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1955-56

Vol. I—Report



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P R E F A C E

This annual Report surveys the progress of education in the country during the year 1955-56. It deals with all the major aspects of education and contains detailed statistics likely to be of interest to educationists. The Report is predominantly factual and does not aim at formulating conclusions or interpreting the data. The consolidated all-India tables and appendices on State Educational Directorate and Inspectorate 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.

NEW DELHI,
The 12th December, 1957.

K.G. SAIYIDAIN
*Educational Adviser
to the Government of India.*

CONTENTS

	Page
EXPLANATIONS	(vii)
CHAPTER	
I—GENERAL SURVEY	1
II—EDUCATIONAL ORGANISATION AND PERSONNEL	37
III—PRIMARY EDUCATION	47
IV—BASIC EDUCATION	83
V—SECONDARY EDUCATION	108
VI—UNIVERSITY EDUCATION	151
VII—TRAINING OF TEACHERS	200
VIII—PROFESSIONAL AND TECHNICAL EDUCATION	223
IX—SOCIAL EDUCATION	267
X—MISCELLANEOUS—	
1. PRE-PRIMARY EDUCATION	289
2. AESTHETIC EDUCATION	292
3. EDUCATION OF THE HANDICAPPED	300
4. EDUCATION OF THE SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD COMMUNITIES	302
5. EDUCATION OF GIRLS	307
6. PHYSICAL EDUCATION AND SPORTS	309
7. YOUTH WELFARE ACTIVITIES	311
8. SCOUTING AND GUIDING	313
9. NATIONAL AND AUXILIARY CADET CORPS	316
10. SCHOOL MEALS	317
11. MEDICAL INSPECTION OF SCHOOL CHILDREN	318
12. EDUCATION OF DISPLACED STUDENTS	320
13. INDIAN STUDENTS ABROAD	322
APPENDIX—PONDICHERY	325

ILLUSTRATIONS

	Facing Page
1. PROGRESS OF EDUCATION IN INDIA	8
2. RECOGNISED INSTITUTIONS BY MANAGERMENTS	14
3. EXPENDITURE ON EDUCATION BY SOURCES	28
4. EXPENDITURE ON EDUCATION BY HEADS OF CHARGE	32
5. COST PER CAPITA OF POPULATION ON EDUCATION	36
6. PERCENTAGE OF CHILDREN IN PRIMARY AND SECONDARY STAGES TO THOSE OF CORRESPONDING AGE GROUPS	59
7. WASTAGE AT PRIMARY STAGE	64
8. TEACHER-PUPIL RATIO	74
9. PERCENTAGE OF TRAINED TEACHERS IN PRIMARY AND SECONDARY SCHOOLS	140
10. DISTRIBUTION OF PUPILS RECEIVING GENERAL EDUCATION	174
11. OUTPUT OF GRADUATES	197
12. DISTRIBUTION OF PUPILS RECEIVING PROFESSIONAL EDUCATION	243
13. SOCIAL EDUCATION	288
14. EDUCATION OF THE HANDICAPPED	300

TABLES

Pages

General Survey

I—Number of Institutions by Type	16—18
II—Number of Recognised Institutions by Managements	19
III—Number of Institutions by States	20—21
IV—Number of Pupils by Type of Institutions	22—23
V—Number of Pupils in Recognised Institutions by Managements	24
VI—Number of Pupils in Recognised Institutions by Stages of Instruction	25
VII—Number of Pupils by States	26—27
VIII—Expenditure on Education by Sources	29
IX—Expenditure on Education According to Heads of Charge	30
X—Indirect Expenditure on Education by Sources	31
XI—Direct Expenditure on Institutions by Managements	32
XII—Distribution of Government Expenditure on Education	33
XIII—Expenditure on Education by States	34—35

Educational Organization and Personnel

XIV—Distribution of State Education Services According to Branches	38
XV—State Educational Service—Classes I and II	39—42
XVI—Expenditure on Direction and Inspection	44—45

Primary Education

XVII—System of School Classes at Primary Stage	54
XVIII—Number of Primary Schools by Managements	55
XIX—Number of Primary Schools by States	56—57
XX—Number of Pupils in Primary Schools	60—61
XXI—Number of Pupils in Primary Classes	62—63
XXII—Girls in Primary Schools	65
XXIII—Number of and Enrolment in Single-Teacher Primary Schools	66

TABLES—(Contd.)

	Pages
XXIV—Statistics of Compulsory Primary Education by States	68—69
XXV—Number of Teachers in Primary Schools ...	70—71
XXVI—Minima and Maxima of Pay Scales of Teachers in Government Primary Schools	73
XXVII—Direct Expenditure on Primary Schools by Sources	75
XXVIII—Direct Expenditure on Primary Schools by Managements	75
XXIX—Direct Expenditure on Primary Schools by States	77—79
<i>Basic Education</i>	
XXX—Number of Basic Schools	94
XXXI—Number of Pupils in Basic Schools ...	96—97
XXXII—Number of Teachers in Basic Schools ...	98—99
XXXIII—Direct Expenditure on Basic Schools by Sources	101
XXXIV—Direct Expenditure on Basic Schools by States	102—103
XXXV—Statistics of Teachers' Training Schools (Basic Training)	104—105
XXXVI—Statistics of Teachers' Training Colleges (Basic Training)	106
<i>Secondary Education</i>	
XXXVII—Allotment of Multi-purpose Schools and Diversified Courses to States	110—111
XXXVIII—System of School Classes at Secondary Stage ...	121
XXXIX—Number of Middle and High Schools by Managements	123
XL—Number of Secondary Schools by States ...	124—125
XLI—Managements of Secondary Schools by States ...	126—128
XLII—Number of Pupils in Secondary Schools ...	130—131
XLIII—Number of Pupils in Secondary Classes ...	132—134
XLIV—Girls in Secondary Schools	136
XLV—Number of Teachers in Secondary Schools ...	138—140
XLVI—Teacher-Pupil Ratio in Secondary Schools ...	141
XLVII—Minima and Maxima of Pay Scales of Trained Graduate Teachers in Government High Schools	142
XLVIII—Direct Expenditure on Secondary Schools by Sources	144
XLIX—Direct Expenditure on Secondary Schools by States	146—148
L—Results of Matriculation and Equivalent Examinations	149

TABLES—(Contd)

University Education

LI—Universities in India (Jurisdiction, Type and Faculties)	164—168
LII—Number of Colleges by Managements ...	171
LIII—Number of Colleges by States ...	172—173
LIV—Number of Pupils in Universities and Colleges ...	176—177
LV—Number of Pupils Receiving General, Professional and Special Education at University Stage by States	178—181
LVI—Distribution of Pupils at University Stage ...	182—183
LVII—Number of Girls Studying for Higher Education	184
LVIII—Number of Teachers in Universities and Colleges by States	186—187
LIX—Pay Scales of Teachers in University Teaching Departments	188—190
LX—Direct Expenditure on Universities and Colleges by Sources	191
LXI—Direct Expenditure on Universities and Colleges by States	192—195
LXII—Results of Examinations	197
LXIII—Number of Passes in Different University Examinations by States	198—199

Training of Teachers

LXIV—Number of Teachers' Training Schools ...	208—209
LXV—Number of Pupils in Teachers' Training Schools	210—211
LXVI—Direct Expenditure on Teachers' Training Schools by Sources	213
LXVII—Direct Expenditure on Teachers' Training Schools by States	214—215
LXVIII—Number of Teachers' Training Colleges ...	216
LXIX—Number of Pupils in Teachers' Training Colleges	218—219
LXX—Direct Expenditure on Teachers' Training Colleges by Sources	222
LXXI—Direct Expenditure on Teachers' Training Colleges by States	220—221

Professional and Technical Education

LXXII—Statistics of Vocational and Technical Schools by Type	230
LXXIII—Statistics of Vocational and Technical Schools by States	232—233

TABLES—(Contd.)

	Pages
LXXIV—Statistics of Agricultural Schools	235
LXXV—Statistics of Arts and Crafts Schools	236
LXXVI—Statistics of Commerce Schools	237
LXXVII—Statistics of Engineering Schools	238
LXXVIII—Statistics of Forestry Schools	239
LXXIX—Statistics of Schools for Medicine and Veterinary Science	240
LXXX—Statistics of Schools for Physical Education	241
LXXXI—Statistics of Technical and Industrial Schools	242
LXXXII—Statistics of Professional and Technical Colleges by Type	244—245
LXXXIII—Statistics of Professional and Technical Colleges by States	246—247
LXXXIV—Statistics of Agricultural Colleges	250—251
LXXXV—Statistics of Commerce Colleges	252—253
LXXXVI—Statistics of Engineering Colleges	254
LXXXVII—Statistics of Forestry Colleges	255
LXXXVIII—Statistics of Law Colleges	256—257
LXXXIX—Statistics of Medical Colleges	258—259
XC—Statistics of Colleges for Physical Education	262
XCI—Statistics of Technological Colleges	263
XCII—Statistics of Veterinary Science Colleges	264

Social Education

XCIII—Statistics of Social Education	286—287
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Miscellaneous

XCIV—Statistics of Pre-Primary Schools	290—291
XCV—Statistics of Schools for the Handicapped	298—299
XCVI—Statistics of Education of Scheduled Castes, Scheduled Tribes and Other Backward Com- munities	304—305
XCVII—Distribution of Girls in Recognized Institutions	308
XCVIII—Statistics of Scouts and Guides	315
XCIX—Statistics of National Cadet Corps	316

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, 1955 to 31st March, 1956.

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, except where side-headings for Unrecognised Institutions are provided.

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

11. *The statistics of Pondicherry have not been included in the report as the same were not available in complete form. The main statistics are, however, given in the appendix. The statistics of Jammu and Kashmir, have been estimated at places.*

CHAPTER I

GENERAL SURVEY

The year 1955-56—the closing year of the first five year plan—witnessed enormous activity in almost all fields of education. Significant measures for the expansion and improvement of education at various levels were taken so that the needs of the nascent Indian democracy might be met as far as the human, material and technical resources permitted. The Central and the State governments as well as the private agencies put their shoulder to the wheel and it is gratifying to note that their efforts were attended with a substantial degree of success in all directions. A large number of institutions were started, standard of some of the existing ones was raised, new subjects and courses were introduced, diversification of education was attempted, facilities for teachers' training were enlarged and improved, opportunities for Scientific and Technical education were expanded and laboratories and libraries were replenished. Notwithstanding all this, much ground remained yet to be covered. Inadequate financial resources and lack of trained personnel coupled with natural hazards stood in the way of spreading education to every nook and corner of this vast land.

In the field of Elementary education both quantitative and qualitative improvements were effected but more striking was the latter. The opening of new primary schools, the conversion of existing ones to basic type, reorientation of curriculum and the introduction of crafts were some of the high-lights in this field. Another significant development of the year was the constitution of a Bal Bhavan Board as an autonomous organisation, functioning under the Central Ministry of Education, for establishing a *Bal Bhavan* in Delhi, for affording opportunities to local children of all classes and communities for education through recreation and physical activities.

The programme for the expansion of Basic education launched in 1954-55 was continued during the year. Central assistance was given to the States for this purpose. As a result, the pace of opening new schools and conversion of primary schools to basic type was accelerated. With a view to helping the development and expansion of Basic education on sound lines, the Central Government decided to set up a National Institute of Basic Education. Besides, a special Basic Education Committee was set up as a standing committee of the Central Advisory Board of Education to advise the government on matters relating to Basic education.

The most outstanding feature in the field of Secondary education was the setting up of an All-India Council for Secondary Education to serve as an expert body and to advise Central and State governments on matters relating to the improvement and expansion of Secondary education. The scheme for the conversion of secondary schools into multipurpose ones so as to prepare the students more realistically for

life, was vigorously continued during the year. The Central government paid liberal grants to the State governments for the improvement of existing facilities for science teaching, libraries, introduction of crafts, organisation of seminars and refresher courses and training of teachers. During the year, the Central Ministry of Education organised 10 seminars, 3 workshops and 23 extension service projects for the improvement of Secondary education. The Central Bureau of Educational and Vocational Guidance undertook multifarious activities in educational and vocational guidance and initiated surveys in specific scheme problems. The Central Bureau of Text-Book Research finalised analysis forms in different subjects, undertook studies and initiated work on a few brochures regarding the procedure for the selection of text-books.

The Central Advisory Board of Education at its 23rd meeting held in January, 1956 considered the feasibility of conducting a survey on Elementary education in India to assess the number and population of school-less villages and the manner in which new schools could be started so as to avoid overlapping and achieve maximum effect at minimum cost. It recommended that this Survey should not be limited to Primary education alone but should include Secondary education and Technical education at the secondary level also.

The Bill for the establishment of the University Grants Commission to co-ordinate and determine standards in universities was passed by the Lok Sabha in November, 1955. In order to give grants to the universities in the remaining part of the year an amount of Rs. 2.7 crores was placed at the disposal of the Commission. The University Grants Commission, besides giving grants, financed a number of schemes for the development of University education at post-graduate and research levels during the year.

With a view to developing and strengthening home science education and research in India, an agreement was executed between the Governments of India and the U. S. A. for providing technical guidance to selected institutions.

Under the U. S. India Wheat Loan Educational Exchange Programme, which *inter-alia* provided for the exchange of personnel, 12 Indian librarians were granted study travel grants for a five-month study tour in the United States of America.

The question of introducing general education courses had been engaging the attention of the Government of India for some time past. To consider this question, a few Vice-Chancellors and other educationists met in Srinagar in June, 1955 to formulate suggestions regarding such a course for the consideration of the Indian universities. The proceedings of this Committee were forwarded to all the universities for eliciting opinion.

On the recommendation of the Committee on Rural Higher Education, the Government of India constituted a National Council for Rural Higher Education to advise the government in the implementation of the approved programme. Earlier, a conference of experts was invit-

ed to discuss the problem and a consultative committee was constituted in December, 1955, to do the spade work. To implement the programme of Rural Higher Education, the Ford Foundation placed a sum of Rs. 81. 8 lakhs at the disposal of the Union government.

The question of the possession of a university degree as a pre-requisite for entry into government service had been a very controversial topic for a long time. The Government of India appointed a committee with the following terms of reference :—

- (i) to examine the question as to how far and at what levels, the possession of a university degree is necessary for recruitment to public services.
- (ii) to consider the type of tests, which should be instituted to assess the relative merits of candidates in an objective manner in the absence of a university degree.
- (iii) to consider measures to ensure that the number of candidates competing for posts and service under government is not wastefully large.

With the implementation of various educational development schemes, the training of teachers received further fillip during the year. The remodelling of existing institutions on basic lines, the opening of new training institutions to meet increasing demand for trained teachers, organisation of short in-service training courses, seminars, study circles and discussion groups were the high-lights of the year. The Central Ministry of Education rendered assistance to some of the States for the establishment of training centres for craft instructors to train teachers for the practical subjects introduced on the recommendation of the Secondary Education Commission. The Central Institute of Education, Delhi, expanded its teaching and research facilities. Besides organising seminars and refresher courses, it also took up the standardization of verbal and non-verbal intelligence tests.

Progress in the field of Technical education was fully sustained. A special committee of the All-India Council for Technical Education prepared the second five year plan of Technical education which was estimated to cost Rs. 80 crores. The plan, *inter-alia*, included the provision of a large number of practical training stipends and research scholarships and freeships for students at technical institutions, the strengthening of the administrative staff and the setting up of new institutions of diploma and degree levels. The Co-ordination Committee of the Council recommended scales for various categories of teachers in technical institutions of both degree and diploma standards.

To maintain liaison between industry and technical institutions and to advise the States on the development of Technical education, the Union Ministry of Education established two regional offices at Madras, for the Southern zone, and at Kanpur, for the Northern zone.

During the year, the Government of India started courses in Business Management in 4 institutions. The scheme for the establish-

ment of Administrative Staff college was finalised and it was decided to locate the college in Hyderabad.

On the recommendation of the special committee appointed to review the working of the Research Training Scholarships Scheme, 30 fellowships of the value of Rs. 400 p.m. each plus a contingency grant of Rs. 1,000 per year* were instituted. The junior research scholarships were replaced by senior ones. The Practical Training Stipend Scheme was also continued and a sum of Rs. 6.4 lakhs approximately was incurred on these scholarships.

The Indian Institute of Science, Bangalore, and the Indian Institute of Technology, Kharagpur, completed another year of useful service. The institutes provided facilities for a number of new post-graduate courses.

Social education received further impetus under the scheme of the first five year plan designed to relieve educated unemployed and various other development schemes. To co-ordinate the activities of the Community Project Administration in this field with those of Education Departments, the Government of India initiated a scheme for the appointment of District Social Education Organisers and undertook to share the expenses with the State governments on a matching scale. To encourage the production of useful literature at moderate prices, the Union Ministry of Education decided to set up a National Fundamental Education Centre and a National Book Trust.

The programme of encouraging the production of suitable books for neo-literate adults by the award of prizes to the authors of the best books in all Indian languages was continued. The first volume of '*Gyan Sarovar*'-the popular encyclopaedia in Hindi-was published. The Government of India organised four literary workshops for authors of books for children and for neo-literate adults.

Under the scheme of the first five year plan for the grant of financial assistance to voluntary organisations doing useful work in the field of Basic and Social education, a sum of Rs. 22.4 lakhs was sanctioned as Central share of the contribution to organisations during 1955-56.

In pursuance of the recommendations of the Central Advisory Board of Education, the Government of India, constituted a committee to suggest a systematic plan to popularise the basic principles of 'Gandhian Teachings and Thought' and to suggest whether Gandhian Teachings could be introduced in the curricula of schools and colleges. The committee made the following recommendations :—

- (i) that all publishing companies should be asked for lists of books on and about Gandhiji.
- (ii) that a book should be prepared on Gandhiji's views on education (in Hindi, English and other regional languages).
- (iii) that a handbook should be prepared on Gandhiji's thoughts and experiments in education for teachers in basic training colleges.

- (iv) that project methods should be introduced in schools for teaching Gandhiji's ideas.
- (v) that all schools should celebrate Gandhiji's week sometime in October and that school tours should be organised to places associated with Gandhiji.
- (vi) that suitable books on Gandhiji's general ideas should be brought out for school children. Under this programme, the Ministry would undertake the publication of these books at primary, secondary and college level on Gandhiji's general ideas.
- (vii) that a regular scheme of lectures on Gandhiji's teaching should be instituted at some Indian Universities.

The implementation of these recommendations was under the consideration of the Government of India.

To democratise educational opportunities, the Government of India offered scholarships for studies at various stages of education, and particularly for higher education. The scholarships were awarded on merit as also to students belonging to backward classes. During 1955-56, the Central Government awarded 31,451 scholarships at a cost of Rs. 150 lakhs approximately to students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes for post-matriculation studies in India. Twenty-three students went abroad for further studies under the Modified Overseas Scholarships Scheme and 4 under the Central States Scholarships Scheme. Besides, a large number of scholarships were awarded to Indian students by foreign governments and international organisations.

The Government of India decided to establish an International Students' House at Delhi, where students from abroad as well as Indian students and foreign visitors interested in education and cultural work might be accommodated.

The Training Centre for the Adult Blind, Dehra Dun, continued to impart training in cottage industry type of handicrafts to the blind. Under the scheme of post-school scholarships for the blind, 25 fresh awards were made. Two new schemes of scholarships, namely scholarships for the deaf and scholarships for the orthopaedically handicapped were initiated. A National Advisory Council for the Education of the Handicapped was formed to serve as an expert body and act as a liaison between the Government of India and voluntary organisations in this field. The Central Braille Press produced, 2,550 Braille volumes during the year under review. It also produced 165 large and 119 small Braille Slates and 266 style spares—the basic appliance needed for the education of the blind. Liberal grants were paid to various voluntary organisations for the handicapped.

During the year, three National academies, viz., the *Lalit Kala Akademi*, the *Sahitya Akademi* and the *Sangeet Natak Akademi* continued to function in their respective spheres. An expert Museum Survey

Committee was set up to survey the needs of Museums in India. The activities of the Indian Council for Cultural Relations continued to grow steadily. Special mention may be made of the appointment of Welfare Officers for foreign students and the organisation of two educational-cum-recreational camps for foreign students in Kashmir and Ootacamund. The Ministry of Education prepared a scheme for a linguistic survey of India, which was approved by a Committee of experts.

Among the activities to promote cultural relations with foreign countries, mention may be made of the deputation of a troupe of six dancers and musicians to the U.S.A., a delegation of Indian students and teachers, musician and dancers to Peoples' Republic of China, a delegation of Indian poets to Poland, and the conclusion of a cultural agreement with Indonesia. Besides, grants were made for the establishment of a Research Institute of Tibetology at Gangtok, for the opening of a department of Tamil studies in Malaya and for the establishment of a library in Tehran.

At the Hindi Prabodh Examination held in August, 1955, for non-Hindi knowing government servants, 362 candidates were declared successful. An expert committee on legal terms was set up to prepare technical terms in Hindi relating to Law, bringing the total number of expert committees working under the Board of Scientific Terminology to 19. A Basic Grammar of Hindi Language was prepared under the supervision of a special committee. The committee set up by the Government to evolve a key-board for Hindi type-writers and teleprinters also submitted its report and published a provisional standard key-board.

For the propagation and development of Hindi, a scheme of awarding scholarships for higher studies in Hindi to students of non-Hindi speaking areas was instituted. Two sub-committees were set up—one to prepare a list of about 2,000 basic Hindi words that would be used uniformly in Hindi readers for the people of non-Hindi speaking areas and the other to prepare a list of 500 basic Hindi words which would constitute the minimum standard of literacy in Hindi. In May, 1955, four regional committees of the *Hindi Shiksha Samiti* were set up to tour non-Hindi speaking States in their respective regions to survey the work done for the propagation of Hindi.

For providing training facilities to 60 Hindi teachers from non-Hindi speaking States, a sum of Rs. 31,110 was sanctioned to *Akhil Bharatiya Hindi Parishad*, Agra. Besides, amounts of Rs. 7,500 and Rs. 10,000 were paid to *Sansadeeya Hindi Parishad*, New Delhi and *Dakshin Bharat Hindi Prachar Sabha*, Madras, for the propagation of Hindi. An *ad-hoc* grant of Rs. 15,000 was paid to the *Nagari Pracharini Sabha*, Banaras, for preparing a detailed history of Hindi language and literature. A further grant of Rs. 25,000 was paid to the *Sabha* on account of the revised edition of a Standard Hindi Dictionary (*Shabda Sagara*). The other grants in this connection were as follows:—

- (i) Rs. 24,000 to the International Commercial Information Service, Madras for the preparation of a six language dictionary.

- (ii) Rs. 15,000 to Receiver, *Hindi Sahitya Sammelan*, Allahabad, for the preparation of a standard English-Hindi dictionary.
- (iii) Rs. 15,000 to Hindustani Culture Society, Allahabad, for the preparation of a standard English-Hindi dictionary. . .
- (iv) Rs. 25,000 to Nagari Pracharini Sabha, Banaras, for the extension of the Hindi library building, publication work and mechanical appliances.

The Ministry of Education organised four youth leadership training camps and two dramatic camps for groups of universities so as to enable college teachers to conduct youth welfare activities in a more systematic way. A seminar of Principals was also held to discuss the problems of youth. To promote inter-State understanding and to foster cultural unity among the students, the second Inter-University Youth Festival was organised in October, 1955 in which 1,172 students from 26 universities participated. The programme at the festival *inter-alia* included light and classical music, group singing, dancing, exhibition of arts and crafts, drama and radio plays and debating.

The scheme of labour and social service camps, initiated during the previous year to channelise the energies of students to constructive purposes, was continued. During the year, the Universities, State governments, N.C.C. Directorate of the Ministry of Defence and the voluntary organisations like Bharat Sewak Samaj and Bharat Scouts and Guides Association, evinced keen interest in organising youth camps. The committee on Youth Camps and Labour Service decided at its eighth meeting that grants for the construction of projects should be given to educational institutions on the condition that the projects should be primarily intended for students and located as far as possible on the premises of the institutions. In its later deliberations, it decided to form an evaluation committee for the assessment of work done in the camps. The committee also accepted a proposal for pioneer leaders' camps to organise rural youth camps.

For the educational development of A. & N. Islands, the Union Ministry of Education appointed an educational committee to study the educational set-up there and recommend plans for its reorganisation. The committee submitted its report which was generally accepted. Some of its recommendations were implemented during the year.

During the period under review, the Government of India and the Indian National Commission for Co-operation with Unesco, continued to participate in all important projects of Unesco. The second conference of the Indian National Commission for Unesco was held in February, 1956. It considered Unesco's programme and adopted important recommendations and resolutions regarding the future programme of Unesco and the Commission.

Under the Unesco programme of translation of Indian classics into Western languages, a further list of Indian classics in various Indian languages was forwarded to Unesco for translation into European

languages. Three exhibitions, namely, the Unesco Second Travelling Exhibition of Colour Reproduction, Unesco Travelling Exhibition of Japanese Art Woodcuts and Unesco Travelling Exhibitions of Reproduction of Chinese Art were received from Unesco and circulated in the country. Twentyfive paintings of children were sent to Oslo in connection with the International Jubilee Exhibition organised by the Norwegian Association of Art Teachers in collaboration with the Norwegian National Commission for Unesco.

A seminar on the problem of maladjustment of adolescent students in their academic and social surroundings was organised in Hyderabad in April, 1955. India also acted as host for the Unesco Seminar on the Development of Public Libraries in Delhi in Sept., 1955.

The Government of India participated in the Unesco's programme of Co-ordinated Experimental Activities in Schools designed to encourage the teachings of the aims and objectives of the United Nations and its Specialised Agencies. India also participated in the 18th International Conference on Public Education held at Geneva in July, 1955, (which discussed the question of financing education and teaching visual arts in primary and secondary schools); the meeting of International Advisory Committee on Natural Science Research; the Consultation Conference of Government Officials from Youth Services and Representatives of Youth Organisations, the Unesco's Regional Meeting of Representatives of Marine Science Institutions of Indo-Pacific Fisheries Council, the Regional Symposium on Physical Oceanography, the First Session of the Interim International Advisory Committee on Marine Sciences and other Expert Committee meetings held by Unesco.

The Government of India decided to set up a National Fundamental Education Centre in co-operation with Unesco. India's request to set up the Unesco Research Centre for Southern Asia on Social Implications of Industrialisation in Southern Asia was accepted by the Executive Board of Unesco and the Centre was established in Calcutta. In collaboration with Unesco, the Government of India organised a pilot project on the Development of Radio Forum as a means of Fundamental education in Bombay.

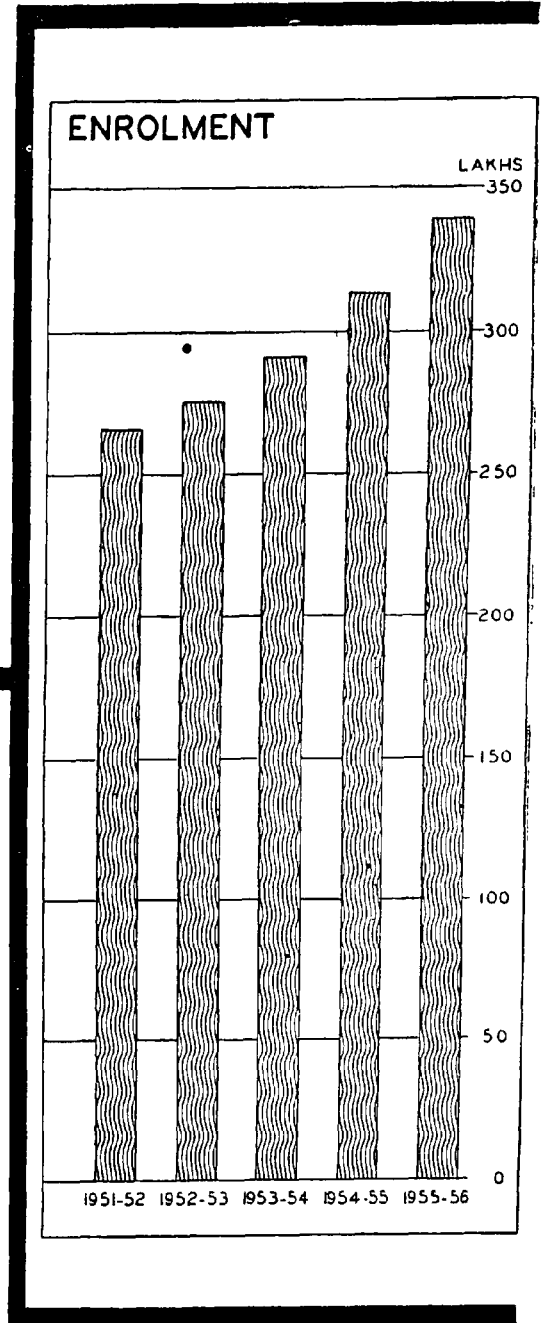
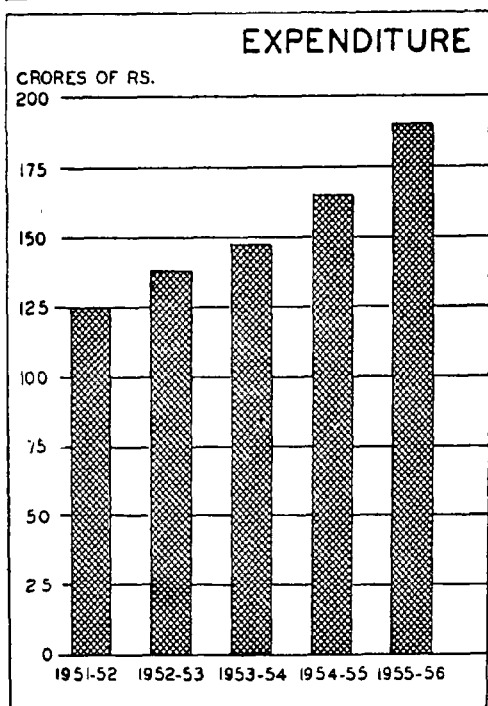
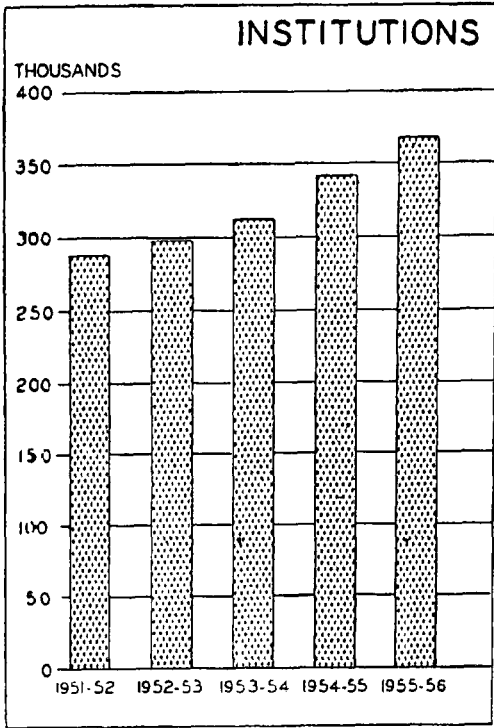
Main Developments

A brief account of the main developments in the field of education is given below.

Andhra

There was further expansion and development of education in the State during the year. The expansion activities included the opening of a post-graduate basic training college and a college for veterinary science. The development of education was more prominent in Elementary education and training of teachers. Important features of Basic education were introduced in primary schools with a view to paving the way for their eventual conversion into basic ones. To improve the quality of the instructions imparted in elementary and secondary schools,

PROGRESS OF EDUCATION IN INDIA



facilities for the training of teachers of both grades were enhanced. The teaching of Hindi was made compulsory in forms I to IV. The duration of the adult literacy course was reduced from three years to one year.

An Education Advisory Committee was constituted for the implementation of the recommendations of the Secondary Education Commission.

Assam

The year witnessed the constitution of the Advisory Board for Basic Education and the regional school boards. To cope with the rising demand for basic trained teachers, some of the guru training centres were converted into basic training institutions. The State government participated in the schemes sponsored by the Central Government for the reorganisation of Secondary education and paid liberal grants to secondary schools for the improvement of teaching aids and libraries and introduction of crafts. For the propagation and promotion of Hindi in the State, the State government provided financial assistance to the *Assam Rashtrabhasha Samiti* and some secondary schools.

To tone up the administrative efficiency, the inspectorate was re-organised and a new post of Deputy Director for Technical Education was created.

Bihar

During the year, the State government appointed a Committee to draw up an integrated syllabus for primary and basic schools. It also decided to introduce features of Basic education in elementary schools in backward areas.

Rules for the constitution of the managing committees of non-government secondary schools were revised and the conditions of service of teachers in these schools were finalised. To promote education of girls in the State, a few middle schools for girls were provincialised. The teaching of science was introduced in some of the high schools.

Short training courses for untrained teachers were organised at the divisional headquarters to keep the teachers abreast of the modern teaching techniques and the duration of the course in senior training schools was enhanced from one to two years. The State government opened a rural higher institute which was designed to provide educational facilities of basic type in rural surroundings.

A grant of Rs. 2,000 was sanctioned to the *Rastrabhasha Parishad* for payment to *Akhil Bhartiya Hindi Sodh Mandal* for specific items of work of outstanding value. An institute of post-graduate studies and research in Arabic and Persian learning was started in Patna. Besides, the establishment of a similar institution for Jain and Prakrit learning for five years was also sanctioned.

Bombay

The year witnessed great expansion in the field of Basic education on account of the large scale conversion of craft schools into senior basic ones. As a result of an intensive drive to provide schools in school-less villages, almost all the villages, barring a few, had schooling facilities for their children. A common syllabus was introduced for both primary and basic schools. The Bombay Primary Education Act, 1957, was amended and Primary School *Panchayats* were constituted.

Diversified courses were introduced in a number of schools to enrich the content of Secondary education. A new diploma course of a years' duration in vocational guidance was started to train teachers in the technique of scientific vocational guidance. The rural university of Vallabh Vidyanagar was established by an Act of the State Legislature as a teaching and affiliating university. The university of Karnatak increased its teaching functions through the newly created departments of History and Economics.

Administrative reforms were carried out in the State Education Directorate in the interest of the smooth working of the department. A Research Bureau was created to conduct research in administrative problems and to suggest ways and means of overcoming bottlenecks.

Madhya Pradesh

To make educational facilities available all over the State, primary schools were opened in all the villages which had *Gram Panchayats*. A modified syllabus was introduced in all the primary schools.

With a view to catering to the aptitudes of the pupils and in the interest of their all round development, one secondary school in each district of the State was converted into a multipurpose school. New training schools were started to provide additional training facilities and some of the existing training institutions were converted into basic ones.

Madras

An enormous programme of retraining of teachers in Basic education was accomplished to enable the large scale conversion of elementary schools into basic ones. Under the Central Scheme to Relieve Educated Unemployed, a large number of teachers were employed.

Bifurcated courses were introduced in some of the higher secondary schools and the State government paid liberal grants to secondary schools for the improvement of science teaching and libraries and the introduction of crafts.

Consequent on the introduction of pre-university courses, the statute of Madras university was amended deleting the provision for entrance test for Intermediate Group-D. A General Inspection Committee was appointed to report on the condition of the colleges.

Orissa

During the year under review, two urban basic schools, one basic training college and a college for veterinary science were started. Financial assistance for the improvement of Secondary education was also given.

Punjab

The year witnessed the establishment of four post-graduate basic training colleges in the State. All the non-basic training schools were remodelled on basic lines. The State government, besides, organised In-Service Training Courses in Basic education for the benefit of teachers. To bring the boys' primary schools at par with girls' schools, fifth class was added to a number of four class primary schools.

The Panjab University strengthened its training departments by the appointment of additional staff. In pursuance of the general policy to replace English by Indian languages, the University decided to allow the candidates for Intermediate Examination, 1956 and B.A. Examination, 1958, to answer their question papers in arts subjects in Hindi, Punjabi or Urdu. Examinations in (i) M.A. in Urdu (ii) Honours School in Mathematics, English and Sanskrit and (iii) Bachelor of Education were instituted during the year. A Central State Library was set up at Chandigarh with the help of Central Government.

Uttar Pradesh

Compulsory education was extended to some new municipal areas. A new scheme to bring closer contact between the teachers' training institutions and the primary schools was evolved under which the instructional staff and the pupil-teachers were made responsible for the guidance of work in primary schools. The duration of the courses for the Junior Teachers' Certificate and the Hindustani Teachers' Certificate was extended to two years. A new experiment in the programme of total education was undertaken in the development blocks, where community centres and integrated library service were developed. Refresher courses were organised for extension teachers. Pay scales of art and J. T. C. teachers were revised. The Scheme of Provincial Education Corps was extended to the whole of the State.

West Bengal

In order to bring all children of the age-group 6-11 into schools, new primary schools were started in school-less and backward areas. With a view to improving the supply position of basic and non-basic trained teachers, the State government opened a Senior Basic Training College at Banipur and a B.T. Teachers' Training College at Hooghly. To better the quality of work in secondary schools, an Extension Service Department was started, under the auspices of the All-India Council of Secondary Education, both at the David Hare Training College, Calcutta and the Institute of Education for Women, Calcutta. Two more Youth Hostels were constructed during the year—one at Durgapur in the Damodar Valley Corporation area and the other at Messenjore in the Mor Project area.

Hyderabad

During the year, the coverage of compulsory education in the State was extended. A number of new schools were opened and a few primary and middle schools upgraded. In pursuance of the recommendations of the Secondary Education Commission, 28 high schools were converted into multipurpose schools.

Jammu and Kashmir

With the object of enhancing educational facilities in the State, new schools were opened and the standard of some of those already functioning raised. Two Intermediate colleges and 3 teachers' training schools were also opened during the year.

Six Youth Camps for teachers and students and an educational tour of India for the students were organised.

Madhya Bharat

To combat educated unemployment, a large number of primary schools and social education centres were opened during the year. Many of the existing elementary schools were remodelled on basic lines.

Ten secondary schools were converted into multipurpose schools and a teachers' training institution and 3 vocational guidance centres were started. The scales of pay of various officers of the State Educational Service were revised.

Mysore

Five high and 17 *pucca* middle schools and a number of primary schools were opened. A few elementary schools were upgraded as *pucca* middle schools and some were remodelled on basic lines.

The administrative set up of the department was reorganised.

PEPSU

Compulsory Primary education was extended to cover 70 villages during the year. In furtherance of the policy to raise all boys' primary schools with 4 classes to those of 5 classes, fifth class was progressively added to boys' primary schools. The functioning of the adult centres was reviewed and a large number of ineffective centres closed down. To provide enhanced facilities for the training of teachers, the government opened a college for Education at Patiala. The normal training schools at Faridkot was reorganised. The pay scales of some categories of teachers both in the schools and colleges were revised.

Rajasthan

The State made considerable progress in the field of Primary education in as much as more than 1,000 primary schools were started during the year under review. About 100 primary schools and a dozen training schools were brought on basic lines. With the object of reorganising Secondary education, 25 high schools were converted into multipurpose ones. In some cases the scales of secondary school teachers were revised.

Another achievement in the field of education was the finalisation of the State Education Code. Institutions doing important educational and cultural work in the State were given grants and loan amounting to Rs. 1.6 and 3.0 lakhs respectively.

Posts of Additional Director, Secretary, Nationalisation of Text Books and Special Education Officer (Planning) were created for the proper planning and execution of educational development plans.

Saurashtra

With the opening of a large number of primary schools in the State, there was hardly a school-less village with a population of 300 and above. In order to develop education at this stage, features of Basic education were introduced in primary schools on a wider scale.

The reorganisation of Secondary education was also taken up and 60 diversified courses were introduced in 45 secondary schools.

Travancore-Cochin

To increase educational facilities available in sparsely populated areas, a number of new primary schools were started. The State Board of Basic Education was constituted. Diversified courses were introduced in Form V of some schools. The pay scales of teachers in the government and aided schools were revised.

A Vocabulary Research Unit was established for collecting simple words in Malayalam for the preparation of adult literature. A Hindi Malayalam dictionary was prepared during the year. For the propagation of Hindi in the State, a mobile Hindi propaganda unit was organised and refresher courses of 5 week's duration conducted for Hindi teachers.

Ajmer

The opening of new basic schools, introduction of Crafts and the organisation of refresher courses for improving the efficiency of the teachers were some of the high-lights of the year under review. Three secondary schools were converted into multipurpose schools.

The Ajmer Primary Education Act, 1952, was enforced in one more sub-division of the State.

A. & N. Islands

The Education Reform Committee made *inter-alia* the following recommendations to bring education in the Islands on proper footing

(i) to separate the huge primary section from the government high school, Port Blair and to split it up into four primary schools.

(ii) to establish more schools in the school-less areas.

- (iii) to convert all the primary schools into junior basic schools and the high school into a multipurpose higher secondary school.
- (iv) to introduce social education and to establish a teachers' training and a trade school.

During the year seven new primary schools were started.

Bhopal

Compulsory Primary Education Act was passed to introduce compulsory education in the State. Emergency training courses were conducted to make the teachers familiar with scientific method of teaching. A post-graduate basic training college, a college for agriculture and another for medicine were started during the year under report.

Coorg

Basic education made appreciable progress in the State. Almost all the government middle and primary schools were converted into senior basic and junior basic ones. An urban basic school and a Janta College to train village folk in leadership were started.

For the propagation of Hindi, a whole time *Pracharak* was appointed to organise different activities connected with the popularisation of this language.

Delhi -

Compulsion was enforced for girls also in the areas under the jurisdiction of Delhi Municipal Committee. Twelve junior basic schools were raised to senior basic standard. The curriculum of the vocational-cum-cultural center was revised.

Himachal Pradesh

- A middle school was started and 2 middle schools were raised to high school standard.

Kutch

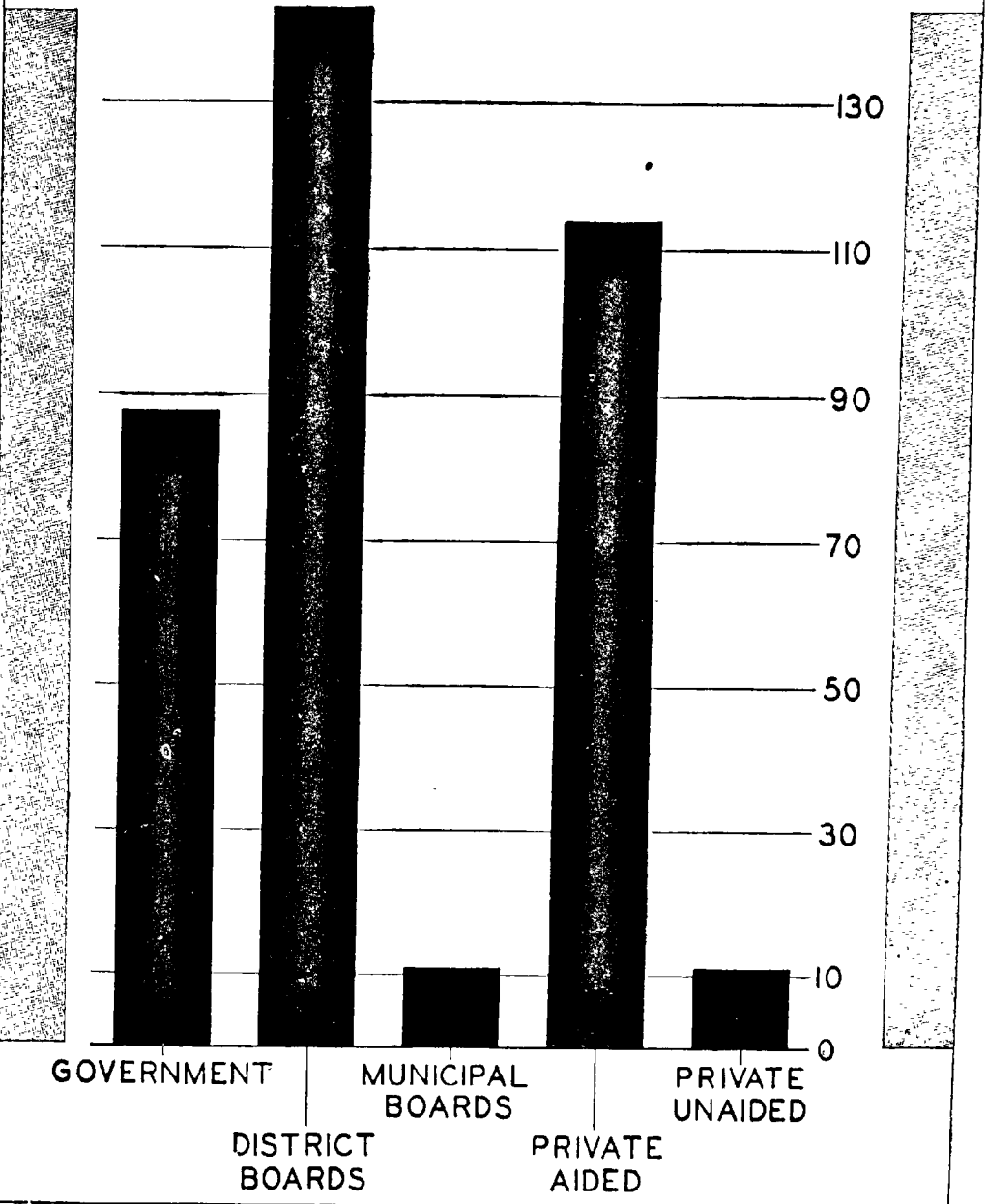
More than 50 primary schools were opened and a middle school upgraded.

Manipur

In addition to some new primary, middle and high schools started during the year, a basic training institute was opened. To secure co-

RECOGNISED INSTITUTIONS BY MANAGERMENTS 1955-56

IN THOUSANDS 150



ordination between the work of Community Development, National Extension and the Education Departments of the State, one District Social Education Organiser was appointed.

N. E. F. A.

Considerable emphasis was laid on the introduction of basic system of education and the propagation and popularisation of the national language. A new Hindi training centre was started at Parighat. Steps were taken to prepare text books in tribal languages of the Tuensang Frontier Division.

Tripura

A few primary and middle schools were converted into junior basic and senior basic schools respectively. The study of tribal (Tripuri) language was made compulsory in both the senior and junior teachers' training courses. Refresher courses were arranged for primary school teachers.

Honours courses in Chemistry, Physics, Advanced Accountancy and Auditing and Educational Statistics were started in the government college, Agartala.

Vindhya Pradesh

Compulsory primary education was extended to more than 300 centres during the year. Eight middle schools were upgraded to high standard and 40 primary schools to middle standard. Under Scheme No. 1 of the first five year plan, one junior basic training school was started.

Institutions

During the year under report, there were 3,66,641 recognised institutions in the country, as compared to 3,43,071 in 1954-55. Their distribution according to type was : universities 32, boards 11, arts and science colleges (including research institutions providing teaching facilities) 746, professional and technical colleges 346, special education colleges (music, dancing, fine arts etc.) 112, secondary schools 32,568, primary schools 2,78,135, pre-primary schools 630, vocational and technical schools 3074 and special education schools (including 46,091 social education centres) 50,987. Besides, there were 4,806 unrecognised institutions. Further details with comparative figures for the previous year are given in table I.

Table I—Number of Institutions by Type

Type	For Boys		For Girls		Total		Increase(+) or Decrease(-)
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	
	2	3	4	5	6	7	
1							8
Recognised							
Universities	30	31	1	1	31	32	+ 1
Boards of Secondary and Intermediate Education	10	11	...	...	10	11	+ 1
Research Institutions	33	34	...	...	33	34	+ 1
Arts & Science Colleges	564	608	93	104	657	712	+55
Colleges for Professional and Technical Education							
Agriculture	18	24	...	...	18	24	+ 6
Commerce	24	26	...	...	24	26	+ 2
Education (Teachers' Training)	59	86	18	21	77	107	+30
Engineering	40	40	...	...	40	40	...
Forestry	3	3	...	...	3	3	...
Law	23	25	...	...	23	25	+ 2
Medicine	75	85	3	3	78	88	+10
Physical Education	8	8	...	...	8	8	...
Technology	7	7	...	...	7	7	...
Veterinary Science	10	15	...	...	10	15	+ 5
Others	3	3*	...	...	3	3*	...
<i>Total</i>	270	322	21	24	291	346	+55

*Includes I for Applied Art and Architecture.

1	2	3	4	5	6	7	8
Colleges for Special Education							
Home Science	...	...	3	3	3	3	...
Music, Dancing and Other Fine Arts	18	19	4	4	22	23	+
Oriental Studies	69	72	6	7	75	79	+
Sociology	5	6	...	...	5	6	+
Others	1	1	...	...	1	1	..
<i>Total</i>	93	98	13	14	106	112	+
Schools for General Education							
High/Higher Secondary	8,699	9,255	1,591	1,583	10,200	10,838	+
Middle	15,417	19,393	1,901	2,337	17,318	21,730	+
Primary	2,48,701	2,62,905	14,925	15,230	2,63,626	2,78,135	+
Pre-Primary	351	419	162	211	513	630	+
<i>Total</i>	2,73,168	2,91,972	18,489	19,301	2,91,657	3,11,333	+
School for Vocational and Technical Education							
Agriculture	43	76	1	1	44	77	+
Arts and Crafts	151	162	231	229	382	391	+
Commerce	824	893	6	5	830	898	+
Engineering	42	61	...	...	42	61	+
Forestry	3	3	...	...	3	3	...
Marine Training	3	3	...	...	3	3	...
Medicine and Veterinary	20	28	57	56	77	84	+
Physical Education	14	17	...	...	14	17	+
Teachers' Training	622	678	238	252	860	930	+
Technical and Industrial	369	463	127	146	496	609	+
Others	1	1	...	...	1	1	...
<i>Total</i>	2,092	2,385	660	689	2,752	3,074	+

322

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

Type	For Boys		For Girls		Total		Increase(+) or Decrease(—)
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	
	2	3	4	5	6	7	
1							8
Schools for Special Education							
For the Handicapped ...	89	90	4	4	93	94	+
For the Social Workers ...	30	37	4	4	34	41	+
Music, Dancing and Other Fine Arts ...	99	103	51	58	150	161	+
Oriental Studies ...	3,135	3,254	27	32	3,162	3,286	+
Reformatory ...	30	30	8	8	38	38	...
Social (Adult) Education ...	39,542	41,562	3,681	4,529	43,223	46,091	+
Others ...	798	1,231	36	45	834	1,276	+
<i>Total</i>	<i>43,723</i>	<i>46,307</i>	<i>3,811</i>	<i>4,680</i>	<i>47,534</i>	<i>50,987</i>	+
Total (Recognised) ...	3,19,983	3,41,768	23,088	24,873	3,43,071	3,66,641	+
Total (Unrecognised) ...	5,234	4,424	367	382	5,601	4,806	—
Grand Total ...	3,25,217	3,46,192	23,455	25,255	3,48,672	3,71,447	+

+ 22,775

— 795

+ 23,570

+ 2,453

+ 442

+ 2,868

+ 124

+ 11

+ 7

+ 1

The increase in number was shared by all types of institutions except those which remained the same as in the previous year. Professional and Technical colleges registered an increase of 18.9 per cent—the highest among the different types. Schools for vocational and technical education followed with a rise of 11.7 per cent. Arts and science colleges rose by 8.1 per cent, schools for general education by 6.7 per cent, and colleges and schools for special education by 5.7 and 7.3 per cent respectively.

The classification of recognised institutions, according to managements, for the years 1954-55 and 1955-56 is given in table II.

Table II—Number of Recognised Institutions by Managements

Managements	1954-55		1955-56	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	80,434	23.4	87,601	23.9
District Boards	1,30,636	38.1	1,42,980	39.0
Municipal Boards	10,401	3.1	10,497	2.9
Private Bodies :				
Aided	1,10,956	32.3	1,14,204	31.1
Unaided	10,644	3.1	11,359	3.1
Total	3,43,071	100.0	3,66,641	100.0

India being essentially a rural country with more than 80 per cent of her population in the villages, had 3,10,396 recognised institutions in rural areas as against 2,89,714 institutions in rural areas during the preceding year. Their proportion to total number of institutions increased from 84.4 per cent to 84.7 per cent. The distribution of institutions according to the main types, is shown below.

Type	1954-55	1955-56
Universities	2	2
Research institutions	1	2
Colleges	61	83
Secondary Schools	17,728	21,589
Vocational and Technical Schools	427	556
Primary (including Pre-Primary) Schools	2,34,138	2,47,823
Social Education Centres	34,689	37,168
Other Special Education Schools	2,677	3,173
Total	2,89,714	3,10,396

Table III—Number of

State	Recognised Institutions						Increase (+) or Decrease (-)
	For Boys		For Girls		Total		
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	
1	2	3	4	5	6	7	8
Andhra	22,164	24,656	118	121	22,282	24,777	+ 2,495
Assam	14,161	14,243	1,301	1,092	15,462	15,335	- 127
Bihar	32,357	36,137	2,766	3,254	35,123	39,391	+ 4,268
Bombay	50,749	53,725	4,882	5,345	55,630	59,070	+ 3,440
Madhya Pradesh	16,134	17,091	1,014	1,069	17,148	18,160	+ 1,012
Madras	29,251	30,223	350	363	29,601	30,586	+ 985
Orissa	17,481	17,963	313	313	17,794	18,281	+ 487
Punjab	9,258	9,774	1,805	1,904	11,063	11,678	+ 615
Uttar Pradesh	34,634	35,379	3,406	3,633	38,040	39,012	+ 972
West Bengal	25,997	29,163	1,803	1,905	27,600	31,068	+ 3,468
Hyderabad	13,995	14,307	963	971	14,958	15,278	+ 320
Jammu and Kashmir	1,605	1,936	279	346	1,884	2,282	+ 398
Madhya Bharat	6,646	8,116	873	953	7,519	9,069	+ 1,550
Mysore	13,180	13,572	972	980	14,152	14,552	+ 400
Pepsu	4,269	3,162	351	315	4,620	3,477	- 1,143
Rajasthan	7,078	8,344	656	705	7,734	9,049	+ 1,315
Saurashtra	4,608	5,326	236	367	4,894	5,693	+ 799
Travancore-Cochin	5,984	6,075	175	180	6,159	6,255	+ 96
Ajmer	1,457	1,531	235	256	1,692	1,787	+ 95
A & N Islands	33	40	...	...	33	40	+ 7
Bhopal	685	1,481	47	63	732	1,544	+ 812
Coorg	320	310	8	10	328	320	- 8
Delhi	682	694	359	362	1,041	1,056	+ 15
Himachal Pradesh	967	1,107	36	31	1,003	1,138	+ 135
Kutch	369	475	45	65	414	540	+ 126
Manipur	899	1,051	39	44	938	1,095	+ 157
N.E.F.A.	171	183	...	...	171	183	+ 12
Pondicherry	...	...	...	...	...	...	...
Tripura	1,103	1,436	28	40	1,131	1,476	+ 345
Vindhya Pradesh	3,747	4,268	178	181	3,925	4,449	+ 524
India	3,19,983	3,41,768	23,088	24,873	3,43,071	3,66,641	+23,570

Institutions by States

Unrecognised Institutions						Increase (+) or Decrease (-)	State
For Boys		For Girls		Total			
1954-55	1955-56	1954-55	1955-56	1954-55	1955-56		
9	10	11	12	13	14	15	16
21	...	...	...	21	...	- 21	Andhra
903	1,134	43	38	946	1,172	+226	Assam
976	905	107	68	1,083	973	-110	Bihar
215	165	32	12	247	177	- 70	Bombay
528	225	101	165	629	390	-239	Madhya Pradesh
...	...	...	...	...	...	...	Madras
1,350	963	4	7	1,354	970	-384	Orissa
...	...	...	...	...	...	...	Punjab
522	545	16	32	538	577	+ 39	Uttar Pradesh
356	108	28	23	384	131	-253	West Bengal
87	235	...	...	87	235	+148	Hyderabad
...	...	...	...	...	...	...	Jammu and Kashmir
...	...	...	...	...	...	...	Madhya Bharat
...	...	...	...	...	...	...	Mysore
...	...	...	...	...	...	...	Pepsu
...	...	...	...	...	...	...	Rajasthan
...	...	...	...	...	...	...	Saurashtra
47	38	7	2	54	40	- 14	Travancore-Cochin
...	...	2	2	2	2	...	Ajmer
...	...	...	...	...	...	...	A & N Islands
...	...	...	...	...	...	...	Bhopal
...	...	...	...	...	...	...	Coorg
...	...	...	...	...	...	...	Delhi
...	...	...	...	...	...	...	Himachal Pradesh
176	98	25	30	201	128	- 73	Kutch
44	7	1	2	45	9	- 36	Manipur
...	...	...	...	...	...	...	N.E.F.A.
...	...	...	...	...	...	...	Pondicherry
4	...	1	1	5	1	- 4	Tripura
5	1	...	...	5	1	- 4	Vindhya Pradesh
5,234	4,424	387	382	5,601	4,806	-795	India

Table IV—Number of Pupils by Type of Institutions

Type	Boys		Girls		Total		Increase(+) or Decrease(-)
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	
	2	3	4	5	6	7	
1							8
Recognised							
Arts and Science Colleges (including Research Institutions and University Departments)	4,49,815	4,90,537	72,027	83,429	5,21,842	5,73,966	+ 52,124
Colleges for Professional and Technical Education							
Agriculture	3,434	4,261	39	33	3,473	4,294	+ 821
Commerce	12,836	14,932	236	310	13,072	15,242	+ 2,170
Education (Teachers' Training)	5,782	7,915	2,769	3,347	8,551	11,262	+ 2,711
Engineering	20,303	20,807	33	40	20,336	20,847	+ 511
Forestry	303	320	...	...	303	320	+ 17
Law	10,629	10,854	359	373	10,888	11,227	+ 339
Medicine	18,686	19,842	3,599	3,871	22,285	23,713	+ 1,428
Physical Education	568	581	96	108	664	689	+ 25
Technology	732	761	57	58	789	819	+ 30
Veterinary Science	2,579	3,872	11	13	2,590	3,885	+ 1,295
Others	1,264	1,367	236	233	1,500	1,600	+ 100
<i>Total</i>	77,016	85,512	7,435	8,386	84,451	92,898	+ 9,447
Colleges for Special Education							
Home Science	...	...	534	626	534	626	+ 92
Music, Dancing etc.	1,612	1,849	2,519	2,519	4,011	4,368	+ 357
Oriental Studies	6,372	6,744	646	1,118	7,018	7,862	+ 844
Sociology	266	359	66	93	332	452	+ 120
Others	4	7	...	...	4	7	+ 3
<i>Total</i>	8,254	8,959	3,645	4,356	11,899	13,315	+ 1,416

1	2	3	4	5	6	7	8
Schools for General Education							
High/Higher Secondary	34,40,184	37,36,529	8,57,661	9,77,028	42,97,845	47,13,557	4,15,712
Middle	20,55,563	29,20,957	5,39,478	8,91,995	25,95,041	38,12,952	12,17,911
Primary	1,56,43,433	1,59,46,373	65,52,727	69,73,361	2,21,96,160	2,29,19,734	7,23,574
Pre-Primary	20,330	25,527	16,720	20,301	37,050	45,828	8,778
<i>Total</i>	<i>2,71,59,510</i>	<i>2,26,29,386</i>	<i>79,56,536</i>	<i>88,62,685</i>	<i>2,91,26,096</i>	<i>3,14,92,071</i>	<i>23,65,975</i>
Schools for Vocational and Technical Education							
Agriculture	2,972	5,115	28	14	3,000	5,129	2,129
Arts and Crafts...	4,685	4,668	18,592	14,985	18,277	19,653	1,376
Commerce	63,858	68,897	8,652	10,326	72,510	79,223	6,713
Engineering	11,478	16,438	56	51	11,534	16,489	4,955
Forestry	80	116	...	...	80	116	36
Marine Training	1,111	1,206	...	...	1,111	1,206	95
Medicine and Veterinary	2,856	2,957	2,233	2,429	5,089	5,386	297
Physical Education	1,419	1,638	264	293	1,683	1,931	248
Teachers' Training	53,310	60,143	23,396	23,324	76,706	83,467	6,761
Technical and Industrial	32,308	37,995	11,799	11,516	44,105	49,511	5,406
Others	218	354	...	...	218	354	136
<i>Total</i>	<i>1,74,293</i>	<i>1,99,527</i>	<i>60,020</i>	<i>62,938</i>	<i>2,34,313</i>	<i>2,62,465</i>	<i>28,152</i>
Schools for Special Education							
For the Handicapped	3,725	4,076	1,143	1,238	4,868	5,314	446
For Social Workers	2,434	3,441	188	442	2,672	3,883	1,211
Music, Dancing etc.	4,778	5,281	5,258	6,034	10,036	11,315	1,279
Oriental Studies	1,06,156	1,14,927	7,340	9,667	1,13,496	1,24,594	11,098
Reformatory	5,956	6,094	1,171	1,095	7,127	7,189	62
Social (Adult)	9,95,773	11,42,926	1,15,642	1,35,901	11,11,405	12,78,827	1,67,422
Others	31,367	44,220	7,848	12,536	39,215	56,756	17,541
<i>Total</i>	<i>11,50,229</i>	<i>13,20,965</i>	<i>1,38,590</i>	<i>1,66,973</i>	<i>12,88,819</i>	<i>14,87,578</i>	<i>1,99,059</i>
Total (Recognised)	2,30,19,117	2,47,34,886	82,48,303	91,88,797	3,12,67,420	3,59,23,593	26,56,173
Total (Unrecognised)	1,90,882	1,50,806	47,803	43,777	2,38,685	2,24,583	14,102
Grand Total	2,32,09,999	2,49,15,692	82,96,106	92,32,484	3,15,06,105	3,41,48,176	26,42,071

Table III gives the number of institutions, recognised as well as unrecognised, in the different States for the years 1954-55 and 1955-56. The recognised institutions increased in all the States except in Assam, Pepsu and Coorg. In Assam and Coorg the decrease was due to the closing down of the social education centre for the successful operation of the adult education scheme. In Pepsu, the fall was due to the intensification of Compulsory Education Scheme, as a result of which a large number of social education centres were amalgamated with the compulsory education centres. Bihar led all the States in recording the highest increase of 4,268 and was followed by West Bengal (3,468), Bombay (3,440), Andhra (2,495) and Madhya Bharat (1,550).

Pupils

The total number of pupils under instruction in recognised educational institutions increased during the year by nearly 26.6 lakhs or 8.5 per cent to 339.2 lakhs. Of the total, colleges and universities reported 6,81,179 pupils, secondary schools 85,26,509, primary and pre-primary schools 2,29,65,562, vocational and technical schools 2,62,465, special education schools 2,09,051 and social education centres 12,78,827. In addition, 2,24,583 pupils were on the rolls of unrecognised institutions.

Table V—Number of Pupils in Recognised Institutions by Managements

Managements	1954-55		1955-56		Increase	
	Number	Per-centage	Number	Per-centage	Number	Per-centage
1	2	3	4	5	6	7
Government ...	64,79,643	20.7	72,50,735	21.4	7,71,092	11.9
District Board ...	1,13,54,736	36.3	1,24,44,863	36.7	10,90,127	9.6
Municipal Board ...	24,45,713	7.8	25,95,855	7.6	1,50,142	6.1
Private Bodies :						
Aided ...	98,42,637	31.5	1,03,69,406	30.6	5,26,769	5.4
Unaided ...	11,44,691	3.7	12,62,734	3.7	1,18,043	10.3
Total ...	3,12,67,420	100.0	3,39,23,593	100.0	26,56,173	8.5

The enrolment in arts and science colleges (including university departments) increased by 10.0 per cent as compared to 11.2 per cent in the case of professional and technical colleges and 11.9 per cent in the case of special education colleges. Secondary schools enrolled 23.7 per cent more pupils than in the previous year, while the primary school enrolment went up by 3.3 per cent. The corresponding percentages for schools for vocational and technical education and those for special education were 12.0 and 15.4 respectively.

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

Stage	Boys		Girls		Total		Increase (+) or Decrease (—)
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	
	2	3	4	5	6	7	
1							8
General Education :							
Pre-Primary	35,460	44,864	24,834	30,631	60,294	75,495	+ 15,201
Primary	1,58,81,641	1,70,24,645	67,40,376	74,86,686	2,26,22,017	2,45,11,331	+ 18,89,314
Secondary	51,70,310	54,86,534	11,97,700	13,40,071	63,68,010	68,26,605	+ 4,58,595
Intermediate	3,22,913	3,41,539	47,681	54,909	3,70,594	3,96,448	+ 25,854
B.A./B.Sc.	1,13,398	1,26,130	20,502	24,772	1,33,900	1,50,902	+ 17,002
M.A./M.Sc.	18,989	21,293	3,572	4,040	22,561	25,333	+ 2,772
Research	2,164	2,193	354	371	2,518	2,564	+ 46
Total	2,15,44,375	2,30,47,198	80,35,019	89,41,480	2,95,79,894	3,19,88,675	+ 24,08,784
Professional and Technical Education (Collegiate)	1,28,289	1,39,776	8,508	9,218	1,34,797	1,48,994	+ 14,197
Special Education (Collegiate)	7,456	8,589	3,134	3,294	10,590	11,883	+ 1,293
Vocational and Technical Education (School)	1,85,498	2,14,079	61,843	66,041	2,47,341	2,80,120	+ 32,779
Social (Adult) Education	9,95,763	11,42,926	1,15,642	1,35,901	11,11,405	12,78,827	+ 1,67,422
Special Education (Schools)	1,59,236	1,82,318	24,157	32,773	1,83,393	2,15,091	+ 31,698
Grand Total	2,30,19,117	2,47,34,886	82,48,803	91,88,707	3,12,67,420	3,39,23,593	+ 26,56,173

Table VII—Number of

State	In Recognised Institution						Increase (+) or Decrease (-)	
	For Boys		For Girls		Total		Number	Per-centage
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56		
1	2	3	4	5	6	7	8	9
Andhra	21,54,328	22,88,649	23,838	25,349	21,78,166	23,13,998	+ 1,35,832	6.2
Assam	9,54,290	10,08,814	92,170	88,239	10,46,460	10,97,053	+ 50,593	4.8
Bihar	20,35,055	24,03,020	1,40,120	1,66,569	21,75,175	25,69,589	+ 3,94,414	18.1
Bombay	42,63,157	46,50,366	6,12,687	6,39,595	48,75,844	52,89,961	+ 4,14,117	8.5
M. Pradesh	12,47,576	13,89,028	1,27,942	1,49,077	13,75,518	15,38,105	+ 1,62,587	11.8
Madras	37,73,635	40,04,473	1,03,378	1,11,235	38,77,013	41,15,708	+ 2,38,695	6.2
Orissa	7,96,706	8,46,903	21,329	22,712	8,18,035	8,69,615	+ 51,580	6.3
Punjab	10,50,044	11,32,237	2,46,644	2,67,786	12,96,638	14,00,023	+ 1,03,335	8.0
U. Pradesh	34,82,935	35,80,648	3,71,568	4,01,636	38,54,503	39,82,284	+ 1,27,781	3.3
West Bengal	26,04,706	29,30,507	2,55,253	2,87,513	28,59,959	32,18,020	+ 3,58,061	12.5
Hyderabad	10,20,208	10,71,094	1,28,393	1,37,078	11,48,601	12,08,172	+ 59,571	5.2
J. & Kashmir	1,41,084	1,51,849	26,033	30,446	1,67,117	1,82,295	+ 15,178	9.1
M. Bharat	4,34,505	4,95,120	70,228	79,621	5,04,733	5,74,741	+ 70,008	13.9
Mysore	8,80,447	8,96,661	1,21,120	1,22,408	10,01,567	10,19,069	+ 17,502	1.7
Pepsu	2,58,004	2,73,283	33,798	42,289	2,91,802	3,15,572	+ 23,770	8.1
Rajasthan	4,93,763	5,83,054	65,685	72,180	5,59,448	6,55,234	+ 95,786	17.1
Saurashtra	3,26,340	3,77,694	68,699	75,951	3,95,039	4,53,645	+ 58,606	14.8
Trav.-Cochin	18,33,162	19,41,046	85,485	87,056	19,18,647	20,28,102	+ 1,09,455	5.7
Ajmer	67,880	71,705	14,436	15,696	82,316	87,401	+ 5,085	6.2
A. & N. I.	2,773	3,134	...	...	2,773	3,134	+ 361	13.0
Bhopal	36,818	57,182	5,131	6,674	41,949	63,856	+ 21,907	52.2
Coorg	34,711	36,713	1,628	1,800	36,339	38,513	+ 2,174	6.0
Delhi	1,94,079	2,11,476	90,576	99,350	2,84,655	3,10,826	+ 26,171	9.2
H. Pradesh	66,154	73,618	4,632	4,990	70,786	78,608	+ 7,822	11.1
Kutch	31,483	38,158	4,992	6,481	36,475	44,639	+ 8,164	22.4
Manipur	71,135	88,215	4,830	5,632	75,965	93,847	+ 17,882	23.5
N. E. F. A.	6,077	7,753	...	...	6,077	7,753	+ 1,676	27.6
Pondicherry	...	...	...	...	...	...	...	...
Tripura	66,064	83,780	2,619	3,841	68,683	87,621	+ 18,938	27.6
V. Pradesh	2,04,322	2,61,749	12,765	14,460	2,17,087	2,76,209	+ 59,122	27.2
India	2,85,31,441	3,09,57,929	27,35,979	29,65,664	3,12,67,420	3,39,23,593	+ 26,56,173	8.5

*Population figures are

Pupils by States

In Unrecognised Institutions						Increase (+) or Decrease (-)		Percentage of pupils to Estimated Populations	State
For Boys		For Girls		Total		Number	Per- cent- age		
1954-55	1955-56	1954-55	1955-56	1954-55	1955-56				
10	11	12	13	14	15	16	17	18	19
704	...	...	...	704	...	- 704	- 100	10.5	Andhra
43,027	53,821	2,443	1,977	45,470	55,798	+ 10,328	+ 22.7	11.6	Assam
43,230	45,462	3,196	2,516	46,426	47,978	+ 1,552	+ 3.3	6.2	Bihar
9,936	7,944	1,918	631	11,854	8,575	- 3,279	- 27.7	13.2	Bombay
27,648	10,826	5,406	7,171	33,054	17,997	- 15,057	- 45.6	7.2	M. Pradesh
...	...	...	...	...	...	...	...	10.7	Madras
32,425	21,959	168	341	32,593	22,300	- 10,293	- 31.6	5.9	Orissa
...	...	...	...	...	...	...	...	10.6	Punjab
34,860	36,281	1,864	2,744	36,724	39,025	+ 2,301	+ 6.3	6.0	U. Pradesh
11,907	7,966	1,417	1,401	13,324	9,367	- 3,957	- 29.7	12.1	West Bengal
6,130	10,268	...	...	6,130	10,268	+ 4,138	+ 67.5	6.1	Hyderabad
...	...	...	...	...	...	...	...	3.9	J. & Kashmir
...	...	...	...	...	...	...	...	6.8	M. Bharat
...	...	...	...	...	...	...	...	9.4	Mysore
...	...	...	...	...	...	...	...	8.6	Pepsu
...	...	...	...	...	...	...	...	4.0	Rajasthan
...	...	...	...	...	...	...	...	10.1	Saurashtra
1,175	3,939	149	1,151	1,324	5,090	+ 3,766	+ 284.4	19.6	Trav.-Cochin
...	...	294	...	294	...	- 294	- 100	11.5	Ajmer
...	...	...	...	...	...	...	...	10.4	A & N Island
...	...	...	...	...	...	...	...	7.2	Bhopal
...	...	...	...	...	...	...	...	14.3	Coorg
...	...	...	...	...	...	...	...	15.2	Delhi
...	...	...	...	...	...	...	...	6.9	H. Pradesh
6,071	4,900	1,200	1,705	7,271	6,605	- 666	- 9.2	8.4	Kutch
2,891	1,115	50	368	2,941	1,483	- 1,458	- 49.6	15.4	Manipur
...	...	...	...	...	...	...	...	*	N.E.F.A.
...	...	...	...	...	...	...	...	...	Pondicherry
107	...	124	16	231	16	- 215	- 93.1	12.2	Tripura
345	81	...	...	345	81	- 264	- 76.5	7.5	V. Pradesh
2,20,456	2,04,562	18,229	20,021	2,38,685	2,24,583	- 14,102	- 5.9	8.8	India

not available.

The number of girls attending all types of recognised institutions was 91,88,707 showing an increase of 11.4 per cent over the 1954-55 figure. As against this, the rate of increase in the enrolment of boys was 7.5 per cent. Of the total number of girls, nearly 63,98,809 or 69.6 per cent were studying in boys' institutions. The break-up of the enrolment in different types of institutions during the year 1954-55 and 1955-56 is given in table IV.

The distribution of enrolment in recognised institutions, according to their managements, is given in Table V, which shows that the increase in enrolment though uneven, was shared by institutions under all managements.

Table VI gives the number of pupils—boys and girls separately—in recognised institutions classified according to the stages of instruction for the years 1954-55 and 1955-56. The enrolment increased at all stages. Of the total number of pupils, 94.3 per cent were receiving general education, 0.5 per cent professional and special education of the collegiate standard and 5.2 per cent vocational and special education of the school standard. The pupils for general education were further distributed as: In pre-primary classes 0.2 per cent, primary classes 76.6 per cent, secondary classes 21.4 per cent and at collegiate level 1.8 per cent.

The number of pupils from rural areas increased from 2,18,46,560 to 2,36,80,274 and constituted 69.8 per cent of the total enrolment, as against 69.9 per cent in 1954-55. Their proportion in different types of institutions was primary schools 74.1 per cent, secondary schools 19.5 per cent, professional and special schools 5.4 per cent and colleges and universities 1.0 per cent.

The statewise figures of enrolment in recognised as well as unrecognised institutions are detailed in table VII.

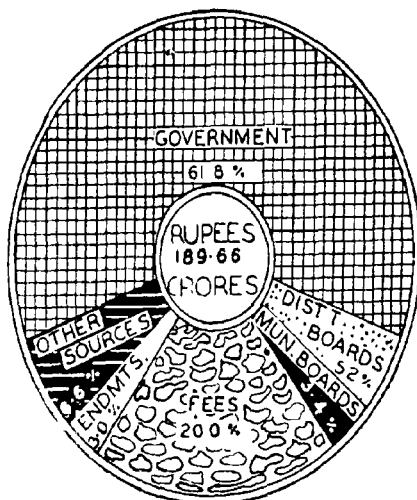
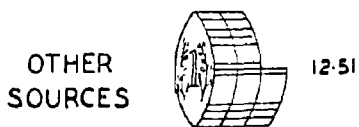
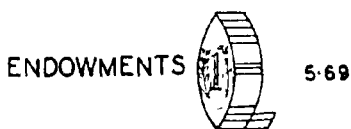
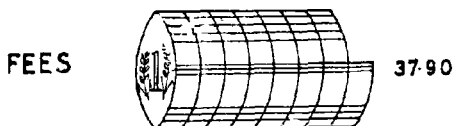
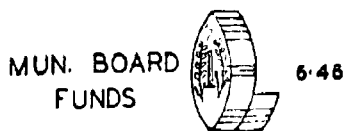
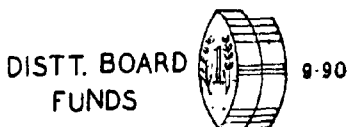
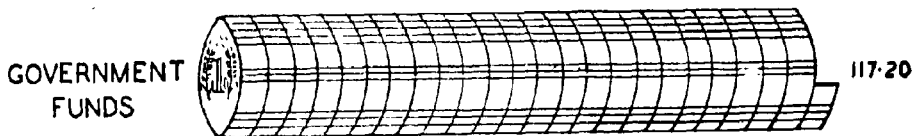
In Bombay, Bihar and West Bengal the increase in enrolment in recognised institutions amounted to more than three and a half lakhs. On percentage basis, the rise was the highest in Bihar (18.1 per cent) and the lowest in Uttar Pradesh (3.3 per cent) so far as Part A States are concerned. The intermediary positions were occupied by West Bengal (12.5 per cent), Madhya Pradesh (11.8 per cent), Bombay (8.5 per cent), Punjab (8.0 per cent), Orissa (6.3 per cent), Andhra and Madras (6.2 per cent each) and Assam (4.8 per cent). In the case of Part B States, the range of increase was 1.7 per cent in Mysore to 17.1 per cent in Rajasthan. Bhopal led the Part C States by reporting 52.2 per cent increase and at the other end was Coorg with 6.0 per cent increase.

Figures in col. (18) of table VII give the percentage of enrolment to total estimated population of 1956 in the different States. Travancore-Cochin, as usual, reported the highest proportion of population under instruction (19.6 per cent). Next to follow were Manipur (15.4 per cent), Delhi (15.2 per cent) and Coorg (14.3 per cent). For the rest of the States, the percentage varied from 3.9 in Jammu and Kashmir to 13.2 in Bombay.

EXPENDITURE ON EDUCATION BY SOURCES

1955-56
1 COIN=RS.5 CRORES

CRORES OF RS.



Expenditure

Expenditure on education has been graded as 'Direct' and 'Indirect'. The outlay that is devoted to the maintenance of institutions and remuneration to teachers is classified as 'Direct', while that on hostels, scholarships, cost of buildings and equipment, direction, inspection and other miscellaneous items, as 'Indirect'. The latter by its very nature cannot be apportioned to any individual institution or type of institution.

During 1955-56, the total expenditure, both direct as well as indirect, on education in recognised institutions increased from Rs. 165.01 crores to Rs. 189.66 crores that is at the rate of 14.9 per cent as against 11.7 per cent in the preceding year. This corresponds favourably with the increase of 8.5 per cent in the number of pupils. Of the total, Rs. 170.31 crores were spent on boys' institutions and Rs. 19.35 crores on girls' institutions.

The various sources of income contributing towards expenditure for educational purposes are government funds, local board funds, fees, endowments, subscriptions and contributions from the public. Table—VIII details the total expenditure on all types of educational institutions, classified according to these sources for the two years, 1954-55 and 1955-56.

Table VIII—Expenditure on Education by Sources

Source	1954-55		1955-56	
	Amount	Per-centage	Amount	Per-centage
1	2	3	4	5
	Rs.		Rs.	
Government Funds ...	98,85,24,032	59.9	1,17,20,49,567	61.8
Distt. Board Funds ...	9,05,24,758	5.5	9,89,97,699	5.2
Municipal Board Funds	6,03,87,363	3.7	6,45,50,300	3.4
Fees	35,33,61,023	21.4	37,90,32,605	20.0
Endowments	4,96,20,088	3.0	5,69,24,390	3.0
Other Sources	10,77,12,368	6.5	12,50,55,830	6.6
Total	1,65,01,29,632	100.0	1,89,66,10,391	100.0

From the above table it can be deduced that the expenditure from government funds increased by 18.6 per cent as compared to increases of 9.4, 6.9, 7.3, 14.7 and 16.1 per cent from district boards fund, municipal boards fund, fees, endowments and other sources respectively.

Table IX—Expenditure on Education According to Heads of Charges

Head of Charge	1954-55	1955-56	Increase (+) or Decrease (-)	
			Amount	Percentage
1	2	3	4	5
	Rs.	Rs.	Rs.	
Direct				
Universities ...	7,41,71,561	7,98,04,600	+ 56,33,039	7.5
Boards of Secondary and/or Intermediate Education	1,22,71,321	1,32,40,136	+ 9,68,815	7.9
Research Institutions ...	1,30,28,113	1,39,04,324	+ 8,76,211	6.7
Arts and Science Colleges	10,56,46,983	11,64,74,022	+ 1,08,27,039	10.2
Professional Colleges ...	6,31,04,380	7,00,08,191	+ 69,03,811	10.9
Special Education Colleges	33,96,831	36,34,551	+ 2,37,720	7.0
High Schools ...	34,06,13,042	37,61,44,383	+ 3,55,31,341	10.4
Middle Schools ...	11,45,85,286	15,40,50,236	+ 3,94,64,950	34.4
Primary Schools ...	50,89,27,789	53,72,72,066	+ 2,83,44,277	5.6
Pre-primary Schools ...	[19,88,512	24,99,241	5,10,729	25.7
Vocational and Technical Schools	4,60,63,824	5,45,08,146	+ 84,44,322	18.3
Social Education Schools	54,84,912	71,96,186	+ 17,11,274	31.2
Special Education Schools	1,77,99,301	1,93,32,703	+ 15,33,402	8.6
<i>Total</i>	<i>1,30,70,81,855</i>	<i>1,44,80,68,785</i>	<i>+14,09,86,930</i>	<i>10.8</i>
Indirect				
Direction ...	82,41,492	95,89,402	+ 13,47,910	16.4
Inspection ...	2,71,72,015	3,04,16,303	+ 32,44,288	11.9
Buildings ...	13,79,10,227	19,63,57,744	+ 5,84,47,517	42.4
Scholarships ...	6,79,29,553	8,21,72,174	+ 1,42,42,621	21.0
Hostel Charges ...	2,37,48,701	2,66,10,340	+ 28,61,639	12.0
Miscellaneous ...	7,80,45,789	10,33,95,643	+ 2,53,49,854	32.5
<i>Total</i>	<i>34,30,47,777</i>	<i>44,85,41,606</i>	<i>+10,54,93,829</i>	<i>30.8</i>
Grand Total	1,65,01,29,632	1,89,66,10,391	+24,64,80,759	14.9

The break-up of the total direct and indirect expenditure is shown in table IX. The former increased by 14.1 crores or 10.8 per cent to 144.8 crores. Of this amount 20.5 per cent was expended on universities and colleges, 36.6 per cent on secondary schools, 37.3 per cent on primary and pre-primary schools, 3.8 per cent on vocational and technical schools and 1.8 per cent on special education schools. The actual expenditure on primary and secondary education was much more, as the figures excluded the expenditure incurred on primary and secondary classes attached to secondary schools and colleges. The increase of expenditure though shared by all types of institutions, was unevenly distributed. The Universities and colleges spent 9.4 per cent more in 1955-56. The corresponding figures for secondary, primary, vocational and technical and special education schools were 16.5, 5.6, 18.3 and 13.9 respectively.

Table X—Indirect Expenditure on Education by Sources

Item	Percentage of Expenditure met from					
	Government Funds	Local Board Funds	Fees	Endowments	Other Sources	
1	2	3	4	5	6	
Direction	(1954-55) 100.0 (1955-56) 90.0	...	...	10.0	...	...
Inspection	(1954-55) 94.4 (1955-56) 94.6	5.6 5.4	0.0...	...	...	...
Building	(1954-55) 67.0 (1955-56) 69.4	6.3 5.6	4.1 3.2	9.3 8.8	13.3 13.0	...
Scholarships	(1954-55) 84.4 (1955-56) 86.8	1.0 1.2	3.0 2.5	2.2 1.9	9.4 7.6	...
Hostel Charges	(1954-55) 43.8 (1955-56) 46.3	0.7 1.9	34.2 35.4	5.4 6.8	15.9 9.6	...
Miscellaneous	(1954-55) 71.2 (1955-56) 76.1	4.8 4.1	10.8 7.3	1.4 1.4	11.8 11.1	...
Total	(1954-55) 72.8 (1955-56) 74.9	4.4 4.1	7.0 5.9	4.8 4.9	11.0 10.2	...

The total indirect expenditure during the year increased from Rs. 34.3 crores to Rs. 44.9 crores. It constituted 23.6 per cent of the total expenditure on education. Of the total indirect expenditure, 8.9 per cent was incurred on direction and inspection, 43.8 per cent on buildings, 5.9 per cent on hostels, 18.3 per cent on scholarships and 23.1 per cent on other miscellaneous items. The expenditure on direction, inspection, hostels and scholarships increased by 16.4, 11.9, 12.0 and 21.0 per cent and that on buildings and miscellaneous items by 42.4 and 32.5 per cent respectively. The sourcewise distribution of expenditure on various items constituting indirect expenditure is given for 1954-55 and 1955-56 in Table X.

According to sources of income, 74.9 per cent of the total indirect expenditure, was borne by government, 4.1 per cent by local boards, 5.9 per cent by fees and the remaining 15.1 per cent by endowments and other sources. The corresponding figures for the previous year were 72.8, 4.4, 7.0 and 15.8 respectively. Separate figures for the various items constituting the indirect expenditure are given below.

The distribution of the direct expenditure according to managements of the institutions is shown in table XI. It will be observed that 27.8 per cent of the total expenditure was accounted for by government institutions, as against 27.8 per cent incurred on local boards institutions and 44.4 per cent on private institutions. The share of these managements in the number of institutions was 23.9 per cent, 41.9 per cent and 34.2 per cent respectively.

