

REPORT

ON

PUBLIC INSTRUCTION

IN THE

HYDERABAD ASSIGNED DISTRICTS

FOR THE YEAR

1894-95.



HYDERABAD:

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From

F. S. BULLOCK, Esq., I.C.S.,

Commissioner, Hyderabad Assigned Districts,

To

THE SECRETARY FOR BERAR TO THE RESIDENT,

Hyderabad.

Dated Amraoti, the 16th August 1895.

SIR,

I have the honor to submit the Report on Public Instruction in the Hyderabad Assigned Districts for the year 1894-95, compiled by Rao Saheb S. V. Patwardhan, B.A., Director of Public Instruction, with the following remarks.

2. *General summary.*—The year has not been wholly favorable from an educational point of view : sickness and agricultural depression are considered to have operated against the working of the department, with the result that schools have had to be closed, attendance has fallen off, and income has decreased.

There is a decrease of 98 schools and 2,447 scholars. The noticeable feature of this decrease is that it is in indigenous schools under private management, and the tables given in paragraphs 4 and 5 of the Director's report show that while Government schools under public management show an increase in number and attendance, the aided schools under private management show a decrease of nearly 25 per cent. in number and attendance ; 121 aided private schools out of 603 having been closed, with a fall in attendance of 2,930 pupils. This follows on a considerable falling-off last year.

The net result is that though Government schools have increased by 21 in number, there are 98 less schools in the province ; and the number of scholars has fallen from 52,432 to 49,985.

The statistics of high and middle schools are much the same. The district board schools have increased by 18 in number, but the attendance, instead of showing an increase, has fallen by 526 pupils. The curious fact in connection with these results is that the number of girls attending school has increased from 2,264 to 2,973.

It is not quite satisfactory to see that while Government expenditure on schools increases, indigenous schools decrease. The contrary effect is desirable.

Expenditure by Government on schools to show the way was desirable, and in Berar this expenditure has been very liberal hitherto—more in proportion to the population of the province than in any other part of India. The primary schools of Berar are the most expensive in India, and yet private enterprise towards the advancement of education is falling-off. It may be that want of prosperity is, as the Director thinks, the cause of this falling-off, but it shows a want of appreciation of education when a temporary failure in agricultural prosperity causes in one year the closing of one quarter of the private schools. As education advances Government aid should not be counted on as an increasing factor, but rather as a diminishing one in proportion to the increase of education. If the benefits of education are rightly appreciated, private schools should become more numerous.

The distribution of schools according to districts in paragraph 6 is satisfactory, and shows that attention is paid to the natural requirements of districts—Wun and Basim being, as they are in other respects, backward also in education.

- The average for the province is one school to every 15.1 square miles, which varies from 1 school to every 6.2 square miles in the Ellichpur District to 1 in 33 square miles in Wun.

In paragraph 14 of his report the Director shows in a convenient form the expenditure on education under each head compared with that of last year.

There is a considerable decrease, of which the principal items are Rs. 8,810 in grants-in-aid, due of course to the closing of indigenous schools; Rs. 5,866 in middle class schools, the result of economies effected in salaries, bonuses, and books; and Rs. 5,793 in buildings. The principal increase is on girls' schools (Rs. 1,161). The net decrease is Rs. 18,208. The income from fees shows a slight falling-off of Rs. 51.

Municipal expenditure in aid of education amounts to Rs. 15,087, or 7.7 per cent. of municipal income, and is fairly large.

Contributions by the people have decreased from Rs. 9,632 to Rs. 9,133, or nearly Rs. 500. The expenditure of the department has been controlled judiciously, and shows that the Director has been careful not to waste money. I think the savings out of allotments for building might with advantage be carried on and placed to credit for the following year.

3. *Controlling agencies.*—The present Director, Mr. Patwardhan, was appointed newly to Berar in March 1894, and has worked hard to acquaint himself with his schools, having conducted the examination of the high schools and training college, and inspected all but one of the Anglo-Vernacular schools and 307 primary schools. He, as well as his inspecting staff, appear to have been indefatigable in touring round the districts and inspecting schools, and I am glad to see that the Director is doing his best to improve the position of the indigenous schools as well as Government institutions. Deputy Commissioners and their district staff appear to have done a fair share of inspection, except in Amraoti, where with many schools and a large staff inspection is least. The Director is able to accord his acknowledgments to the members of the various school committees, and to mention the names of many who have rendered him real assistance, which is satisfactory.

4. *University education.*—The progress of Berar boys holding scholarships in the Bombay University is fair, two having passed the preliminary and two the intermediate examination. One forfeited his scholarship for not making satisfactory progress. But the success of ex-students of Berar high schools is certainly good.

5. *Secondary schools.*—There are two high schools at Akola and Amraoti respectively, to each of which is attached a boarding house, and 24 middle or Anglo-Vernacular schools.

The two high schools show an increased attendance, but the middle schools a decrease. The Director is not satisfied with either the quality or quantity of the work of these two schools, though the Akola school showed a good percentage of passed to examined for the matriculation examination. He finds, however, that the method of teaching is faulty, and the standards of examination differ from the university standard, which requires qualification in every subject. The Akola high school is, however, much superior to the one at Amraoti, which showed poor results. I think both these schools suffer from overcrowding, but it is satisfactory to learn that the teaching staff has been strengthened. There is a want of funds for supplying good boarding houses, yet the number of boarders continues to increase.

The middle class schools show a decreased attendance, but the number of boys examined in the various standards increased from 1,371 to 1,455, with the result that only 751 passed as against 801 in 1893-94.

The Director has many faults to find with the system of teaching and marking, and has had to replace several incompetent masters by better men.

In both these classes I gather that the Director is not well satisfied with the system of education, and desires to show more thorough results and less cramming. He found their work characterized by a want of thought. His efforts are in the right direction, and will no doubt result in a sounder system of education. The system of giving grace marks to pass boys, which he notices,

appears to be very bad, and I am glad to see that he sets his face against cramming and other shams.

6. *Primary education.*—There is a net increase of 20 schools or 609 schools in place of 589, with an attendance of 32,464 boys on the rolls on March 31, 1895, but the average daily attendance is only 22,091. The Director has had prepared a list of 87 villages with a population of 1,000 and upwards which possess no school, and altogether he finds 120 villages in which schools are required. The expenditure on these primary schools given in paragraph 42 shows that the cost of each pupil has risen to Rs. 6-6-0, which is a very high rate indeed. In the quinquennial report on education in India published in 1893, Berar schools headed the list as being the most expensive primary schools in India, with a cost of Rs. 5-7-0 per pupil. This has now gone up to Rs. 6-6-0 or 15 annas per pupil.

The cost to provincial revenues has also increased, and the result of examinations shows a very much lower result, only 51·02 of the boys examined having passed as compared with 65·6 per cent. in 1892-93 and 68·3 in 1893-94. This I have no doubt is rightly ascribed by the Director as due to a more correct appreciation of work by the inspecting officers, or in other words to a different and possibly higher standard of examination. Many defects of system and discipline are pointed out by Mr. Patwardhan, and are summarized as follows :—

1. Want of competent trained masters.
2. Want of suitable standards.
3. Want of adequate supervision.

On all these the Director has already submitted proposals which are under consideration, and I have no doubt that an improved state of things will result. Competent teachers are most necessary, and the training of men for such work is no doubt a very essential matter.

The results of English teaching in primary schools is not at all satisfactory, and I am doubtful whether it is required.

To get the class of teacher for primary schools who is competent to teach English would be costly, and I doubt if it is necessary.

7. *Indigenous schools.*—The falling off in the indigenous schools both in number and attendance is a striking feature of the year's report, and a very regrettable one. It has resulted in a saving of Rs. 6,422 in grants-in-aid, but will doubtless lead to numerous applications for schools to be opened at the expense of Government, so that the improvement of this class of school should be a very great object.

8. *Physical education.*—Physical education is entering into the curriculum of the native of India, and in some parts with marked success, but to make it useful it requires considerable supervision and interest, and is rather an expensive item of education. At present I think all we need try to do is provide ground for large schools, such as those at Amraoti and Akola, for recreation, and if possible a few gymnastic instructors.

9. *School houses.*—The expenditure under public works for educational purposes is large :—

		Rs.	s.	p.
For buildings and additions	...	38,128	6	6
For repairs	... ..	21,019	8	10
		<hr/>		
Total	...	59,147	15	4
		<hr/>		

10. *Institutions for training teachers.*—The training college and the pupil-teachers classes are important institutions, inasmuch as on them we depend for our future tuitional success, and it is unsatisfactory to notice a decrease in both, and that the result of examinations has been far from what it should be; of the pupil-teacher class only two out of twelve passed, and the classes have been closed in consequence.

The results of the entrance examination to the college has been equally disappointing, and apparently this institution requires thorough revision and improvement. The Director has a very important work before him in putting it upon a better basis, and I hope that having found out the defects he will be able to apply a remedy. It is one of his most important tasks.

11. *Industrial training.*—Industrial education is yet in its infancy, but steps are being taken to improve this valuable branch of the department. The proposed school at Amraoti has been sanctioned, and final orders as to its establishment are awaited.

12. *Female education.*—There is satisfactory progress to report in female education; though the number of schools is only one more, the number of pupils has increased by 702, the increase being chiefly in the number of girls attending boys' schools. It is rather a curious feature this sudden increase in boys' schools of girl pupils, and it will be interesting to see if it is maintained, and what its results will be. There are 690 girls in excess of last year in boys' schools. The rise appears to have been sudden, and the Director looks upon it as satisfactory; it is certainly a new social departure in Berar, though I understand that it is common in Bombay.

13. *Education of special classes.*—The number of Muhammadan boys in schools under public management has increased from 6,189 to 6,297, but in private schools it has decreased.

The Chikalda school for aboriginal races continues to be well attended.

There is a great falling off of boys of low caste, although they get encouragement in being admitted free of fees, and are allowed to mix freely with other castes.

14. *Text books.*—I believe much requires to be done in revising the text books in use, and in bringing up our standard to the level required in Bombay by adopting the same books, but the Director is paying attention to this subject.

15. *Conclusion.*—Mr. Patwardhan is of course new to the province, but he has submitted a comprehensive and useful report, and I believe he is taking measures for improving the department in a thorough and sensible manner, and his views appear to be guided by a broad and sensible judgment. He may I think be relied upon not to hurry his reforms too much, but gradually to introduce really improved methods.

I have the honor to be,

Sir,

Your most obedient servant,

F. S. BULLOCK,

Commissioner, Hyderabad Assigned Districts,

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No 1226 OF 1895-96.

FROM

RAO SAHEB S. V. PATWARDHAN, B.A.,

DIRECTOR OF PUBLIC INSTRUCTION,

Hyderabad Assigned Districts,

TO

F. S. BULLOCK, Esq., C.S.,

Commissioner, Hyderabad Assigned Districts.

Dated Akola, the 15th July 1895.

SIR,

I have the honour to submit the following report on public instruction in the Hyderabad Assigned Districts for the year 1894-95.

I.—GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

2. The year under report was, on the whole, most unfavourable; heavy rains in October and November and the subsequent cloudy weather during the whole of the cold season damaged the crops more or less almost everywhere, and produced considerable sickness in most of the districts of the province. This unfavourable character of the year naturally affected the prosperity of the agricultural classes and retarded the progress of education among the masses. Numbers of boys' schools and their pupils have fallen off, but it is satisfactory that the number of girls at school has considerably increased. Among the higher and well-to-do classes, however, education has, as usual, continued to advance. The attendance in the high and middle schools has, on the whole, increased, and the results of the matriculation and other examinations have been very fair. District officers have, as usual, continued to take interest in the well-being of the schools, and the Taluk officers and Tahsildars have given hearty assistance to schoolmasters and inspectors. The inspecting officers of the department have carefully supervised the schools in their charge, and district and municipal boards have worked in harmony with the department and performed their duties in a manner creditable to themselves. School committees have continued to show increased attention to their work and rendered valuable assistance to schoolmasters wherever the schools were well managed. District board and municipal schools have increased, but indigenous schools, whose existence mainly depends upon the support of the people, have decreased to a great extent. The number of Muhammadan boys at school has decreased, but that of Muhammadan girls increased. The number of low caste children under instruction has decreased, but the numbers examined and passed have been greater than those in the previous year. The income of the department shows a falling-off, but it is satisfactory that the fees realized in high and middle schools and the municipal contributions have slightly increased.

Schools and scholars.

3. The following is a comparative statement of schools and scholars for the past two years :—

Year.	Area in square miles.	Towns and villages.	Population.	No. of institutions.			No. of scholars.			Percentage of scholars to population of school-going age.	
				For boys.	For girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
1893-94	17,717	5,824	Males 1,491,500	1,274	53	1,326	53,168	2,264	52,433	23.24	1.07
1894-95			Females 1,405,540	1,175	53	1,228	47,012	2,973	49,985	21.01	1.41
			Difference		-99	+1	-98	-3,156	+709	-2,447	-1.23	+ .34

The above table shows a net decrease of 98 schools and of 2,447 scholars as detailed in the margin. The falling-off in schools is shared more or less by all districts, but that in attendance is confined to Akola, Buldana, Basim, Amraoti and Wun districts, and is attributed to sickness, indifferent harvests and discontinuance of nominal rolls. The decrease, as will be seen from the next paragraph, has occurred chiefly in indigenous schools or schools under private management, which depend mainly upon

the support of the people and which increase or decrease according as the prosperity of the people increases or decreases. This is the third year that the province has suffered from bad harvests. Heavy rains in October and November caused excessive moisture and considerably damaged the *kharif* crops and prevented the germination of the seed, and though the fields were sown a second time the abnormally cloudy weather during the whole of the cold season was most unfavourable to *rabi* crops and productive of considerable sickness almost throughout the province. This state of the season has told heavily upon the prosperity of the agricultural classes and affected attendance in local board schools for boys and led to the closing of a large number of grant-in-aid indigenous schools. During my tour I noticed a few cases of false registration, but the exemplary punishment inflicted upon the guilty masters will serve as a good example to others, and will effectually put a stop to the evil practice.

The decrease above referred to has occurred only in boys' schools. The number of schools for girls has increased by 1, and the number of girls under instruction has increased by 709.

4. The following table compares the number of schools, public and private, and of scholars attending them with the numbers on the last day of the previous year :—

Year.	Public schools.										Private institutions.		Total.			
	Under public management.						Under private management.				Total.		No. of schools.	No. of scholars.	No. of schools.	No. of scholars.
	Government schools.		District board schools.		Municipal schools.		Aided.		Unaided.		Total.					
	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.				
1893-94	27	4,594	610	31,312	24	2,556	603	13,133	54	638	1,319	12,833	7	96	1,326	52,433
1894-95	27	4,583	629	31,540	27	2,733	462	10,263	56	721	1,221	49,940	7	145	1,228	49,985
Difference	...	-11	+19	+228	+2	+137	-121	-2,930	+2	+83	-98	-2,493	...	+46	-98	-2,447

The number of Government schools has remained stationary, but the number of scholars attending them has fallen off by 11.

The number of district board schools has increased by 19 and of scholars attending them by 228.

(3).

The number of municipal schools has increased by 2 and of scholars attending them by 137.

The number of aided indigenous schools has decreased by 121 and their pupils by 2,930, while the unaided schools have increased by 2 and their pupils by 83. Mr. Haro says:—"The large decrease in the number of indigenous schools has probably been rightly attributed to the diminished prosperity of the agricultural classes owing to a succession of inferior harvests." I may add that the year under report, being the third of the three years of indifferent harvests and high prices, has naturally proved more disastrous than its predecessor, the net decrease in public schools and in scholars attending them during the year, under report, being 98 and 2,493 respectively, against 54 and 1,036 in the preceding year.

The number of "private institutions" has remained the same, but the scholars attending them has increased by 46.

5. The next statement shows the number of different classes of schools on the 31st March last and on the corresponding day of the previous year:—

Description of schools.				No. of schools.		No. of scholars.	
				1893-94.	1894-95.	1893-94.	1894-95.
<i>School Education—General.</i>							
Public institutions.	Secondary.	Government—High	Boys ...	2	2	446	502
			Do. Middle	Boys ...	24	24	4,054	3,998
				Girls ...	...	...	8
		District Board ...	Boys ...	572	590	29,736	29,210
			Girls ...	38	39	1,576	2,330
	Primary.	Municipal ...	Boys ...	17	19	2,136	2,246
			Girls ...	8	8	460	487
		Aided ...	Boys ...	598	478	12,975	10,136
			Girls ...	5	4	218	127
	Unaided ...	Boys ...	53	54	629	700	
Girls ...		...	1	1	10	10	
Private institutions.	Advanced (Arabic or Persian and Sanskrit)	Boys ...	3	3	48	90	
		Girls ...	...	...	4	...	
	Elementary ...	Boys ...	3	3	44	42	
		Girls ...	1	1	3	13	
<i>School Education—Special.</i>							
	Training schools for masters	...	1	1	94	*80	
	Industrial school (unaided)	...	1	1	8	11	
	Total	...	1,326	1,228	52,432	49,985	

* This includes 5 pupil-teachers who are being trained for masterships in primary schools and 3 girls attending the Municipal Marathi girls' schools at Khamgaon and Akola.

The number of high and middle schools has remained unchanged, but the number of pupils in the former has increased by 56, while that in the latter has decreased by 53.

The district board boys' schools have increased by 18, but the scholars attending them have decreased by 526. It may be observed that the opening of 18 new schools should have improved the attendance by about 500, and that the real loss in the attendance of boys' schools must, therefore, be put down at 1,000 at least. The falling-off occurred in Akola, Buldana, Basim and Wun districts, and is attributed to sickness and diminished prosperity of the agricultural classes.

The number of girls at school has increased from 2,264 to 2,973 as shown in paragraph 3 above. The increase of 709 girls is very satisfactory, and is probably the result of my advice to the masters assembled at the last educational conference to induce people to send their girls to boys' schools as the department was not in a position to open separate schools for girls in every town and

village. I hope the masters will continue to act up to the advice in current and future years.

The falling-off in grant-in-aid schools has been explained in the preceding paragraph. I would only add that the unfavourable circumstances of the year, such as sickness, bad harvests, high prices, &c., have even affected the attendance in district board schools, which are of a permanent character, and that it is no wonder if they have done away with some of the aided indigenous schools, which have no permanent standing and whose existence entirely depends on the support of the people.

6. The following tables shows the number of schools for boys in each of the six districts, the average number of square miles to every school, and the proportion of male pupils to the male population of school-going age :—

District.	Area in square miles.	Male population.	No. of schools for boys.						No. of boys in						Average number of square miles to every school.	Percentage of male scholars to male population of school-going age.		
			Public institutions.			Private institutions.			Public institutions.			Private institutions.						
			Departmental.	District board.	Municipal board.	Under private management.	Advanced teaching.	Elementary teaching.	Total.	Departmental.	District board.	Municipal board.	Under private management.	Advanced teaching.			Elementary teaching.	Total.
Akola	2,659	297,011	7	157	7	106	1	1	279	1,024	7,684	833	2,165	6	20	11,832	9.5	26.5
Buldana	2,509	244,799	4	106	...	80	...	1	201	803	4,865	...	1,686	...	9	7,468	13.9	20.3
Basim	2,956	204,798	1	57	...	40	...	1	99	310	2,449	...	543	...	13	8,354	29.8	10.9
Amraoti	2,759	340,235	6	127	6	176	2	...	317	970	7,479	725	4,260	84	...	13,518	8.7	38.4
Wun	3,911	241,688	...	58	...	57	...	...	117	233	2,520	...	656	...	...	3,629	33.4	10.0
Ellichpur	2,623	162,969	4	85	6	63	...	...	158	533	4,218	568	1,262	...	...	6,596	16.6	28.9
Do. excluding Melghat	(975)	(138,609)	(4)	(84)	(6)	(63)	(...)	(...)	(157)	(533)	(4,191)	(568)	(1,262)	(...)	(...)	(6,574)	(6.2)	(31.6)
Total	17,717	1,491,500	24	590	19	532	3	3	1,171	3,998	29,210	2,246	10,811	90	43	46,397	15.1	20.7

* This excludes 1,042 girls attending boys' schools.

Schools for boys have decreased more or less in all districts, and consequently the average number of square miles to every school has increased and the percentage of male scholars to male population of school-going age decreased in proportion in all districts. Amraoti is the most prosperous district in the whole province, being at the head of the list as regards the number of schools, the number of scholars, and the average number of square miles to every school. Akola comes next. But the percentage of male scholars to male population of school-going age is the highest in Ellichpur, and if Melghat (which has only one school) be excluded from it, that district will also have the smallest average number of square miles to each school. The districts of Basim and Wun are most backward in every respect.

7. The following is a comparative statement showing the income of the department from all sources in the past two years :—

		Rs.	a.	p.	Rs.	a.	p.	
Revenues from local sources.	Provincial revenues	{ 1893-94 ...	...	...	2,46,616	8	11	
		{ 1894-95 ...	...	...	2,45,651	14	0	
	District fund	{ 1893-94 ...	1,58,185	5	6			
		{ 1894-95 ...	1,40,523	1	9			
	Fees realized in high and middle schools.	{ 1893-94 ...	21,634	0	6			
		{ 1894-95 ...	21,066	15	0			
	Municipal contributions.	{ 1893-94 ...	15,087	11	11			
		{ 1894-95 ...	15,983	6	0			
	Popular contributions	{ 1893-94 ...	9,631	13	5			
		{ 1894-95 ...	9,132	10	9			
	{ 1893-94 ...	...	...	...	2,04,535	15	4	
	{ 1894-95 ...	...	...	...	1,87,306	1	6	
	Total	{ 1893-94 ...	...	...	4,51,155	8	3	
		{ 1894-95 ...	...	...	4,32,957	15	6	

Fees realized in secondary schools and the municipal contributions have increased, while the income from the other two sources has decreased, the total income showing a falling off of Rs. 18,197-8-9 during the year.

8. The following statement shows the demand on account of the educational cess and the assignments from the land revenue to the educational cess for the last two years:—

Receipts from the educational cess.		Akola.	Buldana.	Basim.	Amraoti.	Wun.	Ellichpur.	Total.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Demand	{ 1893-94 ...	28,156 1 8	15,756 15 4	9,952 6 0	25,013 0 0	8,025 15 0	14,894 2 9	1,01,798 8 9
	{ 1894-95 ...	28,143 14 11	15,756 7 1	9,947 2 9	25,013 11 3	8,034 8 0	14,860 13 9	1,01,756 9 9
Assignments from land revenues.	{ 1893-94 ...	25,156 1 8	15,756 15 4	9,952 6 0	25,013 7 6	9,110 13 3	14,653 10 6	1,02,643 6 3
	{ 1894-95 ...	28,143 14 11	15,756 7 1	9,947 2 9	25,013 11 3	9,100 1 9	14,613 10 6	1,02,575 0 3

Demand has slightly decreased in all the districts except Amraoti and Wun, in which there is an increase. So also the receipts have decreased in all the districts except Amraoti, in which there is a slight increase. On the whole, both demand and receipts show a slight falling off of Rs. 41 and Rs. 68 respectively.

All the Deputy Commissioners were requested to give the information as to whether the demand for 1894-95 has been realized in full or not. The Deputy Commissioners of Akola, Buldana and Wun say:—

Akola.—Rs. 27,805-8-7 out of the total demand on account of the educational cess for the year 1894-95 have been realized and credited into the Treasury up to 31st May 1895, and that Rs. 338-8-4 are still to be realized.

Buldana.—I can however state from the accounts in my office that Rs. 23-13-7 out of the demand for jagir villages are still outstanding.

Wun.—Out of the total demand Rs. 8,034-8-0 on account of the education cess for the *khalsa* villages for the year 1894-95, Rs. 7,278-13-6 have been realized and Rs. 755-10-6 remained to be realized on 1st April 1895.

The Deputy Commissioners of the other districts say that the information has not yet been supplied to them by the Comptroller.

9. The following statement shows the amount of fees realized in all classes of Government schools and in local board primary schools:—

Schools.	1892-93.	1893-94.	1894-95.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
High schools ...	5,994 8 0	6,712 8 0	7,418 8 0
Middle schools ...	14,653 0 9	14,921 8 6	14,248 7 0
Primary schools ...	36,838 14 2	36,558 14 6	36,474 3 0
Total ...	57,486 6 11	58,192 15 0	58,141 2 0

There is a slight falling off in the total income from fees. The fees levied in high schools have increased, but those levied in middle and primary schools have decreased, the net decrease for the year being Rs. 51-13-0.

