

REPORT
ON THE
STATE AND PROGRESS OF EDUCATION
IN THE
CENTRAL PROVINCES AND BERAR
FOR THE YEAR
1922-23

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GOVERNMENT OF THE CENTRAL PROVINCES

EDUCATION DEPARTMENT
(MINISTRY OF EDUCATION)

Nagpur, the 7th December 1923.

READ—

The Annual Report of the Director of Public Instruction on the state and progress of education in the Central Provinces and Berar for the year 1922-23.

RESOLUTION.

1. Numerical Results.—The year witnessed a partial recovery in numbers from the fall which took place in the quinquennium ending in March 1922, the number of pupils showing an increase of 6,747 over the number of the previous year. This increase is most marked in anglo-vernacular and vernacular middle recognized schools and in unrecognized schools. It is regrettable, however, that a considerable decrease (5,528) took place in the enrolment in primary schools, especially in the districts of the Chhattisgarh Division. The reasons for the continued fall in this branch of education are dealt with in a subsequent paragraph.

2. University Education.—The most important event of the year was the passage into law of the bill for the establishment of a University in Nagpur. In the current year steps have been taken to bring the University Act into operation, and under the guidance of Sir Bipin Krishna Bose, the first Vice-Chancellor, it may be confidently hoped that the new University will maintain and extend the traditions of high endeavour which the institutions of this province have imbibed from their connection with the University of Allahabad.

3. Anglo-Vernacular Secondary Education.—In the sphere of secondary education, the increase in enrolment testifies to the failure of the boycott of schools which is associated with the "Non-co-operation" movement and to the improvement in economic conditions. Further important features are the

establishment of a High School Board, the introduction of the vernacular as the medium of instruction in high schools which took place in the year under report, and the reorganization of classes for which preparations are now completed. In connection with this last measure the attention of all who are interested in secondary education is invited to the press *communiqué* published by the Education Department in the gazette, dated the 4th August of the current year. It is too early at present to estimate the result of these important changes.

4. **Vernacular Education.**—It is impossible to view with satisfaction the present condition of vernacular education, *i.e.*, education up to the completion of the vernacular middle course. The main general features of this branch of education are the continued decline in enrolment in primary schools coupled with the reluctance of Local Bodies either to apply compulsion under the Primary Education Act or to avail themselves of the influence of Government district officials in securing attendance; the meagre percentage of trained teachers employed taken in connection with the failure of Local Bodies to employ trained teachers when available; the paucity of pupils who complete the primary school course (11 per cent) and pass the primary examination (5 per cent), and the general disinclination (with few exceptions) of Local Bodies and school committees to take that active living interest in vernacular education upon which the success of the scheme of Reformed Government largely depends. It would be out of place in a resolution of this nature to attempt to deal with this problem in other than the most general terms. Certain lines of improvement may, however, be indicated. In the first place, it is necessary that local responsibility for the spread and improvement of education should be vested (subject to the general control of the Local Body concerned and ultimately of Government) in carefully selected Education Boards or Committees the members of which should equip themselves for their task by a study of the problems of educational administration and be prepared to seek and act on expert advice. In the second place, it must be recognized that the pivot of the educational system is the teacher, and efficiency demands that the teacher should be trained. Lastly, it is the duty of Local Bodies to make use of every legitimate means to induce parents to send their children to school, and, if the time is not ripe for compulsion, no effort should be spared to secure the co-operation of Government officials as well as non-officials in the propaganda work which is necessary if attendance on a voluntary-basis is to be maintained and extended. Unity is nowhere more necessary than in the realm of education.

5. **Other Activities.**—Of other activities, it must suffice to speak briefly. The training of teachers has proceeded along normal lines. The education of girls has made a slight progress. It is satisfactory to note that the number of Muhammadan pupils in primary schools has increased, especially in Berar. The report emphasizes the necessity of children of the depressed classes completing the primary course and entering higher schools in larger numbers if these classes are to make any substantial progress. In the education of Europeans and Anglo-Indians the great need is an improvement in the quality of the teaching staff. In the sphere of technical education, the report bears witness to satisfactory progress in the Engineering School, Nagpur. The Rajkumar College continued to be administered with efficiency.

6. **Acknowledgments.**—By the retirement of Mr. Mayhew, the Local Government has lost an able Director of Public Instruction whose administration, extending over nine years, was marked by a high ideal of educational efficiency and contributed very materially to the progress of education in this Province. It remains as an example of conscientious efficiency to the officers of the Educational Service who served under him. Mr. Spence's long period of service came to an end in the year under report. The Local Government takes this opportunity of expressing its high appreciation of the work he performed in the Training College. The Minister also desires to tender his thanks to the members generally of the Department for another year's meritorious service, and to the members of the Standing Committee for Education and other Committees which have been appointed from time to time for the good work which they have accomplished.

By order of the Government
(Ministry of Education),

C. E. W. JONES,

*Secretary to Government,
Central Provinces.*

INDEX.

Chapter.	Subject.	Page.	Paragraph.
I	GENERAL—	1-4	1-6
	Administrative arrangements ...	1	2
	Standing Committees ...	1	3
	Important events ...	1-3	4
	Numbers ...	3 & 4	5
	Expenditure ...	4	6
II	UNIVERSITY AND COLLEGIATE	4-8	7-14
	EDUCATION (ARTS AND SCIENCE).		
III	SECONDARY EDUCATION—BOYS—	8-15	15-28
	Anglo-Vernacular Schools ...	8-15	15-27
	Vernacular Middle Schools ...	15	28
IV	PRIMARY EDUCATION—BOYS—	15-21	29-42
V	EDUCATION OF GIRLS—	21-24	43-50
	Numbers ...	21	43
	Anglo-Vernacular Schools ...	21-23	44
	Vernacular Middle Schools ...	22	45
	Primary Schools ...	22 & 23	46
	Girls in Boys' Schools ...	23	47
	Normal Schools ...	23 & 24	48
	Special Schools ...	24	49
	Scholarships ...	24	50
VI	MUHAMMADAN EDUCATION—	24-26	51-55
VII	EDUCATION OF BACKWARD	26-28	56-59
	CLASSES.		
VIII	EDUCATION OF EUROPEANS AND	28 & 29	60-63
	ANGLO INDIANS.		
IX	TRAINING OF TEACHERS (MEN) ...	29-32	64-69
X	TECHNICAL EDUCATION ...	32-34	70-75
XI	RAJKUMAR COLLEGE ...	34 & 35	76-81
XII	MISCELLANEOUS—	35 & 36	82-86
	Conferences ...	35 & 36	82
	Jain Education ...	36	83
	Test-Book Committee ...	36	84
	Students' Advisory Committee ...	36	85
	Acknowledgments ...	36	86
	General Summary of Educational	i	
	Institutions and Scholars in		
	Central Provinces and Berar.		
	General Summary of Expendi-	ii & iii	
	ture on Education in the Cen-		
	tral Provinces and Berar.		
	Statements—General Tables I	iv-xxxiii	
	to VIII.		

CHAPTER I.

GENERAL.

1. Mr. Mayhew held charge of the office of Director of Public Instruction from the 7th to the 19th of June 1922. For the rest of the year I was in charge. Mr. Mayhew retired from the service on the 6th March 1923.

2. Mr. L. J. Goldsworthy was Deputy Director till the Administrative arrangements. 27th November 1922 when he was relieved by Mr. A. G. Dix on return from leave. The post of Inspector of European Schools continued to be held by the Deputy Director. In 1922 the sanction of the Government of India was obtained for the amalgamation of the two posts. Mr. J. C. Evans, Inspector of Schools, Nagpur, and Khan Bahadur Nizamuddin Ahmed proceeded on long leave. Mr. Tostevin, Principal of the Morris College, was placed on special duty in my office in connection with University legislation and other urgent work.

3. The Standing Committee of the Legislative Council for Standing Committees. Education met on six occasions during the year and considered a number of proposals. The Committee for the selection of candidates to the Indian and Provincial Services met twice for the purpose of recommending a candidate for the Assistant Professorship of Mathematics in the Morris College.

4. The year was one of considerable activity. The chief Important events. activities may be conveniently classified under the following heads :—

(i) The Director of Public Instruction was made Secretary Administrative. to Government for Education. Six posts of Inspectors of Schools were temporarily reduced to four, and the five Inspectoral Circles reduced to four, one Circle Inspectorship and the additional Inspectorship being held in abeyance. This reduction necessitated a rearrangement of the Circles, Saugor and Damoh (which formerly belonged to the Jubbulpore Circle) being added to the Nerbudda Circle, and Drug, Bilaspur, and Raipur to the Jubbulpore Circle. Sanction was accorded to a scheme by which Deputy Inspectors were to be transferred to the service of four District Councils, *viz.*, Amraoti, Hoshangabad, Balaghat and Nagpur, as an experimental measure. The first three Councils accepted the scheme, and arrangements have since been completed for the transfer of the Deputy Inspectors to their control, Government making grants to cover the

cost of establishment. An account of the working of this scheme will be included in next year's report. In view of the financial stringency, one Professorship in the Training College was abolished. A small economy was effected by the abolition of a compensatory allowance of Rs. 100 attached to the post of Inspectress of Schools, Nagpur.

(ii) The Nagpur University Bill was passed by the Legislative Council in the March session. Expenditure on colleges, particularly on their teaching staffs and hostels, was subjected to a severe scrutiny with a view to effecting economies. It was found, however, that few economies could safely be introduced in this branch of education.

(iii) The High School Education Bill was passed by the Legislative Council in the November session. In July the vernacular (Hindi, Mahrathi or Urdu) was introduced as a medium of instruction in Government High Schools (subject to certain modifications), aided schools being given the option of retaining English. Steps were taken to revise the curriculum of Middle Schools in accordance with the recommendations of the Curricula Committee, as adopted by Government in the resolution published on the 31st March 1922, and in the current year revised syllabuses have been published and introduced experimentally in selected schools. Preliminary inquiries were also instituted with a view to the reclassification of schools with effect from 1924. A scheme for raising tuition fees from Re. 1 to Rs. 1-8-0 in Government Anglo-Vernacular Middle and from Rs. 2-8-0 and Rs. 3 to Rs. 3 and Rs. 3-8-0 in Government High Schools and for increasing Government school hostel fees from Re. 1 to Rs. 1-8-0 was prepared and sanctioned, and the scheme has been brought into effect in the current year. A cheap standard plan for manual training buildings was prepared, and adopted in five centres. First Aid and Hygiene lectures which had been given by officers of the Medical Department under the auspices of the St. John Ambulance Association were abolished. In consultation with the Medical and Public Health Departments, a scheme for more effective medical inspection and sanitary supervision in Government schools was introduced.

(iv) Schemes for the introduction of Compulsory Primary Education were submitted by the District Board, Akola, and the Warora Municipality. These have been sanctioned in the current year. The Primary Education Committee completed its report towards the close of the year under review. Revised syllabuses for primary schools in accordance with the recommendations of the Curricula Committee were

prepared, and with a view to the reclassification, which will take effect from next year, instructions were given for the "speeding up" of the Primary School class work. A scheme for vacation classes for Vernacular School teachers was sanctioned, and has been introduced in the current year. Instructions were issued to Inspectors and their staff to make every effort to awaken School Committees to a sense of their responsibility in regard to the spread of primary education.

(v) Proposals for the creation of posts of Instructors in Hygiene and First Aid for Normal Schools and of a lecturer in Physical Training for the Training College, Jubbulpore, were sanctioned. Hygiene Instructors have been appointed in the current year, and a specially selected teacher has been deputed for a course of training in the Y. M. C. A. Physical Training School, Madras, with a view to appointment as Lecturer in Physical Training in the ensuing year.

(vi) A Committee to consider the needs of the province in the matter of Vocational Training was appointed and completed its sittings. The report of the Committee has since been published and is now under the consideration of Government. In the Engineering School, Nagpur, an oil engine class was started, and the pay of the lecturers improved. The upper (or mechanical engineering) department of the Berar Victoria Technical Institute, Amraoti, was abolished.

(vii) The Committee appointed in 1921 to consider the needs of the depressed classes in the matter of education published its report and Government issued a resolution declaring its policy. Some of the measures decided upon were carried into effect in the year of report. Others have been introduced in the current year.

(viii) Two conferences of Inspectors were held.

5. The total number of pupils under instruction rose by 6,747 from 333,303 to 340,050. The increase is attributed mainly to the failure of the non-co-operation movement. As regards pupils in recognised institutions, there was an increase of 417 in High Schools and 5,854 in Middle Schools, a slight decrease of 35 in Colleges (including the Law classes of the Morris College) and a fall of 5,404 in Primary Schools. The number of pupils in unrecognised institutions (classified in previous reports as private institutions) increased by

5,298 from 2,622 to 7,920. The decline in the enrolment of Primary School pupils occurred in the districts of Nagpur, Jubbulpore, Narsinghpur, Yeotmal, Seoni, Mandla, Bilaspur, Drug, Raipur, Balaghat, Chhindwara and Betul. In the total increase in the number of pupils, the Berar Circle heads the list with an increase of 6,821, the Nagpur Circle comes second with 3,180 and the Nerbudda Circle third with 1,398. The Jubbulpore Circle shows a decrease of 4,672 pupils.

6. Expenditure increased by over $4\frac{1}{2}$ lakhs from Rs. 81,26,933 to Rs. 85,83,000. Of this increase buildings and furniture absorbed over 3 lakhs, Secondary schools more than $1\frac{1}{4}$ lakhs, special schools over $\frac{1}{2}$ lakh and Primary schools nearly $\frac{1}{2}$ lakh. There was a decrease in expenditure on direction, inspection, colleges and scholarships. Provincial funds contributed 65 per cent of the total expenditure. The average cost of educating a pupil rose from Rs. 18-6-10 to Rs. 19-4-9.

CHAPTER II.

UNIVERSITY AND COLLEGIATE EDUCATION (ARTS AND SCIENCE).

7. The outstanding event of the year was the passage through the Legislative Council of the Nagpur University Bill. This measure was introduced in the Council in the August session when it was referred to a Select Committee. On the presentation of the Select Committee's report in November, the Council urged the desirability of further time for consideration and resolved on postponement till January. The necessity of obtaining the sanction of the Government of India to the moving of amendments created a difficulty which involved a further postponement from the January to the March session when the Bill was passed. The Bill, as passed by the Council, received the assent of the Governor-General in Council on the 6th June 1923, and on the 4th August 1923 the Act was brought into operation. On the same date Sir Bipin Krishna Bose, K.C.I.E., was appointed by the Chancellor (His Excellency the Governor) as the first Vice-Chancellor, and the services of Mr. G. R. Hunter, Indian Educational Service, Professor of History, Robertson College, Jubbulpore, were placed temporarily at the disposal of the University as first Registrar. At the time of writing, arrangements are under progress for the creation of the various bodies of the University, and it is anticipated that the University will be in working order by the end of the current year. Meantime arrangements for the conduct of the Intermediate and Degree

Examinations of 1924 have been made with the United Provinces Intermediate Education Board and the University of Allahabad to which the colleges of this province have hitherto been affiliated.

