CHAPTER - III

EXPENDITURE ON ELEMENTARY EDUCATION

I

Elementary level constitutes the very base of the whole system of education. The superstructure of an educational system can be solidly created only if we pay due attention to the building up and expansion of the base, as the development of higher levels will be affected sooner or later by the expansion of the base.[1]

In India, the base itself has to become much wider than it is to-day. Firstly, the number catered to at present at the elementary level of education is only 48.4 per cent of the total population in the age-group of 6-14 years.[2] Secondly, the rate of growth of population in that age-group is higher than that of the population as a whole. While total population grew at the rate of 21.5 per cent, population in the age-group 6-14 grew at the rate of 25.0 per cent, during the period 1951-1961.

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1 "The larger the base, that is, the number of pupils in the 5 to 14 year old-group in school, the larger the possibilities of an increased number in secondary schools and higher education. For this reason alone the number in the 5 to 14 age group is important, even if we are primarily interested in later education". Quoted from S.E.Harris(Ed.) "Economic Aspects of Higher Education", O.E.C.D., Paris, 1964.

2 The underlying assumption here is that only children of the age-group 6-14 attend elementary classes.

The percentage of this age-group to total population forms a larger proportion in India compared to that in developed countries.Table I shows that in the developed countries population of the age-group 5-14 is around 14 per cent to 15 per cent of the total population, whereas in developing countries, including India, the proportion exceeds in almost all cases.

II

Trend in Expenditure on Elementary Education :

Table II shows that during the period, 1950-51 to 1960-61, while total direct expenditure on elementary education[3] increased from Rs.441.8 million to Rs.1163.7 million - an increase of around 163.4 per cent, public expenditure on it increased from Rs.390.9 million to Rs.1070.3 million - an increase of approximately 174 per cent. Public expenditure is defined as the expenditure on education incurred by the various government bodies in India. This is arrived at by substracting from the total direct expenditure on education, the share met out of "fees" and "other sources". As a proportion of total expenditure on elementary education, that met out of government funds comprised between 88.5 per cent to 92.0 per cent during the period 1950-51 to 1960-61.

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3 This refers to elementary schools only. Later, we have on the basis of certain assumptions, attempted an estimate of direct expenditure on all elementary education.

The total direct expenditure (including the expenditure incurred on the elementary departments of secondary schools) has gone up from Rs.483.2 million in 1950-51 to Rs.1301.9 million in 1960-61 an increase of 169.5 per cent.(See Col.I-Table IV). Increase in expenditure referred to above are in terms of current prices and, therefore, a part of the increase can be said to be fictitions or unreal in the sense that it only serves to offset the increase in costs.This makes us to express the growth of expenditure on elementary education in real terms.The procedure adopted is explained clearly in the chapter on "Outlining the Issues".

Teachers' salaries accounted for 87 per cent of the total expenditure on elementary education incurred in 1960-61. Salary expenditure is expressed in terms of the salary-index prepared on the basis of the increase in average annual salary per elementary school teacher. The question to ask therefore is: Has the salary per teacher in elementary schools changed significantly over the period, 1950-51 to 1967-61? The answer is in the positive. It can be seen from Table III that salary per elementary school teacher has gone up from Rs.563.0 in 1950-51 to Rs.932.4 in 1960-61, an increase of nearly two-thirds. Compared to this the increase in whole-sale prices was of the order of a little below 12 per cent and the increase in consumers' price index was around

23 per cent. Evidently, the increase in the average annual salary per elementary school teacher was much greater than the increase in price level.[4] Non-salary expenditure is expressed in constant wholesale prices.

The result obtained indicate that the salary expenditure went up by 78.4 per cent and the non-salary expenditure by 51.5 per cent, giving an overall increase of 72.9 per cent (See columns 4,5 and 6 of Table IV).

