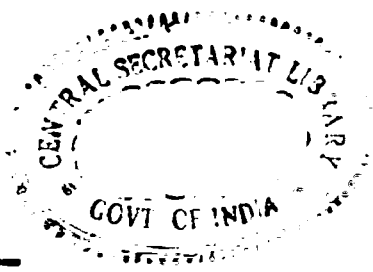


**ANNUAL REPORT ON THE PROGRESS OF
EDUCATION IN MADHYA PRADESH IN
1958-59**

GOVERNMENT OF MADHYA PRADESH

1958

ANNUAL REPORT ON THE PROGRESS OF EDUCATION
IN MADHYA PRADESH
IN
1958-59



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Annual report on the progress of Education in Madhya Pradesh during the year 1958-59.

CHAPTER - I

(General Summary)

(1) GENERAL SURVEY :- The year, under report was a year of revolutionary changes in the field of education. Primary and middle schools were re-organised in Mahakoshal Region (whereby class V was added to primary Schools leaving only classes VI to VIII for middle schools). Curricula for them was modified and further revised scales of pay appreciably improved for primary school teachers, were introduced). An increased number of text books was nationalised. Steady progress of the schemes that were launched in the previous year continued during 1958-59 in all fields of Education.

(11) LIGISLATION ON EDUCATION. One common Compulsory primary Education Act for the whole of Madhya Pradesh was prepared in effecting necessary modifications in the existing Act of Mahakoshal unit. This will come into force with effect from such date as may be notified by Government for the purpose.

(111) INSTITUTIONS. The comparative statement showing the number of different types of institutions during 1957-58 and 1958-59 is as

under :- **Table No. I. Number of institutions by type**

Kind of institution	For boys			For girls		
	1957-58	1958-59	Diff.	1957-58	58-59	Diff.
1.	2.	3.	4.	5.	6.	7.
Universities.	4	4	-	-	-	-
Board of Secondary Edu.	2	2	-	-	-	-
Colleges for General Education.	56	68	+12	7	8	+1

	1	2	3	4	5	6	7
Research Institutions.	1	1	-	-	-	-	-
Colleges for Professional Education	30	33	+ 3	1	1	-	-
Colleges for Special Education	11	13	+ 2	1	1	-	-
Higher Secondary Schools	18	230	+212	4	47	+43	
High Schools	368	236	-132	77	50	-87	
Middle Schools	221400	1386	-14	203	208	+8	
Senior Basic Schools	183	301	+118	-	-	-	
Primary Schools	22078	22414	+336	1639	1730	+91	
Junior Basic Schools	1822	2225	+397	3	3	-	
Nursery schools	51	48	- 3	60	72	+12	
Professional Schools	123	140	+ 17	21	21	-	
Special Schools	2882	*1228	-1654	313	*37	-276	
Total	29040	28329	-711	2329	2178	-151	
Recognised.	182	120	- 62	111	129	+ 18	
Grand Total	29222	28449	-773	2440	2307	-133	

* Excludes figures of Adult Education in Mahakoshal Region as the same have not yet been received from the Director of Panchayats and Social Welfare, Indore.

There was an all round increase in the number of all types of institutions, except in the case of High, Middle, Nursery and Special Schools. This was due to the fact that most of the High Schools were converted as Higher Secondary Schools and the Middle Schools were either converted as Senior Basic Schools or raised as Higher Secondary Schools. The decrease in Special Schools was due to the non inclusion of statistics pertaining to Mahakoshal for the same reason as stated above.

(iv) STUDENTS :-

TABLE NO. II-ENROLMENT OF STUDENTS BY TYPE OF INSTITUTIONS.

Kind of Institutions.	Number of Scholars in					
	Boys schools			Girls schools		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
1	2	3	4	5	6	7
Universities	1408	1789	+381	-	-	-
Colleges of General Education	27115	30487	+3371	3399	3639	+240
Research Institution	-	15	+ 15	-	-	-
Colleges for Professional Education	6350	8081	+1731	86	108	+ 22
Colleges for Special Education	1386	1981	+ 595	373	592	+219
Higher Secondary Schools	9480	29031	+7851	1746	17417	+15671
High Schools	135737	65809	-69928	33587	20329	-13258
Middle Schools	290112	283974	-6138	43856	45648	+1792
Senior Basic Schools	45059	70555	+25495	-	-	-
Primary Schools	1129106	1197543	+68437	113382	138823	+19446
Junior Basic Schools	125944	163761	+36817	836	1056	+220

Nursery Schools	3832	3925	+ 93	3893	4742	+ 1049
Professional Schools	9010	10111	+ 1101	1024	1085	+ 61
Special Schools	60688	38703	- 21985	5562	1274	+ - 4288
Total	1845288	1964766	+118540	207553	228718	+ 21165
Unrecognised	7669	6568	- 1101	5506	6648	+ 1142
Grand Total	1853895	1971334	+117439	213059	235366	+ 22307

¶ The increase or decrease in enrolment coincides with the increase or decrease in the number of institutions.

The most remarkable increase was noticed in the case of Primary, Senior Basic and Higher Secondary Schools. This was obviously due to the General awakening and consciousness of education amongst the public both at the primary and Secondary stages of education.

(v) Expenditure. The total expenditure (direct as well as indirect) on education in all types of institutions increased from Rs. 118452056/- to Rs. 139528181/- in the case of boys institutions and from Rs. 14300723/- to Rs. 17735598/- in the case of girls' institutions during 1958-59. The source-wise distribution of the total expenditure for the years 1957-58 and 1958-59 is given in the table below.

Table No. III-Expenditure on Education by Source

Sources of Expenditure	Boys' Schools			Girls' Schools		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Central	3841875	4286540	+ 444665	78506	247321	+ 168815
State (Govt.)	94157525	108799566	+ 14642041	11432280	14320956	+ 3057491
District	4190298	4671313	+ 481015	315410	265856	- 49554
Board Fund.						
Municipal Board	2182101	2381460	+ 199359	604697	830566	+ 225869
Fees	7965897	9816923	+ 1851028	841472	1115245	+ 273773
Endowments.	1163211	2342296	+ 1179085	186330	281183	+ 94853
Other Sources	4951149	7230081	+ 2278932	842023	674471	- 167557
Total	118452056	139528181	+21076125	14300723	17735598	+3434875

(VI) PROGRESS OF DEVELOPMENT SCHEMES IN THE SECOND FIVE YEAR PLAN.

Expansion of education was carried on in this state with the development schemes as noted below :-

(1) Elementary Education:

(1) Elementary Education

(a) Opening of New Primary Schools: 525 (400 in Mahakoshal and 125 in Vindhya Pradesh) new Primary Schools were opened and 1304 (1000 in Mahakoshal and 304 in Vindhya Pradesh) additional teachers were appointed during 1958-59 .

(b) Raising the Basic pay of Teachers- The Second Plan included the scheme of raising the basic pay of Primary School Teachers from Rs. 30/- to Rs. 40/- B.M. This was one of the most important schemes included in the development plan. Its implementation began in 1956-57 and was continued in 1958-59 also.

(c) Free Education to Students : The Second plan also included the scheme of giving free education to children of the age group 6-14 and free education up-to Matriculation standard to the sons and daughters of :-

- i- Cultivators owning less than 20 acres of land and
- ii- Political sufferers.

This scheme was introduced in 1956-57 and was continued in 1957-58 and 1958-59.

(d) Relief to Educated Un-employment: 500 new teachers and 10 Assistant District Inspectors of Schools were appointed and 37 lady teachers' quarters were constructed in 1958-59 in Mahakoshal region under this scheme.

400 teachers and 3 Assistant Inspectors of Schools were appointed in Madhya Bharat region. 22 lady teachers' quarters were to be constructed . Construction work was started and the work was in progress.

150 teachers and 3 Assistant District Inspectors of Schools were appointed in Vindhya Pradesh region and 16 lady teachers' quarters were constructed.

60 teachers and one Assistant District Inspector of Schools were appointed in Ghosal region. 4 lady teachers' quarters were to be constructed during 1958-59. The work was in progress.

2- Secondary Education.

17 Government High Schools in Mahakoshal region, were converted into Higher Secondary Schools and three High Schools viz- Government Boys' High Schools Damoh, Government Boys' High School Narsimhapur and Municipal Boys' High School Seoni were converted into Multipurpose Higher Secondary Schools.

High School sections were separated from the upgraded degree colleges of Ratlam, Mandla, Barwani and Guna, in Madhya Bharat region and each such High School was given one post of Headmaster. One post of Trained graduate lady teacher was given to Malav Kanya Vidyalaya Indore.

The State Government, on the basis of the school code, had decided that the pay of non-Government Secondary School teachers should be brought on par with those working in Government Secondary Schools. The scheme was started in 1956-57 and was continued in 1957-58 and 1958-59.

3. Technical Education

One combined Urdu and Marathi Normal school was started in 1958-59 for the teachers of Urdu and Marathi school of the state at Burhanpur (Mahakoshal region)

Opening of a B.T. class in Datta College, Rewa, Madhya Pradesh was included in the Second Five Year Plan. The

The target was actually achieved in the year 1956-57 and in 1958-59 the B.T. class was separated from that college and began its function as an independent Government Training College.

There was a target of opening 4 Basic Training Schools during 1958-59 (in Madhya Bharat Region). Accordingly they were opened at Dhar, Shajapur, Basoda (Vidisha) and Barwaha (Khargone).

One more basic training college 'Gandhinagar-Bhopal' was started in 1958-59 in Bhopal region.

4- Miscellaneous:

In Secondary Schools N.C.C. and A.C.C. grants to Science clubs, Promotion of Shramdan, award of Scholarships and promotion of cultural activities were also taken up to infuse spirit of discipline and to assist in the tuning up of the general outlook of the students.

(vii) Re-organisation and New Development :

Reorientation of our existing system of education, to make it suitable to the needs of a free and independent nation was being gradually achieved. Among the significant achievements, in education, during the past years, since reorganisation the following were noteworthy.

(a) Uniformity of duration of Primary Education

Formerly the Primary Schools in Mahakoshal region had classes from I to IV only whereas in the other 3 regions of the State Primary education comprised of classes I to V, therefore all primary schools in the Mahakoshal region were provided with class V

and uniformity was achieved in all the four regions of the state in this respect. It is now in line with the pattern obtaining throughout the country. The addition of class V provided the facilities of education for five years instead of four only to villages having primary schools only.

(b) Common Syllabus for Primary Schools:

A uniform syllabus was introduced throughout the state. It was on the basic pattern and was framed with the idea of helping the conversion of all primary schools into basic ones.

(c) Unification of pay scales of primary school teachers:

From 1.4.1958 uniform scales were introduced for all primary school teachers throughout the state. In addition, the Headmasters of primary schools were sanctioned a monthly allowance of Rs. 10/- for enrolment of 100 pupils or above and Rs. 5/- for enrolment above 50 but below 100, with effect from the same date.

(d) Higher Secondary Schools: A bold step was taken to convert all the existing High Schools into Higher Secondary Schools during this year under review. Many of the High Schools were converted to Higher Secondary Schools during 1958-59. It was in pursuance of the aid to implement the three years' degree course and to construct secondary education in accordance with the recommendations of the secondary education committee.

(e) The long felt needs for the fulfillment of which further steps were taken were :-

(i) Introduction of free, universal and

compulsory education for all school-going age children between the ages of 6 and 11 years.

(ii) Bifurcation of courses according to the aptitudes of children at the secondary level.

(iii) Provision of special schools to cater to the needs of children with special aptitudes.

(iv) Measures for improving the standard of attainments in schools at all stages.

(v) Intensive organization of extracurricular activities for diverting the attention of pupils to worth while pursuits.

(vi) Gradual implementation of Basic syllabus in all vernacular schools.

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Chapter II

EDUCATIONAL PERSONNEL AND ORGANISATION.

(1) Organisation. Dr. Shanker Dayal Sharma, M.P. (Hindi, Sanskrit and English), Master of Law (Lucknow), D.P.A. (Eng), Ph. D. (Cambridge), Bar-at-law (Lincoln) continued to hold the port-folio of education. Shri L.O. Joshi, I.A.S. was the Secretary to Government, Education Department. Shri E.W. Franklin, M.A., B.T., T.D. (London) was the Director of Public Instruction till 11.9.58. Shri S.P. Sharma, M.A. succeeded him from 6.2.59. During the period from 12.9.58 to 5.2.59 Shri G.Y. Tankivale, M.Sc. B.T. Deputy Director of Public Instruction, officiated as Director of Public Instruction. Education at the University and collegiate level (Except training, special and Intermediate) continued to be under the charge of the secretary to Government, Education Department. All the remaining type of institutions were controlled and administered by the Director of Public Instruction.

(ii) Educational Services. The Educational services may broadly be classified into two categories given below :-

(i) State Educational Service. Class I and Class II.

(ii) Subordinate Educational Service. Divided into different cadres with different scales of pay.

The different scales of pay for the same class of service or for the same cadre in the different integrating units continued to be the same during the year 1958-59, as in the precedent year. The unification of the

scales of pay for the new State and integration of service personnel could not be completed.

The staff in administrative officers of the state consisted of services given below:

Posts	No. of Posts	Scales of pay
1	2	3
<u>Class I Direction</u>		
Director of Public Instruction	1.	1250-50-1500/-
Joint Director Public Instruction.	1.	1000-50-1250/-
Dy. Directors of Public Instruction.	3.	500-30-800/-
-do-	1.	350-350-25-500-500-EB-25-700-EB-880.
Officers on Special Duty.	2.	-do-
Asstt. Director of Public Instruction.	1.	-do-
<u>Class II Direction</u>		
Asstt. Directors of Public Instruction.	2.	300-20-600.
-do-	1	225-225-250-15-400
Officer on Special Duty.	1	300-20-400
<u>Class I Inspection (Men)</u>		
Divisional Supts. of Education.	4.	350-350-25-500-500-EB-25-700-EB-350/-
Dy. Directors of Education.	3	500-30-800
Inspector of Technical Education.	1	350-350-25-500-500-EB-25-700-EB-850/-
<u>Class II Inspection</u>		
District Inspectors of Schools	15	250-20-550/-
District Inspectors of Schools	28	225-225-250-15-400/-
Deputy Inspectors of Schools	13	250-10-350/-
Asstt. District Inspectors of Schools	104	150-10-250/-
Community centre organiser	1	225-225-250-15-400/-
Inspector of Vocational Guidance	1	200-10-350/-

Posts	No. of posts	Scale of pay
1	2	3
<u>Class I Inspection (Women Branch)</u>		
Inspectresses of Schools	2	350-350-25-500-500- -EB-25-700-700-EB-350
<u>Class II Inspection (Women)</u>		
Inspectresses of Girls Schools	3	250-20-550/-
-do-	2	225-225-250-15/400/-
District Inspectresses of Schools	6	-do-
Asstt. District Inspectresses of Schools	7	150-10-300/-
<u>Class I Others (Men)</u>		
Chief Librarian	1	350-350-25-500-500- EB-25-700-700-EB-350/
Superintendent of Text-Book.	1	-do-
Secretary Madhya Bharat Board of Secondary Education	1	400-20-700/-
<u>Class II Others (Men)</u>		
Senior Medical Officers	2	150-10-250/-
Junior Medical Officers	1	-do-
Senior Trainer	1	225-225-250-15-400/-
Registrar Departmental Examination	1	250-20-550/- Plus 50/- Special Pay.
O. S. D. Departmental Examinations.	1	250-550/-
O. S. D. Madhya Bharat Board of Secondary Edn.	1	225-225-250-15-400/-
Asstt. Superintendent Text-book	1	-do-
Statistician	1	225-225-250-20-350- Bar-15-500-500-Bar 20-600/-
Accounts Officer	1	400-500+100/- Sp. Pay.
P.A. to D.P.I.	1	225-225-250-15-400/- + 50/- Special Pay
Librarians	3	200-300/200-450/-
Special Education Officers	4	225-250-15-400/-
Superintendent of Audio Visual Board.	1	250-600/-
Games Inspector	1	200-10-300/-
Asstt. Secretary Technical Board.	1	225-250-15-400/-

1	2	3
<u>Class II (Women)</u>		
Senior Trainer	1	225-250-15-400/-
<u>State Educational Services Class III (Men)</u>		
Asstt. District Inspectors of Schools	346	100-5-200/-
<u>State Educational Services Class III (Women)</u>		
Asstt. District Inspectresses of Schools	18	<u>125-15-250</u> 100-5-200

Description of Educational servants employed in ~~training~~ technical institutions is given in the respective chapters.

(iii) Directorate and Inspectorate : The Director of Public Instruction was the administrative head of the Education Department below collegiate level. He was assisted at the head quarters by a Joint Director of Technical Education, 4 Deputy Directors, 2 Officers on Special Duty and a Superintendent for Text Books. Three Asstt. Directors, one Officer on Special Duty an Inspector for Technical education and an Asstt. Superintendent for Text Books assisted the Deputy Directors, the Joint Director and the Officers on Special Duty. Besides, there were an Accounts Officer, a Finance Officer, a Superintendent for Audio Visual Education and a Personal Asstt. to the Director of Public Instruction at the head quarters.

For the administration of education the State was divided into 9 divisions or regions in respect of boys' and 7 circles or regions in respect of girls' education. They were :-

Boys Education:

- | | | |
|---------------------------------|---|----------------------|
| 1-Jabalpur Division, Jabalpur | } | <u>MAHAKOSHAL</u> |
| 2-Bilaspur Division, Bilaspur | | |
| 3-Raipur Division, Raipur | | |
| 4-Narmada Division, Hoshangabad | | |
| 5-Gwalior Region, Gwalior | } | <u>MADHYA BHARAT</u> |
| 6-Indore Region, Indore | | |
| 7-Ujjain Region, Ujjain | | |
| 8-Vindhya Pradesh Region, Rewa. | | |
| 9-Bhopal Region, Bhopal. | | |

Girls Education.

- | | | |
|-----------------------------------|---|------------------------|
| 1- Jabalpur Circle, Jabalpur | } | <u>MAHAKOSHAL</u> |
| 2. Chhattisgarh Circle, Raipur | | |
| 3. Gwalior Region, Gwalior | } | <u>MADHYA BHARAT</u> |
| 4. Indore Region, Indore | | |
| 5. Ujjain Region, Ujjain | | |
| 6. Baghelkhand Circle, Rewa | } | <u>VINDHYA PRADESH</u> |
| 7. Bundelkhand Circle, Chatterpur | | |

Control and Organisation:

(a) Mahakoshal Area: Mahakoshal area had 4 Educational Divisions placed in charge of 4 Divisional Superintendents of Education whose main job was to look after the Secondary and Normal Schools for boys and exercise control over the District Inspectorates in this division.

Each division consisted of a group of districts and each district was placed in charge of a District Inspector of Schools for the supervision and control of Primary and Middle Schools for boys.

DISTRICTS IN CHARGE OF THE DIVISIONAL SUPERINTENDENTS OF EDUCATION WERE:

S.No.	Name of Head Division Quarters	Districts in charge
1.	Jabalpur Jabalpur	Jabalpur, Damoh, Balaghat, Mandla, Sagar.

S.No.	Name of Division	Head Quarters	District in charge
2.	Narmada	Hoshangabad	Hoshangabad Chhindwara Betul East Nimar Narsinghpur Seoni.
3.	Raipur	Raipur	Raipur Durg Bastar
4.	Bilaspur	Bilaspur	Bilaspur Raigarh Surguja
Total	4		17 District.

Each district of the Division had a District Inspector of Schools together with a number of Assistant District Inspectors of Schools and one Assistant District Inspectress of School for boys and girls education at the primary and middle schools stages respectively.

For inspection and supervision the district was sub-divided into suitable ranges of 50 to 60 Primary schools each and placed in charge of the range Assistant District Inspector of schools with head quarters at tahsil place.

As regards girls' education 2 circle Inspectresses of Schools worked directly under the Director of Public Instruction with their circle head quarters at Jabalpur and Raipur. Jabalpur circle comprised of Jabalpur and Narmada Divisions and the remaining two divisions namely, Raipur and Bilaspur came under Chhatrisgarh circle. The circle Inspectresses of Schools were mainly responsible for the Secondary and Normal Schools for girls, Girls' Schools being fewer in number, these districts to six districts were combined and placed under

under one District Inspectress of Schools for the control and supervision of girls' education at Primary and Middle Schools stages.

(b) (Madhya Bharat)

Madhya Bharat area had three Educational Regions under the control of three Deputy Directors of Education for boys education and three Inspestrasses of Girls' schools for Girls' Education. The District allotted to each region were.

S.No.	Region	Head Quarter	District in Charge
1	2	3	4
1.	Gwalior	Gwalior	Gwalior Guns Bhind Morena Shivpuri.
2.	Indore	Indore	Indore Dhar Dewas Jhabua Kharagone
3.	Ujjain	Ujjain	Ujjain Vidisha Mandsaur Rajgarh Ratia Shajapur Ujjain.
Total	3		15 District

Regional Deputy Directors were in charge of Secondary Education for boys under whose supervision District Inspectors of Schools, one in each district, controlled and supervised over Primary and Middle Schools for boys, assisted by Deputy Inspectors of Schools (for bigger districts) and Assistant District Inspectors of Schools, according to ranges.

As regards girls' education Regional Inspectresses worked under the Direct control of the Regional Deputy Directors of Education and were assisted by Asstt. Inspectresses who were in charge of girls' Primary and Middle Schools in their circles.

C- Vindhya Pradesh. The entire region of Vindhya Pradesh, consisting of 8 districts was under the control of the Director of Public Instruction, assisted by Assistant Director Rewa for the supervision of Secondary Education. The Primary and Middle Schools in each district were controlled by the District Inspectors of Schools, assisted by Assistant Inspectors of Schools according to ranges. Each district was the head quarters of the respective District Inspector of Schools.

As regard girls' education there were two District Inspectresses of Schools in charge of four districts each to look after Women's education upto the middle School stage. Vindhya Pradesh had the following Divisions and districts.

<u>Bundelkhand Division,</u>	<u>Baghelkhand Division</u>
1- Chhatterpur	2- Rewa
3- Datia	4- Sidhi
5- Panna	6- Shahdol
7- Tikamgarh	8- Satna.

(d) Bhopal Region

This region consisted of two districts viz. Raisen and Sehore. Secondary Education in this region was under the direct control of the Director of Public Instruction, M.P. assisted by the Dy. Director of Public Instruction, Bhopal.

The Primary Education and Middle Schools in each district, were controlled by the District Inspectors of Schools assisted by Asstt. Inspectors of Schools according to circles. The Head quarters of both the District Inspectors of Schools was at Bhopal.