Thus, in response to a resolution moved in the Legislative Council on the 2nd August 1921, the project of a University which first took definite shape in the Central Provinces University Committee's Report of 1915 has after many years been realized, and, while, owing to financial stringency, it will take some time for the University to achieve the ideals which animated the University Committee's Report, high hopes are entertained that the University will exercise a powerful influence in stimulating the development of higher education and in producing men who, by their character and attainments, may be expected to contribute materially to the progress of the people of this province. The University of Allahabad with which the schools and colleges of the province have had the privilege of association during the last 31 years and which has been such a potent factor in their development has set an example of high standard which, it may be anticipated, the younger University will strive to maintain.

8. The University will start its career without a habitation, and the problem of providing it with suitable ^{Buildings and accom-} accommodation will shortly have to be faced. _{modation.} With the question of University buildings is bound up the question of a new Science College in Nagpur. The desirability of transferring the Victoria College of Science to more spacious and better equipped buildings has long been felt and has been brought to the notice of Government in previous reports. Expert opinion has condemned the present accommodation as unsuitable and inadequate, and the increasing demand for the teaching of Science has raised in an acute form the problem of further and better provision. There can be no doubt that Nagpur compares very unfavourably with other University centres in the matter of accommodation and equipment for the teaching of Science. Meantime, considerable expenditure aggregating more than 14 lakhs of rupees has been incurred on the construction of the King Edward College, and Amraoti can now boast the possession of a college whose buildings will stand comparison with those of any similar institution in India. The buildings, providing accommodation for 300 students and 200 boarders, were completed during the year under report and were formally opened by His Excellency the Governor in July of the current year. The Robertson College, Jubbulpore, suffers from lack of accommodation for the teaching staff, which it is proposed to remedy in

the ensuing year by the provision of two more bungalows for Assistant Professors. Steps are being taken to improve the drainage of the existing bungalows attached to this institution. The Hislop College authorities are contemplating the possibility of improving their surroundings by the purchase of property in the near neighbourhood. In the current year increased hostel accommodation for Morris College students has been provided by the lease of a house near the College.

9. Mr. Tostevin, who reverted from special duty to the Principalship of the Morris College at the beginning of the year, was employed in writing the Quinquennial Report on the progress of Education and also as Secretary to the Vocational Training Committee, in addition to his duties as Principal. Pending the return of Mr. Cheshire, who took leave from April to December, Mr. Karkare, an ex-student of the College, was temporarily engaged as a lecturer in History in order to relieve Mr. Tostevin as much as possible of his teaching work. Mr. S. P. Bannerji, Professor of Mathematics in the Morris College, retired in July after serving the College for more than 32 years. I desire to record my appreciation of the valuable services rendered by Mr. Bannerji to the College. Mr. S. C. Dhar, M.Sc., of the Calcutta University, was appointed on probation to the Provincial Educational Service in succession to Mr. Bannerji. I take this opportunity of congratulating Mr. Dhar on his attainment of the degree of D.Sc. In the Victoria College of Science Mr. Owen, Professor of Physics, officiated as Principal from 15th July 1922 to 17th December 1922 during the absence on leave of Mr. Beckett, the permanent Principal.

10. The number of students on the rolls on the 31st March 1923 was 653 as compared with 584 on the same date in 1922. This increase must be attributed to the decline of the non-co-operation movement which had adversely affected enrolment in the two previous years. The average daily attendance increased from 470 in 1921-22 to 567. It is noteworthy that the average number of students on the rolls of the Victoria College of Science throughout the year was 127 and on the 31st March the number was 124, showing an increase of 34 or nearly 38 per cent over that of the previous year, namely, 93.

11. The Principals of all the Colleges report that the discipline and tone of the students were excellent. One Principal states that "there was a certain

Work and Discipline.

amount of slackness at the beginning of the year as though students were still affected by the restless period through which they had passed, but this gradually disappeared and excellent work was done towards the end of the session." Reference has been made in paragraph 8 to the inadequacy of the accommodation in the Science College. The Principal reports that "the congestion is felt more particularly in the Chemical Department where four relays of junior students have to work in the same laboratory, and where, on account of faulty drains, the laboratory work was interrupted last year for periods totalling from three to four weeks. The work of the post-graduate students has especially suffered. It is no exaggeration to say that 30 per cent of the working time of an advanced student is wasted on account of lack of accommodation. The Chemical Department is beginning to lag behind" (in equipment) "because there is no room even to store, much less to erect, some of the apparatus which should form part of the equipment of a modern chemical laboratory." It is a tribute to the zeal of the staff and students that, in such circumstances, 4 (2 in the Second Division) out of 5 students passed the Previous M. Sc., 8 (5 in the Second Division) out of 15 the B. Sc. and 27 (4 in the First and 11 in the Second Division) out of 44 the Intermediate Science examination. In the Arts Colleges the results of the Arts and Science examinations were satisfactory, and the M.A. results of the Morris College were distinctly encouraging, 3 out of 5 students passing the Previous and 3 (all in the Second Division) out of 4 the Final examination. The Training College obtained the high percentage of 88 passes in the L. T. examination. In Law the results were superior to those of the previous year, but in the Previous LL. B. examination were disappointing.

12. The actual percentages of successes to candidates in the various examinations are given below :—

	Morris College.	Robertson College.	Hislop College.	Science College.	Training College.
M. A. Previous	40	...	...	...	...
" Final	75	...	...	...	...
M. Sc. Previous	...	...	...	80	...
" Final	...	...	...	...	...
B. A.	54	61	48	...	...
B. Sc.	...	44	...	53	...
Intermediate	57	51	62	..	...
LL. B. Previous	41	...	...	...	...
" Final	78	...	...	...	...
L. T. Training	...	...	...	...	88

13. Among minor changes in the organization of College teaching effected during the year may be mentioned the removal of the teaching of Mathematics from the Morris College to the Victoria College of Science with a view to the closer correlation of instruction in Mathematics and Science. The establishment in the current year of a system of inter-collegiate instruction for the M. A. degree in which the Morris and Hislop Colleges participate is a step in the right direction. The need for the strengthening of the staff for the teaching of English was emphasised in a previous report. With the establishment of a University, it is anticipated that a demand will arise for post-graduate instruction in English, and steps will shortly have to be taken to make due provision for this purpose.

14. Student activities outside the lecture room continue to expand. The Morris College added an English Literature Society to its numerous societies. All the Colleges provided series of lectures on subjects of general interest, including lantern lectures on health by officers of the Medical Department under the supervision of the Director of Public Health. Social gatherings of past and present students were held. The Morris College started a Harriers' Club which organised a series of cross-country runs. In this College an innovation was introduced in hostel management, the students making themselves entirely responsible for the control and pay of the mess servants.

CHAPTER III.

SECONDARY EDUCATION--BOYS.

Anglo-Vernacular Schools.

15. The High School Education Bill was published in the Gazette in May, introduced into the Legislative Council in August, considered by a Select Committee in October and passed by the Legislative Council in November of the year 1922, receiving the assent of the Governor-General in Council in December 1922. On the 7th August 1923, it was brought into operation.

16. The main features of the Act may be briefly summarized—

- (i) It provides for the constitution of a Board consisting of a minimum of 22 or 23 members and a maximum of 29 members, representing the various interests in the Provinces. The Director of Public Instruction is *ex-officio* Chairman of the Board.

- (ii) The Board will regulate and supervise High School education and prescribe courses for Middle School classes.

Pending the constitution of the Board, arrangements were made with the United Provinces Intermediate and High School Education Board for the conduct of the High School examination of 1924.

17. The number of High Schools declined by one from 39 to 38 (20 Government and 18 aided and unaided) owing to the closure of the C. M. S. High School, Jubbulpore, and there was a decrease of three, from 147 to 144 (52 Government and 92 aided and unaided), in the number of Middle Schools, consequent on the amalgamation of the Municipal schools at Bhandara and Betul with the Government schools and the closure of the C. M. S. Middle School, Jubbulpore. Enrolment in the High Departments rose from 2,940 to 3,311 and in the Middle Departments from 13,280 to 15,269 showing a total increase of 2,360. The increase was most marked in the Government schools, the High and Middle Departments of these institutions recording a rise of 335 and 925, respectively. To the total increase of 2,360, the Berar Circle contributed 1,013, the Nagpur Circle 857, the Jubbulpore Circle 159 and the Nerbudda Circle 331. It is interesting to compare the figures of enrolment with the highest figures attained in previous years. The largest number of pupils was reached in the High Departments in 1917-18 when it stood at 5,154 and in the Middle Schools and Departments in 1916-17 when it stood at 15,929. Thus while enrolment in the year under report (3,311) in the High Schools still fell considerably short of the highest number (5,154), in the Middle Schools enrolment (15,269) approached very nearly the figures of 1916-17 (15,929). The recovery is attributable mainly to the decline in the boycott of schools which is associated with the non-co-operation movement. Facilities were provided, under the instructions of the Department, for the readmission to recognised schools of boys who had been led away by this political venture. The reports bear witness generally to the collapse of "national" schools.

18. New buildings for the New English School, Nagpur, the Christian Mission High School, Harda, and the Government Anglo-Vernacular Middle School, Katol, were completed in the course of the year. Government made building grants of Rs. 25,246 and Rs. 18,421 to the two

former institutions respectively. The Government High Schools are satisfactorily housed, though extensions are needed at Wardha, Balaghat, Hoshangabad, Damoh, and the Model High School, Jubbulpore. In Berar the aided schools require better and more ample accommodation, the great majority of them being conducted in rented houses or serais, and it will be necessary, in the interest of efficient education, to enforce that condition of their recognition relating to the provision of adequate buildings which has been relaxed owing to financial stringency in the past few years. There is considerable room for improvement in the equipment of some of the aided schools.

19. The percentage of trained graduate and under-graduate teachers in Government schools increased from 85 to 92 and 50 to 76 in the High and Middle Departments respectively, 207 out of 225 in the High Departments and 265 out of 347 in the Middle Departments being trained graduates and under-graduates respectively. Of the 347 Middle Department under-graduate teachers 265 have been confirmed or are eligible for confirmation. In 1924, 24 under-graduate teachers formerly employed in Government schools and now under training will be posted to the Middle Departments. Owing to the proposed re-classification of schools which will be introduced in 1924, the number of Middle School classes will be reduced by one and the number of High School classes increased by one, and as soon as possible trained graduates will be employed in the extra High School classes. Thirty-seven trained graduate teachers will be required for this purpose. After 1924, therefore, there will be few vacancies in the cadre of the Middle Departments of Government schools save such as occur from the death or retirement of existing incumbents. I mention these facts because the problem of staffing the Middle Departments of Government schools has on more than one occasion engaged the attention of the Legislative Council. In aided schools the proportion of trained to untrained teachers is considerably lower, being 47 and 29.5 in the High and Middle Departments, respectively, as compared with 41 and 19 in 1921-22. In the High Departments 58 out of 109 and in the Middle Departments 305 out of 433 are not trained. The limitation of output from the Training College combined with the policy of supplying the needs of Government institutions first has in the past contributed to the production of this state of affairs. Of recent years the aided schools have been reluctant to offer salaries sufficient to induce trained teachers to enter their service. The approaching realization of the policy of staffing the Government schools completely with trained teachers will remove the first

cause by setting free places in the Training College for teachers of aided schools. For the rest, it lies with the managing authorities to increase their resources for expenditure on adequate staffs. Government, to quote the report for the year 1920-21, has expressed its willingness, and even eagerness, to increase its grants, so far as the rules and the funds available for Secondary education permit, so as to assist managers and Municipal Committees to improve their teachers' pay. It is encouraging to find that in the current year out of 14 and 50 candidates for training admitted to the graduate and under-graduate classes respectively of the Training College 4 and 35 have been sent by aided schools.

20. Judged by examination results, the work of the schools has shown a decided improvement. In the Examination results. Matriculation examination the percentages of passes increased from 45 to 53. The following High Schools obtained more than 60 per cent passes:—The Girls' and Muhammadan schools, Amraoti; Bhandara; the Patwardhan, the Hislop Collegiate, the Neill City, the New English and the Anjuman Schools, Nagpur; Raipur; the Model High School, Jubbulpore; Robertson School, Burhanpur; Damoh; Yeotmal; Craddock High School, Wardha; Mandla; Bilaspur; Hinganghat; Ellichpur; Betul; Hoshangabad; Girls' School, Katni; and Saugor. It is noteworthy that the largest percentage of failures in the Matriculation examination occurred in History and Geography, no less than 31 per cent failing in these subjects. In English, Science and Mathematics the percentages of failures were 22, 21 and 17 respectively.

21. The High School Entrance and Scholarship Examination results also reveal an improvement as compared with the previous year. For the province as a whole the percentage of passes increased by three from 56 to 59, the highest percentage (71·2) being attained in the Berar Circle.

22. The quality of the instruction cannot be tested solely by examination results, and while testimony is borne to the systematic and conscientious work and supervision of head masters, the instruction generally has not yet reached a level which can be pronounced satisfactory. Indications are not wanting that too much attention is in some cases concentrated upon the examinations at the expense of a liberal education. It is, for instance, common to find certain subjects such as history and geography in the Middle School course neglected

because a pass in those subjects in the High School Entrance examination has not been regarded as compulsory, and this neglect has undoubtedly been one of the causes of the large percentage of failures in these subjects in the Matriculation examination. As regards instruction in the High Department, the use of English instead of the vernacular as the medium has sometimes been advanced as the main cause of the comparatively poor results which have hitherto been obtained. How far this is true, the next few years will show, since the vernacular was introduced as the medium of instruction in the majority of the schools in the year under report. With effect from the beginning of the School session, the vernacular (Hindi or Marathi or Urdu) was made the medium in Class X (the lowest High School class) in all Government schools, schools containing two or more sections of that class being, however, permitted to retain English as the medium in one section if there was a substantial demand for it. In the case of aided schools the introduction of the vernacular was left to the discretion of the managing authorities. The bulk of the aided schools adopted the change. This innovation has not been free from difficulties. The existence of three main vernaculars, the lack of suitable vernacular text-books and the shortage in the Hindi-speaking schools of competent Hindi-speaking teachers have created serious complications. Text-books can be produced and Hindi-speaking teachers can be trained in time. More serious is the problem which arises from the multiplicity of vernaculars. In view of the financial difficulty, if not impossibility, of providing instruction through more than one vernacular in any one school, it was decided, so far as Government schools are concerned, to make Mahrathi and Hindi the vernaculars in the Marathi-speaking and Hindi-speaking districts respectively, Urdu being confined to the one Government High School at Amraoti. In the Berar districts little difficulty has been experienced by this arrangement. In the Central Provinces districts, however, the population is less linguistically homogeneous, and in some cases Mahrathi-speaking pupils have been compelled to use Hindi and *vice versa*, while the Muhammadan population has put forward a plea for greater facilities for instruction through the medium of Urdu or a return to English. It is too early as yet to judge the effects of the change in the medium on the quality of the instruction. In estimating the effects, so far as they have been hitherto revealed, the difficulties mentioned above have to be taken into account. The reports of Inspectors convey the impression that the pupils in the vernacular sections have been able to complete the courses in subjects other than English more quickly than the other pupils. On the other hand, there seems to be a general opinion that the former

have not made as much progress as the latter in English. One Inspector reports that the change of medium has affected adversely the methods of teaching, the teachers in some cases dropping modern in favour of traditional modes of instruction.

