

# EDUCATION IN INDIA 1956-57

**Vol. I -- Report**



**MINISTRY OF EDUCATION  
GOVERNMENT OF INDIA**

*PUBLICATION No. 48:*

PRINTED IN INDIA BY THE MANAGER GOVT OF INDIA PRESS  
NASIK ROAD PUBLISHED BY THE MANAGER OF PUBLICATIONS DELHI  
1961

## PREFACE

This Annual Report surveys the progress of education in the country during the year 1956-57. It deals with almost all the major aspects of education in the country and contains detailed statistics likely to be of interest to planners, educationists, educational administrators and students of education.

The Report is predominantly factual and does not aim at formulating conclusions. An additional chapter has, however, been added at the end which presents data pertaining to the previous quinquennium on certain important aspects of education in order to indicate trends of development.

The consolidated all-India tables and appendices on State Educational Directorates and Inspectorates and on the scales of pay of teachers in primary, middle and high schools under various types of management are being published as Vol. II of this publication.

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

K. G. SAIYIDAIN,

*Educational Adviser to the  
Government of India.*

NEW DELHI,  
*February 20, 1960*

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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, 1956 to 31st March, 1957.

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.

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 opening of the year 1956-57 witnessed the launching of the Second Five Year Plan, which aims to secure, to the greatest extent feasible, educational facilities for all sections of the community, particularly the unprivileged ones and to improve educational standards at all levels. Despite various handicaps viz., inadequate resources, natural calamities and above all the Reorganisation of States, the year was marked by increased activity in all fields of education. Subsequent account will show how, with the combined efforts of the public and private sectors and through the co-operation of the community, the wheel of progress was pushed forward considerably. But still a long drawn out struggle lay ahead and it was through persistent and sincere efforts of the nation as a whole that it could be fought to victory.

2. The beginning and end of a five year plan are important points of time in the nation's march to progress for an assessment of the past achievements and drawing up of programmes for the realisation of future aspirations. The progress made during the First Plan and the targets for the Second Plan are given below in some selected fields :

	1950-51	1955-56	1960-61
<b>I. Facilities of Schooling for Children in Different Age-groups :</b>			
(a) 6—11 . . . . .	43·2%	51·6%	62·7%
(b) 11—14 . . . . .	12·9%	16·1%	22·5%
(c) 14—17 . . . . .	5·4%	7·6%	11·7%
<b>II. Institutions :</b>			
(a) Primary/Junior Basic . . . . .	2,09,671	2,78,135	3,26,800
(b) Middle/Senior Basic . . . . .	13,596	21,730	22,725
(c) High/Higher Secondary . . . . .	7,288	10,808	12,125
(d) Multi-purpose Schools . . . . .	..	250*	1,187
(e) High Schools to be upgraded to Higher Secondary Schools . . . . .	..	47*	1,197
(f) Universities . . . . .	27	32	38
<b>III. Engineering :*</b>			
<b>(a) Institutions :</b>			
(i) Degree level . . . . .	41	45	54
(ii) Diploma level . . . . .	64	83	104
<b>(b) Output :</b>			
(i) Degree holders . . . . .	1,700	3,000	5,480
(ii) Diploma holders . . . . .	2,146	3,560	3,000

\* (Source—Second Five Year Plan).

## IV. Technology:\*

## (a) Institutions :

(i) Degree level . . . . .	25	25	28
(ii) Diploma level . . . . .	36	36	37

## (b) Output :

(i) Degree holders . . . . .	498	700	800
(ii) Diploma holders . . . . .	332	430	450

3. In the field of Elementary and Basic education, considerable expansion and improvement was reported. Opening of new basic schools and conversion of primary and middle schools into basic ones, progressive introduction of crafts in traditional schools to facilitate their eventual change-over to basic pattern, conversion of conventional primary teachers' training institutions into basic type were some of the notable activities in this field. Central assistance for carrying out such educational development programmes under Second Five Year Plan was made available to the State governments according to the following pattern :

Schemes of Pre-Primary Education	66 per cent of the recurring and non-recurring expenditure
Schemes of Elementary Education (Non-Basic)	50 per cent of recurring and non-recurring expenditure
Schemes of Basic Education	60 per cent of recurring and non-recurring expenditure

During the year under report, Central assistance to the tune of Rs. 151·20 lakhs was sanctioned to the State governments on various schemes of Basic education, Rs. 1·51 lakhs for Pre-primary education and Rs. 178·73 lakhs for Elementary (non-basic) education. Besides, Rs. 5·29 lakhs were sanctioned to various voluntary organisations working in the field of Pre-primary and Basic education. The National Institute of Basic Education started functioning under a central scheme and cost Rs. 59,380 during the year. The main functions of the Institute are to conduct research in Basic education and to impart advanced training to senior workers e.g., inspectors, administrators, etc., in the field of Basic education. A Scheme to improve the primary school teachers' salaries was also taken up under the Second Plan during the year. Under this scheme, Central assistance at the rate of 50 per cent of the additional expenditure was sanctioned to State governments. The Central government also sanctioned grants amounting to Rs. 179 lakhs to the various State governments for the employment of teachers under the Scheme to Relieve Educated Unemployment.

4. In the field of Secondary education, emphasis shifted from quantitative expansion to qualitative improvement. Upgrading of high schools to higher secondary schools, conversion of higher secondary schools into multi-purpose schools, introduction of diversified courses in some selected schools, organisation of seminars to discuss various problems of Secondary education and organisation of workshops and extension service projects

\*(Source—Second Five Year Plan).

were some of the high-lights in this field. Central assistance in respect of schemes for the reconstruction of Secondary education was available at the rate of 66 per cent of the non-recurring and 25 per cent of recurring expenditure. Accordingly, the total amount of Central subsidy given to the States amounted to Rs. 2.3 crores. Moreover, the scheme for the promotion of research in problems connected with Secondary education also progressed during the year and there were about 20 training colleges which had taken up various research projects under this scheme.

5. The All-India Council for Secondary Education continued its work of extension services in 23 training colleges, and held useful workshops and seminars in various States. It also provided general and technical help and guidance in the reconstruction of Secondary education. The Council decided to pay subsidies to the Teachers' Seminars for the benefit of teachers not usually covered by the extension service projects.

6. The Central Bureau of Educational and Vocational Guidance conducted a pilot study in educational and vocational guidance in two secondary schools of Delhi and proposed to extend the study to two more schools. The Central Bureau of Text Book Research completed the work on brochures regarding the procedure for the production and selection of text books in the States. The Bureau also evolved an analysis sheet for books in different subjects.

7. Improvement of educational standards being intimately linked up with the training of teachers, considerable attention was paid to this aspect during the year. New projects so as to develop better methods, curricula and teaching aids were launched, new institutions were opened, existing institutions were converted to basic type, shortened training courses were introduced and a number of conferences and seminars were organised with the object of improving the standard of training of teachers.

8. Having accepted the three year degree course as the medium of reform in the University education, the Government of India appointed a committee under the Chairmanship of Shri C. D. Deshmukh, Chairman, University Grants Commission, to work out the estimates of expenditure involved and to consider other allied matters. According to the estimates prepared by the committee, a sum of Rs. 25 crores would be required to introduce the reform. The expenditure was proposed to be shared by the Central and State governments in equal proportion.

9. The constitution of the University Grants Commission as a statutory body under the University Grants Commission Act, 1956, which came into force with effect from 5th November, 1956, was another important development in the field of Higher education. During the year, the Commission recommended the following revised scales of pay for university Professors, Readers and Lecturers :

Professor . . . . .	Rs. 800—50—1,250
Reader . . . . .	Rs. 500—25—800
Lecturer . . . . .	Rs. 250—25—500

10. Under the India Wheat Loan Educational Exchange Programme, 11 librarians and 21 scientists were sent to the U.S.A. on short study tour.

11. With facilities for Higher education concentrated mainly in urban areas, there has been a gradual depletion of talent in the countryside. In order to arrest this process, and to provide Higher education with rural bias and in rural setting to youngmen in the villages, ten Rural Higher Institutes were established during the year. Further, in order to create proper understanding of the rural problems among other university students and teachers, the Central government, in collaboration with Ford Foundation, initiated the 'Apprenticeship in Village Development' scheme which provides for their participation in rural development programmes.

12. In the field of Professional and Technical Education the tempo of progress was considerably accelerated mainly through various schemes in the Second Five Year Plan. These schemes cost about Rs. 2 crores during the year. The year under report saw the opening of the following institutions of all-India importance :

- (1) All India Institute of Medical Sciences, New Delhi.
- (2) Administrative Staff College, Hyderabad.
- (3) Schools of Printing Technology, Calcutta, Madras and Bombay.
- (4) School of Town and Country Planning, Delhi.

The Scheme for Research Training Scholarships was expanded. The Indian Institute of Science, Bangalore, and the Indian Institute of Technology, Kharagpur, started post-graduate courses in many subjects.

13. Scholarships tend to democratise educational facilities. During the year, two new schemes, one for the award of 20 fully paid scholarships for overseas studies and the second for the award of 400 post-matric scholarships for studies in India, were initiated. Scholarships were also awarded to 23 Bhutanese and 6 Sikkamese students. The Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme was further expanded and the total number of scholarships awarded under the Scheme for studies in India, during the year, was over 39,000. The number of scholarships under the General Cultural Scholarships Scheme, Reciprocal Scholarships Scheme, Central Overseas Scholarships Scheme and scholarships for Higher studies in Hindi was increased considerably.

14. Realising the importance of Social education in the democratic set up, efforts were made to expand it as far as possible. In order to supervise this work more effectively, a scheme for the appointment of a Deputy Director of Social Education in each State and a District Social Education Organiser in each district on a contributory basis with the State governments was taken up. Further, with a view to provide training facilities in the field of Social education and to encourage production of good literature, the National Fundamental Education Centre and the National Book Trust were started.

15. During the year, the Standing Committee of the C.A.B.E. on Social Education and the Advisory Committee on Libraries were constituted in order to advise the Central and State governments in matters connected with the planning and administration of Social education and those relating to the expansion of library service in the country.

16. The committee appointed in 1955 to consider the question of inclusion of Gandhian Philosophy and Teachings in the curricula of schools and colleges, in its second meeting held in January 1957, made the following recommendations :

- (i) Preparation of three books, one each for Primary, Secondary and University levels, on Gandhiji's contribution in important fields
- (ii) Preparation of a book on Gandhiji's views on education (in English, Hindi and other regional languages).
- (iii) Preparation of a hand book on Gandhiji's thought and experiments in education for teachers in Basic training colleges.
- (iv) Celebration of Gandhiji's week in educational institutions in India.
- (v) Project methods for teaching Gandhiji's ideas to be used in schools.
- (vi) Institution of lectures at Universities by distinguished authority conversant with various aspects of Gandhiji's life.

17. Hindi being the national language, attention was directed, during the year, for its propagation and development. A number of schemes involving an expenditure of Rs. 46.02 lakhs were included in the Second Five Year Plan. Grants totalling Rs. 15.56 lakhs were paid to Hindi Organisations for this purpose. The non-Hindi speaking States were sanctioned grants totalling Rs. 2.76 lakhs for the promotion of Hindi in their areas.

18. With a view to helping people in non-Hindi speaking areas to learn Hindi through the medium of their own mother tongue, a scheme was drawn up for the preparation of bilingual alphabet charts in Hindi and 12 other regional languages. The English version of the Basic Grammar of Hindi and 12 bilingual lists of words common to Hindi and other major Indian languages were prepared. Further, in order to meet the demand for trained Hindi teachers, a scheme for the establishment of a Hindi Teachers' Training College in each non-Hindi speaking State was drawn up. Prizes were awarded to the authors of Hindi books under the Central government schemes for encouraging the production of good literature in Hindi. A standard key-board for the Hindi type-writer was finalised. Two lists of basic Hindi words were prepared, one consisting of 2,000 words which were to be used in preparing Hindi readers for people of non-Hindi speaking areas and the other consisting of 500 words which constituted the minimum standard of literacy in Hindi.

19. The Research Wing of the Hindi Division of the Ministry of Education evolved over 85,000 technical terms in Hindi upto 31st December, 1956. Final lists of terms upto Secondary Stage in Physics, Chemistry, Mathematics, Botany, Social Sciences and Agriculture were published.

20. The Government of India's programme for the development of Physical education and recreational activities made considerable headway. The Central Advisory Board of Physical Education made comprehensive survey of the conditions of Physical education and recreation in the country and prepared "A National Plan of Physical Education and Recreation". The book besides laying down the syllabuses of Physical education for boys and girls separately upto Higher Secondary stage, contained 'Norms of Physical Fitness' for the various age-groups of boys and girls between 7-17 years. Another important step taken by the government to ensure a high standard of training in Physical education was by way of laying down rules for the

recognition of Diplomas and Certificates of Physical education in consultation with the Central Advisory Board of Physical Education and Recreation. The Government of India also finalised the proposal to set up a National College of Physical Education at Gwalior with a 3 year Degree Course and to offer research facilities in the subject.

21. During the year under report, two Youth Leadership Camps were organised at Darjeeling and Hyderabad to impart short-term training to the selected members of the staff of universities in techniques of Youth Leadership and effective organisation of extra-curricular activities in educational institutions. In order to enable students to visit historical places and places of scenic beauty, the Government of India sanctioned a sum of Rs. 1.5 lakhs to 200 different institutions in the country. The third annual Inter-University Youth Festival was organised in October 1956. Competitions were held in various Cultural activities of Dance, Drama and Music. Thirty-one universities participated and sent 1,441 students artists.

22. The Scheme of Labour and Social Service Camps, which is intended to inculcate a sense of dignity of manual labour among students, was included in the Second Five Year Plan also and a total provision of Rs. 2.80 crores made for the plan period. During the year, an amount of Rs. 26.12 lakhs was spent for holding 1067 camps in which 1,03,226 campers participated. Under the Scheme of Campus Works Project, a sum of Rs. 29.68 lakhs was sanctioned to schools and colleges for the construction of 101 projects which comprised of 9 Swimming Pools, 4 Open Air Theatres, 69 Recreation Halls-cum-Auditoria, 7 Stadia, 3 Pavillions, 4 Cinder Tracks and 5 Gymnasias.

23. In the field of Art and Culture, one of the most important events of the year was the celebration of 2500th Anniversary of the *Parinirvana* of Gautama, the Buddha. Among the functions held to celebrate the Anniversary were an Exhibition of Buddhist Art and a Symposium on "Buddhism's Contribution to Arts, Letters and Philosophy", in which a large number of eminent scholars from India and abroad, including their Holi-nesses the Dalai Lama and the Panchan Lama, participated.

24. A Central Advisory Board of Museums was established with a view to advising the government on matters relating to the re-organisation and development of museums and to promote closer contacts between the different museums in the country. Under the scheme "Acquisition of Art Objects", the Government of India purchased rare specimens of ancient and contemporary art objects for the National Museum and National Gallery of Modern Art.

25. Recognising the importance of cultural exchanges between India and other countries, the Government of India sent cultural delegations abroad and invited foreign delegations to India. Special mention may be made of the two delegations which were sent to South-East Asia and East European Countries including the U.S.S.R. The Cultural delegations from abroad included the Czech Cultural Delegation, the Chinese Women's Delegation, the Nepalese Writers', Political Leaders and Students Delegations and the Soviet Circus. Cultural lecturers, poets and musicians were also sent abroad, books were presented to libraries and institutions and grants given to educational and cultural organisations.

26. The three National academies *viz.* *Sangeet Natak Akademi*, *Lalit Kala Akademi* and *Sahitya Akademi* continued to make good progress during the year. Special mention may be made of the organisation of an

exhibition of Indian literature on the occasion of 9th General Conference of Unesco and the award of a prize of Rs. 5,000 to five outstanding books in Bengali, Hindi, Malayalam, Telugu and Urdu.

27. Among the Unesco news and projects, mention may be made of the ninth session of the General Conference of Unesco held in India from 5th November to 5th December, 1956. It was the first time that such a big international conference was held in this country. At the request of the Government of India, Unesco established at Calcutta a Research Centre for Southern Asia on the Social Implications of Industrialisation. The Government of India also continued their participation in Unesco's projects for translation of Eastern Classics into Western Languages, the International Coupon Scheme, translation of important Unesco literature into Hindi, the programme of Co-ordinated Experimental Activities, etc. Besides other important International Conferences, the Government of India participated in the 19th International Conference on Public Education held at Geneva in July, 1956 to discuss problems connected with school inspection and the teaching of Mathematics in secondary schools, Regional Seminar on the Improvement of Primary School Curriculum at Karachi, Unesco meeting of experts on Film and Television at Paris, Regional Meeting of Experts on Exchange of Persons at Tokyo and Study Conference on Science Teaching at Bangkok.

28. The Training Centre for the Adult Blind, Dehradun, continued to impart training in handicrafts to 150 inmates. The employment centre established in Madras in July, 1954 secured employment for 52 persons upto the year under report. The number of fresh scholarships awarded during the year to the Blind and the Deaf under the Schemes of Post-Graduate Scholarships, was 30 and 25 respectively. Under the Scheme of Scholarships for the Orthopaedically Handicapped, 42 scholarships awarded in 1955-56, were given effect to from 1st April, 1956. The Central Braille Press produced so far 30 books in Hindi, Telugu, Tamil, Gujarati, Marathi and English within the limited capacity.

29. To assess the socio-economic and educational needs of the various groups of the handicapped persons, a scheme to carry out a Random Sample Survey was included in the Second Plan. During the year under review the survey was started in Bombay and Delhi. The Seminar on the Education for the Blind held at Mussoorie in April, 1956, recommended the holding of short term regional courses for teachers of the Blind until a Model School with Teachers' Training Department could be established.

### **Main Developments**

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

#### **Andhra**

The State government framed special rules for Andhra Educational Subordinate Service. Similar rules for Andhra Education Service were under the consideration of the government.

During the year the State government incurred Rs. 10.42 lakhs in connection with the implementation of the schemes formulated for the expansion of Secondary education. A non-elective pattern of curriculum for the

higher secondary schools was drawn up and introduced in 15 schools. The curriculum comprised of nine subjects and made provision for five diversified courses. Maximum strength of a high school was fixed at 1,000 to secure efficiency in Secondary education. Under the auspices of the All-India Council for Secondary education, a workshop in testing and evaluation for the benefit of secondary school teachers was conducted at Hyderabad for five days, from 8th to 12th of February, 1957.

Under the scheme to expand Elementary education under the Second Five Year Plan, 415 schools were opened. To meet the shortage of trained teachers, short term training course of one year's duration was introduced in eight Government Training Schools as an experimental measure during the year 1956-57.

### **Assam**

The Pay Committee appointed by the State government earlier recommended a time scale of pay for the teachers of non-government schools and colleges. The scales of pay of the teachers of various categories in primary and secondary schools as well as the posts borne on the cadre of the Assam Educational Service were also revised.

Under the scheme for the improvement of the contents of Secondary education, a number of high schools were converted into higher secondary and multipurpose ones. Besides, liberal grants were paid to secondary schools for the improvement of school libraries, purchase of teaching aids and for the introduction of craft subjects.

The progressive introduction of basic features in the traditional primary schools to provide a basic bias made much headway during 1956-57.

Another important development was the establishment of State Central Library and five District Libraries to provide a state-wide library service for both urban and rural areas.

### **Bihar**

The report of the Bihar Primary, Middle, Basic and Social Education Enquiry Committee was finalised. Its recommendations were under consideration. A committee was constituted to revise the syllabus of the Janta College, Turki and Social Workers' Training Institute. A committee comprising of eminent Indian Artists was formed to review the syllabus of the Government School of Arts. The State government decided that primary and middle schools teachers deputed to attend the short term training courses conducted in junior and senior training schools would be treated on deputation from their respective school establishment.

### **Bombay**

A new university namely Sardar Vallabhbhai Vidyapeeth, the first rural university of its kind with Hindi as a medium of instruction, started functioning from 15th December, 1956.

All children of the age-group 6—14 in Vidarbha region were exempted from payment of tuition fees from the year under review. To ameliorate the lot of teachers in private secondary schools, a scheme of provident fund was introduced under which the employees were required to contribute at the rate of one anna for every rupee of their salary and the management half of this amount.



## **Jammu & Kashmir**

In the State as many as 50 existing primary schools were converted into basic activity schools. A refresher course, conducted by experts in Basic education from Bihar, was held in Srinagar, in which 150 basic trained teachers participated in two batches of 75 each. Syllabus of studies in all subjects of first eight classes was revised according to the changed pattern of Elementary education in the State.

## **Kerala**

The duration of school course was fixed at 12 years by the addition of one more year. Of these, the first 8 years constituted the primary grade of free education upto the age of fourteen, the initial five being the lower and the latter three the upper primary standard—Standard IX to XII formed the secondary grade. Under this pattern all the high schools of three years duration were to be progressively converted into four year higher secondary schools. The revised curriculum of Primary and Basic education was put into operation reducing the load of subject contents, particularly of text books for the pupils, bringing about an integration of related subjects and establishing greater correlation not only between the subjects but the actual requirements of life. A special stress was laid on Craft education. Similarly new syllabi based on the recommendation of Secondary Education Commission were introduced in standard IX.

A committee of experts in Technical education was constituted to prepare a detailed scheme for co-ordinating the standards of instructions given in technical institutions under different managements.

## **Madhya Pradesh**

The scales of pay of teachers in primary and secondary schools were revised. The initial pay of primary school teacher was revised from Rs. 30 to Rs. 40 while the teachers in private schools began to receive the government scales of pay. Almost all high schools in district places were raised to the status of multipurpose higher secondary schools and adequate material and equipment for diversified courses were provided.

The State government increased financial aid to non-government agencies in the form of increased maintenance grant and subsidy towards dearness allowance to teachers. Tuition fee for all children between the ages of 6 and 14 was remitted.

## **Madras**

Under development schemes, 107 secondary schools, 2 arts colleges and 2 training colleges were opened, besides 14 non-basic training schools being converted to basic ones. Tuition fee upto Form III of school stage was remitted for all children whose parents' annual gross income did not exceed Rs. 1,200. Besides, children of primary school teachers, police constables and village officers continued to get the benefit of fee concession in school classes.

## **Mysore**

The scheme of converting high schools into multipurpose high schools sanctioned in 1955-56 was implemented during the year and 13 high schools were converted into multipurpose high schools.

Primary education was expanded in the State by upgrading 600 lower primary schools into new type middle schools and by opening 453 single teacher lower primary schools. Additional posts of 541 teachers were sanctioned for the needy primary schools.

### **Orissa**

The different scales of pay of teachers were revised and the new scales introduced. The scheme for the conversion of high schools into multipurpose or higher secondary schools continued during the year and a sum of Rs. 2.4 lakhs approximately was spent on this account. Seven new elementary teachers' training schools were opened to meet the demand of trained teachers for newly opened primary schools under the scheme of expansion of Primary education.

The schemes of reorganisation and unification of control over the Basic and General Systems of education, sanctioned by the government, was partially given effect to by the appointment of a Deputy Director of Public Instruction for Basic and Primary Education.

### **Punjab**

Kurukshetra University was established at Kurukshetra (District Karnal) by an act of the Punjab Legislature in May, 1956. Two refresher courses in Social education were arranged for men and women separately to refresh their knowledge and to explain them different aspects of Social education.

### **Rajasthan**

Five seminars were held for headmasters of high, higher secondary, multipurpose and middle schools, to keep them abreast of the latest trends in education. Under the programme of Second Five Year Plan, 21 middle schools were raised to high schools and 5 high schools to higher secondary schools.

### **Uttar Pradesh**

Education in classes I to III was made free with effect from July, 1956 in all schools in which basic curriculum was followed. During the year, 250 basic primary schools were opened under the Second Five Year Plan.

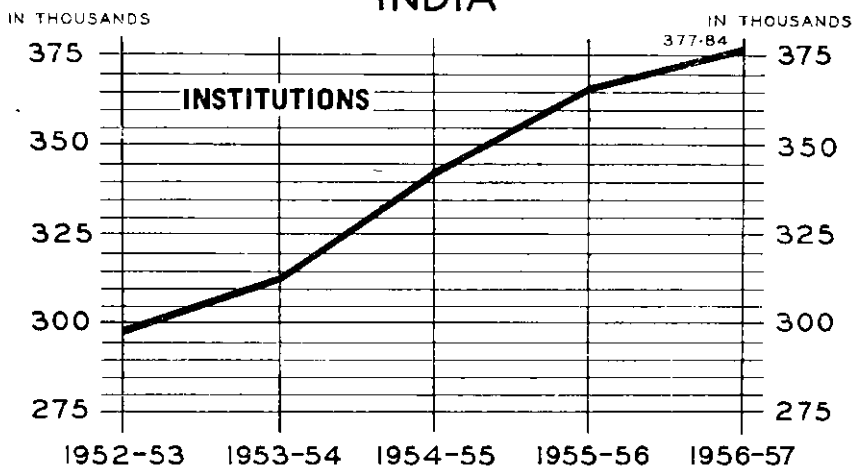
The Hindustani Academy, Allahabad received a non-recurring grant of Rs. 25,000 from government. It published 2 Hindi books during the year under the guidance of the Government of India.

### **West Bengal**

Scales of primary school teachers of all categories were revised during the year as a result of which the total emoluments of teachers increased between Rs. 5 and Rs. 12.50. The minimum and maximum of the pay scale of basic trained teachers were also raised by Rs. 5 and Rs. 10 respectively.

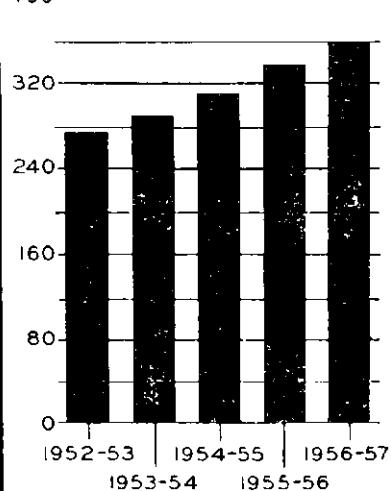
A condensed course of six months in Basic education was organised at the Post-Graduate Basic Training College, Banipur, to familiarise the inspecting officers with the implications of this field of education.

# PROGRESS OF EDUCATION IN INDIA



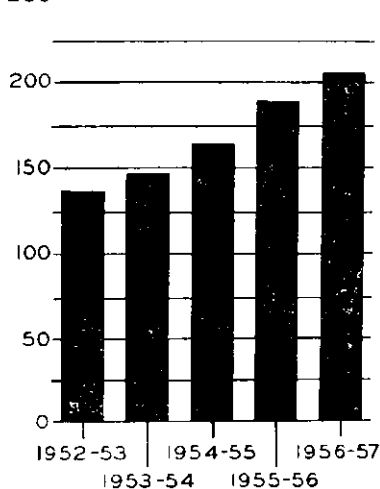
## ENROLMENT

IN LAKHS



## EXPENDITURE

IN CRORES OF RUPEES



## Himachal Pradesh

Eighteen high schools were raised to higher secondary standard with Engineering, Commerce and Agriculture as the main subjects.

## Manipur

Some lower primary schools were converted into basic type.

## Tripura

Three high schools were converted into higher secondary schools under the scheme to convert all high schools into higher secondary schools with three years' course. Diversified courses were introduced in two higher secondary schools.

Primary school teachers met for the first time for mutual exchange of ideas as a step towards raising the standard of imparting education as well as school organisation.

## N. E. F. A.

Propagation of Hindi, introduction of basic system of education, preparation of text books in tribal languages, organisation of social service camps, training camps for teachers and educational excursion of students were some of the important features of the year's activities. The Dev-nagri script was introduced in the lowest classes for writing the local dialect in the schools of the North East Frontier Agency.

## Pondicherry

Five physical instructors were sent to various coaching camps held by the Central Government outside the State to undergo special training in sports and games.

## Institutions

31. During the year under report, the number of recognised institutions in the country rose from 3,66,641 to 3,77,837 or by 3.1 per cent. The total consisted of 33 universities, 12 boards of secondary and intermediate education, 814 arts and science colleges (including 41 research institutions), 399 professional and technical education colleges, 128 special education colleges, 36,291 secondary schools, 2,87,298 primary schools, 769 pre-primary schools, 3,023 vocational and technical schools, 5,012 special education schools and 44,058 adult education schools. Further details with comparative figures for the previous year are given in table I.

The increase in numbers extended to all types of institutions, except in the colleges for veterinary science schools for arts and crafts, commerce, teachers' training, reformatory and adult education. The decrease in these cases was more apparent than real. The decrease in the veterinary science colleges was due to the non-availability of the data of one institution, while the decrease in the number of arts and crafts and commerce was mainly due to the reclassification of these schools in Kerala as a result of which most of these schools were returned as schools for general education during 1956-57. The decrease in the number of teachers' training schools was due mainly

**Table I—Number of Institutions by Type**

Type	For Boys		For Girls		Total		Increase (+) or Decrease (-)	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57		
1	2	3	4	5	6	7	8	
<b>Recognised :</b>								
Universities . . . . .	31	32	1	1	32	33	+	1
Boards of Secondary and Intermediate Education.	11	12	..	..	11	12	+	1
Research Institutions . . . . .	34	40	..	1	34	41	+	7
Arts & Science Colleges . . . . .	608	660	104	113	712	773	+	61
<b>Colleges for Professional/Technical Education :</b>								
Agriculture . . . . .	24	25	..	..	24	25	+	1
Commerce . . . . .	26	28	..	..	26	28	+	2
Education (Teachers' Training)	86	102	21	31	107	133	+	26
Engineering . . . . .	40	47	..	..	40	47	+	7
Forestry . . . . .	3	3	..	..	3	3	..	..
Law . . . . .	25	29	..	..	25	29	+	4
Medicine . . . . .	85	97	3	2	88	99	+	11
Physical Education . . . . .	8	9	..	1	8	10	..	2
Technology . . . . .	7	7	..	..	7	7	..	..
Veterinary Science . . . . .	15	14	..	..	15	14	-	1
Others . . . . .	3*	4*	..	..	3*	4*	+	1
<i>Total</i> . . . . .	322	365	24	34	346	399	+	53

**Colleges for Special Education :**

Home Science . . . . .	..	..	3	3	3	3	..
Music, Dancing & Other Fine Arts . . . . .	19	22	4	5	23	27	+ 4
Oriental Studies . . . . .	72	77	7	8	79	85	+ 6
Sociology . . . . .	6	6	..	..	6	6	..
Others . . . . .	1	7	..	..	1	7	+ 6
<b>Total</b> . . . . .	<b>98</b>	<b>112</b>	<b>14</b>	<b>16</b>	<b>112</b>	<b>128</b>	<b>+ 16</b>

**Schools for General Education :**

High/Higher Secondary . . . . .	9,255	10,047	1,583	1,758	10,838	11,805	+ 967
Middle . . . . .	19,393	21,871	2,337	2,615	21,730	24,486	+ 2,756
Primary . . . . .	2,62,905	2,71,233	15,230	16,065	2,78,135	2,87,298	+ 9,163
Pre-Primary . . . . .	419	524	211	245	630	769	+ 139
<b>Total</b> . . . . .	<b>2,91,972</b>	<b>3,03,675</b>	<b>19,361</b>	<b>20,683</b>	<b>3,11,333</b>	<b>3,24,358</b>	<b>+ 13,025</b>

**Schools for Vocational & Technical Education :**

Apiculture . . . . .	76	93	1	1	77	94	+ 17
Arts & Crafts . . . . .	162	84	229	220	391	304	- 87
Commerce . . . . .	893	822	5	7	898	829	- 69
Engineering . . . . .	61	68	..	..	61	68	+ 7
Forestry . . . . .	3	4	..	..	3	4	+ 1
Marine Training . . . . .	3	4	..	..	3	4	+ 1
Medicine & Veterinary . . . . .	28	38	56	79	84	117	+ 33
Physical Education . . . . .	17	36	..	..	17	36	+ 19
Teachers' Training . . . . .	678	658	252	258	930	916	- 14
Technical & Industrial . . . . .	463	499	146	145	609	644	+ 35
Others . . . . .	1	7	..	..	1	7	+ 6
<b>Total</b> . . . . .	<b>2,385</b>	<b>2,313</b>	<b>689</b>	<b>710</b>	<b>3,074</b>	<b>3,023</b>	<b>- 51</b>

**Table I—Number of Institutions by Type—Contd.**

1	2	3	4	5	6	7	8
<b>Schools for Special Education :</b>							
For the Handicapped . . . . .	90	94	4	4	94	98	+ 4
For Social Workers . . . . .	37	37	4	7	41	44	+ 3
Music, Dancing & Other Fine Arts . . . . .	103	110	58	74	161	184	+ 23
Oriental Studies . . . . .	3,254	3,303	32	19	3,286	3,322	+ 36
Reformatory . . . . .	30	30	8	7	38	37	— 1
Social (Adult) Education . . . . .	41,562	39,342	4,529	4,716	46,091	44,058	— 2,033
Others . . . . .	1,231	1,287	45	40	1,276	1,327	+ 51
<i>Total</i> . . . . .	46,307	44,203	4,680	4,867	50,987	49,070	— 1,917
<b>Grand Total</b> . . . . .	<b>3,41,768</b>	<b>3,51,412</b>	<b>24,873</b>	<b>26,425</b>	<b>3,66,641</b>	<b>3,77,837</b>	<b>+ 11,196</b>

to their being returned as under graduate colleges in Mysore State during the year. The decrease of one reformatory school and 2,033 schools for adult education was due to the closure of these schools. Of all types of institutions, the highest percentage increase was recorded by colleges for professional education (15.6). Next in order were colleges for special education (14.2), secondary schools (11.4), arts and science colleges (8.5), primary schools (3.3).

A comparison of recognised institutions according to management for the year 1955-56 and 1956-57 is given in table II below :

**Table II—Number of Recognised Institutions by Management**

Management	1955-56		1956-57	
	Number	Per-centage	Number	Per-centage
1	2	3	4	5
Government . . . . .	87,601	23.9	87,352	23.1
District Board . . . . .	1,42,980	39.0	1,56,028	41.3
Municipal Board . . . . .	10,497	2.9	10,658	2.8
Private Bodies :				
Aided . . . . .	1,14,204	31.1	1,12,169	29.7
Unaided . . . . .	11,359	3.1	11,630	3.1
<b>Total . . . . .</b>	<b>3,66,641</b>	<b>100.0</b>	<b>3,77,837</b>	<b>100.0</b>

It will be seen that roughly two-fifths of the institutions were managed by local boards, a little less than one-third by private bodies and more than one-fifth by the government. Further, all managements reported greater number of institutions under them than last year. The main agencies controlling primary and secondary schools were local boards and private bodies respectively. In colleges for general education and schools for vocational and technical education, private enterprise predominated.

Table III gives the number of recognised institutions, State-wise and sex-wise, for the years 1955-56 and 1956-57. The number of institutions increased everywhere except in the States of Andhra, Bombay, Punjab and N.E.F.A. While the fall of 3,033 and 27 in Bombay and Punjab respectively was mostly due to the closure of social education centres, the decrease of 40 in N.E.F.A. was due to the closure of schools in troubled



Table III—Number of Institutions by States

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	
1	2	3	4	5	6	7	8
Andhra . . . . .	33,048	32,391	742	730	33,790	33,121	— 669
Assam . . . . .	14,243	14,460	1,092	1,023	15,335	15,483	+ 148
Bihar . . . . .	34,120	36,995	3,152	3,606	37,272	40,601	+ 3,329
Bombay . . . . .	63,486	60,656	5,864	5,621	69,350	66,277	— 3,073
Jammu & Kashmir . . . . .	1,936	2,108	346	381	2,282	2,489	+ 207
Kerala . . . . .	9,647	9,749	202	212	9,849	9,961	+ 112
Madhya Pradesh . . . . .	23,946	26,096	1,829	2,196	25,775	28,292	+ 2,517
Madras . . . . .	25,180	25,932	314	323	25,494	26,255	+ 761
Mysore . . . . .	24,302	25,896	1,714	1,986	26,016	27,882	+ 1,866
Orissa . . . . .	17,963	19,415	318	400	18,281	19,815	+ 1,534
Punjab . . . . .	12,936	12,804	2,219	2,324	15,155	15,128	— 27
Rajasthan . . . . .	9,882	11,297	964	965	10,846	12,262	+ 1,416
Uttar Pradesh . . . . .	35,379	36,713	3,633	4,005	39,012	40,718	+ 1,706
West Bengal . . . . .	31,180	31,925	2,007	2,061	33,187	33,986	+ 799
A. & N. Islands . . . . .	40	42	..	..	40	42	+ 2
Delhi . . . . .	694	723	362	399	1,056	1,122	+ 66
Himachal Pradesh . . . . .	1,107	1,162	31	30	1,138	1,192	+ 54
L. M. & A. Islands . . . . .	9	18	..	..	9	18	+ 9
Manipur . . . . .	1,051	1,215	44	50	1,095	1,265	+ 170
Tripura . . . . .	1,436	1,419	40	66	1,476	1,485	+ 9
N.E.F.A. . . . .	183	143	..	..	183	143	— 40
Pondicherry . . . . .	*	253	..	47	*	300	..
India . . . . .	3,41,768	3,51,412	24,873	26,425	3,66,641	3,77,837	+ 11,196

Naga hilly tracts. Bihar led all the States in reporting the highest increase of 3,329 institutions and was followed by Kerala (2,517), Mysore (1,866), Uttar Pradesh (1,706), Orissa (1,534) and Rajasthan (1,416). In others, the increase was less than one thousand.

The number of recognised institutions in rural areas rose from 3,10,396 to 3,23,478 and their proportion to the total number of institutions from 84.7 per cent to 85.6 per cent. The distribution of these institutions according to main types is shown below:

Type	1955-56	1956-57
Universities . . . . .	2	3
Research Institutions . . . . .	2	3
Colleges . . . . .	83	108
Secondary Schools . . . . .	21,589	24,936
Primary (including pre-primary) Schools . . . . .	2,47,823	2,58,083
Vocational and Technical Schools . . . . .	556	380
Social Education Centres . . . . .	37,168	36,562
Other Special Education Schools . . . . .	3,173	3,403
<b>Total . . . . .</b>	<b>3,10,396</b>	<b>3,23,478</b>

### Pupils

32. The total number of pupils under instruction in recognised institutions increased during the year by 21 lakhs to 3,60,05,976 at the rate of 6.1 per cent (5.1 per cent for boys and 8.8 per cent for girls) as compared to 8.5 per cent (8.5 per cent for boys and 8.4 per cent for girls) during 1955-56. Of the total number of pupils, 99,97,465 or 27.8 per cent were girls.

The enrolment in arts and science colleges (including research institutions and university teaching departments) increased by 9.4 per cent, in professional and technical colleges by 14.1 per cent, and in special colleges by 14.8 per cent. Secondary schools enrolled 12.3 per cent, primary schools 4.4 per cent, vocational and technical education schools 3.5 per cent and special schools (excluding social education schools) 6.9 per cent more students than in the previous year. The decline of 5.8 per cent of enrolment in schools for adults was due to the closure of such schools in many States.

Of the total enrolment, universities and colleges for general education had 6,27,734 pupils, professional and technical education colleges 1,07,172 pupils, special education colleges 15,289 pupils, secondary schools 95,79,164 pupils, primary schools (including pre-primary schools) 2,39,76,584 pupils, vocational and technical schools 2,71,644 pupils, special education schools 2,23,404 pupils and adult education centres 12,04,985 pupils. The break up of enrolment in different types of institutions during the year 1955-56 and 1956-57 is given in table IV.

Table IV—Number of Pupils by Type of Institutions

Type	Boys		Girls		Total		Increase (+) or Decrease (—)
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	
1	2	3	4	5	6	7	8
<b>Arts and Science Colleges: (including Research institutions and Univer- sity Departments)</b>	4,90,537	5,32,633	83,429	95,101	5,73,966	6,27,734	+ 53,768
<b>Colleges for Professional and Technical Education:</b>							
Agriculture . . . . .	4,261	5,259	33	36	4,294	5,295	+ 1,001
Commerce . . . . .	14,932	17,411	310	374	15,242	17,785	+ 2,543
Education (Teachers' Training) . . . . .	7,915	9,351	3,347	4,628	11,262	13,979	+ 2,717
Engineering . . . . .	20,807	23,762	40	41	20,847	23,803	+ 2,956
Forestry . . . . .	320	393	..	..	320	393	+ 73
Law . . . . .	10,854	11,362	373	480	11,227	11,842	+ 615
Medicine . . . . .	19,842	21,529	3,871	4,390	23,713	25,919	+ 2,206
Physical Education . . . . .	581	684	108	153	689	837	+ 148
Technology . . . . .	761	790	58	63	819	853	+ 34
Veterinary Science . . . . .	3,872	4,786	13	15	3,885	4,801	+ 916
Others . . . . .	1,367	1,376	233	289	1,600	1,665	+ 65
<i>Total</i> . . . . .	85,512	96,703	8,386	10,469	93,898	1,07,172	+ 13,274
<b>Colleges for Special Education:</b>							
Home Science . . . . .	..	..	626	841	626	841	+ 215
Music, Dancing and Other Fine Arts . . . . .	1,849	2,116	2,519	2,882	4,368	4,998	+ 630
Oriental Studies . . . . .	6,744	6,937	1,118	1,549	7,862	8,486	+ 624
Sociology . . . . .	359	380	93	95	452	475	+ 23
Others . . . . .	7	483	..	6	7	489	+ 482
<i>Total</i> . . . . .	8,959	9,916	4,356	5,373	13,315	15,289	+ 1,974

<b>Schools for General Education:</b>							
High/Higher Secondary . . . . .	37,36,529	40,64,913	9,77,028	11,22,028	47,13,557	51,86,941	+ 4,73,384
Middle . . . . .	29,20,957	32,78,462	8,91,995	11,13,761	38,12,952	43,92,223	+ 5,79,271
Primary . . . . .	1,59,46,373	1,65,35,263	69,73,361	73,87,304	2,29,19,734	2,39,22,567	+ 10,02,833
Pre-Primary . . . . .	25,527	29,409	20,301	24,608	45,828	54,017	+ 8,189
<i>Total</i> . . . . .	2,26,29,386	2,39,08,047	88,62,685	96,47,701	3,14,92,071	3,35,55,748	+ 20,63,677
<b>Schools for Professional Education :</b>							
Agriculture . . . . .	5,115	6,087	14	29	5,129	6,116	+ 987
Arts and Crafts . . . . .	4,668	2,721	14,985	11,991	19,653	14,712	- 4,941
Commerce . . . . .	68,897	70,749	10,326	9,140	79,223	79,889	+ 666
Engineering . . . . .	16,438	19,784	51	50	16,489	19,834	+ 3,345
Forestry . . . . .	116	134	..	..	116	134	+ 18
Marine Training . . . . .	1,206	1,755	..	..	1,206	1,755	+ 549
Medicine and Veterinary Science . . . . .	2,957	3,813	2,429	3,465	5,386	7,278	+ 1,892
Physical Education . . . . .	1,638	2,893	293	208	1,931	3,101	+ 1,170
Teachers' Training . . . . .	60,143	61,235	23,324	21,983	83,467	83,218	- 249
Technical & Industrial . . . . .	37,995	43,230	11,516	11,437	49,511	54,667	+ 5,156
Others . . . . .	354	936	..	4	354	940	+ 586
<i>Total</i> . . . . .	1,99,527	2,13,337	62,938	58,307	2,62,465	2,71,644	+ 9,179
<b>Schools for Special Education:</b>							
For the handicapped . . . . .	4,076	4,208	1,238	1,395	5,314	5,603	+ 289
For Social Workers . . . . .	3,441	3,479	442	531	3,883	4,010	+ 127
<b>Music, Dancing and Other Fine Arts</b>							
Arts . . . . .	5,281	5,946	6,034	6,667	11,315	12,613	+ 1,298
Oriental Studies . . . . .	1,14,927	1,17,545	9,667	9,409	1,24,594	1,26,954	+ 2,360
Reformatory . . . . .	6,094	6,134	1,095	1,139	7,189	7,273	+ 84
Social (Adult) Education . . . . .	11,42,926	10,59,792	1,35,901	1,45,193	12,78,827	12,04,985	- 73,842
Others . . . . .	44,220	50,771	12,536	16,180	56,756	66,951	+ 10,195
<i>Total</i> . . . . .	13,20,965	12,47,875	1,66,913	1,80,514	14,87,878	14,28,389	- 59,489
<b>Grand Total</b> . . . . .	<b>2,47,34,886</b>	<b>2,60,08,511</b>	<b>91,88,707</b>	<b>99,97,465</b>	<b>3,39,23,593</b>	<b>3,60,05,976</b>	<b>+ 20,82,383</b>

The distribution of enrolment in recognised institutions according to their managements, is shown in table V below :—

**Table V—Number of Pupils in Recognised Institutions by Management**

Management	1955-56		1956-57		Increase	
	Number	Per-centage	Number	Per-centage	Number	Per-centage
1	2	3	4	5	6	7
Government	72,50,735	21·4	73,68,135	20·5	+ 1,17,400	+ 1·6
District Boards	1,24,44,863	36·7	1,37,00,224	38·1	+12,55,361	+10·1
Municipal Boards	25,95,855	7·6	27,05,726	7·5	+ 1,09,871	+ 4·2
Private Bodies :						
Aided	1,03,69,406	30·6	1,09,23,827	30·3	+ 5,54,421	+ 5·3
Unaided	12,62,734	3·7	13,08,064	3·6	+ 45,330	+ 3·6
<b>Total</b>	<b>3,39,23,593</b>	<b>100·0</b>	<b>3,60,05,976</b>	<b>100·0</b>	<b>+20,82,383</b>	<b>+ 6·1</b>


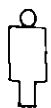
It will be seen that (a) a little less than half of the enrolment was reported by institutions managed by local boards, more than one third in those under private control and nearly one fifth in government institutions and (b) the increase in enrolment was shared by institutions under all managements.

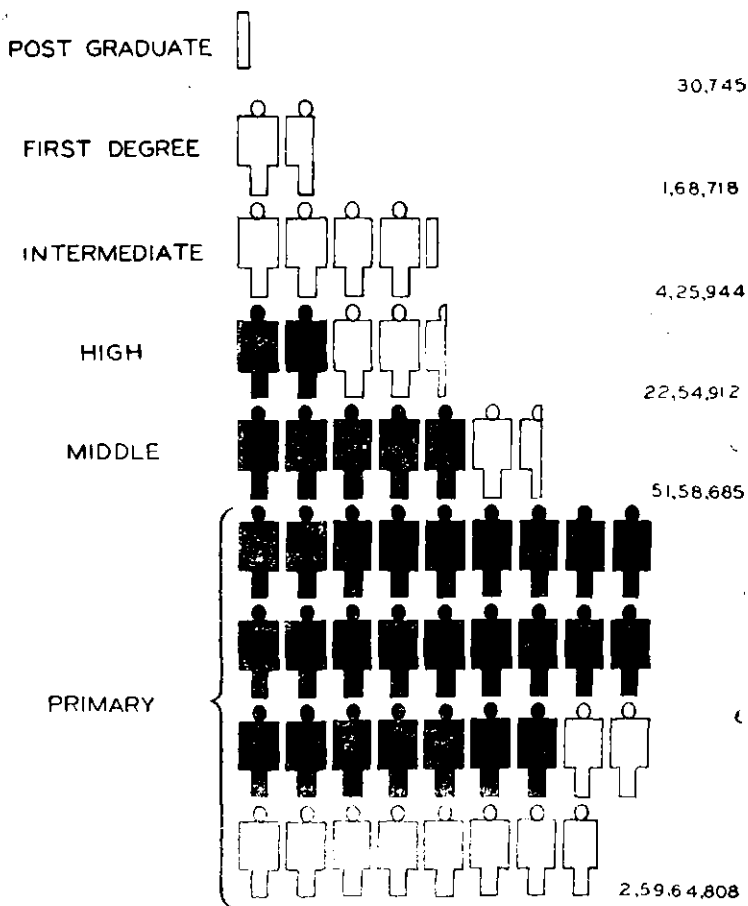
Table VI gives the distribution of pupils in recognised institutions classified according to stages of instructions for the years 1955-56 and 1956-57. The enrolment increased at all the stages except in social education. Of the total number of pupils, 94·7 per cent received general education, 0·5 per cent professional and special collegiate education and 4·8 per cent vocational and special education. The pupils for general education were further distributed as: pre-primary 0·2 per cent, primary 70 per cent, secondary 28 per cent and collegiate 1·8 per cent.

During the year under review, 70·3 per cent of the pupils came from rural areas. Their proportion in the primary and pre-primary schools was 79·8 per cent, as against 7·7 per cent in secondary schools and 0·3 per cent in colleges and universities.

Table VII gives the state-wise distribution of enrolment in recognised institutions for the years 1955-56 and 1956-57. But for N.E.F.A., where the enrolment decreased by 18·3 per cent due to non-functioning of a number

# DISTRIBUTION OF PUPILS RECEIVING GENERAL EDUCATION

 = 10 LAKHS    1956-57     = 1 LAKH



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

Stage	Boys		Girls		Total		Increase ( ) or Decrease (—)
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	
1	2	3	4	5	6	7	8
<b>General Education :</b>							
Pre-Primary . . . . .	44,864	57,772	30,631	41,541	75,495	99,313	+ 23,818
Primary . . . . .	1,70,24,645	1,78,84,117	74,86,686	80,80,691	2,45,11,331	2,59,64,808	+ 14,53,477
Secondary . . . . .	54,86,534	58,93,378	13,40,071	15,20,219	68,26,605	74,13,597	+ 5,86,992
Intermediate . . . . .	3,41,539	3,65,009	54,909	60,935	3,96,448	4,25,944	+ 29,496
B.A./B.Sc. . . . .	1,26,130	1,38,850	24,772	29,868	1,50,902	1,68,718	+ 17,816
M.A./M.Sc. . . . .	21,293	23,233	4,040	4,589	25,333	27,822	+ 2,489
Research . . . . .	2,193	2,498	371	425	2,564	2,923	+ 359
<i>Total</i> . . . . .	2,30,47,198	2,43,64,857	89,41,480	97,38,268	3,19,88,678	3,41,03,125	+ 21,14,447
<b>Professional &amp; Technical Educa-</b>							
<b>tion (Collegiate) . . . . .</b>	1,39,776	1,50,271	9,218	11,193	1,48,994	1,61,464	+ 12,470
Special Education (Collegiate) . . . . .	8,589	10,097	3,294	3,805	11,883	13,902	+ 2,019
Vocational & Technical Education (School) . . . . .	2,14,079	2,31,415	66,041	61,787	2,80,120	2,93,202	+ 13,082
Social (Adult) Education . . . . .	11,42,926	10,59,792	1,35,901	1,45,193	12,78,827	12,04,985	— 73,842
Special Education (School) . . . . .	1,82,318	1,92,079	32,773	37,219	2,15,091	2,29,298	+ 14,207
<b>Grand Total</b> . . . . .	<b>2,47,34,886</b>	<b>2,60,08,511</b>	<b>91,88,707</b>	<b>99,97,465</b>	<b>3,39,23,593</b>	<b>3,60,05,976</b>	<b>+ 20,82,383</b>

**Table VII—Number of Pupils in Recognised Institutions by States**

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)		Percentage of Pupils to Estimated Population
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	Number	Percentage	
1	2	3	4	5	6	7	8	9	10
Andhra . . .	29,40,275	29,94,410	1,24,649	1,23,611	30,64,924	31,18,021	+ 53,097	+ 1·7	9·2
Assam . . .	10,08,814	10,67,622	88,239	87,353	10,97,053	11,54,975	+ 57,922	+ 5·3	11·4
Bihar . . .	22,86,091	25,35,089	1,62,463	1,87,655	24,48,554	27,22,744	+ 2,74,190	+11·2	6·6
Bombay . . .	53,84,408	56,50,160	7,33,429	7,79,399	61,17,837	64,29,559	+ 3,11,722	+ 5·1	11·9
Jammu & Kashmir	1,51,849	1,76,500	30,446	36,135	1,82,295	2,12,635	+ 30,340	+16·6	4·6
Kerala . . .	24,71,820	26,82,305	94,103	1,09,917	25,65,923	27,92,222	+ 2,26,299	+ 8·8	18·1
Madhya Pradesh	15,45,530	16,98,103	1,69,992	1,89,091	17,15,522	18,87,194	+ 1,71,672	+10·0	6·9
Madras . . .	32,70,436	33,42,240	97,096	1,04,323	33,67,532	34,46,563	+ 79,031	+ 2·3	10·5
Mysore . . .	18,91,393	19,96,106	2,37,089	2,49,350	21,28,482	22,45,456	+ 1,16,974	+ 5·5	10·3
Orissa . . .	8,46,903	9,23,749	22,712	26,123	8,69,615	9,49,872	+ 80,257	+ 9·2	6·2



Punjab . . .	14,05,520	14,89,592	3,10,075	3,63,321	17,15,595	18,52,913	+ 1,37,318	+ 8.0	10.8
Rajasthan . . .	6,57,221	7,55,203	88,303	92,358	7,45,524	8,47,561	+ 1,02,037	+ 13.7	4.9
Uttar Pradesh . . .	35,80,648	37,71,275	4,01,636	4,28,808	39,82,284	42,00,083	+ 2,17,799	+ 5.5	6.2
West Bengal . . .	30,47,436	31,58,262	2,91,619	3,07,558	33,39,055	34,65,820	+ 1,26,765	+ 3.8	12.2
A. & N. Islands . . .	3,134	3,434	..	..	3,134	3,434	+ 300	+ 9.6	11.4
Delhi . . .	2,11,476	2,29,469	99,350	1,07,905	3,10,826	3,37,374	+ 26,548	+ 8.5	15.9
Himachal Pradesh	73,618	94,675	4,990	5,043	78,608	99,718	+ 21,110	+ 26.9	8.7
L. M. & A. Islands	1,609	1,651	..	..	1,609	1,651	+ 42	+ 2.6	8.3
Manipur . . .	88,215	99,210	5,632	6,585	93,847	1,05,795	+ 11,948	+ 12.7	16.8
Tripura . . .	83,780	91,225	3,841	4,841	87,621	96,066	+ 8,445	+ 9.6	13.0
N. E. F. A. . . .	7,753	6,331	..	..	7,753	6,331	- 1,422	- 18.3	1.0
Pondicherry . . .	*	22,658	*	7,331	*	29,989	*	*	8.1
<b>India . . .</b>	<b>3,09,57,929</b>	<b>3,27,89,269</b>	<b>29,65,664</b>	<b>32,16,707</b>	<b>3,39,23,593</b>	<b>3,60,05,976</b>	<b>+ 20,82,383</b>	<b>+ 6.1</b>	<b>9.2</b>

\*Figures for 1955-56 are not available.

of schools in disturbed areas, the enrolment increased in all the States and Territories. Among the States, Bombay topped in the matter of increasing enrolment in the recognised institutions to the extent of 3,11,722. Other States which reported an increase of more than one lakh were Bihar (2,74,190), Kerala (2,26,299), Uttar Pradesh (2,17,799), Madhya Pradesh (1,71,672), Punjab (1,37,318), West Bengal (1,26,765) and Mysore (1,16,974). On percentage basis, rise was highest in Himachal Pradesh (26·9) and least in Andhra (1·7).

Figures in col. (10) of table VII show the percentage of pupils to the total estimated population in the different States. There were wide variations from State to State. Kerala topped the list by showing 18·1 per cent of total population under instruction. Other States showing significant proportion in schools and colleges were: Manipur (16·8 per cent), Delhi (15·9 per cent), Tripura (13·0 per cent), West Bengal (12·2 per cent), Bombay (11·9 per cent), Assam and A. & N. Islands (11·4 per cent) and Bihar (11·2 per cent). In other States and Territories, it was less than 11 per cent.

### Expenditure

33. During the year under review the total expenditure, direct as well as indirect, on education in recognised institutions amounted to Rs. 206·29 crores as against Rs. 189·66 crores during the previous year. This shows an increase of 8·8 per cent. Of the total, Rs. 185·54 crores were spent on institutions for boys and Rs. 20·75 crores on those for girls.

The distribution of the total expenditure, classified according to the sources of income for the two years 1955-56 and 1956-57 is given in table VIII below :

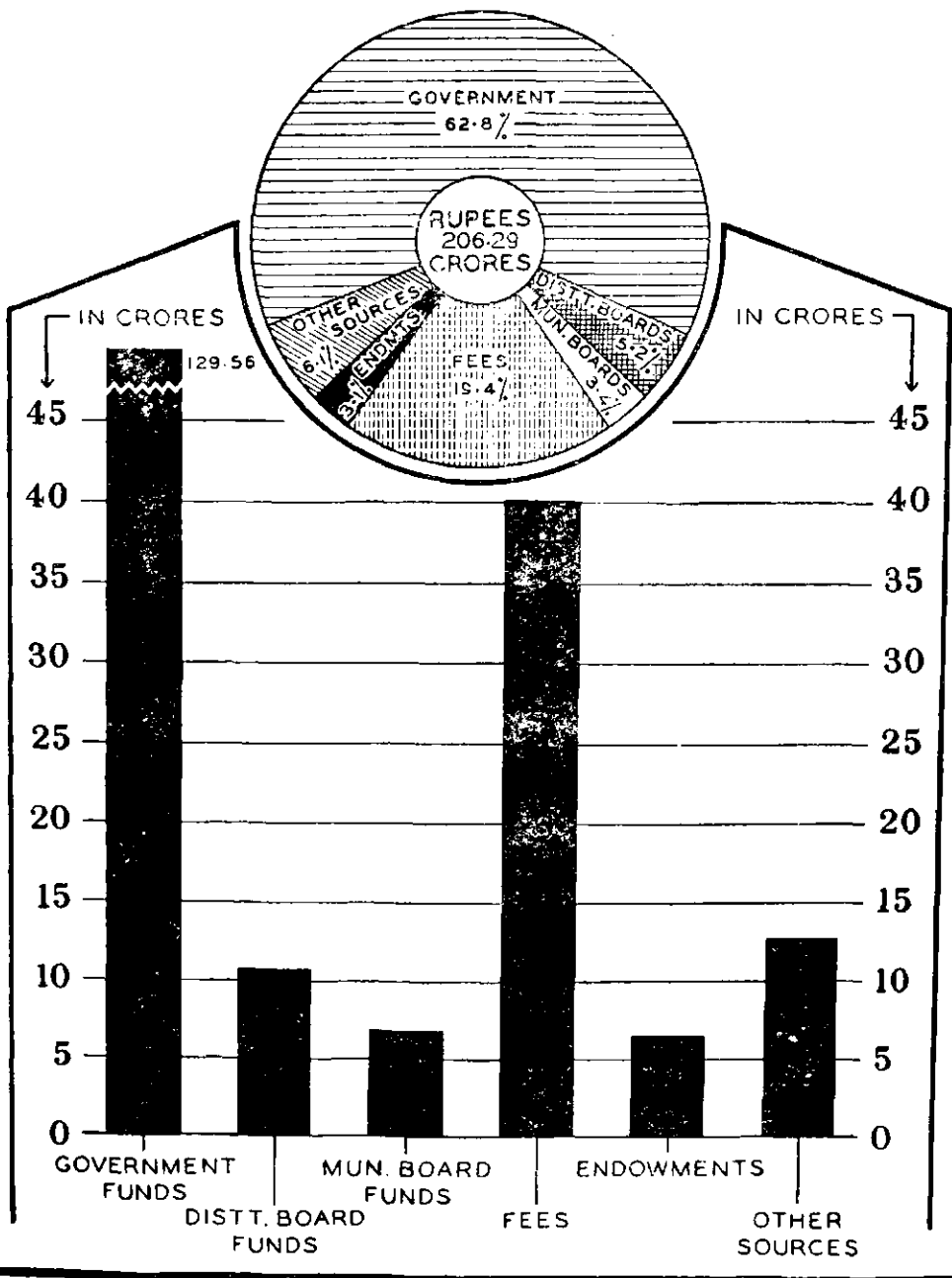
**Table VIII—Expenditure on Education by Sources**

Source	1955-56		1956-57	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government Funds . . .	1,17,20,49,567	61·8	1,29,56,15,541	62·8
District Board Funds . . .	9,89,97,699	5·2	10,67,35,167†	5·2
Municipal Board Funds . . .	6,45,50,300	3·4	6,94,23,903*	3·4
Fees . . . . .	37,90,32,605	20·0	40,10,01,840	19·4
Endowments . . . . .	5,69,24,390	3·0	6,43,70,499	3·1
Other Sources . . . . .	12,50,55,830	6·6	12,57,94,298	6·1
<b>Total . . . . .</b>	<b>1,89,66,10,391</b>	<b>100·0</b>	<b>2,06,29,41,248</b>	<b>100·0</b>

†Includes Government Funds—Rs. 1,17,40,771 for pry. education; Rs. 53,63,615 for Secondary Education and Rs. 56,40,731 on account of D. A. to teachers of primary and middle schools. The corresponding figures for 1955-56 were Rs. 1,69,22,299; Rs. 56,29,426 and Rs. 60,58,865.

\*Includes Government Funds—Rs. 11,17,126 for primary education; Rs. 2,40,501 for secondary education and Rs. 6,38,832 for D.A. to teachers of primary and middle schools. The corresponding figures for 1955-56 were Rs. 15,04,357 ; Rs. 2,80,524 and Rs. 3,44,640.

# EXPENDITURE ON EDUCATION BY SOURCES 1956-57



It will be seen that (a) nearly three fifth of the expenditure was met from government funds, about one-fifth was accounted for by fees and the rest was contributed almost equally by local board funds and other sources including endowments, (b) the expenditure increased from all sources, to the extent of 10.5 per cent from government funds, 7.7 per cent from local board funds, 5.8 per cent from fees and 4.4 per cent from other sources, (c) there was no significant change in the proportion of expenditure met from different sources.

**Table IX—Expenditure on Education According to Heads of Charges**

Heads of Charge	1955-56	1956-57	Increase (+) or Decrease (—)	
			Amount	Percentage
1	2	3	4	5
<b>Direct</b>	<b>Rs.</b>	<b>Rs.</b>	<b>Rs.</b>	
Universities . . . . .	7,98,04,600	9,19,50,716	+1,21,46,116	+15.2
Boards of Secondary and/or Intermediate Education	1,32,40,136	1,49,89,495	+ 17,49,359	+13.2
Research Institutions	1,39,04,324	1,75,15,723	+ 36,11,399	+26.0
Arts & Science Colleges	11,64,74,022	12,82,45,536	+1,17,71,514	+10.1
Professional Colleges .	7,00,08,191	7,78,93,594	+ 78,85,403	+11.3
Special Education Colleges	36,34,551	48,63,447	+ 12,28,896	+33.8
High Schools . . . . .	37,61,44,383	41,58,52,710	+3,97,08,327	+10.6
Middle Schools . . . . .	15,40,50,236	17,14,89,940	+1,74,39,704	+11.3
Primary Schools . . . . .	53,72,72,066	58,47,78,161	+4,75,06,095	+ 8.8
Pre-Primary Schools	24,99,241	28,86,710	+ 3,87,469	+15.5
Vocational and Technical Schools	5,45,08,146	5,80,00,117	+ 34,91,971	+ 6.4
Social (Adult) Schools	71,96,186	68,34,998	— 3,61,188	— 5.0
Special Education Schools	1,93,32,703	2,10,53,364	+ 17,20,661	+ 8.9
<b>Total</b> . . . . .	<b>1,44,80,68,785</b>	<b>1,59,63,54,511</b>	<b>+14,82,85,726</b>	<b>+10.2</b>
<b>Indirect</b>				
Direction . . . . .	95,89,402	97,88,916	+ 1,99,514	+ 2.1
Inspection . . . . .	3,04,16,303	3,14,27,168	+ 10,10,865	+ 3.3
Buildings . . . . .	19,63,57,744	22,98,36,355	+3,34,78,611	+17.0
Scholarships . . . . .	8,21,72,174	9,06,89,605	+ 85,17,431	+10.4
Hostel Charges . . . . .	2,66,10,340	2,88,70,156	+ 22,59,816	+ 8.5
Miscellaneous . . . . .	10,33,95,643	7,59,74,537	—2,74,21,106	—26.5
<b>Total</b> . . . . .	<b>44,85,41,606</b>	<b>46,65,86,737</b>	<b>+1,80,45,131</b>	<b>+ 4.3</b>
<b>Grand Total</b> . . . . .	<b>1,89,66,10,391</b>	<b>2,06,29,41,248</b>	<b>+16,63,30,857</b>	<b>+ 8.8</b>

The break up of the total direct and indirect expenditure is given in table IX. The former increased by 14.83 crores or 10.2 per cent to Rs. 159.63 crores. Of this amount 20.2 per cent was expended on universities and colleges, 0.9 per cent on boards, 36.8 per cent on secondary schools, 36.8 per cent on pre-primary and primary schools, 5.3 per cent on vocational, technical and special education schools.

The rise in expenditure was unevenly distributed. The universities and colleges spent 13.3 per cent more as compared to 10.8 per cent on secondary schools, 8.9 per cent on primary schools and 7.1 per cent on vocational and technical schools, while there was a fall of 5.0 per cent in the expenditure on special education schools.

The total indirect expenditure during the year increased from Rs. 44.85 crores to Rs. 46.66 crores and formed 22.6 per cent of the total expenditure. The expenditure on direction, inspection, buildings, scholarships and hostel charges increased by 2.1, 3.3, 17.0, 10.4 and 8.5 per cent respectively, while it decreased in case of miscellaneous items by 26.5 per cent.

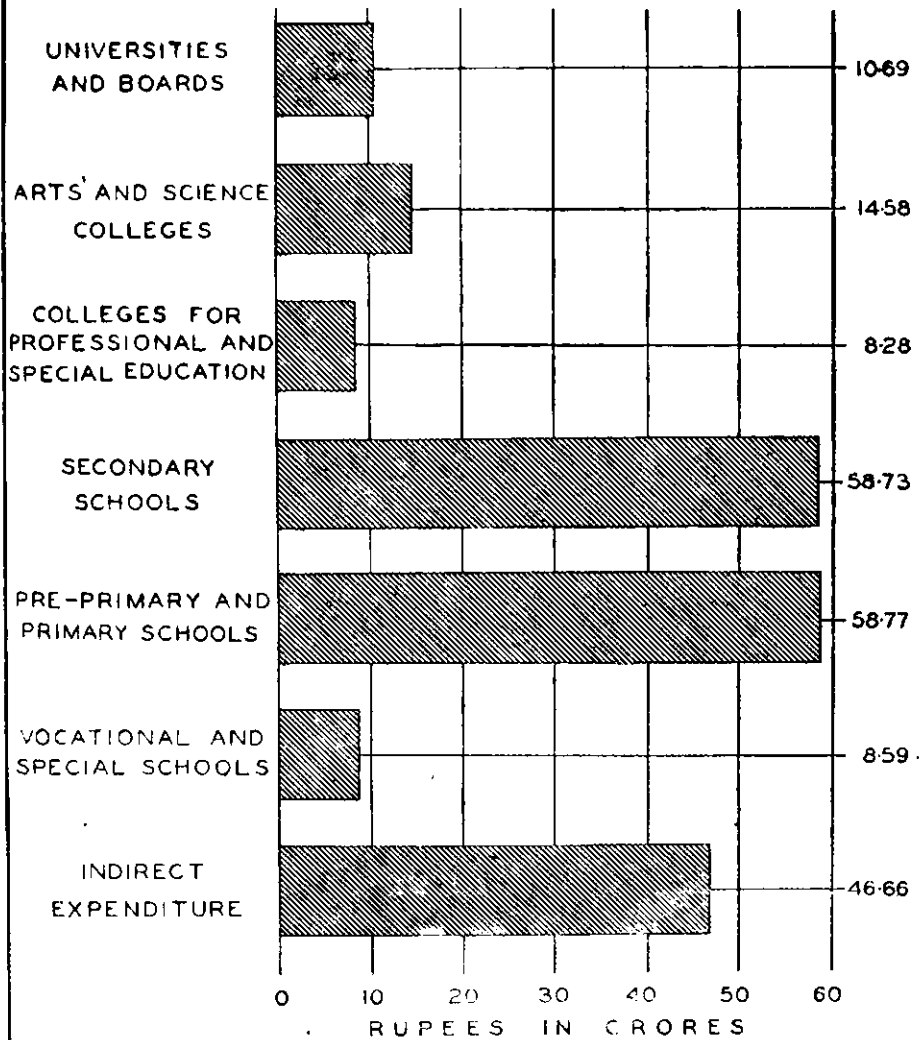
Of the total indirect expenditure, 8.8 per cent was expended on direction and inspection, 49.3 per cent on buildings, 19.4 per cent on scholarships, 6.2 per cent on hostel charges and 16.3 per cent on miscellaneous items.

Table X below shows the distribution of expenditure on various items constituting indirect expenditure met from different sources of income for the years 1955-56 and 1956-57.

**Table X—Indirect Expenditure on Education by Sources**

Item		Government Funds	Local Board Funds	Fees	Endowments	Other Sources
1		2	3	4	5	6
Direction	(1955-56)	90.0	..	10.0	..	..
	(1956-57)	90.9	..	9.1	..	0.0
Inspection	(1955-56)	94.6	5.4	..	..	..
	(1956-57)	93.7	6.3	..	..	0.0
Buildings	(1955-56)	69.4	5.6	3.2	8.8	13.0
	(1956-57)	72.6	5.9	3.4	9.0	9.1
Scholarships	(1955-56)	86.8	1.2	2.5	1.9	7.6
	(1956-57)	89.2	1.0	1.3	2.2	6.3
Hostel Charges	(1955-56)	46.3	1.9	35.4	6.8	9.6
	(1956-57)	41.5	5.1	36.2	6.0	11.2
Miscellaneous	(1955-56)	76.1	4.1	7.3	1.4	11.1
	(1956-57)	71.0	5.3	8.1	1.9	13.7
<b>Total</b>	<b>(1955-56)</b>	<b>74.9</b>	<b>4.1</b>	<b>5.9</b>	<b>4.9</b>	<b>10.2</b>
	<b>(1956-57)</b>	<b>75.4</b>	<b>4.7</b>	<b>5.7</b>	<b>5.6</b>	<b>8.6</b>

# EXPENDITURE ON EDUCATION BY HEADS OF CHARGE 1956-57



It will be observed that 75.4 per cent of the total indirect expenditure was borne by the government, 4.7 per cent by local boards, 5.7 per cent by fees and 14.2 per cent by endowments and other sources. The corresponding percentages for the previous year were 74.9, 4.1, 5.9 and 15.1 respectively.

The break up of indirect expenditure on different types of education as also on institutions under different managements cannot be calculated. The distribution of the direct expenditure according to the management of institutions for the years 1955-56 and 1956-57 is given in table XI below :

**Table XI—Direct Expenditure on Institutions by Management**

Management	1955-56		1956-57		Percentage Increase
	Amount	Percentage	Amount	Percentage	
	Rs.		Rs.		
Government	40,30,13,110	27.8	43,85,79,271	27.5	8.8
District Board	30,40,93,291	21.0	34,12,42,531	21.4	12.2
Municipal Board	9,86,51,446	6.8	10,38,38,432	6.5	5.3
Private Bodies :					
Aided .	56,99,10,193	39.4	63,04,67,786	39.5	10.6
Unaided .	7,24,00,745	5.0	8,22,26,491	5.1	13.6
Total .	1,44,80,68,785	100.0	1,59,63,54,511	100.0	10.2

Of the total expenditure, 27.5 per cent was expended on government schools and colleges which formed 23.1 per cent of the total number of institutions. The institutions under the local boards, which were 44.1 per cent of the total, accounted for 28.3 per cent of expenditure, while those under private management, which were 32.8 per cent of the total, claimed 24.2 per cent of the expenditure. It is clear from figures in cols. (3) and (5) of the above table that there was no appreciable variation in the proportion of expenditure on institutions under different managements.

As already stated, government contributed a sum of Rs. 129.56 crores to the total expenditure on recognised educational institutions. Its allocation to various types of institutions is given in table XII.

The average annual cost per pupil increased during the year from Rs. 55.9 to Rs. 57.3. Its break up over different sources were government funds Rs. 36.0, local board funds Rs. 4.9, fees Rs. 11.1, and other sources Rs. 5.3. The average annual cost per pupil in primary schools, secondary schools and arts and science colleges was Rs. 24.4, Rs. 61.3 and Rs. 225.1 respectively.

The expenditure on education taken per capita of population increased from Rs. 4.9 to Rs. 5.3 of which nearly Rs. 3.3 were met from government funds.

Table XII—Distribution of Government Expenditure on Education

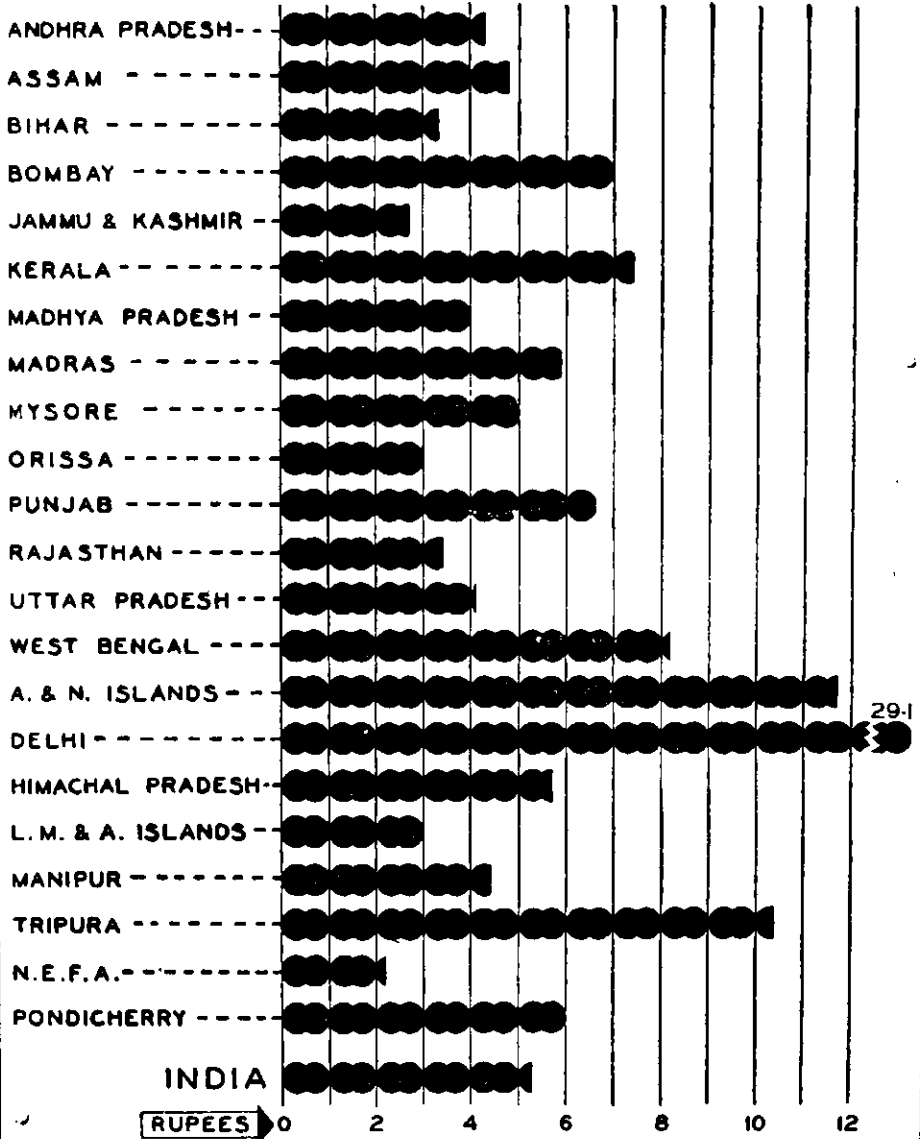
Item	1955-56		1956-57	
	Amount	Percentage of Total Expenditure	Amount	Percentage of Total Expenditure
1	2	3	4	5
	Rs.		Rs.	
Institutions for Men	1,06,53,14,527	90·9	1,18,16,43,158	91·2
Institutions for Women	10,67,35,040	9·1	11,39,72,383	8·8
<b>Total</b>	<b>1,17,20,49,567</b>	<b>100·0</b>	<b>1,29,56,15,541</b>	<b>100·0</b>
Universities	3,30,72,883	2·8	3,91,85,590	3·0
Boards of Secondary and/or Intermediate Education	1,25,883	0·0	8,64,917	0·1
Research Institutions	1,29,80,209	1·1	1,62,48,231	1·2
Arts & Science Colleges	3,99,36,686	3·4	4,54,93,508	3·5
Professional Colleges	4,71,30,639	4·0	5,22,93,772	4·0
Special Education Colleges	18,17,311	0·1	28,62,330	0·2
High Schools	14,99,66,947	12·8	17,47,07,760	13·5
Middle Schools	9,68,60,005	8·3	11,38,50,899	8·8
Primary Schools	39,55,10,671	33·8	43,55,73,563	33·6
Pre-Primary Schools	6,41,322	0·1	7,34,845	0·1
Vocational Schools	4,02,05,242	3·4	4,29,21,785	3·3
Special Education Schools	1,77,62,521	1·5	1,88,75,750	1·5
Direction & Inspection	3,74,09,244	3·2	3,83,49,207	3·0
Scholarships	7,13,28,966	6·1	8,09,29,271	6·2
Hostel Charges	1,23,12,079	1·1	1,19,88,606	0·9
Buildings	13,62,62,328	11·6	16,68,18,983	12·9
Miscellaneous	7,87,26,631	6·7	5,39,16,524	4·2
<b>Total</b>	<b>1,17,20,49,567</b>	<b>100·0</b>	<b>1,29,56,15,541</b>	<b>100·0</b>

The State-wise details of expenditure on education for the years 1955-56 and 1956-57 is given in table XIII. Of all the States, maximum amount expended on education was reported by Bombay (Rs. 37·93 crores), followed by Uttar Pradesh (Rs. 27·77 crores), West Bengal (Rs. 23·37 crores), Madras (Rs. 19·36 crores). In other States and Territories it was less than 15 crores.

It will be seen that the increase in expenditure, though uneven, was shared by all the States and Territories except in Madhya Pradesh, L. M. & A. Islands and N.E.F.A., where the decrease was due to the decrease in the number of institutions, the reason for which has already been stated under 'Institutions'. On percentage basis, the highest increase in expenditure among States was reported by Kerala (49·1 per cent) and the least by Andhra (2·4 per cent). The intermediate position was occupied by Rajasthan (14·4 per cent), Bihar (13·2 per cent), Assam (12·3 per cent) and Mysore and Orissa (11·2 per cent). In other states, increase was less than 10 per cent. Among Territories, the highest increase was reported by A. & N. Islands (25·2 per cent) and the least by Tripura (9·1 per cent).



# COST PER CAPITA (OF POPULATION) ON EDUCATION 1956-57



Figures in col. (10) to (14) of table XIII show the percentage of expenditure on education met from different sources in the various States and Territories. The contribution by government among States was highest in Jammu & Kashmir (91.6 per cent), closely followed by Rajasthan (83.2 per cent), Madhya Pradesh (82.8 per cent). The proportion from local board funds was the least in Assam (0.7 per cent). The share of fees ranged from 4 per cent in Jammu & Kashmir to 28.7 per cent in Punjab. Endowments played a minor part in educational expenditure. Other sources accounted for 0.6 per cent in Madras to 11.2 per cent in Uttar Pradesh. In Territories, the government bore the major part of the expenditure.

Figures in cols. (15) and (16) of table XIII give the average annual cost per pupil in various States. There were as usual great variations. The cost was highest in N.E.F.A. (Rs. 216.9) and least in L. M. & A. Islands (Rs. 12.9).

The average per capita expenditure is shown in col. (17) of table XIII. In States, it ranged from Rs. 2.7 in Jammu & Kashmir to Rs. 8.2 in West Bengal. In Territories, it was highest in Delhi (Rs. 29.1) and least in L. M. & A. Islands (Rs. 1.1).

The above is the brief description of the educational progress made during 1956-57. The subsequent chapters in the report discuss in greater detail the progress achieved in different fields of education.

Table XIII—Expenditure on

State	On Institutions for Boys		On Institutions for Girls		Total	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra . . . . .	13,36,43,944	13,70,66,834	1,03,43,704	1,03,48,297	14,39,87,648	14,74,15,131
Assam . . . . .	,92,11,929	4,42,43,163	38,40,714	41,22,692	4,30,52,643	4,83,65,855
Bihar . . . . .	11,48,34,555	12,98,13,809	67,78,861	78,60,148	12,16,13,416	13,76,73,957
Bombay . . . . .	32,83,54,451	33,55,40,593	4,00,28,740	4,37,23,534	36,83,83,191	37,92,64,127
Jammu & Kashmir	79,41,387	1,04,82,333	16,48,868	20,32,522	95,90,255	1,25,14,855
Kerala . . . . .	6,92,69,476	10,71,63,563	71,20,521	67,70,484	7,63,89,997	11,39,34,047
Madhya Pradesh	10,81,41,085	9,87,34,390	1,07,77,091	1,13,86,233	11,89,18,176	11,01,20,623
Madras . . . . .	16,90,74,505	17,71,66,979	1,48,54,367	1,64,33,259	18,38,88,872	19,36,00,238
Mysore . . . . .	8,72,95,538	9,73,16,525	95,28,627	1,03,44,873	9,68,24,165	10,76,61,398
Orissa . . . . .	3,94,11,389	4,34,09,073	13,96,345	19,72,623	4,08,07,734	4,53,81,696
Punjab . . . . .	9,08,52,689	9,46,12,248	1,80,61,074	1,87,32,399	10,89,13,763	11,33,44,647
Rajasthan . . . . .	4,68,93,075	5,36,16,367	53,11,172	60,82,090	5,22,04,247	5,96,98,457
Uttar Pradesh . . . . .	22,92,97,467	25,10,89,807	2,43,86,581	2,65,72,995	25,36,84,048	27,76,62,802
West Bengal . . . . .	18,40,30,797	20,56,75,983	2,54,01,204	2,80,18,308	20,94,32,001	23,36,94,291
A. & N. Islands	2,80,326	3,51,104	..	..	2,80,326	3,51,104
Delhi . . . . .	3,91,11,288	4,97,87,931	1,30,88,272	1,19,64,172	5,21,99,560	6,17,52,103
Himachal Pradesh	51,50,651	61,00,142	3,46,657	3,52,767	54,97,308	64,52,909
L. M. & A. Islands	48,253	21,273	..	..	48,253	21,273
Manipur . . . . .	21,78,639	26,40,061	1,27,454	1,34,760	23,06,093	27,74,821
Tripura . . . . .	66,12,737	71,33,715	4,28,325	5,46,915	70,41,062	76,80,630
N. E. F. A. . . . .	15,47,633	13,72,895	..	..	15,47,633	13,72,895
Pondicherry . . . . .	*	20,83,345	*	1,20,044	*	22,03,389
India . . . . .	1,70,31,41,814	1,85,54,22,133	19,34,68,577	20,75,19,115	1,89,66,10,391	2,06,29,41,248

\*Figures are not available.

## Education by States 1956-57

Increase (+) or Decrease (-)		Percentage of Expenditure met from					Average Annual cost per pupil		Expenditure per Capita	State
Amount	Percentage	Government Funds	Local Board Funds	Fees	Endowments	Other Sources	1955-56	1956-57		
8	9	10	11	12	13	14	15	16	17	18
Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
+ 34,27,483	+ 2.4	62.3	13.1	14.5	3.4	6.7	47.0	47.3	4.3	Andhra
+ 53,13,212	+12.3	72.5	0.7	18.9	4.7	3.2	39.2	42.1	4.8	Assam
+1,60,60,541	+13.2	50.0	21.7	18.4	1.3	8.6	49.7	50.6	3.3	Bihar
+1,08,80,936	+ 3.0	60.3	9.0	22.2	2.0	6.5	60.2	59.0	7.0	Bombay
+ 29,24,600	+30.5	91.6	..	4.0	1.0	3.6	52.6	59.9	2.7	Jammu & Kashmir
+3,75,44,050	+49.1	76.8	3.7	14.	0.4	4.6	29.8	40.8	7.4	Kerala
- 87,97,553	- 7.4	82.8	6.1	6.3	1.1	3.7	69.3	58.4	4.0	Madhya Pradesh
+ 97,11,366	+ 5.3	57.3	14.7	16.1	11.3	0.6	54.6	56.2	5.9	Madras
+1,08,37,233	+11.2	73.9	6.3	10.8	1.3	7.7	45.3	47.9	5.0	Mysore
+ 45,73,962	+11.2	81.1	1.7	8.9	3.3	5.0	46.9	47.8	3.0	Orissa
+ 44,30,884	+ 4.1	49.6	9.5	28.7	5.9	6.3	63.5	61.2	6.6	Punjab
+ 74,94,210	+14.4	83.2	0.9	9.2	4.3	2.1	70.0	70.4	3.4	Rajasthan
+2,39,78,754	+ 9.5	53.1	7.6	26.5	1.6	11.2	63.7	66.1	4.1	Uttar Pradesh
+2,42,62,290	+11.6	59.8	3.5	28.5	2.8	5.4	62.7	67.4	8.2	West Bengal
+ 70,778	+25.2	91.3	..	6.6	2.0	0.1	89.4	102.2	11.7	A.&N. Islands
+ 95,52,543	+18.3	68.2	8.3	16.6	1.1	5.8	167.9	183.0	29.1	Delhi
+ 9,55,601	+17.4	92.1	0.4	5.0	0.8	1.7	69.9	64.7	5.7	Himachal Pradesh
- 26,980	-55.9	100.0	..	..	..	..	30.0	12.9	1.1	L. M. & A. Islands
+ 4,68,728	+20.3	68.3	0.0	20.9	10.2	0.6	24.6	26.2	4.4	Manipur
+ 6,39,568	+ 9.1	90.8	..	6.0	..	3.2	80.4	80.0	10.4	Tripura
- 1,74,738	-11.3	100.0	..	..	..	..	199.6	216.9	2.2	N. E. F. A.
..	..	89.3	..	5.9	3.7	1.1	*	73.5	6.0	Pondicherry
+16,63,30,857	+ 8.8	62.8	8.5	19.5	3.1	6.1	55.9	57.3	5.3	India

\*Figures are not available.

## CHAPTER II

### EDUCATIONAL ORGANISATION AND PERSONNEL

1. This chapter provides a brief account of the main developments that took place, during the year under report, in (a) Educational Organisation, (b) Educational Services and (c) Directorate and Inspectorate of Education in various States and Union Territories.

#### **Educational Organisation**

2. But for the States affected by the Reorganisation of States in November 1956 and Uttar Pradesh, there was no major change in the organisational set up at the States level or at the Centre. In Andhra Pradesh, the erstwhile Andhra area was divided into two Divisions and each was put under the charge of a Divisional Inspector. The Divisional Inspector was to supervise the work of 13 District Educational Officers. Moreover, a Deputy Director of Public Instruction was given the charge of the entire Telengana area. In Bombay, a regional office, under a Deputy Director of Education, was set up at Nagpur for Vidarbha region of erstwhile Madhya Pradesh. He was assisted by four Divisional Superintendents of Education and an Inspectress of Girls' Schools. In Kerala, all the institutions excepting colleges were placed under the control of three Divisional Educational Officers and two Inspectresses of Girls' Schools. The former were assisted by 9 District Educational Officers. Madhya Pradesh comprised 9 Divisions in respect of boys' schools—each under the control of a Divisional Superintendent of Education/Deputy Director of Education and 7 Circles in respect of girls' schools—each under the charge of an Inspectress of Schools. In Mysore two new educational Divisions under the charge of a Deputy Director of Public Instruction each, were created—one comprising the four districts of erstwhile Bombay with headquarters at Dharwar and the other comprising three districts of erstwhile Hyderabad with headquarters at Raichur. The number of regional administrative units was increased from five to seven in Uttar Pradesh and each unit was placed under a Deputy Director of Education for boys' institutions and a Regional Inspectress of Schools for girls' institutions.

With the enactment of the Territorial Council's Act in December 1956, which extended to the Union Territories of Himachal Pradesh, Manipur and Tripura, the establishment, maintenance and management of primary and secondary schools in these Territories was transferred to the respective Territorial Councils. These Councils are, however, not responsible for the recognition of private schools and the training of teachers and have to follow the instructions issued by the Administrator in regard to the methods of teaching in the educational institutions. The Administrator has been given the power to give to the Council all such directions as he may consider necessary in respect of subjects, curricula, text books and standards of teaching in schools vested wholly or partly in the Council and in schools wholly or partly maintained by grants payable from the Council funds.

#### **Educational Services**

3. The cadre of the State Educational Service continued to consist of two broad categories in almost all the States *e.g.*, (i) State Educational Service, divided into class I and class II, and (ii) Sub-ordinate Educational Service, with different classes and scales of pay.

The total strength of the State Educational Services (including equivalent posts where such services did not exist) decreased from 7,227 in 1955-56 to 6,939 in 1956-57. Of the total, 844 were in class I and the remaining 6,095 in class II. Table XIV gives the distribution of these posts in different branches.

**Table XIV—Distribution 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	211	22	625	76	934
Collegiate . . .	485	44	3,250	384	4,163
School . . .	40	6	1,235	339	1,620
Others . . .	36	..	181	5	222
<b>Total .</b>	<b>772</b>	<b>72</b>	<b>5,291</b>	<b>804</b>	<b>6,939</b>

More than half the class I posts were filled by promotion, and about one third by direct recruitment, while those filled through officiating arrangements accounted for a very meagre percentage (3.8). Of every 100 class II posts existing during 1956-57, nearly 41 were filled by direct recruitment, 48 by promotion, 7 by officiating arrangements and the remaining 4 remained vacant. State-wise distribution of these posts is shown in table XV.

The scales of pay attached to various posts borne on the cadre of the State Educational Services did not undergo any major change except in Uttar Pradesh, where a selection grade of Rs. 1250-50-1500 was sanctioned for two posts in the Uttar Pradesh Educational Service (Senior) scale of Rs. 500-50-1000-EB-50-1200 plus a special pay of Rs. 100. Besides, the scale of pay attached to the posts of Regional Inspectresses of Girls' Schools was raised from Rs. 250-25-400-EB-30-700-EB-50-850 to Rs. 500-50-1000-EB-50-1200.

#### **Direction and Inspection**

4. During 1956-57, the States of Bihar, Bombay, Kerala, Madhya Pradesh, Madras, Mysore, Rajasthan, Uttar Pradesh and the Union Territories of Manipur and Pondicherry reported expansion in the strength of educational directorate at the headquarters and/or in the Inspecting staff. This was done in order to cope with the increasing volume of work on account of the implementation of educational development schemes.

The total expenditure on 'Direction' and 'Inspection', during the year under report, amounted to Rs. 4.12 crores, as against Rs. 4 crores during the previous year. It constituted 2 per cent of the total expenditure on

Table XV—State Educational Service—Classes I and II

State		Total Number of Posts			Number of Posts held by									Number of Posts Vacant or held in Abeyance		
		Men	Women	All Persons	Direct Recruits			Promoted Officers			Officiating Hands			Men	Women	All Persons
					Men	Women	All Persons	Men	Women	All Persons	Men	Women	All Persons			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Andhra	Class I	38	3	41	4	..	4	33	3	36	1	..	1	..	..	..
	Class II	186	43	229	33	1	34	128	39	167	1	..	1	24	3	27
Assam	Class I	27	1	28	3	..	3	22	1	23	2	..	2	..	..	..
	Class II	81	3	84	53	2	55	5	5	16	1	17	7	..	..	7
Bihar	Class I	73	4	77	21	1	22	35	3	38	4	..	4	13	..	13
	Class II	347	58	405	181	37	218	100	15	115	42	2	44	24	4	28
Bombay	Class I	148	11	159	91	9	100	34	2	36	11	..	11	12	..	12
	Class II	722	79	801	382	24	406	179	30	209	73	24	97	88	1	89
Jammu & Kashmir	Class I	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..
	Class II	303	59	362	198	33	231	105	26	131	..	..	..	..	..	..
Kerala	Class I	96	21	117	29	3	32	67	18	85	..	..	..	..	..	..
	Class II	459	116	575	323	97	420	88	12	100	48	7	55	..	..	..
Madhya Pradesh	Class I	50	2	52	14	..	14	33	2	35	..	..	..	3	..	3
	Class II	671	89	760	215	30	245	412	55	467	10	3	13	34	1	35
Madras	Class I	38	4	42	9	..	9	22	4	26	4	..	4	3	..	3
	Class II	135	40	175	27	6	33	96	30	126	5	..	5	7	4	11
Mysore	Class I	55	1	56	4	..	4	48	1	49	1	..	1	2	..	2
	Class II	200	24	224	31	1	32	145	21	166	18	2	20	6	..	6

Orissa	Class I	36	2	38	1	..	1	30	32	..	..	2	..	..	3
	Class II	313	21	334	248	12	260	52	61	..	..	1	12	..	12
Punjab	Class I	41	8	49	1	..	1	40	7	47	..	1	1	..	..
	Class II	214	37	251	10	..	10	196	34	230	8	3	11	..	..
Rajasthan	Class I	2	..	2	..	..	..	2	..	2	..	..	..	..	..
	Class II	958	98	1,056	567	38	605	391	60	451	..	..	..	..	..
Uttar Pradesh	Class I	68	8	76	39	..	39	25	8	33	1	..	1	3	3
	Class II	215	32	247	75	10	85	58	19	77	69	3	72	13	13
West Bengal	Class I	91	7	98	44	5	49	40	2	42	5	..	5	2	2
	Class II	285	66	351	110	41	151	115	12	127	50	11	61	10	12
A. & N. Islands	Class I	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Class II	..	..	1	..	..	..	..	..	..	..	..	..	1	1
Delhi	Class I	2	..	2	2	..	2	..	..	..	..	..	..	..	..
	Class II	52	32	84	31	18	49	21	14	35	..	..	..	..	..
Himachal Pradesh	Class I	2	..	2	1	..	1	..	..	..	..	..	..	1	1
	Class II	16	1	17	10	1	11	6	..	6	..	..	..	..	..
Manipur	Class I	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Class II	13	..	13	4	..	4	9	..	9	..	..	..	..	..
Tripura	Class I	2	..	2	..	..	..	2	..	2	..	..	..	..	..
	Class II	69	6	75	19	3	22	25	1	26	2	..	2	23	25
N. E. F. A.	Class I	1	..	1	1	..	1	..	..	..	..	..	..	..	..
	Class II	17	..	17	17	..	17	..	..	..	..	..	..	..	..
Pondicherry	Class I	1	..	1	..	..	..	1	..	1	..	..	..	..	..
	Class II	34	..	34	29	..	29	5	..	5	..	..	..	..	..
India	Class I	772	72	844	265	18	283	434	53	487	31	1	32	42	42
	Class II	5,291	804	6,095	2,563	354	2,917	2,136	377	2,513	343	56	399	249	266



**Table XVI—Expenditure on Direction and Inspection**

State	Expenditure			Percentage of Total Expenditure on Education 1956-57	Percentage of Expenditure on Direction and Inspection (1956-57) met from			
	On Direction	* On Inspection	Total		Government Funds	Local Board Funds	Fees	Other Sources
1	2	3	4	5	6	7	8	9
Andhra . . .	6,35,939	23,51,296	29,87,235	2.0	100.0	..	..	..
Assam . . .	3,09,800	13,03,030	16,12,830	3.3	100.0	..	..	..
Bihar . . .	3,82,693	29,72,480	33,55,173	2.4	92.7	7.3	..	..
Bombay . . .	10,35,559	45,88,213	56,23,772	1.5	99.3	0.7	..	..
Jammu & Kashmir .	92,400	2,28,899	3,21,299	2.6	100.0	..	..	..
Kerala . . .	12,49,753	11,61,361	24,11,114	2.1	100.0	..	..	..
Madhya Pradesh .	13,88,748	26,28,689	40,17,437	3.6	99.6	0.4	..	..
Madras . . .	5,68,169	30,00,849	35,69,018	1.8	79.1	20.9	..	..
Mysore . . .	3,62,543	15,85,840	19,48,383	1.8	100.0	..	..	..
Orissa . . .	3,80,706	11,06,329	14,87,035	3.3	100.0	..	..	..

