engg.)	Gujarati and Hindi in I.A. I.Sc.; I. Com.; B.A.; B.Sc.; B.Sc. (Agri.); B. Com.; B.Ed. M.Ed.; B. Pharm.; B.E., & M.B.B.S., English in others.

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

1	2	3	4	5	6
Nagpur University, Nagpur	1923	Districts of Akola, Amravati, Bhandara, Buldhana, Chanda, Nagpur, Wardha and Yeotmal in Bombay State	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Edu.; Engg.; Law and Med.	English, Hindi & Marathi in I.A., I.Sc., B.A., B.Sc., Hindi and Marathi in I. Com.; B. Com.; B.T. and Dip. T.; English in others.
Poona University, Poona	1949	Districts of Ahmadnagar, East Khandesh, Kolaba, Kolhapur, Nasik, North Satara, Poona, Ratnagiri, Sholapur, South Satara, Thana and West Khandesh in Bombay State	Teaching and Affiliating	Arts; Sc.; Agri.; Ayurvedic Med.; Engg.; Law; Med. and Mental, Moral and Social Sciences	English and Marathi in I.A., I. Sc., I. Com., B. A., B.Sc.; B. Com.; English in others
Sardar Vallabhbhai Vidyapeeth, Vallabh Vidyanagar	1955	Within a radius of 5 miles from the office of the University	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; and Tech. (including Engg.).	English; Hindi and Gujarati
S.N.D.T. Women's University, Bombay	1951*	Not defined	Teaching and Affiliating	Arts	English for B.Sc. (Nursing), Modern Indian Languages (Mother tongue of the candidate) and English under special circumstances for others
JAMMU AND KASHMIR					
Jammu and Kashmir University, Srinagar	1948	Jammu and Kashmir State	Teaching and Affiliating	Arts; Sc.; Com.; Edu.; Oriental Learning and Social Sciences	English

KERALA						
Kerala University, Tri- vandrum.	1937/1967	Kerala State	Teaching Federal	and	Arts; Sc.; Agri.; Ayurveda; Com.; Edu.; Engg.; Law; Med.; Oriental Studies	English
MADHYA PRADESH						
Indira Kala Sangeet Vidyalaya, Khairagarh.	1956	Not defined	Teaching Affiliating	and	Fin Arts	English and Hindi
Jabalpur University, Jabalpur	1957	District of Jabalpur	Teaching Affiliating	and	Arts; Sc.; Agri.; Com.; Engg.; Home Sc.; Law; Med., Teaching and Vet. Sc.	Hindi in I.A.; B.A.; I.Sc.; B.Com. and B.Ed.; English in Post-Graduate classes and Professional courses
Saugar University, Sagar	1946	Districts of Balaghat, Bastar, Betul, Bilaspur, Chattarpur, Chindwara, Datia, Durg, Damoh, Hoshangabad, Mandla, Narsinghpur, Nimar, Panna, Raigarh, Raipur, Rowa, Sagar, Sar- guja, Satna, Seoni, Shahdol, Sidhi and Tikamgarh in Madhya Pradesh	Teaching Affiliating	and	Arts; Sc.; Edu.; Engg. and Law	English in B.V.Sc.; B.E. (Hons.); B. Agri.; G.A.M.S.; M.E.; M. Pharm.; M.Ed.; English and Hindi in others
Vikram University, Ujjain	1957	Districts of Bhind, Dewas, Dhar, Guna, Gwalior, Indore, Jhabua, Mandasaur, Morena, Nimar, Raisen, Raj- garh, Ratlam, Sehore, Shajapur, Shivpuri, Ujjain, and Vidisha in Madhya Pradesh	Teaching Affiliating	and	Arts; Sc.; Agri.; Com.; Engg.; Law, Med.; Teach- ing and Vet. Sc.	English and Hindi
MADRAS						
Annamalai University, Annamalainagar	1929	Within the radius of 10 miles from the University Convo- cation hall	Residential Teaching	and	Arts; Sc.; Edu.; Engg. and Tech.; Fine Arts and Oriental Studies	English

Was established in 1916 but started functioning as a statutory university in 1951 under an Act passed by Bombay Government in 1949.
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Table LIX—Universities in India—Jurisdiction, Type and Faculties—(contd.)

1	2	3	4	5	6
Madras University, Madras	1857/1904/ 1923/1929	Erstwhile States of Madras (excluding Annamalai Uni- versity area)	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Fine Arts; Law; Med.; Oriental Learning, Teaching, Tech. and Vet. Sc.	English
MYSORE					
Karnatak University, Dharwar	1949	Districts of Belgaum, Bidar, Bijapur, Dharwar, Gulbarga, North Kanara, Raichur and South Kanara in Mysore State	Teaching and Affiliating	Arts; Sc.; Agri.; Engg.; Law; Med. and Social Sciences	English
Mysore University, Mysore	1916	Districts of Bangalore, Bellary, Chikmagalur, Chitradurga, Coorg, Hasan, Kolar, Mandya, Mysore, Shimoga, South Kanara and Tamkur in Mysore State	Teaching and Affiliating	Arts; Sc.; Agri., Com.; Edu.; Engg. & Tech.; Law and Med.	English and Kannada
ORISSA					
Utkal University, Cuttack	1943	Orissa State	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Edu.; Engg.; Law; Med. and Vet. Sc.	English
PUNJAB					
Panjab University, Chandigarh	1947	State of Punjab (excluding area of Kurukshetra Uni- versity) and Union Territory of Himachal Pradesh	Teaching and Affiliating	Arts; Sc.; Agri. & Dairying; Com.; Edu.; Engg. & Tech. Law; Med.; Oriental Learning and Vet. Sc.	English, Hindi, Urdu or Punjabi in I.A.; B.A. and B. Com., English in others

Kurukshetra University, Kurukshetra	1956	Within the radius of 10 miles from the University office	Residential Teaching	and	Languages	English, Hindi or Sanskrit
RAJASTHAN						
Rajasthan University, Jaipur	1947	Rajasthan State	Teaching Affiliating	and	Arts; Sc.; Com.; Edu.; Engg.; Law; Med. & Pharmaceuti- cs & Vet. Sc.	English or Hindi upto post- graduate courses in Arts and Commerce; English in others
UTTAR PRADESH						
Agra University, Agra	1927	State of Uttar Pradesh, excluding areas of Aligarh, Allahabad, Banaras, Gorakh- pur and Lucknow Universit- ies	Affiliating	.	Arts; Sc.; Agr.; Com.; Engg.; Law; Med. and Vet. Sc.	English and Hindi in B.A., B. Com., B.T., M.A. and M. Com., English in others
Aligarh Muslim University, Aligarh	1921	Within a radius of 15 miles from the university Mosque.	Residential Teaching	and	Arts; Sc.; Engg. & Tech.; Med. and Theology.	English, Hindi and Urdu in I.A., Urdu in B.U. M.S.; English in others
Allahabad University, Allahabad	1887	Within a radius of 10 miles from the university office	Residential Teaching	and	Arts; Sc.; Com. and Law	English and Hindi in B.A., B.Sc. and B. Com., English in others
Banaras Hindu University, Varanasi	1916	Within a radius of 15 miles from the main Temple of the university	Residential Teaching	and	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., B.Sc., B. Com., B. Ed., M.A., M.Com., M. Ed., LL.B. and Ayurveda, Hindi Music and Fine Arts., Hindi and Sanskrit in Oriental Learning, English in others
Gorakhpur University, Gorakhpur	1957	Districts of Gorakhpur, Deoria, Azamgarh, Ballia, Jaunpur, Ghazipur, Basti, Gonda and Bahraich in U.P.	Teaching Affiliating	and	Arts; Sc., Com.; and Law	English and Hindi for un- dergraduate classes English for post-graduate classes

Table LIX—Universities in India—Jurisdiction, Type and Faculties—(contd.)

1	2	3	4	5	6
Lucknow University, Lucknow	1921	Within a radius of 10 miles from the University convo- cation hall	Residential and Teaching	Arts; Sc.; Ayurveda; Com.; Law and Med.	Hindi in B.A., B.Sc., and B. Com.; English in others
Roorkee University, Roorkee	1949	Not defined	Residential and Teaching	Engg. and Arch. . . .	English
Varanaseya San-krit Vidyalyaya, Varanasi	1958	India and Nepal	Teaching and Affiliating	Sanskrit	Sanskrit
WEST BENGAL					
Calcutta University, Calcutta	1857/1951/ 1954	State of West Bengal (exclud- ing areas of Jadavpur and Visva-Bharati universities) and Union Territory of Tripura	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu., Engg., Fine Arts & Music; Journalism; Law; Med.; Tech. and Vet. Sc.	English
Jadavpur University, Jadavpur	1955	Within a radius of 2 miles from the university office	Residential and Teaching	Arts; Sc.; Engg. and Tech. .	English
Visva-Bharati University, Santiniketan	1951*	Area of Santiniketan in the district of Birbhum in West Bengal	Residential and Teaching	Not defined	English, Hindi and Bengali
DELHI					
Delhi University, Delhi .	1922/1952	Union Territory of Delhi .	Teaching and Affiliating	Arts; Sc.; Agr. & Forestry; Edu.; Law; Medical Scien- ces; Social Sciences and Tech.	English

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

INSTITUTIONS

(a) Universities

With the establishment of three new universities *viz.*, Marathwada University at Aurangabad, Varanaseya Sanskrit Vishwavidyalaya at Varanasi and Indra Kala Sangeet Vishwavidyalaya at Khaingarah, the number of statutory universities rose to 40 during the year. These universities were distributed among the States as follows—Bombay and Uttar Pradesh 8 each, Madhya Pradesh 4, Andhra Pradesh and West Bengal 3 each, Bihar, Madras, Mysore and Punjab 2 each and Assam, Jammu and Kashmir, Kerala, Orissa, Rajasthan and Delhi 1 each.

Table LIX gives the year of foundation, reconstitution, territorial jurisdiction, type, faculties and medium of instruction/examination in the various universities. By type, their distribution was as follows—

Residential and Teaching	11
Teaching and Affiliating	26
Teaching and Federal	2
Affiliating	1

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

(b) Boards

The number of Boards of Education remained the same, *i.e.*, 15 during the year. The name of these boards and the various examinations conducted by them are given below—

1. Bihar School Examination Board, Patna—Secondary School, Diploma and Certificate in Physical Education, Diploma and Certificate in Social Education.
2. Board for Public Examination, Trivandrum—Secondary School Leaving Certificate.
3. Board of Higher Secondary Education, Delhi—High School, Higher Secondary, Higher Secondary (Technical), *Rattan, Bhushan and Prabhakar*.
4. Board of High School and Intermediate Education, Uttar Pradesh, Allahabad—High School, High School (Technical), Intermediate, Intermediate (Technical).
5. Board of Secondary Education, Andhra Pradesh, Hyderabad—Secondary School Leaving Certificate, Higher Secondary Certificate and Multipurpose and Higher Secondary School Leaving Certificate.

6. Board of Secondary Education, Madhya Bharat Region, Gwalior (M.P.)—High School, Intermediate.
7. Board of Secondary Education, Madras—Secondary School Leaving Certificate.
8. Board of Secondary Education, Orissa, Cuttack—High School Certificate.
9. Board of Secondary Education, Rajasthan, Jaipur—High School, Higher Secondary and Intermediate.
10. Board of Secondary Education, West Bengal, Calcutta—Secondary School Final.
11. Central Board of Secondary Education, Ajmer—High School Certificate and Intermediate.
12. Mahakoshal Board of Secondary Education, Jabalpur—Secondary School Certificate, Higher Secondary School Certificate.
13. Secondary Education Board, Mysore State, Bangalore—Secondary School Leaving Certificate.
14. Secondary School Certificate Examination Board, Poona—Secondary School Certificate.
15. Vidarbha Board of Secondary Education, Nagpur—Secondary School Certificate, Higher Secondary School Certificate (Multi-purpose courses), Secondary School Certificate (Technical), Secondary School Certificate for Agricultural High Schools, Secondary School Certificate for Vocational High Schools.

(c) *Colleges*

The total number of colleges and other institutions of higher education increased by 133 to 1,630 during the year. Of the new colleges, 60 were for general education, 53 for professional education and 20 for special education. The distribution of the total number of 1,630 colleges according to the type of education was—arts and science colleges 920 (including 42 research institutions), colleges for professional education 542 and colleges for special education 168. These included 194 colleges for women, of which 134 were for general education, 43 for professional courses and the remaining 17 for special subjects. These colleges constituted 11·9 per cent. of the total, as against 13·6 per cent. during the previous year.

Colleges in rural areas numbered 137 including six for women. Of the women colleges 5 were colleges for general education and one for professional education.

Colleges for professional and technical education were of various types. Of these, by far the largest number of colleges (234) were for teachers' training, followed by those for medicine (110), engineering and technology (63), commerce (35), law (32), agriculture (29), veterinary science (17) and physical education (15). Other colleges included—3 for forestry, 2 for applied art and 1 each for co-operative training and dairying.

The 168 colleges for special education comprised of 45 colleges for music, dancing and other fine arts, 102 for oriental studies, 7 for sociology and 14 for other subjects. These 'other' colleges included 3 for domestic science, one each for public administration and yoga and cultural synthesis and the remaining 9 rural institutions.

Table LX—Number of Colleges By Management

1	Arts and Science Colleges		Colleges for Professional Education		Colleges for Special Education		Total			
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58		1958-59	
							Number	Percentage	Number	Percentage
	2	3	4	5	6	7	8	9	10	11
Government	203	218	246	257	39	42	488	32.5	517	31.7
Local Boards	3	3	3	3	1	1	7	0.5	7	0.4
Private:										
Aided	561	598	166	191	94	101	821	54.9	890	54.6
Unaided	93	101	74	91	14	24	181	12.1	216	13.3
India	860	920	489	542	148	168	1,497	100.0	1,630	100.0

Table LX—shows the distribution of colleges by management. The position during 1958-59 was more or less the same as in 1957-58. A little over two-thirds of the colleges continued to be managed by private bodies, while the remaining were predominantly government institutions. Considering colleges by type of education and by management together, it will be noticed that while nearly three-fourth of the colleges for general and special education, were run by private organisations, about half of those for professional education, were managed by government.

Table LXI—shows the State-wise break-up of the colleges. The number of arts and science colleges increased by one each in Assam, Rajasthan, Delhi and Himachal Pradesh, by 2 each in Andhra Pradesh and Mysore, by 3 each in Orissa and Punjab, by 4 each in Kerala and West Bengal, by 7 in Bombay, by 8 in Bihar, by 10 in Uttar Pradesh and by 13 in Madhya Pradesh. In other States and Territories, the number of arts and science colleges remained the same. In the case of professional colleges, there was an increase of one college each in Assam, Madras, Orissa and Delhi, of 3 colleges each in Andhra Pradesh, Kerala and Madhya Pradesh, of 6 colleges in Mysore of 7 colleges each in Uttar Pradesh and West Bengal and of 21 colleges in Bombay. Only Pondicherry reported a decrease of one college. The remaining States and Territories maintained the number of colleges as reported in the previous year.

As regards colleges for special education, excepting Bihar which reported a decrease of one college, other States returned either more or at least the same number of colleges as before. Madhya Pradesh however, reported a significant increase of 11 colleges of special education during the year.

Table LXI—Number of Colleges by States

State	Arts and Science Colleges		Colleges for Professional Education		Colleges for Special Education		Total		Increase (+) or Decrease (—)	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	Number	Percentage
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	55	57	24	27	22	23	101	107	+ 6	+ 5.9
Assam	28	29	8	9	1	1	37	39	+ 2	+ 5.4
Bihar	69	77	27	27	7	6	103	110	+ 7	+ 6.8
Bombay	107	114	116	137	11	13	234	264	+ 30	+12.8
Jammu and Kashmir	12	12	3	3	10	10	25	25	..	..
Kerala	41	45	23	26	7	8	71	79	+ 8	+11.3
Madhya Pradesh	64	77	31	34	14	25	109	136	+ 27	+24.8
Madras	58	58	34	35	20	21	112	114	+ 2	+ 1.8
Mysore	51	53	56	62	7	7	114	122	+ 8	+ 7.0
Orissa	16	19	16	17	4	6	36	42	+ 6	+16.7
Punjab	78	81	33	33	1	1	112	115	+ 3	+ 2.7
Rajasthan	55	56	19	19	18	18	92	93	+ 1	+ 1.1
Uttar Pradesh	85	95	45	52	10	11	140	158	+ 18	+12.9
West Bengal	113	117	38	45	12	12	163	174	+ 11	+ 6.7
Delhi	19	20	10	11	2	4	31	35	+ 4	+12.9
Himachal Pradesh	3	4	1	1	..	..	4	5	+ 1	+25.0
Manipur	2	2	..	..	1	1	3	3	..	..
Tripura	2	2	2	2	1	1	5	5	..	..
Pondicherry	2	2	3	2	..	..	5	4	- 1	-20.0
India	860	920	489	542	148	168	1,497	1,630	+133	+ 8.9

Pupils

The enrolment at universities and colleges increased by 72,372 or 9.0 per cent to 8,76,314 during 1958-59. Girls constituted 7.8 per cent of this enrolment, as against 6.9 per cent in the previous year. With the exception of Andhra Pradesh, all the States shared this increase. On percentage basis, the highest increase, among the States was reported by Kerala (22.2 per cent), followed by Madhya Pradesh (18.9 per cent), Orissa (16.8 per cent), Assam (16.3 per cent), and the lowest position was held by Mysore (2.6 per cent). Among Territories, significant increase was reported by Himachal Pradesh (25.7 per cent.). Further details are given in table LXII.

Of the total number of 8,76,314 students in universities and colleges, 64,150 were studying in university teaching departments, 2,954 in research institutions, 6,47,211 in arts and science colleges, 1,39,876 in professional and technical colleges and 22,123 in special education colleges.

The distribution of enrolment in institutions managed by different agencies was : government 2,12,871 (24.3 per cent), local boards 2,419 (0.3 per cent) and private bodies 6,61,024 (75.4 per cent).

The above is the account of enrolment in various universities and colleges irrespective of the standard of instructions provided therein. Table LXIII, however, gives the enrolment of university and collegiate education alone, that is by excluding the enrolment of school classes wherever attached to colleges. It will be seen that the number of post-matriculation students in general as well as professional, technical and special education increased from 8,62,075 to 9,57,651. This gives an increase of 11.1 per cent as against that of 7.7 per cent in the previous year. Of the total number of students at the university stage, 7,34,637 (76.7 per cent) took up arts and science courses, 2,01,689 (21.1 per cent) professional and technical courses and 21,325 (2.2 per cent) special education courses. Among these, special education courses reported the greatest increase in enrolment, viz., 18.8 per cent—as against an increase of 11.0 per cent reported by general education courses and 10.7 per cent by professional education courses. During the year, the enrolment at the university stage constituted 2.3 per cent of the total enrolment at all stages of education, which is almost the same as in previous year.

Among professional courses, commerce ranked first in reporting the highest enrolment of 66,582 students during the year, the second and third positions being occupied by engineering and technology and medicine which reported an enrolment of 5,255 and 32,950 students respectively. On percentage basis, the highest increase of 24.2 per cent in the enrolment was recorded in engineering & technology followed by agriculture (16.8 per cent), physical education (14.4 per cent), and teachers' training (10.8 per cent). In other courses, it ranged from 9.2 per cent in forestry to 6.3 per cent in veterinary science. State-wise details according to standard of instruction and courses of study are given in Table LXIII.

Table LXII—Number of Pupils in

State	For Boys		For Girls	
	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5
Andhra Pradesh	53,246	47,930	2,172	2,463
Assam	18,522	21,563	1,193	1,375
Bihar	68,103	76,685	2,125	2,374
Bombay	1,19,856	1,32,249	5,397	5,564
Jammu and Kashmir	5,635	6,134	2,157	2,506
Kerala	27,634	33,499	4,057	5,222
Madhya Pradesh	36,441	43,579	3,857	4,339
Madras	45,816	48,962	5,511	6,339
Mysore	41,780	43,065	4,189	4,082
Orissa	8,852	10,326	277	338
Punjab	50,306	56,114	6,275	6,836
Rajasthan	37,627	38,715	3,604	4,708
Uttar Pradesh	88,141	93,712	3,860	4,437
West Bengal	1,22,641	1,31,825	9,801	14,038
Dolki	16,636	18,348	3,057	3,339
Himachal Pradesh	534	671	..	..
Manipur	1,669	1,937	..	..
Tripura	1,617	1,661	6	14
Pondicherry	1,348	1,365	..	..
India	7,46,404	8,08,340	57,538	67,974

Universities and Colleges

Total		Increase (+) or Decrease (-)		State
1957-58	1958-59	Number	Percentage	
6	7	8	9	
55,418	50,393	- 5,025	- 9.1	Andhra Pradesh
19,715	22,938	+ 3,223	+16.3	Assam
70,228	79,059	+ 8,831	+12.6	Bihar
1,25,253	1,37,813	+12,560	+10.0	Bombay
7,792	8,640	+ 848	+10.9	Jammu and Kashmir
31,691	38,721	+ 7,030	+22.2	Kerala
40,298	47,918	+ 7,620	+18.9	Madhya Pradesh
51,327	55,301	+ 3,974	+ 7.7	Madras
45,969	47,147	+ 1,178	+ 2.6	Mysore
9,129	10,664	+ 1,535	+16.8	Orissa
56,581	62,950	+ 6,369	+11.3	Punjab
41,231	43,423	+ 2,192	+ 5.3	Rajasthan
92,001	98,149	+ 6,148	+ 6.7	Uttar Pradesh
1,32,442	1,45,863	+13,421	+10.1	West Bengal
19,693	21,687	+ 1,994	+10.1	Dolhi
534	671	+ 137	+25.7	Himachal Pradesh
1,669	1,937	+ 268	+16.1	Manipur
1,623	1,675	+ 52	+ 3.2	Tripura
1,348	1,365	+ 17	+ 1.3	Pondicherry
8,03,942	8,76,314	+72,372	+ 9.0	India

Table LXIII—Number of Pupils Receiving General, Professional

State	General Education					
	Boys		Girls		Total	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7
Andhra Pradesh	36,624	30,660	4,516	4,618	41,140	35,278
Assam	13,929	16,448	2,664	3,022	16,593	19,470
Bihar	53,016	60,566	3,663	4,204	56,679	64,770
Bombay	64,062	70,705	18,502	21,422	82,564	92,127
Jammu & Kashmir	4,973	5,464	1,109	1,293	6,082	6,757
Kerala	17,727	21,561	7,740	9,590	25,467	31,151
Madhya Pradesh	15,996	18,963	2,889	3,721	16,885	22,684
Madras	29,044	29,894	6,082	6,780	35,126	36,674
Mysore	25,472	23,612	5,271	5,495	30,743	29,107
Orissa	5,910	6,745	735	912	6,645	7,657
Punjab	38,708	43,072	7,554	8,271	46,262	51,343
Rajasthan	12,615	14,346	2,646	3,008	15,261	17,354
Uttar Pradesh	1,44,329	1,65,552	18,195	21,435	1,62,524	1,86,987
West Bengal	82,085	88,396	21,488	26,600	1,03,573	1,14,996
Delhi	9,534	10,675	3,410	3,776	12,944	14,451
Himachal Pradesh	388	496	98	129	486	625
Manipur	1,290	1,468	119	159	1,409	1,627
Tripura	1,223	1,176	189	256	1,412	1,432
Pondicherry	154	116	26	31	180	147
India	5,55,079	6,09,915	1,06,896	1,24,722	6,81,975	7,34,637

and Special Education at University Stage by States

Professional Education						State
Boys		Girls		Total		
1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	
8	9	10	11	12	13	
12,050	12,197	693	920	12,743	13,117	Andhra Pradesh
2,985	3,291	68	101	3,053	3,392	Assam
12,565	13,448	296	321	12,861	13,769	Bihar
32,671	35,453	3,494	4,023	36,165	39,476	Bombay
216	270	87	79	303	349	Jammu & Kashmir
4,642	5,745	849	892	5,491	6,637	Kerala
10,158	12,288	544	633	10,702	12,921	Madhya Pradesh
11,668	13,448	1,032	1,302	12,700	14,750	Madras
11,397	13,755	1,245	1,386	12,642	15,141	Mysore
1,931	2,182	124	151	2,055	2,333	Orissa
6,025	6,549	1,892	2,010	7,917	8,559	Punjab
9,315	10,705	197	242	9,512	10,947	Rajasthan
25,099	27,363	1,446	1,682	27,145	29,045	Uttar Pradesh
22,790	24,566	1,325	1,457	24,115	26,023	West Bengal
3,733	4,025	577	641	4,310	4,666	Delhi
47	34	1	12	48	46	Himachal Pradesh
128	186	3	4	131	190	Manipur
141	145	1	8	142	153	Tripura
91	134	27	41	118	175	Pondicherry
1,68,252	1,85,784	13,901	15,905	1,82,153	2,01,689	India

Table LXIII—Number of Pupils Receiving General, Professional

State	Special Education					
	Boys		Girls		Total	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
	14	15	16	17	18	19
Andhra Pradesh	903	1,106	130	156	1,033	1,262
Assam	34	12	..	..	34	12
Bihar	2,775	2,549	107	49	2,882	2,598
Bombay	520	948	346	578	866	1,526
Jammu & Kashmir	66	68	174	157	240	225
Kerala	338	429	199	221	537	650
Madhya Pradesh	351	1,132	276	1,182	627	2,314
Madras	2,102	2,217	486	651	2,588	2,868
Mysore	414	403	50	70	464	473
Orissa	403	441	18	55	421	496
Punjab	146	126	30	30	176	156
Rajasthan	905	1,025	11	21	916	1,046
Uttar Pradesh	2,435	2,716	533	683	2,968	3,399
West Bengal	1,593	1,501	1,459	1,602	3,052	3,103
Delhi	632	674	499	501	1,131	1,175
Himachal Pradesh . . . . .	..	..	..	..	..	..
Manipur	6	4	..	4	6	8
Tripura	2	2	4	12	6	14
Pondicherry . . . . .	..	..	..	..	..	..
India	13,625	15,353	4,322	5,972	17,947	21,325

and Special Education at University Stage by States—(contd.)

Grand Total						State
Boys		Girls		Total		
1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	
20	21	22	23	24	25	
49,577	43,963	5,339	5,694	54,916	49,657	Andhra Pradesh
16,948	19,751	2,732	3,123	19,680	22,874	Assam
68,356	76,563	4,066	4,574	72,422	81,137	Bihar
97,253	1,07,106	22,342	26,023	1,19,595	1,33,129	Bombay
5,255	5,802	1,370	1,529	6,625	7,331	Jammu & Kashmir
22,707	27,735	8,788	10,703	31,495	38,438	Kerala
24,505	32,383	3,709	5,536	28,214	37,919	Madhya Pradesh
42,814	45,559	7,600	8,733	50,414	54,292	Madras
37,283	37,770	6,566	6,951	43,849	44,721	Mysore
8,244	9,368	877	1,118	9,121	10,486	Orissa
44,879	49,747	9,476	10,311	54,355	60,058	Punjab
22,835	26,076	2,854	3,271	25,689	29,347	Rajasthan
1,72,463	1,95,631	20,174	23,800	1,92,637	2,19,431	Uttar Pradesh
1,06,468	1,14,463	24,272	29,659	1,30,740	1,44,122	West Bengal
13,899	15,374	4,486	4,918	18,385	20,292	Delhi
435	530	99	141	534	671	Himachal Pradesh
1,424	1,658	122	167	1,546	1,825	Manipur
1,366	1,323	194	276	1,560	1,599	Tripura
245	250	53	72	298	322	Pondicherry
7,36,956	8,11,052	1,25,119	1,46,599	8,62,075	9,57,651	India

Table LXIV—Distribution of Pupils at University Stage

Stage/Subject	Boys		Girls		Total		Increase (+) or Decrease (—)	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	Number	Percentage
1	2	3	4	5	6	7	8	9
General Education:								
Intermediate	3,75,342	4,11,700	63,432	75,166	4,38,774	4,86,866	+ 48,092	+ 11·0
B.A./B.Sc.	1,52,125	1,65,814	37,344	42,260	1,89,469	2,08,074	+ 18,605	+ 9·8
M.A./M.Sc.	24,828	29,176	5,642	6,688	30,470	35,864	+ 5,394	+ 11·8
Research	2,784	3,225	478	608	3,262	3,833	+ 571	+ 17·5
Total	5,55,079	6,09,915	1,06,896	1,24,722	6,61,975	7,34,637	+ 72,662	+ 11·0
Professional Education :								
Agriculture	9,242	10,776	62	95	9,304	10,871	+ 1,567	+ 16·8
Commerce	62,712	66,002	494	580	63,206	66,582	+ 3,376	+ 5·3
Engineering & Technology	28,329	35,112	62	143	28,391	35,255	+ 6,864	+ 24·2
Forestry	512	559	..	..	512	559	+ 47	+ 9·2
Law	22,117	23,458	481	597	22,598	24,055	+ 1,457	+ 6·4
Medicine	25,072	26,950	5,245	6,000	30,317	32,950	+ 2,633	+ 8·7

Physical Education	535	607	116	138	651	745	+ 94	+ 14.4
Teachers' Training	14,644	16,200	7,407	8,222	22,051	24,422	+ 2,371	+ 10.8
Veterinary Science	4,803	5,108	29	29	4,832	5,137	+ 305	+ 6.3
Others	286	1,012	5	101	291	1,113	+ 822	+282.5
Total	1,68,252	1,85,784	13,901	15,905	1,82,153	2,01,689	+19,536	+ 10.7
Special Education :								
Music, Dancing and other Fine Arts	1,672	2,661	2,100	3,452	3,772	6,113	+ 2,341	+ 62.1
Oriental Studies	8,308	8,640	721	781	9,029	9,421	+ 392	+ 4.3
Other Subjects	3,645	4,052	1,501	1,739	5,146	5,791	+ 645	+ 12.5
Total	13,625	15,353	4,322	5,972	17,947	21,325	+ 3,378	+ 18.8
Grand Total	7,86,956	8,11,052	1,25,119	1,46,599	8,62,075	9,57,651	+95,576	+ 11.1

Co-education

Out of total number of 1,21,714 girls studying in arts and science colleges, 62,640 or 51.5 per cent were studying in institutions for boys. The corresponding percentage in professional and special colleges was 66.2. State-wise details are given in Table LXV. It will be seen that among the States, Bombay reported the highest proportion of girls (76.0 per cent) in arts and science colleges for boys. Next in order were : Uttar Pradesh (63.8 per cent), Orissa (62.9 per cent), West Bengal (56.5 per cent) and Assam (54.8 per cent). In other States, majority of the girl students were studying in girls' institutions. In the case of professional and special education, cent per cent girls students were enrolled in boys' institutions in Assam and Orissa. In other States, this percentage ranged from 5.7 in Jammu & Kashmir to 92.2 per cent in Bombay.

Teachers

During the year, the number of teachers in colleges and university teaching departments was 51,273 (45,374 men and 5,899 women), as against 45,239 (40,112 men and 5,127 women) in 1957-58. This shows an increase of 13.3 per cent as compared to that of 6.8 per cent in 1957-58. Of the total, 4,755 teachers were working in university teaching departments, 30,484 in colleges for general education and 16,034 in professional and special education colleges. Table LXVI gives State-wise details of these teachers.

Pay Scales of Teachers

Except for the following universities, no change in the scales of pay of teachers was reported by the universities.

University	Old Scale	New Scale
	Rs.	Rs.
<i>Baroda</i> —		
Lecturer	200—20—500	250—20—500
Reader	400—25—650	500—20—800
Professor	700—50—1,000	800—50—1,250
<i>Gauhati</i> —		
Lecturer	250—25/2—600	250—20—450—25—600
Reader	500—50/2—700	500—25—800
Professor	700—50/2—1,000	800—40—1,000—50—1,250
<i>Jabalpur</i> —		
Reader	400—25—550—EB—25—800	500—30—800
Professor	800—40—1,000	800—50—1,250
<i>Kerala</i> —		
Lecturer	150—10—240—15—300—20—400	250—25—500
Reader	400—30—600	500—50—800
Professor	500—50—800	800—50—1,000

Table LXV—Number of Girls Studying for Higher Education

State	In Arts and Science Colleges *				In Colleges for Professional and Special Education			
	Number of Girls in Boys' Colleges	Number of Girls in Girls' Colleges	Total Number of Girls	Percentage of Girls in Boys' Colleges to Total Number of Girls	Number of Girls in Boys' Colleges	Number of Girls in Girls' Colleges	Total Number of Girls	Percentage of Girls in Boys' Colleges to Total Number of Girls
1	2	3	4	5	6	7	8	9
Andhra Pradesh	2,317	2,360	4,677	49.5	917	103	1,020	89.9
Assam	1,667	1,375	3,042	54.8	104	..	104	100.0
Bihar	1,906	2,321	4,227	45.1	258	53	311	83.0
Bombay	10,493	5,208	21,701	76.0	4,230	356	4,586	92.2
Jammu & Kashmir	177	1,121	1,298	13.6	74	1,231	1,305	5.7
Kerala	4,689	5,028	9,717	48.3	852	194	1,046	81.5
Madhya Pradesh	1,925	2,823	4,748	40.5	2,004	700	2,704	74.1
Madras	1,436	5,861	7,297	19.7	1,281	478	1,759	72.8
Mysore	2,247	3,315	5,562	40.4	907	767	1,674	54.2
Orissa	574	338	912	62.9	356	..	356	100.0
Punjab	3,820	6,377	10,197	37.5	1,357	459	1,816	74.7
Rajasthan	986	4,651	5,637	17.5	276	40	316	87.3
Uttar Pradesh	6,774	3,837	10,611	63.8	1,130	590	1,720	65.7
West Bengal	15,539	11,962	27,501	56.5	1,054	1,913	2,967	35.5
Delhi	1,462	2,497	3,959	36.9	199	842	1,041	19.1
Himachal Pradesh	129	..	129	100.0	12	..	12	100.0
Manipur	163	..	163	100.0	42	..	42	100.0
Tripura	256	..	256	100.0	25	12	37	67.6
Pondicherry	80	..	80	100.0	41	..	41	100.0
India	62,640	59,074	1,21,714	51.5	15,119	7,738	22,857	66.2

* Includes enrolment in university teaching departments and research institutions.

Table LXVI—Number of Teachers in Universities

State	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	298	14	2,164	304	912	101
Assam	112	5	585	70	206	..
Bihar	243	9	2,008	149	716	17
Bombay	191	15	3,590	661	2,906	182
Jammu & Kashmir	17	..	273	38	27	3
Kerala	20	5	1,344	424	398	59
Madhya Pradesh	143	3	1,695	188	743	50
Madras	313	9	2,093	634	1,069	178
Mysore	33	1	1,595	219	919	101
Orissa	27	3	397	37	220	6
Punjab	96	1	1,935	289	679	110
Rajasthan	27	..	1,466	229	391	4
Uttar Pradesh	1,737	141	2,501	257	692	88
West Bengal	1,019	49	3,655	517	1,547	90
Delhi	198	26	795	138	353	131
Himachal Pradesh . . . . .	..	..	57	5	9	..
Manipur . . . . .	..	..	48	2	..	..
Tripura . . . . .	..	..	62	4	15	..
Pondicherry . . . . .	..	..	42	14	46	1
India	4,474	281	26,305	4,179	11,848	1,121

and Colleges by States

In Colleges for Special Education		Total			State
Men	Women	Men	Women	All Persons	
8	9	10	11	12	13
185	9	3,559	428	3,987	Andhra Pradesh
5	..	908	75	983	Assam
64	..	3,031	175	3,206	Bihar
166	15	6,853	873	7,726	Bombay
65	52	382	93	475	Jammu & Kashmir
61	9	1,823	497	2,320	Kerala
168	34	2,749	275	3,024	Madhya Pradesh
159	18	3,634	839	4,473	Madras
1,075	91	3,622	412	4,034	Mysore .
80	1	724	47	771	Orissa
7	..	2,717	400	3,117	Punjab
209	1	2,093	234	2,327	Rajasthan
158	9	5,088	495	5,583	Uttar Pradesh
299	42	6,520	698	7,218	West Bengal
27	35	1,373	330	1,703	Delhi
..	..	66	5	71	Himachal Pradesh
9	2	57	4	61	Manipur
10	..	87	4	91	Tripura
..	..	88	15	103	Pondicherry
2,747	318	45,374	5,899	51,273	India

The scales of pay continued to vary from State to State and within the same State in colleges under different managements. The scales of different categories of university lecturers, readers and professors are given below in Table LXVII :—

Table LXVII—Pay Scales of Teachers in University Teaching Departments

University	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
Agra*	300—20—500—EB— 25—800	..	800—50—1,250
Aligarh	250—20—350—25— 550	500—25—800	800—50—1,250
Allahabad	300—20—500—EB— 25—800	500—25—800	800—50—1,250
Andhra*	210—15/2—300	(i) 400—40/2—600 (ii) 300—30/2—420— 40/2—500	(i) 750—50/2—1,000 (ii) 500—40/2—700
Annamalai	(i) 180—10—300 Engg. & Technology (ii) 150—10—300 (Others)	250—15—400—20— 500	(i) 400—25—700—EB— 40—900 Engg. & Tech. (ii) 400—20—700 (Others)
Banaras*	(i) 300—20—600 Tech., Mining, Met., Engg. (ii) 250—20—450—25 —600 (Others) (iii) 200—15—410— 20—450 (Inter- mediate Section)	(i) 600—40—1,000 Tech., Mining, Metc. (ii) 500—25—800 (Others)	(i) 1,000—50—1,750 Tech., Mining, Met., Engg. (ii) 800—50—1,250 (Others)
Baroda*	250—20—500	500—20—800	800—50—1,250
Bihar	†	†	†
Bombay	300—25—600	500—25—800	800—50—1,250
Calcutta*	250—25—500—25—600	500—50/2—700	(i) 800—40—1,000—EB —50—1,250 (ii) 600—25—800 800—40—1,000
Indira Kala San- geet Vidaya- laya	225—225—250—20— 350—EB—20—470— 485—500	400—25—550	
Delhi	250—25—500—30—560	500—25—800	800—50—1,250
Gauhati	250—20—450—25—600	500—25—800	800—40—1,000—50— 1,250
Gorakhpur	300—20—500—EB—25 —800	..	800—50—1,250
Gujarat	250—25—500	500—25—800	800—50—1,250
Jabalpur	250—25—500	500—30—800	800—50—1,250
Jadavpur	(i) 300—25—750 Engg. & Technology (ii) 250—25—500	500—25—800	(i) 1,000—50—5—1,250 (ii) 600—40—1,000 Engg. & Technology. (iii) 800—50—1,250 General Education Colleges.
Jammu & Ka- shmir	250—25—600	500—40—800	800—50—1,250

*Scales relate to University Colleges.