23. The year witnessed a further development of the scheme for instruction in manual training, five more Government schools, Wardha, Hoshangabad, Akola, Khamgaon and Saugor, being provided with instructors, accommodation and equipment for the teaching of this subject. A cheap standard plan for a manual training building was introduced in the course of the year.

24. The number of boarders in the hostels increased. In Berar the Government school hostels are full to overflowing. An extension of the hostel of the Hindu High School, Amraoti, is now being carried out and schemes are under preparation for an extension at Akola and for the provision of new hostels at Morsi and Murtizapur. The cost of living varied from Rs. 6 to Rs. 10 per mensem.

25. Discipline which suffered to some extent as the result of the non-co-operation movement was generally satisfactory, and, with the exception of two unhappy occurrences in Amraoti, school administration worked smoothly. Arrangements were made for the more thorough medical and sanitary inspection of Government High Schools, and instructions issued to head masters to keep records of the weight of the pupils. Games continued to be popular, and the usual competitions were held in the Circle tournaments. Football and hockey were the favourite games, but atyapatya and khokho had their adherents. Cricket is too exacting and expensive a game for universal adoption. A sum of Rs. 7,449 was distributed in grants for the preparation of playing-fields. The majority of the schools are now provided with grounds that are fit for games in the dry season, but several lack facilities during the rains. The Boy Scout movement made a big stride forward. Two training camps for scoutmasters attended by 31 teachers and others were held in Pachmarhi during the hot weather. It is pleasing to find that boy scouts have on more than one occasion distinguished themselves by acts of charity and bravery. Mr. Ramjidas Mehta, Assistant Master, Government High School, Mandla, was deputed for three months to assist in the organization of the scout movement in Bihar and Orissa, and his services have won him high praise from the Secretary of the Boy Scout Association of that Province.

Mr. Vivian Bose, Secretary of the Central Provinces Association, and Mr. Joseph Ross, Boy Scout organizer, have been indefatigable workers in the Boy Scout movement, and their enthusiasm has inspired not only teachers but persons engaged in other occupations to undergo courses of training as scoutmasters. Other school-boy activities, such as debating societies and co-operative societies which had languished during the prevalence of the non-co-operation movement, revived.

26. While the aided schools recovered to some extent from the effects of the non-co-operation movement, the attendance still remained considerably below normal, and it was found necessary to compensate in some measure for the reduction in fee income in the previous year by remitting the refunds of grants to which they were liable under the rules for not incurring the full expenditure on which the grants were based. The financial condition of many of these schools, however, is always more or less precarious, and I cannot urge upon the managing authorities too strongly the necessity in the interests of sound education of placing their finances upon a sound footing. With the reorganization of classes which will take effect from next year, a reorganization which reduces the Middle Department from four to three, and increases the High Department from three to four classes, a demand may come for the provision of more High Schools. In accordance with the Government resolution on the last quinquennial report, further provision will have to be made in the main by private enterprise, and I take this opportunity of pressing upon managers and others who are concerned with Secondary education the desirability of taking early steps to prepare sound schemes and secure sufficient endowments for the conversion of Middle Schools into High Schools provided with suitable accommodation and adequately equipped and staffed, in centres where a real need for the establishment of High Schools is likely to make itself felt. In a press communique on the reorganization of schools published in the *Central Provinces Gazette* of the 11th August this year Government has announced its policy in regard to the maintenance in Middle Schools of Class VIII (which will be the lowest High School class under the new scheme) and has made it clear that it will not recognize the maintenance of this class in Middle Schools for the development of which into complete High Schools proper schemes are not prepared and adequate financial provision is not made. It is understood that several aided Middle Schools desire to retain the 8th class under the new scheme. This will not be permissible except on the conditions described.

27. Out of a total expenditure of Rs. 13,58,536 on Anglo-Vernacular schools, Government at present contributes Rs. 7,41,982 and Municipal funds Rs. 1,19,569, leaving only Rs. 4,96,985 to be met by fees and other sources including endowments and subscriptions which amounted to Rs. 1,67,677. There is surely room for a considerable increase in private philanthropic effort.

28. The number of schools and pupils increased by 7 and Vernacular Middle Schools—Boys. 3,970 respectively. In connection with these schools, two questions have engaged attention—how to induce more boys to proceed to the upper classes (classes VI and VII), and, secondly, how to improve the quality of the instruction in these classes, with a view especially to the outturn of qualified candidates for admission to the Normal Schools. As regards the first problem, various suggestions have been made such as the provision of hostels and an increase in the number of scholarships. As regards the second, the gradual supply of three-year trained teachers from the Normal Schools should effect some improvement. It may be hoped, however, that the reclassification of schools which will take effect next year will tend to popularize these institutions and at the same time raise the standard of instruction imparted in them. When the curricula of Anglo-Vernacular and Vernacular Middle Schools become the same, English being an optional subject in both, it is not unreasonable to expect that Local Bodies which are primarily responsible for the maintenance of the Vernacular Middle Schools will pay more attention to their staffing and equipment and more boys will proceed to the Middle School course. In some parts, for example in the Chhattisgarh Division, Vernacular Middle Schools are at present little better than Primary Schools, and their equipment is totally inadequate.

CHAPTER IV.

PRIMARY EDUCATION—BOYS.

29. Rules under the Primary Education Act of 1920 were published in November 1921, and a lump sum of Rs. 50,000 was provided in the budget for 1922-23 for the purpose of assisting Local Bodies in meeting the expenditure which compulsion might involve. Local Bodies, however, were slow to move, and during the year only two schemes for

the application of the Act were submitted for sanction. Of these, one emanated from the Municipal Committee, Warora (Chanda district), and the other from the District Board, Akola. The latter made provision for the introduction of compulsory education in five villages. These schemes involving an expenditure by Government of Rs. 2,543 have, with certain modifications, been sanctioned. Since the year under report a scheme has been submitted by the District Board, Amraoti, for the application of the Act to six villages, and it is understood that another District Board in Berar has schemes under preparation. Thus it appears that, apart from Berar, the idea of compulsion has not hitherto proved sufficiently popular to induce Local Bodies to take practical steps to apply the Act and the reports leave the impression that for some years at any rate reliance will have to be placed on propaganda and persuasion for the spread of primary education.

30. The number of schools decreased by 47 from 3,980 to 3,933, and the enrolment by 5,528 from 241,510 to 235,982. It may be noted, however, that the actual decrease is less than the statistics indicate, since the figures for the year under report do not include unrecognized Primary Schools which were included in the figures for the previous year. The decline is most marked in the Jubbulpore Circle where enrolment dropped by no less than 6,364. In the Nagpur Circle a small fall of 228 pupils occurred. The Nerbudda Circle records an increase of 253, and in Berar there was a rise of 811 pupils. Turning to the districts, a fall in enrolment took place in Nagpur (791), Balaghat (975), Jubbulpore (227), Seoni (476), Mandla (1,892), Raipur (1,346), Bilaspur (1,418), Drug (1,005), Narsinghpur (316), Betul (164), Chhindwara (86) and Yeotmal (471). In the remaining districts there was an increase in the number of pupils. The number of schools declined in Nagpur (20), Amraoti (34), Yeotmal (23), Jubbulpore and Betul (4 each), Narsinghpur (3), Mandla (2), Seoni, Chhindwara, Raipur and Drug (1 each). In other districts, except Nimar and Saugor, which record no change, the number of schools slightly increased, Buldana (22) and Akola (14) heading the list. So-called indigenous schools, *i.e.*, schools started and maintained by villagers and sometimes aided by District Councils, increased in Berar. The problem of encouraging this class of school effectively, where necessary, without encroaching unduly upon their resources for their own schools, is engaging the attention of certain Boards.

31. Attendance on the whole improved, the percentage of attendance to enrolment rising from 64 to 67. The Inspector of

the Jubbulpore Circle, however, remarks that "in remote villages the attendance is more or less nominal. Pupils arrive very late in the morning and leave before mid-day. Cases are not wanting where the reliability of entries of attendance has been doubted." In the Narsinghpur district a newly introduced system whereby the Deputy Inspectors record remarks on the subject of attendance and new admissions in the note-books of the village mukaddams is reported to have had a salutary effect.

32. The percentage of trained teachers was 35.8. Of
Teaching staff. 8,273 teachers in Board Schools and 860 in
Aided Schools no less than 5,138 and 696,
respectively, were untrained. The number of untrained teachers is conspicuously large in the Bhandara, Chanda, Balaghat, Raipur, Bilaspur, Drug, Mandla and the four Berar districts. In some districts trained teachers have found difficulty in obtaining employment in Board Schools in spite of the large number of untrained teachers, partly because the Boards are unable to pay trained teachers adequate salaries, and partly because large numbers of untrained teachers have been confirmed. I trust that the practice of confirming untrained teachers will cease.

33. The minimum pay fixed for trained and untrained teachers in 1921 is generally regarded as adequate, but considerable dissatisfaction prevails on the subject of the pay in the higher grades and in regard to the slowness of promotion. Most of the District Council cadres show a disproportionately large number of teachers in the lower grades. Other questions which are now engaging the attention of certain Local Bodies are the institution of provident funds and the payment of higher salaries to third year than to two-year trained teachers. For the purpose of discussing these and cognate problems, representatives of Local Bodies were invited to a conference with departmental officers in the current year. It is regrettable that very few Local Bodies availed themselves of this opportunity of an exchange of views.

34. Seven hundred and forty-seven Board Schools are still
Buildings. without buildings of their own and 160 require
extension. Twenty-eight buildings were constructed and twenty-four were still under construction at the close of the year. Owing to the financial stringency, no building grants were made to Local Bodies during the year. The Inspector, Berar Circle, reports that "the experiment of cheap *kacha* buildings has proved a failure: the villagers claim to be able to put up better *kacha* buildings than the Council," and he puts forward the plea

that School Committees should be entrusted with funds for the construction of small School buildings. In this connection, it is interesting to note that Mr. Vithoba Koshti, a malguzar, erected at his own expense a girls' school and a boys' school at Pandhurna and Mangruli in the Chhindwara district, and the malguzars of Sahawan and Saraygaon also provided new buildings. This is an example which might well be followed in other localities.

35. The administration of primary education is passing through a period of transition. Under the Local Bodies and School Committees. Local Self-Government Act Local Bodies are entrusted, subject to the control of Government, with the management and maintenance of vernacular schools, and during the last few years Local Bodies have claimed an ever-increasing control over primary education. Government has gone a long way in the direction of meeting this claim. It has sanctioned the transference of Deputy Inspectors to four District Councils. District executive officials have carefully abstained from interference, and Inspectors and Deputy Inspectors have strictly carried out the instructions of the Education Manual by avoiding "all appearance of dictating to Local Bodies and remembering that the responsibility for the efficiency of Board Schools rests with these bodies, and that, except in regard to such duties as are expressly delegated to them, their own responsibility ends when advice or assistance has been tendered and reports made." Unfortunately, some Local Bodies have endeavoured to move too rapidly in the direction of educational independence, and, while neglecting or dispensing with the assistance which Government officials are able to give, have failed to provide adequate substitutes. To take one instance, it is significant that the decline in enrolment in the last few years has coincided with the relaxation of official pressure. There are signs that Local Bodies are beginning to appreciate the truth of this. The Inspector of Schools, Nagpur Circle, states that "it is a general complaint from the chairmen of these District Councils that these officials" (Tahsildars and Naib-Tahsildars) "do not take the same interest in inspecting schools, and in improving enrolment and attendance therein, as they have done in the past. This fact has been attributed by some chairmen to be the chief cause of the fall in enrolment and attendance in mofussil Primary Schools." In most districts during the year of report large numbers of schools received no visit from any executive official. But the practice varies from district to district and even within the area of the same district. "For instance," writes the Commissioner, Nerbudda Division, "one of the Deputy Commissioners of this Division inspected 73 schools in the course of

the year, while another only inspected six. Very widely diverse results are reported as regards Tahsildars and Naib-Tahsildars, the number of schools left unvisited by them being *nil* in Seoni-Malwa, 30 in Hoshangabad, 14 in Sohagpur, 10 in Harda, 40 in Khandwa, 1 in Burhanpur, 8 in Harsud, 14 in Multai, 25 in Betul, 12 in Bhainsdehi, 11 in Chhindwara, 7 in Amarwara, 5 in Sausar, 23 in Narsinghpur and 27 in Gadawara." The Commissioner adds that "it has to be realised that there is a desire among some District Councils to be allowed to manage their Schools without too much interference from Government, but it is probable that recently the keenness of this desire has lost some of its edge. The co-operation of Government officers is welcomed and assistance is generously acknowledged". The question arises whether, in the absence of compulsion, Local Bodies should not make use of every influence, including Government influence, which can legitimately be brought to bear on parents to send their children to school.

36. Again, some Local Bodies have spent, or contemplate spending, money needlessly on supplementary inspecting staff. Thus the Hoshangabad District Council employed three supervisors to do work which falls within the scope of the Deputy Inspector's duties and which was adequately performed by these officers. Similarly the Bilaspur District Council has contemplated the appointment of one district and two tahsil supervisors who were to be employed in addition to the staff of Deputy Inspectors. The Wardha District Council also propose to employ a vernacular teacher to supervise the education given in 10 to 15 schools. None of these appointments is essential, and they all involve expenditure of resources which are sorely needed for the expansion and improvement of primary education. I cannot help feeling that these schemes have been dictated by a desire to achieve, in some measure, educational independence without reference to the educational needs and resources of the districts concerned. No responsible educational officer appears to have been consulted regarding the value of the appointments.