Expenditure per Pupil :

Another way of assessing the progress, or the absence of it, in elementary education is to observe changes in per pupil expenditure over the period. From Table V it can be seen that interms of current prices the per pupil direct expenditure has increased by about 43.8 per cent. But the increase works out to 37.7 per cent in terms of constant wholesale prices and 17.0 per cent in terms of constant consumer prices. Most interestingly, in terms of constant salary-per-teacher, the per pupil expenditure has registered a decline of 13.0 per cent. In other words, less was being spent in 1960-61 in

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4 The increase in an average wage of an industrial worker in India during the same period was lower at 40 per cent. But the large increase in the salaries of elementary school teachers was probably called for in view of the fact that the average salary of the elementary school teacher was far too low. In 1950-51, it was less than 60 per cent of the average industrial worker's wage. In 1960-61, the differential was smaller and the elementary school teacher was earning about 70 per cent of the average wage of an industrial worker.

real terms, on the education of every pupil enrolled, than in 1950-51. In terms of composite index (i.e. constant salary--per-teacher and constant wholesale prices - Col.7 of the Table) the decline over the decade under review is little lower at 7.8 per cent.

Teacher-Pupil Ratio :

In Table VI is given information with regard to changes in teacher-pupil ratio over the decade of the 1950's. It will be observed that over the period under review the teacher-pupil ratio has declined by 5 per cent. That is, there were more pupils per every elementary school teacher in 1960-61, than in 1950-51. This clearly is an indication of retrogression, though small, and not of progress.

But it must be pointed out at once that the failure to achieve a better teacher-pupil ratio at the elementary stage has to be viewed in the context of substantial increases in the intake of pupils in the elementary schools. The enrolment in elementary schools went up from 20.4 million in 1950-51 to 37.3 million in 1960-61, an increase of 82.8 per cent and this was matched by an increase in the number of teachers by 74.4 per cent during the same period.[5]

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5 Above figures refer to the enrolment in elementary schools. Enrolment at the elementary stage (i.e. elementary schools + elementary departments of secondary schools) actually went up to 41.7 million in 1960-61 from 22.3 million in 1950-51, i.e. by 87 per cent (see Table V). Similarly the number of teachers at the elementary stage also increased by 78.7 per cent over the period.

As we have observed, the teacher-pupil ratio declined during the last decade. This accords with the earlier observation that real per-pupil expenditure registered a decline when expenditure figures are stated in terms of composite index.

Our observations above conclusively show that in real terms per-pupil expenditure on elementary education has declined over the past decade of 1950's. How does this square with the fact that per capita real income increased during the decade by 16 per cent? Is there any inconsistency between the two results? In 1950-51, the proportion of children of school-going age (i.e. 6 to 14 years of age) actually enrolled in elementary schools was 32.4 per cent whereas in 1960-61 the proportion went up to 48.4 per cent. This indicates a gain of 49.4 per cent achieved in a period of ten years and it is this gain that ought to be compared with the corresponding increase obtained in per capita income. Such a comparison shows that the per capita increase in elementary education has been much faster (3 times as fast) than the per capita increase in real income.[6]

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6 Let us look at it in this manner. Since in 1950-51, 32.4 per cent of the school-age children were actually going to elementary school. Let us quantify it in terms of per capita elementary education of school-age children in that year is 0.324. Correspondingly, in 1960-61 per capita elementary education of school-age children was 0.484. Hence, we obtain an increase of 49.4 per cent. It must be added, however, that in view of the decline in per-pupil real expenditure it could be argued that the quality of education might have declined somewhat. Therefore, the per capita elementary education of school-age children in 1960-61 should be lower than 0.484.

III

Level of Expenditure :

The first question that concerns us is : what is the current state of elementary education in India? On the answer to this question should depend one's judgement regarding the level of expenditure. In order to answer this question we make international comparisons on the basis of the indices chosen in the first chapter.

School-Age Population Covered :

In Table VII are given percentages with respect to two sets of countries, developed and under-developed countries. These percentages indicate the proportion of school-age children attending elementary schools in 1960 or 1961. In India, as in other under developed countries the proportion of school-age children going to elementary schools is still below 50 per cent. Whereas in developed countries the proportion attending elementary schools is very much higher than 50 per cent. In Netherlands, the proportion is as high as 96.5 per cent, whereas in India it is only 48.4 per cent. This will give one an idea of the leeway that has yet to be made in the sphere of elementary education in India.