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

University	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
Karnatak .	250—20—500	500—25—800	800—50—1,250
Kerala .	250—25—500	500—50—800	800—50—1,000
Kuruk-hetra .	(i) 300—25—650 (ii) 250—20—450—25—650	500—30—800	..
Lucknow .	250—25—600 Medicine 300—20—500—25—800 (Others)	(i) 600—30—900 (ii) 500—30—800 (Medicine) (iii) 500—25—800 (Others)	(i) 1,100—40—1,340 (ii) 900—40—1,140 Medicine (iii) 800—50—1,250— (Others)
Madras .	(i) 200—15—350—20—450—25—500 (ii) 150—10—250	400—25—600	750—50—1,000
Mysore .	200—10—250—20—450	250—20—350—25—500	(i) 700—40—900—50—1,000 (ii) 400—25—550—30—700—40—820
Nagpur .	225—225—250—15—400	400—25—600—40—800	800—40—1,000—50—1,250
Osmania .	250—20—450—EB—25—550	400—25—550—EB—30—700	600—40—1,000—EB—50—1,200
Panjab .	(i) 250—20—450—25—650 (ii) 200—10—300	500—30—800	800—50—1,250
Patna .	(i) 350—20—370—25—445—EB—25—720—EB—40—800 (ii) 250—15—325—EB—15—400—10—450—EB—30—750 (Medicine) (iii) 200—20—220—25—320—EB—25—670—EB—20—750	(i) 600—40—840—40—1,000 (Engg.) (ii) 350—25—650—EB—35—1,000 (iii) 350—15—380—25—480—EB—30—750 (Medicine)	(i) 850—50—1,250 (ii) 600—40—840—EB—40—1,000
Poona .	250—20—500	500—25—800	800—50—1,250
Rajasthan .	250—20—450—EB—25—600	500—30—800	800—50—1,250
Roorkee .	250—25—400—EB—30—700—EB—50—850	500—50—1,000—EB—50—1,200	(i) 2,000—100—2,500 (ii) 1,350—50—1,750
Sardar Vallabh-bhai Vidya-peeth	..	500—25—800	800—50—1,250
Saugar .	300—25—600—EB—30—900	..	(i) 900—50—1,350 (ii) 500—30—800—EB—30—860—40—900

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

University	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
S.N.D.T.*	(i) 200—15—350 (ii) 150—15—250	..	(i) 300—20—500 (ii) 250—20—450
Sri Venkateswara	250—25—500	400—25—600	700—50—1,000
Utkal	(i) 300—20—500 (Languages) (ii) 360—25—435—EB—25—610—EB—30—700 (Anthropology) (iii) 260—25—435—EB—25—610—EB—30—700 (iv) 200—15—260—EB—25—435—EB—610—EB—30—700 (Geology)	300—320—25—420—30—570—EB—30—690—30—780—EB—40—860	(i) 800—50—1,250 (ii) 600—40—960
Varanaseya Sanskrit Vishwa-vidyalaya	(i) 300—20—500—EB—25—800 (ii) 200—1—250—10—310—EB—14—450	..	800—50—1,250
Vikram	250—20—500	..	800—50—1,250
Visva-Bharati	(i) 200—20—400—EB—25—450 (ii) 150—15—270—EB—15—300—EB—20—400	400—25—700	700—50—1,000—50—1,250

*Scales relate to University Colleges.

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

Class I—Rs. 350—25—650—EB—35—1,000.

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

Evening Colleges

During the year, 61 colleges ran evening courses. Of these, 45 colleges were affiliated to the various universities. The total enrolment in these colleges

was 26,138 including 1,932 girls. There were 1,083 teachers (1,048 men and 35 women) working in these colleges. The State-wise statistics of these colleges are given below in Table LXVIII :—

Table LXVIII—Statistics of Evening Colleges

State	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	2	394		395	22	..	22
Assam	9	2,716	8	2,724	141	1	142
Bihar	5	1,144	16	1,160	59	2	61
Bombay	1	439	11	450	10	..	10
Madhya Pradesh	5	403	2	405	26	..	26
Mysore	1	22	3	25	12	1	13
Uttar Pradesh	16	2,107	798	2,905	129	10	139
West Bengal	16	15,683	1,051	16,734	600	18	618
Delhi	4	581	..	581	27	1	28
Manipur	2	717	42	759	22	2	24
Total	61	24,206	1,932	26,138	1,048	35	1,083

Expenditure

The universities, colleges and other institutions of higher education reported the total direct expenditure of Rs. 41,82,59,468 during the year. This constituted 20.6 per cent of the total direct expenditure. This expenditure was 15.1 per cent more than the amount expended on the universities and colleges in the previous year. Of the total expenditure Rs. 2,21,30,348 or 5.3 per cent were incurred on institutions for girls. The break-up of the expenditure by different types of institutions was: universities Rs. 11,55,84,305 (27.6 per cent), arts and science colleges Rs. 18,37,19,353 (43.9 per cent), colleges for professional education Rs. 11,19,25,693 (26.8 per cent) and colleges for special education Rs. 70,30,117 (1.7 per cent). The percentage of increase in these types of institutions over the last year's expenditure was 17.8, 7.7, 26.5 and 14.2 respectively.

The distribution of the expenditure on universities and colleges according to sources of income is given in Table LXIX.

Table LXIX—Direct Expenditure on University and Colleges by Sources

Source	1957-58		1958-59	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Govt. Funds	18,50,85,802	51·0	21,58,81,392	51·6
Local Board Funds	10,13,191	0·3	13,56,013	0·3
Fees	13,84,01,248	38·1	15,00,91,081	35·9
Endowments	1,13,63,414	3·1	1,39,70,633	3·4
Other Sources	2,73,70,290	7·5	3,69,60,349	8·8
Total	36,32,33,945	100·0	41,82,59,468	100·0

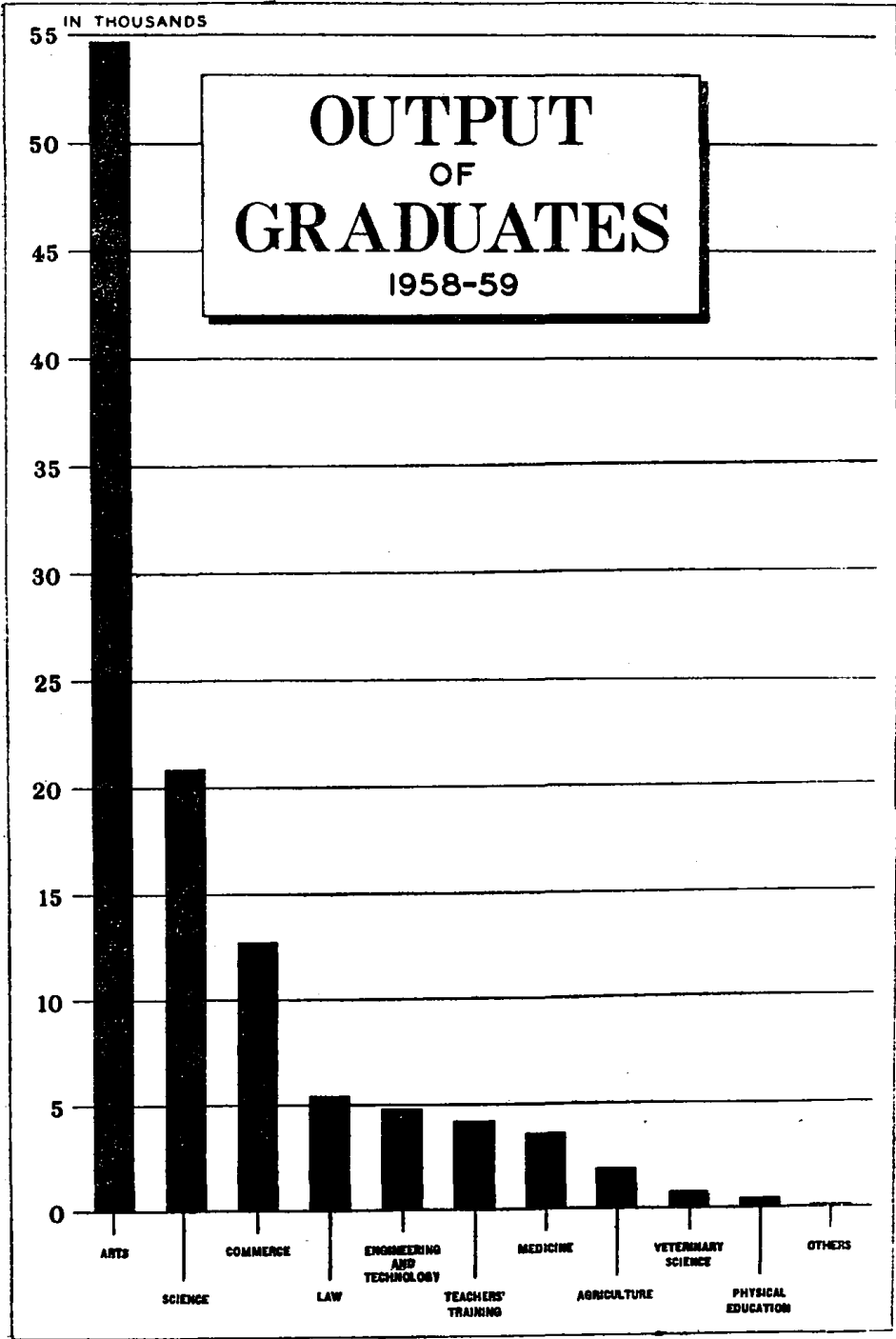
Government funds accounted for 51·6 per cent of this expenditure. The next major source from which it was met was fees from students which contributed 35·9 per cent of the total sum involved. The share of the endowments and other sources was 3·4 and 8·8 per cent respectively. Contribution by local boards was negligible (0·3 per cent).

Of the total expenditure, Rs. 13,76,43,763 (32·9 per cent) was spent on government institutions, Rs. 17,88,112 (0·4 per cent) on local board colleges and Rs. 27,88,27,593 (66·7 per cent) on institutions managed by private bodies. In 1957-58 these percentages were 33·9, 0·4, 65·7 respectively.

Table LXX gives the expenditure on universities and colleges in the different States for the year 1957-58 and 1958-59. All the States and Territories, excepting Delhi, reported increased expenditure on universities and colleges during the year.

On percentage basis, the highest increase among the States was reported by Madhya Pradesh (40·9 per cent), followed by Kerala (23·3 per cent), while the lowest increase (9·4 per cent) was in Orissa. Among Territories, it ranged from 11·0 per cent in Tripura to 32·4 per cent in Himachal Pradesh.

Figures in col. (15) of Table LXX give the percentage of expenditure incurred on the universities and colleges to the total direct expenditure



during the year. This percentage varied from 10·5 per cent in Kerala to 27·6 per cent in Uttar Pradesh among the States and from 5·9 per cent in Himachal Pradesh to 45·6 per cent in Delhi among the Union Territories.

The percentage of expenditure on institutions for higher education met from various sources is given in cols. (18) to (22) of Table LXX. The contribution from Government funds was the highest in Orissa (72·2 per cent), followed by Rajasthan (70·8 per cent). Kerala reported the lowest contribution from Govt. funds in this field (31·4 per cent). The share of the local boards was insignificant everywhere. Fees met 63·8 per cent of the expenditure in Kerala, as against 19·3 per cent in Rajasthan. Significant contributions from endowments and other sources were reported by Madras (15·8 per cent) and U.P. (18·5 per cent) respectively. Among the Union and other Territories, Government met 93·4 per cent of the expenditure in Pondicherry, 76·5 per cent in Delhi and 71·3 per cent in Himachal Pradesh. Fees accounted for 59·5 per cent of the expenditure in Manipur.

The average annual cost per student in various types of institutions for higher education can be had from cols. (23 to 25) of Table LXX. The average cost per pupil was Rs. 282·3 in arts and science colleges, Rs. 800·2 in professional colleges and Rs. 317·8 in special education colleges. These figures as usual reveal wide inter-State variations.

Examination Results

The following table gives the results of intermediate, degree and post-graduate examinations held during 1957-58 and 1958-59.

Examination Results

Examinations	Number Appeared		Number Passed		Pass Percentage	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7
*I.A.	2,05,042	2,05,451	84,850	80,894	41·4	39·4
I. Sc.	96,484	90,847	41,322	39,337	42·8	43·3
B.A. (Pass Hons.)	1,10,640	1,20,770	54,201	54,774	49·0	45·3
B.Sc. (Pass Hons.)	40,285	40,531	18,978	20,888	47·1	51·5
M.A.	14,162	17,476	11,502	14,076	81·2	80·5
M.Sc.	3,761	4,430	2,982	3,558	79·3	80·2
Professional Subjects†	74,237	79,856	43,994	47,956	60·6	61·7

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

†Degree and equivalent examination of.

The state-wise distribution of passes in I.A. and I.Sc., B.Sc., M.A. & M.Sc. and professional degree courses is shown in Table LXXI.

Table LXX—Direct Expenditure on

State	Universities		Arts & Science Colleges*		Colleges for Edu
	1957-58	1958-59	1957-58	1958-59	1957-58
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh . . .	60,79,504	82,74,463	1,13,49,198	1,11,41,884	51,25,961
Assam	24,31,236	20,80,345	25,62,932	33,82,433	16,99,014
Bihar	43,14,488	48,66,036	1,06,11,521	1,17,41,988	56,25,763
Bombay	1,27,16,970	1,50,38,455	2,76,08,171	2,91,04,825	1,84,81,314
Jammu & Kashmir . . .	5,18,022	7,89,154	12,81,839	14,95,601	2,29,165
Kerala	17,62,371	19,68,812	65,25,408	80,07,255	19,90,154
Madhya Pradesh . . .	21,29,625	32,92,238	80,24,553	96,21,901	48,95,297
Madras	70,11,291	81,45,724	1,15,00,346	1,29,64,621	84,78,484
Mysore	21,61,310	30,09,344	92,70,247	1,07,76,213	48,75,614
Orissa	6,92,809	8,86,878	29,26,390	28,81,304	14,14,057
Punjab	81,24,982	92,57,440	1,10,15,877	1,16,82,317	53,00,961
Rajasthan	14,09,549	15,04,830	77,65,335	85,77,439	29,70,279
Uttar Pradesh	3,41,63,397	4,06,21,281	2,08,61,948	2,40,98,157	63,51,687
West Bengal	1,05,67,535	1,15,29,410	1,95,21,465	2,30,89,658	1,37,57,153
Delhi	39,68,419	43,19,895	1,89,01,285	1,42,30,194	69,90,496
Himachal Pradesh . . .	..	..	2,02,186	2,64,523	38,479
Manipur . . . . .	..	..	1,92,913	2,30,397	..
Tripura . . . . .	..	..	3,18,908	3,51,215	72,223
Pondicherry . . . . .	..	..	65,000	77,428	1,25,097
India	9,80,51,508	11,55,84,305	17,06,05,522	18,37,19,353	8,84,21,198

Universities and Colleges by States

Professional cation	Colleges for Special Education		Total		State
	1957-58	1958-59	1957-58	1958-59	
7	8	9	10	11	
Rs.	Rs.	Rs.	Rs.	Rs.	
73,19,158	4,89,123	4,97,159	2,30,43,786	2,72,32,664	Andhra Pradesh
22,69,271	6,788	7,269	66,99,970	77,39,318	Assam
64,34,303	2,47,867	2,26,384	2,07,99,639	2,32,68,711	Bihar
2,26,41,210	13,33,544	15,75,275	6,01,39,999	6,83,59,765	Bombay
2,54,479	1,49,546	1,70,828	22,78,572	27,10,062	Jammu & Kashmir
27,52,222	1,77,527	1,66,033	1,04,55,460	1,28,94,322	Kerala
83,98,656	6,65,959	8,28,954	1,57,15,434	2,21,41,749	Madhya Pradesh
1,03,50,763	4,93,517	5,10,284	2,74,83,638	3,19,71,392	Madras
56,82,555	2,64,588	2,48,895	1,65,71,759	1,97,17,007	Mysore
16,73,333	96,907	1,72,286	51,30,163	56,13,801	Orissa
73,03,423	20,653	18,853	2,44,62,473	2,82,62,033	Punjab
38,65,051	4,85,229	5,19,997	1,26,30,392	1,44,67,317	Rajasthan
77,93,882	5,40,311	6,90,762	6,19,17,343	7,32,04,082	Uttar Pradesh
1,57,37,702	7,58,654	8,05,685	4,46,04,807	5,11,62,455	West Bengal
89,67,359	4,03,041	5,67,693	3,02,63,241	2,80,85,141	Delhi
54,190	..	..	2,40,665	3,18,713	Himachal Pradesh
..	15,223	14,081	2,08,136	2,44,478	Manipur
81,242	7,240	9,679	3,98,371	4,42,136	Tripura
3,46,894	..	..	1,90,097	4,24,322	Pondicherry
11,19,25,693	61,55,717	70,30,117	36,32,33,945	41,82,59,468	India

Table LXX—Direct Expenditure on Universities

State	Increase (+) or Decrease (—)		Percentage of Total Direct Expenditure on Education		Percentage of met	
	Amount	Per-centage	1957-58	1958-59	Gov-ern-ment Funds	Local Board Funds
Andhra Pradesh	+ 41,88,878	+18.2	13.7	18.2	52.4	0.4
Assam	10,39,348	+15.5	10.1	15.3	53.0	..
Bihar	+ 24,69,072	+11.9	13.4	20.3	48.3	..
Bombay	+ 82,19,766	+13.7	13.3	17.6	35.8	1.5
Jammu & Kashmir	+ 4,31,490	+18.9	16.6	21.8	68.2	..
Kerala	+ 24,38,862	+23.3	10.5	10.5	31.4	..
Madhya Pradesh	+ 64,26,315	+40.9	11.8	18.1	69.3	0.3
Madras	+ 44,87,754	+16.3	11.9	17.5	42.1	0.2
Mysore	+ 31,45,248	+19.0	13.2	16.8	52.1	0.2
Orissa	+ 4,83,638	+ 9.4	9.6	14.8	72.2	..
Punjab	+ 37,99,560	+15.5	18.8	24.5	37.5	0.2
Rajasthan	+ 18,36,925	+14.5	16.8	20.5	70.8	..
Uttar Pradesh	+1,12,86,739	+18.2	20.3	27.6	56.4	..
West Bengal	+ 65,57,648	+14.7	16.7	25.3	55.2	..
Delhi	— 21,78,100	— 7.2	37.6	45.6	76.5	..
Himachal Pradesh	+ 78,048	+32.4	3.9	5.9	71.3	..
Manipur	+ 36,342	+17.5	6.1	6.9	36.5	..
Tripura	+ 43,765	+11.0	3.5	7.0	61.9	..
Pondicherry	+ 2,34,225	+12.3	5.9	18.2	93.4	..
India	+5,50,25,523	+15.1	15.1	20.6	51.6	0.3

and Colleges by States—(Contd.)

Expenditure (1958-59) from			Average Annual Cost Per Pupil (1958-59)			State
Fees	Endow- ments	Other Sources	In Arts & Science Colleges	In Colleges for Profes- sional Educa- tion	In Colleges for Special Educa- tion	
18	19	20	21	22	23	
26.6	7.0	13.6	299.3	793.2	528.9	Andhra Pradesh
42.6	1.5	2.9	173.3	1,166.7	605.8	Assam
40.5	0.6	10.6	181.3	655.0	496.5	Bihar
49.4	0.6	12.7	317.7	548.1	712.8	Bombay
21.9	4.5	5.4	226.2	807.9	111.4	Jammu & Kashmir
63.8	..	4.8	241.0	587.7	243.5	Kerala
22.6	1.7	6.1	282.0	1,025.5	215.5	Madhya Pradesh
41.0	15.8	0.9	339.8	923.2	248.7	Madras
42.3	1.4	4.0	357.5	391.1	155.9	Mysore
22.8	3.2	1.8	361.5	867.5	291.5	Orissa
50.9	9.3	2.1	258.2	908.2	192.4	Punjab
19.3	8.0	1.9	239.0	824.1	238.2	Rajasthan
23.8	1.3	18.5	433.3	1,005.8	318.2	Uttar Pradesh
39.9	0.8	4.1	194.3	1,285.5	265.1	West Bengal
15.4	1.0	7.1	902.2	2,438.1	982.2	Delhi
27.8	..	0.9	423.2	1,178.0	..	Himachal Pradesh
59.5	3.4	0.6	126.8	..	117.3	Manipur
36.6	0.1	1.4	224.1	864.3	691.4	Tripura
6.6	..	..	65.1	1,982.3	..	Pondicherry
35.9	3.4	8.8	282.3	890.2	317.8	India

Table LXXI—Number of Passes in

State	Intermediate Arts and Science			B.A. and B.Sc. (Pass & Hons.)			M.A.
	Boys	Girls	Total	Boys	Girls	Total	Boys
1	2	3	4	5	6	7	8
Andhra Pradesh . . .	2,215	145	2,360	4,971	649	5,620	322
Assam	2,783	453	3,236	1,197	189	1,386	145
Bihar	11,064	1,253	12,317	4,292	526	4,818	1,578
Bombay	12,889	4,863	17,752	8,105	3,475	11,580	1,557
Jammu & Kashmir . . .	1,061	244	1,305	478	103	581	23
Kerala	485	149	634	3,065	1,510	4,575	199
Madhya Pradesh . . .	4,360	831	5,191	1,934	550	2,484	791
Madras	646	85	731	3,711	940	4,651	426
Mysore	951	135	1,086	2,560	487	3,047	278
Orissa	1,877	226	2,103	936	69	1,005	89
Punjab	9,932	2,725	12,657	6,185	2,991	8,276	1,299
Rajasthan	5,457	798	6,255	1,728	461	2,189	752
Uttar Pradesh	25,185	5,209	30,394	12,189	2,717	14,906	5,256
West Bengal	18,640	4,918	23,558	6,417	2,083	8,500	952
Delhi . . . . .	..	..	..	1,129	655	1,784	380
Himachal Pradesh . . .	38	17	55	23	11	34	..
Manipur	202	16	218	104	8	112	..
Tripura	310	47	357	85	13	98	..
Pondicherry	19	3	22	14	2	16	..
India	58,114	22,117	1,20,231	59,123	16,539	75,662	14,047

different University Examinations

and M.Sc.		Research (including Professional Subjects)			Professional (Degrees and equivalent Diplomas only)			State
Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
9	10	11	12	13	14	15	16	
99	421	12	2	14	3,027	267	3,294	Andhra
17	162	1	..	1	341	27	368	Assam
98	1,676	13	..	13	2,810	107	2,917	Bihar
438	1,995	81	18	99	6,961	865	7,826	Bombay
6	29	..	..	..	164	77	241	Jammu & Kashmi
71	270	4	..	4	1,931	482	2,413	Kerala
131	922	10	..	10	2,357	193	2,550	Madhya Pradesh
121	547	15	1	16	3,394	493	3,887	Madras
47	325	3	..	3	1,644	152	1,796	Mysore
14	103	2	..	2	361	38	399	Orissa
359	1,658	10	..	10	3,023	1,127	4,150	Punjab
149	901	16	1	17	1,815	79	1,894	Rajasthan
1,382	6,638	156	17	173	8,487	907	9,394	Uttar Pradesh
477	1,429	64	7	71	6,426	533	6,959	West Bengal
178	558	35	6	41	961	168	1,129	Delhi
..	..	..	..	..	..	..	..	Himachal Pradesh
..	..	..	..	..	9	..	9	Manipur
..	..	..	..	..	23	1	24	Tripura
..	..	..	..	..	..	..	..	Pondicherry
3,587	17,634	422	52	474	43,734	5,516	49,250	India

CHAPTER VII

TRAINING OF TEACHERS

Adequate training of teachers is considered to be one of the most important factors in the reconstruction and development of education in a country. The growing content of the school curriculum due to the introduction of basic education at the elementary stage and the conversion of high schools to higher secondary and multipurpose type coupled with the organisation of community welfare activities around the school have added significance to the training of teachers. The Central and State Governments have, therefore, been directing their energies towards the expansion and improvement of teachers' training to meet the new situation.

The tempo of development of teacher training was maintained during the year under review. Besides opening new institutions and converting traditional type of training institutions to the basic pattern, short-term training courses in basic education were also organised. State Governments and teachers training associations continued to organise refresher courses, seminars, conferences, study circles, where teachers met and discussed common problems and exchanged ideas and experiences.

The All-India Council for Secondary Education opened one more Extension Service Department, to make the total of 53, during the year. These departments continued to provide opportunities for the training of secondary school teachers. Besides, the Council organised 8 seminars for the benefit of Headmasters and Education Officers, 3 follow-up workshops, 16 seminars of subject-teachers and 4 seminar-cum-training courses for secondary school teachers.

The Central Board of Education, at its 26th meeting held at Madras on 15th and 16th January, 1959, reiterated its previous year's recommendations with regard to meeting the shortage of teachers in various fields and urged the universities to provide special facilities to teachers to improve their qualifications. The Board agreed, in general, to the measures proposed by the All India Council for Secondary Education with regard to the staffing of teachers in new types of secondary schools. These, *inter alia*, included the recognition of post-graduate basic training diplomas by universities, the organisation of short-term training courses particularly in practical subjects, like technology, agriculture, commerce, etc., the provision of special facilities for teachers to take up post-graduate courses in Languages, History, Economics, Mathematics, Physics, Chemistry, Biology and Home Science, the exemption from the payment of tuition fee in teachers' training colleges, and the grant of liberal stipends to pupil-teachers particularly women teachers. The Central and State Governments took steps in consultation with universities for the adoption of these measures.

During the year, the Central Institute of English was set up at Hyderabad from 17th October, 1958. The main functions of the Institute were to improve the standards of English teaching, to provide for the study of English language

and literature, to organise research in the teaching of the subject, to train English teachers, to undertake and facilitate the introduction of advance courses in the subject and to organise conferences, seminars, etc.

The Central Institute of Education, Delhi continued and expanded its useful activities including the preparation of plans for short-term intensive courses in the methodology of art for untrained art teachers, the conversion of the attached basic school into a full-fledged senior basic school, the initiation of the second phase of the project on 'Reading for Pleasure', the continuation of the activities of the extension service department and the organisation of workshops etc.

Main Developments

A brief account of the important activities in the field of training of teachers in the different States and Territories is given below :—

Andhra Pradesh

The one year secondary grade training course introduced in the Andhra area in the previous year continued in the 16 Government training schools during the year under report. To attract more women candidates, concession to the extent of 5 per cent in the marks prescribed for admission to the course was given to them. Stipend at the increased rate of Rs. 18 per mensem was continued to be paid to the teacher trainees. In Telangana area, the Elementary Grade Training was revived for women teachers. Government teachers receiving this training were paid full pay and allowances, while private candidates were paid a stipend of Rs. 20 per month each.

The M.Ed. course in the Government Training College for Men, Rajamundry, which was temporarily discontinued during 1957-58 for want of sufficient number of students, was revived and conducted during the year. Besides free studentships to the students of this course, six scholarships of Rs. 50 per month each were awarded.

Assam

Training facilities were expanded by establishing a Post-Graduate Training College, arranging for the education for science teachers in the Premier College of the State and increasing the annual intake in the existing training institutions. More facilities were offered to the existing teachers for acquiring post-graduate degree by way of deputation of teachers for 1 year in condensed course of Master degree examination and to the intending teachers by awarding stipends for the same.

Bihar

The duration of training in junior training schools was enhanced from one to two years. The duration of training for untrained teachers with 7 years service was also increased from 5 months to one year.

Short training seminars were organised for a period of 1½ months in all divisions to train secondary school teachers. 62 teachers were selected for training in the Bikram and Chind Senior Training Schools for intensive training in basic

education. A sum of Rs. one lakh was sanctioned for imparting short training to the teachers of primary and middle schools. The State Government also approved the scheme of 'Orientation Training Course' involving a sum of Rs. 24,000.

Bombay

Consequent to the granting of permission to teachers from the new component areas of the State to appear in the S.T.C. examination, a number of S.T.C. training institutions sprang up in the State to meet the requirements at different centres. The revised syllabus intended to integrate professional training with academic achievements was also introduced in institutions located in the new areas.

Jammu and Kashmir

To reorientate teachers in basic education, intensive refresher courses were held both at Srinagar and Jammu during the year. The number of seats in training schools was increased to meet the shortage of trained teachers.

Kerala

In pursuance of the recommendation of the Committee constituted for the reorganisation of training schools in the State, the duration of T.T.C. course was extended to two years and the pattern of training was changed to basic.

A workshop of six weeks' duration was conducted under the auspices of the U.S. Educational Foundation at the Government Training College, Trichur in April, 1958. Twelve teachers participated in it.

Madhya Pradesh

One combined Urdu and Marathi Normal School was started at Burhanpur, during the year, for teachers teaching Urdu and Marathi. The B.T. class in Darbar College, Rewa was turned into a full-fledged Training College.

The basic training centre at Seoni continued to impart orientation training in basic education to primary school teachers trained in traditional methods. The state, divisional and district seminars were also organised with a view to impart reorientation training to administrative officers and Teachers.

Madras

Three training schools for men and 4 for women were converted into basic pattern. The State Government permitted the elementary grade teachers in Kanyakumari District to appear privately for the secondary grade or senior basic training. The craft instructor's course in the Teachers' Training College Saidapet, continued to be held during the year.

Mysore

During the year under report, a new basic training institute was started at Hassan besides converting the Teacher Training Institute at Shimoga into Basic type.

The training of 50 additional teachers in Teacher Training institutions in Raichur Division was sanctioned during the year. Two additional sections of 40 each for training of teachers of minority languages, viz., Marathi and Urdu were opened in the existing government teacher training institutes at Jamkhandi and Karwar respectively in Dharwar Division. The training of 80 teachers at the Basic Training College, Kudige also continued during the year under report.

Orissa

To meet the shortage of trained teachers, 10 elementary training schools and one secondary training school were opened during the year. A seminar of headmasters and headmistresses of high schools and 5 refresher courses for the teaching of Social Studies, Mathematics, General Science, Sanskrit and Oriya were organised.

Punjab

The Punjab University decided to disallow simultaneous provision of B.T. & B.Ed. (Basic) courses in the same college. It also decided not to allow arts colleges to have B. Ed. (Basic) or B.T. classes attached to them. These decisions were taken to check the mushroom growth of training colleges.

The increase in the duration of J.B.T. course to 2 years controlled the unnecessary rush of admission to this class and improved its standard of training. A four-day seminar of heads of J.B.T. institutions was held to discuss the ways and means of improving the methods of teaching. The recommendations of the seminar were under examination of the State Government.

Uttar Pradesh

The scheme of Inservice training launched in the previous year continued at various selected training institutions. Besides, inservice refresher courses of 3 months' duration were organised in a number of training schools. 14 basic teachers' training schools were started during the year.

During the year under report, three seminars were held in summer at Ranikhet and one at Government Constructive Training College, Lucknow. Besides these, two 10 day subject teachers' seminars were held, one for Hindi teachers at Mathura and the other for general science teachers at Gorakhpur.

West Bengal

To cope with the increasing demand for trained teachers, new training centres were opened and the intake capacity of old ones increased. Besides, short course/condensed training course which was started in the previous year, continued during the year under review.

In pursuance of the policy of providing special training facilities to women teachers in specialised subjects, a new training institution for the teachers in arts and crafts was set up besides continuing the existing institution for the training of school mothers.

A. & N. Islands

In order to meet the demand for trained teachers, a junior basic training school was established at Port Blair.

Delhi

The Boys' Teacher Training Institute, Bela Road was amalgamated with the Basic Teachers' Training Institute for Girls, Daryaganj during the year under report. The duration of the training course was increased from one to two years.

Manipur

During the year under report, short training in basic education was given to 100 school mothers and 30 teachers of the single teacher schools.

Tripura

The necessity of starting a new basic training college was felt and steps were taken to establish such an institution to provide trained teachers to basic schools. Short training courses in craft teaching continued to be organised during the year.

N.E.F.A.

The training institution was reorganised in accordance with the special needs of the Agency, especially in regard to training in local languages and tribal arts.

TRAINING SCHOOLS**Institutions**

The total number of training schools in the country increased from 901 (657 for men and 244 for women) in 1957-58 to 974 (735 for men and 239 for women) during the year under report. Besides, some secondary schools and training colleges had facilities for the training of primary school teachers. Of the total number of training schools, 591 (60.7 per cent) were managed by government, 15 (1.5 per cent) by local boards and 368 (37.8 per cent) by private bodies. Of the 368 private schools, 292 were aided institutions. The corresponding percentages for the year 1957-58 were: government managed 60.3, local boards managed 1.7 and private 38.0 per cent.

State-wise comparative distribution of training schools for the years 1957-58 and 1958-59 is given in table LXXII. During the year a number of States reported increased number of training schools. Significant increase was observed in the case of Andhra Pradesh (20), Uttar Pradesh (17), Bombay (12), Orissa (11), Kerala (10) and Madhya Pradesh (6). Mysore and A. & N. Islands added 1 institution each. The number of training schools decreased in the case of Punjab (2), Bihar (1), West Bengal (1) and Delhi (1). The decrease was more apparent than real. In Punjab, 3 basic training schools for girls were amalgamated with high schools and one new school for boys was started. One training school in West Bengal was raised to the under-graduate training college and one training school for girls in Delhi was merged with a boys' training school. In Bihar, however, a basic training school has been returned less for 1958-59. In other States, the number of training schools remained the same as in the previous year. L.M. & A. Islands, Pondicherry and N.H.T.A. had no facilities of their own in teacher training. Columns (9) to (12) of Table LXXII give the distribution of training schools by management. Government managed all the training schools in Jammu & Kashmir, A. & N. Islands, Himachal Pradesh, Manipur and N.E.F.A. and 50 per cent or more in all other States except Assam, Bombay and Kerala. Twelve out of the total number of 15 local boards schools in the country were in Assam, while in Bombay and Kerala private institutions predominated.

Enrolment

The number of teacher trainees receiving training in training schools and training classes attached to other institutions rose by 6.3 per cent from 84,192 (60,422 men and 23,770 women) in 1957-58 to 89,514 (64,708 men and 24,806 women) in 1958-59. Of these, 49,319 teachers (37,229 men and 12,090 women) successfully completed the training during 1958-59, as against 48,427 teachers (36,917 men and 11,510 women) who completed training during 1957-58.

Table LXXIII gives the number of teachers under training in different States during 1957-58 and 1958-59. All the States and Union Territories excepting Assam, Jammu & Kashmir, Kerala, Rajasthan, Himachal Pradesh, Manipur and N.E.F.A., reported an increase, the largest being in Andhra Pradesh (1,874), followed by Uttar Pradesh (1,815), Bombay (1,409), Madhya Pradesh (831), Madras (645), and Orissa (604). Among the remaining States it ranged between 342 in Punjab to 8 in Delhi. The decrease of thirty-four per cent in Kerala was on account of raising the duration of the training course to two years and prescribing the maximum strength of teachers' training class at 40 students. In case of Jammu & Kashmir middle passed were refused and in Rajasthan and N.E.F.A., it was due to a lesser number of teachers being deputed for training by the Government.

Expenditure

The total direct expenditure on training schools rose by 12.2 per cent from Rs. 2,26,59,925 in 1957-58 to Rs. 2,54,28,767 in 1958-59. Of this, Rs. 2,05,38,295 were spent on institutions for men and Rs. 48,90,472 on those for women. Government schools accounted for 77.8 per cent of the expenditure, private schools 20.1 per cent and local board schools 2.1 per cent. The corresponding percentages for 1957-58 were 76.6, 21.2 and 2.2 respectively.

The break up of the total expenditure as met from different sources is given in the table below—

Source /	1957-58		1958-59	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government Funds	1,96,06,581	86.5	2,23,56,360	87.9
Local Boards Funds	75,712	0.3	72,694	0.3
Fees	11,15,770	4.9	11,22,722	4.4
Endowments	8,81,432	3.9	8,41,551	3.3
Other Sources	9,80,430	4.4	10,35,440	4.1
Total	2,26,59,925	100.0	2,54,28,767	100.0

It will be seen that about 7/8th of the expenditure was met from government funds and the rest from fees and other sources in the ratio of 3 : 5.

Table LXXII—Number of Teachers

State	For Men		For Women		Total	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7
Andhra Pradesh	59	70	27	36	86	106
Assam	29	29	5	5	34	34
Bihar	73	70	15	17	88	87
Bombay	108	132	67	55	175	187
Jammu & Kashmir	6	6	2	2	8	8
Kerala	31	44	13	10	44	54
Madhya Pradesh	44	50	8	8	52	58
Madras	79	79	58	58	137	137
Mysore	19	20	4	4	23	24
Orissa	45	55	2	3	47	58
Punjab	13	14	11	8	24	22
Rajasthan	26	26	2	2	28	28
Uttar Pradesh	74	88	17	20	91	108
West Bengal	45	45	11	10	56	55
A. & N. Islands . . . . .	..	1	..	..	..	1
Delhi	1	1	2	1	3	2
Himachal Pradesh	2	2	..	..	2	2
Manipur	2	2	..	..	2	2
N.E.F.A.	1	1	..	..	1	1
India	657	735	244	239	901	974

Training Schools

Increase (+) or Decrease (-)	Number of Schools in 1958-59 managed by				State
	Government	Local Boards	Private Bodies		
			Aided	Unaided	
8	9	10	11	12	
+ 20	71	..	34	1	Andhra Pradesh
..	16	12	5	1	Assam
- 1	63	..	23	1	Bihar
+ 12	56	1	94	36	Bombay
..	8	..	..	..	Jammu & Kashmir
+ 10	22	..	31	1	Kerala
+ 6	55	..	2	1	Madhya Pradesh
..	70	..	65	2	Madras
+ 1	14	..	10	..	Mysore
+ 11	56	..	2	..	Orissa
- 2	15	..	4	3	Punjab
..	27	..	..	1	Rajasthan
+ 17	72	1	6	29	Uttar Pradesh
- 1	39	1	15	..	West Bengal
+ 1	1	..	..	..	A. & N. Islands
- 1	1	..	1	..	Delhi
..	2	..	..	..	Himachal Pradesh
..	2	..	..	..	Manipur
..	1	..	..	..	N.E.F.A.
+ 73	591	15	292	76	India

Table LXXIII--Number of Pupils in Teachers

State	Men		Women		To
	1957-58	1958-59	1957-58	1958-59	1957-58
1	2	3	4	5	6
Andhra Pradesh . . .	5,565	6,528	1,301	2,212	6,866
Assam	1,900	1,812	331	377	2,231
Bihar	5,915	5,978	996	1,069	6,911
Bombay	11,514	12,613	5,857	6,167	17,371
Jammu & Kashmir . .	426	260	120	99	546
Kerala	3,235	2,320	3,136	1,882	6,371
Madhya Pradesh . . .	4,940	5,616	576	731	5,516
Madras	10,317	10,692	6,962	7,232	17,279
Mysore	2,667	2,821	691	670	3,358
Orissa	2,298	2,884	82	100	2,380
Punjab	2,334	2,453	1,979	2,202	4,313
Rajasthan	2,447	2,308	164	147	2,611
Uttar Pradesh	4,931	6,499	813	1,060	5,744
West Bengal	1,456	1,482	445	523	1,901
A. & N. Islands . . .	..	15	..	5	..
Delhi	122	108	237	259	359
Himachal Pradesh . .	150	150	48	46	198
Manipur	94	85	8	5	102
Tripura	43	59	20	17	63
N.E.F.A.	68	25	4	3	72
India	60,422	64,708	23,770	24,806	84,192

*Includes

†Includes enrolment in

Training Schools*—(Contd.)

tal	Increase (+) or Decrease (—)	Out-put†			State
		Men	Women	Total	
1958-59					
7	8	9	10	11	
8,740	+ 1,874	4,077	836	4,913	Andhra Pradesh
2,189	— 42	1,078	218	1,296	Assam
7,047	+ 136	3,123	506	3,629	Bihar
18,780	+ 1,409	5,942	2,638	8,580	Bombay
359	— 187	249	91	340	Jammu & Kashmir
4,202	— 2,169	488	396	884	Kerala
6,347	+ 831	5,174	608	5,782	Madhya Pradesh
17,924	+ 645	5,322	3,332	8,654	Madras
3,491	+ 133	1,444	338	1,782	Mysore
2,984	+ 604	1,127	33	1,160	Orissa
4,655	+ 342	2,623	1,692	4,315	Punjab
2,455	— 156	2,299	148	2,447	Rajasthan
7,559	+ 1,815	2,545	458	3,003	Uttar Pradesh
2,005	+ 104	1,444	589	2,033	West Bengal
20	+ 20	13	4	17	A. & N. Islands
367	+ 8	..	137	137	Delhi
196	— 2	134	43	177	Himachal Pradesh
90	— 12	81	5	86	Manipur
76	+ 13	54	15	69	Tripura
28	— 44	12	3	15	N.E.F.A.
89,514	+ 5,322	37,229	12,090	49,319	India

private students.

attached classes.