10. The following statement shows the income of the municipalities in the province and the amounts spent by them on schools during the year under report:—

Municipality.	Total income of the municipality.	Fees credited to the municipal fund.	Popular contributions, &c., to Municipal Board schools.	Total income.	Expenditure.																	Percentage of contributions to the municipal income.
					School establishments, grants-in-aid, &c.												Original works and furniture.	Repairs to schools.	Fees for boys.	Miscellaneous.	Total.	
					Boys' schools.						Girls' schools.											
					Primary.						Primary.											
					Government.	Municipal.	Aided.	Total.	Government.	Municipal.	Aided.	Total.	Government.	Municipal.	Aided.	Total.						
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		
Akola ...	47,512 9 7	751 5 6	29 13 9	48,293 12 10	...	...	1,268 8 0	138 8 0	1,407 0 0	...	446 15 9	...	446 15 9	411 3 5	293 1 11	26 4	769 5 1	3,343 14 2	6 9	
Akot ...	12,888 8 1	...	...	12,888 8 1	100	300	...	...	300 0 0	94 0 0	...	...	24 0 0	...	...	24 0	58 12 3	506 12 3	3 9
Khangraon ...	31,168 13 11	504 11 0	54 3 9	31,662 12 8	...	...	1,646 0 0	108 5 0	1,754 5 0	...	848 1 5	...	848 1 5	746 12 2	173 1 6	33 0	745 9 1	4,300 18 2	13 6	
Bhagan ...	8,035 7 10	...	...	8,035 7 10	120	125	...	...	125 0 0	...	...	...	...	...	25 0 0	...	40 13 4	810 13 4	3 8
Suldana ...	16,409 4 5	...	...	16,409 4 5	...	399	...	...	399 0 0	90 0 0	...	...	90 0 0	...	...	...	123 0 0	672 0 0	4
Basim ...	14,378 4 11	...	...	14,378 4 11	...	...	...	...	114 0 0	...	...	...	114 0 0	...	...	...	24 0 0	138 0 0	9
Amraoti ...	54,810 6 2	1,037 4 3	2 0 0	55,849 10 5	...	...	1,482 6 6	321 14 3	1,804 4 9	...	617 8 1	...	617 8 1	250 6 6	...	...	1,358 3 7	4,033 7 1	7 2
Ellichpur ...	18,808 5 6	791 10 3	...	19,599 15 9	...	...	1,836 0 0	126 1 4	1,962 1 4	...	...	...	...	11 0 0	73 0 0	...	831 8 2	2,077 10 0	18 9
Total ...	2,08,946 12 3	3,084 15 0	86 1 6	2,07,117 12 11	220	824	6,232 14 6	694 12 7	7,751 11 1	228 0 0	1,912 9 3	...	2,140 9 3	1,423 6 3	554 3 5	88 4	3,905 4 0	15,938 6 0	7 7			
Total for 1893-94 ...	2,24,731 15 1	3,118 1 9	41 14 6	2,27,911 15 4	251	836	6,488 7 3	704 9 6	8,029 0 9	231 0 0	1,946 6 8	45 12 0	2,223 2 8	520 7 7	374 11 9	42 0	3,044 5 2	15,097 11 11	6 6			

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(7)

The incomes of the municipalities of Buldana and Basim have increased, but there is a decrease in every other municipality, it being surprisingly large in the case of the Khamgaon municipality. The reason of it probably is the large falling off in the income of the *satta* tax. The total expenditure on education is greater than last year by about Rs. 840. The contributions made by the Akola, Akot, Khamgaon and Buldana municipalities have increased, those made by the Basim municipality have remained the same, while the sums spent by the committees at Shegaon, Amraoti and Ellichpur have decreased. On the whole the percentage of contributions to the municipal income has increased from 6.6 to 7.7.

11. The amounts contributed by the people for educational purposes are shown in the next table :—

District.	School houses.	Repairs to schools.	Pay of teachers.	School furniture and other apparatus.	Gymnastic apparatus.	Prize books, sweetmeats, slates, &c., to pupils.	Library books and maps.	Fees for poor boys.	Miscellaneous.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola ...	325 0 0	10 0 0	1,429 0 0	46 15 3	...	105 4 0	...	151 1 9	...	2,087 5 0
Buldana ...	600 0 0	33 13 0	1,511 8 0	21 8 0	10 0 0	8 0 0	...	56 2 9	1 0 0	2,241 14 9
Basim ...	60 0 0	...	300 0 0	54 2 0	2 0 0	11 8 0	...	56 0 0	...	483 5 0
Amraoti ...	52 6 0	13 0 0	1,677 0 0	45 4 0	2 0 0	64 10 0	3 8 0	256 1 0	4 0 0	2,116 13 0
Wan ...	...	...	276 0 0	...	...	17 0 0	...	112 7 0	4 0 0	409 7 0
Ellichpur ...	...	20 0 0	1,434 0 0	36 14 0	48 14 0	75 8 0	...	134 2 0	53 8 0	1,813 14 0
Total ...	1,037 6 0	84 12 0	6,627 8 0	206 11 3	62 14 0	281 9 0	3 8 0	765 14 6	62 8 0	9,132 10 9
Total for 1893-94.	596 0 0	137 13 6	7,402 6 8	296 10 3	141 0 0	312 15 0	27 0 0	556 0 0	162 0 0	9,631 13 5

The contributions of the people have, on the whole, decreased by about Rs. 500. They have increased in Buldana, Basim and Amraoti, but decreased in the other three districts. It is gratifying to observe that in spite of the unfavourable circumstances of the year people have contributed so much towards education in different shapes. Dongarji *walad* Purnaji, an inhabitant of Kadholi, Akote taluka, who is reported to have built a nice little indigenous school house at his village, deserves special mention. Girdhar Khushal, patel of Tembhurkhed in Morsi taluk, also deserves mention for having given a suitable building for the use of the local board school in his village.

12. The total expenditure on education in the province during the year under report is shown in the following statement :—

Heads.	Provincial revenues.	District funds.	Fees.	Municipal funds.	Subscriptions	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction ...	20,451 40 7	...	...	...	...	20,451 40 7
Inspection ...	33,328 12 10	1,207 8 1	...	...	...	34,534 4 11
Government schools—						
General, } Secondary schools. { High for boys ...	16,794 7 8	...	6,788 5 0	...	...	23,582 12 8
} Middle for boys ...	41,576 15 2	...	12,428 5 2	220 0 0	2,676 10 0	56,901 14 4
District board schools ...	81,898 0 0	1,00,539 5 10	...	861 0 0	4,911 3 9	1,88,207 9 7
For boys ...	...	8,096 3 10	...	255 0 0	131 5 9	8,482 9 7
For girls ...	...	4,586 14 6	...	8,096 9 10	42 0 0	12,725 8 4
Municipal board schools ...	...	1,064 7 10	...	2,551 7 7	2 0 0	3,617 15 5
Grants-in-aid to public schools under private management ...	16,021 15 5	...	...	654 12 7	...	16,716 12 0
Training schools ...	9,590 2 9	...	...	...	...	9,590 2 9
Scholarships ...	9,095 10 1	141 3 11	...	141 3 11	...	9,378 1 11
Government book depot ...	-1,824 7 9	...	...	...	...	-1,824 7 9
Buildings ...	18,146 14 3	18,179 0 8	...	765 1 7	1,037 6 0	38,128 6 6
Furniture ...	6,355 6 2	6,355 6 2	1,817 11 10	684 4 8	269 5 3	9,105 15 11
Miscellaneous ...	485 13 0	352 14 11	632 9 0	1,734 13 10	62 8 0	3,268 10 9
Total ...	2,45,651 14 0	1,40,523 1 9	21,666 15 0	15,993 6 0	9,132 10 9	4,32,957 15 6
Total for 1893-94 ...	2,46,616 8 11	1,58,185 5 6	21,634 0 6	15,087 11 11	9,631 13 5	4,51,155 8 3
Difference ...	-964 10 11	-17,662 3 9	+32 14 6	+895 10 1	-499 2 8	-18,197 8 9

There is a decrease of about Rs. 18,200 in the total expenditure, of which Rs. 17,662 have been mainly contributed by the district fund, the decrease in the provincial revenues and subscriptions being slight. The expenditure from fees and municipal funds shows an increase.

13. The following statement shows the sanctioned budget grant and actual expenditure under each head :—

Provincial Revenues.

Heads of expenditure.	Budget grant.	Actual expenditure.	Excess.	Savings.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction	18,786 0 0	20,451 10 7	1,665 10 7	...
Inspection	34,646 0 0	33,326 12 10	...	1,319 3 2
Government schools — High	24,379 0 0	23,293 5 11	...	2,086 10 1
{ Middle	60,067 0 0	53,584 8 1	...	6,483 7 11
{ Primary	81,986 0 0	81,986 0 0	...	...
Government schools—Special	13,269 0 0	9,590 2 9	...	3,678 13 3
Scholarships	11,890 0 0	9,095 10 1	...	2,784 5 11
Miscellaneous—Government book depot.	17,311 0 0	13,859 2 4	...	3,451 13 8
Grants-in-aid	22,483 0 0	16,021 15 5	...	6,466 0 7
Stationery and printing	500 0 0	483 13 0	...	14 3 0
Total ...	2,85,312 0 0	2,60,694 1 0	1,665 10 7	26,233 9 7
Deduct departmental receipts ...	38,600 0 0	37,350 9 1	..	1,249 6 11
Total ...	2,56,712 0 0	2,23,343 7 11	1,665 10 7	27,533 0 6
Deduct— ... ..	...	...	...	1,665 10 7
Total savings ...	...	...	...	25,667 5 11
Add expenditure on school-houses, repairs, &c., not included in the Comptroller's figures, but communicated by the Examiner, Public Works Accounts.	...	22,308 6 1	...	...
Total ...	...	2,45,651 14 0	...	...

District Funds.

	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Clerks in Deputy Educational Inspectors' offices	1,200 0 0	1,182 12 1	...	17 3 11
Masters and teachers	*1,84,531 0 0	*1,75,418 11 3	...	9,112 4 9
Rewards to successful masters	3,750 0 0	2,859 8 0	...	890 8 0
Travelling allowance	1,175 0 0	432 14 9	...	743 1 3
House-rent allowance	2,286 0 0	1,910 14 0	...	375 2 0
Purchase and repair of apparatus	6,285 0 0	6,355 6 2	70 6 2	...
Library books and maps	2,625 0 0	952 4 0	...	1,672 12 0
Prizes in schools	2,615 0 0	2,077 5 3	...	537 10 9
Fixed contingencies	7,630 0 0	8,841 8 11	1,211 8 11	...
Office expenses and miscellaneous	2,332 0 0	352 14 11	...	1,979 1 1
Scholarships	360 0 0	282 7 10	...	77 8 2
Original works	23,675 0 0	18,179 0 8	...	5,495 15 4
Repairs	15,570 0 0	16,219 1 7	649 1 7	...
Total ...	2,54,034 0 0	2,35,064 13 5	1,931 0 8	20,900 3 3
Deduct increase ... ..	...	...	...	1,931 0 8
Net savings ...	...	...	...	18,969 2 7

* These amounts include the provincial and municipal contributions of Rs. 81,986 and Rs. 12,915-7-9 respectively for the establishments of primary schools, &c.

The excess under *Direction* is due to the leave allowances of Rao Bahadur Jatar having been debited to the head in addition to my salary.

The savings under *Inspection* are due to smaller sums than were entered in the budget having been spent on account of travelling allowance and tour charges, &c.

The savings under *High Schools* are due mainly to Mr. Aitkens' retirement from service and to the appointment of his successor on a smaller pay, and to savings in the allotments for library books and prizes.

The savings under *Middle Schools* are due to savings in the sanctioned establishments of schools, and in the allotments for library books, prizes and bonuses to successful masters.

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The savings under *Government Schools, Special*, are due to the abolition of the class for training teachers for secondary schools, and to want of pupils for training classes in Anglo-vernacular and vernacular schools.

The savings under *Government Book Depot* are due to a smaller amount than the sanctioned allotment having been spent on the purchase and publication of books.

The savings under *Scholarships* and *Grants-in-aid* are due to smaller sums than the sanctioned allotments having been drawn under the heads.

The other variations do not call for any remarks. It will, however, be observed that this year also about Rs. 6,000 were saved like last year out of the total amount allotted from district funds for school houses.

Comparative statement of expenditure.

14. The following is a comparative statement of expenditure from all sources under each head during the year :—

Heads.	1893-94.		1894-95.		Increase.	Decrease.
	Amount	Per-centage.	Amount.	Per-centage.		
	Rs. a. p.		Rs. a. p.			
Direction ...	20,266 2 8	4.5	20,451 10 7	4.7	185 8 1	...
Inspection...	34,259 13 8	7.5	34,534 4 11	8	274 7 3	...
Government } Secondary schools. { High for boys	23,698 11 10	5.2	23,582 12 8	5.6	...	115 15 2
Government } General. } schools. { Middle for boys	62,768 5 0	13.8	56,901 14 4	13.1	...	5,866 6 8
District Board schools ... For boys	1,68,472 11 3	41.5	1,88,297 9 7	41.2	...	175 1 8
... For girls	7,331 1 0	1.6	8,482 9 7	1.9	1,151 8 7	...
Municipal Board schools. For boys	13,377 1 0	3	12,725 8 4	2.9	...	651 8 8
... For girls	3,423 4 7	.8	3,617 15 5	.8	194 10 10	...
Grants-in-aid to public schools under private management.	25,527 2 4	5.6	16,716 12 0	3.9	...	8,810 13 4
Government schools, Special—Training schools	10,387 13 4	2.3	9,590 2 9	2.2	...	797 10 7
Scholarships	9,091 4 3	2	9,378 1 11	2.2	286 13 8	...
Government book depot	2,503 8 11	...	1,844 7 9	...	...	678 12 2
Buildings	43,923 1 8	9.7	38,128 6 6	8.6	...	5,793 11 2
School furniture	8,407 15 0	1.9	9,105 15 11	2.1	698 0 11	...
Miscellaneous	2,724 13 9	.6	3,268 10 9	.8	543 13 0	...
Total	4,51,155 8 3	..	4,32,957 15 6	...	3,84 14 4	21,532 7 1

The increase under *Direction* has been already explained. The increase under *Inspection* is owing to the Educational Inspector, Hyderabad Assigned Districts, having been entitled to draw his full pay from November, and to the substantive pay of the Officiating Deputy Educational Inspector at Buldana having been debited to this head in addition to the leave allowances of the permanent incumbent, who was on leave on medical certificate for some months during the year. The decrease under *Middle Schools* is due to smaller sums having been drawn during the year on account of salaries of masters, bonuses, prizes and library books and maps, &c., than in the previous year. The decrease under *Grants-in-aid*, as has been already explained in the preceding paragraph, is due to a falling-off in the number of schools which earned grants during the year.

The other variations do not call for any remarks.

II.—CONTROLLING AGENCIES.

15. Having been appointed to officiate as Director of Public Instruction, Hyderabad Assigned Districts, during the absence on leave on private affairs of Rao Bahadur S. B. Jatar, I took charge on 21st March 1894, and was confirmed in the office on 24th September 1894, when the Rao Bahadur retired from Government service.

I was in charge of the office throughout the year except for the last 11 days, during which I was absent on privilege leave, and Mr. Vishnu Moreshwar Mahajani, Educational Inspector, Hyderabad Assigned Districts, was appointed to officiate.

In the course of the year I passed through portions of all the six districts, conducted the examinations of the high schools and the training college, and inspected all the Anglo-vernacular schools, except the one at De ulgona Raja, and 307 primary schools. I travelled 950 miles by rail and 1,705 miles by road.

16. Mr. Vishnu Moreshwar Mahajani, M.A., Educational Inspector, continues, as usual, to do his work with zeal and activity. He was absent on privilege leave for a month and a half from 9th May 1894, during which time I held charge of his office. He examined in detail 21 Anglo-Marathi schools and the Catholic school at Amraoti, and inspected the three Anglo-Urdu schools and a large number of primary schools. He assisted me in the examinations of the high schools and the training college, and examined candidates for vernacular scholarships. He travelled 1,415 miles by rail and 1,240 miles by road as Educational Inspector, and 23 miles by rail and 111 miles by road as Officiating Director of Public Instruction.

17. Mr. Balaji Narsinh Mudholkar, Deputy Educational Inspector, Buldana, returned from nine months' leave on medical certificate on 18th June 1894. But as he kept indifferent health even after his return from leave, he retired from Government service on 19th August 1894. Mr. Nilkantha Narayan Bhat, Deputy Educational Inspector, Wun, succeeded Mr. Mudholkar as Deputy Educational Inspector of Buldana, and Mr. Waman Raghunath Joshi, Principal of the Akola Training College, succeeded Mr. Bhat as Deputy Educational Inspector of Wun.

Work of the subordinate inspecting officers.

18. The following table shows the work of all the Deputy and Sub-Deputy Inspectors during the year:-

Deputy and Sub-Deputy Educational Inspectors.	Area of the district in square miles.	Description of schools.	No. of schools in the district on 31st March 1895.			No. of schools inspected.		Total No. of visits to all schools.	No. of scholars on roll on 31st March 1895.	No. examined at the first inspection.	No. of days in the district.	No. of miles travelled.			Distances travelled by ordinary road for each visit.
			Once.	Twice and more than twice.	Total No. of schools.	By rail.	By road.					Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14		
Deputy Educational Inspector, Akola District.	2,660	Government—Middle schools—Boys ...	7	2	5	15	1,024	86	187	490	1,127	1,617	42		
		District Board—Primary schools—Boys and girls..	172	110	30	178	8,570	2,620							
		Jail schools	1	...	1	...	...	5					
		Municipal Board schools—Primary—Boys & girls..	12	2	9	22	1,236	538							
		Under private management—do	108	52	...	52	2,209	1,336							
		Total ...	300	169	45	269	13,047	4,535	187	490	1,127	1,617	42		
Deputy Educational Inspector, Buldana District.	2,805	Government—Middle schools—Boys ...	4	3	...	3	911	...	157	...	837	837	5.9		
		District Board—Primary schools—Boys and girls..	111	61	6	82	5,157	1,896							
		Under private management—Primary do	90	58	...	58	1,888	692							
		Total ...	205	124	6	143	7,756	2,598							
Deputy Educational Inspector, Basim District.	2,958	Government—Middle schools—Boys ...	1	...	1	2	810	...	188	...	1,209	1,209	9.2		
		District Board—Primary schools—Boys and girls..	59	54	5	65	2,947	1,500							
		Under private management—Primary do	41	60	2	64	3,095	537							
		Total ...	101	114	8	131	3,555	2,037							
Deputy Educational Inspector, Amraoti District.	2,758	Government—Middle schools—Boys ...	6	3	1	5	870	38	162	33	577	610	2.9		
		District Board—Primary schools—Boys and girls..	134	65	6	77	7,989	1,828							
		Municipal Board schools—Primary do	9	4	5	19	909	534							
		Under private management—do do	177	83	5	94	4,293	1,648							
		Total ...	328	155	17	185	14,181	4,246	162	33	577	610	2.9		
Deputy Educational Inspector, Wun District.	3,807	Government—Middle schools—Boys ...	2	2	...	2	253	...	149	...	1,066	1,066	6.5		
		District Board—Primary schools—Boys and girls..	62	22	40	108	2,447	1,653							
		Under private management—Primary do	57	56	...	56	858	473							
		Total ...	121	80	40	166	3,756	2,128	149	...	1,066	1,066	6.5		
Deputy Educational Inspector, Ellichpur District.	2,623	Government—Middle schools—Boys ...	4	1	3	11	533	24	172	...	1,223	1,223	5.9		
		District Board—Primary schools—Boys and girls..	91	66	26	124	4,530	2,287							
		Municipal Board schools do do	6	2	4	14	598	316							
		Under private management do do	63	60	...	60	1,274	616							
		Total ...	164	129	33	209	6,925	3,143	172	...	1,223	1,223	5.9		
Deputy Educational Inspector, Hindustani Schools, Hyderabad Assigned Districts.	17,711	Government—Middle schools—Boys ...	3	1	2	5	124	87	207	845	1,570	2,415	12.2		
		District Board—Primary schools—Boys and girls..	74	50	5	100	3,465	1,501							
		Municipal Board—do do	10	3	7	17	613	383							
		Under private management do do	6	7	...	7	151	53							
		Total ...	93	101	14	129	4,558	2,034	207	845	1,570	2,415	12.2		
Sub-Deputy Educational Inspector, Akola District.	...	District Board—Primary schools—Boys and girls..	...	110	4	118	...	3,992	191	182	1,000	1,182	4.7		
		Municipal do do	...	7	2	13	...	107							
		Under private management—Primary do	...	81	...	81	...	1,199							
		Total ...	...	198	6	212	...	5,355						
Sub-Deputy Educational Inspector, Amraoti and Buldana Districts.	...	Government—Middle schools—Boys	1	...	1	279	65	900	1,025	3.5		
		District Board—Primary schools—Boys and girls..	...	127	8	143	...	4,043							
		Municipal Board—do do	...	5	...	5	...	...					
		Under private management—do do	...	123	...	122	...	2,012							
		Total ...	...	255	8	271	...	6,055						
		Grand Total	1,322	177	1,725	...	32,121	17,224	1,615	9,580	11,204	...		
		Total for 1893-94	1,458	75	1,614	...	30,800	15,540	1,716	9,172	10,558	...		

(11)

On the whole there has been an increase in the number of days in the districts, in the total number of miles travelled, and in the number of boys examined at the first inspection. The number of schools in the province has decreased by 98, but the number of visits to schools has increased by 111. All the subordinate inspecting officers have worked with zeal and activity during the year, and I specially mention the names of Messrs. Waman Ganesh Paranjape and Balkrishna Lakshman Bapat, Deputy Educational Inspectors of Akola and Amraoti, respectively, for having managed their districts with tact and discretion.

With the exception of the Deputy Inspector, Akola, all the Deputy Inspectors assisted me, as usual, in examining the high schools, and the Deputy Inspectors of the Akola district and of the Hindustani schools took part in the annual examination of the training college.

Some of the Deputy Inspectors were not able to finish their inspection work before the close of the year, and consequently were not able to submit their annual report in time. A new Sub-Deputy Inspector has recently been sanctioned for Buldana and Basim; and this addition to the inspecting staff will, it is hoped, remove the inconvenience hitherto felt.

During my tour I noticed that the inspecting officers used to hold examinations of indigenous schools at central places where they happened to be encamped. The practice was contrary to the recommendation of the Education Commission, *viz.*, "that indigenous schools receiving aid be inspected *in situ*, and as far as possible the examinations for their grants-in-aid be conducted *in situ*," and I have issued instructions for its discontinuance. I have also asked the Deputy Inspectors to try their best to improve the position of aided indigenous schools and make them hold a high place in the estimation of the people.

19. The number of visits paid by the Deputy Commissioners and their assistants to schools in their districts is shown below:—

Officers.	Akola.	Buldana.	Basim.	Amraoti.	Wun.	Ellichpur.	Total No. of visits.	
							1894-95.	1893-94.
Deputy Commissioners ...	14	43	7	5	27	25	121	107
Assistant and Extra Assistant Commissioners.	33	57	23	9	37	22	186	158
Tahsildars ...	134	58	44	62	50	96	444	460
Total ...	186	158	74	76	114	143	751	725

The number of visits paid to schools by Deputy Commissioners has increased in Akola, Buldana, and Ellichpur, but decreased in Basim, Amraoti and Wun. The increase in Buldana is very gratifying, but the decrease in Basim and Amraoti is most marked. The supervision maintained by the district officers over village schools greatly contributes to enhance their efficiency and popularity, and is, in my opinion, of the very highest value. The visits paid to schools by the Assistant and Extra Assistant Commissioners have increased in Buldana, Basim and Wun, but decreased in Akola, Amraoti and Ellichpur. The decrease in Akola and Ellichpur is slight, but that in Amraoti is very great, the number of visits being 9 against 43 in the previous year. I am happy to mention the name of Mr. Safdar Ali Beg, Extra Assistant Commissioner, Mehkar, who is reported to have taken interest in the well-being of the schools in his taluka. The total number of visits paid to schools by Tahsildars has decreased by 16. Messrs. Narayan Babhutsing, Vinayak Appaji Kane, Vithal Narayan Kalikar, Vishnu Hari and Krishnaji Anant, Tahsildars of Amraoti, Akot, Mehkar, Ellichpur and Daryapur, respectively, are reported to have rendered valuable assistance to schoolmasters in maintaining the prosperity of their schools.

