



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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CHAPTER I.

GENERAL.

1. Mr. Beckett, held charge of the office of Director of Public Instruction and Secretary to Government in the Education Department till the return of Mr. C. E. W. Jones from leave on the 16th January 1926.

2. **Administrative arrangements.**—Mr. A. G. Dix continued as Deputy Director of Public Instruction and Secretary of the Central Provinces High School Education Board throughout the year. Miss Thompson, Inspectress of Schools, Nagpur Circle, was on leave from the 24th April 1925 to the 30th January 1926 during which period Miss Murphy officiated. A post of Assistant Inspector of Schools for the Chhattisgarh Circle was created from the 1st May 1925 and Sardar Sahib Ishwar Singh was transferred from the Headmastership of the Hindu High School, Amraoti, to fill the appointment.

3. **The Standing Committee and the Legislative Council.**—The Department remained without a Minister, but the Departmental Standing Committee of the Legislative Council met four times in the year.

4. **Important events.**—(i) **Administration.**—The period of the experimental transfer of Deputy Inspectors and their establishments to the charge of the District Councils of Balaghat, Bhandara, Hoshangabad and Amraoti was extended for another year, *i. e.*, until the 31st March 1927.

Further powers were delegated to Inspectors of Schools.

Triennial assessments of grants to aided schools were substituted for quinquennial assessments, and introduced in the year under report.

(ii) **Secondary Education.**—Provision was made for building grants equal to half the expenditure on behalf of aided Anglo-Vernacular Schools in Berar with a view to placing these schools on a proper footing.

(iii) **Primary Education.**—Compulsory Primary Education was introduced in the Municipal area of Ellichpur City as from the 1st January 1926 and schemes were sanctioned during the year under report for the introduction

of compulsion in 42 villages in the Bhandara district and 2 villages in the Raipur district.

(iv) **Training of teachers.**—A fourth year class was attached to the Marathi Normal School, Amraoti, for the purpose of training selected teachers for the higher classes in Vernacular Schools.

(v) **Technical and Industrial Education.**—Two improverships tenable in Great Britain were created for the purpose of training men for positions as foremen or assistant foremen in engineering works. Sanction was accorded to the establishment of a class in the Government Engineering School, Nagpur, for the training of sub-overseers.

Nagpur was made a centre for the Entrance examination for candidates from this province for admission to the Victoria Jubilee Technical Institute, Bombay.

(vi) **Education of the Depressed Classes.**—Bonuses aggregating Rs. 2,865 were paid to teachers in Primary Schools on account of boys of the depressed classes who passed the Primary Examination from their schools.

5. **Numbers.**—The total number of pupils under instruction increased from 362,153 to 377,983, *i. e.*, by 15,830. The increase in pupils in recognized institutions for males was 16,741. Arts colleges show an increase of 121, High Schools of 377, Middle Schools of 4,543, Primary Schools of 11,648 and special schools of 54; while pupils in professional colleges declined by 2. The enrolment in recognized girls' schools increased by 1,235 to which Middle and Primary Schools contributed 321 and 952 respectively. The numbers in high and special schools for girls fell by 8 and 30 respectively. Pupils in unrecognized schools declined by 2,146. The decline took place mainly in the Nagpur and Berar Circles. Towards the total increase in pupils the Berar Circle contributed 11,588, Nagpur 2,221, Jubbulpore 1,256 and Nerbudda 562.

6. **Expenditure.**—The expenditure increased by Rs. 12,32,020 from Rs. 90,40,444 to Rs. 1,02,72,464. Of this increase, Rs. 10.5 lakhs (including 6 lakhs spent by the Public Works Department and about 2 lakhs spent by the University) was spent on buildings and furniture, Rs. 46,000 on University and Collegiate Education, Rs. 24,000 on

Primary education for girls, Rs. 12,000 on inspection and Rs. 1.12 lakhs on miscellaneous. There was a fall of Rs. 1,500 in expenditure on High Schools for boys and of Rs. 16,345 on Anglo-Vernacular Middle Schools for boys. This is due to the exclusion of the figures of expenditure for the Rajkumar College from the current year's returns and to the reduction of Government grants to European Schools consequent on the introduction of revised grant-in-aid rules in the year under report. To the latter cause also is mainly attributable a decrease of Rs. 8,000 in expenditure on High Schools for girls and of Rs. 14,000 in expenditure on Primary Schools for boys.