Table LXXIV—Direct Expenditure on Teachers'

State	On Schools for Men		On Schools for Women	
	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	17,71,896	21,24,790	2,32,919	3,10,591
Assam	9,12,141	10,36,265	63,035	62,020
Bihar	18,37,734	20,11,976	2,17,223	3,06,454
Bombay	28,53,334	32,50,416	15,99,565	14,47,041
Jammu & Kashmir	3,58,983	3,80,453	63,290	32,078
Kerala	6,03,889	4,28,429	1,02,456	1,02,015
Madhya Pradesh	19,03,624	25,81,819	2,72,871	3,41,203
Madras	15,10,348	16,83,698	9,72,365	9,81,486
Mysore	10,52,908	11,89,788	1,31,784	1,34,676
Orissa	2,72,968	3,61,048	26,898	23,202
Punjab	3,56,910	3,67,656	2,96,408	2,71,796
Rajasthan	15,50,981	16,82,614	99,500	83,258
Uttar Pradesh	21,34,875	26,62,589	5,50,291	6,25,908
West Bengal	4,54,589	4,58,720	1,75,761	1,44,435
A. & N. Islands . . . . .	..	9,019	..	..
Delhi	27,472	1,10,686	89,713	24,309
Himachal Pradesh	62,403	71,161	..	..
L.M. & A. Islands' . . . . .	..	..	..	..
Manipur	17,698	23,747	..	..
Tripura . . . . .	..	..	..	..
N.E.F.A.	83,093	1,03,421	..	..
India	1,77,65,846	2,05,38,295	48,94,079	48,90,472

Training Schools by States

Total		Increase (+) or Decrease (—)		State
1957-58	1958-59	Amount	Percentage	
6	7	8	9	1
Rs.	Rs.	Rs.	Rs.	
20,04,815	24,35,381	+ 4,30,566	+ 21.5	Andhra Pradesh
9,75,176	10,98,285	+ 1,23,109	+ 12.6	Assam
20,54,957	23,18,430	+ 2,63,473	+ 12.8	Bihar
44,52,899	46,97,457	+ 2,44,558	+ 5.5	Bombay
4,22,273	4,12,531	— 9,742	— 2.3	Jammu & Kashmir
7,06,345	5,30,444	— 1,75,901	— 24.9	Kerala
21,76,495	29,23,022	+ 7,46,527	+ 34.3	Madhya Pradesh
24,82,713	26,65,184	+ 1,82,471	+ 7.4	Madras
11,84,692	13,24,464	+ 1,39,772	+ 11.8	Mysore
2,99,866	3,84,250	+ 84,384	+ 28.1	Orissa
6,53,318	6,39,452	— 13,866	— 2.1	Punjab
16,50,481	17,65,872	+ 1,15,391	+ 7.0	Rajasthan
26,85,166	32,88,497	+ 6,03,331	+ 22.5	Uttar Pradesh
6,30,350	6,03,155	— 27,195	— 4.3	West Bengal
..	9,019	+ 9,019	+ 100.0	A. & N. Islands
1,17,185	1,34,995	+ 17,810	+ 15.2	Delhi
62,403	71,161	+ 8,758	+ 14.0	Himachal Pradesh
..	..	..	..	L.M. & A. Islands
17,698	23,747	+ 6,049	+ 34.2	Manipur
..	..	..	..	Tripura
83,093	1,03,421	+ 20,328	+ 24.5	N.E.F.A.
2,26,59,925	2,54,28,767	+27,68,842	+12.2	India

Table LXXIV—Direct Expenditure on Teachers' Training Schools by States—
(Concl'd.)

State	Average Annual Cost per Pupil	Percentage of Expenditure (1958-59) met from				
		Government Funds	Local Board Funds	Fees	Endowments	Other Sources
1	10	11	12	13	14	15
	Rs.					
Andhra Pradesh	278.6	92.8	..	0.9	5.6	0.7
Assam	343.2	98.2	..	0.2	0.5	1.1
Bihar	328.9	96.1	..	0.2	..	3.7
Bombay	250.1	72.7	0.5	13.5	1.1	12.2
Jammu & Kashmir	1,149.1	97.7	..	..	..	2.3
Kerala	126.2	85.7	..	9.7	..	4.6
Madhya Pradesh	470.5	98.7	..	0.4	..	0.9
Madras	148.7	71.3	..	1.5	22.5	4.7
Mysore	379.4	92.9	..	4.9	0.5	1.7
Orissa	128.8	98.0	..	..	..	2.0
Punjab	137.4	86.1	..	10.0	0.4	3.5
Rajasthan	719.3	97.4	..	0.7	0.6	1.3
Uttar Pradesh	435.0	92.0	0.4	5.4	0.2	2.0
West Bengal	300.8	85.6	6.2	2.2	3.4	2.6
A. & N. Islands	451.0	100.0	..	..	..	..
Delhi	378.1	82.0	..	18.0	..	..
Himachal Pradesh	363.1	100.0	..	..	..	..
L.M. & A. Islands . . . . .	..	..	..	..	..	..
Manipur	263.9	100.0	..	..	..	..
Tripura . . . . .	..	..	..	..	..	..
N.E.F.A.	3,693.6	100.0	..	..	..	..
India	282.6	87.9	0.3	4.4	3.3	4.1

The direct expenditure on teachers' training schools according to States is given in Table LXXIV. The expenditure increased in all the States and Territories except Jammu & Kashmir, Kerala, Punjab and West Bengal. The decrease of 24·9 per cent in expenditure in the case of Kerala was in consonance with the 34 per cent decrease in enrolment. In other three cases the decrease in expenditure was not very significant and was due to a fall in the number of institutions or trainees.

The figures in columns (11) to (15) of the same table indicate the expenditure met from different sources in the various States. Government met the entire expenditure on training schools in A. & N. Islands, Himachal Pradesh, Manipur and N.E.F.A. and very nearly cent per cent in Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa and Rajasthan. Nowhere its contribution was less than 70 per cent.

The average annual cost per pupil in training schools decreased from Rs. 293·0 to Rs. 282·6 (Rs. 317·4 in schools for men and Rs. 193·5 in those for women). This was met from the different sources as: Government funds Rs. 248·4; local board funds Rs. 0·8; fees Rs. 12·4; endowments Rs. 9·4 and other sources Rs. 11·6.

Fees and Stipends

Education was free in almost all the schools under government and local boards and in some private ones also. Generally the in-service pupil teachers received stipends or usual salaries. The government continued to reimburse the fees paid by the public belonging to scheduled castes, scheduled tribes and other backward classes studying in private training schools.

Training Colleges

Institutions

The number of teacher training colleges rose from 203 (142 for men and 61 for women) to 234 (194 for men and 40 for women) during the year. These included 109 under graduate colleges which trained teachers for middle schools. Besides, 9 university teaching departments of education and 36 arts and science colleges having attached training classes provided facilities for post graduate training. Most of the colleges for men were opened to women also. 98 out of the total number of 234 colleges during 1958-59 were managed by the Government, 94 by aided private bodies and 42 by unaided private bodies.

Table LXXV depicts the state-wise distribution of training colleges in 1957-58 and 1958-59. Of the total increase of 31 colleges, 17 was in case of Bombay alone. This is mainly on account of the reclassification of training schools as under graduate training colleges. West Bengal reported an increase of 6 colleges, followed by Mysore (4), Kerala, Madhya Pradesh, Orissa and Uttar Pradesh (1 each). The Union Territories of A. & N. Islands, L. M. & A. Islands, Manipur and N.E.F.A. had no training college of their own. The remaining States and Union Territories reported the same number of teacher training colleges as during the previous year.

Table LXXV—Number of Teachers' Training Colleges†

State	For Men		For Women		Total		Increase (+) or Decrease (—)	Number of Colleges (in 1958-59) Managed by		
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59		Government	Private Bodies	
									Aided	Unaided
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	6	6	1	1	7	7	..	5	2	..
Assam	2	2	..	..	2	2	..	2	..	..
Bihar	4	4	1	1	5	5	..	3	2	..
Bombay	27	67	24	1	51	68	+17	11	26	31
Jammu and Kashmir	2	2	..	..	2	2	..	2	..	..
Kerala	10	11	2	2	12	13	+1	4	9	..
Madhya Pradesh	7	8	1	1	8	9	+1	8	1	..
Madras	12	12	4	4	16	16	..	7	9	..
Mysore	22	26	11	11	33	37	+4	17	10	10
Orissa	10	11	..	..	10	11	+1	11	..	..
Punjab	13	13	4	4	17	17	..	5	12	..
Rajasthan	4	4	..	..	4	4	..	2	2	..
Uttar Pradesh	11	11	9	10	20	21	+1	11	9	1
West Bengal	7	12	4	5	11	17	+6	5	12	..
Delhi	1	1	..	..	1	1	..	1	..	..
Himachal Pradesh	1	1	..	..	1	1	..	1	..	..
Tripura	2	2	..	..	2	2	..	2	..	..
Pondicherry	1	1	..	..	1	1	..	1	..	..
Total	142	194	61	40	203	234	+31	98	94	42

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

State	Men		Women		Total		Increase (+) or Decrease (-)	Out-put*					
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59		Degrees or equivalent Diploma			Certificates		
								Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	767	707	156	207	923	914	- 9	607	183	790	10	60	70
Assam	98	132	19	18	117	150	+ 33	55	17	72	11	2	13
Bihar	544	562	87	90	631	652	+ 21	834	88	922	..	..	..
Bombay	1,996	2,329	1,565	1,887	3,561	4,216	+655	1,007	482	1,489	2,015	973	2,988
Jammu and Kashmir	154	143	87	79	241	222	- 19	147	77	224	..	..	..
Kerala	880	1,004	492	465	1,372	1,469	+ 97	920	415	1,335	..	..	..
Madhya Pradesh	903	1,107	275	286	1,178	1,393	+215	801	148	949	146	66	212
Madras	851	816	324	355	1,175	1,171	- 4	759	342	1,101	28	4	32
Mysore	2,016	2,485	939	1,005	2,955	3,490	+535	324	128	452	2,770	824	3,594
Orissa	722	671	32	39	754	710	- 44	133	20	153	257	6	263
Punjab	2,382	1,960	1,581	1,674	3,963	3,634	-329	2,096	1,065	3,161	107	270	377
Rajasthan	387	363	67	74	454	437	- 17	365	71	436	..	..	..
Uttar Pradesh	1,903	2,589	987	1,145	2,890	3,734	+844	1,840	811	2,651	102	132	234
West Bengal	831	1,126	640	700	1,471	1,826	+355	827	416	1,243	..	16	19
Delhi	103	121	139	159	242	280	+ 38	127	99	226	..	45	45
Himachal Pradesh	47	34	1	12	48	46	- 2	..	Not available	..	7	7	14
Tripura	29	10	1	8	30	18	- 12	3	1	4	..	..	..
Pendicherry	31	41	15	19	46	60	+ 14	..	..	..	33	15	48
India	14,644	16,200	7,407	8,222	22,051	24,422	+2,371	10,845	4,363	15,208	5,486	2,420	7,906

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

*Includes private students also.

Pupils

The enrolment for teachers' training inclusive of that in teachers' training colleges, university teaching departments of education and the training classes attached to arts and science colleges rose from 22,051 (14,644 men and 7,407 women) in 1957-58 to 24,422 (16,200 men and 8,222 women) in 1958-59. This shows an increase of 10·8 per cent (10·6 per cent in case of men and 11·0 per cent in case of women). Those who qualified for degree and equivalent diplomas during the year numbered 15,208 (10,845 men and 4,363 women) as against 14,363 (10,148 men and 4,215 women) during the previous year. The number of those awarded certificates in teaching increased from 5,293 (3,491 men and 1,802 women) to 7,906 (5,486 men and 2,420 women) during the year.

Table LXXVI gives a state-wise distribution of pupil teachers under training during 1957-58 and 1958-59. During the year, the highest increase was reported by Uttar Pradesh (844), followed by Bombay (655), Mysore (535), West Bengal (355) and Madhya Pradesh (215). In other States, it was less than 100 each, the least being in Pondicherry (14). Decrease in enrolment was reported by Andhra Pradesh, Jammu and Kashmir, Madras, Orissa, Punjab, Rajasthan, Himachal Pradesh and Tripura. The decrease in Punjab was due to the closure of all B.T./B.Ed. classes attached to Arts and Science colleges. In the remaining States the decrease was insignificant.

Expenditure

During the year, the total direct expenditure on training colleges (excluding that on training classes attached to arts and Science colleges and University teaching departments of Education) increased from Rs. 1,03,39,025 to Rs. 1,19,11,870 i.e. by 15·2 per cent. Of the total, Rs. 1,01,19,426 were spent on the institutions for men and Rs. 17,92,444 on those for women. Government training colleges accounted for 70·5 per cent private aided training colleges 27·7 per cent. and private unaided training colleges the remaining 1·8 per cent of the expenditure. The extent to which the total expenditure was borne by the different sources during 1957-58 and 1958-59 is given in the following table:—

Table LXXVII—Direct Expenditure on Teacher Training Colleges by Sources

Source	1957-58		1958-59	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government funds	76,11,486	73·6	90,37,257	75·9
Fees	17,02,139	16·5	17,64,875	14·8
Endowments	5,17,060	5·0	4,63,296	3·9
Other Sources	5,08,340	4·9	6,46,442	5·4
Total	1,03,39,025	100·0	1,19,11,870	100·0

During 1958-59, more than three-fourths of the expenditure was met from government funds, about one-seventh from fees and the rest from other sources.

The state-wise details of expenditure on training colleges are given in table LXXVIII. All the States showed an increase except Bihar and Orissa which reported a decrease of Rs. 5,424 and Rs. 26,723 respectively. The largest increase was in Madhya Pradesh (Rs. 4,63,999), followed by West Bengal (Rs. 2,76,093), Mysore (Rs. 1,87,461) and Bombay (Rs. 1,55,314). The increase in other States and Union Territories varied from Rs. 4,365 in Pondicherry to Rs. 82,632 in Assam.

Government met cent per cent expenditure on training colleges in Assam, Jammu and Kashmir, Himachal Pradesh and Pondicherry, between 95 and 100 per cent in Bihar, Orissa and Tripura and between 90 and 95 per cent in Madhya Pradesh, and Delhi. Only in three States namely Bombay, Kerala and Punjab, government's share was less than 50 per cent.

The average annual cost per pupil in teachers' training colleges rose from Rs. 541·4 to Rs. 555·9 (Rs. 555·8 in colleges for men and Rs. 556·5 in women's colleges). Its distribution according to various sources was: government Rs. 421·9, fees Rs. 82·3, endowments Rs. 21·7 and other sources Rs. 30·0. There was considerable inter-state variation in this respect.

Table LXXVIII—Direct Expenditure on

State	For Men		For Women		Total	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	4,22,531	4,87,908	38,591	34,008	4,61,122	5,21,916
Assam	81,290	1,63,922	..	..	81,290	1,63,922
Bihar	2,92,710	2,78,375	33,027	41,938	3,25,737	3,20,313
Bombay	12,31,971	14,90,091	1,73,976	71,170	14,05,947	15,61,261
Jammu and Kashmir	1,98,385	2,14,775	..	..	1,98,385	2,14,775
Kerala	4,48,529	5,08,535	60,233	61,752	5,08,762	5,70,287
Madhya Pradesh	8,61,501	13,04,748	71,091	91,843	9,32,592	13,96,591
Madras	7,48,459	7,54,269	2,68,905	2,81,556	10,17,364	10,35,825
Mysore	11,00,591	12,40,855	1,77,643	2,24,840	12,78,234	14,65,695
Orissa	2,73,512	2,46,789	..	..	2,73,512	2,46,789
Punjab	7,87,722	8,41,987	1,77,928	1,96,820	9,65,650	10,38,807
Rajasthan	4,32,145	5,08,039	..	..	4,32,145	5,08,039
Uttar Pradesh	9,60,645	9,83,858	3,96,595	4,08,014	13,57,240	13,91,872
West Bengal	5,28,230	6,45,501	2,21,681	3,80,503	7,49,911	10,26,004
Delhi	2,27,547	2,97,092	..	..	2,27,547	2,97,092
Himachal Pradesh	38,479	54,190	..	..	38,479	54,190
Tripura	72,223	81,242	..	..	72,223	81,242
Pondicherry	12,885	17,250	..	..	12,885	17,250
Total	87,19,355	1,01,19,426	16,19,670	17,92,444	1,03,39,025	1,19,11,870

Teachers' Training Colleges by States

Increase (+) or Decrease (-)		Average Annual Cost per Pupil	Percentage of Expenditure (1958-59) met from				State
Amount	Percentage		Government Funds	Fees	Endowments	Other Sources	
8	9	10	11	12	13	14	
Rs.		Rs.					
+ 60,794	+ 13.2	680.5	76.9	3.3	2.8	17.0	Andhra Pradesh
+ 82,632	+101.6	2,643.9	100.0	..	..	..	Assam
- 5,424	- 1.7	506.8	99.4	..	..	0.6	Bihar
+ 1,55,314	+ 11.1	400.0	43.8	35.2	0.1	20.9	Bombay
+ 16,390	+ 8.3	1,142.4	100.0	..	..	..	Jammu and Kashmir
+ 61,525	+ 12.1	390.9	39.1	59.2	..	1.7	Kerala
+ 4,63,999	+ 48.8	1,016.4	93.8	2.2	3.7	0.3	Madhya Pradesh
+ 18,461	+ 1.8	711.9	76.2	4.6	18.2	1.0	Madras
+ 1,87,461	+ 14.7	352.8	83.6	9.3	..	7.1	Mysore
- 26,723	- 9.8	347.5	97.3	..	0.2	2.5	Orissa
+ 73,157	+ 7.6	368.0	46.6	40.0	8.4	5.0	Punjab
+ 75,894	+ 17.6	971.4	76.2	11.3	12.5	..	Rajasthan
+ 34,632	+ 2.6	813.0	89.5	8.2	..	2.3	Uttar Pradesh
+ 2,76,093	+ 36.8	750.0	89.8	3.6	5.5	1.1	West Bengal
+ 69,545	+ 30.6	2,285.3	92.9	7.1	..	..	Delhi
+ 15,711	+ 40.8	1,178.0	100.0	..	..	..	Himachal Pradesh
+ 9,019	+ 12.5	864.3	99.6	..	..	0.4	Tripura
+ 4,365	+ 33.9	..	100.0	..	..	..	Pondicherry
+15,72,845	+ 15.2	555.9	75.9	14.8	3.9	5.4	Total

CHAPTER VIII

PROFESSIONAL AND TECHNICAL EDUCATION

This chapter deals with professional and technical education of both school and college standards except teachers' training which has been discussed in the preceding chapter.

In the field of technical education, the progress made during the post-independence period was not only maintained but was accelerated during the year. New institutions were started in various parts of the country and the existing ones were expanded for larger admissions. Efforts were also made to raise the standard of instruction by revising courses of study and improving laboratory and workshop facilities along correct lines.

The Indian Institute of Technology, Bombay, the second in the chain of four Higher Technological Institutes started in July, 1958, when the first admissions were made to the following five courses:

(a) *Undergraduate courses—*

- (i) Electrical engineering.
- (ii) Mechanical engineering.
- (iii) Chemical engineering.
- (iv) Civil engineering.
- (v) Metallurgical engineering.

(b) *Post-graduate courses—*

- (i) Electronic devices and electronic engineering.
- (ii) Vacuum technology and production of electronic devices.

In its establishment and development, the Institute is being assisted by the U.S.S.R. under the UNESCO Expanded Programme of Technical Assistance.

The States Second Five Year Plans provided for the establishment of 8 engineering colleges and 37 polytechnics during the Plan period. All excepting one college were started. On the recommendations of the All India Council for Technical Education, the Central Government also approved the establishment of three engineering colleges (one each in Kerala, Mysore and Andhra Pradesh) and 11 polytechnics (all in the Southern Region) through private enterprise.

The Ghosh-Chandrakant Committee recommended that the object of securing additional technical personnel required for the Second Plan project as estimated by the Engineering Personnel Committee could be achieved by—(a) expanding selected existing institutions and (b) establishing new institutions. The Central Government accepted the former and sanctioned a scheme of expansion of the training capacity of 19 existing engineering colleges and 50

polytechnics so as to yield about 2,570 additional seats for degree courses and 4,890 additional seats for diploma courses. As regards new institutions, a scheme for the establishment of eight Regional Engineering Colleges and 27 polytechnics as also the establishment of an engineering college at Delhi was approved. These Regional Colleges were to be established at Mangalore (Mysore), Bhopal (Madhya Pradesh), Durgapur (West Bengal), Jamshedpur (Bihar), Srinagar (Jammu and Kashmir), and Allahabad (Uttar Pradesh). The 27 polytechnics were allotted to different States.

As a result of the implementation of these as well as other programmes already sanctioned, over 13,000 seats for degree courses and about 25,000 seats for diploma courses will be available by the end of the Second Five Year Plan period.

The All India Council for Technical Education continued to guide and direct national effort in technical education and to expand training facilities in order to meet the growing demands of industry. A joint Committee of the All India Council and the Inter-University Board recommended that in view of the new pattern of secondary education and the need for a higher standard of scientific preparation in basic sciences for engineering and technological studies, the first degree course in engineering or technology should be reorganised into a five year integrated course including at least six months practical training. Admission to the integrated course should be open to those candidates who have successfully completed the higher secondary course with Physics, Chemistry and Mathematics or in technical stream. The All India Council approved the recommendation and asked its Board of Studies to prepare details of the proposed integrated degree course in various fields as also the additional instructional facilities required for adopting the course.

The Coordinating Committee of the All India Council recommended that a High Powered Committee be appointed to assess the present state of employment of commerce graduates with a view to suggesting an integrated pattern of commerce education at all levels. In pursuance of this recommendation, the All India Council appointed a Special Committee under the Chairmanship of Dr. V. K. R. V. Rao, Vice Chancellor of the Delhi University to examine the present state of commerce education in the country and to recommend the lines along which further development in the field should proceed. The Committee consisted of sixteen members representing all interests concerned viz. the University Grants Commission, industry, commerce, institutions etc.

In order to provide diversified opportunities of education and training for students in the age group 14 (+) and also to provide a strong base for the formation of a cadre of young skilled workers, a scheme for Junior Technical Schools was formulated and sanctioned. The Junior Technical School aims at providing a three-year integrated course of general education, elementary technical education and technical training in specific engineering trades. The Central Government also agreed to assist in the establishment of junior technical schools by providing 60 per cent of the expenditure.

A scheme of sandwich courses was prepared for the training of foremen and supervisors in Mechanical Engineering of the National Certificate level. The Regional Committees of the All India Council examined the question of implementation of the scheme in various States in cooperation with industrial concerns.

During the year under review, two such institutes were approved, one sponsored by the Government of Madras in association with private industrial concerns in their respective areas.

The Practical Training Stipends Scheme, the Research Training Scholarships Scheme and the National Research Fellowships Scheme continued in accordance with the original recommendations of the Scientific Manpower Committee and enhanced provision made for these schemes in the Second Five Year Plan. During the year under report, 1,800 places were secured for practical training in various industrial establishments. 40 additional National Research Fellowships were sanctioned, thus bringing the total number of Fellowships in force to 80. A fresh batch of 30 candidates was selected for the award of the Fellowships during the year.

During the year under review, the Central Government sanctioned about Rs. 263 lakhs as grants-in-aid to State Governments, non-Government organisations etc. for various schemes of technical education. In addition, interest-free loans amounting to Rs. 106 lakhs were sanctioned for construction of students' hostels. It was estimated that hostel accommodation for over 3,500 students would be made available with the assistance provided by the Central Government.

MAIN DEVELOPMENTS

A brief account of the developments in various States is given below:

Andhra Pradesh

The Osmania Medical College received equipments worth \$ 10,000 from the T.C.M. and 4 members of its staff left for higher training in U.S.A. Training Courses for Auxiliary Health workers and Laboratory Assistants were started in the Andhra Medical College, Visakhapatam. Guntur Medical College established a Rural Health Centre and a Regional Laboratory for research.

Assam

The State Government started the Assam Textile Institute at Gauhati for imparting training in weaving.

Bombay

In order to train personnel as multipurpose village-level workers in development projects and national extension service blocks, basic agricultural schools were established at Parbhani, Shindwahi, Junagadh, Amravati and Buldana. One year training in agriculture and allied subjects was provided in these schools.

During the year, 3 new industrial training institutes were established, one each at Akola, Amravati and Ratnagiri, with a total capacity of 392 seats. Besides opening one more Foresters' Training School, one special class for training Forest Surveyors was opened at Ahwa (Dangs District). Twenty-one candidates were admitted to this class for a 4 months' course.

With the opening of a college of Pharmacy at Bombay during the year the number of such colleges in the State increased to 2.

Madhya Pradesh

Courses of Civil, Mechanical and Electrical Engineering were started in the Government College of Engineering and Technology, Raipur.

It was proposed to have the "Lakshmbai College of Physical Education" affiliated to the Vikram University.

Madras

Five new polytechnical institutes were started during the year. Moreover the regional school of printing, which was functioning as a part of the Central Polytechnic, Madras, was constituted as a separate institute.

Orissa

One engineering and 3 industrial schools were started. Moreover, the fourth year class was added to the Orissa College of Veterinary Science and Animal Husbandry for which University granted further affiliation. The Utkal Krushi Mahavidyalaya presented candidates for the final B. Agriculture Examination for the first time during the year.

Punjab

The Punjab Engineering College, Chandigarh was expanded to meet the growing demand for engineering education in the State.

Uttar Pradesh

General Engineering was introduced in the intermediate classes of 10 government higher secondary schools.

Besides opening new technical institutions, the capacity of the existing ones was increased to cope with the increased demand for technical education in the State.

The Medical Council of India extended recognition to practically all the post-graduate courses of the faculty of Medicine of the Lucknow University. The Dental College of the same University extended its activities by undertaking the training of dentists registered under Part 'B' of the Dentist Act.

West Bengal

During the year under review, there was a substantial increase in intake capacity of engineering institutions, catering for diploma courses and in junior technical schools, catering for junior diploma courses. Under the scheme of reorganisation of secondary education, technical courses were being introduced at secondary level. 89 high schools were selected for the introduction of diversified courses at a capital expenditure of Rs. 64.21 lakhs.

A. & N. Islands

A trade school was started at Port Blair in which training was imparted to 18 students in carpentry, smithy, electrical engineering and motor mechanism.

Delhi

Radio and Electric Mechanism were introduced in the Government Industrial School, Daryaganj during the year.

The Delhi School of Social Work organised as usual study tour for senior students and a village camp for junior students during the recess between the first and second terms.

Himachal Pradesh

The Administration decided to open a polytechnic at Sundernagar to provide diploma courses in civil, electrical and mechanical engineering.

L.M. & A. Islands

There was no professional or technical institute in the Territory. One Island student admitted to the pre-engineering course in the Maharaja's College at Ernakulam in Kerala State was given a stipend of Rs. 60.

Tripura

Facilities in Arts and Crafts were extended in rural areas. In order to expand knowledge of mid-wifery in the rural areas, *Dais* from rural areas were given preference in admission to the nursing training centre. This year, the Agriculture Training Centre was expanded.

Pondicherry

Additional equipment was supplied to the School of Arts and Crafts with a view to upgrade it into a junior technical school. Nine additional qualified technical personnel were recruited for this purpose.

Vocational and Technical Schools**Institutions**

The statistics of vocational and technical schools of various types are given in Table LXXIX. During 1958-59, there were 3,563 vocational and technical schools, as compared to 3,232 in the previous year. This gives an increase of 10.2 per cent, as against the increase of 6.9 per cent in 1957-58. Of the total, 1,443 schools or 40.5 per cent were managed by government, 42 schools or 1.2 per cent by local boards, 1,030 schools or 28.9 per cent by private aided bodies and 1,048 schools or 29.4 per cent by private unaided bodies. According to type, the distribution of these schools was : agriculture schools 102, arts and crafts schools 374, commerce schools 366, engineering schools 118, schools for forestry 5, marine training schools 5, medical schools 124, physical education schools 38, teachers' training schools 974, schools for veterinary science 10 technical and industrial schools 833 and "Others" schools 14. Some of the technical and industrial schools provided facilities for instruction in engineering subjects as well.

All types of schools except those for agriculture, physical education, veterinary science and forestry reported increase in their number. While the number of forestry schools remained unchanged, agricultural schools decreased by 3 and those for physical education and veterinary science by one. The decrease in the number of agricultural and physical

education schools was due mainly to the closure of some agricultural schools in Bihar and Mysore and of a school for physical education in Andhra Pradesh. Commerce schools reported the largest increase (89), followed by technical and industrial schools (81), teachers' training schools (73), arts and crafts schools (62), engineering schools (18), medical schools (9), 'Others' schools (3) and marine training schools (1).

Pupils

The number of pupils receiving vocational and technical education in vocational and technical schools as well as in such classes attached to other institutions increased by 35,719 to 3,42,448 (2,72,331 boys and 70,117 girls) during the year. This gives an increase of 11·7 per cent over that of the previous year. The distribution of the enrolment according to subjects is given below—

Vocation	1957-58		1958-59	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Agriculture	8,184	2·7	7,411	2·2
Arts and Crafts	12,845	4·2	15,696	4·6
Commerce	85,169	27·7	98,754	28·8
Engineering	39,803	13·0	47,216	13·8
Forestry	201	0·1	237	0·1
Marine Training	1,785	0·6	1,951	0·6
Medicine	8,281	2·7	10,688	3·1
Physical Education . . .	3,100	1·0	3,639	1·1
Teachers' Training . . .	84,192	27·4	89,514	26·1
Technical and Industrial .	60,644	19·8	64,705	18·9
Veterinary Science . . .	1,346	0·4	1,093	0·3
Others	1,179	0·4	1,544	0·4
TOTAL	3,06,729	100·0	3,42,448	100·0

The number of pupils rose in all subjects except agriculture where the fall was due to the decrease in the number of schools. The largest increase was reported by commerce schools (13,585), followed by engineering schools (7,413), teachers' training schools (5,327) and technical and industrial schools (4,061). In other subjects, the increase was not very significant.

Table LXXIX—Statistics of Vocational

Type	Number of Institutions*		Number of Pupils†				Expendi-
			Boys		Girls		
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58
1	2	3	4	5	6	7	8
							Rs.
Agriculture . . .	105	102	8,154	7,358	30	53	33,87,351
Arts and Crafts . .	312	374	2,271	3,685	10,574	12,011	15,41,580
Commerce . . .	877	966	73,997	85,266	11,172	13,488	32,60,150
Engineering . . .	100	118	39,719	47,118	84	98	1,17,34,237
Forestry . . .	5	5	201	237	..	..	1,52,637
Marine Training . .	4	5	1,785	1,951	..	..	12,93,505
Medicine . . .	115	124	4,188	5,349	4,093	5,339	28,55,815
Physical Education .	39	38	2,736	3,204	364	435	3,67,101
Teachers' Training .	901	974	60,422	64,708	23,770	24,806	2,26,59,925
Technical & Industrial	752	833	47,438	50,859	13,206	13,846	2,38,73,349
Veterinary Science .	11	10	1,346	1,093	..	..	2,51,002
Others . . .	11	14	1,147	1,503	32	41	7,41,829
INDIA . . .	3,232	3,563	2,43,404	2,72,331	63,325	70,117	7,21,30,481

* Excludes classes attached to schools for

† Includes pupils in classes attached to schools for general educatio

and Technical Schools by Type

Amount	Percentage of Expenditure 1958-59 met from					Average Annual Cost per Pupil		Type
	1958-59	Govt. Funds	Local Boards Funds	Fees	En- dow- ments	Other Sour- ces	1957-58		1958-59
9	10	11	12	13	14	15	16	
						Rs.	Rs.	
36,22,912	84.0	..	1.0	..	15.0	413.9	488.9	Agriculture
17,82,764	47.3	1.5	22.9	6.1	22.2	119.9	118.9	Arts & Crafts
37,86,731	5.5	..	86.8	2.2	5.5	38.6	38.6	Commerce
1,42,27,623	72.0	0.5	24.0	1.0	2.5	443.9	446.4	Engineering
1,22,046	100.0	..	..	..	..	759.4	515.0	Forestry
15,07,350	93.6	..	3.9	1.7	0.8	724.7	674.4	Marine Training
28,92,670	61.9	7.3	15.9	4.1	10.8	363.5	311.4	Medicine
3,58,300	35.0	2.1	34.7	13.2	15.0	140.6	113.3	Physical Education
2,54,28,767	87.9	0.3	4.4	3.3	4.1	293.0	282.6	Teachers' Training
2,72,87,534	79.8	1.7	8.9	3.5	6.1	362.3	379.7	Technical & Industrial
3,04,619	99.8	..	0.2	..	..	231.1	300.4	Veterinary Science
7,79,087	96.6	..	3.4	..	..	853.6	618.3	Others
8,21,05,403	76.7	1.1	13.8	2.8	5.6	249.0	252.4	INDIA

General education,
and those reading in colleges for school courses.

Table LXXX—Statistics of Vocational and

States	Number of Institutions*		Number of Pupils†			
	1957-58	1958-59	Boys		Girls	
			1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7
Andhra Pradesh	256	311	18,393	24,456	2,225	3,486
Assam	82	89	6,252	6,724	781	854
Bihar	191	190	15,445	17,042	1,682	1,922
Bombay	851	946	53,963	61,433	21,081	22,854
Jammu & Kashmir	8	8	426	260	120	199
Kerala	78	144	6,783	7,957	3,691	4,113
Madhya Pradesh	147	161	9,266	9,941	1,194	1,313
Madras	569	590	41,897	44,278	12,290	13,132
Mysore	248	274	23,570	26,559	3,337	3,842
Orissa	96	110	4,818	6,032	420	418
Punjab	113	120	9,907	11,538	3,931	4,525
Rajasthan	33	36	3,849	3,733	181	164
Uttar Pradesh	217	224	17,785	16,433	3,085	3,391
West Bengal	292	311	28,075	32,242	7,902	8,730
A. & N. Islands . . . . .	..	2	..	33	..	5
Delhi	10	8	1,681	2,403	740	625
Himachal Pradesh	3	2	239	150	63	46
Manipur	4	5	202	229	9	22
Tripura	27	25	365	493	449	338
N.E.F.A.	1	1	68	25	4	3
Pondicherry	6	6	420	370	140	135
India	3,232	3,563	2,43,404	2,72,331	63,325	70,117

*Excludes classes attached to

† Includes enrolment

Technical Schools by States

Expenditure		Percentage of Expenditure (1958-59) met from					State
1957-58	1958-59	Govt. Funds	Local Board Funds	Fees	En- dow- ments	Other Source	
8	9	10	11	12	13	14	15
Rs.	Rs.						
46,02,242	58,90,750	81.9	0.3	9.7	7.0	1.1	Andhra Pradesh
26,82,055	31,77,868	90.7	0.2	7.7	0.4	1.0	Assam
57,08,296	63,15,454	95.2	0.5	2.2	..	2.1	Bihar
1,66,34,492	1,91,07,097	70.3	1.5	17.2	1.1	9.9	Bombay
4,22,273	4,12,531	97.7	..	..	..	2.3	Jammu & Kashmir
16,16,869	20,67,801	77.7	..	16.3	0.2	5.8	Kerala
50,10,480	57,22,378	97.7	..	1.2	0.2	0.9	Madhya Pradesh
66,55,252	68,81,072	51.3	1.7	21.8	18.6	6.6	Madras
42,46,425	47,97,154	76.1	..	18.7	0.4	4.8	Mysore
13,79,912	21,62,912	88.9	..	7.5	1.3	2.3	Orissa
40,52,368	49,09,877	74.4	0.1	14.9	4.1	6.5	Punjab
20,08,927	24,44,098	95.4	..	2.8	0.8	1.0	Rajasthan
86,16,977	81,13,135	73.3	1.6	18.6	0.1	6.4	Uttar Pradesh
72,73,151	85,66,506	67.8	2.9	20.9	1.4	7.0	West Bengal
..	18,255	100.0	..	..	..	..	A. & N. Islands
7,30,757	9,76,254	95.1	..	2.5	..	2.4	Delhi
1,32,008	71,161	100.0	..	..	..	..	Himachal Pradesh
61,033	1,15,095	99.3	..	..	..	0.7	Manipur
1,71,740	2,05,719	70.8	..	1.0	..	28.2	Tripura
83,093	1,03,421	100.0	..	..	..	..	N.E.F.A.
42,131	41,865	69.0	..	31.0	..	..	Pondicherry
7,21,30,481	8,21,00,403	76.7	1.1	13.8	2.8	5.6	India

schools for General education.

in attached classes.

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Expenditure

The total direct expenditure on vocational and technical schools (excluding that on attached classes) rose from Rs. 7,21,30,481 to Rs. 8,21,00,403 that is at the rate of 13·9 per cent. This constituted 4·0 per cent of the total direct expenditure on all types of institutions. Government contributed 76·7 per cent of this expenditure, local boards 1·1 per cent, fees 13·8 per cent, endowments 2·8 per cent and other sources 5·6 per cent. The corresponding percentages for the previous year were 75·1, 1·0, 14·2, 3·3 and 6·4 respectively. Technical and industrial schools accounted for the largest percentage (33·1) of the total expenditure to be followed by teachers' training schools (31·1 per cent) and engineering schools (17·3 per cent). Other types of schools accounted for less than 5 per cent of the expenditure each. The average annual cost per pupil taking all types of schools together increased from Rs. 249·0 to Rs. 252·4. The average cost was the highest in marine training schools (Rs. 674·4) and the lowest in schools for physical education (Rs. 113·3).

Table LXXX gives the statistics of all the vocational and technical schools according to States.

