

**REVIEW OF EDUCATION  
IN INDIA  
1947-1961**

**MADHYA PRADESH**



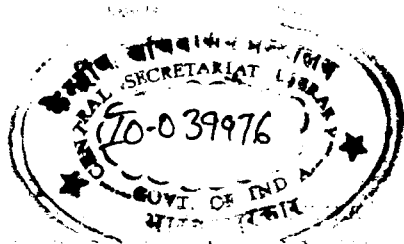
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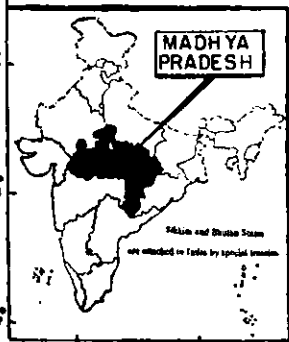
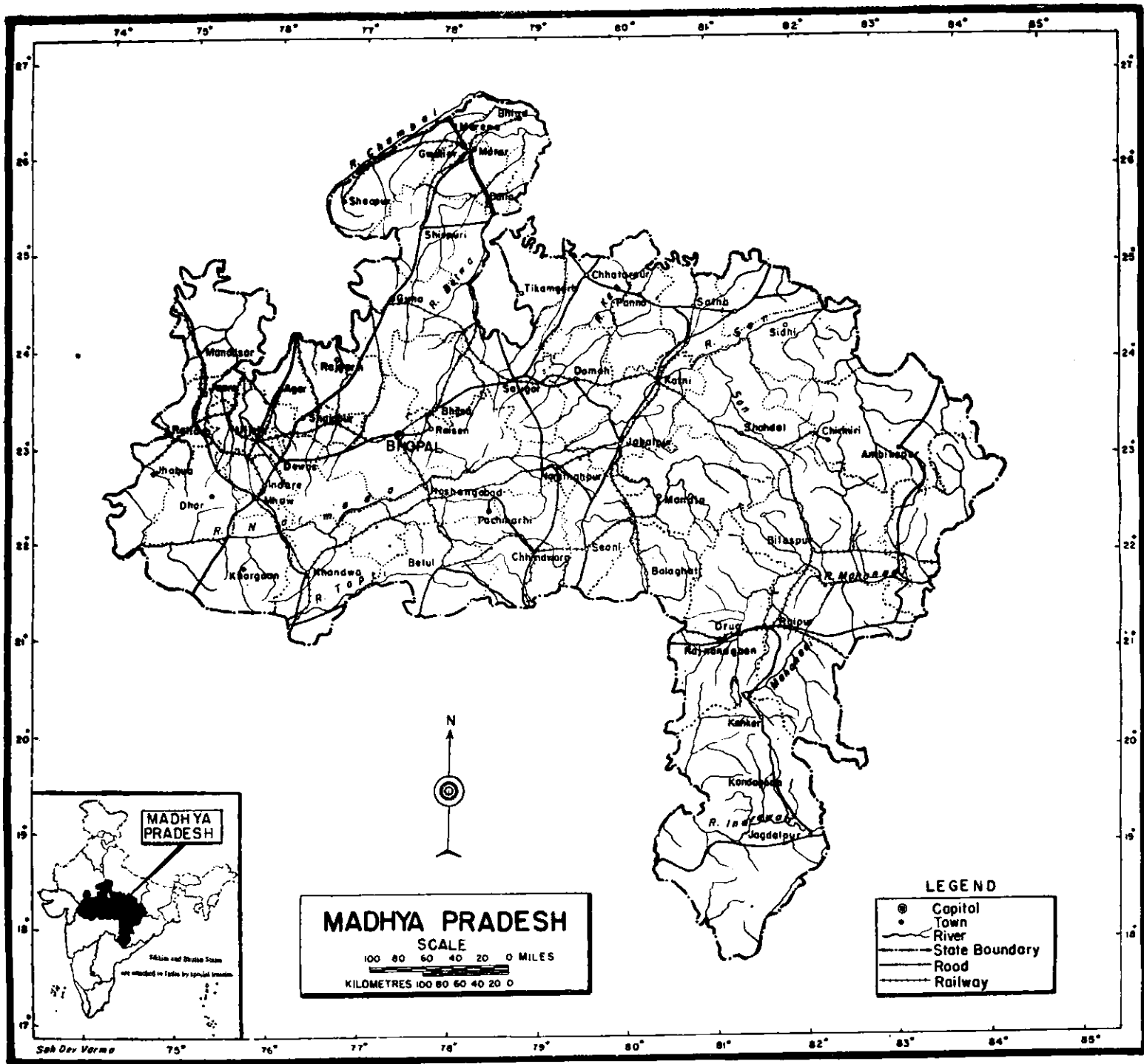
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## CONTENTS

General Information : Pp. 1-2. Development of Education prior to 1956 : Pp. 2-7 (development of education in the constituent areas of Madhya Pradesh (1) Mahakoshal, (2) Madhya Bharat, (3) Bhopal (4) Vindhya Pradesh, educational problems before the formation of the new State of Madhya Pradesh). Primary Education : Pp. 7-9 (primary course, expansion in the second Plan, training of teachers, qualifications for recruitment, uniform pay scale, legislation for compulsory education, administration, textbook production, expansion proposed in the third Plan, middle schools and enrolment in the second and third Plans). Basic Education : P. 10. Secondary Education : Pp. 10-12 (expansion in the second Plan, constitution of a single Board of Secondary Education, conversion of high schools into higher secondary schools, uniform pay scale for all teachers, improvement of teacher-training facilities, proposals under the third Plan). University Education : Pp. 12-13 (four universities of the State, reorganisation of higher education, expansion proposed in the third Plan). Technical Education : P. 13. Education of Girls : Pp. 14-15. Social Education : P. 15. Teaching of Science : Pp. 15-16 (pilot project in primary schools, science teaching in secondary schools). Scholarships and Freeships : P. 16. Physical Education : P. 16. Games and Sports : P. 16. Scouting and Guiding : N.C.C. and A.C.C. : P. 17. Pre-primary Education : P. 17. Education of the Handicapped Children : P. 18. Development of Hindi : P. 18. Sanskrit Education : P. 18. Audio-Visual Education Pp. 18-19. Educated Unemployment : P. 19. Education of the Backward Classes : Pp. 19-20. Administration : Pp. 20-21. Conclusion : P. 21. Education Statistics of Madhya Pradesh : Pp. 22-31.



