



Report on the State and  
Progress of Education  
in the Central Provinces  
and Berar for the year  
1925-1926

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No. 1036.

GOVERNMENT OF THE CENTRAL PROVINCES  
EDUCATION DEPARTMENT.

*Nagpur, the 22nd December 1926.*

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 1925-26.

RESOLUTION.

**Numerical and financial returns.**—The total number of pupils under instruction increased by 15,830 from 362,153 to 377,983. It is a noticeable feature that there was a decrease of 2,146 in the number of pupils attending unrecognized schools, while the increase in recognized institutions was 17,976, which was shared by all classes of institutions except the professional colleges and high and special schools for girls where numbers fell by 2, 8 and 30, respectively. Expenditure increased by Rs. 12,32,020 from Rs. 90,40,444 to Rs. 1,02,72,464, towards which provincial funds contributed 56·83 per cent. Out of the above increase Rs. 10·5 lakhs was spent on buildings. The average cost per pupil fell from Rs. 19-4-10 to Rs. 18-7-3.

**University and collegiate education.**—Government notes with pleasure that Sir B. K. Bose, K.C.I.E., was elected Vice-Chancellor for a further period of two years. Under his fostering care the University maintained the steady progress which has characterized it from its inception. A Faculty of Agriculture was created and the Agricultural College admitted to the privileges of the University; the Morris College Law Classes were transferred to the University and now constitute a University College of Law; a University Information Bureau for students has taken the place of the Central Provinces and Berar Students' Advisory Committee; and more extended recognition has been given to the University degrees. Other

activities which deserve special mention are the provision of an interesting series of extension lectures and the establishment of a University athletic tournament which acts as an incentive to the cultivation of athletics by the affiliated colleges. Government records its appreciation of the handsome benefactions of Rs. 75,000 bequeathed by Pandit Devkinandan of Bilaspur for the promotion of post-graduate and research work, of Rs. 17,200 from Rao Bahadur Kinkhede in memory of his father, the late Rao Bahadur Bapurao Dada, and of the library of law books presented by Sir Maneckji Dadabhoy—benefactions which indicate that the establishment of the University is stimulating public interest in University affairs. The University will shortly be housed properly in its new building and the library which is being erected at a cost of Rs. 80,000, towards which Government contributed Rs. 65,000, is nearing completion. The establishment of a library of this type, rendering accessible to the student not only the best works of the past but also the journals of the learned societies setting forth the results of research now being undertaken, has long been an outstanding need of higher education in the province.

The number of students in colleges increased from 1,262 to 1,383, the increase being most marked in King Edward College, Amraoti. The limit of accommodation has already been reached in Morris College and the Victoria College of Science. The construction of a new College of Science, however, was begun and the foundation stone was laid by His Excellency the Viceroy. It is confidently hoped that the new College will play an important part in the development of the province. A scheme for the removal of the Hislop College from its location in the city to a site near the University is under consideration. If it materializes, all the colleges in Nagpur will be grouped around the University, so that the establishment of inter-collegiate lectures and a corporate university life will be much facilitated.

**Anglo-vernacular and secondary education.—**  
The High School Education Board has now been in existence for three years. The Board has wide powers which include the recognition of schools, the prescription of courses of studies and of text-books, and the conduct of the High School Leaving Certificate Examination. Government notes with pleasure the way in which these duties have been carried out. The meetings of the Board have been well attended and have been characterized by prompt and efficient conduct of business. From the beginning the Board has set and main-

tained a high standard of education. It is on the work done in schools that university and professional education, to a large extent, depend. The entrance into colleges of ill-prepared and ill-equipped undergraduates must re-act unfavourably on the quality of the instruction, a fact often lost sight of by those who protest against the standard of the Board's examination.

