GOVERNMENT OF MADHYA PRADESH
EDUCATION DEPARTMENT

DEVELOPMENT OF EDUCATION

IN

MADHYA PRADESH

(1947-1964)

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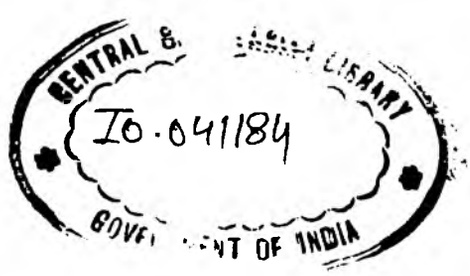

C O N T E N T S

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LIST OF TABLES

LIST OF TABLES

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CHAPTER I

THE STATE OF MADHYA PRADESH

The centrally located State of Madhya Pradesh, which came in existence on the 1st November, 1956 as a result of the States' Re-organisation, is truly called the heart of the Indian Union. Areas, which now form part of the new State are the 17 districts of Mahakoshal, the whole of Bhopal consisting of 2 districts, the entire Madhya Bharat comprising of the 16 districts except Sunel, an enclave of Mandsour district, the whole of Vindhya Pradesh composed of 8 districts and the Sironj sub-division of Kotah district of Rajasthan. Different parts of the State have different historical names. The districts of Tikamgarh, Chattarpur, Panna and Sagar are called Bundelkhand, being the territory of the Bundelas in olden times. Jabalpur, Mandla, Betul and Chhindwara are called Gondwana. The areas of Rewa, Satna, Sidhi and Shahdol are called Baghelkhand; and the districts of Indore, Ujjain, Ratlam, Mandsaur, Rajgarh, Vidisha, Shajapur, Dewas, Dhar, Jhabua, Khargone, Raisen and Sehore are called Malwa and those of Raipur, Bilaspur, Jagdalpur, Drug, Raigarh etc. are known as Chhattisgarh.

2. Position and the Extent.

The new State of Madhya Pradesh is situated between the latitudes 17°.43' N. to 26° .52' and between the longitude of 74°.2' E. to 84°.24' E. It is surrounded by the seven States namely, Rajasthan in the north-west, Uttar Pradesh in the north, Bihar and Orissa in the east, Andhra in the south, and Maharashtra and Gujrat in the west and south west. The average length from east to west is about 600 miles and from north to south, about 300 miles.

The Tropic of Cancer passes through the middle of the State. The area of the State is 1,71,201 square miles and it is now biggest State in the Indian Union in respect of the area.

3. Natural Divisions -

Madhya Pradlesh is the Nature's Paradise. It is endowed with abundant and extensive forest and mineral resources, rich and fertile soil, perennial rivers and the vast expanse of cultivable land. The physical features of the land are mainly characterised by the low-lying areas off Gird, Bundelkhand and Baghelkhand in the north, the Malwa plateau, rich in black cotton soil in the west, the alluvial fertile valley of the Narmada in the cemtre, the Satpuras ridges covered with luxuriant forest iin t south and the famous rice growing plains of Chh tisgarh in the east.

The main mountains are the Vindhyas and the Satpuras. These start from Khandesh in the south-west of Maharashtra, running parallel north-east passing through the State, and in Vindhya Pradesh. The mountains of Bastar, are extensions of the Eastern Ghats. Leaving the valleys of the Chambal in the north, the Narmada in the middle, and the Mahanadi in the east, the entire State is a fertile plateau of an average height of 1600 ft. to 2000 ft. above the sea level.

Rivers in the north flow from south to north. The main among them are the Chambal, the Sone, The Kshipra and the Parvati, watering the biggest portion of the State in the north of the Vindhyas. The Narmada and the Tapti flow from east to west between the Vindhyas and the Satpuras; and the rest i.e. the Mahanadi and the Indravati flow from west to east.

The entire State falls in the Monsoon Region of India and has three distinct seasons. The rainfall varies between 40" & 60". With the position of mountains and rivers, the entire State of Madhya Pradesh can be sub-divided into following 5 natural divisions :-

i) The low-lying land of the Chambal Basin -

This starts from the north of Gwalior, and includes the major part of Madhya-Bharat and Bundelkhand. It includes the districts of Gwalior, Bhind, Morena, Shivpuri, Datia, Chattarpur, Panna, Satna, Rewa, Sagar and Damoh. The average height from the sea-level is 600 ft. The soil is black and fertile and the rainfall ranges between 35" in the west, 40" in the east. The main crops are wheat, gram and cereals. The entire area is watered by the Chambal and its tributaries. Climate is generally hot and .

ii) The Plateau Malwa :-

This includes the districts of Guna, Vidisha, Rajgarh, Shajapur, Ujjain, Mandsaur, Ratlam, Jhabua, Dhar, Indore, Dewas, Sehore and Raisen. The height of the plateau is about 1600 ft., above the sea-level and the area gradually slopes towards the north. All the rivers of the Chambal Basin have their sources in the Plateau of Malwa. On the western side of this region are the ranges of the Arawallis and the north-east is bounded by the Kaimore ranges of the Vindhyas. The rainfall is meagre and ranges between 20" & 40". The soil which contains lime is very useful for cotton crop. The main crops are cotton, wheat, Gram and cereals. Climate is hot and dry.

iii) The valley of the Narmada :-

This is a narrow strip of low land between

the Vindhyas and the Satpuras. It is about 200 miles long and 20 miles broad. It includes the districts of Jabalpur, Narsinghpur, Hoshangabad, and Nimar. The valley is fertile and grows, wheat, gram, cereals, cotton and oilseeds. Average rainfall is between 30" & 50". The average height from the sea level is about 800 ft. and the climate is generally of the extreme type.

iv) The Satpuras Region :-

This forms the southern part of the State and on an average is about 2000 ft. high above the sea level. The entire region is mountainous and contains abundant mineral wealth. It covers the districts of Chhindwara, Betul, Seoni, Balaghat, Mandla, Shahdol, Sidhi, Sarguja, Bilaspur, Raigarh and Bastar. The Region has sources of important rivers like the Narmada, the Tapti, the Wainganga, the Mahanadi and their tributaries. The average rainfall is 40" to 60". The climate is hot and wet. The area is mostly in the tropics, the main crops are rice, wheat and cereals. Important mines of the State are in this region. Deposits of Coal are found in Betul, Chhindwara and Sarguja, manganese in Chhindwara, Balaghat and Bastar and iron in Balaghat and Shahdol districts.

v) The plains of Chhatisgarh :-

This area is in the east and slopes down towards the east. The entire plain is watered by the river Mahanadi and its tributaries. The climate is generally hot and rainfall ranges between 40" & 60". The soil is sandy and yellow. Rice is main crop of this region.

Out of the total area of the State 31.38% is covered by forests, 35.04% is under cultivation and the rest 33.58% is not put to agricultural uses. The last includes fallow land also.

4. Forest Areas -

Forest areas are the speciality of the State, which although important from economic point of view, create innumerable difficulties in providing educational facilities. Population in these areas is sparse and habitations are separated by long distances. The proportion of forest area to the total geographical area of the State works out to 31.30%. Forest wealth of the state such as fuel, timber, bamboo, commercial grass, lac , gum and such other material gives the highest part of non-tax revenue, to the State Government and stand second only to land revenue.

Besides contributing to the industrial advancement of the State, the forests help in checking soil erosion , conservation of the soil fertility. They also provide grazing ground for cattle and make the climate favourable for the rapid growth of the agricultural crops. Forests of State are classified into following three types:-

i) Mixed forests
ii) Sal Forests
iii) Thorn Type Forests.

The first category claims the largest forest area, while the third the smallest .

Districtwise position of different types is given below :-

Mixed	Sal	Thorn type
Morena	Sidhi	Nimar
Gwalior	Shahdol	Hoshangabad
Shivpuri	Raigarh	Vidisha
Guna	Bilaspur	Raisen
	Bastar	Chhindwara
	Mandla	Narsinghpur
		Seoni
		Jabalpur
		Chhatarpur

Regionwise statistics of the forest areas are given below :-

	Forest area in sq. miles
Mahakoshal Area	40,754
Madhya Bharat	15,845
Sironj	0,175
Vindhya Pradesh	8,860
Bhopal	2,084
	67,718

The entire forest area is 67,718 sq.miles which is 31.38 % of the total land of the State. The best teak of the Indian Union is produced in the forests of the State.

5. Socio-economic Aspects

The main occupation of the population is Agriculture. 78% of the population depends on agricultural occupations which is carried on in all the 43 districts of the State. 35.04% land is under the cultivation and the principal crops are wheat, cotton, rice, cereals and oil seeds. Irrigation facilities by canals are available in the basins of Wainganga and the Mahanadi, the rest of the cultivation depends upon tanks, wells and the rains. The percentage of rural population in the State is 85.71, and the density of population in rural areas is 163 and in Urban areas is 6483. The total density of the population in the State is 189. The density in Bastar districts is the lowest i.e. 77 per sq.mile. Other thinly populated districts are Betul, Mandla, Sidhi, Panna, Sarguja, Shivpuri and Morena in which the density of population varies between 100 & 150. The thickly populated districts are Indore, Rewa, Jabalpur, Gwalior and Bhind. In these districts the density of population is over 300. Indore is most thickly populated district where the density of population is 510 per square mile.

Non agricultural population in the State is about 22%. Main occupations are trade, commerce, industrial labour and mining.

The mineral wealth of the State includes an adequate range of useful products that are necessary for the industrial development. In respect of coal, iron and manganese- the minerals essential for basic industries - the sources are ample. State deposits of high grade iron and manganese ore are among the richest in India. There are large reserves of mica, bauxite, lime-stone and diamond. Diamond mines of Panna are famous all over India and account for 90% of the total output of diamonds in the country. Although the mineral resources of the State have not been fully exploited for commercial purposes, due attention has been paid to the industrial development of the State in the post independence period.

Main industries of the State are Cotton textiles, Cement, Paper, Steel and Electrical goods. There are 19 Cotton Mills. Main cotton centres are Nagda (Ratlam), Indore, Gwalior, Jabalpur, Ujjain, Dewas, Mandsaur, Khandwa and Rajnandgaon. Cement factories are situated in Jabalpur, Morena, Rewa and Satna Districts. Biggest steel plant of the country in the public sector has been established at Bhilai (district Durg) in collaboration with U.S.S.R. A Heavy Electrical Factory has been established by the Central Government at Bhopal. The National News Print and Papers mill at Nepanagar is the biggest concern of its type in India. A second paper mill is being established at Amlai, (distt. Shahdol). Establishment of an Aluminium plant is heading its way. Generation of power has considerably been increased for meeting the requirements of these heavy industries.

Encouragement to small andd village industries is also not lost sight of. They aree also being simultaneously developed.

6. Backward Classes and Aboriiginal Tribes -

Scheduled Caste and Scheduled Tribes in the State account for 33.6 percent oof its population. The population of Scheduled Caste iss 13 % and of Scheduled Tribes 20.6%. The Scheduled Castees have no specific area and they live with other generral masses of the population. Scheduled tribes are foundl generally in the backward hilly and forest regions oof Shahdol, Nimar, Jhabua, Dhar, Chhindwara, Betul, Dburg, Bastar, Sarguja and Raigarh districts. They haive a number of castes and sub-castes and speak different dialects. They have no organised occupations and modes of living. The main tribes are Gonds, Baigas, Bhils, Kols, Korkus and Santhals. Gonds are predominating the rest.

7. Communications :-

Lack of adequate means of communications is the major handicap in the socio economic development of the State. The physical features of the State make speedy progress of road developments, a difficult task.
The State has 3 important Rail routes :-

i) Western Railway -- The Bombay Delhi main line of this Railway passes through Ratlam in the State. Its branchees are extended to Indore and Ujjain.

ii) Central Railway -:- Bombay Calcutta line of this Railway passees through Nimar, Hoshangabad, Narsimhpur, Jabalpur, Satna and other branch through Betul, Hoshangabad, Bhopal, Vidisha, Datia, Gwalior and Morena of this State. The branches of Central Railway connect Bina and Katni via Sagar amd Bina & Kota via Guna.

iii) South Eastern Railway :- Bombay Howrah line of this railway passes through Durg, Raipur, Billaspur and Raigarh districts. It's broad gauge branch connects Bilaspur with Katni and narrow gauge branch connects Balaghat to Jabalpur via Seoni and Chhindwara.

iv) Roadways :- There are three branches of National High ways which pass through the State. Bombay-Agra Road passes through Nimar, Indore, Dewas, Shajapur, Rajgarh, Guna, Shivpuri and Gwalior and Morena districts. The Second route passes through Rewa, Jabalpur, and Seoni districts and the third through Balaghat, Durg and Raipur districts. Besides there are a number of provincial roads.

8. Literacy-

The percentage of literate and educated persons in the State is 17.13 % of its entire population. Out of a total population of 324 lakhs only 55.44 lakhs people are literate, out of which 44.81 lakhs are men 10.63 lakhs women. The percentage of literacy according to commissioners division is given below :-

Divisions	Percentage of literacy. Male	Female	Total
1	2	3	4
Raipur	25.89 %	5.40 %	15.53 %
Bilaspur	25.17 %	5.01 %	15.08 %
Jabalpur	31.71 %	9.06 %	20.58 %
Rewa	19.95 %	3.13 %	11.76 %
Indore	31.09 %	9.67 %	20.74 %
Gwalior	26.43 %	6.36 %	17.11 %
Bhopal	25.64 %	6.75 %	16.60 %
Total	27.03 %	6.13 %	17.13 %

9. Languages -

Main languages spoken in the State are Hindi, Urdu, Marathii, Sindhi, Gujrati, Punjabi and Oriya. Some sections of the population also speak Bengali, Telugu, Tamil, Kannada and Malayalam languages. The number of persons speaking different languages is given below :-

	Language	No. of persons (in lacs)
1.	Hindi	216.86
2.	Marathii	8.60
3.	Urdu	7.40
4.	Oriya	3.04
5.	Sindhi	1.80
6.	Gujratii	1.28
7.	Punjabi	1.03
8.	Telugu	.56
9.	Bengalii	.53
10.	Kannada	.44
11.	Tamil	.26
12.	Malyalam	.20
13.	Others	91.72
	Total -	323.72

'10

CHAPTER II.

EDUCATION PRIOR TO 1956.

A brief account of the development of education in the different areas which were merged together to form the present State of Madhya Pradesh on November, 1956, viz., Mahakoshal, Bhopal, Madhya Bharat and Vindhya Pradesh, is given in the following paragraphs.

(1) Mahakoshal. The Mahakoshal region formed a part of the old Central Provinces (also designated later on as Madhya Pradesh). The history of its educational development in this region follows broadly the pattern of educational development in the British India. Pioneering work in education was first started by the missionaries; then came state intervention and private enterprise. The Department of Education was created in 1863-64. 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 Harisingh Gour, a separate University was established at Sagar. In 1948, a comprehensive scheme of decentralization was adopted and a statutory local body, known as the Janapada, was created for each Tahsil. 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.	188	63,656	13,343	76,999
Schools of professional, Vocational, Technical and Physical 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).

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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 tthat 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 43.29 lakhs to Rs.106.85 lakhs. The percentage of trained primary teachers was only 21.2 in 1955-56. It was only 9 in 1949-50

The number of primary xxhxxxkx teachers 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) to 16,405 (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 teachers' 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, professional 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, and was given the status of a part C State in 1950. It was merged in Madhya Pxxrxk 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 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 to 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 increased 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 came in existence as a result of the merger of a number 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 census). 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 2,228,392 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 1948-50. 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.

The foregoing description thus represents the variegated picture of educational development as it -

obtained in the different integrating units of Madhya Pradesh on the eve of their reorganisation in November 1956. From here onward was to begin a new chapter of its educational history.

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DEVELOPMENT OF EDUCATION IN THE REORGANISED STATE (1956 - 1964)

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 bring about a large-scale expansion and qualitative improvement of education in all sectors because in spite of the advance made between 1947 and 1956, the State was still, comparatively backward in edueation. The 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. In spite of these initial handicaps there has been considerable expansion at all levels of education in the post-reorganization period. An account of the development in each sector of education is given in separate chapters that follow.

CHAPTER III.

PRE-PRIMARY EDUCATION.

The facilities of pre-primary education are provided mainly with the view of inculcating in the children of age group 3-6 proper habits of health, behaviour and social sense. Besides, this education also prepares a base for the primary education and develops school-going habits amongst the small children. In the year 1956 there were only 47 pre-primary schools in the State. In the year 1963-64 the number had gone upto 263. Although the increase during this period has been more than five times, the existing facilities cannot be said to be adequate. The present enrolment in the pre-primary schools is nearly 23,000. Total population in the age group 3-6 is 32.58 lakhs. Pre-primary school facilities are thus available to less than 1 per cent of the children. The recommendation of the Central Working Group for the 4th Five Year Plan is to bring 10 per cent of the children in the age group 3-6 to the pre-primary schools by 1971. This would mean an additional enrolment of about 3 lakhs of children in the pre-primary schools. It is thus clear that in spite of the phenomenal expansion in the field of pre-primary education, the State stands nowhere in comparison to the national target. In the Fourth Five Year Plan it has been proposed to open pre-primary schools in all - villages having population up to 2,000, either by providing new pre-primary schools or by attaching - infant classes to the existing primary schools. In the smaller villages, programme of balwadis' started by the Social Welfare Department will take care of the children in this age group.

III/1

In the Third Five Year Plan target of

opening 70 pre-primary schools was fixed. Out of this 50 per cent were to be opened by Government and grant-in-aid was to be given to the private managements for opening the remaining schools. Government could open only 15 schools so far. But in the private sector the efforts in this direction have been very encouraging. The total number of schools opened so far during the Third Plan has been 94. The private schools receive grant-in-aid from the Government.

In order to make trained teachers available for the pre-primary schools there are two pre-primary - training institutions in the State - one at Jabalpur and the other at Indore. The pre-primary training school at Jabalpur is run by Government whereas the institution at Indore by private enterprise. Admission capacity in these institutions is 60 and 14 respectively. The number of teachers which are produced from these institutions are enough to meet the requirements of pre-primary schools at present. The pay scales and other facilities available to pre-primary school - teachers are the same as are available to the primary school teachers. All the teachers who are appointed in the pre-primary schools are now trained matriculates.

III/2

CHAPTER IV.

PRIMARY EDUCATION.

In the field of primary education Madhya Pradesh is one of the six backward States in the country, the other five being Uttar Pradesh, Rajasthan, Bihar, Jammu and Kashmir and Orissa. The progress of primary education in Madhya Pradesh during the post-reorganization period is summarised in the following paragraphs.

1. Number of institutions.

In the year 1956 there were 20,983 primary schools in the State. This number increased to 27,781 by the end of Second Five Year Plan. During the Third Plan it was decided to open 10,000 additional primary schools. Against this number, about 7000 primary schools have been opened so far. The number of primary schools in the year 1963-64 was 34,245. Besides there were 1,814 middle schools which provided facilities for primary education. The total number of primary schools which have primary schooling facilities are thus 36,059. During the fourth year of the Plan no provision could be made for starting additional primary schools. In the budget for the year 1965-66 also there is no provision for this purpose. The target of opening new primary schools during the Third Five Year Plan may thus remain short by about 3000 schools.

Madhya Pradesh is predominantly a State of small villages. Out of 70,414 villages in the State there are 26,172 such villages as have less than 200 population. All the villages having population of 500 or over have now primary schools. In many villages having population of less than 500, primary schools have been opened. The number of villages having population between 300 to 500 which do not still have a primary school is about 2400. In a few

districts primary schools have been opened in villages having population of even less than 500.

In order to decide the location of primary schools in rural areas an Educational Survey was conducted in the year 1957-58. The Survey proposed 14,894 additional primary schools besides the primary schools which existed in that year. The total number of primary schools according to the Survey should be 36,973 in rural areas. The existing number of primary schools is 36,059. Out of this the number of schools in the rural areas is expected to be nearly 34,000. In order that primary schools are opened at all places as suggested by the Educational Survey, about 3000 additional primary schools will have to be opened in rural areas. This could be possible if the remaining targets of the Third Five Year Plan are achieved.

There are 105 primary schools for one lakh of population in the State at present.

2. Enrolment.

Enrolment at primary stage, i.e., of children in the age group 6-11 years was 13.56 lakhs at the time of reorganization of the States. This increased to 20.10 lakhs by the end of Second Five Year Plan. The enrolment of girls at the end of Second Five Year Plan was 4.49 lakhs. Total enrolment at the end of Second Plan was 48 per cent of the population in the age group 6-11 years. The target of enrolling 10 lakhs additional children was fixed for the Third Five Year Plan. On the basis of population estimates available at the time of formulation of this Plan it was expected that this additional enrolment would raise the enrolment percentage in the State to 90 in case of boys and 50 in case of girls. However, on the basis of actual population figures available now, if these percentages are to be achieved, it would mean additional enrolment

of 12 lakhs instead of 10 lakhs. The additional enrolment during first three years of the Plan has been been about 6 lakhs, the total enrolment during 1963-64 being 26.20 lakhs. During the year 1964-65 an additional enrolment of about 2 lakhs is expected. The trend of enrolment shows that the target of additional enrolment of 10 lakhs will almost be achieved by the end of Third Five Year Plan. The enrolment at the end of Third Plan is expected to be 63 per cent of the population in the age group 6-11 as against the All India expectation of 79 per cent.

3. Teachers.

The number of teachers in primary schools in 1956 was 44,999 in the State. This number increased to 57,064 during the year 1960-61. In the Third Five Year Plan provision to appoint additional 30,000 teachers was made for achieving the additional enrolment target. During the first three years of the Plan only 7,667 posts of teachers could be sanctioned. The main handicap in getting adequate number of teachers had been financial. In the year 1962-63 an accelerated assistance was offered by the Government of India and it could be possible to provide additional 7000 posts of teachers with this assistance. The number of teachers which could be made available during the first three years thus became 14,667. No post of teachers could be sanctioned during the fourth year of the Plan. In the budget for fifth year, there is no provision for appointing additional primary school teachers. The target of teachers is thus expected to remain short by more than 50 per cent. This is resulting in low enrolment in primary schools.

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remained the same at the end of the Second Five Year Plan Although for a poor State like Madhya Pradesh this teacher pupil ratio was not economic, but due to the special circumstances of the State, such as, sparse, backward and tribal population and the small villages, this teacher pupil ratio was not considered satisfactory. The additional requirement of teachers for the Third Five Year Plan was also calculated on the basis of the same ratio. Since the demand for primary education in the public is increasing and it could not be possible to provide the required number of additional teachers, the teacher pupil ratio has continuously been increasing during the Third Five Year Plan.

According to the latest figures collected from the districts the present teacher pupil ratio comes to 1:35 . This may further increase for lack of any provision of the Third Plan. Although the present teacher pupil ratio may appear satisfactory and may indicate that there is no demand for additional teachers, yet there is a lot of rush in schools and disparity in the teacher pupil ratio in rural and urban areas. At some places the teacher pupil ratio is as low as 1:20 and it is not possible to increase it due to local conditions, while at others it is as high as 1:70. The requirement of additional teachers on the basis of 1:45 teacher pupil ratio and an additional teacher for more than 3 classes has been worked out and it comes to about 3000. For opening additional schools which are required to achieve the Third Plan target, at least 3000 more teachers will be needed. The total minimum requirement of teachers for the Primary stage is thus 6,000.

Pay Scales:- At the time of reorganization of the State different scales of pay were prevalent in different units. The scales of pay were unified in the year 1958 and the unified scales were as follows:-

Middle passed (Untrained) Rs. 40-1-50-2-70.

Middle passed (Trained). Rs. 45-2½-60-EB-4-100.

Matric passed (untrained). Rs. 45-2½-60-EB-4-100.

Matric passed (Trained). Rs. 50-2½-60-EB-4-100-EB-5-125.

The above scales were further revised with effect from 1.7.1960 and the revised pay scales are as follows :-

Matric passed teachers. Rs. 90-170.

Middle passed teachers. Rs. 85-140/.

Trained teachers get benefit of two advance increments. Lady teachers get three advance increments if they are untrained and five if trained. The dearness allowance admissible to the teachers of above categories is - Rs.15/- at present and will increase to Rs.20/- with effect from 1st April 1965.