Provincial funds contributed 56.83 per cent of the total expenditure. The average cost of educating a pupil decreased from Rs. 19-4-10 to Rs. 18-7-3.

CHAPTER II.

UNIVERSITY AND COLLEGIATE EDUCATION.

7. **The University of Nagpur.**—A full account of the activities of the University will be found in its annual report. The main events of the year under report may be summarized as follows:—

- (i) Rai Bahadur Sir Bipin Krishna Bose was elected by the Court as Vice-Chancellor for a period of two years.
- (ii) The construction of the University office and Law College buildings was further advanced and the construction of a University Library building was begun. These two buildings will be completed in the course of the current year. Towards the former Government made a grant of one lakh and towards the latter, a grant of Rs. 65,000. The estimated cost of the former building is Rs. 2,25,000 and of the latter Rs. 80,000.
- (iii) Sir Maneckji Dadabhoy endowed the University with his library of Law books, and the Law Library of Morris College was handed over to the University.

- (iv) The Law Classes of Morris College were transferred to the University and constituted a University College of Law. The classes however are still being held in Morris College.
- (v) The University agreed to establish an Information Bureau for students desiring to proceed abroad for further study and a Committee was constituted for this purpose. This bureau will take the place of the Central Provinces and Berar Students' Advisory Committee.
- (vi) Statutes and ordinances necessitated by the creation of the faculty of agriculture and the admission of the Agricultural College to the privileges of the University were passed and the Agricultural College began to function as an affiliated College during the year under report.
- (vii) Certain notable benefactions were made :
- (a) Pandit Devkinandan, a landholder of Bilaspur, bequeathed property valued at Rs. 75,000 for the promotion of post-graduate and research work.
- (b) Rao Bahadur Madhorao Kinkhedę made a donation of Rs. 17,200 in memory of his father, the late Rao Bahadur Bapu Rac Dada.
- His Excellency the Chancellor's suggestion for the formation of a roll of benefactors was expedited.
- (viii) The results of the University examinations are shown in the following statement :—

Name of examination	Number of examinees.	Number of passes.	Percentage of passes.
M. A. Final	20	20	100
M. Sc. Final	4	3	50
M. A. Previous	30	21	70
M. Sc. Previous	12	9	75
LL. B. Final	69	45	65
LL. B. Previous	203	98	48
B.A.	175	77	44
B. Sc.	43	31	72
Intermediate	474	201	42

- (ix) In addition to the Universities mentioned in the annual report for last year, the Scottish Universities Entrance Board and the Universities of Belfast and St. Andrews recognized the University of Nagpur. The Council of Legal Education in England also recognized the University examinations for the purpose of admission to the Inns of Court and the Secretary of State for India for the purpose of admission to the Indian Civil Service examination.
- (x) The University provided an interesting and varied programme of extension lectures among which were lectures from Dr. Sir P. C. Ray, Mr. T. E. Harvey, Dr. K. N. Bahl, Dr. E. Muir and Dr. D. K. Bhandarkar.
- (xi) An interesting development was the establishment of the University Athletic Tournament in which all the affiliated colleges took part.
- (xii) The total receipts of the University amounted to Rs. 1,06,387 exclusive of the opening balance which amounted to Rs. 29,215. Towards these receipts the Government grant contributed Rs. 45,000 and fees Rs. 48,747. The total expenditure amounted to Rs. 1,02,540 which included Rs. 47,893 on account of office establishment and contingencies, Rs. 11,195 on travelling allowance and Rs. 26,848 on examination charges.

This brief summary would be incomplete without a reference to the loss sustained by the University by the death of Rao Bahadur W. R. Dhobley which occurred in the present year. As Dean of the Faculty of Law, Rao Bahadur Dhobley played a prominent part in the establishment of the University College of Law, and to him is mainly due the successful organization of the University Athletic Tournament. His interest extended over all branches of University work.

8. The Colleges—Buildings.—The construction of a new College of Science was commenced in the year under report and the foundation stone was laid by His Excellency the Viceroy in the current year. The commencement of the construction of a hostel for the Science College was delayed owing to the necessity of securing a fresh site.