There was no Inspectress of Schools for girls. Girls' Schools were supervised by the District Inspectors of Schools. ~~in each district~~ *(except three districts)*

In each district (of Mahakoshal) there was a district library in charge of a district Librarian and issue assistant who worked under the guidance of the district Inspector of Schools concerned.

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Chapter III

Primary Education.

(1) (Administration and Control.

In Mahakoshal region, primary education was mainly in the hands of the local bodies Janapada Sabhas in rural areas and Municipal Committees and corporation in the urban areas. These schools were given suitable grants-in-aid and were open to inspection by education department. A few schools were managed by private bodies e.g. missionary societies, Tribal Welfare Department, Manvasi Seva Mandal and Forest Department under the guidance of the education Department.

In the remaining regions viz. Madhya Bharat, Vindhya Pradesh and Bhopal Primary Education was mainly under the management and control of the State Government.

The relation between the Inspectorate and the various managements remained cordial. It has, however, to be pointed out that dual control had its draw-backs and these were at times exploited by vested interests.

The Asstt. District Inspectors and Asstt. Inspectresses of Schools were the main inspecting agencies. The District Inspectors of Schools also inspected some Primary Schools to check up the work done by their assistants. The disbursement of grant and subsidies to Local and private bodies rested with District Inspectors of Schools concerned. They checked the financial statements and saw that the conditions for recognition were adhered to by the managing bodies. The Primary Certificate examination was conducted by the Assistant

Assistant District Inspectors and Assistant District Inspectresses of Schools in Mahakoshal In Vindhya Pradesh this examination was conducted by the District Inspectors of Schools and in Bhopal and Madhya Bharat by the Assistant Inspectors of Schools.

(ii) Scheme of Schools Classes.

The course of studies spread over a period of 5 years in the whole state, ordinarily one teacher was provided for a class of 45 pupils but in when the enrolment was meagre he had to look after two to three classes. No age limit was prescribed for admission but pupils were expected to join school at the age of 6.

A single uniform syllabus was introduced from the previous school session. The syllabus was on basic pattern. It was prepared with the idea of helping the conversion of primary as well as Middle Schools into the basic pattern. In addition to the ordinary subject of ~~xxxxxxxxxxxx~~ teaching a number of activities were introduced. The main subjects of instructions were as under.

- A- 1- Language.
- 2- Mathematics.
- 3- General Science.
- 4- Social Studies.
- 5- Physical Education.
- 6- Spinning, gardening, Claywork, Toy making, bamboo-work, card-board and Paper work
- B- Sindhi or Urdu or Marathi where facility existed for its teaching.

Due to increase in enrolment double shift system had to be introduced at certain

certain places, where accommodation was short. Uniformity of timings and time table were of prime importance. The majority of schools met from 10-30 A.M. to 4-30 P.M. Extra curricular activities found an important place in the scheme of school classes.

III. Schools

The total number of primary schools for boys rose from 24012 to 24700 and those for girls from 1702 to 1811 during the year under report. The following table gives comparative figures of the number of primary schools (including Junior Basic School) Management wise, for boys and girls separately during the years 1957-58 and 1958-59.

The table reveals that there was an increase in all type of institutions excepting aided and unrecognised schools for boys during 1958-59. The decrease in the case of aided boys schools was due to the closure of some single teacher schools and that in the case of unrecognised schools was due to the grant of recognition during the year.

Table No. V number of Primary Schools (including Junior Basic Schools) managementwise.

Management	Number of Primary schools					
	for Boys			for Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Government	13786	14186	+ 340	1372	1448	+76
Janpad.	9117	9485	+ 368	120	125	+ 5
Municipal	305	344	+ 39	83	91	+ 8
Aided.	531	517	- 14	55	57	+ 2
Unaided	167	167	- -	12	12	- -
Total	23906	24639	+ 733	1642	1733	+91
Unrecognised	106	61	- 45	60	78	+18
Grand Total	24012	24700	+688	1708	1811	+109

IV- Students.

The total number of scholars receiving instruction in different types of primary schools (including Junior Basic Schools) during 1957-58 and 1958-59 is given below.

There was an increase in the enrolment of all types of schools, during 1958-59. The total increase in the number of pupils was 103232 in the case of institutions for boys and 20859 in the case of institutions for girls. It was remarkable to note that, inspite of decrease in the number of boys aided primary schools by 14, there was an increase in the enrolment by 5016.

The increase in the number of pupils was the result of demand from the public for the education of their wards and was also due to the addition of class V to primary schools in Mahakeral Region.

Table No. VI number of students in primary schools.

Management	Number of scholars					
	For boys			For Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
1	2	3	4	5	6	7
Government	668702	685153	+ 16451	72552	81694	+ 9142
Janapada	474071	538023	+ 63952	10822	12177	+ 2355
Municipal	69531	87018	+ 17487	20219	24419	+ 6200
Aided.	34208	39224	+ 5016	9273	10740	+ 1467
Unaided.	9488	11236	+ 2398	1352	1354	+ 502
Total	1256050	1361304	+105254	114918	133884	+ 19666
Unrecognised	4830	2808	- 2022	3405	4598	+ 1193
Grand total	1260880	1364112	+103232	117623	139482	+ 20859

Contd.....22

(v) Wastage.

Wastage and stagnation continued to be rampant in the primary schools, specially in those situated in rural areas. The main difficulty in eliminating wastage was poor attendance in schools. This was aggravated by difficulties of communications, child labour and poor health of children. The other difficulties, in the way of primary education, were the dearth of adequate qualified staff, rigid supervision and financial difficulties.

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VI-Compulsions:

Compulsory education for boys was in force in certain town and parganas in Mahakoshal and Madhya Bharat regions, while it was in force for boys and girls both in Vindhya Pradesh region. The compulsory primary education Act was passed in the year 1955-56 but it was not yet introduced in Bhopal region due to some constitutional reasons.

As per directive of our Indian constitution universal free and compulsory education was to be introduced through out the state but due to reorganisation and its consequent difficulties the scheme was put off for some time. The State Government was opening new primary schools every to provide Educational facilities in the remotest parts of the State. Educational survey was undertaken during the year 1958-59 to locate schools and grouping of habitations for this purpose. After the analysis of the data it is expected that expansion of Primary education will be taken up as it is one of the urgent needs.

VII-Teachers-Number, Scales of Pay etc.

The following table gives a comparative picture of the number of trained and untrained teachers working during 1957-58 and 1958-59, in primary Schools, under different managements in the State.

It was remarkable to note that the trained staff was increased by 6.5% (40.6 during 1958-59 against 34.1 during 1957-58) and the untrained staff was decreased by 6.5% (65.9 during 1957-58 against 59.4 during 1958-59) during 1958-59. It is hoped that the percentage of trained teachers will increase and that untrained teachers will decrease every year in future as the training period has been reduced from two years to one year and more training institutions are being opened every year.

Table No. VII. Number of teachers in Primary Education.

Management	Number of teacher					
	Trained			Untrained		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
1-Junior Basic Total	2939	3528	+589	1887	2121	+234
2-Primary.						
Government	5918	8547	+2629	17351	16508	-843
Janapad	4685	5658	+ 973	10232	9489	-743
Municipal	2133	2153	+ 20	588	742	+154
Aided	501	492	- 9	856	923	+ 67
Unaided	141	197	+ 56	313	279	- 34
Total:	13378	17047	+3669	29340	27941	-1399
Unrecogised:	63	85	+ 22	139	131	- 8
Grand Total:	16380	20660	+4280	31416	30193	-1223

(h) Scale of pay etc.

The following pay scales of primary school teachers which were introduced during 1957-58 were in vogue during the year 1958-59:

<u>Qualification</u>	<u>Pay Scales</u>
Middle Passed (Untrained)	Rs. 40-1-50-2-70
Middle Passed (Trained)	Rs. 45-2 $\frac{1}{2}$ -60-3-4-100
Matric Passed (Untrained)	-do-
Matric Passed (Trained)	Rs. 50-3 $\frac{1}{2}$ -60-3-4-100. Rs. 5-125.

Subsidy was paid by Government to the non-Government recognised schools according to the prescribed rates. The teachers in Government schools were in pensionable service while those in non-Government schools were under ~~provident fund~~ contributory provident Fund scheme. The prescribed minimum qualifications for recruitment to primary schools was matric passed in Bhopal region while it was VII class passed in all other regions.

(VIII) Size of classes.

The maximum limit of enrolment in one section of a class was ordinarily limited to 40 pupils and no teacher was kept in charge of more than three classes or 40 pupils. In some cases this number was relaxed due to the growing demand of pupils for primary education.

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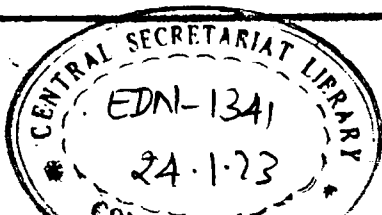
INstitutions.

The following table gives a view of the total direct expenditure incurred from various sources during 1957-58 and 1958-59 on primary education for boys and girls (including junior basic schools).

A perusal of this chart indicates that the total direct expenditure in the case of institutions for boys was increased from Rs. 40320670/- to Rs. 45046676/- and that in the case of institutions for girls from Rs. 4564736/- to 5279176/-. Almost every source of expenditure shared the burden of this increase. Out of the total expenditure of Rs. 50325852/- Government shouldered the major burden of expenditure of Rs. 44839384/- i.e. its share was 89% (as was during 1957-58) The expenditure from "Other sources" is gradually decreasing every year as the Government and Local bodies are generously incurring more and more expenditure every year.

Table No. VIII Direct Expenditure on Primary Schools (including junior Basic Schools)

Management	Boys		Girls			
	1957-58	1957-58	Diff.	1957-58	1958-59	Diff.
Central Government	179359	195585	+ 16226	65952	73161	+ 7809
State Government	36242978	40408095	+4159117	3642953	4162543	+512890
Jampad	1687831	2063059	+ 375228	245546	193815	- 49731
Municipal	1356057	1383365	+ 27308	442005	636163	+194157
Fees	58887	89667	+ 29720	28979	37021	+ 8112
Endowments	178347	364322	+ 185975	34663	89160	+ 54497
Other Sources	611211	543143	- 68068	106927	87242	- 19694
Total	40320670	45046676	+ 4726006	4564736	5279176	+714440



(X) Single teacher schools.

The following two tables give the statistics of the number of single teacher schools(management-wise), for boys and girls separately and the total number of students studying in them during the years 1957-58 and 1958-59.

Many of these single teacher school were established under the Plan schemes under the direct financial help from the State Government to the Janpad Sabhas. Many of these schools developed every year into full fledged schools and hence their number is gradually decreasing. The value of single teacher primary schools which do not develop into full fledged primary schools is doubtful. If children from such schools have access to full fledged schools then only some good result can be achieved.

TABLE NO. IX NUMBER OF SINGLE TEACHERS SCHOOLS

Management	Number of Schools					
	Boys			Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Government	8632	8090	- 548	938	945	+ 7
Janpad	4197	3994	- 203	2	4	+ 2
Municipal	-	1	+ 1	-	-	-
Aided	283	249	- 34	4	4	-
Unaided	61	58	- 3	-	1	+ 1
Total	13173	12392	- 781	944	954	+ 10
Unrecognised	44	41	- 3	10	- 7	- 3
Grand Total	13217	12351	- 866	954	947	- 7

TABLE NO. X ENROLMENT IN SINGLE TEACHER SCHOOLS

Management	Scholars in					
	Boys' Schools			Girls' Schools		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Government	271058	253458	- 17600	24754	26327	+ 2573
Janpad.	130480	131775	+ 1295	74	133	+ 59
Municipal	-	31	+ 31	-	-	-
Aided	3320	7493	+ 4173	126	114	- 12
Unaided	1464	1943	+ 479	-	32	+ 32
Total	411332	394700	- 16632	24954	26606	+ 1652
Unrecognised	2287	1347	- 940	488	290	- 208
Grand Total	413619	396047	- 17572	25442	26896	+ 1444

(XI) School buildings and equipment

Buildings accommodation was unsatisfactory in almost all regions in the state. The scheme of expanding accommodation could not keep pace with the rapid expansion in primary schools, even after introducing the double shift-system in big villages, the problem of providing proper accommodation to these schools continued to be of great magnitude. Quite a large number of schools meet in rented buildings, Mandirs and Satais which are not suitable for educational purposes. New construction was rather difficult in view of the poor economic condition of the rural areas with the tremendous expansion in the field of primary education. Generally buildings were contributed by the people of the area when new schools were proposed to be opened. The development blocks, community projects, national extension blocks, ~~XXXXX~~ and local bodies assisted them equally.

The position of equipment was more or less the same as in case of buildings. It was just sufficient to carry on the education in most cases. The local bodies were striving to make improvement in this direction but financial difficulties often came in the way.

Play grounds, proper sanitary arrangements and provision of drinking water were other essential requirements of these schools which were badly neglected in many cases.

(XII) Methods and standards of teaching.

With the advent of a single uniform syllabus the problem of multiplicity of syllabi was warded off. The untrained and

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and inexperienced teachers which still constituted a large number in our primary schools generally found it difficult to adjust themselves to the new syllabus. Lack of requisite equipment and technical material was another stumbling block in the successful implementation of the aims and objects of the syllabus. In the absence of adequate teaching aids, sufficient number of trained personnel and suitable buildings, appreciable results were not successfully achieved in raising the standard of teaching.

The Primary certificate examination was conducted by the Assistant District Inspectors of Schools/Inspectresses of Schools. Promotion from class to class, excepting at the final stage of Primary education, rested with the head masters.

(XIII) Re-organisation and New Developments.

Since the establishment of new Madhya Pradesh greater attention was paid to Primary education. The State Government came forward with larger financial aid for the expansion of Primary education facilities in the rural areas. Managing bodies were directly helped, by Government, in enhancing salaries of teaching staff. Unified syllabus was enforced.

The Primary education was of the uniform duration of five years throughout the State in accordance with the pattern prevailing throughout the country.

Most of the difficulties in the way of effective instruction at this stage have already been enumerated above.

Wastage in effort and money has to be put an end to and the demand of re-appearing into illiteracy in the rural environment effectively tackled.

Chapter IV.

BASIC EDUCATION

(1) Types of Schools (Junior Basic, Senior Basic and Post Basic).

Basic education was being handled by three types of institutions established under the direct control of the State Government and Janapada Sabhas. In the latter case the state Government had adequately financed for providing substantial equipment, agricultural tools and implements and sinking of wells where sufficient land was available for the teaching of agriculture as a craft. The types of institutions were.

- (a) Junior Basic Schools
- (b) Senior Basic Schools
- (c) Government Buniyadi Prashiksha Vidhyalaya and Government Training Centres.

All normal Schools follow the Basic pattern of teaching. The underlying aim was to produce trained teachers having a thorough background of teaching according to basic syllabus in schools which were already functioning as Basic schools and for those which will be converted to this category by stages, in future.

(11) Schools.

The following two tables record the number of Junior Basic and Senior Basic schools, management wise, during the year 1957-58 and 1958-59.

The progress of basic education was very encouraging. There was an increase in the number of Basic School under all managements, during 1958-59.

Table No. XI- Number of Junior and Senior Basic Schools.

Management	Number of Schools for					
	1957-58	Boys		Girls		Diff.
		1958-59	Diff.	1957-58	1958-59	
Government	1366	1874	+ 42	2	2	-
Janapada	447	743	+ 296	-	-	-
Municipal	-	25	+ 25	1	1	-
Aided	15	35	+ 21	-	-	-
Unaided	-	7	+ 7	-	-	-
Total:	1828	2225	+ 397	3	3	

Senior Basic						
Management	1957-58	1958-59	Diff.			
Government	50	109	+ 59	-	-	-
Janapada	137	187	+ 40	-	-	-
Municipal	1	1	-	-	-	-
Aided	-	4	+ 4	-	-	-
Total:	187	301	+ 114	-	-	-

(III)

Students

The tables given below state the number of students in Junior Basic and Senior basic schools, management-wise during the years 1957-58 and 1958-59.

It was gratifying to note that the total enrolment in Junior Basic schools for boys increased from 123944 to 163761 and in girls' schools from 836 to 1056 during 1958-59. The enrolment in senior basic schools also increased from 45059 to 70555 during 1958-59.

This considerable increase in the number of schools and students showed a favorable tendency of the general masses towards basic education.

Table VII-Pupil in Basic Schools

Management	Number of scholars in Junior Basic					
	1957-58	Boys		Girls		Diff.
		1958-59	Diff.	1957-58	1958-59	
Government	25460	28607	+ 3147	434	476	+ 42
Janapada	40795	63601	+22806	-	-	-
Municipal	-	8025	+ 8025	402	580	+178
Aided	689	3040	+ 2351	-	-	-
Unaided	-	488	+ 488	-	-	-
Total:	123944	163761	+39817	836	1056	+220

Senior Basic						
Management	1957-58	1958-59	Diff.			
Government	14129	28048	+ 13919	-	-	-
Janapada	30722	42102	+ 11380	-	-	-
Municipal	808	270	+ 62	-	-	-
Aided	-	135	+ 135	-	-	-
Total:	45059	70555	+25496	-	-	-

(IV) Teachers-Number, Scale of pay etc.

The following table gives a comparative figures of total number of trained and untrained teachers in these institutions during the years 1957-58 and 1958-59.

The average teacher pupil ratio in Junior Basic schools came to (164817 / 5649) 29 and that in Senior Basic Schools 70555 / 2579) 27. The total number of teachers employed in basic schools was 8228 against 6666 during 1957-58. The percentage of trained teachers to the total number of teachers in these schools worked out to 61% against 60% during the previous year.

Table No. III No. of teachers in Basic Schools

Institutions	Number of		No. of the untrain-	
	trained teacher		ed during teachers	
	during	during	Diff.	during
	57-58	58-59	57-58	58-59
Junior Basic	2039	3528	+ 589	1887
Senior Basic	1103	1466	+ 363	737
Total	4042	4994	+ 942	2624

(V) Size of Classes.

The size of classes was controlled by departmental rules i.e. the enrolment in each section of the class was limited to 40 pupils. This had, however to be relaxed, at times, in the thickly populated areas.

(V) Expenditure

The distribution of expenditure by sources during 1957-58 and 1958-59 is given in the table below. The total direct expenditure on basic education from all sources increased from Rs. 5558135/- to Rs. 7598735/-.

The economic aspect of Basic education presented problems. They were not self-

self sufficient and in fact this type of education was more expensive than the usual education in vogue. This additional financial burden which basic education, at the initial stage in-volved was making local bodies reluctant to start such schools without aid from Government. The main craft utilized for instruction was spinning, weaving and agriculture and the large produce of yard presented a market problem by itself. In those schools where agriculture was the craft the children were benefited to some extent from the produce which was converted into investment to some extent.

Table No. XIV Direct Expenditure on the Basic Education.

Sources	I- Junior Basic Schools					
	Boys Schools			Girls Schools		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Government Fund	3657193	4375087	+717894	29677	26914	-2763
District Board	269702	293419	+23717	-	-	-
Municipal Board	123972	123972	+123972	9578	32978	+23399
Endowments	-	4371	+ 4371	-	-	-
Fees	5	44	+ 39	-	-	-
Other Sources	7906	45573	+37667	-	-	-
Total	3934806	4342466	+407660	39256	59992	+20736
	<u>Senior Basic School</u>					
Government Fund	1137717	2161348	+1023631	-	-	-
District Board	408711	480887	+ 72176	-	-	-
Municipal	6642	2832	- 3810	-	-	-
Fees	28048	43263	+ 17217	-	-	-
Endowments	-	1430	+ 1430	-	-	-
Other Sources	4957	6617	+ 1660	-	-	-
Total	1584073	2696377	+1112304			

(VIII) Basic Training Colleges and Schools
(Number, enrolment, out-put & expenditure Etc.)

The tables given below give comparative figures of number of basic training colleges and schools, their enrolment and expenditure during the years 1957-58 and 1958-59 and out-put during 1958-59.

Table No. XV Number of Basic Training Colleges and Schools

Kind of Institution	Management	Number of institution for Boys and Girls					
		Boys			Girls		
		1957-58	58-59	Diff.	1957-58	58-59	Diff.
Post Graduate Basic Training Colleges.	Government	3	3	-	-	-	-
	Total	3	3	-	-	-	-
Under Graduate Basic Training Colleges		Nil					
Basic Training Schools.	Government	42	48	+6	3	5	+2
	Aided	-	-	-	1	1	-
	Unaided	1	1	-	-	-	-
	Total	43	49	+6	4	6	+2

Table No. XVI. Enrolment in Basic Training Colleges and Schools

Kind of Institution	Management	Number of Scholars in :-					
		Boys Schools			Girls Schools		
		57-58	58-59	Diff.	57-58	58-59	Diff.
Post Graduate Basic Training Colleges	Government	281	292	+ 11	-	-	-
	Total	281	292	+ 11	-	-	-
Basic Training Schools	Govt.	4825	5589	+764	286	480	+184
	Aided	-	-	-	65	60	- 5
	Unaided	73	77	+ 4	-	-	-
	Total	4898	5666	+768	351	490	+139

Table No. XVII-Expenditure on Basic Training Colleges and Schools

Kind of Institution	Source of Expenditure	Boys' Schools			Girls' Schools		
		57-58	58-59	Diff.	57-58	58-59	Diff.
Post Graduate Basic Training Colleges.	Govt.	186197	418749	+246551	-	-	-
	Fees.	-	4016	+ 4016	-	-	-
	Other Sources	-	550	+ 550	-	-	-
	Total	186197	420314	+254117	-	-	-
Basic Training Schools	Govt.	1842763	2491627	+648864	147010	290031	+143021
	Fees	5616	4678	- 938	1474	1712	+ 238
	Endowments	9422	-	- 9422	5854	-	- 5854
	Other Sources	6124	17471	+ 11347	-	5251	+ 5251
	Total	1863925	2513776	+649851	154338	296994	+142656

Table No. XVII(a) Examination results (1958-59)

Name of Examination.	Boys				Girls			
	No. Appeared		No. Passed		No. Appeared		No. Passed	
	Regu lar	Pri vate	Regu lar	Private	Regu lar	Pri vate	Regu lar	Private
M. Ed. (Basic)	15	-	14	-	3	1	3	-
B. Ed. (Basic)	175	15	155	13	30	3	30	2
B. T. AND L. T. (Basic)	49	-	49	-	4	-	4	-
Matriculate Basic.	1190	19	1083	9	215	-	189	-
Non-Matriculate Basic.	4138	124	3933	97	370	8	315	6

(a) Post-graduate Basic Training Colleges

The State had three Post-graduate

Basic Training Colleges for training of teacher

teachers at Jabalpur, Bhopal and Ujjain. Details of these colleges are as under.