Punjab . . . . .	8,60,630	15,65,767	24,26,397	2·1	92·3	7·7	..	..	
Rajasthan . . . . .	3,78,632	13,65,785	17,44,417	2·9	100·0	..	..	..	
Uttar Pradesh . . . . .	10,76,529	48,66,086	59,42,615	2·1	91·1	8·9	..	..	
West Bengal . . . . .	4,29,706	18,61,829	22,91,535	1·0	98·5	1·5	..	..	
A. & N. Islands . . . . .	..	..	..	..	..	..	..	..	
Delhi . . . . .	2,68,782	3,09,191	5,77,973	0·9	67·8	32·2	..	..	
Himachal Pradesh . . . . .	15,630	2,11,841	2,27,471	3·5	100·0	..	..	..	
L. M. & A. Islands . . . . .	..	..	..	..	..	..	..	..	
Manipur . . . . .	79,223†	..	79,223	2·9	100·0	..	..	..	
Tripura . . . . .	1,18,753	1,60,949	2,79,702	3·6	100·0	..	..	..	
N.E.F.A. . . . .	1,00,848	1,48,210	2,49,058	1·8	100·0	..	..	..	
Pondicherry . . . . .	53,873	10,524	64,397	2·9	100·0	..	..	..	
<b>India</b>	<b>1956-57</b>	<b>97,88,916</b>	<b>3,14,27,168</b>	<b>4,12,16,084</b>	<b>2·0</b>	<b>95·2</b>	<b>4·8</b>	<b>..</b>	<b>..</b>
	<b>1955-56</b>	<b>95,89,402</b>	<b>3,04,16,303</b>	<b>4,00,05,705</b>	<b>2·1</b>	<b>95·9</b>	<b>4·1</b>	<b>..</b>	<b>..</b>

\*Includes expenditure on Direction of girls' education.

†Includes expenditure on Inspection also.

education. The corresponding figure for 1955-56 was 2.1. The entire expenditure of Rs. 97.9 lakhs on Direction was, of course, met from government funds. The total cost on Inspection amounted to Rs. 3.14 crores, 93.7 per cent of which was borne by the government and the rest by local boards.

The details of expenditure on Direction and Inspection in various States during 1956-57 are given in Table XVI. Among the States, the highest expenditure was reported by Uttar Pradesh (Rs. 59.4 lakhs), followed by Bombay (Rs. 56.2 lakhs), Madhya Pradesh (Rs. 40.2 lakhs) and Madras (Rs. 35.7 lakhs). Jammu and Kashmir recorded the lowest expenditure of Rs. 3.2 lakhs. Among the Union and other Territories, highest positions in order were occupied by Delhi, Tripura, N.E.F.A., Himachal Pradesh, Manipur and Pondicherry while A. & N. Islands and L. M. & A. Islands reported no expenditure on Direction and Inspection.

Figures in col. (5) indicate the proportion of expenditure on Direction and Inspection to total expenditure on education during 1956-57. It varied from 3.6 per cent in Madhya Pradesh to 1.0 per cent in West Bengal among the major States and from 3.6 per cent in Tripura to 0.9 per cent in Delhi among the Territories.

Statewise distribution of expenditure on this account from various sources is given in cols. (6) to (9). It will be observed that the whole of the expenditure was met from government funds in the States of Andhra Pradesh, Assam, Jammu and Kashmir, Kerala, Mysore, Orissa and Rajasthan, and the Union Territories of Himachal Pradesh, Manipur, Tripura, N.E.F.A. and Pondicherry. In the remaining States/Territories the local boards shared this expenditure—the maximum being in Delhi (32.2 per cent) and the minimum in Madhya Pradesh (0.4 per cent).

## CHAPTER III

### PRIMARY EDUCATION

1. During the year under report, appreciable progress was made in the expansion and improvement of Primary education. Introduction of crafts, gradual conversion of primary schools to basic type, opening of non-basic elementary schools and re-orientation of primary teachers' training institutions are some of the highlights of the development programme carried out by various State governments with the assistance of the Central government.

2. In pursuance of the policy of the Government of India to assist State governments in the implementation of their development programmes included in the Second Plan, grants amounting to Rs. 331.4 lakhs were sanctioned, during the year, to various States for their schemes of Pre-primary, Basic and Elementary education. Besides, the Central government sanctioned an expenditure of Rs. 6.7 lakhs for the implementation of the development schemes in the Union Territories. Grants worth Rs. 1.79 crores were also sanctioned to the State governments under Government of India's scheme to relieve educated unemployment.

3. One of the most urgent problems in this field which exercised the minds of the authorities had been to expand educational facilities at a sufficient rate so that Article 45 of the Constitution could be implemented at the earliest possible date. To do that, it was necessary to provide schooling facilities nearest to the homes of the children. But since the financial implications of this were prohibitive, the C.A.B.E. considered this problem and recommended that an Educational Survey might be conducted to locate places where new schools may be opened so that the minimum number of schools may serve the maximum population. The Government of India accepted this recommendation and undertook the survey in collaboration with the State governments. Its objects were to find out (a) the number and population of cities, towns and villages already provided with schools, (b) the number and population of villages still to be provided with schools, and the manner in which new schools could be started so as to avoid overlapping and to achieve the maximum effect at minimum cost. Under this project, an all-India Seminar on Educational Survey was conducted in January—February, 1957 at New Delhi for imparting training in the techniques of the Educational Survey to the State officials. The Seminar included a pilot survey of educational facilities in Meerut District of Uttar Pradesh. On completion of their training, these officials conducted similar seminars to train district officers.

4. Among the major difficulties in the introduction of universal free and compulsory Primary education, was the educational backwardness of girls. The Central Advisory Board of Education considered this problem at its twenty-fourth meeting held at New Delhi on 16th and 17th January, 1957 and recommended that in areas where parents were not sufficiently favourable to the idea of sending their girls to co-educational institutions, shift system be introduced in girls' schools.

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

### **Andhra**

The State government raised the teacher-pupil ratio in elementary schools under the management of private bodies and the grants to these institutions were to be reckoned according to this ratio. The government opened 414 single-teacher schools and 11 new two-teacher primary schools under the scheme of expansion of elementary education. Eleven new Central primary schools were also opened mainly to relieve the pressure on the middle-*cum*-high schools. After the enactment of Compulsory Primary Education Act, Primary education was made compulsory in select areas of every district and selected blocks in the twin cities of Hyderabad and Secunderabad.

### **Assam**

The scheme for the conversion of conventional primary schools to basic type continued to make progress during the year. A good number of schools were converted under this scheme.

The scales of pay of teachers working in primary schools were revised.

### **Bihar**

Pay scales of all categories of primary school teachers were raised with effect from 1st April, 1956. Under the scheme of upgrading of lower primary schools, which continued during the year, 8 such schools in rural areas of Sarar District were upgraded, and government sanctioned Rs. 6,97,600 for the enforcement of this scheme.

### **Bombay**

A beginning was made, during the year, to introduce compulsory Primary education in areas of erstwhile Bombay State with a population of less than 1,000 for the children of the age-group 7-11. In Vidarbha region, Primary Education Act, 1956 replaced the old Act, known as Central Provinces and Berar Primary Education Act, 1920. All children of the age-group 6-14 in Vidarbha region were exempted from the payment of tuition fees from the year under review. During the year under report, the text-books to be used in primary schools under the management of District and Municipal Boards were specified by the government for three years *viz.*, 1956-57 to 1958-59.

The State government, in collaboration with the Government of India, established a Survey Unit for studying the existing facilities of elementary education and to make recommendations for the future expansion of education at this stage. A sum of Rs. 22,10,851 was paid as building loans to District Building Committees, which constructed 354 school buildings during the year under report.

### **Jammu & Kashmir**

Steps were taken, during the year, to convert the traditional primary schools into Basic Activities schools in pursuance of the decision to spread a net-work of Basic schools in the State.

### **Kerala**

A series of seminars each attended by fifty primary school headmasters, were held in the State to discuss special problems connected with Primary education. The State government assumed full responsibility of paying the

private primary school teachers full salary and dearness allowance, replacing the old practice of paying grants at the rate of 14 annas in the rupee of their salary and dearness allowance.

### **Madhya Pradesh**

Basic salary of a primary school teacher was raised, during the year, from Rs. 30 per month to Rs. 40 per month in the grade of Rs. 40-1-50. Large number of new primary schools were opened in almost all the districts of the State.

### **Madras**

The State government received a grant of Rs. 15.38 lakhs from the Central government to meet the expenditure involved in the employment of 5,586 teachers under Unemployment Relief Scheme. Besides converting 13 traditional primary schools to basic type, 1,042 new non-basic schools were opened during the year.

### **Mysore**

Facilities for Primary education were expanded in the State by upgrading 600 lower primary schools to new type middle schools and by opening 453 single-teacher lower primary schools. Additional posts of 541 teachers were sanctioned for the Primary schools. For want of funds, compulsory Primary education could not be extended during the year beyond nine districts, where it was already in force.

### **Orissa**

To improve the efficiency of instruction in primary schools, a common examination was held in each district at the end of the upper primary stage. Revised scales of pay of primary teachers were introduced from the year under review. To carry out the scheme of introducing modified basic syllabus, 300 additional teachers were appointed in single-teacher schools, thus raising the total to 1,500 by the end of 1956-57. A sum of Rs. 14,00,030 was provided for purchasing craft materials in connection with the introduction of basic features in these schools.

### **Punjab**

Refresher courses were held in almost all the districts of the State to acquaint the primary school teachers with new techniques and methods of teaching. With the implementation of various development schemes there was hardly any village left without a primary school of one or the other kind.

### **Rajasthan**

Under the Second Five Year Plan, only 121 primary schools out of 200 allotted for the year 1956-57, could be opened due to the urgency of opening of the middle schools. 100 existing primary schools were converted into basic type and crafts were introduced in 200 schools; in fact basic syllabus was applied to almost all schools. 200 teachers were employed during the year in single-teacher schools under the scheme to relieve educated unemployment.

## **Uttar Pradesh**

Education was made free in classes I to III in schools where basic curriculum was followed. The government's share of dearness allowance at the rate of Rs. 6 per head was merged into the existing pay scale of teachers of basic primary schools run by local bodies in order to increase their basic salary. The government accepted the proposal to carry out a survey in the field of elementary education. As a preliminary step, however, Manjhanpur area of Allahabad was selected during the year to carry out an exploratory survey so that the procedure to conduct a survey on large scale could be properly evolved.

## **West Bengal**

Scales of pay of primary school teachers of all categories were revised during the year as a result of which the overall increase in the total emoluments of teachers ranged from Rs. 5 to Rs. 12.50. The minimum and maximum of the pay scale of basic trained teachers were also raised by Rs. 5 and Rs. 10 respectively.

## **A. & N. Islands**

Two new government primary schools were opened during the year in villages where educational facilities did not exist previously.

## **Delhi**

150 district board primary schools were provincialised and converted into basic schools.

## **Himachal Pradesh**

Craft material costing Rs. 27,750 was supplied to the existing 185 primary schools.

## **Manipur**

Some lower primary schools were converted into basic type. Two primary school buildings were constructed by Public Works Department at a cost of Rs. 3,754.

## **Tripura**

150 primary school teachers were trained under the scheme of Short Course of Teachers' Training to meet the dearth of trained teachers, thus raising the number of such teachers to 550.

## **N. E. F. A.**

Devnagri Script was introduced in the lowest class for writing the local dialect; Hindi is already a compulsory subject from class I onwards.

## **Pondicherry**

Nine new primary schools were opened during the year. No fees were levied in government primary schools.

### System of School Classes

6. During the year under report, duration of primary stage differed not only from state to state as usual but also within those states where areas were merged as a result of reorganisation of States. However, steps were reported to have been taken in most of these States to bring about a uniform system within their respective areas. Table XVII shows the variation in the number of classes constituting the primary stage in different States and Union Territories.

**Table XVII—System of School Classes at Primary Stage**

State	Name of Classes	Duration (year)
1	2	3
<b>Andhra</b>		
(i) Erstwhile Andhra State	I, II, III, IV and V	5
(ii) Areas of the erstwhile Hyderabad State	Inf., I, II, III and IV	5
<b>Assam</b>	A, B, I, II and III	5
<b>Bihar</b>	I, II, III, IV and V	5
<b>Bombay</b>		
(i) Erstwhile Bombay State	I, II, III and IV	4
(ii) Areas of erstwhile Madhya Pradesh State (Vidarbha Region) and erstwhile Saurashtra State	I, II, III and IV	4
(iii) Areas of erstwhile Hyderabad State (Marathawada Region)	Inf., I, II, III and IV	5
(iv) Erstwhile Kutch State	Inf., I, II, III and IV	5
<b>Jammu &amp; Kashmir</b>	I, II, III, IV and V	5
<b>Kerala</b>	I, II, III, IV and V	5
<b>Madhya Pradesh</b>		
(i) Areas of erstwhile Madhya Pradesh State	I, II, III and IV	4
(ii) Erstwhile Madhya Bharat, Bhopal, Vindhya Pradesh States and Sironj sub-division of erstwhile Rajasthan State	I, II, III, IV and V	5



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

1	2	3
Madras . . . . .	I, II, III, IV and V	5
Mysore		
(i) Erstwhile Mysore State (in civil areas and Bellary District)	I, II, III, IV and V	5
(In other Areas) . . .	Forms I, II, III and IV	4
(ii) Areas of erstwhile Bombay State	I, II, III and IV	4
(iii) Areas of erstwhile State of Madras and erstwhile Coorg State	I, II, III, IV and V	5
(iv) Areas of erstwhile Hyderabad State	Inf., I, II, III and IV	5
Orissa . . . . .	Inf., I, II, III, IV and V	6
Punjab . . . . .	I, II, III, IV and V	5
Rajasthan . . . . .		
(i) Erstwhile States of Rajasthan, & Ajmer and area of erstwhile Madhya Bharat State	I, II, III, IV and V	5
(ii) Areas of erstwhile Bombay State (Abu Road Taluka)	I, II, III and IV	4
Uttar Pradesh . . . . .	I, II, III, IV and V	5
West Bengal		
(i) Erstwhile West Bengal State	I, II, III and IV	4
(ii) Areas of erstwhile Bihar State	I, II, III, IV and V	5
A. & N. Islands . . . . .	I, II, III, IV and V	5
Delhi . . . . .	I, II, III, IV and V	5
Himachal Pradesh . . . . .	I, II, III, IV and V	5
L. M. & A. Islands. . . . .	I, II, III, IV, V and VI	6
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 . . . . .	I, II, III, IV, V, VI and VII	7

## Administration and Control

7. The administration and control of primary schools continued to be in the hands of three agencies viz., Government, Local Bodies (District Boards and Municipal Boards) and Private Bodies. Except in Bihar, Kerala and Orissa, primary education was mostly in the hands of State governments and local boards—district boards in rural areas and municipal committees in towns and cities. In Bihar, Kerala and Orissa, private bodies played a predominant role. In Andhra also, private bodies had a large share in the management of primary schools. In Union Territories, however, government schools were in great majority except in Delhi where Municipal Board shared the management of these schools almost on equal footing with the Delhi Administration. The inspection of these schools was carried out by the Inspectorate staff of the office of the Director of Public Instruction/Education.

## Schools

8. The total number of primary schools increased, during the year under report, from 2,78,135 to 2,87,298, the rate of increase being 3.3 per cent as against 5.5 per cent during 1955-56. Of the total number of schools, 2,71,233 were for boys and 16,065 for girls. Their distribution according to different managements was as under :

**Table XVIII—Number of Primary Schools by Management**

Management	1955-56		1956-57	
	Number	Percent- age	Number	Percent- age
1	2	3	4	5
Government . . . . .	64,827	23.3	64,098	22.3
District Boards . . . . .	1,33,296	47.9	1,42,960	49.8
Municipal Boards . . . . .	8,927	3.2	9,104	3.1
Private Bodies :				
Aided . . . . .	67,263	24.2	67,126	23.4
Unaided . . . . .	3,822	1.4	4,010	1.4
<b>Total . . . . .</b>	<b>2,78,135</b>	<b>100.0</b>	<b>2,87,298</b>	<b>100.0</b>

It will be observed that while the proportion of district board schools increased from 47.9 per cent to 49.8 per cent, that of government and private aided bodies decreased from 23.3 and 24.2 per cent to 22.3 and 23.4 per cent respectively. The fall of 0.1 per cent in the Municipal primary schools was, however, negligible.

Table XIX—Number of Primary

State	Boys		Girls		Total	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
Andhra . . . . .	28,030	28,458	508	490	28,538	28,948
Assam . . . . .	11,791	11,936	819	737	12,610	12,673
Bihar . . . . .	25,348	26,735	2,647	2,950	27,995	29,685
Bombay . . . . .	38,774	39,044	2,033	1,979	40,807	41,023
Jammu & Kashmir . . . . .	1,612	1,779	270	302	1,882	2,081
Kerala . . . . .	7,403	7,339	..	34	7,403	7,373
Madhya Pradesh . . . . .	19,594	21,142	1,389	1,620	20,983	22,762
Madras . . . . .	22,383	22,608	..	..	22,383	22,608
Mysore . . . . .	19,519	19,786	1,173	1,250	20,692	21,036
Orissa . . . . .	14,160	14,880	210	214	14,370	15,094
Punjab . . . . .	10,632	10,635	1,701	1,721	12,333	12,356
Rajasthan . . . . .	7,599	8,833	584	556	8,183	9,389
Uttar Pradesh . . . . .	29,202	30,322	2,696	2,999	31,898	33,321
West Bengal . . . . .	23,677	24,307	958	934	24,635	25,241
A. & N. Islands . . . . .	37	39	..	..	37	39
Delhi . . . . .	357	371	181	181	538	552
Himachal Pradesh . . . . .	792	819	16	15	808	834
L. M. & A. Islands . . . . .	9	9	..	..	9	9
Manipur . . . . .	840	901	38	42	878	943
Tripura . . . . .	994	987	7	7	1,001	994
N.E.F.A. . . . .	152	110	..	..	152	110
Pondicherry . . . . .	*	193	*	34	*	227
<b>India . . . . .</b>	<b>2,62,905</b>	<b>2,71,233</b>	<b>15,230</b>	<b>16,065</b>	<b>2,78,135</b>	<b>2,87,298</b>

\*Figures for 1955-56 are not available.

## Schools by States

Increase (+) or Decrease (—)		Percentage of Primary Schools (1956-57) Managed by					State
Number	Percent- age	Govern- ment	District Boards	Muni- cipal Boards	Private Bodies		
					Aided	Unaided	
8	9	10	11	12	13	14	15
+ 410	+ 1.4	26.0	36.3	1.7	36.0	0.0	Andhra
+ 63	+ 0.5	10.4	78.8	..	2.3	8.5	Assam
+1,690	+ 6.0	0.1	35.3	3.3	58.4	2.9	Bihar
+ 216	+ 0.5	9.5	70.0	5.6	13.6	1.3	Bombay
+ 199	+10.6	99.3	..	..	0.7	..	Jammu & Kashmir
— 30	— 0.4	26.5	14.8	1.0	57.0	0.7	Kerala
+1,779	+ 8.5	63.7	32.0	1.6	1.9	0.8	Madhya Pradesh
+ 225	+ 1.0	6.6	56.1	4.3	32.8	0.2	Madras
+ 344	+ 1.7	55.3	19.5	1.5	23.5	0.2	Mysore
+ 724	+ 5.0	25.8	4.0	0.7	68.7	0.8	Orissa
+ 23	+ 0.2	21.5	73.1	2.8	1.3	1.3	Punjab
+1,206	+14.7	92.5	3.9	0.5	1.9	1.2	Rajasthan
+1,423	+ 4.5	2.2	83.6	7.3	6.1	0.8	Uttar Pradesh
+ 606	+ 2.5	4.1	80.3	1.9	12.8	0.9	West Bengal
+ 2	+ 5.4	97.4	..	..	2.6	..	A. & N. Islands
+ 14	+ 2.6	46.0	..	44.4	9.6	..	Delhi
+ 26	+ 3.2	90.3	0.0	0.8	7.1	1.8	Himachal Pradesh
..	..	100.0	..	..	..	..	L. M. & A. Is- lands
+ 65	+ 7.4	55.6	..	..	23.8	20.6	Manipur
— 7	— 0.7	81.0	..	..	8.3	10.7	Tripura
— 42	—27.6	100.0	..	..	..	..	N.E.F.A.
..	..	66.1	..	..	33.9	..	Pondicherry
+ 9,163	+ 3.3	22.3	49.8	3.1	23.4	1.4	India

The number of primary schools located in rural areas was 2,57,943 and constituted 89·8 per cent of the total number of primary schools. The corresponding figures for the previous year were 2,47,747 and 89·1 per cent respectively.

Table XIX gives the number of primary schools during the years 1955-56 and 1956-57 in different States. It will be seen that with the exception of Kerala, increase in the number of schools was reported by all States. The fall in Kerala was more apparent than real, as it was due to the upgrading of some primary schools during the year. Among Union Territories, decrease is observed in Tripura and N. E. F. A. Whereas the decrease by 7 in the case of former was due to the amalgamation of these schools with government primary schools, the decrease of 42 in the latter case was on account of the closure of these schools in the disturbed tribal areas.

On percentage basis, the highest increase among States was reported by Rajasthan (14·7 per cent) and the lowest by Punjab (0·2 per cent). Manipur with an increase of 7·4 per cent led all Union Territories. The position at the other end was occupied by Delhi (2·6 per cent).

The percentages given in cols. (10) to (14) of the Table XIX show the proportion of primary schools managed by different agencies in various States and Territories. It will be seen that with the exception of Jammu & Kashmir, Madhya Pradesh, Mysore and Rajasthan, where government's share in the management was great and in Bihar, Kerala and Orissa, where private bodies were predominant, local boards played a pivotal role in the management of primary schools. Their share in the management was highest in Uttar Pradesh (90·9 per cent) followed by West Bengal (82·2 per cent), Assam (78·8 per cent), Punjab (75·9 per cent), Bombay (75·6 per cent) and Madras (60·4 per cent). In other States their proportion was less than 50 per cent and ranged from 38 per cent in Andhra Pradesh to 4·4 per cent in Rajasthan.

Among Territories, government controlled almost all the schools in L. M. & A. Islands, N. E. F. A., A. & N. Islands, Himachal Pradesh and Tripura, more than half in Pondicherry and Manipur and nearly half in Delhi. The proportion of private schools ranged from 2·6 per cent in A. & N. Islands to 44·4 per cent in Manipur.

### Pupils

9. During the year under review, the total number of pupils under instruction in recognised primary schools was 2,39,22,567 (1,65,35,263 boys and 73,87,304 girls) as compared to 2,29,19,734 (1,59,46,373 boys and 69,73,361 girls) in the year 1955-56, the rate of increase being 4·4 per cent as against 3·3 per cent in the previous year. As reported earlier, the increase in the number of schools was 3·3 per cent. This shows that the average strength of a school increased during the year. The average daily attendance decreased slightly from 80·7 per cent in the previous year to 79·5 per cent during the year under review. The distribution of enrolment in schools managed by different agencies was :

	Number	Percentage
Government . . . . .	46,18,941	19·3
District Board . . . . .	1,13,47,774	47·5
Municipal Board . . . . .	21,11,205	8·8
Private :		
Aided . . . . .	55,52,713	23·2
Unaided . . . . .	2,91,934	1·2

The enrolment increased in schools under all managements except in government schools, where it decreased by 2·3 per cent. The decrease in the latter case was mostly due to the upgrading of old schools and opening of new schools with less enrolment.

The total number of pupils from rural areas attending primary schools was 1,85,03,215 and constituted 77·3 per cent of the total primary school enrolment. The corresponding figures for the previous year were 1,75,31,052 and 76·5 per cent respectively.

Table XX compares the number of pupils in recognised primary schools in the different States and Union Territories during 1956-57 and 1955-56. The rise in number though shared by all the States, was not uniformly distributed. Uttar Pradesh with an increase of 1·77 lakhs occupied the highest position in the order, although on percentage basis Rajasthan reported the highest increase of 17·2 per cent, followed by Jammu & Kashmir 15·0 per cent, while Madras registered the least rise of 0·4 per cent.

Delhi, Himachal Pradesh, Manipur and Tripura among Union Territories also showed significant increase in the number of pupils reading in primary schools.

The figures of enrolment given in Table XX relate to primary schools only. To have an idea of total number of pupils receiving primary education, it is necessary to include the enrolment in primary departments of secondary schools and exclude those in pre-primary classes of primary schools. Table XXI, which gives these figures, shows that the number of pupils at primary stage increased from 2,45,11,331 (1,70,24,645 boys and 74,86,686 girls) in 1955-56 to 2,59,64,808 (1,78,84,117 boys and 80,80,691 girls) during the year under report. This showed an increase of 5·9 per cent (5·0 per cent for boys and 7·9 per cent for girls). The proportion of enrolment at this stage to the total enrolment in all the recognised institutions decreased a little from 72·3 per cent in 1955-56 to 72·1 per cent in 1956-57. The variation in the number of classes constituting the primary stage in the different States and Union Territories should be kept in view while examining State figures.

Cols. (8) to (10) of Table XXII, indicate the extent of facilities available for the children of the age-group 6-11 and the leeway that has to be made up in covering cent per cent children. It will be seen that Kerala, where nearly cent per cent of school-going children (6-11) was in schools, topped all the States, followed by West Bengal (75·1 per cent). In Assam, Bombay, Madras, Mysore and Punjab this percentage ranged from 60 to 70. In Andhra it was little less than 60, while in the remaining States it was less than 50, the least 25·8 being in Jammu & Kashmir. Among Territories, this percentage ranged from 6·4 in N. E. F. A. to 93·7 in Manipur. On all-India basis, nearly 55 per cent of the children of the age-group 6-11 had facilities for education available for them.

### Co-education

10. Of the 73,87,304 girls under instruction in primary schools, during the year under report, 58,97,405—or 79·8 per cent were enrolled in schools meant primarily for boys. During 1955-56 the corresponding percentage was 79·2. The figures for the different States and Territories, as given in Table

**Table XX—Number of Pupils in Primary Schools**

State	In Schools for Boys		In Schools for Girls		Total		Increase (+) or Decrease (—)	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	Number	Percent- age
1	2	3	4	5	6	7	8	9
Andhra . . .	23,30,408	24,26,237	59,835	65,092	23,90,243	24,81,329	+ 91,086	+ 3.8
Assam . . .	7,10,953	7,49,128	51,898	47,092	7,62,851	7,96,220	+ 33,369	+ 4.4
Bihar . . .	14,15,419	15,29,547	1,10,039	1,24,445	15,25,458	16,53,992	+ 1,28,534	+ 8.4
Bombay . . .	32,96,207	34,27,290	4,48,570	4,50,130	37,44,777	38,77,420	+ 1,32,643	+ 3.5
Jammu & Kashmir .	75,759	86,422	11,010	13,325	86,769	99,747	+ 12,978	+ 15.0
Kerala . . .	18,84,479	18,77,169	..	16,044	18,84,479	18,93,213	+ 8,734	+ 0.5
Madhya Pradesh . .	10,69,328	11,60,948	1,03,147	1,10,428	11,72,475	12,71,376	+ 98,901	+ 8.4
Madras . . .	26,63,753	26,74,596	..	..	26,63,753	26,74,596	+ 10,843	+ 0.4
Mysore . . .	13,42,749	13,80,981	1,57,234	1,54,788	14,99,983	15,35,769	+ 35,786	+ 2.4

Orissa . . . . .	6,30,774	6,65,154	13,100	13,541	6,43,874	6,78,695	+ 34,821	+ 5.4
Punjab . . . . .	7,17,309	7,40,589	1,66,082	1,83,243	8,83,391	9,23,832	+ 40,441	+ 4.6
Rajasthan . . . . .	3,52,882	4,22,856	43,117	41,394	3,95,999	4,64,250	+ 68,251	+ 17.2
Uttar Pradesh . . . . .	25,03,859	26,64,612	2,33,968	2,50,674	27,37,827	29,15,286	+ 1,77,459	+ 6.5
West Bengal . . . . .	21,25,686	21,91,909	1,29,103	1,29,487	22,54,789	23,21,396	+ 66,607	+ 3.0
A. & N. Islands . . . . .	1,697	1,807	..	..	1,697	1,807	+ 110	+ 6.5
Delhi . . . . .	68,605	82,935	35,926	36,709	1,04,531	1,19,644	+ 15,113	+ 14.5
Himachal Pradesh . . . . .	36,972	51,671	1,263	1,042	38,235	52,713	+ 14,478	+ 37.9
L. M. & A. Islands . . . . .	1,609	1,521	..	..	1,609	1,521	— 88	— 5.5
Manipur . . . . .	62,773	67,408	4,037	4,522	66,810	71,930	+ 5,120	+ 7.7
Tripura . . . . .	53,704	59,157	262	288	53,966	59,445	+ 5,479	+ 10.2
N. E. F. A. . . . .	6,218	4,234	..	..	6,218	4,234	— 1,984	— 31.9
Pondicherry . . . . .	*	17,783	*	6,369	*	24,152	*	*
<b>India . . . . .</b>	<b>2,13,51,143</b>	<b>2,22,83,954</b>	<b>15,68,591</b>	<b>16,38,613</b>	<b>2,29,19,734</b>	<b>2,39,22,567</b>	<b>+ 10,02,833</b>	<b>+ 4.4</b>

\*Figures are not available.



**Table XXI—Number of Pupils in Primary Classes**

State	Boys		Girls		Total		Increase (+) or Decrease (—)	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	Number	Percent- age
1	2	3	4	5	6	7	8	9
Andhra . . . . .	15,04,725	15,43,634	8,54,669	9,10,049	23,59,394	24,53,683	+ 94,289	+ 4.0
Assam . . . . .	5,28,494	5,57,010	2,86,873	3,05,492	8,15,367	8,62,502	+ 47,135	+ 5.8
Bihar . . . . .	14,70,084	15,74,407	3,10,943	3,55,348	17,81,027	19,29,755	+1,48,728	+ 8.4
Bombay . . . . .	27,65,389	28,47,603	13,97,599	15,26,249	41,62,988	43,73,852	+2,10,864	+ 5.1
Jammu & Kashmir . . . . .	1,02,295	1,23,974	24,022	26,257	1,26,317	1,50,231	+ 23,914	+ 18.9
Kerala . . . . .	10,27,888	11,20,662	8,84,704	9,47,367	19,12,592	20,68,029	+1,55,437	+ 8.1
Madhya Pradesh . . . . .	11,10,162	12,12,564	2,46,324	2,78,174	13,56,486	14,90,738	+1,34,252	+ 9.9
Madras . . . . .	16,28,712	16,50,909	9,45,515	9,58,905	25,74,227	26,09,814	+ 35,587	+ 1.3
Mysore . . . . .	9,82,942	9,88,742	5,56,156	5,90,839	15,39,098	15,79,581	+ 40,483	+ 2.6
Orissa . . . . .	5,15,621	5,43,067	1,65,358	1,76,784	6,80,979	7,19,851	+ 38,872	+ 5.7

Mysore	5,15,621	5,43,067	1,65,358	1,76,784	6,80,979	7,19,851	+ 38,872	+ 5.7
Punjab	8,92,381	9,41,882	3,32,922	3,74,950	12,25,303	13,16,832	+ 91,529	+ 7.5
Rajasthan	4,38,837	5,06,988	97,525	1,03,144	5,36,362	6,10,132	+ 73,770	+ 13.8
Uttar Pradesh	22,61,068	24,18,073	5,43,773	5,84,358	28,04,841	30,02,431	+1,97,590	+ 7.0
West Bengal	15,51,063	15,46,545	7,22,245	7,95,200	22,73,308	23,41,745	+ 68,437	+ 3.0
A. & N. Islands	1,260	1,323	595	729	1,855	2,052	+ 197	+ 10.6
Delhi	92,678	1,20,151	76,327	83,902	1,69,005	2,04,053	+ 35,048	+ 20.7
Himachal Pradesh	50,834	62,454	8,898	15,708	59,732	78,162	+ 18,430	+ 30.9
L. M. & A. Islands	1,273	1,234	336	287	1,609	1,521	— 88	— 5.5
Manipur	49,921	54,783	17,791	18,758	67,712	73,541	+ 5,829	+ 8.6
Tripura	42,813	47,989	13,369	18,862	56,182	66,851	+ 10,669	+ 19.0
N. E. F. A.	6,205	4,489	742	573	6,947	5,062	— 1,885	— 27.1
Pondicherry	*	15,634	*	8,756	*	24,390	*	*
<b>India</b>	<b>1,70,24,645</b>	<b>1,78,84,117</b>	<b>74,86,686</b>	<b>80,80,691</b>	<b>2,45,11,331</b>	<b>2,59,64,808</b>	<b>+14,53,477</b>	<b>+ 5.9</b>

\*Figures are not available.

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

State	Enrolment in Classes I to V			Population of the Age-Group 6-11			Percentage of Children of 6-11 in Classes I to V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Andhra . . .	15,43,634	9,10,049	24,53,683	21,15,517	20,90,392	42,05,909	73·0	43·5	58·3
Assam . . .	5,57,010	3,05,492	8,62,502	7,24,953	6,72,037	13,96,990	76·8	45·5	61·7
Bihar . . .	15,74,407	3,55,348	19,29,755	25,69,314	24,75,074	50,44,388	61·3	14·4	38·3
Bombay . . .	31,65,251	16,36,765	48,02,016	35,20,567	33,77,091	68,97,658	89·9	48·5	69·6
Jammu & Kashmir .	1,23,974	26,257	1,50,231	2,97,600	2,84,431	5,82,031	41·7	9·2	25·8
Kerala . . .	11,20,662	9,47,367	20,68,029	9,28,420	9,39,182	18,67,602	99·8	99·8	99·8
Madhya Pradesh .	12,50,665	2,85,822	15,36,487	17,58,949	16,73,765	34,32,714	71·1	17·1	44·8
Madras . . .	16,50,909	9,58,905	26,09,814	19,68,615	19,57,355	39,25,970	83·9	49·0	66·5
Mysore . . .	10,78,291	6,21,494	16,99,785	13,75,940	14,04,712	27,80,652	78·4	44·2	61·1

Orissa . . .	5,14,021	1,72,844	6,86,865	9,42,255	9,32,513	18,74,768	54·6	18·5	36·6
Punjab . . .	9,41,882	3,74,950	13,16,832	11,57,147	10,27,937	21,85,084	81·4	36·5	60·3
Rajasthan . . .	5,07,221	1,03,189	6,10,410	11,67,798	10,89,588	22,57,386	43·4	9·5	27·0
Uttar Pradesh . . .	24,18,073	5,84,358	30,02,431	44,18,190	40,58,638	84,76,828	54·7	14·4	35·4
West Bengal . . .	16,94,869	8,31,690	25,26,559	17,25,680	16,37,127	33,62,807	98·2	50·8	75·1
A. & N. Islands . . .	1,323	729	2,052	1,860	1,880	3,740	81·1	38·8	54·9
Delhi . . .	1,20,151	83,902	2,04,053	1,36,087	1,09,323	2,45,410	88·3	76·7	83·1
Himachal Pradesh . . .	62,454	15,708	78,162	61,107	64,201	1,25,308	99·8	24·5	62·4
L. M. & A. Islands . . .	1,201	285	1,486	1,240	1,253	2,493	96·9	22·7	59·6
Manipur . . .	58,901	19,701	78,602	42,842	41,056	83,898	99·8	48·0	93·7
Tripura . . .	47,989	18,862	66,851	51,815	49,070	1,00,885	92·6	38·4	66·3
N.E.F.A. . . .	4,489	573	5,062	39,308	39,219	78,527	11·4	1·5	6·4
Pondicherry . . .	13,058	7,800	20,858	23,560	22,554	46,114	55·4	34·6	45·2
India . . .	1,84,50,435	82,62,090	2,67,12,525	2,50,28,764	2,39,48,398	4,89,77,162	73·7	34·5	54·5

XXIII show that there were no separate schools for girls in Madras, A. & N. Islands, L. M. & A. Islands and N.E.F.A., while in Kerala and Tripura 98.6 per cent of girls were on rolls in boys' schools. Out of every 10 girls in schools, 9 were in boys' institutions in Andhra, Orissa and Himachal Pradesh, 8 in Assam and West Bengal, 7 in Mysore and Manipur. More than 60 per cent of girls were studying in boys primary schools in Bihar and Bombay and more than 50 per cent in Madhya Pradesh and Uttar Pradesh. In Punjab, Rajasthan and Pondicherry, the percentage of girls studying in boys' schools was 38.1, 42.1 and 44.1 respectively. On the other hand, co-education was not very popular in Jammu & Kashmir and Delhi, where the percentage of girls studying in boys' schools was 5.5 and 26.8 respectively. It is hardly necessary to emphasise that co-education at this stage needs encouragement in view of the financial consideration and other difficulties like dearth of women teachers, etc.

### Wastage

11. There was no improvement in the position of wastage during the year. Out of every 100 pupils in Class I in 1953-54, only 43 (as in 1955-56) could continue in class IV in 1956-57. The main cause of the wastage was economical. Children, especially of the labouring and agricultural classes were withdrawn from schools as soon as they were old enough to be of economic value to the household. Other contributing causes were inadequate supply of teachers, indifferent environment in schools, defective methods of teaching, ill-equipped and poor school buildings, etc. The State governments were, however, aware of this problem and planned to take measures to check the causes of the same but the position would improve with the improvement in the economic conditions of the masses.

### Single-Teacher Schools

12. The number of single-teacher schools increased during 1956-57 from 1,11,220 to 1,16,263. Their proportion to the total number of primary schools also increased from 40.0 per cent to 40.5 per cent. These schools served 42,21,501 pupils as compared to 39,19,712 during 1955-56. The percentage of pupils in single-teacher schools to total enrolment in primary schools registered an increase from 17.1 to 17.6 during 1956-57.

Table XXIV shows the statistics of single-teacher schools in different States and Territories during the years 1955-56 and 1956-57. It will be seen that excepting Punjab, Mysore, Tripura and N.E.F.A., the number of single-teacher primary schools increased in all the States and Territories as a result of intensifying the scheme of relieving educated unemployment. On percentage basis, the highest proportion of single-teacher schools to total number of primary schools, among States, was reported by Rajasthan (65.6 per cent) followed by Bihar (61.8 per cent) and Assam (61.4 per cent). Next in order came Orissa (57.1 per cent), Madhya Pradesh (53.1 per cent), Mysore (51.4 per cent) and Bombay (51.1 per cent). In the remaining States, reporting less than 50 per cent of single-teacher schools, the percentage ranged from 3.0 in Kerala to 48.3 in Punjab. Among Territories, A. & N. Islands occupied significant position in this respect by reporting 76.9 per cent single-teacher schools.

There is no denying the fact that single-teacher schools with plural class teaching exacerbates wastage apart from other disadvantages but their existence has become necessary in present days of expansion programmes and particularly in sparsely populated areas.

# EDUCATIONAL FACILITIES FOR CHILDREN OF DIFFERENT AGE GROUPS (1956-57)

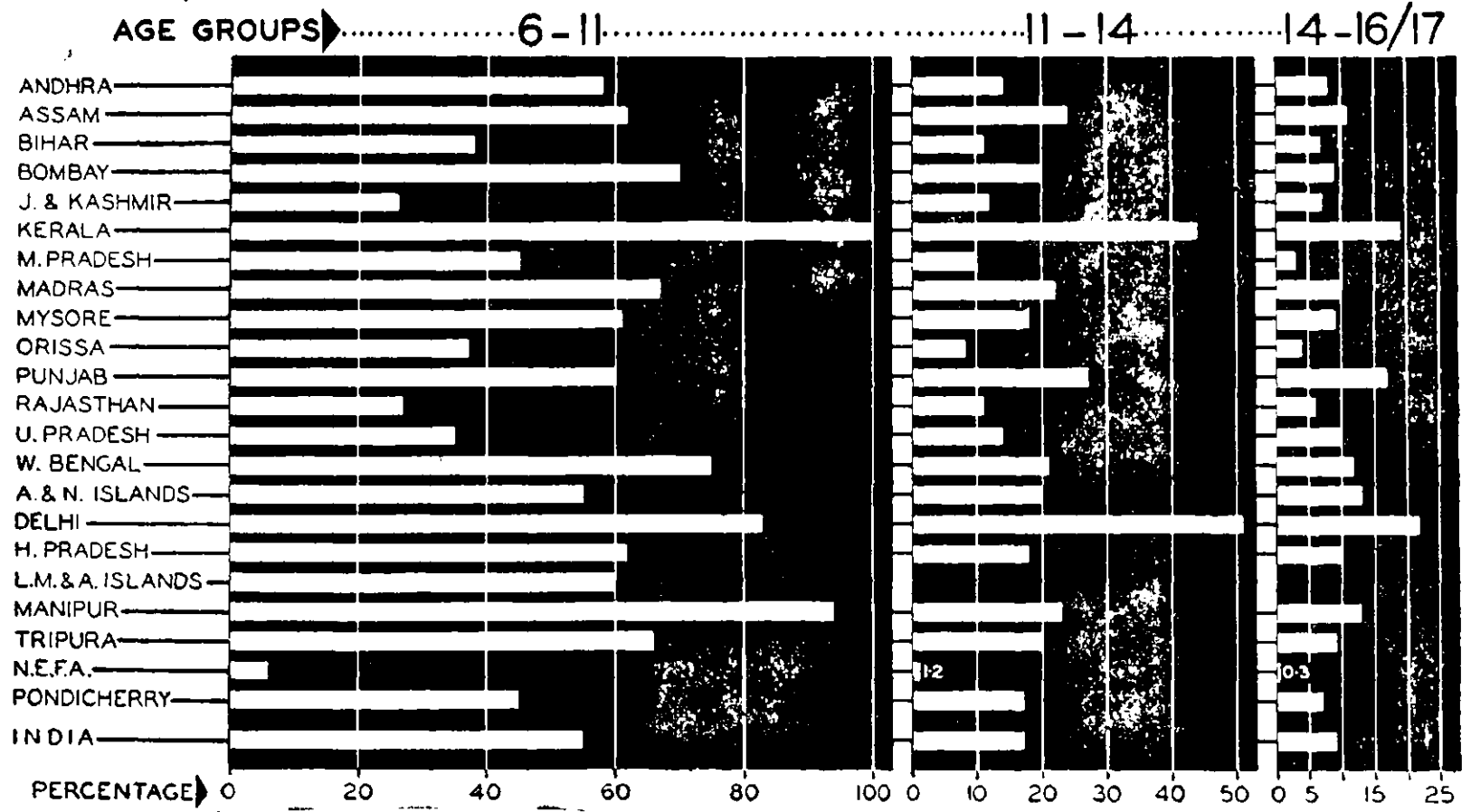


Table XXIII—Girls in Primary Schools

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 No. of Girls
1	2	3	4	5
Andhra . . . . .	8,58,307	43,693	9,02,000	95·2
Assam . . . . .	2,44,185	36,504	2,80,689	87·0
Bihar . . . . .	2,04,212	1,08,243	3,12,455	65·4
Bombay . . . . .	9,28,481	4,06,631	13,35,112	69·5
Jammu & Kashmir . . . . .	772	13,325	14,097	5·5
Kerala . . . . .	8,55,762	11,817	8,67,579	98·6
Madhya Pradesh . . . . .	1,19,227	1,07,673	2,26,900	52·5
Madras . . . . .	9,65,296	..	9,65,296	100·0
Mysore . . . . .	4,21,763	1,46,412	5,68,175	74·2
Orissa . . . . .	1,58,810	12,396	1,71,206	92·8
Punjab . . . . .	1,00,317	1,62,662	2,62,979	38·1
Rajasthan . . . . .	28,865	39,729	68,594	42·1
Uttar Pradesh . . . . .	2,74,817	2,43,984	5,18,801	53·0
West Bengal . . . . .	6,79,884	1,11,009	7,90,893	86·0
A. & N. Islands . . . . .	688	..	688	100·0
Delhi . . . . .	12,964	35,451	48,415	26·8
Himachal Pradesh . . . . .	7,007	772	7,779	90·1
L. M. & A. Islands . . . . .	287	..	287	100·0
Manipur . . . . .	14,193	4,194	18,387	77·2
Tripura . . . . .	16,977	247	17,224	98·6
N.E.F.A. . . . .	520	..	520	100·0
Pondicherry . . . . .	4,071	5,157	9,228	44·1
<b>India</b> . . . . .	<b>58,97,405</b>	<b>14,89,899</b>	<b>73,87,304</b>	<b>79·8</b>

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 Pry. Schools	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7	8	9
Andhra .	8,306	8,819	2,88,016	3,03,356	29·1	30·5	12·6	12·2
Assam .	7,755	7,783	3,17,068	3,22,793	61·5	61·4	41·6	40·5
Bihar .	17,246	18,355	6,37,491	6,82,853	61·6	61·8	41·8	41·3
Bombay .	20,790	20,978	7,31,032	7,66,955	50·9	51·1	19·5	19·8
Jammu & Kashmir	260	*	7,800	*	13·8	*	9·0	*
Kerala .	130	221	6,302	12,493	1·8	3·0	0·3	0·7
Madhya Pradesh	11,231	12,078	3,39,096	3,83,366	53·5	53·1	28·9	30·0
Madras .	4,443	4,485	1,98,560	1,94,594	19·8	19·8	7·5	7·3
Mysore .	11,043	10,821	3,75,377	3,88,662	53·4	51·4	25·0	25·3
Orissa .	8,178	8,626	2,41,587	2,56,261	56·9	57·1	37·5	37·8
Punjab .	6,182	6,034	2,36,161	2,79,942	50·1	48·3	26·7	30·3
Rajasthan .	5,218	6,158	1,66,489	1,96,156	63·8	65·6	42·0	42·3
Uttar Pradesh	5,701	6,877	2,05,798	2,46,194	17·9	20·6	7·5	8·4
West Bengal .	3,638	3,799	1,39,188	1,50,099	14·8	15·1	6·2	6·5
A. & N. Islands	28	30	888	1,050	75·7	76·9	52·3	58·1
Delhi .	..	..	..	..	..	..	..	..
Himachal Pradesh	189	215	5,221	7,611	23·4	25·8	13·7	14·4
L. M. & A. Islands	1	*	63	*	11·1	*	3·9	*
Manipur .	347	348	12,920	15,160	39·5	36·9	19·3	21·1
Tripura .	472	465	9,084	8,970	47·2	46·8	16·8	15·1
N. E. F.A. .	62	60	1,571	1,469	40·8	54·5	25·3	34·7
Pondicherry .	*	111	*	3,517	*	48·9	*	14·6
<b>India .</b>	<b>1,11,220</b>	<b>1,16,263</b>	<b>39,19,712</b>	<b>42,21,501</b>	<b>39·9</b>	<b>40·5</b>	<b>17·1</b>	<b>17·6</b>

\*Not available.



# WASTAGE AT PRIMARY CLASSES 1953-54 TO 1956-57

EACH FULL SYMBOL = 10

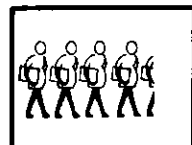
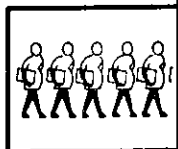
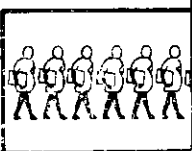
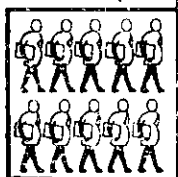
PERCENTAGE

43.0

50.3

61.3

100

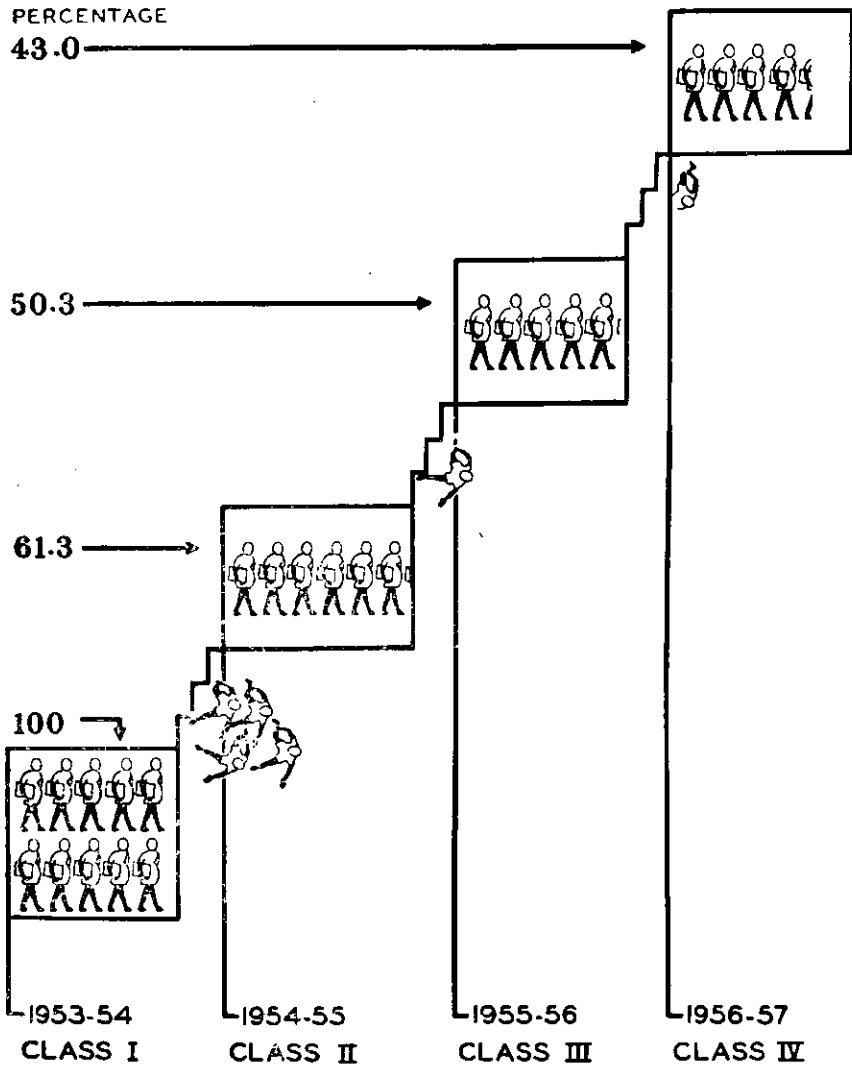


1953-54  
CLASS I

1954-55  
CLASS II

1955-56  
CLASS III

1956-57  
CLASS IV



## Compulsion

13. During the year under report, compulsory primary education was in force in varying degrees in all the States excepting Jammu & Kashmir. Among Union Territories, it was in force only in 9 wards of Delhi city. The number of towns and villages under compulsion rose from 1,081 to 1,194 and 39,276 to 53,607 respectively, showing a substantial progress in the areas brought under compulsion. There were 58,357 schools (12,890 in urban and 45,467 in rural areas) in compulsion areas during 1956-57 as against 46,218 schools (12,664 in urban and 33,554 in rural areas) in 1955-56. The number of pupils enrolled under compulsory education scheme increased from 60,87,412 to 63,26,217, of which 59·7 per cent was in villages. The percentage of children under compulsion to total number of children of the school going age in the areas under compulsion was 68·1. 7,81,924 guardians were served with notices for not sending their children to schools in areas under compulsion, while attendance orders were passed on 2,68,671. The number of those prosecuted for violating the regulations of Compulsory Education Acts was nearly 40 thousand for non-enrolment and 57 thousand for non-attendance. The total amount realised as fines was about Rs. 21,000. As many as 892 attendance officers were employed to enforce the rules and regulations of Compulsory Education Acts in the various States.

Although various State Governments showed some progress in the enforcement of compulsory education, much remains to be done in this direction. The economic value of the child to the parent and lack of adequate educational facilities within easy reach were the general causes which hindered the progress of compulsory education in the country.

State-wise details of compulsory education are given in table XXV.

## Teachers

14. The number of teachers in recognised primary schools increased from 6,91,249 to 7,10,139 of whom 1,21,261 or 17·1 per cent were women. The rate of increase during this year was 2·7 per cent as compared to 2·3 per cent in the year 1955-56. The percentage of trained teachers improved from 61·2 (58·7 per cent for men and 73·7 per cent for women) to 62·3 (59·6 per cent for men and 75·1 per cent for women).

Table XXVI gives the distribution of teachers in primary schools in the different States. It will be seen that the number of teachers increased in all the States and Territories except in Andhra Pradesh, Madras and N. E. F. A., where it decreased to the extent of 1,002; 579 and 1,994 respectively. While in Andhra and Madras, the decrease was mainly due to the upgrading of well-staffed primary schools, in N.E.F.A. it was due to the closure of primary schools in troubled tribal areas. As in the previous year Delhi reported the highest percentage (99·9) of trained teachers, closely followed by Kerala (92·8) and Madras (92·4). In eleven States and Territories, the number of untrained teachers exceeded that of trained teachers. Columns (11) and (12) of table XXVI reveal that the position of trained teachers in primary schools improved in all the States except Kerala, Madras, Orissa, Rajasthan, Uttar Pradesh and L. M. & A. Islands.

Table XXV—Statistics of Compulsory

State	Compulsion Age-Group		No. of Areas under Compulsion		No. of Schools where Compulsion was in force in		Number of Pupils Compulsion in	
	Towns	Villages	Towns	Villages	Towns	Villages	Towns	Villages
1	2	3	4	5	6	7	8	9
Andhra . . .	6—11 6—12	6—11 6—12	178	1,123	1,276	1,719	195,152	2,08,043
Assam . . .	6—11	6—11	13	4,405	119	3,432	20,098	2,87,461
Bihar . . .	6—10	6—10	16	19	638	9	62,416	511
Bombay . . .	6—10 6—11 6—13 6—14 7—11	6—11 6—14 7—14 7—11	274	26,557	3,420	25,625	8,34,028	16,36,806
Kerala . . .	5—10 5—11 5—14 6—12 6—14	5—10 5—11 6—11 6—12 6—14 6—16	43	96	385	543	97,415	1,62,291
Madhya Pradesh	6—11 6—14	6—11 6—14	100	2,920	880	1,929	1,18,274	109,201
Madras . . .	5—10 6—12	5—10 6—12	309	951	2,154	1,746	5,01,950	3,06,996
Mysore . . .	6—10 6—11	6—10 6—11	126	4,244	1,047	3,888	1,64,059	4,25,266
Orissa . . .	6—11	6—11	2	8	17	6	1,792	714
Punjab . . .	6—11	6—11 6—12	34	4,841	247	2,251	62,908	1,88,819
Rajasthan . . .	..	6—11	..	706	..	481	..	25,152
Uttar Pradesh . . .	6—11	6—11	95	1,687	2,415	549	4,02,214	59,760
West Bengal . . .	6—10 6—11	6—11	3*	5,745	108	2,989	11,169	3,24,645
Delhi . . .	6—11	6—11	1**	305	184	300	80,212	38,865
India (1956-57)			1,194	53,607	12,890	45,467	25,51,687	37,74,530
India (1955-56)			1,081	39,276	12,664	33,554	24,65,865	36,21,547

\*5 wards of Calcutta Corporation and

\*\*In 9 wards of Delhi City

## Primary Education by States -

under	Coercive Measures taken					No. of Attendance Officers	State
	No. of Notices Issued	No. of Attendance Orders Passed	Number of Prosecutions				
Total					For Non-Enrolment	For Non-Attendance	Fines Realised
10	11	12	13	14	15	16	17
4,03,195	80,001	63,572	20,268	33,189	Rs. 1,066	..	Andhra
3,07,559	21,582	5,220	368	401	623	84	Assam
62,927	5,561	561	..	115	20	39	Bihar
24,70,834	4,23,900	1,02,596	8,377	6,656	1,276	161	Bombay
2,59,706	877	405	..	..	..	..	Kerala
2,27,475	32,643	8,894	815	1,888	1,540	143	Madhya Pradesh
8,08,946	13,782	4,528	881	2,183	146	..	Madras
5,89,325	23,087	17,385	510	1,646	229	45	Mysore
2,506	406	171	..	40	58	1	Orissa
2,51,727	2,589	261	810	134	660	109	Punjab
25,152	..	..	..	..	..	9	Rajasthan
4,61,974	1,74,544	64,016	7,726	10,719	15,167	287	Uttar Pradesh
3,35,814	1,727	2	..	..	..	3	West Bengal
1,19,077	1,225	1,060	..	..	..	11	Delhi
63,26,217	7,81,924	2,68,671	39,755	56,971	20,785	892	India (1956-57)
60,87,412	6,87,421	2,40,450	39,514	57,146	23,629	981	India (1955-56)

Purulia and 9 wards of Darjeeling Municipality.

Table XXVI—Number of

State	Number of Teachers						
	Men		Women		All Persons		Total
	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	
1	2	3	4	5	6	7	8
Andhra	49,289	14,017	12,254	1,504	61,543	15,521	77,064
Assam	6,412	11,695	718	1,753	7,130	13,448	20,578
Bihar	30,697	14,864	1,271	2,385	31,968	17,249	49,217
Bombay	36,707	48,652	14,118	7,480	50,825	56,132	1,06,957
Chandernagore	1,015	995	207	192	1,303	1,187	2,490
Coastal States	27,077	1,790	16,128	1,582	43,205	3,372	46,577
Madhya Pradesh	11,879	28,600	1,629	2,391	13,508	30,991	44,499
Madras	50,430	6,058	26,752	329	77,182	6,387	83,569
Mysore	17,875	22,927	4,556	3,295	22,431	26,222	48,653
Nagaland	9,947	14,448	286	131	10,233	14,579	24,812
Orissa	15,162	3,295	4,784	526	19,946	3,821	23,767
Punjab	5,847	9,456	771	769	6,618	10,225	16,843
Uttar Pradesh	50,776	12,176	3,744	3,700	64,520	15,876	80,396
West Bengal	23,995	44,196	2,260	3,647	26,255	47,843	74,098
A. & N. Islands	3	30	3	10	3	52	60
Delhi	1,000	1	1,390	1	1,390	2	3,311
Goa	105	651	111	67	1,076	698	1,774
L. M. & A. Islands	22	4	2	2	24	4	28
Manipur	107	1,327	11	42	150	1,368	2,048
Tripura	107	1,107	29	217	333	2,036	2,369
N. E. F. A.	107	1,107	1	1	137	103	290
Pondicherry	107	251	94	127	363	376	739
<b>India</b>	<b>3,51,028</b>	<b>2,37,250</b>	<b>91,119</b>	<b>30,142</b>	<b>4,42,147</b>	<b>2,67,992</b>	<b>7,10,139</b>

## Teachers in Primary Schools

Total No. of Teachers in 1955-56	Increase (+) or Decrease (-)	Percentage of Trained Teachers		Average Number of Pupils per Teacher		State
		1955-56	1956-57	1955-56	1956-57	
9	10	11	12	13	14	15
78,066	- 1,002	78.9	79.9	31	32	Andhra
20,252	+ 326	31.8	34.6	38	39	Assam
46,933	+ 2,284	63.6	65.0	33	34	Bihar
1,05,518	+ 1,439	44.1	47.5	35	36	Bombay
2,191	+ 299	49.2	52.3	40	40	Jammu & Kashmir
45,747	+ 830	92.9	92.8	41	41	Kerala
41,309	+ 3,190	28.8	30.4	28	29	Madhya Pradesh
84,148	- 579	92.5	92.4	32	32	Madras
47,552	+ 1,101	44.9	46.1	32	32	Mysore
23,584	+ 1,228	41.6	41.2	27	27	Orissa
22,740	+ 1,027	73.1	83.9	39	39	Punjab
14,732	+ 2,111	40.0	39.3	27	28	Rajasthan
77,575	+ 2,821	80.9	80.3	35	36	Uttar Pradesh
71,746	+ 2,352	34.6	35.4	31	31	West Bengal
60	..	6.7	13.3	28	30	A. & N. Islands
2,912	+ 399	99.8	99.9	36	36	Delhi
1,630	+ 144	46.5	60.7	23	30	Himachal Pradesh
28	..	100.0	85.7	57	54	L. M. & A. Islands
1,972	+ 76	5.2	8.8	34	35	Manipur
270	+ 2,099	12.5	14.1	24	25	Tripura
2,284	- 1,994	62.6	64.5	23	15	N. E. F. A.
*	*	*	49.1	..	33	Pondicherry
6,91,249	+ 18,890	61.2	62.3	33	34	India

\*Figures are not available.

### Teacher-Pupil Ratio

15. The average number of pupils per teacher in primary schools was 34 as against 33 in the previous year. Columns (13) and (14) of table XXVI give a comparative picture for 1955-56 and 1956-57. The average during 1956-57 ranged, among States, from 41 in Kerala to 27 in Orissa. In Union and Other Territories, it varied from 54 in L. M. & A. Islands to 15 in N. E. F. A.

### Pay Scales of Teachers

16. The States of Assam, Bihar, Madhya Pradesh, Orissa and West Bengal reported the revision of the scales of pay of primary school teachers of different categories during the year. In the remaining States, the scales of pay remained the same. The State-wise details according to qualifications of teachers and managements of schools in which they worked, are given in 'Appendix B'\*. A study of this appendix will show that the scales of pay differed not only from State to State and in schools under different managements within the same State but even in schools under the same managements located in different areas of the same State, which of course was the result of re-organisation of States. An idea of the variation in the pay scales offered to a middle or higher elementary passed and trained teacher in Government primary schools can be had from table XXVII, where the States have been grouped according to the starting salary offered.

### Expenditure

17. The total direct expenditure on recognised primary schools (excluding primary departments of secondary schools) increased by 4.75 crores or 8.6 per cent to 58.48 crores. Of this, Rs. 53.65 crores were spent on schools for boys and Rs. 4.83 crores on those for girls. The primary schools accounted for 36.6 per cent (as against 37.1 per cent in 1955-56) of the total direct expenditure on all types of recognised institutions.

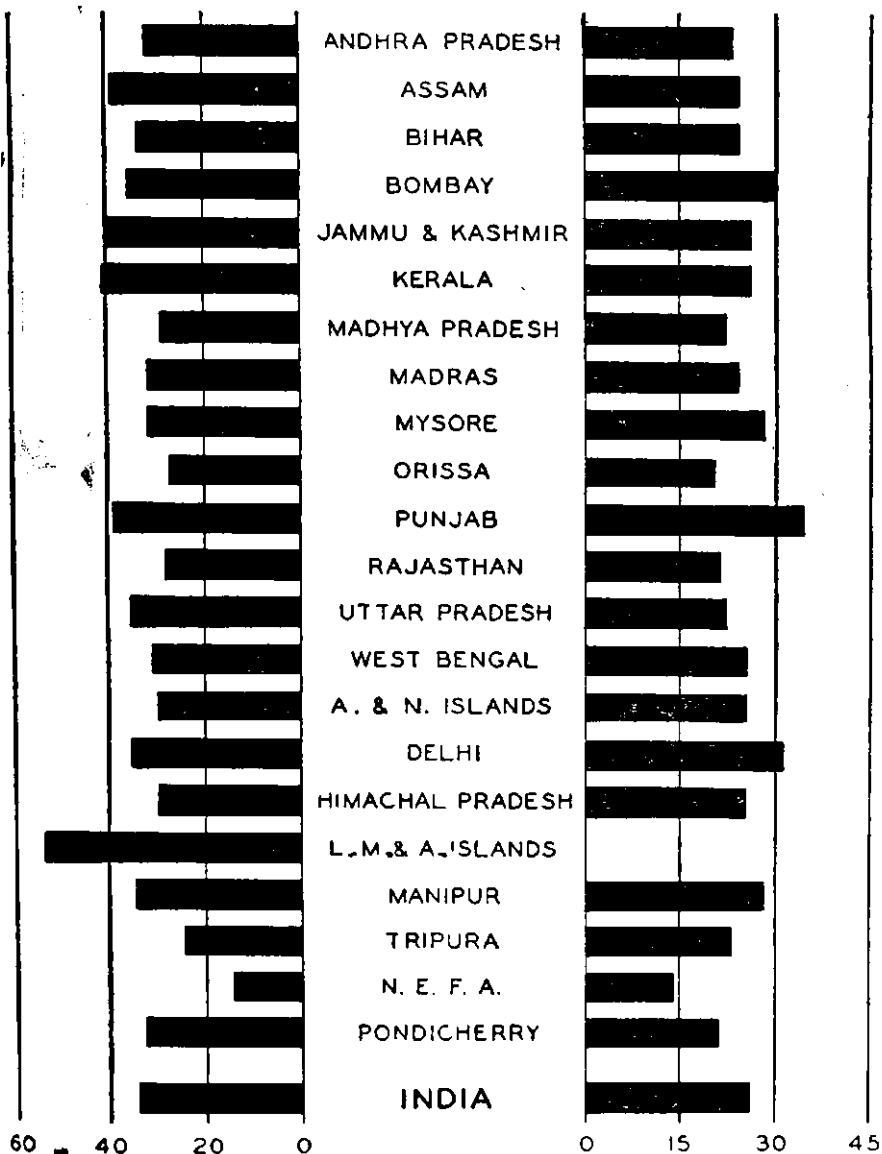
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\*Included in vol. II.

# TEACHER-PUPIL RATIO 1956-57

PRIMARY

SECONDARY





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

State	Prescribed Minimum Educational Qualifications	Pay Scale		Number of Years Required to reach the Maximum	
		Minimum	Maximum		
1. (a) Andhra Pradesh	Passed Higher Elementary Examination and Trained	Rs. 30	Rs. 50	20	
(b) Kerala	Passed Higher Elementary Examination and Trained	30	50	20	
(c) Madras	Passed Higher Elementary Examination and Trained	30	50	20	
(d) Mysore	Passed Higher Elementary Examination and Trained	30	50	20	
(e) L. M. & A. Islands	Passed Higher Elementary Examination and Trained	30	50	20	
2. Bombay	Passed Primary School Certificate Examination and Trained	32	40	8	
3. (a) Uttar Pradesh	Passed Middle and Trained	35	65	15	
(b) Manipur	Passed Middle and Guru Trained	35	45	10	
4. Madhya Pradesh	Passed Middle and Trained	40 44	60 75	20 15	Men Women
5. (a) Orissa	Passed Middle and Higher Elementary Trained	40	50	10	
(b) Rajasthan	Passed Primary School Certificate Examination and Trained	40	65	20	
(c) Himachal Pradesh	Passed Middle and Trained	40	90	20	
6. (a) Bihar	Passed Middle and Trained	45	75	15	
(b) West Bengal	Passed Middle and Trained	45	75	15	
7. (a) Jammu & Kashmir	Passed Middle and Trained	50	120	13	
(b) Punjab	Passed Middle and Trained	50	100	15	
(c) A. & N. Islands	Passed Middle and Trained	50	90	15	
(d) N.E.F.A.	Passed Middle and Trained	50	100	15	
8. (a) Assam	Passed Middle and Normal Trained	55	75	17	
(b) Delhi	Passed Middle and Trained	55	130	24	
(c) Tripura	Passed Middle and Trained	55	130	21	

The following tabulation compares the primary school expenditure according to different sources of income during 1955-56 and 1956-57.

**Table XXVIII—Direct Expenditure on Primary Schools By Sources**

Source	1955-56		1956-57	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government . . . . .	39,55,10,671	73·6	43,55,73,563	74·5
District Board Funds . . . . .	6,24,74,266	11·6	6,82,58,499	11·7
Municipal Board Funds . . . . .	4,49,83,079	8·4	4,67,81,168	8·0
Fees . . . . .	1,75,27,127	3·3	1,79,42,749	3·1
Endowments . . . . .	62,82,164	1·2	60,02,562	1·0
Other Sources . . . . .	1,04,94,759	1·9	1,02,19,620	1·7
<b>Total . . . . .</b>	<b>53,72,72,066</b>	<b>100·0</b>	<b>58,47,78,161</b>	<b>100·0</b>

It will be observed from the above table that (a) nearly three-fourth of the total direct expenditure on primary schools was borne by the government, (b) whereas the proportion of expenditure from government funds increased from 73·6 to 74·5 per cent, that from municipal board funds, fees, endowments and other sources decreased and (c) the expenditure from government funds increased by 10·1 per cent as compared to 9·3 per cent from district board funds.

The break up of the total direct expenditure on primary schools according to their management is given in table XXIX below :

**Table XXIX—Direct Expenditure on Primary Schools by Management**

Management	1955-56		1956-57		Percentage of Increase (+) or Decrease (—)
	Amount	Percentage	Amount	Percentage	
1	2	3	4	5	6
	Rs.		Rs.		
Government . . . . .	12,25,59,646	22·8	13,04,71,461	22·3	+ 6·5
District Boards . . . . .	22,45,36,169	41·8	25,33,55,195	43·3	+ 12·8
Municipal Boards . . . . .	7,06,17,851	13·1	7,36,25,593	12·6	+ 4·3
<b>Private Bodies:</b>					
Aided . . . . .	11,31,78,531	21·1	12,01,19,693	20·5	+ 6·1
Unaided . . . . .	63,79,869	1·2	72,06,219	1·3	+ 13·0
<b>Total . . . . .</b>	<b>53,72,72,066</b>	<b>100·0</b>	<b>58,47,78,161</b>	<b>100·0</b>	<b>+ 8·8</b>

Table XXX—Direct Expenditure on Primary Schools by States

State	On Schools for Boys		On Schools for Girls	
	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra . . .	5,61,88,645	6,02,20,181	20,02,818	20,56,367
Assam . . .	98,78,555	1,04,14,872	7,22,962	6,60,037
Bihar . . .	2,05,93,692	2,35,68,187	16,22,571	18,29,577
Bombay . . .	9,71,56,071	10,14,77,228	1,55,38,411	1,62,74,503
Jammu & Kashmir	16,79,611	21,38,523	2,71,933	3,50,784
Kerala . . .	2,53,75,550	3,57,66,329	..	2,74,584
Madhya Pradesh	2,88,55,026	3,42,35,638	34,69,565	38,33,418
Madras . . .	6,86,71,802	7,05,08,183	..	..
Mysore . . .	3,27,09,556	3,49,92,486	43,53,145	46,51,507
Orissa . . .	1,09,02,071	1,13,97,006	2,45,013	2,81,744
Punjab . . .	2,14,10,978	2,19,70,082	46,26,079	47,27,054
Rajasthan . . .	1,13,87,003	1,38,09,724	16,91,198	18,16,664
Uttar Pradesh . . .	4,85,49,753	5,17,48,097	49,14,192	50,80,874
West Bengal . . .	4,58,01,797	5,02,09,969	44,93,882	47,75,726
A. & N. Islands . . .	89,018	94,099	..	..
Delhi . . .	51,70,293	64,87,737	31,10,068	15,59,508
Himachal Pradesh	16,38,942	21,69,809	69,108	58,342
L. M. & A. Islands	48,253	4,514	..	..
Manipur . . .	9,62,683	10,14,825	44,052	48,093
Tripura . . .	24,48,850	26,61,749	8,820	9,092
N.E.F.A. . . .	5,70,100	4,07,971	..	..
Pondicherry . . .	*	11,77,067	*	16,011
India . . .	49,00,88,249	53,64,74,276	4,71,83,817	4,83,03,885

\* Figures are not available.

Table XXX—Direct Expenditure on

State	Total		Increase (+) or Decrease (—)		Percentage of Expenditure on Primary Schools to Total Direct Expenditure on Edu- cation
	1955-56	1956-57	Amount	Per- cent- age	
6	7	8	9	10	11
	Rs.	Rs.	Rs.		
Andhra .	5,81,91,463	6,22,76,548	+ 40,85,085	+ 7.0	51.0
Assam .	1,06,01,517	1,10,74,909	+ 4,73,392	+ 4.5	32.0
Bihar .	2,22,16,263	2,53,97,764	+ 31,81,501	+14.3	29.0
Bombay .	11,26,94,482	11,77,51,731	+ 50,57,249	+ 4.5	38.2
Jammu & Kashmir	19,51,544	24,89,307	+ 5,37,763	+27.6	26.0
Kerala .	2,53,75,550	3,60,40,913	+1,06,65,363	+42.0	42.9
Madhya Pra- desh	3,23,24,591	3,80,69,056	+ 57,44,465	+17.8	43.7
Madras .	6,86,71,802	7,05,08,183	+ 18,36,381	+ 2.7	49.2
Mysore .	3,70,62,701	3,96,43,993	+ 25,81,292	+ 7.0	46.4
Orissa .	1,11,47,084	1,16,78,750	+ 5,31,666	+ 4.8	40.3
Punjab .	2,60,37,057	2,66,97,136	+ 6,60,079	+ 2.5	27.4
Rajasthan .	1,30,78,201	1,56,26,388	+ 25,48,187	+19.5	29.5
Uttar Pradesh	5,34,63,945	5,68,28,971	+ 33,65,026	+ 6.3	25.2
West Bengal	5,02,95,679	5,49,85,695	+ 46,90,016	+ 9.3	32.7
A. & N. Is- lands	89,018	94,099	+ 5,081	+ 5.7	39.8
Delhi .	82,80,361	80,47,245	— 2,33,116	— 2.8	17.3
Himachal Pra- desh	17,08,050	22,28,151	+ 5,20,101	+30.4	42.0
L. M. & A. Islands	48,253	4,514	— 43,739	—90.6	83.4
Manipur .	10,06,735	10,62,918	+ 56,183	+ 5.6	47.9
Tripura .	24,57,670	26,70,841	+ 2,13,171	+ 8.7	54.5
N.E.F.A. .	5,70,100	4,07,971	— 1,62,129	—28.4	50.8
Pondicherry	*	11,93,078	*	*	76.3
India .	53,72,72,066	58,47,78,161	+4,75,06,095	+ 8.8	36.6

\*Figures are

## Primary Schools by States—(Contd.)

Percentage of Expenditure met from						Average Annual cost per Pupil		State
Gov-ern-ment Funds	Dis-trict Board Funds	Muni-cipal Board Funds	Fees	En-dow-ments	Other Sour-ces	1955-56	1956-57	
12	13	14	15	16	17	18	19	20
78.0	18.0	2.5	0.5	0.3	0.7	Rs. 24.3	Rs. 25.1	Andhra
91.5	1.6	0.2	0.1	4.1	2.5	13.9	13.9	Assam
11.5	75.0	9.3	0.2	0.3	3.7	14.6	15.4	Bihar
66.7	4.5	16.6	7.6	0.8	3.8	30.1	30.4	Bombay
99.6	..	..	0.0	0.0	0.4	22.5	25.0	Jammu & Kashmir
91.4	6.8	0.8	0.0	0.2	0.8	13.5	19.0	Kerala
88.3	5.4	4.1	0.3	0.5	1.4	27.6	29.9	Madhya Pradesh
71.6	15.2	8.2	1.2	3.7	0.1	25.8	26.4	Madras
87.1	6.3	2.7	0.8	0.3	2.8	24.7	25.8	Mysore
93.3	1.1	0.8	0.1	1.3	3.4	17.3	17.2	Orissa
75.5	12.4	7.9	0.8	1.3	2.1	29.5	28.9	Punjab
94.0	2.1	0.4	1.2	1.6	0.7	33.0	33.7	Rajasthan
70.2	14.1	9.8	4.8	0.1	1.0	19.5	19.5	Uttar Pradesh
80.0	5.5	6.2	7.4	0.5	0.4	22.3	23.7	West Bengal
73.8	..	..	18.5	7.3	0.4	52.5	52.1	A. & N. Islands
53.8	0.4	42.1	1.0	0.7	2.0	79.2	67.3	Delhi
97.9	..	1.1	..	0.2	0.8	44.7	42.3	Himachal Pradesh
100.0	..	..	..	..	..	30.0	3.0	L. M. & A. Islands
87.8	..	..	0.5	11.5	0.2	15.1	14.8	Manipur
98.3	..	..	..	..	1.7	45.5	44.9	Tripura
100.0	..	..	..	..	..	91.7	96.4	N.E.F.A.
99.0	..	..	0.6	0.4	..	*	49.4	Pondicherry
74.5	11.7	8.0	3.1	1.0	1.7	23.4	24.4	India

not available.

Local Board schools claimed 55.9 per cent of the total direct expenditure on primary schools as compared to 22.3 per cent by government schools and 21.8 per cent by private schools. As stated earlier, the proportion of these schools to the total number of primary schools was 52.9, 22.3 and 24.8 per cent respectively. The expenditure on primary schools under all managements, increased in varying degree. The highest percentage of increase in expenditure was reported by schools under local boards.

The details of primary school expenditure in the different States and Territories for the years 1955-56 and 1956-57 are given in table XXX. It will be observed from figures in col. (9) of the table that the expenditure on primary schools increased in all the States and Territories except in Delhi, L. M. & A. Islands and N. E. F. A., where it decreased by Rs. 2,33,116; Rs. 43,739 and Rs. 1,62,129 respectively.

Among States, the highest and lowest positions so far as percentage of increase in expenditure is concerned was occupied by Kerala (42.0 per cent) and Punjab (2.5 per cent). Among Territories the increase ranged from 5.6 per cent in Manipur to 30.4 per cent in Himachal Pradesh.

The proportion of the expenditure on primary schools to the total direct expenditure on education is indicated by figures in col. (11) of table XXX. The figures show great variation, but strictly speaking these are not comparable due to the variation in the system of education. In working out the percentages in this column, the primary departments of secondary schools could not possibly be taken into consideration.

The source-wise percentages of expenditure on primary schools in the different States and Territories are given in cols. (12) to (17) of table XXX. It will be observed that in the case of States, the contribution of government funds was least in Bihar (11.5 per cent) and highest in Jammu and Kashmir (99.5 per cent). The proportion borne by local boards varied from 1.8 per cent in Assam to 84.3 per cent in Bihar. Among Territories, government met the entire expenditure in L. M. & A. Islands and N. E. F. A. In Himachal Pradesh, Tripura and Pondicherry, more than 95 per cent of the expenditure was borne by the government. In the remaining Territories, it ranged from 53.8 per cent in Delhi to 87.8 per cent in Manipur. The contribution from local board funds was negligible in Territories except in Delhi, where it was nearly 43 per cent. Fees, endowments and other sources played a very minor part in the primary school expenditure.

The average annual cost per pupil in a primary school amounted to Rs. 24.4 in 1956-57 (Rs. 24.1 in boys' schools and Rs. 29.5 in girls' schools) as against Rs. 23.4 in 1955-56 (Rs. 23.0 in boys' schools and Rs. 30.1 in girls' schools). Its distribution over different sources of income was: government funds Rs. 18.2, local board funds Rs. 4.8, fees and other sources (including endowments) Rs. 1.4.

### Fees

18. Primary education continued to be free in primary schools located in compulsion areas. Government and most of the local board schools also did not charge tuition fee. Fee-concessions continued to be given to pupils of indigent circumstances and to those belonging to scheduled castes, scheduled tribes and other backward classes. Efforts were, however, being made by most of the State governments to make primary education totally free in schools under all managements in partial compliance of Article 45.

of the Constitution. Uttar Pradesh took some concrete steps in this direction by abolishing tuition fees in classes I to III with effect from 1st July, 1956, in all kinds of schools in which basic curriculum was followed. The loss to local bodies and private institutions on this account was reimbursed by the State at a total cost of Rs. 7,41,463. Most of the State governments could not carry out their programmes in this connection due to lack of funds.

### **School Buildings**

19. The general state of affairs of buildings was unsatisfactory in almost all the States and Territories. Most of the schools continued to be housed in rented or rent-free buildings, which were ill-ventilated, ill-lighted and unsuitable for schooling purposes. With the diversion of most of the available funds to the expansion of primary education, many of the States felt that the school buildings problem could not be satisfactorily solved unless local public came forward with substantial assistance in the form of money, material and labour. However, every effort was made to solve the problem within the limited resources at the command of the State governments, a brief account of which is given below :

In Bihar, the State government, besides sanctioning a sum of Rs. 1,94,096 for the repairs of the buildings, decided to continue the strength of the Building Research Unit on permanent basis at an estimated cost of Rs. 15,204 recurring. The district building committees in Bombay completed the construction of 354 school buildings during the year at a cost of Rs. 30,18,378, besides 734 buildings which were under construction. The Government of Jammu and Kashmir provided a sum of Rs. 10 lakhs for school buildings. A provision of Rs. 51,36,000 was made for building grants to local bodies and private managements in Madhya Pradesh. In Madras, about 700 school buildings were under construction during 1956-57. The Government of Orissa sanctioned a sum of Rs. 10,51,596 for school buildings including repairs. The Government of Uttar Pradesh paid a grant of Rs. 24 lakhs to local boards for school buildings under their developmental schemes. In West Bengal, buildings of 317 primary schools were improved with a grant of Rs. 5,70,145 sanctioned under the Local Development Works Programmes. Two primary school houses were constructed by the Public Works Department at a cost of Rs. 3,754 in Manipur, in addition to repairs and extensions of buildings which involved a sum of Rs. 23,818.

### **Equipment**

20. Although sufficient progress was maintained towards equipping all the primary schools with adequate teaching appliances and apparatus etc., much remains to be done in this direction. Still there were many schools particularly lower classes, which were without the most essential equipment such as black-boards, maps etc.

The Uttar Pradesh government made some special efforts during the year to improve craft classes by sanctioning a recurring grant of Rs. 31,15,406 to local boards for essential equipments and other apparatus.

## CHAPTER IV

### BASIC EDUCATION

1. Having accepted Basic education as the national system of education, formulation of a dynamic programme to integrate this system into all elementary schools was the main task confronting the Central and State governments. The doubts about and the prejudices against this system, short supply of basic trained teachers, meagre finances, lack of material and equipment, etc., stood in the way of smooth progress in this field. Notwithstanding these handicaps, there was a good deal of expansion of facilities for Basic education during the year. Conversion of conventional type of elementary schools and teachers' training institutions, opening of new basic schools and progressive introduction of crafts to facilitate the change over to basic pattern, were some of the significant steps taken in this direction.

2. During 1956-57, development programmes were planned on a partnership basis between the Central and the State governments so that Central assistance was also made available for States' schemes included in the Second Plan unlike in the First Plan, where Central assistance for Basic and Elementary education was provided for centrally sponsored schemes only. The quantum of Central assistance was at the rate of 60 per cent of recurring and non-recurring expenditure and an amount of Rs. 151.20 lakhs was sanctioned to the State governments on various schemes of Basic education. Besides, a sum of Rs. 5.29 lakhs was sanctioned to various voluntary organisations working in the field of Pre-primary and Basic education.

3. The Central Advisory Board of Education at its 24th meeting held in January, 1957 considered the reports of the Standing Committee on Basic Education and Assessment Committee on Basic Education and, *inter alia*, made the following recommendations :

- (i) A horizontal approach should be made towards the expansion of Basic education *i.e.*, instead of confining basic schools to compact areas only, all schools of the first standard should be taken for conversion and other standards taken step by step every year. To maintain the requisite supply of teachers, the States should undertake programmes for training and retraining basic teachers in large numbers.
- (ii) All the existing training schools should be converted into basic pattern, as already recommended by the Education Ministers' conference. A programme of retraining the staff of basic training schools should be undertaken and no new non-basic training school should be opened.
- (iii) Such elements of Basic education as could be introduced in non-basic schools without incurring considerable expenditure should be immediately introduced.
- (iv) English should be introduced in senior basic schools in States where it did not find a place in the curriculum of such schools to overcome the difficulty of students passing from senior basic schools in getting admission to high schools.



- (v) It endorsed the recommendations of the Sub-committee appointed by the Standing Committee on Basic Education to examine the question of admission into universities of boys passing out of post-basic schools.

The Board also considered the question of the expansion of Basic education through the "compact area technique" and endorsed the view of the Standing Committee on Basic Education that the technique was acceptable in so far as full-fledged basic schools were concerned, provided compact areas were fully and progressively expanded. According to the scheme, a compact area of about a hundred villages was to be selected around a basic training institution in each district. This area should expand as time passes and work gets consolidated. If, however, in a particular area no basic training institution exists, then an ordinary training institution is to be selected and converted into basic type.

4. Teacher being the focal point in the system of education, efforts were made to better his lot as far as possible. Under a scheme in the Second Plan for the improvement of salary scales of primary and junior basic school teachers, Central assistance at the rate of 50 per cent of the additional expenditure was sanctioned to State governments.

5. The National Institute of Basic Education, which was set up in 1955-56 to help the expansion of Basic education on sound lines, started functioning during the current year.

### **Main Developments**

6. A concise account of the achievements in the field of Basic education is given below :

#### **Andhra Pradesh**

During the year, the number of junior basic schools in the State increased from 685 to 989 and that of senior basic ones from 44 to 56. The number of students on rolls in these schools rose by about 75 per cent to 1,25,369. 37 basic training schools in the State enrolled 4,087 pupil teachers.

In order to promote production of literature on Basic education and exchange of ideas in this field, the State government decided the publication of a quarterly journal on Basic education at an estimated expenditure of Rs. 1,000 per annum. A revised basic school syllabus, drafted by a specially constituted committee, was under consideration.

In the areas of the erstwhile Andhra State, the policy of developing compact areas with about 30 to 50 schools around each basic training school was continued. The ban on opening basic schools outside compact areas was removed and basic schools were permitted to be opened outside the compact areas also.

#### **Assam**

The year 1956-57 witnessed an increase of 383 basic schools in the State—370 junior basic (from 612 to 982) and 13 senior basic (from 28 to 41). This was partly due to the conversion of non-basic schools to basic type. As a result, the enrolment registered a rise of more than 41 thousands over that in the previous year. The 19 teachers' training schools for Basic education provided training facilities for over a thousand pupil teachers.

## Bihar

Basic education continued to make rapid strides in the State. The number of junior basic schools rose from 1,401 to 1,657 in 1956-57, senior basic schools from 573 to 619 and post basic schools from 15 to 21. These schools enrolled 97,662; 86,939 and 2,958 students respectively. 62 basic training schools and 3 basic training colleges together with classes attached to other institutions had 6,500 and 397 trainees undergoing basic training.

With the object of thrashing out problems of Basic education, a seminar was held at Patna in July 1956, in which officers of basic institutions participated. The State government launched a programme for the expansion and improvement of 400 selected senior basic schools during the Second Five Year Plan and decided to replace the matriculate basic trained headmasters by graduate basic trained ones. The report of the Bihar Primary, Middle, Basic and Social Education Enquiry Committee was submitted to the State Legislature. In order to keep the basic teachers abreast of latest developments in this field of education, 21 graduate teachers of basic institutions were deputed to Sevagram for 8 months' refresher course. Similarly 8 teachers were sent for advanced training in crafts at the Central Training Institute for Instructors, Koni, Bilaspur.

## Bombay

The number of senior basic schools in the State registered an increase of about 1,700 during 1956-57. This was due largely to the upgrading of junior basic schools and the conversion of upper primary schools. The number of students in these schools rose by more than 3 lakhs over the previous year. Comparatively the increase in the number of junior basic schools was meagre (146). However, the enrolment in these schools decreased by 29,444. This decrease is attributable to the conversion of a number of single teacher primary schools into basic type and the raising of the standard of existing junior basic schools into senior basic. With a view to keep up the supply of basic trained teachers, 28 basic teachers' training schools and basic teachers' training colleges were added during the year.

Besides the opening of new basic institutions and the conversion of conventional ones into basic type, another step taken in the direction of expansion of Basic education in the State was the reorganisation of Basic Compact areas. The jurisdiction of these areas was enlarged to include more than 20 to 30 schools taken up for intensive work.

Side by side with the quantitative expansion of Basic education, qualitative aspect was also improved. With the object of increasing the professional competence of the teachers, grants were paid to 8 training colleges to organise in-service training courses. Exhibitions were organised at various places in the State for the propagation of Basic education. Besides, conferences and seminars were organised to survey the progress of Basic education and find out ways and means of spreading it.

## Kerala

The number of junior basic schools in the State increased from 344 to 391 and senior basic from 84 to 97 during 1956-57. The number of students reading in these schools increased by 23,340 and 3,770 to 76,840 and 31,049 respectively. 18 basic teachers' training schools had 1,865 pupil teachers on their rolls.

The programme for the conversion of non-basic primary schools into basic type was continued during the year and 51 such schools were brought on the basic pattern.

### **Madhya Pradesh**

The conversion of conventional schools and the opening of new basic schools resulted in a rise in their number by 528 to 1,832 (1,641 junior basic and 191 senior basic). The number of students in junior basic schools increased from 86,451 to 1,18,893 and in senior basic schools from 45,004 to 46,370. 42 training schools and 2 training colleges together with the classes attached to other institutions enrolled 4,940 and 178 scholars respectively.

To meet the requirements of basic trained teachers, all normal schools in the State excepting four were brought on basic lines.

### **Madras**

The State reported 1,654 junior basic and 273 senior basic schools with 1,77,814 and 75,041 scholars reading therein. The strength of 3 post basic schools was 105 boys and 74 girls. Besides, 82 basic teachers' training schools provided training facilities to 9,867 pupil teachers.

To pave the way for the development of Basic education, a scheme for the training of administrative officers in Basic education was drawn up and implemented with the approval of Hindustani Talimi Sangh. 19 officers of Madras Educational Service were trained during the year. Besides, 36 graduate trained teachers, 1,422 elementary and secondary trained teachers were retrained in Basic education in courses of 5 months and 3 months respectively.

The Sarvodaya Sammelan and the 11th All-India Basic Education Conference were held at Kancheepuram in May-June 1956. The presence of Acharya Vinoba Bhave and the President of the Republic of India made the sessions historic. In addition, two Regional Basic Education Conferences were held—one at Bhavanisagar for the Coimbatore Division and the other at Vedaranyam for Madurai Division during February-March, 1957, where officials and non-officials had an opportunity to discuss their problems threadbare.

### **Mysore**

The large scale conversion of elementary schools into basic type and the upgrading of junior basic schools into senior basic, resulted in the addition of 542 to the number of basic schools in the State. These schools enrolled 2.98 lakhs of students—nearly 74,000 more than the previous year. 23 training schools and 2 training colleges provided training to 2,834 and 73 trainees.

In the interest of effective supervision of Basic education in the State, six officers of the education department were deputed to Wardha for three months' training.

### **Orissa**

The number of senior basic schools in the State increased by 2 to 18 during 1956-57 due to the raising of the standard of 2 junior basic schools to senior basic. Consequently, the number of junior basic schools decreased by 2 to 365. These schools provided educational facilities to 2,578 and

22,600 students. The year also witnessed the addition of a post basic school raising their number to 2. 74 students were on the rolls of these schools. The number of basic training schools and college continued to be the same (6 and 1) as in the previous year.

### **Punjab**

With the starting of 2 Post-Graduate Basic Training Colleges—Chhotu Ram College of Education, Rohtak and Government Post-Graduate Basic Training College, Dharamsala, the number of such colleges in the State rose from 6 to 8 during 1956-57. The number of students in B.Ed. B.T. classes stood at 745. With the conversion of 7 non-basic training schools into basic type, the number of basic teachers' training schools rose to 28. These schools together with the attached classes provided training facilities to more than 8,000 trainees. The number of junior basic school rose by 108 to 503, while that of senior basic ones remained unchanged at 6. Correspondingly the enrolment in the basic schools increased from 37,873 to 58,409.

The State government organised seminars and refresher courses at several places to acquaint teachers with the basic pattern of education.

### **Rajasthan**

Of the 783 basic schools in the State, 748 were junior basic and the remaining 35 senior basic. The corresponding figures for 1955-56 were 60 and 14 respectively. These schools enrolled 47,836 and 4,758 students respectively. Besides, 24 training schools and 3 training colleges together with attached training classes had 2,153 and 337 pupil teachers reading in them.

With a view to pave the way for the eventual conversion of conventional primary schools to basic type, crafts suited to various localities were introduced in 200 schools.

### **Uttar Pradesh**

During the year there were 33,321 basic primary schools in the State having 29,15,286 (23,96,485 boys and 5,18,801 girls) students on their rolls. Due to the closure of the three uneconomical training schools, their number decreased to 94. But the number of trainees undergoing basic training increased from 5,900 to 6,005. The enrolment in the 5 training colleges went down from 355 to 293.

Extension of the duration of the course from one year to two years in the junior basic training colleges at Allahabad, Lucknow and Muzaffar nagar was a significant development during the year. To improve the condition of existing junior basic schools maintained by district and municipal boards, grants amounting to Rs. 33.5 lakhs were paid for the purchase of equipment, contingencies and buildings. Under the scheme for the introduction of crafts in junior high schools, various crafts viz. Spinning and Weaving, Wood Craft, Tailoring, Leather Craft and Metal Craft, were introduced in about 235 schools.

### **West Bengal**

During 1956-57, 707 junior basic schools were functioning in the State as against 589 in the previous year with 76,082 students on rolls as against 64,412 in 1955-56. 63 senior basic schools provided education to 5,008 children. The number of teachers training schools increased from 12 to 14 but that of colleges remained 2 as in 1955-56.

The research laboratory set up at the Basic Training College, Banipur, continued to carry on research work on Basic education in collaboration with the Bureau of Educational and Psychological Research at David Hare Training College, Calcutta. A condensed course of six months in Basic education was organised at the Post-Graduate Basic Training College, Banipur, to familiarise the inspecting officers with the implications of this field of education.

#### **A. & N. Islands**

The enrolment in the 5 junior basic schools continued to be almost the same as in the previous year.

#### **Delhi**

The number of senior basic schools in Delhi increased by 10 to 54 as a result of the upgrading of junior basic schools to senior basic ones. The combined enrolment in both types of schools recorded a slight rise of over 300. The two teachers' training schools did not admit any students during the year under report but organised some refresher courses in Basic education for the teachers already working in schools. The Teachers' Training Institute, Jamia Millia had 43 trainees for the junior basic training course and 68 for the senior basic training course.