Assuming that within the current decade of the 1960's, it is intended to provide for 90 per cent of the school-age

children facilities for elementary education, it would mean by 1971 the number of children actually attending schools will have to go up by more than 141 per cent.[7] If the target for the Fourth Plan is less ambitious at, say 80 per cent of the school-age population, the increase in number to be provided for would be of the order of 114.1 per cent. In other words the rate of expansion in the present decade should be 1.4 times greater than during the 1950's.[8]

Teacher-Pupil Ratio :

It will be observed from Table VIII that the teacher--pupil ratio in India, though not the lowest in the world, is quite low compared to the ratio reached in most developed countries. To the extent that the teacher-pupil ratio measures the quality of teaching, it is evident that much needs to be done by way of improving the quality of education at the elementary stage. At the same time, one cannot help observing

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7 This is calculated on the assumption that the population of school-age children will be growing during this decade at the annual rate of 2.5 per cent. If the rate of growth is higher than 2.5 per cent, the increase in numbers to be provided for will be correspondingly greater.

8 Enrolment target for the Fourth Plan (given in the IVth Plan Memorandum, p.63) is not 80 per cent of the school--age population (i.e. 6 to 14, age-group) as assumed by us, but is 74.8 per cent only. Then the rate of expansion in the present decade should be 1.2 times greater than during the 1950's.

that the disparity in teacher-pupil ratio between developed and underdeveloped countries is after all not so large as with respect to the proportion of school-age children attending schools. In fact, the teacher-pupil ratio in Iraq is about the same as in Germany. The ratio for the U.S.A. is higher than that for India by over 20 per cent. Does it mean that the quality of elementary education is the same in Iraq as in Germany? or does it mean that the quality of education in India is only a little inferior to that in the U.S.A.? Clearly, the disparity in teacher-pupil ratio cannot by itself be taken as an adequate measure of the difference in the quality of education.

Expenditure per Pupil :

In 1960-61 the expenditure per elementary school pupil in India was Rs.31.2.In the U.S.A., the annual expenditure per elementary school pupil in 1956 was$229[9] which when converted in terms of the pre-devaluation rate of exchange is equal to

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9 Annual total cost per student of elementary schools in the United States in 1956 was $280 (see Table I, p.29, Chapt. II, 'Costs of Education', of the book "The Economic value of Education", by T.W.Schultz. Columbia University Press, 1962). It includes not only the salary cost and other recurring costs but also the factor costs of depreciation, obsolescences and interest. As such, it is not comparable to the direct expenditure per pupil of elementary schools in India.To reduce it to a comparable level, we have taken out the proportion of the factor costs of depreciation and interest (see his article - 'Capital Formation By Education' - in The Journal of Political Economy - Vol. LXVIII, No.6 December 1960) from the total cost. Then, the annual expenditure per elementary school pupil in 1956 works out to $229.

Rs.1090. That is, in the U.S., expenditure per pupil in the elementary schools was (35.1) times as high in 1956 as that in the schools of India in 1961.

How do we interpret a disparity of this size? The disparity between the U.S.A. and India with respect to per capita income is somewhat lower at 34:1. A part, at least, of the expenditure for such a wide disparity must, of course, lie in the wide disparity in wage rates for elementary school teachers in the two countries. The average salary per teacher in the Indian elementary schools in 1960-61 was Rs.932.4, per year whereas in the U.S.A. the average salary of an elementary school teacher was $ 5,034[10] (Rs.24,414) i.e. over 26 times as high as in India. However, since the disparity in per-pupil expenditure is higher at 35.1:1 it means that with respect to expenditure other than on teachers' salaries, the disparity must be much greater.

It could be argued that to the extent the disparity in the expenditure per-pupil is explained by the disparity in teachers' wage in the two countries, it might reflect little on the quality of education. This would be true only if we

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10 See Table No.165, 'Public Elementary and Secondary Schools' - Estimated number and average salary of class-room teachers' - Statistical Abstract of the U.S., 1962. Annual Edition, U.S. Dept. of Commerce.

assume that by qualifications and training, the American elementary school teacher is no better than his contemporary in India. If, however, the U.S. elementary school teacher is distinctly better qualified and better trained, the above argument will hold to the extent that the wage disparity is greater than the disparity in the quality of the teacher. Let us say that the U.S. teacher is twice as well trained and qualified ashis Indian counterpart, than the wage disparity of 1:26 can be taken to have reduced in real terms to 1:13. It is difficult to say on the strength of existing information how much better qualified and trained the U.S. teacher is, but it is most probably correct that he is not 26 times as well qualified and trained as his Indian counterpart.