37. It must be admitted that, hitherto, with brilliant exceptions, the members of Local Bodies have not as a rule displayed that active practical interest in education which the times demand, and village committees have generally remained apathetic. With a view to stimulating the village committees to active co-operation, instructions have been issued to Deputy Inspectors and proposals for increasing their power, and responsibilities have recently been the subject of discussion between the

Department and Local Bodies. In the absence of compulsion it is upon the committees that reliance must be chiefly placed for the improvement of enrolment and attendance.

38. Out of 26,234 candidates for the primary examination, 15,219 or 58 per cent were successful, the percentage of passes ranging from 80 in the Narsinghpur district to 44 in Drug. In the previous year 14,848 out of 25,209 passed the examination. In this connection, it is interesting to note the number of pupils in each of the Primary classes—

Class I	...	...	102,052
Class II	...	...	56,522
Class III	...	...	46,918
Class IV	...	...	39,711
Class V	...	...	32,252
			277,455

Thus only 11.6 per cent of the pupils enrolled reached the highest class, and only 5.5 per cent passed the Primary examination. This is an appalling wastage which can be remedied only by compulsion to attend for the full Primary course.

39. A revised curriculum for a four years course (the present course being a five years one) was prepared in the year of report in accordance with the recommendations of the Curricula Committee of 1921, and will be introduced next year, the special features of the revised curriculum being the general information, drawing, gardening and handwork courses. The Akola District Board is reported to have continued the experiment of the double shift system in certain places, and the Nagpur Municipality also adopted the system. It is doubtful whether the course can be completed in the prescribed time under a system which involves a considerable reduction in the length of school periods.

40. The number of these schools remained constant at eight, the enrolment declining from 955 to 934. Government grants, on the other hand, increased from Rs. 7,800 to Rs. 9,100. The Inspector, Nagpur

Circle, reports that "the Municipality of Nagpur having failed to provide experienced and efficient teachers, the two Factory Schools (and the Boy Orderly School) have gradually lost in efficiency during the four years of their management by the Municipality".

41. Night Schools. Night schools increased from 19 to 35, and the number of pupils from 1,398 to 1,517. Eleven of these schools are in Nagpur, seven being managed by the Young Men's Christian Association with funds provided by the Empress Mills.

42. Special school. The King George School for deaf-mutes in Nagpur having ceased to exist owing to the absence of Mr. Parande for a special course of training in England, another school (the Bhonsla) sprang up. This school provides instruction for 15 pupils and receives a grant-in-aid from Government.

CHAPTER V.

EDUCATION OF GIRLS.

43. Numbers. The number of recognised schools for Indian girls declined from 377 to 369, while the number of pupils in attendance increased slightly from 22,459 to 22,471. There was a small increase in enrolment in the Nagpur Circle, but, except in Saugor and Damoh, the number in attendance decreased generally in the Jubbulpore Circle. The Inspectress of this Circle reports that many of the schools were not as satisfactory as in the previous year and attributes this state of affairs to poor attendance, epidemics, high prices, inadequate staffs and reduced inspection, consequent on the orders of Government regarding economy in expenditure on travelling. The total expenditure on girls' schools increased from Rs. 4,60,173 to Rs. 5,00,040.

44. Anglo-Vernacular Schools. The number of Anglo-Vernacular Schools declined from 12 to 11 and the number of pupils from 561 to 494. The number of High Schools remained constant at 4, of which one is a Government institution and three are maintained by Missions. Enrolment in the High School Department increased from 72 to 104, the rise taking place chiefly in the Mission schools. The number of pupils in the Government Girls' High School in Amraoti went up slightly from 73 to 77, while the number of boarders

declined from 47 to 34. This school obtained very satisfactory results in the Matriculation examination, all the candidates (5) being successful and 3 being placed in the second division. Difficulties were experienced in securing competent women assistant teachers, and three male teachers were employed on the staff. The tone, health, and discipline of the school were excellent, and great credit is due to Miss Thompson, the Head Mistress, for the greater part of the year, for the excellence of the general arrangements. Towards the close of the year Miss Thompson was appointed Inspectress of Schools, Nagpur Circle, and her place taken by Miss Dwarkabai Bhalchandra who had undergone a course of training in the Maria Grey Training College in London. Of the aided high schools; the United Free Church Mission High School, Nagpur, is seriously handicapped by want of accommodation and plans were submitted for a large extension towards which Government has promised financial assistance. The increase in enrolment testifies to the growing popularity of the aided schools.

45. The number of Vernacular Middle Schools decreased from 38 to 36 and the enrolment from 3,660 to 3,650. Progress in these schools is retarded by the lack of qualified teachers. The introduction of English as an optional subject in the schools at Khamgaon, Yeotmal, Akola and Wardha has not hitherto produced the desired effect of rendering them more popular. This is due mainly, the Inspectress reports, "to the difficulty of making satisfactory arrangements for the teaching of English owing to the dearth of suitable women teachers."

46. Primary Schools fell from 317 to 313, but the number of pupils increased from 17,590 to 17,720. The usual allotment of Rs. 20,000 was made for the improvement and extension of girls' education and devoted to the provincialization of a few aided schools and the betterment of the salaries of teachers. Progress in this branch of education is slow and will continue to be slow until the outlook of the bulk of the people changes. The following statement of the number of pupils in each Primary class illustrates the popular value which is attached to Primary education :—

Class.	Number of girls.		
I	9,452
II	5,073
III	3,321
IV	2,182
V	1,685

For the Primary certificate examination 935 appeared and 526 were successful. These figures speak for themselves. Meantime, efforts have been and are being made to improve the teaching staff by courses of training and by improvement of salaries. Of 365 and 322 teachers in the Nagpur and Jubbulpore Circles 116 and 186, respectively, are trained. The maintenance of a reasonable standard of instruction in the schools, however, requires constant inspection. The Inspectress of Jubbulpore Circle reports that the quality of the work suffered last year owing to the restrictions placed upon the touring of inspecting officers. Steps are now being taken to revise the curriculum, to reduce the Primary School course from 5 to 4 years and to increase the Middle School course from 2 to 3 years, thus bringing the girls' school classification into line with that of boys' schools.

47. The number of girls in boys' primary schools decreased from 13,925 to 11,403. A sum of Rs. 3,403 was distributed among head masters of boys' schools in the form of bonuses for the attendance of girls. It is doubtful whether these bonuses have much effect. There seems to be no vital objection on the part of the bulk of the population to co-education in the primary stage, at any rate in the lower primary stage. The great obstacle to progress in this direction is the apathy of the people. A great deal might be done to remove this obstacle if the School Committees could be galvanised into activity.

48. There are six Normal Schools, two Government and four aided, as compared with seven in the previous year, one aided school having been closed. The number of students increased from 194 to 205. The Lady Superintendent of the Jubbulpore Normal School reports an improvement in the quality of the candidates for training, and the results of the examinations are very satisfactory, 10 out of 12 obtaining the senior and 12 out of 13 the junior certificate. A special feature of this school was the conference which was attended by 60 teachers from Government schools and a large number from other institutions. The Amraoti Normal School showed improvement both in attendance and in examination results. In the Junior Teacher's certificate examination all the candidates (8) were successful. The Inspectress, Nagpur Circle, reports favourably on the training classes in Kindergarten and Domestic Economy (and Hygiene) attached to the Providence Mission School, Nagpur, to which teachers from Government schools were deputed. As a result of two years' experience, it has now

been decided to retain the compartmental system of examinations in the Government Normal Schools, the students devoting the first year exclusively to subjects of general education and the second to the theory and practice of pedagogy.

49. Of the three special schools, the class attached to the
 Special schools. Providence Mission School, Nagpur, the
 Swedish Mission Industrial School, Saugor, and
 the Friends' Mission Industrial School, Sohagpur, the two first are
 reported to be conducted on satisfactory lines. For the last,
 which is not an aided institution, no figures are available.

50. Two out of four Arts College scholarships available
 Scholarships. were awarded. The four medical scholarships
 tenable at the Lady Hardinge Medical College,
 Delhi, and the one scholarship tenable at the Agra or Nagpur
 Medical School, lapsed for want of candidates. Of the seven
 scholarships available for training in the Midwifery classes in
 Nagpur, Akola and Jubbulpore, three were awarded. As regards
 the Dai scholarships tenable in Primary schools, 26 out of 60
 were awarded in the Nagpur Division, 72 in the Berar Division,
 the sanctioned number (60) being increased for the purpose by
 transfer from the Nagpur Division, and 9 out of 60 in the Chhattis-
 garh Division. 49 out of 56 scholarships tenable in Middle and
 High schools were awarded.

CHAPTER VI.

MUHAMMADAN EDUCATION.

51. The total number of Muhammadan pupils rose from
 Numbers. 31,003 to 32,075, the increase taking place
 chiefly in the enrolment in Primary schools
 for boys, other classes of institutions, except colleges and the
 Normal schools, recording a decline. There was an increase
 from 14,724 to 15,558 in the Berar Circle and from 1,493 to
 1,711 in the Jubbulpore Circle. In the other Circles a fall in
 numbers occurred. The proportion of Muhammadan college
 students to the total number of college students is 7·4 per cent,
 and the corresponding figures for Secondary and Primary schools
 are 10·0 per cent and 9·15 per cent, respectively. The proportions
 in the previous year were 7, 10·5 and 8 for colleges, Secondary
 schools and Primary schools, respectively. Thus the Muham-
 madan community has more than held its own in collegiate and
 Primary education.

52. The Muhammadan High School, Amraoti, showed an increase in enrolment from 58 to 76 (*i.e.*, in the High School Department). The quality of instruction in this school has improved, and both the Matriculation and the High School Entrance and Scholarship examination results compare favourably with those of the previous year. The three aided High Schools, the Jubbulpore Anjuman, the Nagpur Anjuman and the Hakimia Coronation High School, Burhanpur, also acquitted themselves creditably in the Matriculation examination.

53. With the exception of the schools at Ellichpur and Akola and the classes at Malkapur, the Anglo-Urdu schools and classes in Berar have not hitherto made much progress in enrolment, and the question has been raised more than once whether the expenditure of public money on their maintenance is justified. The Retrenchment Committee recommended, with reference to these institutions, that no school should be maintained unless it contained a minimum of 60 boys or 10 boys in each class. Judged by this test, none of the four schools at Darwha, Basim, Akot and Balapur should be permitted to continue. In view, however, of the keen desire of the Muhammadan community of Berar for the maintenance of the schools and of the progress made in primary education, it has been decided to maintain the schools at Darwha, Basim and Akot as three-class schools under the scheme of reclassification, provided they are attended by a reasonable number of pupils. The classes at Balapur which are very poorly attended, will be abolished with effect from next year.

54. The increase in the number of pupils in Urdu Vernacular Schools in Berar from 9,135 to 12,558 is a hopeful sign of future progress. In Primary schools the Inspector notes that there has been a marked improvement in the quality of the instruction. A great deal of improvement, however, is required in the quality of the instruction in the Middle schools. The Inspector reports that the "chief defect lies in the want of properly qualified teachers. The two-year trained teachers that could at best be provided for these schools were not generally fit to teach classes VI and VII."

55. Inferiority of instruction in the Middle schools naturally affects the quality of the candidates for admission to the Normal school, and it is not surprising to find that, according to the Berar Inspector, "quite a large number of candidates appear every year

at the admission test, but very few can satisfy its requirements." During the current year a third-year class was opened with thirty stipends, and it is anticipated that the output of teachers with an extra year's training will result in an improvement in the instruction imparted in the Middle schools and consequently in the quality of candidates for the Normal school. Extensive additions to the class room and hostel accommodation of the school are being made in the current year. Early in the session the Superintendent, Mr. Sufi, was deputed to the Delhi University where he took up the duties of Registrar and his place was taken by Mr. Syed Husnain, Deputy Inspector of Urdu Schools.

CHAPTER VII.

EDUCATION OF THE BACKWARD CLASSES.

56. The total number of pupils of the depressed classes increased from 28,919 to 29,065. These pupils were distributed among the various classes of instruction as follows :—

		Class.	Boys.	Girls.	
Schools.	Primary	1	11,907	295	
		2	5,465	112	
		3	4,045	83	
		4	2,940	60	
		5	2,148	43	
	Middle	Anglo-Vernacular and Vernacular Middle.	6	367	4
		Anglo-Vernacular Middle.	7	201	1
		8	53		
		9	44		
		10	17		
		11	8		
		12	8		
Colleges	Intermediate	1	2		
		2	3		
	Degree	3	1		
		4	1		
	Post-graduate	5			
		6			
Unrecognised institutions		...	1,095	60	

It will thus be seen that the great bulk of the pupils of the depressed classes are in the first three Primary classes and the

attendance in the post-primary stages of education is at present insignificant. The progress of these classes depends on their ascending in larger numbers the ladder of education.

57. The report of the Committee appointed by Government to enquire into the facilities for the education of the depressed classes was published in May 1922, and in November of the same year Government issued a resolution stating that it proposed to adopt the following measures :—

Special measures for extension and improvement.

- (i) to recognize the principle of grant-in-aid for hostels specially intended for students of the depressed classes attending recognised institutions ;
- (ii) to raise the value of Middle school scholarships and the number and value of High school scholarships tenable by pupils of the backward classes ;
- (iii) to reserve one scholarship tenable in the Engineering School, Nagpur, for pupils of the backward classes, provided a suitable candidate is forthcoming ;
- (iv) to grant to head masters of Primary schools a bonus of Rs. 3 per head for each pupil of the depressed classes who passes the Primary certificate examination ;
- (v) to remove disabilities experienced by depressed class pupils attending recognised schools.

In accordance with this resolution,

- (i) grants equivalent to half the expenditure on approved items and amounting to Rs. 1,163 were given to two recognised hostels ;
- (ii) the number of High school scholarships was increased from 11 to 15 with effect from the 1st April 1923, and the value of High and Middle scholarships raised from Rs. 5 and Rs. 8, and Rs. 3 and Rs. 5 to Rs. 5 and Rs. 10 and Rs. 3 and Rs. 8, respectively. The higher rate of each kind of scholarship is given to boys who do not live in the place in which the school they attend is situated ;
- (iii) a sum of Rs. 9,000 was allotted in the current year for the award of bonuses to head masters ;

(iv) the Education Manual has been amended with a view to the prohibition of differential treatment of depressed class pupils in public schools.

58. Of 22 Middle school, 11 High school and 5 College Scholarships. scholarships available for award in the year under report 22, 10 and 3, respectively, were actually awarded, the remainder lapsing owing to shortage of qualified candidates.