1-P.G.B.T. College Jabalpur.

The College was started by the Government of Madhya Pradesh in collaboration with the Government of India scheme No. 1-Intensive Educational Development in selected areas in June 1955. The college was permanently affiliated to the University of Jabalpur for the B.T.(Basic) degree and provisionally for the M.Ed. degree. The sanctioned strength of the ~~strength~~ students in the college till last year was 40 but it was considered desirable to have 20 students only in the beginning. In August 1958, 44 additional seats for teachers candidates from private schools and direct (fresh) candidates were sanctioned. Thus the total strength sanctioned for the college was 84 but actually 53 candidates only were admitted; 20 teacher candidates from Government Schools who were admitted in the regular vacancies & received a stipend of Rs. 60/- P.M. each but others did not receive any stipend and they had to pay a fee of Rs. 120/- per session. To facilitate experimentation and to organise practice teaching work for basic lessons a Senior Basic school was attached to this college. All 53 students (49 men and 4 women) were declared successful in B.T. (Basic) examination.

(2) P.G.B.T. College Bhopal.

The College was started during 1955 to meet the need of trained teachers for the Bhopal state. It was affiliated to

Vikram University, Ujjain. The capacity of the college was about 150 but 139 trainees (including 15 seats for women) were on roll during 1958-59. Out of 7 men and 3 women who appeared for M.Ed. (Basic) all passed while 101 men and 12 women appeared for B.Ed (Basic) and 92 men and 12 women passed during the year under review.

(3) P.G.B.T. College Ujjain.

This college was established by the Government of Madhya Pradesh under the Second Five Year Plan in 1957. It started functioning on 4th Nov. 1957. Government decided to raise the number of seats in B.Ed. (Basic) class from 75 to 128 for the benefit of private candidates and teachers from non-Government Schools. It also ordered to start an M.Ed. class with 10 seats to be distributed in the following manner.

Seats for Educational Officers	3
Seats for Teachers of the Deptt.	5
Seats for teachers from private institutions	2
	10

The total number of admissions in the B.Ed. (Basic) class during the year under report rose to 92 as against 79 during 1957-58. In the M.Ed. class the admission was as against Nil during the previous year. This college admits teachers from the erstwhile Madhya Bharat region and was affiliated to the Vikram University, Ujjain for the B.Ed. courses. As the trainees were deputed from Government schools on full salary the question of giving stipends did not arise.

The examination results of the college was as under.

Name of Examination.	Men Appeared	Men Passed	Women Appeared	Women Passed
M. Ed. (Basic)	8	7	-	-
B. Ed. (Basic)	74	73	18	13

The college applied for affiliation to M. Ed. degree of the Vikram University and an inspection committee was appointed. The committee inspected the college on 11.3.58 and recommended that the college be granted affiliation for a period of 3 years. The difficulty of hostels which were situated in the heart of the city at a distance of about 3 miles still ~~remained~~ ^{is} remained to be solved.

(b) Basic Training Schools

All the normal training schools in the state (excepting C.T. College Jaora) imparted training to the pupil teachers on the basic pattern of education. The aim was to produce trained teachers having a thorough knowledge of teaching according to the basic syllabus taught in schools. The ~~total~~ total out-turn of these trainees was 6156 against 5229 during 1957-58.

(VIII) Methods and Standard of teaching:-

(a) In training Colleges :-

The Teaching in these colleges was different from that in ordinary training colleges. Emphasis was laid on practical aspect and lectures on theory were supplemented by tutorials and guidance to individual students . A high standard of teaching was maintained as

as required by the University rules and the courses of B.T. (Basic) B.Ed. (Basic) and M.Ed. (Basic), as prescribed by the universities were followed. The craft section was equipped with looms and apparatus required for spinning and weaving, Card board work was also regularly taught to all pupil teachers. Practical teaching was conducted in the local practicing schools under the supervision of the lecturers.

(b) In Senior Basic Schools :

Basic syllabus of Hindusthani Talimi Sangh was followed in the Senior Basic Schools. The Junior Basic Schools followed the integrated syllabus introduced from July 1958. Teaching of one of the prescribed Crafts was given more importance to these schools. The basic craft in all these schools was spinning. Weaving could not be introduced for want of craft teachers. Due to lack of suitable school buildings, a shortage of basic trained teachers, scarcity of teaching aids and material for the craft there was no appreciable improvement in the standard of teaching.

(IX) Economic Aspect of Basic Education.

In spite of attempts to staff the basic schools with efficient personnel there were handicaps which stood in the way of successful implementation of the scheme. Weaving facilities were not available. Under these circumstances progress in basic craft were severely blocked and economic aspect of basic Education could not be correctly assessed. The self-sufficiency envisaged in the scheme of basic education could not be

achieved as the quality of ~~yarn~~ yarn produced by small children was of a poor standard. However, the sale proceeds of the finished material was utilized for purchasing raw material for the craft.

(X) Re-organisation ~~for~~ and New-Developments.

Seminars were held at various places to spread the ideology of ⁴ basic Education. Efforts were made to convert the existing primary schools into Basic Schools and it can be said that inspite of limitations Basic Education is making a fair progress in this State.

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Chapter V.

SECONDARY EDUCATION

(1) Administration and Control :

The administration and control of the Secondary Education for boys rested with the Divisional superintendents of Education/Deputy Directors of Education/Assistant Director of Public Instruction/Deputy Director of Public Instruction in Mahakoshal/MadhyaBharat/Vindhya Pradesh/Bhopal region respectively. The administration and control of Secondary Schools for Girls rested with the Inspectresses of Schools in Mahakoshal and Madhya Bharat regions and that in Vindhya Pradesh and Bhopal with the Assistant Director of Public Instruction and Deputy Director of Public Instruction, respectively because there was no separate Divisional Inspectorate for Girls in these regions. These divisional and regional authorities exercised direct control over Government High/Higher Secondary Schools which were administered by the HeadMasters/HeadMistresses. Non-government High/Higher Secondary Schools were under the administrative control of local and private bodies. Recognised schools had to conform to the requirements of the department in matters relating to staff, equipment, apparatus and accommodation. They were also open for inspection to the educational authorities and followed the syllabus prescribed by the Boards of Secondary Education.

The district Inspectors of Schools/District Inspectresses of Schools were responsible for the inspection and control of Indian Middle/Indian English Middle and Junior High

Junior High Schools. They were assisted by Assistant District Inspectors/Assistant District Inspectresses of Schools. The agencies in the field of Secondary Education were the state Government, local bodies and private enterprise.

(II) Scheme of School classes

Secondary Education was imparted through the following types of Schools in this State :-

- 1- Multipurpose Higher Secondary School from classes VI to XI.
- 2- Higher Secondary School from VI to X.
- 3- High School from classes VI to X.
- 4- Indian English Middle/Junior High Schools having VI to VIII classes only.
- 5- Indian Middle Schools having classes VI to VIII with Primary classes attached.
- 6- Senior Basic Schools having classes VI to VIII with Primary Classes attached.

Ordinarily the first three classes from VI to VIII formed the Middle department and the last three classes IX to XI constituted the High School department of Higher Secondary Schools. In the Lower Secondary Schools the Education ~~was~~ ended in the X class. Government have decided to convert as many schools as possible into Higher Secondary Schools. This was in pursuance of the aim to implement the three year degree course and to reconstruct the Secondary education.

A well balanced time table was in vogue in the various High and Higher Secondary schools. In some schools, for want of accommodation, the schools met in double shifts and the time table adjustments were accordingly

accordingly effected. The majority of schools met from 10-30 A.M. to 4.30 P.M. Games, sports and other co-curricular activities found due places in the scheme of school classes.

(III) (a) Total number of schools.

The following tables give the comparative figures of :-

- 1- Higher Secondary Schools including Multi-purpose schools.
- 2- High Schools.
- 3- Middle/Junior High Schools.
- 4- Senior Basic Schools in the State during the years 1957-58 and 1958-59, management-wise (Boys' and Girls' schools separately).

(b) Number of Multipurpose Schools :-

Separate figures are not available. These were included in Higher Secondary School-

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But a perusal of these tables will indicate that there was a general decrease in the number of Indian Middle /Junior High Schools and High Schools and increase in all kinds of Higher Secondary Schools and Senior Basic Schools. This was due to the fact that Govt. is anxious to convert as many High and Junior High Schools as possible to Higher Secondary Schools each year and was also converting ordinary middle schools ^{to} Senior Basic Schools. The increase in the number of these institutions was also partly due to the policy of giving free education to children in the age group of 6 to 14. The rural public was getting more and more keen to have facilities for secondary education and was influencing managers to convert their primary schools into middle schools.

Table No. XVIII No. of Secondary Schools by management

Management	Boys			Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
I Multipurpose/Higher Secondary Schools						
State Govt.	18	82	+64	4	23	+19
Janapada	-	10	+10	-	-	-
Municipal	-	31	+31	-	2	+2
Aided	-	106	+106	-	81	+21
Unaided	-	1	+1	-	1	+1
Total	18	230	+212	4	47	+43
II High Schools						
Government	148	120	-28	46	33	-13
Janapada	10	12	+2	-	-	-
Municipal	37	7	-30	3	2	-1
Aided	183	82	-81	27	14	-13
Unaided	10	15	+5	1	1	-
Total	362	236	-126	77	50	-27
Unrecognised	4	4	-	1	1	-
Grand Total	372	240	-132	78	51	-27
III Middle/Junior High Schools						
Government	884	888	+4	156	171	+5
Janapada	407	396	-11	2	4	+2
Municipal	19	17	-2	9	9	-
Aided	73	66	-7	23	22	-1
Unaided	17	19	+2	3	2	-1
Total	1400	1386	-14	203	208	+5
Unrecognised	66	52	-14	9	5	-4
Grand Total	1466	1438	-28	212	213	+1
IV - Senior Basic Schools -						
Government	50	109	+59			
Janapada	137	137	+0			
Municipal	1	1	-			
Aided	-	4	+4			
Unaided	-	-	-			
Total	188	301	+113			

(IV) Total Number of Students

Statistics in regard to the number of students in Secondary Schools managementwise during 1957-58 and 1958-59 are as given in the following tables. A perusal of these tables reveals that there was an increase in the total enrolment in High School/Higher Secondary School from 181082 to 191831 but decrease in Middle/Junior High Schools from 336580 to 333211. It coincides with the increase and decrease in the number of these institutions. The increase in the number of students in Higher Secondary Schools was also partly due to the fact that

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once these boys have studied up to class VIII their Guardians become anxious to educate them upto matric stage and also find funds for doing so on account of so many freeships now in force.

Table No. XIX No. of Students in Secondary Schools.

Management	No. of Students in					
	Boys			Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
I Multipurpose and Higher Secondary Schools						
Government	9480	31054	+21574	1746	10598	+8852
Janapad	-	2284	+ 2284	-	-	-
Municipal	-	19394	+19394	-	721	+ 721
Aided	-	34968	+34968	-	5964	+5964
Unaided	-	311	+ 311	-	134	+ 134
Total	9480	89031	+78551	1746	17417	+15671
II- High Schools						
Government	52931	45114	-8817	20383	13345	- 7038
Janapad	2902	2364	538	-	-	-
Municipal	26527	2456	-24071	2786	2248	- 5338
Aided	51457	14890	-36567	10282	4371	- 5911
Unaided	920	985	+ 65	126	365	+ 239
Total	135737	65809	-69928	33587	20329	-13258
Unrecognised	498	223	- 275	16	22	+ 6
Grand Total	136235	66032	-70203	33603	20351	-13252
III Middle/Junior High Schools						
Government	130429	134530	+5999	37329	39732	+2403
Janapad	77393	79333	+1940	179	600	+ 421
Municipal	7643	6358	-1285	2093	2274	+ 181
Aided	11938	10686	-1252	3905	2962	- 943
Unaided	2709	3068	+ 359	360	80	- 280
Total	290112	263974	-26138	43966	45648	+1782
Unrecognised	2218	3447	+1229	384	132	- 252
Grand Total	292330	267421	-24909	44250	45780	+1530
IV Senior Basic Schools						
Government	14129	28048	+ 13919			
Janapad	30722	42102	+ 11380			
Municipal	208	270	+ 62			
Aided	-	135	+ 135			
Total	45059	70555	+25496			

(b) No. of students in Multipurpose Schools

Separate information was not available.

(v) Teachers-Number, Scale of Pay etc.

(a) Number.

The Position in regard to teachers under different managements in each type of Secondary Schools is indicated in the following tables. Separate number of students ~~studying~~ studying in Multipurpose Schools was not available. It was included with Higher Secondary Schools. Total number of teachers in High/Higher Secondary Schools was increased from 8748 to 9649, in Middle/Junior High Schools from 15163 to 15818 and in Senior Basic Schools from 1840 to 2579 . Thus there was an increase in the number of teachers in all kinds of Secondary Schools.

The percentage of trained teachers to total number of teachers had registered an ~~xxxx~~ upward trend in the cases of High and Middle Schools as detailed below.

(1) Higher Secondary/High 41% to 46.5%

(2) Middle/Junior High 41.3% to 42.2%

But it had shown a down-ward trend from 60% to 56.4% in respect of Senior Basic Schools as there was still a dearth of trained teachers for such schools.

The average teacher pupil ratio in these schools was as under :-

(1) High/Higher Secondary Schools.

$$\frac{101331}{9649} = 10.5$$

(2) Indian Middle/Junior High.

$$\frac{333201}{15818} = 21.1$$

(3) Senior Basic

$$\frac{70655}{2579} = 27.4$$

Table No. XX No. of Teachers by Management in
Secondary Schools

Management	Trained			Untrained		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
<u>I Multipurpose/Higher Secondary/High Schools</u>						
Government *	2083	2650	+ 24	2699	2594	-105
Janpad	37	68	+ 31	96	246	+ 50
Municipal	491	570	+ 79	347	475	+ 72
Aided	1033	1252	+ 219	1716	1641	+125
Unaided	33	42	+ 9	55	91	+ 36
Total	3620	4482	+852	5113	5147	+ 34
Unrecognised	9	5	- 4	16	16	- 1
Grand Total	3629	4487	+858	5129	5163	+ 34

II Middle/ Junior High Schools

Government *	4080	4514	+434	6452	5920	+438
Janpad	1337	1548	- 89	1730	1537	-203
Municipal	229	216	- 13	102	87	- 15
Aided	221	216	- 5	465	412	- 53
Unaided	67	70	+ 3	49	70	+ 21
Total	6234	6564	+330	8798	8016	+212
Unrecognised	32	112	+ 80	99	126	+ 27
Grand Total	6266	6676	+410	8897	8142	+245

+ III Senior Basic Schools

1103 1456 + 353 737 1123 + 386

+ Management wise figures are not available

* Figures changed after reconciliation of discrepancies.

Though the percentage of trained teachers had increased in high and middle schools in comparison to the previous year, yet the untrained teachers formed a majority. The rapid increase in demand for education and growth of new schools resulted in the increase in the number of teachers in the State. The managers of non-Government institutions were showing a definite desire for either having their untrained men trained or to recruit trained personnel.

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The difficulty they still had to face in this regard was the tendency of teachers employed by them to commence a frantic effort for better paid jobs, even after training. The difficulty in securing qualified teachers for special subjects like Agriculture, Technical courses Science, Geography and physical Education continued to be felt as before. The position in this regard in non-Government institutions was all the more acute.

The enforcement of scales of pay in Non-Government institutions on par with that obtainable in Government controlled schools had a salutary effect on the Non-Government staff. As had been the custom, teachers in these schools were always found comparing their lot with teachers in Government Schools and equally the scales of pay put an end to the wretched and discontentment amongst teachers but increased the financial embarrassment of the managers despite the liberal assessment of grants to their institutions.

(b) Scales of Pay.

The cadres of teachers were almost uniform in all the Government schools of the 4 regions of the State. The scales of pay, however, were what differed from region to region. The scales of pay of Headmasters and Assistant Masters in Secondary Schools in force during the year 1958-59 were as under

I- Principals/Headmasters

1-Multipurpose Higher Secondary Schools

Rs. 300-20-500-25-70-600/-

2-Higher Secondary Schools.

Rs. 250-20-550/-

- 3-(n) High Schools No. 225-225-250-15-400/
(Mahakoshal and Bhopal)
- (b) -do- No. 250-15-400/KB-25-550(M.B.)
- (c) -do- No. 200-10-300-KB-12/8/-380
(Vindhya Pradesh)

4-Indian English Middle Schools/Junior High.

- (a) 155-5-175 (Mahakoshal for Men)
- (b) 100-5-150-KB-10-350 (Madhya Bharat)
- (c) 100-100-5-130-150-KB-5-200 (Vindhya Pradesh
and Bhopal)
- (d) 150-5-200 (Mahakoshal for women)

5- Indian Middle Schools (Mahakoshal)

- (a) 50-3-80-Bar-2/8/-100 (Men)
- (b) 60-5-100-Bar-5-125 (Women)

II-Assistant Masters

(1) Lecturers--

- (a) 225-225-250-15-400 (Multipurpose Higher
Secondary Schools)
- (b) 150-15-300-KB-15-330-400 (Higher Secondary)

2-Select Grade (Upper Division)

for 200-10-330 250

3-Ordinary Grade (Upper Division)

- (a) 100-100-5, 150-150-Bar-5-200 (Men)
- (b) 125-125-5-170-KB-5-200 (Women)

4-Select Grade (Lower Division)

- (a) 125-5-175 (Men)
- (b) 150-5-200 (Women)

5- Ordinary grade Lower Division.

- (a) 60-60-3-84-KB-4-120- (Men)
- (b) 70-70-3-84-84-KB-4-120 (Women)

6- Middle passed untrained teachers.

(a) 40-1-50-2-70

7 (b) Middle passed trained teachers.

45-2/8/-60-KB-4-100

(c) Metric passed untrained teachers

45-2/23/-60-KB-4-100

(d) Matric Passed trained teachers.

50-2/8/-60-EB-4-100-5-125.

Two advance increments were given to trained graduates. The minimum qualification for teachers for appointment in High School classes was B.A. but trained graduates were preferred. In middle schools it was matriculation but trained candidates were preferred. No teachers can ^{be} confirmed unless he or she is trained. Promotions are given on Seniority cum-merit basis. Nearly all the recognised non-Government schools followed the School Code. They were made to adopt Government scales of pay by the State Government and their maintenance grants were enhanced to enable them to meet the expenditure on the increased salary of teachers. Subsidy of Rs. 22/- P.M., per teacher was also paid by the State Government. Teachers were allowed to join the contributory provident fund scheme (in Non-Government Schools). The teachers in Government Schools were in pensionable service.

(VI) Size of classes

Classes VI to VIII formed part of Middle/Junior High Department and IX to X or XI formed part of High School classes. The maximum limit of enrolment in a middle school class is 45 and in a High School class it is 40. Due to rush for admission this limit often exceeded.

VII. Expenditure.

Source-wise direct expenditure in Higher Secondary Schools, High, Middle/Junior High and Senior Basic Schools for boys and Girls separately for the year 1957-58 and

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and 1958-59 is given in the following tables.

These tables reveal that during the period under review the total direct expenditure increased owing to the increase in number of institutions and decreased owing to the decrease in the other kind of such institutions.

Increased.

- 1- Higher Secondary for Boys from Rs. 1227784 to Rs. 9664043.
- 2- -do- for Girls from Rs. 116507 to Rs. 2042964
- 3- Senior Basic for Boys from Rs. 1584073 to Rs. 2696377.

Decreased .

- 4- High Schools for Boys from Rs. 12552756 to Rs. 700042 .
- 5- -do- for Girls from Rs. 3141813 to Rs. 1673617
- 6- Middle/Junior High for Boys from Rs. 15149137 to Rs. 14934700
- 7- -do- for Girls from Rs. 2682662 to Rs. 2603922.

The Government share of expenditure on all types of Secondary Education was 3157047100 i.e. 77.7 against 2897648000 40615666 36554232 i.e. 76.5% during 1957-58

Table No. XXI Direct Expenditure by Sourcewise on Secondary Schools

Source	For boys			For Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
<u>I- Multigrade/High/High Schools</u>						
Government	1079950	8392072	+4912122	115667	1517888	+1401221
Distt. Board	-	64005	+ 64005	-	300	+ 300
Municipal	-	346291	+ 346291	-	14677	+ 14677
Fees	125083	1943046	+ 1818008	-	337211	+337211
Endowments	-	462187	+ 462187	-	29111	+ 29111
Other Sources	82796	850442	+ 827646	-	143777	+143777
Total	1227784	9664043	+ 8436259	116507	2042964	+1926457

II-High Schools

Source	For Boys			For Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Government	8414210	5045156	-3369054	2288817	1213476	-1075341
Distt. Board	53024	8813	+ 32589	342	400	+ 58
Municipal	381852	59037	- 322815	72830	47838	- 24992
Fees	2531199	1087655	-1433544	416892	248687	- 171205
Endowments	270502	276584	+ 6082	31175	35047	+ 3872
Other Sources	1001969	435998	-565971	331287	131159	-200088
Total	12658756	7000043	-5658713	3141213	1673617	-1467696

III Middle/Junior High Schools.

Government	13436293	12222512	-213786	2502981	2418029	-84952
Distt. Board	872924	767259	-105665	10215	23450	+12235
Municipal	127812 107181	175966	+68785	48517	67872	+19355
Fees	294381	425140	+130759	25872	82044	+ 5471
Endowment	145462	136344	- 9118	44507	17380	-27127
Other Sources	892891	207479	-88412	42 49769	45187	- 3612-
Total	15149137	14934700	-214437	2582862	2603922	-78740

IV Senior Basic Schools.

	1957-58	1958-59	Diff.
Government	1137717	2161348	+1023631
Distt. Board	408711	430887	+ 72176
Municipal	6642	2832	- 3810
Fees	26046	43263	+ 17217
Endowments	-	1439	+ 1439
Other sources	4857	6617	+ 1860
Total	1584073	2596377	+1112304

(VIII) Scholarships, Stipends and Free Places

The following table gives the information in respect of the stipends and scholarships, which were awarded in Secondary Schools of this State.

The rates of stipends differ in different regions.