**MADHYA PRADESH**  
SCALE  
100 80 60 40 20 0 MILES  
KILOMETRES 100 80 60 40 20 0

**LEGEND**

- Capital
- Town
- River
- - - State Boundary
- Road
- - - Railway

## MADHYA PRADESH

### 1. GENERAL INFORMATION

The present State of Madhya Pradesh was formed on the first of November 1956, as a result of the general reorganisation of States undertaken in that year. It is centrally situated and is truly called the 'heart land' of the Indian Union. The State consists of five distinct areas : (1) 17 districts of Mahakoshal ; (2) the whole of erstwhile Bhopal State consisting of 2 districts ; (3) the entire Madhya Bharat region comprising 16 districts except Sunel in Mandsaur district ; (4) the whole of Vindhya Pradesh consisting of 8 districts ; and (5) Sironi sub-division of Kotah district of Rajasthan. There are now 43 districts and 190 *tehsils* in the State which has an area of 1,71,210 sq. miles and a population of 3,23,94,000 living in 202 towns and 82,178 villages. In area, Madhya Pradesh is the biggest State of the Indian Union and in order of population the seventh, the density per sq. mile being only 189.

The physical features of the State are characterised by great variety. It has low-lying areas of Gird, Bundelkhand and Baghalkhand in the north ; the Malwa Plateau, rich in black cotton soil, in the west ; the alluvial fertile valley of Narbada in the centre ; the Satpura ridges covered with luxuriant forests in the south ; and the famous rice-growing plains of Chattisgarh in the east. The chief mountains are the Vindhya and the Satpuras, the mountains of Bastar being an extension of the Eastern Ghats. Most of the State is a fertile plateau of an average height of 1,600 to 2,000 ft. above sea level. The annual rainfall averages from 40" to 60" and the climate is hot and dry. The State is rich in minerals : coal is found in Betul, Chhindwara and Surguia districts ; manganese in Chhindwara, Balaghat and Bastar districts ; and iron in Balaghat and Shahdol districts. Of the total area 31.38% is covered with forest, 35.04% is under cultivation and the remaining 33.58% is fallow.

Owing to under-development of industries, the predominantly agricultural character of the economy, the urban

population is comparatively small and in 1960-61 was estimated at 46.29 lakhs or 14.29 per cent of the total population. The bulk of the population is rural and lives in small scattered habitations.

The main religions of the State are Hinduism which covers 94 per cent of the population and Islam which covers another 3 per cent. Jainism, Sikhism, Christianity and others come next in order of importance. The 'purdah' system is still prevalent in some places and is gradually dying out. Though child-marriage is prohibited by law, it is still practised in the rural and backward areas. People in such areas are very reluctant to send their daughters to school. Scheduled castes and Scheduled tribes form a sizable chunk of the total population—about 29 per cent. Economically and socially, these communities are very backward, although there has been some improvement in their condition after independence. The evil of untouchability has nearly vanished.

The main occupation of the people is agriculture which is practised by 78 per cent of the population. Steps are being taken to industrialise the State as rapidly as possible. Some of the important industries which have already come up include heavy electricals, iron and steel, textiles, rayon products, sugar, cement, paper and ceramics.

Hindi is the most important language in the State and is spoken by about 77 per cent of the population. Other languages spoken by more than a lakh of people are : Rajasthan, Marathi, Urdu, Sindhi and Gujarati. The tribal people mostly speak dialects which have neither any script nor any literature. The development of these languages is one of the important educational problems facing the State Government.

## 2. DEVELOPMENT OF EDUCATION PRIOR TO 1956

It is necessary to give a brief outline of the development of education in the five different areas which were merged together to form the present State of Madhya Pradesh on November 1, 1956, *viz.*, Mahakoshal, Bhopal, Madhya Bharat and Vindhya Pradesh.

(1) *Mahakoshal*. The Mahakoshal region formed a part of the old Central Provinces (also designated later on as

MADHYA PRADESH

Madhya Pradesh). The history of its educational development, therefore, follows broadly the pattern of educational development in British India. Pioneering work in education was first started by missionaries ; then came State intervention and private enterprise. In 1863-64 was created the Department of Education. In 1921, education was transferred to Indian control under diarchy and 1937 saw the introduction of provincial autonomy. Compulsory primary education was introduced in a few selected areas under the Central Provinces and Berar Primary Education Act, 1920. In 1923, the University of Nagpur was established and it looked after the interests of this area until 1946 when thanks to the generous donation given by the late Sir Harisingh Gour, a separate university was established at Sagar. In 1948, a comprehensive scheme of decentralisation was adopted and a statutory local body, known as the *Janapad*, was created for each *tehsil*. It was placed in charge of a number of activities, including the establishment and maintenance of primary schools. The schools received grants-in-aid whose basis varied from scheme to scheme. Between 1953 and 1956, secondary education was reorganised on the lines of the Report of the Secondary Education Commission. As the following statistics will show, by 1955-56 the overall educational progress in Mahakoshal had reached a fairly good level.

	No. of Institutions	Enrolment		
		Boys	Girls	Total
Primary schools	8,190	4,35,789	1,11,052	5,46,841
Middle schools	661	1,14,656	19,734	1,34,390
Secondary schools	180	63,656	13,343	76,999
Schools of professional, vocational, technical and special education.	1,587	28,418	3,492	31,910
Colleges of general education	13	3,842	521	4,363
Colleges of professional, technical and special education	10	2,153	225	2,378

(2) *Madhya Bharat*. The former Madhya Bharat State was formed in 1948 by integrating the princely states of

Central India. Its area was 46,478 square miles and, according to 1951 census, its population was 79.54 lakhs. The index of literacy (excluding the age group 0-9) was 13.1% (20.8% for men and 4.4 per cent for women).

Education in Madhya Bharat made considerable progress between 1948 and 1956. The total number of institutions increased from 3,455 in 1948-49 to 9,069 in 1955-56, and that of scholars from 2,12,486 (1,84,514 boys and 27,972 girls) to 5,74,741 (4,69,311 boys and 1,05,430 girls). The total educational expenditure rose from Rs. 1.16 crores in 1949-50 to Rs. 3.20 crores in 1955-56.

Primary education for the age group 6-11 made spectacular progress during this period. The number of primary schools increased from 3,182 to 7,722; enrolment from 2,33,656 to 4,59,834; and direct expenditure on primary education from Rs. 43.29 lakhs to Rs. 106.85 lakhs. The percentage of trained primary teachers was no doubt only 21.2 in 1955-56, but it has to be noted that it was only 9 in 1949-50 and that the number of primary teachers had increased from 5,508 in 1949-50 to 12,574 in 1955-56. The number of middle schools increased from 207 (with an enrolment of 36,606) in 1949-50 to 438 (with an enrolment of 65,771) in 1955-56. There were no basic schools in 1948-49; in 1955-56 there were 442 junior basic schools with 35,686 pupils.

The number of secondary schools increased from 43 in 1948-49 to 104 in 1955-56 and their enrolment from 7,088 (6,234 boys and 854 girls) (in 1949-50) to 16,605 (14,157 boys and 2,448 girls). Total expenditure on secondary education rose from Rs. 16.24 lakhs to Rs. 30.03 lakhs.

In 1949-50, there were in all 12 arts and science colleges in Madhya Bharat. By 1955-56, their number had increased to 30, women's colleges increasing from 1 to 4. Their enrolment rose from 2,917 in 1949-50 (inclusive of 329 girls) to 6,338 in 1955-56 (inclusive of 1,241 girls). Professional and technical education also made considerable headway during this period. As against 4 colleges—2 for medicine and 2 for teacher training—in 1949-50, there were 8 colleges in 1955-56—4 for medicine, 1 for engineering, 1 for agriculture, 1 for teacher training and 1 for veterinary science. Besides, profes-



sional courses in Commerce and Law were also offered by some of the arts and science colleges.