Plans and estimates for a building on a new site were prepared and sanctioned before the end of the year and construction has begun in the current year. The proposal of the authorities of Hislop College to build a new college on a site near the Agricultural College has advanced a further stage and it is hoped that active steps will be taken before the end of the year to carry out the project. The construction of two bungalows for the staff of King Edward College, Amraoti, was sanctioned, and the work has started in the current year. A provision of Rs. 19,000 for a new electric battery for Robertson College, Jubbulpore, was sanctioned and the new battery will be installed in the course of the current year.

9. Staff.—Mr. Beckett, Principal of the Victoria College of Science, acted as Director of Public Instruction until the middle of January. In his place Mr. Owen, Principal of Morris College, acted as Principal of the College of Science until he proceeded on leave when Mr. T. K. Buxy of Robertson College, Jubbulpore, officiated. Mr. Sells, Principal of Robertson College, Jubbulpore, proceeded on leave for three months during which period Mr. Rowlands acted in his place. During Mr. Owen's absence from Morris College Mr. Cheshire officiated as Principal. A temporary post of Assistant Professor of Persian was created in Morris College and an additional post of Assistant Professor of History was created. The temporary post of Assistant Professor of Mathematics in the Science College which had been sanctioned in the previous year, was made permanent. A Demonstratorship in Physics and an Assistant Professorship of Sanskrit were sanctioned for King Edward College, Amraoti. Mr. M. A. Moghe, Professor of Zoology, Hislop College, was appointed Registrar of the University and severed his long connection with the College towards the end of the year.

10. Numbers.—The number of students on the roll on the 31st March 1926 was 1,383 as compared with 1,262 on the same date in 1925. The increase took place mainly in King Edward College, Amraoti, and Morris College, Nagpur, where the numbers increased from 173 to 220 and from 414 to 446, respectively. It is noteworthy that of the 95 students admitted to the first year, of King Edward College, 37 were Matriculates of the Punjab University and 9 of the Calcutta University. The average daily

attendance increased from 1,090 in 1924-25 to 1,241 in 1925-26. The number of students taking post-graduate courses in Morris College increased from 34 to 44. The limit of accommodation has been reached in Morris and the Science Colleges. The number of residents in the hostel in King Edward College, Amraoti, increased from 78 to 102. In Morris College there were 127 students in the hostel involving an increase of 4 over the previous year. In Robertson College, Jubbulpore, there was a decline from 189 to 159.

II. Work and Discipline.—The percentages of passes to candidates in the various examinations are given below :—

Name of examination.	Morris College.	King Edward College.	Robertson College.	Hislop College.	Science College.
M. A. Previous	65	...	...	100	...
M. A. Final	100	...	...	...	...
M. Sc. Previous	...	...	...	...	73
M. Sc. Final	..	..	...	...	67
B. A.	66	14	60	32	...
B. Sc.	63	...	77	82	..
Intermediate	47	28	54	45	..

It has to be noted that the students from Morris College who take the Intermediate course with Science receive instruction in Science and Mathematics at the Victoria College of Science and students from Morris and Hislop Colleges who take the B. Sc. course attend lectures in Physics and Chemistry at the College of Science. The percentage of passes in the B. Sc. examination for the College of Science was 74 and the percentage of passes in the Intermediate for the same college was 50. The M. A. and M. Sc. results for all colleges are satisfactory. The B. A. results of Morris and Robertson Colleges are also satisfactory and the B. Sc. results of the latter are particularly good. It is noteworthy that out of 13 candidates from Robertson College for the B. Sc. examination four were placed in the First Division. In the Intermediate

examination. Robertson College and the Science College did satisfactorily. Out of 54 candidates from the College of Science for the Intermediate examination in Science eight were placed in the First Division and 13 in the Second. The Principal of King Edward College draws attention again to the number of candidates for the Intermediate examination who came from institutions which had crammed them for the Calcutta and Punjab Matriculation examinations. Out of 64 candidates from this college 20 came under this category and of these 20 not one was successful in the Intermediate examination. The Principal of the College of Science in commenting on the results of the Intermediate Science examination remarks :—

“It is a welcome sign of the times that a Third Division pass is now reckoned as marking a distinct stage of inferiority.”

The Principals of all colleges report that the discipline and tone of the students were satisfactory. All colleges pursued a vigorous corporate life in which organized games and intellectual societies find a prominent place. In athletics great vigour was displayed, and the institution of the University Tournament was a great success. The athletics cup was won by King Edward College, the hockey shield by Robertson College and the football cup and tennis shield by Morris College.

