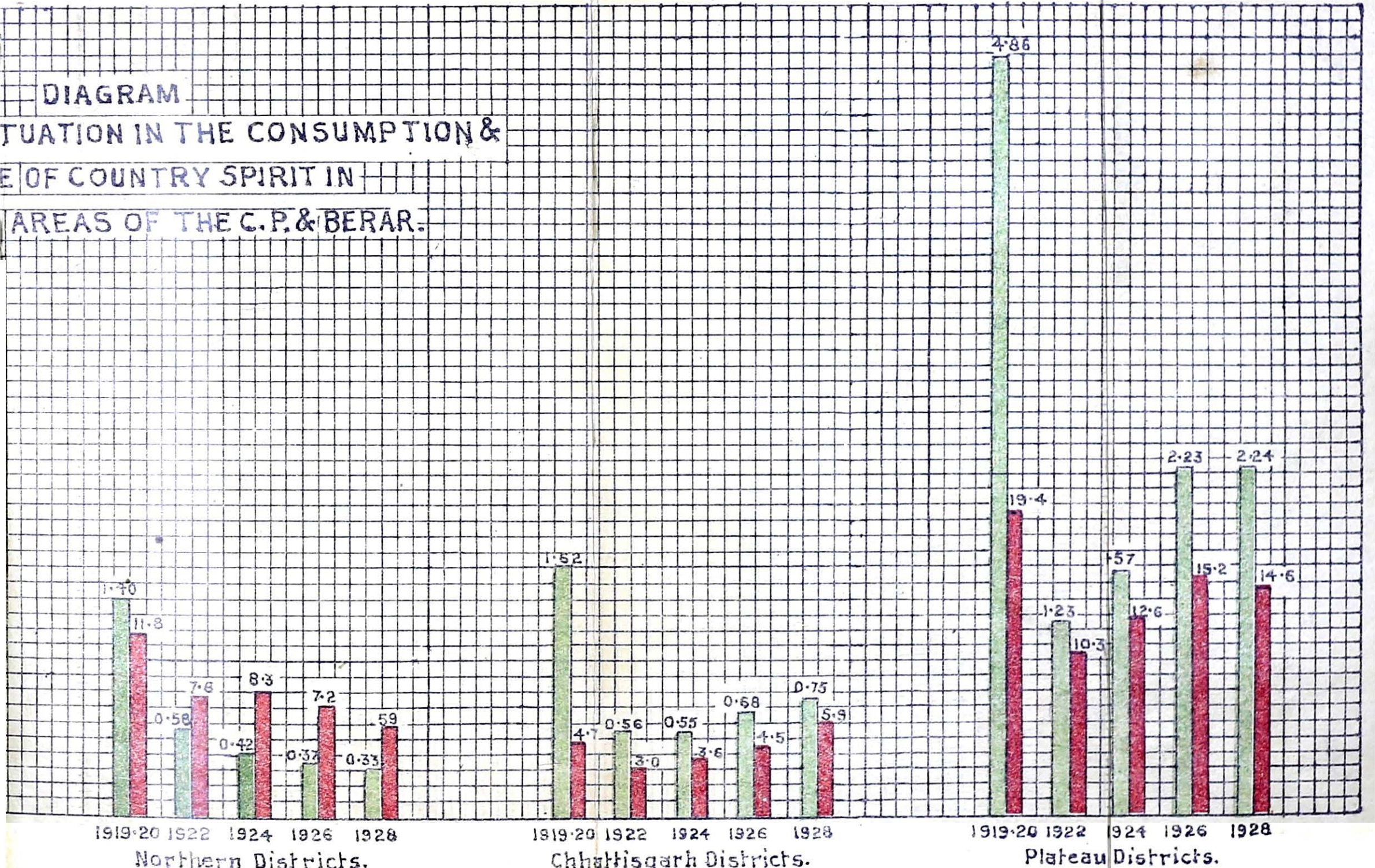
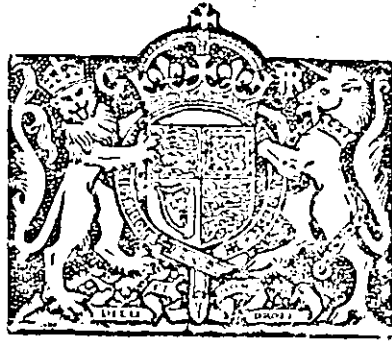


DIAGRAM
 SITUATION IN THE CONSUMPTION &
 OF COUNTRY SPIRIT IN
 AREAS OF THE C.P. & BERAR.



(Jubbulpore, Saugor, Damoh, Narsinghpur and Hoshangabad) (Raipur, Bilaspur & Durg) (Chanda, Betul, Chhindwara, Seoni, Mandla & Balaghat)

N.B. The increase in consumption (Chhattisgarh & Plateau Districts) is partly due to the conversion of some outstill areas into the supply system, the statistics of which were not included in previous figures. A total area of 1717 square miles representing a consumption of probably 19,000 P. Gallons has been converted



Report on the State and
Progress of Education in
the Central Provinces
and Berar for the year
ending the 31st March
1929

* *

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NAGPUR:
PRINTED AT THE GOVERNMENT PRESS
1930

*Agents for the sale of Publications issued by the Central
Provinces Government.*

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No. 1218.

GOVERNMENT OF THE CENTRAL PROVINCES.

EDUCATION DEPARTMENT
(MINISTRY OF EDUCATION).

Nagpur, the 29th November 1929.

READ—

The annual report of the Director of Public Instruction on the state and progress of education in the Central Provinces and Berar for the year 1928-29.

RESOLUTION.

1. All branches of education continued to grow vigorously during the year 1928-29. Boys' schools flourished, the number of pupils increasing in primary schools by 7,331, in vernacular middle schools by 1,312, in anglo-vernacular middle schools by 2,061 and in high schools by 663. The number of pupils also rose in all kinds of girls' schools and in colleges. The total increase in the number of pupils in all kinds of institutions was 16,962.

2. The excessive number of pupils stagnating in class I and the progressive wastage in the number of pupils in the higher classes of primary schools have frequently been the subject of adverse comment. It is pleasant, therefore, to note that the number of pupils in class IV increased by 3,451, in class III by 2,210, in class II by 2,294 and that the number in class I decreased by 2,184. Government hopes that no efforts will be spared to effect a progressive reduction of the extraordinary disproportion that still exists in the enrolment figures for classes I and IV, so that eventually all pupils enrolled in class I will normally proceed to class IV.

3. Compulsory primary education was in force before the year under report in 13 areas. During the year 8 new schemes were put into operation. Government notes with regret that in some areas the administration of compulsory education schemes by local authorities was unsatisfactory. Attendance authorities and attendance officers were on the whole inefficient and the figures for attendance were low. Grants amounting to Rs. 64,462 for recurring and Rs. 51,915 for non-recurring expenditure were paid during the year and it is clearly the duty of Government to see that educational value is received for the public money spent. Government trusts, therefore, that the local authorities administering compulsory education schemes will make greater efforts to ensure the efficient operation of the schemes in their charge.

4. The demand for secondary education continues to increase. Four new high schools and 15 new anglo-vernacular middle schools were started during the year by private enterprise or by municipalities assisted by grants from Government. The demand for English teaching in vernacular middle schools continues. Of 357 vernacular middle schools, 125 taught English as an optional subject and the number of pupils learning English in these classes rose to 5,479.

5. The High School Board and its various committees accomplished much useful work during the year. The percentage of passes in the high school certificate examination showed a marked improvement over previous years, being 54.8, or, if private candidates are excluded, 60.9. This latter figure does not compare unfavourably with the percentage of passes in similar examinations in England. The improvement is in part due to the new rules which allow some concession to candidates failing in one subject only out of the five that have to be offered, but it is hoped that it may be due also in part to improved instruction.

6. For the improvement of physical education the Superintendent of Physical Training was busy during the year with the instruction at Spence Training College of a specially selected batch of teachers who will be available for appointment to schools in May 1930. A short

refresher course was also held at Spence Training College for drill masters at present in service. Syllabuses of hygiene training were prepared for all classes of schools.

7. Nagpur University completed another successful year of work. Government feels that the province cannot be sufficiently grateful to Sir Bipin Krishna Bose for his labour of love, as Vice-Chancellor, in overcoming initial difficulties and in starting the University on sound lines. The most noteworthy event of the year was the establishment of the University Training Corps with one company at Nagpur and another at Jubbulpore. The keenness with which students have taken up this new form of activity is most encouraging.

8. The completion during the year of the fine new buildings of the Science College is an event of considerable importance in the educational history of the province. The labours of Messrs. Beckett and Owen in preparing for the establishment of this institution have thus happily come to fruition. Government hopes that the new college will be the means of instilling into many generations of students the love of truth for truth's sake and the insistence on actual test and verification which is the ideal of true science.

9. Government notes with satisfaction the increasing demand for the education of women. The self-sacrificing labours of a number of educated women are largely responsible for arousing and stimulating this demand. Government is anxious to do all in its power to foster the development of this important branch of education and has already taken steps to carry into effect the recommendations of the Female Education Committee which met in 1927 and surveyed the whole field of female education.

10. The facilities available for the education of the depressed classes have been examined by an officer who was placed on special duty for the purpose and his report is now under the consideration of Government. Muhammadan education continued to progress. In European education the most noteworthy event was the voluntary abandonment of the departmental high school examination and the acceptance of the Cambridge school certificate examination, which is of a much higher standard.

11. Government desires to record its cordial appreciation of the devoted labours of the host of workers in the field of education, school and college teachers, members of local authorities, managers of aided schools and the inspecting and administrative staff. Much work has been accomplished; much remains to be done. In the earnest and united endeavour to give the rising generation the best possible education lies the surest hope for the future.

By order of the Government
(Ministry of Education),

E. A. MACNEE,

Offg. Secretary to Government,

Education Department,

Central Provinces.

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(*Education Report, 1928-29.*)

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EDUCATION REPORT, 1928-29.

CHAPTER I.

GENERAL.

1. Administration.—Mr. E. A. Macnee was officiating Director of Public Instruction, Central Provinces, till the 26th November 1928 and Mr. R. H. Beckett for the remainder of the year.

Mr. A. G. Dix, Deputy Director of Public Instruction and Secretary, High School Education Board, proceeded on leave from the 6th June 1928 and Mr. J. B. Raju was appointed in his place.

The Nagpur Circle was under the charge of Mr. H. S. Staley from the 1st April to the middle of July 1928 and from the middle of December 1928 to the end of the year and of Mr. M. A. Kelkar from the middle of July to the middle of December 1928. The Jubbulpore Circle was under the charge of Mr. F. K. Clark from the 1st April to the 9th July 1928 and from the 3rd December 1928 to the 31st March 1929 and of Mr. Mahesh Dutta Pathak from the 10th July to the 2nd December 1928. The Nerbudda Circle was under the charge of Mr. M. A. Kelkar from the 1st April to the 13th July 1928, of Mr. Syed Zafar Hussain from the 14th July to the 21st November 1928 and of Mr. A. G. Dix from the 22nd November 1928 to the 23rd April 1929. The Chhattisgarh Circle was under the charge of Sardar Sahib Ishar Singh from the 1st April to the 21st December 1928 and of Mr. M. A. Kelkar from the 22nd December 1928 to the 31st March 1929. Mr. L. G. D'Silva continued to be in charge of the Berar Circle throughout the year under report.

The heaviness of the work in Berar Circle is made clear by the following table and Mr. D'Silva and his

assistants deserve credit for the cheerfulness with which they have shouldered the burden :—

Comparative statement of work in Inspectors' circles.

Circles.	Inspectors.	Assistant Inspectors.	Deputy Inspectors.	High schools.	Normal schools.	Anglo-vernacular middle schools.	Vernacular middle schools.	Primary schools.	Total number of schools.
Nagpur ...	1	2	15	13	2	43	64	844	966
Jubbulpore ...	1	1	12	9	3	22	41	595	670
Nerbudda ...	1	1	11	9	1	23	42	604	679
Chhattisgarh...	1	1	13	5	2	16	39	775	837
Berar ...	1	3	25	16	3	71	171	1,343	1,604

2. Important events.—(a) Compulsory primary education was introduced during the year under report in the municipal areas of Yeotmal (east ward), Saugor, Wardha, Bilaspur, Amraoti town, Nagpur (5 circles), Jubbulpore (5 wards) and the Independent Local Board of Sironcha.

(b) Special building grants amounting to Rs. 5¼ lakhs were given to local bodies either for constructing new buildings or for extending old ones for vernacular schools which were overcrowded.

(c) A sum of Rs. 15,510 was provided in the 1928-29 budget for the establishment of village libraries and each district council was given a grant of Rs. 685 for the purpose.

(d) A commencement was made in teaching agriculture in middle schools by the introduction of a practical course in Agriculture in 17 schools—one anglo-vernacular middle school and 16 vernacular middle schools—where there were proper facilities for the teaching of the subject. The instruction is imparted by Agricultural Assistants lent to the schools for this work by the Agricultural Department.

(e) On return from leave Mr. E. G. Kilroe was appointed on special duty from the 13th of November 1928 to the 14th April 1929 to enquire and report on the condition of the depressed classes in the Central Provinces and Berar, particularly in respect of facilities for education and to recommend such measures as would be conducive to their uplift.

(f) The Central Provinces and Berar Vernacular Literary Academy was established and registered as a statutory body.

(g) The Deputy Inspectors of Schools of Bhandara, Balaghat, Hoshangabad and Amraoti districts whose services were transferred to the district councils were reverted to Government service with effect from the 1st September 1928 on the recommendation of the Standing Committee for Education of the Legislative Council.

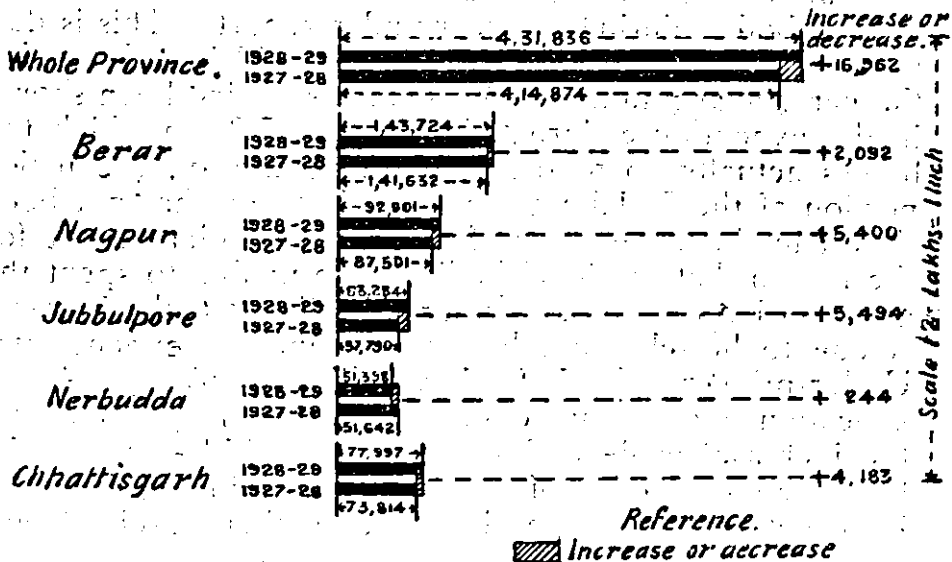
(h) The Local Government sanctioned the appointment of two temporary auditors in the office of the Director of Public Instruction, to inspect the accounts of educational offices and institutions in the Central Provinces and Berar as an experimental measure for two years with effect from the 1st April 1928. The further continuance of these appointments is under consideration.

(i) A conference of Superintendents of Normal Schools in the province was held at Jubbulpore in September 1928 to consider problems in connection with the training of village school teachers.

(j) The fourth year class at the Marathi normal school for men, Amraoti, was abolished and was replaced by a third year class at Akola.

3. Numbers.—The total number of pupils under instruction and its increase over that of the previous year for the whole province and for circles is illustrated by the graphs below :—

GRAPHS SHOWING NUMBER OF PUPILS.



Arts colleges show an increase of 88 pupils. High schools for boys account for an increase of 663, anglo-vernacular middle schools for 2,061, vernacular middle schools for 1,312 and primary schools for 7,331. Training and other special schools show an increase of 28 and 214, respectively, and unrecognized schools of 2,140. In institutions for girls there was an increase of 25 pupils in high schools, 45 in anglo-vernacular middle, 406 in vernacular middle, 2,411 in primary schools, 11 in normal schools, 16 in other special schools and 290 in unrecognized schools. Unrecognized schools increased by 49 and recognized schools by 12.