(3) *Bhopal*. Bhopal was taken over by the Central Government on June 1, 1949, became a part C State in 1950, and was merged in Madhya Pradesh in 1956. It had an area of 6,878 sq. miles and, according to 1951 census, a population of 8,36,474.

In 1949-50, Bhopal had only 249 recognised educational institutions of all kinds with an enrolment of 15,632 and an expenditure of about Rs. 12 lakhs. In 1955-56, it had a total of 1,544 educational institutions with an enrolment of 63,856 pupils (54,637 boys and 9,219 girls). Total expenditure on education in 1955-56 was almost Rs. 100 lakhs.

Primary education made considerable progress during the period under review. The number of primary schools rose from 209 (with 11,614 pupils and 337 teachers) in 1949-50 to 1,367 (with 53,996 pupils and 2,492 teachers) in 1955-56. The number of middle schools rose from 14 (with 1,616 pupils) to 86 (with 4,839 pupils). There was not a single basic school in 1949-50; but by 1955-56, as many as 97 basic schools had come into being. One drawback in this expansion, however, was the increase in the percentage of untrained teachers—it was as high as 90% in 1955-56!

In 1949-50, there were 6 high schools with 517 pupils. This number rose to 22 with 1,540 pupils in 1955-56. In 1949-50, there was only one college. By 1955-56, another college had come into existence, the number of students increasing to 895, of whom 126 were girls. Prior to 1949-50, Bhopal had no provision for professional and technical education. By 1955-56, however, three colleges—one each for medicine, education and agriculture—had been established. As regards technical and professional education at the school level, the State had 15 institutions during 1955-56, as against only 2 in 1949-50.

(4) *Vindhya Pradesh*. This State arose out of the merger of a number of erstwhile princely states which after passing through various phases of integration were constituted into a part 'C' State in 1950. It had an area of 23,603 sq. miles and an estimated population of 36 90 lakhs (1951 cen-

sus). Only 8.1 per cent of the people (excluding the age-group 0-9) were literate.

Between 1949-50 and 1955-56, Vindhya Pradesh made considerable progress in education. The total number of institutions rose from 1,627 to 4,449; the number of scholars from 94,090 to 2,76,209; and total educational expenditure from Rs. 34.41 lakhs to Rs. 130.52 lakhs. The one weakness of this expansion, however, was that the enrolment of girls increased only from 6,071 to 26,305 and, even in 1955-56, only 6% of teachers were women! The traditional vicious circle—lack of women teachers holding up the enrolment of girls and low enrolment of girls leading to a shortage of women teachers—was the main obstacle in the expansion of girls' education.

Primary schools increased from 1,411 (with 83,896 pupils and 2,185 teachers) to 3,642 (with 2,28,392 pupils and 5,610 teachers) during the period under review. The middle schools increased from 175 with 7,588 pupils to 242 with 23,371 pupils. High schools increased from 16 with 1,340 pupils to 46 with 5,876 pupils. There was no basic school in 1949-50. By 1955-56, as many as 106 schools had been established.

In 1955-56 Vindhya Pradesh had 6 colleges—2 first grade and 4 intermediate, as against 3 including 2 first grade colleges in 1949-50. All these colleges were co-educational and were government managed. They enrolled 1,191 students during 1955-56, as against 456 during 1949-50. There were also 8 schools for vocational education: 1 for agriculture, 2 for industry, 1 for technology and 4 for teacher training. School classes for some of the professional subjects like Commerce and Engineering were also being conducted in certain other types of institutions. The total enrolment in professional schools and classes stood at 585 in 1955-56.

In 1956, when the present State of Madhya Pradesh was formed, it had to face two important educational problems. On the one hand, it had to evolve a common integrated system of education in place of the five different systems which it had inherited as a legacy of the past. On the other, it had to brnig about large-scale expansion and qualitative improve-

ment of education in all sectors because in spite of the advance made between 1947 and 1956, the State was still, comparatively speaking, backward in education. This latter task was made all the more difficult because of four factors : (1) the low economic development of the State ; (2) the comparatively large population of Scheduled castes and Scheduled tribes ; (3) the existence of large forest areas and small scattered habitations ; and (4) the general under-development of girls' education.

### 3. PRIMARY EDUCATION :

Considerable progress has been made in the present State of Madhya Pradesh in the field of primary education since 1956. At the time of reorganisation, the duration of the primary course in Mahakoshal region was four years only while, in the rest of the State, it was five years. Now the duration of the primary course is uniformly five years in all parts of the State and a unified syllabus, on the pattern of basic education is followed in all schools of the State.

In 1955-56, the State had 20,983 primary schools and a total enrolment of 13,56,486 (with 41,309 teachers). During the second Plan, a big drive was launched for the expansion of primary education. An educational survey of the State was carried out and schools were opened in almost all places with a population of 500 and above and in a large number of habitations with even less than 500 people. The results have been very encouraging. During the last five years, the total number of primary schools has increased to about 31,000 and the total enrolment at this stage to about 20 lakhs (boys 16 lakhs, and girls 4 lakhs). This roughly works out at an enrolment of 74 per cent for boys and 19 per cent for girls.

As stated earlier, one of the major weaknesses of the development of education in Madhya Pradesh has been the low percentage of trained teachers. The situation in this respect, unsatisfactory as it was in 1947, had deteriorated further with the large expansion that had taken place between 1947 and 1956. One of the most important programmes undertaken for the qualitative improvement of primary education in the second Plan, therefore, related to the enlargement of facilities for the training of primary teachers. For this purpose, 9 new institutions were established by the State

from its own funds and 50 new institutions with assistance from the Government of India under the Centrally sponsored scheme for the expansion of teacher training facilities. The total number of training institutions for primary teachers thus increased from 44 in 1956 to 103 in 1961. It is estimated that the percentage of trained teachers rose from 28 in 1955-56 to 50 in 1960-61 and is expected to rise further to 75 by 1965-66. The duration of the training course for primary teachers is one year at present. It is proposed to increase it to two years as early as possible. A beginning in this direction may first be made with under-matriculate teachers.

Steps have also been taken to improve the qualifications of primary teachers. The prescribed minimum qualification for primary teachers is the Secondary School Leaving Certificate ; relaxations are made only in the case of women and teachers from backward communities. The measure has served to raise the level of general education among primary teachers. The scales of pay of primary teachers which prevailed in the princely states that merged into Madhya Pradesh varied from area to area and were very low. Further, teachers under different managements, such as government, local bodies or voluntary organisations, were paid at different rates. All these anomalies have since been removed by the introduction of a common and uniform scale of pay for all primary teachers in the State. The scale compares very favourably with those in other States.