#### **Himachal Pradesh**

Due to the opening of additional basic schools and large scale conversion of non-basic primary schools into basic type, the number of junior basic schools increased from 83 to 212. But the number of senior basic schools remained unchanged at 3, with practically no variation in enrolment. The opening of an additional teachers' training school resulted in an increase of 61 in enrolment during 1956-57. The number of students in the only training college was 23.

#### **Manipur**

The only junior basic school in the State had 103 students on rolls. The basic training institute trained 78 trainees including 6 girls.

#### **Tripura**

With the conversion of 35 primary schools into basic ones, the number of junior basic schools in the State rose to 79 during 1956-57. However, there was no change in the number of senior basic schools which stood at 11. These schools enrolled 4,081 pupils more than the previous year.

The post-graduate basic training college, which provided facilities for the training of teachers for junior basic schools also, trained 63 teachers (including 21 women) for junior basic schools and 26 teachers for senior basic ones.

#### **N. E. F. A.**

7 junior basic schools in the territory provided educational facilities to 218 students. The basic teachers' training school at Margherita enrolled 28 pupil teachers.

During the year, 16 officials were deputed for 9 months' training in Basic education at Sevagram.

## Main Statistics

### Schools

7. During the year under report, the number of basic schools (junior, senior and post basic) in the country rose from 47,832 to 53,804, the rate of increase being 12.5 per cent. Their distribution was—junior basic schools 13,560, basic primary schools 33,321 (all in U.P.), senior basic schools 6,897 and post basic schools 26. The corresponding figures for the previous year were—junior basic 11,073, basic primary 31,898, senior basic 4,842 and post basic 19. Only the States of Bihar, Madras and Orissa reported post basic schools. Of the junior basic schools 35.2 per cent were managed by the government as against 45 per cent by local boards and 19.8 per cent by private bodies. 2.2 per cent of the basic primary schools were under the control of government, 90.8 per cent under local boards and 7 per cent under private bodies. The relevant figures for senior basic schools were 13.1, 79.4 and 7.5 respectively. More than half of the post basic schools were under the control of government.

State-wise distribution of basic schools of various grades in different States and Union Territories is given in table XXXI. It will be observed that basic schools of one type or the other existed in all the States and Territories excepting Jammu and Kashmir, L. M. & A. Islands and Pondicherry. Among the States, the highest increase in the number of basic schools was recorded by Bombay (1,835), followed by Uttar Pradesh (1,423). Orissa came at the other end by reporting only one additional school during 1956-57. Among the territories, Himachal Pradesh reported an increase of 129 schools and Tripura 35, whereas in Delhi the number of basic schools went down by 1.

### Pupils

8. The total number of pupils in all the basic schools during 1956-57 stood at 58,61,516 as against 50,62,584 in 1955-56, giving an increase of 15.8 per cent. Of the total, 41,27,519 students (including 8,61,066 girls) were in junior basic schools, 17,30,786 (including 4,88,274 girls) in senior basic schools and the remaining 3,211 (including 99 girls) in post basic schools. Compared with the corresponding enrolment figures for the previous year, the junior and senior basic schools showed an increase of 10.6 and 30.2 per cent respectively, while in post basic schools it was of the order of 35.1 per cent.

Table XXXII gives an idea of the number of boys and girls reading in basic schools in the various States and Territories during 1955-56 and 1956-57. It will be evident that the enrolment rose in almost all the constituent units though the increase was uneven. As in the case of schools, the highest increase in the number of students on rolls was registered by Bombay (2,89,061), followed by Uttar Pradesh (1,77,459), while Orissa recorded the minimum of 1,698. The position in the case of A. & N. Islands and Manipur remained almost static. The enrolment in junior basic schools increased in all the States except Bombay and Delhi, where the decrease was due to the raising of the standard of some of the junior basic schools into senior basic. In the case of senior basic schools, only Punjab and Tripura

Table XXXI—Number of Basic Schools

State	Junior Basic Schools				Senior Basic Schools				Post Basic Schools				Total		Increase (+) or Decrease (—)
	For Boys		For Girls		For Boys		For Girls		For Boys		For Girls		1955-56	1956-57	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Andhra Pradesh . . .	685	984	..	5	44	56	..	..	..	..	..	..	729	1,045	+ 316
Assam . . . . .	599	953	13	29	26	38	2	3	..	..	..	..	640	1,023	+ 383
Bihar . . . . .	1,397	1,634	4	23	566	611	7	8	15	21	..	..	1,989	2,297	+ 308
Bombay . . . . .	2,255	2,413	149	137	2,588	4,155	253	375	..	..	..	..	5,245	7,080	+ 1,835
Kerala . . . . .	344	390	..	..	84	97	..	..	..	..	..	..	428	487	+ 59
Madhya Pradesh . . .	1,109	1,638	1	3	194	191	..	..	..	..	..	..	1,304	1,832	+ 528
Madras . . . . .	1,677	1,654	..	..	239	273	..	..	2	2	1	1	1,919	1,930	+ 11
Mysore . . . . .	489	810	12	27	634	807	60	93	..	..	..	..	1,195	1,737	+ 542
Orissa . . . . .	367	365	..	..	16	18	..	..	1	2	..	..	384	385	+ 1
Punjab . . . . .	312	366	83	137	5	5	1	1	..	..	..	..	401	509	+ 108
Rajasthan . . . . .	571	709	33	39	14	29	..	6	..	..	..	..	618	783	+ 165
Uttar Pradesh . . . .	29,202*	30,322*	2696*	2,999*	..	..	..	..	..	..	..	..	31,898*	33,321*	+ 1,423*
West Bengal . . . . .	584	697	5	10	51	63	..	..	..	..	..	..	640	770	+ 130
A. & N. Islands . . .	5	5	..	..	..	..	..	..	..	..	..	..	5	5	..
Delhi . . . . .	185	174	70	70	31	42	13	12	..	..	..	..	299	298	— 1
Himachal Pradesh . .	83	211	..	1	3	3	..	..	..	..	..	..	86	215	+ 129
Manipur . . . . .	1	1	..	..	..	..	..	..	..	..	..	..	1	1	..
Tripura . . . . .	33	68	..	..	11	11	..	..	..	..	..	..	44	79	+ 35
N.E.F.A. . . . .	7	7	..	..	..	..	..	..	..	..	..	..	7	7	..
<b>India . . . . .</b>	<b>39,905</b>	<b>43,401</b>	<b>3,066</b>	<b>3,480</b>	<b>4,506</b>	<b>6,399</b>	<b>336</b>	<b>498</b>	<b>18</b>	<b>25</b>	<b>1</b>	<b>1</b>	<b>47,832</b>	<b>53,804</b>	<b>+ 5,972</b>

\*Basic Primary Schools.

Table XXXII—Number of

State	In Junior Basic Schools				In Senior Basic Schools			
	Boys		Girls		Boys		Girls	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7	8	9
Andhra . . . . .	39,767	79,635	22,031	32,107	6,366	10,165	3,149	3,462
Assam . . . . .	28,368	53,216	16,439	30,299	2,135	3,800	1,373	2,002
Bihar . . . . .	72,287	84,776	10,412	12,846	71,843	77,250	8,557	9,689
Bombay{ . . . . .	1,72,384	1,53,188	75,714	65,466	6,36,220	8,49,366	2,55,688	3,61,047
Kerala . . . . .	29,482	44,500	24,018	32,340	16,589	19,181	10,690	11,868
Madhya Pradesh . . . . .	78,470	1,07,718	7,981	11,175	141,734	42,843	3,268	3,527
Madras . . . . .	1,11,416	1,12,680	63,762	65,134	42,293	46,838	24,262	28,203
Mysore . . . . .	31,111	44,370	13,879	23,021	1,37,392	1,67,489	41,984	63,448
Orissa . . . . .	15,591	16,43	5,734	6,161	1,754	2,069	430	509
Punjab . . . . .	25,468	38,629	9,918	17,342	2,464	2,408	23	30
Rajasthan . . . . .	30,193	40,416	5,665	7,420	2,900	4,432	86	326
Uttar Pradesh . . . . .	22,53,231*	23,96,485*	4,84,596*	5,18,801*	..	..	..	..
West Bengal . . . . .	45,513	52,940	18,899	23,142	3,749	4,399	469	609
A. & N. Islands . . . . .	167	152	61	75	..	..	..	..
Delhi . . . . .	18,700	17,876	7,510	7,907	7,518	9,387	3,538	2,918
Himachal Pradesh . . . . .	4,486	16,535	629	4,287	956	959	72	72
Manipur . . . . .	94	97	7	6	..	..	..	..
Tripura . . . . .	4,537	6,619	1,746	3,501	1,607	1,926	639	564
N.E.F.A. . . . .	169	182	24	36	..	..	..	..
India . . . . .	29,61,434	32,66,453	7,69,025	8,61,066	9,75,520	12,42,512	3,54,228	4,88,271

\*Pupils in Bas



## Pupils in Basic Schools

In Post Basic Schools				Total		Increase (+) or Decrease (-)	State
Boys		Girls		1955-56	1956-57		
1955-56	1956-57	1955-56	1956-57			14	15
10	11	12	13	14	15	16	17
..	..	..	..	71,313	1,25,369	+ 54,056	Andhra
..	..	..	..	48,315	89,317	+ 41,002	Assam
2,199	2,939	5	19	1,65,303	1,87,519	+ 22,216	Bihar
..	..	..	..	11,40,006	14,29,067	+2,89,061	Bombay
..	..	..	..	80,779	1,07,889	+ 27,110	Kerala
..	..	..	..	1,31,453	1,65,263	+ 33,810	Madhya Pradesh
85	105	43	74	2,41,861	2,53,034	+ 11,173	Madras
..	..	..	..	2,24,366	2,98,328	+ 73,962	Mysore
42	68	3	6	23,554	25,252	+ 1,698	Orissa
..	..	..	..	37,873	58,409	+ 20,536	Punjab
..	..	..	..	38,844	52,594	+ 13,750	Rajasthan
..	..	..	..	27,37,827*	29,15,286*	+1,77,459	Uttar Pradesh
..	..	..	..	68,630	81,090	+ 12,460	West Bengal
..	..	..	..	228	227	- 1	A. & N. Islands
..	..	..	..	37,266	38,088	+ 822	Delhi
..	..	..	..	6,143	*21,853	+ 15,710	Himachal Pradesh
..	..	..	..	101	103	+ 2	Manipur
..	..	..	..	8,529	12,610	+ 4,081	Tripura
..	..	..	..	1 92	218	+ 25	N.E.F.A.
2,326	3,112	51	99	50,62,584	58,61,516	+7,98,932	India

Primary Schools.

8—5 M. of Edu./59.

Table XXXIII—Number of

State	In Junior Basic Schools				In Senior Basic Schools				In Post Basic Schools			
	Men		Women		Men		Women		Men		Women	
	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Trained	Untrained	Trained	Untrained
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra . . .	2,176	1,212	297	45	365	138	34	1	..	..	..	..
Assam . . .	1,501	514	283	183	139	29	67	7	..	..	..	..
Bihar . . .	2,561	760	49	21	3,524	327	220	5	165	28	..	..
Bombay . . .	2,574	2,794	642	437	18,499	8,547	4,683	2,645	..	..	..	..
Kerala . . .	1,315	8	656	10	622	17	289	5	..	..	..	..
Madhya Pradesh . . .	2,346	1,946	19	25	1,087	781	4	5	..	..	..	..
Madras . . .	3,709	80	1,709	6	1,693	95	1,042	..	8	6	1	2
Mysore . . .	1,514	462	242	66	4,656	735	786	278	..	..	..	..
Orissa . . .	838	6	11	1	116	17	2	..	2	1	..	1
Punjab . . .	1,066	36	280	28	72	..	4	1	..	..	..	..
Rajasthan . . .	1,418	423	134	15	134	84	23	4	..	..	..	..
Uttar Pradesh . . .	60,776*	12,176*	3,744*	3,700*	..	..	..	..	..	..	..	..
West Bengal . . .	1,938	537	178	31	138	96	9	3	..	..	..	..
A. & N. Islands . . .	1	6	1	..	..	..	..	..	..	..	..	..
Delhi . . .	659	..	221	1	320	..	62	..	..	..	..	..
Himachal Pradesh . . .	343	159	27	15	16	15	..	..	..	..	..	..
Manipur . . .	5	..	..	..	..	..	..	..	..	..	..	..
Tripura . . .	135	175	23	84	69	33	9	..	..	..	..	..
N. E. F. A. . . .	9	3	..	1	..	..	..	..	..	..	..	..
India . . .	84,884	21,297	8,516	4,669	31,450	10,914	7,234	2,954	175	35	1	3

## Teachers in Basic Schools

In All Schools			Percentage of Trained Teachers to Total Number of Teachers				Teacher Pupil Ratio				State
Trained	Un-trained	Total	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 school	
14	15	16	17	18	19	20	21	22	23	24	25
2,872	1,396	4,268	66.3	74.2	..	67.3	30	25	..	29	Andhra
1,990	733	2,723	71.9	85.1	..	73.1	34	24	..	33	Assam
6,519	1,141	7,660	77.0	91.9	85.5	85.1	29	21	15	24	Bihar
26,398	14,423	40,821	49.9	67.4	..	64.7	34	35	..	35	Bombay
2,882	40	2,922	99.1	97.6	..	98.6	39	33	..	37	Kerala
3,456	2,757	6,213	54.5	58.1	..	55.6	27	25	..	27	Madhya Pradesh
8,162	189	8,351	98.4	96.6	52.9	97.7	32	27	11	30	Madras
7,198	1,541	8,739	76.9	84.3	..	82.4	30	36	..	34	Mysore
969	26	995	99.2	87.4	50.0	97.4	26	19	19	25	Orissa
1,422	65	1,487	95.5	98.7	..	95.6	40	32	..	39	Punjab
1,709	526	2,235	78.0	64.1	..	76.5	24	19	..	24	Rajasthan
64,520	15,876	80,396	80.3	..	..	80.3	36	..	..	36	Uttar Pradesh
2,263	667	2,930	78.8	59.8	..	77.2	28	20	..	28	West Bengal
2	6	8	25.0	..	..	25.0	29	..	..	29	A. & N. Islands
1,262	1	1,263	99.9	100.0	..	99.9	29	32	..	30	Delhi
386	189	575	68.0	51.6	..	67.1	38	33	..	38	Himachal Pradesh,
5	..	5	100.0	..	..	100.0	21	..	..	21	Manipur
236	292	528	37.9	70.3	..	44.7	24	22	..	24	Tripura
9	4	13	69.2	..	..	69.2	17	..	..	17	N. E. F. A.
1,32,260	39,872	1,72,132	78.2	73.6	82.2	76.8	35	33	15	34	India

recorded a slight fall in the number of boys and girls respectively. So far as post basic schools are concerned, all the three States recorded a rise.

### Teachers

9. During the year under report, there were 1,71,918 teachers in junior basic and senior basic schools as against 1,51,019 in the previous year. Besides, there were 214 teachers in post-basic schools. Teachers in junior basic schools increased by 7.2 per cent to 1,19,366 and in senior basic schools by 32.5 per cent to 52,552.

The percentage of trained teachers in junior basic and senior basic schools during 1956-57 was 78.2 and 73.6 respectively. The corresponding figures for 1955-56 were 72.0 and 79.7 respectively. In basic primary schools (all in U.P.) this percentage came down from 80.9 to 80.3. The teacher pupil ratio in junior basic schools was the same (1 : 35) as in the previous year, while in basic primary schools, it fell from 1 : 32 to 1 : 36. The position, however, improved so far as senior basic schools are concerned, the ratio increasing from 1 : 34 to 1 : 33.

Table XXXIII gives the statistics of teachers working in the different types of schools in various States. Almost all the teachers in junior basic schools in Kerala, Madras, Orissa, Delhi and Manipur were trained, more than 75 per cent in six States, between 50 and 75 per cent in five States and less than half in three States. In Punjab and Delhi, nearly all the teachers working in senior basic schools were trained while in Bihar about 85 per cent of the teaching staff in post basic schools belonged to this category.

### Expenditure

10. The total direct expenditure on basic schools increased from Rs. 12,20,78,497 or by 16.8 per cent to Rs. 14,25,40,892. It constituted 8.9 per cent of the total direct expenditure. Of the total expenditure, Rs. 9,11,20,157 (including Rs. 5,68,28,971 on basic primary schools) were expended on junior basic schools, Rs. 5,09,26,321 on senior basic schools and the remaining Rs. 4,94,414 on post basic schools. The details of the total expenditure on these schools according to sources of income are given in table XXXIV.

The government contribution to the expenditure increased from 76.1 per cent to 78.5 per cent and that of other sources from 1.3 per cent to 1.4 per cent, while the expenditure borne by the local boards, fees and endowments decreased from 18.4 per cent to 16.9 per cent, 4.4 per cent to 2.8 per cent and 0.4 per cent to 0.3 per cent respectively.

The average annual cost per scholar in these schools separately worked out as under :

Junior Basic Schools	..	Rs. 28.3
Basic Primary Schools	..	Rs. 19.5
Senior Basic Schools	..	Rs. 29.4
Post Basic Schools	..	Rs. 154.0

**Table XXXIV—Direct Expenditure on Basic Schools by Sources**

Source	Junior Basic		Basic Primary		Senior Basic		Post Basic		All Schools	
	Amount	Percent- age	Amount	Percent- age	Amount	Percent- age	Amount	Percent- age	Amount	Percent- age
1	2	3	4	5	6	7	8	9	10	11
	Rs.		Rs.		Rs.		Rs.		Rs.	
Government Funds . . . . .	2,90,62,959	84.7	3,99,14,627	70.2	4,24,86,936	83.4	3,79,271	76.7	11,18,43,793	78.5
Local Board Funds . . . . .	46,92,125	13.7	1,36,11,263	23.9	57,97,080	11.4	..	..	2,41,00,468	16.9
Fees . . . . .	1,02,686	0.3	27,03,763	4.8	10,91,102	2.2	19,565	4.0	39,17,116	2.8
Endowments . . . . .	1,98,612	0.6	35,665	0.1	2,20,866	0.4	39,399	8.0	4,94,542	0.3
Other Sources . . . . .	2,34,804	0.7	5,63,653	1.0	13,30,337	2.6	56,179	11.3	21,84,973	1.5
<b>Total . . . . .</b>	<b>3,42,91,186</b>	<b>100.0</b>	<b>5,68,28,971</b>	<b>100.0</b>	<b>5,09,26,321</b>	<b>100.0</b>	<b>4,94,414</b>	<b>100.0</b>	<b>14,25,40,892</b>	<b>100.0</b>

Table XXXV—Direct Expenditure

State	On Junior Basic Schools		On Senior Basic Schools		On Post Basic Schools	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra . . . . .	15,86,261	32,23,566	2,96,512	5,29,273	..	..
Assam . . . . .	10,91,134	16,69,938	1,20,404	1,79,369	..	..
Bihar . . . . .	14,77,345	17,86,572	37,30,576	41,35,197	3,68,729	4,28,013
Bombay . . . . .	67,24,008	67,42,119	2,51,74,628	3,37,95,223	..	..
Kerala . . . . .	9,27,716	14,11,328	6,41,627	7,51,931	..	..
Madhya Pradesh . . . . .	20,50,849	31,71,532	21,41,760	14,99,463	..	..
Madras . . . . .	41,59,443	46,13,100	22,07,146	22,23,740	21,726	52,362
Mysore . . . . .	14,38,262	18,83,263	53,05,918	59,65,048	..	..
Orissa . . . . .	8,10,429	8,21,277	1,20,193	1,48,186	16,068	14,039
Punjab . . . . .	11,92,977	15,30,932	1,25,373	1,28,474	..	..
Rajasthan . . . . .	21,80,728	27,28,630	1,58,248	4,86,212	..	..
Uttar Pradesh* . . . . .	5,34,63,945	5,68,28,971	..	..	..	..
West Bengal . . . . .	19,00,666	19,83,355	2,18,933	2,68,261	..	..
A. & N. Islands . . . . .	10,857	12,371	..	..	..	..
Delhi . . . . .	14,75,031	14,45,535	2,45,870	6,33,476	..	..
Himachal Pradesh . . . . .	1,88,289	6,03,331	38,188	37,001	..	..
Manipur . . . . .	7,800	4,598	..	..	..	..
Tripura . . . . .	3,02,461	5,74,614	74,117	1,45,467	..	..
N.E.F.A. . . . .	84,280	85,125	..	..	..	..
India . . . . .	8,10,72,481	9,11,20,157	4,05,99,493	5,09,26,321	4,06,523	4,94,414

\*Basic Primar

## on Basic Schools by States

Total		Increase(+) or Decrease(-)	Percentage of Expenditure on Basic Schools to Total Direct Expenditure on Education	Percentage of Expenditure met from					State
1955-56	1956-57			Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.							
18,82,773	37,52,839	+ 18,70,066	3.1	82.8	15.9	0.3	0.2	0.8	Andhra
12,11,538	18,49,307	+ 6,37,769	5.3	98.5	0.2	0.3	0.8	0.2	Assam
55,76,650	63,49,782	+ 7,73,132	7.3	74.8	20.2	0.7	0.2	4.1	Bihar
3,18,98,636	4,05,37,342	+ 86,38,706	13.2	83.5	12.0	2.2	0.1	2.2	Bombay
15,69,343	21,63,259	+ 5,93,916	2.6	75.1	22.7	0.2	0.5	1.5	Kerala
41,92,609	46,70,995	+ 4,78,386	5.4	85.0	14.4	0.3	..	0.3	Madhya Pradesh
63,88,315	68,89,202	+ 5,00,887	4.8	74.7	19.6	0.4	4.8	0.5	Madras
67,44,180	78,48,311	+ 11,04,131	9.2	85.7	9.3	1.5	..	3.5	Mysore
9,46,690	9,83,502	+ 36,812	3.4	95.8	..	..	1.9	2.3	Orissa
13,18,35	16,59,406	+ 3,41,056	1.7	87.9	9.8	0.9	0.6	0.8	Punjab
23,38,976	32,14,842	+ 8,75,866	6.1	99.7	..	0.1	0.1	0.1	Rajasthan
5,34,63,945	5,68,28,971	+ 33,65,026	25.2	70.2	23.9	4.8	0.1	1.0	Uttar Pradesh*
21,19,599	22,51,616	+ 1,32,017	1.3	79.9	15.3	2.8	0.6	1.4	West Bengal
10,857	12,371	+ 1,514	5.2	96.9	..	..	..	3.1	A. & N. Islands
17,20,901	20,79,011	+ 3,58,110	4.5	100.0	..	..	..	0.0	Delhi
2,26,477	6,40,332	+ 4,13,855	12.1	99.4	..	0.6	..	..	Himachal Pradesh
7,800	4,598	- 3,202	0.2	100.0	..	..	..	..	Manipur
3,76,578	7,20,081	+ 3,43,503	14.7	99.9	..	..	..	0.1	Tripura
84,280	85,125	+ 845	10.6	100.0	..	..	..	..	N.E.F.A.
12,20,78,497	14,25,40,892	+ 2,04,62,395	8.9	78.5	16.9	2.8	0.3	1.5	India

Table XXXVI—Statistics

State	Number of Basic Training Schools	Enrolment*			Total Expenditure
		Men	Women	Total	
1	2	3	4	5	6
Andhra . . . . .	37	3,717	370	4,087	Rs. 12,19,474
Assam . . . . .	19	810	207	1,017	6,58,915
Bihar . . . . .	62	5,942	558	6,500	18,75,193
Bombay . . . . .	118	10,769	4,364	15,133	37,23,640
Jammu & Kashmir . . . . .	8	330	157	487	2,52,074
Kerala . . . . .	18	1,072	793	1,865	3,98,547
Madhya Pradesh . . . . .	42	4,624	316	4,940	14,46,188
Madras . . . . .	82	7,073	2,794	9,867	13,88,104
Mysore . . . . .	23	2,316	518	2,834	8,46,000
Orissa . . . . .	6	368	2	370	95,949
Punjab . . . . .	28	6,180	2,095	8,275	5,73,316
Rajasthan . . . . .	24	2,005	148	2,153	11,68,391
Uttar Pradesh . . . . .	94	5,190	815	6,005	25,24,016
West Bengal . . . . .	14	664	144	808	2,02,536
Delhi . . . . .	2†	30	13	43	98,768
Himachal Pradesh . . . . .	2	160	38	198	57,361
Manipur . . . . .	1	76	8	84	13,077
Tripura . . . . .	..	43	23	66	..
N.E.F.A. . . . .	1	27	1	28	58,080
<b>India . . . . .</b>	<b>581</b>	<b>51,396</b>	<b>13,364</b>	<b>64,760</b>	<b>1,65,99,629</b>

\*Includes enrolment in attached classes.

†There was no admission in 1956-57.



## of Teachers' Training (Basic) Schools

Average Annual Cost Per Pupil	Out Put			State
	Men	Women	All Persons	
7	8	9	10	11
Rs. 302.3	1,627	245	1,872	Andhra
647.9	605	175	780	Assam
288.5	4,856	348	5,204	Bihar
246.1	6,433	2,774	9,207	Bombay
517.6	321	154	475	Jammu & Kashmir
304.2	726	473	1,199	Kerala
292.8	4,354	215	4,569	Madhya Pradesh
134.1	2,794	815	3,609	Madras
298.5	1,156	171	1,327	Mysore
259.3	220	1	221	Orissa
182.4	2,450	1,048	3,498	Punjab
561.2	1,750	139	1,889	Rajasthan
419.6	3,183	404	3,587	Uttar Pradesh
270.8	641	138	779	West Bengal
..	30	13	43	Delhi
289.7	145	28	173	Himachal Pradesh
155.7	72	6	78	Manipur
..	42	21	63	Tripura
2,074.3	27	1	28	N.E.F.A.
<b>280.1</b>	<b>31,432</b>	<b>7,169</b>	<b>38,601</b>	<b>India</b>

**Table XXXVII—Statistics of Teachers' Training (Basic) Colleges**

State	No. of Basic Training Colleges	Enrolment*			Total Expenditure	Average Annual Cost per Pupil	Out-Put		
		Men	Women	Total			Men	Women	All Persons
1	2	3	4	5	6	7	8	9	10
					Rs.	Rs.			
Andhra . . . . .	1†	..	..	..	18,761	..	..	..	..
Bihar . . . . .	3	370	27	397	2,14,797	541.1	443	20	463
Bombay . . . . .	4	124	18	142	1,57,998	1,112.7	123	18	141
Kerala . . . . .	..	..	..	..	..	..	..	..	..
Madhya Pradesh . . . . .	2	156	22	178	2,08,569	1,171.7	152	23	175
Mysore . . . . .	2	70	3	73	1,07,549	1,473.3	69	3	72
Orissa . . . . .	1	48	..	48	41,886	872.6	48	..	48
Punjab . . . . .	8	500	245	745	4,53,883	342.8	508	237	745
Rajasthan . . . . .	3	313	24	337	2,56,977	629.8	285	22	307
Uttar Pradesh . . . . .	5	268	25	293	5,15,666	1,760.0	35	24	59
West Bengal . . . . .	2	105	33	138	1,68,200	1,218.8	56	17	73
Delhi . . . . .	..	58	10	68	..	..	58	10	68
Himachal Pradesh . . . . .	1	23	..	23	24,540	1,067.0	17	..	17
Tripura . . . . .	1	27	..	27	38,145	410.2	26	..	26
<b>India . . . . .</b>	<b>33</b>	<b>2,062</b>	<b>407</b>	<b>2,469</b>	<b>22,06,971</b>	<b>708.0</b>	<b>1,820</b>	<b>374</b>	<b>2,194</b>

\*Includes enrolment in attached classes.

†There was no admission in 1956-57,

The State-wise distribution of direct expenditure on basic schools is shown in table XXXV. With the sole exception of Manipur, all the States and Territories recorded increase in expenditure.

### Teachers' Training

11. The year witnessed further improvement in the opening of basic teachers' training schools and the conversion of those of non-basic type into basic ones. As a result, the number of such schools increased by 61 to 581 during 1956-57. These institutions together with classes, providing this training, attached to other institutions enrolled 64,760 students (51,396 men and 13,364 women). An amount of Rs. 1,65,99,629 was spent on the basic training schools. On an average, Rs. 280 were spent in training a teacher in the basic system of education. 31,432 men and 7,169 women were declared successful in this course.

Nearly one fifth of the schools in the country were located in Bombay. The other States which had good number of such schools were—Uttar Pradesh (94), Madras (82), Bihar (62) and Madhya Pradesh (42). Of the Union Territories, Delhi and Himachal Pradesh had 2 schools each, Manipur and N.E.F.A. one each, while Tripura had no such institution. Other details are given in table XXXVI.

Besides the basic teachers' training schools, there were 33 basic teachers' training colleges, which together with the attached training classes provided training facilities to 2,469 students (including 407 women). An expenditure of Rs. 22 lakhs was incurred on these schools. The average annual cost per scholar worked out to Rs. 708. The output during 1956-57 was 2,194 including 374 women. Detailed statistics are given in table XXXVII.

## CHAPTER V

### SECONDARY EDUCATION

During the year, the tempo of progress in the field of Secondary education was not only maintained but accelerated. In order to satisfy and nourish the interests, aptitudes and abilities of the pupils, increasing attention was paid to enriching the content of Secondary education by opening multipurpose schools, with diversified courses and crafts. Other significant steps towards qualitative improvement during the year were the organisation of seminars, educational workshops and extension service projects. The year also witnessed considerable expansion in the facilities for Secondary education through the opening of new secondary schools and raising the standard of existing primary schools.

2. The schemes for the reconstruction of Secondary education *i.e.* conversion of secondary schools into multipurpose type by the introduction of one or more diversified courses, improvement of existing teaching facilities, improvement of libraries and introduction of crafts in middle schools etc. were continued with central assistance at the rate of 66 per cent of the non-recurring and 25 per cent of the recurring expenditure. Besides, the Central government provided grants for the conversion of high schools into higher secondary schools. The total Central subsidy during 1956-57 amounted to Rs. 3.5 crores. 208 schools were converted into multipurpose type and 109 high schools into higher secondary.

3. The scheme for the promotion of research in problems connected with Secondary education was also continued during the year. 2 new institutes took up two new research projects in addition to 18 training colleges which had taken up the work in 1955-56. Two of the departments that have already been conducting research under this scheme took up three new projects. To review the progress under each research project under this scheme and to plan and co-ordinate research in Secondary education in the Second Plan, a seminar was organised at Ootacamund in June, 1956, in which the representatives of the training colleges/education departments concerned participated. The seminar discussed each project and made many useful suggestions to make the work more practicable and improve the quality of research.

4. The Conference of the State Education Ministers held at New Delhi in September, 1956, considered the question of the teaching of English in secondary schools and recommended that :

(a) English should be taught as a compulsory language both at the secondary and university stages.

(b) State governments should take such steps as may be considered appropriate to ensure that, at the end of the Secondary stage, students acquired adequate knowledge of English so as to be able to receive education through this language at the university level.

(c) English should not be introduced earlier than class IV. The conference also approved the following formula in regard to the study of languages at secondary schools :

(a) (i) Mother tongue (ii) or regional language (iii) or composite course of mother tongue and a regional language (iv) or a composite course of mother tongue and a classical language (v) or a composite course of regional language and classical language.

(b) English.

(c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas).

5. The Central Advisory Board of Education at its 23rd session held January, 1956, while discussing the place of English in secondary schools and resolved to invite the opinions of State governments on the advisability of adopting either of the following two/three language formulae :

1. (a) (i) Mother tongue (ii) or regional language (iii) or a composite course of mother tongue and a regional language (iv) or a composite course of mother tongue and a classical language (v) or a composite course of regional language and classical language.

(b) Hindi or English.

(c) A modern Indian or modern European language, provided it has not already been taken under (a) and (b) above.

2. (a) As above.

(b) English or a modern European language.

(c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi Speaking areas).

6. The Central Advisory Board of Education in its meeting held at New Delhi in January, 1957, reviewed the opinion expressed about the two formulae by the State governments, and the recommendations made by the Conference of Education Ministers. The Board noted with satisfaction the substantial measure of agreement on the principal recommendation underlying both the formulae, namely, the provision of compulsory study of three languages at the secondary stage. It also observed that the preponderant weight of opinion among State governments was in favour of the second formula, either in terms actually proposed by the Board or subject to certain modifications designed to give effect to the principal recommendation with due regard to local conditions. Keeping in view the substantial measure of agreement, the Board recommended that it might be accepted as the basis of an All-India policy and that all State governments should give effect to this, subject to their local conditions.

7. The Central Advisory Board of Education, at the above meeting also noted the recommendations of the seminar held at Bhopal in regard to the Reform of Examination in Secondary Schools. The main recommendations related to the general examination system, cumulative records, achievement and aptitude tests and administration and action research.

8. The All-India Council for Secondary Education continued the implementation of the following three projects undertaken by the Ministry in collaboration with Ford Foundation and the Technical Co-operation Mission.

(i) Extension Services in Training Colleges.

(ii) Seminars.

(iii) Workshops in Secondary Education.

9. The Council organised a series of regional workshops on educational evaluation and testing procedures for secondary school teachers at Delhi, Calcutta, Hyderabad, Allahabad, Jullundur and Bombay, with the help of Dr. Benjamin S. Bloom, Head of the Board of Examiners at the University of Chicago. More than 200 secondary teachers were introduced to a new concept of examination and evaluation through these workshops.

10. The Central Bureau of Educational and Vocational Guidance offered an adequate guidance service for standards VIII, X/XI in two secondary schools in Delhi as a pilot project. The following four experimental surveys were undertaken as aids to guidance practices in the schools :

- (i) Relation of curricular choice to expressed interests and vocational preferences of high school pupils (girls).
- (ii) A follow-up study of school leavers from higher secondary schools in which the pilot guidance programme has been at work.
- (iii) Vocational maturity of school leavers at the end of standards VIII and XI.
- (iv) Use of school examination marks as possible predictors of the suitability of the Curricular Choice made in the delta class.

The Bureau also produced seven vocational orientation filmstrips entitled 'In Farm and Field', 'In Workshops and Laboratory', 'Business in Business', 'Dealing with People', 'Public Administration and Private', 'Men in Uniform' and 'Crafts, Arts and Letters'. Besides, four posters on the necessity for guidance, guidance in home, in school and in the community were prepared. Two charts based on pilot surveys of the relation between Curricular Choice and expressed interests and of vocational maturity of school leavers were made on a try-out basis.

11. With a view to acquaint the school administration with the methods and aids for helping pupils of the 'delta' class in choosing their optional group of curricular subjects, a note on the procedure for selection or allocation of curricular subjects in the delta class was sent to all the multipurpose schools. In addition, a Guidance Manual for the use of teachers of secondary schools and a Guidance Folder for the parents was also prepared. 'Guidance News', which provides technical knowledge to State education departments and private educational bodies in the State for setting up guidance organisations was continued. A meet on "Educational and Vocational Guidance in Multipurpose Schools" was organised by the Bureau at Ootacamund in June, 1956, in which heads of State Bureaus, selected headmasters of multipurpose schools, Unesco and I. L. O. experts participated.

12. The Central Bureau of Text Book Research prepared the following two brochures for publication :

- (i) Text-book selection procedures in States.
- (ii) Text-book production practices in States.

The Bureau also prepared score cards for evaluating text-books in language and science at the primary level. On the basis of a comparative survey of text-book literature—both Indian and foreign—the Bureau evolved a comprehensive analysis sheet for books in History, Science and Language. In connection with the Unesco Regional Seminar at Karachi, the Bureau prepared a national report outlining the objectives of Primary education in India, curricular practices in vogue in different parts of the country and selection and production procedures. The Bureau also initiated work on a syllabus project in some selected schools of Delhi under the guidance of Dr. Henry Harap, Unesco curriculum expert.

### **Main Developments**

13. A brief account of the progress made by various States in the field of Secondary education is given below :

## Andhra Pradesh

In the erstwhile Andhra area, a non-elective pattern of curriculum for the higher secondary schools was drawn up and introduced in 15 schools. It comprised nine subjects and had provision for five diversified courses, which could be taught in multipurpose schools. During the year, the State government decided that the pay of teaching staff of Secondary education units under District Boards and Municipal Councils, where the government scales of pay have been adopted should be brought down to the local body scales of pay. Bifurcated courses—Secretarial, Engineering, Agriculture, Domestic Science, Music, Drawing and Painting and Teaching Practice were introduced in 56 schools for boys and 9 schools for girls. School fees for Forms I to VI were standardised and a uniform rate was prescribed for all Secondary schools.

In Telengana area of erstwhile Hyderabad, education was made free for all girl pupils reading in classes upto and inclusive of Form III in secondary schools and Standard VIII in elementary schools and for all boy pupils reading in classes upto and inclusive of Form I in secondary schools and standard VI in elementary schools with effect from 1956-57. Under the auspices of the All-India Council for Secondary Education, a workshop in testing and evaluation for the benefit of secondary school teachers was organised at Hyderabad for 4 days, from 8th to 12th February, 1957.

## Assam

Under the schemes for the reorganisation of Secondary education, 15 high schools were taken up for development into multipurpose schools and 4 into higher secondary schools. 15 high schools were given Rs. 13,200 each for improvement of the school libraries, introduction of craft subjects and improvement of teaching aids. Besides, 20 middle schools were given aid amounting to Rs. 1,03,000 for the above purposes.

## Bihar

The scheme for the teaching of crafts in selected middle schools was continued during the year under review. Another scheme for the training of 50 teachers as career masters in vocational guidance under the Educational and Vocational Guidance Bureau at Patna, at an estimated cost of Rs. 1,00,000 was drawn up. For the improvement of teaching of science, social studies and crafts etc., 20 non-government high schools were sanctioned a grant of Rs. 15,000 each.

A seminar on examinations and assessment in secondary schools was organised in August, 1956 at Turki under the scheme of extension services for the benefit of secondary schools. An exhibition of scientific apparatus was also organised on the occasion.

Under the scheme for the conversion of high schools into higher secondary schools, 22 non-government high schools were converted into higher secondary schools and paid a non-recurring grant of Rs. 10,000 each.

## Bombay

With a view to utilize properly the existing facilities for Secondary education in rural areas and find out the direction in which expansion should be planned, a survey of the existing facilities was initiated during the year. To ameliorate the lot of teachers in private secondary schools, a scheme of provident fund was introduced under which the employees are required to contribute at the rate of one anna for every rupee of their salary and the management half of this amount.

In Vidarbha region, the basis of grant-in-aid to secondary schools, which used to be 33 per cent of the approved expenditure, was revised during the year and grants re-assessed on the 'Deficit Formula' basis. According to this principle, the government pays a certain percentage of the net deficit in the annual accounts of the school which is worked out on the basis of the difference between the annual admissible expenditure and 90 per cent of the income from fees. The maintenance grants were payable at the following rates :

- (i) Boys' Secondary Schools in Urban Areas 75%.
- (ii) Boys' Secondary Schools in Rural Areas 85%.
- (iii) Girls' Secondary Schools in Urban Areas 80%.
- (iv) Girls' Secondary Schools in Rural Areas 90%.

The changes were to be effective on condition that the teachers in these schools are given the same salary scales as their proto-types in government schools and the schools charge the same rates of fee as in government schools.

The policy of providing diversified courses in secondary schools was continued and as many as 191 such courses were allotted to various regions. Text books for Standards X and XI written according to the revised syllabii were introduced in the areas of erstwhile Bombay in June 1956.

#### **Jammu & Kashmir**

To meet the growing public demand for facilities for Secondary education, new high schools were started and the standard of some of the existing middle schools raised.

#### **Kerala**

As a result of the re-organisation of the school pattern, classes IX to XII constituted the secondary grade. Under the reorientated system, all the three year high schools of the State are to be progressively converted into four year higher secondary schools. During the year, 33 high schools were converted into higher secondary ones.

The curriculum of the secondary schools was changed on the lines recommended by the Secondary Education Commission so as to transform them into multipurpose type through diversification of the courses. The new syllabus was introduced in class IX and text books for pupils and guide books for teachers were provided in the new subjects. Diversified courses introduced in Form IV of certain high schools in 1954-55 were extended to Form VI during 1956-57.

With a view to provide an opportunity to the heads of secondary schools to discuss problems of mutual interest, three Conferences were held in the State. Twenty headmasters of secondary schools were deputed to attend the regional seminar of headmasters organised by the Central Ministry of Education at Mysore.

#### **Madhya Pradesh**

The year witnessed the revision of grant-in-aid rules. Schools were now entitled to 75 per cent of the approved deficit in urban areas and 85 per cent in rural areas on the condition that the teachers would be paid the same scales of pay as in government schools. The Board of High School Education prepared different syllabii for higher and lower secondary schools.



In order to provide efficient management and education in rural areas, 4 high schools in Jabalpur Division were provincialised and 12 new high schools started in Narwada Division.

### Madras

In order to enrich the content of Secondary education in the State, the following schemes were implemented with the assistance of the Government of India :

- (i) Improvement of existing facilities for teaching science in 8 high schools—the maximum expenditure admissible for the purpose of grant being Rs. 50,000 per school.
- (ii) Improvement of facilities for teaching core subjects in 54 schools—Rs. 3,000 being the permissible expenditure for grant.
- (iii) Improvement of libraries in 108 schools (including 27 multipurpose). The expenditure allowed for the purpose of earning grant was Rs. 2,500 and Rs. 5,000 respectively.
- (iv) Introduction of craft in 36 schools. The maximum admissible expenditure for grant purposes was Rs. 3,000 for each school under both recurring and non-recurring.
- (v) Introduction of 36 bifurcated courses in high schools, and developing 25 high schools into multipurpose schools.

Another important development in this field of education during 1956-57 related to the exemption from the payment of school fee upto and including Form III, for all children of parents or guardians whose annual gross income from all sources does not exceed Rs. 1,200. Further the children of elementary school teachers, police constables and head-constables were granted full instead of half fee concession in Forms IV to VI of secondary schools. Another concession granted during the year related to the remission of full fee upto Form III and half fee from Forms IV to VI with effect from 1st January, 1957 in respect of children of village officers of certain places.

The State government organised a seminar in teaching social studies at Saidapet in December, 1956. Four lecturers from the training colleges were deputed to the seminar on the teaching of science at Simla. Besides, ten teachers from the training colleges participated in the All-India Workshop on Educational Evaluation and Testing held at Baroda.

### Mysore

To provide additional educational facilities of the secondary standard in the State, four government and one district board high schools were started in the ex-Mysore State area. Besides, 3 district board high schools were opened in South Kanara. Two high schools—one aided and the other municipal—were taken over by the government to improve their efficiency.

The scheme for the conversion of high schools into multipurpose type was implemented during the year and 13 high schools in Mysore, 4 in Bombay-Karnatak, 2 in ex-Coorg and 5 in Hyderabad-Karnatak areas were converted into multipurpose ones.

### Orissa

The scheme for the conversion of high schools into multipurpose or higher secondary schools was continued during 1956-57 and a sum of Rs. 2.4 lakhs approximately was spent on this account. Besides, liberal non-recurring

grants were paid to middle schools for the introduction of features of Basic education. The teaching of craft, agriculture and fruit growing was introduced in a few more schools.

The Board of Secondary Education held its first High School Certificate examination during the year under report.

### Punjab

To facilitate the change-over of secondary schools to the multipurpose pattern of education, grants amounting to Rs. 19 lakhs were paid to various high schools during the year. Under the programme of providing educational facilities for children of the age-group 11-14, more than 200 primary schools were upgraded to the middle standard.

The middle school examination, abolished in 1951-52, was revived and made compulsory for the following categories of students:

- (i) All the 8th class students of middle schools,
- (ii) 8th class students of high schools competing for high school scholarships,
- (iii) Students who joined high schools for middle school examination during the year preceding the examination, and
- (iv) Private students desirous of joining high schools in the 9th class.

### Rajasthan

During the year under review, class VII was added in 60 middle schools raised to this standard during the previous year. Similarly class X was added in 20 high schools. Besides, 5 high and 21 middle schools were raised to higher secondary standard. Additional courses at a cost of approximately Rs. 9 lakhs were provided in 5 private high schools.

A seminar of Headmasters of higher secondary schools and Principals of Intermediate Colleges of three weeks duration was held at Bikaner which made useful suggestions for reorganising Secondary education and improving learning and teaching standards.

### Uttar Pradesh

Under the scheme for the conversion of higher secondary schools into multipurpose schools, the following new courses were introduced in 7 government and 3 non-government institutions selected for the purpose :—

Home Science	. . . . .	4
Fine Arts	. . . . .	3
Commerce	. . . . .	6
Agriculture	. . . . .	4
Science	. . . . .	9

For the introduction of diversified courses, it was essential to have psychological service to provide vocational guidance in these schools. With this end in view five institutions were provided with school psychologists during the year. Besides, 23 higher secondary schools were converted into multipurpose schools.

The State government's contribution to the expenditure on account of annual increment to teachers of aided institutions in the mandatory scales of pay sanctioned in 1947 was further increased from  $\frac{1}{3}$  to  $\frac{1}{2}$  during 1956-57. A provision of Rs. 11 lakhs was utilised on this account.

**West Bengal**

Under the scheme for the reorganisation of secondary schools, the following grants were sanctioned :

	Rs.
(i) Upgrading 112 schools with diversified courses . . . . .	40,58,000
(ii) Upgrading 19 schools with humanities only . . . . .	9,50,000
(iii) Assistance for teaching science to 21 schools at the rate of Rs. 50,000 each.	10,50,000
(iv) Improvement of teaching in other subjects to 35 schools at the rate of Rs. 15,000 each.	5,25,000
(v) Improvement of library service in 51 schools with diversified courses at the rate of Rs. 5,000 each.	2,55,000
(vi) Improvement of library service in 72 High Schools at the rate of Rs. 2,500 each.	1,80,000

With a view to helping the students to choose the right type of course in the reorganised secondary schools, a special type of training for Career Masters' Course was arranged in the Bureau of Education and Psychological Research attached to David Hare Training College.

**Delhi**

The programme for the expansion of facilities for Secondary education showed a marked progress during the year under report. 8 higher secondary and 6 middle schools were started. Besides, 10 junior basic schools were raised to the senior basic standard and 4 middle schools to the higher secondary. All the classes of middle departments of district board schools were brought on basic lines.

**Himachal Pradesh**

The year 1956-57 saw the conversion of 13 high schools into higher secondary schools with diversified courses.

**Tripura**

Two high schools for boys and one for girls were raised to higher secondary standard during the year. Crafts were introduced in 3 middle schools to provide a vocational bias.

A seminar of the teachers of local secondary schools was organised to discuss school organisation and the improvement of teaching.

**N. E. F. A.**

One new middle school was opened at Mebo in Pasighat sub-division.

**System of School Classes**

14. The secondary stage in the country has two distinct levels—middle and high. The duration of both the stages varies from unit to unit. Table—XXXVIII gives an idea of the number of classes constituting the middle and high stages in the different States and Territories. The States of Andhra, Kerala, Rajasthan, West Bengal, Delhi and Tripura had higher secondary schools also, where the students had to put in a year more for the completion of the higher secondary stage.

Table XXXVIII—System of School Classes at Secondary Stage

State	Middle Stage		High Stage		Duration of Secondary Stage
	Name of Classes	Duration (Years)	Name of Classes	Duration (Years)	
1	2	3	4	5	6
Andhra—					
(i) Erstwhile Andhra State	Forms I, II, III (of Secondary Schools), Standards VI, VII & VIII (of Higher Elementary Schools)	3	Forms IV, V and VI	3	6
(ii) Area of the erstwhile Hyderabad State	V, VI and VII	3	VIII, IX and X	3	6
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 Saurashtra State	V, VI, VII and VIII	4	IX, X and XI	3	7
(iii) Area of the erstwhile Hyderabad State (Marathwada 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 . . . . .	Forms I, II and III (of Secondary Schools), Standards VI, VII and VIII (of Higher Elementary Schools)	3	Forms IV, V and VI	3	6

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

1	2	3	4	5	6
Madhya Pradesh—					
(i) Area of the erstwhile Madhya Pradesh State	V, VI, VII and VIII	4	IX, X and XI	3	7
(ii) Erstwhile Madhya Bharat, Bhopal and Vindhya Pradesh States	VI, VII and VIII	3	IX and X	2	5
Madras . . . . .	Forms I, II and III (of Secondary Schools), Standards VI, VII and VIII (of Higher Elementary Schools)	3	Forms IV, V and VI	3	6
Mysore—					
(i) Erstwhile Mysore State (in Civil Area and Bellary District)	Forms I, II and III	3	Forms IV, V and VI	3	6
(In other Areas) .	Classes I, II, III and IV	4	Classes 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 and erstwhile Coorg State	Forms I, II and III (of Secondary Schools), Standards VI, VII and VIII (of Higher Elementary Schools)	3	Forms IV, V and VI	3	6
(iv) Area of erstwhile Hyderabad State	V, VI and VII	3	VIII, IX and X	3	6
Orissa . . . . .	VI and VII	2	VIII, IX, X and XI	4	6
Punjab . . . . .	VI, VII and VIII	3	IX and X	2	5

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

1	2	3	4	5	6
Rajasthan—					
(i) Erstwhile Rajasthan and Ajmer States and Areas of erstwhile Madhya Bharat State	VI, VII and VIII	3	IX and X	2	5
(ii) Areas of erstwhile Bombay State (Abu Road Taluka)	V, VI and VII	3	VIII, IX, X and XI	4	7
Uttar Pradesh . . .	VI, VII and VIII	3	IX and X	2	5
West Bengal—					
(i) Erstwhile West Bengal State	V, VI, VII and VIII	4	IX and X	2	6
(ii) Areas of erstwhile Bihar State	VI and VII	2	VIII, IX, X and XI	4	6
A. & N. Islands . . .	VI, VII and VIII	3	IX and X	2	5
Delhi . . . . .	VI, VII and VIII	3	IX and X	2	5
Himachal Pradesh . .	VI, VII and VIII	3	IX and X	2	5
L.M. & A. Islands . .	Nil	..	Nil	..	..
Manipur . . . . .	III, IV, V and VI	4	VII, VIII, IX and X	4	8
Tripura . . . . .	VI, VII and VIII	3	IX and X	2	5
N.E.F.A. . . . .	IV, V and VI	3	VII, VIII, IX and X	4	7
Pondicherry . . . .	Nil	..	Forms III, IV, V and VI	4	4

## Administration and Control

15. The administration of secondary schools in the country did not undergo any significant change during the year under report. Three agencies viz. government, local boards and private bodies managed such schools. A large number of high schools was run by private agencies, which earned grant-in-aid. So far as middle schools and middle departments of high schools are concerned, the Education Departments of the States exercised complete control with regard to recognition, inspection, prescription of curriculum and provision of grant-in-aid. The control of high and higher secondary schools was shared by the State Education Departments with Universities and Boards, who had the power to prescribe the courses and conduct examinations.

## Schools

16. The total number of secondary schools during the year 1956-57 increased by 3,723 to 36,291 (31,918 for boys and 4,373 for girls)—the rate of increase being 11·4 per cent as against 18·4 per cent during the previous year. The distribution of these schools managed by different agencies was as follows :—

Management	1955-56		1956-57	
	Number	Percentage	Number	Percentage
Government . . . . .	6,573	20·2	6,967	19·2
District Board . . . . .	9,154	28·1	11,128	30·7
Municipal Board . . . . .	1,236	3·8	1,241	3·4
Private Bodies—				
Aided . . . . .	11,632	35·7	12,876	35·5
Unaided . . . . .	3,973	12·2	4,079	11·2

The starting of new secondary schools and the conversion of primary and middle schools to higher standard, resulted in an increase in the number of government schools to the extent of 6·1 per cent as compared to increases of 21·6 per cent, 10·7 per cent and 2·7 per cent in the number of schools under district board, private aided and unaided managements respectively. There was no change in the number of schools run by municipal boards.

The distribution of 36,291 secondary schools was : middle schools 24,486 and high and higher secondary schools 11,805. During 1956-57, the percentage of increase in middle schools was 12·7 and in high and higher secondary schools, 8·9. The table below gives an idea of the controlling agencies in charge of middle and high schools during the years 1955-56 and 1956-57.

Table XXXIX—Number of Middle and High Schools by Management

Management	Middle Schools				High Schools			
	1955-56		1956-57		1955-56		1956-57	
	No.	Per-centage	No.	Per-centage	No.	Per-centage	No.	Per-centage
Government .	4,961	22·8	5,164	21·1	1,612	14·9	1,803	15·3
District Boards	8,104	37·3	9,961	40·7	1,050	9·7	1,167	9·9
Municipal Boards	884	4·1	869	3·6	352	3·2	372	3·1
Private Bodies—								
Aided .	5,408	24·9	6,108	24·9	6,224	57·4	6,768	57·3
Unaided .	2,373	10·9	2,384	9·7	1,600	14·8	1,695	14·4
<b>Total .</b>	<b>21,730</b>	<b>100·0</b>	<b>24,486</b>	<b>100·0</b>	<b>10,838</b>	<b>100·0</b>	<b>11,805</b>	<b>100·0</b>

The number of secondary schools in rural areas increased from 21,589 (16,999 middle and 4,590 high) to 24,936 (19,713 middle and 5,223 high) and constituted 68·7 per cent of the total number of secondary schools as against 66·3 per cent in the previous year.

Table XL shows the number of secondary schools (middle and high separately) in different States during 1955-56 and 1956-57. As is evident the number of schools increased in all the States/Territories except Himachal Pradesh and N.E.F.A., where it decreased by 2 and 3 respectively. The decrease in N.E.F.A. was due to the closing down of 3 middle schools on account of uncertain political conditions. Among the States, the highest addition was reported by Bombay, where the increase was more than 1,400 and the lowest by Jammu and Kashmir (6). Similar positions among the Territories were held by Delhi (34) and Manipur (13) respectively. A. & N. Islands and Tripura reported no change in the number of such schools, while L. M. and A. Islands had no secondary school.

The proportion of secondary schools (as also of middle and high separately) under different managements in various States, for the year under review, is shown in Table XLI. Local boards and private bodies managed more than 75 per cent of middle schools in Assam, Bihar, Bombay, Kerala, Madras, Uttar Pradesh and West Bengal, between 50 and 75 per cent in Andhra Pradesh, Mysore, Orissa, Punjab, Manipur and Tripura, between 25 and 50 per cent in Madhya Pradesh and Delhi and less than 25 per cent in Jammu & Kashmir, Rajasthan and Himachal Pradesh. All the middle and high schools in A. & N. Islands and N.E.F.A. were managed by the government. An overwhelming majority of high schools was run by private bodies



in Assam, Bihar, Bombay, Kerala, Orissa, Uttar Pradesh, West Bengal and Manipur and about half in Madras, Mysore, Punjab, Delhi and Tripura. Government held a preponderant position in the administration of high schools in Jammu & Kashmir, Rajasthan and Himachal Pradesh, whereas in Andhra Pradesh, this place was held by local boards.

### Pupils

17. The total enrolment in the secondary schools rose during the year from 85,26,509 (66,57,486 boys and 18,69,023 girls) to 95,79,164 (73,43,375 boys and 22,35,789 girls) at the rate of 12.3 per cent as compared to 11.4 per cent in the number of schools. The average daily attendance in the secondary schools during the year 1956-57 worked to 85.4 per cent.

The break up of total enrolment in schools under various managements was as given below :

Management	1955-56		1956-57	
	Number	Per-centage	Number	Per-centage
Government . . . . .	17,74,617	20.8	19,50,303	20.4
District Board . . . . .	19,52,637	22.9	23,12,883	24.1
Municipal Board . . . . .	5,54,482	6.5	5,82,082	6.1
Private Bodies				
Aided . . . . .	34,70,362	40.7	39,57,587	41.3
Unaided . . . . .	7,74,411	9.1	7,76,309	8.1

It will be observed that the increase in enrolment is shared by all the agencies.

Of the total enrolment, middle schools enrolled 43,92,223 pupils and high and higher secondary schools 51,86,941. This gives a rise of 15.2 per cent and 10.0 per cent respectively over the previous year's figure.

Table XL—Number of

State	Middle Schools				High	
	For Boys		For Girls		For Boys	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
Andhra . . . . .	224	269	57	60	645	650
Assam . . . . .	1,213	1,279	144	148	331	371
Bihar . . . . .	3,028	3,205	164	174	897	981
Bombay . . . . .	3,534	4,677	330	415	1,260	1,421
Jammu & Kashmir . . . . .	212	206	43	44	87	
Kerala . . . . .	938	1,341	..	26	577	611
Madhya Pradesh . . . . .	1,276	1,420	154	184	288	331
Madras . . . . .	393	440	19	20	654	771
Mysore . . . . .	1,372	1,546	186	221	403	411
Orissa . . . . .	644	673	44	50	245	211
Punjab . . . . .	772	781	249	269	884	
Rajasthan . . . . .	766	835	140	161	254	
Uttar Pradesh . . . . .	3,128	3,238	512	548	1,253	1,111
West Bengal . . . . .	1,509	1,590	234	230	1,294	1,311
A. & N. Islands . . . . .	2	2	..	..	1	
Delhi . . . . .	90	87	40	45	92	111
Himachal Pradesh . . . . .	113	107	9	9	40	41
L. M. & A. Islands . . . . .	..	..	..	..	..	..
Manipur . . . . .	82	81	5	5	22	21
Tripura . . . . .	81	81	7	6	25	21
N.E.F.A. . . . .	16	13	..	..	3	
Pondicherry . . . . .	†	..	†	..	†	11
<b>India</b> . . . . .	<b>19,393</b>	<b>21,871</b>	<b>2,337</b>	<b>2,615</b>	<b>9,255</b>	<b>10,041</b>

\*Includes higher

†Not

## Secondary Schools by States

Schools*		Total		Increase (+) or Decrease (—)		State
For Girls		1955-56	1956-57	Number	Percentage	
1955-56	1956-57					
8	9	10	11	12	13	
81	83	1,007	1,062	+ 55	+ 5·5	Andhra
45	51	1,733	1,851	+ 118	+ 6·8	Assam
43	46	4,132	4,412	+ 280	+ 6·8	Bihar
206	223	5,330	6,740	+1,410	+26·5	Bombay
26	27	368	374	+ 6	+ 1·6	Jammu & Kashmir
126	129	1,641	2,109	+ 468	+28·5	Kerala
65	74	1,783	2,008	+ 225	+12·6	Madhya Pradesh
162	169	1,228	1,354	+ 126	+10·3	Madras
83	91	2,044	2,302	+ 258	+12·6	Mysore
13	13	946	1,001	+ 55	+ 5·8	Orissa
145	190	2,050	2,207	+ 157	+ 7·7	Punjab
19	26	1,179	1,299	+ 120	+10·2	Rajasthan
221	237	5,114	5,319	+ 205	+ 4·0	Uttar Pradesh
285	317	3,322	3,500	+ 178	+ 5·4	West Bengal
..	..	3	3	..	..	A. & N. Islands
53	63	275	309	+ 34	+12·4	Delhi
5	5	167	165	— 2	— 1·2	Himachal Pradesh
..	..	..	..	..	..	L. M. & A. Islands
1	3	110	123	+ 13	+11·8	Manipur
4	5	117	117	..	..	Tripura
..	..	19	16	— 3	—15·8	N.E.F.A.
†	6	†	20	..	..	Pondicherry
<b>1,583</b>	<b>1,758</b>	<b>32,568</b>	<b>36,291</b>	<b>+3,723</b>	<b>+11·4</b>	<b>India</b>

Table XLI—Managements of

State	Percentage of Middle Schools Managed by					Percentage of Managed		
	Government	District Board	Municipal Board	Private Bodies		Government	District Board	Municipal Board
				Aided	Unaided			
1	2	3	4	5	6	7	8	9
Andhra Pradesh . . . . .	44.1	19.7	5.5	28.0	2.7	11.9	59.1	6.7
Assam . . . . .	8.4	35.3	0.4	48.2	7.7	7.1	..	..
Bihar . . . . .	16.2	31.9	2.2	33.0	16.7	5.5	..	..
Bombay . . . . .	3.2	77.8	9.0	8.8	1.2	10.7	0.2	3.2
Jammu & Kashmir . . . . .	94.0	..	..	6.0	..	84.7	..	..
Kerala . . . . .	19.5	5.7	0.7	73.4	0.7	18.3	2.7	0.5
Madhya Pradesh . . . . .	61.5	28.9	2.0	5.9	1.7	51.0	1.0	8.9
Madras . . . . .	12.6	22.6	5.2	58.9	0.7	5.9	37.2	6.4
Mysore . . . . .	44.5	44.1	1.3	9.0	1.1	17.2	14.0	15.3
Orissa . . . . .	25.4	7.2	0.4	54.4	12.6	21.9	6.1	0.8
Punjab . . . . .	27.1	55.7	3.2	5.6	8.4	20.4	23.7	3.5
Rajasthan . . . . .	85.8	1.2	0.1	10.9	2.0	75.2	..	..
Uttar Pradesh . . . . .	4.2	59.6	4.6	8.7	22.9	8.9	0.2	2.6
West Bengal . . . . .	5.7	0.9	0.4	67.3	25.7	2.6	..	..
A. & N. Islands . . . . .	100.0	..	..	..	..	100.0	..	..
Delhi . . . . .	65.9	4.5	0.8	28.8	..	44.1	2.8	2.8
Himachal Pradesh . . . . .	87.9	..	..	12.1	..	93.9	..	..
L. M. & A. Islands . . . . .	..	..	..	..	..	..	..	..
Manipur . . . . .	41.9	..	..	25.6	32.5	16.2	..	..
Tripura . . . . .	40.2	..	..	40.2	19.6	43.3	..	..
N.E.F.A. . . . .	100.0	..	..	..	..	100.0	..	..
Pondicherry . . . . .	..	..	..	..	..	60.0	..	..
India . . . . .	21.1	40.7	3.5	24.9	9.8	15.3	9.9	3.1

**Secondary Schools by States**

High Schools by		Percentage of Secondary Schools Managed by					State
Private Bodies		Government	District Board	Municipal Board	Private Bodies		
Aided	Unaided				Aided	Unaided	
10	11	12	13	14	15	16	17
22.1	0.2	21.8	46.9	6.3	23.9	1.1	Andhra
84.9	8.0	8.1	27.2	0.3	56.6	7.8	Assam
65.0	29.5	13.7	24.4	1.7	40.5	19.7	Bihar
81.1	4.8	5.0	58.8	7.6	26.5	2.1	Bombay
15.3	..	90.9	..	..	9.1	..	Jammu & Kashmir.
78.2	0.3	19.1	4.6	0.7	75.0	0.6	Kerala
36.4	2.7	59.4	23.3	3.4	12.0	1.9	Madhya Pradesh
48.9	1.6	8.2	32.3	6.0	52.3	1.2	Madras
49.7	3.8	38.2	37.0	4.6	18.5	1.7	Mysore
53.6	17.6	24.5	6.9	0.5	54.1	14.0	Orissa
24.8	27.6	23.6	38.9	3.3	15.7	18.5	Punjab
23.1	1.7	83.4	0.9	0.1	13.7	1.9	Rajasthan
68.6	19.7	5.6	42.5	4.1	25.9	21.9	Uttar Pradesh
65.5	31.9	4.2	0.5	0.2	66.4	28.7	West Bengal
..	..	100.0	..	..	..	..	A. & N. Islands
46.9	3.4	53.4	3.6	1.9	39.2	1.9	Delhi
6.1	..	89.7	..	..	10.3	..	Himachal Pradesh.
..	..	..	..	..	..	..	L.M.&A. Islands
59.5	24.3	34.1	..	..	35.8	30.1	Manipur
53.3	3.4	41.0	..	..	43.6	15.4	Tripura
..	..	100.0	..	..	..	..	N.E.F.A.
40.0	..	60.0	..	..	40.0	..	Pondicherry
57.3	14.4	19.2	30.7	3.4	35.5	11.2	India

Table XLII—Number of

State	In Middle Schools				In High	
	For Boys		For Girls		For Boys	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
Andhra . . .	72,653	80,304	16,663	17,838	3,30,741	3,28,59
Assam . . .	1,11,505	1,28,169	14,606	16,270	1,22,355	1,39,45
Bihar . . .	3,81,768	4,10,457	24,946	27,401	2,53,023	2,84,72
Bombay . . .	8,78,513	11,41,904	92,941	1,44,082	5,43,563	6,13,29
Jammu & Kashmir	35,173	38,825	7,147	8,298	35,155	45,63
Kerala . . .	2,60,552	3,45,905	..	6,856	3,19,438	4,07,01
Madhya Pradesh	3,77,094	3,05,671	40,137	36,714	1,08,071	1,23,81
Madras . . .	35,481	1,23,215	5,026	5,295	3,87,532	4, 18
Mysore . . .	2,88,585	3,29,416	42,210	52,053	1,41,914	1,47,09
Orissa . . .	54,480	57,291	3,653	4,082	61,337	66,70
Punjab . . .	1,66,637	1,73,855	61,226	69,699	4,64,022	5,10,97
Rajasthan . .	1,43,600	1,64,765	30,167	34,039	96,477	1,02,63
Uttar Pradesh .	3,56,864	3,57,855	70,161	69,837	5,56,566	5,78,41
West Bengal . .	1,34,314	1,38,142	20,274	20,215	4,56,377	4,89,80
A. & N. Islands	329	307	..	..	1,108	1,32
Delhi . . .	33,298	27,202	14,999	16,077	85,477	98,28
Himachal Pradesh	16,362	16,916	1,128	1,133	15,828	21,37
L.M. & A. Islands	..	..	..	..	..	..
Manipur . . .	8,574	9,723	595	542	8,823	11,68
Tripura . . .	9,252	9,822	1,154	1,080	7,836	7,92
N. E. F. A. . .	885	968	..	..	399	48
Pondicherry . .	*†	..	†	..	†	2,50
<b>India</b>	<b>33,65,919</b>	<b>38,60,712</b>	<b>4,47,033</b>	<b>5,31,511</b>	<b>39,96,042</b>	<b>43,87,91</b>

\*Includes higher

†Figures

## Pupils in Secondary Schools

Schools*		Total		Increase (+) or Decrease (-)		State
		1955-56	1956-57	Number	Percentage	
For Girls						
1955-56	1956-57					
8	9	10	11	12	13	14
41,068	42,669	4,61,125	4,69,401	+ 8,276	+ 1·8	Andhra
17,397	20,181	2,65,863	3,04,075	+ 38,212	+ 14·4	Assam
16,906	18,412	6,76,643	7,40,991	+ 64,348	+ 9·5	Bihar
93,126	98,356	16,08,143	19,97,637	+ 3,89,494	+ 24·2	Bombay
11,038	12,583	88,513	1,05,337	+ 16,824	+ 19·0	Jammu & Kash- mir
84,590	81,230	6,64,580	8,41,009	+ 1,76,429	+ 26·5	Kerala
25,621	31,564	5,50,923	4,97,768	- 53,155	- 9·7	Madhya Pradesh
77,451	82,574	5,05,490	6,17,268	+ 1,11,778	+ 22·1	Madras
28,951	31,754	5,01,660	5,60,318	+ 58,658	+ 11·7	Mysore
4,053	4,360	1,23,523	1,32,436	+ 8,913	+ 7·2	Orissa
72,753	98,578	7,64,638	8,53,109	+ 88,471	+ 11·6	Punjab
6,979	8,692	2,77,223	3,10,134	+ 32,911	+ 11·9	Rajasthan
87,563	97,142	10,71,154	11,03,254	+ 32,100	+ 3·0	Uttar Pradesh
104,722	1,16,961	7,15,687	7,65,121	+ 49,434	+ 6·9	West Bengal
..	..	1,437	1,627	+ 190	+ 13·2	A. & N. Islands
10,622	47,596	1,74,396	1,89,164	+ 14,768	+ 8·5	Delhi
2,553	2,828	35,871	42,256	+ 6,385	+ 17·8	Himachal Pradesh
..	..	..	..	..	..	L.M.&A. Islands
1,000	1,521	18,992	23,473	+ 4,481	+ 23·6	Manipur
1,122	1,359	19,364	20,183	+ 819	+ 4·2	Tripura
..	..	1,284	1,449	+ 165	+ 12·9	N. E. F. A.
†	648	†	3,154	†	..	Pondicherry
1,17,515	7,99,008	85,26,509	95,79,164	+ 10,52,655	+ 12·3	India

secondary schools.

not available.

Table XLIII—Number of

State	In Middle Stage					
	Boys		Girls		Total	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
Andhra .	2,47,655	2,55,983	61,152	63,709	3,08,807	3,19,692
Assam .	1,11,087	1,21,299	34,532	38,803	1,45,619	1,60,102
Bihar .	2,58,816	2,05,753	18,128	17,599	2,76,944	2,23,352
Bombay .	6,89,784	7,74,723	2,13,762	2,56,322	9,03,546	10,31,045
Jammu & Kashmir	28,293	30,357	5,209	6,124	33,502	36,481
Kerala .	2,15,082	2,76,648	1,59,803	1,94,069	3,74,885	4,70,717
Madhya Pradesh	1,87,038	2,00,179	26,274	32,262	2,13,312	2,32,441
Madras .	3,37,838	3,42,633	1,28,062	1,35,341	4,65,900	4,77,974
Mysore .	2,51,481	2,83,390	81,915	95,257	3,33,396	3,78,647
Orissa .	37,897	38,326	3,429	4,224	41,326	42,550
Punjab .	2,63,886	2,69,762	42,620	57,466	3,06,506	3,27,228
Rajasthan .	95,861	1,16,722	11,405	14,043	1,07,266	1,30,765
Uttar Pra- desh.	5,68,158	5,59,104	68,338	71,471	6,36,496	6,30,575
West Bengal	4,44,084	4,66,515	1,08,117	1,18,945	5,52,201	5,85,460
A. & N. Is- lands	263	312	65	86	328	398
Delhi .	61,162	47,722	23,381	25,506	84,543	73,228
Himachal Pradesh	9,910	10,797	1,355	1,815	11,265	12,612
L. M. & A. Islands	..	..	..	..	..	..
Manipur .	10,527	12,114	2,079	2,791	12,606	14,905
Tripura .	11,554	7,745	2,870	2,261	14,424	10,006
N. E. F. A.	408	430	64	77	472	507
Pondicherry	*	..	*	..	*	..
India	38,30,784	40,20,514	9,92,560	11,38,171	48,23,344	51,58,685

\*Figures are



## Pupils in Secondary Classes

In High Stage						State
Boys		Girls		Total		
1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	
8	9	10	11	12	13	14
1,59,696	1,53,321	21,755	23,441	1,81,451	1,76,762	Andhra
56,669	64,221	10,863	13,193	67,532	77,414	Assam
1,37,641	2,29,542	6,154	12,017	1,43,795	2,41,559	Bihar
3,15,884	3,58,063	84,292	95,824	4,00,176	4,53,887	Bombay
10,851	11,479	1,856	2,144	12,707	13,623	Jammu & Kashmir.
1,13,886	1,23,355	81,166	69,424	1,95,052	1,92,779	Kerala
43,333	50,110	7,047	7,646	50,380	57,756	Madhya Pradesh.
1,54,887	1,59,039	39,344	44,536	1,94,231	2,03,575	Madras
1,05,322	1,11,692	23,731	26,167	1,29,053	1,37,859	Mysore
33,546	36,551	2,596	3,256	36,142	39,807	Orissa
99,514	1,10,145	11,019	16,226	1,10,533	1,26,371	Punjab
36,712	40,984	2,996	3,486	39,708	44,470	Rajasthan
2,42,155	2,60,989	20,164	23,404	2,62,319	2,84,393	Uttar Pradesh
1,19,139	1,28,681	24,314	28,176	1,43,453	1,56,857	West Bengal
91	137	28	34	119	171	A. & N. Islands
16,550	20,563	8,534	10,370	25,084	30,933	Delhi
2,946	3,813	289	501	3,235	4,314	Himachal Pradesh
..	..	..	..	..	..	L. M. & A. Islands
4,819	6,007	665	950	5,484	6,957	Manipur
2,044	2,087	680	684	2,724	2,771	Tripura
65	92	18	22	83	114	N.E.F.A.
*	1,993	*	547	*	2,540	Pondicherry
<b>16,55,750</b>	<b>18,72,864</b>	<b>3,47,511</b>	<b>3,82,048</b>	<b>20,03,261</b>	<b>22,54,912</b>	<b>India</b>

e not available.

Table XLIII— Number of Pupils in Secondary Classes—(Contd.)

State	In Secondary Stage					
	Boys		Girls		Total	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
15	16	17	18	19	20	21
Andhra .	4,07,351	4,09,304	82,907	87,150	4,90,258	4,96,454
Assam .	1,67,756	1,85,520	45,395	51,996	2,13,151	2,37,516
Bihar .	3,96,457	4,35,295	24,282	29,616	4,20,739	4,64,911
Bombay .	10,05,668	11,32,786	2,98,054	3,52,146	13,03,722	14,84,932
Jammu & Kashmir	39,144	41,836	7,065	8,268	46,209	50,104
Kerala .	3,28,968	4,00,003	2,40,969	2,63,493	5,69,937	6,63,496
Madhya Pradesh .	2,30,371	2,50,289	33,321	39,908	2,63,692	2,90,197
Madras .	4,92,725	5,01,672	1,67,406	1,79,877	6,60,131	6,81,549
Mysore .	3,56,803	3,95,082	1,05,646	1,21,424	4,62,449	5,16,506
Orissa .	71,443	74,877	6,025	7,480	77,468	82,357
Punjab .	3,63,400	3,79,907	53,639	73,692	4,17,039	4,53,599
Rajasthan .	1,32,573	1,57,706	14,401	17,529	1,46,974	1,75,235
Uttar Pradesh	8,10,313	8,20,093	88,502	94,875	8,98,815	9,14,968
West Bengal	5,63,223	5,95,196	1,32,431	1,47,121	6,95,654	7,42,317
A. & N. Islands	354	449	93	120	447	569
Delhi .	77,712	68,285	31,915	35,876	1,09,627	1,04,161
Himachal Pradesh .	12,856	14,610	1,644	2,316	14,500	16,926
L. M. & A. Islands .	..	..	..	..	..	..
Manipur .	15,346	18,121	2,744	3,741	18,090	21,862
Tripura .	13,598	9,832	3,550	2,945	17,148	12,777
N.E.F.A.	473	522	82	99	555	621
Pondicherry	*	1,993	*	547	*	2,540
India .	54,86,534	58,93,378	13,40,071	15,20,219	68,26,605	74,13,597

\*Figures are not available.

The number of pupils in secondary schools from rural areas was 53,13,979 and constituted 55.5 per cent of the enrolment in secondary schools. Similar percentage for middle and high schools separately worked to 58.3 per cent and 36.9 per cent.

Table XLII provides a picture of the enrolment in secondary schools (separately for middle and high schools) in various States and Territories. It will be seen that increase in the number of pupils was reported by all the areas except Madhya Pradesh, where the decrease was of the order of nearly 53,000. Numerically Bombay topped the list, as in the case of number of schools, so far as increase in enrolment is concerned, by registering an addition of nearly 4 lakhs over that for 1955-56. The other states in descending order were Kerala (1,76,429), Madras (1,11,778), Punjab (88,471), Bihar (64,348) and Mysore (58,658). The rest of the States enrolled less than 50,000 additional students in these schools during the year, the least being in Andhra Pradesh (8,276). Of the Union and other Territories, Delhi reported the maximum increase of 14,768 and N.E.F.A. the least (165). But on percentage basis, Kerala among the States and Manipur among the Territories reported the highest increase (26.5 and 23.6 respectively).

To have a correct picture of enrolment at the secondary stage, the pupils attending primary classes in secondary schools and intermediate classes in higher secondary schools need to be excluded from the enrolment in secondary schools and the pupils receiving secondary education in intermediate colleges included therein. Table XLIII gives these figures for the years 1955-56 and 1956-57. For Inter-State comparison of these figures, the number of classes comprising the secondary stage, as shown in table XXXVIII should be kept in view. The enrolment at this stage increased from 68,26,605 (54,86,534 boys and 13,40,071 girls) to 74,13,597 (58,93,378 boys and 15,20,219 girls) during the year under report. Of the total, 51,58,685 (40,20,514 boys and 11,38,171 girls) were in middle stage and 22,54,912 (18,72,864 boys and 3,82,048 girls) in high/higher secondary stage.

The extent of educational facilities available for children of the age-groups 11-14 and 14-17 in various States is given in table XLIV. A study of the percentages for boys and girls will reveal the leeway that has yet to be covered in bringing cent per cent of these children to the schools. Only in Delhi facilities existed for nearly half of the children of the age-group 11-14. In other States and Territories this percentage varied between 1.2 per cent in N.E.F.A. and 44.0 per cent in Kerala. For the age-group 14-17 also, Delhi maintained the leading position by providing seats for 22.1 per cent of the children. Only in 4 other States *viz.* Assam, Kerala, Punjab and Manipur this percentage worked to more than 10.

### Co-education

18. Of the total of 22,35,789 girls reading in secondary schools, 9,62,496 or 43 per cent were in boys' schools. Table XLV reveals the extent of Co-education in these schools. Besides A. & N. Islands and N.E.F.A., where cent per cent of the girls were in schools for boys, Kerala had more than three fourths of the girl students in such schools. The other States and Territories where nearly half or more than half of the girls' enrolment was in boys' secondary schools were Assam, Bombay, Madras, Orissa Manipur and Tripura.

Table XLIV—Educational Facilities for Children

State	Enrolment in classes VI to VIII			Population of group (11-14)	
	Boys	Girls	Total	Boys	Girls
1	2	3	4	5	6
Andhra . . .	2,55,983	63,709	3,19,692	11,76,618	11,42,972
Assam . . .	1,21,299	38,803	1,60,102	3,54,147	3,23,731
Bihar . . .	2,77,782	22,263	3,00,045	13,87,305	13,27,838
Bombay . . .	5,61,856	1,74,196	7,36,052	19,37,698	18,01,115
Jammu & Kashmir	30,357	6,124	36,481	1,64,640	1,53,452
Kerala . . .	2,76,648	1,94,069	4,70,717	5,28,134	5,41,144
Madhya Pradesh .	1,62,078	24,614	1,86,692	9,50,028	8,79,436
Madras . . .	3,42,633	1,35,341	4,77,974	11,10,501	11,04,191
Mysore . . .	2,04,581	66,557	2,71,138	7,67,966	7,48,753
Orissa . . .	67,372	8,164	75,536	5,12,521	4,89,338
Punjab . . .	2,69,762	57,466	3,27,228	6,36,936	5,60,119
Rajasthan . . .	1,16,608	14,034	1,30,642	6,36,650	5,72,850
Uttar-Pradesh	5,59,104	71,471	6,30,575	24,25,743	21,58,575
West Bengal . .	3,20,060	82,615	4,02,675	10,26,863	9,36,632
A. & N. Islands .	312	86	398	1,029	1,014
Delhi . . .	47,722	25,506	73,228	77,695	66,865
Himachal Pradesh	10,797	1,815	12,612	35,284	33,518
Manipur . . .	7,996	1,848	9,844	21,359	21,408
Tripura . . .	7,745	2,261	10,006	25,480	24,921
N.E.F.A. . . .	430	77	507	21,746	21,159
Pondicherry . .	3,213	1,125	4,338	13,034	12,168
<b>India . . .</b>	<b>36,44,338</b>	<b>9,92,144</b>	<b>46,36,482</b>	<b>1,38,11,377</b>	<b>1,29,21,199</b>

## of the Age-Groups 11-14 and 14-16/17

the Age-	Percentage of Children of Age-group 11-14 in the Classes VI to VIII			State
	Total	Boys	Girls	
7	8	9	10	11
23,19,590	21·8	6·8	13·8	Andhra
6,77,878	34·3	12·0	23·6	Assam
27,15,143	20·0	1·7	11·1	Bihar
37,38,813	29·0	9·7	19·7	Bombay
3,18,092	18·4	4·0	11·5	Jammu & Kashmir
10,69,278	52·4	35·9	44·0	Kerala
18,29,464	17·1	2·8	10·2	Madhya Pradesh
22,14,692	30·9	12·3	21·6	Madras
15,16,719	26·6	8·9	17·9	Mysore
10,01,859	13·1	1·7	7·5	Orissa
11,97,055	42·4	10·3	27·3	Punjab
12,09,500	18·3	2·4	10·8	Rajasthan
45,84,318	23·0	3·3	13·8	Uttar Pradesh
19,63,495	31·2	8·8	20·5	West Bengal
2,043	30·3	8·5	19·5	A. & N. Islands
1,44,560	61·4	38·1	50·7	Delhi
68,802	30·6	5·4	18·3	Himachal Pradesh
42,767	37·4	8·6	23·0	Manipur
50,401	30·4	9·1	19·9	Tripura
42,905	2·0	0·4	1·2	N.E.F.A.
25,202	24·7	9·2	17·2	Pondicherry
2,67,32,576	26·4	7·7	17·3	India

Table XLIV—Educational Facilities for Children

State	Enrolment in Classes IX to X/XI			Population of group (14-16/17)	
	Boys	Girls	Total	Boys	Girls
11	12	13	14	15	16
Andhra . . .	1,53,321	23,441	1,76,762	11,09,920	10,75,540
Assam . . .	52,333	11,159	63,492	3,14,916	2,85,923
Bihar . . .	1,57,107	7,353	1,64,460	12,46,294	12,06,752
Bombay . . .	2,53,282	67,434	3,20,716	18,15,726	16,72,838
Jammu & Kashmir	11,479	2,144	13,623	1,03,200	96,021
Kerala . . .	1,23,355	69,424	1,92,779	5,09,109	5,26,286
Madhya Pradesh .	50,110	7,646	57,756	8,71,790	8,05,136
Madras . . .	1,59,039	44,536	2,03,575	10,63,280	10,56,611
Mysore . . .	1,00,952	24,212	1,25,164	7,30,451	6,96,490
Orissa . . .	31,041	2,744	33,785	4,65,859	4,44,713
Punjab . . .	1,10,145	16,226	1,26,371	3,98,890	3,51,850
Rajasthan . . .	40,865	3,450	44,315	3,94,723	3,52,588
Uttar Pradesh .	2,60,989	23,404	2,84,393	15,16,533	13,41,031
West Bengal . . .	1,26,812	28,016	1,54,828	6,71,325	6,02,874
A. & N. Islands .	137	34	171	645	635
Delhi . . .	20,563	10,370	30,933	74,578	65,115
Himachal Pradesh .	3,813	501	4,314	22,967	20,656
Manipur . . .	3,982	802	4,784	18,631	19,520
Tripura . . .	2,087	684	2,771	15,443	15,199
N.E.F.A. . . .	85	20	105	20,193	19,656
Pondicherry . . .	1,356	378	1,734	12,103	11,304
<b>India . . .</b>	<b>16,62,853</b>	<b>3,43,978</b>	<b>20,06,831</b>	<b>1,13,76,603</b>	<b>1,06,66,738</b>

## of the Age-Groups 11-14 and 14-16/17 —(Contd.)

the Age-	Percentage of Children of Age-group 14-17 in the Classes IX to XI			State
	Total	Boys	Girls	
17	18	19	20	21
21,85,460	13·8	2·2	8·1	Andhra
6,00,839	16·6	3·9	10·6	Assam
24,53,046	12·6	0·6	6·7	Bihar
34,88,564	13·9	4·0	9·2	Bombay
1,99,221	11·1	2·2	6·8	Jammu & Kashmir
10,35,395	24·2	13·2	18·6	Kerala
16,76,926	5·7	0·9	3·4	Madhya Pradesh
21,19,891	15·0	4·2	9·6	Madras
14,26,941	13·8	3·5	8·8	Mysore
9,10,572	6·7	0·6	3·7	Orissa
7,50,740	27·6	4·6	16·8	Punjab
7,47,311	10·4	1·0	5·9	Rajasthan
28,57,564	17·2	1·7	10·0	Uttar Pradesh
12,74,226	18·9	4·6	12·2	West Bengal
1,280	2·1	5·4	13·4	A. & N. Islands
1,39,693	27·6	15·9	22·1	Delhi
43,623	16·6	2·4	9·9	Himachal Pradesh
38,151	21·4	4·1	12·5	Manipur
30,642	13·5	4·5	9·0	Tripura
39,849	0·4	0·1	0·3	N.E.F.A.
23,407	11·2	3·3	7·4	Pondicherry
<b>2,20,43,341</b>	<b>14·6</b>	<b>3·0</b>	<b>9·1</b>	<b>India</b>

Table XLV—Girls in 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	
				1955-56	1956-57
1	2	3	4	5	6
Andhra . . .	39,573	55,811	95,384	40·4	41·5
Assam . . .	42,089	34,808	76,897	51·4	54·7
Bihar . . .	29,225	43,407	72,632	38·6	40·2
Bombay . . .	3,15,518	2,33,364	5,48,882	57·4	57·5
Jammu & Kashmir .	875	20,881	21,756	1·3	4·0
Kerala . . .	2,65,692	78,655	3,44,347	73·1	77·2
Madhya Pradesh .	22,495	67,145	89,640	37·4	25·1
Madras . . .	91,022	82,658	1,73,680	36·6	52·4
Mysore . . .	63,743	80,345	1,44,088	42·9	44·2
Orissa . . .	7,794	8,170	15,964	50·9	48·8
Punjab . . .	23,776	1,62,899	1,86,675	10·0	12·7
Rajasthan . . .	9,017	41,697	50,714	22·8	17·8
Uttar Pradesh . .	12,774	1,57,721	1,70,495	6·2	7·5
West Bengal . . .	17,252	1,35,371	1,52,623	10·5	11·3
A. & N. Islands .	507	..	507	100·0	100·0
Delhi . . .	10,123	61,572	71,695	15·0	14·1
Himachal Pradesh .	6,449	3,796	10,245	42·2	62·9
Manipur . . .	2,049	2,063	4,112	53·3	49·8
Tripura . . .	2,167	2,416	4,583	55·3	47·3
N. E. F. A. . . .	152	..	152	100·0	100·0
Pondicherry . . .	204	514	718	*	28·4
India . . .	9,62,496	12,73,293	22,35,789	40·2	43·0

\*Not available.



## Teachers

19. During the year 3,01,938 men and 70,242 women taught in the secondary schools. The combined figure shows an increase of 9.1 per cent over that for the previous year. It will be interesting to note that this increase has not kept pace with that in the number of schools (11.4 per cent) and enrolment (12.3 per cent). The proportion of women teachers to the total registered a further increase during the year from 17.4 per cent to 18.8 per cent. The number of trained teachers rose from 2,00,114 to 2,25,922 and constituted 60.7 per cent of the total number of teachers as compared to 59.7 per cent during the previous year. The proportion of trained teachers amongst the females worked to 71.4 (as against 70.5 per cent in 1955-56). Middle schools employed 1,66,563 teachers, of which 1,00,077 were trained. The corresponding figures for high and higher secondary schools were 2,05,617 and 1,25,845 respectively. Table XLVI, which gives detailed statistics of teachers working in secondary schools in various States and Territories during 1955-56 and 1956-57, shows that there was a rise in all the States without exception. It will further be observed that the position of trained teachers improved in all the States except Bombay, Madhya Pradesh and Tripura. In Bombay and Tripura this percentage decreased from 64.4 and 34.2 to 62.3 and 31.6 respectively, while in Madhya Pradesh it remained stationary at 40.2. The percentage of trained teachers was the highest in Delhi (92.9) as in the years before. The other States which were prominent in this respect were Madras (88.8 per cent), Kerala (78.0 per cent), Punjab (77.8 per cent), Andhra (77.4 per cent), Uttar Pradesh (68.1 per cent), Mysore (64.7 per cent), Bombay (62.3 per cent). The other States where more than half the total number of teachers were untrained, this percentage varied from 9.9 in Manipur to 46.3 in Bihar.

### Teacher Pupil Ratio

20. During 1956-57, the average number of pupils per teacher was 26 in middle schools and 25 in high schools, as in 1955-56.

### Pay Scales of Teachers :

21. With the exception of Bombay, Mysore and Bihar, no other State reported any change in the scales of pay of teachers in secondary schools. In the areas of the erstwhile State of Bombay, the following uniform scales were sanctioned for teachers in secondary schools:—

- |   |                                   |
|---|-----------------------------------|
| (i) B.A./B.Sc. and B.T. . . . .                           | Rs. 80—5—130—E.B.—6—160—<br>8—200 |
| (ii) B.A./B.Sc. and S.T.C. or T.D. or D.P.<br>Ed. . . . . | Rs. 74—4—114—EB—4—130—<br>6—160   |
| (iii) B.A. or B.Sc. . . . .                               | Rs. 70—2—74                       |
| (iv) B.Com. or B.Sc. (Agr.) . . . .                       | Rs. 70—5—130—EB—6—160—<br>8—200   |
| (v) Matric or S.S.C. with S.T.C. or T.D. . . . .          | Rs. 56—2—76—EB—2—80—EB<br>—4—120  |
| (vi) Matric or S.S.C. . . . .                             | Rs. 50—3/2—56                     |

Table XLVI—Number of Teachers

State	In Middle Schools				In High	
	Men		Women		Men	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
Andhra .	3,006	3,408	949	1,013	13,505	13,970
Assam .	5,002	5,493	697	782	4,955	5,401
Bihar .	16,633	17,061	1,272	1,383	10,087	11,315
Bombay .	27,047	30,210	5,202	7,918	20,561	23,396
Jammu & Kashmir	1,249	1,574	256	303	1,834	1,738
Kerala .	6,680	7,946	3,832	5,225	11,909	12,454
Madhya Pradesh	12,908	13,688	1,597	1,638	5,092	5,968
Madras .	1,227	3,145	183	1,677	15,182	16,127
Mysore .	8,832	10,015	1,800	2,214	5,824	6,045
Orissa .	2,996	3,143	201	216	2,798	3,007
Punjab .	5,504	5,320	1,675	2,177	12,957	14,296
Rajasthan .	7,124	7,813	1,352	1,521	4,314	4,984
Uttar Pradesh	16,734	17,096	3,262	3,432	24,541	24,761
West Bengal	7,168	7,143	789	876	17,267	18,285
A. & N. Islands	11	9	2	2	26	33
Delhi .	854	731	625	562	2,527	3,066
Himachal Pradesh	793	825	90	97	613	657
Manipur .	393	373	9	5	326	441
Tripura .	322	404	49	53	359	381
N.E.F.A.	67	70	2	2	32	33
Pondicherry	..	..	..	..	†	113
India .	1,24,550	1,35,467	23,844	31,096	1,54,709	1,66,471

\*Includes higher

†Figures are

## in Secondary Schools, 1956-57

Schools*		In Secondary Schools				State
Women		Men		Women		
1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	
8	9	10	11	12	13	14
2,101	2,213	16,511	17,378	3,050	3,226	Andhra
628	755	9,957	10,894	1,325	1,537	Assam
671	700	26,720	28,376	1,943	2,083	Bihar
5,460	5,952	47,608	53,606	10,662	13,870	Bombay
408	504	3,083	3,312	664	807	Jammu & Kashmir
6,308	6,651	18,589	20,400	10,140	11,876	Kerala
1,231	1,539	18,000	19,656	2,828	3,177	Madhya Pradesh
4,304	4,536	16,409	19,272	4,487	6,213	Madras
1,448	1,535	14,656	16,060	3,248	3,749	Mysore
213	235	5,794	6,150	414	451	Orissa
2,410	3,054	18,461	19,616	4,085	5,231	Punjab
150	500	11,438	12,797	1,502	2,021	Rajasthan
4,130	4,547	41,275	41,857	7,392	7,979	Uttar Pradesh
3,781	4,323	24,435	25,428	4,570	5,199	West Benga
16	22	37	42	18	24	A. & N. Islands
1,620	1,818	3,381	3,797	2,245	2,380	Delhi
132	136	1,406	1,482	222	233	Himachal Pradesh
20	30	719	814	29	35	Manipur
53	53	681	785	102	106	Tripura
1	2	99	103	3	4	N.E.F.A.
†	41	†	113		41	Pondicherry
<b>35,085</b>	<b>39,146</b>	<b>2,79,259</b>	<b>3,01,938</b>	<b>58,929</b>	<b>70,242</b>	<b>India</b>

† Secondary schools also.

not available.

Table XLVI—Number of Teachers in Secondary Schools, 1956-57—(Contd.)

State	Percentage of Trained Teachers to Total Number of Teachers					
	In Middle Schools		In High Schools*		In Secondary School	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
15	16	17	18	19	20	21
Andhra .	58.0	57.2	80.6	82.9	65.8	77.4
Assam .	27.4	28.0	18.3	18.6	22.9	23.3
Bihar .	49.9	51.8	38.1	37.8	39.4	46.3
Bombay .	67.2	65.0	60.9	61.0	64.4	62.3
Jammu & Kashmir	49.8	50.6	57.7	60.1	54.5	55.8
Kerala .	81.2	85.4	69.8	72.9	74.0	78.0
Madhya Pradesh	40.1	40.1	40.6	40.4	40.2	40.2
Madras .	95.5	93.2	86.7	87.8	87.3	88.8
Mysore .	62.1	65.0	60.4	64.1	61.4	64.7
Orissa .	38.9	38.1	50.1	51.7	44.4	44.8
Punjab .	76.5	83.1	71.7	75.5	73.2	77.8
Rajasthan .	40.5	41.2	39.3	40.6	40.1	41.0
Uttar Pradesh	77.6	77.6	58.7	61.5	66.5	68.1
West Bengal	17.9	16.0	30.3	31.4	26.9	27.3
A. & N. Islands	15.4	18.2	47.6	45.5	40.0	42.2
Delhi .	95.5	98.8	88.5	91.3	90.3	92.9
Himachal Pradesh	59.2	62.9	78.1	82.1	67.9	71.8
Manipur .	6.7	10.3	10.4	9.6	8.4	9.9
Tripura .	38.8	38.5	30.1	24.4	34.2	31.6
N.E.F.A.	40.6	44.4	33.3	37.1	38.2	42.1
Pondicherry	..	..	†	52.1	†	52.1
India .	58.5	60.1	59.7	61.2	59.7	60.7

\*Includes higher secondary schools also

†Figures are not available.