CHAPTER III.

SECONDARY EDUCATION FOR BOYS.

Anglo-Vernacular Schools.

12. High School Education Board.—The High School Education Board met twice in the course of the year, in September 1925 and February 19 26, and meetings of the various Committees of the Board, *e.g.* the Recognition Committee, the Curricula Committee, the Examination Committee, were also held. The Board considered applications for recognition of High School Classes from the following schools :—The New English High School, Amraoti; the Municipal Anglo-Vernacular Middle School, Harda; the Anglo-Vernacular Middle School, Saoner; the Shiwaji Maratha High School, Amraoti; the Bansidhar High School, Telhara; the Municipal High School, Katni; the Quaderia High School, Burhanpur; the Anglo-Vernacular Middle School, Dhamangaon. Recognition was granted to

classes IX and X in the following schools:—The New English High School, Amraoti; the Shiwaji Maratha High School, Amraoti; the Quaderia High School, Burhanpur; and recognition in Science was granted to the Municipal High School, Katni. In other cases recognition was refused. The Board prescribed High School courses in the Vernaculars, in Commerce and in Agricultural Botany. It also approved of a special course in Agriculture for the Powarkheda Anglo-Vernacular Middle School which is maintained by the Agricultural Department. It decided to permit the teaching of both Manual Training and Drawing in Middle Schools where satisfactory arrangements can be made to teach both subjects. It expressed the opinion that scholarships awarded by the department and hitherto tenable only in Anglo-Vernacular Middle Schools should continue to be restricted to such schools and should not be held in Vernacular Middle Schools teaching English, on the ground that the latter did not provide adequate instruction for pupils desiring to proceed to higher education. Another decision was that distinctions should be awarded to successful candidates in the High School Certificate Examination who secured not less than 75 per cent of the marks. The Board also re-appointed conveners of the various Committees of the Board and passed the budget. The meetings of the Board were well attended and its business was despatched efficiently and promptly.

The expenditure of the Board amounted to Rs. 17,019 and the income from examination fees to Rs. 20,744.

The year under review was the third year of the Board's existence, and it is possible to take stock of the Board's activities and the part it plays in the system of education. Established by legislative enactment with a view to enlisting and organizing the co-operation of the various interests which are concerned with the products of the secondary schools—parents, teachers, the University, the professions, employers of labour—the Board has applied itself with vigour and enthusiasm to the task of building up sound principles of secondary education. It has framed regulations for the recognition of schools and the conduct of examinations: it has prescribed courses: it has sanctioned text-books: it has discussed and expressed its opinion on various problems which have engaged or are engaging the attention of the Department. Much of the work has been laborious and exacting. The Board has not escaped criticism. Parents

whose children have failed to pass the High School Certificate examination and teachers whose pupils have not had the "fortune" to foil the examiners have complained of the heaviness of the courses and the high standard of the examination. Such criticisms are inevitable. The Board, however, has set before itself, and steadily maintained, a high standard of education. As long as it maintains this standard, we may look forward with confidence to the development of secondary education, and of the University and professional education which depend upon it, on proper lines.

13. Numbers.—The number of High Schools increased from 39 to 41, the increase being due to the recognition of the Shivaji Maratha High School, Amraoti and the Quaderia High School, Burhanpur.

The number of pupils in the High School Departments increased by 359 from 4,172 to 4,531. To this increase Government Schools contributed 185, Municipal Schools 41 and private aided schools 165. There was an increase of 250 in the Berar Circle and 91 in the Nagpur Circle.

The number of Anglo-Vernacular Middle Schools and departments decreased from 147 to 146. the Government Anglo-Vernacular Middle School, Hatta, (Balaghat district) and the Roman Catholic Aided School, Kamptee, being closed on the one hand, and the Bengal-Nagpur Railway School Nainpur, being recognized on the other.

The number of pupils attending Anglo-Vernacular Middle Schools increased by 2,343 from 19,196 to 21,539. There was an increase of 585 in Government Schools, 825 in Municipal schools and 1,154 in private-aided schools. The greatest increase in numbers took place in the Berar Circle, namely, 985, while in the Nagpur, Jubbulpore and Nerbudda Circles there were increases of 467, 450 and 441 respectively.