59. The reports of Inspectors do not reveal much weakening of the prejudice against the depressed classes. The Berar Inspector alludes to the existence of "5 separate schools for these classes besides separate classes for these boys under teachers of their own classes in one Municipal school" in the Buldana district. The Nagpur Inspector says that "it was noticed during inspections that prejudice against these students still existed in many places, and they were accorded differential treatment not only in Primary schools, but also in some Anglo-Vernacular Middle and Normal Schools. In the Balaghat district, however, no distinction is made even in girls' schools." It is significant, however, that the Department was able to appoint a graduate of a depressed class to a mastership in a Government High school without exciting opposition.

CHAPTER VIII.

EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

60. The number of schools remained at 16. Of these 9 were classified as boys' and 7 as girls' schools. The number of pupils enrolled was 1,855, being an increase of 12 on the previous year. The numbers reading in High school classes show an increase of 14 against a decrease of 6 in Primary classes. Average daily attendance shows an improvement by 54 during the year.

Re-organizations have been carried out in some of the schools with a view to effecting reasonable economies without detriment to efficiency.

61. The total expenditure increased from Rs. 2,18,477 to Rs. 2,24,913. The total expenditure from Provincial revenues amounted to Rs. 99,193, being an increase of Rs. 1,968. During the year contributions from Local Bodies decreased by Rs. 1,120, while the fee income increased by Rs. 1,165. The average cost of educating a pupil was Rs. 125 in Secondary schools and Rs. 38 in Primary schools.

62. Of the 44 candidates who appeared at the High School Staff, class-work and Departmental Certificate examination, 19 examinations. passed. At the corresponding Middle School examination 26 out of 37 passed. A centre for the Cambridge Local Examinations was opened in the Central Provinces and Berar for the first time during the year. Of 18 pupils who appeared at the Senior Certificate Examination only 2 passed, while 4 out of 10 gained the Junior Certificate. These results show that considerable progress has still to be made before the teaching in the European schools of these provinces and Central India can be regarded as satisfactory. More than half the teachers employed, namely, 61 out of 116, are untrained and changes in the staffs are far too frequent to be consistent with steady educational improvement. The Inspector of European Schools reports that "some of the Kindergarten teaching in the larger schools is highly satisfactory, but as the work of the schools advances from class to class so the quality declines." He suggests that "a fundamental overhauling of the European Schools-Curricula is now overdue but little improvement in the attainments of pupils reading in the higher classes is likely until teachers with better academic qualifications are employed."

63. The number of boarders residing in hostels decreased from 790 to 745. The average cost of residence was Rs. 223 per annum, the rates varying from Rs. 16 to Rs. 34 per month.

Games continued to form a special feature of the education given in these schools.

CHAPTER IX.

TRAINING OF TEACHERS (MEN).

64. Forty stipends for graduates and one hundred for under-graduates were available in the year under report and twelve and one hundred, respectively, were actually awarded. The smallness of the number of students in the graduate class is due to the fact that nearly all the younger graduates in Government schools have now been trained and to the reluctance of aided schools to pay salaries sufficient to induce teachers to undergo training (*vide* paragraph 19 above). In view, however, of the proposed reclassification of schools, entailing as it does the addition of one class to the High school department, more trained graduate teachers will be required for Government schools, and it is hoped that the aided schools will realize the great importance of employing trained

graduates and offer inducements to their young graduate teachers to proceed to the Training College. In the current year the number of graduate stipends has been reduced to twenty-five. In accordance with the recommendation of the Retrenchment Committee, the value of graduate and undergraduate stipends has been reduced in the current year from Rs. 60 and Rs. 45 to Rs. 50 and Rs. 40, respectively. This reduction does not, however, affect those students who commenced their training at the higher rates.

65. One post of Professor in the Provincial service was abolished, and with the resignation of Mr. Taylor and the termination of the services of Miss Street the posts of Director of Manual Training and Lecturer in Primary School methods, respectively, were held in abeyance. These two posts have not yet been filled. Some of the members of the staff were largely occupied outside their ordinary college or school work in preparing new syllabuses for Primary and Middle schools on the lines laid down by the Curricula Committee. In addition to this, several members of the staff served on a committee appointed to recommend text-books in Hindi for High school classes in view of the change in the medium of instruction.

66. Several important innovations were introduced in the course of the year. A course of physical training was made compulsory for all students, the services of a part-time instructor being lent by the officer commanding the Signal Training Depot for the purpose. The object of the course was twofold—to improve the general health of the students and also to enable them to take their classes in physical exercises, if called upon to do so. Another innovation was the institution of a course in drawing for the purpose of training undergraduate students to teach drawing, in addition to other subjects in Middle schools. In anticipation of the introduction of the revised course of elementary science for Middle schools, a special course of instruction was given to undergraduate students who had taken science for the matriculation examination. In spite of a serious interruption to the class work in November caused by an outbreak of plague, the examination results were highly satisfactory, all 12 candidates for the L. T. examination and 53 out of 59 for the T. T. C. examination being successful.

67. The number of Normal Schools was reduced from twelve to eleven, the Yeotmal Normal School being abolished with effect from the 1st May. The twenty-five students of the Yeotmal Normal School who had not completed their training were transferred to the Akola Normal

School. Each of the other Normal Schools had places for 150 students except the Urdu Normal School which had ninety. Thirty additional stipends for a third-year class in the Urdu Normal School were sanctioned for the current year. As already remarked in paragraph 32 of this report, the students of certain Normal Schools have experienced difficulty in finding suitable employment in District Council schools, and the question has arisen whether it would not be advisable to limit the output of trained teachers until such time as the District Councils change their attitude in regard to the entertainment of trained teachers. In view of the imperative need of improving the staffs of existing schools and providing competent teachers for the new schools which are bound to arise if the province is to make any real progress, any permanent limitation of the output would be unwise. But the Saugor Normal School is so badly housed at present and it is so difficult to find funds for the construction of a new building for this school that it might be regarded as expedient to suspend it at any rate until the financial horizon has cleared. This question is now engaging the consideration of the Department.

68. Doubts have arisen regarding the value of the fourth-year retraining class which has been established in the Normal Schools at Nagpur, Jubbulpore, Amraoti and Raipur. The students who are admitted to this class possess such varying attainments that it is difficult to frame courses suitable for all alike, and certain district Councils have recently declined to send teachers at all for the course. Pending further consideration, the class has been temporarily abolished in the current year, and short courses of five months have been substituted for the purpose of instructing third-year trained men and other suitable teachers in certain parts of the revised curriculum for Middle school which it is proposed to introduce next year.

69. Six hundred and ninety-four Normal School students
 Examination results. passed the T. T. C. examination out of 885 candidates, the percentage of passes being 78 against 73 in the previous year. Ninety-eight out of 113 passed the examination at the end of the third year course. These results are very satisfactory and reflect credit on the staff, especially when it is remembered that the material which they have to deal with is not all that could be desired. With a view to widening the field of recruitment for admission to the Normal Schools and thus improving the quality of entrants, it has been decided to lower the age limit from 16 to 15 with effect from next year.

70. All the Normal Schools, except that at Saugor, are now provided with good buildings. At Saugor a site for a new building was selected as long ago as 1919, but owing to financial stringency it has been impossible to proceed with the work of construction. Plans and estimates have also been prepared for extensions to the schools at Seoni and Raipur where especially the dormitory accommodation has been found to be inadequate for the sanctioned number of students.

CHAPTER X.

TECHNICAL EDUCATION.

Engineering School,
Nagpur.

71. The following extracts are taken from the report of the Principal :—

“ The total number of students at the beginning of the session was 101, an increase of 15 over that of last year, but as usual, from failure to pass promotion examinations and other causes, the number was reduced from 101 at the beginning of the session to 94 at the end, as compared with 82 at the end of 1921-22. The following table shows their distribution :—

Year.	Civil.	Mechanical.	Motor Mechanics.
1st	14	12	6
2nd	12	11	4
3rd	3	7	4
4th	8	9	4
	<hr/> 37	<hr/> 39	<hr/> 18

Thus the progressive increase which has taken place in the number of students since the school opened has been maintained. These numbers do not include five students admitted to the new class for oil-engine drivers, of whom three completed the course, nor six students in the 5th year who were completing their course during the first three months of the session.”

72. “ The effect of the falling off in the number of students admitted in the year of the non-co-operation movement is still felt ; but there is now considerable competition for entry into the school and a total of 120 students exclusive of those taking short courses of instruction may be expected within two years. More cannot be admitted without increasing the accommodation, nor would the present demand for the product turned out warrant further enlargement of the classes. The number of students in the hostel varied between 30 and 36.”

73. "A slow speed horizontal steam engine for instructional purposes was imported at a cost of Rs. 10,300, exclusive of railway freight, and erected at a cost of Rs. 1,973-11-3."

Work and Examinations.

74. "The examination results were as follows:—

(1) *Civil Engineering Department*—

	Number appeared.	Number passed.
Overseers ...	4	3
Special and final examination for failed Sub-Overseers.	3	1

(2) *Mechanical Engineering Department*—

	Number appeared.	Number passed.
Theoretical Examination ...	7	6
	Number re-examined.	Number of re-examinees passed.
	4	2
	Number appeared.	Number passed.
Practical Examination ...	6	4
Boiler Act Examination ...	8	5

(3) *Motor Mechanics*—

Number appeared.	Number passed.
2	2

Four Diplomas and one Certificate in Mechanical Engineering were awarded.

"These results speak for themselves and must be regarded as highly satisfactory."

"A new class was opened for oil engine drivers in September 1922. Candidates for this course, which occupies four months, are partly selected by the Agricultural Engineer, and it is hoped that the School will be able to turn out men capable of running the different types of oil-engines now used for various purposes in connection with agriculture and some of the

Oil-engine Driver Class.

minor industries in the province. It was intended to hold two such courses during the year, but the competition of the Model Mills took away some of the workshop staff, and the second course had in consequence to be abandoned. Three men completed the first course. It is early yet to say what the demand for such men is likely to be; we shall have to feel our way, but a reasonable number of applications is received by the Agricultural Engineer and there is reason to believe that the course will meet a public want."

75. "The total value of outside engineering work done by the School was Rs. 24,626, almost double that of last year. About half of this work was of a varied and general character such as ginning factory and pumping station breakdowns, machinery for cotton mills, agricultural implements, etc., and half for motor repairs. The expenditure on temporary labour was Rs. 8,777. The amount earned for the treasury was Rs. 8,892."

Repairing Department.

76. "Games continued to flourish, and although the School did not win the hockey shield this year it rendered a good account of itself. The second social gathering was held in November and was an unqualified success."

Miscellaneous.

"The P. W. D. Irrigation Branch have now guaranteed all 6 permanent posts in the new Subordinate Engineering Service to students of the school, provided that they satisfy the department regarding their merits. This is in the interests both of the school and of the department. Students feel that they have something to work for and a better class of student is coming up for the entrance examination, thus ensuring the Public Works Department a wider field of selection."

CHAPTER XI.

RAJKUMAR COLLEGE.

77. The following extracts are taken from the report of the Principal of the College:—

"The College roll has not yet recovered from the temporary decline of 1921-22. Five new kumars have been admitted during the year and the roll now numbers 47 against 55 in April 1922."

Numbers.

78. "Four kumars appeared from the College in the Diploma Examination of 1922, and in a total field of 27 candidates from all the Chiefs' Colleges obtained the first four places. Three were placed in the first division—the only first classes awarded by the examiners—and the fourth passed in the second division, while all four candidates obtained distinctions in three or more subjects. Of the four successful candidates of 1922 three are at present continuing their education at a university. The general intellectual training of kumars, apart from class-work, has received special attention during the year. Steps have been taken to encourage a taste for private reading. Another measure has been the institution of hobbies. These consist of Botany, Entomology, Science experiments, outdoor

Instruction and Results.

sketching, photography and fret-saw work, which are practised by batches of kumars under the supervision of members of the staff on Sundays and holidays and on Thursday afternoons. Another element in the intellectual life of the college is the debating society which has made progress. A further innovation has been the institution of magic lantern lectures on subjects of general interest by members of the staff."

79. "The Boy Scout troop under the guidance of Mr. Smith-Pearse has proved a most valuable instrument in the general training of Kumars, and has firmly established itself. The troop strength at the beginning of the year was 21. The usual games, cricket, football, hockey and tennis, continued to be played with vigour. The general standard of riding has continued to improve."

80. "The General Council of the college met once and the Managing Committee four times during the year. The meeting of the General Council was specially occasioned by the financial situation. His Excellency the Governor of the Central Provinces who presided, in addressing the Council, pointed out the value of the college, and the good results achieved by it, and urged the importance of the Chiefs and Zamindars securing its continuance by such a response to the endowment fund appeal as would make up for the approaching loss of the government grants. He also stated that, as a corollary of this financial provision, it might be considered necessary to alter the constitution of the college and its course of studies in certain matters, but he reminded the Ruling Chiefs and Zamindars that if they undertook the management of the college it would be necessary for them to attend meetings of the Council and Committee with greater regularity than had been shown in some cases in the past. It was also decided to appoint a Special Committee of Chiefs and Zamindars with the Director of Public Instruction, Central Provinces, as expert adviser, and the Principal as Secretary, to consider whether any changes were desirable in the constitution and course of studies of the college."

81. The report of the Committee is now under the consideration of His Excellency the Governor.

82. The College received the usual grant-in-aid amounting to Rs. 35,435. This grant will cease after the expiry of the current year, and the College henceforth will be compelled to rely on its own resources. An appeal has been made for an additional endowment fund of Rs. 7 lakhs.

CHAPTER XII.

MISCELLANEOUS.

83. Circle Conferences were held in the Nerbudda and Nagpur Circles. Owing to an outbreak of plague the Berar Circle Conference was postponed, but a meeting of Head masters of Secondary schools and Senior Deputy Inspectors was held in the Inspector's office.

84. The total number of Jains under instruction fell from 5,261 to 5,179.

85. The number of books received was 203. Twenty-five of these were sanctioned as text-books and 115 as prize and library books. At the close of the year 39 were under consideration. Three committees consisting of educational officers and non-officials were appointed for the purpose of scrutinizing and recommending text-books in Mahrathi, Hindi and Urdu for High school classes. I desire to record my appreciation of the valuable work performed by these committees.

86. The Secretary of the Students' Advisory Committee reports—

"The number of applicants who sought the Committee's assistance during the year was 47 against 50 in the previous year, and the number of students who are believed to have proceeded to England after consulting the Committee was 12 against 8 in the previous year. The Hand-book of Information for Indian Students, formerly issued by the National Indian Association in conjunction with the Indian Students' Department, was revised and published directly under the authority of the High Commissioner and copies of it were supplied to the Advisory Committees in India during the course of the year. The book contains the fullest information about the degrees, diplomas, certificates, etc., at the various universities, colleges and similar other educational institutions and has proved of immense help to the Committee in answering enquiries made to it. Suggestions have been made by this Committee for reprinting certain sections of this book and for the incorporation in it of more detailed information about the several competitive examinations such as the I.C.S., I.M.S., etc., which are held in the United Kingdom."