20. District and taluk boards and municipal committees continue to carefully look after the schools in their charge, and I particularly mention the district boards of Akola and Amraoti and the municipal committees of Akola, Khamgaon and Amraoti for the intelligent interest they have shown in all matters concerning education. The Akola municipality has resolved to give Rs. 6,000 towards the construction of a new building for the local Anglo-Marathi school, and the Amraoti municipality has agreed to give, as a temporary measure, a large shed in the rear of the municipal office for the use of the industrial school to be started there.

During the year under report members of the district board of Akola paid 33 visits to the schools, those of the Buldana board 14 visits, those of the Basim board 37 visits, those of the Amraoti board 82 visits, and those of the Ellichpur board 37 visits. The members of the municipal committees of Akola, Khamgaon, Amraoti and Ellichpur paid respectively 15, 7, 12 and 9 visits to their schools. No visits from the Wun district board have been reported.

21. The number of visits paid by school committees to schools during the last five years is shown below :—

District.	1890-91.	1891-92.	1892-93.	1893-94.	1894-95.
Akola	316	321	400	521	622
Buldana	118	130	152	148	125
Basim	159	151	188	230	205
Amraoti	120	123	161	140	225
Wun...	79	69	49	56	59
Ellichpur	232	215	283	389	402
Total	1,024	1,014	1,233	1,484	1,638

The visits paid to schools by members of school committees have increased in Akola, Amraoti, Wun and Ellichpur, but decreased in Buldana and Basim. The increase in Akola and Amraoti is satisfactory, but that in Wun and Ellichpur is meagre. The District Deputy Inspectors are unanimous in their opinion that though school committees in some places are apathetic and indifferent, they as a class are doing useful work and are gradually improving.

I give below the names of the school committees or particular members reported to have rendered real assistance to schools during the year :—

District.	Names of school committees or individuals.
Akola	The committees at Nimb, Sonala, Telhara and Zadegaon. Individuals :—Messrs. Shiva Ratansing Warma of Patur; Vyankatrao, Deshmukh of Paturda; Gholam Husen and Gabusing Jamadar, Special Magistrates of Akot; Bapusaheb, Jagirdar of Tunki; Ganesh Gadyaji, Pandya of Gaigaon; Khushalrao, Deshmukh of Andura; Dunganji <i>walad</i> Purnaji of Kadholi, and Pandurang Bapuji of Rajanda.
Buldana	The committees at Pimpalgaon Raja, Umali, Rohinkhed, Nandura Buzrug, Budner Bholji, Mominabad, Narwel, Buldana, Gummi, Dhad, Sakhal, Isoli, Fattekheda, Kalambeshvar, Sultanpur, Lonar, and Bibi. Individuals: Messrs. Ahmad Khan of Pimpalgaon Raja; Madhav Kashinath of Biswa; Khusal, Patel of Shelapur; Khan Bahadur Sulamulla Khan, Special Magis-

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District.	Names of school committees or individuals.
	trate of Deulghat; Jankiram Waman of Sakhali; Waman Renko, Pleader at Buldana; Martandrao Daji of Dhad; Gunpatrao, Deshmukh of Dhotra; Shamji Hari, Patel of Fattekheda; Deorao Pande of Lonar, and the Patel of Mudephal.
Basim ...	The committees at Gobhani, Kanha, Phalsawangi, Rajura and Sirpur. Individuals:—Messrs. Ramrao Appaji, Vakil of Basim; Narayen Yashwantrao of Rajura; Ramrao Baburao, Patel of Medsi, and Sheshrao Raghava Deshpande and Daji Depaji of Shirpur.
Amraoti ...	The committees at Murtazapur, Barur, Jarur, Tembarkheda, Anjangaon Bari, Kholapur, Dhamori and Mubarakpur. Individuals:—Mr. Girdhar Khusal, Patel of Tembarkhed.
Wun ...	The committees at Nair, Borikhurd, Papal, Kalamb and Khurda.
Ellichpur ...	The committee at Shirasgaon Bund. Individuals:—Messrs. Balaji Sadashiv, Patel of Brahmanwada; Tukaramji, Deshmukh of Kurah; Raghupatrao Hanmantrao, Deshpande of Surji; Dost Mahomed of Vihigaon; Ramji, Deshmukh of Pimode; Bhagvantrao, Deshmukh of Daryapur; Mahadaji, Deshmukh of Budner; Waman Rao, Deshmukh of Ramtirth, and Appaji Joshi of Nayagaon.

III.—UNIVERSITY EDUCATION.

22. The following statement shows the number of students holding Berar scholarships in the colleges of the Bombay Presidency on the 31st March last and at the close of the previous year:—

Names of colleges.	No. of scholars on 31st March		No. who passed during the year.				
	1894.	1895.	P. E.	Intermediate.	First B. A.	Second B. A.	Total.
Deccan College ...	1	2	1	...	...	...	1
Fergusson College ...	5	3	1	1	...	...	2
Wilson College ...	1	1	...	...	...	...	...
Elphinstone College ...	1	1	...	1	...	...	1
Total ...	8	7	2	2	...	...	4
Total for 1893-94 ...			4	1	...	...	5

Of the seven scholars on 31st March 1895 one joined the college only in January 1895, and the progress made by the remaining six scholars may be considered to be satisfactory as will be seen from the following account:—

One who was awarded scholarship in 1892 is to appear for the B. A. examination in 1895. Of the three who were awarded scholarships in 1893 two have passed their intermediate examination and are studying in the B. A. class, and one having failed in the intermediate examination is allowed to continue his scholarship.

Of the three who were awarded scholarships in 1894 two have passed the P.E. examination and are in the intermediate class, and one forfeited his scholarship for not making satisfactory progress.

Of the ex-students of the Akola and Amraoti high schools who did not hold Berar scholarships on the 31st March 1895, five passed the "Previous examination," four the "Intermediate examination," three the B. A. examination, one the first LL.B. examination, and five the second LL.B. examination.

Of the four scholars and eighteen ex-students of the Berar high schools who passed various college examinations, only two were natives of Berar.

IV.—SCHOOL EDUCATION, GENERAL.

A.—Secondary Schools.

23. The following table gives the usual particulars of attendance and cost of all the secondary schools in the province for the last two years :—

No. of institutions on 31st March	Schools.	No. on roll on 31st March		Average No. on roll monthly during		Average daily attendance during		Direct expenditure from								Total cost of educating each pupil.				
		1894.	1895.	1893-94.	1894-95.	1893-94.	1894-95.	Provincial revenues.		Fees.		Municipal fund and subscriptions.		Total.		Total cost.		Cost to provincial revenues.		
								1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	
1	1	Akola High School.	151	185	137	158	116	138	Rs. 9,605	Rs. 9,496	Rs. 2,020	Rs. 2,264	Rs. ...	Rs. ...	Rs. 11,626	Rs. 11,700	Rs. 84	Rs. 74	Rs. 70	Rs. 59
1	1	Amraoti High School.	295	317	265	286	221	241	Rs. 7,509	Rs. 7,358	Rs. 4,263	Rs. 4,523	Rs. ...	Rs. ...	Rs. 12,072	Rs. 11,881	Rs. 745	Rs. 41	Rs. 29	Rs. 25
24	24	Middle or Anglo vernacular schools.	4,054	4,001	4,203	3,952	3,336	3,085	Rs. 46,110	Rs. 41,578	Rs. 13,413	Rs. 12,428	Rs. 3,244	Rs. 2,896	Rs. 62,768	Rs. 56,901	Rs. 14	Rs. 14	Rs. 10	Rs. 10
		Total	4,500	4,503	4,605	4,356	3,673	3,459	Rs. 63,535	Rs. 58,371	Rs. 19,697	Rs. 19,216	Rs. 3,244	Rs. 2,896	Rs. 86,467	Rs. 80,484	Rs. 18	Rs. 18	Rs. 13	Rs. 13

(15)

Both the high schools show increase in the numbers on rolls on the 31st March 1895, in the average numbers on rolls monthly, and in the average daily attendance throughout the year, while the middle or Anglo-vernacular schools show decrease under all heads. These schools have hitherto been composite schools, and until the arrangement for separating the primary classes from the middle schools proper is completed, the figures under the three heads will continue to fluctuate.

The decrease in the numbers on rolls is only 53, but the large decreases in the next two columns must be attributed to the separation of primary classes from the middle school proper at Karanja, which took place in December 1893. Separation of the primary classes from the middle schools proper at Jalgaon, Akot and Morsi has recently been sanctioned, and Basim and Wun will follow suit ere long.

The expenditure from provincial revenues has decreased in both the high schools and middle schools, while the total expenditure has slightly increased in the Akola high school and decreased in the Amraoti high school and the middle schools. But the total cost of educating each pupil as well as the cost to provincial revenues has decreased both in the high and middle schools, the decrease in the Akola high school being particularly appreciable. It would have been still greater had there been no necessity of incurring a large expenditure on account of special repairs to the building during the year.

24. The following table gives the results of examinations in the last two years of all the classes in the two high schools:

High schools.	Matriculation class.					Standard X.			Standard IX.			Standard VIII.			Total.							
	On roll.*	Examined.	Passed.	Berar scholar- ships won.	Prizes gained.	On roll.*	Examined.	Passed.	Prizes gained.	On roll.*	Examined.	Passed.	Prizes gained.	Total number studying the matriculation course.	Examined.	Passed.	Berar scholar- ships won.	Prizes gained.				
Akola ... { 1893-94 ...	21	10	8	2	3	26	23	14	3	45	38	30	4	44	36	26	2	136	106	78	2	12
... { 1894-95 ...	23	12	9	...	...	35	51	16	4	39	35	18	1	54	46	22	4	151	124	65	...	9
Amraoti... { 1893-94 ...	42	18	9	1	3	78	79	27	1	49	47	25	8	95	83	31	3	264	227	92	1	10
... { 1894-95 ...	65	25	12	1	...	50	45	16	2	82	70	20	3	98	88	27	3	235	224	75	1	8
Total ... { 1893-94 ...	63	28	17	3	6	104	101	41	4	94	85	55	7	199	119	57	5	400	333	170	3	22
... { 1894-95 ...	88	37	21	1	...	85	76	32	6	121	105	38	4	152	131	49	7	446	350	140	1	17

* In the beginning of the official year.

25. During the year, under report, the Akola high school contained a class of 23 boys reading for the matriculation examination, of whom 12 were sent up and 9 or 75 per cent. passed; while the class in the Amraoti high school contained 65 boys, of whom only 25 were considered fit to be sent up, and 12 or 48 per cent. passed. The total number of boys who appeared for the examination from *public schools* was 1,757, of whom 804 or 45.7 per cent. passed. Judged by the percentage of passed to examined, the result of the Akola high school was very satisfactory, and that of the Amraoti high school was only a little above the average.

Only one student from the Amraoti high school got more than 40 per cent of the total number of marks and made himself eligible to hold the Berar university scholarship. "Sinclair prize" was won by a Muhammadan student from the Amraoti high school.

Nine of the passed students have joined arts colleges in the Bombay Presidency. Of these one is a native of Berar.

26. Looking, however, to these results as the year's out-turn of the two high schools, I am not inclined to think that they are satisfactory both in quality and quantity. As regards the quality of work turned out by the two high schools,

I beg to observe that boys from the Berar high schools, particularly during the year under report, occupied a low position in the order of merit among the total number of successful candidates (934), that most of them occupied places in the 2nd half of the list of passed men, and that the best student stood as low as 326. The classes reading for the matriculation examination in the two high schools at Akola and Amraoti contained, in the beginning of November 1894, 22 and 63 boys, of whom 9 and 12 respectively passed. The quantity of work turned out by the Akola high school therefore is 40.9 per cent., and is very fair; but that turned out by the Amraoti high school is only 19 per cent., and is by no means adequate.

This state of things appears to be largely due to (1) the adoption of a different standard of examination in conducting the examination of lower classes in the two high schools from that followed by the University in the matriculation examination, and (2) to a faulty method of teaching, the teachers doing too much for the boys instead of making them work for themselves. To secure a pass in the matriculation examination a boy is required to obtain a certain proportion of marks assigned for each subject, while the practice followed in making out the results of the lower classes in the Berar high schools is to pass boys on the total number of marks obtained in all subjects, instead of requiring them to obtain a certain proportion of marks in each head and sub-head of the standard. The consequence of this is that boys as well as class-masters do not pay equal attention to all the subjects prescribed for the standards, and that boys continue to be weak in certain subjects until they reach the matriculation class. Here they are required to make up their weak points and are consequently detained until they are considered fit to be sent up for the examination. This accounts for the long detention of boys in the matriculation class. In April 1894, when I first visited the Amraoti high school, I noticed that though boys in standard X had carefully and correctly written note-books in English, prose and poetry, none of them could answer questions from them, *i.e.*, from what they had learnt in the first term, and that all of them seemed to think that the notes were to be got up at the time of the annual examination. This method of teaching encouraged cramming, and was more or less observable in both the high schools.

To put a stop to these practices—(1) I have informed the head masters that in future boys would be required to obtain one-third of the marks assigned for each head and one-fourth of the marks assigned for each sub-head; (2) I have also strengthened the teaching staff of the two high schools by appointing competent graduates in place of non-graduates.

27. The results of the examination of the lower classes in the year, under report, were also not so satisfactory as they were in the previous year. The number of boys passed in 1894-95 was 119 against 153 passed in 1893-94; the number of passes under standard X having decreased from 41 to 32, under standard IX from 55 to 38, and under standard VIII from 57 to 49. A comparison of the results of the two high schools shows that the Akola high school did better than the Amraoti high school, and that the percentages of passes under standards IX and VIII in the Amraoti high school were very low.

28. The competitive examination for vernacular scholarships was held on the 3rd January 1895 and following days. Thirteen candidates appeared for the examination—ten on the Marathi side and three on the Hindustani side. Two students from the Akola high school and one from the Amraoti high school came out successful on the Marathi side. These and a Muhammadan boy from the Amraoti high school were given scholarships. All the 35 exhibitions attached to the high schools were filled up on 31st March 1895.

Boarding houses.

29. The following is a comparative statement for the last two years of the boarding establishments attached to the high schools:—

(17)

Locality.	Number of boarders on 31st March		Average monthly number of boarders during		Average monthly cost of each boarder.	
	1894.	1895.	1893-94.	1894-95.	1893-94.	1894-95.
Akola ... Hindus ...	27	39	23	32	Rs. 5 6 11	Rs. 6 1 5
Amraoti... { Hindus ...	40	49	43	44	5 12 6	5 7 10
Amraoti... { Muhammadans ...	18	17	14	16	3 3 9	3 13 5

The number of boarders has increased at Akola and in the Hindu boarding house at Amraoti. The average monthly cost has increased at Akola and in the Muhammadan boarding house at Amraoti, but decreased in the Hindu boarding house there.

Sanction for the construction of an additional boarding house, with quarters for a resident-master at Amraoti, alluded to in last year's report, has been revoked (*vide* Secretary for Berar to the Resident's No. 1072, dated the 20th March 1895), and it has been further ruled that District Boards should not "contribute to higher education while the needs of primary education remain unsatisfied." As suggested in paragraph 3 of the Resident's review of the last year's report, the need of a separate house for a resident-master and additional boarding accommodation at Akola was brought to the notice of the District Boards of West Berar, but they do not appear at present to be in a position to spare funds for the purpose. The high school buildings as well as boarding houses both at Akola and Amraoti have outgrown their accommodations, and the inconvenience now felt will have to continue until funds become available.

30. The Anglo-Vernacular schools at Jalgaon, Mulkapur and Mehkar continue to teach the 9th standard, and those at Akot, Basim, and Ellichpur cantonment the 8th standard. The 8th standard class in the Ellichpur Anglo-Marathi school had to be abolished, as the people did not pay their contribution of Rs. 300.

31. Pupils from the Anglo-Vernacular schools at Jalgaon, Mulkapur and Mehkar appeared for examination under standard IX at Akola, and the results obtained were on the whole satisfactory, the numbers passed being 6, 5 and 4 out of 7, 8 and 5 sent up respectively. The total number of passes under the 9th standard is 15 against 9 in 1893-94.

32. The classes under standard VIII in the Anglo-Vernacular schools at Jalgaon, Mulkapur and Mehkar were examined by the Educational Inspector at the time of his annual examination, and the classes in the remaining schools, *viz.*, those at Akot, Basim, Ellichpur Cantonment and Ellichpur City (Anglo-Marathi school), were examined with the high school classes in October. The following statement gives the results for 1893-94 and 1894-95 :—

Name of school.	1893-94.		1894-95.	
	Number examined.	Number passed.	Number examined.	Number passed.
Akot	6	5	6	2
Jalgaon	11	7	8	4
Mulkapur	6	4	12	5
Mehkar	9	6	5	3
Basim	4	4	5	5
Ellichpur Cantonment	11	5	9	5
Ellichpur City Anglo-Urdu	6	5	...	...
Ellichpur City Anglo-Marathi ... ..	...	...	6	...
Total	53	36	51	24

The result of the Basim school, which passed all the five boys it sent up, is very satisfactory, and creditable to the teachers concerned. Six boys from the Ellichpur City Anglo-Marathi school were examined in standard VIII for the first time during the year, and their total failure was a matter of great surprise. Ellichpur cantonment passed 5 boys out of 9 sent up. The other schools have not done so well as they did in the preceding year. The total number of passes is 24 out of 51 examined against 36 out of 53 in 1893-94.

33. The following table gives the results of the examinations in all the standards of the middle school course as compared with those of the previous year :—

Results of examinations in the standards of the middle school course.

Year.	Standard VII.		Standard VI.		Standard V.		Total. *	
	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.
1893-94 ...	277	183	453	254	641	384	1,371	801
1894-95 ...	309	212	483	241	663	298	1,455	751

* The total number of scholars studying in the Anglo-Vernacular or middle schools on 31st March last was 4,001 against 4,054 at the close of the previous year.

The aggregate number of pupils examined has increased from 1,371 to 1,455, but the number passed has decreased from 801 to 751. The number examined and the number passed in standard VII have increased; but though the numbers examined in standards VI and V have increased, the numbers passed have decreased in both. The percentage of the total number of passes to the number examined has decreased from 58 to 51.6.

34. During the year, under report, I visited all the Anglo-Vernacular schools in the province except one, and noticed that English prose and vernacular poetry were taught with the help of printed meaning books; that boys were not required to keep word-books of their own; that sufficient attention was not given to "home work" both of boys and of masters; that copy-writing was not taught in schools; that masters were allowed to keep back boys from the Inspector's examination on the plea of their being not ready for it; that the number of boys passed with grace was often larger than that passed without it; and that, in short, teaching in the school was characterized by want of thought, and tended to encourage cramming.

I have now stopped the use of printed meaning books, made copy-writing a part of school work, and issued instructions to see that boys as well as masters bring up a fair amount of "home work" daily. I have also strengthened the teaching staff by appointing competent P. Es. and matriculates in place of unpassed and incompetent assistant masters.

35. The total number of middle class school exhibitions has remained the same, *viz.*, 124, and all of them, except 11, were filled up on 31st March 1895. All vacant exhibitions were in Anglo-Marathi schools.

36. The examination of candidates for entrance into the high schools under standard VII commenced on the 6th November 1894. Seventy-nine pupils were sent up to Akola, of whom 61 passed, and 141 to Amraoti, of whom 113 passed. At both the high schools larger numbers were passed this year than in the preceding year. As usual, the Akola and Amraoti Anglo-Marathi schools sent up the largest number, *viz.*, 38 and 62, of whom 28 and 56 respectively passed. Of the other Anglo-Vernacular schools, those at Yeotmal, Daraypur, Balapur, Khamgaon, Karanja Murtizapur, and Talegaon have done well at the examination. The Anglo-Urdu schools at Akola and Amraoti passed 5 boys each, while that at Ellichpur City passed 3.

(19)

In connection with the admission of boys into the high schools, I beg to state that a rule prescribing a maximum age for admission to each class has been introduced under orders of the Resident. Under its operation nearly 50 per cent. of the candidates for admission to the high schools had to be rejected during the year under report. But the number of such rejections will, it is hoped, gradually diminish, as the people wishing to give high school education to their sons see the necessity of putting them to school in time to fit them for admission to the high schools before attaining to the prescribed maximum age. The rule will be found in appendix A to this report.

B.—Primary Schools.

37. During the year under report 22 new primary schools for boys under public management were opened and 2 closed, leaving an increase of 20 (18 district board and 2 municipal). The question of additional funds for the extension of primary education, referred to in paragraph 35 of last year's report, was finally submitted to the Resident in November 1894, and, after considering the requirements of the several districts, the Resident has been pleased to increase the assignments from provincial revenues in aid of primary schools only for the Basim and Wun districts by Rs. 3,000 each for ten years, commencing from 1895-96. The district boards of Akola, Buldana, Amraoti, and Ellichpur will, it is hoped, provide funds for the extension of primary education as suggested in paragraph 5 of Secretary for Berar to the Resident's No. 1073, dated the 20th March 1895.

38. The following is a comparative statement of the number of boys' schools and of pupils attending them on the 31st March last and that at the close of the previous year:—

District.	Number of schools on 31st March		Number of scholars on 31st March		Average number on the rolls monthly during the year		Average daily attendance.		
	1894	1895	1894	1895	1893-94	1894-95	1893-94	1894-95.	
Akola ...	District Board...	155	157	8,415	8,042	8,315	8,045	5,870	55,548
	Municipal ...	6	7	854	933	884	896	682	674
Buldana ...	District Board...	104	106	5,088	4,977	5,062	4,880	3,654	3,415
Basim ...	District Board...	57	57	2,632	2,556	2,660	2,514	1,890	1,674
Amraoti ...	District Board...	119	127	7,132	7,721	6,893	7,246	5,061	5,188
	Municipal ...	5	6	724	725	713	713	553	542
Wun ...	District Board...	55	58	2,594	2,556	2,710	2,532	2,006	1,803
Ellichpur...	District Board...	82	85	4,103	4,363	4,080	4,145	2,843	2,831
	Municipal ...	6	6	558	588	548	561	413	418
Total ...	District Board...	572	590	30,014	30,218	29,720	29,362	21,324	20,457
	Municipal ...	17	19	2,136	2,246	2,145	2,170	1,648	1,634
GRAND TOTAL ...		589	609	32,150	32,464	31,865	31,532	22,972	22,091

The number of schools under public management has, as stated above, increased by 20; the number of pupils in district board schools has increased in Amraoti and Ellichpur, and decreased in Akola, Buldana, Basim, and Wun. But, on the whole there, is an increase of 204. The number of pupils in municipal schools has increased throughout. The average daily attendance has decreased in district board schools in every district except Amraoti, and in municipal schools except in Ellichpur. On the whole, there is an increase in the average numbers on rolls in district board and municipal schools, but the average daily attendance has decreased in both. The falling-off in the average daily attendance is due to causes already mentioned (*vide* paragraph 3).

Mr. Hare says:—

“ It seems to me that the extreme irregularity of the attendance is one of the worst points about our village schools. There are very few boys indeed who attend regularly,

and a considerable number come to school only for a few days in the month. This is, of course, partly due to the fact that poor agriculturists want their sons to help them in the fields; but it is also partly due to the continual pressure that is being put upon school committees and patels to induce people to send their children to school, which leads to a number of pupils being enrolled who are never intended to get any good out of the school."

39. The number of towns and villages in each district with a population of 500 and more souls and without schools, and the distance from the nearest school of those towns and villages which have no schools of their own, are shown in the following statement:—

District.	No. of towns and villages having a population of 500 and more souls.	No. of towns and villages having public or private schools.	No. of towns and villages having a population of 500 and more souls which have schools, public or private.	No. of towns and villages having a population of 500 and more souls which have no schools of any kind.	Average distance from the nearest school of those towns and villages which have not schools of their own.
Akola ...	306	232	172	134	2.9
Buldana ...	317	178	161	156	4.5
Basim ...	247	90	72	175	4.2
Amraoti ...	343	257	272	71	5.9
Wun ...	278	105	84	194	6.07
Ellichpur ...	180	122	99	31	8.0
Total ...	1,621	984	860	761	5.2

The number of towns and villages having public or private schools has decreased in every district, the total for the province being 984 against 1,091 last year.

The number of towns and villages having a population of 500 and more souls which have schools public or private has increased only in Ellichpur, remained unchanged in Wun, and fallen off in Akola, Buldana, Basim and Amraoti, the total for the whole province showing a decrease of 46.