The total number of pupils in Anglo Vernacular Schools (including both the High and Middle Departments) was 26,070 as compared with 23,368 in the preceding year thus showing an increase of 2,702. Of this increase, the Berar Circle accounted for 1,235, the Nagpur Circle 558, the Nerbudda Circle 455 and the Jubbulpore Circle 454.

It is noteworthy that the number of pupils in Middle Schools and Middle Departments, namely, 21,539, exceeds the highest figure yet reached. The number of pupils in the

High Departments, namely, 4,531, still falls short of the highest figure yet reached, namely 5,154 in 1917-18. There is no doubt that many boys are attracted away from the High Schools by the private cramming institutions which have recently been established in various parts of the province. The Inspector of Schools, Berar, reports that 299 pupils took advantage of these classes in the year under review. Figures are not available for other circles, but it may be recalled that last year some 300 were reported to be attending such classes in the Nagpur Circle. It is understood that in the Nerbudda Circle cramming institutions have recently sprung up.

14. Expenditure.—The total expenditure on Anglo-Vernacular Schools was Rs. 15,02,034, towards which Government contributed Rs. 7,29,466 and Municipal funds Rs. 97,388. Fees and other sources including endowments and subscriptions (which amounted to Rs. 1,38,291) accounted for Rs. 6,75,180. The total expenditure on Anglo-Vernacular education shows a decrease of Rs. 25,411 as compared with the previous year. But this decrease is nominal, as the figures of expenditure for the Rajkumar College are omitted in the returns for the year under report. The expenditure on this institution amounted to Rs. 1,10,000. If this figure had been included in the returns, the expenditure for the year under report would have exceeded that for the previous year by Rs 89,600. The increase in expenditure thus calculated is due to normal increase in salaries in existing schools, to the recognition of the Quaderia High School, Burhanpur, and the Bengal-Nagpur Railway Anglo-Vernacular Middle School, Nainpur, and to the further development of the Aided High Schools in Katni, Amraoti and Telhara. The receipts to endowments and subscriptions showed a deficit of Rs. 68,825 as compared with the previous year. This is due to the omission from the returns of the figures for the Rajkumar College, namely, Rs. 73,000. Receipts from fees show an increase of Rs. 5,792 in spite of the omission from the returns of a sum of Rs. 37,000 representing the fee income of the Rajkumar College. If the fees of the Rajkumar College were taken into account there would be an increase of Rs. 42,792 in fees.

15. Buildings—(a) Government Schools.—New buildings were begun during the year under report for the Anglo-Vernacular Middle Schools at Murtizapur, Mungeli and Morsi

(the last of which has been raised to the status of a High School in the current year). Extensions were undertaken for the High Schools at Balaghat and Wardha, and for the Anglo-Vernacular Middle Schools at Basim and Buldana (which have been converted into High Schools in the current year). New buildings for the Anglo-Vernacular Middle School at Chikhli, and extensions for the High Schools at Yeotmal and Hoshangabad and the Anglo-Vernacular Middle School at Drug (which has been converted into a High School in the current year) were sanctioned. These last works are being carried out in the current year. New buildings for the Anglo-Urdu Middle Schools at Darwah, Akola and for the Anglo-Vernacular Middle School at Brahmapuri, and an extension for the High School, Damoh, are contemplated in the near future.

(b) **Aided Schools.**—Grants (payable as funds permit) to the extent of Rs. 1,08,240 were sanctioned for new buildings and extensions for these schools, and a sum of Rs. 32,830 was actually disbursed on account of school buildings completed or near completion. Among the larger grants sanctioned may be mentioned Rs. 34,400 for the Municipal Anglo-Vernacular Middle School, Amraoti, Rs. 18,500 for the Bansidhar High School, Telhara, Rs. 10,600 for the Municipal Anglo-Vernacular Middle School, Raipur, Rs. 6,800 for the Municipal High School, Katni, Rs. 5,600 for the New Education Society High School, Amraoti. A determined effort was made to assist the private-aided Anglo-Vernacular Middle Schools in Berar in providing suitable buildings, and this policy is being continued in the current year.

16. Equipment.—Government Schools are adequately equipped with furniture and apparatus. Aided Schools are not so well provided, but their deficiencies in this respect are gradually being remedied. Grants amounting to Rs. 10,900 were paid to aided schools for this purpose in the course of the year.