A brief account of each type of vocational and technical schools, except teachers' training schools (which has been given in the previous chapter), is given below:

Agricultural Schools

During the year, the number of agricultural schools decreased by 3 to 102. While increase of 6 schools was shown by Bombay, 4 schools in Bihar and one in Mysore were reported to have been closed down. Three schools in Orissa were converted to schools for social workers and the statistics of one school in Punjab was not made available. Assam, Rajasthan, Uttar Pradesh, West Bengal and Tripura were the other States having agricultural schools but their number remained unchanged. Of the total, 88 schools were managed by government, 11 by private aided bodies and 3 by private unaided bodies. The number of pupils in these schools together with those in attached classes decreased from 8,184 to 7,411 and this decrease was on account of closure of the schools as stated above. The total direct expenditure on these schools, however, increased from Rs. 33,87,351 to Rs. 36,22,912. Of this, 84·0 per cent was met from government funds, 1·0 per cent from fees and 15·0 per cent from other sources. The average annual cost per pupil in these schools works out to be Rs. 488·9 during the year.

The statistics of these schools are given in Table LXXXI.

Arts and Crafts Schools

The number of arts and crafts schools stood at 374 during the year, as against 312 in the previous year. Three States namely Madhya Pradesh, Punjab and Tripura reported a decrease in the number of such schools by 1, 3 and 3 respectively. In other States arts and crafts schools either increased or remained the same as in the previous year. The highest increase was reported by Kerala (52) followed by Mysore (10). Elsewhere the increase was to the extent of 1 or 2 only. The distribution of these schools according to management was : government 105 and private bodies 269. These schools enrolled 15,695 pupils (3,685

DISTRIBUTION OF PUPILS RECEIVING PROFESSIONAL EDUCATION 1958-59

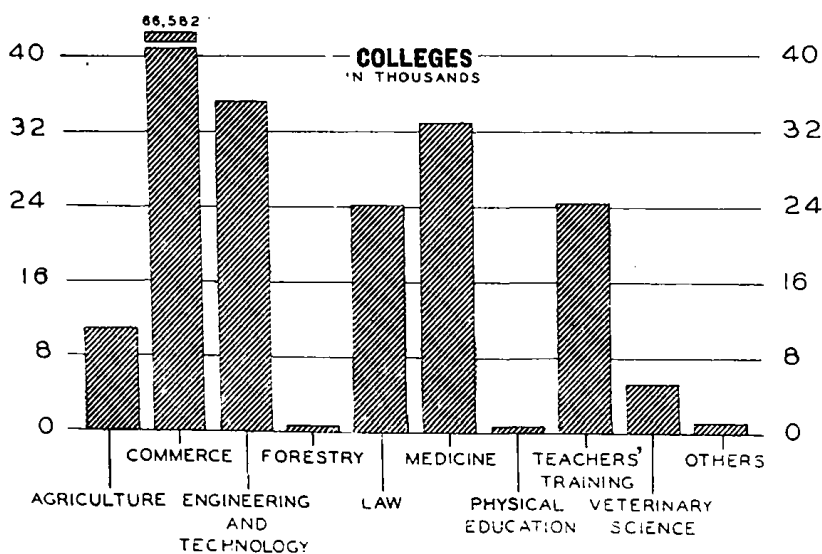
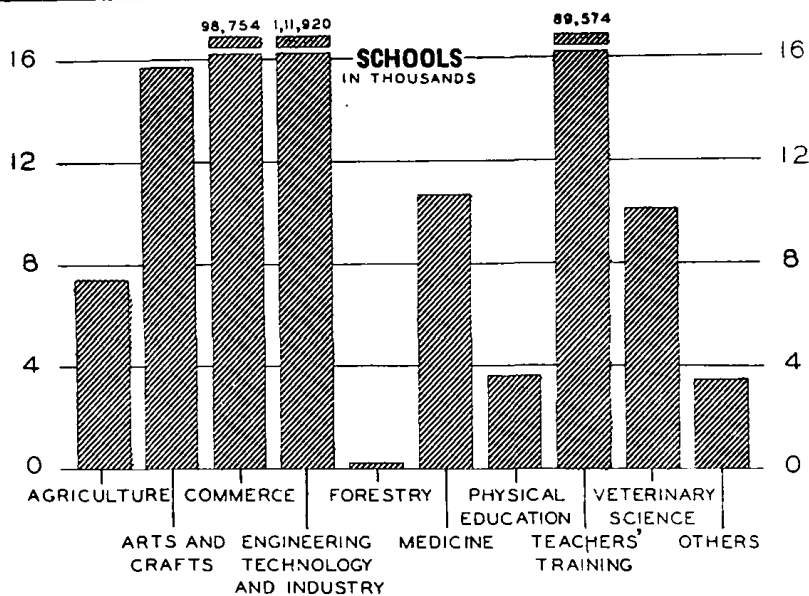


Table LXXXI—Statistics of Agricultural Schools

	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	92	..	92	60,891	662·8
Bihar	17	1,427	48	1,475	7,10,587	481·8
Bombay	43	3,507	3	3,510	19,80,187	564·2
Madhya Pradesh . .	21	592	2	594	1,09,757	184·8
Mysore	7	341	..	341	2,06,296	605·0
Orissa	1	28	..	28	7,146	255·2
Rajasthan	1	107	..	107	33,070	309·1
Uttar Pradesh . .	8	1,027	..	1,027	4,17,370	406·4
West Bengal . . .	2	166	..	166	82,966	499·8
Tripura	1	71	..	71	14,642	206·2
India	102	7 358	53	7,411	36,22,912	488·9

*Includes enrolment of attached classes.

boys and 12,011 girls) as against 12,845 (2,271 boys and 10,574 girls) in the previous year. The total direct expenditure on these schools increased from Rs. 15,41,580 to Rs. 17,82,764 of which 47·3 per cent was met by government, 1·5 per cent by local boards, 22·9 per cent from fees, 6·1 per cent from endowments and 22·2 per cent from other sources. The average annual cost per pupil was Rs. 118·9 which was slightly less than the corresponding figure of Rs. 119·9 the previous year.

Statewise statistics of these schools are given in Table LXXXII.

Commerce Schools

The number of commerce schools increased by 89 to 966 during the year. The increase was shared by all the States except Madhya Pradesh and Orissa where the number of such schools remained the same. There were no commerce schools in the States of Jammu and Kashmir, Punjab, Rajasthan and Uttar Pradesh and in any of the Union Territories. The highest increase was reported by Andhra Pradesh (32) and the lowest by Bihar (1). Of the total number of commerce schools, only seven were managed by the government, while the rest were managed by private bodies of which 137 were aided. The number of pupils in these schools as well as in commerce classes attached to schools for

Table LXXXII—Statistics of Arts and Crafts Schools

State	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 . . . . .	..	..	74	74	..	..
Assam	2	10	16	26	18,211	700·4
Bihar	21	226	211	437	1,15,554	264·4
Bombay	168	1,017	7,583	8,600	8,40,471	97·7
Kerala	62	684	1,850	2,534	1,55,357	62·5
Madhya Pradesh	17	176	266	442	53,832	121·9
Madras	15	10	760	770	1,10,742	134·4
Mysore	40	975	361	1,336	1,79,378	227·9
Orissa	17	49	150	199	34,906	175·4
Punjab	1	110	..	110	11,153	179·9
Rajasthan	2	84	7	91	91,854	100·4
West Bengal	7	41	462	503	31,820	69·0
Tripura	22	303	271	574	1,39,486	243·0
India	374	3,685	12,011	15,696	17,82,764	118·9

* Includes enrolment in attached alaises.

General education showed an increase from 85,169 (73,997 boys and 11,172 girls) to 98,754 (85,266 boys and 13,488 girls). This increase was reported by all the States where these schools existed. The total direct expenditure on commerce schools also rose from Rs. 32,69,150 to Rs. 37,86,731. Its distribution according to various sources was: government 5·5 per cent, fees 86·8 per cent, endowments 2·2 per cent and other sources 5·5 per cent. The share of the local boards was insignificant. The average annual cost per pupil in these schools remained at Rs. 38·6 as reported in the previous year.

Table LXXXIII gives the details of these schools in different States.

Table XXXIII—Statistics of Commerce Schools

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	157	8,564	723	9,287	4,30,772	46·4
Assam	23	2,616	267	2,883	1,66,024	57·6
Bihar	19	2,160	43	2,203	94,370	42·8
Bombay	190	20,131	4,081	24,212	9,29,185	38·9
Kerala	11	745	215	960	49,992	53·8
Madhya Pradesh	1	31	..	31	3,231	104·2
Madras	367	23,160	4,647	27,807	8,44,598	30·4
Mysore	129	12,979	1,913	14,892	4,17,574	28·0
Orissa	2	46	3	49	5,611	114·5
Punjab . . . . .	..	209	..	209	..	..
West Bengal	67	14,625	1,596	16,221	8,45,374	52·4
India	966	85,266	13,488	98,754	37,86,731	38·6

* Includes enrolment in attached classes.

Engineering Schools

The number of engineering schools increased by 18 to 118 during the year. This gives an increase of 18·0 per cent. These schools existed in all the States except Jammu and Kashmir, and were also to be found in the Union Territories of Delhi, Manipur and Tripura. No State or Union Territory reported decrease in their number. Engineering schools were reported for the first time by Rajasthan and Tripura.

Of the total, 66 schools were managed by government and the remaining 52 by private bodies. The number of students reading in engineering schools and the engineering classes attached to various technical schools was 47,216 (47,118 boys and 98 girls) as against 39,803 (39,719 boys and 84 girls) in the previous year. The total direct expenditure incurred on these schools also increased from Rs. 1,17,34,237 to Rs. 1,42,27,623, of which 72·0 per cent was met by government, 0·5 per cent by local boards, 24·0 per cent from fees, 1·0 per cent from endowments and 2·5 per cent from other sources. The average annual cost per pupil in these schools rose from Rs. 443·9 to Rs. 446·4 during the year.

Detailed statistics of engineering schools according to States is given in Table LXXXIV.

Table LXXXIV—Statistics of Engineering Schools

State	Number of Institutions	Number of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	11	4,405	..	4,405	Rs. 10,76,191	Rs. 383·9
Assam	3	1,036	..	1,036	7,54,069	727·9
Bihar	14	3,020	..	3,020	15,33,610	507·8
Bombay	4	7,977	8	7,985	3,54,692	478·7
Kerala	9	3,093	46	3,139	7,80,724	361·4
Madhya Pradesh	10	1,666	..	1,666	13,69,308	821·9
Madras	2	3,363	..	3,363	2,14,559	291·1
Mysore	3	4,782	..	4,782	2,43,563	434·2
Orissa	5	1,454	..	1,454	6,06,084	424·4
Punjab	6	2,816	..	2,816	4,56,560	281·3
Rajasthan	3	540	..	540	2,87,068	897·1
Uttar Pradesh	24	5,639	44	5,683	25,37,235	577·0
West Bengal	20	6,004	..	6,004	33,58,525	340·3
A. & N. Islands . . . . .	..	8	..	8	..	—
Dolhi	2	1,209	..	1,209	5,15,977	381·6
Manipur	1	46	..	46	83,442	1,127·6
Tripura	1	60	..	60	47,016	783·6
India	118	47,118	98	47,216	1,42,27,623	446·4

† Includes enrolment of attached classes.

Forestry Schools

The number of forestry schools remained 5 as in the previous year. These were located in the States of Assam, Bombay and Madhya Pradesh. All these schools were managed by government. There were 237 students—all boys—on rolls of these schools, as against 201 in the previous year. The total direct expenditure on these schools decreased from Rs. 1,52,637 to Rs. 1,22,046, the whole of which was met from government funds. The decrease in expenditure was due to reclassification of expenditure on stipends as indirect expenditure during the year under report. The average annual cost per pupil works out at Rs. 515·0.

The state-wise statistics of these schools are given in Table LXXXV below:

Table LXXXV—Statistics of Forestry Schools

State	Number of Institutions	Number of Pupils			Expenditure Rs.	Annual Cost per Pupil Rs.
		Boys	Girls	Total		
1	2	3	4	5	6	7
Assam	1	20	..	20	32,871	1,643·6
Bombay	3	98	..	98	21,758	222·0
Madhya Pradesh	1	119	..	119	67,417	566·5
India	5	237	..	237	1,22,046	515·0

Marine Training Schools

The number of marine training schools increased from 4 to 5. The State of Andhra Pradesh reported one more school during the year. Of the total, 4 were managed by government and 1 by a private organisation. During the year, 1951 pupils (all boys) were on the rolls of these schools as against 1,785 during the previous year. The total direct expenditure on these schools increased from Rs. 12,93,505 to Rs. 15,07,350, but the average annual cost per pupil came down from Rs. 724·7 to Rs. 674·4. Of the total direct expenditure, 93·6 per cent was met from government funds, 3·9 per cent from fees, 1·7 per cent from endowments and 0·8 per cent from other sources.

Statewise statistics of these schools are given in table LXXXVI below :

Table LXXXVI—Statistics of Marine Training Schools

State	Number of Institutions	Number of Pupils			Expenditure Rs.	Average Annual Cost per Pupil Rs.
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	2	619	..	619	3,79,180	612·6
Bombay	2	733	..	733	6,83,614	672·2
West Bengal	1	599	..	599	4,44,556	742·2
Total	5	1,951	..	1,951	15,07,350	674·4

Schools for Medicine

The number of schools for medicine increased by 9 to 124. The increase in the number of schools was reported by the States of Bombay (5), Madhya Pradesh (1) and Punjab (3). Of the total, 60 schools were managed by government, 6 by local boards, 33 by private aided bodies and 25 by private unaided bodies. The number of pupils on rolls of these schools including classes of school standard attached to medical colleges rose from 8,281 (4,188 boys and 4,093 girls) to 10,688 (5,349 boys and 5,339 girls). The total direct expenditure incurred on the medical schools during 1958-59 was Rs. 28,92,670, as compared to Rs. 28,55,815 in the previous year. Its distribution according to various sources of income was: government funds 61·9 per cent, local board funds 7·3 per cent fees 15·9 per cent, endowments 4·1 per cent and other sources 10·8 per cent. The average annual cost of educating a pupil in a medical school comes to Rs. 311·4. The corresponding cost for the previous year being Rs. 363·5.

The statewise details of statistics of the schools for medicine are given in Table LXXXVII below :

Table LXXXVII—Statistics of Schools for Medicine

State	Number of Institutions	Number of Pupils†			Expenditure Rs.	Average Annual Cost per Pupil Rs.
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	..	407	2	409	..	..
Bombay	85	1,877	4,026	5,903	15,90,110	269·4
Kerala	..	161	31	192	..	..
Madhya Pradesh	5	128	94	222	1,37,685	740·2
Madras	..	110	5	115	..	..
Mysore	12	511	440	951	3,10,037	326·0
Punjab	7	713	215	928	3,75,466	404·5
Rajasthan	..	105	10	115	..	..
Uttar Pradesh	2	129	8	137	13,697	351·2
West Bengal	10	764	303	1,067	3,55,116	332·8
Delhi	1	399	153	552	1,05,984	692·7
Manipur	1	45	2	47	..	..
Tripura	1	..	50	50	4,575	91·5
India	124	5,349	5,339	10,688	28,92,670	311·4

† Includes enrolment of attached classes.

Schools for Physical Education

During 1958-59, there were 38 schools for physical education, as against 39 during the previous year. The decrease of one school was due to the closure of one

school in Andhra Pradesh. Of the total, 2 schools were managed by Government, one by local boards, 32 by private aided bodies and 3 by private unaided bodies. The number of students on rolls in these schools including classes of school standard attached to colleges for physical education rose from 3,100 (2,736 boys and 364 girls) to 3,639 (3,204 boys and 435 girls). The total direct expenditure incurred on the schools for physical education during the year was Rs. 3,58,300 as against Rs. 3,67,101 in 1957-58. Of this, 35.0 per cent was met from Government funds, 2.1 per cent from local board funds, 34.7 per cent from fees, 13.2 per cent from endowments and 15.0 per cent from other sources. The average annual cost per pupil in the schools for physical education works out to Rs.113.3 as against Rs.140.6 in the previous year.

Detailed statistics of these schools in different states are given in Table LXXXVIII below :

Table LXXXVIII—Statistics of Physical Education Schools

State	Number of Institutions	Number of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	1	62	..	62	Rs. 28,194	Rs. 454.7
Bihar	2	179	..	179	10,630	59.4
Bombay	14	801	204	1,005	1,87,198	186.3
Madhya Pradesh	2	179	59	238	24,426	102.6
Madras	1	397	110	507	33,146	390.0
Mysore	17	1,491	62	1,553	61,625	40.0
Orissa	1	40	..	40	13,081	327.0
Rajasthan . . . . .	..	26	..	26	..	..
Uttar Pradesh . . . . .	..	29	..	29	..	..
Total	38	3,204	435	3,639	3,58,300	113.3

† Includes enrolment in attached classes.

Technical and Industrial Schools

The total number of technical and industrial schools increased by 81 to 833, that is by 10.8 per cent during the year. The increase was reported by all the States except Kerala, Rajasthan and Pondicherry where the number remained unchanged and Uttar Pradesh and Delhi which reported a decrease of 12 and 1 schools respectively. The decrease in Uttar Pradesh was due to the failure of some of the schools to report their statistics to the State Government, while in Delhi one such school was closed. There were no industrial and technical schools in the State of Jammu and Kashmir and the Union Territories of Himachal Pradesh, L.M. & A. Islands, Tripura, and N.E.F.A. Bombay reported the highest increase of 54. Others to follow were Mysore (8), Punjab and West Bengal (7 each), Madhya Pradesh (5), Madras (4), Orissa (3), Assam and Bihar

(2 each), A. & N. Islands, Delhi and Manipur (1 each). Of the total number of schools, 503 were managed by Government, 20 by local boards, 284 by private aided bodies and 26 by private unaided bodies. As compared to the increase of 10·8 per cent in the number of schools, the increase in enrolment was 6·1 per cent—from 60,644 (47,438 boys and 13,206 girls) to 64,705 (50,859 boys and 13,846 girls). The total direct expenditure on these schools increased from Rs. 2,38,73,349 to Rs. 2,72,87,534, that is at the rate of 14·0 per cent over the previous year. The share of various sources in this expenditure was: government 79·8 per cent, local boards 1·7 per cent, fees 8·9 per cent, endowments 3·5 per cent and other sources 6·1 per cent. The average annual cost per pupil increased from Rs. 362·3 to Rs. 379·7.

The Statewise details of industrial and technical schools are given in Table LXXXIX below :

Table LXXXIX—Statistics of Technical and Industrial Schools

State	No. of Institutions	Number of pupils†			Expenditure Rs.	Average Annual Cost per Pupil Rs.
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	32	3,449	475	3,924	14,22,879	271·2
Assam	25	1,138	194	1,332	10,47,517	826·1
Bihar	29	3,899	551	4,450	14,26,812	327·3
Bombay	237	11,419	773	12,192	74,95,729	472·8
Jammu & Kashmir . . . . .	..	..	100	100	..	..
Kerala	8	954	89	1,043	5,42,284	278·0
Madhya Pradesh	44	1,168	158	1,326	5,24,561	395·6
Madras	68	6,546	378	6,924	30,12,843	344·6
Mysore	42	2,659	396	3,055	20,54,217	280·7
Orissa	26	1,531	165	1,696	11,11,834	655·6
Punjab	82	5,050	2,108	7,158	34,14,812	447·7
Rajaasthan	2	487	..	487	2,66,234	546·7
Uttar Pradesh	82	3,110	2,279	5,389	18,56,336	378·8
West Bengal	149	8,558	5,846	14,404	28,44,994	282·4
A. & N. Islands	1	10	..	10	9,236	513·1
Delhi	3	687	213	900	2,19,298	311·1
Manipur	1	53	15	68	7,906	197·7
Pondicherry	2	141	106	247	30,042	121·6
India	833	50,859	13,846	64,705	2,72,87,534	379·7

Schools for Veterinary Science

The number of schools for veterinary science decreased by 1 to 10 during the year. The decrease was as a result of the closure of one school each in the States of Bihar and Punjab, and an increase of 1 in Bombay. All the 10 schools were managed by Government. The number of pupils on rolls of these schools and classes of school standard attached to colleges for veterinary science also showed a decrease from 1,346 to 1,093 (all boys). The total direct expenditure increased from Rs. 2,51,002 to Rs. 3,04,619.

Government met 99·8 per cent of the total direct expenditure on schools for Veterinary science and the remaining 0·2 per cent was met from fees. The average annual cost per pupil increased from Rs. 231·1 to 300·4, during the year.

Table XC— Statistics of Schools for Veterinary Science

State	Number of Institutions	Number of Pupils			Expenditure Rs.	Average Annual Cost per Pupil Rs
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	2	422	..	422	1,18,153	280·0
Bihar	1	153	..	153	1,05,461	689·3
Bombay	5	252	..	252	68,571	272·1
Punjab	2	187	..	187	12,434	66·5
Rajasthan . . . . .	..	76	..	76	..	..
West Bengal . . . . .	..	3	..	3	..	..
Total	10	1,093	..	1,093	3,04,619	300·4

Professional and Technical Colleges

During 1958-59, there were in all 542 colleges for professional and technical education in the country as against 489 during the previous year. This gives an increase of 10·2 per cent as against 22·6 per cent during 1957-58. The above number excludes the number of university teaching departments and classes of professional and technical education attached to arts and science colleges. The distribution of the colleges for Professional and Technical education according to management was: Government 257, local boards 3, private aided bodies 192 and private unaided bodies 87. According to the type of education these were distributed as : agriculture 29, commerce 35, engineering 54, forestry 3, law 32, medicine 110, physical education 15, teachers' training 234, technology 9, veterinary science 17 and others 4. The number of all types of colleges except those for forestry increased during the year. Colleges for forestry remained the

Table XCI—Statistics of Professional and

Type	Number of* Institutions		Number of Pupils†			
	1957-58	1958-59	Boys		Girls	
			1957-58	1958-59	1957-58	1958-59
	1	2	3	4	5	6	7
Agriculture . . .	25	29	9,242	10,776	62	95
Commerce . . .	33	35	62,712	66,002	494	580
Engineering . . .	50	54	25,380	31,710	53	110
Forestry . . .	3	3	512	559	..	..
Law . . .	31	32	22,117	23,458	481	597
Medicine . . .	106	110	25,072	26,950	5,245	6,000
Physical Education .	14	15	535	607	116	138
Teachers' Training .	203	234	14,644	16,200	7,407	8,222
Technology . . .	7	9	2,949	3,402	9	33
Veterinary Science .	14	17	4,803	5,108	29	29
Others . . .	3	4	286	1,012	5	101
Total .	489	542	1,68,252	1,85,784	13,901	15,905

* Excludes university teaching departments and classes in professional and technical subjects attached to arts and science classes.

† Includes enrolment in University teaching departments and classes attached in professional and technical subjects.

Technical Colleges by Type

Expenditure		Percentage of Expenditure (1958-59) met from					Type
1957-58	1958-59	Govt. Funds	Local Board Funds	Fees	Endow- ments	Other Sources	
8	9	10	11	12	13	14	1
Rs.	Rs.						
75,05,276	96,68,781	76.7	..	11.3	0.9	11.1	Agriculture
39,43,338	46,18,560	16.2	0.0	75.5	2.6	5.7	Commerce
2,36,91,771	3,12,59,013	66.2	..	25.4	3.0	5.4	Engineering
7,85,481	7,80,311	18.3	..	81.7	..	..	Forestry
20,41,205	22,49,992	5.0	..	91.4	..	3.6	Law
3,32,71,580	4,40,61,062	72.9	1.9	16.2	4.9	4.1	Medicine
6,63,086	7,14,489	75.1	..	16.2	5.8	2.9	Physical Education
1,03,39,025	1,19,11,870	76.0	..	14.7	3.9	5.4	Teachers' Training
11,69,465	16,57,817	62.8	0.0	11.5	3.0	22.7	Technology
41,13,198	45,40,131	83.0	..	12.8	..	4.2	Veterinary Science
8,97,773	4,63,667	76.0	..	24.0	..	..	Others
8,84,21,198	11,19,25,693	67.9	0.7	22.5	3.4	5.5	Total

Table XCI—Statistics of Professional and Technical Colleges by Type—(Contd.)

Type	Average Annual Cost per Pupil		Output (Degrees and Equivalent Diplomas) 1958-59		
	1957-58	1958-59	Boys	Girls	Total
1	15	16	17	18	19
	Rs.	Rs.			
Agriculture	1,173.4	1,213.6	2,151	8	2,159
Commerce	189.2	190.6	14,359	168	14,527
Engineering	814.8	951.3	4,560	1	4,561
Forestry	1,636.4	1,506.4	106	..	106
Law	153.4	158.8	6,311	187	6,498
Medicine	1,175.0	1,442.5	3,381	702	4,083
Physical Education	609.5	611.7	402	80	482
Teachers' Training	541.4	555.1	10,845	4,363	15,208
Technology	1,322.9	1,290.1	696	2	698
Veterinary Science	851.8	931.5	823	2	825
Others	587.5	1,462.6	100	3	103
Total .	710.4	800.2	43,734	5,516	49,250

same as in the previous year. The highest increase was reported by teachers' training colleges (31), followed by those for agriculture, engineering and medicine (4) each, and veterinary science (3 each), commerce and technology (2 each), law, physical education and others (1 each).

Students

The total number of students on the rolls of professional and technical colleges, university teaching departments for such education, research institutions and the attached classes for professional education increased from 1,82,153 (1,68,252 boys and 13,901 girls) to 2,01,689 (1,85,784 boys and 15,905 girls) during the year. The rate of increase comes to 10·7 per cent as against 12·8 per cent in the previous year. This enrolment constituted 21·1 per cent of the total enrolment at the university stage.

As usual, the highest number of students 66,582 were studying commerce. The enrolment in other courses of study in descending order was : medicine (32,950), engineering (31,820), teachers' training (24,422), law (24,055), agriculture (10,871), veterinary science (5,137), technology (3,435), other subjects (1,113), physical education (745) and forestry (559).

Table XCII—Statistics of Professional and

State	Number of Institutions		Number of Pupils*			
	1957-58	1958-59	Boys		Girls	
			1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7
Andhra Pradesh	24	27	12,050	12,197	693	920
Assam	8	9	2,985	3,291	68	101
Bihar	27	27	12,565	13,448	296	321
Bombay	116	137	32,671	35,453	3,494	4,023
Jammu & Kashmir	3	3	216	270	87	79
Kerala	23	26	4,642	5,745	849	892
Madhya Pradesh	31	34	10,158	12,288	544	633
Madras	34	35	11,668	13,448	1,032	1,302
Mysore	56	62	11,397	13,755	1,245	1,386
Orissa	16	17	1,931	2,182	124	151
Punjab	33	33	6,025	6,549	1,892	2,010
Rajasthan	19	19	9,315	10,705	197	242
Uttar Pradesh	45	52	25,699	27,363	1,446	1,682
West Bengal	38	45	22,790	24,566	1,323	1,457
Delhi	10	11	3,733	4,025	577	641
Himachal Pradesh	1	1	47	34	1	12
Manipur . . . . .	..	..	128	186	3	4
Tripura	2	2	141	145	1	8
Pondicherry	3	2	91	134	27	41
India	489	542	1,68,252	1,85,784	13,901	15,905

* Includes students studying in attached classes also.

Technical Colleges by States

Expenditure		Percentage of Expenditure (1958-59) met from					State
1957-58	1958-59	Government Funds	Local Board Funds	Fees	Endow- ments	Other Sources	
8	9	10	11	12	13	14	
Rs.	Rs.						
51,25,961	73,19,158	70.4	..	17.4	0.6	11.6	Andhra Pradesh
16,99,014	22,69,271	87.5	..	11.7	..	0.8	Assam
56,25,763	64,34,303	72.5	0.0	23.4	0.5	3.6	Bihar
1,84,81,314	2,26,41,210	50.3	3.7	36.4	0.2	9.4	Bombay
2,29,165	2,54,479	93.0	..	7.0	..	..	Jammu & Kashmir
19,90,154	27,52,222	61.1	..	37.2	..	1.7	Kerala
48,95,297	83,98,656	82.2	0.0	13.0	0.8	4.0	Madhya Pradesh
84,78,484	1,03,50,763	62.3	..	24.0	12.1	1.6	Madras
48,75,614	56,82,555	54.6	..	42.6	0.0	2.8	Mysore
14,14,057	16,73,333	87.0	..	9.4	0.1	3.5	Orissa
53,00,961	73,03,423	51.8	..	21.5	25.4	1.3	Punjab
29,70,279	38,65,051	73.3	..	17.8	7.4	1.5	Rajasthan
63,51,687	77,93,882	72.3	0.0	17.4	1.7	8.6	Uttar Pradesh
1,37,57,153	1,57,37,702	79.9	0.0	14.9	0.4	4.8	West Bengal
69,90,496	89,67,359	85.4	..	7.5	0.6	6.5	Delhi
33,479	54,190	100.0	..	..	..	..	Himachal Pradesh
..	..	..	..	..	..	..	Manipur
72,223	81,242	99.6	..	..	..	0.4	Tripura
1,25,097	3,46,894	92.0	..	8.0	..	..	Pondicherry
8,84,21,198	11,19,25,693	67.9	0.7	22.5	3.4	5.5	India

Expenditure

The total direct expenditure on professional and technical colleges increased from Rs. 8,84,21,198 to Rs. 11,19,25,693, during the year, that is, at the rate of 26·7 per cent. This constituted 26·5 per cent of the total direct expenditure on universities and colleges and 7·5 per cent of the total direct expenditure on all types of institutions. The contribution of various sources towards this expenditure was : government 67·9 per cent, local boards 0·7 per cent, fees 22·5 per cent, endowments 3·4 per cent and other sources 5·5 per cent. Medical colleges claimed the greatest portion of the expenditure viz. 39·4 per cent, followed by engineering colleges (27·9 per cent), teachers' training colleges (10·6 per cent), agricultural colleges (8·6 per cent), commerce colleges (4·2 per cent), colleges for veterinary science (4·1 per cent), law colleges (2·0 per cent), technological colleges (1·5 per cent), colleges for forestry (0·7 per cent) and physical education colleges (0·6 per cent). 'Others' colleges accounted for 0·4 per cent of the expenditure on colleges for professional and technical education. Cols. (10) to (14) of Table XCI indicate the source-wise distribution of expenditure in the various types of colleges. In all types of colleges, except those for commerce, forestry and law, substantial portion of the expenditure came from government funds, while in colleges for commerce, forestry and law, the income from fees was the major supporting source. Local boards contributed towards the maintenance of colleges for commerce, medicine and technology only and their share was almost insignificant. The share of endowments and other sources was significant only in the case of colleges for technology (25·7 per cent).

The average annual cost per pupil in all the professional and technical colleges together was 800·2 as compared to Rs. 710·4 in the previous year. It was the highest in colleges for forestry (Rs. 1,506·4) and the lowest in law colleges (Rs. 158·8). In others, it ranged between Rs. 190·6 in commerce colleges and Rs. 1,462·6 in 'Others' colleges.

Output

The number of candidates who qualified for the award of professional degrees and equivalent diplomas rose from 43,994 (38,735 boys and 5,259 girls) to 49,250 (43,734 boys and 5,516 girls) during the year. The largest number of students graduated in teachers' training (15,208), followed by commerce (14,527), law (6,498), engineering (4,561), medicine (4,083) and agriculture (2,159). In the rest of the professions, the output was comparatively much less.

The continued statistics of all the professional and technical colleges according to States are given in Table XCII.

A brief account of the various types of professional and technical education of the collegiate level except teachers' training which has already been discussed in the preceding chapter, is given below:—

Agricultural Colleges

The number of agricultural colleges increased from 24 to 29 during the year. This excludes the number of university teaching departments of agriculture and agriculture classes attached to other types of colleges. Colleges of agriculture existed in all the States except Jammu and Kashmir. In the Union Territories there was a college of agriculture in Delhi alone. The increase in the number

of colleges was reported by the States of Madhya Pradesh and Uttar Pradesh only. Of the total number of colleges, 23 were managed by Government and the rest by private bodies. The number of pupils on rolls in the agricultural colleges as well as the attached classes increased from 9,304 to 10,871. All the States shared this increase in enrolment, except Delhi where the decrease was insignificant. The total direct expenditure on the agricultural colleges also increased from Rs. 75,05,276 to Rs. 96,68,781, that is, by 23.2 per cent. Government contributed 76.7 per cent of this expenditure, while the share of the remaining sources was : fees 11.3 per cent, endowments 0.9 and other sources 11.1 per cent. The average annual cost per pupil in the agricultural college was Rs. 1,213.6 during the year as compared to Rs. 1,173.4 in the previous year. The number of pupils who qualified for Bachelor's and Master's degrees in agriculture was 1,900 and 259 respectively. State-wise details of these colleges are given in Table XCIII.

Commerce Colleges

During 1958-59, the number of commerce colleges increased from 33 to 35. The States of Andhra Pradesh and West Bengal reported an increase of one college each. Facilities for commerce education were also provided in some of the university teaching departments and classes attached to colleges for general education. Of the total number of colleges, Government managed only 6 colleges, while the remaining 29 were controlled by private bodies. The number of pupils in these colleges and the attached classes increased by 3,376 to 66,582 (66,002 boys and 580 girls). The increase in enrolment was reported by all the States, except Andhra Pradesh and Uttar Pradesh. The total direct expenditure on these colleges increased from Rs. 39,43,338 to Rs. 46,18,560, giving an increase of 17.1 per cent. More than three-fourths (75.5 per cent) of the expenditure was met from fees, while the share of Government endowments and other sources in the expenditure was to the extent of 16.2 per cent, 2.6 per cent and 5.7 per cent respectively. The contribution of local boards in this respect was insignificant. The average annual cost per pupil increased slightly from Rs. 189.2 to Rs. 190.6. During the year, 12,751 pupils (12,618 boys and 133 girls) were awarded Bachelor's degree and equivalent diplomas and 1,776 pupils (1,741 boys and 35 girls) got the Master's degree in Commerce.

The State-wise details of these colleges are given in Table XCIV.

Engineering Colleges

During 1958-59, there were 54 engineering colleges in the country as compared to 50 in the previous year. The increase was due to the opening of two colleges in Kerala and one each in Bombay, Madras and Mysore. One engineering college in Delhi was reported less due to reclassification of the School of Town and Country Planning and Architecture as a college for architecture during the year. Of the total, 27 colleges were managed by government, 21 by private aided bodies and 6 by private unaided bodies. In addition to these colleges, facilities for engineering education were also provided in the teaching departments of the universities of Aligarh, Annamalai, Banaras, Roorkee, Utkal and the Indian Institute of Science, Bangalore and some of the technological colleges. The number of pupils in all the colleges, university teaching departments and attached classes for degree and diploma courses rose from 25,433 to 31,820 and the increase was shared by all the States except Uttar Pradesh.

Table XCIII—Statistics of Agricultural Colleges

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduates			Post-graduates		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Andhra Pradesh	2	603	21	624	10,14,320	1,625·5	126	4	130	..	..	..
Assam	1	208	..	208	3,85,153	1,851·7	13	..	13	..	..	..
Bihar	2	537	..	537	7,77,012	1,446·0	148	..	148	32	..	32
Bombay	5	1,683	7	1,690	20,58,753	1,261·5	218	..	218	20	..	20
Kerala	1	297	17	314	1,00,816	834·0	73	..	73	..	..	..
Madhya Pradesh	4	1,013	..	1,013	8,42,162	831·4	184	..	184	24	..	24
Madras	1	856	19	875	5,17,178	1,014·1	129	3	132	..	..	..
Mysore	2	758	1	759	6,87,105	1,045·8	113	..	113	9	..	9
Orissa	1	171	..	171	2,00,200	1,170·8	25	..	25	..	..	..
Punjab	1	784	..	784	6,83,131	1,588·7	124	..	124	19	..	19
Rajasthan	2	550	..	550	6,53,472	1,488·5	58	..	58	..	..	..
Uttar Pradesh	5	2,814	23	2,837	12,34,157	916·9	611	..	611	146	..	146
West Bengal	1	217	3	220	3,02,494	2,749·9	24	1	25	9	..	9
Delhi	1	285	4	289	1,16,828	2,163·5	46	..	46	..	..	..
Total	29	10,776	95	10,871	96,68,781	1,218·6	1,892	8	1,900	259	..	259

*Includes enrollment in attached classes.

Table XCIV—Statistics of Commerce Colleges

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduates			Post-graduates		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Andhra Pradesh	2	3,661	15	3,676	1,11,531	212·0	883	5	888	56	1	57
Assam . . . . .	..	1,374	11	1,385	..	..	130	..	130	17	..	17
Bihar	2	6,284	..	6,284	3,90,500	145·7	665	..	665	112	..	112
Bombay	16	13,786	397	14,183	25,21,736	429·3	1,858	92	1,950	195	12	207
Jammu & Kashmir	1	127	..	127	39,704	312·6	17	..	17	..	..	..
Kerala	1	1,726	40	1,766	18,873	91·6	561	21	582	..	..	..
Madhya Pradesh	2	5,026	7	5,033	2,67,569	249·1	729	..	729	162	22	184
Madras . . . . .	..	2,395	4	2,399	..	..	948	1	949	..	..	..
Mysore	4	3,720	38	3,758	3,38,557	131·6	259	6	265	7	..	7
Orissa . . . . .	..	404	..	404	..	..	95	..	95	..	..	..
Punjab	2	205	..	205	1,24,487	723·8	46	1	47	2	..	2
Rajasthan	2	6,615	14	6,629	2,47,334	214·5	591	..	591	155	..	155
Uttar Pradesh . . . . .	..	8,639	..	8,639	..	..	2,245	..	2,245	695	..	695
West Bengal	2	10,534	47	10,581	2,52,379	138·2	3,276	7	3,283	325	..	325
Delhi	1	1,185	3	1,188	3,05,890	389·2	286	..	286	15	..	15
Manipur . . . . .	..	186	4	190	..	..	9	..	9	..	..	..
Tripura . . . . .	..	135	..	135	..	..	20	..	20	..	..	..
India	35	66,002	580	66,582	46,18,560	190·6	12,618	133	12,751	1,741	35	1,776

* Includes enrolment in attached classes.

The total direct expenditure on engineering colleges amounted to Rs. 3,12,59,013, as against Rs. 2,36,91,771 in the previous year. The expenditure was met from the various sources as : government 66·2 per cent, fees 25·4 per cent, endowments 3·0 per cent and other sources 5·4 per cent. The average annual cost per pupil rose from Rs. 814·8 to Rs. 951·3. The number of pupils who qualified for the award of Bachelor's degree and Master's degree in engineering was 4,346 (all boys) and 215 (214 boys and 1 girl) respectively, as against 4,062 (4,061 boys and 1 girl) and 146 (all boys) respectively in the previous year. Table XCV gives the statistics of these colleges in various States.

Forestry Colleges

The number of colleges for forestry was 3, the same as in the previous year. All these were government institutions. The number of students on rolls of these colleges increased from 512 to 559 (all boys) during the year. The total direct expenditure on these colleges, however, decreased from Rs. 7,85,481 to Rs. 7,80,311. The income from fees met about 81·7 per cent of this expenditure, while the rest came from government funds. The average annual cost per pupil decreased from Rs. 1,636·4 to Rs. 1,506·4. During the year, 144 pupils (all boys) qualified for the rangers' course and 106 for the superior forest officers' course.

The detailed statistics of forestry colleges according to States are given in Table XCVI.