The scales of pay prevalent in Government schools are also admissible to teachers in non-Govt. schools. The primary education in Madhya Bharat, Vindhya Pradesh and Bhopal was mostly controlled by the Government and the teachers were in Government service. But in Mahakoshal it was under the control of Local Bodies. In order to remove the disparity in regards to service conditions etc. of the teachers in non-Govt. institutions, an Ordinance was passed in the year 1963 and all the teachers working in elementary schools and elementary department of the higher secondary schools run by Local Bodies have been taken over under the service of Government with effect from 1st October, 1963. The number of such employees was 36,000. The teachers in elementary schools are now mostly in Government service and they are entitled to all those facilities which are admissible to other Government employees. The State Government has taken a decision to give the benefits of unified and revised scales of pay to the teachers working in non-Government

institutions. It was also decided to pay the arrears of the unified scales of pay with effect from 1.4.1958 and of revised scales of pay with effect from 1.7.60 to such teachers. The total amount required for this purpose was worked out to 9 crores. This was included as a plan scheme in the year 1962-63 in the Third Plan. Arrears from 1961-62 have been paid to some extent during the years 1962-63 to 1964-65, but an amount of Rs.4.5 crores still remains to be paid. The arrears for the years from 1958 to 1961 are yet to be paid. For this purpose a provision of Rs.50 lakhs has been made in the budget of 1965-66. It appears that the scheme will have to be carried over in the Fourth Plan period due to non-availability of funds at present.

4. Training of Teachers .

The percentage of trained teachers in the year 1955-56 was only 30 and the number of training institutions was 44. During the Second Five Year Plan 50 Basic Training Institutions were started under a Centrally sponsored scheme, and were started by the State. The total number at the end of Second Five Year Plan thus was 103. This resulted in the increase of percentage of trained teachers from 30 to 50 during the Second Plan. During the year 1963-64 the number of training institutions was raised to 108. The admission capacity of these institutions this year was 100 each, i.e., 10,800. In 1964-65 two training institutions viz., those at Bastar and Sijhora (Mandla) have been transferred to Tribal Welfare Department. The number of institutions was reduced by two, but the admission capacity of each has been increased from 100 to 125 making the total number of available seats 13,250. Out of these 7,950 seats at the rate of 75 in each are reserved for in-service candidates and the remaining

for fresh candidates. The in-service candidates get full salary during the training period and the fresh candidates are given a stipend of Rs.25/- p.m. The percentage of trained teachers in the State has gone up to 75 and is expected to go up to 80 by the end of the Third Five Year Plan.

Under the extension programme started by the Directorate of Extension Programme for the Secondary Education, two extension units have been established in the Basic Training Institutions at Bhopal and Kundeshwar.

Qualifications of teachers.

For admission to Basic Training Institutions minimum qualification prescribed is the Higher Secondary Examination Certificate. The qualifications are relaxed only in cases of ladies, Scheduled Castes and Scheduled Tribes candidates. Qualifications for such candidates may be even VIII class pass. Opportunities are given to teacher or appearing privately in higher examinations to improve their academic attainments. This facility can be provided to twenty per cent of teachers in each institution.

Retirement benefits to teachers.

Advantages of pension and gratuity are available to all those teachers who are in Government service. Teachers in private service get advantage of contributory provident fund, Contribution from the teacher's salary is 6¼ per cent and equal amount is contributed by the management and Government, share of management and Government being equal.

5. Duration of Primary Education.

At the time of reorganization of the States the duration of primary education in Madhya Bharat, Bhopal and Vindhya Pradesh was 5 years and in Mahakoshal area it was 4 years. This anomaly was removed

in the year 1957-58 when class V was added to the primary school in the Mahakoshal area also. Primary education is now of 5 years duration throughout the State comprising of classes I to V.

Integrated syllabus prepared on the Basic pattern has been adopted throughout the State and all Government and non-government schools follow this syllabus.

6. Compulsory Primary Education.

Different enactments for compulsory primary education were prevalent in different units of the State before reorganization. In Mahakoshal region C.P. & Berar Act Primary Education was enforced in 1920 which was subsequently replaced by the Madhya Pradesh Compulsory Education Act 1956. In the Bhopal State Compulsory Primary Education Act was passed in 1956 and was in force in that region. In Madhya Bharat, Compulsory Primary Education Act was passed by erstwhile Government and was enforced in 1[illegible]. Vindhya Pradesh Primary Education Act was pas[illegible] in 1952 and was in force in that region. Subsequent to the formation of new Madhya Pradesh these Acts continued to remain in force in different regions. In the year 1962 Primary Education Act of Madhya Pradesh was enacted for the whole State of Madhya Pradesh but this could not be enforced for want of adequate resources. At present the scheme of free and compulsory primary education is in operation in 21 Blocks of the State on an experimental basis.

7. Administration of Primary Education.

The administration of primary education is still different in various units off the integrated State. In Bhopal, Madhya Bharat amd Vindhya Pradesh regions, it is mostly controlled by Government. Only a few institutions are managed by the private agencies and Local Bodies. In Mahakoshal region the primary

education continues to be under the control of Local Bodies. They receive adequate grant-in-aid from the Government for the purpose. Gradually this disparity is being removed. An important step in this direction has been taken by absorption of teachers working in Local Bodies schools, in Government service. These teachers continue to work in the schools managed by Local Bodies but their services have been transferred to the Government. Out of 34245 primary schools in the State, the schools run by Government are 22323. The number of schools run by Local Bodies is 10,902 and the rest are private.

In the year 1964-65, 2717 primary schools run by Government in the tribal development blocks and in special multipurpose tribal blocks, have been transferred to the Tribal Welfare Department. The administrative control over these schools has now been handed over to the Tribal Welfare Department.

8. Mid-day Meals.

The scheme of mid-day meals was in operation in some of the districts on voluntary basis. There was no contribution from the Government. From the year 1962-63, the scheme of distribution of mid-day meals to the schools came in operation with the help of milk powder received from UNISEF. Under this scheme at least one block in each district has been selected for free distribution of milk among the children in primary schools. The milk is provided by the UNISEF free of cost but the contingent expenditure is borne by the State Government. About 95 thousand students are being benefitted by this scheme.

9. Building and Equipment.

Construction of buildings could not keep pace with the expansion of primary education in the post reorganization period. Most of the schools started

during the Second and Third Five Year Plans could not be provided satisfactory buildings. The number of schools which require buildings will be about 10,000. The cost of constructing these buildings will be at least Rs.300 lakhs. The position of equipment in these schools is also equally dis-heartening. General Science is a compulsory subject at the elementary stage, but for its teaching, even the minimum equipment has not been provided to primary schools. The cost of providing equipment works out to about Rs.150 lakhs. It does not seem possible to find out this money from the State's own resources.

10. Proposals for the Fourth Five Year Plan.

It has already been pointed out that the State is one of the six backward States in the field of primary education. It appears that it will not be possible to achieve the constitutional directive of free and compulsory education for children up to the age of 14 even by the end of Fou 'h Plan. In the meeting of Education Ministers he at New Delhi in April 1964, it was recommended that e backward States should be able to achieve the target by the end of Fifth Five Year Plan. Population in the age group 6-11 in Madhya Pradesh in 1976 is expected to be 60 lakhs. The enrolment at the end of Third Plan will be 30 lakhs. The implementation of the above recommendation would mean additional enrolment of 30 lakhs during the decade. With the present resource position of the State this does not appear to be difficult. Tentative proposals for the Fourth Plan have, therefore, been fixed as 95 per cent of enrolment of boys and 60 per cent of girls to their respective population in the age group 6-11. Additional enrolment on this basis works out to 13 lakhs for the Fourth Plan. This will require 29,000 additional

/10

teachers on the basis of 1:45 teacher pupil ratio. The approximate cost of this expansion will be Rs.1200 lakhs. The tentative proposals of the Fourth Plan also include some schemes of construction of buildings, quarters for women teachers, mid-day meals and improvement of selected schools. All these schemes are expected to cost about Rs. 525 lakhs.

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C H A P T E R V

MIDDLE SCHOOL EDUCATION

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The number of middle schools in the year 1956 was 1430. This rose to 2445 at the end of the Second Five Year Plan. In the year 1963-64 total number of middle schools in the State was 3581. Besides this middle school classes were attached to 784 higher secondary schools. Thus the total number of schools providing facilities for middle school education was 4365. The proportion of middle Schools to primary schools comes to 1:8 . In the Third Five Year Plan there was a provision to open 1,200 additional middle schools. During the first four years 1,200 middle schools have been opened by Government in the Education Department and 40 by the Tribal Welfare Department. The number of schools opened during 1963-64 was 100 by the Education Department and 40 by the Tribal Welfare Department. In this field the target of Third Five Year Plan has been exceeded by 40. The number of middle schools run by Government is 2,527, and the remaining are non-Government institutions run either by Local - Bodies or by private managements. These managements get grant-in-aid from Government.

Middle schools in Madhya Bharat, Bhopal and Vindhya Pradesh regions are mostly under the control of Government. In Mahakoshal region most of them are under the control of Local Bodies, although teachers in these schools have now been taken over in Government service. In the year 1964-65, 160 middle schools run by Government, in Tribal Development, blocks and special multipurpose tribal blocks have been transferred to the Tribal Welfare Department.

2. Enrolment

Enrolment at the middle stage was 2.13 lacs, in 1956

This became 3.17 lacs at the end of Second Five Year Plan. It was aimed to raise the enrolment at this stage to 4.96 lacs during the Third Five Year Plan. The enrolment target is expected to exceed by about one lac by the end of Third Plan. In the year 1963-64 the enrolment at this stage had already reached 4.81 lacs. This is expected to have increased further by about 55,000 in 1964-65 bringing the total to 5.36 lacs. Enrolment of girls at this stage is 87 lacs only. Total enrolment to the population in the age group 11-14 was 21 percent in 1963-64 . This was 15.85 percent in the beginning of the Third Plan and is expected to become 24 percent by the end of it. At the national level this percentage is expected to be 28. The State will not be able to attain the national level of enrolment in spite of exceeding the targets of the Third Five Year Plan.

3. Teachers -

The number of teachers in middle schools in the year 1956 was 15326. At the end of Second Five Year Plan this number rose to 21,898. The number of teachers in the middle schools in the year 1963-64 was 26,968. The percentage of trained teachers in the middle schools was 40.41 in the year 1956 which became 50.58 at the end of Second Five Year Plan. By the year 1963-64 the percentage had gone up to 67.

According to the present staffing pattern of middle schools both graduates and under-graduates are appointed in middle schools. The headmasters of middle schools are generally trained graduates. Under-graduate teachers get the scale of Rs.90-170, which is also the primary school teachers scale. Graduate teachers get the revised scale of Rs. 150-290/-. On being trained the graduate teachers

are also entitled to two advance increments.

Teachers in middle schools are trained in the Basic Training Institution or Post-Graduate Basic Training Colleges in accordance with their qualifications. There are no separate training institutions specially meant for middle school teachers.

4. Tentative Proposals for the Fourth Five Year Plan-

In the Education Ministers' meeting held at New Delhi in April 1964 it was decided that the States, backward in the field of elementary education should have a target of enrolling at least 50 percent of the children in the age group 11-14. In Madhya Pradesh, inspite of achieving full targets of the Third Five Year Plan, the percentage of enrolment to the population in this age group will be only 23. Total enrolment at this stage at the end of the Third Five Year Plan is expected to be nearly 6 lacs. If the target of enrolling at least 50 percent of the children in this age-group is to be achieved by the end of Fifth Five Year Plan, additional enrolment to the extent of about 10 lacs will be required. With the present resources of the State this does not seem possible. Additional enrolment target to the extent of 3.5 lacs has ,therefore, been proposed in the Fourth Five Year Plan. The total enrolment at the end of the Fourth Five Year Plan will thus be only 33 percent. In achieving this expansion 2,400 new middle schools have been proposed in the Fourth Plan for which 4,800 trained graduate teachers and 7,200 trained matriculate teachers will be required. The total cost of this expansion will be nearly 5.60 lacs. In addition to the above expansion programme, some schemes of construction of buildings, providing

science and other equipment and libraries have also been included. The present position in this respect is very disheartening in the majority of middle schools. The cost of prowiding these es ential requirements to middle schools will be nearly 315 lacs. No new schemes have been incorporated for the expansion of existing training facilities for the elementary school teachers. However, schemess regarding their consolidation have been included and they are expected to cost about 80 lacs in case of Basic Training Institutions and about 15 lacs im case of Post-Graduate Basic Training Colleges.

5. ELEMENTARY EDUCATION

Syllabi

An important problem with the State was confronted immediately after reorganization was the preparation of integrated syllabi for primary and middle stages of education. Prior to reorganization the patterns of primary and secondary education were different in comstituent units. An uniform pattern was enforced throughout the State with the introduction of integrated syllabi . The work of preparation of syllabi was entrusted to a Committee of prominent educationists of the State and the new syllabi both for primary and middle stages of education were introduced from the academic year 1957-58.

The old pattern of primary education concentrated too much on the traditional knowledge of reading, writing and elementary mathematics. Besides not being able to inculcate creative habits among the small children, this type of education also suffered from the draw-back of not being able to effect all-round development of the students'

personality. The new syllabus has therefore, been prepared with a view to reorganise the educational system of elementary education in such aa way that besides providing full knowledge of all the essential subjects it should be able to make the students realise the dignity of labour and make them self dependent. These requirements can be ful-filled only by a scheme off education in which teaching is co-related with creative activities, which will have a permanent imprint on the studdents mind and create inquisitiveness in him for having a full knowledge of his surroundings. The framework of the syllabus of the elementary education has mainly been prepared on this basis and important principles of the National syllabus for basic education prepared by the Hindusthani Talimi Sangh have been incorporated in it.

The syllabus of primary stage prepares the base for the teaching of crafts, higher knowledge of which is imparted at the middle stage. The teaching at primary stage has, therefore, been correlated with various activities, in the selection of which, due consideration to their diversities has been given. Main subjects of studies at the primary stage are the following :-

(A) (1) Mother tongue.
(2) Mathematics.
(3) General Science.
(4) Social Studies
(5) Physical Education.
(6) Crafts -
(i) Spinning
(ii) one of the following :-
Gardening, clay work, soft toys, bamboo work.

In mother tongue those children are taught Hindi whose mother tongue is Hindi. Other children belonging to linguistic minority groups are taught their mother tongue. For such children teachhing of Hindi starts from Class III.

The medium of instruction at the elementary stage is mother tongue. It is Hindi for those whose mother-tongue is Hindi and for the rest whose mother tongue is not Hindi their respective mother tongues are used as media of instruction. According to the present policy of Government about instruction to the linguistic minorities through their mother tongue, the facility is provided at those places where the demand comes from at least 10 students. For 10 or more students a separate class for teaching through their mother tongue is provided and if the number becomes 40 or more, provision of a separate school is made.

School hours for primary schools in rural areas are generally from 10:30 A.M. to 4.30 P.M. with half an hour's break. In urban areas due to shortage of buildings slight adjustments in the school hours are made. Most of the schools in urban areas have to run in two shifts. The periods in primary schools are of generally 40 to 45 minutes duration. The school day begins with prayer and singing of National Anthem. After this there is a short speech by the head of the institution which covers varied subjects such as extracts from the lives and the speeches of great men etc. This practice has been enforced in accordance with the recommendations of the Emotional Integration Committee.

Preparation of the syllabus for classes VI to VIII has also been guided by the same principles. Following have been some of the main guiding principles:-

1) Inculcation of cleanliness and hygenic habits.

2) Practice of recreational and cultural activities.

3) Study of basic crafts.

4) Practice of self-dependence.

5) Development of civic and social sense.

The above activities are co-related with the basic crafts where-ever and whenever possible.

In the preparation of the syllabus for middle schools also main principles of the National syllabus for Basic Education prepared by the Hindusthani Talimi Sangh, Sevagram have been adopted. Main subjects of study at the middle stage education are the following:-

(A) Compulsory Subjects :-

1. Mother tongue 2. (a) Hindi for those whose mother tongue is not Hindi (b) Sanskrit for those whose mother tongue is Hindi. 3. English 4. Mathematics- Arithmetic, Algebra & Geometry and 5. Social Studies.

(B) Any one of the following :-
1. General Science. 2) Music. 3) Home Science. 4) Drawing.

5) one of the following :-

a) Spinning and weaving b) Gardening c) Wood work d) Needle and embroidery work e) Leather work.

6) Sanskrit, if not offered in A(2)(b). 7) Persian.

(C) 8) Physical Education.

From Class VI the three language formula comes in force. According to this every student in the middle school is required to study his mother tongue, English and Hindi. Those students whose mother tongue is Hindi learn Sanskrit as the third language.

School hours for middle schools are also essentially the same as are for primary schools i.e. from 10.30 a.m. to 4.30 p.m. with half anhour's break. In urban areas most of the schools have to meet in double shifts due to lack of buildings.

6. Examinations :-

Annual examinations are held in all the classes right from class I to VIII. The class to class promotions upto class VIII rest with the head of the institution. The annual examination of Class V which

is the terminal stage of primary education, is conducted by the Assistant District Inspectors of Schools. The terminal examination of middle stage i.e. the Annual Examination of Class VIII is conducted by the Boards at the district level constituted for this purpose. The Chairman of this Board is the District Educational Officer of the district. In case of students studying in the middle classes running with higher secondary schools, the principal of the school conducts the annual examinations.

7. Basic Education at Elementary stage -

The scheme of conversion of primary schools to junior basic and middle schools to senior basic schools had already started in all the erstwhile [illegible] which comprised the State of Madhya Pradesh. These schemes were also included in the second and Third Five Year Plans of the new State of Madhya Pradesh. In the year 1955-56 there were 1110 junior basic schools and 194 senior basic schools. During the second five year plan those numbers increased to 1621 and 188 and in the year 1963-64 the numbers rose to 2,342 and 430. In order to have a speedy change from traditional type of education to the basic type of education the new integrated syllabi prepared on basic pattern have been introduced in all primary and middle schools from the year 1957-58. Orientation trainings have also been provided to teachers through seminars and workshops. There is now no unbridgeable gulf between the basic and non-basic schools of the State. Since teaching in all the schools has already been started on basic pattern much stress is not being given to the schemes of conversion of primary and middle schools to junior and senior basic schools. The progress of these schemes during the Third Plan has been comparatively slow and they have not been included in the Fourth Five

Five Year Plan.

8. Nationalisation of Text Books.

Nationalization of text books had already been taken up in the different integrating units prior to the reorganization of the State. The books nationalised for primary and middle stages in the different units were as follows :-

Unit	Number of nationalised books
Mahakoshal	10
Madhya Bharat	12
Vindhya Pradesh	22
Bhopal	20
Total..	64

In the New State of Madhya Pradesh the following text books were nationalised after being reviewed :-

Subject	No. of books	Classes for which nationalised
(1) Hindi	9	I to VIII (including Primer)
(2) Mathematics (Hindi)	3	III to V.
(3) General Science (")	3	VI to VIII
(4) Marathi	5	I to IV (including Primer).
(5) Mathematics (Marathi)	3	III to V.
Total ..	23	

The Text books nationalised in the different units continued to be utilised in the respective regions till the year 1958-59, when the above 23 nationalised text books were introduced throughout the State. With the introduction of metric system of weights and measures necessary changes were made in the nationalised text books.

In the year 1963-64 Government appointed five Committees of experts for revieving of the existing Nationalised Text Books and preparation of the new books for the following subjects :-

1) Social Studies. 2) Mathematics

3) General Science 4) Sanskrit 5) English.

Text books of Social Studies for classes III, IV and V have been nationalised from the year 1964-65. For teaching social studies in Classes I and II a guide book has been prepared for the teachers, which has also been nationalised. The number of nationalised text books is now 27. At primary stage the books have been nationalised for almost all important subjects. The nationalization of books for the middle stage is gradually being taken up. It is expected that from the year 1965-66 some more nationalised text books will be introduced. The responsibility of printing and distribution of nationalised text books has been entrusted to the State Revenue Department and the Superintendent, Government Stationery and Text Books is responsible for this. In the sale of nationalised text books preference is given to Students' Co-operative Stores wherever they exist.

9. State Institute of Education :

The State Institute of Education has been established in Madhya Pradesh with its headquarters at Sehore, in the year 1963-64. The Institute has been established under a Centrally sponsored scheme and is responsible mainly for improvement of standards of elementary education. The main functions of the Institute are :-

(i) to provide inservice training to Inspecting staff

(2) to provide inservice training to teacher educators.

(3) to conduct research and experiments in the field of education.

(4) to produce educational literature necessary for teachers and students.

(5) to provide extension services to training institutions in elementary schools.

The Institute is being developed and will take its full form during the Fourth Five Year Plan. The future qualitative improvement of elementary education will essentially depend on the researches and leadership provided by this Institute. For conducting experiments and research in teacher education the institute is running an experimental class for the training of elementary school teachers and a class for the degree master of education.

CHAPTER VI.

HIGHER SECONDARY EDUCATION.

Due to economic development and social awakening, the demand for secondary education is continuously increasing. New social groups are now seeking education and are coming within the influence of the secondary education. Expansion has brought into secondary schools, larger range of abilities and aptitudes. Secondary schools have been reorganised with a view to provide more diversified courses to the pupils according to their needs. The programme of expansion and reorganisation of secondary education in the new State of Madhya Pradesh has been a land-mark in the history of secondary education.

Number of Institutions:

There were only 353 high/higher secondary schools at the time of re-organization. The number increased to 774 at the end of Second Five Year Plan. During 1963-64 there were 1123 higher secondary schools in the State. Out of these 722 higher secondary schools were run by Government and rest were run either by local bodies or by private managements. During the year 1964-65, 55 new higher secondary schools have been opened by Government by upgrading middle schools. Of these, 20 have been opened by the Tribal Welfare Depactment.

The target of Third Five Year Plan was to start 200 new higher secondary schools. This target has considerably been exceeded and the total number of higher secondary schools opened by the Government during the first 4 years of the Third Plan is 303. There is no provision now for opening additional new higher secondary schools next year. The demand for higher secondary education is continuously increasing. There is a lot of enthusiasm in the people for higher secondary education and there are still about 300 applications

VI/2

pending with the Government for opening new higher secondary schools.

The pattern of higher secondary education was different in different integrating units at the time of states re-organization. The duration was 11 years in Mahakoshal region and 10 years in other regions. In Mahakoshal the programme of reorganisation and improvement of secondary education was taken up following the report of Secondary Education Commission. A number of High schools were converted to Higher Secondary Schools and Multipurpose Schools. After the States reorganisation, the pace of conversion of high schools to higher secondary schools was accelerated and it was a unique achievement in so far as all high schools were converted into higher secondary schools by the year ending 1961-62. There are no high schools in the State now. Higher Secondary education is of three years duration through out the state followed by 3 years course for the first degree in Arts, Science and Commerce.

According to the recommendations of the Secondary Education Commission regarding providing more diversified educational facilities to the students at higher secondary stage, the State had taken up the scheme of converting higher secondary schools to multipurpose schools in which, provision for a number of elective subjects is made. There are at present 45 multipurpose higher secondary schools in the State.

Enrolment:

The enrolment in classes IX, X and XI was 50,380 when the new States of Madhya Pradesh was formed. This rose to 1.24 lacs at the end of Second Five Year

in the age group 14-17. By the year 1963-64, the enrolment at this stage has further increased to 1.95 lakhs and the percentage to 9.2. During the year 1964-65 the enrolment is expected to raise to 2.25 lakhs.

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The enrolment at the end of Third Five Year Plan is expected to be 12 percent of the 14-17 age-group population. Although the targets fixed for the enrolment have been exceeded, yet the State continues to remain behind the national level which is, 18% for the corresponding age-group.

3. Teachers :-

In the year 1956, the number of teachers in high/higher secondary schools was 6284. The number had become 13,730 in 1960-61 and it further increased to 19,308 in 1963-64. The teacher pupil ratio was 1 :21 in the year 1956-57 which decreased to 1 :20 in 1961. The present ratio is also the same. The percentage of trained teachers was 40 in 1956-57 which subsequently increased to 48 and 55 respectively in the years 1960-61 and 1963-64. This is expected to increase further to 65% by the end of Third Plan.