As regard non-salary expenditure incurred at the elementary level of education, our calculations show that the disparity between the U.S. and India might be much greater than for teacher-pupil ratio. In India the proportion of direct expenditure incurred on non-salary items is 13-14 per cent whereas in the United States it works out to 25 per cent. In terms of ~~current~~ pre devaluation rate of exchange, the absolute disparity in per-pupil non-salary expenditure at the elementary stage works out to as high as 1:74 between India and the U.S.A. In real terms, however, the disparity might be smaller but it is bound to be substantial. To the extent, the quality of

education suffers for lack of facilities other than teaching, the real ratio of disparity in per pupil non-salary expenditure might be taken as indicator of the gap to be bridged.

Evidently, international comparison of the expenditure per-pupil is unlikely to give very meaningful results. As we have observed earlier, it is for inter-temporal comparisons within the country that the concept is very useful, especially when necessary correction is made for the rise or fall in salaries and for the change in prices over the period under review.

IV

Conclusion :

Article 45 of the Indian Constitution reads as follows: "The State shall endeavour to provide within a period of 10 years from the announcement of this constitution, for free and compulsory education for all children until they complete the age of 14 years".

Evidently, the target set by the constitution makers of India was that by 1960 (i.e. 10 years after the Constitution came into force), provision should exist for the schooling of every child in the age-group 6-14. But does this imply that in 1960, 100 per cent of the children in this group were

supposed to be in schools? Clearly no. Firstly, there are always some children who for reasons of health or physique are uneducable. That is why even in the most advanced countries the proportion attending school has hovered around 90%. Secondly, if the target of the Constitution makers was to expand by 1960-61, facilities of elementary education to the point when every child within the age-group, 6-14, could avail himself or herself of elementary schooling, it should mean that in the year 1960-61, all the 'educables' at the age 6 are able to go to school. In other words, the target of 100 per cent with respect to educables would be reached in 1965-66 for the primary stage (i.e. for grades I to V) and in 1968-69 for the entire elementary level (i.e. upto Grade VIII). If on the other hand, the Constitution makers wanted to reach the target of 100 per cent for the educables by 1960-61 it would have been necessary to provide 100 per cent facility for children at age 6 within 2 years of the enforcement of the constitution, i.e. in 1952, an impossible task for even the most ambitious.

Viewed in the above manner, the fact that in 1960-61, over 60 per cent of the children in the age-group 6-11, were in schools is by no means a small achievement. If, as has been targeted for 1965-66, the proportion actually reaches 76.4 per cent,[11]

11 The target was subsequently revised upwards to 80 per cent. J.P.Naik suspects that even the "conservative" target of 76.4 per cent might not be actually reached. See his "A perspective Plan for the Development of Elementary Education in India' in The Indian Yearbook of Education, 1964, p.565. Likely Achievement for the year 1965-66, given in the Memorandum on the Forth Five Year Plan, is 77.8 per cent.

at the close of the Third Plan, the shortfall compared to the target set by the Constitution could be put at 13-14 per cent, assuming that educables will comprise around 90 per cent of the proportion in this age-group. The corresponding Third Plan target for the age-group 6-14, works out to over 60 per cent as against the proportion of 48.4 per cent actually reached in 1960-61.[12]

On the assumptions of (a) Constant teacher-pupil ratio, (b) constant salary per teacher, (c) constant ratio between salary and non-salary expenditure and (d) constant prices, it can be surmised the expenditure on elementary education should go up by 61 per cent between the two terminal years, i.e. 1960-61 and 1965-66. In constant (1960-61) prices, this should mean an increase in total expenditure from Rs.1164.0 million in 1960-61 to Rs.1874.0 million in 1965-66.

Let us see if the amount of outlay provided for in the 3rd Plan adequately covers the required increase. The Third Plan provides for an outlay of Rs.2090 million on elementary education. It can be assumed that this provision is meant to cover the cost of additional facilities to be created during

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12 Let us hasten to add once again at this stage that the assumption underlying the targets and achievements mentioned in the text is that only children of the age-group 6-14 are attending elementary schools. Actually, however, as many as 14 per cent of those attending elementary schools do not belong to this age-group.

the plan-period. Starting with an additional outlay of Rs.220 million in 1961-62, an annual increase of Rs.100 million in additional outlay, yields in 1965-66 a figure of Rs.620 million which is very close to the estimated increase between two terminal years.