Different laws had been enacted in different areas for compulsory primary education. For instance, Mahakoshal had the C. P. and Berar Primary Education Act of 1920 which was later on replaced by the Madhya Pradesh Compulsory Primary Education Act of 1956. The Bhopal State Compulsory Primary Education Act, 1956, is in force in the areas of the erstwhile State of Bhopal ; the United State of Gwalior, Indore and Malwa (Madhya Pradesh). Compulsory Primary Education Act, 1949, is in force in the concerned areas; the Madhya Pradesh Primary Education Act, 1956, is in force in the Mahakoshal region ; and the Vindhya Pradesh Primary Education Act, 1952 is in force in the Vindhya Pradesh area. Most of this legislation had been technically defective and needed improvement. It has, therefore, been decided

to enact a new and comprehensive legislation for compulsory primary education for the State as a whole.

There is no uniform pattern in the State for the administration of primary education. In the Mahakoshal area, the *Janapad Sabhas* administer primary education while in the rest of the State, it is directly under the Education Department. It is now proposed to introduce a uniform pattern of administration for primary education in the State, broadly on the lines of 'democratic decentralisation'.

There is a separate section in the Directorate of Education for the production and selection of literature for teachers and students in primary schools. Textbooks in certain subjects in primary and middle schools have already been nationalised and further plans for the production of better and cheap textbooks drawn up. The scheme of midday meals has been introduced in the tribal areas and in a few other selected places.

In the third Five Year Plan, it is proposed to enrol 10 lakh additional children and to raise the total enrolment at the primary stage to 30 lakhs—20 lakh boys and 10 lakh girls. This will imply that, by 1965-66, 83 per cent of boys and 44 per cent of girls would be at school. To achieve this target, additional 27,700 primary teachers will be appointed at the rate of 5,540 teachers a year. Provision has been made for the appointment of inspecting officers on the basis of one assistant inspector for every 50 schools. The construction of 4,160 quarters for women teachers has been provided for. It is also proposed to assist the local community for putting up 27,700 classrooms at the rate of Rs. 1,000 per classroom.

For the age group 11-14, the State had 1,430 middle schools and a total enrolment at this stage of 2,13,312 in 1955-56. By the end of the second Plan, the number of middle schools had increased to about 2,500 and their enrolment to about 3.27 lakhs—2.73 lakh boys and 54,000 girls. It is proposed to set up about 850 additional middle schools and to raise the enrolment at this stage to about 4.96 lakhs—4.16 lakh boys and 80,000 girls—in the third Plan. This will raise the percentage of enrolment from 16.3 in 1960-61 to 19.8 in 1965-66—32.5 per cent for boys and 6.5 per cent for girls.

#### 4. BASIC EDUCATION

In 1955-56, the State had 1,110 junior basic and 194 senior basic schools with 86,451 and 45,002 scholars respectively. During the second Plan, a fair number of primary schools were converted to the basic pattern. In 1960-61 the total number of basic schools was about 2,250 and the total number of scholars in these schools about 1.75 lakhs. It is proposed to convert 384 additional primary and 192 additional middle schools in the third Plan so that each *tehsil* would have at least two more junior basic and one more senior basic school. Almost all training institutions in the State have been converted to the basic pattern and now basic education can be expected to advance at a faster rate in the years to come.

#### 5. SECONDARY EDUCATION

In 1955-56, the total number of secondary schools in the State was 353 and the enrolment at the secondary stage 50,380 (43,333 boys and 7,047 girls). During the last five years, there has been a good deal of expansion ; in 1960-61, the total enrolment at the secondary stage was estimated at 78,000 (67,000 boys and 11,000 girls).

In 1955-56, there were two Boards of Secondary Education in the State, each of which had its own course of studies. In 1959, both these Boards were replaced by a single Board of Secondary Education for the State as a whole with its headquarters at Bhopal.

Madhya Pradesh has accepted the recommendations of the Secondary Education Commission and has launched a big drive for the conversion of high schools into higher secondary schools. During the second Five Year Plan, 250 government high schools (out of a total of 310) were converted into higher secondary schools. Private high schools are given grants-in-aid on a 75 per cent basis for converting themselves into higher secondary schools. Of the higher secondary schools, 71 are for girls—38 government and 33 non-government. Facilities for secondary education are now available in every *tehsil* of the State.

Government has taken over a number of non-government secondary schools on account of various considerations such as backwardness of the area, financial difficulties of the

management, etc. The rules of grants-in-aid to secondary schools have also been revised and unified.

In 1955-56, the scales of pay of teachers in the four regions of the State were all different, those in the Mahakoshal area being the highest. The removal of these disparities and the introduction of a common uniform pay scale for all areas, therefore, were matters of some urgency. The recommendations of the Pay Commission, came in handy and provided occasion for an upward revision of the scales of pay of secondary teachers. The present scales compare favourably with those in other States.

Facilities for the training of secondary teachers have also been improved. There are now 10 post-graduate basic training colleges in the State with an annual output of about 1,200 teachers at the B.Ed. level and of about 70 teachers at the M.Ed. level. Except in the Mahakoshal region, teachers sent for training continue to receive their pay throughout the period of training. Provision for extension and guidance services has been made at four post-graduate basic training colleges. These have made a useful contribution through raising the standard of teaching in secondary schools through in-service programmes of teacher education.

There are at present 26 multipurpose schools in the State.

By the end of the third Plan *i.e.*, by 1965-66, enrolment at the secondary stage is expected to rise to about 1,10,000—95,000 boys and 15,000 girls. Even with this expansion, however, the percentage of children enrolled in secondary schools to the total population of children in the age group 14-17 would be 5.2 only in this State as against the all-India target of 15 per cent. The third Plan also proposes to convert 21 secondary schools into multipurpose higher secondary schools—(19 boys' schools and 2 girls' schools). This will provide at least one multipurpose higher secondary school for boys in each district and at least one girls' multipurpose higher secondary school in each division. Eighty high schools will be taken up for conversion into higher secondary schools. Provision has also been made for the establishment of an additional training college with an annual intake of 128. There is a scheme to establish one hostel in each *tehsil* for boys and two hostels for girls in each district by 1965-66.

In all some 144 hostels (120 for boys and 24 for girls) have been proposed for the third Plan. A special scheme has been proposed for granting scholarships to poor but meritorious students. Only those students whose parental income is less than Rs. 500 per month and who secure a first class at the Board or University examinations will be eligible for these scholarships.

#### 6. UNIVERSITY EDUCATION

Reference has already been made to the University of Sagar which was established in 1946. It has made considerable progress during the last fifteen years. Originally, its jurisdiction included the Mahakoshal area only ; but it has since been extended to Vindhya Pradesh also. It has four faculties—Arts, Science, Education, Engineering and Technology—and in 1960-61, it had 26 teaching departments and 45 colleges affiliated to it.

