

REPORT

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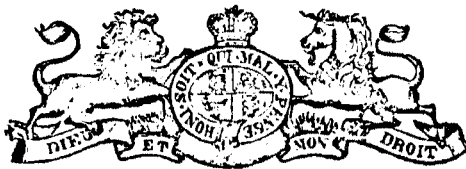
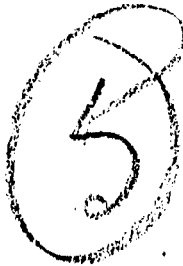
PUBLIC INSTRUCTION

IN THE

HYDERABAD ASSIGNED DISTRICTS

FOR THE YEAR

1896-97.



HYDERABAD:
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FROM

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

Commissioner, Hyderabad Assigned Districts,

TO

THE SECRETARY FOR BERAR TO THE RESIDENT,

Hyderabad.

Dated Amraoti, the 20th August 1897.

SIR,

I have the honour to submit, with the following brief remarks, the Annual Report of the Director of Public Instruction, Hyderabad Assigned Districts, for the year 1896-97.

2. This is the first quinquennial report prepared under the orders of the Government of India conveyed in Government Resolution No. ^{9-Education}₂₅₀ of 18th July 1895, and this may be some reason for its length, but I can only regret that it so abounds in details as to make it wearisome to read.

3. The figures given in the statement in paragraph 3 include indigenous schools, and are somewhat curious. Since 1892-93 there is a decrease of 13 boys' schools and 2 girls' schools and a decrease of 676 boy pupils and an increase of 1,597 girl pupils, giving a net increase of 921 pupils. But since last year, 1895-96, there is an increase of 181 schools and 5,100 pupils. When we come to examine the details given in paragraph 5, we find that there is a mushroom growth of schools and scholars since last year, which is due to indigenous and private schools having suddenly sprung into existence, and the reason given is that the scarcity which prevailed during the year contributed to cause the increase, because teachers were willing to take Rs. 2 or 3 a month as salary.

4. The number of Government schools has actually increased if we include district and municipal schools, which it is necessary to do owing to transfers to suit financial arrangements; and the number of scholars has also increased, the figures being 653 schools with 38,633 scholars in 1892-93 and 714 schools with 42,284 scholars in 1896-97.

5. It is misleading to show the indigenous schools in a statement designed to exhibit the comparative state of education if these schools are of so fluctuating a character as is shown in the statistics given in paragraph 6; but it is certainly remarkable that following on my remarks last year on the subject of encouraging indigenous schools, there should be such a sudden increase. I believe much more might be achieved by encouraging indigenous schools than is generally supposed; but, of course, so long as Government is prepared to open a new school where it is wanted, it is the policy of the people to hang back.

In Berar we have quite enough Government schools considering that there is one to every 26 square miles of area; and if aided schools be included, there is a school to every 13 square miles, while in populated district, such as Ellichpur and Amraoti, there is a school to every 6 and 7 square miles. Wun and Basim are still the most backward districts, and this is as it should be, as the population is not such as would at present take to education, being chiefly Banjaras, Gonds, &c.

6. Paragraphs 8 and 12 deal with the income of the department: while the district funds from the educational cess and assignments of land revenue show

an increase, which must continue during the progress of revision settlement, it is noticeable that the fee income shows but little improvement, and is little more at the end of the quinquennial period than it was at the beginning.

Municipal contributions are larger, and after this year every municipality will contribute to education liberally. Popular contributions show no tendency to increase, though during the past year there is a slight improvement.

On the expenditure side there is a rise in the past year owing to pension contributions paid by District Boards, but the total expenditure on education has steadily decreased for the last five years owing to a more careful system of administration as shown in paragraph 17.

7. Under the head of Controlling Agencies, the Director has gone in great detail into the inspection of schools by himself and his staff and the district officers, and it is plain that a great deal of attention is paid to the schools, and a good many individuals and committees take an interest in the subject.

8. There is a cause for satisfaction in the improved results shown in the University Examinations and the progress shown in paragraph 27.

Secondary Education.

9. The two high schools have continued to flourish, but the number attending the Amraoti High School has decreased owing to the opening of a private high school which now has an attendance of 137 boys and a fee income of Rs. 2,379, which shows that it is a successful institution. This is a good sign, and a private middle school has recently been started in Amraoti, and has an attendance of 60 boys.

The expenditure on Government schools has decreased during the past year, and there is a gradual falling off in the cost of these schools; but in the quinquennial period the number of boys on the rolls has fallen from 4,672 to 3,705 and the daily attendance from 3,558 to 3,022, and in consequence the cost per pupil has increased.

The results of examinations are satisfactory, and especially that of the Amraoti High School in the past year; but generally the Berar high schools did very well in the Matriculation Examination, Amraoti passing 64 per cent. and Akola 53 of its candidates. All the Berar University scholarships were gained by boys from the Amraoti High School.

A scholarship of Rs. 7 or 8 per mensem has been given by Mr. Vyankatesh Koner Bhedi primarily for a boy of the Wun district.

The boarding houses have been full, and the number of boys has increased at Akola and fallen at Amraoti. I regret to see that the cost per boarder has increased to Rs. 6-5-3, which seems excessive.

There is one more middle class school teaching the IVth standard Anglo-Vernacular class. These schools, while showing an increase of numbers examined, do not compare favourably with 1892-93 in the number passed in spite of the constant supervision of the Director and his Inspectors.

Primary Education.

10. The number of primary schools has increased by 12 during the past year, gradually following out the programme which the Director has proposed of providing schools in the large villages of 1,000 and upwards of population.

The total number of pupils increased during the year by 1,481 in district boards' schools, and in municipal schools by 604.

In the past five years primary schools have increased from 580 to 640, and the scholars from 31,751 to 36,501. The cost of these schools has increased the charge against provincial revenues as explained by the Director, but it is satisfactory to notice that there is a slight decrease in the past year of the cost per pupil due, of course, to the increase of pupils.

The percentage of passes is lower than it was in 1892-93, but this depends much on the standard of excellence, and I am inclined to think that the present Director pitches it rather high.

Comparing the bonuses to deserving teachers shown in paragraph 54 with the punishments, it would appear that masters had on the whole done very well.

(3)

The great and general increase of indigenous schools in all districts is somewhat surprising, and no doubt the statistics are not quite trustworthy, but if they are encouraged, I feel confident that they will be appreciated. Their stability cannot depend so much on accidental circumstances as the Director seems to think, and now that the rules for aided schools in Bombay have been adopted, I hope that they will be sympathetically treated by our educational officers and encouraged in every way.

11. The amount spent on buildings for primary schools was Rs. 21,780, and 10 buildings were completed and 2 still under construction. Rs. 18,754 were spent on repairs.

There are still 88 primary schools said to require new buildings, and 25 require additional accommodation.

The Training College.

12. The scheme for improving the Training College has been revised, and new courses of study laid down during the past year.

The results of the annual examination are more satisfactory, and the number of passes in the first year's course increased from 18 to 32, and both on the Marathi and Hindustani side there was an improvement. Thirty-one students were sent out as masters during the year.

The selection of candidates by examination at Akola was carried out at Akola by the Director, and he found it promising. I look upon this re-organization of the Training College as a great step towards education of a better sort, and if we can make the college a really good institution, we shall have achieved a success that has been long wanting to the department.

13. The Industrial Training School has now 17 pupils, and has been open only 15 months. The Director says it has made a marked advance, but I am afraid I cannot endorse his opinion. I have visited it two or three times, and I think we much need a competent Principal of the school, a practical man of a mechanical turn of mind. Such a man is difficult to find. Still a beginning has been made in Amraoti as well as at Akola, and I hope that this most important branch of education may find favour.

Female Education.

14. The number of female schools has decreased by one since last year, and in the quinquennial period there is an increase of two only, and the pupils have increased from 1,653 to 1,909.

But under Mr. Patwardhan's encouragement, it has become the practice to allow little girls to attend boys' schools, and apparently this practice has found favour for 1,709 girls who attended boys' schools, so that during the five years the number of girls who are being educated has increased from 2,124 to 3,707, which is a considerable improvement.

The Education of Special Classes.

15. Under this head I think it is proper to call attention to the fact that there are 88 Urdu schools for Muhammadan boys and girls with 4,645 pupils on the rolls. Considering that Urdu is not the language of Berar, that it is not used in the courts and not spoken by the people, and the percentage of Muhammadans to the population of Berar is only 7 per cent., it seems to me that the expenditure on these schools is excessive, and that the class of Muhammadans in Berar who attend them is very low. They save the Muhammadan community from providing the religious Koran schools that exist in Upper India, but the Urdu they learn is of little practical use to them, as it is not the language of this part of India.

16. There is a considerable increase of education among the low castes, and the example set by Janu Mahar in erecting a boarding house at Akola is an excellent one.

17. On the whole, during the last five years there has been a fair amount of progress in Government and District Boards' schools, and the administration of the department has been more effective and economical.

The point to which I think attention is required is the development of indigenous primary education.

(4)

18. Rao Sahib S. V. Patwardhan has done a great deal for his department; he has his heart in the work, and his object is to give a practical and sound education; and if he can improve the indigenous schools, the industrial schools, and put primary education on a good basis, he will deserve much gratitude from the people of Berar.

The Inspector of Schools, Mr. V. M. Mahajani, M.A., is a very capable officer, and should be able to assist him in his efforts.

I have the honour to be,

Sir,

Your most obedient servant,

F. S. BULLOCK,

Commissioner, Hyderabad Assigned Districts.

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No. 1349 OF 1897-98.

FROM

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

DIRECTOR OF PUBLIC INSTRUCTION,

Hyderabad Assigned Districts;

TO

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

COMMISSIONER,

Hyderabad Assigned Districts.

Dated Akola, the 17th July 1897.

SIR,

I have the honour to submit the following Report on Public Instruction in the Hyderabad Assigned Districts for the year 1896-97, which has been drawn up as per orders of the Government of India contained in their Home Department (Education) letter No. ^{D-Education}₂₈₀, dated the 18th July 1895, to the address of the Resident at Hyderabad, copy of which was forwarded with your endorsement No. 6803, dated the 19th August following.

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

2. The year under report was remarkable for its scanty and irregular rainfall; the *kharif* crops were secured to some extent, but the *rabi* crops proved almost a total failure. Prices of food-grains began to rise since

The nature of the year and the results of its operations.

September, and became abnormally high since January. Distress became acute in February, and Government had to open relief works in most of the districts of the province. Public health, however, was generally good; there were no marriages after April; and education, in spite of the scarcity and high prices of food-grains, continued to make satisfactory progress in all its branches. Numbers of boys' schools under private management and their pupils have increased to a great extent. The number of girls under instruction has considerably increased, though the number of girls' schools has decreased by two. District officers have continued to show lively interest in the well-being of the schools, and the Taluk officers and Tahsildars have generally given valuable assistance to inspecting officers and schoolmasters. The inspecting officers of the department have carefully supervised the schools in their charge, and have been unsparing in their efforts to encourage the growth of schools under private management. The district and municipal boards have performed their duties in an able and intelligent manner, and school committees have shown increasing interest in their work. The results of the matriculation examination, particularly of the Amraoti high school, were gratifying, and the middle schools and primary schools acquitted themselves very fairly on the whole at the annual examinations. The total number of pupils examined and passed in indigenous schools and the total amounts of grants earned by them have increased. The Muhammadan and low-caste pupils under instruction in the province have increased, and there is a rise in the numbers passed. Standards of study have been revised, and separate courses of instruction have been sanctioned for secondary and primary schools. The Training College at Akola has been re-organized, and the quality and status of trained men have been improved. The number in the industrial school at Amraoti has nearly doubled, and the school has achieved a fair amount

of success. The income from fees from all classes of schools shows a slight falling-off, the total for the year being Rs. 57,950 against Rs. 58,618 of the preceding year. The total expenditure of the department has increased by Rs. 12,694-8-7. Thus the department has made a satisfactory advance in all its branches during the year.

Schools and scholars. 2. The following is a comparative statement of schools and scholars for the past five years :—

Area in square miles.	Towns and villages.	Population.	Year.	Number of institutions.			Number of scholars.			Percentage of scholars to population of school-going age.			
				For boys.	For girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.		
17,717	5,824	Males ... 1,491,500 Females, 1,493,540	1892-96	...	...	1,824	52	1,876	51,297	2,125	53,422	22.92	1.1
			1894-94	...	...	1,274	52	1,326	50,168	2,261	52,429	22.24	1.07
			1894-95	...	...	1,175	53	1,228	47,012	2,873	49,885	21.91	1.01
			1895-96	...	...	1,129	52	1,180	45,770	3,473	49,243	20.46	1.05
			1896-97	...	...	1,311	51	1,361	50,621	3,722	54,343	22.62	1.16
			Difference between 1892-93 and 1896-97.	...	...	-13	-2	-15	-676	+1,597	+ 921	-3	+ .76
Difference between 1895-96 and 1896-97.	...	...	+153	-2	+151	+4,851	+ 249	+ 5,100	+ .16	+ .11			

The above table shows a net increase of 181 schools and 5,100 scholars

	Schools.	Scholars.
Akola	20	1,000
Buldana	26	399
Basim	20	523
Amraoti	69	1,730
Wun	34	984
Ellichpur	12	464
	<u>181</u>	<u>5,100</u>

detailed in the margin. The increase in schools and scholars has occurred in all the districts, and is, as will be seen from the following table, principally confined to indigenous schools or schools under private management. It looks strange that the number of schools and scholars should have so greatly increased in spite of the scarcity and high prices of the necessaries of life which

prevailed throughout the province in the latter part of the year; but the very scarcity seems to have partly contributed to bring about the increase. Ordinarily teachers demand Rs. 6 or 7 a month to open private schools in villages, but during the year under report they have opened them for Rs. 2 or 3 per mensem. Added to this the public health was generally good throughout the province; no marriages took place after April, and the people were naturally inclined to look to their children's education.

4. A comparison of the figures during the last five years will show that the number of schools for boys and girls has decreased by 15, but that of scholars increased by 921; the figures for 1896-97 being 1,361 schools and 54,343 scholars against 1,376 schools and 53,422 scholars during 1892-93.

5. The following table compares the number of schools, public and private, and of scholars attending them, with the numbers on the last days of the four previous years :—

Years.	Public schools										Private institutions		Total.			
	Under public management.						Under private management.				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.				
1892-93	57	7,672	541	26,344	25	2,617	617	13,353	101	1,273	1,373	53,979	2	53	1,375	54,422
1892-94	27	4,594	610	31,712	25	2,506	463	13,163	14	638	1,019	52,333	2	89	1,108	53,442
1894-95	27	4,583	629	31,549	27	2,723	462	10,293	56	721	1,221	49,840	2	145	1,223	49,985
1895-96	23	3,670	649	32,516	27	2,809	419	8,179	51	1,000	1,173	48,087	2	136	1,175	49,262
1896-97	23	3,674	654	34,920	32	3,430	504	10,436	79	1,204	1,356	54,343	5	157	1,361	54,342
Difference between 1892-93 and 1896-97	-34	-3,998	+113	+6,576	+7	+823	-53	-2,745	-23	-89	-17	+817	+2	+164	-15	+ 921
Difference between 1895-96 and 1896-97	...	+ 404	+ 6	+1,372	+5	+ 701	+115	-2,468	+27	+ 264	+183	-5,600	-2	+ 1	+181	+ 5,100

(3)

Compared with last year, the number of Government schools has remained unchanged, but the number of scholars attending them has increased by 204. Compared with the year 1892-93, the number of these schools has decreased by 59 and of scholars attending them by 3,798. The falling-off is nominal, as 60 schools with 3,078 pupils were transferred to the Wun District Local Board under the Rural Boards Law on 1st April 1896; the vernacular classes in the Anglo-Vernacular schools at Jalgaon, Akot, Basim, Morsi, and Wun containing 799 pupils were separated and formed into independent schools in 1895-96, and a new industrial school with 9 pupils was opened at Amraoti on 1st January 1896.

The number of district board schools has increased by 6 and of scholars attending them by 1,372. The increase both in schools and scholars attending them has been gradual during the last five years, and is satisfactory.

The increase in municipal schools and in scholars attending them is nominal, as the Marathi and Urdu boys' and girls' schools at Karinja and the Marathi girls' school at Yeotmal were transferred to the local municipalities during the year under report.

The number of aided indigenous schools has increased by 145 and their pupils by 2,468. The number of unaided indigenous schools has increased by 27 and their pupils by 264. That indigenous schools should have shown so large an increase during the year under report is really a matter for sincere pleasure. The fluctuations in the number of these schools and in scholars attending them have been very great during the last five years, and it is difficult to ascribe any particular reason to this state of things when it is considered that their condition still continues to be unsteady.

The number of private institutions has decreased by 2, but of scholars attending them has increased by 1.

6. The next statement shows the number of different classes of schools on the 31st March last and on the corresponding days of the four previous years :—

Description of schools.			Number of schools.					Number of scholars.					
			1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	
<i>School Education—General.</i>													
Public Institutions.	Secondary.	Government—High... Boys...	2	2	2	2	2	400	446	502	385	419	
		Do. Middle... {	Boys...	24	24	24	24	24	4,272	4,954	3,998	200	3,375
			Girls...	3	2	1
		Unaided—High	Boys...	1	1	125	137
			Do. Middle ... Boys...	1	60
		Public Institutions.	Government	Boys...	56	2,500
Girls...	4			...	...	...	...	103	...	...	...	...
District Board	Boys...		608	572	590	609	619	27,196	29,736	29,210	30,762	32,023	
	Girls...		33	38	39	39	35	1,148	1,576	2,330	2,786	2,897	
Primary ... Municipal	Boys...		17	17	19	19	21	2,183	2,136	2,246	2,213	2,821	
	Girls...		6	8	8	8	11	434	460	487	486	669	
Aided	Boys...		612	698	473	415	561	13,235	12,975	10,136	8,036	10,503	
	Girls...		5	5	4	4	3	148	318	127	134	135	
Unaided	Boys...		100	53	54	48	74	1,283	629	700	811	1,032	
	Girls...		2	...	1	...	...	47	1	10	33	5
Private Institutions.	Advanced (Arabic or Persian and Sanskrit).	Boys...	2	3	3	4	2	28	48	90	96	85	
		Girls...	...	...	...	...	...	...	4	...	13	3
	Elementary	Boys...	1	3	3	2	2	25	44	42	31	59	
		Girls...	...	1	1	1	1	...	3	13	16	10	
<i>School Education—Special.</i>													
	Training schools for masters	...	1	1	1	1	1	97	94	80	74	* 62	
	Industrial school	...	...	...	1	1	...	...	...	9	17	
	Do. unaided	...	1	1	1	2	2	23	8	11	27	30	
Total			1,376	1,326	1,228	1,180	1,361	53,423	52,432	49,936	49,243	54,348	

* This includes two girls who are trained in the Municipal Marathi girls' school at Khamgaon as pupil-teachers.

The number of Government high and middle schools has remained stationary, but the number of pupils in both has increased by 34 and 175 respectively. Compared with 1892-93, the number of schools has remained the same, but the number of pupils in high schools has increased by 19, while that in middle schools decreased by 897. The decrease is due to the separation of vernacular classes in some of the Anglo-Vernacular schools into independent vernacular schools, and is nominal.

The numbers of district board and municipal schools for boys and girls and of pupils attending them have gradually increased during the last five years, the aggregate increase in schools and scholars being respectively 120 and 7,419. Girls' schools have increased by 1, but the number of girls attending them has increased by 1,881. This clearly shows that female education has been making steady progress.

7. The following table 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 ...	2,658	297,011	7	151	7	127	1	1	294	788	8,035	1,109	2,430	7	63	12,412	9'04	27'8
Buldana ...	2,508	244,789	4	113	...	97	...	1	215	892	4,837	...	1,721	...	6	7,506	13'08	20'4
Basim ...	2,956	294,798	1	63	...	54	...	...	118	116	3,239	...	772	...	...	4,127	25'05	13'4
Amraoti ...	2,759	340,335	6	132	8	213	1	...	360	697	7,930	1,073	4,177	78	...	14,065	7'6	27'5
Wun ...	3,911	241,688	2	72	...	83	...	...	157	133	3,551	...	1,061	...	...	4,776	24'9	13'1
Ellichpur ...	2,623	162,969	4	88	6	61	...	...	159	639	4,390	639	1,822	...	...	6,850	16'8	25'5
Districts excluding Melghat.	(375)	(133,608)	(4)	(86)	(6)	(61)	(...)	(...)	(157)	(639)	(4,333)	(639)	(1,822)	(...)	(...)	(6,833)	(6'2)	(33'9)
Total ...	17,717	1,431,500	24	619	21	635	2	2	1,303	2,875	32,022	2,621	11,513	65	59	49,575	13'5	22'1

* This excludes 1,712 girls attending boys' schools.

Schools for boys have more or less increased in all the districts of the province, and consequently the average number of square miles to every school has decreased, and the percentage of male scholars to male population of school-going age increased in proportion. Amraoti continues to stand 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, Buldana, Ellichpur, Wun, and Basim follow Amraoti in order. The percentage of male scholars to male population of school-going age, however, continues to be the highest in Ellichpur, and if Melghat (which has only two schools) 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, and though Wun has considerably improved during the year under report both in schools and scholars, it still stands at the bottom of the list as regards the percentage of male scholars to male population of school-going age.

(5)

8. 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.	
Provincial revenues	...	1895-96	...	...	1,38,918	12	6
	...	1896-97	...	...	2,36,964	7	3
Revenues from local sources.	District funds	...	1895-96	2,27,162	12	10		
		...	1896-97	1,39,704	0	5		
	Fees realized in high and middle schools	...	1895-96	21,417	8	0		
		...	1896-97	19,538	6	0		
	Municipal contributions...	...	1895-96	15,185	4	3		
		...	1896-97	18,536	11	9		
	Popular contributions	...	1895-96	9,199	0	6		
		...	1896-97	9,834	5	3		
			...	1895-96	...	2,72,964	9	7
			...	1896-97	...	1,87,613	7	5
Total	...	1895-96	...	...	4,11,883	6	1
	...	1896-97	...	...	4,24,577	14	8

With the exception of the district funds and fees realized in high and middle schools, the income from all the sources has more or less increased, the total increase being Rs. 12,694-8-7. The large falling-off in the income from district funds and the corresponding increase in the income from the general revenues are due to the provincial contribution in aid of primary education having been wholly withdrawn during 1895-96.

9. 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 :—

	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 ... { 1895-96 ...	28,902 14 3	17,173 11 4	9,985 1 9	25,014 6 0	7,939 7 0	14,963 8 0	1,08,857 0 3
... { 1896-97 ...	30,320 5 11	17,178 10 7	10,103 8 3	27,577 15 3	7,824 10 9	14,854 13 8	1,07,660 0 0
Assignments from land revenue ... { 1895-96 ...	28,902 14 2	17,173 11 4	9,985 1 9	25,014 6 0	9,100 1 9	14,613 10 8	1,03,807 8 0
... { 1896-97 ...	30,320 5 11	17,178 11 10	10,103 8 3	25,068 0 3	7,624 10 9	14,616 4 3	1,04,911 9 3

Demand has increased in all the districts, except Wun and Ellichpur, in which there is decrease. The assignments have also increased in all the districts except Wun. On the whole, both the demand and assignments have increased by Rs. 3,802-15-9 and Rs. 1,304-1-3 respectively. The demand for 1895-96 has been realized in full.

10. The following statement shows the amounts of fees realized in all classes of Government schools and in local board primary schools during the last five years :—

Schools.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
High schools	5,994 8 0	6,713 8 0	7,418 8 0	7,677 8 0	6,100 8 0
Middle school	14,651 0 9	14,921 8 6	14,343 7 0	13,740 0 0	13,437 14 0
Primary schools	36,838 14 2	36,558 14 6	36,474 3 0	37,200 13 9	38,411 13 9
Total	57,486 6 11	58,192 15 0	58,141 2 0	58,618 5 9	57,950 3 9

The total of the fees levied has decreased by Rs. 668-2-0. The fees levied in primary schools show an increase, while those levied in high and middle schools have decreased owing to the opening of a private high and a middle school at Amraoti and the separation of the primary branches attached to some of the Anglo-Vernacular schools.

11. The following statement shows the income of the municipalities in the province and the amounts spent by them on schools during the last five years :—

B-313-2—[G.C.F.]

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 establishment, 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.						
Akola ...	43,509 15 3	614 11 0	60 2 9	44,408 13 0	...	...	1,325 8 0	137 12 0	1,463 4 0	...	...	463 0 0	...	462 0 0	23 2 0	3 12 0	30 0	860 10 7	2,862 12 7	6.4
Akot ...	14,112 1 11	...	...	14,112 1 11	100	300	...	...	400 0 0	8 0 0	...	...	...	8 0 0	57 6 0	35 1 2	...	104 4 0	604 11 2	4.3
Khamgaon ...	25,720 3 10	491 10 3	24 0 7	26,235 14 8	...	...	1,746 6 2	52 15 0	1,799 8 2	...	...	1,004 0 0	...	1,004 0 0	19 15 0	83 6 0	18 0	853 8 4	7,73 0 6	14.4
Shegaon ...	9,424 8 6	...	...	9,424 8 6	121	125	...	...	216 0 0	...	...	...	...	...	...	25 0 0	...	40 13 4	311 13 4	3.3
Buldana ...	14,815 12 1	...	...	14,815 12 1	...	309	...	...	399 0 0	90 0 0	...	...	...	90 0 0	...	...	...	99 0 0	595 0 0	3.9
Basim ...	13,079 9 5	...	...	13,079 9 5	...	...	...	...	...	114 0 0	...	...	...	114 0 0	...	...	...	30 10 10	144 10 10	1.1
Amraoti ...	56,192 8 9	631 6 9	...	57,123 12 6	...	...	1,405 7 1	137 11 0	1,543 2 1	...	...	577 1 3	...	577 1 3	104 0 0	...	...	1,157 6 8	3,381 10 0	5.9
Karolga ...	11,635 10 0	572 1 3	...	12,307 11 6	...	...	797 7 4	25 11 6	823 2 10	...	...	262 1 3	...	262 1 3	...	...	...	435 5 5	1,620 9 6	12.4
Totmal ...	11,446 12 1	8 4 0	33 4 0	11,489 4 1	...	...	...	...	...	...	...	146 3 1	...	146 3 1	2,126 0 0	...	...	13 0 0	2,285 3 1	19.8
Ellikhpur ...	16,072 12 2	828 7 0	...	16,901 3 2	100	...	1,600 10 4	119 12 6	1,820 6 10	...	...	...	...	...	36 14 0	7 3 0	...	589 13 0	2,454 4 10	14.5
Total ...	2,16,028 11 0	3,676 8 6	107 7 4	2,19,812 10 10	321	824	6,875 6 11	473 14 0	8,494 4 11	212 0 0	2,451 5 7	...	2,663 5 7	2,367 3 0	159 6 2	48 0	4,204 8 2	17,930 11 10	5.1			
Total for 1895-96 ...	1,06,671 13 5	3,014 5 3	68 3 6	1,09,784 6 2	120	824	6,195 9 3	374 6 6	7,513 15 9	204 0 0	1,999 11 2	600 0 0	2,803 11 2	858 14 2	709 10 2	60 12	3,738 8 0	15,185 4 3	7.7			
Total for 1894-95 ...	2,03,946 12 6	3,084 15 0	86 1 6	2,07,117 12 11	220	824	6,233 14 0	694 12 7	7,761 11 1	228 0 0	1,012 9 8	...	2,140 9 3	1,428 6 8	554 3 5	83 4	3,905 4 0	15,063 9 0	7.7			
Total for 1893-94 ...	2,24,751 15 1	3,119 1 9	41 14 6	2,27,911 15 4	254	836	6,498 7 3	704 9 8	6,029 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	15,087 11 11	6.6			
Total for 1892-93 ...	1,86,336 6 3	3,041 6 3	112 15 6	1,89,490 12 0	120	425	6,359 14 8	789 2 0	7,605 0 8	100 3 9	1,553 15 5	50 12 0	2,010 12 2	854 15 8	668 11 8	130 1	5,094 0 11	16,150 12 1	8.5			

(7)

The municipalities at Karinja and Yeotmal appear for the first time on the list. The income of all the municipalities, except those at Akot, Basim, and Amraoti, has decreased; but the total expenditure on education has increased by Rs. 2,751-7-7 owing mainly to the municipalities at Karinja and Yeotmal having come forward to take the management of the primary schools within their limits. The contributions made by all the other municipalities show a falling-off, with the exception of Akot and Buldana. However, the percentage of contributions to the municipal income has risen from 7.6 to 8.1.

During the year under report Amraoti contributed the largest amount, and Yeotmal takes the first place in the percentage of its contributions to its income.

12. In 1892-93 there were only 7 municipalities which contributed more or less towards primary education within their limits, while at present their number has risen to 10. But from the current year all the municipalities in the province will be required to adopt the grant-in-aid system lately sanctioned by the Resident.

Popular contributions.

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

Districts.	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. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.
Akola ...	...	505 0 0	1,300 0 0	85 0 0	...	155 3 0	1 8 0	322 7 9	101 14 3	2,457 1 0
Buldana ...	160 0 0	...	1,385 12 0	33 4 0	1 0 0	20 7 0	...	75 7 0	4 0 0	1,668 14 0
Basim ...	...	250 12 3	308 0 0	29 4 0	...	31 5 6	...	232 3 6	...	843 9 3
Amraoti ...	754 0 0	6 12 0	1,304 0 0	96 8 0	3 0 0	42 7 0	3 15 0	429 3 6	24 0 0	2,724 2 6
Wnn ...	149 0 0	...	149 0 0	3 0 0	...	36 0 0	...	106 8 6	23 0 0	465 8 6
Ellichpur ...	...	...	1,289 0 0	31 0 0	32 0 0	56 14 0	3 0 0	233 12 0	10 8 0	1,675 2 0
Total ...	1,053 0 0	762 8 3	5,726 12 0	277 0 0	36 0 0	342 4 6	6 7 0	1,405 15 3	222 6 3	9,834 5 3
Total for 1895-96...	937 0 0	172 12 6	6,170 8 0	261 4 0	57 9 0	265 12 6	13 6 6	1,005 13 0	310 15 0	9,199 0 9
Do, 1894-95...	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
Do, 1893-94...	596 0 0	137 13 6	7,402 6 8	296 10 3	141 0 0	312 15 0	27 0 0	555 0 0	162 0 0	9,631 13 5
Do, 1892-93...	1,074 8 0	46 0 0	6,639 13 0	369 2 6	255 14 0	318 5 6	3 6 0	655 8 0	15 0 0	9,377 9 0

The contributions of the people have risen from Rs. 9,199-0-9 to Rs. 9,834-5-3 during the year under report. The increase has occurred in Akola, Basim, and Amraoti, the remaining districts showing a falling-off. The increase in the popular contributions during a year of scarcity and distress is a sufficient indication of the interest taken in educational matters by the people at large.

Expenditure of the department.