# PERCENTAGE OF TRAINED TEACHERS IN PRIMARY AND SECONDARY SCHOOLS 1956-57

PRIMARY SCHOOLS
  SECONDARY SCHOOLS

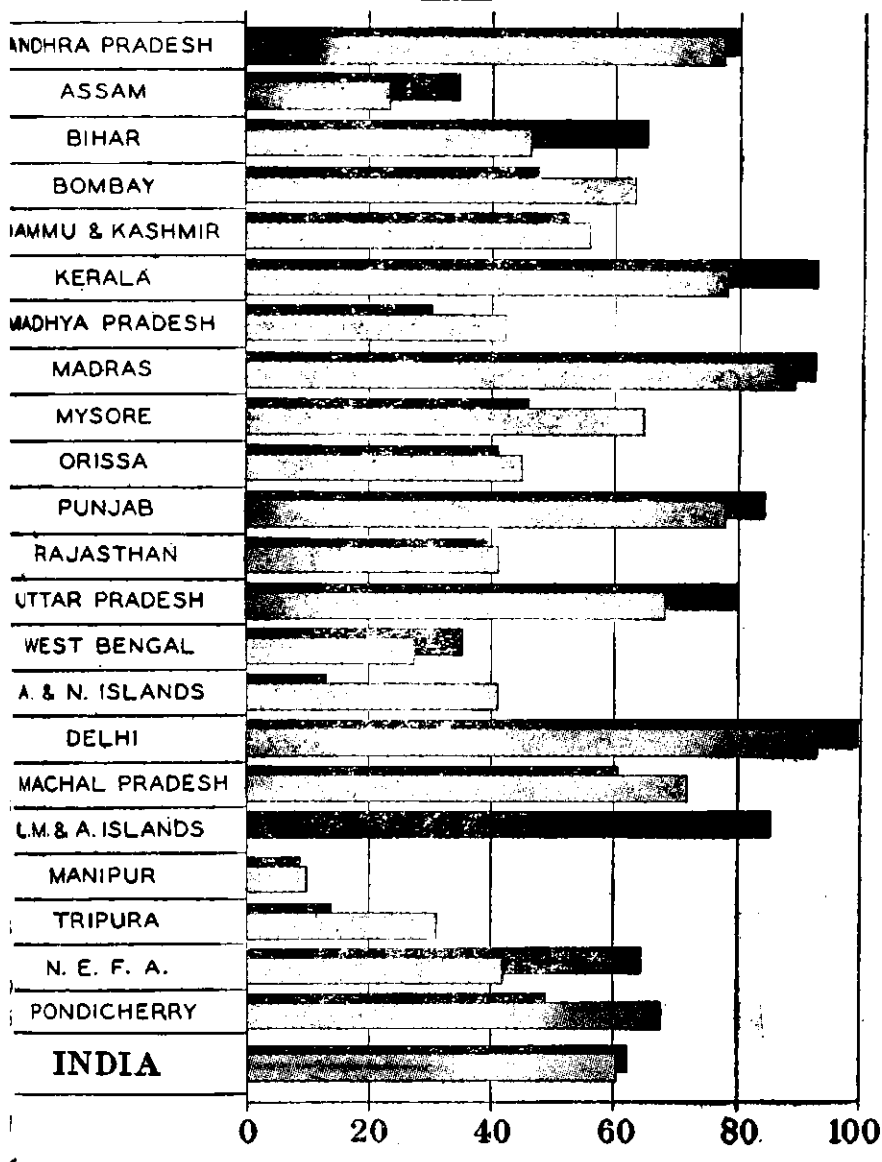


Table XLVII—Teacher-Pupil Ratio in Secondary Schools

State	Average Number of Students per Teacher			
	In Middle Schools		In High Schools*	
	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5
Andhra . . . . .	22	22	24	23
Assam . . . . .	22	23	25	26
Bihar . . . . .	23	24	25	25
Bombay . . . . .	30	34	24	24
Jammu & Kashmir	28	25	21	26
Kerala . . . . .	25	27	22	26
Madhya Pradesh . . . . .	29	22	21	21
Madras . . . . .	29	27	24	24
Mysore . . . . .	31	31	23	24
Orissa . . . . .	18	18	22	22
Punjab . . . . .	32	32	35	35
Rajasthan . . . . .	21	21	23	20
Uttar Pradesh . . . . .	21	21	22	23
West Bengal . . . . .	19	20	27	27
A. & N. Islands . . . . .	25	28	26	24
Delhi . . . . .	33	33	30	30
Himachal Pradesh . . . . .	20	20	25	30
Manipur . . . . .	23	27	28	28
Tripura . . . . .	28	24	22	21
N.E.F.A. . . . .	13	13	12	14
Pondicherry . . . . .	†	..	†	20
<b>India</b> . . . . .	<b>26</b>	<b>26</b>	<b>25</b>	<b>25</b>

With effect from 1-1-57, in erstwhile Mysore State, trained graduates were given the scale of Rs. 75-5-90-6-150-10-180-10-200, with the provision that those having B.Ed. degree will go upto Rs. 200, while others will stop at Rs. 180. For government schools a selection grade of Rs. 150-10-250 has also been provided. Besides, the teachers trained at their own cost were entitled to two advance increments.

In Bihar, the following scales were introduced during the year under report for teachers in middle schools.

- (i) Untrained intermediate or trained matriculate . . . . . Rs. 50—2—70—EB—2—90
- (ii) Trained non-matriculate . . . . . Rs. 40—2—50—EB—1—61—2—75
- (iii) Untrained matriculate . . . . . Rs. 40—2—50—EB—1—60
- (iv) Untrained non-matriculate and trained V.P. . . . . Rs. 30—1/2—40

\*Includes higher secondary schools also.

†Figures are not available.

The details of pay scales of teachers according to qualification of teachers and management of middle and high schools, are given in appendices C and D of Volume II of the report. Table XLVIII compares the minima and maxima of the scales prescribed in government schools for a trained graduate teacher in various States.

**Table XLVIII—Minima and Maxima of Pay Scales of Trained Graduate Teachers in Government High Schools**

State	Minimum	Maximum	Number of Years required to reach the Maximum
1	2	3	4
Jammu & Kashmir	70	90	4
Bombay	75	200	21
Mysore	75	200	21
Rajasthan	75	200	21
Andhra Pradesh	85	175	13
Kerala	85	175	13
Madras	85	175	13
Pondicherry*	85	175	13
Himachal Pradesh	90	150	12
Bihar	100	190	16
Madhya Pradesh	100	200	21
West Bengal	100	190	16
Manipur	100	250	19
Tripura	100	225	24
N.E.F.A.*	100	250	19
Punjab	110	250	16
Orissa	120	250	20
Uttar Pradesh	120	300	20
A. & N. Islands	120	300	20
Delhi	120	300	20
Assam	125	275	17

\*Scales relate to untrained teachers.

### Expenditure

22. The total direct expenditure on secondary schools rose, during the year 1956-57, from Rs. 53,10,94,619 to Rs. 58,73,42,650 at the rate of 10.8 per cent. The proportion of expenditure on secondary schools to the total direct expenditure on all types of institutions slightly improved from 36.6 per cent to 36.8 per cent. Rs. 49,47,43,172 were expended on schools for boys and Rs. 9,25,99,478 on those for girls. Middle schools accounted for 29.2 per cent of the total expenditure on secondary schools, while high and higher secondary for 70.8 per cent.

The source-wise distribution of expenditure on secondary schools is given in table XLIX below:

**Table XLIX—Direct Expenditure on Secondary Schools by Sources**

Source	1955-56		1956-57	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government Funds . . . . .	24,68,26,952	46·6	28,85,58,659	49·1
District Board Funds . . . . .	2,49,30,765	4·7	2,49,48,809	4·3
Municipal Board Funds . . . . .	1,07,61,544	2·0	1,18,24,091	2·0
Fees . . . . .	20,04,92,267	37·8	20,85,91,368	35·5
Endowments . . . . .	1,50,39,455	2·8	1,82,17,292	3·1
Other Sources . . . . .	3,21,43,636	6·1	3,52,02,431	6·0
<b>Total</b> . . . . .	<b>53,01,94,619</b>	<b>100·0</b>	<b>58,73,42,650</b>	<b>100·0</b>

It will be observed that (a) of every ten rupees spent on secondary schools, five were met from government funds and nearly 4 from fees (b) the contribution from government funds and endowments increased during the year and it decreased in case of district board funds, fees and other sources while the share of municipal boards remained the same as in the year before.

The management-wise break up of the direct expenditure on secondary schools was as under :

Management	Amount	Percentage
	Rs.	
Government . . . . .	13,85,10,672	23·6
District Board . . . . .	8,69,70,942	14·8
Municipal Board . . . . .	2,79,92,707	4·8
Private Bodies:		
Aided . . . . .	28,38,62,612	48·3
Unaided . . . . .	5,00,05,717	8·5



Table L—Direct Expenditure on

State	On Schools for Boys		On Schools for Girls	
	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra . . .	2,83,75,776	2,84,41,923	47,28,827	50,19,097
Assam . . .	1,24,96,161	1,36,63,680	17,75,779	19,44,407
Bihar . . .	3,10,67,858	3,29,93,327	26,05,100	28,50,550
Bombay . . .	8,96,92,967	9,97,15,985	1,49,68,726	1,67,52,993
Jammu & Kashmir	30,45,943	38,72,756	7,55,388	10,29,694
Kerala . . .	1,98,83,284	3,08,71,877	36,95,976	43,42,511
Madhya Pradesh .	2,21,22,831	2,44,42,513	37,58,534	45,36,915
Madras . . .	3,30,45,952	3,44,92,643	63,65,857	67,17,238
Mysore . . .	2,22,73,934	2,34,62,943	37,85,497	42,48,827
Orissa . . .	75,06,623	81,87,746	6,23,653	7,04,489
Punjab . . .	3,22,98,687	3,57,75,073	74,76,103	91,50,834
Rajasthan . . .	1,66,96,155	1,97,02,404	23,49,671	26,59,760
Uttar Pradesh . .	6,94,72,661	7,36,09,432	1,38,03,882	1,48,33,746
West Bengal . . .	4,38,30,737	4,77,43,030	1,08,79,823	1,19,94,313
A. & N. Islands .	1,29,778	1,42,529	..	..
Delhi . . .	1,14,75,348	1,28,21,854	46,39,745	52,62,907
Himachal Pradesh	19,67,197	23,82,109	2,31,054	2,41,035
Manipur . . .	7,22,963	8,27,736	80,777	83,122
Tripura . . .	11,22,488	11,42,483	1,61,571	1,96,065
N.E.F.A. . . .	2,81,313	2,62,787	..	..
Pondicherry . . .	*	1,88,342	*	30,975
<b>India . . .</b>	<b>44,75,08,656</b>	<b>49,47,43,172</b>	<b>8,26,85,963</b>	<b>9,25,99,478</b>

\*Figures are

## Secondary Schools by States

Total		Increase (+) or Decrease (—)		Percentage of expenditure on Secondary Schools to Total Direct Expenditure on Education in 1956-57	State
1955-56	1956-57	Amount	Percentage		
6	7	8	9	10	11
Rs.	Rs.	Rs.			
3,31,04,603	3,34,61,020	+ 3,56,417	+ 1.1	27.4	Andhra
1,42,71,940	1,56,08,087	+ 13,36,147	+ 9.4	45.1	Assam
3,36,72,958	3,58,43,877	+ 21,70,919	+ 6.4	41.0	Bihar
10,46,61,693	11,64,68,978	+1,18,07,285	+11.3	37.8	Bombay
38,01,331	49,02,450	+ 11,01,119	+29.0	51.2	Jammu & Kashmir
2,35,79,260	3,52,14,388	+1,16,35,128	+49.3	41.9	Kerala
2,58,81,365	2,89,79,428	+ 30,98,063	+12.0	33.3	Madhya Pradesh
3,94,11,809	4,12,09,881	+ 17,98,072	+ 4.6	28.8	Madras
2,60,59,431	2,77,11,770	+ 16,52,339	+ 6.3	32.4	Mysore
81,30,276	88,92,235	+ 7,61,959	+ 9.4	30.7	Orissa
3,97,74,790	4,49,25,907	+ 51,51,117	+13.0	46.1	Punjab
1,90,45,826	2,23,62,164	+ 33,16,338	+17.4	42.2	Rajasthan
8,32,76,543	8,84,43,178	+ 51,66,635	+ 6.2	39.2	Uttar Pradesh
5,47,10,560	5,97,37,343	+ 50,26,783	+ 9.2	35.5	West Bengal
1,29,778	1,42,529	+ 12,751	+ 9.8	60.2	A. & N. Islands
1,61,15,093	1,80,84,761	+ 19,69,668	+12.2	38.9	Delhi
21,98,251	26,23,144	+ 4,24,893	+19.3	49.5	Himachal Pradesh
8,03,740	9,10,858	+ 1,07,118	+13.3	41.1	Manipur
12,84,059	13,38,548	+ 54,489	+ 4.2	27.3	Tripura
2,81,313	2,62,787	— 18,526	— 6.6	32.7	N.E.F.A.
*	2,19,317	*	*	14.0	Pondicherry
<b>53,01,94,619</b>	<b>58,73,42,650</b>	<b>+5,71,48,031</b>	<b>+10.8</b>	<b>36.8</b>	<b>India</b>

not available.

Table L—Direct Expenditure on Secondary Schools by States—(Contd.)

State	Percentage of Expenditure (1956-57) met from						Average annual cost per Pupil	
	Gov- ernment Funds	Dis- trict Board Funds	Muni- cipal Board Funds	Fees	En- dow- ments	Other Sour- ces	1955- 56	1956- 57
12	13	14	15	16	17	18	19	20
Andhra . . . . .	44.8	11.5	3.5	32.3	3.0	4.9	Rs. 71.8	Rs. 71.3
Assam . . . . .	52.3	0.2	0.4	36.8	6.9	3.4	53.7	51.3
Bihar . . . . .	31.3	16.5	2.4	40.1	2.2	7.5	49.8	48.4
Bombay . . . . .	54.5	1.7	2.1	33.5	1.1	7.1	65.1	58.3
Jammu & Kashmir . . . . .	89.7	..	..	3.7	1.6	5.0	42.9	46.5
Kerala . . . . .	70.2	3.6	0.3	21.3	0.7	3.9	35.5	41.9
Madhya Pradesh . . . . .	79.4	4.2	1.7	10.0	1.5	3.2	47.0	58.2
Madras . . . . .	43.3	10.7	3.4	32.7	9.7	0.2	78.0	66.8
Mysore . . . . .	63.2	4.6	4.5	15.8	2.7	9.2	51.9	49.5
Orissa . . . . .	52.8	3.4	0.3	27.7	9.2	6.6	65.8	67.1
Punjab . . . . .	39.0	5.0	3.1	39.8	4.8	8.3	52.0	52.7
Rajasthan . . . . .	86.3	0.4	0.1	7.3	3.0	2.9	68.7	72.1
Uttar Pradesh . . . . .	36.3	2.5	1.5	50.9	1.4	7.4	77.7	80.2
West Bengal . . . . .	26.9	0.2	0.1	60.9	5.3	6.6	76.4	78.1
A. & N. Islands . . . . .	95.9	..	..	4.1	..	..	90.3	87.6
Delhi . . . . .	51.8	0.7	6.3	31.5	2.3	7.4	92.4	95.6
Himachal Pradesh . . . . .	85.7	..	..	9.8	1.5	3.0	61.3	62.1
Manipur . . . . .	47.0	..	0.1	46.0	5.9	1.0	42.3	38.8
Tripura . . . . .	73.1	..	..	21.6	..	5.3	66.3	66.3
N.E.F.A. . . . .	100.0	..	..	..	..	..	219.1	181.4
Pondicherry . . . . .	49.8	..	..	43.2	6.8	0.2	*	69.5
India . . . . .	49.1	4.3	2.0	35.5	3.1	6.0	62.2	61.3

\*Figures are not available.

The average annual cost per pupil under instruction in secondary schools decreased further from Rs. 62.2 (Rs. 44.2 in middle schools and Rs. 79.3 in high schools) to Rs. 61.3 (Rs. 39.0 in middle schools and Rs. 80.2 in high schools). It was distributed over different sources of income as: government funds Rs. 30.1, district board funds, Rs. 2.6, municipal board funds Rs. 1.3, fees Rs. 21.8, endowments Rs. 1.9 and other sources Rs. 3.6.

Table L gives a comparative study of the expenditure on secondary schools in various states during the years 1955-56 and 1956-57. Excepting N.E.F.A., the increase, though uneven, is shared by all the States. In N.E.F.A., the decrease of Rs. 18,526 in expenditure is attributable to the closing down of 3 middle schools. Numerically Bombay recorded the highest increase of Rs. 1.18 crores, closely followed by Kerala (Rs. 1.16 crores) and the lowest by A. & N. Islands (Rs. 12,751), but on percentage basis, the highest and lowest positions were occupied by Kerala (49.3) and Andhra Pradesh (1.1). It will further be seen from col. (10) that the proportion of total direct expenditure on education devoted to secondary schools in various States showed wide variations.

The percentage of expenditure met from different sources of income are given in cols. (13) to (18) of Table L. The entire expenditure in N.E. F.A. was met from government funds. The other States, where a very large proportion of the expenditure was met from this source were Jammu & Kashmir (89.7 per cent), Rajasthan (86.3 per cent), Madhya Pradesh (79.4 per cent), and A. & N. Islands (95.9 per cent). The share of the local boards varied from 0.1 per cent in Manipur to 18.9 per cent in Bihar. Of every ten rupees spent on secondary schools, about six were met from fees in West Bengal, five in both Uttar Pradesh and Manipur and four in Bihar. Endowments and other sources played quite a minor role in secondary school expenditure and in no State did the contribution exceed one-tenth, taking both the sources individually.

### Free Places, Scholarships and Other Stipends

23. To provide educational facilities to the wards of those who had inadequate means of livelihood, almost all the State governments had schemes for the grant of scholarships, freeships and other financial concessions. Scholarships were granted both on the basis of merit and economic position. Students belonging to the Scheduled Castes, Scheduled Tribes, other Backward Classes and a certain proportion of other pupils on rolls were exempted from the payment of tuition fee. Besides the children of teachers, displaced persons, ex-servicemen and political sufferers were also given scholarships and financial concessions for the prosecution of their studies. In some States, the amount foregone by the institutions on account of freeships was reimbursed to the authorities by the government.

Out of 95,79,164 pupils reading in secondary schools, 4,44,141 pupils were in receipt of scholarships and stipends and the expenditure on this account amounted to Rs. 2,37,37,966. In addition 4,36,083 pupils received financial concessions of the value of Rs. 1,09,43,269. The amount foregone on account of freeships for 11,89,722 students came to Rs. 3,96,76,337.

### Examination Results

24. 10,12,309 candidates (8,46,048 boys and 1,66,261 girls) appeared in the matriculation and equivalent examinations held in 1957. Of these, 4,66,764 candidates (3,83,718 boys and 83,046 girls) were declared successful. This gives a pass percentage of 46.1 as against 46.7 in the previous year. Detailed statistics about these examinations are given in table LI.

Table LI—Results of Matriculation and Equivalent Examinations

State	Number Appeared			Number Passed			Pass Percentage
	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8
Andhra .	85,179	11,530	96,709	24,600	3,392	27,992	28·9
Assam .	14,726	2,914	17,640	6,861	1,410	8,271	46·9
Bihar .	70,497	3,435	73,932	39,445	2,500	41,945	56·7
Bombay .	1,21,529	27,517	1,49,046	55,441	14,816	70,257	47·1
Jammu and Kashmir	5,990	1,077	7,067	2,603	497	3,100	43·9
Kerala .	45,901	26,205	72,106	21,918	11,207	33,125	45·9
Madhya Pradesh	26,043	3,486	29,529	13,027	2,104	15,131	51·2
Madras .	51,514	11,807	63,321	23,267	6,115	29,382	46·4
Mysore .	43,599	8,705	52,304	18,094	4,595	22,689	43·4
Orissa .	9,845	673	10,518	4,804	366	5,170	49·2
Punjab .	76,742	19,331	96,073	46,845	10,667	57,512	59·9
Rajasthan .	28,033	2,722	30,755	13,709	1,438	15,147	49·3
Uttar Pradesh	1,66,398	17,918	1,84,316	66,188	9,642	75,830	41·1
West Bengal .	88,623	25,325	1,13,948	40,720	12,134	52,854	46·4
A. & N. Islands	59	20	79	17	5	22	27·8
Delhi .	6,136	2,638	8,774	3,831	1,728	5,559	63·4
Himachal Pradesh	1,569	169	1,738	1,066	138	1,204	69·3
Manipur .	1,579	164	1,743	511	77	588	33·7
Tripura .	1,518	523	2,041	617	187	804	39·4
N.E.F.A. .	7	..	7	5	..	5	71·4
Pondicherry .	561	102	663	149	28	177	26·7
1956-57	8,46,048	1,66,261	10,12,309	3,83,718	83,046	4,66,764	46·1
India							
1955-56	7,79,822	1,40,204	9,20,026	3,57,166	72,328	4,29,494	46·7

## **School Buildings and Equipment**

25. There was no remarkable improvement in the position of school buildings for secondary schools due mainly to inadequate financial resources, shortage of suitable sites and high cost of building material. In order to overcome this difficulty, tented accommodation was provided in some places. Double shifts were also arranged to ease the situation. Although non-recurring grants were given to private bodies for construction of new schools and purchase of equipment, yet the position remained far from satisfactory. Government schools, however, were comparatively better housed and equipped. In some States, contribution from local public in terms of labour and material improved the condition in this respect to some extent.

## CHAPTER VI

### UNIVERSITY EDUCATION

This chapter gives a concise account of the developments in the field of higher education—general, professional and special—imparted in colleges and university teaching departments. Certain aspects of professional education are also dealt with, in greater detail, in later chapters, e.g. Training of Teachers in Chapter VII and Technical Education in Chapter VIII.

2. The year 1956-57 recorded further all round progress in the field of University education. The institution of new courses and subjects, expansion of facilities for research in scientific and technical subjects, increase in library facilities and extra curricular and cultural activities and improvement in the salary scales of teachers were some of the highlights of the period under review. Liberal grants from the Central and State governments enabled the institutions of higher education to embark on new development projects.

3. With the recognition of the three year degree course as the central point for improving the collegiate education and checking the over-crowding in colleges, the Central government on the recommendation of Education Ministers' Conference held in September, 1956, constituted a Committee to work out the probable cost involved in switching over to three year degree course.

4. The University Grants Commission was constituted as a statutory body in November, 1956, with the coming into force of the University Grants Commission Act, 1956.

5. During the year under review, the Central Ministry of Education placed a sum of Rs. 2.42 crores (excluding Rs. 1.08 crores for the maintenance of the Central universities of Aligarh, Banaras, Delhi and Visva-Bharati) at the disposal of the University Grants Commission for the development of universities. But actually the maintenance of the Central universities cost Rs. 1.32 crores and the development grants to the universities (including the Central ones) amounted to Rs. 2.14 crores.

6. In connection with the State Educational Development Programmes, Central assistance to the tune of Rs. 5 lakhs was given to the States of Jammu & Kashmir, Madhya Pradesh, Uttar Pradesh, Rajasthan, Punjab and Bihar, in respect of the schemes relating to the 'Development of Women's Education at Collegiate level' on the basis of 50 per cent of the expenditure involved. Besides, the Ministry of Education granted loans to universities, constituent and affiliated colleges and other educational institutions for the construction of hostels and staff quarters.

7. During 1956-57, the University Grants Commission considered the question of the revision of the salary scales of the university teachers and recommended the following grades :—

Professors . . . . .	Rs. 800—50—1,250
Readers . . . . .	Rs. 500—25—800
Lecturers . . . . .	Rs. 250—20—500

The additional expenditure on account of the revised scales in Central universities was to be borne by the Commission, while for other universities, the Commission will contribute 80 per cent of the increased cost, the remaining 20 per cent being borne by the State or university concerned. The universities of Madras, Rajputana, Gujarat, Karnatak, Andhra and Travancore besides the Central universities have given effect to these scales during 1956-57. In some universities this recommendation could not be implemented on account of the States not coming forward with their 20 per cent contribution.

8. On the recommendation of the Reviewing Committee appointed by the University Grants Commission to fix block grants of the Central universities, the following amounts were fixed for the quinquennium 1956-61 :—

	Rs. per annum
(i) Aligarh Muslim University . . . . .	31,86,000
(ii) Banaras Hindu University . . . . .	50,40,000
(iii) Delhi University . . . . .	24,40,000
(iv) Visva-Bharati . . . . .	11,14,000

During the later part of the year, on the representation of the universities the grants were enhanced and fixed as follows :—

	Rs. per annum
(i) Aligarh Muslim University . . . . .	37,90,000
(ii) Banaras Hindu University . . . . .	55,50,000
(iii) Delhi University . . . . .	27,00,000
(iv) Visva-Bharati . . . . .	13,75,000

The year under review also witnessed the appointment of a Scrutiny Committee to scrutinise the proposals of the universities during the Second Plan, a Building Committee to advise on matters connected with building programmes and a Committee to determine what constitutes institutions of higher education under section 3 of the University Grants Commission Act.

9. To commemorate the centenaries of the universities of Bombay, Calcutta and Madras, the Commission decided to pay a grant of one crore rupees to each of the three universities. It was also decided that this expenditure should be incurred on the development of a permanent nature, such as construction or expansion of buildings, endowment of professorships and scholarships etc., and that no part of it should be spent on mere celebrations.

10. During 1956-57, the Commission accepted the report of the Expert Committee appointed to consider the question of the development of astronomical observatories and the establishment of a new department of astronomy. The Committee had recommended that for the present only one centre should be developed for Experimental Astronomy and one for



Theoretical Astronomy and Astro-physics. Osmania university was selected for the former where an observatory and the department of Astronomy are to be developed at an estimated cost of over Rs. 18 lakhs. The Centre for Theoretical Astronomy and Astro-Physics is to be developed at Delhi university at an estimated cost of about Rs. 9 lakhs. During the same year, the Commission also appointed Committees on Geology and Applied Geology and for the development of Geo-Physics. The universities of Saugor and Nagpur were sanctioned the department of Applied Geology, the cost of which will be met from the donation given by M/s. C. P. Manganese Ore Co. Ltd. Further the Commission decided to institute 80 post-graduate and 50 research scholarships of the value of Rs. 100 and Rs. 150 p.m. in humanities in the universities.

11. On the recommendations of the National Council for Rural Higher Education, ten rural institutes were developed and started functioning. The syllabus of the following three courses, approved by the National Council was adopted.

- (i) Three year diploma in rural services.
- (ii) Three year certificate in civil and rural engineering.
- (iii) Two year certificate in agricultural science.

Further the Central government introduced for the year 1956-57, in the first instance, a scheme of stipends in the rural institutes upto a maximum of 2 per cent of the students on roll at the following monthly rates: Diploma in Rural Services Rs. 60; Certificate in Civil and Rural Engineering Rs. 50; Certificate in Agricultural Science and the Preparatory Course Rs. 40.

12. Under the India Wheat Loan Educational Exchange Programme for the development of higher education, books and scientific equipment were received for various universities and other institutions. Eleven librarians and twenty-one scientists were sent to U. S. A. on short study tour in the respective fields. The Ministry of Education convened a Conference of the librarians, who had been to U. S. A. under the first years' programme, Hyderabad in December 1957 to discuss the various problems confronting the Indian libraries in the light of their study of similar problems in U.S.A.

13. Assistance to selected Indian Universities/Institutions in the field of Home Science Education and Research was continued in accordance with the provisions of Operational Agreement No. 41 of Technical Cooperation Programme. Services of American technicians, training facilities for Indian teachers in U. S. A. and books and equipment for eight home science colleges and faculties of universities were obtained during the year.

14. With a view to developing a realistic spirit of social service and correct understanding of the problems of rural reconstruction among university teachers and students, the Government of India in collaboration with the Ministry of Community Development and Ford Foundation launched the 'Apprenticeship in Village Development' scheme during 1956-57. The scheme provides for the participation of teachers and students in well organised development work for a period of six weeks and 1,360 students and 140 teachers from 32 universities were selected for participation during the year under review.

15. Under the Indo-U.S. Agreement of February 2, 1950 regarding Educational Exchange Programmes, 7 professors and research scholars, 15 school teachers and 89 students from India were sent to U. S. A. and 21 professors and research scholars, 4 school teachers and 16 students from the U. S. A. came to India during 1956-57.

16. Under the Indo-U.S. Agreement for the establishment and development of a Public Administration Centre at Lucknow University, the services of an American expert and books for the Library were obtained during the year.

## **Main Developments**

17. A brief account of the developments in the field of University education in different States is given below :

### **Andhra Pradesh**

#### *Andhra University*

(a) The syndicate decided to start the pre-university course in place of intermediate course in the affiliated colleges from the academic year 1957-58.

(b) B. A. (Hons.) in Sanskrit and M.Sc. in Nuclear Physics were started in the university colleges at Waltair.

(c) Curriculum of the following new courses of study was adopted :—

- (i) Short Certificate courses for graduate teachers to equip them to teach seventh form classes in higher secondary schools.
- (ii) Three year B. A. and B. Sc. degree.
- (iii) Pre-professional.
- (iv) M.Sc. degree in Analytical Chemistry.
- (v) Diploma in Social Work.
- (vi) Master's degree in Business Administration.

#### *Ismania University*

The University decided to introduce pre-professional and three year degree courses from 1957-58.

#### *Vin Venkateswara University*

(a) Regulations for the three year degree and pre-professional courses in engineering were adopted.

(b) 15 colleges formerly under the jurisdiction of Andhra university were granted affiliation, on the assumption of affiliating functions by the university.

(c) It was decided to start pre-university courses in all arts and science colleges in the university area from the academic year 1957-58.

(d) The Oriental Research Institute was taken over from T. T. Devasthanams.

**Assam***Gauhati University*

(a) The university decided to allow those students, who have passed B.Sc. examination of Gauhati or any other university, to appear for M. A. examination in any one of the following subjects, provided they have prosecuted a regular course of study for two academic years in the post-graduate class of this university, and have also passed B. A. examination of Gauhati university in English and Vernacular and in the subject taken up for M. A. course prior to their admission in M. A. examination:

(i) Assamese, (ii) Philosophy, (iii) History, (iv) Economics, (v) Education and (vi) English.

(b) Facilities for Ph.D. (Medicine), M.D., M.S. and M.O. were provided. Besides a Department of Agricultural Botany was established.

**Bihar***Bihar University*

(a) New courses of study were prescribed for M. Sc. in Veterinary Science and Animal Husbandry.

(b) Departments of Rural Economics & Co-operation and Sociology were opened in T. N. J. College, Bhagalpur.

(c) Prakrit and Jainology were introduced as independent subjects of study at M.A. stage and Prakrit at B.A. stage.

(d) Degrees in Electrical Engineering and Mechanical Engineering were introduced.

(e) A joint Board of Studies in Ancient Indian History and Culture, Ethnology etc. prepared the syllabus for B.A. (Hons.) and M.A. examinations in Ancient Indian History and Culture.

(f) Amendments were effected in the regulations for M. A., M.S., M. Com. and Hons. examinations.

*Patna University*

Facilities for post-graduate studies in Bengali were provided and the teaching of Sociology, Ancient Indian History and Culture and Statistics was introduced at B. A./B.Sc. stage.

**Bombay***M. S. University of Baroda*

(a) General education was included as a regular subject in the three year degree course. It was also decided not to have any formal year-end examination in this subject but to judge the progress of students on the basis of their class-work record throughout the year.

(b) The syndicate approved the introduction of the following new courses :

(i) Post-graduate course leading to Diploma in Library Science.

(ii) Post-graduate courses leading to the degree of the Master of Engineering (Civil, Electrical and Mechanical).

(c) The procedure for admission to medical and engineering courses was modified as a result of the decision of the syndicate to introduce three year degree course in the faculties of Arts, Science and Commerce.

### *Bombay University*

The university school of Economics and Sociology was bifurcated so as to form three separate departments of (i) Economics, (ii) Sociology and (iii) Politics & Civics.

### *Gujarat University*

Political Science and Geography were introduced as optional subjects for B.A.

### *Nagpur University*

(a) Diplomas in Library Science and Teaching, and Bachelor of Pharmacy and Engineering courses were started.

(b) It was decided to start the pre-university course in the Faculties of Arts, Science, Commerce and Agriculture to be followed up by three year degree course with effect from 1958-59.

(c) New departments of Library Science and Pharmacy started functioning.

### *Poona University*

(a) The university instituted a post-graduate diploma course in journalism, diploma in labour welfare and courses in Russian, Chinese, Japanese, Spanish and Italian.

(b) It was decided to give a rural bias, wherever possible, to the various courses of the university to make the younger generation understand the problems of rural life.

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

The university decided to introduce preparatory course in Arts from June, 1958.

### *Sardar Vallabh-bhai Vidyapeeth*

The university assumed affiliating functions and took over 4 colleges formerly under the jurisdiction of Gujarat university.

### *Jammu & Kashmir*

#### *Jammu & Kashmir University*

(a) The university took over post graduate teaching and started three departments viz. (i) Economics, (ii) Geology and (iii) English. Two of these were established at Jammu and one at Srinagar.

(b) Modern Indian Languages (Urdu, Hindi and Punjabi) were given the status of elective subjects at the degree stage and additional optional papers in these languages were dropped.

## **Kerala**

### *Kerala University*

(a) Pre-university course was started in arts and science colleges under the university.

(b) The following new degrees/diplomas were instituted :

- (i) B.Sc. (Agri.)
- (ii) B.V.Sc.
- (iii) B. Pharm.
- (iv) Diploma in Social Service.
- (v) Vidvan Titles in 'Sanskrit' and 'Malayalam'.
- (vi) M.Ed.

## **Madhya Pradesh**

### *Saugar University*

The department of Applied Geology and the faculty of Medicine were established.

## **Madras**

### *Annamalai University*

(a) B.Sc. (Hons.) course in Statistics and Geology was introduced.

(b) The syndicate decided to introduce pre-university course, three year degree course and two year post-graduate Masters' degree course.

### *Madras University*

(a) The following new courses were instituted :

- (i) Diploma in Archaeology;
- (ii) Diploma in Child Health;
- (iii) M.Sc. in Home Science;
- (iv) Degree in Mining Engineering.

(b) Pre-university course, which was started during the year was made a pre-requisite for entry to the pre-professional courses also.

(c) Regulations and syllabii for three year degree course in Arts, Science, Commerce, Home Science and for pre-professional course were approved.

## **Mysore**

### *Karnatak University*

(a) Department of Politics started functioning.

(b) Kannada Research Institute was taken over by the university from the government of Bombay.

(c) At the intermediate examination in Arts, Science and Commerce, the candidates were given the option to write their answers in English, Hindi or the regional language.

### *Mysore University*

M.Ed. course was started in University Teachers' College, Mysore.

### *Orissa*

### *Utkal University*

(a) During the year, the university established an engineering college at Burla and a department of Rural Economics and Sociology.

(b) The university decided to introduce a diploma course in Statistics.

### *Punjab*

### *Punjab University*

(a) General education was introduced at intermediate and degree levels as a non-examination optional subject.

(b) Shastri, Gyani, Prabhakar and O. T. trained teachers were permitted to take up B. T. course privately.

(c) The university allowed those students who had passed B. A. to appear in B. Sc. and *vice versa*.

(d) Employees of J. & K. Government serving in Punjab and Himachal Pradesh were permitted to appear privately in all the examinations of the university.

### *Rajasthan*

### *Rajputana University*

(a) The university decided to introduce General education as a subject of study for the pre-university and three year degree courses.

(b) Hindi examinations (Sahitya Vinod, Sahitya Visharad and Sahitya Itihas) were conducted for the first time in October, 1956. It was decided to hold these examinations every year in April instead of October to enable the candidates passing these examinations to appear at the intermediate, degree and post-graduate examinations in the following year.

### *Uttar Pradesh*

### *Agra University*

(a) Master of Social Work and M.A. in Sociology were introduced.

(b) Pali and Sanskrit were introduced as subjects of study for degree as well as post-graduate examinations of the university.

(c) The university allowed the teachers of institutions maintained or recognised by Board of Indian Medicine to appear at the examinations of the university as external candidates.

(d) Candidates failing in one subject only at the First M.B., B.S. examination were given the concession of appearing at the next ensuing examination in the subject in which they failed provided they obtained not less than 60 per cent marks in the subjects they have passed and not less than per cent marks in the subject in which they had failed.

#### *Aligarh Muslim University*

The university decided to introduce the following new courses:

- (i) Pre-university.
- (ii) Pre-Engineering and Pre-Medical.

#### *Allahabad University*

The faculty of Law was split up into two departments viz. (i) Department of Constitutional and General Law and (ii) Department of Private and Statute Law.

#### *Banaras Hindu University*

(a) Certificate course in spectroscopy was introduced.

(b) The Academic Council accepted the new three year course B.Pharm. as drafted by All India Council of Technical Education.

(c) The university decided to introduce a post-graduate course in Electrical Machine Design, from the session 1957-58.

#### *Lucknow University*

(a) An Internship-Residency Programme for advanced clinical training of medical graduates was approved.

(b) It was decided to introduce (i) well planned and comprehensive course and (ii) research in different branches of Public Administration.

#### *Roorkee University*

(a) The university started post-graduate course in Electronics and Production Engineering and under-graduate course in Architecture.

(b) The scale of Readers was revised from Rs. 600-40-1,000 to Rs. 500-50-1,200.

(c) It was decided to raise the number of seats for diploma courses from 200 to 300 from the session 1957-58.

#### **West Bengal .**

##### *Calcutta University*

(a) Faculty of Journalism was constituted.

(b) Post-graduate teaching in medical sciences was decided to be conducted only in the University College of Medicine.

##### *Visva-Bharati*

(a) General education was included in the three year degree course.

(b) According to the new scheme of reorganisation the students were allowed to appear in M.A. final examination after five years of passing the senior school certificate examination. The system of examination also underwent some changes.

## Delhi

### Delhi University

(a) The following new courses of studies were instituted :

- (i) M.A. in Psychology.
- (ii) M.A. in Mathematical Statistics.
- (iii) B.A. (Pass & Hons.) in Mathematical Statistics.

(b) The scale of pay of university teachers were revised as follows :

- (i) Professors Rs. 800-50-1,200.
- (ii) Readers Rs. 500-25-800.
- (iii) Lecturers Rs. 250-25-500-30-560.

(c) To commemorate the 2,500th Buddha Jayanti, a chair in Buddhist Studies was instituted.

## Institutions

(a) Universities

18. With the establishment of the Sardar Vallabh-bhai Vidyapeeth, the total number of universities in the country rose to 33. Table LII gives the year of foundation/reconstitution, territorial jurisdiction, type, faculties and the medium of instruction/examination used in the various universities. One university was purely affiliating, 10 residential and teaching, 1 teaching and federal and remaining 21 were teaching and affiliating. According to their location these universities were distributed as follows : Bombay 7, Uttar Pradesh 6, West Bengal and Andhra Pradesh 3 each, Bihar, Madras and Mysore 2 each and Madhya Pradesh, Assam, Orissa, Punjab, Jammu & Kashmir, Kerala, Rajasthan and Delhi 1 each. The Centrally Administered Territories other than Delhi had no university within their territorial limits.

During the year, the universities expanded their teaching function considerably, as a result of which the number of teaching departments increased from 305 to 329. The following new departments were started during 1956-

### Universities

### Teaching Departments

Bihar . . . . .	Rural Economics & Co-operation and Sociology
Bombay . . . . .	Politics & Civics and Sociology
Gauhati . . . . .	Agricultural Botany
Jammu & Kashmir . . . . .	Economics, English and Geology
Karnatak . . . . .	Kannada Research and Politics
Lucknow . . . . .	Anaesthesia, Business Administration, Private Law, Public Law, Psychology, Sociology & Social Work, Statistics and Oto-Laryngology
Nagpur . . . . .	Pharmacy and Library Science
Patna . . . . .	Commerce
Poona . . . . .	Applied Geology
Utkal . . . . .	Engineering, Rural Economics and Sociology



**Table LII—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
<b>Andhra</b>  Andhra University, Waltair	1926	Andhra Pradesh (excluding areas of Osmania & Sri Venkateswara universities)	Teaching and Affiliating	Arts; Sc.; Agr.; Ayurveda; Com.; Engg.; Fine Arts; Law; Med.; Oriental Learning; Teaching and Vet. Sc.	English
Osmania University, Hyderabad	1918/1947	Erstwhile Hyderabad State	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Law; Med.; Religion & Culture and Vet. Sc.	English and 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.; Com.; Engg.; Oriental Learning and Teaching	English
<b>Assam</b>  Gauhati University, Gauhati	1948	State of Assam and Union Territory of Manipur	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Law and Med.	English
<b>Bihar</b>  Bihar University, Patna	1952	Bihar State (except Patna Corporation Area)	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Law; Med.; Mining & Applied Geology and Vet. Sc.	Hindi in I.A., I.Sc. I.Com., B.A., B.Sc. and B.Com.; English in others

**Bombay**

Baroda University, Baroda

1949

Within a radius of 10 miles from the University office

Residential and Teaching

Arts; Sc.; Com.; Edu. &amp; Psych.; Fine Arts; Home Sc.; Med.; Social Work and Technology (including Engg.)

English

Bombay University, Bombay

1857/1928/  
1953

Greater Bombay

Teaching and Federal

Arts; Sc.; Com.; Law and Med. (including Pharmacy and Technology)

English

Gujarat University, Ahmedabad

1950

Erstwhile States of Saurashtra, Kutch and Districts of Ahmedabad, Amreli, Banaskantha, Baroda (excluding Baroda University area), Broach, Kaira (excluding area of Vallabh Vidyanagar in Anand Taluka and the area of Sardar Vallabhbhai Vidyapeeth), Mehsana, Panch Mahalas, Sabar Kantha and Surat in Bombay State

Teaching and Affiliating

Arts (including Edu.); Sc.; Agr.; Ayurvedic Med.; Com.; Law; Med. and Tech. (including Engg.)

Gujarati and Hindi in I.A., I.Sc., I.Com., B.A., B.Sc., B.Com., B.Ed., M. Ed., B. Pharm., B.E. and M.B., B.S.; English in other

Nagpur University, Nagpur

1923

Districts of Akola, Amravati, Bhandara, Buldhana, Chanda, Nagpur, Wardha and Yeotmal in Bombay State

Teaching and Affiliating

Arts; Sc.; Agr.; Com.; Edu.; Law and Med.

English, Hindi and Marathi in I.A., I.Sc., B.A. and B.Sc.; Hindi and Marathi in I. Com., B.Com., B.T., and Dip. T.; English in others

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

1	2	3	4	5	6
Poona University, Poona	1948	Districts of Ahmednagar, East Khandesh, Kolaba, Kolhapur, Nasik, North Satara, Poona, Ratnagiri, Sholapur, South Satara, Thana and West Khandesh in Bombay State	Teaching and Affiliating	Arts; Sc.; Agr.; Ayurvedic Med.; Engg.; Law; Med. and Mental, Moral & Social Sciences	English and Marathi in I.A., I.Sc., I.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.)	Hindi and English
S.N.D.T. Women's University, Bombay	1951*	Not defined	Teaching and Affiliating	Arts	Modern Indian languages (mother tongue of the candidate) and English under special circumstances
<b>Jammu &amp; Kashmir</b>					
Jammu & Kashmir University, Srinagar	1948	Jammu and Kashmir State	Teaching and Affiliating	Arts; Sc.; Com.; Edu. and Oriental Learning	English
<b>Kerala</b>					
Kerala University, Trivandrum	1937	Kerala State	Teaching and Affiliating	Arts; Sc.; Agr.; Ayurveda; Com.; Edu.; Law; Med.; Oriental Studies; Fine Arts; Tech. and Vet.	English

<b>Madhya Pradesh</b>							
Saugar University, Sagar	1946	Districts of Balaghat, Bastar, Betul, Bilaspur, Chindwara Durg, Hoshangabad, Jabal-pore, Mandla, Nimar, Raigarh, Raipur, Sagar and Sarguja in Madhya Pradesh State	Teaching Affiliating	and	Arts; Sc.; Edu.; Engg. and Law	English in B.V. Sc., B.E., (Hons.), M.A., M.Sc., M.E. and M.Com. English and Hindi in others	
<b>Madras</b>							
Annamalai University, Annamalainagar	1929	Within a radius of 10 miles from the university con-vo-cation hall	Residential Teaching	and	Arts; Sc.; Edu.; Engg. & Tech.; Fine Arts and Oriental Studies	English	
Madras University, Madras	1857/1904/ 1923/1929	Erstwhile States of Madras (excluding Annamalai Uni-versity area) and Coorg	Teaching Affiliating	and	Arts; Sc.; Agr.; Com.; Engg.; Fine Arts; Law Med.; Oriental Learn-ing; Teaching; Tech. and Vet. Sc.	English	
<b>Mysore</b>							
Karnatak University, Dharwar	1949	Districts of Belgaum, Bijapur, Dharwar and North Kanara in Mysore State	Teaching Affiliating	and	Arts; Sc.; Agr.; Engg.; Law; Med. and Social Sciences	English, Hindi and Kan-nada for I.A., I.Sc., I.Com., English in others	
Mysore University, Mysore	1916	Erstwhile Mysore State	Teaching Affiliating	and	Arts; Sc.; Com.; Edu.; Engg. & Tech.; Law and Med.	English	
<b>Orissa</b>							
Utkal University, Cut-tack	1943	Orissa State	Teaching Affiliating	and	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Geology; Law; Med. and Vet. Sc.	English	

\*Was established in 1916 but started functioning as a statutory university in 1951 under an Act passed by Bombay Govt. in 1949.

**Table LII—Universities in India—Jurisdiction, Types and Faculties—(Contd.)**

1	2	3	4	5	6
<b>Punjab</b>					
Panjab University, Chandigarh	1947	State of Punjab and Union Territory of Himachal Pradesh	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Law; Med.; Oriental Learning and Vet. Sc.	English, Hindi, Urdu or Panjabi in I.A., B.A. and B.Com.; English in others
<b>Rajasthan</b>					
Rajputana University, Jaipur	1947	Rajasthan State (excluding erstwhile Ajmer State)	Teaching and Affiliating	Arts; Sc.; Com.; Edu.; Engg.; Law; Med. & Pharmaceutics & Vet. Sc. and Oriental Learning	English or Hindi upto post-graduate courses in Arts and Commerce; English in others
<b>Uttar Pradesh</b>					
Agra University, Agra	1927	State of Uttar Pradesh (excluding areas of Aligarh, Allahabad, Banaras and Lucknow Universities and the township of Roorkee) and erstwhile States of Ajmer, Bhopal, Madhya Bharat and Vindhya Pradesh	Affiliating	Arts; Sc.; Agr.; Com.; Engg.; Law; Med. and Vet. Sc. & Animal Husbandry	English and Hindi in B.A., B.Com., B.T., M.A. and M.Com.; English in others
Aligarh Muslim University, Aligarh	1921	Within a radius of 15 miles from the university Mosque	Residential and Teaching	Arts; Sc.; Engg. & Tech.; Med. and Theology	English, Hindi and Urdu in I.A., Urdu in B.U. M.S.; English in others
Allahabad University, Allahabad	1887/1921	Within a radius of 10 miles from the university office	Residential and Teaching	Arts; Sc.; Com. and Law	English and Hindi in B.A., B.Sc. and B.Com.; English in others

Banaras Hindu University, Banaras	1916	Within a radius of 15 miles from the main temple of the university	Residential Teaching	and	Arts; Sc.; Law; Med. & Surgery (Ayurveda); Music & Fine Arts; Oriental learning; Tech. and Theology	English and Hindi in I.A., I.Sc., I.Com., B.A., B.Com., B.Ed., LL.B. and Ayurveda; Hindi in Music & Fine Arts; English in others
Lucknow University, Lucknow	1921	Within a radius of 10 miles from the university convocation hall	Residential Teaching	and	Arts; Sc.; Ayurveda; Com; Law and Med.	Hindi in B.A., B.Sc., and B.Com.; English in others
Roorkee University, Roorkee	1948	Not defined	Residential Teaching	and	Engg.	English
<b>West Bengal</b>						
Calcutta University, Calcutta	1857/1904/ 1951/1954	State of West Bengal (excluding areas of Jadavpur and Visva-Bharati universities) and Union Territory of Tripura	Teaching Affiliating	and	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Fine Arts & Music; Journalism; Law; Med.; Tech. and Vet. Sc.	English
Jadavpur University, Jadavpur	1955	Within a radius of 2 miles from the university office	Residential Teaching	and	Arts; Sc.; Engg. and Tech.	English
Visva-Bharati University, Santiniketan	1951*	Area of Santiniketan in the district of Birbhum in West Bengal	Residential Teaching	and	Not defined	Bengali in Certificate and Diploma courses; English in others
<b>Delhi</b>						
Delhi University, Delhi	1922/1943/ 1952	Delhi State	Teaching Affiliating	and	Arts; Sc.; Agr. & Forestry; Edu.; Law; Medical Sciences; 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.

In Delhi, the department of Tuberculosis was merged with the Patel Chest Institute, Delhi. The Deptt. of Law, Allahabad University was bifurcated into two separate departments—(i) Deptt. of Constitutional and General Law and (ii) Deptt. of Private and Statute Law.

(b) Boards

In addition to the 33 universities, the number of Boards of Education rose from 14 to 15\* in the country. Their names alongwith the examinations conducted by them are given below :—

1. Bihar School Examination Board, Patna—Secondary School Certificate, Diploma in Physical Education, Certificate in Physical Education and Diploma in Social Education.
2. Board of Public Examination, Kerala State, Trivandrum—Secondary School Leaving Certificate.
3. Board of Higher Secondary Education, Delhi—High School, Higher Secondary, Higher Secondary Technical.
4. Board of High School and Intermediate Education, Uttar Pradesh, Allahabad—High School and Intermediate.
5. Board of Secondary Education, Andhra Pradesh, Kurnool—Secondary School Leaving Certificate.
6. Board of Secondary Education, Hyderabad—Higher Secondary Certificate and Higher Secondary Certificate (Technical).
7. Board of Secondary Education, Madhya Bharat Region, Gwalior—High School and Intermediate.
8. Board of Secondary Education, Madras State, Madras—Secondary School Leaving Certificate, T. S. L. C. and VIII Standard Public Examination.
9. Board of Secondary Education, Orissa, Cuttack—Secondary School Leaving Certificate.
10. Board of Secondary Education, West Bengal, Calcutta—Secondary School Final Examination.
11. Central Board of Education, Ajmer—High School, Intermediate and Teachers' Training Certificate.
12. Mahakoshal Board of Secondary Education, Jabalpur—Secondary School Certificate Examination.
13. Secondary Education Board, Mysore State, Bangalore—Secondary School Leaving Certificate.
14. Secondary School Certificate Examination Board, Bombay State, Poona—Secondary School Certificate.
15. Vidarbha Board of Secondary Education, Nagpur—Secondary School Certificate and Higher Secondary School Certificate.

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\*Includes 3 boards, one each in Bihar, Kerala and Mysore which formed part of the offices of their respective Director of Public Instructions.

The total expenditure on these Boards (excluding those in Bihar, Mysore and Kerala) increased from Rs. 1,32,40,136 to Rs. 1,49,89,495. Of this, 5.8 per cent was contributed by the government, 93.2 per cent from the fees and 1 per cent from other sources.

### (c) Colleges

With the increase of 137 colleges—68 for general education, 53 for professional education and 16 for special education, the number of recognised colleges and institutions of higher education rose to 1,341. Of these, 814 were arts & science colleges (including research institutions providing teaching facilities), 399 professional and technical and 128 for special education providing instructions in subjects like music, dancing and other fine arts, oriental studies, sociology and domestic science. During the year, arts & science colleges registered an increase of 9.1 per cent, professional & technical colleges of 15.3 per cent and special education colleges of 14.2 per cent (Table No. LIV). The number of colleges meant exclusively for women was 114 for arts and science, 34 for professional and technical education and 16 for special education. The corresponding figures for the previous year were 104, 24 and 14 respectively. During the year, women's colleges constituted 12.2 per cent of the total number of colleges as compared to 11.8 per cent during 1955-56.

During 1956-57, colleges (including research institutions) in rural areas numbered 111 (106 for men and 5 for women). Of these, 3 were research institutions (all for men), 57 (53 for men and 4 for women) arts and science colleges and 51 (including one for women) professional and special colleges.

Of the total number of 399 colleges for professional and technical education, 133 were teachers' training colleges, 99 medical colleges, 47 engineering colleges, 29 law colleges, 28 commerce colleges, 25 agriculture colleges, 14 veterinary science colleges, 10 physical education colleges, 7 technological colleges, 3 forestry colleges, 3 co-operative training colleges and one for applied art and architecture. The increase in the number of professional and technical colleges consisted of 26 teachers' training colleges, 11 medical colleges, 7 engineering colleges, 1 agriculture college, 2 commerce colleges, 4 law colleges, 2 for physical education and 1 for co-operative training. Colleges for veterinary science marked a decrease by 1.

The break up of 128 colleges for special education was as follows: 27 (including 5 for girls) for music, dancing and other fine arts; 85 (including 8 for girls) for oriental studies; 6 for sociology, 3 (all for girls) for domestic science; 1 for yoga and cultural synthesis and 6 rural institutes.

Table LIII gives the distribution of colleges by managements. The overall position in this respect remained almost the same as in previous year *i.e.* about half the number of colleges were managed by private (aided) bodies and about one third by the government. Private unaided bodies accounted for 15 per cent, while the number of colleges under local boards was negligible. While about three-fourth of the colleges for arts and science and special education were managed by private bodies (aided as well as unaided), more than half of the colleges for professional education were under the management of the government. The government colleges predominated in Bombay, Orissa, Rajasthan, Himachal Pradesh, Manipur and Pondicherry. The local boards managed 3 professional colleges in Bombay, 1 special education college in Madras and 1 college for general education each in Bombay.



Table LIII—Number of Colleges By Management

Management	*Arts and Science Colleges		Colleges for Professional Education		Colleges for Special Education		Total			
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	1955-56		1956-57	
							Number	Percentage	Number	Percentage
1	2	3	4	5	6	7	8	9	10	11
Government	186	202	194	215	28	35	408	33.9	452	33.7
Local Boards	3	3	3	3	1	1	7	0.6	7	0.5
<i>Private :</i>										
Aided	458	483	104	120	68	78	630	52.3	681	50.8
Unaided	99	126	45	61	15	14	159	13.2	201	15.0
India	746	814	346	399	112	128	1,204	100.0	1,341	100.0

\*Includes research institutions providing teaching facilities.

Madras and Punjab. A large number of arts and science colleges in Punjab, professional education colleges in Bombay and special education colleges in Madras were managed by unaided private bodies.

The State-wise break up of colleges for the year 1955-56 and 1956-57 is given in Table LIV. The number of arts and science colleges increased everywhere except in the States of Jammu & Kashmir, Orissa, Himachal Pradesh, Manipur and Tripura where it remained unchanged. All the States shared the increase in the number of the professional colleges except Jammu & Kashmir, Orissa, Himachal Pradesh and Tripura, where it remained stationary. All the States recorded increase in the number of special education colleges except Assam, Kerala, Mysore, Orissa, Delhi and Manipur. There was a fall in number of such colleges by one each only in the States of Madhya Pradesh and Madras.

### Pupils

19. An analysis of enrolment figures should take into account the enrolment in school classes attached to some colleges as also of the classes XI and XII of the higher secondary schools in Uttar Pradesh which provide

Table LIV—Number of Colleges by States

State	Arts and Science Colleges†		Colleges for Professional Education		Colleges for Special Education		Total		Increase (+) or Decrease (—)	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	Number	Percentage
1	2	3	4	5	6	7	8	9	10	11
Andhra . . . . .	47	53	22	23	15	16	84	92	+ 8	+ 9.5
Assam . . . . .	21	23	5	5	1	1	27	29	+ 2	+ 7.4
Bihar . . . . .	57	59	27	27	1	7	85	93	+ 8	+ 9.4
Bombay . . . . .	87	103	73	83	7	11	167	197	+ 30	+18.0
Jammu and Kashmir . . . . .	12	12	3	3	9	10	24	25	+ 1	+ 4.2
Kerala . . . . .	40	42	13	14	7	7	60	63	+ 3	+ 5.0
Madhya Pradesh . . . . .	51	61	22	26	9	8	82	95	+ 13	+15.9
Madras . . . . .	54	56	28	32	17	16	99	104	+ 5	+ 5.1
Mysore . . . . .	46	49	30	44	7	7	83	100	+ 17	+20.5
Orissa . . . . .	14	14	6	6	3	3	23	23	..	..
Punjab . . . . .	73	79	24	30	..	..	97	109	+ 12	+12.4
Rajasthan . . . . .	52	54	13	15	17	18	82	87	+ 5	+ 6.1
Uttar Pradesh . . . . .	69	75	40	44	7	9	116	128	+ 12	+10.3
West Bengal . . . . .	99	107	30	32	9	11	138	150	+ 12	+ 8.7
Delhi . . . . .	17	18	8	10	2	2	27	30	+ 3	+11.1
Himachal Pradesh . . . . .	3	3	1	1	..	..	4	4	..	..
Manipur . . . . .	2	2	..	..	1	1	3	3	..	..
Tripura . . . . .	2	2	1	1	..	1	3	4	+ 1	+33.3
Pondicherry . . . . .	*	2	*	3	*	..	*	5	*	*
<b>India . . . . .</b>	<b>746</b>	<b>814</b>	<b>346</b>	<b>399</b>	<b>112</b>	<b>128</b>	<b>1,204</b>	<b>1,341</b>	<b>+137</b>	<b>+11.4</b>

†Includes research institutions providing teaching facilities.

\*Figures are not available.

Table LV—Number of Pupils

State	For Boys		For Girls	
	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5
Andhra . . . . .	48,376	53,404	1,829	2,126
Assam . . . . .	13,474	14,858	782	960
Bihar . . . . .	48,655	57,598	1,441	1,716
Bombay . . . . .	97,292	1,08,689	2,888	3,641
Jammu & Kashmir . . . . .	5,497	5,135	1,251	1,929
Kerala . . . . .	33,205	33,498	4,613	4,985
Madhya Pradesh . . . . .	30,415	34,747	2,908	3,087
Madras . . . . .	44,407	47,499	4,853	5,495
Mysore . . . . .	34,469	38,138	2,815	3,757
Orissa . . . . .	6,561	7,196	197	275
Punjab . . . . .	41,259	44,702	5,131	5,473
Rajasthan . . . . .	32,872	34,222	3,256	3,604
Uttar Pradesh . . . . .	81,794	85,917	3,048	3,420
West Bengal . . . . .	99,809	1,12,729	6,764	7,940
Delhi . . . . .	15,457	15,612	2,742	3,023
Himachal Pradesh . . . . .	514	575	..	..
Manipur . . . . .	1,341	1,473	..	..
Tripura . . . . .	1,264	1,508	..	..
Pondicherry . . . . .	*	1,264	..	..
India . . . . .	6,36,661	6,98,764	44,518	51,431

\*Figures are

## in Universities and Colleges

Total		Increase (+) or Decrease (—)		State
1955-56	1956-57	Number	Percentage	
6	7	8	9	10
50,205	55,530	+ 5,325	+ 10·6	Andhra
14,256	15,818	+ 1,562	+ 11·0	Assam
50,096	59,314	+ 9,218	+ 18·4	Bihar
1,00,180	1,12,330	+ 12,150	+ 12·1	Bombay
6,748	7,064	+ 316	+ 4·7	Jammu & Kashmir
37,818	38,483	+ 665	+ 1·8	Kerala
33,323	37,834	+ 4,511	+ 11·3	Madhya Pradesh
49,260	52,994	+ 3,734	+ 7·6	Madras
37,284	41,895	+ 4,611	+ 12·4	Mysore
6,758	7,471	+ 713	+ 10·6	Orissa
46,390	50,175	+ 3,785	+ 8·2	Punjab
36,128	37,826	+ 1,698	+ 4·7	Rajasthan
84,842	89,337	+ 4,495	+ 5·3	Uttar Pradesh
1,06,573	1,20,669	+ 14,096	+ 13·2	West Bengal
18,199	18,635	+ 436	+ 2·4	Delhi
514	575	+ 61	+ 11·9	Himachal Pradesh
1,341	1,473	+ 132	+ 9·8	Manipur
1,264	1,508	+ 244	+ 19·3	Tripura
*	1,264	..	..	Pondicherry
<b>6,81,179</b>	<b>7,50,195</b>	<b>+ 69,016</b>	<b>+ 10·1</b>	<b>India</b>

not available.

Table LVI—Number of Pupils Receiving Education at University

State	General Education					
	Boys		Girls		Total	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
Andhra .	33,419	37,212	3,616	4,200	37,035	41,412
Assam .	10,025	11,204	1,717	1,978	11,742	13,182
Bihar .	36,065	43,544	2,470	2,938	38,535	46,482
Bombay .	53,024	58,491	13,765	15,871	66,789	74,362
Jammu and Kashmir.	4,316	4,556	689	912	5,005	5,468
Kerala .	24,604	24,758	8,187	9,030	32,791	33,788
Madhya Pradesh.	11,110	13,227	2,035	2,421	13,145	15,648
Madras .	28,147	31,732	5,638	6,094	33,785	37,826
Mysore .	22,996	24,688	4,210	4,805	27,206	29,493
Orissa .	4,846	5,295	498	634	5,344	5,929
Punjab .	32,665	34,527	5,635	6,522	38,300	41,049
Rajasthan .	11,916	12,172	1,851	2,178	13,767	14,350
Uttar Pradesh.	1,39,300	1,41,663	16,247	16,978	1,55,547	1,58,641
West Bengal	67,751	75,285	15,196	18,427	82,947	93,712
Delhi .	8,579	8,414	2,118	2,504	10,697	10,918
Himachal Pradesh.	313	354	51	79	364	433
Manipur .	1,052	1,137	74	108	1,126	1,245
Tripura .	1,027	1,187	95	116	1,122	1,303
Pondicherry	*	144	*	22	*	166
<b>India .</b>	<b>4,91,155</b>	<b>5,29,590</b>	<b>84,092</b>	<b>95,817</b>	<b>5,75,247</b>	<b>6,25,407</b>

\*Figures are

**General, Professional and Special  
 Stage by States**

Professional Education						State
Boys		Girls		Total		
1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	
8	9	10	11	12	13	14
11,484	11,900	581	650	12,065	12,550	Andhra
2,284	2,397	66	74	2,350	2,471	Assam
11,178	11,969	228	285	11,406	12,254	Bihar
24,673	28,146	2,110	2,553	26,783	30,699	Bombay
155	214	34	59	189	273	Jammu & Kashmir.
3,519	3,544	431	493	3,950	4,037	Kerala
7,232	7,921	360	465	7,592	8,386	Madhya Pradesh.
12,457	11,191	851	962	13,308	12,153	Madras
7,955	9,102	377	1,009	8,332	10,111	Mysore
1,021	1,116	73	84	1,094	1,200	Orissa
4,761	5,538	1,348	1,575	6,109	7,113	Punjab
7,643	8,220	124	137	7,767	8,357	Rajasthan
23,069	23,590	1,292	1,254	24,361	24,844	Uttar Pradesh.
18,860	21,597	850	1,025	19,710	22,622	West Bengal
3,304	3,523	490	555	3,794	4,078	Delhi
24	23	..	..	24	23	Himachal Pradesh.
67	99	1	1	68	100	Manipur
90	139	2	..	92	139	Tripura
*	42	*	12	*	54	Pondicherry
1,39,776	1,50,271	9,218	11,193	1,48,994	1,61,464	India

not available.

Table LVI—Number of Pupils Receiving Education at University

State	Special Education					
	Boys		Girls		Total	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
15	16	17	18	19	20	21
Andhra . . . . .	464	714	102	133	566	847
Assam . . . . .	41	41	..	..	41	41
Bihar . . . . .	67	452	5	25	72	477
Bombay . . . . .	241	477	264	312	505	789
Jammu & Kashmir . . . . .	148	24	216	109	364	133
Kerala . . . . .	668	328	121	147	789	475
Madhya Pradesh . . . . .	418	448	181	320	599	768
Madras . . . . .	1,148	1,544	257	378	1,405	1,922
Mysore . . . . .	393	473	52	51	445	524
Orissa . . . . .	407	487	13	12	420	499
Punjab . . . . .	129	131	21	18	150	149
Rajasthan . . . . .	552	699	18	16	570	715
Uttar Pradesh . . . . .	2,185	2,310	429	493	2,614	2,803
West Bengal . . . . .	1,219	1,478	1,166	1,346	2,385	2,824
Delhi . . . . .	403	491	408	445	811	936
Himachal Pradesh . . . . .	..	..	..	..	..	..
Manipur . . . . .	106	..	41	..	147	..
Tripura . . . . .	..	..	..	..	..	..
Pondicherry . . . . .	*	..	*	..	*	..
<b>India . . . . .</b>	<b>8,589</b>	<b>10,097</b>	<b>3,294</b>	<b>3,805</b>	<b>11,883</b>	<b>13,902</b>

\*Figures are

**General, Professional and Special  
Stage by States (Contd.)**

Grand Total						State
Boys		Girls		Total		
1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	
22	23	24	25	26	27	28
45,367	49,826	4,299	4,983	49,666	54,809	Andhra
12,350	13,642	1,783	2,052	14,133	15,694	Assam
47,310	55,965	2,703	3,248	50,013	59,213	Bihar
77,938	87,114	16,139	18,736	94,077	1,05,850	Bombay
4,619	4,794	939	1,080	5,558	5,874	Jammu & Kashmir.
28,791	28,630	8,739	9,670	37,530	38,300	Kerala
18,760	21,596	2,576	3,206	21,336	24,802	Madhya Pradesh.
41,752	44,467	6,746	7,434	48,498	51,901	Madras
31,344	34,263	4,639	5,865	35,983	40,128	Mysore
6,274	6,898	584	730	6,858	7,628	Orissa
37,555	40,196	7,004	8,115	44,559	48,311	Punjab
20,111	21,091	1,993	2,331	22,104	23,422	Rajasthan
1,64,554	1,67,563	17,968	18,725	1,82,522	1,86,288	Uttar Pradesh.
87,830	98,360	17,212	20,798	1,05,042	1,19,158	West Bengal.
12,286	12,428	3,016	3,504	15,302	15,932	Delhi
337	377	51	79	388	456	Himachal Pradesh.
1,225	1,236	116	109	1,341	1,345	Manipur
1,117	1,326	97	116	1,214	1,442	Tripura
*	186	*	34	*	220	Pondicherry
<b>6,39,520</b>	<b>6,89,958</b>	<b>96,604</b>	<b>1,10,815</b>	<b>7,36,124</b>	<b>8,00,773</b>	<b>India</b>

not available.



**Table LVII—Distribution of Pupils at University Stage**

Stage/Subject	Boys		Girls		Total		Increase (+) or Decrease (—)	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	Number	Percentage
1	2	3	4	5	6	7	8	9
<b>General Education</b>								
Intermediate . . . . .	3,41,539	3,65,009	54,909	60,935	3,96,448	4,25,944	+ 29,496	+ 7·4
B.A./B.Sc. . . . .	1,26,130	1,38,850	24,772	29,868	1,50,902	1,68,718	+ 17,816	+ 10·8
M.A./M.Sc. . . . .	21,293	23,233	4,040	4,589	25,333	27,822	+ 2,489	+ 9·8
Research . . . . .	2,193	2,498	371	425	2,564	2,923	+ 359	+ 14·0
<i>Total</i> . . . . .	4,91,155	5,29,590	84,092	95,817	5,75,247	6,25,407	+ 50,160	+ 8·7
<b>Professional Education</b>								
Agriculture . . . . .	5,840	7,013	37	38	5,877	7,051	+ 1,174	+ 20·0
Commerce . . . . .	58,496	60,861	422	442	58,918	61,303	+ 2,385	+ 4·0

Engineering and Technology . . . . .	19,820	21,870	38	35	19,858	21,905	+ 2,047	+ 10.3
Forestry . . . . .	320	427	..	..	320	427	+ 107	+ 33.4
Law . . . . .	19,921	20,392	347	425	20,268	20,817	+ 549	+ 2.7
Medicine . . . . .	21,085	22,712	3,987	4,577	25,072	27,289	+ 2,217	+ 8.8
Physical Education . . . . .	442	412	48	66	490	478	— 12	— 2.4
Teachers' Training . . . . .	9,962	11,677	4,318	5,584	14,280	17,261	+ 2,981	+ 20.9
Veterinary Science . . . . .	3,636	4,644	13	15	3,649	4,659	+ 1,010	+ 27.7
Others . . . . .	254	263	8	11	262	274	+ 12	+ 4.7
<i>Total</i> . . . . .	1,39,776	1,50,271	9,218	11,193	1,48,994	1,61,464	+12,470	+ 8.4
<b>Special Education</b>								
Music, Dancing and Other Fine Arts	1,579	1,628	1,843	2,110	3,422	3,738	+ 316	+ 9.2
Oriental Studies . . . . .	5,010	5,425	510	477	5,520	5,902	+ 382	+ 6.9
Other Subjects . . . . .	2,000	3,044	941	1,218	2,941	4,262	+ 1,321	+ 44.9
<i>Total</i> . . . . .	8,589	10,097	3,294	3,805	11,883	13,902	+ 2,019	+ 17.0
<b>Grand Total</b> . . . . .	<b>6,39,520</b>	<b>6,89,958</b>	<b>96,604</b>	<b>1,10,815</b>	<b>7,36,124</b>	<b>8,00,773</b>	<b>+64,649</b>	<b>+ 8.8</b>

education equivalent to the intermediate standard in other States. Consequently, enrolment figures have been given in two tables. Table LV gives the enrolment in universities and colleges by institutions irrespective of the standard of instruction provided, while Table LVI shows the number of pupils under instruction in classes comprising university and collegiate stage only.

Enrolment in colleges and university teaching departments (Table LV), increased from 6,81,179 to 7,50,195, the rate of increase being 10·1 per cent during the year, as compared to 10·2 per cent during the previous year. Girls constituted 14·8 per cent of the total enrolment as compared to 14·1 per cent during 1955-56. The increase in enrolment was shared by all the States. The percentage of increase in the States was the highest in Bihar (18·4) and the lowest in Kerala (1·8). Similar positions in the centrally administered territories were occupied by Tripura (19·3 per cent) and Delhi (2·4 per cent).

Of the total number of 7,50,195 students, 6,27,734 (83·7 per cent) were studying in arts and science colleges, 1,07,172 (14·3 per cent) in professional and technical colleges and 15,289 (2·0 per cent) in special education colleges. The average daily attendance in the three types of colleges taken in order was 87·6, 87·8 and 85·5 per cent.

The distribution of enrolment in institutions managed by different agencies was 1,93,632 (25·8 per cent) in government colleges, 2,641 (0·4 per cent) in local board colleges and 5,53,922 (73·8 per cent) in colleges managed by private agencies.

Taking the university and collegiate stage, (Table LVI), the total number of post matriculation students in general as well as professional & technical and special education increased from 7,36,124 in 1955-56 to 8,00,773 in 1956-57, the rate of increase being 8·8 per cent. This enrolment constituted 2·2 per cent of the total enrolment at all stages. Of the total number of students at the university and collegiate stages, 6,25,407 (78·1 per cent) took up arts and science courses, 1,61,464 (20·2 per cent) professional and technical courses and 13,902 (1·7 per cent) special education courses. Further details according to standard of instruction and courses of study are given in Table LVII.

### Co-education

20. Out of the total number of 95,101 girl students in arts and science colleges, 50,587 or 53·2 per cent studied in institutions for boys. The corresponding percentage in case of professional and special education colleges was 61·8. The extent of co-education in arts and science colleges and in colleges for professional and special education in different States is given in Table LVIII.

### Teachers

21. Table LIX gives the distribution of teachers in colleges and university teaching departments in various States. It will be seen that the total staff strength in these institutions during 1956-57 was 42,135—37,519 men and 4,616 women as against 33,907 men and 3,958 women in 1955-56. This represents an overall increase of 11·3 per cent as compared to 10 per cent increase in enrolment in these institutions.

Table LVIII—Number of Girls Studying for Higher Education

State	In Arts & Science Colleges*			Percentage of Girls in Boys' Colleges to total number of Girls	In Colleges for Professional & Special Education			Percentage of Girls in Boys' Colleges to total number of Girls
	Number of Girls in Boys' Colleges	Number of Girls in Girls' Colleges	Total Number of Girls		Number of Girls in Boys' Colleges	Number of Girls in Girls' Colleges	Total Number of Girls	
1	2	3	4	5	6	7	8	9
Andhra . . .	2,237	2,015	4,252	52.6	729	111	840	86.8
Assam . . .	1,048	960	2,008	52.2	44	..	44	100.0
Bihar . . .	1,325	1,663	2,988	44.3	207	53	260	79.6
Bombay . . .	12,720	3,309	16,029	79.4	2,807	332	3,139	89.4
Jammu & Kashmir.	126	788	914	13.8	57	1,076	1,133	5.0
Kerala . . .	4,166	4,885	9,051	46.0	543	100	643	84.4
Madhya Pradesh.	1,994	2,134	4,128	48.3	814	292	1,106	73.6
Madras . . .	1,292	5,042	6,334	20.4	966	453	1,419	68.1
Mysore . . .	1,735	3,061	4,796	36.2	558	696	1,254	44.5
Orissa . . .	367	275	642	57.2	86	..	86	100.0
Punjab . . .	2,993	5,048	8,041	37.2	878	425	1,303	67.4
Rajasthan . .	744	3,557	4,301	17.3	154	16	170	90.6
Uttar Pradesh	5,526	2,978	8,504	65.0	864	437	1,301	66.4
West Bengal .	12,817	6,564	19,381	66.1	884	1,266	2,150	41.1
Delhi . . .	1,121	2,235	3,356	33.4	135	788	923	14.6
Himachal Pradesh.	79	..	79	100.0	..	..	..	..
Manipur . . .	109	..	109	100.0	36	..	36	100.0
Tripura . . .	116	..	116	100.0	23	..	23	100.0
Pondicherry .	72	..	72	100.0	12	..	12	100.0
<b>India . . .</b>	<b>50,587</b>	<b>44,514</b>	<b>95,101</b>	<b>53.2</b>	<b>9,797</b>	<b>6,045</b>	<b>15,842</b>	<b>61.8</b>

\*Includes enrolment in university teaching departments and research institutions.

TABLE LIX—Number of Teachers in

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 . . . . .	234	5	2,338	220	701	61
Assam . . . . .	78	2	460	44	123	..
Bihar . . . . .	152	6	1,625	111	615	16
Bombay . . . . .	157	9	3,143	493	2,138	118
Jammu & Kashmir . . . . .	9	..	259	30	18	3
Kerala . . . . .	12	4	1,430	409	214	30
Madhya Pradesh . . . . .	114	2	1,577	158	521	30
Madras . . . . .	242	9	1,918	574	837	143
Mysore . . . . .	16	..	1,320	172	637	76
Orissa . . . . .	21	1	329	24	113	3
Punjab . . . . .	82	1	1,733	215	495	94
Rajasthan . . . . .	20	..	1,348	206	321	8
Uttar Pradesh . . . . .	1,451	107	2,232	210	518	87
West Bengal . . . . .	790	50	2,987	383	1,273	41
Delhi . . . . .	192	20	780	121	301	99
Himachal Pradesh . . . . .	..	..	45	..	6	..
Manipur . . . . .	..	..	40	..	..	..
Tripura . . . . .	..	..	51	3	10	1
Pondicherry . . . . .	..	..	45	11	22	2
<b>India . . . . .</b>	<b>3,570</b>	<b>216</b>	<b>23,660</b>	<b>3,384</b>	<b>8,863</b>	<b>812</b>

\*Includes Research institutions

## Universities and Colleges by States

In Colleges for Special Education		Total			State
Men	Women	Men	Women	All Persons	
8	9	10	11	12	13
131	8	3,404	294	3,698	Andhra
4	..	665	46	711	Assam
69	1	2,461	134	2,595	Bihar
130	29	5,568	649	6,217	Bombay
47	51	333	84	417	Jammu & Kashmir
64	..	1,720	443	2,163	Kerala
130	33	2,342	223	2,565	Madhya Pradesh
107	9	3,104	735	3,839	Madras
128	..	2,101	248	2,349	Mysore
30	1	493	29	522	Orissa
..	..	2,310	310	2,620	Punjab
182	..	1,871	214	2,085	Rajasthan
116	9	4,317	413	4,730	Uttar Pradesh
260	32	5,310	505	5,816	West Bengal
10	29	1,283	269	1,552	Delhi
..	..	51	..	51	Himachal Pradesh
7	1	47	1	48	Manipur
11	1	72	5	77	Tripura
..	..	67	13	80	Pondicherry
<b>1,426</b>	<b>204</b>	<b>37,519</b>	<b>4,616</b>	<b>42,135</b>	<b>India</b>

### Pay Scales of Teachers

22. There was no tangible improvement in the pay scales of teachers during the year except for those in the universities of Aligarh, Banaras, Calcutta, Jadavpur and Visva-Bharati.

University	Old Scale	New Scale
	Rs.	Rs.
Aligarh Lecturer . . .	210-15-375-EB-20-500	250-20-350-25-500
Banaras Lecturer . . .	200-15-410-20-450-(Inter Section)	250-20-450-25-600
Calcutta Reader . . .	500-50/2-700	800-40-1000-50-1250
Jadavpur Lecturer . . .	200-25-500	250-25-600
Visva-Bharati Lecturer . . .	(i) 175-15-400 (ii) 130-10-300	(i) 200-20-400 (ii) 150-15-270-EB-15-300-20-400.

**Table LX—Pay Scales of Teachers in University Teaching Departments 1956-57**

University	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
Agra . . .	300-20-500-25-800	500-25-800	800-50-1,200
Aligarh . . .	250-20-350-25-500	500-25-800	800-50-1,250
Allahabad . . .	300-20-480-EB-20-500	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. and Tech.) (ii) 150-10-300 (Others)	250-15-400-EB-20-500 (Engg. and Tech.)	(i) 400-25-700-EB-40-900 (Engg. and Tech.) (ii) 400-20-700 (Others)
Banaras . . .	(i) 300-20-600 (Tech., Mining, Met. and Engg.) (ii) 250-20-450-25-600 (Others) (iii) 200-15-410-20-450 (Intermediate Section)	(i) 600-40-1,000 (Tech., Mining, Met. and Engg.) (ii) 500-25-800 (Others)	(i) 1,000-50-1,750 (Tech., Mining, Met. and Engg.) (ii) 800-50-1,250 (Others)

\*Scales relate to university colleges.

**Table LX—Pay Scales of Teachers in University Teaching Departments 1956-57—(Contd.)**

University	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
Baroda*	(i) 300-15-450 (ii) 200-15-350	400-25-650	700-50-1,000
Bihar	†	†	†
Bombay	300-25-600	500-25-800	800-50-1,250
Calcutta	250-25-500-25-600	500-50/2-750	(i) 800-40-1,000-50-1,250 (ii) 600-25-800
Delhi	250-25-500-30-560	500-25-800	800-50-1,250
Gauhati	250-25/2-600	500-50/2-700	700-50/2-1,000
Gujarat	250-25-500	500-25-800	800-50-1,250
Jadavpur	For Engg. & Tech.: (i) 300-25-750 (ii) 250-25-600 For Genl. Edn. Colleges: (i) 350-25-850 (ii) 250-25-600	..	For Engg. & Tech.: (i) 1,000-50-1,250 (ii) 600-40-1,000 For Genl. Edn. Colleges: 800—50-1,250
Jammu & Kashmir	250-25-600	..	500-40-800
Karnatak	250-15-400	300-25-650	600-50-1,100
Kerala	(i) 500-40-700 (ii) 250-15-400-25-500 (Engg. & Tech.) (iii) 150-10-240-15-300-EB-20-400 (Others)	..	(i) 500-50-800 (ii) 450-30-600
Lucknow	350-25-600 (Medicine) 300-20-480-EB-20-500 (Others)	(i) 600-30-900 (ii) 500-30-800 (Medicine) 500-25-800 (Others)	(i) 1,100-40-1,340 (ii) 900-40-1,140 (Medicine) 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

\*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.



**Table LX—Pay Scales of Teachers in University Teaching Department 1956-57—(Contd.)**

University	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
Mysore*	(i) 200-10-250 (ii) 150-10-200 (iii) 100-10-150	..	(i) 700-30-850 (ii) 400-25-700 (iii) 350-25/2-400 (iv) 250-25/2-350
Nagpur	225-225-250-15-400	400-50-600-40-800	800-50-1,000
Osmania	250-20-450-EB-25-550	400-25-550-EB-30-700	600-40-1,000-EB-50-1,200
Punjab	(i) 300-25-650 (ii) 250-20-450-460	510-30-750	800-50-1,250
Patna	(i) 350-20-370-25-445-EB-25-720-EB-40-800 (ii) 200-20-220-25-320-EB-25-670-EB-20-750	350-25-650-EB-35-1,000	(i) 850-50-1,250 (ii) 600-40-840-EB-40-1,000 for Engg. (iii) 350-25-650-EB-35-1,000 for Mathematics and Law
Poona	250-10-400	350-15-500	500-20-600
Rajasthan	250-20-450-EB-25-600	500-30-800	800-50-1,250
Roorkee	250-25-400-EB-30-700-EB-50-850	600-40-1,000	2,000-100-2,500
Saugar	300-25-500-EB-25-600	500-30-800-EB-30-860-40-900	900-50-1,350
S. N. D. T. Women's	(i) 200-15-350 (ii) 150-15-250	..	(i) 300-20-500 (ii) 250-20-450
Sri Venkateswara	250-25-500	400-25-600	750-50-1,000
Utkal	(i) 200-700 for Engg. (ii) 300-20-500 (Languages) (iii) 200-15-260-25-435-EB-25-610-EB-30-750 (Others)	300-1,000 for Engg. 300-20-320-25-420-30-570-EB-30-690-30-780-EB-40-860 (Others)	1,000-1,800 for Engg. 600-40-960 for Others
Visva-Bharati	(i) 200-20-400 (ii) 150-15-270-EB-15-300-20-400	400-25-700	700-50-1,000-50-1,250

\*Scales relate to university colleges.

The scales continued to vary from State to State and within the same State in the colleges under different managements. The scales of different categories of university teachers—lecturers, readers and professors are given in table LX. The scales in affiliated colleges were comparatively lower as usual.

### Expenditure

23. The total direct expenditure on universities, colleges and other institutions of higher learning increased during the year under report from Rs. 28,38,25,688 to Rs. 32,04,69,016, of which Rs. 30,42,14,495 (94.9 per cent) were expended on institutions for boys and Rs. 1,62,54,521 (5.1 per cent) on those for girls. The break up of expenditure on different types of institutions was : universities Rs. 9,19,50,716 (28.7 per cent), arts and science colleges Rs. 14,57,61,259 (45.5 per cent), professional and technical colleges Rs. 7,78,93,594 (24.3 per cent) and special education colleges Rs. 48,63,447 (1.5 per cent). The percentage of increase over the corresponding figures of 1955-56 was 15.2, 12.0, 10.9 and 33.8. The expenditure on colleges and universities constituted 20.1 per cent of the total direct expenditure on all types of institutions. The distribution of expenditure according to sources of income is given in table LXI below :

**Table LXI—Direct Expenditure on Universities and Colleges by Sources**

Sources	1955-56		1956-57	
	Amount	Per-centage	Amount	Per-centage
1	2	3	4	5
	Rs.		Rs.	
Government Funds . . . . .	13,49,37,728	47.6	15,60,83,431	48.7
Local Board Funds . . . . .	7,96,195	0.3	9,98,775	0.3
Fees . . . . .	11,18,99,777	39.4	12,32,23,527	38.4
Endowments . . . . .	85,65,480	3.0	92,39,105	2.9
Other Sources . . . . .	2,76,26,508	9.7	3,09,24,178	9.7
<b>Total . . . . .</b>	<b>28,38,25,688</b>	<b>100.0</b>	<b>32,04,69,016</b>	<b>100.0</b>

Government funds and fees accounted for 48.7 per cent and 38.4 per cent of the expenditure while the share of the local boards was negligible.

Table LXII—Direct Expenditure on

State	Universities		Arts and Science* Colleges		Colleges for
	1955-56	1956-57	1955-56	1956-57	1955-56
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra .	34,71,791	45,01,242	97,96,542	1,04,84,397	40,78,972
Assam .	14,47,037	16,44,895	20,23,153	23,13,769	11,46,731
Bihar .	37,12,119	42,78,350	78,62,469	89,44,074	46,55,708
Bombay .	97,19,911	1,21,01,134	2,12,33,975	2,37,56,696	1,63,94,352
Jammu & Kashmir	3,60,187	4,00,591	11,07,545	12,28,143	1,79,699
Kerala .	15,38,272	20,76,759	68,68,442	71,83,347	12,17,372
Madhya Pradesh	24,61,902	16,42,809	63,70,657	77,59,069	45,94,445
Madras .	61,01,948	56,18,645	88,87,902	1,02,55,604	60,84,374
Mysore .	16,79,388	17,87,530	77,55,863	82,27,173	31,02,786
Orissa .	7,87,465	8,10,580	20,37,207	24,76,708	6,70,771
Punjab .	57,56,811	71,72,767	97,32,251	1,01,28,434	40,29,235
Rajasthan .	9,97,612	13,79,943	66,42,380	76,35,004	17,69,522
Uttar Pradesh	2,99,80,125	3,54,26,133	1,57,57,274	1,86,80,395	54,77,715
West Bengal	84,88,989	94,21,736	1,57,11,095	1,74,28,824	1,18,81,298
Delhi .	33,01,043	36,87,602	78,23,422	85,95,223	46,64,693
Himachal Pradesh	..	..	2,20,857	2,17,326	24,862
Manipur .	..	..	1,83,454	1,52,498	..
Tripura .	..	..	3,63,858	2,27,075	35,656
Pondicherry	..	..	†	67,500	†
<b>India</b> .	<b>7,98,04,600</b>	<b>9,19,50,716</b>	<b>13,03,78,346</b>	<b>14,57,61,259</b>	<b>7,00,08,191</b>

\*Includes research institutions.

†Figures are not available.

## Universities and Colleges by States

Professional Education	Colleges for Special Education		Total		State
	1955-56	1956-57	1955-56	1956-57	
7	8	9	10	11	12
Rs.	Rs.	Rs.	Rs.	Rs.	
45,26,498	2,04,329	3,71,832	1,75,51,634	1,98,83,969	Andhra
12,58,646	6,372	7,421	46,23,293	52,24,731	Assam
47,93,632	24,026	2,11,016	1,62,54,322	1,82,27,072	Bihar
1,65,80,439	7,90,244	10,03,795	4,81,38,482	5,34,42,064	Bombay
1,66,374	95,593	1,27,283	17,43,024	19,22,391	Jammu & Kashmir
14,52,660	1,56,461	1,73,715	97,80,547	1,08,86,481	Kerala
43,65,001	2,80,719	4,56,053	1,37,07,723	1,42,22,932	Madhya Pradesh
72,42,880	2,60,236	3,23,167	2,13,34,460	2,34,40,296	Madras
35,42,497	2,26,630	2,39,506	1,27,64,667	1,37,96,706	Mysore
8,53,261	75,050	77,602	35,70,493	42,18,151	Orissa
51,08,521	..	..	1,95,18,297	2,24,09,722	Punjab
23,84,426	3,43,718	3,99,288	97,53,232	1,17,98,661	Rajasthan
64,64,284	3,24,590	4,06,500	5,15,39,704	6,09,77,312	Uttar Pradesh
1,32,54,851	4,44,522	6,28,524	3,65,25,904	4,07,33,935	West Bengal
58,12,068	3,86,587	4,17,949	1,61,75,745	1,85,12,842	Delhi
24,540	..	..	2,45,719	2,41,866	Himachal Pradesh
..	15,474	12,576	1,98,928	1,65,074	Manipur
38,145	..	7,220	3,99,514	2,72,440	Tripura
24,871	..	..	†	92,371	Pondicherry
7,78,93,594	36,34,551	48,63,447	28,38,25,688	32,04,69,016	India

providing teaching facilities.

Table LXII—Direct Expenditure on

State	Increase (+) or Decrease (—)		Percentage of Total Direct Expenditure on Education		Percentage of total	
	Number	Per- centage	1955- 56	1956- 57	Government Funds	Local Board Funds
13	14	15	16	17	18	19
	Rs.					
Andhra . . .	+ 23,32,335	+12·1	15·2	16·3	31·1	0·1
Assam . . .	+ 6,01,438	+13·0	14·4	15·2	50·4	..
Bihar . . .	+ 19,72,750	+12·1	20·7	20·8	51·0	..
Bombay . . .	+ 53,03,582	+11·0	16·9	17·3	38·3	1·3
Jammu & Kashmir	+ 1,79,367	+10·3	22·8	20·1	73·9	..
Kerala . . .	+ 11,05,934	+11·3	16·1	12·9	23·9	..
Madhya Pradesh .	+ 5,15,209	+ 3·8	17·7	16·3	71·2	0·3
Madras . . .	+ 21,05,836	+ 9·9	15·6	16·4	39·9	0·1
Mysore . . .	+ 10,32,039	+ 8·1	15·8	16·1	52·8	0·0
Orissa . . .	+ 6,47,658	+18·1	13·7	14·6	65·3	..
Punjab . . .	+ 28,91,425	+14·8	22·1	23·0	32·9	0·8
Rajasthan . . .	+ 20,45,429	+21·0	22·0	22·3	65·4	..
Uttar Pradesh . .	+ 94,37,608	+18·3	25·0	27·0	54·2	0·0
West Bengal . . .	+ 42,08,031	+11·5	23·7	24·2	54·6	0·0
Delhi . . .	+ 23,37,097	+14·4	38·3	39·8	71·6	..
Himachal Pradesh .	— 3,853	— 1·6	5·7	4·6	73·4	..
Manipur . . .	— 33,854	—17·0	9·6	7·4	5·6	..
Tripura . . .	— 1,27,074	—31·8	8·7	5·6	42·5	..
Pondicherry . . .	..	..	..	5·9	96·3	..
<b>India . . .</b>	<b>+3,66,43,328</b>	<b>+13·0</b>	<b>19·6</b>	<b>20·1</b>	<b>48·7</b>	<b>0·3</b>

## Universities and Colleges by States—(Contd.)

Expenditure (1956-57) from			Average Annual Cost per Pupil (1956-57)			State
Fees	Endowments	Other sources	In Arts & Science Colleges	In Colleges for Professional Education	In Colleges for Special Education	
20	21	22	23	24	25	26
			Rs.	Rs.	Rs.	
37·6	1·6	29·6	228·5	699·6	467·7	Andhra
47·0	0·1	2·5	172·3	988·7	618·4	Assam
38·3	0·5	10·2	188·2	585·7	515·9	Bihar
50·2	3·8	6·4	321·8	471·3	831·0	Bombay
16·6	2·1	7·4	225·8	746·1	96·2	Jammu & Kashmir
66·2	0·2	9·7	205·1	500·1	365·7	Kerala
20·1	2·1	6·3	257·2	884·1	296·5	Madhya Pradesh
46·8	12·4	0·8	261·5	772·3	257·5	Madras
40·0	0·4	6·8	271·4	349·0	191·0	Mysore
32·2	1·5	1·0	397·9	1,306·7	367·8	Orissa
55·6	6·6	4·1	229·5	888·7	..	Punjab
25·1	7·1	2·4	240·1	665·9	206·1	Rajasthan
24·6	1·1	20·1	356·6	1,173·4	217·3	Uttar Pradesh
40·2	0·7	4·5	174·3	1,419·8	263·4	West Bengal
21·9	0·6	5·9	661·3	1,673·0	858·2	Delhi
24·9	1·7	..	393·7	1,067·0	..	Himachal Pradesh
76·8	7·6	..	113·4	..	98·3	Manipur
55·9	..	1·6	160·5	410·2	..	Tripura
3·7	..	..	55·8	460·6	..	Pondicherry
38·4	2·9	9·7	254·8	727·0	318·1	India

Of the total expenditure, Rs. 10,70,42,109 (33·4 per cent) were spent on government institutions, Rs. 13,73,330 (0·4 per cent) on local board colleges and Rs. 21,20,53,577 (66·2 per cent) on institutions managed by private bodies. In 1955-56 these percentages were 33·6, 0·5 and 65·9 respectively. The average annual cost per pupil was Rs. 254·8 in an arts and science college, Rs. 727 in a professional and technical education college and Rs. 318·1 in a special education college. The corresponding cost for 1955-56 was Rs. 222·9, Rs. 745·6 and Rs. 273 respectively.

Table LXII compares the expenditure on universities and colleges (separately for general, professional and special education) in different States for the years 1955-56 and 1956-57. Increased expenditure was reported by all the States except three of the centrally administered territories, *i.e.*, Himachal Pradesh, Manipur and Tripura, where it decreased to the extent of Rs. 3,853; Rs. 33,854 and Rs. 1,27,074 respectively. The decrease in Himachal Pradesh was nominal, whereas in Manipur and Tripura, the decrease was due to the proper classification of expenditure into 'Direct' and 'Indirect' charges.

Among the States and Territories, the highest increase was shown by Rajasthan (21 per cent) and the lowest by Madhya Pradesh (3·8 per cent). Figures in col. (17) give the percentage of expenditure incurred on the universities and colleges to the total direct expenditure during the year. The percentage varied from 12·9 in Kerala to 27 in Uttar Pradesh among the States and from 4·6 in Himachal Pradesh to 39·8 in Delhi among the Territories. The percentage of expenditure on institutions for higher education met from the various sources is given in cols. (18) to (22) of the table. Taking all the States, the contribution from government funds was highest in Jammu & Kashmir (73·9 per cent), followed closely by Madhya Pradesh (71·2 per cent) and the lowest in Kerala (23·9 per cent). The share of the local boards was insignificant in the States where they managed such institutions. Fees met 66·2 per cent of this expenditure in Kerala, 55·6 per cent in Punjab and 50·2 per cent in Bombay. In the Centrally Administered Territories, the highest contribution from the government funds was in Pondicherry (96·3 per cent) and the lowest in Manipur (5·6 per cent). Fees met 76·8 per cent of the expenditure in Manipur, 55·9 per cent in Tripura and 3·7 per cent in Pondicherry.

An idea of average annual cost in arts and science colleges, professional and technical colleges and special education colleges in different States can be had from the figures in cols. (23) to (25) of table LXII. As usual wide variations were noticeable among the different States in this respect.

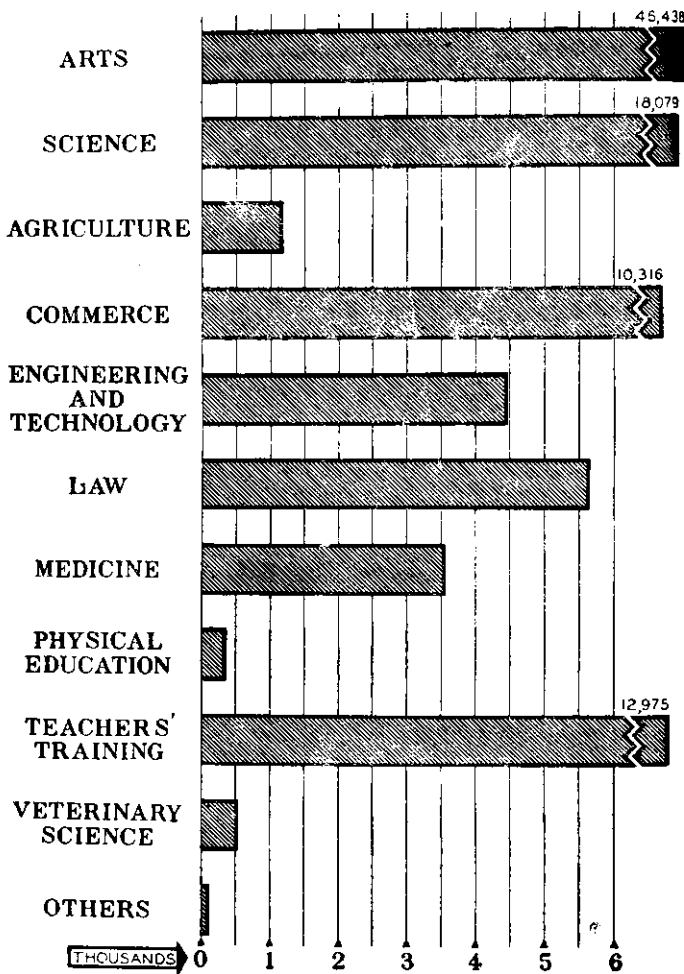
### Scholarships and Stipends

24. The following schemes of the Government of India for higher studies in the country were in operation during 1956-57 :—

- (i) Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships.
- (ii) Research Scholarships in Humanities.
- (iii) Central States Scholarships Schemes.
- (iv) Cultural Scholarships for students of indigenous and of Indian origin from Asian, African, and Commonwealth countries.