The number of towns and villages having a population of 500 and more souls which have no schools of their own has remained the same in Wun and increased in all the other districts.

The average distance from the nearest school of those towns and villages which have no schools of their own has remained unchanged in Wun, but has more or less increased in the other districts.

40. In paragraph 38 of the report for 1891-92 a list of 105 villages (in all districts except Wun) with a population of 500 and more souls which possessed no school, and in which the establishment of a school would be appreciated, was given, and in paragraph 6 of the Resident's review of that report the advisability of opening a school in each of them within a reasonable time was impressed upon the several district boards concerned. New schools, district board or indigenous, were opened in 22 of them in 1892-93, and in 21 more in 1893-94. During the year under report new schools, district board or indigenous, were opened in 12 villages as shown in the following statement:—

District.	Taluk.	Name of village.	District.	Taluk.	Name of village.
Akola.	Balapur ...	Hata.	Amraoti.	Amraoti ...	Rajapeth.
	Akola ...	Chandur.		Morsi ...	Oodkhed.
	Akot ...	Chikhalgaon.	Ellichpur	Ellichpur ...	Vishnora.
	Khamgaon ...	Khandala.		Daryapur ..	Boregaon Dori.
		Atali.			Yeola.
					Jaipur.

(21)

Thus attempts were made to open new schools in 55 of the villages mentioned in the list, and 50 still remain unprovided for. Some of the indigenous schools, I fear, have been closed during the year.

41. During my tour I met with some big villages with a population of 1,000 or more souls in which there existed no school, either district board or indigenous. With a view to ascertain how many such villages there were in the province, I called upon the Deputy Educational Inspectors to furnish me with the information which is given in the following table:—

District.	Taluk.	No.	Name of village.	Population.	District.	Taluk.	No.	Name of village.	Population.	
Akola.	Akola..	1	Mahispur ..	1,101	Basim.—contd.	Mangru	16	Iozori ...	1,005	
		2	Kaashivani ...	1,499			17	Gogri* ...	1,036	
	Akot ...	3	Narsipur ...	1,141		18	Torhale ...	1,337		
		4	Chatari* ..	1,462		19	Koli* ...	1,298		
	Balapur.	5	Pimpalkhuta* ...	1,077		20	Dighadi* ...	1,007		
		6	Lohara ...	1,156		21	Pardi Nimbi ...	1,389		
		7	Shirola Patur ...	1,242		22	Behera ...	1,016		
		8	Hatarun* ...	1,541		Pusad..	23	Bramhangaon ...	1,313	
		9	Kberda B. ...	1,253			24	Bhojala ...	1,003	
	Jalgaon.	10	Dhanora ...	1,666			25	Madni* ...	1,294	
		11	Palsi ...	1,089			26	Sakra ...	1,033	
		12	Sawargaon ...	1,014			27	Hoodi ...	1,001	
	Khamgaon.	13	Kinhi ...	1,071		Amraoti.	1	Dabha ...	1,163	
		14	Tembhurne ...	1,421			2	Pimpalkhuta* ...	1,307	
	Malkapur.	15	Rohona ...	1,095		Chandur	3	Karla ...	1,487	
1		Antri ...	1,307	4	Dhanodi ...		1,017			
2		Kumbhephal ...	1,159	5	Sawala* ...		1,080			
3		Lanzud ...	1,431	6	Khanapur ...		1,580			
Buldana.	Chikhli	4	Kolwad ...	1,014	Morsi ...	7	Dhamangaon ...	1,081		
		5	Warwand ...	1,133		8	Mehori ...	1,131		
		6	Sirpur* ...	1,042		9	Malkapur ...	2,207		
		7	Singaoon Jagir ...	1,016		10	Sawangi* ...	1,143		
	Mehkar	8	Ukali ...	1,015	Murtazapur.	11	Lakhapuri ...	1,281		
		9	Khallegaon ...	1,007		Yeotmal	1	Akpuri ...	1,297	
		10	Gohogaon ...	1,212	2		Noho ...	1,041		
		11	Deulgaon Mahi... 1,408	3	Veni ...		1,446			
		12	Malkapur Pangra. 1,248	4	Dehoni ...		1,292			
		13	Madni* ...	1,300	5		Tarnoli ...	1,310		
		14	Weni ...	1,351	6	Tallegaon ...	1,277			
	15	Hiwara Khurd*... 1,443	7	Malshed ...	1,085					
	Basim.	Basim...	1	Adoli ...	1,019	Darwa	8	Lakha ...	1,371	
			2	Amana* ...	1,073		9	Wadgaon ...	1,071	
			3	Kalamb Mahali* 1,163	10		Dhanora ...	1,165		
4			haraji ...	1,187	11		Wadhona ...	1,063		
5			Chinchamb Pen... 1,029	12	Sawngi ...		1,491			
Wun.		6	Jawolka ...	1,196	Kelapur	13	Ukani ...	1,431		
		7	Tamshi ...	1,358		14	Nawargaon ...	1,043		
		8	Tandgaon Jagir... 1,289	15		Mukutban ...	1,451			
		9	Nawooli ...	1,253		16	Mandar ...	1,112		
		10	Netansa ...	1,953		17	Shirpur ...	1,006		
		Bilchupur.	11	Marsool ...		1,031	Daryapur	1	Wanosa ...	1,086
			12	Mangrulzanak* .. 1,404		Melghat.		2	Dharzi ...	1,063
			13	Yeoti ...				1,088		
			14	Yekambe ...				1,029		
			15	Yeota ...				1,130		

NOTE.—Villages marked with an asterisk were included in the list given in paragraph 33 of the report for 1891-92.

It will be seen from the above list that there are 87 big villages in the province with a population of 1,000 and more souls which possess no school of any kind, and in which schools are likely to be appreciated. Thus, there are 120 villages (50 from the old list and 70 from the new one) where new schools are at once required. I shall try to move the district boards concerned to open new schools in as many of these villages as possible.

42. The following statement shows the total expenditure and the cost of Expenditure on primary schools educating each pupil in primary schools under public management under public management in all the districts :—

District.	Fee receipts.	Expenditure.					Cost of educating each pupil.		Percentage of expenditure from provincial revenues to the total expenditure on primary schools.
		Provincial Revenues.	District Fund.	Municipal Fund.	Other Local Funds.	Total.	Total cost.	Cost to provincial revenues.	
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Akola ... { District Board	9,393 13 8	19,578 0 0	60,212 13 0	450 0 0	836 9 9	51,077 6 9	6 5 7	2 7 1	38.3
... { Municipal.	1,218 3 0	...	1,268 8 0	5,665 4 4	...	4,933 12 4	5 8 1	...	...
Buldana ... { District Board	6,230 14 6	13,645 0 0	18,106 1 0	411 0 0	390 4 0	32,352 5 0	6 10 0	3 12 8	42.4
Basim ... { Do.	2,870 5 6	10,287 0 0	8,598 10 0	...	66 11 0	18,953 5 0	7 8 7	1 5	54.2
... { Do.	9,063 3 6	17,180 0 0	24,479 9 9	...	1,914 10 0	43,554 3 5	5 0 2	3 5 9	39.4
Amraoti ... { Municipal.	1,005 0 0	...	1,482 6 6	2,199 2 6	43 0 0	3,733 9 0	5 3 6	...	...
Wun ... { District Board.	2,804 12 0	7,963 0 0	8,498 13 1	...	385 7 0	16,847 4 1	6 10 5	3 2 2	47.2
Ellichpur ... { Do.	5,849 15 0	13,353 0 0	10,643 7 0	...	1,317 10 0	25,314 1 0	6 1 8	3 3 6	52.7
... { Municipal.	742 15 9	...	1,836 0 0	2,232 3 0	...	4,068 8 0	7 4 0	...	...
Total ...	38,199 1 6	81,956 0 0	1,05,126 4 4	8,957 9 10	4,958 8 9	2,01,023 1 11	6 6 0	3 9 7	40.7
Total for 1893-94 ...	32,342 6 8	80,822 0 0	1,06,286 11 0	9,409 9 9	5,331 7 6	2,01,849 13 3	6 5 4	2 8 6	40.04

The table shows a slight decrease in the fee receipts. The total cost and the cost to provincial revenues of educating each pupil have both increased a little.

On comparing the figures entered against different districts with those of the preceding year, it will be seen that the total cost of educating each pupil has, like last year, decreased in Amraoti and Ellichpur, and increased in the other four districts. The cost to provincial revenues has increased in all the districts except Ellichpur, in which there is a slight decrease. This year also the total cost as well as cost to provincial revenues of educating each pupil is the smallest in Amraoti. In municipal schools the cost of educating each pupil has decreased in Amraoti and Ellichpur, while in Akola there is a slight increase over the last year's figure.

The percentage of expenditure from provincial revenues to the total expenditure has increased more or less in all the districts except Basim, in which there is a slight decrease. It has, on the whole, increased from 40.04 to 40.7.

Results of examinations.

43. The results of examinations by the inspecting officers of primary schools under public management are given below :—

District.	No of pupils examined.	No. passed under standard							Percentage of passos.
		I.	II.	III.	IV.	V.	VI.	Total.	
Akola ...	6,437	1,006	724	575	354	101	51	2,811	43.7
Buldana ...	3,338	600	465	323	193	51	20	1,652	49.5
Basim ...	1,708	365	302	166	96	17	21	967	56.6
Amraoti ...	5,939	1,137	805	652	421	118	46	3,179	53.5
Wun ...	1,824	421	278	239	135	16	7	1,096	60.09
Ellichpur ...	2,966	676	430	296	183	33	10	1,628	54.9
Total ..	22,212	4,205	3,004	2,251	1,392	336	155	11,333	51.02
Total ... { 1893-94...	19,439	4,889	3,585	2,596	1,640	448	156	13,314	68.3
... { 1892-93...	18,894	4,543	3,389	2,850	1,589	350	156	12,407	65.6

A glance at the above table will show that though the total number of pupils examined is greater than either of the two preceding years, the total number of passes is much smaller, and that the percentage of passed to examined has decreased from 68·3 to 51·02. The falling-off in the percentage has occurred more or less in all the districts, and is due, as will be seen hereafter, not to any sudden appreciable falling-off in the efficiency of our schools, but to a more correct appreciation of the work turned out by them. This year the percentage is the highest in Wun and the lowest in Akola; Basim, Ellichpur, Amraoti and Buldana following Wun in succession. I have seen a sufficient number of schools in each district, and I am not prepared to say that schools in Akola are any way inferior to those in the other districts as regards efficiency. In point of organization, accommodation and equipment, they are decidedly superior. The difference in the percentage is, therefore, due more to a difference in the appreciation by the several inspecting officers of the work done in our schools than to a difference in their efficiency. At the next conference I shall discuss with the several inspecting officers the requirements of the standards of examination followed in different grades of schools, and see how the difference in their appreciation of school work can be minimized and uniformity in the examination of schools secured.

The number of passes under the sixth standard shows an increase in Akola, Basim and Amraoti, and a decrease in Buldana and Wun, and is the same in Ellichpur. The total of passes under the standard during the year has decreased by one.

In paragraph 3 of the Secretary for Berar to the Resident's letter No. 1753, dated the 25th May 1894, my attention was specially drawn to the "necessity of continuous work throughout the year, and the avoidance of sudden and spasmodic pressure commencing a few weeks before the examination and ceasing when the examination is over." This defect in system has been found to exist almost throughout the province, and appears to be of long standing. The Deputy Inspector, Amraoti, says:—

"As regards the pressure of work put upon the pupils by the masters only a short time before the examination, and more or less slack work during the remainder of the year, I beg to report that I have not observed any improvement in this direction during the year under report. I am afraid it will take some time to sensibly alter the *habits* of masters and pupils."

44. Besides the above, I have noticed the following defects in our primary schools:—

- (1) Masters used to keep back boys from examination at discretion, and consequently a large number of boys required two or more years to complete their standards. The evil effect of this practice was observable everywhere in the lowest standard, and to a certain extent in the higher standards. At Bori Patan in the Wun district I saw several boys in standard IV whose standing in the class extended over two, three or even four years.
- (2) Masters had no discretion to promote boys, and if good boys happened to be absent at the time of annual examinations, they had to remain in the same standards till the next annual examination, or go, if possible, to neighbouring schools for being examined.
- (3) In village schools under single masters, masters often struck off the rolls boys after passing standard III, though they were willing to proceed to the higher standard, and were thus deprived of any chance of completing the lower primary course. At Chikhli in the Darwa taluk, the Deputy Inspector ordered the master to strike off the roll seven boys who had passed under standard IV, though they were willing to proceed to the higher standard, and though there were two teachers in the school.

- (4) Poetry in standards IV, V and VI was taught with the help of printed meaning books, and boys seemed soon to forget what they learnt by way of *criba*. Masters themselves compelled boys to purchase printed meaning books.
- (5) No attempt whatsoever was made to teach Modi writing according to kittas.
- (6) Modi manuscript reading was taught by rote, and even boys in the higher standards could not read plain Modi papers not previously read.
- (7) Mental arithmetic was much neglected in the higher standards, and the multiplication table was taught by rote in the lower standards.

The general effect of this state of things was that boys who had finished their school course were found unfit to read or write an ordinary letter in Modi. Importance of Modi reading and writing and mental arithmetic cannot be overrated, and our schools will not be popular until they succeed in giving proper instruction in the "three R's." As regards Modi writing Mr. Hare says:—

"I am glad to note that the Deputy Inspector is strict in demanding good handwriting. It seems extraordinary to me that when so many of the pupils are looking for clerical appointments, so very little attention has been paid to this matter hitherto."

With a view to effectually put a stop to these defects, I have issued detailed instructions to the inspecting officers, and if they succeed in exacting proper obedience to them by schoolmasters, I have no doubt that they will soon disappear. A vigilant Deputy or Sub-Deputy Inspector by carefully examining the "home work" of boys and their *Modi pustees* for 12 months will, at once, be able to find out whether or not there was continuous work in the school throughout the year. As many second visits as possible and a few surprise visits to schools by the inspecting officers will go a great way in removing the defects noticed. A copy of the instructions will be found in Appendix B to this report. In accordance with these instructions the inspecting officers had to change their system of examination, and to this change, must, to a great extent, be attributed the falling-off in the percentage of passes noticed above.

The causes which have led to the above defects are (1) want of competent trained masters, (2) want of suitable standards, and (3) want of adequate supervision. As regards the first, I beg to state that I have finally submitted my proposals in my letter No. 769, dated 21st May 1895, for sanction. As regards the second, I beg to state that I have submitted for approval revised standards of study for the different grades of schools in my letter No. 1357, dated the 11th August 1894. They are still under the consideration of the authorities. As regards the third, I beg to state that an additional Sub-Deputy Inspector has already been sanctioned for Buldana and Basim, and a Sub-Deputy for Ellichpur will be applied for hereafter.

45. In the beginning of the year, under report, there were 17 primary schools in which English was taught. The people of Fattekheda in Buldana and of Darwa in Wund did not pay in their contributions, and therefore the teaching of English was discontinued in their schools. On the other hand, the people of Patur, Pathurdi, Pimpulgaon Raja, Nandgaon Peith and Pathrot paid into treasury the necessary contributions, and therefore the teaching of English was introduced into their schools.

The Marathi schools at Shirasgaon Bund in Ellichpur and Dhamori Kasba in Amraoti, which were allowed to teach the seventh standard last year, sent up 7 and 3 boys for being examined along with the candidates for the high school entrance examination, and passed 6 and 1 pupils respectively. The result of the Shirasgaon Bund class was satisfactory and creditable to the teacher concerned, but that of the Dhamori Kasba class was much below the average.

(25)

The following table shows the number of boys examined and passed under standards V and VI in each of the English teaching primary classes :—

Name of school.	Standard V.		Standard VI.		Total.	
	No. ex- amined	No. passed.	No. ex- amined.	No. passed.	No. ex- amined	No. passed.
Akot Hindustani school ...	8	3	5	2	13	5
Telhara Marathi school ...	16	6	7	4	23	10
Patur do. ...	11	3	4	2	15	5
Pathurdi do. ...	10	6	...	...	10	6
Buldana do. ...	6	5	6	5	12	10
Pimpulgaon Raja do. ...	6	2	4	...	10	2
Kholapur do. ...	9	4	12	3	21	7
Badnera do. ...	15	7	11	6	26	13
Anjangaon Bari do. ...	11	6	12	4	23	10
Dhamori Kasba do. ...	5	...	13	3	18	3
Khar Talegaon do. ...	8	5	8	5	16	10
Barur do. ...	14	9	9	5	23	14
Belora do. ...	12	7	13	6	25	13
Katpur Mamdapur do. ...	9	4	12	8	21	12
Ner Parsopant do. ...	12	...	3	...	15	...
Sharisgaon Bund do. ...	16	8	10	4	26	12
Anjangaon (Ellichpur) do. ...	5	1	5	2	10	3
Surji do. ...	6	...	...	...	6	...
* Pathrot do. ...	...	...	...	...	...	...
* Nandgaon Peith Hindustani school ...	...	...	...	...	...	...
Total ...	179	76	134	59	313	135
Total for 1893-94 ...	161	100	93	57	254	157

* Opened about the close of the year.

The above results do not compare favorably with those of the preceding year. The total number of boys examined under the two standards has increased, but the total number of passes has fallen off. The percentage of passed to examined has decreased from 61·8 to 43·1. I visited most of these classes, and found that several of them were under unpassed and incompetent teachers, and that they did well wherever the teachers were competent and worked with interest. Steps have been taken to replace the incompetent teachers by competent matriculates.

The English class in the Akot Hindustani school has commenced to show signs of revival under the new teacher. It passed 5 boys out of 13 examined, against 1 out of 11 examined in the previous year. The classes at Buldana, Badnera, Khar Talegaon, Barur, Pathurdi, Belora Katpur Mamdapur and

Shirasgaon Bund appear to have done fairly well, but those at Ner Parsopant, Surji, Anjangaon (Ellichpur), Dhamori Kasba and Pimpulgaon Raja appear to have degenerated. I hope these classes will improve ere long under their new teachers.

46. The sums awarded as bonuses to deserving teachers in the six districts during the past year are shown in the following table:—

Bonuses awarded in								
District.	Primary classes in Anglo-vernacular classes.		District board primary schools for boys and girls.		Municipal primary school for boys and girls.		Total.	
	No. of teachers.	Amount.	No. of teachers.	Amount.	No. of teachers.	Amount.	No. of teachers.	Amount.
		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.
Akola ...	4	30 0 0	29	447 0 0	3	34 8 0	36	511 8 0
Buldana ...	7	95 8 0	17	214 0 0	...	...	24	309 8 0
Basim ...	1	14 0 0	17	202 0 0	...	...	18	216 0 0
Amraoti ...	5	37 0 0	48	771 0 0	5	57 8 0	58	865 8 0
Wun ...	4	40 8 0	6	82 8 0	...	...	10	123 0 0
Ellichpur ...	2	17 0 0	19	229 8 0	8	93 0 0	29	339 8 0
Total ...	23	234 0 0	136	1,946 0 0	16	185 0 0	175	2,365 0 0
Total for 1893-94 ...	24	309 0 0	235	3,336 8 0	40	540 8 0	299	4,186 0 0

The number of teachers who gained bonuses for good work has decreased from 299 to 175, and the total of the sums awarded has fallen off from Rs. 4,186 to Rs. 2,365. The decrease in the number of deserving teachers is due to the decrease in the percentage of passes noticed in paragraph 43 above.

47. In compliance with the instructions contained in your office memorandum, a copy of which was forwarded with your office endorsement No. 1231 of the 2nd April 1878, and your letter No. 11179, dated the 29th November 1893, I beg to give the following statement containing information regarding masters dismissed and fined during the year under report:—

		Total number of masters.	Masters dismissed.	Masters reduced.	Masters fined.	Amount.
						Rs. a. p.
Masters drawing over Rs. 50	Marathi ...	29	...	...	...	...
	Hindustani ...	3	...	...	...	...
Masters drawing over Rs. 20	Marathi ...	124	...	(b) 5	...	...
	Hindustani ...	12	...	(b) 1	...	...
Masters drawing Rs. 20 and less	Marathi ...	373	(a) 1	(c) 29	...	...
	Hindustani ...	57	...	(b) 5	(d) 14	32 10 4
Total ...		598	1	40	14	32 10 4

(a) Forfeited his appointment for not returning to duty on the expiration of his leave.

(b) For unsatisfactory work.

(c) Twenty-seven for unsatisfactory work and two for making false entries in the attendance roll.

(d) Twelve for unsatisfactory work and two for disobeying the departmental orders.

48. On the 31st March last the number of juvenile prisoners in the Central Jail at Akola was the same as last year, *viz.*, 8. In September last, when the Deputy Educational Inspector held the annual examination, there were 7 convicts on the register, of whom 5 were present. Their progress is thus described by the Deputy Educational Inspector:—

“The first class boys could work examples in long multiplication and division, and answered readily in the fractional tables. The first pupil read a lesson from the Berar third book fairly, but his pronunciation was faulty and explanation not thorough. In dictation he did fairly in Balbodh, but not so in Modi. The second class consisted of two pupils. These knew multiplication and subtraction and a few fractional tables. They could read a lesson from the second book without mistakes, but their pronunciation was defective. One only wrote fairly. The other pupil was weak. Their faulty pronunciation is to be attributed to the fact that the mother tongues of the majority were quite different from the one they were taught to study, as one spoke Marwadi, two Telegu, one Hindi, and the rest Marathi. On the whole, the school is doing fairly, and the schoolmaster is careful and hard-working.”

49. During the year, under report, the Akola Bedar school was converted into a municipal school, as its manager declared his inability to improve the institution, and the Bedars, for whose benefit the school was originally started, were also not satisfied with his management of the school. Thus on 31st March 1895 there were 3 schools aided by fixed monthly grants against 4 on the same date of the preceding year. They are shown with the usual particulars in the following table:—

No.	Name of school.	Number on roll on 31st March.	Average number on roll monthly.	Average daily attendance.	Sanctioned monthly grant.	Number of pupils passed in the primary standards.
					Rs.	
1	Akalkot (Akola) Poor Boys' school.	59	63	45	16	18
2	Amraoti Mission Boys' school ...	131	124	91	50	49
3	Amraoti Mission Females school ...	33	29	21	16	15
	Total ...	223	216	157	82	82
	Total for 1893-94 ...	285	275	194	102	102

If the figures shown against the Akola Bedar school in last year's report be deducted from the total for 1893-94 shown in the above table, there will appear, on the whole, a satisfactory increase under all heads. The Akalkot poor boys' school appears to have fairly improved during the year, although the number on roll on 31st March 1895 shows a slight falling off.

The Mission school for boys at Amraoti shows increased attendance, but the number of pupils passed in the primary standards has much fallen. The reason of this is that the staff of the school is low-paid, and, as might be expected, the character of teaching is inferior. I have drawn the attention of the manager of the school to this fact, and I hope to see the school cut a better figure next year. The Mission girls' school shows a falling off in the average number on roll monthly, the average daily attendance, and in the number of passes.

50. The following table shows the number of indigenous schools, pupils examined in them, and grants earned by their masters during the year under report:—

Indigenous schools.

District.	No. of indigenous schools on 31st March 1895.			No. of indigenous schools inspected and examined during 1894-95.			No. of pupils examined.			No. of schools which earned grants and prizes during 1894-95.			No. of pupils under each standard who earned grant-in-aid.						Amount of grants earned.							
	No. of indigenous schools on 31st March 1895.	No. of indigenous schools inspected and examined during 1894-95.	No. of pupils examined.	No. of indigenous schools which earned proficiency and capital prizes, including prizes.	No. of indigenous schools which earned a honor than proficiency grant besides prizes.	No. of schools which earned prizes only.	Total.	I.	II.	III.	IV.	V.	Total.	Proficiency.	Capitation.	Other grants for prizes, maps, furniture, &c.	Total.									
Akola	107	134	1,548	119	...	5	124	369	391	149	99	9	887	Rs. 2,379	a. 6	p. 6	Rs. 906	a. 12	p. 0	Rs. 143	a. 16	p. 6	Rs. 3,429	a. 0	p. 0	
Buldana	90	90	1,037	79	...	5	84	227	137	94	61	...	539	1,238	9	0	620	8	0	73	11	8	1,951	12	8	
Basim	41	62	526	54	...	...	54	163	131	53	27	...	354	838	14	6	400	8	0	40	8	0	1,274	14	6
Amraoti	175	175	4,121	149	...	6	155	493	324	354	224	2	1,397	5,626	14	6	1,331	8	0	291	0	0	5,249	6	6	
Wun	57	57	49	45	...	11	56	88	88	49	16	...	251	562	5	0	218	12	0	22	12	0	796	13	0	
Ellichpur	63	63	56	55	...	2	57	147	96	68	17	...	328	736	2	0	501	12	0	58	8	6	1,296	6	6	
Total	633	681	8,295	501	...	29	530	1,497	1,037	767	444	11	3,756	9,397	3	6	3,974	12	0	625	5	8	14,000	5	2	
Total for 1893-94	651	696	10,427	637	...	1	27	665	2,106	1,598	1,065	525	31	5,265	13,866	6	0	6,261	14	0	794	8	0	20,422	12	0

As mentioned before, the number of indigenous schools on 31st March 1895 was much smaller than that at the close of the previous year. As many as 120 aided indigenous schools have disappeared from the list of grant-in-aid schools, while the number of unaided schools has increased by two. Thus the net decrease for the year comes to 118. Every district has more or less contributed to the decrease, and the disappearance of so large a number of indigenous schools has been attributed to the unfavorable circumstances of the year and the consequent inability of the people to support them.