The pay scales of teachers in higher secondary schools were different in different units before the reorganisation. The scales prevalent in different units were as follows :-

Mahakoshal.

Principal, Multipurpose H.S.S.	...	300-600
Head Master, Higher Sec. School	...	250-500
Head master High Schools	...	225-400
Lecturers, Mult. H.S.S.	...	225-400
Lecturers, H.S.S.	...	150-400
Teachers, Select Grade	...	200-250
Teachers (Ordinary Grade)	...	100-200 (Men)
		125-200 (Women)

VI/4

Madhya Bharat

Head Master, High School ... 250-500
Teachers in High School ... 110-250

Vindhya Pradesh.

Head Master, High Schools ... 200-350
Teachers in High Schools ... 100-200

Bhopal

Head Master, High Schools ... 225-400
Teachers in High Schools ... 100-200

The above scales were unified with effect from 1-4-1958 and were further revised from 1-7-1960. The unified and revised pay scales of various categories of teaching staff of higher secondary schools are as follows :-

Cadre	Unified Scale	Revised Scale
Principals, Multipurpose H.S.S.	310-600	360-700
Principal, Higher Secondary School or Basic Training Institution etc.	225-600	275-700
Lecturers in Multipurpose Higher Secondary Schools/Higher Secondary schools/Basic Trg. Institutions.	200-400	250-450
Teachers (Upper Division)	110-250	150-290

Two advance increments are given to trained graduate teachers. The minimum qualification for appointment as teachers in higher secondary schools is a graduation degree. In the matters of appointment the trained graduates get preference.

Same scales of pay as are available to the teachers in Government institutions are admissible to teachers in non-Government service. The teachers in Government service get all those benefits which are available to other categories of Government

I/5 They get the retirement benefits of pension and gratuity. Teachers in non-Government schools get the benefit of contributory provident fund.

4. Training of Secondary School Teachers.

The percentage of trained teachers in higher secondary schools in the year 1956 was 40. This became 48 at the end of the Second Five Year Plan and was further raised to 55 by the year 1963-64. There were only the following six Post Graduate Training Colleges in the State at the timeof states reorganization :-

1) Primtiya Shikshan Mahavidyalaya, Jabalpur.
2) P.G.B.T.College, Jabalpur.
3) Government Training College, Khandwa
4) Government Training College, Raipur
5) Teachers Training College, Dewas.
6) P.G.B.T.College, Bhopal.

During the Second Five Year Plan 3 more Post-Graduate Basic Training Colleges were established at Gwalior, Ujjain and Rewa. In the Third Plan a new P.G.B.T. College has been established at Sagar and the training classes attached to Maharaja College of Chhattarpur were separated and constituted into a new P.G.B.T.College there. The P.G.B.T.College,Jabalpur was transferred to Bilaspur. All teachers'training colleges have not been converted to Post Graduate Basic Training Colleges and training in them is imparted on basic pattern. Each Divisional head-quarter has now a training college for the graduates.

Enrolment in the training colleges during 1956 was 418 in B.Ed. course and 20 in M.Ed. Course. The intake capacities of all the P.G.B.T.Colleges have gradually been increasing. The number of training seats in these colleges in the year 1963-64 increased to 1650 for B.Ed

Course and 110 for M.Ed. Course. Besides there were 10 seats for M.Ed. course in the State Institute of Education at Sehore, making the total number of seats for this course, 120. Out of 1650 places for B.Ed. training, only 330 places were for fresh candidates. The rest of the seats were reserved for inservice teachers. In the year 1964-65 the seats in these colleges have further been increased from 1650 to 1980. In each college there are now 120 seats reserved for inservice teachers and 60 seats for fresh candidates. Inservice teachers get their full salary during the course of their training whereas fresh candidates have to pay a fee of Rs. 120/- per year.

Facilities for extension services are available in 9 out of 11 training colleges. In tne following six colleges full-fledged extension services centres have been established.

1) Prantiya Shikshan Mahavidyalaya, Jabalpur
2) Post Graduate Basic Training College, Khandwa
3) -do- Raipur
4) -do- Dewas
5) -do- Bhopal
6) -do- Rewa.

In the following three P.G.B.T.Colleges Extension Service units are functioning :-

1) Post Graduate Basic Training College, Gwalior,
2) -do- Sagar
3) -do- Bilaspur

Facilities of extension services are not available in the P.G.B.T.Colleges at Ujjain and Chhattarpur.

For M.Ed. Course there are no seats available for direct candidates. Only in-service teachers are admitted for this training on the basis of their seniority.

National Council of Educational research and training has established a Regional College of Education in Madhya Pradesh at Bhopal. This College

VI/7 has started functioning from the year 1963-64. Besides having one year's B.Ed. course the college also provides 4 years integrated course in general education and teachers training and prepares teachers for Multipurpose Higher secondary schools. The college caters to the requirements of Madhya Pradesh, Gujrat and Maharashtra States.

Under a Centrally sponsored scheme of establishing Vocational guidance bureau in each State, a college of Educational Guidance and Psychology has been established at Jabalpur. This college provides Post-Graduate Course in Psychology and imparts training to teachers in Vocational Guidance.

In the year 1964-65 Government have established an English language teaching Institute at Bhopal with a view to improve the teaching of English in schools. The Institute has been established with the help of a Professor deputed by the British Government and has started functioning from July 1964. Main objective of this institute is to raise the standard of English teaching in schools. Following activities have been started by this Institute towards that end :-

1. Training of teacher educators for B.Ed.who would teach English.
2. Training of teachers in the Higher secondary schools who hold Master's degree in English.
3. Training of those teachers who are responsible for teaching English in the first year of colleges for General & Technical Education.
4. To help and guide institutions in the new and the improved methods of English teaching.
5. Preparation of syllabi and text-books for the teaching of English.

The scheme of short-term training to untrained M.A.,M.Com.,M.Sc.,Lecturers in pedagogy and to trained B.A. and B.Sc. lecturers in contents has been operating

VI/8 courses are arranged in summer vacations every year. The scheme has been in operation since 1960.

5. Inservice Education

As part of the implementation of Madaliar Commission's recommendations reinforced by several preceding Education Commissions & bodies, the Government established in June 1955 at the Prantiya Shikshan Mahavidyalaya Jabalpur a special wing known as the Seminar section. Its staff consists of a Class I Professor as Officer on Special Duty, Six Assistant Professors chosen from among training college staff, higher secondary school headmasters, and and teachers of psychology and guidance. It has other ministerial and class IV staff. The controlling officer is the Principal, P.S.M.Jabalpur.

The functions the seminar section has been performing are i) monthly seminar of 45 teachers/ lecturers of secondary schools ii) seminars of Principals and other educational officers iii) Developing dynamic methods and practices of teaching iv) Experiment of those methods at the model multipurpose school, Jabalpur. v) Developing new type tests,tools of evaluation and techniques of educational guidance. vi) academic inspection of multipurpose schools vii) Production of professional literature including a quarterly journal 'Shiksna'. The number of such literature produced so far is 50. & (viii) Content lectures. It constructed the first curriculum of higher secondary stage in 1955.

The activities of the seminar section after States reorganisation in 1956 have however been extended so far only to the districts of Mahakoshal

VI/9

area and to Government secondary schools. It collaborates with the DEPSE seminars extension services, and the Bureau of Vocational and Educational Guidance founded in 1955 October and now merged with the College of Psychology and Vocational Guidance , Jabalpur.

6. Reorientation-

Another agency that works in the field of in-service -training of teachers in the Reorientation Department at P.S.M.Jabalpur. It was founded in July 1956. Its staff consists of One Class I Professor, 1 Assistant Professor & 1 Lecturers in State Educational Service. This team visits the secondary schools in various parts of the State, holds meetings and seminars, and observes the academic functions performed by the schools. It concerns itself with all Government and non-Government schools which are not covered by the Seminar Section which looks mainly to Multipurpose schools. It also collaborates with the Extension Services of the DEPSE. Its activities after reorganisation of states have been extended only upto the districts of Mahakoshal area.

7. Examinations -

At the time of reorganisation of the State there were two Boards of Secondary Education viz., Mahakoshal Board of Secondary Education at Jabalpur and the Board of Secondary Education, Madhya Bharat, at Gwalior. Examinations for high school and Intermediate certificates for Bhopal and Vindhya Pradesh regions were conducted by the Central Board of Secondary Education, Ajmer. After the reorganisation, the jurisdiction of

VI/10

M.B.Secondary Education Board was extended to Bhopal and Vindhya Pradesh regions. The Mahakoshal Board of Secondary Education examined students of Mahakoshal region only. With the passing of M.P.Secondary Education Act in the year 1959 these boards were abolished and a new Board of Secondary Education was set up at Bhopal. The jurisdiction of this new Board is the entire State of Madhya Pradesh and it conducts the following examinations :-

1) High School certificate examination.

2) Higher Secondary certificate Examination, 'A' Course

3) Higher Secondary Certificate Examination 'B' Course (for those who have passed two years High School Course)

4) Intermediate examination.

From the year 1964 examinations for Basic Training Certificate are also being conducted by the Board which was formerly conducted departmentally by the Directorate of Public Instruction. The Board also holds examination for certificate in Physical Education from the year 1965.

Intermediate and High School examinations can now be taken only by private candidates. There is no regular coaching for these examinations. All the higher secondary schools in the state have now three years higher secondary course which leads to the higher secondary 'A' Course examination conducted by the Board.

8. Syllabus :-

It has already been pointed out in the foregoing pages, that at the time of states reorganisation there were different patterns of higher secondary education in different integrating units. The duration of higher secondary education in Mahakoshal was of 3 years while in other regions it was 2 years.

I/11 This pattern continued till the year 1958-59 when the Secondary Education Act came into operation. With the enforcement of this Act the two Boards of secondary education were abolished and a new Board of Secondary Education came into being. Three years course for higher secondary stage was introduced and all high schools have been converted into higher secondary schools. New syllabus has also been enforced which provides adequate facilities for diversification at the higher secondary stage.

The subjects for study at the higher secondary stage have been grouped in the following 5 groups :-

Group A - Language

Group B - Social Studies and General Science.

Group C - Crafts.

Group D - Diversified subjects.

Group E - Physical and Moral Education.

Every candidate appearing for the higher secondary school certificate examination has to offer all these groups. Details of subjects in each group are given below :-

Group A -Languages -

a) Mother Tongue or Regional Language or composite course in Mother Tongue and relevant classical language.

b) For students whose mother tongue is not Hindi- i) Hindi, if not already offered under A(a) above or

ii) an Indian Language other than Hindi, if Hindi is already offered under A(a) above;

For students whose mother tongue is Hindi-

i) An Indian Language not already offered under A (a) above.

or ii) English

c) English.

Note :- The Board of Secondary Education has prescribed all the languages provided in the 8th Schedule of the Indian Constitution for the purpose of examinations and Sindhi.

2) English can be offered under Group A(a) as mother tongue.

/12

Group B (a) Social Studies, and
(b) General Science.

Group C Crafts :- One of the following :-
1. Needle work & Embroidery
2. Wood work
3. Metal work
4. Photography
5. Typography
6. Spinning and Weaving
7. Tailoring,
8. Clay Modelling & Paper Making.
9. Leather Work
10. Agriculture.
11. Gardening.
12. Basket Making & Rope making,
13. Dyeing and Printing,
14. Elementary Rural Engineering
15. Elementary Work-shop practice.
16. Hand paper making
17. Soap making.

Group D. Diversified Subjects.

Three subjects from any one of the following groups:-

1. Humanities Group

i) One of the following foreign and classical languages, not already offered :-1)Sanskrit 2) Persian, 3) Arabic 4) French.

ii) One of the following Indian Languages not already offered :- 1) Hindi 2) Marathi 3) Urdu 4) Bengali 5) Gujrati 6) Telugu, 7) Tamil, 8) Sindhi 9) Punjabi and 10) Oriya.

iii) History,
iv) Geography
v) Civics
vi) Economics
vii) Psychology
viii) Logic
ix) Mathematics
x) Indian Music
xi) Home Science, Anatomy, Physiology and Hygiene
xii) Drawing and Designing.
xiii) Military Science.

2. Science Group

i) Physics
ii) Chemistry
iii) Biology
iv) Mathematics
v) Geography
vi) Drawing & Designing
vii) Geology
viii) Military Studies.

3. Commerce Group

i) Elements of Commerce
ii) Book-Keeping and Accountancy
iii) Commercial Geography
iv) Applied Economics,
v) Steno-Typing.

VI/13

4. Agriculture Group.

i) General Agriculture
ii) Botany and Horticulture
iii) Agricultural physics and Chemistry
iv) Animal Husbandary and Dairy Farming.
v) Indian Rural Economics.

5. Fine Arts Group.

i) Painting
ii) Modelling
iii) Design
iv) History of Indian Art.
v) Indian Music
vi) Dancing
vii) Still Life (Object Drawing)
viii) Geometrical Drawing & Lettering.

6. Home Science Group

a) Compulsory subjects :

i) Home Management and Nutrition.
ii) Mother-craft, Health and Hygiene.

b) Optional Subjects :-

iii) Tailoring
iv) Art or Needle work
v) Elements of Science.

Note :- i) Language once offered under a Group cannot be offered again under any other group.

It will be seen from the above that while preparing the syllabus all the important recommendations of Secondary Education Committee have been kept in view and enough offerings have been given to the students for selection of subjects. The provision for the study of languages has been made in accordance with the 3 language formula accepted at the National level. The medium of instruction is generally Hindi. The Board of Secondary Education however permits the students to offer any of the languages provided in the 8th schedule of the Constitution and Sindhi as medium of examination. In addition, English medium is also permitted. In a few schools minority languages are the media of instruction. The policy of the Government regarding educational facilities to linguistic minorities at the secondary stage is to

14 demand is from a reasonable number of students.There is no provision for imparting secondary education through medium of minority languages, but the facilities which existed at the time of re-organisation still continue.

9. Text Books Committee :-

In accordance with the provisions contained in the secondary Education Act, a high power text books Committee has been established in the year 1958-59. This committee consists of a retired Judge of High Court, a Vice Chancellor of some University and a member from the Public Service Commission. The Director of Public Instruction is the member Secretary of the Committee. It has option to co-opt two educationist as its members. Main function of the committee is to prescribe books for the higher secondary school examinations conducted by the Board of secondary Education.

10. Examination reforms :-

In accordance with the recommendations of the Secondary Education Commission, examination reforms were introduced from 1955 by the Mahakoshal Board of Secondary Education by adopting the allotment of 20 percent marks for the internal valuation of school record. The remaining 80 percent marks were, however, to be allotted in the external examination. A number of seminars and work-shops for further reforms in examination were held which recommended for short answer type and objective questions in examinations. These reforms are gradually being introduced . The internal assesment system of examination could not prove very useful and the revision of the scheme is now under consideration.

15

11. State Evaluation Unit :-

Under a Centrally sponsored scheme, a State Evaluation unit has been established at Bhopal in the year 1963-64. Since the function of the unit is to examine the system of examinations and suggest reforms, the scheme has been transferred to the Board, the unit is working under its control. The State Evaluation Officer and other necessary staff has already been appointed and the unit has to start some of its work.

12. Establishment of a Model Higher Secondary School :-

Under the scheme of establishing a Model higher secondary school in each state, a model multipurpose higher secondary school has been established at Bhopal. This scheme has also been transferred to the control and management of the Board of Secondary Education. 50% expenditure on the scheme will be borne by the Government of India and 50% by the State Government.

13. Buildings and Equipment :-

Due to rapid expansion of secondary education in the post re-organisation period, it could not be possible to provide adequate buildings and equipment to all the higher secondary schools opened in the second and third five year plans. The position is specially discouraging in respect of schools started in the Third Five Year Plan. While no satisfactory arrangements could be made for construction of buildings for all the higher secondary schools, it is expected that the problem of equipment will be solved to a great extent before the end of Third Five Year Plan, as Government of India have launched a crash programme for improvement of secondary education under which necessary science equipment is being provided to all these higher secondary schools which were started before the Third Five

VI/16

Year Plan.

The problem of providing equipment to higher secondary schools started in the Third Plan still remains. There is no provision in the current year and also in the next year for providing adequate buildings and equipment to the existing higher secondary schools. It appears that it will be possible during the Fourth Plan only to have these facilities.

14. Tentative Proposals for the Fourth Five Year Plan

While discussing the enrolment at the higher secondary stage, it has already been pointed out that at the end of the Third Plan, the state will be able to enrol only 12% of the population of age group 14-17. This achievement at the national level is expected to be 18% . According to the recommendation of the Secondary Education Committee the enrolment at the secondary stage in the country should be at least 25 % of the population in the age group 14-17, by the end of Fourth Five Year Plan. In order to achieve this target, additional enrolment of about 4 lakhs will be required during the Fourth Plan period. Since this does not seem possible with the present resources of the State, it is proposed to have additional enrolment of about 2.5 lakhs. The additional enrolment will be achieved by starting 400 new higher secondary schools and raising the intake of existing higher secondary schools. The expansion programme at the higher secondary stage is expected to cost about 430 lakhs. Schemes regarding buildings, science laboratories, Science equipment and libraries for new and existing higher secondary schools have also been included in the Fourth Plan and these are expected to cost about 800 lakhs.

CHPATER VII

OTHER ACTIVITIES CONCERNING SCHOOL EDUCATION.

GIRLS EDUCATION

State's backwardness in the field of primary education is mainly because of its slow progress in the field of girls' education. Economic backwardness, traditional resistence to the girls education and sparse and tribal population of the State are the main factors which hamper the development of girls' education in the State. During the past 8 years all possible efforts have been made to over-come these difficulties.

VII/1

In the year 1956, there were only 65 higher secondary schools, 154 middle and 1389 primary schools for girls. The enrolment of girls at these stages were 7074, 26274 and 246324 respectively. During the year 1963-64, the number of girls Higher Secondary Schools became 186 and the number of middle and primary schools 480 and 2405 respectively. At the Primary stage ,the government policy is to encourage co-education. Much stress has, therefore, not been laid on opening of separate schools for girls. Separate schools have, however, been opened in those areas where there is too much resistence to co-education. The expansion of educational facilities for girls at the Middle and Secondary stages have been 310 and 306 per cent. The enrolments at Primary, and Middle and Higher Secondary stages increased respectively to 6.66, 87 and .29 lacs. Although these statistics may be termed as satisfactory in comparison to the figures of 1956, yet they stand no-where in comparison either with the National level or with the corresponding figures of boys education. At primary stage the enrolment of boys is 82 per cent whereas it is only 31 percent in case of girls. The enrolment percentages in 1963-64 at the Middle and Higher Secondary stages for girls were only 8 and 3

whereas these were 35 and 17 for boys. The percentages at national level which are expected to be at the end of the Third Five Year Plan are 66.6 at the Primary level, 16.5 at the middle level and 6.9 at the higher secondary level.

In order to promote girls education in the state, a State Council for Women's Education has been established in accordance with the recommendations of the National Council for Women's Education. Since its establishment in the year 1960, the Council has been advising government in the matters relating to the girls education and most of its recommendations have been accepted by government. One of the stumbling blocks in the way of development of girls' education is the non-availability of lady teachers for working in rural areas. /2 On the recommendations of the State Council of Women's Education, government have provided some special incentives for attracting ladies to teaching profession. Trained ladies get five advance increments if they join teaching profession. These advance increments are admissible to untrained ladies. Qualifications and age limit are relaxed in case of lady candidates. Efforts are also being made to provide residential quarters to lady teachers in rural areas as far as possible. A number of quarters for lady teachers have been constructed during the second and Third Five Year Plans and more quarters will be constructed in the Fourth Five Year Plan.

2. EDUCATION OF TRIBALS

While there is no need for exemption from the general pattern of nation's educational system, the special culture tradition and genius of the tribals have to be borne in mind, while formulating programmes for their education. Scheduled Tribes constitute about 20 percent of the state's

total population and are inhabited mainly in the scheduled areas of the State. Any special arrangement for the education of Tribals will also have to take care of non tribal population living in the scheduled areas and other tribal pockets. The problem is, therefore, to organise educational facilities for about 27% of the states population spread over 37% of its total area in 24,363 villages.

The progress of tribal education after the States Re-organization was as follows:

Stage of education.	No. of tribal students per one lac of population	
	1961-62	1964-65
Elementary	403	468
Secondary	120	162
Post Secondary	N.A.	11

VII/3

At present there are 6,835 primary schools, 574 middle schools and 102 higher secondary schools in the tribal areas. The number of these schools per one lac of population works out to 114 in case of primary, 9.6 in case of middle and 1.7 in case of higher secondary. These average for the whole state are 105.8, 11.1, 3.5 respectively. These figures indicate that the spread of education in tribal areas is lagging behind and call for some special efforts.

District wise facilities for education in the scheduled areas are given in the following table:

ENROLMENT OF STUDENTS IN DISTRICTS HAVING SCHEDULED AREAS IN INSTITUTIONS DURING 1964-65.

S.No.	Name of Districts.	Total tribal population of the distt. (in lacs)	No. of tribes studentsin Pry.	Middle	Second.
1.	Betul	1.80	15,231	316	138
2.	Chhindwara	2.61	-	1,102	406
3.	Bastar	8.43	-	2,163	595

4.	Durg	2.09	22,905	2,699	736
5.	Surguja	5.76	-	2,542	757
6.	Bilaspur	3.67	22,872	3,209	1,406
7.	Raigarh	4.78	28,541	4,450	1,480
8.	Jhabua	4.36	19,269	379	132
9.	Khargone.	4.00	8,707	470	349
10	Dhar	3.29	9,436	398	153
11	Balaghat	0.87	11 ,732	880	4 73
12	Mandla	4.23	-	3,062	862
13	Ratlam	0.58	1,823	99	37

No. of Sch.Tribe students per lac of Sch.Tribes population.

Primary	Middle	Higher Secondary	Post matric stage
8,462	176	77	6
N.A.	422	156	14
N.A.	257	71	4
10,959	1,291	349	15
N.A.	441	131	15
6,232	874	383	14
5,971	931	310	37
4,419	87	30	2
2,177	118	87	6
2,870	121	47	5
13,370	1,011	543	23
N.A.	724	204	12
3,143	171	64	2

In formulating any special programme for the expansion of educational facilities in tribal area, the State Government are confronted with the following main problems :-

1/ The tribal population is generally sparce and scattered over hilly terrains and forests. It

is, therefore, difficult to group the habitation for organizing educational facilities.

2/ There is a highe degree of wastage at all stages due to dropping out of a large number of students. Education for them is, therefore, very costly.

3/ Teachers are not available from among the tribals. Teachers from non tribal areas, who are posted in tribal places have to face the problem of tribal dialects.

4/ Economic and social backwardness of tribals prevent them to send their children to schools, as they are generally economically active members in the families.

IT/5

In view of the above special difficulties of educational expansion in tribal areas, the State Govt. have now entrusted the responsibilities of educational expansion in these areas to the Tribal Welfare Deptt. This is expected to ensure an alround development of education in these areas. All institutions run by Education Department in the tribal areas have now been transferred to the Tribal Welfare Department.

3. PUBLIC SCHOOLS

There are 3 secondary schools at Raipur Gwalior and Indore belonging to the category of Public Schools for boys. They have been in existence for a pretty long time and catered for the education of princes of feudatory states in Chhattisgarha and Central India. They are known as Rajkumar College Raipur, Daly College,Indore and Scindhia School,Gwalior. Education in these institutions is oriented on the

the lines of English Public Schools. All of them are residential. A few places are reserved in them for meritorious students, who xxx have to complete for merit scholarship examination. Their management vests in registered societies. One similar school for girls has been opened at Gwalior.

4. SANIK SCHOOL

A Sanik School has been established in the State in the year 1962 under the Sainik School scheme initiated by the Ministry of Education in collaboration with the state government and the Defence Ministry. The school is of residential type and is meant for boys only. The education
VII/6 in this school has military bias. Administration of this school vests in an autonomous board of governors under the chairmanship of Union Minister for Defence. For the day-to-day administration, there is a local board with Officer Commanding of the area as the chairman and the principal of the school as the secretary. The amount of grant given to the school for building and equipment purposes was 2.14 lacs in the year 1962-63, 1.11 lacs in the year 1963-64 and Rs. 72,000/- in the year 1964-65. Candidates from Madhya Pradesh who are admitted in this school are given scholarships. These scholarships were given to fifty three candidates in the year 1962-63 and 63 in the year 1963-64. The amounts spent on scholarships during these years were Rs. 84,300/- and 91,087/-.