Table XI—Direct Expenditure on Institutions by Managements

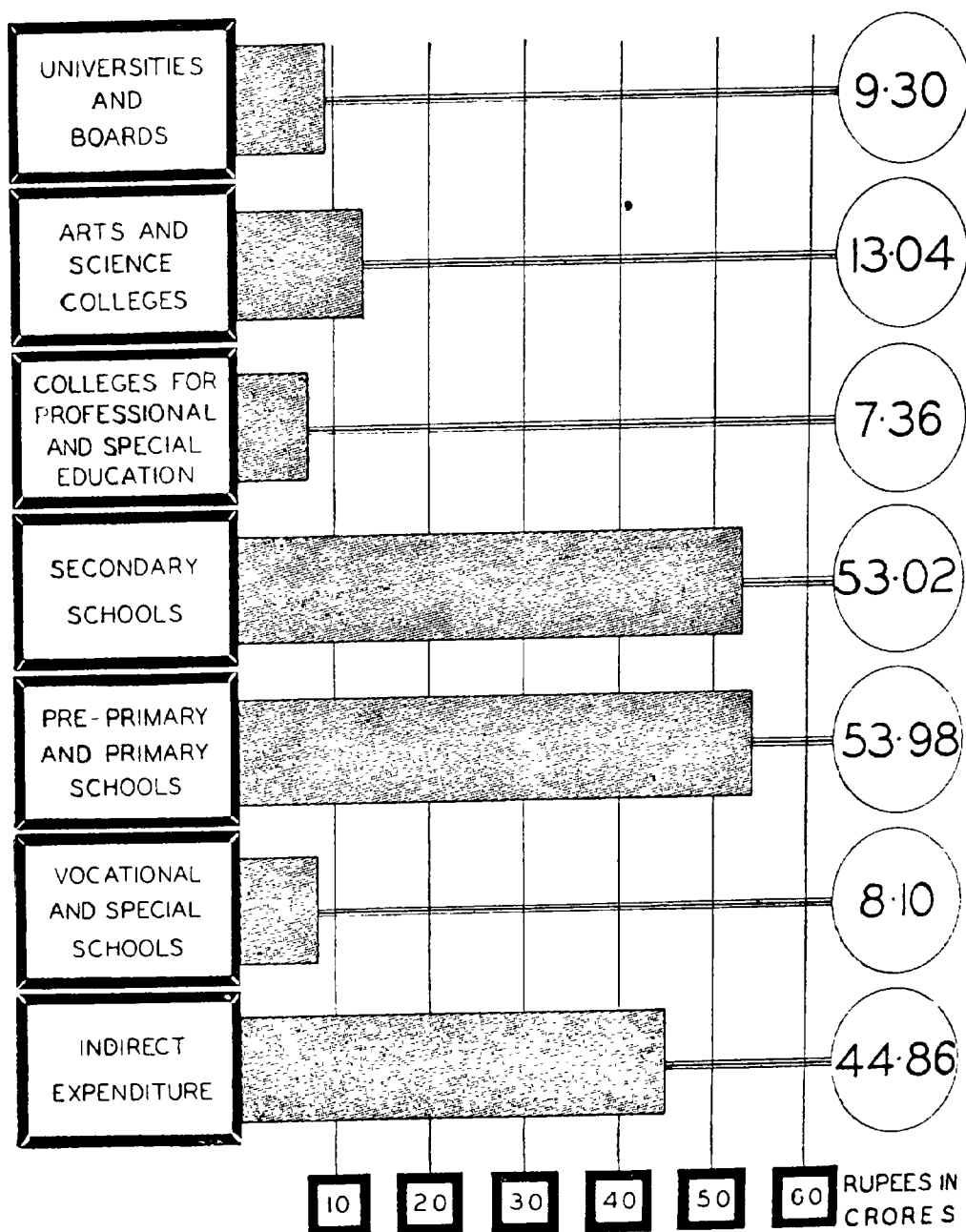
Management	1954-55		1955-56		Percentage Increase
	Amount	Percentage	Amount	Percentage	
1	2	3	4	5	6
Government ...	35,66,41,813	27.3	40,30,13,110	27.8	13.0
Distt. Board ...	26,87,22,501	20.6	30,40,93,291	21.0	13.2
Municipal Board ...	9,40,49,064	7.2	9,86,51,446	6.8	4.9
Private Bodies ...					
Aided ...	52,36,72,030	40.1	56,99,10,193	39.4	8.8
Unaided ...	6,39,96,447	4.8	7,24,00,745	5.0	13.1
Total ...	1,30,70,81,855	100.0	1,44,80,68,785	100.0	10.8

Table XII—gives the break-up of Rs. 117.20 crores expended from government funds during 1955-56. To facilitate comparison, figures for the preceding year have also been tabulated.

The Statewise details of expenditure on education for the years 1954-55 and 1955-56 are given in table XIII. Increase in expenditure,

EXPENDITURE ON EDUCATION BY HEADS OF CHARGE

1955-56



**Table XII—Distribution of Government Expenditure
on Education**

Item	1954-1955		1955-56	
	Amount	Percent- age of Total Ex- penditure	Amount	Percent- age of Total Ex- penditure
1	2	3	4	5
	Rs.		Rs.	
Institutions for Men ...	89,64,54,172	90.7	1,06,53,14,527	90.9
Institutions for Women ...	9,20,69,860	9.3	10,67,35,040	9.1
Total ...	98,85,24,032	100.0	1,17,20,49,567	100.0
Universities ...	3,18,76,952	3.2	3,30,72,883	2.8
Boards of Secondary and/or Intermediate Education ...	2,50,000	0.0	1,25,883	0.0
Research Institutions ...	1,20,58,611	1.2	1,29,80,209	1.1
Arts and Science Colleges ...	3,90,20,748	3.9	3,99,36,686	3.4
Professional Colleges ...	4,34,90,244	4.4	4,71,30,639	4.0
Special Education Colleges ...	17,34,662	0.2	18,17,311	0.1
High Schools ...	12,72,88,743	12.9	14,99,66,947	12.8
Middle Schools ...	6,54,03,816	6.6	9,68,80,005	8.3
Primary Schools ...	36,95,46,439	37.4	39,55,10,671	33.8
Pre-Primary Schools ...	4,50,839	0.0	6,41,322	0.1
Vocational Schools ...	3,34,41,473	3.4	4,02,05,242	3.4
Special Education Schools ...	1,52,64,721	1.6	1,77,62,521	1.5
Direction and Inspections ...	3,29,67,554	3.3	3,74,09,244	3.2
Scholarships ...	5,73,25,198	5.8	7,13,28,966	6.1
Hostel Charges ...	1,04,04,183	1.1	1,23,12,079	1.1
Buildings ...	9,24,36,525	9.4	13,62,62,328	11.6
Miscellaneous ...	5,55,63,324	5.6	7,87,26,631	6.7
Grand Total ...	98,85,24,032	100.0	1,17,20,49,567	100.0

Table XIII—Expenditure on

State	On Institutions for Boys		On Institutions for Girls		Total	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra	8,21,15,862	9,37,50,390	31,64,864	39,71,589	8,52,80,726	9,77,22,479
Assam	3,30,29,399	3,92,11,929	33,60,690	38,40,714	3,63,90,089	4,30,52,643
Bihar	10,44,93,462	11,70,18,941	62,88,585	69,12,934	11,07,87,047	12,39,31,875
Bombay	24,74,15,992	28,73,24,977	3,25,54,238	3,49,60,607	27,99,70,280	32,22,85,584
M. Pradesh	7,01,27,168	8,70,57,560	79,64,962	86,85,183	7,80,92,130	9,57,42,743
Madras	16,72,28,179	18,92,69,635	1,52,48,642	1,63,77,164	18,24,76,821	20,56,46,799
Orissa	2,99,13,420	3,94,11,389	13,66,089	13,96,345	3,12,79,509	4,08,07,734
Punjab	6,54,48,108	7,27,12,173	1,33,39,623	1,57,60,392	7,87,87,731	8,84,72,565
U. Pradesh	20,93,53,790	22,92,97,467	2,29,92,202	2,43,86,581	23,23,45,992	25,36,84,048
W. Bengal	15,51,53,041	18,18,46,411	2,07,90,927	2,52,67,131	17,59,43,968	20,71,13,542
Hyderabad	5,42,99,414	5,57,73,599	78,61,012	81,71,624	6,21,60,426	6,39,45,223
J. & Kashmir	64,84,260	79,41,337	13,79,840	16,48,868	78,64,100	95,90,255
M. Bharat	2,42,78,002	2,32,51,827	35,11,199	38,02,638	2,77,89,201	3,20,54,465
Mysore	4,64,27,985	4,89,40,304	48,98,205	49,96,391	5,13,26,170	5,39,36,695
Pepsu	1,80,49,383	1,81,40,516	18,55,427	23,00,682	1,99,04,810	2,04,41,198
Rajasthan	3,07,33,267	3,78,65,889	31,42,674	38,43,644	3,38,75,941	4,17,09,533
Saurashtra	1,66,01,209	2,36,88,786	26,92,523	28,69,708	1,92,93,822	2,65,58,494
Trav.-Cochin	4,67,93,088	5,65,06,428	65,22,369	63,27,904	5,33,15,457	6,28,34,332
Ajmer	72,75,641	88,27,080	13,25,017	14,20,820	86,00,658	1,02,47,900
A.&N. Islands	2,40,892	2,80,326	...	...	2,40,892	2,80,326
Bhopal	46,78,223	86,35,907	4,25,074	11,76,494	51,03,297	98,12,401
Coorg	24,42,711	28,38,932	1,04,884	1,14,169	25,47,595	29,53,101
Delhi	3,07,29,343	3,91,11,288	1,06,36,730	1,30,88,272	4,13,66,073	5,21,99,560
H. Pradesh	39,92,449	51,50,651	3,13,878	3,46,657	43,06,327	54,97,308
Kutch	14,23,558	18,95,777	2,12,191	2,47,023	16,35,749	21,42,800
Manipur	22,98,125	21,78,639	1,26,418	1,27,454	24,24,543	23,06,093
N.E.F.A	10,58,950	15,47,633	...	...	10,58,950	15,47,633
Pondichery	...	...	...	...	...	...
Tripura	43,32,798	66,12,737	2,58,810	4,28,325	45,91,608	70,41,062
V. Pradesh	1,05,82,448	1,20,52,736	7,87,272	9,99,264	1,13,69,720	1,30,52,000
India	1,47,70,05,237	1,70,31,41,814	17,31,24,395	19,34,68,577	1,65,01,29,632	1,89,66,10,391

*Population figures for

Education by States

Increase (+) or Decrease (-)		Percentage Expenditure met from					Average Annual Cost per Pupil		Ex- pendi- ture per Capita	State
Amount	Per- cent- age	Govt Funds	Local Board Funds	Fees	En- dow- ment	Other Sour- ces	1954- 55	1955- 56		
8	9	10	11	12	13	14	15	16	17	18
Rs. + 1,24,41,753	14.6	59.6	19.4	16.5	3.1	1.4	Rs. 39.2	Rs. 2.2	Rs. 4.4	Andhra
+ 66,62,554	18.3	72.8	1.1	18.1	4.4	3.6	34.8	39.2	4.3	Assam
+ 1,31,44,828	11.9	44.9	22.9	19.1	1.8	11.3	50.9	48.2	2.9	Bihar
+ 4,23,15,304	15.1	59.7	9.1	22.6	1.8	6.8	57.4	60.9	8.0	Bombay
+ 1,76,50,613	22.6	68.5	11.9	12.7	1.1	5.8	56.8	62.2	4.3	M. Pradesh
+ 2,31,69,978	12.7	60.9	12.3	16.3	10.0	0.5	47.1	50.0	5.4	Madras
+ 95,28,225	30.5	81.0	1.7	8.9	1.9	6.5	38.2	46.9	2.7	Orissa
+ 96,84,834	12.3	44.6	12.0	31.5	6.2	5.7	60.8	63.2	6.7	Punjab
+ 2,13,38,056	9.2	48.6	8.3	28.5	1.7	12.9	60.3	63.7	3.8	U. Pradesh
+ 3,11,69,574	17.7	58.5	4.0	29.0	2.5	6.0	61.5	64.4	7.8	W. Bengal
+ 17,84,797	2.9	77.9	0.3	7.8	1.2	12.8	54.1	52.9	3.2	Hyderabad
+ 17,26,155	21.9	85.7	0.2	9.4	1.8	2.9	47.1	55.8	2.0	J.&Kashmir
+ 42,65,264	15.3	90.5	...	4.1	0.9	4.5	55.1	52.6	3.8	M. Bharat
+ 26,10,525	5.1	80.0	2.6	11.0	1.0	5.4	51.2	52.9	5.0	Mysore
+ 5,36,388	2.7	79.3	0.0	15.5	1.0	4.2	68.2	64.8	5.6	Pepsu
+ 78,33,592	23.1	82.6	2.3	7.0	4.5	3.6	60.6	63.7	2.5	Rajasthan
+ 72,64,672	37.7	84.9	0.0	6.8	1.6	6.7	48.8	58.5	5.9	Saurashtra
+ 95,18,875	17.9	68.9	0.0	22.0	0.1	9.0	27.8	31.0	6.0	Trav.Cochin
+ 16,47,242	19.2	76.0	0.1	16.5	5.7	1.7	104.5	117.3	13.5	Ajmer
+ 39,434	16.4	90.0	...	7.9	2.0	0.1	86.9	89.4	9.3	A&NIlands
+ 47,09,104	92.3	97.8	...	1.3	0.3	0.6	121.7	153.7	11.0	Bhopal
+ 4,05,506	15.9	86.5	0.9	5.4	0.0	7.2	70.1	76.7	10.9	Coorg
+ 1,08,33,487	26.2	61.7	11.9	17.5	1.9	7.0	145.3	167.9	25.5	Delhi
+ 11,90,981	27.7	92.8	0.6	5.1	1.4	0.1	60.8	69.9	4.8	H. Pradesh
+ 5,07,051	31.0	75.7	...	8.6	2.2	13.5	44.8	48.0	3.5	Kutch
- 1,18,450	- 4.9	67.6	0.1	24.7	6.8	0.8	31.9	24.6	3.7	Manipur
+ 4,88,683	46.1	100.0	...	...	...	...	174.3	199.6	*	N.E.F.A.
...	...	...	...	...	...	...	...	...	...	Pondichery
+ 24,49,454	53.3	89.5	...	5.9	0.0	4.6	66.9	80.4	9.8	Tripura
+ 16,82,280	14.8	98.1	...	1.2	0.5	0.2	52.4	47.3	3.5	V. Pradesh
+24,64,80,759	+14.9	61.8	8.6	20.0	3.0	6.6	52.8	55.9	4.9	ndia

N. E. F. A. are not available.

although uneven, was shared by all the States except Manipur, where it decreased by Rs. 1,18,450. As in 1954-55, Bombay reported the highest expenditure (Rs. 32,22,15,584), followed by Uttar Pradesh (Rs. 25,36,84,048) and West Bengal (Rs. 20,71,13,542). On percentage basis, the highest increase in expenditure among Part A States, was reported by Orissa (30.5) and the lowest by Uttar Pradesh (9.2). The intermediary positions were occupied by Madhya Pradesh (22.6 per cent), Assam (18.3 per cent), West Bengal (17.7 per cent), Bombay (15.1 per cent), Andhra (14.6 per cent), Madras (12.7 per cent), Punjab (12.3 per cent) and Bihar (11.9 per cent). In the case of Part B States, the percentage increase varied from 2.7 per cent in Pepsu to 37.7 per cent in Saurashtra. As regards part C States, the expenditure went up by 92.3 per cent in Bhopal and 53.3 per cent in Tripura. The lowest rise in this category of States was in Vindhya Pradesh (14.8 per cent).

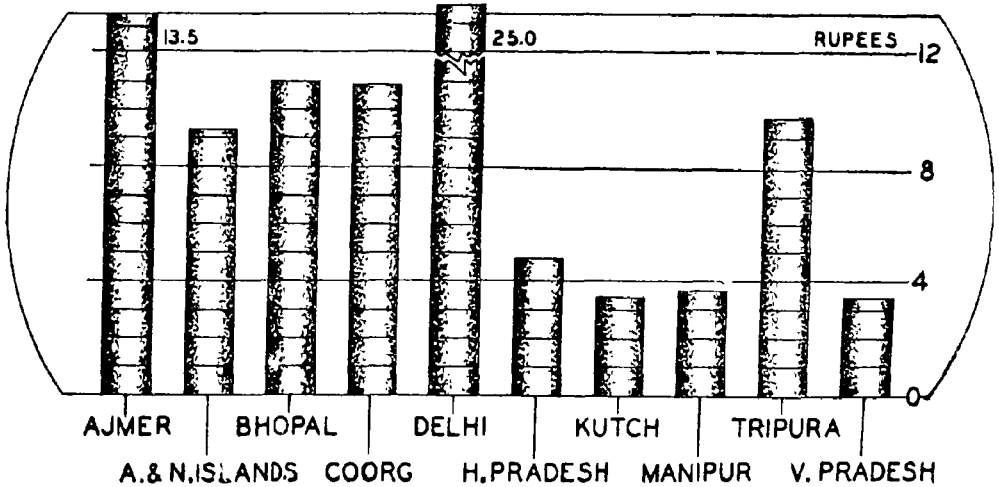
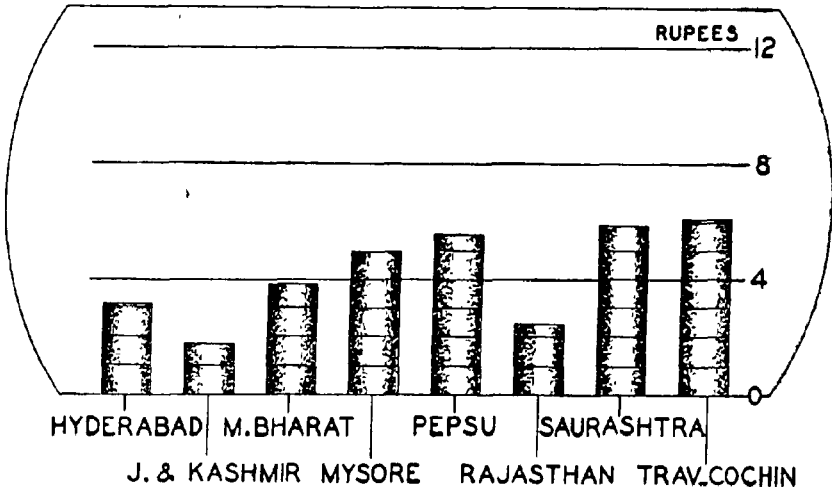
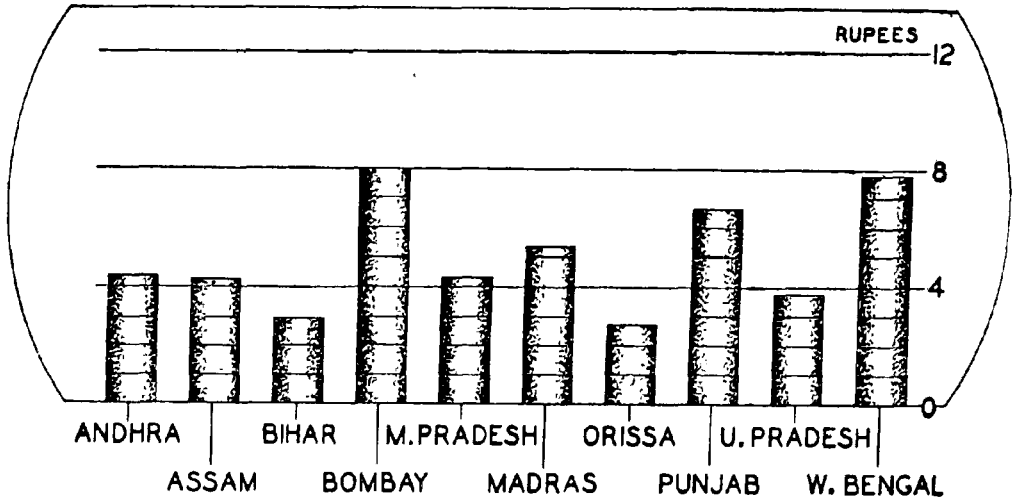
The proportion of expenditure met from various sources is indicated in cols. (10) to (14) of table XIII. Government funds accounted for the whole of expenditure in N.E.F.A., more than 90 per cent in 4 States, between 75 and 90 per cent in 12 States, between 50 and 75 per cent in 8 States and less than 50 per cent in the rest of the States. The next major contributing source was fees, which met more than 25 per cent of the expenditure in 3 States, between 15 and 25 per cent in 10 States and less than 15 per cent in 16 States. Similarly the local board funds contributed between 10 and 25 per cent in 6 States and less than 10 per cent in 16 States. In other states the local boards made no contribution. With regard to endowments and other sources, the range varied from 0.7 per cent in Vindhya Pradesh to 15.7 per cent in Kutch.

On an average, the annual cost per pupil amounted to Rs. 55.9 as against Rs. 52.8 in 1954-55. The average for 1955-56 was composed of a contribution of Rs. 34.5 from government funds, of Rs. 4.8 from local board funds of Rs. 11.2 from fees and of Rs. 5.4 from endowments and other sources. The average annual cost in primary schools, secondary schools and arts and science colleges was Rs. 23.4, Rs. 62.2 and Rs. 222.9 respectively. The figures in cols. (15) and (16) of table XIII reveal the variations in average annual cost per pupil in the various states. As in the previous year, the cost was the highest in N.E.F.A. and the lowest in Manipur.

The per capita expenditure on Education in the different States has been worked out in col. (17) of table XIII. It varied from Rs. 2.7 in Orissa to Rs. 8.0 in Bombay among Part A States, from Rs. 2.0 in Madhya Bharat to Rs. 6.0 in Travancore-Cochin among Part B States and from Rs. 3.5 each in Kutch and Vindhya Pradesh to Rs. 25.5 in Delhi.

COST PER CAPITA (OF POPULATION) ON EDUCATION

1955-56



CHAPTER II

EDUCATIONAL ORGANISATION AND PERSONNEL

This Chapter reviews major developments that took place, during the year, in the field of (a) Educational Organisation (b) Educational Services and (c) States' Directorate and Inspectorate of Education.

Educational Organisation

To cope with the expanding activities, to rationalise the distribution of subjects among its various Divisions, Sections and Units and in view of the then forthcoming 9th General Conference of Unesco to be held in New Delhi in November-December 1956, the administrative set-up of the Central Ministry of Education was re-organised in August, 1955. The reconstitution reflected increased emphasis on the spread of education in the country, expansion of Hindi and development of Cultural relations with the out-side world, especially with our neighbours in South-East and West Asia.

Except for Bombay, Mysore and Rajasthan, there was no conspicuous change in the educational organisation in the States. In Bombay, each district was placed under the charge of an independent Educational Inspector and in Mysore, the administrative set up of the Education Department was reorganised. The State was divided into 3 divisions—each under the charge of a Deputy Director who was made responsible for the inspection and general supervision of all the high schools in the division. The inspection of the middle schools in urban areas was entrusted to the District Education Officers and that of middle schools in rural areas and primary and basic schools to the Inspectors of schools. The number of educational districts was reduced by one to eleven during the year. In Rajasthan a new scheme of District Inspectorate was enforced under which the District Inspectors were entrusted with the supervision and control of all schools for boys up to high school stage and all training schools for boys. This was done to ensure more effective inspection and control over educational institutions.

Educational Services

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

The total strength of the State Educational Services (including equivalent posts where no such service existed), increased during 1955-56 from 6,079 to 7,227. The classification of these posts was : class I ; 842 and class II 6; 119, while 266 posts in Mysore, where there was no demar-

education into classes I and II, were returned as unclassified. Their distribution, according to the different branches is shown below :

Table XIV—Distribution of State Educational Services According to Branches

Branches	Class I		Class II		Unclassified		Total
	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8
Direction and Inspection	183	13	671	38	30	2	987
Collegiate	533	47	3,325	433	152	11	4,501
School	31	6	1,172	298	49	13	1,569
Others	29	...	127	5	9	...	170
Total ...	776	66	5,295	824	240	26	7,227

Of the 842 class I posts, 315 were filled by direct recruitment, 464 by promotion, 28 by officiating arrangements and the remaining 35 posts were vacant or held in abeyance. The corresponding break-up of 6,385 class II posts (including unclassified posts) was 2,933; 2,882; 348 and 222 respectively. State-wise details of both the classes are given in Table XV.

During the year under review, the scales of pay attached to different posts belonging to the educational service were changed only in Madhya Bharat. The revised scales are as under :

<i>Post</i>	<i>Scale</i> Rs.
Director of Education	1,000-40-1,200
Joint Director of Education	700-40-900
Deputy Director of Education	500-30-800
Assistant Director of Education	300-20-500
Secretary, Board of Secondary Education	400-20-700
Inspector of Schools	250-20-550
Inspectress of Girls' Schools	250-20-550
Assistant Secretary, Board of Secondary Education	250-15-400-EB-25-450
Deputy Inspector of Schools	250-10-350
Assistant Inspector of Schools	150-10-200-EB-12½-300

Table XV—State Educational Service—Classes I and II

State	Number of Posts held by												Number of Posts Vacant or held in Abeyance			
	Total Number of Posts			Direct Recruits			Promoted Officers			Officiating Hands			Men	Women	All Persons	
	Men	Wo- men	All Persons	Men	Wo- men	All Persons	Men	Wo- men	All Persons	Men	Women	All Persons				
													2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Andhra	23 Class I 89 Class II	2 12	25 101	2 12	2 13	2 13	21 66	2 11	23 77	...	...	...	...	...	...	...
Assam	25 Class I 78 Class II	1 3	26 81	3 50	3 52	3 52	20 6	1 ...	21 5	2 16	1 17	2 17	...	...	...	...
Bihar	53 Class I 335 Class II	3 51	56 386	11 171	12 201	12 201	31 111	2 14	33 125	4 48	3 61	4 61	7 5	...	...	...
Bombay	111 Class I 332 Class II	6 32	117 364	76 166	82 175	82 175	26 145	...	26 167	...	...	...	9 19	...	...	...
Madhya Pradesh	46 Class I 547 Class II	5 82	51 620	21 359	24 401	24 401	20 106	2 18	22 124	2 54	21 75	2 75	3 28	...	...	...
Madras	40 Class I 147 Class II	4 42	44 189	10 34	11 42	11 42	26 107	3 33	29 140	2 2	...	2 2	2 4	...	...	...
Orissa	36 Class I 281 Class II	2 21	38 302	1 219	1 231	1 231	29 53	2 9	31 62	2 1	...	2 1	4 8	...	...	...

Table XV—State Educational Service Classes I and II—(Contd.)

State	Number of Posts held by												Number of Posts Vacant or held in Abeyance		
	Total Number of Posts			Direct Recruits			Promoted Officers			Officiating Hands					
	Men	Wo- men	All Persons	Men	Wo- men	All Persons	Men	Wo- men	All Persons	Men	Wo- men	All Persons	Men	Wo- men	All Persons
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Punjab	28	6	34	1	...	1	23	6	29	4	...	4	...	...	...
Class I	92	22	114	13	...	13	46	22	68	33	...	33	...	...	...
Class II	62	1	63	31	...	31	21	1	22	5	...	5	5	...	5
Uttar Pradesh	191	32	223	62	1	63	54	22	76	40	9	49	35	...	35
Class I	87	7	94	43	5	48	38	2	40	4	...	4	2	...	2
Class II	271	66	337	104	41	145	107	12	119	49	10	59	11	3	14
West Bengal	22	1	23	2	...	2	17	1	18	3	...	3	...	...	...
Class I	132	44	176	17	1	18	98	41	139	6	2	8	11	...	11
Class II	1	...	1	1	...	1	...	...	...	...	...	...	...	...	...
Jammu and Kashmir	267	57	324	154	29	183	113	28	141	...	...	...	...	...	...
Class I	12	1	13	1	1	2	9	...	9	...	...	...	2	...	2
Class II	603	58	661	155	17	172	448	40	488	...	...	...	...	1	1
Madhya Bharat	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Class I	240	26	266	13	...	13	205	26	231	...	...	...	22	...	22
Class II	22	4	26	8	...	8	14	4	18	...	...	...	...	...	...
Pepsu	275	72	347	92	25	117	193	47	230	...	...	...	...	...	...
Class I	22	4	26	8	...	8	14	4	18	...	...	...	...	...	...
Class II	275	72	347	92	25	117	193	47	230	...	...	...	...	...	...

*Classification as to class I and II does not exist.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Rajasthan Class I Class II	38 666	4 63	42 729	... 403	... 32	... 435	38 254	4 25	42 279	... 9	... 6	... 15	......	......	......
Saurashtra Class I Class II	51 36	... 4	51 40	44 8	... 1	44 9	7 28	... 3	7 31	......	......	......	......	......	......
Travancore- Cochin	92 417	19 110	111 527	27 292	3 88	30 380	65 125	16 22	81 147	......	......	......	......	......	......
Ajmer Class I Class II	2 76	... 3	2 79	1 21	... 1	1 22	1 51	... 2	1 53	... 4	... ...	... 4	......	......	......
A. & N. Islands	... 1	... ...	... 1	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... 1	... ...	... 1
Bhopal Class I Class II	2 102	... 4	2 106	2 78	2 1	2 79	13 13	1 1	14 1	... 2	1 1	... 3	... 9	... 1	... 10
Coorg Class I Class II	... 3	... ...	... 3	... 2	... 2	... 2	... 1	... ...	... 1	......	......	......	......	......	......
Delhi Class I Class II	2 45	... 25	2 70	2 25	... 13	2 38	... 1	... ...	... 1	... 19	... 10	... 29	... ...	... 2	... 2
Himachal Pradesh Class I Class II	2 16	... 1	2 17	1 10	... 1	1 11	... 6	... ...	... 6	... ...	... ...	... ...	... 1	......	......

Table XV—State Educational Service Classes I and II—(Contd.)

State	Number of Posts												Number of Posts Vacant or held in Abeyance		
	Total Number of Posts			Direct Recruits			Promoted Officers			Officiating Hands					
	Men	Women	All Persons	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
Kutob	1 7	1 1	1 8	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1
Manipur	13	13	13	4	4	4	9	9	9	9	9	9	9	9	9
N.E.F.A.	1* 13	1 13	1 13	1 4	1 4	1 4	1 4	1 4	1 4	1 4	1 4	1 4	1 4	1 4	1 4
Tripura	2 63	2 5	2 68	35 3	35 3	38 3	11 2	11 1	12 2	12 2	12 2	12 2	17 1	17 1	18 1
Vindhya Pradesh	15 197	14 14	15 211	5 69	2 2	5 71	10 109	12 12	10 121	10 121	10 121	10 121	19 19	19 19	19 19
India	776 5,585	66 850	842 6,385	295 2,573	20 360	315 2,933	418 2,470	46 412	464 2,882	28 285	63 63	28 348	35 207	15 15	35 222

*The post was held by a woman.

<i>Post</i>	<i>Scale</i> Rs.
Finance Officer	250-20-400-EB-25-500-EB-30-650
Registrar, Departmental Examination	250-20-550 plus specified pay of Rs. 50
Principals of Degree Colleges	700-40-900 600-30-750
Principal Central Technical Institute	500-20-600-25-750
Principal, L.T. College, Dewas	600-30-750
Principal, C.T. College, Jaora	300-20-500
Lecturers of Inter College, L.T. College, Junior Lecturers of C.T. College and Physical Lecturer in L.T. College	150-10-200-EB-12½-350
Principals of Sanskrit, Music and Art Colleges	300-20-500
Junior Professors, Central Technical Institute	300-20-400-EB-25-550 cadre pay of Assistant Engineer plus special pay of Rs. 50
Lecturer of Central Technical Institute	250-15-400
Lecturer, Girls' Inter College	150-10-200-EB-12½-350

In Bombay, a scheme was initiated, during the year under review, to provide in-service training to direct recruits to Bombay Educational Service Class I, who had no administrative or inspection experience. Two officers were trained under the scheme in this period.

Direction and Inspection

In order to cope with the increasing educational activities and to ensure effective supervision in various fields, all Part A States excepting Andhra, Madhya Pradesh and Punjab, all Part B States excepting Travancore-Cochin, and Vindhya Pradesh among Part C States reported expansion in their Direction and Inspection staff. In Bombay, a Research Bureau was set up in the office of the Director of Education, with the object of carrying out research in administrative problems so as to improve administrative efficiency. A detailed description of the Direction and Inspection personnel along with the minimum educational qualifications required for recruitment, scales of pay and duties in different States is given in Appendix A of Volume II of this Report.

During 1955-56, the total expenditure on Direction and Inspection registered an increase from Rs. 3.54 crores to Rs. 4.00 crores, the percentage of increase being 13.0. It constituted 2.1 per cent of the total expenditure on education as in the previous year. The expendi-

Table XVI—Expenditure on

State	Expenditure					
	On Direction •		On Inspection*		Total	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
I	2 •	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra	2,85,571	3,59,387	17,86,632	17,96,555	20,72,203	21,55,942
Assam	2,43,927	2,91,000	10,97,419	13,28,969	13,41,346	16,19,969
Bihar	2,87,418	2,98,898	19,88,519	24,61,088	22,75,937	27,59,986
Bombay	5,05,131	8,12,900	38,05,548	40,15,315	43,10,679	48,28,215
Madhya Pradesh	3,44,428	4,21,872	15,25,794	16,88,767	18,70,222	21,10,639
Madras	5,30,436	5,87,463	29,23,947	33,70,141	34,54,383	39,57,604
Orissa	1,53,676	2,12,080	9,00,639	9,90,172	10,54,315	12,02,252
Punjab	4,60,900	5,64,517	14,05,380	16,46,911	18,66,280	22,11,428
Uttar Pradesh	9,79,316	11,15,530	39,29,974	43,61,189	49,09,290	54,76,719
West Bengal	3,81,050	4,25,638	14,61,716	15,87,818	18,42,766	20,13,456
Hyderabad	6,78,994	6,18,511	10,44,707	10,30,542	17,23,701	16,49,053
J. & Kashmir	65,800	70,900	1,73,620	2,19,740	2,39,420	2,90,640
Madhya Bharat	4,34,497	4,86,259	6,02,751	7,09,937	10,37,248	11,96,196
Mysore	2,71,541	2,80,746	10,24,212	10,75,209	12,95,753	13,55,955
Popsu	2,29,400	2,60,500	2,91,500	3,03,700	5,20,900	5,64,200
Rajasthan	3,26,512	3,18,359	9,94,187	11,98,283	13,20,699	15,16,642
Saurashtra	2,18,193	2,78,188	4,58,132	5,11,734	6,76,325	7,89,922
Trav.-Cochin	9,40,473†	11,54,701†	7,22,189	8,41,940	16,62,662	19,96,641
Ajmer	72,125	75,426	1,35,358	2,01,212	2,07,483	2,76,638
A. & N. Islands	...	...	...	...	...	...
Bhopal	1,67,110†	1,95,461†	...	...	1,67,110†	1,95,461†
Coorg	...	...	48,428	76,079	48,428	76,079
Delhi	1,29,130	2,30,000	1,30,999	1,47,147	2,60,129	3,77,147
H. Pradesh	9,493	14,212	1,86,559	2,01,280	1,96,052	2,15,492
Kutch	65,130†	73,835†	...	...	65,130†	73,835†
Manipur	34,883†	51,647†	...	...	34,883†	51,647†
N.E.F.A.	89,185	99,807	1,19,702	1,49,191	2,08,887	2,48,998
Tripura	66,123	72,015	90,600	1,29,851	1,56,723	2,01,866
Vindhya Pradesh	2,71,050	2,19,550	3,23,503	3,73,533	5,94,553	5,93,083
India	82,41,492	95,89,402	2,71,72,015	3,04,16,303	3,54,13,507	4,00,05,705

†Includes Rs. 9,19,672 (in 1954-55) and Rs. 9,62,579 (in 1955-56) incurred on excluded while working out figures in cols. (9) to (12).

*Includes expenditure on

†Includes expenditure on

Direction and Inspection

Percentage of Total Expenditure on Education 1955-56	Percentage of Expenditure on Direction and Inspection (1955-56) met from				State
	Government Funds	Local Board Funds	Fees	Other Sources	
8	9	10	11	12	13
Rs.					
2.2	100.0	...	...	...	Andhra
3.8	100.0	...	...	...	Assam
2.2	94.4	5.6	...	...	Bihar
1.5	100.0	...	...	...	Bombay
2.2	96.6	3.4	...	...	Madhya Pradesh
1.9	85.6	14.4	...	...	Madras
2.9	100.0	...	...	...	Orissu
2.5	91.2	8.8	...	...	Punjab
2.2	90.0	10.0	...	...	Uttar Pradesh
1.0	98.3	1.7	...	...	West Bengal
2.6	100.0	...	...	...	Hyderabad
3.0	100.0	...	...	...	J. & Kashmir
3.7	100.0	...	...	...	Madhya Bharat
2.5	100.0	...	...	...	Mysoro
2.8	100.0	...	...	...	Pepsu
3.6	100.0	...	...	...	Rajasthan
3.0	100.0	...	...	...	Saurashtra
3.2	100.0	...	...	...	Trav.-Cochin
2.7	100.0	...	...	...	Ajmer
...	...	...	...	...	A. & N. Islands
2.0	100.0	...	...	...	Bhopal
2.6	100.0	...	...	...	Coorg
0.7	88.5	11.5	...	...	Dolhi
3.9	100.0	...	...	...	H. Pradesh
3.4	100.0	...	...	...	Kutch
2.2	100.0	...	...	...	Manipur
16.1	100.0	...	...	...	N.E.F.A.
2.9	100.0	...	...	...	Tripura
4.5	100.0	...	...	...	Vindhya Pradesh
2.1	95.9	4.1	...	...	India

Direction of girls' education.
Board of Public examination. This amount was met from fees and has been
Inspection also.

ture on Direction alone amounted to Rs. 95.9 lakhs and was borne entirely by the government. The total expenditure on Inspection came to Rs. 3.04 crores and was contributed by different sources as : government funds 95.9 per cent and local board funds 4.1 per cent.

. . . The distribution of expenditure on Direction and Inspection in the different States for the years 1954-55 and 1955-56 is given in table XVI. It will be observed that the expenditure on these items increased in most of the States—Hyderabad and Vindhya Pradesh being exceptions. The extent of decrease in these States was 4.3 and 0.2 per cent respectively.

Among Part A States, the highest expenditure was reported by Uttar Pradesh (Rs. 54,76,719), followed by Bombay (Rs. 48,28,215) and the lowest by Orissa (Rs. 12,02,252). In Part B States, the expenditure ranged between Rs. 19,96,641 in Travancore-Cochin and Rs. 2,90,640 in Jammu and Kashmir. Vindhya Pradesh spent the largest amount (Rs. 5,93,083) among Part C States and Manipur the smallest (Rs. 51,647).

The proportion of expenditure on Direction and Inspection to the total expenditure on education col. (8) varied from 3.8 per cent in Assam to 1.0 per cent in West Bengal among Part A States, and from 3.7 per cent each in Madhya Bharat and Rajasthan to 2.5 per cent in Mysore among Part B States. In Part C States, it ranged between 16.1 per cent in N.E.F.A. and 0.7 per cent in Delhi.

Source-wise and state-wise distribution of expenditure on Direction and Inspection is given in cols. (9) to (12). In most of the States the entire expenditure on Direction and Inspection was met from government funds, while in others, local boards also contributed to the extent of 14.4 per cent in Madras, 11.5 per cent in Delhi, 10.0 per cent in Uttar Pradesh, 8.8 per cent in Punjab, 5.6 per cent in Bihar, 3.4 per cent in Madhya Pradesh and 1.7 per cent in West Bengal.

CHAPTER III

PRIMARY EDUCATION

Primary education, as its very name implies, constitutes the foundation on which the entire superstructure of education is built. Broadly speaking, education at this stage poses a two-fold problem in this country, on the satisfactory solution of which depends, to a very large extent, the future of the community. The first aspect of the problem is to evolve a suitable system of education which may help to awaken the dormant faculties of the child, while the other is to provide this education to every child of the school-going age. Acceptance of Basic education as the national system of education (which has been dealt with at some length in the next chapter) is a step towards the solution of the first problem. But to make this education available to every child is a stupendous task, which requires herculean efforts on the part of the government and people of this country. Although this goal is not yet in sight, good progress was made towards it during the year.

To bring an all round development of the child's personality on the physical, intellectual, social and emotional side, emphasis was shifted from cramming dry and unrelated bookish lessons to activities by which the children's powers might be awakened and the curiosity aroused. Opening of a large number of primary schools under the Central scheme to relieve educated unemployment and under State governments' programmes for the expansion of primary education under the first five year plan, provided educational opportunities to people living in far-off and scattered areas. The conversion of primary schools into basic schools or the introduction of crafts in such schools enriched the content of Primary education. Construction of new school buildings, provision of equipment and teaching aids, training and re-training of teachers, revision of their pay scales and financial assistance to the wards of backward classes were some of the other important steps taken to bring about qualitative and quantitative improvement in this field.

The Central Advisory Board of Education in its 23rd meeting held in January, 1956, recommended that the directive of the constitution in favour of free and compulsory education up to the age of 14 years should be fulfilled in 10 years *i.e.* during the second and third plan periods. In this connection it was suggested that a suitable machinery at the All-India level on the lines of the All-India Council for Secondary Education might be set up to solve the financial, administrative and pedagogic problems arising out of this recommendation.

As regards the introduction of shift-system the Central Advisory Board of Education advised that it should be adopted as a temporary device under special conditions of emergency and that it should not

be taken as providing anything like a solution of the problem of mass education. In this connection it was also recommended that

- (i) the shift system should be introduced wherever it was found necessary after a careful survey of actual school situations in the country ;
- (ii) it should be tried in the first two grades as an emergency measure :
- (iii) it could apply under the above conditions to all types of elementary schools—whether basic or non-basic ;
- (iv) it should be introduced both in the new and existing schools, where the enrolment justifies it ;
- (v) the shift system should be organised on a daily basis and not on alternate days or for 3 days in a week ; and
- (vi) simultaneously, there should be a forceful national drive for increasing enrolment with the object of introducing compulsion as soon as possible.

Regarding the status and salaries of primary school teachers, the Board recommended that all primary teachers in each State should be brought on the State cadres and their services made available to local bodies and private institutions on approved terms. While formulating conditions of service, care should be taken to make them comparable to other similar careers in that State. About the salaries of teachers, the Board emphasised that these should be revised after taking into consideration all relevant factors. It was the unanimous opinion of the Board that the programme of putting into effect the minimum salaries proposed by the Ministry of Education should not be postponed on any account.

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

Andhra

Relaxing its previous ban, the State government allowed district boards and private aided bodies to open elementary schools in school-less areas and outside a radius of one mile from any recognised elementary school. Under the scheme to relieve educated unemployment, the Central government allotted about one thousand teachers to the State to be recruited during the year. The State government paid special attention to the expansion of education among hill tribes and accordingly, opened four new elementary schools for their benefit in the areas where their population was concentrated.

Assam

The process of remodelling the primary schools on basic lines was continued and a good number of primary schools were converted into

junior basic schools. A few other uneconomical primary schools were amalgamated with the neighbouring ones. In the remaining institutions, features of Basic education *e.g.*, gardening, community prayers and *Safai* work were increasingly introduced.

Bihar

Not only quantitative expansion but also qualitative improvement of primary and basic education in the State was the main concern of the government during the year. The State government, therefore, constituted a committee to draw an integrated syllabus for primary and basic schools. An amount of Rs. 3,00,000 was sanctioned for giving weightage to districts where, according to geographical and other factors, more new schools need to be opened and for giving special subsidies for the maintenance, upgrading or improvement of schools for Harijans and Scheduled Tribes. The report of the Bihar Primary, Middle, Basic and Social Education Enquiry Committee was finalised. A set of text-books in Santhali language for use in primary schools, published by the Santhal Paharia Seva Mandal and another prepared by the Text Book Committee, Bihar, were approved.

Bombay

The intensive drive for providing schools to small school-less villages initiated in 1954-55 was continued with increasing vigour during the period under review and almost all villages excepting a few having less than 200 souls were provided with a primary school—either independent or a group school or a part-time school manned by a peripatetic teacher. With a view to speeding up the enforcement of compulsion, the Bombay Primary Education Act, 1947 was amended. *Panchayats* were constituted under the Act in places where no judicial courts or *Nyaya Panchayats* existed, to decide the offences.

Compulsion was extended to all places with a population of 1,000 and over for the age-group 7-9. In order to reduce the difference between primary and basic schools to the minimum, a common syllabus was introduced. Separate Primary School Certificate Examination for basic schools was dropped and pupils of both basic and primary schools were required to take the same examination.

Madhya Pradesh

During the year under report, many new primary schools were opened in the villages where *Gram Panchayats* existed. The syllabus for primary schools was reorganised and a modified one introduced for all the schools. For keeping literacy alive and to avoid wastage at the primary stage, a large number of small libraries were opened in the rural areas and interesting reading material provided therein.

Madras

The Elementary Education Reform Committee, appointed in 1954-55 to examine the system of elementary education in the State and suggest ways of implementing the directive principle of the Constitution regarding compulsory education upto the age of 14 years, submitted its report after visiting the States of Orissa and Mysore.

In order to provide greater security of service to teachers in aided elementary schools, the State government approved certain amendments to the elementary education rules dealing with the termination of service of teachers by the managements.

Orissa

In order to develop especially the contents of Primary education features of Basic education were introduced in the primary schools. Moreover, about 300 additional teachers were appointed in single-teacher schools so as to prepare the ground for the introduction of modified syllabus in them.

Punjab

During the year, the process of gradual conversion of four class primary schools into five class ones, was continued and fifth class was added to a number of schools. About a thousand single teacher primary schools, which were being managed by *Panchayats* were taken over by the district boards on cent per cent grant basis. Refresher Courses were organised at the district headquarters for primary school teachers.

Uttar Pradesh

With a view to providing closer contact between the primary schools and teachers training institutions (normal training schools), new scheme was introduced by which five primary schools were assigned to a normal training school in each district. The instructional staff of the training school was required to go to the primary schools regularly for giving demonstration lessons. The teachers of the primary schools in turn were also required to visit the training school for discussions and short seminars. The department of education brought out a handbook of suggestions giving detailed schemes of correlated lessons for the help and guidance of primary school teachers. Books printed in revised Devnagri script were introduced in class IV.

Compulsion was introduced in 9 more municipalities bringing the total number of urban areas under compulsion to 95. Besides, the entire area within the jurisdiction of Kanpur Municipality was brought under compulsion so far as girls were concerned. The children of the primary schools took part in the community service projects.

West Bengal

Establishment of primary schools in areas having no schooling facilities was the main feature of the current year's expansion programme. A sum of Rs. 3,39,473 was sanctioned for the improvement of 254 primary schools located in 11 community development blocks under the scheme for the "improvement of primary schools and their gradual conversion into Basic ones."

The syllabuses for primary and junior basic schools, framed by a committee set up by the State government, were introduced during the year.

Under the scheme to relieve educated unemployment, a large number of schools were opened and teachers appointed.

Hyderabad

During the year, the Hyderabad Compulsory Primary Education Act was extended to 40 more villages. Recognition of 188 primary schools and the opening of 39 new schools, were the main features of the current year's expansion of education in the State. To meet the demand for teachers for these schools, 374 new posts of teachers were created.

Jammu and Kashmir

With the object of providing educational facilities to as many children as possible, more than 250 primary schools were opened and an equal number of teachers employed to run those schools. Middle classes were added in ten existing primary schools. Two hundred primary school were given a grant of Rs. 75 each for the purchase of matting.

Madhya Bharat

During the year under report, more than one thousand primary schools were opened at different places including villages having a population of 400 and above.

An amount of Rs. 6.65 lakhs was disbursed to the primary schools for the purchase of equipment.

Mysore

The duration of primary education course was extended from four to eight years by including the middle classes V, VI, VII and VIII in it. But some of the primary and middle schools continued to be different institutions, except new type middle schools which had all the 8 classes. The first four classes were termed as 'Junior primary' and classes V to VIII as 'Senior primary'. With the opening of 233 new primary schools in the State, the target of 600 additional primary schools during the first five year plan was achieved.

Pepsu

The compulsory Primary education, enforced in 1954-55, was extended to 70 villages and benefitted more than 2,000 children. New primary schools were opened at places, hitherto without one so that by the end of the year under report, every village with a population of 500 or above was provided with a primary school.

The new curricula and courses recommended by the State Advisory Board of Education in the previous year were adopted and the books, prescribed under the scheme of nationalisation of text books, were introduced.

Rajasthan

More than 1,100 schools were opened under the States' programme for the expansion of Primary education and the Central Scheme to relieve educated unemployment. Under the latter scheme, 300 additional teachers were appointed. The curriculum of a number of

schools was enriched by introducing the teaching of crafts therein. For the newly recruited teachers, short-term training courses of six weeks' duration were organised.

Saurashtra

The programme to relieve educated unemployment was continued during 1955-56 and a large number of primary schools were opened under it. Features of Basic education were introduced on a wider scale in the primary schools. Five schools were selected for development as school-cum-community centres.

Travancore-Cochin

To provide educational facilities to the rural folk of remote areas, a number of primary schools were started. Under the Scheme to relieve educated unemployment, about 350 teachers were employed. The scales of pay of primary school teachers were revised and improved.

Ajmer

The provisions of the Ajmer Primary Education Act, 1952, were enforced in Kekri sub-division of the State with effect from 1st July, 1955. Introduction of crafts and the organisation of refresher courses for improving the efficiency of the school teachers were among the measures taken for the development of Primary education in the State.

A. & N. Islands

The government opened 7 new primary schools at places where educational facilities did not exist previously.

Bhopal

In pursuance of the government's decision to introduce compulsion in the State, the Compulsory Primary Education Act was passed. Emergency training (or refresher) courses were held at suitable places for the benefit of the teachers in the surrounding areas. A number of teachers were appointed under the Central Scheme to relieve educated unemployment.

Coorg

Facilities for primary school education were expanded in the State and about 180 teachers were appointed under the Scheme to Relieve Educated Unemployment to cope with this expansion.

Delhi

During the year, compulsion was enforced for girls also in the areas under the jurisdiction of Delhi Municipal Committee.

Kutch

Under the programme of expansion of primary education, 70 schools were opened in the State.

Manipur

And in this State, too, 22 new schools were started.

N. E. F. A.

North-Eastern Frontier Agency did not lag behind in increasing facilities for education in the Area. Two primary schools—one in Siang Frontier Division and the other in Lohit Frontier Division—were opened and one primary school was taken over from the Assam Saw Mills.

Tripura

With a view to enabling the rural teacher to devote greater personal attention to individual pupils, a modified scheme was introduced in 80 government primary schools whereby each teacher was required to teach about 15 to 20 pupils instead of 30 as practised hitherto. A short term training course was organised which was attended by 163 teachers.

Vindhya Pradesh

About 380 new primary schools were opened and the scope of compulsory education was extended to 352 more centres.

System of School Classes

During the year under review, there was no change in the number of classes constituting the primary stage, which differed from State to State. Table XVII gives the names of classes comprising this stage and the duration of the course in the different States.

Administration and Control

As in the previous year, the agencies responsible for the administration and control of primary education were (a) State governments (b) local boards and (c) private bodies, most of which were aided. Excepting Andhra, Bihar and Orissa where private enterprise played a predominant role, all Part A States had majority of the primary schools administered by local boards—district boards in rural areas and municipal boards in urban areas. In almost all the Part B and C States with the exception of Delhi, the government schools were in an overwhelming majority. In these States, the local government exercised control over these schools through the State Inspectorate under the Director of Public Instruction or Education, as the case may be.

Table XVII—System of School Classes at Primary Stage

State	Name of Classes	Duration (Years)
1	2	3
Andhra	I, II, III, IV and V	5
Assam	A, B, I, II and III	5
Bihar	I, II, III, IV and V	5
Bombay	I, II, III and IV	4
Madhya Pradesh	I, II, III and IV	4
Madras	I, II, III, IV and V	5
Orissa	Inf., I, II, III, IV and V	6
Punjab	I, II, III, IV and V	5
Uttar Pradesh	I, II, III, IV and V	5
West Bengal	I, II, III and IV	4
Hyderabad	Inf., I, II, III, and IV	5
Jammu and Kashmir	I, II, III, IV and V	5
Madhya Bharat	I, II, III, IV and V	5
Mysore	I, II, III, IV and V (Civil Area and Bellary Distt.) I, II, III, and IV (Other Area)	5 4
Pepsu	I, II, III, IV and V	5
Rajasthan	I, II, III, IV and V	5
Saurashtra	I, II, III, and IV	4
Travancore-Cochin	I, II, III, IV and V	5
Ajmer	I, II, III, IV and V	5
A. & N. Islands	I, II, III, IV and V	5
Bhopal	I, II, III, IV and V	5
Coorg	I, II, III, IV and V	5
Delhi	I, II, III and IV (Boys' Schools in Urban area) I, II, III, IV and V (Others)	4 5
Himachal Pradesh	I, II, III, IV and V	5
Kutch	Inf., I, II, III, and IV	5
Manipur	A, B, I and II	4
N.E.F.A.	A, B, I, II and III	5
Tripura	I, II, III and IV	4
Vindhya Pradesh	I, II, III, IV and V	5

Schools

During the year, the total number of recognised primary schools (including junior basic schools) rose from 2,63,626 to 2,78,135, giving an increase of 5.5 per cent as against 10.1 per cent in the previous year. Of the total, the number of schools for boys was 2,62,905 and those for girls 15,230. The management-wise distribution of these schools is as under :

Table XVIII—Number of Primary Schools by Managements

Management	1954-55		1955-56	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	59,262	22.5	64,827	23.3
District Boards	1,23,863	47.0	1,33,296	47.9
Municipal Boards	9,157	3.4	8,927	3.2
Private Bodies :				
Aided	67,452	25.6	67,263	24.2
Unaided	3,892	1.5	3,822	1.4
Total	2,63,626	100.0	2,78,135	100.0

It will be seen that (a) the proportion of schools managed by municipal boards and private bodies (both aided and unaided) decreased (b) the percentage of increase in government and district board schools was 9.4 and 7.6, while the fall in those under the control of municipal boards and private bodies both aided and unaided was by 2.7, 0.3 and 2.1 per cent over the last years' figures.

The number of primary schools located in the rural area was 2,47,747 and constituted 89.1 per cent of the total number of primary schools. The corresponding figures for the previous year were 2,34,090 and 88.8 respectively.

Table XIX shows the State-wise distribution of primary schools for the years 1954-55 and 1955-56. As a result of the implementation of the various educational development schemes, the number of schools increased in all the States except Assam, Bombay, Orissa, Delhi and North East Frontier Agency. Except in Orissa, where the decrease was due to the transfer of the control of many primary schools in the scheduled areas to the Government Tribal and Rural Welfare Department which converted them into *Sevasrams*, in all other States the decrease was due to the one or more of the following reasons :- (i) weeding out of

Table XIX—Number of Primary

State	For Boys		For Girls		Total	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
Andhra	19,067	21,035	...	...	19,067	21,035
Assam	11,649	11,791	1,040	819	12,689	12,610
Bihar	25,182	26,818	2,408	2,731	27,590	29,549
Bomay	31,068	30,683	2,037	1,711	33,105	32,394
Madhya Pradesh	12,120	13,195	651	648	12,771	13,843
Madras	25,350	26,804	...	...	25,350	26,804
Orissa	14,312	14,160	210	210	24,522	14,370
Punjab	7,782	8,248	1,425	1,485	9,207	9,733
Uttar Pradesh	28,691	29,202	2,541	2,696	31,232	31,898
West Bengal	19,929	22,207	766	874	20,695	23,081
Hyderabad	12,230	12,471	832	831	13,062	13,302
Jammu & Kashmir	1,296	1,612	210	270	1,506	1,882
Madhya Bharat	5,676	6,877	773	845	6,449	7,722
Mysore	10,795	11,157	607	606	11,402	11,763
Pepsu	2,375	2,384	187	216	2,562	2,600
Rajasthan	5,890	7,054	475	504	6,365	7,558
Saurashtra	3,460	3,863	215	223	3,675	4,036
Travancore-Cochin	4,225	4,267	...	...	4,225	4,267
Ajmer	530	542	77	77	607	619
A. & N. Islands	30	37	...	...	30	37
Bhopal	589	1,328	33	39	622	1,367
Coorg	158	170	2	2	160	172
Delhi	361	357	183	181	544	538
Himachal Pradesh	679	792	16	16	695	808
Kutch	301	364	43	51	344	415
Manipur	762	840	33	38	795	878
N. E. F. A.	153	152	...	...	153	152
Tripura	898	994	9	7	907	1,001
Vindhya Pradesh	3,143	3,501	152	150	3,295	3,651
India	2,48,701	2,62,905	14,925	15,230	2,63,826	2,78,135

Schools by States

Increase (+) or Decrease (-)		Percentage of Primary Schools (1955-56) Managed by					State
Number	Per- cent- age	Govern- ment	District Boards	Municipal Boards	Private Bodies		
					Aided	Unaided	
8	9	10	11	12	13	14	15
+ 1,968	+ 10.3	3.3	45.6	2.3	48.8	0.0	Andhra
- 79	- 0.6	12.9	75.5	...	2.3	9.3	Assam
+ 1,959	+ 7.1	0.2	35.6	3.3	57.8	3.1	Bihar
- 711	- 2.1	0.4	68.4	6.1	24.1	1.0	Bombay
+ 1,072	+ 8.4	9.1	81.7	6.3	2.1	0.8	Madhya Pradesh
+ 1,454	+ 5.7	4.9	51.0	4.0	40.0	0.1	Madras
- 162	- 1.0	24.7	4.2	0.7	69.2	1.2	Orissa
+ 526	+ 5.7	0.4	93.0	3.4	1.7	1.5	Punjab
+ 666	+ 2.1	2.3	83.7	7.5	5.8	0.7	Uttar Pradesh
+ 2,386	+ 11.5	4.2	85.0	1.9	8.1	0.8	West Bengal
+ 240	+ 1.8	81.6	...	...	18.2	0.2	Hyderabad
+ 376	+ 25.0	99.1	...	...	0.9	...	Jammu & Kashmir
+ 1,273	+ 19.7	97.7	...	...	2.1	0.2	Madhya Bharat
+ 361	+ 3.2	83.0	2.7	0.3	14.0	0.0	Mysore
+ 38	+ 1.5	99.5	...	0.0	0.2	0.3	Pepsu
+ 1,193	+ 18.7	94.8	2.6	0.5	1.5	0.6	Rajasthan
+ 411	+ 11.2	96.9	...	...	1.9	1.2	Saurashtra
+ 42	+ 1.0	54.0	...	...	44.3	1.7	Travancore-Cochin
+ 12	+ 2.0	89.3	...	...	10.2	0.5	Ajmer
+ 7	+ 23.3	94.6	...	...	5.4	...	A. & N. Islands
+ 745	+ 119.8	99.6	...	...	0.1	0.3	Bhopal
+ 12	+ 7.5	40.7	...	2.3	57.0	...	Coorg
- 6	- 1.1	49.4	...	41.1	9.5	...	Delhi
+ 113	+ 16.3	91.8	...	0.9	7.3	...	Himachal Pradesh
+ 71	+ 20.6	71.6	...	...	11.6	16.8	Kutch
+ 83	+ 10.4	57.9	...	...	24.8	17.3	Manipur
- 1	- 0.7	100.0	...	...	...	...	N. E. F. A.
+ 94	+ 10.4	81.1	...	...	8.0	10.9	Tripura
+ 356	+ 10.8	99.8	...	...	0.0	0.2	Vindhya Pradesh
+ 14,509	+ 5.5	23.3	47.9	3.2	24.2	1.4	India

schools with low attendance (ii) amalgamation of schools with neighbouring ones and (iii) upgrading of schools to higher standard.

On percentage basis the increase in primary schools in Part A States was the highest in West Bengal (11.5) and the lowest in Uttar Pradesh (2.1). In Part B States, it varied between Madhya Bharat (19.7) and Travancore-Cochin (1.0). Bhopal led Part C States by depicting an increase of 119.8 per cent due to the opening of a large number of primary schools under the scheme to relieve educated unemployment in villages having a population of more than 150 and Ajmer (2.0 per cent) came at the other end.

Figures in cols. (10) to (14) of table XIX indicate the share of the government, local boards and private bodies in the management of primary schools in the various States. Orissa reported the highest percentage of schools managed by the government (24.7) and Bihar the lowest (0.2) among Part A States. Local board schools predominated in Assam, Bombay, Madhya Pradesh, Madras, Punjab, Uttar Pradesh and West Bengal. Private bodies managed more than 70 per cent schools in Orissa and over 60 per cent in Bihar.

A great majority of the schools in Part B and C States were run by the government, the only exceptions being Coorg and Delhi. In Coorg 57.0 per cent of the schools were run by the private aided bodies and in Delhi 41.1 per cent by the municipal boards.

Pupils

The total number of pupils under instruction in recognised primary schools during 1955-56 was 2,29,19,734, as against 2,21,96,160 in the year before. While the increase in the number of schools was 5.5 per cent, the increase in enrolment was of the order of 3.3 per cent. The corresponding figures for the year 1954-55 were 10.1 and 6.6 respectively.

The pupils were distributed according to various managements of schools as under :—

	Number	Percentage
Government	46,99,369	20.5
District Board	10,4,76,166	45.7
Municipal Board	20,25,834	8.8
Private—		
Aided	54,48,676	23.8
Unaided	2,69,689	1.2

The increase was 11.6 per cent in government schools as against 1.3 per cent each in local board and private schools.

The total number of pupils from rural areas studying in primary schools was 1,75,31,052, as against 1,69,73,914 in 1954-55. This constituted 76.5 per cent of the total enrolment in primary schools.

Table XX gives the number of pupils in recognised primary schools for the years 1954-55 and 1955-56 in the different States.

As will be evident, the increase in enrolment was shared by all the States except Bombay where the decrease was on account of the raising of a large number of primary schools to senior basic standard. Among Part A States, the largest number of additional pupils was reported by West Bengal. On percentage basis, the increase was highest in Bihar (17.8), followed by West Bengal (13.9), Madhya Pradesh (10.0), Punjab (6.9), Andhra (6.4), Madras (4.6), Uttar Pradesh (2.9), Assam (2.8) and Orissa (2.4). In the case of Part B States, the rise varied from 1.3 per cent in Travancore-Cochin to 22.4 per cent in Rajasthan. In Bhopal, the increase of 69.6 per cent was mainly due to the opening of a large number of primary schools under the scheme to relieve educated unemployment. The lowest increase in Part C States was reported by Delhi (2.2 per cent). The shift system at this stage was continued in many States.

The figures of enrolment given in Table XX relate to primary schools only. To have an idea of the total number of pupils receiving primary education, the enrolment in primary departments of secondary schools should also be taken into account and that in pre-primary stage excluded. Accordingly, the State-wise enrolment at the primary stage is given in Table XXI for the years 1954-55 and 1955-56. In the aggregate, this enrolment rose by 18,89,314 or 8.4 per cent to 2,45,11,331 (1,70,24,641 boys and 74,86,686 girls) during the year under report. The proportion of girls in the total enrolment at this stage improved further from 29.8 per cent to 30.5 per cent. The percentage of enrolment at this stage to the total enrolment in all the recognised institutions worked out to 72.3 as compared to 72.4 in 1954-55. While making inter-State comparison of enrolment at this stage, the variation in the number of classes constituting the primary stage in the different States should be kept in view.

Figures in col. (10) of Table XXI show the percentage of pupils at the primary stage to the corresponding school-going population in different States. The all-India percentage rose from 49.0 in 1954-55 to 53.1 in the current year. Travancore-Cochin and Manipur were the only States in the country which provided for all its children of the primary school-going age. Among Part A States, the proportion varied between 87.1 per cent in West Bengal and 30.9 per cent in Orissa. The other States where more than half the population in the school-going age-group was under instruction were, Andhra (68.6 per cent), Madras 68.5 per cent), Assam (59.4 per cent) and Madhya Pradesh (51.7 per cent). Among Part B & C States, significant percentage of children were in schools in Coorg (88.7), Delhi (71.3), Tripura (70.2), Mysore

Table XX—Number of Pupils

State	In Schools for Boys		In Schools for Girls	
	1954-55	1955-56	1954-55	1955-56
I	2	3	4	5
Andhra	17,51,437	18,62,830	...	...
Assam	6,82,484	7,10,953	59,889	51,898
Bihar	12,64,312	14,88,257	95,061	1,12,953
Bombay	33,41,772	27,86,326	4,63,815	3,84,378
Madhya Pradesh	8,05,562	8,86,859	86,838	94,411
Madras	31,52,112	32,96,653	...	...
Orissa	6,16,274	6,30,774	12,754	13,100
Punjab	5,51,072	5,96,411	1,49,619	1,52,407
Uttar Pradesh	24,49,572	25,03,859	2,11,830	2,33,968
West Bengal	18,14,017	20,52,848	99,915	1,26,189
Hyderabad	7,67,834	8,05,109	82,971	88,648
Jammu and Kashmir	68,200	75,759	8,310	11,010
Madhya Bharat	3,03,660	3,42,817	41,199	46,766
Mysore	6,40,562	6,50,499	74,903	74,572
Pepsu	1,02,851	1,20,898	11,224	13,675
Rajasthan	2,56,645	3,08,202	21,002	31,684
Saurashtra	2,36,743	2,74,778	56,916	61,572
Travancore-Cochin	14,03,081	14,20,752	...	...
Ajmer	40,475	43,332	10,313	10,974
A. & N. Islands	1,447	1,697	...	...
Bhopal	20,865	36,851	2,823	3,325
Coorg	10,707	11,799	181	179
Delhi	69,619	68,605	32,630	35,926
Himachal Pradesh	32,652	36,972	1,162	1,263
Kutch	25,248	30,007	4,295	5,579
Manipur	53,007	62,773	3,514	4,037
N. E. F. A.	4,769	6,218	...	...
Tripura	48,041	53,704	354	262
Vindhya Pradesh	1,40,507	1,84,601	9,115	9,815
India	2,06,55,527	2,13,51,143	15,40,633	15,68,591

in Primary Schools

Total		Increase (+) or Decrease (-)		State
1954-55	1955-56	Number	Percentage	
6	7	8	9	10
17,51,437	18,62,830	+ 1,11,393	+ 6.4	Andhra
7,42,373	7,62,851	+ 20,478	+ 2.8	Assam
13,59,373	16,01,210	+ 2,41,837	+ 17.8	Bihar
38,05,587	31,70,704	- 6,34,883	- 16.7	Bombay
8,92,400	9,81,270	+ 88,870	+ 10.0	Madhya Pradesh
31,52,112	32,96,653	+ 1,44,541	+ 4.6	Madras
6,29,028	6,43,874	+ 14,846	+ 2.4	Orissa
7,00,691	7,48,818	+ 48,127	+ 6.9	Punjab
26,61,402	27,37,827	+ 76,425	+ 2.9	Uttar Pradesh
19,13,932	21,79,037	+ 2,65,105	+ 13.9	West Bengal
8,50,805	8,93,757	+ 42,952	+ 5.0	Hyderabad
76,510	86,769	+ 10,259	+ 13.4	Jammu and Kashmir
3,44,859	3,89,583	+ 44,724	+ 13.0	Madhya Bharat
7,15,465	7,25,071	+ 9,606	+ 1.3	Mysore
1,14,075	1,34,573	+ 20,498	+ 18.0	Popsu
2,77,647	3,39,886	+ 62,239	+ 22.4	Rajasthan
2,93,659	3,36,350	+ 42,691	+ 14.5	Saurashtra
14,03,081	14,20,752	+ 17,671	+ 1.3	Travancore-Cochin
50,788	54,306	+ 3,518	+ 6.9	Ajmer
1,447	1,697	+ 250	+ 17.3	A. & N. Islands
23,688	40,176	+ 16,488	+ 69.6	Bhopal
10,888	11,978	+ 1,090	+ 10.0	Coorg
1,02,249	1,04,531	+ 2,282	+ 2.2	Delhi
33,814	38,235	+ 4,421	+ 13.1	Himachal Pradesh
29,543	35,586	+ 6,043	+ 20.5	Kutch
56,521	66,810	+ 10,289	+ 18.2	Manipur
4,769	6,218	+ 1,449	+ 30.4	N. E. F. A.
48,335	53,966	+ 5,571	+ 11.5	Tripura
1,49,622	1,94,416	+ 44,794	+ 29.9	Vindhya Pradesh
2,21,96,160	2,29,19,734	+ 7,23,574	+ 3.3	India

Table XXI—Number of Pupils

State	Boys		Girls	
	1954-55	1955-56	1954-55	1955-56
I	2	3	4	5
Andhra	10,38,162	11,06,927	6,66,283	7,08,465
Assam	5,08,739	5,28,494	2,74,134	2,86,873
Bihar	13,42,794	15,36,100	2,67,485	3,24,660
Bombay	21,27,069	22,90,543	11,57,321	13,08,157
Madhya Pradesh	7,66,722	8,71,758	2,37,624	2,84,315
Madras	18,39,616	19,66,291	11,22,272	11,95,979
Orissa	5,03,848	5,15,621	1,59,826	1,65,358
Punjab	6,83,355	7,26,468	2,60,955	2,79,996
Uttar Pradesh	22,38,029	22,61,068	4,96,276	5,43,773
West Bengal	13,67,241	14,85,047	5,85,834	7,08,528
Hyderabad	6,65,877	6,88,590	2,03,626	2,14,882
Jammu and Kashmir	97,051	1,02,295	20,188	24,022
Madhya Bharat	3,29,981	3,70,135	76,468	89,699
Mysore	4,26,171	4,28,781	2,41,215	2,46,237
Pepsu	1,49,904	1,65,913	42,320	52,926
Rajasthan	3,38,693	3,98,667	70,628	81,298
Saurashtra	2,00,928	2,24,189	71,430	84,106
Travancore-Cochin	7,76,628	7,86,344	6,26,453	7,00,232
Ajmer	36,345	38,853	14,370	15,585
A & N Islands	1,079	1,260	479	595
Bhopal	28,931	46,188	5,461	7,808
Coorg	14,174	15,075	10,785	11,524
Delhi	85,210	92,678	69,958	76,327
Himachal Pradesh	45,904	50,834	8,192	8,898
Kutch	20,264	24,064	7,790	9,672
Manipur	43,118	49,921	13,546	17,791
N.E.F.A	4,719	6,205	819	742
Tripura	38,062	42,813	10,493	13,369
Vindhya Pradesh	1,63,027	2,03,523	18,145	24,869
India	1,58,81,641	1,70,24,645	67,40,376	74,86,686

in Primary Classes

Total		Increase (+) or Decrease(-)		Percentage of Children in Primary Classes to those of School- going Age	State
1954-55	1955-56	Number	Percent- age		
6	7	8	9	10	11
17,04,445	18,15,392	+ 1,10,947	6.5	68.6	Andhra
7,82,873	8,15,367	+ 32,494	4.2	59.4	Assam
16,10,279	18,60,760	+ 2,50,481	15.6	35.9	Bihar
32,84,390	35,98,700	+ 3,14,310	9.6	87.0	Bombay
10,04,346	11,56,073	+ 1,51,727	15.1	51.7	Madhya Pradesh
29,61,888	31,62,270	+ 2,00,382	6.8	68.5	Madras
6,63,674	6,80,979	+ 17,305	2.6	30.9	Orissa
9,44,310	10,06,464	+ 62,154	6.6	59.2	Punjab
27,34,305	28,04,841	+ 70,536	2.6	33.5'	Uttar Pradesh
19,53,075	21,93,575	+ 2,40,500	12.3	87.1	West Bengal
8,69,503	9,03,472	+ 33,969	3.9	34.4	Hyderabad
1,17,239	1,26,317	+ 9,078	7.7	22.8	Jammu & Kashmir
4,06,449	4,59,834	+ 53,385	13.1	43.3	Madhya Bharat
6,67,386	6,75,018	+ 7,632	1.1	59.2	Mysore
1,92,224	2,18,839	+ 26,615	13.8	47.1	Pepsu
4,09,321	4,79,965	+ 70,644	17.3	22.6	Rajasthan
2,72,358	3,08,295	+ 35,937	13.2	50.4	Saurashtra
14,03,081	14,86,576	+ 83,495	6.0	99.8	Travancore-Cochin
50,715	54,438	+ 3,723	7.3	57.9	Ajmer
1,558	1,855	+ 297	19.1	46.4	A. & N. Islands
34,392	53,996	+ 19,604	57.0	50.0	Bhopal
24,959	26,599	+ 1,640	6.6	88.7	Coorg
1,55,168	1,69,005	+ 13,837	8.9	71.3	Delhi
54,096	59,732	+ 5,636	10.4	47.4	Himachal Pradesh
28,054	33,736	+ 5,682	20.3	42.7	Kutch
56,664	67,712	+ 11,048	19.5	99.8	Manipur
5,538	6,947	+ 1,409	25.4	*	N.E.F.A.
48,555	56,182	+ 7,627	15.7	70.2	Tripura
1,81,172	2,28,392	+ 47,220	26.1	48.1	Vindhya Pradesh
2,26,22,017	2,45,11,331	+ 18,89,314	8.4	53.1	India

*Population not available

(59.2) and Ajmer (57.9). In Saurashtra and Bhopal, half of the children of school-going age were attending the schools. This percentage was the lowest for Rajasthan (22.6).

Co-education

Of the total of 69,73,361 girls under instruction in primary schools, 55,23,719 or 79.2 per cent were studying in the primary schools for boys. The corresponding percentage for 1954-55 was 78.1. The Statewise position as given in Table XXII shows that there were no separate schools for girls in the States of Andhra, Madras, Travancore-Cochin, A. & N. Islands and North East Frontier Agency. In Coorg and Tripura, about 98 per cent of the girls were reading in boys' schools. The other States where more than half of the girl students were studying in boys' schools were : Orissa (92.4 per cent), West Bengal (84.7 per cent), Assam (84.3 per cent), Himachal Pradesh (79.6 per cent), Manipur (78.3 per cent), Bombay (69.5 per cent), Bihar (64.3 per cent), Madhya Pradesh (62.4 per cent), Uttar Pradesh (52.7 per cent), Pepsu (51.4 per cent) and Vindhya Pradesh (50.9 per cent). In the rest of the States the percentage varied between 46.7 per cent in Kutch and 12.0 per cent in Jammu and Kashmir. In view of lack of trained women teachers, paucity of funds and shortage of school buildings, co-education at this stage of education needs further encouragement.

Wastage

Wastage at the primary stage continued to be alarming. Out of every 100 pupils in class I in 1952-53, only 43 continued in class IV in 1955-56. Single-teacher primary schools contributed a good deal to this wastage. The socio-economic structure in the country in which child labour had a place was another contributory factor. The schools being ill-equipped, poorly housed and with dull and depressing environment unfortunately could not exercise effective counter-acting influence. The situation was serious and called for immediate measures to arrest this heavy wastage so that full benefit might be derived out of the current expansion activities.

Single-Teacher Schools

The number of single-teacher schools increased from 1,01,342 to 1,11,220, during the year, mainly as a result of the opening of such schools to combat educated unemployment. Their percentage in the total number of primary schools rose from 38.4 to 39.9. These schools provided schooling facilities to 39,19,712 children, as against 35,18,332 in the previous year. The percentage of pupils in single-teacher primary schools to total enrolment in primary schools increased from 15.9 to 17.1.

Table XXIII shows the statistics of single-teacher schools in the different States during the year 1954-55 and 1955-56. The number of single-teacher schools increased in all the States except Assam, Orissa, Pepsu, Saurashtra, Ajmer and North East Frontier Agency. Travancore-Cochin and Delhi did not reported any single-teacher school.

WASTAGE AT PRIMARY STAGE

1952-53 TO 1955-56

EACH FULL SYMBOL = 10

PERCENTAGE

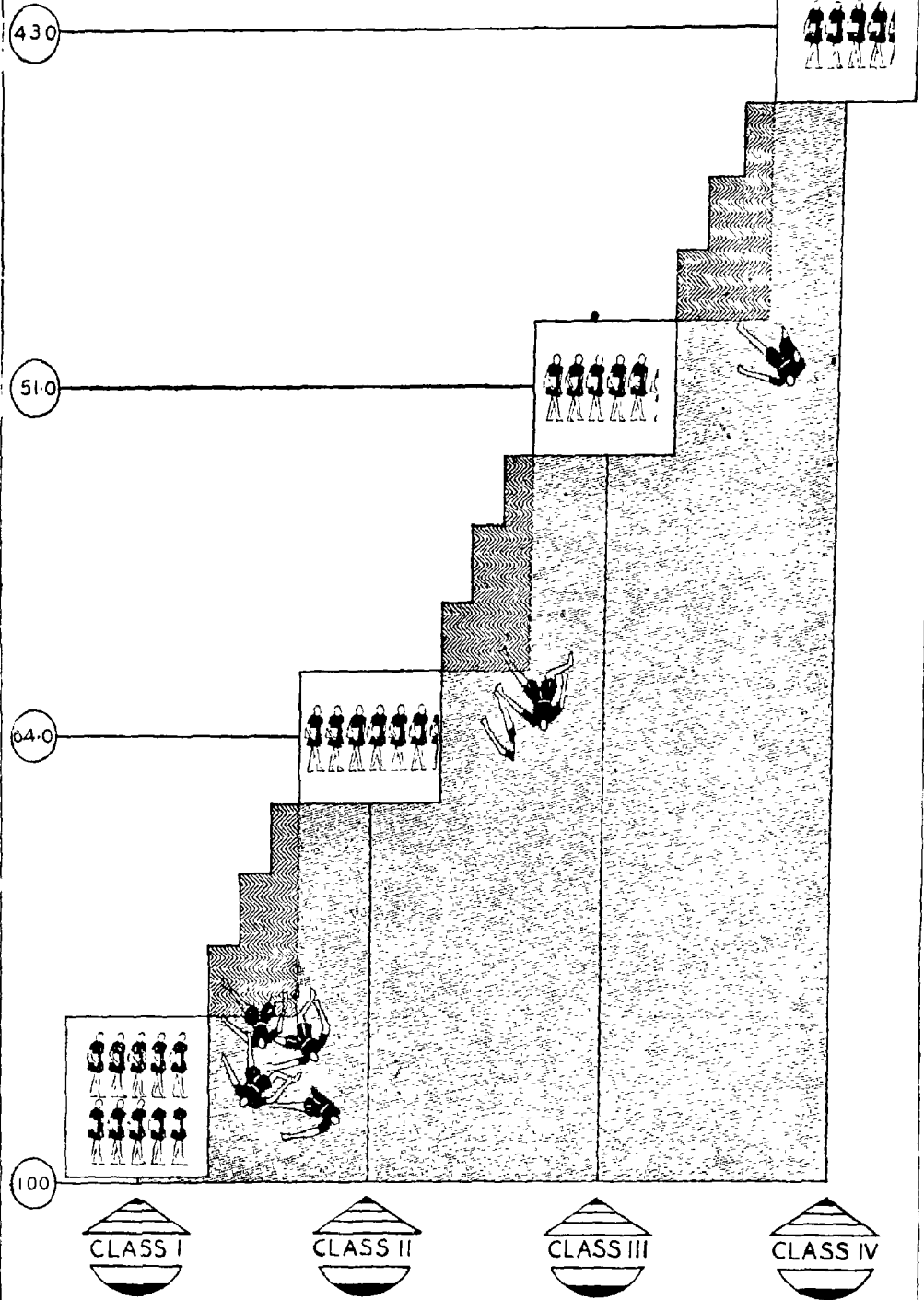


Table XXII—Girls in Primary Schools

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	7,18,320	...	7,18,320	100.0
Assam	2,26,744	42,114	2,68,858	84.3
Bihar	1,82,440	1,01,504	2,83,944	64.3
Bombay	8,06,144	3,53,651	11,59,795	69.5
Madhya Pradesh	1,51,928	91,716	2,43,644	62.4
Madras	12,25,534	...	12,25,534	100.0
Orissa	1,46,973	12,058	1,59,031	92.4
Punjab	76,959	1,37,536	2,14,495	35.9
Uttar Pradesh	2,55,295	2,29,301	4,84,596	52.7
West Bengal	5,96,876	1,07,727	7,04,603	84.7
Hyderabad	1,18,221	75,820	1,94,041	60.9
Jammu & Kashmir	1,500	11,010	12,510	12.0
Madhya Bharat	20,601	46,055	66,656	30.9
Mysore	1,88,361	69,686	2,58,047	73.0
Pepsu	14,214	13,454	27,668	51.4
Rajasthan	15,825	31,412	47,237	33.5
Saurashtra	35,056	58,575	93,631	37.4
Travancore-Cochin	6,75,319	...	6,75,319	100.0
Ajmer	6,101	9,447	15,548	39.2
A. and N. Islands	591	...	591	100.0
Bhopal	2,216	3,255	5,471	40.5
Coorg	5,078	103	5,181	98.0
Delhi	9,441	35,228	44,669	21.1
Himachal Pradesh	3,318	850	4,168	79.6
Kutch	4,671	5,335	10,006	46.7
Manipur	13,619	3,765	17,384	78.3
N.E.F.A.	603	...	603	100.0
Tripura	11,607	225	11,832	98.1
Vindhya Pradesh	10,164	9,815	19,979	50.9
India	55,23,719	14,49,642	69,73,361	79.2

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

State	Number of Schools		Number of Pupils		Percentage of Single Teacher Schools to Total Number of Primary Schools		Percentage of Enrolment in Single-Teacher Schools to Total Enrolment in Primary Schools	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7	8	9
Andhra	2,671	4,415	1,07,345	1,72,756	14.0	21.0	6.1	9.3
Assam	8,071	7,755	3,32,720	3,17,068	63.6	61.5	44.8	41.6
Bihar	16,564	18,104	5,46,472	6,66,955	60.0	61.3	40.2	41.7
Bombay	17,059	18,097	6,65,972	6,76,213	51.5	55.9	17.5	21.3
M. Pradesh	4,443	4,595	1,39,943	1,43,625	34.8	33.2	15.7	14.6
Madras	4,603	4,839	2,14,861	2,16,284	18.2	18.1	6.8	6.6
Orissa	8,723	8,178	2,60,196	2,41,587	60.1	56.9	41.4	37.5
Punjab	4,476	4,640	1,64,488	1,79,567	48.6	47.7	23.5	24.0
Uttar Pradesh	4,016	5,701	1,31,529	2,05,798	12.9	17.9	4.9	7.5
West Bengal	2,004	2,780	66,391	1,09,724	9.7	12.0	3.5	5.0
Hyderabad	7,119	7,260	2,15,743	2,22,219	54.5	54.6	25.4	24.9
J. & Kashmir	...	260	...	7,800	...	13.8	...	9.0
Madhya Bharat	4,006	5,168	1,27,930	1,50,764	62.1	66.9	37.1	38.7
Mysore	5,962	6,164	1,82,511	1,85,704	52.3	52.4	25.5	25.6
Pepsu	1,575	1,542	48,663	56,594	61.5	59.3	42.7	42.1
Rajasthan	3,966	5,097	1,13,385	1,63,277	62.3	67.4	40.8	48.0
Saurashtra	1,921	1,574	73,653	53,670	52.3	38.5	25.1	16.0
Trav.-Cochin	...	...	...	...	...	...	...	...
Ajmer	145	132	3,693	3,355	23.9	21.3	7.3	6.2
A. & N. Islands	25	28	1,027	888	83.3	75.7	71.0	52.3
Bhopal	378	898	9,620	19,804	60.8	65.7	40.6	49.3
Coorg	68	73	2,873	3,161	42.5	42.4	26.4	26.4
Delhi	4	...	167	...	0.7	...	0.2	...
H. Pradesh	128	189	4,159	5,221	18.4	23.4	12.3	13.7
Kutch	168	213	6,318	7,725	48.8	51.3	21.4	21.7
Manipur	321	347	11,142	12,920	40.4	39.5	19.7	19.3
N.E.F.A.	81	62	1,649	1,571	52.9	40.8	34.6	25.3
Tripura	400	472	12,546	9,084	44.1	47.2	25.9	16.8
V. Pradesh	2,445	2,637	73,336	86,378	74.2	72.2	49.0	44.4
India	1,01,342	1,11,220	35,18,332	39,19,712	38.4	39.9	15.9	17.1

Figures in col. (7) of table XXIII give the proportion of single-teacher schools in different States. So far as Part A States are concerned, the percentage was highest in Assam (61.5) followed closely by Bihar (61.3) and the lowest in West Bengal (12.0). The position of other States was : Orissa (56.9 per cent), Bombay (55.9 per cent), Punjab (47.7 per cent), Madhya Pradesh (33.2 per cent), Andhra (21.0 per cent), Madras (18.1 per cent) and Uttar Pradesh (17.9 per cent). The percentage of single-teacher schools varied between 67.4 in Rajasthan and 13.8 in Jammu and Kashmir among Part B States. A. and N. Islands, Bhopal and Vindhya Pradesh among Part C States had also sufficiently large number of such schools. As reported earlier, the single-teacher schools with plural-class teaching exacerbates wastage but their existence is necessary especially in areas where population is scarce and scattered in very small villages.

Compulsion

During 1955-56, compulsory primary education was in force in varying degrees in all Part A States, Hyderabad, Madhya Bharat, Mysore, Pepsu and Travancore-Cochin in Part B States and Ajmer, Delhi and Vindhya Pradesh in Part C States. The total number of towns (or parts of towns) under compulsion increased from 998 to 1,081 and of villages from 39,079 to 39,276. The number of schools in these areas also rose from 11,685 to 12,664 in towns and 31,775 to 33,554 in villages. These reported a total enrolment of 60,87,412, as against 54,28,962 in the previous year.

Though all the States where compulsory education was in force in some areas registered improvement so far as the number of children attending schools was concerned, still a substantial proportion of children did not go to schools even in these areas. This shows that there was scope for greater vigilance and control in the effective enforcement of the Acts.

The State governments took necessary measures to enforce the various provisions of the Compulsory Education Acts during the year. As many as 6,87,421 notices for non-enrolment and 2,40,450 attendance orders for absenting from schools were issued to guardians of the children of the school going age. Prosecutions for non-enrolment and non-attendance were also launched and their number during the year was 39,514 and 57,146 respectively. The total amount realised as fines for non-compliance of orders was Rs. 23,269. The number of attendance officers in the country to enforce compulsion increased from 827 to 981.

Statewise details of compulsory education are given in Table XXIV.

Teachers

During the year, teachers in recognised primary schools numbered 6,91,295 (including 1,17,067 or 16.9 per cent women), as against 6,75,801

Table XXIV—Statistics of Compulsory Primary Education by States

State	Compulsion Age-Group		No. of Areas under Compulsion				No. of Schools where Compulsion was in force			
	Towns	Villages	Towns		Villages		Towns		Villages	
			1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
I	2	3	4	5	6	7	8	9	10	11
Andhra	6-12	6-12	178	178	822	822	1,229	1,225	1,531	1,550
Assam	6-11	6-11	11	11	4,106	4,145	114	116	3,722	3,587
Bihar	6-10	6-10	17	17	19	19	603	627	9	9
Bombay	6-11	6-11	245	291	10,163	9,300	3,288	3,478	14,721	14,600
	7-11	7-11								
	7-12	7-12								
	7-9	7-9								
Madhya Pradesh	6-11	6-11	51	61	1,219	1,225	394	406	406	411
Madras	6-12	6-12	247	247	685	685	2,441	2,631	1,866	1,923
Orissa	6-11	6-11	2	2	20	20	18	18	6	5
Punjab	6-11	6-11	34	34	4,221	4,771	224	247	1,682	2,181
Uttar Pradesh	6-11	6-11	86	95	1,687	1,687	2,141	2,285	573	543
West Bengal	6-11	6-11	1*	1†	5,745	5,745	39	83	2,650	2,914
Hyderabad	6-11	6-11	3	3	443	530	22	31	443	537
Madhya Bharat	6-11	6-11	47	64	903	1,207	573	835	448	730
Mysore	6-10	6-10	12	12	2,748	2,748	207	207	1,373	1,402
Pepsu	...	6-12	...	...	20	70	...	...	98	303
Travancore-Cochin	5-10	5-10	17	17	4,500	4,500	178	178	1,173	1,177
Ajmer	...	6-11	...	...	545	706	...	...	334	469
Delhi	6-11	6-11	1**	1†	305	305	101	184	300	300
Vindhya Pradesh	6-11	6-11	46	47	928	791	113	113	440	913
India			998	1,081	39,079	39,276	11,685	12,664	31,775	33,554

* 5 wards of Calcutta Corporation.