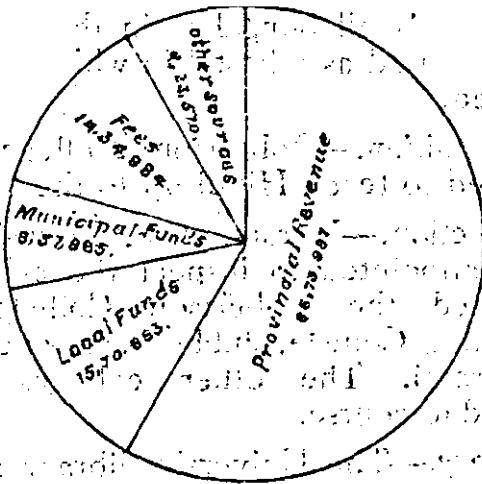
4. Expenditure.—Expenditure increased by Rs. 3,22,210 from Rs. 1,11,38,879 to Rs. 1,14,61,089. There was an increase of expenditure by 2 lakhs under miscellaneous, 1.70 lakhs under vernacular middle schools for boys and 1.27 lakhs under primary schools for boys. The expenditure increased also under high schools for boys by .39 lakh, anglo-vernacular middle schools for boys by .30 lakh. Under education for females the high, vernacular and special schools show increases of .30, .13 and .03 lakh, respectively. The expenditure under inspection increased by .1 lakh. There was a decrease of .49 lakh under collegiate education, .17 under anglo-vernacular middle schools for girls, .32 under special schools for males, .14 under direction, while only the primary schools for girls show a fall of .11 lakh. The expenditure on buildings and furniture curiously shows a decrease by 1.79 lakhs although grants aggregating 5½ lakhs were distributed to local bodies during the year under report. This is due to a greater part of the 8 lakh grant paid in 1926-27 for the vernacular middle school buildings having been shown in the expenditure during the year 1927-28 in which the bodies actually spent the amount. Similarly, the major portion of the 5½ lakh grant given last year has not been shown in the expenditure for the year under report for the reason that the local bodies were unable to spend the grant during the year. Under miscellaneous the increase is due to hostel and other miscellaneous expenditure. Under primary schools for boys, the compulsory primary education and normal development are responsible for the increase, while under vernacular middle schools for boys the introduction of English as an optional subject has in recent years increased both the number of schools and

enrolment beyond all expectations. The small increase under other heads may be ascribed to normal development.

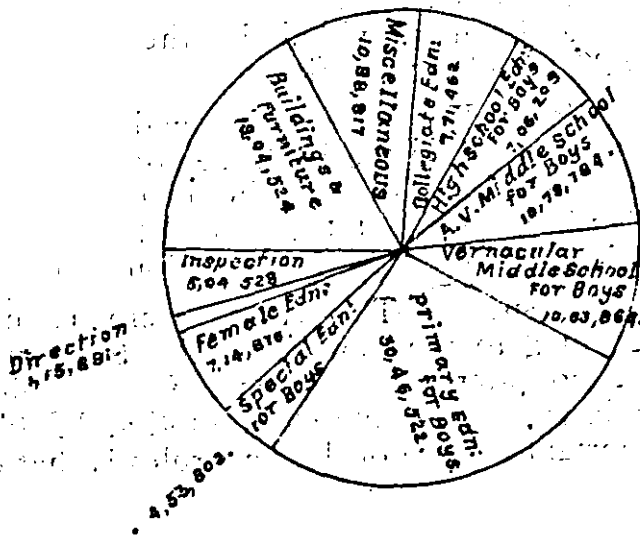
The average cost of educating a pupil decreased from Rs. 27-4-10 to Rs. 27-2-1.

The graphs given below illustrate the expenditure incurred on different kinds of education and the different sources from which the funds were obtained :—

GRAPH OF EXPENDITURE ACCORDING TO SOURCES OF INCOME FOR 1928-29



GRAPH SHOWING THE EXPENDITURE ON DIFFERENT KINDS OF EDUCATION FOR 1928-29



CHAPTER II.
NAGPUR UNIVERSITY.

5. A full account of the activities of Nagpur University will be found in its annual report for the year. A summary is given below :—

6. **University College of Law.**—There were 157 students in the previous and final law classes as compared with 208 in the previous year, which shows a large fall of 51 students. 104 students appeared at the Previous and 48 at the Final LL.B. examination. The fee receipts amounted to Rs. 19,292 and the expenditure was Rs. 15,822. A small bungalow in the compound of the University was used as a hostel in which 21 students were accommodated.

7. **Recognition.**—Robertson College, Jubbulpore, was recognized to teach Hindi up to the M. A. standard.

8. **Inspection.**—Messrs. P. S. Kotwal and H. S. Staley were appointed to inspect the affiliated colleges. They inspected the Robertson College, Jubbulpore, Spence Training College, Jubbulpore, and King Edward College, Amraoti. The other colleges will also be inspected in due course.

9. **Library.**—The University library at present contains 8,900 volumes and the total amount spent for purchasing new books for the library is Rs. 33,577. But Rs. 10,000 provided in each of the years 1928-29 and 1929-30 was cut out owing to famine in the northern districts of the province. In response to an appeal for donations for the library Rs. 1,392 has so far been collected. Rs. 15,000 has been provided in the University budget for 1929-30 for library work.

10. **Convocation.**—The Fifth Convocation for the award of degrees was held on the 1st December 1928 with His Excellency the Chancellor in the chair; and Sir Chimanlal Setalvad, K.C.I.E., LL.D., Vice-Chancellor of Bombay University, delivered the Convocation address.

11. **University sports.**—The sports were resumed this year. According to the new rules, the tournament is spread over a considerable portion of the college session and certain events are held at Amraoti and Jubbulpore. One important feature of the new rules is that one

student cannot represent his college in more than two events. This will help to attract a larger number of students to take interest in games. Individual prizes have been done away with. The Korea State presented a trophy for cricket, to be retained by the winning college. All the colleges took part in games and athletic events, and the trophies won were presented by His Excellency the Chancellor. Morris College won 3 trophies, Robertson College, Jubbulpore, 2, King Edward College, Amraoti, 1, and Hislop College, Nagpur, 1.

12. Extension lectures.—These were resumed this year. Eight lectures were delivered by four eminent persons from different provinces. The University invited the 6th Indian Mathematical Conference to Nagpur during the Xmas holidays. It was presided over by Dr. Sir C. V. Raman.

13. University Training Corps.—The question of the organization of the University Training Corps for the colleges in this province was taken up in 1918. After long correspondence it came into existence in 1928. The Provincial and Unit Advisory Committee was constituted under rule 29 (2) and (3) of the Indian Territorial Force Rules. The present strength of the Corps is 221 as detailed below :—

University College of Law	...	7
Morris College, Nagpur	...	47
Hislop College, Nagpur	...	45
Science College, Nagpur	...	36
Agricultural College, Nagpur	...	15
Robertson College, Jubbulpore	...	71
		<hr/>
Total	...	221

Plans and estimates for constructing armouries in Jubbulpore and Nagpur are being prepared and a special grant of Rs. 18,200 from the Local Government has been provided for the purpose. Owing to a technical difficulty Berar could not participate in the scheme, but the Local Government has addressed the Government of India on the subject.

14. Finance.—The total receipts of the University amounted to Rs. 1,14,927 exclusive of the opening balance and nominal items. Towards these receipts Government

contributed Rs. 50,000 and fees Rs. 57,515. The Government maintenance grant was restored from Rs. 45,000 to Rs. 50,000. The total expenditure amounted to Rs. 1,19,469, excluding nominal items. The deficit of Rs. 4,542 was met from the closing balance of the previous year. This year again the expenditure under examinations was more than the fees by Rs. 2,836.

15. Examination.—The results of the University examinations are shown in the following statement :—

Name of examination.	Number of examinees.	Number of passes.	Percentage of passes.
M. A. Final	26	24	92.3
M. Sc. Final	11	9	81.8
M. A. Previous	37	30	81.1
M. Sc. Previous	11	7	63.6
LL. B. Final	80	61	76.2
LL. B. Previous	196	73	37.2
B. T.	26	25	96.1
B. A.	304	156	51.3
B. Sc.	57	33	57.8
Intermediate (Science and Arts)	464	292	62.9
Intermediate (Agriculture)	25	11	44.0
B. Ag.	13	5	38.4

The total number of examinees increased from 1,179 to 1,251. The number of women examinees increased from 16 to 24. There was one woman candidate in M. A. Final and three in M. A. Previous. The number of internal examiners was 77 and that of external examiners 149. The previous M. A. examinations in Marathi and Hindi were held for the first time.

It may be noted here that the Principal of Morris College considers that the standard of University examinations is lower than that of corresponding examinations in Morris College. This observation should give food for reflection to the University authorities.

16. Students Information Bureau.—The year under review was marked by an appreciable development of work. The total number of applications and general enquiries increased from 41 to 103 and these related to educational, professional and technical training available in foreign countries. Four bulletins of the Bureau

containing the latest information in regard to the conditions of admission and changes in the regulations of the various British Universities were issued during the year.

17. Vice-Chancellor.—Sir Bipin Krishna Bose, K.C.I.E., directed the work of the University as Vice-Chancellor throughout the year except for the months of April—June when Rao Bahadur V. M. Kelkar, the Treasurer of the University, acted for him.

CHAPTER III.

ARTS AND SCIENCE COLLEGES.

18. Buildings.—During the year under report the new buildings of the Science College constructed at a total cost of Rs. 13,05,000 were completed. The plan of these buildings and their equipment were most carefully thought out by Messrs. Beckett and Owen and it is believed that they are among the finest of their kind in India. They are buildings of which the province may well be proud.

The Morris College main building (the old Residency) is showing signs of age and the question of reconstruction is engaging attention.

19. Staff.—Mr. Sells, Principal, Robertson College, Jubbulpore, retired from May 1928 and Mr. Rowlands was appointed permanent Principal of that college. Mr. Owen, Principal, Morris College, officiated as Principal, Science College, during the year in place of Mr. Beckett who was on leave for eight months and subsequently officiated as Director of Public Instruction. Mr. Cheshire officiated as Principal, Morris College, Nagpur, up to the 19th November 1928 and Mr. A. C. Sen Gupta to the end of the year in place of Mr. Owen. Mr. Tostevin, Principal, King Edward College, Amraoti, was on five months' leave in continuation of the summer vacation and Mr. H. S. Staley officiated for him. Mr. Hunter, Professor, Morris College, was on study leave throughout the year. Three temporary posts of Assistant Professors in the Provincial Educational Service were made permanent and one temporary post in Economics created. A post for an Assistant Professor of Biology for the Science College was created and filled

20. **Numbers.**—The number on the rolls on the 31st March 1929 was 1,645 as compared with 1,557 on the same date in 1928. The increase is shared by all the colleges, the largest increase being 25 in King Edward College, Amraoti. The enrolment in Morris College reached 529 in spite of an unprecedented number of refusals of admissions to qualified candidates. The average daily attendance increased from 1,380 to 1,473. The number of Muhammadan students increased from 90 to 99 and that of the depressed classes remained stationary at 12. The number of lady students increased from 25 to 33. The increase is mainly among Hindus. The number of boarders decreased from 544 to 522. The slight decrease is in the Robertson College, Jubbulpore, and Morris College, Nagpur.

21. **Work.**—The percentage of passes of candidates in the various examinations are given below :—

Name of examination.	Morris College, Nagpur.	King Edward College, Amraoti.	Robertson College, Jubbulpore.	Hislop College, Nagpur.	Science College, Nagpur.
M. A. Previous	86.3	...	...	100	...
M. A. Final	94.1	...	...	100	...
M. Sc. Previous	...	...	...	...	63.6
M. Sc. Final	...	...	...	...	80.0
B. A.	60.6	57.1	56.8	46.8	...
B. Sc.	81.2	...	46.1	57.1	...
Intermediate	72.5	64.5	66.6	55.1	...

Students from the Morris College who took the Intermediate course with science received instruction in Science and Mathematics at the College of Science and students from the Morris and Hislop Colleges who took up the B. Sc. course attended lectures in Physics and Chemistry at the College of Science.

The Principal of King Edward College refers to the number of students who come from cramming institutions that prepare students for the Matriculation certificate of the Universities of Calcutta, Delhi and Punjab and says that the examination results of the college suffer in consequence.

The Principals of colleges report that the discipline and moral tone of the students was generally satisfactory. A few students of the Science College joined the

demonstration outside the railway station during the visit of the Simon Commission. The College Councils which were recently established have, on several occasions, given valuable advice which proved to be of great advantage to the colleges concerned. On the whole, the colleges had a vigorous corporate life in which organized games and intellectual societies were prominent.

CHAPTER IV.

SECONDARY EDUCATION FOR BOYS.

A.—Anglo-Vernacular Schools.

22. Numbers.—The number of high schools increased by 5 from 48 to 53, the increase being due to the recognition of class IX of the Marwari Vidyalaya, Wardha, by the High School Board, the starting of three more high schools by private enterprise at Khamgaon (Anjuman), Dhamangaon and Ellichpur city and the inclusion of the Rajkumar College, Raipur, in the returns. The High School Education Board has sanctioned the proposal of the Municipal Committee, Raipur, to raise the Laurie municipal anglo-vernacular middle school to the status of a high school and class IX will be formed in that school from this session. Schemes for starting high schools at Karanja, Akot, Akola (Akola district) and Anjangaon (Amraoti district) are now under preparation for the approval of the High School Board. In addition to the expressed intention of the managing committee of the Sule anglo-vernacular middle school, Nagpur, and the municipal anglo-vernacular middle school, Saoner, to develop their schools to the status of high schools, the managing committee of the New English School, Wardha, has determined to open a section of class IX during the current year. The demand for high school education thus appears to be increasing.

The number of pupils in the high school department increased by 650 from 5,172 to 5,822. To this increase Government schools contributed 439, municipal schools 12 and private aided schools 149. There was an increase of 246 in the Nagpur Circle, 39 in Jubbulpore Circle, 83 in Nerbudda Circle, 81 in Chhattisgarh Circle and 201 in Berar Circle.

There was an increase of 16 in the total number of anglo-vernacular middle schools and middle departments of high schools from 160 to 176. The vernacular middle

schools with English classes at Mecosabagh (Nagpur) and Itwari, *viz.*, Gujrathi vernacular middle school, were converted into anglo-vernacular middle schools; and the Anjuman High School Committee opened a branch in Nagpur city during the year. The Mandla municipal committee opened, as a temporary measure, a 5th class. The B.-N. Railway school, Nainpur, and C. M. S. school of Chhapara (Seoni) received Government grants during the year and are now, therefore, classed as aided schools. In Berar 10 more anglo-vernacular middle schools came into being at Buldana, Shegaon, Akot, Basim, Morsi, Yeotmal, Wun, Naigaon, Ghatunji and Pandharkawada. The Yeotmal district has thus five more anglo-vernacular middle schools, three of these being growths from English classes attached to vernacular middle schools. The total number of anglo-vernacular institutions in Berar is more than the number of such institutions in any two circles taken together. The future seems to be no less promising.

The number of pupils attending anglo-vernacular middle schools increased by 2,027 from 24,827 to 26,854. There was a decrease of 120 pupils in Government schools and an increase of 915 in municipal schools and 424 in private aided schools. The greatest increase in the number of pupils took place in the Nagpur and Berar Circles, *viz.*, 817 and 663, respectively, while there was an increase of 243 in the Jubbulpore Circle, 114 in Nerbudda Circle and 190 in Chhattisgarh Circle.

The total number of pupils in anglo-vernacular schools (including both the high and middle departments) was 32,676 as compared with 29,999 in the preceding year, an increase of 2,677. Of this, the most notable increase was in the Nagpur and Berar Circles, *viz.*, 1,063 and 1,313.

23. Expenditure.—The total expenditure on anglo-vernacular schools was Rs. 17,57,452 towards which Government contributed Rs. 8,48,267 and municipal funds Rs. 76,082. Fees and other sources, including endowments and subscriptions (which amounted to Rs. 1,38,666), accounted for Rs. 8,31,913.

The total expenditure on anglo-vernacular education shows an increase of Rs. 80,345 as compared with the previous year. The increase in expenditure thus calculated is due to the normal increase in the number of

schools. The expenditure under Government funds increased by Rs. 14,328, and fees by Rs. 70,970. There was, however, a decrease of Rs. 1,381 under municipal and board funds and of Rs. 3,572 under other sources.

24. Buildings.—(a) *Government schools*.—The purchase of the Mission high school building, Narsinghpur, for raising the Government anglo-vernacular middle school to the status of a high school and the extension of the high school, Buldana, were completed during the year. The new buildings for the anglo-Urdu middle schools, Akola and Darwah, which were commenced in 1927-28, were in progress in 1928-29 and have been completed this year. Additions and alterations to the model high school, Jubbulpore, high school, Wun, and anglo-vernacular middle school, Balapur, were commenced and will be completed this year. The extension of the anglo-vernacular middle school, Katol, has also been sanctioned and is being carried out this year. The construction of new buildings for the Patwardhan high school, Nagpur, anglo-vernacular middle schools, Akot and Brahmapuri, have been sanctioned and will be provided for in the next year's budget. Construction of a new building for the anglo-vernacular middle school, Ashti, and extension of the anglo-vernacular middle school, Mungeli, have been sanctioned and will be undertaken as funds permit.

(b) *Aided schools*.—Grants amounting to Rs. 1,38,402 were sanctioned for new buildings or extensions for existing buildings, and Rs. 1,17,920 were actually paid for the works completed during the year.

Grants sanctioned and paid for large works were as under :—

	Amount paid in 1928-29. Rs.	
1. Seth Bansidhar high school, Telhara.	11,000	Out of the total grant of Rs. 18,518.
2. St. John's high school, Nagpur.	40,000	Out of the total grant of Rs. 60,000.
3. Johnson girls' high school, Jubbulpore.	19,967	
4. Aided anglo-vernacular school, Digras.	7,370	
5. Municipal anglo-vernacular middle school, Khamgaon.	14,323	
6. Municipal high school, Arvi	12,440	

25. Hostels.—New buildings for hostels for the high schools, Basim and Buldana, and anglo-vernacular middle school, Balapur, were completed. The hostel building for the anglo-Urdu school, Darwah, was commenced during the year and has been completed this year. Hostel buildings are required for the high school, Wun, anglo-vernacular middle schools, Chikhli, Malkapur and Daryapur, anglo-Urdu middle school, Akola, Patwardhan high school, Nagpur, anglo-vernacular middle schools, Mungeli and Katol. Provision for the first six hostels will be made in the next year's budget and the remaining will be provided for as funds permit.