17. Teaching Staff—Government Schools.—(a) Out of a sanctioned cadre of 251 graduate teachers 208 were trained, and out of a sanctioned cadre of 347 undergraduate teachers 301 were trained. The percentage of trained graduate teachers was 82·8 compared with 92 in the previous year and the percentage of trained undergraduate teachers was 86·7 compared with 85·8 in the previous year.

(b) **Aided Schools.**—Of 136 and 454 teachers in Aided High and Middle Schools respectively 64 and 139 are trained, the percentage of trained to untrained teachers being 47 and 30.6 as compared with 44.9 and 29.8 of last year. Out of 19 and 50 candidates admitted during the year under report to the L. T. and T. T. C. Classes respectively of Spence Training College, Jubbulpore, 5 and 31 respectively were sent by the Aided Schools. It is encouraging to find that the managers of Aided Schools are sending their undergraduate teachers for training in increasing numbers. But there is much leeway to be made up.

18. Examinations.—(a) The High School Certificate Examination. Thirteen hundred and thirty-five candidates (excluding 45 absentees) appeared for the High School Certificate Examination, of whom 428 passed, including 78 candidates who took one subject only. Sixteen were placed in the first division, 202 in the second and 132 in the third. The percentage of passes was 31.8 as compared with 35.7 in the previous year. The Government High Schools at Saugor Wardha, Amraoti (girls') and Nagpur and the Aided High School, Hinganghat, obtained passes amounting to more than 57 per cent of the candidates which they sent up. The Saugor High School secured 66.6 per cent passes. The general percentage of passes was lowered by the large number of failures from the schools of the Chhattisgarh Feudatory States and among private candidates. Out of 57 candidates from these schools only two passed. Out of 175 private candidates only 37 passed. Taking the Inspectoral Circles the percentage of passes from Nagpur Circle was 44.74, from Jubbulpore Circle 28.38 (excluding the schools of the Feudatory States), from Nerbudda Circle 35.59, and from Berar Circle 28.93.

(b) High School Entrance and Scholarship Examination 3,486 candidates appeared of whom 1,768 passed or 50.8 per cent as compared with 62.4 per cent last year. The percentage of passes by circles was as follows compared with the previous year :—

	1925-26.	1924-25.
Berar	... 58.0	68.7
Jubbulpore	... 52.0	59.0
Nagpur	... 51.5	60.0
Nerbudda	... 36.1	55.0

19. **Class work.**—The following figures show the number of failures in the various subjects of examination in the High School Certificate Examination. Out of the 1,335 candidates for the examination—

504	failed in English	...	} Compulsory subjects.
597	„ „ Mathematics	...	
375	„ „ History	...	
365	„ „ Geography	...	
335	„ „ Science	...	} Optional subjects.
121	„ „ Vernacular	...	
117	„ „ Classical language (Sanskrit or Arabic or Persian).	...	
0	„ „ Domestic Science.	...	
80	„ „ Drawing.	...	

An analysis of the reports of the examiners reveals the existence of certain general defects in the answers of the candidates which call for serious attention. These defects may be summed up as follows:—

- (a) failure to think out the answer to a question before actually writing the answer down;
- (b) failure to revise an answer after it has been written;
- (c) irrelevance;
- (d) lack of neatness, *e.g.*, in handwriting, in arrangement of answers;
- (e) lack of accuracy and precision;
- (f) confusion of thought and consequently of expression;
- (g) bad spelling;
- (h) inattention to grammar and syntax.

These defects are found in varying degrees, according to the nature of the subject, in the answers to question papers in most of, if not all, the subjects of examination.

Thus in the English papers (a) to (e) and (g) appear: in Mathematics (a), (b), (d) and (e): in History (f): in Science (c) and (e): in the Vernaculars (g) and (h): in the Classical Languages (h). A few extracts from the Report of the High School Board will illustrate these remarks.