87. In conclusion, I desire to record my appreciation of the efficient assistance rendered by the inspecting, teaching and clerical staff during a year of considerable activity. The department has been weakened by the retirement of Messrs. Mayhew and Spence. Of the former, who was Director from 1914 to 1923, I may perhaps be permitted to say that his able administration has left an enduring mark upon the educational system of the province. "Si monumentum quaeris, circumspice." The name of the latter is indissolubly connected with the Training College which he conducted with short intervals for a period of 31 years. An ardent teacher himself, imbued with a profound interest in the work of training teachers, he exercised a great and beneficent influence over the students who passed through his hands.

C. E. W. JONES,

Director of Public Instruction,

Central Provinces.

GENERAL TABLES.

*General Summary of Educational Institutions and Scholars in the
Central Provinces and Berar for 1922-23.*

Area in square miles. 99,876...		Percentage of Scholars to Total Population.				Remarks.
		Recognised Institutions.		All institutions.		
Population—		1922-23.	1921-22.	1922-23.	1921-22.	
Males ...	6,951,399 ...	Males ...	4'44	4'20	4'54	4'23
Females ...	6,961,361 ...	Females ...	'33	'55	'34	'56
Total ...	13,912,760 ...	Total ...	2'38	2'37	2'44	2'39

—	Institutions.			Scholars.			Percentage of Scholars in each class of institutions.	Remarks.
	1922-23.	1921-22.	Increase or decrease.	1922-23.	1921-22.	Increase or decrease.		
1	2	3	4	5	6	7	8	9
RECOGNISED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges ...	4	4	...	653	677	-24	'20	
Professional Colleges...	3	3	...	283	294	-11	'10	
High Schools ...	42	43	- 1	3,393	3,021	+ 372	'10	
Middle Schools ...	471	467	+ 4	65,299	59,325	+ 5,974	21'20	
Primary Schools ...	3,942	3,987	- 45	236,621	242,065	- 5,444	76'60	
Special Schools ...	40	20	+ 20	2,498	1,840	+ 658	'80	
Totals ...	4,502	4,524	- 22	308,747	307,222	+ 1,525	100	
<i>For Females.</i>								
Arts Colleges ...	...	...	...	...	...	...	...
Professional Colleges...	...	...	...	...	...	...	...
High Schools ...	8	8	...	140	95	+ 45	'6	
Middle Schools ...	50	53	- 3	4,240	4,369	- 120	18'1	
Primary Schools ...	320	326	- 6	18,387	18,347	+ 40	78'7	
Special Schools ...	9	10	- 1	607	648	- 41	2'6	
Totals ...	387	397	- 10	23,383	23,459	- 76	100	
UNRECOGNISED INSTITUTIONS.								
For Males ...	168	66	+ 102	7,106	2,480	+ 4,626	...	
For Females ...	22	4	+ 18	814	142	+ 672	...	
Totals ...	190	70	+ 120	7,920	2,622	+ 5,298	...	
Grand Totals ...	5,079	4,991	+ 88	340,050	333,303	+ 6,747	...	

(1) *School Year.*—In this and the following tables, the school year is assumed to coincide with the financial year, *i. e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e. g.*, European Schools may close in December and others, *e. g.*, Colleges, in May.

(2) *European Scholars* are included in the above figures.

General Summary of expenditure on Education in the Central Provinces and Berar for 1922-23.

11:

	Total Expenditure.			Percentage of Expenditure from				Cost per Scholar to				Total cost per scholar.
	1923.	1922.	Increase or decrease.	Government funds.	Board funds (including Municipal).	Fees.	Other sources.	Government funds.	Board funds (including Municipal).	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Direction and Inspection.	4,88,146	5,31,507	-43,361	8.63	44	...	...	...	...	...	...	...
Universities	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous*	16,84,975	14,23,445	+2,61,530	17.02	21.93	23.58	30.56	...	...	...	...	...
Totals	21,73,121	19,54,952	+2,18,169	25.65	22.37	23.58	30.56	...	...	...	...	...
<i>Institutions for Males.</i>								Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Arts Colleges	3,33,961	3,41,041	-7,080	4.44	...	8.66	3.48	379 11 4	...	91 4 8	40 6 9	311 6 9
Professional Colleges	1,96,327	1,99,908	-3,581	3.35	...	1.38	...	660 1 10	...	33 9 11	...	693 11 9
High Schools	5,17,714	4,97,746	+19,968	5.21	9a	19.76	10.15	85 9 2	4 3 6	40 1 0	22 11 7	152 9 3
Middle Schools	16,65,823	15,66,243	+99,580	17.02	24.30	31.73	15.77	14 8 7	5 12 9	3 5 6	1 13 4	25 8 2

Primary Schools	25,43,274	25,11,515	+ 31,699	27.78	51.91	8.27	16.88	6 8 10	3.6 8	0 3 10	0 8 7	10 11 11
Special Schools	5,36,596	4,75,102	+ 61,494	9.33	'14	'90	'98	208 6 11	0 14 5	2 8 1	2 15 6	214 12 11
Totals	57,93,635	55,91,555	+ 2,02,080	67.13	77.27	70.70	47.26	12 2 1	3 14 4	1 9 2	1 2 7	18 12 2
<i>Institutions for Females.</i>												
Arts Colleges	...	...	...	...	...	...	..	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...
High Schools	51,438	42,858	+ 8,580	'48	...	'86	2.44	192 14 0	..	42 3 10	132 4 9	367 6 7
Middle Schools	1,50,694	1,41,164	+ 9,530	1.45	...	2.26	7.15	18 15 11	0 0 1	3 10 8	12 12 9	35 7 5
Primary Schools	3,24,567	3,10,104	+ 14,463	4.32	'36	2.53	8.02	13 1 8	0 4 8	0 15 2	3 4 11	17 10 5
Special Schools	89,545	,86,300	+ 3,245	'97	...	'07	4.57	89 10 4	...	0 11 6	57 2 6	147 8 4
Totals	6,16,244	5,80,426	+ 35,818	7.22	'36	5.72	22.18	17 3 9	0 3 8	1 10 11	7 3 4	26 5 8
GRAND TOTALS	85,83,000	81,26,933	+ 4,56,067	100	100	100	100	12 7 9	3 10 3	1 9 4	1 9 5	19 4 9

* Includes expenditure on buildings.

(1) *School Year*.—In this and the following tables the school year is assumed to coincide with the financial year, *i. e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e. g.*, European Schools may close in December and others, *e. g.*, Colleges in May.

(2) *European Scholars* are included in the above figures.

GENERAL
Classification of Educational Institutions in the

	For males.					
	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
	1	2	3	4	5	6
RECOGNISED INSTITUTIONS.						
<i>Universities.</i>						
Colleges :—						
Arts and Science* ...	3	...	...	1	...	4
Law ...	1	...	...	...	...	1
Medicine ...	...	...	...	...	...	...
Education ...	1	...	...	...	...	1
Engineering ...	...	...	...	...	...	...
Agriculture ...	1	...	...	...	...	1
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...
Intermediate and 2nd. grade Colleges ...	...	...	...	...	...	...
Totals ...	6	...	...	1	...	7
High Schools ...	20	...	3	18	1	42
Middle Schools ...	52	...	39	50	6	147
Primary Schools ...	11	281	19	11	2	324
	9	3,277	238	279	139	4,942
Totals ...	92	3,558	299	358	148	4,455
Special Schools :—						
Art ...	...	...	...	...	...	...
Law ...	...	...	...	...	...	...
Medical ...	1	...	...	...	...	1
Normal and Training ...	11	...	...	...	...	11
Engineering ...	1	...	...	2	...	1
Technical and Industrial ...	1	...	...	2	...	3
Commercial ...	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...
Reformatory ...	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	1	...	1
Schools for Adults ...	...	4	...	11	5	20
Other Schools ...	...	...	...	2	1	3
Totals ...	14	4	...	16	6	40
Totals for Recognised Institutions ...	112	3,562	299	375	154	4,502
Unrecognised Institutions ...	...	18	8	1	141	168
GRAND TOTALS, ALL INSTITUTIONS ...	112	3,580	307	376	295	4,670

* Includes no
 † Of these 14 are
 ‡ of these 1 is a
 § All the 20 are

GENERAL

Distribution of Scholars attending Educational Institutions for

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) and (c).	499	436	240	...	...	...	...	...	...
Law	103	87	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	112	109	84	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...
Agriculture	68	65	68	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...	...	...	...
Totals	782	697	392	...	...	...	...	...	...
<i>School and Special Education.</i>									
High Schools	2,434	2,047	484	...	...	...	139	126	11
Middle Schools { English	6,682	5,703	582	...	...	...	4,562	4,000	148
Schools. { Vernacular	1,245	1,016	54	43,020	30,463	717	3,828	2,892	12
Primary Schools	950	825	...	1,86,109	1,22,145	6	31,006	23,063	...
Totals	11,311	9,591	1,120	2,29,129	1,52,608	723	39,535	30,081	171
In Art Schools	...	...	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medical Schools	170	118	76	...	...	...	...	...	...
Normal and Training Schools.	1,504	1,397	1,343	...	...	...	...	...	...
Engineering Schools	94	71	36	...	...	...	...	...	...
Technical and Industrial Schools.	30	20	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...	...	...	...
Schools for Adults	...	...	...	132	102	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...
Totals	1,798	1,606	1,455	132	102	...	...	...	...
Totals for recognised institutions.	13,891	11,894	2,967	2,29,261	1,52,710	723	39,535	30,081	171
In Unrecognised Institutions.	...	...	...	928	599	...	600	451	...
Grand Totals, all Institutions.	13,891	11,894	2,967	2,30,189	1,53,309	723	40,135	30,532	171

* 1,021 boys of these

† All these are reading

(a) Scholars reading more than one of the following

(b) Includes Nil Scholars

(c) Includes Nil Scholars

TABLE II-A.

males in the Central Provinces and Berar for the year 1922-23.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
154	131	43	...	...	...	653	567	283	4
...	...	...	...	...	...	103	87	...	...
...	...	...	...	...	...	112	109	84	...
...	...	...	...	...	...	68	65	68	...
...
...
...
154	131	43	...	...	...	936	828	435	4
777	673	214	43	36	20	3,393	2,882	729	2
3,920	3,324	640	327	285	53	15,491	13,312	1,423	4
1,498	1,233	208	217	186	...	49,808	35,799	991	1,120
13,367	9,763	265	5,189	3,362	...	236,621	159,158	271	11,536
19,562	14,993	1,327	5,776	3,869	73	3,05,313	2,11,142	3,414	12,662
...
...
...	...	...	...	...	...	170	118	76	2
...	...	...	...	...	...	1,504	1,397	1,343	...
...	...	...	...	...	...	94	71	36	...
129	114	44	...	...	...	159	134	44	...
...
...
...
15	12	...	...	...	...	15	12	...	...
197	163	...	139	95	...	1468	360	...	...
51	36	...	37	26	...	88	62	...	...
392	325	44	176	121	...	2,498	2,154	1,499	2
20,108	15,449	1,414	5,952	3,990	73	3,08,747	2,14,124	5,348	12,668
10	8	...	5,563	4,128	24	7,106	5,186	24	312
20,118	15,457	1,414	11,520	8,118	97	3,15,853	2,19,310	5,372	12,980

are in night schools.
 in night schools.
 subjects are entered under only one head,
 also reading Law.
 in Oriental Colleges.

GENERAL

Distribution of Scholars attending Educational Institutions for

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING.									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education ...</i>									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ...	21	17	19	...	...	...	...	...	...
" Middle English ...	56	47	20	...	...	...	...	...	...
" Vernacular Schools ...	2,159	1,454	9	...	...	...	...	...	...
" Primary Schools ...	13,758	8,603	1	70	45	...	34	18	...
Totals ...	15,994	10,121	49	70	45	...	34	18	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
" Normal and Training Schools.	132	127	87	...	...	...	...	...	...
" Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
" Commercial Schools.	...	...	...	...	...	...	...	...	...
" Agricultural Schools.	...	...	...	...	...	...	...	...	...
" Schools for Adults ...	...	...	...	...	...	...	...	...	...
" Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	132	127	87	...	...	...	...	...	...
Totals for recognised institutions.	16,126	10,248	136	70	45	...	34	18	...
In Unrecognised Institutions.	...	...	...	...	...	...	...	...	...
Grand Totals, all Institutions.	16,126	10,248	136	70	45	...	34	18	...

*Of these, 28 Girls read

TABLE II-B.

Males in the Central Provinces and Berar for the year 1922-23.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
...
...
...
...
119	102	96	...	...	...	140	119	115	...
515	456	410	28	24	...	599	527	430	21
1,397	1,122	61	94	81	...	3,650	2,637	70	20
4,107	3,007	326	418	282	...	18,387*	11,955	327	218
6,138	4,687	893	540	387	..	22,776	15,258	942	259
...
73	69	72	...	...	...	205	196	159	...
122	111	94	...	...	...	122	111	94	..
...
...
280	105	...	...	...	...	280	105	...	...
...
475	285	166	...	...	...	607	412	253	...
6,613	4,972	1,059	540	387	...	23,383	15,670	1,195	259
83	55	..	731	521	...	814	576	...	87
6,626	5,027	1,059	1,271	908	...	24,197	16,246	1,195	346

night school.

GENERAL

Expenditure on Education for Males in the

Expenditure on buildings includes Rs. 4,91,925 spent by the Public Works

"Miscellaneous" includes the following main items:—

- (a) Scholarships including Orphan and Cadet grants.
- (b) Hostel Boarding charges.
- (c) Games expenditure.
- (d) Capital expenditure.
- (e) Other miscellaneous expenditure.