5. AUDIO VISUAL EDUCATION

Audio Visual Education is one of the modern developments in the field of education and has proved quite effective and useful in the qualitative improvement of education at the school level. In accordance with the

Audio Visual Unit was established in erstwhile Madhya Pradesh in 1956. The main programmes of the State Audio Visual Board are essentially the same as of the National Audio Visual Board. 'The State Board of audio visual education helps the post graduate basic training colleges in preparation of the educational aids, such as maps, charts, graphs, slides, film strips etc. and helps in imparting education through these aids. In all the post graduate basic training colleges, the audio visual education has been started as part of the training and the arrangements of imparting this training are made by the State Audio Visual Board. The Unit has a film library also, which has a good collection of educational films.

Equipment required for audio-visual education, such as radios, projectors tape-recorders etc. have been provided to a number of higher secondary schools. This equipment is being provided gradually to other institutionsalso. In the post re-organization period the State Audio-Visual Board has imparted training to more than four thousand teachers.

IT/7

In collaboration with the All India Radio, this board started a scheme of school-broad-casts from July 1964. In order to make the scheme successful, necessary equipment is being provided to schools through a phased programme. The scheme covers classes IX, X and XI only at present. It is in an experimental stage and the present broadcasts cover only English Civics and Science subjects.

6. SANSKRIT EDUCATION

Sanskrit is taught as a compulsory subject from class V to VIII to all those students whose mother tongue is Hindi. At the higher secondary stage also

mother-tongue instead of sanskrit at this stage. Since the percentage of these students is little, there is no exaggeration in saying that most of the students in this state study Sanskrit from classes VI to XI. Besides there also exist some traditional type of Sanskrit schools and colleges in which the whole attention is on the teaching of sanskrit. The number of sanskrit schools is 85 in the state, out of which 55 are run by government.

7. IMPROVEMENT OF SCIENCE EDUCATION IN SCHOOLS

Teaching of General Science is compulsory at primary stage. It is optional at middle stage and again compulsory at the higher secondary stage for those students who do not offer scientific groups. Shortage of equipment
VII/8 for teaching of both general and pure science is experienced in schools at all levels. Efficient teaching of science is hampered due to this handicap. Government of India have now taken up a crash programme for the improvement of secondary education under which there are two important schemes regarding the improvement of science education at the higher secondary stage, namely, providing of science equipment to the higher secondary schools started before the Third Plan and to provide refresher training to science teachers. Refresher training courses of ten weeks and nine months durations are already running in the M.L.V.College,Bhopal. Equipment is also being purchased and supplied to schools. The whole scheme will be implemented during the remaining period of the Third Plan. To Madhya Pradesh an amount of Rs. 11.48 lacs has been allotted by the Government of India for the year 1964-65 for this scheme.

The problem of equipment etc. will still remain for schools opened during the Third Plan. States

Plan. It is expected that they will be taken care of during the Fourth Plan.

8. VIGYAN MANDIRS.

Vigyan Mandirs established by the Government of India under the Vigyan Mandirs scheme at Sehore and Nowgong have been transferred to the state government with effect from 1-6-1963. These mandirs are doing useful work in regard to dis-semination of general scientific knowledge in the rural public.

9. PHYSICAL EDUCATION:

Physical education is compulsorily taught to all the students in middle and higher secondary schools. In order to make teachers for physical education available, Government run a Physical Education College at Shivpuri. This college has provision for diploma and certificate courses. The number of seats for diploma course is fifty and for certificate courses one hundred and fifty. Twenty seats in the College are reserved for in-service physical training instructors. Adequate scholarships, stipends and other financial concessions are available to the trainees in the college. The Certificate Examination in Physical Education is now conducted by the Secondary Education Board and for the diploma examination, the college has been affiliated to Jiwaji University Gwalior. Till the year 1964, these examinations were conducted departmentally.

I/9

In Madhya Pradesh there also exists a College of Physical Education, one of its own type in the country, established by the Government of India. The college which is situated at Gwalior provides degree courses in Physical education.

10. SPORTS AND GAMES

In order to promote sports and games activities in the schools, the State Education Department organises district, divisional and state level tournaments every year. Candidates successful in the state level tournaments are sent to participate in the national tournaments. For organising these competitions a grant of Rs. 500/- per year is given to each district. Expenditure on the organization of tournaments at the state level is borne by the government. Expenditure on the teams sent for National level tournaments is also brone by the state government.

The State is also running coaching centres in gymnastics, volley ball, football and cricket at Shivpuri Jabalpur, Rewa and Indore espectively. The ccaches for these centres have been obtained from the National Sports

:/10 Institute, Patiala.

11. N.C.C AND A.C.C.

The important objective of N.C.C. training is to ~~xxxxx~~ inculcate disciplinary habits among the school children. In all the higher secondary schools, there is a provision for either junior N.C.C. or A.C.C. The statistics of cadets in the junior N.C.C. and A.C.C. units in the year 1963-64 were as follows:-

	Men	Women
Junior N.C.C.	12,000	16,050
A.C.C.	63,720	-

Government have now taken a decision to merge A.C.C. with junior N.C.C. and to raise the strength of each group from 45 to 100. This decision is likely to be implemented.

12. SCOUTS AND GIRL GUIDES

Scouting and girl guiding activities are very popular in the schools of Madhya Pradesh. For imparting

training to in scouting and girl suiding activities to teachers training camps are organized in the summer vacations. Four such training camps were organized in the year 1963-64. Adequate government grants are given for promoting such activities to the State Council of Scouts and Guides.

13. NATIONAL DISCIPLINE SCHEME

This is a centrally sponsored scheme started from the year 1963-64. Under this scheme fourteen training camps were organised in 1963-64, in which in-service physical training instructors were sent for training. In the year 1964-65, five camps have been organized.

VII/11

14. NATIONAL PHYSICAL EFFICIENCY DRIVE.

This is also a centrally sponsored scheme which is operated in the state under the guidance of the Dy. Director of Physical Education, who is honorary State Liaison Officer. An Assistant State Liaison Officer has also been appointed in the year 1964-65.

15. NATIONAL FOUNDATION FOR TEACHERS' WELFARE

In accordance with the instructions of Govt. of India, fifth September is celebrated each year as Teachers Day from the year 1962. The activities of the day are marked by collection of money for the National Foundation for Teachers Welfare. In accordance with section 17 of this foundation, from the amount which is collected, financial assistance is given to the teachers and their wards who are financially in distress. Following collections have been made in Madhya Pradesh between the year 1962 and 1964:

Year	Amount Collected
1962	.65 lacs.
1963	2.07 lacs.
1964	1.40 lacs.

Financial assistance of Rs. 7,420/- has been given to 25 teachers during 1964-65 in the state.

16. ADMINISTRATIVE MACHINERY

The State had to face a series of difficult problems in organizing the Education Department. In Vindhya Pradesh and Madhya Bharat regions, the department of Education were built up between 1947-56 by the integration of the staff of several education departments of the erstwhile princely states which had merged into them. Hardly had
I/12 this process of integration been over when another process of states re-organization began in 1956. Immediately after creation of the present state, the problems posed by this continued process of integration have taken a good deal of time.

The present education department is incharge of general and technical education. There are at present three directorates, i.e. the Directorate of Public Instruction, the Directorate of Collegiate Education and the Directorate of Technical Education. At the time of re-organization of States, there was only one directorate for all school level education i.e. the Directorate of Public Instruction. The Directorate of Collegiate Education was established in the year 1962-63 and the Directorate of Technical Education in the year 1963-64. Only Directorate of Public Instruction has its district and divisional set up. It is responsible for administrative control of general education up to higher secondary standard including teacher

teacher training at school and collegiate levels. For administration and supervision of primary and middle schools, there are District Educational Officers in each district. They are assisted by Assistant District Inspectors of Schools who are mainly responsible for inspection and supervision of primary schools. Normally for each fifty schools one Assistant District Inspector of Schools is provided. For the administration and supervision of higher secondary schools and Basic Training Institutions there are nine Divisional Superintendents of Education with headquarters at the following places:-

1. Raipur.
2. Bilaspur.
3. Jabalpur.
4. Rewa.
5. Hoshangabad.
6. Gwalior.
7. Ujjain.
8. Indore.
9. Bhopal.

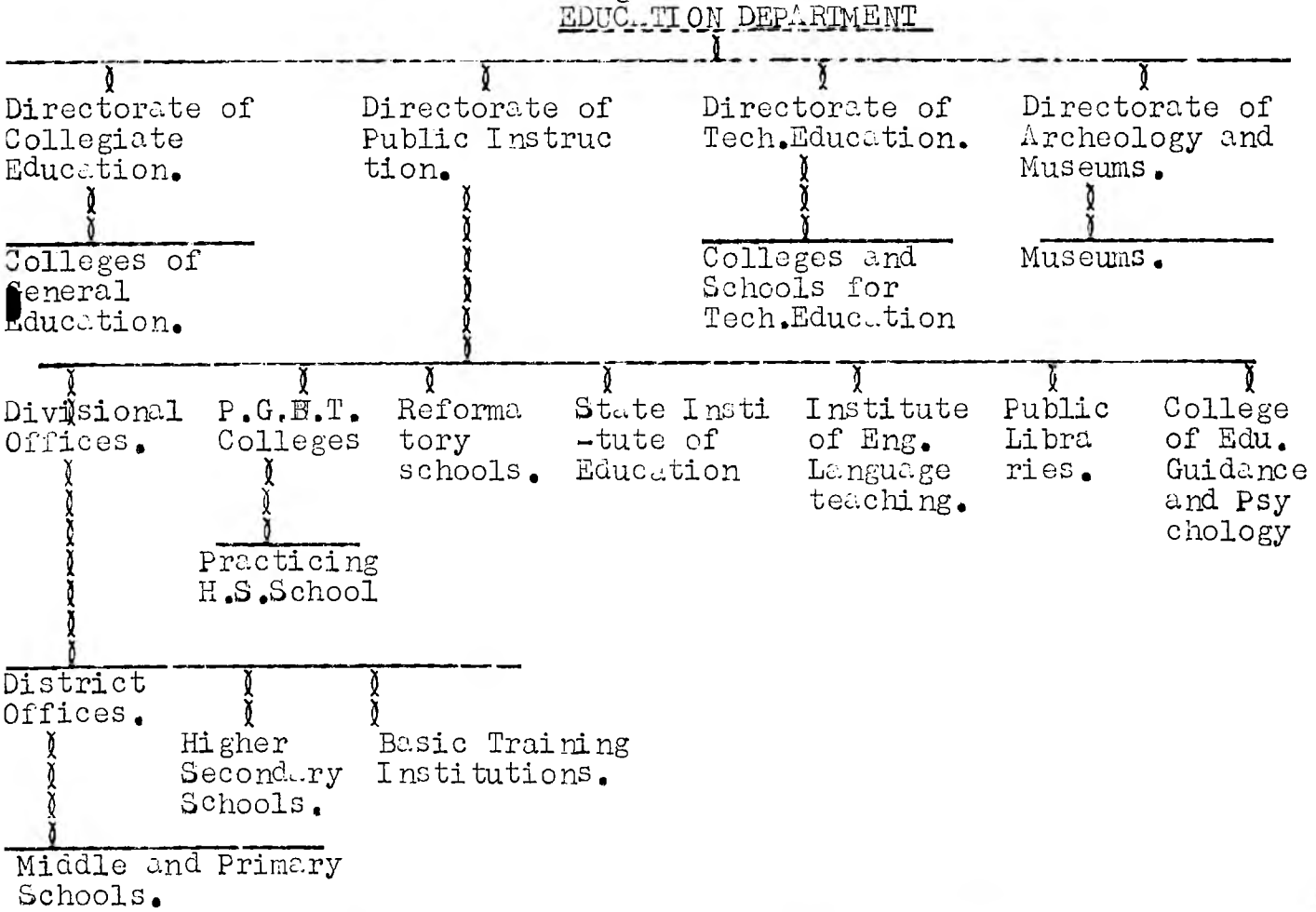
VII/13

The Divisional Superintendents of Education, besides being directly responsible for the administration and supervision of higher secondary education are also in over all charge of all school level general education in their divisions. The District Education Officers of the division are also under the control of Divisional Superintendents of Education who are under the Director of Public Instruction. The Director of Public Instruction in performing his duties is assisted by ~~xxx~~ five Deputy Directors and seven Assistant Directors at the headquarters. Besides, for financial advice and accounts work, there are finance, accounts and assistant accounts officers. There is also one Science Consultant to Director of Public Instruction who looks after science education in schools. The Basic Training Institutions for training of elementary school teachers are under the control of Divisional Superintendents of Education and the Post

Graduate Basic Training Colleges for training secondary school teachers are under the Director of Public Instruction.

The Director of Public Instruction is also incharge of the State Library Service. There are at present five regional libraries and twenty four district libraries. The regional libraries and ~~xxx~~ under the control of Divisional Superintendents of Education and district libraries are controlled by the District Education Officers. According to the departmental set up for libraries, the Chief Librarian will now be in over all charge of libraries who will remain under the control of the Director of Public Instruction.

The Reformatory School at Seoni is also under the direct control of Director of Public Instruction. The Superintendent of this school is in educational class I/14 service of state. The broad set up of the Education Department is indicated in the following chart:



The posts of the Director of Public Instruction, Deputy Directors of Public Instruction, Divisional Superintendents of Education, Principals of P.G.B.T. Colleges, Director of State Institute of Education, Director, Institute of English Language Teaching, Principal, College of Educational Guidance and Psychology and Professors in all these colleges are in Class I State Educational Service. The assistant director of public instruction, Principals of multipurpose higher secondary schools, higher secondary schools and basic training institutions, district educational officers and regional librarians are in Class II State educational service. The chief librarian is in class I service. Other employees in the directorate are in Class III and Class IV services. The integration of the above services has been an important problem after the states re-organisation. So far integrated set ups for the following have been approved and enforced :-

1) Directorate of Public Instruction along with Divisional and District offices.

2) Post Graduate Basic Training Colleges,

3) Basic training institutions (4) Reformatory school (5) College of Physchology and educational Guidance (6) Government Music Schools, (7) Jivaji Observatory, Ujjain (8) T.T.State College of Physical Education, Shivpuri (9) Regional and District Libraries, and (10) The staff of the vehicles.

Other set ups are still under Government's consideration.

CHAPTER VIII

HIGHER EDUCATION.

On 31st December, 1964 there were 7 Universities established by an Act of State Legislature as shown below:-

	Name of the University.	Year of Establishment.
1.	Saugar University, Sagar.	1946
2.	Vikram University, Ujjain.	1957
3.	Jabalpur University, Jabalpur.	1957
4.	Indira Kala Vishwavidyalaya, Khairagarh.	1957
5.	Jiwaji University, Gwalior.	1964
6.	Indore University, Indore.	
7.	Ravi Shankar University, Raipur.	

The Indira Kala Vishwavidyalaya at Khairagarh is devoted exclusively to the study and research in Indian Music. As will be seen from the above, the three Universities at Gwalior, Indore and Raipur have been established during this session only. Because of the establishment of these three Universities, there has been a reorganization of the areas of jurisdiction, and it is expected that the area of each University will be more compact; thus giving greater control over the institutions situated in their respective jurisdiction.

All these Universities are of the affiliating type and Colleges in their jurisdiction, whether private or Government, are affiliated to them. Out of these, Sagar, Vikram and Jabalpur Universities are also doing teaching work. The Saugar University has well-established University Teaching Departments in various faculties, both at the undergraduate as well as the Post-Graduate level. The State Government has handed over its Post-Graduate College at Ujjain to the Vikram University which has now been imparting instruction both at the under-graduate and at the post-

It is also introducing some new courses in its own teaching department. 'Jabalpur University too has started some teaching departments at the post-graduate level. Thus the three Universities, namely Saugar, Vikram and Jabalpur are both affiliating and teaching Universities conducting research in their various departments.

To these Universities are affiliated professional colleges and other special institutions within the jurisdiction also, imparting instruction at the graduate and post-graduate level. Thus, Medical and Engineering Colleges are affiliated to these Universities. The Universities award under-graduate, post-graduate and research degrees to the students admitted to the - privileges of the Universities.

These seven Universities do not include - Jawaharlal Krishi Vishwavidyalaya at Jabalpur established during the session 1964-65. With the establishment of this University, all the Agriculture and Veterinary Colleges of the State formerly affiliated to other - Universities in the State, have now been affiliated to this newly established University.

Collegiate Education (Non-Technical).

The State has been steadily progressing in the field of higher education. From 1960 to 1965, there has been a continuous rise in the number of institutions imparting higher education as indicated in the table below:-

Table (A)- Number of Government and Non-Government Colleges in Madhya Pradesh.

Year	Government	Non-Government.
1960-61	43	31
1961-62	53	41
1962-63	60	54
1963-64	64	55
1964-65	72	71

It will be seen that the number of colleges established by Government and run by private bodies is almost the same. It has been the policy of the Government to have at least one Government Degree College at each district headquarters and one exclusively Girls' Degree College at divisional headquarters. The Government has been able to fulfil this target in as much as they have been able to provide one Degree College in each district (except three) and one Girls' Degree College at each divisional headquarters. Efforts of the Government are also supplemented by the efforts of the private bodies as can be seen from the table given above, with the result that even though there is no Government college at the district headquarters, they are still served by the private colleges. It is expected that by the end of the Third Plan period, the remaining three districts in the State namely, Morena, Bilaspur and Hoshangabad will have Government Degree Colleges.

Table (B)- showing enrolment in Colleges.

Year	Total enrolment.
1959-60	20,460
1964-65	67,150

Table (C)- showing enrolment of girls in Colleges.

1956-57	2,547
1964-65	10,378

It will be seen from the above tables that there has been a steady increase in enrolment both of boys and girls in the colleges. The Government have adopted an open door policy of admissions to colleges for students who pass the Higher Secondary Examination and every year additional sections have to be opened in all the colleges. Even then it is not possible to accom-

up with the rush of admissions in these institutions. As will be seen, the number of girls admitted in colleges is nearly 1/6th of the number of boys. 6:1 is the general ratio of boys and girls at all stages of education in the State.

Expenditure.

The Government's total budget for higher education in the State during 1960-65 was as shown below :-

Year	Budget provision.	Expenditure.
1960-61	1,53,10,800	1,44,80,010
1964-65	2,57,21,000 (this includes expenditure on N.C.C.).	2,45,41,000

As the figures show, the expenditure on collegiate education has already doubled itself since 1961. This expenditure includes grants to different universities and non-Government institutions, both under Plan and non-Plan schemes. As is evident, even though the total expenditure on higher education has almost doubled itself since 1961, it is less than enough for immediate requirements of the existing institutions and cannot cope up with the increasing demand for new higher educational institutions in different parts of the State. In 1964-65, it is estimated that the universities would be given a grant of nearly 40 lacs and Rs.15 lacs to non-Government institutions. About 9 per cent of the total education budget was spent on non-technical higher education. This provision, however, falls very much short of the requirements of even the existing institutions and there is always a pressing demand for new universities. Paucity of funds, however, stand between the demand and its realization. To make the two ends meet is always a problem with the Education Department.

Building and Equipment.

There are 51 colleges which have buildings of their own and a majority of them have also hostels attached to them. There are 16 colleges which do not have their own buildings and are meeting either in rented buildings or in some kind of make-shift arrangement with other educational institutions.

Staff Structure.

There have been no well-laid out scales for staff in different colleges. There are two types of colleges known as Degree Colleges and Post-Graduate Degree Colleges. The attached appendix gives the different categories of staff appointed in the Colleges along with their scales. The recruitment of staff is done by the Public Service Commission and the minimum qualification prescribed is M.A. or M.Sc. II Class. As an inducement to do research, two advance increments in the scale are given to a member of the staff who gets a Ph.D. degree. Because of the accelerated pace of expansion and the need of a large staff it is difficult to get suitable persons for appointment as lecturers in Colleges.

Staff structure of the colleges in Madhya Pradesh.

I.	Post Graduate Colleges.		Scale.
	Principal.	Rs.	1100-1200
	Professor.	Rs.	550-950.
	Asstt. Professor.	Rs.	360-700
	Lecturers.	Rs.	275-575
II.	Degree Colleges.		
	Principal.	Rs.	850-1100
	Asstt. Professor.	Rs.	360-700
	Lecturers.	Rs.	275-575

III. Total number of staff of each category working in the above mentioned colleges.

Principals Post-Graduate Gr. scale	-	17
Principals Degree Gr. scale.	-	48
Professors.	-	123
Assistant Professors.	-	719
Lecturers.	-	1362
Total staff		2,269

IV. In Madhya Pradesh there are following types of Colleges.

Science College (Post-graduate)	...	6
Post-graduate Colleges (Arts, Commerce and Science).	...	11
Degree Colleges (Boys).	...	34
Girls' Degree Colleges.	...	11
Sanskrit Colleges.	...	3

The Universities have prescribed that a lecturer would do 24 periods of work per week, Asstt. Professor 18 periods, and Professor 12 periods.

TECHNICAL AND VOCATIONAL EDUCATION

When this State was re-organized in 1956, it had only 3 Engineering Colleges, 9 Polytechnics and hardly any technical school. The annual enrolment of colleges was 360 and of Polytechnics 822. This number was probably in keeping with the limited employment possibilities of the era. With the shift towards the agro-industrial economy growth, facilities of technical education had to be ensured. By the end of the Second Five Year Plan the State had 6 engineering colleges, thirteen polytechnics and thirteen technical schools of different denominations with an enrolment capacity of 940, 1222 and 780 respectively. During the Third Plan the expansion of technical education consisted in having eight(8) engineering colleges, 24 Polytechnics including one for women and fourteen secondary technical schools having intake capacity of 1596, 3022 & 960 respectively by 1964-65.

A certain degree of consolidation and qualitative development have been effected through institution of post-graduate courses, post B.Sc. engineering courses and specialized diploma and post diploma courses. Courses have also been designed to provide basic grounding for the development of engineering sciences as separate from pure engineering techniques so that the more brilliant students having a basic degree in science may be admitted to them. Facilities on a part time basis to the lower echelon of technical personnel have been provided in the Third Plan. The number of such personnel taking advantage of these is 764 in 64-65. The Women's Polytechnic provides training and instruction in certain vocations suitable for them.

Provisions and Expenditure on Technical Education during

the successive Five Year Plans in the State are as follows:

(Figures in lacs of Rs.)

	Provision	Expenditure
1. First Five Year Plan	213.38	-
2. Second Five Year Plan	280.15	227.05
3. Third Five Year Plan.	500.00	465.19(Anticipated)

Expansion of facilities for technical education in the State in various types of institutions along with admission capacity is given in the following tables:-

FACILITIES FOR TECHNICAL EDUCATION.

Type of Institute.	1956		1962-63		1963-64		1964-65	
	No.	Adm. Capacity.	No.	Adm. Capacity	No.	Adm. Capacity	No.	Adm Capacity.
1	2	3	4	5	6	7	8	9
Engg. Colleges.	3	360	6	1190	6	1365	8	1595
Polytechnics	8	822	18	1132	19	2707	24	3022
Voc.High Schools.	4	120	-	240	-	-	-	-
Kala Niketan.	1	60	1	60	1	129	1	129
Industrial Technical Schools.	2	30	2	30	-	-	-	-
Secondary Technical Schools.	4	120	12	780	14	960	14	960
Total	22	1512	37	3532	40	5091	47	5647

Note:- The Vocational and Industrial Schools in the State have all been converted into Secondary Technical Schools by 1963-64.

The names and location of Technical Institutions in the State category wise are given below:-

ENGINEERING COLLEGES (Government)

1. Government Engineering College, Jabalpur.
2. Government College of Engineering & Technology, Raipur

...3...