14. The total expenditure on education in the province during the last five years is shown in the following statement:—

Heads.	Provincial revenues.	District Funds.	Fees.	Municipal Funds.	Subscriptions.	Total.
	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.
Director ...	19,316 10 1	...	...	...	...	19,316 10
Inspector ...	31,723 1 3	1,256 8 3	...	...	...	33,979 9 6
Government schools—	15,859 5 6	...	5,683 13 3	...	...	21,543 2 9
General } Secondary } High } For boys	34,664 10 3	...	12,769 2 11	311 0 0	3,106 8 9	50,881 5 11
District Board schools... } For boys	88,942 0 0	95,543 6 4	...	961 0 0	5,000 14 3	1,90,347 4 7
Municipal Board schools } For boys	...	6,670 11 6	...	237 10 10	82 0 0	6,990 6 3
Grants-in-aid to public schools under private management.	14,898 1 0	1,301 2 6	...	3,142 11 3	12 0 0	4,455 13 9
Training schools ...	6,443 9 7	...	...	1,073 14 0	...	15,971 15 0
Industrial schools ...	1,867 9 1	...	...	...	...	8,443 9 7
Scholarships ...	9,272 12 10	75 2 1	...	75 2 1	...	1,867 9 1
Government Book Depot	2,643 6 11	...	...	...	...	9,423 1 0
Buildings ...	5,865 14 9	14,861 12 4	...	2,183 6 0	1,053 0 0	2,692 6 11
Furniture ...	...	4,620 2 3	699 9 1	183 13 0	313 0 0	23,984 1 1
Miscellaneous ...	418 6 0	9,244 2 6	246 12 8	1,823 5 5	222 6 3	6,956 8 4
Total ...	2,36,964 7 3	1,39,704 0 6	19,538 6 0	18,836 11 9	9,834 5 3	4,24,577 14 6
Difference ...	+98,015 10 9	-87,458 12 5	-1,879 8 0	+3,351 7 6	+635 4 9	+12,694 8 7
Total for 1895-96...	1,38,918 12 6	2,27,162 12 10	21,417 8 0	15,185 4 3	9,199 0 6	4,11,883 6 1
Do, 1894-95...	2,45,631 14 0	1,40,523 1 9	21,669 15 0	15,943 6 0	9,132 10 9	4,32,957 15 6
Do, 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 9 3
Do, 1892-93...	2,40,935 10 6	1,48,394 2 1	26,139 13 5	12,089 11 6	9,377 9 0	4,37,541 14 6

N.B.—In general table IV the total expenditure is shown at Rs. 4,51,962 against Rs. 4,24,577-14-8 shown in this table, the difference, viz., Rs. 30,384, representing the amount of fees and subscriptions returned as collected by indigenous schools, aster.

There has been an increase in the total expenditure of Rs. 12,691-8-7 against the decrease of Rs. 21,075 in the previous year. It may be stated that the pensionary contributions which the district boards have been recently asked to pay every month on account of their educational employes, and which during the year amounted to Rs. 9,172-13-6, have been included in the District Board educational expenditure for the first time, and this inclusion has necessarily increased the total expenditure from all sources.

The increase in the expenditure from provincial revenues and the decrease in that from district funds are due, as already explained in paragraph 8, to the provincial contributions towards primary education having been renewed during the year under report.

Compared with the year 1892-93, there has been a decrease of Rs. 12,966-15-10 in the total expenditure from all sources during the year under report.

15. 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	19,861	0 0	19,316	10 1	...	...	544	5 11
Inspection	36,430	0 0	34,723	1 3	...	...	1,706	14 9
Government schools—	22,377	0 0	21,691	6 8	...	...	685	9 4
schools—	...	...	...	...	...	...	...	...
High	53,539	0 0	47,049	13 7	...	...	6,490	2 5
Middle	88,546	0 0	88,942	0 0	396	0 0	...	...
General. { Primary	15,799	0 0	10,173	11 10	...	...	5,625	4 2
Government schools—Special	11,880	0 0	9,273	12 10	...	...	2,607	3 2
Scholarships	21,111	0 0	19,727	3 9	...	...	1,383	12 3
Miscellaneous—Government Book Depot	17,038	0 0	14,898	1 0	...	...	2,139	15 0
Grants-in-aid	600	0 0	418	6 0	...	...	181	10 0
Stationery and printing ... ..	...	...	...	...	...	...	...	...
Total	2,87,231	0 0	2,66,212	3 0	396	0 0	21,414	13 0
Deduct departmental receipts	38,600	0 0	36,573	2 10	...	...	2,026	13 2
Deduct	2,48,631	0 0	2,29,639	0 2	396	0 0	19,387	15 10
Total savings ... ..	...	...	...	...	...	...	326	0 0
Add expenditure on school houses, repairs, &c., not included in the Comptroller's figures, but communicated by the Examiner, Public Works Accounts ... ..	...	...	7,325	7 1	...	...	...	...
Total ... ..	...	...	2,36,964	7 3	...	...	...	...

District Funds.

	Rs.	a. p.	Rs.	a. p.	Rs.	a. p.	Rs.	a. p.
Clerks in the Deputy Educational Inspector's office	1,200	0 0	1,228	8 3	28	8 3	...	...
Masters and teachers	1,94,123	0 0	1,79,506	13 9	...	...	14,615	2 3
Rewards to successful masters	3,050	0 0	2,681	0 9	21	0 9	...	...
Travelling allowance	665	0 0	413	4 6	...	...	251	11 6
House-rent do	2,408	0 0	1,489	4 7	...	...	918	11 5
Purchase and repair of apparatus	6,502	0 0	5,320	2 3	...	...	681	13 0
Library books and maps	1,625	0 0	1,190	14 0	...	...	434	2 0
Prizes in schools	2,385	0 0	2,312	0 9	...	...	72	15 3
Fixed contingencies	8,300	0 0	7,803	5 10	...	...	496	10 2
Office expenses and miscellaneous	1,053	0 0	73	5 0	...	...	1,009	11 0
Scholarships	360	0 0	150	4 2	...	...	209	11 10
Original works	11,276	0 0	14,861	12 4	3,585	12 4	...	...
Repairs	7,650	0 0	14,753	1 4	7,103	1 4	...	...
Superannuation allowance ... ..	...	...	9,172	13 6	9,173	13 6	...	...
Total	2,40,436	0 0	2,41,556	11 0	13,511	4 2	18,690	9 2
Deduct increase ... ..	...	...	...	...	...	...	19,911	4 2
Net savings ... ..	...	...	...	...	...	...	—1,120	11 0

* These amounts include the provincial, municipal, and popular contributions, viz., Rs. 86,442, Rs. 19,437-14-7, and Rs. 2,42,122-2-2 respectively, for the establishments of primary schools, &c.

(9)

The savings under *Direction* are due to the amount allotted for purchase of tents not being utilized during the year.

The savings under *Inspection* can be attributed to smaller sums than were proposed in the budget having been spent on account of travelling allowances and tour charges.

The savings under *High* and *Middle schools* are partly due to some of the masters having drawn less than the sanctioned salaries and the two Anglo-Vernacular masters on Rs. 125 per mensem having ceased to draw the personal allowance of Rs. 25 each, and partly to smaller sums than those allotted having been spent on bonuses to deserving teachers, purchase and repair of furniture, prizes, and library books and maps.

The small excess of Rs. 396 under *Primary schools* is due to an equal sum from provincial revenues having been granted to the Basim District Board in consequence of the conversion of the primary classes attached to the local Anglo-Vernacular school into an independent District Board school.

The savings under *Government schools—Special* are due to the revision of the Training College establishment and the abolition of pupil-teachers' classes.

The savings under *Scholarships, Government Book Depot, and Grants-in-aid* are to be attributed to smaller sums having been spent than those budgetted for under the heads.

The excess under *Buildings and Repairs* is due to larger sums having been spent than those provided for under the heads.

The head "*Superannuation allowances*" has been newly introduced, and hence the excess under it.

Comparative statement of expenditure.

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

Heads.	1895-96.		1896-97.		Increase.	Decrease.				
	Amount.	Percent- age.	Amount.	Percent- age.						
	Rs.	a. p.	Rs.	a. p.	Rs.	a. p.				
Direction ...	19,974	2 4	43	19,316	10 1	45	342	7 9	...	
Inspection ...	33,574	2 4	86	35,979	9 6	94	405	7 2	...	
Government schools—										
} Secondary { High } For boys ...	21,838	7 4	53	21,543	2 9	5*	...	...	295	4 7
} General. } Middle } For boys ...	54,204	3 0	137	50,881	5 11	119	...	...	3,322	13 1
District Board schools ... { For boys ...	1,60,758	9 9	463	1,60,347	4 7	418	...	...	411	4 2
} For girls ...	8,013	8 3	19	6,950	6 3	16	...	...	1,033	2 0
Municipal Board schools { For boys ...	12,636	14 10	3	13,788	5 11	52	1,151	7 1	...	...
} For girls ...	3,663	11 11	8	4,455	13 9	1	792	1 10	...	...
Grants-in-aid to public schools under private management ...	15,076	0 9	36	1,5971	15 0	37	895	14 3	...	...
Government schools, Special—Training schools ...	9,774	6 10	21	8,443	9 7	19	...	...	330	13 3
Do do —Industrial schools ...	1,342	13 5	3	1,867	9 1	4	524	11 8	...	...
Scholarships ...	9,163	8 4	22	9,423	1 0	22	259	8 8	...	...
Government Book Depot ...	5,053	7 4	...	2,662	6 11	6	7,745	14 3	...	...
Buildings ...	27,579	8 8	66	23,664	1 1	56	...	...	3,615	7 7
School furniture ...	6,597	2 6	15	6,956	8 4	16	389	5 10	...	...
Miscellaneous ...	2,769	10 2	6	11,956	0 11	28	9,188	6 9	...	...
Total ...	4,11,583	6 1	...	4,24,377	14 8	...	21,693	5 3	8,998	12 8

The increase under *Direction* is due to the acting allowance drawn by the Educational Inspector during the absence of the Director of Public Instruction on two months' privilege leave and to the latter having travelled during his tour over a larger area, and having remained out of head-quarters for a longer period.

The increase under *Inspection* is partly owing to the Sub-Deputy Educational Inspector for Buldana and Basim having been in office throughout the year, and partly to the acting allowances drawn by the officiating incumbents during the absence on privilege leave of the Deputy Educational Inspectors of the Buldana and Ellichpur districts.

The decrease under *High* and *Middle schools* is owing to smaller sums having been drawn during the year on account of salaries of masters, house-rent allowances, bonuses, prizes, &c.

The increase under *Municipal Board schools* both for boys and girls is due to the addition of the primary schools at Karinja and the female school at Yeotmal to the list of municipal schools during the year under report. This fact also accounts for the decrease in the district board schools.

The increase under *Grants-in-aid* is owing to the increase in the number of indigenous schools which earned grants.

The increase under *Government Book Depot* is to be attributed to a large amount having been spent on the printing of the departmental series during the year.

The decrease under *Buildings* is due to a less sum having been spent during the year.

The increase under *Miscellaneous* is mainly due to the pensionary contributions of Rs. 9,172-13-6 paid by the district boards during the year, and which appear for the first time in this report.

Other variations do not call for any explanation.

Expenditure of the department during the last five years.

17. The following statement compares the total expenditure of the department during the last five years:—

Heads.	1892-93.		1893-94.		18-94-95.		1896-96.		1896-97.	
	Amount.	Per-centage.	Amount.	Per-centage.	Amount.	Per-centage.	Amount.	Per-centage.	Amount.	Per-centage.
Direction ...	Rs. a. p. 19,156 1 0	4.1	20,206 2 6	4.5	20,451 10 7	4.7	18,974 2 4	4.2	19,316 10 1	4.3
Inspection ...	54,755 7 9	7.9	54,259 13 9	7.5	54,534 4 11	8*	55,574 2 4	9.6	55,979 9 6	9.4
Government } Secondary schools— General } High } For boys...	23,563 15 6	5.8	23,698 11 10	5.2	23,683 12 9	5.8	21,838 7 4	5.3	21,518 2 9	5*
Government } Middle } For boys...	56,350 1 11	12.8	62,768 5 0	13.8	56,901 14 4	13.1	54,204 3 0	13.1	50,881 5 11	11.9
District Board schools ...	1,85,007 10 0	41.6	1,88,422 11 3	41.5	1,88,287 9 7	41.2	1,90,759 8 9	46.3	1,90,347 4 7	44.6
Municipal Board school. { For girls ...	7,008 11 7	1.6	7,381 1 0	1.6	8,462 9 7	1.9	8,013 8 3	1.9	6,900 6 3	1.6
Grants-in-aid to public schools under private management. { For boys ...	13,201 0 9	3.01	13,577 1 0	3*	12,725 6 4	2.9	12,636 14 10	3*	13,788 5 11	3.3
Government schools, Special—Training schools. { For girls ...	3,606 2 3	.9	3,428 4 7	.8	3,617 15 5	.8	3,663 11 11	.8	4,455 13 9	1*
Do. do. —Industrial schools.	21,623 9 0	5.1	25,527 9 4	5.8	16,716 12 0	3.9	15,076 0 9	3.6	15,971 15 0	3.7
Scholarships ...	10,601 14 6	2.4	10,387 13 4	2.3	9,590 2 9	2.2	9,774 6 10	2.1	9,443 9 7	1.9
Government Book Depot ...	...	...	...	...	...	...	1,842 13 5	.3	1,867 9 1	.4
Buildings ...	9,113 10 11	2.08	9,061 1 2	2*	9,378 1 11	2.2	9,163 6 4	2.2	9,423 1 0	2.3
School furniture ...	—1,213 6 11	...	—2,569 3 11	...	—1,824 7 9	...	—5,053 7 4	...	2,662 6 11	.6
Miscellaneous ...	47,164 2 9	10.7	43,932 1 6	9.7	39,128 6 6	8.8	27,579 8 6	6.6	23,964 1 1	5.6
Total ...	4,37,544 14 6	...	4,51,153 9 3	...	4,32,947 15 6	...	4,11,863 6 1	...	4,24,577 14 6	...

Compared with the year 1892-93, the total expenditure shows a net decrease of Rs. 12,966-15-10, which has principally occurred under *High* and *Middle* schools, *Training College*, *Grants-in-aid*, and *Buildings*, the other heads showing an increase more or less.

II.—CONTROLLING AGENCIES.

18. I was in charge of the office throughout the year, except for two months, from 14th April to 13th June 1896, during which I was on privilege leave, and Mr. Vishnu Moreshwar Mahajani, M.A., Educational Inspector, Hyderabad Assigned Districts, officiated.

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, 292 primary, and 21 indigenous schools. I travelled 1,675 miles by road and 869 by rail. Mr. Mahajani, while officiating during my absence on privilege leave, visited the Anglo-Vernacular schools at Jalgaon and Malkapur and a few primary schools in the Akola district, and travelled 120 miles by road and 190 by rail.

19. Mr. Vishnu Moreshwar Mahajani, M.A., Educational Inspector, Hyderabad Assigned Districts, continues, as usual, to do his work in a very satisfactory manner. He examined in detail 21 Anglo-Marathi schools and the Catholic Mission school at Amraoti Camp, and inspected 3 Anglo-Urdu schools. He also paid second visits to 13 Anglo-Marathi schools, and inspected a large number of vernacular schools. He assisted me in the examinations of the high schools and the training college, and examined candidates for vernacular scholarships. He travelled 1,681 miles by road and 1,101 by rail.

20. Mr. Waman Ganesh Paranjpe, Deputy Educational Inspector, Akola district, was on one month's privilege leave from 12th April to 11th May 1896, and Mr. Ganga-dhar Raoji Sohoni, Sub-Deputy Educational Inspector, Akola district, was appointed to be in charge of the current duties of his office. Mr. Nilkanth Narayan Bhat, Deputy Educational Inspector, Buldana district, was on three months' privilege leave from 6th June to 5th September 1896, and Mr. Govind Narayan Chikate, Sub-Deputy Educational Inspector, Buldana and Basim districts, was appointed to be in charge of the current duties of his office. Mr. Gopal Ramchandra Pitke, B.A., Deputy Educational Inspector, Ellichpur district, was also on privilege leave for two months from 17th October to 16th December 1896, and Mr. Shridhar Ramchandra Pimpalkhare, Head Master, Anglo-Marathi School, Amraoti, officiated. Mr. Muhammad Azim-ud-din, B.A., Deputy Educational Inspector, Hindustani Schools, Hyderabad Assigned Districts, was appointed to act as Tahsildar of Malkapur for one month and a half from 7th May 1896, but no one was appointed to act for him during the period. Subsequently, with effect from 5th November 1896, he was permanently appointed as Tahsildar of Ellichpur, and Mr. Shaikh Jaffar Muhammad, B.A., Officiating Head Clerk to the Oriental Translator to the Government of Bombay, was appointed to succeed Mr. Azim-ud-din from the same date.

Work of the subordinate inspecting officers.

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

[Statement.

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 1897.
Deputy Educational Inspector, Akola district.	2,660	Government Middle schools—Boys ...	7
		District Board Primary schools—Boys and girls ...	165
		Jail schools ...	1
		Municipal Boards schools—Primary—Boys and girls ...	12
		Under private management—Do do ...	127
Total ...			312
Deputy Educational Inspector, Buldana district.	2,805	Government Middle schools—Boys ...	4
		District Board Primary schools—Boys and girls ...	119
		Under private management—Primary—do ...	97
Total ...			320
Deputy Educational Inspector, Basim district.	2,958	Government Middle schools—Boys ...	1
		District Board Primary schools—Boys and girls ...	65
		Under private management—Primary—do ...	55
Total ...			121
Deputy Educational Inspector, Amraoti district.	2,759	Government Middle schools—Boys ...	6
		District Board Primary schools—Boys and girls ...	136
		Municipal Board schools—Primary—do ...	13
		Under private management—Do do ...	214
Total ...			369
Deputy Educational Inspector, Wun district.	3,907	Government Middle schools—Boys ...	2
		District Board Primary schools—Boys and girls ...	74
		Municipal Board schools—Primary—For girls ...	1
		Under private management—Do —For Boys and girls... ..	83
Total ...			160
Deputy Educational Inspector, Ellichpur district.	2,623	Government Middle schools—Boys ...	4
		District Board Primary schools—Boys and girls ...	95
		Municipal Board do — do ...	6
		Under private management—do do ...	61
Total ...			166
Deputy Educational Inspector, Hindustani Schools, Hyderabad Assigned Districts.	17,717	Government Middle schools—Boys ...	3
		District Board Primary schools—Boys and girls ...	73
		Municipal Board do do ...	12
		Under private management—do do ...	9
Total ...			97
Sub-Deputy Educational Inspector, Akola district.	...	District Board Primary schools—Boys and girls ...	...
		Municipal Board do do ...	...
		Under private management—Primary do ...	...
Total ...			...
Sub-Deputy Educational Inspector, Buldana and Basim districts.	...	District Board Primary schools—Boys and girls ...	...
		Under private management—Primary do ...	...
Total ...			...
Sub-Deputy Educational Inspector, Amraoti district.	...	Government Middle schools—Boys ...	...
		District Board Primary schools—Boys and girls ...	...
		Municipal Board do do ...	...
		Under private management do do ...	...
Total ...			...
GRAND TOTAL ...			...
Total for 1895-96 ...			...

(13)

No. of schools inspected		Total No. of visits to all schools.	No. of scholars on 31st March 1897.	No. examined at the first inspection.	No. of days in the district.	No. of miles travelled			Distance travelled by ordinary road for each visit.
Once.	Twice and more than twice.					By rail.	By road.	Total.	
3	3	9	788	30	169	463	1,195	1,658	5.6
122	19	160	9,011	1,979					
...	1	2	3	5					
3	8	19	1,405	769					
35	...	35	2,437	499					
163	31	225	13,644	3,282	169	463	1,195	1,658	5.6
4	...	4	892	...	171	...	902	902	6.6
54	16	88	5,361	1,186					
38	3	44	1,729	436					
96	19	136	7,982	1,622	171	...	902	902	6.6
1	...	1	116	...	193	...	1,504	1,504	9.5
35	32	101	3,500	2,065					
55	...	55	793	423					
91	32	157	4,409	2,488	193	...	1,504	1,504	9.5
4	...	4	808	18	91	224	378	602	3.4
42	2	46	8,556	1,092					
8	5	20	1,376	715					
39	1	41	4,228	472					
93	8	111	14,968	2,297	91	224	378	602	3.4
1	1	3	133	...	173	152	1,750	1,902	8.1
45	29	125	3,741	2,104					
...	1	4	48	20					
82	1	84	1,092	545					
123	32	216	5,014	2,669	173	152	1,750	1,902	8.1
3	1	5	639	...	191	...	1,468	1,468	7.4
74	20	123	4,751	2,735					
...	6	13	661	329					
56	...	56	1,338	474					
133	27	197	7,389	3,538	191	...	1,468	1,468	7.4
2	2	7	125	106	202	917	1,847	2,764	12.8
99	7	113	3,526	1,554					
7	5	17	994	473					
7	...	7	202	73					
115	14	144	4,847	2,206	202	917	1,847	2,764	12.8
158	3	164	...	4,693	198	380	1,532	1,912	6
6	6	18	...	120					
82	...	82	...	1,426					
216	9	264	...	6,244	198	380	1,532	1,912	6
103	9	127	...	1,694	208	...	1,262	1,262	6.7
61	...	61	...	571					
169	9	188	...	2,265	208	...	1,262	1,262	6.7
3	...	3	...	...	217	308	1,185	1,493	3.7
105	6	117	...	4,429					
2	7	17	...	24					
177	2	181	...	2,045					
287	15	318	...	6,498	217	308	1,185	1,493	3.7
1,521	186	1,956	...	33,109	1,813	2,444	13,023	15,467	...
1,204	266	1,786	...	28,958	1,784	1,863	11,489	13,352	...

On the whole there has been an increase in the number of visits to schools, in the number of boys examined, in the number of days in the districts, and in the number of miles travelled. The number of schools in the province has increased by 181, and to this I partly attribute the large increase of 4,151 in the number of boys examined. The increase of 2,115 in the number of miles travelled bears testimony to the increased activity on the part of the subordinate inspecting officers, and is satisfactory. Mr. Balkrishna Laxman Bapat, Deputy Educational Inspector of the Amraoti district, was not able to do sufficient out-door work owing to indifferent health. All the other officers have on the whole worked to my satisfaction. All the Deputy Inspectors assisted me in examining the high schools, and the Deputy Inspectors of Akola and Amraoti and of the Hindustani schools took part in the certificate examination of the training college.

22. There has been no change in the sanctioned inspecting staff during the last five years except the addition of one Sub-Deputy Inspector. In 1892-93 there was one Sub-Deputy Inspector for the Amraoti and Buldana districts; but as the number of schools in the Amraoti district gradually increased, the Sub-Deputy was attached to that district alone, and a new one was sanctioned and appointed for the Buldana and Basim districts in 1895-96.

Visits of district officers and their assistants.

23. 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.	
							1896-97.	1895-96.
Deputy Commissioners ...	28	18	23	25	33	22	144	159
Assistant and Extra Assistant Commissioners.	35	26	24	51	45	10	201	168
Tahsildars ...	72	27	69	76	59	70	373	434
Total ...	135	76	116	152	137	102	718	811

The number of visits paid to schools by Deputy Commissioners has fallen off by 15. This is, I believe, owing to their having to attend to matters of greater importance in consequence of the scarcity prevailing in the province since November last. It is, however, gratifying to observe that the Deputy Commissioners of Akola and Amraoti paid more visits to schools during the year under report than in the previous year. I need not mention that the district officers can materially advance the cause of education by visiting as many schools as come within the range of their annual tours, and thereby encouraging village officials and other influential people to take genuine interest in the well being of their schools. The number of visits paid to schools by the Assistant and Extra Assistant Commissioners has decreased in Buldana, but increased in all other districts. All the taluka officers take great interest in educational matters, and I beg leave to make special mention of Lieutenant C. Plowden, Assistant Commissioner, Buldana; Mr. Safdar Ali Beg, Extra Assistant Commissioner at Mehkar; and Mr. Hyder Ali, Attaché in charge of Wun and Kelapur talukas. The total number of visits paid to schools by Tahsildars has decreased by 111. The decrease is shared by all the districts except Ellichpur, and is partly due to the causes above mentioned, and partly to the indifference of some of the Tahsildars. Messrs. Laxman Gopal Deshpande, Vinayak Appaji Kane, Narayan Babhut Singh, Yeshwant Mahadeo, Muhammad Azim-ud-din, Vithuji Narayan, and Krisbnao Purshottam, Tahsildars of Akola, Akot, Amraoti, Mozsi, Ellichpur, Pusad, and Mangrul Pir respectively, are reported to have rendered valuable assistance to schoolmasters and inspecting officers in looking after the interests of the schools in their talukas.

(15)

24. District and taluka boards and municipal committees continue to supervise their schools in an able and intelligent manner, and I specially mention the district boards of Akola and Wun and the municipal committees of Akola, Khamgaon, and Yeotmal for having fixed Rs. 8 as the minimum pay of assistant masters in their schools. I hope the other boards and municipalities will follow suit ere long.

Municipal and District Boards.

In the Secretary for Berar to the Resident's letter No. 3990 of 27th November 1896, the Resident was pleased to accord his sanction to my proposal to transfer vernacular schools within municipal limits throughout the province to the management of municipal committees on the system of grant-in-aid, Government giving one-third of the total ordinary expenditure and the municipalities making up two-thirds from municipal funds, fee receipts, and local contributions. The conditions of transfer will be found in appendix A to this report. The municipal committees of Akola, Khamgaon, Akot, Shegaon, Buldana, Amraoti, Karinja, Ellichpur City, and Yeotmal have accepted the proposal from 1st April 1897, and the municipal committees of Basim and Ellichpur Civil Station have promised to accept it from 1st April 1898.

During the year under report members of the district and taluk boards of Akola, Buldana, Basim, Amraoti, and Wun paid respectively 24, 42, 15, 45, and 8 visits to their schools. The members of the municipal committees of Akola and Amraoti paid respectively 12 and 4 visits to their schools. No visits from other boards, rural or municipal, have been reported. In this connection Mr. Bustumji Faridunji, Deputy Commissioner of Basim, says:—

"The Local Board members appear to have been very indifferent in this part of their duties. Each member barely visited one school during twelve months, which is very unsatisfactory. Their attention will be drawn to this subject."

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

District.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Akola	400	521	622	567	498
Buldana	152	148	125	135	152
Basim	188	230	205	209	248
Amraoti	161	140	225	236	420
Wun	49	56	59	117	144
Ellichpur	283	389	402	398	337
Total	1,233	1,484	1,638	1,712	1,799

The visits paid to schools by members of school committees have increased in Buldana, Basim, Amraoti, and Wun, but decreased in Akola and Ellichpur. The increase in Basim and Amraoti is very satisfactory, but that in Buldana and Wun is small. School committees are reported to be apathetic and indifferent in some places, but they as a class are gradually improving, and day by day becoming more and more useful. Mr. Lucas, Deputy Commissioner, Amraoti, says:—

"It is satisfactory to note that the school committees are beginning to work well. There is room for improvement in the Murtizapur taluka, and I am sorry to see that the Tahsildar of that taluka has been remiss in the matter of visiting schools. If he does not take sufficient interest, it is likely that the school committees will follow suit. He will be requested to visit more schools next year."

I quite agree with Mr. Lucas. If the Tahsildar who exercises an immediate control over the taluk is indifferent and shows no sympathy for the schools in his taluka, the school committees will naturally follow his example and become capathetic. It cannot be denied that the prosperity of our schools depends in a great measure upon that officer's sympathy. If he were to make it a point to visit every village school when he happens to go there, and make some

casual enquiries with the master about the attendance, &c., the step will doubtless do immense good to the schools, and make the school committees work with zeal and interest.

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

District.	Names of school committees or individuals.
Akola	... The committees at Bawanbir, Malegaon, Telhara, Sasti, Andura, Pimpri Gowli, Ugwa, Barsi Takli, and Paturda. Individuals—Messrs. Gabusingh, Jemadar, and Hasu Baba, Special Magistrates of Akot; Babu Saheb, Jagirdar of Tunki; Vyankat Rao, Deshmukh of Paturda; Maruti Pandya of Danapur; Giddu Lal, Sowkar of Malegaon; Amrit Rao Gopal Rao, Deshpande of Adgaon; Ram Rao, Deshmukh of Panchagavan; Khusal Rao, Deshmukh of Andura; Mugut Rao, Deshmukh of Ugwa; Jagu, Patel of Mhatodi; Gangaram, Patel of Kutasa; Anant Vishnu Bhagvat, Pleader Telhara; Shiva Ratam Singh Varma of Patur; Ganesh Gadyaji of Gaigaon; Uttam Rao Sonaji of Assegaon; Manik Rao, Deshmukh of Matergaon; Janu, Mahar of Parus; and Pandurang Bapuji of Rajanda.
Buldana	... The committees of Malkapur, Pimpalgaon Raja, Dattala, Biswa Chandur, Bhadgani, Buldana, Undri, Dhad, Mehkar, Sindkhed, Lonar, and Shelgaon Deshmukh. Individuals—Messrs. Madhao Rao Kashinath of Biswa Chandur; Ahmed Khan of Pimpalgaon Raja; Khan Bahadur Salamulla Khan, Special Magistrate of Deulghat; Waman Renko and Annaji Kamachandra, Pleaders of Buldana; Rajaratna Charya, Hospital Assistant, Dongaon; and Shamji Harji, Patel of Fatehkheda.
Basim	... The committees at Risod, Rajura, Pusad, Kanha, and Falsaongi. Individuals—Chiman Rao Tryambak of Risod; Nago Rao Ganesh Pande of Malegaon; Ram Rao Appaji, Yeshwant Rao Waman, and Vinayak Vishnu, Pleaders at Basim; Shesh Rao Raghoo, Deshpande of Shirpur; Narayan Rao, Naik of Rajura; Raje Udajiram Govind Rao and Kazi Faiz-ud-din of Pusad, and Vithal Satwaji, Patel of Kanha.
Amraoti	... The school committees at Tembarkhed, Burrur, Pusla, Shirkhed, Jaru, Bhatkuli, Akola, Pardi, Dhamori Kasba, Takarkhed, Kekatpur, Murtizapur, Bagi, Thakur Talegaon, Sendurjana-Buzurg, Dattapur, Kawatha, Palaskhed, and Sawner.
Wun	... The school committees at Bori Khurda, Panderkowra, Papal, Tarnoti, Nai, and Watphali.
Ellichpur	... The school committees at Karajgaon, Sirasgaon Kasla, Brahmanwada, Sirasgaon Bund, Rassegaon, Ladki, Jowla, Dahigaon Purna, Waruda, Chendkapur, and Khallar. Individuals—Messrs. Atmaram Sadashiva of Sawlapur; Ramji, Deshmukh of Pimplod; and Kadtaji, Patel of Kanholi.

III.—UNIVERSITY EDUCATION.

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

Name of College.	Number of scholars on 31st March		Number who passed during the year.			
	1896.	1897.	Previous examination.	Intermediate.	B. A. examination.	Total.
Deccan College	2	2	1	1	...	2
Fergusson do	3	5	2	...	1	3
Wilson do	2	...	...	...	...	...
Elphinstone do	1	...	...	...	1	1
St. Xavier's do	1	1	1	...	...	1
Total	9	8	4	1	2	7
Total for 1895-96	...	...	...	1	...	1

Messrs. Shripad Bulwant Tambe and Purshottam Shaligram Dave, who were awarded scholarships in 1893, successfully passed their final B. A. in November 1896.

Of the eight scholars on 31st March 1897—

(a) Three joined the college only in January 1897.

(b) Three, who were awarded scholarships in January 1896, passed the P. E. examination in 1896.

(c) One who was awarded scholarship in 1895 passed his P. E. in 1896.

(d) Two were awarded scholarships in 1894. Of these one passed his Intermediate examination in 1896, and the other, who failed in the Intermediate examination in 1896, was deprived of his scholarship.

The above results are very satisfactory, and show a decided improvement over the last two years.

As mentioned in last year's report, the mode of selecting candidates for scholarships was changed during the year under report. Instead of giving the scholarships to the first three of the successful candidates, such three were awarded scholarships as stood very high and were reported by the head masters of high schools to be intelligent and promising. Better results will, it is hoped, be achieved under the changed system.

Of the ex-students of the Amraoti high school who did not hold scholarships, 5 passed the P. E., 1 the Intermediate, 3 the B.A., and 2 the LL.B. examination of the Bombay University. Of the ex-students of the Akola high school, one passed the LL.B. examination.

Of the twelve students of the Berar high schools who passed the various University examinations, three were natives of Berar and the rest domiciled natives.