The demand for hostel accommodation increased and the number of boarders rose by 205 from 2,531 to 2,736 during the year. The limited accommodation available in hostels could not provide for the increased numbers in several places. Additional numbers that could not find accommodation in the hostel attached to the Government high school, Bilaspur, were lodged in a portion of the normal school hostel, and those of the Government high school, Drug, in a private rented house. These hostels badly need extension which will be provided for as funds permit.

26. Teaching staff.—(a) *Government schools*.—Out of a sanctioned cadre of 294 graduate and 340 undergraduate teachers, 254 and 327 teachers, respectively, were trained. The percentage of trained graduate teachers was 86.3 and of undergraduate teachers 96.1 as compared with 83.4 and 90.2, respectively, in the year 1927-28.

(b) *Aided schools*.—Out of 132 and 445 teachers in aided high and middle schools, respectively, 46 and 118 were trained, the percentage of trained to untrained teachers being 34.84 and 26.51 as compared with 39.5 and 28.3 during 1927-28. The scale of pay and prospects offered to teachers in these schools are generally unsatisfactory with the result that well qualified teachers are not content to remain long in these schools. If private service is to be made more popular, it is necessary for the employers to make the conditions more liberal and attractive.

Out of 25 and 49 candidates admitted during the year under report to the B. T. and T. T. C. classes, respectively, of the Spence Training College, Jubbulpore, 11 and 37, respectively, were selected from aided schools.

27. High school entrance and scholarship examination.—5,117 candidates appeared, of whom 3,530 passed or 68.99 per cent as compared with 54.4 per cent last year.

28. Discipline, health, games and corporate life.—Discipline continued to be generally well maintained during the year. As in previous years, medical inspection was carried out in all Government high and anglo-vernacular middle schools by Assistant Surgeons and Assistant Medical Officers. A record of each boy's height, weight and sight is kept in these schools. Defects are brought to the notice of guardians and proper remedies are suggested. Unfortunately guardians do not always act on the advice given. The Inspector of Schools, Nagpur Circle, however, writes: "Wherever this work is carefully done, results have been found to be satisfactory and the utility is appreciated. The existence of physical defects regarding sight, heart and teeth was generally unknown to a majority of guardians before this practice was introduced in schools. This scheme is now getting popular and is being adopted by several municipal and aided schools in the circle. The earlier certain physical defects are noticed the better it is for all concerned." In the Jubbulpore Circle some aided high schools have adopted the scheme. In high and anglo-vernacular middle schools English and Indian games were played as usual. In Government schools games are compulsory and in aided schools boys are encouraged to play. Circle and other tournaments had a stimulating effect. The Nagpur Inspector writes: "Games and sports, school excursions and gatherings and such other activities in school life are gaining popularity and eliciting general support in both urban and rural areas. Boys are thus engaged in healthy activities throughout the school session which has a very desirable effect generally on the maintenance of discipline and formation of good habits."

In order to improve physical training in schools, it was proposed to create in the current year 13 lower division posts of teachers qualified to give physical instruction in normal and high schools, but owing to financial stringency provision for five teachers only was made in the current year. It is proposed to include provision for the remaining eight in the next year's budget. It is the intention of the department to replace

the old type of drill masters, as present incumbents retire, with the new type of teachers specially trained to give all round physical instruction. The report prepared by the Superintendent of Physical Training, after studying conditions in this province, contained proposals for the teaching of hygiene and physical training in primary, vernacular middle, anglo-vernacular middle, high and normal schools and in the Spence Training College. Action so far taken on the proposals of the Superintendent of Physical Training is as follows :—

(1) Departmental General Information Readers have been revised, laying greater stress on hygiene.

(2) A detailed syllabus in hygiene and physical training for primary, vernacular middle and normal schools prepared by the Superintendent of Physical Training was referred to the conference of Superintendents of normal schools held in September 1928 and will be tested in practice.

(3) A revised hygiene and physical training syllabus for Spence Training College has been introduced by the Superintendent in consultation with the Principal.

(4) The proposals for including courses in hygiene and physical training in the curriculum of anglo-vernacular middle and high schools were referred to the Board of High School Education, and are under the consideration of the Board's Curriculum Revision Committee now sitting.

In order that students might not have to go too long without food the experiment of holding early morning and afternoon school was recommended by the Central Provinces Physical and Military Training Committee. This was tried at Basim and Buldana. These two schools as well as Wun which tried it last year, reported the scheme as unworkable. The best course now, therefore, is for schools to devise acceptable arrangements for a midday meal for students.

B.—The High School Education Board.

29. The High School Education Board met twice in the course of the year in September 1928 and March 1929 and meetings of the various Committees of the Board were also held.

During the year under report, the Board granted recognition to the following high schools as noted against each :—

Name of school.	Classes in which recognition was granted.
1. Burges memorial girls' high school, Bilaspur.	As a full high school.
2. Marwari Vidyalaya, Wardha ...	Class IX.
3. Government high school, Narsinghpur.	This was under the management of a Missionary Society and was taken over by Government. It was recognized as a full high school.
4. Laurie Municipal anglo-vernacular middle school, Raipur.	Class IX from July 1929. " X " 1930. " XI " 1931.
5. New Education Society's high school, Amraoti.	Provisional recognition extended for another year.
6. Shivaji Maratha high school, Amraoti.	Do. do.
7. Quadaria high school, Burhanpur	Do. do.
8. Arvi high school ...	Provisional recognition to the teaching of Science during 1928-29 was granted.
9. Government high school, Basim	Recognition to the teaching of Persian and Urdu was granted.
10. Anjuman high school, Khamgaon	Provisional recognition was granted for one year for opening class IX in compulsory subjects and in optional subjects of Urdu, Drawing and Persian.
11. Aided anglo-vernacular school, Dhamangaon.	Provisional recognition was granted for one year to class IX in the compulsory subjects and in the optional subjects of Sanskrit, Marathi and Drawing.
12. City high school, Ellichpur ...	Temporary recognition was granted for 1928-29 to class IX in the compulsory subjects and in the optional subjects of Sanskrit and Marathi.

30. Expenditure.—The expenditure of the Board amounted to Rs. 18,526-15-0 and the income from examination fees to Rs. 23,069. The expenditure does not include the allowance to the Secretary and the pay of the office establishment.

31. Curriculum.—The High School Education Board of the Central Provinces and Berar at its annual meeting held on the 8th September 1928 appointed a small Committee, consisting of eight members with Dr. J. F. McFadyen, Principal, Hislop Collegiate high school,

Nagpur, and Dean of the Faculty of Arts, Nagpur University, as President "to scrutinize thoroughly the present curriculum prescribed for middle and high school classes for boys and girls and to suggest such modifications in it as are desirable". This Committee drew up a comprehensive questionnaire which was widely circulated for opinion. The replies received are being considered by the Committee. Besides, the Committee interviewed selected persons, official and non-official both, in Nagpur and out of Nagpur, at Amraoti, Raipur and Jubbulpore. The report of the Committee is awaited.

32. The High School Certificate examination.— 1,633 candidates (excluding 43 absentees) appeared for the high school certificate examination, of whom 895 passed, including 69 candidates who took one subject only. Twenty-six were placed in the first division, 433 in the second division and 367 in the third division. The total percentage of passes, including private candidates, was 54.80 as compared with 46.2 in the previous year. The percentage of passes excluding private candidates, was 60.90. The percentage of passes of private candidates excluding absentees was 26.0. The results disclosed a very marked difference in the standard of instruction between the best schools and the worst schools in the province. The following schools obtained passes amounting to more than 60 per cent of the candidates they sent up :—

- (1) Government Hindu high school, Amraoti.
- (2) New English high school, Nagpur.
- (3) Patwardhan high school, Nagpur.
- (4) Government high school, Saugor.
- (5) Government high school, Khandwa.
- (6) Government girls' high school, Amraoti.
- (7) Government high school, Hoshangabad.
- (8) Robertson high school, Hinganghat.
- (9) Hitkarini high school, Jubbulpore.
- (10) H. C. high school, Burhanpur.
- (11) Hislop Collegiate high school, Nagpur.
- (12) Government high school, Bilaspur.
- (13) Muhammadan high school, Amraoti.
- (14) Municipal high school, Harda.
- (15) Craddock high school, Wardha.
- (16) Government high school, Narsinghpur.

- (17) Government high school, Morsi.
- (18) Model high school, Jubbulpore.
- (19) St. John's high school, Nagpur.
- (20) Government high school, Raipur.
- (21) Government high school, Akola.

The first two schools secured 87.14 and 87.1 per cent passes, respectively.

Out of 285 private (excluding absentees), only 74 passed.

The following figures show the percentage of failures in the various subjects of examination in the high school certificate examination out of the 1,633 candidates who sat for the examination :—

	Per cent.
Failed in English	... 24.87
Failed in Mathematics	... 22.07
Failed in History	... 39.18
Failed in Geography	... 20.07
Failed in Science	... 13.8
Classical Languages—	
Failed in Sanskrit	... 17.84
Failed in Arabic	... 7.7
Failed in Persian	... 15.3
Failed in Domestic Science	... 16.66
Failed in Drawing	... 20.5
Failed in Marathi	... 6.4
Failed in Hindi	... 14.0
Failed in Urdu	... 26.65
Failed in Gujrathi	... Nil.
Failed in Bengali	... Nil.

The teaching of the two additional optional subjects, *viz.*, (1) Commerce and (2) Agricultural Botany, was sanctioned and they were included in the Prospectus of the high school certificate examination for 1931.

The following changes were made in the Regulations of the Board of High School Education, Central Provinces and Berar :—

(i) A candidate who secures more than the minimum aggregate marks required but fails in one subject only may have the deficiency of his marks condoned up to a limit of deficiency of 5 marks, provided that one grace mark may be given for each 10 marks secured in

excess of the minimum aggregate. The previous rule of the Board, that a candidate had to obtain a clear pass in five subjects in order to pass the examination, was undoubtedly rigid and the slight relaxation of this rule embodied in the new regulation is likely to be beneficial.

(ii) Fee for checking the results of candidates is reduced from Rs. 10 to Rs. 5 per candidate.

(iii) The marks obtained by candidates in the certificate examination from high schools shall be supplied in the cross list to the head masters concerned; and those obtained by private candidates shall be supplied to them on application to the Secretary and on receipt of a stamped envelope addressed to themselves.

In the meeting of the Board held on the 23rd March 1929 one important resolution was passed, laying down clearly the conditions under which private candidates are to be admitted to the Board's examination. The embodying of this resolution in the regulations of the Board is under consideration. It is believed that this will clear up much ambiguity and dissipate some discontent.

C.—Vernacular Middle Schools.

33. The number of vernacular middle schools increased by 3, from 354 to 357, and the number of pupils in primary classes attached to the schools increased by 1,312 from 67,070 to 68,382. Towards this increase the Nagpur Circle contributed 749, Jubbulpore 572, Chhattisgarh 899 and Berar 165. The Nerbudda Circle shows a decrease of 1,073 pupils. The decrease in the number of scholars is due to four vernacular middle schools in the circle being reduced to primary schools during the year under report. The popularity of vernacular middle schools seems to depend on whether they provide facilities for teaching English or not. The Inspector of Schools, Jubbulpore Circle, writes: "Vernacular middle schools having been found unpopular in small towns with an anglo-vernacular middle school, the process of abolishing vernacular middle classes was begun during the year in the Damoh district." The Inspector of Schools, Berar Circle, writes: "District councils, continue to be pressed by some of the larger villages for raising their primary schools to middle school status chiefly

in order to secure the advantages of English classes. The lack of funds at the disposal of district councils has forced the exercise of a natural check and caution, in considering such claims. This year's increase of 165 scholars, though comparatively small, is sufficiently large to show that an extended course in vernacular continues to be demanded in rural areas."

34. Buildings and equipment.—All the vernacular middle schools have got their own buildings, but accommodation is insufficient for the present requirements of most of them. Equipment is generally improving, but more apparatus for teaching the revised courses efficiently and decent libraries are still wanted.

35. Teaching staff.—26.2 per cent of the teachers working in vernacular middle schools in the Nagpur Circle are trained, 83 per cent in the Chhattisgarh Circle and 7 per cent in the Berar Circle. Reports on the general condition of these schools are as follows :—

The Inspector of Schools, Nagpur Circle, writes : "The schools in the Nagpur and Wardha districts are more adequately staffed than those in other districts of the Nagpur Circle and show better efficiency in the results of the normal school admission tests. Wastage can be avoided by staffing the schools with competent men preferably third and fourth year trained. In the Balaghat district trained men still continue on Rs. 16 although the pay of uncertificated teachers has been improved." In the Jubbulpore Circle efforts were made to appoint qualified teachers in vernacular middle schools and the number of teachers is generally sufficient except in aided schools where some of the teachers are not qualified. There was no improvement in the scale of pay of teachers, many of whom are in spite of a few years' service, drawing the minimum pay; a few are being paid even less than Rs. 22. In the Chhattisgarh Circle, most of the schools have a sufficient number of third year trained teachers for their middle classes. Nothing has, however, been done to remove the dissatisfaction prevailing among the third year trained teachers in the Raipur district regarding the scale of pay. The Deputy Inspector of Schools reports: "The teachers are not found very willing workers. The reason

is that there is a common cadre and scale of pay for both primary and middle school teachers." In the Berar Circle the Akola and Amraoti districts show large deficiencies, but the position is bound to improve in both districts after the third year class started at Akola last year has had sufficient time to make a reasonable supply to the West Berar districts.

36. Hostels.—2,184 students lived in hostels against 1,880 in the previous year. The Inspector of Schools, Jubbulpore Circle, writes: "Hostels are almost invariably needed in vernacular middle schools, but a few of them have none. Most of the regular or hired hostel buildings are not satisfactory; rooms are generally badly ventilated, dark and small, boys in most cases do their own cooking, often in the same room in which the boys sleep. In some places a menial servant is allowed, but where no such servant is given, there is a further waste of the boys' time in cleaning their pots and washing their clothes. Lights provided are generally not sufficiently bright and equipment in the hostel is usually poor." The Inspector of Schools, Berar Circle, writes: "The extension and consolidation of hostels is slow owing to other more urgent claims of vernacular education."

37. Teaching of English.—125 vernacular middle schools taught optional English to 5,479 pupils during the year against 108 schools and 5,311 pupils during the previous year. The schools and scholars are distributed among circles as under:—

Circle.	Number of schools.	Number of scholars.
Nagpur	9	312
Jubbulpore	6	164
Nerbudda	11	400
Chhattisgarh	3	40
Berar	96	4,563
Total	125	5,479

The demand for English teaching in vernacular middle schools is undoubtedly strong, especially in Berar. Unfortunately, the quality of the English teaching is poor. The Inspector of Schools, Berar Circle, writes: "All Deputy Inspectors complain of the poor quality of English teaching. In the Buldana district only 71 candidates passed out of 268 who appeared in English at the common examination for class VII, yielding a percentage of 26.4 passes. Similarly, in the common examination of class VII in the Yeotmal district, only 25 per cent passed in English. These figures give a clear idea of the poor quality of English that prevails in these classes."

A scheme for the training at Akola of English teachers in vernacular middle schools was prepared, but was unfortunately cut out of the budget on account of financial stringency. It is hoped that the scheme will be carried into effect next year.

CHAPTER V.

PRIMARY EDUCATION FOR BOYS.

38. Compulsory primary education.—The total number of schemes introduced before the year under report commenced was 13, of which 5 were for municipal areas and the rest were for rural areas. During the year under report the Independent Local Board, Sironcha, introduced compulsion in the Sironcha village and the municipal committees, Yeotmal (east ward), Saugor, Wardha, Bilaspur, Amraoti, Nagpur (5 circles) and Jubbulpore (5 wards) also applied the provisions of the Primary Education Act within their limits. Grants aggregating Rs. 64,462 towards recurring and Rs. 51,915 towards non-recurring expenditure were paid to local authorities in the year under report for compulsory primary education. A scheme for the Harda municipal area was sanctioned sometime back, but the committee enforced compulsion only after the year under report. The Bhandara district council sent in a further scheme for 133 more centres, but it was not found possible to sanction the scheme as a whole owing to famine conditions in the north of the province and consequent paucity of funds.

A fourth part of it for 33 centres was, however, sanctioned but introduced after the year under report without any aid from Government.

The administration of compulsory education has on the whole been unsatisfactory. The figures of enrolment show that the actual enrolment attained the estimated figures only in the case of the Nagpur and Jubbulpore municipal committees. Some examples of inefficient administration are given below :—

The Inspector of Schools, Chhattisgarh Circle, writes : "Attendance under the Act is handicapped for want of support from this attendance authority. It is on account of this fact that in Raipur town as many as 509 boys, who, under the Act, should have been enrolled in a primary school, were receiving no education. In the Bilaspur district compulsory area the number of such boys is reported to be 312, but it has been found that the register of scholars prepared by the attendance officers was incomplete." In the Warora municipal area 188 boys under compulsory ages have not yet joined any school and yet no prosecutions have been instituted by the authority at the place. The Inspector of Schools, Berar Circle, writes : "In the Ellichpur city area (1925) there were as many as 250 long absentees whose cases had not been carefully investigated till my inspection of April 1928. Reluctance to prosecute is typified by the action of the attendance authority at Poha in the Akola district, where the attendance for six months averaged only 46 per cent, but no prosecutions were undertaken until pressure was brought to bear upon the district council and then only four cases from this area were actually filed. The responsibility for a more reasonable use of the Act remains with attendance officers, attendance authorities and local bodies. In a fuller appreciation of this responsibility lies the only hope of success in the future."

