



Report on the State and
Progress of Education in
the Central Provinces and
Berar for the year ending
the 31st March 1930

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No. 91.

GOVERNMENT OF THE CENTRAL PROVINCES.
EDUCATION DEPARTMENT.

Nagpur, the 5th February 1931.

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 1929-30.

RESOLUTION.

1. **General.**—Financial stringency, and in some districts ill-timed political activities, which resulted in deterioration of discipline both among teachers and pupils, retarded progress in the year under report. Nevertheless there was considerable numerical expansion. The number of pupils under instruction increased by 19,346. In primary schools there was an increase of 12,588, in vernacular middle schools of 2,061, in anglo-vernacular middle schools of 228, in high schools of 1,366, and in colleges of 116. In special schools the increase was 1,736 and in unrecognized schools 1,251. The total expenditure increased by Rs. 60,302 from Rs. 1,14,61,089 to Rs. 1,15,21,391, towards which Government contributed one-half.

2. **Primary Education for Boys.**—At the close of the year compulsory primary education was in force in 10 district council areas and 13 municipal areas, the number of areas having increased from 21 to 23, as compared with the previous year. The Director calls attention in his report to certain defects in the administration of the Compulsory Education Act which militate against success. It is regrettable to find, in particular, that attendance authorities are in some cases not performing their functions properly, with the result that the attendance falls far short of what it is reasonable to expect under a system of compulsion. It is noticeable that in the Akola District Council areas the attendance was as low as 65 per cent. In general, as regards both compulsory primary education and primary education on the voluntary principle, what local bodies, who manage the great majority of the schools, most need at the present moment is good executive administration. It is regrettable that in the districts of Raipur and Betul especially the work of the schools was adversely affected by the utilization of teachers for political propaganda by the Councils.

3. **Secondary Education for Boys.**—High schools, anglo-vernacular middle schools and vernacular middle schools increased by 4, 2 and 4 respectively, and the number of pupils in them respectively by 1,308, 112 and 1,750. It is worthy of remark that, while the number of vernacular middle schools teaching English increased by 14, the number of pupils in them receiving instruction in English decreased by 27. In Berar the number of such schools increased by 8, but the number of pupils decreased by 184. It is hoped that the institution of a Training class for the teachers of English will assist in the improvement of these schools. Political propaganda, it is regrettable to observe, disturbed the smooth working of the schools in urban areas in the Nagpur Circle.

4. Among the interesting events in secondary education to which reference is made in the report, mention may be made of the report of the Curriculum Revision Committee appointed by the High School Board, the provision for Physical training and the experiment in imparting an agricultural bias to the instruction given in vernacular middle schools. These developments reveal the many-sided efforts which are being made to improve the system of secondary education and to adapt it to modern and local requirements.

5. It is noteworthy that since 1927 the percentage of passes in the High School Certificate Examination, which, in the case of non-private candidates, marks the completion of the high school course, has increased from 36 to 61. While the institution of the compartmental system and grace marks are held to account partly for this increase, it is hoped that in part it may be due to improvements in teaching and school management.

6. **The University.**—The year was notable for the retirement of Dr. Sir Bipin Krishna Bose, M.A., LL.D., K.C.I.E., from the Vice-Chancellorship of the University. Of Sir Bipin, it may truly be said that he worked and lived for the University, and his name will be honoured as long as the University lasts. In the Reverend Dr. J. F. McFadyen the University has found a worthy successor.

7. It is satisfactory to find that the University Training Corps made a good beginning, the first camp of exercise being well attended. By means of a grant from Government, armouries for the corps were constructed at Nagpur and Jubbulpore.

8. Since the conclusion of the year under report the magnificent bequest of the late Rao Bahadur D. Laxminarayan for the promotion of applied Science and Chemistry has opened up a wide vista of fruitful work to the University, and has given the University a unique opportunity of furthering the progress of the province to which it has already contributed so much.

9. **The Colleges.**—By a happy coincidence, the foundations of advance in Applied Science were laid in the year under report by the opening of the new Science College. This institution, constructed at a cost of Rs. 13,05,000 provides instruction in Physics, Chemistry, Zoology and Botany up to a high standard, and research workers now have facilities which have hitherto been denied. As regards the Colleges generally, the Director draws attention to the lack of good libraries. While Government recognizes the paramount importance of a fuller equipment in this respect, it regrets that in the present financial conditions it is unable to assist in bearing the expenditure which any considerable additions to the College libraries demand. The maintenance of discipline was subject to the menace of political propaganda in the latter half of the year.

10. **The Education of Girls.**—The number of girls in recognized institutions (including girls in schools for boys) increased from 49,175 to 53,479. Of this number 32,850 were enrolled in schools for girls, an increase of 2,416 as compared with the previous year. There was an increase of 23 in institutions for girls from 406 to 429. In accordance with the policy accepted by Government on the recommendation of the Committee on the Education of Women (1927), nineteen primary schools were opened by local bodies. It is noteworthy that ten districts namely, Nagpur, Buldana, Amraoti, Narsinghpur, Betul, Chhindwara, Hoshangabad, Raipur, Bilaspur and Wardha, contributed to this number. In all districts, a disproportionately large number of pupils is reported to be in class I. Out of a total of 50,655 in primary schools, 31,248 were in class I and 4,016 in class IV. It is clearly desirable that this disproportion should be reduced and that girls, no less than boys, should complete at least the four years' Primary Course.

11. **Muhammadan Education.**—The number of Muhammadan pupils rose from 42,617 to 44,896, primary

scholars contributing 1,954 towards the increase. The most urgent need of this community at the present stage of development is the education of girls. When, out of a total of 6,534 girls in the primary stage, only 281 are in class IV, and when there is not a single girl in the high school or collegiate stage, the difficulty of providing competent women teachers becomes apparent.

12. **Education of the Depressed Classes.**—Numerical progress in the education of these classes compares unfavourably with that of the previous year. The total number of pupils increased by 1,372 from 43,487 to 44,859. In the previous year an increase of 2,639 was registered. While the great majority (38,689 out of 40,751) of the male scholars are in the primary stage, the year witnessed a comparatively large increase of numbers in the middle, high school and collegiate stages. No girl has yet reached the high school stage. A memorandum on the education of these classes, based on inquiries and suggestions made by Mr. E. G. Kilroe, I.E.S., Inspector of Schools, Jubbulpore, who was placed on special duty for the purpose, has recently been published and will be taken into consideration by Government.

13. **European Education.**—It is satisfactory to note that the number of trained teachers has increased in European schools. While the number of pupils in the collegiate stage declined in the year under report, recent developments in the Christ Church School for Boys, Jubbulpore, foreshadow the provision of facilities for education of a standard higher than that hitherto provided by the European schools in the province.

14. While the report affords no ground for complacency, it supplies no reason for pessimism, and Government desires to express its thanks to the many ladies and gentlemen, official and non-official, who have devoted their time and energy to the promotion of education.

By order of the Government
(Ministry of Education),

C. E. W. JONES,

*Secretary to Government,
Central Provinces.*

CONTENTS.

(Education Report 1929-30.)

Chapter	Subject.	Page.	Paragraph.
I	General	1-7	1-11
	Administration	1-2	1
	Important events	3	2
	Numbers	3-5	3-7
	Expenditure	5-7	8-11
II	Nagpur University	8-11	12-24
	University College of Law	8	13
	Recognition of Examinations	8	14
	Inspection	8	15
	Library	8	16
	Convocation	9	17
	University Sports	9	18
	Extension Lectures	9	19
	University Training Corps	9-10	20
	Finance	10	21
	Examinations	10-11	22
	Students' Information Bureau	11	23
	Vice-Chancellor	11	24
III	Arts and Science Colleges	11-14	25-29
	Buildings	11-12	25
	Staff	12	26
	Numbers	12-13	27
	Work	13-14	28
	College life and discipline	14	29
IV	Secondary Education for boys	14-35	30-71
	A.—Anglo-Vernacular Schools	14-25	30-51
	Numbers	14-17	30-33

Chapter.	Subject.	Page.	Paragraph.
A.—Anglo-Vernacular Schools—concl'd			
IV—cont'd.	Expenditure	17	34
	Buildings	17—18	35
	Hostels	18—19	36—37
	Teaching Staff—Government Schools	19—20	38
	Teaching Staff—Aided Schools ..	20—21	39
	Number of trained and untrained teachers	21	40
	High School Certificate Examination Results.	21—22	41
	High School Entrance and Scholarship Examination Results.	22—23	42—43
	Manual Training	23	44
	Libraries	23	45
	Discipline	24	46
	Medical Inspection	24	47
	Physical Instruction and games ..	24—25	48
	Extra-class activities	25	49
	School-hours	25	50
	General	25	51
	B.—The High School Education Board ..	25—30	52—61
	Meetings	25	52
	Recognition of High Schools	26	53
	Expenditure	27	54
	Revision of Curriculum	27	55
	The High School Certificate Examination	27—29	56—58
	New Regulations	29—30	59—60
	Appointment of new Board	30	61
	C.—Vernacular Middle Schools	30—35	62—71
	Numbers and distribution	30—31	62
	Buildings and Equipment	31	63
	Teaching Staff	31	64
	Hostels	31—32	65

Chapter.	Subject.	Page.	Paragraph.
C.—Vernacular Middle Schools— <i>concl.</i>			
IV— <i>concl.</i>	Teaching of English ..	.. 32—33	66—68
	Teaching of Agriculture ..	.. 33—34	69—70
	Village libraries ..	.. 34—35	71
V	Primary Education for boys ..	.. 35—52	72—103
	Compulsory primary education ..	.. 35—38	72—78
	Numbers ..	.. 38—39	79—80
	Attendance ..	.. 39—41	81—86
	Distribution of numbers among classes ..	.. 41—42	87
	Teaching staff ..	.. 42—43	88—90
	Standard of instruction ..	.. 43	91
	Political activities of teachers ..	.. 44	92
	Buildings ..	.. 44	93
	Examination Results ..	.. 45—46	94
	Physical Training ..	.. 46	95
	Medical Inspections ..	.. 47	96
	Factory Schools ..	.. 47—48	97
	Adult Schools ..	.. 48—49	98—99
	Special Schools ..	.. 49—50	100
	Local bodies and school Committees ..	.. 50	101
	Assistance by revenue officers ..	.. 50—51	102
	General ..	.. 51—52	103
VI	Education of girls ..	.. 52—59	104—125
	Numbers ..	.. 52—53	104—105
	Ladies' Committees ..	.. 53	106
	Urdu Schools ..	.. 53	107
	Increase in number of pupils of aboriginal tribes ..	.. 53	108
	Mission Schools ..	.. 53	109
	Number of students in Colleges ..	.. 54	110
	Anglo-Vernacular Schools ..	.. 54	111
	Vernacular Middle Schools ..	.. 54—55	112

Chapter.	Subject.	Page.	Paragraph.
VI—concl'd.	Primary Schools	55	113
	Distribution among classes	55	114
	Results of the Primary Examination	56	115
	Teaching staff	56	116—118
	Girls in boys' Schools	56—57	119
	Training institutions	57—58	120
	Special Schools	58	121
	Adult Schools	58—59	122
	Physical Education	59	123
	Scholarships	59	124
	Girl Guides	59	125
VII	Muhammadian Education	59—62	126—131
	Numbers and distribution	59—61	126—128
	Collegiate education	61	129
	Anglo-Vernacular education	61	130
	Vernacular education	61—62	131
VIII	Education of depressed classes	62—64	132—139
	Number and distribution	62—64	132—133
	Collegiate education	64	134
	Normal Schools	64	135
	Scholarships	64	136
	Bonuses	64	137
	Disabilities	64	138
	Education of aboriginal and forest tribes	64	139
IX	Education of Europeans and Anglo-Indians	65—66	140—146
	Higher Education	65	140
	Institutions and pupils	65	141
	Number of pupils	65—66	142
	Examination results	66	143
	Teaching staff	66	144

Chapter.	Subject.	Page.	Paragraph.
IX—concl'd.	Cost of educating a pupil ..	.. 66	145
	Hostels ..	.. 66	146
X	Training of Teachers (men) ..	.. 67—70	147—159
	Spence Training College ..	.. 67	147
	Staff ..	.. 67	148
	Examination Results ..	.. 67	149
	Courses of Training ..	.. 67—68	150
	Manual Training ..	.. 68	151
	Gardening ..	.. 68	152
	Games ..	.. 68	153
	Physical Training ..	.. 68—69	154
	General ..	.. 69	155
	Normal Schools for men ..	.. 69—70	156
	Examination Results ..	.. 70	157
	Expenditure ..	.. 70	158
	Activities ..	.. 70	159
XI	Miscellaneous ..	.. 71—75	160—167
	Jain education ..	.. 71	160
	Text-Book Committee ..	.. 71	161
	Government Engineering School ..	.. 71—72	162
	Rajkumar College ..	.. 72—73	163
	Other institutions ..	.. 73	164
	St. John's Ambulance Association ..	.. 73	165
	Boy Scouts Association ..	.. 73—75	166
	Acknowledgments ..	.. 75	167
Statistics	General summary of institutions and scholars for 1929-30.	i	
	General summary of expenditure on education for 1929-30.	ii & iii	
	Statements—General Tables I to VIII ..	iv—xxxvii	

Education Report 1929-30

CHAPTER I.

GENERAL.

1. Administration.—Mr. R. H. Beckett, C.I.E., was officiating Director of Public Instruction from April 1st until September 3rd, 1929, and Mr. E. A. Macnee, from September 4th until my return from leave on December 10th, 1929.

Mr. J. B. Raju held the posts of Deputy Director of Public Instruction and Secretary, High School Education Board, throughout the year.

The Nagpur circle was under the charge of Mr. H. S. Staley up to July 10th, 1929, and of Mr. M. A. Kelkar until the end of the year. The Jubbulpore circle was under the charge of Mr. F. K. Clark from April 1st to April 16th, 1929, when he proceeded on leave. He was succeeded by Mr. A. G. Dix until August 27th, by Khan Saheb Syed Zafar Hussain from August 28th to September 8th, and by Mr. E. G. Kilroe from September 9th until the end of the year. The Nerbudda circle was under the charge of Mr. A. G. Dix from April 1st to April 9th, K. S. Syed Zafar Hussain from April 10th to April 23rd, Mr. E. G. Kilroe from April 23rd to September 2nd, Mr. P. N. Raina from September 3rd to September 12th, and K. S. Syed Zafar Hussain from September 13th until the end of the year. The Chhattisgarh circle was under the charge of Mr. M. A. Kelkar up to July 27th, 1929, and Sardar Sahib Ishar Singh from July 28th, 1929, to March 31st, 1930. Mr. L. G. D'Silva was in charge of the Berar circle from April 1st to December 7th, 1929, when he was relieved by Mr. F. K. Clark, who remained in charge for the rest of the year. Miss. A. V. J. Thompson held charge of the Nagpur circle (Girls' Schools) from April 1st to November 18th, 1929 and proceeded on leave. Miss N. L. Murphy was in charge of the circle for the rest of the year. The Jubbulpore circle (Girls' Schools) was in charge of Miss E. Chamier throughout the year.

Name of circle.	Inspectors.				High Schools.				Anglo-Vernacular Middle Schools.				Vernacular Middle Schools.				Primary Schools.				Total.								
	Inspectors.	Assistant Inspectors.	Deputy Inspectors.	Government.	Municipal and District Boards.	Aided.	Unaided.	Total.	Government Normal Schools.	Government.	Municipal and District Boards.	Aided.	Unaided.	Total.	Government.	Municipal and District Boards.	Aided.	Unaided.	Total.	Government.	Municipal and District Boards.	Aided.	Unaided.	Total.					
Nagpur ...	1	2	15	5	2	5	3	15	2	10	16	14	4	44	2	65	1	...	68	4	809	39	12	864	23	892	59	19	993
Jubbulpore ...	1	1	12	4	1	4	...	9	2	5	6	11	...	22	2	36	2	...	40	3	574	16	4	597	16	617	33	4	670
Nerbudda ...	1	1	11	5	3	1	1	10	1	7	11	5	1	24	1	37	...	...	38	3	586	16	6	611	17	637	22	8	684
Chhattisgarh ...	1	1	13	3	1	1	1	7	2	4	3	6	4	17	2	35	3	...	40	...	690	48	34	772	11	729	59	39	838
Berar ...	1	3	25	9	1	6	...	16	3	24	9	28	10	71	3	170	1	1	175	...	1,216	36	79	1,331	39	1,396	71	90	1,596
Total ...	5	8	76	26	8	18	5	57	10	50	45	64	19	178	10	343	7	1	361	10	3,875	155	135	4,175	106	4,271	244	160	4,781

The following comparative statement of work in Inspectors' circles is instructive, and illustrates the heaviness of the work in the Berar circle:—

2. Important events.—(a) The opening of the new buildings of the College of Science on July 15th by His Excellency the Governor, Sir Montagu Butler.

(b) Completion of the report of the McFadyen Curriculum Revision Committee. The report was published in the *Central Provinces Gazette* and is now before the High School Board for final decision.

(c) Revision of the syllabus of the General Information Course in the various vernaculars.

(d) Introduction of Telugu as the medium of instruction in the Government anglo-vernacular school, Sironcha.

(e) The holding of a common examination for vernacular middle school class VII in Berar. The adoption of this examination for other circles is being considered.

(f) Revision of the rules relating to candidates appearing privately for the high school certificate examination.

(g) Election of new members to the High School Education Board.

(h) Introduction of the teaching of agriculture in vernacular middle schools.

(i) Sanction was accorded to the scheme for training English teachers attached to vernacular middle schools in Berar at the Normal School for Men, Akola, with effect from 1930-31.

(j) The opening of additional sections in the Normal Schools for Men at Wardha and Bilaspur.

(k) Increase in the number of stipends tenable at the Spence Training College, Jubbulpore, and the Normal School for Women, Amraoti.

(l) Creation of six new trust funds for educational purposes under the Charitable Endowments Act, VI of 1890.

3. Numbers.—The total number of pupils under instruction in the various circles is given in the following table:—

Circle.	Scholars under instruction.		Increase or decrease.
	1928-29.	1929-30.	
Nagpur	92,901	101,330	+8,429
Jubbulpore	63,284	65,827	+2,543
Nerbudda	51,398	52,552	+1,154
Chhattisgarh	77,997	79,445	+1,448
Berar	143,724	1,49,306	+5,582
European Schools	2,532	2,722	+190
Total	431,836	451,182	+19,346

4. Of the total increase of 19,346, colleges show an increase of 109 pupils, high schools for boys account for an increase of 1,326, anglo-vernacular middle schools for 143, vernacular middle schools for 1,750 and primary schools for 10,529. Training and other special schools show an increase of 13 and 1,658, respectively, and unrecognized schools, of 556. A secondary training class for women teachers with seven scholars was recognized. In institutions for girls, there was an increase of 40 pupils in high schools, 85 in anglo-vernacular middle schools, 311 in vernacular middle schools, 2,059 in primary schools, 87 in other special schools and 695 in unrecognized schools. The enrolment in normal schools for women fell by 22.

5. The following table shows the number of institutions of all kinds in the province :—

Institutions.	Institutions for males.			Institutions for females.		
	1928-29.	1929-30.	Increase or decrease.	1928-29.	1929-30.	Increase or decrease.
Arts and Science Colleges.	5	5	...	...	...	...
Other Colleges including University and High School Board.	5	5	...	...	1	+1
High Schools ...	57	61	+4	9	10	+1
Anglo-Vernacular Middle Schools.	180	182	+2	15	15	...
Vernacular Middle Schools.	357	361	+4	40	43	+3
Primary Schools ...	4,168	4,181	+13	353	374	+21
Normal Schools ...	11	10	-1	6	5	-1
Other special Schools ...	32	91	+59	3	4	+1
Total recognized Institutions.	4,815	4,896	+81	426	452	+26
Unrecognized Institutions.	214	205	-8	27	43	+16
Total ...	5,029	5,102	+73	453	495	+42

6. The statement below compares the number of institutions under the various kinds of management and their enrolment during the years 1928-29 and 1929-30 :—

Kind of Institutions.	Institutions.				Enrolment.			
	1928-29.	1929-30.	Increase or decrease.	Percentage increase or decrease.	1928-29.	1929-30.	Increase or decrease.	Percentage increase.
Government ...	400	398	—2	0·5	38,856	39,775	+919	2·4
District Board ...	3,823	3,887	+64	1·7	280,532	291,076	+10,544	3·8
Municipal Board	426	440	+14	3·3	62,744	66,733	+3,989	6·4
Aided ...	402	378	—24	6·0	32,019	32,725	+706	2·2
Unaided ...	190	245	+55	28·9	8,319	10,256	+1,937	23·3
Total ...	5,241	5,348	+107	2·0	422,470	440,565	+18,095	4·3
Unrecognized institutions.	241	249	+8	3·2	9,366	10,617	+1,251	13·4
GRAND TOTAL ...	5,482	5,597	+115	2·1	431,836	451,182	+19,346	4·5

7. The percentage of scholars to the total population was 3.24 against 3.10 in 1928-29. The percentage of male scholars to the male population was 5.66 and of female scholars to the female population 0.83, the corresponding figures for 1928-29 being 5.46 and 0.75, respectively.

8. Expenditure.—The following statement shows the expenditure from various sources as compared with 1928-29 :—

	1928-29.	1929-30.	Increase or decrease.	Percentage to total expenditure on education 1929-30.
	Rs.	Rs.	Rs.	
Government ...	66,73,987	57,53,499	—9,20,488	50·0
District Board funds ...	15,70,663	21,12,544	+5,41,881	18·3
Municipal Board funds	8,57,985	10,15,649	+1,57,664	8·8
Fees	14,34,884	16,36,079	+2,01,195	14·2
Other sources ...	9,23,570	10,03,620	+80,050	8·7
Total ...	1,14,61,089	1,15,21,391	+60,302	100

Towards a total expenditure of Rs. 1,15,21,391, Government contributed Rs. 57,53,499, *i.e.*, a percentage of 50.0 against 58.2 in 1928-29.

The total expenditure increased by Rs. 60,302 from Rs. 1,14,61,089 to Rs. 1,15,21,391.

9. There was an increase of 1.17 lakhs under primary schools for boys, while the expenditure on collegiate education, high schools and anglo-vernacular middle schools for boys increased by nearly a lakh in each case. Special schools for boys show an increase of 0.16 lakh, and vernacular middle schools for boys a decrease of 0.04 lakh. Under female education, there was an increase of 0.03 lakh under high school education, 0.21 lakh under anglo-vernacular middle schools, 0.11 lakh under vernacular middle schools, 0.30 lakh under primary education, and 0.04 lakh under special schools, .05 lakh being spent on the new training class for women. Under indirect expenditure, miscellaneous alone shows an increase of 0.44 lakh, while there was a decrease of 0.007 lakh under direction, 0.17 lakh under inspection, and 4.68 lakhs under buildings and furniture. The large drop under buildings was due to the fact that a lump grant of 5½ lakhs was distributed in 1928-29 to local bodies for vernacular school buildings, while no such grant was paid during the year under report.

10. The increase under collegiate education is due to increased expenditure by the Nagpur University and the High School Education Board (about 0.41 lakh) and the creation of new posts in colleges. Under high and anglo-vernacular middle schools the increase is due mainly to new schools opened during the year. Under primary education the introduction of compulsory primary education in 33 centres in the Bhandara district and the Harda municipal area account for the increase. Under special schools for boys there was a fairly large increase in the number of night (adult) schools. The increase under female education was due generally to the number of high, anglo-vernacular middle and vernacular schools opened. Under primary education, the new experiment, commenced for the first time in 1929-30, of giving liberal grants-in-aid to local bodies which opened and maintained girls' schools, was mainly responsible for the increase. There was also an increase in the number of aided schools under private

management. There was a normal increase under special schools. Under miscellaneous, the increase is mainly due to an increased demand for hostel accommodation. The decrease under Direction is explained by the absence of an officer on special duty and that under Inspection appears to be due to the fact that more provincial service officers were in charge of circles during the year.