† 8 wards of Calcutta Corporation.

** All areas under Delhi Municipal Committee.

† In 9 wards of Delhi City.

Table XXIV—Statistics of Compulsory Primary Education by States (Contd.)

State	Number of Pupils under Compulsion (During 1955-56)			Total No. of Pupils under Compulsion during 1954-55	Coercive Measures taken (during 1955-56)						No. of Attendance Officers during 1955-56
	Towns	Villages	Total		No. of Notices Issued	No. of Attendance Orders Passed	No. of Prosecutions		Fines Realised		
							For Non-Enrolment	For Non-Attendance			
13	14	15	16	17	18	19	20	21	22		
Andhra	1,90,983	1,77,719	3,68,702	3,53,809	90,130	57,524	21,516	22,425	1,738	...	
Assam	18,815	2,68,474	2,87,289	2,88,860	26,420	6,633	665	543	1,688	83	
Bihar	61,084	482	61,566	58,773	5,028	382	4	155	19	40	
Bombay	7,51,945	14,97,532	22,49,477	19,44,140	3,09,249	71,561	4,535	11,635	2,727	...	
Madhya Pradesh	90,500	42,533	1,33,033	1,09,982	24,243	3,951	3,853	3,989	2,120	198	
Madras	5,38,236	3,07,784	8,46,020	7,86,800	30,028	11,160	854	6,719	488	...	
Orissa	1,656	399	2,055	1,848	359	147	...	23	40	2	
Punjab	62,237	1,85,908	2,48,145	2,17,109	3,722	313	901	173	697	92	
Uttar Pradesh	3,95,678	61,504	4,57,182	4,12,900	1,59,739	65,814	6,372	9,071	12,596	268	
West Bengal	8,581	3,38,490	3,47,071	3,31,349	935	3	...	...	...	1
Hyderabad	5,626	39,040	44,666	39,314	2,752	262	...	...	...	6
Madhya Bharat	67,565	34,156	1,01,721	76,553	3,072	77	153	147	...	95	
Mysore	27,409	93,069	1,20,478	1,19,056	25,983	17,956	563	2,214	1,216	45	
Pepsu	...	2,329	2,329	1,032	...	...	...	...	...	21
Travancore-Cochin	1,42,987	4,42,117	5,85,104	5,40,483	...	...	...	...	...	110
Ajmer	...	24,668	24,668	16,996	...	...	...	...	...	9
Delhi	77,230	33,301	1,10,531	82,897	2,482	1,663	...	...	...	11
Vindhya Pradesh	25,333	72,042	97,375	52,062	3,279	3,004	98	52	300	...	
India	24,65,865	36,21,547	60,87,412	54,28,962	6,87,421	2,40,450	89,514	57,146	23,629	981	

Table XXV—Number of

State	Number of Teachers						
	Men		Women		All Persons		
	Trained	Untrained	Trained	Untrained	Trained	Untrained	Total
1	2	3	4	5	6	7	8
Andhra	46,608	1,935	11,218	94	57,826	2,029	59,855
Assam	5,781	12,083	654	1,734	6,435	13,817	20,252
Bihar	29,658	16,391	1,117	2,339	30,775	18,730	49,505
Bombay	29,121	34,790	11,346	6,444	40,467	41,234	81,701
M. Pradesh	11,103	18,039	2,450	1,044	13,553	19,083	32,636
Madras	68,223	6,319	33,697	475	1,01,920	6,794	1,08,714
Orissa	9,544	13,650	261	129	9,805	13,779	23,584
Punjab	11,860	3,137	3,129	680	14,989	3,817	18,806
Uttar Pradesh	59,283	11,358	3,474	3,460	62,757	14,818	77,575
West Bengal	21,901	42,092	2,006	3,175	23,907	45,267	69,174
Hyderabad	5,403	21,676	1,233	2,179	6,636	23,855	30,491
J. & Kashmir	903	979	175	134	1,078	1,113	2,191
Madhya Bharat	2,663	9,911	423	1,338	3,086	11,249	14,335
Mysore	7,561	14,714	1,523	2,450	9,084	17,164	26,248
Pepsu	1,362	2,017	271	284	1,633	2,301	3,934
Rajasthan	3,713	7,903	374	736	4,087	8,639	12,726
Saurashtra	2,445	7,013	1,074	1,782	3,519	8,795	12,314
Trav.-Cochin	13,527	1,650	9,982	1,347	23,509	2,997	26,506
Ajmer	1,352	108	424	67	1,776	175	1,951
A & N. Islands	2	39	2	17	4	56	60
Bhopal	226	2,040	11	146	237	2,186	2,423
Coorg	141	164	14	28	155	192	347
Delhi	1,671	5	1,235	1	2,906	6	2,912
H. Pradesh	703	820	55	52	758	872	1,630
Kutch	112	601	63	119	175	720	895
Manipur	97	1,825	5	45	102	1,870	1,972
N.E.F.A.	169	97	...	4	169	101	270
Tripura	271	1,787	14	212	285	1,999	2,284
V. Pradesh	1,527	4,109	32	290	1,559	4,399	5,958
India	3,36,930	2,37,252	86,262	30,805	4,23,192	2,68,057	6,91,249

Teachers in Primary Schools

Total No. of Teachers in 1954-55	Increase (+) or Decrease (-)	Percentage of Trained Teachers		Average Number of Pupils per Teacher		State
		1954-55	1955-56	1954-55	1955-56	
9	10	11	12	13	14	15
58,127	+ 1,728	96.4	96.6	30	31	Andhra
19,743	+ 509	29.3	31.8	38	38	Assam
47,471	+ 2,034	61.4	62.2	29	32	Bihar
99,952	- 18,251	55.9	49.5	38	39	Bombay
28,692	+ 3,944	43.7	41.5	31	30	Madhya Pradesh
1,03,444	+ 5,270	94.8	93.8	30	30	Madras
23,196	+ 388	40.0	41.6	27	27	Orissa
17,728	+ 1,078	73.8	79.7	40	40	Punjab
76,248	+ 1,327	78.8	80.9	35	35	Uttar Pradesh
62,790	+ 6,384	36.0	34.6	30	32	West Bengal
29,419	+ 1,072	20.6	21.8	29	29	Hyderabad
1,891	+ 300	47.4	49.2	40	40	J. & Kashmir
11,837	+ 2,498	23.9	21.5	29	27	Madhya Bharat
25,281	+ 967	34.1	34.6	28	28	Mysore
3,889	+ 45	39.3	41.5	29	34	Pepsu
11,648	+ 1,078	31.3	32.1	24	27	Rajasthan
10,452	+ 1,862	32.6	28.6	28	27	Saurashtra
25,735	+ 771	80.5	88.7	55	54	Trav.-Cochin
1,879	+ 72	90.4	91.0	27	28	Ajmer
49	+ 11	8.2	6.7	30	28	A. & N. Islands
1,099	+ 1,324	13.1	9.8	22	17	Bhopal
327	+ 20	39.1	44.7	33	35	Coorg
3,095	- 183	99.5	99.8	33	36	Delhi
1,494	+ 136	43.5	46.5	23	23	H. Pradesh
869	+ 26	19.9	19.6	34	40	Kutch
1,874	+ 98	1.7	5.2	30	34	Manipur
225	+ 45	73.8	62.6	21	23	N.E.F.A.
1,847	+ 437	9.9	12.5	26	24	Tripura
5,500	+ 458	25.7	26.2	27	33	V. Pradesh
6,75,801	+ 15,448	61.8	61.2	33	33	India

(including 1,13,212 or 16.8 per cent women) during the preceding year, yielding an increase of 2.3 per cent as against 8.4 per cent in the year 1954-55.

The percentage of trained teachers decreased from 61.8 per cent (59.6 per cent for men and 72.9 per cent for women) to 61.2 per cent (58.7 per cent for men and 73.7 per cent for women). This was mainly because of the bulk of untrained teachers employed under the scheme to reduce educated unemployment.

Table XXV shows the distribution of teachers in the primary schools in the different States. The number of teachers increased in all the States except Bombay and Delhi. The decrease of 18,251 and 183 teachers in these two States respectively was due to the upgrading of the primary schools to senior basic or middle standard. The absolute increase was the highest in West Bengal (6,384) and the lowest in Assam (509) among Part A States. Similar positions were occupied by Madhya Bharat (2,498) and Pepsu (45) in Part B states. Bhopal with an addition of 1,324 teachers led the Part C States and at the other end came A. and N. Islands (11). As usual, the highest percentage of trained teachers was reported by Delhi (99.8), followed by Andhra (96.6). Next in the descending order came Madras (93.8), Ajmer (91.0), Travancore Cochin (88.7), Uttar Pradesh (80.9), Punjab (79.7), N.E.F.A. (62.6) and Bihar (62.2). Bombay, Madhya Pradesh, Orissa, Jammu and Kashmir and Himachal Pradesh had 40 to 60 per cent trained teachers. In the rest of the States, the proportion of trained teachers ranged from 5.2 per cent in Manipur to 34.6 per cent in West Bengal and Mysore.

Teacher-Pupil Ratio

The teacher-pupil ratio in primary schools did not undergo any change and stood at 1 : 33 as in 1954-55. Figures in cols. (13) and (14) of Table XXV show teacher-pupil ratio in the different States during the two years. Among Part A States, the ratio varied from 1 : 27 in Orissa to 1 : 40 in Punjab, among Part B States from 1 : 27 in Madhya Bharat, Rajasthan and Saurashtra to 1 : 54 in Travancore-Cochin and among Part C States from 1 : 17 in Bhopal to 1 : 40 in Kutch. The all-India ratio was 1 : 33 and eleven States stood above this average.

Pay Scales of Teachers

There was no appreciable improvement in the pay scales of primary school teachers except in Rajasthan and Travancore-Cochin. In Rajasthan, the scale of pay of middle passed and trained teachers

**Table XXVI—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	2	3	4	5
1. Vindhya Pradesh	Passed Hindi Middle	Rs. 30	Rs. 60	20
2. (a) Andhra	Passed Higher Elementary and Trained	30	50	20
(b) Madras	Passed Higher Elementary and Trained	30	50	20
(c) Mysore	Passed Upper Primary and Trained	30	55	15
3. Madhya Pradesh	Passed Middle and Trained	32	60	18 Men
		44	75	15 Women
4. Orissa	Passed Middle and Higher Elementary Trained	34	44	10
5. (a) U. Pradesh*	Passed Middle and Trained	35	50	15
(b) W. Bengal*	Passed Matric and Trained	35	80	22
(c) Manipur	Passed Middle and Guru Trained	35	45	10
(d) T.-Cochin	Passed Secondary School Leaving Certificate	35	80	15
6. (a) Assam	Passed Middle and Trained	40	55	10
(b) Bombay	Passed Primary School Certificate Examination and Trained	40	65	20
(c) M. Bharat	Passed Middle and Trained	40	75	11
(d) Saurashtra	Passed Primary School Certificate Examination and Trained	40	65	15
(e) Coorg	Passed Middle and Trained	40	80	15
(f) H. Pradesh	Passed Middle and Trained	40	90	20
(g) Kutch	Passed Middle and Trained	40	65	20
7. Bhopal	Passed Matric and Trained	45	100	23
8. (a) Bihar	Passed Middle and Trained	45	75	15
(b) Pepsu	Passed Middle and Trained	50	100	15
(c) A. & N. Islands	Passed Middle and Trained	50	90	15
(d) Rajasthan	Passed Middle and Trained	50	75	10
(e) J. & Kashmir	Passed Middle and Trained	50	120	13
(f) Punjab	Passed Middle and S. V. Trained	50	100	15
(g) N. E. F. A.	Passed Middle and Trained	50	100	15
9. Hyderabad	Passed Middle and Trained	54	99	16
10. Tripura	Passed Middle and Trained	55	130	24
11. (a) Ajmer	Passed Matric and Trained	68	170	23
(b) Delhi	Passed Matric and Trained	68	170	23

*In local board schools.

was revised from Rs. 40-1-45-EB-2-55 to Rs. 50-2-60-EB-3-75. With the introduction of time scale with effect from 1st April, 1955 in Travancore-Cochin, the scale of pay of the primary school teachers revised as under :—

Departmental Schools

Assistant Teachers : Teachers including specialists were allowed a scale of Rs. 35-3-80 with the dearness allowance of Rs. 27/- to those drawing upto and including Rs. 45/- and Rs. 33/- to others.

Head Masters : In addition to the above scale of pay, headmasters were allowed an additional allowance of Rs. 3/- p.m.

Private Schools

Assistant Teachers : Trained teachers including specialists were given the scale of Rs. 35-3-80 with dearness allowance as in the case of departmental schools. The pay of the untrained teachers was fixed at Rs. 35/- only. The allowance given to the headmaster was the same as that of the headmasters of departmental schools.

The distinction in the pay scales of men and women teachers in primary schools in Vindhya Pradesh ceased to exist with effect from 1955-56.

The scales of pay of teachers according to qualifications in schools under different managements are given in Appendix B of Vol. II of this report. The scales, as in the previous year varied not only from State to State but also within the same State from management to management. Table XXVI compares the minima and maxima of the government scales for a primary school teacher. The States have been grouped together according to starting salary offered by them.

Expenditure

During the year, the total direct expenditure on recognised primary schools (excluding primary classes of secondary schools) amounted to 53,72,72,066 showing an increase of Rs. 2,83,44,277 or 5.6 per cent over the last year's figure. Of the total, Rs. 49,00,88,249 were expended on schools for boys and Rs. 4,71,83,817 on those for girls. So far as direct expenditure is concerned, primary schools accounted for 37.1 per cent of the total expenditure on all institutions as against 38.9 per cent during 1954-55.

The details of the expenditure as met from different sources are given in table XXVII for the two years.

TEACHER-PUPIL RATIO

1955-56

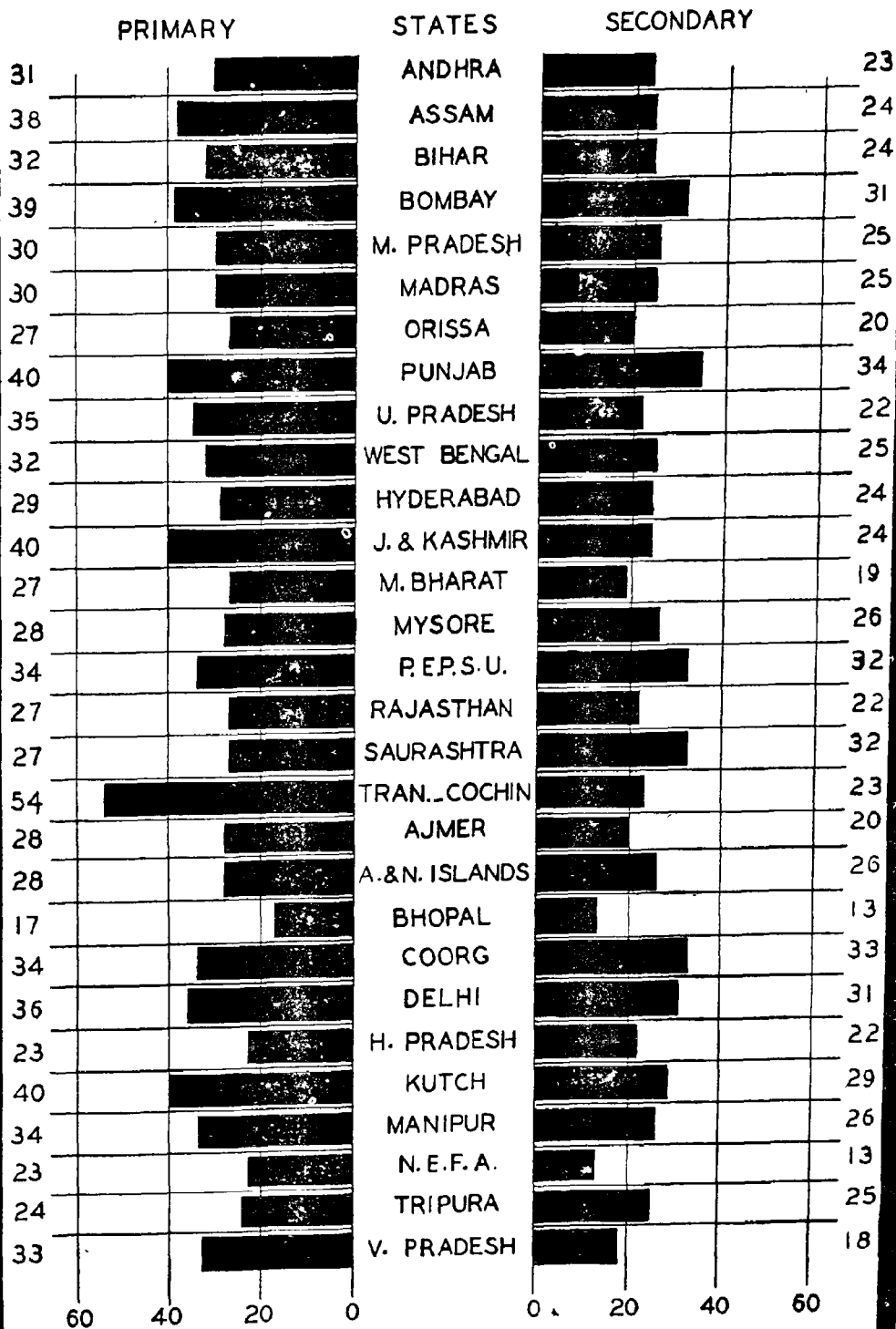


Table XXVII—Direct Expenditure on Primary Schools by Sources

Source	1954-55		1955-56	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government Funds ...	36,95,46,439	72.6	39,55,10,671	73.6
District Board Funds ...	6,14,24,483	12.1	6,24,74,266	11.6
Municipal Board Funds ...	4,55,84,290	9.0	4,49,83,079	8.4
Fees ...	1,56,05,650	3.0	1,75,27,127	3.3
Endowments ...	65,82,158	1.3	62,82,164	1.2
Other Sources ...	1,01,84,769	2.0	1,04,94,759	1.9
Total ...	50,89,27,789	100.0	53,72,72,066	100.0

The above table shows that (a) government funds met about three-fourth of the total expenditure, (b) the proportion of expenditure met from government funds and fees increased while that from all other sources decreased, (c) as compared to last year, the expenditure met from government funds increased by 7.0 per cent, that from District Boards 1.7 per cent, fees 12.2 per cent and other sources 3.0 per cent, (d) the decrease in expenditure from municipal board funds and endowments was of the order of 1.3 and 4.6 per cent respectively.

The following table shows the distribution of direct expenditure on primary schools managed by different agencies.

Table XXVIII—Direct Expenditure on Primary Schools by Management

Management	1954-55		1955-56		Percentage
	Amount	Percentage	Amount	Percentage	Increase or Decrease
I	2	3	4	5	6
	Rs.		Rs.		
Government ...	10,78,41,161	21.2	12,25,59,646	22.8	+ 13.6
District Boards ...	21,64,42,992	42.5	22,45,36,169	41.8	+ 3.7
Municipal Boards ...	7,44,35,981	14.6	7,06,17,851	13.1	- 5.1
Private Bodies :					
Aided ...	10,58,04,219	20.8	11,31,78,531	21.1	+ 7.0
Unaided ...	44,03,436	0.9	63,79,869	1.2	+ 44.9
Total ...	50,89,27,789	100.0	53,72,72,066	100.0	+ 5.6

Cols. (3) and (5) compare the percentage of expenditure incurred on primary schools under different managements. It will be interesting to read them with reference to the distribution of primary schools among the same managements which was : government 23.3 per cent, district boards 47.9 per cent, municipal boards 3.2 per cent, private aided bodies 24.2 per cent and private unaided bodies 1.4 per cent. The expenditure increased in all the schools except those maintained by the municipal boards, where the fall was of the extent of 5.1 per cent. The average annual cost per pupil in primary schools amounted to Rs. 23.4 (Rs. 23.0 in boys' schools and 30.1 in girls' schools). This was Rs. 0.5 or 2.2 per cent more than that in the previous year. Its distribution over different sources of income was : government funds Rs. 17.3, local boards funds Rs. 4.7, fees and other sources (including endowments) Rs. 1.4.

Table XXIX gives the direct expenditure on primary schools incurred in different States during the years 1954-55 and 1955-56. It will be observed from figures in col. (9) that the expenditure increased in all States except Bombay. In Bombay, the decrease of Rs. 1,94,02,803 was due to the upgrading of primary schools to higher standard. Among Part A States, the percentage increase in expenditure was highest in West Bengal (28.8), followed by Orissa (21.2) and the lowest in Uttar Pradesh (5.4). In the case of Part B States, the percentage varied between 5.5 in Mysore to 24.3 in Travancore-Cochin. Most of the Part C States also recorded appreciable rise in this respect.

The proportion of the total direct expenditure on education devoted to primary schools is shown in col. (10) of Table XXIX. The wide variation is due to a considerable extent to the difference in the number of classes in primary schools.

Figures in cols. (13) to (18) of Table XXIX give source-wise percentages of expenditure on primary schools in different States during the year. The government continued to meet the entire expenditure in North East Frontier Agency and nearly so in Jammu and Kashmir, Madhya Bharat, Pepsu, Travancore-Cochin, Bhopal, Tripura and Vindhya Pradesh. Excepting Bihar and Delhi, the contribution from government funds was above 60 per cent in all the States. Compared with 1954-55 figures, the proportion of government expenditure increased in all the States except Andhra, Assam, Bombay, Hyderabad, Mysore, Pepsu, A. & N. Islands and Delhi. The share of local boards in the

Table XXIX—Direct Expenditure on Primary Schools by States

State	On Schools for Boys		On Schools for Girls	
	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra	3,83,61,572	4,15,58,142	...	...
Assam	84,95,625	98,78,555	8,24,434	7,22,962
Bihar	1,95,91,498	2,16,94,196	15,41,983	16,59,930
Bombay	9,85,55,610	8,16,63,115	1,62,16,249	1,37,05,941
Madhya Pradesh	2,10,86,259	2,31,24,736	29,22,522	30,04,409
Madras	7,56,30,257	8,14,24,872	...	...
Orissa	89,64,386	1,09,02,071	2,35,759	2,45,013
Punjab	1,47,61,206	1,73,49,505	39,36,758	40,93,044
Uttar Pradesh	4,63,05,023	4,85,49,753	44,42,705	49,14,192
West Bengal	3,50,98,542	4,47,01,293	30,64,880	44,56,523
Hyderabad	2,25,63,131	2,41,31,939	28,54,629	30,52,346
Jammu & Kashmir	15,95,370	16,79,611	2,06,911	2,71,933
Madhya Bharat	78,18,971	92,13,948	12,14,151	14,69,886
Mysore	1,49,84,928	1,58,24,194	19,33,997	20,18,837
Pepsu	38,72,037	40,61,473	4,77,463	5,33,035
Rajasthan	71,10,030	85,95,645	10,01,644	10,59,204
Saurashtra	69,73,717	83,46,720	15,20,087	15,03,818
Travancore-Cochin	1,34,48,716	1,67,20,223	...	...
Ajmer	24,36,496	27,28,461	6,02,279	6,05,426
A. & N. Islands	52,181	89,018	...	...
Bhopal	7,31,140	15,38,997	1,28,363	1,66,344
Coorg	2,84,590	3,28,409	7,337	6,611
Delhi	48,49,053	51,70,293	29,28,308	31,10,068
Himachal Pradesh	12,88,925	16,38,942	64,697	69,108
Kutch	6,25,367	7,90,206	1,09,064	1,29,261
Manipur	9,28,335	9,62,683	39,704	44,052
N.E.F.A.	4,14,152	5,70,100	...	...
Tripura	14,39,997	24,48,850	12,305	8,820
Vindhya Pradesh	40,57,512	44,02,299	3,16,934	3,33,054
India	46,23,24,626	49,00,88,249	4,66,03,163	4,71,83,817

Table XXIX—Direct Expenditure

State	Total		Increase (+) or Decrease (—)		Percentage of Expenditure on Primary Schools to total Direct Expenditure on Education
	1954-55	1955-56	Amount	Per- centage	
6	7	8	9	10	11
Andhra	Rs. 3,83,61,572	Rs. 4,15,58,142	+ Rs. 31,96,570	+ 8.3	54.0
Assam	93,20,059	1,06,01,517	+ 12,81,458	+ 13.7	33.1
Bihar	2,11,33,481	2,33,54,126	+ 22,20,645	+ 10.5	28.9
Bombay	11,47,71,859	9,53,69,056	—1,94,02,803	—16.9	38.8
Madhya Pradesh	2,40,08,781	2,61,29,145	+ 21,20,364	+ 8.8	38.9
Madras	7,56,30,257	8,14,24,872	+ 57,94,615	+ 7.7	51.3
Orissa	92,00,145	1,11,47,084	+ 19,46,939	+ 21.2	42.8
Punjab	1,86,97,964	2,14,42,549	+ 27,44,585	+ 14.7	29.7
Uttar Pradesh	5,07,47,728	5,34,63,945	+ 27,16,217	+ 5.4	26.0
West Bengal	3,81,63,422	4,91,57,816	+ 1,09,94,394	+ 28.8	32.4
Hyderabad	2,54,17,760	2,71,84,285	+ 17,66,525	+ 6.9	48.4
Jammu & Kashmir	18,02,281	19,51,544	+ 1,49,263	+ 8.3	25.5
Madhya Bharat	90,33,122	1,06,83,834	+ 16,50,712	+ 18.3	40.3
Mysore	1,69,18,925	1,78,43,031	+ 9,24,106	+ 5.5	45.6
Pepsu	43,49,500	45,94,508	+ 2,45,008	+ 5.6	28.3
Rajasthan	81,11,674	96,54,849	+ 15,43,175	+ 19.0	27.1
Saurashtra	84,93,804	98,50,538	+ 13,56,734	+ 16.0	49.3
Travancore-Cochin	1,34,48,716	1,67,20,223	+ 32,71,507	+ 24.3	35.3
Ajmer	30,38,775	33,33,887	+ 2,95,112	+ 9.7	40.2
A. & N. Islands	52,181	89,018	+ 36,837	+ 70.6	40.7
Bhopal	8,59,503	17,05,341	+ 8,45,838	+ 98.4	33.4
Coorg	2,91,927	3,35,020	+ 43,093	+ 14.8	16.9
Delhi	77,77,361	82,80,361	+ 5,03,000	+ 6.5	19.6
Himachal Pradesh	13,53,622	17,08,050	+ 3,54,428	+ 26.2	39.4
Kutch	7,34,431	9,19,467	+ 1,85,036	+ 25.2	55.6
Manipur	9,68,039	10,06,735	+ 38,696	+ 4.0	48.7
N.E.F.A.	4,14,152	5,70,100	+ 1,55,948	+ 37.7	58.5
Tripura	14,52,302	24,57,670	+ 10,05,368	+ 69.2	53.3
Vindhya Pradesh	43,74,446	47,35,353	+ 3,60,907	+ 8.3	45.8
India	50,89,27,789	5,372,72,066	+ 2,83,44,277	+ 5.6	37.1

on Primary Schools by States—(Contd.)

Government Funds	Percentage of Expenditure met from						Average Annual Cost per Pupil		State
	District Board Funds	Municipal Board Funds	Fees	Endowments	Other Sources	1954-55	1955-56		
	12	13	14	15	16	17	18	19		20
70.1	25.5	3.7	0.1	0.5	0.6	Rs. 21.1	Rs. 22.3	Andhra	
89.8	1.9	0.2	0.1	5.0	3.0	12.6	13.9	Assam	
9.8	75.7	9.9	0.4	0.3	3.9	15.5	14.6	Bihar	
62.9	4.4	18.1	8.8	0.5	5.3	30.2	30.1	Bombay	
70.3	13.2	13.3	0.6	0.4	2.2	26.9	26.6	M. Pradesh	
76.2	12.4	6.6	1.2	3.5	0.1	24.0	24.7	Madras	
93.4	1.4	0.9	0.1	0.2	4.0	14.6	17.3	Orissa	
67.1	17.2	9.3	1.0	2.0	3.4	26.7	28.6	Punjab	
68.6	15.2	9.6	5.6	0.1	0.9	19.1	19.5	U. Pradesh	
77.7	7.7	6.4	7.4	0.5	0.3	19.9	22.6	West Bengal	
97.0	0.1	0.0	0.9	0.4	1.6	29.9	30.4	Hyderabad	
99.1	0.0	0.0	0.1	0.0	0.8	23.6	22.5	J. & Kashmir	
98.3	0.0	0.0	0.5	0.6	0.6	26.2	27.4	M. Bharat	
95.7	2.0	0.6	0.5	0.1	1.1	23.6	24.6	Mysore	
99.4	0.0	0.1	0.0	0.5	0.0	38.1	34.1	Pepsu	
95.9	1.7	0.6	0.4	0.6	0.8	29.2	28.4	Rajasthan	
93.7	0.0	0.0	1.6	0.7	4.0	28.9	29.3	Saurashtra	
99.1	0.0	0.0	0.0	0.0	0.9	9.6	11.8	Trav.-Cochin	
89.4	0.0	0.0	4.4	5.4	0.8	59.8	61.4	Ajmer	
75.2	0.0	0.0	18.3	6.1	0.4	36.1	52.5	A.&N.Islands	
98.9	0.0	0.0	0.1	0.5	0.5	36.3	42.4	Bhopal	
89.8	0.0	7.1	0.0	0.0	3.1	26.8	28.0	Coorg	
36.7	0.1	53.6	1.2	6.8	1.6	76.1	79.2	Delhi	
96.3	0.0	2.1	0.0	1.4	0.2	40.0	44.7	H. Pradesh	
70.8	0.0	0.0	6.5	3.8	18.9	24.9	25.8	Kutch	
88.5	0.0	0.0	0.7	10.4	0.4	17.1	15.1	Manipur	
100.0	0.0	0.0	0.0	0.0	0.0	86.8	91.7	N.E.F.A.	
98.2	0.0	0.0	0.0	0.0	1.8	30.0	45.5	Tripura	
99.7	0.0	0.0	0.0	0.3	0.0	29.2	24.4	V. Pradesh	
73.6	11.6	8.4	3.3	1.2	1.9	22.9	23.4	India	

expenditure on primary schools was insignificant in Hyderabad and Pepsu, while it ranged between 2.1 in Assam and Himachal Pradesh to 85.6 per cent in Bihar. The contribution from the fees was highest in A. & N. Islands (18.3 per cent), followed by Bombay (8.8 per cent), West Bengal (7.4 per cent) and Kutch (6.5 per cent). Excepting Manipur, where the contribution from endowments and other sources was more than 10 per cent, the proportion of expenditure from these sources was very minor.

It will be evident from col. (20) of Table XXIX that the average annual cost per pupil varied from Rs. 13.9 in Assam to Rs. 30.1 in Bombay among Part A States, from Rs. 11.8 in Travancore-Cochin to Rs. 34.1 in Pepsu among Part B States and from Rs. 15.1 in Manipur to Rs. 79.2 in Delhi in Part C States.

Fees

Primary education was free in schools situated in areas under compulsory education. Even in areas where compulsion had not been enforced, no tuition fee was levied in government and most of the local board schools. But in private schools, fee was charged and the rates varied from State to State. Ample provision, however, existed for freeships for the wards of people in straitened circumstances, old ex-servicemen, teachers and those belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes.

School Buildings

The position of primary school buildings continued to be difficult and unsatisfactory. Most of the schools were housed in rented or rent-free buildings, village chaupals and tents which were not hygienically suitable. Much headway could not be made in this direction on account of the diversion of large sums of money towards the expansion of educational facilities for as large a number of students as possible. However, in some States, improvements were effected in this respect and new buildings were constructed with the help of development grants from the government and local effort in the form of voluntary labour and material.

In Bombay, the District Building Committees, completed the construction of 428 school buildings at a total cost of Rs. 26.8 lakhs. Besides 597 school buildings were under construction at the end of the year at an estimated cost of Rs. 64.7 lakhs. 519 sites were finally selected for the construction of school buildings and the total contribution from

the public in this behalf amounted to Rs. 33.9 lakhs. Similarly Rs. 49.9 lakhs and Rs. 1.26 lakhs were paid as building loans and grants respectively for the building programme of the District Building Committees during 1955-56.

In Madras, 11,762 primary schools had their own buildings and 674 new buildings for primary schools were constructed during the year. The Government of Orissa sanctioned an amount of Rs. 2,98,000 during 1955-56 for this purpose. In Madhya Pradesh, a provision of Rs. 14.08 lakhs was made during 1955-56 for the payment of building grants to local bodies and private managements.

In Uttar Pradesh, grants amounting to Rs. 1,02,000 and Rs. 2,85,669 were sanctioned to municipal boards and district boards respectively for the construction of primary school buildings. Besides repairs to a large number of buildings, construction of some new ones was undertaken under the *Sramdan* Drive by local people and self-help squads of school children.

In Hyderabad, 20 school buildings were constructed by the district boards at a cost of Rs. 8,08,938. The construction of a primary school building at Omerga at a cost of Rs. 25,500 was also sanctioned. A provision of Rs. 1.99 lakhs was made for the construction of 40 girls' primary schools in Madhya Bharat. In Mysore, about 43 per cent of the schools were housed in their own buildings, nearly 11 per cent in rented ones and 46 per cent in *Chatrams* and *Chavadies*. Only 47 per cent of the buildings were considered suitable from the point of view of adequate accommodation, ventilation and other hygienic conditions.

In Pepsu, under the programme to subsidise the construction of primary school buildings in rural areas, a provision of Rs. 2.6 lakhs was made during 1955-56.

In Rajasthan, an amount of Rs. 1,64,000 was earmarked for repairs to *Kuchcha* buildings. A number of buildings were repaired with the help of the voluntary labour of local people, pupils and teachers. The people were encouraged to place the temples and *dharamshalas* at the disposal of the school authorities. A good number of schools in Jaipur division were located in temples. With the lowering of the percentage of public contribution towards the cost of construction of school buildings in Saurashtra, donations received from the public

were quite encouraging. During 1955-56, 38 new buildings were constructed in the State for which an amount of Rs. 8 lakhs was received as donation. In Travancore-Cochin, in addition to the usual maintenance and effecting ordinary improvements in respect of all schools, 105 new buildings were constructed and 116 major renovations were carried out. In Bhopal, some buildings were constructed with the co-operation of the villagers in the rural areas. A few new primary school buildings were constructed in Himachal Pradesh. Out of a total of 1,001 primary schools in Tripura, only 263 were housed in buildings with satisfactory structures, so that 738 schools were without any building or structure. The total expenditure incurred on the construction of school buildings in the State amounted to Rs. 1,81,641, which included Rs. 1,09,000 as local subscription.

Equipment

Through development grants received from the State governments, the primary schools equipped themselves with teaching aids like maps, globes, charts, etc., and games material. Notwithstanding this there was much to be desired in this respect.

CHAPTER IV

BASIC EDUCATION

As basic education has been accepted as the national system of education, its development and expansion was the main problem confronting the various State governments. The forces of conservatism amongst the parents, inadequate financial resources, lack of basic trained teachers and shortage of suitable accommodation and equipment stood in the way of rapid expansion. Notwithstanding these difficulties, the rate of progress in this field, during the year under review, was substantially higher than that in the preceding years. The process of conversion of primary schools into basic ones and the opening of new junior basic schools continued appreciably. In order to increase the supply of basic trained teachers, a large number of normal training schools were converted into basic training institutions. Besides, reorientation and refresher courses were instituted to acquaint the teachers with the techniques of basic education. In some States conferences and seminars were also organised to enable the teachers to exchange ideas and thereby improve the quality of teaching.

During the year, the Central Ministry of Education continued to render assistance under the various Centrally sponsored schemes of Basic education under the first five year plan, viz.,

1. Scheme No. 1—Intensive Educational Development in Selected Areas.
2. Scheme No. 4(g)—Urban Basic Schools.
3. Scheme entitled “Expansion of Basic Education.”

Scheme No. 1 envisaged the establishment of a group of experimental and closely integrated institutions in the field of Basic and Social education including basic training institutions, basic schools, janta colleges, community centres and integrated library service. All these institutions were visualized as closely interlinked with one another from top to bottom, one supplementing the work of another and providing opportunities for the practical implementation of the ideas formulated after careful discussion and consideration. Under this scheme Central assistance was sanctioned at the rate of 66 per cent of non-recurring expenditure and 33½% of recurring expenditure during this year.

Scheme No. 4(g) provided for the establishment of basic schools in cities and towns with basic crafts suited to urban areas, e.g., spinning and weaving, pottery, book-craft (including papers and card board work), wood work, metal work, tailoring, etc.

Under the scheme entitled "Expansion of Basic Education" it was proposed to assist the State governments for the establishment of basic educational institutions on a larger scale. The various items covered by this scheme were establishment of new basic training colleges, conversion of existing training institutions into basic ones, opening of new basic schools, conversion of existing primary schools into basic ones, training of craft teachers, introduction of crafts into schools and preparation of teaching material in basic schools. The rate of Central assistance under this scheme was 30 per cent.

The following grants were sanctioned to the State governments during 1955-56 for the implementation of the above schemes.

Scheme No. 1(i)	... Post Graduate Basic Training Colleges in areas selected for Intensive Educational Development	Rs. 10,53,594
Scheme No. 1(ii)	... Basic Training Colleges in areas selected for Intensive Educational Development	Rs. 6,57,189
Scheme No. 1(vi)	... Improvement of primary schools in areas selected for Intensive Educational Development	Rs. 6,14,767
Scheme No. 4(g)	... Urban Basic Schools	Rs. 3,99,873
Scheme entitled	... 'Expansion of Basic Education'	Rs. 49,37,018

The Ministry of education decided to establish a National Institute of Basic Education so as to help the development and expansion of Basic education on sound lines. The Institute was intended to conduct research in problems relating to Basic education including training of workers at higher levels such as inspectors, administrators and supervisors. It will work in collaboration with basic training institutions and act as a clearing house of information on various issues that might be referred to it by various governments and other organisations institutions etc.

The Standing Committee of the Central Advisory Board of Education on Basic Education held two meetings during the year and made many recommendations of far reaching importance. It recommended that the Union Education Ministry should organise an all-India exhibition on Basic education. It endorsed the view of the Ministry that an improvement in the status and emoluments of teachers was inescapable if Basic education was to produce the desired results. The Committee also suggested that the possibilities of coordinating craft training in basic schools by utilising the facilities available in community projects areas and national extension service blocks for the expansion of small scale industries should be explored. It was in general agreement with the views expressed by some of the State governments that 9 months were not enough for a full course of training for basic teachers and instead favoured a 2 years' course of intensive training for them.

The Central Advisory Board of Education at its 23rd meeting held in January, 1956, considered the proceedings of the meetings of

its Standing Committee on Basic education and generally endorsed the same. The Board, however, emphasised that the productive aspect of Basic education should not be allowed to take precedence over the educational aspect. While reviewing the progress made by various States in the implementation of the schemes of Basic education included in the first five year plan, the Board suggested that qualified and experienced staff, competent in Basic education, should be appointed at the Centre to act as field officers and help the States in the development of Basic education.

The Assessment Committee appointed to assess the progress of Basic education and suggest ways and means of further development, went round the States for an on-the-spot study of basic institutions and discussion with State governments, eminent educationists and teachers. The Committee submitted its interim report which was under consideration.

Main Developments

A brief account of the progress achieved in the field of Basic education during 1955-56 is given below :

Andhra

The number of junior basic schools in the State increased from 463 to 594 and that of senior basic schools from 38 to 44. This resulted in the number of pupils in these institutions rising by 23.4 per cent to 64,164. Twenty-five basic training schools provided training facilities to 2,979 pupil-teachers.

The State government continued the policy of developing compact areas with about 30 basic schools around each basic training school. With a view to paving the way for the eventual conversion of elementary schools into basic ones, important features of Basic education were introduced in non-basic schools.

Basic Education Officers were vested with control over the finances of basic schools and basic training schools so as to avoid delays in routine matters.

A post-graduate basic training college was started in August, 1955. The institution provided re-training courses of 3 months' duration to graduate teachers and community training to B.Ed. students having Basic education as a compulsory subject of study.

Assam

During the year the junior basic schools registered an increase from 485 to 612 and senior basic schools from 20 to 28. The corresponding increase in enrolment was from 34,135 to 44,807 and 2,172 to 3,508 respectively. With the conversion of guru training centres on basic lines, the number of basic training institutes rose to 19, which enrolled 1,262 students.

An Advisory Board for Basic Education was constituted in the State. Besides regional school boards were formed to supervise effectively the working of the scheme.

Bihar

Basic education made substantial progress in the State during the year. The rise in the number of junior basic schools from 1,139 to 1,498 and that of senior basic schools from 547 to 620 led to an increase in enrolment therein from 1,39,010 (66,605 in junior basic schools and 72,405 in senior basic schools) to 1,72,008 (87,787 in junior basic schools and 84,221 in senior basic schools). To provide higher education of basic type in the rural areas, a rural institute was set up which started functioning from September, 1955.

The number of basic training schools and basic training colleges increased by one each to 62 and 3 and the enrolment therein from 4,304 and 209 to 6,409 and 334 respectively. Moreover, a batch of 20 graduate teachers of basic institutions and 20 inspecting officers of the Education Directorate was deputed to Sevagram for short training courses and another batch of 22 graduate teachers of basic institutions to undergo eight months' refresher course in Basic education.

The State government decided to introduce features of Basic education in traditional schools opened under the Educational Plan for the Hindi-speaking people. A small committee was instituted to draw an integrated syllabus for basic and primary schools.

A seminar on Basic education was organised at Patna from 4th to 12th October, 1955, in which Principals of training schools, headmasters of post-basic schools and Superintendents of Basic and Social education participated. The report of the Bihar Primary, Middle, Basic, and Social Education Committee was finalised.

Twenty-two posts of Deputy Superintendent of Basic Education were created so as to have effective supervision over the working of the basic institutions.

Bombay

The year under review witnessed an unprecedented progress in the field of Basic education in the State. On account of the large scale conversion of non-basic schools into basic ones, their number increased from 167 to 3,670 of which 383 were junior basic and 3,287 senior basic schools. The enrolment in these schools also recorded a phenomenal rise from 30,497 to 10,70,830 (70,246 in junior basic and 10,00,584 in senior basic schools). In order to back up this development, the number of teachers training schools were increased from 20 to 90 during the year but the number of basic training colleges remained 3 as before which provided training facilities to 125 pupil-teachers,

Madhya Pradesh

The opening of new basic schools and the conversion of traditional type of schools into basic ones raised the number of basic schools in the State from 182 to 1,130 (775 junior basic and 355 senior basic): Consequently, the number of pupils on rolls in the junior basic schools increased from 2,922 to 59,440 and that in senior basic schools from 39,627 to 90,937. Thirty-seven basic training schools and one basic training college enrolled 5,538 and 20 students respectively.

Madras

The year under report witnessed increase in the number of basic schools to the extent of 1,330 (from 1,075 to 2,405), the junior basic schools increased from 918 to 2,063 and the senior basic from 157 to 342. The corresponding increase in enrolment was from 1,00,060 to 2,34,401 in the former and from 42,705 to 1,00,140 in the latter. Besides, there were 4 post-basic schools in the State as against 2 in the previous year. Facilities for the training of basic teachers were also substantially enlarged. The conversion of 17 non-basic training schools into basic type and the opening of 18 new training schools raised their number to 82 (57 for men and 25 for women). One aided basic training school, at Ambathur, Chingleput district was closed down. The output in the Basic T.S.L.C. examination was 2,758 (1,955 men and 803 women).

In order to facilitate the conversion of a large number of elementary schools on basic lines, a programme of re-training of teachers was taken in hand which had no parallel in the previous years. Nearly 5,500 elementary and secondary grade trained teachers were retrained in courses of three months' duration. Moreover, two batches comprising in all 115 graduate teachers were retrained at the Gandhi Basic Training School, Perianaickeupalayam and C.S.M. Basic Training School, Batlagundu.

To review the working of the Basic Education Scheme in the State and to devise ways and means of spreading it further, two regional Conferences were organised at Avinashi and Tanjore, which were attended by the staff of the basic training schools and other administrative staff concerned with the implementation of the scheme.

On the recommendation of the *Ad-hoc* Committee on Basic education, fifty reading books in Tamil for grades II to V of the basic schools were prepared and arrangements made for their publication.

Orissa

During 1955-56, the number of junior basic schools rose by 12 to 367 and that of senior basic schools by 1 to 16 due to the up-grading of one junior basic school to senior basic standard. The institutions enrolled 21,325 and 2,184 students respectively as against 20,561 and 1,903 during the previous year. In addition, the State had one post-basic school. A notable feature of the year under review was the introduction of Basic education in urban areas where two model urban basic schools were established—one at Cuttack at the other at Rehrampur.

The position with regard to the number of basic training schools did not improve beyond what was obtaining during the previous year when six such schools were functioning. During the year they had 366 students on rolls. A post-graduate basic training college was started at Angul which provided training facilities to 48 graduates. The five mobile training squads provided 30 days' training to 1,560 primary school teachers in Basic education.

A post of Deputy Director was created to exercise prompt and effective administrative control over the working of the scheme of Basic education in the State.

Punjab

An increase of 35 junior basic schools brought the total number of such schools in the State to 328, while senior basic schools remained 6 as in the previous year. The number of pupils attending junior and senior basic schools was 31,164 and 2,487 respectively.

In the matter of training of teachers in Basic education 4 colleges one each at Sidhwan Khurd, Jullundur, Bhiwani and Baijnath and three schools were opened during the year and 4 of the existing schools were converted to basic type. This brought the number of basic training colleges to 5 and basic training schools to 13 with the enrolment of 819 and 1,643 respectively.

To provide basic bias to Elementary education in the State, agriculture, spinning, weaving and clay modeling, etc., were increasingly introduced in primary schools. Refresher courses in Basic education were organised to acquaint the teachers with the technique and method of Basic education. To meet the growing demand for basic trained teachers, all the normal training schools were converted into basic ones. A special seminar of the heads of the basic training schools and of high schools having basic training classes, was organised in August-September 1955 at Chandigarh, to discuss various devices for the promotion of Basic education in the State.

Uttar Pradesh

In Uttar Pradesh, 31,898 basic primary schools reported an enrolment of 27,37,827 during the year as against an enrolment of 26,61,402 in 31,232 schools during the previous year. 97 basic training schools provided training facilities to 5,919 pupil-teachers, and 5 training colleges to 355 pupil-teachers.

The Government Central Pedagogical Institute, Allahabad, continued investigation in improved techniques of teaching in the field of Basic Education. With a view to providing the pupil-teachers thorough grasp of the subject matter and higher proficiency in craft work and correlated methods of teaching, the duration of the training course for basic primary and senior basic schools was extended from one to two years and the syllabii were accordingly modified.

A chain of refresher courses for extension teachers was initiated in six centres in the plains and two centres in the hills. Nearly 1,400 extension teachers received training at these Centres.

A handbook of suggestions giving schemes of correlated lessons in detail was brought out by the department for the guidance of teachers.

Under the drive to procure land for the junior basic schools, about 2,800 acres of land was collected during the year. The land was surveyed by the agricultural experts for classification according to its actual or potential farming value.

West Bengal

Junior basic schools functioning in the State increased by 46 to 492 during the year, while senior basic schools decreased by one to 4 due to the upgrading of one senior basic school to high standard. The enrolment in the former increased from 49,753 to 59,324, while that in the latter, from 283 to 397. The number of basic teachers' training schools remained 12 as in the preceding year, but the pupil-teachers under training in these institutions decreased nominally by 4 to 594. In addition to these, 57 trainees received training in *Siksha Charcha Bhawan* of Visva Bharati University.

During the year under review, one State managed Senior Basic Training College for under-graduates was set up at Banipur to train teachers for secondary schools in general and for senior basic schools in particular. It had on its rolls 42 pupils. The post-graduate Basic training College at Banipur continued to function during the year and had on its rolls 79 pupils, as against 69 during the previous year. In order to smoothen conversion of primary school into basic schools, 800 basic trained teachers were posted in primary schools to introduce some sort of basic reorientation in the methods of teaching.

Hyderabad

With the increase in the number of junior basic schools from 87 to 189 during the year, the enrolment shot up from 6,873 to 22,070.

With the conversion of all except one non-basic training school into basic type and the opening of a few more new institutions of this type their number increased to 20. These training schools had 1,127 pupil-teachers under training during this period. Moreover, 10 trained graduate teachers were sent to Wardha for 7 months' training in basic education. A short training course was arranged at Bhiknoor to make trained graduates familiar with the concept of Basic education. All Superintendents of training schools were deputed to Sevagram in December, 1955 for two weeks' training.

Madhya Bharat

There were 442 junior basic schools in the State with an enrolment of 35,686 as against 231 schools and 19,095 pupils in the year before.

With the opening of a new basic training school at Shivpuri, the total number of such institutions rose to 6. These schools provided training to 426 pupils, of which 391 successfully completed the course.

The State organised a number of Basic education camps for the teachers. A number of teachers were also deputed to Bhopal, Sevagram and Turki for basic training. The headmaster of one basic training school was deputed to attend the 'Uttar Buniyadi Sammelan' at Wardha.

Mysore

The conversion of 20 non-basic primary schools into basic type and the opening of 122 new junior basic schools in the State, increased the number of such institutions to 275. These schools enrolled 16,156 students as against 11,438 in the previous year. The number of senior basic schools also increased by two to 11. Of the total, 10 junior basic and 3 senior basic schools were located in the compact area adjoining the basic training centre at Vidyanagar and served as practising schools. The only basic training Centre at Vidyanagar provided training facilities to 149 pupil teachers. During the year, the government established a post-graduate basic training college having 9 pupils on rolls.

Pepsu

The up-grading of 3 junior basic schools to the middle standard, decreased their number from 70 to 67. The number of pupils on rolls in these institutions, however, increased from 3,150 to 4,222.

A new basic training school for girls was started and one of the two existing non-basic training schools converted into basic type. This brought the number of basic training schools in the State to 3. These training schools enrolled 245 pupil teachers. A post-graduate basic training college was established at Patiala which enrolled 61 graduates.

Rajasthan

With the conversion of traditional type of primary schools to basic ones, the number of junior basic schools in the State rose from 59 to 128. The senior basic schools also rose by one to 14. All these schools enrolled 12,110 students 5,681 more than in the previous year. Further, in order to facilitate their eventual conversion on basic lines, crafts were introduced in the newly opened primary schools.

During the year, all non-basic teachers' training schools and the Teachers' Training College, Bikaner were converted to basic pattern, so that there were 12 such schools and 2 such colleges in the State. The intake of these institutions was 970 and 313 respectively.

Saurashtra

The State continued to make rapid strides in the field of Basic education. With the opening of junior lokshalas and the conversion

of traditional primary schools to basic type, the number of junior basic schools recorded an increase of 1,293 over the previous years' figure of 449. The increase in enrolment was of the order of 1,22,811 (from 36,710 to 1,59,521).

The 13 basic training schools admitted 1,151 students as against 1,043 students in 9 schools during the previous year. The year also witnessed the establishment of a post-graduate basic training college which had an enrolment of 9.

The 10th meeting of All-India Nai Talim Conference was held in Sanosara in Gohilwad district, which *inter-alia* considered the impediments in the way of the growth of this new concept.

Travancore-Cochin

Despite the number of basic schools continuing to be 6 during the year, the enrolment therein increased from 461 to 622.

Further, classes I to III of 34 primary schools and classes II and III of 16 primary schools whose class I were converted in the previous year, were shifted to basic system.

With a view to meet the growing demand of basic trained teachers consequent upon the gradual conversion of primary schools to basic type, 11 training schools were converted to basic system bringing their total number to 12. These institutions admitted 1,807 students during the year. Moreover about 1,800 primary school teachers underwent training in Basic education in two batches.

In order to review the progress of Basic education in the State, a six-member board was constituted with the Director of Public Instruction as the chairman.

Ajmer

The opening of 13 new junior basic schools (including one urban basic school) raised their number to 475 during the year. The enrolment in these schools also increased by 1,899 to 26,653. The Basic Teachers' Training School, Ajmer enrolled 113 men and 20 women teachers for training.

Crafts were increasingly introduced in traditional type of primary schools and a number of short-term re-orientation courses were organised in the above institutions to train teachers in Basic education.

A. & N. Islands

The five junior basic schools enrolled 38 more students during the year than the preceding year's enrolment of 190.

Bhopal

The number of junior basic schools in the State increased from 34 to 90 and the senior basic schools from 5 to 7. The corresponding

increase in enrolment was from 1,366 to 3,963 and 357 to 698 respectively. The basic training school admitted 95 students.

A post-graduate basic training college was started in Bhopal which enrolled 49 men and 15 women pupil-teachers. Besides, a basic training class for women was opened during the year and attached to a girls' high school.

Goorg

47 government primary and 25 government middle schools were converted into basic system, bringing the total number of junior basic and senior basic schools in the State to 69 and 49 respectively. The number of scholars studying in these schools was 6,209 and 15,890 respectively. Besides one section in each of the classes from I standard to VIII standard of the Central High School, Mercara, was converted to form an urban basic school, with house-building as the basic craft.

The Basic Training School, Mercara had 75 pupil teachers on rolls for training, of which 8 were women. A refresher course was organised for the headmasters of junior basic and senior basic schools.

Delhi

The upgrading of some junior basic schools to senior basic standard, diminished their number from 270 to 255. These schools enrolled 26,210 students and the 49 senior basic schools 11,056 students.

The Basic Teachers' Training Institute for Women, Daryaganj, admitted 40 students, and the Teachers' Training Institute at Jamia Millia 49 students for the junior basic training course and 64 students for the senior basic training course.

Himachal Pradesh

The number of junior basic schools in the State increased from 63 to 83 but that of senior basic schools remained 3 as during the previous year. The enrolment in both the types of schools increased by 1,569 to 6,143 (5,115 in junior basic schools and 1,028 in senior basic schools).

The basic teachers' training school provided training facilities to 137 teachers and the post-graduate basic training college to 24 students.

Kutch

As a first step to the introduction of Basic education in the State, the existing teachers' training institute was reorganised on basic lines and a two-year training course instituted. This school admitted 76 pupil-teachers including 10 women during the year,

Manipur

The enrolment in the junior basic school rose from 80 to 101 during the year.

N. E. F. A.

The number of junior basic schools in the Agency increased by 2 to 7 and enrolment therein from 151 to 193.

The only basic teachers' training school at Margherita enrolled 26 students. Besides, 10 members of the teaching and administrative staff were deputed to Sevagram for training.

Tripura

The conversion of 19 primary schools and the opening of 9 new junior basic schools in the State increased the total number of junior basic schools to 33. Similarly, the upgrading of 2 primary schools and the starting of 7 new senior basic schools raised the number of the latter to 11. The enrolment in junior basic schools increased from 672 to 6,283 and that in senior basic schools from 203 to 2,246.

The basic teacher's training school was upgraded into a post-graduate basic training college which provided facilities for the training of teachers for the junior basic schools also. This college enrolled 16 students for senior basic training and 50 students for junior basic training. The scale of pay of the headmasters of the experimental school attached to the post-graduate basic training college was revised.

Vindhya Pradesh

The State had 105 junior basic and 1 senior basic schools in 1955-56 as against 72 junior basic schools in the previous year. To meet the growing demand of basic trained teachers to man junior basic schools, a basic teachers' training school was opened at Rajgarh. This institution together with the one already functioning provided training facilities to 216 pupil-teachers.

Main Statistics

(a) Schools

The rising tempo of the expansion of Basic education in the country was further accelerated during the year, when the number of basic schools rose from 38,515 to 47,813. On percentage basis, the rate of increase was 24.1 per cent as against 7.6 in the previous year. These schools were distributed as : junior basic 11,073, basic primary 31,898 (all in U. P.) and senior basic 4,842. The corresponding figures for the previous year were : junior basic 6,163 ; basic primary 31,232 and senior basic 1,120. Of the junior basic schools, 45.5 per cent were managed by government, 32.7 per cent by local boards and 21.8 per cent by private bodies. About 91.2 per cent of the basic primary schools were under the management of local boards and the remaining were shared by government and private bodies in the ratio of 1 : 3. The management

Table XXX—Number of Basic Schools†

State	Junior Basic Schools						Senior Basic Schools				Total		Increase (+) or Decreases (-)
	For Boys		For Girls		For Boys		For Girls		1954-55	1955-56	1954-55	1955-56	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	10	11	12		
Andhra	463	594	15	...	38	44	...	...	501	638	...	137
Assam	470	599	3	4	19	26	...	...	505	640	...	135
Bihar	1,136	1,494	9	54	542	613	...	...	1,686	2,118	...	432
Bombay Pradesh	39	774	1	1	95	2,974	...	...	167	3,670	...	3,503
Madhya Pradesh	918	2,063	...	...	142	355	...	...	182	1,130	...	948
Madras	355	367	...	...	157	342	...	...	1,075	2,405	...	1,330
Orissa	233	253	70	75	5	16	...	...	370	383	...	13
Punjab	233	253	2,541*	2,696*	5	5	...	...	31,232	334	...	35
Uttar Pradesh	28,691*	29,202*	1	5	...	4	...	...	451	496	...	666
West Bengal	445	487	...	3	...	...	...	...	87	189	...	102
Hyderabad	87	186	...	...	...	...	...	...	...	...	...	...
Jammu & Kashmir	...	...	...	...	...	...	...	...	...	...	...	...
Madhya Bharat	231	442	...	...	...	...	...	...	231	442	...	...
Mysore	124	264	...	...	9	11	...	...	133	275	...	142
Pepsu	62	59	8	8	...	...	...	...	70	67	...	3
Rajasthan	59	128	...	...	13	14	...	...	72	142	...	70
Saurashtra	425	1,638	24	104	...	...	...	...	449	1,742	...	1,293
Travancore-Cochin	6	6	...	...	...	...	...	...	6	6	...	...
Ajmer	429	442	33	33	...	...	...	...	462	475	...	13
A. & N. Islands	5	5	...	...	...	...	...	...	5	5	...	...
Bhopal	34	90	...	...	5	7	...	...	39	97	...	58
Coorg	22	69	...	...	24	49	...	...	46	118	...	72
Delhi	193	185	77	70	23	31	...	...	296	299	...	3
Himachal Pradesh	63	83	...	...	3	3	...	...	66	86	...	20
Kutch	...	...	...	...	...	...	...	...	...	...	...	...
Manipur	1	1	...	...	...	...	...	...	1	1	...	...
N. E. F. A.	5	7	...	...	...	...	...	...	5	7	...	2
Tripura	5	33	...	...	2	11	...	...	7	44	...	37
Vindhya Pradesh	72	105	...	...	...	1	...	...	72	106	...	34
India	34,613	39,905	2,782	3,066	1,097	4,506	...	...	38,515	47,813	...	9,298

†Excludes the statistics of post-basic schools.

*Basic primary schools

wise distribution of senior basic schools was : 16.6 per cent by government, 74.5 per cent by local boards and 8.9 per cent by private bodies.

State-wise details of basic schools (both junior and senior basic) during the year 1954-55 and 1955-56 are given in table XXX. It will be observed that but for Jammu and Kashmir and Kutch Basic education was imparted in all the States in varying degrees. Further, the number of basic schools increased in all the States except Pepsu, where the decrease of 3 was due, as already stated, to upgrading of these schools to middle standard. The highest rise was recorded in Bombay (3,503). Other States with significant increase are : Madras (1,330) Saurashtra (1,293) and Madhya Pradesh (948).

(b) Pupils

The enrolment in basic schools increased by 16,89,608 to 50,60,207, the rate of increase being 50.1 per cent as against only 5.3 per cent during the previous year. The enrolment in junior basic schools rose to more than double of what it was in the previous year (from 4,93,250 to 9,92,632) and that in senior basic schools to about 6 times (from 2,15,947 to 13,29,748). In basic primary schools (in U. P.) the rise in enrolment was hardly 3.0 per cent.

The state-wise distribution of enrolment in basic schools during 1954-55 and 1955-56 is given in Table XXXI. The increase in the number of students, though uneven, was shared by all the States. The greatest rise was reported by Bombay (19,40,333) and next to come were Madras (1,91,776) and Madhya Pradesh (1,07,798). Taking different types of basic schools severally, it is observed that the enrolment in junior basic schools increased in all the states except Delhi where it decreased by 1,478 to 26,210 due to the raising of some of the junior basic schools to senior basic standard. Excepting Punjab and Rajasthan, the enrolment in the senior basic schools also increased in all the States. But in these two States, the decrease was insignificant. Bombay alone recorded a phenomenal increase of 9,75,705 pupils in senior basic schools.

Teachers

The total number of teachers in basic schools recorded an increase of 48,828 or 47.8 per cent to 1,51,019 during the year. Of the total 33,772 were working in junior basic schools, 77,575 in basic primary schools (in Uttar Pradesh only) and 39,672 in senior basic schools. The corresponding figures for 1954-55 were 17,140 ; 76,248 and 8,803 respectively.

The distribution of basic school teachers in the various States is given in Table XXXII. The number of teachers in basic schools increased in all the States except Pepsu, where it decreased from 169 to 138. This decrease may be attributed to the upgrading of these junior basic schools to middle standard during the year under report. The greatest increase is reported by Bombay (27,297), and the lowest by Travancore-Cochin (1). Manipur was the only State which did not record any variation.

Table XXXI—Number of

State	In Junior Basic Schools				In Senior	
	Boys		Girls		Boys	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
Andhra	26,741	33,433	16,338	21,216	5,827	6,366
Assam	21,586	28,368	12,549	16,439	1,441	2,135
Bihar	59,526	76,592	7,079	11,195	64,119	75,296
Bombay	2,942	45,717	2,676	24,529	17,525	7,21,399
Madhya Pradesh	2,015	49,792	907	9,618	35,457	79,082
Madras	62,400	1,44,278	37,660	90,123	26,242	62,544
Orissa	15,106	15,591	5,455	5,734	1,501	1,754
Punjab	16,683	21,954	8,140	9,210	2,514	2,464
Uttar Pradesh	22,28,236*	22,53,231*	4,33,166*	4,84,596*	...	...
West Bengal	35,408	41,208	14,345	18,116	250	296
Hyderabad	5,967	19,257	906	2,813	...	...
Madhya Bharat	18,605	34,267	490	1,419	...	...
Mysore	6,854	9,830	2,803	4,483	872	924
Pepsu	2,610	3,514	540	708	...	...
Rajasthan	3,236	8,463	166	661	2,908	2,900
Saurashtra	29,075	1,10,328	7,635	49,193	...	...
Trav.-Cochin	246	316	215	306	...	...
Ajmer	20,371	21,656	4,383	4,997	...	...
A. & N. Islands	133	167	57	61	...	...
Bhopal	1,331	3,780	35	183	341	698
Coorg	1,032	3,592	592	2,617	4,873	9,553
Delhi	19,513	18,700	8,175	7,510	5,115	7,518
H. Pradesh	3,344	4,486	367	629	817	956
Manipur	77	94	3	7	...	...
N.E.F.A.	140	169	11	24	...	...
Tripura	597	4,537	75	1,746	173	1,607
V. Pradesh	5,631	8,114	479	892	...	28
India	25,89,405	29,61,434	5,65,247	7,69,025	1,89,975	975,520

*Pupils in basic

Pupils in Basic Schools

Basic Schools		Total		Increase (+) or Decrease (-)	State
Girls		1954-55	1955-56		
1954-55	1955-56				
8	9	10	11	12	13
3,089	3,149	51,995	64,164	+ 12,169	Andhra
731	1,373	36,307	48,315	+ 12,008	Assam
8,286	8,925	1,39,010	1,72,008	+ 32,998	Bihar
7,354	2,79,185	30,497	10,70,830	+ 10,40,333	Bombay
4,170	11,855	42,549	1,50,347	+ 1,07,798	Madhya Pradesh
16,463	37,596	1,42,765	3,34,541	+ 1,91,776	Madras
402	430	22,464	23,509	+ 1,045	Orissa
20	23	27,357	33,651	+ 6,294	Punjab
...	...	26,61,402	27,37,827	+ 76,425	Uttar Pradesh
33	101	50,036	59,721	+ 9,865	West Bengal
...	...	6,873	22,070	+ 1,51,197	Hyderabad
...	...	19,095	35,686	+ 16,591	Madhya Bharat
909	919	11,438	16,156	+ 4,718	Mysore
...	...	3,150	4,222	+ 1,072	Pepsu
119	86	6,429	12,110	+ 5,681	Rajasthan
...	...	36,710	1,59,521	+ 1,22,811	Saurashtra
...	...	461	622	+ 164	Travancore-Cochin
...	...	24,754	26,653	+ 1,899	Ajmer
...	...	190	228	+ 38	A. & N. Islands
16	...	1,723	4,661	+ 2,938	Bhopal
3,071	6,337	9,568	22,099	+ 12,531	Coorg
1,233	3,538	34,036	37,266	+ 3,230	Delhi
46	72	4,574	6,143	+ 1,569	Himachal Pradesh
...	...	80	101	+ 21	Manipur
...	...	151	193	+ 42	N. E. F. A.
30	639	875	8,529	+ 7,654	Tripura
...	...	6,110	9,034	+ 2,924	Vindhya Pradesh
45,972	3,54,228	33,70,599	50,60,207	+ 16,89,608	India

primary schools.

Table XXXII—Number

State	In Junior Basic Schools				In Senior Basic Schools			
	Men		Women		Men		Women	
	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained
1	2	3	4	5	6	7	8	9
Andhra	1,509	4	226	1	331	6	38	...
Assam	947	189	201	27	98	10	62	3
Bihar	2,356	827	55	17	3,457	395	204	7
Bombay	975	288	377	98	17,643	4,217	3,228	1,368
M. Pradesh	838	1,194	22	19	1,871	1,395	34	40
Madras	5,014	78	2,247	15	2,371	138	1,338	13
Orissa	791	2	14	1	94	21	7	...
Punjab	596	58	176	46	76	...	3	1
U. Pradesh	59,283†	11,358†	3,474†	3,460†	...	...	...	...
West Bengal	1,458	390	131	37	10	9	3	1
Hyderabad	351	594	16	24	...	...	...	...
M. Bharat	561	498	...	...	...	...	...	...
Mysore	438	176	47	8	34	4	39	3
Pepsu	116	9	12	1	...	...	...	...
Rajasthan	103	264	2	12	76	77	...	...
Saurashtra	1,425	3,169	498	855	...	...	...	...
Trav.-Cochin	10	...	13	...	...	...	...	...
Ajmer	986	25	175	2	...	...	...	...
A.&N. Islands	1	6	...	...	...	...	...	...
Bhopal	96	130	...	...	18	59	...	...
Coorg	127	61	6	3	164	197	33	68
Delhi	675	...	257	...	241	...	100	...
H. Pradesh	159	68	1	4	15	15	...	1
Manipur	5	...	...	...	...	...	...	...
N.E.F.A.	9	3	...	1	...	...	...	...
Tripura	103	22	13	60	33	...	2	...
V. Pradesh	165	182	1	...	1	...	...	...
India	79,097	19,595	7,964	4,691	26,533	6,543	5,091	1,505

†In Basic

of 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 All Schools	In Junior Basic Schools	In Senior Basic Schools	In All Schools	
10	11	12	13	14	15	16	17	18	19
2,104	11	2,115	99.7	98.4	99.5	31	25	30	Andhra
1,308	229	1,537	84.2	92.5	85.1	33	20	31	Assam
6,072	1,246	7,318	74.1	90.1	83.0	27	21	24	Bihar
22,223	5,971	28,194	77.8	78.9	78.8	40	38	38	Bombay
2,765	2,648	5,413	41.5	57.0	51.1	29	27	28	M. Pradesh
10,970	244	11,214	98.7	96.1	97.8	32	26	30	Madras
906	24	930	99.6	82.8	97.4	26	18	25	Orissa
851	105	956	88.1	98.8	89.0	36	31	35	Punjab
62,757	14,818	77,575	80.9	...	80.9	35	...	35	U. Pradesh
1,602	437	2,039	78.8	56.5	78.6	29	17	29	West Bengal
367	618	985	37.3	...	37.3	22	...	22	Hyderabad
561	498	1,059	53.0	...	53.0	34	...	34	M. Bharat
558	191	749	72.5	91.2	74.5	21	23	22	Mysore
128	10	138	92.8	...	92.8	31	...	31	Pepsu
181	353	534	27.5	49.7	33.9	24	20	23	Rajasthan
1,923	4,024	5,947	32.3	...	32.3	27	...	27	Saurashtra
23	...	23	100.0	...	100.0	27	...	27	Trav.-Cochin
1,161	27	1,188	97.7	...	97.7	22	...	22	Ajmer
1	6	7	14.3	...	14.3	33	...	33	A.&N.Islands
114	189	303	42.5	23.4	37.6	18	9	15	Bhopal
330	329	659	67.5	42.6	50.1	32	34	33	Coorg
1,273	...	1,273	100.0	100.0	100.0	28	32	29	Delhi
175	88	263	69.0	48.4	66.5	22	33	23	H. Pradesh
5	...	5	100.0	...	100.0	20	...	20	Manipur
9	4	13	69.2	...	69.2	15	...	15	N.E.F.A.
151	82	233	58.6	100.0	64.8	32	64	37	Tripura
167	182	349	47.7	100.0	47.9	26	28	26	V. Pradesh
1,18,685	32,334	1,51,019	78.2	79.7	78.6	34	34	34	India

Primary Schools.

Any discussion about school teachers is incomplete without the consideration of the position of trained hands among them. The proportion of trained teachers in basic schools in the country received a slight set-back as it decreased from 80.5 to 78.6 during the year. The decrease is due to the conversion of a large number of conventional primary schools with comparatively higher percentage of untrained teachers into basic type. The States of Travancore-Cochin, Delhi and Manipur had their entire staff trained and in Andhra, Madras, Orissa and Ajmer the position was nearly so. Out of every ten teachers in basic schools in Assam, Bihar, Punjab, Uttar Pradesh and Pepsu, more than eight were trained ones. Bombay, West Bengal and Mysore reported trained teachers between 70 and 80 per cent. A. & N. Islands had the lowest proportion of trained teachers—about one seventh as in the previous year. In the rest of the States the percentage of the trained teachers was between 40 and 70 except in Rajasthan, where it was 33.9.

The percentage of trained teachers separately in junior basic and senior basic schools works out to 72.0 and 79.7 respectively as compared to 84.2 and 87.9 in the year before, whereas in basic primary schools in Uttar Pradesh it maintained the upward trend and rose from 78.8 to 80.9 in 1955-56. The teacher-pupil ratio in junior basic, basic primary and senior basic schools was 1 : 35; 1 : 32 and 1 : 34 as against 1 : 29; 1 : 35 and 1 : 25 respectively in the previous year.

Expenditure

During the year under review, the total direct expenditure on basic schools increased by Rs. 4,86,92,463 to Rs. 12,16,71,974 and constituted 8.4 per cent of the total direct expenditure. The total expenditure on junior basic schools amounted to Rs. 8,10,72,481 (including Rs. 5,34,63,915 on basic primary schools in U. P.) and that on senior basic schools Rs. 4,05,99,493. The corresponding figures for the previous year were Rs. 6,49,54,539 (including Rs. 5,07,47,728 in basic primary schools in U. P.) and Rs. 80,24,972 respectively. On percentage basis, the increase in these schools works out to be : junior basic schools 94.3 per cent, basic primary schools 5.4 per cent and senior basic schools 405.9 per cent.

The sourcewise distribution of expenditure separately on junior basic and senior basic schools is given in table XXXIII.

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

Source	Junior Basic		Basic Primary		Senior Basic		All Schools	
	Amount	Per-centage	Amount	Per-centage	Amount	Per-centage	Amount	Per-centage
1	2	3	4	5	6	7	8	9
	Rs.		Rs.		Rs.		Rs.	
Government Funds	2,33,20,513	84.5	3,66,85,915	68.6	3,27,15,227	80.6	9,27,21,655	76.2
Local Board Funds	37,57,977	13.6	1,32,25,840	24.8	53,90,145	13.3	2,23,73,962	18.4
Fees	62,965	0.2	30,09,021	5.6	9,65,800	2.4	40,37,786	3.3
Endowments	2,45,192	0.9	41,663	0.1	2,50,667	0.6	5,37,522	0.4
Other Sources	2,21,889	0.8	5,01,506	0.9	12,77,654	3.1	20,01,049	1.7
Total	2,76,08,536	100.0	5,34,63,945	100.0	4,05,99,493	100.0	12,16,71,974	100.0

The proportion of the expenditure met from government funds and other sources increased from 72.9 and 1.3 per cent to 76.2 and 1.7 respectively. Whereas that from local board funds and fees declined from 21.0 and 4.4 per cent to 18.4 and 3.3 per cent respectively. There was practically no change in the contribution from endowments etc., which stood at 0.4 per cent in both the years.

The average annual cost per scholar in the three schools separately worked out as under :—

Junior Basic Schools	... Rs. 27.8
Basic Primary Schools	... Rs. 19.5
Senior Basic Schools	... Rs. 30.5

Statewise details of the direct expenditure on junior basic and senior basic schools are given in table XXXIV. It will be observed that the expenditure increased in all the States except Pepsu, Travancore-Cochin and Delhi. In Pepsu, the decrease, as explained earlier, was due to the decline in the number of junior basic schools because of up grading. The fall in the case of Travancore-Cochin was nominal and that in the case of Delhi, it was due to the reclassification of certain items of expenditure as 'indirect.'

Teachers' Training

Basic teachers' training received a fillip during the year. The number of basic training schools in the country rose to 520, which is

Table XXXIV—Direct Expenditure on

State	On Junior Basic Schools		On Senior Basic Schools		Total	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra	8,20,187	11,37,451	2,80,537	2,96,512	11,00,724	14,33,963
Assam	6,92,007	10,01,134	77,366	1,20,404	7,69,373	12,11,538
Bihar	12,91,338	15,47,814	33,34,369	38,97,389	46,25,707	54,45,203
Bombay	1,71,770	20,93,447	8,56,322	2,86,14,154	10,28,092	3,07,07,601
M. Pradesh	42,561	12,25,195	11,73,177	30,50,957	12,15,738	42,76,152
Madras	23,69,240	52,23,902	13,40,081	30,25,009	37,09,321	82,48,911
Orissa	6,81,881	8,10,429	1,50,494	1,20,193	8,32,375	9,30,622
Punjab	8,53,055	9,60,481	74,269	1,25,373	9,27,324	10,85,854
U. Pradesh	5,07,47,728†	5,34,63,945†	...	...	5,07,47,728†	5,34,63,945†
West Bengal	13,81,851	18,30,197	22,348	52,120	14,04,199	18,82,317
Hyderabad	3,04,273	10,29,967	...	...	3,04,273	10,29,967
J. & Kashmir	...	...	...	...	...	...
M. Bharat	1,66,751	7,44,550	..	...	1,66,751	7,44,550
Mysore	3,01,380	4,39,311	65,093	66,185	3,66,473	5,05,496
Pepsu	2,80,990	2,32,496	...	...	2,80,990	2,32,496
Rajasthan	85,171	2,08,119	1,32,049	1,58,248	2,17,220	3,66,367
Saurashtra	8,07,010	43,08,486	...	...	8,07,010	43,08,486
Trav.-Cochin	21,665	21,569	...	...	21,665	21,569
Ajmer	16,71,761	19,71,967	...	...	16,71,761	19,71,967
A.&N.Islands	7,809	10,857	...	...	7,809	10,857
Bhopal	53,952	1,91,329	15,116	54,691	69,068	2,46,020
Coorg	63,574	2,50,737	2,96,080	6,52,876	3,59,654	9,03,613
Delhi	17,45,963	14,75,031	1,26,687	2,45,870	18,72,650	17,20,901
H. Pradesh	1,36,765	1,88,289	38,754	38,188	1,75,519	2,26,477
Kutch	...	...	...	...	...	...
Manipur	4,463	7,800	...	...	4,463	7,800
N.E.F.A.	28,520	84,280	...	...	28,520	84,280
Tripura	41,532	3,02,461	42,230	74,117	83,762	3,76,578
V. Pradesh	1,81,342	2,21,237	...	7,207	1,81,342	2,28,444
India	6,49,54,539	8,10,72,481	80,24,972	4,05,99,493	7,29,79,311	12,16,71,974

Basic Schools by States

Increase (+) or Decrease (-)	Percentage of Expenditure on Basic Schools to Total Direct Expenditure on Education	Percentage of Expenditure met from *					State
		Govt. Funds	Local Board Funds	Fees	End- ow- ments	Other Sour- ces	
8	9	10	11	12	13	14	15
Rs. + 3,33,239	Rs. 1.9	66.1	31.2	0.0	0.8	1.9	Andhra
+ 4,42,165	3.8	97.1	0.6	0.3	1.8	0.2	Assam
+ 8,19,496	6.7	76.6	18.7	0.4	0.1	4.2	Bihar
+2,96,79,509	12.5	77.7	16.4	2.5	0.1	3.3	Bombay
+ 30,60,414	6.4	77.6	19.4	2.9	...	0.1	Madhya Pradesh
+ 45,39,590	5.2	76.3	17.6	0.7	4.8	0.6	Madras
+ 98,247	3.6	94.4	...	...	3.7	1.9	Orissa
+ 1,58,530	1.5	82.9	14.2	1.4	...	1.5	Punjab
+ 27,16,217	2.6	68.6	24.7	5.6	0.2	0.9	Uttar Pradesh
+ 4,78,118	1.2	86.9	11.0	0.7	0.4	1.0	West Bengal
+ 7,25,694	1.8	98.1	...	0.4	0.3	1.2	Hyderabad
...	...	...	...	...	...	...	Jammu & Kashmir
+ 5,77,799	2.8	100.0	...	...	...	...	Madhya Bharat
+ 1,39,023	1.3	97.8	0.7	1.1	...	0.4	Mysore
- 48,494	1.4	100.0	...	...	...	...	Pepsu
+ 1,49,147	1.0	97.5	...	...	...	2.5	Rajasthan
+ 35,01,476	21.5	98.9	...	...	...	1.1	Saurashtra
- 96	0.0	35.1	...	...	...	64.9	Travancore-Cochin
+ 3,00,206	23.8	100.0	...	...	...	...	Ajmer
+ 3,048	5.0	97.1	...	...	...	2.9	A. & N. Islands
+ 1,76,952	4.8	100.0	...	...	...	...	Bhopal
+ 5,43,959	45.6	95.8	...	...	...	4.2	Coorg
- 1,51,749	4.1	100.0	...	...	...	...	Delhi
+ 50,958	5.2	98.4	1.6	...	...	...	Himachal Pradesh
...	...	...	...	...	...	...	Kutch
+ 3,337	0.4	100.0	...	...	...	...	Manipur
+ 55,760	8.6	100.0	...	...	...	...	N.E.F.A.
+ 2,92,816	8.2	99.9	...	...	...	0.1	Tripura
+ 47,102	2.2	99.8	...	...	...	0.2	Vindhya Pradesh
+4,86,92,463	8.4	76.2	18.4	3.3	0.4	1.7	India

Table XXXV—Statistics of Teachers'

State	No. of Basic Training • Schools	Enrolment†		
		Men	Women	Total
1	2	3	4	5
Andhra	25	2,702	277	2,979
Assam	19	1,097	165	1,262
Bihar	62	6,108	301	6,409
Bombay	90	8,918	3,747	12,665
Madhya Pradesh	37	4,506	1,032	5,538
Madras	82	4,758	1,886	6,644
Orissa	6	366	...	366
Punjab	13	4,322	1,338	5,660
Uttar Pradesh	97	5,200	700	5,900
West Bengal	12	530	121	651
Hyderabad	20	976	151	1,127
Madhya Bharat	6	426	...	426
Mysore	1	132	17	149
Pepsu	3	218	127	345
Rajasthan	12	902	142	1,044
Saurashtra	13	665	486	1,151
Travancore-Cochin	12	990	817	1,807
Ajmer	1	113	20	133
Bhopal	1	95	31	126
Coorg	1	67	8	75
Delhi	1	40	49	89
Himachal Pradesh	1	122	15	137
Kutch	1	66	10	76
Manipur	1	35	5	40
N. E. F. A.	1	26	...	26
Tripura	...	36	14	50
Vindhya Pradesh	2	210	6	216
India	520	43,626	11,465	55,091

†Includes enrolment in

Training (Basic) Schools

Total Expenditure	Average Annual Cost per Pupil	Out-Put			State
		Men	Women	All Persons	
6	7	8	9	10	11
Rs. 3,95,293	Rs. 132.7	1,185	96	1,281	Andhra
5,74,871	455.5	933	111	1,044	Assam
16,43,335	256.5	4,559	219	4,778	Bihar
30,22,193	238.6	4,150	1,916	6,066	Bombay
15,68,418	283.2	2,242	302	2,544	Madhya Pradesh
13,79,661	180.4	1,955	803	2,758	Madras
96,557	263.8	181	...	181	Orissa
3,74,602	228.0	3,558	1,152	4,710	Punjab
24,97,907	422.0	2,700	362	3,062	Uttar Pradesh
2,00,131	336.9	486	120	606	West Bengal
10,05,904	892.6	79	12	91	Hyderabad
1,57,189	369.0	391	...	391	Madhya Bharat
1,37,530	923.0	120	16	136	Mysore
1,08,365	442.3	190	127	317	Pepsu
5,24,640	540.9	848	108	956	Rajasthan
5,87,114	510.1	294	104	398	Saurashtra
4,42,248	244.7	804	703	1,507	Travancore-Cochin
90,556	680.9	104	18	122	Ajmer
22,475	236.6	90	26	116	Bhopal
24,164	322.2	40	3	43	Coorg
54,614	1,114.6	38	47	85	Delhi
31,870	232.6	87	12	99	Himachal Pradesh
73,596	968.4	31	1	32	Kutch
7,130	178.3	26	3	29	Manipur
38,802	1,492.4	26	...	26	N.E.F.A.
...	...	31	11	42	Tripura
77,995	361.1	210	6	216	Vindhya Pradesh
1,51,37,160	292.5	25,358	6,278	31,636	India

attached classes.

Table XXXVI—Statistics of Teachers' Training (Basic) Colleges

State	No. of Basic Training Colleges	Enrolment†			Total Expenditure	Average Annual Cost per Pupil	Out-Put		
		Men	Women	All Persons			Men	Women	All Persons
		3	4	5	6	7	8	9	10
Andhra	1	67	3	70	27,173	388.2	67	3	70
Assam	...	...	...	...	...	...	...	...	...
Bihar	3	320	14	334	1,87,354	560.9	308	14	322
Bombay	3	115	10	125	1,21,695	973.6	113	10	123
Madhya Pradesh	1	16	4	20	40,646	2,482.3	31	8	39
Madras	...	...	...	...	...	...	...	...	...
Orissa	1	48	...	48	26,596	554.1	48	...	48
Punjab	5	534	249	783	1,91,203	233.5	167	166	313
Uttar Pradesh	5	333	22	355	4,93,855	1,391.1	193	20	213
West Bengal	2	102	24	126	1,50,720	1,196.2	95	20	115
Hyderabad	...	...	...	...	...	...	...	...	...
Jammu and Kashmir	...	...	...	...	...	...	...	...	...
Madhya Bharat	...	...	...	...	...	...	...	...	...
Mysore	1	9	...	9	11,920	1,324.4	9	...	9
Pepsu	1	40	21	61	77,990	1,278.5	19	10	29
Rajasthan	2	224	15	239	1,32,935	424.7	192	14	206
Saurashtra	1	7	2	9	13,418	1,490.9	7	2	9
Travancore-Cochin	...	...	...	...	...	...	...	...	...
Ajmer	...	...	...	...	...	...	...	...	...
A. & N. Islands	...	...	...	...	...	...	...	...	...
Bhopal	1	49	15	64	22,069	344.8	35	10	45
N. E. F. A.	...	...	...	...	...	...	...	...	...
Coorg	...	...	...	...	...	...	...	...	...
Delhi	...	64	...	64	...	...	...	...	...
Himachal Pradesh	1	24	...	24	24,862	1,035.9	17	...	17
Kutch	...	...	...	...	...	...	...	...	...
Manipur	...	...	...	...	...	...	...	...	...
Tripura	1	14	2	16	35,656	540.2	12	2	14
Vindhya Pradesh	...	...	...	...	...	...	...	...	...
India	29	1,986	381	2,347	15,67,092	641.5	1,303	269	1,572

†Includes enrolment in attached classes.

more than one and a half times the strength of the previous year. The number of pupil-teachers enrolled in these schools as well as the attached classes also rose by 23,005 to 55,091 (43,626 men and 11,465 women) out of which 25,358 boys and 6,278 girls were declared successful. An amount of Rs. 1,51,37,160 was spent on the basic training schools during this period. On an average, an expenditure of Rs. 292.5 was incurred in training a teacher in Basic education.

Among Part A States, the highest number of basic training schools was reported by Uttar Pradesh (97), closely followed by Bombay (90) and Madras (82). Orissa had the lowest number of such schools (6). Saurashtra with 13 training schools led Part B States in this respect and Mysore with one school stood at the other end. Among Part C States, A. and N. Islands, and Tripura had no training school of their own and all other Part C States reported one school each except Vindhya Pradesh which had 2. Further details are provided in table XXXV.

In addition to the basic training schools there were 29 basic teachers' training colleges, which together with the attached training classes provided training facilities to 2,347 students (1,966 boys and 381 girls). The expenditure on these institutions amounted to Rs. 15,67,092 and their out-put was 1,572 including 269 girls. The average annual cost per scholar worked out to Rs. 641.5. Detailed statistics are given in table XXXVI.