# OUTPUT OF GRADUATES

1956-57





Under scheme (i) a sum of Rs. 1,87,60,000 was distributed as scholarships to 39,260 students, of which 21,525 were scheduled castes, 3,505 were scheduled tribes and 14,230 were other backward classes.

Under the Research Scholarships in Humanities, 24 candidates were selected in the year under report. The Central States Scholarships Scheme was open only to persons who by birth or domicile are residents of the six Union Territories. Four candidates were sent abroad in 1956-57 under the scheme.

Almost all the universities had provision for research scholarships. Free places to the extent of 5 to 15 per cent of the total enrolment were granted to poor and deserving students. Students belonging to scheduled castes, scheduled tribes and other backward classes received stipends and/or free-ships.

During 1956-57, the total expenditure on scholarships and stipends in universities and colleges amounted to Rs. 3,44,68,491. Besides a sum of Rs. 99,63,724 was foregone on account of free places and Rs. 29,82,930 were spent on other financial concessions.

### Examination Results

25. The following table gives the results of intermediate, degree and post-graduate examinations held during 1955-56 and 1956-57.

Table LXIII—Results of Examinations

Examination	Number Appeared		Number Passed		Pass Percentage	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
I. A.*	2,07,118	2,13,004	90,182	93,246	43.5	43.8
I. Sc.	93,405	99,838	41,557	43,564	44.5	43.6
B.A. (Pass & Hons.)	79,920	90,427	37,992	46,438	47.5	51.4
B.Sc. (Pass & Hons.)	32,667	37,764	15,997	18,079	49.0	47.9
M. A.	13,215	12,768	9,313	10,070	70.5	78.9
M. Sc.	3,142	3,526	2,456	2,832	78.2	80.3
Professional Subjects*	48,450	62,878	35,772	41,048	73.8	65.3

The State-wise distribution of passes in I.A. & I.Sc., B.A. & B.Sc., M.A. & M.Sc. and professional examinations (degree and equivalent) is shown in table LXIV.

†In Madras and Andhra, I. A. includes I. Sc. also.

\*Degree and equivalent examinations only.

Table LXIV—Number of Passes in

State	Intermediate (Arts & Science)			B.A. and B.Sc. (Pass & Hons.)		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra .	8,887	1,078	9,965	4,359	478	4,837
Assam .	1,933	303	2,236	854	133	987
Bihar .	10,216	864	11,080	3,504	246	3,750
Bombay .	12,071	4,081	16,152	6,943	2,272	9,215
Jammu & Kashmir	672	174	846	441	126	567
Kerala .	4,844	1,853	6,697	2,623	905	3,528
Madhya Pra- desh	2,593	585	3,178	961	199	1,160
Madras .	9,519	1,671	11,190	4,197	871	5,068
Mysore .	4,626	987	5,613	2,692	570	3,262
Orissa .	1,202	138	1,340	485	37	522
Punjab .	10,565	3,042	13,607	7,142	2,061	9,203
Rajasthan .	3,811	758	4,569	1,342	287	1,629
Uttar Pra- desh	25,721	4,537	30,258	10,417	1,993	12,410
West Bengal	15,798	3,506	19,304	5,412	1,577	6,989
Delhi .	219	..	219	845	398	1,243
Himachal Pradesh	74	19	93	22	3	25
Manipur .	160	10	170	38	1	39
Tripura .	242	24	266	60	6	66
Pondicherry	23	4	27	14	3	17
<b>India .</b>	<b>1,13,176</b>	<b>23,634</b>	<b>1,36,810</b>	<b>52,351</b>	<b>12,166</b>	<b>64,517</b>

## Different University Examinations by States

M.A. & M.Sc.			Research (including Professional Subjects)			Professional (Degrees & Equivalent Diplomas only)			State
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
8	9	10	11	12	13	14	15	16	17
203	46	249	30	7	37	2,529	224	2,753	Andhra
113	15	128	..	..	..	203	14	217	Assam
920	53	973	6	2	8	2,492	102	2,594	Bihar
1,130	350	1,480	55	7	62	6,092	820	6,912	Bombay
13	1	14	..	..	..	170	64	234	Jammu & Kashmir
108	37	145	1	..	1	1,128	340	1,468	Kerala
382	46	428	9	2	11	1,322	171	1,493	Madhya Pradesh
290	63	353	36	2	38	3,255	418	3,673	Madras
201	33	234	6	..	6	1,776	138	1,914	Mysore
75	9	84	..	..	..	250	17	267	Orissa
1,042	221	1,263	..	..	..	2,834	1,114	3,948	Punjab
465	90	555	..	..	..	1,560	40	1,600	Rajasthan
4,450	926	5,376	147	8	155	6,805	670	7,475	Uttar Pradesh
834	331	1,165	68	10	78	5,029	353	5,382	West Bengal
301	154	455	..	..	..	883	151	1,034	Delhi
..	..	..	..	..	..	17	..	17	Himachal Pradesh
..	..	..	..	..	..	..	..	..	Manipur
..	..	..	..	..	..	60	..	60	Tripura
..	..	..	..	..	..	7	..	7	Pondicherry
10,527	2,375	12,902	358	38	396	36,412	4,636	41,048	India

## CHAPTER VII

### TRAINING OF TEACHERS

In any scheme of reorientation of educational system, the training of teachers has its impact on all educational levels and occupies a key position. During the year under review, there has been increased activity and expansion in the field of teacher-training. This was the first year of the second Five-Year Plan of Educational Development, and the State governments, in collaboration with the Central Ministry of Education and various Teachers' Training organisations, had undertaken several projects aimed at the development of better methods, curricula and teaching aids in order to improve the quality and quantity of teachers' education. A number of training institutions were established and a large number of traditional type of training schools converted into Basic training schools. Shortened training courses in Basic education were organised for the benefit of trained teachers in traditional type of schools and increased attention was paid to craft work, social welfare and community & village improvement activities for the social and emotional development of pupil-teachers. The States' Departments of Education and Teachers' Training organisations continued to organise conferences, seminars, camps, discussion groups etc. where teachers met and exchanged their common problems and experiences. Besides, there were attempts at improving teachers' salaries, particularly at Primary level.

2. The All-India Council for Secondary Education continued to implement the following three projects with assistance from the Ford Foundation and the Technical Co-operation Mission :—

- (i) Extension Services in Training Colleges
- (ii) Seminars
- (iii) Workshops in Secondary Education

Under the first project, grants were paid to 23 Extension Services Departments established during the year 1955-56. The question of opening these departments in 31 more Training colleges was under the Council's active consideration. In connection with this project the Government of India have entered into an agreement with the Technical Co-operation Mission for the supply of equipment and four American experts for these Training centres. Three experts and some of the equipment have already arrived.

Under the second project, ten regional seminars of headmasters and inspecting officers and three special all-India seminars, as mentioned below, were organised :—

- (i) Seminar on Teaching of Science at Simla (June, 1956).
- (ii) Seminar on Educational Administration at Srinagar (June, 1956).
- (iii) Seminar on Teaching of Social Studies at Madras (December, 1956).

Under the third project, workshops were organised during the year at Chandigarh, Bhagalpur and Khandwa. A special feature of this year's workshops was the association of Indian educationists with American experts. The

Council has decided to pay subsidies to teachers' associations to organise subject-teachers' seminars for the benefit of teachers not usually covered by Extension Services Project.

3. Under the Science Teacher Project undertaken by the Central Ministry of Education in collaboration with the Ford Foundation, the United States Educational Foundation in India, the British Council and the Canadian High Commission in India with the object of improving teaching of science in secondary schools, 40 science teachers from training colleges and secondary schools were deputed for a study-cum-practical training course to U.K., U.S.A. and Canada.

4. With a view to implementing the scheme for the propagation and development of Hindi, the Government of India had, on the recommendation of the Hindi Shiksha Samiti, drawn up a programme for the establishment of one Hindi Teachers' Training college in each non-Hindi speaking State, the entire cost of which was to be borne by the Central government for the duration of the Second Five-Year Plan period. It was also decided to hold periodical seminars for the benefit of Hindi teachers of non-Hindi speaking States.

5. The Central Institute of Education, Delhi, under the administrative control of the Central Ministry of Education, continued to provide facilities for the training of teachers for B.Ed., M.Ed. and Ph.D. courses. Besides, 11 foreign students also were studying in the Institute. The Psychological Laboratory completed the work on individual tests for the age-group 3-11. Research on group test of intelligence (verbal) is in progress while norms are ready for another group test (non-verbal) for the age-group 10-12. One research scholar continued a study on specialisation on the Nursery school children, while another completed a study on the development of Social Studies curriculum in basic schools and published his report. A study in the vocabulary of the adults in Delhi region was also completed and a report on it published. The Institute published 12 reports of research studies by its students.

6. The Extension Services Department of the Central Institute of Education continued its activities and organised a camp at Pahalgam for the principals of Delhi schools and published its report. The Extension Services Department brought out ten publications/reports on various subjects.

## Main Developments

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

### Andhra Pradesh

In pursuance of the policy made in 1954 by the government to replace the existing pattern of general education up to eight grades by one of Basic type and to train at least 1,000 teachers each year in Telengana area, which formerly formed part of the erstwhile Hyderabad State, the State government converted all the normal training schools in that area into secondary grade basic training schools. A revised syllabus for the latter type of schools was also prepared by a curricular committee constituted for the purpose. In erstwhile Andhra area two non-basic training schools were converted into basic training schools. In order to meet the growing

## Orissa

For providing trained teachers for primary schools, 7 new elementary training schools were opened during the year, 4 mobile training squads conducted short-term reorientation training courses of one month's duration in Basic education for the benefit of primary school teachers. 1,953 teachers were trained at these courses bringing the total number of trained teachers under this scheme to 7,295. A demonstration squad was deputed by the Cottage Industries Board to train pupil-teachers of a basic training school in tile-making and clay-pipe making. Besides, five basic school teachers were given training in paper making (under the auspices of the same Board) which was proposed as a subsidiary craft in basic schools and basic training schools.

During the year, a Hindi training institution was started for training Hindi teachers for secondary schools at a ten months' course. It had on rolls 22 trainees, including 5 women.

The State Bureau of Educational and Vocational Guidance set up in June, 1955, as an attached institution to the Radhanath Training College, Cuttack, provided both educational and vocational guidance, and compiled and published occupational information in co-operation with other similar agencies.

## Punjab

In accordance with the policy of the State government to adopt the Basic education as the pattern of elementary education, the only existing non-basic training school was converted into basic type and 11 new basic training schools were established. To provide facilities for the training of graduate teachers, 4 post-graduate training colleges—2 Basic and non-Basic—were also started.

Seminars and refresher courses in Basic education were organised at various places for the benefit of teachers and inspecting staff.

## Rajasthan

Under the development scheme of the Second Five-Year Plan, the C.T. course of the Teachers' Training College, Bikaner, was raised to B.Ed. standard and 11 basic training schools were opened to train teachers for basic schools.

## Uttar Pradesh

The Government College of Home Science, Allahabad, which prepares teachers for Certificate in Teaching (Home Science) was put on a permanent basis and the length of the C.T. (Home Science) course was extended from one year to two years from July, 1956.

Under the Second Five-Year Plan schemes, the Government Central Pedagogical Institute, Allahabad, was reorganised and its staff strengthened to cope with the research and increased training work. The Institute carried on work on the following projects :—

- (1) Assessment of the achievement of students at the end of high school stage with the help of objective short answer tests;
- (2) Useful material in Hindi and general science to supplement the textbook for class teaching;

- (3) Graded exercises in English composition for classes VI to X;
- (4) Structural approach to the teaching of English in the junior high schools; and
- (5) Experiment in the teaching of Social Studies based on correlated learning and unified experience.

The department of English Language Teaching of the Government Central Pedagogical Institute, Allahabad, organised a four months' training course, in which 40 persons were trained. The Extension Service Departments of the above Institute and Government Constructive Training College, Lucknow, organised a number of seminars, discussion groups, visits etc.

An in-service training scheme for training unqualified teachers and re-training of teachers in schools and colleges and also for the benefit of inspecting officers, was introduced during the year under the Second Five-Year Plan Development Scheme, under which 470 persons were trained. Besides, short refresher courses for the teachers, heads of various institutions and selected officers, were also organised. Two refresher courses of six months' duration were organised for training extension teachers and guides at eight centres. They received training in agricultural farming, horticulture and various crafts.

### **West Bengal**

To provide more facilities for the training of teachers at post-matric and under-graduate levels, 2 basic training schools at Cooch-Bihar and Hooghly were opened during the year. Under-graduate teachers' training classes were also started in Loreto House and Gokhale Memorial Girls' College.

During the year, a part-time Career Masters' course was started in the Bureau of Educational and Psychological Research attached to the David Hare Training College, Calcutta. Arrangements for a one year Diploma course in Domestic Science to impart specialised training to secondary school women teachers for teaching of domestic science were made in Viharilal Mitra Institute— an institute of the Calcutta University. 61 teachers qualified for this training.

### **Andaman and Nicobar Islands**

To improve the standard of teaching, periodical demonstration lessons in Teaching Methods were arranged in the school for all the untrained teachers.

### **Delhi**

The teachers' training school at Bela Road, which has been training teachers for primary schools on traditional lines, was converted into a basic training school. During the year under report, two refresher courses of eight weeks' duration each for teachers from primary schools were organised, in which 237 teachers received intensive training in Basic education.

In addition to the facilities available at the Central Institute of Education, Delhi, for the training of post-graduate teachers, provision was also there at the Teachers' Training College, Jamia Millia, for the courses of B.Ed. (Basic) and Diploma in Basic Education. The enrolment in this Institute during 1956-57, was 68 for B.Ed. and 43 for Diploma course.

## Manipur

The Basic Training School and the Hindi Training School started in 1955-56, continued to function. The Basic Training School provided four additional seats for training of Assistant Inspectors of Education Department.

## Tripura

In addition to a basic training college existing in the Territory, a Hindi teachers' training school was started and preliminary work to start another basic training school was undertaken during the year.

Under the scheme of organising short courses of four weeks' duration for training non-basic trained teachers in methods of correlated teaching through crafts, 150 teachers were trained during 1956-57.

## N. E. F. A.

The only training institute in the Agency was the Buniyadi Basic Shiksha Bhawan at Margherita, in which 28 teachers were trained in Basic education. The three Hindi training centres were amalgamated into one and attached to the training institute. Altogether 109 persons were trained for appointment as Hindi teachers in lower primary schools.

## Pondicherry

The existing teachers' training school was upgraded into a college during 1956-57 to impart regular training in secondary grade standard. 17 men and 8 women were trained in this school. An intensive training was given to 29 sewing mistresses and special refresher courses were arranged by the British Council, Madras, to train 39 English teachers.

## TRAINING SCHOOLS

### Institutions

8. The total number of training schools in the country decreased from 930 (678 for men and 252 for women) in 1955-56 to 916 (658 for men and 258 for women) during the year under report. Besides, some secondary schools and training colleges provided facilities for the training of primary school teachers. Of the total number of training schools, 536 (58.5 per cent) were managed by government, 16 (1.8 per cent) by local boards and 364 (39.7 per cent) by private bodies. The corresponding percentages for the year 1955-56 were 55.4; 1.6 and 43 per cent. Of the private schools, 273 received grant-in-aid from government.

Table LXV gives State-wise distribution of training schools during the years 1955-56 and 1956-57. Some increase in the number of schools was reported by the States of Bihar, Bombay, Jammu and Kashmir, Madhya Pradesh, Orissa, Punjab, Rajasthan and Tripura. The increase was due to opening of new schools, it being the highest in Bombay (22), and the lowest in Jammu & Kashmir and Tripura (1 each). The number of training schools decreased in the States of Andhra Pradesh (2), Kerala (50), Madras (7), Mysore (13), Uttar Pradesh (3), West Bengal (5) and Manipur (1). The decrease was mostly due to reclassification of institutions in some States and upgrading and closure in others. The number of training schools in the States of Assam, Delhi, Himachal Pradesh and N.E.F.A. remained the same as during the previous years. Andaman and Nicobar Islands, L. M. & A. Islands and Pondicherry did not have any provision for teachers' training within their Territories.



Table LXV—Number of Teachers' Training Schools

State	For Men		For Women		Total		Increase (+) or Decrease (-)	Number of Schools in 1956-57 Managed by			
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57		Government	Local Boards	Private Bodies	
										Aided	Unaided
1	2	3	4	5	6	7	8	9	10	11	12
Andhra . . . . .	64	63	29	28	93	91	- 2	56	..	35	..
Assam . . . . .	29	29	5	5	34	34	..	17	11	5	1
Bihar . . . . .	69	74	13	14	82	88	+ 6	63	..	23	2
Bombay . . . . .	99	101	68	88	167	189	+22	55	1	83	50
Jammu & Kashmir . . . . .	7	8	..	..	7	8	+ 1	8	..	..	..
Kerala . . . . .	70	27	17	10	87	37	-50	20	..	16	1
Madhya Pradesh . . . . .	32	40	7	6	39	46	+ 7	43	..	2	1
Madras . . . . .	81	77	64	61	145	138	- 7	69	..	68	1
Mysore . . . . .	32	26	12	5	44	31	-13	19	..	12	..
Orissa . . . . .	35	43	2	2	37	45	+ 8	43	..	2	..
Punjab . . . . .	15	20	2	8	17	28	+11	14	2	7	5
Rajasthan . . . . .	11	22	2	2	13	24	+11	23	..	1	..
Uttar Pradesh . . . . .	79	77	18	17	97	94	- 3	58	1	8	27
West Bengal . . . . .	48	44	11	10	59	54	- 5	40	1	11	2
Delhi . . . . .	1	1	2	2	3	3	..	2	..	..	1
Himachal Pradesh . . . . .	2	2	..	..	2	2	..	2	..	..	..
Manipur . . . . .	3	2	..	..	3	2	- 1	2	..	..	..
Tripura . . . . .	..	1	..	..	..	1	+1	1	..	..	..
N.E.F.A. . . . .	1	1	..	..	1	1	..	1	..	..	..
<b>India</b> . . . . .	<b>678</b>	<b>658</b>	<b>252</b>	<b>258</b>	<b>930</b>	<b>916</b>	<b>-14</b>	<b>536</b>	<b>16</b>	<b>273</b>	<b>91</b>

Theoretical Astronomy and Astro-physics. Osmania university was selected for the former where an observatory and the department of Astronomy are to be developed at an estimated cost of over Rs. 18 lakhs. The Centre for Theoretical Astronomy and Astro-Physics is to be developed at Delhi university at an estimated cost of about Rs. 9 lakhs. During the same year, the Commission also appointed Committees on Geology and Applied Geology and for the development of Geo-Physics. The universities of Saugor and Nagpur were sanctioned the department of Applied Geology, the cost of which will be met from the donation given by M/s. C. P. Manganese Ore Co. Ltd. Further the Commission decided to institute 80 post-graduate and 50 research scholarships of the value of Rs. 100 and Rs. 150 p.m. for humanities in the universities.

11. On the recommendations of the National Council for Rural High Education, ten rural institutes were developed and started functioning. The syllabus of the following three courses, approved by the National Council was adopted.

- (i) Three year diploma in rural services.
- (ii) Three year certificate in civil and rural engineering.
- (iii) Two year certificate in agricultural science.

Further the Central government introduced for the year 1956-57, in the first instance, a scheme of stipends in the rural institutes upto a maximum of 2 per cent of the students on roll at the following monthly rates: Diploma in Rural Services Rs. 60; Certificate in Civil and Rural Engineering Rs. 50; Certificate in Agricultural Science and the Preparatory Course Rs. 40.

12. Under the India Wheat Loan Educational Exchange Programme for the development of higher education, books and scientific equipment were received for various universities and other institutions. Eleven librarians and twenty-one scientists were sent to U. S. A. on short study tour in the respective fields. The Ministry of Education convened a Conference of the librarians, who had been to U. S. A. under the first years' programme, Hyderabad in December 1957 to discuss the various problems confronting the Indian libraries in the light of their study of similar problems in U.S.A.

13. Assistance to selected Indian Universities/Institutions in the field of Home Science Education and Research was continued in accordance with the provisions of Operational Agreement No. 41 of Technical Cooperation Programme. Services of American technicians, training facilities for Indian teachers in U. S. A. and books and equipment for eight home science colleges and faculties of universities were obtained during the year

14. With a view to developing a realistic spirit of social service and correct understanding of the problems of rural reconstruction among university teachers and students, the Government of India in collaboration with the Ministry of Community Development and Ford Foundation launched the 'Apprenticeship in Village Development' scheme during 1956-57. The scheme provides for the participation of teachers and students in well organised development work for a period of six weeks and 1,360 students and 140 teachers from 32 universities were selected for participation during the year under review.

15. Under the Indo-U.S. Agreement of February 2, 1950 regarding Educational Exchange Programmes, 7 professors and research scholars, 15 school teachers and 89 students from India were sent to U. S. A. and 21 professors and research scholars, 4 school teachers and 16 students from the U. S. A. came to India during 1956-57.

16. Under the Indo-U.S. Agreement for the establishment and development of a Public Administration Centre at Lucknow University, the services of an American expert and books for the Library were obtained during the year.

### Main Developments

17. A brief account of the developments in the field of University education in different States is given below :

#### Andhra Pradesh

##### *Andhra University*

(a) The syndicate decided to start the pre-university course in place of intermediate course in the affiliated colleges from the academic year 1957-58.

(b) B. A. (Hons.) in Sanskrit and M.Sc. in Nuclear Physics were started in the university colleges at Waltair.

(c) Curriculum of the following new courses of study was adopted :—

(i) Short Certificate courses for graduate teachers to equip them to teach seventh form classes in higher secondary schools.

(ii) Three year B. A. and B. Sc. degree.

(iii) Pre-professional.

(iv) M.Sc. degree in Analytical Chemistry.

(v) Diploma in Social Work.

(vi) Master's degree in Business Administration.

##### *Simlana University*

The University decided to introduce pre-professional and three year degree courses from 1957-58.

##### *Venkateswara University*

(a) Regulations for the three year degree and pre-professional courses in engineering were adopted.

(b) 15 colleges formerly under the jurisdiction of Andhra university were granted affiliation, on the assumption of affiliating functions by the university.

(c) It was decided to start pre-university courses in all arts and science colleges in the university area from the academic year 1957-58.

(d) The Oriental Research Institute was taken over from T. T. Devasthanams.

**Assam***Gauhati University*

(a) The university decided to allow those students, who have passed B.Sc. examination of Gauhati or any other university, to appear for M. A. examination in any one of the following subjects, provided they have prosecuted a regular course of study for two academic years in the post-graduate class of this university, and have also passed B. A. examination of Gauhati university in English and Vernacular and in the subject taken up for M. A. course prior to their admission in M. A. examination :

(i) Assamese, (ii) Philosophy, (iii) History, (iv) Economics, (v) Education and (vi) English.

(b) Facilities for Ph.D. (Medicine), M.D., M.S. and M.O. were provided. Besides a Department of Agricultural Botany was established.

**Bihar***Bihar University*

(a) New courses of study were prescribed for M. Sc. in Veterinary Science and Animal Husbandry.

(b) Departments of Rural Economics & Co-operation and Sociology were opened in T. N. J. College, Bhagalpur.

(c) Prakrit and Jainology were introduced as independent subjects of study at M.A. stage and Prakrit at B.A. stage.

(d) Degrees in Electrical Engineering and Mechanical Engineering were introduced.

(e) A joint Board of Studies in Ancient Indian History and Culture, Ethnology etc. prepared the syllabus for B.A. (Hons.) and M.A. examinations in Ancient Indian History and Culture.

(f) Amendments were effected in the regulations for M. A., M.Sc. M. Com. and Hons. examinations.

*Patna University*

Facilities for post-graduate studies in Bengali were provided and the teaching of Sociology, Ancient Indian History and Culture and Statistics was introduced at B. A./B.Sc. stage.

**Bombay***M. S. University of Baroda*

(a) General education was included as a regular subject in the three year degree course. It was also decided not to have any formal year-end examination in this subject but to judge the progress of students on the basis of their class-work record throughout the year.

(b) The syndicate approved the introduction of the following courses :

(i) Post-graduate course leading to Diploma in Library Science.

- (ii) Post-graduate courses leading to the degree of the Master of Engineering (Civil, Electrical and Mechanical).

(c) The procedure for admission to medical and engineering courses was modified as a result of the decision of the syndicate to introduce three year degree course in the faculties of Arts, Science and Commerce.

#### *Bombay University*

The university school of Economics and Sociology was bifurcated so as to form three separate departments of (i) Economics, (ii) Sociology and (iii) Politics & Civics.

#### *Gujarat University*

Political Science and Geography were introduced as optional subjects for B.A.

#### *Nagpur University*

(a) Diplomas in Library Science and Teaching, and Bachelor of Pharmacy and Engineering courses were started.

(b) It was decided to start the pre-university course in the Faculties of Arts, Science, Commerce and Agriculture to be followed up by three year degree course with effect from 1958-59.

(c) New departments of Library Science and Pharmacy started functioning.

#### *Poona University*

(a) The university instituted a post-graduate diploma course in journalism, diploma in labour welfare and courses in Russian, Chinese, Japanese, Spanish and Italian.

(b) It was decided to give a rural bias, wherever possible, to the various courses of the university to make the younger generation understand the problems of rural life.

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

The university decided to introduce preparatory course in Arts from June, 1958.

#### *Sardar Vallabh-bhai Vidyapeeth*

The university assumed affiliating functions and took over 4 colleges formerly under the jurisdiction of Gujarat university.

#### *Jammu & Kashmir*

##### *Jammu & Kashmir University*

(a) The university took over post graduate teaching and started three departments viz. (i) Economics, (ii) Geology and (iii) English. Two of these were established at Jammu and one at Srinagar.

(b) Modern Indian Languages (Urdu, Hindi and Punjabi) were given the status of elective subjects at the degree stage and additional optional papers in these languages were dropped.

## **Kerala**

### *Kerala University*

(a) Pre-university course was started in arts and science colleges under the university.

(b) The following new degrees/diplomas were instituted :

- (i) B.Sc. (Agri.)
- (ii) B.V.Sc.
- (iii) B. Pharm.
- (iv) Diploma in Social Service.
- (v) Vidvan Titles in 'Sanskrit' and 'Malayalam'.
- (vi) M.Ed.

## **Madhya Pradesh**

### *Saugar University*

The department of Applied Geology and the faculty of Medicine were established.

## **Madras**

### *Annamalai University*

(a) B.Sc. (Hons.) course in Statistics and Geology was introduced.

(b) The syndicate decided to introduce pre-university course, three year degree course and two year post-graduate Masters' degree course.

### *Madras University*

(a) The following new courses were instituted :

- (i) Diploma in Archaeology;
- (ii) Diploma in Child Health;
- (iii) M.Sc. in Home Science;
- (iv) Degree in Mining Engineering.

(b) Pre-university course, which was started during the year was made a pre-requisite for entry to the pre-professional courses also.

(c) Regulations and syllabii for three year degree course in Arts, Science, Commerce, Home Science and for pre-professional course were approved.

## **Mysore**

### *Karnatak University*

(a) Department of Politics started functioning.

(b) Kannada Research Institute was taken over by the university from the government of Bombay.

(c) At the intermediate examination in Arts, Science and Commerce, the candidates were given the option to write their answers in English, Hindi or the regional language.

### *Mysore University*

M.Ed. course was started in University Teachers' College, Mysore.

### *Orissa*

#### *Utkal University*

(a) During the year, the university established an engineering college at Burla and a department of Rural Economics and Sociology.

(b) The university decided to introduce a diploma course in Statistics.

### *Punjab*

#### *Punjab University*

(a) General education was introduced at intermediate and degree levels as a non-examination optional subject.

(b) Shastri, Gyani, Prabhakar and O. T. trained teachers were permitted to take up B. T. course privately.

(c) The university allowed those students who had passed B. A. to appear in B. Sc. and *vice versa*.

(d) Employees of J. & K. Government serving in Punjab and Himachal Pradesh were permitted to appear privately in all the examinations of the university.

### *Rajasthan*

#### *Rajputana University*

(a) The university decided to introduce General education as a subject of study for the pre-university and three year degree courses.

(b) Hindi examinations (Sahitya Vinod, Sahitya Visharad and Sahitya Ratnakar) were conducted for the first time in October, 1956. It was decided to hold these examinations every year in April instead of October to enable the candidates passing these examinations to appear at the intermediate, degree and post-graduate examinations in the following year.

### *Uttar Pradesh*

#### *Aligarh University*

(a) Master of Social Work and M.A. in Sociology were introduced.

(b) Pali and Sanskrit were introduced as subjects of study for degree as well as post-graduate examinations of the university.

(c) The university allowed the teachers of institutions maintained or recognised by Board of Indian Medicine to appear at the examinations of the university as external candidates.

(d) Candidates failing in one subject only at the First M.B., B.S. examination were given the concession of appearing at the next ensuing examination in the subject in which they failed provided they obtained not less than 60 per cent marks in the subjects they have passed and not less than 50 per cent marks in the subject in which they had failed.

#### *Aligarh Muslim University*

The university decided to introduce the following new courses:

- (i) Pre-university.
- (ii) Pre-Engineering and Pre-Medical.

#### *Allahabad University*

The faculty of Law was split up into two departments viz. (i) Department of Constitutional and General Law and (ii) Department of Private and Statute Law.

#### *Banaras Hindu University*

(a) Certificate course in spectroscopy was introduced.

(b) The Academic Council accepted the new three year course B.Pharm. as drafted by All India Council of Technical Education.

(c) The university decided to introduce a post-graduate course in Electrical Machine Design, from the session 1957-58.

#### *Lucknow University*

(a) An Internship-Residency Programme for advanced clinical training of medical graduates was approved.

(b) It was decided to introduce (i) well planned and comprehensive course and (ii) research in different branches of Public Administration.

#### *Roorkee University*

(a) The university started post-graduate course in Electronics and Production Engineering and under-graduate course in Architecture.

(b) The scale of Readers was revised from Rs. 600-40-1,000 to Rs. 500-50-1,200.

(c) It was decided to raise the number of seats for diploma courses from 200 to 300 from the session 1957-58.

#### **West Bengal .**

#### *Calcutta University*

(a) Faculty of Journalism was constituted.

(b) Post-graduate teaching in medical sciences was decided to be conducted only in the University College of Medicine.

#### *Visva-Bharati*

(a) General education was included in the three year degree course



(b) According to the new scheme of reorganisation the students were allowed to appear in M.A. final examination after five years of passing the senior school certificate examination. The system of examination also underwent some changes.

## Delhi

### Delhi University

(a) The following new courses of studies were instituted :

- (i) M.A. in Psychology.
- (ii) M.A. in Mathematical Statistics.
- (iii) B.A. (Pass & Hons.) in Mathematical Statistics.

(b) The scale of pay of university teachers were revised as follows :

- (i) Professors Rs. 800-50-1,200.
- (ii) Readers Rs. 500-25-800.
- (iii) Lecturers Rs. 250-25-500-30-560.

(c) To commemorate the 2,500th Buddha Jayanti, a chair in Buddhist Studies was instituted.

## Institutions

(a) Universities

18. With the establishment of the Sardar Vallabh-bhai Vidyapeeth, the total number of universities in the country rose to 33. Table LII gives the year of foundation/reconstitution, territorial jurisdiction, type, faculties and the medium of instruction/examination used in the various universities. One university was purely affiliating, 10 residential and teaching, 1 teaching and federal and remaining 21 were teaching and affiliating. According to their location these universities were distributed as follows : Bombay 7, Uttar Pradesh 6, West Bengal and Andhra Pradesh 3 each, Bihar, Madras and Mysore 2 each and Madhya Pradesh, Assam, Orissa, Punjab, Jammu & Kashmir, Kerala, Rajasthan and Delhi 1 each. The Centrally Administered Territories other than Delhi had no university within their territorial limits.

During the year, the universities expanded their teaching function considerably, as a result of which the number of teaching departments increased from 305 to 329. The following new departments were started during 1956-

<i>Universities</i>	<i>Teaching Departments</i>
Bihar . . . . .	Rural Economics & Co-operation and Sociology
Bombay . . . . .	Politics & Civics and Sociology
Gauhati . . . . .	Agricultural Botany
Jammu & Kashmir . . . . .	Economics, English and Geology
Karnatak . . . . .	Kannada Research and Politics
Lucknow . . . . .	Anaesthesia, Business Administration, Private Law, Public Law, Psychology, Sociology & Social Work, Statistics and Oto-Laryngology
Nagpur . . . . .	Pharmacy and Library Science
Patna . . . . .	Commerce
Poona . . . . .	Applied Geology
Utkal . . . . .	Engineering, Rural Economics and Sociology

**Table LII—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
<b>Andhra</b>  Andhra University, Waltair	1926	Andhra Pradesh (excluding areas of Osmania & Sri Venkateswara universities)	Teaching and Affiliating	Arts; Sc.; Agr.; Ayurveda; Com.; Engg.; Fine Arts; Law; Med.; Oriental Learning; Teaching and Vet. Sc.	English
Osmania University, Hyderabad	1918/1947	Erstwhile Hyderabad State	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Law; Med.; Religion & Culture and Vet. Sc.	English and 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.; Com.; Engg.; Oriental Learning and Teaching	English
<b>Assam</b>  Gauhati University, Gauhati	1948	State of Assam and Union Territory of Manipur	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Law and Med.	English
<b>Bihar</b>  Bihar University, Patna	1952	Bihar State (except Patna Corporation Area)	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Law; Med.; Mining & Applied Geology and Vet. Sc.	Hindi in I.A., J.Sc. I.Com., B.A., B.Sc. and B.Com.; English in others

**Bombay**

Baroda University, Baroda	1949	Within a radius of 10 miles from the University office	Residential and Teaching	Arts; Sc.; Com.; Edu. & Psych.; Fine Arts; Home Sc.; Med.; Social Work and Technology (including Engg.)	English
Bombay University, Bombay	1857/1928/1953	Greater Bombay	Teaching and Federal	Arts; Sc.; Com.; Law and Med. (including Pharmacy and Technology)	English
Gujarat University, Ahmedabad	1950	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 Vidyapeeth), Mehsana, Panch Mahalas, Sabar Kantha and Surat in Bombay State	Teaching and Affiliating	Arts (including Edu.); Sc.; Agr.; Ayurvedic Med.; Com.; Law; Med. and Tech. (including Engg.)	Gujarati and Hindi in I.A., I.Sc., I.Com., B.A., B.Sc., B.Com., B.Ed., M. Ed., B. Pharm., B.E. and M.B., B.S.; English in other
Nagpur University, Nagpur	1923	Districts of Akola, Amravati, Bhandara, Buldhana, Chanda, Nagpur, Wardha and Yeotmal in Bombay State	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu.; Law and Med.	English, Hindi and Marathi in I.A., I.Sc., B.A. and B.Sc.; Hindi and Marathi in I. Com., B.Com., B.T., and Dip. T.; English in others

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

1	2	3	4	5	6
Poona University, Poona	1948	Districts of Ahmednagar, East Khandesh, Kolaba, Kolhapur, Nasik, North Satara, Poona, Ratnagiri, Sholapur, South Satara, Thana and West Khandesh in Bombay State	Teaching and Affiliating	Arts; Sc.; Agr.; Ayurvedic Med.; Engg.; Law; Med. and Mental, Moral & Social Sciences	English and Marathi in I.A., I.Sc., I.Com.; English in others
Sardar Vallabhbhai Vidya-peeth, 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.)	Hindi and English
S.N.D.T. Women's University, Bombay	1951*	Not defined	Teaching and Affiliating	Arts	Modern Indian languages (mother tongue of the candidate) and English under special circumstances
<b>Jammu &amp; Kashmir</b>					
Jammu & Kashmir University, Srinagar	1948	Jammu and Kashmir State	Teaching and Affiliating	Arts; Sc.; Com.; Edu. and Oriental Learning	English
<b>Kerala</b>					
Kerala University, Trivandrum	1937	Kerala State	Teaching and Affiliating	Arts; Sc.; Agr.; Ayurveda; Com.; Edu.; Law; Med.; Oriental Studies; Fine Arts; Tech. and Vet.	English

Saugar University, Sagar	1946	Districts of Balaghat, Bastar, Betul, Bilaspur, Chindwara Durg, Hoshangabad, Jabal-pore, Mandla, Nimar, Raigarh, Raipur, Sagar and Sarguja in Madhya Pradesh State	Teaching Affiliating	and	Arts; Sc.; Edu.; Engg. and Law	English in B.V. Sc., B.E., (Hons.), M.A., M.Sc., M.E. and M.Com. English and Hindi in others
<b>Madras</b>						
Annamalai University, Annamalainagar	1929	Within a radius of 10 miles from the university convocation hall	Residential Teaching	and	Arts; Sc.; Edu.; Engg. & Tech.; Fine Arts and Oriental Studies	English
Madras University, Madras	1857/1904/ 1923/1929	Erstwhile States of Madras (excluding Annamalai University area) and Coorg	Teaching Affiliating	and	Arts; Sc.; Agr.; Com.; Engg.; Fine Arts; Law Med.; Oriental Learning; Teaching; Tech. and Vet. Sc.	English
<b>Mysore</b>						
Karnatak University, Dharwar	1949	Districts of Belgaum, Bijapur, Dharwar and North Kanara in Mysore State	Teaching Affiliating	and	Arts; Sc.; Agr.; Engg.; Law; Med. and Social Sciences	English, Hindi and Kan-nada for I.A., I.Sc., I.Com., English in others
Mysore University, Mysore	1916	Erstwhile Mysore State	Teaching Affiliating	and	Arts; Sc.; Com.; Edu.; Engg. & Tech.; Law and Med.	English
<b>Orissa</b>						
Utkal University, Cut-tack	1943	Orissa State	Teaching Affiliating	and	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Geology; Law; Med. and Vet. Sc.	English

\*Was established in 1916 but started functioning as a statutory university in 1951 under an Act passed by Bombay Govt. in 1949.

**Table LII—Universities in India—Jurisdiction, Types and Faculties—(Contd.)**

1	2	3	4	5	6
<b>Punjab</b>					
Punjab University, Chandigarh	1947	State of Punjab and Union Territory of Himachal Pradesh	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Law; Med.; Oriental Learning and Vet. Sc.	English, Hindi, Urdu or Panjabi in I.A., B.A. and B.Com.; English in others
<b>Rajasthan</b>					
Rajputana University, Jaipur	1947	Rajasthan State (excluding erstwhile Ajmer State)	Teaching and Affiliating	Arts; Sc.; Com.; Edu.; Engg.; Law; Med. & Pharmaceutics & Vet. Sc. and Oriental Learning	English or Hindi upto post-graduate courses in Arts and Commerce; English in others
<b>Uttar Pradesh</b>					
Agra University, Agra	1927	State of Uttar Pradesh (excluding areas of Aligarh, Allahabad, Banaras and Lucknow Universities and the township of Roorkee) and erstwhile States of Ajmer, Bhopal, Madhya Bharat and Vindhya Pradesh	Affiliating	Arts; Sc.; Agr.; Com.; Engg.; Law; Med. and Vet. Sc. & Animal Husbandry	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	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	1887/1921	Within a radius of 10 miles from the university office	Residential Teaching	Arts; Sc.; Com. and Law	English and Hindi in B.A., B.Sc. and B.Com.; English in others

Banaras Hindu University, Banaras	1916	Within a radius of 15 miles from the main temple of the university	Residential Teaching	and	Arts; Sc.; Law; Med. & Surgery (Ayurveda); Music & Fine Arts; Oriental learning; Tech. and Theology	English and Hindi in I.A., I.Sc., I.Com., B.A., B.Com., B.Ed., LL.B. and Ayurveda; Hindi in Music & Fine Arts; English in others
Lucknow University, Lucknow	1921	Within a radius of 10 miles from the university convocation hall	Residential Teaching	and	Arts; Sc.; Ayurveda; Com; Law and Med.	Hindi in B.A., B.Sc., and B.Com.; English in others
Roorkee University, Roorkee	1948	Not defined	Residential Teaching	and	Engg.	English
<b>West Bengal</b>						
Calcutta University, Calcutta	1857/1904/ 1951/1954	State of West Bengal (excluding areas of Jadavpur and Visva-Bharati universities) and Union Territory of Tripura	Teaching Affiliating	and	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Fine Arts & Music; Journalism; Law; Med.; Tech. and Vet. Sc.	English
Jadavpur University, Jadavpur	1955	Within a radius of 2 miles from the university office	Residential Teaching	and	Arts; Sc.; Engg. and Tech.	English
Visva-Bharati University, Santiniketan	1951*	Area of Santiniketan in the district of Birbhum in West Bengal	Residential Teaching	and	Not defined	Bengali in Certificate and Diploma courses; English in others
<b>Delhi</b>						
Delhi University, Delhi	1922/1943/ 1952	Delhi State	Teaching Affiliating	and	Arts; Sc.; Agr. & Forestry; Edu.; Law; Medical Sciences; 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.

In Delhi, the department of Tuberculosis was merged with the Patel Chest Institute, Delhi. The Deptt. of Law, Allahabad University was bifurcated into two separate departments—(i) Deptt. of Constitutional and General Law and (ii) Deptt. of Private and Statute Law.

(b) Boards

In addition to the 33 universities, the number of Boards of Education rose from 14 to 15\* in the country. Their names alongwith the examinations conducted by them are given below :—

1. Bihar School Examination Board, Patna—Secondary School Certificate, Diploma in Physical Education, Certificate in Physical Education and Diploma in Social Education.
2. Board of Public Examination, Kerala State, Trivandrum—Secondary School Leaving Certificate.
3. Board of Higher Secondary Education, Delhi—High School, Higher Secondary, Higher Secondary Technical.
4. Board of High School and Intermediate Education, Uttar Pradesh, Allahabad—High School and Intermediate.
5. Board of Secondary Education, Andhra Pradesh, Kurnool—Secondary School Leaving Certificate.
6. Board of Secondary Education, Hyderabad—Higher Secondary Certificate and Higher Secondary Certificate (Technical).
7. Board of Secondary Education, Madhya Bharat Region, Gwalior—High School and Intermediate.
8. Board of Secondary Education, Madras State, Madras—Secondary School Leaving Certificate, T. S. L. C. and VIII Standard Public Examination.
9. Board of Secondary Education, Orissa, Cuttack—Secondary School Leaving Certificate.
10. Board of Secondary Education, West Bengal, Calcutta—Secondary School Final Examination.
11. Central Board of Education, Ajmer—High School, Intermediate and Teachers' Training Certificate.
12. Mahakoshal Board of Secondary Education, Jabalpur—Secondary School Certificate Examination.
13. Secondary Education Board, Mysore State, Bangalore—Secondary School Leaving Certificate.
14. Secondary School Certificate Examination Board, Bombay State, Poona—Secondary School Certificate.
15. Vidarbha Board of Secondary Education, Nagpur—Secondary School Certificate and Higher Secondary School Certificate.

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\*Includes 3 boards, one each in Bihar, Kerala and Mysore which formed part of the offices of their respective Director of Public Instructions.



The total expenditure on these Boards (excluding those in Bihar, Mysore and Kerala) increased from Rs. 1,32,40,136 to Rs. 1,49,89,495. Of this, 5.8 per cent was contributed by the government, 93.2 per cent from the fees and 1 per cent from other sources.

### (c) Colleges

With the increase of 137 colleges—68 for general education, 53 for professional education and 16 for special education, the number of recognised colleges and institutions of higher education rose to 1,341. Of these, 814 were arts & science colleges (including research institutions providing teaching facilities), 399 professional and technical and 128 for special education providing instructions in subjects like music, dancing and other fine arts, oriental studies, sociology and domestic science. During the year, arts & science colleges registered an increase of 9.1 per cent, professional & technical colleges of 15.3 per cent and special education colleges of 14.2 per cent (Table No. LIV). The number of colleges meant exclusively for women was 114 for arts and science, 34 for professional and technical education and 16 for special education. The corresponding figures for the previous year were 104, 24 and 14 respectively. During the year, women's colleges constituted 12.2 per cent of the total number of colleges as compared to 11.8 per cent during 1955-56.

During 1956-57, colleges (including research institutions) in rural areas numbered 111 (106 for men and 5 for women). Of these, 3 were research institutions (all for men), 57 (53 for men and 4 for women) arts and science colleges and 51 (including one for women) professional and special colleges.

Of the total number of 399 colleges for professional and technical education, 133 were teachers' training colleges, 99 medical colleges, 47 engineering colleges, 29 law colleges, 28 commerce colleges, 25 agriculture colleges, 14 veterinary science colleges, 10 physical education colleges, 7 technological colleges, 3 forestry colleges, 3 co-operative training colleges and one for applied art and architecture. The increase in the number of professional and technical colleges consisted of 26 teachers' training colleges, 11 medical colleges, 7 engineering colleges, 1 agriculture college, 2 commerce colleges, 4 law colleges, 2 for physical education and 1 for co-operative training. Colleges for veterinary science marked a decrease by 1.

The break up of 128 colleges for special education was as follows: 27 (including 5 for girls) for music, dancing and other fine arts; 85 (including 8 for girls) for oriental studies; 6 for sociology, 3 (all for girls) for domestic science; 1 for yoga and cultural synthesis and 6 rural institutes.

Table LIII gives the distribution of colleges by managements. The overall position in this respect remained almost the same as in previous year *i.e.* about half the number of colleges were managed by private (aided) bodies and about one third by the government. Private unaided bodies accounted for 15 per cent, while the number of colleges under local boards was negligible. While about three-fourth of the colleges for arts and science and special education were managed by private bodies (aided as well as unaided), more than half of the colleges for professional education were under the management of the government. The government colleges predominated in Bombay, Orissa, Rajasthan, Himachal Pradesh, Manipur and Pondicherry. The local boards managed 3 professional colleges in Bombay, 1 special education college in Madras and 1 college for general education each in Bombay.

Table LIII—Number of Colleges By Management

Management	*Arts and Science Colleges		Colleges for Professional Education		Colleges for Special Education		Total			
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	1955-56		1956-57	
							Number	Percentage	Number	Percentage
1	2	3	4	5	6	7	8	9	10	11
Government	186	202	194	215	28	35	408	33.9	452	33.7
Local Boards	3	3	3	3	1	1	7	0.6	7	0.5
<i>Private :</i>										
Aided	458	483	104	120	68	78	630	52.3	681	50.8
Unaided	99	126	45	61	15	14	159	13.2	201	15.0
India	746	814	346	399	112	128	1,204	100.0	1,341	100.0

\*Includes research institutions providing teaching facilities.

Madras and Punjab. A large number of arts and science colleges in Punjab, professional education colleges in Bombay and special education colleges in Madras were managed by unaided private bodies.

The State-wise break up of colleges for the year 1955-56 and 1956-57 is given in Table LIV. The number of arts and science colleges increased everywhere except in the States of Jammu & Kashmir, Orissa, Himachal Pradesh, Manipur and Tripura where it remained unchanged. All the States shared the increase in the number of the professional colleges except Jammu & Kashmir, Orissa, Himachal Pradesh and Tripura, where it remained stationary. All the States recorded increase in the number of special education colleges except Assam, Kerala, Mysore, Orissa, Delhi and Manipur. There was a fall in number of such colleges by one each only in the States of Madhya Pradesh and Madras.

### Pupils

19. An analysis of enrolment figures should take into account the enrolment in school classes attached to some colleges as also of the classes XI and XII of the higher secondary schools in Uttar Pradesh which provide

Table LIV—Number of Colleges by States

State	Arts and Science Colleges†		Colleges for Professional Education		Colleges for Special Education		Total		Increase (+) or Decrease (—)	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	Number	Percentage
1	2	3	4	5	6	7	8	9	10	11
Andhra . . . . .	47	53	22	23	15	16	84	92	+ 8	+ 9.5
Assam . . . . .	21	23	5	5	1	1	27	29	+ 2	+ 7.4
Bihar . . . . .	57	59	27	27	1	7	85	93	+ 8	+ 9.4
Bombay . . . . .	87	103	73	83	7	11	167	197	+ 30	+18.0
Jammu and Kashmir . . . . .	12	12	3	3	9	10	24	25	+ 1	+ 4.2
Kerala . . . . .	40	42	13	14	7	7	60	63	+ 3	+ 5.0
Madhya Pradesh . . . . .	51	61	22	26	9	8	82	95	+ 13	+15.9
Madras . . . . .	54	56	28	32	17	16	99	104	+ 5	+ 5.1
Mysore . . . . .	46	49	30	44	7	7	83	100	+ 17	+20.5
Orissa . . . . .	14	14	6	6	3	3	23	23	..	..
Punjab . . . . .	73	79	24	30	..	..	97	109	+ 12	+12.4
Rajasthan . . . . .	52	54	13	15	17	18	82	87	+ 5	+ 6.1
Uttar Pradesh . . . . .	69	75	40	44	7	9	116	128	+ 12	+10.3
West Bengal . . . . .	99	107	30	32	9	11	138	150	+ 12	+ 8.7
Delhi . . . . .	17	18	8	10	2	2	27	30	+ 3	+11.1
Himachal Pradesh . . . . .	3	3	1	1	..	..	4	4	..	..
Manipur . . . . .	2	2	..	..	1	1	3	3	..	..
Tripura . . . . .	2	2	1	1	..	1	3	4	+ 1	+33.3
Pondicherry . . . . .	*	2	*	3	*	..	*	5	*	*
<b>India . . . . .</b>	<b>746</b>	<b>814</b>	<b>346</b>	<b>399</b>	<b>112</b>	<b>128</b>	<b>1,204</b>	<b>1,341</b>	<b>+137</b>	<b>+11.4</b>

†Includes research institutions providing teaching facilities.

\*Figures are not available.

Table LV—Number of Pupils

State	For Boys		For Girls	
	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5
Andhra . . . . .	48,376	53,404	1,829	2,126
Assam . . . . .	13,474	14,858	782	960
Bihar . . . . .	48,655	57,598	1,441	1,716
Bombay . . . . .	97,292	1,08,689	2,888	3,641
Jammu & Kashmir . . . . .	5,497	5,135	1,251	1,929
Kerala . . . . .	33,205	33,498	4,613	4,985
Madhya Pradesh . . . . .	30,415	34,747	2,908	3,087
Madras . . . . .	44,407	47,499	4,853	5,495
Mysore . . . . .	34,469	38,138	2,815	3,757
Orissa . . . . .	6,561	7,196	197	275
Punjab . . . . .	41,259	44,702	5,131	5,473
Rajasthan . . . . .	32,872	34,222	3,256	3,604
Uttar Pradesh . . . . .	81,794	85,917	3,048	3,420
West Bengal . . . . .	99,809	1,12,729	6,764	7,940
Delhi . . . . .	15,457	15,612	2,742	3,023
Himachal Pradesh . . . . .	514	575	..	..
Manipur . . . . .	1,341	1,473	..	..
Tripura . . . . .	1,264	1,508	..	..
Pondicherry . . . . .	*	1,264	..	..
<b>India . . . . .</b>	<b>6,36,661</b>	<b>6,98,764</b>	<b>44,518</b>	<b>51,431</b>

\*Figures are

## in Universities and Colleges

Total		Increase (+) or Decrease (—)		State
1955-56	1956-57	Number	Percentage	
6	7	8	9	10
50,205	55,530	+ 5,325	+ 10·6	Andhra
14,256	15,818	+ 1,562	+ 11·0	Assam
50,096	59,314	+ 9,218	+ 18·4	Bihar
1,00,180	1,12,330	+ 12,150	+ 12·1	Bombay
6,748	7,064	+ 316	+ 4·7	Jammu & Kashmir
37,818	38,483	+ 665	+ 1·8	Kerala
33,323	37,834	+ 4,511	+ 11·3	Madhya Pradesh
49,260	52,994	+ 3,734	+ 7·6	Madras
37,284	41,895	+ 4,611	+ 12·4	Mysore
6,758	7,471	+ 713	+ 10·6	Orissa
46,390	50,175	+ 3,785	+ 8·2	Punjab
36,128	37,826	+ 1,698	+ 4·7	Rajasthan
84,842	89,337	+ 4,495	+ 5·3	Uttar Pradesh
1,06,573	1,20,669	+ 14,096	+ 13·2	West Bengal
18,199	18,635	+ 436	+ 2·4	Delhi
514	575	+ 61	+ 11·9	Himachal Pradesh
1,341	1,473	+ 132	+ 9·8	Manipur
1,264	1,508	+ 244	+ 19·3	Tripura
*	1,264	..	..	Pondicherry
6,81,179	7,50,195	+ 69,016	+ 10·1	India

not available.

**Table LVI—Number of Pupils Receiving  
Education at University**

State	General Education					
	Boys		Girls		Total	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
Andhra .	33,419	37,212	3,616	4,200	37,035	41,412
Assam .	10,025	11,204	1,717	1,978	11,742	13,182
Bihar .	36,065	43,544	2,470	2,938	38,535	46,482
Bombay .	53,024	58,491	13,765	15,871	66,789	74,362
Jammu and Kashmir.	4,316	4,556	689	912	5,005	5,468
Kerala .	24,604	24,758	8,187	9,030	32,791	33,788
Madhya Pra- desh.	11,110	13,227	2,035	2,421	13,145	15,648
Madras .	28,147	31,732	5,638	6,094	33,785	37,826
Mysore .	22,996	24,688	4,210	4,805	27,206	29,493
Orissa .	4,846	5,295	498	634	5,344	5,929
Punjab .	32,665	34,527	5,635	6,522	38,300	41,049
Rajasthan .	11,916	12,172	1,851	2,178	13,767	14,350
Uttar Pra- desh.	1,39,300	1,41,663	16,247	16,978	1,55,547	1,58,641
West Bengal	67,751	75,285	15,196	18,427	82,947	93,712
Delhi .	8,579	8,414	2,118	2,504	10,697	10,918
Himachal Pradesh.	313	354	51	79	364	433
Manipur .	1,052	1,137	74	108	1,126	1,245
Tripura .	1,027	1,187	95	116	1,122	1,303
Pondicherry	*	144	*	22	*	166
<b>India .</b>	<b>4,91,155</b>	<b>5,29,590</b>	<b>84,092</b>	<b>95,817</b>	<b>5,75,247</b>	<b>6,25,407</b>

\*Figures are

**General, Professional and Special  
Stage by States**

Professional Education						State
Boys		Girls		Total		
1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	
8	9	10	11	12	13	14
11,484	11,900	581	650	12,065	12,550	Andhra
2,284	2,397	66	74	2,350	2,471	Assam
11,178	11,969	228	285	11,406	12,254	Bihar
24,673	28,146	2,110	2,553	26,783	30,699	Bombay
155	214	34	59	189	273	Jammu & Kashmir.
3,519	3,544	431	493	3,950	4,037	Kerala
7,232	7,921	360	465	7,592	8,386	Madhya Pradesh.
12,457	11,191	851	962	13,308	12,153	Madras
7,955	9,102	377	1,009	8,332	10,111	Mysore
1,021	1,116	73	84	1,094	1,200	Orissa
4,761	5,538	1,348	1,575	6,109	7,113	Punjab
7,643	8,220	124	137	7,767	8,357	Rajasthan
23,069	23,590	1,292	1,254	24,361	24,844	Uttar Pradesh.
18,860	21,597	850	1,025	19,710	22,622	West Bengal
3,304	3,523	490	555	3,794	4,078	Delhi
24	23	..	..	24	23	Himachal Pradesh.
67	99	1	1	68	100	Manipur
90	139	2	..	92	139	Tripura
*	42	*	12	*	54	Pondicherry
1,39,776	1,50,271	9,218	11,193	1,48,994	1,61,464	India

not available.

**Table LVI—Number of Pupils Receiving  
Education at University**

State	Special Education					
	Boys		Girls		Total	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
15	16	17	18	19	20	21
Andhra . . . . .	464	714	102	133	566	847
Assam . . . . .	41	41	..	..	41	41
Bihar . . . . .	67	452	5	25	72	477
Bombay . . . . .	241	477	264	312	505	789
Jammu & Kashmir . . . . .	148	24	216	109	364	133
Kerala . . . . .	668	328	121	147	789	475
Madhya Pradesh . . . . .	418	448	181	320	599	768
Madras . . . . .	1,148	1,544	257	378	1,405	1,922
Mysore . . . . .	393	473	52	51	445	524
Orissa . . . . .	407	487	13	12	420	499
Punjab . . . . .	129	131	21	18	150	149
Rajasthan . . . . .	552	699	18	16	570	715
Uttar Pradesh . . . . .	2,185	2,310	429	493	2,614	2,803
West Bengal . . . . .	1,219	1,478	1,166	1,346	2,385	2,824
Delhi . . . . .	403	491	408	445	811	936
Himachal Pradesh . . . . .	..	..	..	..	..	..
Manipur . . . . .	106	..	41	..	147	..
Tripura . . . . .	..	..	..	..	..	..
Pondicherry . . . . .	*	..	*	..	*	..
<b>India . . . . .</b>	<b>8,589</b>	<b>10,097</b>	<b>3,294</b>	<b>3,805</b>	<b>11,883</b>	<b>13,902</b>

\*Figures are



**General, Professional and Special  
Stage by States (Contd.)**

Grand Total						State
Boys		Girls		Total		
1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	
22	23	24	25	26	27	28
45,367	49,826	4,299	4,983	49,666	54,809	Andhra
12,350	13,642	1,783	2,052	14,133	15,694	Assam
47,310	55,965	2,703	3,248	50,013	59,213	Bihar
77,938	87,114	16,139	18,736	94,077	1,05,850	Bombay
4,619	4,794	939	1,080	5,558	5,874	Jammu & Kashmir.
28,791	28,630	8,739	9,670	37,530	38,300	Kerala
18,760	21,596	2,576	3,206	21,336	24,802	Madhya Pradesh.
41,752	44,467	6,746	7,434	48,498	51,901	Madras
31,344	34,263	4,639	5,865	35,983	40,128	Mysore
6,274	6,898	584	730	6,858	7,628	Orissa
37,555	40,196	7,004	8,115	44,559	48,311	Punjab
20,111	21,091	1,993	2,331	22,104	23,422	Rajasthan
1,64,554	1,67,563	17,968	18,725	1,82,522	1,86,288	Uttar Pradesh.
87,830	98,360	17,212	20,798	1,05,042	1,19,158	West Bengal.
12,286	12,428	3,016	3,504	15,302	15,932	Delhi
337	377	51	79	388	456	Himachal Pradesh.
1,225	1,236	116	109	1,341	1,345	Manipur
1,117	1,326	97	116	1,214	1,442	Tripura
*	186	*	34	*	220	Pondicherry
6,39,520	6,89,958	96,604	1,10,815	7,36,124	8,00,773	India

not available.

**Table LVII—Distribution of Pupils at University Stage**

Stage/Subject	Boys		Girls		Total		Increase (+) or Decrease (—)	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	Number	Percent- age
	2	3	4	5	6	7	8	9
<b>General Education</b>								
Intermediate . . . . .	3,41,539	3,65,009	54,909	60,935	3,96,448	4,25,944	+ 29,496	+ 7·4
B.A./B.Sc. . . . .	1,26,130	1,38,850	24,772	29,868	1,50,902	1,68,718	+ 17,816	+ 10·8
M.A./M.Sc. . . . .	21,293	23,233	4,040	4,589	25,333	27,822	+ 2,489	+ 9·8
Research . . . . .	2,193	2,498	371	425	2,564	2,923	+ 359	+ 14·0
<i>Total</i> . . . . .	4,91,155	5,29,590	84,092	95,817	5,75,247	6,25,407	+ 50,160	+ 8·7
<b>Professional Education</b>								
Agriculture . . . . .	5,840	7,013	37	38	5,877	7,051	+ 1,174	+ 20·0
Commerce . . . . .	58,496	60,861	422	442	58,918	61,303	+ 2,385	+ 4·0

Engineering and Technology . . . . .	19,820	21,870	38	35	19,858	21,905	+ 2,047	+ 10·3
Forestry . . . . .	320	427	..	..	320	427	+ 107	+ 33·4
Law . . . . .	19,921	20,392	347	425	20,268	20,817	+ 549	+ 2·7
Medicine . . . . .	21,085	22,712	3,987	4,577	25,072	27,289	+ 2,217	+ 8·8
Physical Education . . . . .	442	412	48	66	490	478	— 12	— 2·4
Teachers' Training . . . . .	9,962	11,677	4,318	5,584	14,280	17,261	+ 2,981	+ 20·9
Veterinary Science . . . . .	3,636	4,644	13	15	3,649	4,659	+ 1,010	+ 27·7
Others . . . . .	254	263	8	11	262	274	+ 12	+ 4·7
<i>Total</i> . . . . .	1,39,776	1,50,271	9,218	11,193	1,48,994	1,61,464	+12,470	+ 8·4
<b>Special Education</b>								
Music, Dancing and Other Fine Arts	1,579	1,628	1,843	2,110	3,422	3,738	+ 316	+ 9·2
Oriental Studies . . . . .	5,010	5,425	510	477	5,520	5,902	+ 382	+ 6·9
Other Subjects . . . . .	2,000	3,044	941	1,218	2,941	4,262	+ 1,321	+ 44·9
<i>Total</i> . . . . .	8,589	10,097	3,294	3,805	11,883	13,902	+ 2,019	+ 17·0
<b>Grand Total</b> . . . . .	<b>6,39,520</b>	<b>6,89,958</b>	<b>96,604</b>	<b>1,10,815</b>	<b>7,36,124</b>	<b>8,00,773</b>	<b>+64,649</b>	<b>+ 8·8</b>

education equivalent to the intermediate standard in other States. Consequently, enrolment figures have been given in two tables. Table LV gives the enrolment in universities and colleges by institutions irrespective of the standard of instruction provided, while Table LVI shows the number of pupils under instruction in classes comprising university and collegiate stage only.

Enrolment in colleges and university teaching departments (Table LV), increased from 6,81,179 to 7,50,195, the rate of increase being 10·1 per cent during the year, as compared to 10·2 per cent during the previous year. Girls constituted 14·8 per cent of the total enrolment as compared to 14·1 per cent during 1955-56. The increase in enrolment was shared by all the States. The percentage of increase in the States was the highest in Bihar (18·4) and the lowest in Kerala (1·8). Similar positions in the centrally administered territories were occupied by Tripura (19·3 per cent) and Delhi (2·4 per cent).

Of the total number of 7,50,195 students, 6,27,734 (83·7 per cent) were studying in arts and science colleges, 1,07,172 (14·3 per cent) in professional and technical colleges and 15,289 (2·0 per cent) in special education colleges. The average daily attendance in the three types of colleges taken in order was 87·6, 87·8 and 85·5 per cent.

The distribution of enrolment in institutions managed by different agencies was 1,93,632 (25·8 per cent) in government colleges, 2,641 (0·4 per cent) in local board colleges and 5,53,922 (73·8 per cent) in colleges managed by private agencies.

Taking the university and collegiate stage, (Table LVI), the total number of post matriculation students in general as well as professional & technical and special education increased from 7,36,124 in 1955-56 to 8,00,773 in 1956-57, the rate of increase being 8·8 per cent. This enrolment constituted 2·2 per cent of the total enrolment at all stages. Of the total number of students at the university and collegiate stages, 6,25,407 (78·1 per cent) took up arts and science courses, 1,61,464 (20·2 per cent) professional and technical courses and 13,902 (1·7 per cent) special education courses. Further details according to standard of instruction and courses of study are given in Table LVII.

### Co-education

20. Out of the total number of 95,101 girl students in arts and science colleges, 50,587 or 53·2 per cent studied in institutions for boys. The corresponding percentage in case of professional and special education colleges was 61·8. The extent of co-education in arts and science colleges and in colleges for professional and special education in different States is given in Table LVIII.

### Teachers

21. Table LIX gives the distribution of teachers in colleges and university teaching departments in various States. It will be seen that the total staff strength in these institutions during 1956-57 was 42,135—37,519 men and 4,616 women as against 33,907 men and 3,958 women in 1955-56. This represents an overall increase of 11·3 per cent as compared to 10 per cent increase in enrolment in these institutions.

Table LVIII—Number of Girls Studying for Higher Education

State	In Arts & Science Colleges*			Percentage of Girls in Boys' Colleges to total number of Girls	In Colleges for Professional & Special Education			Percentage of Girls in Boys' Colleges to total number of Girls
	Number of Girls in Boys' Colleges	Number of Girls in Girls' Colleges	Total Number of Girls		Number of Girls in Boys' Colleges	Number of Girls in Girls' Colleges	Total Number of Girls	
1	2	3	4	5	6	7	8	9
Andhra . . .	2,237	2,015	4,252	52·6	729	111	840	86·8
Assam . . .	1,048	960	2,008	52·2	44	..	44	100·0
Bihar . . .	1,325	1,663	2,988	44·3	207	53	260	79·6
Bombay . . .	12,720	3,309	16,029	79·4	2,807	332	3,139	89·4
Jammu & Kashmir.	126	788	914	13·8	57	1,076	1,133	5·0
Kerala . . .	4,166	4,885	9,051	46·0	543	100	643	84·4
Madhya Pradesh.	1,994	2,134	4,128	48·3	814	292	1,106	73·6
Madras . . .	1,292	5,042	6,334	20·4	966	453	1,419	68·1
Mysore . . .	1,735	3,061	4,796	36·2	558	696	1,254	44·5
Orissa . . .	367	275	642	57·2	86	..	86	100·0
Punjab . . .	2,993	5,048	8,041	37·2	878	425	1,303	67·4
Rajasthan . .	744	3,557	4,301	17·3	154	16	170	90·6
Uttar Pradesh	5,526	2,978	8,504	65·0	864	437	1,301	66·4
West Bengal .	12,817	6,564	19,381	66·1	884	1,266	2,150	41·1
Delhi . . .	1,121	2,235	3,356	33·4	135	788	923	14·6
Himachal Pradesh.	79	..	79	100·0	..	..	..	..
Manipur . . .	109	..	109	100·0	36	..	36	100·0
Tripura . . .	116	..	116	100·0	23	..	23	100·0
Pondicherry .	72	..	72	100·0	12	..	12	100·0
<b>India . . .</b>	<b>50,587</b>	<b>44,514</b>	<b>95,101</b>	<b>53·2</b>	<b>9,797</b>	<b>6,045</b>	<b>15,842</b>	<b>61·8</b>

\*Includes enrolment in university teaching departments and research institutions.

TABLE LIX—Number of Teachers in

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 . . . . .	234	5	2,338	220	701	61
Assam . . . . .	78	2	460	44	123	..
Bihar . . . . .	152	6	1,625	111	615	16
Bombay . . . . .	157	9	3,143	493	2,138	118
Jammu & Kashmir . . . . .	9	..	259	30	18	3
Kerala . . . . .	12	4	1,430	409	214	30
Madhya Pradesh . . . . .	114	2	1,577	158	521	30
Madras . . . . .	242	9	1,918	574	837	143
Mysore . . . . .	16	..	1,320	172	637	76
Orissa . . . . .	21	1	329	24	113	3
Punjab . . . . .	82	1	1,733	215	495	94
Rajasthan . . . . .	20	..	1,348	206	321	8
Uttar Pradesh . . . . .	1,451	107	2,232	210	518	87
West Bengal . . . . .	790	50	2,987	383	1,273	41
Delhi . . . . .	192	20	780	121	301	99
Himachal Pradesh . . . . .	..	..	45	..	6	..
Manipur . . . . .	..	..	40	..	..	..
Tripura . . . . .	..	..	51	3	10	1
Pondicherry . . . . .	..	..	45	11	22	2
<b>India . . . . .</b>	<b>3,570</b>	<b>216</b>	<b>23,660</b>	<b>3,384</b>	<b>8,863</b>	<b>812</b>

\*Includes Research institutions

## Universities and Colleges by States

In Colleges for Special Education		Total			State
Men	Women	Men	Women	All Persons	
8	9	10	11	12	13
131	8	3,404	294	3,698	Andhra
4	..	665	46	711	Assam
69	1	2,461	134	2,595	Bihar
130	29	5,568	649	6,217	Bombay
47	51	333	84	417	Jammu & Kashmir
64	..	1,720	443	2,163	Kerala
130	33	2,342	223	2,565	Madhya Pradesh
107	9	3,104	735	3,839	Madras
128	..	2,101	248	2,349	Mysore
30	1	493	29	522	Orissa
..	..	2,310	310	2,620	Punjab
182	..	1,871	214	2,085	Rajasthan
116	9	4,317	413	4,730	Uttar Pradesh
260	31	5,310	505	5,816	West Bengal
10	29	1,283	269	1,552	Delhi
..	..	51	..	51	Himachal Pradesh
7	1	47	1	48	Manipur
11	1	72	5	77	Tripura
..	..	67	13	80	Pondicherry
<b>1,426</b>	<b>204</b>	<b>37,519</b>	<b>4,616</b>	<b>42,135</b>	<b>India</b>

### Pay Scales of Teachers

22. There was no tangible improvement in the pay scales of teachers during the year except for those in the universities of Aligarh, Banaras, Calcutta, Jadavpur and Visva-Bharati.

University	Old Scale	New Scale
	Rs.	Rs.
Aligarh Lecturer . . .	210-15-375-EB-20-500	250-20-350-25-500
Banaras Lecturer . . .	200-15-410-20-450-(Inter Section)	250-20-450-25-600
Calcutta Reader . . .	500-50/2-700	800-40-1000-50-1250
Jadavpur Lecturer . . .	200-25-500	250-25-600
Visva-Bharati Lecturer . . .	(i) 175-15-400 (ii) 130-10-300	(i) 200-20-400 (ii) 150-15-270-EB-15-300- 20-400.

**Table LX—Pay Scales of Teachers in University Teaching Departments 1956-57**

University	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
Agra . . .	300-20-500-25-800	500-25-800	800-50-1,200
Aligarh . . .	250-20-350-25-500	500-25-800	800-50-1,250
Allahabad . . .	300-20-480-EB-20-500	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. and Tech.) (ii) 150-10-300 (Others)	250-15-400-EB-20-500 (Engg. and Tech.)	(i) 400-25-700-EB-40-900 (Engg. and Tech.) (ii) 400-20-700 (Others)
Banaras . . .	(i) 300-20-600 (Tech., Mining, Met. and Engg.) (ii) 250-20-450-25-600 (Others) (iii) 200-15-410-20-450 (Intermediate Section)	(i) 600-40-1,000 (Tech., Mining, Met. and Engg.) (ii) 500-25-800 (Others)	(i) 1,000-50-1,750 (Tech., Mining, Met. and Engg.) (ii) 800-50-1,250 (Others)

\*Scales relate to university colleges.



**Table LX—Pay Scales of Teachers in University Teaching Departments 1956-57—(Contd.)**

University	Lecturer	Reader	Professor
1	2	3	4
Baroda*	Rs. (i) 300-15-450 (ii) 200-15-350	400-25-650	700-50-1,000
Bihar	†	†	†
Bombay	300-25-600	500-25-800	800-50-1,250
Calcutta	250-25-500-25-600	500-50/2-750	(i) 800-40-1,000-50-1,250 (ii) 600-25-800
Delhi	250-25-500-30-560	500-25-800	800-50-1,250
Gauhati	250-25/2-600	500-50/2-700	700-50/2-1,000
Gujarat	250-25-500	500-25-800	800-50-1,250
Jadavpur	For Engg. & Tech.: (i) 300-25-750 (ii) 250-25-600 For Genl. Edn. Colleges: (i) 350-25-850 (ii) 250-25-600	..	For Engg. & Tech. : (i) 1,000-50-1,250 (ii) 600-40-1,000 For Genl. Edn. Colleges: 800—50-1,250
Jammu & Kashmir	250-25-600	..	500-40-800
Karnatak	250-15-400	300-25-650	600-50-1,100
Kerala	(i) 500-40-700 (ii) 250-15-400-25-500 (Engg. & Tech.)  (iii) 150-10-240-15-300-EB-20-400 (Others)	..	(i) 500-50-800 (ii) 450-30-600
Lucknow	350-25-600 (Medicine)  300-20-480-EB-20-500 (Others)	(i) 600-30-900 (ii) 500-30-800 (Medicine)  500-25-800 (Others)	(i) 1,100-40-1,340 (ii) 900-40-1,140 (Medicine)  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

\*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.

**Table LX—Pay Scales of Teachers in University Teaching Departments  
1956-57—(Contd.)**

University	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
Mysore*	(i) 200-10-250 (ii) 150-10-200 (iii) 100-10-150	..	(i) 700-30-850 (ii) 400-25-700 (iii) 350-25/2-400 (iv) 250-25/2-350
Nagpur	225-225-250-15-400	400-50-600-40-800	800-50-1,000
Osmania	250-20-450-EB-25-550	400-25-550-EB-30-700	600-40-1,000-EB-50-1,200
Punjab	(i) 300-25-650 (ii) 250-20-450-460	510-30-750	800-50-1,250
Patna	(i) 350-20-370-25-445-EB-25-720-EB-40-800 (ii) 200-20-220-25-320-EB-25-670-EB-20-750	350-25-650-EB-35-1,000	(i) 850-50-1,250 (ii) 600-40-840-EB-40-1,000 for Engg. (iii) 350-25-650-EB-35-1,000 for Mathematics and Law
Poona	250-10-400	350-15-500	500-20-600
Rajasthan	250-20-450-EB-25-600	500-30-800	800-50-1,250
Roorkee	250-25-400-EB-30-700-EB-50 850	600-40-1,000	2,000-100-2,500
Saugar	300-25-500-EB-25-600	500-30-800-EB-30-860-40-900	900-50-1,350
S. N. D. T. Women's	(i) 200-15-350 (ii) 150-15-250	..	(i) 300-20-500 (ii) 250-20-450
Sri Venkateswara	250-25-500	400-25-600	750-50-1,000
Utkal	(i) 200-700 for Engg. (ii) 300-20-500 (Languages) (iii) 200-15-260-25-435-EB-25-610-EB-30-750 (Others)	300-1,000 for Engg. 300-20-320-25-420-30-570-EB-30-690-30-780-EB-40-860 (Others)	1,000-1,800 for Engg. 600-40-960 for Others
Visva-Bharati	(i) 200-20-400 (ii) 150-15-270-EB-15-300-20-400	400-25-700	700-50-1,000-50-1,250

\*Scales relate to university colleges.

The scales continued to vary from State to State and within the same State in the colleges under different managements. The scales of different categories of university teachers—lecturers, readers and professors are given in table LX. The scales in affiliated colleges were comparatively lower as usual.

### Expenditure

23. The total direct expenditure on universities, colleges and other institutions of higher learning increased during the year under report from Rs. 28,38,25,688 to Rs. 32,04,69,016, of which Rs. 30,42,14,495 (94.9 per cent) were expended on institutions for boys and Rs. 1,62,54,521 (5.1 per cent) on those for girls. The break up of expenditure on different types of institutions was : universities Rs. 9,19,50,716 (28.7 per cent), arts and science colleges Rs. 14,57,61,259 (45.5 per cent), professional and technical colleges Rs. 7,78,93,594 (24.3 per cent) and special education colleges Rs. 48,63,447 (1.5 per cent). The percentage of increase over the corresponding figures of 1955-56 was 15.2, 12.0, 10.9 and 33.8. The expenditure on colleges and universities constituted 20.1 per cent of the total direct expenditure on all types of institutions. The distribution of expenditure according to sources of income is given in table LXI below :

**Table LXI—Direct Expenditure on Universities and Colleges by Sources**

Sources	1955-56		1956-57	
	Amount	Per-centage	Amount	Per-centage
1	2	3	4	5
	Rs.		Rs.	
Government Funds . . . . .	13,49,37,728	47.6	15,60,83,431	48.7
Local Board Funds . . . . .	7,96,195	0.3	9,98,775	0.3
Fees . . . . .	11,18,99,777	39.4	12,32,23,527	38.4
Endowments . . . . .	85,65,480	3.0	92,39,105	2.9
Other Sources . . . . .	2,76,26,508	9.7	3,09,24,178	9.7
<b>Total . . . . .</b>	<b>28,38,25,688</b>	<b>100.0</b>	<b>32,04,69,016</b>	<b>100.0</b>

Government funds and fees accounted for 48.7 per cent and 38.4 per cent of the expenditure while the share of the local boards was negligible.

Table LXII—Direct Expenditure on

State	Universities		Arts and Science* Colleges		Colleges for
	1955-56	1956-57	1955-56	1956-57	1955-56
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra .	34,71,791	45,01,242	97,96,542	1,04,84,397	40,78,972
Assam .	14,47,037	16,44,895	20,23,153	23,13,769	11,46,731
Bihar .	37,12,119	42,78,350	78,62,469	89,44,074	46,55,708
Bombay .	97,19,911	1,21,01,134	2,12,33,975	2,37,56,696	1,63,94,352
Jammu & Kashmir	3,60,187	4,00,591	11,07,545	12,28,143	1,79,699
Kerala .	15,38,272	20,76,759	68,68,442	71,83,347	12,17,372
Madhya Pradesh	24,61,902	16,42,809	63,70,657	77,59,069	45,94,445
Madras .	61,01,948	56,18,645	88,87,902	1,02,55,604	60,84,374
Mysore .	16,79,388	17,87,530	77,55,863	82,27,173	31,02,786
Orissa .	7,87,465	8,10,580	20,37,207	24,76,708	6,70,771
Punjab .	57,56,811	71,72,767	97,32,251	1,01,28,434	40,29,235
Rajasthan .	9,97,612	13,79,943	66,42,380	76,35,004	17,69,522
Uttar Pradesh	2,99,80,125	3,54,26,133	1,57,57,274	1,86,80,395	54,77,715
West Bengal	84,88,989	94,21,736	1,57,11,095	1,74,28,824	1,18,81,298
Delhi .	33,01,043	36,87,602	78,23,422	85,95,223	46,64,693
Himachal Pradesh	..	..	2,20,857	2,17,326	24,862
Manipur .	..	..	1,83,454	1,52,498	..
Tripura .	..	..	3,63,858	2,27,075	35,656
Pondicherry	..	..	†	67,500	†
<b>India</b> .	<b>7,98,04,600</b>	<b>9,19,50,716</b>	<b>13,03,78,346</b>	<b>14,57,61,259</b>	<b>7,00,08,191</b>

\*Includes research institutions.

†Figures are not available.

## Universities and Colleges by States

Professional Education	Colleges for Special Education		Total		State
	1956-57	1955-56	1956-57	1955-56	
7	8	9	10	11	12
Rs.	Rs.	Rs.	Rs.	Rs.	
45,26,498	2,04,329	3,71,832	1,75,51,634	1,98,83,969	Andhra
12,58,646	6,372	7,421	46,23,293	52,24,731	Assam
47,93,632	24,026	2,11,016	1,62,54,322	1,82,27,072	Bihar
1,65,80,439	7,90,244	10,03,795	4,81,38,482	5,34,42,064	Bombay
1,66,374	95,593	1,27,283	17,43,024	19,22,391	Jammu & Kashmir
14,52,660	1,56,461	1,73,715	97,80,547	1,08,86,481	Kerala
43,65,001	2,80,719	4,56,053	1,37,07,723	1,42,22,932	Madhya Pradesh
72,42,880	2,60,236	3,23,167	2,13,34,460	2,34,40,296	Madras
35,42,497	2,26,630	2,39,506	1,27,64,667	1,37,96,706	Mysore
8,53,261	75,050	77,602	35,70,493	42,18,151	Orissa
51,08,521	..	..	1,95,18,297	2,24,09,722	Punjab
23,84,426	3,43,718	3,99,288	97,53,232	1,17,98,661	Rajasthan
64,64,284	3,24,590	4,06,500	5,15,39,704	6,09,77,312	Uttar Pradesh
1,32,54,851	4,44,522	6,28,524	3,65,25,904	4,07,33,935	West Bengal
58,12,068	3,86,587	4,17,949	1,61,75,745	1,85,12,842	Delhi
24,540	..	..	2,45,719	2,41,866	Himachal Pradesh
..	15,474	12,576	1,98,928	1,65,074	Manipur
38,145	..	7,220	3,99,514	2,72,440	Tripura
24,871	..	..	†	92,371	Pondicherry
7,78,93,594	36,34,551	48,63,447	28,38,25,688	32,04,69,016	India

† providing teaching facilities.

Table LXII—Direct Expenditure on

State	Increase (+) or Decrease (—)		Percentage of Total Direct Expenditure on Education		Percentage of met	
	Number	Per- centage	1955- 56	1956- 57	Government Funds	Local Board Funds
13	14	15	16	17	18	19
	Rs.					₹
Andhra . . .	+ 23,32,335	+12·1	15·2	16·3	31·1	0·1
Assam . . .	+ 6,01,438	+13·0	14·4	15·2	50·4	..
Bihar . . .	+ 19,72,750	+12·1	20·7	20·8	51·0	..
Bombay . . .	+ 53,03,582	+11·0	16·9	17·3	38·3	1·3
Jammu & Kashmir	+ 1,79,367	+10·3	22·8	20·1	73·9	..
Kerala . . .	+ 11,05,934	+11·3	16·1	12·9	23·9	..
Madhya Pradesh .	+ 5,15,209	+ 3·8	17·7	16·3	71·2	0·3
Madras . . .	+ 21,05,836	+ 9·9	15·6	16·4	39·9	0·1
Mysore . . .	+ 10,32,039	+ 8·1	15·8	16·1	52·8	0·0
Orissa . . .	+ 6,47,658	+18·1	13·7	14·6	65·3	..
Punjab . . .	+ 28,91,425	+14·8	22·1	23·0	32·9	0·8
Rajasthan . . .	+ 20,45,429	+21·0	22·0	22·3	65·4	..
Uttar Pradesh . .	+ 94,37,608	+18·3	25·0	27·0	54·2	0·0
West Bengal . . .	+ 42,08,031	+11·5	23·7	24·2	54·6	0·0
Delhi . . .	+ 23,37,097	+14·4	38·3	39·8	71·6	..
Himachal Pradesh .	— 3,853	— 1·6	5·7	4·6	73·4	..
Manipur . . .	— 33,854	—17·0	9·6	7·4	5·6	..
Tripura . . .	— 1,27,074	—31·8	8·7	5·6	42·5	..
Pondicherry . . .	..	..	..	5·9	96·3	..
<b>India . . .</b>	<b>+3,66,43,328</b>	<b>+13·0</b>	<b>19·6</b>	<b>20·1</b>	<b>48·7</b>	<b>0·3</b>

## Universities and Colleges by States—(Contd.)

Expenditure (1956-57) from			Average Annual Cost per Pupil (1956-57)			State
Fees	Endowments	Other sources	In Arts & Science Colleges	In Colleges for Professional Education	In Colleges for Special Education	
20	21	22	23	24	25	26
			Rs.	Rs.	Rs.	
37·6	1·6	29·6	228·5	699·6	467·7	Andhra
47·0	0·1	2·5	172·3	988·7	618·4	Assam
38·3	0·5	10·2	188·2	585·7	515·9	Bihar
50·2	3·8	6·4	321·8	471·3	831·0	Bombay
16·6	2·1	7·4	225·8	746·1	96·2	Jammu & Kashmir
66·2	0·2	9·7	205·1	500·1	365·7	Kerala
20·1	2·1	6·3	257·2	884·1	296·5	Madhya Pradesh
46·8	12·4	0·8	261·5	772·3	257·5	Madras
40·0	0·4	6·8	271·4	349·0	191·0	Mysore
32·2	1·5	1·0	397·9	1,306·7	367·8	Orissa
55·6	6·6	4·1	229·5	888·7	..	Punjab
25·1	7·1	2·4	240·1	665·9	206·1	Rajasthan
24·6	1·1	20·1	356·6	1,173·4	217·3	Uttar Pradesh
40·2	0·7	4·5	174·3	1,419·8	263·4	West Bengal
21·9	0·6	5·9	661·3	1,673·0	858·2	Delhi
24·9	1·7	..	393·7	1,067·0	..	Himachal Pradesh
76·8	7·6	..	113·4	..	98·3	Manipur
55·9	..	1·6	160·5	410·2	..	Tripura
3·7	..	..	55·8	460·6	..	Pondicherry
38·4	2·9	9·7	254·8	727·0	318·1	India

Of the total expenditure, Rs. 10,70,42,109 (33·4 per cent) were spent on government institutions, Rs. 13,73,330 (0·4 per cent) on local board colleges and Rs. 21,20,53,577 (66·2 per cent) on institutions managed by private bodies. In 1955-56 these percentages were 33·6, 0·5 and 65·9 respectively. The average annual cost per pupil was Rs. 254·8 in an arts and science college, Rs. 727 in a professional and technical education college and Rs. 318·1 in a special education college. The corresponding cost for 1955-56 was Rs. 222·9, Rs. 745·6 and Rs. 273 respectively.

Table LXII compares the expenditure on universities and colleges (separately for general, professional and special education) in different States for the years 1955-56 and 1956-57. Increased expenditure was reported by all the States except three of the centrally administered territories, *i.e.*, Himachal Pradesh, Manipur and Tripura, where it decreased to the extent of Rs. 3,853; Rs. 33,854 and Rs. 1,27,074 respectively. The decrease in Himachal Pradesh was nominal, whereas in Manipur and Tripura, the decrease was due to the proper classification of expenditure into 'Direct' and 'Indirect' charges.

Among the States and Territories, the highest increase was shown by Rajasthan (21 per cent) and the lowest by Madhya Pradesh (3·8 per cent). Figures in col. (17) give the percentage of expenditure incurred on the universities and colleges to the total direct expenditure during the year. The percentage varied from 12·9 in Kerala to 27 in Uttar Pradesh among the States and from 4·6 in Himachal Pradesh to 39·8 in Delhi among the Territories. The percentage of expenditure on institutions for higher education met from the various sources is given in cols. (18) to (22) of the table. Taking all the States, the contribution from government funds was highest in Jammu & Kashmir (73·9 per cent), followed closely by Madhya Pradesh (71·2 per cent) and the lowest in Kerala (23·9 per cent). The share of the local boards was insignificant in the States where they managed such institutions. Fees met 66·2 per cent of this expenditure in Kerala, 55·6 per cent in Punjab and 50·2 per cent in Bombay. In the Centrally Administered Territories, the highest contribution from the government funds was in Pondicherry (96·3 per cent) and the lowest in Manipur (5·6 per cent). Fees met 76·8 per cent of the expenditure in Manipur, 55·9 per cent in Tripura and 3·7 per cent in Pondicherry.

An idea of average annual cost in arts and science colleges, professional and technical colleges and special education colleges in different States can be had from the figures in cols. (23) to (25) of table LXII. As usual wide variations were noticeable among the different States in this respect.

### Scholarships and Stipends

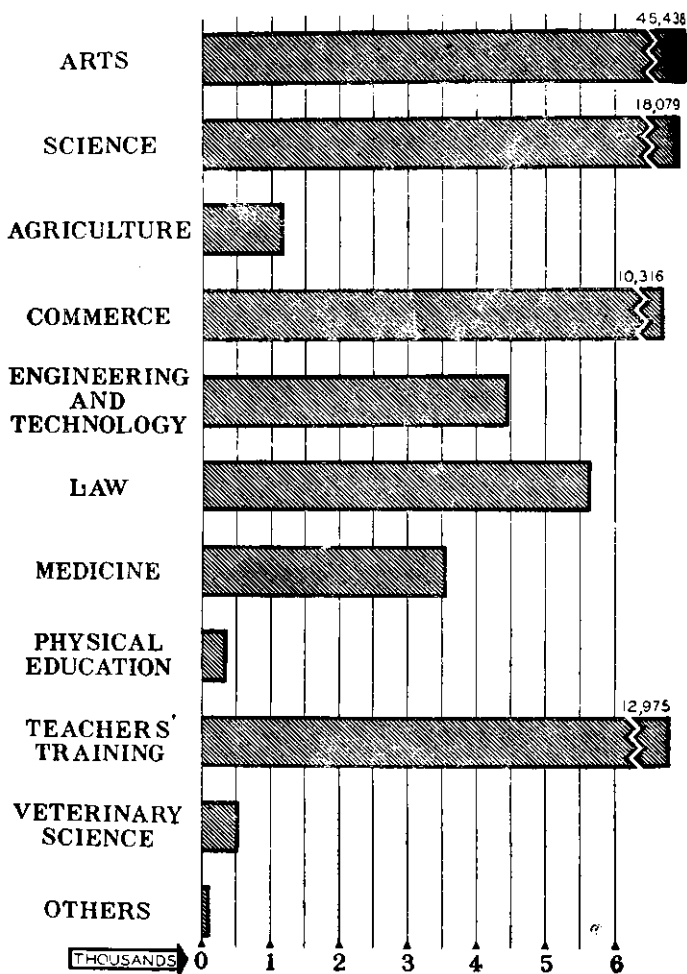
24. The following schemes of the Government of India for higher studies in the country were in operation during 1956-57 :—

- (i) Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships.
- (ii) Research Scholarships in Humanities.
- (iii) Central States Scholarships Schemes.
- (iv) Cultural Scholarships for students of indigenous and of Indian origin from Asian, African, and Commonwealth countries.



# OUTPUT OF GRADUATES

1956-57



Under scheme (i) a sum of Rs. 1,87,60,000 was distributed as scholarships to 39,260 students, of which 21,525 were scheduled castes, 3,505 were scheduled tribes and 14,230 were other backward classes.

Under the Research Scholarships in Humanities, 24 candidates were selected in the year under report. The Central States Scholarships Scheme was open only to persons who by birth or domicile are residents of the six Union Territories. Four candidates were sent abroad in 1956-57 under the scheme.

Almost all the universities had provision for research scholarships. Free places to the extent of 5 to 15 per cent of the total enrolment were granted to poor and deserving students. Students belonging to scheduled castes, scheduled tribes and other backward classes received stipends and/or free-ships.

During 1956-57, the total expenditure on scholarships and stipends in universities and colleges amounted to Rs. 3,44,68,491. Besides a sum of Rs. 99,63,724 was foregone on account of free places and Rs. 29,82,930 were spent on other financial concessions.

### Examination Results

25. The following table gives the results of intermediate, degree and post-graduate examinations held during 1955-56 and 1956-57.

Table LXIII—Results of Examinations

Examination	Number Appeared		Number Passed		Pass Percentage	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
I. A. +	2,07,118	2,13,004	90,182	93,246	43.5	43.8
I. Sc.	93,405	99,838	41,557	43,564	44.5	43.6
B.A. (Pass & Hons.)	79,920	90,427	37,992	46,438	47.5	51.4
B.Sc. (Pass & Hons.)	32,667	37,764	15,997	18,079	49.0	47.9
M. A.	13,215	12,768	9,313	10,070	70.5	78.9
M. Sc.	3,142	3,526	2,456	2,832	78.2	80.3
Professional Subjects*	48,450	62,878	35,772	41,048	73.8	65.3

The State-wise distribution of passes in I.A. & I.Sc., B.A. & B.Sc., M.A. & M.Sc. and professional examinations (degree and equivalent) is shown in table LXIV.

+In Madras and Andhra, I. A. includes I. Sc. also.

\*Degree and equivalent examinations only.

Table LXIV—Number of Passes in

State	Intermediate (Arts & Science)			B.A. and B.Sc. (Pass & Hons.)		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra .	8,887	1,078	9,965	4,359	478	4,837
Assam .	1,933	303	2,236	854	133	987
Bihar .	10,216	864	11,080	3,504	246	3,750
Bombay .	12,071	4,081	16,152	6,943	2,272	9,215
Jammu & Kashmir	672	174	846	441	126	567
Kerala .	4,844	1,853	6,697	2,623	905	3,528
Madhya Pra- desh	2,593	585	3,178	961	199	1,160
Madras .	9,519	1,671	11,190	4,197	871	5,068
Mysore .	4,626	987	5,613	2,692	570	3,262
Orissa .	1,202	138	1,340	485	37	522
Punjab .	10,565	3,042	13,607	7,142	2,061	9,203
Rajasthan .	3,811	758	4,569	1,342	287	1,629
Uttar Pra- desh	25,721	4,537	30,258	10,417	1,993	12,410
West Bengal	15,798	3,506	19,304	5,412	1,577	6,989
Delhi .	219	..	219	845	398	1,243
Himachal Pradesh	74	19	93	22	3	25
Manipur .	160	10	170	38	1	39
Tripura .	242	24	266	60	6	66
Pondicherry	23	4	27	14	3	17
India .	1,13,176	23,634	1,36,810	52,351	12,166	64,517

## Different University Examinations by States

M.A. & M.Sc.			Research (including Professional Subjects)			Professional (Degrees & Equivalent Diplomas only)			State
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
8	9	10	11	12	13	14	15	16	17
203	46	249	30	7	37	2,529	224	2,753	Andhra
113	15	128	..	..	..	203	14	217	Assam
920	53	973	6	2	8	2,492	102	2,594	Bihar
1,130	350	1,480	55	7	62	6,092	820	6,912	Bombay
13	1	14	..	..	..	170	64	234	Jammu & Kashmir
108	37	145	1	..	1	1,128	340	1,468	Kerala
382	46	428	9	2	11	1,322	171	1,493	Madhya Pradesh
290	63	353	36	2	38	3,255	418	3,673	Madras
201	33	234	6	..	6	1,776	138	1,914	Mysore
75	9	84	..	..	..	250	17	267	Orissa
1,042	221	1,263	..	..	..	2,834	1,114	3,948	Punjab
465	90	555	..	..	..	1,560	40	1,600	Rajasthan
4,450	926	5,376	147	8	155	6,805	670	7,475	Uttar Pradesh
834	331	1,165	68	10	78	5,029	353	5,382	West Bengal
301	154	455	..	..	..	883	151	1,034	Delhi
..	..	..	..	..	..	17	..	17	Himachal Pradesh
..	..	..	..	..	..	..	..	..	Manipur
..	..	..	..	..	..	60	..	60	Tripura
..	..	..	..	..	..	7	..	7	Pondicherry
10,527	2,375	12,902	358	38	396	36,412	4,636	41,048	India

## CHAPTER VII

### TRAINING OF TEACHERS

In any scheme of reorientation of educational system, the training of teachers has its impact on all educational levels and occupies a key position. During the year under review, there has been increased activity and expansion in the field of teacher-training. This was the first year of the second Five-Year Plan of Educational Development, and the State governments, in collaboration with the Central Ministry of Education and various Teachers' Training organisations, had undertaken several projects aimed at the development of better methods, curricula and teaching aids in order to improve the quality and quantity of teachers' education. A number of training institutions were established and a large number of traditional type of training schools converted into Basic training schools. Shortened training courses in Basic education were organised for the benefit of trained teachers in traditional type of schools and increased attention was paid to craft work, social welfare and community & village improvement activities for the social and emotional development of pupil-teachers. The States' Departments of Education and Teachers' Training organisations continued to organise conferences, seminars, camps, discussion groups etc. where teachers met and exchanged their common problems and experiences. Besides, there were attempts at improving teachers' salaries, particularly at Primary level.