3. Government Engineering College, Rewa.

4. Government Engineering College, Koni-Bilaspur.

(Non-Government)

1. Shri Govindram Seksaria Technological Institute, Indore.

2. Madhav Engineering College, Gwalior.

3. Maulana Azad College of Technology, Bhopal.

4. Samrat Ashok Technological Institute, Vidisha.

POLYTECHNICS (DIPLOMA COURSES)
(GOVERNMENT)

1. Government Polytechnic, Jabalpur.

2. Government Polytechnic, Raigarh.

3. Government Polytechnic, Khandwa.

4. Government Polytechnic, Durg.

5. Government Polytechnic, Jaora (District Ratlam)

6. Government Polytechnic, Ujjain.

7. Government Polytechnic, Nowgong (BKD) Distt. Chhatarpur.

8. Government Polytechnic, Bhopal.

9. Government Central Technical Institute (Polytechnic) Gwalior

10. Government Mining Polytechnic, Shahdol.

11. Government Mining Polytechnic, Chhindwara.

12. Government Leather Technological Institute, Morar (Gwalior)

13. Government Polytechnic for Women, Bhopal.

NON-GOVERNMENT

1. Shri Vaishnav Polytechnic, Indore.

2. Samrat Ashok Technological Institute, Vidisha.

3. Polytechnic, Harda (District Hoshangabad)

4. Polytechnic, Dhamtari (District Raipur).

5. Polytechnic Khurai (District Sagar)

6. Polytechnic, Balaghat.

7. Polytechnic, Seoni.

8. Polytechnic, Ashoknagar (District Guna)

9. Polytechnic, Damoh.

10. Polytechnic, Sanawad (West Nimar)

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SECONDARY TECHNICAL SCHOOLS (CERTIFICATE COURSE)

1. Government Secondary Technical School, Raipur.
2. Government Secondary Technical School, Jabalpur.
3. Government Secondary Technical School, Khandwa.
4. Government Secondary Technical School, Khairagarh.
5. Government Secondary Technical School, Tikamgarh.
6. Government Secondary Technical School, Panna.
7. Government Secondary Technical School, Satna.
8. Government Secondary Technical School, Shahdol.
9. Government Secondary Technical School, Gwalior.
10 Government Secondary Technical School, Sagar.
11 Government Secondary Technical School, Chhindwara.
12. Government SecondaryTechnicalSchool, Dhar.
13. Government Secondary Technical School, Sehore.
14. Government Secondary Technical School, Raigarh.

FINE ARTS COLLEGES

1. Government Fine Arts College, Indore.
2. Government Fine Arts College, Gwalior.
3. Government Fine Arts College, Dhar.

NON-GOVERNMENT FINE ARTS COLLEGES

1. Maha Kaushal Fine Arts College, Raipur.
2. Bharti Kala Bhawan Ujjain.
3. M.S.Bhandi's School of Arts, Gwalior.

A stagewise account of the facilities of technical education is given in the following pages.

ENGINEERING COLLEGES.

The establishment of Engineering Colleges in the region is more or less of recent origin. The first Engineering College was established at Jabalpur in the year 1947 with intake capacity of 60. The present position of Engineering Colleges is given in the table at the end.

Initially only under-graduate courses in the main disciplines of Engineering were opened but according to the requirement of times slow development of research and post-graduate education also took place. At present we have the following post-graduate courses in the various Engineering Colleges in the State.

ENGINEERING COLLEGE.	Post Graduate Degree Courses.
1. Jabalpur.	Master of Engineering Course in :- (i) Civil Engineering with specialization in Soil Mechanics and Foundation Engineering. (ii) Civil Engineering with specialisation in Public Health Engineering. (iii) Mechanical Engineering with specialisation in Internal Combustion Engineering. (iv) Electrical Engineering with specialisation in high voltage Engineering. (v) Tele-communication Engineering with specialisation in V.F. and Carrier Telephone Engineering. (vi) Tele-Communication Engineering with specialisation in Microwave Technology. 1. M.Sc. Courses in Applied Science. (i) Physics. (ii) Chemistry. (iii) Mathematics.
2. Govt. College of Engineering and Technology, Raipur.	2. Applied Geology.
3. Govindram Saksaria Technological Institute, Indore.	M.Sc. in Electrical Engineering with specialisation in Servomechanism and Electronics.

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Post Graduate Diploma Courses.

Government College of Engineering and Technology Raipur.	(i) Light Metals and Alloys Technology1

The State Government also provides scholarships and stipends to the students of these colleges as shown in Appendix 16 at the end.

P O L Y T E C H N I C S:-

The Polytechnics were originally conceived as the training fields for that category of technical man-power whose sole purpose is embodied in the supervision of work of the artisans or skilled workmen. For such a supervisory job it is necessary that a diploma-holder who is a product of a polytechnic should be familiar with the machines and hand tools of the skilled worker and at the same time understands the basic scientific principles that are the tools of the engineer. He is, therefore, expected to acquire a fair degree of proficiency in the practical application of established theory and principles to perform effectively the functions of a Technician in his speciality. He has to act as the liaison between the engineer or scientist and the skilled worker. The orientation of these courses is, therefore, practically biased.

The Polytechnics established in this state provide instructions in the following major disciplines of engineering:-

1. Diploma Courses in Electrical Engineering.
2. Diploma Courses in Mechanical Engineering.
3. Diploma Courses in Civil Engineering.
4. Diploma Courses in Metallurgy.
5. Diploma Courses in Mining Engineering.
6. Diploma Courses in Mine Surveying.

7. Diploma Courses in Printing Technology.
8. Diploma Courses in Textile Technology.
9. Diploma Courses in Leather Technology.
10 Diploma Courses in Leather Goods Manufacture.

In addition to the facilities for diploma courses mentioned above, some of the Polytechnics also provide instructions in a few Post-Diploma Courses viz:

1. Post Diploma Course in Automobile Engineering.
2. Post Diploma Course in Structures.

The State to-day has 24 diploma level institutions including one Women's Polytechnic and one Kala Niketan along with a Leather Technology Institute. Of these 24, nine polytechnics have been opened under the Government of India's Open Door Policy during the present five year plan.

[X/7

The Women's Polytechnic at Bhopal, first tobe establish -ed in the State in December,1963, provides instructional facilities to the young women in the following courses:-

1. Medical Laboratory Technology.
2. Diploma Course in Architecture.
3. Secretarial Practice and Stenography.
4. Costume Design and Dress making.

Each of these courses have an intake capacity of 15 students for the present. This institution will come up with a non-recurring cost of 11 lacs and an ultimate recurring expenditure of Rs. 6 lacs annually. Adequate hostel facilities near the institution itself will be provided to the students of this institution costing about 3.75 lacs.

The intake position in these institutions as it developed from the year of re-organization of State in 1956-57, through the IInd Five Year Plan and goes through the Third Five Year Plan would be clear from the tables given at the end. (Appendix-17).

EXPENSES

A Polytechnic providing instructions in the major engineering branches is established at a cost of Rs. 18.50 lacs as the non-recurring part of the expenditure with an ultimate annual recurring expenditure of Rs. 4.25 lacs. For a Hostel of 180 seats Rs. 4.95 lacs are necessary. The annual intake of a newly established Polytechnic is 120 broken up as follows:-

1.	Civil Engineering	40.
2.	Mechanical Engineering	40.
3.	Electrical Engineering	40.
	Total	120

IX/8 The administrative and financial control within well defined limits and under powers delegated by the Government, is vested in the Principal of the Institution appointed in the scale of Rs. 800/- 1250/- (Staff pattern at Appendix 18).

As regards the Polytechnics opened under the Government of India's"open door policy" , the management is vested in a duly constituted Governing Body under a accredited and registered Society. According to the practice so far Commissioner of the revenue Division of the State is the Chairman of the Society and the Collector of the concerned District is the Chairman of the Governing Body which has adequate representation of both the State and Central Government. The Principal of the institution is the Secretary of the Society as well as the Governing Body andacts according to the powers delegated to him by the Governing Body of the Polytechnic.

The conditions stipulated by the Government of India for opening of a Polytechnic under this policy are that the society sponsoring the Polytechnic shall raise a public contribution of Rs. 3 lacs and in addition will provide a

land area measuring between 3 to 5 acres. For the purpose of establishing any Polytechnic under this scheme the Government of India give grant-in-aid in the following pattern:-

1. 40%of the total non-recurring expenditure.
2. 40% of the total recurring expenditure for the first Five Years of the establishment of the Polytechnic.

SCHOLARSHIPS

The students of Polytechnics are also awarded State Merit Scholarships, Merit-cum -Means stipends, Government of India Merit Scholarships and other educational concessions according to their merit, status etc. The details may be seen in the table given at the end. (Appendix- 19).

In addition to these courses four-year part-time diploma courses have also been opened in four of the Polytechnics of this State. They are as follows:-

INTAKE CAPACITY AND ENROLMENT IN FOUR YEARS PART-TIME DIPLOMA COURSE DURING THE YEAR 1964-65.

SNo.	Name of the Institution.	Total intake	Total Enrolment.	Course.
1	2	3	4	5
1.	Govt.Polytechnic,Jabalpur	120	226	Civil,Mechanical & Elect. Engineering.
2.	Govt.S.V. Polytechnic Bhopal	120	273	Mech. & Elect. Engineering.
3.	Central Tech.Institute, Gwalior.	120	93	Mech. & Elect. Engineering.
4.	Shri Vaishnav Polytechnic Indore.	XXX 120	172	Mechnical & XXXXXXXXX Electrical Engg.
	Total	480	764	

SECONDARY TECHNICAL SCHOOLS

The Secondary Technical Schools in the State provide a general education which is equivalent to the former Matriculation, along with instructions in one of a large number of Crafts. With this as the basis, the course content of these schools has been moulded to suit the requirement of the "Artisan" type without in any way reducing the component of general education of a standard comparable to the matriculation standard.

EXPENSES

Each of these schools is established with a non-recurring cost of about Rs. 7.844 lacs and annual recurring expenditure of Rs. 1.562 lacs. Hostel facilities for 50% of the total enrolment are estimated to cost Rs. 2.5 lacs. Each school has been designed for an annual intake of 60 students leading to an ultimate strength of 200 students taking into account 10% admissions for failures. One of the features of this scheme is that 50% of the total enrolment in each year is awarded stipendiary benefits along with free hostel facility. The State spends about 2 lacs of rupees for such stipends every year (App. 20).

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STAFF

The locations of these Secondary Technical Schools are Jabalpur, Chhindwara, Khandwa Dhar, Gwalior, Tikamgarh, Panna, Satna, Sehahdol, Raipur, Raigarh, Khairagahh, Sagar Sehore and Jagdalpur. The academic control of these schools is vested in a Superintendent appointed in the scale of pay Rs. 360/- 700/-. The staff pattern approved by the State Government for each of these schools is given in the Appendix 21.

ENROLMENT

The duration of the Certificate Courses taught in these schools is of 3 years during which a reasonable

blending of General Education and Workshop Practice is done to facilitate the student in acquiring a certain degree of competency in one of the following trades:-

1. Turning.
2. Machining.
3. Fitting.
4. Smithy.
5. Welding.
6. Sheet Metal Work.
7. Pattern making.
8. Moulding and
9. Electrician's Trade.

X/11 The statistical data regarding enrolment etc. in the various schools is given below:- (During 1964-65)

S.No.	Name of Secondary Technical School.	Total intake	Total Enrolment.	T R A D E S
1	2	3	4	5
	SECONDARY TECHNICAL COURSE			
1.	Govt.Secondary Technical School, Jabalpur.	60	173	1. Fitting & Turning. 2. Smithy & Foundary.
2.	Govt.Secondary Technical School, Raipur.	60	135	3. Fitting & Smithy.
3.	Govt.Secondary Technical School, Khandwa.	60	176	4. Smithy & Sheet Metal. 5. Foundary & Welding.
4.	Govt.Secondary Technical School, Khairagarh.	60	135	6. Smithy & Welding.
5.	Govt.Secondary Technical School, Tikamgarh.	60	126	7. Carpentry & Pattern making.
6.	Govt.Secondary Technical School,Panna.	30	47	8. Turning & Machinist.
7.	Government Secondary Tech. School, Satna.	60	81	9. Electrician.
8.	Govt.Secondary Technical School, Shahdol.	60	71	10 Wireman & Lineman.
9.	Govt.Secondary Technical School, Gwalior.	60	56	11 Carpentry & Cabinet making.
10.	Govt.Secondary Technical School, Saugar.	60	74	12 Welding & Sheet Metal work.

Govt.Secondary Technical School, Chhindwara.	60	78	13. Fitting & Welding.
Govt.Secondary Technical School, Dhar.	60	124	14. Foundry & Pattern making.
Govt.Secondary Technical School, Sehore.	60	110	XX. In addition to above the following Non-Technical and Technical subjects are also taught:-
Govt.Secondary Technical School, Raigarh.	60	149	NON-TECHNICAL
Total	840	1535	(i) Science (ii) Mathematics (iii) Languages (Hindi & Eng.) (iv) History (v) Geography. (vi) Civics & Economics.
			TECHNICAL
			(i) Elementary Engineering. (ii) Engineering Drawing.

TECHNICAL STREAM COURSE

Govt.Secondary Technical School, Khandwa.	30	60	(i) English (ii) Hindi
Govt.Secondary Technical School, Khairagarh.	39	56	(iii) Social Studies.
Govt.Secondary Technical School, Raigarh.	30	76	(iv) Engineering Maths.
Govt.Secondary Technical School, Gwalior.	30	54	(v) Physics and Chemistry.
			(vi) Engineering Science.
			(vii) Engineering Drawing.
Total	120	246	(viii) Workshop Practice.
GRAND TOTAL	960	1781	

YOUTH VOCATIONAL CENTRES (FREE VOCATIONAL CENTRE)

In the more developed countries from early childhood children are provided opportunities to improve their manual dexterity leading to their finally moving in to the fields of advanced vocational/craft training at the stage they desire to do so. Many young people in India to-day tend to become an economic liability because their general education has not stood them in good stead and there is over-crowding in ordinary professions. The solution to our problem appears to be in providing some kind of pre-vocational training attuned to the general education so that diversion

to a specific profession later on may not prove tobe difficult. These factor have, therefore, been kept in mind while initiating this scheme of Youth Vocational Centre or Pre-vocational Training Centres.

There are quite a few who leave schools before the completion of the primary education. The reasons for early school leaving may be- economic necissity, lack of aptitude or lack of interest. They may step into delinquency. In order to rehabilitate and to provide some kind of pre-vocational training facility to such children the Government of India in active collaboration with the International agency, the U.N.I.C.E.F., have started a pilot project in the form of youth vocational or pre-vocational Training Centres for children between the group of 11-14 years. These centres are attached to middle/higher secondary schools. The Central Government has permitted the establishment of 3 centres in this state in this year (1964-65) and two more have been earmarked for being started in 1965-66. Locations of the 3 centres already started are Panager (District Jabalpur), Sehore and Pachmarhi(District Hoshangabad).

The intake capacity in each of these centres is 30 for the full time course and 15 for the part-time course The non-recurring cost of expenditure for building works out between 30,000/- to 35,000/- per centre and the equipment is tobe provided by the UNICEF authorities in India. The recurring expenditure to be borne by the Central Government works out at Rs. 21,250/- per centre. The cost of equipment to be provided by the UNICEF authorities is about 29,000/- per centre. The students enrolled in these centres are also being provided with mid-day meals @ Rs. 15/- per head per month.

ARTS COLLEGES:-

This state has at present 3 Government Fine Arts Colleges and 3 recognised Non-Government Colleges as shown below. Though these institutions have been doing good service in this direction they lacked status because the courses taught their were without direction, nor were they standard -ised because of a lack of unifying agency.

Efforts are being made now to provide them with a standardised curriculum and to give them the shape and form according to the recommendations of the All India Board of Technical studies in Applied Art. This board has recommended setting up of two distinct courses viz:

14

A. Preparatory Course of TWO YEARS duration designated as the All India Intermediate in Art and Crafts.

B. Advanced Course of THREE years duration to be designated as All India Diploma in Fine Art Commercial Art or Crafts.

In addition to these courses the Board has also recommended starting of a Post Graduate Course designated as All India Advanced Diploma in:-

1. Fine Arts,
2. Commercial Arts } 1 Year Duration.
3. Crafts.

Such a course has already been started at the Kala Niketan Jabalpur as a diploma course in Applied Arts etc. The examining and directing Body for all these courses is the Madhya Pradesh Board of Technical Education. The following tables give the intake of pupils in all such institutions in 1964-65.

STATEMENT SHOWING THE INTAKE CAPACITY AND ENROLMENT IN DIPLOMA IN APPLIED AND FINE ARTS DURING 1964-65

S.No.	Name of Institution.	Intake capacity	Enrolment
1.	Government Fine Arts College, Indore.	20	50
2.	Government Fine Arts College, Gwalior.	20	113
3.	Government Fine Arts College, Dhar	20	112
4.	Mahakoshal Fine Arts College, Raipur	20	16
5.	Bharti Kala Bhawan Ujjain,	20	18
6.	M.S. Bhand's School of Arts, Gwalior.	20	16
	Total	160	225

FOURTH FIVE YEAR PLAN (1966-67 to 1970-71)

/15

The Fourth Five Year Plan of Technical Education has tobe formulated on the basis of the industrial growth likely to occur during the Fourth Plan, the economy of the State and the achievement of the previous plans of the State. With the doubling of the Bhilai Steel Plant, the setting up of a new Aluminium Plant at Korba, development of fertiliser industry, coming up of paper mills and the erection of huge complex of thermal power stations to form a central grid, the requirement of skilled personnel is bound to increase.

It has been assessed that additional man-power requirement of the Fourth Plan period for the entire country will be about 80 thousand graduates in Engineering and 1,25,000 diploma holders in engineering and Technology The present position in respect of intake per million population for degree and diploma courses in the State and in the country from 1960-61 to 1965-66 is as follows:-

Year	Degree Courses		Diploma Courses	
	M.P.	India	M.P.	India
1950-51	7	12	3	17
1955-56	7	16	18	37
1960-61	33	32	42	58
1965-66	38	40	55	78

It will be seen from the above table that though we are only a little below the All India average for degree courses, we are still lagging considerably in Diploma institutions. It will be necessary to correct this anomaly during the Fourth Five Year Plan period. The Fourth Five Year Plan of the State, therefore, envisages not only the consolidation of the facilities developed during the previous three plans but also a substantial increase in the facilities.

In addition to the major disciplines of Engineering, training facilities in their sub-divisions to suit the requirements of specialist industries would be necessary. Considerable development in the techniques and machanics of Engineering and technology will be required in them. A development of engineering sciences as separate from pure engineering techniques with a different type of curriculum and a selected batch of students will have tobe carried through the post graduate level of instructions leading to doctoral and post doctoral levels.

/16

It will further be necessary to divert a larger number of students population between the age group of 14 to 17 towards technical profession after an intensive craft/trade training along with the necessary academic instructions. It is, therefore, envisaged that in the Fourth Five Year Plan greater emphasis will be on the out turn of this semi-skilled and supporting group of workers. To achieve this end it is proposed to establish a large number of secondary technical schools and to divert a considerable number of post-middle level students towards those schools. To meet the needs of supervisory staff a large student population will have to be diverted to take instruction in the Polytechnics after completing their secondary level education. Increase in the number of seats in the existing Polytechnics and the opening of a few more such

institutions is, therefore, engisaged in the Fourth Plan It will further be essential to open a large number of co-operative courses in collaboration and with active participation of the Industry so that the educational system is constantly geared to the changing requirements of the industry to avoid wastage.

The main objectives of the schemes included in the Fourth Plan are:-

(a) Consolidation of previous schems.

(b) Raising admission capacity of (a) Degree institution from 1650 to 2600 (b) Diploma Institutions from 3300 to 5800 (c) Secondary Technical Schools from 900 to 2580.

C/17 (c) Institutions of a number of new courses in existing institutions e.g. (1) Degree Courses in Town Planning, Instrument Technology, Fuel Technology, Silicate Technology and Aeronautical Engineering. (2) Post-Diploma Courses in Town Planning, Refrigeration, Production, Automobile, Sanitary Metallurgy, Agricultural Engineering, Instrument Technology and Insulation design and Practice. (3) Diploma courses in Town Planning Textile Technology, Management, Personal Public Administration Business administration Radio Engineering, Public Health Engineering Agricultural Engineering, Industrial Engineering and Accounts, Sound Engineering Chemical operators and two years technical course. (4) Courses at Post Matriculation and certificate level).

(d) Establishment of new institutions of specialised training, e.g. College of Pharmacy, Institute of paper technology, Business Management and Industrial Management and

Engineering Research and Testing Centres

(e) Intensification of quality in the instructions by teacher trainee programmes, seminars, replacement of out-moded equipment etc.

DRAFT FOURTH FIVE YEAR PLAN OF TECHNICAL EDUCATION
MADHYA PRADESH.

(Rs. in lacs)

No.	Scheme	Total Plan Outlay (1966-71)
2		3
(A)	Spill over Schemes (only Buildings taken up upto Third Plan End.)	
1.	Engineering Colleges including M.A.College of Technology.	58.00
2.	Polytechnics.	19.00
3.	Secondary Technical Schools.	21.00
4.	Other Programme.	18.00
	Total (Spill over)	116.00
(B)	New Schemes of Spill Over items (Consolidation) Consolidation and Development of existing institutions.	
1.	Engineering Colleges.	129.00
2.	Polytechnics.	30.00
3.	Private Polytechnics (Grant-State Share)	56.00
4.	Secondary Technical Schools.	34.00
5.	Other Schemes	69.00
	Total (Consolidation)	318.00
(C)	New Schemes (Fourth Plan)	
	Scholarships, Studentships and Stipends	30.00
	Technical Teachers Training Programme.	20.00
	Establishment of two new Engineering Colleges	80.00
	Establishment of six Technical Institutions for Women	65,00
	Establishment of 21 new Polytechnics	180.00
	Establishment of 28 Secondary Technical Schools	130.00
	Expansion of existing Technical Institutions.	40.00

10. Opening of Institutions of Special Disciplines (Pharmacy, paper technology, Business and Industrial management and Engineering Research and testing centre)	55.00
11. Opening of new Post-Graduate Degree, Degree and Diploma Courses in Engineering and Technology and Certificate courses. (e.g. 1. Degree Courses in Instrument Technology, Fuel Technology, Silicate Technology and Aeronautical Engg. and Town Planning.	70.00
(2) Post Diploma Courses in Town Planning Instrumental Technology, Refrigeration, Production, Automobile, Sanitary, Metallurgy, Agricultural Engineering and Insulation design and Practice.	
(3) Diploma Courses in Town Planning, Textile Technology, Managements, Personal, public Administration, Business Administration, Radio Engineering, Public Health Engineering Agricultural Engineering, Industrial Engineering and Accounts, Sound Engineering, Chemical Operators and Two Years technical Course.	
(4) Courses at Post Matriculation and Certificate level.	
12. Introduction of Part-time Courses in Engineering and Technology.	40.00
13. Starting of Correspondance Courses.	30.00
14. Grant-in-aid to Non-Government Professional Colleges and Polytechnics for establishment and development.	25.00
15 Development of Arts Education.	22.00
16. Development of Printing Technology	6.00
17. Construction of staff quarters in Technical Institutions.	40.00
18. Rehabilitation of old and out moded equipment	20.00
19 Conversion of an existing Engineering College into an Indian Institute of Technology.	80.00
20. Summer Schools and Seminars	13.00
21 Expansion of Directorate of Technical Education	18.00
22 Expansion of Madhya Pradesh Board of Tech.Education	13.00
23. Opening of a Central Audio Visual Centre	8.00
Total(New Schemes of Fourth Plan)	985.00
GRAND TOTAL	1,419.00

/19

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CHAPTER X.

FINANCING OF EDUCATION.

The new State of Madhya Pradesh reorganized in 1956 was educationally a backward State. The development of education in the State has been a prime concern of the Government which has allocated an increasing amount of money from the State funds. The total expenditure on education in 1956-57 was Rs. 11 crores which rose to Rs.20.21 crores, in 1960-61, Rs. 27.54 crores in 1962-63 and Rs. 30.89 crores (budgetted) in 1965-66. The increase in nine years has been nearly three-fold. The proportion of the total State budget spent on education in these years was 20.2 per cent, 21.7 per cent, 24.0 per cent and 26.1 per cent.