In the application of a compulsory education scheme the necessary measures to be taken are the following :—

- (1) Registration of all boys liable to compulsion.
- (2) Enrolment of the above boys in schools.
- (3) Prosecution, after warning, of the guardians of absentees.

While failure to carry out the first two measures correctly has been noticed in some cases, reluctance to resort to prosecutions has generally been most marked. Attendance officers and attendance authorities appear to be too soft-hearted or negligent, or afraid of incurring unpopularity.

During the year the Central Provinces Primary Education Act was amended to compel local authorities to introduce compulsion if Government thinks it necessary and to make it possible to appoint more than one attendance authority in large municipal areas where compulsion is enforced.

39. Number and attendance.—The number of recognized primary schools decreased by 32 from 4,193 to 4,161 and the enrolment increased by 7,214 from 276,778 to 283,992. The increase and decrease was distributed among circles as under :—

Circle.	Schools.	Scholars.
Nagpur	+21	+2,762
Jubbulpore	+4	+2,014
Nerbudda	+14	+471
Chhattisgarh	Stationary	+1,578
Berar	—71	+389
Total	—32	+7,214

The following two tables show the increases and decreases in enrolment of scholars in primary schools in the various districts :—

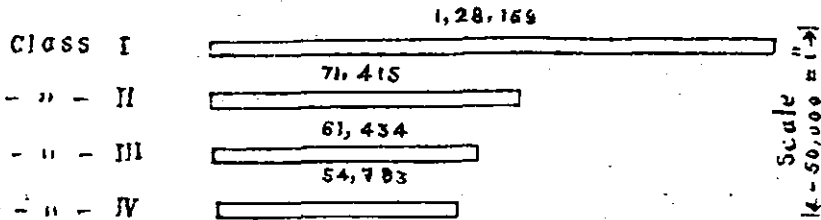
(a) Districts in which enrolment of scholars has increased.

Akola	... 3,559	Betul	... 413
Jubbulpore	... 1,659	Chhindwara	... 381
Nagpur	... 1,564	Yeotmal	... 380
Raipur	... 935	Bhandara	... 370
Seoni	... 857	Balaghat	... 179
Drug	... 770	Amraoti	... 162
Chanda	... 634	Nimar	... 97
	Wardha	... 15	

(b) Districts in which enrolment of scholars has decreased.

Buldana	... 3,712	Narsinghpur	... 140
Damoh	... 332	Bilaspur	... 127
Hoshangabad	... 280	Saugor	... 120
	Mandla	... 15	



The distribution of 315,791 pupils in primary and the primary departments of vernacular middle schools among the various classes are shown below :—



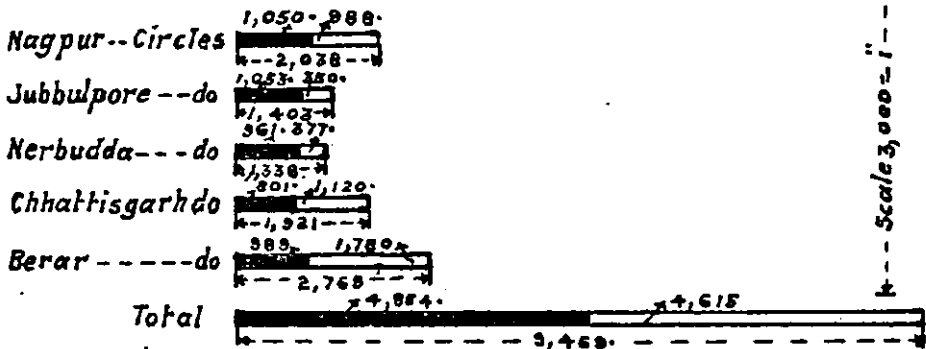
It is pleasing to note that the figures show a decrease of 2,184 pupils in class I, as compared with last year, and an increase of 2,294 in class II, 2,210 in class III and 3,451 in class IV. This shows that an effort is being made to reduce the stagnation which existed in previous years in class I and to increase the number of students in the higher classes. It is sincerely to be hoped that this effort will be maintained and that the numbers in the higher classes will continue to approximate to those in class I.

The percentage of attendance to enrolment increased from 70 to 72. The percentage of attendance was between 70 and 82 in all other districts except Seoni, Betul, Narsinghpur and Chhindwara, where the percentage was 55, 66, 68 and 69, respectively. The highest percentage was at Wardha where it rose from 72 to 82 during the year. The lowest percentage was at Seoni where it fell from 58 to 55. The figures for attendance improved in the districts of Nagpur, Balaghat, Jabulpore, Mandla, Saugor, Damoh, Hoshangabad, Narsinghpur, Chhindwara, Betul, Raipur, Bilaspur, Drug, Amraoti and Yeotmal, but it declined in Chanda, Nimar and Akola. It remained the same as last year in the districts of Bhandara and Buldana.

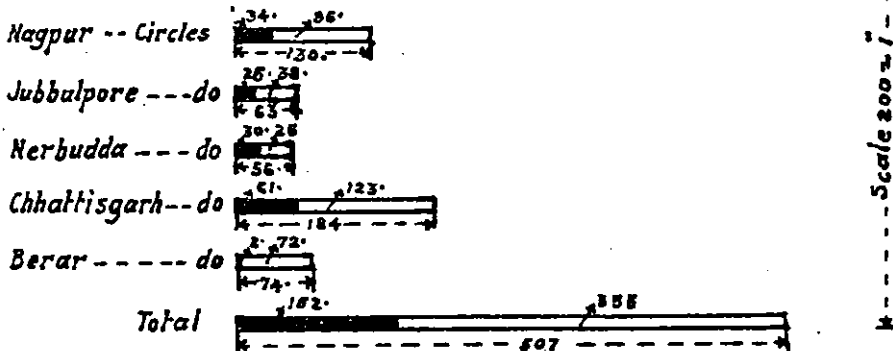
40. Teaching Staff.—The number of teachers in board and aided schools and those trained among them are shown by the graphs given below :—

References—
 Trained.
 Untrained.

TEACHERS IN BOARD SCHOOL (BY CIRCLES)



TEACHERS IN AIDED SCHOOL (BY CIRCLES)



TEACHERS IN BOARD SCHOOLS.
 Trained 4,615 Untrained 3,468
 Total 3,468

Scale 6,000 = 1

TEACHERS IN AIDED SCHOOLS.
 Trained 152 Untrained 507
 Total 607

Scale 250 = 1

The pay of teachers, particularly in district council service, is often not satisfactory. The Inspector of Schools, Nagpur Circle, writes : "Better conditions of living and work in urban areas and the temptations of private tuition—generally unrestricted in Nagpur particularly—tend to attract trained men to municipal schools from outside." The Inspector of Schools, Jubbulpore Circle, writes : "Some district councils do not pay the minimum salary fixed for trained men, for the first year or so, of their service and thereby try to reduce their expenditure. This practice causes heart-burning and is not likely to prove beneficial in the long run. In almost every district one finds a large number of certificated teachers getting the minimum pay in spite of many years' service. This brings dissatisfaction and consequent fall of efficiency of schools." The Inspector of Schools, Chhattisgarh Circle, writes : "Service in schools managed by municipal committees is more popular as the starting pay and prospects are comparatively better, but on the whole, as compared with other departments, the conditions of service in vernacular schools are too disappointing to attract competent young men to it."

41. Buildings.—The condition of vernacular school buildings was far from satisfactory although Government gave a liberal grant of 8 lakhs in 1926-27 to various local bodies for the construction of new and the extension of old building. Nearly 400 schools meet in rented buildings, 743 require new buildings and 332 extensions. The se schools are mostly district council schools. To relieve the need for better accommodation, Government gave a building grant of Rs. 5½ lakhs during the year under report. Unfortunately the grant was not utilized to the best advantage. The Inspector of Schools, Nagpur Circle, writes : "The advantages of the liberal offer made by Government depend upon care and vigilance in the supervision of works in progress. They are progressing satisfactorily and in most cases nearing completion in the Bhandara district. But for want of adequate supervision most of the works done by the remaining district councils were not satisfactory. In the Nagpur district one of these buildings being unserviceable is still left unoccupied and uncared for and most of the remaining buildings due to

weak construction were so damaged during the last rains that extensive and expensive repairs were immediately necessary. The building of the vernacular middle school, Patansaongi, constructed from the same grant is a glaring instance of bad contract work, slack supervision and of wastage of public funds; it may require extensive renewal before long." The system of giving large doles to local bodies every now and then for buildings is thoroughly unsatisfactory and has led to considerable waste of public funds. It is to be hoped that a better method for giving financial aid to local bodies for buildings will be devised after the report of the Committee on the Financial Relations between the Provincial Government and local bodies has been considered.

42. Examination results.—The number of candidates for the primary examinations decreased from 43,572 to 42,180 and 56.6 per cent were successful as compared with 57 per cent in the previous year. The percentage of successful candidates was as under for the different circles as compared with the previous year:—

Circle.	1927-28.	1928-29.
Nagpur ...	57.2	54.3
Jubbulpore ...	63.0	65.4
Nerbudda ...	51.6	61.3
Chhattisgarh ...	63.4	63.9
Berar ...	42.2	49.2

43. Factory schools.—The number of aided factory schools remains at 5, two of them are at Nagpur under the management of the municipal committee, Nagpur, two are at Hinganghat and one at Pulgaon. Of the three unaided schools, one is maintained by the municipal committee, Hinganghat; the remaining two are managed by the mill authorities from their own funds. A factory school is also attached to the G. B. Mills at Jubbulpore.

The Gun Carriage Factory special schools (anglo-vernacular middle and primary) have boy-artisan classes attached to them which meet for two hours in the morning before the boys go to the Gun Carriage Factory for work. The number of pupils in the two factory schools in Nagpur fell from 168 to 89. This fall is attributed to the natural absorption of half-time workers in the mills and the provision of day and night schools in the localities where the workers live. A very large number of students in factory schools belong to the depressed classes and include 23 girls reading in the Pulgaon school. All the three schools in the Wardha district have buildings of their own, but the schools at Nagpur continue to meet in insanitary and unsuitable buildings. Instruction in the schools of Wardha district is fair, but it has deteriorated in the schools at Nagpur owing to unpunctual and irregular attendance. The attendance of the Lal Bagh factory school, Burhanpur, is reported to be unsatisfactory. The Government grant was increased by Rs. 368 to Rs. 4,462 for the maintenance of these schools.

44. Adult schools.—The total number of night schools, including one girls' school in Nagpur, increased from 43 to 83 and the enrolment from 1,477 to 2,467 during the year. The increase is mainly due to the fact that the district council, Seoni, opened 43 night schools in 43 villages during the year and enrolment in these classes rose up to 1,310. Day teachers were employed on an allowance of Rs. 5 per mensem. The classes were open to all castes and they owe their origin to the zeal and optimism of the chairman of the council, Mr. D. K. Mehta, M.L.C. This is, indeed, a good example for other local bodies to follow in the campaign against illiteracy. Three out of the 8 night schools run by the Y. M. C. A. at Nagpur, which were opened for the benefit of mill-hands, were closed as they did not thrive and have been dwindling partly for want of proper organization and partly on account of the general apathy of the labouring classes who prefer rest after the day's hard labour. The night class for guards at Allapalli maintained by the Forest Department and the school for girls under the management of the Chokha Mela Samaj, Nagpur, were continued during the year.

45. **Pench Valley primary and middle school.**—The Independent Mining Local Board, Chhindwara, started in 1928 a combined primary and middle school in the Pench Valley as an experimental measure. The curriculum of the classes has been enlarged. English is taught as an additional subject for class 2 upwards by efficient teachers on better pay than is ordinarily given. Manual training, scouting and physical training are provided and strict discipline is maintained. The progress of this experiment will be watched with great interest.

The Bhonsla deaf and dumb school in Nagpur is mainly supported from the Government grant which was increased from Rs. 856 to Rs. 907 during the year. The grant of the municipal committee decreased from Rs. 357 to Rs. 199. Enrolment increased from 20 to 21, but the attendance was very poor. The total expenditure of the school amounted to Rs. 2,361 which is considered to be high for the number of students who benefited from the instruction.

46. **Local bodies and school committees.**—Relations between local bodies and departmental officers were, with a few exceptions, cordial. It is in this spirit of co-operation that the best hope of progress lies.

A few municipalities have introduced compulsory primary education and a few others are thinking of doing so. A great many more should take up the question and see whether they cannot find the means to introduce compulsion. Most municipalities make very fair provision for vernacular education on a voluntary basis. Their task is much easier than that of district council as townspeople are more alive to the advantages of education than are people in rural areas.

The Commissioner, Nagpur, specially commends the educational activity of the Nagpur district council under Rao Bahadur D. Laxminarayan and of the Bhandara district council under Rao Bahadur V. M. Jakatdar and their decision to impose additional taxation.

Excessive personal interest was shown by members of many district councils in the transfer of teachers. This is much to be deprecated. If transfers are made for personal reasons and not on merit and in the interests of

the public, efficiency is bound to deteriorate. In one district after a series of meetings of the school board, of the district council and of a special committee appointed for the purpose no less than 105 transfers and new appointments were ordered, the total cadre of teachers being 412.

In Bilaspur a Gilbertian situation was disclosed when two school boards arose, each claiming to be the proper authority. Finally, the council prevented the summoning of one board and the civil court stopped the functioning of the other, with the result that during the year under report the affairs of the schools were managed without any school board.

In a few places the employment of teachers on extraneous duties has been disclosed. The Commissioner, Chhattisgarh, writes: "Teachers in village schools are being used for the collection of subscription for the Raipur orphanage and also latterly for the recruitment of Congress workers. I consider this highly undesirable and it is natural and probable with good reason that teachers will regard these outside duties as being of more importance to their advancement than their own legitimate duties as schoolmaster."

School committees did not on the whole prove of much value. One Deputy Commissioner writes: "The apathy of school committees is disappointing in these days of democracy." They appear to do little or nothing to ensure the proper attendance of the teachers and even go so far as to connive at their absence. A Deputy Inspector writes: "There was no change in the morale of these committees. Their combined or individual visits did not prove helpful to improve either enrolment or attendance. Their usefulness to shelter teachers when found guilty of breach of school discipline was very great."

47. Assistance by revenue officers.—The Commissioner, Nagpur Division, remarks: "I am not satisfied with the amount of assistance accorded by revenue officers and am addressing Deputy Commissioners on the matter with a view to increasing the amount of inspection by Tahsildars. Where the advice and inspection of local officers is appreciated by the local bodies, which is happily

the case throughout the greater part of this division, there is no doubt that they can be very helpful in increasing attendance and generally keeping up local interest in educational matters." In the Jubbulpore Circle the concentration of the attention of these officers on relief works left no time for any other work. In the Chhattisgarh Circle a number of vernacular schools from each of the eleven tahsils in the circle were inspected either by Tahsildars or Naib-Tahsildars during the year in the course of their tours. The Commissioner, Berar, remarks: "There is a general recognition that the assistance of revenue officers is useful in securing better attendance and the assistance given is beginning to be appreciated again. The statistics show, however, that the Tahsildars and Naib-Tahsildars have, as a rule, failed to discharge their duties in this respect. I would ask the Deputy Commissioners to see that the orders are properly carried out and that the Sub-Divisional Officers and Tahsildars and their Naibs do carry out a sufficient number of inspections and give proper assistance in increasing enrolment and securing the regular attendance in primary schools." On the whole, it is generally admitted that if more interest is taken by revenue officers in rural schools and visits are more frequent, the results are sure to be salutary.

48. Grants to district councils.—The present system of giving every year fixed doles to district councils is by no means satisfactory. A change in the system so that Government may be able to allot grants in a fixed ratio to the amount spent by the district council on education is clearly desirable. It is hoped that a satisfactory solution of this problem may be arrived at after consideration of the report of the committee appointed to enquire into the financial relations between the Provincial Government and local bodies.

CHAPTER VI.

FEMALE EDUCATION.

49. Numbers.—The number of recognized schools for Indian girls increased from 388 to 406 and the enrolment from 27,395 to 30,434. The total expenditure on girls' school increased from Rs. 5,57,026 to Rs. 5,71,558.

50. Colleges.—The number of women students in Arts and Science Colleges was 33. Of these, 23 were in the Morris College, three in the Science College, four at the King Edward College, two at the Hislop College and one in the Robertson College. There were also at Spence Training College one woman student in the B. T. class and two in the T. T. C. classes. The demand for collegiate education for women is having a healthy increase.

51. Anglo-vernacular schools.—The number of anglo-vernacular schools increased from 13 to 14 (taking high departments as separate institutions). The number of pupils rose from 949 to 1,022.

Of the four high schools, one is the Government girls' high school, Amraoti, where the number of pupils rose from 153 to 172. There were no Muhammadan girls attending the school and none sought admission during the year. Two depressed class girls were admitted during the year in class V as day scholars. The number of resident boarders in the hostel was 81 against 75 during the last year. Half an hour is set apart for games and drill and the girls are systematically taught ordinary Indian games under the teacher's supervision. Nine girls appeared for the high school certificate examination and seven passed, two being placed in the first division (one winning distinction in Mathematics and the other in Mathematics and Sanskrit) and four in the second division. Thirty girls appeared for the high school entrance and scholarship examination and 28 passed, three obtaining scholarships.