2. The All-India Council for Secondary Education continued to implement the following three projects with assistance from the Ford Foundation and the Technical Co-operation Mission :—

- (i) Extension Services in Training Colleges
- (ii) Seminars
- (iii) Workshops in Secondary Education

Under the first project, grants were paid to 23 Extension Services Departments established during the year 1955-56. The question of opening these departments in 31 more Training colleges was under the Council's active consideration. In connection with this project the Government of India have entered into an agreement with the Technical Co-operation Mission for the supply of equipment and four American experts for these Training centres. Three experts and some of the equipment have already arrived.

Under the second project, ten regional seminars of headmasters and inspecting officers and three special all-India seminars, as mentioned below, were organised :—

- (i) Seminar on Teaching of Science at Simla (June, 1956).
- (ii) Seminar on Educational Administration at Srinagar (June, 1956).
- (iii) Seminar on Teaching of Social Studies at Madras (December, 1956).

Under the third project, workshops were organised during the year at Chandigarh, Bhagalpur and Khandwa. A special feature of this year's workshops was the association of Indian educationists with American experts. The

Council has decided to pay subsidies to teachers' associations to organise subject-teachers' seminars for the benefit of teachers not usually covered by Extension Services Project.

3. Under the Science Teacher Project undertaken by the Central Ministry of Education in collaboration with the Ford Foundation, the United States Educational Foundation in India, the British Council and the Canadian High Commission in India with the object of improving teaching of science in secondary schools, 40 science teachers from training colleges and secondary schools were deputed for a study-cum-practical training course to U.K., U.S.A. and Canada.

4. With a view to implementing the scheme for the propagation and development of Hindi, the Government of India had, on the recommendation of the Hindi Shiksha Samiti, drawn up a programme for the establishment of one Hindi Teachers' Training college in each non-Hindi speaking State, the entire cost of which was to be borne by the Central government for the duration of the Second Five-Year Plan period. It was also decided to hold periodical seminars for the benefit of Hindi teachers of non-Hindi speaking States.

5. The Central Institute of Education, Delhi, under the administrative control of the Central Ministry of Education, continued to provide facilities for the training of teachers for B.Ed., M.Ed. and Ph.D. courses. Besides, 11 foreign students also were studying in the Institute. The Psychological Laboratory completed the work on individual tests for the age-group 3-11. Research on group test of intelligence (verbal) is in progress while norms are ready for another group test (non-verbal) for the age-group 10-12. One research scholar continued a study on specialisation on the Nursery school children, while another completed a study on the development of Social Studies curriculum in basic schools and published his report. A study in the vocabulary of the adults in Delhi region was also completed and a report on it published. The Institute published 12 reports of research studies by its students.

6. The Extension Services Department of the Central Institute of Education continued its activities and organised a camp at Pahalgam for the principals of Delhi schools and published its report. The Extension Services Department brought out ten publications/reports on various subjects.

### **Main Developments**

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

#### **Andhra Pradesh**

In pursuance of the policy made in 1954 by the government to replace the existing pattern of general education up to eight grades by one of Basic type and to train at least 1,000 teachers each year in Telengana area, which formerly formed part of the erstwhile Hyderabad State, the State government converted all the normal training schools in that area into secondary grade basic training schools. A revised syllabus for the latter type of schools was also prepared by a curricular committee constituted for the purpose. In erstwhile Andhra area two non-basic training schools were converted into basic training schools. In order to meet the growing

## Orissa

For providing trained teachers for primary schools, 7 new elementary training schools were opened during the year, 4 mobile training squads conducted short-term reorientation training courses of one month's duration in Basic education for the benefit of primary school teachers. 1,953 teachers were trained at these courses bringing the total number of trained teachers under this scheme to 7,295. A demonstration squad was deputed by the Cottage Industries Board to train pupil-teachers of a basic training school in tile-making and clay-pipe making. Besides, five basic school teachers were given training in paper making (under the auspices of the same Board) which was proposed as a subsidiary craft in basic schools and basic training schools.

During the year, a Hindi training institution was started for training Hindi teachers for secondary schools at a ten months' course. It had on rolls 22 trainees, including 5 women.

The State Bureau of Educational and Vocational Guidance set up in June, 1955, as an attached institution to the Radhanath Training College, Cuttack, provided both educational and vocational guidance, and compiled and published occupational information in co-operation with other similar agencies.

## Punjab

In accordance with the policy of the State government to adopt the Basic education as the pattern of elementary education, the only existing non-basic training school was converted into basic type and 11 new basic training schools were established. To provide facilities for the training of graduate teachers, 4 post-graduate training colleges—2 Basic and non-Basic—were also started.

Seminars and refresher courses in Basic education were organised at various places for the benefit of teachers and inspecting staff.

## Rajasthan

Under the development scheme of the Second Five-Year Plan, the C.T. course of the Teachers' Training College, Bikaner, was raised to B.Ed. standard and 11 basic training schools were opened to train teachers for basic schools.

## Uttar Pradesh

The Government College of Home Science, Allahabad, which prepares teachers for Certificate in Teaching (Home Science) was put on a permanent basis and the length of the C.T. (Home Science) course was extended from one year to two years from July, 1956.

Under the Second Five-Year Plan schemes, the Government Central Pedagogical Institute, Allahabad, was reorganised and its staff strengthened to cope with the research and increased training work. The Institute carried on work on the following projects :—

- (1) Assessment of the achievement of students at the end of high school stage with the help of objective short answer tests;
- (2) Useful material in Hindi and general science to supplement the textbook for class teaching;

- (3) Graded exercises in English composition for classes VI to X;
- (4) Structural approach to the teaching of English in the junior high schools; and
- (5) Experiment in the teaching of Social Studies based on correlated learning and unified experience.

The department of English Language Teaching of the Government Central Pedagogical Institute, Allahabad, organised a four months' training course, in which 40 persons were trained. The Extension Service Departments of the above Institute and Government Constructive Training College, Lucknow, organised a number of seminars, discussion groups, visits etc.

An in-service training scheme for training unqualified teachers and re-training of teachers in schools and colleges and also for the benefit of inspecting officers, was introduced during the year under the Second Five-Year Plan Development Scheme, under which 470 persons were trained. Besides, short refresher courses for the teachers, heads of various institutions and selected officers, were also organised. Two refresher courses of six months' duration were organised for training extension teachers and guides at eight centres. They received training in agricultural farming, horticulture and various crafts.

#### **West Bengal**

To provide more facilities for the training of teachers at post-matric and under-graduate levels, 2 basic training schools at Cooch-Bihar and Hooghly were opened during the year. Under-graduate teachers' training classes were also started in Loreto House and Gokhale Memorial Girls' College.

During the year, a part-time Career Masters' course was started in the Bureau of Educational and Psychological Research attached to the David Hare Training College, Calcutta. Arrangements for a one year Diploma course in Domestic Science to impart specialised training to secondary school women teachers for teaching of domestic science were made in Viharilal Mitra Institute-- an institute of the Calcutta University. 61 teachers qualified for this training.

#### **Andaman and Nicobar Islands**

To improve the standard of teaching, periodical demonstration lessons in Teaching Methods were arranged in the school for all the untrained teachers.

#### **Delhi**

The teachers' training school at Bela Road, which has been training teachers for primary schools on traditional lines, was converted into a basic training school. During the year under report, two refresher courses of eight weeks' duration each for teachers from primary schools were organised, in which 237 teachers received intensive training in Basic education.

In addition to the facilities available at the Central Institute of Education, Delhi, for the training of post-graduate teachers, provision was also there at the Teachers' Training College, Jamia Millia, for the courses of B.Ed. (Basic) and Diploma in Basic Education. The enrolment in this Institute during 1956-57, was 68 for B.Ed. and 43 for Diploma course.



## Manipur

The Basic Training School and the Hindi Training School started in 1955-56, continued to function. The Basic Training School provided four additional seats for training of Assistant Inspectors of Education Department.

## Tripura

In addition to a basic training college existing in the Territory, a Hindi teachers' training school was started and preliminary work to start another basic training school was undertaken during the year.

Under the scheme of organising short courses of four weeks' duration for training non-basic trained teachers in methods of correlated teaching through crafts, 150 teachers were trained during 1956-57.

## N. E. F. A.

The only training institute in the Agency was the Buniyadi Basic Shiksha Bhawan at Margherita, in which 28 teachers were trained in Basic education. The three Hindi training centres were amalgamated into one and attached to the training institute. Altogether 109 persons were trained for appointment as Hindi teachers in lower primary schools.

## Pondicherry

The existing teachers' training school was upgraded into a college during 1956-57 to impart regular training in secondary grade standard. 17 men and 8 women were trained in this school. An intensive training was given to 29 sewing mistresses and special refresher courses were arranged by the British Council, Madras, to train 39 English teachers.

## TRAINING SCHOOLS

### Institutions

8. The total number of training schools in the country decreased from 930 (678 for men and 252 for women) in 1955-56 to 916 (658 for men and 258 for women) during the year under report. Besides, some secondary schools and training colleges provided facilities for the training of primary school teachers. Of the total number of training schools, 536 (58.5 per cent) were managed by government, 16 (1.8 per cent) by local boards and 364 (39.7 per cent) by private bodies. The corresponding percentages for the year 1955-56 were 55.4; 1.6 and 43 per cent. Of the private schools, 273 received grant-in-aid from government.

Table LXV gives State-wise distribution of training schools during the years 1955-56 and 1956-57. Some increase in the number of schools was reported by the States of Bihar, Bombay, Jammu and Kashmir, Madhya Pradesh, Orissa, Punjab, Rajasthan and Tripura. The increase was due to opening of new schools, it being the highest in Bombay (22), and the lowest in Jammu & Kashmir and Tripura (1 each). The number of training schools decreased in the States of Andhra Pradesh (2), Kerala (50), Madras (7), Mysore (13), Uttar Pradesh (3), West Bengal (5) and Manipur (1). The decrease was mostly due to reclassification of institutions in some States and upgrading and closure in others. The number of training schools in the States of Assam, Delhi, Himachal Pradesh and N.E.F.A. remained the same as during the previous years. Andaman and Nicobar Islands, L. M. & A. Islands and Pondicherry did not have any provision for teachers' training within their Territories.

Table LXV—Number of Teachers' Training

State	For Men		For Women		Total		Increase (+) or Dec- crease (-)	Number of Schools in 1956-57 Managed by			
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57		Government	Local Boards	Private Bodies	
										Aided	Unaided
1	2	3	4	5	6	7	8	9	10	11	12
Andhra . . . . .	64	63	29	28	93	91	- 2	56	..	35	..
Assam . . . . .	29	29	5	5	34	34	..	17	11	5	1
Bihar . . . . .	69	74	13	14	82	88	+ 6	63	..	23	2
Bombay . . . . .	99	101	68	88	167	189	+22	55	1	83	50
Jammu & Kashmir . . . . .	7	8	..	..	7	8	+ 1	8	..	..	..
Kerala . . . . .	70	27	17	10	87	37	-50	20	..	16	1
Madhya Pradesh . . . . .	32	40	7	6	39	46	+ 7	43	..	2	1
Madras . . . . .	81	77	64	61	145	138	- 7	69	..	68	1
Mysore . . . . .	32	26	12	5	44	31	-13	19	..	12	..
Orissa . . . . .	35	43	2	2	37	45	+ 8	43	..	2	..
Punjab . . . . .	15	20	2	8	17	28	+11	14	2	7	5
Rajasthan . . . . .	11	22	2	2	13	24	+11	23	..	1	..
Uttar Pradesh . . . . .	79	77	18	17	97	94	- 3	58	1	8	27
West Bengal . . . . .	48	44	11	10	59	54	- 5	40	1	11	2
Delhi . . . . .	1	1	2	2	3	3	..	2	..	..	1
Himachal Pradesh . . . . .	2	2	..	..	2	2	..	2	..	..	..
Manipur . . . . .	3	2	..	..	3	2	- 1	2	..	..	..
Tripura . . . . .	..	1	..	..	..	1	+1	1	..	..	..
N.E.F.A. . . . .	1	1	..	..	1	1	..	1	..	..	..
<b>India</b> . . . . .	<b>678</b>	<b>658</b>	<b>252</b>	<b>258</b>	<b>930</b>	<b>916</b>	<b>-14</b>	<b>536</b>	<b>16</b>	<b>273</b>	<b>91</b>

**Table LXVI—Number of Pupils in Teachers' Training Schools\***

State	Men		Women		Total		Increase (+) or Decrease (—)	Output†		
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57		Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11
Andhra . . . . .	8,610	7,775	2,833	1,891	11,443	9,666	— 1,777	4,404	1,377	5,781
Assam . . . . .	1,852	1,650	235	297	2,087	1,947	— 140	932	212	1,144
Bihar . . . . .	6,383	6,375	695	975	7,078	7,350	+ 272	5,185	543	5,728
Bombay . . . . .	11,492	11,668	5,994	6,225	17,486	17,893	+ 407	6,655	3,159	9,814
Jammu & Kashmir . . . . .	992	492	263	166	1,255	658	— 597	321	154	475
Kerala . . . . .	4,402	3,732	3,819	2,597	8,221	6,329	— 1,892	2,149	1,407	3,556
Madhya Pradesh . . . . .	3,760	4,677	595	468	4,355	5,145	+ 790	4,406	306	4,712
Madras . . . . .	8,786	11,074	6,306	7,370	15,092	18,444	+ 3,352	5,809	3,501	9,310
Mysore . . . . .	3,651	3,173	1,234	663	4,885	3,836	— 1,049	1,640	426	2,066
Orissa . . . . .	1,934	2,367	98	108	2,032	2,475	+ 443	1,130	58	1,188
Punjab . . . . .	5,019	6,542	2,101	2,515	7,120	9,057	+ 1,937	2,808	1,550	4,358
Rajasthan . . . . .	1,015	2,005	162	148	1,177	2,153	+ 976	1,750	139	1,889
Uttar Pradesh . . . . .	5,200	5,190	700	815	5,900	6,005	+ 105	3,183	404	3,587
West Bengal . . . . .	1,520	1,356	536	443	2,056	1,799	— 257	1,316	401	1,717
Delhi . . . . .	84	30	245	138	329	168	— 161	30	134	164
Himachal Pradesh . . . . .	176	160	40	38	216	198	— 18	145	28	173
Manipur . . . . .	95	137	11	10	106	147	+ 41	86	6	92
Tripura . . . . .	36	58	14	23	50	81	+ 31	56	21	77
N.E.F.A. . . . .	26	27	..	1	26	28	+ 2	27	1	28
<b>India . . . . .</b>	<b>65,033</b>	<b>68,488</b>	<b>25,881</b>	<b>24,891</b>	<b>90,914</b>	<b>93,379</b>	<b>+2,465</b>	<b>42,032</b>	<b>13,827</b>	<b>55,859</b>

\*Includes enrolment in attached classes.

†Includes private students.

The distribution of training schools according to managements is given in columns 9 to 12 of table LXV. All the schools in Jammu and Kashmir State and in the Union Territories of Himachal Pradesh, Manipur, Tripura and N.E.F.A. were managed by government. A great majority of schools in Andhra, Bihar, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, West Bengal and Delhi were also managed by government. Of the 16 Local Boards schools, 11 were in Assam alone. Private bodies predominate in Bombay, with 133 schools and the corresponding number in Madras was 69—the same as government managed.

### Pupils

9. The total number of pupil-teachers receiving training in training schools and attached training classes rose by 2,465 from 90,914 (65,033 men and 25,881 women) to 93,379 (68,488 men and 24,891 women), that is, by 2.7 per cent. Of these 55,859 (42,032 men and 13,827 women) qualified for the award of certificate as against 54,828 (39,598 men and 15,230 women) during 1955-56.

Table LXVI shows the State-wise distribution of students. All the States excepting those of Andhra, Assam, Jammu and Kashmir, Kerala, Mysore, West Bengal, Delhi and Himachal Pradesh reported an increase, the largest being in Madras (3,352), followed by Punjab (1,937), Rajasthan (976) and Madhya Pradesh (790). In the remaining States, the increase ranged, in descending order, from 443 in Orissa to 2 in N.E.F.A. The causes for the fall in enrolment were the closure of institutions in Andhra, restricted admissions and abolition of J. T. classes and lesser grants for stipends in Himachal Pradesh. In Delhi the decrease was due to the fact that no new admissions were made in the two teachers' training schools.

### Expenditure

10. During the year 1956-57, the total direct expenditure on training schools (excluding that on training sections attached to secondary schools and training colleges) rose by 2.2 per cent from Rs. 1,97,57,007 to Rs. 2,01,82,281. Of this, Rs. 1,59,04,632 were spent on institutions for men and Rs. 42,77,649 on institutions for women. The percentages of the expenditure by management were: government 74.7 per cent, local boards 2.1 per cent and private bodies 23.2 per cent. The corresponding percentages for the previous year were 75.7, 1.9 and 22.4 respectively. The distribution of expenditure according to different sources of income is given in the following table:—

**Table LXVII—Direct Expenditure on Teachers' Training Schools by Sources**

Source	1955-56		1956-57	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government Funds . . . . .	1,67,26,154	84.6	1,70,49,706	84.5
Local Board Funds . . . . .	97,984	0.5	89,620	0.4
Fees . . . . .	12,21,339	6.2	11,71,789	5.8
Endowments . . . . .	8,70,327	4.4	8,82,169	4.4
Other Sources . . . . .	8,41,203	4.3	9,88,997	4.9
<b>TOTAL . . . . .</b>	<b>1,97,57,007</b>	<b>100.0</b>	<b>2,01,82,281</b>	<b>100.0</b>

Table LXVIII—Direct Expenditure on

State	On Schools for Men		On Schools for Women		Total	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra . . . . .	13,03,588	15,55,485	2,99,314	2,71,470	16,02,902	18,26,955
Assam . . . . .	7,52,740	8,66,531	47,789	48,740	8,00,529	9,15,271
Bihar . . . . .	16,20,705	18,91,298	1,73,125	1,95,532	17,93,830	20,86,830
Bombay . . . . .	32,78,448	26,64,633	14,25,771	14,72,530	47,04,219	41,37,163
Jammu & Kashmir . . . . .	1,50,000	2,52,074	..	..	1,50,000	2,52,074
Kerala . . . . .	7,46,071	6,04,989	33,845	1,08,636	7,79,916	7,13,625
Madhya Pradesh . . . . .	10,85,150	13,99,388	1,58,494	1,24,327	12,43,644	15,23,715
Madras . . . . .	13,24,076	12,20,333	9,13,173	8,65,427	22,37,249	20,85,760
Mysore . . . . .	14,58,350	10,99,995	2,47,785	1,13,727	17,06,135	12,13,722
Orissa . . . . .	2,88,534	3,39,438	19,721	26,824	3,08,255	3,66,262
Punjab . . . . .	4,00,610	4,34,868	1,03,775	1,38,448	5,04,385	5,73,316
Rajasthan . . . . .	5,77,541	10,73,691	37,655	94,700	6,15,196	11,68,391
Uttar Pradesh . . . . .	19,63,921	19,62,081	5,33,986	5,61,935	24,97,907	25,24,016
West Bengal . . . . .	4,11,760	3,71,415	1,60,807	1,64,870	5,72,567	5,36,285
Delhi . . . . .	34,450	29,400	95,941	90,483	1,30,391	1,19,883
Himachal Pradesh . . . . .	54,532	57,361	..	..	54,532	57,361
Manipur . . . . .	16,548	16,281	..	..	16,548	16,281
Tripura . . . . .	..	7,291	..	..	..	7,291
N.E.F.A. . . . .	38,802	58,080	..	..	38,802	58,080
India . . . . .	1,55,05,826	1,59,04,632	42,51,181	42,77,649	1,97,57,007	2,01,82,281

## Teachers' Training Schools by States

Increase(+) or Decrease (—)		Average Annual Cost Per Pupil	Percentage of Expenditure (1956-57) met from					State
Amount	Percentage		Government Funds	Local Board Funds	Fees	Endowments	Other Sources	
8	9	10	11	12	13	14	15	16
Rs		Rs.						
+2,24,053	+14.0	192.6	88.0	..	0.6	9.2	2.2	Andhra
+1,14,742	+14.3	470.1	98.2	0.1	0.2	..	1.5	Assam
+2,93,000	+16.3	283.9	94.7	..	0.3	0.0	5.0	Bihar
—5,67,056	—12.1	231.2	71.4	1.0	14.5	0.5	12.6	Bombay
+1,02,074	+68.0	517.6	100.0	..	..	..	..	Jammu & Kashmir
—66,291	—8.5	196.5	82.6	..	7.9	0.1	9.4	Kerala
+2,80,071	+22.5	297.1	97.9	..	0.5	0.5	1.1	Madhya Pradesh
—1,51,489	—6.8	116.6	66.5	..	1.8	27.8	3.9	Madras
—4,92,413	—28.9	352.7	89.6	..	5.3	2.1	3.0	Mysore
+58,007	+18.8	148.0	96.0	..	..	1.1	2.9	Orissa
+68,931	+13.7	182.4	67.7	1.0	22.3	3.8	5.2	Punjab
+5,53,195	+89.9	561.2	98.0	..	0.9	1.1	..	Rajasthan
+26,109	+1.0	419.6	88.3	0.3	8.1	0.9	2.4	Uttar Pradesh
—36,282	—6.3	308.4	84.9	5.9	4.2	3.5	1.5	West Bengal
—10,508	—8.1	959.1	80.2	..	19.1	..	0.7	Delhi
+2,829	+5.2	289.7	100.0	..	..	..	..	Himachal Pradesh
—267	—1.6	110.8	100.0	..	..	..	..	Manipur
+7,291	..	486.1	100.0	..	..	..	..	Tripura
+19,278	+49.6	2074.3	100.0	..	..	..	..	N.E.F. A.
+4,25,774	+2.2	242.5	84.5	0.4	5.8	4.4	4.9	India

It will be observed that the major portion of the expenditure (nearly 6/7th of the total expenditure) was borne by government.

The average annual cost per pupil in training schools rose from Rs. 236·7 to Rs. 242·5 (Rs. 248·9 in the case of schools for men and Rs. 221·2 in schools for women). The distribution according to sources of funds was : government Rs. 204·8; local boards Rs. 1·1; fees Rs. 14·1; endowments Rs. 10·6 and other sources Rs. 11·9.

The expenditure on teachers' training schools according to States is given in Table LXVIII. The expenditure increased in all the States excepting Bombay, Kerala, Madras, Mysore, West Bengal, Delhi and Manipur. The decrease in expenditure in Bombay was only apparent and it was due to reclassification of expenditure into direct and indirect; while in other States the decrease was either due to fall in the number of institutions or pupil-teachers or both.

Figures in columns 11 to 15 indicate the extent to which the expenditure was met from different sources in various States. The entire expenditure was met from government funds in Jammu and Kashmir, Himachal Pradesh, Manipur, Tripura and N.E.F.A. and very nearly so in Assam, Bihar, Madhya Pradesh, Orissa and Rajasthan.

### Fees and Stipends

11. Education in almost all the schools under government and local boards continued to be free. Free education was given in some of the private schools also. The inservice pupil-teachers generally received their usual salaries. In private schools the government continued to pay the fees of pupils belonging to scheduled castes, scheduled tribes and other backward communities.

## TRAINING COLLEGES

### Institutions

12. The number of teachers' training colleges for graduates and undergraduates increased from 107 (86 for men and 21 for women) to 133 (102 for men and 31 for women) during the year under report. Most of the colleges enrolled women students also. Of the 133 colleges, 73 were managed by the government, 46 by private-aided bodies and 14 by private unaided bodies. There were facilities for training of teachers in arts and science colleges as well as teaching departments of the Universities of Aligarh, Allahabad, Annamalai, Banaras, Baroda, Gauhati, Lucknow and Patna.

Table LXIX shows State-wise distribution of training colleges for the years 1955-56 and 1956-57. The increase in the number of colleges was shared by the States of Bombay (1), Kerala (1), Madhya Pradesh (2), Madras (2), Mysore (14), Punjab (4), Uttar Pradesh (2) and Pondicherry (1). In Mysore and Uttar Pradesh the increase was due to the reclassification of institutions and in Bombay, Kerala, Madhya Pradesh, Madras and Punjab it was due to the opening of new institutions. In Pondicherry it was due to the upgrading of a training school. Andhra was the only State where there was a decrease (of 1) due to the closing down of one college. In Bihar, Jammu and Kashmir, Orissa, Rajasthan, West Bengal, Delhi, Himachal Pradesh and Tripura the number remained the same. The State of Assam

and the Union Territories of Andaman and Nicobar Islands, Laccadive, Minicoy and Aminidivi Islands, Manipur and N.E.F.A. continued to be without a training college.

**Table LXIX—Number of Teachers' Training Colleges\***

State	For Men		For Women		Total		In-crease (+) or Decrease(—)	Number of Colleges (in 1956-57) Mana-gered by		
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57		Gov-ernment	Private Bo-dies	
	2	3	4	5	6	7			8	Aided
Andhra . . . . .	6	6	2	1	8	7	— 1	5	2	..
Assam . . . . .	..	..	..	..	..	..	..	..	..	..
Bihar . . . . .	4	4	1	1	5	5	..	3	2	..
Bombay . . . . .	16	17	1	1	17	18	+ 1	10	7	1
Jammu & Kashmir	2	2	..	..	2	2	..	2	..	..
Kerala . . . . .	3	4	1	1	4	5	+ 1	2	1	2
Madhya Pradesh .	4	6	1	1	5	7	+ 2	6	1	..
Madras . . . . .	10	11	2	3	12	14	+ 2	6	8	..
Mysore . . . . .	9	15	1	9	10	24	+14	11	11	2
Orissa . . . . .	2	2	..	..	2	2	..	2	..	..
Punjab . . . . .	8	11	3	4	11	15	+ 4	5	1	9
Rajasthan . . . .	3	3	..	..	3	3	..	1	2	..
Uttar Pradesh . .	11	12	8	9	19	21	+ 2	11	10	..
West Bengal . . .	5	5	1	1	6	6	..	5	1	..
Delhi . . . . .	1	1	..	..	1	1	..	1	..	..
Himachal Pradesh	1	1	..	..	1	1	..	1	..	..
Tripura . . . . .	1	1	..	..	1	1	..	1	..	..
Pondicherry . . .	..	1	..	..	..	1	+ 1	..	..	..
<b>India . . . . .</b>	<b>86</b>	<b>102</b>	<b>21</b>	<b>31</b>	<b>107</b>	<b>133</b>	<b>+26</b>	<b>73</b>	<b>46</b>	<b>14</b>

\*Excludes university teaching departments and training classes attached to arts and science colleges.

### Pupils

13. During the year under report, the total enrolment in teachers' training colleges, university teaching departments of education and in the training classes attached to arts and science colleges rose from 14,280 (9,962 men and 4,318 women) to 17,261 (11,677 men and 5,584 women). The rate of increase was 20.9 per cent (17.2 per cent in case of men and 29.3 per cent in case of women). During the year, 12,975 candidates (9,305 men and 3,670 women) qualified for the award of degrees and equivalent diplomas in education as compared to 10,678 (7,692 men and 2,986 women) of the previous year. The number of students awarded certificates in teaching increased from 1,694 (767 men and 927 women) to 5,101 (3,327 men and 1,774 women).

Table LXX gives State-wise distribution of pupil-teachers under training during 1955-56 and 1956-57. All the States excepting Andhra Pradesh, Assam, Orissa and Uttar Pradesh reported an increase.



Table LXX—Number of Pupils in

State	Men		Women		Total	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
Andhra . . . . .	752	642	161	149	913	791
Assam . . . . .	94	77	34	28	128	105
Bihar . . . . .	443	501	84	91	527	592
Bombay . . . . .	1,133	1,512	675	887	1,808	2,399
Jammu & Kashmir . . . . .	123	169	34	59	157	228
Kerala . . . . .	336	462	246	298	582	760
Madhya Pradesh . . . . .	447	663	192	245	639	908
Madras . . . . .	870	918	164	259	1,034	1,177
Mysore . . . . .	505	1,238	193	830	698	2,068
Orissa . . . . .	112	111	16	16	128	127
Punjab . . . . .	2,066	2,507	1,117	1,295	3,183	3,802
Rajasthan . . . . .	286	313	25	24	311	337
Uttar Pradesh . . . . .	1,943	1,666	895	826	2,838	2,492
West Bengal . . . . .	688	700	361	450	1,049	1,150
Delhi . . . . .	126	130	119	119	245	249
Himachal Pradesh . . . . .	24	23	..	..	24	23
Tripura . . . . .	14	27	2	..	16	27
Pondicherry . . . . .	..	18	..	8	..	26
<b>India . . . . .</b>	<b>9,962</b>	<b>11,677</b>	<b>4,318</b>	<b>5,584</b>	<b>14,280</b>	<b>17,261</b>

## Teachers, Training Colleges\*

Increase (+) or Decrease (-)	Out Put†						State
	Degrees or equivalent Diplomas			Certificates			
	Men	Women	Total	Men	Women	Total	
8	9	10	11	12	13	14	15
- 122	571	137	708	160	16	176	Andhra
- 23	34	9	43	29	2	31	Assam
+ 65	577	82	659	..	..	..	Bihar
+ 591	957	491	1,448	969	725	1,694	Bombay
+ 71	170	64	234	..	..	..	Jammu & Kashmir
+ 178	423	284	707	..	..	..	Kerala
+ 269	487	146	633	101	55	156	Madhya Pra- desh
+ 143	922	266	1,188	915	276	1,191	Madras
+ 1,370	382	115	497	627	282	909	Mysore
- 1	115	15	130	..	..	..	Orissa
+ 619	2,200	1,083	3,283	354	195	549	Punjab
+ 26	285	22	307	..	..	..	Rajasthan
- 346	1,413	592	2,005	111	195	306	Uttar Pradesh
+ 101	605	272	877	44	..	44	West Bengal
+ 4	121	92	213	..	20	20	Delhi
- 1	17	..	17	..	..	..	Himachal Pradesh
+ 11	26	..	26	..	..	..	Tripura
+ 26	..	..	..	17	8	25	Pondicherry
+ 2,981	9,305	3,670	12,975	3,327	1,774	5,101	India

\*Includes pupils in university teaching departments and training classes attached to arts & science colleges and excludes pupils in training classes (school standard) in Teachers' Training Colleges.

†Includes private students also.

The decrease in Uttar Pradesh was due to extension of training courses in Basic Training colleges from one year to two years, restricted admissions and lesser number of stipends awarded during the year. In Andhra Pradesh, it was due to the closure of one college, while in others it was insignificant. The largest increase in enrolment was in Mysore (1370), followed by Punjab (619), Bombay (591), Madhya Pradesh (269), Kerala (178), Madras (143) and West Bengal (101). In other States it was less than 100, the least being 4 in Delhi.

### Expenditure ~

14. The total direct expenditure on training colleges excluding the expenditure on university departments of education and training classes attached to arts and science colleges increased from Rs. 65,65,918 to Rs. 80,47,598, that is, by 22.6 per cent. Of the total, Rs. 68,26,608 were spent on institutions for men and Rs. 12,20,990 on institutions for women. The percentage of expenditure on training colleges managed by government, private-aided and private-unaided bodies was 71.6, 23.7 and 4.7 respectively. The extent to which the expenditure was borne by different sources during 1955-56 and 1956-57 is given in the following table:—

**Table LXXI—Direct Expenditure on Teachers' Training Colleges by Sources**

Source	1955-56		1956-57	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government funds . . . . .	47,73,018	72.7	59,85,938	74.4
Fees . . . . .	10,37,931	15.8	12,89,962	16.0
Endowments . . . . .	3,84,174	5.9	4,01,130	5.0
Other Sources . . . . .	3,70,795	5.6	3,70,568	4.6
<b>Total . . . . .</b>	<b>65,65,918</b>	<b>100.0</b>	<b>80,47,598</b>	<b>100.0</b>

Nearly three-fourths of the total expenditure was met from government funds and the proportion of expenditure from fees increased from 15.8 per cent to 16.1 per cent.

The average annual cost per scholar in teachers' training colleges decreased from Rs. 583 to Rs. 575.6 (Rs. 595.4 in colleges for men and Rs. 485.6 in women's colleges). The distribution according to various sources was : government Rs. 428.2, fees Rs. 92.3, endowments Rs. 28.6 and other sources Rs. 26.5.

The State-wise details of expenditure on training colleges are given in Table LXXII. All the States excepting Jammu and Kashmir and Himachal Pradesh, which reported a decrease of Rs. 15,752 and Rs. 322 respectively, showed an increase. The largest increase was in Mysore (Rs. 5,37,492) followed by Punjab (Rs. 2,38,388), Madhya Pradesh (Rs. 1,95,710) and Uttar Pradesh (Rs. 1,13,500). The increase in other States varied from Rs. 2,489 in Tripura to Rs. 69,046 in Delhi.

Table LXXII—Direct Expenditure on

State	For Men		For Women		Total	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra .	4,21,255	4,60,312	64,104	39,302	4,85,359	4,99,614
Bihar .	2,40,230	2,66,478	39,041	44,538	2,79,271	3,11,016
Bombay .	11,18,582	11,84,315	51,364	54,395	11,69,946	12,38,710
Jammu and Kashmir	1,63,898	1,48,146	..	..	1,63,898	1,48,146
Kerala .	1,57,345	2,03,697	28,341	32,877	1,85,686	2,36,574
Madhya Pradesh	4,02,987	6,39,965	95,499	54,231	4,98,486	6,94,196
Madras .	4,83,328	5,11,373	1,84,736	1,86,442	6,68,064	6,97,815
Mysore .	3,22,464	7,38,041	27,301	1,49,216	3,49,765	8,89,257
Orissa .	63,051	82,231	..	..	63,051	82,231
Punjab .	4,89,551	6,88,304	1,16,216	1,55,851	6,05,767	8,44,155
Rajasthan .	1,90,305	2,56,977	..	..	1,90,305	2,56,977
Uttar Pradesh	8,58,855	9,18,187	3,61,802	4,15,970	12,20,657	13,34,157
West Bengal	3,45,432	4,05,224	92,638	88,168	4,38,070	4,93,392
Delhi .	1,87,075	2,56,121	..	..	1,87,075	2,56,121
Himachal Pradesh	24,862	24,540	..	..	24,862	24,540
Tripura .	35,656	38,145	..	..	35,656	38,145
Pondicherry	..	4,552	..	..	..	4,552
<b>India .</b>	<b>55,04,876</b>	<b>68,26,608</b>	<b>10,61,042</b>	<b>12,20,990</b>	<b>65,65,918</b>	<b>80,47,598</b>

## Teachers' Training Colleges by States

Increase (+) or Decrease (-)		Average Annual Cost per Pupil	Percentage of Expenditure (1956-57) met from				State
Amount	Percentage		Government Funds	Fees	Endowments	Other Sources	
8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.					
+ 14,255	+ 2.9	738.0	71.6	4.6	3.9	19.9	Andhra
+ 31,745	+ 11.4	550.5	95.0	3.7	..	1.3	Bihar
+ 68,764	+ 5.9	609.3	47.2	31.8	11.4	9.6	Bombay
- 15,752	- 9.6	832.3	100.0	..	..	..	Jammu & Kashmir
+ 50,888	+ 27.4	311.3	33.7	60.3	..	6.0	Kerala
+1,95,710	+ 39.3	730.0	94.7	1.2	3.8	0.3	Madhya Pra- desh
+ 29,751	+ 4.5	481.2	69.9	6.7	23.2	0.2	Madras
+5,37,492	+153.7	360.2	85.3	9.4	..	5.3	Mysore
+ 19,180	+ 30.4	647.5	100.0	..	..	..	Orissa
+2,38,388	+ 39.4	363.1	47.7	45.2	2.7	4.4	Punjab
+ 66,672	+ 35.0	629.8	70.0	20.5	9.5	..	Rajasthan
+1,13,500	+ 9.3	1,155.1	87.4	9.2	0.3	3.1	Uttar Pradesh
+ 55,322	+ 12.6	802.2	96.8	2.1	..	1.1	West Bengal
+ 69,046	+ 36.9	1,970.2	94.4	5.6	..	..	Delhi
- 322	- 1.3	1,067.0	100.0	..	..	..	Himachal Pradesh
+ 2,489	+ 7.0	410.2	100.0	..	..	..	Tripura
+ 4,552	..	175.1	100.0	..	..	..	Pondicherry
+14,81,680	+ 22.6	575.6	74.4	16.0	5.0	4.6	India

## CHAPTER VIII

### PROFESSIONAL AND TECHNICAL EDUCATION

This chapter discusses the progress achieved in the field of professional and technical education of both school and higher standard excepting teachers' training which is dealt with in the preceding chapter.

2. A sound, comprehensive and well integrated programme of technical education is the key to industrial and economic development. Technological education in India, after remaining static for well over a century stirred into a vigorous activity after Independence. In the last few years the country has made some significant advance in this field. The year under review marked further improvement in both quantitative and qualitative aspects. Consequent upon the establishment of new institutions and the expansion of the existing ones, training facilities both at the degree and diploma levels increased considerably. Qualitative improvements included the provision of better equipment and additional research facilities, introduction of advanced courses, revision of curricula, etc.

3. The 23rd meeting of the Co-ordinating Committee and the 10th meeting of All-India Council for Technical Education were held on 21st and 22nd February, 1957 respectively. The Council, *inter alia*, made the following recommendations :

- (i) that a joint committee of the Inter-University Board, All-India Council for Technical Education and University Grants Commission be constituted to examine the question of re-organisation and development of commerce courses ;
- (ii) that the formula laid down by the government in respect of the Labour Housing Scheme (under which the State governments are given 50 per cent of costs as grants-in-aid and the other 50 per cent as loan bearing  $4\frac{1}{2}$  per cent annual interest repayable in 25 equal instalments) be adopted for granting loans to State governments and non-government institutions for the construction of staff quarters pertaining to engineering and technical institutions ;
- (iii) that technical personnel be exchanged between teaching institutions, government departments and industrial concerns ;
- (iv) that the recommendations of the Engineering Personnel Committee regarding the expansion of engineering educational facilities and expansion of 19 existing engineering institutions and 46 polytechnics into larger units be adopted so as to provide for larger number of seats for degree and diploma courses ;
- (v) that central assistance for the establishment of new government and non-government technical institutions be given on the following basis :
  - (a) State government institutions for which necessary provision has been made in the Five Year Plans to be given one third non-recurring costs from the Central government.
  - (b) The private agencies by themselves or in association with the State government concerned to meet at least 50 per cent of the approved non-recurring cost, the balance will be met from

the grants to be given by the Central government. Wherever State government makes a contribution that amount should be provided in its Five Year Plan.

- (c) The private agencies should have adequate resources including income from tuition fees to meet at least 50 per cent of the approved recurring expenditure. The balance should be provided by the State governments and Central government in agreed proportions subject to the condition that the State government shall assume the entire responsibility after the current Plan period.
- (vi) that the Council should gradually cease to affiliate institutions and hold examinations leading to the awards of National Diploma and National Certificates in engineering etc., as and when the state boards or other suitable organisations are found to be in a position to take over these responsibilities.
- (vii) that a committee be appointed to consider the question of pedagogical training of technical teachers for multipurpose schools ;
- (viii) that the facilities for first degree course in Chemical Engineering be expanded to meet the rising demand and that in co-operation with the Sindri Fertilizer Factory a department of Chemical Engineering be established in the Bihar Institute of Technology, Sindri, for the first degree course in Chemical Engineering with an admission capacity of 30 students per year.

4. The Co-ordinating Committee of the All-India Council for Technical Education approved the suggestions of the Pharmaceutical Education Committee and recommended the establishment or development of at least one Centre for degree course in Pharmacy in each of the major States or group of States. The Committee also recommended the establishment of a Central Institute of Pharmacy under the auspices of the Central government. Accordingly, the All-India Council for Technical Education appointed a small committee to prepare a detailed scheme for starting departments of Pharmacy and Pharmaceutics in each of the four Regional Higher Technological Institutes.

5. An expert Committee for Mining Engineering, appointed on the recommendation of the Co-ordinating Committee of the All-India Council for Technical Education to consider the development of training facilities in Mining Engineering on an all-India basis, recommended the provision of additional training facilities at higher level in some existing engineering colleges and the expansion of the College of Mining and Metallurgy, Banaras Hindu University and the Indian School of Mines and Applied Geology, Dhanbad. These recommendations were accepted and action initiated to implement them.

6. On the recommendation of the Health Survey and Development Committee, an All-India Institute of Medical Sciences was established at Delhi. The government of Switzerland assisted in its establishment with a sum of one million pounds under the Colombo Plan. The facilities are available at this Institute for a 5½ year M.B.B.S. course and a 2-year post-graduate training course in Orthopaedic Surgery.

7. The Second Five Year Plan for Technical education of the Central government, which *inter alia* includes schemes relating to the establishment of three higher technological institutions; improvement and development of



existing technical institutions; grants-in-aid to non-government scientific and technical institutions; loans for the construction of hostels and staff quarters; training of technical teachers, training of foremen, etc; provides for an outlay of Rs. 21.3 crores for the plan period. During the year under review, an expenditure of about two crores of rupees was incurred on these schemes. A brief account of some of these is given below :

- (i) On the recommendations of the All-India Council for Technical Education, grants totalling Rs. 65.8 lakhs were paid to various engineering and technological institutions for the following purposes :
  - (a) development and expansion of post-graduate courses and advanced training and research in engineering and technology,
  - (b) development of affiliated colleges conducting post-graduate courses in basic sciences,
  - (c) development of instructional facilities at degree and diploma levels in engineering and technological subjects in non-government institutes,
  - (d) establishment and development of specialised courses such as Printing Technology, Industrial Administration, Business Management, Ore Dressing, Architecture etc.
  - (e) expansion of training facilities in Mining Engineering at degree and diploma levels,
  - (f) assistance to the Biophysics department of the Saha Institute of Nuclear Physics, Calcutta as recommended by the Reviewing Committee,
- (ii) Loans amounting to Rs. 42.94 lakhs were sanctioned to the technical institutions for the construction of hostels to accommodate 2,000 students.
- (iii) The Administrative Staff College, Hyderabad, which aims at bringing together young administrators from all walks of life to study the principles and techniques of organisation, administration and leadership, started functioning at the close of the year under review, and grants amounting seven lakh rupees were paid to the college.

8. Under the Practical Training Stipends Scheme for assisting selected students qualifying from technical institutions to undergo organised post-institutional practical training in engineering and industrial establishments, 892 senior stipends (for graduates) and 362 junior stipends (for diploma holders) were sanctioned during the year 1956-57, but only 486 graduates and 189 diploma holders availed of these training facilities which involved an expenditure of Rs. 7.99 lakhs.

9. The scheme for Research Training Scholarship was continued in 1956-57. During the year, 153 additional scholarships were instituted and allocated to various universities/institutions, thus bringing the total number of scholarships in force to 680. Under the National Research Fellowship Scheme, 22 scholarships were awarded. The total expenditure incurred on both the schemes was Rs. 10.96 lakhs.

10. In order to promote fundamental research in various branches of Science (Physics, Mathematics and Biology, etc.) in universities and other educational centres, grants-in-aid amounting to Rs. 3-4 lakhs were paid to 66 research workers.

11. The School of Town and Country Planning, set up at Delhi by the Central government as a joint enterprise with the Institute of Town Planners (India) started functioning during the year. It provided facilities for post-graduate training in Town and Country Planning. During the year, it had 9 students (2 for Intensive course and 7 for diploma course), of which 8 were sponsored by the State.

12. Under the scheme to establish four regional schools in Printing Technology—one each in Bombay, Madras, Calcutta and Allahabad—in collaboration with the State government and/or printing industry for providing facilities for training in Printing Technology at diploma level, three such schools started functioning in Calcutta, Madras and Bombay during the year under report. Arrangements were being made to start the Allahabad School as well.

13. In pursuance of the agreement reached with Unesco for the establishment of the Western Higher Technological Institute, under Unesco's Expanded Technical Assistance Programme for securing technical assistance from Soviet Union, a joint mission of UNESCO and USSR visited the country and held discussions with Indian experts regarding the details of equipment and experts and training facilities which might be provided by the Soviet Union. As a result, UNESCO agreed to provide equipment worth Rs. 52.8 lakhs out of the total of Rs. 180 lakhs.

14. On the recommendation of the All-India Council for Technical Education, the Indian Institute of Science, Bangalore, started post-graduate diploma courses in Automobile Engineering, Electronic Engineering, Foundry Engineering, High Voltage Engineering and Ultra Short and Micro-Wave Engineering.

15. The Indian Institute of Technology, Kharagpur provided a number of new courses during the year. These included Chemical Engineering and Mining Engineering at the under-graduate level and Meteorology, Machine Designs, Industrial Engineering, Applied Botany, Farm Machinery and Power at the post-graduate level. Under the Institute of Technology Kharagpur Act, 1957, which came into force with effect from 1st April, 1956, the Institute was declared as an institution of national importance. The total student population during the year under review was 1,346.

16. Delhi Polytechnic, Delhi continued to make good progress. The development plan of the institution to be implemented during the Second Five Year Plan period provides for consolidation and diversification of the existing courses and introduction of new ones at Certificate and Diploma levels. It also provides for starting of a course in Printing Technology.

### **Main Developments**

17. A brief account of the important developments in the field of professional and technical education (other than teachers' training) in the various States is given below :

## Andhra Pradesh

A new Medical college was started by the Government at Hyderabad.

## Bombay

During the year, an Agricultural college, a Commerce college, an Engineering college, 2 Law colleges, a Medical college, a Forestry school, 11 Arts and Crafts schools, a Polytechnic and a School of Printing Technology were started. Besides, 4 Basic Agricultural schools were established to train *Gram Sevaks* for Community Development and National Extension Service Blocks.

Consequent on the transfer of the training organisation of the Government of India, Ministry of Labour to the State government, the Craftsmen Training Scheme came to be implemented by the Director of Technical Education. The trainees under this scheme were given a 2-year intensive training including compulsory training for the last six months in factories under workshop conditions.

In the field of physical education, 3 new schools were started for imparting instruction for certificate course in physical education, while more institutions (one each at Poona, Bombay and Ahmedabad) were also recognised for the conduct of this course regularly. Besides, the Hanuman Vyayam Prasarak Mandal, Amravati, was recognised for the award of diploma in Physical education. 21 short-term training courses in Physical education were conducted. The number of teachers trained in these courses was 410 at a total cost of Rs. 24,000. A Regional Physical Education Conference was organised at Roha in Kolaba District by *Akhil Maharashtra Shaririki Shikshan Mandal* and was attended by the State Inspectors of Physical Education and the Principal, Training Institute for Physical Education, Kandivali.

In the J. J. School of Art, the Elementary and Intermediate Grades in the Drawing course of the Department of Drawing and Painting were closed down as training facilities in Basic Drawing were increasingly available in secondary schools and private art institutions. However, a part-time diploma course in Architecture was introduced in November, 1956.

Under the scheme of organising special courses in Co-operative Marketing for imparting specialised training to the personnel in the Co-operative Departments and Co-operative Institutions, two more courses were conducted which trained 70 persons.

## Jammu & Kashmir

Under the Second Five Year Plan development schemes, one Polytechnic school was opened.

## Kerala

During the year, special attention was paid to the consolidation of all phases of activity in the field of technical education both at school and university levels. For this purpose a Deputy Director of Education was appointed. Also a Committee of experts in technical education was constituted to prepare a detailed scheme for co-ordinating the standards of instruction in institutions under the Departments of Education and Industries and the universities.

Under a special scheme of Craft Training, 49 teachers from departmental schools were deputed for training in various crafts to the Central Technical Institute, Koni, Bilaspur.

### **Madhya Pradesh**

The Government Engineering School at Bhopal was raised to the status of a college.

### **Madras**

Post-graduate courses in Hydraulics, Structural Engineering, Dam Construction and Irrigation Engineering & Electrical Machine Design were started in the College of Engineering, Guindy. In addition, a three months' training course in Rural Water Supply, Sanitation and Public Health Engineering was conducted for the benefit of the departmental candidates. The number of seats in the College of Engineering, Guindy and Govt. College of Technology, Coimbatore were increased by 45 and 15 respectively.

The following new institutions were started during 1956-57.

- (i) Coimbatore Institute of Technology, Coimbatore.
- (ii) Allagappa College of Physical Education, Karaikudi.
- (iii) Allagappa Polytechnic, Karaikudi.

### **Mysore**

2 Agricultural schools, a Commerce school and an Engineering school were started during 1956-57. With the object of ensuring proper development of technical education in the technical schools under the control of Director of Technical Education, a post of Joint Director of Technical Education was sanctioned.

### **Orissa**

A new college of Engineering was started at Burla in the District of Sambalpur.

### **Punjab**

With a view to provide more facilities for education in engineering and medicine, 2 Engineering colleges at Ludhiana and Patiala and one Medical (Dental) college at Patiala were started during the year.

The intake of the Punjab Engineering College Chandigarh was raised from 40 to 120 during the year. The administrative control of the Nilokheri Polytechnic was handed over by the Central government to the Industries Department of the State government with effect from 1st April, 1956. The courses offered for training were standardised and brought up to the level of All India Council for Technical Education. The schemes for the Central Polytechnic at Chandigarh and the Engineering School at Chandigarh were combined and preliminary arrangements were made for the establishment of a joint institution. It was also proposed to combine the Polytechnic at Nilokheri with the Government Engineering School there.

The 6-month course for Veterinary Compounders and Stock Assistants in the Government Live Stock Farm, Hissar, was replaced by one of one year's duration. Two refresher courses for P.C.M.S. Officers were held at the Medical College, Amritsar.

### Rajasthan

An increase of a Commerce and a Medical college was reported during the year under review. In the Government Ayurvedic College, Udaipur, a two years' degree course of Bhisagacharya with Bhisagwar (4 years' course after Intermediate in Medicine) as minimum admission qualification was started during 1956. The College of Veterinary Science Bikaner initiated two batches of the 2 years' Emergency Veterinary Science Course as sponsored by Government of India and made arrangements for the training of 4th and 5th batches of Stockmen-cum-Compounders in the 6 months' condensed course. The intake of degree course in the same college was raised from 50 to 60 during the year.

In order to reorganise technical education in the State, a Directorate of Technical Education was established. All the technical sections of the multipurpose higher secondary schools were made directly under the Director of Technical Education and all examinations upto diploma standard were proposed to be conducted by him.

### Uttar Pradesh

A new Medical college providing facilities for Ayurvedic Medicine was started. A Section of Applied Microbiology was started in the Harcourt Butler Technological Institute, Kanpur. An additional expenditure of Rs. 7,80,900 was incurred on this Institute to raise the standard of teaching and to provide greater facilities for research as recommended by the Visiting Committee of the Ministry of Education, Government of India.

With the object of implementing the schemes for the establishment of an Institute of Printing Technology at Allahabad, land for the construction of building was acquired and in addition to Rs. 1.75 lakhs worth equipment purchased during the previous financial year, a sum of Rs. 2.84,000, both recurring and non-recurring, was spent on the purchase of additional equipment during the year. It was proposed to start admission to this Institute in July, 1957.

In order to provide more facilities for Physical education for women, a separate Women's College of Physical Education was established at Allahabad. The Scheme of Physical Education was merged with the P.E.C. with the object of revitalising it. A refresher course in Physical Education was organised for the benefit of P.E.C. Officers at the Government College of Physical Education at Rampur.

All the Industrial schools run by Central government were taken over by the State government and a new centrally administered technical school—the Government Central Weaving Institute, Varanasi, was started during the year under report.

### West Bengal

During the year, two Medical colleges, an Engineering school and a Medical school were opened. Moreover, on the recommendation of the Ghose—Chandrakant Committee, the government sanctioned a sum of Rs.

16.55 lakhs for the establishment of four Engineering Institutes with an intake capacity of 180 each. Further a part-time diploma course in Mechanical and Electrical Engineering was introduced at Asansol Polytechnic (Dhadka) with a sanctioned intake of 40 in each course.

A scheme for the introduction of diversified courses in 68 selected high schools at an estimated capital expenditure of Rs. 31.65 lakhs was sanctioned.

### **A. & N. Islands**

Scholarships were granted to students who prosecuted studies in professional and technical institutions on the main land.

### **Delhi**

A Medical college providing facilities for degree and post-graduate courses was started.

### **Himachal Pradesh**

During the year under review, 12 scholarships of the value of Rs. 50 and 75 per month were awarded to students of the Territory for prosecuting technical education outside Himachal Pradesh Territory.

### **Pondicherry**

With the de-facto transfer of French territories to India, the existing Medical School was raised to the standard of a college during the year under report. The college provides facilities for M.B.B.S. course of 5½ years duration and its medium of instruction is both French and English.

The existing Arts and Crafts School in the Territory was converted into a junior technical school.

Five physical instructors were sent to various coaching camps held by the Central government outside the territory to undergo special training in sports and games.

### **Tripura**

The arts and crafts centre under the management of Education Department was abolished during the year under review. In order to provide facilities for the training of various crafts to the adults of urban as well as rural areas, 14 arts and crafts centres were started.

The detailed account of the progress in the field of professional and technical education of the school and college levels is given below :

## **VOCATIONAL AND TECHNICAL SCHOOLS**

### **Institutions**

18. The main statistics of vocational and technical schools by type during the years 1955-56 and 1956-57 are given in Table LXXIII. The number of these schools decreased during 1956-57 from 3,074 to 3,023. The government managed 38.2 per cent of these schools, local boards 1.5 per cent, private aided bodies 28.9 per cent and private unaided bodies 31.4 per cent.

Table LXXIII—Statistics of Vocational

Type of School	Number of* Institutions		Number of Pupils†				Expendi- ture
			Boys		Girls		
	1955- 56	1956- 57	1955-56	1956-57	1955-56	1956- 57	1955-56
1	2	3	4	5	6	7	8
							Rs.
Agriculture . . .	77	94	5,216	6,212	14	32	25,97,050
Arts & Crafts . . .	391	304	4,780	2,733	14,995	12,012	17,95,264
Commerce . . .	898	829	69,241	71,442	10,326	9,149	32,11,673
Engineering . . .	61	68	27,492	29,370	20	32	70,62,188
Forestry . . .	3	4	116	134	..	..	1,16,156
Marine Training	3	4	1,206	1,755	..	..	9,26,515
Medicine and Ve- terinary Science	84	117	4,308	5,062	2,565	3,565	22,62,114
Physical Education	17	36	1,871	3,210	372	295	2,62,568
Teachers' Training	930	916	65,033	68,488	25,881	24,891	1,97,57,007
Technical & Indus- trial	609	644	34,462	42,073	11,868	11,807	1,62,35,955
Others . . .	1	7	354	936	..	4	2,81,652
<b>India . . .</b>	<b>3,074</b>	<b>3,023</b>	<b>2,14,079</b>	<b>2,31,415</b>	<b>66,041</b>	<b>61,787</b>	<b>5,45,08,146</b>

\*Excludes classes attached to schools

†Includes pupils in classes attached to schools and reading in colleges

## and Technical Schools by Type

Type of School	Percentage of Expenditure 1956-57 met from					Average Annual Cost per Pupil		Type of School	
	1956-57	Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources	1955-56		1956-57
	9	10	11	12	13	14	15	16	17
	Rs.						Rs.	Rs.	
Agriculture	31,57,651	83.6	..	0.9	4.4	11.1	506.3	516.3	
Arts & Crafts	17,23,297	45.7	0.6	24.8	7.3	21.6	91.3	117.1	
Commerce	31,74,377	4.9	0.0	86.3	4.0	4.8	40.5	39.7	
Engineering	79,31,335	72.9	0.2	22.2	0.6	4.1	428.3	399.9	
Forestry	1,26,796	100.0	..	..	..	..	1001.3	946.2	
Marine Training	12,67,793	100.0	..	..	..	..	768.3	722.4	
Medicine and Veterinary Science	27,45,252	58.0	8.9	10.3	3.5	19.3	420.0	377.2	
Physical Education	3,88,590	36.4	2.3	33.6	9.9	17.8	136.0	125.3	
Teachers' Training	2,01,82,281	84.5	0.4	5.8	4.4	4.9	236.7	242.5	
Technical & Industrial	1,68,97,814	77.2	1.6	10.5	2.4	8.3	327.9	309.1	
Others	4,04,931	84.3	..	13.5	..	2.2	795.6	430.8	
<b>India</b>	<b>5,80,00,117</b>	<b>74.0</b>	<b>1.1</b>	<b>14.5</b>	<b>3.2</b>	<b>7.2</b>	<b>207.7</b>	<b>213.5</b>	

For general education.

schools for general education and those for school courses.



Table LXXIV—Statistics of Vocational

State	Number of Institutions*		Number of Pupils†			
	1955-56	1956-57	Boys		Girls	
			1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
Andhra .	244	245	20,086	19,233	3,367	2,490
Assam .	76	80	5,261	5,379	575	703
Bihar .	164	168	13,595	13,362	1,252	1,528
Bombay .	694	828	42,088	52,518	20,416	22,070
Jammu & Kashmir	7	8	1,000	492	263	166
Kerala .	340	65	14,136	6,659	10,798	2,824
Madhya Pradesh	123	141	7,935	8,576	1,076	1,097
Madras .	526	552	34,449	39,037	9,673	11,630
Mysore .	233	213	20,648	21,728	3,132	2,769
Orissa .	76	86	3,652	4,441	359	405
Punjab .	72	93	9,777	12,344	3,462	4,194
Rajasthan .	19	29	1,813	3,256	162	165
Uttar Pradesh	186	193	13,376	16,202	2,741	2,823
West Bengal	291	283	24,058	25,781	7,851	7,854
Delhi .	10	10	1,454	1,490	603	525
Himachal Pradesh	3	3	312	274	40	38
Manipur .	4	3	213	193	51	31
Tripura .	4	19	120	301	220	332
N. E. F. A.	2	2	106	92	..	1
Pondicherry	**	2	**	57	**	142
<b>India .</b>	<b>3,074</b>	<b>3,023</b>	<b>2,14,079</b>	<b>2,31,415</b>	<b>66,041</b>	<b>61,787</b>

\*Excludes classes attached

†Includes enrolment in

\*\*Figures are

## and Technical Schools by States

Expenditure		Percentage of Expenditure (1956-57) met from					State
1955-56	1956-57	Govt. Funds	Local Board Funds	Fees	Endow- ments	Other Sour- ces	
8	9	10	11	12	13	14	15
Rs. 39,16,378	Rs. 40,32,307	78.5	0.5	9.9	7.5	3.6	Andhra
21,40,624	20,87,389	90.6	0.3	6.2	0.8	2.1	Assam
39,23,708	43,91,955	93.6	0.6	2.5	0.1	3.2	Bihar
1,23,09,213	1,33,55,043	63.8	2.4	19.4	1.3	13.1	Bombay
1,50,000	2,52,074	100.0	..	..	..	..	Jammu & Kashmir
16,94,827	15,66,707	83.9	..	10.7	0.3	5.1	Kerala
31,95,020	36,36,975	96.4	0.0	1.7	0.3	1.6	Madhya Pradesh
46,83,340	50,56,399	50.4	1.3	22.9	16.1	9.3	Madras
42,80,377	35,93,445	75.7	0.1	16.5	1.2	6.5	Mysore
9,50,820	12,09,467	88.0	..	5.9	2.7	3.4	Orissa
27,86,742	27,71,964	62.7	0.2	23.3	4.6	9.2	Punjab
8,73,774	14,26,503	97.7	..	1.1	0.9	0.3	Rajasthan
59,77,917	69,45,193	74.7	1.3	15.4	2.4	6.2	Uttar Pradesh
64,98,552	64,21,721	66.6	1.4	21.1	2.4	8.5	West Bengal
8,29,446	8,53,076	96.4	0.5	2.7	0.0	0.4	Delhi
1,28,544	1,33,172	100.0	..	..	..	..	Himachal Pra- desh
21,338	16,281	100.0	..	..	..	..	Manipur
59,555	1,26,337	94.8	..	..	..	5.2	Tripura
87,971	98,201	100.0	..	..	..	..	N.E.F.A.
**	25,908	100.0	..	..	..	..	Pondicherry
<b>5,45,08,146</b>	<b>5,80,00,117</b>	<b>74.0</b>	<b>1.1</b>	<b>14.5</b>	<b>3.2</b>	<b>7.2</b>	<b>India</b>

to schools for General education.

attached classes.

not available.

The distribution of vocational and technical schools according to type was: agriculture 94, arts and crafts 304, commerce 829, engineering 68 forestry 4, marine training 4, medicine and veterinary science 117, physical education 36, teachers' training 916, technical and industrial 644 and others (unclassified ones) 7. Some of the technical and industrial schools provided facilities for instruction in engineering subjects also. Moreover some schools for general education had attached classes for vocational and technical subjects.

All types of vocational and technical schools reported an increase except those for arts and crafts, commerce and teachers' training which decreased by 87, 69 and 14 respectively. The decrease in the number of arts and crafts schools resulted from the closure of some schools and conversion of others to schools for general education or technical and industrial schools. The decline in the number of commerce schools was only apparent as it was due to the reclassification of such schools as schools for general education in Kerala. The decrease in the number of teachers' training schools, as already explained in the previous chapter, was mostly due to reclassification of institutions in some States and upgrading and closures in others. The greatest increase was shared by technical and industrial schools (35), followed by those for medicine and veterinary science (33), physical education (19), agricultural (17), engineering (7), others (6) and forestry and marine training (1 each).

### Enrolment

19. The total number of pupils in various vocational and technical schools including those in such classes attached to schools for general education rose from 2,80,120 to 2,93,202 showing an increase of 5.3 per cent over the previous year. Its distribution according to subjects is given below :

Vocation	1955-56		1956-57	
	Number	Percentage of total enrolment	Number	Percentage of total enrolment
1	2	3	4	5
Agriculture . . . . .	5,230	1.9	6,244	2.1
Arts and Crafts . . . . .	19,775	7.1	14,745	5.0
Commerce . . . . .	79,567	28.4	80,591	27.5
Engineering . . . . .	27,512	9.8	29,402	10.0
Forestry . . . . .	116	0.0	134	0.0
Marine Training . . . . .	1,206	0.4	1,755	0.6
Medicine and Veterinary Science . . . . .	6,873	2.5	8,627	3.0
Physical Education . . . . .	2,243	0.8	3,505	1.2
Teachers' Training . . . . .	90,914	32.5	93,379	31.9
Technical and Industrial . . . . .	46,330	16.5	53,880	18.4
Others . . . . .	354	0.1	940	0.3
<b>Total . . . . .</b>	<b>2,80,120</b>	<b>100.0</b>	<b>2,93,202</b>	<b>100.0</b>

The enrolment rose in all the vocations except in arts and crafts which decreased due to fall in the number of such institutions. The increase was highest in technical and industrial schools (7,550), closely followed by teachers' training (2,465). The above table shows that teachers' training continued to attract the largest number of students and commerce was the next popular subject. The only other vocations which attracted a sizable number of students were technical & industrial and engineering.

## Expenditure

20. The total direct expenditure on vocational and technical schools (excluding attached classes) rose from Rs. 5,45,08,146 to Rs. 5,80,00,117, *i.e.* by 6.4 per cent. This constituted about 3.6 per cent (as compared to 3.8 per cent in 1955-56) of the total direct expenditure on all types of institutions. The distribution of this expenditure by sources was government funds 74 per cent, local boards funds 1.1 per cent, fees 14.5 per cent, endowments 3.2 per cent and other sources 7.2 per cent. The schools for teachers' training alone accounted for 34.8 per cent of the total expenditure, followed by technical and industrial schools (29.1 per cent) and engineering schools (13.7 per cent). The proportion of expenditure on the remaining types of schools ranged from 0.2 per cent on forestry schools to 5.5 per cent on those for commerce. The average annual cost per pupil, taking all types together, increased from Rs. 207.7 to Rs. 213.5 during the year. The highest average cost was in the forestry schools (Rs. 946.2) and the lowest (Rs. 39.7) in commerce schools.

The combined statistics of all the vocational and technical schools, by States are given in table LXXIV.

21. A Brief account of each type of vocation except teachers' training, which has been discussed in the previous chapter and others (unclassified ones) which are few in number, is given below :

## Agricultural Schools

During the year under report, the number of agricultural schools increased by 17 to 94. The increase was reported by the States of Bombay (12), Uttar Pradesh (4), Mysore (2), Bihar (1) and Madhya Pradesh (1). There was a decrease of 2 schools in Andhra and one in Orissa. Of the total number of schools 84 were managed by government and 10 by private bodies. The number of pupils in these schools, together with those in attached classes increased from 5,230 (including 14 girls) to 6,244 (including 32 girls) and the total expenditure from Rs. 25,97,050 to Rs. 31,57,651. The percentage of expenditure met from government funds, fees, endowments and other sources was 83.6, 0.9, 4.4 and 11.1 respectively. The average annual cost of educating a pupil in these schools comes to Rs. 516.3 as against Rs. 506.3 during the previous year. Table LXXV gives the State-wise statistics of these schools.

Table LXXV—Statistics of Agricultural 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.
Assam	1	102	..	102	47,238	463·
Bihar	19	1,197	12	1,209	8,04,002	665·1
Bombay	28	2,051	17	2,068	11,76,803	569·0
Madhya Pradesh	21	450	..	450	1,66,240	369·
Mysore	8	648	3	651	2,19,916	406·4
Orissa	4	430	..	430	86,016	200·5
Punjab	1	114	..	114	34,860	363·0
Rajasthan	1	100	..	100	25,694	256·1
Uttar Pradesh	7	913	..	913	5,00,165	547·9
West Bengal	2	112	..	112	51,625	460·8
Tripura	1	30	..	30	4,971	165·9
N. E. F. A.	1	65	..	65	40,121	617·7
<b>India</b>	<b>94</b>	<b>6,212</b>	<b>32</b>	<b>6,244</b>	<b>31,57,651</b>	<b>516·23</b>

\*Includes enrolment in attached classes.

### Arts and Crafts Schools

The number of arts and crafts schools was 304 during the year under review as against 391 during the year before. The decrease of 113 and 6 respectively was reported by the States of Kerala and Madhya Pradesh where it was due to the reclassification of such schools as schools for general education, and industrial schools respectively. Two schools were closed down in Bihar and one school in Manipur. Madras also reported a decrease of two schools. The increase in the number of such schools was shared by the States of Bombay (9), Mysore (8), Orissa (3), Punjab (2) and Tripura (14). There was also an arts and crafts school in Pondicherry whose statistics have been included in the report for the first time.

The management-wise distribution of these schools was: government 69 and private bodies 235. The enrolment in arts and crafts schools and attached classes showed a fall from 19,775 (4,780 boys and 14,995 girls) to 14,745 (2,733 boys and 12,012 girls), it being due to the fall in the number of institutions. The total expenditure on such schools was Rs. 17,23,297, of which 45·7 per cent was met from government funds, 0·6 per cent from local boards, 24·8 per cent from fees, 7·3 per cent from endowments and 21·6 per cent from other sources. The average annual cost of educating a pupil in arts & crafts schools was Rs. 117·1 as against Rs. 91·3 during the previous year.

State-wise statistics of these schools are given in table LXXVI.

Table LXXVI—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 .	8	341	279	620	90,602	146·7
Bi har .	11	82	166	248	27,239	109·8
Bo mbay .	186	918	9,433	10,351	7,85,023	75·8
Madhya Pra- des h .	17	294	314	608	1,05,512	173·5
Madras .	15	11	889	900	1,14,539	124·5
Mysore .	19	241	126	367	1,21,381	330·7
Orissa .	13	55	179	234	37,114	158·6
Punjab .	11	343	30	373	1,95,216	523·4
Rajasthan .	2	141	2	143	86,948	608·0
West Bengal .	5	37	325	362	23,790	77·0
Tripura .	16	213	269	482	1,10,205	228·6
Pondicherry .	1	57	..	57	25,728	451·4
<b>India .</b>	<b>304</b>	<b>2,733</b>	<b>12,012</b>	<b>14,745</b>	<b>17,23,297</b>	<b>117·1</b>

### Commerce Schools

The number of commerce schools decreased from 898 in 1955-56 to 829 in 1956-57, the largest decrease being in Kerala (109), followed by Bombay (5) and Mysore (3). The decrease in Kerala was due to the reclassification of such schools as schools for general education, while in Mysore it was due to closure of three schools.

The increase in the number of such schools was reported by the States of Andhra (8), Assam (1), Madras (13) and West Bengal (1). The distribution of these schools by managements was : government 6 and private bodies 823. The number of pupils in these schools as well as those in the attached classes rose from 79,567 (69,241 boys and 10,326 girls) to 80,591 (71,442

boys and 9,149 girls). The total expenditure incurred on these institutions was Rs. 31,74,377 as against Rs. 32,11,673 during the previous year. The decrease in the expenditure was due to the decrease in the number of institutions in Kerala. Of the total expenditure of Rs. 31,74,377, 4.9 per cent was met from government funds, 86.3 per cent from fees, 4 per cent from endowments and 4.8 per cent from other sources. The average annual cost of educating a pupil in a commercial school was Rs. 39.7.

The table LXXVII gives details of these schools in different States.

**Table LXXVII—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
					Rs.	Rs.
Andhra	119	5,912	250	6,162	2,73,921	44.5
Assam	18	1,886	171	2,057	1,17,550	57.1
Bihar	16	1,980	9	1,989	89,067	44.8
Bombay	172	19,075	3,471	22,546	7,97,306	35.8
Kerala	13	906	126	1,032	87,376	84.7
Madhya Pradesh	1	49	..	49	2,389	88.5
Madras	337	19,025	2,829	21,854	6,94,116	31.8
Mysore	96	10,178	1,182	11,360	3,47,613	30.6
Orissa	2	259	2	261	5,848	139.2
Punjab	..	129	..	129	..	..
West Bengal	55	12,043	1,109	13,152	7,59,191	57.9
India	829	71,442	9,149	80,591	31,74,377	39.7

### Engineering Schools

The number of engineering schools increased by 7 to 68 during the year under report. Increase in the number of schools was reported by Assam (1), Kerala (2), Madhya Pradesh (4), Uttar Pradesh (3) and West Bengal (1). The increase in Madhya Pradesh was due to the reclassification of Polytechnic schools as Engineering schools. The States of Andhra and

Bombay showed a decrease of 1 and 3 respectively. Of the total number of schools, 39 were managed by government and the remaining 29 by private bodies (24 aided and 5 unaided). Besides these, some technical schools and classes attached to engineering colleges had provision for engineering education of school standard. The number of pupils studying engineering courses of the school standard increased from 27,512 (including 20 girls) to 29,402 (including 32 girls). The total expenditure incurred on these schools was Rs. 79,31,335 as against Rs. 70,62,188 during the previous year. Of the total expenditure, 72.9 per cent was met from government funds, 0.2 per cent from local board funds, 22.2 per cent from fees, 0.6 per cent from endowments and 4.1 per cent from other sources. The average annual cost per pupil was Rs. 399.9 as compared to Rs. 428.3 in the previous year.

State-wise statistics are given in Table LXXVIII.

**Table LXXVIII—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 .	3	1,630	..	1,630	Rs. 3,49,538	Rs. 307.4
Assam .	3	897	1	898	4,86,852	538.6
Bihar .	4	1,225	..	1,225	6,64,906	550.0
Bombay .	3	5,699	7	5,706	1,88,442	510.7
Kerala .	7	1,145	22	1,167	2,90,516	255.1
Madhya Pradesh .	8	958	..	958	9,59,756	861.5
Madras .	..	3,721	..	3,721	..	..
Mysore .	2	2,284	..	2,284	1,52,697	233.8
Orissa .	4	688	..	688	4,34,343	659.1
Punjab .	2	1,168	..	1,168	2,72,685	399.8
Rajasthan .	..	313	..	313	..	..
Uttar Pradesh .	15	5,301	2	5,303	16,42,760	402.7
West Bengal .	15	3,385	..	3,385	20,31,312	285.3
Delhi .	2	924	..	924	4,57,528	595.7
Himachal Pradesh .	..	32	..	32	..	..
<b>India .</b>	<b>68</b>	<b>29,370</b>	<b>32</b>	<b>29,402</b>	<b>79,31,335</b>	<b>399.9</b>



### Forestry Schools

With the opening of a new forestry school in Bombay, the number of such schools increased by 1 to 4 during the year under report. All the 4 schools were managed by the government. The number of pupils increased from 116 to 134. The total direct expenditure, the whole of which was met by the government, amounted to Rs. 1,26,796 as compared to Rs. 1,16,156 during the previous year. The average annual cost per pupil in these schools worked out at Rs. 946.2 as against Rs. 1,001.3 during the previous year.

Table LXXIX gives the State-wise account of the statistics of forestry schools.

**Table LXXIX—Statistics of Forestry Schools**

State	No. 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	22	..	22	38,483	1,749.2
Bombay . . . . .	2	58	..	58	39,713	684.7
Madhya Pradesh . . . . .	1	54	..	54	48,600	900.0
India . . . . .	4	134	..	134	1,26,796	946.2

### Marine Training Schools

The number of marine training schools increased from 3 to 4 during the year under report. A new school was started in Bombay during the year. All the schools were managed by the government. The enrolment in these schools rose from 1,206 to 1,755, while the total direct expenditure thereon increased from Rs. 9,26,515 to Rs. 12,67,793 during the year under review. The whole of this expenditure incurred on these schools was met by the government. The average annual cost per pupil was Rs. 722.4 as against Rs. 768.3 during the previous year.

The State-wise statistics of marine training schools are given in table LXXX.

**Table LXXX—Statistics of Marine Training Schools**

State	No. of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra . . . . .	1	479	..	479	2,79,441	583.4
Bombay . . . . .	2	680	..	680	6,65,005	977.9
West Bengal . . . . .	1	596	..	596	3,23,347	542.5
India . . . . .	4	1,755	..	1,755	12,67,793	722.4

## Medical Schools

During the year under review, the number of medical schools increased by 33 to 117. The largest increase of 26 was reported by Bombay, of 3 by Punjab and of one each by Bihar, Madhya Pradesh, West Bengal and Manipur. The distribution of these schools by management was : government 58, local boards 6, private bodies 53 (aided 28 and unaided 25). The total number of pupils under instruction in these schools and classes attached to Medical colleges increased from 6,873 (4,308 boys and 2,565 girls) to 8,627 (5,062 boys and 3,565 girls). The total direct expenditure on such schools alone amounted to Rs. 27,45,252 as compared to Rs. 22,62,114 during the year before. The distribution of this expenditure according to different sources was : government funds 58 per cent, local board funds 8·9 per cent, fees 10·3 per cent, endowments 3·5 per cent and other sources 19·3 per cent. The average annual cost per pupil was Rs. 377·2 as against Rs. 420 during the previous year. Table LXXXI gives State-wise details of these schools.

**Table LXXXI—Statistics of Schools for Medicine and Veterinary Science**

State	No. of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra . . . . .	1	345	..	345	33,882	137·2
Assam . . . . .	..	124	..	124	..	..
Bihar . . . . .	1	146	..	146	74,974	833·0
Bombay . . . . .	78	1,512	2,611	4,123	16,18,921	396·1
Kerala . . . . .	..	159	24	183	..	..
Madhya Pradesh . . . . .	5	97	84	181	98,092	681·2
Madras . . . . .	..	328	11	339	..	..
Mysore . . . . .	10	689	313	1,002	2,21,467	221·0
Punjab . . . . .	5	419	55	474	2,41,779	547·0
Rajasthan . . . . .	..	201	15	216	..	..
Uttar Pradesh . . . . .	2	123	26	149	18,020	237·1
West Bengal . . . . .	12	729	231	960	3,39,231	361·3
Delhi . . . . .	1	134	134	268	95,016	709·1
Manipur . . . . .	1	56	21	77	**	**
Tripura . . . . .	1	..	40	40	3,870	96·8
<b>India . . . . .</b>	<b>117</b>	<b>5,062</b>	<b>3,565</b>	<b>8,627</b>	<b>27,45,252</b>	<b>377·2</b>

\*\* Separate figures not available.

### Physical Education Schools

The number of schools for physical education increased during 1956-57 by 19 to 36. The increase was reported by the States of Bihar (1), Bombay (2), Madras (1), Mysore (13) and Uttar Pradesh (2). The number of these schools by management was: government 1, local boards 1 and private bodies 34. The enrolment in these schools together with that in attached classes increased from 2,243 (1,871 boys and 372 girls) to 3,505 (3,210 boys and 295 girls). The total direct expenditure on these schools was Rs. 3,88,590 of which 36.4 per cent was met by the government, 2.3 per cent by local boards, 33.6 per cent from fees, 9.9 per cent from endowments and 17.8 per cent from other sources. The corresponding expenditure during the previous year was Rs. 2,62,568. The average annual cost of educating a pupil in these schools worked out at Rs. 125.3 as compared to Rs. 136 in the year before.

Table LXXXII gives State-wise statistics of these schools.

**Table LXXXII—Statistics of Schools for Physical Education**

State	No. of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra . . . . .	2	197	..	197	1,03,731	526.6
Bihar . . . . .	2	186	..	186	10,275	55.2
Bombay . . . . .	8	585	70	655	1,44,247	74.7
Madhya Pradesh . . . . .	2	219	42	261	19,490	..
Madras . . . . .	1	360	87	447	22,066	350.3
Mysore . . . . .	18	1,300	93	1,393	58,854	42.2
Uttar Pradesh . . . . .	3	363	3	366	29,927	86.5
<b>India</b> . . . . .	<b>36</b>	<b>3,210</b>	<b>295</b>	<b>3,505</b>	<b>3,88,590</b>	<b>125.3</b>

### Technical and Industrial Schools

The number of technical and industrial schools increased by 35 to 644 during the year under report. All the States excepting Andhra, Bihar, Kerala, Mysore and Rajasthan reported an increase, the largest increase being in Bombay (38), followed by Madras (21), Madhya Pradesh (11), Punjab (5), Assam (2) and Uttar Pradesh and Pondicherry (1 each). The statistics of the school of Pondicherry were included for the first time. The decrease of one

Table LXXXIII—Statistics of Technical and Industrial Schools

State	No. of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra . . . . .	20	2,554	70	2,624	10,74,237	394·5
Assam . . . . .	23	698	234	932	4,81,995	520·5
Bihar . . . . .	27	2,171	366	2,537	6,34,662	253·1
Bombay . . . . .	154	9,710	232	9,942	37,18,163	343·3
Kerala . . . . .	8	717	55	772	4,75,190	594·0
Madhya Pradesh . . . . .	39	1,404	189	1,593	3,92,507	267·7
Madras . . . . .	61	4,518	444	4,962	21,39,918	263·6
Mysore . . . . .	29	3,215	389	3,604	12,57,795	262·4
Orissa . . . . .	18	642	116	758	2,79,884	369·2
Punjab . . . . .	46	3,629	1,594	5,223	14,54,108	273·4
Rajasthan . . . . .	2	496	..	496	1,45,470	293·3
Uttar Pradesh . . . . .	72	4,312	1,977	6,289	22,30,305	381·7
West Bengal . . . . .	139	7,523	5,746	13,269	23,56,940	256·9
Delhi . . . . .	4	402	253	655	1,80,649	275·8
Himachal Pradesh . . . . .	1	82	..	82	75,811	665·0
Pondicherry . . . . .	1	..	142	142	180	1·3
<b>India . . . . .</b>	<b>644</b>	<b>42,073</b>	<b>11,807</b>	<b>53,880</b>	<b>1,68,97,814</b>	<b>309·1</b>

in Andhra, 5 in Kerala and 28 in Mysore was due to reclassification of institutions, while one more school in Andhra, two in Bihar and one in Rajasthan ceased to function. The distribution of 644 schools according to management was government 352, local boards 21 and private bodies 271 (aided 232 and unaided 39). The number of students on rolls in these schools and attached classes increased from 46,330 (34,462 boys and 11,868 girls) to 53,880 (42,073 boys and 11,807 girls). The total direct expenditure

on these schools amounted to Rs. 1,68,97,814 as against Rs. 1,62,35,959 during the previous year. The government contributed 77.2 per cent towards the total expenditure, local boards 1.6 per cent, fees 10.5 per cent, endowments 2.4 per cent and other sources 8.3 per cent. The average annual cost per pupil decreased from Rs. 327.9 to Rs. 309.1. State-wise details of these schools are given in table LXXXIII.

## Professional and Technical Colleges

### Institutions

22. During the year under review, the number of professional and technical colleges excluding the university teaching departments and classes attached to arts and science colleges for such education increased from 346 to 399, the rate of increase being 15 per cent as compared to 10.5 per cent during the previous year. The distribution of these colleges according to management was: government 215, local boards 3, and private bodies 181 (aided 120 and unaided 61). Of the total number of colleges, 25 were for agriculture, 28 for commerce, 47 for engineering, 3 for forestry, 29 for law, 99 for medicine, 10 for physical education, 133 for teachers' training, 7 for technology, 14 for veterinary science and 4 of the other types (one for applied art & architecture and 3 for co-operative training). Except for the colleges for forestry and technology, whose number remained the same and that for veterinary science, whose number showed a decrease of one due to non-availability of its statistics, all other types of colleges increased during the year. The maximum increase was reported by colleges for teachers' training (26), followed by those for medicine (11), engineering (7), law (4), commerce and physical education (2 each) and agriculture and others (1 each).

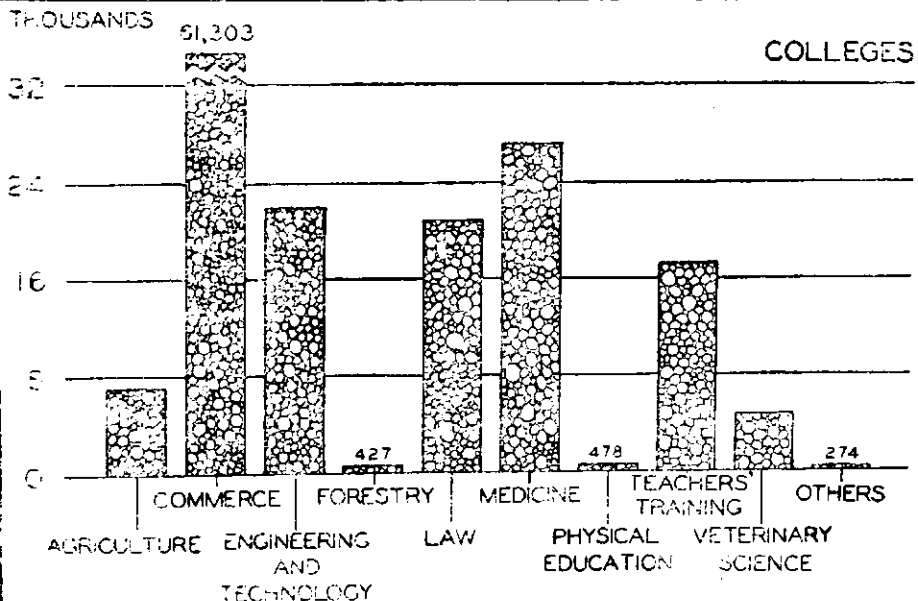
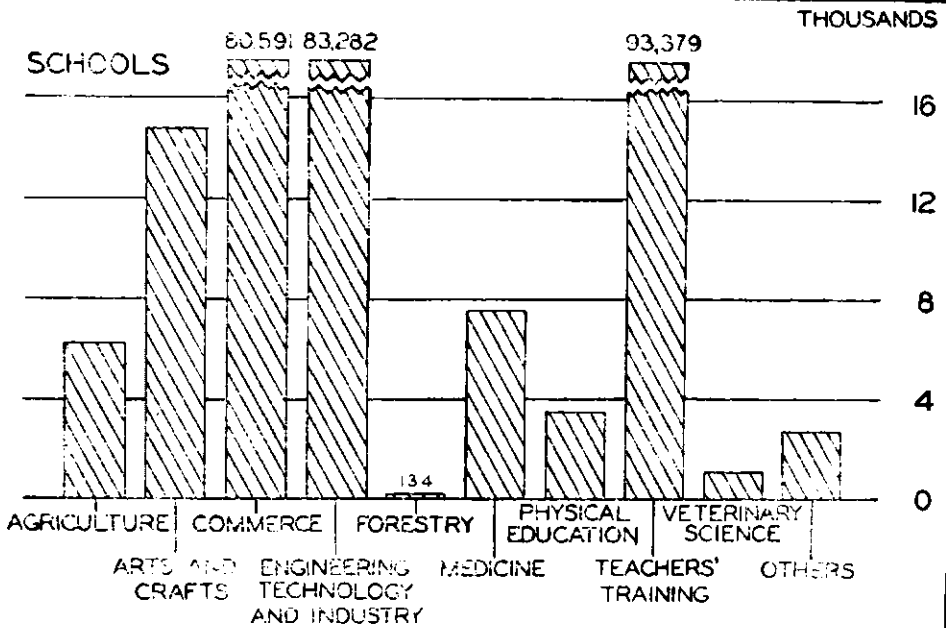
### Pupils

23. The total number of pupils studying for professional and technical courses in colleges, university teaching departments and attached classes rose from 1,48,994 (1,39,776 boys and 9,218 girls) to 1,61,464 (1,50,271 boys and 11,193 girls), showing an increase of 8.4 per cent as compared to 10.5 per cent in the previous year. This enrolment constituted 20.2 per cent of the total enrolment at the university stage. Commerce continued to attract the largest number of students (61,303). Next to follow were medicine (27,289), law (20,817), engineering (19,131), teachers' training (17,261), agriculture (7,051), veterinary science (4,659), technology (2,774), physical education (478), forestry (427) and other professions (274).

### Expenditure

24. The total direct expenditure on professional and technical colleges only amounted to Rs. 7,78,93,594, as against Rs. 7,00,08,191 in the previous year. It formed 24.3 per cent of the total expenditure on

# DISTRIBUTION OF PUPILS RECEIVING PROFESSIONAL EDUCATION 1956-57



universities and colleges and 4.9 per cent of the total direct expenditure on all types of education. Compared with the corresponding figures for 1955-56, it shows an increase of 11.3 per cent. Of the total, 67.1 per cent was met from government funds, 0.9 per cent from local board funds, 23.2 per cent from fees, 3.5 per cent from endowments and 5.3 per cent from other sources. Medical colleges accounted for the highest proportion of this expenditure (36 per cent), while the remaining professions in descending order were engineering (29 per cent), teachers' training (10.3 per cent), agriculture (8.7 per cent), veterinary science (5.7 per cent), commerce (4 per cent), law (2.3 per cent), technology (1.4 per cent), forestry and others (0.8 per cent each) and physical education (0.6 per cent).

Columns (10) to (14) of Table LXXXV indicate the proportion of expenditure met from different sources in each type of education. The government contributed three fourth or more of the expenditure on the colleges for agriculture, physical education and veterinary science and more than one half on those for engineering, medicine, teachers' training, technology, and other professions, while fees financed major portion of the expenditure in commerce, forestry and law.

The average annual cost per pupil in all types of professional and technical colleges taken together decreased from Rs. 844.9 to Rs. 726.8. It varied from Rs. 150.4 in law to Rs. 1,739.7 in those for forestry.

### Output

25. The number of students who were declared eligible for the grant of professional degrees (and equivalent diplomas) rose from 35,772 (including 3,821 girls) to 41,048 (including 4,636 girls) during the year. Teachers' training accounted for the largest output of graduates (12,975). Next in order were commerce (11,349), law (5,707), engineering (4,007), medicine (3,861) and agriculture (1,452). In the rest of the professions, the output was comparatively much less.

26. A brief statistical account of each type of professional and technical education except teachers' training, which has already been discussed in Chapter VII and the four unclassified colleges, is given below :

### Agricultural Colleges

With the opening of an agricultural college in Bombay, the total number of such colleges increased by one to 25. Besides these institutions, facilities for agricultural education continued to exist in a few arts and science colleges and in the Banaras Hindu University. The number of pupils receiving agricultural education in colleges, university teaching departments and research institutes increased from 5,877 (5,840 boys and 37 girls) to 7,051 (7,013 boys and 38 girls). The increase was shared by all the States. The total expenditure on agricultural colleges alone amounted to Rs. 67,98,212, which was about Rs. 8.86 lakhs more than the corresponding figure for the previous year. Of the total expenditure, 76.5 per cent was met from government, 10.7 per cent from fees, 0.8 per cent from endowments and 12 per cent from other sources. The average annual cost per pupil was Rs. 1,283.9 as against the corresponding cost of Rs. 1,376.8 during the year before. The number of students who qualified for the Bachelor's degree and the Master's degree in agriculture was 1,176 and 276 respectively. Table LXXXVI gives details of agricultural colleges in different States.

Table LXXXIV—Statistics of Professional

Type of Colleges	No. of Institutions*		Number of Pupils†				Expenditure	
	1955-56	1956-57	Boys		Girls		1955-56	1956-57
			1955-56	1956-57	1955-56	1956-57		
1	2	3	4	5	6	7	8	9
							Rs.	Rs.
Agriculture	24	25	5,840	7,013	37	38	59,12,154	67,98,212
Commerce	26	28	58,496	60,861	422	442	29,63,471	31,84,311
Engineering	40	47	16,959	19,103	12	28	1,94,69,016	2,28,30,819
Forestry	3	3	320	427	..	..	6,55,278	6,83,704
Law	25	29	19,921	20,392	347	425	16,95,657	17,80,980
Medicine	88	99	21,085	22,712	3,987	4,577	2,71,78,316	2,83,93,554
Physical Education	8	10	442	412	48	66	4,28,944	4,71,500
Teachers' Training	107	133	9,962	11,677	4,318	5,584	65,65,918	80,47,598
Technology	7	7	2,861	2,767	26	7	11,88,899	11,17,355
Veterinary Science	15	14	3,636	4,644	13	15	34,02,814	39,50,685
Others	3	4	254	263	8	11	5,47,724	6,34,876
<b>Total</b>	<b>346</b>	<b>399</b>	<b>1,39,776</b>	<b>1,50,271</b>	<b>9,218</b>	<b>11,193</b>	<b>7,00,08,191</b>	<b>7,78,93,594</b>

\*Excludes university teaching departments and classes in professional and technical

†Includes enrolments in university teaching departments and classes in professional



## and Technical Colleges by Type

Percentage of Expenditure met from					Average Annual Cost per Pupil		Output (Degrees and Equivalent Diplomas) 1956-57			Type of Colleges
Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources	1955-56	1956-57	Boys	Girls	Total	
10	11	12	13	14	15	16	17	18	19	20
					Rs.	Rs.				
76.5	..	10.7	0.8	12.0	1,376.8	1,283.9	1,444	8	1,452	Agriculture
15.3	..	77.3	1.7	5.7	194.4	179.0	11,273	76	11,349	Commerce
70.1	..	22.2	3.7	4.0	933.9	959.2	4,005	2	4,007	Engineering
13.6	..	85.9	..	0.5	2,047.7	1,739.7	86	..	86	Forestry
5.1	..	90.1	0.9	3.9	151.0	150.4	5,555	152	5,707	Law
69.7	2.4	19.0	4.3	4.6	1,146.1	1,095.5	3,196	665	3,861	Medicine
77.9	..	16.4	4.9	0.8	622.6	563.3	309	58	367	Physical Education
74.4	..	16.0	5.0	4.6	583.0	575.7	9,305	3,670	12,975	Teachers' Training
55.6	0.0	11.9	13.0	19.5	1,451.6	1,309.9	606	..	606	Technology
81.7	..	12.8	..	5.5	875.9	822.9	533	3	536	Veterinary Science
68.8	..	30.9	..	0.3	342.3	381.3	100	2	102	Others
67.1	0.9	23.2	3.5	5.3	844.9	726.8	36,412	4,636	41,048	Total

subjects attached to arts & science colleges.

and technical subjects.

Table LXXXV—Statistics of Professional

State	No. of Institutions*		Number of Pupils†			
			Boys		Girls	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
Andhra . . .	22	23	11,484	11,900	581	650
Assam . . .	5	5	2,284	2,397	66	74
Bihar . . .	27	27	11,178	11,969	228	285
Bombay . . .	73	83	24,673	28,146	2,110	2,553
Jammu&Kashmir	3	3	155	214	34	59
Kerala . . .	13	13	3,519	3,544	431	493
Madhya Pradesh	22	27	7,232	7,921	360	465
Madras . . .	28	32	12,457	11,191	851	962
Mysore . . .	30	44	7,955	9,102	377	1,009
Orissa . . .	6	6	1,021	1,116	73	84
Punjab . . .	24	30	4,761	5,538	1,348	1,575
Rajasthan . .	13	15	7,643	8,220	124	137
Uttar Pradesh .	40	44	23,069	23,590	1,292	1,254
West Bengal . .	30	32	18,860	21,597	850	1,025
Delhi . . .	8	10	3,304	3,523	490	555
Himachal Pradesh	1	1	24	23	..	..
Manipur . . .	..	..	67	99	1	1
Tripura . . .	1	1	90	139	2	..
Pondicherry . .	‡	3	‡	42	‡	12
<b>India . . .</b>	<b>346</b>	<b>399</b>	<b>1,39,776</b>	<b>1,50,271</b>	<b>9,218</b>	<b>11,193</b>

\*Excludes university teaching departments and classes in professional and techni-

†Includes enrolment in university teaching departments and classes in pro-

‡Figures are

## and Technical Colleges by States

Expenditure		Percentage of Expenditure (1956-57) met from					State
1955-56	1956-57	Government Funds	Local Board Fund s	Fees	Endowments	Other Sour- ces	
8	9	10	11	12	13	14	15
Rs.	Rs.						
40,78,972	45,26,498	62.5	..	15.9	0.5	21.1	Andhra
11,46,731	12,58,646	87.3	..	12.3	..	0.4	Assam
46,55,708	47,93,632	72.4	..	23.0	1.0	3.6	Bihar
1,63,94,352	1,65,80,439	47.4	4.0	39.2	3.3	6.1	Bombay
1,79,699	1,66,374	89.1	..	3.9	7.0	..	Jammu & Kashmir
12,17,372	14,52,660	58.1	..	40.3	..	1.6	Kerala
45,94,445	43,65,001	87.1	..	9.3	1.0	2.6	Madhya Pradesh
60,84,374	72,42,880	62.4	..	25.0	12.3	0.3	Madras
31,02,786	35,42,497	57.8	..	37.2	0.2	4.8	Mysore
6,70,771	8,53,261	92.9	..	6.1	0.1	0.9	Orissa
40,29,235	51,08,521	59.1	0.0	24.2	14.5	2.2	Punjab
17,69,522	23,84,426	63.6	..	20.6	12.7	3.1	Rajasthan
54,77,715	64,64,284	72.0	0.2	17.6	1.8	8.4	Uttar Pradesh
1,18,81,298	1,32,54,851	80.7	0.0	14.8	0.0	4.5	West Bengal
46,64,693	58,12,068	84.6	..	9.9	0.6	4.9	Delhi
24,862	24,540	100.0	..	..	..	..	Himachal Pradesh
..	..	..	..	..	..	..	Manipur
35,656	38,145	100.0	..	..	..	..	Tripura
‡	24,871	86.3	..	13.7	..	..	Pondicherry
7,00,08,191	7,78,93,594	67.1	0.9	23.2	3.6	5.2	India

cal subjects attached to arts & science colleges.