27. The following table gives the summary of the progress made by the scholars holding Berar university scholarships and the ex-students of the Berar high schools who joined the several colleges during the five years from 1892-93 to 1896-97 :—

Year.	Number who passed in several University examinations.														Total.	
	P.E.		First B.A.		Inter- mediate.		Final B. A.		LL.B.		L.C.E.		M.A.			
	Scholars.	Ex-students.	Scholars.	Ex-students.	Scholars.	Ex-students.	Scholars.	Ex-students.	Scholars.	Ex-students.	Scholars.	Ex-students.	Scholars.	Ex-students.	Scholars.	Ex-students.
1892-93 ...	1	...	...	7	...	1	...	...	...	1	...	1	...	...	1	10
1893-94 ...	4	6	...	1	1	...	..	8	...	1	...	...	..	1	5	17
1894-95 ...	2	5	...	...	2	4	...	3	...	5	...	...	...	...	4	17
1895-96 ...	...	2	...	...	1	2	1	1	...	...	...	..	...	...	2	5
1896-97 ...	4	5	...	...	1	1	2	3	...	3	...	...	...	...	7	12
Total ...	11	18	...	8	5	8	3	15	...	10	...	1	...	1	19	61

It will be seen from the above that the progress of the ex-students was more satisfactory than that of the scholarship holders. But under the recently changed mode of selecting candidates for scholarships it is hoped better results will be achieved.

IV.—SCHOOL EDUCATION—GENERAL.
(A).—Secondary Schools.

28. The following table gives the usual particulars of attendance and cost of all the secondary schools in the province for the past five years:—

No. of secondary schools.	No. on roll at the beginning and at the end of		Average number on roll monthly during	Average daily attendance during	Direct expenditure from				Total cost of educating each pupil.		
	Begin-ning.	End.			Provincial revenues.	Fees.	Municipal Fund and subscriptions.	Total.	Total cost.	Cost to provincial revenues.	
											Rs. a. p.
Akola high school.	1892-93.	157	136	136	110	9,545 9 0	2,021 5 9	...	11,566 14 9	85 0 10	70 3 0
	1893-94.	136	151	137	116	9,605 13 4	2,020 5 0	...	11,626 2 4	84 13 9	70 1 10
	1894-95.	151	185	158	133	9,436 0 7	2,264 13 6	...	11,700 14 1	74 0 10	59 11 6
	1895-96.	185	171	177	151	7,546 0 9	2,678 1 10	...	10,224 13 7	57 12 3	42 11 1
	1896-97.	171	202	170	148	7,171 11 9	2,609 5 3	...	9,781 1 0	57 8 6	42 2 10
Amraoti high school.	1892-93.	223	264	225	190	8,540 11 6	3,461 5 3	...	12,002 0 9	53 5 5	37 15 4
	1893-94.	264	295	265	221	7,809 1 9	4,263 7 9	...	12,072 9 6	45 8 10	29 7 5
	1894-95.	295	317	286	241	7,358 7 1	4,523 7 6	...	11,881 14 7	41 8 8	25 11 7
	1895-96.	317	214	286	239	7,044 0 4	4,569 9 5	...	11,613 9 9	49 9 8	24 10 0
	1896-97.	214	217	207	182	8,687 9 9	3,074 8 0	...	11,762 1 9	56 13 1	41 15 6
24 Middle or Anglo-Vernacular schools.	1892-93.	4,259	4,272	4,197	3,258	40,811 13 5	13,124 8 6	2,313 12 0	56,250 1 11	13 6 5	9 11 7
	1893-94.	4,272	4,054	4,203	3,336	46,110 10 0	13,413 10 0	3,244 1 0	62,768 5 0	14 14 11	10 15 6
	1894-95.	4,054	4,001	3,952	3,085	41,576 15 2	12,428 5 2	2,896 10 0	56,901 14 4	14 6 4	10 5 9
	1895-96.	4,001	3,202	3,294	2,554	39,186 7 10	13,132 5 2	2,935 6 0	54,204 3 0	16 7 3	11 9 2
	1896-97.	3,202	3,376	3,270	2,692	34,664 10 3	12,769 2 11	3,427 8 9	50,861 5 11	15 8 10	10 9 7
Total 26 secondary schools.	1892-93.	4,639	4,672	4,558	3,558	58,898 1 11	18,007 3 6	2,313 12 0	79,819 1 5	17 8 2	12 1 7
	1893-94.	4,672	4,500	4,605	3,673	63,525 9 1	19,697 6 9	3,244 1 0	86,467 0 10	18 12 5	13 12 3
	1894-95.	4,500	4,503	4,396	3,459	58,371 6 10	19,216 10 2	2,896 10 0	80,484 11 0	18 4 11	13 4 5
	1895-96.	4,503	3,587	3,757	2,944	52,727 3 11	20,380 0 5	2,935 6 0	76,042 10 4	20 3 10	14 0 6
	1896-97.	3,587	3,795	3,647	3,022	50,523 15 9	18,453 0 2	3,427 8 9	72,404 8 8	19 13 7	13 13 7

Compared with last year, both the high schools show increase in the number on rolls on 31st March 1897, but decrease in the average number on rolls monthly and in the average daily attendance throughout the year, while the middle or Anglo-Vernacular schools show increase in the number on rolls and the average daily attendance throughout the year, but decrease in the average number on rolls monthly. Compared with the figures on 31st March 1892, the the Akola high school shows increase under all heads, while the Amraoti high school as well as middle schools show decrease. The decrease in the Amraoti high school is due to the opening of a private high school at Amraoti in December 1895, and in the middle schools to the separation of primary classes in the Anglo-Vernacular schools at Karinja, Morsi, Wun, Akot, Jalgaon, and Basim into independent vernacular schools.

The expenditure from provincial revenues has decreased in the Akola high school and the middle schools, while in the Amraoti high school it has increased, so also the total expenditure has fallen off in all the institutions except the Amraoti high school, which shows a slight increase, the total expenditure for the year under report being Rs. 72,404-8-8 against Rs. 76,042-10-4 of the previous year. The total cost of educating each pupil as well as the cost to provincial revenues is about the same in both the high schools; but if compared with the cost of each individual school for the past year, the Akola high school shows a decrease, while in the Amraoti high school there is increase, which is wholly due to a considerable decrease in the income from fees in consequence of a large falling off in the number on rolls since the opening of a private high school at the place. As the attendance in the school has fallen off, one of the assistant masterhips has been saved as a temporary measure. The cost per pupil in middle schools has decreased.

29. Viewing the figures of the aggregate expenditure incurred on account of all the institutions during the last five years, it is pleasing to observe that the expenditure from provincial revenues as well as the total expenditure shows a gradual falling off, while the difference in the cost per head is not so marked. This is to be attributed (1) to the opening of a private high school and a private middle school at Amraoti, and (2) to the conversion into independent schools of the primary classes attached to some of the Anglo-Vernacular schools.

30. The private high school at Amraoti appears to be slowly gaining ground. It had on its rolls on 31st March 1897, 137 students against 129 of last year distributed as under :—

Standard VII ... 33	Standard V ... 38
Do. VI ... 42	Do. IV ... 24

The school sent up 16 students for the matriculation examination of the Bombay University, of whom one passed. One student from this school who appeared privately for the entrance examination of the Calcutta University also passed, and was placed in the second class.

The teaching staff continues to be the same as last year. The rates of fees are the same as in Government high schools, and the income from fees during the year amounted to Rs. 2,379-12-0. Donations from private gentlemen amounted to Rs. 400. I visited the school in August 1896 and found that it had made a fair beginning. I advised the managers to carefully regulate admissions of boys and guard against hasty promotions. A small boarding-house has been attached to the school.

31. A private middle school teaching Anglo-Vernacular standards I to III has also been started at Amraoti from 1st September 1896 by Mr. Wasudeo Shridhar Khot, a matriculate of the Bombay University, assisted by two non-matriculates. The rates of fees are the same as in Government Anglo-Marathi schools, and the number of boys on rolls on 31st March 1897 has been reported to be 60.

32. In the Secretary for Berar to the Resident's letter No. 309, dated the 28th January 1896, the Resident was pleased to accord his sanction to the revised standards of study, and they were introduced in all secondary and primary schools in the province from 1st April 1896. The new standards will be found in appendix B to this report. Under the old standards the course of study for secondary schools formed a continuation of the course of study for primary

schools, and the two together extended over standards I to XI, while under the revised standards separate courses of study have been prescribed for primary and secondary schools, the former extending over standards I to VI instead of I to IV, and the latter over standards I to VII instead of standards V to XI. The new standards aim at intelligent instruction, and will, it is hoped, lighten the labour of little children as well as of teachers and minimize the evils of cramming. The standards for girls' schools require more attention to be paid to needle work and other subjects suitable to female life, and the standards for the Urdu boys' schools to Modi reading and writing, which are absolutely necessary to qualify them for the public service.

33. The following table gives the results of examination of all the classes in the two high schools for the past five years :—

High schools.	Matriculation Class.				Standard VI.			Standard V.			Standard IV.			Total.										
	On roll.*	Examined.	Passed.	Berar scholarships won.	Prizes gained.	On roll.*	Examined.	Passed.	Prizes gained.	On roll.*	Examined.	Passed.	Prizes gained.	Total number of boys who appeared for matriculation course.	Examined.	Passed.	Berar scholarships won.	Prizes gained.						
Akola..	1892-93...	27	13	10	..	3	27	24	14	4	42	26	18	1	61	44	34	7	157	107	76	..	15	
	1893-94...	21	10	8	..	3	20	22	14	3	45	38	30	4	44	36	26	4	136	106	78	..	14	
	1894-95...	23	12	9	..	3	35	31	16	4	39	35	13	4	4	46	22	4	151	124	65	..	13	
	1895-96...	34	12	6	..	3	43	55	11	4	52	42	20	5	51	57	25	51	185	141	62	..	17	
	1896-97...	27	15	8	..	1	41	38	14	4	43	38	12	3	3	49	28	5	171	140	62	..	13	
Amraoti..	1892-93...	44	17	15	..	3	42	39	21	1	68	75	53	3	63	31	3	3	223	184	109	..	13	
	1893-94...	42	18	9	..	3	78	79	27	1	49	47	25	3	3	33	31	3	264	227	192	..	10	
	1894-95...	65	25	12	..	1	60	45	16	2	82	70	20	3	3	96	86	27	3	285	226	75	..	8
	1895-96...	71	30	12	..	3	68	60	13	3	77	65	23	3	3	101	87	21	41	317	243	69	..	13
	1896-97...	45	31	20	..	3	35	31	8	5	50	45	16	3	3	81	68	30	4	214	175	74	..	17
Total...	1892-93...	71	30	25	..	6	69	63	35	4	111	101	71	9	129	97	54	8	386	291	185	..	27	
	1893-94...	63	28	17	..	6	104	101	41	4	94	85	55	7	139	119	57	5	400	333	170	..	23	
	1894-95...	88	37	21	..	1	85	76	32	6	121	105	38	4	153	132	49	7	446	350	140	..	17	
	1895-96...	105	42	18	..	6	111	98	24	7	129	108	43	8	157	138	46	10	502	384	191	..	31	
1896-97...	72	46	28	..	4	76	69	22	9	93	83	28	8	144	117	58	9	385	315	136	..	30		

* In the beginning of the official year.

34. During the year under report the results of the Matriculation examination were satisfactory and particularly creditable to the Amraoti high school. Mr. Talwalkar's Matriculation class contained 45 boys in the beginning of the year. Of these, 31 were sent up for the examination, and 20 or 64 per cent. passed. Three of the passed students occupied places within the first 50 of the pass list, and as many as 11 have obtained more than 40 per cent. of the total number of marks. The Matriculation class in the Akola high school had 27 boys in the beginning of the year. Of these, only 15 were considered fit to be sent up for the examination, and 8 or 53 per cent. passed. Of the passed students, only one has obtained more than 40 per cent. of the total number of marks, and his rank in the pass list was 463. This clearly shows that the quality of instruction has during the year improved in the Amraoti high school, but deteriorated in the Akola high school. When we consider that out of 3,323 boys who appeared for the Matriculation examination 1,233 or 37 per cent. passed, the results of our high schools, especially that of the Amraoti high school, must be considered to be very gratifying. All the Berar University scholarships were gained by students of the Amraoti high school, and the "Sinclair Prize" for proficiency in Sanskrit was also gained by a Hindu pupil from Amraoti. The steady improvement in English and other subjects in the Amraoti high school is a very satisfactory feature, and Mr. Chiplunkar will take note and see that the Akola high school does not lag behind.

Seven of the passed students have joined Arts Colleges in the Bombay Presidency. Of these, one is a native of Berar.

35. The results of the examination of the lower classes this year compare favourably with those of the previous year. The number of boys passed in 1896-97 was 108 out of 269 examined against 113 out of 342 examined in 1895-96, the number passed under standards VI and V showing a decrease of 2 and 15 respectively, while that under standard IV showing an increase of 12.

Results of the examination of the lower classes.

The percentage of passed to examined has improved from 26·7 to 37·5 in the Amraoti high school, and fallen off from 43·4 to 40 in the Akola high school.

With a view to improve the quality of our teachers in the high schools, I have ruled that every assistant master should pass an examination either in Fowler's *Art of Teaching* or Fitch's *Lectures on Education* within a reasonable time.

36. The competitive examination for vernacular scholarships was held on 28th December 1896 and following days. Eight candidates appeared for the examination—five on the Marathi side and three on the Hindustani side; and three on the Marathi side—two from Amraoti and one from Akola; and one on the Hindustani side came out successful and obtained scholarships. All the 35 exhibitions attached to the high schools were filled up on the 31st March 1897.

37. It gives me much pleasure to note that a well-to-do gentleman of Wun named Mr. Vyankatesh Koner Bhedi made an offer to the Educational Department of a property consisting of two shares of the aggregate value of Rs. 1,000 which he had in the Pulgaon and Nagpur mills for the purpose of founding a scholarship of Rs. 7 or 8 per mensem in his own name to be awarded to a pupil in the Amraoti high school under the following conditions:—

"The scholarship is to be given to a poor and promising boy; and as long as such a boy can be had from Wun itself, it should be awarded to him alone. If no such boy be available from Wun, then it should be bestowed upon a boy from other parts of the province. The tenure of the scholarship will be four years, and during this period no other boy will get it. At the end of this period another boy will be awarded the scholarship. If the holder of the scholarship fails at an annual examination, but is found by the head-master to be able to get on with the higher class, he may be allowed to retain it, but if otherwise, it may be conferred upon another poor boy in the same class. During the period of four years only one failure is to be allowed."

The Resident was pleased to accept the offer on the terms proposed and to express his cordial appreciation of the liberality and public spirit shown by Mr. Vyankatesh. The shares in question have been transferred, and now stand in the name of the Director of Public Instruction, Hyderabad Assigned Districts. A sum of Rs. 89 has been actually received as dividend on the two shares, and it has been lodged in the Postal Savings Bank at Amraoti in the name of the Head Master, Amraoti High School, who has been directed to pay Rs. 7 month by month to the pupil on whom the scholarship has been bestowed.

The munificent offer of Mr. Vyankatesh Koner Bhedi deserves praise, and the good example set by him is worthy of imitation by other well-to-do inhabitants of the province.

38. The following statement gives particulars for the past five years of the boarding establishments attached to the two high schools:—

		Akola.			Amraoti.		
		Hindus.	Hindus.	Muhammads.	Hindus.	Muhammads.	Muhammads.
Number of boarders on 31st March	1893 ...	24	45	16			
	1894 ...	27	40	18			
	1895 ...	39	49	17			
	1896 ...	27	41	13			
	1897 ...	31	39	9			
Average monthly number of boarders during	1892-93..	19	50	13			
	1893-94..	23	43	14			
	1894-95..	32	44	16			
	1895-96..	31	45	13			
	1896-97..	23	35	11			
Average monthly cost for each boarder	1892-93..	Rs. 5 1 10	Rs. 6 5 0	Rs. 3 5 6			
	1893-94..	5 6 11	5 12 6	3 3 9			
	1894-95..	6 1 5	5 7 10	3 13 5			
	1895-96..	5 7 2	4 15 1	3 4 11			
	1896-97..	6 5 3	6 5 4	4 4 5			

The number of boarders has increased at Akola, but decreased at Amraoti in both the Hindu and Muhammadan boarding houses. Average monthly cost has increased at both the places. For the efficient and economic management of the boarding houses and proper supervision of the boarders, it is very desirable to have them placed under carefully selected resident masters. But this cannot be done without additional accommodation, and we have to wait until funds become available.

39. During the year under report the teaching of Anglo-Vernacular standard IV was introduced into the Anglo-Marathi school at Daryapur on the people's paying the requisite contribution of Rs. 300, while the standard V class in the Anglo-Marathi school at Jalgaon had to be closed during the year as the people did not pay the required contribution. Thus the number of Anglo-Vernacular schools to which high school classes are attached is now 7 against 6 in the previous year. The IVth and Vth standards are now taught in the Anglo-Marathi schools at Akot, Malkapur, and Mehkar, and standard IV at Jalgaon, Basim, Daryapur (Anglo-Marathi), and Ellichpur City (Anglo-Urdu) schools. The usual contribution of Rs. 300 for each class is paid by the people in advance, but that for the class in the Anglo-Urdu school at Ellichpur City is paid by the local municipality as a special case considering the backwardness and poverty of the Muhammadans for whose benefit the class has been started. Pupils from the Anglo-Vernacular schools at Akot, Malkapur, and Mehkar appeared for examination under standard V at Akola, and the results obtained were pretty fair in the case of Akot and Mehkar, but very unsatisfactory in the case of Malkapur, the numbers passed or allowed to be promoted being 5, 1 and 2 out of 8, 10 and 5 sent up respectively. The total number passed or promoted under standard V was 8 against 13 in 1895-96.

40. The classes under standard IV in the six Anglo-Vernacular schools were examined with the high school classes in October last, and the following statement gives the results for the past five years :—

Name of School.	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.
Akot Anglo-Vernacular School ...	...	...	6	5	6	2	8	5	19	3
Jalgaon do. ...	8	3	11	7	8	4	7	2	13	1
Malkapur do. ...	9	6	6	4	12	5	12	5	12	4
Mehkar do. ...	7	6	9	6	5	3	7	2	5	1
Basim do. ...	5	3	4	4	5	5	8	3	10	5
Ellichpur Cantonment do. ...	17	7	11	5	9	5	6	2	...	...
Ellichpur City Anglo-Urdu School...	...	...	6	5	...	...	...	...	9	1
Do. Anglo-Marathi do ...	...	...	...	...	6	...	...	...	...	...
Total ...	25	25	53	36	51	24	48	19	68	15

On the whole the results do not compare favourably with those of the previous year. Basim alone passed 5 out of 10 sent up, and may be considered to have done well. Malkapur passed 4 out of 12 sent up, and may also be considered to have done fairly. The remaining schools have not done so well as in the preceding years. The examination this year was conducted according to the new standards, and boys did not appear to have been carefully and intelligently brought up. Their English reading was neither natural nor expressive, and they could not give explanation of difficult words in English.

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

41. The following table gives the results of the examinations in all standards of the middle school course during the last five years :—

Year.	Standard III.		Standard II.		Standard I.		Total.*	
	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.
1892-93 ...	255	175	455	241	625	319	1,535	735
1893-94 ...	277	183	453	254	641	364	1,371	801
1894-95 ...	309	212	433	241	663	298	1,455	751
1895-96 ...	349	106	493	225	718	296	1,560	627
1896-97 ...	343	134	530	274	724	315	1,597	723

* The total number of scholars studying in the Anglo-Vernacular or middle schools on 31st March 1897 was 3,376 against 3,202 at the close of the previous year.

The number examined has gradually increased since 1892-93, but the number passed shows a slight falling off. Compared with last year, there is an aggregate increase both in the number examined and the number passed. Though the number examined is less by 6 under standard III, the number passed is greater under all standards. The percentage of the total number passed to the number examined has improved from 40.1 to 45.2.

42. During the year under report I visited all the Anglo-Vernacular schools in the province, and was glad to find that efforts were being made in several schools to remedy the defects pointed out in paragraph 34 of the report for 1894-95. Copy-writing, English, and boys' "home work" show decided improvement. Translation into English still continues to be taught by rote, and masters "home work" still requires improvement. I also noticed with regret that head masters of several Anglo-Vernacular schools did not pay sufficient attention to punctual attendance of boys and punctual commencement of school work by class masters. Thinking this to be a drawback in the internal management of the schools, I requested the Educational Inspector, Hyderabad Assigned Districts, to impress upon all the Anglo-Vernacular masters the necessity of commencing their work precisely at the appointed time.

The Educational Inspector says :—

"The better results during the year are partly due to the easiness of the revised standards and partly to better preparation * * * In English reading, explanation, grammar, parsing, dictation, and copy-writing there has been perceptible improvement in almost all the schools. In translation into English the improvement is not appreciable. * * * Translation has to be taught systematically, and with this view the *Bhashantar Pathmala* was introduced as affording variety of exercises on the application of the rules given. But in practice the boys commit to memory the translation of the sentences given in the book. As in the final examination none of these sentences are given, the failure is large. Seeing that the appointment of a text-book leads to cramming, one is tempted to try the experiment of abolishing the book. A good master can indeed teach translation without the aid of a book, but under any circumstances he must adopt some plan if his teaching is intended to secure regular progress."

When the standards are heavy and the teachers incompetent or careless, cramming must naturally follow. Revised standards have already been introduced, and attempts are being made either to improve the existing staff or to bring in qualified teachers as vacancies occur. As regards the teachers of English in Anglo-Vernacular schools, the Educational Inspector says :—

"During the year some more schools have been placed under graduates, and the number of graduate head masters is 7. Three of the assistants also are graduates: 14 of the masters or assistants masters who have to teach English are F. E. A., intermediate or P. E., and the rest, except 5, are matriculates or U. S. F. * * *

"All the English knowing masters have been required to read Dr. Fitch's *Lectures on Education* and Fowler's *Discipline*, and the Marathi knowing masters Professor Kathwate's *Translation of Fowler's*, and have been informed that they will be examined in the subject-matter of these books."

43. The total number of middle school exhibitions continues to be 124, and all of them, except 7, were filled up on 31st March 1897.

Middle class school exhibitions.

All the vacant exhibitions were in the Anglo-Marathi schools.

44. As mentioned in paragraph 37 of the last year's report, the examination of candidates for entrance into the high schools was during the year under report conducted by a committee presided over by the Director of Public Instruction, and consisting of the Educational Inspector, the head masters of the two high schools, and their first and second assistants as members. The Director and the Educational Inspector examined all the candidates both at Akola and Amraoti in English and in history and geography respectively, while the head-masters and the first assistants examined them in Marathi at their respective centres, and the Hindustani Deputy Educational Inspector in Urdu at both the places. Papers were set in arithmetic and in translation into English, and the answers of all the candidates were marked by the same examiners. Thus, an attempt was made to have a uniform standard in all subjects except Marathi, and was fairly successful. The classes under standard III in those schools to which high school classes are attached were allowed to be examined by the Educational Inspector or by the Hindustani Deputy Educational Inspector at the time of the annual examination of the schools concerned, and the remaining 18 schools were asked to send up boys for this examination either to Akola or Amraoti as convenient. The examination commenced on Monday, the 26th October 1896. 111 pupils were sent to Akola and 163 to Amraoti, of whom 77 and 93 respectively were found eligible to join the high schools. The Anglo-Marathi schools at Akola and Amraoti sent up 40 and 66 boys respectively, of whom 25 and 33 were found eligible for admission into the high schools. The Anglo-Urdu schools at Akola and Amraoti sent up 8 and 7 boys respectively, of whom 5 and 2 were found qualified. The schools at Daryapur, Morsi, Khamgaon, Balapur, Ellichpur Cantonment, Karinja, Murtizapur, and Yeotmal acquitted themselves creditably, but the performance of the remaining schools was very poor.

The English classes in the primary schools at Sirasgaon Bund and Dharmori Kusba, which have been allowed to teach the English third standard, sent up 5 and 6 pupils respectively for being examined at the high school entrance examination, of whom 2 and 1 were found eligible to join the high schools.

45. During the year under report complaints against the operation of the rule prescribing a maximum age for admission to high school classes were few and far between. The rule has been in force for nearly three years, and I am inclined to think that its good effects are being gradually appreciated by the people.

(B.)—Primary Schools.

46. During the year under report 23 new primary schools for boys under public management were opened and 11 closed, leaving an increase of 12. The district board primary schools for Marathi and Urdu boys at Karinja were transferred to the local municipality, and thus there was an increase of 10 primary schools for boys in district board schools and of 2 in municipal schools. As laid down in paragraph 6 of the Resident's Resolution No. 1027, dated the 20th March 1895, the several district boards were moved to arrange to open new schools in villages mentioned in paragraph 41 of the report for 1894-95. The Wan District Board alone opened 9 new schools, and the Amraoti, Basim, Buldana, and Ellichpur Boards 6, 4, 1, and 1 respectively. But the district board of Akola not only opened no new schools, but closed 4. Basim contains 18 big villages with a population varying from 1,003 to 1,953, which are without schools of any kind, and the district board, it is hoped, will see its way to satisfy the wants of these villages as early as convenient.

Extension of primary education.

(25)

Schools for boys under public management.

47. The following statement gives the number of boys' schools and of pupils attending them on the 31st March 1897 and at the close of the four preceding years :—

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.	
	1896.	1897.	1896.	1897.	1895-96.	1896-97.	1895-96.	1896-97.
Akola ... { District Board ...	155	151	8,155	8,479	7,858	7,829	5,290	5,457
... { Municipal ...	7	7	970	1,109	926	999	689	783
Buldana ... { District Board ...	114	113	5,175	5,142	4,716	4,959	3,305	3,513
Basim ... { District Board ...	61	63	3,159	3,410	2,789	3,181	1,852	2,161
Amraoti ... { District Board ...	129	132	8,054	8,404	7,579	7,879	5,507	5,676
... { Municipal ...	6	8	648	1,075	685	901	491	701
Wun ... { District Board ...	63	72	3,097	3,692	2,951	3,402	1,944	2,473
Ellichpur ... { District Board ...	87	88	4,535	4,529	4,282	4,488	2,876	3,157
... { Municipal ...	6	6	623	661	588	621	423	462
Total ... { District Board ...	609	619	32,175	33,656	30,473	31,738	20,768	22,437
... { Municipal ...	19	21	2,241	2,845	2,199	2,521	1,603	1,946
GRAND TOTAL ...	628	640	34,416	36,501	32,672	34,259	22,371	24,383
Total for 1895-96 ...	609	628	32,464	34,416	31,532	32,672	22,091	22,371
Do. 1894-95 ...	589	609	32,150	32,464	31,865	31,532	22,972	22,091
Do. 1893-94 ...	581	589	32,195	32,150	31,284	31,865	22,401	22,972
Do. 1892-93 ...	580	581	31,751	32,195	30,870	31,284	21,784	22,401

The number of schools under public management has, as stated above, increased by 12. The number of pupils on rolls in district board schools has increased in all districts except Buldana and Ellichpur, the net increase for the year being 1,481. The number of pupils in municipal schools has increased in all districts, and the total increase for the year is 604. Two-thirds of this increase is owing to the transfer of District Board Marathi and Urdu schools at Karinja to the local municipality, and is therefore nominal. The average number on rolls monthly shows a slight decrease in Akola, but increase in all other district board and municipal schools, the net increase for the year being 1,587. The average attendance throughout the year has increased in all district board and municipal schools, and the total increase for the year is 2,012. On the whole, there is a satisfactory increase under all heads both in district board and municipal schools. The district board and municipal primary schools for boys show a satisfactory progress during the last five years both in the number of schools and scholars attending them; the number of schools having increased from 580 on 31st March 1892 to 640 on 31st March 1897, and of scholars from 31,751 on 31st March 1892 to 36,501 on 31st March 1897.

48. The number of towns and villages with a population of 500 and more souls and without schools, and the distance from

Proportion of schools to towns and villages with a population of 500 and more souls.

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 school of any kind.	Average distance from the nearest school of those towns and villages which have not schools of their own.
Akola ...	306	244	186	120	2.5
Buldana ...	317	190	169	148	4.5
Basim ...	247	109	95	152	4.4
Amraoti ...	343	285	270	73	5.7
Wun ...	278	142	103	175	6.
Ellichpur ...	130	127	96	34	3.6
Total ...	1,621	1,097	919	702	4.5
Total for 1895-96 ...	1,621	947	815	806	5.2
Do. 1894-95 ...	1,621	984	860	761	5.2
Do. 1893-94 ...	1,621	1,091	906	715	4.9
Do. 1892-93 ...	1,621	1,148	951	670	4.4

The number of towns and villages having public or private schools has increased in all districts, the total for the whole province being 1,097 against 947 last year. Compared with the total for 1892-93, it shows a decrease of 51.

The number of towns and villages having a population of 500 and more souls which have schools, public or private, has also increased in all districts, the total for the province showing an increase of 104 over last year. Compared with the figure for 1892-93, it shows a decrease of 32.

The number of towns and villages having a population of 500 and more souls which have no school, public or private, has decreased in all districts, the total decrease for the province being 104 over last year. Compared with the figure for 1892-93, it shows an increase of 32.

The average distance from the nearest school of those towns and villages which have no school of their own decreased in Akola, Buldana, Wun, and Ellichpur, remained unchanged in Basim, and slightly increased in Amraoti.

49. In paragraph 41 of my report for 1894-95, I specified the names of 87 villages in the province containing a population of 1,000 and more souls which possessed no schools either district board or indigenous, and in which schools are likely to be appreciated, and in paragraph 42 of my last year's report I mentioned the names of 22 villages out of the 87 in which schools were opened in 1895-96. Now I give below a list showing the names of 22 more villages out of the first list, in which district board or indigenous schools were opened during the year under report :—

District.	Taluka.	Name of village.	District.	Taluka.	Name of village.
Akola	Balapur	Pimpulkhute.	Amraoti	Morsi	Sawanji.
	Khangzon	Rohona. Kinbi.		Chandur	Sawala. Dhanodi.
Buldana	Malkapur	Lanzud.	Wun	Kelapur	Wadhona. Dhonor.
	Chikhli	Shirpur.		Yeotmal	Akhpuri. Tarnoli.
Basim	Mehkar	Dsolgaon Mahi.	Ellichpur	Darwha	Lakha. Wadgaon.
	Mangrul	Tarhale.		Wun	Ukni.
Amraoti	Pusad	Hudi. Khanapur.	Melghat	Dharni.	
	Morsi	Vichori. Dhamangaon.			

Many more schools would have been opened, but the district boards found themselves unable to do the same as they had to attend to other pressing demands in consequence of the scarcity prevailing in the province during the latter half of the year.

50. The following statement shows the total expenditure and the cost of educating each pupil in primary schools under public management in all districts during the last five years :—

District.	Fee receipts.	Expenditure.					Cost of educating each pupil.		Percentage of expenditure from provincial revenue to the total expenditure on primary schools.
		Provincial revenue.	District Fund.	Municipal Fund.	Other local funds.	Total.	Total cost.	Cost to provincial revenue.	
	Rs. a. p.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. .	
Akola	{ District Board, 9,518 7 6 Municipal, 1,248 10 3	20,358	29,125 8 5	4,700 0 0	1,316 14 9	51,250 7 2	6 8 10	2 9 7	39.7
Buldana	{ District Board, 6,135 15 3 Municipal, 3,537 8 0	13,645	15,256 7 9	3,718 8 5	236 10 0	23,558 1 9	5 15 4	2 12 0	46.1
Basim	{ District Board, 9,908 3 3 Municipal, 1,451 15 3	13,693	23,248 15 3	...	511 9 3	29,172 14 7	6 6 5	4 4 9	67.8
Amraoti	{ District Board, 3,041 8 3 Municipal, 3,041 8 3	11,279	2,242 14 5	2,933 10 5	44 8 0	1,627 15 8	5,241 0 10	5 13 0	...
Wun	{ District Board, 6,063 15 3 Municipal, 789 8 0	13,553	10,074 9 1	...	278 4 6	21,631 13 7	6 6 8	3 5 0	52.1
Ellichpur	{ District Board, 1,600 10 4 Municipal, 1,600 10 4	1,600 10 4	1,600 10 4	1,600 10 4	...	4,800 10 4	5 10 4	...	...
Total	41,744 11 0	82,942	1,00,672 7 1	9,475 13 2	6,015 6 3	2,04,135 10 6	5 15 8	2 9 6	43.3
Total for 1895-96	39,912 13 0	...	1,89,878 13 9	9,000 5 7	4,716 4 3	2,03,395 7 7	6 3 7	...	...
Do, 1894-95	39,199 1 6	81,966	1,05,128 4 4	8,257 0 10	4,953 8 9	2,01,023 1 11	6 6 0	2 9 7	40.7
Do, 1893-94	39,342 6 3	89,822	1,08,298 11 0	9,409 9 9	5,331 7 6	2,01,949 12 3	6 6 4	2 8 6	40.04
Do, 1892-93	39,578 3 5	81,356	93,065 4 8	6,784 14 8	6,869 13 8	1,04,126 0 0	6 3 3	2 9 7	44.4

The fee receipts show an increase of Rs. 1,832, which is due partly to the increase in the number of schools and partly to the numbers on the rolls of several schools having risen during the year under report.