The average cost of educating a pupil decreased from Rs. 27-2-1 to Rs. 26-2-5.

11. The following statement shows the expenditure under various heads as compared with the year 1928-29 :—

	Expenditure.		
	1928-29.	1929-30.	Increase or decrease.
	Rs.	Rs.	Rs.
Boys.			
Colleges	7,71,462	8,71,341	+99,879
High Schools	7,06,209	8,05,843	+99,634
Anglo-Vernacular Middle Schools	10,74,794	11,77,832	+93,038
Vernacular Middle Schools	13,63,864	10,5,813	-4,051
Primary Schools	30,46,522	31,63,793	+1,17,271
Special Schools	4,53,602	4,69,782	+15,980
Total	71,21,653	75,48,454	+4,25,801
Girls			
Colleges	...	5,352	+5,352
High Schools	78,855	82,336	+3,481
Anglo-Vernacular Middle Schools	76,379	96,973	+20,594
Vernacular Middle Schools	88,073	59,483	+1,410
Primary Schools	3,85,027	4,15,609	+29,582
Special Schools	85,542	89,595	+4,054
Total	7,14,876	7,89,349	+74,473
Indirect Expenditure.			
Direction	1,16,691	1,15,957	-734
Inspection	5,04,528	4,87,849	-16,679
Buildings and furniture	19,04,524	14,36,841	-4,67,683
Miscellaneous	10,98,817	11,42,941	+44,124
Total	36,24,560	31,83,588	-4,40,972
GRAND TOTAL	1,14,61,089	1,15,21,391	+60,320

CHAPTER II.

NAGPUR UNIVERSITY.

12. The following is a summary of the annual report of the University for the year 1st July 1929 to 30th June 1930.

13. **University College of Law.**—There were 217 students in the previous and final law classes as compared with 159 in the previous year. Owing to the unusually large number of new students admitted, the previous law class had to be divided into two sections and two temporary lecturers were added to the staff for a period of one year. 237 students appeared for the previous examination and 77 for the final examination, of whom 85 and 43, respectively, were successful. The fee receipts were Rs. 26,526 and expenditure Rs. 20,082 an increase of Rs. 7,234, and Rs. 4,260, respectively. Nineteen students were given accommodation in the Law College hostel. Mr. V. Bose resigned the office of Principal, after successfully serving the college for a period of five years.

14. **Recognition of examinations.**—Certain examinations and degrees of extra-provincial bodies were recognized.

15. **Inspection.**—The quinquennial inspections of Morris and Hislop Colleges were carried out during the year, while that of the College of Science is in progress.

16. **Library.**—2,234 new volumes were added to the library during the year. In addition, the library of the late Sir G. M. Chitnavis, consisting of about 4,500 carefully selected books, was bequeathed to the University. The total number of volumes on June 30th was 11,107, and the number of books issued during the year to readers was 5,145. Out of the total sum of Rs. 50,000 sanctioned by the Local Government in 1926, Rs. 12,500 has been allotted and the yearly expenditure is now met from the general funds of the University. After the current year only Rs. 1,200 will be available for the purchase of books and this will be mainly utilized for payment of annual subscriptions to journals. At present, the library has hardly made any approach to becoming a centre of real help to research scholars.

17. **Convocation.**—The sixth annual Convocation for the conferment of degrees was held on January 11th, 1930, His Excellency the Acting Chancellor, the Hon'ble Mr. S. B. Tambe, presiding. Professor A. C. Woolner, M.A., C.I.E., Vice-Chancellor of the Punjab University, delivered the Convocation address, which was followed by the addresses of the Chancellor and Vice-Chancellor.

18. **University Sports.**—The preliminary rounds of the various competitions were spread over the whole of the early part of the session. Certain events were held at Amraoti and Jubbulpore. The final tournament, held at Nagpur, concluded on December 4th, 1929, and His Excellency the Hon'ble Mr. S. B. Tambe presented the trophies. Morris College won five trophies. Hislop College one and the College of Science one. Unfortunately, Robertson College was unable to compete in the final tournament.

19. **Extension lectures.**—Two lecturers were invited during the year. Professor L. Bogdanov delivered three lectures on "Life in Persia", and Dr. Kalidas Nag, M.A., D. Litt., three lectures on "Epochs of Hindu Cultural Colonization". The University authorities, without altogether abolishing the present practice of inviting distinguished lecturers from outside the province, have resolved in future to arrange courses of popular lectures for the benefit of the general public in the district towns as well as in Nagpur. This series of lectures will be delivered by college teachers, in English and the vernaculars of the province, and will be extended, if desired, to Jubbulpore and Amraoti.

20. **University Training Corps.**—The establishment authorized by Army Headquarters is four officers and 326 other ranks. The permanent staff consists of the Adjutant, Regimental Sergeant-Major and two Staff Sergeant Instructors. The actual strength of the Corps on December 31st, 1929, is shown below :—

Morris College, Nagpur	...	58
Hislop College, Nagpur	...	62
College of Science, Nagpur	...	52
Agricultural College, Nagpur	...	20
University College of Law	...	7
Robertson College, Jubbulpore	...	84
Total	...	283

The authorized establishment of the Corps, it is hoped, will soon be completed after one platoon has been raised at King Edward College, Amraoti.

Training during the past year has naturally been of an elementary nature, but it is reported that very good progress has been made. Mr. E. A. Macnee was appointed to command the corps with the rank of Major.

From the 6th to 16th November 1929 a camp was held at Boregaon, near Nagpur. 218 members attended, including 65 from Robertson College. The Corps was visited by His Excellency the Governor during Camp, and also by Colonel L. P. Collins, Deputy Director of the Indian Territorial Force.

On November 29th, 1929, the Corps had the honour of forming a Guard of Honour of 50 men on the occasion of the departure from Nagpur on leave of His Excellency, Sir Montagu Butler.

21. Finance.—The total receipts of the University amounted to Rs. 1,38,340, exclusive of the opening balance and nominal items. Towards these receipts Government contributed Rs. 68,200 including a special grant of Rs. 18,200 for the construction of armouries at Nagpur and Jubbulpore. The total expenditure amounted to Rs. 1,49,930. The deficit of Rs. 11,590 was met from the closing balance of the previous year.

The total income from examination fees was Rs. 38,405 and the total expenditure Rs. 39,198. The examinations were thus run at a loss of Rs. 793 for which the M. A. and M. Sc. examinations are mainly responsible.

22. Examinations.—The results of the University examinations are shown in the following tables :—

Name of examination.	Number of examinees.	Number of passes.	Percentage of passes.
M. A. Final	28	25	89.3
M.Sc. Final	7	5	71.4
M. A. Previous	51	38	74.5
M.Sc. Previous	11	8	72.7
LL.B. Final	77	43	55.8
LL.B. Previous	237	85	35.9
B. T.	26	25	96.2
B. A.	313	147	46.9
B.Sc.	70	53	75.7
Intermediate (Arts and Science)	511	279	54.6
Intermediate (Agriculture)	36	24	66.7
B. Ag.	19	18	94.7

The total number of examinees was 1,386, an increase of 135 as compared with 1,251 in 1929. The number of women examinees increased from 24 to 26. The number of internal examiners was 70 and that of external examiners 150, a proportion, roughly, of one to two. In the M. A. Previous examination, seven candidates offered Marathi, two Hindi and one Urdu, while five candidates offered Marathi in the Final M. A. examination.

23. Students' Information Bureau.—The work of the Bureau again showed an appreciable development. 105 students applied for advice and information, and seven cases of admissions to British Universities and other educational institutions were arranged for. Attention is drawn to the High Commissioner's remarks on the surprising number of cases of serious mental illness and tuberculosis among Indian students in Britain and to the exodus of young students who annually proceed abroad without proper intellectual equipment and adequate funds.

24. Vice-Chancellor.—Dr. Sir Bipin Krishna Bose, M.A., LL.D., K.C.I.E., after holding office for more than six years from the inauguration of the University, resigned on the 25th November 1929, on account of ill-health. His untiring zeal and devotion to duty have gained for him the undying gratitude of members of the University. His Excellency the Chancellor, Sir Montagu Butler, voiced the sentiments of the province, when he said—

“Few men have had the opportunity, which you have had, of building up from the start a great seat of learning, and fewer still have been able to look back, as you can do, on so much success. Future generations will remember your name with love and gratitude”.

In recognition of his services to the University, Sir Bipin has been appointed a life member of the University Court, and the Honorary degree of Doctor of Laws has been conferred on him.

On November 23rd, 1929, the Court elected the Rev. Dr. J. F. McFadyen as Vice-Chancellor.

CHAPTER III.

ARTS AND SCIENCE COLLEGES.

25. Buildings.—The chief event of the year was the opening of the new buildings of the College of Science, Nagpur, on July 15th, 1929, by His Excellency the

Governor of the Central Provinces and Berar, Sir Montagu Butler, before a large and representative gathering. The buildings are commodious, well-arranged and sufficiently equipped to meet the requirements of the province in all stages of scientific instruction, including advanced and research work. That there was a need for increased accommodation for science students is proved by the fact that already in July 1930, in the second year of its existence, all the undergraduate classes in the college were full and several applications for admission had to be rejected on account of lack of accommodation in the Intermediate and B. Sc. laboratories. In addition, the number of students in the post-graduate classes shows an interesting development due to increased space and accommodation in the post-graduate laboratories.

The dilapidated condition of the Morris College main building (the old Residency) has caused anxiety and steps are being taken to put it in a proper state of repair. Preliminary plans for a new building have been prepared.

26. Staff.—Mr. Owen officiated as Principal, College of Science, up to July 18th when he proceeded on leave and handed over charge to Mr. Staley, who officiated for the remainder of the year. Rao Sahib S. N. Godbole continued to act as temporary Professor of Chemistry in the College of Science in the absence of Mr. Beckett. Mr. Mone, Professor of Mathematics at Robertson College, proceeded on leave on medical certificate from August 14th, 1929, till October 26th, 1929. Dr. Hunter returned to duty as Professor of History, Morris College, having obtained the Degree of D. Phil. of Oxford. Mr. J. B. Raju, Professor of Philosophy at Morris College, was absent throughout the year and continued his work as Deputy Director of Public Instruction. Mr. Sen Gupta, Professor of Economics, was absent from Morris College after September 6th, having been placed on special duty as a member of the Provincial Banking Enquiry Committee. Seven new posts of Assistant Professors, four new posts of Demonstrators and three new posts of student-demonstrators in the College of Science were created during the year.

27. Numbers.—The number on the rolls on March 31st, 1930, was 1,669 as compared with 1,645 on the corresponding date in 1929. Owing to the transference of the under-graduate science sections to the College of Science,

there was a decrease of 92 in Morris College. There was an increase of 13 and 27 in Hislop College and King Edward College, respectively, and a decrease of five in Robertson College. The actual distribution of students in the colleges was as follows :—

Morris College	... 437
Hislop College	... 368
Robertson College	... 289
King Edward College	... 295
College of Science	... 280

There was a large number of refusals of admission to qualified first year candidates in the College of Science. Most of these were subsequently admitted to other colleges. The average daily attendance decreased from 1,473 to 1,427. The number of Muhammadan students increased from 99 to 106, and that of the depressed classes from 12 to 19. The number of women students decreased from 33 to 32. The number of boarders increased from 522 to 547, all colleges sharing in the increase except Robertson College, where the numbers remained stationary.

28. Work.—The percentage of passes of candidates in the various examinations of Nagpur University is given below :—

Name of examination.	Morris College, Nagpur.	Hislop College, Nagpur.	Robertson College, Jubbulpore.	King Edward College, Amraoti.	College of Science, Nagpur.
M. A. Previous	75.0	50	100	...	...
M. A. Final	83.8	100	...	...	...
M. Sc. Previous	...	...	...	...	70.0
M. Sc. Final	...	...	...	...	83.3
B. A.	57.6	37.03	81.08	38.0	...
B. Sc.	...	...	77.7	...	72.2
Intermediate	64.8	43.3	63.9	48.9	72.0

The most marked improvement in results occurred in Robertson College, where the B. A. passes increased from 56.8 to 81.08, the B. Sc. passes from 46.1 to 77.7, while the Intermediate results showed practically no variation. The Principal remarks—

“These results show a marked improvement on those of previous years, despite the indifferent quality of the fourth year B. A. and B. Sc. students. The success obtained is due to the policy of holding five college examinations before each University examination and to the vigilance of the College Council in the matter of promotion.”

The Principal, King Edward College, remarks:—

“A large number of students still come from cramming institutions. Their academic qualifications can only be described as inferior to those possessed by boys from the Central Provinces and Berar schools. Our examination results suffer accordingly.”

29. **College life and discipline.**—Games and intellectual societies were prominent in all colleges, and the members of the various staffs are reported to have given excellent support to all student activities. All colleges seem to be trying to strengthen their position in the general life of the community, but their academic life needs strengthening, particularly by the provision of better libraries. Too much importance cannot be laid on the need of adequate libraries.

The general tone and discipline of the colleges are reported to have been, on the whole, satisfactory. The report of the Principal of the Morris College, however, that discipline was not easy to maintain at times and there were signs of a light-hearted readiness on the part of the students to take the law into their own hands, appears to sum up the situation. The atmosphere was charged with the impending storm of civil disobedience. The College Councils were helpful, and encouraged the interchange of views between members of departments who would otherwise be comparative strangers in their work and outlook.

CHAPTER IV.

SECONDARY EDUCATION FOR BOYS.

A.—Anglo-Vernacular Schools.

30. **Numbers.**—The number of secondary schools, excluding European Schools, is shown in the following table:—

	Government.		District Council.		Municipal.	
	1928-29.	1929-30.	1928-29.	1929-30.	1928-29.	1929-30.
High Schools	26	26	...	...	5	8
Anglo-Vernacular Middle Schools.	51	50	...	1	44	44
Total	77	76	...	1	49	52

	Aided.		Recognized but unaided.		Total.		Increase or decrease.
	1928-29.	1929-30.	1928-29.	1929-30.	1928-29.	1929-30.	
High Schools ...	18	18	4	5	53	57	+4
Anglo-Vernacular Middle Schools.	59	64	22	19	176	178	+2
Total ...	77	82	26	24	229	235	+6

In Berar, two new aided high schools at Karanja and Akot were recognized, while the recognition of high schools under private management at Anjangaon and Akola is under consideration. Anglo-vernacular middle schools were opened at Karanja and Pusad by private agencies. The number of high schools in the Nagpur circle increased from 13 to 15, and the number of anglo-vernacular middle schools from 43 to 44. In the Chhattisgarh circle, the numbers of high and anglo-vernacular middle schools were 7 and 17, respectively, an increase of one in each case over the previous year. There were 10 high schools and 24 anglo-vernacular middle schools in the Nerbudda circle, as compared with 9 and 23, respectively, last year.

31. The number of pupils in the above schools was as follows :—

	Government.		District Board.		Municipal.	
	1928-29.	1929-30.	1928-29.	1929-30.	1928-29.	1929-30.
High Schools ...	3,749	4,238	...	...	327	675
Anglo-Vernacular-Middle Schools.	8,025	7,533	...	32	9,120	9,097
Total ...	11,774	11,771	...	32	9,447	9,772

Aided.		Recognized but unaided.		Total.		Increase or decrease.
1928-29.	1929-30.	1928-29.	1929-30.	1928-29.	1929-30.	
1,676	2,079	70	138	5,822	7,130	+1,308
8,215	8,919	1,494	1,385	26,854	26,966	+112
9,891	10,998	1,564	1,523	32,676	34,096	+1,420

32. The following table gives a comparative statement of the number of pupils in each circle :—

Circle.	High Schools.			Anglo-Vernacular Middle Schools.		
	1928-29.	1929-30.	Increase or decrease.	1928-29.	1929-30.	Increase or decrease.
Nagpur ...	1,702	2,114	+412	7,126	7,262	+136
Jubbulpore ...	778	922	+144	3,448	3,530	+82
Nerbudda ...	817	1,063	+246	3,776	3,592	-184
Chhattisgarh ...	521	628	+107	2,272	2,387	+115
Berar ...	2,004	2,403	+399	10,232	10,195	-37
Total ...	5,822	7,130	+1,308	26,854	26,966	+112

33. The number of pupils in high schools increased by 1,308 as compared with 650 last year. The increase is general in all circles, and is most prominent in the Nagpur and Berar circles. In anglo-vernacular middle schools, the increase is only 112 against 2,027 in 1928-29. The Nerbudda and Berar circles both showed decreases. The fall in enrolment in some of the aided schools in the Nerbudda circle is attributed to the increase in the tuition fees to Rs. 1-8-0, and in others to the fact that a number of boys who fail in classes VII or VIII do not rejoin a school, but appear for the high school entrance and scholarship

examination as private candidates. There was a decrease of three pupils in Government schools throughout the province, and an increase of 1,108 in aided schools.

The total number of pupils in anglo-vernacular schools (including both the high and middle departments) was 34,096 as compared with 32,676 in the preceding year, an increase of 1,440. The Nagpur circle showed the most noticeable increase, viz., 548.

The average attendance in all circles is reported to be fairly satisfactory.

34. **Expenditure.**—A statement showing the expenditure on secondary schools, excluding European schools, is shown below :—

Schools.	Government funds.	Municipal and District Board funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
High Schools ...	3,76,407	15,276	3,10,409	70,770	7,72,862
Anglo-vernacular Middle Schools.	4,99,457	58,708	4,79,928	90,358	11,28,451
Total ...	8,75,864	73,984	7,90,337	161,128	19,01,313

The total expenditure shows an increase of Rs. 1,43,861 over the figure of the previous year. Towards this increase, Government contributed Rs. 27,597, fees and other sources, including endowments and subscriptions, Rs. 1,19,552, while the expenditure from municipal and board funds showed a decrease of Rs. 2,098.

35. **Buildings.**—*Government Schools.*—The new buildings for the anglo-vernacular middle schools at Akola and Darwah and extensions to the model high school, Jubbulpore; the high school, Wun, and the anglo-vernacular middle schools at Balapur and Katol were completed. The construction of new buildings for the Patwardhan high school, Nagpur, of a hall for the high school, Bul-

dana, and of new buildings for the anglo-vernacular middle schools, Akot, Brahmapuri and Ashti, and extensions to the anglo-vernacular middle school at Mungeli have received administrative sanction and will be undertaken as funds permit. The question of making certain additions and alterations to the model high school, Jubbulpore, is also under consideration. The science laboratory of the high school at Wun was completed, and the question of constructing a new laboratory for the high school, Narsinghpur, is under consideration. The construction of the Manual Training building at the Urdu high school, Amraoti, was completed.

The equipment in Government schools is generally adequate.

Aided schools.—Grants amounting to Rs. 1,08,566 were sanctioned for new buildings or extensions to existing buildings, and Rs. 77,871 were actually paid for works completed during the year, as compared with Rs. 1,38,402 and Rs. 1,17,902, respectively, in 1928-29.

The following were the grants sanctioned and paid for large works :—

	Rs.
Municipal High School, Harda ...	19,100
New English School, Wardha ...	15,350
Municipal High School, Arvi ...	10,000
Anglo-Vernacular Middle School, Kareli- ganj.	8,302
Anglo-Vernacular Middle School, Pipariya.	5,588

Several municipal and aided anglo-vernacular middle schools have taken no steps to improve their accommodation, and their equipment leaves much to be desired.

36. Hostels.—The hostel building for the anglo-vernacular middle school, Darwah, was completed. The construction of new hostels for the high schools at Betul and Wun, the anglo-vernacular middle schools at Katol, Mungeli, Daryapur, Chikhli and Malkapur, the anglo-Urdu middle school at Akola, and extensions to the hostels attached to the high schools at Bhandara, Bilaspur, Drug and Narsinghpur were sanctioned, and will be proceeded with as funds permit. The extension of the hostel attached to the high school, Raipur, is under consideration.

37. The number of boarders increased by 302 from 2,736 to 3,038. Their distribution was as follows:—

	High schools.			Anglo-vernacular middle schools.		
	1928-29.	1929-30.	Increase or decrease.	1928-29.	1929-30.	Increase or decrease.
Government	707	807	+100	678	696	+18
District Board	...	...	...	..	7	+ 7
Municipal	57	57	...	325	294	-31
Aided	175	363	+188	596	611	+15
Unaided	10	42	+ 32	188	161	-27
Total	949	1,269	+320	1,787	1,769	-18

The management and control of hostels is reported to be satisfactory in Berar. In the Nagpur circle, the demand for accommodation is increasing, and several applications for admission to hostels were refused owing to lack of room. Guardians are realizing the advantage of keeping their wards under proper control. Many candidates were also refused admission to the hostels in Raipur. In the Nerbudda circle, the demand for additional accommodation in hostels increases every year as the number of boys from rural areas desiring to be educated in anglo-vernacular schools increases. The supervision of the boarders is reported to be satisfactory.

38. *Teaching staff—Government schools.*—Out of a sanctioned cadre of 296 graduate and 344 undergraduate teachers in high and anglo-vernacular middle schools, 259 and 337, respectively, were trained. The percentage of trained graduate teachers was 87.5 and of undergraduate teachers 98.0, as compared with 86.3 and 96.1, respectively, in 1928-29.

The percentage of trained teachers in Government schools in Berar was 77, and there was a considerable improvement in most of these schools as far as teaching and preparation of work were concerned. In the Nagpur circle, the percentages in high and anglo-vernacular middle schools were 80.3 and 86.6, respectively. There were only three out of 78 teachers in the Jubbulpore circle

who were untrained. Eighty-eight per cent of the teachers in high schools and 96 per cent in anglo-vernacular middle schools in the Nerbudda circle were trained.

39. **Aided schools.**—There were 142 and 473 teachers in aided high and middle schools, respectively. Of these, 46 (or 32.4 per cent) and 118 (or 24.95 per cent), respectively, were trained, as compared with 34.84 per cent and 26.51 per cent in the preceding year. The percentage in unaided schools is even smaller. The Commissioner, Nagpur, writes that the percentage of trained teachers in municipal and other high schools under private management is unduly low, and that this defect can only be remedied by firm action in reducing grants. In the Nagpur circle, the percentage of trained teachers is 33.3 in municipal high schools and 26.5 in aided high schools. There are only 25 per cent trained teachers in aided anglo-vernacular middle schools. The percentage of trained teachers in Berar is only 16, and the Inspector suggests that increased facilities for training should be offered. It is this lack of trained teachers which is mainly responsible for the comparatively low efficiency of aided schools. This is manifest during inspections and in the results of public examinations. No progress has been made. Frequent changes of staff, uncertainty of tenure, cheap recruitment, weak management and an inadequate supply of reference literature have all combined to blight the progress of these schools. There is also a spirit of unrest abroad which manifests itself in impatience of control and criticism of superior officers. The Inspector, Chhattisgarh circle, reports that the number of trained teachers in anglo-vernacular middle schools is unduly small, and suggests the formation of an extra T. T. C. section at Spence Training College. The Inspector, Jubulpore circle, says that, until fees are raised, there is little hope for improved prospects in aided schools. In the Nerbudda circle, the percentage of trained teachers in municipal and aided high schools is only 42 and 29, respectively. With an increasing number of graduates, competent men should be available in large numbers for the teaching profession, but service in municipal schools is not popular. In aided anglo-vernacular schools, the percentage is 36.

All Inspectors are agreed that the efficiency of these schools cannot increase until the conditions of service of

the teachers are made more attractive. Better pay on a graded scale is needed, together with reasonable security of tenure.