Mr. Nicholett says:—

“No less than 44 aided schools have disappeared with 1,057 scholars. I am afraid the whole blame cannot be laid at the partial failure of crops during the past two or three years. The inspecting staff and the jealousy of the Government schoolmasters may have something to do with the disappearance of aided schools. To keep up these schools leniency and encouragement is absolutely necessary; hard-and-fast rules laid down for aid to be given and most strictly adhered to are not conducive to success. The schoolmasters do not like the village Pantoji.”

The rules for giving grants to indigenous schools in Berar are very liberal compared with those obtaining in the Bombay Presidency, and no further change in them appears to be called for. The majority of our indigenous schools are in villages where there are no Local Board schools, and I do not see how the jealousy of Local Board schoolmasters can thwart the growth of indigenous schools in villages. The success or otherwise of these schools ought to depend on the way in which they are conducted. Most of the inspecting officers complain that indigenous schools are unsteady in their character; that the instruction imparted in them is of an inferior kind; that their statistics are not quite reliable; and that several indigenous masters open and close their schools at pleasure. If they will conduct their schools regularly and systematically and properly bring up boys in the “Three Rs,” they will, I feel sure, enlist the sympathies of the people, become of a more permanent character, and supply a real want. A few good schools are likely to do more good than a number of bad schools, and it should be the earnest endeavour of every one interested in the cause of education to try his best to improve these schools by inducing the masters to give up bad practices and follow departmental rules.

It will be observed that in consequence of the large decrease in this class of schools, the aggregate number of schools and scholars examined and the aggregate number of pupils who earned grants-in-aid have fallen off in all the districts during the year.

(29)

51. The following table shows the number of gymnasia under each circle teacher, the number visited by each during the year, and the average number of days he halted at each place at each visit:—

District.	Circle of Gymnast.	No. of gymnasia on 31st March		No. of gymnasia visited during the year.	Average number of days of halt at each place at each visit.
		1894.	1895.		
Akola ...	1. Schools in the Akola, Khamgaon, and Balapur taluks, excluding those in the town of Akola.	70	73	73	4
	2. Schools in the Akot and Jalgaon taluks ...	72	73	73	4
Buldana ...	1. Schools in the Chikhli and Mehkar taluks.	31	34	34	5.9
	2. Schools in the Malkapur taluk ...	29	29	17	6.4
Basim ...	1. Schools in the Basim taluk and 10 schools in the Mangrul circle.	30	30	30	5.6
	2. Schools in the Pusad taluk and 7 schools in the Mangrul circle.	28	28	28	4.4
Amraoti ...	1. Schools in the Amraoti and Murtizapur taluks, excluding those in the town of Amraoti.	56	59	53	5.7
	2. Schools in the Chandur and Morsi taluks..	66	72	64	5
Wun ...	1. Schools in the Yeotmal and Darwa taluks.	20	20	20	7.8
	2. Schools in the Wun and Kelapur taluks and 8 schools in the Yeotmal taluk.	22	22	7	9.7
Ellichpur...	1. Schools in the Ellichpur taluk ...	29	31	31	2
	2. Schools in the Daryapur taluk ...	34	34	34	2
Total ...		487	505	464	...

There is an aggregate increase in the number of gymnasia, and the increase in the number of gymnasia visited during the year and in the average number of days of halts is satisfactory in Akola and Amraoti, the numbers for Buldana and Basim being almost the same. The work done by the gymnasts in Ellichpur and Wun has been reported to be insufficient and unsatisfactory. Most of the inspecting officers state in their reports that schoolmasters and pupils continue to take increased interest in this branch of education. But still much remains to be done. I need not mention that unequal development of mental and physical faculties is injurious, and their education should, therefore, be coincident. Indoor and outdoor games as well as gymnastics and drill should form part of the children's school curriculum.

Gymnasia in this province consist of small open plots of ground in front or rear of school houses with mulkhaabs or vertical posts and parallel bars on which boys are taught to perform feats by the gymnasts during their annual visits, and schoolmasters are asked to see that they continue to use the apparatus and keep up what is taught to them by the gymnasts. This arrangement, simple as it is, admirably suits the wants of our vernacular schools. I would only wish that the number of gymnasts qualified to teach gymnastics and drill be increased so as to have one for each taluk.

The present arrangement, however, is not found sufficient in large towns, and I would strongly advocate the construction of suitable and well-equipped gymnasia at Akola and Amraoti for the use of the local high and middle schools and the training college, and the appointment of first class gymnasts from the Sir Dinshaw Manikji Petit's Central Gymnasium at Bombay to take charge of them. I should also be glad to have special gymnasia attached to the Anglo-Vernacular schools at Yeotmal, Ellichpur, Basim, and Malkapur, and to place

them under certificated teachers of gymnastics and drill, thus providing each district with a model gymnasium under a qualified teacher. But this is a question of funds, and until they become available the department must remain content with what has been already done.

Major Warren Hastings says :—

“I was not pleased with the state of drill that I saw at some of the large schools which I visited. The school teachers who acted as instructors were not themselves instructed, and the outcome was a slovenly form of drill, which is of no manner of use whatever. I would recommend that no drill should be attempted unless a qualified instructor is available.”

I entirely concur with Major Warren Hastings, but good instructors of gymnastics and drill cannot be secured on less than Rs. 25 per mensem.

My best thanks are due to the Amraoti Municipality, who have reserved a large plot of open ground at a little distance from the municipal office as a public play ground, where every evening several boys are found playing cricket and other games.

52. Only one candidate was examined during 1894-95 in the subjects of standard VI, excluding English, in accordance with rule III of the Resident's Book Circular No. II, Volume II, Chapter I, of the Code of Non-Judicial Book Circulars, and he passed the test and obtained a certificate. One ex-student of a high school applied for and obtained a certificate of having passed the 9th standard. Ninety-five students and ex-students of our schools got employment under Government during the year on salaries varying from Rs. 6 to Rs. 25 a month. Of these 62 got appointments in the Educational Department, 23 in the Revenue and Judicial Departments, 5 in the Police Department, 2 in each of the Postal and Medical Departments, and 1 in the Forest Department. Besides these, 1 ex-student was employed by the Great Indian Peninsula Railway Company and 9 by private individuals or firms.

53. The following is a comparative statement for the last five years of the pupils in Government, district board, and municipal schools classified according to race or creed :—

Schools.	Christians.		Hindus.						Muhammaddans.		Parsis.		Others.		Total.						
	Pupils.	Percentage.	Brahmins.		Kunbis.		Low-castes.		Other Hindus.		Pupils.	Percentage.	Pupils.	Percentage.		Pupils.	Percentage.				
			Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.											
Govern- ment.	High schools—Boys	2	4	352	70.1	21	4.2	3	6	74	14.7	450	89.6	48	9.6	2	4	...	...	502
	Middle schools	3	68	1,593	39.8	410	10.3	102	2.6	1,483	37.2	3,594	92.1	388	10	9	2	4	3,998
District Board	Boys	7	62	2,928	10.02	8,006	27.4	1,446	4.9	12,386	42.8	24,730	82.6	4,434	15.2	1	0.03	38	1	...	29,210
	Girls	1	33.3	2,666	...	3,100	3
Municipal primary schools.	Boys	7	3	384	16.5	387	16.6	14	6	976	41.9	1,761	75.6	501	24.08	6	3	...	...	2,350
	Girls	6	3	186	17.2	121	5.4	102	4.5	953	42.4	1,362	69.5	689	32.8	6	3	...	...	2,346
Total	...	25	66	5,745	41.8	8,974	23.1	1,667	4.3	16,024	41.3	32,410	83.6	6,275	16.1	21	0.5	45	1	...	38,778
	...	36	67	5,547	14.4	8,878	23.4	1,738	4.7	15,515	41.2	32,189	83.7	6,168	16	19	0.5	51	1	...	38,493
Do. 1882-93	29	67	5,501	14.2	8,463	23.3	1,610	4.6	15,700	40.7	32,012	83.07	6,448	16.6	19	0.4	46	1	...	38,536	
Do. 1891-92	23	66	5,470	14.3	8,464	23.5	1,682	4.4	15,677	41.1	31,773	83.5	6,195	16.2	17	0.4	42	1	...	38,060	
Do. 1894-95	23	66	5,400	14.2	9,025	23.8	1,549	4.2	15,534	41.1	31,558	83.05	6,164	16.2	10	0.2	45	1	...	37,790	

Brahmin pupils of both sexes taken together have increased by 198, girls having increased by 135 and boys by 63. Brahmin pupils, whether boys or girls, have increased in all the classes of schools, except middle schools, in which the number of boys has decreased by 61. Girls have increased both in district board and municipal schools.

The aggregate number of Kunbi pupils has decreased by 4, girls having increased by 203 and boys having decreased by 207. In high schools and municipal primary schools boys have increased, but in middle schools and district board primary schools they have decreased.

The aggregate number of low-caste pupils has decreased by 131. The number is the same in high schools; has increased in middle schools and municipal primary schools, and decreased in district board schools.

(31)

The total number of Muhammadans has increased by 107, girls having increased by 83 and boys by 24. The number of boys has increased in all the classes of schools except municipal primary schools, and the number of girls has increased in both the district board and municipal primary schools.

54. I give below the usual statement which compares the number of the children of cess-payers attending schools under public management with the number of pupils whose parents do not pay the cess:—

Schools.	Cess-payers.	Non-cess payers.					Total.		
		Government servants.	Merchants.	Agriculturists.	Others.	Total.			
High schools—Boys ...	230	117	12	1	142	272	502		
Middle schools—Boys ...	1,788	602	503	213	895	2,213	4,001		
Primary schools.	Boys ...	District Board	15,082	1,546	3,538	4,110	5,902	15,136	30,218
		Municipal ...	325	259	378	170	1,114	1,921	2,246
	Girls ...	District Board	384	171	241	174	352	938	1,322
		Municipal ...	89	87	123	37	201	448	487
Total ...	17,848	2,782	4,835	4,705	8,606	20,928	38,776		

The total number of the children of cess-payers has increased by 834 during the year, the number on 31st March last being 17,848 against 17,014 on the last day of the previous year. Boys have increased in all the classes of schools. Girls have increased in district board schools, but decreased in municipal primary schools. In non-cess payers there is an aggregate decrease of 466, which is contributed by all classes, except agriculturists and others, in which there is an increase.

55. The following is a comparative statement of the wealthy, middle, and poor classes as represented in Government, district board, and municipal schools:—

Class of school.	Richer classes with an income of Rs. 5,000 a year and upwards.	Percentage.	Middle classes.	Percentage.	Poor classes with an income of Rs. 200 a year and under.	Percentage.	Total.		
High schools—Boys—Government	29	5·8	337	67·1	136	27·09	502		
Middle schools—Boys—Government	136	3·4	1,440	35·9	2,425	60·6	4,001		
Primary schools.	Boys	District Board.	405	1·3	8,281	27·4	21,532	71·3	30,218
		Municipal.	18	·8	602	26·8	1,626	72·4	2,246
	Girls	District Board.	8	·6	257	19·4	1,057	79·9	1,322
		Municipal.	9	1·8	142	29·2	336	68·9	487
Total ...	605	1·6	11,059	28·5	27,112	69·9	38,776		
Total for 1893-94 ...	706	1·8	9,805	25·5	27,897	72·6	38,408		

The number of boys belonging to "richer classes" has increased in high and middle schools, but the number both of boys and girls has decreased in district board and municipal primary schools. On the whole there is a decrease of 101.

The total number under "middle classes" has increased by 1,254, and the increase is contributed by all the classes of schools.

The total number under "poor classes" shows a decrease of 785 pupils. The number of boys has increased in high and municipal primary schools, but decreased in middle and district board schools. Girls have increased both in district board and municipal primary schools.

It will be observed that the percentage of the richer and poor classes has decreased and that of the middle classes has increased.

56. During the year, under report, the buildings which were under construction for the Anglo-vernacular classes at Khamgaon and for the Anglo-Urdu school at Amraoti were completed and taken over. The buildings for the accommodation of the Anglo-vernacular classes at Akot, the vernacular classes at Basim, and the Anglo-vernacular school at Daryapur are almost completed and will soon be taken over. A new building for the Anglo-vernacular classes at Malkapur is urgently wanted, and it is hoped that funds will be made available for it and the work soon taken in hand. The construction of a new building for the Anglo-Marathi school at Akola is under contemplation.

The following table shows the number of school houses which were completed and the number under construction during the year, under report, and the total expenditure incurred in each district :—

District.	No. of schools.		Cost (including additions and alterations to existing schools).	
	Completed.	Under construction.		
			Rs.	a. p.
Akola ...	2	2	8,549	11 5
Buldana ...	4	1	1,931	4 10
Basim ...	1	1	7,632	4 10
Amraoti ...	3	2	9,925	0 8
Wun ..	1	1	...	...
Elichpur ...	3	4	10,090	0 9
Total ...	14	11	38,128	6 6

The sum of Rs. 38,128-6-6 mentioned above includes Rs. 18,146-14-3 paid from general revenues, Rs. 18,179-0-8 from district funds, Rs. 765-1-7 from municipal funds, and Rs. 1,037-6-0 from subscriptions.

It appears from the reports of the Deputy Educational Inspectors that new buildings are required for 113 primary schools; 18 require additional accommodation, and 43 are held in rented buildings. The district boards will, it is hoped, be able to find funds to satisfy the wants as early as possible.

57. Repairs to school houses were executed at a cost of Rs. 21,019-8-10, against Rs. 26,084-3-5 in the preceding year; Rs. 4,161-7-10 having been spent from general revenues, Rs. 16,219-1-7 from district funds, Rs. 554-3-5 from municipal funds, and Rs. 84-12-0 from subscriptions.

School libraries and apparatus.

58. Books and maps supplied to schools under public management during the year under report were as follows :—

Schools.	Cost.	
	Rs.	a. p.
Secondary schools ...	510	11 2
Primary schools ...	982	12 0
Total ...	1,493	7 2

Shilpa Kala Vidnyan, an industrial magazine, continues to be supplied to some of the important schools, the supply of *Shetkari* having been discontinued.

Arya Bhagini is supplied to most of the girls' schools, and the *Industrial Quarterly Review of Western India* to only the high schools and the training college. Copies of Parts XLVI to XLIX of the *Indian Art Journal* were during the year supplied to the more important secondary schools and the training college.

Furniture of the value of Rs. 9,105-15-11 was supplied during the year to all classes of schools.

V.—SCHOOL EDUCATION—SPECIAL.

59. The following table compares the statistics for the past year of the training college and the pupil teachers attached to Anglo-vernacular or vernacular schools with those of the preceding year:—

Year.	Number of students at the end of the year.		Average number of students on roll during the year.			Number of students examined in the first year's course and certificate examinations.										Number of students who obtained employment.									
	Marathi side.		Hindustani side.		Total.	First year's course.					Certificate examination.					Marathi side.	Hindustani side.	Total.							
	Stipendiary.	Free.	Stipendiary.	Free.		Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.												
	Marathi side.	Hindustani side.	Marathi side.	Hindustani side.	Marathi side.	Hindustani side.	Marathi side.	Hindustani side.	Marathi side.	Hindustani side.	Marathi side.	Hindustani side.	Marathi side.	Hindustani side.											
1893-94.	Students of the college.	60	2	15	...	77	55	13	68	28	7	35	20	7	27	24	6	30	8	4	12	16	5	21	
	Pupil-teachers in other schools.	15	15	13	...	13	17	...	17	8	...	8	3	...	3
	Total	75	2	15	...	92	68	13	81	45	7	52	28	7	35	24	6	30	8	4	12	19	5	24	
1894-95.	Students of the college.	56	...	14	2	72	55	14	69	32	7	39	20	5	25	21	6	27	7	3	10	23	4	27	
	Pupil-teachers in other schools.	5	5	4	...	4	12	...	12	2	...	2	2	...	2
	Total	61	...	14	2	77	59	14	73	44	7	51	22	5	27	21	6	27	7	3	10	25	4	29	

During the year, under report, the number of pupils in the college proper decreased from 77 to 72, and in the pupil-teachers' classes from 15 to 5. Thus, the number on the rolls of the training college and pupil-teachers' classes taken together decreased from 92 to 77.

The results of the annual examinations were not satisfactory. In the first year's course the total number of passes decreased from 35 to 27, and the percentage of passes from 67.3 to 52.9. In the second year's or certificate examination the total number of passes decreased from 12 to 10, and the percentage of passes from 40 to 37.

The results on the Marathi side were particularly unsatisfactory, as only 22 passed out of 44 examined in the first year's course, and 7 out of 21 examined in the second year's course.

The results on the Hindustani side were a little better in both the classes, 5 passing out of 7 examined in the first year's course, and 3 out of 6 examined in the second year's course.

60. Twelve pupils appeared for examination in the first year's course from the training classes taught in vernacular schools, of whom only two passed. This

almost entire failure of the classes has naturally led to their abolition. There now exists one class, and it will be done away with after the next examination—*vide* paragraph 56 of the last year's report.

61. During the year, under report, 29 men obtained employment, against 24 in the preceding year. All the passed men from the college on the Marathi and Hindustani sides, as well as the students who failed in the certificate examination and a few ex-students, were sent out as masters and assistant masters on salaries varying from Rs. 15 to Rs. 8. •

62. The annual examination for entrance into the training college was held on the 6th November 1894 and following days at the head-quarters of each district. The following table shows the number of candidates examined and the number that passed and joined from each district :—

District.	No. examined.			No. passed.			No. of those that joined.		
	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.
Akola	15	10	25	4	3	7	4	3	7
Buldana	14	5	19	3	3	6	3	3	6
Basim	6	1	7	4	...	4	4	...	4
Amraoti	8	5	13	2	2	4	2	2	4
Wun	7	3	10	6	2	8	5	2	7
Ellichpur	4	1	5	1	...	1	1	...	1
Total	54	25	79	20	10	30	19	10	29

The results of the entrance examination of candidates for admission into the training college were equally disappointing. The examination was, as usual, conducted by the college staff, and held at the head-quarter stations of the six districts under the supervision of the District Deputy Inspectors. Regarding this examination, the Principal says :—

“Most of the students examined were very raw, and did not appear to have made any special preparation for seeking admission. Some of the masters sending them showed ignorance of the rules of selecting them, and consequently no less than six candidates had to be rejected on the score of being under the prescribed age.”

Twenty-nine of the passed candidates (19 Marathi and 10 Hindustani) joined the college. But soon after they joined, two on the Marathi side and three on the Hindustani side, finding themselves unable to go on with the college studies, left the college. Thus, only 24 students (17 Marathi and 7 Hindustani) actually joined the college. I had, therefore, to resort to a new plan of obtaining fresh recruits for the college. I asked the Deputy Inspectors to select two assistant masters from each district who had passed under Standard VI, were without any bodily defect, were within 22 years of age, and were willing to join the college. I also asked the Principal to address the head masters of Anglo-vernacular schools, requesting them to forward applications of their pupils who had passed the entrance examination of the high schools, and, being debarred from admission into the high schools owing to the new age limit, were willing to join the training college. By this arrangement I secured 17 more men for admission into the college on the Marathi side who had passed under standard VI or VII and were decidedly better qualified. I mean to try this experiment during the current year, and see whether I cannot dispense with the necessity of holding entrance examination at the head-quarter stations of the several districts.

Hitherto the practice of making out the results of the training college and entrance examinations was, as has already been observed under the high schools, to pass students on the total number of marks obtained without requiring them

to get a certain proportion of the marks assigned for each head, and sub-head. This practice had a very injurious effect on the well-being of the college, and to this, as well as to the very low standard of the entrance examination and to the inadequacy of the college staff, I attribute the failure of the most important institution, on which may be said to depend the well-being of the whole province in respect to primary education.

63. On the 31st March 1895 the numbers of boarders in the Hindu and Muhammadan boarding houses were the same as in the previous year. The total receipts during the year (including the previous year's balance) amounted to Rs. 3,199-11-7 and the total expenditure to Rs. 3,005-7-3, leaving a balance of Rs. 194-4-4 at the close of the year. The average monthly charge for each Hindu boarder was Rs. 4-11-1 and for each Muhammadan boarder was Rs. 4-4-4.

Boarding houses.

64. Drill and athletics continue to be well attended to in the college. The Principal of the college writes :—

Physical education.

“ All the students of the college, without exception, daily go through the gymnastic exercises and drill under the instruction and supervision of the gymnastic teacher for nearly half an hour in the evening. The college has got necessary apparatus, and the students are expected to master all the feats over them in the course of their two years' stay at the college. A certain number of these feats are appointed for the students of the first year, who are taught simply the use of dumb-bells and feats over the malkhamb. By the daily exercise of the limbs of our pupils a regular habit is formed in them, and during the course of their two years' stay at the college this exercise becomes, at it were, an innate nature in them. The register of heights and weights, which is filled up every year, shows that exercise has wholesome effects upon the constitution of our pupils. The attendance at the gymnasium is exacted as strictly as at the studies in the college, and discipline is not neglected even in play. The pupils have an exercise in drill once a week exclusively and for a short time every day after they have done with the apparatus. They occasionally have recourse to native games, especially when the days are longer.”

65. I have nothing new to add to what has hitherto been said regarding moral training and discipline in our schools. All the inspecting officers, head masters of high schools, and the Principal, Training College, report that schoolmasters have begun to recognize the importance of this branch of education, and that every opportunity is taken by them to inculcate the principles of morality on the minds of their pupils. The following extracts will show what is being done by the department in this direction.

Moral training.

The Deputy Educational Inspector, Ellichpur, says :—

“ No definite rules have been framed or any specified text appointed to impart moral instruction in schools, but earnest efforts have been made to instil, both by precept and example, sound principles of morality in the minds of young pupils. The reading texts are full of lessons, poetical pieces, and isolated passages conveying ethical sentiments, and teachers have been instructed to carefully dwell upon them, to impress upon the minds of pupils the moral truths involved therein, and explain their bearing upon the daily actions of men. At the examination of the school I generally take care to pick out such a passage with a view to ascertain whether its moral significance has been fully grasped by students, and, if I find otherwise, no pains are spared to make them understand its correct interpretation. Majority of teachers are aware that mere verbal instructions are of no avail unless they be supplemented by living illustration in their own conduct and habits. They are also found to pay careful attention to the regular and punctual attendance of boys, cleanliness and neatness in their behaviour, and truthfulness in their words and actions. They also keep a strict eye upon the general behaviour of boys in and out of schools, and communicate serious cases of misdemeanour to the parents. It is only in rare cases of persistent insolence and rudeness that cane is used with great caution. Boys have been taught to show due deference to their teachers and elders, and to respect properly any respectable gentleman who visits the school. Monitorial system has been introduced in the Anglo-Vernacular schools, and it is reported to be working well. Inter-school rules have been rigidly observed. In short, every possible care is taken to ascertain that the discipline and teaching in each school are calculated to exert a right influence over the manners and conduct of pupils.”

The Deputy Educational Inspector, Basim, says :—

“ ‘ Example is better than precept ’ is an old adage, the truth of which has been recognized by all classes of people; and only those masters who keep before their view this time-honored maxim in their practical life have some hope of getting some success in improving the moral tone of their pupils. The teacher must know that his conduct is very minutely watched by his pupils. So he must be aware that if in his attempt to instil a certain moral principle into

the minds of his pupils they (the pupils) find that their instructor himself does not at all observe the same, they will quietly listen to his harangue without caring to remember a bit of it. When such is really the case, every attempt must first be made as far as practicable to imbue the masters with this kind of education, and, unless this is done, there is hardly any hope of effecting anything like tangible improvement in this respect."