	Government Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ... ..	...	...	...	...	...	...
Arts Colleges	2,26,975	...	...	44,677	...	2,71,652
Professional Colleges ... ..	...	...	...	...	...	...
Law ... ..	...	...	...	9,515	...	9,515
Medicine ... ..	...	...	...	...	...	...
Education	1,35,370	...	...	...	...	1,35,370
Engineering ... ..	...	...	...	...	...	...
Agriculture	51,442	...	...	...	...	51,442
Commerce ... ..	...	...	...	...	...	...
Forestry ... ..	...	...	...	...	...	...
Veterinary Science ... ..	...	...	...	...	...	...
Intermediate Colleges ... ..	...	...	...	...	...	...
Totals	4,13,787	...	...	54,192	...	4,67,979
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	2,15,768	...	...	87,500	601	3,03,878
Middle Schools. { English	3,05,392	...	...	80,156	1,155	3,87,703
{ Vernacular	56,614	96	...	584	3	57,297
Primary Schools	16,928	...	...	359	550	17,837
Totals	5,94,702	96	...	1,68,603	2,309	7,65,715
<i>Special.</i>						
Art Schools ... ..	...	...	...	...	...	...
Law Schools ... ..	...	...	...	...	...	...
Medical Schools	85,154	...	...	4,332	335	90,821
Normal and Training Schools	3,58,522	...	...	...	18	3,58,540
Engineering Schools	67,261	...	...	...	...	67,261
Technical and Industrial Schools ... ..	...	...	...	720	...	720
Commercial Schools ... ..	...	...	...	...	...	...
Agricultural Schools ... ..	...	...	...	...	...	...
Reformatory Schools ... ..	...	...	...	...	...	...
Schools for Defectives ... ..	...	...	...	...	...	...
Schools for Adults ... ..	...	...	...	...	...	...
Other Schools ... ..	...	...	...	...	...	...
Totals	5,19,937	...	...	5,052	353	5,17,342
GRAND TOTALS	15,20,426	96	...	2,27,852	2,662	17,51,016

(1) Other sources include income from

(1) Intermediate Colleges—An "Intermediate College" means an institution preparing students

TABLE III-A.

Central Provinces and Berar for the year 1922-23.—(Contd.)

Department on educational buildings.

Rs.

1,22,893

1,70,320

20,882

19,384

2,91,465

Total ... 6,24,943

District Board and Municipal Institutions.						Aided Institutions.—(Contd.)		
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...	20,976	...	...
...
...
...
...
...
...
...
...	20,976	...	...
...
8,547	...	14,315	2,971	..	25,833	66,032	...	...
67,977	...	1,03,404	37,217	1,914	2,10,572	1,06,449	...	1,790
4,04,841	2,35,342	37,671	5,316	606	6,83,776	8,015	...	...
14,50,986	5,04,720	2,84,184	29,761	4,082	23,03,793	51,979	8,646	10,751
19,62,351	7,40,122	4,39,634	75,265	6,602	32,23,974	2,32,475	8,646	12,541
...
...
...
...
...
...	8,385	...	1,000
...
...
...
...	366	...	...	...	366	236	...	...
...	647	...
...	113	...	250
...	366	...	...	...	366	8,734	647	1,250
19,62,351	7,40,488	4,39,634	75,265	6,602	32,24,340	2,62,185	9,293	13,791

endowments, subscriptions, contributions, etc.

for admission to the degree courses of a University or for entrance into Vocational Colleges.

GENERAL
Expenditure on Education for Males in th

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

Totals

	Aided Institutions.—(Contd.)			Recognised Unaided Institutions.		
	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	16	17	18	19	20	21
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	...	...	...	...	...	...
Arts Colleges	14,937	26,396	62,309	...	...	...
Professional Colleges—	...	...	...	...	...	...
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...
Commerce	...	...	...	...	...	...
Forestry	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals	14,937	26,396	62,309	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	43,909	73,272	1,83,213	1,549	3,241	4,790
Middle Schools { English	90,984	79,218	2,78,441	3,594	18,299	21,893
{ Vernacular	447	15,572	24,034	1,021	3,107	3,107
Primary Schools	25,681	90,918	1,87,975	...	32,588	33,609
Totals	1,61,021	2,58,980	6,73,663	6,164	57,235	63,399
<i>Special.</i>						
Art Schools	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Normal and Training Schools	...	...	...	...	...	...
Engineering Schools	...	...	...	...	...	...
Technical and Industrial Schools	529	4,689	14,603	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...
Schools for Defectives	188	296	720	...	...	...
Schools for Adults	...	...	647	...	60	60
Other Schools	487	1,296	2,146	...	712	712
Totals	1,204	6,281	18,116	...	772	772
GRAND TOTALS	1,77,162	2,91,657	7,54,088	6,164	58,007	64,171

(1) Other sources include income from
(2) Intermediate Colleges—An "Intermediate College" means an institution preparing student

TABLE III-A.

Central Provinces and Berar for the year 1922-23.—(Concl'd.)

Total expenditure from					
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
85,585	...	...	...	...	85,585
3,47,027	4,416	2,514	...	...	3,53,957
5,62,855	1,42,526	54,812	5,984	90,283	8,56,460
2,91,548	1,08,889	35,165	1,09,197	80,144	6,24,943
12,87,015	2,55,831	92,491	1,15,181	1,70,427	19,20,944
...
2,47,951	...	...	59,614	26,396	3,33,961
...	...	...	9,515	...	9,515
1,35,370	...	...	...	...	1,35,370
51,442	...	...	...	...	51,442
...
...
...
4,34,763	...	...	69,129	26,396	5,30,288
...
2,90,347	...	14,315	1,35,938	77,114	5,17,714
4,79,818	...	1,05,254	2,11,951	1,00,586	8,97,609
4,69,470	2,35,438	37,671	6,347	19,288	7,68,214
15,49,893	5,13,426	2,94,935	56,822	1,28,138	25,43,214
27,89,528	7,48,864	4,52,175	4,11,058	3,25,126	47,26,751
...
...
86,154	...	...	4,332	335	90,821
3,58,522	...	...	...	18	3,58,540
67,261	...	...	...	...	67,261
8,385	...	1,000	1,249	4,689	15,323
...
...
236	...	...	188	296	720
...	1,013	...	...	60	1,073
113	...	250	487	2,008	2,858
5,20,671	1,013	1,250	6,256	7,406	5,36,596
50,31,977	10,05,708	5,45,916	6,01,624	5,29,355	77,14,580

endowments, subscriptions, contributions, etc.

for admission to the degree courses of a University or for entrance into Vocational Colleges.

Expenditure on Education for Females

Expenditure on buildings includes Rs. 8,396 spent by the Public Works.
 "Miscellaneous" includes the following main items:—

- (a) Scholarships including Orphans and Cadet grants
 (b) Hostel Boarding charges.
 (c) Games expenditure.
 (d) Capital expenditure.
 (e) Other miscellaneous expenditure.

	Government Institutions.					
	Government Funds.	Board Funds.	Municipal Funds.	Fees.	Other Sources.	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges ... ..	...	...	...	...	...	...
Professional Colleges ... ..	...	...	...	...	...	...
Medicine ... ..	...	...	...	...	...	...
Education ... ..	...	...	...	...	...	...
Intermediate Colleges ... ..	...	...	...	...	...	...
Totals ... ..	...	...	...	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	14,411	...	...	239	...	14,650
Middle Schools—						
English	2,700	...	...	233	...	2,933
Vernacular	40,555	...	...	...	20	40,575
Primary Schools	2,08,427	...	...	...	...	2,08,427
Totals	2,66,093	...	...	472	20	2,66,585
<i>Special.</i>						
Medical Schools ... ..	...	...	...	...	...	...
Normal and Training Schools	47,613	...	...	...	96	47,709
Technical and Industrial Schools	...	...	...	...	...	...
Commercial Schools ... ..	...	...	...	...	...	...
Agricultural Schools ... ..	...	...	...	...	...	...
Schools for Adults ... ..	...	...	...	...	...	...
Other Schools ... ..	...	...	...	...	...	...
Totals	47,613	...	...	...	96	47,709
GRAND TOTALS FOR FEMALES	3,13,706	...	...	472	116	3,14,294
GRAND TOTALS FOR MALES	15,20,426	96	...	2,27,852	2,662	17,51,036
GRAND TOTALS FOR ALL	18,34,132	96	...	2,28,324	2,778	20,65,330

(1) Other sources include income from

(a) *Intermediate Colleges*.—An "Intermediate College" means an institution preparing students for

TABLE III-B.

in the Central Provinces and Berar for the year 1922-23.—(Contd.)

Department on Educational buildings.

Rs.
19,752
1,12,931
1,274
2,814
20,379

Total ... 1,63,350

District Board and Municipal Institutions.*						Aided Institutions.—(Contd.)		
Government Funds.	Board Funds.	Municipal Funds.	Fees.	Other sources.	Totals.	Government Funds.	Board Funds.	Municipal Funds.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
...
...
...	...	...	...	...	...	12,591	...	...
...	...	...	...	...	...	29,397	...	...
...	...	...	...	...	...	5,039	...	20
...	641	325	...	...	966	32,477	250	4,174
...	641	325	...	...	966	82,524	250	4,194
...
...	...	...	...	...	...	4,219	...	...
...	...	...	...	...	...	1,602	...	...
...
...
...	...	...	...	...	...	978	...	...
...
...	...	...	...	...	...	6,799	...	...
...	641	325	...	...	966	89,323	250	4,194
19,62,351	7,40,488	4,39,634	75,265	6,602	32,24,340	2,62,185	9,293	13,791
19,62,351	7,41,129	4,39,959	75,265	6,602	32,25,206	3,51,508	9,543	17,985

* Includes donations, subscriptions, contributions, etc.

* Includes admission to the degree courses of a University or for entrance into Vocational Colleges.

GENERAL

Expenditure on Education for Females

Inspection
 Buildings, etc.
 Miscellaneous
 Totals

	Aided Institutions.—(Concl'd.)			Recognised Unaided Institutions		
	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.
	16	17	18	19	20	21
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rt.
Arts Colleges ... ..	...	...	...	...	...	...
Professional Colleges ... ..	...	...	...	...	...	...
Medicine ... ..	...	...	...	...	...	...
Education ... ..	...	...	...	...	...	...
Intermediate Colleges ... ..	...	...	...	...	...	...
Totals ... ..	...	...	...	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	5,675	18,522	36,788	...	...	...
Middle Schools—						
English	14,229	35,780	79,406	...	1,263	1,263
Vernacular	662	16,848	25,589	455	473	928
Primary Schools	17,211	56,175	1,10,287	223	4,664	4,887
Totals	57,777	1,27,325	2,52,070	678	6,400	7,078
<i>Special.</i>						
Medical Schools ... ..	...	...	...	...	...	...
Normal and Training Schools	380	10,332	14,931	...	...	...
Technical and Industrial Schools ... ..	...	18,516	20,118	...	...	...
Commercial Schools ... ..	...	...	...	...	...	...
Agricultural Schools ... ..	...	...	...	...	...	...
School for Adults	59	5,750	6,787	...	...	...
Other Schools ... ..	...	...	...	...	...	...
Totals	419	34,598	41,836	...	...	...
GRAND TOTALS FOR FEMALES	38,216	1,61,923	2,93,906	678	6,400	7,078
GRAND TOTALS FOR MALES	1,77,162	2,91,657	7,54,088	6,164	58,007	64,171
GRAND TOTALS FOR ALL	2,15,378	4,53,580	10,47,994	6,842	64,407	71,249

(1) Other sources include income from
 (2) Intermediate Colleges.—An "Intermediate College" means an institution preparing students

TABLE III-B.

in the Central Provinces and Berar for the year 1922-23.—(Concl'd.)

Total expenditure from					
Government Funds.	Board Funds.	Municipal Funds.	Fees.	Other sources.	Grand Totals.
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
48,604	...	...	...	...	48,604
24,341	12	23	225	15,621	40,220
70,455	...	73	46,813	46,009	1,63,350
1,43,400	12	96	47,038	61,630	2,52,176
...
...
...
...
...
27,002	..	...	5,914	18,522	51,438
32,097	...	...	14,462	37,043	83,602
48,614	..	20	1,117	17,341	67,092
2,40,904	891	4,499	17,434	60,839	3,24,567
3,48,617	891	4,519	38,927	1,33,745	5,26,699
...
51,832	...	...	380	10,428	62,640
1,602	...	...	...	18,516	20,118
...
978	...	...	59	5,750	6,787
...
54,412	...	..	439	34,694	89,545
5,46,429	903	4,615	86,404	2,30,069	8,68,420
50,31,977	10,05,708	5,45,916	6,01,624	5,29,355	77,14,580
55,78,406	10,06,611	5,50,531	6,88,028	7,59,424	85,83,000

endowments, subscriptions, contribution, etc.

for admission to the degree courses of a University or for entrance into Vocational Colleges.

GENERAL

Race or Creed of Scholars in Institutions for the General Education of

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		
				Higher castes.	*De-pressed classes.	
		1	2	3	4	
TOTAL POPULATION.		6,214	16,303	45,74,371	12,70,511	
<i>School Education.</i>						
		<i>Classes.</i>				
Primary	... {	I	...	859	69,481	11,607
		II	292	518	40,383	5,465
		III	87	482	34,969	4,045
		IV	83	404	29,816	2,940
		V	98	391	24,784	2,148
Middle	... {	VI	2	218	8,467	367
		VII	76	159	5,948	201
		VIII	69	96	2,694	53
		IX	51	71	2,238	44
High	... {	X	...	17	1,120	17
		XI	34	25	956	8
		XII	38	22	783	5
Totals ...		830	3,262	2,21,639	27,203	
<i>University and Intermediate Education.</i>						
Intermediate classes	... {	1st year	1	4	184	2
		2nd year	1	6	191	3
Degree classes	... {	3rd year	...	...	75	1
		4th year	...	1	124	1
Post graduate classes	... {	5th year	...	...	6	...
		6th year	...	...	4	...
		7th year	...	...	...	...
Research students	... ..	...	...	...	...
Totals ...		2	11	584	7	
No. of scholars in recognised institutions		832	3,273	2,22,223	27,210	
No. of scholars in unrecognised institutions		...	242	3,826	1,025	
GRAND TOTALS		832	3,515	2,26,049	28,305	

* N. B.—The following are included under the heading "De-pressed classes":—Ghasia, M-hra Parahan, Ozi, Hola, Holi, Dohar, Nagarch Gadikhasi, Khatik, Gunda, Madgi, Maneowar, Dhobi Dhinia, Ladia, Kit, Gonsai, Bahena, Mirdha, Bhoi, Gopal, Kaikari, Kaiyar, Bhangi.

- (1) Classification.—Class I represents the lowest class, sub-standard
 (2) European Scholars are included

TABLE IV-A.

Males, in the Central Provinces and Berar for the year 1922-23.

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
2,94,928	17	985	1,050	7,87,020	69,51,399
9,607	...	1	17	10,180	102,052
5,259	...	26	8	4,904	56,855
3,812	...	9	5	3,607	47,016
3,619	...	15	4	2,930	39,811
2,622	...	7	5	2,305	3,2360
1,045	...	1	5	224	10,329
724	1	15	10	157	7,291
427	...	6	4	61	3,410
349	...	9	3	31	2,796
137	...	6	1	14	1,312
110	...	9	2	11	1,155
55	...	9	3	8	926
27,766	1	103	67	24,432	3,05,313
19	1	...	211
21	...	1	...	...	223
4	80
2	...	1	...	...	129
...	6
...	4
...
...
46	...	2	1	...	653
27,812	1	115	68	24,432	3,05,966
1,244	...	67	...	632	7,106
29,056	1	182	68	25,064	3,13,072

or Mahar, Chamar Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi, Madhi, Mala, Pasi, Khangar, Chadar, Chipa, Mochi, Gadaria, Bedar, Hasia, Dhimar, Patharia, Dhanak, Chauban, Garwadi.

in the school, whether called infant
A or class I.

in the above figures.

