

**REPORT**

ON THE

**STATE AND PROGRESS OF EDUCATION**

IN THE

**CENTRAL PROVINCES AND BERAR**

FOR THE YEAR

1923-24

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GOVERNMENT OF THE CENTRAL PROVINCES

EDUCATION DEPARTMENT

*Nagpur, the 25th November 1924.*

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 1923-24.

RESOLUTION.

**Numerical and Financial Results.**—The number of pupils under instruction shows a small increase of 13,090 from 340,050 to 353,140. A feature of the increase, which was shared by all kinds of institutions, and is ascribed partly to the failure of the non-co-operation movement and partly to favourable economic conditions, was the increased number of 8,215 in Primary schools, an increase which more than made up for the decrease of 5,404 recorded last year. There was an increase of 28 in the number of recognized and of 45 in unrecognized institutions, the latter being largely due to the opening of new indigenous schools in Berar. Expenditure increased from Rs. 85,83,000 to Rs. 88,35,773, towards which provincial funds contributed 60 per cent. The average cost per pupil fell from Rs. 19-4-9 to Rs. 18-15-1.

2. **University and Collegiate Education.**—The outstanding feature of the year was the establishment of the Nagpur University. Under the able direction of Sir B. K. Bose, K.C.I.E., the first Vice-Chancellor, the machinery of the University has now been created. The first Court was opened by His Excellency the Chancellor in January 1924, and immediately afterwards the permanent University Councils, Faculties and Boards were constituted and began to function in accordance with the provisions of the Act. A prospectus has been published, and statutes, ordinances and regulations have been framed and embodied in the calendar of the University. The Colleges formerly affiliated to the University of

Allahabad have been recognized as institutions admitted to the privileges of the Nagpur University. Plans and estimates have been prepared for a University building which will include the Law College and is to be located on a convenient site. The cost of this building will be met largely from public subscriptions which include the handsome donation of a lakh of rupees given by Messrs. Tata & Sons. Several endowments for the founding of prizes have also been given. Amongst the activities of the University, the institution of inter-collegiate sports and games, and a series of lectures to be delivered by distinguished professors, are worthy of special mention. The establishment of the University has, in fact, stimulated interest in educational matters, and Government notes with satisfaction that in many cases this interest has assumed a practical form.

3. The number of students in Colleges increased from 653 to 1,022, a large increase which was shared by all Colleges. Fifty per cent of the applicants for admission to the College of Science had to be turned away on account of lack of accommodation. The increasing demand for a Science education is world-wide and is due to the wider field of choice which it opens up in the selection of a career. King Edward College, Amraoti, was opened in July and will, it is confidently hoped, play an important part in the intellectual development of the province. Plans and estimates have been prepared and a central site, adjoining that of the University, obtained for the proposed new Science College, for the construction of which provision will be made in the next budget. Examination results were on the whole satisfactory, especially in the post-graduate courses. The general tone in the Colleges has been satisfactory.

4. **Anglo-Vernacular Secondary Education.**—The High School Education Act was brought into operation in August 1923, and shortly afterwards the High School Board was constituted. The constitution of this Board marks an important step in the history of the educational development of the province. The Board has wide powers, which include that of the recognition of High Schools and prescription of courses of study and text-books for High and Middle Schools. Its composition ensures that all shades of educational and public opinion are represented. On the zeal and efficiency with which it discharges its duties the educational future of the province largely depends. Much work was done by the Board and its various committees during the year, including the making of rules and regulations and the preparation of courses of study.

5. Reference was made last year to the introduction of the vernaculars as media of instruction in High Schools. It is still too early to estimate the effects of this change, but the section of the report dealing with this important subject deserves careful study. Government is confident that the High School Board will give to this and other problems its careful and dispassionate consideration. The transference of the 8th class from the Anglo-Vernacular Middle to the High School course aroused strong public opposition, with the result that it has recently been re-transferred to the Middle School. The number of High Schools remained the same, but the number of pupils in the high department increased from 3,311 to 3,759 and in the middle department from 15,269 to 16,958. Reference is made in the report to the number of boys at cramming institutions which prepare for the Punjab University Matriculation examination. Attendance at institutions of this sort cannot be as beneficial for boys as attendance at a High School where the courses of study are properly graded and attention is paid to the development of the body as well as of the mind. The percentage of trained teachers in Government schools is satisfactory but in aided schools leaves much to be desired, and this deficiency acts as a drag on progress in these institutions. Fees in Government schools were raised by 8 annas, an enhancement which had no apparent effect on enrolment. It is to be regretted that more aided schools, where money is so badly needed for the improvement of the staffs and equipment, have not followed suit.

6. **Vernacular Education.**—The Director's report again draws attention to the many difficulties and problems which confront local bodies in the sphere of vernacular education and to the generally unsatisfactory condition of this branch of education. Vernacular Middle education may be regarded as an extension of the education provided by the Primary school course for the benefit of the rural population, and as corresponding together with the Primary course, to the elementary school course in England with its seven standards. A proportion of the pupils afterwards become teachers in vernacular schools and under present conditions Vernacular Middle Schools exist, to a great extent, for the purpose of educating these teachers. But the introduction of a uniform curriculum, with English as an optional subject, has fostered the idea that Vernacular Middle Schools should be regarded, equally with Anglo-Vernacular Middle Schools, as preparing for High Schools. This they cannot do on account of the poor qualifications of their teachers. The

result of such a concession would be to lower the standard in High Schools and afterwards in the University. In other words the effect on the whole standard of education in the province would be retrograde. On the other hand, the provision of well qualified teachers in English and other subjects needed to raise their standard to that of the Anglo-Vernacular Middle Schools would entail the expenditure of large sums of money, which local bodies cannot afford in view of the necessity of improving and extending vernacular (and especially Primary) education. Government has decided therefore that such funds as District Councils possess for expenditure on education should be expended on vernacular education, especially Primary education, which is cheaper and can reach a larger number of the population, in a province where the percentage of literates is still so low. As regards Primary education, Compulsory Primary education was introduced in the Municipal area of Warora and in five villages in the Akola district; in other places schemes have been submitted for its introduction. It must be noted, however, that few of these schemes have yet reached a stage where Government can accord its sanction. In some Councils there are members who take an active interest in education, in others a policy of stagnation has been the rule. It is in the cautious application of the compulsory principle that Government sees the best hope of achieving general literacy, and it is to be regretted that a bill for facilitating its introduction has been held up by the action of the Legislative Council which rejected the bill without discussion. Matters which require urgent attention are the extension of Primary education, the improvement of the attendance, the prevention as far as possible of the serious falling off in numbers before the Primary course is completed, the provision of suitable buildings and properly qualified and trained staffs. The vesting of responsibility by local bodies in educational committees whose members will take a living interest in educational administration and are prepared to consult and act on expert advice would greatly facilitate progress. An interesting experiment in enlarging the control of District Councils is being tried in Amraoti, Balaghat, Bhandara and Hoshangabad, where the Government Deputy Inspectors have been transferred to the service of the Council.

**7. Education of Girls.**—The education of girls has proceeded along normal lines. The number of recognized schools for Indian girls increased from 369 to 373 and of pupils from 22,471 to 23,655. It is reported that it is only in larger towns and villages that parents show a real desire for the education of their daughters. Difficulty is found in securing competent women teachers. The number of girls in Boys' Primary schools increased

from 11,403 to 12,167 and the Vernacular Education Committee expressed the opinion that extension of Primary education for girls on a wide scale can only take place through a system of co-education with boys. Opinion appears to be divided on the matter, and Government is considering the appointment of a Committee to enquire into the whole subject of girls' education.

**8. Other activities.**—The number of Muhammadan pupils shows a small increase in all classes of institutions. It is satisfactory to find an increase from 63 to 102 in Colleges. The work of training institutions has been satisfactorily reported on. It is to be regretted that the refusal of local bodies to pay the salaries required for trained teachers, and the consequent difficulty of these teachers in finding employment, has necessitated a reduction in the number of admissions to the Normal Schools of Seoni, Saugor and Bilaspur. The total number of pupils of the Depressed classes decreased from 29,065, to 28,533 and the rapid falling off in numbers as the standards ascend is to be deplored. The number of 12,912 in the first Primary class dwindled to 1,619 in the 5th class, to 335 in the 6th (the 1st Middle School class) to 20 in the 10th (the 1st High School class) and to 6 in the 12th class. Government, in order to encourage the education of the Depressed classes, offers inducements in the form of a special bonus to Headmasters for every pupil who completes the Primary course; it also gives special grants to hostels and offers special scholarships. Only 10 students all told are attending Colleges.

In European schools the number of pupils increased from 1,855 to 1,977. The great need here is for a larger proportion of trained teachers. The Director draws attention to the neglect of the vernaculars in these schools and Government understands that the matter is receiving attention.

The report of the Government Engineering School, Nagpur, indicates that progress has been satisfactory. Attention is directed to the report of the Committee appointed to consider the problems connected with vocational training and to the Government Resolution thereon (No. 363 of 1924). It will be seen that as far as possible the industrial requirements of the province are being met by boy artisan classes and industrial schools, designed to train artisans in the way best suited to the needs of the various trades, and, for higher technical training, by the Government Engineering School, Nagpur. In the case of professional training where the provincial demand is smaller and out of proportion to the heavy cost which such training involves, arrangements, where possible, are being made with institutions in other provinces to admit students to their courses of instruction. A suitable number of scholarships is also provided.

The interesting report of the Principal of the Rajkumar College shows that this institution was administered with efficiency. The Government grant ceased in the year under report, but the generous manner in which the Ruling Chiefs responded to an appeal for funds has resulted in the raising of an endowment fund which has placed the finances of the College in a sound position.

Finally reference must be made to the boy scout movement which has made rapid strides and is playing an important part in the training of good citizens.

9. The year dealt with in this Resolution has been a momentous one in the educational history of the province. With the formation of the Nagpur University and the Central Provinces Board of High School Education, the responsibility for the whole of the education of the province is now in provincial hands. Through these institutions and local bodies, public opinion can be brought to bear on all branches of education. Government confidently expects that these bodies will do all in their power to maintain and improve the standards and to extend the field of education, for it is on sound education that the welfare and best interests of the province to a great extent depend. It is hoped that the educational field will not lack willing workers whose object is to see that these ideals are maintained and who will be prepared to devote some of their time to this useful form of public service.

10. **Acknowledgments.**—The Hon'ble Rao Bahadur N. K. Kelkar was Minister in charge of the Department until December 1923 and was succeeded by the Hon'ble Mr. S. M. Chitnavis who held charge until March. Government desires to place on record its appreciation of the courtesy of the Allahabad University and of the United Provinces Board of Intermediate and Secondary Education in conducting the examinations of the University of Nagpur and of the Central Provinces Board of High School Education respectively. It also desires to acknowledge the ability and energy displayed by Sir B. K. Bose, K.C.I.E., the first Vice-Chancellor in his organization of the new University of Nagpur. In Mr. C. E. W. Jones, C.I.E., Director of Public Instruction, Government has been fortunate in possessing an officer whose able organization of his Department and devotion to duty have contributed greatly to the educational progress of the province.

By order of Government,

R. H. BECKETT,

*Offg. Secretary to Government,  
Central Provinces.*



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## CHAPTER I.

1. I held charge of the office of Director of Public Instruction throughout the year under report.

2. **Administrative arrangements.**—Mr. A. G. Dix was Deputy Director of Public Instruction and also held charge of European schools. In September he was appointed Secretary of the High School Board. Mr. Kilroe, Inspector of Schools, Berar, was on leave from April 1923 to December, during which period Mr. G. G. Kanetkar, Professor of the Training College, officiated in his place. In June the services of Mr. Goldsworthy, Inspector of Schools, Jubbulpore, were placed at the disposal of the Government of Burma as Lecturer in Chemistry in the University College, Rangoon, and Mr. H. S. Staley was transferred from the Nerbudda to the Jubbulpore Circle. Rao Bahadur Gulab Singh, Assistant Inspector of Schools, officiated as Inspector of Schools, Nerbudda Circle, in the place of Mr. Staley.

3. **Standing Committees.**—The Standing Committee of the Legislative Council for Education met twice. The Committee of the new Council which first met in January was constituted on 24th March and held no meeting.

4. **Important events.**—The year was marked by several important developments which may be classified as follows:—

(i) **Administration.**—The District Councils of Amraoti, Balaghat, Hoshangabad and Bhandara were vested with the power of inspection of their schools as an experimental measure and the Government Deputy Inspectors with their staffs were transferred to the service of the Councils, grants being made to cover the cost of the salaries of the Deputy Inspectors' salaries and their establishments.

(ii) **University and Collegiate Education.**—The Nagpur University was established. Sir B. K. Bose, K.C.I.E., was appointed the first Vice-Chancellor by His Excellency the Chancellor. Mr. Hunter, Professor of History, Robertson College, Jubbulpore, was appointed first Registrar as a temporary measure. The King Edward College, Amraoti, was opened with 1st and 3rd year classes.

(iii) **Secondary Education.**—The Central Provinces High School Education Act was put in operation in August, and the High School Board was constituted shortly afterwards, Mr. Dix being nominated Secretary by the Local Government. The Board held two meetings in November and February for the purpose of drafting regulations and prescribing courses of study

The High School Certificate examination of 1924, corresponding to the Matriculation examination, was held under the auspices of the Board, but the papers were set and valued by the Board of Intermediate and High School Education, United Provinces, in accordance with an arrangement made before the Central Provinces Board came into existence. Arrangements were completed for the introduction of the reclassification of schools referred to in the report for the previous year. In order to facilitate the transition from the old to the new, two examinations were held, one for admission to the VIIIth class (the lowest High School class under the new system), and one for admission to the IXth class (new classification) and pupils of primary classes IV and V were made eligible for admission to the Primary Certificate and Middle School Scholarship examinations. Tuition fees in Government High and Middle schools were enhanced respectively from Re. 1 to Re. 1-8 per mensem and from Rs. 2-8-0 and Rs. 3 to Rs. 3 and Rs. 3-8, and hostel fees in these schools were also raised from Re. 1 to Re. 1-8.

(iv) The scheme of Medical inspection of Secondary schools introduced in the previous year was found to be defective and revised. Two aided High schools which had introduced the vernacular as the medium of instruction in the previous year reverted to the system under which English is the medium. The constitution and powers of School Committees were revised.

**Primary Education.**—Compulsory primary education was introduced in five selected villages by the Akola District Council and in Warora by the Warora Municipality. A scheme prepared by the Amraoti District Council for the application of compulsion in six villages in the current year was sanctioned. The report of the Vernacular Education Committee appointed by Government in November 1921 was published. The Resolution of Government on the report was issued early in the current year. Endeavours were made to "speed up" the primary school class work with a view to facilitating the transition from a five years' primary course to a four years' course and pupils of the IVth class as well as the Vth class were made eligible (if found fit) for admission to the Primary Certificate examination.

A departmental circular suggesting the devolution of powers to Village School Committees was issued to District Councils.

(v) **Training of Teachers.**—Instructors in Hygiene and First Aid who had gone through a special course of training in the Robertson Medical School were appointed to ten Normal schools for men and one Normal school for women. Short courses of five months were instituted at four Normal schools for the purpose of

preparing selected teachers for the teaching of the revised Middle School curriculum. The number of admissions to the Normal schools at Seoni, Saugor and Bilaspur was reduced in view of the difficulty of finding employment for trained teachers. Special scholarships for drawing, previously tenable in the School of Arts, Bombay, were made tenable in the Training College, Jubbulpore, and special courses in drawing were started in that institution. Orders were issued for the discontinuance of the compartmental system of examinations in Normal schools for men.

(vi) **Technical and Industrial Education.**—The report of the Vocational Training Committee was published. Government has issued a resolution on this report in the current year. The upper (or mechanical engineering) department of the Victoria Technical Institute was abolished.

(vii) **Depressed Classes Education.**—Liberal grants to schools and hostels especially intended for the boys of these classes were given, and bonuses aggregating Rs. 1,837 were given to the head masters of Primary schools as rewards for the passing of the Primary Certificate examination by boys of these classes. A grant of Rs. 25,000 (of which Rs. 15,000 was paid) was sanctioned for the construction of a building for the Chokhamela Hostel for boys of the Depressed classes at Nagpur.

Orders were issued for the abolition of Dai scholarships with effect from the current year.

**Conferences.**—A Conference of representatives of the Education Department and local bodies was held in Nagpur in July for the discussion of problems relating to Primary and Secondary education.

**5. Numbers.**—The total number of pupils under instruction increased by 13,090 from 3,40,050 to 3,53,140. The increase is ascribed to the failure of the non-co-operation movement and favourable economic conditions in the year. As regards pupils in recognized institutions, the year witnessed an increase of 13,317 pupils, Arts and Professional Colleges showing an increase of 430, High schools of 480, Middle schools of 4,304 and Primary schools of 8,215. In special and unrecognized schools there was a decrease of 112 and 227, respectively. There was an increase of 28 in the number of recognized institutions and of 45 in unrecognized schools, the latter increase being due largely to the opening of new indigenous schools in Berar. Towards the total increase in the number of pupils the Berar Circle contributed 4,565, the Nagpur Circle 3,394, the Nerbudda Circle 3,270, the Jubbulpore Circle 1,739. In European schools there was an increase of 122 pupils.

6. **Expenditure.**—Expenditure increased by more than 2½ lakhs from Rs. 85,83,000 to Rs. 88,35,773. Of this increase 1·2 lakhs were absorbed by Collegiate Education owing to the establishment of the King Edward College, Amraoti, a quarter of a lakh by High schools for boys, ¼th of a lakh by Primary Education, and nearly 3 lakhs by miscellaneous expenditure. There was a fall in expenditure generally on education for girls, special education for boys and on buildings, furniture, direction and inspection. Provincial funds contributed 60 per cent of the total expenditure. The average cost of educating a pupil decreased from Rs. 19-4-9 to Rs. 18-15-1.

## CHAPTER II.

### UNIVERSITY AND COLLEGIATE EDUCATION.

7. **The Nagpur University.**—Reference was made in the report for the preceding year to the establishment of the University of Nagpur. The Nagpur University Bill, passed by the Central Provinces Legislative Council on the 9th March 1923, received the assent of the Governor General in Council on the 6th June 1923, and the Act was brought into force on the 4th of August 1923. On the Act coming into operation, the Allahabad University ceased to have jurisdiction in the Central Provinces and it became necessary to set the machinery of the Act in motion. In exercise of his special powers under section 49 of the Act, His Excellency the Chancellor appointed Sir Bipin Krishna Bose, K.R., K.C.I.E., M.A., B.L., as Vice-Chancellor for a period of two years with effect from the 4th August 1923. On the 20th September 1923 he appointed Rao Bahadur V. M. Kelkar as Treasurer. The services of Mr. G. R. Hunter of the Indian Educational Service were placed at the disposal of the University to act as Registrar until such time as the University made its own appointment. Mr. Ram Rattan Khanna who had previously been Assistant Registrar in the University of the Punjab was appointed Registrar on the 1st of January 1924.