Law Colleges

During the year, the number of law colleges increased by 1 to 32. The States of Bombay and Uttar Pradesh reported one more college each, while the law college in Pondicherry was closed during the year. There was no law college in Jammu & Kashmir and in any of the Union Territories. Besides these colleges, a number of arts and science colleges and teaching departments of some of the universities provided facilities for studies in law. Of the 32 colleges, 6 were managed by government, 7 by private aided bodies and 19 by private unaided bodies.

The total number of pupils in law colleges as well as in the university teaching departments and attached classes rose from 22,598 (22,117 boys and 481 girls) to 24,055 (23,458 boys and 597 girls). The enrolment increased in all the States except Andhra Pradesh, Kerala, Madras and Delhi. The total direct expenditure incurred on the law colleges was Rs. 22,49,992, as compared to Rs. 20,41,205 in the previous year. The major contribution towards this expenditure (91·4 per cent) came from fees and the remaining expenditure was met by government (5·0 per cent) and 'other' sources (3·6 per cent).

The average annual cost per pupil increased from Rs. 153·4 to Rs. 158·8. The number of candidates declared successful in the Bachelor's examination and Master's degree examination in law was 6,458 (6,272 boys and 186 girls) and 40 (39 boys and 1 girl) respectively. The detailed statistics of law colleges in various States are given in Table XCVII.

Table XCV—Statistics of Engineering Colleges

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduates			Post-graduates		
							Boys	Girls	Total	Boys	Girls	* Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	4	2,327	..	2,327	Rs. 14,74,535	Rs. 698·8	377	..	377	..	..	..
Assam	1	380	..	380	4,56,181	1,200·5	..	..	..	..	..	..
Bihar	5	2,717	..	2,717	30,56,325	1,125·7	301	..	301	1	..	1
Bombay	10	5,384	37	5,421	67,69,071	808·7	1,043	..	1,043	13	..	13
Kerala	3	1,262	39	1,301	6,25,234	581·6	110	..	110	..	..	..
Madhya Pradesh	4	1,952	2	1,954	22,55,401	1,154·2	125	..	125	5	..	5
Madras	7	3,964	4	3,968	35,16,425	939·0	467	..	467	53	1	54
Mysore	7	3,748	7	3,755	12,58,516	337·5	510	..	510	34	..	34
Orissa	1	272	..	272	2,93,530	1,079·2	..	..	..	..	..	..
Punjab	3	1,106	..	1,106	17,83,578	943·7	55	..	55	3	..	3
Rajasthan	2	988	..	988	12,10,083	1,078·5	149	..	149	4	..	4
Uttar Pradesh	2	2,821	3	2,824	8,56,856	1,240·0	462	..	462	..	..	..
West Bengal	4	3,928	12	3,940	64,48,322	2,075·4	669	..	669	101	..	101
Delhi	1	861	6	867	14,54,956	760·6	78	..	78	..	..	..
India	54	31,710	110	31,820	3,12,59,013	951·3	4,346	..	4,346	214	1	215

* Includes enrolment in attached classes.

Table XCVI—Statistics of Forestry Colleges

State	Number of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Rangers			Superior Forest Officers		
							Boys	Girls	Total	Boys	Girls	Total
							8	9	10	11	12	13
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Madras	1	179	..	179	3,27,439	1,829.3	75	..	75	37	..	37
Uttar Pradesh	2	380	..	380	4,52,872	1,335.9	69	..	69	69	..	69
Total	3	559	..	559	7,80,311	1,506.4	144	..	144	106	..	106

Table XCVII—Statistics of Law Colleges

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduates			Post-graduates		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh . .	1	1,796	31	1,827	Rs. 1,25,600	Rs. 89.1	489	9	498	5	1	6
Assam	1	371	3	374	26,745	71.5	46	..	46	..	..	..
Bihar	3	1,073	4	1,077	1,74,947	194.6	254	2	256	1	..	1
Bombay	12	5,814	279	6,093	10,95,442	164.7	1,536	101	1,637	20	..	20
Kerala	2	315	27	342	1,28,579	376.0	96	10	106	1	..	1
Madhya Pradesh . .	3	1,008	9	1,017	38,880	121.5	167	2	169	..	..	..
Madras	1	931	17	948	1,64,255	173.3	457	5	462	2	..	2
Mysore	5	1,065	34	1,099	2,00,336	182.3	269	10	279	..	..	..
Orissa	1	201	2	203	32,878	162.0	48	1	49	..	..	..
Punjab	1	743	7	750	1,36,369	181.8	332	1	333	..	..	..
Rajasthan . . . . .	..	941	12	953	..	..	267	1	268	5	..	5
Uttar Pradesh . . .	1	4,914	59	4,973	62,900	115.2	1,564	25	1,589	5	..	5
West Bengal	1	3,442	85	3,527	63,061	100.1	384	8	392	..	..	..
Delhi . . . . .	..	844	28	872	..	..	363	11	374	..	..	..
India	32	23,458	597	24,055	22,49,992	158.8	6,272	186	6,458	39	1	40

* Includes enrolment in attached classes.

Table XCVIII—Statistics of Medical Colleges

State	Number of institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduates			Post-graduates		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh .	8	2,164	636	2,800	Rs. 37,22,647	Rs. 1,183·6	246	59	305	30	1	31
Assam . . .	2	509	51	560	9,82,289	1,754·1	70	10	80	..	..	..
Bihar . . .	7	1,541	215	1,756	13,65,768	846·2	228	15	243	46	2	48
Bombay . . .	20	5,156	1,379	6,535	77,06,216	1,218·0	571	146	717	98	14	112
Kerala . . .	3	732	244	976	9,10,484	961·4	93	26	119	..	..	..
Madhya Pradesh	9	1,563	325	1,888	30,06,539	1,631·3	67	18	85	28	3	31
Madras . . .	6	3,115	883	3,998	44,03,742	1,204·2	293	117	410	38	9	47
Mysore . . .	5	1,816	300	2,116	15,14,062	732·8	105	8	113	..	..	..
Orissa . . .	2	318	110	428	7,35,994	1,719·6	52	17	69	..	..	..
Punjab . . .	5	1,075	319	1,394	31,47,875	2,269·6	164	50	214	19	2	21
Rajasthan . . .	7	947	142	1,089	8,58,825	817·9	102	7	109	19	..	19
Uttar Pradesh .	15	3,418	405	3,823	27,61,040	1,247·6	429	40	469	88	6	94
West Bengal . .	14	3,975	534	4,509	59,90,854	1,355·4	584	94	678	9	..	9
Delhi . . .	6	528	435	963	66,35,083	8,495·6	..	55	55	2	3	5
Pondicherry . .	1	93	22	115	3,29,044	..	..	..	..	..	..	..
India	110	26,950	6,000	32,950	4,40,61,032	1,442·5	3,004	662	3,666	377	40	417

* Includes enrolment in attached classes.

Medical Colleges

The number of Medical Colleges including those of Pharmacy stood at 110 during the year. The corresponding figure for the previous year was 106. Besides this, facilities for studies in medicine were also provided in some of the university teaching departments and research institutions. The increase in the number of colleges was due to the opening of one college each in Andhra Pradesh, Bombay and Delhi. An increase of one more college was also reported by Madhya Pradesh. Of the 110 colleges, government managed 61, while 3 were managed by local boards, 37 by private aided and 9 by private unaided bodies. The number of pupils enrolled in medical colleges as well as in the university teaching departments increased from 30,317 (25,072 boys and 5,245 girls) to 32,950 (26,950 boys and 6,000 girls) during the year. The increase in enrolment was shared by all the States except Uttar Pradesh and West Bengal. The decrease in enrolment in medical colleges in West Bengal was due to the discontinuation of admission of students in the condensed M.B.B.S. Course. The total direct expenditure on medical colleges amounted to Rs. 4,40,61,062 during 1958-59 as compared to Rs. 3,32,71,580 in 1957-58. The percentage of expenditure for 1958-59 met from the various sources was : government 72.9 per cent, local boards 1.9 per cent, fees 16.2 per cent, endowments 4.9 per cent and other sources 4.1 per cent. The average annual cost per pupil in medical colleges comes to Rs. 1,442.5. During the year, 3,666 pupils (3,004 boys and 662 girls) qualified for the Bachelor's degrees and 417 pupils (377 boys and 40 girls) for the Post-graduate degree in medicine.

The State-wise statistics of medical colleges are given in Table XCVIII.

Colleges for Physical Education

The number of colleges for physical education increased by 1 to 15. One college was opened in Andhra Pradesh during the year. Of the total, government managed 10 colleges and the remaining 5 colleges were managed by private aided bodies. The number of pupils in these colleges rose from 651 (535 boys and 116 girls) to 745 (607 boys and 138 girls) during the year. The enrolment increased in all the States except Bihar and Rajasthan. In these States, the decrease in enrolment was not very significant. The total direct expenditure on the colleges for physical education increased from Rs. 6,63,086 to Rs. 7,14,489, about three-fourth (75.1 per cent) of which was met from government funds. Contributions from fees, endowments and other sources was to the tune of 16.2 per cent, 5.8 per cent and 2.9 per cent respectively. The average annual cost per pupil works out to Rs. 611.7 which shows a slight increase over that of the previous year's figure of Rs. 609.5. During the year, 402 boys and 80 girls were awarded diploma in physical education.

The detailed statistics of colleges for physical education according to States are given in Table XCIX.

Colleges for Technology

The total number of technological colleges rose by 2 to 9 during the year. Of these, 6 were managed by government, 1 by a private aided body and 2 by private unaided bodies. Besides these colleges, the teaching departments of the universities of Andhra, Annamalai, Banaras, Bombay, Calcutta, Madras, Osmania, Panjab and the three All India Research Institutes provided facilities

Table XCIX—Statistics of Colleges for Physical Education

State	Number of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil	Out-put		
		Boys	Girls	Total			Graduates		
							Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
					Rs.	Rs.			
Andhra Pradesh	1	26	4	30	27,447	914.9	26	4	30
Bihar	2	100	12	112	61,841	552.2	48	..	48
Bombay	1	76	16	92	97,979	1,065.0	65	16	81
Kerala	2	92	43	135	50,880	376.9	5	5	10
Madhya Pradesh	1	42	..	42	90,849	2,163.1	..	..	..
Madras	2	43	13	56	1,46,442	306.4	43	15	58
Punjab	1	40	9	49	56,301	1,149.0	38	8	46
Rajasthan	1	20	..	20	19,921	433.1	20	..	20
Uttar Pradesh	3	139	26	165	1,24,718	890.8	139	25	164
West Bengal	1	29	15	44	38,111	866.2	18	7	25
India	15	607	188	745	7,14,489	611.7	402	80	482

Table C—Statistics of Technological Colleges

State	Number of institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduates			Post-graduates		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Andhra Pradesh . .	..	235	..	235	..	..	38	..	38	15	..	15
Assam	1	44	18	62	58,562	464.8	..	..	..	..	..	..
Bombay	1	519	8	527	2,10,826	1,849.4	175	2	177	13	..	13
Madras . . . . .	..	524	..	524	..	..	86	..	86	4	..	4
Mysore	1	75	..	75	1,61,303	989.6	14	..	14	..	..	..
Punjab	1	193	..	193	1,30,462	728.8	47	..	47	..	..	..
Uttar Pradesh . .	1	786	1	787	2,08,860	779.3	55	..	55	42	..	42
West Bengal . . .	4	839	6	845	8,87,804	2,040.9	53	..	53	110	..	110
Delhi . . . . .	..	187	..	187	..	..	44	..	44	..	..	..
India	9	3,402	33	3,435	16,57,817	1,290.1	512	2	514	184	..	184

*Includes enrolment in attached classes

for technological education. The Indian Institute of Sugar Technology, Kanpur, the Harcourt Butler Technological Institute, Kanpur and the Indian Institute of Science, Bangalore also provided facilities for Technological education. The enrolment in colleges, university teaching departments and the other institutions increased from 2,958 (2,949 boys and 9 girls) to 3,435 (3,402 boys and 33 girls) during the year. All the States, excepting Bombay, reported increase in enrolment. The decrease in Bombay was slight.

The total direct expenditure incurred on the technological colleges amounted to Rs. 16,57,817 during 1958-59 as compared to Rs. 11,69,465 in the previous year. Of the total direct expenditure, 62·8 per cent was met from government funds, 11·5 per cent from fees, 3·0 per cent from endowments and 22·7 per cent from other sources. The share of local boards was insignificant. The average annual cost per pupil came down from Rs. 1,322·9 to Rs. 1,290·1. The number of pupils who qualified for Bachelor's and Master's degrees in technology (including their equivalent diplomas) was 514 (512 boys and 2 girls) and 184 (all boys) respectively.

The State-wise details of the colleges for technology are given in Table C.

Colleges for Veterinary Science

During the year under review, the number of colleges for veterinary science increased from 14 to 17. One new college was started in each of the States of Bombay, Mysore and Uttar Pradesh. Excepting one college in Andhra Pradesh which was managed by the Osmania University, all other colleges were managed by government. Veterinary Science Colleges functioned in all the States except in Jammu & Kashmir. There was no such college in any of the Union Territories during 1958-59. There were 5,137 pupils (5,108 boys and 29 girls) on rolls of these colleges, as against 4,832 pupils (4,803 boys and 29 girls) during the previous year. The increase in enrolment was reported by all the States except Bihar, Kerala and Punjab. The decrease in enrolment in Bihar was due to the suspension of degree classes of second shift and diploma classes, while in other States it was only slight. The total direct expenditure on the colleges for veterinary science increased from Rs. 41,13,198 to Rs. 45,40,131 during the year. Government met 83·0 per cent of the total expenditure, while fees and other sources contributed 12·8 per cent and 4·2 per cent respectively. The contribution from endowments was insignificant. The average annual cost per pupil in these colleges was Rs. 931·5, as against Rs. 851·8 in the previous year. The number of students who were awarded Bachelor's and Post-graduate degree was 813 (811 boys and 2 girls) and 12 (all boys) respectively.

The detailed statistics of colleges for veterinary science in various colleges are given in Table CI.

Table CI—Statistics of Veterinary Science Colleges

State	Number of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil	Out-put						
		Boys	Girls	Total			Graduates			Post-graduates			
							Boys	Girls	Total	Boys	Girls	Total	
		1	2	3			4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.							
Andhra Pradesh	2	612	4	616	3,21,162	621.4	129	..	129	..	..	..	..
Assam	1	235	..	235	1,90,419	835.8	10	..	10	..	..	..	..
Bihar	1	634	..	634	2,87,597	453.6	140	..	140	..	..	..	..
Bombay	2	325	1	326	3,13,769	962.5	64	..	64	..	..	..	..
Kerala	1	272	11	283	2,51,069	887.2	37	2	39	..	..	..	..
Madhya Pradesh	2	567	3	570	5,00,665	878.4	65	..	65	..	..	..	..
Madras	1	625	7	632	4,39,457	970.1	77	..	77	1	..	..	1
Mysore	1	89	1	89	56,981	640.2	..	..	..	..	..	..	..
Orissa	1	145	..	145	1,63,942	1,130.6	8	..	8	..	..	..	..
Punjab	1	362	..	362	2,02,413	559.2	78	..	78	..	..	..	..
Rajasthan	1	281	..	281	3,67,377	1,029.1	80	..	80	..	..	..	..
Uttar Pradesh	2	665	..	665	7,10,807	1,415.6	86	..	86	11	..	..	11
West Bengal	1	297	2	299	7,28,673	2,412.8	37	..	37	..	..	..	..
India	17	5,108	29	5,137	45,40,181	981.5	811	2	813	12	..	..	13

CHAPTER IX

SOCIAL EDUCATION

The year 1958-59 was the year of consolidation in the field of Social education. A brief account of some of the important activities of the Central Government in this field is given below:

The Central Advisory Board of Education, at its 26th meeting held at Madras on 15th & 16th January, 1959, approved the concept of social education as developed in the country after independence and recommended that social education should be an integral part of community development programmes. It, however, reiterated that administratively the entire work of planning and co-ordination of social education in the States as well as at the Centre should be the responsibility of a single department, which should appropriately be the Education Department at the State level and the Ministry of Education at the centre. The Board also urged that the appointment of District Social Education Organisers and Joint/Deputy Directors of Social Education might be made quickly in the States in which these officers had not been appointed so far.

The National Fundamental Centre, which continued to serve as a national centre for training, research and evaluation in social education, took up the training of District Social Education Organisers and started research projects during the year. Sixteen trainees from the different States attended the first training course which started on 7th April, 1958 and 22 trainees the second course which started on 17th November, 1958.

Besides receiving material and equipment worth \$8,850 from Unesco, the Centre availed itself of the expert services of Prof. Charles Madge and Mr. A.J. Halls,—Unesco experts in Research and Evaluation and audio-visual education respectively. The centre also received aid worth \$17,452.77 from the T.C.M. in the shape of audio-visual equipment, books, periodicals, films and vehicle, in addition to the services of Dr. Homer Kempfer, an expert in adult education during the year 1958-59. Field work on a research project on 'Community Centres' was started with the joining of two Research Fellows. A pilot enquiry on Village Meeting Places' was completed. 22 foreign students from various countries visited the Centre for periods ranging from one day to one week to study social education in India.

Under the scheme of providing financial assistance to voluntary organisations in the field of social education, a sum of Rs. 4,95,889 was sanctioned to 17 institutions for the year 1958-59.

The scheme for the establishment of an Evening Institute for Workers' Education was finalised during the year. The Institute, *inter alia*, envisaged (i) to stimulate a desire for knowledge among the working classes; (ii) to arouse a sense of social and civic responsibility in them; (iii) to provide facilities for general education to them; (iv) to enlarge the range of their interests; and (v) to provide them with wholesome recreation.

The Research, Training and Production Centre of the Jamia Millia, which undertook a scheme of research into syllabuses, text books and supplementary material for Adult schools, phased the curriculum of adult education into four grades. The first stage of this scheme was completed when the syllabus was framed. The Centre took up the second stage in which 38 adult schools were set up with the help of four research units and two voluntary agencies. The regional heads of the four units were trained at the Centre. After training, they returned to their agencies and helped them to set up a few experimental classes to run the syllabus and the plan drawn up during the period of training.

The Idara-i-Talim-o-Taraqqi of Jamia Millia was entrusted with the task of preparing five hand-books for social education workers, under the scheme for the production of literature for social workers. Of these, the Idara was able to submit manuscripts of three books during the year. Apart from this, pamphlets on three topics viz., (i) How to Organise a Youth Club; (ii) Farmers' Fair—how to organise and (iii) Recreational Activities in Village Life were also got prepared.

Under the scheme for providing model books for adults, the second volume of Gyan Sarover, a Hindi Encyclopædia was published. The Encyclopædia provided easy and pleasant reading material for men, women and children on diverse topics. Besides, the production of a cheap Hindi Encyclopædia in ten volumes by M/s. Hindi Vishwa Bharati, Lucknow, was subsidized.

The Ministry of Education, during the year finalised the Unesco scheme of awarding 10 prizes of Rs. 2,280 (approximately) each to Indian authors for best books for the new reading public. In addition to the prizes, the scheme provided for the purchase of 1500 copies of each of the prize winning books. The Ministry of Education also gave away 37 prizes of Rs. 50 each to books/manuscripts in various Indian languages under the V competition for books for neo-literates. 1500 copies of each of these prize winning books were also purchased for distribution in the Development Blocks in the various States. A grant of Rs. 75,000 was sanctioned to the National Book Trust to carry on their activities of producing good literature at moderate prices.

The scheme of organising literary workshops (Sahitya Rachanalayas) for training authors in the technique of writing books for neo-literates and children was continued during the year. Three Sahitya Rachanalayas for neo-literates were held in Madras, Punjab and Bihar.

To spread the benefit of good literature among persons of low reading skill, the Ministry of Education evolved a scheme to purchase such literature in Hindi from the market. Hindi publishers were requested to submit their best books brought out during 1956, 1957 and first two and a half months of 1958. 328 entries were received during the year, which were referred to the reviewers. Under this scheme, 50 per cent of the cost of the books is to be borne by the State Governments to whom books are to be supplied according to their needs.

Audio-Visual Education

The National Board for Audio-Visual Education was reconstituted during the year. Its third meeting was held at New Delhi on 5th and 6th January,

1959. The National Institute of Audio-Visual Education started functioning by the end of the year under report.

The Unesco Regional Seminar on Visual Aids in Fundamental Education and Community Development was held at New Delhi from 8th to 27th September, 1958 in the National Institute of Audio-Visual Education. Delegates from thirteen countries of south-east Asia participated in it. The object of the seminar was to facilitate exchange of knowledge and experience on the production and use of visual aids for fundamental education and community development.

Under the scheme to produce useful films for the development of audio-visual education, 5 titles were selected for the production of films during 1958-59. These included (i) National Discipline Scheme, (ii) International Geophysical Year, (iii) Seven Cities of Delhi, (iv) Currents and Tides and (v) Minerals of India Series—Manganese. Private producers were also encouraged to produce outstanding feature films. Central assistance was provided to the State Governments for the implementation of the audio-visual schemes in the State sector of the Second Plan.

During the year, seven films were received from Canada under the agreement for the exchange of films signed with the National Film Board of Canada. T.C.M. also provided 129 prints of the two films 'Literacy for Programme' and 'The School Secondary Education' and also 37 prints of the film 'Training the Rural Teachers'. Some of these prints were distributed to the State Governments, Union Territories and Rural Institutes.

During the year, films, filmstrips, film equipment and other audio-visual aids material worth Rs. 48,823.69 nP was purchased for the National Institute of Audio Visual Education. The Library acquired 448 films and 54 filmstrips and enrolled 89 new educational and other institutions as members bringing the total membership to 1,220. These members were issued 9,719 films and 96 filmstrips during the year. Hindi notes of 38 filmstrips were prepared by the end of the year under review. These notes were invariably sent alongwith filmstrips for use in the institutions. The Mobile Cinema Unit of the Institute conducted 121 film shows and 48 preview meetings during the year. Moreover, four issues of the Journal Audio-Visual Education were issued as usual during the year.

The Unit for the production of visual aids produced half a dozen charts and posters on social education for schools. It also launched a project of preparing brochures and monographs on important topics of audio-visual education for promoting proper use of audio-visual aids among teachers and instructors.

Besides the Ministry of Education, there were other Ministries of the Government of India which carried out social education programmes in their own fields. Under the direction of the Ministry of Community Development & Co-operation, the development blocks of stages I and II were provided with social education organisers. During the year, efforts were made by the Ministry of Community Development to revise the syllabus for the training of social Education Organisers. In the revised syllabus emphasis was laid on the promotion of community organisations, such as Youth Organisations, Farmers Organisations, Women's Organisations, Panchayat Organisations etc., in the villages and the organisations of social education activities through these bodies. The training of the village leaders was also emphasised as they helped the cause of social education after training.

A brief account of the progress achieved in the field of social education in different States is given below.

Andhra Pradesh

The adult education centres in the State were supplied with continuation reading materials, newspapers and periodicals to facilitate the neo-literates to improve their knowledge. The Janta College, Donakande (Nizamabad District) provided training to 68 village youths during the year at a cost of Rs. 21,901, which *inter alia* included a monthly stipend of Rs. 25 to each trainee.

Assam

A literacy workshop was organised in which 15 writers were trained in writing Children literature. A few charts and two posters were also published and distributed among the libraries and centres. Besides, eighteen training centres for training social education workers were held in which 522 social education workers were trained in different subjects such as agriculture, animal husbandry, cottage industries etc.

Bihar

The State Government approved a scheme of 'Orientation Training Course' involving an expenditure of Rs. 24,000. The scheme was designed to be implemented in Bikram Block. Another scheme aimed at providing training to the writers of books for adults was also approved. The scheme involved a cost of Rs. 11,000. Besides, a sum of Rs. 9,125 was disbursed to voluntary organisations for the promotion of social education in the State.

Bombay

During the year, 1,130 social education workers were trained at 37 short courses organised at a total cost of Rs. 27,701. Moreover, courses and camps, seminars and conferences were also organised for the social education workers in the Community Development projects and National Extension Service Blocks. The Government also sanctioned a scheme for training village school teachers for social education work in villages.

A hand-book entitled "Suggestions to Teachers in Social Education" was prepared for social education workers during the year. The scheme of *Matru Vikas* centres was continued. These centres, which were being run in Bombay, Poona and Sholapur under the respective City Social Education Committees, carried out their activities at a cost of Rs. 2,000 during the year.

Jammu & Kashmir

The Audio-Visual Unit, established two years back, gave demonstration of visual aids in 200 schools during the year. Besides setting up two central workshops, workshops were set up in 44 high schools of the State for producing visual aids.

Kerala

The State Government abolished the post of Deputy Director of Social Education and made the Director of Public Instruction responsible for over-all supervision of the social education work in the State. However, a post of Director of Women's Welfare was created and the scheme for orientation training of village school teachers was transferred to its control.

An audio-visual seminar was conducted at Kozhikode to give training to teachers in the use of modern audio visual equipment. 35 teachers of secondary schools attended the seminar which lasted for 15 days.

Madhya Pradesh

Measures were taken to prevent the adults, who pass from the literacy centres, from lapsing into illiteracy and to keep the ideas imported to them alive in their minds with the help of circulating libraries, free supply of literature, cinema shows, installation of radio sets etc.

Madras

A literary workshop was organised and conducted at Peelamedu (Coimbatore). Eighteen persons underwent this training. The workshop produced 41 folders; 40 booklets and 41 books.

Mysore

Under the scheme of expansion of audio visual education in the State sanction was accorded for utilising a sum of Rs. 1.01 lakhs for continuation of the visual education centres already started and for the establishment of a visual education library and film library. A short-term training of teachers in visual education was also held during the year.

Orissa

The State Audio-Visual Education Board was constituted *inter alia* for the production of audio-visual aids in the State. During the year, multi-coloured posters, filmstrips and gramophone records on selected social problems were produced. Audio-Visual education was introduced as a subject in teachers' training institutions and grants were given to them for the purchase of the necessary equipment.

Adult (Social) education centres were organised in three compact areas of the State and each such area was supervised by the District Social Education Organiser. 8 books for use as follow-up literature for the neo-literates were produced and distributed widely among the adult education centres.

Punjab

Social education in the State was promoted under the development programmes of community projects and National Extension Service Blocks. During the year, 1,843 young farmers' clubs, women organisations and children parks were set up in the different development blocks. Besides, libraries and reading rooms continued to function in the Block areas.

Voluntary organisations engaged in the task of social education were given grants-in-aid by the Government.

The Government Janta College, Dujore trained 49 persons in village leadership during the year. 38 villages were served by these trainees during the year.

Uttar Pradesh

Seven films, 4, filmstrips and 6 books were brought out under the scheme of producing literature for the neo-literate. As usual, a social education Camp was organised in the months of January, February, 1959 on the 'Magh Mela' ground. The camp provided a well equipped library visited by large number of people.

Two meetings of the State Board of Audio-Visual Education and one meeting of its sub-committee were held during the year under report in the month of July, 1958 in which the Board considered (i) the question of raising the audio-visual fee in the educational institutions from one anna to two annas or more (ii) the difficulty which the District Audio Visual Education Committee was experiencing in collecting equal matching grants for the purchase of projection equipment for which the department had given a grant of Rs. 4,000 to the District concerned. The difficulties in obtaining the films from the State Film Library were also considered and revised rules for the loan of films were framed for the approval of the State government. The list of films and film strips proposed to be prepared by the film section of the department during the year 1958-59 were also approved by the Board.

West Bengal

New rural, State and district libraries were established and grants were given to the existing libraries which were becoming popular among the public.

Six district social education officers were deputed during the year to attend 5 months' training course conducted at the National Fundamental Education Centre, New Delhi. 52 social education organisers completed their training at the different social education organiser's training centres. The difficulties previously experienced by the Social Education Organisers for want of clear cut directions as to the nature and scope of their duties were largely resolved by the formulation of a set of instructions about their specialised and integrated rules.

The Research Unit which was attached to the David Hare Training College constructed two separate vocabularies—one for neo-literate adults and one for children. A six week course of training for teachers in the field of social education was conducted jointly by the post-graduate Basic Training College and the People's College at Banipur. The course was attended by 100 social education teachers.

A. & N. Islands

Four literacy centres were opened during the year. A 16 mm. projector and magic lanterns were purchased under the scheme to produce literature and audio-visual aids.

Delhi

Under the scheme to produce literature for the neo-literates, prizes were awarded to the best writers of this literature, which was also purchased for distribution.

Besides providing audio-visual education facilities through the mobile vans, the Directorate also decided to train school teachers in batches of 20, in the art of production and use of audio-visual aids.

The journals 'Hamara Gaon' and 'Hamara Shahar' continued to be published fortnightly by the Directorate.

Himachal Pradesh

An Audio-Visual Education Unit was established in the Education Department with the object of training teachers in the use of audio-visual-aids. The

Unit provided filmstrip-projectors and audio-visual literature to various institutions. During the years, 45 teachers attended the seminar on the use of audio-visual aids held at Solan.

L.M. & A. Islands

With the appointment of a Social Education Organiser, a start in the promotion of social education in the Islands was made during the year. Adult literacy centres continued to function as before.

Manipur

An audio-visual education unit was set up, which supplied 25 gramophones and 25 radios to various middle and high schools. Two book competitions, one for the children and the other for adult neo-literates, were held during the year.

Tripura

An Inspector of Social Education was appointed during the year. He was vested with the overall control, supervision and administration of Social Education Centres in the Territory. 22 out of the 26 posts of Social Education Organisers were also filled up by the end of 1958-59. The Administration also produced literature for the neo-literates.

During the year, an audio-visual education unit was formed in the Education Directorate. This Unit carried out audio visual programmes through film projection, magic lanterns, puppet shows, and models, charts, posters, etc.

Schools/classes/centres

The total number of social education schools, classes and centres increased by 1,625 to 47,586 (41,554 for men and 6,032 for women) during the year. Of these 11,543 were managed by government, 1,281 by local boards and 34,762 by private bodies. The total number of adults on rolls also increased from 12,06,630 (10,58,912 men and 1,47,718 women) to 12,57,760 (10,80,070 men and 1,77,690 women). Of these, 5,52,603 men and 88,772 women were awarded literacy certificates. The total expenditure incurred on these centres/classes increased from Rs. 90,51,535 to 93,86,950. About 88·8 per cent of this expenditure was met from government funds, 3·5 per cent from local boards funds and 7·7 per cent from other sources.

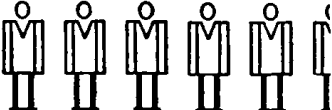
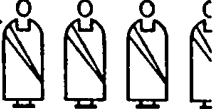
Table C II shows the main statistics of social education in different States during the years 1957-58 and 1958-59.

SOCIAL EDUCATION

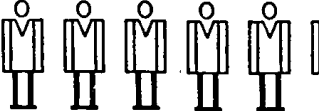

1958-59

SOCIAL EDUCATION CENTRES {  47,963

ADULTS ON ROLLS {

MEN		10,80,056
WOMEN		1,77,584

ADULTS MADE LITERATE {

MEN		5,19,646
WOMEN		84,347

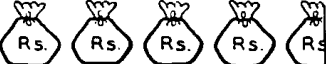
EXPENDITURE {  93,08,891

Table C II—Statistics of Social Education

State	Number of Schools/Classes/Centres			Number of Adults on Rolls						
	1957-58	1958-59	Increase (+) or Decrease(—)	Men		Women		All Persons		
				1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	Increase (+) or Decrease (—)
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	1,898	1,869	— 29	52,362	52,000	3,730	4,527	56,092	56,527	+ 435
Assam	722	717	— 5	24,939	21,945	2,587	3,026	27,526	24,971	— 2,555
Bihar	6,302	6,617	+ 315	2,20,655	2,07,833	27,230	26,678	2,47,885	2,34,511	—13,374
Bombay	18,548	19,218	+ 670	2,93,380	3,12,224	54,887	59,019	3,48,267	3,71,243	+22,976
Kerala	573	134	— 439	8,170	3,578	499	354	8,669	3,932	— 4,737
Madhya Pradesh	3,048	1,113	— 1,933	53,796	31,137	5,429	1,231	59,225	32,368	—26,857
Madras	1,529	1,422	— 107	37,860	35,131	5,672	6,442	43,532	41,573	— 1,959
Mysore	5,260	6,251	+ 991	92,085	91,967	6,690	9,647	98,775	1,01,614	+ 2,839
Orissa	1,777	2,798	+ 1,021	55,329	80,303	2,722	8,790	58,051	89,093	+31,042
Punjab	281	837	+ 556	8,122	11,239	4,171	12,166	12,293	23,405	+11,112
Rajasthan	1,340	1,340	—	23,016	25,317	4,936	5,428	27,952	30,745	+ 2,793
Uttar Pradesh	575	534	— 41	11,776	11,382	3,145	2,922	14,921	14,304	— 617
West Bengal	3,254	3,901	+ 647	1,49,943	1,70,912	18,102	26,081	1,68,105	1,96,993	+28,888
A. & N. Islands	—	4	+ 4	—	75	—	6	—	81	+ 81
Delhi	194	198	+ 4	4,816	3,832	3,946	5,450	8,762	9,282	+ 520
Himachal Pradesh	177	64	— 113	4,068	621	59	41	4,127	662	— 3,465
L.M. & A. Islands	5	5	—	132	122	—	—	132	122	— 10
Manipur	67	121	+ 54	1,302	1,717	244	1,053	1,546	2,770	+ 1,224
Tripura	381	403	+ 22	16,361	17,426	3,469	4,632	19,830	22,058	+ 2,228
Pondicherry	42	40	— 2	800	1,309	140	197	940	1,506	+ 566
India	45,961	47,586	+ 1,625	10,58,912	10,80,070	1,47,718	1,77,693	12,06,631	12,87,760	+51,130

Table C II—Statistics of Social Education— (Contd.)

State	Number of Adults made Literate			Number of Teachers	Total Expenditure on Social Education				Percentage of Expenditure on Social Education to Total Expenditure on Education	Percentage of Expenditure met from			
	Men	Women	All Persons		1957-58	1958-59	Increase (+) Decrease (-)			Govt. Funds	District Board Funds	Municipal Board Funds	Other Sources
							Amount	Percentage					
1	12	13	14	15	16	17	18	19	20	21	22	23	24
Andhra Pradesh	28,955	3,241	32,196	2,104	3,08,784	3,11,766	- 87,018	- 21.8	0.2	98.1	0.0	0.5	0.5
Assam	15,935	2,387	18,322	717	1,50,011	1,44,922	- 5,089	- 33.9	0.2	100.0	..	..	..
Bihar	1,73,443	19,828	1,93,271	0,566	11,81,497	11,98,275	+ 16,778	+ 1.4	0.7	83.5	..	..	3.5
Bombay	1,09,297	22,770	1,32,067	13,816	10,21,028	11,22,237	+1,01,209	+ 9.9	0.2	74.5	..	5.5	20.0
Kerala	3,578	354	3,932	147	32,003	47,875	+ 15,812	+ 49.3	0.0	92.6	..	..	7.4
Madhya Pradesh	21,374	616	21,990	1,002	6,62,137	4,70,223	-1,91,914	- 28.9	0.3	97.0	..	0.0	3.0
Madras	*	*	*	1,804	4,16,060	3,99,541	- 16,519	- 4.0	0.2	97.3	..	..	2.7
Mysore	40,518	4,727	45,245	6,251	1,29,356	1,83,408	+ 54,052	+ 41.8	0.1	100.0	..	..	..
Orissa	61,183	6,604	67,787	2,968	3,59,743	3,40,709	- 19,034	- 5.3	0.6	92.9	..	..	7.1
Punjab	8,258	6,510	14,768	741	5,89,759	4,64,280	-1,22,479	- 20.0	0.3	93.6	..	4.6	1.8
Rajasthan	20,143	3,850	23,993	1,340	4,49,574	5,32,000	+ 82,426	+ 18.3	0.6	100.0	..	..	..
Uttar Pradesh	6,580	1,133	7,713	610	65,744	1,19,335	+ 23,591	+ 24.6	0.0	94.0	0.3	3.0	2.7
West Bengal	43,012	7,335	50,347	4,017	23,45,921	26,77,168	+3,31,247	+ 14.1	0.9	85.4	..	0.4	14.2
A. & N. Islands	68	6	74	4	..	2,140	+ 2,140	+100.0	0.4	100.0	..	..	..
Dolji	3,157	4,304	7,461	168	4,43,800	4,56,800	+ 13,000	+ 2.9	0.6	49.4	..	50.6	..
Himachal Pradesh	621	41	662	64	4,421	7,769	+ 3,348	+ 75.7	0.4	100.0	..	..	..
L.M. & A Islands	60	..	60	5	..	740	+ 740	+100.0	0.3	100.0	..	..	..
Manipur	1,145	814	1,959	121	6,850	12,489	+ 5,639	+ 82.3	0.3	100.0	..	..	..
Tripura	14,509	4,084	18,593	620	7,56,360	8,83,399	+1,27,039	+ 16.8	7.6	98.7	..	..	1.3
Pondicherry	767	168	935	44	11,427	11,874	+ 447	+ 3.9	0.3	98.3	..	..	1.7
India	5,52,603	88,772	6,41,375	44,039	90,51,535	98,86,950	+8,35,415	+ 3.7	0.4	88.8	0.0	3.5	7.7

*The Duration of courses is of 3 years. No Examination was conducted during 1958-59.

CHAPTER X MISCELLANEOUS

1. Pre-Primary Education

During the year, there has been a steady increase in the number of pre-primary and pre-basic schools which increased by 262 to 1190. Apart from these schools, attached classes to primary and secondary schools continued to provide this type of education. The number of such classes is, however, not available. Of the total number of schools, 81·9 per cent were managed by private bodies (60·9 per cent aided and 21·0 per cent unaided) 13·0 per cent by local boards and the remaining 5·1 per cent by the government.

The enrolment in the pre-primary and pre-basic schools as well as in the pre-primary classes attached to primary and secondary schools was 1,37,698 (75,093 boys and 62,605 girls), as against 1,11,391 (61,898 boys and 49,493 girls). This shows an increase of 22·7 per cent as against 12·1 per cent during the previous year.

The total direct expenditure on pre-primary and pre-basic schools increased from Rs. 32,99,544 to Rs. 45,10,081. Its distribution according to various sources of income was government 27·4 per cent, local boards 9·1 per cent, fees 36·1 per cent and other sources 27·4 per cent.

The number of teachers in these schools increased by 18·6 per cent to 2,998, of whom 2,100 were trained teachers.

The proportion of women teachers constituted 86·5 per cent of the total number of teachers during the year under review. Facilities for the training of teachers for pre-primary schools were provided in the States of Andhra Pradesh, Bombay, Kerala, Madhya Pradesh, Uttar Pradesh and Delhi.

Table C III gives the statistics of pre-primary schools in different States for the years 1957-58 and 1958-59.

2. Aesthetic Education

There has been a steady expansion in the activities of the Central and State governments in the field of aesthetic education, which included art, crafts, music and dancing. Drawing was a compulsory subject at the primary and the middle stages and an elective subject at the high stage in most of the States. Music and crafts were taught mostly in schools for girls. The scheme of diversified courses has helped the teaching of crafts to grow.

An account of the activities of the Central Government in the field of aesthetic education is given below:—

The Central Advisory Board of Museums, set up in 1956, to advise government on matters relating to the reorganisation and development of museums and to promote closer contacts between the various museums, made a number of important recommendations in its second meeting held in December, 1957. Accordingly a provision of Rs. 9·4 lakhs was included in the budget estimates for the year 1958-59 for the reorganisation and development of museums on the lines recommended by the Board.