CHAPTER V

SECONDARY EDUCATION

The year under review witnessed considerable development and expansion in the field of Secondary education. Attempts were made to reconstruct education at this stage by diversifying it. This, coupled with the headmasters' seminars, educational workshops and extension service projects for teachers and labour and social service camps for pupils made a significant contribution to the qualitative improvement of education at this stage.

One of the basic defects at the secondary stage of education pointed out by the Secondary Education Commission was that the present system was unilateral and instead of serving as a terminal stage was entirely subservient to University education. In order to remove this defect the Commission suggested that there should be diversification of education at the secondary stage.

In pursuance of the above, it was suggested that in addition to the core-curriculum, which would include languages, social studies, general science and one compulsory craft, a child should opt for one of the following diversified courses :—

1. Science
2. Technical
3. Commerce
4. Agriculture
5. Fine Arts
6. Home Science
7. Humanities.

The schools where provision for instruction in diversified subjects is made are known as multipurpose schools.

The scheme for the conversion of existing secondary schools into multipurpose type together with the following ancillary projects was put into operation in 1954-55 and continued during 1955-56 :—

- (i) Improvement of existing facilities for teaching science.
- (ii) Improvement of teaching in existing schools.
- (iii) Improvement of school libraries.
- (iv) Introduction of craft in middle schools.

- (v) Training of teachers.
- (vi) Miscellaneous schemes like organisation of seminars, refresher courses, training of career masters, etc.

Table No. XXXVII gives detailed information concerning amounts, courses, etc., sanctioned for the above schemes during 1955-56.

In pursuance of the recommendations of the Secondary Education Commission, the Central Government set up an All-India Council for Secondary Education in the country. The Council was required to serve as an expert body to advise the Central and State governments on the improvement and expansion of Secondary education in all aspects, to assist the government in the implementation of the approved programmes and to encourage research in problems relating to Secondary education. The Council met twice during the year and reviewed the working of the extension services and seminars, and suggested changes in the curriculum at the higher secondary stage.

At its 23rd meeting held on 14th and 15th January, 1956, the Central Advisory Board of Education considered the position regarding the introduction of the new pattern of Secondary and University education in the country and felt concerned over the slow progress. The Board apprehended that students would have to face considerable difficulty if the new pattern was not accepted by the universities and boards of secondary education by the time the first batch of students took their final school examination under the new pattern. It was therefore recommended that the Central and State governments should vigorously pursue the matter with the universities and the boards.

The All-India Council of Secondary Education considered the place of English in Secondary education and recommended that instead of two languages as recommended by the Secondary Education Commission, the study of three languages should be made compulsory at this stage. The Central Advisory Board of Education later in its meeting held in January, 1956, accepted this recommendation and resolved to invite the opinion of the State governments on the advisability of adopting either of the following formulae in this connection :

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 classical language;
 - (v) Or a composite course of regional and classical language.
- (b) Hindi or English.
- (c) A modern Indian or a modern European language provided it had not already been taken under (a) and (b) above.

Table XXXVII—Allotment of Multi-purpose

State/Institution	Multi-purpose Schools		Distribution of Courses					
	No. of Schools	No. of Courses	Science	Tech.	Com-merce	Agri.	Fine Arts	Home Science
1	2	3	4	5	6	7	8	9
Andhra	15	30	5	10	9	1	1	4
Assam	15	30	6	6	3	6	2	7
Bihar	54	44	23	1	5	7	8	...
Bombay	40	80	...	23	20	15	7	15
Madhya Pradesh	7	38	16	5	3	14	...	...
Madras	50	100	...	39	25	21	5	10
Orissa	10	20	4	4	4	6	1	1
Punjab	...	80	20	20	12	12	8	8
West Bengal	60	120	60	19	13	5	8	15
Hyderabad	...	22	4	4	5	3	1	5
Madhya Bharat	10	20	5	3	3	5	2	2
Mysore	...	26	4	7	3	8	2	2
Pepsu	1	1	...	...	1	...	...	...
Saurashtra	16	33	10	3	9	2	5	4
Travancore-Cochin	23	40	8	8	9	9	2	4
Ajmer	3	6	1	1	2	2	...	...
Bhopal	...	7	2	...	...	5	...	...
Delhi	...	...	...	...	...	...	...	...
Kutch	2	4	...	1	1	...	...	2
Tripura	...	...	...	...	...	...	...	...
Vindhya Pradesh	...	...	...	...	...	...	...	...
Ram Krishna Mission Vidyalyaya	...	1	1	...	...	...	...	...
India	266	702	169	154	127	121	52	79

Schools and Diversified Courses to States, 1955-56

Other Schemes						Total Central grant actually sanctioned	State/ Institution
No. of Schools for Sc. Teaching.	No. of Schools for improvement of teaching	Improvement of School Libraries	Introduction of Craft in Middle Schools	Trg. of teachers.	Misc. Schemes		
10	11	12	13	14	15	16	17
15	90	15 M.P. 100 Others	20	1 Trg. Centre & 1 T. College	Ref. Courses	Rs. 8,97,050	Andhra
9	45	15 M.P. 45 Others	60	1 Trg. Centre & 1 T. College	Misc.	19,95,939	Assam
14	20	24 M.P. 70 Others	105	...	Ref. Misc. Courses	17,32,156	Bihar
...	120	30 M.P. 90 Others	120	3 Trg. Colleges	...	16,97,527	Bombay
...	...	...	...	...	...	12,05,338	Madhya Pradesh
20	100	30 M.P. 100 Others	100	1 Trg. Centre & 2 T. Colleges	...	19,64,995	Madras
6	30	10 M.P. 30 Others	60	1 Trg. Centre	...	5,85,420	Orissa
20	100	40 M.P. 100 Others	...	...	...	...	Punjab
15	74	60 M.P. 80 Others	95	1 Trg. Centre	...	60,68,088	West Bengal
...	...	...	...	...	...	3,00,300	Hyderabad
...	20	10 M.P. 18 Others	...	...	...	2,00,000	Madhya Bharat
13	20	13 M.P. 20 Others	...	Trg. of Teachers	Seminars etc.	...	Mysore
2	...	...	...	...	...	13,002	Pepsu
5	...	3 M.P.	...	...	...	26,33,400	Saurashtra
18	90	25 M.P. 90 Others	132	...	...	20,61,294	Trav. Cochin
1	4	3 M.P. 6 Others	5	...	...	1,01,682	Ajmer
...	...	...	...	...	...	3,34,429	Bhopal
...	11	16 Others	...	...	...	45,100	Delhi
...	...	...	...	...	...	77,417	Kutch
1	3	4 Others	2	...	Seminars Bulletins	2,37,600	Tripura
...	...	...	...	...	...	1,96,208	Vindhya Pradesh
...	...	...	...	...	...	69,300	Ram Krishna M. Vidyalaya
139	727	278 M.P. 769 Others	699	6 T. Centres 7 T. Colleges	...	2,24,16,245	India

M.P.=Multipurpose ; T. College=Training College

2. (a) As above.

(b) English or modern European language.

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

The activities of the Central Bureau of Educational and Vocational Guidance, set up by the Ministry of Education during 1954-55, centred around (a) the training of personnel, (b) field services and research incidental to it, (c) contacts with school administration and (d) guidance aids, test equipment and programme planning. An orientation course in educational and vocational guidance was conducted in May-June 1955. The course lasted six weeks and was attended by 46 persons deputed by 21 States. With the object of securing firm appraisal of the guidance functions in the actual school setting, a pilot project was started in two higher secondary schools in Delhi. The undermentioned surveys of specific school problems were initiated.

- (i) Relation of curricular choice to expressed interests and vocational preferences of high school girls.
- (ii) Vocational maturity of school leavers at the end of classes VIII and XI.

The surveys were ancillary to the field service project. A publication 'Guidance News', giving information on guidance activities in the States, the results and the conclusions of school surveys and research on the preparation of guidance aids and tools was started. A series of seven occupational orientation film strips and written commentaries on them were planned for production in collaboration with the U.S. Technical Co-operation Mission in India. A Unesco expert in Vocational Guidance joined the Central Bureau during the year.

The Central Bureau of Text Book Research finalised analysis forms in language, History and Geography. In response to a request from Unesco, a study entitled 'Treatment of the West in Indian Text Books', was completed. The Bureau initiated work on two brochures, namely, 'Text-Book Selection Procedures' and 'State Production of Text-books'. It also selected representative Indian text-books for international exhibitions in Equador and Geneva. A workshop on text-book problems was conducted at Srinagar which revealed that many participants needed specimen exercises in the various subjects. A follow-up was, therefore, made on the specimen exercises in Hindi, History and Geography.

Under Scheme No. 4 (b) of the first five year plan, Central assistance to the tune of about Rs. 15 lakhs was sanctioned for the supply of furniture, science material, library books, musical instruments, etc., to selected secondary schools. In addition, grants of the order of Rs. 9,88,300 were given to 21 voluntary organisations doing useful work in this field. For the construction of hostels, the Southern India Education Trust, Madras, and the Banasthali Vidyapeeth, Jaipur, were given loans of Rs. 2,10,000 and Rs. 1,17,600 respectively.

In pursuance of its plan to increase the professional efficiency of teachers and raise the standard of education in secondary schools, the Government of India organised, during this period, eight headmasters' seminars, two workshops and extension service projects in 24 training colleges.

In collaboration with Ford Foundation, the United State Educational Foundation in India, the British Council and the Canadian High Commission in India, the Central Ministry of Education undertook a project for the strengthening of science teaching in secondary schools. Forty teachers selected from training colleges and secondary schools were deputed to the U.S.A., the U.K., and Canada for two years' study-cum-practical training.

Under the scheme of labour and social service camps, initiated in 1954-55, to inculcate the dignity of manual labour among the students, 1,024 camps were organised in which 1,41,325 campers participated. The scheme meant an expenditure of Rs. 51.5 lakhs during the year.

In April, 1955, a separate quarterly journal, "Secondary Education", was started by the Ministry of Education, to deal with the special problems confronting the educational administrators in this field.

Main Developments

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

Andhra

With a view to implementing the recommendations of the Secondary Education Commission, the State government constituted the "Education Advisory Committee", consisting of the representatives of the Andhra and Annamalai Universities and the Board of Secondary Education. The committee met twice during the year and made many important recommendations.

Assam

The State participated in the scheme for the reorganisation of Secondary education sponsored by the Central Government. Under this, 15 high schools were taken up for development as multipurpose schools and the expenditure incurred during the year was approximately Rs. 18.7 lakhs. Nine high schools were paid grants for the improvement of facilities for science teaching. Besides, 45 high schools and 60 middle english schools were given grants of Rs. 17,500 and Rs. 3,000 each respectively for the improvement of libraries and teaching aids and introduction of crafts etc.

Bihar

In order to provide the teachers with the opportunity of meeting each other to discuss common problems, a number of seminars were

arranged in the State. Under the joint auspices of the Central Ministry of Education and the Ford Foundation, a regional seminar of headmasters of Uttar Pradesh and Bihar was organised which lasted for 4 weeks. Another seminar of a week's duration was held at Patna in which the principals of senior training schools, headmasters of post-basic schools and superintendents of Basic and Social education participated. Moreover, the United States Educational Foundation in India sponsored a Secondary Education Workshop from 8th October, 1955 to 7th December, 1955, in which 17 headmasters, lady principals and assistant headmasters of high schools participated.

In order to improve the service conditions of teachers of non-government high schools, the existing rules were suitably revised.

Education of girls also received due attention of the State government during the year. As a result, many improvements were effected in various directions. The teaching of science was introduced in 4 high schools for girls. To meet the difficulty of girl students in the matter of hostel accommodation, the Government decided to open hostels for the girls' high schools at Ranchi, Bhagalpur and Muzaffarpur. With a view to improving educational facilities for girls, 3 middle schools and the upper four classes of a high school for girls were provincialised.

The scheme for the supervision of health of pupils and the promotion of the teaching of hygiene in schools was extended for a further period of five years. Further, every high school was required to recruit one graduate teacher with diploma in Physical education, to be incharge of Physical education, boy scouts, health, nutrition, etc.

The State government decided that while nominating 3 members of the managing committees of non-government high schools, the Director of Public Instruction should keep in view the recommendations of the managing committees also.

Bombay

Certain educational reforms of far reaching importance were carried out during the year, the more significant of which were the introduction of the scheme of multipurpose high schools and ancillary schemes for the improvement of core subjects, school libraries and crafts in middle school standards. Moreover, 57 diversified courses were introduced in government and non-government schools. The total outlay, recurring as well as non-recurring, on the first scheme amounted to Rs. 13,28,284 and that on the second scheme Rs. 22,64,821, which benefitted 360 schools under various managements. The above schemes were aided by the Central government at the rate of 66 per cent of the non-recurring and 25 per cent of the recurring expenditure.

With the introduction of Hindi in standard XI also during the year under report, the study of this language was made compulsory in all secondary classes.

Another special feature of the year was the organisation of a science exhibition and a series of lectures in Poona district. The

exhibits displayed and the symposia arranged in the conference gave an incentive for the study of science in schools. Majority of the models displayed in the exhibition were prepared by the pupils themselves.

The system of the payment of grant-in-aid at the rate of 25 per cent of the approved expenditure for the construction of school buildings was modified and instead it was decided to advance loans to the managing agencies on long term basis at low rates of interest. During 1955-56, an amount of Rs. 4,85,000 was advanced for this purpose to 25 secondary schools.

During the year under report, secondary schools were required to purchase a sufficient number of copies of supplementary readers for supply to pupils in rotation, for reading.

Madhya Pradesh

With a view to enriching the content of Secondary education, one government high school in each district was converted into a multipurpose school. Besides a senior basic school was established in each tehsil.

Madras

The Secondary Education Committee, constituted during the previous year, submitted its report in October, 1955. The following schemes relating to the improvement of Secondary education were implemented during the year.

- (i) One hundred schools were selected for effecting improvement in the teaching of core subjects. The maximum expenditure permissible per school was Rs. 15,000.
- (ii) Twenty schools were selected for the improvement of the existing facilities for the teaching of science. The permissible limit of expenditure on this scheme was Rs. 50,000 per school.
- (iii) One hundred schools were selected for the introduction of crafts. In this case, Rs. 3,000 was the upper limit of the outlay per school.
- (iv) One hundred and thirty schools including 30 multipurpose schools were selected for the improvement of libraries-the permissible limit of expenditure being Rs. 2,500 for the traditional secondary school and Rs. 5,000 for the multipurpose school. The selection of schools for the above mentioned improvements was made in such a way that schools under the control of different agencies received their due share. Besides, building and equipment grants were paid to 19 high schools at the rate of Rs. 1.8 lakhs each.

Another noteworthy feature of the development of Secondary education in the State was the introduction of 100 bifurcated courses,

The guiding principle in this respect was that one course to be added to such schools as had already a bifurcated course to convert them into multi-purpose schools and two courses in those schools as had none so far.

A short training course in Home Science was conducted at the Lady Wellington Training College, Madras, in May 1955, for graduate trained women teachers of secondary schools. Eighteen teachers were trained in this course. A refresher course for the teachers of English was conducted at Madras by the British Council. Twenty-five teachers participated in it which lasted from 27.12.55 to 7.1.56.

Orissa

The State government paid the following grants for the improvement of high schools during the year under report.

- (a) Rs. 3,00,000 to 15 high schools for the improvement of science teaching.
- (b) Rs. 4,50,000 to 30 high schools for the purchase of science apparatus and craft materials.
- (c) Rs. 1,00,000 to 35 high schools for the improvement of libraries.

In addition to the above grants, the State government incurred a non-recurring expenditure of about Rs. 2 lakhs for the buildings of government and non-government high schools.

Thirty high schools and 50 middle schools for boys and 5 middle schools for girls were recognised during the year. The pupils of classes IV and V of private middle english schools were exempted from the payment of school fee and the loss on this account was to be made good by the government.

Punjab

With a view to giving a vocational bias to Secondary education in the State, steps were taken to convert the high schools into multipurpose schools with diversified courses of study. An amount of Rs. 73.5 lakhs approximately was disbursed to a number of government and private institutions for this purpose.

The study of English was made optional in classes VI to VIII during the year. The University of Panjab also decided to make English a non-compulsory subject for matriculation examination. The scheme for the nationalisation of text-books, started in 1953-54, was completed during 1955-56.

Uttar Pradesh

The State government increased its contribution to the expenditure on account of annual increment of the teachers of aided institutions in

the mandatory scales of pay sanctioned by the government in 1947 from one fourth to one third. The scales of pay of art teachers teaching high classes and of J.T.C. teachers, both in the government and aided institutions, were revised.

During the year under review, the junior high schools in the erstwhile Banars State, which were taken over by the State government at the time of the merger in 1949, were transferred to the management of local bodies of Varanasi district. Three government junior high schools were raised to the high school level.

West Bengal

The syllabus for secondary schools framed by the Board of Secondary Education was introduced during the year. With a view to improve the supply position of basic and non-basic trained teachers, the State government opened a senior basic training college at Banipur and a B.T. teachers' training college at Hoogly, in addition to increasing the number of seats in the existing training colleges.

Under the auspices of the All-India Council of Secondary Education, new extension service departments were opened both at the David Hare Training College and Institute of Education for Women, with a view to improve the quality of work in secondary schools.

The following grants were sanctioned during the year :

(i) For upgrading 70 schools into class XI academic type and multipurpose schools (The school will begin to function from January, 1957)	... Rs.	1,34,02,000
(ii) For improvement of teaching of science in 15 schools @ Rs. 50,000 each	... Rs.	7,50,000
(iii) For improvement of teaching in 74 schools @ Rs. 15,000 each	... Rs.	11,10,000
(iv) For improvement of library (multipurpose schools) in 61 schools @ Rs. 5,000 each	... Rs.	3,05,000
(v) For improvement of library (other than multipurpose schools) in 80 schools @ Rs. 2,500 each	... Rs.	2,00,000
(vi) For introduction of crafts in 95 junior high schools @ Rs. 3,000 each	... Rs.	2,85,000

The State government initiated a scheme for the opening of 3 training centres for the training of craft instructors.

Hyderabad

Efforts designed to reform education in the State included the conversion of 28 high schools into multipurpose schools and the allotment of 22 additional courses to aided and government schools. Syllabii for classes VIII to XI were prepared but had to be revised on receipt of the draft syllabii from the Government of India.

Three primary schools for girls were raised to middle standard and two primary schools for boys and one middle school for girls to high standard.

Jammu & Kashmir

During 1955-56, 10 primary schools were raised to middle standard and 9 middle schools to high standard.

In order to help the secondary schools to equip themselves with the necessary materials, such as furniture, library books, science equipment, substantial grants were disbursed to a large number of secondary schools. Accordingly, 60 middle schools were given a grant of Rs. 250 each for the purchase of furniture and 56 high schools a sum of Rs. 400 each for furniture, library books and science equipment. In addition, 10 other high schools were sanctioned Rs. 400 each for the purchase of science material. The Central Government contributed Rs. 1.5 lakhs for equipping 10 selected high schools with science material, library books and class room furniture. The corresponding contribution from the State government amounted to Rs. 75,000.

A refresher course of one month's duration was organised to retrain the teachers of secondary schools and make them conversant with modern techniques of teaching. Sixty teachers participated in the course.

Madhya Bharat

Ten private secondary schools were converted into multi-purpose schools and an amount of Rs. 1.44 lakhs was disbursed on account of grant-in-aid to them during 1955-56. Three vocational guidance centres were established, one each at Gwalior, Ujjain and Indore.

Mysore

To provide additional educational facilities of the secondary standard in the State, 5 government, one district board and 8 private high schools were started during the year. Under the five year plan, 17 pucca middle schools were started and 2 ordinary middle schools were converted to pucca ones. The State government approved the application of grant-in aid rules of the State to the schools in civil area also.

A seminar of four weeks' duration was held at Yelwal in October, 1955 under the auspices of Ford Foundation, in which headmasters of high schools and inspectors of schools participated. Besides, the departmental teachers including two lady teachers and five teachers from aided schools attended the Secondary education extension course of 8 weeks' duration organised by the United States Educational Foundation.

The control of high schools was transferred from the District Educational Officers to the Deputy Directors.

Rajasthan.

Twenty government and five private high schools were converted into multipurpose schools and an expenditure of about Rs. 8.0 lakhs was incurred. Teaching of Sanskrit was made compulsory in classes VI, VII and VIII.

A seminar was organised at Udaipur to discuss the recommendations of the Secondary Education Commission.

Saurashtra

Diversified courses were introduced in 29 government and 16 non-government high schools. The expenditure involved in this scheme during 1955-56 was Rs. 21 lakhs approximately. Besides, crafts were introduced in 21 high schools. The pay scales of certain categories of teaching staff were revised.

Travancore-Cochin

The diversified courses introduced in Form IV in certain high schools in 1954-55 were extended to Form V during the year. Besides, vocational subjects were introduced in 5 high schools.

Under the scheme for the implementation of the recommendations of the Secondary Education Commission, the following grants were given for the improvement of secondary schools.

- (i) Rs. 33,000 each to 12 schools and Rs. 9,900 each to 53 schools for the improvement of teaching.
- (ii) Rs. 1,650 per school to 60 schools for the improvement of libraries.
- (iii) Rs. 1,950 per school to 51 schools for the introduction of crafts.

A seminar of the headmasters of high schools was organised at Shencottah from 3rd to 9th September, 1955, to discuss various educational problems.

Ajmer

Three high schools in the State were converted into multipurpose higher secondary schools. One middle school was raised to high school standard and a primary school to middle standard. The high school section of an intermediate college was separated and provincialised.

Bhopal

During the year under report, 32 primary schools were upgraded to middle standard and 5 middle schools to high standard. To improve upon the present system of examinations and to tone up its general efficiency, comprehensive progress books were introduced to assess the students' academic, physical and social progress.

Coorg

An amount of about Rs. 1.5 lakhs was expended on the conversion of two government high schools into multipurpose ones, the improvement of libraries of five government high schools and on the improvement of science teaching in one high school.

The headmaster of the Central High School, Mercara, was deputed to receive training in educational and vocational guidance in Delhi and to attend the seminar on Unesco scheme of co-ordinated experimental activities in school at Secundrabad. The headmaster of a high school and a sub-divisional inspector of schools attended a conference at Yelwal, Mysore.

Himachal Pradesh

During 1955-56, one new middle school was opened and 3 existing ones were raised to the high standard.

Kutch

One middle school was raised to the high standard.

Manipur

Five middle and one high schools were taken over by the government.

N.E.F.A.

One middle school was raised to high standard and another amalgamated with a neighbouring high school.

Tripura

Craft teaching was introduced in 10 government secondary schools.

Vindhya Pradesh

Eight middle schools were upgraded to high standard and 5 primary schools for girls to middle standard.

Scheme of school classes

Secondary education in the country is sub-divided into two distinct stages, namely middle and high. Middle education was imparted not only in middle but high schools also, which had almost invariably middle departments attached to them. The duration of these stages varied from State to State. Table XXXVIII gives the names of classes (along with duration) constituting the middle and high stages in the different States.

Except for the States of Saurashtra and Tripura, the system of school classes at the secondary stage did not undergo any change during the year. In Saurashtra, middle stage was extended to VIII class, which previously formed part of the high stage, while in Tripura

Table XXXVIII—System of School Classes at Secondary Stage

State	Middle Stage		High Stage		Total Duration of Secondary Stage (Years)
	Name of Classes	Duration (Years)	Name of Classes	Duration (Years)	
1	2	3	4	5	6
Andhra	Forms I, II and III (Secondary Schools) Standards VI, VII and VIII (Higher Ele- mentary Schools)	3	Forms IV, V and VI	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	V, VI and VII	3	VIII, IX, X and XI	4	7
Madhya Pradesh	V, VI, VII and VIII	4	IX, X and XI	3	7
Madras	Forms I, II and III (Secondary Schools) Standards VI, VII and VIII (Higher Elementary Schools)	3	Forms IV, V and VI	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
Uttar Pradesh	VI, VII and VIII	3	IX and X	2	5
West Bengal	V, VI, VII and VIII	4	IX and X	2	6
Hyderabad	V, VI and VII	3	VIII, IX and X	3	6
Jammu & Kashmir	VI, VII and VIII	3	IX and X	2	5
Madhya Bharat	VI, VII and VIII	3	IX and X	2	5
Mysore (Civil Area and Bellary Distt.) (Other Areas)	Forms I, II, and III Classes I, II, III & IV	3 4	Forms IV, V and VI Classes I, II and III	3 3	6 7
Pepsu	VI, VII and VIII	3	IX and X	2	5
Rajasthan	VI, VII and VIII	3	IX and X	2	5
Saurashtra	V, VI, VII and VIII	4	IX, X and XI	3	7
Travancore-Cochin	Forms I, II and III	3	Forms IV, V and VI	3	6
Ajmer	VI, VII and VIII	3	IX and X	2	5
A. and N. Islands	VI, VII and VIII	3	IX and X	2	5
Bhopal	VI, VII and VIII	3	IX and X	2	5
Coorg	Forms I, II and III	3	Forms IV, V and VI	3	6
Delhi (Boys' schools in Urban Areas) (Others)	V, VI, VII and VIII	4	IX and X	2	6
Himachal Pradesh	VI, VII and VIII	3	IX and X	2	5
Kutch	V, VI and VII	3	VIII, IX, X and XI	4	7
Manipur	III, IV, V and VI	4	VII, VIII, IX and X	4	8
N. E. F. A.	IV, V and VI	3	VII, VIII, IX and X	4	7
Tripura	V, VI, VII and VIII	4	IX and X	2	6
Vindhya Pradesh	VI, VII and VIII	3	IX and X	2	5

it was extended to cover classes VII and VIII. However, in these States also the duration of the secondary stage remained undisturbed.

Administration and Control

As before, secondary schools continued to be managed by government, local bodies and private agencies during this year. In most of the States, majority of the high schools were managed by private bodies. So far as middle schools are concerned, local boards and private bodies predominated in their managements in Part 'A' States and government in Part B and C States. The work of recognition, inspection, prescription of curriculum and sanctioning of grants-in-aid in the case of middle schools and middle classes of high schools was done by the State Education Department and the control over the high stage was shared by the State governments and universities or boards of secondary education concerned, the former through the system of grants-in-aid and inspection and the latter through their power of prescription of courses and admission of their students in the examinations.

Schools

The total number of recognised secondary schools (including senior basic) in the country rose by 5,050 to 32,568 during the year 1955-56. This shows a rise of 18.4 per cent as compared to 6.8 per cent in 1954-55. Of the total number of schools, 28,648 were for boys and 3,920 for girls. Their distribution according to management is given below.

	1954-55		1955-56	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government ...	6,126	22.2	6,573	20.2
District Boards ...	5,973	21.7	9,154	28.1
Municipal Boards ...	711	2.6	1,236	3.8
Private Bodies :				
Aided ...	11,083	40.3	11,632	35.7
Unaided ...	3,625	13.2	3,973	12.2

The opening of new schools and the upgrading of existing schools to higher standard resulted in the multiplication of secondary schools severally under different managements, that is, government schools by 7.3 per cent, district board schools by 53.3 per cent, municipal board schools by 73.8 per cent, private aided schools by 5.0 per cent and private unaided schools by 9.6 per cent.

Of the 32,568 secondary schools, 21,730 were of middle and 10,838 of high and higher secondary standard. Compared to 1954-55 figures,

these give rise to an increase of 25.5 and 6.3 percent respectively. The following table gives the management-wise distribution of middle and high schools during the year 1954-55 and 1955-56 :

Table XXXIX—Number of Middle and High Schools by Management

Management	Middle Schools				High Schools			
	1954-55		1955-56		1954-55		1955-56	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
1	2	3	4	5	6	7	8	9
Government	4,632	26.7	4,961	22.8	1,494	14.6	1,612	14.9
District Boards	5,009	28.9	8,104	37.3	964	9.5	1,050	9.7
Municipal Boards	373	2.2	884	4.1	338	3.3	352	3.2
Private Bodies :								
Aided	5,218	30.1	5,408	24.9	5,865	57.5	6,224	57.4
Unaided	2,086	12.1	2,373	10.9	1,539	15.1	1,600	14.8
Total	17,318	100.0	21,730	100.0	10,200	100.0	10,838	100.0

During 1955-56, secondary schools located in rural areas numbered 21,589 (16,999 middle and 4,590 high) and constituted 66.3 per cent of the total (78.2 per cent middle and 42.4 per cent high) as against 64.4 per cent (77.9 per cent middle and 41.6 per cent high) during the previous year.

The state-wise distribution of these schools is given in table XL for the years 1954-55 and 1955-56. The number of secondary schools increased everywhere except Saurashtra where the decrease of 14 schools was due to the merger of two government middle schools with the neighbouring high schools and the closure of 12 un-economic private secondary schools. The States of A. and N. Islands, Coorg and Kutch reported the same number of secondary schools as during the previous year. Bombay recorded the most spectacular rise of 3,263 secondary schools during the year. It constituted about 65 per cent of the entire increase throughout the country. The upgrading of a large number of primary schools into senior basic ones accounts for this phenomena. Among Part A States, other States sharing the general increase were Madras (228), Bihar (222) and Uttar Pradesh (204). On percentage basis also, the rise was the highest in Bombay (200.3 per cent), Rajasthan with 112 and Jammu and Kashmir with 10 additional schools, marked the range among Part B States. Vindhya Pradesh with 42 more secondary schools led all Part C States in this respect and was followed by Bhopal with 34 more schools.

Table XL—Number of Secondary

State	Middle Schools				High	
	For Boys		For Girls		For Boys	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	7	8
Andhra	92	100	17	19	563	570
Assam	1,159	1,213	148	144	315	331
Bihar	2,996	3,155	152	166	872	918
Bombay	430	3,316	34	335	1,002	1,072
Madhya Pradesh	1,059	1,266	87	103	297	348
Madras	249	431	25	19	735	777
Orissa	593	644	39	44	211	245
Punjab	582	524	175	204	628	713
Uttar Pradesh	3,000	3,128	496	512	1,200	1,253
West Bengal	1,289	1,382	214	232	1,223	1,273
Hyderabad	217	237	48	50	122	123
J. & Kashmir	213	212	41	43	82	87
Madhya Bharat	363	379	54	59	72	80
Mysore	641	672	117	118	209	219
Pepsu	244	248	35	45	146	171
Rajasthan	665	736	113	130	200	221
Saurashtra	79	60	8	7	58	64
Trav.-Cochin	879	922	...	...	499	499
Ajmer	25	29	11	11	28	30
A. & N. Islands	2	2	...	...	1	1
Bhopal	51	75	6	11	13	18
Coorg	49	49	...	...	9	9
Delhi	82	90	42	40	88	92
H. Pradesh	108	113	9	9	38	40
Kutch	14	13	...	...	11	12
Manipur	75	82	4	5	21	22
N. E. F. A.	15	16	...	...	2	3
Tripura	57	81	7	7	24	25
V. Pradesh	189	218	19	24	30	39
India	15,417	19,893	1,901	2,337	8,699	9,255

†Includes higher

Schools by States

Schools†		Total		Increase (+) or Decrease (-)		State
For Girls		1954-55	1955-56	Number	Percentage	
9	10	11	12	13	14	15
51	51	723	740	+ 17	+ 2.4	Andhra
42	45	1,664	1,733	+ 69	+ 4.1	Assam
42	45	4,062	4,284	+ 222	+ 5.5	Bihar
163	169	1,629	4,892	+ 3,263	+ 200.3	Bombay
58	58	1,501	1,775	+ 274	+ 18.3	Madhya Pradesh
181	191	1,190	1,418	+ 228	+ 19.2	Madras
13	13	856	946	+ 90	+ 10.5	Orissa
95	114	1,480	1,555	+ 75	+ 5.1	Punjab
214	221	4,910	5,114	+ 204	+ 4.2	Uttar Pradesh
269	283	2,995	3,170	+ 175	+ 5.8	West Bengal
40	41	427	451	+ 24	+ 5.6	Hyderabad
22	26	358	368	+ 10	+ 2.8	J. & Kashmir
24	24	513	542	+ 29	+ 5.7	Madhya Bharat
47	47	1,014	1,056	+ 42	+ 4.1	Mysore
24	31	449	495	+ 46	+ 10.2	Pepsu
11	14	989	1,101	+ 112	+ 11.3	Rajasthan
13	13	158	144	- 14	- 8.9	Saurashtra
115	115	1,493	1,536	+ 43	+ 2.9	Trav.-Cochin
4	4	68	74	+ 6	+ 8.8	Ajmer
...	...	3	3	...	...	A. & N. Islands
4	4	74	108	+ 34	+ 45.9	Bhopal
2	2	60	60	...	+ ...	Coorg
47	53	259	275	+ 16	+ 6.2	Delhi
5	5	160	167	+ 7	+ 4.4	H. Pradesh
2	2	27	27	...	+ ...	Kutch
2	1	102	110	+ 8	+ 7.8	Manipur
...	...	17	19	+ 2	+ 11.8	N. E. F. A.
4	4	92	117	+ 25	+ 27.2	Tripura
7	7	245	288	+ 43	+ 17.6	Vindhya Pradesh
1,501	1,583	27,518	32,568	+ 5,050	+ 18.4	India

secondary schools.

Table XLI—Managements of

State	Percentage of Middle Schools Managed by				
	Government	District Boards	Municipal Boards	Private Bodies	
				Aided	Unaided
1	2	3	4	5	6
Andhra	15.1	41.2	14.3	29.4	...
Assam	9.1	34.8	0.4	44.5	11.2
Bihar	16.5	32.8	2.2	33.3	15.2
Bombay	1.0	74.6	13.5	9.7	1.2
Madhya Pradesh	17.6	65.2	4.5	10.0	2.7
Madras	6.2	21.6	7.1	64.7	0.4
Orissa	26.2	7.6	0.4	56.0	9.8
Punjab	4.7	75.0	4.3	5.6	10.4
Uttar Pradesh	4.1	59.3	4.5	9.1	23.0
West Bengal	5.4	0.2	0.2	63.2	31.0
Hyderabad	64.5	...	...	33.1	2.4
Jammu & Kashmir	93.7	...	...	6.3	...
Madhya Bharat	93.6	...	...	4.3	2.1
Mysore	85.9	...	...	11.4	2.7
Pepsu	85.6	...	0.4	14.0	...
Rajasthan	86.8	1.4	0.1	9.1	2.6
Saurashtra	77.6	...	...	10.5	11.9
Travancore-Cochin	29.6	...	...	66.4	4.0
Ajmer	62.5	...	...	37.5	...
A. & N. Islands	100.0	...	...	...	...
Bhopal	97.6	...	...	1.2	1.2
Coorg	100.0	...	...	...	...
Delhi	57.6	5.4	0.8	36.2	...
Himachal Pradesh	91.0	...	...	9.0	...
Kutch	30.8	...	...	61.5	7.7
Manipur	41.4	...	...	32.2	26.4
N. E. F. A.	100.0	...	...	...	...
Tripura	40.9	...	...	38.6	20.5
Vindhya Pradesh	98.3	...	...	1.3	0.4
India	22.8	37.3	4.1	24.9	10.9

Secondary Schools by States

Percentage of High Schools Managed by					State
Government	District Boards	Municipal Boards	Private Bodies		
			Aided	Unaided	
7	8	9	10	11	12
4.5	69.1	7.8	18.4	0.2	Andhra
7.7	...	...	81.1	11.2	Assam
6.0	...	...	68.2	25.8	Bihar
3.4	0.2	4.1	89.8	2.5	Bombay
23.4	1.0	11.8	62.8	1.0	Madhya Pradesh
5.9	31.4	6.0	55.4	1.3	Madras
23.6	6.2	0.4	57.8	12.0	Orissa
9.9	28.5	4.1	13.3	44.2	Punjab
9.1	0.1	2.5	67.6	20.7	Uttar Pradesh
2.6	...	...	64.8	32.6	West Bengal
55.5	...	...	43.9	0.6	Hyderabad
84.1	...	...	15.9	...	Jammu & Kashmir
49.0	...	...	50.0	1.0	Madhya Bharat
19.5	20.3	25.6	28.6	6.0	Mysore
57.9	...	...	41.6	0.5	Pepsu
77.4	...	...	20.9	1.7	Rajasthan
63.6	...	...	29.9	6.5	Saurashtra
21.3	...	...	76.1	2.6	Travancore-Cochin
52.9	...	...	47.1	...	Ajmer
100.0	...	...	...	...	A. & N. Islands
90.9	...	...	9.1	...	Bhopal
45.5	...	...	54.5	...	Coorg
40.7	2.1	3.4	49.7	4.1	Delhi
93.3	...	...	6.7	...	Himachal Pradesh
50.0	...	...	50.0	...	Kutch
26.1	...	...	69.6	4.3	Manipur
100.0	...	...	...	...	N.E.F.A.
41.4	...	...	55.2	3.4	Tripura
97.8	...	...	2.2	...	Vindhya Pradesh
14.9	9.7	3.2	57.4	14.8	India

Table XLI—Managements of Secondary Schools by States—(Contd.)

State	Percentage of Secondary Schools Managed by				
	Govern- ment	District Boards	Municipal Boards	Private Bodies	
				Aided	Unaided
13	14	15	16	17	18
Andhra	6.2	64.6	8.9	20.2	0.1
Assam	8.8	27.2	0.3	52.5	11.2
Bihar	14.2	25.4	1.7	41.2	17.5
Bombay	1.6	55.7	11.1	30.0	1.6
Madhya Pradesh	18.9	50.5	6.1	22.1	2.4
Madras	6.0	28.3	6.3	58.3	1.1
Orissa	25.5	7.2	0.4	56.4	10.5
Punjab	7.5	50.3	4.2	9.7	28.3
Uttar Pradesh	5.5	42.3	3.9	25.9	22.4
West Bengal	4.0	0.1	0.2	63.9	31.8
Hyderabad	61.2	...	...	37.0	1.8
Jammu & Kashmir	90.8	...	...	9.2	...
Madhya Bharat	85.1	...	...	13.1	1.8
Mysore	69.2	5.1	6.5	15.7	3.5
Pepsu	74.3	...	0.2	25.3	0.2
Rajasthan	84.8	1.1	0.1	11.6	2.4
Saurashtra	70.2	...	...	20.8	9.0
Travancore-Cochin	26.3	...	...	70.2	3.5
Ajmer	58.1	...	...	41.9	...
A. & N. Islands	100.0	...	...	...	...
Bhopal	96.3	...	...	2.8	0.9
Coorg	90.0	...	...	10.0	...
Delhi	48.7	3.6	2.2	43.3	2.2
Himachal Pradesh	91.6	...	...	8.4	...
Kutch	40.7	...	...	55.6	3.7
Manipur	38.2	...	...	40.0	21.8
N.E.F.A.	100.0	...	...	...	...
Tripura	41.0	...	...	42.7	16.3
Vindhya Pradesh	98.3	...	...	1.4	0.3
India	20.2	28.1	3.8	35.7	12.2

Table XLI gives the proportion of middle and high schools under different managements, in the various States during the year. So far as the middle schools are concerned, Andhra, Bombay, Madhya Pradesh, Punjab and Uttar Pradesh reported majority of schools under the local boards. Governments schools predominated in all the Part B and C States, except Travancore-Cochin, Kutch, Manipur and Tripura, where private bodies held the field. As regards high schools, private enterprise dominated the scene in all Part A States except in Andhra, where about 77 per cent of the schools were under the control of the local bodies, and in Hyderabad, Pepsu, Rajasthan, Saurashtra, Ajmer, A. and N. Islands, Bhopal, Himachal Pradesh and Vindhya Pradesh where government schools out-numbered all other schools.

Pupils

During 1955-56, the recognised secondary schools enrolled 85,26,509 students (66,57,486 boys and 18,69,023 girls), that is 16,33,623 students or 23.7 per cent more than those during 1954-55. As compared to this, the rise in the number of schools was by 18.4 per cent. The distribution of pupils in secondary schools under different managements was as under :

	1954-55		1955-56	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
Government	16,15,165	23.4	17,74,617	20.8
District Boards	11,33,680	16.5	19,52,637	22.9
Municipal Boards	2,86,185	4.2	5,54,482	6.5
Private Bodies :				
Aided	31,59,623	45.8	34,70,362	40.7
Unaided	6,98,233	10.1	7,74,411	9.1

All managements shared the increase in enrolment.

Of the total of 85,26,509 pupils, 38,12,952 (29,20,957 boys and 8,91,995 girls) were enrolled by middle schools and 47,13,557 (37,36,529 boys and 9,77,028 girls) by high schools. These are higher by 46.9 and 9.7 per cent respectively than the corresponding figures of the previous year. The proportion of pupils in secondary schools from rural areas increased from 52.4 per cent to 54.2 per cent.

The enrolment in secondary schools (middle and high separately) in the different States for the years 1954-55 and 1955-56 is given in Table XLII. The number of pupils on rolls increased in all the States. Among Part A States, the highest increase was reported by Bombay (10,14,820) due to the raising of the standard of a large number of primary schools to senior basic ones and the lowest by Andhra (10,317). The intermediary positions were occupied by Madras, (1,05,013), Madhya Pradesh (78,601), Bihar (50,131), Punjab (46,750), Uttar Pradesh (41,445), Assam (29,819) and West Bengal (28,283). In the case of Part

Table XLII—Number of Pupils

State	In Middle Schools				In High	
	For Boys		For Girls		For Boys	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
Andhra	19,131	20,669	2,158	2,642	2,63,491	2,70,671
Assam	96,989	1,11,505	13,750	14,606	1,10,621	1,22,355
Bihar	3,63,898	3,95,017	23,714	25,587	2,40,171	2,60,464
Bombay	50,585	9,25,985	4,387	1,02,934	3,82,704	4,17,485
Madhya Pradesh	2,32,059	2,76,763	13,976	18,852	1,39,530	1,62,938
Madras	60,895	1,19,187	5,252	5,026	4,03,703	4,43,572
Orissa	50,708	54,480	3,477	3,653	55,119	61,337
Punjab	1,35,154	1,19,815	45,909	50,974	3,22,990	3,68,574
Uttar Pradesh	3,46,644	3,56,864	68,283	70,161	5,21,593	5,56,566
West Bengal	1,12,752	1,21,065	21,443	19,633	4,24,063	4,48,936
Hyderabad	89,677	93,450	17,092	18,074	87,867	89,778
Jammu & Kashmir	33,861	35,173	7,776	7,147	34,432	35,155
Madhya Bharat	77,796	90,099	14,333	16,171	22,718	23,559
Mysore.	1,10,748	1,09,821	25,125	25,173	66,193	67,379
Pepsu	45,698	46,822	7,959	10,252	82,646	95,448
Rajasthan	1,29,344	1,40,352	35,430	29,731	66,745	85,386
Saurashtra	21,788	18,723	2,628	2,991	37,983	44,463
Travancore-Cochin	1,52,347	1,83,440	...	...	2,27,249	2,83,473
Ajmer	2,345	2,688	472	559	9,272	10,537
A. & N. Islands	309	329	...	...	1,017	1,108
Bhopal	9,809	11,698	783	1,331	4,083	5,366
Coorg	14,837	15,890	...	...	6,358	6,602
Delhi	27,569	33,298	15,757	14,999	74,651	85,477
Himachal Pradesh	14,731	16,362	1,000	1,128	14,895	15,828
Kutch	1,932	1,958	...	...	3,152	4,204
Manipur	6,431	8,574	329	595	8,341	8,823
N.E.F.A.	1,015	885	...	...	268	399
Tripura	4,688	9,252	978	1,154	7,637	7,836
Vindhya Pradesh	41,521	45,755	2,769	3,660	9,148	12,323
India	22,60,261	33,65,919	3,34,780	4,47,033	36,38,640	39,96,042

†Includes higher

in Secondary Schools

Schools†		Total		Increase (+) or Decrease (-)		State
For Girls		1954-55	1955-56	Number	Percentage	
1954-55	1955-56	10	11	12	13	14
8	9					
17,654	18,769	3,02,434	3,12,751	+ 10,317	+ 3.4	Andhra
14,684	17,397	2,36,044	2,65,863	+ 29,819	+ 12.6	Assam
15,416	17,262	6,48,199	6,98,330	+ 50,131	+ 7.7	Bihar
62,405	68,497	5,00,081	15,14,901	+10,14,820	+202.9	Bombay
20,919	26,532	4,06,484	4,85,085	+ 78,601	+ 19.3	Madhya Pradesh
82,051	89,129	5,51,901	6,56,914	+ 1,05,013	+ 19.0	Madras
3,682	4,053	1,12,986	1,23,523	+ 10,537	+ 9.3	Orissa
44,660	56,100	5,48,713	5,95,463	+ 46,750	+ 8.5	Punjab
83,189	87,563	10,29,709	10,71,154	+ 41,445	+ 4.0	Uttar Pradesh
1,07,459	1,04,366	6,65,717	6,94,000	+ 28,283	+ 4.2	West Bengal
25,489	27,092	2,20,125	2,28,394	+ 8,269	+ 3.8	Hyderabad
9,221	11,038	85,290	88,513	+ 3,223	+ 37.8	Jammu & Kashmir
11,643	12,442	1,26,490	1,42,271	+ 15,781	+ 12.5	Madhya Bharat
15,625	16,638	2,17,691	2,19,011	+ 1,320	+ 0.6	Mysore
12,001	16,653	1,48,304	1,69,175	+ 20,871	+ 14.1	Pepsu
4,133	5,707	2,35,652	2,61,176	+ 25,524	+ 10.8	Rajasthan
7,396	7,861	69,795	74,038	+ 4,243	+ 6.1	Saurashtra
77,754	79,079	4,57,350	5,45,992	+ 88,642	+ 19.4	Travancore-Cochin
999	1,181	13,088	14,965	+ 1,877	+ 14.3	Ajmer
...	...	1,326	1,437	+ 111	+ 8.4	A. & N. Islands
1,333	1,686	16,008	20,081	+ 4,073	+ 25.4	Bhopal
1,363	1,460	22,558	23,952	+ 1,394	+ 6.2	Coorg
34,248	40,622	1,52,225	1,74,396	+ 22,171	+ 14.6	Delhi
2,343	2,553	32,969	35,871	+ 2,902	+ 8.8	Himachal Pradesh
697	728	5,781	6,890	+ 1,109	+ 19.2	Kutch
987	1,000	16,088	18,992	+ 2,904	+ 18.1	Manipur
...	...	1,283	1,284	+ 1	+ 0.1	N.E.F.A.
973	1,122	14,276	19,364	+ 5,088	+ 35.6	Tripura
881	985	54,319	62,723	+ 8,404	+ 15.5	Vindhya Pradesh
6,59,205	7,17,515	68,92,886	85,26,509	+16,33,623	+ 23.7	India

secondary schools.

Table XLIII—Number of Pupils in

In Middle Stage

State	Boys		Girls†		Total	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
	1	2	3	4	5	6
Andhra	1,75,132	1,76,275	44,115	45,668	2,19,247	2,21,943
Assam	1,03,904	1,11,087	29,825	34,532	1,33,729	1,45,619
Bihar	1,86,498	2,71,881	14,036	19,218	2,00,534	2,91,099
Bombay	5,28,743	5,45,376	1,67,673	1,80,503	6,96,416	7,25,879
Madhya Pradesh	2,02,346	2,05,347	36,557	41,631	2,38,903	2,46,978
Madras	3,79,859	3,99,981	1,45,976	1,59,693	5,25,835	5,59,674
Orissa	34,752	37,897	3,461	3,429	38,213	41,326
Punjab	1,96,317	2,10,489	29,283	34,092	2,25,600	2,44,581
Uttar Pradesh	5,46,311	5,68,158	61,735	68,338	6,08,046	6,36,496
West Bengal	3,98,138	4,31,019	99,844	1,07,027	4,97,982	5,38,046
Hyderabad	1,20,246	1,26,473	20,054	21,178	1,40,300	1,47,651
Jammu & Kashmir	26,984	28,293	3,938	5,209	30,922	33,502
Madhya Bharat	50,797	57,241	7,288	8,530	58,085	65,771
Mysore	1,48,190	1,46,530	50,047	53,012	1,98,237	1,99,542
Popsu	49,477	53,397	5,554	8,528	55,031	61,925
Rajasthan	76,629	86,308	9,199	8,928	85,828	95,236
Saurashtra	51,294	64,137	15,040	18,600	66,334	82,737
Travancore-Cochin	1,72,454	1,71,766	1,16,666	1,36,729	2,89,120	3,08,495
Ajmer	8,298	9,189	2,034	2,353	10,332	11,542
A. & N. Islands	256	263	67	65	323	328
Bhopal	3,399	4,182	556	657	3,955	4,839
Coorg	4,169	4,529	2,161	2,534	6,330	7,063
Delhi	57,413	61,162	20,104	23,381	77,517	84,543
Himachal Pradesh	8,987	9,910	1,136	1,355	10,123	11,265
Kutch	4,052	4,959	1,082	1,432	5,134	6,391
Manipur	8,919	10,527	1,583	2,079	10,502	12,606
N.E.F.A.	411	408	48	64	459	472
Tripura	6,054	11,554	1,485	2,870	7,539	14,424
Vindhya Pradesh	18,369	22,446	807	925	19,176	23,371
India	35,68,398	38,30,784	8,91,354	9,92,560	44,59,752	48,23,344

Secondary Classes

In High Stage						State
Boys		Girls		Total		
1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	
8	9	10	11	12	13		14
1,16,236	1,22,080	13,689	15,936	1,29,925	1,38,016	Andhra
51,915	56,669	9,425	10,863	61,340	67,532	Assam
1,87,675	1,41,010	8,592	6,336	1,96,267	1,47,346	Bihar
2,56,348	2,83,060	68,084	77,913	3,24,432	3,60,973	Bombay
47,570	52,386	8,065	10,409	55,635	62,795	Madhya Pradesh
1,71,316	1,81,096	43,714	49,047	2,15,030	2,30,143	Madras
30,821	33,546	2,300	2,596	33,121	36,142	Orissa
70,466	78,201	6,638	9,274	77,104	87,475	Punjab
2,27,815	2,42,155	18,882	20,164	2,46,697	2,62,319	Uttar Pradesh
1,05,190	1,15,770	22,260	24,132	1,27,450	1,39,902	West Bengal
53,711	62,313	6,041	7,229	59,752	69,542	Hyderabad
10,128	10,851	1,252	1,856	11,380	12,707	Jammu & Kashmir
13,645	14,157	1,626	2,448	15,271	16,605	Madhya Bharat
54,309	55,727	13,224	13,795	67,533	69,522	Mysore
14,284	21,313	1,510	1,745	15,794	23,058	Pepsu
26,050	32,360	1,802	2,240	27,852	34,600	Rajasthan
19,420	15,317	5,478	4,197	24,898	19,514	Saurashtra
1,03,855	96,637	64,375	75,005	1,68,230	1,71,642	Travancore-Cochin
3,939	3,990	654	676	4,593	4,666	Ajmer
59	91	18	28	77	119	A. & N. Islands
1,145	1,321	166	219	1,311	1,540	Bhopal
1,611	1,686	546	582	2,157	2,268	Coorg
16,212	16,550	5,382	8,534	21,594	25,084	Delhi
2,391	2,946	235	289	2,626	3,235	Himachal Pradesh
1,904	1,926	232	423	2,136	2,349	Kutch
4,748	4,819	695	665	5,443	5,484	Manipur
49	65	6	18	55	83	N.E.F.A.
5,283	2,044	1,294	680	6,577	2,724	Tripura
3,817	5,664	161	212	3,978	5,876	Vindhya Pradesh
16,01,912	16,55,750	3,06,346	3,47,511	19,08,258	20,08,261	India

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

State	In Secondary Stage						Percentage of Children in Secondary Stage to those of School going Age
	Boys		Girls		Total		
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	
15	16	17	18	19	20	21	22
Andhra	2,91,368	2,98,355	57,804	61,604	3,49,172	3,59,959	12.3
Assam	1,55,819	1,67,756	39,250	45,395	1,95,069	2,13,151	14.8
Bihar	3,74,173	4,12,891	22,628	25,554	3,96,801	4,38,445	8.3
Bombay	7,85,091	8,28,436	2,35,757	2,58,416	10,20,848	10,86,852	17.1
M. Pradesh	2,49,916	2,57,733	44,622	52,040	2,94,538	3,09,773	9.5
Madras	5,51,175	5,81,077	1,89,690	2,08,740	7,40,865	7,89,817	15.5
Orissa	65,573	71,443	5,761	6,025	71,334	77,468	4.2
Punjab	2,66,783	2,88,690	35,921	43,366	3,02,704	3,32,056	21.8
Uttar Pradesh	7,74,156	8,10,313	80,617	88,502	8,54,743	8,98,815	12.2
West Bengal	5,03,328	5,46,789	1,22,104	1,31,159	6,25,432	6,77,948	18.5
Hyderabad	1,73,957	1,88,786	26,095	28,407	2,00,052	2,17,193	8.1
J. & Kashmir	37,112	39,144	5,190	7,065	42,302	46,209	7.7
Madhya Bharat	64,442	71,398	8,914	10,978	73,356	82,376	8.8
Mysore	2,02,499	2,02,257	63,271	66,807	2,65,770	2,69,064	15.2
Pepsu	63,761	74,710	7,064	10,273	70,825	84,983	20.8
Rajasthan	1,02,679	1,18,668	11,001	11,168	1,13,680	1,29,836	7.0
Saurashtra	70,714	79,454	20,518	22,797	9,232	1,02,251	14.9
Trav.-Cochin	2,76,309	2,68,403	1,81,041	2,11,734	4,57,350	4,80,137	33.3
Ajmer	12,237	13,179	2,688	3,029	14,925	16,208	18.2
A. & N. Islands	315	354	85	93	400	447	11.2
Bhopal	4,544	5,503	722	876	5,266	6,379	6.7
Coorg	5,780	6,215	2,707	3,116	8,487	9,331	27.4
Delhi	73,625	77,712	25,486	31,915	99,111	1,09,627	39.9
H. Pradesh	11,378	12,856	1,371	1,644	12,749	14,500	12.8
Kutch	5,956	6,885	1,314	1,855	7,270	8,740	11.7
Manipur	13,667	15,346	2,278	2,744	15,945	18,090	17.1
N.E.F.A.	460	473	54	82	514	555	...
Tripura	11,337	13,598	2,779	3,550	14,116	17,148	17.7
V. Pradesh	22,186	28,110	968	1,137	23,154	29,247	7.1
India	51,70,310	54,86,534	11,97,700	13,40,071	63,68,010	68,26,605	13.5

B States, the percentage of increase ranged between 0.6 per cent in Mysore and 37.8 per cent in Jammu and Kashmir. Tripura led the Part C States by showing an increase of 35.6 per cent, while at the other end in this category stood N.E.F.A. (0.1 per cent).

To have a correct appraisal of Secondary education, it is necessary to eliminate pupils of primary stage studying in secondary schools and include those reading in secondary classes attached to some of the colleges. Accordingly Table XLIII gives the enrolment at the secondary stage in the different States during 1954-55 and 1955-56. The number of pupils at the secondary stage increased from 63,68,010 (51,70,310 boys and 11,97,700 girls) to 68,26,605 (54,86,534 boys and 13,40,071 girls) yielding the increase percentage of 7.2 (6.1 in case of boys and 11.9 in that of girls). Of the total, 48,23,344 students (38,30,784 boys and 9,92,560 girls) were reading in middle classes and 20,03,261 students (16,55,750 boys and 3,47,511 girls) in high and higher secondary classes. Variation in the number of classes comprising the secondary stage should be kept in view while making inter-State comparison.

Figures in col. (22) of Table XLIII give the proportion of enrolment at the secondary stage to the population of the corresponding school-going age children. During the year, about 13.5 per cent of the entire secondary school-age children were under instruction. This average was exceeded in 14 States. This proportion was highest in Delhi (39.9 per cent) and the lowest in Orissa (4.2 per cent).

Co-education

As stated earlier, the total number of girls on rolls in secondary schools was 18,70,023. Of these, 7,52,010 or 40.2 per cent were studying in schools for boys as compared to 32.1 per cent in 1954-55. There were no separate secondary schools for girls in A. and N. Islands and North East Frontier Agency. In the rest of the States, Coorg had the highest percentage of girls under instruction in boys' schools *viz* 90.5. More than half the number of secondary school girls attended the institutions for boys in the States of Andhra, Assam, Bombay, Madhya Pradesh, Madras, Orissa, Travancore-Cochin, Coorg, Kutch, Manipur and Tripura. In Punjab, Uttar Pradesh, and Jammu and Kashmir, the proportion of girls reading in boys' schools was sufficiently low.

Teachers

During the year, 3,38,188 teachers (2,79,259 men and 58,929 women) were working in secondary schools, which exceeded the 1954-55

Table XLIV—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	
				1954-55	1955-56
1	2	3	4	5	6
Andhra	31,344	20,496	51,840	60.2	60.5
Assam	32,633	30,850	63,483	49.0	51.4
Bihar	25,777	40,616	66,393	38.2	38.8
Bombay	2,40,521	1,66,295	4,06,816	47.5	59.1
Madhya Pradesh	49,762	42,949	92,711	53.3	53.7
Madras	91,446	88,433	1,79,879	42.9	50.8
Orissa	7,749	7,471	15,220	48.3	50.9
Punjab	6,736	1,04,496	1,11,232	6.7	6.1
Uttar Pradesh	9,941	1,49,417	1,59,358	6.2	6.2
West Bengal	13,589	1,22,224	1,35,813	8.7	10.0
Hyderabad	8,361	41,423	49,784	15.7	16.8
Jammu and Kashmir	234	18,185	18,419	1.0	1.3
Madhya Bharat	4,299	27,819	32,118	11.2	13.4
Mysore	14,705	40,292	54,997	25.9	26.7
Pepsu	7,843	26,905	34,748	26.0	22.6
Rajasthan	9,965	34,628	44,593	14.6	22.3
Saurashtra	2,420	10,852	13,272	16.3	18.2
Travancore-Cochin	1,65,431	71,231	2,36,662	63.0	69.9
Ajmer	525	1,673	2,198	26.6	23.9
A. & N. Islands	450	...	450	100.0	100.0
Bhopal	566	3,693	4,259	20.3	13.3
Coorg	8,542	917	9,459	90.5	90.3
Delhi	9,594	54,345	63,939	15.4	15.0
Himachal Pradesh	2,693	3,681	6,374	39.1	42.2
Kutch	793	728	1,521	44.6	52.1
Manipur	1,678	1,473	3,151	47.4	53.3
N. E. F. A.	221	...	221	100.0	100.0
Tripura	2,811	2,276	5,087	41.6	55.3
Vindhya Pradesh	1,381	4,645	6,026	23.3	22.9
India	7,52,010	11,13,013	18,70,023	32.1	40.2

figure by 50,453 (40,002 men and 10,451 women). On percentage basis the rise works out to be of the order of 17.6 per cent (16.7 per cent in case of men and 21.6 per cent in that of women). This compares almost equal to the increase in the number of secondary schools. The proportion of women teachers further improved from 16.8 per cent to 17.4 per cent. The number of trained teachers rose from 1,61,969 to 2,00,114 and constituted 59.2 per cent of the total number of teachers as compared to 56.3 per cent during the previous year. Nearly 70.5 per cent (as against 67.6 per cent in 1954-55) of the female teachers were trained. Middle schools employed 1,48,394 teachers and high and higher secondary schools 1,89,794. The trained teachers in these schools formed 58.5 per cent and 59.7 per cent of their respective staff strengths. It will be seen from the figures in Table XLV, which compares the number of teachers in secondary schools in the different States for the years 1954-55 and 1955-56, that there was a rise in all the States except Saurashtra and North East Frontier Agency. The decrease in Saurashtra was due to the fall in the number of institutions as explained earlier. In N.E.F.A., the fall in the number of teachers was nominal. The position with regard to trained teachers improved in all the States except Madhya Pradesh, West Bengal, Jammu and Kashmir, Madhya Bharat, Rajasthan, Bhopal, Coorg, Delhi and N.E.F.A.

The percentage of trained teachers was highest in Delhi (90.3) as usual. Next in order were Madras (89.8), Andhra (87.7), Ajmer (83.7), Punjab (77.8), Bombay (73.8), Travancore-Cochin (68.5), Himachal Pradesh (67.9), Uttar Pradesh (66.5), Pepsu (58.0) per cent, Jammu and Kashmir (54.5) and Coorg (50.6). In other States, where more than half the total number of teachers were untrained, this percentage varied from 8.4 in Manipur to 48.0 in Madhya Pradesh.

Teacher-Pupil Ratio

During 1955-56, the average number of pupils per teacher was 26 in middle schools and 25 in high schools. The corresponding figures in the year before were 23 and 24 respectively.

Pay Scales of Teachers

Except for the States of Uttar Pradesh, Pepsu, Rajasthan, Saurashtra and Travancore-Cochin, the pay scales of teachers in secondary schools remained unchanged during the year. In Uttar Pradesh, the scale of pay of art teachers teaching high school classes in aided institutions was raised from Rs. 75-5-100-EB-6-140-EB-7-175 to

Table XLV—Number of

State	In Middle Schools				In High	
	Men		Women		Men	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
Andhra	802	872	180	202	11,028	11,358
Assam	4,536	5,002	600	697	4,572	4,955
Bihar	16,520	17,240	1,189	1,295	9,907	10,436
Bombay	2,236	23,344	397	4,890	15,445	16,199
Madhya Pradesh	8,567	10,433	880	1,072	5,626	6,567
Madras	1,776	3,228	983	1,703	16,199	17,331
Orissa	2,874	2,996	172	201	2,593	2,798
Punjab	4,117	4,105	1,362	1,298	9,377	10,180
Uttar Pradesh	15,996	16,734	3,139	3,262	23,820	24,541
West Bengal	6,021	6,561	749	766	16,231	16,918
Hyderabad	3,679	3,872	886	947	3,242	3,255
Jammu & Kashmir	1,247	1,249	297	256	1,542	1,834
Madhya Bharat	3,951	4,694	741	780	1,362	1,345
Mysore	3,824	3,982	973	1,014	2,672	2,765
Pepsu	1,467	1,399	334	377	2,497	2,777
Rajasthan	6,872	6,962	1,062	1,303	3,532	3,782
Saurashtra	659	645	64	77	1,352	1,365
Travancore-Cochin	3,911	4,815	1,963	2,447	8,419	10,557
Ajmer	134	136	47	54	441	507
A. & N. Islands	10	11	2	2	28	26
Bhopal	659	920	51	98	280	404
Coorg	357	361	93	101	183	177
Delhi	757	854	597	625	2,398	2,527
Himachal Pradesh	748	793	92	90	581	613
Kutch	57	60	...	...	123	142
Manipur	345	393	17	9	314	326
N. E. F. A.	81	67	3	2	32	32
Tripura	268	322	45	49	301	359
Vindhya Pradesh	2,200	2,500	160	227	489	633
India	94,871	1,24,550	17,078	23,844	1,44,586	1,54,709

†Includes higher

Teachers in Secondary Schools

Schools†		In All Schools				State
Women		Men		•Women		
1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	
8	9	10	11	12	13	14
1,053	1,104	11,830	12,230	1,233	1,306	Andhra
600	628	9,108	9,957	1,200	1,325	Assam
653	686	26,427	27,676	1,842	1,981	Bihar
4,065	4,475	17,681	39,543	4,462	9,365	Bombay
1,019	1,310	14,193	17,000	1,899	2,382	Madhya Pradesh
4,700	5,224	17,975	20,559	5,683	6,927	Madras
189	213	5,467	5,794	361	414	Orissa
1,465	1,754	13,494	14,285	2,827	3,052	Punjab
3,941	4,130	39,816	41,275	7,080	7,392	Uttar Pradesh
3,849	3,766	22,252	23,479	4,598	4,532	West Bengal
1,269	1,308	6,921	7,127	2,155	2,255	Hyderabad
413	408	2,789	3,083	710	664	Jammu & Kashmir
474	491	5,313	6,039	1,215	1,271	Madhya Bharat
649	703	6,496	6,747	1,622	1,717	Mysore
550	656	3,964	4,176	884	1,033	Pepsu
99	70	10,404	10,744	1,161	1,373	Rajasthan
293	245	2,011	2,010	357	322	Saurashtra
4,215	5,716	12,330	15,372	6,178	8,163	Travancore-Cochin
56	64	575	643	103	118	Ajmer
14	16	38	37	16	18	A. & N. Islands
82	99	939	1,324	133	197	Bhopal
74	75	540	538	167	176	Coorg
1,387	1,620	3,155	3,381	1,984	2,245	Delhi
117	132	1,329	1,406	209	222	Himachal Pradesh
29	36	180	202	29	36	Kutch
20	20	659	719	37	29	Manipur
3	1	113	99	6	3	N. E. F. A.
48	53	569	681	93	102	Tripura
74	82	2,689	3,133	234	309	Vindhya Pradesh
31,400	35,085	2,39,257	2,79,259	48,478	58,929	India

secondary schools also.

Table XLV—Number of Teachers in Secondary Schools—Contd.

State	Percentage of Trained Teachers to Total Number of Teachers					
	In Middle Schools		In High Schools†		In All Schools	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
15	16	17	18	19	20	21
Andhra	90.8	91.2	84.4	87.4	84.9	87.7
Assam	24.7	27.4	18.9	18.3	21.8	22.9
Bihar	49.0	49.6	37.5	38.3	44.7	45.3
Bombay	60.3	77.2	65.3	69.1	64.7	73.8
Madhya Pradesh	54.4	50.3	46.9	44.6	51.3	48.0
Madras	93.1	95.0	87.1	88.6	87.8	89.8
Orissa	39.4	38.9	48.7	50.1	43.9	44.4
Punjab	77.7	82.9	72.9	75.5	74.5	77.8
Uttar Pradesh	76.6	77.6	57.4	58.7	65.2	66.5
West Bengal	21.0	16.1	29.3	30.1	27.2	26.4
Hyderabad	45.1	44.3	49.9	51.7	47.5	47.9
Jammu & Kashmir	53.6	49.8	60.7	57.7	57.6	54.5
Madhya Bharat	37.9	35.0	35.0	33.8	37.1	34.7
Mysore	40.7	41.4	45.3	45.2	42.6	43.0
Pepsu	48.3	57.1	58.2	58.5	54.5	58.0
Rajasthan	38.0	39.4	37.6	32.6	37.8	37.3
Saurashtra	23.1	24.7	28.0	36.6	26.5	32.9
Travancore-Cochin	73.5	75.1	62.6	65.6	66.1	68.5
Ajmer	87.3	86.8	79.9	82.7	81.9	83.7
A. & N. Islands	16.7	15.4	38.1	47.6	33.3	40.0
Bhopal	22.0	18.4	28.5	24.1	24.2	20.2
Coorg	48.9	42.6	65.4	65.1	54.9	50.6
Delhi	94.2	95.5	89.4	88.5	90.6	90.3
Himachal Pradesh	51.0	59.2	69.8	78.1	59.5	67.9
Kutch	8.8	13.3	17.8	20.2	15.3	18.5
Manipur	5.8	6.7	6.9	10.4	6.3	8.4
N. E. F. A.	54.8	40.6	48.6	33.3	52.9	38.2
Tripura	21.4	38.8	23.2	30.1	22.4	34.2
Vindhya Pradesh	30.8	32.3	25.2	30.2	29.7	31.3
India	53.5	58.5	58.1	59.7	56.3	59.7

†Includes higher secondary schools also.

PERCENTAGE OF TRAINED TEACHERS IN PRIMARY AND SECONDARY SCHOOLS

1955-56

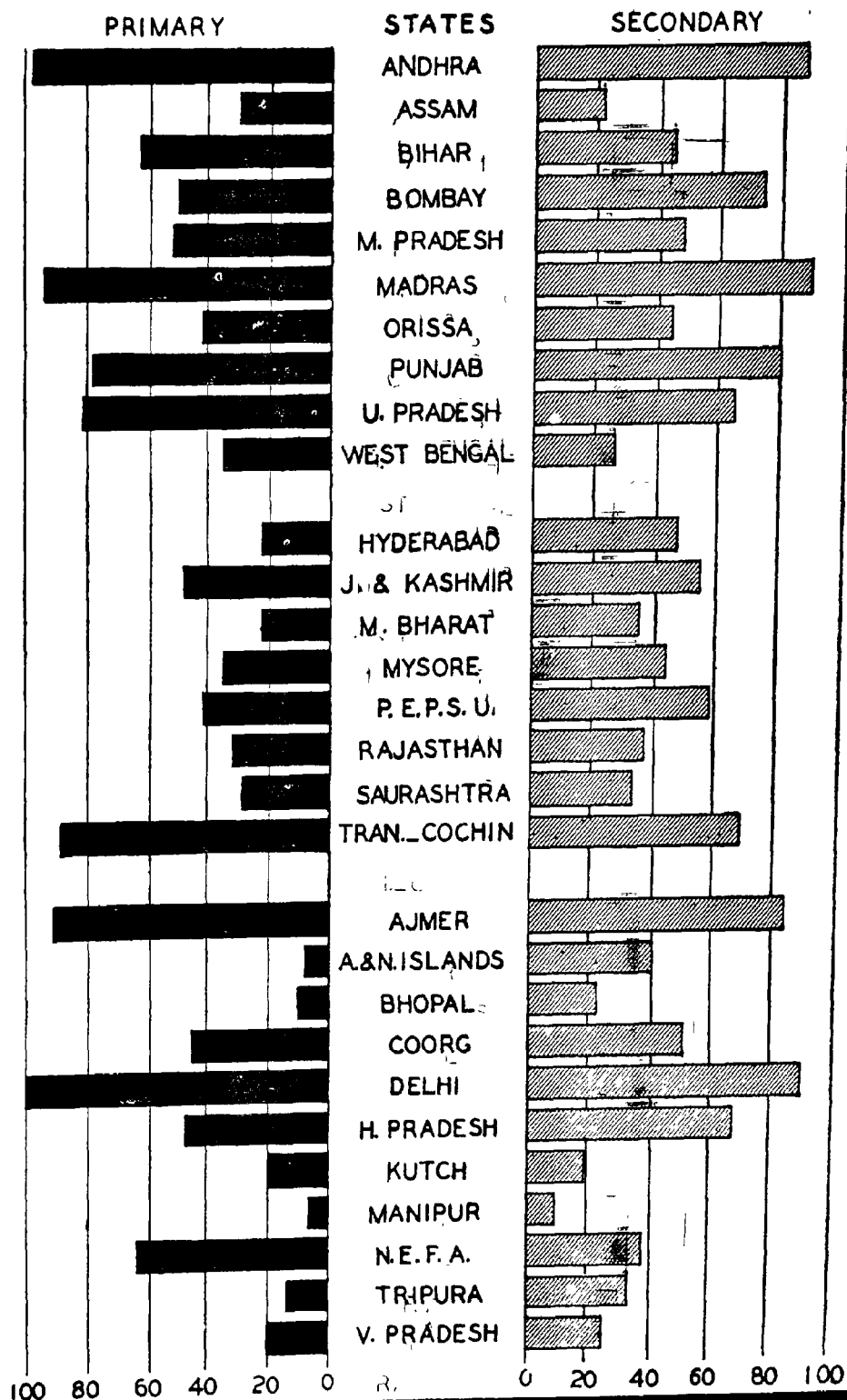


Table XLVI—Teacher-Pupil Ratio in Secondary Schools

State	Average Number of Students per Teacher			
	In Middle Schools		In High Schools†	
	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5
Andhra	22	22	23	23
Assam	22	22	24	25
Bihar	22	23	24	25
Bombay	21	36	23	24
Madhya Pradesh	26	26	24	24
Madras	24	25	23	24
Orissa	18	18	21	22
Punjab	33	32	34	36
Uttar Pradesh	22	21	22	22
West Bengal	20	19	26	27
Hyderabad	23	23	25	26
J. & Kashmir	27	28	22	21
Madhya Bharat	20	19	19	20
Mysore	28	27	25	24
Pepsu	30	32	31	33
Rajasthan	21	21	20	24
Saurashtra	34	30	28	32
Trav.-Cochin	26	25	24	22
Ajmer	16	17	21	21
A. & N. Islands	26	25	24	26
Bhopal	15	13	15	14
Coorg	33	34	30	32
Delhi	32	33	29	30
H. Pradesh	19	20	25	25
Kutch	34	33	25	28
Manipur	19	23	28	28
N. E. F. A.	12	13	8	12
Tripura	18	28	25	22
Vindhya Pradesh	19	18	18	19
India	23	26	24	25

†Includes higher secondary schools also.

Table XLVII—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
1. Travancoro-Cochin*	Rs. 55	Rs. 150	14
2. (a) Mysore	70	150	14
(b) Kutch*	70	200	22
3. Bombay	75	200	21
4. (a) Madhya Bharat	80	200	14
(b) Jammu and Kashmir	80	200	15
5. (a) Andhra	85	175	13
(b) Saurashtra	85	200	18
6. Himachal Pradesh	90	150	12
7. (a) Assam	100	250	19
(b) Bihar	100	190	16
(c) Madras	100	175	10
(d) West Bengal	100	225	24
(e) Bhopal	100	200	21
(f) Coorg	100	300	24
(g) Manipur	100	250	19
(h) N. E. F. A.*	100	250	19
(i) Tripura	100	225	24
8. (a) Madhya Pradesh	110 135	200 200	18 Men 12 Women
(b) Punjab	110	250	16
(c) Pepsu	110	250	16
(d) Rajasthan	110	225	14
(e) Vindhya Pradesh	110	200	19
9. (a) Orissa	120	250	20
(b) Uttar Pradesh	120	300	20
(c) Ajmer	120	300	20
(b) A. & N. Islands	120	300	20
(e) Delhi	120	300	20
10. Hyderabad	154	275	16

*Scales relate to untrained teachers.

Rs. 120-6-168-EB-8-200. In government schools also, the scale of these teachers was raised from Rs. 75-5-120-EB-8-200 to Rs. 120-8-200-EB-10-300. The pay scale of J. T. C. teacher was revised from Rs. 45-2-65-EB-3-80 to Rs. 60-3-90-4-110 in case of non-government institutions and to Rs. 60-4-80-EB-5-120 in case of government institutions. In Pepsu, the scales of pay of teachers in government high schools were revised as under :

	<i>Old Grade</i>	<i>Revised Grade</i>
	Rs.	Rs.
Headmaster	(a) 200-10-300-12½-400	(a) 250-25-550/25-750 (for men) 260-20-500/30-650 (for women)
	(b) 150-10-220	(b) 200-10-300-12½-400
Assistant Teacher	(a) 130-8-170-10-190	110-8-190-10-250
	(b) 90-5-140	

The following new scales were introduced in Rajasthan during 1955-56 :

	<i>Old Grade</i>	<i>Revised Grade</i>
	Rs.	Rs.
Headmaster	250-10-280-EB-15-325- EB-15-500	250-15-400-EB-20-500
Assistant Teacher	100-5-135-EB-10-225	110-5-135-EB-10-225

The headmasters of government high schools in Saurashtra with an enrolment of more than 600 in higher standards were given the grade of Rs. 200-10-250-15-400 and those in other schools, Rs. 170-10-250. There was no change in the pay scale of assistant teachers which remained as Rs. 65-3-80-5-125-7-160-EB-8-200, but the starting salary of trained graduates was fixed at Rs. 85/- per month.

From 1st April 1955, the pay scales of all categories of teachers in Travancore-Cochin were revised. The headmasters of departmental high schools were placed in the grade of Rs. 250-15-400 and the first and second grade teachers in the grade of Rs. 150-10-250 and Rs. 55-5-75-7½-150 respectively. In the case of private high schools, the scale of headmasters was revised as Rs. 150-10-250 and that of other teachers as Rs. 55-5-75-7½-150.

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 XLVII compares the minima and maxima of the scales prescribed in government schools for a graduate trained teacher in various States. The states have been grouped together according to the starting salary offered by them.

Expenditure

During the year under report, the total direct expenditure on recognised secondary schools rose by Rs. 7,49,96,291 to Rs. 53,01,94,619. This shows an increase of 16.5 per cent, as against 7.9 per cent in the previous year. Of the total amount, Rs. 44,75,08,656 were expended on boys' schools and Rs. 8,26,85,963 on those for girls. The proportion of the direct expenditure on secondary schools to the total direct expenditure on all institutions also increased from 34.8 per cent to 36.6 per cent. The expenditure on middle and high schools separately was Rs. 15,40,50,236 and Rs. 37,61,44,383. The extent to which the secondary school expenditure was borne by different sources is shown in figures in the following table :

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

Source	1954-55		1955-56	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government Funds	Rs. 19,26,92,559	42.4	Rs. 24,68,26,952	46.6
District Board Funds	1,91,46,119	4.2	2,49,30,765	4.7
Municipal Board Funds	82,66,231	1.8	1,07,61,544	2.0
Fees	19,22,11,314	42.2	20,04,92,267	37.8
Endowments	1,42,03,375	3.1	1,50,39,455	2.8
Other Sources	2,86,78,730	6.3	3,21,43,636	6.1
Total	45,51,98,328	100.0	53,01,94,619	100.0

It will be observed that (a) numerically, all sources reported increased expenditure on secondary education (b) government funds and fees accounted for more than four-fifth of the total expenditure, (c) the proportion of government funds increased by 28.1 per cent as compared to 30.2 per cent from district board funds, 30.2 per cent from municipal board funds, 4.3 per cent from fees and 10.1 per cent from both endowments and other sources.

The break-up of the total direct expenditure on secondary schools under different managements was as follows :

<i>Management</i>	<i>Amount</i>	<i>Percentage</i>
	Rs.	
Government	12,54,97,236	23.7
District Boards	7,89,72,716	14.9
Municipal Boards	2,58,94,849	4.9
Private Bodies :		
Aided	25,53,34,174	48.1
Unaided	4,44,95,644	8.4

A study of figures in table XLIX, which compares the direct expenditure on secondary schools in the different States for the years 1954-55 and 1955-56 shows that the expenditure increased in all the States. Among Part A States, the percentage increase was highest in Bombay (52.5) and the lowest in Uttar Pradesh (2.7). The intermediary positions were occupied by Madhya Pradesh (21.7), Punjab (17.7), Assam (14.2) Andhra (12.1), West Bengal (12.0), Madras (11.2), Bihar (8.1) and Orissa (6.8). Among Part B States, it ranged between 1.9 per cent in Hyderabad and 25.7 per cent in Travancore-Cochin. Bhopal led the Part C States by reporting an increase of 42.0 per cent, while at the other end in this category of States was A. & N. Islands (2.0 per cent).

The States reported wide variation in the proportion of expenditure incurred on secondary schools to the entire direct expenditure on education as a whole [col. (10) of table XLIX]. Some difference can be accounted to the variation in the number of classes comprising secondary stage in the different States.

The source-wise share of expenditure on secondary schools in different States is indicated in cols. (13) to (18) of table XLIX. Among Part A States the percentage share of government funds was the highest in Madhya Pradesh (57.3) and the lowest in Andhra (23.9), while that met from local board funds ranged between 0.4 per cent in West Bengal and 26.9 per cent in Andhra. Fees accounted for more than half of the total direct expenditure on secondary schools in West Bengal and Uttar Pradesh. In the rest of the States of this category, the share of fees varied from 27.0 per cent in Madhya Pradesh to 48.8 per cent in Punjab. The contribution from endowments and other sources varied between 4.6 per cent in Andhra and 15.1 per cent in Orissa. The government met nearly two thirds or more of the expenditure in all the Part B and C States except Mysore, Pepsu, Delhi, Kutch and Manipur where the contribution from fees was quite substantial.

The average annual cost per pupil under instruction in secondary schools decreased from Rs. 66.0 (Rs. 44.2 in middle schools and Rs. 79.3 in high schools) to Rs. 62.2 (Rs. 40.4 in middle schools and Rs. 79.8 in high schools) in the year 1955-56. Its distribution over different sources of income was government funds Rs. 28.9, district board funds Rs. 2.9, municipal board funds Rs. 1.3, fees Rs. 23.5, endowments Rs. 1.8 and other sources Rs. 3.8. Cols (19) and (20) of Table XLIX indicate the average amount of expenditure incurred on a student in secondary schools during the years 1954-55 and 1955-56.

Table XLIX—Direct Expenditure

State	On Schools for Boys		On Schools for Girls	
	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Andhra	1,74,20,889	1,96,27,151	16,44,685	17,42,756
Assam	1,09,18,465	1,24,96,161	15,74,547	17,75,779
Bihar	2,96,28,697	3,20,44,171	25,22,922	26,98,286
Bombay	5,09,53,624	7,88,79,040	90,42,595	1,26,08,626
Madhya Pradesh	1,78,08,709	2,19,50,239	27,64,085	30,88,050
Madras	3,35,96,625	3,78,03,678	71,15,048	74,51,836
Orissa	70,74,171	75,06,623	5,36,934	6,23,653
Punjab	2,18,47,000	2,51,32,620	48,32,570	62,60,873
Uttar Pradesh	6,80,74,670	6,94,72,661	1,30,08,477	1,38,03,882
West Bengal	3,77,00,158	4,28,54,424	1,02,01,526	1,07,86,637
Hyderabad	1,34,09,412	1,35,93,627	35,57,754	37,04,138
Jammu and Kashmir	28,85,077	30,45,943	7,69,590	7,55,388
Madhya Bharat	60,21,960	64,30,786	15,66,629	16,38,475
Mysore	87,42,717	90,60,824	19,79,899	20,37,507
Pepsu	64,03,969	71,66,067	8,23,113	12,15,230
Rajasthan	1,19,54,123	1,43,92,925	14,81,952	20,16,037
Saurashtra	38,38,477	45,46,096	8,93,052	9,52,858
Travancore-Cochin	1,32,89,958	1,67,66,964	25,27,272	31,22,658
Ajmer	18,73,016	21,66,021	2,96,083	3,13,494
A. & N. Islands	1,27,180	1,29,778	...	...
Bhopal	10,32,734	14,50,044	2,04,945	3,08,019
Coorg	9,98,092	12,24,928	90,697	98,336
Delhi	97,25,952	1,14,75,348	42,45,145	46,39,745
Himachal Pradesh	18,06,762	19,67,197	2,13,113	2,31,054
Kutch	3,13,669	3,79,904	53,737	67,589
Manipur	6,27,657	7,22,963	75,496	80,777
N. E. F. A.	2,42,692	2,81,313	...	...
Tripura	9,53,072	11,22,488	1,43,748	1,61,571
Vindhya Pradesh	33,34,069	38,18,672	4,29,118	5,02,709
India	38,26,03,596	44,75,08,656	7,25,94,732	8,26,85,963

on Secondary Schools by States

Total		Increase (+) or Decrease (-)		Percentage of Expenditure on Secondary Schools to Total Direct Expenditure on Education 1955-56	State
1954-55	1955-56	Amount	Percent- age		
6	7	8	9	10	
Rs.	Rs.	Rs.			
1,90,65,574	2,13,69,907	+ 23,04,333	+12.1	27.8	Andhra
1,24,93,012	1,42,71,940	+ 17,78,928	+14.2	44.5	Assam
3,21,51,619	3,47,42,457	+ 25,90,838	+ 8.1	43.0	Bihar
5,99,96,210	9,14,87,666	+3,14,91,447	+53.5	37.2	Bombay
2,05,72,794	2,50,38,289	+ 44,65,495	+21.7	37.3	Madhya Pradesh
4,07,11,673	4,52,55,514	+ 45,43,841	+11.2	28.5	Madras
76,11,105	81,30,276	+ 5,19,171	+ 6.8	31.2	Orissa
2,66,79,570	3,13,93,493	+ 47,13,923	+17.7	43.4	Punjab
8,10,83,147	8,32,76,543	+ 21,93,396	+ 2.7	40.4	Uttar Pradesh
4,79,01,684	5,36,41,061	+ 57,39,377	+12.0	35.3	West Bengal
1,69,67,166	1,72,97,765	+ 3,30,599	+ 1.9	30.8	Hyderabad
36,54,667	38,01,331	+ 1,46,664	+ 4.0	49.7	Jammu & Kashmir
75,88,589	80,69,261	+ 4,80,672	+ 6.3	30.4	Madhya Bharat
1,07,22,616	1,10,98,331	+ 3,75,715	+ 3.5	28.4	Mysore
72,27,082	83,81,297	+ 11,54,215	+16.0	51.7	Pepsu
1,34,36,075	1,64,08,962	+ 29,72,887	+22.1	45.9	Rajasthan
47,31,529	54,98,954	+ 7,67,425	+16.2	27.5	Saurashtra
1,58,17,230	1,98,89,622	+ 40,72,392	+25.7	42.0	Travancore-Cochin
21,69,099	24,79,515	+ 3,10,416	+14.3	29.9	Ajmer
1,27,180	1,29,778	+ 2,598	+ 2.0	59.3	A. & N. Islands
12,37,679	17,58,063	+ 5,20,384	+42.0	34.4	Bhopal
10,88,789	13,23,264	+ 2,34,475	+21.5	66.8	Coorg
1,39,71,097	1,61,15,093	+ 21,43,996	+15.3	38.1	Delhi
20,19,875	21,98,251	+ 1,78,376	+ 8.8	50.7	Himachal Pradesh
3,67,406	4,47,493	+ 80,087	+21.8	27.1	Kutch
7,03,153	8,03,740	+ 1,00,587	+14.3	38.9	Manipur
2,42,692	2,81,313	+ 38,621	+15.9	28.8	N. E. F. A.
10,96,820	12,84,059	+ 1,87,239	+17.1	27.8	Tripura
37,63,187	43,21,381	+ 5,58,194	+14.8	41.8	Vindhya Pradesh
45,51,98,328	53,01,94,619	+7,49,96,291	+16.5	36.6	India

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

State	Percentage of Expenditure (1955-56) met from						Average Annual Cost per Pupil	
	Government Funds	District Board Funds	Municipal Board Funds	Fees	Endowments	Other Sources	1954-55	1955-56
	12	13	14	15	16	17	18	19	20
Andhra	23.9	22.2	4.7	44.6	3.8	0.8	Rs. 63.0	Rs. 68.3
Assam	53.7	0.4	0.5	34.8	6.8	3.8	52.9	53.7
Bihar	31.0	17.4	2.5	39.2	2.1	7.8	49.6	49.8
Bombay	48.6	2.1	3.0	37.5	1.3	7.5	120.0	60.4
M. Pradesh	57.3	7.0	2.2	27.0	1.4	5.1	50.6	51.6
Madras	43.6	9.6	2.5	35.4	8.6	0.3	73.8	68.9
Orissa	52.4	3.4	0.3	28.8	2.5	12.6	67.4	65.8
Punjab	31.7	8.1	3.0	48.8	3.8	4.6	48.6	52.7
U. Pradesh	33.8	2.5	1.8	52.2	1.7	8.0	78.7	77.7
W. Bengal	27.2	0.2	0.2	61.4	4.1	6.9	72.0	77.3
Hyderabad	74.6	...	...	13.7	2.0	9.7	77.1	75.7
J. & Kashmir	93.7	...	...	1.6	1.8	2.9	42.8	42.9
M. Bharat	83.2	...	0.6	11.2	1.1	3.9	60.0	56.7
Mysore	64.6	2.3	5.2	19.6	2.5	5.8	49.3	50.7
Pepsu	63.7	...	...	28.9	2.0	5.4	48.7	49.5
Rajasthan	82.7	4.4	0.1	5.0	2.4	5.4	57.0	62.8
Saurashtra	69.7	...	0.1	16.8	3.2	10.2	67.8	74.3
Trav.-Cochin	68.2	...	...	24.4	...	7.4	34.6	36.4
Ajmer	69.1	...	...	22.0	8.4	0.5	165.7	165.7
A.&N. Islands	95.6	...	...	4.4	...	...	95.9	90.3
Bhopal	95.8	...	...	2.1	0.5	1.6	77.3	87.5
Coorg	81.9	...	0.2	8.6	...	9.3	48.3	55.2
Delhi	53.5	0.8	7.4	30.6	1.4	6.3	91.9	92.4
H. Pradesh	88.2	...	...	9.8	2.0	...	61.3	61.3
Kutch	58.3	...	...	22.9	2.2	16.6	63.6	64.9
Manipur	47.4	...	0.2	47.2	4.2	1.0	43.7	42.3
N. E. F. A.	100.0	..	...	...	...	...	189.2	219.1
Tripura	68.6	...	...	21.7	...	9.7	76.8	66.3
V. Pradesh	98.3	...	...	1.1	0.5	0.1	69.3	68.9
India	46.6	4.7	2.0	37.8	2.8	6.1	66.0	62.2

Table L—Results of Matriculation and Equivalent Examinations

State	Number Appeared			Number Passed			Pass Percentage	
	Boys	Girls	Total	Boys	Girls	Total	1954-55	1955-56
1	2	3	4	5	6	7	8	9
Andhra	61,193	5,696	66,889	24,412	2,315	26,727	34.9	40.0
Assam	12,379	2,364	14,743	5,126	913	6,039	44.3	41.0
Bihar	59,943	2,869	62,812	31,229	1,943	33,172	58.2	52.8
Bombay	96,379	23,484	1,19,863	44,832	12,609	57,441	47.5	47.9
Madhya Pradesh	18,764	3,124	21,888	10,492	1,865	12,357	57.1	56.5
Madras	70,265	14,748	85,013	28,576	6,755	35,331	41.1	41.6
Orissa	8,563	551	9,114	4,253	329	4,582	45.2	50.3
Punjab	56,369	15,859	72,228	30,191	10,170	40,361	67.2	55.9
Uttar Pradesh	1,59,629	15,374	1,75,003	69,483	8,931	78,414	46.7	44.8
West Bengal	61,873	14,055	75,928	31,549	7,190	38,739	51.6	51.0
Hyderabad	30,570	3,777	34,347	10,524	1,302	11,826	38.0	34.4
J. & Kashmir	5,271	863	6,134	2,365	524	2,889	52.9	47.1
Madhya Bharat	11,669	1,606	13,275	4,589	924	5,513	47.7	41.5
Mysore	23,752	4,474	28,226	12,183	2,573	14,756	49.6	52.3
Pepsu	8,650	622	9,272	5,022	503	5,525	67.3	59.6
Rajasthan	22,452	1,134	23,586	11,456	693	12,149	51.4	51.5
Saurashtra	8,824	1,757	10,581	3,750	808	4,558	65.7	43.1
Trav.-Cochin	45,810	24,187	69,997	19,218	9,891	29,109	42.2	41.6
Ajmer	4,959	706	5,665	1,584	336	1,920	54.5	33.9
A. & N. Islands	43	13	56	19	8	27	62.2	48.2
Bhopal	606	70	676	236	45	281	72.9	41.6
Coorg	347	114	461	156	52	208	47.3	45.1
Delhi	5,404	2,091	7,495	3,204	1,374	4,578	63.3	61.1
H. Pradesh	1,267	115	1,382	753	98	851	77.6	61.6
Kutch	589	71	660	217	39	256	36.1	38.8
Manipur	1,397	139	1,536	574	38	612	50.6	39.8
N.E.F.A.	4	2	6	4	1	5	66.6	83.3
Tripura	1,010	265	1,275	477	69	546	37.3	42.8
Vindhya Pradesh	1,841	74	1,915	692	30	722	74.9	37.7
India	7,79,822	1,40,204	9,20,026	3,57,166	72,328	4,29,494	48.2	46.7

Free Places, Scholarships and Other Stipends

Most of the States had schemes for the award of scholarships and freeships to students who lacked requisite means for the prosecution of their studies. Besides students belonging to scheduled castes, scheduled tribes and other Backward classes, a certain proportion of other pupils on rolls were exempted from the payment of fees. Moreover, financial concessions were granted to the wards of teachers, ex-servicemen, political sufferers and displaced persons. In certain States, the amount foregone on account of freeships to a prescribed category of pupils, was reimbursed by the government.