Professional and technical subjects.

not available.

Table LXXXVI—Statistics of Agricultural Colleges

State	Number of Institutions	Number of Pupils†			Expenditure	Average Annual Cost per Pupil	Output					
		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 . . . . .	2	335	6	341	6,12,790	1,797·0	117	6	123	10	..	10
Assam . . . . .	1	165	..	165	1,94,692	1,232·2	14	..	14	..	..	..
Bihar . . . . .	2	442	..	442	7,03,588	1,591·8	73	..	73	..	..	..
Bombay . . . . .	5	1,263	5	1,268	14,42,216	1,167·8	217	1	218	23	..	23
Jammu & Kashmir . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Kerala . . . . .	1	126	..	126	1,61,596	1,282·5	..	..	..	..	..	..
Madhya Pradesh . . . . .	3	421	..	421	4,71,276	1,119·4	43	..	43	..	..	..
Madras . . . . .	1	405	11	416	4,77,394	1,147·6	89	..	89	1	..	1
Mysore . . . . .	2	501	..	501	5,28,552	1,063·5	80	..	80	..	..	..
Orissa . . . . .	1	79	..	79	1,45,890	1,846·7	17	..	17	..	..	..
Punjab . . . . .	1	556	..	556	2,78,932	936·0	100	..	100	23	..	23
Rajasthan . . . . .	2	271	..	271	2,25,405	1,088·9	14	..	14	..	..	..
Uttar Pradesh . . . . .	2	1,924	10	1,934	10,20,378	1,288·4	297	..	297	125	..	125
West Bengal . . . . .	1	184*	5	189	2,88,403	2,403·4	72	1	73	6	..	6
Delhi . . . . .	1	341	1	342	2,47,100	1,516·0	35	..	35	88	..	88
<b>India . . . . .</b>	<b>25</b>	<b>7,013</b>	<b>38</b>	<b>7,051</b>	<b>67,98,212</b>	<b>1,283·9</b>	<b>1,168</b>	<b>8</b>	<b>1,176</b>	<b>276</b>	<b>..</b>	<b>276</b>

†Includes enrolment in university teaching departments, research institutions and classes attached to arts and science colleges.

\*Includes 33 boys in fishery training

The following all-India institutions provided facilities for research in various branches of agriculture :—

1. The Indian Agricultural Research Institute, New Delhi.
2. Indian Council of Agricultural Research, New Delhi.
3. Rice Research Institute, Cuttack.
4. Central Potato Research Institute, Patna.
5. Botanical Survey of India, Calcutta.
6. Sugarcane Breeding Institute, Coimbatore.
7. Central Vegetable Breeding Station, Kulu.
8. Indian Institute of Sugarcane Research (Badhark), Lucknow.
9. Tocklai Experimental Station, Cinnamara, Assam.
10. Central Coconut Research Station, Kasaragod, South Kanara, Madras.
11. Central Coconut Research Station, Kayangulam.
12. Jute Agricultural Research Institute, Barrackpore.

#### **Dairy Research**

Indian Dairy Research Institute, Bangalore.

Besides, the following institutions conducted research in Sericulture and Pisciculture :—

1. Central Inland Fisheries Research Station, Manirampur (West Bengal).
2. Central Marine Fisheries Research Station, Mandapam (Madras).
3. Deep Sea Fishing Station, Bombay.
4. Central Sericultural Research Station, Berhampore.

#### **Commerce Colleges**

The total number of commerce colleges increased from 26 to 28. During the year under review, the States of Bombay and Rajasthan reported a new college each. Facilities for this type of education were also provided by many arts and science colleges and teaching departments of some Universities. The number of colleges according to management was: government 6, private bodies 22 (aided 13, unaided 9). The number of students on roll in these colleges, teaching departments as well as attached classes rose from 58,918 (58,496 boys and 422 girls) to 61,303 (60,861 boys and 442 girls). All the States except Andhra, Kerala, Madhya Pradesh, Madras and Punjab reported an increase in enrolment. The fall in enrolment in Madras was 1,868, whereas in other States it was insignificant. The total expenditure on commerce colleges alone amounted to Rs. 31,84,311 as against Rs. 29,63,471 during the previous year which shows an increase of 7.5 per cent. As usual, tuition fee continued to meet the major portion of the expenses (77.3 per cent), government funds, endowments and other sources contributing 15.3 per cent, 1.7 per cent and 5.7 per cent respectively. The average annual cost per pupil in these colleges worked out at Rs. 179, as against Rs. 194.4 during 1955-56. The number of students who qualified for the Bachelor's and Master's degrees in commerce

**Table LXXXVII—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 . . . . .	1	5,871	18	5,889	96,747	254·6	708	2	710	26	1	27
Assam . . . . .	..	1,208	2	1,210	..	..	89	..	89	10	..	10
Bihar . . . . .	2	6,217	2	6,219	3,00,245	128·2	766	..	766	88	..	88
Bombay . . . . .	13	10,697	326	11,023	18,38,781	175·9	1,369	55	1,424	101	4	105
Jammu & Kashmir	1	45	..	45	18,228	405·1	..	..	..	..	..	..
Kerala . . . . .	..	1,428	23	1,451	..	..	342	5	347	..	..	..
Madhya Pradesh	1	3,176	10	3,186	92,005	203·6	241	..	241	37	..	37
Madras . . . . .	..	3,218	5	3,223	..	..	713	..	713	..	..	..
Mysore . . . . .	4	3,029	34	3,063	2,53,406	118·4	339	6	345	..	..	..
Orissa . . . . .	..	274	..	274	..	..	67	..	67	..	..	..
Punjab . . . . .	2	177	1	178	1,21,759	780·5	74	..	74	..	..	..
Rajasthan . . . . .	1	5,140	9	5,149	53,069	68·7	498	..	498	80	..	80
Uttar Pradesh . . . . .	1	9,365	2	9,367	22,690	190·7	2,349	2	2,351	457	..	457
West Bengal . . . . .	1	9,835	9	9,844	1,26,871	561·4	2,426	1	2,427	217	..	217
Delhi . . . . .	1	970	..	970	2,60,510	374·3	230	..	230	12	..	12
Manipur . . . . .	..	99	1	100	..	..	..	..	..	..	..	..
Tripura . . . . .	..	112	..	112	..	..	34	..	34	..	..	..
<b>India . . . . .</b>	<b>28</b>	<b>60,861</b>	<b>442</b>	<b>61,303</b>	<b>31,84,311</b>	<b>179·0</b>	<b>10,245</b>	<b>71</b>	<b>10,316</b>	<b>1,028</b>	<b>5</b>	<b>1,033</b>

was 10,316 (including 71 girls) and 1,033 (including 5 girls) respectively as compared to 8,504 and 1,093 in the previous year. State-wise details of these colleges are given in table LXXXVII.

### Engineering Colleges

During 1956-57, the number of engineering colleges increased by 7 to 47. The increase of one college each in Bombay and Madras and 2 in Punjab represented new colleges and of one in Madhya Pradesh was due to upgrading of an engineering school to the college standard. Andhra and Delhi also reported an increase of one college each—University College of Engineering, Waltair and School of Town and Country Planning, Delhi respectively. Besides, the teaching departments of Aligarh, Annamalai, Banaras, Roorkee and Utkal universities and a research institute in Mysore State provided facilities for engineering education. Government colleges numbered 26, while those under private management 21 (aided 13 and unaided 8). The total number of pupils in degree and equivalent courses increased from 16,971 (including 12 girls) to 19,131 (including 28 girls). The total direct expenditure on engineering colleges increased from Rs. 1,94,69,016 to Rs. 2,28,30,819. The source-wise distribution of this expenditure was: government 70.1 per cent, fees 22.2 per cent, endowments 3.7 per cent and other sources 4 per cent. The average annual cost per pupil was Rs. 959.2 during the year under review as compared to Rs. 933.9 during the year before. The output of Graduates and Post-Graduates was 3,927 (including 2 girls) and 80 respectively, while the corresponding figures for the previous year were 3,573 (including one girl) and 8 respectively. Table LXXXVIII gives the State-wise statistics of these colleges.

### Forestry Colleges

The number of forestry colleges remained the same as during the previous year, *viz.*, 3. All of them were managed by the Central government. These colleges enrolled 427 boys as against 320 during the previous year. The total direct expenditure thereon increased from Rs. 6,55,278 to Rs. 6,83,704. Government contributed 13.6 per cent of the total expenditure, while 85.9 per cent was met from fees and remaining 0.5 per cent from other sources. The average annual cost per scholar decreased from Rs. 2,047.7 to Rs. 1,739.7. Rangers' course was successfully completed by 111 candidates and Superior Forest Officer's course by 86 candidates. Further details about forestry colleges are given in table LXXXIX.

In addition to these colleges, the Forest Research Institute, Dehra Dun which was the only institution in India giving general information on all matters pertaining to forestry, continued to provide facilities for post-graduate research and training to government officers and other personnel deputed by industrial concerns.

### Law Colleges

The number of law colleges increased by 4 to 29 during the year under report. The increase was due to opening of 2 new colleges in Bombay and 1 in Madhya Pradesh, while the statistics of the college in Pondicherry were included for the first time. Besides these colleges, some of the teaching departments of universities and a number of arts and science

**Table LXXXVIII—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
					Rs.	Rs.							
Andhra . . .	4	1,443	..	1,443	12,16,747	741·0	342	..	342	..	..	..	
Bihar . . .	5	1,387	..	1,387	16,26,653	1,132·8	219	..	219	..	..	..	
Bombay . . .	9	3,371	15	3,386	43,52,226	571·5	901	1	902	1	..	1	
Kerala . . .	1	388	..	388	2,78,350	717·4	84	..	84	..	..	..	
Madhya Pradesh	3	1,132	1	1,133	12,50,932	1,104·1	95	1	96	5	..	5	
Madras . . .	6	2,280	1	2,281	19,16,824	932·3	491	..	491	25	..	25	
Mysore . . .	5	2,773	2	2,775	8,52,428	291·5	610	..	610	..	..	..	
Orissa . . .	..	70	..	70	..	..	..	..	..	..	..	..	
Punjab . . .	3	398	..	398	8,25,059	1,124·1	39	..	39	..	..	..	
Rajasthan . . .	2	520	..	520	8,39,764	1,008·1	205	..	205	5	..	5	
Uttar Pradesh . . .	2	1,732	2	1,734	18,52,341	2,344·7	397	..	397	..	..	..	
West Bengal . . .	5	3,010	2	3,012	62,00,703	2,609·7	480	..	480	44	..	44	
Delhi . . .	2	599	5	604	16,18,792	863·4	62	..	62	..	..	..	
<b>India . . .</b>	<b>47</b>	<b>19,103</b>	<b>28</b>	<b>19,131</b>	<b>2,28,30,819</b>	<b>959·2</b>	<b>3,925</b>	<b>2</b>	<b>3,927</b>	<b>80</b>	<b>..</b>	<b>80</b>	



**Table LXXXIX—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
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Madras . . .	1	139	..	139	2,77,823	1,998·7	39	..	39	25	..	25
Uttar Pradesh .	2	288	..	288	4,05,881	1,598·0	72	..	72	61	..	61
<b>India . . .</b>	<b>3</b>	<b>427</b>	<b>..</b>	<b>427</b>	<b>6,83,704</b>	<b>1,739·7</b>	<b>111</b>	<b>..</b>	<b>111</b>	<b>86</b>	<b>..</b>	<b>86</b>

**Table XC—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
					Rs.	Rs.						
Andhra . . . . .	1	1,467	29	1,496	86,399	92·0	486	13	499	2	..	2
Assam . . . . .	1	236	3	239	31,949	133·7	11	..	11	..	..	..
Bihar . . . . .	3	945	7	952	1,67,223	203·7	345	3	348	..	..	..
Bombay . . . . .	11	5,334	183	5,517	7,88,761	133·2	1,330	65	1,395	9	..	9
Kerala . . . . .	2	506	34	540	1,45,683	269·8	149	12	161	1	..	1
Madhya Pradesh . . . . .	3	1,009	19	1,028	40,586	139·0	219	4	223	..	..	..
Madras . . . . .	1	1,146	31	1,177	1,45,939	124·0	516	14	530	2	1	3
Mysore . . . . .	4	750	8	758	1,49,275	196·9	226	5	231	..	..	..
Orissa . . . . .	..	202	1	203	..	..	28	..	28	..	..	..
Punjab . . . . .	1	513	1	514	1,63,666	318·4	175	2	177	..	..	..
Rajasthan . . . . .	..	837	9	846	..	..	355	3	358	3	..	3
Uttar Pradesh . . . . .	..	3,798	23	3,821	..	..	1,046	18	1,064	12	..	12
West Bengal . . . . .	1	2,605	48	2,653	52,572	83·4	369	4	373	..	..	..
Delhi . . . . .	..	1,033	29	1,062	..	..	259	7	266	10	1	11
Pondicherry . . . . .	1	11	..	11	8,927	811·5	2	..	2	..	..	..
<b>India</b>	<b>29</b>	<b>20,392</b>	<b>425</b>	<b>20,817</b>	<b>17,80,980</b>	<b>150·4</b>	<b>5,516</b>	<b>150</b>	<b>5,666</b>	<b>39</b>	<b>2</b>	<b>41</b>

colleges also offered facilities for studies in law. Of the 29 colleges, 7 were managed by government and 22 by private bodies (6 by aided and 16 by unaided). The number of pupils enrolled for law was 20,817 (20,392 boys and 425 girls), as against 20,268 (19,921 boys and 347 girls) in the previous year. The total direct expenditure on the law colleges increased from Rs. 16,95,657 to Rs. 17,80,980. Of this expenditure, 5.1 per cent was met from government funds, 90.1 per cent from fees, 0.9 per cent from endowments and 3.9 per cent from other sources. The average annual cost per pupil was Rs. 150.4 as compared to Rs. 151 in the years before. During the year, 5,666 students (including 150 girls) were declared successful in the LL.B. and equivalent Examinations and 41 (including 2 girls) in the LL.M. Examination. State-wise statistics of these colleges are given in table XC.

### Medical Colleges

The number of medical colleges increased from 88 to 99 during the year under report. The increase was due to the opening of 2 colleges in West Bengal and one each in Andhra, Bombay, Punjab, Uttar Pradesh and Delhi. The State of Bombay reported two additional Ayurvedic colleges whereas Rajasthan reported one. The statistics of the Medical College, Pondicherry were reported for the first time. Some Universities had provision for the teaching of medicine in their teaching departments. The distribution of the colleges according to management was: government 52, local boards 3 and private bodies 44. The total number of pupils receiving medical education in the colleges and teaching departments was 27,289 (22,712 boys and 4,577 girls), as compared to 25,072 (21,085 boys and 3,987 girls) during the previous year. The total direct expenditure on the medical colleges increased by Rs. 12.15 lakhs to Rs. 2,83,93,554. The source-wise distribution of this expenditure was: government funds 69.7 per cent, local board funds 2.4 per cent, fees 19 per cent, endowments 4.3 per cent and other sources 4.6 per cent. The annual cost per scholar averaged Rs. 1,095.5, as against Rs. 1,146.1 in the year before. 2,939 boys and 631 girls graduated in medicine, while 257 boys and 34 girls passed the post-graduate examinations. State-wise details of medical colleges are given in table XCI.

Besides, the following all-India institutions provided facilities for training and research in medicine and public health:—

- (i) All India Institute of Hygiene and Public Health, Calcutta.
- (ii) Central Drugs Laboratory, Calcutta.
- (iii) Central Research Institute, Kasauli.
- (iv) Malaria Institute of India, 22, Alipur Road, Delhi.
- (v) Indian Cancer Research Centre, Bombay.
- (vi) Central Institute for Research in Indigenous Systems of Medicine, Jamnagar.
- (vii) Nutrition Research Laboratories, Coonoor.
- (viii) Central Drugs Research Institute, Lucknow.

### Physical Education Colleges

With the opening of one college each in Madras and Uttar Pradesh, the number of colleges for physical education increased by 2 to 10 during the year under report. Of these, 7 were managed by government and 3 by

**Table XCI—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
					Rs.	Rs.						
Andhra . . . . .	6	1,558	447	2,005	17,53,420	849·9	164	56	220	47	9	56
Assam . . . . .	2	484	41	525	8,51,114	1,621·2	44	5	49	..	..	..
Bihar . . . . .	7	1,459	175	1,634	13,24,436	851·7	211	16	227	34	1	35
Bombay . . . . .	21	5,013	1,121	6,134	57,91,557	960·1	767	173	940	70	16	86
Kerala . . . . .	2	395	126	521	5,20,520	739·4	73	37	110	..	..	..
Madhya Pradesh . . . . .	7	1,041	190	1,231	13,20,018	1,091·8	140	20	160	8	..	8
Madras . . . . .	6	2,325	637	2,962	30,73,571	959·9	263	116	379	10	4	14
Mysore . . . . .	4	739	135	874	7,43,593	596·8	57	12	69	..	..	..
Orissa . . . . .	2	319	67	386	5,58,044	1,445·7	23	2	25	..	..	..
Punjab . . . . .	5	880	270	1,150	24,73,226	2,146·9	94	21	115	16	..	16
Rajasthan . . . . .	6	773	95	868	7,15,650	815·1	108	15	123	7	..	7
Uttar Pradesh . . . . .	13	3,484	371	3,855	12,75,614	677·4	320	34	354	56	3	59
West Bengal . . . . .	12	3,957	497	4,454	45,51,854	1,021·3	648	74	722	9	..	9
Delhi . . . . .	5	272	401	673	34,29,545	5,622·2	22	50	72	..	1	1
Pondicherry . . . . .	1	13	4	17	11,392	670·1	5	..	5	..	..	..
<b>India . . . . .</b>	<b>99</b>	<b>22,712</b>	<b>4,577</b>	<b>27,289</b>	<b>2,83,93,554</b>	<b>1,095·5</b>	<b>2,939</b>	<b>631</b>	<b>3,570</b>	<b>257</b>	<b>34</b>	<b>291</b>

private bodies. There was no significant change in total enrolment, which stood at 478 (412 boys and 66 girls), as against 490 (442 boys and 48 girls). While the States of Bihar, Kerala, Madras and West Bengal reported an increase in enrolment, those of Bombay, Punjab and Uttar Pradesh registered a fall of 4, 7 and 59 respectively. The fall in Bombay and Punjab was insignificant. The decrease in Uttar Pradesh was, however, due to inclusion of the enrolment in classes for physical education attached to the Christian College of Physical Education under school education. The total direct expenditure increased from Rs. 4,28,944 to Rs. 4,71,500, out of which more than three-fourths (77.9 per cent) was met by the government, 16.4 per cent from fees, 4.9 per cent from endowments and 0.8 per cent from other sources. The average annual cost per pupil worked out to Rs. 563.3, which was less than the corresponding cost of Rs. 622.6 during the previous year. 309 boys and 58 girls were awarded Diploma in Physical Education. State-wise details are given in Table XCII.

**Table XCII—Statistics of Physical Education Colleges**

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
Bihar . . . . .	2	124	10	134	59,047	440.6	38	..	38
Bombay . . . . .	1	67	15	82	95,161	1,160.5	64	14	78
Kerala . . . . .	1	63	..	63	22,050	350.0	27	..	27
Madras . . . . .	2	50	13	63	1,16,503	260.6	53	15	68
Punjab . . . . .	1	28	8	36	56,957	1,582.1	28	8	36
Uttar Pradesh . . . . .	2	62	20	82	94,228	1,653.1	82	21	103
West Bengal . . . . .	1	18	..	18	27,554	1,530.8	17	..	17
<b>India . . . . .</b>	<b>10</b>	<b>412</b>	<b>66</b>	<b>478</b>	<b>4,71,500</b>	<b>563.3</b>	<b>309</b>	<b>58</b>	<b>367</b>

### **Technological Colleges**

There was no change in the number and management of technological colleges during 1956-57. Of the 7 colleges, 4 continued to be administered by the government, one by the university of Nagpur and the remaining by private bodies. Besides these colleges, the teaching departments of the universities of Andhra, Annamalai, Banaras, Bombay, Calcutta, Madras, Osmania, Punjab, three research institutions (two in Uttar Pradesh and one

**Table XCIII—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 . . .	..	157	..	157	..	..	20	..	20	8	..	8
Bihar . . .	..	4	..	4	..	..	..	..	..	..	..	..
Bombay . . .	1	540	1	541	1,89,369	1,972·6	154	..	154	8	..	8
Madras . . .	..	323	..	323	..	..	68	..	68	1	..	1
Mysore . . .	1	72	..	72	1,27,986	1,049·1	82	..	82	..	..	..
Punjab . . .	1	150	..	150	1,07,150	525·2	45	..	45	..	..	..
Uttar Pradesh . .	..	509	..	509	..	..	61	..	61	28	..	28
West Bengal . .	4	834	6	840	6,92,850	1,607·5	83	..	83	4	..	4
Delhi . . .	..	178	..	178	..	..	44	..	44	..	..	..
<b>India . . .</b>	<b>7</b>	<b>2,767</b>	<b>7</b>	<b>2,774</b>	<b>11,17,355</b>	<b>1,309·9</b>	<b>557</b>	<b>..</b>	<b>557</b>	<b>49</b>	<b>..</b>	<b>49</b>

in Mysore) and four engineering colleges provided facilities for technological studies of the university standard. The total number of students receiving education of this type registered an insignificant decrease from 2,887 (2,861 boys and 26 girls) to 2,774 (2,767 boys and 7 girls). The total direct expenditure also decreased from Rs. 11,88,899 to 11,17,355. Of the total expenditure of Rs. 11,17,355, 55.6 per cent was met by government, 11.9 per cent from fees, 13 per cent from endowments and 19.5 per cent from other sources. The average annual cost per student worked out to Rs. 1,309.9, as against Rs. 1,451.6 during the year before. The number of successful graduates and post-graduates during the year under report was 557 and 49 respectively. Details of these colleges in various States are given in table XCIII.

### Veterinary Science Colleges

The number of colleges for veterinary science was 14 during the year under report, one less than the previous year due to the non-availability of the statistics of one college. With the exception of one college in Hyderabad which was managed by the Osmania University, the remaining colleges were under the control of the government. The number of pupils on rolls of all the colleges rose from 3,649 (including 13 girls) to 4,659 (including 15 girls). The total direct expenditure thereon amounted to Rs. 39,50,685, as against Rs. 34,02,814 during the previous year. Of the total direct expenditure, 81.7 per cent was met by government, 12.8 per cent from fees, 5.5 per cent from other sources. The average annual cost per pupil decreased from Rs. 875.9 to Rs. 822.9. The number of students who were awarded graduate and post-graduate degrees was 533 and 3 respectively. The corresponding figures for the previous year were 377 and 5. State-wise details of these colleges are given in table XCIV.

The Centrally Administered Indian Veterinary Research Institute, Izatnagar (Uttar Pradesh) with its branch at Mukteshwar continued to be the premier research institution in this field. Its six sections, viz. (i) Pathology and Bacteriology (ii) Biological Products (iii) Animal Nutrition (iv) Poultry Research (v) Animal Genetics and (vi) Parasitology, maintained steady progress during the year under review. In addition to its research activities the Institute continued to provide advanced courses in different branches of animal science.

Table XCIV—Statistics of Veterinary Science Colleges

State	No. 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
Andhra . . . . .	2	427	1	428	2,60,781	609·3	28	..	28	..	..	..
Assam . . . . .	1	227	..	227	1,80,891	515·4	1	..	1	..	..	..
Bihar . . . . .	1	890	..	890	3,01,424	338·7	141	..	141	..	..	..
Bombay . . . . .	1	246	..	246	2,28,060	927·1	50	..	50	..	..	..
Kerala . . . . .	1	118	4	122	68,609	562·4	..	..	..	..	..	..
Madhya Pradesh . . . . .	2	479	..	479	4,95,988	1,035·5	47	..	47	..	..	..
Madras . . . . .	1	387	5	392	5,37,011	1,093·7	76	2	78	..	..	..
Orissa . . . . .	1	61	..	61	67,096	1,099·9	..	..	..	..	..	..
Punjab . . . . .	1*	329*	..	329*	2,37,617*	722·2*	40*	..	40*	..	..	..
Rajasthan . . . . .	1	366	..	366	2,93,561	609·0	..	..	..	..	..	..
Uttar Pradesh . . . . .	1	674	..	674	4,58,995	1,00·0	98	..	98	3	..	3
West Bengal . . . . .	1	440	5	445	8,20,652	1,772·5	49	1	50	..	..	..
<b>India</b> . . . . .	<b>14</b>	<b>4,644</b>	<b>15</b>	<b>4,659</b>	<b>39,50,685</b>	<b>822·9</b>	<b>530</b>	<b>3</b>	<b>533</b>	<b>3</b>	<b>..</b>	<b>3</b>

\*Excludes statistics of one veterinary college, figures for which are not available.



## CHAPTER IX

### SOCIAL EDUCATION

The year 1956-57 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 :—

#### **Standing Committee on Social Education**

2. A Standing Committee of the Central Advisory Board of Education on Social Education was appointed to advise the Government of India and the State governments in matters connected with the planning and administration of Social Education in India.

#### **Supervisory Staff for Social Education**

3. With a view to integrating social education activities being carried on by the State Education Departments and the Community Projects, the Central Ministry of Education, in consultation with the Planning Commission and the Ministry of Finance initiated a scheme for the appointment of a Deputy Director of Social Education in each State and a District Social Education Organiser in each district. The Government of India decided to meet 50 per cent of the salaries and allowances of the staff appointed under the scheme. During the year, 2 Deputy Directors of Social Education and 16 District Social Education Organisers were appointed.

#### **Advisory Committee for Libraries**

4. An Advisory Committee for Libraries was appointed during the year to advise the Government of India on matters pertaining to the expansion of library service in the country. The terms of reference of the Committee were :—

1. To enquire into the present reading needs of the people, how they were met and what part the existing library set-up played in meeting the needs.
2. To enquire into the reading tastes of various sections of the people, what agencies were there to provide suitable literature and how the reading tastes and hence the literature could be improved.
3. To recommend the future library structure in India.
4. To recommend the forms of co-operation between the library and social education set-up.
5. To go into the question of the training of librarians and the conditions of their service.
6. To make recommendations on the administrative and financial measures necessary to support the future library set-up in India.

#### **Central Contribution towards State Schemes**

5. A grant of Rs. 18,637 was given to State governments on their approved schemes of social education including production of literature and

**Table XCIV—Statistics of Veterinary Science Colleges**

State	No. 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
Andhra . . . . .	2	427	1	428	2,60,781	609·3	28	..	28	..	..	..
Assam . . . . .	1	227	..	227	1,80,891	515·4	1	..	1	..	..	..
Bihar . . . . .	1	890	..	890	3,01,424	338·7	141	..	141	..	..	..
Bombay . . . . .	1	246	..	246	2,28,060	927·1	50	..	50	..	..	..
Kerala . . . . .	1	118	4	122	68,609	562·4	..	..	..	..	..	..
Madhya Pradesh . . . . .	2	479	..	479	4,95,988	1,035·5	47	..	47	..	..	..
Madras . . . . .	1	387	5	392	5,37,011	1,093·7	76	2	78	..	..	..
Orissa . . . . .	1	61	..	61	67,096	1,099·9	..	..	..	..	..	..
Punjab . . . . .	1*	329*	..	329*	2,37,617*	722·2*	40*	..	40*	..	..	..
Rajasthan . . . . .	1	366	..	366	2,93,561	609·0	..	..	..	..	..	..
Uttar Pradesh . . . . .	1	674	..	674	4,58,995	1,00·0	98	..	98	3	..	3
West Bengal . . . . .	1	440	5	445	8,20,652	1,772·5	49	1	50	..	..	..
<b>India . . . . .</b>	<b>14</b>	<b>4,644</b>	<b>15</b>	<b>4,659</b>	<b>39,50,685</b>	<b>822·9</b>	<b>530</b>	<b>3</b>	<b>533</b>	<b>3</b>	<b>..</b>	<b>3</b>

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2. To enquire into the reading tastes of various sections of the people, what agencies were there to provide suitable literature and how the reading tastes and hence the literature could be improved.
3. To recommend the future library structure in India.
4. To recommend the forms of co-operation between the library and social education set-up.
5. To go into the question of the training of librarians and the conditions of their service.
6. To make recommendations on the administrative and financial measures necessary to support the future library set-up in India.

#### **Central Contribution towards State Schemes**

5. A grant of Rs. 18,637 was given to State governments on their approved schemes of social education including production of literature and

library development included in the State Educational Development Programmes for 1956-57. The percentage of central assistance was :

- |  |  |
|--|--|
| 1 Schemes of Central Libraries, District Libraries, Children's Libraries and Janata Colleges | 66 per cent of Non-Rec. and 60 per cent of Recurring expenditure |
| 2 All other schemes . . . . .  | 50 per cent of the total expenditure                             |

### **Assistance to Voluntary Educational Organizations**

6. Under the scheme of assistance to recognised voluntary educational organisations working in the field of social education, a grant of Rs. 8,97,351 was sanctioned to various organisations for the development and expansion of their activities.

### **National Fundamental Education Centre**

7. The Government of India set up in May, 1956 the National Fundamental Education Centre at Delhi. Its main functions are as follows :—

1. training of personnel in the field of social education,
2. research into the problems of social education, and
3. production of social education material.

The Director of the Centre was sent abroad under the Unesco Training Assistance Programme to study the working of adult education and education for community development in Europe and U.S.A.

### **Prize Scheme for best books for neo-literates**

8. The Government of India, initiated during 1954 a scheme for the award of prizes for the best books for neo-literates in all regional languages. During 1956-57, 40 prizes of Rs. 500 each were awarded to authors of books in all regional languages. Five of these books were given an additional award of Rs. 500 each.

### **Prize Scheme for best books for children**

9. During the year under review, as a result of the second prize competition for literature for children in all regional languages, 23 prizes of Rs. 500 each were awarded to authors of 23 books in all regional languages in the case of two age-groups 3-6 and 7-14.

### **Literary Workshops**

10. The training of authors for writing literature for neo-literates and children was continued during 1956-57. The programme envisaged the organisation of 4 literary workshops for training authors in the technique of writing books for children and 4 in that for neo-literates. However, only seven such workshops were organised by the State governments of Orissa, Assam, Madras, Kerala, Bombay, West Bengal and Delhi.

### **Vocabulary Research Units**

11. During the year, 3 Vocabulary Research Units were functioning, one each in the States of Bihar, Kerala and West Bengal. The units conducted research in the spoken vocabulary of people in a limited area. The vocabulary thus prepared was shifted and graded for the preparation of model books for neo-literates. The total expenditure on these units was shared by the Central and State governments concerned on 50:50 basis.

### **Model Literature**

12. In order to improve the level of book production in the field of children's literature, the Central Ministry of Education initiated a scheme for the production of a few model books. The small picture book "*Bouneki-Kheti*" was produced and two other books "*Bharat Ke Jahaz*", and "*Anokhe Janwar*" were under production. Popular books on important subjects like 'History of the World' and 'Story of life' were also under preparation.

### **National Book Trust**

13. With a view to encourage the production of good literature and to make such books available at moderate price to libraries, educational institutions and the public, the Government of India set up a National Book Trust consisting of 15 trustees and a chairman.

### **Purchase of Social Education Literature in Hindi**

14. To encourage the production of social education literature in Hindi, the Ministry of Education, purchased 10,000 copies of each of the 26 books in the Samaj Vikas Mala Series published by Messrs Sasta Sahitya Mandal, New Delhi for distribution to social education centres in States. The State governments shared 50 per cent of the cost of the books while all other expenses including posting and package charges were borne by the Government of India. The Government of India's share on this account came to Rs. 37,088.

### **Research in the reading needs of neo-literates**

15. The Government of India, sponsored through the Research, Training and Production Centre of the Jamia Millia Islamia, Delhi, in March, 1956, research in the field of reading material and other teaching aids for neo-literates and production of some model books for them. The project was to be completed in June, 1957 at a cost of Rs. 40,000.

### **Central Educational Library**

16. The Adult Literature and Children Section of the Central Education Library of the Union Ministry of Education expanded their activities further. The number of registered consumers of the Adult Literature Section increased from 2,825 in 1955-56 to 4,366 in the year under report. The Section circulated 51,849 volumes and 75,181 Central government employees used the library reading room.

The Children's Section participated in two exhibitions of Children's books and a Science Seminar. It brought out a number of lists of children's books on various subjects.

### **Audio-Visual Education**

17. The Government of India requested the State governments to implement the following recommendations made by the National Board of Audio-Visual Education in India in their second meeting held in May, 1955.

- (i) Exempting cinematograph exhibitions of educational films in recognised schools from taking prior permission of the District Magistrate under section 10 of the Cinematograph Act 1952.
- (ii) Introducing audio-visual education as a subject in teacher training colleges.
- (iii) Establishment of State Audio-Visual Education Boards.

The details of the scheme for the setting up of a unit for training in audio-visual education, entailing an expenditure of about Rs. 60 lakhs, during the Second Plan period were completed in consultation with the Technical Co-operation Mission. The unit would train teachers in the production and use of various audio-visual aids like charts, exhibits, films and filmstrips. Besides, it will undertake research in the relative effectiveness of these aids. The Ministry of Education constituted a group of representatives of the Ministries of Information and Broadcasting, Health, Community Development and Education and a representative of the Indian Council for Agricultural Research to finalise the plans for the unit. The working group met on March 28, 1957 and approved the schemes in general.

18. Under the programme for the production of educational films, the following 8 films sponsored by the Ministry of Education were produced and released for exhibition: (i) Basis of Progress, (ii) Seven Isles, (iii) Physical features of India, (iv) Life along the Godavari, (v) India and Unesco, (vi) Romance of Reading, (vii) The School, and (viii) The Deccan-Table land. The following films were under preparation (i) Jamia Millia Islamia, (ii) Indo-Gangetic Plains, (iii) Community Centres, (iv) The Climate of India, and (v) Youth Welfare Festival.

19. The Ministry of Education completed the arrangements for the publication of an audio-visual journal, which would contain useful information about significant activities in the field of audio-visual education at all levels, featured articles, review of books, films and filmstrips etc. A seven-day All-India Teachers' Conference on Audio-Visual Education was organised at Delhi from July 7 to 13, 1956 and was attended by 78 delegates from various States. The conference discussed various aspects of audio-visual education and made recommendations on the use of black boards, bulletin boards, films, filmstrips, school broadcasts, fieldstrips and film appreciation.

20. A four-day Seminar on Audio-Visual Education was organised by the Ministry of Education from November 27 to 30, 1956, for the benefit of school teachers at Delhi. Miss Mary, Field Executive Officer, Children's Film Foundation, London and Mr. J. B. Frizell, Director of Education, Edinburgh, conducted the Seminar. The seminar discussed the following subjects: (i) Teaching Film Appreciation in Schools, (ii) Techniques of using films in Education, and (iii) Modern Aids in Education.

21. During the year under report, 1,068 films, 158 filmstrips and equipment were added to the Central Film Library at a cost of Rs. 69,000. The Preview Committee held 65 meetings and previewed 275 films. With the enrolment of 247 members during the year the membership of the central library rose to 953. As many as 8,122 films and filmstrips were issued to members during the year. The Research and Reference section of the library acquired 13 outstanding feature films, entitled, (i) Zero De Conduits, (ii) Pukar, (iii) Sikandar, (iv) Do Bigha Zamin, (v) Yukiwarisoo, (vi) Pather Panchali, (vii) Wages of Fear, (viii) The Quiet One, (ix) 'L' Atalante, (x) Poll de Carotte, (xi) Tansen, (xii) Aurat and (xiii) Parineeta. The mobile cinema van attached to the Central Film Library organised 325 filmshows in social education centres and educational institutions.

22. The Ministry of Education and Scientific Research received a Travelling Library of Visual Aids for Fundamental Education from Unesco on December 6, 1956, which was circulated in turn to various social education organisers' training centres.

23. An agreement for the exchange of negatives of films was signed with the National Film Board of Canada. Under this agreement negatives of 7 films were approved for dubbing in India.

24. On the recommendation of the National Board of Audio-Visual Education, the Ordinance Factory, Dehra Dun, finalised the prototype of a 35 m.m. strip projector to be mass-produced later.

The Central Ministry of Education paid a sum of Rs. 3.93 lakhs as Central assistance to State governments for the implementation of the following schemes :

- (i) Establishment of Audio-Visual sections,
- (ii) Organising Training Courses,
- (iii) Establishment of Audio-Visual Boards,
- (iv) Establishment of Film Libraries,
- (v) Creating Pools of Film Equipment,
- (vi) Introducing Audio-Visual Education in Teachers' Training Colleges,
- (vii) Supply of Radio sets to High/Higher Secondary Schools, and
- (viii) Setting up of mobile audio-visual units.

### **Main Developments**

25. A brief account of the progress achieved in the field of Social Education in different States and Union Territories is given below :

#### **Andhra Pradesh**

With a view to enforcing economy in expenditure, social education centres outside the community project areas, community development areas and national extension service areas were closed down. Of the 78,366 men and 4,197 women on rolls in 2,676 social education centres in 1956-57, as many as 43,458 men and 2,268 women were made literate. All the centres were supplied with continuation reading material for the benefit of neo-literate adults. The total expenditure on social education amounted to Rs. 5,02,468.

The two audio-visual units, attached to the offices of the Divisional Inspectors of Schools, Kakinada and Anantapur in erstwhile Andhra area arranged educational film shows and propaganda lectures. To popularise the broader concepts of social education, leaflets, posters and pamphlets were distributed. The All-India Radio, Hyderabad, broadcast a number of talks on various aspects of social education. In the erstwhile Telengana area each District Education Officer organised educational film shows etc., with the help of the mobile audio-visual education van under him.

Of the two government training schools for adult school teachers in erstwhile Andhra area, that at Anantapur was closed during the year. In erstwhile Telengana area, 2 social education training courses were organised and 140 adults were trained therein.

The Janata College, Domakonda, conducted 3 courses of 12 to 14 weeks' duration each. Each trainee was granted a monthly stipend of Rs. 20 to cover expenses while under training.

#### **Assam**

The number of social education centres in the State decreased from 739 to 694 during the year under report. These centres reported an enrolment of 25,529 men and 2,585 women, of whom 16,430 men and 2,041

women were awarded literacy certificates. The corresponding figures for 1955-56 were: enrolment—39,771 men and 4,295 women, made literate—24,908 men and 1,895 women. The total expenditure on social education also declined from Rs. 1,89,529 to 1,50,009.

During the year, two Social Education Rallies were organised at Lakhipur and Tangla, where Social Education workers were given short course training. Besides exhibition of rural crafts, students hand works, public health activities, books, agricultural productions and improved seeds and implements were the main aspects of these Rallies.

For the effective running of Social Education Centres in the State, 16 training camps for Social education teachers were organised and 520 teachers were trained in those camps. On the occasion of All India Social Education Day on 1st December, 1956, two book exhibitions were organised at Gauhati and Shillong.

The audio-visual section was further expanded during 1956-57. Two new sets of cinema equipments including 35 m.m. filmstrips projectors and four tape recorders along with two vans and 93 films were purchased.

### **Bihar**

The social education programmes received a further fillip in the State during the year under report. The number of social education centres increased from 4,835 to 5,767 with a consequent rise in the enrolment from 1,73,937 men and 13,644 women to 2,12,360 men and 22,195 women. The number of adults made literate was 1,49,641 men and 13,297 women as against 1,17,933 men and 7,503 women during 1955-56. The total amount spent on social education was Rs. 11,56,056 as compared to Rs. 12,31,861 during the previous year.

The report of the Bihar Primary, Middle, Basic and Social Education Enquiry Committee was finalised. A committee to revise the syllabus of the Janata College Turki and Social Workers' Training Institute was constituted. 83 social education organisers were appointed in various N. E. S. Blocks. It was decided to convert the social education centres at Bikram and Nagarpara into Janata Colleges.

### **Bombay**

After the reorganisation of the State, Social Education developed under the different administrative set up in the various components of the State. In the areas of erstwhile Bombay State, the City Social Education Committees at Bombay, Poona, Ahmedabad, Sholapur and Jalgaon were responsible for the spread of social education in their respective areas. In the remaining areas, this responsibility rested with two Regional Social Education Committees—one each for the linguistic regions of Maharashtra and Gujarat. In Saurashtra, with the creation of District School Boards from August 1956, social education prospered under the guidance of Deputy Educational Inspectors of the Boards. In Vidarbha Region, the Social Welfare Department, the Development Department, Local Institutions like the Gram Panchayats, Municipalities and Corporations controlled Social Education. In Marathwada and Kutch areas the Community Development Projects and National Extension Service Blocks and Education Departments looked to the spread of social education.



During the year under report, the 16,873 social education centres reported an enrolment of 2,76,363 men adults and 55,460 women adults, of whom as many as 87,495 men and 17,120 women qualified for the award of literacy certificates. The total expenditure on social education amounted to Rs. 10,60,976.

The Bombay City Social Education Committee continued to publish and distribute the fortnightly 'Saksharata Deep'. Under their scheme to publish cheap and useful literature for neo-literates, Bombay City Social Education Committee had so far published 69 books, of which 6 were published during the year. The Regional Social Education Committees also published their monthly magazines in regional languages. A literacy workshop for training workers in the technique of writing literature for children was organised during the year at Bhor (Poona).

Under the Integrated Library Scheme (the work of circulating boxes in the villages in the neighbourhood of the Graduates' Basic Training Centre at Dhulia and Rajpiple was done by dividing the unit into circuits containing 12 to 13 villages. Each circuit was supplied with 12 to 13 circulating boxes with the arrangement that each box was to move on to the next village every month so that each village on a given circuit could take advantage of at least 12 boxes in a year. During the year under report, the Bombay City Social Education Committee started class circulation libraries, area libraries and central library. The number of boxes for circulating the books was 298 with 50 books in each box.

During 1956-57, the syllabus and the scheme of training social education workers were revised so as to suit the requirements of changed and developed social education activities. According to the revised scheme, the workers were to be trained in theory as well as practical work at Rs. 1,000 per course of 40 trainees. As many as 38 courses for the training of social education workers were organised. In Vidarbha, 31 summer camps were organised, in which 1,220 social education workers were trained at a cost of Rs. 1,19,753.

The other general social education programmes such as education film shows, cultural programmes, radio talks, etc. continued during the year. In Vidarbha region alone, 500 film shows were arranged. Each district of the Vidarbha region was provided with one Kalapathak consisting of 7 Kalakars equipped with musical instruments, stage equipment etc. As many as 655 programmes were performed by these Kalapathaks.

There were in all 158 (124 in Saurashtra area and 34 in erstwhile Bombay State) sanskar kendras situated in Harijan localities for combating untouchability and for providing healthy recreation combined with literacy instruction.

A project namely 'Farm Forum' was launched during the year by the Poona station of All-India Radio (with the help of the Unesco) to use the radio to impart useful information to agriculturists. Besides agricultural topics, subjects such as health, sanitation, education, and co-operation were discussed in these forums.

### **Kerala**

With the transfer of social education in the Community Projects Blocks, Intensive Development Blocks and the National Extension Service Blocks in the State to the control of Education Department, one Deputy Director for Social Education and 4 District Social Education Officers were

appointed for the propagation of this programme. The number of social education centres in the State was 315. These centres enrolled 7,992 men and 814 women of whom 4,076 men and 738 women were made literate during the year. The total amount expended on social education was Rs. 66,167.

Educational film shows were arranged by the Audio-Visual Mobile Units. The monthly bulletin 'Social Education' continued to be published regularly in English and Malayalam. The Vocabulary Research Unit started during the previous year with the object of collecting simple words in Malayalam continued to do its work during 1956-57.

### **Madhya Pradesh**

The year 1956-57 witnessed expansion and consolidation of the social education movement. The social education programmes were merged with the Social Welfare Department, which installed a number of radio sets, organised clubs, fairs and libraries for the neo-literates.

During the year under report, as many as 54,894 men and 4,331 women were enrolled in 3,065 social education centres in the State. The number of adults made literate was 29,430 men and 1,692 women. The total expenditure on social education amounted to Rs. 6,27,515. The duration of the course varied from 4 to 6 months.

### **Madras**

The modified scheme of social education, which confined the social education activity to the National Extension Service and Community Project Area was continued during the year 1956-57. Under this scheme the course was spread over 3 years and admission was restricted to the age-group 8—18 years. The 1,550 social education centres in the State enrolled 37,899 men and 5,346 women, of whom, 7,488 men and 1,269 women were made literate, at a total cost of Rs. 3,80,611.

According to the scheme for the production of literature for neo-literates, approved and subsidized by the Government of India, 36 books and booklets and 5 folders, among others, produced by the trainees of the Literacy workshop, Peelamedu, Coimbatore were selected and 10,000 copies of each were printed for supply to adult literacy centres and libraries. An other Literacy Workshop of 6 weeks' duration was organised w.e.f. 11-2-57 at Thirukalikundram in which 20 persons were trained in the technique of writing suitable books for neo-literates. A stipend of Rs. 150 was paid to each trainee. These trainees produced 99 folders, 37 booklets and 31 books.

The Adult Education Mobile Units, consisting of a Propaganda Deputy Inspector, a film operator, a driver and a cleaner, arranged 264 propaganda lectures and 271 film shows benefiting 2,40,845 persons.

### **Mysore**

The Mysore State Adult Education Council, continued its activities in the field of social education in the erstwhile Mysore area of the State. In the Karnatak area this work was entrusted to the Karnatak Regional Committee for Social Education at Dharwar. In the areas transferred from Madras, Hyderabad and Coorg, social education was the direct responsibility of the Education Department. Social education in Community Development and National Extension Service Blocks was the concern of social education organisers in these areas. The scheme of Social Education Centres in urban areas, sponsored by the Government of India, continued in all the 40 centres.

Of the 3,993 social education centres in the State, as many as 1,396 were conducted by the Mysore State Adult Education Council. The total enrolment in all the centres was 65,521 men and 5,837 women, of whom 17,710 men and 1,727 women were made literate. The total expenditure on social education was 1,07,005. The four Vidyapeeth (Janata Colleges) of Nanjangud type enrolled 134 persons, which received training for rural leadership and cottage industries.

During the year 1956-57, as many as 2,858 libraries *i.e.*, 2,344 rural libraries, 10 central libraries, 500 branch libraries and 4 circle libraries stocked 2,57,884 books benefitting 3,76,086 readers. The printing of text books for teaching the adults was continued during the year and with the help of Unesco, 5,000 copies of First Primer "Ba Anna ODU Kali" were printed and supplied to literacy classes. 'BELAKU' the weekly news sheet was distributed to centres. Two new booklets, *viz.*, 'Vyavahara Ganita' and 'Edison' were printed under Adult Education series. Besides, the Adult Education Bulletin, the monthly magazine 'Pustaka Prapancha' and Vidya-peetha quarterly bulletin were published for neo-literates.

The 3 audio-visual education units toured the State and conducted 631 film shows for the rural people. 195 prints of 63 educational films were received from the Central Ministry of Information and Broadcasting, raising the total number of films in the Council Film Library to 483.

Three Training Camps were arranged under the auspices of the Divisional Offices for the benefit of the Adult Education Workers, literacy class teachers and librarians.

### Orissa

Social Education was under the charge of Adult (Social) Education Officer, assisted by 8 District Social Education Organisers and Audio-Visual Education Officer. With the opening of a large number of social education centres in the State, the number of such centres increased during the year under report, from 1,616 to 2,297. The consequential increase in the number on rolls in these centres was from 43,937 men and 2,673 women during 1955-56 to 65,769 men and 4,793 women. The number of adults made literate was 36,265 men and 2,035 women as against 28,713 men and 1,833 women during the previous year. The expenditure on social education increased from Rs. 2,19,908 to Rs. 3,38,000.

For the production of suitable literature for adults for literacy as well as for follow-up studies, one Production Officer was appointed. Nearly 15,000 copies of the revised edition of 'Aloka Pathe' Part I, and 11,000 copies of the book 'Oriya Sikshya' were printed and distributed in the National Extension Service Blocks and adult education centres in the State.

The Audio-Visual Education Board was reconstituted. The Audio-visual units arranged 139 film shows. As many as 72 dramas, 24 playlets, 53 pala performances and 51 daskathias were arranged during the year.

### Punjab

The 351 social education centres in the State enrolled 10,354 men and 3,624 women, of whom 6,112 men and 2,009 women were made literate during the year under report. The expenditure on social education amounted to Rs. 2,84,548.

The Janata College, Chandigarh, was shifted to Dujana (Distt. Rohtak), with a view to run it on a revised pattern for the training of village leaders of the right type.

In the Community Projects and N.E.S. Blocks, 1,589 young farmers' clubs, women organisations and children parks were set up. Besides, 281 reading rooms and libraries functioned in these blocks. In March 1957, a tour, 'Bharat Darshan' was organised with a view to enabling Punjab farmers to visit community development areas in other States and places of historical importance. In all 315 persons availed of this opportunity.

Two mobile cinema vans, one each at Jullundur and Ambala, fully equipped with projectors and films on health, civic education, cultural activities etc., arranged a number of film shows and lectures.

With a view to refresh their knowledge and to explain them different aspects of social education, two refresher courses in social education were arranged for social education workers.

### **Rajasthan**

The social education scheme witnessed further expansion in the State. During 1956-57, the 1,340 social education centres had on their rolls 20,944 men and 4,477 women, of whom 16,223 men and 3,139 women qualified for the award of literacy certificate. A sum of Rs. 3,92,264 was expended on social education.

### **Uttar Pradesh**

The number of social education centres in the State rose from 502 to 529. These centres reported an enrolment of 9,955 men and 3,285 women of whom 2,963 men and 1,415 women were made literate during the year under report. The corresponding figures for previous year were: enrolment 10,132 men and 2,491 women; number made literate 8,010 men and 1,825 women. The total expenditure on social education, however, decreased from Rs. 1,27,790 to Rs. 89,028.

With a view to speeding up the programme of social education, two mobile squads, each consisting of one chief and two instructors were established during 1956-57. Two vans purchased under this scheme were equipped with mobile exhibition and mobile library purposes. The film producing section of the Education Department produced 6 films—*i.e.*, (i) Vikas ki Or, (ii) Pandhon ki Vansh Vridhi, (iii) Griha Vigyan Shiksha (iv) Deogarh, (v) Vibhagiya Samachar, Bhag Ek, and (vi) Vibhagiya Samachar, Bhag Do, and 5 filmstrips namely (i) Mathura Museum, (ii) Varanasi, (iii) Lucknow, (iv) Allahabad and (v) Deogarh, and made arrangements for the exhibition of films and film strips. The 5 vans fully equipped with projectors, radios, gramophones, loud speakers and other audio-visual aids arranged 279 film shows in the rural areas.

A State Central Film Library was established, during the year, to issue films and filmstrips to the registered members and to prepare notes on the films and filmstrips. By the end of the year, the library stocked 411 films and 814 filmstrips. A short course in handling of the films and filmstrip projectors was held in May, 1956.

The Education Expansion Department of the State maintained 1,317 government libraries situated in rural areas. These libraries issued books to 7,08,132 readers. Besides, 3,600 reading rooms were visited by 12,39,461 persons during the year.

The Department produced the monthly journal Navjyoti, as usual. In addition, three books 'Hamara Sangharsh', 'Hamara Uttar Pradesh' and 'New Coins' were produced for neo-literates. A special camp was organised during the local 'magh mela'. As many as 1,749 persons visited the

reading rooms established in the mela. 283 persons were taught to sign their names. Besides, educational and cultural films were exhibited and talks on topics of general interest and cultural activities like 'bhajans' and 'kirtans' were organised.

### West Bengal

There was steady expansion of social education activities in the State during the year under report. The number of social education centres rose from 3,368 to 3,738. The enrolment in these centres also witnessed a rise from 1,57,728 men and 19,466 women to 1,72,032 men to 21,490 women. The number made literate was 60,160 men and 7,268 women as against 49,430 men and 6,370 women awarded literacy certificate during the previous year. A sum of Rs. 22,57,544 was spent on social education as compared to Rs. 21,60,997 during 1955-56.

Under the scheme of integrated library service in selected rural areas, 6 area libraries and 17 district libraries continued to provide library facilities to rural populace. Besides 808 aided public libraries had 24,86,349 books in stock. Nearly 1,50,000 persons visited these libraries during 1956-57. The monthly journal 'Janashiksha' continued to be published and distributed free for the benefit of social education workers and neo-literates. A hand book for the guidance of the teachers of social education centres entitled 'Janasikshar Path' was also published during the year. Grants were sanctioned to the (i) Ramakrishna Vedanta Math, Calcutta, (ii) Rama Krishna Vedanta Ashram, Darjeeling, (iii) Publisher 'Kahini', Calcutta and (iv) Publisher, Ananda Hindustan Prakashani, Calcutta for the production of books of special literary and cultural values. The Directorate published 4 books namely (i) 'Ghar Kannar Katha', (ii) 'Janibar Bisaya', (iii) Chashashar Katha and (iv) 'Kajer Lok' and distributed free to the social education centres and libraries in the villages.

In the Second Literary Workshop organised at Post-Graduate Basic Training College, Banipur 16 writers and 2 artists underwent a training course of 6 weeks. Sixteen illustrated books of child interest were produced.

With a view to reviving and reorienting the traditional forms of folk entertainment, the State government sanctioned liberal financial assistance to bonafide organisations, parties and individual performers through the agency of Social Education Advisory Councils in different districts. As many as 873 such performances, attended by 4,54,341 persons were held during the year.

The Bangabani, Nabadwip, the Kathakata Training Centre of Pt. B. R. Goswamy, Nabadwip and Kathakata Training Centre of Pt. Probhat Chandra Goswami of Cooch Behar arranged 3—monthly intensive courses of training in art and technique of folk music, dance, drama etc., forty trainees benefited. A sum of Rs. 1,000 each was given as grant-in-aid to (i) Sarisha Ram Krishna Mission Ashram, (ii) Kakdwip Gandiya Math, (iii) Rama Krishna Mission Janasikshan Mandir, Belur and (iv) Rural Reconstruction Institute, Viswa-Bharati, Sriniketan for arranging 1,033 folk recreation programmes. Nearly 1,82,000 persons attended these programmes.

The programme of audio-visual education was continued through film library of the Education Directorate and 8 mobile units under voluntary organisations. Nearly 96 thousand persons attended the 419 shows given by these units. With the addition of one school-cum-community centre the number of such centres rose to 43.

During the year under report, 200 village workers attended the course for the training of village leaders, organised by 2 Janata Colleges in the State.

### **Delhi**

Though the number of social education centres registered an increase from 191 to 205 in the State, the enrolment therein declined abruptly from 6,594 men and 4,107 women in 1955-56 to 3,272 men and 3,582 women during the year under report. The number of adults made literate was 1,961 men and 1,820 women as against 4,734 men and 2,477 women during the previous year. The expenditure on social education, however, increased from Rs. 3,55,399 to Rs. 4,35,000.

The Educational Caravan for Audio-Visual Education continued to tour the entire rural areas of the State to maintain enthusiasm among the public for co-operation and community development. It organised 52 educational melas, 95 educational film shows, 36 dramatic performances and 36 inter village tournaments, held 36 exhibitions and gave 631 demonstrations for the rural and agricultural development.

The Education Department distributed 2,000 copies of 'Hamara Gaon' and 1,000 copies of 'Hamara Shahar' to the neo-literates every fortnight. 'Samaj Shiksha Sandesh' was also supplied to field workers. Besides, a book viz., 'Ram Lal ki Kahani' was published for adult literates.

Under the library service scheme for co-ordination of social education in rural areas, the fourth library was started at Najafgarh. It had a mobile service attached to it for feeding the smaller libraries by opening deposit stations in social education centres as well as in schools. This library is equipped with 40,000 library books and about 2 lakh of follow-up pamphlets for feeding smaller libraries. It established 50 deposit stations in social education centres.

During the year under report, 103 candidates were trained for village leadership in Janata College, Alipur. A Mobile Janata College for women was started. It held a camp at Chirag Delhi and 91 women got training in this college in social education, family education, nursing, music, child welfare and crafts.

Besides, 5 community centres and five school-cum-community centres continued to work during the year.

### **Himachal Pradesh**

During 1956-57, the State had 180 social education centres, with an enrolment of 3,052 men and 541 women, of whom 2,104 men and 215 women were made literate at an expenditure of Rs. 36,799. The corresponding figures for 1955-56 were : centres 151, enrolment 3,025 men and 394 women, made literate 2,235 men and 227 women and expenditure Rs. 35,311.

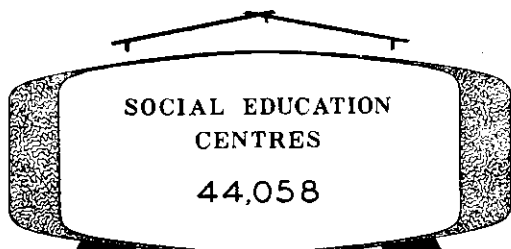
An audio-visual section was started under an Audio-Visual Educator Officer, who was sent for training at a seminar organised by the Central government.

### **L. M. & A. Islands**

During the year under report, the 9 adult literacy classes in the Island, reported an enrolment of 130 men, all of whom were awarded literacy certificate during the year. The total expenditure on Social education amounted to Rs. 900.

# SOCIAL EDUCATION

1956-57



SOCIAL EDUCATION  
CENTRES

44,058

ADULTS

ON ROLLS

MEN..... 10,59,792

WOMEN... 14,5,193

ADULTS

MADE LITERATE

MEN..... 4,94,906

WOMEN... 60,503

EXPENDITURE

RS. 85,44,572

## Manipur

With the opening of 100 adult literacy centres in community projects and N.E.S. Block areas, the total number of such centres rose to 110. These centres reported an enrolment of 1,960 men and 669 women, all of whom were made literate during the year as against the corresponding figure of 41 men only during 1955-56. The total expenditure on Social education was Rs. 30,058 as against Rs. 2,048 during the previous year.

Besides text books, some literature for children and neo-literates was produced. Documentary films were shown by audio-visual aid unit in development blocks.

## N. E. F. A.

The number of social education centres in the area increased from 10 to 15. The number on rolls therein and made literate was 555 as against 145 during the previous year. The expenditure on social education amounted to Rs. 34,545.

In order to instruct and impress the various aspects of social education, 2 training camps were organised in the State.

## Tripura

The scope of Social education was widened so as to cover cultural development, economic development through co-operatives, agriculture, cottage industries etc., sanitary and hygienic domestic life, physical culture, demoniac civic life, besides education in literacy. With the appointment of the Deputy Director of Education (Social) the movement witnessed consolidation rather than expansion. The 313 social education centres enrolled 12,061 men and 1,889 women, of whom 10,089 men and 1,714 women qualified for the award of literacy certificates at a cost of Rs. 5,85,829. During 1955-56, the corresponding figures were: centres 334, enrolment 11,137 men and 1,211 women, made literate 5,271 men and 607 women and expenditure Rs. 5,41,717.

The following books and journals were published for the neo-literates: (i) 'Sonar Dana', (ii) 'Tripura Upakatha' Parts I and II, (iii) 'Tripura Samriddhir Pathe', and (iv) Samridhi—a monthly and quarterly magazine. The audio-visual aids unit organised a number of film and puppet shows, exhibitions, dramas and cultural programmes. As many as 34 libraries and 36 reading rooms supplied reading material to neo-literate adults. Along with adult male workers, female workers were also appointed to propagate social education in rural areas.

## Pondicherry

During the year under report, the territory of Pondicherry reported an enrolment of 784 men and 78 women adults in 38 literacy centres. Of these, 656 men and 67 women were made literate. The total expenditure on social education amounted to Rs. 9,260.

## Statistics

26. The number of social education schools, centres and classes decreased during the year under report from 46,091 to 44,058. Of these, 13,168 were managed by government, as compared to 1,845 by district boards, 247 by municipal boards and 28,798 by private bodies. The total number of adults on rolls also showed a decline from 12,78,827 (11,42,926 men and



Table XCV—Statistics of

State	Number of Schools/ Classes/ Centres	Number of Adults on Rolls		Number of Adults made Literate		Number of Teachers
		Men	Women	Men	Women	
1	2	3	4	5	6	7
Andhra . . . . .	2,676	78,366	4,197	43,458	2,268	3,280
Assam . . . . .	694	25,529	2,585	16,430	2,041	682
Bihar . . . . .	5,767	2,12,360	22,195	1,49,641	13,297	5,836
Bombay . . . . .	16,873	2,76,363	55,460	87,495	17,120	15,010
Kerala . . . . .	315	7,992	814	4,076	738	352
Madhya Pradesh . . . . .	3,065	54,894	4,331	29,430	1,692	3,093
Madras . . . . .	1,550	37,899	5,346	7,488	1,269	1,955
Mysore . . . . .	3,993	65,521	5,837	17,710	1,727	3,996
Orissa . . . . .	2,297	65,769	4,793	36,265	2,035	2,297
Punjab . . . . .	351	10,354	3,624	6,112	2,009	351
Rajasthan . . . . .	1,340	20,944	4,477	16,223	3,139	1,340
Uttar Pradesh . . . . .	529	9,955	3,285	2,963	1,415	564
West Bengal . . . . .	3,738	1,72,032	21,490	60,160	7,268	4,693
Delhi . . . . .	205	3,272	3,582	1,961	1,820	223
Himachal Pradesh . . . . .	180	3,052	541	2,104	215	180
L.M. & A. Islands . . . . .	9	130	..	130	..	9
Manipur . . . . .	110	1,960	669	1,960	669	110
Tripura . . . . .	313	12,061	1,889	10,089	1,714	639
N.E.F.A. . . . .	15	555	..	555	..	15
Pondicherry . . . . .	38	784	78	656	67	38
<b>India</b> 1956-57	<b>44,058</b>	<b>10,59,792</b>	<b>1,45,193</b>	<b>4,94,906</b>	<b>60,503</b>	<b>44,663</b>
1955-56	46,091	11,42,926	1,35,901	4,91,234	53,987	44,159

## Social Education

Total Expenditure on Social Education	Percentage of Expenditure on Social Education to Total Expenditure on Education	Percentage of Expenditure met from				State
		Govt. Funds	Distt. Board Funds	Municipal Board Funds	Other Sources	
8	9	10	11	12	13	14
5,02,468	0.3	94.6	..	0.2	5.2	Andhra
1,50,009	0.3	100.0	..	..	..	Assam
11,56,056	0.8	97.8	..	..	2.2	Bihar
10,60,976	0.3	81.0	..	5.3	13.7	Bombay
66,157	0.1	97.2	..	0.9	1.9	Kerala
6,27,515	0.6	96.4	..	..	3.6	Madhya Pradesh
3,80,611	0.2	96.7	..	..	3.3	Madras
1,07,005	0.1	100.0	..	..	..	Mysore
3,38,000	0.7	97.7	..	..	2.3	Orissa
2,84,548	0.3	84.2	..	11.9	3.9	Punjab
3,92,264	0.7	100.0	..	..	..	Rajasthan
89,028	0.0	91.8	0.4	5.7	2.1	Uttar Pradesh
22,57,544	1.0	89.5	0.1	0.4	10.0	West Bengal
4,35,000	0.7	46.5	..	53.5	..	Delhi
36,799	0.4	100.0	..	..	..	Himachal Pradesh
900	4.2	100.0	..	..	..	L.M. & A. Islands
30,058	1.1	100.0	..	..	..	Manipur
5,85,829	7.6	100.0	..	..	..	Tripura
34,545	2.5	100.0	..	..	..	N.E.F.A.
9,260	0.4	48.8	..	..	51.2	Pondicherry
85,44,572	0.4	90.6	0.0	3.8	5.6	1956-57
96,86,562	0.7	92.2	..	3.0	4.8	1955-56
						India

1,35,901 women) to 12,04,985 (10,59,792 men and 1,45,193 women). Of these, 4,94,906 men and 60,503 women were made literate. The total expenditure (direct as well as indirect) incurred on social education also decreased from Rs. 96,86,562 to Rs. 85,44,572. Its distribution according to various sources of income was: government funds 90·6 per cent, local boards funds 3·8 per cent and other sources 5·6 per cent.

Table XCV shows the main statistics of social education in different States during the year 1956-57.

## CHAPTER X

### MISCELLANEOUS

#### 1. Pre-Primary Education

The number of recognised pre-primary (including pre-basic) schools increased by 139 to 769. The government managed 6·1 per cent and local boards 9·4 per cent of these schools, while the remaining 84·5 per cent were managed by private bodies (58·2 per cent aided and 26·3 per cent unaided). The total enrolment at the pre-primary stage was 99,313 (57,772 boys and 41,541 girls)—an increase of 23,818 over the 1955-56 figure. The total expenditure on pre-primary schools alone amounted to Rs. 28,86,710 as compared to Rs. 24,99,241 in 1955-56. The government contribution towards the total expenditure was 25·5 per cent as against 4·8 per cent met from local boards funds, 43·9 per cent from fees and 25·8 per cent from other sources. The number of teachers employed in pre-primary schools increased by 251 to 2,131, of whom 59·1 per cent were trained. Table XCVI gives the statistics of pre-primary schools in different States and Territories for the years 1955-56 and 1956-57.

Facilities for the training of teachers for pre-primary schools continued to be meagre. The State governments reported the following pre-primary teachers' training institutions during the year :

#### **Bombay**

1. Bal Adhyapan Mandir, Dadar, Bombay ;
2. Bal Adhyapan Mandir, Ville Park, Bombay;
3. Bal Adhyapan Mandir, Poona;
4. Gram Bal Adhyapan Mandir, Bordi ;
5. M. B. H. Kindergarten Training Institute, Sholapur ;
6. Balkanji Bari Pre-primary Training College, Bombay ;
7. Pre-primary Training College, Vinctia Blocks, Ahmedabad;
8. Government Pre-primary Montessori Training Institute for Women, Nagpur ;
9. Bal Adhyapan Mandir, Montessori Training Institute for Women, Yeotmal;
10. Seva Sadan Pre-primary Training Institute, Nagpur;
11. Bhagini Mandal Pre-primary Training Institute, Nagpur;
12. Ghorshala Bala Adhyapan Mandir, Bhavnagar ; and
13. Daxinamurti Bal Adhyapan Mandir, Bhavnagar.

#### **Kerala**

1. Nursery Training School, Trivandrum; and
2. Nursery Training School, Alleppey.

**Table XCVI—Statistics of Pre-primary Schools**

State	Number of Schools		Number of Pupilst						Expenditure	
	1955-56	1956-57	Boys		Girls		Total		1955-56	1956-57
			1955-56	1956-57	1955-56	1956-57	1955-56	1956-57		
1	2	3	4	5	6	7	8	9	10	11
									Rs.	Rs.
Andhra . . . . .	20	17	1,874	1,105	1,304	705	3,178	1,810	1,06,608	76,132
Assam . . . . .	20	23	485	601	540	560	1,025	1,161	37,365	41,028
Bihar . . . . .	4	7	324	434	196	266	520	700	21,283	34,549
Bombay . . . . .	348	427	15,012	27,840	11,409	19,600	26,421	47,440	12,70,371	14,75,408
Jammu & Kashmir . . . . .	..	..	2,724	3,360	..	2,033	2,724	5,393	..	..
Kerala . . . . .	12	6	730	181	784	171	1,514	352	41,434	14,708
Madhya Pradesh . . . . .	47	70	1,970	2,976	1,651	2,487	3,621	5,463	2,33,236	3,21,529
Madras . . . . .	28	33	1,403	1,311	1,310	1,212	2,713	2,523	1,23,669	1,51,997
Mysore . . . . .	95	100	2,869	3,122	2,605	2,771	5,474	5,893	1,43,152	1,52,543
Orissa . . . . .	..	..	5,915	5,798	2,868	2,906	8,783	8,704	..	..
Punjab . . . . .	2	2	973	1,077	895	959	1,868	2,036	13,226	14,129
Rajasthan . . . . .	3	1	1,576	861	686	749	2,262	1,610	36,937	953
Uttar Pradesh . . . . .	26	37	4,467	2,695	3,073	2,074	7,540	4,769	2,47,625	2,96,645
West Bengal . . . . .	18	31	2,016	2,955	1,744	2,532	3,760	5,487	1,75,362	2,43,052
A. & N. Islands . . . . .	..	..	479	467	353	346	832	813	..	..
Delhi . . . . .	5	5	2,000	2,019	1,191	1,298	3,191	3,317	29,160	30,883
Himachal Pradesh . . . . .	1	2	16	28	8	19	24	47	3,664	7,641
Tripura . . . . .	1	1	31	18	14	18	45	36	16,149	25,513
Pondicherry . . . . .	*	7	*	924	*	835	*	1,759	*	‡
<b>India . . . . .</b>	<b>630</b>	<b>769</b>	<b>44,864</b>	<b>57,772</b>	<b>30,631</b>	<b>41,541</b>	<b>75,495</b>	<b>99,313</b>	<b>24,99,241</b>	<b>28,86,710</b>

Figures are not available.

† Includes enrolment in classes attached to primary and secondary schools.

‡ Separate figures not available ; included under Primary Education.

**Madhya Pradesh**

1. Pre-primary Training Institute, Jabalpur; and
2. Montessori Training Institute, Indore.

**Madras**

1. Nursery Training School, Vepery, Madras ;
2. Arundale Montessori Training School, Adyar;
3. Brindavan Kindergarten Training School, Mylapore ; and
4. Pre-basic Training School, Kasturbagram.

**Uttar Pradesh**

Nursery Training College for Women, Allahabad.

**Delhi**

Happy Teachers' Training School, Delhi.

**2. Aesthetic Education**

Efforts to encourage and develop this type of education were continued both at the Centre and in the States. Drawing was a compulsory subject at primary and middle stages of education and elective one at high/higher secondary stage. Arrangements for teaching music existed in most of the girls' schools, while dancing was an extra-curricular activity in these schools. This type of education received further encouragement in schools having diversified courses.

The activities of the Central government in this field of education, which expanded considerably during the year, are summarised below :

A Central Advisory Board of Museums was established with a view to advise the government on matters relating to the reorganisation and development of museums in the country. The first meeting of the Board was held in September, 1956. Efforts were made to implement the recommendations envisaging reorganisation and development of museums on modern lines. The Government of India participated in the International Campaign for museums organised by Unesco with a view to emphasising the importance of their role in the educational and cultural life of the nation in general and in promoting International understanding, in particular.

The Indian National Commission for Co-operation with Unesco organised a National Seminar on the role of Arts and Crafts in Education and Community Development at Kalakshetra, Adyar, Madras from 7th to 12th March, 1957. The seminar made a number of important recommendations, which were under consideration of the government.

A sum of Rs. 10,48,815 was given as grants to three national Akademis viz., Sangeet Natak Akademi, Lalit Kala Akademi and Sahitya Akademi.

The Sangeet Akademi organised during November-December 1956, a series of programmes for the delegates to the 9th Annual General Conference of Unesco held at New Delhi. The Akademi gave three awards in

Music, two in Dancing, two in Drama and two in Film Production to the selected persons during the year. It organised a seminar in Indian Music during March—April 1957, in which some of the leading musicologists and experts of classical, folk and popular music, both of Karnatak and Hindustani system, participated. The Akademi also awarded a running trophy and cups to the best troupes participating in the annual Folk Dance Festival held in Delhi in January, 1957 in connection with the Republic Day Celebrations. In addition, the Akademi gave grants to several institutions recognised by it in the field of Dance, Drama and Music for certain specified projects.

The Lalit Kala Akademi organised (a) National Exhibition in Delhi, Jaipur, Amritsar and Lucknow, (b) exhibition of Buddhist Art in connection with Budha Jayanti celebration and (c) exhibition of Unesco reproduction. It sent a consignment of paintings by Indian painters to South East Asia Art Competition at Manila.

During 1956-57, Sahitya Akademi gave annual awards of Rs. 5,000 to the most outstanding books published in Bengali, Hindi, Malayalam, Telugu and Urdu. The Akademi organised an exhibition of Indian Literature during Unesco Session held in 1956 at New Delhi. It also set up an All-India Tagore Centenary Committee with the Prime Minister as Chairman, to formulate and plan a comprehensive programme to celebrate the 100th birth anniversary of Rabindranath Tagore in 1961 in a befitting manner.

The Central government provided a sum of Rs. 1,28,000 for the administration and development of National Gallery of Modern Art in New Delhi, Rs. 2,00,000 for providing suitable allowance and/or lump sum grants to persons distinguished in letters, art and such other walk of life in indigent circumstances. Under this scheme, 143 persons were benefited up to March 1957. A sum of Rs. 10,75,103 including a building grant of Rs. 8 lakhs to the Rama Krishna Mission Institute of Culture, Calcutta, had so far been granted to 14 organisations doing useful work in the field of Culture. Also a sum of Rs. 7,66,685 was sanctioned to different educational, research and literary organisations of all India importance during 1956-57 and a loan of Rs. 2 lakhs was paid to the Indian Council of World Affairs.

The activities of the State governments in the field of Aesthetic education are summarised below: (The statistics given relate to recognised institutions only).

#### **Andhra**

There were one college and one school for music during the year which had on rolls 156 and 299 students respectively. Two institutions for other fine arts (1 college and 1 school) imparted instructions to 221 pupils, of whom 30 were pursuing certificate courses. A few secondary schools provided instruction in music under diversified courses.

#### **Assam**

Eleven schools for music and one school for other fine arts enrolled 554 and 51 pupils respectively.

#### **Bihar**

The Government School of Arts, the only institute of its type in the State, had on its rolls 64 students during the year. The Principal of the school was deputed to participate in a Unesco Seminar on the role of Arts.

and Crafts in education and community development held at Kalakshetra (Madras). A committee comprising of eminent Indian artists was formed to review the syllabus of the Government school of Arts. Each divisional government girls' high school was allowed to open a music centre for which necessary staff was sanctioned.

### **Bombay**

Sir J. J. School of Art, Bombay, the premier institute in India for imparting instruction in fine arts, enrolled 1,383 students, including 229 girls. All the six departments of the institution continued their progress but special mention may be made of the progress achieved by the Department of Applied Art, which had on its rolls 450 students including 80 women. Besides this, the faculty of Indian Music, Dance and Dramatics of the M. S. University of Baroda which had on its rolls 101 students, continued to provide instruction of higher standard in this field of education.

There were 46 music schools and 21 schools for other fine arts which had on their rolls 1,847 and 1,408 students respectively. 85 students were receiving instruction in dancing in the 4 schools for dancing.

The Second Bombay State Art Exhibition was held in February, 1957 in Sir J. J. School of Art under the auspices of the Government of Bombay in pursuance of the policy of encouraging various forms of art. The exhibition covered the full gamut of art expression from the Child Art Stage to Adult Art Stage. Prizes amounting to Rs. 30,440 were awarded to artists and student-artists to give an incentive to the young aspirants.

### **Kerala**

There were 2 music schools, 2 schools for dancing and 3 for other fine arts. These reported an enrolment of 213, 52 and 365 respectively. Arts and Crafts occupied a prominent place in the curriculum of teachers' training schools and colleges during the year.

### **Madhya Pradesh**

The State had, during the year, 2 colleges each for music and fine arts with an enrolment of 611 and 264 respectively. 15 music schools, one school each for dancing and other fine arts, which were functioning in 1956-57, enrolled 1,081, 40 and 27 students respectively. Music was provided in almost all normal schools while group-singing was inculcated in the multi-purpose higher secondary schools.

### **Madras**

The number of colleges for music in the State (besides the faculties of music in the universities) was 2 with an enrolment of 117. Music was compulsory in all girls' secondary schools. There were also 4 schools for other fine arts which imparted instruction to 453 students.

### **Mysore**

There was provision for teaching music in 10 schools, dancing in 3 schools and other fine arts in 4 schools during the year. These institutions reported the enrolment of 625, 160 and 405 respectively.

### **Orissa**

There were 7 schools for music and 2 for dancing to cater to the needs of children desirous of aesthetic education. The number of pupils in these schools was 400 and 46 respectively. Six stipendiary candidates were



deputed for study of fine arts in institutions at Santiniketan and Government College of Art and Craft in Calcutta. The Utkal Nrutya Sangit Natyakal Parishad, which was started in 1954-55, continued to function during the year under report.

### **Punjab**

The Government School for Fine Arts, Simla was the only institution which was preparing students for arts and crafts during the year. Steps were, however, taken to incorporate subjects like music, dancing and folk-songs in the new scheme of studies for classes V—VIII.

### **Rajasthan**

Kala Sansthan, Jaipur was the only institution of higher standard, which was imparting instruction in music and arts. It had on its rolls 233 students, of whom 216 were receiving instruction in music. Besides, 3 music schools taught 350 pupils during the year.

### **Uttar Pradesh**

The State reported 6 recognised colleges for music with an enrolment of 964. The number of schools for music was 6 and that for other fine arts only 1. 371 and 304 pupils received instruction in music and fine arts respectively. Besides, Allahabad University continued to provide diploma courses in painting and music and Banaras Hindu University for painting and sculpture. Teaching of arts and crafts was compulsory in classes I to VIII, while subjects of aesthetic education formed independent optionals in secondary schools.

### **West Bengal**

The Government College of Art, Calcutta continued to provide instruction for the diploma courses in applied art, crafts, fine arts, Indian painting, sculpture and modelling. The total enrolment in the college was 332. Moreover, the Kala Bhawan of Visva Bharati University continued to attract students for diploma in fine arts from all over the country and enrolled 68 boys and 71 girls. The State continued to give aid to the school for fine arts which reported an enrolment of 423 students. There were 7 music colleges and 24 music schools besides Sangeet Bhawan of Visva Bharati University. Colleges enrolled 1,666 students, while 2,311 were studying in schools. Dancing was taught in 2 schools having an enrolment of 191 pupils during the year.

### **Delhi**

There was 1 school each for music and fine arts. The number of pupils receiving instruction in music was 215, while 32 received training in art.

### **Manipur**

There was 1 college for dancing which attracted the students from other States also. It had on its rolls 128 students. The school for fine arts reported an enrolment of 40 pupils.

### **Tripura**

There were 4 institutions imparting instruction in music—1 college and 3 schools, which had on their rolls 131 and 160 students respectively.

**N. E. F. A.**

Tribal dances, games, music etc. were introduced in most of the schools successfully.

**3. Education of the Handicapped**

There are two types of institutions in the country which provide education to the handicapped children. These are (i) Institutions for the mentally handicapped children and (ii) Institutions for the physically handicapped children. A brief account of each of these is given below :—

*(i) For the Mentally Handicapped*

During the year under report there were 3 schools for the mentally handicapped children as in the previous year, 2 of which were in Bombay and 1 in West Bengal. Besides, a separate section of the school for the Deaf at Lucknow, continued to provide education to the mentally retarded children. These institutions provided psychological and psychoanalytical treatment to their unfortunate inmates and watched their mental development with care and sympathy.

The 3 full fledged schools for the mentally handicapped children had a staff strength of 35 and enrolled 253 students (180 boys and 73 girls). The total expenditure thereon amounted to Rs. 1,87,932. The corresponding figures for the previous year were : teachers 50; enrolment 227 (158 boys and 69 girls) and expenditure Rs. 1,48,898. The government met nearly 85 per cent of the total expenditure during 1956-57 as against nearly 75 per cent during 1955-56.

*(ii) For the Physically Handicapped*

Physically handicapped children are of three categories, blind, deaf-mute and crippled. Their educational needs are catered in different institutions. The total number of institutions for them increased during the year by 4 (all for the Blind) to 95. By management, these institutions were distributed as : government 25.3 per cent, local boards 2.1 per cent and private bodies 72.6 per cent. Of the total, 53 schools were for the blind, 34 for the deaf-mute and 8 for the crippled.

The schools for the handicapped enrolled 5,350 students (4,028 boys and 1,322 girls) during the year, that is 263 or 5.2 per cent more than that during 1955-56. Its break up according to three types of institutions was : schools for the blind 2,578; schools for the deaf-mute 2,236 and schools for the crippled 536. The corresponding figures for the previous year were 2,245, 2,290 and 552 respectively.

The total expenditure on schools for physically handicapped amounted to Rs. 27.52 lakhs as against Rs. 32.48 lakhs during the previous year. Of the total expenditure during 1956-57, 65.4 per cent was met from government funds, 2.6 per cent from local board funds, 2.9 per cent from fees and the remaining 29.1 per cent from endowments and other sources.

The total strength of the staff of all the schools for the physically handicapped was 691 (as against 625 during the previous year), of whom, 372 were employed in schools for the blind, 290 in those for deaf-mute and 29

Table XCVII—Statistics of

State	Number of Schools				Total
	For the Physically Handicapped			For the Mentally Handicapped	
	Blind	Deaf-Mute	Crippled		
1	2	3	4	5	6
Andhra . . . . .	3*	1	3	..	7
Assam . . . . .	..	1	..	..	1
Bihar . . . . .	4	2	..	..	6
Bombay . . . . .	15	12	1	2	30
Kerala . . . . .	2	..	..	..	2
Madhya Pradesh . . . . .	3	..	..	..	3
Madras . . . . .	3	5	4	..	12
Mysore . . . . .	2*	..	..	..	2
Orissa . . . . .	..	1	..	..	1
Punjab . . . . .	1	..	..	..	1
Rajasthan . . . . .	2	..	..	..	2
Uttar Pradesh . . . . .	11	7	..	..	18
West Bengal . . . . .	3	4	..	1	8
Delhi . . . . .	3	1	..	..	4
Pondichery . . . . .	1	..	..	..	1
India . . . . .	53	34	8	3	98

## Schools for the Handicapped

Number of Pupils in Schools				Total	Total Expenditure	Number of Teachers	State
For the Physically Handicapped			For the Mentally Handicapped				
Blind	Deaf-Mute	Crippled					
7	8	9	10	11	12	13	14
219	46	125	..	390	90,061	38	Andhra
..	41	..	..	41	39,227	5	Assam
153	69	..	..	222	1,04,480	30	Bihar
627	544	40	190	1,401	7,82,239	205	Bombay
59	..	..	..	59	20,167	9	Kerala
111	..	..	..	111	28,782	19	Madhya Pradesh
340	675	371	..	1,386	2,97,694	142	Madras
127	..	..	..	127	65,124	19	Mysore
..	11	..	..	11	7,111	3	Orissa
65	..	..	..	65	43,131	11	Punjab
94	..	..	..	94	74,450	13	Rajasthan
366	273	..	..	639	6,20,697	85	Uttar Pradesh
201	367	..	63	631	4,60,621	101	West Bengal
197	210	..	..	407	3,01,215	43	Delhi
19	..	..	..	19	5,020	3	Pondicherry
<b>2,578</b>	<b>2,236</b>	<b>536</b>	<b>253</b>	<b>5,603</b>	<b>29,40,019</b>	<b>726</b>	<b>India</b>

in those for the crippled. The training of teachers was continued to be provided by the training sections of the Deaf and Dumb Schools at Lucknow and Calcutta.

Detailed statistics of schools for the handicapped are given in table XCVII.

Schools for the blind provided instruction by means of Braille code adopted to regional languages. Besides imparting elementary education, training was given in small trades like spinning, weaving, chair-caning, etc. Girl students were taught tailoring and knitting. Music—a professional attraction for the blind—was taught in most of the schools. Lip-reading and articulation formed the main basis of instruction to the deaf who were provided instruction in useful crafts besides elementary education of general nature.

The Training Centre for the Adult Blind, Dehradun, continued to impart training in handicrafts to 150 inmates. Its maintenance cost amounted to Rs. 2,18,025 during the year as against Rs. 2,61,722 in 1955-56. The sheltered workshop for the blind which was set up in June, 1954 on an experimental basis for practical training as a part of the centre, employed 10 workers, who were provided training in chair-caning and weaving of woollen textiles at a cost of Rs. 29,312. The employment office at the Training Centre, which was established at Madras in July, 1954, secured employment for 52 persons during the year under review.

The number of fresh scholarships awarded during the year to the Blind and the Deaf, under the Schemes of Post-School Scholarships, was 73 and 50 respectively. Under the Scheme of Scholarships for the Orthopaedically handicapped, 42 scholarships awarded in the last quarter of 1955-56, were given effect from 1st April, 1956. The implementation of the Scheme of the Scholarships for the Mentally Handicapped was under consideration during the year.

The Central Braille Press produced 2,300 Braille volumes during the year as against 2,550 during 1955-56. The workshop attached to the press produced 918 appliances needed for the education of the blind.

One of the schemes included in the Second Plan was to carry out a random sample survey in order to determine the incidence and to assess the socio-economic and educational needs of the various groups of the handicapped persons. During the year under review, the survey was started in Bombay and Delhi.

On the recommendation of the Seminar on the Education of the Blind held at Mussoorie in April, 1956, it was proposed to hold short-term regional courses for teachers for the Blind until a Model School with teachers' training department could be established. Another seminar held in September, 1956 recommended the establishment of nucleus employment organisations for the handicapped. As a result of this recommendation, steps were taken to carry out a complete analysis of the various jobs in the central services as well as in the national industries and undertakings with the object of determining which of these jobs could be performed by the different categories of handicapped persons.

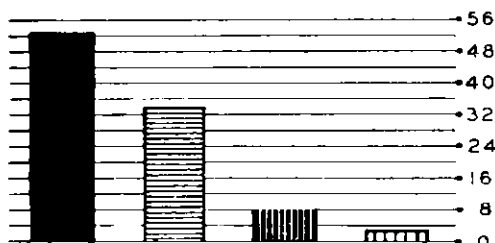
During the year, a sum of Rs. 1,05,310 was paid as grants-in-aid to various types of institutions for the handicapped.

# EDUCATION OF THE HANDICAPPED

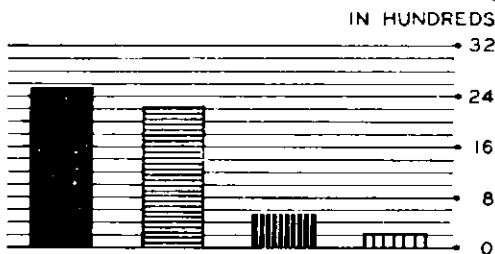
## 1956-57

BLIND
  DEAF MUTE
  CRIPPLED
  MENTALLY HANDICAPPED

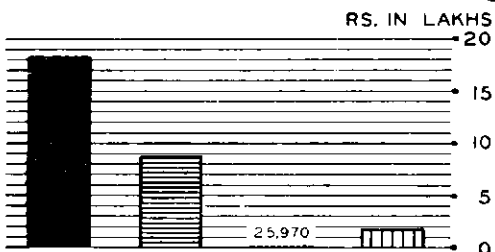
INSTITUTIONS



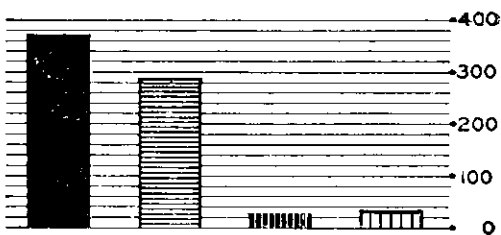
ENROLMENT



EXPENDITURE



TEACHERS



A grant of Rs. 1,400 was given by the Central government to the Convention of Teachers for the Deaf in India for the publication of the Quarterly Journal 'The Deaf in India'.

#### 4. Education of Scheduled Castes, Scheduled Tribes and Other Backward Classes

Scheduled Castes, Scheduled Tribes and Other Backward Classes continued to receive special consideration from the Central and the State governments for the amelioration of their education. The Government of India awarded 39,485 scholarships to students belonging to these groups for post-Matriculation studies during 1956-57, as against 31,451 during the previous year. The distribution since 1955-56 is as follows :

Community	Number of Scholarships Awarded						Percentage of the Total in 1956-57
	Renewed		Fresh		Total		
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	
1	2	3	4	5	6	7	8
Scheduled Castes	6,154	9,538	9,927	12,206	16,081	21,744	55.1
Scheduled Tribes	1,426	1,768	1,457	1,714	2,883	3,482	8.8
Other Backward Classes	6,137	8,978	6,350	5,281	12,487	14,259	36.1
<b>Total</b>	<b>13,717</b>	<b>20,284</b>	<b>17,734</b>	<b>19,201</b>	<b>31,451</b>	<b>39,485</b>	<b>100.0</b>

These scholarships covered tuition fees and grants for books, etc., and cost Rs. 187.30 lakhs during 1956-57. The distribution of these scholarship-holders according to the subjects offered is given below :—

Course of Study	Number of Scholarship-holders			
	Scheduled Castes	Scheduled Tribes	Other Backward Classes	Total
1	2	3	4	5
<i>Professional Education :</i>				
Agriculture . . . .	235	15	305	555
Engineering . . . .	728	143	2,553	3,424
Fine Arts . . . .	13	5	9	27

1	2	3	4	5
<i>Professional Education—(contd.)</i>				
Law . . . . .	329	50	134	513
Medicine . . . . .	524	57	1,297	1,878
Teachers' Training . . . . .	456	57	186	699
Technology . . . . .	39	..	82	121
Veterinary Science . . . . .	31	11	163	205
<i>Post-Graduate Stage (General) :</i>				
Ph.D. . . . .	10	..	20	30
M.Sc. . . . .	58	9	187	254
M.A. . . . .	329	93	303	725
M.Com. . . . .	58	3	42	103
<i>Graduate Stage (General) :</i>				
B.Sc. . . . .	602	74	1,025	1,701
B.A. . . . .	3,154	679	1,248	5,081
B.Com. . . . .	455	37	218	710
<i>Under-Graduate Stage :</i>				
I.Sc. . . . .	2,906	401	4,789	8,096
I.A. . . . .	10,491	1,698	1,439	13,628
I.Com. . . . .	1,220	134	232	1,586
Trade Courses . . . . .	106	16	27	149
<b>Total . . . . .</b>	<b>21,744</b>	<b>3,482</b>	<b>14,259</b>	<b>39,485</b>

It will be seen from this statement that 18·8 per cent of the total scholarships were for professional studies and the remaining 81·2 per cent for general studies—2·8 per cent for post-graduate studies, 19 per cent for the graduate stage and 59·4 per cent for the undergraduate courses.

Besides these inland scholarships, 10 overseas scholarships were also awarded to these 3 groups during 1956-57. Of these 3 were given to Scheduled Castes, 3 to Scheduled Tribes and 4 to Other Backward Classes candidates. The Government of India also met the cost of sea passage in respect of 5 students belonging to these 3 groups, who had obtained scholarships from other sources.



Separate Departments under the Central and the State governments continued to look after the interests of these groups. In some States special hostels exist for these classes where the inmates received free board and lodging.

During the year under review the total number of institutions meant specially for students hailing from these groups was 16,567 as against 15,682 during the previous year and the total expenditure incurred on these institutions amounted to Rs. 2,76,81,424. The total number of students belonging to these groups who were studying in special as well as in other institutions increased by 3.6 per cent to 1,06,05,159 (82,77,643 boys and 23,27,516 girls). Of the total number of pupils belonging to the Scheduled Castes, Scheduled Tribes and Other Backward Classes, 10,87,718 received scholarships and stipends which involved an expenditure of Rs. 4,26,06,930. The State-wise details are given in table XCVIII.

## 5. Education of Girls

During 1956-57, there were 26,425 recognised institutions for girls, as compared to 24,873 in the previous year. The distribution\* of the total was: university one (one), research institutions 1 (—), arts and science colleges 113 (104), professional colleges 34 (24), special colleges 16 (14), high and higher secondary schools 1,758 (1,583), middle schools 2,615 (2,337), primary schools 16,065 (15,230), pre-primary schools 245 (211), vocational and technical schools 710 (689), social education centres 4,716 (4,529) and special education schools 151 (151). The total expenditure on all these institutions amounted to Rs. 20.75 crores, which is 7.2 per cent higher than 1955-56 figure.

The total number of girls under instruction in girls' as well as boys' schools increased, during the year, from 91,88,707 to 99,97,465, at the rate of 8.8 per cent. The proportion of girls in the total enrolment was 27.8 per cent as against 27.1 per cent during 1955-56. Nearly two-third of the girls were studying in institutions meant for boys. The break-up of the total enrolment (boys and girls separately), according to stages for general education and types of professional, special and vocational education is shown in table XCIX.

As many as 83,046 girls passed the matriculation and equivalent examination—an increase of 10,718 over the previous year's figure. The out-put in the intermediate, degree and post-graduate examinations also increased as shown below :

	1955-56	1956-57
Intermediate . . . . .	19,921	23,634
B.A. and B.Sc. . . . .	9,948	12,166
M.A. and M.Sc. . . . .	2,166	2,375
Professional Subjects (Degree only) . . . . .	3,821	4,636

\*The figures given in brackets relate to 1955-56.