The expenditure from provincial revenues shows a considerable increase over that shown to have been incurred during the preceding four years, and it is due partly to the Resident's recent ruling to grant to district boards a sum equal to one-third of the cost of new primary schools which came into existence owing to the separation of primary classes attached to some of the Anglo-Vernacular schools, and partly to the additional grant of Rs. 3,000 to each of the district boards of Basim and Wun for ten years commencing from 1895-96.

The total expenditure from all sources shows a slight increase over last year, but it is gratifying to note that the total cost of educating each pupil has decreased from Rs. 6-3-7 to Rs. 5-15-3. I must say that no efforts are spared to effect every possible reduction in the cost by exercising due economy in managing the expenditure.

The percentage of expenditure from provincial revenues to the total expenditure shows an increase over the past four years, and it is to be attributed to the increase in the provincial contribution in aid of primary schools under the circumstances mentioned above.

On comparing the figures entered against different districts with those of the preceding year, it will be observed that the total cost of educating each pupil has decreased in all the districts, except Akola and Wun, in which there is a slight increase. In municipal schools the cost has decreased in Akola and Ellichpur, while Amraoti shows an increase.

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

District.	No. of pupils examined.	Number passed under standard							Percentage of passes.
		I.	II.	III.	IV.	V.	VI.	Total.	
Akola ...	5,903	1,144	835	670	552	201	81	3,483	59
Buldana ...	3,617	769	432	382	253	55	32	1,973	54.5
Basim ...	2,143	472	331	221	181	38	29	1,222	57.02
Amraoti ...	6,875	1,386	806	636	433	217	89	3,617	52.6
Wun ...	2,203	578	336	213	132	45	15	1,319	59.7
Ellichpur ...	3,446	794	524	390	257	56	19	2,040	59.2
Total ...	24,192	5,143	3,314	2,512	1,808	612	265	13,654	56.4
Total for 1895-96.	21,927	4,575	2,971	2,455	1,578	496	226	12,301	56.09
Do. 1894-95.	22,212	4,205	3,004	2,251	1,382	336	155	11,333	51.02
Do. 1893-94.	19,489	4,839	3,535	2,596	1,640	448	156	13,314	68.3
Do. 1892-93.	18,894	4,543	3,389	2,350	1,589	380	156	12,407	65.6

The aggregate number of pupils examined, as also the total number passed, is greater than in any of the four preceding years, and the percentage of passes to the number examined has also risen from 56.09 in 1895-96 to 56.4 in 1896-97. The percentage has increased in Buldana, Basim, Wun, and Ellichpur, remained almost the same in Akola, and fallen off in Amraoti. This year the percentage is the highest in Wun and the lowest in Amraoti; Ellichpur, Akola, Basim, and Buldana following Wun in order. The lowest percentage last year was 51.4 and the highest 59.08, while the lowest this year is 52.6 and the highest 59.7. The percentage is almost the same in Wun, Ellichpur, and Akola, and shows small variations in the three remaining districts. This is as it should be. Efforts were made during the last two years to impress upon the inspecting officers the importance of making their standards of examination in the different grades of schools as uniform as possible, and I am glad to find that they have met with a fair amount of success.

The number of passes under the sixth standard shows increase in all the districts, the increase in Akola and Amraoti being particularly satisfactory. The total number of passes during the year has increased by 39. The increase in the number of passes under standard V is 116 and under standards I to IV 1,198, and is very satisfactory. It is gratifying to observe that the total number of pupils examined and passed during the last five years shows a gradual increase, the number of pupils examined and passed in 1896-97 being 24,192 and 13,654 respectively against 18,894 and 12,407 in 1892-93. More attention is now paid to the teaching of the "three Rs" and general knowledge, and the defects noticed in paragraph 44 of my report for 1894-95 are gradually being remedied. Every local board school now teaches standards I to IV, and children can complete their lower primary course even in small village schools.

Captain Haig, Officiating Deputy Commissioner, Wun, says :—

"The impression left upon me by my inspections was very favourable. Geography seemed to me as a general rule to be taught intelligently. By this I mean that masters seemed generally to have taught boys what a map was, and what it represented. This, of course, cannot be done without a full explanation of what a scale is, and practice in the use of the scale. I had formerly observed that the map was regarded as a sort of puzzle, the key to which lay in learning by heart the positions of the names written upon it in such a manner as to be able to mark down a tolerably conspicuous name with fair rapidity. This, of course, entailed great labour and no practical results."

"Another direction in which marked improvement was made was writing. In a population which regards education as an 'open sesame' to employment as clerks or village officers with clerical work to do, this branch of education is necessarily important."

The Educational Inspector, Hyderabad Assigned Districts, says :—

"Marathi reading and recitation have improved and paraphrase of poetry has been fair. Copy writing and dictation also show general improvement, but grammar is still weak. In slate arithmetic there has been general improvement. In mental arithmetic the answering is not as prompt as it is desired. In history and geography the preparation of the text books is fair; but the subject is taught intelligently by only a small number of masters; but the number of such intelligent masters is increasing year by year."

The Deputy Educational Inspector, Akola, says :—

"The importance of the 'three Rs' has been recognized in most of the schools. There is a decided improvement in writing both Modi and Balbodha, in reading, and in mental arithmetic."

The Deputy Educational Inspector, Amraoti, says :—

"Now the lowest primary school is required to teach up to the 4th standard, that is to say, the complete lower primary course, and the higher grades of schools are required to teach up to the 5th or the 6th standard according to their capacities."

"It has been found to be more easy to raise the studies to the 4th standard where only the first three standards were taught. But the introduction of the 5th and 6th standards has been found to be a difficult task to accomplish. The new 5th and 6th standards now in force are more difficult and require more efficient masters, capable pupils, and steady work on the part of both the teachers and the taught, and it will be some time before these two standards are efficiently taught in the primary schools."

52. During the year under report, the English classes in primary schools at Pimpalgaon Raja, Anjangaon Bari (Amraoti district), Anjangaon (Ellichpur district), and Neir Parsopant were closed, the people thereof not having paid the required contribution in advance, and a new class was opened at Tembhurkhed in the Amraoti district. Thus, the number of primary schools with English classes attached to them was 13 on 31st March 1897 against 16 in the previous year.

The schools at Sirasgaon Bund and Dhamori Kusba continue to teach up to standard III. They sent up 5 and 6 boys for being examined under standard III along with the boys for the high school entrance examination, of whom 3 and 1 respectively were found fit to join the high schools. The result of the Sirasgaon Bund class was very fair, but that of the Dhamori Kusba class was quite below the mark.

53. The following table gives the number of boys examined and passed under standards I and II in each of the English teaching primary classes:—

(29)

Names of school.	Standard I.		Standard II.		Total.	
	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.
Akot Hindustani School ...	6	2	5	3	11	5
Telhara Marathi School ...	12	7	3	3	15	10
Patur do. ...	6	6	13	7	19	13
Buldana do. ...	14	9	9	5	23	14
Kholapur do. ...	12	7	9	7	21	14
Badnera do. ...	17	6	5	3	22	9
Dhamori Kusba do. ...	13	4	11	8	24	12
Khar Talegaon do. ...	11	6	10	8	21	14
Nandgaon Peth Hindustani School	3	1	...	...	3	1
Tembhurchhed Marathi School ...	4	1	11	2	15	3
Sirasgaon Bund do. ...	15	7	9	3	24	10
Pathrot do. ...	8	4	9	3	17	7
Bori Khurd do. ...	8	3	1	1	9	9
Total ...	129	63	95	53	224	121
Total for 1895-96 ...	83	40	96	42	184	82

The total number of boys examined under the standards as well as the number passed has considerably increased during the year, the percentage of passed to examined being 54 against 44.5 in the previous year. The classes at Bori Khurd, Telhara, Patur, Kholapur, and Khar Talegaon have done well, and those at Buldana, Badnera, Dhamori Kusba, Sirasgaon Bund, Akot, and Pathrot may be said to have done fairly. The class at Temburchhed has made a good beginning, but had not had sufficient time to bring up boys for the examination. The class at Nandgaon Peth is a complete failure.

The English classes in primary schools wholly depend on peoples' contributions, and consequently English teachers' posts do not count towards pension. Competent teachers do not accept these posts, and if they do through necessity, they do not work with sufficient interest.

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

District.	Bonuses awarded in							
	Primary classes in Anglo-Vernacular schools.		District Board primary schools for boys and girls.		Municipal primary schools 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 ...	2	21 8 0	71	1,099 8 0	9	142 0 0	82	1,263 0 0
Buldana ...	5	56 8 0	20	202 8 0	...	...	25	259 0 0
Basim ...	...	...	27	367 4 0	...	...	27	367 4 0
Amraoti ...	1	5 0 0	36	505 0 0	12	193 0 0	49	693 0 0
Wun ...	...	...	17	239 0 0	...	...	17	239 0 0
Ellichpur ...	2	17 0 0	29	437 8 0	6	91 8 0	37	546 0 0
Total ...	10	100 0 0	200	2,850 12 0	27	416 8 0	237	3,567 4 0
Total for 1895-96..	14	119 0 0	128	1,859 12 0	18	215 0 0	160	2,193 12 0
Total for 1894-95..	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
Total for 1892-93..	29	372 8 0	200	2,716 8 0	21	352 0 0	250	3,441 0 0

The number of deserving teachers who gained bonuses for good work has increased from 160 to 237, and the total sum awarded from Rs. 2,193-12-0 to Rs. 3,567-4-0. The number of deserving teachers and the amounts gained by them have decreased under primary classes in Anglo-Vernacular schools and under district board schools in Amraoti, but there is satisfactory increase in district board schools in Akola, Buldana, Basim, Ellichpur, and Wun, and in municipal schools under both the heads.

55. In compliance with the instructions contained in your office memorandum, a copy of which was forwarded with your office endorsement No. 1231, dated the 2nd April 1878, and your letter No. 1179, 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	...	(b) 2	...	...
	Hindustani ...	3	...	...	...	...
Masters drawing over Rs. 20.	Marathi ...	180	...	(c) 11	(f) 1	5 0 0
	Hindustani ...	12	...	(d) 1	...	...
Masters drawing Rs. 20 and less.	Marathi ...	392	(a) 1	(e) 41	(g) 15	48 0 0
	Hindustani ...	58	...	(b) 3	(f) 1	6 0 0
Total ...		619	1	53	17	59 0 0

- (a) Forfeited his appointment for overstaying his leave.
 (b) One for unsatisfactory work and one for making a false report.
 (c) One for suspicious dealing in money matters, and ten for unsatisfactory work.
 (d) For suspicious dealing in money matters.
 (e) Thirty-six for unsatisfactory work, three for entering false attendance, and two at their own request.
 (f) For improper conduct.
 (g) One for unsatisfactory work, eleven for neglect of duty, two for disobeying departmental orders, and one for improper conduct.

56. On 31st March 1897 the number of juvenile prisoners in the Central Jail at Akola was 3 against 5 on the same date of the preceding year. In August 1896, when the Deputy Educational Inspector examined the school, there were 5 convicts present, and their progress is thus described by the Deputy Inspector :—

“The first class consisted of two pupils, one of whom could work sums in the compound rules. The other failed to do so. He, however, knew the tables of weights and measures as well as the other. Both could work easy practical questions mentally. They could read a lesson from the Second Book fairly, and could explain what they read. A few rules of grammar were committed to memory, but they were not properly understood. Dictation was fair, and there was improvement in writing with neatness. They do not write copies. A few geographical definitions were known * * *. In the 2nd class one pupil was present: He worked sums in addition and subtraction and answered easy questions in mental arithmetic. He had committed to memory some integral tables. He read the 15th lesson from the Berar First Book, and knew the meaning of words. He wrote two sentences without mistakes, but the letters were characterized by want of neatness. Two convicts were present in the 3rd class. One read and wrote Balbodha alphabets, and the other the vowels only * * *. The master, Daji Govind, is a careful teacher and is anxious to show his work, but the little time allowed to him for the purpose and the class from which the materials are received are great difficulties which he cannot tide over. He has his own curriculum of studies, and strives to bring them up in the subjects that might be of some use to them after they are liberated. I am of opinion that some easy standards of studies should be laid down for his guidance. The standards prescribed for indigenous schools would do for the present.”

(31)

57. On 31st March 1897 the number of schools aided by fixed monthly grants remained the same as last year, and the following statement gives particulars about them :—

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.
1	Akalkot (Akola) poor boys' school.	52	50	32	Rs. 16	12
2	Amraoti Mission boys' school ...	129	132	97	50	61
3	Do. female school ...	44	37	25	16	14
	Total ...	225	219	154	82	87
	Total for 1895-96 ...	214	214	151	82	88
	Do. 1894-95 ...	223	216	157	82	82
	Do. 1893-94 ...	285	275	194	102	102
	Do. 1892-93 ...	273	251	177	102	72

The number on rolls in Akalkot poor boys' school has increased from 45 to 52, but the average number on rolls monthly and the average daily attendance have decreased by 2 and 3 respectively. The school contained classes under standards I to III, and in all passed 12 boys against 17 in the previous year. The manager, Mr. Vishwanath Shastri, has now become very old, and is not able to properly supervise the school. The school also suffers from frequent changes in the teaching staff. The school will certainly improve if it be taken over by the municipality as requested by the manager last year.

The Mission school for boys now contains 129 pupils against 137 in the previous year distributed over standards I to VI. English is taught to classes under standards V and VI. As regards the school, the Deputy Inspector writes :—

"The staff of teachers continue to be a little low paid, and the character of teaching has been consequently not of a high order. The Superintendent of the School was good enough to make some changes in the masters on the staff—that is to say, redistribution of work ; but such changes are not calculated to effect much towards attaining that efficiency and standard to be adequate to the grant it obtains from Government."

"The school was able to show some improvement as regards instruction, and the staff of masters seemed to have done as well as they could."

"The school is attended mostly by low caste boys and other poor people inhabiting that part of Amraoti where the school is situated. The mother tongue of the majority of the pupils is not Marathi in which the instruction is conveyed to the pupils, and under the circumstances the teacher's task is made hard."

The Mission school for girls at Amraoti has now 44 girls against 32 of last year, and contains classes under standards I to III. As regards the school, the Deputy Inspector, Amraoti, says :—

"The school was examined in September last. The standard of studies was again lowered from 5th to 3rd. The attendance of the pupils has been very unsteady. Most of the pupils are small children. The instruction has not been very efficient. The teachers (head master and assistant mistress) did not work steadily throughout the year, nor did they attend with any care to instructions issued to them for their guidance."

As regards the Mission schools at Amraoti, Mr. Lucas says :—

"I again notice that the progress of the aided Mission schools at Amraoti is not so satisfactory as it should be."

Up to 1893-94 the number of schools aided by fixed monthly grants was four. The Bedar school at Akola was taken over by the local municipality in 1894-95 at the request of the manager, and this accounts for the decrease under these schools.

58. The following table shows the number of indigenous schools, pupils examined in them, and the grants earned by their masters during the last five years :—

District.	No. of indigenous schools on 31st March 1897.	No. of indigenous schools inspected and examined during 1896-97.	No. of pupils examined.					No. of schools which earned grants and prizes during 1896-97.							No. of pupils under each standard who earned grant-in-aid.							Amounts of grants earned.			
			No. of indigenous schools which earned grants, including prizes.	No. of indigenous schools which earned other than proficiency grants besides prize.	No. of schools which earned prizes only.	Total.	I.	II.	III.	IV.	V.	VI.	Total.	Proficiency.	Capitation.	Other grants for prizes, maps, furniture, &c.	Total.								
																		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.				
Akola ...	126	116	1,282	106	...	3	109	318	233	154	129	1	...	535	2,259 3 0	878 14 0	167 14 6	3,500 15 6							
Buldana ...	97	98	1,020	82	...	2	84	205	139	105	61	...	...	510	1,263 3 0	630 12 0	28 9 0	1,920 6 0					
Besim ...	55	57	694	53	...	...	53	149	91	39	10	...	...	289	682 11 0	285 12 0	36 6 6	1,004 13 6			
Amraoti ...	213	211	2,390	171	1	32	204	551	323	242	186	2	...	1,304	8,254 11 6	1,054 0 0	271 7 9	4,589 3 3							
Wan ...	83	83	552	67	...	16	83	206	98	69	19	...	...	373	749 9 0	161 4 0	31 0 0	941 13 0					
Ellichpur ...	61	58	514	48	...	3	51	153	111	69	17	...	...	340	766 9 6	495 0 0	47 1 0	1,308 10 6					
Total ..	635	623	6,452	527	1	56	584	1,592	985	659	422	3	...	3,651	8,975 15 0	3,500 10 0	580 6 9	13,066 15 9							
Total for 1895-96 ...	463	491	5,435	430	4	33	467	1,190	866	653	415	12	...	3,135	8,015 8 6	3,307 9 0	470 7 3	11,793 8 0							
Total for 1894-95 ...	533	561	8,288	501	...	29	530	1,497	1,037	767	444	11	...	3,756	9,397 3 6	3,974 12 0	628 5 6	14,000 5 3							
Total for 1893-94 ...	651	696	10,427	637	1	27	665	2,106	1,598	1,005	525	31	...	5,265	13,366 6 0	6,261 14 0	794 8 0	20,422 12 0							
Total for 1892-93 ...	713	703	10,326	635	1	23	659	2,345	1,641	1,043	521	16	1	5,567	12,768 4 3	6,381 0 0	630 10 10	19,959 15 1							

As mentioned before, the number of indigenous schools on 31st March 1897 was much larger than that which existed on the same date of the previous year. The number of schools has increased in all districts, the total increase for the year being 172 (145 in the aided and 27 in the unaided schools).

It will be observed that the number of schools examined, the number of schools which earned grants and prizes, the number of pupils who earned grants-in-aid, and the amounts of grants earned have increased in all districts. But the number of pupils examined has decreased in Akola and increased in all other districts.

The success or otherwise of these schools must depend entirely on the way in which they are conducted. The reports of the inspecting officers show that the quality of instruction imparted in them is gradually improving, but they are still unsteady in character, and their statistics are not quite trustworthy. The Deputy Inspector, Akola, says :—

“There is thus much improvement in the efficiency of these schools. This is to be attributed to the better educated masters who have now come into the field and displaced the old *pantojis*. There were in the district 3 schools which have been in existence for more than 8 years, 5 more than 5 years, 62 above a year, and all the rest within one year. These facts show how ephemeral their existence is. It will be seen that these schools received due encouragement from the department, and that they were examined with mildness. But it must be stated that they were paid only for the amount of work the masters turned out. These masters as a class fill in false attendance in order to be able to earn capitation grant, but whenever such dishonesty was detected they were refused any claim for such a grant.”

The Deputy Inspector, Amraoti, says :—

“The schools have not been very steady. The progress has not been very systematic or efficient, and the statistics kept by them not always quite reliable.”

“The class of teachers has improved during the last ten years, and is improving. The old type of masters is rarely to be seen. The majority of the present masters have had more or less training in Government schools, and as a rule they are able to teach reading, writing, and arithmetic in a fairly intelligent manner.”

(33)

It is very difficult to ascertain the circumstances which lead to a rise or fall in the number of these schools, although it cannot be denied that sympathetic treatment at the hands of departmental officers and a better class of masters to conduct them go a great way to encourage their growth. The large increase in the number of these schools during the year under report was, no doubt, due to the unsparing efforts of the inspecting officers and to the fact that the public health was generally good, that there were no marriages during the year, and that in consequence the people were in a position to attend to their sons' education. It is hoped the condition of these schools will gradually improve. Mr. Lucas writes:—

“The large increase in the number of indigenous schools is most satisfactory. The Deputy Educational Inspector seems to attribute this somewhat to accident, but I trust that this is not the case, and that we shall find a steady improvement in this direction.”

59. 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:—

Districts.	Circle of gymnast.	Number of gymnasia on 31st March		Number of gymnasia visited during the year.	Average number of days of halt at each place at each visit.
		1896.	1897.		
Akola ...	1. Schools in the Akola, Khamgaon, and Balapur taluks, excluding those in the town of Akola.	71	77	77	4
	2. Schools in the Akot and Jalgaon taluks...	75	74	74	4.2
Buldana..	1. Schools in the Chikhli and Mehkar taluks	37	36	17	3.3
	2. Schools in the Malkapur taluk ...	32	32	14	6.6
Basim ...	1. Schools in the Basim taluk and 10 schools in the Mangrul circle.	34	33	33	4
	2. Schools in the Pusad taluk and 7 schools in the Mangrul circle.	28	32	32	4
Amraoti..	1. Schools in the Amraoti and Murtizapur taluks, excluding those in the town of Amraoti.	59	59	54	3.4
	2. Schools in the Chandur and Morsi taluks..	74	79	63	2.3
Wun ...	1. Schools in the Yeotmal and Darwha taluks	20	20	20	6
	2. Schools in the Wun and Kelapur taluks and 8 schools in the Yeotmal taluk.	22	22	19	6
Ellichpur	1. Schools in the Ellichpur taluk ...	31	35	35	2
	2. Schools in the Daryapur taluk ...	34	34	...	...
	Total ...	517	533	438	...

There is a slight increase in the total number of gymnasia, but the number of gymnasia visited during the year shows a considerable falling off in Buldana and Ellichpur. The work done by the peripatetic gymnasts under the district boards is reported to be satisfactory in Akola, Basim, and Amraoti, but insufficient and unsatisfactory in the three remaining districts.

Inspecting officers and school masters continue to take increasing interest in physical education. Most of the district board primary schools possess gymnastic apparatus of a simple nature, and schoolmasters are required to see that it is regularly used. In schools not provided with gymnastic apparatus boys are made to play native sports and games under the immediate supervision of schoolmasters. Easy school drill is now taught in most of the primary schools.

In Anglo-Vernacular schools gymnastics and school drill form a part of school curriculum, and every class gets its special half an hour or an hour for physical exercise and school drill. The Educational Inspector, Hyderabad Assigned Districts, gives the following extract from the report of the Head Master, Anglo-Vernacular School, Malkapur:—

“Physical education has a due share of our attention. It has of late been made a part of our school curriculum, and every class has its half an hour or one hour for physical exercise

and school drill. When the time appointed for play in the time tables for each class arrives, the boys are sent out to the play-ground, accompanied by their teacher, who conducts and supervises their plays. In conducting their plays the prescribed standards for gymnastic exercise are generally followed. The pupils under the primary classes are made to play on alternate days native games and elementary drill * * *, and the pupils under the Anglo-Vernacular classes are made to play gymnastic feats and easy school drill. Thus the physical education of every pupil attending the school is carefully and regularly looked after by the teacher of each class, and the boys resort to the play-ground with alacrity, and after half an hour's recreation return to their work with fresh energy."

Under the revised standards gymnastics have been made compulsory under high school standards, and every boy is now made to work in the gymnasium or play-ground under the superintendence of class masters. The work turned out by the high school and training college students is, on the whole, satisfactory and creditable to the teachers concerned. Want of suitable gymnasia at Akola and Amraoti is much felt, and I shall be glad to see it supplied when funds become available.

60. Only one candidate was examined during 1896-97 in the subjects of vernacular standard VI 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 the Anglo-Marathi School, Malkapur, applied for and obtained a certificate of having passed the fifth English standard. One hundred students and ex-students of our schools got employment under Government during the year on salaries varying from Rs. 6 to Rs. 15 a month. Of these, 67 got appointments in the Educational Department, 15 in the Revenue and Civil Departments, 6 in the Police, 3 in each of the Medical and Excise Departments, 2 in the Registration Department, and 1 in each of the Postal, Forest, Public Works, and Survey Departments. Besides these, 11 ex-students were employed by private firms and individuals.

61. The following is a comparative statement for the last five years of the pupils in Government, District Board, and Municipal Schools according to race or creed :—

Schools.	Christians.		Hindus.								Muham- madaus.		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	...	287	68'4	25	5'9	1	'2	68	16'2	381	90'9	38	8'3	3	'7	...	419		
	Middle schools	{ Boys. 2	'05	1,379	40'8	341	10'1	110	9'3	1,204	35'6	3,031	89'8	324	9'6	10	'2	5	'1	3,376
District Board primary schools.	Boys.	9	'02	3,339	10'4	8,646	26'9	1,697	5'2	13,537	42'2	27,219	84'9	4,705	14'6	2	'006	88	'2	32,023
	Girls.	5	'1	670	19'6	510	17'6	43	1'4	1,164	40'1	2,267	78'9	605	20'8	...	...	...	...	2,467
Municipal primary schools.	Boys.	6	'2	468	16'5	127	4'5	117	4'1	1,219	44'2	1,956	69'4	653	20'1	6	'2	...	...	2,821
	Girls.	5	'7	167	24'9	31	4'6	2	'2	239	35'6	439	65'6	221	33'03	3	'4	1	'1	609
Total		27	'06	6,208	14'7	9,681	22'9	1,970	4'8	17,461	41'3	35,320	83'6	6,740	15'9	24	'05	94	'2	42,205
Total for 1893-96		23	'03	5,068	14'9	9,021	22'6	1,781	4'4	16,348	41'04	33,126	83'1	6,602	16'5	16	'04	67	'01	39,854
Do. 1894-95		25	'06	6,748	14'3	8,974	23'1	1,667	4'3	16,024	41'3	32,410	83'0	6,273	16'1	21	'06	45	'01	38,778
Do. 1895-96		30	'07	8,617	14'4	8,978	23'4	1,798	4'7	16,815	41'2	32,138	81'7	6,168	16	21	'05	81	'01	38,408
Do. 1896-97		29	'07	5,501	14'2	8,063	23'3	1,810	4'8	15,768	40'7	32,012	83'07	6,429	16'0	19	'04	48	'01	35,540

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Brahmin pupils of both sexes taken together have increased by 242—boys having increased by 167 and girls by 75. Boys have increased in all grades of schools, but girls have decreased only in middle schools and increased in district board and municipal schools.

The number of Kumbi pupils has increased by 650—boys having increased by 618 and girls by 32. Boys have remained stationary in high schools, but increased in all other schools; while girls have increased in middle and district board schools, but remained stationary in municipal schools.

The number of low-caste pupils has increased by 189, boys having increased by 197 and girls having decreased by 8. Boys have remained stationary in high schools and increased in middle, district board, and municipal schools, while girls have decreased in district board schools and increased in municipal schools.

The total number of Muhammadans has increased by 138, boys having increased by 129 and girls by 9. Boys have increased in high, middle, and municipal schools and decreased in district board schools, while girls have decreased in district board schools and increased in municipal schools.

A comparison of the figures in the above table will show that the number of pupils of each caste has gradually increased during the last five years, the aggregate number being 42,205 on 31st March 1897 against 38,536 at the close of 1892-93.

62. 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 :—

Professions of the parents or guardians of pupils.

Schools.	Cess-payers.	Non cess-payers.					Total.		
		Government servants.	Merchants.	Agriculturists.	Others.	Total.			
High schools—Boys ...	209	83	12	7	103	210	419		
Middle schools—Boys ...	1,563	429	313	159	912	1,813	3,376		
Primary schools. {	Boys {	District Board...	17,585	1,474	3,216	4,445	6,936	16,071	33,656
		Municipal ...	507	252	517	173	1,396	2,338	2,845
	Girls {	District Board...	479	119	167	139	360	785	1,264
		Municipal ...	74	122	126	87	236	571	645
Total ..	20,417	2,484	4,351	5,010	9,943	21,788	42,205		
Total for 1895-96 ...	19,203	2,415	4,398	4,756	9,032	20,631	39,834		
Do 1894-95 ...	17,848	2,782	4,885	4,705	8,606	20,928	38,776		
Do 1893-94 ...	17,014	2,807	5,942	4,418	8,227	21,394	38,408		
Do 1892-93 ...	17,870	2,684	5,968	4,403	7,611	20,666	38,536		

The total number of the children of cess-payers has increased by 1,214 during the year, boys having increased by 1,213 and girls by 1. Boys have increased in all classes of schools, but girls have decreased by 14 in district board schools and increased by 15 in municipal schools. The decrease of girls in district board schools is due to the transfer of district board schools at Karinja to the local municipality, and is nominal. In non cess-payers there is an aggregate increase of 1,157, which is contributed by all the classes, except merchants, in which there is a slight decrease.

Compared with the figures in the preceding four years, the children at school of cess-payers as well as of non cess-payers show a gradual increase, the former having risen from 17,870 on the last day of 1892-93 to 20,417 at the close of last year, and the latter from 20,666 to 21,788 respectively.

Social position of the parents or guardians of pupils.

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

Class of schools.	Richer classes with an income of Rs. 5,000 a year and upwards.	Percent- age.	Middle classes.	Percent- age.	Poor classes with an income of Rs. 200 a year and under.	Percent- age.	Total.		
High schools—Boys—Government.	19	4.5	276	65.9	124	29.6	419		
Middle schools—Boys—Government.	150	4.5	1,876	41.05	1,850	54.7	3,876		
Primary schools.	Boys {	District Board ...	493	1.5	9,759	28.9	23,404	69.6	33,656
		Municipal ...	47	1.6	742	26.08	2,056	72.2	2,845
	Girls {	District Board ...	24	1.9	247	19.5	993	78.5	1,264
		Municipal ...	11	1.7	199	30.8	435	67.4	645
Total ...	744	1.05	12,599	29.8	28,862	68.4	42,205		
Total for 1895-96 ...	687	1.7	11,761	29.6	27,386	68.7	39,834		
Do. 1894-95 ...	605	1.6	11,059	28.5	27,112	69.9	38,776		
Do. 1893-94 ...	706	1.8	9,805	25.5	27,897	72.6	38,403		
Do. 1892-93 ...	771	2	10,630	27.5	27,185	70.4	38,536		

The number of boys belonging to "richer classes" has increased in all the classes of schools except high schools, but the number of girls has slightly decreased in district board schools and increased in municipal schools. On the whole, there is an increase of 57.

The total number of "middle classes" also shows an increase of 838. The number of boys has increased in all classes of schools, but of girls slightly decreased in district board schools and increased in municipal schools.

There is an aggregate increase of 1,476 pupils under "poor classes." Boys show increase in all classes of schools except high schools, while girls show a small decrease in district board schools and increase in municipal schools.

The decrease of girls in district board schools under all classes is owing to the transfer of district board schools at Karinja to the local municipality, and is nominal.

Compared with the figures in the four preceding years, the total number of pupils belonging to richer classes show a gradual falling off in 1892-93, 1893-94, and 1894-95, and a gradual rise in 1895-96 and 1896-97, the number on 31st March last being less by 27 than that on the last day of 1892-93.

The aggregate number of pupils under middle and poor classes may be considered to have gradually increased during the last five years.

64. The new building for the Anglo-Marathi school at Daryapur, which was said in last year's report to be undergoing repairs, was during the year taken over. But the accommodation is found to be insufficient, as the number in the school has since largely increased. The construction of a building for the Anglo-Marathi school at Malkapur has not as yet been taken in hand. The project for constructing a building for the Anglo-Marathi school at Akola has been abandoned for want of funds. Want of accommodation is also felt at Shegaon, Chikhli, and Karinja, but, looking to the present hard times, there is no knowing when it will be satisfied.

School houses.

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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	1	7,108 3 4
Euldana	3	...	3,565 2 5
Basim	1	1	3,733 5 1
Amraoti ... ..	...	...	1,108 10 7
Wun	2	...	5,240 5 5
Ellichpur	2	...	1,080 0 3
Total ...	10	2	21,780 11 1

The sum of Rs. 21,780-11-1 mentioned above includes Rs. 5,865-14-9 paid from general revenues, Rs. 14,861-12-4 from district funds, and Rs. 1,053 from subscriptions.