The total amount incurred on scholarships and stipends awarded to pupils in secondary schools amounted to Rs. 1,98,57,550, and the amounts foregone for free studentship and other financial concessions were Rs. 3,80,43,327 and Rs. 1,12,01,831 respectively during the year. The number of pupils benefitted was 3,16,368, 20,83,782 and 6,08,394 respectively.

Examination Results

During the year 9,20,026 pupils (7,79,822 boys and 1,40,204 girls) appeared in the matriculation and equivalent examinations, of which 4,29,494 pupils (3,57,166 boys and 72,328 girls) qualified. This gives a pass percentage of 46.7 as against 48.2 in the year 1954-55. The figures given above include private candidates also.

Buildings and Equipment

The construction of new school buildings did not keep pace with the expansion of educational facilities at this stage of education. This was due mainly to paucity of funds, high cost of building material and shortage of suitable sites especially in towns and cities. Comparatively, the position of government secondary schools was better than those managed by non-government bodies. With a view to providing schooling facilities to a large number of students, tented accommodation was used in certain cases. In some urban areas double-shifts were also resorted to overcome the shortage of buildings. Government gave non-recurring grants to private bodies for the construction of new school buildings and the purchase of better equipment. Voluntary contribution of labour and building material also came forward from the community which helped to meet the difficult situation to some extent.

CHAPTER VI

UNIVERSITY EDUCATION

This chapter deals with University education—general, professional and special. Teachers' Training and Professional and Technical education have, however, been discussed in some greater detail in Chapter VII and Chapter VIII respectively.

During the year, there was further expansion in the content and coverage of education at the university and collegiate level. Fresh institutions were opened, new courses and subjects were introduced at different stages, facilities for Technical education were enlarged, staff was strengthened and in some cases their salaries were improved, laboratories were better equipped, library facilities were increased and extra-curricular and cultural activities were expanded.

The University Grants Commission Bill was passed by Parliament and received the assent of the President in March, 1956. During the year, the University Grants Commission appointed a number of visiting committees to visit universities in connection with their specific development proposals. A 4-member committee with Pandit H.N. Kunzru as chairman was also appointed to examine the problem of the medium of instruction at the university stage and to recommend ways and means of securing an adequate proficiency in English at this stage.

The Commission decided that the scheme of award of prizes for the study of selected regional languages, which was instituted by the Government of India at the Central universities, be extended to other universities also. The universities were asked to submit suitable proposals in this regard. The Commission also decided to recommend and finance a scheme for the introduction of Hobby workshops in the universities. The Commission also agreed to assist the universities financially for schemes relating to the following special projects :

- (i) Construction of library buildings and addition of books to the existing stock of library books of the universities ;
- (ii) Publication of research work of merit ;
- (iii) Rehabilitation of Laboratories in scientific equipment, etc. ;
- (iv) Expansion and improvement of facilities for scientific research and post-graduate training ;
- (v) Research work in Humanities ;
- (vi) Extension work by university teachers and

- (vii) Projects in new fields of research like Nuclear Science, Electronics, Marine Biology and Applied Geology.

Besides, the School of International Studies was established with financial assistance from the Commission as a constituent college of Delhi University.

In the field of Engineering and Technology the Commission sanctioned grants for the following projects ;

- (a) Schemes initiated by the All-India Council for Technical Education in 1947-48 ;
- (b) Development of undergraduate training in Engineering at several universities ;
- (c) Development of post-graduate training in specialised fields like Dam Construction, Structural Engineering, etc. ;
- (d) Establishment of research units at selected centres in subjects like X-Ray, Metallurgy, Corrosion Resistance, Powder Metallurgy, Chemical Engineering, Hydraulics, Applied Hydrodynamics, etc.

During the year, the Ministry of Education placed at the disposal of the Commission a sum of Rs. 2,66,15,330, out of which Rs. 2,65,75,330 were disbursed to the various universities (including Rs. 20,03,676 to the constituent colleges of Delhi University). Of the total disbursement, a sum of Rs. 1,39,18,007 was paid as maintenance grant to Central universities as detailed below :

Aligarh	Rs. 37,14,359
Banaras	Rs. 57,27,500
Delhi (including colleges)	Rs. 35,21,725
Visva-Bharati	Rs. 9,54,423

The remaining amount of Rs. 1,06,53,347 was disbursed to other universities. This amount includes (i) Rs. 9,18,000 for the purchase of books for science and technology ; (ii) Rs. 4,27,000 for the purchase of books for Humanities (iii) Rs. 40,04,234 for the equipment of science departments ; (iv) Rs. 13,50,000 for library buildings ; (v) Rs. 19,58,906 for technical equipment for engineering and technological departments of universities ; (vi) Rs. 10,06,545 for the buildings of engineering and technological departments of universities ; and (vii) Rs. 7,65,604 (recurring) for Engineering and Technological education for staff and maintenance, etc.

With a view to improving the salary scales of university teachers, the Commission initiated a scheme in July, 1954 for the remaining period of the first five year plan with the following minimum scales in the universities :

Professor—Rs. 800-40-1000-50-1250.
Lecturer—Rs. 250-25-500.

Under the scheme, the Commission decided to pay the difference between the salary actually drawn by the Professors or Lecturers in the existing scales and the salary they would have drawn had they been on the proposed scales. Accordingly, a sum of Rs. 8,80,779 was disbursed to the Universities of Aligarh, Andhra, Annamalai, Banaras, Calcutta, Delhi, Gauhati, Madras, Nagpur, Osmania, Saugar and Utkal. The position in the remaining universities remained unchanged.

The Rural Higher Education Committee appointed by the Ministry of Education in October, 1954, submitted its report during the year. It recommended for the establishment of rural institutes of higher learning to train rural youth for effective leadership of the community. Accordingly, the Ministry of Education decided to develop a number of selected institutions into rural institutes of higher learning. Pending the formation of a National Council of Rural Higher Education, a consultative committee consisting of the representatives of the Ministries of Health, Production and Food and Agriculture and Ford Foundation, Technical Co-operation Mission and Community Projects Administration was set up to scrutinise the development schemes submitted by about 30 institutions and one organisation. The consultative committee met on 30th December, 1955 and recommended the setting up of 4 syllabus committees, to prepare syllabuses for various courses and to lay down standards of staff. To implement the programmes of Rural Higher Education, the Ford Foundation placed a sum of 17,20,000 (Rs. 81.81 lakhs) at the disposal of the Government of India.

With assistance from the Ford Foundation and in co-operation with the Community Projects Administration, a pilot scheme of "Student Apprenticeship in Village Development" was tried out in West Bengal. The purpose of this scheme was to develop in selected university students, a realistic spirit of social service and a responsible understanding of the problems of rural reconstruction in India. Forty-two students of Calcutta University were given a short orientation course of seven days at the different community development training centres at Fulia and Burdwan and placed as aids to different Gram Sewaks for a period of 16 days.

With a view to developing and strengthening Home Science education and research in India, an agreement was executed between the Governments of India and the United States of America. Under this agreement, besides training opportunities and technical advice, equipment and supplies were to be received by selected Indian colleges and universities.

To consider the question of the introduction of general education courses, some vice-chancellors and other educationists met in Srinagar in June, 1955 to formulate suggestions regarding such courses for the consideration of Indian Universities in the light of the information available. A copy of the proceedings of this meeting together with a note on the objectives and scope of the general education courses was sent to universities for eliciting their views on the suggestions. In pursuance of the recommendations, a study team of 8 Indian university teachers, under the leadership of Dr. S. Bhagavantam, the Vice-Chancellor of

Osmania University, was sent to visit some institutions in the U. K. and the U. S. A. where promising work had been done in this field. The project was financed out of funds allotted for the purpose by the Ford Foundation.

Under the India Wheat Loan Educational Exchange Programme, initiated in 1954-55, books and laboratory equipment were received during the year. Twelve Indian Librarians were also granted travel grants for a 5-months study tour in U. S. A. under the Programme.

During the year, the Government of India appointed a Committee to examine the question whether a university degree should be pre-requisite for entry into government service.

The terms of reference of the Committee were :

- (i) To examine the question as to how far and at what levels the possession of a university degree is necessary for recruitment to public service.
- (ii) To consider the type of tests which should be instituted to assess the relative merits of candidates in an objective manner in the absence of a university degree.
- (iii) To consider measures to ensure that the number of candidates competing for posts and services under government is not wastefully large.

A conference of University Professors of Sanskrit was convened at New Delhi on 30th September and 1st October, 1955, with a view to discussing various aspects of teaching of Sanskrit in the universities. Representatives of all the universities except Andhra, Roorkee, Rajputana and Jammu and Kashmir participated in the conference.

Under the scheme of Research Scholarships in Humanities, 39 candidates were awarded scholarships of Rs. 200 p.m. each to conduct advanced research in some branches of Humanities. During the year, 25 teachers were awarded scholarships under the Central (Modified) Overseas Scholarships scheme, 5 under the Central States Scholarships scheme, 28 under the Foreign Languages Scholarships scheme and 12 under the Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships scheme for further studies abroad.

On the recommendations of the committee appointed to review the working of the Research Training Scholarships Scheme, the junior research scholarships of Rs. 100 p.m. were withdrawn and senior scholarships of Rs. 200 p.m. and 30 national research fellowships for post-doctoral work in science/technology in universities and institutions of advanced studies were instituted. Each fellowship was of the value of Rs. 400 p.m. plus a contingency grant of Rs. 1,000 per year for chemicals etc. The tenure of each fellowship was 3 years which could be extended upto 5 years.

Main Developments

Andhra

Andhra University

(a) Courses in Engineering leading to Bachelor's Degree in Civil, Electrical and Mechanical Engineering were introduced in the newly opened University College of Engineering at Waltair.

(b) A Board of Studies in Sanskrit (Hons. & Post-Graduate) was constituted.

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

(i) B.V. Sc. and A.H., (ii) M.Sc. in Nuclear Physics, (iii) Pre-University examination, and (iv) B.A. (Hons.) in Sanskrit language and literature.

(d) Minimum age of admission to the M.B.,D.S. course was prescribed as 17 years.

Sri Venkateswara University

(a) The Senate, Syndicate and the Academic Council were constituted and Faculties and Boards of Studies organised.

(b) The Academic Council of the University decided that (i) the Pre-university course be started from 1957-58 session, (ii) no admissions be made to the Junior Intermediate from the academic year 1957-58, and (iii) the three year degree course be started from 1958-59 session.

(c) Courses of study leading to the award of B.A. and B.Sc. Degrees in Mathematics, Economics, Philosophy, Physics, Chemistry and Zoology were introduced in the University college.

Assam

Gauhati University

(a) Departments of English, Physics and Chemistry started functioning with the aim of developing facilities for post-graduate studies and research in the subjects.

(b) The Department of Teachers' Training in Method of English Teaching was established.

(c) An expert committee to frame the syllabus for the post-graduate diploma course in Tea was appointed.

Bihar

Bihar University

(a) Teaching Departments of Botany and Zoology started functioning.

(b) Post-graduate courses in Rural Economics and Co-operation and Sociology, Honours course in Commerce and diploma courses in Industrial Relations and Journalism were introduced.

(c) Hindi (Compulsory) and English Literature (optional) were introduced for the Intermediate Examinations.

(d) Intermediate in Science was prescribed as the minimum qualification for admission to Veterinary Science course.

Patna University

(a) With a view to providing instruction for post-graduate studies and research, the following departments were opened under the Faculty of Medicine :

- (i) Department of Anatomy.
- (ii) Department of Medicine.
- (iii) Department of Obstetrics and Gynaecology.
- (iv) Department of Ophthalmology and Otorhinolaryngology.
- (v) Department of Pathology
- (vi) Department of Pharmacology
- (vii) Department of Physiology
- (viii) Department of Surgery.

Bombay

M.S. University of Baroda

(a) A new department providing a post-graduate course in Bio-chemistry was started.

(b) A four-year course leading to the degree of B. Text. (Tech.) was started in the Faculty of Technology and Engineering.

(c) The first year courses in the Faculties of Arts, Science and Commerce were re-organised into Preparatory courses of one year's duration. The scheme of the three-year degree course was approved and Boards of Studies were directed to frame suitable courses.

Bombay University

(a) Dentistry was separated from General Medicine and placed under a faculty consisting of 2 Boards of Studies—one for pre-clinical subjects in Dentistry and the other for clinical subjects in Dentistry.

(b) The statutes were passed for constituting the following two new Boards of Studies :—

- (i) Board of Studies in Bio-chemistry in the Faculties of Science and Medicine.

(ii) Board of Studies in Psychology in the Faculties of Arts and Science.

(c) A post-graduate research degree in Textiles viz. M. Text. was instituted and ordinances and regulations regarding this examination were framed.

(d) Diploma course in Business Management was started at the University School of Economics and Sociology.

(f) Hindi was introduced as a compulsory subject of study in the first year of Arts, Science and Commerce classes.

Gujrat University

(a) Hindi was introduced as a compulsory subject in the first two years of the college classes.

(b) Courses for the degree in Ayurvedic Medicine were finalised.

(c) Ancient Indian Culture and Home Science as compulsory subjects for B. A., and Educational Statistics and System of Education in other countries as elective subjects for B. Ed. were introduced.

(d) The university decided to hold the M. E. (Electrical & Machine Design) Examination twice a year.

(e) Consequent upon the decision to introduce Gujarati as the medium of instruction, two committees-one for science and the other for Humanities-were appointed to prepare scientific terminology in Gujarati in various subjects.

Karnatak University

(a) Hindi was introduced as a compulsory subject upto the Intermediate stage.

(b) A committee was appointed to work out the details for the three-year degree course.

(c) Affiliated colleges were given the option of teaching subjects in regional language or Hindi at the first year level.

(d) Compulsory tutorials were introduced in all subjects in the first year courses and thirty per cent marks were assigned for the performance of students in these tutorials.

(e) University Departments of History and Economics were started.

Poona University

(a) The following courses were introduced during the year :

(i) Politics (Special) in B. A.

- (ii) B. Sc. (Hons.) in Géology.
- (iii) M. A. (Statistics).
- (iv) M. A. (Geógraphy).
- (v) M. Sc. (Geology).
- (vi) M. Sc. (Organic Chemistry).

(b) A sub-committee of the Academic Council appointed to consider the introduction of three year degree course submitted its recommendations.

(c) Certificate courses in French and German were commenced.

(d) Ordinances were amended so as to enable the students passing the B. Com. examination to appear for the B. A. (Special) examination.

(e) Ordinances were framed allowing the candidates passing the B. E. (Mech.) to appear for B. E. (Met.) and vice-versa.

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

Course for the M. Ed. Degree Examination was introduced.

Sardar Vallabhbhai Vidyapeeth

With a view to establishing a rural university, an Act was passed by the Bombay Legislature to incorporate and establish a teaching and affiliating university at Vallabh Vidyanagar.

Madhya Pradesh

Nagpur University

- (a) The Department of Ancient Indian History & Culture was established.
- (b) The university accepted the scheme of 3-year degree course.
- (c) Following new courses were started :
 - (i) Diploma in Library Science.
 - (ii) Diploma in Teaching.
 - (iii) B. Pharm.
- (d) Sociology was introduced as a subject of study for B.A. Examination.
- (e) Women students from all parts of India were permitted to appear privately for examinations in Arts.

Saugar University

The University instituted a three-year degree course preceded by one-year pre-university course. The syllabii for the new courses were framed and the teaching started from July, 1955.

Madras*Annamalai University*

Instruction was started in the following courses :

- (i) B.Com. and B.Com. (Hons.) under the newly constituted Department of Commerce.
- (ii) Advanced course in Agriculture leading to the M.Sc. (Agri.) degree in Horticulture.
- (iii) Advanced course in Tamil leading to the M.O.L. degree by examination.
- (iv) Ecology as a subject of study for M.Sc. in Zoology.

Madras University

- (a) Department of Business Management was established and a diploma course in Business Management was instituted.
- (b) Ordinances were framed for the newly constituted Pre-university courses.
- (c) Medical graduates of other universities were treated at par with those of Madras University for admission to post-graduate courses for M.Sc., M.D. and M.S.
- (d) The syndicate appointed a General Inspection Commission to inspect and report on the conditions of the colleges.

Orissa*Utkal University*

- (a) Regulations for the newly introduced B.V.Sc. & A.H. examination were framed.
- (b) The Senate agreed in principle to the introduction of the three year degree course at the end of one year preparatory course. A committee was appointed by the Academic Council to work out the details for the implementation of the scheme.
- (c) Post-graduate degree and diplomas in the Faculty of Medicine were instituted.
- (d) The University instituted a fellowship to provide opportunities for men and women to pursue advanced research in Humanities and Natural Sciences.

Punjab*Punjab University*

- (a) The following examinations were instituted :
 - (i) B.Ed. (Basic)

- (ii) B.A. (Hons.) in Urdu
 - (iii) B.A. (Hons.) in Sanskrit
 - (iv) Diploma in Local Government Administration.
- (b) Examinations for Honours in Hindi, Panjabi and Urdu were made open to those candidates who had previously passed some lower examination in the same subject.
- (c) Sociology and Public Administration were introduced as elective subjects for B.A. examination.
- (d) Graduates in the Faculty of Medicine were permitted to join the Law Colleges.
- (e) Youth Leadership was included as an optional subject for the B.T. examination.
- (f) Women graduates working as District and Assistant Inspectresses of Schools in the Education Departments of Punjab or Himachal Pradesh and also those working as lecturers in affiliated colleges were permitted to appear privately in the B.T. examination.

Uttar Pradesh

Agra University

- (a) The statutes and ordinances relating to the Institute of Social Science were passed by the Senate.
- (b) Courses for the following degree/diploma were instituted..
- (i) Diploma in Library Science.
 - (ii) M.Sc. in Veterinary Science.
- (c) The Hindi Institute started functioning.
- (d) Psychology was introduced as a subject for B.Sc. course and International Law as an alternate paper in LL.B. (Previous) examination.
- (e) Teachers in the affiliated degree colleges holding doctorate degree were given two advanced increments.
- (f) Blind persons taking any university examination were exempted from the payment of all fees.
- (g) A diploma in Medical Radiology and Electrology in the Faculty of Medicine was instituted.

Aligarh University

The Academic Council accepted the scheme for the reorganisation of the secondary and university education and the institution of a three year degree course.

Allahabad University

The Department of Ancient History, Culture and Archaeology was established with provision for degree, post-graduate and research courses.

Banaras Hindu University

(a) Course for M.A./M.Sc. in Statistics was framed.

(b) A Board of Studies in Religion was formed and university examinations in Religion were introduced in I.A., I.Sc., I.Com., B.A., B.Sc. and B.Com.

(c) A department for conducting research on Ayurvedic drugs was opened.

Lucknow University

(a) A course in general education with compulsory attendance but with no examination was introduced.

(b) The nomenclature of the Degree in Education was changed from L.T. to B.Ed.

(c) Teaching in the following courses was started :—

(i) M.Sc. degree in Bio-chemistry, and

(ii) Diploma course in Physical Education at the Lucknow Christian College.

(d) Banking and Accountancy was made a compulsory subject for B.Com. examination.

(e) Three months' practical work in an approved centre was made compulsory for the award of M.Com. degree.

Roorkee University

(a) The nomenclature of Post-graduate Diploma in Engineering was changed to Master's Degree in Engineering.

(b) Post-graduate courses leading to M.E. degree were started in the following subjects :—

Public Health Engineering and Soil Mechanics and Foundation Engineering ; Applied Thermo-Dynamics.

West Bengal*Calcutta University*

(a) The courses for the following diplomas/certificate were instituted.

(i) Diploma in Business Management,

(ii) Certificate in Jute Technology, and

(iii) Diploma in Dermatology.

Jadavpur University

The Government of West Bengal, with the concurrence of Government of India enacted the necessary legislation for the establishment of Jadavpur University which came into being on 24th December 1955. It provided instruction for degree and diploma courses in Engineering and Technology.

Visva-Bharati University

(a) Ordinances relating to Music courses were amended. The new courses replacing the old four year Diploma course will be as follows —

- (i) Three-year Intermediate course in Music and Dancing.
- (ii) Three-year diploma course in Music and Dancing (for non-matriculates)
- (iii) Two-year degree course in Music and Dancing (after successful completion of the Intermediate course).

(b) Thorough changes were introduced in I.A. and I.Sc. courses.

Hyderabad

Osmania University

(a) Post-graduate diploma courses in Medicine, Surgery, Ophthalmology, Midwifery and Gynaecology were instituted

(b) Geology was included as a special subject for the M A final examination in Geography

(c) Regulations for Ph. D. degree were amended so as to extend the research facilities to lecturers.

(d) Age limit of 17 years as minimum was enforced for admission to B.E degree course.

(e) Librarians of registered libraries recognised by the Education Department of Hyderabad or the Osmania University were permitted to appear at the University examinations privately

Jammu and Kashmir

Jammu and Kashmir University

Blind persons taking the University examination were exempted from the payment of all fees.

Rajasthan

Rajputana University

(a) Persons holding B Pharm. degree were allowed to appear for M Sc. (Pharmacology) after 3 years of regular study

(b) Post-graduate studies in M.S. (Ophthalmology), Ph D. (Medical) and D.Sc. (Medical) were instituted.

(c) Microbiology and Bio-chemistry were introduced as subjects for the B Sc degree.

(d) At least 3 months' practical training in an approved business concern or governmental office was made compulsory for M Com degree.

(e) The option of answering question papers in Hindi was allowed in all papers for I Com , B Com. and M.Com examinations.

(f) Post-graduate courses leading to M.E. and M Sc. (Electronics) were started at the Birla Engineering College, Pilani.

Travancore-Cochin

Travancore University

(a) The University accepted the scheme of Pre-University course and the three year degree course Ordinances and syllabi for the Pre-University course were formulated

(b) The existing three-year diploma courses in Textile Manufacture and Textile Chemistry in the Institute of Textile Technology, Trivandrum, were amalgamated into a single four-year diploma course in Textile Technology.

(c) Diploma courses in Librarianship, Nursing and Afzal-ul-Ulema (in Arabic) were instituted

(d) The faculties of Agriculture and Veterinary Science were instituted and teaching for three-year degree course in agriculture and a four-year degree course in Veterinary Science were started

Delhi

Delhi University

(1) The following new courses were instituted —

(a) Certificate courses in Swahili and Hausa

(b) Diploma Course in Business Management.

(2) The nomenclature of the Diploma in Economic Statistics was changed into Master's degree in Economic Statistics

Institutions

(a) Universities

With the establishment of the University of Jadavpur the total number of universities in the country rose to 32. Table LI gives the year of foundation/reconstitution, territorial jurisdiction, type, faculties and the medium of instruction used in the various universities. 2

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

Name and Address	Year of Foundation/ Reconstitution	Territorial Jurisdiction	Type	Faculties	Medium of Instruction
1	2	3	4	5	6
Andhra Andhra University, Waltair	1926	Andhra State (excluding area 'of Sri Venkateswara University)	Teaching and Affiliating	Arts, Sc.; Agr.; Ayurveda, Com.; Engg.; Fine Arts; Law, Med.; Oriental Learning and Teaching	English
Sri Venkateswara University, Tirupati	1954	Within a radius of 10 miles from Tirumala, Tirupati	Residential and Teaching	Arts, Science	English
Assam Gauhati University, Gauhati	1948	States of Assam and Manipur	Teaching and Affiliating	Arts; Se.; Agr.; Com.; Law and Medicine	English
Bihar Bihar University, Patna	1952	Bihar State (except Patna Corporation Area)	Teaching and Affiliating	Arts; Sc.; Agr.; Com., Edu, Engg.; Law; Med., Mining and Applied Geo- logy, and Vet Sc	Hindi in I. A., I. Sc., I. Com., B.A., B. Sc., and B. Com.; English in others.
Patna Patna University, Patna	1917/1952	Patna Corporation Area	Residential and Teaching	Arts; Sc.; Com.; Edu., Engg., Law and Medicine	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., Psych.; Fine Arts, Home Sc., Med., , Social Work and Technology (including Engg)	English
Bombay Bombay University, Bombay	1857/1928/ 1953	Greater Bombay	Teaching and Federal	Arts; Sc; Com.; Law; Medicine (including Phar- macy) and Technology.	English

1	2	3	4	5	6
Gujarat University, Ahmedabad	1950	States of Saurashtra, Kutch and Districts of Ahmedabad, Amreli, Banskanthe, Baroda (excluding Baroda university area), Broach, Kaira, Mehsana, Panch Mahals, Sabar Kantha and Surat in Bombay State	Teaching and Affiliating	Arts (including Edu) Sc., Agr., Ayurveda, Medicine, Com.; Law; Med. and Tech. (including Engg)	Gujarati and Hindi in I. A., I.Sc. and I.Com.; English in others
Karnatak University, Dharwar	1949	Districts of Belgaum, Bijapur, Dharwar and North Kanara in Bombay State	Teaching and Affiliating	Arts, Sc.; Agr.; Engg.; Law; Medicine and Social Sciences	English, Hindi and Kannada for I.A., I.Sc., I.Com., English in others
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.; Engg., Law, Med; Mental, Moral & Social Sciences	English and Marathi in I. A., I. Sc., I. Com.; English in others
S. N. D. T. Women's University, Bombay	1951*	Not defined	Teaching and Affiliating	Arts	Modern Indian languages (mother tongue of the candidates)
Madhya Pradesh Nagpur University, Nagpur	1923	Districts of Akola, Amravati, Bhandara, Buldhana, Chanda, Nagpur, Yectmal and Wardha in Madhya Pradesh State	Teaching and Affiliating	Arts; Sc., Agr., Com.; Edu, Law and Medicine	English, Hindi and Marathi in I.A., I.Sc., B.A. and B.Sc.; Hindi and Marathi in I. Com., B. Com., B.T., Dip. T.; English in others
Saugar University, Saugar	1946	Districts of Balaghat, Baster, Betul, Bilaspur, Chundwara, Durg Hoshangabad, Jabalpure, Mandla, Nimar, Raigarh, Raipur and Saugar in Madhya Pradesh State	Teaching and Affiliating	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

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

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

Name and Address	Year of Foundation/Reconstitution	Territorial Jurisdiction	Type	Faculties	Medium of Instruction
	2	3	4	5	6
Madras Annamalai University, Annamalainagar	1929	Within a radius of 10 miles from the university convocation hall	Residential and Teaching	Arts, Sc.; Edu., Engg and Tech.; Fine Arts and Oriental Studies	English
Madras University, Madras	1857/1904/ 1923/1929	States of Madras (excluding Annamalai university area) and Coorg	Teaching and Affiliating	Arts, Sc., Agr.; Com., Engg, Fine Arts, Law, Med, Oriental Learning, Teaching, Tech. and Vet. Sc.	English
Orissa Utkal University, Cuttack	1943	Orissa State	Teaching and Affiliating	Arts, Sc.; Agr.; Com.; Edu., Law; Medicine and Vet Sc.	English
Punjab Panjab University, Solan	1947	States of Himachal Pradesh, Pepsu and Punjab	Teaching and Affiliating	Arts, Sc.; Agr.; Com.; Edu.; Engg.; Law; Med.; Oriental Learning and Vet Sc.	English, Hindi, Urdu or Panjabi in I.A. I.Sc. I Com. English in others
Uttar Pradesh Agra University, Agra	1927	States of Ajmer, Bhopal, Madhya Bharat, Uttar Pradesh (excluding areas of Aligarh, Allahabad, Banaras and Lucknow Universities and the township of Roorkee) Vindhya Pradesh	Affiliating	Arts, Sc., Agr.; Com.; Engg., Law, Med.; Vet. Sc. & Animal Husbandry	English and Hindi in B.A., M.A. (Eco. Hist. and Pol), B.Com. 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. and B. Com., English in others

1	2	3	4	5	6
Banaras Hindu University, Banaras	1916	Within a radius of 15 miles from the main temple of the university	Residential and Teaching	Arts; Sc, Law., Med & Surgery (Ayurveda); Music and Fine Arts; Oriental learning, Tech. and Theology	English and Hindi in I A, I Sc., I Com, B A, B. Com., B Ed., LL.B and Ayurveda; English in others
Lucknow University, Lucknow	1921	Within a radius of 10 miles from the university convocation hall	Residential and Teaching	Arts, I Sc, Com., Law and Medicine (Ancient & Modern)	English and Hindi in B A, B Sc., and B Com; English in others
Roorkee University, Roorkee West Bengal	1948	Not defined	Residential and Teaching	Engg.	English
Calcutta University Calcutta	1857/1904/1951/1954	States of West Bengal (excluding areas of Jadavpur and Visva-Bharati universities) and Tripura	Teaching and Affiliating	Arts, Sc, Agr., Com. Edu; Engg.; Fine Arts and Music; Law, Medicine, Technology and Vet. Sc.	English
Jadavpur University, Jadavpur	1955	Within a radius of 2 miles from the university office	Residential and Teaching	Engg. and Tech.	English
Visva-Bharati University, Santiniketan	1951*	Area of Santiniketan in the district of Burdham in West Bengal	Residential and Teaching	Not defined	Bengali in Certificate and Diploma courses, English in others
Hyderabad Osmania University, Hyderabad	1918/1947	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) in Arts and Science Courses, English in others
Jammu & Kashmir Jammu and Kashmir University, Srinagar	1948	Jammu and Kashmir State	Affiliating	Arts; Sc.; Com; Edu. and Oriental Learning	English

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

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

Name and Address	Year of Foundation/Reconstitution	Territorial Jurisdiction	Type	Faculties	Medium of Instruction
1	2	3	4	5	6
Mysore Mysore University, Mysore	1916	Mysore State	Teaching and Affiliating	Arts; Sc., Com; Edu, Engg. and Tech., Law and Medicine	English
Rajasthan Rajputana University, Jaipur	1947	Rajasthan State	Teaching and Affiliating	Arts; Sc, Com. Edu., Engg and Technology, Law Medicine, Pharmaceutics and Vet Sc	English or Hindi in Intermediate and Degree courses (Arts, Sc. and Com), English in others
Travancore-Cochin Travancore University, Travandrum	1937	Travancore-Cochin State	Teaching and Affiliating	Arts, Sc; Agri.; Ayurveda, Com., Edu, Law, Medicine; Fine Arts, Oriental Studies; Tech. and Vet Sc	English
Delhi Delhi University, Delhi	1922/1943/ 1952	Delhi State	Teaching and Affiliating	Arts, Sc., Agr. & Forestry; Edu., Law; Medical Sciences; Social Sciences and Tech	English

universities were purely affiliating, 11 residential and teaching, one teaching and federal and the remaining 18 were discharging teaching functions alongwith their affiliating duties. According to their location these universities were distributed as Bombay and Uttar Pradesh 6 each, West Bengal 3, Andhra, Bihar, Madras and Madhya Pradesh 2 each, and Assam, Orissa, Punjab, Hyderabad, Jammu and Kashmir, Mysore, Rajasthan, Travancore-Cochin and Delhi one each. The remaining States had no University within their territorial limits.

During the year, the Universities expanded their teaching functions considerably. The number of teaching departments increased from 284* to 305 as detailed below.—

<i>University</i>	<i>New Teaching Departments</i>
Allahabad	Ancient History, Culture and Archaeology
Annamalai	Commerce
Bihar	Botany and Zoology
Gauhati	Chemistry, English, Physics, Teachers' Training in Methods of English Teaching
Karnatak	Economics and History.
Lucknow	Ancient Indian History and Archaeology
Madras	Business Management
Nagpur	Ancient Indian History and Culture
Patna	Anatomy, Medicine, Obstetrics and Gynaecology, Ophthalmology, Pathology, Pharmacology, Physiology, Surgery

(b) Boards

In addition to the 32 universities, there were 14** boards of education in the country. Their names alongwith the examinations conducted by them are given below

1. Board of Secondary Education, Andhra State, Madras—Secondary School Leaving Certificate
2. Bihar School Examination Board, Patna—Secondary School Certificate, Diploma in Physical Education, Certificate in Physical Education, Short Training Course in Physical Education and Primary Training Course in Physical Education.

* Institute of Public Administration in Patna University and University School of Gujarati Language and Literature and University School of Social Sciences in Gujarat University were not included in 1954-55.

** Includes 3 boards, one each in Bihar, Mysore and Travancore-Cochin, which formed part of the offices of their respective Director of Public Instruction.

3. Secondary School Certificate Examination Board, Poona—
Secondary School Certificate
4. Board of Secondary Education, Madhya Pradesh, Nagpur—
Secondary School Certificate.
5. Board of Secondary Education, Madras State, Madras—
Secondary School Leaving Certificate.
6. Board of Secondary Education Orissa State, Cuttack—
Secondary School Leaving Certificate.
7. Board of High School and Intermediate Education, Uttar
Pradesh, Allahabad—High School and Intermediate.
8. Board of Secondary Education, West Bengal, Calcutta—
Secondary School Leaving Certificate
9. Board of Secondary Education, Hyderabad State, Hyderabad—
Higher Secondary Certificate and Higher Secondary Certificate
(Technical)
10. Board of Secondary Education, Madhya Bharat, Gwalior—
High School and Intermediate.
11. Secondary Education Board, Mysore State, Bangalore—
Secondary School Leaving Certificate.
12. Board of Public Examination, Travancore-Cochin State,
Trivandrum—Secondary School Leaving Certificate.
13. Central Board of Secondary Education, Ajmer—High School,
Intermediate and Teachers' Training Certificate.
14. Board of Higher Secondary Education, Delhi State, Delhi—
High School, Higher Secondary and Higher Secondary (Techni-
cal).

The total expenditure on these Boards (excluding those in Bihar, Mysore and Travancore-Cochin) increased from Rs 1,22,71,321 to Rs 1,32,40,136. Of this 10 per cent was contributed by the government, as against 96.7 per cent met from fees and 2.3 per cent from other sources.

(c) *Colleges* :

With the increase of 117 Colleges, 56 for general education, 55 for professional education and 6 for special education, the number of recognised colleges and institutions of higher education rose to 1,204. Of these, 746 were arts and science colleges (including research institutions providing teaching facilities), 346 colleges for professional and technical education and 112 colleges for special education providing instruction in subjects like music, dancing and other fine arts, oriental studies, sociology and domestic science. During the year, arts and science colleges registered an increase of 8.1 per cent, professional and technical colleges of 18.9 per cent and special education colleges of 5.7 per cent (Table LIII).

The number of colleges meant exclusively for women was 104 for arts and science, 24 for professional and technical education and 14 for special education. The corresponding figures for the previous year were 93, 21 and 13 respectively. During the year, women's colleges constituted 11.8 per cent of the total number of colleges as compared to 11.7 per cent during 1954-55.

During 1955-56, colleges (including research institutions) in rural areas numbered 85 (82 for men and 3 for women). Of these, 42 (40 for men and 2 for women) were arts and science colleges and 43 (including one for women) professional and special education colleges.

Of the total number of 346 colleges for professional and technical education, 107 were teachers' training colleges, 88 medical colleges, 40 engineering colleges, 26 commerce colleges, 25 law colleges, 24 agricultural colleges, 15 colleges for veterinary science, 8 for physical education, 7 for technology, 3 for forestry, 2 for co-operative training and 1 for applied art and architecture. The increase in the number of professional and technical colleges consisted of 30 teachers' training colleges, 10 medical colleges, 6 agricultural colleges, 5 colleges for veterinary science, 2 for commerce and 2 for law.

The break up of 112 colleges of special education is as follows: 23 (including 4 for girls) for music, dancing and other fine arts, 79 (including 7 for girls) for oriental studies, 6 for sociology, 3 (all for girls only) for domestic science and 1 for yoga and cultural synthesis.

Table LII—Number of Colleges by Managements.

Management	Arts and Science Colleges*		Colleges for Professional Education		Colleges for Special Education		Total			
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	1954-55		1955-56	
							Num-ber	Per-cent-age	Num-ber	Per-cent-age
1	2	3	4	5	6	7	8	9	10	11
Government	175	186	158	191	26	28	359	33.0	408	33.9
Local Boards	3	3	3	3	1	1	7	0.6	7	0.6
Private :-										
Aided	429	458	101	104	61	68	591	54.4	630	52.3
Un-aided	83	99	29	45	18	15	130	12.0	159	13.2
India	690	746	291	346	106	112	1,087	100.0	1,204	100.0

Table LII gives the distribution of colleges by management. The overall position in this respect remained almost the same as in previous year, i.e. a little over half the number of colleges were managed by private (aided) bodies and about one-third by the government. Private

*Includes research institutions providing teaching facilities.

Table—LIII Number of

State	Arts and Science Colleges†		Colleges for Professional Education	
	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5
Andhra	32	32	8	12
Assam	20	21	5	5
Bihar	45	57	23	27
Bombay	72	77	58	62
Madhya Pradesh	21	24	18	23
Madras	56	63	27	32
Orissa	14	14	4	6
Punjab	55	60	15	21
Uttar Pradesh	63	69	37	40
West Bengal	94	99	30	30
Hyderabad	21	21	11	12
Jammu & Kashmir	10	12	2	3
Madhya Bharat	27	30	7	8
Mysore	28	29	13	17
Pepsu	13	13	2	3
Rajasthan	41	42	12	13
Saurashtra	4	5	2	6
Travancore-Cochin	33	35	11	13
Ajmer	9	10	..	..
Bhopal	2	2	..	3
Coorg	1	1	..	..
Delhi	16	16	6	8
Himachal Pradesh	2	3	..	1
Kutch	1	1	..	..
Manipur	2	2	..	..
Tripura	2	2	..	1
Vidhya Pradesh	6	6	..	..
India	690	746	291	346

† Includes research institutions

Colleges by States

Colleges for Special Education		Total		Increase (+) or Decrease (-)		State
1954-55	1955-56	1954-55	1955-56	Number	Percentage	
6	7	8	9	10	11	12
15	15	55	59	+ 4	+ 7.3	Andhra
1	1	26	27	+ 1	+ 3.8	Assam
1	1	69	85	+ 16	+ 23.2	Bihar
7	7	137	146	+ 9	+ 6.6	Bombay
1	2	40	49	+ 9	+ 22.5	Madhya Pradesh
23	25	106	120	+ 14	+ 13.2	Madras
3	3	21	23	+ 2	+ 9.5	Orissa
...	...	70	81	+ 11	+ 15.7	Punjab
6	7	106	116	+ 10	+ 9.4	Uttar Pradesh
9	9	133	138	+ 5	+ 3.8	West Bengal
...	..	32	33	+ 1	+ 3.1	Hyderabad
7	9	19	24	+ 5	+ 26.3	Jammu & Kashmir
6	6	40	44	+ 4	+ 10.0	Madhya Bharat
5	5	46	51	+ 5	+ 10.9	Mysore
...	...	15	16	+ 1	+ 6.7	Pepsu
16	16	69	71	+ 2	+ 2.9	Rajasthan
...	...	6	11	+ 5	+ 83.3	Saurashtra
1	1	45	49	+ 4	+ 8.9	Travancore-Cochin
1	1	10	11	+ 1	+ 10.0	Ajmer
1	1	3	6	+ 3	+100.0	Bhopal
...	..	1	1	...	...	Coorg
2	2	24	26	+ 2	+ 8.3	Delhi
...	...	2	4	+ 2	+100.0	Himachal Pradesh
.	...	1	1	.	...	Kutch
1	1	3	3	...	...	Manipur
...	...	2	3	+ 1	+ 50.0	Tripura
...	...	6	6	.	.	Vindhya Pradesh
106	112	1,087	1,204	+117	+10.8	India

providing teaching facilities.

unaided bodies accounted for 13.2 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 government. As in the previous year, government colleges predominated in Orissa and in all Part B and Part C States, except Hyderabad, Travancore-Cochin, Ajmer and Delhi. The local boards managed 3 professional colleges in Bombay, 1 special education college in Madras and 2 colleges of general education each in Bombay, 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 years 1954-55 and 1955-56 is given in table LIII. The number of arts and science colleges increased everywhere except in the States of Andhra, Orissa, Hyderabad, Pepsu, Bhopal, Coorg, Delhi, Kutch, Manipur, Tripura and Vindhya Pradesh, where it remained unchanged. All the States shared the increase in the number of professional colleges except Assam and West Bengal, where it remained stationary. In the case of special education colleges, the increase was to the extent of 2 each in the States of Madras and Jammu and Kashmir and one each in Madhya Pradesh and Uttar Pradesh.

Pupils

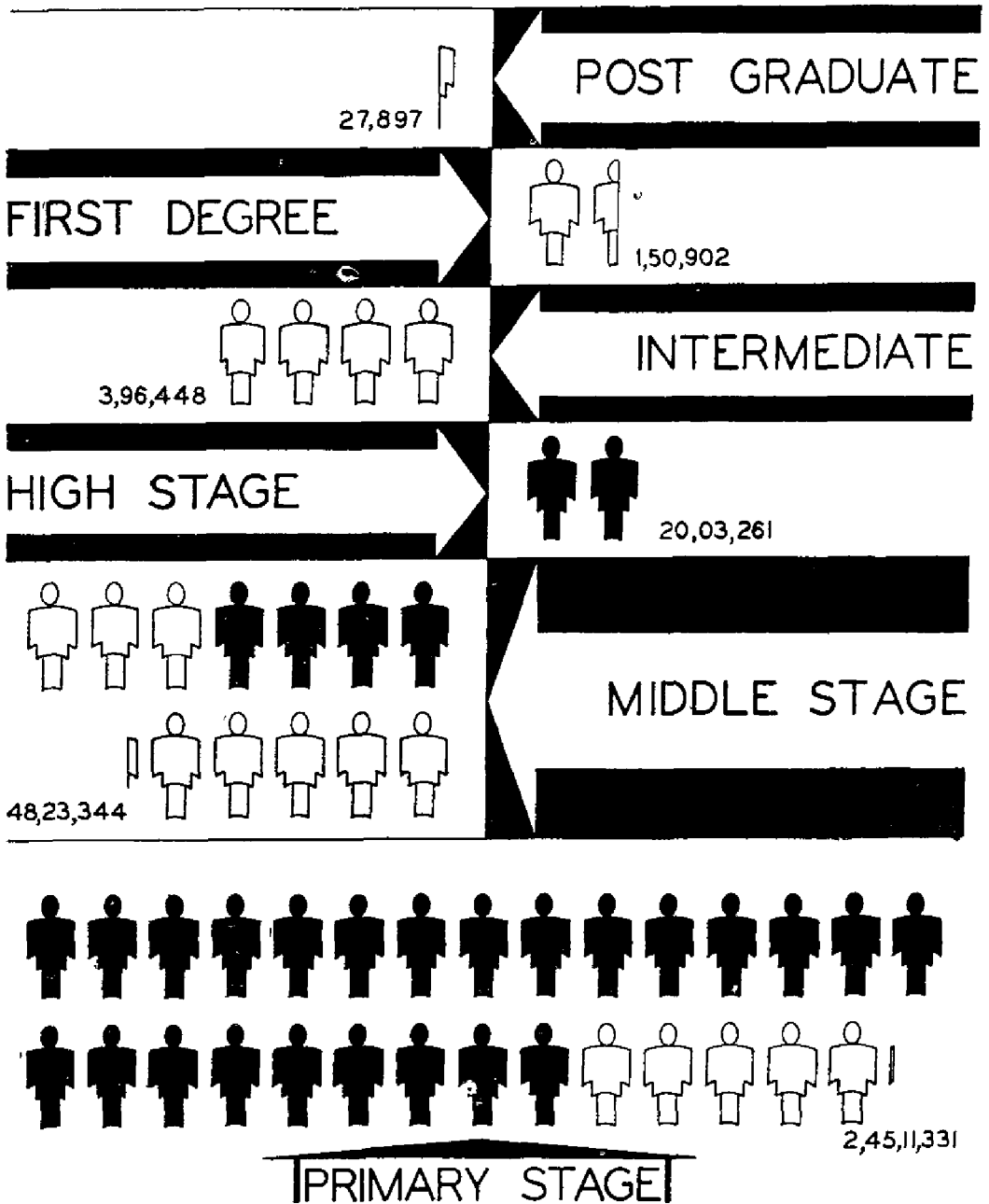
While analysing enrolment figures, care has to be taken of the enrolment in school classes attached to some colleges as also of the classes XI and XII of the higher secondary schools in Uttar Pradesh which provide education equivalent to the intermediate standard in other States. Consequently, enrolment figures have been given in two tables. Table LIV gives the enrolment in universities and colleges by institutions irrespective of the standard of instruction provided, while table LV shows the number of pupils under instruction in classes comprising university and collegiate stage only.

Considering first the enrolment in colleges and university teaching departments (table LIV), it increased from 6,18,192 to 6,81,179, the rate of increase being 10.2 per cent during the year, as compared to 11.6 per cent during the previous year. Girls constituted 14.1 per cent of the total enrolment as compared to 13.4 per cent during 1954-55. The

DISTRIBUTION OF PUPILS RECEIVING GENERAL EDUCATION 1955-56


10 LAKHS


1 LAKH



increase in enrolment was shared by all the States, except Ajmer where the decrease was only 120. Among Part A States, the percentage of increase was the highest in Bihar (18.2) and the lowest in Uttar Pradesh (3.9). The range of increase among Part B States was from 29.9 per cent in Saurashtra to 5.8 per cent in Travancore-Cochin and that among Part C States from 49.9 per cent in Manipur to 6.7 per cent in Coorg.

Of the total number of 6,81,179 students, 5,73,966 (84.2 per cent) were studying in arts and science colleges, 93,898 (13.8 per cent) in professional and technical colleges and 13,315 (2.0 per cent) in special education colleges. The average daily attendance in three types of colleges taken in order was 87.9, 88.9 and 83.8 per cent.

The distribution of enrolment in institutions managed by different agencies was government—1,75,635 (25.8 per cent) local boards 2,616 (0.4 per cent) and private bodies 5,02,928 (73.8 per cent).

Taking the university and collegiate stage, (table LV) the total number of post matriculation students in general as well as professional and technical and special education increased from 6,74,960 in 1954-55 to 7,36,124 in 1955-56, the rate of increase being 9.1 per cent. This enrolment constituted 2.1 per cent of the total enrolment at all stages. Of the total number of students at the university and collegiate stage, 5,75,247 (78.2 per cent) took up arts and science courses, 1,48,994 (20.2 per cent) professional and technical courses and 11,883 (1.6 per cent) special education courses. Further details according to standard of instruction and courses of study are given in table LVI.

Co-education

Out of the total number of 83,429 girl students in arts and science colleges, 44,285 or 53.1 per cent studied in institutions for boys. The corresponding percentage in case of professional and special education colleges was 64.3. 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 LVII.

Teachers

Table LVIII 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 1955-56 was 37,865.

Table LIV—Number of Pupils in

State	For Boys		For Girls	
	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5
Andhra	31,706	36,141	420	641
Assam	12,321	13,474	693	782
Bihar	41,184	48,655	1,181	1,441
Bombay	78,764	87,050	1,741	2,337
Madhya Pradesh	17,594	19,137	641	835
Madras	46,755	49,921	5,014	5,584
Orissa	6,177	6,561	164	197
Punjab	31,093	35,751	2,993	3,730
Uttar Pradesh	78,833	81,794	2,799	3,048
West Bengal	92,989	99,809	6,158	6,764
Hyderabad	13,179	14,215	1,095	1,188
Jammu and Kashmir	4,591	5,497	726	1,251
Madhya Bherat	17,504	19,530	1,516	2,600
Mysore	20,782	23,290	2,014	2,356
Pepsu	4,990	5,508	1,306	1,401
Rajasthan	26,845	29,771	2,097	1,934
Saurashtra	3,319	4,287	...	24
Travancore-Cochin	28,971	30,674	4,138	4,341
Ajmer	3,440	3,101	1,103	1,322
Bhopal	1,071	1,472	...	...
Coorg	300	320	...	...
Delhi	13,666	15,457	2,389	2,742
Himachal Pradesh	403	514	...	...
Kutch	170	216	...	...
Manipur	898	1,341	...	...
Tripura	1,031	1,264	...	...
Vidhya Pradesh	1,428	1,911	...	...
India	5,80,004	6,36,661	38,188	44,518

Universities and Colleges

Total		Increase (+) or Decrease (-)		State
1954-55	1955-56	Number	Percentage	
6	7	8	9	10
32,126	36,782	+ 4,656	+ 14.5	Andhra
13,014	14,256	+ 1,242	+ 9.5	Assam
42,365	50,096	+ 7,731	+ 18.2	Bihar
80,505	89,387	+ 8,882	+ 11.0	Bombay
18,235	19,972	+ 1,737	+ 9.5	Madhya Pradesh
51,769	55,505	+ 3,736	+ 7.2	Madras
6,341	6,758	+ 417	+ 6.6	Orissa
34,086	39,481	+ 5,395	+ 15.8	Punjab
81,632	84,842	+ 3,210	+ 3.9	Uttar Pradesh
99,147	1,06,573	+ 7,426	+ 7.5	West Bengal
14,274	15,403	+ 1,129	+ 7.9	Hyderabad
5,317	6,748	+ 1,431	+ 26.9	Jammu and Kashmir
19,020	22,130	+ 3,110	+ 16.4	Madhya Bharat
22,796	25,646	+ 2,850	+ 12.5	Mysore
6,296	6,909	+ 613	+ 9.7	Pepsu
28,942	31,705	+ 2,763	+ 9.5	Rajasthan
3,319	4,311	+ 992	+ 29.9	Saurashtra
33,109	35,015	+ 1,906	+ 5.8	Travancore-Cochin
4,543	4,423	- 120	- 2.6	Ajmer
1,071	1,472	+ 401	+ 37.4	Bhopal
300	320	+ 20	+ 6.7	Coorg
16,055	18,199	+ 2,144	+ 13.4	Delhi
403	514	+ 111	+ 27.5	Himachal Pradesh
170	216	+ 46	+ 27.1	Kutch
898	1,341	+ 443	+ 49.3	Manipur
1,031	1,264	+ 233	+ 22.6	Tripura
1,428	1,911	+ 483	+ 33.8	Vindhya Pradesh
6,18,192	6,81,179	+ 62,987	+ 10.2	India

Table LV—Number of Pupils Receiving General, Professional and

State	General Education					
	Boys		Girls		Total	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
Andhra	21,959	25,619	1,603	2,064	23,562	27,683
Assam	9,073	10,025	1,505	1,717	10,578	11,742
Bihar	29,130	36,065	2,003	2,470	31,133	38,535
Bombay	43,514	47,591	10,554	12,450	54,068	60,041
Madhya Pradesh	10,169	10,955	1,660	1,941	11,829	12,896
Madras	30,625	32,183	5,722	6,526	36,347	38,709
Orissa	4,709	4,846	425	498	5,134	5,344
Punjab	25,473	28,191	3,772	4,900	29,245	33,091
Uttar Pradesh	1,38,214	1,39,300	13,816	16,247	1,52,030	1,55,547
West Bengal	64,023	67,751	13,384	15,196	77,407	82,947
Hyderabad	8,441	9,430	1,439	1,629	9,880	11,059
Jammu & Kashmir	3,777	4,316	566	689	4,343	5,005
Madhya Bharat	4,679	5,097	1,068	1,241	5,747	6,338
Mysore	13,238	14,613	2,697	3,112	15,935	17,730
Pepsu	4,139	4,474	611	735	4,750	5,209
Rajasthan	8,840	10,218	1,233	1,412	10,073	11,630
Saurashtra	2,328	2,632	330	401	2,658	3,033
Travancore-Cochin	22,002	22,835	7,190	7,805	29,192	30,640
Ajmer	1,552	1,698	334	439	1,886	2,137
Bhopal	558	769	92	126	650	895
Coorg	258	263	42	57	300	320
Delhi	7,951	8,579	1,803	2,118	9,754	10,697
Himachal Pradesh	218	313	38	51	256	364
Kutch	149	190	21	26	170	21
Manipur	703	1,052	47	74	750	1,126
Tripura	890	1,027	93	95	983	1,122
Vindhya Pradesh	852	1,118	61	73	913	1,191
India	4,57,464	4,91,155	72,109	84,092	5,29,573	5,75,247

Special Education at University Stage by States

Professional Education						State
Boys		Girls		Total		
1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	
8	9	10	11	12	13	14
7,590	7,705	242	298	7,832	8,003	Andhra
2,165	2,284	66	66	2,231	2,350	Assam
10,661	11,178	190	228	10,851	11,406	Bihar
18,839	21,024	1,609	1,822	20,448	22,846	Bombay
5,915	6,481	434	463	6,349	6,944	Madhya Pradesh
11,584	12,754	980	966	12,564	13,720	Madras
895	1,021	62	73	957	1,094	Orissa
3,541	4,412	989	1,286	4,530	5,698	Punjab
21,417	23,069	1,214	1,292	22,631	24,361	Uttar Pradesh
17,213	18,860	971	850	18,184	19,710	West Bengal
3,727	4,043	266	293	3,993	4,335	Hyderabad
101	155	40	34	141	189	Jammu and Kashmir
3,722	3,870	100	153	3,822	4,023	Madhya Bharat
5,149	6,156	191	223	5,340	6,379	Mysore
254	349	34	62	288	411	Pepsu
6,132	7,052	121	124	6,253	7,176	Rajasthan
498	1,115	..	23	498	1,138	Saurashtra
3,164	3,598	424	432	3,588	4,030	Travancore-Cochin
544	591	2	..	546	591	Ajmer
238	362	6	30	244	392	Bhopal
...	...	...	...	...	...	Coorg
2,734	3,304	566	490	3,300	3,794	Delhi
.	24	..	...	.	24	Himachal Pradesh
...	...	..	...	...	...	Kutch
28	67	1	1	29	68	Manipur
48	90	..	..	48	92	Tripura
130	212	..	8	130	220	Vindhya Pradesh
1,26,289	1,39,776	8,508	9,218	1,34,797	1,48,994	India

Table LV—Number of Pupils Receiving General

State	Special Education					
	Boys		Girls		Total	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
15	16	17	18	19	20	21
Andhra	426	455	83	102	509	557
Assam	48	41	..	...	48	41
Bihar	58	67	4	5	62	72
Bombay	175	241	201	264	376	505
Madhya Pradesh	33	73	24	59	57	132
Madras	1,568	1,753	385	386	1,953	2,139
Orissa	232	407	8	13	240	420
Punjab	99	119	3	21	102	140
Uttar Pradesh	2,085	2,185	333	429	2,418	2,614
West Bengal	1,186	1,219	1,354	1,166	2,540	2,385
Hyderabad	40	9	3	...	43	9
Jammu & Kashmir	68	148	249	216	317	364
Madhya Bharat	243	344	167	121	400	465
Mysore	281	317	23	27	304	344
Pepsu	4	10	..	...	4	10
Rajasthan	431	546	4	...	435	546
Saurashtra	...	...	..	...	...	...
Travancore-Cochin	139	139	18	17	157	156
Ajmer	10	6	11	18	21	24
Bhopal	11	1	2	1	13	2
Coorg	...	..	...	...	...	...
Delhi	245	403	227	408	472	811
Himachal Pradesh	...	...	...	..	..	...
Kutch	...	...	...	...	..	...
Manipur	74	106	45	41	119	147
Tripura	...	...	...	...	...	...
Vindhya Pradesh	...	...	..	..	...	...
India	7,456	8,589	3,134	3,294	10,590	11,883

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

Grand Total						State
Boys		Girls		Total		
1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	
22	23	24	25	26	27	28
29,975	33,779	1,928	2,464	31,903	36,243	Andhra
11,286	12,350	1,571	1,783	12,857	14,133	Assam
39,849	47,310	2,197	2,703	42,046	50,013	Bihar
62,528	68,856	12,364	14,536	74,892	83,392	Bombay
16,117	17,509	2,118	2,463	18,235	19,972	Madhya Pradesh
43,777	46,690	7,087	7,878	50,864	54,568	Madras
5,836	6,274	495	584	6,331	6,858	Orissa
29,113	32,722	4,764	6,207	33,877	38,929	Punjab
1,61,716	1,64,554	15,363	17,968	1,77,079	1,82,522	Uttar Pradesh
82,422	87,830	15,709	17,212	98,131	1,05,042	West Bengal
12,208	13,482	1,708	1,921	13,916	15,403	Hyderabad
3,946	4,619	855	939	4,801	5,558	Jammu and Kashmir
8,644	9,311	1,325	1,515	9,969	10,826	Madhya Bharat
18,668	21,091	2,911	3,362	21,579	24,453	Mysore
4,397	4,833	645	797	5,042	5,630	Pepsu
15,403	17,816	1,358	1,536	16,761	19,352	Rajasthan
2,826	3,747	330	424	3,156	4,171	Saurashtra
25,305	26,572	7,632	8,254	32,937	34,826	Travancore-Cochin
2,106	2,295	347	457	2,453	2,752	Ajmer
807	1,132	100	157	907	1,289	Bhopal
258	263	42	57	300	320	Coorg
10,930	12,286	2,596	3,016	13,526	15,302	Delhi
218	337	38	51	256	388	Himachal Pradesh
149	190	21	26	170	216	Kutch
805	1,225	93	116	898	1,341	Manipur
938	1,117	93	97	1,031	1,214	Tripura
982	1,330	61	81	1,043	1,411	Vindhya Pradesh
5,91,209	6,39,520	83,751	96,604	6,74,960	7,36,124	India

Table LVI—Distribution of Pupils at University Stage

Stage/Subject	For Boys		For Girls		Total		Increase(+) or Decrease(—)	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	Number	Percentage
	2	3	4	5	6	7	8	9
General Education								
Intermediate	3,22,913	3,41,539	47,681	54,909	3,70,594	3,96,448	+25,854	+ 7.0
B.A./B.Sc.	1,13,398	1,26,130	20,502	24,772	1,33,900	1,50,902	+17,002	+12.7
M.A./M.Sc.	18,989	21,203	3,572	4,040	22,561	25,333	+ 2,772	+12.3
Research	2,164	2,193	354	371	2 518	2,564	+ 46	+ 1.8
<i>Total</i>	<i>4,57,464</i>	<i>4,91,155</i>	<i>72,109</i>	<i>84,092</i>	<i>5,29,573</i>	<i>5,75,247</i>	<i>+45,674</i>	<i>+ 8.6</i>
Professional Education								
Agriculture	4,786	5,840	41	37	4,827	5,877	+ 1,050	+21.8
Commerce	52,621	58,496	339	422	52,960	58,918	+ 5,958	+11.3
Engineering and Technology	18,611	19,820	223	38	18,834	19,858	+ 1,024	+ 5.4
Forestry.	303	320	...	...	303	320	+ 17	+ 5.6
Law	19,266	19,921	385	347	19,651	20,268	+ 617	+ 3.1
Medicine	19,887	21,085	3,601	3,987	23,488	25,072	+ 1,584	+ 6.7

1	2	3	4	5	6	7	8	9
Physical Education	414	442	57	48	471	490	+ 19	+ 4.0
Teachers' Training	7,697	9,962	3,850	4,318	11,547	14,280	+ 2,733	+ 23.7
Veterinary Science	2,519	3,636	10	13	2,529	3,649	+ 1,120	+ 44.3
Others	185	254	2	8	187	262	+ 75	+ 40.1
<i>Total</i>	1,26,289	1,39,776	8,508	9,218	1,34,797	1,48,994	+ 14,197	+ 10.5
Special Education								
Music, Dancing and Other Fine Arts	1,337	1,579	1,982	1,843	3,319	3,422	+ 103	+ 3.1
Oriental Studies	4,392	5,010	489	510	4,881	5,520	+ 639	+ 13.1
Other Subjects	1,727	2,000	663	941	2,990	2,941	+ 551	+ 23.1
<i>Total</i>	7,456	8,589	3,134	3,294	10,590	11,883	+ 1,293	+ 12.2
Grand Total	5,91,209	6,39,520	88,751	96,604	6,74,960	7,36,124	+ 61,164	+ 9.1

Table LVII—Number of Girls Studying for Higher Education

State	In Arts and Science Colleges*				In Colleges for Professional and Special Education			
	No of Girls in Boys' Colleges	No. of Girls in Girls' Colleges	Total No of Girls	Percentage of Girls in Boys' Colleges to Total No. of Girls	No. of Girls in Boys' Colleges	No of Girls in Girls' Colleges	Total No of Girls	Percentage of Girls in Boys' Colleges to Total No. of Girls
1	2	3	4	5	6	7	8	9
Andhra	1,594	520	2,114	75.4	327	121	448	73.0
Assam	969	782	1,751	55.3	32		32	100.0
Bihar	1,105	1,385	2,490	44.4	157	56	213	73.7
Bombay	10,490	2,157	12,647	82.9	2,236	180	2,416	92.5
M. Pradesh	1,369	578	1,947	70.3	259	257	516	50.2
Madras	1,508	5,208	6,716	22.5	1,068	376	1,434	73.8
Orissa	308	197	505	61.0	77		77	100.0
Punjab	2,264	3,188	5,452	41.5	430	455	884	49.1
Uttar Pradesh	5,098	2,578	7,676	66.4	751	466	1,217	61.7
West Bengal	10,561	5,512	16,073	65.7	759	1,157	1,916	39.6
Hyderabad	442	1,188	1,630	27.1	291	...	291	100.0
J. & Kashmir	106	583	689	15.4	157	668	825	19.0
M. Bharat	1,298	1,976	3,274	39.6	463		463	100.0
Mysore	771	2,356	3,127	24.7	378	...	378	100.0
Pepsu	419	1,401	1,820	23.0	55	..	55	100.0
Rajasthan	655	1,934	2,589	25.3	153	..	153	100.0
Saurashtra	377	24	401	94.4	23	.	23	100.0
Trav.-Cochin	3,566	4,261	7,827	45.6	369	80	449	82.2
Ajmer	81	1,298	1,379	5.9	..	18	18	...
Bhopal	131	..	131	100.0	26	...	26	100.0
Coorg	57	..	57	100.0	...	...	..	...
Delhi	787	2,018	2,805	28.1	120	721	841	14.3
H. Pradesh	51	...	51	100.0	..	..	..	.
Kutch	26	..	26	100.0	..	...	...	...
Manipur	75	.	75	100.0	41	..	41	100.0
Tripura	95	...	95	100.0	16	...	16	100.0
V. Pradesh	82	..	82	100.0	..	..	...	...
India	44,285	39,144	83,429	53.1	8,187	4,555	12,742	64.3

*Includes enrolment in university teaching departments and research institutions

—33,907 men and 3,958 women, as against 34,373—30,960 men and 3,413 women in 1954-55. This represents an overall increase of 10.2 per cent as compared to 10.2 per cent increase in enrolment in these institutions.

Pay Scales of Teachers

There was no tangible improvement in the pay-scales of teachers during the year except for those in the universities of Delhi, Gujarat and Travancore. In these universities the scales were revised as under :—

	<i>Old Scales</i>	<i>New Scales</i>
	Rs.	Rs.
Delhi		
Lecturer	200-15-290-20 -410-25-560	250-25-500-30-560
Gujarat		
Reader	400-30-700	500-25-800
Travancore-Cochin		
Lecturers	(i) 175-10-225	(i) 150-10-240-15-300 EB-20-400
	(ii) 225-10-275	(ii) 250-15-400-25-500
	(iii) 275-10-325	(iii) 500-40-700
Professor	450-50-750	(i) 450-30-600 (ii) 500-50-800

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 LIX. The scales in affiliated colleges were comparatively lower as usual.

Expenditure

The total direct expenditure on universities, colleges and other institutions of higher learning increased during the year under report, from Rs. 25,93,47,868 to Rs. 28,38,25,688 of which Rs 26,92,40,292 (94.9 per cent) were expended on institutions for boys, and Rs 1,45,85,396 (5.1 per cent) on those for girls. The break-up of

Table LVIII—Number of Teachers

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	216	5	1,530	107	297	38
Assam	84	2	414	31	87	1
Bihar	144	2	1,365	104	556	15
Bombay	120	7	2,490	348	1,807	80
Madhya Pradesh	135	1	637	67	437	34
Madras	227	13	1,993	615	815	140
Orissa	12	...	306	22	86	4
Punjab	82	1	1,367	130	318	66
Uttar Pradesh	1,331	114	2,177	172	491	76
West Bengal	756	34	2,702	302	1,496	57
Hyderabad	...	..	662	86	218	10
Jammu and Kashmir	...	...	237	28	30	2
Madhya Bharat	...	...	831	127	151	9
Mysore	...	...	935	122	343	6
Pepsu	...	...	273	70	47	7
Rajasthan	18	...	1,029	124	229	6
Saurashtra	...	...	131	7	87	4
Travancore-Cochin	18	4	1,295	339	192	22
Ajmer	..	..	157	64	...	...
Bhopal	..	..	77	1	30	1
Coorg	...	...	28	4	...	...
Delhi	161	10	510	67	288	88
Himachal Pradesh	.	..	38	...	6	...
Kutch	..	...	21	1	...	...
Manipur	..	...	39	...	...	...
Tripura	..	...	52	3	6	...
Vindhya Pradesh	...	..	147	2	...	...
India	3,304	193	21,443	2,943	8,017	666

*Includes Research

in Universities and Colleges by States

In Colleges for Special Education		Total			State
Men	Women	Men	Women	All Persons	
8	9	10	11	12	13
101	6	2,144	156	2,300	Andhra
4	...	589	34	623	Assam
15	3	2,080	124	2,204	Bihar
87	31	4,504	466	4,970	Bombay
11	16	1,220	118	1,338	Madhya Pradesh
159	9	3,194	777	3,971	Madras
31	1	435	27	462	Orissa
...	...	1,767	197	1,964	Punjab
112	8	4,111	370	4,481	Uttar Pradesh
165	26	5,119	419	5,538	West Bengal
...	...	880	96	976	Hyderabad
48	19	315	49	364	Jammu and Kashmir
113	4	1,095	140	1,235	Madhya Bharat
136	...	1,414	128	1,542	Mysore
...	...	320	77	397	Pepsu
112	...	1,388	130	1,518	Rajasthan
...	...	218	11	229	Saurashtra
29	...	1,534	365	1,899	Travancore-Cochin
3	2	160	66	226	Ajmer
2	...	109	2	111	Bhopal
...	...	28	4	32	Coorg
8	30	967	195	1,162	Delhi
...	...	44	...	44	Himachal Pradesh
...	...	21	1	22	Kutch
7	1	46	1	47	Manipur
...	...	58	3	61	Tripura
...	...	147	2	149	Vindhya Pradesh
1,148	156	33,907	3,958	37,865	India

Institutions.

Table LIX—Pay Scales of Teachers

University (Statewise)	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
<i>Andhra</i> 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
Sri Venkateswara	250-25-500	400-25-600	750-50-1,000
<i>Assam</i> Gauhati	250-25/2-600	500-50/2-700	700-50/2-1,000
<i>Bihar</i> Bihar	†	†	†
Patna	200-40/2-400 EB-30-700	300-35/2-440-EB- 40-640-EB-40-1,000	850-50-1,250
<i>Bombay</i> Baroda*	(i) 300-15-450 (ii) 200-15-350 (iii) 200-15-300	400-25-650	700-50-1,000
Bombay	300-25-600	500-25-800	800-50-1,250
Gujarat	250-25-500	500-25-800	800-50-1,250
Karnatak	250-15-400	300-25-650	600-50-1,100
Poona	250-10-400	350-15-500	500-20-600
S.N. D.T.	(i) 150 (Fixed)		(i) 300-10-500
Women's*	(ii) 125 (Fixed)		(ii) 250-10-450 (iii) 200-10-350 (iv) 150-10-250
<i>M. Pradesh</i> Nagpur	225-225-250-15- 400	(i) 400-50-600- 40-800 (ii) 700 fixed for Ayurveda	800-50-1,000
Saugar	300-25-500-EB- 25-600	500-30-800-EB- 30-860-40-900	900-50-1,350

* The 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.

in University Teaching Departments

University (Statewise)	Lecturer	Reader	Professor
1	2	3	4
	Ra.	Rs.	Rs.
Madras Annamalai	(i) 180-10-300 (Engg. & Tech.)	250-15-400-EB- 20-500	(a) 400-25-700-EB- 40-900 (Engg. & Tech.)
	(ii) 150-10-300 (others)		(b) 400-20-700 (Others)
Madras	(i) 200-15-350-20- 450-25-500	400-25-600	750-50-1,000
Orissa Utkal	(ii) 150-10-250		
	(i) 300-20-500	300-20-320-25- 420-30-570-EB- 30-690-30-780- EB-40-860	600-40-960
Punjab Panjab	(i) 300-25-650	510-30-750	800-50-1,250
	(ii) 250-20-450-460		
Uttar Pradesh Aligarh	210-15-375-EB- 20-500	500-25-800	800-40-1,000-EB- 50-1,250
Allahabad	300-20-480-EB- 20-500	500-25-800	800-50-1,250
Banaras*	(i) 300-20-600 (Engg., Tech., Min. & Met.)	(i) 600-40-1,000 (Engg., Tech., Min. & Met.)	(i) 1,000 500-1,750 (Tech., Engg., Min. & Met.)
	(ii) 200-15-410-20- 450 (Intermedi- ate Section)	(ii) 500-25-800 (Others)	(ii) 800-50-1,253 (Others)
	(iii) 200-10-280-15- 400 (Ayurvedic Section)		
	(iv) 250-15-400-20- 600 (Others)		
Lucknow	350-25-600 (Medicine)	(i) 600-30-900 (Medicine)	(i) 1,100-40-1,340 (Medicine)
	300-20-480-EB- 20-500 (Others)	(ii) 500-30-800 (Medicine) 500-25-800 (Others)	(ii) 900-40-1,140 (Medicine) 800-50-1,250 (Others)

*The scales relate to university colleges.

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

University (Statewise)	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
Roorkee	250-25-400-EB-30-700-EB-50-850 (Starting 300)	600-40-1000	2,000-100-2,500
West Bengal Calcutta*	200-25-600	500-50/2-700	(i) 800-50-1,000 (ii) 700-50/2-1,000
Jadavpur	(i) 200-25-500 (ii) 300-25-750	...	(i) 600-40-1,000 (ii) 1000-50-1,250
Visva-Bharati	(i) 175-15-400 (ii) 130-10-300	300-20-600	500-25-750
Hyderabad Osmania*	250-20-450-EB-25-500	400-25-550-EB-30-700	600-40-1,000-EB-50-1,200
Mysore 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
Rajasthan Rajputana	250-20-450-25-600	500-30-800	800-40-1,000-EB-50-12,50
Trav-Cochin Travancore*	(i) 500-40-700 (ii) 250-15-400-25-500 (iii) 150-10-240-15-300-EB-20-400		(i) 500-50-800 (ii) 450-30-600
Delhi Delhi	250-25-500-30-560	500-25-800	800-40-1,000 (Selection)-50-1250

N.B. The remaining universities of Agra and Jammu and Kashmir do not have teaching departments.

*The scales relate to university colleges.

expenditure on different types of institutions was : universities Rs. 7,98,04,600 (28.1 per cent), arts and science colleges Rs. 13,03,78,346 (45.9 per cent), professional and technical colleges Rs. 7,00,08,191 (24.7 per cent) and special education colleges Rs. 36,34,551 (1.3 per cent). The percentage of increase over the corresponding figures of 1954-55 was 7.6, 9.9, 10.9 and 7.0. The expenditure on colleges and universities constituted 19.6 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 LX below. Government funds and fees accounted for 47.6 per cent and 39.4 per cent of the expenditure while the share of local boards was negligible.

Table LX—Direct Expenditure on Universities and Colleges by Sources

Sources	1954-55		1955-56	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government Funds	12,81,81,217	49.4	13,49,37,728	47.6
Local Board Funds	5,49,994	0.2	7,96,195	0.3
Fees	10,00,30,293	38.6	11,18,99,777	39.4
Endowments	75,20,010	2.9	85,65,480	3.0
Other Sources	2,30,66,354	8.9	2,76,26,508	9.7
Total	25,93,47,868	100.0	28,38,25,688	100.0

Of the total expenditure, Rs. 9,52,39,951 (33.6 per cent) were spent on government institutions, Rs. 14,16,599 (0.5 per cent) on local board colleges and Rs. 18,71,69,138 (65.9 per cent) on institutions managed by private bodies. In 1954-55, these percentages were 33.6, 0.5 and 65.9 respectively.

The average annual cost per pupil was Rs. 222.9 in an arts and science college, Rs. 745.6 in a professional and technical education college and Rs. 273.0 in a special education college. The corresponding cost for 1954-55 was Rs. 222.3, Rs. 747.2 and Rs. 285.5 respectively.

Table LXI compares the expenditure on universities and colleges (separately for general, professional and special education) in different States for the years 1954-55 and 1955-56. Increased expenditure was reported by all the States, except Orissa, Hyderabad and Pepsu where it decreased to the extent of Rs. 36,595, Rs. 5,53,665 and Rs. 2,28,084 respectively. The decrease in Pepsu was due to the fall in the expenditure on equipment in the medical college and in Hyderabad owing to the conversion of an undergraduate training college to a teachers' training school.

Table LXI—Direct Expenditure on

State	Universities		Arts and Science† Colleges		Colleges for Professional Education
	1954-55	1955-56	1954-55	1955-56	1954-55
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra	11,37,212	17,49,031	50,42,205	56,06,381	22,43,341
Assam	14,19,381	14,47,037	19,08,022	20,23,153	8,90,332
Bihar	46,15,081	37,12,119	65,24,306	78,62,469	43,08,249
Bombay	1,11,79,255	1,03,14,710	1,74,95,852	1,84,01,037	1,23,27,129
Madhya Pradesh	22,62,567	26,27,514	36,22,149	42,94,741	41,58,237
Madras	51,83,163	61,01,948	96,22,308	1,05,16,750	58,15,289
Orissa	7,86,396	7,87,465	21,54,776	20,37,207	5,77,872
Punjab	60,91,112	57,56,811	66,80,649	76,76,922	28,24,996
Uttar Pradesh	2,62,78,367	2,99,80,125	1,48,33,045	1,57,57,274	53,04,515
West Bengal	71,06,430	84,88,989	1,45,50,917	1,57,11,095	1,19,83,066
Hyderabad	25,00,502	17,22,760	43,57,508	48,97,485	19,10,583
Jammu & Kashmir	2,54,408	3,60,187	8,76,416	11,07,545	1,56,121
Madhya Bharat	...	..	36,78,202	38,09,270	11,37,112
Mysore	8,79,567	9,18,977	48,80,190	49,16,500	12,84,040
Pepsu	...	...	19,89,594	20,55,329	10,17,768
Rajasthan	11,54,877	9,97,612	48,00,586	52,25,956	16,85,558
Saurashtra	...	..	8,96,741	8,25,797	6,71,313
Travancore-Cochin	15,73,013	15,38,272	52,93,729	59,97,707	8,56,007
Ajmer	..	...	13,56,160	14,16,424	...
Bhopal	...	..	4,76,640	7,24,438	...
Coorg	...	...	1,76,044	1,84,232	...
Delhi	27,50,230	33,01,043	61,55,766	78,23,422	39,52,852
Himachal Pradesh	...	..	1,61,769	2,20,857	...
Kutch	..	..	73,560	1,28,528	...
Manipur	...	...	1,72,747	1,83,454	...
Tripura	..	..	3,34,477	3,63,858	..
Vindhya Pradesh	...	..	5,60,738	6,10,515	...
India	7,41,71,561	7,98,04,600	11,86,75,096	13,03,78,346	6,31,04,380

†Includes research institutions

Universities and Colleges by States

Colleges for Professional Education	Colleges for Special Education		Total		State
	1954-55	1955-56	1954-55	1955-56	
7	8	9	10	11	12
Rs.	Rs	Rs.	Rs	Rs	
25,78,034	2,12,719	2,04,329	86,35,477	1,01,37,775	Andhra
11,46,731	8,526	6,372	42,26,261	46,23,293	Assam
46,55,708	28,216	24,026	1,54,75,882	1,62,54,322	Bihar
1,37,29,609	7,19,798	7,90,244	4,17,22,034	4,32,35,600	Bombay
45,54,889	63,658	79,967	1,01,06,611	1,15,57,111	Madhya Pradesh
68,80,318	3,54,400	3,78,122	2,09,75,160	2,38,77,178	Madras
6,70,771	88,044	75,050	36,07,088	35,70,493	Orissa
33,05,286			1,55,96,757	1,67,39,019	Punjab
54,77,715	3,12,286	3,24,590	4,57,23,213	5,15,39,704	Uttar Pradesh
1,18,81,298	4,21,867	4,44,522	3,40,62,280	3,65,25,904	West Bengal
15,94,683		..	87,68,593	82,14,928	Hyderabad
1,79,699	81,703	95,593	13,68,648	17,13,024	Jammu & Kashmir
18,51,463	1,62,984	1,99,532	49,78,298	58,60,290	Madhya Bharat
13,58,680	1,85,073	1,89,277	72,28,870	73,83,434	Mysore
7,23,949		.	30,07,363	27,79,278	Pepsu
17,69,522	3,38,273	3,38,511	79,79,294	83,31,601	Rajasthan
13,92,689		...	15,68,054	22,18,186	Saurashtra
12,17,372	73,270	75,928	77,96,019	88,29,279	Travancore-Cochin
	4,326	5,207	13,60,486	14,21,631	Ajmer
3,14,559	1,200	1,200	4,77,840	10,40,197	Bhopal
		.	176,044	1,84,232	Coorg
46,64,693	3,29,461	3,86,587	1,31,88,309	1,61,75,745	Delhi
24862		..	1,61,769	2,45,719	Himachal Pradesh
..			73,560	1,28,528	Kutch
	10,997	15,474	1,83,744	1,98,928	Manipur
35,656		..	3,34,477	3,99,514	Tripura
..	...	.	5,60,738	6,10,515	Vindhya Pradesh
7,00,08,191	33,96,831	36,34,551	25,93,47,868	28,38,25,688	India

providing teaching facilities.

Table LXI—Direct Expenditure

State	Increase (+) or Decrease (—)		Percentage of Total Direct Expenditure on Education		Percentage of net	
	Number	Percent- age	1954-55	1955-56	Government Funds	Local Board Funds
13	14	15	16	17	18	19
	Rs					
Andhra	+ 15,02,298	+ 17.4	12.4	13.2	41.9	0.1
Assam	+ 3,97,032	+ 9.4	15.1	14.4	48.4	...
Bihar	+ 7,78,440	+ 5.0	21.1	20.1	51.4	0.0
Bombay	+ 15,13,566	+ 3.6	18.1	17.6	35.7	1.5
Madhya Pradesh	+ 14,50,500	+ 14.4	17.3	17.2	60.6	0.0
Madras	+ 29,01,978	+ 13.8	14.5	15.0	37.7	0.0
Orissa	— 36,595	— 1.0	15.5	13.7	61.5	...
Punjab	+ 11,42,262	+ 7.5	24.7	23.2	25.3	0.5
Uttar Pradesh	+ 58,11,491	+ 12.7	23.6	25.0	51.0	0.0
West Bengal	+ 24,63,624	+ 7.2	26.0	24.1	52.4	0.0
Hyderabad	— 5,53,665	— 6.3	16.1	14.6	22.8	0.0
Jammu and Kashmir	+ 3,74,376	+ 27.4	20.1	22.8	71.1	...
Madhya Bharat	+ 8,81,992	+ 17.7	21.7	22.1	67.5	0.2
Mysore	+ 1,54,564	+ 2.1	19.4	18.9	59.4	...
Pepsu	— 2,28,084	— 7.6	20.0	17.1	68.8	...
Rajasthan	+ 3,52,307	+ 4.4	26.0	23.3	65.3	...
Saurashtra	+ 6,50,432	+ 41.5	9.4	11.1	69.4	...
Travancore-Cochin	+ 10,33,260	+ 13.3	20.2	18.7	25.1	...
Ajmer	+ 61,145	+ 4.5	18.3	17.2	48.1	...
Bhopal	+ 5,62,357	+ 117.7	16.8	20.3	92.7	...
Coorg	+ 8,188	+ 4.7	10.7	9.3	69.3	...
Delhi	+ 29,87,436	+ 22.7	36.3	38.3	70.3	...
Himachal Pradesh	+ 83,950	+ 51.9	4.4	5.7	73.7	...
Kutch	+ 54,968	+ 74.7	5.7	7.8	86.2	...
Manipur	+ 15,184	+ 8.3	9.7	9.6	39.3	...
Tripura	+ 65,037	+ 19.4	11.1	8.7	67.2	...
Vindhya Pradesh	+ 49,777	+ 8.9	6.0	5.9	82.0	...
India	+ 2,44,77,820	+ 9.4	19.8	19.6	47.6	0.3

on Universities and Colleges by States—(Contd.)