The Principal, Training College, says:—

"Every opportunity is taken by me and by my assistants to inculcate upon the minds of our pupils principles of morality deduced from the reading lessons, both of prose and poetry, in our text books, which afford ample scope for the development of moral faculties. The conduct of our pupils both in and out of the college is carefully watched, and any breach against the college and the boarding-house discipline is adequately punished. There are appointed prefects and monitors from among the senior and well-behaved students to take notice of and report to the Principal any irregularity or misconduct on the part of the students in their charge, and I am glad to record that no misconduct of any serious nature was brought to my notice during the year."

65-A. Moral text books.—(This paragraph has been printed on page 36-A.)

66. The following table shows the results of the 1st grade examination of the Bombay School of Art:—

Name of school.	No. of pupils presented.	No of pupils passed.				No. who obtained certificates.	No. of prizes won.
		Free-hand drawing.	Geometry.	Model drawing.	In all heads.		
Akola High School ...	28	10	18	13	8	8	1
Amraoti do. ...	26	5	4	7	4	4	...
Akola Training College.	32	5	20	18	6	6	...
Total ...	86	20	42	38	18	18	1
Total for 1893-94 ...	68	24	26	17	9	9	...

Besides the above, one boy passed in Model, Perspective, and Geometry, and the other in Drawing and Geometry, from the Akola High School in the 2nd grade Art Examination.

As was expected, the results of the Akola High School and the Training College show considerable improvement and do credit to the teacher concerned, while those of the Amraoti High School were meagre, although the number of passes has increased from 3 to 4. One of the students of the Akola High School got a prize in model drawing during the year under report.

67. The Superintendent of the Workshop has, as usual, kindly supplied the necessary information regarding the Akola Industrial School.

The number of pupils on the 31st March 1895 was 11, against 8 of last year. The average monthly number on rolls and the average daily attendance during 1894-95 was 11. Out of the 11 pupils, 7 were Christians and 4 Muhammadans. They were taught black-smithing and carpentering. The Superintendent says:—

"At the beginning of 1895 we put most of the shop-boys on their own responsibilities in carrying on the two branches of work—black-smithing and carpentering; one of the older boys being at the head of each department. They work their own bargains, making all settlements, and practically carrying on the business themselves, it only being necessary to exercise a general supervision of the works. So they are not only learning to do the work, but to manage business as well."

The Deputy Inspector, Akola, reports that a class has been attached to the pressing and ginning factory belonging to Rao Saheb Deorao Vinayak, High Court Pleader, Akola, where practical engineering is taught. I requested the Rao Saheb to furnish me with some information regarding the class, but I regret to say that he declined to do so. Regarding the class, Mr. Hare says:—

"Rao Saheb Deorao Vinayak has hit upon a most excellent idea in opening his practical engineering class. There are now so many ginning and other steam-driven factories in Berar that there is a considerable demand for well-instructed and respectable fitters and mechanics.

(86-A)

65-A. In Berar there are no specially prepared moral text books. But the reading books used in all the classes of schools,

Moral text books.

viz., primary, middle, and high, contain many lessons treating of moral subjects or having a moral tendency. The Berar reading series consists of three books, which are read in the first three primary standards. They contain a few lessons having a direct bearing on morality, and it is intended at the time of their next issue to insert in them a few more lessons bearing on good conduct, &c. The third book, of which a fresh edition is shortly to be printed, is being revised, and some moral lessons have already been written out for insertion therein. The books that are read in higher primary standards, *viz.*, IV to VI, are all those in use in the Bombay Presidency, and I am glad to note that they contain a number of good moral lessons. As regards the books used in the middle schools, *viz.*, Howard's series, sequel to Royal Reader No. III, and Marathi fifth and sixth books of the Bombay series, it hardly needs to be mentioned that there are many lessons and sentences directly or indirectly bearing on principles of morality. For the high schools such English and Marathi books are from time to time selected as meet with the requirements of our students, and afford opportunities to teachers for instilling in the minds of their pupils correct principles of morality. Last year the following books were selected for use in the high schools, and the same will continue during the current year:—

	English.	Marathi.
Standard VIII ...	"Evenings at Home."	<i>Hindustan Katharas</i> by Oke.
" IX ...	Easy Selections by Lethbridge.	<i>Mahan-mani-mala</i> , or Lives of Great Men, by Oke.
" X ...	Selections from Scott's Novels by Blackie.	Chiplunkar's <i>Anekvidya-Multatwa</i> and <i>Navanit</i> , or Selections from the Marathi poets.
" XI ...	Selections from the <i>Spectator</i> and other books, containing, among others, essays on "Trust in God," "Temperance," "Gratitude," "Good Nature," "Friendship," &c.	

As these books contain a number of lessons bearing on conduct and a variety of virtues, the want of separate moral text books has not at all been felt, and consequently no endeavour has been made to prepare them.

The Marathi school at Akot is altogether mismanaged, and appears to have lost all vitality. The Hindustani schools at Akola, Khamgaon, and Akot have improved both in attendance and efficiency. The other institutions are reported to be in an indifferent state.

In the Amraoti district most of the Marathi schools are reported to be not doing well. The Municipal Marathi school No. 1 at Amraoti has recently been placed under a trained mistress, and is expected soon to improve. Of the Hindustani schools, those at Amraoti, Karanja, and Kholapur are reported to be in a fair state of efficiency. Both the Marathi and Hindustani schools at Talegaon Dashedasahasra still continue to be badly attended, and the people do not show any interest in them.

In the Ellichpur district, the Marathi school at Ellichpur cantonment is under a trained mistress, and continues to be in an excellent state of efficiency. The school at Daryapur has made a good beginning, and promises to do well. The Marathi school at Anjangaon, though under a trained mistress, seems to have lost both in attendance and progress. The Hindustani school at Karajgaon is doing fairly well, but those at Ellichpur cantonment and Anjangaon require to be placed under more careful and better qualified teachers.

The number of pupils on the 31st March 1895 was 11, against 8 of last year. The average monthly number on rolls and the average daily attendance during 1894-95 was 11. Out of the 11 pupils, 7 were Christians and 4 Muhammadans. They were taught black-smithing and carpentering. The Superintendent says:—

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“Rao Saheb Deorao Vinayak has hit upon a most excellent idea in opening his practical engineering class. There are now so many ginning and other steam-driven factories in Berar that there is a considerable demand for well-instructed and respectable fitters and mechanics.

They are very hard to find, and they get good pay; and the pupils of Mr. Deorao's school have an excellent opening before them."

The establishment of an industrial school at Amraoti has been generally sanctioned, and steps to open it will be taken as soon as the Resident's final orders are received.

68. On the 31st March 1895 there were classes of candidates for patwari-ship in 4 of the Anglo-Vernacular schools and 12 of the primary schools in the province, and in all, 142 pupils were under instruction. During the year under report, pupils from the schools at Barur, Badnera, Brahmanwada, and Shirasgaon Bund were examined in the subject, and 18 passed the test.

Instruction of candidates for patwari-ship in land measuring.

VI.—FEMALE EDUCATION.

Schools for girls under public management.

69. The following statement gives the necessary information regarding Government, district board, and municipal female schools in the province:—

District.	No. of schools on 31st March.		No. of scholars on 31st March.		Average No. on roll during		Average daily attendance.		Fees collected.		Expenditure.	Annual cost of educating each pupil.	
	1894.	1895.	1894.	1895.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.			
									Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Akola	District Board ...	15	15	535	528	516	518	310	307	101 1 6	101 10 3	2,797 9 2	5 6 4
	Municipal ...	5	5	294	303	291	300	196	217	33 8 0	35 8 3	2,157 7 3	7 3 0
Baidana	District Board ...	5	5	193	190	189	154	128	120	35 0 3	34 5 6	1,443 10 5	9 5 11
Basim	District Board ...	2	2	87	91	88	88	87	68	15 11 9	14 14 0	675 13 5	7 10 10
	District Board ...	7	7	252	268	235	228	164	163	41 6 0	43 14 9	1,589 4 8	6 6 6
Amraoti	Municipal ...	3	3	168	184	159	170	108	115	30 15 9	32 1 3	1,460 8 2	8 9 5
Wua	District Board ...	4	4	107	91	100	99	59	53	19 14 9	19 14 6	549 11 4	5 2 10
Ellichpur	District Board ...	5	6	139	164	146	155	87	97	25 11 0	26 9 3	1,426 8 7	9 8 8
Total		46	47	1,773	1,809	1,714	1,732	1,119	1,138	303 5 0	308 13 9	12,100 9 0	6 15 9
Total for 1893-94											10,751 5 7	6 4 4	

The statistics of schools attended by girls show an increase of one school and of 36 pupils. The increase of one school has been in the district board schools in Ellichpur, but the numbers of schools in all the other districts have remained unchanged. The number of pupils in district board schools has increased in Basim, Amraoti, and Ellichpur, and decreased in the other three districts. The number of municipal schools has remained the same, but the number on rolls as well as the average daily attendance have increased both in Akola and Amraoti. It will be observed that there has been an increase in the fee receipts, in the total expenditure, and also in the cost of educating each pupil.

In the Akola district the Municipal Marathi school at Akola is under a trained mistress, and continues to be very efficiently conducted. The Marathi schools at Khamgaon and Patur, though under male teachers, are reported to be doing well. The Marathi school at Akot is altogether mismanaged, and appears to have lost all vitality. The Hindustani schools at Akola, Khamgaon, and Akot have improved both in attendance and efficiency. The other institutions are reported to be in an indifferent state.

In the Amraoti district most of the Marathi schools are reported to be not doing well. The Municipal Marathi school No. 1 at Amraoti has recently been placed under a trained mistress, and is expected soon to improve. Of the Hindustani schools, those at Amraoti, Karanja, and Kholapur are reported to be in a fair state of efficiency. Both the Marathi and Hindustani schools at Talegaon Dashasahasra still continue to be badly attended, and the people do not show any interest in them.

In the Ellichpur district, the Marathi school at Ellichpur cantonment is under a trained mistress, and continues to be in an excellent state of efficiency. The school at Daryapur has made a good beginning, and promises to do well. The Marathi school at Anjangaon, though under a trained mistress, seems to have lost both in attendance and progress. The Hindustani school at Karjangaon is doing fairly well, but those at Ellichpur cantonment and Anjangaon require to be placed under more careful and better qualified teachers.

In the Wun district the Marathi school at Yeotmal may be considered to be in a fair state of efficiency, but those at Wun and Darwa have not shown any signs of improvement. The Hindustani school at Ner Parsopant has been placed under a better qualified teacher.

The Marathi school at Basim promises to show improvement under its new master, but the Hindustani school at Mangrul Pir, particularly the lower standards, continue to be in an indifferent condition. The aided Mission girls' school at Basim is attended by 5 girls and 3 boys.

Of the Marathi schools in the Buldana district, the one at Deulgaon Raja is reported to be in a fair state of efficiency. The school at Buldana has improved in efficiency, but continues to be poorly attended. The school at Malkapur is well attended, but not well reported on as regards efficiency. The school at Fattekhelda is reported to be in a very unsatisfactory state. The Hindustani school at Malkapur is reported to be doing fairly well on the whole.

It will be observed that the condition of the Marathi girls school at Akola and Ellichpur cantonment is very gratifying, and the measure of success which has attended the experiment of placing our girls' schools under competent and well-behaved trained mistresses will, it is hoped, encourage the district boards and municipalities to bring in more trained mistresses from the Poona Training College.

The present state of female education.

70. The following statement shows the present condition of female education in the province:—

Institutions.	No. of institutions.	No. of pupils attending			Average No. on roll monthly of girls attending			Average daily attendance of girls attending			No. of passes in standards						
		Female schools.	Boys' schools.	Total.	Female schools.	Boys' schools.	Total.	Female schools.	Boys' schools.	Total.	I.	II.	III.	IV.	V.	VI.	Total.
Government Anglo-Vernacular schools	...	...	3	3	...	1	1	...	1	1	...	...	...	...	...	...	...
District Board schools	39	1,323	1,003	2,330	1,262	718	1,980	996	410	1,216	173	98	32	36	9	1	354
Municipal schools	6	487	...	487	470	...	470	332	...	332	65	33	39	13	7	...	137
Aided schools	4	94	31	127	117	12	144	91	20	111	16	7	7	4	2	1	37
Unaided schools	1	10	...	10	9	...	9	7	...	7	...	...	...	...	...	...	...
Total	53	1,915	1,042	2,957	1,358	746	2,604	1,236	431	1,667	254	135	64	53	17	2	543
Total for 1893-94	51	1,903	352	2,255	1,359	265	2,124	1,221	169	1,392	268	169	103	60	21	8	629

* Includes the number of girls who passed the several standards in boys' schools.

Though the number of schools has increased only by one, the number of pupils on rolls has risen by 702, the average monthly number on rolls by 450, and the average daily attendance by 275. The increase in the number of girls attending boys' schools took place during the last three months of the year, and this fact will account for the difference between the increase in the number on rolls at the close of the year and the average monthly number on rolls and the average daily attendance throughout the year. The impetus which has been given to the cause of female education will, it is hoped, be sustained during the current and future years. The increase of 690 in the number of girls attending boys' schools is a very satisfactory feature of the year's administration. The number of passes has, however, decreased under all the standards, the decrease for the year being 81. This is due to causes already mentioned. The average daily attendance during the year, under report, is 64 per cent. of the average number on roll against 65.5 per cent. during the preceding year. The corresponding percentage in boys' schools for the year under report is 70.05 (vide the figures in the table in paragraph 38).

VII.—EDUCATION OF SPECIAL CLASSES.

71. The Catholic school at Amraoti is the only school in the district, but I regret

(a) Europeans and Eurasians.

Europeans and Eurasians. On the 31st of March last it had on its rolls 22 boys and 33 girls at the close of the previous year. The school is managed by a European teacher, and is well equipped with books and apparatus for teaching his practical subjects, such as drawing, painting, and mechanics.

attendance was 44. The school was examined by the Educational Inspector in April last, when the highest standard taught to the girls was the sixth and to the boys the fourth. Out of the 15 boys examined 10 passed; and out of 23 girls examined 17 passed. The Educational Inspector says:—

“The girls are taught needle-work and singing, in which they continue to do well. Some calisthenic songs were effectively rendered by the children in the infant class. Some of the boys in the boys’ department were detected copying from each other’s slates. Discipline here seems to be a little slack. The discipline in the girls’ department continues to be satisfactory, and the children looked happy and cheerful. Some effort should be made to bring the boys under better control. The sisters have ceased to teach them for the last two years. On the whole the school has not done so well this year as in the last, but I trust the superintendent will take proper measures to have the weak points noted above removed.”

72. The following table gives the statistics of Government, district board and municipal Hindustani schools:—

(b) Mussalman—Statistics of Hindustani schools.

District.	No. of schools on 31st March						No. of pupils examined and passed under standards																				
	1894.			1895.			I.		II.		III.		IV.		V.		VI.		VII.		VIII.		Total.				
	Boys	Girls	Total	Boys	Girls	Total	Examined	Passed	Examined	Passed	Examined	Passed	Examined	Passed	Examined	Passed	Examined	Passed	Examined	Passed	Examined	Passed	Examined	Passed			
Kola	1	1	2	1	1	2	110	79	65	55	81	45	24	8	3	5	2	10	4	10	5	33	16	385	208		
	16	17	33	744	118	862	45	28	48	35	121	18	10	12	4	...	...	...	...	...	...	...	...	170	98	
	3	2	5	286	129	406	45	23	48	35	121	18	10	12	4	...	...	...	...	...	...	...	...	310	162	
Baldana	15	1	16	637	46	683	121	62	73	47	73	36	40	16	3	1	...	...	...	...	...	...	...	...	155	77
	4	1	5	286	75	361	65	29	36	21	25	11	29	16	...	...	...	...	...	...	...	...	...	...	81	12
	1	1	2	38	...	38	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	355	249
Amraoti	13	3	16	598	124	722	120	58	100	75	84	54	39	25	12	7	...	...	...	...	...	...	...	...	135	95
	2	1	3	201	51	252	16	45	30	18	31	19	18	13	...	...	...	...	...	...	...	...	...	...	97	62
	5	1	6	203	24	227	31	19	31	22	24	13	11	8	...	...	...	...	...	...	...	...	...	...	83	19
Wan	1	1	2	45	...	45	249	175
	10	3	13	480	79	559	89	78	82	57	46	27	22	13	...	...	...	...	...	...	...	...	...	...	78	52
	2	2	4	152	...	152	24	19	26	15	15	8	13	10	1,981	1,225
Total	73	13	86	3,714	637	4,351	671	442	511	345	426	239	236	155	81	35	34	16	22	19	...	...	...	...	1,943	1,402
	16	17	33	744	118	862	45	28	48	35	121	18	10	12	4	...	...	...	...	...	...	...	...	...	5	5
	3	2	5	286	129	406	45	23	48	35	121	18	10	12	4	...	...	...	...	...	...	...	...	6	6	
Total for 1893-94																											

The total number of Hindustani schools for boys has increased by one, while the number of girls' schools has remained unchanged. The attendance at the boys' schools shows a slight falling-off, but it is gratifying to see that the number of girls shows an appreciable increase. In this table Muhammadan boys attending other than Hindustani or Anglo-Hindustani schools have not been included. If we add 45 Muhammadan boys attending the high schools, 22 attending the training college, and 2,022 studying in the Marathi and Anglo-Marathi schools, and deduct 200 non-Muhammadans in Hindustani schools, the total number of Muhammadan pupils in all classes of schools under public management will be 6,297, against 6,189 of the last year.

The number of Muhammadan pupils in schools under private management on 31st March last was 538; against 877 last year. Thus, the total number of Muhammadan pupils under instruction at the close of the year, under report, was 6,835, against 7,066 on the last day of the previous year.

There is a decrease of 177 in the total number of passed pupils; though the number examined has slightly increased. The number of passes has decreased in all the standards except standards III and VII. During the year, under report, there was no class under standard VIII in the Ellichpur City Anglo-Urdu school, and hence the column is blank.

73. Mr. Gholam Husen, Special Magistrate of Akot, continues to accommodate the Urdu Girls' school at the place in his own house; Mr. Daud Khan, Nawab of Ellichpur, continues to accommodate the city Anglo-Urdu school in a part of his palace, and Mr. Fakruddin, Jagirdar of Mahan, continues to accommodate the local Hindustani school in a spacious building. Mr. Fatehali Khan, Special Magistrate at Amraoti, has lent his *Imumbara* for the use of the municipal Hindustani school No. 1. The Muhammadans of Nandgaon Peth in the Amraoti district have subscribed amongst themselves a sum of Rs. 180 for the entertainment of an English teacher in the local Hindustani school. In addition to this there were as usual subscriptions and donations for the fees, books and slates of poor boys and for prize books. Mr. Sayad Nuruddin, Kazi of Akot, always gives help to the local schools.

74. There is only one school at Chikalda for the aboriginal races. On the 31st March last the total number of aboriginal pupils in the province was 123, against 119 at the close of the previous year. During the year, under report, 41 pupils were examined, of whom 21 passed, against 38 and 23 respectively of the past year. Nine boys have passed in the first standard, 9 in the second, 1 in the fourth, and 2 in the fifth.

Low castes.

75. The following statement shows the number of low caste pupils during the last five years:—

District.	Number of low caste pupils on 31st March.				
	1891.	1892.	1893.	1894.	1895.
Akola	720	790	802	800	702
Buldana	186	228	276	257	209
Basim	97	110	98	88	83
Amraoti	245	262	313	325	381
Wan	115	76	80	100	107
Ellichpur	236	216	241	228	205
Total	1,599	1,682	1,810	1,798	1,667

The number of low caste pupils has increased in Amraoti and Wun, and decreased in the other four districts, the total for the year showing a decrease of 131. The statement shows only pupils in the schools under public management. The number of low caste pupils who attended the schools under private management at the close of the year also decreased from 647 to 265; and thus, the number of low caste children under instruction in public and private schools on the 31st March last was 1,932, against 2,445 at the close of the previous year, the decrease for the year being 513. This shows how disastrous the effect of the unfavourable circumstances of the year has been on the attendance of low caste children at school. It is, however, gratifying to observe that low caste children in this province have been receiving a fair and uniform treatment at the hands of the departmental officers and teachers and fellow-students of other castes. They are admitted free, and are allowed to mix freely with all other students without offending, in the least, their religious prejudices.

76. The progress of low caste pupils is shown in the following table:—

Schools.	Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.		Total.							
	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.						
Govt. Middle Schools, Boys	13	9	45	11	7	18	2	2	11	4	2	4	10	3	19	1	42	23	102			
District Board, { Primary Schools. {	180	136	925	155	81	232	125	57	185	46	15	91	7	3	19	1	3	...	...	514	283	1,455
Municipal Primary Schools, Boys.	16	6	64	7	2	21	16	4	12	2	...	...	5	...	...	...	...	...	...	41	12	102
Total	209	141	1,038	173	90	274	143	63	208	52	17	100	17	6	37	3	1	...	...	1,597	318	1,664*
Total for 1893-94	245	164	1,215	133	81	233	95	38	199	48	22	102	16	5	38	3	...	...	...	538	312	1,795

* Besides this there were three low-caste pupils studying in the high schools (two in the Akola high school and one in the Amraoti high school), one under Standard VIII, one under Standard IX, and one under Standard XI.

Although the number of pupils under instruction on the 31st March last was smaller than that at the close of the previous year, the total number of boys examined and the number passed have both increased; the numbers passed under the 2nd, 3rd, 5th and 6th standards have increased, and under the other standards have decreased. One boy is studying under standard VII in the Anglo-Marathi school at Ellichpur, one under standard IX in the Amraoti high school, and one under standard VIII and one under standard XI in the Akola high school. This is satisfactory so far.

The number of special schools for low castes has remained unchanged.

The exertions of Janu Mahar of Parus to help the poor children of his caste deserves special mention.

Mr. Hare says:—

“Janu Mahar's public spiritedness in supporting a boarding school for low caste boys is also deserving of notice. He pays for those who cannot pay for their own food and clothing and altogether is setting an example to people in better circumstances than himself.”

VIII.—PRIVATE SCHOOLS.

77. These schools do not conform to the curriculum of public schools, and are not examined by Government officers. On the 31st March last there were, as reported by the Deputy Educational Inspectors, seven schools attended by 145 scholars, against the same number of schools with 99 scholars at the close of the previous year.

The school at Kholapur mentioned in the last year's report continues to be liberally patronized by its founders, while that at Malkapur is reported to have ceased to exist on 31st March 1895.

IX.—PREPARATION AND DISTRIBUTION OF TEXT BOOKS AND OTHER EDUCATIONAL LITERATURE.

78. At the beginning of the year the Text-Book Committee had 11 books on hand for review, and 4 books were sent to the Secretary during the year. He reported on 6 books. All the other books are under consideration of the members of the committee.

79. There has been no change in the book depôts during the year under report. We have 1 central book depôt at Akola and 29 branch book depôts attached to Government or local board schools in towns and villages in all the districts.

80. The stock account of the depôt for the year 1894-95 is as follows:—

Receipts.

	Copies.	Amount. Rs. a. p.
Balance on 31st March 1894 ...	248,647	23,075 12 8
Books and maps purchased during the year ...	72,314	14,624 8 7
Total ...	320,961	37,700 5 3

Disbursements.

Books and maps sold during the year ...	108,586	16,220 15 11
Balance on 31st March 1895 ...	212,375	21,479 5 4
Total ...	320,961	37,700 5 3

A more detailed statement of the transactions is given below:—

Language.	Balance on 31st March 1894.		Books and maps purchased during the year.		Total.		Books and maps sold during the year.		Balance on 31st March 1895.	
	Copies.	Amount.	Copies.	Amount.	Copies.	Amount.	Copies.	Amount.	Copies.	Amount.
		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.
English ...	12,344	5,718 0 11	15,040	3,769 10 3	27,384	9,486 11 2	10,450	3,356 0 2	16,934	6,130 11 0
Marathi ...	223,536	14,312 8 4	50,769	9,906 6 4	274,305	24,117 9 8	91,382	11,777 15 2	182,923	12,339 10 6
Sanskrit ...	2,103	670 15 0	355	283 5 0	2,458	954 4 0	351	181 8 0	2,107	772 12 0
Persian ...	629	115 5 3	20	5 0 0	649	120 5 3	106	26 12 6	543	93 8 9
Urdu ...	10,035	2,229 4 2	6,130	762 8 0	16,165	3,021 7 2	6,297	878 12 1	9,868	2,142 11 1
Total ...	248,647	23,075 12 8	72,314	14,624 8 7	320,961	37,700 5 3	108,586	16,220 15 11	212,375	21,479 5 4

It will be observed that the value of books and maps sold during the year being greater than that of the books purchased by Rs. 1,596-7-4, the balance of stock has decreased by the same amount. This is due to a brisk sale in the branch depôts.