Of the aided high schools, the best results were achieved by the St. Ursula girls' high school, Nagpur. From this school seven girls appeared for the high school certificate examination and four passed, one gaining a first division (with distinction in Sanskrit and Marathi) and one a second division. From the Johnson girls' high school, Jubbulpore, and C. E. Z. girls' high school, Katni, there were 13 and seven girls for this examination, three and two being, respectively, successful.

52. Vernacular middle schools.—The number of vernacular middle schools remained stationary at 40, but the enrolment increased from 4,837 to 5,243. The schools are reported to be doing well.

53. Primary schools.—The number of primary schools increased from 326 to 343 and the number of pupils from 21,015 to 23,548. The increase in the number of pupils was chiefly in the districts of Saugor, Raipur and Drug and in the districts of Berar. The following table gives the number of pupils in each class:—

Class I	...	29,645
Class II	...	8,143
Class III	...	5,243
Class IV	...	3,552

The lower classes continue to show as usual numbers disproportionate to those in the higher classes. The Inspectress of Schools, Nagpur Circle, writes: "This feature is most marked in the Urdu schools and schools in the interior." Under paragraph 4 of the Government Resolution on the Female Education Committee Report, proposals to open new schools for girls have been received from only three local bodies, Nagpur, Chhindwara and Buldana district councils.

54. Primary certificate examination.—2,292 candidates appeared for the examination and 1,348 passed.

55. Teachers.—Out of a total number of 428 teachers in the Nagpur Circle, 257 are women of whom 196 are trained. Out of 171 men teachers, 87 are employed in Urdu schools and the remaining 84 in other schools. Out of 351 teachers in the Jubbulpore Circle, 232 are trained and certificated. Of the remainder, some are trained, but have failed to pass any examination and some are partly trained. There is a large number of untrained teachers in the Chhattisgarh and Nimar districts. A sum of Rs. 20,000 was allotted for the extension and improvement of girls' schools in the province.

56. Girls in boys' schools.—The number of girls in boys' primary schools increased from 15,026 to 16,581. The increase was mostly in the Berar Circle. The Seoni and Jubbulpore districts also account for a large increase. In towns there is no indication that co-education is favoured by parents and guardians. In villages, there is no strong feeling against co-education. The increase indicates that the system of awarding bonuses to schoolmasters to encourage the attendance of girls in boys' schools is yielding satisfactory results. A sum of Rs. 5,512

was distributed to the head masters for this purpose during the year.

57. Normal schools.—The number of normal schools remained stationary at six, but the enrolment increased from 225 to 236. From the normal school at Amraoti six candidates appeared for the senior women teachers' certificate examination and all passed. Out of 36 candidates appearing for the junior women teachers' certificate examination 31 passed. In the normal school at Jubbulpore 22 out of 26 candidates passed the senior examination and 20 out of 23 the junior. In the normal school at Amraoti a class for physical exercise is held every morning and every hostel student is required to attend it. The Inspectress, Nagpur, continues to report favourably on the Kindergarten Training Class at Nagpur. There were three Government and 15 private students in the class and all of them have passed the examination. All the hand work was of exceptionally good standard.

58. Special schools.—The Providence Mission school, Nagpur, and the Swedish Mission industrial school, Saugor, continue to be favourably reported on by the Inspectress. The ladies home class at Akola continues to do good work in the cause of female education. A home class is also run by the U. F. C. Mission, Sitabuldi, Nagpur, which seems to be fairly popular. The C. E. Z. Mission Society continues to instruct ladies in their houses in Jubbulpore city. The number under instruction rose from 247 to 251. The Inspectress, Jubbulpore, writes: "This work, while not of a very high standard in itself, is of value in spreading the idea of education and in encouraging the ladies to send their children to schools."

59. Scholarships.—The full number of Arts or Science College scholarships (4) were awarded. The medical scholarships (4) tenable at the Lady Hardinge Medical College, Delhi, one medical scholarship tenable at Agra or Nagpur Medical School and 14 scholarships available for training in the Midwifery classes at Nagpur, Akola and Jubbulpore were transferred to the charge of the Inspector-General of Civil Hospitals from the last year. Out of 56 scholarships tenable in middle and high schools, 56 were awarded.

60. **Girl Guide.**—The movement is now well established. In the normal school at Amraoti there are two companies of Guides who take a keen interest in the work.

CHAPTER VII.

MUHAMMADAN EDUCATION.

61. **Numbers and distribution.**—The total number of Muhammadan pupils increased by 2,143 from 40,474 to 42,617, of whom 1,476 are in unrecognized schools. There was a large increase of 1,761 in primary schools. Middle and high schools also show a small increase of 378 and 60, respectively. The numbers in normal schools fell from 132 to 123.

Out of 36,329 boys, 30,110 were in primary schools, 4,391 in middle schools, 120 in normal schools, 542 in high schools and 127 in colleges. Out of 6,288 girls, 5,525 were in primary schools 21 in middle schools and 3 in normal schools. The percentage of Muhammadan pupils to the total number of college students was 6.27 as compared with 6.3 in the previous year. Corresponding figures for secondary and primary education were 9.62 and 9.78, respectively, as compared with 9.0 and 9.5 in the previous year.

62. **Collegiate education.**—The number of Muhammadan pupils in college increased by 1 from 126 to 127 of whom 99 were studying arts and science, 4 law, 15 education and 9 agriculture.

63. **Anglo-vernacular education.**—The number of pupils in the high school department increased by 60 and in middle schools by 378. In the high school certificate examination 19 out of 26 candidates from the Government Muhammadan high school, Amraoti, were successful of whom 7 stood in the second division. From the Hakimia Coronation high school, Burhanpur, 4 appeared and 3 passed. 12 out of 27 candidates from the Anjuman high school Nagpur, 4 out of 8 candidates from the Robertson high school, Jubbulpore, and 1 out of 7 candidates from the Quaderia high school, Burhanpur, were successful. One Muhammadan boy from the model high school, Jubbulpore, obtained distinction in Drawing in the high school certificate examination. Sixteen high school and 19 middle school scholarships were awarded.

64. Vernacular education.—The number of pupils in recognized primary schools increased by 1,761 from 33,874 to 35,635 and the number of pupils in class I increased by 42 from 16,852 to 16,894.

CHAPTER VIII.

EDUCATION OF DEPRESSED CLASSES.

65. Numbers.—The total number of pupils of the depressed classes increased by 2,637 from 40,848 to 43,485, of whom 1,155 are studying in unrecognized institutions and 165 in adult schools. The distribution of pupils among the different classes in recognized schools is given in the following table (the figures for 1927-28 are also given for comparison) :—

		Boys.		Girls.	
		1927-28.	1928-29.	1927-28.	1928-29.
Primary	Class I	17,339	17,172	1,246	1,608
	Class II	8,572	8,810	258	347
	Class III	6,378	6,750	172	248
	Class IV	4,325	5,042	78	165
Middle	Class V	774	897	5	31
	Class VI	474	480	4	10
	Class VII	255	357	...	2
	Class VIII	97	119	...	...
High	Class IX	35	38	...	...
	Class X	26	25	...	...
	Class XI	12	12	...	...

Out of 39,702 depressed class boys in primary, middle and high schools, 37,774 were concentrated in primary schools, the largest number being in class I, which, however, shows a decrease of 167 as compared with last year. 2,368 girls were in primary classes of whom 1,608 were in class I, 43 in middle school classes and none in high school classes.

66. College education.—Twelve students were enrolled in arts and science colleges.

67. Normal schools.—Thirty-five students joined normal schools.

68. **Scholarships.**—Of 5 college scholarships provided, all were awarded. Out of 18 high and 30 middle school scholarships, 16 and 30, respectively, were awarded.

69. **Bonuses.**—Rs. 5,166 were distributed to primary school teachers as bonuses for passing depressed class boys.

70. **Disabilities.**—The Inspector, Nagpur Circle, writes: "The prejudices of untouchability seem to be disappearing from the school atmosphere and the children of all communities sit and mix freely in the schools." In the Berar Circle the depressed class communities complain that they find it difficult to secure admission in anglo-vernacular schools of all types on merit alone. The Inspector, writes: "The depressed class teachers continued to press forward their claims for greater consideration on all those responsible for administering education. The fast-dying prejudices have enabled them to earn a few more concessions in the Akola district this year. They will, no doubt, continue to struggle for a higher social status and claim more privileges and concessions in the matter of educational facilities. It is only a pity that in making their demands some of them are apt to create ill-feelings and others to claim more than can be reasonably granted without creating social upheavals."

71. **Officer on special duty.**—An Indian Educational Service officer, Mr. E. G. Kilroe, was placed on special duty from the 13th November 1928 to the 14th April 1929 to examine the whole question of the education of the depressed classes. He toured extensively and got into touch with the leaders of the community. The report which he submitted is now being considered by Government.

72. **Education of aboriginal and forest tribes.**—In 1927, the Commissioner, Nerbudda Division, first raised the question of educating the aboriginal and forest tribes with a view to cure them of the drink habit and reduce illicit distillation of country liquor. The Chief Conservator of Forests and the Inspectors of Schools were consulted in the matter and the preparation of a scheme for the opening of experimental primary schools in jungly

tracts for these tribes was considered, but the whole question has been kept pending the conclusions of the Forest Committee proposed to be appointed by Government.

73. Gond School.—At Nagpur a school for Gond children has been started by the Nagpur Gond Sabha, 25 boys and 15 girls attending. The teacher is an educated Gond lady who is reported to be a capable manager of the school. This institution was recognized by the department from the 1st December 1928.

CHAPTER IX.

EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

74. Higher education.—The number of Europeans and Anglo-Indians studying in arts colleges decreased by one from 24 to 23. Of these, 21 were men and two women. Out of six studying for professional courses, one is studying for law in the University Law College, Nagpur, and one for medicine in Grant Medical College, Bombay, and four are under training as teachers at Simla, Bangalore and Poona.

75. Institutions and pupils.—The number of institutions classified as European and English teaching schools remained the same during the year under report as in the preceding year, namely, eight high schools, 10 middle schools and 17 primary schools, each department of the schools being classified as a separate institution.

76. Number of pupils.—The total number of pupils increased by 37 from 2,495 to 2,532 during the year under report. An analysis of the figures reveals that the total number of girls have decreased by 41 from 1,322 to 1,281, while the total number of boys have increased by 78 from 1,173 to 1,251, thus showing a net increase of 37 in all. These numbers were distributed in high, middle and primary schools as follows :—

—	Boys.	Girls.
High schools	126	52
Middle schools	288	262
Primary schools	837	967

77. Examination results.—As the departmental examination for European schools has been abolished, pupils from these schools for the first time appeared only for the Cambridge local examinations. The results in both the school certificate and junior local examinations are given in the table below :—

Number appeared.	Number passed.	Percentage of passes.
<i>Cambridge school certificate examination.</i>		
75	41	54.6
<i>Junior local examination.</i>		
71	20	28.1

78. Teachers—

	1927-28.	1928-29.
1. Trained	72	67
2. Untrained	61	64
Total	133	131

During the year under report the number of trained teachers has decreased by 5 from 72 to 67 and the number of untrained teachers has increased by 3 from 61 to 64. This is due to some trained teachers having left the schools in which they were serving and the managers being unable to secure other trained teachers in their place. However, as more candidates are now coming forward to be trained as teachers, there is reason to expect that there will be a steady improvement in this respect.

79. Cost of educating a pupil.—The average cost per pupil per month in 1928-29 is—

	Rs.	s.	p.
(a) Secondary schools	17	14	0
(b) Primary schools	5	9	0

80. Hostel.—The total number of hostels for pupils remained the same as in the previous year. But the number of boarders increased from 630 to 817, *i.e.*, by 187. The average cost per boarder per mensem varies from Rs. 20 to 30.

81. General.—The most important feature of the year was the fact that no departmental public examinations were held during the year and their place was taken by the

Cambridge school certificate and junior local examinations. It is too early as yet to say how the schools will adapt themselves to the new courses and the higher standards of the Cambridge examinations.

CHAPTER X.

TRAINING OF TEACHERS (MEN).

82. Spence Training College, Jubbulpore.—Twenty-five stipends for graduates and 100 for undergraduates were available and 25 and 93, respectively, were actually filled. There were 123 students on the roll of whom 26 were in the B. T. class, 44 in the second year T. T. C. class, 49 in the first year T. T. C. class and four in the drawing class.

83. Staff.—Rai Bahadur L. S. Jha officiated as Principal until the 9th July 1928. As he went on leave preparatory to retirement, Mr. F. K. Clark was appointed in his place. He continued as Principal until 3rd December 1928 after which he went on leave, handing over charge to Mr. E. A. Macnee. Mr. K. R. Dube, lecturer in physical culture, was on deputation as Superintendent of Physical Education in the United Provinces, throughout the year. Mr. Gopal Rao, who was trained at the Y. M. C. A. school of physical training at Madras, was appointed in place of Mr. Dube.

84. Examination results.—Out of 26 candidates who appeared for the B. T. examination, 25 passed; 6 obtaining first classes in theory and one in practice, 48 candidates were sent up for the T. T. C. examination and 47 passed; two obtained first classes in class practical training. Four appeared for the high school drawing teachers' certificate examination and all passed.

85. Training.—The courses for the B. T. and T. T. C. examination remained unaltered. Every effort is being made to turn out teachers who will get sound instruction to enable them to teach boys in schools with up-to-date methods of teaching. Teachers are also trained to exact from each pupil a regular and adequate amount of work involving effort both in school and at home.

Pedagogical drawing is compulsory for all students undergoing training in order to enable them to illustrate their lessons graphically. Three scholarships are awarded annually to undergraduate teachers to qualify them to teach drawing in high schools. Some students in the T. T. C. class took the middle school drawing teachers' course in conjunction with the ordinary T. T. C. course and completed it with success.

86. **Manual training.**—One of the sections of the second year T. T. C. class was a special class for manual training instructions and comprised 21 students. The class devoted 21 periods a week out of 39 to manual training. Students of the ordinary T. T. C. sections underwent the usual course in manual training and many of them displayed considerable keenness. A good deal of useful work for the college in the way of framing pictures and the like was done in the manual training centre.

87. **Gardening.**—As an experiment, a course in practical gardening was introduced at the beginning of the session. Owing to exigencies of the time-table it had to be made alternative to manual training.

88. **Games.**—Hockey, cricket, football and tennis as well as Indian games were played and the college showed a fairly high standard. Intersection tournaments were held and badges and cups were awarded to encourage athletics and games.

89. **Physical training.**—During the year Mr. Danielson was able to take up seriously the work of training teachers in this important branch of education. The first important step in physical education was the creation of a course for the training of students specialising in this field of education. There are 24 T. T. C. men enrolled in this course which lasts for two years. The training given consists of two main parts, namely, physical activities and health education. The theory and practice of physical activities aim at training men in marching, calisthenics, self-testing activities, athletics and games, with a view to developing teachers who can promote a modern scientific programme in these activities. The course on health education is intended to train students in hygiene, physiology, anatomy, first aid and sanitation so

that they can teach courses on health and physical activities intelligently. Special emphasis is laid on the basic health problems in India and on methods of developing health habits in the students.

In addition to physical activities, hygiene courses for the other students in the college have been revised and modernized. Although these students are not specialising in physical education, they become familiar with modern ideas in this field and will be able to introduce many up-to-date methods when they assume their work in the schools.

During this year a two weeks' course in physical activities was also held for twelve selected drill masters in the province. Although these men have practically no background for scientific teaching, this course should help them to introduce more interesting and beneficial activities in their schools.

90. General.—The relations between the staff and students were satisfactory. The Spence Training College Annual was published for the third time in 1928. The magazine has done much to fill the needs of an educational periodical for teachers in secondary schools in the province.

91. Normal schools for men.—The training of vernacular school teachers is undertaken in the various normal schools. All are Government institutions. Candidates for training are recruited from the vernacular middle schools of the province. Out of 480 stipends sanctioned for award to first year students, *viz.*, 155 for Berar Circle, 100 for each of the Nagpur, Jubbulpore and Chhattisgarh Circles, 25 for the Nerbudda Circle, 475 were awarded and 5 remained unallotted. These stipends vary in value from Rs. 12 to Rs. 16 per mensem each in each of the first, second and third year classes. There is now no fourth year retraining class in the normal schools in the Central Provinces and Berar. The one at the Amraoti Marathi normal school was abolished from the 1st May 1928. The number of normal schools remained at 11, but it will be 10 during 1929-30 as the normal school at Saugor has been abolished from the 1st May 1929. The number of students in the normal schools during the year under report increased from 1,114 to

1,142. The number of sections in the normal schools were 49. There has been a reduction of six sections in the normal schools consequent on the revision of normal school stipends with effect from the 1st May 1928. The number of untrained vernacular school teachers employed by the district council, Raipur, being great, arrangements were made to open an additional third section of the first year and second year classes to be formed in alternate years in the normal school for men, Bilaspur, from the 1st May 1929, to replace the untrained staff in the Raipur district. The Berar Inspector remarks that supply and demand present no difficulty. Material for recruitment in the case of Marathi normal schools is ample though not very satisfactory. The institution of a vernacular final examination as the minimum qualification for candidates competing for admission into normal schools, which was tried this year by the district councils, Yeotmal and Buldana, is likely to produce a better effect on the material. The institution of this examination is an interesting innovation which may have important results.