40. The following table shows the number of trained and untrained teachers in secondary schools, excluding European schools, in the province for the years 1928-29 and 1929-30 :—

	Trained.		Untrained.		Total number of teachers.		Percentage of trained teachers.	
	1928-29.	1929-30.	1928-29.	1929-30.	1928-29.	1929-30.	1928-29.	1929-30.
<i>High Schools.</i>								
Government ...	238	235	49	50	287	285	82.9	82.5
Local Board and municipal.	15	22	16	30	31	52	48.4	42.3
Aided ...	46	46	86	96	132	142	34.8	32.4
Unaided ...	2	3	8	19	10	22	20.0	16.6
Total ...	301	306	159	195	460	501	65.4	61.1
<i>Middle Schools.</i>								
Government ...	351	364	66	59	417	423	84.2	86.1
Local board and municipal.	2,187	2,244	978	987	3,165	3,231	69.1	69.5
Aided ...	118	118	327	355	445	473	26.5	25.0
Unaided ...	9	8	80	71	89	79	10.1	10.1
Total ...	2,665	2,734	1,451	1,472	4,116	4,206	64.8	65.0
GRAND TOTAL ...	2,966	3,040	1,610	1,667	4,576	4,707	64.8	64.6

The percentage of trained teachers in secondary schools in the province has thus decreased from 64.8 to 64.6.

41. Examination results—*High school certificate examination.*—These results are dealt with also in section B of this chapter.

The percentage of passes for the whole province was 61.2. In the Nagpur circle, 72.3 per cent of the candi-

dates were successful. Out of a total number of 47 first division candidates, 22 hailed from this circle, including 10 from Patwardhan high school, Nagpur, and four from the New English high school, Nagpur.

In the Jubbulpore circle, 73.2 per cent passed against 62 per cent last year. The most successful school in the circle was the model high school, Jubbulpore, with 98.0 percentage passes.

The results in the Nerbudda circle are only slightly better than those of last year, *i.e.*, 57 per cent against 56 per cent. The percentage of passes in Government schools was 62 as compared with 46 in aided schools. These poor results are attributed partly to the inferior quality of the instruction given by teachers who have no professional qualifications and partly to the system of promoting undeserving boys to higher classes.

In the Chhattisgarh circle the results show considerable improvement and 67.3 per cent of the candidates were successful.

In Berar, the percentage of passes increased from 60 to 68, which indicates some progress in the methods of instruction. In Government high schools, the percentage of passes was 75.

42. High school entrance and scholarship examination.—5,258 male candidates appeared, of whom 3,216 or 61.13 per cent, were successful, as compared with 68.99 per cent last year. In the Nagpur circle, 1,316 candidates appeared and 872 or 66 per cent were successful. The results show that those schools which are staffed with trained teachers, where promotion is carefully regulated and the instruction is efficiently supervised, have done very well. The percentage of passes in this circle has improved from year to year.

586 candidates appeared from the Jubbulpore circle and 76.4 per cent passed against 70 per cent last year. The Inspector reports that the causes of wholesale failures in every class and grade of school life need investigation. No improvement can be expected until teachers feel a distinct connection between work and promotion.

The results were not good in the Chhattisgarh circle, owing to the poor quality of the staff combined with a large proportion of untrained teachers. The percentage of passes, however, improved from 62 to 78.

In Berar, the results were very disappointing, and the percentage of passes fell from 69 to 49. This was partly due to very poor results in some of the aided schools. The Inspector reports that a contributory cause is the system of grace marks which has been adopted. With no grace marks, the percentage of passes would have been only 37. The standard of teaching will not improve until the actual results are allowed to stand.

In the Nerbudda circle, 767 candidates appeared and 512 or 67 per cent were successful. The percentage of passes in Government schools was 74. Forty-two private candidates appeared, of whom only 35 per cent passed. The number of private candidates is expected to increase, in future, owing to pupils taking English as an optional subject in vernacular middle schools.

43. The Inspector, Berar, suggests that, in future, an Inspector should visit the high schools, which are in a fair state of efficiency, only once a year and concentrate on the anglo-vernacular middle schools in the majority of which the standards of teaching and organization are much lower than they should be.

44. **Manual training.**—The reports indicate that some of the work done was fair in quality, but that not enough is being done to rouse and sustain the interest of the boys in this kind of work. Head masters exercise a certain amount of supervision, but the teaching is mechanical and dull. The reappointment of a Superintendent or Inspector of Manual Training for the purpose of guiding and controlling the teaching is a matter for serious consideration.

45. **Libraries.**—The Inspector of the Berar circle comments adversely on the state of the libraries in the schools and urges that the provision of adequate libraries in schools is a matter of supreme importance.

The Inspector of the Nagpur circle reports that a taste for general reading is gradually developing. Private anglo-vernacular middle schools, however, leave much to be desired in this respect, and a large number of unsuitable books has found a place in the libraries.

The Inspector of the Chhattisgarh circle reports that there is a great deficiency of books, both in Hindi and in English, for young pupils.

46. Discipline.—The Inspector of Schools, Nagpur circle, reports that discipline was generally satisfactory, “but the life in schools in urban areas was not without its occasional disturbances”. The smooth working of the schools in Nagpur was more than once interrupted by political influences.

The Inspector of the Berar circle reports that no complaints from head masters about any serious breach of school discipline had been received. He adds that neatness of dress and person require attention.

In the Jubbulpore and Nerbudda circles, the reports indicate that discipline was satisfactory.

The Inspector of Schools, Chhattisgarh circle, reports that there was no serious breach of discipline anywhere.

47. Medical inspection.—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. Reports from head masters show that complaints regarding throat, defective vision, bad gums and unsatisfactory weight are common. The defects noted at the medical inspections are sent to the guardians concerned, but the response is poor. The Inspector of the Berar circle reports that parents are apathetic, and the periodical visits of officials of the Medical Department to Government institutions are merely formal and serve no useful purpose. In the Nagpur circle, the medical inspection in municipal schools by local medical officers is reported to be generally superficial. Except in the mission school at Dhamtari, medical inspection of individual pupils does not seem to have been adopted by aided schools in the Chhattisgarh circle.

48. Physical instruction and games.—The attention paid to the physical development of pupils is increasing from year to year and is manifest in the growing enthusiasm for sports and tournaments. An interesting feature of activities was the institution of inter-circle matches in hockey between the Nagpur and Chhattisgarh circles. A scheme was introduced last year for the creation of lower division posts for teachers qualified to give physical instruction in normal and high schools. This will result in the replacement of the old type of drill-master. In addition, a number of teachers in anglo-vernacular and vernacular schools are being trained each year in athletics and scouting, for which short training classes are held in the hot weather at various centres. Scouting is popular, and

excellent work is done in all schools in Berar. Playground accommodation is fairly satisfactory in all high schools, and in all circles an effort is being made to induce all teachers to take some interest in school activities outside the usual school hours. There is undoubtedly an increased recognition of the value of physical training throughout the province. People have begun to realize that it is an essential part of education and not merely a desirable appendage to the curriculum. The old scheme of physical drill roused little or no enthusiasm, but, with the introduction of the new type of physical instructor, greatly improved results may be looked forward to. Insufficient attention is paid by class teachers to the personal hygiene of the pupils.

49. **Extra-class activities.**—Debates, lectures and inter-class tournaments are a feature of several schools, and some schools have co-operative shops. A great deal, however, remains to be done in the direction of fostering and encouraging extra-class activities. The quality of the contents of the school magazines in Berar is reported to be not always satisfactory.

50. **School hours.**—The experiment of holding early morning and afternoon school, recommended by the Central Provinces Physical and Military Training Committee, was tried in one or two places, but with no success. The head masters found great opposition from parents and propose to revert to the usual hours.

51. **General.**—The year's work has shown some improvement, especially in high schools, but much has still to be done to bring anglo-vernacular middle schools to a reasonable state of efficiency. There is ground for optimism also in the spread of scouting and the growing enthusiasm for physical fitness. The school, however, is often regarded merely as a place to which boys are sent to pass an examination, and the higher ideal, that its chief function should be to produce good citizens, is apt to be lost sight of. It is hoped that greater attention will be paid to the inculcation of a sense of responsibility among the pupils.

B.—The High School Education Board.

52. **Meetings.**—The High School Education Board met once in the course of the year under report in September 1929. The meetings of the various committees of the Board were held as usual.

53. Recognition of high schools.—The Board granted recognition to the following high schools :—

Name of school.	Classes to which recognition was granted.
1. Shree Shivaji Maratha high school, Amraoti.	Provisional recognition extended for another year.
2. State high school, Jagdalpur.	Provisional recognition granted to classes IX, X and XI up to the end of June 1930.
3. Municipal high school, Harda.	The school which was under the management of the Christian Foreign Mission Society, Harda, was taken over by the Municipality. It was recognized as a full high school.
4. City high school, Ellichpur.	Provisional recognition already granted to class IX was continued and additional recognition was granted to class X for one year.
5. Anjuman high school, Khamgaon.	Do. do.
6. Marwari Vidyalaya, Wardha.	Do. do.
7. Aided high school, Telhara.	Provisional recognition, already granted to classes IX and X, was continued and extended to class XI for one year.
8. Quadaria high school, Burhanpur.	Permanent recognition granted.
9. Aided high school, Dhamangaon.	Provisional recognition already granted to class IX was continued and extended to class X for one year.
10. New English high school, Amraoti.	Permanent recognition granted.
11. Education society's high school, Akot.	Provisional recognition for one year granted to class IX to be opened during 1930-31.
12. Education society's high school, Karanja.	Do. do.
13. New English anglo-vernacular school, Wardha.	Provisional recognition granted to class IX for one year.
14. Municipal high school, Gadarwara.	Do. do.
15. Sule anglo-vernacular school, Sitabuldi, Nagpur.	Do. do.
16. Municipal high school, Arvi.	Provisional recognition granted to class XI for one year.

54. Expenditure.—The expenditure of the Board amounted to Rs. 22,697-4-0 as against Rs. 18,526-13-0 in the previous year, and the income from examination fees to Rs. 25,352, as against Rs. 23,069 in the previous year. The expenditure does not include the allowance to the Secretary and the pay of the office establishment. The increase in expenditure was largely due to the tours and meetings of the Curriculum Revision Committee (*vide* paragraph 55, *infra*).

55. Revision of curriculum.—During the year the Curriculum Revision Committee, appointed by the Board in the preceding year, presented an *interim* report at the annual meeting of the Board held on the 12th September 1929. The final report was completed towards the close of the year.

56. The high school certificate examination.—1,786 candidates, as against 1,633 in the previous year, appeared for the high school certificate examination, and 1,094 passed, including 66 candidates who appeared in one subject only, as against 895 in the previous year. Of these, 47 candidates, as against 26 in the previous year, were placed in the first division, 549 as against 433 in the second division, and 498 as against 436 in the third division. The total percentage of passes, including private candidates, was 61.25 as compared with 54.80 in the previous year. The percentage of passes, excluding private candidates, was 66.62 as against 60.90. The percentage of passes of private candidates was 31.82 compared with 26.0. The percentage of passes was considerably higher than in previous years. The following schools obtained passes amounting to more than 75 per cent of the candidates presented :—

	Percentage.
1. Model high school, Jubbulpore	... 98
2. New English school, Nagpur	... 97
3. Government high school, Khamgaon	... 90
4. Government high school, Balaghat	... 90
5. Monro high school, Bhandara	... 89
6. Jagannath high school, Mandla	... 88
7. Government high school, Yeotmal	... 88
8. Patwardhan high school, Nagpur	... 88
9. Hitkarini high school, Jubbulpore	... 86
10. Marathi high school, Amraoti	... 85
11. Government high school, Saugor	... 85
12. Hakimia coronation high school, Burhanpur.	83

	Percentage.
13. Government high school, Khardwa	... 82
14. Government high school, Bilaspur	... 81
15. Government high school Damoh	... 77
16. St. Paul's high school, Raipur	... 76

57. The following figures show the percentage of failures in the various compulsory and optional subjects of the high school certificate examination :—

	Percentage.
Failed in English	... 21.43
Failed in mathematics	... 27.53
Failed in history	... 29.17
Failed in geography	... 19.95
Failed in science	... 10.69
Failed in sanskrit	... 19.64
Failed in Arabic	... 14.58
Failed in Persian	... 26.97
Failed in Latin (only one candidate appeared and failed).	100
Failed in domestic science	... 42.86
Failed in drawing	... 30.97
Failed in Marathi	... 5.61
Failed in Hindi	... 16.95
Failed in Urdu	... 14.94
Failed in Gujerathi	... Nil
Failed in Bengali	... (None appeared.)

58. The following table shows the results of the examination in each year since its inception :—

Year.	Number of candidates.	First division.	Second division.	Third division.	Total.	Percentage of passes.
1925	... 1,110	21	226	155	402	36.21
1926	... 1,323	16	201	209	426	32.19
1927	... 1,482	9	222	317	548	36.98
1928	... 1,474	22	309	355	686	46.54
1929	... 1,633	26	433	436	895	54.80
1930	... 1,786	47	549	498	1,094	61.25

These figures reveal a striking increase in the number of candidates and in the percentage of passes. The increase in the percentage of passes since 1926 appears to be due partly to the introduction of the compartmental system (in 1927) and partly to the introduction of grace marks (in 1929). In the four years 1927 to 1930, 82, 86, 69 and 66 candidates passed in one subject on the compartmental principle: and in 1929 and 1930, 161 and 203 candidates, respectively, passed with the help of grace marks.

59. *New regulations—Standards.*—During the year, the following new regulations, prescribing the standard for pass and distinction in the certificate examination, were embodied:—

CHAPTER XI.

Regulation 16 (a).—To secure a pass in the high school certificate examination, a candidate must obtain not less than $33\frac{1}{4}$ per cent of the maximum marks in each subject of examination (history and geography being grouped for this purpose).

Regulation 16 (b).—To secure a pass in the first division, a candidate must obtain not less than 60 per cent of the aggregate maximum marks, for the second division 45 per cent, and for the third division $33\frac{1}{3}$ per cent.

Candidates who secure 75 per cent or higher marks in any subject or subjects will be awarded a distinction in that subject or subjects. History and geography will be considered separately for this purpose.

60. *Private candidates.*—The following new regulation, embodying important changes in the conditions of eligibility of private candidates for the examination came into force:—

CHAPTER XI.

Regulation 11.—Any one may appear as a private candidate for the high school certificate examination of 1930, 1931 and 1932, provided that he satisfies the Examination Committee—

- (a) that he has been resident in the Central Provinces and Berar for at least two years,
- (b) that he is of good character,
- (c) that he has attained the age of 16 years,

(d) that he has not appeared and failed in the promotion examination of class X in a recognized school in the year preceding the high school certificate examination at which he desires to appear.

N. B.—No private candidate shall appear for examination in science unless he has completed the prescribed course in practical work in a high school.

61. Appointment of a new Board.—The term of office of the old Board and its committees, which came into existence in 1927, expired during the year, and the new Board, which is the third to be constituted under the Central Provinces High School Education Act of 1922, was duly constituted and met for the first time in April 1930.

C.—Vernacular Middle Schools.

62. Numbers and distribution.—The following table gives the number of institutions and pupils in each circle :—

Circle.	Number of Vernacular Middle Schools for boys.			Number of pupils.		
	1928-29.	1929-30.	Increase or decrease.	1928-29.	1929-30.	Increase or decrease.
Nagpur ...	64	68	+4	14,067	15,203	+1,136
Jubbulpore ...	41	40	-1	7,624	7,869	+ 245
Nerbudda ...	42	38	-4	6,652	6,329	- 323
Chhattisgarh ...	39	40	+1	8,426	8,565	+ 139
Berar ...	171	175	+4	31,613	32,166	+ 553
Total ...	357	361	+4	68,382	70,132	+1,750

The only decrease in the number of pupils is in the Nerbudda circle, where it is reported that the popularity of these schools is rapidly waning, owing to the fact that the only career for which the schools are regarded as providing a profession, namely, that of a vernacular school teacher, is for the time being closed owing to the lack of

expansion of vernacular schools. In the Chhattisgarh circle, there was a decrease of 687 pupils in the Raipur district, and increases of 248 and 578 in the Bilaspur and Drug districts, respectively. The decrease in Raipur was caused by the removal of two schools from the list and by the fall of enrolment in other schools. In Drug there was an increase which is attributed to the opening of English classes and to the increased prosperity of Balod tahsil. In Berar, the attendance fell to 75 per cent as compared with 81 per cent in the previous year.

63. Buildings and equipment.—The accommodation is generally overcrowded and there is urgent need of extension in many districts. This question deserves the immediate attention of local bodies all over the province. The equipment is insufficient in many places, although steps have been taken by the district councils in Berar to supply science apparatus to most vernacular middle schools. The provision of funds for equipment in the Nagpur circle was quite inadequate, and the teaching in such subjects as Geography and Science is reported to be merely nominal. There is a general complaint throughout all schools in the Chhattisgarh circle that the science apparatus is insufficient.

64. Teaching staff.—In Berar, 63 per cent of the teachers are trained against 51.7 per cent last year. The percentage is satisfactory in the Nagpur circle, especially in Wardha where it is 89.1. In Bhandara, however, it is only 41.6. In Chhattisgarh, 86.5 per cent, in Jubbulpore 94.5 per cent, and in Nerbudda 94 per cent of the teachers are trained. The quality of the candidates for the normal school test examination in the Nagpur circle is not satisfactory. The Inspector remarks that unless vernacular middle schools are staffed by third year trained and well-qualified teachers, the quality of the instruction is not likely to improve and the results will continue to be much below the standard. He adds that discipline among teachers is not all that could be desired, and assistant masters show self-assertive and refractory tendencies towards their headmasters. The work of the schools in the Raipur district was disturbed on account of the political activities of the teachers.

65. Hostels.—2,439 pupils lived in hostels against 2,184 in the previous year. The number of hostels in

Berar increased from 34 to 39. During his inspection of the hostel at Balapur, the Commissioner, Berar, reports that the portion allotted to the Hindu pupils was practically empty, and he urges that efforts should be made to induce the Hindu boys to occupy the hostel side by side with Muhammadan boys. There were 390 boarders in hostels in the Hoshangabad, Chhindwara and Narsinghpur districts. The lodging and boarding arrangements were often very unsatisfactory, and boys were accommodated in rented village houses generally unsuitable as hostel buildings. The supervision was often merely nominal, and the general standard of cleanliness and regularity left much to be desired. In the Balaghat district, hostels have dwindled in popularity owing to lack of amenities and proper control. There were complaints in all districts of the Chhattisgarh circle about the poor accommodation provided.

66. Teaching of English.—The schools and scholars taking optional English were distributed as follows :—

Circle.	Number of schools.			Number of scholars.		
	1928-29.	1929-30.	Increase or decrease.	1928-29.	1929-30.	Increase or decrease.
Nagpur ...	9	10	+ 1	312	338	+ 26
Jubbulpore ...	6	8	+ 2	164	228	+ 64
Nerbudda ...	11	11	...	400	393	— 7
Chhattisgarh ...	3	6	+ 3	40	114	+ 74
Berar ...	96	104	+ 8	4,563	4,371	—194
Total ..	125	139	+14	5,479	5,452	— 27

67. In Berar Circle.—The decrease in the number of pupils in Berar occurred in the Akola and Yeotmal districts, and is reported to be due to the inability of parents to pay the English class fees owing to crop failure. There is a tendency throughout the circle to raise primary schools to the status of vernacular middle schools in order to start an English class. The standard of teaching is reported to be poor throughout, but the teachers are capable of much

better work if they are properly supervised and induced to abandon the casual and lethargic methods of the ordinary vernacular middle school. The Inspector reports that there can be no improvement while the English teacher regards himself as the headmaster's superior. He adds that very few boys who pass the VII class examination with English are fit to enter class VIII of an anglo-vernacular school.

68. **In other circles.**—The Inspector, Nagpur circle, reports that the scheme is not popular. The quality of the instruction is moderate, and does not compare favourably with that in anglo-vernacular middle schools. The experiment does not appear to be successful. The Inspector, Chhattisgarh circle, reports that some classes are likely to be discontinued on account of inefficient teaching. The Commissioner, Hoshangabad, points out that boys who have read in these classes can appear as private candidates for the High School Entrance examination, that this seems to be a back entrance to the High Schools, and that there is a danger of these classes developing into inferior anglo-vernacular schools.

69. **Teaching of agriculture.**—An interesting attempt was made to introduce instruction in agriculture in a certain number of schools through the agency of local assistants of the Agricultural Department. For practical work a neighbouring agricultural (departmental) farm or a demonstration farm was utilized. Instruction was given at Warseoni and Lanji in Balaghat district; Itki and Chandur Railway in Amraoti district; Mungeli and Katghora in Bilaspur district; Kurud and Baloda Bazar in Raipur district; Garha and Sleemanabad in Jubbulpore district; Damoh (Mawganj) and Patharia in Damoh district; Lakhnadon in Seoni district; at Betul; and at Gourjhamar, Rehli, Amarwara and Katra in Saugor district. The reports indicate that it is too early yet to judge the results of the experiment. In the schools in the Balaghat district, the boys appear to have disliked a four mile walk to the plots, and the teachers complained about the interruption in the school curriculum. The classes ceased after two months. It is reported that there was little progress also in Chhattisgarh, because agricultural studies did not form an integral part of the school curriculum. The District Council, Raipur, failed to supply the necessary implements for practical work. During the year only

three theoretical classes were held and eight or nine visits were paid to demonstration farms for observation. In Berar, the experiment was more successful, but the syllabus in gardening could not be attempted on account of lack of facilities at the schools. The School Committee at Itki reports that the instruction is calculated to benefit the sons of agriculturalists and labourers. The results in the Jubbulpore and Nerbudda circles were satisfactory on the whole. Two schools complain of the insufficiency of plots for practical work and five of lack of implements. The results of the examination for the V, VI and VII classes at Sleemanabad, Garha and Mawganj were very satisfactory. Local interest in Lakhnadon was not marked. Betul Bazar made a good start, and it is interesting to note the composition of the classes in the latter place :—

Class.	No. of boys taking the subject.	Agriculturists.	Non-agriculturists.
V	19	16	3
VI	18	14	4
VII	22	15	7

There are hopes of improvement at Amarwara, but the teaching suffered owing to lack of sufficient staff. The Municipal Committee, Jubbulpore, and the District Council, Damoh, provided funds for agricultural teaching apparatus at Garha and Patharia schools, respectively.

70. Preliminary steps have been taken in the current year to carry into effect the sanctioned scheme whereby farms or garden plots and teachers trained in agriculture will be provided for a select number of vernacular middle schools. Eleven vernacular teachers are now under training for this purpose in the College of Agriculture.

71. Village libraries.—It is too early to make any very definite statement with regard to the future of these institutions, which have been started in connection with district council vernacular middle schools with the help of a Government grant. The libraries appear to be popular in most places and are doing useful work in preventing literates from lapsing into illiteracy. Local bodies, however,

do not seem to be keen on much expenditure in this direction, and more organization and systematic registering are required for the further success of the scheme. The Inspector of Schools, Nerbudda circle, reports that the educated public in the mofussil seems to be indifferent to this important item of village uplift. A grant of Rs. 1,855 was distributed among the 22 district councils for the maintenance of these libraries.

CHAPTER V.

PRIMARY EDUCATION FOR BOYS.