Table No. XXII-Scholarships and Stipends

S.No.	Kind of Stipend.	Rate	Duration
-------	------------------	------	----------

Mahakoshal Region

- 1-Middle Schools General B.12/-P.M. 3 years. award
- 2- -do For backward B. 12/-P.M. -do-classes
- 3- -do- for Harijans B-12/- P.M. 1 year
- 4-High Schools General B.20/- P.M. 3 years award

S.No.	Kind of Stipend	Rate	Duration.
5.	High School Reserved for Harijans	Rs. 20/- P.M.	1 Year
6.	Hostel Stipends for Harijans and Others	Rs. 20/- P.M.	1 Year
7.	Forest Village Stipend	Rs. 15/- P.M.	3 years
8.	Stipends to aboriginals in middle schools	Rs. 12/- P.M.	-do-

Madhya Bharat Region

1.	Middle School Scholarships	Rs. 4/- P.M.	3 years
2.	High School Scholarships	Rs. 8/- P.M.	Local 2 Yrs.
		Rs. 10/- P.M.	Provincial 2 Years
		Rs. 6/- P.M.	Poor 2 Yrs.

Vindhya Pradesh

1.	Middle Schools Scholarships	Rs. 3/- P.M.	2 Years.
2.	High Schools	-do- Rs. 5/-	-do- -do-
3.	Higher Secondary	-do- Rs. 14/-	-do- 1 Year

Bhopal Region

1.	Merit Scholarship (High Schools)	Rs. 3/- P.M.	2 Yrs.
2.	-do- Class I at	Rs. 8/-, 9/-	8 Months & 10/- P.M.
3.	Middle Schools	-do- Rs. 2/- P.M.	-do-

There were some more stipends of various types in different regions. General rules for the award of the above stipends were as under:

- 1- Stipends were tenable only in the recognised institutions within the State.
2. No stipend was awarded to a Madhya Pradesh student who passed his examination from a school or college outside this state except with the sanction of the Director of Public Instruction.
- 3- All candidates for stipends must have been vaccinated or otherwise protected from small pox.
- 4- All stipends were tenable subject to satisfactory conduct and progress, and were to be withdrawn, suspended or reduced by the awarding authority on account of misconduct, irregular attendance or unsatisfactory progress in studies.

5- The stipend is forfeited if the candidate fails to pass the annual examination of his class. In the case of members of the backward classes candidates that fail to secure promotion at the annual examination the stipend or scholarship is forfeited temporarily and it is rewarded if promotion is obtained in the following year.

6- The period of tenure of any scholarship paid from the public funds is extended at the discretion of the Director of Public Instruction.

7- The recipients of the stipends and scholarships have to satisfy the conditions laid down in article 82 of the Education Manual.

8- The age of the student has to be less than 13 years in the case of middle school stipends and 15 years in the case of High School stipends on April first in the calendar year in which the award is made (except that the Scheduled castes and Scheduled Tribes pupils must be less than 15 years of age and 13 years of age, respectively on that date.

9- The parents or guardians of such pupils must have resided for two years in this state by 1st of April of the calendar year in which the award is to be made and their annual income should not exceed Rs. 1000/- and 1200/- respectively for middle high school stipends or scholarships.

The following educational concessions were in force in
Secondary Schools of this State.

Table No. LXIII- Freeships and concessions

S.No.	Kind of Educational Concessions.	Conditions of award
1	2	3
1-	Concessions to the children of Government servants and local bodies employees.	Free Education to children whose parents income is upto Rs- 100/- p.m. and half free-ship to those whose parents' income is Rs. 101/- to Rs. 200/-
2-	Concession to the children of teachers.	-do-
3-	Concession to the students between the ages of 6 to 14 years	Free education
4-	Concession to the students of scheduled Castes and Scheduled Tribes.	Free education on production of caste certificate from the Magistrate.
5-	Concession to the children of political sufferers.	On production of a certificate from the Magistrate.
6-	Concession to the children of landless labourers.	On production of a certificate from the Revenue Inspector or Patwari.
7-	Concessions to the children of Agriculturist having less than 20 acres of land.	On production of an affidavit from a Revenue Officer in respect of possessing land below 20 acres.
8-	Concession to the students of displaced persons and destitute widows.	On production of annual income certificate of the parent from the magistrate, Refugee Registration, Identity card declaration, challan of Rs. 4/- and mark list of students.

Cash grants were also paid @ Rs. 20/- per annum to High School displaced students and @ Rs. 10/- to deserving middle school displaced students for the purchase of books and meeting other school expenses.

IX. Methods and standards of teaching.

The syllabus prescribed by the Boards of Secondary Education Madhya Pradesh Madhya Bharat/Ajmer was followed in all the Secondary Schools of Mahakoshal, Madhya Bharat/ Vindhya Pradesh and Bhopal regions, respective-ly. Courses for different category of schools

of schools prescribed were :-

- 1- Multipurpose Higher Secondary Schools.
- 2- Higher Secondary Schools.
- 3- Pre-University 'P' Course.
- 4- Old three year's course for private students.
- 5- Ordinary High Schools- Two year's course.
- 6- Vocational and Technical High School courses.
- 7- Agriculture High School course.

The methods and standards of teaching which were not yet up to the mark were ~~grad~~ gradually improving with the increase in the number of trained teachers. In order to effect improvement practically all the available graduate teachers were deputed for training and also quite a large number of teachers from middle schools were called up for training.

(X) Medium of Instruction.

Hindi is the medium of instruction in practically all the institutions in this State but in schools that have a majority for Anglo Indians, Maharastrian and Muslim pupils English, Marathi and Urdu mediums respectively are ~~are~~ prevalent.

(XI) Teaching of Hindi.

Hindi was compulsorily taught in all the Secondary Schools excepting Maharashtra High/Higher Secondary Schools, Anglo Indian/ and Anjuman High/Higher Secondary Schools. In Maharashtra High/Higher Secondary Schools the knowledge of elementary Hindi was imparted to High School classes while in Anjuman, High Higher Secondary Schools and Anglo Indian Schools Hindi was taught as an additional subject to all the students.

(XII) Examination Results.

The High School certificate examinations of 1958-59 were conducted by the Secondary Education Boards as given below :-

- 1- Mahakoshal- Mahakoshal Board of Secondary Education Jabalpur.
- 2- Madhya Bharat-Board of Secondary Education Madhya Bharat, Gwalior.
- 3- Vindhya Pradesh and Bhopal- The Central Board of Secondary Education, Ajmer.

The Total number of candidates (regular as well as private) who took the matriculation and equivalent examinations, held in 1958-59, was 49618 (42825 Boys and 6793 Girls), of these 24228 (20210 Boys and 4018 Girls) were declared successful. The average percentage of passes was 48 as against 57 during ~~1957-58~~ 1957-58.

Private candidates failed in a great numbers and it affected the percentage of results in general as indicated below.

- 1- Regular 21002 passed out of 36751 ----57%
- 2- Private 3826 passed out of 12867 ----29%

Students of most of the High and middle schools appeared in the elementary and Intermediate grade drawing examination of the J.J. School of Arts Bombay and the graded literary examinations of Hindi Sahitya Sammelan Prayag.

Promotion from class to class rested with the headmaster who is solely responsible for the standard of the examination of the school.

(XIII) School Buildings and equipment .

The position of schools buildings, in a large number of cases was far from satisfactory. The use of buildings was in

An double shift considerably hampered effectiveness of instruction . Government institutions were also not free from this double shift system. The position obviously arose as a consequence of efforts made by Government and Non-Government agencies to cope up with the rapidly increasing demands for facilities of High School education. The Government schools and old Non-Government schools possessed fairly good buildings but congestion was reported in them too owing to the abnormal rush for admissions every year. Many of the institutions of recent origin met in rented buildings which were ill suited for classes .

There exists little hope for improvement in the building position of schools in the near future as funds for new constructions are not easily available with the non-Government agencies. Another deterioration which arose due to poor funds was the failure to provide adequate play-grounds or suitable laboratories and lecture rooms for the teaching of Science. The position of furniture and other equipment was also not satisfactory. Quite a large number of schools had sufficient furniture for their students simply because they were meeting in double shift.

The libraries were in many cases ill equipped and full of out of date and old and torn books. Literature on pedagogy was scanty. The Government schools were better equipped than those run by the local bodies and the private schools.

(XIV) Reorganisation and new Developments

Due to the re-organisation of

Contd...58

or Primary education in Mahakoshal region V class was attached to the Primary section. The secondary education commenced from VI class. Reorganisation of middle schools was done by adding VIII class to vernacular Indian Middle schools which had no VIII class. The pattern of Primary/Middle and High departments in Mahakoshal was made similar to that of the other regions.

There was no departure in the administrative set-up from that of the last years. One of the experiments which was taking root rapidly and was proving successful was the imparting of Military training in High Schools through the medium of N.C.C. and A.C.C. This experiment beside its utility in training for Military life was proving to be very useful in improving discipline in the schools. Scouting too was receiving due attention. Experiments in organizing Science clubs were in progress and achievement in this direction was showing good signs of improvement. The institutions desiring to establish Science clubs were given subvention by the All India Council for Secondary Education, New-Delhi, of Rs. 1200/- for purchase of necessary equipment. Emphasis was laid on organising extra and co-curricular activities on educational projects. In the sphere of physical education tournaments were held on district divisional and State level.

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Chapter -VI.University and Collegiate Education(I) Institutions (Universities, Boards, Arts and Science Colleges, Professional and Technical Institutions.)

Training colleges, Inter Colleges and the colleges for special education were administered by the Director of Public Instruction and the remaining colleges were directly administered by the secretary to Government of Madhya Pradesh, Education Department.

The table given below gives comparative figures of all kinds of universities and colleges during the years 1957-58 and 1958-59.

Table Number XXIV- Number of Colleges etc.

Type of Institution	Boys 1957-58	Number of Institutions for:--				
		1958-59	Diff.	Girls 1957-58	1958-59	Diff.
Universities	4	4	-	-	-	-
Board of Secondary Education.	2	2	-	-	-	-
Research Institution	1	1	-	-	-	-
Colleges for General Education.	56	68	+12	7	8	+1
Colleges for Professional Education.	130	33	+ 3	1	1	-
Colleges for Special Education.	11	13	+ 2	1	1	-
Total	104	121	+17	9	10	+1

Universities .

There were four universities viz Bargarh, Jabalpur, Vikram university, Ujjain and Indira Kala Sangeet Vishwa Vidhyalaya, Khairagarh during 1957-58 and 1958-59.

University of Bargarh.

This university is the eldest university established in December 1943. It functioned as teaching cum-affiliating university and

and examining body. The number of students in the teaching department, rose from 1408 (1304 boys and 104 Girls) to 1778 (1683 boys and 95 Girls) during the year under report.

The following 35 colleges of Mahakoshal and Vindhya Pradesh were affiliated to this university during 1958-59.

Degree Colleges.

- 1- Chhattisgarh College, Raipur.
- 2- College of Science, Raipur.
- 3- Arts College, Damoh.
- 4- Digvijay Mahavidhyalaya, Rajnandgaon (Durg)
- 5- Jayavanti Harker College, Betul
- 6- Lahiri College Chirmiri (Sarguja)
- 7- Maharaja College, Chhatterpur.
- 8- Narmada Mahavidhyalaya, Hoshangabad.
- 9- Degree College, Narsinghpur.
- 10- New Arts and Commerce College, Raipur.
- 11- Sewa Sadan Arts College Burhanpur (Khandwa)
- 12- Shri Neelkantheshwar College, Khandwa.
- 13- S.B.R. College, Bilaspur.
- 14- T.R.S. College, Rewa.
- 15- Government Degree College, Satna.
- 16- Government Degree College, Shahdol.
- 17- Government Degree College, Datia.
- 18- Government Degree College, Panna.
- 19- Government Degree College, Tikamgarh.
- 20- Government Degree College, Balaghat.
- 21- Government Arts and Science College, Durg.
- 22- Kireedimal Government Arts and Science, College, Raigarh.
- 23- Rani Durgawati Mahavidhyalaya, Mandla.
- 24- Satpura Mahavidhyalaya, Chhindwara.
- 25- Shri S.C. Jain Science and Arts College, Seoni.
- 26- Government MS Girls Degree College, Raipur.

~~26~~ Agriculture College.

27- Government Agriculture College, Rewa.

~~28~~ Commerce College

28- C.M. Dube Arts and Commerce College, Bilaspur

Post Graduate Non-Basic Training Colleges.

29- Government Teachers' Training College, Raipur.

30- Government Training College, Rewa.

31- Government Training College, Rhandwa.

Engineering College

32- Government College of Engineering and Technology, Raipur.

Law College.

33- D.B.S. Law College- Raipur.

Medical College.

34. Government Ayurvedic College, Raipur.

College for Oriental Studies.

35. Government D.S.V. Sanskrit College, Raipur.

The number of teachers was 142

(including 10 ~~22~~ Professors).

The following new courses instituted during 1957-58 continued during 1958-59.

- 1- Fullfledged Department of Pharmacy.
- 2- The Post Graduate course in Pharmacy.
- 3- A post-graduate Course in Ancient Indian History and Culture.
- 4- Geography and Anthropology added to the under graduate courses.
- 5- Diploma courses in Sanskrit and Hindi and courses in Yogic Instruction.
- 6- Course in Para-Psychology.
- 7- Three Year's Degree Course.

The university continued to impart instruction for the following examinations:-

- 1- Preparatory Arts, Science and Commerce.
- 2- B.A., B.Sc., B.Com., ~~Elka~~ three year's Degree Course.

- 3- M.A.M. M.Sc., M.Com.,
- 4- I.A., I.Sc., I.Com.,
- 5- B.Pharmacy and M.Pharmacy.
- 6- LL.B.
- 7- Diploma in Hindi, French and Germany.
- 8- Ph.D. Degree in Science, Arts and
Commerce and Education.
- 9- Research for D.Litt.
- 10-Pre-professional Science.
- 11-B.T. and M. Ed.
- 12-Ayurved and Preliminary.

2- University of Jabalpur

This was only an affiliating body.

The Jabalpur university Act of 1956 came into force from 11.3.57. The ^{territorial} territorial jurisdiction of this university was limited to the revenue district of Jabalpur.

The following 19 Colleges were affiliated to this university:-

~~in~~ ~~Research~~

Research Institution

- 1- Institute of Language and Research, Jabalpur

~~in~~

Degree Colleges.

- 2- D.N.Jain Mahavidhyalaya, Jabalpur.
- 3- Hitkarini, Mahavidhyalaya, Jabalpur.
- 4- Mahakoshal Mahavidhyalaya, Jabalpur.
- 5- St. Aloysius, College, Jabalpur.
- 6- Syam Sunder Agarwal College, Sehora (Jabalpur)
- 7- Tilak Rashtriya Mahavidhyalaya, Katni
(Jabalpur)
- 8- Mahila Mahavidhyalaya, Jabalpur.

Commerce College

- 9- G.S. College of Commerce and Economics, Jabalpur.

Agriculture College.

- 10- Government Agriculture College, Jabalpur.

Post-graduate Basic Training College.

11-Post Graduate Basic Training College Jabalpur.

Post-graduate Non-Basic Training College.

12-Women's Teachers' Training College, Jabalpur.

13-Prantiya Shikshan Mahavidhyalaya, Jabalpur.

Engineering College.

14-Government Engineering College, Jabalpur.

Law Colleges.

15-Mitharini Law College, Jabalpur.

16-N.E.S. Law College, Jabalpur.

Medical Colleges.

17- Government Medical College, Jabalpur.

College for Veterinary Science .

18- Government Veterinary College, Jabalpur.

College for Special Education,

19- M.H. College of Home-Science for Women,
Jabalpur.

The university imparted instruction
for the following examinations:-

1-Faculty of Arts : I.A., B.A., M.A., Prajna,
Visharad and Diploma in Economic Planning.

2-Faculty of Science : I.Sc., B.Sc., M.Sc.

3-Faculty of Law : LL.B.

4-Faculty of Education: B.T., B.T. (Basic), M.Ed.
M.A. in applied Psychology, Diploma in
Teaching, Diploma in Nursery Education.

5-Faculty of Engineering : Pre-engineering,
Diploma in Engineering, Inter Engineering,
B. Engineering, M. Engineering.

6-Faculty of Medicine. M.B.B.S.

7-Faculty of Horticulture : Inter(Agriculture),
B.Sc. (Agriculture).

8-Faculty of Home Science: Inter(Home Science)
B.Sc. (Home Science).

9-Faculty of Veterinary Science: B;V.Sc.
(From Preliminary to final).

10-Faculty of Commerce : B.Com., M.Com.

At its meeting held on the 22nd August 1958, the executive council made regulations for establishing 24 Academic societies for the following subjects respectively :-

English, Philosophy, History, Economics, Political Science, Sanskrit, Persian and Urdu, Hindi, Marathi and other Indian Languages, Home Science, Geography, Mathematics, Physics, Chemistry, Botany, Geology, Zoology, Law, Education and Psychology, Medicine, Veterinary, Commerce, Engineering and Agriculture.

The functions of those societies were as follows viz.

- 1- To encourage study and research in the subjects within the purview of the society.
- 2- To arrange lectures and take other steps for preparation of knowledge relating to the subjects.
- 3- To organise study circles.
- 4- To publish, with the approval of the vice-chancellor, papers and periodicals for advancement and preparation of knowledge in the subjects.

The university also established an Arts society to promote interest in drama, Music, painting and other Fine Arts and for selecting students for participating in the Annual Inter University Festivals organised by the Government of India.

3- Vikram University Ujjain.

Vikram University Ujjain actually started functioning from March 1957. It is a teaching and affiliating body. It had teaching classes for Library Science and Diploma in Library Science (Degree standard). The terri-

territorial Jurisdiction of this university was limited to the districts of Madhya Bharat and Bhopal.

The following Colleges were affiliated to this university.

Degree Colleges.

- 1-Christian College, Indore.
 - 2-Holker College, Indore.
 - 3-Madhav College, Ujjain.
 - 4-Government Madiya College, Bhopal.
 - 5-Maharani Laxmi Bai College, Gwalior.
 - 6-Madhav Mahavidhyalaya, Gwalior.
 - 7- Government Degree College, Ratlam.
 - 8- G.P. Degree College, Morena,
 - 9- Government Degree College, Khargone.
 - 10-Government Degree College, Mandasaur.
 - 11-Government Degree College, Guna;
 - 12-Anand College, Dhar.
 - 13-S.S.Jain College, Vidisha.
 - 14-P.M.B.Gujrati College, Indore.
 - 15-Raj M.S. Degree College, Rampura. (Mandasaur)
 - 16-Government Degree College, Neemuch (Mandasaur)
 - 17-Government Degree College, Mhow (Indore)
 - 18-K.P.Degree College, Dewas.
 - 19-Vikramaditya Government Degree College, Rajgarh.
 - 20-D.S.A. Mahavidhyalaya, Khargone.
 - 21-Government Degree College, Sehore.
 - 22-Naveen Degree College, Shajapur.
 - 23-Government Degree College, Bhind.
 - 24-Girls' Degree College, Indore.
 - 25-Kamla Raja, Girls' Degree College, Gwalior.
 - 26-Maharani Laxmibai Girls' College, Bhopal.
- Agriculture Colleges.

27.M.B.College of Agriculture, Gwalior.

28-Rafi Ahmad Midwai Agriculture Institute
Sehore.

Post-graduate Basic Training Colleges .

20-Post-graduate^Basic Training College, Ujjain.

30-Post-graduate^Basic Training College, Bhopal.

Post-Graduate Non-basis Training Colleges

31-Government Teachers Training College, Dewas.

Engineering Colleges.

32-Madhav Engineering College, Gwalior.

33-Shri Govind Ram Sekhari Technological Institute, Indore.

College for Physical Education.

34-Laxmibai College of Physical Education, Gwalior.

Medical Colleges .

35-Gandhi Medical College Bhopal.

36-Gajrajaja Medical College Gwalior.

37-M.G.M. Medical College, Indore.

College for Veterinary Science .

38-M.B. College of Veterinary Science and Animal Husbandary , Bhow (Indore).

The University conducted examinations under the following faculties: viz-

Arts, Science , Commeres, Education, Engineering, Agriculture, Law, Medicine and Veterinary Science.

The university area was divided into four different zones: viz- Gwalior zone, Indore zone, Ujjain zone and Bhopal zone and the following were the zonal centres :-

- 1- G.R. Medical College, Gwalior.
- 2- Government Hamidia College, Bhopal.
- 3- Holkar College, Ujjain. *Indore.*
- 4- Madhav College, Ujjain.

In the meeting of the syndicate held on 19.1.59, some of the following important decisions were taken.

- 1- three years' degree course in Arts, Science and Commerce is to be started from the academic year 1959-60.
- 2- Faculty of Physical Education was instituted
- 3- A new board of studies in drawing, Painting and Music was constituted in place of the existing board of studies in drawing and Painting.
- 4- Following university teaching departments were located.

Group 'A'	Physics, Mathematics, Statistics Indian History and Culture (Ujjain)
	Chemistry, Pure and Applied (Indore)
	Botany, Zoology- Gwalior.
	Geology. Bhopal.
Group 'B'	Sanskrit, Philosophy, Geography. (Ujjain)
	Courtesy. Sociology. Indore.
	Politics, Law Gwalior.
	Economics. Bhopal.

4- Indira Kala Sangeet Vishwa Vidyalaya.
Khairagarh.

This Vishwavidyalaya was established in 1956. It was the first university of its type in India- which provided instruction in all kinds of Music and Fine Arts and made provision for research in all fine arts and popularised the same among the people of the country. The university was both teaching and examining body. 23 musical institutions in Madhya Pradesh and out-side the province were affiliated to it. It was meant for both boys and girls.

The standard of teaching were :-

- 1- Madhyama Vocal.
- 2- Madhyama Instrumental
- 3- Madhyama Nritya.
- 4- Sangeet Vid Vocal.
- 5- Sangeet Vid Instrumental.
- 6- Nritya Vid.
- 7- Sangeet Kovid Vocal.
- 8- Sangeet Kovid Instrumental.
- 9- Nritya Kovid.
- 10- Sangeet Acharya.
- 11- Nritya Acharya.

II Students.

The table below indicates number of students in universities and various kinds of colleges during 1957-58 and 1958-59. It was gratifying to note that there was an increase in enrolment in all kinds of institutions

Table No. XXV-Number of Students in Colleges.

Kind of Institutions.	Number of Scholars in					
	Boys			Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Universities	1403	1739	+ 381	-	-	-
Research Institutions.	-	16	+ 16			
Colleges for General Education.	27116	30437	+3371	3399	3639	+240
Colleges for Professional Education.	6350	8061	+1731	85	108	+ 23
College for Special Education	1386	1981	+ 595	373	592	+212
Total	36260	42354	+6094	3857	4339	+482

III Teachers, Number, Scales of Pay. Etc.