It appears from the reports of the Deputy Educational Inspectors that new buildings are required for 88 primary schools, 25 require additional accommodation, and 39 are held in rented buildings. The question of providing village schools with cheap plans (*vide* correspondence ending with my letter No. 2252, dated the 2nd October 1896, to your address) has not as yet been finally disposed of.

65. Repairs to school houses were executed at a cost of Rs. 18,754-10-5 against Rs. 22,139-4-7 in the preceding year; Rs. 1,053-10-8 having been spent from general revenues, Rs. 14,653-1-4 from district funds, Rs. 2,285-6-2 from municipal funds, and Rs. 762-8-3 from subscriptions.

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

Schools.	Cost.		
	Rs.	a.	p.
Secondary schools	532	15 10
Primary schools	1,214	15 3
Total	1,747	15 1

Shilpa Kala Vidnyan, an industrial magazine, continues to be supplied to some of the important schools. *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 LIV to LVI of the *Indian Art Journal* were during the year supplied to the more important secondary schools and the training college. *Indian Journal of Education* is supplied to the two high schools, the training college, and some of the important Anglo-Vernacular schools.

Furniture of the value of Rs. 6,920-12-11 was supplied during the year to all classes of schools.

V.—SCHOOL EDUCATION—SPECIAL.

67. The following table compares the statistics for the past year of the Training College with those of the four preceding years:—

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 examination.												Number of students who obtained employment.		
	Marathi side.		Hindustani side.			Marathi side.	Hindustani side.	Total.	First year's course.						Certificate examination.						Marathi side.	Hindustani side.	Total.
	Stipendiary.	Free.	Stipendiary.	Free.	Total.				Examined.			Passed.			Examined.			Passed.					
						Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.			
1892-93 ...	60	...	16	...	75	56	13	69	29	7	36	19	5	24	24	6	30	14	6	20	27	2	39
Students of the College ...	60	...	16	...	75	56	13	69	29	7	36	19	5	24	24	6	30	14	6	20	27	2	39
Pupil-teachers in other schools ...	17	...	...	...	17	13	...	13	10	...	10	5	...	5	...	...	...	...	...	...	...	...	...
Total ...	77	...	16	...	92	69	13	82	39	7	46	24	5	29	24	6	30	14	6	20	29	2	31
1893-94 ...	60	3	15	...	77	55	13	68	28	7	35	20	7	27	24	6	30	8	4	12	16	3	21
Students of the College ...	60	3	15	...	77	55	13	68	28	7	35	20	7	27	24	6	30	8	4	12	16	3	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 ...	56	...	14	2	72	55	14	69	32	7	39	20	5	25	21	6	27	7	3	10	23	4	27
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
1895-96 ...	54	1	15	1	71	53	15	68	29	8	37	15	3	18	17	5	22	14	2	17	17	5	22
Students of the College ...	54	1	15	1	71	53	15	68	29	8	37	15	3	18	17	5	22	14	2	17	17	5	22
Pupil-teachers in other schools ...	...	...	...	...	...	...	...	...	3	...	3	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	54	1	15	1	71	53	15	68	32	8	40	15	3	18	17	5	22	14	2	17	17	5	22
1896-97 ...	49	2	9	...	60	48	12	60	27	9	33	25	7	32	19	5	24	12	3	15	27	4	31
Students of the College ...	49	2	9	...	60	48	12	60	27	9	33	25	7	32	19	5	24	12	3	15	27	4	31

* These are paying students.

The scheme for the reorganization of the Training College at Akola was finally sanctioned by the Resident in his Secretary's letter No. 3702, dated the 3rd November 1896, and was given effect to from the 1st December following.

The object of the new scheme is to improve the quality and status of trained men, and the principal changes it has made in the constitution of the college are:—

I. The number of stipendiary students is to be 60—50 on the Marathi side and 10 on the Hindustani side—each drawing Rs. 6 per mensem, instead of 75—60 on the Marathi side and 15 on the Hindustani side—31 drawing Rs. 7 and 44 Rs. 6 per mensem each.

II. Candidates for admission to the college must have passed vernacular standard VI or Anglo-Vernacular standard III instead of vernacular standard IV. The admission of candidates on the Marathi side is to be annual, while that on the Hindustani side is to be biennial.

III. No free students are to be admitted to the college, but paying students will be admitted on the same conditions as are applicable to the stipendiary students, the fee rates for the 1st, 2nd, and 3rd year's courses being annas 4, annas 8, and Re. 1 per mensem respectively.

IV. The training on the Marathi side is to consist of three courses, each of one year's duration, instead of two, while on the Hindustani side it is to consist of two courses as hitherto.

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V. The teaching staff is strengthened by the addition of one more assistant, 2 assistants being added to the Marathi side and 1 reduced on the Hindustani side.

VI. Hitherto second year men only were entitled to certificates of Rs. 15 and 12, but under the new scheme the third year men will obtain certificates of Rs. 25 and 20, the second year men of Rs. 15 and 12, and the first year men of Rs. 10.

The Training College Code has been revised and new courses of study drawn up consistent with the tenor and object of the sanctioned scheme. The revised code with the courses of study will be found in appendix C to this report.

The number of pupils in the college on the 31st March 1897 was 60, or 11 less than in the previous year, 51 being on the Marathi side and 9 on the Hindustani side.

68. The annual examination was held in October last, and the results show considerable improvement over last year. In the first year's course the total number of passes increased from 18 to 32 and the percentage of passed to examined from 45 to 88.8. In the second year, or certificate examination, the number of passes decreased from 17 to 15, and the percentage of passed to examined from 77.2 to 62.5. Thus the results of the first year's course were very satisfactory and of the second year's course very fair.

On the Marathi side 12 passed out of 19 examined in the second year's course, and 25 out of 27 examined in the first year's course. Nine of the second year passed men were promoted to the third year's course, and 15 of the first year passed men to the second year's course under the new scheme.

On the Hindustani side 3 passed out of 5 examined in the second year's course, and 7 out of 9 examined in the first year's course. All the first year passed men were promoted to the second year's course.

The results on the Hindustani side were on the whole satisfactory, though not quite as good as they were on the Marathi side.

69. During the year under report 31 students were sent out as masters and assistant masters against 22 in the preceding year on salaries varying from Rs. 10 to Rs. 12.

70. The old practice of holding an examination for entrance into the college simultaneously at the six head-quarter stations was done away with, and candidates for admission to the college were during the year examined at Akola by myself, assisted by the college staff, on 16th November 1896. Ninety-three candidates who had passed either the vernacular standard VI or Anglo-Vernacular standard III appeared for the examination on the Marathi side, and out of them 25 were selected for admission to the college. Five candidates appeared on the Hindustani side, of whom two were found fit for admission. The change in the examination promises to be a success, as the number of candidates was really beyond all expectations, affording ample field for selection.

71. On the 31st March 1897 the numbers of boarders in the Hindu and Muhammadan boarding houses were 39 and 10 respectively. The total receipts during the year, including the previous year's balance, amounted to Rs. 2,841-12-2 and the total expenditure to Rs. 2,594, leaving a balance of Rs. 247-12-2 at the close of the year. The average monthly charge for each Hindu boarder was Rs. 4-15-1, and each Muhammadan boarder Rs. 4-13-1.

Physical education.

72. Gymnastics and drill continue to be well attended to in the college. The Principal of the College writes :—

"This branch of education receives, I may say, its best attention here. Athletics having been given an equal importance with the other subjects, receive due attention both from the gymnast and the students. During my whole career of nearly 23 years I never saw gymnastics taught so regularly and systematically at a school. They have been introduced in most schools in the province, but both for want of competent and regular teachers as also for that

of the subject not obtaining its due place in the course of studies in an equally important degree, they have naturally been suffered to occupy an humble position more or less. It has consequently been a very interesting sight to me to witness the various practices of gymnastics and the disciplinary instruction of drill regularly gone into in the cool hours of the evening. The gymnast, Mr. Bulwant Rao, appears to be a competent master, and generally takes a fair amount of interest in bringing up his pupils. Most pupils seem to feel delight in the practice of gymnastics; but there are, I must say, a few of them who go in for it more for compulsion than a genuine desire, and are often seen to bring forward various pretexts for avoiding it. I have been surprised to find some of the Muhammadan students in the latter category, as, according to my experience of Muhammadan boys, I should have expected them to love gymnastics even more than their books. The college discipline, however, spares no body, except in cases of physical disability or urgent business. Students avoiding gymnastics without permission are visited with fines, which are a fair check on their avoiding tendency."

73. The practising school attached to the Training College had on its rolls 71 pupils on 31st March 1897 against 61 at the close of the preceding year. The average number on rolls and the average daily attendance were 63 and 50 respectively against 55 and 40 in the preceding year. The school presented 41 boys for examination under standards I to IV, and passed 28 or 68 per cent. The school is doing fairly well on the whole, but the master ought to pay more attention to the infant class and see that the beginners are properly looked after.

74. All the inspecting officers, head-masters of high schools, and the Principal of the Training College report that schoolmasters generally 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 inspecting officers and schoolmasters to maintain proper discipline in schools and to raise the moral tone of their pupils:—

The Educational Inspector, Hyderabad Assigned Districts, says:—

"All the masters do their best to enforce discipline in school, and take care that their boys behave well. Some even attempt to watch their conduct outside the school. With a view to keep proper discipline in the different classes, the monitorial system has been introduced and has been in force for some years. Most of the head-masters report that it is fairly successful, and that boys vie with one another in good conduct to obtain the honourable place of the monitor of a class. Some of the masters seem to be alive to the dangers of boys being made to watch the conduct of their companions, and do their best to prevent the system from degenerating into one of espionage."

The Deputy Educational Inspector, Basim, says:—

"Each master now realizes the necessity of directing his particular attention to the moral behaviour of the children under his charge, as it assists him a great deal in maintaining order and discipline in his school. Love for truth, obedience to orders, habits of regularity and temperance, respect for elders, fear of God, adherence to the observances of one's own religion, and cleanliness in respect of one's own body and clothings are the principal things to which the masters have paid their attention, and the reading series is largely drawn upon in impressing these traits of good behaviour upon the minds of the children with tangible results in most of these particulars."

The Deputy Educational Inspector, Ellichpur, says:—

"Moral education, which is a necessary accompaniment of intellectual training, continues to receive the attention it deserves at the hands of teachers and the taught in our Government schools. The degree of prominence that attaches itself to the subject has been repeatedly brought to their notice. No particular text has been prescribed to teach boys principles of good moral conduct, and the study of such a book will have no permanent effect upon the behaviour of students unless the personal conduct of a teacher is such as to place before them the living illustration of the truths involved therein. But the want of such a specified book has been well supplied by the present reading series, which is replete with prose lessons and poetic selections conveying beautiful ethical sentiments and illustrating the general principles of right conduct. When examining the boys I generally take care to see whether such passages have been fully explained to them and properly grasped by them."

The Principal, Training College, says:—

"An institution like this college, imparting secular and moral instruction, and segregating to a great extent its inmates from contagion with the outside world by confining them within its limits and giving them food and shelter within its premises, is highly calculated to develop the moral nature of the youth and to preserve its purity for ameliorating operations before unhealthy influences begin to act upon it. Before, however, the admission of the students into

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the college, their moral physique has already been subjected to evil influences, and as a complete segregation is impossible, all that the college can do is to do its best and effect such reform as it can. Not only is moral education given to the boys in theory in the course of general instruction, but its practical effect on their conduct is also watched. The text book on school discipline, which is placed in the hands of students, and which is read and explained, gives ample opportunity to the teacher to dwell at length on ethics, and trace every case in hand to its very cause. Such teaching assumes the form of an interesting conversation with the students, whose faces brighten as they enter into it. Such continued exercise for a period of three years must bear its own fruit."

75. I have to add nothing to what has been said on the subject in previous reports. Every opportunity is availed of to add lessons or sentences bearing on principles of morality. The Berar series was revised during the year, and a few lessons having good morals have been inserted in it

Moral text-books.

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

Drawing.

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 ...	27	17	20	7	11	11	2
Amraoti do ...	21	12	11	11	6	6	...
Akola Training College ...	24	7	10	9	8	8	...
Total ...	72	36	41	27	25	25	2
Total for 1895-96 ...	79	22	27	31	28	28	...
Do. 1894-95 ..	86	20	42	38	18	18	1
Do. 1893-94	68	24	26	17	9	9	...
Do. 1892-93 ...	77	12	4	9	4	4	...

Besides the above, 2 boys from the Akola high school passed the 2nd grade Art Examination and obtained certificates.

The results of the Akola high school and the Training College are slightly better; and though the Amraoti high school shows falling-off in the number of certificates obtained, its results in free-hand drawing, geometry, and model drawing are decidedly better than last year.

77. On the 31st March 1897 the number on rolls was 17 against 9 on the same date of the previous year distributed as under :—

Industrial training, Amraoti Industrial School.

	On 31st March 1896.	On 31st March 1897.
Carpentry class ...	4	7
Smithing do ...	3	3
Tailoring do ...	2	7

The *mochi* class still remains unopened owing to want of qualified candidates. The average monthly number on rolls and the average daily attendance during the year were 14.5 and 12 respectively. Of the 17 students, 8 are Brahmins, 2 Parbhus, 1 Telugu, 1 Vidur, 1 Gurava, 1 Sutar, 1 Burud, 1 Bedar, and 1 Muhammadan. Eight of these students hold scholarships, and the rest are free students.

Mr. Talvalkar, Head Master, High School, continues to look after the school as Superintendent. Mr. R. R. Chinchore, L.M.E. & D.A.G., Deputy Superintendent and Head Master, went on six months' leave from the 25th December 1896, and his work of management has been temporarily entrusted to the teacher of carpentry, Ramchandra Vinayak Bhalerao.

The total cost of maintaining the school amounted to Rs. 1,867-9-1, while net profits for the year amounted to Rs. 576-4-0. This is satisfactory considering that the school has been in existence for fifteen months only. The school has

made marked advance during the year, and will, it is hoped, show further development and progress as it gains more experience.

Akola Industrial School.

78. As usual, the Superintendent has kindly supplied the following information :—

The number of pupils on the 31st March 1897 was 12 against 13 of last year. The average number on rolls and the average daily attendance during the year were equal, *viz.*, 10.5. Of the 12 pupils, 7 are Christians, 3 Mussulmans, 1 Mahar, and 1 Brahmin.

Mr. Rogers says :—

“ In regard to the general interest of the work, we have been enabled to add to our machinery so as to give some instruction in fitter's work. The work has upon the whole been by far the most satisfactory of any since the beginning of the work. One young man who finished his course with us has gone out to serve in a carpentry shop, and is giving excellent satisfaction. We are looking to much enlarged usefulness in our work, as there are a number of boys in the orphanage who will be coming into the work before long.”

79. This class is attended by 18 pupils against 14 in the previous year.

Rao Sahab Deorao Vinayak's Practical Engineering Class at Akola.

The average number on rolls monthly and the average daily attendance were 15 and 14 respectively. Of the 18 pupils, 11 are Brahmins, 4 other Hindus, 2 Muhammadans, and 1 Christian.

Instruction is imparted in the following branches of industry :—

(1) Engineering, (2) Fitting, (3) Carpentry, and (4) Smithing.

As regards the success of the class, Mr. Deorao says :—

“ The class has been, I am glad to inform you, gaining ground, and the pupils attending it seem to have been well contented. I have in my last year's report stated fully the objects with which I opened it, and I am in a position now to say with confidence that I shall be able to continue it usefully. Nine out of 18 pupils are the oldest; 7 of them have gained knowledge enough to make them good fitters. They had an independent charge of a few gins each during the cotton season, and their work was as fair as could be expected. I am sure most of them will find suitable employment as fitters and engine-drivers next season. Some of them have higher ambition, and also means to satisfy it. I have therefore made up my mind to send them to Bombay after the city shall have regained its normal health. They have got intelligence and capacity to grasp things, and I believe an year's stay in Bombay will make them good engineers, provided they are admitted to the examination hall. The new students who joined the class since my last report have shown their firm desire and readiness for the work, and all I can with confidence say with regard to them is, that they will make themselves in course of time respectable members of society, and will be able to live independently and upon their own means.”

“ I have not yet made any hard and fast rules regarding the class, but I shall do so when the class makes a firmer footing. Up to this time the class has been managed by its Superintendent, Mr. Yadneshwar Anant Vaidya, without any rules, and he found no difficulty in managing the same to the satisfaction of the parties concerned.”

80. On the 31st March 1897 there were classes only in four of the primary schools in the Akola district with 55 pupils receiving instruction in land measuring.

The Deputy Educational Inspector, Akola, writes :—

“ The examination of these classes was entrusted to the Sub-Deputy Inspector, who reports that the boys had only committed to memory the Symond's tables. But no instruction in land measuring was given. These institutions do not attract many candidates, as there are no prospects open to them. Though these schools are supplied with survey rods and cross-staves, yet the progress does not go beyond the Symond's tables. Unless preference is given to the passed pupils and competent men are engaged in teaching them, it is useless to expect any good coming out of these classes.”

Mr. Prideaux, Deputy Commissioner, Akola, says :—

“ I notice with regret that no practical field work was exacted from the pupils. The object of these classes is to teach would-be patwari's surveying, and unless pupils are actually taught measurement, that object is not fulfilled. Preference will doubtless be given to trained pupils by the revenue authorities when the Educational Department turns out men thoroughly competent to hold patwari's posts.”

First class masters turned out from the Training College under the new scheme will, it is hoped, be able to do full justice to the subject.

VI.—FEMALE EDUCATION.

Schools for girls under public management.

81. 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 numbers on roll during		Average daily attendance.		Fees collected.		Expenditure.	Annual cost of educating each pupil.
	1896.	1897.	1896.	1897.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.		
									Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola { District Board.	15	14	523	532	511	494	298	292	96 3 0	88 9 0	2,475 10 2	5 0 2
{ Municipal	5	5	291	296	293	298	194	203	36 10 9	37 8 6	2,341 5 8	8 2 0
Buldana District Board.	6	6	225	219	210	209	133	139	38 13 0	37 13 6	1,479 10 9	7 1 3
Basim District Board.	2	2	100	90	90	89	66	59	14 9 3	13 8 0	523 10 5	5 14 1
Amraoti { District Board.	6	4	250	152	246	178	157	112	41 15 0	25 5 3	630 11 1	3 9 4
{ Municipal	3	5	167	301	169	243	149	159	34 8 9	49 8 6	1,935 5 0	8 0 6
Wun { District Board.	4	2	101	49	97	44	61	29	19 7 0	8 7	294 5 1	6 11 0
{ Municipal	6	1	...	48	...	32	23	...	8 2 0	159 3 1	4 15 7	...
Ellichpur District Board	...	7	174	...	164	196	...	104	29 9 9	32 9 0	1,586 6 9	8 1 6
Total	47	46	1,831	1,909	1,779	1,771	1,123	1,143	311 12 6	301 7 3	11,446 4 0	6 7 7
Total for 1895-96	47	47	1,899	1,831	1,733	1,778	1,138	1,123	308 13 9	311 12 6	11,677 4 2	6 9 0
Do. 1894-95	46	47	1,773	1,809	1,714	1,732	1,119	1,135	303 5 0	308 13 9	12,100 9 0	6 15 9
Do. 1893-94	46	46	1,685	1,773	1,629	1,714	1,072	1,119	281 12 9	303 5 0	10,754 5 7	6 4 4
Do. 1892-93	44	46	1,653	1,685	1,654	1,629	994	1,072	281 14 0	261 12 9	9,804 4 7	6 0 3

The above table shows a decrease of two schools—one in Akola and one in Wun, and an increase of one school in Ellichpur, and thus the total number of schools has decreased by one. The Marathi and Hindustani schools at Karinja and the Marathi school at Yeotmal were transferred to the local municipalities, and consequently there is an increase of three in municipal schools and a corresponding decrease in district board schools. The number of pupils has increased in all municipal schools and in district board schools in Akola and Ellichpur, but decreased in district board schools in Buldana, Basim, Amraoti, and Wun. The decrease in Amraoti and Wun is owing to the transfer of schools at Karinja and Yeotmal to the local municipalities, and is nominal. It will be observed that though the aggregate number of pupils as well as the average daily attendance have slightly increased, the total expenditure and the cost of educating each pupil have slightly decreased. The fee receipts show a slight falling-off.

In the Akola district, the Municipal Marathi school at Akola continues to be efficiently managed by a trained mistress from Poona; but thinking that her services were not recognized, she has gone on a year's furlough, and perhaps will not return if she secures better prospects elsewhere. The school at Khamgaon was placed under a competent 1st class trained mistress from the Female Training College, Poona; but as the municipality refused to pay her according to her certificate, she went back to the Bombay Presidency at the close of the year. A competent and experienced trained master was secured from the Central Provinces for the Marwadi girls' school at Khamgaon, but the municipality refused to sanction an increase in the pay of the post as previously promised, and consequently his services could not be secured. The school-house at Patur was destroyed by fire, and the school had to be removed to the upper story of the patel's *chowdi*; but the people did not like the place, and as no other house was available, the school considerably suffered both in attendance and progress. The schools at Paturda, Jalgaon, and Akot have slightly improved under the present masters, but the Hindustani schools at Akola, Khamgaon, and Akot have lost both in numbers and efficiency. The remaining schools continue to be in an indifferent state.

In the Buldana district the school at Deulgaon Raja is the best attended school in the district, but it did not cut a good figure in the examination. The school at Buldana did well in the examination on the whole, but continues to be poorly attended. The schools at Malkapur and Fatehkhelda show no improvement both in number and efficiency, and require to be placed under better masters. The attendance at Sindkhed is pretty fair, but the work turned out was on the whole poor. The Hindustani school at Malkapur has on the whole lost during the year both in number and efficiency.

In the Basim district, the Marathi school at Basim has not still advanced beyond standard I, though the attendance continues to be fair. The Hindustani school at Mangrul Pir still shows want of life. It has recently been placed under a competent master, and is expected to improve before long. The aided Mission school at Basim is attended by 8 girls and 2 boys, and is not well reported on.

The District Board Marathi school at Murtizapur has slightly improved in efficiency, but continues to be poorly attended. The Marathi school at Kholapur shows no improvement both in attendance and progress, but the Hindustani school there continues to be well managed. The Hindustani school at Talegaon Dashasahasra is reported to be in an indifferent state. The Municipal Marathi school No. I at Amraoti showed no improvement during the year though presided over by a 1st class trained mistress. She left in March last to take up an appointment in the Bombay Presidency. The No. II Marathi school at Amraoti has considerably improved in number, and is doing fairly well on the whole. The Hindustani school at Amraoti continues to be in a fair state of efficiency. The Marathi and Hindustani schools at Karinja have been recently placed under new masters, and are expected to improve before long.

In the Wun district, the Municipal Marathi school at Yeotmal is reported to be doing well. The school at Wun has recently been placed under a careful and competent master, and is likely to show improvement soon. The Hindustani school at Ner Parsopant continues to be in a fair state of efficiency.

The Marathi school at Ellichpur Cantonment has under the able and efficient management of the present trained mistress achieved a considerable degree of popularity, and is doing excellent work. The Marathi school at Daryapur is well attended, and is doing a fair sort of work under an untrained mistress. The Marathi school at Anjangaon was placed under a trained mistress from Poona, but she fell sick shortly after her arrival, and the school suffered both in number and efficiency owing to her long absence on leave. The new school at Sirasgaon Kusba had 26 girls on rolls at the close of the year. The Hindustani schools at Ellichpur Cantonment, Karajgaon, and Anjangaon still continue to be in a very backward state.

The schoolmistress at Akola received no promotion during her service of about ten years, although her work was found to be quite satisfactory. The schoolmistress at Amraoti left in March last to take up an appointment in the Bombay Presidency. The schoolmistress at Khamgaon also did the same, as she could not get pay according to her certificate. These trained mistresses from the Female Training College, Poona, accepted service in Berar at considerable inconvenience to themselves in the hope of getting better pay, but when they found that they were not adequately remunerated, they naturally thought of getting themselves employed in their own province, which is to be regretted.

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

The present state of female education.

Institutions.	No. of pupils attending			Average number on roll monthly of girls attending			Average daily attendance of girls attending			No. of passes in standards							
	No. of institutions.	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.	...	...	1	1	...	1	1	...	1	1	...	...	...	...	...	...	...
District Board schools	35	1,283	1,634	2,897	1,209	1,169	2,368	758	656	1,414	220	97	46	35	3	...	399
Municipal schools	11	645	24	669	563	19	582	305	12	307	73	52	31	14	4	4	174
Aided schools	3	90	45	135	99	35	134	81	25	106	9	12	3	4	3	1	32
Unaided schools	...	...	5	5	...	5	5	...	5	5	...	...	...	...	...	...	...
Total	40	1,998	1,709	3,707	1,870	1,220	3,090	1,224	729	1,953	302	161	80	51	10	5	609
Total for 1895-96	51	1,933	1,596	3,441	1,697	1,152	2,849	1,214	633	1,847	365	142	101	50	19	2	609
Do. 1894-95	52	1,915	1,042	2,957	1,654	746	2,400	1,231	431	1,662	254	154	64	51	17	2	664
Do. 1893-94	51	1,903	352	2,255	1,474	206	2,124	1,223	169	1,392	269	169	109	69	21	4	629
Do. 1892-93	52	1,864	270	2,124	1,793	168	1,961	1,198	108	1,306	238	173	107	63	18	6	625

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

Though the total number of schools has decreased by 2, the number of pupils on rolls has risen by 266, the average monthly number on rolls by 41, and the average daily attendance by 102. It is gratifying to observe that the number of girls attending boys' schools has increased by 201. A comparison of the figures during the last five years shows that though the number of schools has decreased by 3, the attendance of girls at schools has increased from 2,124 to 3,707, or by more than 75 per cent. This clearly indicates that female education is year by year gaining ground and becoming more and more popular. The number of passes has increased under standards II, IV, and VI, but decreased in standards I, III, and V, the total for the year showing a decrease of 60. As regards the attendance of girls in boys' schools, Mr. Prideaux, Deputy Commissioner, Akola, says:—

"I have to note with satisfaction that the practice introduced by the Director of allowing girls to attend boys' schools is succeeding, as would appear from an increase in the number of such girls from year to year."

The Deputy Educational Inspector, Ellichpur, says:—

"It is very gratifying to note that this important movement initiated and developed by the Director of Public Instruction during the course of the past two years has done an immense good to the cause of female education. It is admitted that the limited funds at the disposal of the district board and municipal bodies has been a serious impediment to the promotion of female education in the province. But the difficulty has been very wisely obviated by the enlightened and economical policy pursued by the Director of Public Instruction, Hyderabad Assigned Districts, in this respect."

The Deputy Educational Inspector, Basim, says:—

"Taking the statistics of the three girls' schools as given above, it cannot be said that the proper machinery at command for the diffusion of knowledge among females was in any way doing satisfactory work. We have, however, an auxiliary system to supplement the efforts of this machinery. Our boys' schools are perhaps doing more useful work in this direction than our girls' schools. At the end of 1895-96 there were 150 girls attending boys' schools, while the number of such girls was 182 at the close of the year reported on, or an increase of 32, of which the Hindustani boys' school at Basim alone contributes 20. The girls were distributed over the first three boys' standards, and were receiving better education than their sisters in the girls' schools, for the standards for boys' schools are many times more difficult than those for girls' schools. So taking the total number of girls under instruction in the district, which was 280 against 257, female education may be said to have received some impetus during the year owing to the continued efforts of masters of boys' schools to attract more girls to attend them."

VII.—EDUCATION OF SPECIAL CLASSES.

83. There is only one school in the province for Europeans and Eurasians, *viz.*, the Catholic School at Amraoti. On the 31st March 1897 it had a roll of 20 boys and 38 girls against 17 boys and 39 girls on the same date in the previous year. Of the 20 boys, 17 were Christians and 3 Parsis, and of the 38 girls, 29 were Christians, 7 Parsis, and 3 Brahmins. The average number on the rolls monthly and the average daily attendance throughout the year were 16 boys and 33 girls and 14 boys and 30 girls respectively. As mentioned in the last year's report, the school was examined in September last. The highest standard taught to the girls was the seventh, and to the boys the fourth. Eleven boys and 17 girls were presented for examination, of whom 8 and 13 respectively passed. The Educational Inspector, Hyderabad Assigned Districts, says:—

"Kindergarten toys and songs, drawing, paper-folding exercises, needle-work, and singing form and continue to be an excellent feature of the school. The boys and girls are cheerful and happy. Since the boys' department has been again looked after by the sisters, its discipline has improved; and although their number is still much below that of girls, their studies are nearly on a par. Altogether the school continues to be excellently managed."

(b) Mussalman—Statistics of Hindustani schools.

84. The following table gives the statistics of Government, District Board, and Municipal schools:—

District.	No. of schools on 31st March						Number of scholars on 31st March						Number of pupils examined and passed under																				Grand Total.							
	1896.			1897.			1896.			1897.			Primary Urdu standards										Secondary Anglo-Urdu standards																	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	I.	II.	III.	IV.	V.	VI.	Total.	I.	II.	III.	IV.	Total.	Examined.	Passed.														
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.														
Akola	Government	1	1	1	1	1	37	...	87	39	...	39	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20	8	8	5	8	2	...	...	36	15	36	15
	District Board	16	1	17	15	1	16	716	96	811	719	137	856	142	107	69	52	77	52	38	25	12	3	5	3	363	212	...	...	...	...	...	...	...	...	...	...	363	242
	Municipal	3	2	5	3	2	5	282	124	406	330	120	450	68	35	41	24	43	32	26	19	3	2	181	108	181	106
Baldana District Board	15	1	16	15	1	16	619	72	721	668	73	739	118	74	87	34	60	28	43	16	25	5	333	160	333	160
Basin District Board	4	1	5	4	1	5	265	106	371	271	124	395	71	37	41	19	38	16	16	3	4	1	...	...	170	76	...	...	...	...	...	...	...	...	...	...	...	170	76
Amroht	Government	1	...	1	1	...	36	...	96	32	...	32	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	6	8	4	7	1	...	...	28	11	28	11
	District Board	14	3	17	13	2	15	686	198	894	560	134	694	153	100	106	66	62	45	39	20	13	5	378	236	378	236
	Municipal	2	1	3	3	2	5	185	55	240	232	100	332	76	55	62	34	37	23	33	17	6	2	214	131	214	131
Wan District Board	5	1	6	6	1	7	197	57	254	237	23	260	48	35	28	17	25	16	21	11	5	2	...	...	127	91	...	...	...	...	...	...	...	...	...	...	...	127	81
Ellichpur	Government	1	...	1	1	...	50	...	50	54	...	54	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	6	11	6	7	5	9	1	42	18	42	16
	District Board	11	3	14	11	3	14	476	95	565	484	99	583	80	44	67	29	49	20	38	17	12	3	246	119	246	119
	Municipal	3	...	3	2	...	150	...	159	162	...	162	22	15	25	18	19	13	12	9	...	...	...	...	...	78	55	...	...	...	...	...	...	...	...	...	...	78	55
Total	75	13	89	75	13	88	3,741	803	4,544	3,836	809	4,645	778	508	540	293	410	251	266	134	80	23	5	3	2,065	1,206	48	20	27	15	22	8	9	1	108	44	3,191	1,259		
Total for 1885-96	74	13	87	75	13	88	3,687	718	4,405	3,741	803	4,544	701	509	502	299	410	220	265	151	48	25	5	1	1,931	1,205	45	17	31	12	26	7	...	...	102	39	2,033	1,241	
Do. 1894-95	73	13	86	74	13	87	3,714	637	4,351	3,657	718	4,405	671	442	511	345	426	239	236	135	35	15	5	2	1,884	1,178	46	20	29	14	22	13	...	...	97	47	1,981	1,225	
Do. 1893-94	73	13	86	73	13	86	3,686	564	4,250	3,714	637	4,351	712	540	603	381	369	236	221	161	38	24	2	...	1,845	1,342	41	24	29	20	23	11	6	5	99	60	1,943	1,402		
Do. 1892-93	72	12	84	73	13	86	3,630	493	4,122	3,086	564	4,650	736	562	521	376	353	191	225	162	23	16	8	8	1,866	1,305	38	18	27	15	18	15	...	...	77	46	1,913	1,353	

The above table has been slightly altered to suit the nomenclature of the revised standards which came into force during the year under report, and the figures representing the results of examination under several standards for the last five years have been adjusted accordingly.