Table XCVIII—Statistics of Education of the Scheduled Castes,

State	Number of Institutions Specially Meant for Scheduled Castes, etc.	Total Number of Pupils		
		Boys	Girls	Total
1	2	3	4	5
Andhra . . . . .	2,606	10,24,646	4,50,019	14,74,665
Assam . . . . .	1	3,97,584	1,96,931	5,94,515
Bihar . . . . .	1,830	14,00,265	1,84,859	15,85,124
Bombay . . . . .	..	9,92,001	3,16,329	13,08,330
Jammu & Kashmir . . . . .	..	42,794	626	43,420
Kerala . . . . .	117	2,12,637	1,40,540	3,53,177
Madhya Pradesh . . . . .	997	3,24,604	34,959	3,59,563
Madras . . . . .	1,838	12,99,807	5,79,379	18,79,186
Mysore . . . . .	488	1,18,977	44,360	1,63,337
Orissa . . . . .	7,228	3,41,903	74,616	4,16,519
Punjab . . . . .	..	1,97,317	22,594	2,19,911
Rajasthan . . . . .	..	1,09,972	7,495	1,17,467
Uttar Pradesh . . . . .	609	11,19,601	90,167	12,09,768
West Bengal . . . . .	..	5,88,247	1,60,163	7,48,410
A. & N. Islands . . . . .	42	2,239	1,195	3,434
Delhi . . . . .	..	31,798	6,967	38,765
Himachal Pradesh . . . . .	..	11,939	1,024	12,963
L. M. & A. Islands . . . . .	18	1,364	287	1,651
Manipur . . . . .	531	21,558	6,755	28,313
Tripura . . . . .	119	32,731	7,578	40,309
N. E. F. A. . . . .	143	5,658	673	6,331
Pondicherry . . . . .	..	1	..	1
<b>India</b> . . . . .	<b>16,567</b>	<b>82,77,643</b>	<b>23,27,516</b>	<b>1,06,05,159</b>

## Scheduled Tribes and Other Backward Communities

Number of Students 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 etc.	State
Boys	Girls	Total			
6	7	8	9	10	11
			Rs.	Rs.	
60,987	13,962	74,949	46,98,690	46,23,566	Andhra
22,177	5,466	27,643	16,04,575	23,594	Assam
46,753	4,351	51,104	50,61,773	13,73,624	Bihar
2,56,808	68,549	3,25,357	81,18,559	..	Bombay
1,015	56	1,071	69,219	..	Jammu and Kashmir
18,629	10,222	28,851	18,54,549	4,76,913	Kerala
86,317	6,290	92,607	17,78,012	22,96,978	Madhya Pradesh
31,905	13,033	44,938	53,80,902	48,46,388	Madras
8,373	1,234	9,607	6,52,893	5,43,637	Mysore
2,03,162	46,333	2,49,495	21,03,002	1,02,76,665	Orissa
22,018	971	22,989	15,08,251	..	Punjab
12,181	446	12,627	4,59,997	..	Rajasthan
90,460	6,008	96,468	51,41,527	10,55,844	Uttar Pradesh
24,473	3,616	28,089	31,28,873	..	West Bengal
..	..	..	..	3,45,614	A. & N. Islands
15,269	1,377	16,646	7,58,491	..	Delhi
1,371	116	1,487	38,359	..	Himachal Pradesh
..	..	..	..	6,287	L.M. & A. Islands
923	1	924	34,039	6,12,518	Manipur
1,728	622	2,350	1,34,245	3,96,292	Tripura
449	66	515	80,333	8,03,504	N. E. F. A.
1	..	1	641	..	Pondicherry
<b>9,04,999</b>	<b>1,82,719</b>	<b>10,87,718</b>	<b>4,26,06,930</b>	<b>2,76,81,424</b>	<b>India</b>

**Table XCIX—Distribution of Girls and Boys in Recognised Institutions**

Stage/Subject	Number of girls on rolls		Increase (+) or Decrease (—)	Number of boys on rolls		Increase (+) or Decrease (—)]
	1955-56	1956-57		1955-56	1956-57	
1	2	3	4	5	6	7
<b>A. General Education :</b>						
Pre-primary . . . . .	30,631	41,541	+ 10,910	44,864	57,772	+ 12,908
Primary . . . . .	74,86,686	80,80,691	+ 5,94,005	1,70,24,645	1,78,84,117	+ 8,59,472
Secondary . . . . .	13,40,071	15,20,219	+ 1,80,148	54,86,534	58,93,378	+ 4,06,844
Intermediate . . . . .	54,909	60,935	+ 6,026	3,41,539	3,65,009	+ 23,470
B.A./B.Sc. . . . .	24,772	29,868	+ 5,096	1,26,130	1,38,850	+ 12,720
M.A./M.Sc. . . . .	4,040	4,589	+ 549	21,293	23,233	+ 1,940
Research . . . . .	371	425	+ 54	2,193	2,498	+ 305
<i>Total</i> . . . . .	<b>89,41,480</b>	<b>97,38,268</b>	<b>+ 7,96,788</b>	<b>2,30,47,198</b>	<b>2,43,64,857</b>	<b>+ 13,17,659</b>
<b>B. Professional Education (Collegiate) :</b>						
Agriculture & Forestry . . . . .	37	38	+ 1	6,160	7,440	+ 1,280
Commerce . . . . .	422	442	+ 20	58,496	60,861	+ 2,365

Engineering & Technology . . .	38	35	—	3	19,820	21,870	+	2,050
Law . . . . .	347	425	+	78	19,921	20,392	+	471
Medicine & Veterinary Science . . .	4,000	4,592	+	592	24,721	27,356	+	2,635
Physical Education . . . . .	48	66	+	18	442	412	—	30
Teachers' Training . . . . .	4,318	5,584	+	1,266	9,962	11,677	+	1,715
Others . . . . .	8	11	+	3	254	263	+	9
<i>Total</i> . . . . .	9,218	11,193	+	1,975	1,39,776	1,50,271	+	10,495
<b>C. Special Education (Collegiate) :</b>								
Home Science & Needle Work . . .	617	781	+	164	..	..	..	..
Music, Dancing & Other Fine Arts	1,843	2,110	+	267	1,579	1,628	+	49
Oriental Studies . . . . .	510	477	—	33	5,010	5,425	+	415
Sociology . . . . .	116	132	+	16	372	423	+	51
Others . . . . .	208	305	+	97	1,628	2,621	+	993
<i>Total</i> . . . . .	3,294	3,805	+	511	8,589	10,097	+	1,508
<b>D. Vocational &amp; Technical Education (Schools):</b>								
Agriculture & Forestry . . . . .	14	32	+	18	5,332	6,346	+	1,014
Commerce . . . . .	10,326	9,149	—	1,177	69,215	71,442	+	2,227
Engineering, Technology, Industry and Arts & Crafts . . . . .	26,883	23,851	—	3,032	66,579	74,176	+	7,597

**Table XCIX—Distribution of Girls and Boys in Recognised Institutions—(Contd.)**

1	2	3	4	5	6	7
Medicine and Vet. Science . . . . .	2,565	3,565	+ 1,000	3,678	5,062	+ 1,384
Physical Education . . . . .	372	295	— 77	1,871	3,210	+ 1,339
Teachers' Training . . . . .	25,881	24,891	— 990	64,616	68,488	+ 3,872
Others . . . . .	..	4	+ 4	2,788	2,691	— 97
<i>Total</i> . . . . .	66,041	61,787	— 4,254	2,14,079	2,31,415	+ 17,336
<b>E. Special Education (Schools) :</b>						
Music, Dancing & Other Fine Arts	7,144	7,968	+ 824	6,873	7,725	+ 852
For the Handicapped . . . . .	1,157	1,234	+ 77	3,729	3,794	+ 65
Oriental Studies . . . . .	10,099	9,773	— 326	1,17,402	1,19,583	+ 2,181
For Social Workers . . . . .	442	531	+ 89	3,441	3,479	+ 38
Social (Adult) Education . . . . .	1,35,901	1,45,193	+ 9,292	11,42,296	10,59,792	— 83,134
Reformatory . . . . .	1,095	1,139	+ 44	6,094	6,134	+ 40
Others (including Home Sc.) . . . . .	12,836	16,574	+ 3,738	44,779	51,364	+ 6,585
<i>Total</i> . . . . .	1,68,674	1,82,412	+ 13,738	13,25,244	12,51,871	— 73,373
<b>Grand Total</b> . . . . .	<b>91,88,707</b>	<b>99,97,465</b>	<b>+ 8,08,758</b>	<b>2,47,34,886</b>	<b>2,60,08,511</b>	<b>+ 12,73,625</b>

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S.N.D.T.—a women's university—continued its progress in providing higher education suited to the needs and requirements of the women.

## 6. Physical Education and Sports

Physical education continued to form an integral part of school and college curriculum and the Central and State governments and other interested organisations evinced keen interest in its development. Modern games like hockey, volley-ball, foot-ball, cricket, basket-ball etc., were played in almost all secondary schools and colleges. Mass drill, gymnastic and athletic activities were also carried on in these institutions. In primary schools, light recreative games were played. Inter-school and Inter-college tournaments were conducted in all the States. Shortage of trained physical instructors and inadequate play-grounds, however, continued to be among others, the main handicaps in this field.

During the year under review, important steps were taken by the Government of India to accelerate their activities for the development of physical education. The 'National Plan of Physical Education and Recreation' prepared by the Central Advisory Board of Physical Education was published by the Government of India. The Plan makes a survey of the present facilities available in the field and offers useful suggestions for making them more effective. Besides being an authoritative and exhaustive thesis of physical education in the country, it recommends syllabii of Physical education for boys and girls upto higher secondary stage. In order to publicise the syllabii, the government undertook the preparation of an illustrated 'Hand Book' for each syllabus. Another important feature of the plan pertains to the laying down of minimum norms of physical fitness for boys and girls.

The Second Five Year Plan of physical education provides an outlay of Rs. 120 lakhs for the plan period as follows:

- (a) Miscellaneous Schemes for the Development of Physical Education and Recreation—Rs. 50 lakhs.
- (b) Establishment of National College of Physical Education—Rs. 70 lakhs.

The various schemes, recommended by the Central Advisory Board of Physical Education and Recreation and included under the first item are:—

- (i) Strengthening Institutions and Colleges of Physical Education and Recreation,
- (ii) Implementation of Syllabii of Physical Education for Boys and Girls as recommended in the National Plan of Physical Education.
- (iii) Promotion of Research in Physical Education,
- (iv) Physical Efficiency Drive,
- (v) Seminars on Physical Education,
- (vi) Visiting Fellowships,
- (vii) Scholarships in Physical Education,
- (viii) Grants to Vyayamshalas,
- (ix) Other measures for the promotion of Physical Education and Research.

Under these schemes, liberal grants are to be paid to the individuals and organisations for the promotion of research and development of physical education.

The Government of India decided to set up a National College of Physical Education to provide facilities for a three year degree course in physical education at the undergraduate level and later on to provide facilities for advanced studies and research at the post-graduate level as well and to name it after Rani Lakshmbai of Jhansi. The College is expected to fulfil the demand of colleges, universities, state governments and physical education institutions in the country in regard to personnel and courses of studies etc. in the field of physical education. It was also decided to place the college under an autonomous Board of eight Governors with a chairman nominated by the government.

The Central government published two 'Model Constitutions'—one for the Sports Federations and the other for the State Councils of Sports. There were some schemes for the construction of stadia and sportsmen guest-houses for improving sports amenities. A sum of Rs. 45,000 was sanctioned to the government of Mysore for the construction of a sportsmen's guest house at Mysore.

With a view to raising the standard of sports and games at the school and college levels, the programme for organising coaching camps for imparting training to the coaches drawn from the educational institutions in the country was continued. During the year under report, 271 coaches were trained in these camps in the games of Basket-ball, Badminton, "Kabaddi", Cricket, Foot-ball, Swimming, Volleyball, Lawn Tennis, Table Tennis, Hockey and Athletics. With the help of the coaches trained in these camps, the universities of Gujarat and Nagpur conducted coaching camps within their respective institutions for the benefit of their teachers and students. The government helped the organisation of such camps by way of grant to the extent of 50% of the actual expenditure.

During 1956-57, grants were paid to the various National Sports Federations to the extent of Rs. 4,82,286 for purchase of sports equipment, sending Indian teams abroad for international meets, inviting sports teams from abroad, holding coaching camps etc. The period under review saw India's participation in the Olympic Games held in Melbourne in Nov., 1956 for which the Government of India sanctioned a grant of Rs. 2 lakhs, besides an interest-free loan of Rs. 1,10,500.

## **7. Youth Welfare Activities**

The Youth Welfare Programme, formulated to encourage the youth in activities which develop character, capacity of leadership and qualities to shoulder responsibilities of effective leadership made considerable progress in 1956-57. The government sanctioned an expenditure of Rs. 5,25,606 for various schemes under this programme, the details of which are given in the subsequent paragraphs.

During 1956-57, two Youth Leadership Training Camps, the 5th and 6th Camps in the series were organised for two weeks each at Darjeeling and Hyderabad. These camps, started originally in 1953, were organised for giving short-term training in the techniques of organising extra-curricular activities in educational institutions systematically. An expenditure of Rs. 25,000 was sanctioned for the camps during the year 1956-57.



Under the scheme to encourage 'Youth Tours and Hikes', the Government of India granted, during 1956-57, concession of 75 per cent of the third class Railway/Bus fare to students going on educational/cultural tours. An amount of Rs. 1.75 lakhs was sanctioned to 220 different batches of students during the period under report.

For setting up Youth Hostels to provide cheap food and accommodation to the students while on tour, the Government of India formulated a scheme during the year to give financial assistance to the State governments to meet 50 per cent of the expenditure up to a maximum of Rs. 20,000 on the construction of each hostel. A building "Portland Hall" was also purchased at Dalhousie in 1956-57 to serve as a Youth Hostel at a cost of Rs. 20,000. No request for financial assistance was made by the State governments during the year, but a sum of Rs. 10,000 was sanctioned to the Youth Hostels Association of India to meet their administrative expenditure.

In order to cater to the needs of the Non-Student Youth, the State governments were requested to formulate specific proposals to set up non-student clubs and centres.

The third Inter-University Youth Festival was organised in October, 1956. Thirty-one universities in the country sent 1,441 delegates to take part in the programme of cultural activities like Dance, Drama, Music and Elocutions. An expenditure of Rs. 2.54 lakhs was incurred on this function and a further amount of Rs. 31,236 was sanctioned to the universities to conduct Inter-Collegiate Youth Festivals to select their contingents for the Inter-University function.

## 8. Scouts and Guides

The "Scouts and guides" movement continued to attract boys and girls who found that this movement afforded training to lead a disciplined life with a sense of responsibility, self reliance, comradeship and leadership. During the year under report, the total strength of scouts and girl guides was 5,46,915\* (4,50,709 scouts and 96,206 guides). Various kinds of social services like construction of approach roads, running of first aid posts, helping in the collections on flag day, navy day, red cross day, restoring missing children etc., were undertaken by scouts and guides during the year. But the most well-planned and effective services rendered to a vast concourse of people were rendered at the Allahabad Kumbh Mela, Kurukshetra Mela and Garhmukteshwar fair. Other activities included assistance in the Community Projects, Grow More Food Campaign etc.

In order to help the expansion of the activities of this organisation, the Government of India gave grants to the tune of Rs. 1,53,500 during the year 1956-57. This figure included a part payment towards the construction of Bajpai Hall in New Delhi and a grant of Rs. 28,000 for the Second All India Jamboree at Jaipur.

The year under review was a fruitful year for the "Bharat Scouts and Guides Association" in the sense that it participated in several national and international activities and undertook schemes for its expansion.

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\*Excludes the strength of Saurashtra, Kutch, Pepsu and parts of Vindhya Pradesh and Madhya Pradesh.

A conference of the International Commissioners from Asian countries organised by the World Association of the Girl Guides and Girls Scouts was held in Delhi from 22nd Oct. 1956 to 29th Oct., 1956. The Prime Minister of India formally opened the conference with an inspiring speech. Eighteen delegates from eleven countries participated in the conference. The Government of India sanctioned a grant of Rs. 25,000 and agreed to meet 2/3rd of the expenditure involved in the construction of a hall to accommodate the delegates to the said conference.

The Second All-India Jamboree of Bharat Scouts and Guides was held at Jaipur from 26th Dec., 1956 to 1st Jan., 1957. It was attended by 8,300 scouts and 2,500 guides representing all State associations. A group of Ceylon scouts also participated in the colourful ceremony.

The most outstanding event of the year was the laying of the foundation stone of the Baden Powell Memorial Guide House and Seth Kirori Mal Bhavan—an All-India National Training Centre—by the President of India. The centre is expected to serve not only as an advanced training centre for the scouts and guides but also as a research centre for dealing with various problems of Youth Welfare.

A proposal to set up a permanent training centre for the training of Scoutmasters and others, at Pach-marhi, was taken up by the National Headquarters of Bharat Scouts and Guides with the consultation of the Government of India.

The 'Bharat Scouts and Guides Association' organised during the year 9 training camps for scouts and 13 for guides, attended by 201 and 361 trainees respectively.

### 9. National and Auxiliary Cadet Corps

The year under review witnessed further expansion in the activities of the National Cadet Corps. The strength of the Corps increased from 3,376 officers and 1,20,970 cadets in 1955-56 to 3,909 officers and 1,40,057 cadets during the year, yielding the percentage increase of 15.8% each in case of officers and cadets. Their division-wise distribution is given below :

**Table C—Statistics of National Cadet Corps**

Division	Officers		Cadets	
	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5
Senior Division . . . . .	1,145	1,315	48,274	55,766
Junior Division . . . . .	1,961	2,199	64,596	72,441
Girls' Division . . . . .	270	395	8,100	11,850
<b>India . . . . .</b>	<b>3,376</b>	<b>3,909</b>	<b>1,20,970</b>	<b>1,40,057</b>

The special features of the expansion during the year were as under :

- (a) Seven new technical units of the Army wing were added and two existing ones were doubled.
- (b) Fourteen new corps were added to the existing infant units, besides raising 26 corps as new infant units.
- (c) Three new Air Sqns. were raised at Lucknow, Ranchi and Hyderabad, besides doubling the strength of the one at Kanpur.
- (d) Six new Naval units were raised—2 at Bombay and 1 each at Kakinada, Hyderabad, Madras and Udaipur.
- (e) A marked expansion took place in Andhra (3,050 cadets), the second and third place going to West Bengal (2,641) and Madras (2,356) respectively.

A N.C.C. Officers' Training Centre was established at Kamptee from March, 1957 on permanent basis for the pre-commission and refresher training of N.C.C. officers of Army Wing Units. During the year, 3 Junior Division and 2 Senior Division pre-commission training courses of 2/3 months duration were held in which 266 officers of Junior Division and 226 officers of Senior Division were trained.

Another outstanding activity of the Cadet Corps was its participation in the Earl Roberts Imperial Cadet Trophy Shooting Competition organised in India and other Commonwealth countries by the Imperial Cadet Association of the United Kingdom. Circle No. 5 (Bihar) obtained the highest position amongst the teams in India and secured 13th position in the Commonwealth teams.

While Glider Training was introduced at Kanpur, Patna, Delhi, Nagpur, Madras and Jaipur, Ship-modelling was introduced in the Naval Wing of the Senior and Junior divisions of the N.C.C. this year. Besides 19 combined cadre and social service camps and the annual training camps, Air wing and Naval wing camps were held separately during the year under review.

A new innovation towards keeping the public informed of the activities of the N.C.C. through broadcasts over the A.I.R. was introduced. The cadet Journal, published twice a year, continued to be popular among the cadets.

The strength of the Auxiliary cadet corps during the year under report increased by 51,947 cadets, bringing the total strength to 6,71,104 cadets on 31st March 1957. A sum of Rs. 9.1 lakhs was made available by the Ministry of Education for conducting A.C.C. Labour and Social Service Camps during 1956-57. Of this, 8.62 lakhs was utilised in organising 108 Camps attended by 1,371 teachers and 39,927 cadets, including 117 lady teachers and 2,185 girl cadets.

The N. C. C. and A. C. C. made great contribution in the field of social service. Besides participating in the social work camps, building roads, tanks, bunds, canals etc., the cadets provided medical aid to a substantial section of rural population and conducted literacy drives.

#### 10. School Meals

Facilities for the provision of mid-day meals to the students in the various States were very meagre. Owing to financial stringency, it was not feasible for government to provide mid-day meals even to all of the

poor children unless the community was prepared to make a substantial contribution for this purpose. Some of the ways in which public participation could be enlisted are indicated below :—

- (i) Collecting contributions from landowners by way of food grains at the time of harvest.
- (ii) Every school child collecting a match box or a handful of cereals every day.
- (iii) Families taking responsibility for feeding children of the village school.
- (iv) Collecting cash donations on an annual or monthly basis.
- (v) Rich people getting together and conducting the feeding programme for a particular number of days.

An account of the States, where this facility was provided is given below :—

In Andhra, the State government, on the recommendation of the State Harijan Welfare Committees, introduced the system of paying cash doles in lieu of mid-day meals to the pupils of the elementary schools maintained by Social Welfare Department. The total number of pupils benefitted by this scheme was 35,000 during the year and the expenditure amounted to Rs. 3,96,675. In Bombay, mid-day meals continued to be provided in educationally backward Dangs District and the cost came to Rs. 21,676. About 37,000 undernourished children of municipal schools were also supplied with milk by the Corporation at a cost of Rs. 9,12,000. The scheme of supplementing the free supply of milk to the undernourished children with light snacks continued to function smoothly. UNICEF Skim Milk was distributed in 785 schools in Scheduled areas. In Kerala, noon-feeding was conducted in all the ten talukas of the erstwhile Travancore State, where compulsory primary education was in force. Besides, necessitous children of primary schools were provided with mid-day meals. Noon meals were also given to poor children in some select areas under the auspices of the *Travancore Vanchi Poor Fund*. In erstwhile Cochin area, noon-feeding was conducted in almost all the primary schools and primary sections of middle and high schools.

In erstwhile Madhya Bharat region of Madhya Pradesh, mid-day meals were provided in some nursery schools. The schools managed by the Tribal Welfare Department were also supplying some light refreshment free of cost. The Government of Madras initiated a drive to provide mid-day meals with the aid of contributions from the public. Over 1,000 mid-day meal centres were organised during the year by voluntary organisations. The supply of mid-day meals to the children studying in the schools maintained by the Harijan Welfare Department was continued and 74,448 pupils were fed during the year. Free mid-day meals were also provided in corporation elementary schools on all the five working days in the week. The number of beneficiaries was 13,082.

In Mysore, mid-day meal was arranged in a number of schools for students coming from long distance and the poor children. The government met half of the total expenditure involved. In erstwhile Coorg area, mid-day meal was provided to pupils belonging to Scheduled Castes and Scheduled

Tribes. Mid-day meals and dry milk were supplied at government cost in Orissa to children of primary and secondary schools in the draught and flood affected areas. In Uttar Pradesh, a beginning was made to provide noon-meals in the junior high schools in rural areas. Mid-day meals, which consisted of sprouted and parched gram, seasonal fruits, etc., were provided to 4,40,226 students of 814 schools during the year. In West Bengal, Saral Memorial School Meal Service was given adequate grants by the government for the supply of mid-day meals to the students of three government schools in Calcutta.

### 11. Medical Inspection of School Children

The system of medical inspection of school children was in force in almost all the States in one form or the other, but it was far from satisfactory in most of the States. Failure to carry out the remedial measures suggested, shortage of funds, absence of effective contacts between the parents and the school authorities, lack of follow-up work, were the main reasons for the unsatisfactory state of affairs. A brief summary of the position in different States is given below :

In Andhra, no organised scheme for the medical inspection of school children was in force. Secondary schools were, however, allowed to levy a special fee for this purpose.

In Bombay, medical inspection was conducted in 1,078 secondary schools and 2,821 primary schools during 1956-57. The total number of students examined in these schools was 3,57,244 and 4,65,916 respectively. The scheme of medical inspection was introduced in primary schools of 5 district boards, 8 authorised municipalities and one cantonment Board. The government gave a grant of Rs. 5,007 for this purpose. School health service of the Bombay Corporation continued to operate for the benefit of primary school children.

In Madhya Pradesh, medical inspection of school children was done regularly in Madhya Bharat region of the State. In other areas it was done periodically.

In Madras, 191 secondary schools had arrangement for medical inspection. It also existed in elementary schools run by Madras Corporation. There were 5 Medical Inspectors and 3 Inspectresses, during the year, attending to the work of medical inspection of schools run by the Corporation. 120 such schools were visited by these officers and 20,067 children were examined. 6,143 boys and 5,792 girls were found to be in need of treatment. 227 revisits were made to re-examine and suggest treatment to the defectives. Mal-nourished children were provided with mid-day meals, calcium tablets, etc., while others received appropriate treatment.

In Mysore, 87,967 pupils, including 6,905 girls, studying in high, middle and primary schools were examined. Medical officers of Health arranged to give free milk to school children to prevent mal-nutrition.

In Orissa, the Medical officer visited high schools and examined students studying in government and aided schools. In other schools, this work was entrusted to Health Officers and Medical Officers in charge of local dispensaries. Provision for medical attendance existed in hostels attached to government institutions.

In Punjab, most of the high and middle schools in urban areas had some arrangement for medical inspection of their pupils for which they levied some fee.

In Rajasthan, 13 part-time medical officers inspected 18,848 children studying in primary, middle and high schools. There were 13 small clinics in Ajmer District during the year under report.

In Uttar Pradesh, detailed medical examination scheme continued to be in force in 14 big towns. In 42 towns, Municipal Medical Officers of Health looked after the health of school children. Medical examination was conducted in 11,435 schools of which 8,768 were located in rural areas and 3,54,227 students in all were examined. Ill-nourished children were supplied milk on the recommendations of the School Health Officer.

In West Bengal, the Education Directorate maintained school hygiene units in Calcutta and in some of the municipal towns with a view to examine the health of the school children periodically. The Director of Health Services arranged the medical examination of 1,08,899 school children studying in 2,212 schools.

In Delhi, medical inspection of school children was regularly carried out by the concerned school medical officers and treatment prescribed for defective children.

In Himachal Pradesh, free medical aid was provided to the students out of the school medical funds.

In Manipur, the medical officer visited schools periodically for medical inspection of pupils.

In N.E.F.A., school children were examined by the medical officers in course of their visits to the schools.

## 12. Education of Displaced Students

The scheme of financial assistance to displaced students continued during the year 1956-57. The details of the amount spent by the State governments by way of grants and stipends to students in colleges and technical institutions and cash grants and freeships to school students and the number of beneficiaries are given below:

	Number	Amount Rs.
<b>(a) Stipends</b>		
College Students . . . . .	6,639	21,47,840
Technical Students . . . . .	5,281	14,13,566
<b>(b) Cash Grants</b>		
Primary School Students . . . . .	25,634	1,50,034
Middle School Students . . . . .	22,724	1,64,021
High School Students . . . . .	65,612	25,24,982
<b>(c) Freeships</b>		
Primary School Students . . . . .	33,971	5,67,404
Middle School Students . . . . .	51,022	4,00,786
High School Students . . . . .	1,10,336	47,43,226

During the year under review 98 new schools for refugees were opened—14 in Bihar, 2 in Bombay, 1 in Orissa, 1 in Rajasthan, 4 in Uttar Pradesh, 71 in West Bengal and 5 in Delhi. The total expenditure on the maintenance of Refugee schools amounted to Rs. 77.92 lakhs. Its break up among States is given below :

State	Expenditure Rs.
Assam . . . . .	1,03,721
Bihar . . . . .	2,300
Bombay—	
Old Area . . . . .	6,57,145
Vidarbha . . . . .	54,197
Rajkot . . . . .	1,80,074
Orissa . . . . .	3,082
Punjab . . . . .	13,90,445
Rajasthan . . . . .	2,98,818
Uttar Pradesh . . . . .	3,11,600
West Bengal . . . . .	45,27,900
Manipur . . . . .	15,389
Tripura . . . . .	2,57,800

The Ministry of Rehabilitation sanctioned a grant of Rs. 29.99 lakhs during the period under review to disrupted and other educational institutions in various States, catering to the education of displaced students from West Pakistan.

### 13. Indian Students Abroad

During 1956-57, the following Government of India Overseas Scholarships Schemes were in operation :—

*Agatha Harrison Fellowship* : The Fellowship was instituted in 1956-57 in the memory of the late Miss Agatha Harrison. It envisages the study of Asian problems with special reference to India at the St. Anthony's College, Oxford and is of 5 years' duration. The selected candidate is working in the College since September, 1956.

*Central Overseas Scholarships Scheme* : Teachers of universities, colleges and comparable institutions of higher education are sent for higher studies abroad to raise, on their return, the standard of instruction and research in Indian Institutions. During the year, 20 persons were sent abroad.

*Fully Paid Overseas Scholarships Scheme* : Instituted for the first time in the year 1956-57, the Scheme is intended to provide facilities for advanced studies abroad for brilliant young persons between the ages of 20 and 25. 20 scholarships were to be awarded for utilisation in the year 1957-58.

*Union Territories Overseas Scholarships*: This Scheme is intended to award scholarships for studies abroad to persons who by birth or domicile are natives of the Union Territories of Delhi, Himachal Pradesh, Tripura, Manipur, Andaman and Nicobar Islands, Laccadive, Minicoy and Amindive Islands. 4 candidates were sent abroad during the year under this scheme.

*Foreign Languages Scholarships Scheme*: 44 persons were sent abroad for studies in various languages. Of the scholars who went abroad during the previous years, 18 returned to India.

*Programme for Exchange of Scholars between India and China*: 4 persons were sent to China under this exchange programme.

*Scheduled Castes, Scheduled Tribes and Other Backward Classes Overseas Scholarships Scheme*: 10 candidates were awarded scholarships during 1956-57. Of those who went abroad under the Scheme during previous years, 3 returned to India. The total expenditure incurred was Rs. 1,62,794.

*Indo-German Industrial Co-operation Scheme*: Under this scheme, 16 persons were awarded scholarships for advanced studies/practical training in West Germany.

In addition to the above, various State governments and Industrial concerns awarded scholarships to their employees for further education and training in foreign countries.

Foreign governments/institutions/international organisations, etc., also awarded scholarships/fellowships to Indian nationals for studies abroad; the details of the awards are given below :—

(i) Indian Women's Education Association, London . . . . .	1 Scholarship
(ii) Imperial Relations Trust (London University Institute of Education, London)	2 Fellowships
(iii) U. N. O. (U.N. Social Welfare Fellowships/Scholarships Programme)	6 Fellowships
(iv) U. N. E. S. C. O. . . . .	9 Fellowships
(v) British Council, London . . . . .	2 Scholarships
(vi) Government of Federal Republic of Germany . . . . .	7 Scholarships
(vii) Government of Switzerland . . . . .	2 Scholarships
(viii) Government of Austria . . . . .	2 Scholarships
(ix) Government of Netherlands . . . . .	1 Scholarship
(x) Royal Commission, U. K. . . . .	1 Scholarship
(xi) Brush Aboe Group, U. K. . . . .	1 Scholarship



## CHAPTER XI

### STATISTICAL SURVEY

In this chapter, an attempt has been made to study the trends of progress in selected fields of education as revealed by the data pertaining to the quinquennium ending with the year under report, *i.e.*, from 1951-52 to 1956-57. There are, however, some serious limitations to this study. Due to the Reorganisation of States in 1956, comparable state-wise statistics for all the years in the quinquennium being not available, this analysis has necessarily to be confined only to the country as a whole. With educational situation differing from state to state and even within each state from area to area, it will be difficult to draw any precise conclusions which may apply to various regions. Further, the treatment of this study being purely statistical, it will be difficult to deal with high school and university education adequately here as the emphasis in both these fields of education is more on qualitative improvement than on quantitative expansion.

*General School Education*: School education generally comprises three stages, namely primary, middle and high/higher secondary, and the first two when combined are known as Elementary Stage. The objective of education at the elementary and high stages being distinct, these are dealt with separately below.

*Elementary Education*: "The state shall endeavour to provide, within a period of ten years from the commencement of the Constitution, free and compulsory education for all children until they complete the age of 14 years". This directive principle of the state's educational policy is embodied in Article 45 of the Constitution. Accordingly, the nation set before itself the goal of introducing, by 1960, free and compulsory elementary education, which more or less corresponds to the age group 6-14 and generally constitutes classes I-VIII. The progress made in this regard during 1951-57 is shown in the following table:

**Table CI—Pupils undergoing Elementary Education, 1951-57**

Year	Number of Pupils in classes I—VIII			Percentage of Girls to Total	Percentage Increase from the previous year		
	Boys	Girls	Total		Boys	Girls	All Persons
1	2	3	4	5	6	7	8
	(In Lakhs)						
1951-52	169.81	62.17	231.98	26.8	..	..	..
1952-53	174.25	64.91	239.16	27.1	2.6	4.4	3.1
1953-54	184.59	70.42	255.01	27.6	5.9	8.5	6.6
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

It is evident that the enrolment of boys and girls has been increasing steadily. Although, as compared to boys, girls have been very backward in education, their rate of progress has been faster. Leaving aside the year 1952-53, when the First Five Year Plan had just started, the annual rate of increase in the enrolment of girls ranged between 8 and 11 per cent as against that of boys between 5 and 7 per cent only. It is because of this that girls improved their proportion in the total enrolment from 26·8 per cent in 1951-52 to 29·7 per cent in 1956-57.

From the point of view of Article 45 of the Constitution, the question, however, remains as to how far have we yet to go to reach the goal. This will be evident from the following table in which the enrolment in classes I—VIII has been related to the population in the age-group 6—14 years and the resulting percentages have been given.

**Table CII—Educational Facilities for the Age-group (6—14), 1951-57**

Year	Percentage of pupils in classes I—VIII to the population in the age-groups 6—14		
	Boys	Girls	All Persons
1	2	3	4
1951-52 . . . . .	46·7	18·1	32·8
1952-53 . . . . .	47·2	18·8	33·5
1953-54 . . . . .	49·2	20·0	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

The following points emerge from the above data.

- (a) In spite of increasing population of the country and therefore of the children in the age-range 6—14, the percentage of those receiving elementary education has been steadily improving.
- (b) There has been considerable gap between the education of boys and girls. Whereas, as against every hundred boys in the age-group 6—14, there were 56 boys receiving elementary education during 1956-57, the number of such girls out of population of a hundred girls was only 25.
- (c) Taking boys and girls together, facilities for only about 41 per cent of the children existed in 1956-57. In order, therefore, to provide universal elementary education in the country, existing facilities

would need to be multiplied by 250 per cent. Moreover, at the existing rate of development of about 2 per cent every year, it would require about 30 years more to reach the goal.

It will be seen from the foregoing discussion that whereas substantial progress was recorded in the field of elementary education during the last few years, yet what still remained to be accomplished was stupendous. In addition to the magnitude of the task, lack of adequate resources, shortage of trained teachers and other educational personnel, lack of school buildings, equipment, etc. and above all wide inter-state variations in the level of their attainments and even intra-state gaps between the urban and rural communities and between the education of boys and girls added to the difficulties of the situation. The realisation of the constitutional objective within the stipulated period being, therefore, an extremely difficult task, it was imperative that the position be reviewed in all its ramifications to fix more realistic target. This was done in July, 1957, which will be dealt with at some length in the next report.

*Primary Education:* The position of elementary education being what it is, let us study the position of primary education in most of its major aspect. The following table shows the number of primary schools functioning in the country during 1951-57.

**Table CIII—Number of Primary Schools, 1951-57**

Year	Primary Schools		Primary Schools for Girls		Single Teacher Schools		Percentage of single teacher to total number of Primary Schools
	Number	Percentage of increase from the previous year	Number	Percentage of girls schools to total No. of Schools	Number	Percentage of increase from previous year	
1	2	3	4	5	6	7	8
1951-52 . . .	2,15,036	2.6	13,968	6.5	67,576	5.9	31.4
1952-53 . . .	2,22,014	3.2	14,227	6.4	75,214	11.3	33.9
1953-54 . . .	2,39,382	8.7	14,711	6.1	86,031	14.4	35.9
1954-55 . . .	2,63,626	10.1	14,925	5.7	1,01,342	17.8	38.4
1955-56 . . .	2,78,135	5.5	15,230	5.5	1,11,220	9.7	40.0
1956-57 . . .	2,87,298	3.3	16,065	5.6	1,16,272	4.5	40.5

The above table shows that primary schools have been increasing from year to year, although their rate of increase has had wide dispersion. It seems necessary to state here that apart from the primary schools shown above a

large number of middle and some high schools also provided primary education in the primary departments attached to them. Their exact number is, however, not known.

The above table also gives the number of primary schools exclusively meant for girls. Although, these constitute only about 5 to 6 per cent of the total number of primary schools and further this ratio is declining steadily it is important to consider as to whether in view of the current financial situation and the very heavy prospective obligations, it is feasible to have separate schools for girls even at the primary stage.

The position of single-teacher schools is also shown in the above table. It will be seen that these institutions are multiplying rapidly. In fact, their rate of increase is considerably higher than that of the primary schools, the result is that their proportion in the total number of schools has increased from one out of every 3 in 1952-53 to 2 out of every 5 in 1956-57. This may be mainly due to the scheme of Relief to Educated Unemployed launched in the second half of the First Five Year Plan. Educationally, the institution of single-teacher schools has not much to commend itself, but, in view of the scatter of population in certain regions of the country and the economy factor involved, it has come to stay, at least for some time to come.

The distribution of primary schools by management is shown below :

**Table CIV—Number of Primary Schools by Management, 1951-57**

Year	Total Number of Primary Schools	Number of Primary Schools Managed by			Percentage of Govt. Managed Schools	Percentage of Local Boards Managed Schools	Percentage of Private Schools
		Govt.	Local Boards	Private Bodies			
1	2	3	4	5	6	7	8
1951-52 . . .	2,15,036	44,182	1,06,144	64,710	20.5	49.4	30.1
1952-53 . . .	2,22,014	46,094	1,09,953	65,967	20.8	49.5	29.7
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

The above table shows that about half of the primary schools are being managed by Local Boards and the remaining half by government and private bodies in the ratio of almost 50:50 during 1956-57 as against 2:3 during

1951-52. Some official committees appointed to consider the level at which primary education should be administered have expressed themselves in favour of democratic decentralisation of educational administration at this level which means that the responsibility of administering primary education should rest with the representatives of the people at the lowest possible level. Some of the State governments have their own views in the matter. Consistent increase in the number and proportion of local board schools is in harmony with that point of view, but a similar increase in the case of government schools, *prima facie* goes against it. There is, however, a slight decline in the number of government schools in 1956-57. It is premature to say at this stage as to whether this decrease is indicative of any reversion in the previous trend or it represents restricted effort put in during 1956-57 which was the first year of the Second Plan.

Taking government and local board schools in the above table together, it is observed that the schools under public management have been multiplying more rapidly than those under private control. It shows that the effort in the matter of increasing educational facilities in the public sector has been considerably higher than that in the private sector. Private schools, though steadily increased numerically, have been falling in their proportion to the total number. The situation, therefore, calls for measures to be taken to enlarge the participation of private organisations and agencies in this matter so that there may be a fairer distribution of responsibilities in the future programme of expansion of primary education which otherwise is expected to be too heavy a responsibility for the resources of the government and local bodies to bear single-handed.

This discussion of primary schools will be grossly incomplete without a reference to their location in rural or urban areas. The following table gives such a distribution over a number of years.

**Table CV—Primary Schools in Urban & Rural Areas, 1951-57**

Year	Total Number of Primary Schools	Number of Primary Schools in Rural Areas	Number of Primary Schools in Urban Areas	Percentage of Schools in Rural Areas	Percentage of Schools in Urban Areas
1	2	3	4	5	6
1951-52 . . .	2,15,036	1,89,710	25,326	88.2	11.8
1952-53 . . .	2,22,014	1,93,130	28,884	87.0	13.0
1953-54 . . .	2,39,382	2,10,959	28,423	88.1	11.9
1954-55 . . .	2,63,626	2,34,090	29,536	88.8	11.2
1955-56 . . .	2,78,135	2,47,747	30,388	89.1	10.9
1956-57 . . .	2,87,298	2,57,943	29,355	89.8	10.2

Barring a minor fluctuation in 1952-53, the percentage of primary schools in rural areas to the total number of primary schools shows an increasing trend throughout the period under consideration. It is happy to note that rural areas, which have a population of about 83 per cent, have about 90 per cent primary schools located in them. It does not, however, mean that rural areas are better placed in this respect than even urban areas, because urban schools are generally bigger in size as will be evident from the figures given below :

Year	Average Number of Pupils per School in urban area	Average Number of Pupils per School in rural area
1951-52 . . . . .	190	75
1952-53 . . . . .	173	75
1953-54 . . . . .	191	73
1954-55 . . . . .	186	71
1955-56 . . . . .	185	70
1956-57 . . . . .	171	73

Moreover, middle and high schools having primary departments, which are concentrated in larger population units, tilt the balance in favour of urban areas.

It has been observed above that about 90 per cent of the primary schools are situated in rural areas having a population of about 83 per cent. Since the existing facilities are insufficient to cater to the needs of the country adequately as will be seen a little later, the existing facilities in rural areas likewise fall too short of its requirements, even though they get a lion's share out of the primary schools functioning in 1956-57.

In order to have a better idea about the gap between the country's needs and the available facilities, we need more detailed information. This information is provided by the Educational Survey of India carried out by the Ministry of Education in collaboration with the State governments. This survey gives information as on 31-3-57 and was conducted with the object of sizing the needs of the country in this regard and its different areas and locating new schools so as to serve the maximum area and population with the minimum of additional effort and to avoid all over-lapping or duplication.

According to this survey, there are some 8,40,033 rural habitations—5,25,363 villages and 3,14,670 hamlets—besides 2,812 towns and cities in the country. The distribution of rural habitations according to population slabs is as follows :—

**Table CVI—Distribution of Rural Habitations According to Population**

Population Slab	No. of Habitations	Percentage of Habitations in the slab to the total number of Habitations	Population of Habitations in the slab according to 1951 Census (In Lakhs)	Percentage of population in the slab to total population in all Habitations	Average Population per Habitation
1	2	3	4	5	6
5,000 and above . . . . .	553	0·1	35·39	1·2	6,399
2,000 to 4,999 . . . . .	11,563	1·4	3,17·75	11·4	2,748
1,000 to 1,999 . . . . .	41,386	4·9	5,55·72	19·9	1,343
500 to 999 . . . . .	1,05,495	12·6	7,26·01	26·0	688
400 to 499 . . . . .	49,700	5·9	2,20·97	7·9	445
300 to 399 . . . . .	74,146	8·8	2,54·76	9·1	344
200 to 299 . . . . .	1,13,790	13·5	2,76·73	9·9	243
100 to 199 . . . . .	1,89,329	22·5	2,70·58	9·7	143
Below 100 . . . . .	2,54,071	30·3	1,37·60	4·9	54
<b>Total . . . . .</b>	<b>*8,40,033</b>	<b>100·0</b>	<b>*27,95·51</b>	<b>100·0</b>	<b>333</b>

\*These figures do not include the figures for West Bengal which did not participate in the survey, the two Union Territories of A. & N. Islands and L.M. & A. Islands as also those for Pondicherry, N.E.F.A. and the Naga Hills and seven villages in Punjab as they remained ice bound during the period of survey then.

As already shown in Table CV, 2,57,943 primary schools were functioning in rural areas in March 1957. Excluding from this the rural schools in West Bengal, A. & N. Islands, L.M. & A. Islands, Pondicherry & N.E.F.A., there are 2,34,965 primary schools for 8,40,033 rural habitations, which broadly indicates the gap. The survey has gone a little deeper to find out that out of 8,40,033 rural habitations, 2,29,023 or 27·3 per cent habitations have one or more schools located in them, and their population to

the total population of all rural habitation comes to 59·8 per cent. This shows, as expected, that the existing schools are located mostly in bigger habitations. The distribution of habitations with a school and their population is given below :

**Table CVII—Rural Habitations with Primary Schools**

Population Slab	Number of Habitations with a school	Percentage of Habitations with a school to the total number of Habitations in the slab	Population of Habitations with a school (1951 Census) (In Lakhs)	Percentage of population of Habitations in the slab with a school to the total population of all habitations in the slab
1	2	3	4	5
5,000 & above . . . . .	528	95·5	33·88	95·7
2,000—4,999 . . . . .	10,911	94·4	2,99·82	94·4
1,000—1,999 . . . . .	36,911	89·2	4,97·97	89·6
500—999 . . . . .	75,984	72·0	5,33·62	73·5
400—499 . . . . .	25,100	50·5	1,12·08	50·7
300—399 . . . . .	27,274	36·8	94·43	37·1
200—299 . . . . .	26,169	23·0	64·93	23·5
100—199 . . . . .	19,339	10·2	29·27	10·8
Below 100 . . . . .	6,807	2·7	4·44	3·2
<b>Total</b>	<b>2,29,023</b>	<b>27·3</b>	<b>16,70·44</b>	<b>59·8</b>

From the above table, it will be seen that in the higher population slabs, the percentage of habitations with a school in them is too high as compared to those in the lower population slabs. In the population slab below 100, only 2·7 per cent of the habitations, with a population of 3·2 per cent of the population in all habitations in that slab, have schools.



Further, the survey has also examined the position as to how far the existing schools are within easy reach of the neighbouring habitations without a school and has found that there are 3,70,962 habitations (or 44.2 per cent) which are situated within a distance of one mile from the nearest primary school so that these could be tagged on to the areas served by them. These habitations have a population of 6,52.57 lakhs which constitutes about 23.3 per cent of the total population of all rural habitations. The overall picture as it emerges from the above discussion is summarised below:

Habitations	Rural Habitations		Population	
	Number	Percentage	Number (In Lakhs)	Percentage
1	2	3	4	5
A. Total . . . . .	8,40,033	100.0	27,95.51	100.0
B. (i) Served by Schools in them . . . . .	2,29,023	27.3	16,70.44	59.8
(ii) Served by Schools near them . . . . .	3,70,962	44.2	6,52.58	23.4
Total B . . . . .	5,99,985	71.4	23,23.02	83.1
C. Not served by Schools (A-B) . . . . .	2,40,048	28.6	4,72.49	16.9

The details of habitations not served by the existing schools are given below:

**Table CVIII—Schoolless Habitations in Rural Areas**

Population Slab	Number of Habitations	Percentage of all Habitations in the slab	Population (1951 Census) (In Lakhs)	Percentage of total Population of all habitations in the slab
1	2	3	4	5
5,000 & over . . . . .	19	3.3	1.15	3.3
2,000—4,999 . . . . .	380	3.3	10.99	3.5
1,000—1,999 . . . . .	2,032	4.9	26.31	4.7
500—999 . . . . .	13,853	13.1	90.15	12.4
400—499 . . . . .	11,418	23.0	50.60	22.9
300—399 . . . . .	20,981	28.3	71.88	28.2
200—299 . . . . .	33,731	29.6	82.12	29.7
100—199 . . . . .	62,458	33.0	88.92	32.9
Below 100 . . . . .	95,176	37.5	50.37	36.6
<b>Total . . . . .</b>	<b>2,40,048</b>	<b>28.6</b>	<b>472.49</b>	<b>16.9</b>

It will be seen from the above that even in the highest slab, there are habitations without being served by the existing educational facilities. The percentage, both in regard to habitations and their population, goes on rising as one comes down to lower slabs.

Before closing this discussion with regard to the gaps in the existing facilities and the country's requirements, it seems pertinent to make one or two observations in respect of the data thrown up by the Survey. Firstly, due to the non-availability of any reliable estimates of population of the habitations as on 31st March 1957—to which other data pertains—the population taken into account is according to the 1951 Census. Although this population will have no firm relation with the actual population in 1957, the percentage worked out on its basis may give a fair idea about the position. Further, the survey only records the population of the habitations having a school in or near it but does not throw sufficient light on the adequacy or otherwise of the facilities available in it *vis-a-vis* the child population of the school going age.

It does not seem necessary to continue this discussion about the number of primary schools, firstly, because due to variation in their size, the information about their number does not carry us very far, and secondly, because this discussion is incomplete in respect of part of educational activity carried on in primary departments of middle and high schools about which information is not available. It will, therefore, be more useful to study the trends in the enrolment in primary education. The following table provides these during the last few years :

**Table CIX—Pupils undergoing Primary Education, 1951-57**

Year	Boys	Girls	Total	Percentage of Girls to Total
1	2	3	4	5
	(In Lakhs)			
1951-52 . . . . .	137·92	55·07	192·99	28·5
1952-53 . . . . .	140·70	57·32	198·02	28·9
1953-54 . . . . .	150·06	62·00	212·06	29·2
1954-55 . . . . .	158·82	67·40	226·22	29·8
1955-56 . . . . .	170·24	74·87	245·11	30·5
1956-57 . . . . .	178·84	80·81	259·65	31·1

The above table reflects almost the same situation as is observed above to obtain at the composite elementary stage. During the quinquennium 1951-52 to 1956-57, total enrolment at the primary stage increased by 34·5 per cent as against an increase of 29·7 per cent in the case of boys and that of 46·7 per cent in the case of girls.

The above enrolment at the primary stage is according to the scheme of school classes as prevalent in the different states during the years in question. As is well known, the duration of the primary course being variable, the enrolment is not exactly comparable between states. In such cases, it is, therefore, customary to take into account the enrolment in classes I—V uniformly in all the states whether primary course extends over 4 years or 5 years. The following table gives the enrolment position.

**Table CX—Educational Facilities for the Age-group 6—11**

Year	Enrolment in Classes I—V			Percentage of Enrolment of children in the age-group 6—11		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
	(In Lakhs)					
1951-52 . . .	141·82	56·28	198·10	60·6	25·1	43·3
1952-53 . . .	144·97	58·51	203·48	61·9	26·1	44·4
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

In spite of a substantial increase of 69 lakhs in the total enrolment over a period of five years, the enrolment in comparison to population of 6—11 age-group could hardly go up to 55 per cent. The position in respect of girls' education has been dismal, where still two-thirds of the population remained outside the pail of any formal education. The situation therefore calls for substantially increasing the pace of progress particularly in the field of girls' education.

It may, however, be stated that all the pupils shown in the above table to be studying in classes I—V do not belong to the age-group 6—11. The age of admission in most of the States being 5+, and due to a general

tendency among rural children to go to school at a comparatively higher age and thus attaining the age of 11 before passing V class, quite a good proportion of pupils in classes I-V fall outside the age group 6-11.

The following table indicates this position.

**Table CXI—Pupils outside the Age group 6-11 in Classes I-V, 1951-57**

Year	Enrolment in Classes I-V			Pupils below 6 and above 11 in classes I-V			Percentage of pupils below 6 & above 11 in classes I-V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
	(Figures in Lakhs)			(Figures in Lakhs)					
1951-52	141.82	56.28	198.10	36.94	13.43	50.37	26.4	23.9	25.4
1952-53	144.97	58.51	203.48	36.17	13.28	49.45	24.9	22.7	24.3
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

The above table shows that out of every four seats available in classes I-V, one is utilized by a child who falls outside the age range 6-11. It is expected that when student population increases and approaches the saturation point, this lop-sidedness in the age groups would get normalised.

Before we conclude this discussion on enrolment, it will be pertinent to touch upon the question of wastage and stagnation. As at least four years of schooling is considered necessary for attaining permanent literacy, leaving the school before that period constitutes wastage. Failure in the final examination and repeating the same class is known as stagnation. The two aspects are so interlinked that only a specific survey can investigate the extent and causes of these evils separately. The available information gives only the total effect of both, which is indicated below.

**Table CXII—Wastage and Stagnation—1951-57**

Year	Enrolment in Class I four years back			Enrolment in class IV during the year			Numerical Wastage and Stagnation			Wastage and Stagnation in Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
	(Figures in Lakhs)			(Figures in Lakhs)			(Figures in Lakhs)					
1952-53	47.72	21.29	69.01	21.62	7.24	28.86	26.10	14.05	40.15	54.7	66.0	58.2
1953-54	47.63	21.85	69.48	22.28	7.70	29.98	25.35	14.15	39.50	53.2	64.8	56.9
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	23.46	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	9.37	34.67	29.57	16.63	46.20	54.1	63.4	57.1

In the above table, the enrolments in class IV during the various years of the period under review have been related to the enrolment of the same batch of children when it joined class I four years previously, and the short-falls due to wastage and stagnation recorded. The following points emerge from the above table:

- (i) Wastage and stagnation affect more than half the school entrants. This renders educational effort at this level ineffective to such a big extent and therefore calls for urgent measures to arrest it.
- (ii) Wastage among girls is more than that among boys.

The figures given below throw light on the number of boys and girls who drop out in the course of first four classes, thereby indicating the wastage and stagnation in each class.

**Table CXIII—Wastage in Various Classes**

	1949-53 batch			1950-54 batch			1951-55 batch			1952-56 batch			1953-57 batch		
	Bo-ys	Gi-rls	To-tal	Bo-ys	Gi-rls	To-tal	Bo-ys	Gi-rls	To-tal	Bo-ys	Gi-rls	To-tal	Bo-ys	Gi-rls	To-tal
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
I	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
II	35	43	37	34	40	36	35	42	37	34	41	36	37	42	39
III	46	56	49	47	56	50	45	54	48	46	54	49	47	55	50
IV	55	66	58	53	65	57	53	64	56	53	63	57	54	63	57

It will be observed that the extent of wastage is much more from class I to class II in comparison with the subsequent classes.

After enrolment, teacher occupies the most important position in any scheme of education. The following table shows the number of teachers working in primary schools only. The number of teachers working in primary departments of secondary schools is, however, not available.

**Table CXIV A—Teachers in Primary Schools, 1951-57**

Year	Number of teachers in Primary Schools			Percent- age of Women Teachers to Total number of Teachers
	Men	women	Total	
1	2	3	4	5
	(In Thousands)			
1951-52	475	89	564	15.8
1952-53	488	99	587	16.9
1953-54	518	105	623	16.8
1954-55	563	113	676	16.8
1955-56	574	117	691	16.9
1956-57	589	121	710	17.1

It is quite natural that with the rise in enrolment, the number of teachers should also increase and they increased by 1.46 lakhs or 25.9 per cent in the quinquennium under review. The rise among women teachers was to the extent of 32 thousands or by about 36 per cent. On an average, there being hardly one woman teacher among every six teachers. There is a good deal to be said in favour of increasing the number of women teachers at this level, where, as already pointed out, there should be common schools for both boys and girls.

It is generally believed that an average trained teacher is better equipped to teach than his untrained counterpart. It is, therefore, important to know the position of trained teachers among the teachers shown above. This is indicated below:

**Table CXIV B—Trained & Untrained Teachers in Primary Schools, 1951-57**

Year	Men Teachers			Women Teachers			All Teachers		
	Total	Trained	Percentage of Trained to Total	Total	Trained	Percentage of Trained to Total	Total	Trained	Percentage of Trained to Total
1	2	3	4	5	6	7	8	9	10
	(In Thousands)			(In Thousands)			(In Thousands)		
1951-52	475	284	59.8	89	62	69.9	564	346	61.1
1952-53	488	294	60.3	99	71	71.4	587	365	62.2
1953-54	518	314	60.6	105	76	72.0	623	390	62.5
1954-55	563	335	59.6	113	83	72.9	676	418	61.8
1955-56	574	337	58.7	117	86	73.7	691	423	61.2
1956-57	589	351	59.6	121	91	75.1	710	442	63.5

In the above table, the percentage of women trained teachers shows a rising trend so that during 1956-57, three out of every four teachers were trained ones. This percentage in the case of men teachers after rising for two years suffered a set back. This is due mainly to the employment of a large number of untrained teachers under the scheme to relieve unemployment among educated classes launched in the middle of the First Plan period.

In so far as all India teacher-pupil ratio is concerned, there has been hardly any change in it during the quinquennium ending in 1956-57, when it was 1:33. In any large scale expansion of primary education, by increasing the number of students per teacher the cost per student and the number of teachers required could be reduced.

*Expenditure.*—Separate expenditure figures for primary departments of middle and high schools being not available, the following table gives only the expenditure directly incurred on primary schools from different sources. This also excludes indirect expenditure like that incurred on Direction and Inspection and Buildings, etc., the source-wise apportioning of which is not possible.

**Table CXV—Expenditure on Primary Schools by Sources, 1951-57**

Year	(Expenditure met from)					Percentage of Expenditure met from Govt. and Local Boards Funds
	Government Funds	Local Board Funds	Fees	Other Sources	Total	
1	2	3	4	5	6	7
	( In Crores of Rupees )					
1951-52 .	27.74	10.11	1.03	1.52	40.40	93.7
1952-53 .	31.84	9.48	1.26	1.62	44.20	93.5
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

The above table shows that about 94 per cent of the total direct expenditure is met from the government and local boards funds and the rest comes from fees and other sources. Obviously, it is a heavy burden on the resources of the state.

A substantial part of the Direct expenditure is incurred on teachers salaries and the remaining on school equipment and miscellaneous items. The following table throws up some interesting data regarding the teachers' salary bill.

Table CXVI—Teachers' Salaries in Primary Schools, 1951-57

Year	Total Direct Expenditure	Teachers' Salaries	Percentage of Teachers Salaries to total Direct Expenditure	Average Salary per Teacher
1	2	3	4	5
	(In Crores of Rupees)			Rs.
1951-52 . . . . .	40.40	33.94	84.0	602.2
1952-53 . . . . .	44.20	37.60	85.1	640.9
1953-54 . . . . .	46.27	38.84	83.9	623.1
1954-55 . . . . .	50.89	42.80	84.1	633.3
1955-56 . . . . .	53.73	45.04	83.8	651.5
1956-57 . . . . .	58.48	49.28	84.3	694.0

The above table shows that teachers salaries constitute about 83 to 85 per cent of the direct expenditure on primary schools, so that equipment and miscellaneous items account for only 15 to 17 per cent. Further, teachers salaries recorded a substantial increase of about 45 per cent during the quinquennium. The average annual salary of a primary school teacher, which fluctuated during this period, shows a rising trend in the later part of the period under review. The revision of pay scales of primary school teachers in the beginning of the Second Five Year Plan is reflected in a steep rise in his average salary during 1956-57.

It will, however, be interesting to see how does the increase in the average salary of a teacher compare with the consumer price index for working class. Taking 1951-52 as the base year, the average salary of a teacher in subsequent years is shown in the following table together with the consumer price index.

Year	Primary School Teacher's Salary Index with 1951-52 as base	Consumer price Index for working class with 1951-52 as base
1951-52 . . . . .	100.00	100.00
1952-53 . . . . .	106.43	99.04
1953-54 . . . . .	103.47	101.92
1954-55 . . . . .	105.16	95.19
1955-56 . . . . .	108.19	92.30
1956-57 . . . . .	115.24	102.88



It shows that the rise in his emoluments compares favourably with the corresponding change in the price index.

The cost per pupil is another important aspect of education which deserves a reference here. In absence of expenditure figures relating to books and stationery, maintenance of school children, etc. the available data lends itself to a study of the cost per pupil as met by the school administration only and not the cost to a student. The following table gives this information for rural and urban schools separately :—

**Table CXVII—Cost Per Pupil in Primary Schools**

Year	Cost per Pupil in Primary Schools in		
	Urban Areas	Rural Areas	All Areas
1	2	3	4
1951-52 . . . . .	23·5	20·5	20·9
1952-53 . . . . .	25·2	23·5	22·6
1953-54 . . . . .	25·0	21·3	22·2
1954-55 . . . . .	22·5	23·1	22·9
1955-56 . . . . .	24·2	23·2	23·4
1956-57 . . . . .	32·6	22·3	24·4

School administration in urban areas are spending comparatively more per student than their counterparts in rural areas.

**Middle School Education**—Education of the middle stage is imparted in middle schools (generally having primary classes also) and high and higher secondary schools. The exact information about the number of high and higher secondary schools having middle departments attached to them being not known, the following table gives the number of middle schools only.

**Table CXVIII—Number of Middle Schools, 1951-57**

Year	Number of Middle Schools			Percentage of increase from the previous year	Percentage of Middle Schools for Girls
	For Boys	For Girls	Total		
1	2	3	4	5	6
1951-52 . . . . .	12,856	1,720	14,576	..	11·8
1952-53 . . . . .	13,578	1,762	15,340	5·2	11·5
1953-54 . . . . .	14,361	1,891	16,252	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

Table CXVIII shows that the number of middle schools has been increasing at an impressive rate which ranged from 5.2 to 25.5 per cent per annum. The total increase in the quinquennium as a whole, however, has been of the order of about 68 per cent.

The above table also shows the position of middle schools exclusively meant for girls. These schools have been increasing numerically but decreasing proportionally. The existence of separate schools for girls at this stage is somewhat understandable but due to the limitations imposed by restricted financial resources it is good that the main expansion is in the case of mixed schools.

The following table gives the distribution of middle schools by managements :

**Table CXIX—Number of Middle Schools by Management, 1951-57**

Year	Number of Middle School Managed by				Per-centage of Government Schools	Per-centage of Local Board Schools	Per-centage of Private Schools
	Government	Local Boards	Private	Total			
1	2	3	4	5	6	7	8
1951-52	3,781	4,851	5,944	14,756	25.9	33.3	40.8
1952-53	3,955	5,134	6,251	15,340	25.8	33.5	40.7
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	8,988	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

The following points emerge from the above table:

- Numerically, middle schools under various managements recorded an increase from year to year.
- On percentage basis, government and private schools show a rising trend in the beginning of the First Five Year Plan, but later register a substantial decline due to a steep rise in the local board schools. Whether it is due to the general policy of democratic decentralisation of elementary education, however, still remain to be seen.

How are these middle schools located in urban and rural areas will be seen in the following table :

**Table CXX— Number of Middle Schools in Urban & Rural Areas, 1951-57**

Year	Total Number of Middle Schools	Middle Schools in Rural Areas	Middle Schools in Urban Areas	Percentage of Schools in Rural Areas to Total
1	2	3	4	5
1951-52 . . . . .	14,576	11,181	3,395	76·7
1952-53 . . . . .	15,340	11,363	3,977	74·1
1953-54 . . . . .	16,252	12,583	3,669	77·4
1954-55 . . . . .	17,318	13,485	3,833	77·9
1955-56 . . . . .	21,730	16,999	4,731	78·2
1956-57 . . . . .	24,486	19,713	4,773	80·5

It is satisfying to note that middle schools in rural areas have been multiplying rapidly so that in 1956-57, more than 80 per cent of them were located in these areas which claim to contain as big a chunk of our population as 83 per cent. But the smaller size of an average rural school as indicated below together with the concentration of high schools having middle classes in urban areas, tilts the balance regarding the facilities available in favour of urban areas.

**Average Number of Pupils in Middle Schools**

Year	In Rural Areas	In Urban Areas
1951-52 . . . . .	136	211
1952-53 . . . . .	134	197
1953-54 . . . . .	133	206
1954-55 . . . . .	137	196
1955-56 . . . . .	156	239
1956-57 . . . . .	162	251

According to the Educational Survey of India referred to above, provision for middle school education existed in about 3·1 per cent of the total number of habitations. Besides, taking an area within a radius of 3 miles from a middle school as its jurisdiction, the existing middle schools could be taken to serve about 47·2 per cent of the habitations. It shows that about half the number of habitations had no provision of middle school.

education whatsoever within a distance of 3 miles from them. In view of the constitutional directive as enunciated in Article 45, it is imperative that these facilities be expanded rapidly to cover the remaining habitations as far as possible in the shortest time.

### Enrolment

The following table shows the number of students receiving middle education during the various years under review :

**Table CXXI—Enrolment at Middle Stage, 1951-57**

Year	Boys	Girls	Total	Percentage of Girls to Total
1	2	3	4	5
	( In Lakhs )			
1951-52	29.79	6.69	36.48	18.3
1952-53	31.38	7.13	38.51	18.5
1953-54	33.66	8.19	41.85	19.6
1954-55	35.69	8.91	44.60	20.0
1955-56	38.31	9.92	48.23	20.6
1956-57	40.21	11.38	51.59	22.1

From 1951-52 to 1956-57, the total increase in enrolment at the middle stage has been of the order of 15.11 lakhs or by 41.4 per cent. Although girls have been considerably backward in middle education than boys, their progress by 70.1 per cent during the quinquennium has been more spectacular.

The above data pertains to the middle stage, where duration varies from 2 to 4 years in the different states. Taking comparable data of all states, the enrolment in classes VI-VIII has been related to the population in the age-group 11-14 and is shown below.

**Table CXXII—Enrolment in Classes VI-VIII, 1951-57**

Year	Pupils in classes VI-VIII			Percentage of Enrolment in classes VI-VIII to Children in the age range 11-14		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
	( In Lakhs )					
1951-52	27.99	5.89	33.88	21.6	4.9	13.5
1952-53	29.29	6.39	35.67	23.7	5.3	14.6
1953-54	31.03	7.26	38.29	23.6	5.9	15.1
1954-55	32.61	7.87	40.48	24.5	6.4	15.8
1955-56	34.26	8.67	42.93	25.4	6.9	16.5
1956-57	36.44	9.92	46.36	26.4	7.7	17.3

Table CXXII shows the tremendous gap to be filled to reach the goal of universal education for children in the age range 11-14. According to the rate of progress indicated in the above table, it will take considerable time before we can hope to be somewhere near the goal. As we can hardly afford this delay, it is imperative to accelerate the pace of progress.

### Teachers

Like enrolment, teachers in middle schools also show an improvement during the last few years. The following table is indicative of this progress:

**Table CXXIII—Teachers in Middle Schools, 1951-57**

Year	Number of Teachers			Percentage of Women to Total
	Men	Women	Total	
1	2	3	4	5
1951-52	76,464	14,068	90,532	15.5
1952-53	81,989	15,003	96,992	15.5
1953-54	87,867	16,433	1,04,300	15.8
1954-55	94,671	17,078	1,11,749	15.3
1955-56	1,24,550	23,844	1,48,394	16.1
1956-57	1,35,467	31,096	1,66,563	18.7

As against the total increase of about 84 per cent, women teachers rose by 121 per cent during this period. Their number, however, did not go much beyond one in six teachers.

It may, however, be added that the table above includes teachers working in middle schools only—that is on the one hand they include teachers teaching primary classes wherever attached to such schools and on the other exclude teachers teaching middle classes of high and higher secondary schools. Separate figures for teachers teaching in these classes being not available, it is difficult to find out the precise number of teachers taking middle classes. The distribution of trained and untrained teachers is given below:

**Table CXXIV—Trained and Untrained Teachers in Middle Schools, 1951-57**

Year	Men Teachers			Women Teachers			All Teachers		
	Total	Trained	Percentage of Trained to Total	Total	Trained	Percentage of Trained to Total	Total	Trained	Percentage of Trained to Total
1	2	3	4	5	6	7	8	9	10
1951-52	76,464	40,716	53.3	14,068	8,341	59.3	90,532	49,057	54.2
1952-53	81,989	43,967	53.6	15,003	9,080	60.5	96,992	53,047	54.7
1953-54	87,867	46,737	53.2	16,433	10,051	61.2	1,04,300	56,788	54.5
1954-55	94,671	49,102	51.8	17,078	10,666	62.5	1,11,749	59,768	53.5
1955-56	1,24,550	70,786	56.9	23,844	15,990	67.1	1,48,394	86,776	58.5
1956-57	1,35,467	78,530	58.0	31,096	21,547	69.3	1,66,563	1,00,077	60.1

While the percentage of men trained teachers fluctuated between 51·8 to 58 per cent, that of women trained teachers registered a sharp rise from 59·3 to 69·3 per cent during the period under review. Further, at each point of time, the percentage of women trained teachers was more than that of men trained teachers.

The teacher-pupil ratio in middle schools was 1:24 in 1951-52. It improved to 1:23 in 1952-53 and 1953-54 and again fell to 1:26 in 1955-56 and 1956-57. This teacher-pupil ratio, however, takes into account both the enrolment as well as the number of teachers working in primary departments attached to the middle schools.

### Expenditure

The following table gives the expenditure on middle schools by sources :

**Table CXXV—Expenditure on Middle Schools by Sources, 1951-57**

Year	Expenditure met from					Percentage of Expenditure met from				
	Government funds	Local Board funds	Fees	Other funds	Total	Government funds	Local Boards funds	Fees	Other sources	
1	2	3	4	5	6	7	8	9	10	
	(In Crores of Rupees)									
1951-52	4·41	1·26	2·13	0·92	8·72	50·6	14·5	24·4	10·5	
1952-53	5·01	1·40	2·27	0·96	9·64	52·0	14·5	23·5	10·0	
1953-54	5·63	1·44	2·44	1·01	10·52	53·5	13·7	23·2	9·6	
1954-55	6·54	1·45	2·44	1·03	11·46	57·1	12·7	21·3	8·9	
1955-56	9·69	1·99	2·49	1·14	15·41	62·9	12·9	16·2	8·0	
1956-57	11·38	1·99	2·51	1·27	17·15	60·5	11·6	14·6	13·3	

The above table shows that the Government and Local Boards met about 65 to 76 per cent of the entire expenditure—the government sharing about 50 to 63 per cent. The percentage of expenditure met out of income from fees has been dwindling fast—it came down from 24·4 per cent to 14·6 per cent during the quinquennium. The contribution from other sources was between 8 and 13 per cent.

Of the above expenditure, about three fourths is incurred on meeting salaries of the teachers and the remaining one-fourth on contingencies, equipment and other expenses. Thus, the average salary per annum of a middle school teacher works out as shown below :

Year	Average Salary Per Annum	in Salary Index with 1951-52 as base
	Rs.	
1951-52 . . . . .	815	100
1952-53 . . . . .	745	91·4
1953-54 . . . . .	742	91·0
1954-55 . . . . .	774	95·0
1955-56 . . . . .	809	99·3
1956-57 . . . . .	832	102·1

The average salary of a middle school teacher registered a decline from that in 1951-52 and improved only in 1956-57. Still it was not considered commensurate.

The following table gives the cost per pupil in urban and rural middle schools :

**Table CXXVI—Cost Per Pupil in Middle Schools, 1951-57**

Year	In Rural Areas	In Urban Areas	In all Areas
	2	3	4
	Rs.	Rs.	Rs.
1951-52 . . . . .	38·0	40·8	39·0
1952-53 . . . . .	39·7	45·2	41·8
1953-54 . . . . .	42·0	45·8	43·3
1954-55 . . . . .	46·0	40·6	44·2
1955-56 . . . . .	42·3	36·6	40·4
1956-57 . . . . .	42·0	33·1	39·0

**Basic Education.**—Basic Education having been accepted as the national system of education, it is important to record the progress made in this field and the leeway to be made up. Basic education comprises an integrated course of 8 years sub-divided into two stages—the junior basic stage, generally of 5 years' duration, and the senior basic stage generally of 3 years' duration. But this system of 5 and 3 is not uniformly applicable to all states.

The following table shows the number of basic schools by managements :

**Table CXXVII—Number of Basic Schools by Management, 1951-57**

Year	Number of Schools Managed by				Percentage of Schools Managed by		
	Government	Local Boards	Private Bodies	Total	Government	Local Boards	Private Bodies
1	2	3	4	5	6	7	8
<i>Junior Basic Schools*</i>							
1951-52	2,146	29,059	2,546	33,751	6.4	86.1	7.5
1952-53	2,159	29,528	2,536	34,223	6.3	86.3	7.4
1953-54	2,926	29,436	2,578	34,940	8.4	84.3	7.3
1954-55	3,721	30,250	3,423	37,394	10.0	80.9	9.1
1955-56	5,756	32,726	4,489	42,971	13.4	76.2	10.4
1956-57	5,495	36,369	5,017	46,881	11.7	77.6	10.7
<i>Senior Basic Schools</i>							
1951-52	385	46	23	454	84.8	10.2	5.0
1952-53	503	96	56	655	76.8	14.7	8.5
1953-54	582	188	95	865	67.3	21.7	11.0
1954-55	680	211	229	1,120	60.7	18.9	20.4
1955-56	805	3,605	432	4,842	16.6	74.5	8.9
1956-57	904	5,473	520	6,897	13.1	79.4	7.5

\*Include Basic Primary Schools in U.P.



The following points emerge from the above data :

- (a) Junior basic schools rose by 39 per cent during the period under review—government schools increasing by 156 per cent, private schools by 97 per cent and local board schools by 25 per cent.
- (b) In spite of decline in the percentage of the local board schools to the total number of Junior basic school, they were in an overwhelming majority.
- (c) Senior basic schools multiplied 15 fold during the period of 5 years under review—local board schools multiplied 119 times, private schools 23 times and government schools a little more than 2 times.
- (d) In the beginning of the period, government was predominating in the management of senior basic schools, but towards the end of this period, its place was taken by the local boards.

The following table compares the number of basic and non-basic schools :

**Table CXXVIII—Number of Basic and Non-Basic Schools, 1951-57.**

Year	Number of Junior Basic Schools	Number of Non-Basic Primary Schools	Percentage of Junior Basic Schools to Non-Basic Primary Schools	Number of Senior Basic Middle Schools	Number of Non-Basic Middle Schools	Percentage of Senior Basic Schools to Non-Basic Middle Schools
1	2	3	4	5	6	7
1951-52	33,751	1,81,285	18·6	454	14,122	3·2
1952-53	34,223	1,87,791	18·2	655	14,685	4·5
1953-54	34,940	2,04,442	17·1	865	15,387	5·6
1954-55	37,394	2,26,232	16·5	1,120	16,198	6·9
1955-56	42,971	2,35,164	18·3	4,842	16,888	28·7
1956-57	46,881	2,40,417	19·5	6,897	17,589	39·4

Steady increase in the number of junior basic schools notwithstanding, there was a decline in their proportion to the non-basic primary schools in the beginning of the First Plan period but this position was regained towards the end of this period. In 1956-57 the number of non-basic schools was still 5 times the number of junior basic schools. This calls for speeding up the rate of conversion of primary schools to the basic type or else the prospective expansion at this stage is likely to make this task very difficult, if not well nigh impossible.

**Enrolment**

The enrolment in basic schools is shown below :

**Table CXXIX—Enrolment in Basic Schools, 1951-57**

Year	Junior Basic Schools				Senior Basic Schools			
	Boys	Girls	Total	% of Girls to Total	Boys	Girls	Total	% of Girls to Total
1	2	3	4	5	6	7	8	9
	(In Lakhs)				(In Lakhs)			
1951-52	25.59	4.26	29.85	14.3	0.70	0.14	0.84	16.6
1952-53	25.17	4.43	29.60	15.0	0.95	0.26	1.21	21.5
1953-54	25.20	5.11	30.31	16.9	1.32	0.37	1.69	21.9
1954-55	25.90	5.66	31.55	17.9	1.70	0.46	2.16	21.3
1955-56	29.61	7.69	37.30	20.6	9.76	3.54	13.30	26.6
1956-57	32.67	8.61	41.28	20.8	12.43	4.88	17.31	28.2

During the quinquennium under review, the enrolment in junior basic schools increased by about 38 per cent, while that of senior basic schools multiplied by more than 20 times. Girls in junior basic schools more than doubled during the period, while those in senior basic schools rose 35 fold. Their proportion in the total enrolment, however, was not very satisfactory.

Stage-wise enrolment in basic schools being not available, the enrolment in basic schools is compared with that of the comparable non-basic schools below :

**Table CXXX—Enrolment in Basic and Non-Basic Schools**

Year	Enrolment in		Percentage of Enrolment in Junior Basic Schools to that of Non-Basic Primary Schools	Enrolment in		Percentage of Enrolment in Senior Basic Schools to that of Non-Basic Middle Schools
	Non-Basic Primary Schools	Junior Basic Schools		Non-Basic Middle Schools	Senior Basic Schools	
1	2	3	4	5	6	7
	(In Lakhs)			(In Lakhs)		
1951-52	160.15	29.85	18.6	21.49	0.84	3.9
1952-53	165.63	29.60	17.9	21.87	1.21	5.5
1953-54	177.81	30.31	17.0	22.62	1.69	7.5
1954-55	190.42	31.55	16.6	23.79	2.16	9.1
1955-56	191.89	37.30	19.4	24.83	13.30	53.6
1956-57	197.95	41.28	20.9	26.61	17.31	65.1

In spite of an improvement in the proportion of enrolment of basic primary schools to that of non-basic primary schools, the former was only one-fifth of the latter. In the case of senior basic schools, however, the progress was spectacular, where enrolment was about two-thirds of that of non-basic middle schools during 1956-57.

### Expenditure

There has been a good deal of increase in the expenditure on basic education, which is shown below:

**Table CXXXI—Expenditure on Basic Schools By Sources**

Year	Expenditure (in Lakhs of Rupees) met from					Percentage of Expenditure			
	Gov- ern- ment Funds	Local Board Funds	Fees	Other Sour- ces	Total	Gov- ern- ment Funds	Local Board Funds	Fees	Other Sour- ces
1	2	3	4	5	6	7	8	9	10
<i>Junior Basic Schools</i>									
1951-52	3,53	1,33	26	6	5,18	68.1	25.7	5.0	1.1
1952-53	3,93	1,41	25	8	5,67	69.3	24.9	4.4	1.4
1953-54	4,28	1,39	30	7	6,04	70.9	23.0	5.0	1.1
1954-55	4,62	1,48	31	9	6,50	71.1	22.8	4.8	1.3
1955-56	6,10	1,70	31	10	8,11	74.0	21.0	3.8	1.2
1956-57	6,90	1,83	28	10	9,11	75.7	20.1	3.1	1.1
<i>Senior Basic Schools</i>									
1951-52	26	1	2	1	30	86.7	3.3	6.7	3.3
1952-53	42	1	—	5	48	87.5	2.1	—	10.4
1953-54	55	4	1	4	64	85.9	6.3	1.5	6.3
1954-55	69	6	1	4	80	86.3	7.5	1.2	5.0
1955-56	3,27	54	10	15	4,06	80.5	13.3	2.5	3.7
1956-57	4,25	58	11	15	5,09	83.5	11.4	2.1	3.0

The pattern of expenditure on basic education is somewhat as follows :

(a) Both in junior as well as senior basic schools, public funds *i.e.*, the government and local boards met about 90 to 95 per cent of the total expenditure. Fees and other sources met the remaining 5 to 10 per cent.

(b) Numerically, the government expenditure nearly doubled in the case of junior basic schools and increased 16 times in the case of senior basic schools, within five years. Other sources also incurred considerably larger amounts of money on this type of education.

The following table gives the expenditure on basic and non-basic schools and the contrast is obvious :

**Table CXXXII—Expenditure on Basic and Non-Basic Schools**

Year	Expenditure on Non-Basic Primary Schools	Expenditure on Junior Basic Primary Schools	Percentage of Expenditure on Basic to that on Non-Basic Schools	Expenditure on Non-Basic Middle Schools	Expenditure on Senior Basic Schools	Percentage of Expenditure on Basic to that on Non-Basic Schools
1	2	3	4	5	6	7
	(In Crores of Rs.)			(In Crores of Rs.)		
1951-52	35.22	5.18	14.7	8.42	0.30	3.6
1952-53	38.53	5.67	14.7	9.16	0.48	5.2
1953-54	40.23	6.04	15.0	9.88	0.64	6.5
1954-55	44.39	6.50	14.6	10.66	0.80	7.5
1955-56	45.62	8.11	17.8	11.34	4.06	35.8
1956-57	49.37	9.11	18.5	12.06	5.09	42.3

With the increase in the number of basic schools and the enrolment therein, it is natural that the teachers in these schools should increase like-wise. The number of trained and untrained teachers in basic schools is shown below :

**Table CXXXIII—Teachers in Basic Schools**

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
1	2	3	4	5	6	7
1951-52	86,263	55,151	63.9	3,368	2,974	88.3
1952-53	86,911	60,027	69.1	5,237	4,871	93.0
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

The following points emerge from the above data :

(a) Teachers in junior basic schools increased by 38·4 per cent while those in senior basic schools multiplied more than 15 fold during the five years. The number of trained teachers in junior basic schools rose by 69·3 per cent, while in senior basic schools they multiplied 13 fold.

(b) Quite expectedly, basic schools had larger proportion of trained teachers than non-basic schools. In non-basic primary schools, the percentage of trained teachers ranged during the period under review from 58 to 62 per cent as against that in junior basic schools from 64 to 80 per cent. Similarly, the percentage of trained teachers in non-basic middle schools ranged from 50 to 54 per cent as against that in senior basic schools from 73 to 92 per cent.

(c) This favourable position of trained teachers in basic schools notwithstanding, the mere fact that untrained teachers are working in basic schools is not in the best interest of basic education.

**High/Higher Secondary School Education.**—This education is provided in upper classes of high/higher secondary schools as also in the school classes attached to some intermediate colleges. The number of colleges having provision for school education being not available, the following table gives the number of high/higher secondary schools in the country.

**Table CXXXIV—Number of High/Higher Secondary Schools, 1951-57**

Year	High/ Higher Secondary Schools For Boys	High/ Higher Secondary Schools For Girls	Total	Perce- ntage of Girls' Schools to Total
1	2	3	4	5
1951-52 . . . .	6,920	1,143	8,063	14·2
1952-53 . . . .	7,474	1,245	8,719	14·3
1953-54 . . . .	8,138	1,377	9,519	14·5
1954-55 . . . .	8,699	1,501	10,200	14·7
1955-56 . . . .	9,255	1,583	10,838	14·6
1956-57 . . . .	10,047	1,758	11,805	14·9

The number of these schools increased by 46·4 per cent within this period of five years—the number of boys' schools increasing by 45·2 per cent and that of girls' schools by 53·8 per cent. The proportion of girls' schools to the total number of schools remained between 14 and 15 per cent throughout this period.

The distribution of the high/higher secondary schools by Managements is given below :

**Table CXXXV—High/Higher Secondary Schools by Management**

Year	No. of Schools Managed by				Percentage of Schools Managed by		
	Government	Local Boards	Private Bodies	Total	Govt.	Local Board	Private Bodies
1	2	3	4	5	6	7	8
1951-52 . . . . .	1,150	1,025	5,888	8,063	14·3	12·7	73·0
1952-53 . . . . .	1,215	1,108	6,396	8,719	13·9	12·7	73·4
1953-54 . . . . .	1,349	1,224	6,942	9,515	14·2	12·8	73·0
1954-55 . . . . .	1,494	1,302	7,404	10,200	14·6	12·8	72·6
1955-56 . . . . .	1,612	1,402	7,824	10,838	14·9	12·9	72·2
1956-57 . . . . .	1,803	1,539	8,463	11,805	15·3	13·0	71·7

The above table shows that high/higher secondary schools are predominantly run by the private bodies.

Let us now see as to what extent these schools are located in rural areas. The following table shows this position :

**Table CXXXVI—High/Higher Secondary Schools in Urban and Rural Areas**

Year	Number of Schools In Urban Areas	Number of Schools In Rural Areas	Total	Percentage of Schools in Rural to Total
1	2	3	4	5
1951-52 . . . . .	4,783	3,280	8,063	40·7
1952-53 . . . . .	5,081	3,638	8,719	41·7
1953-54 . . . . .	5,515	4,004	9,519	42·1
1954-55 . . . . .	5,957	4,243	10,200	41·6
1955-56 . . . . .	6,248	4,549	10,888	42·4
1956-57 . . . . .	6,582	5,223	11,805	44·2

With about 83 per cent of the population living in rural areas, the percentage of high/higher secondary schools located in these areas constituted about 40 to 45 percent. The bigger size of an average high/higher secondary school in urban areas as compared to that of a rural school, as shown below, puts urban areas comparatively in a much comfortable position in regard to the available facilities.

#### Average Number of Pupils Per High/Higher Secondary School

Year	In Urban Area	In Rural Areas
1951-52 . . . . .	506	312
1952-53 . . . . .	510	304
1953-54 . . . . .	507	296
1954-55 . . . . .	516	288
1955-56 . . . . .	529	307
1956-57 . . . . .	529	329

According to the Survey, rural schools provided facilities in some 4,000 habitations forming only about half a per cent of the total number of habitations. If the school area of a high/higher secondary school be taken as five miles all around, some 2,97,053 other habitations (forming about 35.4 per cent of all rural habitations) are found to be served by the existing schools. This shows that about two-thirds of the habitations have no high school facilities, whatsoever, within a radius of even five miles from them.

#### Enrolment

As regards the number of students receiving high school education, the position is indicated below :

Table CXXXVII—Number of Students at High Stage

Year	Boys	Girls	Total	Percentage of Girls to Total
		( In Lakhs )		
1951-52 . . . . .	14.60	2.35	16.95	13.9
1952-53 . . . . .	15.50	2.75	18.25	15.1
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

The above table shows that during the quinquennium under report, enrolment at the high stage rose by 33.0 per cent (boys by 28.3 per cent and girls by 62.6 per cent). The position of girls' enrolment in the total has, however, not been very satisfactory.

The enrolment in the above table represents classes constituting the high/higher secondary stage, which vary from State to State. The enrolment in classes IX to X/XI has been shown in the following table and related to the population of the corresponding age group viz. 14-16/17.

**Table CXXXVIII—Enrolment in classes IX-X/XI, 1951-57**

Year	Enrolment in Classes IX—X/XI			Percentage of Enrolment to Population in the age-group 14—16/17		
	Boys	Girls	Total	Boys	Girls	Total
	(In Lakhs)					
1951-52 . . . . .	12.12	1.93	14.05	10.1	1.7	6.0
1952-53 . . . . .	12.91	2.26	15.17	10.6	2.0	6.4
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

### Expenditure

As regards the expenditure on high/higher secondary schools, the position is indicated below:

**Table CXXXIX—Expenditure on High Schools by Sources**

Year	Expenditure met from					Percentage of Expenditure met from			
	Govt. Funds	Local Board Funds	Fees	Other Sources	Total	Govt. Funds	Local Board Funds	Fees	Other Sources
	(In Crores of Rupees)								
1951-52 . . . . .	9.43	0.93	13.12	2.67	26.15	36.1	3.6	50.1	10.2
1952-53 . . . . .	10.17	1.06	14.42	2.78	28.43	35.8	3.7	50.7	9.8
1953-54 . . . . .	11.25	1.17	16.10	3.12	31.64	35.6	3.7	50.9	9.8
1954-55 . . . . .	12.73	1.30	16.78	3.26	34.07	37.4	3.8	49.2	9.6
1955-56 . . . . .	15.00	1.58	17.56	3.48	37.62	39.9	4.2	46.7	9.2
1956-57 . . . . .	17.47	1.69	18.35	4.08	41.59	42.0	4.1	44.1	9.8

The following points emerge from the above table :—

- (a) Not only the total expenditure on high/higher secondary schools but that met from each individual source increased every year during the period under review.



- (b) As against the increase of 59.0 per cent in the total expenditure in five years the increase in the contribution from government funds has been highest viz., 85.3 per cent., followed by that from local boards viz. 81.7 per cent, other sources 52.8 per cent and fees 39.9 per cent.
- (c) Of the total expenditure, 40 to 45 per cent was met from government and local boards funds, about 45 to 50 per cent from fees and only about 10 per cent from other sources.

A little more than 70 per cent of the above expenditure was incurred on teachers' salaries and the rest on equipment and other miscellaneous items. The average annual salary of a high/higher secondary school teacher is given below :

Year	Average Salary of a High/Higher Secondary School Teacher	Salary index with 1951-52 as base
1951-52	1,342	100.00
1952-53	1,371	102.16
1953-54	1,389	103.50
1954-55	1,383	103.05
1955-56	1,427	106.33
1956-57	1,445	107.68

The following table gives the number of trained and untrained teachers in high/higher secondary schools.

**Table CXL—Trained and Untrained Teachers in High/Higher Secondary Schools**

Year	Men Teachers			Women Teachers			All Teachers		
	Total	Trained	% of Trained Teachers	Total	Trained	% of Trained Teachers	Total	Trained	% of Trained Teachers
1951-52	1,15,924	61,414	53.0	24,034	15,466	64.4	1,39,958	76,880	54.9
1952-53	1,26,357	66,973	53.0	25,984	17,339	66.7	1,52,341	84,312	55.3
1953-54	1,36,817	74,676	54.6	28,300	19,685	69.6	1,65,117	94,361	57.1
1954-55	1,44,586	80,074	55.4	31,400	22,127	70.5	1,75,986	1,02,201	58.1
1955-56	1,54,709	87,778	56.7	35,085	25,560	72.8	1,89,794	1,13,338	59.7
1956-57	1,66,471	97,267	58.4	39,146	28,578	73.0	2,05,617	1,25,845	61.2

The increase in the number of high/higher secondary school teachers has been of the order of 46.9 per cent within five years, men teachers increasing by 43.6 per cent. and women teachers by 62.9 per cent. The percentage of increase in the case of trained teachers has been larger viz. 63.7 among all teachers—58.4 among men teachers and 84.8 among women teachers. Consequently, the proportion of trained teachers has been rising throughout this period. Between men and women teachers, there has been larger proportion of women teachers in the profession who were trained.

**Higher Education.**—The discussion will cover not only the statutory universities and the colleges attached to them but also institutions of higher education which are not affiliated to these universities.

### Institutions

The number of statutory universities rose from 29 in 1951-52 to 33 in 1956-57. There has been a similar increase in the number of colleges and other institutions for higher education as shown below:

**Table CXLI—Number of Colleges**

Year	For General Education	For Professional Education	For Special Education
1951-52 . . . . .	552	214	68
1952-53 . . . . .	581	239	79
1953-54 . . . . .	613	253	87
1954-55 . . . . .	657	291	106
1955-56 . . . . .	712	346	112
1956-57 . . . . .	773	399	128

Colleges for general education rose by 40 per cent, colleges for professional education by 86.4 per cent and colleges for special education by 88.2 per cent during the period under review.

### Enrolment

Enrolment in colleges for general education is shown below :

**Table CXLII—Enrolment in Colleges for General Education by Stages**

Year	Intermediate	Degree	Post-graduate and Research
1951-52 . . . . .	2,51,855	99,471	18,167
1952-53 . . . . .	2,84,594	1,08,640	21,831
1953-54 . . . . .	3,28,116	1,21,573	23,297
1954-55 . . . . .	3,70,594	1,33,900	25,079
1955-56 . . . . .	3,96,448	1,50,902	27,897
1956-57 . . . . .	<b>4,25,944</b>	<b>1,68,718</b>	<b>30,745</b>

The increase in the enrolment at all levels for 1951-52 to 1956-57 comes to about 69 per cent.

The enrolment in professional colleges is given below :

**Table CXLIII—Enrolment in Professional Colleges**

Year	Agriculture	Commerce	Education	Engineering & Technology	Law	Medicine	Others	Total
1	2	3	4	5	6	7	8	9
1951-52	4,474	38,556	6,556	13,885	16,612	16,639	2,082	98,804
1952-53	4,235	44,859	8,034	14,869	17,808	18,352	2,370	1,10,527
1953-54	4,496	47,813	8,848	16,801	19,517	20,893	2,737	1,21,105
1954-55	4,827	52,960	11,547	18,834	19,651	23,488	3,490	1,34,797
1955-56	5,877	58,918	14,280	19,858	20,268	25,072	4,721	1,48,994
1956-57	7,051	61,303	17,261	21,905	20,817	27,289	5,838	1,61,464

As the duration of the professional courses differs, subject-wise comparisons will not be valid. Barring 'Other' subject, the largest percentage of increase from 1951-52 to 1956-57 was recorded in Education (Teachers' Training) which was of the order of 163.3 per cent. Next in order were Medicine (64.0 per cent), Commerce (59.0 per cent), Engineering & Technology (57.8 per cent) and Agriculture (57.6 per cent). The increase was the lowest in the case of Law (25.3 per cent).

#### Expenditure

Expenditure on Colleges for General Education by sources is given below :

**Table CXLIV—Expenditure on Colleges for General Education**

Year	Expenditure met from					Percentage of Expenditure from			
	Govt. Funds	Local Board Funds	Fees	Other Sources	Total	Govt. Funds	Local Board Funds	Fees	Other Sources
1	2	3	4	5	6	7	8	9	10
(In crores of Rupees)									
1951-52	2.95	0.01	4.35	0.81	8.12	36.3	0.1	53.6	10.0
1952-53	3.23	..	4.78	0.80	8.81	36.7	..	54.3	9.0
1953-54	3.55	..	5.12	0.91	9.58	37.1	..	53.4	9.5
1954-55	3.90	0.01	5.77	0.89	10.57	36.9	0.1	54.6	8.4
1955-56	4.88	0.01	6.35	1.29	11.65	34.3	0.1	54.5	11.1
1956-57	4.55	0.03	6.83	1.42	12.83	35.5	0.2	53.2	11.1

The above table shows that more than half the expenditure on colleges for general education is met from the income from fees. While the contribution of government is a little more than one-third of the total expenditure, other sources accounted for 8 to 11 per cent.

Expenditure on colleges for professional education is shown below:

**Table CXLV—Expenditure on Colleges for Professional Education**

Year	Expenditure met from					Percentage of Expenditure met from			
	Govt. Funds	Local Board Funds	Fees	Other Sources	Total	Govt. Funds	Local Board Funds	Fees	Other Sources
1	2	3	4	5	6	7	8	9	10
(In crores of Rupees)									
1951-52	3.54	0.02	1.09	0.35	5.00	70.8	0.4	21.8	7.0
1952-53	3.71	0.03	1.19	0.44	5.37	69.1	0.6	22.2	8.1
1953-54	3.79	0.05	1.31	0.46	5.61	67.6	0.9	23.4	8.1
1954-55	4.35	0.04	1.46	0.46	6.31	68.9	0.6	23.1	7.4
1955-56	4.71	0.06	1.63	0.59	7.00	67.3	0.9	23.3	8.5
1956-57	5.23	0.06	1.81	0.69	7.79	67.1	0.7	23.2	9.0

Pattern of expenditure on colleges for Professional education is different from that of colleges for General education in as much as a very substantial portion of it comes from government funds and not from fees. The points of similarity are that the contribution from Local Boards Funds is insignificant and that from other sources hardly 10 per cent.

**Examination Results.**—Only some of the first degree examination results are indicated below :

**Table CXLVI—Examination Results**

Year	Professional Subjects (I Degree only)						
	B.A./B.Sc.	Agriculture	Commerce	Education	Engg. & Tech.	Law	Medicine
1	2	3	4	5	6	7	8
1951-52	36,136	951	6,072	4,905	2,510	4,522	1,969
1952-53	40,017	883	6,772	5,669	3,044	5,549	2,146
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	3,626
1955-56	53,989	882	8,504	10,364	4,316	5,584	3,307
1956-57	64,517	1,176	10,316	12,592	4,484	5,666	3,570

The largest number of graduates are in Arts & Science. Among professional subjects, Education tops the list in 1956-57, although commerce started better in 1951-52. In order of percentage of increase for 1951-52 to 1956-57, these subjects ranked as follows : Education (156.7 per cent), Medicine (81.3 per cent), Engineering & Technology (78.6 per cent), Arts & Science (78.5 per cent), Commerce (69.9 per cent), Law (25.3 per cent) and Agriculture (23.7 per cent).

**Vocational and Special School Education.**—The following table gives the number of some important types of vocational and special schools in the country.

**Table CXLVII—Number of Vocational & Special Schools, 1951-57**

Year	Agri- culture	Com- merce	Engi- neering & Tech- nology	Medi- cine	Tea- chers' Train- ing	Adult Schools	Others
1	2	3	4	5	6	7	8
1951-52 . . .	37	583	103	45	802	43,463	5,424
1952-53 . . .	37	691	115	41	811	44,595	5,032
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

Progress in the different types of these schools has been different. While Medical schools registered an increase of about 142·2 per cent within five years. Adult schools rose only by 1·4 per cent after a good deal of fluctuation. Other significant increases are reported by Engineering & Technological schools (73·8 per cent) and commercial schools (70·3 per cent). Schools for agriculture and teachers' training increased during the period by 39·4 per cent and 14·2 per cent respectively.

The enrolment in these schools is shown below:

**Table CXLVIII—Enrolment in Vocational & Special Schools, 1951-57**

Year	Agri- culture	Com- merce	Engi- neering & Tech- nology	Medi- cine	Tea- chers' Train- ing	Adult Education	Others
1	2	3	4	5	6	7	8
1951-52 . . .	1,984	44,516	17,656	4,610	65,240	10,61,280	2,22,495
1952-53 . . .	1,978	54,197	20,839	3,602	71,031	10,88,784	2,23,869
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

In the matter of ~~costs~~ <sup>2005-07</sup> the highest percentage of increase during the period under review is reported by Agricultural Schools (208.3 per cent), followed by Engineering Technological Schools (137.5 per cent), Commerce Schools (79.5 per cent), Medical Schools (42.5 per cent) and Teachers' Training Schools (27.6 per cent) and the lowest by Adults' Schools (13.5 per cent).