72. **Compulsory primary education.**—The number of sanctioned schemes up to date is 39 of which 25 are for municipal areas and 14 for district councils. The recurring grants paid during the year amounted to Rs. 72,789 and non-recurring, Rs. 33,248, making a total of Rs. 1,06,037, as compared with Rs. 1,16,377 in the previous year. Schemes for the introduction of compulsory primary education have been received from the municipalities of Jubbulpore (in another set of five wards), Digras, Karanja, Pulgaon, Betul, Hinganghat, and Nagpur (in six more circles); from the Notified Area Committee, Karelignj; and from the district councils of Wardha (for three villages), Jubbulpore (for four villages), Narsinghpur (for six villages), Drug (for eighteen villages) and Chhindwara (for three villages). They are under consideration. All municipalities in the Bhandara district have made primary education free as a preliminary towards the introduction of compulsion. Thirty-three additional centres were opened in this district during the year without financial aid from Government. During the year under report schemes for Indora and Wadpakhal in the Nagpur Civil Station area; for the municipal areas of Khamgaon, Bhatapara, Dhamtari, Gondia, Khandwa, Gadarwara, Bhandara, Deoli, Arvi, Drug and Chanda; and for 30 village centres in Betul district, five in Nagpur district, three in Mandla district and 20 in Akola district were sanctioned.

73. The administration of the Compulsory Education Act leaves much room for improvement. The common defects are careless registration of those liable under the Act, delay in publishing byelaws and reluct-

ance to prosecute defaulters. Attendance officers are often too old for active work, and the attendance authorities are apathetic and do not understand their duties.

74. In Berar.—The attendance in the compulsory areas varied from 78 per cent in the Buldana municipal area to 65 per cent in the Akola district council areas. The Commissioner, Berar, reports that the working of the Act has been attended with practical difficulties in some cases, and, in consequence of this, district councils are not particularly anxious to introduce compulsion. He suggests that Tahsildars may be empowered to try cases under the Act instead of Sub-Divisional Magistrates, as at present. No step forward can be made unless local bodies augment their resources, and it is a matter of regret that three out of the four district councils have not fallen in with the view of imposing the additional taxation of nine pies per rupee of revenue that has been released by Government out of the maharki cess.

75. In Nagpur circle.—In the Nagpur circle, the total number of prosecutions was 346. At Bhandara a considerable number of bidi factory owners engage children of compulsory age, especially Mahar children, in their factories, and it is suggested that a few prosecutions against these individuals would soon prove successful in regulating the attendance of poor boys at the schools. The working of the scheme in Nagpur was satisfactory, and Warora showed much improvement. At Wardha only two meetings of the attendance authority were held during the year.

76. In Chhattisgarh.—In Chhattisgarh, no new area was brought under compulsion, and the schemes were left largely to work themselves. Attendance authorities do not meet regularly or generally show any intelligent or active interest in the schemes. Local bodies are unwilling to risk popularity by instituting prosecutions. In Raipur town there were only 11 prosecutions, though 207 boys, liable to compulsion, were not enrolled.

77. In Jubbulpore circle.—The Inspector reports that the "application of the Act in Jubbulpore has certainly changed the attitude of the people towards primary schools", but there is no sign of any probable extension, as both district councils and municipal committees are suffering from the recent scarcity. To ascertain the

direct effect of compulsion in Jubbulpore, the figures for six schools were examined for which the total enrolment was 1,547. Of these, 492 were liable to compulsion (age 6—9), 30 came from the compulsory area, but were under age, 331 came from the compulsory area, but were over-age, while 694 came from outside the compulsory area. The Inspector states that "the application of compulsion by wards (in towns) makes it difficult to ascertain the direct effect of compulsion, seeing that those who come from outside the area and those from inside who are above or below the compulsory age obscure the effect on the small proportion liable to compulsion".

78. The effects of the introduction of compulsion may be summarized in the following general conclusions :—

(a) In the majority of districts, attendance has improved under compulsion. Berar is an exception, but it must be borne in mind that figures given for compulsory areas are more reliable than those in the non-compulsory areas.

(b) Wastage has been checked to some extent in all districts, but there is still considerable room for improvement.

(c) The administration of the Act has not been effective. Attendance authorities have been apathetic in lodging complaints against defaulters, and the procedure, when a case appears before a magistrate, is stated to be cumbersome and lengthy. In several instances, cases were withdrawn as parents commenced sending their boys as soon as the summons was served. The number of prosecutions and fines was comparatively small.

(d) One of the advantages expected from compulsion was a reduction in the cost per pupil, as compared with the cost under a voluntary system, because in a compulsory area the classes are expected to be organized more systematically, the schools to be larger and the proportion of teachers to pupils to be smaller. Such, however, has not been hitherto the general experience in this province, as the following examples show. It is necessary, however, to note that the full effect of compulsion in the matter of cost will not be clear until the Act has been in operation for some years. The figures are taken from the reports of Inspectors. In the Raipur district the general average cost per pupil was

Rs. 8-8-0. All the compulsory areas in this district show higher averages than this, varying from Rs. 10-3-0 in Baronda Bazar to Rs. 17-5-0 in Neora. The compulsory areas under the Bilaspur District Council and Bilaspur Municipality show averages of Rs. 10-2-9 and Rs. 20-10-9, respectively. The average cost in Jubbulpore town, where compulsion was in force, was lower by about Rs. 2-8-0 than the general average cost for the whole district. The Saugor figures show a rise of nearly Re. 1 per pupil in the second year of compulsion. In the Nagpur district, the general average was Rs. 14-1-0 and the average in compulsory areas was Rs. 13-6-0. The average in Wardha town, where compulsion was in force was Rs. 11-5-4 as compared with Rs. 8-1-1 for the district as a whole. In Warora and Sironcha, where compulsion was in force, the average cost was Rs. 18-10-0, as compared with Rs. 13 for the whole district. The following figures for Berar are interesting :—

	Average cost per pupil.	
	In compulsory areas.	General.
	Rs. a. p.	Rs. a. p.
Municipal Committee, Ellichpur ...	18 8 0	15 3 0
District Council, Amraoti ...	14 5 0	15 3 0
Do. Akola ...	18 3 0	16 0 0
Municipal Committee, Buldana ...	11 12 0	10 4 0
Do. Yeotmal ...	8 9 5	12 11 2

79. Numbers.—The number of recognized primary schools increased by 14 from 4,161 to 4,175 and the enrolment increased by 10,532 from 283,992 to 294,524. The following table shows how the increase and decrease was distributed among circles :—

Circle.	Schools.	Scholars.
Nagpur ...	+20	+ 5,641
Jubbulpore ...	+ 2	+ 1,895
Nerbudda ...	+ 7	+ 949
Chhattisgarh ...	- 3	- 228
Berar ...	-12	+ 2,275
Total ...	+14	+10,532

80. In districts.—The following statements show the increases and decreases in enrolment of scholars in primary schools in the various districts :—

(a) *Districts in which enrolment of scholars increased—*

Name of district.	Increase.
Bhandara	2,851
Jubbulpore	1,667
Wardha	1,476
Akola	1,078
Nagpur	1,059
Narsinghpur	682
Buldana	579
Yeotmal	479
Drug	439
Chanda	348
Saugor	348
Nimar	302
Hoshangabad	299
Amraoti	139
Damoh	103
Chhindwara	68
Bilaspur	56

(b) *Districts in which enrolment of scholars decreased—*

Name of district.	Decrease.
Raipur	723
Betul	402
Mandla	122
Seoni	101
Balaghat	93

81. Attendance.—The percentage attendance for the whole province decreased from 72 to 71. The percentage was above 70 in all districts except Chanda, Balaghat, Jubbulpore, Mandla, Seoni, Chhindwara, Betul and Drug, where the figures were 68, 61, 62, 69, 60, 68, 68 and 67, respectively. The most notable decrease was in the Jubbulpore district where the attendance dropped from 70 per cent to 62 per cent. Buldana shows a decline from 78 per cent to 74 per cent and Wardha from 82 per cent to 77 per cent. Seoni continues to hold the lowest figure for attendance, viz., 60 per cent, an increase, however, of 5 per cent over the previous year.

82. In Berar.—In Berar, there was an increase in the number of scholars from 87,731 to 90,006, i.e., 2,275. The percentage attendance decreased from 75 to 74. This was due in some cases to a partial failure of crops, and the prevalence of cholera and small-pox. In several villages the poorer classes temporarily left their homes

in search of labour. It is reported that the practice of opening the schools at 7 a.m. militates against a high attendance, especially in the cold weather.

83. In Nagpur circle.—The number of schools in the Nagpur circle increased by 20 from 844 to 864 and the number of scholars by 5,641 from 59,686 to 65,327. There were 39 unrecognized schools with 1,680 scholars. There is a tendency in all districts to remove the names of absentees from the rolls in order to show a better percentage of passes in the annual promotion examination. The percentage attendance decreased from 71.9 to 71.3.

84. In Chhattisgarh circle.—In Chhattisgarh, the number of recognized schools decreased from 775 to 772 and the number of unrecognized schools increased from 26 to 44. The number of scholars in recognized schools decreased from 60,816 to 60,588, while the total number in recognized and unrecognized schools rose from 62,331 to 62,887. This increase was contributed mostly by the Drug district and was caused by the sudden increase in the number of girls attending boys' schools. The lack of progress in this circle is reported to be due to lack of attention to the details of school management by headmasters, ineffective supervision of the teachers by district councils and other local bodies, and the misdirection of the energy of teachers by district councils. An unusually large number of marriages due to the Sarda Act affected attendance throughout the circle.

85. In Jubbulpore circle.—The number of scholars in the Jubbulpore circle increased from 40,230 to 42,125. A comparison of the enrolment in the various district council schools in 1921-22 and in 1929-30 is instructive :—

District Council.		Enrolment in 1921-22.	Enrolment in 1929-30.	Increase or Decrease.
Jubbulpore	...	8,271	10,013	+1,742
Saugor	...	5,344	5,974	+ 610
Damoh	...	5,595	5,997	+ 402
Seoni	...	4,927	5,604	+ 677
Mandla	...	6,205	4,854	-1,351
Total		30,342	32,422	+2,080

Allowing for the natural increase in the population, primary education has made no appreciable advance in the first four districts since 1921-22, while in the fifth there has been a considerable decrease. The Inspector reports: "It is a custom in this circle for village schools to meet in the early morning only; apparently in the hope that attendance in the morning would be encouraged if boys could assist their families for the rest of the day. In 34 schools in three districts which were tested as an experiment, only 10 per cent of the children who came in the morning did any work during the rest of the day. Thus 90 per cent of the boys lose two hours schooling per day for the doubtful benefit of 10 per cent. Local bodies have been asked to inquire through their own members and to consider enforcing the whole day school for the villages." The method of calculating the percentage attendance is not above suspicion in some of the district council schools. In Mandla, for example, a day is ignored in the calculations if the attendance for that particular day is low.

86. In Nerbudda circle.—The number of scholars in the Nerbudda circle increased by 949 from 35,529 to 36,478 and the number of schools by seven from 604 to 611. There was an increase in all districts except Betul, where seven schools had to be closed owing to poor attendance and enrolment. The percentage attendance increased from 70 to 71, and the increase is largely due to the vigorous weeding out of habitual absentees.

87. Distribution of numbers among classes.—The distribution of 325,932 pupils in primary schools and the primary departments of vernacular middle schools among the various classes is given below:—

Class.		1928-29.	1929-30.	Increase or decrease.
I	...	128,159	130,382	+ 2,223
II	...	71,415	75,091	+ 3,676
III	...	61,434	63,713	+ 1,879
IV	...	54,783	57,146	+ 2,363
Total		315,791	325,932	+10,141

There is still a considerable amount of stagnation in class I, but it is pleasing to note the comparatively large increases in the other three classes. It is obvious that a determined and sustained effort is required if the numbers in the higher classes are to approximate to those in class I.

88. Teaching staff.—The number of trained and untrained teachers in board and aided schools is shown in the following tables :—

(a) Board Schools.

Circle.	1928-29.			1929-30.		
	Trained.	Untrained.	Total.	Trained.	Untrained.	Total.
Nagpur ...	1,059	988	2,038	1,083	1,115	2,198
Jubbulpore ...	1,053	350	1,403	1,071	340	1,411
Nerbudda ...	961	377	1,338	992	366	1,358
Chhattisgarh ...	801	1,120	1,921	833	1,020	1,853
Berar ...	989	1,780	2,769	1,063	1,750	2,813
Total ...	4,854	4,515	9,469	5,042	4,591	9,633

(b) Aided Schools.

Circle.	1928-29.			1929-30.		
	Trained.	Untrained.	Total.	Trained.	Untrained.	Total.
Nagpur ...	34	56	130	51	96	147
Jubbulpore ...	25	38	63	33	34	67
Nerbudda ...	30	26	56	23	31	54
Chhattisgarh ...	61	123	184	55	122	177
Berar ...	2	72	74	2	36	38
Total ...	152	355	507	164	319	483

89. It is reported that trained teachers with ability show a tendency to migrate from villages to towns. The minimum salaries for trained teachers under several district councils are less than the minimum prescribed by Government. Promotions are comparatively few and uncertain and, consequently, there is disappointment, discontent and indifference amongst the large number of trained teachers in the lowest grades. Conditions are, as a rule, better in municipal schools, and the more competent teachers prefer to serve in these schools with the result that the general standard of efficiency and instruction is better in municipal areas. In the Nagpur district, a generous donation of Rs. 12,000 by the late Rao Bahadur D. Laxminarayan was responsible for a slight increase in the average salary of teachers.

90. In several districts the percentage of trained teachers is very low. Notable exceptions are the Jubbulpore and Nerbudda circles where the percentages of trained teachers are 76 and 73, respectively. In Berar, on the other hand, the percentage is only 38. There is a great need of trained teachers in the Buldana, Akola and Yeotmal districts. The Chanda, Bhandara and Balaghat districts show percentages of only 35, 32 and 32, respectively. The Commissioner, Nagpur, points out that it is a waste of money to extend the compulsory area in the Bhandara district until the percentage of trained teachers has been largely increased. In the Chhattisgarh circle, the proportion of trained teachers shows no appreciable improvement. The Inspector, Nerbudda circle, reports that the number of teachers is slightly in excess of requirements.

91. Standard of instruction.—The standard of instruction, especially in village schools, is reported to be unsatisfactory. It is stated that, in a great many cases, the village teachers have practical security of tenure, no responsibility and no incentive to work, and that, as a body, teachers have realized that sound school management and methodical daily teaching do not lead to promotion or even recognition. The Inspector of Schools, Chhattisgarh circle, reports that in one school, he has seen 20 periods of 30 minutes each devoted to the teaching of one story, and in another a similar period wasted in teaching pupils one or two primary colours.

92. **Political activities of teachers.**—In some districts teachers are reported to have taken an active part in political propaganda at the instigation of local bodies, with the result that enrolment decreased and the primary certificate examination results suffered. For example, in the Raipur district teachers in board schools took an active part in political meetings, leading processions and picketing shops. Discipline among teachers in the Hoshangabad and Betul districts also was adversely affected by activities in these directions.

93. **Buildings.**—Figures relating to school buildings in each circle are given in the following table :—

Circle.	District Council.			Municipal.			Total number of schools.
	Number of schools.	Number of schools having their own buildings.	Number of schools in rented buildings.	Number of schools.	Number of schools having their own buildings.	Number of schools in rented buildings.	
Nagpur ...	692	567	52	117	84	33	809
Jubbulpore ...	513	461	44	47	41	6	590
Nerbudda ...	527	461	30	59	45	12	586
Chhattisgarh ...	696	618	4	30	23	...	726
Berar ...	1,124	736	342	92	70	23	1,216
Total ...	3,582	2,843	472	345	263	74	3,927

The number of rented buildings in Berar is unusually large. Most of these rented houses are ill-ventilated and quite unsuitable for schools. In Buldana and Yeotmal districts new buildings are urgently required. In the Nagpur circle, also, many schools are held in rented buildings. It is reported that in Wardha, primary schools are over-crowded, and the buildings are not regularly repaired and whitewashed. The Commissioner, Jubbulpore, reports that he has often noticed the bad light in village primary schools and its effect on the eyesight of the children.

94. Examination results.--The number of candidates for the primary examination increased from 42,180 to 46,735. Of these 27,509 or 58.7 per cent were successful, as compared with 56.6 per cent in 1928-29. The results in the different circles were as follows:—

Circle.	Number appeared.		Number passed.		Percentage of passes.	
	1928-29.	1929-30.	1928-29.	1929-30.	1928-29.	1929-30.
Nagpur ...	9,327	10,775	5,062	6,001	51.3	55.7
Jubbulpore ...	5,730	6,320	3,807	4,305	65.4	68.1
Nurbudda ...	4,752	5,078	2,913	3,453	61.3	68.0
Chhattisgarh ...	7,616	7,843	4,893	4,893	63.9	62.4
Berar ..	14,725	16,719	7,232	8,857	49.2	52.4
Total ...	42,180	46,735	23,909	27,509	56.6	58.7

For the second year in succession, the best results were obtained by the Jubbulpore circle and the worst by Berar. Nearly all Inspectors report that the system of holding promotion examinations of classes I, II and III by headmasters is not a success, and that a considerable number of unfit candidates are being promoted every year. The opinion is expressed that, if this system is allowed to continue, there will inevitably be an agitation for the lowering of the standard of the primary certificate examination. The results in the Nagpur district were moderate and only five scholarships were gained in the Middle School Scholarship examination as compared with 42 last year. With reference to the results obtained by municipal schools, the Inspector of the Nagpur circle says; "In spite of educated surroundings, higher percentage of trained teachers and other favourable conditions, the percentage of passes in the municipal primary schools has not improved. Lack of adequate control has obviously resulted in a tendency amongst teachers to neglect their legitimate work, and it is not unlikely that the tendency to divert the attention of school children to pursuits outside the school curriculum has had some effect and retarded the development of the Nagpur

“child in comparison with the less-disturbed village boy. “This tendency has been partly checked at Chanda, “where the percentage of passes has improved this year. “The Senior Deputy Inspector, Chanda, reports that the “‘increase in the results of the schools under municipal- “‘ities is due to the condition of a fixed percentage of “‘passes to qualify the teacher for promotion in pay. “‘If such rules about the promotion of teachers are made “‘by the district council and frequent and untimely “‘transfers of teachers, irregular postings and want of “‘proper action against negligent teachers are put a stop “‘to, I am sure that their results would also show a vast “‘improvement.’ ” The above views are shared generally by the inspecting staff throughout the province.

The Inspector, Jubbulpore circle, reports that the results of the promotion and primary certificate examinations are poor, and suggests that these are the fruits of the fixed pay system, the absence of any relation between work and pay, the lack of records of work and character of individual teachers and the absence of attempts to enforce results. He also says that the primary examination varies too much from school to school, from Deputy Inspector to Deputy Inspector, and from year to year to be of any value as a test of school work. In the Nerbudda circle, poor results, viz., 54 per cent, were obtained in the Betul district, and were caused by general slackness and lack of discipline among the teachers.

95. **Physical training.**—The organization of a proper system of physical training for vernacular schools is a problem of considerable magnitude. The first step is to instruct the teachers under training in the normal schools. In the current year a number of normal schools have been provided with Physical Training Instructors who completed the course in the Spence Training College in March 1930. Gradually all normal schools will be supplied with Instructors, and by this means it is intended that every trained teacher shall be equipped to give proper physical training in vernacular schools. Meantime, some local bodies attempted to provide for physical training. In Amraoti, akhadas and scouting have been started under trained scout masters. The District Council, Akola, sent 20 teachers to receive physical training in akhadas started at Buldana,

96. Medical inspection.—The Inspector of Schools, Nagpur circle, reports that primary schools are regularly visited once a month in places where there are assistant medical officers. Beneficial results have already been noted in the Wardha and Bhandara districts. Visits paid by touring medical officers in rural areas have had little effect because the visits are few and far between. In malarial districts, teachers have been provided with a stock of quinine. One Deputy Inspector suggests that “if selected teachers are trained in vaccination, epidemics of small-pox will be effectively combated in rural areas.”

97. Factory schools.—The following aided factory schools were in existence at the close of the year :—

School.	Enrolment.	Grant.
		Rs.
Empress Mills factory school No. 2, Nagpur	44	2,306
G. B. Mills factory school, Jubbulpore	84	842
Lalbagh factory school, Burhanpur	113	1,807
Factory school, Badnera	111	961
Total	352	5,916

The number of schools declined from five to four. The Empress Mills Factory school No. 1 was closed on July 2nd, 1929. The boy-orderly school at Nagpur had 35 boys on the roll. This school is managed by the Nagpur Municipal Committee, which was given a grant of Rs. 1,125 for the purpose. The school is bilingual, but the Deputy Inspector reports that it would be better to confine it to one language, preferably Hindi. The average attendance in the Lalbagh school, Burhanpur, was 60 per cent, and out of six boys in class IV, four passed the primary certificate examination. The Inspector suggests the desirability of instituting a special curriculum in the three R's for this school, as it is open only during the leisure periods of the mills, and the boys cannot be expected to complete the full primary school course. The above schools, with the exception of the boy-orderly school, are attended solely by juvenile workers in mills.

The following unaided schools are attended by the children of mill-workers and other residents of mill areas :—

School.	Enrolment on 31st March 1930.
Sly mill school, Hinganghat	... 69
Pulgaon mill school	... 75
Ballarpur colliery school	... 42
Chanda colliery school	... 29
Total	... <u>215</u>

The enrolments in the Keymore Cement Factory school, and the anglo-vernacular middle and primary Gun Carriage Factory schools have not been reported.

One unaided factory school at Hinganghat was closed during the year. The Sly mill school is reported to be doing well and to be fortunate in possessing a model building. The quality of the teaching at the Pulgaon mill school is very poor.

98. **Adult schools.**—A scheme for the establishment of adult schools, based on Mr. Macnee's report on adult schools in the Punjab, was formulated by the department during the year. The object of the scheme is to provide facilities for the acquisition of literacy by illiterate adults. The scheme provided for the opening of fifty adult schools through the agency of co-operative societies and fifty by local authorities with the approval and assistance of the department, local authorities to receive a grant of Rs. 40 per school per annum. A provision of Rs. 2,000 was made for the purpose of grants-in-aid, but was not utilized owing to the financial stringency.

99. **In Berar circle.**—The number of night schools in Berar increased from 14 to 60 and the number of pupils from 279 to 1,671. In the Amraoti district, 45 new schools were opened by the district council with the co-operation of revenue officers. The Commissioner reports that the district councils of Amraoti and Akola have made an effort to tackle the problem of adult education by the provision of night schools and village libraries.

In Nagpur circle.—Night schools are springing up in workers' localities in the Nagpur district. The Secretary

Y. M. C. A., is reported to be actively interested in the work in Nagpur, and interesting and educative lantern slides are exhibited to adult classes of mail hands. The depressed classes society, aided both by Government and the municipal committee, manages four recognized night schools, three for boys and one for girls, with an enrolment of 77 and 27, respectively. The night school for depressed classes at Sironcha, which was opened in the previous year, was closed. The night class for forest guards at Allapalli continued to work as before.

In Jubbulpore circle.—The Commissioner, Jubbulpore, says that there is a general attempt to organize continuation or night classes for adults in the Jubbulpore division, and feels certain that the movement can be fostered, as at Seoni, by village panchayats.

Total number of night schools.—The number of schools and pupils in the various circles was as follows :—

Circle.				Number of schools.	Enrolment.
Nagpur	...	...	...	7	194
Jubbulpore	...	...	...	39	1,054
Nerbudda	...	...	...	11	241
Chhattisgarh	...	...	...	...	...
Berar	...	...	...	60	1,671
Total				117	3,160

100. Special schools.—The Bhonsla deaf and dumb school, Nagpur, had 15 boys and 3 girls on the roll, as compared with 21 last year. The average attendance was nine. The total expenditure during the year was Rs. 3,238, including a grant of Rs. 969 from the Local Government. The work of the institution leaves much scope for improvement. The subjects taught are reading, writing, arithmetic, tailoring and knitting, but the results are not good.

The Blind Boys' Institution, Nagpur, managed by Mr. K. N. Wadegaonkar, who is himself blind, was recognized during the year. The enrolment is eleven boys, all of whom live on the premises and are well looked after. The Braille system is in vogue, and the methods

of instruction are reported to be well-adapted to the needs of the pupils. Music and knitting are also taught. Two part-time teachers help Mr. Wadegaonkar with the instruction. The institution meets at present in a rented bungalow in Craddock Town, but has been promised a site on which to erect a new building. The managing committee is keen and the school has done well during the year. The total expenditure for the year, amounted to Rs. 3,238, towards which Government contributed Rs. 735.