Expenditure (1955-56) from			Average Annual Cost per Pupil (1955-56)			State
Fees	Endowments	Other Sources	In Arts and Science Colleges	In Colleges for Professional Education	In Colleges for Special Education	
20	21	22	23	24	25	26
			Rs	Rs	Rs.	
49.9	3.1	5.0	179.1	960.9	298.7	Andhra
47.7	0.2	3.7	168.9	922.6	531.0	Assam
36.2	0.6	11.8	190.8	628.6	182.0	Bihar
53.2	4.4	5.2	273.3	494.6	869.4	Bombay
29.4	2.3	7.7	335.9	791.9	919.2	Madhya Pradesh
47.9	13.8	0.6	249.8	758.2	245.2	Madras
33.1	2.0	3.4	362.7	1,106.9	314.0	Orissa
63.9	2.8	7.5	219.6	776.4	..	Punjab
27.2	1.2	20.6	230.9	1,140.5	196.0	Uttar Pradesh
41.3	0.9	5.4	161.3	1,367.7	210.3	West Bengal
20.4	0.9	55.9	403.8	487.1	..	Hyderabad
18.4	0.8	9.7	119.5	202.6	117.1	Jammu and Kashmir
24.1	0.8	7.4	195.0	1,318.7	167.8	Madhya Bharat
36.0	0.3	4.3	163.7	224.9	157.1	Mysore
23.2	0.3	7.7	308.7	2,884.3	..	Pepsu
24.0	8.5	2.2	195.1	773.1	166.3	Rajasthan
25.0	1.1	4.5	272.3	1,089.7	...	Saurashtra
68.3	0.2	6.4	186.4	487.1	579.6	Travancore-Cochin
33.2	10.6	8.1	322.0	..	217.0	Ajmer
7.2	..	0.1	543.5	2,557.4	75.0	Bhopal
24.7	..	6.0	575.7	..	..	Coorg
22.0	0.7	7.0	329.1	1,405.9	851.5	Delhi
24.8	1.5	..	450.7	1,035.9	..	Himachal Pradesh
12.8	..	1.0	595.0	..	...	Kutch
52.9	7.8	..	153.6	..	105.3	Manipur
32.6	..	0.2	303.7	540.2	..	Tripura
18.0	..	..	319.5	..	..	Vindhya Pradesh
39.4	3.0	9.7	222.9	745.6	273.0	India

Among Part A States, the highest increase was shown by Andhra (17.4 per cent) and the lowest by Bombay (3.6 per cent). Saurashtra with an increase of 41.5 per cent led Part B States and was followed by Jammu and Kashmir with 27.4 per cent increase. Among Part C States, noteworthy increases were shown by Bhopal (117.7 per cent), Kutch (74.7 per cent) and Himachal Pradesh (51.9 per cent).

Figures in col (17) of table LXI gives the percentage of the expenditure incurred on universities and colleges to the total direct expenditure during the year. Among Part A States, this percentage varied from 13.2 in Andhra to 25.0 in Uttar Pradesh, among Part B States, from 11.1 in Saurashtra to 23.3 in Rajasthan, and in Part C States from 5.7 in Himachal Pradesh to 38.4 in Delhi.

The percentage of expenditure on institutions for higher education met from various sources is given in cols. (18) to (22) of the table. Taking Part A States only, the contribution from government funds was highest in Orissa (61.5 per cent) followed closely by Madhya Pradesh (60.6 per cent) and the lowest in Punjab (25.3 per cent). The share of local boards was insignificant everywhere. Fees met 63.9 per cent of this expenditure in Punjab, 53.2 per cent in Bombay and 49.9 per cent in Andhra. In most of Part B and Part C States, except Mysore, Travancore-Cochin and Manipur, where fees also played a prominent part, the major contribution was made by the government funds. In Hyderabad, other sources accounted for 55.9 per cent.

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 col (23) to (25) of Table LXI.

As usual, wide variations were noticeable among the different States in this respect.

Free Places, Scholarships and Stipends

As in the previous years, the following schemes of the Government of India for higher studies in the country were in operation during 1955-56

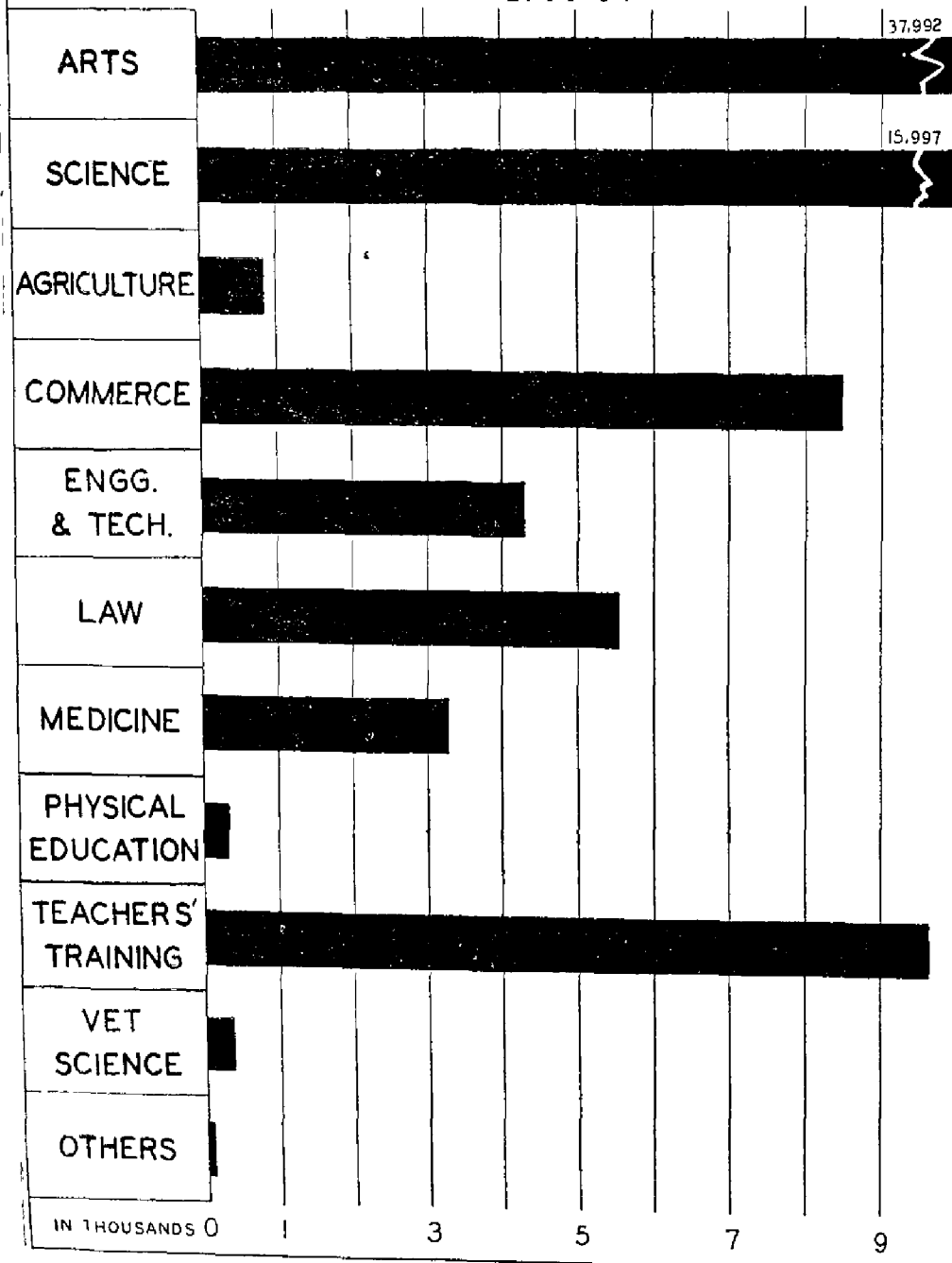
- (i) Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships ;
- (ii) Research Training Scholarships for research in scientific and technical subjects in universities and other institutions of higher learning , and
- (iii) Cultural Scholarships for students of indigenous and of Indian origin from Asian, African and Commonwealth countries.

Under scheme (i) a sum of about Rs. 150 lakhs was distributed as scholarships to 31,451 students, while under scheme (ii) which provided for senior scholarships of Rs 200 per month each, Rs 8,15,006 were disbursed to 527 students. The junior scholarships were withdrawn during the year.

OUTPUT OF

GRADUATES

1955-56



Under the cultural scholarships scheme, 91 of the 100 scholarships offered were actually utilised during the year. The total expenditure on 348 scholarships (including 257 scholars of previous years) was Rs. 7,29,177.

In addition to these scholarships, some open scholarships were also awarded by the governments, universities and certain institutions on the basis of results of university examinations.

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 freships.

During 1955-56 the total expenditure on scholarships and stipends in universities and colleges amounted to Rs 2,98,98,771. Moreover a sum of Rs 94,14,824 was foregone on account of free places and Rs 19,37,520 were expended on other financial concessions.

Examination Results

The following table gives the results of intermediate, degree and post-graduate examinations held during 1954-55 and 1955-56.

Table LXII—Result of Examinations

Examination	Number Appeared		Number Passed		Pass Percentage	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
I A.*	1,89,385	2,07,118	86,741	90,182	45.8	43.5
I Sc	85,042	93,405	39,735	41,557	46.7	44.5
B A (Pass & Hons.)	81,121	79,920	40,445	37,992	49.6	47.5
B Sc. (Pass & Hons.)	34,754	32,667	16,704	15,997	48.1	49.0
M A.	11,729	13,215	3,892	9,313	75.8	70.5
M Sc.	2,946	3,142	2,211	2,456	75.1	78.2
Professional Subjects**	53,005	48,450	33,181	35,772	62.6	73.8

The Statewise 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 LXIII.

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

** Degrees and equivalent examinations only.

Table LXIII—Number of Passes in

State	Intermediate (Arts and Science)			B A and B Sc (Pass and Hons.)		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra	7,204	531	7,735	2,778	201	2,979
Assam	1,544	320	1,864	580	108	688
Bihar	5,181	688	5,869	1,634	206	1,840
Bombay	9,593	2,464	12,057	5,608	1,806	7,414
Madhya Pradesh	2,155	748	2,903	1,539	384	1,923
Madras	10,332	1,421	11,753	4,326	821	5,147
Orissa	1,072	100	1,172	494	49	543
Punjab	8,261	2,043	10,304	5,060	1,128	6,188
Uttar Pradesh	30,670	5,210	35,880	9,450	1,875	11,325
West Bengal	17,641	2,290	19,931	4,272	1,258	5,530
Hyderabad	2,124	351	2,475	1,097	216	1,313
Jammu & Kashmir	808	161	969	375	87	462
Madhya Bharat	2,128	540	2,668	403	89	492
Mysore	2,961	675	3,636	1,470	369	1,839
Pepsu	496	126	622	189	56	245
Rajasthan	1,878	335	2,213	1,134	149	1,283
Saurashtra	559	76	635	244	43	287
Travancore-Cochin	4,666	1,538	6,204	2,355	765	3,120
Ajmer	1,607	211	1,818	121	28	149
A. & N. Islands	...	...	..	...	...	..
Bhopal	89	28	117	36	8	44
Coorg	49	5	54	7	...	7
Delhi	259	...	259	710	291	1,001
Himachal Pradesh	33	4	37	16	3	19
Kutch	33	6	39	3	1	4
Manipur	139	10	149	27	1	28
N.E.F.A.	...	...	...	...	...	...
Tripura	217	31	248	54	4	58
Vindhya Pradesh	119	9	128	59	2	61
India	1,11,818	19,921	1,31,739	44,041	9,948	53,989

different University Examinations by States

M.A. and M.Sc.			Research (including Professional Subjects)			Professional (Degrees and Equivalent Diplomas only)			State
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
8	9	10	11	12	13	14	15	16	17
105	7	112	13	...	13	1,523	132	1,655	Andhra
80	16	96	3	..	3	184	12	196	Assam
774	65	839	...	...	...	1,924	103	2,027	Bihar
779	267	1,046	44	7	51	5,008	678	5,686	Bombay
560	98	658	15	...	15	1,156	117	1 273	Madhya Pradesh
289	66	355	20	2	22	3,134	389	3,523	Madras
50	7	57		...	...	251	19	270	Orissa
1,174	241	1,415	5	...	5	1,888	663	2,551	Punjab
3,820	776	4,596	141	15	156	6,010	620	6,630	Uttar Pradesh
744	308	1,052	54	4	58	4,811	335	5,146	West Bengal
118	55	173	15	...	15	1,038	132	1,170	Hyderabad
20	2	22		.	...	121	31	152	Jammu & Kashmir
146	12	158	...	...	...	483	20	503	Madhya Bharat
132	24	156	...	..		1,256	84	1,340	Mysore
22	6	28	...	...	..	86	12	98	Pepsu
310	57	367		..	.	1,174	31	1 208	Rajasthan
23	1	24	...	...		115	8	123	Saurashtra
105	41	146	1	.	1	881	279	1,160	Travancore-Cochin
59	9	68		...	.	70	.	70	Ajmer
...	.	..	.	..	.	...	...	...	A & N. Islands
16	...	16		..	.	63	12	75	Bhopal
..	..	..		...	.	..	...	...	Coorg
261	105	366	10	1	11	697	133	830	Delhi
	.	..	..	.	.	17	...	17	Himachal Pradesh
..	..	..	..	...	.	..	...	...	Kutch
..	.	..		...	..	..	...	...	Manipur
.	...	..		...	...	..	...	...	N E F A
...	..	..		...	..	24	2	26	Tripura
16	3	19	..	...	...	37	6	43	Vindhya Pradesh
9,608	2,166	1,1,789	321	29	350	31,951	3 821	35,772	India

CHAPTER VII

TRAINING OF TEACHERS

The training of teachers constitutes perhaps the single most important factor in the reconstruction and expansion of school education. During the year under review, the tempo of progress towards increasing and improving the facilities for the training of teachers was maintained. A number of normal and basic training schools and training colleges were opened. Developmental activities in this field included the conversion of traditional training institutions into basic ones, the reorientation of courses and the introduction of crafts, community and other activities relating to social welfare and village improvement which were designed to enable the teacher to shoulder the responsibilities of teacher-cum-social worker efficiently. The States' Education Departments and the teachers' organisations continued to organise short in-service training courses, seminars, conferences, study circles, discussion groups etc., where teachers met and exchanged ideas and experiences.

In the field of training of teachers, extension services have come to assume a special significance. Elaborating its scope the Secondary Education Commission of 1954 observed, "Among the activities which the training college should provide or in which it should collaborate are (i) refresher courses, (ii) short intensive courses in special subjects, (iii) practical training in workshop and (iv) seminars and professional conferences. It should also allow its staff wherever possible to serve as consultants to a school or group of schools conducting some programme of improvement. The Government of India, in collaboration with the Ford Foundation, initiated a scheme of extension services departments in training colleges and university departments of education. During the year under review, 23 such departments were established. The Ford Foundation made a grant to the Government of India for rendering financial assistance to this scheme. The All India Council of Secondary Education, which runs these departments, held 8 regional and one special seminar during the year.

The Central Institute of Education, Delhi, the only training college under the administrative control of the Central Ministry of Education, continued to expand its teaching and research facilities. The Extension Service Department, opened during the year, organised a number of seminars and refresher courses for in-service teachers, and short courses on subjects like visual education, the teaching of science, the organisation and use of libraries in schools and students, self-government. In August, 1955, with the help of the British Council, the Institute also organised an exhibition of educational aids in primary schools. The Psychological Wing took up the standardization of a verbal group test of intelligence and another non-verbal intelligence test. The guidance

service for studying and helping children showing behaviour problems of various types was also continued. The visual aids section also conducted experiments in its own field of activity. At the request of the Director of Education of the Delhi State, the Institute conducted certain tests for the selection of students for admission in public schools and for entrances into different training courses organised by the Directorate.

Mention may be made of the Central assistance rendered to some of the States for the establishment of training centres for craft instructors and for the improvement and expansion of training facilities in the existing institutions to train teachers for the practical subjects introduced under the recommendations of the Secondary Education Commission. By the end of the financial year 1955-56, Central assistance was sanctioned towards the establishment of 10 training centres for craft instructors and strengthening of 13 teachers' training colleges.

Main Developments

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

Andhra

With a view to improving the efficiency of elementary schools and the quality of instruction imparted therein, the State government decided to abolish the elementary grade training by gradually converting elementary grade training sections of non-basic training schools to secondary grade training sections. During the year under report, about 50 per cent of the junior elementary grade training sections were accordingly converted into secondary grade training sections.

The post-graduate basic teachers' training college, started at Pentapadu in August 1955, provided for a 3 months' retraining course in Basic education for graduate teachers and in community training for B Ed. students who took up Basic education as a compulsory subject of study. The institution gave community training to nearly 800 B Ed. students during the year. Besides, 2 government basic training schools and 2 government training colleges, including one for women, were opened. Two elementary grade training sections were also opened to provide training facilities to the people of the agency areas.

Assam

Teaching of crafts and music were introduced in 4 normal schools. The Basic Training Centre for Women was established at Charah and 11 guru training centres were converted into basic training institutions.

Bihar

To meet the shortage of trained teachers in the State, the secondary training school at Muzaffarpur was converted into a senior training school for women and the Secondary Training School, Ranchi, was upgraded as a teachers' training college.

A short course for untrained graduate and undergraduate teachers of secondary schools was organised at each divisional headquarter from 16th May to 30th June, 1955. Moreover, 20 graduate teachers of basic institutions and 20 inspecting officers of the department were deputed to Sevagram for short-term training. Besides, 22 graduate teachers of basic institutions were deputed to undergo 8 months' refresher course for teachers of English, conducted under the auspices of the British Council at Teachers' Training College, Ranchi.

Bombay

The committee appointed by the State government for improvement of the standard of non-government primary training colleges in 1954-55, made some important recommendations in its report submitted during the year. The following recommendations were implemented during 1955-56.

- (i) The grant-in-aid to private primary training colleges to be increased from 50 per cent for men's institutions and 60 per cent for women's institutions to 66 per cent of admissible expenditure in both the cases
- (ii) The grant on account of tuition fee of deputed and backward class students to be raised from Rs. 60 to Rs. 72.
- (iii) The teaching staff in these institutions should be improved by employing trained graduates, 50 per cent of whom should be basic trained.

The process of the conversion of non-basic training institutions to basic ones was completed. With a view to increasing substantially the existing facilities for the training of teachers in local boards' schools, 10 additional classes were started, which could train 2,000 more teachers.

Arrangements for training Hindi teachers for both primary and secondary schools were continued. Two short courses for training Hindi teachers for primary schools, trained 640 teachers during the year. The corresponding number of teachers for secondary schools, trained in short refresher courses, was 777.

Madhya Pradesh

During the year, with the addition of special basic education sections, all the normal schools in the States were converted into basic normal schools. Besides, 2 government post-graduate basic training colleges were started.

Madras

With the opening of 5 new training colleges, the number of teachers' training colleges in the State increased to 15. Apart from the training imparted at these institutions, short-term courses were conducted for the retraining of teachers. At two such courses of 3 months' duration each

held in Teachers' College, Saidapet, 56 men and 8 women graduate secondary grade trained teachers were provided refresher training. Besides, 115 graduate trained teachers were retrained in 3-five months' courses of retraining. A short training course in Home Science for graduate trained women teachers was conducted at the Lady Willingdon Training College, Madras, where 18 teachers were trained. A refresher course for the teachers of English, lasting from 27th December, 1955 to 7th January, 1956 was conducted at Madras by the British Council, which was attended by 25 teachers. Pandit training classes, for the training of language teachers, were conducted in the Teachers' Training College, Saidapet. Of the 83 men and 4 women pupil-teachers on rolls in the 2 courses of 5 months' duration each, 40 men passed the qualifying examination.

In order to convert, 1,300 elementary schools into basic ones, a large programme of retraining of teachers in Basic education was launched. About 5,500 elementary and secondary grade trained teachers were retrained. Further, 17 elementary training schools (10 for men and 7 for women) were converted into basic training schools and 18 basic training schools (15 for men and 3 for women) were opened during the year.

Orissa

Basic Training College, Angul, 5 elementary training schools were started to augment the existing facilities in this field. The modified basic syllabus with basic features of craft training, *safai* work and community life continued to be followed in the elementary training school. The five mobile training squads conducted training courses of 30 days' duration each, and trained 1,560 primary school teachers.

Punjab

With a view to provide increasing facilities for basic training to graduates, four post-graduate basic training colleges were set up. Besides, the State government opened four basic training schools to train teachers for junior basic schools. The non-basic training schools in the State were converted into basic ones.

Reorientation courses were organised for the teachers to keep them abreast of current developments in the field of education.

Uttar Pradesh

To improve the quality of teachers and consequently to raise the standard of teaching, the duration of the junior teachers' course and the Hindustani teachers' certificate course was extended from one to 2 years. Further, each normal school was attached with 5 primary schools for practice and demonstration lessons in Basic education.

During the year, a number of seminars were organised in the State to discuss various educational problems bearing on the training of teachers. A seminar to prepare correlated plan of teaching for the guidance of basic school teachers was held in July, 1955 at Government Junior Basic Training College, Muzaffarnagar. Another seminar on

two-teacher and three-teacher schools was organised at the Basic Training College, Lucknow, in September, 1955. The plans prepared in the above seminars were published by the department in the form of a "Hand-book of Suggestions" giving detailed schemes of correlated lessons for the guidance of teachers.

Under the scheme of extension service sponsored by the Government of India, with the collaboration of Ford Foundation and Technical Cooperation Mission, departments of extension service were set up in the Government Central Pedagogical Institute, Allahabad, and the Constructive Training College, Lucknow. The department at Central Pedagogical Institute, Allahabad, organised an exhibition of teaching aids. The department at Constructive Training College, Lucknow, organised two workshops—one on discipline and the other on agriculture.

During the year under report, a chain of refresher courses was started for the extension teachers at six centres in the plains, and two in the hills. In all, 1,400 extension teachers received training in agriculture (in the plains districts) and horticulture (in the hills).

The Government Central Pedagogical Institute, Allahabad, conducted the following experiments and investigations during the year.

- (i) The experiment on the teaching of English to test the efficiency of the structural approach to the teaching of English in the junior high schools, which was taken up for class VI in the year, 1954-55, was continued during this year in class VII with the same set of pupils.
- (ii) A detailed syllabus in English for the junior high schools, specifying every structural item to be taught at this stage, was prepared and published.
- (iii) The Reading Readiness Test in Hindi prepared and tried last year was administered to more students and given a final stage.
- (iv) The investigation on "Mathematics in News-papers" was completed and its report published, and
- (v) Another investigation in Mathematics completed, during the year, was on general deficiencies and drawbacks in Arithmetic at the beginning of the higher secondary stage.

West Bengal

A notable developmet in this field was the establishment of the departments of extension service for secondary schools in the David Hare Training College and the Institute of Education for Women at Calcutta. The activities undertaken by the departments included the introduction of career-masters' courses, history-teachers' courses, correspondence service for schools of outlying areas, library services, refresher courses and workshop for teachers of secondary schools.

With a view to providing further facilities for training of graduate teachers, a government training college with a capacity of 100 was

opened at Hooghly. The Primary Training College at Cooch-Bihar was reconditioned as a government junior basic training college from September, 1955. Besides, one senior basic training college for undergraduate teachers and 1 junior basic training college for junior basic school teachers were opened.

Hyderabad

During the year under report, the syllabus of secondary training course was revised and the duration of the training course raised from 1 to 2 years. The middle training and intermediate training courses were abolished.

A short training course was arranged at Bhiknour for trained graduate teachers, to initiate them into Basic education and its principles. Ten trained graduate teachers were sent to Wardha for basic training for a period of seven months. All the superintendents of 18 training institutions were deputed to Sevagram for two weeks, to have an observance in regard to imparting Basic education and inspection of basic training schools. Besides, short-course training of 3-months' duration was conducted at Hyderabad and Aurangabad for teachers and private candidates under the scheme of 'spreading Hindi in non-Hindi' areas. The scheme was partly financed by the Central Government.

Jammu and Kashmir

A refresher course was conducted in which 60 trained graduate teachers of various secondary schools participated. Four officers of the department were deputed to U.K. for receiving education in diploma courses, M Ed and degree courses in various subjects like Mathematics, History and Zoology.

Madhya Bharat

With the opening of one basic training school at Shivpuri, the number of such schools in the State rose to 6. One headmaster of a basic training school was deputed to attend the "*Uttar Bunyadr Sammelan*" at Wardha during the year.

Mysore

With a view to accelerating the pace of training graduate teachers, additional 40 teachers were trained in Teachers' Training College, Mysore. The scheme of training 25 graduate teachers and inspecting officers was continued for another period of 3 years from 1955-56.

Two more teachers' training institutes—at Kolar and Chickragalur—were started. The post-basic training-course at the Basic Training Centre, Vidyanagar, started under the intensive educational development scheme during 1953-54 and closed down during 1954-55 was revived this year. Nine graduate teachers underwent training at the centre. The Vidyanagar centre also continued its normal activities and trained 150 teachers during the year.

The Training Institute, Malleswaram, Bangalore, was shifted to Subramanayampura in February 1956 and converted into a basic training institute. A post-graduate basic training college was started at Doddaballapur in March 1956, in which 40 trainees were enrolled.

A 4-week seminar for the headmasters of high schools and inspectors of schools was held at Yelwal, Mysore in October 1955 under the auspices of the Ford Foundation. Another seminar for headmasters and teachers of high and primary schools was held in March 1956 at Nandi hills, in which 386 teachers besides officers of the department participated. The seminar discussed the proposed reforms of the primary and secondary grade curricula and syllabuses.

Three officers of the Education department were deputed to Wardha for 3 months' training in Basic education. Ten teachers and officers of the department attended the secondary education extension course of 8-weeks' duration at the Teachers' College, Mysore, sponsored by the U.S. Educational Foundation in India.

Pepsu

To train teachers for basic and other schools, the State College of Education, Patiala, and a teachers' training school were established.

Rajasthan

All the junior and senior teachers' certificate training schools were converted into basic senior teacher's certificate training schools, and the Teachers' Training College, Bikaner into Basic Teachers' Training College, Bikaner. C.T. diploma course in Basic education was introduced. With the collaboration of the British Council, a refresher course for the teachers of English was conducted in the Teachers' Training College, Bikaner, from 20th to 31st January 1956. A batch of 100 teachers, lecturers and headmasters was deputed for training.

Saurashtra

The State made considerable progress in the field of training of teachers. With the opening of 2 teachers' training colleges, namely Shri Ramba Graduate Teachers' Training College, Porbandar, and the Post-Graduate Basic Training College, Porbandar, training facilities for graduate teachers were provided for the first time. Moreover, 4 teachers' training schools were opened and S.T.C. centres started in 25 government high schools.

Travancore-Cochin

Refresher courses for Hindi teachers were conducted at 4 different centres. Altogether, 363 teachers attended these courses. Besides, 1,807 primary school teachers completed six months' training in two batches in 12 basic training schools started during the year.

Bhopal

With a view to increasing facilities of training in Basic education, the Post-Graduate Basic Training College, Bhopal was started in August

1955, and a womens' basic training class opened in a government high school in September 1955. Emergency (refresher) training courses were held at various places for the benefit of teachers in the surrounding areas.

Codrg

The basic training college which was attached to the Central High School, Mercara, was shifted to its own building at Government Agricultural Farm, Kudige, in June 1955. A hostel, with separate wings for men and women and quarters for the staff, was attached to it. The Headmaster of the Central High School, Mercara, and the principal of the Basic Training College, Kudige, were sent for training in educational and vocational guidance at the Central Institute of Education at Delhi. A refresher course was held for the headmasters of junior and senior basic schools.

Kutch

To meet the demand for basic trained staff, the existing primary teachers' training school was upgraded and reorganised into a basic training school. S.T.C. classes were conducted in Bhuj for the training of secondary school teachers.

Manipur

Two training institutions—the basic training institute and the Hindi training institute—were opened for primary and middle school teachers during the year.

NEFA

The Teachers' Training Institute, Margherita, was converted into a basic training institute in October 1955. Twenty-six teachers were trained in Basic education in the *Buniyadi Siksha Bhawan* and 10 teachers and officers of the department sent to Sevagram for similar training.

Tripura

With a view to meeting the requirements of post-graduate basic trained teachers and inspecting staff for the basic schools, a post-graduate basic training section was added to the existing teachers' training institution and the institution raised to the college standard.

Two schools—one experimental model school and the other senior basic school were attached to the college for practice and demonstration.

Tripuri language was introduced as a compulsory subject in the syllabus for trainees for both junior and senior courses to facilitate the imparting of education through the medium of the mother tongue.

Table LXIV—Number of

State	For Men		For Women		Total	
	1954-55	1955-56	1954-55	1945-56	1954-55	1955-56
1	2	3	4	5	6	7
Andhra	49	53	29	27	78	80
Assam	27	29	4	5	31	34
Bihar	77	75	12	13	89	88
Bombay	91	87	56	61	147	148
Madhya Pradesh	23	27	11	12	34	39
Madras	76	89	69	75	145	164
Orissa	30	35	2	2	32	37
Punjab	8	12	1	1	9	13
Uttar Pradesh	74	79	19	18	93	97
West Bengal	44	42	10	11	54	53
Hyderabad	12	19	3	2	15	21
Jammu & Kashmir	...	7	...	...	...	7
Madhya Bharat	8	9	2	3	10	12
Mysore	8	11	4	4	12	15
Pepsu	3	3	...	1	3	4
Rajasthan	10	10	2	2	12	12
Saurashtra	6	10	3	3	9	13
Travancore-Cochin	61	65	10	10	71	75
Ajmer	1	1	...	...	1	1
Bhopal	2	2	...	...	2	2
N. E. F. A.	1	1	...	...	1	1
Coorg	1	1	...	...	1	1
Delhi	1	1	1	2	2	3
Himachal Pradesh	3	2	...	...	3	2
Kutch	1	1	...	...	1	1
Manipur	1	3	...	...	1	3
Tripura	1	...	...	...	1	...
Vindhya Pradesh	3	4	...	...	3	4
India	622	678	238	252	860	930

Teachers' Training Schools

Increase (+) or Decrease (-)	Number of Schools in 1955-56 Managed by				State
	Govern- ment	Local Boards	Private Bodies		
			Aided	Unaided	
8	9	10	11	12	13
+ 2	44	...	36	..	Andhra
+ 3	15	11	7	1	Assam
- 1	64	...	22	2	Bihar
+ 1	31	1	77	39	Bombay
+ 5	30	...	5	4	Madhya Pradesh
+19	83	..	80	1	Madras
+ 5	35	..	2	..	Orissa
+ 4	5	1	1	6	Punjab
+ 4	58	1	11	27	Uttar Pradesh
- 1	40	1	10	2	West Bengal
+ 6	18	...	2	1	Hyderabad
+ 7	7	...	...	...	Jammu & Kashmir
+ 2	11	...	1	...	Madhya Bharat
+ 3	11	...	3	1	Mysore
+ 1	4	...	...	...	Pepsu
..	12	..	...	..	Rajasthan
+ 4	6	...	7	...	Saurashtra
+ 4	24	...	48	3	Travancore-Cochin
...	1	...	...	...	Ajmer
..	2	...	...	..	Bhopal
..	1	...	...	..	N.E.F.A.
..	1	...	..	...	Coorg
+ 1	2	...	1	..	Delhi
- 1	2	...	...	...	Himachal Pradesh
...	1	...	...	..	Kutch
+ 2	3	...	..	...	Manipur
- 1	...	...	...	...	Tripura
+ 1	4	...	...	...	Vindhya Pradesh
70	515	15	313	87	India

Table LXV—Number of Pupils

State	Men		Women	
	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5
Andhra	7,985	8,005	3,125	2,653
Assam	1,693	1,852	245	235
Bihar	4,981	6,650	553	695
Bombay	8,982	9,979	4,746	5,173
Madhya Pradesh	3,043	4,506	918	1,122
Madras	10,093	11,024	7,994	8,051
Orissa	1,764	1,934	83	98
Punjab	2,289	4,362	882	1,915
Uttar Pradesh	6,033	5,200	770	700
West Bengal	1,282	1,253	468	536
Hyderabad	1,115	1,001	328	217
Jammu and Kashmir	148	992	88	263
Madhya Bharat	557	646	136	129
Mysore	1,368	1,426	445	371
Pepsu	583	657	153	186
Rajasthan	983	902	131	142
Saurashtra	614	665	429	486
Travancore-Cochin	1,693	2,616	2,903	2,515
Ajmer	180	113	25	20
Bhopal	112	357	20	31
Coorg	57	67	5	8
Delhi	159	84	243	245
Himachal Pradesh	257	176	41	40
Kutch	24	66	8	10
Manipur	59	95	6	11
N E F. A	25	26	...	..
Tripura	19	36	7	14
Vindhya Pradesh	190	343	6	15
India	56,288	65,033	24,758	25,881

*Includes enrolment

†Includes private

in Teachers' Training Schools

Total		Increase (+) or Decrease (-)	Out-put†			State
1954-55	1955-56		Men	Women	Total	
6	7	8	9	10	11	12
11,110	10,658	- 452	3,860	1,381	5,241	Andhra
1,938	2,087	+ 149	1,231	150	1,381	Assam
5,534	7,345	+ 1,811	4,944	391	5,335	Bihar
13,728	15,152	+ 1,424	4,843	2,584	7,427	Bombay
3,961	5,628	+ 1,667	2,242	390	2,632	Madhya Pradesh
18,087	19,075	+ 988	7,095	4,077	11,172	Madras
1,847	2,032	+ 185	812	35	847	Orissa
3,171	6,277	+ 3,106	3,662	1,694	5,356	Punjab
6,803	5,900	- 903	2,700	362	3,062	Uttar Pradesh
1,750	1,789	+ 39	1,104	439	1,543	West Bengal
1,443	1,218	- 225	103	45	148	Hyderabad
236	1,255	+ 1,019	376	139	515	Jammu and Kashmir
693	775	+ 82	531	88	619	Madhya Bharat
1,813	1,797	- 16	720	226	946	Mysore
736	843	+ 107	598	185	783	Pepsu
1,114	1,044	- 70	928	167	1,095	Rajasthan
1,043	1,151	+ 108	294	104	398	Saurashtra
4,596	5,131	+ 535	2,377	2,435	4,812	Travancore Cochin
205	133	- 72	104	19	122	Ajmer
132	388	+ 256	335	26	361	Bhopal
62	75	+ 13	40	3	43	Coorg
402	329	- 73	82	225	307	Delhi
298	216	- 82	118	33	151	Himachal Pradesh
32	76	+ 44	31	1	32	Kutch
65	106	+ 41	75	8	83	Manipur
25	26	+ 1	26	...	26	N E F A
26	50	+ 24	31	11	42	Tripura
196	358	+ 162	336	13	349	Vindhya Pradesh
81,046	90,914	+ 9,868	39,598	15,230	54,828	India

in attached classes
students

Short course training was provided to 163 teachers.

Vindhya Pradesh

The Junior Basic Training School, Rajgarh and B.T. class in Maharaja College, Chhatarpur, were started.

TRAINING SCHOOLS

Institutions

The total number of training institutions preparing teachers for primary schools increased, during the year under report, from 860 (622 for men and 238 for women) to 930 (678 for men and 252 for women). Their distribution according to managements was : government 515 (55.4 per cent), local boards 15 (1.6 per cent), aided private bodies 313 (33.7 per cent) and unaided private bodies 87 (9.3 per cent.) The corresponding percentages for 1954-55 were : government 52.6, local boards 1.5, aided private bodies 36.3 and unaided private bodies 9.6. In addition to these, some secondary schools and training colleges also imparted instruction for the training of primary school teachers.

Table LXIV compares the number of teachers' training schools in the different States during the years 1954-55 and 1955-56. All the States, except Bihar, West Bengal, Himachal Pradesh and Tripura, reported increase in the number of schools. The decrease by one in each of these States was due to the upgrading of a training school into a teachers' training college. Madras reported the opening of the greatest number of training schools (19), followed by Hyderabad (6), Madhya Pradesh and Orissa (5 each) and Punjab, Uttar Pradesh, Saurashtra and Travancore-Cochin (4 each). No new schools were opened in Rajasthan, Ajmer, Bhopal, N.E.F.A., Coorg and Kutch.

Columns (9) to (12) of table LXIV give the distribution of training schools by management. Government schools predominated in all the States, except Assam, Bombay, Saurashtra and Travancore-Cochin, where local boards and private bodies had an appreciable share in the management of schools. Of the 15 local board schools in the country, 11 were in Assam alone.

Pupils

The total number of pupil-teachers receiving training in schools, including attached classes, rose from 81,046 (56,288 men and 24,758 women) to 90,914 (65,033 men and 25,881 women), showing an increase of 12.2 per cent. Of these, 54,828 candidates (39,598 men and 15,230

women) qualified for the award of training certificates, as against 49,120 candidates (35,383 men and 13,737 women) during 1954-55.

Table LXV gives the Statewise distribution of pupil-teachers in training schools. All the States, except Andhra, Uttar Pradesh, Hyderabad, Mysore, Rajasthan, Ajmer, Delhi and Himachal Pradesh, shared the increase, the largest being in Punjab (3,106), followed by Bihar (1,811), Madhya Pradesh (1,667) and Bombay (1,424). The decrease in Andhra (by 452) was due to the closing down of lower grade training sections meant for the training of non-matriculいたes. The extension of training course from 1 to 2 years accounted for the decrease of 903 pupils in Uttar Pradesh. The fall of 225 in Hyderabad and that of 82 in Himachal Pradesh was due to the abolition of training classes attached to high schools. Restricted admissions led to the fall in enrolment in Mysore (by 16), Rajasthan (by 70), Ajmer (by 72) and Delhi (by 73).

Expenditure

During the year, the total direct expenditure on teachers' training schools (excluding that on the training sections attached to secondary schools and training colleges) rose by 15.2 per cent to Rs. 1,97,57,007. The extent to which this expenditure was met by the different managements was : government 75.7 per cent, local boards 1.9 per cent and private bodies 22.4 per cent. Corresponding percentages for previous year were 74.2, 1.8 and 24.0 respectively. Table LXVI gives the break up of expenditure figures according to sources of income. Of the total expenditure, Rs. 1,55,05,826 were spent on institutions for men and Rs. 42,51,181 on those for women.

Table—LXVI Direct Expenditure on Teachers' Training Schools by Sources

Source	1954-55		1955-56	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government Funds	1,42,82,010	83.3	1,67,26,154	84.6
Local Board Funds	59,279	0.3	97,984	0.5
Fees	11,68,977	6.8	12,21,339	6.2
Endowments	8,41,443	4.9	8,70,327	4.4
Other Sources	7,97,039	4.7	8,41,203	4.3
Total	1,71,48,748	100.0	1,97,57,007	100.0

Nearly six-sevenths of the expenditure was met from government funds

Table LXVII—Direct Expenditure on

State	On Schools for Men		On Schools for Women		Total	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
i	2	3	4	5	6	7
Andhra	7,99,962	7,99,838	2,97,566	2,90,762	10,97,528	10,90,600
Assam	6,65,697	7,52,740	32,537	47,789	6,98,234	8,00,529
Bihar	13,56,435	16,53,771	1,20,172	1,73,125	14,76,607	18,26,896
Bombay	20,66,183	21,29,337	11,21,714	11,80,351	31,87,897	33,09,688
Madhya Pradesh	8,19,062	12,41,326	3,41,200	3,81,729	11,60,262	16,23,055
Madras	11,05,969	14,17,179	8,68,344	9,76,806	19,74,313	23,93,985
Orissa	3,19,215	2,88,534	26,514	19,721	3,45,729	3,08,255
Punjab	2,32,362	3,02,645	49,965	71,957	2,82,327	3,74,602
Uttar Pradesh	19,08,387	19,63,921	4,61,603	5,33,986	23,69,990	24,97,907
West Bengal	4,25,395	3,78,694	1,51,005	1,60,807	5,76,400	5,39,501
Hyderabad	8,74,162	9,99,424	17,679	8,552	8,91,841	10,07,976
J. & Kashmir	.	1,50,000	.	.	.	1,50,000
Madhya Bharat	2,03,733	2,19,011	30,077	39,862	2,33,810	2,58,873
Mysore	6,11,627	8,71,476	92,591	1,01,955	7,04,218	9,73,431
Pepsu	99,971	97,965	.	31,818	99,971	1,29,783
Rajasthan	4,93,527	4,86,985	33,757	37,655	5,27,284	5,24,640
Saurashtra	4,37,300	5,31,456	58,215	55,658	4,95,515	5,87,114
Trav. Cochin	4,11,561	6,93,522	67,040	42,707	4,78,601	7,36,229
Ajmer	86,541	90,556	...	.	86,541	90,556
A. & N. Islands	...	...	...	...	...	...
Bhopal	57,949	52,303	.	...	57,949	52,303
Coorg	10,344	24,164	...	..	10,344	24,164
Delhi	38,770	34,450	67,636	95,941	1,06,406	1,30,391
H. Pradesh	58,563	54,532	..	...	58,563	54,532
Kutch	39,800	73,596	..	...	39,800	73,596
Manipur	8,783	16,548	...	..	8,783	16,548
N E.F.A.	33,408	38,802	...	...	33,408	38,802
Tripura	23,379	†	...	..	23,379	†
Vindhya Pradesh	1,23,048	1,43,051	...	...	1,23,048	1,43,051
India	133,11,133	155,05,826	38,37,615	42,51,181	1,71,48,748	1,97,57,007

*Information is

Teachers' Training Schools by States

Increase (+) or Decrease (-)		Average ^o Annual Cost Per Pupil	Percentage of Expenditure (1955-56) met from					Other Sour- ces	State
Amount	Percen- tage		Govern- ment Funds	Local Board Funds	Fees	Endow- ments			
8	9	10	11	12	14	14	15	16	
Rs.		Rs							
- 6,928	- 0.6	103.1	73.6	...	0.9	20.8	4.7	Andhra	
+ 1,02,295	+ 14.7	383.6	97.6	0.2	0.2	..	2.0	Assam	
+ 3,50,289	+ 23.7	248.7	94.3	...	0.3	..	5.4	Bihar	
+ 1,21,791	+ 3.8	223.1	69.9	1.5	17.2	1.5	9.9	Bombay	
+ 4,62,793	+ 39.9	288.4	95.4	0.0	2.2	1.0	1.4	Madhya Pradesh	
+ 4,19,672	+ 21.3	129.4	70.4	...	2.1	22.0	5.5	Madras	
- 37,474	- 10.8	151.7	95.0	...	...	0.4	4.6	Orissa
+ 92,275	+ 32.7	228.0	73.2	0.8	19.4	...	6.6	Punjab	
+ 1,27,917	+ 5.4	422.0	88.4	0.5	8.2	1.2	1.7	Uttar Pradesh	
- 36,899	- 6.4	311.5	83.9	6.1	4.1	4.0	1.3	West Bengal	
+ 1,16,135	+ 13.0	887.3	99.2	...	0.6	..	0.2	Hyderabad	
+ 1,50,000	+ 100.0	566.0	100.0	...	..	..	...	J & Kashmir
+ 25,063	+ 10.7	334.0	98.8	..	0.9	..	0.3	Madhya Bharat	
+ 2,69,213	+ 38.2	541.7	96.7	...	1.6	..	1.7	Mysore	
+ 29,812	+ 29.8	417.3	84.0	..	16.0	...	..	Pepsu
- 2,644	- 0.5	540.9	100.0	..	..	...	...	Rajasthan
+ 91,599	+ 18.5	510.1	87.3	..	2.8	...	9.9	Saurashtra	
+ 2,57,628	+ 53.8	143.5	77.9	...	20.1	..	2.0	Trav.-Cochin	
+ 4,015	+ 4.6	680.9	100.0	...	...	..	..	Ajmer
..	..	...	...	..	..	...	...	A & N. Islands
- 5,646	- 9.7	146.5	100.0	..	..	..	..	Bhopal
+ 13,820	+ 133.6	322.2	100.0	...	..	...	...	Coorg
- 23,985	- 22.5	451.2	64.4	...	29.8	...	5.8	Delhi	
- 4,031	- 6.9	252.5	100.0	..	...	...	..	Humachal Pradesh
+ 33,796	+ 84.9	968.4	100.0	...	...	..	..	Kutch
+ 7,765	+ 88.4	156.1	100.0	...	...	..	...	Manipur
+ 5,394	+ 16.1	1,492.4	100.0	..	..	..	..	N.E.F.A.
- 23,379	- ...	..	..	...	..	..	..	Tripura
+ 20,003	+ 16.3	399.6	98.5	...	0.5	...	1.0	Vindhya Pradesh	
- 26,08,259	- 15.2	236.7	84.7	0.5	6.2	4.4	4.2	India	

not available

Table LXVIII—Number of Teachers' Training Colleges*

State	For Men		For Women		Total		Increase (+) or Decrease (-)	Number of Colleges (in 1955-56) Managed by		
	1954- 55	1955- 56	1954- 55	1955- 56	1954- 55	1955- 56		Government	Private Bodies	
									Aided	Un- aided
1	2	3	4	5	6	7	8	9	10	11
Andhra	2	4	1	2	3	6	+ 3	5	1	...
Bihar	3	4	1	1	4	5	+ 1	3	2	...
Bombay	10	12		...	10	12	+ 2	6	6	...
M. Pradesh	4	5	2	2	6	7	+ 1	5	2	...
Madras	7	12	3	3	10	15	+ 5	7	8	...
Orissa	1	2	.	...	1	2	+ 1	2	.	...
Punjab	3	7	2	3	5	10	+ 5	3	1	6
U. Pradesh	11	11	7	8	18	19	+ 1	11	8	...
West Bengal	3	5	1	1	4	6	+ 2	5	1	...
Hyderabad	3	4	..		3	4	+ 1	3	1	..
J. & Kashmir	2	2	..		2	2	...	2	..	...
M. Bharat	1	1	..		1	1		1	.	...
Mysore	2	4		...	2	4	+ 2	2	...	2
Pepsu	.	1	...	..	.	1	+ 1	1	...	...
Rajasthan	3	3	...	...	3	3	...	1	2	...
Saurashtra		2		..	..	2	+ 2	2	.	...
Trav -Cochm	3	3	1	1	4	4	...	2	2	..
Bhopal	...	1	...	...	..	1	+ 1	1	...	...
Delhi	1	1	.	.	1	1	...	1	.	...
H. Pradesh	.	1	.	...	...	1	+ 1	1	.	...
Kutch	...	..	..		..	...	...		...	..
Tripura	...	1	.	.	...	1	+ 1	1	...	..
India	59	86	18	21	77	107	+ 30	65	34	8

*Includes university teaching departments and training classes attached to arts and science colleges.

The average annual cost per pupil-teacher rose from Rs. 223.6 to Rs. 236.7 (Rs. 212.8 in the case of schools for men and Rs. 217.0 in those for women) which was met to the extent of Rs. 200.4 from government funds, Rs. 1.2 from local board funds, Rs. 14.6 from fees, Rs. 10.4 from endowments and Rs. 10.1 from other sources.

The expenditure on teachers' training schools in different States for the years 1954-55 and 1955-56 is given in table LXVII. Col. (8) shows that the expenditure increased in all the States except Andhra, Orissa, West Bengal, Rajasthan, Bhopal and Himachal Pradesh where the fall in expenditure by Rs. 6,928, Rs. 37,474, Rs. 36,899, Rs. 2,644, Rs. 5,646 and Rs. 4,031 was due either to decrease in the number of institutions or the enrolment therein or both. The extent to which the expenditure was met from various sources in different States is indicated in cols. (11) to (15).

Fees and Stipends

Almost all government and local board managed teachers' training schools provided free education. The in-service teachers under training continued to receive usual salaries. In private schools, the government reimbursed the fees of the pupil-teachers belonging to scheduled castes, scheduled tribes and other backward classes.

TRAINING COLLEGES

Institutions

During 1955-56, the number of training colleges for graduates and under-graduates in the country was 107 (86 for men and 21 for women), as compared to 77 (59 for men and 18 for women) during the preceding year. Most of the colleges for men also enrolled women students. Of the 107 colleges, 65 were managed by government, 34 by private aided bodies and 8 by private unaided bodies. Besides these colleges the education departments of the universities of Aligarh, Allahabad, Annamalai Baroda, Gauhati, Lucknow and Patna and some arts and science colleges provided facilities for training of teachers.

Table LXVIII gives the Statewise distribution of training colleges for the years 1954-55 and 1955-56. Of the 30 additional colleges, 5 each were reported in Madras and Punjab, 3 in Andhra, 2 each in Bombay, West Bengal, Mysore and Saurashtra and 1 each in Bihar, Madhya Pradesh, Orissa, Uttar Pradesh, Hyderabad, Pepsu, Bhopal, Himachal Pradesh and Tripura.

Pupils

With the increase in the number of institutions, the total number of pupil-teachers in training colleges, as also in the teaching departments of the various universities and the training classes attached to arts and science colleges rose from 11,547 (including 3,850 women) to 14,280 (including 4,318 women), yielding the rate of increase of 23.7 per cent (29.4 per cent in case of men and 12.1 per cent in case of women). Of the total, 7,692 men and 2,986 women candidates qualified for the award of degrees and equivalent diplomas, as against 6,271 men and 2,802 women during 1954-55. The number of students awarded certificate in teaching increased from 1,344 (including 632 women) to 1,694 (including 927 women).

Table LXIX—Number of Pupils*

State	Men		Women		Total	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
Andhra	426	608	72	108	498	716
Assam	77	94	25	34	102	128
Bihar	341	443	60	84	401	527
Bombay	820	1,001	450	513	1,270	1,514
Madhya Pradesh	517	546	323	334	840	880
Madras	612	930	249	257	861	1,187
Orissa	64	112	14	16	78	128
Punjab	1,121	1,913	814	1,089	1,935	3,002
Uttar Pradesh	1,910	1,943	830	895	2,740	2,838
West Bengal	519	688	340	361	859	1,049
Hyderabad	246	226	38	62	284	288
Jammu & Kashmir	101	123	40	34	141	157
Madhya Bharat	62	54	8	9	70	63
Mysore	117	213	57	72	174	285
Pepsu	107	153	12	28	119	181
Rajasthan	256	286	26	25	282	311
Saurashtra	...	48	...	7	...	55
Travancore-Cochin	298	336	247	246	545	582
Bhopal		49	...	15		64
Delhi	103	126	245	119	348	245
Himachal Pradesh	..	24	..		...	24
Tripura	.	14	...	2	.	16
Vindhya Pradesh	.	32	...	8	...	40
India	7,697	9,962	3,850	4,318	11,547	14,280

*Includes pupils in university teaching departments and training classes attached to teachers training colleges

†Includes private candidates also,

in Teachers' Training Colleges

Increase (+) Decrease (-)	Out-put†						State	
	Degree or equivalent Diplomas			Certificates				
	Men	Women	Total	Men	Women	Total		
8	9	10	11	12	13	14	15	
+	218	541	104	645	...	...	..	Andhra
+	26	32	9	41	31	3	34	Assam
+	128	413	81	494	...	...	...	Bihar
+	244	829	450	1,279	141	137	278	Bombay
+	40	220	95	315	167	117	280	Madhya Pradesh
+	326	850	249	1,099	12	1	13	Madras
+	50	127	14	141	...	...	...	Orissa
+	1,067	1,308	632	1,940	113	297	410	Punjab
+	98	1,422	553	1,975	167	253	420	Uttar Pradesh
+	190	542	269	811	46	58	104	West Bengal
+	4	224	60	284	...	4	4	Hyderabad
+	16	121	31	152	...	...	...	Jammu & Keshmir
-	7	49	5	54	33	6	39	Madhya Bharat
+	111	191	66	257	...	...	...	Mysore
+	62	75	12	87	...	...	...	Pepsu
+	29	199	15	214	61	10	71	Rajasthan
+	55	49	7	56	.	...	.	Saurashtra
+	37	348	249	597	..	..	.	Travancore-Cochin
+	64	35	10	45	...	...	...	Bhopal
-	103	59	67	126	...	41	41	Delhi
+	24	17	..	17	...	...	...	Himchal Pradesh
+	16	12	2	14	.	.	...	Tripura
+	40	29	6	35	..	.	.	Vindhya Pradesh
+	2,733	7,692	2,986	10,678	767	927	1,694	India

arts and science colleges and excludes pupils in training classes (school standard)

Table LXXI—Direct Expenditure on

State	For Men		For Women		Total	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra	1,38,386	2,43,174	52,497	64,104	1,90,883	3,07,278
Bihar	2,05,163	2,40,230	40,426	39,041	2,45,589	2,79,271
Bombay	6,68,444	8,85,744	..	..	6,68,444	8,85,744
Madhya Pradesh	3,80,318	5,54,523	1,14,534	1,46,863	4,94,852	7,01,386
Madras	4,43,679	5,39,709	2,17,982	2,12,037	6,61,661	7,51,746
Orissa	38,669	63,051	...	...	38,669	63,051
Punjab	1,58,160	4,11,561	1,12,149	1,16,216	2,70,309	5,27,777
Uttar Pradesh	6,44,265	8,58,855	3,72,484	3,61,302	10,16,749	12,20,657
West Bengal	2,75,828	3,45,432	62,145	92,638	3,37,973	4,38,070
Hyderabad	5,01,689	2,71,826	..	...	5,01,689	2,71,826
Jammu & Kashmir	1,56,121	1,63,898	...	...	1,56,121	1,63,898
Madhya Bharat	59,948	52,255	...	...	59,948	52,255
Mysore	68,282	97,530	..	...	68,282	97,530
Pepsu	...	77,990	...	...	...	77,990
Rajasthan	1,63,594	1,90,305	...	...	1,63,594	1,90,305
Saurashtra	...	81,786	...	...	..	81,786
Travancore, Cochin	1,45,232	1,57,345	26,336	28,341	1,71,568	1,85,686
Bhopal	...	22,069	...	..	..	22,069
Delhi	1,90,325	1,87,075	...	...	1,90,325	1,87,075
Himachal Pradesh	...	24,862	...	...	...	24,862
Tripura	...	35,656	..	...	...	35,656
India	42,38,103	55,04,876	9,98,553	10,61,042	52,36,656	65,65,918

Teachers' Training Colleges by States

Increase (+) or Decrease (-)	Average Annual Cost per Pupil	Percentage of Expenditure (1955-56) met from				State
		Government Funds	Fees	Endowment	Other Sources	
8	9	10	11	12	13	14
Rs.	Rs.					
+ 1,16,395	518 2	91.0	2 5	6.1	0.4	Andhra
+ 33,682	563.0	96 6	1.0	..	2.4	Bihar
+ 2,17,300	605.4	36.1	41 6	14.5	7.8	Bombay
+ 2,06,534	797.0	78.9	4.9	6.2	10.0	Madhya Pradesh
+ 90,085	527.2	72.8	4.9	21.9	0 4	Madras
+ 24,382	492.6	98.6	...	..	1.4	Orissa
+ 2,57,468	338 8	38 2	50 8	5.2	5.8	Punjab
+ 2,03,908	955 9	88.2	8.7	...	3.1	Uttar Pradesh
+ 1,00,097	741.2	96.7	2 1	0 3	0.9	West Bengal
- 2,29,863	943 8	55 2	3 5		41.3	Hyderabad
+ 7,777	191 7	100 0	..	..	..	Jammu & Kashmir
- 7,693	829 4	99 7	0 3	...	.	Madhya Bharat
+ 29,248	342 2	72 2	17.2	...	10 6	Mysore
+ 77,990	1,278 5	87 5	12 5	...	..	Pepsu
+ 26,711	494 3	68 9	24 7	...	6 4	Rajasthan
+ 81,786	1,487 0	92 6	7 4	...	...	Saurashtra
+ 14,118	319 0	38.6	53 4	..	8 0	Travancore-Cochin
+ 22,069	344.8	100 0		..	...	Bhopal
- 3,250	1,533.4	91 8	8 2	.	...	Delhi
+ 24,862	1,035 9	100 0	..	.	..	Himachal Pradesh
+ 35,656	540.2	100 0			.	Tripura
+13,29,262	583 0	72 7	15 8	5 9	5 6	India

Table LXIX gives the distribution of pupil-teachers under training in the different States for the years 1954-55 and 1955-56. All the States excepting Madhya Bharat and Delhi shared the increase in enrolment. The decrease of 103 in Delhi was due to the low admissions for the teachers' training course in the Lady Irwin College Delhi, while that of 7 in Madhya Bharat was insignificant. The largest increase of 1,067 in enrolment was reported in Punjab, followed by Madras (326), Bombay (244) and Andhra (218).

Expenditure

The total direct expenditure on the teachers' training colleges (excluding the expenditure on the university teaching departments and the teachers' training classes attached to arts and science colleges) increased by Rs 13.29 lakhs to Rs 65,65,918, that is, at the rate of 25.4 per cent. Of the total, Rs 55,04,876 were expended on institutions for men and Rs 10,61,042 on institutions for women. The government colleges accounted for 70.3 per cent of total expenditure and those under private aided and private unaided managements 25.8 per cent and 3.9 per cent respectively. The sourcewise distribution of expenditure for 1954-55 and 1955-56 is given in the following table.

Table LXX—Direct Expenditure on Teachers' Training Colleges by Sources

Source	1954-55		1955-56	
	Amount	Per-centage	Amount	Per-centage
1	2	3	4	5
	Rs		Rs	
Government Funds	40,90,505	78.1	47,73,018	72.7
Fees	6,85,875	13.1	10,37,931	15.8
Endowments	1,95,942	3.7	3,84,174	5.9
Other Sources	2,64,534	5.1	3,70,795	5.6
Total	52,36,656	100.0	65,65,918	100.0

Nearly three-fourths of the total expenditure was met from the government funds and the contribution from fees increased from 13.1 per cent to 15.8 per cent.

The average cost per pupil in teachers' training colleges declined from Rs 612.4 to Rs 583.0 (Rs 573.1 in men's colleges and Rs. 640.3 in women's colleges). Its distribution according to various sources of income was government Rs 423.8, fees Rs 92.1; endowments Rs 34.1 and other sources Rs. 33.0.

The Statewise details of expenditure on teachers' training colleges is given in table LXXI. The fall in Hyderabad was due to the abolition of the under-graduate training classes in the undergraduate training college and its conversion to secondary teachers training school.

CHAPTER VIII

PROFESSIONAL AND TECHNICAL EDUCATION

This Chapter surveys the progress achieved in the field of Professional and Technical education of both school and higher standard. The account of the progress in the field of Teachers' Training has been given at some length in the previous Chapter

The momentum of expansion of facilities in this field, gained in the post-independence era, was fully maintained during the year under review. Keeping in view the vital role which Technical education plays in the economic development of a country, the training facilities at all levels were further enhanced by establishing new institutions and enlarging the intake capacity of those already functioning. Side by side qualitative improvements were also effected by the acquisition of better equipment, and the provision of better research facilities and qualified staff.

A special committee of All India Council for Technical Education, prepared the second five year plan of Technical education which *inter-alia* included the undermentioned schemes

- (i) Establishment of junior technical schools
- (ii) Apprenticeship training-cum-technical education scheme.
- (iii) Establishment of three Higher Technological Institutions—Western, Southern and Northern
- (iv) Improvement of salary scales of teachers.
- (v) Provision of scholarships and free-places
- (vi) Establishment of 40 new polytechnics
- (vii) Establishment of new engineering colleges
- (viii) Construction of staff quarters.
- (ix) Training of foremen
- (x) Provision of part-time courses for adult workers.
- (xi) Provision of assembly halls and students' amenities.
- (xii) Strengthening of administrative staff and creation of State Boards of Technical Education, where they did not exist
- (xiii) Improvement and development of Commercial and Art education.

The Co-ordination Committee of the All-India Council for Technical Education recommended the adoption of the following three grades for teachers in technical institutions.

A. Institutions offering 1st Degree Course

Professors	Rs. 1,000—1,500 with a selection grade of Rs 1,600—1,800
Lecturers	Rs. 400—800 with a selection grade upto Rs 1,000
Assistants or Instructors	Rs 250—500

B. Institutions offering diploma courses

Principal	Rs 800—1,250
Senior Lecturer	Rs. 400—800
Junior Lecturer	Rs. 250—500

At its 21st meeting held in June 1955, the above committee recommended the establishment of States' Directorates of Technical Education to co-ordinate activities in this field. An expert body appointed by the All India Council for Technical Education, drew a uniform syllabus of 3 years' duration to be followed all over the country for B. Pharmacy degree.

The Applied Art Board, at its meeting in May, 1955, appointed an expert committee to prepare a detailed scheme for the establishment of a Central School of Printing and Technology

The Board of Governors of the School of Town and Country Planning, at its 2nd meeting held in November, 1955, approved the memorandum of association and rules and regulations prepared by the sub-committee with certain amendments. The Ministry of Works, Housing and Supply agreed in principle to allot a site of 2 acres to the school in the Indraprastha Estate

The Central Ministry of Education established two regional offices for the Southern and Northern Zones at Madras and Kanpur, with the following objects :

- (i) to assess the requirements of technical institutions for maintenance of proper standards and the impact of grants given to them,
- (ii) to advise the States on the development of Technical education,
- (iii) to maintain liaison between industry and technical institutions,
- (iv) to arrange for practical training in industries and technical departments of government of graduates and diploma holders in engineering and technology.

The planning committee for the Administrative Staff College and National Institute of Management Studies finalised the schemes for the establishment of the Administrative Staff College and National Institution of Management Hyderabad was selected for the location of the Staff College.

Under the first five year plan, the Central Government paid Rs 1,69,43,674 as grants to various institutions including universities for the development of Scientific and Technical education and research and Rs 65,62,693 as interest free loan to engineering and technological institutions

In consultation with the Government of the U.S.S.R., the Government of India and UNESCO sent a joint mission to that country in September, 1955, to discuss the details of the proposed assistance to be given under the U.N. Expanded Technical Assistance Programme of UNESCO for the establishment of the Western Higher Technical Institute at Bombay.

During the year, the Government of India started courses in Business Management in 4 institutions. The two non-university institutions organising these courses were paid grants amounting to Rs 1,89,500 for this purpose.

The Central Ministry of Education in pursuance of their decision arrived at in 1954-55 to extend the scope of the scheme for the development of higher scientific education and research to non-university institutions offering post-graduate courses in basic sciences, paid non-recurring grants amounting to Rs 1,32,000 to some institutions in Uttar Pradesh

To assist selected students qualifying from technical institutions to undergo organised post-institutional practical training in engineering and industrial establishments, 391 stipends to graduates and 128 to diploma holders were awarded at an approximate cost of Rs 64 lakhs.

The Government of India appointed a special committee to review the working of the Research Training Scholarships Scheme. On the recommendation of the committee, it was decided to institute 30 National Research Fellowships for research work of post-doctoral standard in science/technology in universities and institutions of advanced studies. These fellowships were of the value of Rs 400/- p.m. each plus a contingency grant of Rs. 1,000/- per year for chemicals-tenable for three to five years. During the year, seven fellowships were awarded on the basis of an all-India competition

The junior research scholarships of Rs 100/- p.m. were gradually replaced by senior ones of the value of Rs 200/- p.m. as recommended by the special committee. As a result of these changes an amount of Rs 8.15 lakhs was expended on 527 scholarships during the year

On the recommendation of the All-India Council for Technical Education, the Indian Institute of Science, Bangalore, was selected as a Centre for organising post-graduate courses in the following subjects.

- (i) Automobile Engineering
- (ii) High Voltage Engineering
- (iii) Electrical Measurements, Measuring Instruments Transmission, Distribution and Net work Practice, and
- (iv) (a) Advanced Electronics
- (b) Advance Line Communications
- (c) Ultra-short and Micro Wave Engineering
- (d) Advanced Electro-Acoustical Engineering

Besides, the Government of India also approved the starting of the post-graduate course in Soil Mechanics and Foundation Engineering at the Institute As recommended by Egerton Reviewing Committee of 1948, the Institute established a department of Applied Mathematics during the year The Central Government sanctioned a grant of Rs. 28 67 lakhs, including the block grant of Rs 21.00 lakhs to it during 1955-56 The Visitor of the Institute appointed a committee under the chairmanship of Dr J C Ghosh, to review its working. During the year, the Institute had 332 scholars on its rolls.

The Indian Institute of Technology, Kharagpur, provided facilities for the following post-graduate courses with effect from the year 1955-56

- (i) Meteorology.
- (ii) Design of Fans and Compressors.
- (iii) Machine Design.
- (iv) Industrial Engineering.
- (v) Applied Botany
- (vi) Farm Machinery and Power.
- (vii) Soil and Water Conservation Engineering.

Besides, two new courses in Chemical and Mining Engineering were introduced at the undergraduate level The Institute had 1,386 students on its rolls

The Delhi Polytechnic made good progress during the year The number of seats for the degree and national certificate courses in engineering was increased to 80 and 60 respectively

The Central Government decided to transfer the Control of Nilokheri Polytechnic to the Government of Punjab with effect from 1956-57.

Main Developments

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

To meet the pressing demand for engineering personnel, a compressed diploma course in civil, electrical and mechanical engineering of 2½ years' duration was introduced in the two engineering colleges at Anantpur and Kakmada.

The year witnessed the opening of a veterinary college at Bapatla and the establishment of a veterinary training centre at Visakhapatnam. The Oil Technological Institute at Anantpur was closed down.

Assam

Steps were taken for starting a special course of two years' duration for the training of craft instructors of secondary schools, in the Prince of Wales Institute of Technology, Jorhat.

Bihar

The expansion of Professional and Technological education in the State included the opening of a college each in agriculture and engineering during the year. With the object of ensuring effective supervision and proper development of craft teaching in schools, an Assistant Director of Education (Arts and Crafts) was appointed.

Bombay

To encourage indigenous system of medicine, 7 new ayurvedic schools were started during the year. In addition, 2 law colleges, a technical high school, an agricultural high school and a school for engineering were also established. To provide facilities for the study of commerce, government opened diploma and certificate classes at 8 places in the State. Further, it was decided to organise special short-term courses in co-operative marketing for imparting specialised training to the personnel in the co-operative departments and co-operative institutions. The first pilot course commenced on 15th February, 1956 and lasted for four months.

Madhya Pradesh

Class XI was added to the Kalanketan Technical School, Amraoti, during the year.

Madras

A post-graduate degree course in public health engineering was started in the College of Engineering, Gundy. The World Health Organisation made available the services of Dr Amramy for organising the course. A new institute providing instruction in civil, mechanical

electrical, sound, sanitary, radio, automobile and chemical engineering in addition to printing technology, textile manufacture, cabinet making and audio and radio servicing, was started at Tennur. Two schools for industry were opened in Madras, while one in Chingleput district was closed down.

Orissa

In order to make available facilities for education in veterinary science and engineering, a new veterinary college was started at Cuttack and 3 engineering schools at Cuttack, Jharsuguda and Behrampur.

Uttar Pradesh

The equipment required for the Government Polytechnic, Jhansi, which was scheduled to start functioning in 1956-57 was purchased. The building of the polytechnic was almost completed. The State government sanctioned an amount of Rs 50 lakhs for the re-organisation of the Government School of Arts and Crafts, Lucknow. The Central Government offered a loan of Rs 4.0 lakhs to the State for the construction of hostels for the Harcourt Butler Technological Institute, Government Central Textile Institute and Government Leather Works School, Kanpur.

Hyderabad

In view of the urgent demand for trained supervisory personnel in civil engineering, three regional polytechnics were started at Warangal, Aurangabad and Gulbarga, which offered a 3 year post-matric diploma course in civil engineering. These polytechnics had an intake capacity of 40 each.

Further, 3 technical high schools for boys were converted into technical training centres, which provided facilities for two-year craft courses in a number of vocational and engineering trades.

During the year, a scheme for the training of skilled workers in a short-term course of 10 months' duration and involving an expenditure of Rs. 15 lakhs was initiated. Under this scheme, a total of 275 trainees were to be trained in different trades.

Madhya Bharat

A new veterinary science college was started in the State during the year.

Mysore

During 1955-56, training facilities in the Industrial Training Institute, Bangalore, run by the Central Government were expanded and courses like electro-plating, sheet metal work, draughtsmanship, bleaching, dyeing, etc., were introduced.

Rajasthan

Post-graduate studies in Ophthalmology were started in Sawai Man Singh Medical College, Jaipur. In the same college, 5 research enquiries of the Indian Council of Medical Association were conducted in the departments of Medicine, Pharmacology and Pathology under the guidance of the respective heads of departments.

A new college of agriculture was also started in the State during the year.

Saurashtra

Shri M. P. Shah Medical College, Jamnagar, and Shri A. M. Parikh Law College, Rajkot, were started. Draughtsman and Overseer courses were organised in the Bhavsinghji Polytechnic Institute, Bhavnagar.

Travancore-Cochin

A college of veterinary science was established in the State.

Bhopal

The year witnessed the opening of the Gandhi Medical College at Bhopal and Rafi Ahmad Kidwai Agricultural Institute at Sehore.

Delhi

The curriculum of the Vocational-cum-Cultural Centre was revised. Students who had passed 7th class from a recognised school were admitted in the centre which prepared them for the high school examination of Board of Secondary Education, Delhi.

Vindhya Pradesh

To provide facilities for education of the degree standard in Agriculture, B. Sc (Agriculture) was started in Darbar College, Rewa.

Somewhat detailed account of the progress in Professional and Technical education of the school and college levels is given below

Table LXXII—Statistics of Vocational and Technical Schools by Type

Type of School	Number of* Institutions		Number of Pupils †				Expenditure		Percentage of Expenditure (1955-56) met from					Average Annual Cost per Pupil	
	1954-55	1955-56	Boys		Girls		1954-55	1955-56	Government Funds	Local Board Funds	Fees	Endowments	Other Sources	1954-55	1955-56
			1954-55	1955-56	1954-55	1955-56									
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Agriculture	44	77	3,059	5,216	29	14	Rs. 18,27,641	Rs. 25,97,050	81.2	...	0.6	...	18.2	609.2	506.3
Arts and Crafts	382	391	4,693	4,780	13,651	14,995	17,35,284	17,95,264	40.6	0.8	21.1	8.3	29.2	94.9	91.3
Commerce	830	898	64,764	69,241	8,653	10,336	28,55,484	32,11,673	4.6	0.0	87.5	2.7	5.2	39.4	40.5
Engineering	42	61	20,376	27,492	12	20	47,21,396	70,62,188	72.5	0.2	23.1	0.0	4.2	409.3	428.3
Forestry	3	3	80	116	...	...	1,04,905	1,16,156	87.3	...	12.7	..	...	1,311.3	1,001.3
Marine Training	3	3	1,111	1,206	...	...	8,30,437	9,26,515	95.5	...	3.4	..	1.1	747.5	768.3
Medicine and Veterinary Science	77	84	3,939	4,308	2,451	2,565	19,69,688	22,62,114	64.0	8.3	10.5	1.1	16.1	387.0	440.0
Physical Education	14	17	1,638	1,871	324	372	2,62,335	2,62,568	42.6	2.9	33.9	3.2	17.4	155.9	136.0
Teachers' Training	860	930	56,288	65,033	24,758	25,881	1,71,48,748	1,97,57,007	84.7	0.5	6.2	4.4	4.2	223.6	236.7
Technical & Industrial	496	609	29,332	34,462	11,965	11,868	1,42,53,404	1,62,35,959	77.4	1.6	9.2	4.0	7.8	323.2	327.9
Others	1	1	218	354	...	...	3,54,502	2,81,652	98.2	..	1.8	...	..	1,626.2	795.6
India	2,752	3,074	1,85,493	2,14,079	61,843	66,041	4,60,63,824	5,45,08,146	73.8	1.1	14.6	3.3	7.2	196.6	207.7

*Excludes classes attached to schools for general education.

†Includes pupils in classes attached to schools for general education and those reading in colleges for school courses.

Vocational and Technical Schools

Institutions

During 1955-56, the number of vocational and technical schools increased by 322 or 11.7 per cent to 3,074. Of these the government managed 1,044, local boards 41 and private bodies 1,989 (985 aided and unaided 1,004). Their distribution according to type of schools was: agriculture 77, arts and crafts 391, commerce 898, engineering 61, forestry 3, marine training 3, medicine and veterinary science 84, physical education 17, teachers' training 930, technical and industrial 609 and unclassified one (Industrial Training Centre, Koni, Madhya Pradesh). Some of the technical and industrial schools provided facilities for instructions in engineering subjects. All types of schools reported increase in their number, the addition was the largest in technical and industrial schools (113), followed by commerce (68), teachers' training (70), agriculture (33), engineering (19) arts and crafts (9) medicine and veterinary science (7) and physical education (3). The schools for forestry, marine training and the unclassified one reported no change. Besides the schools detailed above, the schools for general education in some States had also attached classes for vocational and technical subjects.

Enrolment

The various vocational and technical schools, including classes attached to schools for general education, reported a total enrolment of 2,80,120 that is 32,779 more than that in the previous year. The break-up of the total enrolment, according to vocations offered for the years 1954-55 and 1955-56 is as follows:

Vocation	1954-55		1955-56	
	Number	Percentage	Number	Percentage
Agriculture ..	3,088	1.3	5,230	1.9
Arts and Crafts .	18,344	7.4	19,775	7.1
Commerce ...	73,417	29.7	79,567	28.4
Engineering ...	20,388	8.2	27,512	9.8
Forestry ...	80	0.0	116	0.0
Marine Training ...	1,111	0.4	1,206	0.4
Medicine and Veterinary Science ...	6,390	2.6	6,873	2.5
Physical Education ...	1,962	0.8	2,243	0.8
Teachers' Training ...	81,046	32.8	90,914	32.5
Technical and Industrial ...	41,297	16.7	46,330	16.5
Others ...	218	0.1	354	0.1
Total ...	2,47,341	100.0	2,80,120	100.0

Table LXXIII—Statistics of Vocational

State	Number of Institutions†		Number of Pupils*			
	1954-55	1955-56*	Boys		Girls	
			1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
Andhra	198	214	15,199	16,846	3,543	3,124
Assam	61	76	4,287	5,261	526	575
Bihar	152	176	9,490	14,212	1,081	1,252
Bombay	615	715	33,312	39,599	17,990	19,843
Madhya Pradesh	62	61	6,411	7,888	1,052	1,259
Madras	540	584	36,537	39,130	11,408	11,812
Orissa	68	76	2,886	3,652	495	359
Punjab	53	61	5,478	8,373	2,061	3,196
Uttar Pradesh	174	186	11,511	13,376	2,697	2,741
West Bengal	269	279	23,111	23,441	8,466	7,851
Hyderabad	35	41	4,004	4,080	457	280
Jammu and Kashmir	...	7	156	1,000	88	263
Madhya Bharat	39	70	1,423	2,379	419	449
Mysore	112	120	12,608	14,780	1,648	1,698
Pepsu	7	11	1,384	1,404	209	266
Rajasthan	16	17	2,162	1,542	131	142
Saurashtra	16	20	2,039	2,044	473	532
Travancore-Cochin	295	305	10,367	10,904	8,312	9,286
Ajmer	2	2	260	271	25	20
Bhopal	6	16	356	830	20	124
Coorg	4	4	109	153	42	30
Delhi	9	10	1,224	1,454	527	603
Himachal Pradesh	4	3	341	312	77	40
Kutch	3	3	63	139	8	10
Mampur	3	4	277	213	67	51
N. E. F. A.	1	2	25	106	...	...
Tripura	2	4	42	120	15	220
Vindhya Pradesh	7	8	436	570	6	15
India	2,752	3,074	1,85,498	2,14,079	61,843	66,041

†Excludes classes attached to
*Includes enrolment in

and Technical Schools by States

Expenditure		Percentage of Expenditure (1955-56) met from					State
1954-55	1955-56	Govt Funds	Local Board Funds	Fees	Endow- ments	Other Sources	
8	9	10	11	12	13	14	15
19,95,569	22,66,484	67.0	0.9	12.3	14.6	5.2	Andhra
15,32,220	21,40,624	89.2	0.2	6.6	1.0	3.0	Assam
26,27,742	39,85,120	92.5	0.8	2.6	0.1	4.0	Bihar
86,23,863	99,10,795	58.5	2.7	21.1	1.5	16.2	Bombay
24,43,807	27,02,908	89.6	0.1	7.1	0.8	2.4	Madhya Pradesh
44,16,720	50,71,285	56.3	0.6	20.9	15.5	6.7	Madras
10,38,784	9,50,820	87.5	...	6.2	1.6	4.7	Orissa
20,10,302	23,65,942	70.1	0.6	16.9	1.9	10.5	Punjab
54,87,595	59,77,917	76.3	2.0	17.0	0.5	4.2	Uttar Pradesh
55,73,060	64,37,140	65.6	1.1	21.6	2.8	8.9	West Bengal
21,76,637	23,36,140	90.1	...	4.3	2.1	3.5	Hyderabad
...	1,50,000	100.0	...	.	...	.	J. and Kashmir
5,13,017	9,10,664	95.2	0.1	2.0	1.3	1.4	Madhya Bharat
21,19,967	24,44,943	81.1	.	15.5	0.2	3.2	Mysore
3,06,891	4,20,800	75.7	...	24.3	...	...	Papsu
6,94,924	7,12,086	98.7	..	0.7	...	0.6	Rajasthan
16,09,472	18,15,801	77.7	...	4.4	8.5	9.4	Saurashtra
12,23,074	15,75,541	62.7	...	30.9	..	6.4	Travan.-Cochin
1,45,228	1,61,638	100.0	...	...	...	.	Ajmer
2,40,901	5,44,805	99.5	...	0.5	...	...	Bhopal
46,279	72,170	100.0	.	.	...	...	Cocerg
6,46,591	8,29,446	93.3	0.6	4.7	0.1	1.3	Delhi
1,08,059	1,28,544	100.0	...	..	.	...	H. Pradesh
71,727	1,14,605	88.0	..	3.6	.	8.4	Kutch
15,051	21,338	83.2	...	...	2.8	14.0	Manipur
33,408	87,971	100.0	...	...	...	...	N. E. F. A.
38,326	59,555	84.5	...	...	...	15.5	Tripura
3,24,610	3,13,014	94.9	.	0.9	...	4.2	V. Pradesh
4,60,63,824	5,45,08,146	73.8	1.1	14.6	3.3	7.2	India

schools for general education.
attached classes.

All types of schools shared this increase—teachers' training schools the largest (9,868), followed by schools for engineering (7,124). The increase exceeded 5,000 in schools for commerce, between 1,000 and 5,000 in schools for agriculture and arts and crafts.

Expenditure

The total direct expenditure on vocational and technical schools excluding attached classes rose from Rs. 4,60,63,824 to Rs. 5,45,08,146, that is at the rate of 18.3 per cent. This constituted 3.8 per cent of the total direct expenditure on all types of educational institutions. Of the total expenditure, 73.8 per cent was contributed by the government, 1.1 per cent by the local boards, 14.6 per cent by fees, 3.3 per cent by endowments and 7.2 per cent by other sources. The corresponding percentages for the previous year were 72.6, 0.9, 14.7, 4.0 and 7.8 respectively. Of the total expenditure, teachers' training schools accounted for 36.2 per cent, technical and industrial schools (29.8 per cent) and engineering schools (13.0 per cent). The average annual expenditure per pupil in professional schools rose from Rs. 196.6 in 1954-55 to Rs. 207.7 in the current year. The schools for forestry maintained the highest average cost per pupil (Rs. 1,001.3) leaving the Industrial Training Centre, Koni, and the schools for commerce reported the lowest (Rs. 40.5).

Table—LXXII gives the main statistics of vocational and technical schools by type for the years 1954-55 and 1955-56. The combined statistics of all these schools, according to states, are given in table LXXIII.

A brief account of each type of vocation except teachers' training is given below.

Agricultural Schools

The number of agricultural schools in the country rose from 44 in 1954-55 to 77 in 1955-56. The increase was reported by all the states except Madhya Pradesh where their number decreased by 2. In Madhya Pradesh all the three agricultural schools shown as such in 1954-55, were reclassified as high schools with agriculture as one of the subjects of study. The first agricultural school was, however, started in the State during the year. The States reporting increase in the number of such schools were Bihar (16), Madhya Bharat (13) and Orissa (4). North East Frontier Agency and Tripura also reported a new agricultural school each. Of the total, government managed 73 schools, and the private bodies 4. The number of pupils in these schools together with those in attached classes increased from 3,088 (including 29 girls) to 5,230 (including 14 girls). The total direct expenditure on agricultural schools alone amounted to Rs. 25,97,050, of which 81.2 per cent was met from government funds, 0.6 per cent from fees and the rest from other sources. The average cost of educating a pupil in these schools worked out to Rs. 506.3 as against Rs. 609.2 in the year before.

Table—LXXIV gives state-wise statistics of agricultural schools.

Table LXXIV—Statistics of Agricultural 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	129	...	129	84,741	656.9
Assam	1	98	...	98	52,907	539.9
Bihar	19	1,761	14	1,775	7,32,568	412.7
Bombay	17	1,159	...	1,159	9,15,258	789.7
Madhya Pradesh	1	74	...	74	42,296	571.6
Orissa	5	344	...	344	47,558	138.3
Punjab	1	131	...	131	35,220	268.9
Uttar Pradesh	3	391	...	391	2,03,424	520.3
West Bengal	1	72	...	72	21,534	299.1
Hyderabad	1	98	...	98	73,486	249.9
Madhya Bharat	17	314	...	314	66,271	211.1
Mysore	2	241*	...	241*	12,301	87.9
Rajasthan	1	90	...	90	40,424	449.2
Saurashtra	2	92	...	92	82,149	892.9
Bhopal	1	39	...	39	66,749	1,711.5
Kutch	1	28	...	28	28,853	1,030.5
N.E.F.A.	1	80	...	80	49,169	614.6
Tripura	1	30	..	30	7,765	258.8
Vindhya Pradesh	1	45	...	45	34,377	763.9
Total	77	5,216	14	5,230	25,97,050	506.3

Arts and Crafts Schools

During 1955-56, the arts and crafts schools numbered 391 that is 9 more than those in the previous year. Bombay, and Madhya Pradesh reported a decrease of one each. Hyderabad of 3 and Travancore-Cochin 5. In Bombay and Madhya Pradesh, the decrease was due to the reclassification of arts and crafts schools as primary and normal training

+ Includes enrolment in attached classes.

* Includes 101 boys studying for I.D.D. and I.D.R.I. courses

schools respectively. In Travancore-Cochin, it was due to the closure of a number of schools under the control of the Industries departments, while in Hyderabad it was due to the closing down of two schools for arts and crafts and the reclassification of third school into a Polytechnic. The States reporting increase in these types of schools were . Bihar. (1), West Bengal (2), Madhya Bharat (9), Bhopal (4), and Tripura (1). In Pepsu, two arts and crafts schools were started during the period under review. The distribution of these schools according to managements was : government 57 and private bodies 334. These schools enrolled 19,775 pupils (4,780 boys and 14,995 girls), as compared to 18,344 pupils (4,693 boys and 13,651 girls) in 1954-55. Of the total direct expenditure of Rs. 17,95,264, 40.6 per cent was met by the government, 0.8 per cent by local boards, 21.1 per cent by fees, 8.3 per cent by endowments and 29.2 per cent by other sources. The average annual cost per pupil was Rs. 91.3.

State-wise statistics of these schools are given in table—LXXV.

Table LXXV—Statistics of Arts and Crafts 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	4	...	152	152	32,314	212.6
Bihar	13	101	173	274	36,069	131.6
Bombay	183	938	9,783	10,721	7,19,333	67.1
Madhya Pradesh	2	306	3	309	63,738	206.3
Madras	18	5	965	970	1,23,155	124.7
Orissa	10	63	137	200	31,826	159.1
Punjab	7	348	..	348	1,79,113	737.1
West Bengal	5	102	344	446	22,358	51.4
Hyderabad	4	352	47	399	89,257	223.7
Madhya Bharat	18	295	246	541	81,480	150.6
Pepsu	2	35	28	63	45,617	724.1
Rajasthan	2	108	...	108	68,110	630.6
Travancore-Cochin	113	1,749	2,903	4,652	2,08,513	44.8
Bhopal	5	192	...	192	31,140	162.2
Coorg	2	14	7	21	8,787	418.4
Manipur	1	118	40	158	4,790	30.3
Tripura	2	54	167	221	49,664	224.7
Total	391	4,780	14,995	19,775	17,95,264	91.3

Commerce Schools

The number of schools for commerce in the country increased from 830 to 898 during the year. The rise was shared by Madras (23), Travancore-Cochin (9), Andhra (13), Bombay (11), Mysore (4) West Bengal (3) and Bihar and Assam (2) each. Madhya Bharat reported one school for commerce for the first time in 1955-56. The management wise distribution of these schools was government-6 and private bodies 892. Besides these schools, classes attached to some of the schools for general education, provided facilities for this type of education. The number of pupils on rolls in these schools as well as in attached classes rose from 73,417 (64,764 boys and 8,653 girls) to 79,567 (69,241 boys and 10,326 girls). The total direct expenditure on commerce schools amounted to Rs 32,11,673 (as against Rs 28,55,484 during 1954-55), nearly 88 per cent of which was met from fees. On an average, an amount of Rs 40.5 was expended in educating a pupil in these schools.

Table LXXVI gives the details of these schools in different States.

Table LXXVI—Statistics of Commerce Schools

State	No. of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra	109	5,518	256	5,774	Rs. 1,97,199	Rs. 34.2
Assam	17	1,561	140	1,701	97,453	57.3
Bihar	18	2,509	22	2,531	93,250	36.9
Bombay	163	15,356	2,533	17,889	6,77,772	37.9
Madras	361	20,275	2,493	22,768	7,23,417	31.8
Orissa	2	199	1	200	4,265	129.2
Punjab	...	131	..	131	...	...
West Bengal	62	10,398	1,013	11,411	7,08,309	62.3
Hyderabad	2	235	2	237	81,905	345.6
Madhya Bharat	1	29	...	29	2,250	77.6
Mysore	72	7,087	763	7,850	2,31,313	29.5
Rajasthan	...	...	...	...	...	..
Saurashtra	2	443	35	478	95,788	200.4
Travancore-Cochin	99	5,493	3,068	8,561	2,98,752	34.9
Vindhya Pradesh	...	7	...	7	...	...
Total	898	69,241	10,326	79,567	Rs. 32,11,673	40.5

Engineering Schools

The number of engineering schools in the country increased from 42 to 61 during the year 1955-56. In Bihar, the increase of 3 schools comprised a new school started during the year, an attached class assuming the character of an independent institution and a polytechnic reclassified as an engineering school. Other States reporting increases were Madhya Pradesh, Orissa, and Hyderabad 3 each, Uttar Pradesh, West Bengal and Travancore-Cochin 2 each and Bombay one. In addition to these schools, facilities for Engineering education of school standard also existed in some of the engineering colleges having technical classes attached to them. Of the total, 38 schools were managed by the government and the rest by private bodies. The number of pupils reading engineering courses rose from 20,388 to 27,512 and the total direct expenditure on schools alone from Rs. 47,21,396 to Rs. 70,62,188. Government funds met 72.5 per cent of the expenditure, local boards 0.2 per cent, fees 23.1 per cent and other sources 4.2 per cent. The average annual cost per pupil in these schools rose from Rs. 409.3 to Rs. 428.3.