81. Books of the selling price of Rs. 14,624-8-7 were purchased during the year at a cost of Rs. 11,914-13-1. The difference of Rs. 2,709-11-6 would have been considered as gross profit if the books purchased during the year

(43)

only had been sold. But the value of books actually sold amounted to Rs. 16,220-15-11, and therefore the profit, which must be proportionately greater, might be deemed to be about Rs. 3,005-11-10. The expenditure on account of the depôt during the year was as follows:—

	Rs.	a.	p.
Cost of the establishment ...	1,627	11	9
Contingencies ...	311	9	6
Commission to branch depôt keepers ...	521	2	11
Total ...	2,460	8	2
Profit ...	3,005	11	10
Gain to Government ...	545	3	8

82. The cash account of the depôt is as follows:—

<i>Receipts.</i>		Rs.	a.	p.
Balance on 31st March 1894 ...	...	4	4	6
Sale proceeds of books ...	...	16,220	15	11
Do. of broken boxes ...	...	26	0	0
Do. of Berar School Paper ...	...	1	7	0
Registration fee ...	...	8	0	0
Total ...	...	16,260	11	5

Disbursements.

Amount paid into treasury on account of sale of books ...	15,648	3	1
Do. of broken boxes ...	26	0	0
Do. of Berar School Paper ...	1	7	0
Registration fee ...	8	0	0
Commission allowed to branch book depôt keepers ...	521	2	11
Cash in hand with some depôt keepers ...	55	14	5
Total ...	16,260	11	5

83. The number of books registered under Act XXV of 1867 during the year, under report, was 19, against 20 in the preceding year. Eight of these were issues of the *Berar School Paper*, and seven were the issues of *Dnyan Sangraha*, a monthly literary magazine. The other publications which were registered during the year were *Bhayankor Suda* (adaptation of Edward Young's *Revenge*), *Life and Teachings of Goutam Buddha* and *Bal Niti*, Parts I and II. The *Berar School Paper* was printed at the *Akola Shuddha Varhadi Press* and *Dnyan Sangraha*, *Bhayankor Suda* and *Life and Teachings of Goutam Buddha* at the *Amraoti Pramod Sindhu Press*. Part I of *Bal Niti* was printed in the *Shri Samarth Press*, and the second part in the *Vyapari Press* at Poona. The last four books have been registered for copyright.

84. Four libraries or reading rooms were opened and four closed during the year, and consequently the number of public libraries on the 31st March last remained unchanged. Two new libraries were opened in Akola and two in Ellichpur, while three were closed in Akola and one in Amraoti. The following table gives detailed information about the libraries and reading rooms in the province:—

Public libraries.

District.	Locality.	Average number of subscribers during the year.	Rate of subscription.	Average monthly income.		No. of books in the library.	No. of books issued to subscribers during the year.	No. of newspapers, periodicals.		Remarks.
				Subscriptions.	Grants from towns and municipal funds.			Vernacular and Anglo-Vernacular.	English.	
				Rs. a. p.	Rs. a. p.					
Akola.	Akola ...	123	Rs. 2, Re. 1, As. 8 & As. 4.	35 7 5	10 0 0	1,057	1,828	26	11	
	Kurankhed ...	12	As. 4 & As. 2	2 0 0	...	99	75	9	...	
	Telhara ...	30	Re. 1, As. 8 & As. 4.	18 8 0	...	150	475	19	3	
	Assegaon ...	20	As. 12, As. 6, As. 4, As. 2 & Anna 1.	4 4 0	...	19	50	12	...	
	Keliweli ...	35	As. 4, As. 2 & Anna 1.	6 0 0	...	95	700	24	...	
	Malegaon ...	3	As. 2	0 6 0	...	1	1	1	...	
	Akot ...	41	As. 8, As. 4 & As. 2.	14 8 0	8 5 4	335	641	10	1	
	Patur ...	43	Rs. 2, As. 8, As. 4 & As. 2.	11 12 0	...	300	284	23	1	
	Yalla ...	15	Anna 1 & Pies 3	1 4 0	...	4	10	4	...	
	Balapur New Circulating.	4	As. 2	0 8 0	...	...	...	2	...	
	Do. Juvenile.	40	Pies 3	0 10 0	...	130	210	...	...
	Allegaon ...	25	As. 3 & As. 2	4 0 0	...	75	30	9	...	
	Khangaon ...	40	Rs. 2, Re. 1, As. 8 & As. 4.	33 6 0	15 0 0	836	788	17	9	
	Do. Students.	47	Anna 1 & Pies 6	1 1 6	...	100	75	3	...	
	Barai Takli ...	30	As. 2 & Pies 6 & Anna 1 & Pies 3.	3 0 0	...	25	30	6	...	
Jamod ...	18	As. 4	4 8 0	...	30	35	9	...		
Sonalla ...	25	As. 4 & As. 2	3 0 0	...	40	22	7	...		
Jalgaon ...	22	Re. 1, As. 8, As. 4 & As. 2.	10 5 4	...	204	50	10	2		
Buldana.	Buldana ...	40	Rs. 2, Re. 1, As. 8 & As. 4.	30 0 0	*643 0 0	220	120	10	4	* This amount was given as donation by the members of the Buldana Club.
	Malkapur ...	20	Rs. 2, Re. 1, As. 8 & As. 4.	22 0 0	...	200	150	11	2	
	Chikhli ...	25	Re. 1, As. 8 & As. 4.	7 8 0	† 60 0 0	60	...	8	2	† Rent of a portion of the library building.
Basims.	Deulgaon Raja ...	32	As. 8, As. 4, As. 3 & As. 2.	5 0 0	...	45	45	10	2	
	Mehkar ...	...	...	10 0 0	...	90	...	6	1	
Amraoti.	Basim ...	38	Re. 1, As. 8 & As. 4.	20 15 6	10 0 0	466	690	18	4	
	Pusad ...	22	As. 8 & As. 4.	8 0 0	...	95	72	4	1	
Wun.	Amraoti City ...	94	Rs. 2, Re. 1, As. 8 & As. 4.	44 5 4	25 0 0	1,091	2,258	18	8	
	Murtazapur ...	48	Re. 1, As. 8, As. 4 & As. 2.	10 10 0	...	4	...	14	1	
	Morsi ...	68	Re. 1, As. 8 & As. 4.	23 10 8	2 0 0	64	166	12	6	This library obtained Rs. 1,000 during the year as donation for a library building from Mr. Rupram Shivram, a son of Hiwarkhed.
Ellichpur.	Talegaon D. ...	15	Re. 1, As. 8 & As. 4.	6 12 0	...	123	...	7	1	
	Karanja ...	78	Rs. 2, Re. 1, & As. 4.	27 4 2	14 5 4	432	1,670	23	4	
	Yeotmal ...	43	Rs. 2, Re. 1, As. 8 & As. 4.	24 8 0	10 0 0	555	247	10	10	
Ellichpur.	Wun ...	53	Rs. 2, Re. 1, As. 8, As. 4 & As. 2.	30 0 0	10 0 0	207	198	8	4	
	Ellichpur Cantonment.	52	Rs. 2, & Re. 1, As. 8 & As. 4.	28 2 6	‡ 149 0 0	643	389	9	2	‡ Donation from the people to buy new books, &c.
	Ellichpur City.	31	Re. 1, As. 8 & As. 4.	12 0 0	§ 7 0 0	260	767	12	3	§ People contributed Rs. 3,000 to build a new library building during the year 1894-95.
Ellichpur.	Daryapur ...	66	Re. 1, As. 8 & As. 4.	34 14 0	|| 249 13 1	648	641	11	4	|| Contribution from the people to the library.
	Anjangaon ...	30	Re. 1, As. 8, As. 4 & As. 2.	10 8 0	...	160	76	18	1	
	Karajgaon ...	12	As. 4, As. 3 & As. 2.	1 8 0	...	120	45	5	...	
	Surji Anjangaon.	15	As. 8, As. 4 & As. 2.	5 6 0	¶ 60 0 0	20	20	5	...	¶ Donation from the people to buy new books, &c.
Nanded ...	16	As. 4	4 0 0	2 0 0	78	119	12	...		

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Public presses.

85. The following table gives the usual information about the printing presses in the province:—

District.	Locality.	Name of press.	Name of publisher.	Publication thereat.		Remarks.
				Newspapers.	Periodicals.	
Akola.	Akola ...	Varhad Sama- char.	Narayan Khan- derao.	Varhad Sama- char.	None ...	Weekly paper; annual sub- scription Rs. 5.
	Do. ...	Yaidarbha ...	Venkatesh Ramchandra.	Vaidarbha ...	Do. ...	Weekly paper; annual sub- scription Rs. 4.
	Do. ...	Shuddha Var- hadi.	Hari Ramchan- dra.	Shuddha Var- hadi.	Berar School Paper.	Weekly paper; annual sub- scription Rs. 2.
	Telhara ...	Guna Sindhu...	Baijanath Ab- hyan Karana.	None ...	None ...	The press does only job work.
	Khamgaon...	Chandra Kanta	Mahomed Ali Tyabali.	Do.	Do. ...	Do. do.
Amraoti.	Amraoti ...	Pramod Sindhu	Yeshwant Go- vind.	Pramod Sindhu.	Dnyan Sangraha.	Weekly paper; annual sub- scription Rs. 3.
	Do. ...	Albion Press ...	Bapu Vithal ...	None ...	None ...	The press does only job work.
	Do. ...	Amba Prasad Press.	Balkrishna Na- rayen.	Do. ...	Do. ...	Do. do.
Ellichpur.	Ellichpur Cantonment.	Surya Kant ...	Waman Nara- yen.	Do. ...	Do. ...	Do. do.
	Ellichpur City.	Varhad Bhag- yodaya.	Govind Sitaram.	Do. ...	Do. ...	Do. do.

86. The Educational Conference was held during the year at Akola on the 14th November and following days. In my letter No. 3146, dated 14th January 1895, I have given a full account of the proceedings, and it is not therefore necessary to give any lengthy account in this report. In my opening speech I asked the conference and especially the inspecting officers to consider whether or not it was necessary to revise the present Berar reading series and the *Vyakarna Pathamala*. I also explained to those assembled the chief duty of the conference, and told them to always bear in mind the importance of female education, physical education, moral education, and technical education.

The proceedings of the Masters' Association were of the usual kind. Lectures were delivered, essays read, and classes taught before the assembly.

87. Town and village schoolmasters continue to meet at central places in all the districts, and these gatherings are reported to be very useful in improving the village schoolmasters. The following extract from the Akola Deputy Educational Inspector's report will show what is done at these gatherings:—

"The principal work done here was teaching classes. The junior masters chose a subject and taught it to the boys, and the senior ones did the same. The former took notes of the draw-backs pointed out by the latter, and improved their own manner of imparting education. During the touring season, myself and the Sub-Deputy Educational Inspector attended some of the meetings, and suggested to the masters to take up such subjects for teaching and discussion as were found fault with at the time of the annual examinations by us and by the higher educational officers. Sometimes essays were read and discussed on subjects bearing on education and master's responsibility, and I am glad to find that most of the teachers took active part in the discussion."

X.—RECOMMENDATIONS OF THE EDUCATION COMMISSION.

88. During the year under report the number of girls under instruction has considerably increased. The teaching staff in the two high schools has been

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strengthened by appointing qualified graduates in place of non-graduates, as also the staff in the middle or Anglo-vernacular schools has been strengthened by appointing P. Es. and matriculates in place of non-matriculates. Some more English classes have been opened in primary schools, on the people having paid twelve months' full salary of the teachers in advance. The establishment of an industrial school at Amraoti has been sanctioned, and a rule fixing a maximum age for each class in the high schools has been laid down.

I have the honour to be,

Sir,

Your most obedient servant,

S. V. PATWARDHAN,

Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDICES.

EDUCATION.

GENERAL TABLE I.—Abstract Return of Colleges, Schools and Scholars in the Hyderabad Assigned Districts at the end of the official year 1894-95.
(For details see General Table III.)

Area and population.				Public institutions.							Private institutions.		Grand total.	Percentage of	Remarks.	
Total area in square miles.	Number of towns and villages.	Population.		University education.		School education, General.		School education, special.		Total of public institutions.	Advanc- ed.	Elemen- tary.				
				Arts col- leges.	Profes- sional colleges.	Second- ary schools.	Primary schools.	Train- ing schools.	All other special schools.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
17,717			Institu- tions	For males	26	1,141	1	1	1,169	3	3	1,175	{ Institutions to number of towns and villages. } { 20·2 } { ·9 }	
				For females..	...	...	...	52	...	...	52	...	1	53	
			Total ...	...	...	26	1,193	1	1	1,221	3	4	1,228	21·09	
			Scholars ...	Males	4,500	42,292	77	11	46,880	90	42	47,012	{ Male scholars to male population of school-going age. } { 21·01 }	
				Females..	3	2,954	3	...	2,960	...	13	2,973		{ Female scholars to female population of school-going age. } { 1·41 }
Total ...	...	...	4,503	45,246	80	11	49,840	90	55	49,985	11·5				
Towns ... 39	Males ... 1,491,500															
Villages 5,785	Females 1,405,540															
Total ... 5,824	Total ... 2,897,040															

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EDUCATION.

GENERAL TABLE II.—Abstract return of expenditure on Public Instruction in Hyderabad Assigned Districts for the official year 1894-95.

(For details see General Table No. IV.)

	Total direct expenditure on public instruction.							Total indirect expenditure on public instruction.												
	University Edu- cation.		School Education, General.		School Education, Special.			Total.	Univer- sity.	Direc- tion.	Inspec- tion.	Scholar- ships.	Build- ings.	Special grants for fur- niture and appa- ratus.	Miscel- laneous.			Total.	Total expendi- ture on public instruc- tion.	Remarks.
	Arts colleges.	Profes- sional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.														9	10	11.	12	13	14	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11.	12	13	14	15	16	17	18			
1. Institutions ...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
{ For males	80,485	2,44,722	9,590	...	3,34,797	...	20,451	84,534	9,378	88,128	9,106	1,446	1,18,048	4,61,784	...	...
{ For females	18,944	...	...	13,944	...	...	...	...	...	...	...	...	...	...	...
Total	80,485	2,58,666	9,590	...	3,48,741	...	20,451	84,534	9,378	88,128	9,106	1,446	1,18,048	4,61,784	...	...
2-a — Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction	23.7	89.8	3.9	...	67.4	...	8.8	18.5	8.7	7.8	...	...	32.8	...	...	...
2-b — Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on public instruction	81.3	...	...	81.8	...	...	9.8	1	12.9	4.5	2	18.5	...	...	...
2-c — Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction	1.8	77.9	...	...	79.2	...	...	...	8	4.7	4.1	10.8	20.4	...	...	...
2-d — Percentages on total expenditure in columns 2—17 to total expenditure on public instruction	17.4	86.01	2.07	...	75.48	...	4.4	7.4	2.07	8.2	1.9	3	24.27	...	...	...
3. Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		
Government institutions	13 4 5	...	120 2 11	...	15 8 1	...	...	...	...	...	...	...	...	...	...	...	...
{ Cost to provincial revenues	0 0 9	...	...	...	0 0 9	...	...	...	...	...	...	...	...	...	...	...	...
{ Cost to Local and Municipal Funds	18 4 11	...	120 2 11	...	20 2 3	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund schools	2 10 10	...	...	2 10 10	...	...	...	...	...	...	...	...	...	...	...	...
{ Cost to provincial revenues	3 8 9	...	...	3 8 9	...	...	...	...	...	...	...	...	...	...	...	...
{ Cost to Local Funds	6 6 9	...	...	6 6 9	...	...	...	...	...	...	...	...	...	...	...	...
Total cost	4 0 5	...	...	4 0 5	...	...	...	...	...	...	...	...	...	...	...	...
Municipal schools	6 8 0	...	...	6 8 0	...	...	...	...	...	...	...	...	...	...	...	...
{ Cost to provincial revenues	
{ Cost to Municipal Funds	
Total cost	
Institutions in Native States	1 9 8	...	...	1 9 8	...	...	...	...	...	...	...	...	...	...	...	...
{ Cost to provincial revenues	
{ Cost to Local and Municipal Funds	
Total cost	
Aided institutions	4 4 2	...	...	4 4 2	...	...	...	...	...	...	...	...	...	...	...	...
{ Cost to provincial revenues	
{ Cost to Local and Municipal Funds	
Total cost	
Unaided institutions	3 8 2	...	...	3 8 2	...	...	...	...	...	...	...	...	...	...	...	...
{ Cost to provincial revenues	
{ Cost to Local and Municipal Funds	
Total cost	
All institutions	13 4 5	2 9 4	120 2 11	...	8 7 6	...	...	...	...	...	...	...	...	...	...	...	...
{ Cost to provincial revenues	0 0 9	2 11 6	...	...	2 10 4	...	...	...	...	...	...	...	...	...	...	...	...
{ Cost to Local and Municipal Funds	18 4 11	5 13 10	120 2 11	...	7 8 8	...	...	...	...	...	...	...	...	...	...	...	...
Total cost	

EDUCATION.

GENERAL TABLE No. III.—Return of Colleges, Schools and Scholars in the Hyderabad Assigned Districts for the official year 1894-95.—

Class of institutions.	Public Institutions																							No. of scholars on the 31st of March learning		Classification of scholars on the 31st of March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	
	Under public management.											Under private management.																					
	Managed by Government.				Managed by Local Fund and Municipal Boards.				Maintained by Native States.			Aided by Government or by Local Fund or by Municipal Boards.				Unaided.																	
	No. of institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	No. of institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	No. of institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	No. of institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	M. Muhammadans.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
SCHOOL EDUCATION, GENERAL.																																	
<i>Secondary Schools.</i>																																	
For boys ... { High schools	2	503	444	874	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	502	502	293	209	...	2	450	48	2	...	...
... { Middle schools—English	24	4,001	3,952	3,083	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	24	4,001	2,026	256	4,001	...	2	3,507	388	13	...	...
Total ...	26	4,503	4,396	3,459	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26	4,503	2,528	549	4,210	1	4	4,047	436	15	...	...
<i>Primary Schools.</i>																																	
For boys ...	...	...	...	...	609	32,164	31,532	22,091	...	...	...	...	478	10,142	10,013	7,831	54	700	678	457	1,141	43,306	201	10	43,306	...	19	37,593	5,616	48	1,030	...
.. girls ...	...	...	...	...	47	1,809	1,732	1,138	...	...	...	...	4	131	117	91	1	10	9	7	53	1,040	55	...	1,585	55	20	1,433	619	3	...	25
Total ...	...	...	...	...	656	34,273	33,264	23,229	...	...	...	...	482	10,263	10,120	7,925	55	710	687	464	1,193	45,246	346	10	45,191	55	39	38,836	6,265	51	1,039	25
SCHOOL EDUCATION, SPECIAL.																																	
<i>Schools for Special Instruction.</i>																																	
Training schools for masters ...	1	80	76	60	1	80	...	16	80
Industrial schools ...	1	1
Total ...	2	1,191	1,187	1,180	2	1,191	...	16	80
Total of colleges and schools of public instruction ...	28	4,594	4,483	3,539	656	34,273	33,264	23,229	...	...	...	...	482	10,263	10,120	7,925	55	710	687	464	1,221	49,810	2,874	575	49,493	56	39	42,941	6,727	60	1,045	25
Private Institutions																																	
1. Advanced teaching—
(a) Arabic or Persian ...	3	90	...	90
2. Elementary, teaching a vernacular only or mainly ... For boys ...	1	9	...	9
3. Elementary, teaching the Koran ...	1	13	...	13
4. Other schools not conforming to departmental standards ...	1	20	...	20
- girls ...	1	13	...	13
Total ...	7	145	...	99
Grand Total ...	1,228	49,985	2,874	674	49,538	56	77	42,951	6,835	60	1,045	25

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GENERAL TABLE IV.—Return of expenditure on Public Instruction

Objects of expenditure.		Public														
		Under public management.														
		Managed by Government.							Managed by Local Fund and Municipal Boards.							
		Provincial revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local Funds in Native States.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SECONDARY SCHOOLS.																
School Education—General	High schools ...	16,795	...	...	6,738	...	...	23,533	...	...	...	...	...	...	...	...
	For boys { Middle } Eng- { schools. } lish.	41,577	...	220	12,429	2,677	...	56,902	...	...	...	...	...	...	...	...
	Total ...	58,372	...	220	19,216	2,677	...	60,435	...	...	...	...	...	...	...	...
PRIMARY SCHOOLS.																
	For boys ...	...	...	...	...	...	...	81,966	1,05,126	6,958	...	4,953	...	2,01,023	...	...
	For girls ...	...	...	...	...	...	...	...	9,161	2,806	...	133	...	12,100	...	...
	Total ...	...	...	...	...	...	...	81,966	1,14,287	11,764	...	5,086	...	2,13,123	...	...
SCHOOLS FOR SPECIAL INSTRUCTION.																
<i>School Education, Special.</i>																
	Training schools for masters	9,590	...	...	...	...	...	9,590	...	...	...	...	...	...	...	...
	Total ...	9,590	...	...	...	...	...	9,590	...	...	...	...	...	...	...	...
	Buildings ...	18,147	...	...	...	...	...	18,147	...	18,179	765	...	1,037	...	19,981	...
	Furniture and apparatus (special grants only) ...	...	...	...	1,818	...	...	1,818	...	6,355	663	...	270	...	7,288	...
	Total ...	18,147	...	...	1,818	...	...	19,965	...	24,534	1,428	...	1,307	...	27,269	...
	University ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in	Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Special schools other than Training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on public instruction ...		66,109	...	220	21,031	2,677	...	1,10,040	61,906	1,38,821	13,192	...	6,303	...	2,40,392	...

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TION.

in Hyderabad Assigned Districts for the official year 1894-95.

Institutions.																		Total expenditure from					Grand Total.
Under private management.																							
Aided by Government or by Local Fund or Municipal Boards.																		Unaided.					
Municipal Funds raised in Native States.																							
Municipal Funds raised in Native States.																							
Fees.																							
Subscriptions.																							
Endowments and other sources.																							
Total.																							
Provincial revenues.																							
Local Funds.																							
Municipal Funds.																							
Fees.																							
All other sources.																							
Grand Total.																							
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38			
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
...	16,795	...	...	6,788	...	23,583		
...	41,577	...	220	12,428	2,677	56,902		
...	58,372	...	220	19,216	2,677	80,485		
...	14,510	695	25,518	700	41,432	1,260	7	2,267	96,505	1,05,126	9,653	27,778	5,660	2,44,722	...	...	2,44,722		
...	1,503	...	...	194	1,687	147	...	147	1,503	9,161	2,906	147	327	13,911	...	...	13,911		
...	16,022	695	25,518	894	43,129	2,407	7	2,414	93,008	1,14,267	12,439	27,925	5,937	2,58,666	...	...	2,58,666		
...	9,590	...	...	...	...	9,590		
...	9,590	...	...	...	...	9,590		
...	18,147	18,179	765	1,037	...	38,128		
...	6,355	603	1,818	270	9,106		
...	18,147	24,534	1,428	1,818	1,307	47,234		
...		
...	20,451	...	...	...	...	20,451		
...	23,927	1,207	...	...	...	31,534		
...	1,500	...	...	...	...	1,500		
...		
...	7,596	...	...	...	...	7,596		
...	141	141	...	...	282		
...		
...	(a)-1,338	353	1,735	633	63	1,446		
...	61,536	1,701	1,376	633	63	65,809		
...	16,022	695	25,518	894	43,129	2,407	7	2,414	3,45,653	1,40,522	15,983	49,592	20,054	4,61,784	...	...	4,61,784		

(a) Includes—

Printing, &c.	Rs.	486
Book Depot	Rs.	1,824
Total	Rs.	1,338

EDUCATION.

GENERAL TABLE No. V.—Return of the stages of instruction of pupils in public schools for general education in the U. S. A. at the end of the official year 1984-95.