101. Local bodies and school committees.—The relations between local bodies and departmental officers continued to be cordial. A tendency to disregard the advice, recommendations and suggestions given by Deputy Inspectors to local bodies was, however, clearly visible. Municipal committees generally revealed a keen appreciation of their responsibilities, and, in Chhattisgarh especially, have shown a readiness to introduce compulsion, increase the teaching staff, provide proper accommodation and adopt reasonable scales of pay. In some districts the administration of the schools has been marked by unsatisfactory features, such as a disproportionate number of transfers of teachers and the employment of teachers in political propaganda to the detriment of their legitimate work. Thus in Nimar 93 transfers out of a total cadre of 269 teachers, were made. In Buldana 549 out of 1,025 teachers were transferred in the course of the year. In Betul district teachers were used by the district council for political propaganda. In Raipur the supervisors seem to have been employed chiefly to stir up the teachers to take an active part in political propaganda. *Quis custodes custodiet?*

School committees are reported to have been generally apathetic.

102. Assistance by revenue officers.—In the Nagpur division, the interest taken by these officers has grown of recent years, and their visits to schools have been more frequent, especially in the Chanda and Balaghat districts. These visits have been generally useful, but school committees have been slow to move. The Commissioner, Jubbulpore, says: "All touring officers should impress on "school committees and any persons of local influence "the absolute necessity of keeping boys at school through- "out the four classes, if education is to have any effect "on the general illiteracy. It has been suggested that,

“as one of the forms of village uplift, parents’ unions should be formed to insist on the regular and continued attendance of boys of school-going age. If anything of this sort could be organized, it would be all to the good.” In the Nerbudda circle, 485 out of 649 vernacular schools were inspected by Tahsildars or Naib-Tahsildars. These visits were appreciated by school committees and gave an impetus to enrolment and attendance. In Chhattisgarh, the number of schools visited by Tahsildars and Naib-Tahsildars has decreased considerably. The Commissioner, Berar, also reports that inspections by Tahsildars and Naib-Tahsildars were inadequate in some taluqs. He is unable “to endorse the view that, in the present changed conditions, subordinate revenue officers can do very little in the matter of securing better enrolment or attendance. With close co-operation, which exists in many cases between local bodies and officers, much useful work can be done with regard to the spread of education and general uplift.”

103. General.—The condition of primary schools cannot be called satisfactory, and there is urgent need for focussing the attention of district councils and other local bodies on the need for the better administration of their educational systems. It may be admitted that progress is retarded by financial stringency, but wastage can be reduced and efficiency increased by closer supervision and a better appreciation of their responsibilities by school committees and teaching staffs. The Inspector of Schools, Berar, writes: “In the large majority of rural schools not more than one hour’s real work is done in a day, until just before the examination when pupils are kept at school often till it is nearly dark. In no instance where I have paid a surprise visit to a primary school have I found all the staff present. More than once, no teacher at all has been found on the premises when I arrived. Written work in all subjects is sadly neglected and much of the teaching is casual and haphazard. Discipline is weak and punctuality merely a name. It is one of the most depressing features in primary school administration that the lessons presumably learnt in the normal schools are so soon forgotten.” Never was there greater need for adequate inspection and supervision by the State and never was there greater need for adequate executive administration

by the local bodies. Without such inspection and without such administration, no solid progress can be effected. Government and local authorities, properly regarded, are partners in a great beneficent scheme for the promotion of education, and local authorities can no more do without inspection and supervision by Government than Government can do without effective administration by local bodies.

CHAPTER VI.

EDUCATION OF GIRLS.

104. Numbers.—The numbers of schools and pupils, excluding European schools, are shown in the comparative table below :—

	Government.		Municipal and District Council.		Aided.		Unaided but recognized.		Total.	
	1928-29.	1929-30.	1928-29.	1929-30.	1928-29.	1929-30.	1928-29.	1929-30.	1928-29.	1929-30.
<i>A.—Schools.</i>										
High Schools ...	1	1	...	..	3	4	1	...	5	5
Anglo-Vernacular Middle Schools.	1	1	...	...	7	8	1	...	9	9
Vernacular Middle Schools.	23	26	...	...	16	16	1	1	40	43
Primary schools ...	255	252	19	36	52	57	17	18	343	363
Other schools (special)...	2	2	...	...	7	7	...	...	9	9
Total ...	282	282	19	36	85	92	20	19	406	429
<i>B.—Pupils.</i>										
High schools ...	41	56	...	...	106	130	14	...	161	186
Anglo-Vernacular middle schools.	131	132	...	...	700	786	30	...	861	918
Vernacular Middle schools.	3,351	3,679	...	...	1,805	1,788	87	87	5,243	5,554
Primary schools ...	17,465	18,041	1,245	2,297	3,802	4,130	1,036	1,038	23,548	25,506
Other schools (special)...	136	160	...	...	485	526	...	...	621	586
Total ...	21,124	22,068	1,245	2,297	6,898	7,360	1,167	1,125	30,434	32,850

In addition there were 43 unrecognized schools with 2,482 pupils, an increase of 16 and 695, respectively, over the previous year.

105. The number of scholars (including girls in schools for boys) in all recognized institutions increased from 49,175 to 53,479 of whom 36,296 were higher Hindus and 6,617 Muhammadans. In the Nerbudda circle, the number of primary and vernacular middle schools remained constant, but there was a slight increase in the number of pupils. In Berar, the enrolment and attendance showed a steady increase in practically every school; the suspension of admissions was imperative in many schools owing to lack of accommodation. There was an increase in the number of girls' schools in Nagpur, Buldana, Amraoti, Yeotmal and Wardha districts.

106. Ladies' committees.—The spirit of progress is abroad. Ladies committees are in existence at Yeotmal, Akola, Amraoti, Khamgaon and Shegaon, and they are reported to be actively interested in the development of the schools concerned. New committees have recently been formed at remote rural schools, viz., Mehkar, Surji, Karanja and Nandura. The schools at Chanda and Brahmapuri have ladies on their committees. Along with the Teachers' Conference at Balaghat, a Ladies' Educational Conference and Girls' sports were organized. These served as useful propaganda for the spread of education among girls.

107. Urdu schools.—In all districts there is a difficulty in the staffing of Muhammadan schools. The Inspectress of the Nagpur circle says that there is a need for trained women teachers in Muhammadan schools. Many of the schools are in charge of old retired masters, of whom only a few have passed an examination higher than the primary examination.

108. Increase in number of pupils of aboriginal tribes.—The number of girls under instruction was 1,410, an increase of 463. Of these, 1,159 girls are in the Jubbulpore circle.

109. Mission schools.—The mission schools are reported to be well-managed and well-equipped, and their examination results are good.

110. Number of students in colleges.—The number of women students in the Arts and Science Colleges was 32, against 33 last year. Of these, 21 were in Morris College, six in King Edward College, three in the College of Science, and two in Hislop College. There were also three women students in the B. T. class and three in the T. T. C. classes at Spence Training College.

111. Anglo-vernacular schools.—The number of Anglo-vernacular schools remained the same as last year, viz., 14, and the number of pupils rose from 1,022 to 1,104. Of the five high schools, the high school at Amraoti is maintained by Government, and the C. E. Z. school at Katni, the Johnson Girls' high school at Jubbulpore, the Burgess Memorial girls' school at Bilaspur and the St. Ursula high school for girls, Nagpur, are aided institutions. The number of girls on the rolls at Amraoti was 188, an increase of 16 over the previous year. Nine girls were sent up for the High School Certificate examination and seven passed, of whom two were placed in the first division, with distinction in Mathematics, Sanskrit and Marathi. Thirty girls were sent up for the High School Entrance examination, of whom 28 passed, and three scholarships were obtained. The results of St. Ursula's were also satisfactory. In the High School Certificate examination four girls were successful, of whom one obtained a first division with distinction in Sanskrit and Marathi. In the northern districts an exceptionally well-prepared group of pupils appeared from each school. Unfortunately, the date of the High School Certificate examination coincided with an epidemic of influenza of a particularly severe type. A large number of candidates fell ill, and by the end of the second week practically all were down with the disease. In the circumstances, the results were good and reflect credit on the girls, who displayed grit and tenacity in the face of much physical distress. Twenty-eight girls appeared for the examination, of whom 12 passed. In the High School Entrance and Scholarship examination, 64 appeared and 47 passed. The results of the Burgess Memorial girls' school were particularly good. Twenty candidates were sent in for the High School Scholarship and Entrance examination, and all passed.

112. Vernacular middle schools.—The number of schools increased by three from 40 to 43 and the number

of pupils by 311, from 5,243 to 5,554. The schools are reported to be doing quite well, although understaffed and hopelessly overcrowded. The mistresses are keen and hard-working, and the tone and discipline of the schools are good. There are six schools in the Nagpur circle, in which English is taught, but this subject had to be discontinued at the Amraoti City Urdu girls' school owing to want of enthusiasm and keenness on the part of the staff.

113. Primary schools.—The number of primary schools increased from 343 to 363, and the number of pupils from 23,548 to 25,506. The increase in the number of pupils is general in all divisions of the province. The opening of new girls' schools has been transferred to local bodies which are not, however, showing much enthusiasm in this matter. The tone and discipline of the schools are reported to be generally satisfactory. Fair progress in instruction is reported, but there is said to be a lack of organization and enthusiasm and a dullness of school atmosphere which militate against success. Attendance in rural areas is still a problem, but in large villages there are signs of improvement in this respect. Many school buildings need extension in order to provide for the increasing number of children.

114. Distribution among classes.—The following table shows the number of girls in each class in 1928-29 and 1929-30 :—

—		1928-29.	1929-30.
Class I	...	29,645	31,248
Class II	...	8,143	9,324
Class III	...	5,243	6,067
Class IV	...	3,552	4,016
Total		46,583	50,655

In the Nagpur circle, out of 7,979 girls as many as 4,643 are in class I, and only 726 are in class IV. In Damoh district, there are 384 girls in class I and four in class IV. The figures are similar in all districts. All authorities are agreed that the wastage is due mainly to social customs and early marriage, and that the introduction of the Sarda Act may effect an improvement. Economic depression, especially among the depressed classes, may also have had an effect.

115. Results of the primary examination.—2,391 candidates appeared for the examination and 1,439, or 60.2 per cent, passed, as compared with 58.8 per cent last year. The Inspectress, Nagpur circle, reports that there was an improvement in her circle, except in Berar, where the percentage of passes was only 50. Urdu schools are backward, and the results cannot be expected to improve until they are better staffed. The chief subject of failure was arithmetic.

116. Teaching staff.—In Government vernacular girls' schools in the Nagpur circle there were 433 teachers, including 270 women, of whom 214 were trained, and of the 163 men teachers 90 were employed in Urdu schools. In the Jubbulpore circle there were 356 teachers of whom 239 were trained. The percentages of trained teachers in the two circles were thus 49.4 and 67.1, respectively.

117. In the Jubbulpore circle.—There was a large number of untrained teachers in Chhattisgarh and Nimar, most of whom were incompetent. Some of the masters worked in the same school as their wives, and this arrangement answered very well in rural areas.

118. In the Nagpur circle.—In the Nagpur circle the majority of teachers in municipal schools are untrained and the quality of the instruction can only be classed as moderate. Better teachers are required in vernacular middle schools. Marathi schools, except in the interior, are fairly well staffed, but the provision of teachers for Urdu schools is difficult, as there is no Urdu normal school for women in the province. Arrangements have been made for Muhammadan girls to learn Marathi up to standard IV, after which they can join the Normal School for women, Amraoti.

119. Girls in boys' schools.—The numbers in the various circles are given in the following table:—

Circle.		Vernacular middle schools.	Primary schools.
Nagpur	...	330	2,057
Jubbulpore	...	122	2,835
Nerbudda	...	38	1,970
Chhattisgarh	...	209	4,314
Berar	...	1,575	7,259
Total		2,274	18,435

This shows an increase of 4,128 girls over the figures of last year, and the increase took place in nearly all districts. Raipur district, however, shows a decrease of 328 girls in boys' schools. The Inspector, Berar, considers that the system of awarding bonuses for encouraging the attendance of girls in boys' schools is proving satisfactory. The Commissioner, Jubbulpore, doubts whether the system can have any effect on female illiteracy, because the girls are almost certain to be taken away from school before they have even reached class III and practically the whole number must eventually relapse into illiteracy. The effort made at Seoni last year to prevail on the people to send small girls to boys' schools seems to have spent itself. In this district there is much apathy among village panchayats, through whom the movement for the uplift of rural areas is being carried out. In towns, co-education is not favoured by parents and guardians, but in villages antipathy seems to be disappearing. Parents would rather send their girls to boys' schools than leave them without education.

120. Training institutions.—The Training Class for Women, Hawabagh, Jubbulpore, was opened two years ago with two students, as an experimental measure, to meet the demand of missions who wished to have teachers and students trained for secondary schools, but were unable to obtain accommodation for them in the Spence Training College or in colleges outside the province. Last year five more girls joined. Two of the five first year students receive Government scholarships. The course followed is that studied in the Chandbag Training College, Lucknow, and consists of Pedagogical subjects, Domestic Science and English. Great stress is laid on practical teaching, each student having to put in 135 hours' teaching during the course, in addition to attending 25 model lessons. The committee consists of the Principal, Spence Training College, the head of the Women's Training Class, and the Inspectress of Schools.

Two students passed the examination, one in the first division in Practical and second division in Theoretical and the other in the second division in both parts.

The number of normal schools remained stationary at six, but the number of students decreased from 236 to 214. The Christian normal school for women was

transferred from Jubbulpore to Khandwa and re-opened with 50 girls under training. The main difficulty at present is accommodation. There were only 15 students in the Burgess Memorial normal school at Bilaspur and the numbers are gradually decreasing, as only a sufficient number of teachers to replace wastage is being trained. The work in this school is reported to be satisfactory. At Katni, the work of the C. E. Z. normal school has improved, and there were 25 students on the rolls. In the Normal School at Amraoti, there were 74 students, an increase of nine over last year. There is no lack of candidates for admission and the numbers could be increased to 100 if there were sufficient hostel accommodation.

The results of the senior and junior Women Teacher Certificate examinations were satisfactory.

The following table shows the results :—

Examination.			No. of candidates.	No. of passes.	Percentage of passes.
Junior	...	...	46	39	84.8
Senior	...	...	51	46	90.2

The work of the Kindergarten training class, Nagpur, is reported favourably, although there were only 13 students on the roll. The Inspectress of Schools suggests the desirability of attracting to this class a better type of student who would, in addition to Kindergarten methods, give time to infant welfare work, and become qualified to teach in nursery schools.

121. **Special schools.**—The industrial school at Saugor, with 93 residents under the management of the Swedish Mission, is making good progress. There were two small unaided and unrecognized industrial classes at Sohagpur and Balodagahan, in which various industries, e.g., toy-making, needle-work, are carried on, and both institutions were successful in selling their work.

122. **Adult schools.**—The only recognized adult institution in the Jubbulpore circle is the C. E. Z. Mission at Jubbulpore, where 260 ladies receive regular instruction. The U. F. C. Mission at Nagpur and a private

society at Akola carry on this type of work, but not on the same scale. The home class at Akola continued to do valuable work.

123. Physical education.—The teaching has improved of recent years, and stress is laid on it. Drill in Government schools is reported to have improved, and a great improvement is also noticeable in mission schools. A great deal, however, remains to be done before this important branch of education can be said to be in a satisfactory state.

124. Scholarships.—The full number of Arts and Science College scholarships (4) and scholarships tenable in high and anglo-vernacular middle schools (56) was awarded. Of the 95 vernacular middle school scholarships, 55 were awarded in the Jubbulpore circle and 16, out of 40, in the Nagpur circle. No candidates from the Nagpur, Bhandara, Balaghat, Yeotmal and Chhindwara districts were able to secure scholarships.

125. Girl Guides.—The report of the Provincial Girl Guides Association provides satisfactory reading. The sphere of action has been extended and the number of guides has increased. The statistics show that there are now 118 guiders, 52 cadets, 1,110 guides, 464 blue-birds, 2 cadet corps, 43 companies, 23 flocks and 2 lone circles. Nine guiders were sent to the all-India Camp at Poona in October. The accounts show a balance in hand of Rs. 4,560-15-1. A grant of Rs. 2,500 was made to the Association.

CHAPTER VII.

MUHAMMADAN EDUCATION.

126. Numbers and distribution.—The total number of Muhammadan pupils increased by 2,279, from 42,617 to 44,896. There were 1,552 pupils in unrecognized schools. The largest increase, 1,954, occurred in primary schools. Middle and high schools show increases of 83 and 156, respectively, while the numbers in normal schools dropped from 123 to 112. It is significant that there is not a single Muhammadan girl in high schools or colleges.

The following comparative table shows the number of pupils in each stage of instruction :—

Stages.	1928-29.		1929-30.		Increase or decrease	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Colleges ...	127	...	142	...	+ 15	...
High schools ...	542	...	698	...	+156	...
Middle schools ...	4,391	21	4,471	24	+ 8J	+ 3
Primary schools ...	30,110	5,525	31,055	6,534	+945	+1,009
Normal schools ...	120	3	110	2	- 10	- 1
Other special schools.	243	59	250	58	+ 7	- 1
Unrecognized schools.	795	680	834	718	+ 38	+ 38
Total ...	36,329	6,288	37,560	7,336	+1,231	+1,048

127. Percentage to total number under instruction.—

The following comparative statement shows the percentage of Muhammadan pupils (boys and girls) to the total number of pupils under instruction in recognized institutions :—

Stages.	Total number of pupils.		Number of Muhammadan pupils.		Percentage.	
	1928-29.	1929-30.	1928-29.	1929-30.	1928-29.	1929-30.
Colleges ...	2,024	2,140	127	142	6.27	6.66
Secondary schools.	51,457	54,329	4,954	5,193	9.63	9.58
Primary schools	3,64,080	3,76,587	35,635	37,589	9.79	9.98
Special schools	3,082	4,787	425	420	13.79	8.77
Total ...	4,20,613	4,37,843	41,141	43,344	9.78	9.90

128. In Berar, where the Muhammadans comprise 8 per cent of the total population, Muhammadan pupils account for over 14 per cent of the total number of pupils. The Commissioner, Berar, writes that it is gratifying that Muhammadan education is making such rapid progress and

is more than holding its own even with the education of the higher classes of Hindus. The Inspector, Berar, reports that the signs are distinctly promising and that the demand for education continues to increase, even though the classes are not yet quite full in Anglo-vernacular schools. This is due to lack of ability to pay fees and to maintain boys in schools and hostels. There is a great need for local leaders to collect money and to arrange for its distribution among deserving scholars. The standard of teaching in most Muhammadan institutions is not on a par with the better Marathi schools, although a slight improvement was noted in the standards of instruction.

129. Collegiate education.—The number of Muhammadan students in colleges increased by 15, from 127 to 142. Of these, 106 were studying Arts and Science, 8 law, 15 education and 9 agriculture.

130. Anglo-vernacular education.—The results of the High School Certificate examination for Muhammadan high schools are shown in the following table:—

Schools	Number appeared.	Number passed.				Percentage of passes.	Distinctions.
		I Division.	II Division.	III Division.	Total.		
Amraoti ...	29	1	12	8	21	72.4	
Hakmia Coronation Burhanpur.	6	1	4	...	5	83.3	Math. ... 2
Anjuman, Nagpur ...	25	...	2	6	8	32.0	...
Robert on, Jubbulpore.	10	...	2	4	6	60.0	...
Quaderia, Burhanpur	7	...	2	...	2	28.6	Urdu 1
Total ...	77	2	22	18	42	54.5	3

All the available scholarships, viz., 16 high school and 19 middle school, were awarded.

131. Vernacular education.—The following table shows the distribution of pupils among primary school classes:—

Class.	Boys.	Girls.
I	...	...
II	13,345	4,591
III	7,274	1,102
IV	5,670	560
	4,766	281
Total	31,055	6,534

The sharp decline in the number of girls in the higher classes is particularly noticeable.

CHAPTER VIII.

EDUCATION OF DEPRESSED CLASSES.

132. Numbers and distribution.—The total number of pupils of the depressed classes increased by 1,372 from 43,487 to 44,859, as compared with an increase of 2,639 last year. There were 867 boys and 136 girls in unrecognized institutions, a decrease of 244 and an increase of 92, respectively. In adult schools there were 736 pupils, including one girl, an increase of 572 over 1928-29. The distribution of pupils among the various classes in recognized schools is shown in the following table:—

Class.	Boys.			Girls.			
	1928-29.	1929-30.	Increase or decrease.	1928-29.	1929-30.	Increase or decrease.	
Primary	Class I ...	17,172	17,302	+ 130	1,608	1,478	- 130
	Class II ...	8,810	9,022	+ 212	347	387	+ 40
	Class III...	6,750	6,986	+ 236	248	235	- 13
	Class IV..	5,042	5,379	+ 337	165	172	+ 7
	Total ..	37,774	38,689	+ 915	2,368	2,272	- 96
Middle	Class V ...	897	850	- 47	33	15	- 18
	Class VI...	480	571	+ 91	10	9	- 1
	Class VII	357	376	+ 19	2	3	+ 1
	Class VIII	119	147	+ 28	...	...	...
	Total ...	1,853	1,944	+ 91	45	27	- 18
High ...	Class IX...	38	72	+ 34	...	...	...
	Class X ...	25	30	+ 5	...	...	...
	Class XI...	12	16	+ 4	...	...	...
Total ...	75	118	+ 43	...	...	...
GRAND TOTAL ...	39,702	40,751	+1,049	2,413	2,299	-114	

It will be seen that out of 40,751 boys in schools, as many as 38,689 were in the primary schools. Of these, about 45 per cent were in class I. All classes in the primary stage show an increase over the figures of last year. With the exception of 11 girls in the normal and training schools, no girls received instruction higher than in class VII of the middle stage. There is a decrease of 130 girls in class I.

133. The enrolment increased in the Nagpur and Chhattisgarh circles and decreased in the Berar, Jubbulpore and Nerbudda circles.

In Berar.—In Berar, there was a decline in the attendance of boys from 12,589 to 11,903. The decrease is attributed to economic conditions. In Buldana and Yeotmal, where crops were better, lack of encouragement is reported to be a contributory cause. There are seven hostels, five of which are aided by Government. In the circle, there are seven special schools for depressed classes, and two others where special classes are held. The District Council, Akola, awarded scholarships to boys of the depressed classes and appointed a depressed class teacher in every school containing 20 or more boys of the community.

In Nagpur circle.—In Nagpur circle, the number of pupils in primary schools was 11,339 against 10,305 last year. There was also a slight increase in middle and high schools, and a decrease from ten to seven in the number of boys attending vocational schools. Five schools in Nagpur were closed during the year. All the girls' schools are under private management.

In Chhattisgarh circle.—The Inspector, Chhattisgarh, reports an increase of 708 boys, including 460 in the primary stage and 11 in the middle stage.

In Jubbulpore circle.—The following table gives the number of pupils in each stage of instruction in the Jubbulpore circle :—

Schools.	1928-29.	1929-30.	Increase or decrease.
Primary	4,362	4,312	-50
Vernacular Middle	113	116	+ 3
Anglo-Vernacular Middle	62	50	-12
High	6	10	+ 4
Total	4,543	4,488	-55

In Nerbudda circle.—In Nerbudda circle, the numbers fell from 3,040 boys and 65 girls to 2,862 and 57, respectively. The decrease in enrolment occurred mainly in the Narsinghpur and Hoshangabad districts and is reported to be due partly to economic conditions and partly to indifference.