Three more universities have been established in the State since 1947. The Indira Kala Sangeet Visva-Vidyalaya, Khairagarh, was established in 1956. It has one teaching department and seven institutions affiliated to it. In 1957 was established the Jabalpur University whose jurisdiction extends to the district of Jabalpur only. It has faculties in Arts, Science, Agriculture, Commerce, Education, Engineering, Home Science, Law, Medicine and Veterinary Science. In 1960-61, it had six teaching departments and 19 affiliated colleges. In 1957 was established the fourth university in the State, *viz.*, the Vikram University of Ujjain. All colleges in the Madhya Bharat and Bhopal regions are affiliated to the Vikram University. It has faculties in Arts, Science, Agriculture, Education, Engineering, Law, Medicine, Physical Education, Veterinary Science and Animal Husbandry. In 1960-61, it had 46 colleges affiliated to it.

Owing to the establishment of these four universities, it has become possible to restrict the affiliation of colleges in the State to universities situated in the State itself. The three-year degree course has been introduced in all the colleges and scales of pay of university teachers have been revised. Except in technical colleges, no student was refused admission in any of the government colleges during the last two years. In 1955-56, there were six districts in the State without



any facilities for higher education. Degree colleges have since been opened by the Government in these areas. There is a popular demand for additional universities at Raipur, Gwalior, Indore and Rewa. It is, therefore, proposed to establish at least two more universities during the third Plan. It is also proposed to open post-graduate and research departments in different subjects at the divisional headquarters. Three new colleges are to be opened. It is proposed to have hostels at the seven divisional headquarters with a capacity of 200 boys each. It is similarly proposed to have girls' colleges at the remaining two divisional headquarters during the third Plan and six hostels at suitable places with a capacity of 150 girls each.

#### 7. TECHNICAL EDUCATION

Technical education made significant progress in Madhya Pradesh during the second Plan. There are at present 5 engineering colleges, which can admit 375 students for civil engineering, 175 each for electrical and mechanical engineering, 45 each for automobile engineering and tele-communications, and 15 each for mining and metallurgy. There are 13 polytechnics with a capacity of 1,085, besides 21 very well equipped vocational and technical schools.

Considering the size of the area of the State and its immense potential for industrial development, the figures quoted above are by no means sufficient for its needs. A fairly large programme for the development of technical education has, therefore, been visualised under which it is proposed to open fifteen additional polytechnics and five additional engineering colleges in the third Plan. Each college will have an intake of 120. Five junior technical schools will be opened as also technical institutions for women, one at each of the divisional headquarters. The courses proposed for women's institutions include confectionary, hosiery, weaving and dyeing, tailoring, calico printing, fruit preservation, preparation and preservation of food and cottage industries. The demand for technical personnel is so great that the question of any unemployment among trained technical personnel does not arise. A large number of trained persons from other States, on the other hand, have found employment in the State.

## 8. EDUCATION OF GIRLS

Owing to historical and social reasons, education of girls has lagged behind considerably in Madhya Pradesh. The overall picture of girls' education in 1955-56 was not very happy. There were only 8 colleges for girls—6 for general education and 2 for professional and special education; 65 high or higher secondary schools; 154 middle schools; 1,389 primary schools; and 170 special schools in the State. The enrolment of girls was 2,576 at the university stage; 7,047 at the secondary stage; 26,274 at the middle stage; 2,46,324 at the primary stage; 4,870 in special schools; and 1,076 in professional and vocational schools. The total enrolment of girls was only 2,89,818 as against 14,25,704 of boys.

During the second Plan, an intensive effort was made to expand facilities for girls' education broadly on the lines recommended by the Government of India and the National Council for Girls' Education. A State Council for Women's Education has also been established. Composed as it is of prominent social workers from all parts of the State, the Council, it is hoped, would enable the Government to arouse and tap popular enthusiasm for girls' education. A Deputy Director for women's education has also been appointed. She works as Secretary of the State Council and is in overall charge of all programmes for the development of women's education.

It is estimated that by 1960-61, the number of girls' primary schools had risen to about 2,000, that of middle schools to about 210, that of high schools to 35 and that of higher secondary schools to 71. Enrolment of girls at the primary stage is also expected to have risen to 4 lakhs; that at the middle stage to 54,000 and that at the secondary stage to 11,000. Compared to the task that lies ahead, these figures, to be sure, leave much to be desired. They do, however, imply considerable advance over the situation in 1947.

It is proposed to emphasise girls' education to a still greater extent in the third Five Year Plan. The enrolment of girls at the primary stage is proposed to be increased to 10 lakhs, that at the middle stage to 80,000 and that at the secondary stage to 15,000. Special emphasis is also proposed to be laid on the recruitment and training of women teachers

and on the construction of residential quarters for them and hostels for girls at the secondary and university stages.

#### 9. SOCIAL EDUCATION

Programmes of social education are being developed as part of the community development programmes. The entire area or the State has been divided into a number of community development blocks, each block covering about 100 villages with a population of 65,000. In view of the complexity of problems and low density, special multipurpose blocks with a smaller population have been created in the tribal areas. In each block there is a special functionary, the social educational organiser who is principally in charge of the development of social education programmes. Another functionary, the *Mukhya Sevika*, looks after social education programmes for women. Considering the prevailing extent of illiteracy, and the magnitude of the problem as a whole, the work done so far is like a drop in the ocean.

The State has undertaken a programme for the development of libraries. There is a chief librarian at the State level. A number of district libraries have been developed during the second Plan and 10 additional district libraries are proposed to be established in the third Plan.

#### 10. TEACHING OF SCIENCE

In the revised curricula of primary and secondary schools, adequate emphasis has been placed on the teaching of science. A pilot project for the improvement of teaching of science in primary schools has been taken up under the Centrally sponsored scheme of the Government of India. A science consultant, in Class I of the State Educational Service, has been appointed and put in charge of the experiment. The experiment is being tried in a compact group of about 100 primary schools.

In every higher secondary school, three out of six teachers are meant for science. Government schools have been adequately equipped for science and grants-in-aid have been given to non-government schools for providing facilities for the teaching of science. Most of the higher secondary schools in the State offer facilities for this subject. There is a great dearth of science graduates to work as teachers in secondary

schools and training institutions. It is proposed, therefore, to pay special attention to the personnel problem in the third Plan.

Facilities for the study of science at the university stage are also being increased.

#### 11. SCHOLARSHIPS AND FREESHIPS

Scholarships are awarded in secondary schools on the basis of merit-*cum*-poverty. Freeships are provided on a more liberal scale. Children of government servants or employees of local bodies are entitled to free education if their parental income is less than Rs. 100 p.m. and to a half free-ship if their monthly income does not exceed Rs. 200 p.m. Education between the ages 6 and 14 is completely free.

#### 12. PHYSICAL EDUCATION

Physical education forms an integral part of the primary and secondary curriculum. In order to train teachers of physical education for secondary schools, a college of physical education is maintained at Shivpuri. It was strengthened and developed during the second Plan. Facilities for physical education are provided at the collegiate stage also.

A beginning with the medical inspection of school children has been made in the urban areas. Defects coming to light in the course of medical inspection are recorded and communicated to parents. The follow-up work, however, is not very effective. In the rural areas, it has not been possible to organise any programme of medical inspection as yet.