Figures in table LXXVII indicate the State-wise statistics of these schools.

Table LXXVII—Statistics of Engineering 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	1,510	...	1,510	60,429	146.0
Assam	2	650	..	650	4,61,625	710.2
Bihar	4	951	...	951	4,81,789	510.9
Bombay	2	4,528	...	4,528	1,18,658	702.1
Madhya Pradesh	4	928	2	930	4,04,953	435.4
Madras	...	4,319	...	4,319	...	...
Orissa	4	585	...	585	3,20,495	570.3
Punjab	1	374	..	374	1,33,296	622.9
Uttar Pradesh	12	3,748	1	3,749	12,78,831	450.0
West Bengal	14	3,020	...	3,020	19,16,810	336.2
Hyderabad	4	1,136	...	1,136	4,40,004	387.3
Madhya Bharat	1	270	.	270	3,48,817	1,291.9
Mysore	1	2,424	..	2,424	1,01,934	182.0
Pepru	1	431	...	431	1,22,970	285.3
Rajasthan	...	203	...	203	...	...
Saurashtra	1	685	..	685	1,38,396	1,040.6
Travancore-Cochin	5	644	17	661	1,13,458	171.6
Bhopal	1	114	..	114	1,78,959	1,569.8
Delhi	2	846	..	846	4,28,608	600.3
Kutch	1	45	...	45	12,156	270.1
Vindhya Pradesh	...	81	...	81	..	...
India	61	27,492	20	27,512	70,62,188	428.3

+Includes enrolment in attached classes.

Forestry Schools

The number of forestry schools in the country remained 3, all of which were managed by the government. The number of pupils on rolls in these schools increased from 80 to 116. Of the total expenditure of Rs. 1,16,156, thereon, 87.3 per cent was met from government funds and the rest from fees. The average annual cost in these schools worked out to Rs. 1,001 3 as against Rs 1,311 3 in the previous year.

Table LXXVIII gives the statistical account of forestry schools in different states

Table LXXVIII—Statistics of Forestry Schools

State	Number of Institution	Number of Pupils			Expenditure	Average Annual Cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Assam	1	20	...	20	Rs. 34,143	Rs 1,707.2
Bombay	1	27	..	27	31 351	1,161 1
Madhya Bharat	1	69	...	69	50,662	734.2
India	3	116	...	116	1,16,156	1,001 3

Medical Schools*

During the year, the number of medical schools in the country was 84. The increase of 7 in this number was the outcome of the establishment of 7 Ayurvedic schools in Bombay, and the opening of one school each in Andhra, Bihar and Tripura, 2 in Uttar Pradesh and 3 in Bhopal on the one hand and the upgrading of two schools to college standard in Madhya Pradesh, reclassification of 5 institutions attached to hospitals in Orissa as midwifery/compounders classes and the decrease of one in Manipur on the other. Of the total, 33 schools were managed by the government, 5 by local boards and 46 by private bodies. The number of students in these schools as well as attached classes rose from 6,300 to 6,873, of which 2,565 were girls. The total direct expenditure on medical schools alone amounted to Rs 22,62,114 that is Rs 2,92,426 more than during

*Includes, ayurveda, homeopathic, public health, veterinary, dentistry and nursing schools

1954-55. The distribution of this expenditure over the different sources from which it was met was : government 64.0 per cent, local boards 8.3 per cent, fees 10.5 per cent, endowments 1.1 per cent and other sources 16.1 per cent. The average annual cost per pupil in these schools was Rs. 440.0 as against Rs. 387.0 during the previous year.

Table LXXIX gives State-wise details of these schools

Table LXXIX—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	243	2	245	13,723	94.6
Assam	...	123	...	123	...	...
Bihar	1	128	..	128	99,758	1,007.7
Bombay	58	389	1,884	2,273	10,64,586	503.8
Madhya Pradesh	1	522	35	557	1,53,228	275.1
Madras	...	317	6	323	...	...
Punjab	2	384	104	488	1,64,537	691.8
Uttar Pradesh	2	27	2	29	8,188	389.9
West Bengal	11	842	183	1,025	3,40,647	340.6
Mysore	2	769	117	886	1,97,620	223.0
Rajasthan	..	103	.	103	..	...
Saurashtra	1	74	11	85	1,01,403	1,193.0
Travancore-Cochin		167	22	189	..	...
Bhopal	3	43	44	87	32,677	375.6
Delhi	1	177	116	293	83,621	720.9
Tripura	1	...	39	39	2,126	54.5
Total	84	4,308	2,565	6,873	22,62,114	420.0

Physical Education Schools

The number of physical education schools, increased during 1955-56, by 3 to 17. The States of Bombay, Uttar Pradesh and Mysore reported a new school each. The management-wise distribution of these schools

+ Includes enrolment in attached classes.

was government 1, local boards 1 and private bodies 15. The enrolment in these schools together with attached classes increased from 1,962 to 2,243. The total direct expenditure on these schools was Rs. 2,62,568, of which more than two-fifths was contributed by the government, one third by fees and the rest by local boards (2.9 per cent), endowments (3.2 per cent) and other sources (17.4 per cent). The average annual cost per student during the year was Rs. 136.0.

State-wise statistics of these schools are given in table LXXX.

Table LXXX—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	1	125	...	125	47,876	383.0
Bihar	1	61	...	61	7,090	116.2
Bombay	4	176	39	215	91,359	424.9
Madhya Pradesh	2	426	47	473	35,642	75.4
Madras	...	214	79	293	...	...
Uttar Pradesh	1	193	...	193	3,677	21.1
Hyderabad	1	35	...	35	43,007	1,228.8
Madhya Bharat	2	192	44	236	20,264	85.9
Mysore	5	449	163	612	13,653	22.3
Total	17	1,871	372	2,243	2,62,568	136.0

Technical and Industrial Schools

State-wise statistics of these schools are given in table LXXXI, which shows that their number increased from 496 to 609 during the year. Most of the States reported increase in the number of institutions except Madhya Pradesh, where the decrease of 4 schools, was due to their reclassification as schools for general education. The greatest addition was reported by Bombay (80) and the lowest by Orissa, Pepsu and Rajasthan (one each). Bhopal returned 3 such institutions for the first time. Of the total, government managed schools numbered 314,

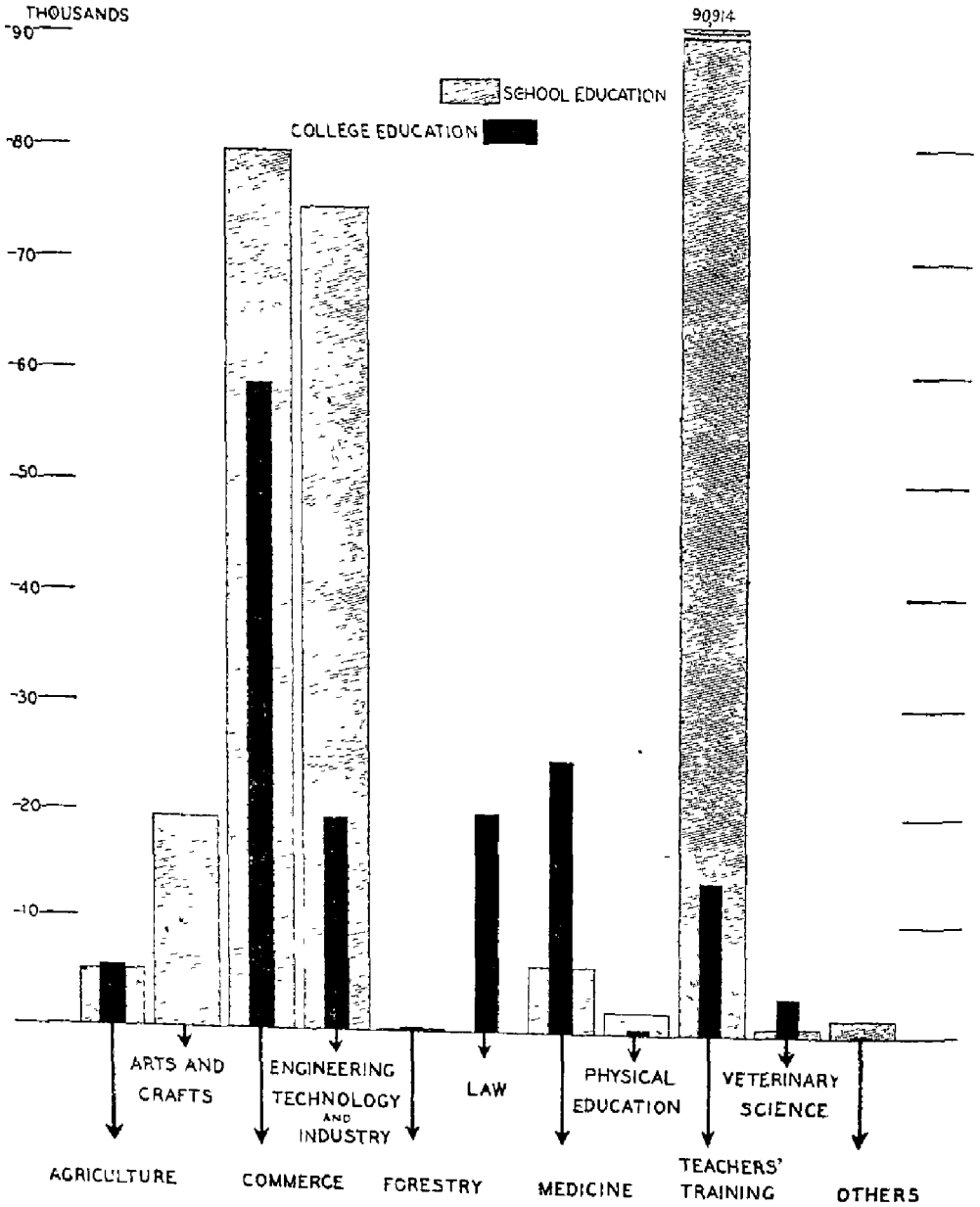
Table LXXXI—Statistics of Technical and Industrial Schools

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	16	837	61	898	4,77,502	265.9
Assam	21	957	200	1,157	6,93,967	599.8
Bihar	32	2,051	348	2,399	7,07,700	300.8
Bombay	138	6,997	431	7,428	25,75,736	331.0
Madhya Pradesh	11	772	50	822	98,344	314.2
Madras	41	2,976	218	3,194	18,30,728	258.2
Orissa	18	527	123	650	2,38,421	366.8
Punjab	37	2,643	1,177	3,820	14,79,174	375.5
Uttar Pradesh	71	3,817	2,038	5,855	19,85,890	376.1
West Bengal	142	7,077	5,775	12,852	26,30,620	273.7
Hyderabad	3	1,223	14	1,237	6,00,505	485.5
Jammu & Kashmir	...	8	...	8	...	...
Madhya Bharat	18	564	30	594	82,047	138.1
Mysore	23	2,384	284	2,668	9,14,691	212.6
Pepsu	4	281	52	333	1,22,430	367.7
Rajasthan	2	136	...	136	78,912	580.2
Saurashtra	1	85	...	85	8,10,951	1,233.1
Travancore-Cochin	13	235	761	996	2,18,589	219.5
Ajmer	1	158	...	158	71,132	450.2
Bhopal	3	85	49	134	1,82,977	1,365.5
Coorg	1	72	15	87	39,219	450.8
Delhi	4	347	242	589	1,86,826	317.2
Himachal Pradesh	1	136	...	136	74,012	544.2
Vindhya Pradesh	3	94	...	94	1,35,586	745.0
India	609	34,462	11,868	46,330	1,62,35,959	327.9

†Includes enrolment in attached classes

DISTRIBUTION OF PUPILS RECEIVING PROFESSIONAL EDUCATION

1955-56



while that of local boards 20 and private schools 275. The number of pupils on rolls in these institutions also increased from 41 297 including 11,965 women to 46,330 including 11,868 women. An amount of Rs. 1,62,35,959 was expended as direct expenditure on these institutions, the sourcewise distribution of which is as government funds 77.4 per cent, local boards 1.6 per cent, fees 9.2 per cent, endowments 4.0 per cent and other sources 7.8 per cent. The average annual cost per pupil increased slightly to Rs 327.9.

Professional and Technical Colleges

Institutions

The total number of professional and technical colleges, excluding university teaching departments and classes attached to arts and science colleges, increased by 55 to 346 during 1955-56. Of these, 194 were managed by government, 3 by local boards and 149 by private bodies (104 aided and 45 unaided). Their distribution according to type of education was agriculture 24, commerce 26, engineering 40, forestry 3, law 25, medicine 88, physical education 8, teachers' training 107, technology 7, veterinary science 15 and 3 of other types. There was an increase of 30 colleges for teachers' training, 10 for medicine, 6 for agriculture, 5 for veterinary science, 2 each for commerce and law.

Pupils

The total number of pupils reading for higher Professional and Technical education in colleges, university teaching departments and attached classes rose from 1,34,797 (1,26,249 boys and 8,508 girls) to 1,48,994 (1,39,776 boys and 9,218 girls). This gives an increase of 10.5 per cent as compared to 11.3 per cent in 1954-55. This enrolment constituted 20.2 per cent of the total enrolment at the university stage. Commerce with 58,918 pupils continued to be the most attractive of all the professional courses. Next to follow were medicine (25,072), law (20,268), engineering (16,971), teachers' training (14,280), agriculture (5,877), technology (2,887), veterinary science (3,649), physical education (490), forestry (320) and other professions (262).

Expenditure

The total direct expenditure on professional and technical colleges only amounted to Rs 7,00,08,191--Rs 69,03,811 more than that in the previous year and formed 24.7 per cent of the total expenditure on universities and colleges and 4.8 per cent of the total direct expenditure on all educational institutions. Of the total, 67.4 per cent was

Table LXXXII—Statistics of Professional

Type of Colleges	No. of Institutions*		Number of Pupils†				Expenditure	
	1954-55	1955-56	Boys		Girls		1954-55	1955-56
			1954-55	1955-56	1954-55	1955-56		
1	2	3	4	5	6	7	8	9
							Rs.	Rs.
Agriculture	18	24	4,786	5,840	41	37	51,69,400	59,12,154
Commerce	24	26	52,621	58,496	339	422	26,60,139	29,63,471
Engineering	40	40	15,976	16,959	13	12	1,97,54,069	1,94,69,016
Forestry	3	3	303	320	...	...	5,80,828	6,55,278
Law	23	25	19,266	19,921	385	347	14,09,027	16,95,657
Medicine	78	88	19,887	21,085	3,601	3,987	2,33,79,819	2,71,78,316
Physical Education	8	8	414	442	57	48	3,70,777	4,28,944
Teachers' Training	77	107	7,697	9,962	3,850	4,318	52,36,656	65,65,918
Technology	7	7	2,635	2,861	210	26	10,32,475	11,88,899
Veterinary Science	10	15	2,519	3,636	10	13	30,14,186	34,02,814
Others	3	3	185	254	2	8	4,97,004	5,47,724
Total	291	346	1,26,289	1,39,776	8,508	9,218	6,31,04,380	7,00,08,191

* Excludes university teaching departments and classes in

† Includes enrolment in university teaching departments and

and Technical Colleges by Type

Percentage of Expenditure met from					Average Annual Cost per Pupil		Out Put (Degrees and Equivalent Diplomas)—1955-56			Type of Colleges
Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources	1954-55	1955-56	Boys	Girls	Total	
10	11	12	13	14	15	16	17	18	19	20
78.0	...	9.6	0.6	11.8	1488.5	1376.8	1,061	8	1,069	Agriculture
17.8	...	75.2	1.8	5.2	203.5	194.4	9,540	57	9,597	Commerce
70.4	...	22.3	4.5	2.8	971.4	933.9	3,580	1	3,581	Engineering
22.9	...	76.3	...	0.8	1916.9	2047.7	40		40	Forestry
6.7	0.0	89.9	0.9	2.5	129.4	151.0	5,505	123	5,628	Law
70.5	2.3	19.4	2.3	5.5	1049.1	1146.1	2,915	591	3,506	Medicine
66.7	...	20.7	12.0	0.6	558.4	623.6	304	46	350	Physical Education
72.7	...	15.8	5.9	5.6	612.4	533.0	7,692	2,986	10,678	Teachers' Training
54.6	..	12.0	10.9	22.5	1308.6	1431.6	857	6	863	Technology
84.1	..	12.1	..	3.8	1163.8	873.9	380	2	382	Veterinary Science
58.6	...	33.4	...	8.0	331.3	342.3	77	1	78	Others
67.4	0.0	23.3	3.1	5.3	747.2	844.9	31,951	3,821	35,772	Total

professional and technical subjects attached to arts and science colleges.
 classes in professional and technical subjects.

Table LXXXIII—Statistics of Professional

State	No. of Institutions*		Number of Pupils†			
			Boys		Girls	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
Andhra	8	12	7,590	7,705	242	298
Assam	5	5	2,165	2,284	66	66
Bihar	23	27	10,661	11,178	190	228
Bombay	58	62	18,839	21,024	1,609	1,822
Madhya Pradesh	18	23	5,915	6,481	434	463
Madras	27	32	11,584	12,754	980	966
Orissa	4	6	895	1,021	62	73
Punjab	15	21	3,541	4,412	989	1,286
Uttar Pradesh	37	40	21,417	23,069	1,214	1,292
West Bengal	30	30	17,213	18,860	971	850
Hyderabad	11	12	3,727	4,043	266	292
Jammu & Kashmir	2	3	101	155	40	34
Madhya Bharat	7	8	3,722	3,870	100	153
Mysore	13	17	5,149	6,156	191	223
Pepsu	2	3	254	349	34	62
Rajasthan	12	13	6,132	7,052	121	124
Saurashtra	2	6	498	1,115	...	23
Travancore-Cochin	11	13	3,164	3,598	424	432
Ajmer	...	...	544	591	2	..
Bhopal	.	3	238	362	6	30
Delhi	6	8	2,734	3,304	566	490
Himachal Pradesh	..	1	..	24	...	...
Manipur	...		28	67	1	1
Tripura	...	1	48	90	..	2
Vindhya Pradesh	..	..	130	212		8
India	291	346	1,26,289	1,39,776	8,508	9,218

*Excludes university teaching departments and classes in professional and
†Includes enrolment in university teaching departments and classes in

and Technical Colleges by States

Expenditure		Percentage of Expenditure (1955-56) met from					States
1954-55	1955-56	Government Funds	Local Boards Funds	Fees	Endow- ment	Other Sources	
8	9	10	11	12	13	14	15
Rs	Rs.						
22,43,341	25,78,034	84.4	...	14.7	0.7	0.2	Andhra
8,90,332	11,46,731	86.2	..	13.1	.	0.7	Assam
43,08,249	46,55,708	77.5	..	18.1	0.7	3.7	Bihar
1,23,27,129	1,37,29,609	44.0	4.5	42.0	4.4	5.1	Bombay
41,58,237	45,54,889	78.8		14.7	3.0	3.5	Madhya Pradesh
58,15,289	68,80,318	54.5	...	29.2	14.5	1.8	Madras
5,77,872	6,70,771	92.8	...	7.0	0.1	0.1	Orissa
28,24,996	33,05,286	55.4	0.2	26.8	2.4	15.2	Punjab
53,04,515	54,77,715	71.0	0.1	18.8	1.8	8.3	Uttar Pradesh
1,19,83,066	1,18,81,298	81.7	0.0	14.4	0.1	3.8	West Bengal
19,10,583	15,94,683	47.4	...	13.9	0.2	38.5	Hyderabad
1,56,121	1,79,699	91.2		2.2	6.3	0.3	Jammu & Kashmir
11,37,112	18,51,468	73.6	...	13.4	...	13.0	Madhya Bharat
12,84,040	13,58,680	55.4		43.2		1.4	Mysore
10,17,768	7,23,949	93.5	...	5.6	..	0.9	Pepsu
16,85,558	17,69,522	64.5	..	26.1	8.1	1.3	Rajasthan
6,71,313	13,92,689	78.7	..	19.5	1.8	.	Saurashtra
8,56,007	12,17,372	58.7	.	37.5	..	3.8	Tiavancore-Cochin
..	...	..	...	...	...		Ajmer
...	3,14,559	97.4	...	2.6	...	..	Bhopal
39,52,852	46,64,693	84.2	.	10.9	0.5	4.4	Delhi
...	24,862	100.0	...	.	...	.	Himachal Pradesh
...		...	..	..	..	...	Manipur
...	35,656	100.0		..	.	...	Tripura
			.	...	..	.	Vindhya Pradesh
6,31,04,380	7,00,08,191	67.4	0.9	23.3	3.1	5.3	India

technical subjects attached to arts and science colleges
 professional and technical subjects attached to arts and science colleges.

met from government funds, 0.9 per cent from local boards, 23.3 per cent from fees, 5.1 per cent from endowments and 5.3 per cent from other sources. Medical colleges accounted for the highest proportion of this expenditure (38.8 per cent), while the position occupied by other institutions in the descending order was : engineering (27.8 per cent) teachers' training (9.4 per cent), agricultural (8.5 per cent), veterinary science (4.9 per cent), commerce (4.2 per cent), law (2.4 per cent), technological (1.7 per cent), forestry (0.9 per cent), other professions (0.8 per cent) and physical education (0.6 per cent)

Cols. (10) to (14) of table LXXXII indicate the sourcewise distribution of expenditure in the various types of colleges. More than two third of the expenditure was met by the government in the colleges for veterinary science, agriculture, teachers' training, medicine, engineering and physical education, more than one half in those for technology and other professions. Tuition fees financed more than three-fourth of the expenditure in the colleges for law, forestry and commerce. During the year, the downward trend of the average annual cost per pupil improved slightly from Rs 747.2 to Rs 844.9. It varied from Rs. 151.0 in the colleges for law to Rs.2,047.7 in those for forestry.

Output

During 1955-56, 35,772 candidates, including 3,821 girls, earned professional degrees (and equivalent diplomas), as against 33,181 including 3,567 girls during 1954-55. The largest number of students graduated in teachers' training (10,678), followed by commerce (9,597) and the lowest in forestry (40). Further details of higher professional and technical education in each State are given in table LXXXIII.

A brief account of each type of education, other than teachers' training is given below .

Agricultural Colleges

With the opening of 6 new colleges during the year--2 in Bombay and one each in Bihar, Rajasthan, Travancore-Cochin and Bhopal—their total number increased to 24. Besides, a few arts and science colleges and the Banaras Hindu University provided facilities for Agricultural education. The number of pupils receiving Agricultural education in the colleges, university teaching departments and research institutes, also increased from 4,827 (4,786 boys and 41 girls) to 5,877 (5,840 boys and 37 girls). The enrolment increased in all the States except Hyderabad and Pepsu. In Hyderabad, the fall was due to the restricted admissions

and in Pepsu, it was nominal. The total expenditure on agricultural colleges alone amounted to Rs. 59,12,154, which was about Rs. 7.4 lakhs more than the corresponding figures for the previous year. Of the total expenditure, 78.0 per cent was met from government funds, 9.6 per cent from fees, 0.6 per cent from endowments and 11.8 per cent from other sources. The average annual cost per pupil was Rs. 1,376.8. The number of pupils who qualified for Bachelor's and Master's degree in agriculture was 882 and 187 respectively. Table LXXXIV gives details of agricultural colleges in the different States.

The following all-India institutions provided facilities for research in various branches of agriculture.

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, Kararajod, 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, Behrampur.

Table LXXXIV—Statistics of

State	Number of Institutions	Number of Pupils†			Expenditure
		Boys	Girls	Total	
1	2	3	4	5	6
					Rs.
Andhra	1	206	...	206	3,87,226
Assam	1	130	...	130	1,74,439
Bihar	2	336	...	336	8,62,303
Bombay	3	820	3	823	12,36,640
Madhya Pradesh	3	509	2	511	2,79,952
Madras	1	338	8	346	1,52,882
Orissa	1	57	...	57	91,104
Punjab	1	482	...	482	2,82,750
Uttar Pradesh	2	1,618	13	1,631	9,87,537
West Bengal	1	174	5	179	2,26,762
Hyderabad	1	94	3	97	1,84,296
Madhya Bharat	1	199	...	199	2,63,494
Mysore	1	212	1	213	1,24,359
Pepsu	...	40	...	40	..
Rajasthan	2	112		112	97,141
Travancore-Cochin	1	50	.	50	1,54,080
Ajmer	...	37	...	37	...
Bhopal	1	61	...	61	1,75,289
Delhi	1	277	2	279	2,31,900
Vindhya Pradesh	...	88	...	88	...
India	24	5,840	37	5,877	59,12,154

†Includes enrolment in university teaching departments, research institutions

*Includes 20 boys in fishery training.

Agricultural Colleges

Average Annual Cost per Pupil	Output						State
	Graduates			Post-Graduates			
	Boys	Girls	Total	Boys	Girls	Total	
7	8	9	10	11	12	13	14
Rs.							
1879.7	65	...	65	5	...	5	Andhra
1341.8	1	...	1	...	...		Assam
2566.4	69	...	69	..	..	.	Bihar
1502.6	88		88	19	..	19	Bombay
547.9	69	...	69	.	...	...	Madhya Pradesh
441.9	90	1	91	2	...	2	Madras
1598.3	.	...	...	...	..	.	Orissa
1087.5	62	...	62	28	.	28	Punjab
1410.8	261	...	261	82	...	82	Uttar Pradesh
1971.8	31	2	33	1	...	1	West Bengal
1900.0	32	3	35	...	...	...	Hyderabad
1324.1	25	...	25	...	...	.	Madhya Bharat
603.7	47	..	47	...	...		Mysore
...	...	...	.	...	...	.	Pepsu
867.3	12	...	12	...	...		Rajasthan
3081.6	..	.	.	.	...		Travancore-Cochin
...	...	...	...	...	...		Ajmer
1947.6	.		...	.	...	...	Bhopal
1692.7	24	...	24	48	2	50	Delhi
..	..	...	...	...	...	...	Vindhya Pradesh
1376.8	876	6	882	135	2	187	India

and classes attached to arts and science colleges

Table LXXXV—Statistics of

State	No of Institutions*	Number of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra	...	4,763	22	4,785	Rs. ...	Rs. ...
Assam	...	1,102	...	1,102	...	...
Bihar	2	6,154	1	6,155	2,06,066	88.6
Bombay	11	7,676	284	7,960	15,29,540	199.8
Madhya Pradesh	3	2,520	12	2,532	3,34,379	212.4
Madras	...	5,000	11	5,011	...	...
Orissa	...	250	...	250	...	...
Punjab	1	170	...	170	66,580	462.4
Uttar Pradesh	1	9,230	2	9,232	24,331	279.7
West Bengal	1	8,081	11	8,092	1,22,006	592.3
Hyderabad	1	1,338	3	1,341	70,366	209.4
Jammu & Kashmir	1	32	..	32	15,801	493.8
Madhya Bharat	...	2,032	22	2,054	...	...
Mysore	2	1,864	15	1,879	1,28,556	83.8
Pepsu	1	36	2	38	36,500	960.5
Rajasthan	...	4,244	3	4,247	...	...
Saurashtra	1	551	8	559	1,85,670	332.1
Travancore-Cochin	...	1,766	24	1,790	...	...
Ajmer	...	437	...	437	...	...
Bhopal	...	129	...	129	..	...
Delhi	1	941	1	942	2,43,676	324.5
Manipur	...	67	1	68	...	...
Tripura	...	76	...	76	...	...
Vindhya Pradesh	...	37	...	37	...	...
India	26	58,496	422	58,918	29,63,471	194.4

*Excludes University teaching departments and Commerce classes
†Includes enrolment in university teaching departments and

Commerçe Colleges

Output						State
Graduates			Post-Graduates			
Boys	Girls	Total	Boys	Girls	Total	
8	9	10	11	12	13	14
460	..	460	19	...	19	Andhra
75	..	75	17	...	17	Assam
415	...	415	99	...	99	Bihar
1,178	41	1,219	72	4	76	Bombay
291	3	294	63	.	63	Madhya Pradesh
707	...	707	...	...	...	Madras
43	.	43	...	..	.	Orissa
43	...	43	3	..	3	Punjab
1,457	...	1,457	486	.	486	Uttar Pradesh
2,332	4	2,336	226	...	226	West Bengal
278	...	278	14	...	14	Hyderabad
..	..	...	...	.	...	Jammu & Kashmir
169	1	170	...	...	...	Madhya Bharat
160	1	161	...	..	...	Mysore
11	...	11	...	...	...	Pepsu
347	1	348	61	...	61	Rajasthan
20	1	21	...	...	...	Saurashtra
210	...	210	...	...	...	Travancore-Cochin
39	...	39	...	...	...	Ajmer
15	...	15	...	...	...	Bhopal
189	1	190	29	...	29	Delhi
...	...	...	...	...	...	Manipur
12	...	12	...	...	...	Tripura
...	...	...	...	...	...	Vindhya Pradesh
8,451	53	8,504	1,089	4	1,093	India

attached to arts & science colleges
 commerce classes attached to arts and science colleges

Table LXXXVI—Statistics of Engineering Colleges

States	No. of Institutions	Number of Pupils			Expenditure Rs.	Average Annual Cost per Pupil	Graduates			Output				
		Boys	Girls	Total			Boys	Girls	Total	Boys	Girls	Total		
													3	4	5	8	9	10	11	12	13
Andhra	2	854	1	855	6,72,208	704.6	138	...	138	...	...	...	...	...
Bihar	5	1,072	...	1,072	14,19,498	1,256.2	205	...	205	...	...	...	...	...
Bombay	8	2,897	5	2,902	41,51,866	594.1	911	1	912	1	...	...	...	1
Madhya Pradesh	1	616	1	617	9,06,587	1,469.3	89	...	89	1	...	...	...	1
Madras	5	2,063	...	2,063	16,36,471	910.7	481	...	481	...	...	...	...	...
Punjab	1	179	...	179	3,77,274	2,107.7	41	...	41	...	...	...	...	...
Uttar Pradesh	2	1,479	...	1,479	11,90,865	3,641.8	336	...	336	...	...	...	...	...
West Bengal	5	2,693	1	2,694	52,32,497	2,406.9	322	...	322	2	...	...	...	2
Hyderabad	1	399	...	399	3,79,210	950.4	106	...	106	...	...	...	...	...
Madhya Bharat	1	248	...	248	1,66,087	669.7	...	...	...	...	...	...	...	...
Mysore	4	2,720	...	2,720	5,49,111	200.2	592	...	592	...	...	...	...	...
Rajasthan	2	541	...	541	6,10,304	820.3	134	...	134	4	...	...	...	4
Saurashtra	1	266	...	266	5,49,344	1,353.1	33	...	33	...	...	...	...	...
Travancore-Cochin	1	386	...	386	2,24,295	581.1	86	...	86	...	...	...	...	...
Delhi	1	546	4	550	14,03,399	800.1	98	...	98	...	...	...	...	...
India	40	16,959	12	16,971	1,94,69,016	933.9	3,572	1	3,573	8	...	...	...	8

Table LXXXVII—Statistics of Forestry Colleges

State	No. of Institu-	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
Madras	1	98	...	98	Rs. 2,88,250	Rs. 2941.3	37	...	37	...	...	...
Uttar Pradesh	2	222	...	222	3,67,028	1653.3	74	...	74	40	...	40
India	3	320	..	320	6,55,278	2047.7	111	...	111	40	...	40

Table LXXXVIII—Statistics of

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	...	505	14	519	.	...
Assam	1	283	...	283	28,977	102.4
Bihar	3	1,074	2	1,076	1,70,464	182.5
Bombay	9	3,800	137	3,937	7,20,527	162.5
Madhya Pradesh	3	1,033	7	1,045	73,636	86.5
Madras	1	1,239	19	1,258	<u>1,32,616</u>	105.4
Orissa	..	238		238	...	...
Punjab	1	566	1	567	1,62,514	286.6
Uttar Pradesh	...	4,041	34	4,075		...
West Bengal	1	2,266	30	2,296	43,508	69.1
Hyderabad	1	1,035	12	1,047	56,660	54.1
Madhya Bharat	.	555	10	565	..	...
Mysore	2	438	10	448	66,978	149.5
Rajasthan	...	940	4	944	...	...
Saurashtra	1	232	6	238	1,03,181	433.5
Travancore-Cochin	2	506	32	538	1,36,596	253.9
Ajmer	...	117	...	117	...	...
Bhopal	...	83	5	88	...	...
Delhi	...	910	24	934	...	...
Vindhya Pradesh	...	55	...	55	...	.
India	25	19,921	347	20,268	16,95,657	151.0

Law Colleges

Output						state
Graduates			Post-Graduates			
Boys	Girls	Total	Boys	Girls	Total	
8	9	10	11	12	13	14
169	2	171	..	...	...	Andhra
23	.	23	.	...	...	Assam
435	..	435	3	..	3	Bihar
1,079	43	1,122	9	..	9	Bombay
264	5	269	...	..	...	Madhya Pradesh
525	6	531	3	.	3	Madras
37	...	37	...	..	..	Orissa
151	1	152	1	...	1	Punjab
1,269	24	1,293	9	1	10	Uttar Pradesh
332	4	336	..	..	..	West Bengal
194	3	197	7	..	7	Hyderabad
139	3	142	...	..	..	Madhya Bharat
145	2	147	.	..	..	Mysore
300	1	301	3	...	3	Rajasthan
13	..	13	..	...	..	Saurashtra
144	12	156	4	.	4	Travancore-Cochin
31	...	31	..	..	..	Ajmer
13	2	15	.	..	..	Bhopal
192	13	205	3	1	4	Delhi
8	..	8	..	...	..	Vindhya Pradesh
5,463	121	5,584	42	2	44	India

Table—LXXXIX Statistics of

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	664	153	817	11,83,743	1,342.1
Assam	2	443	32	475	8,11,057	1,707.5
Bihar	7	1,328	139	1,467	14,37,390	962.1
Bombay	15	3,720	848	4,568	44,00,671	944.4
Madhya Pradesh	4	808	107	915	16,61,089	1,898.4
Madras	7	2,490	663	3,153	33,88,360	1,003.4
Orissa	2	333	57	390	4,37,548	1,275.8
Punjab	3	656	188	844	15,00,945	1,627.9
Uttar Pradesh	12	3,252	329	3,581	11,66,921	668.0
West Bengal	10	3,845	433	4,278	43,65,216	1,018.5
Hyderabad	3	597	212	809	5,18,012	640.3
Madhya Bharat	4	735	112	847	10,26,497	1,211.9
Mysore	3	582	117	699	2,78,837	398.9
Pepsu	1	120	32	152	6,09,459	4,009.6
Rajasthan	5	802	91	893	7,14,907	875.0
Saurashtra	1	18	2	20	4,72,708	23,635.4
Travancore-Cochin	2	346	122	468	4,29,112	653.1
Bhopal	1	40	10	50	1,17,201	2,344.0
Delhi	4	306	340	646	25,98,643	4,690.7
India	88	21,085	3,987	25,072	2,71,78,316	1,146.1

Medical Colleges

Output						State
Graduates			Post-Graduates			
Boys	Girls	Total	Boys	Girls	Total	
8	9	10	11	12	13	14
98	25	123	11	1	12	Andhra
35	3	38	..	..	...	Assam
218	22	240	8	...	8	Bihar
439	105	544	41	17	58	Bombay
77	14	91	5	...	5	Madhya Pradesh
274	123	397	22	2	24	Madras
44	5	49	...	...	...	Orissa
100	22	122	11	...	11	Punjab
355	23	378	56	1	57	Uttar Pradesh
615	52	667	16	...	16	West Bengal
149	66	215	...	.	...	Hyderabad
98	11	109	3	..	3	Madhya Bharat
97	15	112	...	...	...	Mysore
..	...	..	...	..	..	Pepsu
112	14	126	2	3	5	Rajasthan
...	..	..	...	...	...	Saurashtra
29	18	47	...	..	...	Travancore-Cochin
...	...	...	...	.	...	Bhopal
..	49	49	..	..	..	Delhi
2,740	567	3,307	175	24	199	India

Commerce

During the year, Uttar Pradesh and Jammu and Kashmir reported a new college each, thus raising the number of commerce colleges to 26. The teaching departments of some universities and many arts and science colleges also provided educational facilities for this subject. Of the 26 colleges, 5 were managed by government, and the rest by private bodies. The pupils reading in these colleges as well as in attached classes for commerce rose from 52,960 to 58,918 (58,496 boys and 422 girls). Commerce colleges accounted for an expenditure of Rs. 29,63,471 during the year, as against Rs. 26,60,139 in 1954-55. About three-fourth of this expenditure was met from fees, one-sixth from government funds and the rest from local boards (1.8 per cent), and endowments (5.2 per cent). The average annual cost per pupil in a commerce college came to Rs. 194.4 as compared to Rs. 203.5 during the preceding year. The number of pupils declared successful was 8,504 in B. Com. and equivalent diplomas and 1,093 in M. Com. examinations. Statewise details of these colleges are given in table LXXXV.

Engineering Colleges

The total number of engineering colleges during 1955-56, remained 40 as during the previous year. A new engineering college was started in Bihar, while the college of Engineering and Technology, Jadavpur, was constituted into a university. Besides, the teaching departments of Aligarh, Annamalai, Banaras and Roorkee universities and a research institute also provided facilities for engineering education. Government managed as many as 22 colleges, while the remaining 18 were run by private bodies. The total number of pupils in degree and equivalent courses increased from 15,989 (including 13 girls) to 16,971 (including 12 girls). The total direct expenditure on engineering colleges fell from Rs. 1,97,54,069 to Rs. 1,94,69,016. The sourcewise distribution of this expenditure was government funds 70.4 per cent, fees 22.3 per cent, endowments 4.5 per cent and other sources 2.8 per cent. The average annual cost per pupil decreased from Rs. 971.4 to Rs. 933.9. The output of graduates increased from 3,127 to 3,367, while 4 students qualified for Masters' degree in engineering. Table LXXXVI gives the statistics of these colleges in various States.

Forestry Colleges

Facilities for education in forestry continued to be provided by 3 colleges during the year all of which were managed by the Central Government. These colleges enrolled 320 students as against 303 during the previous year. The total direct expenditure rose by Rs. 74,450 to Rs. 6,55,278. More than three-fourth of this sum was realised by way of fees and most of the remaining came from government funds. The share of other sources was quite nominal. The average annual cost per pupil in these colleges amounted to Rs. 2,047.7. The output during the year was 111 for the Rangers' Course and 40 for the Superior Forest Officers' Course. Table LXXXVII gives further details about these colleges.

The Forest Research Institute, Dehra Dun, the only institution of its kind in the country giving general information on all matters per-

taining to forestry, continued to provide facilities for post-graduate research and training to government officers and other personnel deputed by industrial concerns.

Law

The opening of two colleges in Bombay and one in Saurashtra on the one hand and the amalgamation of a law college, in Madhya Pradesh with an arts and science college increased the number of law colleges in the country from 23 to 25. Besides, some of the universities and arts and science colleges also offered facilities for studies in law. Of the 25 colleges, 6 were managed by the government and 19 by the universities and other private bodies. The number of pupils receiving legal education was 20,268, of whom 347 were girls. The corresponding figures for the previous year were 19,651 and 385 respectively. Of the total direct expenditure of Rs. 16,95,657 on law colleges, nearly 90 per cent came from fees. The average annual cost per student stood at Rs. 151.0 During the year, 5,463 boys and 121 girls were declared successful in the Bachelors' degree examination and 42 boys and 2 girls in the Masters' Statewise statistics of these colleges are given in table LXXXVIII.

Medical Colleges

The number of medical colleges in the country rose from 78 to 88 during the year. The States of Bihar and Uttar Pradesh reported an additional Ayurvedic college each. In Madhya Pradesh, one medical and two Ayurvedic schools were upgraded to college standard. The increase of two colleges in Mysore was due to the reclassification of the All-India Institute of Mental Health, Bangalore, as a college for medicine instead of a research institution and the addition of an Ayurvedic college. A new medical college was started in Saurashtra and Bhopal. In Delhi, Tibbia College and the Vallabhbhai Patel Chest Institute were reported for the first time. West Bengal was the only State which reported a decrease of one college as the School of Anaesthesiology did not function in 1955-56. The medical colleges were distributed according to different managements as : government 47, local boards 3 and private bodies 38. The total number of pupils receiving medical education at the university stage increased from 23,488 including 3,601 girls to 25,072 including 3,987 girls. The total direct expenditure on the medical colleges alone amounted to Rs 2,71,78,316—an increase of about Rs. 38 lakhs. Nearly 70 per cent of this expenditure was met from government funds and about one-fifth from fees. The annual cost per scholar averaged Rs. 1,146 1 as against Rs 1,049.7 in the year before. 2,740 boys and 567 girls graduated in Medicine, while 175 boys and 24 girls passed the post-graduate examination. Statewise details of medical colleges are furnished in table LXXXIX.

Besides, the following all-India institutions provided facilities for training and research in medicine and public health

- (i) All India Institute for Hygiene and Public Health, Calcutta.
- (ii) Central Drugs Laboratory, Calcutta.

Table XC—Statistics of Physical Education Colleges

State	No 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	76	2	78	Rs. 35,936	Rs. 460.7	7	...	7
Bombay	1	77	16	93	93,966	1,010.4	70	14	84
Madras	1	32	5	37	1,37,955	418.0	30	8	38
Punjab	1	56	6	42	57,270	1,363.6	36	6	42
Uttar Pradesh	1	119	19	138	43,421	986.8	85	18	103
West Bengal	1	16	...	16	27,253	1,703.3	16	...	16
Travancore-Cochin	1	86	...	86	33,143	385.4	60	...	60
India	8	442	48	490	4,28,944	622.6	304	46	350

Table XCI—Statistics of Technological Colleges

State	No. of Institutions*	Number of Pupils†			Expenditure	Average Annual Cost per Pupil	Graduates			Post-Graduates			Total
		Boys	Girls	Total			Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Andhra	...	57	...	57	Rs. ...	Rs. ...	11	...	11	6	...	6	6
Bihar	..	4	..	4	...	...	...	...	...	...	...	...	...
Bombay	.	639	14	653	...	..	154	2	156	7	...	...	7
Madhya Pradesh	1	114	..	114	2,03,760	1,787.4	32	...	32	...	...	...	...
Madras	...	223	...	223	...	...	75	...	75	4	...	...	4
Punjab	1	144	..	144	1,29,832	746.2	35	..	35	...	..	..	...
Uttar Pradesh	...	459	...	459	...	..	55	..	55	23	..	..	23
West Bengal	4	840	4	844	7,41,998	1,827.6	300	..	300	76	4	..	80
Hyderabad	...	56	...	56	...	..	..	..	..	..	..	..	..
Mysore	1	127	8	135	1,13,309	906.5	24	..	24	..	..	..	..
Delhi	..	198	.	198	..	...	55	..	55	...	...	...	...
India	7	2,861	26	2,887	11,88,899	1,451.6	741	2	743	116	4	...	120

*Excludes university teaching departments
†Includes enrolment in university departments

Table XCII—Statistics of Veterinary Science Colleges

State	No of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil	Graduates			Post Graduates			
		Boys	Girls	Total			Boys	Girls	Total	Boys	Girls	Total	
													3
Andhra	1	48	...	48	Rs. 27,579	Rs. 574.6	...	...	...	...	...	...	...
Assam	1	232	...	232	1,32,258	372.6	1	...	...	...	...	...	...
Bihar	1	691	...	691	2,44,780	354.2	52	...	...	52	...	...	...
Bombay	1	252	...	252	1,81,421	719.9	34	...	...	34	...	...	...
Madhya Pradesh	1	330	...	330	3,94,100	1,194.2	45	...	...	45	...	...	...
Madras	1	341	3	344	3,92,038	885.0	68	...	...	68	3	...	3
Orissa	1	31	..	31	19,668	615.1	...	...	...	...	...	...	...
Punjab	2	266	2	268	2,00,344	487.5	67	2	69	69	2	..	2
Uttar Pradesh	1	648	..	648	4,76,955	1,195.4	74	...	74	74	...	...	...
West Bengal	1	257	5	262	6,83,988	2,451.6	..	..	...	...	..	..	..
Hyderabad	1	298	..	298	1,14,313	383.6	34	...	34	34	...	...	...
Madhya Bharat	1	47	...	47	3,43,135	7,300.7	..	...	...	...	...	...	...
Rajasthan	1	127	1	128	1,56,865	679.1	...	...	...	...	...	...	...
Travancore-Cochin	1	68	2	70	35,970	513.9	..	..	..	..	..	..	..
India	15	3,636	13	3,649	34,02,814	875.9	375	2	377	377	5	...	5

- (iii) Central Research Institute, Kasauli.
- (iv) Malaria Institute of India.
- (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

The number of colleges for Physical education remained 8 as during the previous year, of which 6 were managed by government and 2 by private bodies. There was no significant change in enrolment which stood at 490 (442 boys and 48 girls). The total direct expenditure, however, increased by Rs. 58,167 to Rs. 4,28,944 out of which nearly two-third was contributed by the government. The average annual cost per pupil worked out to Rs. 622.6. 350 pupils including 46 girls were awarded diploma in Physical education. Statewise details are given in table XC.

Technological Colleges

During the year, there was no addition to the number of technological colleges which remained 7 as in the preceding year. Four of these were administered by government, one by the University of Nagpur and the remaining two by private bodies. Besides these colleges, the teaching departments of the universities of Andhra, Annamalai, Banaras, Bombay, Calcutta, Madras, Osmania, Punjab, three research institutes (two in Uttar Pradesh and one in Mysore) and four engineering colleges provided facilities for technological studies of university standard. The number of pupils receiving education in this field increased slightly from 2,845 to 2,887 (2,861 boys and 26 girls). Of the total direct expenditure of Rs. 11,88,899 on the technological colleges only (as compared to 10,42,475 in 1954-55), 51.6 per cent was met from government funds, 22.5 per cent by other sources, while fees and local boards contributed 12.0 per cent and 10.9 per cent respectively. The average annual cost worked out to Rs. 1,451.6. As many as 743 pupils, including 2 girls, earned Bachelor's and 120 including 4 girls Master's degrees in technological subjects. Further details are given in table XCI.

Veterinary Science Colleges

The establishment of a new college for Veterinary Science in the States of Andhra, Orissa, Madhya Bharat Travancore-Cochin and the inclusion of the Government Livestock Farm, Hissar, (Punjab) which awards post-graduate diploma in sheep husbandry and wool production increased the number of such colleges to 15 during 1955-56. The number of students under instruction in these institutions rose from 2,529 to 3,649 of which 13 were girls. The total direct expenditure amounted to Rs. 34,02,814, of which the governments' contribution was 84.1 per cent.

Fees and other sources contributed to the extent of 12.1 per cent and 3.8 per cent respectively. The output during the year was 377 graduates and 5 post-graduates.

The centrally administered Indian Veterinary Research Institute, Izatnagar (Uttar Pradesh) with its branch at Mukteshwer, continued to be the only important research institution in the country in Veterinary Science. It had the following six research sections (i) Pathology and Bacteriology (ii) Biological Products (iii) Parasitology (iv) Animal Nutrition (v) Poultry Research and (vi) Animal Genetics. In addition to its research activities and manufacture of biological products, the institute provided advanced courses in different branches of animal science.

CHAPTER IX

SOCIAL EDUCATION

Under the schemes of Intensive Educational Development in Selected Areas' and 'Selected Educational Experiments' of the first five year plan, increased activity was noticed in the field of Social education in most of the States during the year. In the States of Assam, Madhya Pradesh, Madras, Punjab, Mysore Pepsu, Travancore-Cochin, Ajmer, Coorg, Delhi and Manipur, however, consolidation rather than expansion was more prominent. In urban areas, Social education made good headway under the Scheme to Relieve Educated Unemployment, launched in 1953-54. Under this scheme, 1,078 social workers were appointed in the States as against 921 in the preceding two years. The Government of India shared 50 per cent of the workers' salary and a contingent expenditure of Rs. 100 per worker.

In order to bring about co-ordination and integration in the work being done in the field of Social education by the community project administration on the one hand and the Education Department in the States on the other, the Central Ministry of Education, in consultation with the Planning Commission and the Ministry of Finance, included a scheme in the first five year plan for the appointment of District Social Education Organisers. The quantum of Central assistance for the implementation of this scheme was 50 per cent of their salaries and allowances. On the coverage of the whole country with Community development and national extension service blocks by the end of second five year plan, the scheme envisaged the appointment of 320 such organisers. The Government of India also agreed to meet 50 per cent of the salary etc., of an officer of the rank of Deputy or Joint Director of Public Instruction in the States to administer the work of the District Social Education Organisers and to co-ordinate their work with that of the Education and Development Departments. The Scheme was initiated with the sanction of 5 Directors of Social Education and 46 District Social Education Organisers in the States, at the total cost of Rs. 64,220 during the year.

Another important development in the field of Social education was the appointment of a standing committee of the Central Advisory Board of Education on Social Education to advise the Central and the State governments on the problem of Social education in India. Library service plays a vital role in field of Social education. During the year, the development of library service and the expansion of library facilities received a good deal of attention of the governments. The first step in this direction was the setting up of a Library Committee to advise the government in the matter.

On the cessation of financial assistance from the Unesco, the Government of India took over the Delhi Public Library to run it as a project for a period of 3 years and sanctioned a grant of Rs. 1,90,000.

In addition Rs 10,000 was paid to the Delhi Public Library for the renovation of the building.

The Ministry of Education collaborated with the Unesco in the organisation of an international seminar on Development of Libraries in Asia. The seminar was held from 6th October to 20th October, 1955. On the recommendation of the seminar, the Central Government proposed to appoint a committee to advise the Government on library development.

The Adult Literature Section of the Central Educational Library of the Ministry of Education issued 35,710 books and provided reading facilities to about 70,000 Central Government employees. With the relaxation of the membership restrictions in favour of lower and upper division clerks, its membership increased to 2,825 as against 1,805 in 1954-55. A bibliography of material for neo-literates in Hindi was compiled and published.

In order to provide the principals of janata colleges and Social Education Officers of the State governments an opportunity to exchange ideas and to discuss common problems, the Ministry of Education held a seminar on janata colleges at Yelwal (Mysore) in February, 1956, under the auspices of the Mysore State Adult Education Council. Twenty three delegates representing 14 States and the Central Government participated in the seminar.

The Mysore State Adult Education Council had a scheme to establish one janata college in each district of the State during the 3 years 1955-56 to 1957-58. The Ford Foundation offered to contribute a sum of \$2,30,000 for the implementation of this scheme during three years and paid the first instalment of \$77,000 to the Government of India, out of which Rs 2,63,000 were advanced to the Council.

In their 23rd meeting held on January 14 and 15, 1956, the Central Advisory Board of Education recommended the setting up of a National Fundamental Education Centre with the following -

1. *Objective* : To serve as national centre for training, research and evaluation and to provide leadership in the field of Social education.
2. *Functions* :
 - (a) To train the key-personnel of Social education, e.g., District Social Education Organisers, etc.
 - (b) To carry out research and evaluation in the field of Social education.
 - (c) To conduct experiments in the production of better type of material and equipment for Social education.
 - (d) To act as clearing house of ideas and information pertaining to Social education.

The centre was required to give first priority to the training of District Social Education Organisers. Besides, the centre was also designed to produce various kinds of teaching aids and organise conferences, seminars, etc.

The Ministry of Education continued its programme of encouraging the production of suitable books for neo-literate adults by holding competitions and awarding prizes to authors of best books in all Indian languages and by purchasing 1,000 copies of each of the selected books. In the second competition held during the year in which over 900 books in Assamese, Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Panjabi, Tamil, Telugu, Urdu, etc were submitted, 42 were selected for awards of Rs 500 each. A further selection of the 5 best books among these was also made for additional awards of Rs. 500 each.

Under another scheme, the Ministry shared 50 per cent of the expenditure on the production of literature for adults by the State governments. Accordingly, a sum of Rs 62,618 was sanctioned to six State governments for the purpose.

Two Vocabulary Research Units for conducting research in spoken vocabulary for the production of suitable literature for adults, were set up in Travancore-Cochin and Andhra and a sum of Rs 4,458 was sanctioned for the purpose.

The Ministry of Education published the first of the five volumes of "*Gyan Sarover*" the popular encyclopaedia in Hindi, which provided interesting and useful reading material for adults with education up to the middle standard, and for whom sufficient and suitable reading material was not available. The contents of the remaining volumes were also finalised.

Under the scheme for the production of children's literature, recommendations were invited from the State governments for the award of prizes of Rs 500 each to authors of best books in all Indian languages. Sixteen States participated in the scheme and recommended 84 books for consideration of awards.

During 1955-56, the Literature Production Section of the Idara-Tahm-o-Tarraqi, Jamia Milia Islamia, produced 8 books for neo-literates bringing the total so far to 171. Only 1,000 copies of these 8 books were printed due to stringency of funds. Besides, the Ministry of Education also assisted the production of some model books for children through private agencies.

By arrangements with the Ford Foundation and the Unesco, the Central Ministry of Education acquired the services of Dr Rudolf Filesch, an American exponent of the technique of writing for the masses and Mr P Martin Smith, the national secretary of Adult Education in New Zealand. These experts visited social education organisers' training

centres, block development officers' training centres, centres for training social education workers, universities and schools of social work, community projects and organisations working for the promotion of Social education in the country, and organised discussions and lectures there.

During the year under report, the Government of India decided to organise 4 literary workshops for the training of authors in the technique of writing for children and 4 for neo-literate adults on mono-lingual basis. The former were to be held in the States of Andhra, Assam, Madhya Pradesh and Delhi and the latter in those of Bombay, Madras, West Bengal and Travancore-Cochin.

The National Board for Audio-Visual Education, reconstituted to provide greater representation to Central Ministries, State governments, importers and producers of audio-visual aids in the country, held its second meeting at Delhi on May 17 and 18, 1955, under the Chairmanship of Shri K. G. Sanyal, the then Additional Secretary of the Ministry of Education. The Board *inter-alia* made recommendations for the development of Audio-Visual education, particularly in regard to the drawing up of suitable schemes for the second five year plan.

During the year under report, 210 new films and 170 filmstrips, besides other audio-visual equipment, were added to the Central Film Library of the Central Ministry of Education. The Preview Committee held 51 meetings and previewed 250 films. The library enrolled 200 educational institutions as members against 85 during the previous years, thus bringing the total membership to 743. To these institutions, 6,418 films were issued during the year 1956-57. Its mobile cinema van conducted 311 film shows on the request of educational institutions and social organisations.

In implementation of the scheme 3 (a) of the first five year plan for training audio-visual experts, the Central Government gave grants amounting to Rs. 15,640 to the following States for organising seminars for the purpose.

	Rs.
Punjab	1,000
Bihar	9,175
Travancore-Cochin	5,465

Under the programme of the Ministry of Education for the production of 12 films through the Ministry of Information and Broadcasting, two were finalised, while the remaining were at various stages of production. Twelve new subjects for films were approved for production in 1955-56. Synopses for 7 were prepared and passed on to that Ministry.

Four educational films, namely, "Education for Life," "Adult Literacy," "Secondary Education" and "Education Through Crafts," were taken up for production by the Technical Cooperation Mission in

India in cooperation with the Ministry of Education. Of these, "Education for Life" was completed and its prints distributed to State governments and social education centres for exhibition. Of the 15 subjects suggested to the T C M. for the production of filmstrips the text and art work of 3 filmstrips were approved. Material for 6 additional filmstrips prepared by T C M. was also approved. The T C M. gave a gift of 500 educational films to the Central Film Library of the Ministry.

In order to foster an intelligent interest in Audio-Visual education in educational institutions, about 1,000 copies each of the articles 'What Every Teacher Should Know About Projection' from the magazine 'Teaching Tools' and the "Class Museum" from the magazine "Visual Education" were circulated to State governments and members of the Central Film Library. On the invitation of the Ministry of Education, Miss Seton, lecturer of the British Film Institute, London, visited this country and gave lectures on film appreciation to educational institutions and film societies in a number of cities. She organised one week film seminars at Bombay and New Delhi. A sum of Rs 3,000 was paid to her as grant-in-aid.

Out of the sum of Rs 1,30,000 provided during 1955-56 for the development of schemes of Audio-Visual education in India, 230 duplicate prints, 85 replacement of damaged films, 15 new children's entertainment films, 15 outstanding features and specialised films and 170 books were purchased. Besides, a sum of Rs. 25,000 was sanctioned for dubbing and printing of films acquired from National Film Board of Canada under the scheme pertaining to the acquisition of films on an exchange of negative basis. Six films produced by the National Film Board of Canada were selected for the year.

The unit for the production of non-projected visual aids and conducting research in the methods and evaluation of the material produced was set up during the year. An illustrated brochure entitled "Tips for Teachers in the Handling of Film Projectors" was prepared by the unit.

A sum of Rs 40,000 was provided for the organisation of a joint Indo-Australian seminar for training audio-visual experts under the Technical Co-operation Scheme of the Colombo Plan. A three week seminar was organised at Lucknow during November, 1955, in which 43 candidates participated. Of these, 25 were sponsored by the Government of India and 18 by the Governments of Australia, Thailand, North Borneo, Indonesia, Philippines, Malaya, Laos, Burma, Singapore, Pakistan and Ceylon.

Other Ministries and Departments of the Central Government notably those of Labour, Defence, Railway, Health, Information and Broadcasting and the Community Project Administration and the National Extension Service also did commendable work in the field of Social education by providing facilities for the removal of illiteracy from the workers employed under them in various capacities and in some cases from the general public also. Besides, many voluntary organisations receiving grant-in-aid from the government contributed to this

cause. A brief account of the activities of the Indian Adult Education Association during 1955-56 is given as under :

Conference and Seminars

The twelfth annual conference of the association was held at Delhi in December, 1955, under the presidentship of Shri T Madiah Gowda M P. A symposium on the 'Role of Adult Education in Community Development' was organised at this occasion. Moreover, in addition to 2 national seminars convened in collaboration with other voluntary organisations, the association organised a seminar on the 'Role of Voluntary Agencies in Community Development' in April at New Delhi. Twenty-nine organisations including a few government departments participated in the seminar. The association also convened along with the Bhartiya Gramoon Mahila Sangh, a seminar on the development work among rural women in which 60 delegates from 40 governmental and non-governmental agencies took part.

Najafgarh Welfare Extension Projects

The Najafgarh Welfare Extension Project which was taken over by the association early in 1955 continued to function during the year when the fifth centre was opened in it.

Clearing House and Publications

The association also functioned as a clearing house of information on Social education and attended over 200 enquiries. The association brought out 4 issues of Indian Journal of Adult Education and 12 of the Social Education News Bulletin. The following 5 publications were also brought out during 1955-56

1. Libraries in Social Education-being the report of the 6th national seminar held during the previous year
2. Adult Education in Community Development-based on the symposium held at the twelfth adult education conference
3. *Praudh Shiksha-Adhunik Vichar-dharayen Va Prayog* (Hindi version of the Unesco publication 'Adult Education Current Trends and Practices')
4. *Aadharbhoot Shiksha Nirupan Aur Karyakram* (Hindi version of the Unesco publication 'Fundamental Education Description and Programme').
5. *Samaj Shiksha Me Manoranjan aur Sanskritik Karya* Two more books namely "Libraries in Adult and Fundamental Education" and "Cooperatives in Fundamental Education" were translated under contract with the Unesco

Research and Survey Projects

On the recommendations of the fifth national seminar on "The Role of Recreational and Cultural Activities in Social Education" held

last year, the association took up the collection of material for the publication of a Directory on Cultural and Recreational Activities for India as well as South-East Asian region

In collaboration with Jamia Milia Islamia, the association also took up the project sponsored by Unesco which aimed at evaluating reading material available for neo-literates, indicating the type of material that was required and suggesting ways and means of meeting those requirements. A survey of agencies producing such material was also completed.

As usual, the State governments, observed first November as the Social Education Day by holding public meetings, taking out processions, *Prabhat Pheries*, organising magic lantern and film shows, open-air literacy classes, exhibitions of rural crafts and industries and conducting recreational and cultural programmes. Teachers and students took active interest in social work by clearing villages, digging compost pits, reclaiming derelict tanks, planting trees, constructing roads, etc.

Main Developments

A brief account of the important developments in the field of Social education in different States is given below :

Andhra

The number of social education centres in the State rose from 2,176 in 1954-55 to 2,659 during this year. These centres enrolled 77,947 adults (74,649 men and 3,298 women), as against 70,338 adults (67,251 men and 3,087 women) enrolled in the previous year. Of the total, 15,457 men and 596 women adults were made literate. The total expenditure on Social education increased, during the year, from Rs 5,24,774 to Rs 6,25,690.

During the year under report, the duration of the adult literacy course was reduced from 3 years to one year. A revised syllabus to suit the shortened course was, therefore, introduced.

Under a scheme sponsored by the Government of India, a vocabulary research unit was established on 1st October, 1955. It consisted of a small unit of 2 field workers who were to conduct research in the spoken vocabulary of adults of various occupations and ages and to grade the vocabulary according to recognised scientific methods. By the end of the year, the unit collected 60,000 words and 2,200 idioms and classified them alphabetically. Besides, 3,627 proverbs current in the four districts of Srikakulam, Visakhapatnam and East and West Godavari were collected and classified and about 1,000 occupational words recorded.

Assam

The number of social education centres in the State decreased from 880 in 1954-55 to 739 in 1955-56. Of the 39,771 men and 4,295 women adults on the rolls of these centres, 24,908 men and 1,895 women were

made literate. The corresponding figures for 1954-55 were number on rolls 42,790 men and 3,568 women and made literate 29,120 men and 2,324 women. The total expenditure on Social education, however, increased from Rs. 1,76,165 to Rs. 1,89,529.

The audio-visual unit of the department was equipped with a new projector, two generators and 18 new films. The unit gave 500 filmshows during the year. The 30 community centres, organised during the year, were given an additional financial aid of Rs 50 each to purchase the necessary equipment. These centres took up recreational work and crafts such as cane and bamboo work. The departmental magazine '*Janasiksha*' continued to be supplied free to 431 rural libraries for follow-up work. A series of illustrated post-literacy readers in 4 volumes named '*Jyanimadhak*' was published and 3 other publications for neo-literates brought out by Visva-Bharati were procured and distributed to all the social education centres and village libraries.

Two short training courses and two social education rallies-cum-exhibitions were arranged in which 70 teachers and rural workers were given training in methods and contents of Social education. Another 15-day training camp was organised which was attended by 86 inspecting officers and 10 secondary school teachers.

Bihar

With the opening of a large number of social education centres in the State, under the Scheme to Relieve Educated Unemployment, the number of such centres increased from 2,795 to 4,835. The number of adults on rolls in these centres increased from 98,023 (91,257 men and 6,766 women) to 1,87,581 (1,73,937 men and 13,644 women). Of the total on rolls, 1,17,933 men and 7,503 women were awarded literacy certificates during the year. The total expenditure reported on Social education, during the year, amounted to Rs. 12,31,861 as against Rs. 7,56,847 during 1954-55.

Programmes of cultural activities and social work satisfactorily progressed under the Turki-cum-Vaishali Area scheme. A number of compost pits, trench latrines and urinals were constructed, villages cleaned, filmshows arranged and medicines distributed in the area.

The 4 *mod-mandalis*, 5 *jatra-parties* and one demonstration-cum-training unit, with a total strength of 60 artists, continued to educate the rural people through the medium of the stage. Fifty-four films were added to the State Film Library.

During the year, 15 dry battery phulps radio sets, 75 harmoniums 75 *dholaks*, 475 pairs of *ghal* and 75 sets of *khartals* were purchased for distribution in rural areas. Sixty-three social education instructors appointed under the Scheme to Relieve Educated Unemployment, received training in Social education, 35 of which together with 11 members of *mod-mandalis* received a short course training in mechanised audio-visual aids and preparation of posters through silk screen.

Bombay

The three regional social education committees, namely, the Karnataka Social Education Committee, the Maharashtra Social Education Committee and the Gujarat Social Education Committee, continued to be responsible for the organisation of Social education in the three linguistic regions of Karnataka, Maharashtra and Gujarat. In addition, there were five city social education committees—one each for Bombay, Poona, Sholapur, Ahmedabad and Jalgaon, which were paid government grant at 50 per cent of their expenditure. The Gujarat Regional Social Education Committee and the city social education committees for Bombay, Ahmedabad and Sholapur were reconstituted during the year for a period of 3 years.

With an increase in the number of social education centres by 733 to 20,491 during the year, the enrolment increased, from 4,17,733 (3,57,830 men and 59,903 women) to 4,30,756 (3,71,704 men and 59,052 women). Of these, 99,210 men and 16,774 women were awarded literacy certificates, during 1955-56. Moreover, 41,116 adults (33,824 men and 7,292 women) passed the post-literacy test. A sum of Rs. 11,40,740 was spent on Social education as against Rs. 10,77,540 during the previous year.

A beginning in the production of social education literature for neo-literates was made during the year with the organisation of the literary workshop at Bhor. The workshop lasted for 6 weeks and was attended by 20 Marathi writers. It produced 60 pamphlets of which 23 were published during the year at a cost of Rs. 3,500.

With the collaboration of *Marathi Sahitya Parishad*, the Maharashtra Social Education Committee prepared a basic vocabulary in Marathi. All the regional committees continued to publish their own journals for neo-literates and the Bombay City Social Education Committee continued their fortnightly news bulletin. The social education department published 14 posters on health and hygiene and rural uplift and supplied them to the schools and social education centers in the State.

The system of circulating village libraries, introduced during the previous year in the three educational development areas of Dharwar, Dhulia and Rajpipla, comprising 100 villages each, showed encouraging results. The stock of books of all the 300 boxes, circulating under the scheme, was replenished.

Under the scheme to train social education workers, 48 short courses of a fortnight's duration were organised, in which 1,070 social education workers were trained. Besides, 2 short-term courses in project areas and one in Dangs district were organised, in which 205 social education teachers were trained.

In order to offer a stimulus for promoting Social education among backward classes in the Dangs area, the rate of grant-in-aid to social education workers was raised to Rs. 6 for first literacy test and Rs. 7½

for post-literacy test as against Rs. 4 and Rs. 5 respectively in other areas. Ten additional *Sanskar Kendras* were started during the year. Nearly 6,460 Harijans adults took advantage of these *Kendras*. Besides, 692 women attended the sewing classes organised by these *Kendras*.

Madhya Pradesh

The number of social education centres in the State decreased from 2,698 in 1954-55 to 2,305 in 1955-56. These centres enrolled 33,746 men and 3,397 women adults, during the year, of whom 8,319 men and 701 women qualified for the award of literacy certificate. The corresponding figures for the previous year were : enrolment 44,288 men and 3,254 women : adults made literate 7,292 men and 508 women. The total expenditure on Social education amounted to Rs. 6,03,330, which fell short of the previous year's amount by about Rs 7 lakhs.

Madras

The modified scheme of Social education continued satisfactorily during the year. The scheme which was introduced during the year 1954-55, was restricted to the age-group 8-18, and was confined to the national extension service and community project areas. The duration of the course was extended to 3 years. This resulted in a fall in the number of social education centres from 2,284 during 1954-55 to 1,529 during 1955-56. The enrolment reported by these centres was 41,069 men and 4,055 women as against 58,384 men and 4,506 women during the previous year. With the extension of the course to 3 years none of the adults took the literacy test during the year. The entire expenditure on Social education amounted to Rs. 3,52,587.

In compliance with the Government of India's scheme for the award of prizes to the authors and publishers of the best books in all the regional languages, the State government submitted 3 books entitled "*Nalla Nanbargal*", "*Ramu-vum-Nanum*" and "*Yanai-in-Kathai*", of which "*Ramu-vum-Nanum*" was selected for the award of prize of Rs 500. Of the two books "*Malarum Ullam*" and "*Ezkuthin Kathai*" submitted by the State government, in response to the Government of India's second prize competition for children's books in all the regional languages, announced in January 1956, the book "*Malarum Ullam*" was selected for the award of the prize. The State government introduced a similar scheme for the selection of six best books in Tamil for children and constituted a regional committee for the purpose. Selection under this scheme, however, could not be finalised by the end of the year.

Under the Govt of India scheme for the production of literature for neo-literates a 'Literary Workshop', the first of its kind organised by a State was organised at Peelamedu from 2nd November to 13th December 1955 for Tamil language at which 20 candidates were trained. The trainees produced three categories of literature during the course i. e. (i) "*Madals*" (folders) (ii) "*Chuvads*" (booklets) and (iii) "*Noolis*" (books).

The 3 mobile education units made 185 trips in the State, delivered 353 propaganda lectures and arranged 361 film shows. Nearly 3,71,000 persons attended these programmes. The stock of the Central Film Library was replenished with 77 films and 65 film strips raising the total number of films to 794 and that of filmstrips to 1,186. The library arranged nearly 16,000 film shows in educational institutions and simultaneously trained 170 teachers in the handling and maintenance of projectors etc.

The scheme of Adult education through the agency of university students was given up, while the scheme of youth camps and labour service by college students was introduced at the instance of the Government of India, who framed the scheme. Twenty six colleges and Tamilnad Polytechnic, Madurai, participated in the scheme. The campers did such manual work as road making, repairing tank bunds, digging wells, cleaning slums and improving rural situation. They also conducted night classes for illiterate adults. The 2 training centres for village guides enrolled 358 men and 20 women during the year.

Orissa

During the year, 1,616 adult education centres enrolled 43,937 men and 2,673 women adults, of whom 28,713 men and 1,833 women qualified for the award of literacy certificate. The corresponding figures for 1954-55 were centres 1,507; Enrolment 34,277 men and 2,210 women and made literate 18,783 men and 1,068 women. The total expenditure on Social education almost doubled during the year to Rs 2,19,908.

The magazine *Aloka Pathe* Part I and Part II continued to be distributed to the adult education centres N E S blocks and community project areas in the State. Three posters indicating dignity of labour, evils of illiteracy among women and the advantages of educated house-wives were printed and distributed. 5 Gramophone records, dealing with epidemics and superstitions were produced and some documentary films showing the development programmes under 5 year plan were procured and projected in different places of the State. 18 film prints were purchased from the Film Division, Government of India and the filmstrip 'Untouchability' was produced. 4 'Palas' on untouchability and 9 stage performances designed to counteract superstitions about cholera were arranged. Besides, 60 performances of other two plays concerning ploughing and self sufficiency were arranged.

The 144 moving libraries in the State continued to serve the reading needs of the neo-literates. To give technical advice in respect of Social education, 3 District Social officers in class II of Orissa Educational Service were appointed.

Punjab

In spite of the decrease in the number of social education centres, from 246 in 1954-55 to 240 in 1955-56, the enrolment therein increased from 7,474 (5,194 men and 2,280 women) to 9,147 (5,953 men and 3,194 women) adults, of whom 3,338 men and 1,611 women were

made literate during the year. The total expenditure on Social education increased from Rs. 1,68,435 to Rs. 2,04,474.

Uttar Pradesh

.. With the increase in the number of social education centres in the State from 437 to 502, the enrolment therein rose from 9,359 men and 1,562 women in 1954-55 to 10,132 men and 2,491 women in 1955-56, of whom 8,010 men and 1,825 women were awarded literacy certificate. A sum of Rs 1,27,790 was expended on Social education as against Rs. 81,735 spent during the previous year.

The Film Production Centre of the Education Expansion Department of the State, produced six 35 m m films *ie* (i) Regional Rally, Rampur (Silent) (ii) The Bee-Keeping, (iii) *Shiksha ki Nar Kirne*, (iv) Place of Toys in Education, (v) Toys Exhibition in U.P 1956, and (vi) *Hamara Naya School* and 2 film strips namely Crop Pests and Kaushambi (Part II) The 5 Vans of the section, fully equipped with projectors, radios, gramophones, loudspeakers and other audio-visual aids, arranged 330 film shows in the rural areas.

A seminar for the training of writers for production of suitable reading material for neo-literates, was organised from 10th to 24th January 1956. It was attended by 30 delegates. Some books on the lines of the principles formulated in the seminar were also prepared.

Besides, the monthly news bulletin *Nav-Jyoti*, the department brought out the following three books for the benefit of neo-literates (i) *Rashtriya Jhanda*, (ii) *Hamari Sarak*, and (iii) *Hamare Bachche*.

The department organised 15 social education summer camps in the Fatehpur district in May-June, 1955, which were attended by 411 adults. As usual, a social education camp with an adult school and a reading room for pilgrims was set up at the Magh Mela in January-February 1956. Besides talks on topics of general interest and cultural activities like *bhajans* and *kirtans*, educational and cultural films were shown.

The janata college, established during the previous year, conducted re-orientation courses for village school teachers to develop them into nuclei of leadership in the rural areas. During the year, 303 candidates joined these colleges.

During the year 1955-56, 7,53,178 books were issued from the 1,317 government libraries in the State. Moreover, 6,27,994 persons visited the 3,600 reading rooms situated in rural areas. About 200 private libraries in the State were given a sum of Rs. 7,365 as grant-in-aid.

West Bengal

The number of social education centres in the State rose from 2,508 during 1954-55 to 3,368 during the year under report due mainly

to the intensive literacy drive launched during previous year. These centres reported an enrolment of 1,57,728 men and 19,466 women of whom 49,430 men and 6,370 women qualified for the award of literacy certificate. The corresponding figures for previous year were . enrolment 1,11,839 men and 9,692 women; number made literate 39,320 men and 4,126 women. The total expenditure on Social education recorded a rise from Rs. 15,27,323 to 21,60,997

To facilitate the organisation and development of intensive library service 1 area library and 7 district libraries were opened during the year, bringing the total of area libraries to 6 and that of district libraries to 17 during the year. Sixteen more school-cum-community centres were added to the existing 26 such centres.

The audio-visual unit gave 398 shows and exhibited 788 films. About 12 lakh persons attended these shows.

During the year 1955-56, 30 candidates specially selected were deputed to undergo social education organisers' training. Besides 2 training camps each of 6 weeks' duration—one under the joint auspices of the Post-Graduate Basic Training College and the People's College at Banipur, and the other under the auspices of the West Bengal Adult Education Association were held during the year at which 173 persons were trained in the theory and practice of Social education

In order to train promising writers in the technique of writing for the neo-literates, a literary workshop was organised at Banipur. Twenty selected writers participated in this workshop and wrote 20 booklets on different topics of special interest to the adult readers. Grants amounting to Rs. 15,500 were given to the publishers of 4 books for neo literates namely '*Sanibali Upakatha*', '*Sungeet-o-Sanskriti*', Mahabharat in Nepali, and Chinonoy Bangla

Twenty-five trainees received specialised training in art of music, drama, etc at Vangabani Nabadwip and 15 received training in Kathak at kathakala training centres in Cooch-Bihar

The following grants were (paid) sanctioned by the State government during the year

- (a) A sum of Rs 45,000 was paid to some public libraries for providing facilities to neo-literates to improve their newly acquired reading and writing skill
- (b) Rs 3,000 and Rs. 1,500 were paid to the Bengal Library Association and the Howrah District Library Association respectively for conducting librarianship training courses and for the production of technical library literature
- (c) A sum of Rs. 1,000 each was paid to four well-known social education organisations for carrying out a programme of entertainment for the edification of the villagers amongst whom they worked

- (d) Rs 650 were paid to the national extension service blocks, to organise cultural and recreative activities of various kinds under their programme.
- (e) Rs. 15,64,700 were sanctioned as grants/loans to 11 voluntary organisations under scheme No 6 of the first five-year plan
- (f) Rs. 900 were sanctioned for public meetings and recreational programmes
- (g) Rs 29,000 were paid to bonafide organisations, parties and individual performers for cultural and recreational activities.

Hyderabad

Of the total enrolment of 60,363 men and 1,850 women under instruction in 1,408 social education centres in the State, 47,152 men and 1,463 women were made literate. The number of persons made literate during 1954-55 was 45,212 men and 1,220 women. The total expenditure on Social education increased from Rs 2,52,278 to Rs. 2,69,909 during this period.

The libraries attached to the adult education centres which numbered 113 continued to cater to the needs of neo-literates. The janata college trained 90 male trainees in various trades.

Madhya Bharat

With the opening of a large number of social education centres under the Central Scheme to Relieve Educated Unemployed, the number of such centres increased from 391 to 600, and the enrolment therein from 7,781 men and 300 women to 12,376 men and 361 women. The number of adults made literate was 7,102 men and 186 women as against 5,138 men and 300 women during the previous year. The total expenditure on Social education in the State amounted to Rs. 2,48,907

Mysore

The Adult Education Council conducted 1,396 social education centres during the year as against 1,419 reported in 1954-55. These centres enrolled 22,490 men and 3,234 women, of whom 11,934 men and 1,575 women qualified for the award of literacy certificate. The total expenditure on social education amounted to Rs 67,447. The Ford Foundation sanctioned a sum of Rs 10.89 lakhs for starting 10 *vidyapeeths* in the State, one in each district within a period of 3 years from 1955-56. During the year a sum of Rs 2,63,600 was received for the purpose. Accordingly two more *vidyapeeths* of the Nanjangud type—one at Bellary and the other at Vidyanagar were opened, thereby raising the number of such institutions to 4. These *vidyapeeths* enrolled 83 trainees during the year.

By the end of the year, there were 2,304 rural, 10 central, 7 circulating and 321 branch libraries in the State. In addition 2,321 reading rooms were attached to central and circulating libraries in rural areas. To the stock of these libraries 15,227 books were added which

brought the total stock of books and journals to 2,36,261. Books loaned or issued to the readers numbered 2,93,162 as against 2,58,280 in 1954-55.

The council started a number of comprehensive adult education centres and 291 adults received instruction in them. Besides, 108 community centres conducted the cultural and educational programmes during the year.

The monthly magazine "*Pustaka Prapancha*", the weekly news-sheet '*Belaku*', the vidyapeeth quarterly bulletin and the adult education bulletin intended for the neo-literates continued to be published and supplied to the adult education centres. Two new booklets in the adult education series and some literacy posters besides 300 copies each of the adult education primers prepared by the Unesco centre were also printed.

A seminar on janata college sponsored by the Govt. of India was held at Yelwal, Mysore, in which 23 delegates and 2 visitors participated. The 3 audio-visual units conducted 631 shows for the rural people. With the addition of 48 copies of 12 educational films from the Central Ministry of Information and Broadcasting, the total number of films in the film library of the council rose to 483. On the recommendations of the Central Board for Audio-Visual Education, a new post of a special officer for Audio-visual education was created.

A number of training camps were arranged under the auspices of the department for the benefit of adult education workers, literacy class teachers and libraries.

Pepsu

During 1955-56, ineffective adult centres were closed down and a new scheme for complete eradication of illiteracy in selected areas was taken up. This resulted into a fall in the adult education centres from 1,585 to 352. These centres enrolled 2,656 men and 147 women during the year. A sum of Rs. 1,70,072 was expended on Social education.

Rajasthan

During the year 12,275 men and 2,965 women adults were enrolled in 196 adult education centres in the State. All the adult pupils qualified for the award of literacy certificate. The total expenditure on Social education amounted to Rs. 1,49,454.

Two camps—one at Didwana and the other at Telera were organised for social education field workers. During these camps, a fair weather road measuring 3 miles was constructed at Didwana.

The field post of Adult Education Officer was upgraded to that of Deputy Director of Social Education.

Saurashtra

With the introduction of comprehensive programmes of Social education, social education centres, with facilities for small libraries or

reading rooms, were opened in the State. This increased the number of such centres from 976 to 1,370 and the enrolment therein from 19,994 men and 1,681 women to 27,914 men and 3,188 women. Of the total enrolment in 1955-56, 23,311 men and 2,999 women were awarded literacy certificates. The total expenditure on Social education recorded a rise from Rs. 1,19,484 to Rs. 2,68,389.

Under the scheme of training of teachers and workers in the field of Social education, sponsored by the Government of India, 5 camps of 15 days each were organised. In all 500 trainees attended these camps.

As many as 28 libraries and 100 reading rooms were opened in villages during the year.

Travancore-Cochin

During the year, the State government constituted the 11 member Adult Education Board and placed all social education activities under its control. It conducted 66 adult education centres with 2,637 men and 716 women on rolls, all of whom were made literate during the year. The corresponding figures for 1954-55 were centres 69, adults enrolled and made literate 2,948 men and 872 women. The total expenditure on social education however, declined from Rs. 43,484 to Rs. 39,994.

With a view to collecting simple words in Malayalam for use in the preparation of adult literature a vocabulary research unit was started. The unit worked under the guidance of an expert council headed by Sri Sooranad Kunjan Pillai, editor of the Malayalam Lexicon.

A six-week literary workshop in Malayalam, organised by the Government of India, was conducted at Trivandrum by the State Department of Education from 4th February 1956. Writers from Travancore-Cochin State and Malabar attended the workshop. The trainees prepared 18 simple books, of which 10 were published during the year.

An audio-visual seminar and training course of one month's duration was conducted, which was attended by 50 graduate teachers (including 2 from Coorg).

The year under report was the sixth year of the introduction of the modified scheme of Social education in the State.

Ajmer

The 1,075 social education centres in the State enrolled 11,277 men and 1,737 women of whom 4,977 men and 930 women were made literate. The expenditure on Social education almost doubled, during the year, from Rs. 1,74,068 to Rs. 3,51,043.

The 501 libraries continued to cater to the needs of neo-literates in the State. Reading rooms were started in the central places in villages

and newspapers and periodicals were supplied to the 136 villages of community project areas and 10 villages of the national extension service blocks.

To facilitate the propagation of Social education among the rural masses, 14 full length films, 48 comic films, 176 news reviews, 16 dozens gramophone records, 311 documentaries, 85 filmscripts and 2 library vans equipped with books worth Rs 15,000 were purchased during the year. Besides, Shamiana, Kanats, durries and folding tables were also added to the audio-visual equipment. The cinema van was on constant move and organised 360 cinema shows, 26 exhibitions, 22 social functions, 286 demonstrations through film strip projectors and 186 demonstrations through epidiastope.

To emphasise the new concept of Social education, three social education camps were organised in the State

Bhopal

Of the 754 men and 46 women adults on rolls in 43 social education centres in the State, 403 men and 22 women qualified for the award of literacy certificates during the year. The total expenditure on Social education amounted to Rs 41,338.

The Janata College, Sanchi, had an enrolment of 150 trainees. The principal of the college was sent to Denmark for training in agriculture.

Under the scheme for the production of suitable literature for children and adults, three books, namely '*Hamara Gaon*', '*Achche Swasthya-ke-Siddhanti*' and '*Balkon ke Geet*' were approved and prizes of Rs 500 Rs 500 and Rs 250 respectively were awarded to their authors. A short-term course of training to social education workers was arranged at Jahangira High School, Bhopal, in the month of June, 1955. A few selected teachers were deputed to Gandhinagar for training in Audio-Visual and Social education. Two courses of 13 days' duration were organised at Bhopal by the Literacy House, Allahabad to train teachers in Social education. Nine social service youth camps were organised by the State government from 27th October to 11th November 1955, which were attended by 450 students of different schools.

A social organiser was deputed to Allahabad for training in Social education.

Coorg

There were 73 adult education centres in the State, in which 1,319 men and 161 women adults received instructions during the year, of whom 256 men and 42 women were made literate. The total expenditure on Social education amounted to Rs 64,561 as against Rs 30,774 during 1954-55.

An organiser for rural libraries was appointed, to organise libraries in rural areas. 2,341 books were added to the Central library and film library was started during the year 1955-56,

The Janata College, Kudige, was started in September, 1955. Of the 79 trainees under instruction, 40 completed craft training.

Two graduate teachers were sent to the audio-visual experts training course at Trivandrum for about 2 months. The Social Organiser for rural libraries attended the social education seminar at Mandya. Two teachers were sent to the seminar on Janata College at Yelwal, Mysore.

A training course for teachers and workers in the field of Social education was conducted in March-April, 1955, in which 60 trainees were trained in adult literacy, Social education and allied subjects.

The film unit of the department arranged 77 filmshows during the year.

Six community centres, provided with sports materials, musical instruments and library books, were opened, 37 community receivers were installed and listeners clubs were organised in the State. Two training camps, attended by 119 trainees, were conducted.

Delhi

Though the number of social education centres in the State remained 191, as in the previous year, the enrolment therein recorded a fall from 6,723 men and 4,886 women to 6,594 men and 4,107 women. The number made literate, during the year, was 4,734 men and 2,477 women as against 4,900 men and 3,102 women literated during 1954-55. The expenditure on Social education increased from Rs. 2,99,973 to Rs. 3,55,399.

The educational caravan toured the rural areas of the State, and organised 129 educational film shows, 57 educational melas, 41 dramatic performances, 553 demonstrations, 41 exhibitions and 41 inter village tournaments.

With the addition of 28 radio sets, the number of sets installed for the villagers under the broadcasting scheme rose to 180. To make village school as the pivot of village activities, 3 school-cum-community centres for women and 2 for men were opened.

The 5 model community centres and the Janta College, Alipur, continued to impart training in village leadership to the adults.

The summer vacation social education drive was launched in the rural areas for the first time during the year. Nearly 660 volunteers, in groups of 3 to 8 workers each, worked for the promotion of Social education in 138 villages. During the period of 1½ months of this drive 2,734 adults were brought under instruction. Further, 69 dramas were staged, 353 debates and discussions were organised, 15 wells were cleaned, 32 soak pits, 4 drains and 20 manure pits were constructed, 27 inter-village tournaments were organised and one tank was dug.

Himachal Pradesh

At the initiative of the Lt. Governor of Himachal Pradesh, the Literacy House, Allahabad, started from 1st May, 1955, a 75-day literacy campaign in the State. Accordingly 5 camps were organised in different areas. Teachers deputed by the State government received training in the technique of teaching adults.

With the addition of 13 centres, the number of social education centres rose to 151. These centres enrolled 3,025 men and 394 women, of whom 2,235 men and 227 women were awarded literacy certificates during the year. A sum of Rs 35,311 was expended on Social education.