The following table shows the total expenditure on education during 1956-63 and the percentage increase from the previous year.

Year	Total expenditure in lakhs of Rs.	Percentage increase over the preceding year.
1956-57	1100.69	-
1957-58	1328.17	20.6
1958-59	1557.66	17.2
1959-60	1706.45	15.9
1960-61	2021.28	14.5
1961-62	2487.99	18.1
1962-63	2753.58	10.7

The expenditure increased one and a half times in seven years and the average annual increase has been Rs. 2.75 crores. The percentage increase was the highest in the beginning of the Second and Third Five Year Plans and then diminished gradually in the remaining years of the Plan touching the lowest in 1962-63.

The expenditure on education per capita of population was Rs. 4.0 in 1956-57, Rs. 6.2 in 1960-61 and will be Rs. 8.5 in 1965-66 as calculated from - budgetted expenditure of this year. The per capita expenditure has been increasing by about Rs. 2 every four year.

EXPENDITURE ACCORDING TO SOURCES.

Table No.9 at the end of this volume shows the expenditure according to the sources in various years. The State Government's subvention increased from Rs.8.9 crores in 1956-57 to Rs.15.9 crores in 1960-61 and - Rs.23.12 crores in 1962-63. The increase from 1956 to 1963 was nearly 160 per cent. The Government expenditure increased at the rate of Rs.2.03 crores per year. The proportional contribution from Government funds in these years was 80.9 per cent, 78.7 per cent and 84 per cent of the total educational expenditure.

The Central Government allocated Rs.22.24 lakhs in 1956-57, Rs. 598.17 lakhs in 1960-61. The Central share increased twenty-six times and proportionately contributed 2 per cent and 2.9 per cent to the total expenditure on education in these years.

The local bodies - municipal and district boards together - assigned Rs.67.36 lakhs in 1956-57, Rs. 81.78 lakhs in 1960-61 and Rs.103.49 lakhs in 1962-63. The increase in seven years was 53.6 per cent. The decreasing proportion of their contribution to total educational expenditure was 6.4 per cent, 4.1 per cent and 3.8 per cent in these years. The all-India percentage in 1960-61 was 6.5 and our local bodies spent much less than this on education.

Fee fetched Rs.69.07 lakhs in 1956-57, Rs.168.75 lakhs in 1960-61 and Rs.213.36 lakhs in 1962-63. The increase in seven years was 209 per cent

which was because of increased enrolment, the fee remained unchanged during the [illegible]. The proportional contribution from fees was 6.0 per cent, 8.3 per cent and 7.7 per cent. The all-India percentage of fee receipts was 17.1 in 1960-61. The rates of fees were very low in the State and fee remissions very many.

The other sources brought Rs.52.07 lakhs in 1956-57, Rs. 120.77 in 1960-61 and Rs.124.72 in 1962-63. The increase was 139.6 per cent during the period. The proportional contribution was 4.7 per cent, 6.0 per cent and 4.5 per cent in these years. The all-India proportion in 1960-61 was 5.5. The public munificence was at low ebb in the State.

From this analysis it will be clear that in the total educational expenditure the most important - source of finance was the State Government funds. Then came fees. Third in order of importance was the local bodies in 1956-57 and other sources in the other two years. Taken severally the district and municipal boards contributed less than other sources even in 1956-57. The Central Government came last of all in 1956-57 but got a place between other sources and local bodies in the last two years. The ranking of the sources is : State Government, fees, other sources, Central Government, district boards and Municipal Committees.

EXPENDITURE ACCORDING TO OBJECTS.

The direct expenditure on education was Rs. 8.71 crores in 1956-57, Rs. 16.32 crores in 1960-61 and Rs. 22.80 crores in 1962-63. The indirect expenditure in these years was Rs.2.30 crores, Rs.3.88 crores and Rs.4.74 crores respectively. The percentage expenditure on direct and indirect objects in the first and the last year was 79.2 and 20.8, and 82.8 and 17.2 per cent. The ratio of direct and indirect expenditure was 4.1.

The expenditure on girls' education in 1956-57 was Rs. 1.14 crores, in 1960-61 Rs.2.12 crores and in 1962-63 Rs. 3.01 crores. This was 10.3 per cent, 10.4 per cent and 10.9 per cent of the total education - expenditure in the respective years.

DIRECT OBJECT.

As Table 9 shows the expenditure on pre-primary schools increased from Rs.322 lakhs in 1956-57 to - Rs.6.47 lakhs in 1960-61 and to Rs.7.24 lakhs in 1962-63. The increase in expenditure during the period was nearly 128 per cent. The proportion of direct expenditure spent on pre-primary education in 1956-57 was 0.4 per cent and that in 1962-63, 0.3 per cent. The proportional expenditure decreased while the amount more than doubled itself.

Primary education cost Rs.3.81 crores in 1956-57, Rs.6.21 crores in 1960-61 and Rs.8.44 crores in 1962-63. The increase in expenditure was 122 per cent in seven years. The proportion of total direct expenditure on primary education was 43.7 per cent in 1956-57 and 37.0 per cent in 1962-63. The proportional expenditure decreased in the last year. But in view of the great expansion required in primary education in order to enrol total educable population of the age-group, it would be necessary to increase the proportion.

The expenditure on middle schools rose from Rs.1.53 crores in 1956-57 to Rs.2.69 crores in 1960-61 and to Rs. 3.77 crores in 1962-63. The increase was 146.4 per cent. The percentage of the total direct expenditure spent on middle schools was 17.5 in 1956-57 and 16.4 in 1962-63. Greater effort will be necessary to rope in all children of the age-group 11-14 years and more funds would be necessary.

The expenditure on higher secondary education

was Rs.1.37 crores in 1956-57, Rs.3.07 crores in 1960-61 and Rs.4.95 crores in 1962-63. The increase in the expenditure during the period was 261.3 per cent. The percentage of total direct expenditure allocated to this sector was 15.7 in 1956-57 and 21.6 in 1962-63. The proportional allotment increased considerably during the period.

The expenditure on schools for special education was Rs. 13.22 lakhs in 1956-57, Rs.12.17 lakhs in 1960-61 and Rs.10.74 lakhs in 1962-63. Its proportion to total direct expenditure was 1.5 per cent in 1956-57 and 0.4 per cent in 1962-63. The expenditure actual as well as proportional on this item has been continuously decreasing.

The expenditure on vocational and technical schools and colleges of professional and technical education respectively was Rs. 28.37 lakhs and Rs.43.65 lakhs in 1956-57, Rs. 71.96 lakhs and Rs. 1.33 crores in 1960-61 and Rs.57.66 lakhs and Rs.2.37 crores in 1962-63. The expenditure on schools doubled itself in 1960-61 but was reduced by nearly 20 per cent in 1962-63. The expenditure on colleges increased continuously and the increase in 1962-63 was 439 per cent in seven years. Adequate - provision for training of technical personnel was necessary, hence the expenditure increased continuously on colleges. The proportion of total direct expenditure on schools and colleges was 1.5 per cent and 5.1 per cent in 1956-57 and 0.4 per cent and 11.3 per cent in 1962-63. Since there were very few facilities for technical and - professional education at the time of reorganization of states, greater allocation to this branch became necessary in the Third Plan.

The expenditure on arts and science colleges rose from Rs.77.59 lakhs in 1956-57 to Rs.1.29 crores in 1960-61 and to Rs.1.67 crores in 1962-63. The increase in seven years was 114 per cent. The proportion of total

direct expenditure spent on colleges of general education was 8.9 per cent in 1956-57 and 7.2 per cent in 1962-63.

The cost in the colleges for special education was Rs. 4.56 lakhs in 1956-57, Rs.10.32 lakhs in 1960-61 and Rs.13.02 lakhs in 1962-63. The proportional expenditure on them was 0.5 per cent in 1956-57 and 0.4 per cent in 1962-63.

Madhya Pradesh Board of Secondary Education spent Rs.5.19 lakhs in 1956-57, Rs. 6.66 lakhs in 1960-61 and Rs. 28.11 lakhs in 1962-63. The proportion of total direct expenditure in 1956-57 was 0.6 per cent which increased to 1.1 per cent in 1962-63. The Board initiated some activities for the improvement of quality of secondary education, hence its expenditure increased during the period.

The universities cost Rs.16.43 lakhs in 1956-57, Rs.17.74 in 1960-61 and Rs.42.86 lakhs in 1962-63. The expenditure rose by nearly three and a half times during the period because new courses and faculties were organized in the universities. The proportional expenditure remained 1.9 per cent in the first and the last years.

The average annual cost of educating a pupil in 1956-57 was Rs.257.2 in arts and science college, Rs.58.2 in higher secondary school and Rs.29.9 in primary school. In 1960-61 this cost was Rs.421.4 in an arts and science college, Rs.110.2 in higher secondary school, Rs.52.6 in a middle school and Rs.36.9 in a primary - school. The average cost increased in all institutions during the period and the increase was highest in higher secondary school and arts and science college.

From the above analysis of direct expenditure, it would appear that the actual amount spent on various branches of education increased considerably during the period except that on schools for special education. The proportional expenditure on all objects decreased except that on Board of Secondary Education, colleges for -

professional and technical education and higher secondary schools which received precedence over middle / schools in proportional allocation. The reasons for increase of proportional cost of the first two objects has been discussed earlier. The higher secondary schools cost more because of the policy of the State to start a higher secondary school at places where the local community could raise Rs. 10,000 and that of taking over the - management of private schools by the Government. This gave rise to the opening of several new higher secondary schools and accorded a precedence to them over the - expenditure on middle schools. This policy is no longer favoured and the priority to middle school education may be restored.

B.DIRECT OBJECTS.

Among the indirect objects the highest expenditure was incurred on capital outlay and scholarships. The buildings, furniture and equipment cost Rs.1.01 crores in 1956-57, Rs. 1.85 crores in 1960-61 and Rs.2.78 crores in 1962-63. The increase in expenditure during this period was 126 per cent. The proportion of total indirect expenditure on capital outlay was 43.8 per cent in 1956-57 and 48.2 per sent in 1962-63. Nearly half of the indirect expenditure is being devoted to buildings and equipment; but the provision for this in the schools that were opened in the Second and Third Plans is still inadequate.

The expenditure on scholarships and other financial concessions was Rs.51.38 lakhs in 1956-57, Rs.1.04 crores in 1960-61 and Rs.1.51 crores in 1962-63. The expenditure increased by about Rs.1 crore in seven years. The proportional expenditure was 22.4 per cent in 1956-57 and 31.1 per cent in 1962-63. There are a number of stipends, financial concessions and fee remissions that were granted to a variety of pupils in the Indian states that constituted Madhya Pradesh. In

many cases these have been continued and increased the expenditure on this item. Scholarships have helped in democratisation of education in the State.

The expenditure on direction and inspection was Rs.40,17 lakhs in 1956-57, Rs.44.19 lakhs in 1960-61 and Rs.53.04 lakhs in 1962-63. The increase on this item has been only 32 per cent during the period. The proportional cost has been 17.5 per cent to the total indirect expenditure in 1956-57 and 11.3 per cent in 1962-63. The increase and the proportion show that the administrative machinery has not been expanded to meet the requirements of expansion in various branches of education.

Hostel charges cost Rs. 5.06 lakhs in 1956-57, Rs.9.14 lakhs in 1960-61 and Rs.18.43 lakhs in 1962-63. The proportion of expenditure to the total indirect expenditure was 2.2 per cent in 1956-57 and 4.2 per cent in 1962-63. The hostel facilities are very inadequate and these charges are likely to increase as provision for more hostels are made in the institutions.

Miscellaneous items cost Rs.32.43 lakhs in 1956-57, Rs.43.14 lakhs in 1960-61 and Rs.23.85 lakhs in 1962-63. The proportional expenditure on them was 4.1 per cent in 1956-57 and 5.2 per cent in 1962-63. Miscellaneous expenditure which generally includes a variety of items has been ~~xxxxxxxx~~ kept down as far as possible lest this expenditure may swell.

It appears necessary to increase the expenditure on direction and inspection in order that the administration may be reorganised to meet the requirements of expansion of education. Money will have to be found from other sources for capital outlay. Expenditure on direct objects has been kept as low as possible so that more money could be available for operational aspect of education.

FEES. No tuition fees are charged from students

of classes I-VIII. The rates of tuition fees prevalent in different constituent units of the State at the higher secondary and collegiate level continue to be charged even today. The following table shows the rates of annual tuition fees charged in various constituent units :

Tuition fees per annum charged in various units.

Unit	In higher Secondary Schools.	In Arts Colleges.		In Science Colleges.	
		Degree classes.	Post-Graduate classes.	Degree classes.	Post-Graduate classes.
	Rs.	Rs.	Rs.	Rs.	Rs.
Bhopal	24	63	76	63	76
Madhya Bharat	36	96	144	96	144
Mahakoshal	60	117	126	135	135
Vindhya Pradesh	36	108	144	126	168

Besides the tuition fee, the other fee charged in the schools is the contribution towards the activity fund formerly called amalgamated fund in certain areas.

At the University level, library fee, laboratory fee and common room fee or amalgamated fee are also charged. The University to which the college is affiliated charges certain fees for registration of the students.

GRANT-IN-AID.

At the time of re-organization of States private enterprise in education was active in Mahakoshal region and slightly so in Madhya Bharat. There was little private enterprise in the remaining two constituent units. Grant-in-aid to private institutions in Mahakoshal area was given according to the deficit formula which gave 75 and 85 per cent of net deficit to boys' schools and 80 to 90 per cent to girls' schools according as they were located in the urban or rural area. The net deficit was the difference between admissible expenditure and 10 per cent of total income of the

school.

In Madhya Bharat the multiple system of grants prevalent in Uttar Pradesh was followed. In this system maintenance grant consisted of (i) a fixed grant for each approved unit of classes (ii) an attendance grant and (iii) a staff grant. The annual fixed grant for the unit comprising of III to V classes was Rs.300, for unit of VI to VIII classes Rs. 500, for unit of IX and X classes Rs.1,000 and for unit of XI and XII classes Rs.2,000. For these units the attendance grant was allowed at the rate of Rs.4, Rs. 6, Rs.8 and Rs. 10 respectively for each student. The staff grants were sanctioned at the rate of Rs. 120/- and Rs. 60 for each trained graduate and undergraduate at Rs. 60 and Rs.50 for each untrained graduate and under-graduate respectively.

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These rules of grant-in-aid were followed in the integrating units till they were unified in 1960. The unified grant-in-aid Rules of Madhya Pradesh came in force from 1st April, 1960. These rules provide grant-in-aid to primary and secondary schools and collegiate and technical institutions at the rate of 75 per cent of the gross admissible expenditure or the full net deficit whichever is less. The contingent expenditure is admitted for grants at the rate of Rs.150 for each middle school section and Rs.250 for each high school section per annum. The admissible income is the total amount derived from fees, subscriptions and endowments and grants from local bodies but excludes any grant paid from State funds. The approved expenditure includes (i) establishment pay, allowances and provident fund contribution of admissible staff, (ii) contingencies and (iii) emoluments paid to teachers under training and their substitutes appointed in the school.

Building grants are given at 50 per cent and

33-1/3 per cent of total expenditure in rural and urban areas respectively. Girls schools, special institutions and buildings for teaching science or technical subjects receive 50 per cent grant. This grant is given for erecting, purchasing, enlarging, remodelling buildings, premises, hostels, teachers quarters and for provision of play-grounds, gymnesia, workshops and laboratories.

Equipment grant is made to a maximum of 50 per cent of actual expenditure on the purchase of equipment and furniture which includes appliances, books, maps, charts, audio-visual aids and such other articles as may be deemed necessary for the school by the Education Department. This grant is raised to 75 per cent in respect of science laboratory, fittings, biology, - agriculture and technical subjects, workshops, gas plants and their installations.

Grants up to Rs. 3,500 are sanctioned by the District Educational Officer, up to Rs. 10,000 by the Divisional Superintendents of Education, up to Rs.20,000 by the Director of Public Instruction and up to - Rs. 40,000 by the Education Secretary. For grants above this amount the approval of the Government in the Finance Department is required.

Application for grant-in-aid has to be made to the Inspecting Authority who may deal with the application if within his competence or forward it to the appropriate sanctioning authority with his recommendations. The institutions can appeal to the Head of Department against the orders of an inspecting authority within 30 days of passing of such orders. The grants are payable every six months and reassessed after every three years on the basis of expenditure of the institution in the preceding three years.

These rules of grant-in-aid came into force from 1st April, 1960 and were considered quite liberal. But the growth of uneconomic institutions brought much disparity in respect of per capita grant - institutions - which could meet a larger part of their expenditure from fee-receipts and other income received lesser amount as grant, while the institutions with very little income and large expenditure received larger amounts as grants. The disparity per capita of grant worked out between Rs. 34 and Rs. 1516. Another factor that created difficulty for efficient institutions was the spiral of rising prices, their expenditure being large they had to face greater hardship. The Government was aware of these limitations of the present grant-in-aid rules. In order to review the whole situation in respect of grant-in-aid, unification of fees and criteria for promotion, the Minister for Education announced the appointment of a Committee with Shri B. ... Mandloi, Education Minister in old Madhya Pradesh and former Chief Minister of this State as - Chairman, to examine the whole problem and make - - recommendations.

.2.

TABLE NO. 1

SCHOOL GOING POPULATION IN MADHYA PRADESH

(ACTUAL FOR 1951 AND 1961 AND PROJECTED FOR 1966, 1971 AND 1976)

AREA : 1,71,201 Sq. Miles. DENSITY OF POPULATION IN 1961 - 189 PER SQ. MILE. PERCENTS IN BRACKETS

S.No.	Items.	1951.	1961.	1966.	1971.	1976.
1.	2.	3.	4.	5.	6.	7.
1.	Total Population.	260.72	323.72	363.55	410.24	462.38
2.	Percentage to All India Population.	7.22	7.37	7.39	7.39	7.39
3.	Population in the age group 6-11					
	Boys.	13.33	21.62	24.88	28.57	30.67
	Girls.	13.04	19.96	23.05	26.25	28.81
	Total.	26.37	41.58	47.93	54.82	59.48
4.	Population in the age group 11-14					
	Boys.	7.12	10.33	12.88	14.93	16.02
	Girls.	6.67	9.66	11.81	13.53	14.83
	Total.	13.79	19.99	24.69	28.46	30.85
5.	Population in the age group 14-17					
	Boys.	N.A.	9 32	10.83	13.31	14.39
	Girls.	N.A.	8.66	10.08	12.06	13.31
	Total.	N.A.	18.00	20.91	25.37	27.70

TABLE NO.2

NUMBER OF INSTITUTIONS

Items	1955-56		1956-57		1960-61		1962-63	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Universities	1	-	1	-	4	-	4	-
Board of Education	1	-	2	-	1	-	1	-
Research Institutions	-	-	-	-	-	-	-	-
Colleges for General Education.								
Degree Standard	}	6	61	6	73	7	90	9
Intermidiate Standard	61							
Colleges for Professional and Technical Education.								
Agriculture and Forestry.	3	-	3	-	5	-	6	-
Commerce	1	-	1	-	3	-	3	-
Engineering and Technology.	2	-	3	-	6	-	6	-
Law	2	-	3	-	5	-	13	-
Medicine	7	-	7	-	12	1	13	1

Table No.2 Contd.

1.	2	3	4	5	6	7	8	9
Teachers Training								
Basic	1	-	2	-	67	5	110	10
Non-Basic	4	1	5	1	1	-	3	2
Veterinary Science	-	-	2	-	2	-	2	-
Others	2	-	-	-	2	-	- 2	-
Colleges for Special Education.	9	1	8	1	34	3	37	4
Schools for General Education:-								
Higher Secondary Schools.) High Schools)	353	65	414	74	774	130	1071	174
Middle Schools:-								
Basic	134	-	191	-	325	-	464	7
Non-Basic	1276	154	1413	184	2120	233	2923	355
Primary Schools:-								
Basic	1110	1	1641	3	2737	2	2435	19
Non-Basic	19073	1388	21121	1617	25044	1843	27995	2133
Pre-Primary Schools	47	24	70	40	169	106	236	172

Table No. 2 Contd.

1.	2	3	4	5	6	7	8	9
Schools for Vocational and Technical Education:-								
Agriculture and Horestry.	21	-	22	-	12	-	8	-
Art & Crafts	23	5	17	6	-	-	-	-
Commerce	1	-	1	-	1	-	1	-
Engineering	4	-	8	-	13	-	13	-
Medicine	4	2	5	3	5	4	6	5
Teachers Training:-								
Basic	28	2	42	3	46	5	-	-
Non-Basic	11	5	4	3	2	2	-	-
Technoloy & Inds.	28	5	35	4	61	13	64	13
Others	3	-	7	-	4	-	3	-
Schools for Special Education- For the Handicapped) Social(Adult)Education) Others.	2758	170	3213	251	2003	160	1699	182
TOTAL	25775	1829	28302	2196	33531	2514	33214	3086

TABLE No.3

ENROLMENT

Item	1955-56		1956-57		1960-61		1962-63	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7	8	9
By Type of Institution-								
Universities *	1,064	77	1192	80	2595	230	2832	286
Research Institutions	-		-	-	-	-	-	-
Arts & Sc.Colleges	27,144	4,008	30167	4048	30682	3589	41139	5209
Professional & Tech.Colleges	3,818	312	4237	463	16388	1729	26077	3018
Special Education Colleges	1,092	402	1538	643	4408	2363	4630	2726
High Schools /H.S.S.	1,33,692	28,749	155383	35908	278086	60510	373066	79834
Middle Schools.								
Basic	45,002	3,268	46370	3527	72964	7023	104172	10526
Non.Basic	2,58,435	42,586	296015	50205	415720	80381	506834	111107
Primary Schools.								
Basic	86,451	7,982	118893	11175	211443	29673	204253	32411
Non.Basic	10,86,024	1,95,177	1152483	215725	1470277	338185	1758231	436163
Pre-Primary Schools	3,466	1,564	4916	2248	11594	5921	18275	7240

Table No.3 Contd.

1	2	3	4	5	6	7	8	9
Schools for Vocational and Technical Education.	8,471	1,045	9626	1076	10772	1683	6029	1045
Schools for Special Education.	60,338	4,649	65674	5615	48288	5382	33822	4889
B. By Stages/Subjects								
General Education(University standard).								
Research	54	10	99	9	38	2	380	53
M.A. and M.Sc.	1,199	125	1297	128	2823	375	4536	702
B.A.& B.Sc.(Pass & Hons)	3,765	533	4354	745	15350	2587	32122	5179
Intermediate (Arts & Sc)	8,127	1,367	9898	1539	- 4826	369	.	-
Professional Education (University Standard).								
Agriculture & Forestry	407	-	421	-	1365	-	1551	-
Commerce	3,302	23	3186	10	5988	9	7502	9
Engineering & Technology	865	1	1133	1	2987	9	3982	17
Law	1,017	18	1028	19	1966	16	2182	18
Medicine	1,030	126	1231	190	2390	431	2896	1585

Table No. 3 Contd.

1	2	3	4	5	6	7	8	9
Teachers' Training.								
Basic	64	15	178	22	6972	1193	12160	2293
Non-Basic	575	177	730	225	181	124	92	92
Veterinary Science	-	-	479	-	548	4	524	-
Other Subjects	332	-	125	125	964	788	1484	275
Special Education (University Standard)	599	181	643	185	2148	772	2276	1026
General Education (Schools Standard)								
High & Higher Secondary	50,380	7,047	57756	7646	124480	17855	170615	24213
Middle	2,13,312	26,274	186692	24614	316992	49322	403928	72185
Primary	13,56,186	2,46,324	1536487	285822	2010692	448914	2369899	872682
Pre-Primary	3,621	1,651	5463	2487	11746	5981	16773	8279
Vocational Education (School Standard)								
Agriculture & Forestry	541	-	504	-	386	-	351	-
Arts & Crafts	733	233	608	314	2116	594	2889	770
Commerce	36	-	49	-	28	-	68	8
Engineering	664	-	958	-	1965	-	2604	-
Medicine	-	-	181	84	182	154	2265	211

Table No.3 Contd.