#### 13. GAMES AND SPORTS

There is a State Olympic Association with branches at divisional and district levels. An officer of the Directorate has been placed in special charge of games and sports. The State organises tournaments every year at the district, divisional and State levels for which an amount of Rs. 200, Rs. 500 and Rs. 11,000 respectively, is sanctioned every year. Teachers who are good in games are deputed to coaching camps organised by the Government of India. So far teachers have been deputed to the coaching camps for basket-ball, badminton, volley-ball, wrestling and table-tennis held at Patna, Bombay, Patiala, Madras and Lucknow respectively.

## 14. SCOUTING AND GUIDING :

There is a State Council of Scouts and Guides and the number of scouts and guides at present is 15,160 and 5,290 respectively. Every year, a number of training camps, scout camps and *shramdan* camps are organised and a Scout Week is observed throughout the State. On the whole, scouting and guiding are quite popular.

## 15. N.C.C. AND A.C.C.

The Organisation of National Cadet Corps was started with a view to inculcating a spirit of discipline and leadership among the youth of the country. The movement has made good progress. The present strength of junior troops in Madhya Pradesh is 204 with 199 N.C.C. officers and 6,673 cadets. A.C.C. is very popular at the secondary stage. There are at present about 920 sections of the A.C.C. with 46,000 cadets.

## 16. PRE-PRIMARY EDUCATION

Pre-primary education is being developed mostly by voluntary organisations. The number of pre-primary schools was only 4 in 1947 ; it has since increased to 47 (1955-56) with 3,621 pupils (1,970 boys and 1,651 girls). The private management and local bodies controlling these institutions receive generous grant-in-aid from the State Government. The teachers are mostly women. There are two institutions in the State for the training of pre-primary teachers—one run by the Government at Jabalpur with an intake of 60 and the other run by a private agency at Indore also with an intake of 60.

During the third Plan, it is proposed to start 35 government pre-primary institutions in selected towns and cities. An equal number of non-government institutions will also be opened. These will receive grant-in-aid from the Government on a 75% basis. The total number of government and non-government pre-primary schools by the end of the third Plan is expected to increase to 239. These institutions will provide facilities for nearly 17,000 children in the age group 3-6.

### 17. EDUCATION OF THE HANDICAPPED CHILDREN

In 1947, there were only two institutions for handicapped children. The number of these institutions has since increased to four (two at Indore, one at Gwalior and one at Bhopal) with a total enrolment of 132. These institutions get grants-in-aid of the total value of Rs. 12,500 from the State Government. A few scholarships are also given to students residing in hostels.

### 18. DEVELOPMENT OF HINDI :

Hindi is the official language of the State. Its use in official correspondence is being progressively increased. Hindi is also the medium of instruction in secondary schools and colleges up to the degree standard.

### 19. SANSKRIT EDUCATION

A Sanskrit Advisory Board has been established for the development of Sanskrit education. The Board has recommended that the syllabus for institutions imparting education in Sanskrit should be comprehensive and should, besides Sanskrit, include some of the modern subjects. It has appointed a sub-committee to examine the syllabuses, textbooks, administrative and financial conditions of institutions imparting education in Sanskrit and to make recommendations for their reorganisation and improvement. It has also recommended that the question of equivalence between degrees and certificates awarded by these institutions and those awarded by other boards and universities should be taken up for examination immediately.

Sanskrit is a compulsory subject of study at the middle stage.

### 20. AUDIO-VISUAL EDUCATION

A Board of Audio-Visual Education was established in 1956 for the development of audio-visual education in the State. Audio-visual education has also been introduced as a subject in the teacher training colleges. Multipurpose higher secondary schools are equipped with projectors, tape recorders, cameras, charts and posters.

The Audio-Visual Unit, which has been placed under a special officer attached to the Directorate, works in close association with the extension services departments of the

training colleges at Bhopal, Khandwa, Raipur, Jabalpur and Dewas. The unit undertakes *inter alia* the training of teachers in the use of audio-visual methods of education and in the handling of audio-visual equipment.

## 21. EDUCATED UNEMPLOYMENT

There are seven employment exchanges in the State and as many as 54,983 persons applied to them for jobs. No survey has so far been made in this respect by the Education Department.

## 22. EDUCATION OF THE BACKWARD CLASSES

According to the census of 1951, the population of Scheduled castes in Madhya Pradesh was 34,90,761 and that of Scheduled tribes 38,65,254 and the two together formed about 28 per cent of the total population. Economically and socially, these communities are very backward and special efforts are needed to spread education among them and to raise their standard of living. The problem is particularly difficult in the case of Scheduled tribes, most of whom live in thinly populated forest areas which are difficult of access. The situation is aggravated by the fact that they speak dialects which have neither a script nor any literature.

The Government of Madhya Pradesh has created a Tribal Welfare Department to look after the education and welfare of Scheduled tribes. As is well known, a narrow educational approach to this problem is not likely to succeed ; if good results are to accrue, education must go hand in hand with general ameliorative measures for their social and economic betterment. This comprehensive approach is now being made by the Tribal Welfare Department. As a result of the measures adopted during the last fifteen years, some improvement in the condition of these people has become distinctly noticeable.

A number of measures have been adopted for the spread of education among these communities. Education up to the secondary stage is completely free for Scheduled caste and Scheduled tribe children. At the university stage, seats are reserved for them in institutions of higher education and almost all students at the post-matriculation stage are in receipt of scholarships awarded under the Government of

India scheme of Backward Class Scholarships. A number of hostels have been established where students from these classes are given free board and lodging. Assistance is also given in the form of books and clothing and towards examination fees. A large number of government posts are reserved for these people. There are also a number of 'Ashram' schools which form an interesting experiment in the education of Scheduled tribe children.

### 23. ADMINISTRATION :

The State has had to face a series of difficult problems in organising its Education Department. In the regions of Vindhya Pradesh and Madhya Bharat, the Department of Education had to be built up between 1947 and 1956 by the integration of the staff of several education departments of the erstwhile princely states which had merged into them. Hardly had this process been over when another process of integration began in 1956 immediately after the creation of the present State. The problems posed by this continued process of integration have taken a good deal of time and energy, and it is a matter of some gratification that most of these have by now been satisfactorily resolved.

The Education Department, as it is organised at present, is divided into two main branches—Collegiate Education and Non-Collegiate Education. The Collegiate Education branch deals with all institutions of the university standard and with the four State universities. The Secretary to the Government of Madhya Pradesh in the Education Department is the head of this branch. The Non-Collegiate branch has a Joint Director of Public Instruction (Technical) who looks after all technical education below the university level and a Director of Public Instruction who looks after all the other institutions. At the State level, the Director of Public Instruction is assisted by two Deputy Directors, two Assistant Directors, a Superintendent for textbooks, a Superintendent for audio-visual education and an Officer on Special Duty for planning. The State is divided into four regions, each of which is under an officer of the status of a Deputy Director of Public Instruction, although the actual designation varies from region to region. Under the divisional officers are the district



inspectors of schools. Each district inspector is assisted by a number of assistant district inspectors of schools. As stated earlier, there is a separate department for the education of girls.