The total number of Hindustani schools for boys and girls has remained unchanged, but the number of boys and girls under instruction has increased by 95 and 6 respectively. In this table, Muhammadan boys attending other than Hindustani or Anglo-Hindustani schools have not been included. If we add 35 Muhammadan boys attending the high schools, 12 attending the Training College, 1 attending the Industrial School at Amraoti, and 2,240 studying in the Marathi and Anglo-Marathi schools, and deduct 180 non-Muhammadans in Hindustani schools, the total number of Muhammadan pupils in all classes of schools under public management will be 6,753 against 6,618 of the last year.

The number of Muhammadan pupils in schools under private management on the 31st March 1897 was 708 against 615 in the previous year. Thus, the total number of Muhammadan pupils under instruction at the close of the year under report was 7,461 against 7,233 on the last day of the previous year.

The number examined and passed have both increased during the year. The numbers passed under vernacular standards III and VI and Anglo-Vernacular standards I, II and III have increased, while under other standards they have decreased. The class under standard IV in the Anglo-Urdu school, Ellichpur City, is now attended by 9 pupils.

85. Mr. Ghulam Husain, Special Magistrate of Akot, continues to accommodate the Hindustani girls' school at that place in his own house. Mr. Daood Khan, Nawab of Ellichpur, continues to accommodate the City Anglo-Urdu school in a portion of his palace. Mr. Fatteh Ali Khan, Special Magistrate of Amraoti, has lent his *imambara* for the use of the local Municipal Hindustani boys' school No. I. The boys' school at Panaz, Ner Pinglai, Chandur Bazar, Surji, Kasadpura, and Digras, and the girls' schools at Kholapur, Anjangaon, and Karajgaon, are held in houses belonging to Muhammadans who charge no rent. The Muhammadans of Nandgaon Peth continue to pay for the services of an English teacher in the local Hindustani school. In addition to this, there were, as usual, subscriptions and donations for the fees and books of poor boys. Mr. Saiyid Nur-ud-din, Kazi of Akot, continues to render help to the local Hindustani schools. The members of the school committee at Pimpalgaon Raja deserve special mention for their providing 18 poor boys and girls with food, clothing, and school fees during the present days of scarcity. The Ellichpur municipality gives a contribution of Rs. 300 for the maintenance of the fourth standard class in the Anglo-Urdu school there.

86. There are now two schools for the aboriginal races—one at Chikalda and the other at Dharni, which latter was opened in November 1896. On the 31st March 1897 the total number of aboriginal pupils was 213 against 166 at the close of the previous year. During the year under report 61 pupils were examined, of whom 20 passed in the first standard, 7 in the second, 5 in the third, 1 in the fourth, and 4 in the fifth. The boy who was studying the standard IV in the Amraoti high school has left the school, and is now attending the private high school there.

Low-castes.

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

District.	Number of low-caste pupils on 31st March				
	1893.	1894.	1895.	1896.	1897.
Akols	803	800	709	679	708
Buldana	276	257	209	264	239
Basim	98	88	83	108	155
Amraoti	313	325	361	322	376
Wun	80	100	107	133	149
Ellichpur	241	223	205	280	343
Total	1,810	1,798	1,667	1,781	1,970

The above table has been slightly changed owing to the change in the nomenclature of the standards of study. It will be observed that the number of pupils under instruction, the number examined, and the number passed show a satisfactory increase in all standards from I to VI. One low-caste pupil is studying under standard V in the Akola high school.

The number of special schools for low-castes continues to be the same.

Janu Mahar of Parus maintains a small boarding-school at Akola for the boys of his caste, and gives free boarding to those who are unable to pay for their food and clothing. During the year under report he has constructed a suitable building for the accommodation of the boarding-school at a cost of about Rs. 3,000. His example will serve as a model for imitation to the people of other castes.

VIII.—PRIVATE SCHOOLS.

89. These schools do not conform to the curriculum of public schools and are not examined by Government officers. On 31st March 1897 there were, as reported by the Deputy Educational Inspectors, 5 schools attended by 157 scholars against 7 schools with 156 scholars at the close of the previous year.

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

90. At the beginning of the year the Text-book Committee had 12 books on hand for review, and 4 books were sent to the Secretary during the year. He reported on 6 books, and the remaining 10 books are under consideration of the members of the Committee.

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

92. The stock account of the depôt for the year 1896-97 is as follows:—

		<i>Receipts.</i>		Copies.		Amount.		
						Rs.	a.	p.
Balance on 31st March 1896	...	...	136,458	15,483	9	7		
Books and maps purchased during the year	...	190,124		23,674	11	9		
		Total		326,582		39,158 5 4		

		<i>Disbursements.</i>		Copies.		Amount.		
						Rs.	a.	p.
Books and maps sold during the year	...	128,026		17,558	0	0		
Balance on 31st March 1897	...	198,556		21,600	5	4		
		Total		326,582		39,158 5 4		

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

Language.	Balance on 31st March 1896.			Books and maps purchased during the year.			Total.			Books and maps sold during the year.			Balance on 31st March 1897.		
	Copies.	Amount.		Copies.	Amount.		Copies.	Amount.		Copies.	Amount.		Copies.	Amount.	
English	15,771	Rs. 5,223 5 1	18,458	2,976 2 6	34,229	8,199 7 10	8,417	2,572 3 6	25,782	5,627 4 4					
Marathi	109,534	7,705 4 6	163,638	19,642 15 0	273,072	27,348 3 6	111,740	13,699 11 1	161,332	13,649 8 2					
Sanskrit	1,484	660 13 0	210	133 12 0	1,664	799 9 0	868	318 14 6	796	480 10 6					
Persian	400	63 4 0	20	7 8 0	420	70 12 0	60	12 4 3	300	56 7 9					
Urdu	9,299	1,830 15 0	7,898	909 6 0	17,197	2,740 8 0	6,911	954 14 8	10,283	1,785 6 4					
Total	136,458	15,483 9 7	190,124	23,674 11 9	326,582	39,158 5 4	128,026	17,558 0 0	198,556	21,600 5 4					

It will be observed that the value of books and maps sold during the year being less than that of books purchased and printed by Rs. 6,116-11-9, the balance of stock has increased by the same amount. The departmental series, *viz.*, the First, Second, and Third Books and the Geography of Berar, were revised and printed during the year, and the printing charges on their account enhanced the value of books purchased.

93. Books of the selling price of Rs. 23,674-11-9 were purchased during the year at a cost of Rs. 17,734-15-1. The difference of Rs. 5,939-12-8 would have been considered as gross profits if the books purchased during the year only had been sold. But the value of books actually sold amounted to Rs. 17,558, and therefore the profit, *viz.*, Rs. 4,405, is proportionately less. The expenditure on account of the depôt during the year was as follows:—

	Rs.	a.	p.
Cost of establishment	1,634	2	5
Contingencies	358	2	3
Commission to branch book depôt keepers ...	556	14	3
Total	2,549	2	11
Profit	4,405	0	0
Gain to Government	1,855	13	1

If the last year's loss to Government be taken into account, there will still be a net gain to Government of more than Rs. 1,650.

Cash account of the depôt.

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

<i>Receipts.</i>			
	Rs.	a.	p.
Balance on 31st March 1896	18	2	7
Sale-proceeds of books	17,558	0	0
Do of broken boxes	13	0	0
Do of <i>Berar School Paper</i>	4	11	0
Registration fee	2	0	0
Total	17,595	13	7

Disbursements.

Amount paid into treasury on account of sale of books	17,015	1	10
Amount paid into treasury on account of broken boxes	13	0	0
Amount paid into treasury on account of <i>Berar School Paper</i>	4	11	0
Registration fee	2	0	0
Commission allowed to branch book depôt keepers	556	14	3
Cash in hand	4	2	6
Total	17,595	13	7

95. The number of books registered under Act XXV of 1867 during the year under report was 11 against 17 in the preceding year. Ten of these were issues of the *Berar School Paper*, which were printed at the *Shuddha Varhadi* Press at Akola, and the remaining one was a publication in Urdu entitled *Divan Amjad*, which was printed at the *Chaudhwin Saddi* Press at Rawalpindi (Punjab) and published at Ellichpur. It has been registered for copyright.

Literature.

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96. The number of libraries or reading-rooms opened during the year was 4, and the number closed was 6. Consequently the number of public libraries on 31st March 1897 was 37 against 39 of the preceding year. Three new libraries were opened in the Akola district and 1 in the Wun district, while 5 were closed in the Akola district and 1 in the Ellichpur district. The following table gives detailed information about the libraries and reading-rooms in the province:—

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 and periodicals.		Remarks.
				Subscriptions.	Grants from Town and Municipal Funds.			Vernacular and Annual.	Anglo-Vernacular and English.	
Akola.	Akola ...	149	Rs. 2, Re. 1, As. 8 & As. 4, Re. 1, As. 8, As. 4, & As. 2.	Rs. 52 7 0	Rs. 15 0 0	1,058	1,950	26	10	
	Akot ...	26	Rs. 2, Re. 1, As. 8 & As. 4, & As. 2.	7 12 0	8 5 4	314	400	8	1	
	Telhara ...	33	Rs. 1, As. 2, & As. 4.	18 4 0	...	196	300	11	4	
	Koliweli ...	20	Rs. 1, As. 8, As. 4, As. 2, & anna 1.	4 0 0	...	123	1,332	20	...	
	Assegaon ...	10	As. 12, As. 6, As. 4, As. 2, & anna 1.	2 0 0	...	8	10	7	1	
	Kutasa ...	10	Anna 1 & pies 6	0 14 0	...	5	5	6	...	
	Malegaon ...	4	As. 2	0 8 0	...	2	2	4	...	
	Oomra ...	44	As. 4 & As. 2	5 0 0	...	300	50	8	...	
	Khamgaon ...	42	Rs. 2, Re. 1, As. 8 & As. 4.	35 0 0	15 0 0	904	663	16	11	
	Do. students.	66	Pies 6	1 12 8	...	183	75	3	...	
	Mattergaon ...	20	Rs. 1, As. 8, & As. 4.	7 0 0	...	8	7	14	...	
	Shegaon Reading Room.	4	As. 10, As. 6, As. 4, & As. 2.	1 6 0	...	...	...	3	1	
	Balapur Juvenile.	40	Pies 3	0 8 0	...	175	657	...	...
	Patur ...	38	Rs. 2, Re. 1, As. 8, As. 4, & As. 2	8 4 3	...	368	345	23	1	
	Allegaon ...	25	As. 2 & pies 9	4 0 0	...	80	40	8	...	
	Yalla ...	6	Anna 1 & pies 6	0 8 0	...	3	10	3	...	
Jalgaon ...	56	Rs. 1, As. 8, As. 4, & As. 2.	13 2 0	...	280	268	10	2		
Buldana.	Buldana ...	45	Rs. 2, Re. 1, As. 8, & As. 4.	45 0 0	...	146	80	9	7	
	Malkapur ...	22	Rs. 2, Re. 1, As. 8, & As. 4.	18 0 0	4 0 0	113	62	11	3	
	Chikhli ...	9	Re. 1 & As. 8	5 0 0	*60 0 0	123	...	10	3	
Basim.	Mehkar ...	25	Re. 1 & As. 8	13 0 0	...	20	...	8	2	
	Deulgaon Raja.	10	As. 4 & As. 2	1 10 0	...	45	14	5	...	
	Basim ...	46	Rs. 2, Re. 1, As. 8, & As. 4.	24 0 5	10 0 0	575	1,108	20	6	
Amraoti.	Pusad ...	44	Re. 1, As. 8, & As. 4.	16 0 4	...	97	21	6	5	
	Amraoti City ...	102	Rs. 2, Re. 1, As. 8, & As. 4.	46 11 0	25 0 0	1,330	2,613	17	10	
	Murtizapur ...	47	Re. 1, As. 8, As. 4, & As. 2.	22 8 0	...	100	85	12	2	
Wun.	Karinja ...	40	Rs. 2, Re. 1, As. 8, & As. 4.	26 6 4	...	532	670	17	5	
	Morsai ...	68	Rs. 1, As. 8, & As. 4	23 1 8	2 0 0	264	284	12	4	
	Yeotmal ...	41	Rs. 2, Re. 1, As. 8, & As. 4.	20 0 0	10 0 0	615	105	6	8	
Ellichpur.	Wun ...	58	Rs. 1, As. 8, As. 4, & As. 2.	18 0 0	10 0 0	207	150	8	3	
	Handerkowra.	60	Rs. 1-4, Re. 1, As. 10, As. 8, As. 4, & As. 2	19 8 0	...	16	10	11	2	
	Ellichpur Cantonment.	51	Rs. 2, Re. 1, As. 8, & As. 4.	26 4 0	...	877	432	10	3	
	Ellichpur City.	32	Rs. 2, Re. 1, As. 8, & As. 4.	16 4 0	72 0 0	221	550	7	2	
	Daryapur ...	53	Re. 1, As. 8, & As. 4	24 5 0	...	668	725	8	4	
	Anjangaon ...	20	Re. 1, As. 8, As. 4, As. 2, & As. 1.	4 12 0	...	125	200	5	...	
Ellichpur.	Nanded ...	8	As. 4 & As. 3	1 12 0	...	90	121	8	...	
	Karajgaon ...	8	As. 4, As. 3, & As. 2.	2 4 0	...	115	30	4	...	

*This was realized by renting a portion of the library building for the office of the Taluk Board, Chikhli.

Printing presses.

97. 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 Samachar.	Narayan Khanderao, B.A., LL.B.	Varhad Samachar.	None ..	Weekly paper. Annual subscription Rs. 5.
	Do ...	Shuddha Varhadi.	Hari Ramchandra.	Shuddha Varhadi.	"Berar School Paper."	Weekly paper. Annual subscription Rs. 2.
	Do ...	Vaidarbha ...	Vyankatesh Ramchandra.	Vaidarbha.	None ..	Weekly paper. Annual subscription Rs. 4.
	Telhara ...	Gun Sindhu ...	Baijnath Abhyankaran.	Sutjan Sudhan.	Do ...	Weekly paper. Annual subscription Rs. 2-13-0.
	Khamgaon ..	Chandra Kant.	Mahomed Ali Tyab Ali.	None.	Do ...	The press does only job work.
Amraoti.	Amraoti ...	Pramod Sindhu	Yeshwant Govind.	Pramod Sindhu.	Do ...	Weekly paper. Annual subscription Rs. 3.
	Do ...	Albion ...	Bapurao Vithal.	None ...	Do ...	The press does only job work.
	Do ...	Someshwar Prasadik.	Krishnaji Ramchandra.	Do ...	Do ...	Do do.
Ellichpur.	Ellichpur Cantonment	Imperial ...	D. Ramprasad.	Do ...	Do ...	Do do.
	Ellichpur City.	Varhad Bhagyodaya.	Suryakant ... Waman Narayan. Govind Sitaran.	Prabhat ...	Do ...	Weekly paper. Annual subscription Rs. 1.

98. The Educational Conference was held during the year at Akola on the 18th November 1896 and following days. In my letter No. 3557, dated the 5th January 1897, 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 concluding speech I explained to those assembled how some of the subjects, such as translation, parsing, English reading, &c., should be taught to students, and insisted upon them the necessity of having as little recourse to cramming as possible.

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

99. 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 extracts will show what is done at these gatherings:—

The Deputy Educational Inspector, Ellichpur, says:—

"Educational topics of greater or less importance were discussed and resolutions passed thereon. Classes were taught in different subjects by well-qualified masters. Essays on very useful subjects were read and discussed. Another important advantage that results from these meetings is that the masters of various intellectual capacities compare their systems of instruction, exchange their personal experiences and ideas in regard to various educational matters, put forth the difficulties that occur to them in the course of their teaching, and the inconveniences they experience in the management of their schools. Thus these periodical meetings, if properly utilized for the intended object, are calculated to do great service to village schoolmasters in improving the scanty stock of their information, correcting their faulty methods of instruction, and promoting their mutual social relations."

The Deputy Educational Inspector, Akola, says:—

"The masters as a rule attend with great willingness; teach classes or read essays bearing on education and morality. They compare their modes of teaching the different subjects; make such improvements as are suitable to the proper working of the schools. They particularly see how the Director of Public Instruction's circular orders regarding handwriting can be acted upon. Those who have had the advantage of his personal instructions communicate them to the rest with their own remarks thereon. The intelligent and zealous masters pick them up and follow them as much as possible. There are many who are yet slow in adopting them. No improvement will take place unless such masters cease to be borne on the establishment. Finding that such teachers as could not go to the great conference or circle-gatherings, or having gone are shy

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enough to get their difficulties solved, I have, as stated before, appointed such circles for their benefit, where all teachers living within five miles from big schools go. In such circles young teachers read Professor Kathwate's *Discipline and Instruction* and the Director's circulars, and request the experienced masters to solve their difficulties. These institutions are very useful and conducive to the improvement of the teaching power of the masters."

X.—RECOMMENDATIONS OF THE EDUCATION COMMISSION.

100. During the year under report (1) the Training College was re-organized with a view to improve the quality and status of trained men; 2) an impetus was given to private indigenous agency by more sympathetic treatment; (3) standards of study were revised so as to have complete and separate courses of instruction for secondary and primary schools; and (4) the number of girls under instruction has considerably increased.

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 1906-97.*

(For details, see General Table III.)

Total area in square miles.	Area and population.		—	Public institutions.								Private institutions.		Grand Total.	Percentage of	Remarks.
	Number of towns and villages.	Population.		University education.		School education, general.		School education, special.		Total of public institutions.	Advanced.	Elementary.				
				Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
17,717			Institutions	For males...	...	...	28	1,275	1	8	1,907	2	2	1,311	Institutions to number of towns and villages.	22.5
				For females	...	...	...	49	...	...	49	...	1	50		.9
				Total ...	...	...	28	1,324	1	8	1,956	2	3	1,861	23.4	
				Males ...	...	...	3,991	46,379	60	47	50,477	85	59	50,621	Male scholars to male population of school-going age.	22.6
				Females...	...	...	1	3,706	2	...	3,709	3	10	3,722	Female scholars to female population of school-going age.	1.8
			Total ...	...	...	3,992	50,085	62	47	54,186	88	69	54,343	12.5		
	Towns... 39 Villages 5,785 Total ... 5,824	Males... 1,491,500 Females 1,405,540 Total ... 2,897,040	Scholars ...													

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EDUCATION.

GENERAL TABLE II.—Abstract Return of Expenditure on Public Instruction in the Hyderabad Assigned Districts for the official year 1896-97.

(For details see General Table IV.)

1	Total direct expenditure on public instruction.							Total indirect expenditure on public instruction.								Total expenditure on public instruction.	Remarks.	
	University education.		School education, general.		School education, special.			Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.			Total.
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.												
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.		
{ For males	75,204	2,46,224	8,444	1,868	3,30,740	...	19,317	36,980	9,423	23,964	6,957	14,648	1,10,289	4,54,962		
{ For females	19,933	...	...	19,933	...	...	...	...	...	...	...	...	...
Total	75,204	2,59,167	8,444	1,868	3,44,673	...	19,317	36,980	9,423	23,964	6,957	14,648	1,10,289	4,54,962		
2.—Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction	21.3	43.9	3.5	.7	69.4	...	8.1	14.6	3.9	2.4	...	1.9	30.5	...		
b—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on public instruction	77.7	...	...	77.7	...	...	.9	.05	10.6	.4	6.0	22.2	...		
c—Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction	1.8	75.1	...	...	76.9	...	...	...	.4	11.7	.9	9.8	23	...		
d—Percentages on total expenditure on columns 2—17 to total expenditure on public instruction	16.5	56.9	1.8	.4	75.7	...	4.2	7.9	.2	8.2	1.5	8.2	24.2	...		
3. Average annual cost of educating each pupil in—	Rs.	Rs.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.										
Government institutions	13 12 2	...	140 11 8	133 6 10	16 4 8	...										
{ Cost to Provincial revenues	0 1 5	...	...	...	0 1 8	...										
{ Cost to Local and Municipal Funds	13 11 7	...	140 11 8	133 6 10	16 3 8	...										
Total cost	13 13 8	...	...	...	16 4 8	...										
Local Fund schools	2 11 2	...	...	2 11 2	...										
{ Cost to Provincial revenues	3 1 7	...	...	3 1 7	...										
{ Cost to Local Funds	5 15 10	...	...	5 15 10	...										
Total cost	5 15 10	...	...	5 15 10	...										
Municipal schools	3 13 0	...	...	3 13 0	...										
{ Cost to Provincial revenues	5 14 7	...	...	5 14 7	...										
{ Cost to Municipal Funds										
Total cost	5 14 7	...	...	5 14 7	...										
Institutions in Native States										
{ Cost to Native State revenues										
{ Cost to Local and Municipal Funds										
Total cost										
Aided institutions	1 7 8	...	...	1 7 8	...										
{ Cost to Provincial revenues	0 1 8	...	...	0 1 8	...										
{ Cost to Local and Municipal Funds	3 15 11	...	...	3 15 11	...										
Total cost	3 15 11	...	...	3 15 11	...										
Unaided institutions	21 11 6	...	3 0 1	...	5 8 1	...										
All institutions	13 0 9	2 3 2	140 11 8	133 6 10	3 3 6	...										
{ Cost to Provincial revenues	0 1 5	2 9 6	...	...	2 6 4	...										
{ Cost to Local and Municipal Funds	13 13 1	5 7 11	140 11 8	133 6 10	7 7 1	...										
Total cost	13 13 1	5 7 11	140 11 8	133 6 10	7 7 1	...										

EDUCATION.

GENERAL TABLE III.—Return of Colleges, Schools and Scholars in the Hyderabad Assigned Districts for the official year 1896-97.

Class of institutions.	Public Institutions																					Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number 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.	Remarks.																		
	Under public management.										Under private management.										English.			A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadians.	Others.																						
	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.																																					
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.																																
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	34																			
SCHOOL EDUCATION, GENERAL.																																																				
<i>Secondary Schools.</i>																																																				
For boys ...	2	419	377	380	...	...	...	...	...	...	...	...	...	...	...	...	1	137	128	91	3	556	550	256	300	...	3	508	42	8	...	...																		
{ High schools ...	24	3,376	3,270	2,692	...	...	...	...	...	...	...	...	...	...	...	...	1	60	52	50	25	3,436	2,161	115	3,486	...	2	3,095	324	15	...	...																		
{ Middle schools																		
Total ...	26	3,795	3,647	3,022	...	...	...	...	...	...	...	...	...	...	...	...	2	197	180	141	28	3,992	3,717	371	5,736	...	5	3,603	366	18	1	...								
<i>Primary Schools.</i>																																																				
For boys ...	...	...	...	...	340	36,601	34,250	24,383	...	...	...	...	561	10,526	10,071	8,160	74	1,037	965	761	1,275	48,064	324	...	48,044	...	25	41,496	6,443	100	1,708	...												
For girls	48	1,909	1,771	1,148	8	112	99	81	49	2,021	58	...	1,863	...	45	20	1,400	540	16	...	23																			
Total ...	...	...	...	...	686	38,410	36,030	25,526	...	...	...	...	564	10,638	10,170	8,241	74	1,037	965	761	1,324	50,085	382	...	50,027	45	45	42,896	6,983	116	1,708	23												
SCHOOL EDUCATION, SPECIAL.																																																				
<i>Schools for Special Instruction.</i>																																																				
Training schools for masters ...	1	62	62	59	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	62	...	60	62	...	...	50	12	...	2	...		
Industrial schools ...	1	17	14	12	...	...	...	...	...	...	...	...	...	...	...	...	2	30	25	24	3	47	...	...	...	8	33	6	...	...	...																		
Total ...	2	79	76	70	...	...	...	...	...	...	...	...	...	...	...	...	2	80	25	24	4	109	...	60	62	...	8	83	18	...	2	...								
Total of Colleges and Schools of Public Instruction ...	28	3,674	3,723	3,092	686	38,410	36,030	25,526	...	...	...	...	564	10,638	10,170	8,241	78	1,264	1,170	926	1,356	54,188	1,099	431	53,825	45	58	46,582	7,367	134	1,714	23																
Private institutions ...																					1. Advanced teaching— (a) Arabic or Persian	2	68	...	40	48	56	...	3	...	
Private institutions ...																					2. Elementary, teaching the Koran	1	3	...	6	
Private institutions ...																					3. Other schools not conforming to departmental standards	1	53	53	53
Private institutions ...																					For boys	1	10	10
Private institutions ...																					For girls	1	10	10
Private institutions ...																					Total	5	167	...	46	111	...	63	...	94	...	8	...	
Private institutions ...																					GRAND TOTAL ...		1,361	54,843	4,099	477	53,936	45	121	46,582	7,461	134	1,714	23	

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TION.

in the Hyderabad Assigned Districts for the official year 1896-97.

Institutions.			Under private management.											Total expenditure from					Grand Total.				
by Native tees.			Aided by Government or by Local Fund or Municipal Boards.							Unaided.													
Fees. Subscriptions. Endowments and other sources. Total.	21	22	Provincial revenues.			Local funds.		Municipal funds.		Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.		Local funds.	Municipal funds.	Fees.	All other sources.
			23	24	25	26	27	28	29															30	31	32	33	34	35	36	37	38	39
...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	2,380	400	2,780	15,859	...	...	8,034	400	24,322	...	...	...	...	...
...	34,665	...	341	12,769	3,106	60,831	...	...	...	...	...
...	2,380	400	2,780	50,524	...	341	20,833	3,506	75,204	...	...	...	...	...
...	13,108	474	23,877	730	...	33,189	2,803	97	2,900	1,02,050	1,00,672	9,950	26,630	6,872	2,45,224	...	...	...	...	...	...
...	1,790	600	97	...	...	2,487	...	...	...	1,790	7,972	3,980	97	94	13,933	...	...	...	...	...	...
...	14,898	1,074	23,974	730	...	40,676	2,803	97	2,900	1,03,840	1,03,644	13,930	26,777	5,966	2,59,157	...	...	...	...	...	...
...	8,444	...	...	...	8,444	...	...	...	...	...	8,444
...	1,868	...	...	...	1,868	...	...	...	...	...	1,868
...	10,312	...	...	...	10,312	...	...	...	...	...	10,312
...	5,866	14,862	2,183	...	1,053	23,964	...	...	...	...	...
...	6,620	184	640	313	6,957	...	...	...	...	...
...	5,866	20,482	2,367	840	1,366	30,921	...	...	...	...	...
...
...	19,317	...	...	...	...	19,317	...	...	...	...	...
...	34,723	1,257	...	...	...	35,980	...	...	...	...	...
...	1,880	...	...	...	...	1,880	...	...	...	...	...
...
...	7,333	...	...	...	...	7,333	...	...	...	...	...
...	75	75	...	...	150	...	...	...	...	...
...
...
...
...
...
...	14,898	1,074	23,974	730	...	40,676	5,183	407	5,680	2,36,966	1,39,704	18,636	48,666	11,060	4,64,962	...	...	...	...	...	...

* Includes—

Printing, &c.	...	Rs.
Book Depot	...	419
	...	2,693
		<u>Total ... 3,111</u>

EDUCATION.

GENERAL TABLE V.—Return of the stages of instruction of pupils in public schools for general education in the Hyderabad Assigned Districts at the end of the official year 1896-97.

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 stage, 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	3,795	546	...	546	1,973	1	1,974	528	...	528	301	...	301	446	...	446	3,794	1	3,795	
For boys—Unaided—English.	2	197	137	...	137	60	...	60	...	...	...	...	...	...	...	...	...	197	...	197
Total ...	28	3,992	683	..	683	2,033	1	2,034	528	...	528	301	...	301	446	...	446	3,991	1	3,992	
<i>Primary Schools.</i>																					
For boys.	Local Fund ...	619	33,656	2,599	3	2,602	9,475	18	9,493	6,545	118	6,663	13,403	1,495	14,898	32,022	1,634	33,656
	Municipal ...	21	2,845	15	...	15	933	2	935	604	6	610	1,269	16	1,285	2,821	24	2,845
	Aided ...	561	10,526	116	...	116	2,932	4	2,936	2,199	4	2,203	5,234	37	5,271	10,481	45	10,526
	Unaided ...	74	1,037	58	...	58	74	...	74	900	5	905	1,032	5	1,037
Total ...	1,275	48,064	...	...	...	2,730	3	2,733	13,398	24	13,422	9,422	128	9,550	20,806	1,559	22,359	46,356	1,708	48,064
For girls.	Local Fund ...	35	1,264	16	16	...	162	162	...	187	187	1	698	899	1	1,263	1,264
	Municipal ...	11	645	11	11	...	103	103	...	96	96	...	435	435	...	645	645
	Aided ...	3	112	...	1	1	...	3	3	...	5	15	20	5	20	25	12	61	63	22	112
	Total ...	49	2,021	...	1	1	...	30	30	...	280	285	...	303	308	13	1,384	1,397	23	1,998	2,021
Total primary schools ...	1,324	50,085	...	1	1	2,730	33	2,763	13,403	304	13,707	9,427	431	9,858	20,819	2,937	23,756	46,379	3,706	50,085	
GRAND TOTAL ...	1,352	54,077	683	1	684	4,763	34	4,797	13,931	304	14,235	9,728	431	10,159	21,265	2,937	24,202	50,370	3,707	54,077	

NOTE.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in General Forms I and III. Mixed schools should be entered as boys' school or girls' schools, according as the number of boys or of girls is greater.

EDUCATION.

GENERAL TABLE VI.—Return showing the results of prescribed Examinations in the Hyderabad Assigned Districts during the official year 1896-97.

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	
<i>Schools for General Education.</i>																				
Matriculation—Boys ...	2	...	1	3	46	...	16	1	63	28	...	1	1	30	...	...	27	3	...
Middle School Examination.	26	...	...	26	354	...	...	...	354	186	...	...	...	186	...	...	127	9	...
	...	1	...	1	...	1	...	...	1	...	1	...	...	1	1	...	...	...	...
Upper Primary Examination.	531	220	...	751	3,844	742	...	...	4,586	1,805	273	...	...	2,078	1	...	1,849	228	...
	24	1	...	25	78	1	...	...	79	47	4	...	...	51	2	...	41	8	...
Lower Primary Examination.	628	384	...	1,012	5,882	1,615	...	...	7,497	3,294	734	...	...	4,028	3	2	3,502	508	13
	45	2	...	47	246	14	...	...	260	149	12	...	...	161	3	...	118	40	...
Public Service Certificate Examination.	5	...	...	5	106	...	...	...	106	32	...	...	...	32	...	...	28	4	...
	75	1	...	76	503	8	...	...	511	266	4	...	...	270	...	...	259	11	...
	3	1	...	4	5	3	...	...	8	4	1	...	...	5	1	...	4	...	...
<i>Schools for Special Instruction.</i>																				
Training School Examination for Masters.	1	...	...	1	24	...	...	...	24	15	...	...	...	15	...	...	12	3	...
	...	...	...	...	36	...	...	...	36	32	...	...	...	32	...	...	32	...	...
Schools of Arts Examination	3*	...	...	3	87	...	...	...	87	27	...	...	...	27	...	...	24	3	...

* Bombay, Sir Jamshetji 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 1896-97.