134. Collegiate education.—Nineteen students were enrolled in the Arts and Science Colleges, an increase of seven over the previous year. There were no depressed classes students in professional colleges.

135. Normal schools.—There were 39 boys and 11 girls in normal and training schools, an increase of four and six, respectively, over last year.

136. Scholarships.—Of five college, 18 high school and 30 middle school scholarships provided, all were awarded. The District Council, Akola, continued the award of ten scholarships of Rs. 2 each to boys of the community reading in class IV in compulsory areas.

137. Bonuses.—Rs. 5,088 were distributed to primary school teachers as bonuses for passing depressed class boys in the primary certificate examination, as compared with Rs. 5,166 last year. Of this Rs. 1,527 was paid in Berar.

138. Disabilities.—A weakening in the opposition to the admission of the depressed classes is reported in some of the Berar districts. The Inspector, Nagpur, reports that, except to some extent in the Balaghat district, the prejudice against untouchability seems to have died down and children of all classes mix freely in schools.

In Chhattisgarh, there is said to be scope for local bodies to do more by way of encouragement and more concentrated efforts. The mission vernacular schools are prominent in their efforts to encourage and provide education among the depressed classes.

139. Education of aboriginal and forest tribes.—The Aided Gond school at Nagpur is well managed by a committee of educated Gond gentlemen. There were 41 boys and 20 girls on the rolls against 25 and 15, respectively, last year.

CHAPTER IX.

EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

140. Higher education.—The number of Europeans and Anglo-Indians studying in Arts and Science Colleges decreased by eight from 23 to 15. Of these, 13 were men and 2 women. There were 10 students taking professional courses, of whom one was studying Law in the Nagpur University Law College, one Medicine in the Grant Medical College, Bombay, and eight, including seven women, were under training as teachers at St. Bede's College, Simla, St. Mary's Training College, Poona, and the Chelmsford Training College, Ghora Gali (Punjab).

141. Institutions and pupils.—Among institutions classified as European and English teaching schools, 1 primary school at Harda was closed during the year owing to a reduction in the railway staff. A new primary school, opened by the Great Indian Peninsula Railway at Ajni, was recognized by the department. The number of high schools increased by one, owing to the recognition granted to the new high school classes opened in the Holy Cross Convent School, Amraoti. The total number of institutions amounted to 9 high schools, 10 middle schools and 17 primary schools, each department of a school being reckoned as a separate institution.

142. Number of pupils.—During the year under report, there was a decrease in the number of boys from 1,251 to 1,250 and an increase in the number of girls from 1,281 to 1,472. There was thus a net increase of 190 pupils from 2,532 to 2,722. These were distributed as follows :—

	Boys.	Girls.
High Schools	145	66
Middle Schools	317	292
Primary Schools	788	1,114

The numbers enrolled in high school classes rose from 178 to 211, representing 145 boys and 66 girls as compared

with 126 boys and 52 girls in the previous year. In middle schools, the number rose from 550 to 609, representing 317 boys and 292 girls as against 288 boys and 262 girls. The number in primary schools increased from 1,804 to 1,902. Of these, 788 were boys and 1,114 girls as against 837 boys and 967 girls last year.

143. Examination results.—The results in the Cambridge School Certificate and Junior local examinations are given in the following table:—

Examination.	Number appeared.	Number passed.	Percentage of passes.
Cambridge School Certificate ...	58	36	62.0
Junior local ...	104	49	47.0

The above figures exclude private candidates.

144. Teaching staff.—The position as regards the number of trained and untrained teachers in the various schools is as follows:—

	1928-29.	1929-30.	Increase.
Trained ...	67	76	9
Untrained ...	64	68	4
Total ...	131	144	13

The increase in the number of trained teachers during the year under report was due to the return of several teachers, who had gone for training in the previous year, to their respective institutions.

145. Cost of educating a pupil.—The average cost of educating a pupil in secondary schools works out at Rs. 16-10-0 per month as compared with Rs. 17-14-0 in the previous year. In primary schools, the cost was Rs. 6-4-0 per month as against Rs. 5-9-6.

146. Hostels.—The total number of hostels remained the same. The number of boarders decreased by 54, from 817 to 763. The cost per boarder varied in different institutions from Rs. 20 to Rs. 30 per month.

CHAPTER X.

TRAINING OF TEACHERS (MEN).

147. Spence Training College.—The total number of students on the roll was 129, an increase of seven as compared with last year. Of these, 26 were in the B. T. class, 48 in the second year T. T. C. class, 52 in the first year T. T. C. class and three in the Drawing class. There were three women students in the B. T. class and three in the T. T. C. class.

148. Staff.—Mr. E. A. Macnee was in charge of the college for the whole year except for the period September 3rd to December 10th, 1929, when Mr. G. G. Kanetkar officiated as Principal. Mr. H. D. Smellie, who was trained at the Y. M. C. A. School of Physical Education in Madras, joined the staff at the commencement of the session as Lecturer in Physical Education.

149. Examination results.—These are shown in the following table :—

Name of Examination.	No. of exami- nees.	No. of passes.	Percent- age of passes.
B. T.	26	25	96
T. T. C.	47	45	96

In the B. T. examination, two students attained a first class in practice. In the T. T. C. examination 13 students obtained a first class in theory and three in practice. Two ex-students were successful in passing this examination. Three students appeared for the High School Drawing Teachers' Certificate examination and all passed.

150. Courses of Training.—The course followed by the B. T. class is that prescribed by the Nagpur University, and special attention is devoted to the practical side of training. The first and second year students of the T. T. C. classes are divided in two sections, respectively, with approximately the same number of students in each section. One section in each year specializes in Physical Training, including lectures on Hygiene. The other section pursues the ordinary course of study. Pedagogical Drawing is

compulsory for all students undergoing training, and about 80 per cent were deemed to have gone through the course in this subject satisfactorily. Nineteen students of the second year T. T. C. class offered themselves for the Middle School Drawing Teachers' course, and 15 were successful. Only three pupils were admitted to the High School Drawing Teachers' class. It appears that the supply of trained drawing teachers exceeds the demand and that the need of high schools for such teachers has been satisfied for the present. One of the class-rooms was set apart for Geography teaching and was specially fitted up for the purpose.

151. **Manual Training.**—This subject was compulsory for all T. T. C. students who did not take up gardening. Much of the work done was connected with other school subjects. Manual work is a useful corrective to excessive book learning, and all the undergraduate students were required to do some useful and systematic work with their hands.

152. **Gardening.**—The experiment of allowing students to take up gardening as an alternative to Manual Training was continued for a second year. Ten students in the second year and 14 in the first year T. T. C. class elected to take this subject. Fair crops of vegetables and cereals were raised.

153. **Games.**—Games were played with enthusiasm all through the year and the inter-section tournaments were particularly keen. The hockey and football teams arranged a short tour to Nainpur, Seoni, Chhindwara and Mandla.

154. **Physical Training.**—The classes in physical education were continued on the lines described in last year's report. Forty-nine T. T. C. students were enrolled in these classes, of whom 25 were in the first year and 24 in the second year. These students have had "an intensive training in all kinds of physical activities, including games, athletics, indigenous movements, all the formal exercises (with and without equipment) and self-testing activities. The training also included courses in health education, organization of physical education, theory of physical activities, remedial gymnastics, play and playground, anatomy, physiology, hygiene and first aid".

The effect on the students themselves may be gauged by the fact that the second year T. T. C. class won the Governor's cup for excellence in games.

155. General.—The relations between the staff and students were cordial and there was no disciplinary trouble except for one suspected case of theft in the hostel. Scouting was carried on with enthusiasm, and a small troop library was started during the session. The average number of students living in the college hostel was 92. Arrangements for the boarding and lodging of women students present serious difficulties. The Principal suggests that a possible solution of the problem may be to build a special block for women students of this college as part of the proposed hostel for the Government anglo-vernacular middle school for girls.

The College Council continued to do useful work, and its meetings were characterized by a spirit of co-operation and concern for the common good. The Spence Training College Annual was published for the fourth time in 1930 and helped to keep the schools of the province in touch with the Training College and with new ideas in teaching.

156. Normal schools for men.—The number of these schools (all of which are maintained by Government) decreased from 11 to 10 owing to the closure of the school at Saugor. The number of students increased from 1,142 to 1,155. The number of stipends sanctioned for award to first year students was 530 as compared with 480 in the previous year. Accommodation in the normal schools is adequate and the equipment is sufficient except in Berar.

The Berar Inspector remarks that the existence of a large number of untrained teachers in primary schools indicates the need of increasing the number of students in normal schools. "Chiefly in the interest of economy, proposals have been submitted for the expansion of existing schools, though one cannot help feeling that the proper place for a normal school is in some typically rural area."

In the Nerbudda circle, the number of stipends and sections has been reduced from 150 and 6 to 100 and 4, respectively, as most of the vernacular schools have now been staffed with trained teachers.

One first year section at Bilaspur was reserved for untrained teachers from the Raipur and Drug District Council services. The general attainments of the section, however, are reported to be low.

The Inspector, Chhattisgarh circle, says: "There is no doubt that the pedagogy taught in our normal schools is somewhat out of date and methods followed are too much of the secondary school type. I trust that the new syllabus will infuse new life into primary school methods."

The instruction in general is reported to be satisfactory, although there is all too often a lack of life and personality in the practical teaching. The Inspector, Jabulpore circle, complains that the course is too literary and that it tends to unfit students for village life. There is a general complaint that the material in the normal schools is, for the most part, unpromising.

157. Examination results.—537 students appeared for the primary or, as it is sometimes called, second year trained teachers' certificate and 495 or 92.2 per cent passed as compared with 82.5 per cent last year. For the vernacular middle or third year trained teachers' certificate, 183 students appeared and 175 or 95.6 per cent passed, an increase of 0.7 per cent over the last year. The total percentage of passes was 93.1 as compared with 85.4 in 1928-29 and 87.6 in 1927-28.

158. Expenditure.—The expenditure on normal schools amounted to Rs. 3,41,293 as compared with Rs. 3,36,445 in the year 1928-29, and the cost per pupil, including stipends, increased from Rs. 294-9-9 to Rs. 295-7-11.

159. Activities.—Games are played in all normal schools, and students are engaged in healthy in-door and out-door activities. Certain schools are reported to be doing particularly well in scouting. The teaching and playing of minor games, involving little or no outlay, and playable in restricted areas, are becoming more popular. At Akola, the cause of village uplift has been receiving attention, and a determined effort has been made to do some good in the neighbourhood. The general tone and discipline remained satisfactory throughout the year.

CHAPTER XI.

MISCELLANEOUS.

160. Jain education.—The total number of Jains under instruction in recognized schools increased by 408, from 6,876 to 7,284, of whom 15 were in colleges, 1,037 in secondary schools, 6,210 in primary schools and 22 in special schools.

161. Text-book Committee.—187 books were under consideration at the end of the year 1928-29 and 586 books were received during the last year, making a total of 773. Of these, 85 were sanctioned as text-books, 372 as prize and library books, 36 were rejected, leaving 280 under consideration at the end of the year.

162. Government Engineering School, Nagpur.—The total number of students on the roll on the 31st March was 174 against 177 in the previous year. They were distributed as follows:—

Year.	Over-seer.	Sub-over-seer.	Mechanical.	Automobile.	Motor mechanics.
First	13	21	15	9	...
Second	11	15	12	..	5
Third	15	...	9	...	6
Fourth	15	...	10	...	5
Total	67	36	46	9	16

In addition, there were in the course of the session 11 students in the oil engine class.

The professional examinations at the end of the various courses are all conducted by external examiners appointed by the Board of Control and the Advisory Board. The results were satisfactory, as shown in the following table:—

Examination.	Number of examinees.	Number of passes.	Percentage of passes.
Overseer	18	12	66.7
Sub-Overseer	14	13	92.9
Mechanical Engineering (Theory)	9	6	66.7
Mechanical Engineering (Practical)	11	9	81.8
Motor Mechanics	5	5	1.0
Oil Engine	18	18	100

This table does not include figures for those students who failed on a previous occasion.

No difficulty was experienced in obtaining suitable candidates for admission to the different courses. There is a marked improvement each year in the educational qualifications of the candidates appearing in the entrance examinations. All passed students in Civil Engineering, Overseer and Sub-Overseer obtained employment. A slight difficulty was obtained by the mechanical engineers owing to trade depression in the province, on account of which a number of industrial plants, chiefly ginning and pressing factories, were closed during the working season.

The value of the work done by the repairing department was Rs. 15,492 and the amount earned for the treasury was Rs. 8,224. The corresponding figures for the previous year were Rs. 14,334 and Rs. 7,269, respectively.

Games were played, but difficulties were experienced on account of the unfenced condition of the playing field. The discipline of the school remained good.

The thanks of the department are due to the members of the Board of Control and Advisory Board for their expert advice and assistance on all occasions in the management of the school and to the managers of mills and engineering workshops and the officers of the Public Works Department for their efficient and satisfactory supervision of students under practical training.

163. Rajkumar College, Raipur.—The college roll numbered 46 as against 51 in April 1929. Of this number, the majority hailed, as usual, from the States of the Central Provinces and Orissa. The managing committee has approved of the formation of a number of joint messes in the Boarding Homes for Kumars of similar castes, provided the consent of parents and guardians is given in every case. Another measure which will be introduced as soon as financial considerations admit is the addition of an alternative final examination to the college course. Kumars will be entitled to appear for the Central Provinces High School Certificate examination as private candidates.

No Kumars appeared for the Chiefs' Colleges Diploma examination in April 1930. Of the four who appeared in 1929, all passed in the second division and three gained one or more distinctions.

The college was inspected on the 14th and 15th January 1930 by Mr. Littlehailes, C.I.E., Educational Commissioner with the Government of India.

164. Other institutions.—Information regarding the working of the Agricultural College, Nagpur, the Agricultural School, Powarkheda, the Robertson Medical School, Nagpur, and the industrial schools is contained in reports published by the various departments in control.

165. St. John's Ambulance Association.—The Provincial Centre has been in existence for 19 years and continues to make steady progress. Forty-six classes (36 in First Aid, nine in Home Hygiene and one in Home Nursing) were held in 10 districts, *viz.*, 18 classes at Raipur, 10 at Nagpur, five at Jubbulpore, four at Bilaspur, two each at Chhindwara, Amraoti and Yeotmal and one each at Mandla, Khandwa and Drug. Of these, four classes were composed of policemen, six of the G. I. P. Railway staff, seven of manganese mines workmen and staff, 13 of students of Government high schools, eight of students of normal schools for men, two of students of normal schools for women, five of women of the Poona Seva Sadan Society, Nagpur Branch, and one of members of the Hanuman Akhada at Yeotmal. There was a marked increase in the numbers instructed during the year, 652 persons receiving training compared with 455 in the previous year.

The above figures do not include pupils taking the MacKenzie School course in First Aid, Hygiene and Sanitation which has been progressing very satisfactorily. During the year, 698 pupils received instruction, of whom 680 (compared with 644 in the preceding year) received certificates.

The Provincial Centre has on its roll three life members, 14 annual members and two associates.

166. Boy Scouts Association.—Another year of great activity is reported under the able direction of Mr. J. W. Houghton, the organizing secretary. It would be difficult to overestimate the valuable and healthy influence which the Boy Scout movement is exercising on the lives of the boys of this province. The total number of scouts, cubs, rovers and officers increased by 8,642, from 20,159 to 28,801. The following table shows the

remarkable increase in the strength of the movement during the last decade :—

Year.	Warranted Officers.	Rovers.	Scouts.	Cubs.	Total.
1921	61	...	620	67	748
1922	87	...	1,449	109	1,645
1923	165	...	2,517	160	2,842
1924	217	...	3,425	281	3,923
1925	150	279	3,601	1,051	5,081
1926	225	402	4,240	1,526	6,393
1927	289	398	4,910	2,375	7,972
1928	1,038	843	8,022	3,525	13,428
1929	1,453	670	11,703	6,293	20,119
1930	1,972	702	15,813	10,324	28,811

The question of the efficiency of scouts is being vigorously tackled. One of the chief aims of the movement is the inculcation of the spirit of service, and the lowest standard that can be expected is that of the second class scout, if scouts are to be called upon to render adequate service in any real shape or form. The present position can be gauged by the fact that, in these provinces, there are 79 King's scouts, 383 first class scouts and 2,452 second class scouts. The training of scout-masters and cub-masters has become increasingly difficult owing to the small number of training staff. 476 scouts of these provinces have been awarded the Bronze Medallion of the Royal Life Saving Society. Cases of fire fighting, rescue from drowning, rendering first aid at motor car accidents, helping bullock wagons across river beds, rescue from collapse of buildings, are reported among the activities of the scouts. During the last four years, eleven scouts have won crosses for Gallantry. Scouts are also being continually asked to render help at conferences, religious processions and tournaments.

A conference of executive members of districts in the province was held on December 18th, 19th and 20th, 1929, under the patronage of His Excellency the Governor, who is the Chief Scout of the Central Provinces and Berar.

Twelve scouts and scouters from these provinces attended the Jamboree in England.

167. Acknowledgments.—In conclusion, I desire to express my appreciation of the labours of the multitude of workers, official and non-official, who have given of their best to the tasks of administration and teaching, and of promoting the progress of education throughout the province. Considerations of space forbid detailed acknowledgment where acknowledgment is due. Among non-official workers, I cannot refrain from mention of the fine work of the late Rao Bahadur D. Laxminarayan, as Chairman of the District Council, Nagpur. His magnificent bequest to the University of Nagpur reveals the intensity of his devotion to the cause of higher education and of his zeal for the industrial development of the province in which he had played so active a part. To my office staff my thanks are due for their efficient work. Lastly, I wish to acknowledge the great assistance which Mr. M. Owen, I.E.S., Principal of the Science College, Nagpur, has rendered in the production of this report. During a period of enforced inactivity from collegiate work, as a result of the civil disobedience movement, he willingly undertook this task. The report is mainly the work of his hands.

C. E. W. JONES,
Director of Public Instruction,
Central Provinces.

General-summary of educational institutions and scholars for 1929-30.

Area insquare miles 99,876.			Percentage of scholars to total population.				Remarks.	
Population—			Recognized institutions.		All institutions.			
			1929-30.	1928-29.	1929-30.	1928-29.		
Males ...	6,911,399	Males ...	5.55	5.35	5.66	5.46		
Females ...	6,961,361	Females...	7.8	7.2	8.3	7.5		
Total ...	13,912,760	Total ...	3.17	3.04	3.24	3.10		
Recognized institu- tions.	Institutions.			Scholars.			Stages of instruction of scholars entered in column 4.	Remarks.
	1930.	1929.	Increase or de- crease.	1930.	1929.	Increase or de- crease.		
	1	1	...	4	5	6	7	8
Universities ...	1	1	
Board of Secondary and Intermediate Education (High School Educa- tion Board). For males.	1	1	
Arts Colleges ...	5	5	...	1,669	1,645	} +24	{ (a) 682 (b) 987	
Professional Col- leges.	3	3	...	464	379			} +85	(a) 464
High Schools ...	61	57	+4	7,276	5,950	+1,326	(c) 7,276	
Middle Schools ...	543	537	+6	97,434	95,541	+1,893	{ (c) 45,611 (d) 51,823	
Primary Schools...	4,181	4,168	+13	295,126	284,597	+10,529	(d) 2,95,126	
Special Schools ...	101	43	+58	4,101	2,430	+1,671		
Totals ...	4,896	4,815	+81	406,070	390,542	+15,528		
For females.								
Arts Colleges	
Professional Col- leges.	1	...	+1	7	...	+7	(a) 7	
High Schools ...	10	9	+1	251	211	+40	(c) 251	
Middle Schools ...	58	55	+3	6,745	6,349	+396	{ (c) 2,011 (d) 4,734	
Primary Schools ...	374	353	+21	26,806	24,747	+2,059	(d) 26,806	
Special Schools ...	9	9	...	686	621	+65		
Total ...	452	426	+26	34,495	31,928	+2,567		
UNRECOGNIZED INSTITUTIONS.								
For males ...	206	214	-8	8,135	7,579	+556		
For females ...	43	27	+16	2,482	1,787	+695		
Totals ...	249	241	+8	10,617	9,366	+1,251		
GRAND TOTALS ...	5,597	5,482	+115	451,182	431,836	+19,346		

(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 the year 1929-30.

	Total expenditure.			Percentage of expenditure from				Cost per scholar to				Total cost per scholar.
	*1930.	*1929.	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.	6,03,806	6,21,219	-17,413	97.1	2.9	...	...	...	...	...	...	...
Universities ...	1,21,055	85,738	+35,317	41.3	...	58.7	...	...	...	...	...	...
Boards of Secondary and Intermediate Education. (High School Education Board.)	22,697	17,551	+5,146	...	...	100.0	...	...	...	...	...	...
*Miscellaneous ...	25,79,782	30,03,341	-4,23,559	41.2	35.3	11.3	12.2	...	...	...	...	...
Totals ...	33,27,340	37,27,849	-4,00,509	51.1	27.9	11.6	9.4	...	...	...	...	...
<i>Institutions for males</i>												
Arts Colleges ...	5,06,242	4,65,757	+40,485	70.0	...	29.1	.9	212 3 2	...	88 5 1	2 12 10	303 5 1
Professional Colleges...	2,21,347	2,02,416	+18,931	87.6	...	12.0	.4	418 1 1	...	57 2 7	1 12 11	477 0 7

High Schools	8,05,893	7,06,209	+99,684	48·0	1·9	40·2	9·9	53 2 4	2 1 7	44 9 0	10 15 2	110 12 1
Middle Schools	22,37,645	21,43,658	+93,987	39·5	28·3	26·7	5·5	9 1 1	6 8 1	6 1 11	1 4 4	22 15 5
Primary Schools	31,63,793	30,46,522	+1,17,271	42·3	48·1	2·3	7·3	4 8 7	5 2 5	0 4 0	0 12 6	10 11 6
Special Schools	4,69,782	4,53,802	+15,980	96·0	0·6	1·9	1·5	109 15 8	0 11 7	2 2 9	1 10 10	114 8 10
Totals	74,04,702	70,18,364	+3,86,338	48·7	29·4	15·9	6·0	8 14 2	5 5 7	2 14 5	1 1 7	18 3 9
<i>Institutions for females.</i>												
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	5,352	..	+5,352	...	...	9·4	90·6	...	...	72 0 0	692 9 1	764 9 1
High Schools	82,336	78,855	+3,481	30·2	...	9·5	60·3	99 1 0	...	31 3 8	197 11 10	328 0 6
Middle Schools	1,96,456	1,64,452	+32,004	49·7	1	13·1	37·1	14 7 10	0 0 2	3 13 0	10 12 11	29 2 0
Primary Schools	4,15,609	3,86,027	+29,582	63·6	6·4	9·2	20·8	9 13 8	1 0 0	1 6 10	3 3 6	15 8 0
Special Schools	89,596	85,542	+4,054	66·6	...	0·9	32·5	87 0 11	...	1 2 0	42 6 9	130 9 8
Totals	7,89,349	7,14,876	+74,473	56·6	3·4	9·3	30·7	12 15 2	0 12 6	2 1 10	7 0 7	22 14 1
GRAND TOTALS	1,15,21,391	1,14,61,089	+60,302	49·9	27·2	14·2	8·7	13 0 11	7 1 7	3 11 5	2 4 6	26 2 5

*Includes expenditure on buildings.
 †Includes both District Board and Municipal Funds.