#### 24. CONCLUSION

It will be seen from the foregoing account that most of the areas now included in the State of Madhya Pradesh were educationally backward in 1947. This backwardness was ubiquitous but was particularly marked in girls' education, secondary education and university education. The State was called upon to put in a Herculean effort for expanding and improving the existing facilities in the face of several handicaps such as the low economic standard of the people, small and scattered habitations, and a very large population of Scheduled castes and Scheduled tribes. In spite of these initial and continuing handicaps, however, the State has been able to achieve a good deal of expansion during the last 14 years, particularly during the second Five Year Plan.

Despite its past achievements, it will not be possible for the State to wipe out all its deficiencies which are due to a century of neglect and under-development even by the end of the third Plan. It is, however, hoped that the drive for educational development started during the second Plan will gather momentum during the third Plan and that education in Madhya Pradesh would soon be on a par with that in the other States of the Indian Union.

## EDUCATIONAL STATISTICS OF MADHYA PRADESH

## I—Number of Institutions

Item	1955-56		1958-59*	
	Total	For Girls	Total	For Girls
I	2	3	4	5
Universities . . . . .	1	..	4	..
Boards of Education . . . . .	1	..	2	..
Research Institutions . . . . .	..	..	1	..
Colleges for General Education—				
Degree Standard . . . . .	51	6	59	5
Intermediate Standard . . . . .				
Colleges for Professional and Technical Education—				
Agriculture and Forestry . . . . .	3	..	4	..
Commerce . . . . .	1	..	2	..
Engineering and Technology . . . . .	2	..	4	..
Law . . . . .	2	..	3	..
Medicine . . . . .	7	..	9	..
Teachers' Training—				
Basic . . . . .	1	..	3	..
Non-Basic . . . . .	4	1	6	1
Veterinary Science . . . . .	..	..	2	..
Others . . . . .	2	..	1	..
Colleges for Special Education . . . . .	9	1	25	1

Schools for General Education—					
Higher Secondary Schools . . . . .	}	353	65	277	47
High Schools . . . . .					
Middle Schools—					
Basic . . . . .		194	..	301	..
Non-Basic . . . . .		1,236	154	1,595	208
Primary Schools					
Basic . . . . .		1,110	1	2,228	3
Non-Basic . . . . .		19,873	1,388	24,144	1,730
Pre-Primary Schools . . . . .		47	24	120	72
Schools for Vocational and Technical Education—					
Agriculture and Forestry . . . . .		21	..	22	..
Art and Crafts . . . . .		23	5	17	6
Commerce . . . . .		1	..	1	..
Engineering . . . . .		4	..	10	..
Medicine . . . . .		4	2	5	3
Teachers' Training—					
Basic . . . . .		28	2	55	6
Non-Basic . . . . .		11	5	3	2
Technology and Industrial . . . . .		28	5	44	4
Others . . . . .		3	..	4	..
Schools for Special Education—					
For the Handicapped . . . . .	}	2,755	170	1,113	33
Social (Adult) Education . . . . .					
Others . . . . .					
				136	4
<b>Total</b>		<b>25,775</b>	<b>1,829</b>	<b>30,507</b>	<b>2,178</b>

\*Figures are provisional for 1958-59.

## II.—Number of Students

Item	1955-56		1958-59*	
	Total	Girls	Total	Girls
1	2	3	4	5
<b>By Type of Institution—</b>				
Universities . . . . .	1,069	77	1,739	107
Research Institutions . . . . .	..	..	16	1
Arts and Science Colleges . . . . .	27,144	4,008	34,126	4,640
Professional and Technical Colleges . . . . .	3,818	312	8,190	752
Special Education Colleges . . . . .	1,292	402	3,847	1,952
Higher Secondary Schools . . . . .	1,33,692	28,749	1,05,448	20,827
High Schools . . . . .			86,138	21,007
<b>Middle Schools—</b>				
Basic . . . . .	45,002	3,268	70,555	5,166
Non-Basic . . . . .	2,58,455	42,586	3,29,670	63,077
<b>Primary Schools—</b>				
Basic . . . . .	86,451	7,981	1,64,817	18,940
Non-Basic . . . . .	10,86,024	1,95,177	13,30,371	2,81,958
Pre-Primary Schools . . . . .	3,466	1,564	8,667	4,187
Schools for Vocational and Technical Education . . . . .	8,471	1,045	11,196	1,291
Schools for Special Education . . . . .	60,638	4,649	38,655	2,586

B. By Stages/Subjects

General Education (University Standard)—

Research . . . . .	54	10	232	16
M.A. and M.Sc. . . . .	1,199	125	2,221	327
B.A. and B.Sc. (Pass and Hons.) . . . . .	3,765	533	6,931	1,191
Intermediate (Arts and Science) . . . . .	8,127	1,367	13,300	2,187

Professional Education (University Standard)—

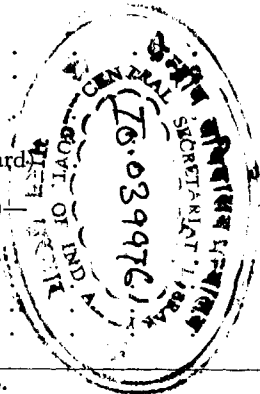
Agriculture and Forestry . . . . .	407	..	1,013	..
Commerce . . . . .	3,302	23	5,033	7
Engineering and Technology . . . . .	865	1	1,954	2
Law . . . . .	1,017	18	1,017	9
Medicine . . . . .	1,030	126	1,888	325

Teachers' Training—

Basic . . . . .	64	15	292	37
Non-Basic . . . . .	575	177	1,101	249

Veterinary Science . . . . .	..	..	570	3
Other Subjects . . . . .	332	..	53	1

Special Education (University Standard)



Special Education (University Standard)	599	181	2,314	1,182
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General Education (School Standard)—

High and Higher Secondary . . . . .	50,380	7,047	73,777	9,771
Middle . . . . .	2,13,312	26,274	2,46,342	37,721
Primary . . . . .	13,56,486	2,46,324	17,76,208	3,65,168
Pre-Primary . . . . .	3,621	1,651	8,080	3,944

\*Figures are provisional for 1958-59.

## II—Number of Students—(contd.)

	1	2	3	4	5
Vocational Education (School Standard)—					
Agriculture and Forestry . . . . .		541	..	713	2
Arts and Crafts . . . . .		733	233	442	266
Commerce . . . . .		36	..	31	..
Engineering . . . . .		664	..	1,666	..
Medicine . . . . .		644	79	222	94
Teachers' Training—					
Basic . . . . .		3,512	367	6,156	594
Non-Basic . . . . .		843	228	191	137
Technology and Industrial . . . . .		1,448	125	1 326	158
Other Subjects . . . . .		236	44	507	62
Special Education (School Standard)—					
For the Handicapped . . . . .		61,730	4,870	155	36
Social (Adult) Education . . . . .				32,368	1,231
Other Subjects . . . . .				7,332	1,771
<b>Total</b> . . . . .		<b>17,15,522</b>	<b>2,89,818</b>	<b>21,93,345</b>	<b>4,26,491</b>

\*Figures are provisional for 1958-59.