Table C III—Statistics of Pre-Primary Schools

State	Number of Schools		Number of pupils*						Expenditure	
			Boys		Girls		Total			
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7	8	9	10	11
									Rs.	Rs.
Andhra Pradesh	32	38	2,013	2,225	1,426	2,047	3,439	4,272	72,425	1,04,111
Assam	24	25	600	3,322	670	3,320	1,270	6,642	40,657	76,132
Bihar	9	10	380	496	240	349	620	845	61,565	52,432
Bombay	482	685	29,296	37,594	19,720	27,073	49,016	64,667	15,44,931	22,62,587
Jammu & Kashmir . . . . .	..	..	2,949	3,027	7,245	7,761	10,194	10,788	..	..
Kerala	13	13	543	762	577	787	1,120	1,539	29,447	26,045
Madhya Pradesh	111	120	3,960	4,136	3,349	3,944	7,309	8,080	4,43,643	5,31,709
Madras	30	28	1,400	1,291	1,319	1,193	2,719	2,484	1,60,368	1,60,939
Mysore	119	139	3,830	5,046	3,499	4,396	7,329	9,442	2,04,494	2,46,575
Orissa . . . . .	..	..	5,743	4,435	2,760	2,299	8,503	6,734	..	..
Punjab	2	3	338	430	288	252	626	682	12,824	14,610
Rajasthan	7	8	1,082	1,136	892	967	1,974	2,103	46,574	84,691
Uttar Pradesh	43	51	3,224	3,610	2,236	2,519	5,460	6,129	3,37,936	5,31,429
West Bengal	36	41	3,215	3,349	2,992	3,013	6,207	6,362	2,78,448	3,25,005
A. & N. Islands . . . . .	..	..	477	582	312	401	789	983	..	..
Delhi	5	8	2,115	2,399	1,436	1,406	3,551	3,805	29,146	49,874
Himachal Pradesh	2	2	31	34	23	36	54	70	4,697	3,094
Manipur	1	1	12	18	8	..	20	18	3,770	3,720
Tripura	1	1	22	27	22	22	44	49	22,819	21,968
Pondicherry	11	17	668	1,184	479	820	1,147	2,004	5,800	15,160
India	928	1,190	61,898	75,093	49,493	62,605	1,11,391	1,37,698	32,99,544	45,10,081

* Includes enrolment in classes attached to primary and Secondary Schools.

The construction of the building for the National Museum, Delhi was nearing completion. In order to improve the standard of this Museum, a Deputy Keeper was sent abroad for training in Museology. A Chemical Assistant was also proposed to be sent to Italy for training in methods of preservation of Art objects. Moreover, the services of an American expert were obtained under the India Wheat Loan Educational Exchange Programme for display arrangements. A sum of Rs. 5.72 lakhs was provided in the budget for the development of the Museum.

The construction work of the proposed fire-proof building of the Indian Museum, Calcutta was started during the year. The Museum acquired, during the year, 40 pre-historic stone implements from Chaibasa and Chankradharpur area in Singhbhum District, Bihar and also two brick stamps and one clay tablet with cuneiform writing from Babylon from Shri B. B. Chatterjee of Calcutta. A sum of Rs. 1.28 lakhs was provided in the budget for the maintenance of the Museum.

The foundation stone of the Nagarjuna Sagar Museum was laid on 31st January, 1959 and the remodelling of the Nalanda Museum was undertaken. The proposals for setting up of the site Museums at Rupar, Lothal, Kanarak was approved and the necessary action in the matter initiated.

A provision of Rs. 1.42 lakhs was made for the improvement of Victoria Memorial Hall, Calcutta and a sum of Rs. 1.85 lakhs for the acquisition of art objects for the National Gallery of Modern Art.

The Art Purchase Committee of the Government of India for the acquisition of Art objects for the Museums was reconstituted to comprise two committees one for the National Museum and the other for the National Gallery of Modern Art. A sum of Rs. 4 lakhs was provided in the budget for the purchase of art objects for these two institutions.

The Salar Jung Museum and Library, Hyderabad, which has a very large collection of valuable art objects of historical importance, was acquired by the Government of India during the year. It was intended to develop it into a national museum for the southern region and a provision of Rs. 2 lakhs was made for the purpose.

The Government of India proposed to publish 20 rare manuscripts approved by the Indology Committee. The feasibility of getting some of these manuscripts published by research institutions on grant-in-aid basis was under consideration. A sum of Rs. 94,000 was provided for the purposes.

The work of writing the history of Freedom Movement was continued during the year.

To promote cultural activities, the Government of India gave grants to various cultural and literary organisations in the country. Under this scheme a sum of Rs. 4.95 lakhs was sanctioned to the Ramakrishna Mission Institute of Culture, Calcutta and the Jallianwala Bagh National Memorial Trust, Amritsar for the construction of the memorial. Under the scheme to give grants to persons distinguished in letters or art, who were in indigent circumstances, financial assistance was given to 209 persons.

Table CIV—Statistics of Schools for Music, Dancing and Other Fine Arts

State	Schools for Music				Schools for Dancing				Schools for Other Fine Arts			
	Number of Institutions	Number of Pupils			Number of Institutions	Number of Pupils			Number of Institutions	Number of Pupils		
		Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	6*	215	426	641	..	..	..	..	1	30	2	32
Assam	13	231	503 (235)	734	..	..	..	..	1	56	6	62
Bihar . . . . .	..	..	..	..	..	..	..	..	1	76	..	76
Bombay	53	1,654 (95)	2,513 (202)	4,167 (297)	5	4 (1)	174 (31)	178 (32)	20	1,270 (66)	212 (14)	1,482 (80)
Kerala	3	93	286	379	2	39	54	93	3	79	71	150
Madhya Pradesh	4	74	14	88	1	..	29	29	..	..	..	..
Madras	1	4	82	86	..	..	..	..	3	385	10	395
Mysore	21	433	844	1,277	2	107	51	158	4	302	27	329
Orissa	11	161	311	472	3	141	3	144	2	98	18	116
Punjab . . . . .	..	..	..	..	..	..	..	..	1	172	..	172
Rajasthan	4	160	202	362	..	..	..	..	..	..	..	..
Uttar Pradesh	8	88	355	443	..	..	..	..	..	..	..	..
West Bengal	27	451	1,697	2,148	2	..	213	213	1	437	27	464
Delhi	1	14	239	253	..	..	..	..	1	3	15	18
Manipur . . . . .	..	..	..	..	..	..	..	..	1	38	2	40
Tripura	3	5 (18)	21 (130)	26 (148)	..	..	..	..	..	..	..	..
India	155	3,583	7,493	11,076	15	291	524	815	39	2,946	390	3,336

*Relates to Music and Dancing.

NOTE—Figures in parenthesis indicate the number of bonafide students of other institutions also.

Table CV—Statistics of Colleges for Music, Dancing and Other Fine Arts

State	Colleges for Music			Colleges for Dancing			Colleges for other Fine Arts					
	Number of Institutions	Number of Pupils†			Number of Institutions	Number of Pupils†			Number of Institutions	Number of Pupils†		
		Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh . . . . .	..	..	..	..	..	..	..	..	1	157	31	188
Assam . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Bihar . . . . .	..	8	11	19	..	..	..	..	..	..	..	..
Bombay	1	241	193	434	..	..	..	..	2	462	188	650
Madhya Pradesh	14	951	1,172	2,123	..	..	..	..	4	406	121	527
Madras	2	55	210	265	..	..	..	..	..	9	1	10
Orissa	2	102	203	305	..	..	..	..	..	..	..	..
Rajasthan	1	17	40	57	..	..	..	..	..	..	..	..
Uttar Pradesh	6	342 (2)	699 (91)	1,041 (93)	..	..	..	..	..	150	85	235
West Bengal	8	434	1,775	2,209	..	..	..	..	1	283	125	408
Delhi	1	5	22	27	..	..	..	..	..	..	..	..
Manipur . . . . .	..	..	..	..	1	78	42	120	..	..	..	..
Tripura	1	2 (8)	12 (91)	14 (99)	..	..	..	..	..	..	..	..
India	36	2,157	4,337	6,494	1	78	42	120	8	1,467	551	2,018

NOTE—Figures in parenthesis indicate the number of bonafide students of other institutions also.

†Includes enrolment in university teaching departments also.

Another scheme that was in operation was the "Publication of Anthology of select writings from different languages into English". The scheme envisaged that a series containing about 16 stories and 20 poems from major Indian languages should be translated into English, so that the writers achieve recognition not only throughout India but in foreign countries as well.

To celebrate the 100th Birth Anniversary of Poet Rabindranath Tagore a "Tagore Centenary Committee" was constituted. This Committee at its meeting held in March, 1958 drew up a tentative outline of a comprehensive programme which was approved in principle by the Cabinet. All the State Governments and Union Territories were requested to set up State Standing Committees in their areas to ensure carrying out of the programme in its right perspective. The Sahitya Akademi also took up the publication of Tagore's writings in light volumes covering all aspects of his literary works.

The statistics of institutions for music, dancing and other fine arts are given in Tables CIV and CV.

3. Education of the Handicapped

The schools under this head are classified under two major groups, (i) schools for the mentally handicapped and (ii) schools for the physically handicapped (blind, deaf, crippled etc.). Their account is briefly given below:—

Schools for the Mentally Handicapped

During 1958-59, 4 schools for the mentally handicapped children were reported—3 in Bombay and one in West Bengal. Bombay reported one school more during the year than in the previous year. These schools enrolled 310 pupils as against 278 in 1957-58. The total expenditure on these institutions increased from Rs. 2,13,665 to Rs. 2,83,627 and the number of teachers in these schools from 38 to 50. Of the total expenditure, government met 60.1 per cent, as against 57 per cent during the previous year. Besides these schools, a separate section in the school for the Deaf, Lucknow, also provided facilities for the education of the mentally handicapped children. These institutions provided special psychological and psychoanalytical treatment to the suffering children.

Schools for the Physically Handicapped

There were 124 schools for the physically handicapped during the year as compared to 115 in the previous year. Of these, 68 schools were for the blind, 45 for the deaf-mute and 11 for the crippled. According to management, 26.6 per cent of the schools for the physically handicapped were managed by government, 1.6 per cent by local boards, 64.5 per cent by private aided bodies and 7.3 per cent by private unaided bodies. These institutions enrolled 6,737 students (5,114 boys and 1,623 girls) as against 6,029 students (4,534 boys and 1,495 girls) in 1957-58. The break-up of the enrolment according to the three types of schools was: schools for the blind 3,220, schools for the deaf-mute 2,885 and schools for the crippled 632. All the three types of schools shared this increase. The total expenditure on the schools for the physically

handicapped increased by Rs. 1·78 lakhs to Rs. 34·51 lakhs. The government met 65·0 per cent of the total expenditure and fees accounted for 2·2 per cent while the contribution of the local boards, endowments and other sources was 4·5 per cent, 9·7 per cent and 18·6 per cent respectively. The number of teachers in these schools, rose from 829 to 900, of whom 484 were in schools for the blind, 364 in schools for the deaf-mute and 52 in schools for the crippled. The training sections of the Deaf and Dumb Schools, Lucknow, continued to provide facilities for the training of teachers for the deaf.

The State-wise statistics of the schools for the handicapped are given in Table CVI.

Schools for the blind provided instruction of the elementary standard by means of Braille Code adapted to regional languages. Besides, training was also imparted in small trades like spinning, weaving, caning, basket making, knitting etc. Provisions for the teaching of music, both vocal and instrumental, also existed in most of these schools. For the deaf, lip-reading and articulation formed the main basis of instruction. Besides the instruction in three R's, training was also given in tailoring, carpentry and some crafts in these schools.

The Training Centre for the Adult Blind, Dehra Dun continued to impart training chiefly in cottage industries to 150 inmates between 18 and 40 years of age in the men's section and 20 inmates in the women's section. A sum of Rs. 2,64,000 and Rs. 47,000 were provided for the maintenance of the Men's and Women's Sections respectively. A sum of Rs. 47,000 was also provided for the establishment of a light engineering section in the Training Centre of the Adult Blind. The Government of India revised the policy of admission to the training centre. The new policy gave priority to the newly blinded adults.

The Sheltered Workshop for the Blind attached to the Centre provided remunerative employment to nine blind workers—5 chair canners and 4 weavers. The programme of expanding the workshop to provide employment for 25 workers could not be implemented during 1958-59.

The Committee set up in January, 1958 to report on the completion of the National Centre for the Blind suggested measures for the reorganisation of the existing organisation and establishment of additional units to complete the National Centre for the Blind. The recommendations of the Committee were accepted in principle.

One of the most important development in the education of the handicapped children was the establishment of the Model School for Blind Children in Dehra Dun. The school will form part of the National Institute for the Blind. The kindergarten and primary sections were started during the year in a rented building. Eventually the Model School is expected to become a full fledged Secondary school for the blind.

Under the Expanded Technical Assistance Programme of the International Labour Organisation, the services of an expert in the placement of the handicapped, were obtained from United Kingdom. The establishment of an Employment Organisation for the handicapped was drawn up in consultation with the

expert. The scheme envisaged the establishment of about four pilot employment offices, charged with the task of securing suitable employment for properly trained blind, deaf and orthopaedically handicapped persons. The proposed offices will function as part of the National Employment Service. The first such office was established at Bombay in March, 1959.

The Central Braille Press, Dehra Dun, whose main function was to produce Braille literature in Indian languages, published a dozen titles in Braille, chiefly in Hindi. These titles run into 30—40 Braille Volumes. The press also released the inaugural issue of 'Alok' a quarterly Braille digest that contains useful reading material. A sum of Rs. 75,000 was provided in the budget for 1958-59 for the administration of this press.

The workshop for the manufacture of Braille appliances for the blind, undertook the manufacture of arithmetic frames which were not manufactured in this country before. A provision of Rs. 47,000 existed in the budget for 1958-59 for the administration of this workshop.

The scheme for carrying out random sample surveys of the handicapped in select areas with a view to assessing the incidence of the various crippling conditions as well as the socio-economic needs of the handicapped was continued during the year. Both the stages of the survey were completed in Bombay and a report was published. The survey was in progress in Delhi. Sanction was accorded for carrying out both the stages of the survey in Kanpur during the next financial year.

Under the scheme of assistance to voluntary Educational organisations, grants amounting to Rs. 56,495 were given to institutions for the handicapped for developing their existing services or initiating new ones.

Under the scheme of scholarships for the physically handicapped, the scholarships of 79 blind scholars and of 70 deaf scholars were renewed. Scholarships of 109 orthopaedically handicapped persons between the ages of 6 and 25 years were also renewed for pursuing general education or professional or technical training. No selections for the award of fresh scholarships for 1958-59 were made for any of these categories.

The National Advisory Council for the education of the Handicapped was reconstituted for a period of three years. The council at its meeting held at Mussoorie on 23rd and 24th October, 1958 approved schemes for the handicapped that should be considered for inclusion in the Third Plan. These schemes envisaged (i) establishment of model training institutions for various categories of handicapped persons. (ii) provision of facilities for training of teachers and other personnel required for manning these institutions and developing existing ones and (iii) expansion of employment opportunities for trained handicapped persons. The council also suggested the enactment of legislation providing that no institution for the handicapped should be established without a licence from the State Government concerned.

EDUCATION OF THE HANDICAPPED

1958-59

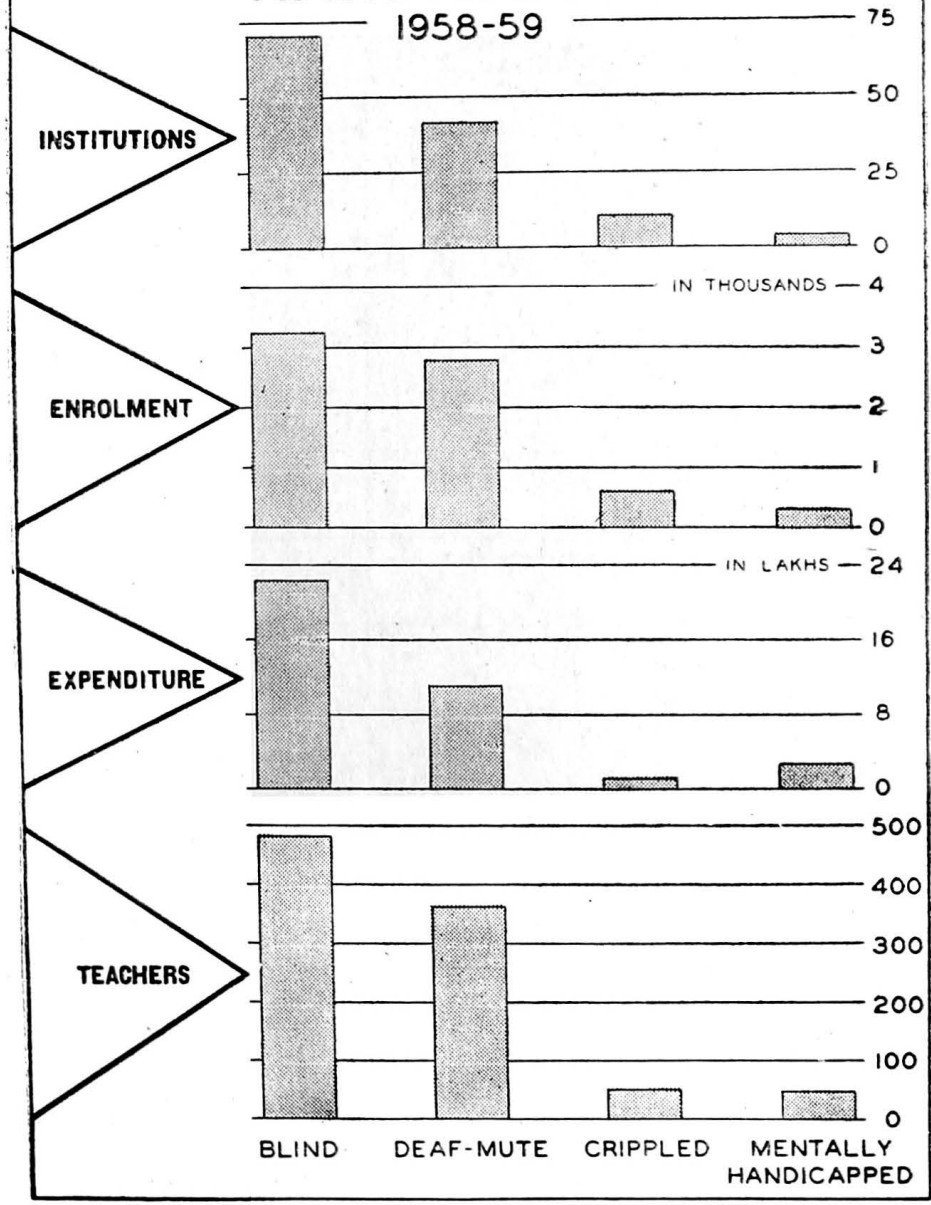


Table CVI—Statistics of Schools for the Handicapped

State	Number of Schools					Number of Pupils					Total Expenditure	Number of Teachers
	For the Physically Handicapped			For the Mentally Handicapped	Total	For the Physically Handicapped			For the Mentally Handicapped	Total		
	Blind	Deaf-Mute	Crippled			Blind	Deaf-Mute	Crippled				
1	2	3	4	5	6	7	8	9	10	11	12	13
											Rs.	
Andhra Pradesh	4	1	3	..	8	208	41	109	..	358	1,17,838	47
Assam	1	1	..	..	2	28	50	..	..	78	27,837	18
Bihar	4	2	..	..	6	155	83	..	..	238	1,46,315	31
Bombay	18	15	3	3	39	810	685	124	246	1,865	12,59,002	273
Jammu & Kashmir	1	..	..	..	1	15	..	..	..	15	8,892	4
Kerala	4	3	..	..	7	96	218	..	..	314	1,17,345	45
Madhya Pradesh	3	1	..	..	4	98	57	..	..	155	59,724	26
Madras	4	5	4	..	13	378	743	362	..	1,483	3,76,805	159
Mysore	3	..	..	..	3	191	..	..	..	191	82,786	28
Orissa . . . . .	..	1	..	..	1	..	18	..	..	18	10,215	3
Punjab	5	1	1	..	7	180	12	37	..	229	98,130	32
Rajasthan	2	..	..	..	2	91	..	..	..	91	73,526	13
Uttar Pradesh	12	9	..	..	21	518	373	..	..	891	6,12,341	113
West Bengal	3	5	..	1	9	198	382	..	64	644	4,97,202	130
Delhi	3	1	..	..	4	239	223	..	..	462	2,44,008	59
Pondicherry	1	..	..	..	1	15	..	..	..	15	2,593	1
India	68	45	11	4	128	3,220	2,885	632	310	7,047	37,34,559	950

4. Education of Scheduled Castes, Scheduled Tribes and Other Backward Classes

The education of the scheduled castes, scheduled tribes and other backward classes continued to receive special attention of the Central and State governments. Among the various schemes, that were continued during the year, mention may be made of the opening and maintenance of institutions primarily for these classes, reservation of seats for them in schools, colleges and hostels, grant of scholarships, stipends and other financial concessions, exemption from the payment of school, hostel and examination fees and the provision of free lodging, clothing, books and stationery etc.

The government of India's scheme of post-matriculation scholarship for these classes also continued to operate during the year. To meet the increasing demand for scholarships from scheduled castes, scheduled tribes and other backward classes candidates for post-matriculation education, the ceiling of the expenditure on these scholarships at Rs. 200 lakhs fixed in 1957 was raised to Rs. 225 lakhs for 1958-59 and for the remaining years of the Second Five Year Plan. Besides, a sum of Rs. 2 lakhs was made available from the unutilised balance of 1957-58 scholarships to be spent on the 1957-58 awardees during 1958-59.

Scholarships to all the eligible scheduled caste and scheduled tribe applicants were awarded during 1958-59 without any reference to their means or merit, that is, on mere pass basis. Selection of students belonging to other backward classes, however, continued to be made on the basis of merit along with the application of means-test.

The number of scholarships awarded, under this scheme to the scheduled caste, scheduled tribe and other backward class students and the expenditure incurred on each of the three classes during the year is given below—

	No. of Scholarships Awarded	Expenditure Incurred
		Rs.
Scheduled Castes	32,552	1,25,86,130
Scheduled Tribes	4,821	20,76,169
Other Backward Classes	12,590	76,50,246
Total	49,963	2,23,12,545

The number of scholarship awarded to the students of all the three classes and the expenditure thereon in the previous year was 44,415 and Rs. 201.54 lakhs respectively. These scholarships covered tuition fee and grants for books, stationery, etc.

Scholarships for study abroad were also made available to students belonging to the three backward classes. Under the scheme of Overseas Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes, the work regarding the selection of candidates for the award of 12 overseas scholarships

Table CVII—Statistics of Education of Scheduled Castes, Scheduled Tribes and other Backward Communities

State	No. of Institutions Specially Meant for Scheduled Castes etc.	Total Number of Pupils			Number of Pupils getting Scholarships and Stipends			Total Expenditure on Scholarships Stipends and Other Financial Concessions	Total Expenditure on Institutions Specially Meant for Pupils belonging to Scheduled Castes
		Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	..	11,31,981	5,51,613	16,83,594	50,409	14,183	64,592	46,69,030	..
Assam	1	5,02,830	2,50,156	7,52,986	32,797	8,560	41,357	21,53,521	16,304
Bihar	1,964	17,12,999	2,86,922	19,99,921	59,333	6,863	66,196	68,70,515	16,60,336
Bombay	..	11,63,117	3,79,651	15,42,768	3,23,017	1,01,024	4,24,041	97,37,145	..
Jammu & Kashmir	..	2,996	185	3,181	647	..	647	87,560	..
Kerala	..	5,49,535	4,02,367	9,51,902	1,33,761	1,00,089	2,33,850	41,37,550	..
Madhya Pradesh	1,316	4,29,937	56,498	4,86,435	59,647	8,465	68,112	26,84,705	47,12,215
Madras	1,896	15,45,246	7,45,976	22,91,222	43,473	16,882	60,355	69,75,270	48,21,956
Mysore	522	1,42,513	55,447	1,97,960	6,477	663	7,140	7,57,267	1,38,759
Orissa	6,477	3,79,558	89,701	4,69,259	2,30,122	53,530	2,83,652	37,11,297	99,86,955
Punjab	..	2,30,105	37,303	2,67,408	33,866	583	34,449	31,01,691	..
Rajasthan	..	1,83,395	12,365	1,95,760	19,811	925	20,736	8,49,406	..
Uttar Pradesh	625	14,18,891	1,14,278	15,33,169	1,00,270	5,074	1,05,344	64,26,689	10,00,285
West Bengal	..	6,51,374	1,82,782	8,34,156	32,614	5,014	37,628	42,47,381	..
A. & N. Islands	62	2,677	1,540	4,217	15	5	20	30,960	5,00,530
Delhi	..	49,470	12,234	61,654	21,765	2,413	24,178	11,36,801	..
Himachal Pradesh	..	11,327	1,459	12,786	855	127	982	63,378	..
L. M. & A. Islands	16	2,002	885	2,887	1,880	885	2,765	17,457	1,01,889
Manipur	811	33,211	6,353	39,564	2,150	339	2,489	70,869	16,54,047
Tripura	1	42,143	12,822	54,965	3,426	1,294	4,720	1,67,358	31,646
N.E.F.A.	128	4,970	663	5,633	1,067	48	1,115	2,38,007	12,15,090
Pondicherry	..	15,227	10,600	25,827	..	..	..	..	..
India	13,819	1,02,05,454	32,11,800	1,34,17,254	11,57,402	3,26,969	14,84,371	5,81,33,867	2,58,40,012

was entrusted to the Union Public Service Commission. But no student could proceed abroad during the year as the selections were made late. Three scholars of the earlier batch, however, went for studies abroad during 1958-59. Four scholars who had gone abroad earlier under this scheme returned to India after completing their studies. Apart from these scholarships, tourist class passage grants were also given to four 'Other Backward Class' students who obtained foreign scholarships and a return sea passage to one 'Other Backward Class' student who had gone in the previous year.

During the year, the total number of institutions meant specially for Scheduled Castes, Scheduled Tribes and Other Backward Classes was 13,819 as against 15,369 during the previous year. The decrease in the number of institutions was due to the reclassifications of these institutions as institutions for all students in the States of Andhra Pradesh and Kerala. The number of students belonging to the backward classes and pursuing general, professional and special education, however, increased from 1,16,48,883 (89,51,865 boys and 26,97,018 girls) to 1,34,17,254 (1,02,05,454 boys and 32,11,800 girls). The total expenditure on the institutions primarily meant for pupils belonging to these classes was Rs. 2,58,40,012 as against Rs. 2,79,99,911 during 1957-58. The decrease was due to the fall in the number of institutions as referred to above. Of the total number of pupils belonging to these classes, 14,84,371 (11,57,402 boys and 3,26,969 girls) received scholarships, stipends and other financial concessions of the total value of Rs. 5,81,33,867. The corresponding figures for the previous year were 13,35,411 and Rs. 4,91,83,455 respectively. A great majority of students received freeships and fee concessions also. State-wise details of the education of the Scheduled Caste, Scheduled Tribe and other Backward Class students are given in Table CVII.

5. Education of the Girls

With a view to examining the whole question of Women's Education in India, a step, which was one of the most important steps towards the progress of education of girls and women, was the setting up of a National Committee on Women's Education. It was set up in May, 1958, under the Chairmanship of Smt. Durgabai Deshmukh, on the recommendation of the Educational Panel of the Planning Commission. The recommendation of the Planning Commission was endorsed by the Conference of State Education Ministers held in September, 1957. The terms of reference of the Committee were—

- (i) to suggest special measures to make up the leeway in women's education at the Primary and Secondary level;
- (ii) to examine the problems of wastage in girls' education at these levels;
- (iii) to examine the problems of adult women who have relapsed into illiteracy or have received inadequate education and who need continued education so as to enable them to earn a living and participate in projects of national reconstruction;

- (iv) to survey the nature and extent of material and other facilities offered by voluntary organisations for the education of such women and to recommend steps necessary to enable them to offer larger educational facilities to them; and
- (v) to examine the possibility and methods of encouraging a larger number of women to go into vocational trades by providing suitable vocational training as a part of their normal education or through special courses designed for adult women.

The National Committee on Women's Education framed a questionnaire consisting of 204 questions and sub-questions on various aspects of women's education and circulated 6,786 copies thereof to heads of institutions, voluntary organisations, education officials of the Centre and State Governments etc. 1,002 questionnaires duly replied were received back by the Committee and analysed. The Committee submitted its report to the Government of India on 5th January, 1959. The report was also introduced to the Central Advisory Board of Education at its meeting held on January 16, 1959 at Madras. The Committee made 185 recommendations regarding policy and programme for the education of girls and women, of which 20 were special recommendations which need top priority and immediate attention at the hands of government. The recommendations of the Committee were under consideration of the Government of India.

The Chairman of the Committee also made the following interim recommendations to the Ministry:--

- (i) Financial assistance on a hundred per cent basis should be given to State governments for taking up the scheme for the expansion of Girls Education and training of Women Teachers for which assistance at 75 per cent was originally offered by Government of India.
- (ii) Mid-day meals should be provided to all pupils of primary schools.
- (iii) A part of the provision for the scheme of Expansion of Girls Education and Training of Women Teachers may be utilised for giving grant to girls secondary schools in rural areas.
- (iv) Voluntary organisations engaged in the promotion of girls and women's education may submit applications under the Government of India schemes of assistance to voluntary organisations direct to the Ministry of Education and not necessarily through State governments, in order to avoid delay.
- (v) A separate department may be created to look after the education of girls and women in each State and a separate budget allocation under this head may be provided in the State budgets.

The interim recommendations were examined in the Ministry and accepted as follows:

- (i) The Ministry agrees to release its share of 75 per cent to the States without insisting on them to produce their share of 25 per cent.
- (ii) The Ministry agrees to include mid-day meals to be provided for girls in the primary schools under the sub-scheme "Attendance Scholarships on a permissive basis".
- (iii) The funds available under this scheme are too small to cover the requirements of secondary schools for girls with hostels attached to them. The Ministry, however, agrees to the suggestion.
- (iv) The Ministry have no objection to receive applications from voluntary organisations under the Government of India scheme of assistance to voluntary organisations, recommended by the Central Social Welfare Board as special cases, but all such applications will be sent to State governments for their recommendations before they can be approved for financial assistance.
- (v) It is not possible to support the creation of a separate department in the different States to supervise the education of girls and women. The Ministry would, however, recommend that a Senior Officer should be available in the various Departments of Education to look after the planning and execution of special schemes to encourage the education of girls.

The Centrally sponsored scheme for the Expansion of Girls Education and Training of Women Teachers initiated in 1957-58 was continued during the year under review and was being implemented through the State governments to whom liberal financial assistance was provided for the construction of rent quarters for women teachers in rural areas, for appointment of school mothers, for award of stipends to women teacher trainees at the under graduate level and attendance scholarships for girls etc. The allocations each year were made to the States on the basis of number of girls not attending school. Originally the Centre provided 75 per cent of the total expenditure incurred by the State governments for implementation of the scheme to the extent of the allocation made and the balance of 25 per cent was to be contributed by the State governments as matching share from their additional resources or internal adjustment in the plan. In view of the difficulty experienced by the State governments in finding their share it was decided in December, 1958 that the Government of India would release the Central allocation without insisting on them providing their matching contribution but the States were free to add whatever they were in a position to supplement the Central assistance.

During 1958-59 allocation for the budget provision of Rs. 70-50 Lakhs was communicated to the State governments but due to shortage of funds available a sum of Rs. 30.80 lakhs was released to 10 States as shown below:

Name of State	Amount Allocated	Amount Approved	Amount Sanctioned
1. Andhra Pradesh	5,68,705	5,68,000	2,50,000
2. Assam	1,64,500	1,32,000	..
3. Bihar	8,25,750	11,80,000	4,50,000
4. Bombay	7,34,000	7,35,625	2,50,000
5. Jammu & Kashmir	96,500	1,14,500	..
6. Kerala	93,500	1,24,700	..
7. Madhya Pradesh	5,67,750	10,31,400	3,50,000
8. Madras	4,94,250	6,50,000	..
9. Mysore	3,54,250	4,71,125	1,90,000
10. Orissa	3,61,000	4,81,050	2,40,000
11. Punjab	3,00,000	4,00,000	1,50,000
12. Rajasthan	3,85,750	5,14,000	1,50,000
13. Uttar Pradesh	13,84,000	13,84,000	4,50,000
14. West Bengal	4,23,500	27,03,620	6,00,000

The term of the Operational Agreement 41 between the Government of U. S. A. and India to promote Home Science education and research in India was successfully completed on 31st May, 1958. Under this agreement, assistance in the form of services of U. S. Technicians, training facilities for Indian teachers of Home Science and books and equipment will be received on a regional rather than on an institutional basis and will be channelled through four demonstration centres situated in four regions of the country.

The total number of girls including those studying in boys' schools rose from 106.75 lakhs to 118.95 lakhs during the year, the rate of increase being 11.4 per cent. On the other hand the enrolment of boys increased from 273.27 lakhs to 295.38 lakhs or at the rate of 8.1 per cent. Of the total number of girls, 97.5 per cent received general education, 1.8 per cent special education and 0.7 per cent professional and technical education. The corresponding figures for the boys were 94.2 per cent, 4.2 per cent and 1.5 per cent respectively. On an average about two out of every three girls were studying in institutions for boys. The break-up of the total enrolment, according to stages and type of education is given in Table CVIII.

During the year, 1958-59, there were 29,861 recognised institutions for girls as against 27,666 compared to the previous year. The distribution* of these institutions was: university 1(1), arts and science colleges 134 (122), professional colleges 43(64), special education colleges 17 (17), high and higher secondary schools 2,103 (1,880), middle schools 3,762 (2,874), primary schools 16,735 (16,433), pre-primary schools 164(299), vocational and technical schools 735(720), adult education centres 6,032 (5,083) and special education schools 135(163). The total expenditure on all these institutions amounted to Rs. 26,55,60,543 (Rs. 23,85,56,375) which was 19.7 per cent higher than that of the previous year.

As many as 92,818 girls passed the matriculation and equivalent examinations as against 91,179 during the previous year. The output in intermediate, degree and postgraduate examinations, however, increased as shown below:

	1957-58	1958-59
Intermediate	20,671	22,117
B.A. and B.Sc.	12,175	16,519
M.A. and M.Sc.	2,898	3,587
Professional Subjects (Degree only)	5,259	5,516

The S. N. D. T. Women's University continued to provide higher education suited to the needs and requirements of women.

*Figures given in parenthesis relate to (1957-58).

Table CVIII—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(—)
	1957-58	1958-59			1957-58	1958-59		
1	2	3	4	5	6	7	8	9
A. General Education								
Pre-Primary	49,493	62,605	+13,112	+26.5	61,898	75,093	+13,195	+21.3
Primary	85,57,321	95,60,763	+10,03,442	+11.7	1,88,12,890	2,04,80,488	+16,67,598	+88.6
Secondary	16,91,366	18,46,369	+1,55,003	+9.2	62,20,036	66,69,130	+4,49,094	+72.7
Intermediate	63,432	75,166	+11,734	+18.5	3,75,342	4,11,700	+36,358	+9.7
B.A./B.Sc.	37,344	42,260	+4,916	+13.2	1,52,125	1,65,814	+13,689	+9.0
M.A./M.Sc.	5,642	6,688	+1,046	+18.5	24,828	29,176	+4,348	+17.5
Research	478	608	+130	+27.2	2,784	3,225	+441	+15.8
Total	1,04,05,076	1,15,94,459	+11,89,383	+11.4	2,56,49,903	2,78,34,826	+21,84,723	+8.5
B. Special Education (Schools)								
Music, Dancing & Other Fine Arts	9,774	9,990	+216	+2.2	7,960	8,097	+137	+1.7
For the Handicapped	1,319	1,575	+256	+19.4	4,286	4,765	+479	+11.2
Oriental Studies	12,025	12,146	+121	+1.0	1,20,429	1,19,593	—836	—0.7
For Social Work	440	489	+49	+11.1	3,764	4,036	+272	+7.2
Social (Adult) Education	1,47,718	1,77,690	+29,972	+20.3	10,58,912	10,80,070	+21,158	+2.0
Reformatory	1,117	1,485	+368	+32.9	6,344	6,718	+374	+5.9
Others (Including Home Science)	18,305	5,012	—11,293	+69.3	49,965	6,711	—43,254	—86.6
Total	1,88,698	2,08,387	+19,689	+10.4	12,51,660	12,29,990	—21,670	—1.7

Table CVIII—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(—)
	1957-58	1958-59			1957-58	1958-59		
1	2	3	4	5	6	7	8	9
C. Special Education (Collegiate)								
Home Science & Needle Work	956	1,224	+268	+28.4	..	..	..	..
Music, Dancing & Other Fine Arts	2,100	3,452	+1,352	+64.4	1,672	2,661	+989	+59.2
Oriental Studies	721	781	+60	+8.3	8,308	8,640	+332	+4.0
Sociology	197	267	+70	+35.5	464	1,071	+607	+130.8
Others	348	248	—100	—28.7	3,181	2,981	—200	—6.3
Total	4,822	5,972	+1,650	+38.2	13,625	15,358	+1,728	+12.7
D. Vocational & Technical Education (Schools)								
Agriculture and forestry	30	53	+23	+76.7	8,355	7,695	—760	—9.1
Commerce	11,172	13,488	+2,316	+20.7	73,997	85,266	+11,269	+15.2

Engineering, Technology, Industry & Arts and Crafts.	23,864	25,955	+2,091	+8.8	89,428	1,01,662	+12,234	+13.7
Medicine and Veterinary Science	4,093	5,339	+1,246	+30.4	5,534	6,442	+908	+16.4
Physical Education	364	435	+71	+19.5	2,736	3,204	+468	+17.1
Teachers' Training	23,770	24,806	+1,036	+4.4	60,422	64,708	+4,286	+7.9
Others	32	41	+9	+28.1	2,932	3,454	+522	+17.8
Total	68,325	70,117	+6,792	+10.7	2,43,404	2,72,331	+28,927	+11.9
E. Professional Education (Collegiate)								
Agriculture & Forestry	62	95	+33	+53.2	9,754	11,335	+1,581	+16.2
Commerce	494	580	+86	+17.4	62,712	66,002	+3,290	+5.2
Engineering & Technology	62	143	+81	+130.6	28,329	35,112	+6,783	+23.9
Law	481	597	+116	+24.1	22,117	23,458	+1,341	+6.1
Medicine & Veterinary Science . .	5,274	6,029	+755	+14.3	29,875	32,058	+2,183	+7.3
Physical Education	116	138	+22	+19.0	535	607	+72	+13.5
Teachers' Training	7,407	8,222	+815	+11.0	14,644	16,260	+1,556	+10.6
Others	5	101	+96	+1,920.0	286	1,012	+726	+253.8
Total	13,901	15,905	+2,004	+14.4	1,68,252	1,85,784	+17,532	+10.4
GRAND TOTAL	1,06,75,322	1,18,94,840	+12,19,518	+11.4	2,73,26,844	2,95,38,084	+22,11,240	+8.1

6. Physical Education and Sports

Physical education continued to receive due attention in educational institutions in almost all the States. Physical training instructors were provided in most of the middle and high schools. Physical education activities normally included mass drill, games and sports, gymnastics and athletics. Facilities for major games and sports like hockey, cricket, volley-ball, foot-ball, basket-ball etc. existed in most of the secondary schools and colleges. In cooperation with the State governments and various sports organisations, which received aid from the Government, various programmes in athletics, sports and physical education were put through. Inter-school, inter-college, inter university and inter-State tournaments were conducted in all major games. Shortage of trained instructors and paucity of play grounds, however, hampered an effective carrying out of physical education activities in some of the States.