The snag lies, however, in some of our assumptions regarding constancy of crucial ratios and prices. Has the teacher-pupil ratio remained constant over this period? Has the ratio between salary and non-salary expenditure remained unchaged? Has the average salary per teacher increased or decreased? Has the price level undergone a change during the current five years? To the extent that these assumptions have not actually held good, and have inclined to increase, the planned outlay will fall short of the requirements.

TABLE - I

Number of Children of the Age-Group, 5-14, compared to total population

Name of the country with Census Year	Age-group	Total population (in million)	Number of children in the age-group (in million)	Percentage of (4) to (3)
1	2	3	4	5
(A) DEVELOPED COUNTRIES				
1. Germany (1961)	5-14	55.0	7.5	13.6
2. Sweeden (1962)	5-14	7.6	1.1	14.5
3. United Kingdom (1958)* (England & Wales only)	5-14	45.2	6.9	15.3
(B) UNDERDEVELOPED COUNTRIES				
1. Indonesia (1961)	5-14	96.3	23.5	24.4
2. India (1961)	5-14	438.3	107.6	24.5
	**6-14	438.3	85.9	19.6
3. Pureto Rico (1960)	5-14	2.4	0.6	25.0
4. Iran (1959)	5-14	19.7	5.3	27.0

Sources: Based on Table No.5 Total, Urban and Rural Population by Five Year Age-Groups and Sex: Each Census, 1955-63 pp.162-230. Demographic year Book, 1963. United Nations, New York, 1964.

* See J.P. Naik, "A Perspective Plan for the Development of Elementary Education in India", in "The Indian Year Book of Education 1964, Second Year Book, Elementary Education". National Council of Educational Research & Training, New Delhi.

** Based on "Age-Tables" - No.2, Census of India.

TABLE - II

Progress of Expenditure on Elementary Education in Current Prices (1950-51 to 1960-61)

(In Rs.million)

Year	Total Direct expenditure on elementary education	Expenditure on elementary education met from "Fees" and other sources	Public expenditure on elementary education (1-2)
1	2	3	4
1950-51	441.8	50.9	390.9
1951-52	491.1	55.8	435.3
1952-53	538.4	61.1	477.3
1953-54	567.9	62.9	505.0
1954-55	623.5	67.1	556.4
1955-56	691.3	71.6	619.7
1956-57	756.3	71.9	684.4
1957-58	874.8	75.3	799.5
1958-59	954.1	81.2	872.9
1969-60	1048.7	85.8	962.9
1960-61	1163.7	93.4	1070.3
Decennial growth rate	163.4%	83.5%	173.7%

Sources : Col.1 - Based on Table IX - 'Expenditure on Education According to Heads of Charge' Education in India-Vol.I.Ministry of Education, Government of India.

Col.2 - Based on the same source as Col.1

Col.3 - Col.1 - Col.2.

TABLE - III

Indices of Teacher Salaries, Wholesale prices and Consumer Prices

(Base: 1950-51=100)

Year	Average annual salary per elementary school teacher in current prices (Rs.)	Index No. of teachers' salaries	Index No. of wholesale price	Index No. of consumer prices
	1	2	3	4
1950-51	563.1	100.0	100.0	100.0
1951-52	619.2	109.9	99.5	103.1
1952-53	650.3	115.5	90.2	103.1
1953-54	640.2	113.6	90.5	105.0
1954-55	653.3	116.0	86.6	98.0
1955-56	679.3	120.5	72.7	95.1
1956-57	720.1	127.7	94.2	105.9
1957-58	806.7	143.2	97.0	110.9
1958-59	848.5	150.6	101.0	116.8
1959-60	894.7	159.0	104.7	121.8
1960-61	932.4	165.5	111.7	122.8
Decennial growth rate		65.5%	11.7%	22.8%

Sources:

Col.1: Based on Table 17, "Remuneration of Teachers in Elementary Schools(1901-02 to 1960-61)",pp.696-697. The Indian Year Book of Education,1964 (II year book: Elementary Education)by National Council of Educational Research and Training,New Delhi.