The following table gives statistics of teachers in different colleges and universities during the years 1957-58 and 1958-59.

Table No. XXVI. Number of Teachers in Colleges and Universities.

XXXXXX
I

Contd...69.

Type of Institutions.	Number of teachers during 1957-58	1958-59	Difference
Universities	173	145	- 28
Research Institutions	11	8	- 3
Colleges for General Education	1610	1883	+273
Colleges for Professional Education.	719	733	+ 74
Colleges for Special Education	183	202	+ 14
Total	2701	3031	+330

There were different rates of pay of teachers in different regions of this State as stated below.

S.No. Designation	Scale of Pay in :-			
	Mahakoshal	Madhya Bharat	Bhopal	Vindhya Pradesh.
1-Principal	350-1100	700-40-800 600-30-750 500-750	700-40-800	600-1000
2-Professor	350-850	400-20-600-25-750.	-	-
3.Asstt.Professor	300-600	250-20-450-25-550.	-	-
4-Lecturer Senior	225-400	250-15-400-25-450.	350-850	250-600
5 -Physical Instructor.	-	150-10-200	120-300	-
6-Lecturer Junior	180-400	200-300	300-600 200-450	200-400.
7-Demonstrater.	150-250	100-200	-	100-250
8-Draftman	-	150-300	-	-
9-Asstt.Master	110-200	-	-	-

New appointments were, however, made on the lowest scale of pay Prevailing in the four integrating units, as shown below :-

- 1-Lecturer- 200-15-350-20-450.
- 2-Junior Professor-250-20-550
- 3-Reader/Professor-350-350-25-500-500-25-700-25-30-850.
- 4-Principal 600-30-750.

The conditions of services of the teaching staff employed in non-Government colleges were regulated by the college code ordinary of the universities. Salaries in

Salaries in practically all non-Government Colleges were on a scale ranging from 150/- to 400/- apart from the dearness allowances.

IV-Expenditure

Total direct expenditure incurred on different colleges and universities during 1957-58 and 1958-59 was as under :

Table No. XXVII Direct Expenditure

Type of Institution	Total Direct Expenditure on colleges for					
	Boys			Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Universities	2129625	5090551	+2960926	-	-	-
Research Institutions	93076	94237	+ 1161	-	-	-
Board of Secondary Education	683390	1236012	+ 552622	-	-	-
Colleges for General Education	7435143	9096271	+1661128	536885	754991	+218106
College for Professional Education.	4824206	8335223	+3511017	71091	91843	+ 20752
Colleges for Special Education.	408617	462394	+ 53777	254977	266775	+11798
Total	15574057	24314689	+8740631	862953	1113609	+250656

V. Scholarships, stipends and free Places.

4697 stipends and scholarships (4054 to boys and 543 to girls) amounting to Rs. 1400698 (1270867 to boys and 129832 to girls) were awarded from various sources as detailed below:-

Table No. XXVIII-Scholarships and Stipends awarded in colleges

scholarships stipends awarded by.	Number of scholarships stipends		Total value per annum.	
	Boys	Girls	Boys	Girls
Central Govt.	1837	85	698280	31733
State Govt.	1781	876	483055	83443
Institution Itself	583	176	45449	13141
Local Bodies	25	2	8521	540
Others	228	4	35562	975
Total	4054	543	1270867	129832

Apart from these scholarships and stipends 4797 students (3981 boys and 816 girls) were granted free ship on account of which there was a loss of Rs. 292529 (Rs. 252195 on boys and 41334 on girls) in free income.

Students who passed their Intermediate examinations and secured second and first divisions were given scholarships by Government. As per order of the Government all Harijan students were exempted from tuition fees. Girls were given half free ships. 10% full & free ships and 10% half free ship s were granted in addition to the poor and deserving students. Over and above, these students whose guardians were getting Rs. 100/- or less per month and were serving in Education Department and other Government servants whose salary was 50/- per month or less were also given half free ship in tuition fees. There were similar other concessions also in the Universities and colleges. Financial concessions were granted to 849 x students (568 boys and 281 girls) in free and the yearly amount spent on such concessions was Rs. 43862 (Rs. 32233 for boys and Rs. 11629 for girls). There were certain institutions where education was free and the total number of students who benefited under that scheme came to 2474 students (2172 boys and 302 girls).

VI. Methods and Standards of teaching.

Teaching was imparted by duly qualified teachers. The system of providing instruction by holding seminars, group discussions and tutorial work was also adopted alongwith the lecturing system. This inculcated a keen & interest for the various subjects in the minds:

minds of the students. Extension lectures by eminent educationists, literaturists and scientists were also arranged from time to time.

(VII) Medium of Instruction.

Except for M.A., Law, Engineering, M.Sc., and M.Ed., classes the medium of instruction in all other classes was Hindi.

In B.T. and M.Ed. classes instruction was imparted in English but the students were permitted to answer the papers in Hindi also if they so desired.

(VIII) Examination results.

According to the data received from various universities and colleges the number of boys and girls, appeared and passed during the year 1958-59 in various examinations were as given below :-

Table No. XXIX Yearly Examination Results

Name of Examination	Boys				Girls			
	Number Appeared		No. Passed		No. Appeared		No. Passed.	
	Regu- lar	Pri- vate.	Regu- lar	Pri- vate	Regu- lar	Priva te	Regu- lar	Private
1	2	3	4	5	6	7	8	9
M.A.	473	247	439	188	101	70	91	59
M.Sc.	230	8	220	8	20	-	24	-
B.Sc. (Home Sc.)	-	-	-	-	34	1	32	1
B.A.	1260	1093	888	573	335	307	278	185
B.Sc.	694	92	353	36	42	3	31	-
M.Ed. (Basic)	15	-	14	-	3	1	3	-
M.Ed. (Non-Basic)	33	2	33	2	2	1	1	-
B.Ed. (Basic)	175	15	165	13	30	3	30	3
B.Ed. (Non-Basic)	99	3	95	2	19	1	19	1
B.T. & L.T. (Basic)	49	-	49	-	4	-	4	-
B.T. & L.T. (Non-Basic)	435	8	435	8	88	1	88	-
Master of Elect. Engg.	8	1	4	1	-	-	-	-
Bachelor of Engg.	125	23	114	20	-	-	-	-

1	2	3	4	5	6	7	8	9
M.D.	25	-	10	-	-	-	-	-
M.B.B.S.	130	-	60	-	27	-	17	-
M.S.	33	-	15	-	3	-	2	-
D.C.H.	5	-	4	-	1	-	1	-
D.M.R.E.	15	-	6	-	-	-	-	-
T.D.D.	8	-	7	-	-	-	-	-
D.O.M.S.	5	-	1	-	-	-	-	-
Preparatory in Arts.	1018	270	466	95	123	60	97	30
Preparatory in Science	1284	27	559	10	105	1	67	-
Preparatory in Commerce	887	23	373	9	1	1	1	-
B. Pharmacy	2	3	1	3	1	-	1	-
M. Pharmacy	2	-	2	-	1	-	1	-
Inter (Classics)	13	-	6	-	-	-	-	-
B.A. (Classics)	10	-	10	-	-	-	-	-
Diploma in Hindi	4	-	3	-	-	-	-	-
Prajna	5	-	-	-	-	-	-	-
Visharad Kham Khand II.	-	1	-	1	-	-	-	-
B.V.Sc.	30	1	54	-	-	-	-	-
M.Sc. (Agri- culture)	23	-	23	-	1	-	1	-
B.Sc. (-do-)	195	2	170	1	-	-	-	-
M. Commerce	176	72	151	32	-	-	-	-
B. Commerce	732	191	538	29	-	-	-	-
LL.B.	222	137	114	50	3	1	1	-
Diploma in Sanskrit	17	-	15	-	1	-	-	-
M.O.L.	9	-	7	-	-	-	-	-
B. O.L.	21	-	18	-	4	-	3	-
Fasil in Arabic	5	-	4	-	-	-	-	-
Diploma in Lib.Sc.	10	-	9	-	1	-	1	-
Diploma in Nursery Education	-	-	-	-	10	-	10	-
Diploma in Eco. Planning.	6	1	5	-	-	-	-	-
Diploma in Teaching.	145	-	144	-	63	-	63	-
Inter Arts	1461	5686	823	1714	482	794	354	257
Inter Science	2358	228	944	56	204	13	112	8
Inter in Medicine	309	10	233	7	21	3	15	1
Inter in Home Sc.	-	-	-	-	73	-	69	-
Inter in Commerce	1045	631	528	185	2	-	-	-
Inter in Agriculture	373	12	146	7	-	-	-	-

1	2	3	4	5	6	7	8	9
Diploma in Civil Engg.	97	1	32	-	-	-	-	-
Diploma in Mech. Engg.	27	1	5	-	-	-	-	-
Diploma in Elec. Engg.	25	3	5	-	-	-	-	-
Diploma in Metallurgy	9	-	8	-	-	-	-	-
Post Diploma in Automobile Engg.	5	-	5	-	-	-	-	-
Diploma in Textile Technical	8	-	7	-	-	-	-	-
Diploma in Leather	12	-	11	-	-	-	-	-
Certificate in Draftsmanship Civil	11	-	8	-	-	-	-	-
-do- Mech.	7	-	5	-	-	-	-	-
Radio Servicing & Operation.	8	-	7	-	-	-	-	-
Boilers and Engine.	10	-	5	-	-	-	-	-
Elect. Installation	8	-	5	-	-	-	-	-
Welding	3	-	3	-	-	-	-	-
Internal Combustion Engg.	6	-	3	-	-	-	-	-
Printing & Allied Technology	4	-	4	-	-	-	-	-
Sub-overseers	180	-	59	-	-	-	-	-
Sangeet Madhyama	136	-	71	-	174	-	123	-
Sangeet Vid	44	-	28	-	61	-	42	-
Sangeet Kotid	14	-	12	-	25	-	24	-

Part II.

Supplementary Examination -

B.A.	-	355	-	197	-	1	-	1
B.Sc.	-	49	-	33	-	1	-	1
Preparatory in Arts.	24	4	7	3	-	-	-	-
Preparatory in Science	250	70	74	20	8	8	3	8
Preparatory in Commerce	25	1	11	1	-	-	-	-
B.V.Sc.	2-	13	-	12	-	-	-	-
B.Sc. (Agriculture)	-	9	-	8	-	-	-	-
B. Commerce	-	129	-	110	-	-	-	-
Inter Arts	75	818	29	426	4	109	3	64
Inter Science	79	154	28	94	12	11	6	10
Diploma in Engg.	35	-	33	-	-	-	-	-
Inter Commerce	19	139	8	104	-	-	-	-
Diploma in Mech. Engg.	14	-	12	-	-	-	-	-
Diploma in Elect. Engg.	3	-	3	-	-	-	-	-

	1	2	3	4	5	6	7	8	9
Diploma in Textile Tech.		1	-	1					
Sub-overseers		106	-	36					
Inter in Agriculture		3	18	2	14				

IX Buildings and Equipments

Universities of Sagar and Khairagarh had buildings of their own but universities of Jabalpur and Ujjain were held in rented buildings.

Almost all the Government Colleges had buildings of their own, but a few of those were meeting in rented buildings which could not be said to be satisfactory with regard to accommodation, ventilation etc. The state of affairs, in respect of non-Government Colleges was not very satisfactory as most of the colleges were housed in private and rented buildings. The equipment was fairly satisfactory in all kinds of colleges and universities.

(X) Research in Universities.

There was a provision of research work in almost all the subjects of each faculty in Sagar University. This university was going ahead in this direction. 167 research scholars were registered with this university in ~~xxx~~ science, education and humanities. Some of them were scholarship holders from the Government of India, National Institute of Science of India, university grants commission State Government council of scientific and Industrial research and the university itself.

Jabalpur University.

Steps were being taken for encourage-

encouragement of research in this university. In accordance with the statutes passed in this behalf, the academic council has constituted a General and a departmental committee of research for each subject. The executive council also instituted 10 research fellowships of the value of Rs. 200/- per month each. Arrangements were also being made for encouragement of research by sanctioning special grants for equipment and books for teachers and other research workers in the university.

Vikram University Ujjain.

Several applications for registration for the Ph.D. degree of this university in various subjects were finalised during the year. 21 candidates were registered under the faculty of Arts, 5 under faculty of science and 2 under faculty of commerce.

Indira Kala Vishva Vidyalaya
Khairagarh.

No research work was done during the year under review.

(XI) Re-organisation and New Developments.

A significant event, in the sphere of reorganisation of Technical Education, in the State was the constitution of the Madhya Pradesh Board of Technical Education from 1.4.58.

The Board took steps to ensure uniformity and improved standard of ~~instruction~~ instructions since all technical institutions not conducting university courses were affiliated and recognised by the Board.

The courses of civil, mechanical and electrical engineering were started in addition to the mining and metallurgical engineering courses. Three year degree course was provided in almost all the colleges. On the introduction of Higher Secondary pattern of Education most of the Inter-mediate colleges were upgraded to the status of degree colleges. Most of the new colleges had provision for the teaching of science subject.

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Chapter VII

Training of Teachers(Basic as well as Non-Basic)

(1) Normal & Training Schools:- (Institutions Students out-put, expenditure etc.)

Since the policy of the state Government was to convert all primary and middle schools into Basic ones, almost all the training institutions ^{were converted into basic training institutions}. In addition there was one short term Basic Training Centre at Seoni where orientation training in Basic Education was imparted to Primary School Teachers trained in traditional methods. The State, Divisional and District seminars were also organized with a view to impart reorientation training to administrative officers and teachers. The majority of students seeking admission in Teachers Training 'A' Course were middle passed. For Matriculates training facilities in 'B' course were provided.

The following tables indicate number of institutions, students, out-put and expenditure in training schools during the years 1957-58 and 1958-59.

Table No. XXX Number of Training Institutions

Management	For Males			Non-Basic			For Females			Non-Basic				
	Basic	57-58	58-59	Diff	57-58	58-59	Diff	Basic	57-58	58-59	Diff	57-58	58-59	Diff
Government	42	48	+6	1	1	-	3	5	+2	3	1	-2		
Aided	-	-	-	-	-	-	1	1	-	1	1	-		
Unaided	1	1	-	-	-	-	-	-	-	-	-	-		
Total	43	49	+6	1	1	-	4	5	+2	4	2	-2		
<u>Number of Scholars.</u>														
Government	4825	5589	+764	63	66	+3	266	430	+164	179	60	-119		
Aided	-	-	-	-	-	-	65	60	- 5	28	43	+ 17		
Unaided	73	77	+6	-	-	-	-	-	-	-	-	-		
Total	4896	5566	+770	63	66	+3	331	490	+159	205	102	-102		

Table No. XXXII Number of teachers.

Institution	Number of Teachers		
	1957-58	1958-59	Differences
Basic Training	443	544	+ 101
Normal and Training	73	17	- 56
Total	516	561	+ 45

Table No. XXXIII. Expenditure.

Institutions.	For Males			For Females		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Basic Training	1863925	2513776	+549851	154342	296994	+142652
Normal Training	39699	68043	+ 28344	118529	44209	- 74320
Total	1903624	2581819	+678195	272871	341203	+68332

Table No. XXXIV. Examination Results

Name of Examination.	Number	Males				Females			
		Regu- lar	Priva- te	Regu- lar	Pri- vate	Regu- lar	Pri- vate	Regu- lar	Pri- vate.
MatricBasic	1190	18	1083	9	215	-	182	-	
-do-NonBasic	54	-	52	-	101	-	98	-	
NonMatric Basic	138	124	3933	97	370	8	315	6	
-do- NonBasic	-	-	-	-	-	-	-	-	

Some seats were reserved for pupil teachers belonging to Scheduled Castes and Scheduled Tribes. Some seats were also reserved for teachers. Selection was made through elimination test and interview by the boards constituted for the purpose. Candidates belonging to scheduled tribes were exempted from appearing at the elimination test. These training institutions continued catering to the needs of training of teachers for primary and middle schools. The pupil teachers received stipends @ Rs. 25/- per mensem and the duration of the course was of one year. Some of the Government Training institutions were shifted to their new buildings but there were still some institutions which were held

held in rented buildings.

The staff, provided for each of these institutions with their scale of pay and grades was as under :-

- 1-Superintendent Rs. 225-225-250-15-400/-
- 2-Upper Division Teachers-100-100-5-150-150-EB-5-200.
- 3-Lower Division Teachers-60-60-3-84-~~84-EB-4-120~~ -84-EB-4-120.
- 4-Physical Training Instructors 70-70-3-100-EB-5-150.
- 5-Music Teachers 60-60-3-84-84-EB-4-120.
- 6-Pabaldi 30-1-40-EB-2-60.
- 7-Lower Division Clerk 45-2 $\frac{1}{2}$ -50-2-60-EB-65-3-80-EB-2-100.

II-Training Colleges (Institutions, Students, out-put, expenditure etc.)

The following were the Basic as well as Non-Basic Training Colleges, in this state, during the year 1958-59.

Basic (for men)

- 1-Post-graduate Basic Training College Jabalpur
- 2-Post-graduate Basic Training College Ujjain.
- 3-Post-graduate Basic Training College Bhopal.

Non-Basic (For Men)

- 1-Prantiya Shikshan Mahavidyalaya, Jabalpur
- 2-Government Training College, Raipur.
- 3-Government Training College, Khandwa.
- 4-Government Training College, Dewas.
- 5-Government Training College, Rewa.

Non-Basic (For Women)

- 1-Hawabagh Teachers' Training College Jabalpur

* The Government Training College Rewa came into being in the month of August 1958. Till then it functioned as a part i.e. the department of education, of Thekur Rammat Singh College, Rewa. The College was affiliated to the ~~university~~

university of Sagar. It was the highest and biggest, institute in the Eastern Region of the state and prepared and trained graduate and post-graduate teachers for the educational profession. The nature and qualification of admission to both. B.Ed, and M.Ed. classes was of two fold nature. Some seats were reserved for Government nominees while the rest were meant for fresh non-stipendary candidates of the Region. The course was of one years' duration.

These colleges prepared students for the following examination :-

- 1- M.Ed. (Basic and Non-Basic)
- 2- B.Ed. (-do-)
- 3- B.T. (-do-)
- 4- Dip. Teaching.

B.Ed. & B.T. was of one year's course after graduation & M.Ed. was of one year's course after B.T. or B.Ed. Dip. Teaching course was of two years' duration after the High School certificate examination. B.T. (Basic) course was more elaborate and exacting than the ordinary B.T. Course. It laid more emphasis on practical aspect and theory lecturers were supplemented by tutorials and individual guidance. In addition to the usual studies the students had to work for two crafts i.e. spinning, weaving and Gardening. Teacher candidates from Government Schools who were admitted in the regular vacancies for B.T. or B.Ed in Mahakoshal region received a stipend of Rs. 60/- per month whereas the stipends for Dip. Teaching was Rs. 35/- p.m. during the course of their training. Candidates admitted in the additional vacancies did not receive any stipend and they

they had to pay a fee of Rs. 120/- per session. In other regions, the trainees deputed from Government schools, received full pay.

The method of selection of pupil teachers was as under.

M.Ed. The selection was made by the principals on the recommendations of the Divisional authorities. The candidate is required to be a teacher or A.D.I.S. and must have passed B.T. or B.Ed. in second division. He should not be over 45 years of age. The general principle was to admit 20% from the administrative branch and the rest from ~~rank~~ teachers. Candidates of both the sexes were eligible for admission.

B.T. or B.Ed. The procedure of selection was the same as in the case of M.Ed. Graduate teachers were admitted on the recommendations of the divisional authorities and applications of fresh and second class graduates were entertained directly by the principal.

Diploma in Teaching:- The selection was made in the same way as stated above. Matriulates and under graduate teachers were selected in this course.

Physical education had its rightful place in the curricular and co-curricular activities of the colleges. In spite of the crowded ~~schedule~~ schedule of daily theoretical classes and practice teaching periods physical exercises in the morning and games in the evening were compulsory for all students. It helped to keep them active during the whole day.

In Havabagh teachers' ~~rank~~ training college, Jabalpur three kinds of teachers

teachers training was given.

1- In the Department of Diploma in teaching the students were trained to work in the middle schools. It required two years to complete these courses.

2- In the Department of Diploma in Nursery Education the students were trained to work in the pre-primary schools.

3- In the Bachelor of teaching department the students were trained to teach in the High Schools.

No stipend or scholarship was paid to the students. Only those students were admitted who could afford to pay full fees.

The following tables give statistics regarding number of training colleges enrolment in them, their output and expenditure.

Table No. XXV . Number of Institutions.

Type of College	Management	Number of Institutions for					
		Boys			Girls		
		1957-58	58-59	Diff.	1957-58	58-59	Diff.
Post-graduate Basic Training	Government	3	3	-	-	-	-
Post-graduate Non-Basic Training.	Government	4	5	+1	-	-	-
-do-	Aided	-	-	-	1	1	-
Total		7	8	+1	1	1	-

Table No. XXVI - Number of Scholars

Kind of Institution	Management	Number of Scholars in Colleges for					
		Boys			Girls		
		1957-58	58-59	Diff.	1957-58	58-59	Diff.
Post-graduate Basis Training	Government	281	292	+11	-	-	-
Post-graduate Non-Basic Training	Government	757	974	+217	-	-	-
-do-	Aided	-	-	-	85	108	+23
Total		1038	1266	+228	85	108	+23

Tables No. XXXVII Examination Results

Kind of Examination.	Boys				Girls			
	No. Appeared		No. Passed		No. Appeared		No. Passed	
	Regu- lar	Priva- te	Regu- lar	Priva- te	Regu- lar	Priva- te	Regu- lar	Private
M. Ed. (Basic)	15	-	14	-	3	1	3	-
M. Ed. (Non-Basic)	33	2	33	2	2	1	1	-
B. Ed. (Basic)	175	15	165	13	30	3	30	3 2
B. Ed. (Non-Basic)	99	3	95	2	19	1	19	1
B. T. (Basic)	49	-	49	-	4	-	4	-
B. T. (Non-Basic)	435	2	435	2	83	1	83	-
Diploma in Teaching (Non-Basic)	145	-	144	-	68	-	68	-
Dip. in Nursery Education.	-	-	-	-	10	-	10	-
Total								

Table No. XXXVIII-Expenditure.