8. An Advisory Committee was appointed under clause (f) of section 51 to assist the Vice-Chancellor in constituting the various authorities and bodies of the University. In the exercise of his extraordinary powers under section 51, the Vice-Chancellor constituted Provisional Executive and Academic Councils, and Provisional Faculties of Arts, Science and Law and Boards of Studies. A Faculty of Education was added later on. The colleges hitherto affiliated to the Allahabad University were recognized as institutions under the Nagpur University. Elections for the Court were held in December 1923, and that body held

its first meeting on the 28th January 1924, when it was opened by His Excellency the Chancellor. Immediately after the formation of the Court, permanent Councils, Faculties and Boards were constituted, and by March 1924 the University began to function in accordance with the permanent provisions of the Act.

9. During the current year considerable progress has been made in elaborating the machinery of the University. A considerable number of statutes, ordinances and regulations had been provisionally made by the Vice-Chancellor in the exercise of his extraordinary powers. To revise and consolidate these and to frame new Ordinances and Regulations the Academic and the Executive Council appointed Committees which prepared drafts, covering practically the whole range of University functions under the Act, for the consideration of the two Councils. A prospectus for the examinations of 1926 was published in time for the opening of the Academic Session during the current year. It is hoped that the first calendar will be issued shortly.

10. **Examinations.**—For the degree and postgraduate examinations of 1924 the Allahabad University very kindly permitted its question papers and examiners to be utilized. In this way, while strictly in accordance with the provisions of the Act, the examinations of 1924 maintained continuity with the examinations conducted by the Allahabad University in previous years. The Intermediate examinations were similarly conducted on behalf of the University by the Board of High School and Intermediate Education, United Provinces.

The following are the results of the examinations :—

Examination.	Number of candidates.	Number passed.	Percentage of passes.
			Per cent.
Intermediate	313	160	51
B. A.	154	64	41
B. Sc.	34	26	76
M. A. (Previous)	28	13	46
M. Sc. ( do. )	3	2	66
M. A. (Final)	8	5	62
M. Sc. ( do. )	5	5	100
L. T.	13	12	92
Law (Previous)	174	54	31
Law (Final)	74	52	70

It is noteworthy that four candidates were placed in the First Division in the Intermediate, 4 in the B. A. and B. Sc. and 3 in the M. A. and M. Sc. examinations.

11. Government made a grant of Rs. 28,446 which enabled the University to meet its current expenses. The election of a member to the Legislative Council by registered graduates provoked a keen contest which resulted in the registration of the great majority of graduates in the Province and brought in an income of over Rs. 13,000. Of this sum Rs. 10,000 was invested in Government securities for the purpose of forming the nucleus of a reserve fund.

12. The University at present conducts its work in a modest habitation lent by Government, but the question of providing a suitable building at once engaged the attention of the University and the Government. Towards the close of the year a suitable site was selected near the Maharajbagh and plans and estimates are now under preparation. The plans provide for a convocation hall, library, reading room, rooms for Law classes and offices.

13. **The Colleges—Buildings.**—While the University has been making preparations for adequate accommodation, Government has taken up the question of providing a new building for the College of Science, and a suitable site has been selected near the site allotted to the University. Plans and estimates for the new building have been prepared, and provision will be made in the budget which will enable building operations to be commenced in 1925-26. The buildings of the King Edward College, Amraoti, were formally opened by His Excellency the Governor in July, and the work of the College began in the same month. Plans and estimates for two bungalows for Assistant Professors in the Robertson College, Jubbulpore, were sanctioned in the course of the year. Hostel accommodation in the Morris College proved insufficient and a house near the College, capable of accommodating 17 students, was taken on lease. The question of providing further hostel accommodation for this College will have to be taken up before long. The Hislop College purchased adjacent property with a view to improving its surroundings.

14. **Staff.**—Several changes took place in the staff of the Colleges. Mr. Tostevin was transferred from the Morris College to the King Edward College, Amraoti, as Principal of the College, and Messrs. Nanavati and Fernandez of the Morris College and Mr. Hari Krishna Shastri Telang of the Robertson College, Jubbulpore, were also transferred to the same institution. Four additional Assistant Professors in the Provincial Educational Service were appointed in the Amraoti College. In the Morris College Mr. Owen was appointed Principal in addition to his duties as Professor of Physics in the Victoria College of Science, and



Mr. Chordia, Assistant Professor of English, while Mr. Dada-  
chanji was transferred from the Robertson College, Jubbulpore.  
Mr. Syed Iqbal Hussain was appointed to fill a temporary vacancy  
as Assistant Professor of Persian, created by the leave granted to  
Mr. Ghani. In the Robertson College, Mr. A. N. Shroute, Pro-  
fessor of Philosophy, retired after 31 years of devoted service,  
while Mr. G. G. R. Hunter was transferred to a special post in my  
office in connection with the Nagpur University and Mr. Madan  
Gopal was appointed Assistant Professor of English in the Provincial  
Educational Service. A proposal has been made for the addition  
of one post of additional Professor of English in the Provincial  
Educational service to the Morris College staff.

**15. Numbers.**—The number of students on the rolls on  
the 31st March 1924 was 1,022 as compared with 653 on the  
same date in 1923. This large increase was shared by all  
the Colleges in spite of the opening of the King Edward  
College, Amraoti. The average daily attendance increased from  
567 in 1922-23 to 885 in 1923-24. The number of students  
taking postgraduate courses in the Morris College increased  
from 10 to 24. During the current year the limit of accom-  
modation in all the Colleges except the King Edward College  
has almost been reached. At the time of writing there are  
185 students enrolled in the King Edward College.

**16. Work and discipline.**—The Principals of all the  
Colleges report that the discipline and tone of the students were  
satisfactory. The results of the University Arts and Science  
examinations in the Colleges were satisfactory. The percentages  
of passes to candidates in the various examinations are given  
below:—

—		Morris College.	Robertson College.	Hi-lop College.	Science College.
M. A. Previous	... ..	52	...	100	...
„ Final	... ..	60	...	...	...
M. Sc. Previous	... ..	...	...	...	67
„ Final	... ..	...	...	...	100
B. A.	... ..	43	55	48	...
B. Sc.	... ..	...	71	...	94
Intermediate	... ..	53	63	53	...

The results of the Science and Robertson Colleges in the B. Sc. examination are noteworthy. The former obtained 3 first and 7 second classes and the latter 9 second classes in the B. Sc. examination. In the M. Sc. examinations in Physics and Chemistry the Science College obtained exceptionally good results. The number of resident students increased to 123 in the Morris College (the highest number yet reached) and to 175 in the Robertson College, showing an increase of 37 in that institution as compared with the previous year. A pleasing innovation was the institution of regular inter-collegiate matches in cricket, hockey and tennis between the Robertson College, Jubbulpore, and the Morris College, Nagpur, the success of which has undoubtedly paved the way for the inter-collegiate hockey and sports tournament which the University proposes to start in the current year. College societies of various kinds continued to function, and the annual social gathering was a marked feature of student activity in all the colleges.

**17. Morris College Law Classes.**—The number of students in the Law Classes of the Morris College increased from 103 to 163, 109 being in the Previous and 54 in the Final class. While the Final Law examination results were satisfactory, 52 candidates out of 70 being successful, the same cannot be said for the Previous examination, only 54 out of 150 being successful. In the current year the University has made proposals for taking over the Law Classes in the ensuing session, and in the meantime has contributed, with the approval of Government, an additional lecturer for the purpose of providing extended courses of lectures.

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### CHAPTER III.

#### SECONDARY EDUCATION—BOYS' ANGLO-VERNACULAR SCHOOLS.

**18. High School Education Board.**—The High School Education Act was brought into operation on the 7th August 1923 and shortly afterwards the High School Board was constituted. The Board consisted of—

- (1) The Director of Public Instruction (Chairman).
- (2) Mr. A. G. Dix (Secretary).
- (3) Six Head-Masters of High Schools (Mr. Clark, Rai Sahib Lajja Shankar Jha, Miss Bhalchandra, Mr. Fareed Khan Faza, Mr. B. Chandra, Father D'Costa).

- (4) One Inspector of Schools (Mr. Staley).
- (5) One representative of the Training College (Mr. E. A. Macnee).
- (6) One representative of Commerce (Sir M. B. Dadabhoy).
- (7) One representative of Engineering (Mr. K. M. Saklatvala).
- (8) One representative of Women's Education (Mrs. C. P. Salve).
- (9) One representative of Agriculture (Mr. R. G. Allan).
- (10) Three members elected by the Legislative Council (Rao Bahadur K. V. Brahma, Rao Bahadur R. V. Mahajani and Mr. G. P. Jaiswal).
- (11) Three representatives of minorities (Khan Sahib Moulvi Abdul Qadir, Mr. Sumerudas Khubchand, Mr. M. S. Deshmukh, President, Maratha Educational Society).
- (12) Two co-opted members (Mr. G. G. Kanetkar and Mr. A. P. Mitchell).
- (13) One representative of Local Bodies (Khan Bahadur M. M. Mullna).
- (14) One representative of the Medical profession (Dr. A. S. Paranjpe).
- (15) Seven representatives appointed by the University (Mr. A. C. Sells, Mr. R. H. Beckett, Mr. M. Owen, Mr. S. C. Ghosal, Mr. Ramkrishna Raoji Jayawant, Mr. Vinayak Divakar Kale, Mr. J. S. Hoyland).

The Board held two meetings, one in November and the other in February. At the first meeting draft regulations were considered and Committees appointed for the purpose of working out details. Such Committees were the Curriculum Committee, the Committees of Courses, the Examination Committee, the Finance Committee and the Recognition Committee. At the February meeting, the recommendations of the various committees were considered, and the draft regulations were published for criticism in the Gazette. Pending the consideration of criticisms of the regulations, the Board issued a prospectus containing provisional regulations regarding courses of study and examinations for the sessions ending in 1926. Another meeting of the Board has been held in July in the current year for the purpose of considering public criticisms of the draft regulations. After consideration of the criticisms, it was resolved to submit the regulations to Government for sanction. By previous arrangement, the papers for the High School Certificate examination (the old Matriculation examination) of 1924 were set and corrected by the Intermediate and High School Education Board, United Provinces. The results were, however, published in the name of the Central Provinces

Board. On behalf of the Board, I desire to acknowledge the service rendered by the United Provinces Board to the High schools of the Province in this connection.

19. The institution of the Board has provided an opportunity of bringing public opinion to bear in an increased measure on the problems of secondary education. Considerable powers, (including the power of recognition of High schools and the prescription of courses of study and text-books for High and Middle schools), have been vested in the Board, and the maintenance of an efficient standard of High school education now lies mainly in its hands. On the proper discharge of its responsibilities, the future not only of higher secondary education but also of University and professional education depends, for the standards of University and professional training are determined by the quality of the output of the High schools. From the experience of the past year I have no reason to doubt that the High School Board will endeavour to maintain the high standard of High school education which this province inherited from its long connection with the University of Allahabad. The representatives of the young University of Nagpur and of the commercial and industrial interests can be trusted to ensure, so far as lies in their power, that University and professional education will not suffer from any lowering of the High school standard.

20. The additional expenditure involved by the institution of the Board amounted to Rs. 2,995. This was due mainly to charges on account of travelling allowance. For the current year an allotment of Rs. 29,875 has been provided, while the receipts (on account of examination fees) are estimated at Rs. 22,500. An allowance of Rs. 100 for the Secretary was sanctioned in the current year.

21. **Number.**—The number of High schools remained the same as last year (20 Government and 18 aided and unaided), the closure of the high department of the Friends' Mission High school, Hoshangabad, being counterbalanced by the reopening of the Hitkarni High School, Jubbulpore. There was an increase of one from 144 to 145 (52 Government and 93 aided and unaided) in the number of recognized middle schools, consequent on the addition of the Free Methodist Mission Anglo-Vernacular Middle School, Yeotmal, to the list of recognized schools. Enrolment in the high departments rose from 3,311 to 3,759 and in the middle departments from 15,269 to 16,958, making a total increase of 2,137. The increase in the high departments was most marked in the Government schools which record an increase

of 311 out of a total increase of 448. The increase in the middle departments is most conspicuous in municipal and private aided schools which show an increase of 721 and 714 respectively out of a total increase of 1,689. To the total increase of 2,137 the Berar Circle contributed 789, the Nagpur Circle 771, the Jubbulpore Circle 351 and the Nerbudda Circle 226. It is not without interest to note that the enrolment in the middle department exceeded the record enrolment of 1916-17 (15,929) by more than 1,000. The enrolment in High Schools would have shown a much larger increase but for the existence of unrecognized private cramming institutions which prepare candidates for the Punjab and Calcutta University Matriculation examinations. It is reported that there were 200 boys reading in such institutions in the Nagpur Circle alone, and from this circle 240 boys appeared for the Punjab University Matriculation, about 36 per cent being successful. A considerable number of private candidates for the Punjab University examination is also reported from the Jubbulpore Circle. Cramming institutions are also believed to be in existence in Berar. The reports bear witness generally to the collapse of "National" schools.

**22. Expenditure.**—Out of a total expenditure of Rs. 13,83,608 on Anglo-Vernacular schools, Government contributed Rs. 7,11,898 and Municipal funds Rs. 1,21,897 leaving Rs. 5,49,813 to be met by fees and other sources including endowments and subscriptions which amounted to Rs. 1,29,666. The expenditure increased by Rs. 25,072 over that of the previous year, while the fee receipts show an increase of Rs. 90,839. Expenditure from provincial revenues decreased by Rs. 30,084. Municipal contributions increased by Rs. 2,328. There was a heavy fall of Rs. 38,011 in endowments and subscriptions which has not been accounted for. It is necessary to emphasize once more the imperative necessity of a more generous support from the general public, if this branch of education is to make any real progress.

**23. Fees.**—Tuition fees in Government schools were raised from Re. 1 to Rs. 1-8 in the middle departments and from Rs. 2-8 to Rs. 3 and from Rs. 3 to Rs. 3-8 in high departments. The enhancement appears to have had no effect on enrolment.

**24. Buildings and Equipment.**—The aided Anglo-Vernacular Middle Schools of Pulgaon, Sindhi and Patur were provided with new buildings, towards the cost of which Government paid grants of Rs. 4,806, Rs. 2,500 and Rs. 1,896, respectively. The Hakimia Coronation High School, Burhanpur, constructed a new laboratory building without a grant from Government.

The Municipal Committee of Deoli is constructing a new building for its Anglo-Vernacular school. The Church Missionary Society at Narsinghpur is preparing plans and estimates for an extension of its High school buildings. Towards the close of the year, a grant of Rs. 11,000 was sanctioned for a new building for the Municipal Anglo-Vernacular Middle School, Khandwa, and it is hoped that the work of construction will be undertaken in the current year. As regards schools maintained by Government extensions are needed in the High schools at Wardha, Balaghat, Hoshangabad and Damoh, while new buildings are required for the Middle schools at Brahmपुरi and Mungeli. Plans and estimates for all these, except Damoh and Brahmपुरi, have been prepared and administratively sanctioned. Proposals are under consideration for a new building for the Murtizapur Middle School. As regards aided schools, the position is much worse. Four municipal and six aided schools in the Nagpur Circle are still housed in unsuitable buildings. In Berar the great majority of the Middle schools are conducted in rented houses or serais, and with two or three exceptions they have hitherto taken no steps to provide suitable buildings.

Government schools are adequately equipped with furniture and apparatus. The same cannot be said of many of the aided institutions. Grants aggregating about Rs. 5,000 were made to aided schools for equipment.

25. **Staff.**—The percentage of trained graduate and undergraduate teachers in Government schools increased from 92 to 97 and 76 to 84 in the high and middle departments respectively, 212 out of 218 in the high department and 289 out of 344 in the middle department being trained graduates and undergraduates respectively. Out of 344 middle department undergraduate teachers 289 have been confirmed or are eligible for confirmation. In aided schools the percentage of trained to untrained teachers is considerably lower, being 47.5 and 27.5 in the high and middle departments respectively as compared with 47 and 29.5 last year. In the high departments 65 out of 122 and in the middle departments 340 out of 469 are not trained. This year out of 18 and 50 candidates admitted to the graduate and undergraduate classes respectively of the Training College 7 and 25 have been sent by aided schools. The recruitment of trained teachers of the requisite qualifications still remains one of the main needs of the aided schools, and until managers are prepared to pay adequate salaries for trained teachers it is vain to look for much progress in these institutions.

**26. Examination results.**—The examination results show a decided improvement on the previous year. In the High School Certificate examination (which corresponds to the old Matriculation examination) the percentage of passes increased from 53 to 59. The following High schools obtained more than 60 per cent passes:—the Government High schools at Akola, Balaghat, Bilaspur, Mandla, Yeotmal, Wardha, Nagpur, Saugor, Raipur, Mandla, Khandwa, Chanda, Jubbulpore, and the aided High schools at Burhanpur (Hakimia Coronation), Dhamtari, Hinganghat, Jubbulpore (Anjuman and Johnson Girls' Schools), Nagpur (New English), Raipur (St. Paul's). Thirteen High schools of which 10 are Government schools obtained a percentage of more than 75. Of the aided schools, 8 obtained more than 50 per cent passes. The largest percentage of failures in the High School Certificate examination again occurred in History and Geography, no less than 34 per cent failing in these subjects. In English, Science and Mathematics the percentages of failures were 21, 12 and 21 respectively.

In view of the re-classification of classes which has been introduced in the current year, two High School Entrance and Scholarship examinations were held, one for class VIII and one for class IX. For these examinations 6,360 candidates appeared and 3,951 passed. The percentage of passes increased from 59 to 62, the highest percentage (65.61) being attained in the Berar Circle.

**27. Instruction.**—The results of the examinations indicate a measure of improvement in the instruction imparted in the schools. But it cannot be too often repeated that the percentage of passes in the public examinations is not a true test of the general efficiency of instruction throughout a school, and it is more than ever necessary to emphasize the necessity of ensuring that due regard is paid to proper instruction in all subjects of study in the lower classes. The large percentage of failures in History and Geography in the High School Certificate examination affords evidence of neglect of these subjects in the lower classes. Steps are being taken to correct this tendency by making success in the High School Entrance and Scholarship examination depend on the attainment of a minimum number of marks in the optional subjects (*i.e.*, History and Geography, Elementary Science and Drawing) as well as in the compulsory subjects (*i.e.*, Vernacular, English and Mathematics).