Objects of expenditure.	Expenditure of Local Fund Boards on public instruction															Expenditure of Municipal Boards on public instruction															Total Local Fund expenditure 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.	Taxes.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	The Government.	Local Fund Boards.	Private persons or associations.	Total.	The Government.	Local Fund Boards.	Private persons or associations.	Total.	The Government.	Local Fund Boards.	Private persons or associations.	Total.										
	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.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.						
Secondary Schools.																																				
For boys—Middle school—English
Total
Primary Schools.																																				
For boys	619	83,656	81,738	22,437	68,942	98,813	861	5,001	1,90,347	...	5,129	...	1,00,672	21	2,845	2,621	1,046	...	8,615	5,128	...	44	...	18,788	...	661	474	9,950	1,10,622	...	...	...	...
For girls	36	1,214	1,208	758	...	6,671	237	...	6,990	...	1,301	...	7,972	11	645	563	385	...	8,143	1,301	...	12	...	4,466	...	237	600	5,090	11,952	...	...	...	...
Total	654	84,870	82,946	23,195	68,942	1,05,484	1,098	6,082	1,97,337	...	6,430	...	1,08,644	32	3,490	3,084	2,331	...	11,758	6,430	...	56	...	18,244	...	1,098	1,074	13,630	1,22,574	...	...	...	...
Buildings	...	...	...	...	...	14,862	2,126	...	1,053	...	18,041	...	14,862	...	...	...	...	...	...	57	...	...	...	...	...	57	...	2,126	...	2,183	14,918	...	...	...
Furniture and apparatus (special grants only)	...	...	...	...	...	8,620	...	...	319	...	5,938	...	6,620	...	...	...	...	...	...	184	...	...	...	...	...	184	...	...	184	...	...	...	...	...
Total	...	...	...	...	...	20,482	2,126	...	1,360	...	23,974	...	20,482	...	...	...	...	...	...	241	...	...	...	...	...	241	...	2,126	...	2,367	20,723	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	1,257	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,257
Scholarships held in primary schools	...	...	...	...	...	...	...	...	...	...	...	...	76	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	76
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	9,246	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,246
Total	...	...	...	...	...	...	...	...	...	...	...	...	10,678	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,678
GRAND TOTAL	654	84,870	82,946	23,195	68,942	1,22,606	3,224	6,419	2,21,311	...	6,430	...	1,30,704	32	3,490	3,084	2,331	...	11,009	6,430	...	56	...	18,496	...	241	3,224	1,074	13,630	1,56,114			

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EDUCATION.

GENERAL TABLE VIII.—Return showing the attendance and expenditure in hostels or boarding houses for the official year 1896-97.

Class of hostels or boarding houses.	No. of		No. of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1. Managed by Government.	...	...	...	...	...	...	...	...	...	...	...	...
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by Local or Municipal Boards.	6	143	...	83	15	45	114	48	* 6,922	...	7,084	...
4. Unaided	...	3	23	...	23	...	...	...	351	...	351	...

* This represents the money paid by the boarders themselves.

GENERAL TABLE IX.—Return of the European and Eurasian schools in the Hyderabad Assigned Districts for the year 1896-97.

(As per Education General Table No. III.)

Under private management.						Remarks.
Aided by Government.						
No. of institutions.	No. of scholars on the rolls on 31st March 1897.	Average No. on the rolls monthly.	Average daily attendance.	No. of boys.	No. of girls.	
1	58	50	44	20	38	

GENERAL TABLE X.—Return showing total expenditure on the European and Eurasian schools in the Hyderabad Assigned Districts for the year 1896-97.

(As per Education General Table No. IV.)

Year.	Under private management.			Remarks.						
	Aided by Government.									
	General revenues.	Municipal fund.	Total.							
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	
1896-97	...	1,338	0	0	600	0	0	1,938	0	0

GENERAL TABLE XI.—Return showing the stages of instruction of pupils of European and Eurasian schools in the Hyderabad Assigned Districts for the year 1896-97.

(As per Education General Table No. V.)

No. of scho	No. of pupils on the rolls on the 31st March 1897.			High stage.	Middle stage.	Upper primary stage.	Lower primary stage.						Total.	Remarks.					
	Boys.	Girls.	Total.				Reading printed books.			Not reading printed books.									
							Boys.	Girls.	Total.	Boys.	Girls.	Total.							
1	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
1	58	...	1	1	...	3	3	4	6	10	5	6	11	11	22	33	20	38	58

Appendix A.

Extract from a letter from the Director of Public Instruction, Hyderabad Assigned Districts, No. 1813, dated 23rd August 1896, to the address of the Commissioner, Hyderabad Assigned Districts.

* . * * * *

(1) Subject to the following provisos and subject to the general control of the Director of Public Instruction, every municipality in the province be entrusted with the entire management of its primary schools:—

(a) That municipal schools shall be open to all castes and classes of the community, and shall be open to inspection and examination at all times by the Government inspecting staff.

(b) That the principles and system of school management, the course of instruction to be followed, the scale of fees to be levied, and the rates of salary to be given to the various grades of masters in municipal schools shall be those prescribed in local board schools.

(c) That the rules relating to pension, leave, and pay and acting allowances from time to time in force for the Government uncovenanted services shall be applicable to every member of municipal school establishments who has been or may be transferred from the Educational Department, and who was permanently employed by that department on a salary of more than Rs. 10.

(d) That in municipal schools so long as persons who hold certificates recognized by the Educational Department, or who are already in receipt of pensionable pay under Government are procurable, no person not so qualified shall be employed on a salary of more than Rs. 10.

(e) That in filling up places of non-pensionable pay the municipality shall give preference to those who have passed an examination qualifying for the public service or who have been useful teachers.

(f) That every municipality shall arrange for the timely payment of its school establishment, and shall furnish without delay all returns and statistics and any other information relating to municipal schools which may be called for by the Educational Department.

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Appendix B.

The following revised standards of study for all classes of schools in the Hyderabad Assigned Districts are hereby published for information :—

No. 125-A.

HYDERABAD RESIDENCY, the 15th April 1896.

Primary Schools.

(BOYS—MARATHI.)

Standard I.

Maximum
of marks.

- 100 *First Head*—Aks up to 100; multiplication table up to 30×10 ; and Paoki and Nimki. Use of arithmeticon. Addition and subtraction of numbers less than 12 to be done mentally.
- 100 *Second Head*—Reading Berar First Book, with the explanation of words. Recitation of easy verses and singing in unison. Easy object lessons.
- 100 *Third Head*—Balbodha and Modi alphabet and Barakhadya complete. Writing on black-board or slate words of simple letters in Balbodha and Modi in a bold round hand as in the Bombay Ujalnichen Pustak.

Standard II.

- 100 *First Head*—
- 75 (a) In addition to Standard I, Paunki, Sawaki, Didki, and Adichki. Notation and numeration up to 1,000,000. Addition and subtraction of numbers of not more than five figures. Multiplication and division of similar numbers by numbers of not more than three figures.
- 25 (b) Easy mental arithmetic involving questions in Ujalni prescribed for Standard I.
- 100 *Second Head*—Reading Berar Second Book with understanding of the part read and meaning of words. Poetry to be recited and sung in unison.
- 100 *Third Head*—
- 50 (a) Writing to dictation in Modi and Balbodha two lines from the book read. The words to be neatly and separately written and in a bold style.
- 50 (b) Modi large hand. Pustees containing at least 15 letters according to the Kitta to be produced.

Standard III.

- 100 *First Head*—
- 75 (a) In addition to Standard II, seers, maunds, payalis, and

Maximum
of marks.

- annas. Four simple rules—harder examples. Reduction and four compound rules according to the English system and the first two compound rules according to the native system. Native tables of money, weight, measure, and capacity.
- 25 (b) Mental arithmetic involving questions in Ujalni prescribed for Standards I and II.
- 100 *Second Head*—Reading Berar Third Book with understanding of the part read and meaning of words. The poetry in the reading book to be repeated and understood. Parts of speech to be defined and distinguished.
- 100 *Third Head*—
- 50 (a) Writing to dictation in Balbodha and Modi three lines from the book read.
- 50 (b) Modi medium hand pustees containing at least 20 letters according to the Kitta to be produced. (The pustees of the previous 12 months.)
- 100 *Fourth Head*—Knowledge of what a map is. Map of Berar complete. The directions, the boundaries, mountrins, rivers, zillas, talukas, chief towns, and railways of Berar, and made roads of the district to be pointed out on the map. Chief products of the province.

Standard IV.

(To be passed before commencing the study of English.)

- 100 *First Head*—
- 75 (a) In addition to previous standards, compound rules according to the native system, complete. Simple proportion and simple interest. English tables of money, weight, measure, and time.
- 25 (b) Easy mental arithmetic involving the use of native tables in Standard III.
- 100 *Second Head*—
- 75 (a) Reading the Fourth Bombay Departmental Book with understanding of the part read, and meaning of words. Elementary grammar and simple parsing. 150 lines of poetry to be repeated and understood—“Way to Health” (knowledge of simple facts).

Maximum
of marks.25 (b) Reading with fluency plain
Modi manuscripts.100 *Third Head*—50 (a) Writing to dictation in Balbo-
dha and Modi. Four lines
from the book read.50 (b) Modi small hand. Full copy
books to be produced. (The
pustees of the previous 12
months.)100 *Fourth Head*—

50 (a) History of Maharashtra.

50 (b) Definitions of geography to
be learnt and understood.
Knowledge of the map of
India; boundaries, natural
and political divisions, moun-
tains, principal rivers, chief
towns, ports, main lines of
railways to be pointed out
on the map. Principal ex-
ports and imports of India.*Optional subject.*50*—Knowledge of Kird and Kha-
tawni and the writing of
ordinary letters, petitions,
and bonds.*Standard V.*100 *First Head*—75 (a) In addition to Standard IV,
vulgar fractions, compound
proportion, and discount.25 (b) Mental arithmetic—harder
examples.100 *Second Head*—75 (a) Reading the Bombay Depart-
mental Fifth Book and
“Way to Health” first half
with understanding of the
subject-matter and meaning
of words. Knowledge of pre-
fixes and affixes. Laghu
Vyakarna and parsing, 200
lines of poetry to be repeated
and explained.25 (b) Reading ordinary Modi papers
with fluency.100 *Third Head*—40 (a) Writing to dictation in Balbo-
dha and Modi five lines from
the book read.60 (b) Writing Modi current hand.
A full copy book to be
shown. Modes of writing
private letters, bonds, &c.,
to be known.100 *Fourth Head*—50 (a) Outlines of History of India
up to A. D. 1781.50 (b) In addition to Standard IV,
general knowledge of the
maps of Asia and Europe,
and some acquaintance with
the physical and political
geography of the countries
contained in them.* Those who take up this subject need not be examined
in Grammar and History, but the candidates for entrance
into the Middle Schools and the Training College must
study these subjects.Maximum
of marks.*Standard VI.*(Qualifies for Second Class certificate for entrance to
lower grades of Public Service.)100 *First Head*—40 (a) Arithmetic complete with
square and cubic measures
and explanation of rules.

30 (b) Euclid, Book I.

30 (c) Native accounts.

100 *Second Head*—40 (a) Reading and explaining the
Bombay Departmental Sixth
Book and “Way to Health.”30 (b) Laghu Vyakarna and advanced
parsing. Recitation of
300 lines of poetry. Ex-
planation of the poetry.
Easy questions in Prosody
and Etymology.30 (c) Reading Modi papers with
fluency (papers to be brought
by the Examiner).100 *Third Head*—60 (a) Writing in current Modi an
abstract or report or letter
on some story or incident
read or told by the Examiner
or an essay.40 (b) Handwriting in the above (separa-
tion of words and punctua-
tion to be considered).100 *Fourth Head*—50 (a) History of India, complete,
with some information about
the system of Government.50 (b) In addition to the previous
standards, general geography
and elementary physical geo-
graphy of the world, inclu-
sive of terms used in relation
to the terrestrial globe, such
as equator, poles, tropics,
latitude and longitude, and
of natural phenomena, e.g.,
seasons, night and day, eclips-
es, tides, climate, rain, dew,
&c. An outline map of
India with any presidency,
large province, or native
State defined, or with moun-
tains, large rivers, or towns
marked as named by the
Examiner.*Optional subject.†*100 *Fifth Head*—Land measuring with
knowledge of Symond's tables.N.B.—The whole amount of reading book appointed
need not be required if the Inspector is satisfied that
the amount offered is, considering the manner in which
it has been prepared, a sufficient year's work.**Primary Schools.**

(Boys—URDU.)

*Standard I.*Maximum
of marks.100 *First Head*—Anks up to 100; tables up
to 20 × 10; Paoki and Nimki up to† Those who pass in this subject will be considered
eligible for patwarship.

Maximum
of marks,

80. Use of arithmetic. Addition and subtraction of numbers less than 12 to be done mentally.
- 100 *Second Head*—Urdu alphabet and Mufidul Mubtadi, Part II, except letters given in the end.
- 100 *Third Head*—Writing on black-board or slate letters of the alphabet and words of not more than five letters from the book read.

Standard II.

- 100 *First Head*—Add to arithmetic of Standard I Paurki, Sawaki, and Didki up to 30. Notation and numeration up to 1,000,000. Addition and subtraction of numbers of not more than five figures. Easy mental arithmetic involving the use of tables learnt in Standard I.
- 100 *Second Head*—Reading Talimul Mubtadi, Part I, with explanation.
- 100 *Third Head*—Writing to dictation two lines from the book read. Urdu copy books, large hand.
- 100 *Fourth Head*—Balbodha and Modi alphabets and Barakhadya complete. Reading and writing in Modi and Balbodha words of simple letters as in the Berar First Book.

Standard III.

- 100 *First Head*—Add to arithmetic of Standard II simple multiplication and division and reduction; native tables of money, weight, measures, and capacity. Easy mental arithmetic involving the use of tables learnt in Standards I and II.
- 100 *Second Head*—Reading Talimul Mubtadi, Part II, lessons 1—44, pp. 1—48, with understanding of the part read.
- 100 *Third Head*—Writing to dictation three lines from the book read. Urdu copy books, large hand.
- 100 *Fourth Head*—Reading Berar First Book, the whole. Writing to dictation in Modi and Balbodha two lines from the book read slowly dictated word by word.

Standard IV.

(To be passed before commencing the study of English.)

- 100 *First Head*—Add to arithmetic of Standard III the four compound rules, including English tables of money, weight, and time, simple proportion. Easy mental arithmetic involving the use of Ujalni learnt in the previous standards.
- 100 *Second Head*—
- 80 (a) Reading Urdu Fourth Book by Moulvi Zakauilla with understanding of the part read, 50 verses of the

Maximum
of marks.

- poetry to be repeated—
“Way to Health.” Simple facts to be explained.
- 20 (b) Grammar Kawaid-i-Urdu, Part I, distinguishing parts of speech.
- 100 *Third Head*—Writing to dictation five lines from the book read. Urdu copy books, middle hand.
- 100 *Fourth Head*—Geography. Knowledge of what a map is. Map of Berar complete. The directions, the boundaries, mountains, rivers, zillas, talukas, chief towns, railways of Berar and made roads of the district to be pointed out on the map. Chief products of the province.
- 100 *Fifth Head*—
- 50 (a) Berar Second Book (prose lessons only) with explanation of the part read and meaning of words.
- 50 (b) Writing to dictation in Modi and Balbodha three lines from the book read. Modi large hand.

Standard V.

- 100 *First Head*—Add to arithmetic of Standard IV vulgar fractions, compound proportion, and simple interest; mental arithmetic.
100. *Second Head*—
- 75 (a) Reading Urdu Fifth Book by Moulvi Zakauilla and “Way to Health,” first half, with understanding of the part read. 100 verses of the poetry to be repeated.
- 25 (b) Grammar—Kawaid-i-Urdu Part II. Simple parsing.
- 100 *Third Head*—Writing to dictation five lines from the book read. Urdu copy books, small hand.
- 100 *Fourth Head*—Geography—Definitions of geography to be learnt and understood. Knowledge of the map of India. Boundaries, natural and political divisions, mountains, principal rivers, chief towns, ports, main lines of railway to be pointed out on the map. Principal exports and imports of India.
- 100 *Fifth Head*—
- 50 (a) Reading Berar Third Book (prose lessons only), with explanation of the part read and meaning of words. Reading clearly written Modi papers.
- 50 (b) Writing to dictation in Modi and Balbodha four lines from the book read. Modi middle hand.
Translation into Marathi of five easy sentences.

Maximum
of marks.*Standard VI.*

- 100 *First Head*—Add to arithmetic of Standard V decimal fractions, compound interest, and square and cubic measures; mental arithmetic.
- 100 *Second Head*—
- 75 (a) Reading Taubatun Nasuh, first half, and "Way to Health," with explanation of the part read and meaning of words. Majmua Sukhan, Part I, first half, with explanation. 100 verses to be repeated.
- 25 (b) Grammar—Kawaid-i-Urdu, Part III, first half. Advanced parsing.
- 100 *Third Head*—Writing an abstract or report or letter on some story or incident read or told by the Examiner. Urdu copy books—current hand.
- 100 *Fourth Head*—
- 50 (a) History of India, Muhammadan period, as given in Lethbridge's smaller work.
- 50 (b) Geography—General Geography of Asia.
- 100 *Fifth Head*—
- 50 (a) Marathi Fourth Book, first half, with understanding of the part read and meaning of words. Reading Modi papers with fluency. Writing to dictation in Modi and Balbodha five lines from the book read. Modi small hand.
- 50 (b) Writing a letter on a given subject in Modi. Knowledge of ordinary modes of writing petitions, bonds, &c., in Marathi.

Standards of Study for Secondary Schools.

MIDDLE SCHOOL COURSE.

Standard I.

(Succeeding Vernacular Standard IV).

Maximum
of marks.

- 100 *First Head*—*Arithmetic*—Add to the arithmetic of vernacular standard IV vulgar fractions, simple interest, and compound proportion. Easy mental arithmetic.
- 100 *Second Head*—Vernacular—Marathi.
- 50 (a) Reading the Fifth Book of the Bombay Departmental series, 1st half, with understanding of the part read, and meaning of words. 100 lines of the poetry to be repeated. Laghu Vyakarna and simple parsing.

Maximum
of marks.

- 20 (b) Reading ordinary Modi papers with fluency.
- 30 (c) Writing to dictation in fair Balbodha five lines from the book read: full writing book to be shown (Modi small hand);
- or
Urdu.
- 50 (a) Reading Urdu Fifth Book by Moulvi Zakauulla with understanding of the part read. Fifty verses of the poetry to be repeated. Kawaid-i-Urdu, Part II, simple parsing.
- 20 (b) Writing to dictation five lines from the book read: full writing book to be shown, Urdu small hand.
- 30 (c) Revision of Marathi studies in Standard IV.
- 100 *Third Head*—
- 50 (a) History of India, Muhammadan Period.
- 50 (b) General Geography of Asia with particular knowledge of India.
- 100 *Fourth Head*—
- 40 (a) Reading Howard's Primer with meaning of words and sentences.
- 30 (b) Translation into English of easy sentences, similar to those given in Bashantar Pathamala, Book I, Part I.
- 30 (c) Writing to dictation in a bold round hand five easy small sentences from the book read. Filled copy books, large hand, and word books to be shown.

Standard II.

- 200 *First Head*—*Arithmetic*—Add to the arithmetic of Standard I decimal fractions. Mental arithmetic.
- 100 *Second Head*—Vernacular—Marathi.
- 50 (a) Reading the Fifth Book of the Bombay Departmental series, second half, with understanding of the part read, and meaning of words. 100 lines of poetry to be repeated.
- 20 (b) Revision of Grammar learnt in the previous standards, with advanced parsing and knowledge of ordinary metres occurring in poetry in the book read.
- 30 (c) Writing to dictation in fair Balbodha five lines from the book read. Modi writing to be shown (good small hand);
- or
Urdu.
- 50 (a) Reading Taubatun Nasuh, first half, with explanation

Maximum
of marks.

- of the part read and meaning of words. *Majmua Sukhan*, Part I, first half, with explanation. 50 verses to be repeated. *Kawaid-i-Urdu*, Part III, first half. Simple parsing.
- 20 (b) Writing a letter on a subject given by the Examiner.
- 30 (c) *Marathi*—Reading *Berar Third Book*, first half, with explanation.
Modi writing, small hand.
- 100 *Third Head*—
- 50 (a) History of India up to 1799.
- 50 (b) Add to previous standards, General Geography of Europe.
- 100 *Fourth Head*—English—
- 40 (a) Reading *Howard's Second Book* with oral translation into the vernacular, giving meaning of words and distinguishing parts of speech.
- 30 (b) Translation into English of sentences similar to those given in *Bhashantar Pathamala*, Book I, Part II.
- 30 (c) Writing to dictation five lines from the book read; writing half text hand. Filled copy books and word books to be shown.

Standard III.

(To be passed before entering a high school.)

- 100 *First Head*—Arithmetic—Add to the arithmetic of previous standards, practice and discount. Explanation of principal rules in arithmetic.
- 100 *Second Head*—Vernacular—
Marathi.
- 50 (a) Reading with understanding 100 pages of prose from the *Sixth Book of Bombay Departmental series* and 150 verses of *Rughunath Pandit* or a similar poet. 100 lines of poetry to be learnt by heart.
- 20 (b) *Dadoba's Large Grammar* up to verb, pp. 154, with advanced parsing and knowledge of metres occurring in the poetry in the book.
- 30 (c) Writing to dictation from the book read five lines in good *Balbodha*. Writing a letter or report on a simple subject in *Modi current hand*;
or
Urdu.
- 50 (a) Reading *Taubatun Nasuh*, the whole, with explanation. *Majmua Sukhan*, Part I, the whole, *Kawaid-i-Urdu*, Part III,

Maximum
of marks.

- the whole. Advanced parsing.
- 20 (b) Writing a letter on a subject given by the Examiner.
- 30 (c)—*Marathi.*
Berar Third Book with explanation. Writing a letter or an application in *Modi.*
- 100 *Third Head*—History and Geography—
- 50 (a) History of India, complete.
- 50 (b) Add to the previous standard, the General Geography of Africa and America.
- 100 *Fourth Head*—English—
- 40 (a) Reading *Howard's Third Book*, pp. 80, with oral explanation in the vernacular, and simple parsing in English.
- 30 (b) Translation into English of sentences similar to those given in *Bhashantar Pathamala*, Book II.
- 30 (c) Writing to dictation five lines from the book read; writing small text hand. Filled copy books and word books to be shown.

HIGH SCHOOL COURSE.

Standard IV.

(Questions and answers to be in English.)

- 100 *First Head*—Mathematics—
- 60 (a) Add to the arithmetic of previous standards, compound interest, square and cube measures.
- 40 (b) Algebra—Four integral rules including the use of brackets; definitions to be understood.
- 100 *Second Head*—Vernacular or classics.

*Vernacular.*I.—*Marathi.*

- 75 A prose book of about 100 pages with explanation and advanced parsing.
Poetry—*Moropant* and *Waman* (250 lines in all). Recitation, 100 lines.
Prosody—*Vritta Darpana*, all shloka metres.
Dadoba's Larger Grammar, pages 1—272.
- 25 Composition—A narrative essay in current *Modi hand*, about 20 lines;

or

II.—*Urdu.*

- 25 Prose—*Ajaibati Mehnut Shari*, the whole.
- 25 Poetry—*Majmoo-i-Sukhan*, Part II, the whole.

Maximum
of marks.

- 25 Grammar—Kawaid-i-Urdu ; revision of Parts I, II and III, and the whole of Part IV.
- 25 Composition—A narrative essay ;
or
Classics.
I.—Sanskrit.
- 60 (a) Translation of exercises from Bhandarkar's First, or a similar book ; 15 shlokas in the last lesson of the same book to be learnt by heart.
- 40 (b) Knowledge of rules in the same ;
or
II.—Persian.
- 50 (a) Prose—Gulzari Dabistan with understanding.
Poetry—Karima with understanding.
- 25 (b) Translation of Urdu easy sentences into Persian.
- 25 (c) Grammar—Safatul Masadir.
- 90 *Third Head—*
- 50 (a) History of India in English.
- 50 (b) Geography—General Geography of the World in English. Map drawing of India.
- 150 *Fourth Head—English.*
- 80 Prose—Reading of a standard prose book or reader 80 pages. Explanation of the part read in vernacular ; advance parsing, and explanation of difficult words in English.
Poetry—Explanation of 300 lines ; recitation of prose and poetry (150 lines).
Grammar—Howard's Rudimentary (whole) with knowledge of Latin and Greek affixes and prefixes.
- 20 Dictation and copy writing, small hand. Filled copy books, word books, and exercise books to be shown.
- 50 Translation into Marathi or Urdu of 10 lines from the book read, and translation into English of five sentences from Balbodha, Third Book.
- Fifth Head—Drawing.*
Standard V.
- 100 *First Head—Mathematics.*
- 40 (a) Arithmetic—Add to the previous standards, profit and loss and square and cube roots. Explanation of rules in English.
- 30 (b) Algebra—Factors, G. C. M., and L. C. M.

Maximum
of marks.

- 30 (c) Euclid—Book I—32 propositions with definitions and simple deductions.
- 100 *Second Head—Vernacular or Classics.*
Vernacular.
I.—Marathi.
- 75 A prose book 100 pages ; poetry 300 lines ; recitation 100 lines.
Grammar—Dadoba's large, the whole.
- 25 Composition—A descriptive essay in current Modi hand, not less than 20 lines ;
or
II.—Urdu.
- 25 Prose—Bostan Hikmat, first half.
- 25 Poetry.—Dewanizauk Ghazliat.
- 25 Grammar—Risalai Arooz and Qawafi, first half, by Moulvi Mahomed Ahsun.
- 25 Composition—A descriptive essay.
or
Classics.
I.—Sanskrit.
- 60 (a) Translation from exercises in Bhandarkar's Second Book, lessons I to XIV.
- 30 Shlokas from Niti Shataka as given in the same book to be explained and repeated.
- 40 (b) Knowledge of rules in the same ; or
II.—Persian.
- 50 (a) Prose—Gulistan, Chapter VIII, Poetry—Bostan, Chapter V.
- 25 (b) Translation of Urdu sentences into Persian.
- 25 (c) Grammar—Zawabit-i-Farsi.
- 100 *Third Head—*
- 50 History of England up to 1485 A.D., and revision of History of India.
- 50 Geography—Add to the previous standard British foreign possessions and particular Geography of the British Isles and India, with map drawing of the same.
- 150 *Fourth Head—English.—*
- 80 (a) Reading English classics, 80 pages of prose, and 400 lines of poetry, with explanation and parsing. Recitation of prose and poetry, 200 lines.
Dr. Roberts' Domestic Economy and Sanitary Science, pages 58 to 80. Easy questions in analysis of sentences as in Morell's Part I, and easy etymology of words in the book.
Grammar—Sheppard's, pages 1—50.

Maximum
of marks.

- 50 (b) Translation into Marathi or Urdu of ten lines from the book read, and translation into English of 10 lines from Balbodha Fourth Book.
- 20 (c) Composition—A letter or an abstract of a story read. Spelling and handwriting to be considered. Exercise and note books to be shown.

* Fifth Head—Drawing.

Standard VI.

100 First Head—Mathematics—

- 40 (a) Arithmetic—Stocks, proportional parts and elementary mensuration.
- 30 (b) Algebra—Fractions and simple equations of one unknown quantity. Square and cube roots.
- 30 (c) Euclid—Books I and II, with simple deductions.

100 Second Head—Vernacular or classics.

Vernacular.

I.—Marathi.

- 75 Prose, 150 pages.
Poetry, 300 lines. Kekavali or a similar poem. 100 lines to be learnt by heart.
- Grammar—Kher's Anglo-Marathi Grammar, first half.
- 25 Composition—A social or moral essay in good Modi hand;

or

II.—Urdu.

- 25 Prose—Bostan Hikmat, the whole.
Poetry—Dewani Galib, first half.
- Grammar—Revision of the previous standards, Risalai Arroz Qawafi (Prosody, whole) by Moulvi Mahomed Ahau.
Forbes' Urdu Grammar.
- 25 Composition.—A social or moral essay;

or

Classics.

I.—Sanskrit.

- 60 (a) Translation from Apte's Kusumamala, pp. 40, or a similar book, Apte's Progressive Exercises, Part I.
Recitation—40 shlokas from the book read.

Maximum
of marks.

- 40 (b) Dr. Kielhorn's Grammar revision up to Perfect; Aorist and compounds; Sanskrit, Syntax; or

II.—Persian.

- 50 (a) Prose—Akhlak-i-Mohsani, Chapters XI—XVII.
Ruquat-i-Alamgiri, Epistles X—XL.
Poetry—Bostan, Chapters VI and VIII.
- 25 (b) Translation into Persian from Talimul Mubtadi, first half, and of easy English sentences.
- 25 (c) Grammar—Anglo-Persian Grammar by Munshi, pp. 1—70.

100 Third Head—

- 50 History of England up to the end of the reign of George II.

History of India, revision.

- 50 Geography—Add to the previous standard particular geography of Australia, France, Italy, Germany, Austria, Russia, Turkey, China, and Japan.

Physical Geography—Atmosphere, rain, dew, mist, clouds, snow, motions of earth, day and night, seasons, land and sea.

Map drawing of the countries above mentioned.

150 Fourth Head—English:—

- 80 Reading English classics, 100 pages of prose and 450 lines of poetry, 250 lines of prose and poetry to be learnt by heart; and etymology.
- Dr. Roberts' Domestic Economy and Sanitary Science, pp. 88 to 118.
- Grammar, Sheppard's, pp. 50—110 analysis of complex and compound sentences as in Morell.

- 50 Translation—
Translation into Marathi or Urdu of ten lines from the book read.
Translation into English of ten lines from Marathi Fifth Book.
- 20 Composition—A short theme on a simple subject, spelling and hand-writing to be considered. Exercise and note books to be shown.

Fifth Head—

Drawing up to the 2nd grade of the Bombay School of Art.

Standard VII.

Matriculation.

N.B.—I.—Gymnastics should be considered as a compulsory subject under high school standards and optional under all other standards.

* N.B.—The boys under this standard are to appear for the 1st grade Art Examination.

Maximum
of marks.

II.—The text books for these standards may be changed from time to time by the Director of Public Instruction after consulting the Text Book Committee if necessary.

Girls—Marathi

Standard I.

- 100 *First Head*—Anks up to 100; multiplication table up to 20×10 ; use of arithmetic; addition and subtraction of numbers not more than 12 to be done mentally.
- 100 *Second Head*—Reading Balbodha First Book, Bombay series; easy object lessons; singing easy pieces of poetry in unison.
- 100 *Third Head*—Writing in Balbodha on slate or black-board letters of the alphabet, Barakhadya, and words of two letters in a bold round hand as in the Bombay Ujalnichen Pustak.

Standard II.

- 100 *First Head*—Arithmetic. In addition to Standard I, paolsi, nimki, and paunki up to 20; notation and numeration up to 10,000, and addition and subtraction of numbers of not more than three figures; easy mental arithmetic involving questions in the multiplication table up to 20×10 .
- 100 *Second Head*—Reading Balbodha Second Book, Bombay series, with explanation of the part read and meaning of words; singing easy pieces of poetry in unison.
- 100 *Third Head*—Writing Modi alphabet and Barakhadya, and easy words in Balbodha and Modi on slate as in the Bombay Ujalnichen Pustak.

Standard III.

- 100 *First Head*—Add to previous standard sawaki, didki, adichki up to 20, and annas; multiplication and division of numbers less than 100,000 by numbers less than 1,000; reduction involving the use of the native table of money; mental arithmetic involving questions in Ujalni prescribed for Standards I and II.
- 100 *Second Head*—Reading Balbodha Third and Modi First Books of the Bombay series, first half, with explanation of the part read and meaning of words; easy poetry to be recited and sung in unison.
- 100 *Third Head*—Writing to dictation two lines in Balbodha and Modi, words to be neatly and separately written and in a bold style.

Maximum
of marks.

- 100 *Fourth Head*—Plain needle work, running and hemming.

Standard IV.

- 100 *First Head*—Arithmetic. Add to previous standards reduction involving the use of native tables of money and weight; the four compound rules; mental arithmetic involving questions in Ujalni prescribed for previous standards.
- 100 *Second Head*—Reading Balbodha Third and Modi First Books of the Bombay series complete, with understanding of the part read and meaning of words; poetry to be understood and repeated; grammar, parts of speech to be distinguished.
- 100 *Third Head*—Writing to dictation three lines in Balbodha and Modi from the reading book—words to be written neatly and separately and in a bold hand; Modi large hand; twelve letters according to the kitta; pusteas for 12 months to be shown.
- 100 *Fourth Head*—Geography: knowledge of what a map is; the directions, boundaries, mountains, rivers, zillas, taluks, chief towns of the district, to be pointed out on the map.
- 100 *Fifth Head*—Plain needle work—seaming and stitching.