92. Examination results.—Out of 593 candidates that appeared for the primary trained teachers' certificate examination, 489 passed, 148 out of 156 candidates passed the vernacular middle trained teachers' certificate examination. The total percentage of passes was 85.4 as compared with 87.6 in the year 1927-28.

93. Conference.—A conference of normal school Superintendents of the province was held at Jubbulpore during the year under report under the presidentship of Mr. F. K. Clark, the then Principal of the Spence Training College, Jubbulpore, and it suggested certain changes in the normal school curriculum. These changes were suggested with a view to concentrate on the subjects which the students of the normal schools would be called upon to teach in primary schools and special attention was paid to practice in teaching. The proposals made by the conference are under consideration of the department.

94. Expenditure.—The expenditure on normal schools amounted to Rs. 3,36,445 as compared with Rs. 3,30,298 in the year 1927-28, and the cost per pupil, including stipends, decreased from Rs. 296-7-11 to Rs. 294-9-9.

95. **Activities.**—Games are played and physical training is practised regularly in normal schools. Scouting has also been introduced in all normal schools and is showing signs of increased popularity. Students are kept engaged in healthy activities throughout the school year with the result that the general tone and discipline have been satisfactory.

CHAPTER XI.

MISCELLANEOUS.

96. **Jain education.**—The total number of Jains under instruction increased by 244 from 6,632 to 6,876 to which colleges contributed 11, secondary schools 1,204, primary schools 5,643 and special schools 18.

97. **Text-Book Committee.**—At the end of the year 1927-28, 194 books were under consideration and 712 books were received during the year under report, making a total of 906. Of these, 132 were sanctioned as text-books, 451 as prize and library books, 136 were rejected, leaving 187 under consideration at the close of the year under report.

98. **Government Engineering School, Nagpur.**—The total number of students on the rolls at the beginning of the session, excluding the fifth year mechanical engineering students and the students of the oil engine class was 177 as against 179 in the previous year. At the close of the session the students were distributed as follows :—

Year.	Overseers.	Sub-overseers.	Mechanical.	Motor mechancis.	Oil engine.
First	18	18	13	5	9
Second	16	11	9	6	...
Third	16	...	10	6	...
Fourth	13	...	11	5	...
Total	63	29	43	22	9

Excluding oil engine drivers, the total number of students on March 31st, 1929, was 157 against the corresponding number of 163 in the previous year.

The examination results were quite satisfactory as in the previous year.

The value of the work done by the repairing department during the year under report was Rs. 14,333-9-0 as against Rs. 18,075-13-9 in the last year and the amount earned for the treasury was Rs. 7,268-11-9 as against Rs. 7,452-0-6 in the previous year.

The school continues to produce a useful type of engineer and less difficulty is now experienced by the successful candidates of the school in securing employments.

With the objects of training overseers and sub-overseers with the working and management of steam road boilers and other steam plants a six weeks' course of training in the care and management of portable and semi-portable steam plants has been started and all students are required to pass this examination.

The name of the previous "Motor Mechanics" course has now been altered to "Automobile Engineering" and the candidates have now to pass an entrance examination for this course.

No difficulty is experienced in obtaining suitable candidates for admission to the different departments of the school.

Proposals for extending the workshops and the school buildings and for the commencement of a course of training in electrical engineering are under the consideration of the Local Government.

99. The Rajkumar College, Raipur.—At the end of the school year the roll numbered 51 against 50 at the corresponding period last year. Of the 51 Kumars now on the roll, 20 are wards sent to the college by Government, the remaining 31 all having been sent by their parents or natural guardians.

Hockey and tennis as before are the most popular games and in the latter there has been a marked improvement of standard all round. The inter-set athletic sports produced, as usual, a keen competition and some creditable results. The scout troop now includes 3 King's scouts and 7 first class scouts, while those holding proficiency badges number 52.

The annual prize-giving by His Excellency the President of the General Council of the College took place on the 3rd January 1929.

The college was inspected on the 14th and the 15th February 1929 by Mr. Littlehales, C.I.E., Educational Commissioner with the Government of India.

100. Other institutions.—Training in agriculture is given in the Agricultural College, Nagpur, which is controlled by the Department of Agriculture. The Agricultural School, Powarkheda, is under the Department of Agriculture. Medical education is given in the Robertson Medical School, Nagpur, which is under the control of the Medical Department. Industrial education remains under the control of the Director of Industries. Information regarding the working of these institutions is contained in reports published by these departments.

101. St. John's Ambulance Association.—The number of men and women who received training during the year was 455 against 485 last year. The work of the Association is carried on in 16 district centres as in the last year: Forty-seven classes (41 in First Aid, one in Home Nursing and five in Home Hygiene) were held in all districts, *viz.*, 18 classes at Amraoti, seven each at Nagpur, Jubbulpore, five at Bilaspur, four at Raipur and one each at Seoni, Mandla, Yeotmal, Nimar, Chhindwara and Buldana. Of these, 10 classes were composed of police men, 24 of the Great Indian Peninsula Railway staff, six of students at normal school for women, one at the Government high school, Bilaspur, and two at Chhindwara for colliery men. The Mackenzie school course in First Aid Hygiene and Sanitation is steadily gaining in popularity in the province. Classes for this course were organized at different stations, in which 686 students received instructions of whom 644 were declared successful.

102. Boy Scouts Association.—The Boy Scouts Association records a year of remarkable activity and the great body of enthusiastic workers in this cause, including Mr. Vivian Bose, the Provincial Secretary, and Mr. Jack Houghton, the Organizing Secretary, deserve congratulations on the success achieved. The following facts are culled from the annual report of the Association:—

During the year under report the total number of scouts, cubs, rovers and officers has increased by 6,731

from 13,428 to 20,159. Of these, 11,703 were scouts, 6,293 cubs, 670 rovers and 1,493 warranted officers. The total number of scouts and cubs in the Central Provinces and Berar are 10,644 village scouts and 5,354 town scouts, which means that two-thirds of the Association's work is in villages. The scout movement aims at producing healthy, happy and useful citizens. Efficiency in scouting is not in itself an end, but is a means towards training boys to be of service to their fellows, to the community or their country. No mela is held in these provinces now, but scouts attend in uniform to perform certain duties. Scouts have particularly been useful in guarding bridges where dense masses of people have been crossing; in acting as life-saver guards on the ghats, in looking after lost children, in rendering first aid, in storing bicycles, in helping the police with heavy traffic, etc. The whole of this sort of service has now been fully thought out and planned, with the result that the public depend upon the scouts for their safety and comfort.

Excellent reports have been received from various mela authorities, which include Burman in Narsinghpur, Singaji in Nimar, Deolgaon Raja in Buldana (where the scouts helped the medical service to prevent the spread of cholera that broke out), Bindrabhan in Hoshangabad, Tilwaraghat and Gwarighat in Jubbulpore, and from Chhindwara when scouts do great work in helping the pilgrims that climb Chauragarh each year.

Fire fighting has been another matter wherein the Central Provinces scouts have been done good things during the year. There are reports of these from Warora, from Singhpur in the Narsinghpur district, from Harda and from Jubbulpore. A Nagpur scout recently took charge of a woman that went mad. He took her to the station (twenty miles away) and took her home. The Balaghat scouts did a splendid good turn to a boy who was taking his father to hospital from a village some miles way. The father died on the station and that boy had no friends or helpers. The scouts did everything for him even to carrying the father to the burning ghats, and that boy went home with everything clear because of the scouts' help. A scout jumped on to the railway line, picked up a child that had wandered in front of an incoming train and jumped clear to safety.

These facts go to prove that the scout movement has inspired boys with the spirit of service.

103. Acknowledgments.—When so many have worked whole-heartedly in the cause of education in the province, it is not easy to single out individuals for special praise. The staffs of colleges and secondary schools and of a large proportion of primary schools have worked well and conscientiously as has also the inspecting and administrative staff. A large number of non-professional workers in the cause of education have given up a great deal of time and energy for the work—managers of aided schools, members of local bodies, members of the High School Board and of various University bodies. That so many are inspired with the desire to promote education in the province is a happy augury for the future.

E. A. MACNEE,

Offg. Director of Public Instruction,

Central Provinces.

General Summary of Educational Institutions and Scholars for 1928-29.

Area in square miles 99,876.	Percentage of scholars to population.				Re- mark.	
	Population. Males ... 6,951,399 Females ... 6,961,361 Total ... 13,912,760	Recognized insti- tutions.		All institutions.		
		1928-29.	1927-28.	1928-29.		1927-28.
		5.35 5.62 0.72	5.49 41	5.46 5.71 0.75		5.52 43
Males ...	Total ...	Total ...	Total ...	Total ...		
		3.04	2.93	3.10	2.98	

	Institutions.			Scholars.			Stages of instruction of scholars entered in column 4.	Remarks.
	1929.	1928.	Increase or decrease	1929.	1928.	Increase or decrease		
	1	2	3	4	5	6			7	8
RECOGNIZED INSTITUTIONS.								
Universities	1	1	...	...	...	...	...
Boards of Secondary and Intermediate Education (High School Board).	1	1	...	...	...	...	...
<i>For males.</i>								
Arts Colleges	5	5	...	1,645	1,557	+ 88	{ (a) 660 (b) 985	
Professional Colleges	3	3	...	379	456	- 77	(a) 379	
High Schools	57	52	+ 5	5,950	5,287	+ 663	(c) 5,950	
Middle Schools	537	518	+19	95,541	92,168	+ 3,373	{ (c) 45,204 (d) 50,337	
Primary Schools	4,168	4,197	-29	284,597	277,266	+ 7,331	(d) 284,597	
Special Schools	43	41	+ 2	2,430	2,188	+ 242		
Totals	4,815	4,818	- 3	390,542	378,922	+11,620		
<i>For females.</i>								
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
High Schools	9	8	+ 1	211	186	+ 25	(c) 211	
Middle Schools	55	55	...	6,349	5,898	+ 451	{ (c) 1,677 (d) 4,672	
Primary Schools	353	339	+14	24,747	22,338	+ 2,409	(c) 24,719	
Special Schools	9	9	...	621	594	+ 27	(d) 24,719	
Totals	426	411	+15	31,928	29,016	+2,912		
UNRECOGNIZED INSTITUTIONS.								
For males	214	167	+47	7,579	5,439	+2,140		
For females	27	25	+ 2	1,787	1,497	+ 290		
Totals	241	192	+49	9,366	6,936	+2,430		
GRAND TOTALS	5,482	5,421	+61	431,836	414,874	+16,962		

(a) In Graduate and Post-graduate classes.
(b) In Intermediate classes.

(c) In Secondary stage.
(d) In Primary stage.

General summary of expenditure on Education in the Central Provinces and Berar for 1928-29.

	Total expenditure.			Percentage of expenditure from				Cost per scholar to				Total cost per scholar.
	1929.	1928.	Increase or decrease.	Government funds.	*Local funds.	Fees.	Other sources.	Government funds.	Local funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11		12
	Rs.	Rs.	Rs.					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction and Inspection.	6,21,219	6,25,590	— 4,371	97·9	2·1	...	...	...	...	...	...	...
Universities ...	85,738	1,01,108	— 15,370	58·3	...	41·7	...	...	...	...	...	...
Boards of Secondary and Intermediate Education (High School Board).	17,551	16,998	+ 553	...	...	100·0	...	...	...	...	...	...
Miscellaneous† ...	30,03,341	29,80,791	+ 22,550	62·2	17·1	9·6	11·1	...	...	...	...	...
Totals ...	37,27,849	37,24,487	+ 3,362	67·7	14·2	9·2	8·9	...	...	...	...	...
<i>Institutions for Males.</i>												
Arts Colleges ...	4,65,757	5,12,656	— 46,899	69·4	...	27·7	2·9	196 5 8	...	78 7 8	8 4 10	283 2 2
Professional Colleges...	2,02,416	1,90,221	+ 12,195	89·6	...	10·4	...	478 12 10	...	55 4 5	...	534 1 3

High Schools	7,06,209	6,67,236	+ 38,973	52.9	1.4	36.6	9.1	62 13 1	1 11 3	43 6 1	10 12 7	118 11 0
Middle Schools	21,43,658	19,41,275	+ 2,02,383	45.1	24.5	25.2	5.2	10 1 9	5 7 10	5 10 6	1 2 11	22 7 0
Primary Schools	30,46,522	29,18,977	+ 1,27,545	48.0	44.0	2.1	5.9	5 2 2	4 11 4	0 3 8	0 10 1	10 11 3
Special Schools	4,53,802	4,86,395	- 32,593	96.6	.5	2.3	.6	180 7 2	0 15 10	4 3 8	1 1 4	186 12 0
Totals	70,18,364	67,16,760	+ 3,01,604	53.3	26.8	14.6	5.3	9 9 4	4 12 11	2 10 0	0 15 3	17 15 6
<i>Institutions for Females.</i>												
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...
High Schools	78,855	48,956	+ 29,899	27.9	...	10.7	61.4	104 2 11	...	39 15 0	229 9 7	373 11 6
Middle Schools	1,64,452	1,69,016	- 4,564	57.7	.1	12.9	35.3	13 6 6	0 0 3	3 5 4	9 2 4	25 14 5
Primary Schools	3,86,027	3,97,534	- 11,507	62.9	6.3	9.9	20.9	9 13 0	0 15 9	1 8 8	3 4 2	15 9 7
Special Schools	85,542	82,126	+ 3,416	64.5	...	.6	34.9	88 12 3	...	0 13 9	48 1 11	137 11 11
Totals	7,14,876	6,97,632	+ 17,244	56.7	3.4	9.5	30.4	12 11 0	0 12 3	2 2 3	6 12 9	22 6 3
GRAND TOTALS	1,14,61,089	1,11,38,879	+ 3,22,210	58.2	21.2	12.5	8.1	15 12 9	5 12 0	3 6 4	2 3 0	27 2 1

*Includes both District Board and Municipal Funds.

†Includes expenditure on buildings.

GENERAL
Classification of Educational Institutions in the

	For males.					
	Govern- ment.	District Board.	Muni- cipal Board.	Aided.	Un- aided.	Total.
	1	2	3	4	5	6
RECOGNIZED INSTITUTIONS.						
Universities	...	...	...	1	...	1
Board of Secondary and Intermediate Education (High School Board).	1	...	...	...	...	1
Colleges—						
Arts and Science*	4	...	...	1	...	5
Law	...	...	...	1	...	1
Medicine	...	...	...	...	...	...
Education	1	...	...	...	...	1
Engineering	...	...	...	...	...	...
Agriculture	1	...	...	...	...	1
Commerce	...	...	...	...	...	...
Forestry	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...
Intermediate and 2nd grade Colleges	...	...	...	...	...	..
Totals	7	...	...	3	..	10
High Schools	26	...	5	22	4	57
Middle Schools	51	...	44	63	22	180
Primary Schools	11	318	19	8	1	357
	10	3,495	(a) 340	(b) 191	132	4,168
Totals	98	3,813	408	284	159	4,762
Special Schools—						
Art	...	...	...	...	...	...
Law	...	...	...	...	...	...
Medical	1	...	...	...	...	1
Normal and Training	11	...	...	...	...	11
Engineering	1	...	...	...	...	1
Technical and Industrial	...	...	...	...	...	...
Commercial	...	...	...	...	...	...
Agricultural	...	...	...	...	...	...
Reformatory	...	...	...	...	...	...
Schools for defectives	...	...	...	1	...	1
Schools for adults	...	...	9	11	7	(d) 27
Other schools	...	...	.	1	1	2
Totals	13	...	9	13	8	43
Totals for Recognized Institutions	118	3,813	417	300	167	4,815
Unrecognized Institutions	...	(e) 96	9	...	(f) 109	214
GRAND TOTALS, ALL INSTITUTIONS	118	3,909	426	300	276	5,029

This table includes
 (a) Includes one night
 (b) " four night
 (c) " one night
 (d) All these are night
 (e) Includes 43 night
 (f) " eight night
 * Includes no Oriental

GENERAL

Distribution of scholars attending educational institutions

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING IN RECOGNIZED INSTITUTIONS.									
<i>University and intermediate Education.</i>									
Arts and Science ...	1,290	1,152	477	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	122	119	98	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...
Agriculture ...	98	86	96	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...
Totals ...	1,510	1,357	671	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ...	3,749	3,416	707	...	...	...	327	294	57
„ Middle { English	8,025	7,381	678	...	...	...	9,120	8,353	325
„ Schools { Vernacular	1,556	1,353	67	61,432	47,478	1,867	4,532	3,659	54
„ Primary Schools ...	1,310	1,081	...	2,18,705	1,54,226	44	47,524 ^(a)	37,567	13
Totals ...	14,640	13,231	1,452	2,80,137	2,01,704	1,911	61,503	49,873	449
In Art Schools ...	...	...	...	...	...	...	...	...	...
„ Law ..	...	...	...	...	...	...	...	...	...
„ Medical Schools ...	274	181	139	...	...	...	...	...	...
„ Normal and Training Schools.	1,142	1,099	1,061	...	...	...	...	...	...
„ Engineering Schools ...	166	159	41	...	...	...	...	...	...
„ Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
„ Commercial Schools ...	...	...	...	...	...	...	...	...	...
„ Agricultural Schools ...	...	...	...	...	...	...	...	...	...
„ Reformatory Schools ...	...	...	...	...	...	...	...	...	...
„ Schools for defectives ...	...	...	...	...	...	...	...	...	...
„ Schools for adults ...	...	...	...	...	...	...	391	213	...
„ Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	1,582	1,439	1,241	...	...	...	391	213	...
Totals for Recognized Institutions.	17,732	16,027	3,364	2,80,137	2,01,704	1,911	61,894	50,086	449
In Unrecognized Institutions	...	...	...	(d)3,944	2,685	...	515	356	...
GRAND TOTALS, ALL INSTITUTIONS.	17,732	16,027	3,364	284,081	204,389	1,911	62,409	50,442	449

This table includes
 (a) Includes 23 scholars
 (b) Includes 127 scholars
 (c) All these are in
 (d) Includes 1,310 scholars
 (e) Includes 256 scholars
 (f) Includes 5,479 scholars learning

TABLE II-A.

for males in the Central Provinces and Berar for 1928-29.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	No. of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
355	321	45	...	...	...	1,645	1,473	522	33
159	138	21	...	...	...	159	138	21	...
...
...	...	...	...	...	...	122	119	98	3
...
...	...	...	...	...	...	98	86	96	...
...
...
...
514	459	66	...	...	...	2,024	1,816	737	36
1,804	1,619	245	70	58	10	5,950	5,387	1,019	5
8,520	7,560	725	1,494	1,270	188	27,159	24,564	1,916	77
802	688	136	60	58	60	(f) 68,382	53,236	2,184	2,247
(b) 11,846	9,467	335	5,212	3,811	...	2,84,597	2,06,152	392	16,681
22,972	19,334	1,441	6,836	5,197	258	386,088	289,339	5,511	19,010
...
...
...	...	...	...	...	...	274	181	139	11
...	...	...	...	...	...	1,142	1,099	1,061	...
...
...	...	...	...	...	...	166	159	41	...
...
...
...
...
21	13	...	...	...	...	21	13	...	4
245	149	...	115	91	...	(c) 751	453	...	...
41	32	...	35	23	5	76	55	5	...
307	194	...	150	114	5	2,430	1,96	1,246	15
23,793	19,987	1,507	5,986	5,311	263	390,542	293,115	7,494	19,061
...	...	...	(e) 3,120	2,422	...	7,579	5,463	...	368
23,793	19,987	1,507	10,106	7,733	263	398,121	298,578	7,494	19,429

European scholars.
 in a night school.
 in night schools.
 night schools.
 in night schools.
 in night schools.
 English as an optional subject.