There were in all 15 colleges and 38 schools (excluding gymnasia) which provided facilities for the training of physical instructors in the country during the year. Their details are given in Chapter VIII of this publication. In addition to these, a number of refresher and short-term training courses were organised in some of the States.

The Lakshmibai College of Physical Education, Gwalior, which is a residential institution and provides training facilities for a 3-year degree course in Physical education at the undergraduate level entered into its second year with 45 teacher trainees on its rolls. When fully developed, the total annual intake capacity of the College is expected to be 100. The admission during the year was restricted to men only, because accommodation facilities for girl students did not yet exist. The original provision of Rs. 70 lakhs earmarked for the College, during the Second Five Year Plan period, was reduced to Rs. 50 lakhs as a result of over-all cuts imposed on the educational development programme. Out of this, a sum of Rs. 3.3 lakhs was sanctioned to the College to meet its expenditure. A syllabus for the three-year degree course had been worked out by an expert committee, set up by the Govt. of India. The syllabus of studies of the College offers facilities *inter alia* for specialisation in Yogic exercises and indigenous physical activities.

During the period under review, the Government of India's programme for the promotion of physical education and recreation made a steady progress. On the recommendations of the Central Advisory Board of physical Education and Recreation, a number of schemes for promotion of physical education and recreation were included in the Educational Development Programme under the Second Five Year Plan and a considerable progress towards the achievement of these schemes was made as under—

Under the Government of India's scheme of strengthening physical education training institutions, the Government of India have decided to set up Regional Visiting Committee for an on the spot assessment of the institutions needs for improvement and development of their facilities. The Visiting Committee for the north-western region had since completed its 'on the spot' assessment of the needs of the physical training institutions and its recommendations were being implemented. The other two committees were expected to commence their work in 1959.

Under the Government of India's scheme of holding seminars on physical education, an All India Seminar for the State Inspectors and University Directors of Physical Education was organised at Mahableshwar (Bombay) in May, 1958. The National Plan of Physical Education and Recreation formed the principal theme of discussions at the seminar.

To arouse in the Youth an enthusiasm for physical fitness, the Central Advisory Board of Physical Education and Recreation recommended the introduction of 'Graded National Physical Efficiency Tests' on all-India-basis. 'Three Stars' 'Two Stars' and 'One Star' awards were decided to be given to the successful competitors in accordance with the efficiency attained by them.

In pursuance of the recommendation of the Board, "items" of the tests as well as the "level of performance" under each of them were worked out. The levels of performance under each test were prescribed for four groups as follows—

- (i) Juniors—women below 18 years;
- (ii) Seniors—women of 18 years and above;
- (iii) Juniors—men below 18 years;
- (iv) Seniors—men of 18 years and above.

The Government of India proposed to bring out illustrated hand books, explaining the two syllabuses of physical education for boys and girls from primary to higher secondary stage, recommended by the Central Advisory Board of Physical Education and Recreation in the "National Plan of Physical Education and Recreation". The task of preparing the hand-book (for boys syllabus) was entrusted to the Principal of the Lakshmbai College of Physical Education, Gwalior.

The Central Advisory Board of Education and Recreation set up a Committee to make detailed proposals for the preparation of popular literature on physical education, sports and recreation. The recommendations of the committee were under consideration and implementation. The Board also set up a committee of its own to Coordinate all research projects in this field and to make recommendations for the implementation of the research projects as well as for the payment of financial assistance by the Government of India.

On the recommendation of the Central Advisory Board of Physical Education and Recreation, the Government of India decided to set up an independent committee to coordinate the various schemes and to examine programmes relating to physical education, recreation, sports and youth welfare and also to evolve an integrated policy for different schemes for character building e.g. scouting, A.C.C., National Discipline schemes etc.

In view of the valuable contribution made by the indigenous physical cultural institutions like *vjayamshalas* and *akharas* in the promotion of physical education, the Central Board of Physical Education and Recreation recommended the payment of grants upto 50 per cent for the purchase of equipment and library books to these institutions subject to the condition that the institutions and/or the State Government concerned contributed matching funds for the Central grant received by them. Proposals for financial assistance were being received from a number of institutions through their respective State governments.

The Central Advisory Board of Physical Education and Recreation at its VIIth meeting held on 8th October, 1958, set up two Committees to draft proposals for the development of physical education and recreation under the Third Five Year Plan.

Sports

The programme of holding Coaching Camps in States was continued during the period under review. A Coaching Camp in Table-Tennis was held at Lucknow on behalf of the All-India Council of Sports, for the benefit of teachers and physical instructors drawn from educational institutions in the country. Another coaching camp in Cricket on regional basis was also conducted at Bangalore, in which trainees, drawn from educational institutions in Madras and Mysore region, participated.

The schemes for the promotion of Sports and Games in the country were continued during this period and grants aggregating to Rs. 10,80,259 were sanctioned for this purpose to the National Sports Federations. Of this a sum of Rs. 2,10,068 was sanctioned for India's participation in 3rd Asian Games held in Tokyo in May, 1958. Grants were also sanctioned for the construction of Studio and Guest House at Hyderabad (Rs. 1,18,000), Tellicherry (Rs. 40,000), Lucknow (Rs. 1,67,828) and Gauhati (Rs. 1,00,000).

By the end of December, 1958, thirteen State Sports Councils were set up on the lines of All-India Council of Sports in Andhra Pradesh, Assam, Bombay, Bihar, Kerala, Mysore, Madras, Orissa, Rajasthan, Uttar Pradesh, Delhi, Himachal Pradesh and Tripura.

In view of the low results of Indian Teams at Asian Games held in Tokyo, the Government of India appointed in July, 1958 an *ad hoc* committee with the Maharaja of Patiala as its Chairman, to enquire into the low standards of performances by Indian teams and athletes in the Asian and Olympic Games and to suggest ways and means for improvement. The Committee made recommendations which were accepted by the All-India Council of Sports and the Government of India took steps to implement these recommendations. In pursuance of these recommendations the All India Council of Sports was constituted to maintain high standards in Sports and Games. A new scheme was initiated during the period under review to award a running trophy to the University that produced the largest number of players participating in national and international tournaments.

Under the Raj Kumari Sports Coaching Scheme, coaching schools were established to provide year round coaching for the youth. Inter-State tournaments and camps for juniors were organised to keep alive their interest in sports. Also foreign experts in games like foot-ball, tennis, track and field, table-tennis and gymnastics were invited for short periods to train more coaches. A sum of Rs. 1,59,963 was spent on this scheme during 1958-59.

National Discipline Scheme

The main aim of the National Discipline Scheme is to instil discipline into the youth of the country, to make them better citizens with high sense of responsibility, ideal of service and capacity to leadership and above all to infuse in them a sense of unity and national pride. It seeks to make younger generation healthy, both in mind and body, and instil in them a sense of patriotism,

self-reliance, tolerance and self-sacrifice. This is achieved through a five-fold programme of physical training, mental training, cultural development, organization and administration. Under the scheme suitably trained instructors are posted in selected institutions in the various States in which the scheme is introduced. So far, the scheme has been introduced in the States of Bombay, Jammu & Kashmir, Madhya Pradesh, Punjab, Uttar Pradesh, West Bengal and in institutions in and around Delhi. During 1958-59, some 1,56,000 students were to be trained in 195 institutions, whereas actually 1,63,973 students received this training in 205 institutions.

7. Youth Welfare

Youth welfare programme formulated to develop qualities of character and leadership among the Youth was carried on during the year. Under the Second Plan, a sum of Rs. 70 lakhs was provided for these activities and a sum of Rs. 13,93,769 was spent during the year. A brief account of the Youth Welfare activities carried on during 1958-59 is given below :

Students Tours

In order to encourage the students to undertake tours to places of historic, scientific and cultural importance, the Central Government raised the travel grant from 75 per cent to full third class railway/bus fare at student's concession rates. During the year, Rs. 6.22 lakhs were sanctioned under the scheme to 631 educational institutions and over 15,000 students and teachers were benefited from these grants.

Youth Leadership and Dramatic Training Camps

The Central Ministry of Education conducted a Youth Leadership Training Camp at Taradevi in June, 1958. Thirty-one teachers from Universities of Calcutta, Bombay, Poona, Madras, Kerala, Delhi and Panjab participated in it and a sum of Rs. 2,418 was spent on this account. Besides, a sum of Rs. 2,286 was given to the University of Kerala for organising a similar camp and a sum of Rs. 5,000 was sanctioned to Agra University for holding a summer camp.

Youth Festival

The fifth Inter-University Youth Festival was held at Talkatora Garden's, New Deldi from 27th October to 5th November, 1958. In all, 1,671 students from 34 Universities participated in the Festival. Competitions in items like painting and drawing, photography, handicrafts, drama classical dance, vocal classical music, international music, group dance, group singing and Hindi elocution were conducted. A sum of Rs. 2.63 lakhs was spent on the festival. Besides, a sum of Rs. 38,442 was disbursed to various Universities to conduct Inter-Collegiate Youth Festivals within their jurisdiction, primarily to select their contingents.

Youth Hostels

In co-operation with the Youth Hostels Associations and the State governments efforts were made to provide cheap food and accommodation to students undertaking educational tours or for going out on trekking or hiking. For this purpose, the Central Government raised the upper limit of the central assistance to the State governments for the construction of Youth hostels to

Rs. 40,000 per hostel. An amount of Rs. 15,000 was sanctioned to the Youth Hostels Association of India to meet a part of their administration and organisational expenditure during the year.

Survey of Living Condition of Students

The Government of India decided to undertake a pilot survey of living conditions of students in the universities of Kerala, Lucknow and Bombay. Grants amounting to Rs. 13,139 were sanctioned to the universities of Lucknow and Kerala for this purpose.

Youth Welfare Boards and Committees

During the year, administrative approval was granted to the State government of Bihar and the University of Nagpur for setting up of Youth welfare Boards. Under this scheme, the Central grants covered 50 per cent of the administrative expenditure on setting up the Youth Welfare Boards.

Labour and Social Service Camps

During the year, 1815 social service camps were organised in which 1.51 lakhs persons participated. The object of these camps was to inculcate a sense of the dignity of manual labour amongst students and other youths. During these camps the existing amenities in the rural areas were improved through *sharmdan*. Approach and link roads were repaired or constructed, school buildings were put up, playgrounds were levelled, soak pits were dug, etc. Girl campers performed environmental services like looking to personal hygiene, home nursing, child care, etc. These camps were conducted through Bharat Sevak Samaj, Bharat Scouts and Guides, the N.C.C. Directorate (for A.C.C. camps) and the Universities. The Government of India subsidised these camps on the following basis :—

- (i) Rs. 1.75 p. per head per day for food and incidental expenses;
- (ii) third class railway fare at students' concession rate or actual bus fare.

The total amount sanctioned in this behalf, during the year, was, Rs. 34.03 lakhs.

Besides the Camps-Work-Project provided much needed physical and recreational amenities in educational institutions. Under this programme, the voluntary labour was rendered by the staff and the students. The Government grant was limited to 75 per cent of the cost of project subject to certain ceilings fixed for various types of projects and the remaining 25 per cent. was met by the institutions. During 1958-59, 201 new projects, *i.e.*, 126 recreation halls-cum-auditoria, 18 swimming pools, 17 gymnasias, 15 stadia, 13 open-air-theatres, 9 pavilions and 3 cinder tracks were approved and a sum of Rs. 24.47 lakhs was sanctioned for the new and the continuing projects.

8. Scouting and Guiding

During the year, grants amounting to Rs. 2,40,011 were sanctioned for the promotion of Scouting and Guiding in the country. This figure included the grants-in-aid (1st instalment) of Rs. 60,000 given to the National Headquarters of the Bharat Scouts and Guides for meeting part of the Government's contribution for the construction of an All India Scouts and Guides Training Centre at Panch-Marhi (Madhya Pradesh).

The Bharat Scouts and Guides continued its activities in the field of Scouting and Guiding in India during the year. A brief account of these activities is given below—

Training

The National Training Centre at Panchmarhi and other various State Training Centres continued to provide training to the leaders of both Scouts and Guides. During the year 34 experienced workers representing ten States received training at Panchmarhi. The Himalaya Wood Badge Training, the highest proficiency training in the movement, also received great impetus. Moreover, new ground was broken in Scouting with the introduction of the village Scout Organisers Course during the year.

Conferences

A conference of State Chief Commissioners, State Commissioners (Scouts), State Organising Commissioners and State Secretaries, was held at Delhi State Bharat and Guides camping grounds on the 14th and 15th February, 1959. The number of participants was 35. The deliberations covered almost all aspects of social work. Besides, an all India Commissioners' Training-cum-Conference (Guide Section) was held at the Keys Girls High School, Secunderabad from 4th to 6th November, 1958, in which 72 persons participated.

Rally

A rally of Bharat Scouts and Guides was organised on the occasion of the Republic day celebrations in January, 1959. It was attended by 101 scouts and guides from various States. The programme of the rally included projects like map-reading and map-drawing through games, cleaning the camp-site and attending sessions on the First-aid.

Sea-Scouts

Kerala, Madras, Delhi, Mysore, Bombay and West Bengal developed Sea-Scouting. A systematic course of training was drawn up, particularly by West Bengal. The cooperation of the Navy's Training Ship 'Bhadra' was secured for this purpose.

Handicapped Scouts and Guides

The handicapped scouts and guides were helped to learn different trades and vocations. In this connection, mention may be made of the training in the Juvenila Jail at Barielly, Uttar Pradesh.

Awards

A number of persons were awarded gild medals for gallantry and social service. Other awards were also given for various meritorious services rendered by the scouts and guides during the year.

Training in U.K.

Guiders Miss Shanti Chauhan from Madhya Pradesh and Miss Bakkiamuthu from Madras went to England in April, 1958 for 3 month's training under Lady Stratheden scheme. The respective States met the travel expenses.

International Events

India was represented at the Second Pakistan National Jamboree. It was also represented at the First Far East Regional Conference held at Manila, Philippines from 25th to 28th April 1958.

Publications

'Bharat Scout and Guide', the official journal of the Association, continued to make useful contribution towards the dissemination of knowledge useful to scouts etc. Besides, an attractive and useful pamphlet about the Bharat Scouts and Guides in India was also brought out.

Social Service

Scouts and Guides continued to render useful service in village uplift work, building of roads, improving sanitation, cleaning tanks and spreading literacy etc. In a number of states, emergency relief work was also organised on the occasion of floods etc. Other activities included helping at melas, religious festivals and other important occasions and also in assisting the collection on Flag Day, Red Cross day etc.

Census

The total number of cub, boys scouts, rover scouts, bulbul, girl guides increased by 23,520 to 6,41,945 during the year. Their state-wise distribution is given in table CIX.

Table CIX—Strength of Bharat Scouts and Guides

States	Scouts	Guides	Total
1	2	3	4
Andhra Pradesh	53,940	9,877	63,817
Assam	4,592	1,221	5,813
Bihar	24,468	5,165	29,633
Bombay	41,902	18,417	60,319
Kerala	9,657	2,250	11,907
Madhya Pradesh	15,159	5,291	20,450
Madras	33,593	9,747	43,340
Mysore	37,508	6,586	44,094
Orissa	1,267	373	1,640
Punjab	1,10,222	14,914	1,25,136
Uttar Pradesh	69,715	12,285	82,000
Rajasthan	62,138	8,852	70,990
West Bengal	16,241	3,130	19,371
Delhi	17,693	5,269	22,962
Himachal Pradesh	15,586	2,377	17,963
Northern Railway	3,121	426	3,547
Southern Railway	2,692	853	3,545
Western Railway	2,597	682	3,279
Eastern Railway	5,060	537	5,597
S.E. Railway	1,293	699	1,992
N.E. Railway	2,539	236	2,775
Central Railway	1,322	43	1,365
Tripura	410	..	410
Total	5,32,715	1,09,230	6,41,945

9. National and Auxiliary Cadet Corps

The year under review witnessed further expansion in the activities of the N.C.C. and A.C.C. as briefly described below—

Strength

The strength of the N.C.C. increased from 4,505 officers and 1,60,413 cadets to 4,974 officers and 1,88,411 cadets during the year. The number A.C.C. also increased by 845 teachers and 42,995 cadets to 15,807 teachers and 8,38,307 cadets. Division-wise distribution of N.C.C. is given below—

Table CX—Statistics of National Cadet Corps

Division	Officers		Cadets	
	1957-58	1958-59	1957-58	1958-59
Senior Division . .	1,612	1,761	66,633	72,710
Junior Division . .	2,378	2,635	78,330	89,691
Girls' Division . .	515	578	15,450	26,010
INDIA .	4,505	4,974	1,60,413	1,88,411

Training of N.C.C. Officers

(a) Army Wing

During 1958-59, 592 officer cadets received pre-commission training of 2 to 3 months duration at the Officer Training Centre of Army Wing at Kamptee. Besides, a batch of 29 officers attended a newly started course of training of administrative officers of N.C.C. Units in Adjutant and Quarter Master duties. Also, 256 officers were given refresher training at the Centre.

(b) Girls Division

36 lady officers of the Senior Wing and 81 of the Junior Wing received pre-commission training at the Rajputana Regimental Training Centre, Delhi Cantt. and Kumaon Regimental Centre, Ranikhet, respectively.

(c) Naval Wing

9 senior Division Naval Wing officers and 36 Junior Division Naval Wing officers completed their pre-commission training at INS Venduruthy, Cochin during 1958-59.

[No. 13 (Andhra)] Naval Unit N.C.C., Hyderabad was inaugurated on 13th September 1958.

(d) Air Wing

Pre-Commission training to 10 Senior Division Air Wing Officers and 56 Junior Division Air Wing Officers was imparted at Air Force Flying College, Jodhpur during the year. 9 Senior Division Air Wing officers and 33 Junior Division Air Wing officers were also given a refresher training at this college.

Glider Training

Glider training was introduced for the Senior Division Air Wing Cadets of 1 (Bombay) Air Sqn. N.C.C. and 15 (Andhra) Air Sqn. N.C.C. at Poona and Begumpet respectively. Glider training was also introduced in the Senior Division of Girls Troops at places where there were N.C.C. Air Sqns. to impart this training to them.

Camps

Twenty social service camps consisting of 411 N.C.C. officers and 14,050 cadets were held during the year. 93 A.C.C. camps were also organised in which 1,348 teachers and 33,236 cadets participated. Most of the camps were held in community project areas and national extension service blocks.

As in the previous years, work done at these camps included construction of roads, bunds, soakage pits, drains etc. Girl cadets carried out hygiene and sanitation drive and organised literacy and knitting classes for village women.

All-India Summer Camps

An all India summer annual training camp was held from 28th July 1958 to 10th August, 1958 near Srinagar with the object of giving an opportunity to N.C.C. cadets from various parts of the country to get together and to have an opportunity to see other parts of the country. 32 officers and 786 cadets participated in the boys' camp and 21 lady officers and 292 girl cadets took part in the girls' camp.

Visit of Cadets to Australia

Four N.C.C. Cadets of the Senior Division visited Australia on an invitation from the government of that country. They attended the Australian Cadet Camp and visited places of interest and some defence training institutions in that country.

Republic Day Parade

11 N.C.C. Officers, 405 N.C.C. cadets and 100 girl cadets took part in the 1959 Republic Day celebrations. About 50 boys and 50 girls of the A.C.C. and 42 from Naval and Air Wings drawn from schools/colleges in Delhi also took part.

Awards

Three A.C.C. cadets received medals from the Indian Council of Child Welfare for outstanding courage and service.

N.C.C. Broadcasts

Aspects of N.C.C. training, features of camps activities and variety programmes by cadets were broadcast, as usual, from All India Radio and State Broadcasting Stations.

Cadet Corps Rally

A cadet corps Rally was held on the 27th January, in which cadets from different parts of the country participated. The Rally was presided over by the Prime Minister. A programme consisting of a ceremonial parade; aeromodelling display, a navel demonstration and mass physical training display was presented.

The Cadet Journal

The Cadet Corps Journal on the same lines as in earlier years was brought out this year also.

10. School Meals

Provisions for mid-day meals to school children existed only in a few States and that too was not adequate. Lack of financial resources, special rise in the prices of food grains and insufficient public support were some of the main handicaps in formulating a comprehensive scheme of providing mid-day meals to school children. However, whatever little was attempted to do in this regard during 1958-59 is briefly described below—

Mid-day meals scheme introduced in Dangs district of Bombay in 1951-52 was continued during the year. Besides, Bombay corporation supplied free milk and snacks to under-nourished children studying in its schools. In all, about 63,900 children received milk at 428 milk centres. Also nearly one lakh children studying in about 1000 public schools located in scheduled areas, community development blocks and N.E.S. blocks, took advantage of the scheme of free distribution of UNICEF Skim Milk Powder in the State. In Kerala, the compulsory primary areas of Travancore, the entire Cochin area and few towns in Malabar had system of free noon-feeding for necessities, children of lower primary-schools. Revenue Districts of Alleppey and Kozhikode were also brought under this scheme during the year. The scheme benefited an additional 3.5 lakhs of children and the total expense on it rose to Rs. 53 lakhs. Only the tribal welfare department of Madhya Pradesh provided mid-day meals to children studying in its schools. In Madras, under the scheme of subsidising mid-day meals at the rate of 6 nP. per meal by the State Government, 4,00,318 pupils of elementary schools were fed during the year. The total expenditure on this scheme came to Rs. 33.24 lakhs, the non-recurring expenditure having been met by local committees. This scheme was also functioning in 409 secondary schools purely on voluntary basis, where about 1,21,001 students were fed. Mid-day meals were also provided to students in 60 aided elementary schools in Madras city purely on voluntary basis without Government assistance. The supply of mid-day meals to children studying in the schools maintained by the Harijan Welfare Department, also continued and 55,535 pupils availed of this facility during the year. Moreover, 28,730 pupils studying in 293 corporation elementary schools received free mid-day meals provided by the Madras Corporation.

Mid-day meals and powdered milk were supplied at Government cost to children of primary and secondary schools in the draught and flood affected areas in Orissa. On the recommendation of the Nutrition Advisory Committee, U. P., 814 institutions; most urban Higher Secondary Schools and Senior Basic schools, covering 3,39,481 students introduced mid-day meals scheme during the year. As the monthly fee of 50 nP. was not enough for a meal, students were given boiled potatoes, sprouted or roasted grams, seasonal fruits etc. In West Bengal, the Government gave financial assistance to certain selected schools for providing mid-day tiffin to their students.

In A. & N. Islands UNICEF milk was distributed to all the children. Snacks were also distributed free of cost under the school feeding scheme. Children in the schools in L.M. and A. Islands were supplied free mid-day meals at a

cost of Rs. 50,832 during the year. In Pondicherry, the supply of free mid-day meals to poor children was extended to many more schools. 15,560 children were fed under this scheme during the year.

11. Medical Inspection of School Children

Arrangements for medical inspection of school children existed in varying degrees in almost all States and Territories. But the existing facilities were inadequate and far from satisfactory. Paucity of funds, shortage of trained medical personnel, absence of school clinics, failure to carry out remedial and follow up measures and lack of public cooperation were some of the factors responsible for the inadequacy of this facility.

In Andhra Pradesh, there was no organised scheme for medical inspection. However, secondary school under private management collected fees from students for their medical inspection. In schools of Telangana Area, medical inspection was conducted by Government doctors.

In Assam, medical inspection was conducted occasionally in government school hostels and government schools by the medical officer incharge of respective medical zones.

In Bombay, there was no regular school medical service. In certain big cities like Bombay, Poona, Ahmedabad and Baroda, however, private agencies conducted school medical services on a voluntary basis. In old Bombay area, routine medical examination of students was done at the entry into the school and thereafter at the 14th year of its age and finally on leaving the school. Children found defective in health at the routine examination were reexamined after a reasonable period and wherever possible, medical treatment was given to them. During the year, 3,22,999 students in 1,328 secondary schools were medically examined at a cost of Rs. 93,853. During the year, however, 11 district local boards, 12 authorised municipalities and one cantonment board introduced schemes of medical inspection of schools. About 347,000 children were examined under these schemes. The school health service under the executive health officer of the Bombay Municipal Corporation for the benefit of Municipal Primary schools continued to operate as usual. In all 82,543 pupils in the city and 14,974 pupils in the suburbs were examined during the year of whom 70,098 children in the city and 10,578 in the suburbs were found to suffer from one defect or the other. Defects noticed were communicated to the guardians and about 38,093 children were treated in municipal dispensaries at the school clinic.

In Kerala, the system of medical inspection was put into operation through 200 medical inspection units in lower primary schools. Each unit covered all the lower primary schools within a radius of five miles.

In Madhya Pradesh, the Assistant Medical Officers visited all government secondary schools for boys of Mahakoshal area every month, examined the students and advised them to take medical treatment, if found necessary. Detailed medical examination of students was done annually. Government touring doctors visited rural areas to examine the students there. In Gwalior region of the old Madhya Bharat, the office of the Senior Medical Inspector at Gwalior was responsible for the medical inspection work. One full-time medical Inspector with necessary staff was appointed to inspect the health conditions of

boys of primary and middle schools of Indore city. In Ujjain region, there was regular medical school service for the medical inspection of students of Government primary and secondary schools. One Medical Officer with his staff was appointed in Bhopal proper for the organisation of the medical inspection scheme. During the year, in all, 2,27,033 students were medically examined.

In Madras, 209 secondary schools had arrangement for medical examination of their students. Besides, elementary schools run by Madras Corporation had this facility. There were 4 medical inspectors and 3 medical inspectresses to conduct medical examination in these elementary schools. About 30,000 children studying in elementary schools were examined during the year, of whom over 11,000 students were found to be in need of treatment. Mal-nourished children were given mid-day meals, shark liver oil and calcium lactate, while others received appropriate treatment.

In Orissa, the Medical Officer examined students reading in high school managed or aided by Government. In case of other students the work was entrusted to health officers and medical officers in charge of local dispensaries.

In Punjab, there was no regular system of medical examination. However, almost all high and middle schools in urban areas engaged qualified doctors for the purpose. Defects discovered were brought to the notice of his/her parents/guardians. Small dispensaries were also set up in some of the schools and medicines were provided to the students free of charge.

In Rajasthan, part time doctors were employed to carry out periodic medical examination of the students and to examine them at short intervals and to attend them for minor ailments.

In U.P., whole time school service was rendered in 14 towns of the State. In the rest of the districts and towns, District Medical Officers of Health and Municipal Medical Officers carried out the work of medical inspection of school children. About 67,009 students studying in 425 institutions were examined.

In west Bengal, the education Directorate of the State maintained school Hygiene Units in Calcutta and in some of the Municipal towns with a view to examining the health of school children periodically.

In L. M. & A. Islands, the Medical Officers in the Islands examined the students regularly.

In Tripura, regular medical services were arranged in the schools under the management of Tripura Territorial Council by appointing full time school Health Officers. Generally, Medical Officers were directed to make inspection twice in a year. Defective students were hospitalised in Government dispensaries. Nearly 6,000 students were examined during the year.

In N. E. F. A., all students were regularly examined by the Medical Officer Incharge of the nearest dispensaries.

12. Education of Displaced Students

Provision for the grant of financial assistance as direct aid to displaced students from West Pakistan was made not only on an *ad hoc* basis but also on a tapering basis with a view to winding up the scheme by the end of the second

Plan period in order to keep the expenditure within the reduced allocations. With this objective in view, Government of India increased during the year the restrictions for the grant of financial assistance to displaced students, thus stopping the cash grants and raising at the same time, the standards, of merits for selection. A sum of Rs. 27.00 lakhs was provided for the scheme.

During 1958-59, financial assistance was not granted to any student who either himself or his parents received compensation in cash or kind from the Ministry of Rehabilitation. An exception was, however made to a student who was already in receipt of stipend before he or his parents received any amount of compensation in cash or kind and was in the middle or in the fag end of his studies for which he had been granted a stipend. This limit of compensation was relaxed during the year to the extent of Rs. 3,000 for a fresh applicant who was eligible for the grant of stipend in spite of the receipt of compensation received by himself or his parents for that amount or below. Similarly, a maximum limit of Rs. 5,000 was fixed, if the student or his parents received compensation, when the former had already been granted a stipend and was in the midst or at the fag end of his studies at the time of the receipt of compensation.

Besides this, the Ministry of Rehabilitation continued its scheme of discretionary grant reserved at the rate of Rs. 75,000 per annum till the end of the Second Plan period, whereby students of the indigent displaced families received suitable stipends.

Seventy-five per cent of the total expenditure incurred for the maintenance of educational institutions for displaced students at Rajpura and Faridabad, was borne by the Central Government with a hope that by the end of the Second Plan period, the Punjab Government will assume sole responsibility of their maintenance.

The difficulty over the exchange of educational certificates which ended in a deadlock sometimes during the month of April, 1958, continued during the year under review. The total number of old and fresh applications of Indian nationals still pending with the Pakistan Government were 300 and 479 respectively, against those of Pakistan nationals numbering 286.

The Governments of India and Pakistan agreed to extend the period of exemption from the payment of fees for verification of educational qualifications for a further period of one year with effect from 1st July, 1958.

13. Indian Students Abroad

During 1958-59, the following Government of India Overseas Scholarships Schemes, were in operation—

Agatha Harrison Fellowship

The fellowship which was instituted in 1956-57 in the memory of late Miss Agatha Harrison envisaged the study of Asian Problems at the St. Anthony's College, Oxford. The fellowship is of 5 years' duration and one Indian national elected in 1956-57 continued to work in 1958-59. Rs. 10,666 was spent during this year under this scheme.

Central Overseas Scholarships Scheme

This scheme is intended to raise the standard of instruction and research in the country and is meant for the teachers of universities and other institutions of higher education. Out of 25 scholars selected during 1958-59, 20 went abroad during this year, of whom six went for higher studies in Humanities. Rs. 3,78,043 was spent during the year under the scheme.

Union Territories Overseas Scholarships Scheme

This scheme of awarding five scholarships to persons who by birth or domicile are natives of the six Union Territories, continued during the year under review. All the five candidates were selected for scientific subjects and an expenditure of Rs. 81,669 was incurred on this scheme during the year.

Twenty Fully-Paid Overseas Scholarships Scheme

No fresh selection under this scheme (which is meant for young and brilliant persons in the age-group 20-25 and are unemployed) was made during 1958-59 due to restrictions on foreign exchange. However 18 scholars (including one for Humanities) continued their studies during the year. Rs. 51,171 was spent during the year under review.

Foreign Languages Scholarships Scheme

No selection was made under this scheme owing to foreign exchange restrictions. Out of those who went in the previous years under this scheme, 18 returned during the year. Rs. 1,95,053 was spent on this account during the year.

Overseas Scholarships for Scheduled Castes, Scheduled Tribes and other Backward Classes.

Out of 12 candidates who were selected for 1958-59, none could go during the year as selections were made late; three scholars of the earlier batch went for studies during 1958-59. Four scholars returned to India after completing their studies abroad.

Passage Grants for Scheduled Castes, Scheduled Tribes and Other Backward Classes Students

During 1958-59, four 'other backward classes' students, who received foreign scholarships but without passage costs, were granted the cost of tourist class sea passage, besides sanctioning a return passage to one 'Other Backward' class student gone in the previous year.

Indo-German Industrial Cooperative Scheme

23 out of 25 candidates selected for the award of scholarships under this scheme went abroad. The remaining two did not avail of the scholarships. Besides twenty-five candidates already studying in West Germany were awarded freshships.

80 places were offered by West German Government for practical training under this scheme in 1956-57. Although selection of all candidates was completed during the year, only 31 had actually left for Germany. Placement of the remaining was awaited.

In addition to the above, the following Governments, International Organisations etc. offered scholarships/fellowships to Indian nationals for studies abroad during 1958-59—

Name of the Awarding Authority	Number of Scholarships/Fellowships offered
<i>Government of Austria</i>	Two scholarships for post-graduate training/research in any branch of Engineering or Medicine.
<i>Government of Belgium</i>	Two scholarships for post graduate research in Mining, Metallurgy, Chemical Engineering and Naval Architecture.
<i>Government of Czechoslovakia</i>	Three scholarships for post-graduate study in scientific subjects and 30 scholarships for practical training in higher technology.
<i>Government of France</i>	Seven and four scholarships for post graduate studies in Engineering/Technology and in Economics/History/French language/Literature respectively. Also twelve scholarships for specialised training in Agriculture, Vet. Science etc.
<i>West German Government</i>	Four scholarships for post-graduate study/research in Fundamental Sciences and 150 scholarships for practical training in industries.
<i>Government of Hungary</i>	Twelve scholarships for Post-graduate research/training in the manufacture of Railway Rolling Stock, Scientific instruments etc.
<i>Government of Israel</i>	One scholarship for post-graduate study/training in Arid Zone Farming.
<i>Government of Italy</i>	Five scholarships for post-graduate study/training in Fine Arts, Painting etc.
<i>Government of Netherlands</i>	One scholarship for post-graduate study/training in Museology.
<i>Government of Norway</i>	One scholarship for post-graduate study/research in Statistics.
<i>Government of Rumania</i>	Five scholarships for post graduate study/training in Oil Technology, Geology and Mining.

Name of the Awarding Authority	Number of Scholarships/Fellowships offered
<i>Government of Spain</i>	One scholarship for post-graduate training in Sculpture.
<i>Government of Sweden</i>	One post graduate scholarship each in Nuclear Spectroscopy and Political Science.
<i>Government of Switzerland</i>	Two scholarships for post-graduate study/training in any branch of Science, Technology or Engineering.
<i>Government of U.A.R.</i>	Two scholarships for post-graduate study/training in Irrigation, Engineering and Cotton Growth Research.
<i>Government of U.S.S.R.</i>	Twelve scholarships for post-graduate study/research in Agriculture, Basic Sciences, Medicine and Technology.
<i>United Nations— (U.N. Social Welfare Fellowship/ scholarships Programme).</i>	Four Fellowships in Social Welfare and allied subjects.
<i>British Council, London</i>	Six scholarships for higher studies research in English language and Literature, Teaching of English as a Foreign language, Philosophy of History, Problems of Common-Wealth and Diploma in English and post-graduate course in English.
<i>Philippines University</i>	Two scholarships for study in Political Science.
<i>Imperial Relations Trust (London University Institute of Education), London</i>	One Fellowship for investigation into current educational problem of the country at the Institute.
<i>Ridgefield Foundation, U.S.A.</i>	One scholarship for study in Economics.
<i>German Academic Exchange Service Scholarships.</i>	Four post-graduate studies scholarships.
<i>T.C.M. Programme</i>	Sixty scholarships for post-graduate studies/training in Engineering and Technical subjects.

CHAPTER XI

STATISTICAL SURVEY

An attempt has been made in this Chapter to indicate the trends, as revealed by the statistics for the quinquennium ending 1958-59, in some important fields in education. The study is, however, subject to two limitations: (1) as the level of educational development differs from State to State and area to area, no precise conclusions which may be applicable to all areas uniformly can be drawn from them; and (2) the treatment being largely statistical, it cannot be expected to do justice to the qualitative aspect of educational development which usually defies statistical statements.

Elementary Education

Table CXI below indicates the advance made in the field of elementary education in five years preceding the year under report—

Table CXI—Pupils undergoing Elementary Education, 1953—59

Year	Number of pupils in classes, I-VIII			Percentage of Girls to Total.	Percentage increase from the previous year		
	Boys	Girls	Total		Boys	Girls	Total
	(In lakhs)						
1953-54.	184.59	70.42	255.01	27.6	..	..	..
1954-55	196.10	76.63	272.73	28.1	6.2	8.8	6.9
1955-56	209.54	85.07	294.61	28.9	6.9	11.0	8.0
1956-57	220.95	93.54	314.49	29.7	5.4	10.0	6.8
1957-58	232.40	98.58	330.98	29.8	5.2	5.4	5.2
1958-59	252.14	109.83	361.97	30.3	8.5	11.4	9.4

It is evident that the enrolment maintained its rising trend throughout the quinquennium and that more than a crore of additional children came to be enrolled in classes I—VIII during this period. This gives an average increase of more than 21 lakh students per year (including about 13½ lakh boys and 7½ lakh girls). Judging from the year-to-year percentage increase, the girls have obviously fared better than the boys; but the gap between the enrolment of boys and girls was still large in 1958-59 when the girls constituted less than one-third of the total enrolment.

Even this record of achievement does not justify complacency, because we have still a long way to go to attain the objective of providing free and compulsory education for all children in the age-group of 6—14. The position in regard to the extent of population covered by the existing facilities for elementary education is indicated in table CXII.

Table CXII—Educational Facilities for the Age-Group 6—14, 1953—59

Year	Percentage of pupils in classes I—VIII to the total population in the age-group 6-14		
	Boys	Girls	Total
1953-54	49·2	20·2	35·1
1954-55	51·4	21·3	36·8
1955-56	54·1	23·1	39·1
1956-57	55·9	24·9	40·9
1957-58	60·2	26·9	43·9
1958-59	61·1	28·3	45·2

The above table makes an interesting reading and the following points emerge—

- (i) From 1953-54 to 1958-59, the percentage of educational facilities in classes I—VIII to the population of children in the age-group 6—14 increased from 35·1 to 45·2, which shows an average increase of two per cent per year. The expansion of facilities becomes even more significant, if increase in the population is also taken into account.
- (ii) The gap between the education of boys and girls continued to be considerable. As against every hundred boys in the age-group 6—14, facilities for elementary education existed for about 61 boys in 1958-59; but the corresponding percentage for girls was about 28 only.
- (iii) In order to provide compulsory and free education for all children, the existing facilities would have to be increased by more than hundred per cent, even if the influence of the rapidly increasing population was neglected.

It will thus be observed that the attainment of the goal of Universal education for this age-group is indeed a formidable task. The situation has been made more difficult, *inter alia*, by lack of resources, inadequate supply of trained teachers, and lack of buildings and equipment. The emphasis has, therefore, been rightly shifted to the less ambitious programme of providing universal education for the age-group 6—11 as a first step in implementing the larger programme for the age-group 6—14.

Primary Education

Primary education is imparted in primary schools as well as in primary departments of middle and high schools. Table CXIII shows the number of primary schools in the country during the period from 1953-54 to 1958-59 (excluding primary departments of middle and high schools).