Standard V.

- 100 *First Head*—
- 75 (a) Arithmetic—Add to previous standards English tables of money and time; simple proportion.
- 25 (b) Mental arithmetic, involving questions in Ujalni and tables previously learnt.
- 100 *Second Head*—Reading 100 pages of Balbodha Fourth Book, and History of Maharashtra, with understanding of the part read and meaning of words; recitation of 100 lines of poetry; grammar, definitions of parts of speech to be understood; elementary grammar up to verb; reading Modi Second Book, Bombay series.
- 100 *Third Head*—Writing to dictation four lines in Balbodha and Modi from the book read—words to be neatly and separately written; Modi, medium hand; pusteas for 12 months to be shown.
- 100 *Fourth Head*—Definitions of geography to be illustrated on the map; map of Berar complete.
- 100 *Fifth Head*—Needle work—neat patch work consisting of hemming, back-stitching, and overcasting.

Maximum
of marks.*Standard VI.*100 *First Head*—

75 (a) Arithmetic—Add to previous standards English tables of weight and length, compound proportion and simple interest.

25 (b) Mental arithmetic involving easy questions in native tables and Ujalni.

100 *Second Head*—Reading the whole of the Balbodha Fourth Book (Bombay series) with understanding of the part read and meaning of words; elementary grammar and simple parsing; recitation of 150 lines of poetry. "Way to Health" (knowledge of simple facts); reading plainly written Modi manuscripts.

100 *Third Head*—Writing to dictation five lines from the book read in Balbodha and Modi, words to be neatly and separately written; Modi small hand; pusteas for 12 months to be shown.

100 *Fourth Head*—History of Maharashtra complete. In addition to previous standards geography of India, political divisions, with their capitals, mountains, rivers, chief towns, ports, main lines of railways, to be shown on the map of India.

100 *Fifth Head*—Needle work—In addition to previous standards simple articles of native dress, such as choli, parkar, &c., knitting and fancy work.

Girls—Urdu.*Standard I.*

100 *First Head*—Anks up to 100; multiplication table up to 20×10 ; use of arithmetic; addition and subtraction of numbers less than 12 to be done mentally.

100 *Second Head*—Reading Urdu alphabet and Mufidul Muhtadi, Part II, pages 1—10.

100 *Third Head*—Writing to dictation words of not more than three letters from the part read.

Standard II.

100 *First Head*—Add to arithmetic of Standard I, paoki, nimki, and paunki up to 20; notation and numeration up to 10,000; addition and subtraction of numbers of not more than three figures; easy mental arithmetic involving questions in the multiplication table up to 20×10 .

100 *Second Head*—Reading Mufidul Muhtadi, Part II, the whole.

Maximum
of marks.

100 *Third Head*—Writing to dictation in a bold hand words of not more than five letters from the book read.

Standard III.

100 *First Head*—Add to arithmetic of Standard II, sawaki, didki, and adichki up to 20, and annas; multiplication and division of numbers less than 10,000 by numbers less than 100; native tables of money and weight; easy mental arithmetic involving the use of the tables learnt in Standard II.

100 *Second Head*—Reading Talimul Muhtadi, Part I, with understanding.

100 *Third Head*—Writing to dictation two lines from the book read; copy books—large hand.

Fourth Head—Plain needle work—running and hemming.

Standard IV.

100 *First Head*—Add to arithmetic of Standard III reduction involving the use of native tables of money and weight the four compound rules; easy mental arithmetic involving the use of tables learnt in Standards II and III.

100 *Second Head*—Reading Talimul Muhtadi, Part II, lessons 1—44, with understanding.

100 *Third Head*—Writing to dictation three lines from the book read; copy books, medium hand.

100 *Fourth Head*—Plain needle work—seaming and stitching.

Standard V.

100 *First Head*—Add to arithmetic of Standard IV English tables of money and time; simple proportion; mental arithmetic involving questions in Ujalni and tables previously learnt.

100 *Second Head*—Reading Prose: Miratul Urus, first half, with explanation; poetry: Majmua Sukhan, Part I, pages 1—20.

100 *Third Head*—Writing to dictation four lines from the book read; copy-books small hand.

100 *Fourth Head*—Geography; knowledge of what a map is; the directions, the boundaries, mountains, rivers, zillas, taluks, chief towns, and railways of Berar and made roads of the district to be pointed out on the map.

100 *Fifth Head*—Needle work: neat patchwork consisting of hemming, back-stitching, and over-casting.

Standard VI.

100 *First Head*—Add to arithmetic of Standard V compound proportion

Maximum
of marks.

- and simple interest, English tables of weight and length.
- 100 *Second Head*—Reading—Prose: *Miratul Urus*, the whole, with understanding of the part read and meaning of words.
Poetry: *Majmua Sukhan*, Part I, pages 1—50.
Kawaid-i-Urdu, Part I, distinguishing parts of speech.
- 100 *Third Head*—Writing to dictation five lines from the book read; copy books, current hand.
- 100 *Fourth Head*—Geography: definition of geography to be learnt and understood; knowledge of the map of India; boundaries, natural and political divisions, mountains,

Maximum
of marks.

- principal rivers, chief towns, ports, main lines of railway to be pointed out on the map.
- 100 *Fifth Head*—Needle work. In addition to previous standards, a simple article of native dress, such as *choli*, *kurti*, &c., knitting and fancy work.

(By order.)

A. WILLIAMS,

Secretary for Berar.

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Appendix C.

Revised Akola Training College Code to be substituted for the one on pages 15 to 18 of the revised edition of the Berar Educational Manual.

1. The Training College at Akola is maintained with the object of providing the primary schools and classes of Berar with qualified masters and assistant masters.

2. There shall be 60 stipends of Rs. 6 each distributed as under :—

10 third year students	} Marathi.
15 second ,,	
25 first ,,	

Ten Muhammadan students to be admitted every alternate year, and to remain two years in the college.

In addition to the stipendiary students, paying students will be admitted to the college on the same conditions as are applicable to the stipendiary students, the rates of fees for the 1st, 2nd, and 3rd year's courses being annas 4, annas 8, and rupee 1 per mensem respectively.

3. The training shall consist of three courses, each of one year's duration, and shall be denominated the 1st year's course, the 2nd year's course, and the 3rd year's course. The subjects of study shall be the same as laid down in the standards annexed to this Code.

Entrance.

4. Every year in the month of October or November an entrance examination shall be held at Akola by the Director of Public Instruction aided by the Training College staff. Candidates for the entrance examination must have passed Vernacular standard VI or Anglo-Vernacular standard III, must be *bona fide* natives of Berar or must have resided in Berar for three consecutive years before the date of examination, must be above 17 and below 22 years of age, and must be strong in body and without any bodily deformity.

5. Every stipendiary student must pass an agreement on joining the college in the form attached (see Appendix A).

Examinations.

6. The year is divided into two terms, the first commencing on the 11th of Kartick Shudha and ending on the 26th of April, and the second commencing on the 11th of June and ending on the 12th of Ashwin Vadya. At the end of the first term of each year there will be a terminal examination held by the college staff summing up and testing the progress made in the term. Stipendiary students who fail at the examination will be liable to lose their stipends at the discretion of the Director of Public Instruction.

7. Examination for certificates will be held at the end of the second term in each year by a committee presided over by the Director of Public Instruction. The subjects of examination shall be the same as laid down in the courses of study prescribed for the three classes.

8. Every 1st, 2nd, and 3rd year student in order to pass his examination, must secure a minimum of 40 per cent. of the total number of marks and not less than one-third of the maximum marks allotted to each subject, and not less than one-fourth of the maximum of each sub-head.

Subject to this proviso, 2nd and 3rd year students who obtain—

(a) not less than 60 per cent. of the total marks allotted to the subjects will be placed in the first class;

(b) less than 60 per cent., but not less than 40 per cent. of the total marks will be placed in the second class;

(c) less than 40 per cent. of the total marks will be held to have failed in their examinations.

9. Students who fail to pass the examination at the end of the first year will be dismissed from the college. Students of the 2nd and 3rd year failing to pass the final examination will be granted the certificates of the 1st and 2nd year to which they may be entitled, but will not be retained in the college. Passed students of the 1st and 2nd year's classes shall be allowed to proceed to the 2nd and 3rd year's courses only if they are specially selected by the Director of Public Instruction.

10. Passed students will be granted certificates signed by the Director of Public Instruction in the form appended (see Appendix B), and will have the choice of vacant appointments in the order of merit.

Classification of appointments.

11. Passed students shall be eligible for places with the following rates of pay:—

3rd year men ...	{	1st class, Rs. 25 per mensem.	
		2nd ,, 20 ,,	
2nd year men ...	{	1st ,, 15 ,,	
		2nd ,, 12 ,,	
1st year men ...	...	Rs. 10	..

12. A certificate of any class does not entitle the holder to claim immediately the pay of his class, but merely qualifies him for such a place when it falls vacant. Passed 3rd, 2nd, and 1st year students shall be entitled at once to a minimum salary of Rs. 15, 12, and 10 respectively. They will be on probation for one year, and will then be promoted to their certificate pay as early as possible.

Special Rules.

13. Untrained teachers in local board or municipal schools in receipt of non-pensionable pay may appear for the 1st year's certificate examination without previous residence at the Training College, provided they have passed under Vernacular standard VI and served satisfactorily for a period of five years. The special sanction of the Director of Public Instruction will be necessary in all such cases. Such untrained teachers passing the 1st year's examination may, with the special sanction of the Director of Public Instruction, appear for the 2nd year's certificate examination, but no such teacher shall be allowed to present himself for the 3rd year's certificate examination unless he attends the 3rd year's class in the college throughout the year.

14. Untrained teachers who have passed the matriculation with Sanskrit as their second language may, with the special sanction of the Director of Public Instruction, be admitted to the college as students of the 3rd year class, preference being given to those who have already served in the department.

15. Untrained teachers now in receipt of pensionable pay, who may be permitted to reside at the Training College with or without stipends, count the time so spent as service towards pension.

APPENDIX A.

AGREEMENT MADE THIS DAY OF BETWEEN OF THE FIRST PART AND
DIRECTOR OF PUBLIC INSTRUCTION, HYDERABAD ASSIGNED DISTRICTS, OF THE SECOND
PART.

I, _____, in consideration of a stipend awarded to me in accordance with the rules and scale of stipends prescribed for the Akola Training College, do hereby agree to observe the Training College rules and remain in the Training College so long as I may be permitted by the Director of Public Instruction, Hyderabad Assigned Districts, or until such time as I shall pass the requisite certificate examination, and then to serve in the Educational Department as a master for a period not less than the time I may have remained in the Training College. In the event of my committing any breach of this agreement, I further agree to refund all and any moneys which may have been paid to me by Government in the form of stipend during the period of my tuition.

(Signed) _____

And I _____ hereby declare myself security for the aforesaid that he shall do and perform all that he has above undertaken to do and perform, and in case of his making default therein, I hereby bind myself to pay the sum received by to Government.

Surety (Signed) _____

And I _____, Director of Public Instruction, Hyderabad Assigned Districts, do hereby agree on behalf of Government to pay monthly to the said _____ such sums of money as shall be due to him on account of his stipend as student or salary as master, provided that nothing in this agreement shall bar my right to withhold any portion, or all, of the stipend or salary of the said _____ during any one or more months or to dismiss him from the Akola Training College or from the employ of the Berar Educational Department should I consider such a step necessary.

(Signed) _____,

Director of Public Instruction,

Hyderabad Assigned Districts.

Witness--

(1) (Signed)

(2) (Signed)

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APPENDIX B.

BERAR TRAINING COLLEGE.

CERTIFICATE.

No. of 189 .

CERTIFIED that _____, a student of the Training College at Akola, having passed successfully an examination held in 189 , in the year's course of the College, is qualified for the post of a Teacher in the Educational Department of the Hyderabad Assigned Districts on a salary of *per mensem*.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION, } Director of Public Instruction,
Akola, 189 . } Hyderabad Assigned Districts.

REVISED STANDARDS OF STUDY FOR THE AKOLA TRAINING COLLEGE.

MARATHI SIDE.

First year's course.

Maximum of marks.

150 *First Head*—Mathematics :—

75 (a) Arithmetic with explanation and proofs of rules (excluding Stocks, Insurance, Involution and Evolution, and Arithmetical and Geometrical Progressions) and Simple Mensuration of Lines and Surfaces. Knowledge of Kirda and Khatawani.

50 (b) Euclid, book I ; Propositions 32.

25 (c) Mental Arithmetic, complete.

150 *Second Head*—Vernacular :—

50 (a) Marathi Series, books I to V inclusive, with knowledge of subject matter, meaning of words and phrases, paraphrase of poetical pieces, and parsing. 150 lines of poetry from the 5th book to be repeated by heart.

25 (b) Reading Modi papers with fluency.

25 (c) Elementary Grammar complete, and Bapat's Etymology, first half.

50 (d) Writing a letter on a given subject in Modi small hand. Penmanship and copy setting.

100 *Third Head*—History and Geography :—

50 (a) History of India as given in Hunter's Smaller History of India or similar book.

50 (b) General Geography of the World and particular Geography of India, outline map of Berar.

200 *Fourth Head*—School management :—

100 (a) General principles of school management and discipline as given in Kathavate's Shikshan and Adhyapan. Methods of teaching, reading, writing, and arithmetic so as to develop intelligence. School system, official forms, and returns.

100 (b) *Vidā voce*—Giving a lesson to a class in standards I to IV in reading, writing, arithmetic, or geography at the option of the Examiner.

50 *Fifth Head*—Sanskrit :—

Rupawali and Sanskrit Primer, lessons I to XX.

50 *Sixth Head*—Sanitary Primer (Way to Health).50 *Seventh Head*—Drawing and Gymnastics (including Drill).*Second year's course.*150 *First Head*—Mathematics :—

75 (a) Arithmetic complete with explanations and proofs of rules. Mensuration of Solids and Book-keeping.

35 (b) Algebra, first four rules, and simple Equations with easy problems.

40 (c) Euclid, books I and II.

150 *Second Head*—Vernacular :—

50 (a) Marathi sixth book, with knowledge of subject matter, explanation of words and phrases, and paraphrase of poetry and parsing. 200 lines of poetry from the book to be repeated by heart.

50 (b) Dadoba's large Grammar up to Syntax. Bapat's Etymology, complete. Knowledge of ordinary metres as occurring in poetry in the Marathi reading books.

50 (c) Writing a report in Modi on a given subject or an account of an incident. Penmanship and copy setting.

Maximum
of marks.

- 100 *Third Head*—History and Geography :—
 50 (a) History of India complete as given in Hunter's Smaller History of India or a similar book with some information of the system of Government,
 50 (b) General Geography and Elementary Physical Geography of the World, inclusive of the terms used in relation to the terrestrial globe, such as equator, poles, tropics, latitude and longitude, and of natural phenomena, i.e., seasons, night and day, eclipses, tides, climate, rain, dew, &c. Exports and imports of India. Map drawing of India.
- 200 *Fourth Head*—School management :—
 100 (a) More advanced knowledge of subjects of 1st year's course. Training of senses and memory, and the order in which the faculties of children are developed.
 100 (b) *Vivā voce*—Giving a lesson to a class in standards I to V on any subject of school course.
- 50 *Fifth Head*.—Sanskrit :—
 First book complete, and second book, lessons I to XIV.
- 50 *Sixth Head*—Science :—
 Keropant's Primer. Modak's translation of Dr. Roberts' Domestic Economy and Sanitary Science, Chapters 2 to 6.
- 50 *Seventh Head*—Drawing up to 1st grade Art Examination and Gymnastics (including Drill).

Third year's course.

- 150 *First Head*—Mathematics :—
 50 (a) Arithmetic complete, with theory and practice. Mensuration complete.
 50 (b) Algebra to Quadratic Equations inclusive.
 50 (c) Euclid, books I to III, with simple deductions.
- 150 *Second Head*—Vernacular :—
 50 (a) Prose—Chiploonkar's Rasselas or a similar book.
 Poetry—Moropant, 30 pages from Navanit.
 Wamon, 30 pages from Navanit.
 Raghoonath, 30 pages from Navanit.
 With knowledge of subject matter, explanation of words and phrases, and paraphrase of the poetry. 300 lines of the poetry to be repeated by heart.
 50 (b) Dadoba's large Grammar, whole Etymology and Prosody and advanced parsing.
 50 (c) Composition with due attention to handwriting.
- 100 *Third Head*—History and Geography :—
 50 (a) Elementary History of England with special knowledge of connection with India.
 50 (b) Geography of the British Isles with special reference to the history. Physical Geography. Map drawing of Great Britain and Ireland and India.
- 200 *Fourth Head*—School management :—
 100 (a) Thorough knowledge of theory and practice of teaching. Formation of habits and characters and principles of moral discipline. Practical details of school management.
 100 (b) *Vivā voce*—Giving a lesson to any class on any subject, including object lesson.
- 50 *Fifth Head*—Sanskrit :—
 Second book to lesson XXI inclusive, and three cantos of Raghoo or an equal quantity from some other classical poet.
- 50 *Sixth Head*—Science.
 Elementary Natural Philosophy and Astronomy as in Science primer.
- 50 *Seventh Head*—Drawing up to second grade Art Examination and Gymnastics (including Drill).

HINDUSTANI SIDE.

First year's course.

- 100 *First Head*—Mathematics :—
 75 (a) Arithmetic with explanation and proofs of rules (excluding Stocks, Insurance, Involution and Evolution, and Arithmetical and Geometrical Progression); Simple Mensuration of Lines and Surfaces. Knowledge of Kirda and Khatawani.
 25 (b) Mental Arithmetic, complete.
- 250 *Second Head*—Vernacular :—
 50 (a) Taubatan Nasuh, first half, Way to Health, and Majma Sakun, Part I, with knowledge of subject matter, meaning of words and phrases, and

Maximum
of marks.

- paraphrase of the poetry. 150 lines of the poetry to be repeated by heart.
- 30 (b) Grammar—Kawaidi Urdu, Part III, pages 1 to 96, and parsing.
- 20 (c) Reading of ordinary written papers with fluency.
- 50 (d) Writing a letter on a given subject in Urdu small hand. Penmanship and copy setting.
- 100 *Third Head*—History and Geography :—
- 50 (a) History of India as given in Hunter's Smaller History of India or similar book.
- 50 (b) General Geography of the World and particular Geography of India, Outline map of Berar.
- 200 *Fourth Head*—School management :—
- 100 (a) General principles of school management and discipline as given in Kathavate's Shikshan and Adhyapan. Methods of teaching, reading, writing, and arithmetic so as to develop intelligence, school system, official forms, and returns.
- 100 (b) *Vivá voce*—Giving a lesson to a class in standards I to IV in reading, writing, arithmetic, or geography, at the option of the Examiner.
- 50 *Fifth Head*—Persian :—
- 30 (a) Sad-Hikayat, the first 52 stories.
- 20 (b) Grammar, Zawbit Farsi.
- 100 *Sixth Head*—Marathi :—
- 50 (a) Reading prose, 100 pages from Marathi fourth book with understanding of the part read and meaning of words. Reading easy Modi manuscripts.
- 25 (b) Writing a letter in Modi small hand.
- 25 (c) Translation of Marathi into Urdu, and *vice versa*.
- 50 *Seventh Head*—Drawing and Gymnastics (including Drill).

Second year's course.

- 100 *First Head*—Mathematics :—
- 75 (a) Arithmetic complete, with explanations and proofs of rules. Mensuration of Solids and Book-keeping.
- 25 (b) Euclid, book I.
- 150 *Second Head*—Vernacular :—
- 50 (a) Taubatan Nasuh, whole, Way to Health, and Dewani Zouk, 50 pages with understanding of the subject matter, meaning of words and phrases, and paraphrase of the poetry. 250 lines of the poetry by heart.
- 50 (b) Grammar, Kawaidi Urdu, Part III, complete, and part IV, pages 1 to 96 with advanced parsing. Knowledge of ordinary metres as occurring in the poetry learnt.
- 50 (c) Writing a report in Urdu on a given subject or an account of an incident. Penmanship and copy setting.
- 100 *Third Head*—History and Geography :—
- 50 (a) History of India complete, as given in Hunter's Smaller History of India or a similar book with some information of the system of Government.
- 50 (b) General Geography and Elementary Physical Geography of the World, inclusive of the terms used in relation to the terrestrial globe, such as equator, poles, tropics, latitude and longitude, and of natural phenomena, *v.e.*, seasons, night and day, eclipses, tides, climate, rain, dew, &c. Exports and imports of India. Map drawing of India.
- 200 *Fourth Head*—School management :—
- 100 (a) More advanced knowledge of subjects of 1st year's course. Training of senses and memory, and the order in which the faculties of children are developed.
- 100 (b) *Vivá voce*—Giving a lesson to a class in standards I to V on any subject of school course.
- 50 *Fifth Head*—Persian :—
- 30 (a) Gulistan, Chapters I and VIII.
- 20 (b) Grammar, Ayrul Kawaid.
- 100 *Sixth Head*—Marathi :—
- 50 (a) Reading prose portions only of the fourth Marathi book and Modi manuscripts with understanding of the part read, and meaning of words.
- 25 (b) Writing a report in Modi on a given subject.
- 25 (c) Translation of Marathi into Urdu and *vice versa*.
- 50 *Seventh Head*—Drawing up to 1st grade Art Examination and Gymnastics (including Drill).

Extract from the Proceedings of the Resident at Hyderabad, No. 3836, dated Hyderabad Residency, the 23rd November 1897.

READ—

The Report on Public Instruction in the Hyderabad Assigned Districts for the year 1896-97.

RESOLUTION.

The Report on Education in the Hyderabad Assigned Districts for the year 1896-97 now under review includes a retrospect of the preceding four years 1892-93 to 1895-96, being the first quinquennial report prepared under the orders conveyed in the Government of India letter No. ^{9-Education}₂₈₀, dated the 18th July 1895. The Resident observes that the arrangement of matter and sub-division of the report according to subjects does not correspond exactly with that adopted by Mr. Nash in the second quinquennial review of the progress of education in India from 1887-88 to 1891-92, but trusts that the correspondence and the information supplied will be sufficient for all practical purposes. As observed by the Commissioner, the report abounds in detail, and considering that the quinquennial period will separately receive exhaustive treatment, Mr. Chichele-Plowden does not propose in this review to do much more than examine the principal features of the administration of the department for the year 1896-97.

2. The most striking feature of the year's administration is that, in spite of severe scarcity during the last six months, there was an increase of 181 schools and 5,100 pupils on the 31st March 1897, the number of schools increasing from 1,180 to 1,361 and of scholars from 49,243 to 54,343. This increase occurred in all districts, and is chiefly confined to indigenous schools, the explanation being that the prevalence of high prices compelled private schoolmasters to teach on nominal salaries: closer attention following on the Resident's remarks last year may, however, had something to do with this change for the better, and now that the Grant-in-aid Code has been recently revised on the Bombay scale, there is reason to hope that with systematic encouragement the increase may prove permanent. It may be observed that since the *beginning* of 1892-93, that is, during the full quinquennial period, the number of schools under public management has risen from 651 to 714 and the pupils attending them from 38,127 to 42,284, the corresponding figures for schools under private management having fallen from 663 and 13,212 respectively to 642 and 11,902, while private institutions have during the same period varied from 8 with 144 pupils to 5 with 157. Of the 1,361 schools open on the 31st March 1897, 3 were high schools with 556 pupils, 25 middle schools with 3,436 pupils, and 1,324 primary schools (1,275 for boys and 49 for girls) with 50,085 pupils (46,379 boys and 3,706 girls), the remaining 9 schools consisting of 5 institutions for instruction in Oriental classics, 3 industrial schools, and one training college, with 157, 47, and 62 pupils respectively. The average number of square miles to each boy's school in 1896-97 was 13·5 as compared with 15·8 in 1895-96, and the percentage of male pupils to the male population of a school-going age 22·2 as compared with 20·2: in 1892-93 the corresponding figures were 13·4 and 22·8. The Resident believes that the improvement actually effected in school discipline and teaching amply compensates for the apparent want of progress during the quinquennial period. Inspections have been

very fully carried out by the Director of Public Instruction and his staff; the interest taken in the subject by local bodies has grown steadily greater, and revenue officers have paid as many visits to institutions within their divisions as the exigencies of a year of distress would permit. The Resident notes with satisfaction the names of the gentlemen mentioned by the Director in paragraphs 23, 25, 37, and 85 as having been of special assistance to the department during 1896-97.

3. The income of the department, which was Rs. 4,39,130 in 1892-93 and only Rs. 4,11,863 in 1895-96, was Rs. 4,24,577 in the year under report. The decrease since 1892-93 occurred mainly under contributions from Provincial and Local Funds: the fee income was almost stationary, but popular contributions in 1896-97 amounted to Rs. 9,834, the highest sum contributed during the quinquennial period. At the same time municipal aid has risen from Rs. 16,150 in 1892-93 and Rs. 15,185 only in 1895-96 to Rs. 18,536 in 1896-97, the increase being due to the transfer to municipal management of primary schools within municipal limits, subject, of course, to the usual departmental control, and a further increase may be looked forward to.

The expenditure of the department has similarly fluctuated between Rs. 4,37,545 in 1892-93, Rs. 4,11,883 in 1895-96, and Rs. 4,24,578 in 1896-97. The decrease has occurred chiefly under "Buildings, Training and Secondary Schools, and Grants-in-aid," the result, the Resident agrees, of more careful management. The increase under Miscellaneous is due to pensionary contributions paid by District Boards for the first time in 1896-97 on behalf of their educational employés.

4. As for collegiate education, the Resident agrees with the Director that though the results for 1896-97 are the best on record in the last five years, it is far from satisfactory to find the possessors of Berar scholarships failing to hold their own against simple ex-students of Berar schools in the competition for University degrees and distinctions. The more careful selection of scholars may lead to some improvement, but the Resident would be glad to learn whether as provided by the rules periodical reports and proofs of progress are regularly and systematically required and stipends promptly forfeited in the event of failure or misconduct; he thinks that perhaps sureties for the refund in such cases of allowances already paid might be taken with advantage.

5. Secondary education exhibits better results. As in 1895-96, there were two high schools and 24 middle or Anglo-Vernacular schools under public management. In the high schools situated at Akola and Amraoti the average daily attendance was only 148 and 182 respectively as compared with 151 and 239 in 1895-96, but the number on the rolls at the end of the year had risen from 171 and 214 to 202 and 217, which affords some indication that these schools are about to recover from the depression caused by the imposition some three years ago of a limit of age on entrance and the consequent institution of a private high school at Amraoti, the continued success of which affords the Resident great satisfaction. In spite of these difficulties the cost per pupil in Government high schools has been steadily reduced during the last five years. The question how far the fees for high schools, and indeed all secondary instruction, might be raised to the further relief of Provincial revenues is one which the Director should carefully consider:

ample materials for a comparison with the rates adopted elsewhere will be made available in the next general quinquennial review; and in this connection his attention is invited to the Resident's remarks in paragraph 5 of the review for 1894-95. It is curious to find from the table in paragraph 33 of the report that the number of high school students passing their examinations should be less than in 1892-93, and that too in spite of an increase in the number examined. The decrease in the number of boarders also seems to call for explanation. High school classes were attached to 7 middle schools during the year as compared with 6 in 1895-96, but the results were less satisfactory. At the 24 middle schools in the province the number on the rolls increased during the year from 3,202 to 3,376 and the average daily attendance from 2,554 to 2,692, the total cost per pupil being at the same time reduced from Rs. 16-7-3 to Rs. 15-8-10, and the cost to Provincial revenues from Rs. 11-9-2 to Rs. 10-9-7. At the beginning of 1892-93 the number on the rolls was 4,259 and the average daily attendance was 3,258, the total cost and the cost to Provincial revenues being Rs. 13-6-5 and Rs. 9-11-7 respectively. These figures can hardly be regarded as satisfactory: nor are the results of middle school examinations more encouraging. In 1892-93 1,335 pupils were examined and 735 passed: in 1896-97 1,597 were examined and 723 passed. These results, however, compare favourably with those of 1895-96, when 1,560 were examined and only 627 passed; but how far they are due to the revision of the standards of study during the year it is difficult to gauge with any accuracy.

6. Primary education has shown some progress during the year, there being an increase of 12 schools from 628 to 640 under public management. The number of pupils on the rolls at the same time increased from 31,416 to 36,501 and the average daily attendance from 22,371 to 24,383, an increase of 2,012. At the beginning of 1892-93 there were only 580 such schools with 31,751 pupils and an attendance of 21,784. Of the 87 villages mentioned in 1895 as having a population of 1,000 and upwards but no school, 44 have now been provided for, and for the rest provision will be made as funds permit. It is satisfactory to note that the total cost of educating each pupil has fallen during the year from Rs. 6-3-7 to Rs. 5-15-3. In 1892-93 the cost was Rs. 6-3-3. The cost to Provincial revenues has fallen slightly from Rs. 2-9-7 in 1892-93 to Rs. 2-9-6, but the provincial contribution is larger, and this is not altogether as it should be. The results of examination show that 24,192 were examined as against 21,927 in 1895-96 and 18,894 in 1892-93, the number passed being respectively 13,654, 12,301, and 12,407. In the English teaching classes there was also some improvement, the number examined and passed being 224 and 121 as against 184 and 82 in the preceding year.

As for indigenous primary schools the number examined was 703 in 1892-93, 491 in 1895-96, and 623 in 1896-97, and the number earning grants and prizes 659, 467, and 584, the pupils examined being 10,326, 5,435, and 6,452 respectively, and the grants earned Rs. 19,960, Rs. 11,793, and Rs. 13,057.

7. Another important step taken in 1896-97 was the re-organization of the Training College at Akola and the revision of the Training College Code: the results of the new examination for admission are reported as promising; gymnastics and drill and moral training are receiving special attention, and all assistant masters, whether at the Training College or not, are being required to qualify in text-books on the art of teaching.

In the 1st grade examination of the Bombay School of Art the number of passes was 154 as compared with 139 last year and only 33 in 1892-93. At the Amraoti Industrial School, which was opened less than two years ago, but which already shows a net profit of Rs. 576 for the year, the number on rolls has risen from 9 to 17. The Akola Industrial School has not shown equal progress, but Rao Saheb Deo Rao Vinayak's Practical Engineering class appears to be doing really useful work in turning out fitters and engineers qualified for employment in connection with the cotton industries of Berar.

8. Female education has developed but slightly during the year, there being in the 46 girls' schools under public management 1,909 pupils as against 1,831 in 1895-96 with an average attendance of 1,143 as against 1,123. The year 1892-93 began with 44 schools and 1,653 pupils and a daily attendance of only 994; but while the number of pupils passing examinations has fallen, the cost per pupil has risen during the quinquennial period from Rs. 6-0-3 to Rs. 6-7-7. These figures are exclusive of girls attending boys' schools, who numbered 1,709 in 1893-97 as against 270 in 1892-93—a very satisfactory increase. The importance of employing trained mistresses requires fuller recognition.

9. As before, there was only one school for Europeans and Eurasians, the average daily attendance at which was 14 boys and 30 girls.

The number of Hindustani schools under public management was 88, as in 1895-96, 13 for girls and 75 for boys. The number of Muhammadan pupils, including those attending Marathi schools of all kinds, was 7,461 as against 7,233 last year. The corresponding figures at the beginning of 1892-93 were 84 and 7,275.

For aboriginal races there are now two schools with 213 pupils against one with 166 in the previous year.

Low-caste pupils have increased from 1,956 in 1895-96 to 2,222 in the year under report, an increase of 266. It is satisfactory to find that the number examined and passed has also increased steadily during the last five years. The Resident agrees that the example set by Janu Mahar in erecting a boarding house for low-caste pupils at Akola is a remarkable instance of public spirit.

10. In conclusion the Resident has to thank Rao Bahadur S. V. Patwardhan for a careful though lengthy report; his services in Berar have been extended for another year, and Mr. Chichele-Plowden hopes that during that time the administration of his department will continue to receive the careful attention which has been given to it hitherto.

(By order)

C. H. HILL,

Secretary for Berar.