Col.2: Based on Col.1.

Col.3: Based on Reports on Currency and Finance,1957-58 (Statement:20) and 1962-63 (Statements:8) by the Reserve Bank of India,Bombay.

Col.4: Based on Reports on Currency and Finance - 1956-57 (Statement:20), 1957-58 (Statement:21) and 1962-63 (Statement:11), by the Reserve Bank of India,Bombay.

TABLE - IV

Expenditure on Elementary Education Expressed in Terms of Constant Prices

(In Rs. million)

Year	Direct expenditure on elementary education in current prices	Salary expenditure in current prices	Non-salary expenditure in current prices	Salary expenditure in constant salary per teacher	Non-salary expenditure in constant wholesale prices	Direct expenditure in constant prices(4+5)
	1	2	3	4	5	6
1950-51	483.2	384.1	99.1	384.1	99.1	483.2
1951-52	536.5	442.6	93.9	402.7	94.3	497.0
1953-53	589.9	487.2	102.7	422.7	113.8	536.5
1953-54	623.2	511.0	111.8	449.8	123.4	573.2
1954-55	685.8	566.1	119.7	488.0	138.2	626.2
1955-56	761.7	628.6	133.1	521.6	160.9	682.5
1956-57	837.3	698.6	138.7	547.0	147.2	694.2
1957-58	969.7	819.8	149.9	572.4	154.5	726.9
1958-59	1061.6	906.4	155.2	601.8	153.6	755.4
1959-60	1171.3	1023.2	148.1	643.5	141.4	784.9
1960-61	1301.9	1134.1	167.8	685.3	150.2	835.5
Decennial growth rate	169.5%	195.2%	69.3%	78.4%	51.5%	72.9%

Explanations: Col.1: includes expenditure on elementary departments of secondary schools; hence, these figures do not agree with the figures in Col.1 of Table II. These figures are arrived at by assuming that the per pupil expenditure in the elementary departments of secondary schools is the same every year as obtains in elementary schools. On this assumption the number of pupils belonging to the elementary departments of secondary schools is multiplied by the yearly per pupil expenditure of elementary schools.

Cols.2 & 3: Total direct expenditure is divided into 'Salary Expenditure' and 'non-Salary expenditure'. This division is based on the assumption that the proportion of total direct expenditure on elementary stage incurred on the salary of teachers is the same as obtains for the elementary schools.

Cols.4 & 5: Salary and non-salary expenditure are expressed in terms of constant salary per teacher & constant wholesale prices respectively (See Cols.2 and 3 of Table III). Col.6: Col.4+Col.5.

TABLE - V

Direct Expenditure Per Pupil Expressed in Terms of Constant Prices

(In Rs.)

Year	Total direct expenditure on elementary education (In current prices) (Rs. million)	Number of pupils at the elementary stage (million)	Direct Expenditure per pupil (In current prices) (1 ÷ 2)	Direct Expenditure per pupil in constant wholesale prices	Direct Expenditure per pupil in constant consumer prices	Direct Expenditure per pupil in constant salary per teacher	Direct Expenditure per pupil in constant salary per-teacher and constant wholesale prices (Combined Index)
	1	2	3	4	5	6	7
1950-51	483.2	22.3	21.7	21.7	21.7	21.7	21.7
1951-52	536.5	23.2	23.1	23.2	22.4	21.2	22.5
1952-53	589.9	23.9	24.7	28.2	24.7	23.8	22.4
1953-54	623.2	25.5	24.4	26.9	23.3	21.4	22.4
1954-55	685.8	27.3	25.2	29.0	25.5	21.6	22.9
1955-56	761.7	29.5	25.19	31.2	27.1	21.5	23.2
1956-57	837.3	31.3	26.7	28.3	25.2	20.9	22.1
1957-58	969.7	33.1	29.3	30.2	26.4	20.4	22.0
1958-59	1061.6	36.2	29.3	29.0	25.1	19.4	20.8
1959-60	1171.3	38.9	30.1	28.7	24.7	18.9	20.2
1960-61	1301.9	41.7	31.2	27.9	25.4	18.9	20.0
Decennial growth rate	169.5%	87%	43.8%	37.7%	17.0%	-13.0%	-7.8%