Table CXIII—Number of Primary Schools, 1953—59

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 previous year	
1953-54	2,39,382	17,368	14,711	6.1	86,031	14.4	35.9
1954-55	2,63,626	24,244	14,925	5.7	1,01,342	17.8	38.4
1955-56	2,78,135	14,509	15,230	5.5	1,11,220	9.7	40.0
1956-57	2,87,298	9,163	16,065	5.6	1,16,272	4.5	40.5
1957-58	2,98,247	10,949	16,433	5.5	1,23,248	6.0	41.3
1958-59	3,01,564	3,317	16,735	5.5	1,26,238	2.4	41.9

The data indicates that the number of primary schools in the country has been steadily increasing, but the rate of increase has not been very firm. The average increase in the number of these schools over the period of five years has been of the order of more than 12,000 per year, which is indicative of the efforts made both in the public and private sectors for the establishment of a broad based system of education in the country.

The above table also gives the number of primary schools meant exclusively for girls. These constitute about 6 per cent of the total number of primary schools and their percentage has been steadily declining during the quinquennium. The emergence of a co-educational system of education at this level thus seems to be a development in the right direction.

Single-teacher schools constitute a sizable proportion of the total number primary schools (41.9 per cent in 1958-59). Their total number has gone up by about 40,000 during the five-year period. Although the percentage of increase in the number of these schools has been fluctuating from year to year, their proportion to the total has been on the increase. This is mainly due to the fact that we are now trying to provide schools in small school-less villages in our endeavour to have universal provision of schools and to establish a school within an easy walking distance from the home of every child.

The distribution of primary schools according to managements is given in the following table—

Table CXIV—Number of Primary Schools by Management, 1953—59

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 Bodies	Private Bodies			
1953-54	2,39,382	52,597	1,19,968	66,817	22·0	50·1	27·9
1954-55	2,63,626	59,262	1,33,020	71,344	22·5	50·4	27·1
1955-56	2,78,135	64,827	1,42,223	71,085	23·3	51·1	25·6
1956-57	2,87,298	64,098	1,52,064	71,136	22·3	52·9	24·8
1957-58	2,98,247	77,724	1,48,275	72,248	26·1	49·7	24·2
1958-59	3,01,564	81,939	1,48,301	71,324	27·2	49·2	23·7

The above data reveals that about half the number of primary schools are managed by the local bodies and the other half by Government and private organisations put together. There has been very little fluctuation in the proportion of the local board schools, while the percentage of government schools has been rising and that of private schools has been declining. It will also be seen that the number of primary schools under public management (i.e. Government and local boards together) has increased more rapidly than that under private management. The number of private schools increased; but their proportion to the total has declined. This is but to be expected in the effort to provide universal education.

Turning to the problem of universal enrolment (i.e. the enrolment of every child of school going age), it may be stated that the progress has been comparatively slower, mainly because it depends, *inter alia*, on socio-economic conditions. All the same, the actual progress achieved is of no mean order as the statistics in table CXV will show.

Table CXV—Educational Facilities for the Age-Group 6-11, 1953-59

Year	Enrolment in classes I—V			Percentage of enrolment of children in the age-group 6—11		
	Boys	Girls	Total	Boys	Girls	Total
	(In lakhs)					
1953-54	153·56	63·16	216·72	64·8	27·9	46·7
1954-55	163·49	68·75	232·24	68·1	29·9	49·4
1955-56	175·28	76·39	251·67	72·0	32·8	52·8
1956-57	184·51	82·62	267·13	73·7	34·5	54·5
1957-58	194·04	87·66	281·70	76·1	36·2	56·7
1958-59	210·14	97·42	307·57	76·0	37·5	57·3

The enrolment has increased substantially—by about 90 lakhs in five years or at an average rate of 18 lakh annually. But even in 1958-59, less than three fifths of the total population of the age-group 6—11 was enrolled. The position with regard to girls' education still remained poor and about two-thirds of their population could not be brought to school.

The pupils in classes I—V enumerated in the above table do not all belong to the age-group 6—11. They also include quite a good proportion of those falling outside these ages although, in an ideal situation, this should not be so. The following table shows the extent of abnormality in the age structure of primary school children --

Table CXVI—Pupils outside the Age-group 6-11 in Classes I—V, 1953-59

Year	Enrolment in Classes I—V (In Lakhs)			Pupils below 6 and above 11 in Classes I—V (In Lakhs)			Percentage of Pupils below 6 and above 11 in Classes I—V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1953-54	153·56	63·16	216·72	39·09	15·32	54·41	25·5	24·3	25·1
1954-55	163·49	68·75	232·24	40·81	15·86	56·67	25·0	23·1	24·4
1955-56	175·28	76·39	251·67	42·67	16·46	59·13	24·3	21·5	23·5
1956-57	184·51	82·62	267·13	44·27	17·79	62·06	24·0	21·5	23·2
1957-58	194·04	87·66	281·70	46·14	18·20	64·34	23·8	20·8	22·8
1958-59	210·14	97·42	307·57	48·68	19·47	68·14	23·2	20·0	22·2

It is evident that at least 22·2 per cent of the seats available in classes I—V were utilised by children of the wrong age group. But it is gratifying to note that this abnormality was on the decline during this period.

One of the greatest drawbacks from which primary education suffers at present 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. One rough and ready method to measure wastage is to assess the extent to which children joining Class I fail to reach class IV in three years. On this basis, the magnitude of this problem is given in the following table—

Table CXVII—Wastage and Stagnation, 1954—59

Year	Enrolment in Class I three Years back (In lakhs)			Enrolment in Class IV during the year (In lakhs)			Numerical Wastage and Stagnation (In lakhs)			Wastage and Stagnation in Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1954-55	48·02	22·23	70·25	22·66	8·08	30·74	25·36	14·15	39·51	52·8	63·7	56·2
1955-56	50·23	23·72	73·95	23·45	8·71	32·16	26·78	15·01	41·79	53·3	63·3	56·5
1956-57	54·67	26·20	80·87	25·10	9·57	34·67	29·57	16·63	46·20	54·1	63·4	57·1
1957-58	61·89	29·23	91·12	26·57	10·29	36·86	35·32	18·94	54·26	57·1	64·8	59·5
1958-59	66·60	32·98	99·58	28·69	11·51	40·20	37·91	21·47	59·38	56·9	65·1	59·6

During 1958-59, the overall wastage was of the order of about 60 per cent. The wastage percentage was as high as 65 in the case of girls.

The effect of wastage and stagnation in the different primary classes is better discernible from table CXVIII which gives the enrolment indices in respect of classes II, III and IV. These have been calculated with enrolment in Class I as the base (100) and the decline from it. It indicates the wastage from Class to Class.

Table—CXVIII Wastage in Different Classes

Class	1951—55 Batch			1952—56 Batch			1953—57 Batch			1954—58 Batch			1955—59 Batch		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
II	66	59	64	63	58	61	62	58	61	62	58	61	61	55	59
III	54	46	51	53	45	50	51	45	49	51	45	49	50	43	48
IV	47	37	43	46	37	43	43	35	40	43	35	40	43	35	40

The wastage from class I to class II alone is to the extent of about 40 per cent. In the first three classes, the total wastage is 52 per cent and in the first four classes, 60 per cent. It shows that wastage is the heaviest from class I to class II and that its volume decreases steadily thereafter.

The following table gives an idea of the growth of the teaching staff of primary schools together with their positions with regard to training—

Table CXIX—Teachers in Primary Schools, 1953—59

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				
1953-54	518	105	623	+ 36	16.8	390	62.5
1954-55	563	113	676	+ 53	16.8	418	61.8
1955-56	574	117	691	+ 15	16.9	423	61.2
1956-57	589	121	710	+ 19	17.1	442	63.5
1957-58	602	127	729	+ 19	17.4	463	63.5
1958-59	577	118	695	- 34	17.0	443	63.7

The number of teachers in primary schools has been rising in all years except the last one, where it decreased by about 34,000. The decrease is, however, superficial and has resulted from the reclassification of 'higher elementary schools' as 'middle schools' in some States. This point has already been dealt with in Chapter III. Due to the same reason, the proportion of women teachers has also declined slightly. However, it is gratifying to note that the percentage of trained teachers, which was static during the last two years, improved slightly during the year.

Coming to expenditure on primary schools, it will be noted that there are certain items of Expenditure like direction or inspection which cannot be assigned to the various types of institutions. Such expenditure is termed as indirect expenditure as opposed to direct expenditure which includes teachers' salaries, equipment, contingencies, etc. The following table shows the direct expenditure on primary schools, excluding primary departments of middle and high schools. As explained above, the expenditure in the last year of the period has gone down due to reclassification of higher elementary schools as middle schools in some States.

Table CXX—Expenditure on Primary Schools by Sources, 1953—59

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	
1953-54	33.18	10.25	1.31	1.53	46.27	93.9
1954-55	36.95	10.70	1.56	1.68	50.89	93.6
1955-56	39.55	10.75	1.75	1.68	53.73	93.6
1956-57	43.56	11.50	1.80	1.62	58.48	94.2
1957-58	52.36	10.75	1.76	1.84	66.71	94.6
1958-59	51.78	8.36	1.57	1.86	63.57	94.6

But for 5 to 6 per cent 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).

In the direct expenditure on primary schools, teachers salaries claim the lion's share as is shown below—

Table CXXI—Teachers' Salaries in Primary Schools, 1953—59

Year	Total Direct expenditure (In Crores of Rupees)	Teachers' Salaries (Rupees)	Percentage of Teachers' salaries to total Direct Expenditure	Average salary per Teacher per annum Rs.	Salary Index with 1953-54 as base
1953-54	46.27	38.84	83.9	623.1	100.0
1954-55	50.59	42.80	84.1	633.3	101.6
1955-56	53.73	45.04	83.8	651.5	104.6
1956-57	58.48	49.28	84.3	694.0	111.4
1957-58	66.71	56.92	85.3	780.6	125.3
1958-59	63.57	58.78	86.2	788.5	126.5

The above figures also reveal the improvement that has taken place in the salary of the primary school teachers. It, however, does not take into account the corresponding rise in the cost of living index during the period.

Middle School Education

This stage of education is provided in middle schools and middle departments attached to high and higher secondary schools. In the absence of precise information about the number of high and higher secondary schools having middle departments, the following table shows the expansion in the number of middle schools in the country during the period 1953-54 to 1958-59.

Table CXXII—Number of Middle Schools, 1953-59

Year	Number of Middle Schools			Percentage of increase from the previous year	Percentage of Middle Schools for Girls
	For Boys	For Girls	Total		
1953-54 . . .	14,361	1,891	16,253	5.9	11.6
1954-55 . . .	15,417	1,901	17,318	6.6	11.0
1955-56 . . .	19,393	2,337	21,730	25.5	10.8
1956-57 . . .	21,871	2,615	24,486	12.7	10.7
1957-58 . . .	24,141	2,874	27,015	10.3	10.6
1958-59 . . .	35,835	3,762	39,597	46.6	9.5

It will be seen that there has been a phenomenal increase in the number of middle schools during the quinquennium, and particularly in the last year. The increase in 1958-59 was, however, partly due to the reclassification of higher elementary schools (previously shown as primary schools) as middle schools. The proportion of girls' schools, however, continued to decline.

Table CXXIII gives the distribution of middle schools in the country according to managements--

Table CXXIII—Number of Middle Schools by Management, 1953-59

Year	Number of Middle Schools managed by				Percentage of Government Schools	Percentage of local Boards Schools	Percentage of Private Schools
	Government	Local Boards	Private Bodies	Total			
1953-54 . . .	4,332	5,130	6,790	16,252	26.6	31.6	41.8
1954-55 . . .	4,632	5,382	7,304	17,318	26.7	31.1	42.2
1955-56 . . .	4,961	3,988	7,781	21,730	22.8	41.4	35.8
1956-57 . . .	5,164	10,830	8,492	24,486	21.1	44.2	34.7
1957-58 . . .	6,807	10,928	9,280	27,015	25.2	40.5	34.3
1958-59 . . .	7,314	20,991	11,292	39,597	18.5	53.0	28.5

The above table makes a very encouraging reading in regard to the participation of local bodies in the administration of middle schools. It shows that—

- (i) The number of middle schools has increased under all managements; but the increase in local board schools has been spectacular;
- (ii) The proportion of schools under local boards has been rising, while that under government and private managements has been declining.

Table CXXIV—Enrolment in Classes VI—VIII, 1953—59

Year	Pupils in Classes VI—VIII			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
1	2	3	4	5	6	7	8
	(In lakhs)						-
1953-54 . . .	31.03	7.26	38.29	19.0	23.6	5.9	15.1
1954-55 . . .	32.61	7.87	40.48	19.4	24.5	6.4	15.8
1955-56 . . .	34.26	8.67	42.93	20.2	25.4	6.9	16.5
1956-57 . . .	36.44	9.92	46.36	21.4	26.4	7.7	17.3
1957-58 . . .	38.35	10.93	49.28	22.2	29.2	8.8	19.3
1958-59 . . .	42.00	12.41	54.41	22.8	30.9	9.7	20.7

Between 1953-54 and 1958-59, the total strength of classes VI—VIII increased by more than 16 lakhs. The rate of annual increase of boys was more than double of that of girls. The enrolment of girls, however, increased by 70.8 per cent during this period, as against the increase of only 36.2 per cent in the number of boys and the result was that the proportion of girls in the total enrolment improved from 19.0 per cent in 1953-54 to 22.8 per cent in 1958-59.

The enrolment in classes VI—VIII in 1958-59 was equivalent to only 20.7 per cent of the population in the age-range 11—14, as against 15.1 per cent five years previously. The position of girls' education was worse. These facts only highlight the tremendous gap between the existing position and the constitutional obligation of providing universal education to all children up to the age of 14 years.

With enrolment, the number of teachers has also been increasing during the period as shown below—

Table CXXV—Teachers in Middle Schools, 1953—59

Year	Number of Teachers			Percentage of Women teachers to Total	Trained Teachers	Percentage of Trained Teachers
	Men	Women	Total			
1	2	3	4	5	6	7
1953-54	87,867	16,433	1,04,300	15.8	56,788	54.5
1954-55	94,671	17,078	1,11,749	15.3	59,768	53.5
1955-56	1,24,550	23,844	1,48,394	16.1	86,776	58.5
1956-57	1,35,467	31,096	1,66,563	18.7	1,00,077	60.1
1957-58	1,48,054	37,019	1,85,073	30.0	1,16,021	62.7
1958-59	2,05,774	59,907	2,65,681	22.5	1,74,857	65.8

As against the increase of about 155 per cent in the total number of teachers the number of women teachers rose by about 265 per cent in five years. This resulted in the improvement of the proportion of women teachers in the total number of teachers from 15.8 per cent to 22.5 per cent.

Consequent upon the addition of new schools and increase in the strength of teachers, the total direct expenditure on middle schools increased by about 159 per cent during the quinquennium. The break up of this expenditure over various sources is indicated in the table below—

Table CXXVI—Direct Expenditure on Middle Schools by Sources, 1953—59

Year	Total Direct Expenditure (Rs. in Crores)	Percentage of Expenditure met from			
		Government Funds	Local Board Funds	Fees	Other Sources
1	2	3	4	5	6
1953-54	10.52	53.5	13.7	23.2	9.6
1954-55	11.46	57.1	12.7	21.3	8.9
1955-56	15.41	62.9	12.9	16.2	8.0
1956-57	17.15	60.5	11.6	14.6	13.3
1957-58	20.77	72.3	8.8	12.2	6.7
1958-59	31.83	73.3	12.0	8.6	6.1

The proportion of government contribution has risen sharply during this period, while that of other sources has been declining in varying proportions. The decrease in the case of fees has been phenomenal, which perhaps indicates 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 80 per cent was incurred on meeting the salaries of teachers as the following table will show—

Table CXXVII—Expenditure on Salaries of Middle School Teachers, 1953—59

Year	Direct Expenditure on Middle Schools	Expenditure on Salaries of Middle Schools Teachers	Percentage of Teachers Salaries to Total Direct Expenditure	Average Annual Salary Per Teacher	Salary Index with 1953-54 as base
1	2	3	4	5	6
	(Rs. in Crores)			Rs.	
1953-54	10.52	7.74	73.57	742	100
1954-55	11.46	8.65	75.48	774	104
1955-56	15.41	12.00	77.87	809	109
1956-57	17.15	12.06	70.32	832	112
1957-58	20.77	17.01	81.90	919	124
1958-59	31.83	26.71	83.91	1,005	135

It will be seen that the average salary of a teacher has been rising steadily year after year and it stood at Rs. 1,005 at the end of the quinquennium as against Rs. 742 per annum in the beginning. How far the rising cost of living index during the period has offset the higher average salary of a teacher is difficult to say.

Basic Education—Basic Education comprises of an integrated course of 8 years' duration—five years of junior basic and 3 years of senior basic. But this set up is not uniform in all the States. The following table records the progress made in the number of schools of basic education during the quinquennium 1953-54 to 1958-59.

Table CXXVIII—Number of Basic Schools, 1953—59

Year	Junior Basic Schools				Senior Basic Schools			
	Number	Percentage of Schools Managed by			Number	Percentage of Schools managed by		
		Government	Local Boards	Private Bodies		Govt.	Local Boards	Private Bodies
1	2	3	4	5	6	7	8	9
1953-54	34,940	8.4	84.3	7.3	865	67.3	21.7	11.0
1954-55	37,394	10.0	80.9	9.1	1,120	60.7	18.9	20.4
1955-56	42,971	13.4	76.2	10.4	4,842	16.6	74.5	8.9
1956-57	46,881	11.7	77.6	10.7	6,897	13.1	79.4	7.5
1957-58	52,039	13.7	74.3	12.0	7,819	15.0	75.5	9.5
1958-59	57,069	13.8	74.3	11.9	12,739	11.7	71.6	16.7

It will be seen from the above that the number of Junior Basic schools increased by more than 22,000 and that of senior basic schools by about 12,000 in five years. In 1958-59, about three-fourths of both junior and senior basic schools were managed by local boards, although five years earlier, two-thirds of the senior basic schools were managed by Government. Private bodies shared the responsibilities of management to the extent of over 10 per cent.

The following table indicates the position of basic schools vis-a-vis the total number of primary and middle schools—

Table CXXIX—Proportion of Junior and Senior Basic Schools, 1953-59

Year	Junior Basic Schools	Primary Schools	Junior Basic Schools as % of Primary Schools.	Senior Basic Schools	Middle Schools	Senior Basic Schools as percentage of Middle Schools
1	2	3	4	5	6	7
1953-54 . . .	34,940	2,39,382	14.6	865	16,252	5.3
1954-55 . . .	37,394	2,63,626	14.2	1,120	17,318	6.5
1955-56 . . .	42,971	2,78,135	15.4	4,842	12,730	22.3
1956-57 . . .	46,881	2,87,298	16.3	6,897	24,486	28.1
1957-58 . . .	52,039	2,98,247	17.4	7,819	27,015	28.9
1958-59 . . .	57,069	3,01,564	18.9	12,739	39,597	32.2

In spite of the system of Basic education having been accepted as the national pattern of education, the Junior basic schools constituted even less than one-fifth of the total number of primary schools and senior basic schools only one-third of the middle schools. This calls for special efforts for accelerating the progress in this field.

Coming to enrolment in basic schools, the following table shows that the strength of students in junior basic schools increased by about 24 lakhs or 80.0 per cent and that in senior basic schools by about 26 lakhs (or 1530 per cent) in five years. The number of girls in junior basic schools more than doubled itself during this period, and their proportion to the total enrolment improved from 16.9 per cent to 22.3 per cent. Similarly, the proportion of girls in senior basic schools rose from 21.9 per cent to 27.4 per cent.

Table CXXX—Enrolment in Basic Schools, 1953—59

Year	Enrolment in Junior Basic Schools			Enrolment in Senior Basic Schools			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		
1	2	3	4	5	6	7	8	9
	(In lakhs)			(In lakhs)				
1953-54	30.31	5.11	16.9	1.69	0.37	21.9	14.56	6.95
1954-55	31.55	5.66	17.9	2.16	0.46	21.3	14.21	8.32
1955-56	37.30	7.69	20.6	13.30	3.54	26.6	16.27	34.88
1956-57	41.28	8.61	20.9	17.31	4.88	28.2	17.26	39.41
1957-58	48.13	10.33	21.5	19.77	5.86	29.6	19.42	39.07
1958-59	54.50	12.14	22.3	27.55	7.56	27.4	22.36	33.72

The growth of expenditure on junior and senior basic schools may be seen in table CXXXI. The following points emerge from a study of these figures.

- (i) As against an increase of 60% in the number of junior basic schools, the expenditure thereon went up by about 107.0 per cent. In the case of senior basic schools, the increase in expenditure was manifold.
- (ii) The contribution of expenditure on junior basic schools from public sources (both government and local boards), which has been continually increasing was more than 95 per cent in 1958-59.
- (iii) Out of every hundred rupees spent on primary schools, 19.7 were expended on junior basic schools and the rest on (non-basic) primary schools. Similar figures for senior basic and middle schools were Rs. 32 and Rs. 68 respectively.

Table CXXXI—Expenditure on Basic Schools, 1953-59

Year	Total Expenditure (In crores of Rupees)	Percentage of Expenditure met from				Percentage of expenditure on Basic Schools to that on Primary/Middle Schools
		Government funds	Local Board funds	Fees	Other Sources	
<i>Junior Basic Schools—</i>						
1953-54	6.04	70.9	23.0	5.0	1.1	13.1
1954-55	6.50	71.1	22.8	4.8	1.3	12.3
1955-56	8.11	74.0	21.0	3.8	1.2	15.1
1956-57	9.11	75.7	20.1	3.1	1.9	15.6
1957-58	10.85	78.9	18.4	0.8	1.9	16.3
1958-59	12.50	79.0	18.7	0.3	2.0	19.7
<i>Senior Basic Schools—</i>						
1953-54	0.64	85.0	6.3	1.5	6.3	6.1
1954-55	0.80	86.3	7.5	1.2	5.0	7.0
1955-56	4.06	80.5	13.3	2.5	3.7	26.3
1956-57	5.09	83.5	11.4	2.1	3.0	29.7
1957-58	6.26	82.9	12.6	2.0	2.5	30.1
1958-59	10.27	75.4	11.7	8.7	4.2	32.3

Consequent upon the increase in the number of basic schools and enrolment therein, there has been considerable increase in the teaching staff as depicted below.

Table CXXXII—Teachers in Basic Schools, 1953-59

Year	Teachers in Junior Basic Schools			Teachers in Senior Basic Schools		
	Total	Trained	Percentage of Trained to Total	Total	Trained	Percentage of Trained to Total
1953-54	88,335	67,559	76.5	7,135	6,524	91.4
1954-55	93,378	74,525	79.8	8,803	7,734	87.9
1955-56	1,11,347	87,061	78.2	39,672	31,624	79.7
1956-57	1,19,366	93,400	78.2	52,552	38,684	73.6
1957-58	1,34,927	1,05,704	78.3	57,846	43,869	75.8
1958-59	1,48,361	1,15,181	77.6	87,437	66,087	75.6

The following points are of interest:

- (i) The position of trained teachers in Junior basic schools has been steadily fluctuating between 76 and 80 per cent. Comparatively, the junior basic schools were staffed with more trained teachers than non-basic primary schools.
- (ii) The proportion of trained teachers in senior basic schools is on the decline mainly due to the large scale conversion of middle schools, with a higher complement of untrained teachers, to basic pattern. But still their position was comparatively better than those of middle schools.

High/Higher Secondary Education

Education of this stage is provided in the upper classes of High/Higher Secondary schools and in some Intermediate Colleges. The number of such colleges being not available, the following table has been confined to High and Higher Secondary schools only.

Table CXXXIII—Number of High/Higher Secondary Schools, 1953-59

Year	Number of High and Higher Secondary Schools		Percentage of Girls Schools	Percentage of schools managed by		
	Total	For Girls		Govt.	Local Boards	Private Bodies
1953-54	9,519	1,377	14.5	14.2	12.8	73.0
1954-55	10,200	1,501	14.7	14.6	12.8	72.6
1955-56	10,888	1,583	14.6	14.9	12.9	72.2
1956-57	11,805	1,758	14.9	15.3	13.0	71.7
1957-58	12,639	1,839	15.0	19.0	10.1	70.9
1958-59	14,326	2,103	14.7	19.5	10.0	70.5

During the quinquennium, the number of schools rose by about five thousands. Of this increase, about four thousands were shared by boys' schools. Further, the proportion of girls' schools to the total has been steady at 14 to 15 per cent. There is thus greater need for concentrating efforts on increasing girls' schools so as to provide sufficient women teachers for primary schools.

The management of secondary schools was largely vested with private bodies. Out of every ten schools, on an average about seven were conducted by private organisations, two by government and one by local boards. The government has, however, been increasing its responsibilities by adding more schools under its direct management.

As is natural, with the increase in the number of schools and general desire for education, the enrolment at high/higher secondary stage should increase. It rose by about 9 lakhs in five years. Though the number of girls, during the quinquennium, has almost doubled itself, their proportion to total has increased by only 3 per cent i.e. from 15.6 to 17.8. Further details are indicated in the following Table.

Table CXXXIV—Number of Students at High/Higher Secondary Stage, 1953-59

Year	Boys	Girls	Total	Percentage of Girls to Total
	(in lakhs)			
1953-54	14.87	2.74	17.61	15.6
1954-55	16.02	3.06	19.08	16.0
1955-56	16.56	3.47	20.03	17.3
1956-57	18.73	3.82	22.55	16.9
1957-58	19.84	4.29	24.13	17.8
1958-59	22.15	4.81	26.96	17.8

The progress in the enrolment of classes IX-XI is indicated in the following table. This enrolment has been related to the population of the age-group 14—17 and the resulting percentages are also shown. It will be seen that the overall increase is about 8 lakhs (6 lakhs of boys and 2 lakhs of girls). The percentage of enrolment to population in the age-group 14—17 rose from 6.7 to 9.7 which shows that the annual rate of growth has only been half per cent.

Table CXXXV—Enrolment in Classes IX-X/XI, 1953-59

Year	Enrolment in classes IX—XI			Percentage of enrolment to population in the age-group 14—16/17		
	Boys	Girls	Total	Boys	Girls	Total
	(In lakhs)					
1953-54	13.57	2.38	15.95	11.0	2.1	6.7
1954-55	14.26	2.73	16.99	11.4	2.3	7.0
1955-56	15.39	3.18	18.57	12.2	2.7	7.4
1956-57	16.63	3.44	20.07	14.6	3.0	9.1
1957-58	17.93	3.90	21.83	14.7	3.4	9.2
1958-59	19.36	4.23	23.59	15.7	3.5	9.7

During 1953-54 to 1958-59, the total number of teachers working in High/Higher Secondary schools rose by more than 80,000, of which the increase in the number of women teachers was about 21,000. That carried the proportion of women teachers up by 3 per cent from 17·1 per cent to 20·1 per cent, in spite of an increase of about 74 per cent in their total strength. The position of trained teachers has also improved, during this period, from 57·1 per cent to 63·2 per cent. Further details are indicated in the following table:—

Table CXXXVI—Teachers in High/Higher Secondary Schools, 1953-59

Year	Total Number of Teachers	No. of Women Teachers	Percentage of Women Teachers	Number of Trained Teachers	Percentage of Trained Teachers
1953-54	1,65,117	28,300	17·1	94,361	57·1
1954-55	1,75,986	31,400	17·8	1,02,201	58·1
1955-56	1,89,794	35,085	18·5	1,13,338	59·1
1956-57	2,05,617	39,146	19·0	1,25,845	61·2
1957-58	2,21,695	43,203	19·5	1,39,175	62·8
1958-59	2,45,555	49,277	20·1	1,55,288	63·2

The details of the direct expenditure on high/higher secondary schools are given in the following table. It may, however, be clarified that the figures are exclusive of the expenditure on secondary classes attached to colleges but include expenditure on middle and primary departments of high and higher secondary schools.

Table CXXXVII—Expenditure on High/Higher Secondary Schools by Sources, 1953-59

Year	Total Expenditure (Rs. in crores)	Percentage of Expenditure met from			
		Government funds	Local Board funds	Fees	Other sources
1953-54	31·64	35·0	3·7	50·9	9·8
1954-55	34·07	37·4	3·8	49·2	9·6
1955-56	37·62	39·9	4·2	46·7	9·2
1956-57	41·59	42·0	4·1	44·1	9·8
1957-58	48·47	44·4	4·5	41·5	9·6
1958-59	52·51	45·9	3·8	41·1	9·2

It is evident that (i) the total direct expenditure during the five-year period rose by Rs. 21 crores or 65 per cent. (ii) During 1958-59, about half the expenditure on these schools came from public funds (government and local boards) and the balance from fees and other sources, fees contributing about four-fifths of the rest. (iii) The contribution from government funds has been increasing from year to year, while that from fees has taken a reverse course. The share of local boards and other sources has been fluctuating slightly.

Like all other schools, the bulk of the direct expenditure on high/higher secondary schools also was expended on paying the salaries of teachers. This position, together with the average salary of high/higher secondary school teacher, is shown in the table below:—

Table CXXXVIII—Salaries of Teachers High/Higher Secondary Schools, 1953-59

Year	Total Expenditure on High/Higher Secondary Schools	Expenditure on Teachers' salaries	Percentage of Expenditure on Teachers' Salaries	Average annual salary per Teacher
(Rs. in Crores)				
1953-54	31·64	22·93	72·47	1,389
1954-55	34·07	24·33	71·43	1,383
1955-56	37·62	27·08	72·00	1,427
1956-57	41·59	29·01	71·44	1,411
1957-58	46·47	33·31	71·68	1,503
1958-59	52·51	37·93	72·23	1,545

The rise in the average salary is an encouraging development towards the betterment of the lot of teachers. How far this increase has been offset by the rising cost of living is, however, difficult to say.

The results of Matriculation and equivalent examinations are given in the table below:—

Table CXXXIX—Results of Matriculation and Equivalent Examinations, 1953-59

Year	Number Appeared	Number passed	Pass Percentage	No. of Girls included in col. (3)	Percentage of Girls among Matriculates
1	2	3	4	5	6
1953-54	8,18,620	3,97,005	48·5	59,888	15·1
1954-55	8,30,001	4,00,014	48·2	65,481	16·4
1955-56	9,20,026	4,29,494	46·7	72,328	16·8
1956-57	10,12,309	4,66,764	46·1	83,046	17·8
1957-58	10,79,966	5,21,552	48·3	91,179	17·5
1958-59	11,75,706	5,30,136	45·1	92,818	17·5

Against an increase of 34.6 per cent in the number of students appearing in matriculation and equivalent examinations, the number of those passing these examinations went up by 25.1 per cent only, resulting in a decline in the pass percentage from 48.5 to 45.1 during the quinquennium. This tremendous wastage implied in this calls for urgent measures to reform the system of education and examination.

Higher Education

The following account covers both the statutory universities and the colleges attached to them as well as the institutions of higher education, which are not affiliated to these universities:—

Table CXL—Number of Institutions for Higher Education, 1953-59

Year	Universities	Research Institutions	Colleges and Institutions		
			For General Education	For Prof. Education	For Special Education
1953-54 . . .	30	35	613	253	87
1954-55 . . .	31	33	657	291	106
1955-56 . . .	32	34	712	346	112
1956-57 . . .	33	41	773	399	128
1957-58 . . .	38	43	817	489	148
1958-59 . . .	40	42	878	542	168

During the five-year period, the number of universities rose by 10 and that of research institutions by 7. Among the colleges and institutions of higher education, colleges for professional education recorded the highest rise i.e. more than hundred per cent. Next in order were the colleges for special education which show an increase of slightly less than a hundred per cent. The colleges for general education rose by 43 per cent only.

The following table gives the total enrolment at the University stage (including that in the University teaching departments):—

Table CXLI—Enrolment at the University Stage

Year	General Education		Professional and Technical Education		Special Education		All Higher Education		
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	% of Girls
	(Figures in lakhs)								
1953-54	4.73	0.61	1.21	0.07	0.09	0.02	6.03	0.70	11.7
1954-55	5.29	0.72	1.35	0.09	0.11	0.03	6.75	0.84	12.4
1955-56	5.75	0.84	1.49	0.09	0.12	0.03	7.36	0.96	13.1
1956-57	6.25	0.96	1.62	0.11	0.14	0.04	8.01	1.11	13.9
1957-58	6.62	1.07	1.82	0.14	0.18	0.04	8.62	1.25	14.5
1958-59	7.35	1.25	2.02	0.16	0.21	0.06	9.58	1.47	15.3

The total enrolment in all courses rose by 3.55 lakhs—2.62 lakhs in general education, 0.81 lakhs in professional and technical education and 0.12 lakhs in special education. Although the total enrolment rose by 58.7 per cent during the five-year period, that of girls rose by more than hundred per cent. With this rise, the proportion of girls in the total rose from 11.7 to 15.3 per cent. The details of enrolment for general education by stages is shown below—

Table CXLII—Enrolment in Colleges for General Education by Stages, 1953-59

Year	Total	Intermediate		Degree		Post Graduate and Research	
		Number	Percentage	Number	Percentage	Number	Percentage
1953-54	4.73	(in lakhs) 3.28	69.3	(in lakhs) 1.22	25.8	0.23	4.9
1954-55	5.30	3.71	70.0	1.34	25.3	0.25	4.7
1955-56	5.75	3.96	68.9	1.51	26.2	0.28	4.9
1956-57	6.25	4.26	68.1	1.68	26.9	0.31	5.0
1957-58	6.62	4.39	66.3	1.89	28.6	0.34	5.1
1958-59	7.35	4.87	66.3	2.08	28.3	0.40	5.4

It will be seen from the above figures that out of every hundred students studying in general education, 66 were at the Intermediate stage, 28 at the Degree stage and the rest at the post-graduate and research level. The decrease in the percentage of enrolment at the Intermediate stage from 1957-58 may be attributable to the gradual introduction of the three-year degree course.

The subjectwise distribution of students receiving Professional and Technical education is as follows:—

Table CXLIII—Enrolment in Professional Subjects Collegiate Stage, 1953-59

Year	Agriculture	Commerce	Education	Engineering and Technology	Law	Medicine	Others	Total
1953-54	4,496	47,813	8,848	16,801	10,517	20,893	2,737	1,21,106
1954-55	4,827	52,960	11,547	18,834	19,051	23,488	3,490	1,34,797
1955-56	5,877	58,918	14,280	19,858	20,268	25,072	4,721	1,48,994
1956-57	7,051	61,303	17,261	21,905	20,817	27,289	5,838	1,61,404
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

Inter-subject comparison is not possible on account of the difference in the duration of the courses. Excepting 'other subjects', the highest increase was recorded by Education both numerically and on percentage basis (176 per cent). The other subjects in order were: Agriculture (142 per cent), Engineering and Technology (110 per cent), Medicine (58 per cent), Commerce (39 per cent) and Law (23 per cent):

Expenditure on Higher Education—

An idea of the expenditure on institutions for higher education can be obtained from the following table:—

Table CXLIV—Expenditure on Institutions for Higher Education, 1953-59

Year	Universities	Boards of Education	Research Institutions	Colleges for General Education	Colleges for Prof. Education	Colleges for Special Education	Total
(In Crores of Rupees)							
1953-54	6.55	1.15	1.21	9.58	5.61	0.27	24.37
1954-55	7.42	1.23	1.30	10.56	6.31	0.34	27.16
1955-56	7.98	1.32	1.39	11.65	7.00	0.36	29.70
1956-57	9.20	1.50	1.75	12.82	7.79	0.49	33.55
1957-58	9.80	1.76	2.94	14.12	8.84	0.62	38.08
1958-59	11.56	2.05	2.53	15.84	11.19	0.70	43.87

As is natural, the expenditure on all institutions has been rising steadily. During the five-year period, the total expenditure rose by 19.50 crores or about 80 per cent. Numerically, the biggest increase is recorded by the colleges for general education, where the expenditure has gone up by Rs. 6.26 crores, but on percentage basis, the first position is retained by the colleges for special education (259%).

The contribution of various sources to the total expenditure on Universities and Colleges is given in the table below. The respective share of each source has been fluctuating slightly. Government contribution has slightly improved at the cost of fees and other sources.

Table CXLIV—Expenditure on Universities and Colleges by Sources, 1953-59

Year	Total Expenditure (Rs. in crores)	Percentage of expenditure met from			
		Government funds	Local Board funds	Fees	Other sources
1953-54	23.22	48.7	0.2	38.8	12.3
1954-55	25.93	49.4	0.2	38.6	11.8
1955-56	28.38	47.6	0.3	39.4	12.7
1956-57	32.05	48.7	0.3	38.4	12.6
1957-58	36.32	51.0	0.3	38.1	10.6
1958-59	41.82	51.6	0.3	35.9	12.2

Examination Results—Some of the first degree examination results are given below :—

Table CXLVI—Examination Results, 1953-59

Year	B.A./ B.Sc.	Professional subjects (I Degree only)					
		Agri- culture	Com- merce	Educa- tion.	Engg. & Tech.	Law	Medicine
1953-54 .	50,178	943	7,231	6,174	3,464	6,581	3,131
1954-55 .	57,149	928	7,787	8,774	3,569	5,970	3,026
1955-56 .	59,989	882	8,504	10,364	4,316	5,584	3,307
1956-57 .	64,517	1,176	10,316	12,592	4,484	5,066	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

The maximum output of graduates is in Arts and Science. Amongst the professional subjects, Education (Teachers' Training) turned out the largest number of graduates followed by commerce. Compared to 1953-54, the output of graduates has increased in all the subjects except Law, where the number decreased from 6,581 to 6,458.

Vocational and Special School Education

Progress in some important categories of vocational and special schools during the quinquennium is indicated below:—

Table CXLVII—Number of Vocational and Special Schools, 1953-59

Year	Agri- culture	Com- merce	Engg. & Tech.	Medicine	Teachers' Training	Adult Schools	Others
1953-54 .	38	765	122	75	808	39,965	4,968
1954-55 .	44	830	144	77	860	43,223	5,108
1955-56 .	77	898	158	82	930	46,091	5,825
1956-57 .	94	829	179	109	916	44,058	5,908
1957-58 .	105	877	228	115	901	45,961	6,197
1958-59 .	102	966	*951	124	974	47,586	4,560

*This figure includes industrial schools also.

The number of various types of vocational and special schools shows an over-all increase during 1953-54 to 1958-59. During the same period, the highest

increase of more than hundred per cent was recorded by engineering and technical schools. Next in order were the schools for agriculture where, in spite of a slight set back in 1958-59, the number has risen to about three times.

The following table gives the picture of enrolment in the different types of schools—

Table CXLVIII—Enrolment in Vocational and Special Schools, 1953-59

Year	Agriculture	Commerce	Engineering & Technology	Medicine	Teachers' Training	Adult Education	Others
1953-54 .	2,205	62,168	22,904	4,544	73,435	9,48,847	2,17,070
1954-55 .	3,000	72,510	28,111	5,089	76,706	11,11,405	2,32,311
1955-56 .	5,129	79,223	35,611	5,142	83,467	12,78,827	2,62,944
1956-57 .	6,116	79,889	41,938	6,569	83,218	12,04,985	2,77,318
1957-58 .	8,184	84,666	51,405	7,457	77,342	12,06,630	2,90,314
1958-59 .	7,411	98,754	*1,11,921	10,688	89,514	12,57,760	2,04,777

* This figure includes Industry as well.

Among all subjects, the largest increase in enrolment during the five-year period was recorded by engineering and technical schools (388·7 per cent), followed by agriculture (236 per cent). Teachers' training schools registered an increase of 22 per cent.