**28.** The medium of instruction has an important bearing on the quality of instruction, and it may be as well at this point to

estimate the effects (so far as they can be estimated after an experience of two years) of the introduction of the vernacular as the medium in High schools. It will be convenient to deal with this important change under four main heads :--

- (i) the number of schools employing the vernacular as the medium, (ii) its effects on instruction, (iii) its effects on administration, (iv) the attitude of the general public towards it.

29. (i) The vernacular was introduced as the medium in the 10th (or lowest high) class in the twenty-one Government High schools (including one school for girls), but schools which maintained two or more sections in the High school classes were permitted to impart instruction through the medium of English in one section if there were a substantial demand for that medium. Aided schools were allowed a free hand in the choice of the medium. As a result of this measure, nine out of eleven Government schools which have more than one section in the High school class maintain one English medium section, while the rest which have only one section in each High school class maintain only vernacular medium sections. Of the 21 aided schools (including three schools for girls), in 1922-23 eleven maintained only Vernacular medium sections, and the rest (including the three schools for girls) only English medium sections. In the year under report, two schools which had introduced the vernacular as the medium in the previous year, abandoned it and reverted to English.

30. (ii) The general trend of the reports is that the standard of attainment in the vernacular medium sections has deteriorated in English, but has improved in classical languages (*e.g.*, Sanskrit), History, Mathematics and Science. One head master reports that "the progress of the pupils has benefited in Sanskrit, History, Mathematics and Science in a descending degree: in English the result, on the whole, has been very unsatisfactory. . . . I regard the position of those boys who are proceeding to the University as very serious." Most head masters have found it necessary to increase the number of periods for English. One head master reports:—"I have no hesitation in saying that the Vernacular medium sections" (generally) "do a great deal better. But unfortunately the Hindi characters (consisting as they do of vertical and horizontal lines) take much longer (as compared with English) to write a given amount. . . . As a candidate complained to me during the last annual examination, he wanted six hours (instead of three) to answer fully the history paper. A fair comparison of the acquirements of the pupils is possible only when the Hindi and Marathi candidates get more



time. . . . The greater efficiency of the English language as a means of expression of accurate thought and also its adaptability to condensed expression, coupled with the rapidity with which one can write in English, proved advantageous to boys in the English sections, particularly in Science and Geography."

31. The reports lay stress on the lack of suitable text-books in Mathematics, History, Science and Geography. "In almost all the subjects", a head master writes, "the vernacular medium sections have to be content with inferior text-books." This is inevitable, as the vernacular was prescribed as the medium almost at a moment's notice, and suitable books take a long time to write and publish. But the demand is beginning to create the supply, and several books in Science, Mathematics and History are now being considered by the High School Board. One effect of the shortage of suitable text-books in the vernacular is that English texts are still to some extent employed.

32. The teaching staff found some difficulty in adapting themselves to the change. "On account of their neglect of the vernacular" (in school and college), writes one head master, "even those whose mother-tongue is Hindi are not quite free in the use of the language for higher instruction or always happy in the choice of words and phrases." In the Hindi-speaking districts, the problem of staffing has been and is still complicated by the existence of a large number of teachers whose mother-tongue is not Hindi. As regards the Marathi-speaking districts, the reports state that the staffs are competent to give instruction in the vernacular. References are made in the reports to the use of a hybrid language by the teachers in certain parts. "The use of hybrid language neither helps the pupils to grasp the subject-matter nor to improve their knowledge of English or the vernacular" (quotation from the report of a head master in a Hindi-speaking district). "The quality of the vernacular used", writes a head master in a Marathi district, "is not of the best and it often degenerates into a hybrid of English and Marathi. The vernacular as used by the boys leaves much to be desired."

33. (iii) The introduction of the vernacular has complicated the problems of administration. The two main vernaculars of the provinces are Hindi and Marathi and these have been prescribed as media of instruction in all the Government High Schools except one, namely, the Muhammadan High School, Amraoti, in which Urdu has been prescribed as the medium. As between Marathi and Hindi, the medium follows the court language of the district. Only one vernacular is permitted as

the medium in any particular school. This limitation which is rendered necessary by considerations of economy in staff and buildings has created considerable difficulties especially in schools which maintain only one section in the High school classes and which therefore do not offer facilities for instruction through the medium of English. Urdu-speaking boys, in such schools, are faced with the alternative of studying through the medium of a vernacular with which they are not familiar or of migrating to schools which provide instruction in English or their mother-tongue, and in Hindi-speaking districts (*e.g.*, Balaghat) complaints have been made by Marathi-speaking parents that their children are unable to follow the instruction in the prescribed vernacular. Similar complaints are reported from the Nerbudda Circle. It is interesting to note that in the aided Municipal School at Burhanpur "where the claims of Urdu, Marathi and Gujerathi are equally great, English is the medium". It is impossible to meet the claims of all vernaculars. The prescription of two as media in any one school would be likely to involve a duplication of staff and buildings.

34. (iv) The attitude of the general public, so far as it can be ascertained, is difficult to gauge. Generally speaking, the reports from the Marathi-speaking Circles testify to a demand for the vernacular (in Nagpur Circle) or to an absence of complaints at the introduction of the vernacular (in the Berar Circle). The Hindi-speaking Circles on the other hand report an absence of any definite demand for the vernacular. "In Raipur there seems to be a very definite feeling on the subject and this is opposed to the vernacular medium."

35. **Manual Training.**—With the establishment of a Manual Training centre in connection with the Government High School at Chanda, there are now ten centres for such instruction in the province. The High School Board suggested that the Department should make an inquiry into the subject of Manual Training before further provision is made. Pending the results of the inquiry, no further provision is being made. A revision of the cheap standard plan for Manual Training buildings is under consideration.

36. **Hostels.**—The number of boarders increased by 154 from 2,152 to 2,306. The increase is mainly in hostels managed by Government and local bodies which show an increase of 101 and 44 respectively. The hostels in Berar are full to overflowing. The extension of the hostel attached to the Hindu High School, Amraoti, has been completed. Plans and estimates for new

hostels for the Anglo-Vernacular Middle Schools at Morsi and Murtizapur are under consideration while plans for the extension of the hostel attached to the High School, Akola, were sanctioned. At Malkapur, four private hostels were opened for different castes. The cost of living varied from Rs. 6 to Rs. 8-8 per mensem. The hostel fee in Government schools was raised from Rs. 1 to Re. 1-8 in the year under report.

**37. Discipline, health, games and corporate life.—** Discipline was satisfactory. The scheme of medical inspection referred to in the report for the previous year proved to be defective in certain respects. The essence of the scheme was that a medical officer should examine twice a year every pupil in a school in addition to his attendance on pupils in the hostel, and should also inspect twice a year the sanitary arrangements of the whole school, while head masters were required to weigh and keep records of the weight of pupils and also test their vision. Head masters were instructed to inform parents when the medical officer recommended treatment. I regret to state that the school medical inspections were, in the case of several schools, more or less, perfunctory, and indeed in the absence of any remuneration for work which meant a heavy addition to his duties, it is hardly surprising that the medical officer was inclined to treat his responsibility lightly. With a view to remedying this, orders were issued that only one medical examination of each pupil should be held annually and this should be conducted at any time in the year convenient to the medical officer, the only stipulation being that every pupil in a school was to be examined once a year. It was also ordered that medical officers should be remunerated for the examination of each pupil. Further, instructions were issued that pupils who were declared by the medical officer to have infectious diseases should be removed from the school until they had recovered. The revised orders will take effect from the current year. The aided schools have not adopted any system of medical inspection.

**38.** The athletic activities of the schools were strenuous and varied. Football, Hockey, Cricket, Volley Ball, Scout Games, Khokho, Wrestling, Atyapatya, all had their due share of attention. Tournaments and inter-school matches were held in all the Circles and challenge cups, shields and prizes were distributed. Special features were the most successful sports held at Hinganghat by the Nagpur Circle Games Association, at Akola, for the choice of competitors for the provincial Olympic sports meeting and at Heshangabad under the auspices of the Nerbudda Circle schools

athletic association. A pupil of the Model High School, Babulal Jain, won the 10 miles and three miles races in the provincial Olympic games tournament held at Nagpur and competed in the all-India sports at Dehli. The majority of the High and Anglo-Vernacular Middle schools have their play-grounds. The Government High School, Saugor, however, has poor playing fields, and the schools at Jubbulpore still wait for the Municipal Committee to put the Fox-Strangways' park in order. The Municipal Committee has been addressed on this subject.

39. The Boy Scout movement made a further advance in the schools. Most of the Government High schools now have their troops. As this movement is now beginning to acquire an influence over school life, it may be not without interest to reproduce a few extracts from the report of the Provincial Association.

"Local Associations are now organized in Nagpur, Chhindwara, Hoshangabad, Jubbulpore, Balaghat, Saugor, Damoh, Bhandara, Yeotmal, the Feudatory States, Raipur, Mandla, Khandwa, Chanda, Bilaspur, Wardha and Hinganghat, and work is gradually being decentralized."

The figures for 1922 and 1923 were :—

—		Scouters.	Scouts.	Cups.	Total.
					Rs.
1922	...	87	1,449	109	1,645
1923	...	165	2,517	160	2,842

During the year would-be scoutmasters were trained at various centres. A course was run at Camp Purwa, outside Jubbulpore, when 22 attended ... Three courses were held at Pachmarhi during the hot weather when as many as 14, 15 and 43 attended. The variety of the walks of life represented by the men attending the courses is worthy of notice. Educationists predominated: there were also the sons of two Hon'ble Ministers, a retired District Superintendent of Police, a member of the Indian Civil Service, several American missionaries, lawyers, a Publicity officer, translator to the Provincial Council, an Editor, Secretary of an Akhada, members of the Depressed classes and so on'. Mention is made of services rendered by Boy Scouts. "At the Bandrabhan mela, Hoshangabad and Itarsi scouts successfully diverted traffic, over 3 000 bullock carts being dealt with. Over 40 lost children were found and restored to their guardians. ... Wardha scouts helped to erect huts for needy people during plague. "Mandla scouts rendered considerable service in helping to save property during the great flood of the Nerbudda." The association is also beginning to produce literature. It may be well to mention "Birdcraft for young India" by E. L. King and Joseph Ross. Another "Booklet—Indian medicines for the poor"

by District Scout Commissioner, N. K. Behere, in Marathi, is worthy of notice." Though it took place after the year under report, the Boy Scouts' rally at Mandla at the beginning of May must find a place in this record. "Over one thousand scouts and scouters...coming from every district of the Central Provinces and Berar were in camp at Mandla together from May 2nd to May 12th. The camp was one of the largest scout camps ever held in India...The expenses (about Rs. 12,000) were met from a special fund raised from personal friends by His Excellency Sir Frank Sly, Provincial Chief Scout. The camp was his original idea, he raised the funds, helped on arrangements, stayed at Mandla the whole ten days, was always in camp, saw everything, went out biking, attended all the camp fires and showed his interest all day and every day."

**40. Aided schools.**—Two points in connection with these schools need emphasis. The first is that, with the exception of some of the high schools, their condition cannot be pronounced satisfactory. For the most part ill-staffed, ill-equipped, ill-housed (especially in the Berar Circle), they have a great deal of leeway to make up. The main obstacle in the way of improvement is not so much lack of money, as is usually said (though in some cases this may be true), as lack of will which flows perhaps from a lack of real appreciation of what true education means. The second point is the growing demand for instruction in English. The bulk of this demand must be met by private enterprise. Government provides Anglo-Vernacular schools within certain definite limits. Local bodies have to conserve their resources for the spread and improvement of primary education. It lies with the general public—with parents who desire education for their children and with those who are genuinely interested in the spread of education as a means of promoting the progress of the people—to see that funds are forthcoming for the establishment of schools to meet the demand. But they must be better schools than the majority of the present aided Anglo-Vernacular Middle schools. They must be staffed with a fair proportion at least of trained teachers: they must be well housed: they must be well equipped. Government is prepared to aid, in accordance with the established rules, all private enterprise directed to this end. The problem of Anglo-Vernacular school education is a serious problem which can be solved only by the will of the general public to have a good education and to pay for it. Upon the proper solution of this problem depends the maintenance of the high school, university and professional standards, which are of such vital importance to the progress of the province.

It is a matter for regret that more aided schools did not raise their fees. Ten aided High schools and 56 aided Middle schools (out of a total of 74) are still charging fees at the lower rates.

**41. Vernacular Middle Schools.**—The number of Vernacular Middle schools and scholars has increased from 342 to 352 and from 49,808 to 52,306, respectively. It may be noted that these figures include pupils in Primary Sections in Vernacular Middle schools. These schools are most prolific in Berar where there are 155 such institutions with about 24,000 pupils. With the introduction in the current year of a uniform curriculum for Vernacular Middle and Anglo-Vernacular Middle schools, English being an optional subject in both, the future development of the Vernacular Middle schools has given rise to the most anxious consideration. The problem may be stated as follows. Hitherto the Vernacular Middle schools have been the source of supply of candidates for training as teachers for the Primary (and Vernacular Middle) schools. If any progress is to be made in Primary Education, the Vernacular Middle schools must continue to serve this purpose. The schools have also to a limited extent been regarded as continuation schools for the general rural population, carrying the education received in the Primary schools a stage further, and performing much the same part in the general scheme of education as the elementary schools (with their seven standards) in England. Side by side with these elementary schools are the Anglo-Vernacular Middle schools which are definitely preparatory for the High schools. The former are maintained mainly by local bodies, the latter by Government and private bodies, the bulk of them being private schools aided by Government. The introduction of a uniform curriculum (with English as an optional subject) has tended to foster the idea that the Vernacular Middle schools should be regarded, equally with the Anglo-Vernacular Middle schools, as preparing boys for the High schools, and, as a result, a considerable demand has arisen in Berar for the teaching of English in Vernacular Middle schools maintained by the District Councils.

**42.** This demand brings to the front three main issues :—

(i) If the demand is to be conceded, who is going to foot the bill? For the teaching of English certain qualifications are required. Hitherto the Department has insisted on the Matriculation examination as a minimum qualification and a large proportion of the teachers in Government schools have received a two years' course of training after matriculation. But matriculates (and especially trained matriculates) are comparatively expensive. Is it fair that the burden of maintaining expensive teachers for instruction in English should fall upon the District Councils? Government has decided that this burden shall not fall upon the Councils. It has decided that the resources of the Councils shall

not be diverted from vernacular education (and especially primary education) which is comparatively cheap and can reach a larger percentage of the population, but which at present is extremely backward. The cost of English teaching in the District Council schools has therefore to be borne by subscriptions and by fees which, for boys learning English, are charged at the same rate as in the Government and private schools, and District Councils have to obtain the sanction of the Department before they introduce the teaching of English.

(ii) But even with matriculates as teachers of English, the District Council schools are not competent to serve as preparatory schools for the High schools. The qualifications of the vernacular staffs which seldom, if ever, extend beyond the vernacular Middle standard, followed by a two (and at most a three) years' course of training at a Normal school, are not comparable to the qualifications of the staffs in Anglo-Vernacular Middle schools which have attained the Matriculation standard and received in addition a two years' course of training in the Training College. Reference has been made in paragraph 40 of this report to the unsatisfactory condition of the aided Anglo-Vernacular Middle schools in the matter of staff and to the need of improvement. But unsatisfactory as their condition is, it is a great deal superior to the condition of Vernacular Middle schools, if these schools are regarded as preparing boys for the high schools. If these schools are classified as preparatory schools, it is probable that one or other of the following results will ensue. Either there will be a much larger percentage of failures in the High School Entrance examination than there is at present (and it is fairly high at present), or the standard of the examination will be lowered as the result of popular pressure. The latter alternative would be disastrous since it would affect the High School, University and professional standards, and react on the general progress of the province. This problem is now engaging the consideration of the Department and the High School Board.

(iii) If the demand for the teaching of English is conceded to any large extent, how will it affect the supply of candidates for training as teachers in vernacular schools. It may be noted that boys learning English have to pay much higher fees than boys who do not learn English. It is not improbable, therefore, that a considerable number of boys will continue to take a purely vernacular course. But it is too early to attempt to answer this question at this stage. The uniform curriculum has only been introduced in the current year and the introduction of optional English has been sanctioned in some 30 schools (mainly in Berar).

43. Such are the main problems of District Council Middle School Education. Most of the Vernacular Middle schools have pucca school buildings. In Buldana, however, out of 30 such schools, 19 are housed "in rented buildings or semi-public buildings" which provide inadequate accommodation. "One Vernacular Middle school", the Deputy Inspector reports, "has not got any sort of building." The Deputy Inspector, Yeotmal, writes that "schools teaching English will require extension". It is significant that the Buldana District Council proposes to complete ten Middle school buildings in the course of the current year. "This big building programme has been rendered possible", writes the Deputy Commissioner, "by the surplus of the Jaglia fund. The net amount of expenditure by the Council on Middle schools during the year was Rs. 50,995 out of a total expenditure on education of Rs. 1,25,982. The amount devoted to Middle schools appears to be disproportionate. . . . The tendency to devote too much attention and funds to Middle School education is a natural one, but one, which the Council, if true to its trust, must always be on the watch to control. It is to the spread of Primary education that the energies and available resources of the Council should be devoted, and unquestionably at present the rate of progress is slow".

## CHAPTER IV.

### PRIMARY EDUCATION FOR BOYS.

44. **Compulsory Primary Education.**—Compulsory Primary Education was introduced in five villages in Akola district and in the Municipal area of Warora from the 1st August 1923 and the 1st October 1923 respectively, and a scheme for the application of compulsion in six villages in the Amraoti district was sanctioned before the close of the year. A building grant of Rs. 2,134 was given in connection with the scheme of the Akola district. During the year under report or in the current year the Akola District Council and the Municipalities of Buldana, Ellichpur, Burhanpur, Balaghat, Nagpur, Raipur and Saugor submitted schemes. The Akola district scheme which provides for compulsion in ten more villages has been sanctioned. The other schemes require further elaboration before they can be sanctioned. Thus, while progress in the actual introduction of compulsion has been hitherto slow, there are signs abroad of healthy activity in the matter of compulsion, especially in some of the larger Municipalities.