GENERAL

Distribution of scholars attending educational institutions for

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	41	38	28	...	...	...	...	...	...
" Middle (English	131	111	55	...	...	...	...	...	...
Schools { Vernacular	3,351	2,569	18	...	...	...	...	...	...
" Primary Schools ...	17,465	12,218	...	395	249	...	850	581	...
Totals ...	20,988	14,936	101	395	249	...	850	581	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
" Normal and Training Schools.	136	140	110	...	...	...	...	...	...
" Technical and Industrial Schools	...	...	...	...	...	...	...	...	...
" Commercial Schools	...	...	...	...	...	...	...	...	...
" Agricultural do.	...	...	...	...	...	...	...	...	...
" Schools for adults ...	...	...	...	...	...	...	...	...	...
" Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	136	140	110	...	...	...	...	...	...
Totals for Recognized Institutions.	21,124	15,076	211	395	249	...	850	581	...
In Unrecognized Institutions.	...	...	...	21	11	...	225	155	...
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	21,124	15,076	211	416	260	...	1,075	736	...
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	17,732	16,027	3,364	2,84,081	2,04,389	1,911	62,409	50,442	449
GRAND TOTALS, ALL INSTITUTIONS FOR MALES AND FEMALES.	38,856	31,103	3,575	2,84,497	2,04,649	1,911	63,484	51,178	449

This table includes
(a) Includes 28 scholars

TABLE II-B.

females in the Central Provinces and Berar for the year 1928-29.

Aided.			Unaided			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
...
...
...
...
148	136	103	22	20	14	211	194	145	...
923	838	567	52	50	5	1,106	999	627	...
1,805	1,508	298	87	82	87	5,243	4,159	403	4
(a) 4,865	3,442	392	1,172	908	8	24,747	17,398	400	559
7,741	5,924	1,360	1,333	1,060	114	31,307	22,750	1,575	563
...
100	94	79	...	...	...	236	234	189	...
134	118	86	...	...	...	134	118	86	...
...
...
251	149	...	...	...	...	251	149	...	...
...
485	361	165	...	...	...	621	501	275	...
8,226	6,285	1,525	1,333	1,060	114	31,928	23,251	1,850	563
...	...	...	1,541	999	...	1,787	1,165	...	66
8,226	6,285	1,525	2,874	2,059	114	33,715	24,416	1,850	629
23,793	19,987	1,507	10,106	7,733	263	3,98,121	2,98,578	7,494	19,429
32,019	26,272	3,032	12,980	9,792	377	4,31,836	3,22,994	9,344	20,058

European scholars.
in a night school.

GENERAL

Expenditure on Education for Males in the

Expenditure on buildings includes Rs. 5,02,608 spent by the Public Works
 "Miscellaneous" includes the following main items:—

1. Scholarships including orphan and cadet grants ...
2. Hostel boarding charges ...
3. Games expenditure ...
4. Capital expenditure ...
5. Miscellaneous ...

Total ...

	Government institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
UNIVERSITY AND INTER-MEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	...	...	...	...	...	...
Board of Secondary and Intermediate Education (High School Board).	...	...	...	17,551	...	17,551
Arts Colleges ...	2,99,703	...	...	97,026	...	3,96,729
Professional Colleges—						
Law ...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...
Education ...	1,39,572	...	...	...	...	1,39,572
Engineering ...	...	...	...	...	...	...
Agriculture ...	41,894	...	...	5,128	...	47,022
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ...	4,81,169	...	...	1,19,705	...	6,00,874
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	2,77,210	...	...	1,59,237	1,275	4,37,722
Middle Schools { English ...	2,76,241	...	...	1,40,036	1,554	4,17,831
{ Vernacular ...	41,608	...	...	894	...	45,502
Primary Schools ...	17,897	...	...	393	586	18,876
Totals ...	6,15,956	...	...	3,00,560	3,415	9,19,931
<i>Special.</i>						
Art Schools ...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	37,469	...	...	10,017	621	48,107
Normal and Training Schools ...	3,36,273	...	...	...	172	3,36,445
Engineering Schools ...	63,570	...	...	...	...	63,570
Technical and Industrial Schools.	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...
Schools for defectives ...	...	...	...	...	...	...
Schools for adults ...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...
Totals ...	4,37,312	...	...	10,017	793	4,48,122
GRAND TOTALS ...	15,34,437	...	...	4,30,282	4,208	19,68,927

(1) Other sources include income from
 (2) This table includes

GENERAL
Expenditure on Education for Males in the Central

Direction ...
Inspection ...
Buildings, etc. ...
Miscellaneous ...

Totals ...

	Aided institutions—concl'd.			Recognized unaided institutions.		
	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Universities ...	35,738	...	85,738	...	...	...
Board of Secondary and Intermediate Education (High School Board).	...	...	...	...	...	...
Arts Colleges ...	32,070	13,656	69,028	...	...	...
Professional Colleges—						
Law ...	15,822	...	15,822	...	...	...
Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ...	83,630	13,656	1,70,588	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	85,025	57,086	2,20,287	1,453	5,818	7,271
Middle Schools (English ...)	1,57,582	56,022	3,24,040	18,799	23,117	41,916
(Vernacular ...)	149	13,787	18,327	...	2,520	2,520
Primary Schools ...	23,053	1,00,732	1,87,644	1,361	46,141	47,502
Totals ...	2,65,809	2,27,627	7,50,298	21,613	77,596	99,209
<i>Special.</i>						
Art Schools ...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools ...	...	...	...	...	...	...
Engineering Schools ...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...
Schools for defectives ...	262	564	1,932	...	...	...
Schools for adults ...	...	10	721	...	390	390
Other Schools ...	...	455	721	...	420	420
Totals ...	262	1,029	3,374	...	810	810
GRAND TOTALS ...	3,49,701	2,42,312	9,24,260	21,613	78,406	1,00,019

(1) Other sources include income from
(2) This table includes

TABLE III-A.

Provinces and Berar for the year 1928-29—concl'd.

Total expenditure from					
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand totals.
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,16,691	...	...	...	...	1,16,691
4,39,550	8,772	4,098	...	...	4,52,420
12,09,144	1,69,901	1,77,508	23,404	1,14,699	16,94,656
4,60,233	1,14,905	49,436	2,20,878	82,120	9,27,572
22,25,618	2,93,578	2,31,042	2,44,282	1,96,819	31,91,339
50,000	...	...	35,738	...	85,738
...	...	...	17,551	...	17,551
3,23,005	...	...	1,29,096	13,656	4,65,757
...	...	...	15,822	...	15,822
1,39,572	...	...	...	...	1,39,572
41,894	...	...	5,128	...	47,022
...
...
...
5,54,471	...	...	2,03,335	13,656	7,71,462
3,73,772	...	10,154	2,58,104	64,179	7,06,209
4,82,914	1,190	65,928	4,47,128	82,634	10,79,794
4,82,785	4,12,681	44,757	93,240	30,401	10,63,864
14,61,267	8,57,526	4,82,428	65,821	1,79,480	30,46,522
28,00,738	12,71,397	6,03,267	8,64,293	3,56,694	58,96,389
...
...	...	...	10,017	621	48,107
37,469	...	...	...	172	3,36,445
3,36,273	...	...	...	...	63,570
63,570	...	...	...	...	...
...
...
...
907	...	199	262	564	1,932
267	316	1,624	...	400	2,607
...	...	266	...	875	1,141
4,38,486	316	2,089	10,279	2,632	4,53,802
60,19,313	15,65,291	8,36,398	13,22,189	5,69,801	1,03,12,922

endowments, subscriptions, contributions, etc.
expenditure on European schools.

GENERAL
Expenditure on Education for Females in the

Expenditure on buildings includes Rs. 58,614 spent by the Public Works
"Miscellaneous" includes the following main items:—

- | | |
|--|-----|
| (1) Scholarships including orphan grants | ... |
| (2) Hostel boarding charges | ... |
| (3) Games expenditure | ... |
| (4) Capital expenditure | ... |
| (5) Other miscellaneous expenditure | ... |

Total ...

Government institutions.						
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges—						
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals	...	...	...	...	...	...
SCHOOL EDUCATION,						
<i>General.</i>						
High Schools	7,306	...	...	503	...	7,809
Middle Schools... { English	7,220	...	...	709	...	7,929
{ Vernacular	49,336	...	...	...	...	49,336
Primary Schools	2,16,436	...	10	...	...	2,16,446
Totals	2,80,298	...	10	1,212	...	2,81,520
<i>Special.</i>						
Medical Schools	...	...	...	...	...	...
Normal and Training Schools..	49,167	...	...	...	...	49,167
Technical and Industrial Schools	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Totals	49,167	...	...	...	...	49,167
GRAND TOTALS FOR FEMALES	3,29,465	...	10	1,212	...	3,30,687
GRAND TOTALS FOR MALES	15,34,437	...	...	4,30,282	4,208	19,68,927
GRAND TOTALS FOR ALL	18,63,902	...	10	4,31,494	4,208	22,99,614

(1) Other sources include income from
(2) This table includes

TABLE III-B.

Central Provinces and Berar for the year 1928-29.

Department on educational buildings.

Rs.
30,392
82,156
20
1,570
57,107

1,71,245

District Board and Municipal institutions.						Aided institutions.		
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
...
...
...	...	...	...	...	...	14,676	...	...
...	...	...	...	...	...	19,291	...	...
...	...	...	...	...	...	9,251	...	100
421	4,796	12,598	...	...	17,815	26,023	568	6,381
421	4,796	12,598	...	...	17,815	69,241	568	6,481
...
...	...	...	...	...	...	3,545	...	...
...	...	...	...	...	...	1,237	...	...
...
...
...	...	...	...	...	...	1,175	...	...
...
...	...	...	...	...	...	5,957	...	...
421	4,796	12,598	...	...	17,815	75,198	568	6,481
19,48,742	12,63,691	5,91,647	2,76,311	48,056	41,28,447	3,10,516	8,022	13,709
19,49,163	12,68,487	6,04,245	2,76,311	48,056	41,46,262	3,85,714	8,596	20,190

endowments, subscriptions, contributions, etc expenditure on European schools.

GENERAL
Expenditure on Education for Females in the

Inspection ...
Buildings, etc. ...
Miscellaneous ...

Total ...

	Aided institutions—concl'd.			Recognized unaided institutions.		
	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Arts Colleges ...	...	...	...	...	...	...
Professional Colleges—						
Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	7,007	24,501	46,184	917	23,945	24,862
Middle Schools... } English ...	17,325	27,727	64,344	1,198	2,908	4,106
} Vernacular ...	1,942	25,444	36,737	...	2,000	2,000
Primary Schools ...	35,541	68,689	1,37,202	2,622	11,942	14,564
Totals ...	61,816	1,46,361	2,84,467	4,737	40,795	45,532
<i>Special.</i>						
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools ...	495	10,803	14,843	...	...	...
Technical and Industrial Schools ...	...	14,392	15,629	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Schools for adults* ...	40	4,688	5,903	...	...	...
Other Schools ...	...	...	...	...	...	...
Totals ...	535	29,883	36,375	...	...	...
GRAND TOTALS FOR FEMALES ...	62,351	1,76,244	3,20,842	4,737	40,795	45,532
GRAND TOTALS FOR MALES ...	3,49,701	2,42,312	9,24,260	21,613	78,406	1,00,019
GRAND TOTALS FOR ALL	4,12,052	4,18,556	12,45,102	26,350	1,19,201	1,45,551

(1) Other sources include income from
(2) This table includes

TABLE III-B.

Central Provinces and Berar for the year 1928-29—concl'd.

Total expenditure from					
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand totals.
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
52,108	...	...	...	...	52,108
1,14,959	8	1,843	...	93,058	2,09,868
82,523	...	655	44,395	43,672	1,71,245
2,49,590	8	2,498	44,395	1,36,730	4,33,221
...
...
...
...
21,982	...	...	8,427	48,446	78,855
26,511	...	...	19,233	30,635	76,379
58,587	...	100	1,942	27,444	88,073
2,42,880	5,364	18,989	38,163	80,631	3,86,027
3,49,960	5,361	19,089	67,765	1,87,156	6,29,334
...
52,712	...	...	495	10,803	64,010
1,237	...	...	...	14,392	15,629
...
...
1,175	...	...	40	4,688	5,903
...
55,124	...	...	535	29,833	85,542
6,54,674	5,372	21,587	1,12,695	3,53,769	11,48,097
60,19,313	15,65,291	8,36,398	13,22,189	5,69,801	1,03,12,992
66,73,987	15,70,663	8,57,985	14,34,884	9,21,570	1,14,61,069

endowments, subscriptions, contributions, etc.
expenditure on European schools.

GENERAL

Race or creed of male scholars receiving general education

			Europeans and Anglo-Indians.	Indian Christians.	Hindus.		
					Higher castes.	*Depressed classes.	
					1	2	3	4
TOTAL POPULATION		...	6,214	16,303	4,574,371	1,270,511	
<i>School Education.</i>							
		<i>Classes.</i>					
Primary	...	... {	I	279	735	81,286	17,172
			II	91	448	47,421	8,810
			III	87	689	42,760	6,750
			IV	87	509	40,128	5,042
Middle	...	... {	V	10	308	13,831	897
			VI	87	282	10,271	480
			VII	62	239	8,422	357
			VIII	72	126	4,203	119
High	...	... {	IX	1	64	2,334	38
			X	46	53	1,582	25
			XI	41	35	1,116	12
		Totals	...	863	3,488	253,354	39,702
<i>University and Intermediate Education.</i>							
Intermediate classes	...	... {	1st year	3	6	440	4
			2nd "	7	9	415	6
Degree classes	...	... {	1st year	1	4	235	2
			2nd "	9	7	266	...
Post-graduate classes	...	... {	1st year	1	1	33	...
			2nd "	...	...	23	...
Research students	...	...	...	...	...	...
		Totals	...	21	27	1,412	12
Number of scholars in recognized institutions		...	884	3,515	254,766	39,714	
Number of scholars in unrecognized institutions		...	...	78	4,321	1,111	
GRAND TOTALS		...	884	3,593	259,087	40,825	

European scholars are

* N.B.—The following are included under

Ghasia, Mehra or Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balabi, Ganda, Madgi, Manepwar, Dhobi, Khangar, Chadar, Chipa, Beldar, Mochi, Gadaria, Mirdha, Bhoi, Gopal, Kaikari, Kaiyar, Bhangi, Dhangar,

TABLE IV-A.

in the Central Provinces and Berar for the year 1928-29.

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
294,928	17	985	1,050	787,020	6,951,399
12,892	2	70	28	16,131	128,595
7,100	1	28	18	7,635	71,552
5,490	...	23	24	5,749	61,572
4,628	...	14	15	4,486	54,909
1,651	...	2	13	415	17,127
1,190	...	22	10	196	12,538
957	...	15	14	175	10,241
593	...	17	10	22	5,162
243	...	6	3	9	2,698
178	...	5	3	12	1,904
121	...	4	4	10	1,343
35,043	3	206	142	34,840	367,641
33	...	5	2	2	495
20	...	7	2	2	468
21	...	6	...	...	269
19	...	11	...	1	313
3	...	...	1	...	39
3	...	1	1	...	28
...
99	...	30	6	5	1,612
35,142	3	236	148	34,845	369,253
796	...	1	...	970	7,277
35,938	3	237	148	35,815	376,530

included in the above figures.

the heading "Depressed Classes":—

Madhi, Mala, Pasi, Pardhan, Ozi, Hola, Holi, Dohar, Nagarchi, Gadikhnsi, Khatik, Kushta, Bedar, Koshti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai, Bahena, Dhanak, Chauhan and Garwadi.