Class of schools.	No. of schools.	No. of pupils on the rolls on 31st March.	High stage.			Middle stage			Upper primary stage.			Lower primary stage.						Total.		
			Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			Comprising all pupils who have passed beyond the upper primary stages, but have not passed beyond the upper secondary (middle) stage.			Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Comprising all pupils who have not passed beyond the lower primary stage								
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
<i>Secondary Schools.</i>																				
For boys—Government—English.	26	4,503	620	...	620	1,908	...	1,908	805	...	805	461	...	461	706	3	709	4,500	3	4,503
Total ...	26	4,503	620	...	620	1,908	...	1,908	805	...	805	461	...	461	706	3	709	4,500	3	4,503
<i>Primary Schools.</i>																				
For boys { Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund	590	30,218	...	...	...	1,779	...	1,779	8,693	8	8,701	5,823	15	5,838	12,915	985	13,900	29,210	1,008	30,218
Municipal	19	2,246	...	...	...	0	...	6	733	...	733	446	...	440	1,061	...	1,061	2,246	...	2,246
Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	478	10,142	...	...	...	115	...	115	2,802	5	2,807	2,161	5	2,166	5,038	21	5,054	10,111	31	10,142
Unaided	54	700	...	...	...	...	...	...	108	...	108	139	...	139	453	...	453	700	...	700
Total ...	1,121	43,306	...	...	...	1,900	...	1,900	12,336	13	12,349	8,569	20	8,589	19,462	1,006	20,468	42,267	1,039	43,306
For girls { Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund	39	1,323	...	...	...	...	...	25	25	...	199	199	...	209	209	...	889	889	...	1,322
Municipal	6	487	...	...	...	...	...	16	16	...	71	71	...	71	71	...	329	329	...	487
Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	4	121	...	...	...	...	...	5	5	...	6	16	...	22	4	15	19	60	75	25
Unaided	1	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	0	10	...	10
Total ...	53	1,940	...	...	...	...	46	46	6	286	293	4	205	299	15	1,288	1,303	25	1,915	1,940
Total Primary Schools...	1,173	45,246	...	...	...	1,900	46	1,946	12,342	299	12,641	8,573	315	8,888	19,477	2,291	21,771	42,292	2,054	45,246
Grand Total ...	1,219	49,719	620	...	620	3,808	46	3,854	13,147	299	13,446	9,034	315	9,319	20,183	2,297	22,480	46,792	2,957	49,749

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EDUCATION.

GENERAL TABLE VI.—Return showing the results of prescribed examinations in the Hyderabad Assigned Districts during the official year 1894-95.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhamadans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<i>Schools for General Education.</i>																				
Matriculation—Boys ...	2	...	...	2	87	...	...	...	87	21	...	...	...	21	...	...	20	1	...	
Middle School Examination—Boys ...	26	...	...	26	319	...	...	...	319	219	...	...	...	219	...	1	203	15	...	
Upper Primary Examination. { Boys ...	423	229	...	652	3,274	946	...	...	4,220	1,381	286	...	...	1,667	2	1	1,469	187	8	
{ Girls ...	24	2	...	26	76	8	...	...	84	49	4	...	...	53	2	1	37	13	...	
Lower Primary Examination. { Boys ...	588	429	...	1,017	5,409	2,189	...	...	7,598	3,002	790	...	...	3,792	3	3	3,200	559	27	
{ Girls ...	40	2	...	42	196	8	...	...	204	131	7	...	...	138	4	1	104	29	...	
Public Service Certificate Examination. { English ...	5	...	...	5	125	...	...	...	125	58	...	...	...	58	...	...	48	5	...	
{ Vernacular. { Boys ...	62	1	...	63	814	12	...	...	826	397	5	...	...	402	...	...	382	20	...	
{ Vernacular. { Girls ...	3	1	...	4	7	2	...	...	9	1	1	...	...	2	1	...	1	...	...
<i>Schools for Special Instruction.</i>																				
1. Training School Examination for Masters { Upper.. } ...	1	...	...	1	27	...	...	...	27	10	...	...	...	10	...	...	7	3	..	
{ Lower.. } ...	...	...	...	...	51	...	...	...	51	27	...	...	...	27	...	...	19	8	...	
2. School of Arts Examination	*3	...	...	3	86	...	...	...	86	18	...	...	...	18	...	...	18	...	...

*Bombay Sir Jansetjee Jeejeebhoy's School of Arts for certificates.

EDUCATION.

GENERAL TABLE VII.—Return showing the distribution of Local Fund and Municipal Expenditure on Public Instruction in the Hyderabad Assigned Districts for the official year 1894-95.

Objects of expenditure.	Expenditure of Local Fund Boards on public instruction.												Total Local Fund expenditure on public instruction.	Expenditure of Municipal Boards on public instruction.												Total Municipal expenditure on public instruction.	Total expenditure of Local Fund and Municipal Boards on public instruction.	Remarks.				
	In institutions managed by Local Fund Boards.											In institutions managed by		In institutions managed by Municipal Boards.											In institutions managed by							
	No. of institutions.	No. of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.		Municipal Boards.	Private persons or associations.	No. of institutions.	No. of scholars on the rolls on the 31st of March.	Average No. on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local Funds.	Fees.	Subscriptions.	Endowments and other sources.				Total.	The Government.	Local Fund Boards.	Private persons or associations.
	2	3	4	5	6	7	8	9	10	11	12	13		14	15	16	17	18	19	20	21	22	23	24	25				26	27	28	29	30	31	32	33
SECONDARY SCHOOLS.				Rs.	Rs.	Rs.	R	Rs.	R	Rs.	Rs.	Rs.	Rs.					R	Rs.	Rs.	R	R	R	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
School Education, General.																																
For Boys—Middle schools—English	
Total	
PRIMARY SCHOOLS.																																
For boys	300	30,218	28,362	20,437	81,986	1,00,530	861	4,011	1,88,297	...	4,587	...	1,05,128	16	2,244	2,170	1,634	...	8,007	4,547	...	42	...	12,728	...	861	695	6,658	1,14,779			
For girls	39	1,823	1,262	506	...	8,098	255	131	8,482	...	1,063	...	9,161	8	447	470	832	...	2,451	1,065	...	4	...	3,618	...	255	...	4,400	11,007			
Total	339	31,540	30,624	21,263	81,986	1,08,628	1,116	5,042	1,96,779	...	5,652	...	1,14,287	27	2,733	2,640	1,906	...	10,458	5,612	...	46	...	16,346	...	1,116	695	12,458	1,26,786			
Buildings	...	...	...	...	...	18,179	...	1,087	19,216	...	...	...	18,179	...	...	...	...	...	765	...	...	...	...	765	...	...	...	...	765	18,944
Furniture and apparatus (special grants only)	...	...	...	...	...	6,355	...	270	6,625	...	...	...	6,355	...	...	...	...	...	663	...	...	...	...	663	...	...	...	...	663	7,018
Total	...	...	...	...	...	24,534	...	1,357	25,841	...	...	...	24,534	...	...	...	...	...	1,428	...	...	...	...	1,428	...	...	...	...	1,428	25,962
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	1,208	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,208
Scholarships held in—Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	141	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	141	242
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	358	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	358	2,088
Total	...	...	...	...	...	...	...	...	...	...	...	...	1,702	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,702	8,576
Grand Total	629	31,540	30,624	21,263	81,986	1,33,160	1,116	6,340	2,22,620	...	5,652	...	1,40,523	27	2,733	2,640	1,906	...	12,076	6,652	...	44	...	17,772	240	1,116	695	15,983	1,50,506			

AKOLA, }
15th July 1895. }

S. V. PATWARDHAN,
Director of Public Instruction, H. A. D.

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Return of the European and Eurasian schools in the Hyderabad Assigned Districts for the year 1894-95.

(As per Education General Table No. III.)

Under private management.						Remarks.
Aided by Government.						
No. of institutions.	No. of scholars on the roll on 31st March.	Average number on the rolls monthly.	Average daily attendance.	No. of boys.	No. of girls.	
1	55	53	44	22	33	

Return showing total expenditure on the European and Eurasian schools in the Hyderabad Assigned Districts for the year 1894-95.

(As per Education General Table No. IV.)

Year.	Under private management.			Remarks.	
	Aided by Government.				
	General revenues.				
	Rs.	a.	p.		
1894-95	...	2,036	0	0	This' includes Rs. 125 on account of the Akola Anglican school already closed.

Return showing the stages of instruction of pupils of European and Eurasian schools in the Hyderabad Assigned Districts for the year 1894-95.

(As per Education General Table No. V.)

No. of schools.	No. of pupils on the rolls on 31st March.	Middle stage.			Upper primary stage.			Lower primary stage.						Total.			Remarks.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Reading printed books.			Not reading printed books.			Boys.	Girls.	Total.	
								Boys.	Girls.	Total.	Boys.	Girls.	Total.				
1	55	...	5	5	6	7	13	4	4	8	12	17	29	22	33	55	

APPENDIX A.

(Referred to in paragraph 36.)

No pupil is to be admitted to a high school by the eighth standard if his age on the date of admission in the case of Brahmins and higher classes exceeds sixteen years, and in the case of Muhammadans and backward classes if on the same date it exceeds eighteen years. In the case of admission to high schools by any higher standard, the age of the pupil must not exceed a limit ascertainable by the addition of one year for each succeeding standard to the original limit fixed as above :

Provided that the Director of Public Instruction may authorize the admission into the high schools of boys who would ordinarily be debarred from admission under the rule (reasons in each case to be specially recorded).

APPENDIX B.

(Referred to in paragraph 44).

No. 1263, dated Akola, the 31st July 1894.

From—S. V. Patwardhan, Esq., Officiating Director of Public Instruction, Hyderabad Assigned Districts,
To—The Educational Inspector, Deputy Educational Inspectors, Hyderabad Assigned Districts, and
Principal, Training College.

I have the honor to forward for your information and guidance extract paragraph 3 of letter No. 1753, dated 23rd May 1894, from the Secretary for Berar to the Resident, Hyderabad, to the address of the Commissioner, Hyderabad Assigned Districts, and to state that thorough vigilance in the work of inspection and supervision would greatly minimize the evil pointed out. I take this opportunity of inviting your attention to the following points:—

1. It should be the principal aim of the examiner to see that boys do not get confused through want of clearness in asking questions, and to observe the greatest patience and kindness of manner throughout the examination, particularly in the examination of the lower classes.

2. The annual examination of each school should, as far as possible, take place in the same month of each year. As many second visits as possible and a few unexpected visits to the schools during the year will be of great advantage.

3. You should personally examine the school registers and records, and see that the fee accounts are correct, that boys are not ordinarily kept in the first standard class for more than one year, that the attendance is timely and faithfully marked, and that names of children are not kept on the register simply with a view to swell the numbers.

4. At the annual examination of a school you should ascertain and report all the facts which would enable me to correctly judge of the work of the teachers and their pupils during the year. You should see—

(a) That all boys in standard II and above who have attended the school at least for 100 days during the year are presented for examination as a rule.

(b) That there was regular and systematic 'home work' both of masters and boys during the year.

(c) That boys read and recite well. Intelligent reading and recitation cannot be achieved without continuous work, and must be accepted as a clear proof of good teaching in the school.

(d) That boys are taught to write well and according to their copy-slips or kittas. Under recent instructions from this office, boys are required to produce twelve months' pusteas at the examination, and a careful inspection of them will at once show whether the teachers have paid sufficient attention to the handwriting of boys and whether the pusteas show gradual improvement from month to month.

(e) That boys are well up in working out the examples set in arithmetic. Slovenliness in slate arithmetic must be considered as a clear proof that boys have not had continuous and sufficient exercise during the year. Good figures and clearness and conciseness of arrangement should be insisted on as a condition of passing in the examination. As a rule, four examples should be set in all standards above the second, and two correct answers should entitle a scholar to pass.

(f) That boys get sufficient exercise in mental arithmetic. No boy should be passed in the first head of standards III, IV and V who fails in the subject. In standards I and II every boy should be made to answer correctly one or two easy questions from the table in addition to his slate arithmetic.

(g) That boys are taught history and geography in an intelligent manner. Historical facts should be given out as parts of one continuous story, and not as a mere record of names and dates. Geography should invariably be commenced with the help of the map, and boys should not be made to commit to memory geographical names without associating them with the physical aspects and climate of the country studied, as well as its industrial arts, agriculture, commerce, &c.

(h) That the head masters of important schools devote one or two hours a day to the first and second standard classes, giving them object lessons once or twice a week, and familiarizing them with the forms, colours and use of common objects, and make them recite and sing in unison simple household songs.

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5. Most of your schools are furnished with a mulkhamb or vertical post and parallel bars, and you should see that the apparatus is daily used by schoolboys. The head master should be directed to exercise them in simple drill before dismissing the school every morning and evening.

Extract paragraphs 2 to 4 from the Director of Public Instruction's letter No. 1822, dated Akola, the 25th September 1894, to the address of the Educational Inspector, Hyderabad Assigned Districts.

2. I have in my letter No. 1263 of 31st July last expressed in general terms my views as to the nature of work to be expected by inspecting officers both from the teachers and the taught. I may add here that I do not approve of giving grace marks to make up the minimum requirements of sub-heads, viz., one-fourth. There is, however, no objection to give a few grace marks to make up totals of heads. In all, the number of grace marks may not exceed five.

3. The chief aim of the inspecting officer should be to find out what boys know, and not what they do not know. The questions to be asked, therefore, should be moderately easy, and the marking of the answers to be fairly liberal. I noticed that some boys were given 7 marks in a sub-head of 30, and were kept under the necessity of getting half a grace mark. In such cases I should have, without hesitation, given $7\frac{1}{2}$ marks and passed them in that sub-head without any grace. In short, the examination should be so conducted as to be a suitable test of the work done by masters and their pupils.

4. Promotions of boys from class to class also require more liberal treatment. It is perfectly useless to keep a boy in the same class for more than two years, and I would not keep back boys who pass in three out of five heads, English being one of the three heads.

Extract from the Proceedings of the Resident at Hyderabad, No. 4122, dated Hyderabad Residency, the 11th November 1895.

READ—

Report on Public Instruction in the Hyderabad Assigned Districts during the year 1894-95, and the Commissioner's review upon it.

ORDER.

1. This Report, which was due on the 20th July 1895, was punctually received on the 19th idem, and the Commissioner's remarks thereon reached the office on the 20th August.

2. *Summary of the year's operations.*—At the close of the year under report there remained open in the six districts of Berar, containing an area of 17,715 square miles and a population of 1,491,500 males and 1,405,540 females, 2 high schools, 24 middle schools, 1,147 primary schools for boys and 53 for girls, with a total attendance of 49,985 scholars, as well as an industrial school and a training school for masters. The average number of square miles to each school was 15.1, and the percentage of male scholars to male population of a school-going age 20.7 against 13.9 and 22.3 respectively in 1893-94, the average percentage for the whole of India in 1891-92 being 19.84. Expenditure fell during the year from Rs. 4,51,156 in 1893-94 to Rs. 4,32,957, the total number of schools from 1,326 to 1,228, and of scholars from 52,422 to 49,985, the corresponding figures for 1892-93 being Rs. 4,37,545, 1,376, and 53,422 respectively. Of the 1,228 schools, 27 were Government, 629 District Board, and 27 Municipal as against 27, 610, and 25 last year, and indigenous schools, aided and unaided, 482 and 56 against 603 and 54 respectively in 1893-94. The decrease is again attributed to continued agricultural depression and in a less degree to the unhealthiness of the year. Aided and unaided indigenous schools have decreased by 119 and their attendance by 2,847, following a decrease of 63 schools and 895 scholars in 1893-94. Schools under public management, on the other hand, have increased during the year under report by 21 and their attendance by 354. The decrease was least in the Ellichpur district, where the loss of three schools is more than counterbalanced by a gain of 167 pupils. In the districts of Wun and Basim the state of education continues backward. The decrease of expenditure from local funds amounted to Rs. 17,662. Municipal Committees, who spend only an average of 7.7 per cent. of their income in education (the percentage varies from 13.9 in Ellichpur to .9 in Basim), appear to be able to supplement that small expenditure by unlimited drafts on district funds, a state of things which is being enquired into. Excluding the cost of direction (Rs. 20,452) and inspection (Rs. 34,534) and sundry miscellaneous charges, the expenditure on high schools amounted to Rs. 23,583, on middle schools to Rs. 56,902, and on primary schools for boys and girls to Rs. 2,13,124, while Rs. 16,717 was spent on grants-in-aid and Rs. 38,128 on new buildings.

3. *Control and popular contributions.*—The control exercised by the present Director, Mr. Patwardhan, who joined Berar in March 1894, has been effective, and the inspections conducted by him and his subordinates indicate zeal in the performance of their duties, the inspection and examination of indigenous schools *in situ* having been very properly insisted on. The Resident notices too with satisfaction that the number of inspections by Deputy Commissioners and their assistants have on the whole increased, especially in the backward districts of Wun and Basim: in Amraoti this duty has apparently been overlooked. That no members of the District Board of Wun visited any schools within their sphere of management and that the school committees in that district visited so few is far from creditable, and the Resident hopes to find next year a marked improvement in this respect. School committees on the whole are reported to be doing useful work. Popular contributions have

decreased from Rs. 9,632 to Rs. 9,133, but the fees paid on behalf of poor boys have actually increased, and subscriptions were paid in advance for the teaching of 8th and 9th standards in 7 middle schools, of the 5th and 6th standards in 18 primary schools, and the 7th standard in 2 others. The Resident notes with pleasure the liberality of the gentlemen mentioned in paragraphs 11, 73, and 76 of the Report.

4. *Collegiate education.*—Four of the 7 students holding Berar scholarships and 18 ex-students of Berar high schools passed various college examinations; but of these only 2 were natives of Berar. The Resident will be glad to learn whether any change can be suggested to make these scholarships more really useful to the Hyderabad Assigned Districts. In the 1st grade examination of the Bombay Art School the results continue good.

5. *Secondary education.*—The 2 high schools and 24 middle schools continued to hold their own in spite of adverse seasons. At the Akola high school the number of pupils on the rolls was 158 and at Amraoti it was 286, the average attendance being 133 and 241 and the total cost Rs. 11,701 and Rs. 11,882 respectively. To this expenditure provincial revenues contributed Rs. 16,784, and the balance Rs. 6,788 was covered by school fees, the total cost per pupil working out to Rs. 74-0-10 and Rs. 41-8-8 respectively, of which the cost to provincial revenues was Rs. 59-11-6 and Rs. 25-11-7. In 1893-94 the expenditure was greater by Rs. 5,982, and the total cost per pupil Rs. 84-13-9 and Rs. 45-8-10 respectively. In the 24 middle schools the average attendance was 3,085 and the total expenditure Rs. 56,902, of which Rs. 41,577 were met by provincial revenues, Rs. 12,428 from fees, and Rs. 2,897 from municipal funds and subscriptions, the total cost per pupil being Rs. 14-6-4, of which the cost to provincial revenues was Rs. 10-5-9. In 1893-94 the total expenditure on middle schools was Rs. 62,765, and the total cost and the cost to provincial revenues of each pupil Rs. 14-14-11 and Rs. 10-15-6 respectively. The reduction of the provincial cost per pupil in the high schools of Akola, Amraoti, and in middle schools generally from Rs. 70-1-10, Rs. 29-7-5, and Rs. 10-15-6 to Rs. 59-11-6, Rs. 25-11-7, and Rs. 10-5-9 respectively is satisfactory as far as it goes, but the Resident considers that a definite scheme should be prepared whereby the expenditure from provincial revenues shall be still further reduced. It has been shown in the Report on the progress of Education in India for the quinquennial period ending 1891-92 that the percentage of expenditure in secondary education in Berar from public and private sources stands at 75.6 and 24.4 respectively as compared with an average percentage in 1891-92 of 30.4 and 69.6 for the whole of India. The Berar educational authorities must direct their efforts to the attainment of as close an approximation as possible to the average percentage. The difference in the total cost per pupil in the high schools at Akola and Amraoti is very great, and should have been explained. The increased monthly cost at Akola for each boarder also needs consideration. The results of examinations are not creditable to either high school, only 21 boys out of 85 passing the Matriculation examination, and that low down on the list. In middle schools the aggregate number of pupils examined increased from 1,371 to 1,455, but the number passed fell from 801 to 751. The Resident hopes that the measures detailed in paragraphs 26 and 34 of the Report will be productive of good.

6. *Primary education.*—Primary schools for boys under public management have increased from 589 to 609, and the number of scholars on the rolls from 32,150 to 32,464. The average daily attendance, however, has fallen from 22,972 to 22,091, schools under the Amraoti District Board and in the Ellichpur Municipality alone showing any increase. Judged by examinations, the results are hardly satisfactory. The number of pupils examined increased from 19,489 to 22,212, but the number passed fell from 13,314 to 11,333, and the percentage of passes from 68.3 to 51. Curiously enough the best results were obtained in the Wun district, but the Director attributes this merely to difference in appreciation by the several inspecting officers. His efforts to minimize this difference and to remedy the defects pointed out in paragraph 41 will be watched with

interest, and the results should be stated in next year's report. Expenditure in primary schools generally has fallen from Rs. 2,01,850 to Rs. 2,01,023, but the total cost per pupil has risen from Rs. 6-5-4 to Rs. 6-6-0, and the cost to provincial revenues from Rs. 2-8-6 to Rs. 2-9-7. The high cost per pupil of primary education in Berar has already been remarked on; it was the highest in India in 1891-92 with Rs. 5-7, Bombay coming next with Rs. 5-3; but it has now actually risen further, and the Director's explanation of the matter and his proposals are awaited.

The Resident notices with regret that the number of primary schools under private management has fallen from 651 to 533, the number aided from 637 to 501, the number of pupils who earned grants from Rs. 5,265 to 3,756, and the grants earned from Rs. 20,422 to Rs. 14,000. The Director has mentioned 87 villages with a population of 1,000 and more and 33 more with a population of 500 and over in which no school exists, and his proposal to move the District Boards concerned to open schools in as many of them as possible is approved, but the systematic procedure laid down in paragraph 6 of the Resident's Resolution No. 1072, dated the 20th March 1895, must be carefully adhered to. Expenditure during the year under report on 25 new buildings amounted to Rs. 38,128 and on repairs to Rs. 21,010—a heavy item. Regular gymnasia and gymnastic instructors are expensive luxuries that should be provided only in the principal urban schools: drill and elementary gymnastics will in time be taught everywhere by trained masters without additional expense.

7. *Training schools.*—The reorganization of the training college is under separate disposal, and the results of the past year, which are unsatisfactory, need not be further noticed now.

8. *Text books.*—The action taken in Berar regarding the preparation of moral text books is stated in paragraph 65-A of the Report as desired by the Government of India. The books used are for the most part those that have proved acceptable in the Bombay Presidency, and no further steps than those indicated by the Director appears necessary so far as the inculcation of moral lessons is concerned. The general revision of text books and standards is a question which is receiving separate attention.

9. *Female education.*—Female education has advanced during the year. The number of girls' schools under public management has increased from 46 to 47, and the number of girl-scholars from 1,773 to 1,809. The expenditure has at the same time risen from Rs. 10,754 to Rs. 12,100, and the cost per pupil from Rs. 6-4-4 to Rs. 6-15-9. Besides the 1,809 already mentioned, 1,042 girls attended boys schools, and this system, though opposed to the recommendation of the Commission as to female education, seems to have won its way into general approval throughout India. The employment of female agency for both teaching and inspecting girls' schools is another recommendation on which the Director's attention should be bestowed.

10. *Industrial schools.*—The attendance at Mr. Fuller's Industrial School at Akola has increased from 8 to 11, but the institution is not gaining much ground. Final sanction to the opening of an industrial school at Amraoti under public management has been accorded, and will be separately communicated. The measure of success attending the engineering class privately opened by Rao Saheb Deo Rao Vinayek in connection with a pressing and ginning factory at Akola should be reported on more fully next year, as the experiment is an interesting one.

11. *Hindustani schools.*—The number of Hindustani schools is 87—74 for boys and 13 for girls—the attendance at which was 3,678 and 718 respectively against 4,351 and 637 in 1893-94.

12. *Special classes.*—The attendance at the aboriginal school at Chikalda has increased from 119 to 123; that of low-caste pupils, on the other hand, fell from 1,795 to 1,667, 3 of whom were studying in high schools.

(4)

The number of libraries and reading rooms in the province is 39: their proceedings display considerable activity.

13. The Resident thanks the Director for his report and for the care and attention which he has bestowed on the business of his department.

(By order)

A. L. P. TUCKER,

Secretary for Berar.