45. Towards the close of the year Government enunciated its policy as regards compulsory primary education in a Resolution



on the Vernacular Education Committee's report. While realizing that compulsion on a large scale is at present a counsel of perfection Government sees in "the cautious application of the compulsory principle the best hope of achieving general literacy", and expresses the opinion that "compulsion should be applied in the first place in Municipal areas, and in those places in rural areas in which its application will be attended with least difficulty". It deprecates, however, the adoption of measures such as the "double shift system" which "while it might facilitate the widespread application of compulsion, would certainly lead to a deterioration in the standard of primary education, especially when the primary course is reduced from five to four years". The Resolution stated that Government was anxious to facilitate the introduction of compulsion by amending the Central Provinces Primary Education Act so as to enable local bodies to apply the principle of compulsory attendance piecemeal instead of wholesale, *i.e.*, to apply compulsion in the first year to boys between 6 and 7 years of age, in the second year to boys between 6 and 8 and so on, instead of to boys between 6 and 11 straightway. But hitherto Government's efforts in this direction had been rendered abortive by the action of the Legislative Council in throwing out the amending bill without discussion. "The Local Government deploras that this necessary improvement has been postponed by the action of the Legislative Council".

46. **Numbers and attendance.**—The number of recognized schools increased by 15 from 3,933 to 3,948 and the enrolment by 6,961 from 235,982 to 242,943. Distributed over circles, the increases were as follows:—

	Increase or decrease in the number of schools.	Increase in the number of scholars.
Nagpur ...	+ 13	2,605
Jubbulpore ...	+ 3	86
Nerbudda ...	+ 1	1,934
Berar ...	— 2	2,336

Increase in enrolment took place in all districts, except Chanda (—221), Jubbulpore (—8), Seoni (—37), Raipur (—3), Bilaspur (—239), Betul (—56), Nimar (—65), Akola (—124). There was an increase in enrolment in Nagpur (1,668), Bhandara (609), Wardha (301), Balaghat (248), Mandla (18), Drug (355), Narsinghpur (850), Chhindwara (343), Saugor (292), Damoh (504), Amraoti (742), Yeotmal (1,109), Buldana (609). The decrease in the Akola district is the more surprising in view of the fact that compulsion was applied in six villages. The Deputy Inspector of the district reports that compulsion has not improved

attendance. "Steps beyond warning the guardians of the unauthorized absence of their wards have not so far been taken, but it is felt that a test case in which a guardian should be fined, should be made just to apprise the other guardians of the fact that such a step is allowed by the law."

47. The problem of indigenous schools, *i.e.*, schools started and maintained by villagers and sometimes aided by District Councils, continues to engage the attention of the District Councils of Berar. The Deputy Commissioner, Buldana, reports that 161 such schools applied for grants in the course of the year. The Inspector of Schools reports that "the most important experiment in the way of extension was made in the Yeotmal district where the Council appointed three teachers as educational apostles who returned with fruits in the form of 98 new indigenous schools, 2,231 scholars and Rs. 22,750 subscribed or promised. The Deputy Inspector, Yeotmal, expects that soon every well-to-do village will have its own school".

48. The percentage of attendance to enrolment rose from 67 to 68. In Yeotmal and Buldana districts, however, the year witnessed a considerable decline in the percentage of attendance. In Buldana it is attributed to an epidemic of plague. The Deputy Commissioner remarks that only 5 per cent of the pupils were inoculated. No reason is assigned for the fall in Yeotmal. Attendance tends to rise where official pressure is brought to bear and where the services of village officers can be secured. Narsinghpur district may be quoted as an example. Relaxation of official pressure in consequence of the enlargement of the powers of local bodies has been more or less general. But there are signs of a change in this respect. The Chairmen of the District Councils of Balaghat, Bhandara and Chanda bear witness to assistance rendered by district officers in the past and express a hope that their services may again be utilized. The Commissioner, Chhattisgarh Division, proposes to issue instructions to all Deputy Commissioners under him to resume their activities in connection with the promotion of vernacular education. The Commissioner of Nerbudda Division remarks that "whenever the District Councils welcome the co-operation of Government officials, the Deputy Commissioner should take steps to ensure that inspection by Sub-Divisional Officers, Tahsildars and Naib-Tahsildars are sufficiently numerous". In the Resolution on the report for last year, Government stated "that 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." The Inspector of the Jubbulpore Circle remarks on the irregularity of attendance in some districts "It is still correct that the schools meet very little or for a very short time during the early

part of the year. As examination time approaches, work becomes frenzied, and both boys and teachers sometimes work for an extraordinary number of hours during the day to prepare for the examination. Most visits paid to Primary schools were without notice. It is perhaps a consequence that a full staff was rarely found in schools."

**49. Teachers.**—The percentage of trained teachers was 40·8 as compared with 35·8 of last year. Of 8,345 teachers in Board schools and 845 in Aided schools 4,692 and 651 respectively were untrained. Bhandara, Chanda, Balaghat, Mandla, Drug, Raipur and the four Berar districts still maintain a conspicuously large number of untrained teachers. The Raipur District Council has 504 untrained teachers out of a total cadre of 796. The District Council cadres generally continue to show a distressingly large proportion of teachers in the lower grades of pay. In the Raipur district no less than 430 teachers were drawing the minimum pay of Rs. 15. The Akola District Council, on the other hand, maintains a well balanced cadre. The following extract from the Resolution on the Report of the Vernacular Education Committee shows the policy of Government in regard to the pay of teachers :—

"In regard to the pay of teachers under a scheme of compulsion, the Committee based their estimate of cost on an average pay of Rs. 35 and Rs. 30 in dear and cheaper Municipal areas, respectively, and Rs. 30 and Rs. 25 in dear and cheaper rural areas, respectively. These rates are, in the majority of cases, considerably in excess of the existing rates. Nor does the Committee recommend that the average rates which they suggest should be immediately introduced. In the present financial condition of the province, the Local Government is unable to commit itself to give grants based on these rates. But it is prepared to recognize the principle suggested by the Committee that when new posts are created, as a result of the application of the compulsory system, the pay of these posts should be fixed as a rule at scales higher than the existing minimum rates with a view to raising ultimately the average pay of the whole cadre of teachers and ensuring a reasonable flow of promotion for deserving teachers. It is essential, however, that such posts should be reserved for trained teachers."

**50. Buildings.**—Seven hundred and sixty-three Board schools are still without buildings of their own and 203 require extension. Twenty-six buildings were constructed and 25 were still under construction at the close of the year. No building grants, except for the extension of buildings in connection with scheme of compulsion in the Akola district, were given to local bodies in the year under report. The Inspector of the Jubbulpore Circle reports :—

"I have seen school buildings in which the pupils had to sit outside owing to the dangerous state of the building. I found reports of the district supervisors both in Raipur and in Jubbulpore about two years

old condemning buildings as unsound. There was no trace of any further action being taken or repairs executed. Many school buildings are reported to be left unvisited by the maintenance staff for long periods."

The Deputy Commissioner, Akola, writes:—

"I would like again to bring to your notice that throughout my recent tour in the district I have noted great inconvenience for want of sufficient school accommodation. Chawries and private buildings are being used in many villages. Attendance in some schools is bound to improve with increased accommodation. A large number of school buildings also appears to be in a bad state of disrepair for many years. If annual programmes of school repairs are drawn up and carried out, the bill will generally be very reasonable. What happens, however, is that the work of repairs is neglected for years, and the bill for every school becomes higher and the life of the building is also shortened."

It may be noted that the conference of representatives of local bodies recommended that school committees should be charged with responsibility for repairing existing buildings and for the construction of new buildings, an allotment for the purpose being given to them by the Councils. The department commended this suggestion to the notice of local bodies and suggested a trial in selected areas.

**51. Local Bodies and School Committees.**—The year under report witnessed the inauguration of an important experiment in the direction of enlarging the control of District Councils over that branch of education with which they are concerned. The power of inspecting their own schools was handed over to the District Councils of Amraoti, Balaghat, Bhandara and Hoshangabad, and the Government Deputy Inspectors were transferred to the service of these local bodies, grants being made to cover the cost of establishment. It is too early to attempt to estimate the effect of this experiment. Generally speaking, it has produced no marked change. I must confess to a desire to see the District Councils delegating larger powers to the Deputy Inspectors, powers of appointment, transfer and even dismissal of teachers, subject to appeal to the controlling body. I should also like to see the District Councils constituting small expert education boards (consisting of officials as well as non-officials who are interested in education) to which large powers of administration and control could be safely delegated. There will never be much progress as long as a large unwieldy body like a District Council attempts to interfere in the details of administration, or as is generally the case, leaves everything in the hands of a busy Chairman. All honour to men like Rao Bahadur K. V. Brahma and Rao Bahadur R. G. Damle, Vice-Chairman of the Amraoti and Akola District Councils, respectively,

who devote their time and labour ungrudgingly to the work of education. But it is difficult, if not impossible, for any Chairman, unless he is possessed of superhuman energy, and especially if he is engaged in other occupations, to give that attention to detail which the educational administration of a district demands. The main concern of the Council and of the Chairman or Vice-Chairman of the Council should be policy and especially finance. The details of administration should be left to the paid officers, and the senior officer, the senior Deputy Inspector, should be made in a real sense the Educational Administrative officer as well as the Educational Adviser of the Council.

52. It is interesting to note that the Hoshangabad District Council ceased to employ the three supervisors mentioned in last year's report as soon as the Deputy Inspectors were transferred to its control. It is reported also that the Narsinghpur District Council has realized the futility of employing a supervisor in addition to the staff of Deputy Inspectors and has abolished the post. The Bilaspur District Council appears to have appointed a tahsil supervisor in the current year—an official whose functions it is difficult to define. Similarly the Wardha District Council appointed a supervisor for the purpose of visiting 10 to 15 schools.

53. An endeavour was made in the course of the year to bring the department and local bodies into closer relations by arranging for a conference of representatives for the discussion of problems. Invitations were issued to the Chairmen of all the District Councils and certain Municipalities. I regret to have to report that comparatively few local bodies responded to the invitation. Scanty as the attendance of representatives of local bodies, however, was, the discussions which extended over two days were valuable and stimulating. The Hon'ble Mr. Kelkar (Minister for Education) opened the conference with an address in which he emphasized the necessity for co-operation between the department and local bodies. Among the subjects of discussion, English teaching in Vernacular Middle schools, the pay of teachers, the distribution of grants to local bodies, the functions of school committees, village libraries, the use of Municipal schools for the practice of teachers under training occupied a prominent place. I hope that it will be possible to arrange for further conferences of this nature.

Village School Committees remained generally inactive. The conference of local bodies suggested the devolution of certain powers to the committees with a view to stimulating a sense of responsibility. For example, it recommended that the committees should be made responsible for carrying out repairs

to school buildings and, in selected areas, for constructing new buildings; that they should have increased power in the matter of granting casual leave to teachers, and that they should use their influence to induce parents to send their daughters, to boys' schools where girls' schools did not exist.

**54. Class work and Examination results.**—The number of candidates for the primary examination increased from 26,234 to 40,833, and 20,911 or 51 per cent were successful as compared with 15,219 or 58 per cent in the previous year. The increase in the number of examinees is due to the fact that pupils of Class IV were eligible for admission to the examination in order to pave the way for the transition from the old to the new classification which has been introduced in the current year. The percentage of passes ranged from 68 in Jubbulpore district to 28 in Drug district. In this connection, it is necessary to emphasize the necessity of maintaining a reasonable standard for the primary examination. The Inspector of Schools, Jubbulpore, reports that "there seems to be a marked tendency towards undue leniency and degradation of standards particularly in the Jubbulpore city.....I have discovered startling discrepancies between the state of the schools as recorded in the inspection note and the percentage of passes." In one centre 90 per cent of the candidates were declared to have been successful, the average percentage for the province being 51 per cent.

**55. Factory schools.**—The number of factory schools was reduced from 8 to 6 owing to the closure of the two schools at Akola (the Mid-India and Sawatram), the enrolment declining from 934 to 853. Grants-in-aid increased, on the other hand, from Rs. 9,022 to Rs. 9,936. The Empress Mills school at Nagpur revealed no market improvement, while the enrolment fell from 307 to 260.

**56. Night schools.**—The number of night schools decreased from 35 to 34 owing to the closure of one school in the Nerbudda Circle, and the number of pupils from 1,517 to 1,421. Eleven of these schools are in Nagpur, four being managed by the Depressed Classes Mission Society and seven by the Young Men's Christian Association from funds provided by the Empress Mills. It may be noted that an evening class was opened in the Allapalli Vernacular Middle school for the instruction of forest guards.

**57. Special schools.**—The only school for deaf-mutes in the province is the Bhonsla school, Nagpur, with an enrolment of 17 pupils compared with 15 of last year. The institution receives a grant from Government.

## CHAPTER V.

## EDUCATION OF GIRLS.

**58. Numbers.**—The number of recognized schools for Indian girls increased from 369 to 373 and the enrolment from 22,471 to 23,655. The increase in the number of pupils took place chiefly in Anglo-Vernacular Middle (104) and Primary schools (1,116). There was a slight increase (from 104 to 120) in the enrolment in High schools. The total expenditure on girls' schools decreased from Rs. 5,00,040 to Rs. 4,81,469. The decrease was due to the closure of certain schools and to reduction in dear district and special allowances.

**59. Anglo-Vernacular schools.**—The number of Anglo-Vernacular schools increased from 11 to 12 and the number of pupils from 494 to 614. The number of High schools remained at 4, of which one is a Government institution and three are maintained by Missions. Enrolment in the High School Department increased from 104 to 120, the rise taking place both in Government and Mission schools, but especially in the latter. The number of pupils in the Government Girls' High school, Amraoti, rose from 77 to 110, the increase being mainly among the resident students who came from all parts of the Central Provinces and Berar. The number of boarders was over 50 throughout the year and at one time reached 62. The results of the Matriculation examination in this school were not as good as in the previous year, only three out of six being successful. The difficulty of securing competent women assistant teachers remained and three men had to be employed on the staff. The tone and discipline of the school were good. Miss Hill, Hygiene Instructress in the Normal school, visited the High school for half a day twice a week for the purpose of giving instruction in First Aid and Hygiene. The Inspectress reports that "the arrangement is proving satisfactory and valuable and the girls are benefiting under her instruction." Of the Aided High schools, the Johnson school alone achieved satisfactory results in the High School Certificate examination, the results in the other two schools being mediocre. The new building of the United Free Church Mission school, Nagpur, was completed before the end of the year with the aid of a grant of Rs. 17,090 from Government.

**60. Vernacular Middle schools.**—The number of Vernacular Middle schools decreased from 36 to 35 and the

enrolment from 3,650 to 3,645. The reports reveal no changes of note in the conditions under which these schools work.

**61. Primary schools.**—Primary schools increased from 313 to 317 and the number of pupils from 17,720 to 18,836. An allotment of Rs. 12,730 was made for the improvement and extension of girls' education and devoted to the provincialization of a few Aided schools and the improvement of the salaries of teachers. The lower classes continued to contain the bulk of the pupils. For the Primary Certificate examination 1,554 candidates appeared and 881 were successful. Of 375 and 329 teachers in the Nagpur and Jubbulpore Circles 125 and 178 respectively are trained. The Inspector of Schools, Jubbulpore, writes as follows on the subject of primary education:—

"The condition of primary education in this Circle is not one which can give satisfaction to any one interested in the subject. Though the actual number of schools shows hardly any change, the average attendance, except in large towns, has gone down considerably, and the greatest apathy is shown towards the education of girls. . . . The reason for the decline in the education of girls is not hard to find. During the past few years, thanks to non-co-operation and other causes, the villager has realized that primary education is entirely in his own hands and that he can send his girl to school or not as he likes. He no longer pretends that his great desire is to educate his daughter and that it is only some circumstance beyond his control which prevents it, but says quite honestly that he has no wish to send his child to school. In this circle, except in large towns and a few small places, it can safely be said that there is no genuine desire for girls' education . . . . The really hopeful feature is that in large towns and villages where we have a really good staff, the parents send their children, and the children come willingly and regularly. Attendance in these schools is really very fair indeed, and we all hope that, as we get more reliable Mistresses and if the number of inspection visits to each school increases again (and this is a very important factor), this movement will spread and that a really genuine desire for education will gradually extend to all schools. Mistresses, with whom I have often discussed this question, assure me that there is no cause for depression,—the present state of affairs was bound to come as a reaction—and that there is a small but gradually strengthening desire among most classes to educate their girls." *Sursum corda.*

**62. Girls in Boys' schools.**—The number of girls in boys' Primary schools increased from 11,403 to 12,167. The increase is noticeable in the Nagpur and Amraoti districts, the number in the latter districts rising from 473 to 1,304. The Vernacular Education Committee expressed the opinion that extension of primary education for girls on a wide scale can only take place through a system of co-education with boys. This question was



discussed by the Conference of Local Bodies' representatives, and the conclusion arrived at was that, while the attendance of girls in boys' schools should be encouraged, the present system under which separate schools are provided for girls should be continued.

For this view there is much to be said. It is always open for parents to send their girls to boys' schools if they so desire. The intensity of the demand for such education is measured by the attendance which at present is exiguous. It has been urged, among others, by the Commissioners of Berar, Nerbudda, and Chhattisgarh, that a more liberal system of rewards to head masters of boys' schools for the attendance of girls would go to swell the numbers. Rewards are now given on a graduated scale rising in value according to the standard of education reached by the girls. The question of these rewards was examined with great care in 1921-22. An exhaustive scrutiny revealed the fact that the rewards are paid mainly on account of girls attending the lower classes, and the number of girls who reach the highest primary class is very small. An education which stops short at the second or third class is valueless. I feel that little advantage is to be gained by increasing the value of the bonuses for attendance in the lower classes. Something may be achieved by enhancing the rewards for girls in the higher classes. And it is possible that much might be done by giving a substantial reward for successes in the primary examination. We should be content with nothing less than the primary examination standard for girls as well as for boys. It may be noted that a system was introduced last year of encouraging the education of the depressed classes by giving head masters of primary schools a bonus of Rs. 3 per head for each pupil who passes the Primary Certificate examination. I propose to consider the advisability of extending this system to girls educated in boys' schools. In the year of report a sum of Rs. 3,627 was distributed in the form of bonuses to head masters.