III—Expenditure on Educational Institutions

Item	1955-56		1958-59*	
	Total	On Institutions for Girls	Total	On Institutions for Girls
I	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
<b>A. By Sources</b>				
Government Funds—				
Central . . . . .	41,84,205	92,071	43,02,613	2,47,321
State . . . . .	928,22,572	85,55,643	11,98,26,976	1,43,20,956
District Board Funds	40,33,171	1,57,400	49,37,169	2,65,856
Municipal Board Funds	24,96,672	4,59,568	31,94,405	8,14,945
Fees . . . . .	90,91,116	6,70,197	1,27,79,008	11,15,245
Other Sources . . . . .	62,90,440	8,42,212	1,07,25,630	9,56,207
<b>B. By Type of Institutions</b>				
Direct Expenditure on—				
Universities . . . . .	24,61,902	..	32,92,238	..
Boards . . . . .	4,30,442	..	15,79,825	..
Research Institutions . . . . .	..	..	94,237	..
Arts and Science Colleges . . . . .	63,70,657	3,86,032	95,27,664	7,54,991
Colleges for Professional and Technical Education	45,94,445	95,499	83,98,656	91,843
Colleges for Special Education . . . . .	2,80,719	69,345	8,28,954	2,66,775
High and Higher Secondary Schools . . . . .	1,17,51,388	21,09,017	2,03,80,667	37,16,581

MADHYA PRADESH

## III—Expenditure on Educational Institutions—(contd.)

	1	2	3	4	5
Middle Schools—					
Basic . . . . .		21,41,760	..	26,96,377	..
Non-Basic . . . . .		1,19,88,217	16,49,517	1,75,55,040	26,03,922
Primary Schools—					
Basic . . . . .		20,50,849	8,959	48,87,290	44,824
Non-Basic . . . . .		3,02,73,742	34,60,606	4,54,23,494	52,19,284
Pre-Primary Schools . . . . .		2,33,236	84,654	5,31,709	2,35,518
Vocational and Technical Schools . . . . .		31,95,020	2,63,660	57,22,378	5,31,149
Special Education Schools . . . . .		16,34,389	78,243	11,40,786	73,478
		<b>Total (Direct)</b>			
		<b>7,74,06,766</b>	<b>82,05,532</b>	<b>12,20,59,315</b>	<b>1,35,38,365</b>
Indirect Expenditure—					
Direction and Inspection . . . . .		46,80,104	8,59,644	40,41,501	2,76,311
Buildings . . . . .		2,17,34,656	8,10,148	1,95,53,574	30,71,936
Scholarships . . . . .		74,58,990	4,91,469	56,99,273	2,73,324
Hostels . . . . .		11,57,626	2,02,357	8,46,216	1,43,158
Other Miscellaneous Items . . . . .		64,80,034	2,07,941	35,65,922	4,17,436
		<b>Total (Indirect)</b>			
		<b>4,15,11,410</b>	<b>25,71,559</b>	<b>3,37,06,486</b>	<b>41,82,165</b>
<b>Grand Total</b> . . . . .		<b>11,89,18,176</b>	<b>1,07,77,091</b>	<b>15,57,65,801</b>	<b>1,77,20,530</b>

\*Figures are provisional for 1958-59.



IV—Number of Teachers

Item	1955-56		1958-59*	
	Total	Women	Total	Women
	2	3	4	5
Universities and Colleges . . . . .	N.A.	N.A.	3,032	275
High and Higher Secondary Schools . . . . .	} 20,828	} 2,828	9,629	2,000
Middle Schools . . . . .			18,164	2,172
Primary Schools . . . . .			50,637	5,027
Pre-Primary Schools . . . . .	240	213	360	320
Vocational and Technical Schools . . . . .	N.A.	N.A.	1,001	93
Special Schools . . . . .	N.A.	N.A.	1,170	100

MADHYA PRADESH

V—Examination Results

Students Passing—				
M.A. and M.Sc. . . . .	N.A.	N.A.	922	131
B.A. and B.Sc. (Pass and Hons.) . . . . .	N.A.	N.A.	2,450	516
Professional (Degree) . . . . .	N.A.	N.A.	2,180	162
Matriculation and Equivalent Examinations . . . . .	N.A.	N.A.	24,037	3,581

\*Figures are provisional for 1958-59.

N.A.—Not available

## VI—Number of Institutions in Rural Areas

Item	1955-56			1958-59*		
	Total	For	Girls	Total	For	Girls
1	2	3		4	5	
Universities and Colleges . . . . .	..		..	5		..
High and Higher Secondary Schools . . . . .	65		..	195		5
Middle Schools . . . . .	1,088		20	1,538		49
Primary and Pre-Primary Schools . . . . .	19,130		1,059	24,707		1,326
Vocational and Special Schools . . . . .	3,239		150	1,154		27
<b>Total</b> . . . . .	<b>23,522</b>		<b>1,229</b>	<b>27,599</b>		<b>1,407</b>

## VII—Number of Pupils from Rural Areas

	Total	Girls	Total	Girls
Universities and Colleges . . . . .	6,570	107	6,516	132
High and Higher Secondary Schools . . . . .	47,786	2,685	47,291	2,147
Middle Schools . . . . .	2,57,685	26,171	3,04,232	26,089
Primary and Pre-Primary Schools . . . . .	10,11,323	1,46,964	12,01,989	1,96,596
Vocational and Special Schools . . . . .	61,825	3,088	42,212	736
<b>Total</b> . . . . .	<b>13,85,189</b>	<b>1,78,415</b>	<b>16,02,240</b>	<b>2,25,700</b>

## VIII—Number of Students in Selected Classes

Number of Students in Classes—				
I-V . . . . .	} N.A.	N.A.	17,76,208	3,65,168
VI-VIII . . . . .			2,46,342	37,721
IX-XI . . . . .			73,777	9,771

\*Figures are provisional for 1958-59.

N.A.—Not available

*IX—Some Selected Averages and Percentages*

Item	1955-56	1958-59*
1	2	3
	Rs.	Rs.
Cost per capita on Education		
Cost per pupil—	N.A.	N.A.
High/Higher Secondary Schools . . . . .	87.9	106.4
Middle Schools . . . . .	46.6	50.6
Primary Schools . . . . .	27.6	33.6
Number of Pupils per Teacher in—		
High/Higher Secondary Schools . . . . .	21	20
Middle Schools . . . . .		22
Primary Schools . . . . .	28	30
Percentage of Trained Teachers in—		
High/Higher Secondary Schools . . . . .	40.2	46.5
Middle Schools . . . . .		44.2
Primary Schools . . . . .	28.8	40.6

MADHYA PRADESH

\*Figures are provisional for 1958-59.      N.A.—Not available