1	2	3	4	5	6	7	8	9
Teachers' Training								
Basic	3,512	367	4240	316	5266	805	-	-
Non-Basic	843	228	205	152	74	74	-	-
Technology and Industrial	1,448	125	1693	186	253	-	-	-
Other Subjects	236	44	-	-	62	-	-	-
Special Education (School Standard),								
For the Handicapped	61,730	4,870	66956	5883	50429	6291	36121	5657
Social (Adult) Education								
Other Subjects								
TOTAL:	17,15,522	2,89,818	1887194	330713	2573217	536669	307525	694254

The figures of Vikram University Main not included in the statement.

TABLE NO. 4

NUMBER OF TEACHERS

Items	55-56 Total	55-56 Women	56-57 Total	56-57 Women	60-61 Total	60-61 Women	62-63 Total	62-63 Women
1.	2.	3.	4.	5.	6.	7.	8.	9.
Universities & Colleges	N.A.	N.A.	2565	223	4154	338	5462	623
High & Higher Secondary Schools & Middle Schools.	20828	2828	7507 15326	1539 1638	13730 21888	2759 2707	18345 27186	3577 3643
Primary Schools	41309	3835	44499	4020	57064	6132	63431	7646
Pre-Primary Schools	240	213	214	188	415	392	444	422
Vocational & Technical Schools.	N.A.	N.A	878	75	1131	124	694	47
Special Schools.	N.A.	N.A.	2974	303	566	38	468	35
Grand Total:			73963	7986	98958	12490	116083	15993

TABLE NO. 5

EXAMINATION RESULTS

Items	1955-56 Total	1955-56 Girls	1956-57 Total	1956-57 Girls	1960-61 Total	1960-61 Girls	1962-63 Total	1962-63 Girls
1.	2.	3.	4.	5.	6.	7.	8.	9.
Students Passing:- M.A.& M.Sc.	N.A.	N.A.	428	46	1423	282	2580	455
B.A.& B.Sc. (Pass & Hons,	N.A.	N.A.	1165	190	3856	766	5725	1247
Professional (Degree)	N.A	N.A.	1794	171	3663	253	4518	402
Matriculation and Equivalent Examinations.	N.A.	N.A.	14273	2009	25147	3591	41130	5740

TABLE NO. 6

NUMBER OF INSTITUTIONS IN RURAL AREAS

Items	1955-56		1956-57		1960-61		1962-63	
	Total	For Girls	Total	For Girls	Total	For Girls	Total	For Girls
1.	2.	3.	4.	5.	6.	7.	8.	9.
Universities and Colleges.	-	-	4	-	31	2	50	2
Higher Secondary Schools.	68	-	110	2	298	5	558	14
Middle (including J.B.S.)	1088	20	1252	38	2033	63	2915	169
Primary(including ~~girls~~ J.B.S). and Pre-Primary.	19130	1059	21169	1227	25932	1451	28513	1733
Vocational and Special.	3238	150	2874	198	1902	145	1636	173
Total:	23522	1229	25409	1465	30196	1666	33672	2091

TABLE NO. 7

ENROLMENT FROM RURAL AREAS

ITEMS	1955 - 56		1956 - 57		1960 - 61		1962 - 63	
	TOTAL	GIRLS	TOTAL	GIRLS	TOTAL	GIRLS	TOTAL	GIRLS
Universities & Colleges	6570	107	5580	76	9159	477	18222	1207
High and H.S. Schools	47786	2685	35509	1234	80498	3085	132715	6483
Middle (including S.B.S)	257685	26171	251663	16598	366568	38811	466934	60782
Primary (including J.B.S) and Pre-primary	1011323	146964	1044771	133701	1328743	245837	1556559	328753
Vocational & Special	61935	3088	55628	3153	47465	4030	30649	3506
TOTAL :	1385189	178415	1393151	154762	1832433	292240	2205079	400731

TABLE 8.

ENROLMENT IN SELECTED CLASSES.

Classes	1955 - 56		1956 - 57		1960-61		1962-63	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
I - V	N.A.	N.A.	1536487	285822	2010692 (48%)	448914 (22.5%)	2369949 (52%)	572682 (27%)
VI - VIII	N.A.	N.A.	186692	24614	316992 (15.85%)	49322 (5%)	403928 (18.5%)	72185 (6.8%)
IX - XI	N.A.	N.A.	57756	7646	124480 (6.88%)	17855 (2%)	169186 (8.8%)	23940 (2.8%)
TOTAL	N.A.	N.A.	1780935	318082	2452164	516091	2943063	668807

N.B. Bracketed figures indicate percentage to the population in the respective age groups.

...

TABLE NO. 9.

EXPENDITURE ON EDUCATIONAL INSTITUTIONS.

Item.	1955-56		1956-57.		1960-61.		1962-63.	
	Total.	On Institutions for Girls.	Total.	On Institutions for Girls.	Total.	On Institutions for Girls.	Total.	On Institutions for Girls.
1.	2.	3.	4.	5.	6.	7.	8.	9.
A. By Sources.								
Govt. Funds.								
Central	4184205 (3.5)	92071 (0.8)	2224312 (2.0)	75806 (0.7)	5981733 (2.9)	223995 (1.0)	-	-
State.	92822572 (78.1)	8555643 .3)	88994474 (80.9)	9288107 (81.5)	159015802 (78.7)	16310190 (77.0)	231199555 (84.0)	24924842 (82.7)
Distt.Board Funds.	4033171 (3.4)	157400 (1.4)	4135164 (4.0)	186067 (1.6)	4842593 (2.4)	355650 (1.7)	5940033 (2.2)	391120 (1.2)
Mpl.Board Funds.	2496672 (2.1)	459568 (4.6)	2600816 (2.4)	624636 (5.5)	3335820 (1.7)	1000735 (4.8)	4409376 (1.6)	994382 (3.3)
Fees.	9091116 (7.6)	670197 (6.2)	6907304 (6.0)	644225 (5.7)	16874649 (8.3)	1457292 (6.8)	21336459 (7.7)	2063868 (6.9)
Other Sources.	6290440 (5.3)	842212 (7.7)	5206720 (4.7)	578052 (5.0)	12077475 (6.0)	1839915 (18.7)	12472155 (4.5)	1765155 (5.9)

Cont'd.....

Table No. 9 Cont'd.

1.	2.	3.	4.	5.	6.	7.	8.	9.
B. Type of Institutions.								
Direct expenditure.								
Universities.	2461902	-	1642809	-	6660722	-	4285872 *	-
Boards.	430442	-	519183	-	1773514	-	2811352	-
Research Institutions.	-	-	-	-	-	-	-	-
Arts & Science Colleges.	6370657	386032	7759069	449904	12929981	1016144	16678440	157722
Colleges for Professional and Technical Education.	4594445	95499	4365001	54231	13317983	232536	23742062	97770
Colleges for Special Education.	280719	69345	456053	171569	1081876	347534	1301455	45961
High/ H.S.S.	11751388	2109017	13727307	2534159	30652798	6055371	49446740	902584
Middle Schools.								
Basic.	2141760	-	1499463	-	2863868	-	4932113	8821
Non- Basic.	11988217	1649517	13763318	2013416	22819356	2605910	32794335	460480
Primary Schools.								
Basic.	2050849	8959	3171532	38403	6801514	29377	7882027	10445
Non-Basic.	30273742	3460606	34897524	3795015	55335078	6321972	76517886	832010
Pre-Primary Schools.	233236	84654	321629	115670	646946	386039	734255	4611(
Vocational and Technical Schools.	3195020	263660	3636975	272785	7195803	577942	5766412	1804'
Special Education Schools.	1634389	78243	1321699	58576	1216556	64048	1074400	717
TOTAL:	77406766	8205532	87081462	9503728	16 3295995	17636873	227969349	258715
	(65.1)	(76.1)	(79.2)	(83.4)	(80.8)	(83.2)	(82.8)	(85.8

Table No.9 Cont'd.

Indirect Expenditure.								
Direction & Inspection.	4680104	859644	4017437	230715	4418663	202171	5303783	-
Buildings.	21734656	810148	10083078	1152051	18747207	1625300	22767815	3051114
Scholarships & Stipends.	7458990	491469	5138220	282593	10408506	575020	15088754	720929
Hostels.	1157626	202357	505617	20491	913981	137337	1842910	146029
Other Miscellaneous.	6480034	207941	3242976	207315	4343720	1011076	2384967	349757
TOTAL INDIRECT.	41511410	2571559	22987328	1893165	38832077	3550904	47388229	4267829
GRAND TOTAL:	118918176	10777091	110068790	11396893	202128072	21187777	275357578	30139347

Note:- Brackets figure indicate percentage to the total expenditure.

* The figures of Vikram University,Ujjain, not included in the statement.

TABLE No.10.

STATEMENT SHOWING ACTUAL EXPENDITURE AND BUDGET PROVISION FOR EDUCATION FROM 1957-58 to 1964-65

Figures in Lakhs of Rupees

S.No.	Item	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65
1	2	3	4	5	6	7	8	9	10
1.	TOTAL STATE EXPENDITURE								
	Budget Provision	5437	5507	5844	6530	8027	8755	9519	10841
	Actual Expenditure	5045	5491	5876	6609	8049	8565	N.A	N.A
2.	TOTAL EXPENDITURE ON EDUCATION								
	Budget Provision	[illegible]	1126	1176	1352	1681	2180	2564	2846
	Actual Expenditure	1034	1112	1247	1434	1820	2054	N.A	N.A
3.	PERCENTAGE OF (2)to(1)ABOVE								
	Budget provision	19.79%	20.45%	20.12%	20.70%	20.94%	24.90%	26.49%	26.17%
	Actual Expenditure	20.49%	20.25%	21.22%	21.69%	22.62%	23.98%	N.A	N.A
4.	EXPENDITURE ON HIGHER EDUCATION								
	Budget Provision	178	160	190	221	245	245 286	286 337	290
	Actual Expenditure	147	161	184	210	269	287	N.A	N.A

Table No.10- Contd.

1	2	3	4	5	6	7	8	9	10
5	EXPENDITURE ON SECONDARY EDUCATION								
	Budget Provision	206	284	286	322	428	594	737	717
	Actual Expenditure	277	274	314	346	487	561	N.A	N.A
6.	EXPENDITURE ON PRIMARY EDUCATION								
	Budget Provision	505	500	498	542	713	1032	1145	1348
	Actual Expenditure	462	507	539	623	776	959	N.A	N.A
7	OTHER MISCELLANEIOUS EXPENDITURE								
	Budget Provision	18[illegible]	[illegible]82	202	267	374	268	268	491
	Actual Expenditure	148	169	210	255	288	247	N.A	N.A

Note:- N.A.- Note availalle.

TABLE NO. 11

SOME SELECTED AVERAGES AND PERCENTAGES

Items	1955-56	1956-57	1960-61	1962-63
1.	2.	3.	4.	5.
	Rs.	Rs.	Rs.	Rs.
Cost per capita on education.				
Cost per pupil in :				
1. High / Higher Secondary Schools.	87.9	88.6	110.2	132.6
2. Middle Schools	46.6	44.6	52.5	61.7
3. Primary Schools.	27.6	30.7	36.9	43.0
Number of pupils per teacher.				
1. High/Higher Secondary Schools.	21.0	21.0	20.0	20.0
2. Middle Schools.		22.0	22.0	22.0
3. Primary Schools.	28.0	29.0	29.0	29.0

Table No.11 Contd.

1.	2.	3.	4.	5.
Percentage of trained teachers in-				
1. High/Higher Secondary Schools.	)40.2	40.0	48.0	52.0
2. Middle Schools.	)	40.0	51.0	62.0
3. Primary Schools.	28.8	30.0	51.0	64.0

Table No.12

SELECTED EDUCATIONAL STATISTICS OF 1963-64 AND EXPECTED POSITION OF THE END OF THE III PLAN.

Item	1963-64 Total	1963-64 Girls	Expected position in 65-66 Total	Expected position in 65-66 Girls
1	2	3	4	5
No. of Institutions:				
1. Pre-Primary Schools	263	~~177~~	275	-
2. Primary Schools (Including J.B.S)	34245	2405	35000 (+about 2000 Primary deptts of Middle Schools).	2405
3. Middle Schools (including S.B.S.)	3581	480	3685 (+ about 800 Middle Deptts of H.S.Schools)	480
4. Higher Secondary Schools.	1128	~~186~~	1200	186
5 Basic Training	108	20	106	20
6, Post Graduate Basic Training.	11	-	11	-
B. Enrolment.				
1. Pre-Primary	19323	9233	25000	12000
2. Class I to V	26,20,132	666229	30 lacs	8.66 lacs
3. Class VI to VIII	4,81,16	86895	5.92 lacs	1.17 lacs
4. Classes IX to XI	1,94,9[illegible]	29121	2.55 lacs	.40 lacs
5. Basic Training	10,800	2000	13,250	2500
6. Post Graduate Basic Training.	1,650	220	1,980	250
Teachers.				
1. Pre-Primary:				
Trained	339	318	550	-
Untrained	198	160		
2. Primary:				
Trained	49796	6321	71750	.
Untrained	17218	1997		

Contd.

Table No.12 Contd.

1	2	3	4	5
3. Middle Schools				
Trained	18152	2658	29000	-
Untrained	8816	1163		
4. Higher Secondary Schools:				
Trained	10570	2210	20500	-
Untrained	8738	1573		

TABLE NO. 43 12A

EDUCATIONAL FACILITIES IN THE DISTRICTS OF MADHYA PRADESH (As on 31st March, 1964.)

S.No.	Name of the Distt.	Population.	No. of Institutions			Enrolment at			No. of Institutions per one lac of population		
			Pry.	Middle	H.Secondary.	Pry. Stage	Middle Stage	H.Secondy Stage.	Pry. Schools	Middle Schools	H.Secondary Schools
1	2	3	4	5	6	7	8	9	10	11	12
1.	E.Bhopal	411,426	839	73	18	37,983	4,819	1,503	202.7	17.7	4.4
2.	W.Bhopal	754,684	985	99	33	59,296	10,596	5,313	130.5	13.1	4.4
3.	Vidisha	489,213	548	40	13	31,045	4,185	2,113	112.1	8.2	2.7
4.	Rajgarh	516,871	570	49	14	30,669	5028 5,026	1,966	110.3	9.5	2.6
5.	Bilaspur	2,021,793	1,756		49	146,043	41,931	9,993	87.3	10.0	2.5
6.	Raigarh	1,041,226	1,129	108	22	80,596	11,866	3,699	108.5	10.4	2.1
7.	Sarguja	1,036,756	1,665	86	19	77,630	6,043	2,074	160.6	8.3	1.8
8	Gwalior	657,876	809	96	37	67,921	16,810	8,288	122.9	14.6	5.5
9	Bhind	641,169	404	171	30	61,758	10.214	6,019	63.0	26.7	4.7
10	Morena	783,348	1,033	82	29	77,304	10,024	412	131.6	10.5	3.7
11.	Shivpuri	557,954	670	60	17	38,536	4,931	1,890	120.0	10.8	3.0
12.	Guna	595,825	710	51	15	34,063	3,611	2,179	119.7	8.6	2.5
13	Datia	200,467	280	28	7	15,616	2,999	1,582	140.0	14.0	3.6

Table No. ~~13~~ Contd.
12A

1	2	3	4	5	6	7	8	9	10	11	12
14.	Hoshangabad	618,293	702	91	40	68,624	12,897	5,280	113.6	14.7	6.5
15	Khandwa	685,150	692	65	30	62,340	9,385	4,792	101.0	9.5	4.4
16.	Chhindwara	785,355	800	90	34	68,926	12,242	4,885	101-8	11.5	4.3
17.	Narsimhpur	412,406	385	89	22	41,447	8,948	3,996	93.4	21.6	5.3
18	Betul	560,412	607	78	21	50,761	10,683	2,729	108.4	13.9	3.7
19	Seoni	523,741	425	62	19	40,933	6,366	1,392	80.7	11.6	3.6
20	Indore	753,594	598		48	98,620	30,327	14,348	79.3	13.9	6.4
21	Dhar	643,774	681	72	16	43,594	5,809	2,111	11.2	11.2	3.5
22.	Dewas	446,901	440	59	13	32,643	5,624	2,594	98.4	13.2	2.9
23	Jhabua	514,384	515	34	13	33,785	2,576	941	100.2	6.6	2.5
24	Khargone	990,464	1,017	92	31	62,083	10,017	4,424	102.7	9.3	3.1
25	Jabalpur	1,275,825	935	134	81	101,916	27,998	14,906	77.3	10.5	6.3
26	Sagar	796,547	782	71	32	77,412	12,733	5,805	98.1	9.9	4.0
27	Mandla	624,503	728	87	18	48,859	7,375	2,700	106.3	12.7	2.6
28	Balaghat	806,702	798	95	24	76,110	10,329	4,204	98.9	11.8	3.0
29	Damoh	438,343	361	37	16	30,980	6,357	3,492	82.4	8.4	2.7

Table No. 13 Contd.
12A

...3...

1	2	3	4	5	6	7	8	9	10	11	12
30	Rewa	772,602	873	78	31	69,188	16,351	9,921	112.9	10.1	4.0
31.	Satna	694,370	811	77	26	61,475	11,899	5,207	116.9	11.0	3.7
32	Shahdol	829,649	1054	66	29	34,512	6,305	2,953	127.0	7.10	3.4
33	Panna	531,257	488	28	13	22,527	4,120	1,621	144.1	8.5	3.9
34	Sidhi	580,129	680	39	15	29,997	4,253	2,388	118.6	6.7	2.8
35	Tikamgarh	455,662	518	8c	12	31,671	5,029	2,626	113.6	8.6	2.6
36	Chhatarpur	587,373	650	55	24	33,873	6,760	3,773	110.7	9.4	4.1
37.	Raipur	2,002,004	1,867		58	2,09,591	44,889	13,583	93.3	8.6	2.9
38	Durg	1,835,236	1,804	239	57	1,73,749	24,103	8,719	95.7	12.7	4.1
39	Bastar	1,137,501	1,185	105	13	82,649	3,161	1,644	101.5	9.0	4.8
40	Ujjain	631,720	885	46	23	47,130	11,558	5,165	88.4	6.9	3.6
41	Ratlam	483,521	559	77	17	43,378	7,322	3,406	115.5	15.7	3.5
42	Mandsour	752,085	693	96	29	60,319	12,081	5,362	92.8	12.7	3.8
43	Shajapur	526,135	546	56	20	43,287	6,888	3,376	103.8	10.6	3.7
	Total	32,372,408	34,245	3,581	1,128	26,20,132	4,81,164	1,94,922	105.8	11.1	3.5

N.B. Beside the number of primary and middle schools given above there are 1814 primary deptt. in middle schools and 984 middle deptt. in Higher Secondary Schools.

TABLE NO. - 13.

SANCTIONED INTAKE CAPACITY OF ENGINEERING COLLEGES DURING 1956-57, 1960-61 AND 1964-65.

Course-wise intakes are for the year 1964-65.

S.No.	Name of the Engineering College.	Civil Engg.	Mech. Engg.	Elect. Engg.	Mining.	Metallurgy.	Tele Communication.	Chemical Engg.	Architecture.	TOTAL. 1964-65.	1956-57.	1960-61.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
1	Govt.Engineering College, Jabalpur.	90	90	90	-	-	40	-	-	310	280	280
2.	Govt.College of Engineering and Technology, Raipur.	40	60	60	30	30		30	-	250	30	180
3.	Govt.Engineering College, Bilaspur.	40	40	40	-	-	-	-	-	120	-	-
4.	Govt.Engineering College, Rewa.	40	40	40	-	-	-	-	-	120	-	-
5.	Madhav Engineering College, Gwalior.	60	60	60	-	-	-	-	-	180	-	120
6.	Govindram Sakseria Technological Institute, Indore.	60	90	90	-	-	-	-	-	240	50	120
7.	Samrat Ashok Technological Institute, Vidisha.	60	30	30	-	-	-	-	-	120	-	120
8.	Maulana Azad Technological Institute, Bhopal.	60	60	60	-	-	-	-	15	195	-	120
	Total:	450	470	470	30	30	40	30	15	1535	360	940

* Note:- The total is exclusive of 6 seats for Post B.Sc.Degree at Govt.Engg.College Jabalpur.

TABLE NO. 13 A

SANCTIONED INTAKE CAPACITY OF ENGINEERING COLLEGE DURING

1956-57

S.NO.	Name of Engineering College.	Civil Engg.	Mech. Engg.	Elect. Engg.	Mining.	Metallurgy.	Tele-Communication.	Total.
1.	2.	3.	4.	5.	6.	7.	8.	9
	Govt. Engineering College, Jabalpur.	120	60	60	-	-	40	280
	Govt. College of Engineering & Technology, Raipur.	-	-	-	15	15	-	30
	Govindram Seksaria Technological Institute, Indore.	50	-	-	-	-	-	50
	Madhav Engineering College, Gwalior.	-	-	-	-	-	-	-
	Samrat Ashok Technological Institute Vidisha.	-	-	-	-	-	-	-
	Maulana Azas College of Technology, Bhopal.	-	-	-	-	-	-	-
	Total:-	170	60	60	15	15	40	360

T A B L E N O. 14.

NUMBER OF GAZETTED POSTS SANCTIONED IN THE SET-UP FOR GOVERNMENT ENGINEERING COLLEGE, JABALPUR.

S.No.	Subject.	NUMBER OF POSTS AND SCALE OF PAY.					
		Principal 1500-1800	Professors. 1000-1200.	Readers. 500-1500	Lecturers 350-850.	W/Shop Supdt. 600-1150.	Asstt.W./ Shop Supdt. 350-850.
1.	-	1	-	-	-	-	-
2.	Civil Engg.	-	2	7	7	-	-
3.	Mech.Engg.	-	2	4	6	1	3
4.	Elec.Engg.	-	1	6	4	-	-
5.	App.Mechanics.	-	1	1	3	-	-
6.	Tele-Communication Engg.	-	1	2	4	-	-
7.	Advanced Electronics.	-	-	1(Temp.)	-	-	-
8.	V.F.& Carrier Telephone Engineering.	-	-	1(Temp.)	-	-	-
9.	High Voltage Engg.	-	-	1	-	-	-
10.	Internal combustion Engg.	-	-	1	-	-	-
11.	Engg.Chemistry.	-	-		2	-	-
12.	Applied Physics.	-	-	-	2	-	-
13.	Metallurgical Engg.	-	-	-	1	-	-
14.	Mathematics.	-	-	-	1	4	-
15.	App.Geology.	-	-	-	1	-	-
	Total:	1	7	25	34	1	3
	Registrar.	1.					

TABLE NO. 14 A

NUMBER OF GAZETTED POSTS SANCTIONED IN THE SET UP FOR GOVERNMENT ENGINEERING COLLEGE, RAIPUR

S.NO.	Subject.	NUMBER AND NAME OF POST					
		Principal 1500-1800	Professor 1000-1300	Reader 600-1150	Lecturer 350-850	W/shop Supdt. 600-1150	Asstt.W/shop Superintendent.
1.	2.	3.	4.	5.	6.	7.	8.
1.		1	1	-	-	-	-
2.	Civil Engg.	-	1	9	6	1	1
3.	Mech.Engg.	-	1	4	3	-	-
4.	App.Mechanics	-	1	2	2	-	-
5.	Elect.Engg.	-	1	3	4	-	-
6.	Metallurgical Engg.	-	1	3	4	-	-
7.	Engg.Chemistry	-	-	1	3	-	-
8.	Mining Engg.	-	1	4	4	-	-
9.	Applied Geology	-	-	1	1	-	-
10.	Mathematics	-	-	1	1	-	-
11.	Chemistry (Ordinary)	-	-	-	1	-	-
12.	Applied Physics.	-	-	-	2	-	-
	Total:	1	6	23	23	1	1

TABLE NO. -15.

EDUCATIONAL QUALIFICATIONS AND EXPERIENCE PRESCRIBED IN EDUCATION DEPARTMENT FOR THE STAFF WORKING IN GOVERNMENT ENGINEERING COLLEGES IN MADHYA PRADESH.