**63. Normal schools.**—The number of Normal schools remained constant at 6, of which two are Government and four aided, while the number of students increased from 205 to 211. The results of the Amraoti Normal school examinations were satisfactory, all the candidates being successful in the Junior Women's (12) and Senior Women's (2) Teacher's Certificate examinations. The results of the Jubbulpore Normal school examinations were also satisfactory, five out of seven obtaining the Senior and 19 out of 22 the Junior Certificate. The system of holding the Women's Teachers' Certificate examination in compartments has produced a marked improvement and has been accepted

finally by the department. It is interesting to find that the Normal school at Amraoti has followed the example of the Jubbulpore Normal school by starting a company of girl guides. The admission of a Mahar student to the Amraoti school hostel was the cause of heartburning which however wore off. A course in Infant Welfare were started for senior students by Miss Hill, the Instructress in Hygiene, and practical demonstrations were given by the staff of the Dufferin Hospital. Miss Levi, the Superintendent of the Normal school, Jubbulpore, and her staff are to be congratulated on keeping the entire Normal school at work during three months of plague in the city. The Inspectress, Nagpur Circle, reports favourably on the training classes in Kindergarten, Needle work and Domestic Economy (and Hygiene) attached to the Providence Mission school, Nagpur, to which teachers from Government schools were deputed.

**64. Special schools.**—The Providence Mission school, Nagpur, and the Swedish Mission Industrial school, Saugor, are reported on favourably by the Inspectresses.

**65. Scholarships.**—The full number of Arts College scholarships (4) and two out of four of the Medical scholarships tenable at the Lady Hardinge Medical College, Delhi, were awarded. One Medical scholarship tenable at the Agra or Nagpur Medical School lapsed for want of candidates. Of the fourteen scholarships available for training in the Midwifery classes in Nagpur, Akola and Jubbulpore, six were awarded. As regards *Dai* scholarships tenable in Primary schools, 23 out of 60 were awarded in the Nagpur Division and 57 out of 60 in the Berar Division. These scholarships the expenditure on which was Rs. 5,468 a year have been abolished with effect from the current year as it was felt that they served no useful purpose. Fifty-two out of 56 scholarships tenable in Middle and High schools were awarded.

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## CHAPTER VI.

### MUHAMMADAN EDUCATION.

**66. Number.**—The total number of Muhammadan pupils increased from 32,075 to 32,921 (of whom 1,493 were in unrecognized schools), the increase taking place chiefly in Primary schools

for girls and Middle schools for boys though the number of pupils in Colleges and High schools showed increases of 33 and 63 respectively. There was a decline under Normal schools for males and also under unrecognized schools. The Berar Circle showed an increase from 15,558 to 15,646, the Jubbulpore Circle from 5,134 to 5,339, the Nerbudda Circle from 6,048 to 6,583 and the Nagpur Circle from 5,304 to 5,335. The proportion of Muhammadan College students to the total number of College students remains the same as last year, *i.e.*, 7·4. Corresponding figures for Secondary and Primary Education were 10·6 and 9·6 respectively as compared with 10·0 and 9·15 in the previous year.

**67. Collegiate education.**—There was a gratifying increase from 69 to 102 in the number of Muhammadan students in Colleges. In order to provide for instruction in Persian in the King Edward College, Amraoti, an Assistant Professor of Persian was appointed temporarily. This post has since been made permanent.

**68. Anglo-Vernacular education.**—Of the four High schools, the Anjuman High school, Jubbulpore, and the Hakimia Coronation High School, Burhanpur, produced satisfactory results in the High School Certificate (old Matriculation) examination, the Muhammadan High school, Amraoti, achieving less than 50 per cent passes. The Anglo-Urdu Middle Schools in Berar showed some improvement, and in view of the progress in enrolment in the current year, it has been decided to continue the Anglo-Urdu classes at Balapur.

**69. Vernacular education.**—The reports reveal no striking changes in the conditions of Urdu Vernacular education. The number of pupils (boys and girls) in recognized schools increased from 27,453 to 28,027, the girls showing an increase of 472. During the year Marathi as a second language was made a compulsory subject of instruction in the Urdu Primary schools in Berar. There were 83 students in the Urdu Normal school, Amraoti, 30 in the 1st year, 23 in the 2nd year and 30 in the 3rd year. Mr. Sufi, the Superintendent of the School, remained on deputation with the Delhi University, and Mr. Syed Husnain, Deputy Inspector of Schools, continued to act for him. The school buildings were extended during the year.

## CHAPTER VII.

## EDUCATION OF THE BACKWARD CLASSES.

70. **Numbers.**—The total number of pupils of the Depressed Classes decreased from 29,065 to 28,553. These pupils were distributed among the various classes of instruction as follows :—

		Class.	Boys.	Girls.
Schools	Primary	1	12,602	310
		2	5,234	89
		3	3,531	79
		4	2,734	65
	Middle	5	1,580	39
		6	335	...
		7	233	2
		8	130	...
	High	9	42	1
		10	20	...
		11	9	...
		12	6	...
Colleges	1st year	...	2	...
	2nd "	...	6	...
	3rd "	...	...	...
	4th "	...	2	...
Unrecognized schools.		1,240	56	

The paucity of pupils in the post primary stages of education is striking.

71. **Measures for the improvement of Depressed Classes Education.**—In accordance with the policy enunciated in the Government Resolution on the report of the Special Committee to consider the education of the Depressed classes, grants aggregating Rs. 1,865 were made to the Depressed Classes Hostels at Amraoti, Nagpur and Chikhli. Twenty-two Middle school scholarships (the full sanctioned number) and nine High school scholarships out of 11 sanctioned were awarded to pupils of these classes. But of the five College scholarships only one was awarded owing to lack of qualified candidates. A sum of Rs. 1,837 was distributed in the form of bonuses to head masters on account of boys of these classes passing the Primary examination. A building grant of Rs. 25,000 was sanctioned for the construction of a new building for the Chokha Mela Hostel in Nagpur. Of this amount Rs. 15,000 was paid and the balance will be paid in the current year on the completion of the building.

The hostel is reported to contain 73 boys who are lodged and fed free of charge, the expenditure being defrayed from subscriptions and donations supplemented by the Government grant.

72. Two incidents are worthy of mention in connection with the education of the Depressed classes. In the village of Bela in the Nagpur district there is a large Primary school which was attended by boys of the Depressed classes as well as by boys of other classes. The depressed class boys, however, were required to sit in the verandah apart from their fellow pupils. The community resented this and claimed equality of treatment. (It may be noted that the Education Manual has been recently amended with a view to the prohibition of differential treatment of Depressed class pupils in public schools). The claim met with no response, and the community has been obliged to open a school of its own, though there is no lack of accommodation in the main school. The Nagpur District Council which maintains the main school, has been addressed on the subject. The other incident is connected with the Patwardhan High school, Nagpur, a Government institution. There is considerable competition for admission to this school, and, in order to secure absolute fairness in regard to admissions, candidates are selected in accordance with the marks they obtain in the Primary Certificate examination (for admission to Class V) or in the High School Entrance examination (for admission Class VIII). A representative of the Depressed classes in the Legislative Council moved that pupils of the Depressed classes should be admitted to the Patwardhan High school irrespective of the number of marks they obtained. This resolution was carried by a large majority.

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## CHAPTER VIII.

### EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

73. **Institutions and pupils.**—During the year the St. Joseph's Convent school, Saugor, was reduced to the status of a Middle school owing to lack of pupils in the High school classes. The Primary classes of the Christ Church Boys' school were amalgamated with those of the Girls' school. St. Joseph's Convent School, Kamptee, was reduced to a Primary school. Thus there were 7 High, 9 Middle and 15 Primary schools at the end of the year. The total number of pupils increased from 1,855 to 1,977. Of this increase 50 were boys and 72 girls. The average daily attendance was 84 per cent.

**74. Expenditure.**—Maintenance grants for the year amounted to Rs. 98,947 being a decrease of Rs. 246 on the previous year. This decrease was due to changes in the status of schools referred to above. The total income from fees increased by approximately Rs. 5,000, but the amount received from sources other than fees and grants decreased by nearly Rs. 6,000. Building grants from Provincial Revenues amounted to Rs. 8,533 and Rs. 7,513 were spent on scholarships. It is noteworthy that all the scholarships available were not awarded owing to an insufficient number of qualified candidates. Expenditure on destitution grants amounted to Rs. 25,767 but a large number of deserving applications had to be rejected for lack of funds. There has undoubtedly been a great increase in the amount of destitution prevailing in the Anglo-Indian community in the years following the war. The total expenditure on European education amounted to Rs. 2,30,442 as compared with Rs. 2,24,913 in the previous year. Of the amount of Rs. 2,30,442, Rs. 98,947 was provided by grants-in-aid and Rs. 1,24,228 by fees and other private sources. The average cost of educating a pupil was Rs. 236 in Secondary schools and Rs. 72 in Primary schools.

**75. Examinations.**—For the Departmental examinations for European High and Middle School Certificates, there were 45 and 64 candidates and 25 and 37 passed. In the Cambridge School Certificate examination 17 passed out of 39 candidates, compared with 2 out of 8 in the previous year. In the Cambridge Junior examination 11 out of 29 candidates passed, compared with 4 out of 10 in the previous year. The improvement is gratifying but the general level of attainment, especially when the small number of pupils with which each school is concerned and the liberal scale of staffing are considered, is still far below what it ought to be.

**76. Hostels.**—The number of boarders fell from 790 to 756 during the year. The average cost per boarder per month was Rs. 19 but charges varied from Rs. 16 to Rs. 30. The total expenditure from all sources rose from Rs. 1,76,863 to Rs. 1,91,894.

**77. General.**—Of the 113 teachers employed, 58 were untrained and only 12 possessed a university degree. Herein lies one of the weaknesses of European education. In recent years the salaries of teachers have been increased but there has been but little improvement in the qualifications of the staffs employed; and teachers after leaving the training colleges seldom keep abreast of western pedagogic developments. It is understood that

there has been in recent years a great increase in the evil of private tuition. This is a matter which should be more closely controlled by the managers of High schools. An intensive course of a few months under a private tutor, immediately before examination is no substitute for sustained educational effort which the years of school life should call forth. Comparatively few of the pupils leaving the High schools proceed to higher education. This is a factor demanding the serious consideration of the Anglo-Indian community. Facilities exist in the colleges of the province and a generous scheme of scholarships is already in operation. Unless advantage is taken of these facilities, the position of the community in a self-governing India will be that of a voiceless minority, struggling for the means of subsistence, among a host of better qualified competitors.

78. A marked feature of Anglo-Indian education in this province is the neglect of the vernaculars. In fact the vernacular is not usually taught in girls' schools and few of the pupils of the boys' schools ever attain a reasonable standard in an Indian vernacular. Attention has been drawn to this during the year and the matter has been considered by the European High Schools Board.

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## CHAPTER IX.

### TRAINING OF TEACHERS (MEN).

79. **The Spence Training College, Jubbulpore.**—Twenty-five stipends for graduates and 100 for undergraduates were available and 13 and 100 respectively were actually awarded. The number of graduate stipends had been reduced from 40 to 25 owing to the fact that the Government schools had almost completed their cadre of trained teachers and owing to the unwillingness of aided schools to pay for trained teachers. It may be noted that in the current year 18 stipends out of 25 have been awarded, seven being reserved for women students who wished to be trained in women's training colleges in other provinces. Owing to the reclassification of schools more trained graduates will be required for Government schools, and it is anticipated that aided schools will also employ trained graduates.

80. **Staff.**—The posts of Director of Manual Training and Lecturer in Primary school methods remained in abeyance. Mr. G. G. Kanetkar, Professor, officiated as Inspector of Schools

Berar, for a part of the year, and his place was taken by Mr. G. D. Tamasker, Lecturer to the T. T. C. Class. A lecturership in Physical training was created and Mr. Dube has been appointed to the post in the current year.

81. A great deal of spade work was done by members of the staff of the College and its ancillaries in connection with the revision of syllabuses of Primary schools, Classes VIII and IX of High schools, and of Normal schools. In addition several members of the staff were members of Committees of Courses of the High School Board, which dealt with the courses of High and Middle schools. Three of them were nominated members of the Provincial Faculty of Arts in the Nagpur University and subsequently five were elected to the Faculty of Education.

82. **Class work and examination results**—A special class was opened for the purpose of training Drawing masters. Three scholarships for drawing were transferred from the School of Art, Bombay, to the Training College, Jubbulpore, and three teachers were selected for special training. Two of the three candidates successfully completed the course. One of the successful candidates was subsequently appointed drawing master in the Model High School. Fourteen students of the Secondary grade Teachers' Class, who had shown Proficiency in drawing were selected for training in teaching Drawing in Middle schools. This training is not meant to equip teachers to become whole time Drawing masters, but to enable them to teach drawing in addition to other subjects in the curriculum. Drawing in the schools has suffered in the past from lack of co-ordination with other subjects. The new system will not only bring about the needed correlation, but will enable the smaller schools to dispense with a whole time drawing master, and thus economize in staff. Great attention was paid to oral English in the T. T. C. classes and a course in Phonetics was given by the Principal. For practical teaching in Urdu and Marathi the managing authorities of the Anjuman and Hitkarni High schools kindly placed their classes at the disposal of the Training College students. Out of 13 candidates for the Licentiate of Teaching, 12 were successful, seven obtaining a first class in Theory, while 52 out of 54 candidates obtained the Secondary grade Trained Teachers' Certificate.

83. **Normal schools.**—The number of Normal schools remained the same, namely, eleven. There was a reduction in the number of scholars from 1,504 to 1,403, owing to the reduction of sections in the schools at Seoni, Saugor, Akola and Bilaspur.



The question of the number of sections which should be maintained in each school was discussed at a Conference of Inspectors and Superintendents of Normal schools in March and, as a result of the conference, it has been decided to reduce the numbers in the Seoni, Saugor, Akola and Bilaspur schools for the present. This will effect a saving of Rs. 1,850 a year in stipends. It is hoped that this reduction will be only temporary and that District Councils will be able before long to absorb and pay adequate salaries to the full compliment of teachers for whom accommodation in the Normal schools is available. The need for more trained Primary school teachers is insistent, and Government, in its resolution on the report of the Vernacular Education Committee, has declared that it "is prepared not only to remove the restriction on the output of trained teachers, but to increase the supply, as funds become available, to meet the demand which the introduction of compulsion on an efficient basis must entail".

84. Short courses of five months were introduced as a temporary measure in place of the old fourth year course for the purpose of preparing teachers for giving instruction in the revised curriculum for the Middle schools. These short courses, however, have been discontinued in the current school year, and it has been decided to introduce a full fourth year course in continuation of the present third year course with a view to the production of a more highly qualified class of teacher for Vernacular Middle schools.

85. **Examination results.**—Out of the 756 candidates for the Primary Trained Teachers' Certificate examination, 490 passed, the percentage of passes being 65 as compared with 78 in the previous year. One hundred and fourteen out of 138 candidates passed the examination at the end of the third year course. Complaints are constantly made by Inspectors and Superintendents of Normal schools that the quality of the candidates for admission to the schools is poor. I am afraid that it will remain poor as long as the Vernacular Middle schools from which they come are poorly staffed. It is for the purpose gradually of improving the staff that a scheme has been prepared and approved for the institution of a real fourth year course in the Normal schools in continuation of the third year course. The Conference of Superintendents referred to above towards the close of the year revised the syllabuses to suit the new syllabuses for Primary and Middle schools.

86. **Buildings.**—The reduction of sections in the Seoni Normal School renders unnecessary the extension of buildings for

which plans and estimates had been prepared. Lack of funds prevents the provision of additional dormitory accommodation which is so much needed in the Raipur school. The reduction of sections in the Saugor school enables the construction of new buildings to be postponed. The other schools possess adequate accommodation.

## CHAPTER X.

### TECHNICAL EDUCATION.

**87. Engineering school, Nagpur.**—The following extracts are taken from the report of the Principal of the Engineering School, Nagpur :—

**88. Staff.**—“Mr. W. Thompson from the Buckingham Mills, Madras, was appointed in August to the newly created post of Assistant Superintendent of Workshops.”

**89. Numbers.**—“The number of students at the beginning of the session was 108 excluding the 5th year Mechanical Engineers who attended the school for the first three months to complete their course.”

“The number at the end of the session was 104 made up as follows :—

Year.	Civil.	Mechanical.	Motor Mechanical.
1st ...	17	13	6
2nd ...	11	12	4
3rd ..	12	10	5
4th ...	3	7	4
	43	42	19=
		Total ...	104

This represents an increase of 10 or 10·6 per cent over the number at the corresponding period of last year, and does not include 13 students who were trained as oil engine drivers. The school is now rapidly nearing its maximum accommodation which I estimate at about 130. The policy of gradually extending the school according to the requirements of the province has been justified in the result. For whereas in the beginning we had to go outside the province to fulfil our requirements, there is now considerable competition from local candidates to get into the school. Scholarships are now awarded to Central Provinces and Berar candidates only and preference for admission is given to *bonâ fide* residents of the provinces, no outside candidate being admitted to the exclusion of a Central Provinces candidate unless the latter is proved by the Entrance examination to be totally unfitted to take the course. Even with these restrictions, the effect of which is practically to confine the school to those

who are residents of the province, there were 82 candidates for 35 vacancies at the last Entrance examination for admission to the Civil and Mechanical Engineering courses."

90. Examination.—"The record of examinations in the year under review is satisfactory as the following figures testify:—

(1) *Civil Engineering Department*—

	Number appeared.	Number passed.
Overseers ...	12	11

(2) *Mechanical Engineering*—

	Number appeared.	Number passed.
Theoretical examination ...	10	8
	Number re-examined.	Number passed.
	2	Nil.
	Number appeared.	Number passed.
Practical examination ...	8	8
Boiler Act examination ...	9	5 + 3*
	Number appeared.	Number passed.
(3) <i>Motor Mechanics</i> —	4	4

All the examinations are conducted exclusively by outside examiners who are appointed by the Advisory Boards."

91. *Repairing Department*.—"The total value of the work done by the Repairing Department of the school was Rs. 25,096 of which the major portion was of a general engineering character such as repairs to ginning factory and pumping station machinery, work which is invaluable for instructional purposes. The motor repairing work is falling off. The amount earned for the Treasury was Rs. 10,064 an increase of about Rs. 1,200 over that of last year. The amount actually paid into the Treasury was Rs. 8,629-6-6."

"The figure last year for total cost per head per student as shown in the annual returns was Rs. 888. In the year under report it is reduced to Rs. 763."

92. "The Oil Engine Class.—Special attention must be drawn to the success which has attended the oil engine class which was opened last year. There is considerable competition for admission and at the last two selections the Committee was able to confine the pupils either to those who actually possessed—oil engines some of them of considerable horse power—or those who are about to introduce them. It is a sign of the times that land owners send their sons or come themselves so that they

\*Students passed at the second attempt.

may be assured of adequate supervision of the plant which they already possess or are about to purchase. The introduction of the oil engine as a source of power for driving the machinery of ginning presses, flour mills, pumps for irrigation, presses for sugar canes etc., is on the increase, and by training men to take charge of these plants the school is evidently supplying a public want."