GENERAL

Race or Creed of Scholars in Institutions for the General Education

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		
				Higher castes.	*De-pressed classes.	
		1	2	3	4	
TOTAL POPULATION.		3,025	15,903	45,47,169	12,98,279	
School Education.						
		Classes.				
Primary	...	I ...	793	6,743	295	
		II ...	306	438	3,405	112
		III ...	103	305	2,383	83
		IV ...	78	259	1,533	60
		V ...	80	203	1,114	43
Middle	...	VI ...	204	175	4	
		VII ...	80	141	63	1
		VIII ...	59	50	21	...
High	...	IX ...	54	45	11	...
		X	38	18	...
		XI ...	20	20	5	...
		XII ...	7	19	6	...
Totals		787	2,575	15,537	598	
University and Intermediate Education.						
Intermediate classes	...	1st year ...	...	...	...
		2nd " ...	...	...	...
		3rd " ...	...	...	...
Degree classes	...	4th " ...	...	...	...
		5th " ...	...	...	...
Post-graduate classes	...	6th " ...	...	...	...
		7th " ...	...	...	...
Research students	...	...	...	...	...
Totals		...	...	...	...
No. of scholars in recognised institutions		787	2,575	15,537	598	
No. of scholars in unrecognised institutions		...	...	478	60
GRAND TOTALS		787	2,575	16,015	658	

* N. B.—The following are included under Ghasia, Mehra or Mahar, Chamar, Panka, Mang, Easor, Kori, Dom, Katia, Mehtar, Balahi, Manepwar, Dhobi, Pasi, Khangar, Chadar, Chipa, Mochi, Gadarai, Mirdha, Bhoi, Gopal, Kaikari, Kaiyar, Bhangi,

(1) Classification—Class I represents the lowest class in the school,
 (2) European Scholars are

TABLE IV-B.

of Females in the Central Provinces and Berar for the year 1923.

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
2,68,646	11	798	479	8,27,051	69,61,361
1,316	...	2	...	303	9452
587	...	26	...	139	5,073
343	...	8	1	95	3,221
169	...	9	...	74	2,182
124	...	3	...	58	1,685
3	2	388
1	...	4	...	...	290
...	...	2	...	1	133
...	...	1	...	1	112
...	56
...	...	4	...	...	49
...	...	2	...	1	35
2,543	...	61	1	674	22,776
...
...
...
...
...
...
...
...
2,543	..	61	1	674	22,776
202	..	70	...	4	814
2,745	...	131	1	678	23,590

the heading "Depressed classes":—

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

whether called infant class, Sub-standard A or class I.

included in the above figures.

GENERAL

Race or Creed of Scholars in Institutions for the Vocational and Special

		Europeans and Anglo- Indians.	Indian Christians.	Hindus.		
				Higher castes.	*De- pressed classes.	
				1	2	3	4
<i>Schools.</i>						
Art Schools	...	...	...	...	...
Law Schools	...	...	...	...	...
Medical Schools	...	...	3	149	...
Normal and Training Schools	...	...	24	1,269	53
Engineering and Surveying Schools	...	...	4	30	...
Technical and Industrial Schools	...	5	8	110	11	
Commercial Schools	...	...	...	...	...
Agricultural Schools	...	...	...	...	...
Reformatory Schools	...	...	...	...	...
Schools for Defectives	...	...	...	13	...
Schools for Adults	...	...	...	396	31
Other Schools	...	...	...	87	...
	Totals	...	5	39	2,054	95
<i>Colleges.</i>						
Law	Previous	3	65	...
	Final	30	...
Medicine	...	...	...	...	...
Education	3	97	...
Engineering	...	...	...	...	...
Agriculture	2	56	...
Commerce	...	...	...	...	...
Forestry	...	...	...	...	...
Veterinary Science	...	...	...	...	...
	Totals	8	248	...
	GRAND TOTALS	...	5	47	2,302	95

* N. B.—The following are included under Ghasia, Mehra or Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi, Manepwar, Dhobi, Pasi, Khangar, Chadar, Chipa, Mochi, Gadaria, Mirdha, Bhoi, Gopal, Kaikari, Kaiyar, Bhangi,
(1) European Scholars are

TABLE V-A.

Education of Males in Central Provinces and Berar for the year 1922-23.

Muham- madans,	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...
...
15	3	...	...	..	170
152	6	1,504
9	...	1	3	47	94
25	159
...
...
...
2	15
9	32	468
1	88
213	3	1	3	85	2,498
6	...	2	...	...	73
...	39
...
12	112
...
8	2	68
...
...
...
23	...	2	...	2	283
216	3	3	3	87	2,781

the heading "Depressed classes":—

Machhi, Mala, Pardhan, Czi, Hota, Hoi, Dohar, Nagarchi, Gadikhasi, Khatik, Ganda, Madgi, Bedar, Hasia, Dhimar, Patharia, Dhilis, Ladia, Kir, Gursai, Bahena,

Dhanak, Chauhan, Garwadi.

included in the above figures.

GENERAL

Race or Creed of Scholars in Institutions for the Vocational and Special Edu

	Europeans and Anglo- Indians.	Indian Christians.	Hindus.	
			Higher castes.	* Depressed classes.
	1	2	3	4
<i>Schools.</i>				
Medical Schools
Normal and Training Schools	...	88	108	7
Technical and Industrial Schools	...	113	9	...
Commercial Schools
Agricultural Schools
Schools for Adults	244	...
Other Schools
Totals	...	201	361	7
<i>Colleges.</i>				
Medicine
Education
Totals
GRAND TOTALS	...	201	361	7

* *N.B.*—The following are included under the heading "Depressed classes":—Ghasia, Mehra or Pardhan, Ozi, Hola, Holi, Dohar, Nagarchi, Gadiktasi, Khatik, Ganda, Madgi, Manepwar, Dhobi, Dhilia, Ladia, Kir, Gunsai, Bahena, Mirdha, Bhoi, Gopal, Kaikari, Kaiyar, Phanak,

(1) European Scholars are

TABLE V-B.

ation for females in the Central Provinces and Berar for the year 1922-23.

Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...
2	205
...	123
...
...
36	230
...
38	607
...
...
...
38	607

Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Bahari, Madhi, Mala Pasi, Khangar, Chadar, Chipa, Mochi, Gadaria, Bedar, Hasia, Bhangli, Dhimar, Patharia, Chauhan, Garwadi.

included in the above figures.

GENERAL TABLE

Teachers (Men and Women) in different classes of

	Trained Teachers with the following Educational qualifications.				
	A Degree.	Passed Matric or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
1	2	3	4	5	6
CLASS OF INSTITUTIONS.					
<i>Primary Schools.</i>					
Government ... ..	...	...	159	109	2
Local Board and Municipal	..	...	2,264	857	14
Aided ... ..	...	22	94	48	...
Unaided ... ..	...	...	6	12	...
Totals ... ..	..	22	2,523	1,026	16
<i>Middle Schools.</i>					
Government	9	211	103	36	8
Local Board and Municipal	9	41	1,181	282	4
Aided	9	44	62	13	...
Unaided	1	8	2	4	...
Totals	28	304	1,348	335	12
<i>High Schools.</i>					
Government	155	4	3	2	1
Local Board and Municipal	7	...	1	...	...
Aided	42	7	1	1	...
Unaided	3	...	...	...	...
Totals	207	11	5	3	1
Grand Totals	235	317	3,876	1,361	29

VI.

Schools in Central Provinces and Berar for 1922-23.

Untrained Teachers.				Total Trained teachers.	Total Untrained teachers.	Grand Total of teachers.	Remarks.
Possessing a degree.		Possessing no degree.					
Certifi- cated.	Uncerti- ficated.	Certifi- cated.	Uncerti- ficated.				
7	8	9	10	11	12	13	14
..	...	36	291	273	327	597	
...	..	1,050	4,088	3,135	5,138	8,273	
1	2	76	617	164	696	860	
..	...	33	224	18	257	275	
1	2	1,195	5,220	3,587	6,418	10,005	
1	11	14	153	367	179	546	
1	6	175	590	1,517	772	2,289	
5	13	42	245	128	305	433	
1	2	4	30	15	37	52	
8	32	235	1,018	2,027	1,293	3,320	
8	14	...	4	165	26	191	
2	4	2	1	8	9	17	
6	28	5	19	51	58	109	
...	2	...	...	3	-2	5	
16	48	7	24	227	95	322	
25	82	1,437	6,262	5,841	7,806	13,647	

GENERAL

European Education in Central Provinces

Total European Population 9,239	...	...	Male ... 6,214
			Female ... 3,025
			Total ... 9,239

	Institutions.	Scholars on roll on March 31st.	Average daily attendance.	Number of females in institutions for males and vice versa.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	...	...	...	...
Training Colleges	...	...	...	...
High Schools	4	82	68	2
Middle Schools	3	222	202	...
Primary Schools	9	630	542	133
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
Totals	16	943	812	135
<i>Institutions for Females.</i>				
Arts Colleges	...	...	...	...
Training Colleges	...	...	...	...
High Schools	4	36	30	...
Middle Schools	7	209	175	21
Primary Schools	7	667	548	150
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
Totals	18	912	753	171
Grand Totals for Institutions	34	1,855	1,565	306

Expenditure on Buildings includes	<i>Nil</i>	
spent by the Public Works Department.		Rs.
"Miscellaneous" includes the following main items:—		
{ Scholarships	...	7,771
{ Boarding charges	...	1,76,863
{ Miscellaneous	...	14,503
Total	...	1,99,137

Other sources include income from endowments,

TABLE VII.

and Berar for the year 1922-23.

Percentage of European population of those at school.

Males 1'5 Females 3'0 Total 2.

Teachers.		Expenditure From				Total expenditure.
Trained.	Untrained.	Government funds.	Board funds.	Fees.	Other sources.	
5	6	7	8	9	10	11
...
...
3	5	15,890	...	6,718	6,321	28,929
1	11	12,203	...	11,863	3,702	27,858
20	14	21,876	370	18,584	11,092	51,922
...
...
...
...
24	30	50,059	370	37,165	21,115	1,08,709
...
...
4	3	6,990	...	3,023	6,949	16,962
15	7	22,219	...	11,869	14,118	48,206
12	21	19,925	250	15,507	15,354	51,036
...
...
...
...
31	31	49,134	250	30,399	36,421	1,16,204
55	61	99,193	620	67,564	57,536	2,24,913
Inspection	..	2,623	..	...	...	2,623
Buildings, etc.	...	8,317	...	225	17,846	26,388
Miscellaneous	...	36,219	...	1,04,270	58,688	1,99,137
Totals	...	47,159	...	1,04,455	76,534	2,28,148
GRAND TOTALS	...	1,46,352	620	1,72,019	1,34,070	4,53,061

subscriptions, contributions, etc.

GENERAL
Examination Results in Central Provinces

Examinations.	Males.					
	Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7
DEGREE EXAMINATIONS.						
<i>Arts and Science.</i>						
D. Litt.
Ph. D.
D. Sc.
M. A.	{ Final	4	4	3	...	3
	{ Previous	5	5	3	...	3
M. Sc.	{ Final	1	1	...	...	...
	{ Previous	5	6	4	1	5
B. A. (Honours)
B. Sc. (Honours)
B. A. (Pass)	...	104	76	57	21	78
B. Sc. (Pass)	...	24	2	12	...	12
<i>Law.</i>						
Master of Law
Bachelor of Law	{ Final	75	75	59	...	59
	{ Previous	141	141	58	...	58
<i>Medicine.</i>						
M. D.
M. B. B. S.
L. M. S. (Bombay).
M. S. F. M. (Calcutta)
M. S.
M. Obstetrics
B. Hyg.
D. P. H.
B. Sc. (Sanitary)
D. T. M. (Calcutta)
<i>Engineering.</i>						
Bachelor of C. E.
Bachelor of M. E.
<i>Education.</i>						
B. E., B. T. & L. T.	...	18	2	20	14	2
<i>Commerce.</i>						
Bachelor of Commerce
<i>Agriculture.</i>						
Master of Agriculture
Bachelor of Agriculture

* *i. e.*, Appearing from
(1) Intermediate Examinations.—The Intermediate examination means
(2) European Scholars are included

GENERAL
Examination Results in Central Provinces

Examinations.	Males.					
	Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	103	45	147	55	8	63
Intermediate in Science	113	5	118	69	...	69
Licentiate of Civil Engineering	...	...	...	...	...	...
License, Diploma or Certificate in Teaching	59	1	60	53	1	54
Intermediate or Diploma in Commerce	...	...	...	...	...	...
Licentiate of Agriculture	7	...	7	5	...	5
Veterinary Examinations	...	...	...	...	...	...
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School course.</i>						
Matriculation	860	89	949	492	15	507
School Final, etc.	...	...	...	...	...	...
European High School	26	...	26	10	...	10
Cambridge Senior	16	1	17	1	...	1
<i>(b) On completion of Middle School course.</i>						
Cambridge, Junior	9	...	9	4	...	4
European Middle	31	...	31	16	...	16
Anglo-Vernacular Middle	2,622	...	2,622	1,564	...	1,564
Vernacular Middle	...	...	...	...	...	...
<i>(c) On completion of Primary Course.</i>						
Upper Primary	26,135	99	26,234	15,153	66	15,219
Lower Primary	...	...	...	...	...	...
<i>(d) On completion of Vocational course.</i>						
For Teacher's certificate—						
Vernacular, Higher	105	8	113	92	6	98
Vernacular, Lower	677	208	885	578	116	694
At Art Schools	876	37	913	485	16	501
At Medical Schools	30	...	30	17	...	17
{ Sub-Assistant { Surgeons. { Compounders						
At Engineering Schools—	6	...	6	6	...	6
Overseers and Upper Subordinates	4	...	4	3	...	3
Sub-Overseer Electrical and Mechanical Engineer.	3	...	3	1	...	1
Diploma and Certificated Mechanical Engineer.	6	...	6	4	...	4
At Technical and Industrial Schools	26	...	26	10	...	10
Motor Mechanic	2	...	2	2	...	2
Boiler Act Examination II	8	...	8	5	...	5
At Agricultural Schools	22	...	22	17	...	17
At Other Schools	3	...	3	2	...	2

* Appearing from

(1) Intermediate Examinations.—The Intermediate examination means

(2) European Scholars are included