S.No.	Name of Post and Scale of Pay.	Qualifications and experience prescribed.
1.	Principal 1500-75-1800. (Class I).	At least Ist or High Second class Bachelor's degree in Engineering or Technology from a recognised University in India or abroad. Preference will be given to candidates who possess higher qualifications like Master's or Doctorate degree. EXPERIENCE. At least 12 years experience in teaching or Industry. Preference will be given to candidates who have both teaching and industrial experience of organisation and administration preferably in the field of Technical Education.
2.	Professor. 1000-1200. (Class I) Civil Engg. Mech. Engg. Applied Mechanics. Tele-Comm.Engg. Elec.Engg.	First or second class Bachelor's Degree in the appropriate branch of study of recognised University with 10 years experience for Graduate or 7 years experience for Post-Graduate covering research including design construction etc. specified knowledge in one or more specified subjects of study in the appropriate branch.
3.	Professor. 1000-40-1200. (Class I.) Mining Engineering. Metallurgial Engg.	First Class Degree in the subject or equivalent thereof with 5 years professional (Teaching) research experience.
4.	Reader. 600-40-1000-50 / 2-1150. (Class I.) Civil Engg. Mech. Engg. Elect.Engg. Applied Mechanics. Chemical Engg. Light Metal & Alloys Technology.	A first class or second class Bachelor Degree in appropriate branch of study of a recognised University with about 5 years covering teaching research and or works experience. Specialised knowledge in one or more specified subjects of study in the appropriate branch.
5.	Reader 600-40-1000-50/ 2-1150. (Class I.) Mining Engg. Metallurgical Engg. Metallifurrous Mining Engg. and Mineral Dressing.	At least second class degree in the subject or equivalent thereof with at least 3 years experience of teaching/ research/practical experience.
6.	Reader. 600-40-1000-50/ 2-1150. (Class I.) Internal combustion Engg.	Second class degree in Mech.Engg. of a recognised University together with post graduate degree or Diploma in Internal combustion Engg. with at least 5 years experience in Internal combustion Engg.

Cont'd.....

Table No.15 Cont'd.

S.No.	Name of Post and Scale of Pay.	Qualifications and experience prescribed.
7.	Reader (Class I) Advanced Electronics. 600-40-1000-50/2-1150.	Post Graduate degree in Electronic or Mecro Wave Engg. with practical training in radion Engg.works for at least one year and at least 5 years experience of Teaching and research work in Electronics(Ultra High) Fraquency and Micro Waves Engg.
8.	Reader (Class I) V.F. & Carrier Telephone Engineering. 600-40-1000-50/2-1150.	Post Graduate degree in communication Engg.with practical training in V.F.& Carrier Telephone Engg. for at least 1 year and at least 5 years experience in teaching and research work in V.F. and Carrier Telephone Engg.
9.	Reader. (Class I) Applied Geology. 600-40-1000-50/2-1150.	Second Class degree in pure of applied Geology or equivalent educational qualifications with at least 5 years teaching or practical experience in the field of applied Geology.
10.	Workshop Superintendent. (Class I). 600-40-100-50/2-1150.	Degree in Mechanical Engg. of a recognised University or equivalent with about 5 years experience in Machine shop in responsible capacity covering production planning estimating production control and control of labour.
11.	Lecturers(Tech.) (Class I.) 350-350-380-380-30-590-EB-30-770-40-850.	i) Post Graduate Degree in the appropriate branch of Engg. OR ii) First class graduate degree in appropriate branch of Engg.with one years professional experience. OR iii) Second class degree in appropriate branch of Engg. with 3 years professional experience.
12.	Asstt./Superintendet. (Class I) 350-350-380-380-30-590-EB-30-770-40-850.	Second class B.E.or B.Sc. in appropriate engineering with three years practical experience of first or second class Diploma holders with at least 7 years experience in workshop of repute.
13.	Lecturers (Non-Tech.)(Class I) 350-350-380-380-30-590-EB-30-770-40-850.	Master's Degree in the first Division with at least two years teaching or research experience.

Cont'd.....3

S.No.	Name of Post and Scale of Pay.		Qualifications and experience prescribed.
14.	Professors. (Non- Tech.)	1000-40-1200	Doctorate degree in the subject with a minimum of 10 years teaching or research experience.
15.	Readers. (Non-Tech.)	600-40-1000-50/2-1150/-	Doctorate degree in the subject with five years teaching and/ or research experience.
16.	Lecturers. (Tech.) Mining. Metallurgy.	600-40-1000-50/2-1150/-	i) Post Graduate degree in the appropriate branch of Engg. OR ii) First class graduate degree in appropriate branch of Engg. with one year's professional experience. OR. iii) Second class degree in appropriate branch of Engg. or equivalent thereof with 2 years teaching/practical/ works/professional experience.

TABLE NO. 16

SCHOLARSHIPS AND STIPENDS AVAILABLE IN ENGINEERING COLLEGES DURING 1964-65 (UNDER UNIFIED SCHOLARSHIP RULES)

S. No.	Name of Institution	The number of Stipends						Total number of Schs.						Total expd. upto 31.3.1965.					
		Ist.Yr.	2nd Yr.	3rd.Yr.	4th.Yr.	5th.Yr.	Total	1Yr.	2Yr.	3Yr.	4Yr.	5Yr.	Total.	1Yr.	2Yr.	3Yr.	4Yr.	5Yr.	Total
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
	I V YEARS DEGREE COURSE			Rate Rs.75/-P.M.						Rate Rs75/-P.M.									
1.	Govt.Engg.College, Jabalpur.	12	17	14	13	-	56	9	8	8	-	-	25	15750 18750	16500	9750	-	-	60750
2.	Govt.College of Engg. & Technology, Raipur.	9	19	11	8	-	47	4	4	3	-	-	11	9750 17250	10500	6000	-	-	43500
3.	Govt.Engg.College, Bilaspur.	66	-	-	-	-	6	1	-	-	-	-	1	5250	-	-	-	-	5250
4.	Govt.Engg.College Rewa.	6	-	-	-	-	6	-	-	-	-	-	-	4500	-	-	-	-	4500
5.	Govindram Sakasseria Tech.Instt.Indore.	11	15	12	1	-	39	1	2	-	-	-	3	9000 12750	9000	750	-	-	31500
6.	Samarat Ashok Tech. Instt.Vidisha.	4	9	8	-	-	21	-	-	-	-	-	-	3000 6750	6000	-	-	-	15750
7.	Madhav Engg.College Gwalior.	8	12	7	-	-	27	1	-	3	-	-	4	6750 9000	7500	-	-	-	23250
8.	Molana Azaad College of Tech.Bhopal.	11	9	7	-	-	27	1	3	4	-	-	8	9000 9000	8250	-	-	-	26250
	Total:	67	81	59	22	-	229	17	17	18	-	-	52	63000 73500	57750	16500	-	-	210750
	II 3 YEARS POST B.Sc. MERIT SCHOLARSHIPS	-	-	-	-	-	-	5	-	-	-	-	5	3750	-	-	-	-	3750

TABLE NO. 17

SANCTIONED INTAKE CAPACITY IN POLYTECHNICS FROM 1956-57 TO 1964-65
COURSE WISE INTAKES ARE FOR 1964-65

Name of the Institution.	Civil Engg.	Mech. Engg.	Elect. Engg.	Mining.	Metallurgy.	Text. Tech.	Leather Tech.	Leat. Goods Mfg.	Print Tech.	Applied & Fine Arts.	Auto.	Structural Engg.
2.	3.	4.	5.	5.	6.	7.	8.	9.	10.	11.	12.	13
Govt.Polytechnic Jabalpur.	60	60	60	-	-	-	-	-	-	-	-	-
Govt.Polytechnic Raigarh.	60	60	60	-	-	-	-	-	-	-	-	-
Govt.Polytechnic Nowgong.	60	60	60	-	-	-	-	-	-	-	-	-
Govt.Polytechnic Bhopal.	90	90	60	-	-	-	-	-	-	-	-	-
Govt.Polytechnic Jaora.	60	30	30	-	-	-	-	-	-	-	-	-
Govt.Polytechnic Ujjain.	60	60	60	-	--	-	-	-	-	-	12	-
Govt.Polytechnic Gwalior.	60	60	60	-	-	20	-	-	-	-	-	15
Govt.Polytechnic Khandwa.	60	30	30	-	-	-	-	-	-	-	-	-
Govt.Polytechnic Durg.	40	40	40	-	30	-	-	-	-	-	-	-
Govt. Mining Poly. Shahdol.	-	30	30	60	-	-	-	-	-	-	-	-

TABLE NO. 17 Contd.

S.No.	Name of the Institution.	Medical Tech.	Arch.Draughtman.	Custome Design & Dress making.	Secretarial Pract.	Total 1956-57	Total 1960-61	Total 1964-65
15.	16.	17.	18.	19.	20.	21.	22.	23.
1.	Govt.Polytechnic Jabalpur	-	-	-	-	120	120	180
2.	Govt.Polytechnic Raigarh	-	-	-	-	120	120	180
3.	Govt.Polytechnic Nowgong.	-	-	-	-	100	120	180
4.	Govt.Polytechnic Bhopal	-	-	-	-	120	160	240 ~~180~~
5.	Govt.Polytechnic Jaora	-	-	-	-	80	120	120
6.	Govt.Polytechnic,Ujjain	-	-	-	-	52	60	120
7.	Govt.Polytechnic,Gwalior	-	-	-	-	80	140	215
8.	Govt.Polytechnic,Khandwa	-	-	-	-	-	120	120
9.	Govt.Polytechnic,Durg	-	-	-	-	-	-	150
10.	Govt.Mining Poly.Shahdol	-	-	-	-	-	40	120

TABLE NO. 17 Contd.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
11.	Govt.Mining Poly. Chhindwara.	-	30	30	60	-	-	-	-	-	-	-	-
12.	Govt. Leather Tech. Institute Morar.	-	-	-	-	-	-	10	10	-	-	-	-
13.	Govt.W.Poly.Bhopal	-	-	-	-	-	-	-	-	-	-	-	-
14.	Govt.Kalaniketan,J'pur	-	-	-	-	-	-	-	-	30	15	-	-
15.	Vaishnav Poly.Indore	90	90	60	-	-	-	-	-	-	-	-	-
16.	Samarat Ashok Tech, Institute Vidisha.	40	40	40	-	-	-	-	-	-	-	-	-
17.	Polytechnic Harda	60	30	30	-	-	-	-	-	-	-	-	-
18	Polytechnic Dhamtari	60	30	30	-	-	-	-	-	-	-	-	-
19.	Polytechnic Khurai	60	30	30	-	-	-	-	-	-	-	-	-
20.	Polytechnic Balaghat	60	30	30	-	-	-	-	-	-	-	-	-
21.	Polytechnic Ashoknagar	60	-	-	-	-	-	-	-	-	-	-	-
22.	Polytechnic Seoni	-	-	-	-	-	-	-	-	-	-	-	-
23.	Polytechnic Sanawad	60	-	-	-	-	-	-	-	-	-	-	-
24.	Polytechnic Damoh.	60	-	-	-	-	-	-	-	-	-	-	-

TABLE NO.17 Contd.

15.	16.	17.	18.	19.	20.	21.	23.	23.
11.	Govt.Mining Poly.Chhindwara	-	-	-	-	-	40	120
12.	Govt.Leather Tech.Instt.Morar	-	-	-	-	10	10	20
13.	Govt.W.Poly.Bhopal.	15	15	15	15	-	-	60
14.	Govt.Kalaniketin,Jabalpur	-	-	-	-	-	30	45
15.	Vaishnav Poly.Indore	-	-	-	-	150	150	240
16.	Smarat Ashok Tech.Instt.Vidisha	-	-	-	-	60	60	120
17.	Polytechnic Harda	-	-	-	-	-	-	120
18.	Polytechnic Dhamtari	-	-	-	-	-	-	120
19.	Polytechnic Khurai	-	-	-	-	-	-	120
20.	Polytechnic Balaghat	-	-	-	-	-	-	120
21.	Polytechnic Ashoknagar	-	-	-	-	-	-	60
22.	Polytechnic Seoni	-	-	-	-	-	-	60
23.	Polytechnic Sanawad	-	-	-	-	-	-	60
24.	Polytechnic Damoh	-	-	-	-	-	-	60
					Total:	892	1222	3022

TABLE NO. 17-A

SANCTIONED INTAKE CAPACITY IN POLYTECHNICS DURING 1956-1957.

S. No.	Name of Institution.	Civil Engg.	Mech. Engg.	Elect. Engg.	Metallurgy.	Textile Tech.	Leather Tech.	Total.
1.	Govt.Polytechnic,Jabalpur.	60	30	30	-	-	-	120
2.	Govt.Polytechnic,Raigarh.	60	30	30	-	-	-	120
3.	Govt.Polytechnic,Bhopal	60	30	30	-	-	-	120
4.	Govt.Polytechnic,Nowgong.	40	30	30	-	-	-	100
5.	Govt.Polytechnic,Jaora	30	25	25	-	-	-	80
6.	Govt.Polytechnic,Ujjain	20	20	-	12	-	-	52
7.	Govt.L.T.I.Morar.	-	-	-	-	-	10	10
8.	Govt.Polytechnic,Gwalior	20	20	20	-	20	-	80
9.	Govindram Sackseria Tech.Instt. Indore.	90	30	30	-	-	-	150
10.	Samarat Ashok Tech.Institute, Vidisha.	60	-	-	-	-	-	60
	Total:	440	215	195	12	20	10	892

S.No.	Name of Post.	No. of posts agreed by W.R.C. in staff structures.		Existing sanctioned scale of pay.
1.	2.	3.		4.
1.	Principal.	1		800-40-1000-50-1250.
2.	Head of Departments. Civil - 1 Mech. - 1 Elec. - 1	3		600-40-1000.
3.	Lecturers(Tech.& Non-Tech.) Civil . . . 4 Mech. . . . 2 Elec. . . . 2 Engg.Chemistry. 1 Applied Physics. 1 Mathematics.1 English... 1 Labour Relations and Industrial Law.....	13	(i)	350-350-380-380-30-590-EB-30-770-40-850(for Technical Lecturers.)
			(ii)	275-275-300-15-405-EB-20-425-25-575.(Revised) (For Non-Technical Lecturers.)
4.	Work-shop Superintendent.	1		350-350-380-380-30-590-EB-30-770-40-850.
5.	Asstt.Workshop Supdt.	1		250-250-15-340-340-EB-20-500-EB-20-600.
6.	Asstt.Lecturers OR Senior Instructors. (Technical & Non-Tech.)	14	(i)	260-10-300-15-450-25/2-500/-(for Tech.).
			(ii)	For the present there are no sanctioned posts of Senior Instructors OR Asstt.Lecturers in Non-Tech.Subjects in Govt.Polytechnics. As such the scale applicable to these posts cannot be shown. Scale when prescribed by Government will be communicated.

TABLE NO. 19

SCHOLARSHIPS AND STIPENDS AVAILABLE AT DIPLOMA COURSES DURING 1964-65
(UNDER UNIFIED SCHOLARSHIP RULES)

S.No.	Name of Institution	Total number of stipends				Total number of Schs.				Ultimate expd. upto 31.3.1965.			
		Ist Sem.	3rd Sem.	3rd Year.	Total.	Ist.Sem.	3rd.Sem.	3rd Yrs.	Total	Ist Sem.	3rd Sem.	3rd.Yr.	Total.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10	11.	12.	13.	14.
		Rate Rs.40/-per month				Rate Rs.40/-per month							
1.	Govt.Politechnic,J'pur.	7	7	7	21	3	2+1=3	6	12	4,000	4,000	5,200	13,200
2.	Govt.Polytechnic Raigarh	7	7	8	22	4	-	1	5	4,400	2,800	3,600	10,800
3.	Govt.Polytechnic Nowgong.	7	7	8	22	2	1	1	4	3,600	3,200	3,600	10,400
4.	Govt.Polytechnic Bhopal.	10	11	15	36	-	-	3	3	4,000	4,400	7,200	15,600
5.	Govt.Polytechnic Jaora	4	5	8	17	-	-	-	-	1,600	2,000	3,200	6,800
6.	Govt.Polytechnic Ujjain.	8	8	4	20	-	-	1	1	3,200	3,200	2,000	8,400
7.	Govt.Polytechnic Gwalior.	8	8	10	26	4	-	-	4	4,800	3,200	4,000	12,000
8.	Govt.Polytechnic Khandwa.	4	5	8	17	2	1+1=2	2	6	2,400	2,800	4,000	9,200
9.	Govt.Polytechnic Shahdol.	5	5	2	12	-	-	-	-	2,000	2,000	8,00	4,800
10.	Govt.Polytechnic Chhindwara	5	5	2	12	1	-	2	3	2,400	2,000	1,600	6,000

TABLE NO. 19 Contd.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
11.	Govt. Polytechnic Durg.	6	5	2	13	-	1	-	1	2,400	2,400	800	5,600
12.	Govt.Leather Tech. Institute Morar	20	6	6	32	-	-	-	-	8,000	2,400	2,400	12,800
13.	Govt.Womens Poly. Bhopal.	4	-	-	4	-	-	-	-	1,600	-	-	1,600
14.	Kalaniketin Jabalpur	2	1	-	3	1	-	-	1	1,200	400	-	1,600
15.	Vaishanov Poly,Indore	7	5	5	17	-	-	-	-	2,800	2000	2000	6,800
16.	Samarat Ashok Technological Instt.Vidisha.	4	5	8	17	-	-	-	-	1,600	2000	3.200	6,800
17.	Polytechnic Harda	4	5	2	11	-	-	1	1	1,600	2000	1,200	4.800
18.	Polytechnic Khurai	4	5	4	13	2	-	-	2	2,400	2000	1,600	6000
19.	Polytechnic Balaghat	4	5	2	11	-	-	-	-	1,600	2000	800	4,400
20.	Polytechnic Dhamtari	4	4	2	10	1	1	1	3	2,000	2000	1,200	5,200
21.	Polytechnic Seoni.	3	-	-	3	-	-	-	-	1,200	-	-	1,200
22.	Polytechnic Ashoknagar	3	-	-	3	-	-	-	-	1,200	-	-	1,200
	Total:	130	109	103	342	20	6+2=8	18	46	60,000	46,800	48,400	1,55,2

T A B L E N O. - 20.

STIPENDS AVAILABLE IN SECONDARY SCHOOLS DURING 1964-65.

S.No.	Name of Institution.	No.of Stipends available. Year @ Rs.20/- p.m. 1st Yr.	2nd Yr.	@ Rs.30/- p.m. 3rd Year.	Ultimate expenditure upto 31-3-1965. 1st Year.	IInd Year.	IIIrd Year.	Total.
1.	2.	3.	4.	5.	6.	7.	8.	9.
1.	Secondary Technical School, Jabalpur.	30	30	30	6,000	6,000	9,000	21,000
2.	Secdy.Technical School,Raipur.	28	27	26	5,600	5,400	7,800	18,800
3.	Secdy.Technical School,Khandwa.	30	30	30	6,000	6,000	9,000	21,000
4.	Secdy.Technical School,Khairagarh.	29	26	25	5,800	5,200	7,500	18,500
5.	Secdy.Technical School,Tikamgarh.	30	26	13	6,000	5,200	3,900	15,100
6.	Secdy.Technical School,Panna.	16	7	7	3,200	1,400	2,100	6,700
7.	Secdy.Technical School,Satna.	18	12	29	3,600	2,400	8,700	14,700
8.	Secdy.Technical School,Shahdol.	15	20	10	3,000	4,000	3,000	10,000
9.	Secdy.Technical School,Gwalior.	30	11	10	6,000	2,200	3,000	11,200
10.	Secondary Tech. School,Sagar.	17	13	12	3,400	2,600	3,600	9,600
11.	Secdy.Technical School,Chhindwara.	15	14	11	3,000	2,800	3,300	9,100
12.	Secdy. Technical School,Dhar.	23	30	25	4,600	6,000	7,500	18,100
13.	Secdy. Technical School,Sehore.	29	14	17	5,800	2,800	5,100	13,700

Cont'd.....2.

Table No. 20 Cont'd... -2-

1.	2.	3.	4.	5.	6.	7.	8.	9.
14.	Secdy.Technical School, Raigarh.	30	30	30	6,000	6,000	9,000	21,000
	SECONDARY TECHNICAL STREAM COURSE...				68,000	58,000	82,500	2,08,500
1.	Secdy. Technical School,Khairagarh.	8	15	15*	1,600	3,000	4,500	9,100
2.	Secdy. Technical School, Khandwa.	15	11	15*	3,000	2,200	4,500	9,700
3.	Secdy. Technical School, Gwalior.	13	12	15*	2,600	2,400	4,500	9,500
4.	Secdy. Technical School, Raigarh.	15	15	15*	3,000	3,000	4,500	10,500
					10,200	10,600	18,000	38,800

* Proposal for New creation for Stipends in 3rd Year Class of Technical Stream Course sent to Government.

TABLE NO. - 21.

APPROVED STAFF STRUCTURE FOR GOVERNMENT SECONDARY TECHNICAL SCHOOLS OF MADHYA PRADESH.

S.No.	Present designation of post.	No. of post sanctioned.	Designation in the set-up.	Scale of Pay.	Qualifications.
1.	2.	3.	4.	5.	6.
	GAZETTED:				
1.	Superintendent/ Senior Lecturer-cum-Head Master.	15	One for each S.T.S.	Superintendent.	360-15-405-20-425-25-550-550-EB-25-700/- revised.	Engineering Degree in Mechanical/Electrical with three years practical/teaching experience or atleast IInd Class Diploma with 7 years experience in workshop or in teaching. The experience of teaching should be for 3 years
2.	Workshop Foreman.	15	-do-	Workshop Foreman.	250-500/- (Pre-unified).	At least IInd Class Diploma in Mech.Engg. of a recognised University or Board with atle st three years experience in workshop of repute.
3.	Senior Lecturer Technical.	30	2 for each S.T.S	Lecturer Technical.	250-500/- (Pre-unified).	IInd Class Degree in appropriate branch of Engineering with one years professional experience or atleast IInd Class Diploma in respective branch of Engineering of a recognised Board of University with 3 years practical/teaching experience.
	NON-GAZETTED.				
4.	Technical Teacher/ Master Instructor.	30	-do-	Master Instructor.	190-10-250-EB-12½-300/- Revised.	Minimum qualifications matric. Diploma in Mechanical Engg. with 3 years trade experience or proficiency with 5 years experience in the branches of fitting or machine shop.
5.	Junior Lecturer. Lecturer Non-Technical.	45	3 for each S.T.S.	Lecturer Non-Technical.	250-10-290-15-350-EB-20-450/- revised.	Candidates should possess at least IInd Class M.A., M.Sc., degree in the respective branch, teaching experience will be preferred.
6.	Asstt.Master. Lecturer. Non-Technical.	30	2 for each S.T.S.	-do-	-do-	-do-

Cont'd...

1.	2.	3.	4.	4.	5.	6.
7.	Workshop Instructor.	90	6 for each S.T.S.	Workshop Instructors.	120-120-4-140-5-160-EB-6-200/- revised.	Matric, with 3 years experience in the respect trade, preference will be given to the candid passing from the Institutions conducting a regular course of training in the trades.
8.	Skilled Assistants.	135	9 for each S.T.S.	Skilled Assist nt.	90-3-120-B-2½-140/- (revised).	Literate, at least 5 years practical experien in the respective trades.
9.	Physical Training Instructors.	15	1 for each S.T.S.	Physical Training Instructor.	i) 190-10-250-B-12½-300- revised for Degree Holders. ii) 140-140-5-160-6-190-B-6-220-10-240 for Diploma Holders. iii) 110-5-160-B-6-190. revised for others.	Matric with Degree or Diploma or certificate in Physical Education of a recognised University or Board.
10.	Lab. Attendants/ Assist nt Boys.	45	3 for each STS.	Lab. Attendants./ Asstt. Boys.	70-1-75-2-95- revised.	Literate, preference will be given to a Matriculate candidate.
11.	Head Clerk.	15	1 for each S.T.S.	Head Clerk.	130-5-160-6-190. (Revised).	-do-
12.	Lower Dn. Clerk.	45	3 for each S.T.S.	Lower Division Clerk.	90-2½-100-EB-4-140-EB-5-170/- revised.	-do-
13.	Peon, Chaukidar Farrash.	75	5 for each S.T.S.	Peon, Chowkidar Farrash.	55-1-65/-	-do-