Type of Colleees.	Sources of Expenditure.	Expenditure on institutions for			
		Boys : during 1957-58		Girls : during 1957-58	
Post-graduate Basic Training Colleges	Government	166197	415748	-	-
	Fees	-	(a) 4016	-	-
	Endowments	-	-	-	-
	Other Sources	-	(b) 550	-	-
Total		166197	420314	-	-
Post-graduate Non-Basic Training Colleges	Government	695526	876729	22546	23092
	Fees	-	(c) 13050	11929	14073
	Endowments	-	-	33729	51971
	Other Sources	78	(d) 655	2337	2707
Total		695604	884434	71091	91843

(A and b) incurred in Post-graduate Basic Training College, Jabalpur.

(c) incurred in Training College Raipur, Dewas and Rewa.

(d) Incurred in Training College, Raipur.

III-Re-organisation and New-Developments.

Plans were under way to start the B.T. classes in Nursery Education, Matric and trained teachers were needed to work in Nursery Schools but teachers at B.T. level were lacking to train other teachers. There were radical

radical changes in the syllabus of B.T. course and these changes were welcomed.

The All India Council for Secondary Education provided Extension services Departments at the following training Colleges.

1. Prantiya Shiksha Mahavidhyalaya, Jabalpur
2. Training College, Dewas.
3. Post-graduate Basic Training College, Bhopal.
4. Government Training College, Raipur.

Thus the benefits of the training colleges extended to teachers in the field. With a view to making teachers acquainted with the latest developments in education seminars were held at Indore, Bhopal, ^{Rewa} ~~Rewa~~, Pachmarhi and Dewas. There was a permanent seminar section at the P.S.M. Jabalpur where teachers from Higher Secondary Schools were trained in batches for a period of 1½ months.



Chapter VIII.

Professional and Technical Education.

(1) Schools (number, enrolment, out-put Expenditure for each type separately.)

The importance of technical and professional Education is greatly increasing. The Development of numerous nation building activities greatly depended on the supply of technical personnel. Technical education also offered better prospects of service and security in the present context of planning in the state.

The details about the number of institution for professional and Technical education, enrolment, teachers, out-put, expenditure etc. of each type for 1957-58 and 1958-59 are given in the table below :-

Table No. XXXIX -Number of Institutions for Boys

Type of Institution	Government			Municipal			Aided			Unaided.		
	57-58	58-59	Diff	57-58	58-59	D.	57-58	58-59	D	57-58	58-59	D.
Agriculture	21	21	-	-	-	-	-	-	-	-	-	-
Arts & Crafts	11	12	+1	-	-	-	-	-	-	-	-	-
Commerce	-	-	-	-	-	-	1	1	-	-	-	-
Engineering	8	8	-	-	-	-	1	1	-	-	-	-
Forestry	1	1	-	-	-	-	-	-	-	-	-	-
Industry	24	32	+8	1	1	-	2	2	-	-	-	-
Medicine	1	1	-	-	-	-	1	1	-	-	-	-
Physical Edn.	1	1	-	-	-	-	1	1	-	-	-	-
Polytechnic	-	1	+1	-	-	-	-	-	-	-	-	-
Technical-Others	4	4	-	-	-	-	-	-	-	-	-	-
Basic Training	48	48	+6	-	-	-	-	-	-	2	1	-
Normal Training	1	1	-	-	-	-	-	-	-	-	-	-
Prof.Others	1	2	+1	-	-	-	-	-	-	-	-	-
Total	115	132	+17	1	1	-	6	6	-	1	1	-

Table No. XL Number of Institutions for Girls

Type of Institutions	Government			Aided.		
	1957-58	1958-59	Diff.	1957-58	1958-59	D
Arts & Crafts	-	-	-	7	6	-1
Industry	2	2	-	2	2	
Medicine	2	3	+1	-	-	
Basic Training	8	5	+2	1	1	
Normal Training	3	1	-2	1	1	
Total	10	11	+1	11	10	+1

Table No. LI Number of Scholars in Institution for Boys

Type of Institutions	Government			Municipal			Aided		Unaided	
	57-58	58-59	Diff.	57-58	58-59	Diff.	57-58	58-59	57-58	58-59
Agriculture	532	594	+62	-	-	-	-	-	-	-
Arts & Crafts	324	307	+17	-	-	-	-	-	-	-
Commerce	-	-	-	-	-	-	27	31	+4	-
Engineering	1326	1432	+106	-	-	-	86	103	+17	-
Forestry	54	119	+65	-	-	-	-	-	-	-
Industry	907	996	+89	13	15	+2	113	81	-32	-
Medicine	31	20	-11	-	-	-	72	72	-	-
Physical Edn.	83	64	-19	-	-	-	156	174	+18	-
Polytechnic.	-	20	+20	-	-	-	-	-	-	-
Technical Others	117	81	-36	-	-	-	-	-	-	-
Basic Training	4825	5589	+764	-	-	-	-	-	73	77
Normal Schools	63	66	+3	-	-	-	-	-	-	-
Prof. Others	208	269	+61	-	-	-	-	-	-	-
TOTAL	8470	9557	+1087	13	15	+2	454	462	+8	73

Table No. LII Number of Scholars

Type of Institution	In Institutions for Girls					
	Government			Aided		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Arts & Crafts	-	-	-	316	266	- 50
Industry	73	80	+ 7	52	52	-
Medicine	47	94	+47	-	-	-
Basic Training	266	430	+164	65	60	- 5
Normal Schools	179	60	-119	26	43	+ 17
Total	565	664	+99	459	421	- 38

Table No. LIII. Teachers

Type of Institutions	Number of Teachers During :		
	1957-58	1958-59	Diff.
Agriculture	26	25	-1
Arts and Crafts	64	46	-18
Commerce	2	2	-
Engineering	114	184	+70
Forestry	6	5	- 1
Industry	82	94	+12
Medicine	13	14	+ 1
Physical Education	9	10	+ 1
Polytechnic	-	4	+ 4
Technical Others	25	30	+ 5
Basic Training	487	544	+57
Normal Training	29	17	-12
Prof. Others	39	26	-13
Total	896	1001	+105

Table No. LIV Expenditure

Institutions	Total Expenditure in Institutions for					
	Boys			Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Agriculture	128496	109757	-18739	-	-	-
Arts & Crafts	65458	129008	+63550	27050	32369	+5218
Commerce	9404	2231	+ 827	-	-	-
Engineering	1454048	1261864	-192184	-	-	-
Forestry	21913	67417	+45504	-	-	-
Industry	248606	297925	+49319	22899	28369	+5460
MEDICINE	6710	8366	+ 1656	144271	129319	+15048
Physical Edn.	15625	24426	+ 8801	-	-	-
Polytechnic	-	27682	+27682	-	-	-
Tech.Others	169505	170595	+ 1090	-	-	-
Basic Training	1963925	2513776	+6498 51,154342	296994	296994	+142552
Normal Schools	39699	67043	+28344	118529	44209	- 74320
Prof.Others	549561	509139	-40422	-	-	-
Total	4563950	5191229	+627279	437091	531149	+94058

Table No. LV Examination Results

Name of Examination	Boys				Girls			
	No. Appeared		No. Passed		No. Appeared		No. Passed	
	Regu lar	Priva te	Regu lar	Priva te	Regu lar	Priva te	Regu lar	Private
T.T.C.	5382	142	5068	106	686	8	602	6
Industry	568	-	511	-	97	-	70	-
Medicine	24	-	16	-	50	-	36	-
Agriculture & Forestry	361	-	331	-	-	-	-	-
Commerce	24	-	19	-	-	-	-	-
Arts & Crafts	95	-	79	-	30	-	13	-
Diploma in Library Science	38	-	25	-	2	-	2	-

As per instructions of the Secretary to the Government, Ministry of Education Government of India, leather Technological Institute Morar, was classified as school for Technology (Poly-technic) in stead of Engineering school from 1958-59 . . .

(II) Colleges (Number, enrolment, out-put Expenditure etc. for each type)

The statistics concerning these colleges are given in the tables below. The medical colleges were under the Jurisdiction of Director of Public Health and Medicines.

Type of Colleges	Management	For Boys			For Girls		
		1957-58	58-59	Diff.	57-58	58-59	Diff.
Agriculture	Government	3	4	+1	-	-	-
Commerce	Aided	2	2	-	-	-	-
Training	Government	7	8	+1	-	-	-
	Aided	-	-	-	1	1	-
Engineering	Government	2	2	-	-	-	-
	Aided	1	1	-	-	-	-
	Unaided	1	1	-	-	-	-
Law	Unaided	3	3	-	-	-	-
Medicine	Government	6	6	-	-	-	-
	Aided	2	3	+1	-	-	-
Physical Edn.	Government	1	1	-	-	-	-
Veterinary	Government	2	2	-	-	-	-
Science							
Total		30	33	+3	1	1	-

Agriculture Agriculture Department of Thakur Ranmat Singh College, Rewa was separated and a separate college opened.

Training B.T. Classes of Thakur Ranmat Singh College, Rewa were separated and a new training college was opened.

Medicine. Shri Astang Ayurvedic College, Ujjain was newly opened.

Table No. LVII- Number of Scholars

Type of Colleges	Management	In colleges for					
		Boys			Girls		
		57-58	58-59	Diff.	57-58	58-59	Diff.
Agriculture	Government	351	1013	+462	-	-	-
Commerce	Aided	725	1074	+348	-	-	-
Training	Government	1038	1266	+228	-	-	-
	Aided	-	-	-	85	108	+23
Engineering	Government	899	1197	+298	-	-	-
	Aided	553	612	+ 59	-	-	-
	Unaided	116	145	+ 29	-	-	-
Medicine xx	Government	312	319	+ 7	-	-	-
Law	Unaided	312	319	+ 7	-	-	-
Medicine	Government	1389	1677	+288	-	-	-
	Aided	183	166	- 17	-	-	-
Physical Edn.	Government	25	42	+ 17	-	-	-
Veterinary	Government	558	570	+ 12	-	-	-
Science	Government	558	570	+ 12	-	-	-
Total		6350	8081	+1731	85	108	+ 23

The above table reveals that there was an increase in enrolment in all kinds of colleges except aided medical colleges.

Table No. LVIII- Expenditure on Colleges for.

Type of Colleges	Management	Boys			Girls		
		1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Agriculture		588445	845697	+257252	-	-	-
Commerce		204156	268169	+ 64013	-	-	-
Training		861501	1304748	+443247	71091	91843	+20752
Engineering		1109531	2255401	+1145870	-	-	-
Law		28368	38880	+ 10512	-	-	-
Medicine		1501122	3030814	+1529692	-	-	-
Physical Education		119688	90849	- 28839	-	-	-
Veterinary Science		411395	500665	+ 89270	-	-	-
Total		4824206	8335223	+3511017	71091	91843	+20752

There was an increase in the total expenditure in all kinds of colleges excepting the Physical Education College. The decrease in Expenditure in College for Physical Education was due to the fact that the expenditure was limited on the basis of the budget approved by the Board. This college was managed by Central Govt. and due to certain overall scaling down of provisions in the Second Five Year Plan budget there was a reduction in the total budget provided for the college.

III. All India Institutions.

There was only one such institution viz. "Lakshmbai College of Physical Education & Gwalior- " This college was originally conceived and established under the inspiration and guidance of late Maulana Abdul Kalam Azad.

On 25th July 1958 Government of Madhya Pradesh handed over an area of 103 acres of land to the college. 16 acres were ^{donated} demanded by His-Highness the Maharaja of Gwalior and 37 acres were transferred by the Madhya Bharat ~~Sports~~ Sports Association. The total area measured 156 acres. The work of construction of a suitable building for the college will soon commence. It was held at present under tented accommodation. The college was managed by

by Central Government. There were 42 students in this college during 1958-59. 24 were/senior class and 18 in Junior class. The students hailed from :-

1- Bombay	6
2- Delhi	2
3- Kerala	4
4- Madras	4
5- Madhya Pradesh	11
6- Mysore	3
7- Orissa	1
8- Punjab	2
9- Rajasthan	3
10-Utter Pradesh	4
11-West Bengal	1
12-Himachal Pradesh	1
Total	<u>42</u>

The poor response to join the college was probably due to lack of adequate publicity. The College was charging only an annual fee of Rs. 300/- and was providing free hostel accommodation and free food to the students. There was possibly a hesitation to join the college because employment opportunities for the graduates of the college were not clear. With more effective publicity and also ensuring proper employment the college would attract really good candidates in large numbers. Due to the absence of proper residential facilities it was not possible to admit girls. This difficulty would be solved in the near future. The students worked hard and showed remarkable development and improvement in their health & skills, professional knowledge and general out-look. & Excellent discipline prevailed.

prevailed among students. The courses of study, prescribed by the Board, were followed carefully. The first batch of students had their training in camping and camp leadership at Shivpuri from 15th April to 15th May 1958 and proved a most valuable experience. A students tour was also organized during the year for visiting Delhi, Bombay, Ellora, Ajanta, Poona, and Madras and Bangalore. The Board of Governors of the college had decided to affiliate the college to the Vikram University. It is hoped the affiliation will soon be completed and the first batch of students will sit for their university examination in 1960.

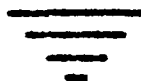
Perhaps the Lakshibai College of Physical Education, with its present curriculum, may be able to produce a first class coach but it is certainly meant to produce efficient Physical Educationists. If therefore, a national coaching centre is to be established its correct place seems to be at this college. The college with its vast grounds and up-to-date facilities and equipment can provide all that the coaching centre requires.

(IV) Re-organisation and New Developments.

The courses of Civil, Mechanical and Electrical Engineering were started in the Government College of Engineering and Technology, Raipur during 1958-59 in addition to the existing courses in Mining and Metallurgical Engineering with an intake of 60 students in civil, 30 each in mechanical and electrical engineering courses.

The leather technological institution Morar was established on 29.10.56. It was

transferred from the management of the Director of Industries to Education Department since 1st Nov. 1956. The object of opening this institution was mainly to impart technical knowledge of leather manufacture to young people of this state. The purchase of more furniture, equipment, machinery and chemicals etc. was in progress. This institute proposes to start a diploma course in Leather goods manufacture. It will be rendering service to Government leather production centres, village industries, khadi board, small Industries service Institute & co-operative centres etc. with technical personnel and advise for further development of this industry.



Chapter IX.Social Education.(i) Centres and Literacy Classes including Post-Literacy classes, Janta Colleges etc.

The table given below shows the number of centres and literacy classes etc during the years 1957-58 and 1958-59.

Table No. LIX. Number of Schools and Literacy Centres.

Type of Institutions.	Management	Institutions for					
		Men			Women.		
		57-58	58-59	Diff.	57-58	58-59	Diff.
Schools for Social Workers (Janta Colleges).	Government	1	1	-	-	-	-
Regular Schools	Government	209	219	+ 10	-	-	-
	Aided.	-	-	-	3	3	-
Literacy Centres.	Government	2521	861 *	-	306	28*30	-
	Total	2731	1081	-	309	33	-

* Excludes statistics of Mahakoshal region as the same were not supplied by the Director of Social Welfare and Panchayats Indore.

II. Enrolment

It was as under :-

Table No. LX. Number of men and Women.

Type of Institution.	Management.	Institutions for men and Women					
		Men			Women		
		1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Schools for Social workers (Janta College.)	Government	16	45	+ 29	-	-	-
Regular Schools	Government	4736	4803	+ 67	-	-	-
	Aided	-	-	-	475	495	+ 20
Literacy Centres.	Government	48928	*26334	-	4954	* 736	-
	Total	53680	31182	+ -	5429	1231	-

* Excludes statistics of Mahakoshal region as the same were not available.

III. Duration of Courses.

The duration of Adult Education courses was for 4 to 6 months.

(IV) Expenditure.

The source-wise expenditure, incurred in these institutions during 1957-58 and 1958-59 was as under :-

Table No. LXI. Expenditure by Sources.

Type of Institution	Source	For males			for Females.		
		1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Schools for Social Workers.	Government	7159	11552	+4393	-	-	-
Schools & Literacy Centres for Adults	Government	590983	*444045	-	49042	*11813	-
	Municipal	-	-	-	250	250	-
	Fees	-	-	-	186	179	-
	Endowments	-	-	-	-	194	-
	Other Sources	-	-	-	2595	13742	-
Total		598142	455597	-	52073	26178	-

* Figures for Mahakoshal region were not available and hence they are not included.

(V) Production of Literature and Audio Visual Aids for Adults

Madhya Bharat. Cinema vans were provided by the Education, Department whereby arrangements were made for the exhibition of films of ~~var~~ academic interests from time to time in order to enlighten the public and inculcate in them the importance of Education.

Vindhya Pradesh. There were two vans for the audio-visual education. A good number of films of educational value were shown to the masses. 185 Cinema shows were arranged and 175720 people were benefited through films. No posters and literature could be prepared due to short budget provision for the purpose of exhibition.

Bhopal- 100 film shows were held at the centres and an audience of approximately 30000 witnessed the same. No special literature was produced in the region.

Mahakoshal : - Measures were taken to prevent the adults, who pass from the literacy centres

from relapsing into illiteracy and to keep the ideas, imparted to them, alive in their minds, with the help of circulating libraries, free supply of literature, cinema shows, installation of radio sets etc.

(VI) Re-organisation and New Developments.

Serious efforts were made to promote Social Education in the state. Training centres to train teachers, were busy in training them for work in adult education. Great efforts were made to promote village libraries. Folk songs, dramas and all types of Cultural activities were provided. Film shows were shown in various parts of the state on the subjects of importance for adults. The social education staff, of the Education Department, concentrated on the publicity of schemes for the educational expansion in the State, while in the Community projects various social education activities were carried on. Sanitation programme and Shramdan drives for the execution of several development works were also taken up. Almost at every centre radio programmes were arranged in the morning and evening to acquaint the people with the current events.

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Chapter X.

Education of Girls and Women.

(i) Institutions by type and standard.

Kindly refer to chapter II "Educational personnel and organisation" in which it was pointed out that education upto Higher Secondary level was under the control of the Inspectresses of schools and district Inspectresses of Schools in Mahakoshal region. It was under the charge of Inspectresses of Girls Schools assisted by Assistant Inspectresses of Schools in Madhya Bharat. In Vindhya Pradesh it was under the charge of Assistant Director of Public Instruction. The two Inspectresses of that region were only inspecting and coordinating agencies. In Bhopal region the Deputy Director of Public Instruction was the head of girls' as well as boys' education. It had no separate Women's branch.

The following table gives the number of different kinds of institutions for girls in the state during the year 1957-58 and 1958-59. There was an increase in all kinds of institutions excepting Inter Colleges, High Schools and Schools for Social Education. The reason for decrease in these institutions was :-
Inter Colleges. Maharani Laxmibai Inter College Bhopal was raised to the status of a Degree College and new Degree college was started at Raipur.

High Schools :- The 27 High Schools were converted into Higher Secondary Schools.

Schools for Social Education :- There was no real decrease but the decrease stated in the table was due to the fact that the statistics

of Mahakoshal region could not be included for want of receipt of information from Director Social Welfare and Panchayats, Indore.

Table LXII. Number of Institution for Girls

Kinds of Institutions.	Number of Institutions during		
	1957-58	1958-59	Diff.
Degree Colleges	3	5	+2
Inter Colleges	4	3	-1
Colleges for Professional Education		1	-
College for Special Education.	1	1	-
Higher Secondary Schools	4	47	+43
High Schools	77	50	-27
Middle Schools	203	208	+ 5
Primary Schools	1639	1730	+ 91
Junior Basic Schools	3	3	
Nursery Schools	60	72	+12
Schools for Professional Education.	21	21	
Schools for Special Education.	313	37	-276
Total	2329	2178	-151
Unrecognised	111	129	+ 18
Grand Total	2440	2307	-133

The following table indicates comparative figures of scholars in institutions for girls during the years 1957-58 and 1958-59.

(ii) Scholars :

Table No. LXIII Number of Scholars in Girls Schools

Kinds of Institutions	Number of scholars during		
	1957-58	1958-59	Diff.
Degree Colleges	1009	1363	+ 354
Inter Colleges	2390	2276	- 114
Colleges for Professional Edn.	85	108	+ 23
Colleges for Special Education	373	592	+ 219
Higher Secondary Schools	1746	17417	+15671
High Schools	33587	20329	-13258
Middle Schools	43866	45648	+ 1782
Primary Schools	113382	132828	+19446
Junior Basic Schools	836	1056	+ 220
Nursery Schools	3698	4742	+1049
Schools for Professional Edn.	1024	1085	+ 61
Schools for Special Education	5562	1274	-4288
Total	207553	228718	+21165
Unrecognised	5506	6648	+ 1142
Grand Total	213059	235366	+22307

III. Co-education.

The number of girls receiving instructions in boys schools and boys receiving instructions in girls schools of various types is given below :-

Table Number LXIV. No. of Girls Reading in Boys schools & Vice versa

Kinds of Institutions	No. of Girls reading in boys schools			No. of boys reading in girls schools.		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
University						
University	104	96	- 8	-	-	-
Degree Colleges	1279	1684	+405	-	-	-
Research institutions	-	1	+1	-	-	-
Inter Colleges	696	133	-563	771	816	+ 45
Colleges for Professional Education.	509	644	+135	-	-	-
Colleges for Special Education.	481	680	+199	-	-	-
Higher Secondary Schools	3380	3979	+599	-	569	+569
High Schools	6167	2357	-3810	1249	1679	+430
Middle Schools	16346	18043	+1697	442	614	+ 172
Senior Basic Schools	3994	5166	+1172	-	-	-
Primary Schools	133297	151820	+18523	2509	2690	+181
Junior Basic Schools	11606	17934	+ 6328	47	50	+ 3
Nursery Schools	1579	1683	+ 104	1813	2238	+425
Professional Schools	137	209	+ 72	3	3	-
Special Schools	1883	1992	+ 129	-	-	-
Total	178438	206421	+27983	6834	8659	+ 1825
Unrecognised	795	1168	+ 373	892	923	+ 31
Grand Total	179233	207589	+28356	7726	9582	+ 1856

206421 girls were reading, in all kinds of institutions for boys, as against 178438 during 1957-58. Similarly 8659 boys were reading in girls institutions as against 6834 during 1957-58. The numbers of both boys and girls increased during 1958-59. It clearly indicates that the number of institutions, meant for girls, were in-sufficient and more institutions were still necessary. Co-education was allowed at all stages i.e. from the Nursery stage to college stage. In village primary schools reading of boys and girls together was a common feature.