The year under review was one of marked development in secondary education. In High Schools the number of pupils increased from 4,172 to 4,531 and in Anglo-Vernacular Schools, including both High and Middle Schools, from 23,368 to 26,070, the highest number yet recorded. Several new buildings were erected and a number of Government and aided school buildings were extended. In Berar a determined attempt was made by the sanction of special grants on a half grant basis to encourage certain Aided Middle Schools to erect much needed buildings. New Government High Schools were sanctioned for Drug, Morsi, Buldana and Basim. The results of the High School Certificate Examination were again disappointing. The Director's analysis of the causes of this provides interesting reading. Chief amongst these he places the character of the teaching; and the wide difference in the results obtained by different schools, varying from 66·6 per cent in Government High School, Saugor, to zero per cent in Robertson Anjuman High Schools, Jubbulpore, supports this contention. It is clear that in many schools teachers have not taken sufficient interest in their work and that the elements of thoroughness and "drive" are sadly lacking. The attention of all inspectors and head masters is drawn to the necessity for concentrated effort to improve the standards of the instruction in the schools under their charge. Head masters cannot be held free from blame in schools where examination results are invariably poor. The important questions of physical training in, and the medical inspection of, schools have recently been examined by the committee appointed to enquire into physical and military training. The recommendations of this committee are receiving the consideration of Government.

**Vernacular education.**—In Vernacular Middle Schools the number of pupils increased by 2,203 from 52,502 to 54,705, but towards this increase 1,398 was contributed by the Berar Circle where it is due in large measure to the provision of optional English in a large number of schools. The gravity of the situation which has arisen in consequence

of this has been referred to at length in the reports and resolutions of the last two years and the Governor in Council has appointed a committee to enquire into the matter and to make recommendations. Vernacular Middle Schoolmasters as a class, are still underpaid by many local bodies.

In Primary Schools the enrolment increased by 11,591 from 245,597 to 257,188. It is impossible, however, to view the present conditions of primary education with satisfaction. No less than 134,707, or 45 per cent of the total number of pupils, are in Class I. The management of vernacular schools is chiefly in the hands of local bodies, 3,927 out of 4,416 being in their charge. The efficiency with which these schools are administered, as is to be expected, varies greatly in different districts. Whereas in some districts an active interest has been taken, in others the attitude of local bodies is apathetic. In one district the school board called only four meetings, some of which could not be held for want of a quorum. Except in Berar, few local bodies have availed themselves of the power given them under the Local Self-Government Act to increase their resources by taxation. In some districts attendance is poor and schools exist which are so inefficient that they are said to serve no useful purpose. In some, standards have been lowered. Six hundred and nine schools were without buildings of their own and three hundred and sixteen still require extension. The poorness of attendance in many cases is frankly attributed to the withdrawal of the active intervention of Government officials. Out of an expenditure of Rs. 31,60,450 on vernacular education by local bodies, Government contributes no less than Rs. 15,85,040 and, in the interests of the tax-payer, it is necessary that the best possible educational value should be obtained for the money expended. In his suggestive report the director reviews the whole situation, the problems which confront Government and the problems and difficulties which confront local bodies. One of the factors which contribute largely to the disappointing nature of the results, as measured by the number of pupils who actually pass the Primary Certificate Examination so that they may be said to have received the rudiments of education and to be literate, is undoubtedly to be found in the freedom with which some local bodies have confirmed untrained teachers. Another is the poorness of the salaries given, a disproportionate number of posts being placed in the lowest grade, so that the prospects of the teacher are poor and he has no inducement to exert himself.

Government trusts that these matters will receive the early attention of local bodies. In compulsory education progress has been slow and in the year under review was confined to its introduction in the Municipalities of Buldana and Ellichpur and in ten villages in the Akola district. Schemes were also sanctioned for its introduction in two villages of the Raipur district and 42 in the Bhandara district. The great advantage of compulsory education, apart from the increase in numbers which it ensures, is that pupils have to take the complete school course and money is not wasted, as at present, in giving instruction to large numbers of pupils who leave school before they attain literacy. Government trusts, therefore, that local bodies, especially municipalities, will give this important matter their early attention. In some cases, where compulsion has been introduced, local bodies have shown themselves so reluctant to prosecute defaulting parents that the term "compulsion" can scarcely be held to apply. But the clouds are not without their silver lining. On the whole, progress has been made. An increase of 11,591, or 4·7 per cent, in the enrolment is encouraging. There is "a growing improvement in the relations between local bodies and Government inspecting officers and a growing appreciation of the recommendations and suggestions which these officers make". The Government grant of Rs. 9 lakhs for vernacular school buildings in the current year will go far to relieve the unfortunate situation caused by lack of buildings. Government looks to local bodies to supplement its efforts by showing an increased interest and activity in the management of the schools committed to their charge and, above all, by imposing the taxation, necessary for their improvement.