"Our students continue to get satisfactory employment."

**93. The Vocational Training Committee and Technical education.**—Technical education formed one of the subjects of inquiry by a Committee appointed by Government in 1922 to consider the question of Vocational training. The Committee held two sessions under the Chairmanship of the Director of Public Instruction—one in December 1922 and the other in March 1923—and published its report in July 1923. A resolution on the report was issued by Government in May 1924. So far as technical education is concerned, the Resolution emphasized the following points :—

- (i) that ample provision is made at present for the training of overseers in civil and mechanical engineering, and that, in regard to training or similar standard in textile industry, electrical and sanitary engineering and applied chemistry, the needs of the provinces can be met by the provision of scholarships tenable in institutions outside the province and, if necessary, by provincial contributions to the maintenance of such institutions ;
- (ii) that there is not a sufficient demand for higher technical training, *i.e.*, training of a degree standard, to justify the establishment of a College of Engineering, and that the needs of the province in this respect can be met by scholarships tenable outside the province and, where necessary, by provincial contributions towards the maintenance of Colleges in other provinces ;
- (iii) that there is no need at present for increasing the number of technical scholarships tenable in Great Britain and other countries. On the other hand, the Resolution stated that Government had under consideration a scheme for the training of men (who had passed through the Engineering School course or had passed through an approved apprentice course) in works in Great Britain with a view to enabling them to qualify for posts of Foremen and Assistant-foremen in firms of standing in this country ;

- (iv) that, in order to effect a closer co-ordination between technical education and other branches of education, all forms of education should be brought under the control of one Minister (the Minister for Education), and that, in respect of technical education, the Minister should be assisted by a consultative committee consisting of the Director of Industries, the Director of Public Instruction, the Director of Agriculture and two others nominated by the Local Government.

94. It is convenient to summarize the action taken in connection with the Resolution both in the year under report and in the current year :—

- (i) A sum of Rs. 3,000 was sanctioned in the year under report as a contribution towards the maintenance of the Victoria Jubilee Technical Institute, Bombay, on behalf of 15 students admitted from this province.
- (ii) A sum of Rs. 2,500 was sanctioned in the current year as a contribution to the Bengal Engineering College in respect of one student from this province in the mining apprentice class.
- (iii) A sum of Rs. 19,926 was sanctioned in the year under report as a contribution to the Thomason Engineering College, Roorkee, in respect of three students admitted from this province.
- (iv) In the current year a consultative committee to advise the Minister for Education in regard to technical education has been constituted.
- (v) The High Commissioner for India in London has been addressed in regard to the provision of facilities for practical training in Great Britain (*vide supra*).

95. One further matter remains to be noticed. The Victoria Technical Institute, Amraoti, discontinued its mechanical engineering class and restricted its activities to the provision of instruction in carpentry, metal work and oil engines. The grant-in-aid to this institution was reduced from Rs. 11,360 to Rs. 7,040.

## CHAPTER XI.

### RAJKUMAR COLLEGE, RAIPUR.

96. The following extracts are taken from the report of the Principal of the College.

97. Finance.—“During the year good progress has been made with the realization and investment of donations to the new Endowment Fund. The total subscriptions promised or paid to the Fund now amount to Rs. 8,83,700. Of this amount a sum of Rs. 6,33,700 has been received and invested in Government securities at a yield varying from 6 to 5 per cent. With the Robertson Memorial Fund, the new fund is estimated to yield an income of over Rs. 50,000 in the financial year of 1924-25. The Government grants, which the new fund is designed to replace amounted to Rs. 40,000, and the College is therefore in a considerably stronger financial position than when it received financial aid from Government.”

98. Numbers.—“The number of Kumars at present at the College is 49 against 47 at the beginning of the School year.”

99. General Training of Kumars. The Set system.—“An innovation during the year has been the institution of Sets. The whole school has been divided into eight sets, each under a Set-Leader, and each set has chosen its own name. The main principle of this new step is to encourage team competition and keenness throughout the school by giving every boy a chance of contributing to his sets progress by his efforts, not only in the department of school life for which he had a natural aptitude, but also in those activities in which he does not naturally shine.”

“Marks are given fortnightly to each Kumar under the following heads—Work, Games, Conduct and Dress, General Usefulness, and spare time activities and in awarding marks consideration is paid not only to actual performance but also to honest endeavour. A running total is kept of the fortnightly marks gained by each set, and the sets compete with each other for a Challenge Cup. The sets compete with one another for the various athletic challenge cups of the College. Besides athletic competitions the sets compete in speaking in public.

100. Prefectorial system.—“One of the objects aimed at in starting the set system is the encouragement of initiative and leadership among senior Kumars by the responsibility placed in set-leaders. Another step towards encouraging this sense of responsibility and leadership has been the appointment of prefects. A prefect system existed formerly. In reviving a prefectorial system at the College the aim has been to place the prefects much in the same position as those at a school in England, *viz.*, one of marked responsibility and of marked privilege. They have been given powers of independent punishment within certain limits and are exempted from many of the disciplinary restrictions in force for other Kumars. The result is on the whole a success. The privileges accorded have not been abused, and the prefects have contributed to the smooth running of the College, but I should like to see more initiative shown.

101. Spare time activities.—“Good use made of the library and reading for pleasure in spare time is on the increase.”

“The hobbies mentioned in my last report”—Botany, Entomology Science experiments, outdoor sketchings, photography and fret-saw work which are practised by batches of Kumars under the supervision of members

of the staff on Sundays, holidays and Thursday afternoons (*vide* page 35 of the Report on the progress of Education for the Central Provinces and Berar for 1922-23) "continue to be practised and on the whole to flourish. A popular addition to the list is carpentry in which 17 Kumars, with the approval of their guardians, receive instruction from a specially appointed mistry instructor. In the case of other hobbies attendance at any time is voluntary, but with carpentry in view of the importance and initial difficulties of the training, it was thought advisable to have one compulsory period in addition to voluntary ones."

"The strength of the Boy Scout-Troop is now 2 scouters and 26 scouts of whom 15 are second class-scouts and 8 hold the Ambulance Proficiency badge."

"I am impressed with the good work done by the scouts and the valuable nature of the training which scouting here gives them, and it is a matter for satisfaction that the movement has now firmly established itself and is becoming increasingly popular in the College."

**102. Class work and examinations.**—"During the year an experiment has been made on the lines of the Dalton system of study, which seeks to encourage a boy's individuality and interest in his work by substituting self-instruction in his own time for instruction by a master at fixed times. That a boy should be able, within limits, to map out his work and arrange his own time for doing it has real advantages, and it is likewise desirable to give him an opportunity of extra-independent study in subjects to which desire to make up leeway or natural interest in them incline him. With these objects in view, following the principles of the Dalton method, fortnightly assignments of work are now given in advance to the four top classes, and the special reading and writing portions of these assignments can be done at any time during the fortnight out of class-periods. One morning and one afternoon each week have been set apart for "Dalton Study" for the senior classes, which during these times have no class-instruction but can study any subject they like in a room set apart for that subject in charge of a master, and move about as they like from one subject-room to another."

"Introduced to this extent the scheme is on the whole a success, but the more intelligent boys derive greater advantage from it than the backward ones. Critics of the whole system in England speak of the sporting papers being read by boys who are supposed to be studying science. I have not come across anything similar to this here, but there is undoubtedly a tendency among the unintellectually inclined to regard the periods as an opportunity for peacefully browsing over a book.

"Four Kumars from the College appeared in the Chiefs' College's Diploma Examination in April 1923, and while the results, as was expected, fell short of the success of 1922, they were creditable.

**103. Physical Training.**—"The general standard of riding continues to improve. Drill, Gymnastic, and Shooting instruction has proceeded on established lines, and there is nothing special to report.

"In games the most marked improvement has been in Hockey and Tennis, which are the most popular games at the College."

I inspected the College in April and submitted a report to the Foreign and Political Department.

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## CHAPTER XII.

### MISCELLANEOUS.

**104. Conferences.**—Circle Conferences were held in the Berar, Nagpur and Nerbudda Divisions. The Nagpur Conference which was held at Hinganghat was noteworthy for a thorough discussion of the revised syllabuses. Conferences of teachers were also held by the Inspectresses of Schools. The number of teachers was limited owing to the necessity of economy in expenditure on travelling allowances, but much useful work was done in stimulating interest in the work of the schools and in keeping teachers in touch with modern methods of teaching and general management of schools.

**105. Jain Education.**—The total number of Jains under instruction increased from 5,179 to 5,788.

**106. Text-Book Committee.**—The number of books received was 598 as compared with 203 in the previous year, Thirty-nine were sanctioned as Text-books, 215 as Prize and Library books and 53 were rejected. Of the remainder 40 are under consideration by the High School Board which now prescribes text-books for Middle and High schools. 156 have been sanctioned for use in the current year and 70 are under consideration by the Text-Book Committee.

**107. Students' Advisory Committee.**—The number of applicants who sought the Committee's assistance during the year under report was 55 as compared with 47 in the previous year. Of these 45 were Hindus, 3 Muhammadans, 3 Christians and 4 Parsis. One was an M. A., 6 B. A's and the rest Intermediates or Matriculates. One student proposed to study tailoring in America. Two students are believed to have proceeded to England after consulting the Committee. In the previous year twelve are believed to have gone. A proposal is now under consideration for the abolition of the Students' Advisory Committee and the transfer of its work to the University.



103. **Acknowledgments.**—In conclusion, I desire to record my appreciation of the efficient work performed by the administrative, teaching and clerical staff. In particular, I wish to acknowledge the invaluable assistance rendered by Mr. Dix, Deputy Director of Public Instruction and Secretary of the High School Board. The work of the Board has imposed upon him a heavy burden which he has cheerfully borne. I am also under a deep obligation to Mr. Biden, my Personal Assistant, whose experience and devotion to duty have been largely responsible for the smooth working of my office.

G. E. W. JONES,

*Director of Public Instruction,*

*Central Provinces.*

*General summary of educational institutions and scholars in the Central Provinces and Berar for 1923-24.*

Area in square miles 99,876 ...	Percentage of scholars to total population.				Remarks.
	Recognized institutions.		All institutions.		
	1923-24.	1922-23.	1923-24.	1922-23.	
Population—					
Males .. 6,951,799	Males ... 4'6	4'44	4'7	4'54	
Females... 6,951,361	Females... '35	'33	'36	'34	
Total 13,912,760	Total .. 2'48	2'38	2'53	2'44	

	Institutions.			Scholars.			Percentage of scholars in each class of institutions.	Remarks.
	1923-24.	1922-23.	Increase or decrease.	1923-24.	1922-23.	Increase or decrease.		
1	2	3	4	5	6	7	8	9
<b>RECOGNIZED INSTITUTIONS.</b>								
<i>For males.</i>								
Arts Colleges ...	5	4	+1	1,022	653	+369	'32	
Professional Colleges	3	3	...	344	283	+61	'10	
High Schools ...	42	42	...	3,861	3,393	+468	1'20	
Middle Schools ...	483	471	+12	69,560	65,299	+4,261	21'69	
Primary Schools ...	3,956	3,942	+14	243,588	236,621	+6,967	75'93	
Special Schools ...	40	40	...	2,433	2,498	-65	'76	
<b>Totals</b> ...	<b>4,529</b>	<b>4,502</b>	<b>+27</b>	<b>320,808</b>	<b>303,747</b>	<b>+12,061</b>	<b>100</b>	
<i>For females.</i>								
Arts Colleges ...	...	...	...	...	...	...	...	
Professional Colleges	...	...	...	...	...	...	...	
High Schools ...	7	8	-1	152	140	+12	'62	
Middle Schools ...	48	50	-2	4,292	4,249	+43	17'42	
Primary Schools ...	324	320	+4	19,635	18,387	+1,248	79'69	
Special Schools ...	9	9	...	560	607	-47	'27	
<b>Totals</b> ...	<b>388</b>	<b>387</b>	<b>+1</b>	<b>24,639</b>	<b>23,383</b>	<b>+1,256</b>	<b>100</b>	
<b>UNRECOGNIZED INSTITUTIONS.</b>								
For males ...	217	168	+49	7,119	7,106	+13	...	
For females ...	18	22	-4	574	814	-240	...	
<b>Totals</b> ...	<b>235</b>	<b>190</b>	<b>+45</b>	<b>7,693</b>	<b>7,920</b>	<b>-227</b>	<b>...</b>	
<b>GRAND TOTAL</b> ...	<b>5,152</b>	<b>5,079</b>	<b>+73</b>	<b>353,140</b>	<b>340,950</b>	<b>+13,090</b>	<b>...</b>	

(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 for 1923-24.

	Total expenditure.			Percentage of expenditure from—				Cost per Scholar to—				Total cost per scholar.
	*1924.	*1923.	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.	4,74,943	4,88,146	-13,203	98.20	1.80	...	...	...	...	...	...	...
Universities	42,645	...	+42,646	66.70	...	33.30	...	...	...	...	...	...
Miscellaneous*	17,73,301	16,84,975	+88,326	47.23	30.36	11.23	11.18	...	...	...	...	...
Totals	22,90,890	21,73,121	+1,17,769	58.16	23.87	9.32	8.65	...	...	...	...	...
<i>Institutions for males.</i>								Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Arts Colleges	4,25,991	3,33,961	+92,030	73.84	...	18.25	7.91	307 12 1	...	76 1 3	32 15 9	416 13 1
Professional Colleges	1,83,612	1,06,327	-12,715	91.97	...	8.01	..	490 14 3	...	42 13 10	...	533 12 1
High Schools	5,42,328	5,17,714	+24,614	53.67	2.63	32.3	11.57	75 6 2	3 11 2	45 2 1	16 3 11	140 7 4
Middle Schools	16,88,032	16,65,823	+22,209	52.46	24.38	16.39	6.77	12 11 8	5 14 8	3 15 7	1 10 2	24 4 3

Primary Schools	... 26,18,387	25,43,214	+ 75,173	55'53	36'97	1'59	5'51	5 15 6	3 15 7	0 3 5	0 9 5	10 11 11
Special Schools	... 4,99,511	5,36,556	- 37,085	95'52	'33	1'94	2'21	196 1 9	0 10 9	3 15 6	4 8 10	205 4 10
Totals	... 59,57,861	57,93,635	+ 1,64,226	60'27	23'42	10'16	6'15	11 3 1	4 5 7	1 14 2	1 2 3	18 9 1
<i>Institutions for females.</i>												
Arts Colleges	... ..	..	...	...	...	...	...	...	...	...	...	...
Professional Colleges	... ..	...	...	...	...	...	...	...	...	...	...	...
High Schools	... 51,079	51,438	- 359	52'36	...	11'42	36'22	175 15 1	...	38 6 0	121 11 7	336 0 8
Middle Schools	... 1,39,101	1,50,694	- 11,593	50'54	...	10'56	38'90	16 6 1	...	3 6 9	12 9 8	32 6 6
Primary Schools	... 3,15,997	3,24,567	- 8,570	73'09	3'38	6'53	17'00	11 12 2	0 8 8	1 0 10	2 11 9	16 1 5
Special Schools	... 80,845	89,545	- 8,700	62'96	...	1'20	35'84	90 14 3	...	1 11 10	51 11 9	144 5 10
Totals	... 5,87,022	6,16,244	- 29,222	64'55	1'82	7'18	26'45	15 6 1	0 6 11	1 11 4	6 4 10	23 13 2
GRAND TOTALS	... 88,35,773	85,83,000	+ 2,52,773	60'01	22'10	9'74	8'15	11 7 10	4 1 1	1 14 0	1 8 2	18 15 1

\* 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.

III:

(a) Expenditure on European Schools is included in the above figures.

GENERAL

Classification of educational

	For males.					
	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
	1	2	3	4	5	6
<b>RECOGNIZED INSTITUTIONS.</b>						
Universities ...	...	...	...	1	...	1
Colleges—						
Arts and Science * ¶	4	...	...	1	...	5
Law ...	1	...	...	...	...	1
Medicine ...	...	...	...	...	...	...
Education ...	1	...	...	...	...	1
Engineering ...	...	...	...	...	...	...
Agriculture ...	1	...	...	...	...	1
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...
Intermediate and grade Colleges ...	...	...	...	...	...	...
Totals ...	7	...	...	2	...	9
High Schools ...	20	...	3	18	1	42
Middle Schools ...	52	...	39	52	6	149
{ English ...						
{ Vernacular ...	11	291	18	11	3	334
Primary Schools ...	9	3,291	262	263	131	3,956*
Totals ...	92	3,582	322	344	141	4,481
Special Schools—						
Art ...	...	...	...	...	...	...
Law ...	...	...	...	...	...	...
Medical ...	1	...	...	...	...	1
Normal and Training ...	11	...	...	...	...	11
Engineering and Surveying ...	1	...	...	...	...	1
Technical and Industrial ...	1	...	...	2	...	3
Commercial ...	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...
Reformatory ...	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	1	...	1
Schools for Adults ...	...	4	...	12	4	20†
Other Schools ...	...	...	...	2	1	3
Totals ...	14	4	...	17	5	40
Totals for recognized institutions ...	113	3,586	322	363	146	4,530
Unrecognized institutions ...	...	10	...	...	207	217‡
GRAND TOTALS, ALL INSTITUTIONS ...	113	3,596	322	363	353	4,747

Figures for European Schools are

\* ¶ Includes no



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
<b>READING—</b>									
<b>IN RECOGNIZED INSTITUTIONS.</b>									
<i>University and Intermediate Education. (a)</i>									
Arts and Science (b) and (c)	810	699	331	...	...	...	...	...	...
Law	163	145	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	105	105	84	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...
Agriculture	75	70	75	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...	...	...	...
Totals	1,154	1,019	490	...	...	...	...	...	...
<i>School and Special Education</i>									
In High Schools	2,745	2,360	571	...	...	...	161	135	9
" Middle (English	6,912	6,111	596	...	...	...	5,287	4,644	194
" Schools Vernacular	1,346	1,065	88	45,704	31,934	749	3,842	3,031	53
" Primary Schools	1,102	873	...	190,973	127,070	...	33,426	25,630	...
Totals	12,105	10,409	1,255	236,367	159,004	749	42,712	33,440	256
In Art Schools	...	...	...	...	...	...	...	...	...
" Law Schools	...	...	...	...	...	...	...	...	...
" Medical Schools	182	133	87	...	...	...	...	...	...
" Normal and Training Schools.	1,403	1,306	1,222	...	...	...	...	...	...
" Engineering and Surveying Schools.	111	98	42	...	...	...	...	...	...
" Technical and Industrial Schools.	29	24	...	...	...	...	...	...	...
" Commercial Schools	...	...	...	...	...	...	...	...	...
" Agricultural Schools	...	...	...	...	...	...	...	...	...
" Reformatory Schools	...	...	...	...	...	...	...	...	...
" Schools for Defectives	...	...	...	...	...	...	...	...	...
" Schools for Adults	...	...	...	78	64	...	...	...	...
" Other Schools	...	...	...	...	...	...	...	...	...
Totals	1,725	1,561	1,351	78	64	...	...	...	...
Totals for recognized institutions.	14,984	12,989	3,096	236,445	159,068	749	42,712	33,440	256
In unrecognized institutions	...	...	...	571	351	...	...	...	...
<b>GRAND TOTAL, ALL INSTITUTIONS.</b>	<b>14,984</b>	<b>12,989</b>	<b>3,096</b>	<b>237,016</b>	<b>159,419</b>	<b>749</b>	<b>42,712</b>	<b>33,440</b>	<b>256</b>

\*Includes 199 scholars

†All these are reading

‡813 of these are reading

(a) Scholars reading more than one of the following

(b) Includes nil scholar

(c) Includes nil scholars

The table includes

TABLE II.A.