Co-education was not preferred in this state at all stages. It was not so much opposed at the primary stage but it had a strong opposition at the Secondary Stage because of the fear of young boys and girls coming in close contact. In rural areas guardians preferred to keep girls uneducated rather than send them into schools for boys. There were certain obstacles in this state in introducing uniform system of co-education. The Purdah system, the general seclusion of girls, the difficulty of getting women teachers for village schools and above all customs, and manners and conventions of the country, were all against freedom of association of the two sexes. All these constituted barriers in the way of co-education. To the people, in general co-education meant inviting of trouble in connection with sex matters. The boys and girls should not have the same curriculum as that for boys firstly because the boys and girls have different aptitudes and secondly because they do not progress at the same rate. Either the girls were held back or the boys overpushed.

IV. Teachers.

The table given below, indicates number of women teachers working in different types of schools and colleges, during the year 1957-58 and 1958-59.

Table No. LXV Number of Women Teachers.

Institutions	Trained			Untrained.		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Nursery Schools	164	177	+ 13	98	143	+ 45
Junior Basic Schools	30	49	+ 19	33	39	+ 6
Senior Basic Schools	7	8	+ 1	10	14	+ 4
Primary Schools	1773	2485	+712	2286	2454	+168
Middle Schools	964	1084	+ 70	937	1115	+178
High/Higher Secondary Schools	943	1062	+119	928	938	+108
Total	3881	4815	+934	4292	4703	+411
UNRECOGNISED	58	109	+ 51	90	123	+ 33
Grand Total	3939	4924	+985	4382	4826	+444

Table Number LXVI Number of Women Teachers

In
Colleges and Professional & Special Schools

Institution	Total Number of Teachers during		
	1957-58	1958-59	Diff.
Universities	3	3	+ -
Colleges for General Education.	177	188	+ 11
Colleges for Professional Education.	55	50	- 5
Colleges for Special Education.	30	34	+ 4
Schools for Professional Education.	85	93	+ 7
Schools for Special Education.	358	*101	-257
Total	709	469	-240

* Excluded figures of adult education of Mahakoshal region.

V. Examination Results.

The table given below shows the number of girls who appeared and passed in various examinations during the year 1958-59.

Table No. LXVII- No. of Girls who appeared &

Names of Examination	Passed in various Examinations					
	Number appeared			Number Passed.		
	Regular	Private	Total	Regular	Private	Total
* 1	2	3	4	5	6	7

Annual Examination

M.A.	101	70	171	91	59	150
M.Sc.	29	-	29	24	-	24
B.A.	335	307	642	278	185	463
B.Sc.	42	3	45	31	-	31
B.Sc.(Home Science)	34	1	35	32	1	33
B.T. (Basic)	4	-	4	4	-	4

Contd... 103

1	2	3	4	4	6	7
B.T.Non-Basic	88	1	89	88	-	88
M.Ed.(Basic)	3	1	4	3	-	3
M.Ed.(Non-Basic)	2	1	3	1	-	1
B.Ed.(Basic)	30	3	33	30	2	32
B.Ed.(Non-Basic)	19	1	20	19	1	20
M.B.B.S.	27	-	27	17	-	17
Preparatory Arts	143	60	203	97	30	127
-do- Science.	105	1	106	57	-	57
-do- Commerce	1	1	2	1	-	1
B.Pharmacy	1	-	1	1	-	1
M.Pharmacy	1	-	1	1	-	1
M.S.	3	-	3	2	-	2
D.C.N.	1	-	1	1	-	1
Master of Agriculture	1	-	1	1	-	1
LL.B.	3	1	4	1	-	1
B.O.L.	4	-	4	3	-	3
Diploma in Library Science	1	-	1	1	-	1
Inter in Arts	482	794	1276	354	257	611
Inter in Science	234	13	247	112	8	120
Inter in Medicine	21	3	24	16	1	17
Inter home Science	73	-	73	69	-	69
Diploma in teaching	68	-	68	63	-	68
Inter Drawing	12	-	12	6	-	6
Elementary Grade Drawing	4	-	4	4	-	4
Diploma in nursery Edn.	10	-	10	10	-	10
Higher Secondary	1494	50	1544	985	23	1008
Matriculation (2&3 Years course)	3439	1803	5242	2466	538	3004
Higher ^{Cambridge Senior} Secondary Agriculture	3	-	3	2	-	2
Senior Basic ^p	102	10	112	82	5	87
Middle Schools	7357	1335	8712	5201	346	5547
Cambridge Junker	5	-	5	5	-	5
Primary	20517	302	20809	17426	249	17675
Basic Primary	748	8	756	622	8	630
T.T.C.(Matriculate Basic)	215	-	215	189	-	189
-do- Non-Basic	101	-	101	98	-	98
Non-Matriculate ^p Basic.	370	8	378	315	6	321
Industry.	97	-	97	70	-	70
Medicine	50	-	50	36	-	36
Music & Dancing	190	-	190	168	-	168
Arts & Crafts	30	-	30	13	-	13
Oriental Studies.	107	-	107	92	-	92
Adults	752	-	752	616	-	616
Sangit Madhyama	174	-	174	123	-	123
Sangeet Vid.	61	-	61	42	-	42
Sangeet Kovid Part II.	25	-	25	24	-	24
Diploma in Library Science (School standard)	2	-	2	2	-	2

Supplementary Examination.

B.A.	-	1	1	-	1	1
B.Sc.	-	1	1	-	1	1
Preparatory Science	8	8	16	3	2	5
Intermediate in Arts	4	109	113	3	64	67
Intermediate in Science	12	11	23	6	10	16

.....10

	1	2	3	4	5	6	7
Higher Secondary Schools	90	3	93	56	3	59	
Matriculation	17	778	795	12	457	469	
Senior Basic	498	-	498	369	-	369	
Primary	943	-	943	776	-	776	
Junior Basic	30	-	30	23	-	23	
School course in Medicine	1	-	1	1	-	1	
In Music & Dancing	3	-	3	2	-	2	
In Arts & Crafts	3	-	3	3	-	3	
In Oriental studies.	5	-	5	2	-	2	

(VI) Scholarships, Stipends, Free

studentships and other financial concessions
at different stages of instruction.

The following types of scholarships and stipends were awarded to the pupils during the year under review:-

1. High/Higher Secondary School scholarships for general competition @ Rs. 20/- P.M.
2. Middle school scholarships for general competition @ Rs. 12/- p.m.
3. High/Higher Secondary School Harijan Stipends under amelioration scheme @ Rs. 20/- P.M.
4. Middle school Harijan stipends under amelioration scheme @ Rs. 12/- P.M.
5. Normal school stipends under amelioration scheme @ Rs. 20/- P.M.
6. Special Additional Normal schools stipends for Aborigines @ Rs. 25/- P.M.
7. Adivasi pupil ~~tax~~ teacher stipends, awarded by the Tribal Welfare Madhya Pradesh, @ Rs. 25/- P.M.

The rates of tuition fees, prescribed for Government schools were as under :-

S.No. Particulars.	Rates of fee for girls in :	
	Girls Schools.	Boys Schools.
1. High School Classes	Rs. 24/- per annum	Rs. 60/- per annum.
2. Middle Schools.	Rs. 6/- " "	Rs. 24/- " "

The non-Government schools charged tuition fee to the maximum limit of fee charged in boys schools except the European Schools which charged higher rates of fee according to their code. There was free education for children between the age group 6-14. The loss of fee income to Non-Government Schools was made good by Government by reimbursing the same to them.

The Harijan pupils received freeships in government as well as non-government schools. Besides this, freeships, equal to 10% of the total enrolment, was given to other communities on poverty-cum-merit basis.

Concessions or freeships.

The following concessions and free-ships, which were in vogue in boys schools, were admissible in girls' schools also.

1. Displaced students.
2. Cash grants to refugees.
3. Sons and daughters of provincial & local body employees.
4. Age concession (6-14 years)
5. Sons and daughters of recognised schools teachers.
6. Scheduled caste fee concessions.
7. Sons and daughters of cultivators having less than 20 acres of land.
8. Sons and Daughters of political sufferers.

(VII) Expenditure direct and indirect
(Separately)

The following two tables give total direct and indirect expenditure, separately on various types of institutions for 1957-58 and 1958-59.

Table No. LXVIII Direct expenditure on institutions for Girls.

Institutions	Total expenditure during:-		
	1957-58	1958-59	Difference.
1	2	3	4
Degree Colleges	256639	536755	+ 280116
Inter Colleges	239695	218236	- 21459
Colleges for Professional Education.	71091	91843	+ 20752
Colleges for Special Edn.	254977	266775	+ 11798
Higher Secondary Schools	116607	2042964	+1926457
High Schools	3141313	1673617	-14671467696
Middle Schools	2682662	2603922	- 78740
Junior Basic Schools	39256	59892	+ 20636
Primary Schools	4525480	5219284	+693804
Nursery Schools	196685	235518	+ 39833
Schools for professional Education.	437091	531149	+ 94058
Schools for special Edn.	37868	73478	- 14390
Total :	12048264	13553433	+ 1506169

Table No. LXIX Indirect expenditure on institutions for Girls.

Particulars	Total indirect expenditure during :-		
	1957-58	1958-59	Difference.
Direction and Inspection	277643	276311	- 1332
Buildings.	1360186	3071936	+ 1711750
Scholarships etc.	315027	273324	- 41703
Hostel charges.	145349	143158	- 2191
Miscellaneous.	154254	417463	+ 263182
Total :	2252459	4182165	+ 1929706

(VIII) Special steps for the promotion of Education of girls and women.

The year, under report, showed a marked increase in the interest evinced by the people towards the progress of women's education in the state. The new scheme such as community projects national extension services Blocks, social welfare etc. sponsored by the State and Central Governments also created a wider range of activities and the number of schools of all kinds were fast increasing. Liberal Financial aid, from the State Government, was granted to

to all types of schools and as such schools opened by the private enterprises were gradually increasing every year.

Sports and social service were encouraged as part of physical education in N.C.C. and A.C.C. The schools also participated in programmes and various camps organised by the Bharat Sewak Samaj which was aided by the Central Government.

As regards collegiate education one new college was opened at Raipur. The following special facilities were provided for higher education for girls :-

- (1) Starting of science subjects in girls Colleges at Jabalpur, Indore & Gwalior.
- (2) Upgrading of Girls' Intermediate in colleges at Bhopal and Ujjain.
- (3) Introduction of music and science subjects in the Girls' intermediate colleges at Bhopal and Ujjain respectively.
- (IX) Female supervisory staff.

This has been explained in chapter II "Educational Personnel and organisation".

There was female supervisory staff in all the three regions viz. Mahakoshal, Madhya Bharat and Vindhya Pradesh, but the female education was under the male inspecting staff in Bhopal region. Head Mistresses of the secondary schools were solely responsible for the internal management of their schools.

The State Government, Municipal committees, Janpadas, Tribal Welfare Department and private managements were the agencies for the spread of girls' education.

Chapter XI Miscellaneous.

1. Pre-Primary Education.

Children in the age group of $2\frac{1}{2}$ to 6 years were admitted in these institutions. These institutions were very useful in giving the right type of training to children, especially to those who for various reasons, could not be cared for by their parents. The fee ~~had~~ being rather high only the wards of rich persons were able to take education in these schools. Even then the need for opening more pre-primary schools was badly felt as children in the age group of $2\frac{1}{2}$ to 6 years could be well trained in kindergarten or pre-primary schools and they could be well prepared for starting their education. In these days when the mother has to supplement the earnings of the father, existence of pre-primary schools will be a boon to the nation. Children, instead of being left uncared for, learn several good things and get the right type of education. The department was taking keen interest in encouraging the opening of more and more pre-primary schools. The department requested the Janpada Sabha to open pre-primary schools and they were paid grant in aid as detailed below :-

- (1) Maintenance grant @ Rs. 90/-% on salaries of trained teachers and 33% on salaries of untrained teachers in rural areas.
- (2) Maintenance grant @ Rs. 50% on salaries of trained teachers and 33% on salaries of untrained teacher in urban areas.
- (3) Equipment grant @ $\frac{1}{3}$ of the approved expenditure in urban areas and $\frac{2}{3}$ of the approved expenditure in rural areas subject to the maximum of Rs. 1000/-.

A new unified syllabus for pre-primary

schools was prepared. This was a long felt need and it was hoped that pre-primary schools would obtain certain degree of uniformity of work throughout the state. A Board of pre-primary Education was also formed and it is now possible to obtain expert advise in regard to all matters pertaining to this stage of Education.

There were two pre-primary training institutions in this state viz Pre-Primary Training Institute, Jabalpur and Bal Niketan Sangh, Indore. These training institutions were producing trained teachers for these schools. Matriculates were selected for training which was of one year's duration.

The statistics about these schools are given in the ~~next~~ tables below :-

Table No. LXX No. of Pre-primary schools

Management	Number of Pre-primary Schools during					
	1957-58			1958-59		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
	Boys			Girls		
Government	15	15	-	4	4	-
Distt. Board	-	-	-	27	28	+ 1
Municipal Board	1	1	-	1	4	+ 3
Aided	30	30	-	22	26	+ 4
Unaided	5	2	- 3	6	10	+ 4
Total	51	48	- 3	60	78	+ 18
Unrecognised	-	-	-	41	45	+ 4
Grand Total	51	48	- 3	101	117	+ 16

Table No. LXXI No of Scholars in Pre-Primary Schools

Management	Number of Scholars in Pre-primary Schools.					
	For Boys			For Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Difference
Government	1113	1208	+ 95	397	361	- 36
Distt. Board.	-	-	-	979	1117	+ 138
Municipal Board	59	82	+ 23	24	190	+ 176
Aided	2199	2537	+ 338	1933	2416	+ 483
Unaided	461	98	- 363	360	648	+ 288
Total	3832	3925	+ 93	3693	4742	+ 1049
Unrecognised	-	-	-	1701	1896	+ 195
Grand Total	3832	3925	+ 93	5394	6638	+ 1244

Table No. LXXII No. of Teachers in Pre-Primary Schools.

Trained			Untrained		
1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
182	191	+ 9	115	169	+ 54

Table No. LXXIII Expenditure, in Pre-Primary Schools

Sources	Total expenditure on schools for :					
	Boys			Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Government	124943	125372	+ 429	80234	102653	+22419
Distt. Board	-	-	-	23109	9093	-14016
Municipal	1209	5300	+4091	9781	14793	+5012
Fees	88036	63414	-24622	47230	57930	+10700
Endowments.	6801	43367	+36566	5273	8941	+3668
Other Sources	26969	58738	+31769	30058	42108	+12050
Total	247958	296191	+48233	195685	235518	+39833

(11) Aesthetic Education (Art, Music, Dancing etc)

Noteworthy changes were already effected in this sphere of education. Besides, the students being prepared for the Elementary & Intermediate grade Drawing Examinations of Bombay School of Arts, Vocal & Instrumental lessons in Music, ~~xxxx~~ exhibitions and other cultural activities were encouraged as part of extra curricular or co-curricular activities in the schools. Music was one of the optional subjects for the Secondary School certificate examination and nearly all girls schools taught it. Dancing was taught in some big schools on payment of an extra fee for it. Sewing, knitting, needlework and embroidery, Art and Needle work and such other part of Aesthetic Education as came in the range of ~~xxxxxx xxx~~ Home Science was taught in schools. On the whole, schools were getting conscious of Aesthetic education which could be noticed from the various extra curricular activities and high class programmes put up by them.

There was one Mahila Training Art and Embroidery College, Jabalpur which imparted training in home crafts like tailoring, cutting sewing, embroidery salma, kinari, glass work, Knitting and weaving etc. Mahila Vidyalaya Sagar had started Sangeet Niketan in which vocational training in dancing music, needle and embroidery work was given. It imparted education in classical music also and prepared students for Sangeet Visharad and other examinations in music of University level as well as examinations conducted by the Bhatkhande Vidyapith.

data The following, tables give comparative data of such institutions for 1957-58 and 1958-59.

Table No. LXXIV Number of Aesthetic institutions

Kind of Institutions	Number of Institutions for :					
	1957-58	Boys 1958-59	Diff.	Girls 1957-58	1958-59	Diff.
Music Colleges	3	3	-	-	-	+
Colleges for Other fine Arts	3	4	+ 1	-	-	-
Dancing Schools	-	-	-	1	1	-
Music Schools	14	15	+ 1	-	-	-
Total	20	22	+ 2	1	1	-

Table No. LXXV Number of Scholars in Aesthetic Institutions.

Kind of Institutions	Number of students in institutions for:					
	1957-58	Boys 1958-59	Diff.	Girls 1957-58	1958-59	Diff.
Music Colleges	671	849	+ 178	-	-	-
College of Other Fine Arts	286	527	+ 241	-	-	-
Dancing Schools	-	-	-	27	29	+ 2
Music Schools 112		1362	+ 250	-	-	-
Total	2069	2738	+ 669	27	29	+ 2

Table No. LXXVI Expenditure on Aesthetic Institutions

	Total direct expenditure in institutions for :-					
	Boys			Girls		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
Music Colleges	149502	154750	+5248	-	-	-
Colleges for Other Fine Arts	39393	40936	+1543	-	-	-
Dancing Schools	-	-	-	13159	14168	+ 999
Music Schools	109781	124414	+14633	-	-	-
Total	298676	320100	+21424	13159	14158	+ 999

(iii) Oriental Education (School as well as Collegiate-Sanskrit, Persian, Arabic etc.)

The State was given to the responsibility of promoting oriental education, Sanskrit teaching found an important place in the Secondary Schools syllabus. It was made compulsory for those students from classes VI to VIII whose mother tongue was Hindi. For High School classes a compulsory elementary course of Sanskrit was laid down. Persian and Arabic found place in the curriculum as optional subjects. Madrasas were running in the Mosques giving instruction to students both boys and girls in Arabic. Sanskrit Pathshalas functioned during the year under review which were given grant. They prepared students for various Sanskrit examinations. At college stage, arrangements for the teaching of all the three subjects existed. The teaching of Sanskrit generally suffered much in the rural middle schools, for want of Sanskrit knowing teachers.

The following tables give statistics regarding number, scholars and expenditure on these institutions during 1957-58 and 1958-59.

Table No. LXXVII No. of institutions for oriental Education.

Management	Number of Colleges and Institutions for Boys					
	Colleges			Institutions.		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
	1	2	3	4	5	6
Government	5	5	-	60	60	-
Distt. Board.	-	-	-	2	1	-1
Municipal	-	-	-	4	5	+1
Aided	-	-	-	37	38	+1
Unaided	-	1	+1	14	17	+3
Total	5	6	+1	117	121	+4
Unrecognised	-	-	-	4	3	-1
Grand Total	5	6	+1	121	124	+3

Table No. LXXVIII Number of Scholars in oriental Institutions.

Management	Colleges			Institutions.		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
	Government	429	497	+ 68	1651	1705
Distt. Board	-	-	-	16	16	-
Municipal	-	-	-	103	140	+ 37
Aided	-	-	-	1962	2318	+356
Unaided	-	103	+103	658	554	-104
Total	429	605	+176	4442 4390	4873 4733	+343
Unrecognised	-	-	-	58	90	+ 32
Grand Total	429	605	+176	4448	4823	+375

Table No. LXXVII Total direct Expenditure in oriental Institutions

Sources of Expenditure	Colleges			Institutions.		
	1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
	State Govt.	218664	255292	+36628	207956	239683
Distt. Board	-	-	-	1500	1520	+ 20
Municipal	-	-	-	15437	15777	+ 340
Fees.	1058	853	- 205	327	1329	+ 1002
Endowments	-	403	+ 403	58403	673153	+14750
Other Sources	-	10160	+10160	51088	51212	- 876
Total	219722	266708	+46986	334711	381674	+46963

One ex Darul Uloom Tamil Masajid Bhopal was started ex as an unaided college for oriental studies (Arabic) during 1958-59.

(IV) Education of the Handicapped.

Table No. LXXX Number Scholars and total direct expenditure on institutions for handicapped.

Management	No. of Instn. for Boys.			No. of Scholars			Total Expr.		
	57-58	58-59	Diff.	57-58	58-59	Diff.	57-58	58-59	Diff.
	Government	1	1	-	21	12	- 9	4824	4200
Aided.	3	3	-	122	143	+21	40217	55524	+15307
Total	4	4	-	143	155	+12	48041	59724	+14683

Training in ~~xx~~ sewing, spinning, knitting, craftwork & toy making was provided in addition to education, in these institutions. The ~~the~~ education was free.

(V) Education of the delinquent Children.

Boasaktal institute Narsinghpur and Reformatory School Seeni were the two special institutions in this State, which mainly aimed at the treatment of juvenile delinquents by re-education and retraining of the young offenders. These institutions provided technical training in Black Smithy, carpentry, weaving, toymaking and farming with a view to train the adolescent criminals in some useful crafts. These institutions aimed at making the inmates of prisons literate and make them self supporting after serving their term of imprisonment. 10 inmates appeared at the primary Certificate Examination, during 1958-59 and all passed.

From time to time these institutions had been under the control of different departments of Government. Finally in July, 47 the education department took over its control, & from commerce and industries department and recognised it on modern lines. The reorganisation of these institutions opened a new chapter in the history of treatment of Juvenile delinquents in the state. The Controlling Authority was the Joint Director of Public Instruction, Madhya Pradesh. The Supdt. of the institutions were in charge of these institutions. In addition to regular programme of teaching there was a well planned daily programme of physical education, in the morning as well as in the ~~x~~ evening, that kept the children fit and smart

through out the day. Teaching in general knowledge was also given. "Thought for the day" programme was carried out in the evening ~~xxx~~ classes when a deep sense of righteousness was inculcated in the boys during the informal meeting of the teacher and the taught. Every effort was made to set the erring youth on the right path to make him, as far as possible self supporting with a higher sense of dignity of labour and honesty.

The statistics of these institutions are given below. Figures in brackets indicate statistics for 1957-58.

S.No.	Name of Institution.	Enrolment.	Teachers	Expenditure.
1.	Borstal Institute Narsimhpar	76(98)	4(4)	60444(6456)
2.	Reformatory School Secni.	52(66)*	4(4)	100037(95938)
Total		128(158)	8(8)	106081(102394)

(VI) Education of the Scheduled castes,
scheduled tribes and other backward classes.

Education of students of these classes of people was receiving special encouragement from the Education, Tribal Welfare, and Social Welfare departments and Wanvasi Sewa Mandal and it is noteworthy to record here that the managing agencies in this field cooperated in promoting the cause of education for the uplift of these communities ^{children of these communities} were exempted from payment of tuition and hostel fees and the following stipends and exemptions were granted at various stages.

Primary Schools

1. A grant of Rs. 300/- per annum, per district, for supply of books and materials to ¹¹arijan pupils in recognised primary schools

subject to the condition that the Provincial Sewak Sangh collected as much as two thirds of grant (i.e. 200/- per district) within its respective jurisdictions.