Sources: Col.1: Based on Col.1 of Table-IV.
Col.2: Based on Table-8 'Enrolment at the elementary stage According to classes (1911-12 to 1960-6 pp.658-59 of the Second Year Book on Elementary Education, N.C.E.R.T., 1964.
Col.3: Col.2 divided byCol.1.
Cols.4,5, & 6: Per-Pupil expenditure is expressed in terms of constant prices.
Col.7: Col.2 of this table (i.e. Enrolment) is divided by Col.6 of Table IV.

TABLE - VI

Teacher-Pupil Ratio

Year	Total number of teachers in elementary schools	Number of pupils in elementary schools	Teacher-Pupil ratio
	1	2	3
1950-51	6,23,414	2,03,66,475	1:32.7
1951-52	6,54,210	2,12,33,333	1:33.4
1952-53	6,83,704	2,18,31,754	1:31.9
1953-54	7,27,555	2,32,44,505	1:31.9
1954-55	7,87,550	2,47,91,201	1:31.4
1955-56	8,39,643	2,67,32,686	1:31.8
1956-57	8,76,702	2,83,14,790	1:32.3
1957-58	9,14,312	2,98,48,030	1:32.6
1958-59	9,60,465	3,25,41,685	1:33.8
1959-60	10,23,606	3,48,07,477	1:34.0
1960-61	10,87,138	3,72,59,620	1:34.3
Decennial Growth Rate	74.4%	82.8%	-5.0%

Sources:

Col. 1: Based on Table 13C - Teachers in elementary schools, according to General Education Qualifications (1949-50 to 1960-61, p.67).
The Indian Year book of Education, 1964.
(II Year Book: Elementary education), by National Council of Educational Research and Training, New Delhi).

Col.2: Progress of Elementary Education in India - Table 3C, p.632. of the 'Year Book' mentioned above.

TABLE - VII

Proportion of Population of the Age--Group, 5-14, Attending Schools

Name of the Country and Year of Statistics	Age-Group	Percentage of age-group in the schools
1	2	3
DEVELOPED COUNTRIES :		
Canada (1961)	5-14	85.5
United States (1960)	5-14	90.0
Japan (1960)	6-14	92.6
Netherlands (1960)	5-14	96.3
UNDERDEVELOPED COUNTRIES :		
Pakistan (1961)	5-14	17.6
Malayasia (1960)	5-14	33.0
Indonesia (1961)	5-14	42.5
India (1961)	6-14	48.4

Sources: Table 15 'Population 6-24 years of age by School Attendance, Age and Sex: Each Census, 1955-1963, pp.428-446.

Demographic Year Book, 1963.

United Nations, New York, 1964.

TABLE - VIII

Teacher-Pupil Ratio (1958-59) Developed and underdeveloped countries (Primary Schools)

Name of the country and the year of statistics	Number of teachers	Total number of pupils	Teacher--Pupil ratio
1	2	3	4
DEVELOPED COUNTRIES			
Germany (1959)	1,39,000	49,98,000	1:36.0*
Canada (1959)	1,12,000	32,09,000	1:28.6
United Kingdom(1959)	1,52,000	43,55,000	1:28.6
U.S.A. (Fall 1961)	8,70,631	2,46,86,000	1:28.3
UNDERDEVELOPED COUNTRIES			
Mexico (1958)	1,00,000	44,37,000	1:44.4
Philippines (1958)	1,02,000	39,70,000	1:39.0
Pakistan (1958)	1,21,000	44,69,000	1:37.0
India (1960-61)[1]	10,87,138	3,72,59,620	1:34.3
Iraq (1959)	20,000	6,43,000	1:32.1

Sources: Statistical abstracts of the U.S.,1962. "International Comparisons No.1258, Education and Health",pp.935-936, U.S. Department of Commerce.

1. Last Row of Cols.1,2 and 3, Table VI.

* This ratio is arrived at without taking into account the number of part-time teachers (32,000). If, however, account is taken of part-time teachers by equating two part-time teachers to one full-time teacher, the ratio would rise to 1:32.2.