Scholarships in the Central Provinces and Berar for 1923-24.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	No. of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
212	186	44				1,012	885	375	4
...	...	...	...	...	...	1	145	...	...
...	...	...	...	...	...	106	10	84	...
...	...	...	...	...	...	72	70	75	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
212	186	44				1,350	1,215	534	4
940	790	215	15	13	9	3,861	3,298	804	7
4,688	3,938	633	251	275	79	7,704	14,978	1,502	20
1,473	1,160	...	01	445	14	5,350	37,431	9,141	983
13,077	9,954	425	4,400	3,111	55	24,188	106,608	460	12,310
23,743	15,842	1,273	5,077	3,644	137	313,009	222,239	3,670	13,320
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	182	113	87	...
...	...	...	...	...	...	1,403	1,301	1,222	...
...	...	...	...	...	...	111	98	44	...
163	146	48	...	...	...	197	170	48	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
17	14	...	...	...	...	17	14	...	...
240	164	...	86	44	...	1,404	274	...	...
74	64	...	45	29	...	119	93	...	...
499	388	48	131	73	...	2,433	2,086	1,399	...
21,439	16,419	1,365	5,208	3,717	137	3,08,808	225,630	5,603	13,324
...	...	...	6,548	4,628	...	17,119	5,049	...	259
21,459	16,416	1,365	11,756	8,415	137	3,27,927	2,30,679	5,603	13,583

n Night Schools.

n Night Schools.

n Night Schools.

Subjects should be entered under only one head, no reading law.

a Oriental Colleges.

b European scholars.



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
<b>READING—</b>									
<b>IN RECOGNIZED INSTITUTIONS.</b>									
<i>University and Intermediate Education. (a)</i>									
Arts and Science (b) ...	...	...	...	...	...	...	...	...	...
Medicine ..	...	...	...	...	...	...	...	...	...
Education ..	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ..	26	25	21	...	...	...	...	...	...
" Middle & English	84	80	40	...	...	...	...	...	...
" Schools. Vernacular	2,181	1,433	14	...	...	...	...	...	...
" Primary Schools ...	14,302	9,494	...	132	70	...	71	41	...
Totals ...	16,593	11,033	75	132	70	...	71	41	...
In Medical Schools	...	...	...	...	...	...	...	...	...
" Normal and Training Schools.	128	123	80	...	...	...	...	...	...
" Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
" Commercial Schools.	...	...	...	...	...	...	...	...	...
" Agricultural Schools	...	...	...	...	...	...	...	...	...
" Schools for Adults ...	...	...	...	...	...	...	...	...	...
" Other Schools ..	...	...	...	...	...	...	...	...	...
Totals ...	128	123	80	...	...	...	...	...	...
Totals for recognized institutions.	16,721	11,155	155	132	70	...	71	41	...
In unrecognized institutions.	...	...	...	...	...	...	...	...	...
GRAND TOTAL ALL INSTITUTION.	16,721	11,155	155	132	70	...	71	41	...

\* Includes 30 scholars in  
 (a) Scholars reading more  
 (b) Includes 14 scholars  
 The table includes

TABLE II-B.

females in the Central Provinces and Berar for the year 1923-24.

Aided.			Unaided.			Grand total of scholars on rolls,	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
126	119	47	...	...	...	152	144	68	...
499	468	269	64	55	25	647	603	334	6
1,306	1,177	63	98	79	98	2,645	2,489	175	15
4,471	3,463	504	659	421	45	* 19,635	13,489	550	299
6,462	5,227	833	821	555	169	24,079	16,925	1,127	320
...	...	...	...	...	...	...	...	...	...
83	82	82	...	...	...	211	205	162	...
114	94	79	...	...	...	114	94	79	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
235	144	...	...	...	...	235	144	...	...
...	...	...	...	...	...	...	...	...	...
432	320	161	...	...	...	560	443	241	...
6,894	5,547	1,044	821	555	169	24,639	17,368	1,368	220
68	63	...	506	356	...	574	419	...	...
6,962	5,610	1,044	1,327	911	169	25,213	17,787	1,368	320

Night Schools.

than one of the following subjects should be entered under only one head.

in Oriental Colleges.

European scholars.

GENERAL

Expenditure on education for males in the

Expenditure on buildings includes Rs. 1,74,875 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...

Total ..

	Government institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
<b>UNIVERSITY AND INTERMEDIATE EDUCATION.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ..	..	..	..	..	..	..
Arts Colleges ..	2,93,022	..	..	5 <sup>8</sup> ,952	..	3,51,974
Professional Colleges —						
Law ..	..	..	..	14,745	..	14,745
Medicine ..	..	..	..	..	..	..
Education ..	1,15,005	..	..	..	..	1,15,005
Engineering ..	..	..	..	..	..	..
Agriculture ..	53,862	..	..	..	..	53,862
Commerce ..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..
Intermediate Colleges ..	..	..	..	..	..	..
<b>Totals ..</b>	<b>4,61,889</b>	<b>..</b>	<b>..</b>	<b>73,697</b>	<b>..</b>	<b>5,35,586</b>
<b>SCHOOL EDUCATION.</b>						
<i>General.</i>						
High Schools ..	2,11,732	..	..	1,10,865	607	3,23,204
Middle Schools... { English ..	2,87,147	..	..	1,14,193	1,466	4,02,806
{ Vernacular ..	53,071	..	..	615	..	53,686
Primary Schools ..	16,828	..	..	364	550	17,742
<b>Totals ..</b>	<b>5,68,738</b>	<b>..</b>	<b>..</b>	<b>2,26,937</b>	<b>2,623</b>	<b>7,97,298</b>
<i>Special.</i>						
Art Schools ..	..	..	..	..	..	..
Law Schools ..	..	..	..	..	..	..
Medical Schools ..	67,255	..	..	5,600	488	73,343
Normal and Training Schools ..	3,17,464	..	..	..	32	3,17,496
Engineering and Surveying Schools ..	84,712	..	..	..	..	84,712
Technical and Industrial School ..	..	..	..	957	..	957
Commercial Schools ..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..
Reformatory Schools ..	..	..	..	..	..	..
Schools for Defectives ..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..
Other Schools ..	..	..	..	..	..	..
<b>Totals ..</b>	<b>4,69,431</b>	<b>..</b>	<b>..</b>	<b>6,557</b>	<b>520</b>	<b>4,76,508</b>
<b>GRAND TOTALS ..</b>	<b>15,00,058</b>	<b>..</b>	<b>..</b>	<b>3,06,291</b>	<b>3,143</b>	<b>18,09,492</b>

(1) Other sources include income from:

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

(3) Includes expenditure:

TABLE III-A.

Central Provinces and Berar for the year 1923-24.

Department on Educational buildings.

Rs.  
2,20,560  
1,51,854  
20,558  
26,645  
4,71,602  
8,97,420

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.
...	...	...	...	...	...	28,446	...	...
...	...	...	...	...	...	21,509	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	49,955	...	...
10,843	..	14,272	3,259	...	28,374	68,492	...	...
64,331	..	1,05,935	41,471	1,523	2,13,260	1,05,930	...	2,640
3,67,046	2,66,611	36,298	5,406	13,957	6,89,318	8,109	...	...
3,86,942	6,09,184	3,35,936	28,952	29,551	23,00,565	59,152	8,709	14,016
8,29,162	8,75,795	4,92,441	79,088	45,031	33,21,517	2,32,683	8,709	16,656
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	7,280	...	1,000
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	284	...	...
...	...	...	...	...	...	...	476	...
...	...	...	...	...	...	150	...	150
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	7,714	476	1,150
8,29,162	8,75,795	4,92,441	79,088	45,031	33,21,517	2,90,352	9,185	17,806

downments, subscriptions, contributions, etc.

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

European Schools.

GENERAL

Expenditure on education for males

		Aided institutions—(Contd.)			Recognized unaided institutions.		
		Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
		16	17	18	19	20	21
Totals							
UNIVERSITY AND INTERMEDIATE EDUCATION.							
Universities	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges	14,200	...	42,646	...	...	...	
Professional Colleges	16,797	33,711	74,017	...	...	...	
Law	...	...	...	...	...	...	
Medicine	...	...	...	...	...	...	
Education	...	...	...	...	...	...	
Engineering	...	...	...	...	...	...	
Agriculture	...	...	...	...	...	...	
Commerce	...	...	...	...	...	...	
Forestry	...	...	...	...	...	...	
Veterinary Science	...	...	...	...	...	...	
Intermediate Colleges	...	...	...	...	...	...	
Totals	34,997	33,711	1,16,663	...	...	...	
SCHOOL EDUCATION.							
<i>General.</i>							
High Schools	58,514	58,474	1,85,480	1,620	3,653	5,270	
Middle Schools	1,10,627	59,815	2,79,012	3,912	17,626	21,538	
{ English	353	15,852	24,314	59	4,979	4,138	
{ Vernacular	22,049	83,310	1,78,436	894	30,750	31,644	
Primary Schools	...	...	...	...	...	...	
Totals	1,91,543	2,17,651	6,67,242	6,485	56,105	62,590	
<i>Special.</i>							
Art Schools	...	...	...	...	...	...	
Law Schools	...	...	...	...	...	...	
Medical Schools	...	...	...	...	...	...	
Normal and Training Schools	...	...	...	...	...	...	
Engineering Schools	...	...	...	...	...	...	
Technical and Industrial Schools	1,354	6,814	16,448	...	...	...	
Commercial Schools	...	...	...	...	...	...	
Agricultural Schools	...	...	...	...	...	...	
Reformatory Schools	...	...	...	...	...	...	
Schools for Defectives	465	319	1,068	...	...	...	
Schools for Adults	...	19	495	...	30	30	
Other Schools	1,285	2,825	4,410	...	552	552	
Totals	3,104	9,977	22,421	...	582	582	
GRAND TOTALS	2,27,644	2,61,339	8,06,325	6,485	56,687	63,172	

(1) Other sources include income from

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

(3) Includes expenditure

TABLE III-A.

in the Central Provinces and Berar for the year 1923-24.—(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.
80,679	...	...	...	...	80,679
3,37,473	6,088	2,467	...	...	3,46,028
2,12,422	2,18,266	95,170	15,505	53,472	5,94,835
4,71,513	1,49,042	75,523	1,28,072	73,270	8,97,420
11,62,087	2,73,396	1,73,160	1,43,577	1,26,742	19,18,062
28,416	..	...	14,200	...	42,616
3,14,531	...	...	77,749	33,711	4,25,991
...	...	...	...	...	...
...	...	...	14,745	...	14,745
1,15,005	...	...	...	...	1,15,005
...	...	...	...	...	...
53,862	...	...	...	...	53,862
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
5,11,844	...	...	1,06,694	33,711	6,52,249
2,91,067	...	14,272	1,74,253	62,731	5,42,323
4,57,408	...	1,08,575	2,70,203	80,430	9,16,616
4,28,186	2,65,611	36,268	6,433	33,828	7,71,310
1,153,922	6,17,893	3,47,952	52,259	1,44,361	26,18,387
26,30,583	8,84,504	5,09,097	5,03,153	3,21,410	48,48,747
...	...	...	...	...	...
...	...	...	...	...	...
67,255	...	...	5,600	488	73,343
3,17,464	...	...	...	32	3,17,496
84,712	...	...	...	...	84,712
7,280	...	1,000	2,311	6,814	17,405
...	...	...	...	...	...
...	...	...	...	...	...
284	...	...	465	319	1,068
...	476	...	...	49	525
150	...	150	1,285	3,377	4,662
4,77,145	476	1,150	9,661	11,079	4,99,511
47,21,659	12,58,376	6,83,407	7,63,085	4,22,942	79,19,469

endowments, subscriptions, contributions, etc.

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

in European Schools.

GENERAL

*Expenditure on education for females*

"Expenditure on buildings includes Rs. 64,580 spent by 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... ..

Total ...

	Government institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
<b>UNIVERSITY AND INTERMEDIATE EDUCATION.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ... ..	...	...	...	...	...	...
Professional Colleges ..	...	...	...	...	...	...
Medicine ... ..	...	...	...	...	...	...
Education ... ..	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ... ..	...	...	...	...	...	...
<b>SCHOOL EDUCATION.</b>						
<i>General.</i>						
High Schools .. ..	12,333	...	...	255	...	13,588
Middle Schools—						
English ... ..	3,017	...	...	442	...	3,459
Vernacular ... ..	39,131	...	...	...	...	39,131
Primary Schools ... ..	1,98,248	...	...	...	...	1,98,248
Totals ... ..	2,53,729	...	...	697	...	2,54,426
<i>Special.</i>						
Medical Schools ... ..	...	...	...	...	0	...
Normal and Training Schools	44,673	...	...	...	...	44,673
Technical and Industrial Schools	...	...	...	...	...	...
Commercial Schools ..	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Schools for Adults .. ..	...	...	...	...	...	...
Other Schools ... ..	...	...	...	...	...	...
Totals ... ..	44,673	...	...	...	...	44,673
<b>GRAND TOTALS FOR FEMALES</b> ... ..	<b>2,98,402</b>	...	...	<b>697</b>	...	<b>2,99,099</b>
<b>GRAND TOTALS FOR MALES</b> ... ..	<b>15,00,058</b>	...	...	<b>3,06,291</b>	<b>3,143</b>	<b>18,09,492</b>
<b>GRAND TOTALS FOR ALL</b> .. ..	<b>17,98,460</b>	...	...	<b>3,06,988</b>	<b>3,143</b>	<b>21,08,591</b>

(1) Other sources include income from

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

(3) Includes expenditure





GENERAL  
Expenditure on education for females

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

Totals ...

	Aided institutions.—(Concl'd.)			Recognized unaided institutions.		
	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	16	17	18	19	20	21
<b>UNIVERSITY AND INTERMEDIATE EDUCATION.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ... ..	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...
Medicine ... ..	...	...	...	...	...	...
Education ... ..	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ... ..	...	...	...	...	...	...
<b>SCHOOL EDUCATION.</b>						
<i>General.</i>						
High Schools ... ..	5,578	18,502	37,491	...	..	...
Middle Schools—						
English ... ..	13,065	30,827	66,253	360	4,860	5,220
Vernacular ... ..	827	17,586	24,208	...	830	830
Primary Schools ... ..	20,654	47,746	1,10,119	...	5,959	5,959
Totals ... ..	40,125	1,14,661	2,38,071	360	11,649	12,009
<i>Special.</i>						
Medical Schools ... ..	...	...	...	...	...	...
Normal and Training Schools	949	10,584	15,173	...	...	...
Technical and Industrial Schools	...	14,525	16,134	...	...	...
Commercial Schools ... ..	...	...	...	...	...	...
Agricultural Schools ... ..	...	...	...	...	...	...
Schools for Adults ... ..	25	3,862	4,865	...	...	...
Other Schools ... ..	...	...	...	...	...	...
Totals ... ..	974	28,971	36,172	...	...	...
<b>GRAND TOTALS FOR FEMALES</b>	41,099	1,43,632	2,74,243	360	11,649	12,009
<b>GRAND TOTALS FOR MALES</b>	2,27,644	2,61,339	8,06,326	6,485	56,687	63,172
<b>GRAND TOTALS FOR ALL</b>	2,68,743	4,04,971	10,80,569	6,845	68,336	75,181

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

TABLE III-B.

in the Central Provinces and Berar for the year 1923-24.—(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.
48,236	...	...	...	...	48,236
79,704	12	295	...	17,039	97,050
73,954	...	35	55,526	54,481	1,83,996
2,01,894	12	330	55,526	71,520	3,29,282
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
26,744	...	...	5,833	18,502	51,079
25,377	...	...	13,868	35,687	74,932
44,926	...	...	827	18,416	64,169
2,30,955	1,261	9,422	20,654	53,705	3,15,997
3,28,002	1,261	9,422	41,182	1,26,310	5,06,177
...	...	...	...	...	...
48,313	...	...	...	...	...
1,609	...	...	949	10,584	59,846
...	...	...	...	14,525	16,134
...	...	...	...	...	...
978	...	...	25	3,862	4,865
...	...	...	...	...	...
50,900	...	...	974	28,971	80,845
5,69,796	1,273	9,752	97,682	2,26,801	9,16,304
47,21,659	12,58,376	6,83,407	7,63,085	4,92,948	79,19,469
51,02,455	12,59,649	6,93,159	8,60,767	7,19,743	89,35,773

endowments, subscriptions, contributions, etc.

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

non European Schools.

GENERAL

Race or creed of scholars in institutions for the general education of

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
				Higher castes.	*Depressed classes.
		1	2	3	4
TOTAL POPULATION.		6,214	16,303	4,574,371	1,270,511
<i>School Education.</i>					
Primary	Classes.		871	79,638	12,602
	I	290	514	41,444	5,274
	II	97	516	35,569	3,531
	III	83	432	31,901	2,734
	IV	78	421	18,954	1,580
Middle	VI	1	258	8,773	315
	VII	71	170	5,901	233
	VIII	77	103	2,031	130
	IX	61	87	2,613	42
High	X		29	1,402	20
	XI	45	21	1,016	9
	XII	43	29	822	6
Totals		851	3,451	2,30,964	26,456
<i>University and Intermediate Education.</i>					
Intermediate classes	{ 1st year	2	5	338	2
	{ 2nd "	2	7	279	6
Degree classes	{ 3rd "	1	2	122	...
	{ 4th "	...	...	131	2
Post graduate classes	{ 5th "	...	...	24	...
	{ 6th "	...	...	7	...
	{ 7th "	...	...	...	...
Research students	...	...	...	...	...
Totals		5	14	901	10
No. of scholars in recognized institutions		856	3,465	231,865	26,466
No. of scholars in unrecognized institutions		...	82	3,085	1,240
GRAND TOTALS		856	3,547	2,34,951	27,706

\* N. B.—The following are included under the heading "Depressed classes": Ghasia, Mehra Pardhan, Ozi, Hola, Holi, Dehar, Nagarchi, Gandikhasi, Khatik, Gauda, Madgi, Manowar Dhoi, Dhimari, Patharia, Dhillia, Ladia, Kir, Gunsai Bahena, Mirzha, Bhoi, Gopal, Kaikari, Kaiyar, European scholars are

TABLE IV-A.

males in the Central Provinces and Berar for the year 1923-24.