2. A grant of Rs. 300/- per annum for education of Harijans to each district committee of the Harijan Sewak Sangh in the State subject to the conditions that the Provincial Sewak Sangh raised an amount equal to the total grant for the districts within its jurisdiction and spent double the amount of grant on education of the backward classes in each district.

3. Free supply of books and slates @ 2/8/ per child in the primary schools for Aborigines.

4. Free supply of clothing @ Rs. 2/8/ per month, per student, to the students of those primary schools.

Middle Schools

1. 15% places were reserved for admission of the students of scheduled castes and wandering tribes in class VI of Government Secondary schools. This percentage could be raised to 25% by the Director of Public Instruction.

2. Certain number of middle School stipends to Harijan boys and girls @ 12/- p.m.

3. Rs. 10/- per child in aboriginal tracts of Shahpur (Betul) and Dondi (Durg) for the supply of books etc. and messing stipends @ Rs. 12/- p.m. to the students of aboriginals and scheduled castes.

4. 50 stipends @ 12/- p.m. each to aboriginal students who wished to join Normal school course.

5. 19 stipends of Rs 15/- P.M. each to aboriginal students coming fresh from village schools.

High /Higher Secondary Schools.

1. Reservation of seats @ 15% (or to 25% with the sanction of Director of Public Instruction) for admission in class IX of Government Higher Secondary Schools.
2. Reservation of 10% of seats in Hostels attached to Government Secondary Schools.
3. Hostel stipends @ 20/- P.M. and exemption of hostel fee to the above students.
4. 80 messing stipends of Rs. 12/- P.M. to aboriginal students who resided in hostels attached to Government schools at Dandoni, Dharni and Baihar.

Normal Schools.

1. Exemption from appearing at the first elimination test.
2. Reservation of some seats in training schools.
3. Stipends @ Rs. 25/- P.M. to a large number of Harijan and aboriginal students.

Miscellaneous.

1. Scheduled caste candidates were charged fees at reduced rate of Rs. 3/- instead of Rs. 5/-, for admission to the examination for shorthand and typewriting.
2. Maintenance grant was paid at the enhanced rate, not exceeding two thirds of the approved expenditure, in the case of schools maintained for the students of scheduled castes.

The following tables give the comparative figures of the number of these

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these institutions, an expenditure enrolment etc. for the years 1957-58 and 1958-59.

Table No. LXXXI-Institutions for the Education of the scheduled castes, scheduled tribes, and other Backward Communities.

S.No.	Type of Institution	Number of Institutions for			Girls		
		Boys	1957-58	1958-59	Diff.	1957-58	1958-59
1.	Nursery Schools	1	2	-1	-	-	-
2.	Primary Schools	1127	1178	+51	5	5	-
3.	Junior Basic	-	5	+ 5	-	-	-
4.	Middle	118	121	+ 3	-	1	+ 1
5.	High/Higher Secondary Schools	2	3	+ 1	-	-	-
6.	Technical Industrial	1	1	-	-	-	-
7.	Others	12	2	-10	-	-	-
	Total	1261	1310	+49	5	6	+ 1

Table No. LXXXII. Number of Scholars

S.No.	Type of Institutions	Number of Boys and Girls in Institutions for Boys and Girls					
		Boys			Girls		
		1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
1.	Nursery Schools	22	-	-22	8	-	- 8
2.	Primary Schools	36080	37180	+1100	6928	7893	+965
3.	Junior Basic Schools	-	89	+ 89	-	14	+ 14
4.	Middle Schools	851	6551,6492	- 59	384	480	+ 96
5.	Technical & Industrial	151	161	+ 10	-	-	-
6.	High/Higher Secondary Schools	418	315	-103	32	26	- 6
7.	Others	270	48	-222	-	-	-
	Total	434992	44286	+793	7362	8413	+1051

Table No. LXXXIII, Expenditure

S.No.	Type of Institutions.	Total Expenditure in institutions for					
		Boys			Girls		
		1957-58	1958-59	Diff.	1957-58	1958-59	Diff.
1.	Nursery Schools	5949	-	-5949	-	-	-
2.	Primary Schools	1884334	3189273	+1304939	19734	18084	-1650
3.	Junior Basic Schools	-	9484	+ 9484	-	-	-
4.	Middle Schools	1372857	1247377	-124980	-	4230	+4230
5.	High/Higher Secondary Schools.	140047	178507	+ 38460	-	-	-
6.	Technical and Industrial	223981	5921	+ 1940	-	-	-
7.	Others	102147	58839	-43308	-	-	-
	Total	3509315	4689901	+ 1180586	19734	22314	+2580

Besides, 385652 boys and 48085 girls of these communities were receiving instructions in various kinds of education in a

-in other institutions during 1958-59 as against 319098 boys and 36012 girls during 1957-58.

(VII) Physical Training, Games, Sports etc.

Physical Education formed an integral part of education of youths. Provision was made for the following :-

(1) Training of teachers in Physical Education.

(ii) Improvement of sports and games activities.

(iii) Grants to private institutions providing Physical Education.

(iv) Coaching.

(I) Training of Teachers :- There was one Government institution named Tatyia Tope College of Physical Education Shivpuri for training teachers for the education department of the state. Originally the college conducted two courses viz : (a) Vyayam Parangat for Intermediate and (b) Vyayam Pravin for Matriculates. After the reorganisation of the States the syllabus and the prospectus was revised and in place of the two courses only one course of "Certificate of Physical Education" was introduced. The sanctioned strength for admission was also raised to 100. Besides there was one aided institution for Physical Education at Gwalior and One Lakshmbai College of Physical Education at Gwalior. The ~~xxx~~ Lakshmbai College of Physical Education ~~at~~ Gwalior admitted trainees from all over India. These institutions aimed at :-

(1) Training the standard of health and physical fitness in the country.

(2) Preparing able teachers, leaders and instructors in Physical Education.

(3) Developing sportsmanspirit.

- (4) Establishing a systematised knowledge and thereby helping in the creation of able citizens.
- (5) Encouraging and developing Indian methods of Physical Education and recreation.

(II) Improvements of sports and games.

Sports were considered as main items for development of physical ~~and~~ health. Apart from the regular school games funds, additional funds were allotted to the schools for holding district schools tournaments. Following funds were allotted to the district/divisional/state ~~authorities~~ authorities for tournaments, during 1958-59 :-

1. Grants @ Rs. 500/- each for district schools tournaments for 43 district and city of Bhopal ...44 X 500 = Rs. 22000/-.
2. Grants for divisional/regional (Inter ~~the~~ district) tournaments Rs. 19000/-.
3. Grants for participation of divisional teams in State tournamentsRs. 8000/-
4. Grants for the Centre staging the State tournaments @ Rs. 7000/-.
5. Grants for national (Inter State) tournaments Rs. 17000/-.

III. Grants to private associations.

In addition to the above, annual grants were also sanctioned to different associations for sports and games and to private associations like vyayam shalas, Akharas, clubs etc. for the development of vyayam activities in their respective areas and for the physical welfare of the masses.

(IV) Coaching.

Teachers, who were good in games, were sent to attend the coaching camps, organised by the Government of India Ministry of Education for training in various games. The object in attending these camps, was to impart instruction

instruction in the technique and methods of coaching so that on return the teachers might be able to conduct similar camps in the state and train the students of their schools.

Madhya Pradesh Schools football team participated in the 2nd annual football tournament held at Bombay and won the tournament defeating Bombay by 3 goals. State selected kabaddi, Volley-ball and basket-ball teams participated in the IV National schools championship held at Delhi. The kabaddi team won the championship and volley-ball team stood as runners up.

(VIII) Youth Welfare.

Bharat Sewak Samaj was gaining popularity. Government of India sanctioned grants for its organisation and district camps were organised for the students. Parties of students from Secondary Schools and colleges were sent on historical, geographical and other trips to various parts of India. Private "Akhadas" and Clubs" were the other centres for encouraging the youth to improve their physical well being. The community projects and the National extension blocks had their own programmes for the establishment of such centres in rural areas. There were Vaidhyarthi sabhas in various High and Higher secondary schools and Inter colleges which provided all sorts of help to the poor students. ~~Some~~ Schemes regarding youth hostels, youth clubs and holiday houses were also under the consideration of Government. Steps were taken to establish :-

- (1) A state Advisory council for sports. and
- (2) Madhya Pradesh Olympic Association.

With the establishment of these associations games and sports activities, in the state, will function on a coordinated basis. Study circles were organised for reference and umpires so that their knowledge of rules and management of games may be up-to-date. A scheme for the establishment of a youth Welfare Board was also under the active consideration of Government.

(IX) Boy Scouts and Girl Guides.

An important step taken, in this connection was the formation of state council of scouts and guides and its branches in different parts of the state. The State scouting and guiding had received a great impetus and it was receiving and becoming fairly popular in schools. In every Secondary School a unit was raised. A State meet of scouts and guides was held at Bhopal which was attended by about 3000 scouts and guides. The Scouts and guides were rendering social service on important occasions.

(X) National Cadet Corps.

The Organisation of National Cadet Corps was started by the Central Government with a view to inculcate a spirit of discipline and leadership among the youth of the country. Apart from it it provides service training to stimulate interest in the defence of the country. Similarly the auxiliary cadet corps developed in them a sense of patriotism, team spirit, corporate life, self confidence and trained them for social service with a sense of dignity of labour. The initial enthusiasm and response from the students and guardians in this direction was very exhilarating and it was happy sign. The strength of the junior division troops was 204 with 199 N.C.C Officers and

and 6673 cadets, including girls, during 1958-59. The troops were of the following kinds:

174	Troops	(Army Wing)
24	"	(Girls' Wing)
4	"	(Air Wing)
2	"	(Naval Wing).

Demand from new institutions for sanction of units for them were still pouring in and all institutions had shown an interest in this activity.

The auxiliary cadet corps parades were made compulsory in most of the Secondary Schools. Government continued providing uniforms, nourishment and equipment to all the cadets. The cadets participated in the annual camps, which were held at different places, during the year under report. Concession of marks was given to students taking part in N.C.C. in the Matriculation examination.

(XI) Extra-curricular activities (Junior red cross and St. John Ambulance Societies etc.)

Practical training in St. John Ambulance and Junior red cross courses were imparted in the Government Normal Schools. Following were the chief extra-curricular activities worth mentioning :-

(a) Debating Societies

All the Secondary Schools had their debating societies and clubs which encouraged platform speaking, fluency of speech, logical arguments, recitations, Kavi-Sammelan, pen-friendship etc.

(b) Gardens.

Most of the Secondary Schools had gardens attached to them, where students learnt gardening through practical method. Shramdan was receiving special attention.

(c) Dramatic Association

There were dramatic associations in most of the schools. Dramas and Musical performances were organised, on special occasions, in the institutions.

(d) Magazines

School magazines, were published by most of the Secondary Schools and essay competitions were held from time to time.

(e) National and other Functions.

Celebrations of National Festivals like Independence day, republic day, Anniversaries of national leaders, Human rights day, ~~Shiksha~~ Children's day, U.N.O. day, Flag day, varmahotsava, kindness to animals etc were observed from time to time.

(f) Social gathering.

Annual social gathering were celebrated practically in all the schools.

(g) Other Activities.

Instructions in drill, games and athletic activities were given in all schools with varying degrees of efficiency. Excursion trips, making of albums, coin and stamps collection, photography, organisation of ehramdan weeks, dancing, needle work etc. were also encouraged.

(h) Seminars.

With a view to make teachers acquainted with the latest developments in education seminars were held at Indore, Bhopal, Rewa, Pachmarhi and Dewas. There was a permanent Seminars section at the Prantiya Shiksha Mahavidhyalaya Jabalpur, where teachers from Higher Secondary Schools were trained in batches for period of a month and a half each.

(1) Audio-visual Education.

An audio-visual education workshop was established at Bhopal and the constitution of an Audio-visual Education Board was also under consideration of the Government. The board will prepare ~~schemes~~ schemes for the use of audio-visual equipment and workshop and will prepare model films, films strips, charts and slides for schools and also take up training of teachers in the proper handling and effective use of ~~a~~ equipment.

(XII) School Meals.

There was no provision of school meals in the schools. Only the Tribal Welfare Department provided meals in their schools. Several ~~and~~ students, in each school, brought food from home and enjoyed it during the long recess. In some high schools a light refreshment was given on payment. It was seen that boys half-clad and half-fed come to schools in the rural areas, to receive primary education. The teachers found it difficult to impart education to such children whose mental set-up was not in proper condition to receive it. Time and energy were both wasted in schooling such underfed children.

Children of some schools got ~~the~~ powdered milk, free ~~of~~ of cost, from the following agencies :-

- (1) UNICEF
- (2) State Government.
- (3) Tribal Welfare Department.
- (4) Catholic Relief services.
- (5) National christian council America
- (6) Rotary clubs and red cross Societies.

(VIII) School Medical Service.

There was no regular service for the medical inspection of school going children in the entire State. Following arrangements were made, for this purpose, in different regions :--
Kashakoshi region.

The assistant medical officers visited all Government Secondary Schools for boys, every month, examined the students and advised them to take medical treatment, if found necessary. Detailed medical examination, of each student, was done annually. The non-Government institutions of the students. The Government institutions also provided for medical examination of the students. The Government touring doctors visited schools, in rural areas, also periodically. There were, however, some schools where there was no such provision, for medical examination, but their number was very few and inspecting authorities were taking steps to see that they were also provided with facilities for medical examination.

As regards girls' schools all the Secondary Schools, situated in urban areas, were regularly visited by the lady medical officers of lady assistant surgeons of the respective districts once or twice in a year, for detailed medical examination of the students and treatment was prescribed, where necessary. Monthly visits were also paid to some schools to look to the sanitation and general Health of the students. Hygiene was taught in middle/High schools. Some schools, in rural areas, were however neglected.

Madhya Bharat .

There was no regular school Health Service but provision was made for medical care of students in some areas. The office of the Senior Medical Inspector, at Gwalior, was responsible for the medical inspection work in Gwalior region. There was one students' clinic under this office at Gwalior, for the benefit of the sick students of Gwalior proper. One full time medical Inspector, with necessary staff, was appointed to inspect the health condition of boys of primary and middle schools of Indore city. In Ujjain region there was regular medical school service for the medical inspection of students of Government Primary Secondary and Colleges.

Windhya Pradesh.

No regular and definite arrangement existed in this region. Students went to hospitals and dispensaries, where-ever available.

Bhopal Region.

One medical officer, with its staff, was appointed at Bhopal proper for the organization of the scheme and control over the work of part time medical officers at Tahsil places. One lady doctor at Bhopal one at Sehore and thirteen part time medical officers at Tahsil places were appointed.

They looked towards the health education sanitation, health supervision, physical defects communicable ^{dis ease} diseases etc. of the students, under the guidance of the medical officers at Bhopal. First-aid boxes were supplied to schools and hostels.

the Medical examination was conducted in 3354 institutions and 237033 students were examined during 1958-59 in this State.

(XIV) Libraries.

All the Secondary Schools and colleges had libraries of their own, containing juvenile literature and reference books. The village public and circulating libraries continued to be aided by the State Government. The District libraries, set-up by Government, were playing the role of an effective Educational agency for keeping literacy alive and expanding educational activities. Rural libraries set-up at selected centres, for the use of both adults and pupils, continued functioning during the year under the report.

(XV) Facilities for education of displaced Students.

Following schools were running purely for the displaced students, in this state.

S.No.	Region/Division.	Name or number of School
1.	Mahakoshal	1. Primary School Katni Camp. 2. High School Katni Camp.
2-	Madhya Bharat	1. Higher Secondary School, Indore. 2. Middle School Indore. 3. Middle School Mhow. 4. Primary School Dewas. 5 to 14. 10 Primary Schools in Indore. 15. Middle School Gwalior 16 to 25. 10 Primary Schools in Gwalior Distt.
3-	Vindhya Pradesh	NIL.
4.	Bhopal	1. Govt. High School, Bairagarh. 2. Govt. High School Bairagarh (for Boys) 3. -do- (for girls) 4. Govt. Middle School Gandhinagar (Sehore Distt.) 5. Nirmal Meeta Middle School Bhopal. 6. Taj Mahal Primary School Bhopal.

The State Government paid full expenditure for maintenance of the above schools. None of the refugee students were refused a dmission and no tuition fee was charged from them. In other schools displaced students were given preference in ~~admission~~ admission. Remission of fees was given to 40% and 50% of the total enrolment of displaced pupils in the High and middle schools respectively, and the loss of tuition fee income, in non-Government Secondary Schools, was reimbursed by the State Government. Cash grants for the purchase of books and other reading materials was also paid to those students at the following rates :-

- | | |
|------------------------------|---------|
| 1. High School Department | R. 20/- |
| 2. Middle School Department | R. 10/- |
| 3. Primary School Department | R. 5/- |
| 4. Normal Schools | R. 25/- |

There was a provision for the grant of scholarship/stipends to a particular category of displaced students, studying in various institutions.

(XVI). Indian Students abroad.

The table below gives figures of the students who had gone abroad, for further studies, in different subjects.

No.	Name of the Country.	Number of students who went for advanced studies.		Number of stipendiary students included in Cols	
		Men	Women	Men	Women
		3		4	
1.	United Kingdom	14	2	4	-
2.	U.S.A.	15	5	10	5
3.	Holland	1	-	1	-
4.	France	2	-	2	-
5.	East Germany	4	-	4	-
6.	West Germany	3	-	2	-
7.	Austria	1	-	-	-
8.	Japan	1	-	1	-
9.	Thailand	1	-	1	-
10.	Egypt	1	-	-	-
11.	U.S.S.R.	7	-	7	-
Total		50	7	32	5

(XVII) Research (Scientific, Linguistic and Historical).

The institute of language and ~~Research~~ Research, Jabalpur was established from 1.11.56. The University of Jabalpur granted affiliation to this institution from 1.7.57 and admission were started from July 1958. Provision was made for starting five research departments i.e. in English, Hindi, Sanskrit, History and Modern Arabic but it could offer facilities for the research leading to Ph.D. Degree of the university of Jabalpur in :- English, Hindi, Sanskrit and History. The number of students, admitted in the institution, for the award of Ph.D. Degrees was 16, as detailed below.

English	5
Hindi	9
Sanskrit	1
History	1
	<hr/>
	16

There were no limits fixed on the number of students but provision for admission of 8 students, in each subject, was made for smooth working of the institution.

One research scholar Shri ~~Shri~~ G.V. Andrews was awarded research scholarship @ Rs. 100/- P.M. from the University but no payment was made to him during 1958-59.

Two research scholars of Hindi, Shri N.D. Sahu and Shri K.C. Jain were awarded Government of Madhya Pradesh research scholarship @ Rs. 100/- P.M. from the date of their admission to this institutions. The total amount spent under scholarships was Rs. 1274/-.

The institution provided training in the methodology of research and the principles of critical interpretation of the sources of knowledge. The teachers guided

the students and were responsible for the progress of their work.

The total expenditure incurred in this institution was Rs. 94237.

(XVIII) Curriculum and Text Books

After the formation of Madhya Pradesh a separate wing was organised at the Directorate to formulate curriculum and text books. An integrated curriculum was prepared for classes I, V, VI to VIII and was introduced from the year 1958-59. Unified syllabus of Basic Training Colleges was also prepared for the whole state.

The prescription of course books and nationalisation thereof was entrusted to this wing. Different books were in vogue in different regions. The most suitable of these were adopted and introduced for all regions. Some new and improved books were prescribed e.g. Social studies series for classes IV to VIII.

Teachers who wished to write books were permitted to do so under the usual conditions laid down in Director of Public Instruction's standing orders.

(XIX) Hostels, Boarding Homes etc.

Hostels were attached to most of the Government Secondary Schools, Training Institutions and Colleges. Some non-Government institutions also maintained hostels. Capitalisation grant was paid by Government to all approved hostels. With the growing demand for Secondary Schools and the rising influx of students from rural areas to Higher Secondary Schools in urban centres, the demand for hostels

facilities was on the increase. Private ^einter-
^sprise in this sphere was not very ^eincouraging
on account of financial difficulties.

The number of residents in approved
hostels was 26985 in boys' schools and colleges
and 29483, in Girls' schools and colleges,
during 1958-59. The total indirect ~~min~~ expendi-
ture on hostel charges was Rs. 703058/- in the
case of boys' institutions and Rs. 12 143158/-
in the case of girls' institutions.

**(XX) Institutions not Following Departmental
Syllabus.**

All recognised institutions of the
State followed the departmental syllabus. There
were only a few unrecognised schools, of
religious type which did not follow this
syllabus. They did not get any Government aid.

* * * * *

Chapter III.

A Critical review of educational Tendencies and Developments.

Facilities, granted by the Government, in the form of scholarships, freeships and other types of concessions, had gone a long way in increasing the demand for more and more educational facilities. With the increase in the number of primary schools in the rural areas the importance of educating children is being realised and as a consequence of this demand for opening of more and more primary schools in the rural areas is being felt. In the sphere of Secondary Education, the demand for more Secondary Schools both for boys and girls continued to exist. Every effort was made to develop the mental, moral and physical faculties of the young generation. The importance of physical education in the formation of the personality was being stressed every where and therefore physical education received impetus. The progress of education in rural areas was slow mainly due to lack of accommodation in schools. A number of primary schools were held in temples, vorandahs or in other rented buildings which were inadequate for the purpose. The poverty of the masses was a great barrier to the education of their sons and daughters. The burning problem of inadequate buildings for all kinds of schools lack of proper play-grounds and the absence of hostels continued to be felt as keenly as before. Proper arrangements for midday meals and medical service were conspicuous by their absence. The dearth of trained teachers came

came in the way of the improvement in the general standard of instruction.

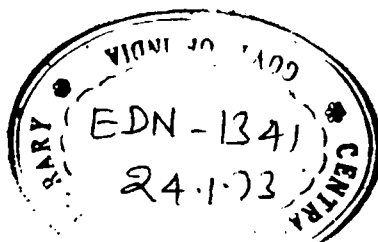
It is a great pleasure to mention that the educational authorities all over the State received already and spontaneous cooperation from all officials and non-officials of other Departments on all occasions in the conduct and administration of educational activities in the State and this Directorate records its gratefulness to them.

Last but not the least the help and guidance given by the Government of India from time to time proved to be of great value to this Directorate in its administration and heartfelt thanks are due to them.



S. P. Varma
Director of Public Instruction,
Madhya Pradesh
BHO PAL

Naik
312/61



G. S. Chandra
19.1.1961.