GENERAL
Classification of educational institutions in the Central

For males.						
	Govern- ment.	District Board.	Municipi- pal Board.	Aided.	Un- aided.	Total.
	1	2	3	4	5	6
RECOGNIZED INSTITUTIONS.						
Universities ...	...	...	...	1	...	1
Board of Secondary and Intermediate Education (High School Education 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	...	8	22	5	61
Middle Schools ... { English	50	1	44	68	19	182
{ Vernacular	10	325	18	7	1	361
Primary Schools ...	10	3,529	(a) 346	(b) 160	136	4,181
Totals ...	96	3,855	416	257	161	4,785
Special Schools—						
Art ...	...	...	...	...	...	...
Law ...	...	...	...	...	...	...
Medical ...	2	...	...	...	...	2
Normal and Training...	10	...	...	...	...	10
Engineering ...	1	...	...	...	...	1
Technical and Industrial	...	...	...	...	...	...
Commercial ...	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...
Reformatory ...	...	...	...	...	...	...
Schools for defectives	...	...	...	2	...	2
Schools for adults ...	...	12	8	4	60	(c) 84
Other Schools ...	...	...	...	1	1	2
Totals ...	13	12	8	7	61	101
Totals for Recognized Institutions ...	116	3,867	424	267	222	4,896
In Unrecognized Institutions ...	...	80	12	2	(d) 112	(e) 206
GRAND TOTALS, ALL INSTITUTIONS ...	116	3,947	436	269	334	5,102

This table includes
(a) Includes
(b) Includes
(c) All these
(d) Includes
(e) Includes
*Includes no

TABLE I.
Provinces and Berar for the year 1929-30.

For females

Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
7	8	9	10	11	12
...
...
...
...
...	1	1
...
...
...
...
...
...
...
...	1	1
...
1	8	1	10
1	13	1	15
26	16	1	43
252	20	16	67	19	374
280	20	16	104	22	442
...
...
...
2	3	...	5
...
...	2	...	2
...
...
...
...	1	...	1
...	1	...	1
2	7	...	9
282	20	16	111	23	452
...	10	11	...	22	43
282	30	27	111	45	495

European Schools.

1 night school.

4 night schools
are night schools.

13 night schools.

15 night schools.

oriental colleges.

GENERAL

Distribution of scholars attending educational institutions for males

	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	1,301	1,083	474	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	129	123	92	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...
Agriculture	118	101	118	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...	...	...	...
Totals	1,548	1,307	684	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools	4,238	3,802	807	...	...	...	675	609	57
„ Middle Schools	English 7,533	6,836	696	32	27	7	9,097	8,492	294
„ Vernacular	1,509	1,329	51	63,521	47,607	2,124	4,297	3,552	65
„ Primary Schools	1,304	1,110	...	226,303	156,697	32	50,910 (a)	40,021	2
Totals	14,584	13,077	1,554	289,856	204,331	2,163	64,979	52,674	418

This table includes

(a) Includes 22

(b) Includes 104

(c) Includes 5,452 scholars learning

TABLE II-A.

in the Central Provinces and Berar for the year 1929-30.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number 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
368	344	73	...	...	...	1,669	1,427	547	32
217	190	19	...	...	...	217	190	19	...
...
...	...	...	...	...	...	129	123	92	6
...
...	...	...	...	...	...	118	101	118	...
...
...
...
585	534	92	...	...	...	2,133	1,841	776	38
2,225	2,020	417	138	122	42	7,276	6,553	1,323	4
9,255	8,234	758	1,385	1,236	161	27,302	24,825	1,915	111
745	608	139	60	60	60	(c) 70,132	53,156	2,439	2,274
(b) 10,944	8,319	332	5,665	4,115	18	295,126	210,262	384	18,535
23,169	19,181	1,646	7,248	5,533	281	399,836	294,796	6,062	20,924

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

GENERAL

Distribution of scholars attending educational institutions for males

	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—concl'd.									
<i>School and Special Education—concl'd.</i>									
In Art Schools	...	...	...	...	...	...	...	...	...
„ Law Schools	...	...	...	...	...	...	...	...	...
„ Medical Schools	246	188	118	...	...	...	...	...	...
„ Normal and Training Schools.	1,155	1,115	1,096	...	...	...	...	...	...
„ Engineering Schools	174	164	41	...	...	...	...	...	...
„ Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
„ Commercial Schools	...	...	...	...	...	...	...	...	...
„ Agricultural Schools	...	...	...	...	...	...	...	...	...
„ Reformatory Schools	...	...	...	...	...	...	...	...	...
„ Schools for Defectives	...	...	...	...	...	...	...	...	...
„ Schools for Adults	...	...	...	400	182	...	277	190	...
„ Other Schools	...	...	...	...	...	...	...	...	...
Totals	1,575	1,467	1,255	400	182	...	277	190	...
Totals for Recognized Institutions.	17,707	15,851	3,493	290,256	204,513	2,163	65,256	52,864	418
In Unrecognized Institutions.	...	...	...	3,946	2,624	...	722	542	...
GRAND TOTALS, ALL INSTITUTIONS.	17,707	15,851	3,493	294,202	207,137	2,163	65,978	53,406	418

This table includes
 (a) All these are in
 (b) Includes 309 scholars in
 (c) Includes 310 scholars in

TABLE II-A.

in the Central Provinces and Berar for the year 1929-30—concl'd.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number 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
...
...
...	...	...	...	...	...	246	188	118	8
...	...	...	...	...	...	1,155	1,115	1,096	...
...	...	...	...	...	...	174	164	41	...
...
...
...
29	18	...	...	...	...	29	18	...	3
75	47	...	1,663	1,080	...	(a) 2,415	1,499	...	1
45	35	...	37	19	5	82	54	5	...
149	100	...	1,700	1,099	5	4,101	3,038	1,260	12
23,903	19,815	1,738	8,948	6,632	286	406,070	299,675	8,098	20,974
83	74	...	(b) 3,384	2,506	...	(c) 8,135	5,746	...	539
23,986	19,889	1,738	12,332	9,138	286	414,205	305,421	8,098	21,513

European Scholars,
 night schools.
 night schools.
 night schools.

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 ...	...	...	...	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ...	56	54	38	...	...	...	...	...	...
In Middle English ...	132	118	45	...	...	...	...	...	...
Schools. } Vernacular	3,679	2,660	19	...	...	...	...	...	...
In Primary Schools ...	18,041	12,597	...	820	522	...	1,477	1,054	...
Totals ...	21,908	15,429	102	820	522	...	1,477	1,054	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	160	155	118	...	...	...	...	...	...
In Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
In Commercial Schools...	...	...	...	...	...	...	...	...	...
In Agricultural Schools...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Total ...	160	155	118	...	...	...	...	...	...
Totals for Recognized Institutions.	22,068	15,584	220	820	522	...	1,477	1,054	...
In Unrecognized Institutions.	...	...	...	351	171	...	648	461	...
GRAND TOTALS, ALL INSTITUTIONS—FOR FEMALES.	22,068	15,584	220	1,171	693	...	2,125	1,515	...
GRAND TOTALS ALL INSTITUTIONS—FOR MALES.	17,707	15,851	3,493	294,202	207,137	2,163	65,978	53,406	418
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	39,775	31,435	3,713	295,373	207,830	2,163	68,103	54,921	418

This table includes

TABLE II-B.

females in the Central Provinces and Berar for the year 1929-30.

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. in 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
...
...	...	...	7	7	7	7	7	7	...
...	...	...	7	7	7	7	7	7	...
184	168	119	11	8	...	251	230	157	...
1,038	935	530	21	20	...	1,191	1,073	575	...
1,788	1,499	374	87	82	87	5,554	4,241	480	20
5,286	3,983	211	1,182	853	...	26,806	19,009	211	498
8,296	6,585	1,234	1,301	963	87	33,802	24,553	1,423	518
...
54	52	39	...	...	...	214	207	157	...
151	125	93	...	...	...	151	125	93	...
...
260	137	...	...	...	...	260	137	...	...
61	39	5	...	...	...	61	39	5	...
526	353	137	...	...	...	686	508	255	...
8,822	6,938	1,371	1,308	970	94	34,495	25,068	1,685	518
...	...	...	1,483	1,068	...	2,482	1,700	...	...
8,822	6,938	1,371	2,791	2,038	94	36,977	26,768	1,685	518
23,986	19,889	1,738	12,332	9,138	286	4,14,205	3,05,421	8,098	21,513
32,808	26,827	3,109	15,123	11,176	380	4,51,182	3,32,189	9,783	22,031

European scholars.

GENERAL

Expenditure on education for males in the

Expenditure on buildings includes Rs. 2,94,157 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

Totals ...

	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 ... ..	...	...	...	...	...	...
Boards of Secondary and Intermediate Education (High School Education Board).	...	...	...	22,697	...	22,697
Arts Colleges	3,33,513	...	...	1,12,477	466	4,46,456
Professional Colleges—						
Law ... ..	...	...	...	...	...	...
Medicine ... ..	...	...	...	...	...	...
Education	1,37,626	...	...	...	840	1,38,466
Engineering ... ..	...	...	...	...	...	...
Agriculture	56,357	...	...	6,442	...	62,799
Commerce ... ..	...	...	...	...	...	...
Forestry ... ..	...	...	...	...	...	...
Veterinary Science ... ..	...	...	...	...	...	...
Intermediate Colleges ... ..	...	...	...	...	...	...
Totals	5,27,496	...	...	1,41,616	1,306	6,70,418
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	2,83,905	...	...	1,75,234	1,479	4,60,618
Middle Schools ... { English	2,85,120	...	...	1,30,838	1,533	4,17,491
{ Vernacular	38,297	...	...	897	3	39,197
Primary Schools	19,305	...	...	432	586	20,323
Totals	6,26,627	...	...	3,07,401	3,601	9,37,629
<i>Special.</i>						
Art Schools ... ..	...	...	...	...	...	...
Law Schools ... ..	...	...	...	...	...	...
Medical Schools	38,020	...	...	8,899	119	47,038
Normal and Training Schools	3,40,954	...	...	...	339	3,41,293
Engineering Schools	70,757	...	...	...	...	70,757
Technical and Industrial Schools ... ..	...	...	...	...	...	...
Commercial Schools ... ..	...	...	...	...	...	...
Agricultural Schools ... ..	...	...	...	...	...	...
Reformatory Schools ... ..	...	...	...	...	...	...
Schools for Defectives ... ..	...	...	...	...	...	...
Schools for Adults ... ..	...	...	...	...	...	...
Other Schools ... ..	...	...	...	...	...	...
Totals	4,49,731	...	...	8,899	458	4,59,088
GRAND TOTALS	16,03,854	...	...	4,57,916	5,365	20,67,135

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

TABLE III-A.

Central Provinces and Berar for the year 1929-30.

Department on educational buildings.

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.
1,68,701	2,00,063	62,450	21,267	5,17,203	9,69,684	50,000	...	...
...
...	...	...	...	...	...	20,647	...	...
...
...
...
...
...
...
...
...	...	...	...	...	...	70,647	...	...
20,752	...	14,643	25,321	185	60,901	82,047	...	633
1,09,715	1,014	54,219	1,53,484	1,759	3,20,191	1,20,091	800	2,615
3,27,167	5,38,523	36,575	93,317	7,839	10,63,421	3,447	...	...
12,65,613	9,54,899	5,52,976	47,611	64,633	28,85,702	53,616	3,928	8,822
17,23,247	14,94,436	6,58,413	3,19,733	74,416	42,70,245	2,59,195	4,788	12,070
...
...
...
...
...
...
...
...
...	...	...	...	...	...	969	...	149
...	357	1,934	...	...	2,291	327	265	131
...	...	...	...	...	...	...	...	133
...	357	1,934	...	...	2,291	1,296	265	413
17,23,247	14,94,793	6,60,317	3,19,733	74,416	42,72,536	3,34,138	5,053	12,483

endowments subscriptions, contributions, etc.
European Schools.

GENERAL
Expenditure on education for males

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

Totals ...

	Aided institutions—concl'd.			Recognized Unaided Institutions.		
	Fees.	Other sources.	Totals.	Fees.	Other sources.	Total.
	16	17	18	19	20	21
UNIVERSITY AND INTER-MEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	71,055	...	1,21,055	...	...	...
Boards of Secondary and Intermediate Education (High School Education Board).	...	...	...	...	...	...
Arts Colleges ...	34,929	4,210	59,786	...	...	...
Professional Colleges—						
Law ...	20,082	...	20,082	...	...	...
Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ...	1,26,066	4,210	2,00,923	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	1,03,872	50,524	2,37,076	19,829	27,469	47,298
Middle Schools English ...	1,79,216	61,189	3,63,971	38,280	37,899	76,179
Middle Schools Vernacular ...	306	10,922	14,675	...	2,520	2,520
Primary Schools ...	24,054	1,04,839	1,95,253	1,821	60,664	62,485
Totals ...	3,07,448	2,27,474	8,10,975	59,930	1,28,552	1,88,482
<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 ...	...	4,431	5,549	...	...	...
Schools for Adults ...	...	64	787	...	954	954
Other Schools ...	...	560	693	...	420	420
Totals ...	...	5,055	7,029	...	1,374	1,374
GRAND TOTALS ...	4,33,514	2,36,739	10,18,927	59,930	1,29,926	1,89,856

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

TABLE III-A.
in the Central Provinces and Berar for the year 1929-30—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.
1,15,957	...	...	...	...	1,15,957
4,11,761	12,570	4,753	...	...	4,29,084
5,11,726	4,84,311	2,70,115	11,248	63,589	13,40,989
4,03,585	1,06,655	45,035	2,37,608	1,76,801	9,69,684
14,43,029	6,03,536	3,19,903	2,48,856	2,40,390	28,55,714
...
50,000	...	...	71,055	...	1,21,055
..	...	...	22,697	...	22,697
3,54,160	...	..	1,47,406	4,676	5,06,242
...	...	...	20,082	...	20,082
1,37,626	...	...	...	840	1,38,466
56,357	...	...	6,442	...	62,799
...
...
...
5,98,143	...	...	2,67,682	5,516	8,71,341
...
3,86,704	...	15,276	3,24,256	79,657	8,05,893
5,14,926	1,874	56,834	5,01,818	1,02,380	11,77,832
3,68,911	5,38,523	36,575	94,520	21,284	10,59,813
13,38,528	9,58,827	5,61,798	73,918	2,30,722	31,63,793
26,09,069	14,99,224	6,70,483	9,94,512	4,34,043	62,07,331
...
...
38,020	...	...	8,899	119	47,038
3,40,954	...	...	...	339	3,41,293
70,757	...	...	...	...	70,757
...
...
...
969	...	149	...	4,431	5,549
327	622	2,065	...	1,018	4,032
...	...	133	..	980	1,113
4,51,027	622	2,347	8,899	6,887	4,69,782
51,01,268	21,03,382	9,92,733	15,19,949	6,86,836	1,04,04,168

endowments, subscriptions, contributions, etc.
European Schools.

GENERAL

Expenditure on education for females

Expenditure on buildings includes Rs. 49,352 spent by the Public Works
 "Miscellaneous" includes the following main items :—

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

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.
Arts Colleges ...	...	...	...	...	...	...
Professional Colleges-- Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	8,229	...	...	629	...	8,858
Middle Schools { English ...	7,784	...	...	772	...	8,556
{ Vernacular ...	56,691	...	...	...	...	56,694
Primary Schools ...	2,22,532	...	...	...	...	2,22,532
Total ...	2,95,239	...	...	1,401	...	2,96,640
<i>Special.</i>						
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools ...	51,799	...	...	...	...	51,799
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural do. ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...
Totals ...	51,799	...	...	...	...	51,799
GRAND TOTALS FOR FEMALES ...	3,47,038	...	...	1,401	...	3,48,439
GRAND TOTALS FOR MALES ...	16,03,834	...	...	4,57,916	5,365	20,67,135
GRAND TOTALS FOR ALL ...	19,50,892	...	...	4,59,317	5,365	24,15,574

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

TABLE III-B.

in the Central Provinces and Berar for the year 1929-30.

Department of Educational buildings.								
Rs.								
27,443								
85,806								
61								
Nil.								
59,947								
<hr/>								
1,73,257								
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.
...
...
...
...
...
...
...	...	...	...	...	...	16,636	...	...
...	...	...	...	...	...	23,647	...	...
...	...	...	...	...	...	9,607	...	100
6,797	5,268	14,279	...	...	26,344	34,931	250	7,011
6,797	5,268	14,279	...	...	26,344	84,821	250	7,111
...
...	...	...	...	...	...	4,017	...	...
...	...	...	...	...	...	2,287	...	...
...
...	...	...	...	...	...	1,200	...	...
...	...	...	...	...	...	418	...	...
...	...	...	...	...	...	7,922	...	...
6,797	5,268	14,279	...	...	26,344	92,743	250	7,111
17,23,217	14,91,799	6,60,317	3,19,733	74,416	42,72,536	3,31,138	5,053	12,483
17,30,044	15,00,061	6,74,626	3,19,733	74,416	42,98,880	4,23,881	5,303	19,594

Endowments, subscriptions, contributions, etc.

European Schools.

GENERAL

Expenditure on education for females

Expenditure on buildings includes Rs. 49,352 spent by the Public Works
 "Miscellaneous" includes the following main items:—

- (1) Scholarships including orphan grants
- (2) Hostel boarding charges.
- (3) Games expenditure
- (4) Capita 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	8,229	...	...	629	...	8,858
Middle Schools { English	7,784	...	...	772	...	8,556
{ Vernacular	56,694	...	...	...	...	56,694
Primary Schools	2,22,532	...	...	...	...	2,22,532
Total	2,95,239	...	...	1,401	...	2,96,640
<i>Special.</i>						
Medical Schools	...	...	...	...	...	...
Normal and Training Schools	51,799	...	...	...	...	51,799
Technical and Industrial Schools.	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural do.	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Totals	51,799	...	...	...	...	51,799
GRAND TOTALS FOR FEMALES	3,47,038	...	...	1,401	...	3,48,439
GRAND TOTALS FOR MALES	16,03,834	...	...	4,57,916	5,365	20,67,135
GRAND TOTALS FOR ALL	19,50,892	...	...	4,59,317	5,365	24,15,574

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

TABLE III-B.

in the Central Provinces and Berar for the year 1929-30.

Department of Educational buildings.

Rs.
27,443
85,806
61
Nsl.
59,947

1,73,257

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.
...
...
...
...
...
...
...	...	...	...	...	...	16,636	...	...
...	...	...	...	...	...	23,647	...	...
...	...	...	...	...	...	9,607	...	100
6,797	5,268	14,279	...	...	26,344	34,931	250	7,011
6,797	5,268	14,279	...	...	26,344	84,821	250	7,111
...
...	...	...	...	...	...	4,017	...	...
...	...	...	...	...	...	2,287	...	...
...
...
...	...	...	...	...	...	1,200	...	...
...	...	...	...	...	...	418	...	...
...	...	...	...	...	...	7,922	...	...
6,797	5,268	14,279	...	...	26,344	92,743	250	7,111
17,23,247	14,94,79.	6,60,347	3,19,733	74,416	42,72,536	3,31,138	5,053	12,483
17,30,044	15,00,061	6,74,626	3,10,733	74,416	42,98,880	4,23,881	5,303	19,594

endowments, subscriptions, contributions, etc.
European Schools.

GENERAL
Expenditure on education for females

Inspection
Buildings, etc.
Miscellaneous
Totals

	Aided institutions— <i>concl'd.</i>			Recognized unaided institution.		
	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	16	17	18	19	20	21
UNIVERSITY AND INTER-MEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ... ..	...	...	...	...	...	...
Professional Colleges—						
Medicine ... ..	...	...	...	...	...	...
Education ... ..	...	...	...	504	4,848	5,352
Intermediate Colleges ... ..	...	...	...	...	...	...
Totals ... ..	...	...	...	504	4,848	5,352
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	6,949	29,633	53,218	260	20,000	20,260
Middle Schools { English	22,069	42,069	87,785	632	...	632
{ Vernacular	2,241	29,545	41,493	...	1,296	1,296
Primary Schools	35,888	75,549	1,53,629	2,374	10,730	13,104
Totals	67,147	1,76,796	3,36,125	3,266	32,026	35,292
<i>Special.</i>						
Medical Schools ... ..	...	...	...	...	...	...
Normal and Training Schools	130	6,310	10,507	...	...	...
Technical and Industrial Schools ... ..	...	17,188	19,475	...	...	...
Commercial Schools ... ..	...	...	...	...	...	...
Agricultural Schools ... ..	...	...	...	...	...	...
Schools for Adults	27	4,314	5,541	...	...	...
Other Schools	565	1,291	2,274	...	...	...
Totals	772	29,103	37,797	...	...	...
GRAND TOTALS FOR FEMALES	67,919	2,05,899	3,73,922	3,770	3,874	40,644
GRAND TOTALS FOR MALES	4,33,514	2,36,739	10,18,927	59,930	1,29,926	1,89,856
GRAND TOTALS FOR ALL	5,01,433	4,42,638	13,92,849	63,700	1,66,800	2,30,500

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

TABLE III-B.

in the Central Provinces and Berar for the year 1929-30—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.
58,765	...	...	...	...	58,765
65,947	826	566	...	28,513	95,852
80,941	2,818	960	43,040	45,498	1,73,257
2,05,653	3,644	1,526	43,040	74,011	3,27,874
...
...
...	...	...	504	4,848	5,352
...
...	...	...	504	4,848	5,352
24,865	...	...	7,838	49,633	82,336
31,431	...	...	23,473	42,069	96,973
66,361	...	100	2,241	30,841	99,483
2,64,260	5,518	21,290	38,262	86,279	4,15,609
3,86,857	5,518	21,390	71,814	2,08,822	6,94,401
...
55,816	...	...	180	6,310	62,306
2,287	...	...	...	17,118	19,475
...
...
1,200	...	...	27	4,314	5,541
418	...	...	565	1,291	2,274
59,721	...	...	772	29,103	89,596
6,52,231	9,162	22,916	1,16,130	3,16,784	11,17,223
51,01,268	21,03,382	9,92,733	15,19,949	6,86,836	1,04,04,168
57,53,499	21,12,544	10,15,649	16,36,079	10,03,620	1,15,21,391

endowments, subscriptions, contributions, etc.
European Schools.

GENERAL

Race or creed of male scholars receiving general

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
				Higher castes.	*Depressed classes.
		1	2	3	4
TOTAL POPULATION.		6,214	16,303	4,539,015	1,270,511
<i>School Education.</i>					
Primary	Classes.				
	I ...	297	693	83,403	17,302
	II ...	69	436	49,775	9,022
	III ...	68	430	43,216	6,986
	IV ...	96	531	40,636	5,379
Middle	V ...	..	313	12,860	850
	VI ...	92	278	10,510	571
	VII ...	79	267	8,468	376
	VIII .	60	126	4,163	147
High	IX ...	1	76	2,983	72
	X ...	53	65	1,794	30
	XI ...	53	34	1,176	16
Totals		868	3,249	2,58,984	40,751
<i>University and Intermediate Education.</i>					
Intermediate classes	{ 1st year ...	3	16	445	8
	{ 2nd ,, ...	2	5	401	7
Degree classes	{ 1st year ...	4	8	235	3
	{ 2nd ,, ...	1	5	259	1
Post-graduate classes	{ 1st year ...	2	2	51	..
	{ 2nd ,, ...	1	1	25	..
Research students	... ..	..	..	..	..
Totals		13	37	1,416	19
Number of scholars in Recognized Institutions		881	3,286	260,400	40,770
Number of scholars in Unrecognized Institutions...			98	4,595	867
GRAND TOTAL		881	3,384	264,995	41,637

European scholars are

*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, Chipa, Beldar, Mochi, Galaria, Kushta

Mirdha, Bhoi, Gopal, Kaikari, Kalyar, Bhangi

Classification.—Class I represents the lowest class in the Jains a

TABLE IV-A.

education in the Central Provinces and Berar for the year 1929-30.