GENEARL

Race or creed of female scholars receiving general education

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
		1	2	Higher castes.	*Depressed classes.
		3	4		
TOTAL POPULATION ...		3,025	15,903	4,547,169	1,298,279
<i>School Education.</i>					
		<i>Classes.</i>			
Primary	{ I	3.8	956	21,072	1,608
	{ II	151	437	6,031	347
	{ III	105	434	3,881	248
	{ IV	118	602	2,448	165
Middle	{ V	2	355	368	33
	{ VI	57	280	190	10
	{ VII	78	219	95	2
	{ VIII	47	87	69	...
High	{ IX	...	45	25	...
	{ X	24	31	23	...
	{ XI	11	23	17	...
Totals ...		911	3,469	34,219	2,413
<i>University and Intermediate Education.</i>					
Intermediate classes	{ 1st year ...	...	1	12	...
	{ 2nd ,, ...	2	1	6	...
Degree classes	{ 1st year ...	...	1	3	...
	{ 2nd ,, ...	...	...	3	...
Post-graduate classes	{ 1st year ...	...	...	1	...
	{ 2nd ,, ...	...	...	...	...
Research students	...	...	...	...	...
Totals ...		2	3	25	...
Number of scholars in recognized institutions ...		913	3,472	34,244	2,413
Number of scholars in unrecognized institutions ...		...	19	1,249	44
GRAND TOTALS ...		913	3,491	35,493	2,457

*N.B.—The following are included under European scholars are Ghasia, Mehra or Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi, Manepwar, Dhobi, Khangar, Chodar, Chipa, Beldar, Mochi, Gadaria, Kushta, Mirdha, Bhoi, Gopal, Kaikari, Kaiyar, Bhangi.

TABLE IV-B.

in the Central Provinces and Berar for the year 1928-29.

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
268,646	11	798	479	827,051	6,961,361
4,002	...	72	38	2,057	30,123
873	...	23	10	464	8,336
412	...	23	5	279	5,387
240	...	15	4	112	3,704
14	...	...	...	12	784
5	...	14	...	6	562
...	1	15	...	9	419
...	...	19	...	1	223
...	...	...	...	...	70
...	...	9	...	3	90
...	...	5	...	...	56
5,546	1	195	57	2,943	49,754
...	...	...	...	..	13
...	...	...	...	...	9
...	...	2	...	...	6
...	...	...	...	...	3
...	...	1	...	...	2
...
...
...	...	3	...	...	33
5,546	1	198	57	2,943	49,787
680	...	...	...	97	2,089
6,226	1	198	57	3,040	51,876

included in the above figures.

the heading " Depressed classes " :—

Madhi, Mnln, Pardhan, Ozi, Holi, Dohar, Nagarchi, Gadikhasi, Khatik, Ganda, Madgi, Bedar, Koshti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai, Bahena, Dhangar, Dhanak, Chauhan and Garwadi.

GENERAL

Race or creed of male scholars receiving vocational and special

		Europeans and Anglo- Indians.	Indian Christians.	Hindus.	
				Higher castes.	*Depressed classes.
				1	2	3	4
<i>School Education.</i>					
Art Schools	...	...	...	...	...
Law Schools	...	...	...	...	...
Medical Schools	...	...	1	237	...
Normal and Training Schools	...	...	14	957	35
Engineering and Surveying Schools	...	...	4	145	...
Technical and Industrial Schools	...	...	...	...	...
Commercial Schools	...	...	...	...	...
Agricultural Schools	...	...	...	...	...
Reformatory Schools	...	...	...	...	...
School for Defectives	...	...	...	15	...
Schools for Adults	...	...	...	344	165
Other Schools	...	...	...	76	...
	Totals	...	19	1,774	200
<i>University and Intermediate Education.</i>					
Law	...	1	1	152	...
Medicine	...	...	...	...	...
Education	...	...	6	97	...
Engineering	...	...	...	...	...
Agriculture	...	...	...	86	...
Commerce	...	...	...	...	...
Forestry	...	...	...	...	...
Veterinary Science	...	...	...	...	...
	Totals	1	7	335	...
	GRAND TOTALS	1	26	2,109	200

* N. B.—The following are included under Ghasia, Mehra or Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi, Madgi, Manepwar, Dhobi, Khangar, Chadar, Chisa, Beldar, Mochi, Gadaria, Bahena, Mirdha, Bhoi, Gopal, Kaikari, Kaiyar.

TABLE V-A.

education in the Central Provinces and Berar for the year 1928-29...

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...
...
22	3	...	263
120	16	1,142
7	...	2	8	...	166
...
...
...
...
1	...	1	...	...	17
213	29	751
...	76
363	...	3	11	45	2,415
4	1	...	159
...
15	1	119
...
9	1	2	98
...
...
...
28	2	3	376
391	...	3	13	48	2,791

the heading " Depressed classes " : —

Madhi, Mala, Pasi, Pardhan, Ozi, Holi, Dohar, Nagarchi, Gadikhesi, Khatik, Ganda, Kushta, Bedar, Koshti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai, Bhangi, Dhangar, Dhanak, Chauhan and Garwadi.

GENERAL

Race or creed of female scholars receiving vocational and special

	Europeans and Anglo- Indians.	Indian Christians.	Hindus.	
			Higher castes.	*Depressed classes.
	1	2	3	4
<i>School Education.</i>				
Medical Schools	...	3	8	...
Normal and Training Schools	...	108	120	5
Technical and Industrial Schools	...	134	...	...
Commercial Schools
Agricultural Schools
Schools for Adults	192	...
Other Schools
School for Defectives	4	...
Totals	...	245	324	5
<i>University and Intermediate Education.</i>				
Medicine
Education	3	...
Law
Agriculture
Commerce
Totals	3	...
GRAND TOTALS	...	245	327	5

*N. B.—The following are included
Ghasia, Mehra or Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi, Madhi,
Manepwar, Dhobi, Khangar, Chadar, Chipa, Beldar, Mochi, Gadaria, Kushta, Bedar,
Bhoi, Gopal, Kaikari, Kaiyer, Bhangi,

TABLE V-B.

education in the Central Provinces and Berar for the year 1928-29.

Mubam- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...	11
3	236
...	124
...
...
59	251
...
...	4
62	636
...
...	3
...
...
...	3
62 /	..	639

under the heading "Depressed classes" :—
 Mala, Pasi, Pardhan, Ozi, Hala, Holi, Dohar, Nagarchi, Gadikhasi, Khatik, Ganda, Madgi,
 Koshti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai, Bahena, Mirdha,
 Dhangar, Dhanak, Chauban, and Garwadi.

GENERAL

Men teachers in the Central

		Trained teachers with the following educational qualifications.				
		A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
		1	2	3	4	5
CLASS OF INSTITUTIONS.						
<i>Primary Schools.</i>						
Government	...	...	...	22	9	...
Local Board and Municipal	...	...	1	4,010	839	4
Aided	...	...	...	110	41	1
Unaided	...	...	1	28	15	...
Totals	...	...	2	4,170	904	5
<i>Middle Schools.</i>						
Government	...	15	286	48	1	1
Local Board and Municipal	...	12	116	1,854	205	...
Aided	...	7	73	29	14	1
Unaided	...	...	4	5	...	...
Totals	...	34	479	1,936	220	2
<i>High Schools.</i>						
Government	...	218	11	5	1	3
Local Board and Municipal	...	14	...	1	...	...
Aided	...	44	...	3	...	1
Unaided	...	1	1	...	...	...
Totals	...	277	12	9	1	4
GRAND TOTALS	...	311	493	6,115	1,125	11

Teachers in European Schools

TABLE VI-A.

Provinces and Berar for the year 1928-29.

Untrained teachers.				Total trained tea- chers.	Total un- trained tea- chers.	Grand totals of tea- chers.
Possessing a degree.		Possessing no degree.				
Certi- ficated.	Uncerti- ficated.	Certi- ficated.	Uncerti- ficated.			
6	7	8	9	10	11	12
...	...	6	5	31	11	42
...	...	810	3,805	4,854	4,615	9,469
...	...	38	317	152	355	507
...	...	8	211	44	219	263
...	...	862	4,338	5,081	5,200	10,281
...	6	11	49	351	66	417
2	7	80	889	2,187	978	3,165
...	23	33	281	124	337	461
1	6	11	62	9	80	89
3	42	135	1,281	2,671	1,461	4,132
7	34	2	6	238	49	287
...	14	...	2	15	16	31
2	69	2	20	48	93	141
1	6	...	1	2	8	10
10	123	4	29	303	166	469
13	165	1,001	5,648	8,055	6,827	14,882

are included in the above figures.

GENERAL

Women teachers in the Central

	Trained teachers with the following educational qualifications.				
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
	1	2	3	4	5
CLASS OF INSTITUTIONS.					
<i>Primary Schools.</i>					
Government	...	1	143	180	1
Local Board and Municipal	...	...	14	9	...
Aided	2	29	57	63	...
Unaided	...	...	5	10	...
Totals	2	30	219	262	1
<i>Middle Schools.</i>					
Government	...	2	59	47	1
Local Board and Municipal	...	...	...	...	...
Aided	3	14	55	13	...
Unaided	1	2	...	...	...
Totals	4	18	114	60	1
<i>High Schools.</i>					
Government	...	...	...	...	1
Local Board and Municipal	...	...	...	...	...
Aided	8	7	...	...	...
Unaided	3	...	...	...	...
Totals	11	7	...	...	1
GRAND TOTALS	17	55	333	322	3

Teachers in European schools

TABLE VI-B.

Provinces and Berar for the year 1928-29.

Untrained teachers.				Total trained teachers.	Total un-trained teachers.	Grand totals of teachers.
Possessing a degree.		Possessing no degree.				
Certificated.	Uncertificated.	Certificated.	Uncertificated.			
6	7	8	9	10	11	12
...	...	14	311	325	325	650
...	...	...	39	23	39	62
...	1	18	90	151	109	260
...	...	1	43	15	44	59
...	1	33	483	514	517	1,031
...	...	2	30	109	32	141
...
1	1	17	54	85	73	158
...	...	2	3	3	5	8
1	1	21	87	197	110	307
...	4	...	...	1	4	5
...
4	3	...	2	15	9	24
1	...	1	...	3	2	5
5	7	1	2	19	15	34
6	9	55	572	730	642	1,372

are included in the above figures.

GENERAL

European Education in the

Total European and Anglo-Indian population 9,239	{	Males ...	6,214
		Females .	3,025
		Total	9,239

	Institutions.	Scholars on roll on March 31st.	Number of females in institutions or males <i>and vice versa</i> .	Number of Non-Europeans on roll.
	1	2	3	4
<i>Institutions for males.</i>				
Arts Colleges	...	...	...	...
Training Colleges	...	...	...	...
High Schools	4	128	2	40
Middle Schools	4	305	17	74
Primary Schools	7	605	100	395
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
Totals	15	1,038	119	409
<i>Institutions for females.</i>				
Arts Colleges	...	...	...	...
Training Colleges	...	...	...	...
High Schools	{ Aided 3 Unaided 1	{ 42 8	{ }	{ ... 6
Middle Schools	{ Aided 5 Unaided 1	{ 223 22	{ }	{ ... 29
Primary Schools	{ Aided 9 Unaided 1	{ 1,063 136	{ 281 51	{ ... 337
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
Totals	20	1,494	332	372
GRAND TOTALS FOR INSTITUTIONS	35	2,532	451	781

Expenditure on Buildings includes *nil* spent by the Public Works Department.
 * "Miscellaneous" includes the following main items:—

	Males.	Females.	Total.
1. Scholarships	7,500	6,995	14,495
2. Provident Fund	469	234	703
3. Examination charges	...	...	89
4. Messing charges	87,501	91,655	1,80,156
			1,95,443

Other sources include
 * Includes both District Board
 M.—Males.

TABLE VII.

Central Provinces and Berar for the year 1928-29.

Percentage of European and Anglo-Indian population of those at school.

Males 16·70

Females 49·38

Total 46·08

Teachers.				Expenditure from				Total expenditure.
Trained.		Untrained.		Government funds.	Local funds.	Fees.	Other sources	
5		6		7	8	9	10	11
M.	F.	M.	F.	Rs.		Rs.	Rs.	Rs.
...
...
2	...	7	...	8,419	...	11,985	8,147	28,551
6	...	10	...	11,941	...	19,025	9,626	40,592
...	14	...	14	10,297	...	15,334	18,473	44,104
...
...
...
...
8	14	17	14	30,657	...	46,344	35,246	1,13,247
...
...
...	2	...	1	4,868	...	3,233	7,060	15,161
...	1	...	...	...	...	251	19,280	19,531
...	12	...	2	8,847	...	12,180	9,534	30,561
...	3	...	2	...	...	68n	...	680
...	25	...	23	12,876	...	33,709	28,347	75,022
...	2	...	5	...	...	2,363	...	2,363
...
...
...
...
...	45	...	33	26,591	...	52,506	64,221	1,43,318
8	59	17	47	57,248	...	98,850	1,00,467	2,56,565
Inspection	...	...	...	...	...	...	...	...
Buildings, etc.	...	...	...	22,628	...	...	37,272	59,900
Furniture	...	...	...	12,366	...	...	12,870	25,236
* Miscellaneous	...	...	...	41,603	...	1,14,003	49,837	1,95,443
Totals	...	...	...	76,597	...	1,04,003	99,979	2,80,579
GRAND TOTALS	...	...	...	1,33,845	...	2,02,853	2,00,446	5,37,144

Income from endowments, subscriptions, contributions, etc. and Municipal Funds.

F.—Females.

GENERAL
Examination Results in the Central

Examinations.	Males						
	Number of Examinees.			Number passed.			
	Public.*	Private.	Total.	Public.*	Private.	Total.	
	1	2	3	4	5	6	
DEGREE EXAMINATIONS.							
<i>Arts and Science.</i>							
D. Litt.	
Ph. D.	
D. Sc.	
M. A.	...	21	4	25	20	4	24
M. Sc.	...	10	1	11	8	1	9
B. A. (Honours)
B. Sc. (Honours)
B. A. (Pass)	...	255	44	299	145	9	154
B. Sc. (Pass)	...	57	...	57	33	...	33
<i>Law.</i>							
Master of Law
Bachelor of Law	...	80	...	80	61	...	61
<i>Medicine.</i>							
M. D.
M. B., B. S.
L. M. & S.
M. C. P & S (Bombay)
M. S. F. M. (Calcutta)
M. S.
M. Obstetrics
B. Hyg.
D. P. H.
B. Sc. (Sanitary)
D. T. M. (Calcutta)
<i>Engineering.</i>							
Bachelor of C. E.
Bachelor of M. R.
Master of Commerce
<i>Education.</i>							
L. T.	...	25	...	25	24	...	24
<i>Commerce.</i>							
Bachelor of Commerce
<i>Agriculture.</i>							
Master of Agriculture
Bachelor of Agriculture	...	16	...	16	8	...	8

*i. e., appearing from
(1) *Intermediate Examinations.*—The Intermediate
(2) European Scholars are included in the above

GENERAL.
Examination results in the Central Provinces

Examinations.	Males.					
	Number of examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	249	23	272	139	9	148
Intermediate in Science	177	...	177	133	..	133
Licentiate of Civil Engineering	...	...	...	...	...	...
Licence, Diploma or Certificate in teaching	44	4	48	43	4	47
Intermediate or Diploma in Commerce	...	...	...	...	..	...
Licentiate of Agriculture	25	...	25	11	...	11
Veterinary Examinations	...	...	...	...	...	...
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School course.</i>						
Matriculation	...	..	..	...	...	...
School-Final, etc.. (High School Certificate)	1,258	280	1,538	790	73	863
European High School	...	...	...	...	...	...
Cambridge, Senior School Certificate	44	14	58	32	4	36
<i>(b) On completion of Middle School course.</i>						
Cambridge, Junior (Local)	43	...	43	17	...	17
European Middle	...	...	...	...	...	...
Anglo-Vernacular, Middle	4,948	38	4,986	3,429	15	3,444
Vernacular Middle	...	...	...	...	...	...
<i>(c) On completion of Primary course.</i>						
Upper Primary	42,062	118	42,180	23,836	73	23,909
Lower Primary	...	...	...	...	..	...
<i>(d) On completion of Vocational course.</i>						
For teacher's certificate :—						
Vernacular, Higher	147	9	156	143	5	148
Vernacular, Lower	523	70	593	451	38	489
At Art Schools†	1,269	39	1,308	657	16	673
At Law Schools	...	...	...	...	...	...
At Medical Schools	112	...	112	70	...	70
At Engineering Schools‡	70	11	81	58	6	64
At Technical and Industrial Schools	...	...	...	...	...	...
At Commercial Schools	...	...	...	...	...	...
At Agricultural Schools	14	...	14	10	...	10
At other Schools	...	...	...	...	...	...

* Appearing from

† Bombay School

‡ Include Survey

(1) Intermediate Examinations—The Intermediate Examination

(2) European Scholars are