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
2,94,928	17	985	1,050	787,020	6,951,399
10,818	1	...	20	12,509	116,519
4,883	...	12	11	5,070	57,458
3,890	...	16	14	3,751	47,384
3,493	...	15	15	3,165	41,843
1,929	...	16	5	2,067	25,050
1,100	...	5	6	262	10,680
777	...	8	3	137	7,300
410	...	10	8	24	3,723
361	...	9	3	15	3,191
172	...	3	2	12	1,640
110	...	13	1	6	1,221
83	...	11	2	4	1,000
28,056	1	118	90	27,022	317,009
44	...	10	2	...	403
19	...	1	1	...	315
10	...	...	...	...	135
4	...	...	...	...	137
1	...	...	...	...	25
...	...	...	...	...	7
...	...	...	...	...	...
...	...	...	...	...	...
78	...	11	3	...	1,022
28,134	1	129	93	27,022	318,031
1,206	...	...	...	1,505	7,119
29,340	1	129	93	28,527	325,150

or Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi, Madhi, Mala, Pasi, Khargar, Chadar, Chipa, Beldar, Mochi, Gadaria, Kushta, Bedar, Koshti, Hasia, Bhangi, Dharegar, Dhanak, Chauhan, Garwadi.  
included in the above figures.

GENERAL

*Race or creed of scholars in institutions for the general education*

Race or creed.		Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
				Higher castes.	*Depressed classes.
		1	2	3	4
TOTAL POPULATION.		3,025	15,903	4,547,169	1,298,279
<i>School Education.</i>					
Primary	Classes.				
	I	...	758	7,581	310
	II	372	540	3,290	89
	III	110	426	2,358	79
	IV	101	383	1,539	65
	V	89	292	945	39
Middle	VI	...	228	158	...
	VII	59	152	83	2
	VIII	41	68	25	...
	IX	40	49	28	1
High	X	1	34	11	...
	XI	18	30	16	...
	XII	9	21	8	...
Totals		840	2,981	16,042	585
<i>University and Intermediate Education.</i>					
Intermediate classes	{ 1st year	...	...	...	...
	{ 2nd "	...	...	...	...
Degree classes	{ 3rd "	...	...	...	...
	{ 4th "	...	...	...	...
Post-graduate classes	{ 5th "	...	...	...	...
	{ 6th "	...	...	...	...
	{ 7th "	...	...	...	...
Research students	...	...	...	...	...
Totals		...	...	...	...
No. of scholars in recognized institutions		840	2,981	16,042	585
No. of scholars in unrecognized institutions		...	40	179	56
GRAND TOTALS		840	3,021	16,221	641

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

TABLE IV-B.

of females in Central Provinces and Berar for 1933-24.

Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
268,646	11	768	479	827,051	6,961,361
1,806	...	...	1	256	10,719
589	...	28	1	113	5,022
418	...	6	...	75	3,472
143	...	13	...	44	2,088
58	...	11	...	47	1,481
1	...	1	...	3	391
3	...	3	1	1	304
...	...	2	...	...	136
...	...	2	...	1	121
...	...	...	...	...	46
...	...	1	...	...	65
...	...	3	...	...	41
3,018	...	70	3	540	24,079
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
3,018	...	70	3	540	24,079
287	...	...	...	12	574
3,305	...	70	3	552	24,653

the heading "Depressed classes":—

Maqhi, Malar, Pardhan, Ozi, Hala, Holi, Dohar, Nagarchi, Gadikhasi, Khatik, Gada, Madgi, Bedar, Koshi, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai, Bahena,

Dhangar, Dhanak, Chauhan, Garwadi.

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.	*Depressed classes.
		1	2	3	4
<i>Schools.</i>					
Art Schools	...	...	...	...	...
Law Schools	...	...	...	...	...
Medical Schools	...	...	9	163	...
Normal and Training Schools	...	...	19	1,165	45
Engineering and Surveying Schools	...	3	1	94	...
Technical and Industrial Schools	...	5	19	101	41
Commercial Schools	...	...	...	...	...
Agricultural Schools	...	...	...	...	...
Reformatory Schools	...	...	...	...	...
Schools for Defectives	...	...	...	15	...
Schools for Adults	...	...	...	217	113
Other Schools	...	...	1	176	...
	Totals	8	49	1,870	199
<i>Colleges.</i>					
Law	...	...	4	154	...
Medicine	...	...	...	...	...
Education	...	...	3	90	...
Engineering	...	...	...	...	...
Agriculture	...	...	2	42	1
Commerce	...	...	...	...	...
Forestry	...	...	...	...	...
Veterinary Science	...	...	...	...	...
	Totals	...	9	286	1
	GRAND TOTALS	8	58	2,156	200

\* *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, Beldar, Mochi, Gadaria, Mircha, Bhoi, Gopal, Kaikari, Kaiyar, Bhangi, (1) European scholars are

**TABLE V-A.**

*education of males in Central Provinces and Berar for 1923-24.*

Muhammādan-	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...	...	...	...	...	...
...	...	...	...	...	...
11	...	...	...	...	182
158	...	2	...	14	1,403
8	...	1	3	1	111
2	...	...	...	1	197
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
2	...	...	...	...	17
15	...	...	...	59	404
2	...	...	...	...	119
224	...	3	3	77	2,433
5	...	...	...	...	163
...	...	...	...	...	...
12	1	...	...	...	106
...	...	...	...	...	...
7	...	...	...	23	75
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
24	1	...	...	23	344
228	1	3	3	103	2,777

the heading "Depressed classes" :—  
 Madhi, Mala, Pardhan Ozi, Hala, Holi Dohar, Nagarchi, Gdivhasi, Khatik, Ganda, Madgi,  
 Kushta, Bedar, Kosti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai, Bahena,  
 Dhangar, 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 ...	...	101	103	6
Technical and Industrial Schools ...	...	94	20	...
Commercial Schools ...	...	...	...	...
Agricultural Schools ...	...	..	...	...
Schools for Adults ...	..	...	208	...
Other Schools ...	...	...	...	...
Totals ...	...	195	331	6
<i>Colleges.</i>				
Medicine ...	...	...	...	...
Education ...	...	...	...	...
Totals ...	...	...	...	...
GRAND TOTALS ...	...	195	331	6

\* N. B.—The following are included  
 Ghasia, Mehra or Mahar, Chamar, Panka, Mong, Basor, Kori, Dom, Katia, Mehtar, Balahi, Mudhi,  
 Dhobi, Pasi, Knangar, Chidar, Ch pa, Be dar, Mochi, Galaria, Kushta, Be tar,  
 Bhoi, Gopal, Kaikar, Kaiyar, Phanzi,  
 (1) European scholars are

TABLE V.B.

Education for females in the Central Provinces and Berar for the year 1923-24.

Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...	...	...	...	...	...
1	...	...	...	...	211
...	...	...	...	...	114
...	...	...	...	...	...
...	...	...	...	...	...
27	...	...	...	...	235
...	...	...	...	...	...
28	...	...	...	...	560
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
28	...	...	...	...	560

under the heading "Depressed classes":—

Mala, Pardhan, Ozi, Hoia, Holi, Dohar, Nazarchi, Gadikhasi, Khatik, Ganda, Madgi, Manepwar, Koshti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai, Bahena, Mirdha, Dhangar, Dhansk, Chauhan, Garwadi.

included in the above figures.

GENERAL

Teachers (men and women) in Centra

	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
<b>CLASS OF INSTITUTIONS.</b>					
<i>Primary Schools.</i>					
Government	...	...	176	112	3
Local Board and Municipal	...	...	2,727	911	15
Aided	...	20	133	50	1
Unaided	...	...	7	10	...
Totals	...	20	3,043	1,083	19
<i>Middle Schools.</i>					
Government	9	233	92	36	16
Local Board and Municipal	9	55	1,362	254	3
Aided	6	47	64	12	...
Unaided	...	4	5	3	...
Totals	24	339	1,523	305	19
<i>High Schools.</i>					
Government	156	...	4	...	...
Local Board and Municipal	9	...	1	...	...
Aided	47	9	1	...	...
Unaided	3	...	...	...	...
Totals	215	9	6	...	...
GRAND TOTALS	239	368	4,572	1,388	38

Teachers in European Schools are

TABLE VI.

*Provinces and Berar for 1923-24.*

Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand Totals of teachers.	Remarks.
Possessing a degree.		Possessing no degree.					
Certificated.	Uncertificated.	Certificated.	Uncertificated.				
7	8	9	10	11	12	13	14
...	...	23	307	291	330	621	
...	...	759	3,933	3,653	4,692	8,345	
..	...	67	524	204	651	855	
...	...	10	367	17	377	294	
...	...	859	5,191	4,165	6,050	10,215	
1	3	17	142	386	163	549	
...	6	103	611	1,633	720	2,403	
5	20	51	267	129	343	472	
3	5	7	27	12	42	54	
9	34	178	1,047	2,210	1,268	3,478	
7	21	...	4	160	32	192	
3	4	...	1	10	8	18	
10	26	15	14	57	65	122	
...	1	..	...	3	1	4	
20	52	15	19	230	106	336	
29	86	1,052	6,257	6,605	7,424	14,029	

included in the above figures.

GENERAL

European education in Central Provinces

Total European population		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	102	83	7
Middle Schools	4	246	223	15
Primary Schools	8	645	517	143
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
<b>Totals</b>	<b>16</b>	<b>993</b>	<b>823</b>	<b>165</b>
<i>Institutions for females.</i>				
Arts Colleges	...	...	...	...
Training Colleges	...	...	...	...
High Schools	3	32	29	...
Middle Schools	5	153	141	6
Primary Schools	7	799	681	211
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
<b>Totals</b>	<b>15</b>	<b>984</b>	<b>851</b>	<b>217</b>
<b>GRAND TOTALS FOR ALL INSTITUTIONS</b>	<b>31</b>	<b>1,977</b>	<b>1,674</b>	<b>382</b>

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

	Rs.
Orphan grants (Boarding charges)	1,91,094
Scholarships	7,513
Miscellaneous	4,124
	11,635

TABLE VII.

and Berar for 1923-24.

Percentage to European population of those at school.						
		Males 15'98	Females 32'52	Total 21'39.		
Teachers.		Expenditure from—				Total expenditure.
Trained.	Untrained.	Government funds.	Board funds.	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
4	6	16,535	...	8,347	6,735	31,617
5	11	20,044	950	15,967	6,760	43,719
18	14	20,304	3,367	16,293	9,589	49,553
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
27	31	56,881	4,317	40,607	23,084	1,24,889
...	...	...	...	...	...	...
...	...	...	...	...	...	...
4	1	6,786	...	2,832	6,327	15,945
11	3	14,890	...	10,290	9,442	34,622
13	23	20,390	2,950	18,773	12,873	54,986
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
28	27	42,066	2,950	31,895	28,642	1,05,553
55	58	98,947	7,267	72,502	51,726	2,30,442
Inspection	...	...	...	...	...	...
Buildings, etc.	...	5,634	...	...	9,982	15,616
Miscellaneous	...	39,363	...	1,11,555	52,611	2,03,529
Totals	...	44,997	...	1,11,555	62,593	2,19,145
GRAND TOTALS	...	1,43,944	7,267	1,84,057	1,14,319	4,49,587

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	
<b>DEGREE EXAMINATIONS.</b>							
<i>Arts and Science.</i>							
D. Litt.	...	...	...	...	...	...	
Ph. D.	...	...	...	...	...	...	
D. Sc.	...	...	...	...	...	...	
M. A.	{ Final	5	3	8	3	2	5
	{ Previous	22	6	28	12	1	13
M. Sc.	{ Final	4	1	5	4	1	5
	{ Previous	3	...	3	2	...	2
B. A. (Honours)	...	...	...	...	...	...	
B. Sc. (Honours)	...	...	...	...	...	...	
B. A. (Pass)	...	124	30	154	60	4	64
B. Sc. (Pass)	...	33	1	34	26	...	26
<i>Law.</i>							
Master of Law	...	...	...	...	...	...	
Bachelor of Law	{ Final	74	...	74	52	...	52
	{ Previous	174	...	174	54	...	54
<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.	...	12	1	13	12	...	12
<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
<b>INTERMEDIATE EXAMINATIONS.</b>						
Intermediate in Arts	137	35	172	76	8	84
Intermediate in Science	127	9	136	72	3	75
Licentiate of Civil Engineering	...	...	...	...	...	...
Licence, Diploma or certificate in teaching	54	...	54	52	...	52
Intermediate or Diploma in Commerce	...	...	...	...	...	...
Licentiate of Agriculture	...	...	...	...	...	...
Veterinary Examinations	...	...	...	...	...	...
<b>SCHOOL EXAMINATIONS.</b>						
<i>(a) On completion of High School course.</i>						
Matriculation	978	95	1,073	559	20	589
School Final, etc.	...	...	...	...	...	...
European High School	30	...	30	15	...	15
Cambridge, Senior	25	4	29	15	...	15
<i>(b) On completion of Middle School course.</i>						
Cambridge, Junior	13	3	16	8	1	9
European Middle	30	...	30	15	...	15
Anglo-Vernacular Middle	6,359	1	6,360	3,951	...	3,951
Vernacular Middle	...	...	...	...	...	...
<i>(c) On completion of Primary course.</i>						
Upper Primary	40,681	202	40,883	20,793	118	20,911
Lower Primary	...	...	...	...	...	...
<i>(d) On completion of Vocational course.</i>						
For teacher's certificates :—						
Vernacular, Higher	127	11	138	107	7	114
Vernacular, Lower	616	140	756	446	44	490
At Art Schools	994	54	1,048	488	23	517
At Law Schools	...	...	...	...	...	...
At Medical Schools	52	...	52	35	...	35
At Engineering and Surveying Schools	43	9	52	36	3	39
At Technical and Industrial Schools	35	...	35	33	...	33
At Agricultural Schools	30	...	30	24	...	24
At Other Schools	49	...	49	13	...	13

\* Appearing from

(1) Intermediate Examinations.—The Intermediate examination mean  
(2) European scholars are included

TABLE VIII.

and Berar for 1923-24.—(Concl.)

Females.						Remarks.
Number of examinees.			Number passed.			
Public.*	Private.	Total.	Public.*	Private.	Total.	
8	9	10	11	12	13	
						14
2	3	5	1	...	1	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
24	3	27	9	1	10	
...	...	...	...	...	...	
15	...	15	10	...	10	
10	...	10	2	...	2	
...	...	...	...	...	...	
13	...	13	2	...	2	
34	...	34	22	...	22	
80	6	86	36	2	38	
...	...	...	...	...	...	
1,529	25	1,554	869	12	881	
...	...	...	...	...	...	
...	...	...	...	...	...	
43	3	46	33	1	34	
68	4	72	60	1	61	
54	2	56	24	2	26	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	

recognized institution.  
 an examination qualifying for admission to a course of studies for a degree,  
 in the above figures.

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
<b>INTERMEDIATE EXAMINATIONS.</b>						
Intermediate in Arts	137	35	172	76	8	84
Intermediate in Science	127	9	136	72	3	75
Licentiate of Civil Engineering	...	...	...	...	...	...
Licence, Diploma or certificate in teaching	54	...	54	52	...	52
Intermediate or Diploma in Commerce	...	...	...	...	...	...
Licentiate of Agriculture	...	...	...	...	...	...
Veterinary Examinations	...	...	...	...	...	...
<b>SCHOOL EXAMINATIONS.</b>						
<i>(a) On completion of High School course.</i>						
Matriculation	978	95	1,073	559	20	589
School Final, etc.	...	...	...	...	...	...
European High School	30	...	30	15	...	15
Cambridge, Senior	25	4	29	15	...	15
<i>(b) On completion of Middle School course.</i>						
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European Middle	30	...	30	15	...	15
Anglo-Vernacular Middle	6,359	1	6,360	3,951	...	3,951
Vernacular Middle	...	...	...	...	...	...
<i>(c) On completion of Primary course.</i>						
Upper Primary	40,681	202	40,883	20,793	118	20,911
Lower Primary	...	...	...	...	...	...
<i>(d) On completion of Vocational course.</i>						
For teacher's certificates :—						
Vernacular, Higher	127	11	138	107	7	114
Vernacular, Lower	616	140	756	446	44	490
At Art Schools	994	54	1,048	488	23	517
At Law Schools	...	...	...	...	...	...
At Medical Schools	52	...	52	35	...	35
At Engineering and Surveying Schools	43	9	52	36	3	39
At Technical and Industrial Schools	35	...	35	33	...	33
At Agricultural Schools	30	...	30	24	...	24
At Other Schools	49	...	49	13	...	13

\* Appearing from

(1) Intermediate Examinations.—The Intermediate examination mean  
(2) European scholars are include

TABLE VIII.

and Berar for 1923-24.—(Concl'd.)

Females.						Remarks.
Number of examinees.			Number passed.			
Public.*	Private.	Total.	Public.*	Private.	Total.	
8	9	10	11	12	13	
2	3	5	1	..	1	
..	..	..	..	..	..	
..	..	..	..	..	..	
..	..	..	..	..	..	
..	..	..	..	..	..	
..	..	..	..	..	..	
24	3	27	9	1	10	
..	..	..	..	..	..	
15	..	15	10	..	10	
10	..	10	2	..	2	
..	..	..	..	..	..	
13	..	13	2	..	2	
34	..	34	22	..	22	
80	6	86	36	2	38	
..	..	..	..	..	..	
1,529	25	1,554	869	12	881	
..	..	..	..	..	..	
..	..	..	..	..	..	
43	3	46	33	1	34	
68	4	72	60	1	61	
54	2	56	24	2	26	
..	..	..	..	..	..	
..	..	..	..	..	..	
..	..	..	..	..	..	
..	..	..	..	..	..	
..	..	..	..	..	..	

recognized institution.  
 an examination qualifying for admission to a course of studies for a degree.  
 in the above figures.