Muham- madans.	Budhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
294,928	17	985	1,050	822,376	6,951,399
13,355	4	85	44	15,632	1,30,815
7,279	...	35	23	8,573	75,212
5,672	...	34	14	6,992	63,112
4,770	...	31	15	5,823	57,281
1,539	3	9	14	708	15,295
1,331	...	20	13	502	13,317
995	3	19	7	336	10,550
617	...	15	16	131	5,275
316	...	6	7	103	3,591
219	...	12	4	44	2,221
139	...	4	5	30	1,457
35,262	10	270	162	38,874	3,79,430
34	...	4	1	8	519
25	...	6	1	4	451
21	...	4	2	2	279
24	...	6	...	5	301
1	...	2	...	...	58
1	...	...	1	...	29
...
...
106	...	22	5	19	1,637
35,368	10	292	167	38,893	3,81,067
834	4	1	...	1,197	7,595
37,202	14	293	167	40,090	3,88,663

included in the above figures.

the heading "Depressed classes":—

Madhi, Malo, Pasi, Pardhan, Ozi, Holo, Dohar, Nagarchi, Gadikhasi, Khatik, Ganda, Bedar, Koshri, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai, Babena, Dhangar, Dhanak, Chauhan, Garwadi.

school, whether called infant class, sub-standard A or class I.

included in others.

GENERAL

Race or creed of male scholars receiving general

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
		1	2	Higher castes.	*Depressed classes.
		3	4		
TOTAL POPULATION.		6,214	16,303	4,539,015	1,270,511
School Education.					
	<i>Classes.</i>				
Primary	I ...	297	693	83,403	17,302
	II ...	69	436	49,775	9,022
	III ...	68	430	43,216	6,986
	IV ...	96	531	40,636	5,379
Middle	V ...	..	313	12,860	850
	VI ...	92	278	10,510	571
	VII ...	79	267	8,468	376
	VIII ...	60	126	4,163	147
High	IX ...	1	76	2,983	72
	X ...	53	65	1,794	30
	XI ...	53	34	1,176	16
Totals ...		868	3,249	2,58,984	40,751
University and Intermediate Education.					
Intermediate classes	{ 1st year ...	3	16	445	8
	{ 2nd	2	5	401	7
Degree classes	{ 1st year ...	4	8	235	3
	{ 2nd	1	5	259	1
Post-graduate classes	{ 1st year ...	2	2	51	...
	{ 2nd	1	1	25	...
Research students	... ..	...	...	...	...
Totals ...		13	37	1,416	19
Number of scholars in Recognized Institutions ...		881	3,286	260,400	40,770
Number of scholars in Unrecognized Institutions...			98	4,595	867
GRAND TOTAL ...		881	3,384	264,995	41,637

European scholars are

*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, Chipa, Beldar, Mochi, Galaria, Kushtha, Mirdha, Bhoi, Gopal, Kaikari, Kalyar, Bhangti,

Classification.—Class I represents the lowest class in the
Jains are

TABLE IV-A.

education in the Central Provinces and Berar for the year 1929-30.

Muham- madans.	Budhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
294,928	17	985	1,050	822,376	6,951,399
13,355	4	85	44	15,632	1,30,815
7,279	...	35	23	8,573	75,212
5,672	...	34	14	6,992	63,412
4,770	...	31	15	5,823	57,281
1,539	3	9	14	708	15,295
1,331	...	20	13	502	13,317
995	3	19	7	336	10,550
617	...	15	16	131	5,275
316	...	6	7	103	3,594
219	...	12	4	44	2,221
139	...	4	5	30	1,457
35,262	10	270	162	33,874	3,79,430
34	...	4	1	8	519
25	...	6	1	4	451
21	...	4	2	2	279
24	...	6	...	5	301
1	...	2	...	...	58
1	...	...	1	...	29
...
...
106	...	22	5	19	1,637
35,368	10	292	167	38,893	3,81,067
834	4	1	...	1,197	7,595
37,202	14	293	167	40,090	3,88,663

included in the above figures.

the heading "Depressed classes":—

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

school, whether called infant class, sub-standard A or class I.

included in others.

GENERAL

Race or creed of female scholars receiving general

		Europeans and Anglo- Indians.	Indian Christians.	Hindus.	
				Higher castes.	Depressed* classes.
		1	2	3	4
TOTAL POPULATION.		3,025	15,903	4,514,239	1,298,279
<i>School Education.</i>					
	<i>Classes.</i>				
Primary	I ...	430	923	21,443	1,478
	II ...	102	393	6,538	387
	III ...	111	426	4,355	235
	IV ...	142	516	2,740	172
Middle	V ...	...	385	453	15
	VI ...	81	281	157	9
	VII ...	77	222	139	3
	VIII ...	77	102	51	...
High	IX ...	...	40	43	...
	X ...	26	32	25	...
	XI ...	18	33	21	...
Totals		1,064	3,353	36,005	2,299
<i>University and Intermediate Education.</i>					
Intermediate classes	{ 1st year ...	...	...	5	...
	{ 2nd ,, ...	...	1	11	...
Degree classes	{ 1st year ...	2	1	3	...
	{ 2nd ,, ...	...	1	3	...
Post-graduate classes	{ 1st year ...	...	...	1	...
	{ 2nd ,, ...	...	...	1	...
Research students	...	...	...	...	...
Totals		2	3	24	...
Number of scholars in Recognized Institutions		1,066	3,356	36,029	2,299
Number of scholars in Unrecognized Institution		...	76	1,827	136
GRAND TOTALS		1,066	3,432	37,856	2,435

European scholars are

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

TABLE IV-B.

education in the Central Provinces and Berar for the year 1929-30.

Moham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
268,646	11	798	479	859,981	6,961,361
4,613	1	94	29	2,851	31,872
1,106	...	26	11	901	9,464
563	...	30	7	502	6,229
286	...	29	5	314	4,204
17	...	...	1	17	888
8	...	8	1	10	595
1	...	9	...	4	455
...	...	14	...	2	246
...	...	...	...	...	83
...	...	12	...	...	95
...	...	5	...	...	77
6,594	1	227	54	4,611	54,208
...	...	...	...	...	5
...	...	...	...	...	12
...	...	...	...	...	6
...	...	2	...	...	6
...	...	...	...	...	1
...	...	1	...	...	2
...
...	...	3	...	...	32
6,594	1	230	54	4,611	54,240
787	...	...	...	195	3,021
7,381	1	230	54	4,806	57,261

included in the above figures.

the heading "Depressed classes":—

Madhi, Mala, Pasi, Pardhan, Ozi, Hola, Holi, Dohar, Nagarchi, Gadikhasi, Khatik, Ganda Bedar, Koshti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai Babena, Dhangar, Dhanak, Chauhan and Garwadi, included in others.

GENERAL

Race or creed of male scholars receiving vocational and

	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	...	4	209	...
Normal and Training Schools	...	7	971	39
Engineering and Surveying Schools	...	2	155	...
Technical and Industrial Schools
Commercial Schools
Agricultural Schools
Reformatory Schools
Schools for Defectives	24	...
Schools for Adults	1,271	736
Other Schools	82	...
Totals	...	13	2,712	775
<i>University and Intermediate education.</i>				
Law	1	2	205	...
Medicine
Education	...	7	99	...
Engineering
Agriculture	...	1	99	...
Commerce
Forestry
Veterinary Science
Totals	1	10	403	...
GRAND TOTALS	1	23	3,115	775

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

TABLE V-A.

special education in the Central Provinces and Berar for the year 1929-30.

Muhamma- dans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...
...
20	5	...	238
110	28	1,155
6	...	2	9	...	174
...
...
...
...
...	2	26
224	183	2,414
...	82
360	...	2	14	213	4,089
8	...	1	...	...	217
...
15	...	1	...	1	123
...
13	2	3	118
...
...
...
35	...	2	2	4	458
396	...	4	16	217	4,547

under the heading "Depressed classes":—

Madhi, Mala, Pasi, Pardhan, Ozi, Holi, Dohar, Nagarchi, Gadikhasi, Khatik, Ganda, Kusta, Bedar, Koshli, Hazra, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai, Bahena, Bhangi, Dhangar, Dhanak, Chauhan and Garwadi.

included in others.

in the above figures.

GENERAL

Rate or creed of female scholars receiving vocational and

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
			Higher castes.	*Depressed classes.
	1	2	3	4
<i>School education.</i>				
Medical Schools	...	2	6	...
Normal and Training Schools	...	65	129	11
Technical and Industrial Schools	...	151	...	...
Commercial Schools
Agricultural Schools
Schools for Adu	202	1
Other Schools	61	...
Schools for Defectives	3	...
Totals	...	218	401	12
<i>University and Intermediate education.</i>				
Medicine
Education	...	7	6	...
Totals	...	7	6	...
GRAND TOTALS	...	225	407	12

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

TABLE V-B.

special education in the Central Provinces and Berar for the year 1929-30.

Muham- medans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...	8
2	7	214
...	151
...
...
58	261
...	61
...	3
60	7	698
...
...	13
...	13
60	7	711

under the heading "Depressed classes":—

Madhi, Mala, Pasi, Pardhan, Ozi, Hola, Holi, Dohar, Negarchi, Gadikhasi, Khatik, Ganda, Kusta, Bedar, Koshti, Hasia, Dhimar, Pattharia, Dhilia, Ladia, Kir, Gonsai, Bahena, Dhangar, Dhansk, Chauhan and Garwadi.
in others.

GENERAL

Men teachers in the Central

1	Trained teachers with the following educational qualifications.				
	2	3	4	5	6
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
CLASS OF INSTITUTIONS.					
<i>Primary Schools.</i>					
Government	...	...	23	10	...
Local Board and Municipal	...	2	4,279	752	9
Aided	...	...	130	33	1
Unaided	...	...	35	8	...
Totals	...	2	4,467	803	10
<i>Middle Schools.</i>					
Government	6	298	53	6	1
Local Board and Municipal	12	123	1,995	114	...
Aided	9	81	32	1	1
Unaided	2	1	5	...	...
Totals	29	503	2,085	121	2
<i>High Schools.</i>					
Government	222	5	6	1	1
Local Board and Municipal	19	1	2	...	...
Aided	46	2	2	...	1
Unaided	1	2	...	...	...
Totals	288	10	10	1	2
GRAND TOTALS	317	515	6,562	925	14

Teachers in European Schools

TABLE VI-A.

Provinces and Berar for the year 1929-30.

Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand totals of teachers.
Possessing a degree.		Possessing no degree.				
Certificated.	Uncertificated.	Certificated.	Uncertificated.			
7	8	9	10	11	12	13
...	...	5	9	33	14	47
...	...	803	3,788	5,042	4,591	9,633
...	1	38	280	164	319	483
...	...	8	198	43	206	249
...	1	854	4,275	5,282	5,130	10,412
...	8	9	42	364	59	423
2	8	66	911	2,244	987	3,231
1	22	39	306	124	368	492
5	7	15	46	8	73	81
8	45	129	1,305	2,740	1,487	4,227
4	37	1	8	235	50	285
...	24	...	6	22	30	52
8	71	4	19	51	102	153
5	6	...	8	3	19	22
17	138	5	41	311	201	512
25	184	988	5,621	8,333	6,818	15,151

are included in the above figures.

GENERAL

Women teachers in the Central

1	Trained teachers with the following educational qualifications.				
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
2	3	4	5	6	
CLASS OF INSTITUTIONS.					
<i>Primary Schools.</i>					
Government	...	...	186	139	...
Local Board and Municipal	...	...	17	8	...
Aided	1	24	105	31	...
Unaided	...	1	6	4	...
Totals	1	25	314	182	...
<i>Middle Schools.</i>					
Government	...	2	94	29	...
Local Board and Municipal	...	...	...	...	...
Aided	2	28	48	15	3
Unaided	1	2	5	...	...
Totals	3	32	147	44	3
<i>High Schools.</i>					
Government	1	...	1	...	...
Local Board and Municipal	...	..	..	...	...
Aided	16	6	...	...	...
Unaided	2	...	...	...	...
Totals	19	6	1	...	...
GRAND TOTALS	23	63	462	226	3

Teachers in European Schools

TABLE VI-B.

Provinces and Berar for the year 1929-30.

Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand totals of teachers.
Possessing a degree.		Possessing no degree.				
Certi- ficated.	Uncerti- ficated.	Certi- ficated.	Uncerti- ficated.			
7	8	9	10	11	12	13
...	...	11	308	325	319	644
...	...	5	52	25	57	82
1	3	22	94	161	120	281
...	1	1	53	11	55	66
1	4	39	507	522	551	1,073
...	...	...	23	125	23	148
...
...	4	19	52	96	75	171
...	...	1	1	8	2	10
...	4	20	76	229	100	329
...	3	...	...	2	3	5
...
3	4	3	1	22	11	33
...	...	...	...	2	...	2
3	7	3	1	26	14	40
4	15	62	584	777	665	1,442

are included in the above figures.

GENERAL
European education in the Central

Total European and Anglo-Indian population	...	<table style="border-collapse: collapse; margin-left: 5px;"> <tr> <td style="padding: 0 5px;">{</td> <td style="padding: 0 5px;">Male</td> <td style="padding: 0 5px;">...</td> <td style="padding: 0 5px;">6,214</td> </tr> <tr> <td style="padding: 0 5px;">{</td> <td style="padding: 0 5px;">Female</td> <td style="padding: 0 5px;">...</td> <td style="padding: 0 5px;">3,025</td> </tr> <tr> <td style="padding: 0 5px;">}</td> <td style="padding: 0 5px;">Total</td> <td style="padding: 0 5px;">...</td> <td style="padding: 0 5px; border-top: 1px solid black;">9,239</td> </tr> </table>	{	Male	...	6,214	{	Female	...	3,025	}	Total	...	9,239
{	Male	...	6,214											
{	Female	...	3,025											
}	Total	...	9,239											

	Institutions.	Scholars on roll on March 31st.	Number of females in institutions for males and vice versa.	Number of Non-Europeans on roll.
—	1	2	3	4
<i>Institutions for males.</i>				
Arts Colleges	...	...	...	...
Training Colleges	...	...	...	...
High Schools	4	146	1	40
Middle Schools	4	336	19	90
Primary Schools	5	562	81	148
{ Aided	1	40	19	...
{ Unaided	...	...	...	...
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
Totals	14	1,084	120	278
<i>Institutions for females.</i>				
Arts Colleges	...	...	...	...
Training Colleges	...	...	...	...
High Schools	4	54	...	11
{ Aided	1	11	...	11
{ Unaided	...	...	...	...
Middle Schools	5	252	...	38
{ Aided	1	21	...	21
{ Unaided	...	...	...	...
Primary Schools	10	1,156	233	308
{ Aided	1	144	53	144
{ Unaided	...	...	...	...
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
Totals	22	1,638	286	533
GRAND TOTALS FOR INSTITUTIONS	36	2,722	406	811

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

	Males.	Females.	Total.
	Rs.	Rs.	Rs.
(1) Scholarships	7,278	6,043	13,321
(2) Provided Fund	21	...	21
(3) Examination charges	133	...	133
(4) Messing charges	81,359	91,542	1,72,901
Total	88,791	97,585	1,86,376

Other sources include

TABLE VII.
Provinces and Berar for the year 1929-30.

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

Males 20.11

Females 48.66

Total 68.77

Teachers.		Expenditure from				Total expenditure.
Trained.	Untrained.	Government funds.	Local funds.*	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
...
5	6	10,297	...	13,847	8,887	33,031
6	13	15,469	...	21,890	12,022	49,381
16	7	14,293	...	15,687	16,247	46,227
1	1	...	...	868	3,661	4,529
...
...
...
...
28	27	40,059	...	52,292	40,817	1,33,168
...
9	1	5,383	...	2,612	7,067	15,062
2	...	...	...	260	0,000	20,260
10	7	11,947	...	15,233	18,711	45,891
3	3	...	...	632	...	632
22	25	19,068	...	33,141	32,313	84,522
2	5	...	...	2,160	...	2,160
...
...
...
...
48	41	36,398	...	54,038	78,091	1,68,527
76	68	76,457	...	1,06,330	1,18,908	3,01,695
Inspection	...	...	...	...	...	...
Buildings, etc.	...	...	...	...	3,396	3,396
Furniture	...	2,668	...	...	1,965	4,633
Miscellaneous	...	39,382	...	1,01,187	45,807	1,85,376
Totals	...	42,050	...	1,01,187	51,168	1,94,405
GRAND TOTALS	...	1,18,507	...	2,07,517	1,70,076	4,95,100

income from endowments, subscriptions, contributions, etc.

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	7
DEGREE EXAMINATIONS.						
<i>Arts and Science.</i>						
D. Litt. ...	...	...	...	...	...	...
Ph. D. ...	...	...	...	...	...	...
D. Sc. ...	...	...	...	...	...	...
M. A. ...	21	5	26	19	4	23
M. Sc. ...	7	...	7	5	...	5
B. A. (Honours) ...	...	...	...	...	...	...
B. Sc. (Honours) ...	...	...	...	...	...	...
B. A. (Pass) ...	242	67	309	126	17	143
B. Sc. (Pass) ...	64	5	69	48	4	52
<i>Law.</i>						
Master of Law ...	...	...	...	...	...	...
Bachelor of Law ...	64	13	77	39	4	43
<i>Medicines.</i>						
M. D. ...	...	...	...	...	...	...
M. B., B. S. ...	...	...	...	...	...	...
L. M. & S. (Bombay) ...	...	...	...	...	...	...
M. C. P. & S. (Bombay) ...	...	...	...	...	...	...
M. S. F. M. (Calcutta) ...	...	...	...	...	...	...
M. S. ...	...	...	...	...	...	...
M. Obstetrics ...	...	...	...	...	...	...
B. Hyg. ...	...	...	...	...	...	...
D. P. H. ...	...	...	...	...	...	...
D. O. (Diploma in Ophthalmology) ...	...	...	...	...	...	...
B. Sc. (Sanitary) ...	...	...	...	...	...	...
D. T. M. (Calcutta) ...	...	...	...	...	...	...
<i>Engineering.</i>						
Bachelor of C. E. ...	...	...	...	...	...	...
Bachelor of M. E. ...	...	...	...	...	...	...
<i>Education.</i>						
B. E., B. T. & L. T. (B. T.) ...	23	...	23	22	...	22
<i>Commerce.</i>						
Master of Commerce ...	...	...	...	...	...	...
Bachelor of Commerce ...	...	...	...	...	...	...
<i>Agriculture.</i>						
Master of Agriculture ...	...	...	...	...	...	...
Bachelor of Agriculture ...	19	...	19	18	...	18

*i.e., appearing from a recognized

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	7
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts ...	262	37	299	144	2	146
Intermediate in Science ...	191	6	197	122	1	123
Licentiate of Civil Engineering ...	...	...	...	...	...	...
Licence, diploma or certificate in teaching ...	48	2	50	46	2	48
Intermediate or diploma in Commerce ...	...	...	...	...	...	...
Licentiate of Agriculture ...	36	...	36	24	...	24
Veterinary Examinations ...	...	...	...	...	...	...
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School course.</i>						
Matriculation ...	...	...	...	...	...	...
School Final, etc. (High School Certificate). ...	1,364	319	1,683	947	98	1,045
European High School ...	...	...	...	...	...	...
Cambridge, Senior (School Certificate) ...	43	26	69	30	2	32
<i>(b) On completion of Middle School course.</i>						
Cambridge, Junior (Local) ...	54	...	54	33	...	33
European Middle ...	...	...	...	...	...	...
Anglo-Vernacular, Middle ...	5,098	160	5,258	3,145	61	3,206
Vernacular, Middle ...	...	...	...	...	...	...
<i>(c) On completion of Primary course.</i>						
Upper Primary ...	46,570	165	46,735	27,416	93	27,509
Lower Primary ...	...	...	...	...	...	...
<i>(d) On completion of vocational course.</i>						
For teacher's certificate—						
Vernacular, Higher ...	177	6	18	171	4	175
Vernacular, Lower ...	464	73	537	439	56	495
At Art Schools* ...	1,323	27	1,350	644	17	661
At Law Schools ...	...	...	...	...	...	...
At Medical Schools ...	100	...	100	66	...	66
At Engineering Schools† ...	70	9	79	63	6	69
At Technical and Industrial Schools ...	...	...	...	...	...	...
At Commercial Schools ...	...	...	...	...	...	...
At Agricultural Schools ...	44	...	44	31	...	31
At other schools ...	...	...	...	...	...	...

*Bombay School of

†Includes

European scholars are included

Intermediate Examination means an examination

TABLE VIII.

and Berar for the year 1929-30—concl'd.

Females.					
Number of examinees.			Number passed.		
Public.	Private.	Total.	Public.	Private.	Total.
8	9	10	11	12	13
8	3	11	6	1	7
4	...	4	3	...	3
...
2	...	2	2	...	2
...
...
...
...
...
52	11	63	26	7	33
15	9	24	6	3	9
...
50	...	50	16	...	16
148	17	165	106	8	114
...
2,374	17	2,391	1,426	13	1,439
...
47	4	51	42	4	46
44	2	46	38	1	39
...	2	2	...	...	...
...
3	...	3	2	...	2
...
...
...
...
...

Arts Drawing Examination.
 Survey Schools.
 in the above figures.
 qualifying for admission to a course of studies for a degree.

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	7
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts ...	262	37	299	144	2	146
Intermediate in Science ...	191	6	197	122	1	123
Licentiate of Civil Engineering ...	...	...	...	...	...	...
Licence, diploma or certificate in teaching ...	48	2	50	46	2	48
Intermediate or diploma in Commerce ...	...	...	...	...	...	...
Licentiate of Agriculture ...	36	...	36	24	...	24
Veterinary Examinations ...	...	...	...	...	...	...
SCHOOL EXAMINATIONS.						
(a) On completion of High School course.						
Matriculation ...	...	...	...	...	...	...
School Final, etc. (High School Certificate).	1,364	319	1,683	947	98	1,045
European High School ...	...	...	...	...	...	...
Cambridge, Senior (School Certificate) ...	43	26	69	30	2	32
(b) On completion of Middle School course.						
Cambridge, Junior (Local) ...	54	...	54	33	...	33
European Middle ...	...	...	...	...	...	...
Anglo-Vernacular, Middle ...	5,098	160	5,258	3,145	61	3,206
Vernacular, Middle ...	...	...	...	...	...	...
(c) On completion of Primary course.						
Upper Primary ...	46,570	165	46,735	27,416	93	27,509
Lower Primary ...	...	...	...	...	...	...
(d) On completion of vocational course.						
For teacher's certificate—						
Vernacular, Higher ...	177	6	18	171	4	175
Vernacular, Lower ...	464	73	537	439	56	495
At Art Schools* ...	1,323	27	1,350	644	17	661
At Law Schools ...	...	...	...	...	...	...
At Medical Schools ...	100	...	100	66	...	66
At Engineering Schools† ...	70	9	79	63	6	69
At Technical and Industrial Schools ...	...	...	...	...	...	...
At Commercial Schools ...	...	...	...	...	...	...
At Agricultural Schools ...	44	...	44	31	...	31
At other schools ...	...	...	...	...	...	...

*Bombay School of

†Includes

European scholars are included

Intermediate Examination means an examination

TABLE VIII.

and Berar for the year 1929-30—concl'd.

Females.					
Number of examinees.			Number passed.		
Public.	Private.	Total.	Public.	Private.	Total.
8	9	10	11	12	13
8	3	11	6	1	7
4	...	4	3	...	3
...
2	...	2	2	...	2
...
...
...
...
52	11	63	26	7	33
15	9	24	6	3	9
...
50	...	50	16	...	16
148	17	165	106	8	114
...
2,374	17	2,391	1,426	13	1,439
...
47	4	51	42	4	46
44	2	46	38	1	39
...	2	2	...	...	...
...
3	...	3	2	...	2
...
...
...
...
...

Arts Drawing Examination.
 Survey Schools.
 in the above figures.
 qualifying for admission to a course of studies for a degree.