Kutch

With the expansion of social education programmes, the number of social education centres increased from 28 to 83. The corresponding rise in enrolment and number made literate was from 403 (including 21 women) to 1,216 (including 215 women) adults on rolls and from 382 men and 21 women to 900 men and 175 women made literate. As against an expenditure of Rs. 3,392 during 1954-55, a sum of Rs. 11,952 was expended on Social education during 1955-56.

Manipur

The 10 adult education centres in the State reported an enrolment of 41 male adults all of whom were made literate. The total expenditure on Social education amounted to Rs. 2048.

In order to co-ordinate social education activities of the community project and national extension service areas and the Education Department a District Social Education Organiser was appointed in the State.

N. E. F. A.

With the establishment of 10 adult education centres, Social education was introduced in the State for the first time during the year. All the 145 adults on rolls qualified for the award of literacy certificate. The total expenditure on Social education amounted to Rs 35 845.

A social education camp was held at Tuensang in January, 1956, for 3 days in which the teachers and adults participated. Six officers of the Education Department were deputed to Belurmath and Sriniketan for undergoing social education organisers training course of 5 months' duration.

Tripura

Of the 11,137 men and 1,211 women under instruction in the 334 social education centres in the State, 5,271 men and 607 women successfully completed the literacy course. The total amount expended on Social education increased from Rs. 78,817 to Rs. 5,41,717.

Table XCIII—Statistics of

State	No. of Schools/ Classes/Centres		Number of Adults on Rolls				No. of Adults Made Literate (1955-56)	
			Men		Women		Men	Women
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56			8	9
1	2	3	4	5	6	7	8	9
Andhra	2,176	2,659	67,251	74,649	3,087	3,298	15,457	596
Assam	880	739	42,790	39,771	3,568	4,295	24,908	1,895
Bihar	2,795	4,835	91,257	1,73,937	6,766	13,644	1,17,933	7,503
Bombay	19,758	20,491	3,57,830	3,71,704	59,903	59,052	99,210	16,774
M. Pradesh	2,698	2,305	44,288	33,746	3,254	3,397	8,319	701
Madras	2,284	1,529	58,384	41,069	4,506	4,058	...	...
Orissa	1,507	1,616	34,277	43,937	2,210	2,673	28,713	1,833
Punjab	246	240	5,194	5,953	2,280	3,194	3,338	1,711
U. Pradesh	437	502	9,359	10,132	1,562	2,491	8,010	1,825
W. Bengal	2,508	3,368	1,11,839	1,57,728	9,692	19,466	49,430	6,370
Hyderabad	1,367	1,408	54,546	60,363	1,622	1,850	47,152	1,463
M. Bharat	391	600	7,781	12,376	300	361	7,102	186
Mysore	1,419	1,396	21,939	22,490	2,937	3,234	11,934	1,875
Pepsu	1,585	352	19,933	2,656	1,252	147	2,104	95
Rajasthan	196	196	8,120	12,275	2,905	2,965	12,275	2,965
Saurashtra	976	1,370	19,994	27,914	1,681	3,188	23,311	2,999
Trav.-Cochin	69	66	2,948	2,637	872	716	2,637	716
Ajmer	999	1,075	11,637	11,277	1,622	1,737	4,977	930
Bhopal	23	43	565	754	13	47	403	22
Coorg	96	73	1,950	1,319	84	161	256	42
Delhi	191	191	6,723	6,594	4,886	4,107	4,734	2,477
H. Pradesh	138	151	2,694	3,025	421	394	2,235	227
Kutch	28	83	382	1,001	21	215	900	175
Manipur	12	10	250	41	50	...	41	...
N.E.F.A	..	10	...	145	...	...	145	...
Tripura	119	334	4,498	11,137	148	1,211	5,271	607
V. Pradesh	325	449	9,334	14,296	.	..	10,439	.
India	48,223	46,091	9,95,763	11,42,926	1,15,642	1,35,901	4,91,234	53,987

Social Education

No. of Teachers (1955-56)	Total Expenditure on Social Education		Percentage of Expenditure on Social Education to Total Expenditure on Education (1955-56)	Percentage of Expenditure (1955-56) met from				State
	1954-55	1955-56		Govt. Funds	Distt Board Funds	Municipal Board Funds	Other Sources	
10	11	12	13	14	15	16	17	18
4,036	Rs. 5,24,774	Rs. 6,25,690	0.6	99.3	0.1	0.3	0.3	Andhra
739	1,76,165	1,89,529	0.4	100.0	..	...	...	Assam
4,827	7,56,847	12,31,861	1.0	93.1	..	...	6.9	Bihar
15,201	10,77,540	11,40,740	0.4	89.0	...	4.6	6.4	Bombay
2,313	13,33,444	6,03,330	0.6	99.0	...	...	1.0	M. Pradesh
1,988	3,48,372	3,52,587	0.2	94.0	0.1	...	5.9	Madras
1,616	1,12,787	2,19,908	0.5	97.5	...	.	2.5	Orissa
240	1,68,435	2,04,474	0.3	80.9	...	12.7	6.4	Punjab
532	81,735	1,27,790	0.1	92.3	.	4.8	2.9	U. Pradesh
4,436	15,27,323	21,60,997	1.0	89.7	.	0.7	9.6	W. Bengal
1,551	2,52,278	2,69,909	0.4	89.7	0.4	0.7	9.2	Hyderabad
590	1,09,118	2,48,907	0.8	98.5	..	...	1.5	M. Bharat
1,396	98,659	67,447	0.1	100.0	.	...	...	Mysore
352	1,15,979	1,70,072	0.8	100.0	...	..	...	Pepsu
196	1,52,153	1,49,454	0.4	100.0	...	...	...	Rajasthan
1,370	1,19,484	2,68,389	1.0	93.5	..	..	6.5	Saurashtra
66	43,484	39,994	0.1	100.0	..	.	.	Trav.-Cochin
1,075	1,74,068	3,51,043	3.4	100.0	...	..	.	Ajmer
43	17,536	41,338	0.4	100.0	.	.	.	Bhopal
73	30,774	64,561	2.2	100.0	...	..	.	Coorg
191	2,99,973	3,55,399	0.7	46.5	...	53.5	...	Delhi
151	27,876	35,311	2.6	100.0	...	...	...	H. Pradesh
83	3,392	11,952	0.6	100.0	..	.	...	Kutch
10	500	2,048	0.1	100.0	...	...	...	Manipur
10	...	35,845	2.3	100.0	...	...	...	N.E.F.A.
625	78,817	5,41,717	7.9	100.0	...	..	...	Tripura
449	1,15,481	1,76,270	1.7	100.0	...	...	...	V. Pradesh
44,159	77,46,994	96,86,562	0.7	92.2	...	3.0	4.8	India

In order to revive folk culture, village artists associations were set up in many villages by social workers. Monthly seminars for adults were held at which various audio-visual aids such as cinema projectors, magic lanterns, gramophones, radios, charts, posters were used. 'Samridhy', a monthly organ to popularise the programmes of and to propagate the achievements in the field of Social education continued to be published by the Dharmanagar Development Block. The periodical was distributed to social education centres.

Vindhya Pradesh

With the opening of 124 social education centres, the number of such centres in the State rose to 449. More than 10,000 of the 14,296 adults—all men—qualified for the award of literacy certificate. The expenditure on Social education increased from Rs. 1,15,481 to Rs. 1,76,270.

The 10 community centres, provided with radio sets, loudspeakers, harmonigrams and materials for indoor games, charts and maps continued to cater to the needs of neo-literates.

The two audio-visual vans exhibited 430 films and cinema shows attended by 40,000 people. Four thousand posters were prepared for the purpose of exhibition.

There were no facilities for Social education in the States of Jammu and Kashmir and the A & N. Islands.

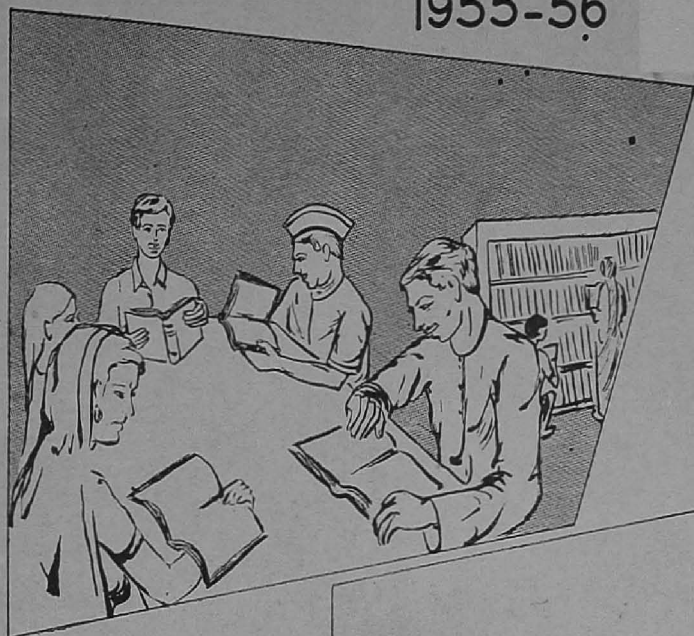
Statistics

The total number of social education schools, centres and classes increased during 1955-56 from 43,223 to 46,091. Their distribution according to managements was: government 13,274, district boards 458, municipal boards 282, and private bodies 32,077. The total number of adults under instruction also increased from 11,11,405 (9,95,763 men and 1,15,642 women) to 12,78,827 (11,42,926 men and 1,35,901 women). Of these, 4,91,234 men and 53,987 women were awarded literacy certificates during the year. The total expenditure (direct as well as indirect) on Social education amounted to Rs 96,86,562—nearly 19 lakhs more than the corresponding figure for the previous year. Of the total expenditure on Social education, the government met 92.2 per cent, while local boards and other sources contributed 3.0 and 4.8 per cent respectively.

Table XCIII gives some important statistics of Social education for the year 1954-55 and 1955-56.

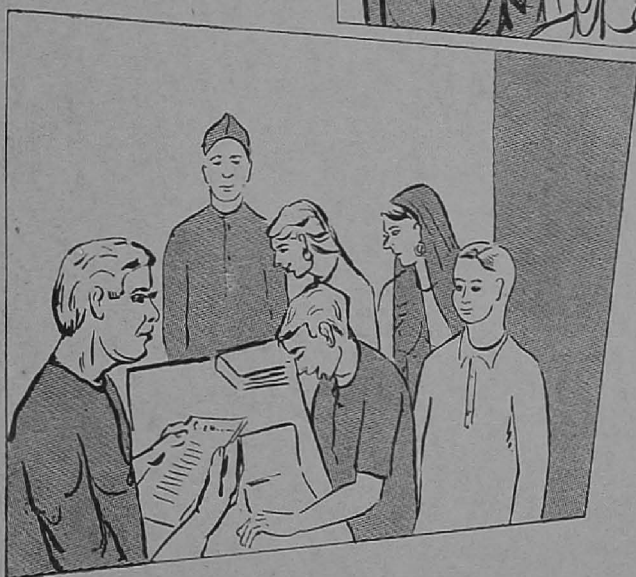
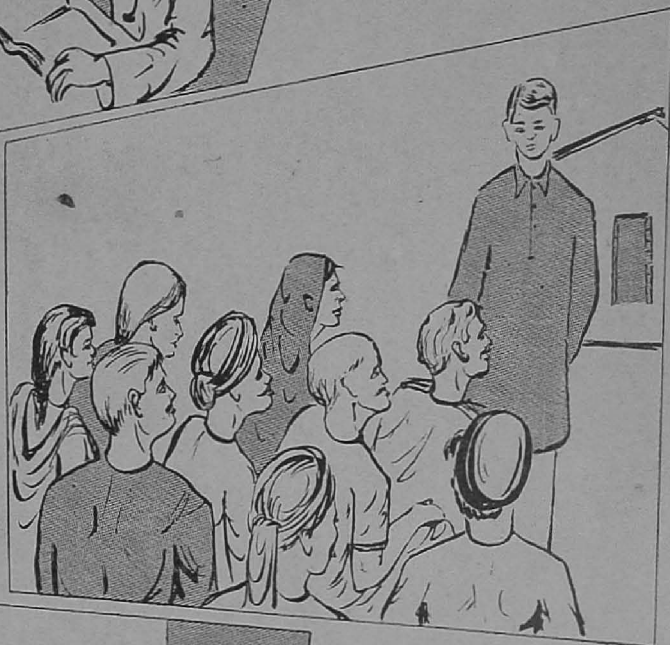
SOCIAL EDUCATION

1955-56

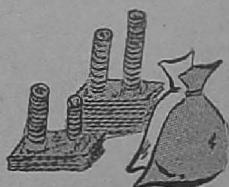


SOCIAL
EDUCATION
CENTRES
46,091

ADULTS
ON ROLLS
MEN.....11,42,926
WOMEN...1,35,901



ADULTS
MADE
LITERATE
4,91,234.....MEN
53,987.WOMEN



EXPENDITURE RS. 96,86,562

CHAPTER X

MISCELLANEOUS

1. Pre-Primary Education

The total number of recognised pre-primary schools in the country rose from 513 in 1954-55 to 630 during the year, nearly 83 per cent of which were under private management. Besides, some primary and secondary schools had pre-primary classes attached to them. The total enrolment at the pre-primary stage likewise increased from 35,460 boys and 24,834 girls in the previous year to 44,864 boys and 30,631 girls during 1955-56. The total direct expenditure on pre-primary schools amounted to Rs. 24,99,241 as compared to Rs. 19,88,512 during 1954-55. Nearly half of this expenditure was met from fees. The total number of teachers in these schools increased by 344 to 1,880, of whom 1,144 or 60.9 per cent were trained. The Statewise statistics of pre-primary schools are given in table XCIV.

Facilities for the training of teachers for pre-primary schools continued to be limited. Only the following recognised institutions were functioning in this field 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 and
5. Mary Harding Kindergarten Training college for women.

Madhya Pradesh

1. Pre-primary Montessori Training Institute, Nagpur.
2. Pre-primary Montessori Training Institute, Jabalpur.

Madras

1. Nursery Teachers' Training School, Vepery, Madras ,
2. Brindavan Kindergarten Teachers' Training Department : The Children's Garden School, Mylepore, Madras ,
3. Arundale Montessori Training School, Adyar ;
4. Pre-Basic Training School, Kasturbagram and
5. Lady Willingdon Training College, Madras.

Table XCIV—Statistics of

State	Number of Schools		Number of			
			Boys		Girls	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
Andhra	7	9	225	247	214	242
Assam	18	20	600	485	644	540
Bihar	3	4	381	324	259	196
Bombay	219	251	9,835	11,265	7,763	8,902
Madhya Pradesh	29	75	698	1,702	627	1,730
Madras	31	32	1,624	1,669	1,506	1,616
Orissa	..	..	4,700	5,915	2,182	2,868
Punjab	2	2	94	535	137	681
Uttar Pradesh	19	26	3,766	4,467	2,454	3,073
West Bengal	15	18	1,414	2,016	1,790	1,744
Hyderabad	7	13	1,127	1,695	797	1,087
Jammu and Kashmir	...	...	2,488	2,724	.	..
Madhya Bharat	29	34	948	1,512	1,073	1,271
Mysore	67	73	2,036	2,260	1,940	2,066
Pepsu	...	.	70	438	146	214
Rajasthan	1	3	115	1,352	53	614
Saurashtra	33	34	1,661	2,271	829	1,019
Travancore-Cochin	9	10	428	489	451	507
Ajmer	.	..	255	224	71	72
A. & N. Islands	...		476	479	339	353
Bhopal	..	..	124	5	46	15
Coorg	7	9	204	274	204	247.
Delhi	5	5	1,760	2,000	963	1,191
Himachal Pradesh	1	1	18	16	12	8
Kutch	9	9	225	278	233	267
Tripura	1	1	21	31	14	14
Vindhya Pradesh	1	1	167	191	87	94
India	513	630	35,460	44,864	24,834	30,631

*Includes enrolment in classes attached to

Pre-Primary Schools

Pupils*		Expenditure		State
Total		1954-55	1955-56	
1954-55	1955-56	1954-55	1955-56	
8	9	10	11	12
439	489	Rs. 11,619	Rs 17,197	Andhra
1,244	1,025	23,752	37,365	Assam
640	520	19,389	21,283	Bihar
17,598	20,167	8,19,233	9,72,113	Bombay
1,325	3,432	66,512	1,50,070	Madhya Pradesh
3,130	3,285	1,35,316	1,36,201	Madras
6,882	8,783	...	..	Orissa
231	1,216	7,992	13,226	Punjab
6,220	7,540	1,84,687	2,47,625	Uttar Pradesh
3,204	3,760	1,52,078	1,75,362	West Bengal
1,924	2,782	65,475	98,056	Hyderabad
2,488	2,724	..		Jammu and Kashmir
2,021	2,783	1,35,186	1,64,283	Madhya Bharat
3,976	4,326	99,483	1,03,734	Mysore
216	652	.		Pepsu
168	1,966	2,106	36,937	Rajasthan
2,490	3,290	1,11,284	1,68,099	Saurashtra
879	996	28,101	31,746	Travancore-Cochin
326	296		..	Ajmer
815	832	...		A & N Islands
170	20		...	Bhopal
408	521	15,375	18,970	Coorg
2,723	3,191	26,054	29,160	Delhi
30	24	2,675	3,664	Himachal Pradesh
458	545	16,337	17,515	Kutch
35	45	13,541	16,149	Tripura
254	285	46,317	40,486	Vindhya Pradesh
60,294	75,495	19,88,512	24,99,241	India

primary and secondary schools.

Uttar Pradesh

Government Nursery Training College for women, Allahabad.

Travancore-Cochin

Nursery Training School, Trivandrum.

Delhi

Happy Teachers' Training School, Delhi.

2. Aesthetic Education

The year 1955-56, witnessed slow but steady expansion in the activities of the Central and the State governments in the field of Aesthetic Education which mainly included the study of music, dancing, crafts and other fine arts. The teaching of drawing as a subject was compulsory at primary and middle stages and as an elective subject at the high stage in almost all the States. Arrangements for the teaching of music and dancing existed only in a few schools for girls. Under the scheme of diversified courses, training in crafts received great impetus.

The activities of the Central Government in this field, during the year, are summarised below

Under the scheme for the award of scholarships to young workers in different cultural fields, instituted last year, the second batch of 29 candidates was selected for these awards, 20 of whom commenced their training during the year. The value of each scholarship was Rs. 250 p.m. and it was of two years' duration. Besides 7 candidates under the scheme proceeded abroad for advanced training in various cultural fields.

Under the scheme of giving financial assistance to persons distinguished in arts, letters, etc. in indigent circumstances, 107 persons were given assistance ranging from Rs 50 to Rs 150 p.m. or lump sum grants varying from Rs 250 to Rs. 1,000 in each case. A sum of Rs 2,00,000 was provided for it during the year under report.

A provision of Rs. 8,57,000 was made for the three National Akademies viz *The Lalit Kala Akademi*, the *Sahitya Akademi* and the *Sangeet Natak Akademi* to carry out their activities during 1955-56. An additional sum of Rs 50,000 was sanctioned to the *Lalit Kala Akademi* to undertake the preliminary work connected with the Buddha Jayanti Celebration Exhibition to be held in 1957.

The main activities of the *Sangeet Natak Akademi*, included administration of awards for dance, drama, film and folk dance, and of the President's awards for music, sponsoring the National dance festival, organisation of two seminars—one on films and the other on Drama—giving grants to deserving cultural institutions and organisations. The programme of *Lalit Kala Akademi* included arranging of art exhibitions in India and abroad the survey of folk arts and crafts and bringing out illustrated art publications. The *Akademi*

completed the production of (1) Mughal Miniatures (2) A portfolio of contemporary Paintings and (3) a set of 12 picture post cards in colour. It also organised a seminar on art Education in February, 1956 The *Sahitya Akademi* continued the editing, translations and publications of classics.

An amount of Rs. 2,64,500 was paid by the Central Ministry of Education to 26 institutions doing useful work in Cultural fields Besides, Sangit Natak Akademi paid grants to the extent of Rs 2,00,000 to 44 institutions and Lalit Kala Akademi Rs 53,500 to 15 institutions for this purpose. An interest free loan of Rs 5,50,000 was given to the All-India Fine Arts and Crafts, Society, New Delhi, for the construction of its building.

It was proposed to establish a well equipped National Theatre at Delhi Two architects sent abroad to study National Theatre and Opera Houses in some Western countries, and to submit their report on the requirements of Indian Theatre, returned during the year

The foundation stone of the National Museum was laid at New Delhi, by the Prime Minister on the 12th May, 1955.

An expert Museum Committee was set up to survey the needs of museums in India and to make concrete proposal in the light of the recommendations of the Conference of Curators held in April, 1955

A provision of Rs. 11 lakhs was made in 1955-56 for the installation of an air-conditioning plant and fitting indirect lights in the National Gallery of Modern Art. The following Unesco exhibitions were circulated in India :

- (a) Unesco Second Travelling Exhibition of Colour Reproduction (Paintings prior to 1860).
- (b) Unesco Travelling Exhibition of Japanese Art Woodcuts.
- (c) Unesco Travelling Exhibition of Reproduction of Chinese Art

Besides, 25 paintings by Indian Children were sent to Oslo in connection with the International Exhibition organized by the Norwegian Association of Art Teachers in Oslo, in collaboration with the Norwegian National Commission for Unesco.

The main activities in the field of aesthetic education in different States are reported below

Andhra

The State had only two institutions for aesthetic education, viz a school of fine arts and a college for music. Twenty students, all men, were on the rolls of the school for fine arts, and 153 students on that of

the music college. Of the latter, 6 boys and 15 girls were enrolled for the diploma course and 43 boys and 89 girls for the certificate course. A few secondary schools also provided instructions in music under the diversified courses.

Assam

The School of Art, Gauhati, had provision for the teaching of fine arts, architecture, commercial arts, sculpture and drawing and teachership and enrolled 15 boys and 4 girls for the diploma courses. The 10 music schools had on their rolls 482 pupils including 321 girls.

Bihar

The State government made a grant of Rs. 12,500 to the Bihar Academy of Music, Dance and Drama to enable it to assist institutions engaged in cultural activities. A further grant of Rs. 15,000 was made to the Academy for arranging the second National Music Festival at Patna. The recurring grant to the Academy for this purpose was increased to Rs. 5,500 per annum. A loan of Rs. 3,000 was also advanced to a student to enable him to receive advanced training in dramatic art in London.

The Patna School of Art provided teaching facilities to 56 boy students in drawing, painting, sculpture and commercial art. The Institute of Music of Patna University, providing diploma courses in music, enrolled 6 boys and 5 girls during 1955-56.

Bombay

Sir J.J. School of Art, Bombay, reported an enrolment of 1,333 pupils (1,110 boys and 223 girls) as against 1,267 pupils (1,034 boys and 233 girls) during the previous year. Of the total enrolment during the year 1955-56, 97 (including 14 girls) enrolled for degree courses and the rest for diploma and certificate courses in drawing, painting, sculpture, architecture, art teachership, commercial art and crafts. The State government sponsored the First Bombay State Art Exhibition which was held in the compound of the Sir J.J. School of Art. Individual artists, students of special art institutions as also pupils of primary and secondary schools participated in the exhibition. Besides, there were 20 other schools of fine arts in the State. The total enrolment of diploma and certificate courses in fine arts was 1,994, boys and 434 girls.

The Faculty of Indian Music, Dance and Dramatics of the M.S. University of Baroda enrolled 18 boys and 16 girls in its degree classes for music and 236 boys and 116 girls for diploma courses in music.

The number of schools for music in the State increased by 5 to 38. These schools reported an enrolment of 491 boys and 833 girls. The 3 schools of dancing enrolled 1 boy and 21 girls. For the first time, the State government offered grants-in-aid to the 41 schools for music and dancing during the year.

Madhya Pradesh

The Nagpur School of Art provided instruction to 56 boys and 16 girls, while the 9 schools of music in the State enrolled 275 boys and 467 girls. The State government paid a sum of Rs 32,824 as grant-in-aid to the music schools,

Madras

During the year, the Central College of Carnatic Music, Adyar, the Kalakshetra, Adyar, the Faculty of Music, Annamalai University, the Department of Indian Music, Madras University enrolled 71 boys and 162 girls in music and 9 boys and 2 girls in other fine arts. The 3 schools of arts imparted instruction in drawing, painting, commercial arts and modelling etc., to 403 boys and 14 girls. Music was a compulsory subject in all girls' schools and as an optional subject in 3 secondary schools under the scheme of diversified courses.

The Teachers' college of Music, Royapettah continued to train teachers in music. Thirty one of the 35 candidates on rolls qualified for the award of certificate during the year.

Orissa

Music continued to be taught as a co-curricular subject upto class VIII in schools for girls and an optional subject for the matriculation examination. The 4 recognised music schools in the State reported an enrolment of 102 boys and 250 girls. The *Utkal Nritya Sangeet Natyakala Parishad*, Cuttack made grants amounting to Rs 10,400 to 13 music organisations for the promotion of music and Rs 11,000 to Mayurbhanj Chhau Dance Party, and Kaliya Dalan Rampur for the research in Chhau Dance and Kaliya Dalan. A stipend of Rs. 40 p m, was awarded by the State government to an artist to make research in Odissi Dance. The Orissa Sangeet Parishad organised a children's drama festival in Puri, the first of its kind in the State, in which 15 teams participated. Seven students were awarded stipends of Rs 75 p. m. each for studies in music outside the State. The State having no school of art of its own deputed 6 stipendary and 4 non-stipendary candidates for study in fine arts in institutions outside the State.

Punjab

Under the patronage of the State government, the *Panchal Lalit Akademi* was inaugurated during the year. A grant of Rs 2,500 was made to the *Punjab Sahit Akademi* to publish easy and useful literature in Panjabi and another sum of Rs. 2,500 to a Society in Poona for bringing out a commentary on the *Mahabhashya* of Patanjali in Hindi. A scheme to help distinguished authors in indigent circumstances was started and a subvention of Rs 1,500 was given to Sri Ram Prashad Bisinal, a brilliant Urdu Poet, for his poetic work.

The Government School of Art, Simla—the only institution in the State—provided instruction in fine arts to 124 boys.

Uttar Pradesh

Teaching of art and craft was compulsory upto class VIII. In the higher secondary stage aesthetic subjects formed an independent group of optionals. The Allahabad University continued to provide facilities for diploma courses in painting and music and the Banaras Hindu University for painting and sculpture. The number of schools and colleges of music in the State increased from 4 each to 5 each during 1955-56. The enrolment for music and other fine arts of collegiate standard was 361 boys and 338 girls and that for school standard was 330 boys and 603 girls.

West Bengal

The number of colleges for music remained 6 as in the previous year besides the Sangeet Bhavan of Visva-Bharati, while that of schools for music increased from 22 to 24. The enrolment for degree or diploma courses in music was 212 boys and 967 girls and for certificate course 587 boys and 1,972 girls. The number of colleges and schools for fine arts was one each. The Kala-Bhavan of the Visva Bharati continued to function as a centre for arts and culture. These institutions enrolled 330 boys and 122 girls for the course in art (college standard) and 381 pupils including 21 girls for studies of the school standard. The only school of dancing in the State catered to the needs of 165 girls only.

Hyderabad

The School of Art and the School of Music and Dancing, reported an enrolment of 178 pupils (including 20 girls) and 345 pupils (including 193 girls) respectively.

Madhya Bharat

Aesthetic education in the State was imparted in two colleges and one school of art, one school of dancing and two colleges and 9 schools for music. The enrolment in these institutions was as follows: colleges of art 359 (including 76 girls), school of art 31 boys and 4 girls, school of dancing 48 girls, colleges of music 216 boys and 241 girls and schools for music 336 boys and 249 girls. Art institutions provided instruction in painting, drawing and clay modelling. The *Madhya Bharat Kala Parishad* granted subsidies and grants amounting to Rs 6,050 to the following.

	Rs.
(1) Art and Cultural Institution	... 2,200
(2) Abhinava Kala Samaj for All India Music Conference	... 1,000
(3) Artists Combine for dance recital	... 150
(4) Prizes to 9 writers in Hindi	... 2,700

The *Parishad* organised All India Art and Sculpture Exhibition, All India Poets Conference, and All India Mushaira during the year, under report.

The *Sangeet Natak Akademi* appointed a three man sub-committee for the promotion of folk literature, music, drama and dance in Madhyā Bharat. The *Akademi* made a grant of Rs. 2,500 for this purpose.

Mysore

During 1955-56, there were 4 schools for music and one school for art catering to the aesthetic needs of 315 students in the State. Of these, 71 boys and 212 girls were studying in schools for music and 17 boys and 15 girls in the school for art.

Rajasthan

The *Rajasthan Kala Sansthan*, Jaipur, continued to impart instruction in music (instrumental and vocal), dancing, drawing, painting, architect and sculpture. Besides, 3 schools of music in the State had on their rolls 129 boys and 115 girls.

Saurashtra

During the year, there was only one institution which provided facilities for Aesthetic education in the State. It had 199 pupils (including 120 girls) on its rolls, which received instruction in music and other fine arts. Music was also taught in some schools for girls. The State government sanctioned a grant of Rs. 35,000 to the *Sangeet Natak Akadmi* of the State.

Travancore-Cochin

Music was taught systematically in girls' schools and mixed schools. Drawing formed a part of study in all schools. Besides, there were 2 schools of music, 2 of dancing and 4 of other fine arts. The enrolment in these schools, during the year 1955-56, was 185, 61 and 251 respectively.

Ajmer

The Music College Ajmer, imparted education in music of the *Sangit Nipun* degree course to 6 boys and 18 girls.

Bhopal

Music was taught as an optional subject in some secondary schools for girls.

Coorg

Vocal music classes were conducted in two high schools and two *mahila samajas*, and dance classes in two *mahila samajas*.

Delhi

The Sardar Ukil School of Art and the Sangeet Bharati, had an enrolment of 37 and 246 respectively. The art department of the Delhi Polytechnic provided instruction for the diploma course in fine arts and commercial arts to 138 students and for certificate courses to

Table XCV—Statistics of Schools

State	Number of Schools				
	For the Physically Handicapped			For the Mentally Handicapped	Total
	Blind	Deaf-Mute	Crippled		
1	2	3	4	5	6
Andhra	2	1	3	...	6
Assam	...	1	...	...	1
Bihar	4	2	...	...	6
Bombay	12	9	1	2	24
Madhya Pradesh	2	1	...	...	3
Madras	5	*6	4	...	15
Orissa	..	1	..	...	1
Punjab	1	...	...	...	1
Uttar Pradesh	10	4	...	...	14
West Bengal	3	4	...	1	8
Hyderabad	...	†1	...	...	1
Madhya Bherat	1	...	...	...	1
Mysore	1	..	...	...	1
Rajasthan	1‡	...	...	...	1
Saurashtra	2	1	...	...	3
Travancore-Cochin	1	2	...	...	3
Ajmer	1	...	...	..	1
Delhi	2	1		..	3
Kutch	1	..	...	...	1
India	49	34	8	3	94

* Includes the blind section of the Deaf and Blind School.

† Admits blind pupils also

‡ Admits deaf blind pupils also.

for the Handicapped

Number of Pupils					Total Expenditure	No. of Teachers	State
For the Physically Handicapped			For the Mentally Handicapped	Total			
Blind	Deaf-Mute	Crippled					
7	8	9	10	11	12	13	14
					Rs.		
84	41	117	...	242	42,306	21	Andhra
...	35	...	...	35	8,109	2	Assam
143	51	...	..	194	80,636	30	Bihar
590	407	36	164	1,197	6,32,285	172	Bombay
69	12	...	...	81	40,545	12	Madhya Pradesh
336	687	399	...	1,422	3,10,934	132	Madras
...	14	...	...	14	4,326	1	Orissa
64	...	...	.	64	43,779	11	Punjab
344	196	.	..	540	4,46,231	72	Uttar Pradesh
191	374	.	63	628	3,81,279	109	West Bengal
...	120	.	...	120	53,953	13	Hyderabad
44	...	.	...	44	17,915	9	Madhya Bharat
102	...	...	...	102	48,036	19	Mysore
31	..	...	...	31	16,139	7	Rajasthan
36	28	...	...	64	14,283	6	Saurashtra
40	118	...	...	158	58,050	22	Travancore-Cochin
37	..	...	...	37	45,073	7	Ajmer
121	207	.	...	328	1,39,228	28	Delhi
13	.	...	..	13	13,311	2	Kutch
2,245	2,290	552	227	5,314	23,96,418	675	India

24 students. Thirty students were on the rolls of art department of Jamia Millia Islamia

Kutch

The Government School of Art, Bhuj, continued to provide facilities in drawing, painting, modelling etc and for the elementary and intermediate drawing examinations of Sir J J. School of Art, Bombay. It had on its roll 24 students during 1955-56.

Manipur

Aesthetic education was imparted by the Manipur Dance College, Imphal, and the Imphal Arts School, Imphal. The enrolment reported was 147 and 62 respectively.

Tripura

The only school for music in the State provided instruction to 49 girls

Vindhya Pradesh

The first school of music in the State was opened during the year. It had an enrolment of 18-all boys

3. Education of the Handicapped

Education of the handicapped is provided through two types of institutions, viz, (i) institutions for the mentally handicapped and (ii) institutions for the physically handicapped

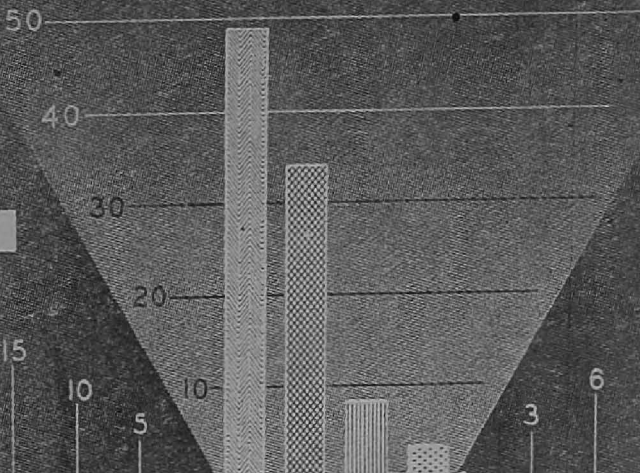
Mentally Handicapped Institutions

As in the previous year only three schools-two in Bombay and one in West Bengal-catered to the needs of mentally retarded children. The schools reported an enrolment of 227 children (158 boys and 69 girls) as compared to 214 (143 boys and 71 girls) during 1954-55. The number of teachers in these institutions rose from 36 to 50 but the expenditure decreased slightly from Rs 1,50,046 to Rs 1,48,898. Nearly three fourth of the expenditure was met from government funds. In addition to these schools, a separate section in the School for Deaf, Lucknow provided education to the mentally deficient children. These institutions provided special psychological and psychoanalytical treatment to their students

Physically Handicapped Institutions

With the opening of one school for the blind in Saurashtra, the number of institutions for the physically handicapped children in the country rose to 91 during the year. Their distribution according to management was government 23, local boards 2, private aided 62 and private unaided 4. Of the total, 49 schools were for the blind, 34 for the deaf-mute and 8 for the crippled. These institutions enrolled 5,087 students (3,918 boys and 1,169 girls) as against 4,654 students (3,582 boys and

INSTITUTIONS



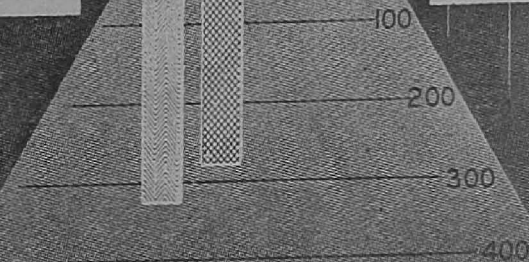
LAKHS

HUNDREDS

EDUCATION OF THE HANDICAPPED 1955-56

ENROLMENT

EXPENDITURE



TEACHERS



BLIND



DEAF MUTE



CRIPPLED



MENTALLY HANDICAPPED

and 1,072 girls) in the previous year. Their distribution over different types of schools was in schools for the blind 2,245, in schools for the deaf-mute 2,290 and in schools for the crippled 552, the corresponding figures for the previous year being 2,042, 2,121, and 491 respectively.

The total expenditure on schools for physically handicapped amounted to Rs. 22 48 lakhs, showing an increase of 6.8 per cent over the previous year's figure. The government met 63.4 per cent of this expenditure and the local boards 2.7 per cent, while the contribution from fees, endowments and other sources was 3.8, 8.9 and 21.2 per cent respectively.

Of 625 teachers working in these schools, 324 were employed in schools for the blind, 277 in schools for the deaf-mute and 24 in schools for the crippled. The facilities for training of teachers for the deaf were provided by the training sections of Deaf and Dumb schools at Lucknow and Calcutta.

Table XCV gives state-wise statistics of the schools for the handicapped children.

Besides elementary general education, the institutions for the handicapped provided instruction in useful crafts like spinning, weaving, canning, basketmaking etc. Girl students were specially taught tailoring and knitting, while the schools for the blind provided instructions by means of Braille code adopted to regional languages. Lip-reading and articulation formed the main feature of instruction in institutions for the deaf-mute. Provision for the teaching of music, both vocal and instrumental, existed in all institutions for the blind.

The Training Centre for the Adult Blind at Dehra Dun, imparted training in cottage handicrafts to 150 inmates involving an expenditure of Rs 2,61,772. The sheltered workshop for the blind—an adjunct to the centre set up in June 1954 on experimental basis—engaged 10 blind workers in weaving of woollen textiles and chair canning. The employment office of the training centre which was set up at Madras in July, 1954 to secure employment for ex-trainees, could secure placement for 32 persons.

At the instance of the Ministry of Education, a National Advisory Council for the Education of the Handicapped with Prof. Humayun Kabir, the then Secretary to the Ministry of Education as its Chairman,

was set up during the year. This was designed to be a permanent body consisting of experts in the field of education and training of the various groups of handicapped persons and representatives of the Ministries of Education and Health and Central Social Welfare Board. The terms of reference of the council were

“To advise the Govt of India on all problems concerning the education, training and employment of and the provision of social and cultural amenities for the blind, the deaf, the orthopaedically handicapped and the mentally handicapped (u) to formulate new schemes (iii) to serve India and voluntary organisations in this field”.

The first meeting of the council was held on 13th and 14th Oct., 1957. The Council reviewed the facilities available for the education of the handicapped in the various States and recommended measures for their expansion. It also proposed that the services of the voluntary organisations should be utilised for this purpose, wherever possible.

The Scheme of Post-School Scholarships for the Blind was continued. 25 fresh awards were made. Two new schemes of scholarships, namely, scholarships for the deaf and scholarships for the orthopaedically handicapped were initiated. 50 deaf students were awarded scholarships and 42 orthopaedically handicapped scholars were selected, but their awards were made effective with effect from 1st April, 1956.

The Central Braille Press produced 2,550 Braille volumes during the year under review. During the same year, the press produced 165 large, 119 small Braille Slates and 266 style spares—the basic appliances needed for the education of the blind.

A sum of Rs. 2,35,500 was given as grants-in-aid to various voluntary organisations for the handicapped during the year under report.

A sum of Rs. 1,400 was granted to the Convention of Teachers for the Deaf in India, for the publication of the quarterly journal ‘The Deaf in India’, devoted to the education and welfare of the deaf.

4. Education of Scheduled Castes, Scheduled Tribes and Other Backward Classes

During the year, the students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes continued to receive benefits, under the various schemes of the Central and the State Governments for the promotion of education among these classes. The Government of India’s scheme of post-matriculation scholarships for these classes had a much wider coverage than in the previous years. During 1955-56, the number of scholarships awarded under this scheme

were more than one and a half times as many as those awarded in 1954-55. Their distribution is given below

Community	Number of Scholarships awarded						Percentage of the total in 1955-56
	Renewed		Fresh awarded		Total		
	1954-55	1955-56	1954-55	1956-56	1954-55	1955-56	
1	2	3	4	5	6	7	8
Scheduled Castes	3,586	6,154	6,448	9,927	10,034	16,081	51.1
Scheduled Tribes	960	1,426	1,396	1,457	2,356	2,883	9.2
Other Backward Classes	3,130	6,137	5,138	6,350	8,268	12,487	39.7
Total	7,676	13,717	12,982	17,734	20,658	31,451	100.0

These scholarships covered tuition and other major fees actually payable, grants for books and stationery and maintenance. Courses of study for which these awards were made are indicated in the following table.

Course of Study	Number of Scholarship Holders			
	Scheduled Castes	Scheduled Tribes	Other Backward Classes	Total
	2	3	4	5
<i>Professional Education</i>				
Agriculture	135	21	266	422
Commerce	1,341	131	442	1,914
Engineering	583	101	2,053	2,742
Fine Arts	22	9	3	34
Law	254	47	127	428
Medicine	486	50	1,284	1,820
Teachers' Training	220	56	160	436
Technology	76	2	88	166
Veterinary Science	25	12	112	149
<i>Post-Graduate Stage</i>				
Ph.D.	9	2	20	31
M.Sc.	49	7	147	203
M.A.	286	54	238	578
<i>Graduate Stage</i>				
B.Sc.	467	69	792	1,328
B.A.	1,799	493	953	3,245
<i>Under-Graduate Stage</i>				
I.Sc.	2,808	343	4,351	7,502
I.A.	7,605	1,479	1,440	10,424
<i>Trade Courses</i>				
	16	7	6	29
Total	16,081	2,883	12,487	31,451

Of the total number of scholarships, 25.8 per cent were awarded for professional studies and 74.2 per cent for general courses. About 76.9 per cent of the latter were given to students studying in under-graduate classes, 19.6 per cent in degree classes and 3.5 per cent in post-graduate classes.

Table XCVI—Statistics of Education of Scheduled Castes,

State	No. of Institutions Specially Meant for Scheduled Castes etc.	Total Number of Pupils		
		Boys	Girls	Total
1	2	3	4	5
Andhra	2,735	8,82,608	3,88,318	12,70,926
Assam	1	3,04,343	1,66,210	5,30,553
Bihar	2,088	13,11,053	1,59,388	14,70,441
Bombay	.	7,69,385	2,64,934	10,34,319
Madhya Pradesh	1,039	2,80,591	45,995	3,26,586
Madras	3,202	14,64,472	7,02,440	21,66,912
Orissa	5,229	2,72,849	56,110	3,28,959
Punjab	...	1,45,026	12,600	1,57,626
Uttar Pradesh	542	10,39,597	82,121	11,21,718
West Bengal	...	5,33,130	1,41,848	6,74,978
Hyderabad	...	3,00,000	60,965	3,60,965
Jammu and Kashmir	...	193	82	275
Madhya Bharat	...	75,799	3,446	79,245
Mysore	492	70,448	26,483	96,931
Pepsu	...	29,548	2,868	32,416
Rajasthan	...	66,885	2,032	68,917
Saurashtra	...	1,08,866	33,357	1,42,223
Travancore-Cochin	...	92,204	63,585	1,55,789
Ajmer	...	33,492	4,016	37,508
A. and N. Islands	40	2,093	1,041	3,134
Bhopal	...	16,818	1,189	18,007
Coorg	4	8,468	4,972	13,440
Delhi	...	19,725	3,312	23,037
Himachal Pradesh	...	8,279	688	8,967
Kutch	...	2,677	358	3,035
Manipur	4	432	30	462
N. E. F. A.	183	6,929	824	7,753
Tripura	113	29,338	5,805	35,143
Vindhya Pradesh	10	59,223	4,953	64,176
India	15,682	79,94,471	22,39,970	1,02,34,441

Scheduled Tribes and Other Backward Communities

No. of Pupils getting Scholarships and Stipends			Total Expenditure on Scholarships Stipends and Other Financial Concessions	Total Expenditure on Institutions Specially Meant for Pupils belonging to Scheduled Castes	State
Boys	Girls	Total			
6	7	8	9	10	11
23,400	6,309	29,709	35,25,760	44,84,081	Andhra
6,380	1,474	7,854	11,82,758	23,591	Assam
40,065	3,667	43,732	45,22,352	12,10,474	Bihar
2,45,794	70,874	3,16,668	48,44,783		Bombay
22,826	2,976	25,802	21,68,824	35,21,695	Madhya Pradesh
27,599	9,282	36,881	50,04,694	1,06,99,744	Madras
1,61,818	30,299	1,92,117	12,84,904	82,90,213	Orissa
52,572	425	52,997	34,69,149	...	Punjab
1,13,680	3,958	1,17,638	48,84,302	8,48,958	Uttar Pradesh
20,777	3,167	23,944	22,79,800	..	West Bengal
66,298	13,338	79,636	16,83,347	...	Hyderabad
66	43	109	24,829	...	Jammu and Kashmir
25,413	2,369	27,782	5,13,031	...	Madhya Bharat
2,793	241	3,034	3,82,633	4,74,007	Mysore
9,396	215	9,611	5,51,978	...	Pepsu
3,471	79	3,550	2,18,323	.	Rajasthan
13,553	3,948	17,501	2,25,392	...	Saurashtra
90,839	62,833	1,53,672	30,66,344	...	Travancore-Cochin
2,287	504	2,791	1,05,319	...	Ajmer
82	21	103	2,019	2 20,315	A. and N Islands
10,656	674	11,330	1,43,180	...	Bhopal
2,220	1,041	3,261	1,15,657	12,147	Coorg
10,460	782	11,242	5,22,177	...	Delhi
205	21	226	17,987	...	Himachal Pradesh
3	.	3	851	...	Kutch
...	...	...	...	5,968	Manipur
353	47	400	62,024	9,65,252	N. E. F. A.
1,468	426	1,894	44,815	2,61,099	Tripura
20,446	350	20,796	1,55,299	23,125	Vindhya Pradesh
9,74,920	2,19,363	11,94,283	4,10,02,531	3,10,41,169	India

During the year under report, the Government of India also awarded 12 scholarships to students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes for advanced studies abroad. Scheduled Castes Scheduled Tribes and Other Backward Classes shared these scholarships in the ratio of 3 : 4 : 5. But actually only 10 candidates availed of these offers during the year, one of whom, however, returned without completing the course.

Besides, 1 candidate belonging to the Scheduled Castes and 4 belonging to Other Backward Classes who received foreign scholarships, which did not carry travel grants, were given free tourist class passage. Free passage for the return journey was also allowed to a candidate belonging to the Other Backward Classes, who had already gone abroad upon receiving a grant for this purpose. The total expenditure on these scholarships awarded to these classes for inland as well as foreign studies increased from Rs 107.89 lakhs during 1954-55 to nearly Rs 150.54 lakhs during 1955-56, that is at the rate of about 39 per cent. Of the total amount, Rs 63.79 lakhs were incurred on scholarships for Scheduled Castes, Rs 13.05 lakhs on those for Scheduled Tribes and Rs. 73.70 lakhs on those for Other Backward Classes.

The State governments had their own schemes for the promotion of education, mainly of the school standard, among these classes. These schemes included

- (i) running and maintenance of special institutions for these classes,
- (ii) reservation of seats in other educational institutions,
- (iii) award of scholarships,
- (iv) exemption from payment or disbursement by government of tuition, hostel and examination fees,
- (v) grant of financial assistance to private bodies for starting schools, hostels etc., for the benefit of these communities and
- (vi) provision of mid-day meals

At the Centre and in some of the States separate departments looked after the interest of these classes, while in other States, special officers were appointed for the purpose. In the States like Bihar, Bombay, Madras and Mysore, special backward classes hostels were maintained where inmates received free board and lodging.

During 1955-56, there were 15,682 institutions meant for Scheduled Castes, Scheduled Tribes and Other Backward Classes as against 13,731 during the previous year. The increase in the number of such institutions was shared by all the States except Uttar Pradesh, Pepsu and Manipal where their number decreased by 26 ; 12 and 926 respectively due to throwing these institutions open to all communities.

The total enrolment of students belonging to these communities in all institutions was 1,02,34,441 (79,94,471 boys and 22,39,970 girls), as against 91,01,922 (71,09,803 boys and 19,92,119 girls) during the previous year. The total expenditure incurred on institutions meant for these classes amounted to Rs 3 10,41,169 showing an increase of nearly Rs 59 lakhs over the previous year's figure. Of the total number of Scheduled Castes, Scheduled Tribes and Other Backward Classes pupils, 11,94,283 students (9,74,920 boys and 2,19,363 girls) received scholarships, stipends and other financial concessions worth Rs 4,10,02,531. Statewise details of which are given in table XCVI. A great majority of other students received freeships and fee concessions.

5 Education of Girls

During 1955-56 the number of institutions for girls increased from 23,088 (by about 3 per cent) to 24,876. They are distributed as — University one (one), arts and science colleges 104 (93), professional colleges 24 (21), special education colleges 14 (13), high and higher secondary schools 1,583 (1,501), middle schools 2,337 (1,901), primary schools 15,233 (14,925), pre-primary schools 211 (162), vocational and technical schools 689 (660), social education centres 4,529 (3,681) and special education schools 151 (130). Besides an overwhelming majority of institutions for boys allowed admissions to girls and women also. The total direct expenditure on girls' institutions amounted to Rs. 19,34,68,577 (Rs 14 18,57,786), which is 36.4 per cent higher than that of the previous year.

The total number of girls under instruction increased during the year from 82,48,303 to 91,88,707, that is, at the rate of 11.4 per cent. Of these nearly 70 per cent of the girls were studying in institutions for boys. The break-up of the total enrolment, according to stage of general education or types of professional, special or vocational education is given in table XCVII. It will be seen that the increase was shared by all the stages of instruction or types of education except for a slight fall in agriculture or forestry 4, engineering and technology 185, law 38, physical education 9, music, dancing and other fine arts 139 of collegiate standard and in agriculture and forestry schools 15 and reformatory schools 76. The proportion of girl students to the total enrolment improved slightly from 26.4 to 27.1 per cent.

The number of girls passing the matriculation or equivalent examination increased from 65,481 to 72,328. The out-put in other higher examinations is given below:

	1954-55	1955-56
Intermediate (Arts & Science)	19,488	19,921
B.A & B.Sc	9,394	9,948
M.A & M.Sc	1,851	2,166
Professional Subjects (Degree only)	3,567	3,821

The S.N.D.T. Women's University, Bombay, continued to provide higher education especially suited to the needs and requirements of women.

* Figures in brackets relate to the year 1954-55.

Table XCVII—Distribution of Girls in Recognised Institutions

Stage/Subject	Number of Girls on Rolls		Increase (+) or Decrease (—)
	1954-55	1955-56	
1	2	3	4
A. General Education :			
Pre-primary	24,834	30,631	+ 5,797
Primary	67,40,376	74,86,686	+ 7,46,310
Secondary	11,97,700	13,40,071	+ 1,42,371
Intermediate	47,681	54,909	+ 7,228
B.A /B Sc.	20,502	24,772	+ 4,270
M A./M.Sc.	3,572	4,040	+ 468
Research	354	371	+ 17
<i>Total</i>	<i>80,35,019</i>	<i>89,41,480</i>	<i>+ 9,06,461</i>
B. Professional Education (Collegiate) :			
Agriculture & Forestry	41	37	— 4
Commerce	339	422	+ 83
Engineering & Tech	223	38	— 185
Law	385	347	— 38
Medicine & Veterinary Science	3,611	4,000	+ 389
Physical Education	57	48	— 9
Teachers' Training	3,850	4,318	+ 468
Others	2	8	+ 6
<i>Total</i>	<i>8,508</i>	<i>9,218</i>	<i>+ 710</i>
C. Special Education (Collegiate)			
Home Science & Needle Work	333	617	+ 284
Music, Dancing & Other Fine Arts	1,982	1,843	— 139
Oriental Studies	489	510	+ 21
Sociology	66	116	+ 50
Others	264	208	— 56
<i>Total</i>	<i>3,134</i>	<i>3,294</i>	<i>+ 160</i>
D. Vocational & Technical Education (Schools)			
Agriculture & Forestry	29	14	— 15
Commerce	8,653	10,326	+ 1,673
Vocational & Technical including Arts & Crafts	25,628	26,883	+ 1,255
Medicine and Veterinary Science	2,451	2,565	+ 114
Physical Education	324	372	+ 48
Teachers' Training	24,758	25,881	+ 1,123
<i>Total</i>	<i>61,843</i>	<i>66,041</i>	<i>+ 4,198</i>
E. Special Education (School)			
Music Dancing & Other Fine Arts For the Handicapped	6,102	7,144	+ 1,042
Oriental Studies	1,056	1,157	+ 101
Social Worker	7,483	10,099	+ 2,616
Social (Adult) Education	188	442	+ 254
Reformatory	1,15,642	1,35,901	+ 20,259
Others (including Home Science)	1,171	1,095	— 76
	8,157	12,836	+ 4,679
<i>Total</i>	<i>1,39,799</i>	<i>1,68,674</i>	<i>+ 28,875</i>
Grand Total	82,48,308	91,88,707	+ 9,40,404

6. Physical Education and Sports

Growing enthusiasm for Physical education and sports was the hallmark of the year 1955-56. The governments both at the centre and the States, and the various sports organisations in the country contributed towards accelerated activity among students and youths in this field. Physical education and sports continued to form an integral part of the curriculum in the schools, colleges and teachers' training institutions. Modern games like hockey, cricket, volley-ball, football, basket ball, etc., were popular amongst students in almost all schools and colleges. In schools, indigenous games like *Malkhamb*, *Khokho* were also commonly played. As usual, inter-school, inter-collegiate, inter-varsity and inter-State tournaments were conducted in all parts of the country.

Facilities for the training of Physical Training Instructors, however, continued to be inadequate especially in view of the increasing tempo of activity in this field. During the year, 8 colleges and 17 schools (excluding gymnasias) provided training facilities. Their details are given in chapter VIII. In addition to these, a number of refresher courses were organised in some States.

The year 1955-56 was a busy year especially in view of the working of the three committees set up by the Central Advisory Board of Physical Education and Recreation in the previous year. These committees were constituted to prepare syllabuses of Physical education separately for boys and girls of primary and secondary schools, and norms of physical efficiency tests for boys and girls. Their reports were considered and approved by the Board at its meeting held in January, 1956.

The scheme of the Central Ministry of Education regarding the establishment of National College of Physical Education under the second five year plan made considerable headway. For the promotion of Physical education financial assistance amounting to Rs. 62,500 was paid to physical education institutions and organisations of all India character as well as yogic, physical and cultural organisations. Its break up is as below —

Name of the Institutions and Colleges	Amount	Purpose
1	2	3
	Rs	
K.S M Y.M Samiti, Lonavla	37,500	Improvement of Scientific Research Laboratory of the Samiti
K S M Y M. Samiti, Lonavla	18,000	Promotion of Scientific research in Yoga
Hanuman Vyayam Prasark Mandal, Amravati	2,000	Demonstration Tour of Physical Cultural Activities to Punjab and Jammu & Kashmir
Andhra Training College of Physical Education, Vijaywada	5,000	Purchase of Physical education and Sports equipments for the College
Total	62,500	

For the promotion of sports in the country, the All-India Council of Sports recommended schemes for the construction of guest houses and stadia, appointment of whole-time paid Secretaries for Sports' Federations, appointment of a cadre of coaches, exemption of entertainment tax on sports' events etc. For the guidance of Sports' Federations and the State governments, the Government of India prepared two model constitutions, one each for sports federations and State sports councils

During the year, the Government of India organised coaching camps, under the Rajkumari Amrit Kaur Coaching Scheme for the training of coaches in cricket, kabaddi, football, wrestling, athletics and hockey with a view to staffing schools, colleges and universities with efficient coaches. As many as 187 teachers/physical instructors nominated by universities and State governments participated in these training camps where up-to-date technique and methods were taught and special attention was paid to grace, movement and speed in conducting sports. Grants amounting to Rs 1,70,585 were also paid to the Sports Federations for inviting sports teams from abroad and sending teams to foreign countries, for the purchase of sports equipment, for holding coaching camps, etc. The details are as under.—

Name of the Federation/ Association	Amount	Purpose
1	2	3
	Rs.	
1 Kabaddi Federation of India	5,400	For setting up training centres
2. Indian Weight Lifting Association	1,260	Purchase of equipment
3. Basket Ball Federation of India (a)	3,750	For coaching camps
• (b)	4,200	To meet expenses for Pakistan Team's tour in India
(c)	1,580	Additional grant for Pakistan team's tour in India
4 Gymnastic Federation of India (a)	2,582	For Customs duty on Gymnastic equipments
(b)	5,000	Purchase of equipments
5 Wrestling Federation of India	7,500	For four Wrestling Training Centres.
6 Amateur Athletic Federation of India (a)	20,000	Purchase of equipment
(b)	6,375	For Winter Training Camp
(c)	10,000	For Indo Pakistan Athletic Meet
7. National Rifle Association of India (a)	18,500	Purchase of equipment
(b)	12,000	For sending a team of 6 shooters to Japan
8. Badminton Association of India (a)	7,000	International Badminton
(b)	8,946	Thomas Cup matches
9 All India Lawn Tennis Association (a)	10,000	Asian Lawn Tennis Championship at Calcutta
(b)	7,210	Davis Cup Matches
10 Board of Control for Cricket in India	5,000	For Inter Zonal Tournaments
11 All India Women's Hockey Association (a)	5,000	For holding Tournaments at Hyderabad
(b)	9,282	For holding a Coaching Training Camp
12. All India Football Federation	20,000	
Total	1,70,585	

7. Youth Welfare Activities

During 1955-56, youth welfare activities received increasing attention of the Central and the State governments. In order to concentrate more closely on the welfare of youth, a separate unit was set up in the Central Ministry of Education in May, 1955, with following items of work

1. Organisation of youth leadership training camps, dramatic camps and principals' seminars
2. Youth tours and hikes
3. Youth hostels
4. Youth festivals
5. Youth welfare journals
6. Survey of Youth Problems
7. Rural entertainment
8. Workshops in Educational Institutions
9. Youth Conferences
10. State Youth Welfare Boards and Committees

With a budget provision of Rs. 5 lakhs the unit undertook the following activities —

(i) Youth Leadership Training Camps and Dramatic Camps

With the object of training college and university teachers to conduct youth welfare activities in a more systematic and organised way, these camps were organised for a group of universities in an area at one time. During 1955-56 the Ministry of Education, however, did not conduct any youth Leadership Training Camp directly, but subsidised the University of Jammu and Kashmir and Government of Pepsu to the extent of Rs. 3,000 each for organising camps in their areas. A Dramatic Training Camp was conducted by the Ministry at Sabathu (Simla Hills) in which 23 selected teachers from the universities of Baroda, Bombay, Gujarat, Jammu & Kashmir, Nagpur, Rajputana, Saugar and S. N. D. T. Women's participated. A Principals' Seminar was also held at Sabathu to discuss ways and means of promoting youth welfare programmes in their institutions. Eight principals of the affiliated colleges of the universities of Jammu & Kashmir and Punjab participated in the Seminar. A total expenditure of Rs. 16,058 was incurred on these camps.

(ii) Youth Tours and Hikes

In order to encourage students to undertake tours to places of historical importance and scenic beauty and to places where big national

projects were being constructed, financial assistance to the extent of 75 per cent of the railway/bus fare at students concession rates was given to small and manageable batches of students. During 1955-56, about 2,500 students from about 125 institutions took advantage of these grants ; and the total expenditure amounted to about Rs. 87,000.

(iii) Youth Hostels

With a view to provide cheap accommodation and food to the young while on tour, the Government of India initiated the scheme of setting up a network of youth hostels in the country with the co-operation of the State governments and the Youth Hostels Association of India. A grant of Rs. 10,000 was given to the Association for administrative expenditure and a supplementary grant of Rs. 3,000 to the West Bengal Government to set up three youth hostels in the State.

(iv) Youth Festival

The Second Inter-University Youth Festival which was organised by the Ministry of Education at New Delhi from 23rd to 30th October, 1955, in which 1,172 students from 26 universities participated, and a sum of Rs. 2,32,000 was incurred. Apart from it, a grant of Rs. 5,000 was given to the Rajputana University for holding Inter-Collegiate Youth Festival prior to this festival. Besides cultural events, the Inter University Youth Festival offered ample opportunities for social contacts and group living. The main items of competition open to bonafide students of affiliated colleges within the age group 14-22 were :

1. Arts and Crafts
 - (a) Painting (Oil or Water)
 - (b) Drawing (Pen or Pencil)
 - (c) Sculpture
 - (d) Photography
 - (e) Handicrafts (General or Women's)
2. Drama (One Act Play)
3. Classical Dance
4. Vocal Classical Music
5. Instrumental Music
6. Radio Play
7. Hindi Elocution
8. Group Dance
9. Group Singing

In all a sum of Rs. 2.37 lakhs was incurred on this account.

- (iv) An outstanding feature of the year was the construction of an open-air-theatre in the Talkatora Gardens, New Delhi.

Under the scheme of organising labour and social service camps of the first five year plan, the universities, State governments and some voluntary organisation like the Bharat Sevak Samaj, Bharat Scouts and Guides Association and the National Cadet Corps Directorate of the Ministry of Defence took keen interest in organising youth camps in different parts of the country. The Government subsidised these camps on the following basis :

- (i) Rs. 1/12 per head per day for food and incidental expenditure
- (ii) Actual bus fare or third class railway fare for transportation charges

During the year under report, a sum of Rs. 51,49,384 was spent for holding 1,024 camps in which 1,41,325 campers participated. Construction of roads, digging wells, pits, building bunds, etc., were some of the activities undertaken in the camps, while girl campers engage themselves in environmental activities, personal hygiene, sanitation, etc.

Besides the above camps, Organisers Training Camps were also conducted with government assistance to ensure supply of trained and experienced personal for the conduct of labour and social service camps.

Under the scheme of Campers Works Projects, a sum of Rs. 17.7 lakhs was sanctioned to 15 universities and 9 State governments for the construction of 13 open-air-theatres, 23 recreation halls-cum-auditoria, 15 swimming pools, 5 gymnasias, 7 scadia, 7 pavillions and 3 running tracks. The pre-requisite condition for such a grant was that the staff and students of educational institutions applying for grant should render skilled/unskilled voluntary labour on the project and the institutions concerned should bear 25 per cent of the actual expenditure excluding the cost of students' labour.

Under the auspices of the World University Service, a students' health centre was set up at the Delhi University to provide facilities of medical treatment to all the members of the university staff, their families and the students. The Government of India and the World University Service equally shared the total capital cost of Rs. 1,30,000 on the building of the health centre. The remaining expenditure of the centre will be shared by the Delhi University and the University Grants Commission.

8. Scouting and Guiding

The Bharat Scouts and Guides Association was the national organisation which controlled all the scouts and guides associations in the country. With the growing interest among school students to join this movement, its membership as also its activities increased during the year. During 1955-56, the Government of India paid a sum of Rs. 75,000 as grant-in-aid to meet the organisational expansion of the

Association In addition, the State governments contributed liberally to the continuation and expansion of this movement

During the year, the Association participated in the Eighth World Jamboree held in August, 1955 in Canada by deputing a contingent of 14 scouts. The Government of India sanctioned a grant of Rs. 20,000 on a matching basis for participation in this Jamboree. Three sea-scouts were also deputed to the Jamboree held in Melbourne (Australia) in December, 1955. Under the scheme for the exchange of six scouters each between India and U.S.A. for a period of 3 weeks, the Government of India paid a sum of Rs. 6,000 to the Association to meet the expenses of the American scouts, during their period of stay in India.

Two prominent personalities of world-fame, namely, Dame Leslie Whateley, Director, World Bureau of Girl Guides and Girl Scouts and Mr. Percy A. Siebold, Executive Commissioner, Boy Scouts International Bureau, visited India at the invitation of Bharat Scouts and Guides. Dame Whateley toured round the country for about seven weeks in October-December, 1955 and visited a number of cities. Mr. Siebold attended a large number of rallies, meetings and conferences and visited labour and social service camps, troops and institutions. Both these personalities attended the All-India Conference of State Commissioner (Guides) and Trainees, convened in Delhi from 6th to 8th December, 1955, and took part in the deliberations. Besides, Mr. Seki, ex-National Secretary of Scouts in Jaipur, visited Ajmer.

In the international field, the Scout section and Guide section of the Bharat Scouts and Guides continued their membership of the respective world organisations and contributed to the maximum extent towards the cause of world brotherhood, peace and mutual understanding. Mrs. C. Mohini, Joint National Organising Commissioner (Guides) and Miss Vedanayakam of Madras represented India at the Conference of Ranger Training conducted under the auspices of World Bureau and the "Quo Vadis" Conference, both held at "Our Chalet", Adelboden, Switzerland in May, 1955.

During 1955-56, the Scout section of the National Headquarters of Bharat Scouts and Guides conducted 10 training camps i.e., 2 preliminary courses, 2 advanced courses, 3 Himalaya Wood Badge Courses, 1 specialised course for SCC's SS's and ST's, 1 course for DCC's and ADCC's and 1 intensive training course. In all 251 trainees participated in this training. The Guide section also conducted 1 preliminary training camp, 7 advanced training camps, 1 Himalaya wood Badge camp and 1 intensive training camp, in which 286 guides were trained. In addition, the State Associations conducted many a training camp for scouters and guides.

All the States and many districts organised scout and guide rallies, hikes, camps, excursions, mountaineering trips, etc. In addition to their daily good turn' or "Khari Kamai" the scouts and guides took part in the organisation of exhibitions, health week campaigns, literacy drives at adult education centres, and Youth Welfare seminars, and did social service at fairs, celebration of national days and other similar

Table XCVIII—Statistics of Scouts and Guides

State	Scouts		Guides		Total		Increase (+) or Decrease (-)
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56	
1	2	3	4	5	6	7	8
Andhra	12,246	25,343	3,477	5,522	15,723	30,865	+ 15,142
Assam	3,776	4,263	432	447	4,208	4,710	+ 502
Bihar	22,659	22,659	4,012	4,028	26,671	26,687	+ 16
Bombay	36,152	43,925	12,347	16,486	48,499	60,411	+ 11,912
Madhya Pradesh	10,587	8,041	4,609	2,208	15,196	10,249	- 4,947
Madras	40,764	42,430	9,420	9,071	50,184	51,501	+ 1,317
Orissa	586	1,266	111	360	697	1,626	+ 929
Punjab	93,855	92,481	13,848	15,005	1,07,703	1,07,486	- 217
Uttar Pradesh	40,161	52,460	6,985	7,664	47,146	60,124	+ 12,978
West Bengal	15,626	15,922	2,583	2,717	18,209	18,639	+ 430
Hyderabad	18,766	18,766	6,806	6,806	25,572	25,572	...
Jammu & Kashmir	58	82	...	..	58	82	+ 24
Madhya Bharat	6,933	10,351	2,020	2,742	8,953	13,093	+ 4,140
Mysore	32,681	35,739	2,792	4,224	35,473	39,963	+ 4,490
Pepsu	8,383	9,217	298	942	8,681	10,159	+ 1,478
Rajasthan	33,773	42,850	3,947	3,946	37,720	46,796	+ 9,076
Saurashtra	140	140	61	61	201	201	...
Travancore-Cochin	6,837	7,769	878	1,575	7,715	9,344	+ 1,629
Ajmer	2,109	2,446	477	523	2,586	2,969	+ 383
Bhopal	563	388	51	105	614	493	- 121
Delhi	10,959	13,776	3,230	3,283	14,189	17,059	+ 2,870
Himachal Pradesh	5,909	5,909	196	834	6,105	6,743	+ 638
Kutch	42	42	.	..	42	42	...
Manipur	134	194	...	.	134	194	+ 60
Tripura	107	107	...	..	107	107	...
Vindhya Pradesh	15,787	16,826	3,558	3,708	19,345	20,534	+ 1,189
Railways	5,848	6,383	804	493	6,652	6,876	+ 224
India	4,25,441	4,79,775	82,942	92,750	5,08,383	5,72,525	+ 64,142

functions The Association also undertook constructive and developmental activities such as, construction and repairs of roads, bridges, bunds, tanks, wells and drains, collection of funds, clothes or food for flood victims, rescue work, sanitation and cleanliness work, tree planting, shramdan etc. The associations at their various levels published journals, periodicals or bulletins

The total strength of boy-scouts in the country rose from 4,25,441 during 1954-55 to 4,79,775 during the year and that of girl guides from 82,942 to 92,750. Their statewise details are given in table XCVIII.

9. National and Auxiliary Cadet Corps

The year 1955-56 witnessed rapid expansion in the activities of the National Cadet Corps The strength of Corps increased from 2,784 officers and 98,775 cadets in 1954-55 to 3,376 officers and 1,20,970 cadets, during the year, yielding the percentage or increase of 21 2 in case of officers and 22 4 in that of cadets Their distribution is given in the table below .

Table XCIX—Statistics of National Cadet Corps

Division	Officers		Cadets	
	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5
Senior Division	930	1,145	38,277	48,274
Junior Division	1,669	1,961	54,948	64,596
Girls' Division	185	270	5,550	8,100
India	2,784	3,376	98,775	1,20,970

The expansion in the girls' division by nearly 50 per cent was more marked than that either in the senior division (24 per cent) or in the junior division (18 per cent) During the year, it was decided to integrate the future expansion of the N. C. C with the second five year plan The high-highlights of the expansion programme were —

- (i) to raise the entire strength of N. C. C to 1,50,000 by the end of the 2nd plan period
- (ii) to allot new units to States to make them balanced, so that every State would have a technical unit ;
- (iii) to raise N. C. C units in practically all the colleges and approximately 25 per cent of the schools, and
- (iv) to expand the girls' division so that it may form about 20 per cent of entire strength.

The strength of the Auxiliary Cadet Corps also increased from 9,272 teachers and 4,63,600 cadets during 1954-55 to 13,149 teachers and 6,19,157 cadets including 1,419 women teachers and 66,963 girl cadets during the year under review. The age of admission to A.C.C. was raised from 12 years to 13 years so that the younger children might also have the benefit of training under the scout and guide movement. Like N.C.C., the expansion of A.C.C. was also integrated with the second five year plan which envisaged that by the end of second five year plan period—

- (i) every high school to have at least one unit of the A.C.C. and
- (ii) the strength of the corps to be raised to 15 lakhs.

During 1955-56, the N.C.C. organised 23 social service camps (including 9 in the community project areas and national extension service blocks). More than 230 officers and 9,800 cadets attended these camps and devoted 8,57,028 man-hours to work. Similarly, the A.C.C. organised 26 social service camps attended by 968 teachers and 26,007 cadets. In these camps, the cadets participated in constructive activities such as building of roads, tanks and protective embankments, clearance of jungles, digging of canals, digging of pits for tree plantation and assisted local authorities in flood relief work. Besides an emergency camp was held in Kosi Project area in which 26,180 N.C.C. and A.C.C. cadets drawn from 618 schools participated. During this camp, approximately 50 lakh cft of earthwork was done in addition to 6 inches blanketing of embankment and 4 feet of turfing of the forward slope to prevent erosion. In another camp at Kotah, the A.C.C. Cadets constructed 14,300 feet of running bund having a cross section of 27 feet along the banks of river Chambal to check soil erosion in this area. A grant of Rs 76,000 was made to the Indian Public Schools Conference to meet the expenditure on the training for the junior division troops of the Army, Navy and Air Wing of the National Cadet Corps raised in the member schools of the conference.

10 School Meals

Facilities for the provision of mid-day meals to school children existed only in a few States and there too they were extremely inadequate. Financial stringency, spiral rise in the prices of foodstuff and the indigence of the average parent handicapped the enforcing of the scheme in schools. Nevertheless, a large number of students brought their improvised lunch with them.

In Andhra, the Social Welfare Department provided mid-day meals to the 21,908 students, in 433 of its elementary schools at a total cost of Rs 5,18,727. The mid-day meals scheme was in force in Dangs district of Bombay State. In addition, the Bombay Corporation supplied free milk and snacks to the under-nourished students in its schools. No general scheme for providing mid-day meals existed in Madhya Pradesh, but 40 government Indian middle schools and 500 government primary schools situated in specified tribal and aboriginal areas had the facilities of free mid-day meals, benefitting in all 29,500 pupils. In Madras State, provision for free mid-day meals existed for

all children of the schools run by Harijan Welfare Department, the Madras Corporation and in some schools under other managements. In all 89,287 school children were thus supplied free meals. Some 20 secondary schools in Orissa arranged to supply light refreshment during the mid-day recess and students paid for it. Some of the basic schools utilised their garden products as refreshment for students. Supply of mid-day meal was continued in junior high schools in the rural areas of Uttar Pradesh State. Due to high prices of foodgrains, the scheme was, however, given up in some of the schools. In West Bengal, the mid-day tiffin scheme was in force in about 10 per cent of the schools. Being a contributory scheme, the government subsidised it to the extent of 20 per cent.

In Madhya Bharat, facilities for mid-day meals existed in some nursery schools and in schools situated in scheduled areas. Nineteen high schools in Mysore provided mid-day meals to 4,648 pupils. Noon-feeding continued in areas under compulsion in 10 taluqs of the erstwhile Travancore State and in all primary schools and primary classes of secondary schools. Meals were also provided to poor children in some selected areas under the auspices of Travancore Vanchi Poor Fund. In all 56,448 children in 1,337 schools were benefitted under the scheme.

In Bhopal, skimmed milk received from UNICEF was distributed to school children in Community project areas and national extension service blocks. More than 3,150 pupils belonging to scheduled castes and scheduled tribes in 193 schools in Coorg were provided with free mid-day meals. In Tipura, meals were arranged by one nursery school, for which student paid at the rate of Rs 2/- per day per head. The Nursery School, Rewa (Vindhya Pradesh) provided mid-day meals to 330 children at the rate of Rs 5/- per head per month.

11. Medical Inspection of School Children

The scheme of medical inspection of school children existed in almost all the States, but the arrangements were inadequate and far from satisfactory. Lack of funds, dearth of medical personnel, perfunctory manner in which inspection was carried out, absence of school clinics, failure to carry out remedial and follow up measures and the absence of effective contacts between the school authorities and the parents stood in the way of the progress of the scheme. A brief account of the position in various States is as under:

In Andhra, in the absence of any official scheme of medical inspection of school children, the managements of secondary schools were permitted to levy special fee for the medical check up of students in their schools. Accordingly, 7,424 boys and 685 girls underwent medical examination in 17 schools.

In Assam, the officers of the Public Health Departments occasionally visited the schools.

In Bombay, the scheme was operative in primary schools in 6 local boards and 11 municipalities including the Bombay Corporation.

Some secondary schools also conducted medical examination of students. Nearly 277 thousand students underwent medical examination in 10,636 schools—9,664 primary schools and 972 secondary schools.

In Madhya Pradesh, government doctors conducted the medical examinations of children in government schools

The Madras Corporation had 2 Medical Inspectors and 3 Medical Inspectresses for the medical inspection of children in elementary schools under the Corporation. Out of 15,098 boys and 12,375 girls examined in 124 schools, as many as 5,668 boys and 5,280 girls were found suffering from one or the other ailment. Most of the afflicted students were given treatment at the school dispensaries, while 912 students were sent to Corporation dispensaries, 943 to government hospitals and 115 to ophthalmic hospital. As a follow up measure 275 re visits were also paid to schools. The secondary schools had, as usual, the power to levy special medical examination fee and 215 secondary schools made such arrangements

In Orissa, government and aided schools were visited by the school medical officer. Health officers and medical officers in-charge of local dispensaries inspected other schools. Medical inspection of residents of government school hostels was also conducted. Accordingly, 7,559 pupils including 471 girls were examined medically in 131 schools.

In Punjab, most of the high schools in urban areas provided for medical services to students. During the year, nearly 3 lakh students throughout the State underwent medical examination. Central clinics functioned at certain district headquarters

In Uttar Pradesh, the scheme of detailed medical examination of school-children was operative in 14 big towns under the charge of whole-time school health officers. More than 73,000 children in 576 schools underwent such examination during the year. In 4 towns, the Municipal Medical Officers of Health and in 15 districts, the District Medical Officers of Health conducted medical examination of children in local board schools. These arrangements benefitted 2,21,370 children in 3,435 schools. So far as the treatment of the ailments of the defective children was concerned 14 school clinics under the charge of the whole-time School Health Officers attended to 81,537 students and the district hospitals and rural dispensaries to 4,67,842 children. Honorary ophthalmologists and dentists visited the school dispensaries as usual and examined 1,158 refraction and 4,573 dental cases. More-over, 467 poor boys were supplied with free spectacles. Thirty-first aid boxes of improved design were given free to schools having junior red cross groups. The whole-time school health officers gave inoculation against cholera and 1,178 T A B. inoculations as a preventive measure. More-over, 1,58,801 vaccinations and revaccinations were performed under their supervision

In West Bengal, school hygiene units were maintained in Calcutta and in some municipal towns, for the periodical medical examination of school children. Under the Singu Health Service Scheme, conducted by

the All-India Institute of Hygiene and Public Health, primary school teachers in the area were trained in school hygiene work for medical care of pupils. Of the children examined during the year, 14 per cent suffered from enlarged tonsils, 6 per cent from caries teeth, 11 per cent from defective vision and 24 per cent from anaemia.

Medical inspection of students was carried out in all schools in Hyderabad. As many as 61,533 pupils were medically examined in 189 schools and major defects were referred to specialists. Poor children with defective vision were supplied with spectacles free of cost.

In Madhya Bharat, the medical inspection team consisting of 2 regional medical inspectors of schools and 1 senior medical inspector, assisted by assistant medical inspector, a compounder and a dresser, examined 17,751 students. In the course of the treatment of the defective children they performed 1,203 minor operations.

In Mysore, medical inspection of school children was conducted in centres including those in Corporation area of Bangalore and Mysore City. Of 80,018 pupils examined, 6,922 were treated for various defects. More than 4,000 children suffered from malnutrition. In some cases free milk was supplied to these children.

In Rajasthan, school children in urban areas continued to be medically examined occasionally either by the departmental doctors or by the medical officers in charge of hospitals and dispensaries.

In Ajmer, medical inspection was conducted in 76 schools where 18,370 students were examined and defects pointed out to their parents.

In A & N. Islands, the public health officer examined 859 boys and 452 girls in the schools.

In Bhopal, the medical examination of school children was conducted by the school medical and health officer at the headquarters and 14 medical officers at tehsil headquarters. About 10,000 children in 48 schools were thus inspected.

In Coorg, doctors for the local hospital examined 5,378 boys and 2,795 girls in 39 schools.

In Delhi, medical inspection was carried out by the medical officers of the schools and nearly 23,000 students were examined in 62 schools during the year.

In Himachal Pradesh, free medical aid was provided to the students of government schools.

12 Education of the Displaced Students

During the year, the displaced students continued to enjoy the facilities provided to them under various schemes introduced during the years following the partition. These facilities included the grant of

stipends, freeships and other financial concessions such as grants for the purchase of books and stationery, payment of examination fees, etc Besides, rules regarding admission to certain examinations relaxed in their favour were also continued.

The details of amounts spent by the State governments by way of grants, stipend to students in colleges and technical institutions and cash grants and freeships to school students and the number of beneficiaries are given as under —

(a) Stipends	<i>Number</i>	<i>Amount</i> Rs.
College students	4,829	12,05,002
Technical students	5,614	21,67,690
(b) Cash Grants		
Primary students	50,897	1,40,906
High School students	1,38,437	29,22,471
(c) Freeships		
Primary students	53,619	6,57,394
High school students	1,21,681	48,97,679

During the year, 71 schools were opened for displaced students—3 in Uttar Pradesh, 64 in West Bengal and 4 in Tripura. Moreover, in all, 52 institutions for displaced students were revived—19 in Punjab, 10 in West Bengal, 3 in Pepsu and 20 in Bombay. The total expenditure on the maintenance of schools for displaced students in different States amounted to Rs. 55,58,866 whose details are given below —

State	Expenditure Rs.	
1. Assam	14,411	On maintenance of govt. schools
2. Bombay	41,347	On maintenance of local board schools
3. Punjab	2,67,629	Rs. 1,54,694 on maintenance of government schools, Rs. 32,860 on maintenance of private schools and Rs. 80,075 on 1,295 students in training institutions
4. Uttar Pradesh	2,20,000	Grant-in-aid to private schools
5. West Bengal	43,31,000	On maintenance of government and State sponsored schools

6. Pepsu	2,18,000	On maintenance of private schools
7. Saurashtra	1,80,074	On maintenance of govt. schools
8. Ajmer	1,66,309	On maintenance of refugee schools
9. Himachal Pradesh	10,394	On management of govt. schools
10. Kutch	34,838	On maintenance of private schools
11. Tripura	1,74,764	Rs. 1,72,486 on maintenance of government schools Rs 2,278 as examination fee of displaced students

The Ministry of Rehabilitation, Government of India, disbursed a sum of about Rs 28 lakhs as grant-in-aid to the disrupted and other educational institutions in various States, catering to the education of displaced students from West Pakistan.

13. Indian Students Abroad

During 1955-56, the following Government of India Overseas Scholarships Schemes were in operation—

Modified Overseas Scholarships Scheme

Under this scheme, scholarships are awarded to teachers of colleges, universities and other comparable institutions of higher education with a view to raising the standard of instruction and research in the country. During the year, 23 scholars were sent abroad. Of the scholars sent abroad under the scheme in previous years, 19 returned to India after completing their studies.

Central States Scholarships Scheme

The Central States Scholarships Scheme is open only to candidates who, by birth or domicile, are natives of the six union territories of Delhi, Himachal Pradesh, Manipur, Tripura, Andaman and Nicobar Islands and Laccadive, Minicoy and Amindiv Islands. During 1955-56, four persons were sent abroad, while three persons who had gone abroad under the scheme in the previous years, returned after completing their studies.

Foreign Languages Scholarships Scheme

Under the Foreign Languages Scholarships Scheme, which was initiated in the year 1954-55, 17 scholars—3 each for specialisation in Arabic, Chinese and Persian, 6 in French and one each in German and Russian—were sent abroad during the year.

Indo-German Industrial Cooperation Scheme

Under the Indo-German Industrial Cooperation Scheme, 3 scholars for post-graduate studies in German universities/institutions and 30 trainees for practical training in German industrial undertakings were sent abroad during the year. Of the scholars/trainees who went abroad under the scheme in previous years, 11 returned to India after completing their studies/training.

Programme for Exchange of Scholars between China and India

A programme for the exchange of students between China and India was started during the year. Under this programme, 3 Indian students were sent to China for studies in the Chinese Language.

Scheduled Casts, Scheduled Tribes and Other Backward Classes (Overseas) Scholarships Scheme

Twelve candidates (3 scheduled castes, 4 scheduled tribes and 5 other backward classes) were awarded scholarships for studies abroad during the year 1955-56. Of these, 10 students went to their respective countries of study abroad during the year.

Besides, the Government of India gave passage grants to one scheduled caste student and 4 other backward classes students, who were in receipt of foreign merit scholarships without passage costs. Grants for return passage to 2 other backward classes students were also granted during the year.

Partial Financial Assistance (Loan) Scheme

The benefit of the scheme in the form of loans—which till 1954-55 was confined to Indian students already abroad and to recipients of foreign scholarships/fellowships in need of money to meet the cost of one-way passage—was widened during the year to include, (i) students awarded research/teaching assistantships/facilities for practical training in industrial concerns abroad, (ii) students possessing a brilliant academic record, going abroad at their own expenses for higher studies in useful subjects and (iii) teachers of universities and institutions of higher learning appointed on salary basis in foreign countries. The loans given under the scheme earlier for one way cost of passage only, were given to the above categories of students to meet the cost of one-way passage as well as cost of equipment and kit, and/or to supplement the cost of maintenance abroad.

During the year 1955-56, loans amounting to Rs 73,156 were given to 82 Indian students.

Partial Financial Assistance to Indian Scientists going Abroad

Under this scheme the Government of India give partial financial assistance to eminent Indian scientists who wish to go abroad at their own expense to visit well-known centres of research and study for the latest development in their special subjects of research and training. Four scientists were selected for grant of such assistance during the year 1955-56.

In addition, various State governments and industrial concerns awarded scholarships to their employes for further education and training in foreign countries.

Foreign governments, Institutions and International Organisations awarded scholarships/fellowships/apprenticeships to Indian nationals during 1955-56. 83 Indian students were sent abroad during the year. Their break-up is given below :

1. Government of Austria	...	...	...	5
2. Government of France	...	...	...	13
3. Government of Italy	...	...	...	3
4. Government of Israel	...	...	...	1
5. Government of Netherlands	...	...	...	1
6. Government of Switzerland	...	...	...	1
7. Government of West Germany	...	...	...	2
8. British Council, London	..	...	...	7
9. Brush Aboe Group Commonwealth Scholarship Scheme				1
10. Federation of British Industries Scholarships Scheme	...			4
11. London University Institute of Education Fellowships				1
12. Royal Commission for the London Exhibition of 1851 Scholarship	...	...	...	1
13. Technical Cooperation Scheme (Colombo Plan)			...	22
14. Technical Cooperation Mission (Point Four Programme)				10
15. Unesco Technical Assistance Fellowships/Scholarships Programme	...	..	...	6
16. United Nations Social Welfare Fellowships/Scholarships Programme	...	...	...	5

Besides, 47 Indian students availed of the Fullbright Passage Grants for their studies in the U S A during the year under report.

A large number of students went abroad at their own expense.

Appendix—Pondicherry

According to available information, there were in all 252 educational institutions in this Union Territory during 1955-56, of which 180 institutions were managed by government and 72 by private bodies (60 aided and 12 unaided). The enrolment in these institutions was reported to be 25,080 (15,220 boys and 9,860 girls). Of the 939 teachers in schools for general education, 582 or 61.9 per cent were trained ones. The total expenditure amounted to Rs 23.80 lakhs. Further break-up of the institutions, pupils, number of teachers and expenditure is given below :

Type	Number of Institutions	Number of Pupils	Number of Teachers	Direct Expenditure
1	2	3	4	5
Colleges for Professional Education	2	33	12	Rs. 26,699
Schools for General Education	242	24,867	939	22,25,674
Arts and Crafts Schools	1	40	*	15,000
Adult Schools/Centres	7	140	7	7,000
Total	252	25,080	958	23,80,383†

During the year, 46 students (43 boys and 3 girls) were declared successful in the matriculation examination. Of the 252 institutions, 187 or 74.2 per cent were located in rural areas, with an enrolment of 11,640. Rs. 1,06,020 were spent on scholarships to students.

*Not available.

†Includes Rs 1,06,020 as indirect expenditure on different institutions.