**Education of girls.**—Some improvement has been shown in the year under review, but progress has been slow, more especially in regard to primary education. Thus out of 22,830 girls in primary classes of girls' schools, no less than 14,055 are in Class I. These figures speak for themselves. One of the main difficulties continues to be the lack of trained school mistresses, another, particularly in the case of schools which are remote from the larger towns or educational centres, is the apathy of the parents who, in many cases, merely make use of the schools as crèches. The lack of education amongst the feminine half of the population is bound to have an adverse effect on the advancement of the province and Government views with concern the slowness with which progress in girls' education is being made. The

Governor in Council has, therefore, appointed a committee to enquire into the matter and to make recommendations.

**Other activities.**—The steady progress made in Muhammadan education which has been referred to in the resolutions of the last two years, was maintained. A pleasing feature has been the increase in the number of Muhammadan students attending colleges. This number was 133 in the year under review, or nearly twice as many as were attending three years ago. Of these 116 were studying Arts or Science, 6 Law, 7 Education and 4 Agriculture. The hostel of the Muhammadan High School, Amraoti, is being extended and schemes are under consideration for the provision of hostels at the Government Anglo-Urdu Schools at Balapur, Darwha, Malkapur and Akola and for new school buildings for the Anglo-Urdu Schools at Darwha and Akola. The total number of pupils of the Depressed Classes increased by 4,288. It is distressing, however, to find that such a disproportionately large number is in the lowest classes. Nevertheless, an increase of fifty-seven took place in Classes VII—XI and five students were enrolled in Arts and Science Colleges, two in the Training College, twenty-two in Normal Schools, and one each in the Law College, the Medical School and the Engineering School.

In European schools the number of pupils increased from 2,128 to 2,331. The revised grant-in-aid system which placed European schools on the same basis as Indian schools, and which resulted in a decrease in the maintenance grants of from Rs. 1,00,445 to Rs. 73,442, came into operation during the year. Government notes with pleasure that school managers made such good use of the period of three years allowed before the enforcement of the new system, that there was no loss of efficiency, and, in fact, the total direct expenditure rose from Rs. 2,45,978 to Rs. 2,53,788. After consultation with the European School Board and school managers, it has been decided to abolish the Departmental examinations and to make the Cambridge Local examinations (School Certificate and Junior), the sole examinations for these schools, with effect from January 1928. The report of the Government Engineering School shows that satisfactory progress has been made. Provision was made during the year for the addition of a sub-overseers' class in civil engineering.

The training of teachers has proceeded along normal lines. The number of sections in Normal Schools was reduced



from 64 to 55, chiefly on account of the difficulty which trained teachers experience in obtaining posts, but also partly on account of the difficulty found in some districts of securing qualified candidates for admission to the schools. Reasons for this, *viz.*, the inadequacy of salaries in Vernacular Middle and in Primary Schools and the practice of confirming untrained teachers, have already been referred to. Any decrease in the outturn of trained teachers is bound to react unfavourably on instruction in the future and is the more regrettable in view of the developments which, it is hoped, are about to take place.

The Rajkumar College has again a good year's work to its credit. The remarkable improvement which has taken place in this institution during the last decade, in all spheres of activity, and the high places invariably secured by the Kumars in the Chiefs' College Diploma examination, are a tribute both to the interest and support of the Chiefs, and to the efficiency with which the college has been administered.

Finally reference must be made to the boy scout movement. The number of scouts increased by 1,197 to 5,122. Classes were held at Pachmarhi for training scoutmasters and cubmasters. The history of the movement, since it took definite shape about five years ago, is one of continued progress. It is difficult to overestimate the value of the training given and of the spirit which underlies that training. Reports of public service rendered on both a large and a small scale are common, and two awards of the silver cross for gallantry in the saving of life have been made by His Excellency the Chief Scout for India.

**Acknowledgments.**—Government desires to record its appreciation of the work done by the administrative staffs and the teaching staffs of colleges and schools; by the members of the various University bodies through the Vice-Chancellor Sir B. K. Bose, K.C.I.E.; by the members of the High School Board; by the members of the Standing Committee for Education; and, in particular, by those specially mentioned in the Director's report.

R. H. BECKETT,  
*Secretary to Government,*  
*Central Provinces,*  
*Education Department.*

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