Thus “in writing the essay (in English) few students took the trouble to think beforehand what they were going to say, with the result that their work was badly arranged and

lacked proportion. Few, if any, took the trouble to read through their work when they had finished. One examiner remarks that a short period of careful revision would have raised the percentage of passes considerably". As regards Mathematics, "each examiner reports many instances of gross carelessness, such as, neglect to read questions, stupid and meaningless writing, and one examiner gives a collection of absurd errors which he rightly declares cannot be accounted for in any other way than absolute negligence. . . . Slovenly work is clearly due to slovenly schools, as the bad work usually occurs throughout the whole batch from a particular school". In Chemistry "the need of relevancy in answering questions should be strongly emphasized". In Marathi "Grammar appears to be generally neglected . . . the answers were generally careless". In Hindi "very few candidates have done well in Grammar". In Sanskrit "translation into Sanskrit in nearly every case is very unsatisfactory. Students were guilty of the grossest errors in the most simple rules of syntax". "In Persian pupils are very weak in composition". "In Arabic . . . there is marked weakness in Grammar".

What are the causes of these defects which result in such a large number of failures? Various causes have been advanced. In the first place, it has been urged that the prescribed courses are too heavy, and that they should be reduced. For example, it has been suggested that History or Geography alone should be compulsory and not both, or that English History should be dropped, thereby lightening the History course. As regards the first suggestion, it may be noted that both History and Geography were compulsory subjects when the schools were examined by the University of Allahabad, and no radical change has been made in this respect, since the High School Board came into existence. As regards the second, it is interesting to observe that "the examiner reports that he is surprised by the progress in English History: this subject is known quite as well as Indian History, and some portions, *e.g.*, Elizabeth, Charles I, appear to have made a distinct appeal to the students". It would be doubtful wisdom to drop either History or Geography from a course which professes to provide a liberal education. It is difficult to see how the course can be appreciably lightened without destroying its essential character.

Again, it has been asserted that the standard of examination is too high. In this connection, it may be noted that the examiners are drawn mainly from the ranks of teachers who are actually engaged in preparing the candidates for the examination or of members of the Collegiate staffs who will teach many of the successful candidates in the years to come. It is difficult to see what other examiners could set a proper standard. Moreover, the results of the University Intermediate Examination (42 per cent passes in the present year) are not such as to indicate an excessively strict standard in the High School Certificate Examination which qualifies for admission to the University. On the contrary, it would appear that, from the University point of view, the standard is not high enough.

In the next place, premature promotions from class to class have been assigned as a cause. Weakness in this respect on the part of the school authorities has undoubtedly contributed to the large percentage of failures. It would be well if Head Masters would realize that it is cruel kindness to promote boys who are not fit for promotion. Another reason which has been advanced is that home work is neglected, and this too must be taken into account in estimating the causes of failure.

But the main cause of failure must be sought in the character of the teaching. Failure to think out beforehand the answer to a question, failure to revise an answer, irrelevance, inaccuracy, bad spelling, bad grammar, bad syntax are indications of carelessness, of a lack of precision and thoroughness, and these defects spring largely from a lack of systematic intelligent disciplined teaching. It would be absurd to bring all the schools under one common indictment. There are schools where the teaching is highly efficient, there are schools where the teaching is moderately efficient, there are schools where the teaching is inefficient. Generally speaking, schools which are largely, if not entirely, staffed with trained teachers are more efficient than schools which possess few trained teachers. But even among schools staffed largely, if not entirely, with trained teachers there are some in which the teaching is not characterized by that disciplined intelligence which is so essential. The good results attained by some schools show what can be achieved by teachers whose work is inspired by purposeful intelligence and characterized by systematic endeavour.

In this analysis of the causes of failure, no reference has been made to the vexed question of the medium of instruction. The report on the High School Certificate Examination points out that "the percentage of passes in the English medium and the Vernacular media of examination works out at the same figure in each case. The results, however, cannot be utilized to arrive at any definite conclusion owing to the highly complicated influences at work. For instance, the occurrence of a large batch of candidates" (offering the English medium) "from apparently very inefficient schools vitiates the figures". The report proceeds: "One point which emerges from all the reports on Hindi is the fact that literary Hindi is practically unknown to students in Chhattisgarh, and candidates from that division appear to labour under a considerable disadvantage when compelled to utilize that language as their Vernacular". It may be noted that out of 42 High Schools in the Central Provinces and Berar, 29 employ the Vernacular as the medium in all or some of the sections, and 13, English as the medium in all sections. Twenty-one of the 42 Schools are Government Schools and 21 are aided.

20. Manual Training.—Six new manual training centres were in process of construction or completed in the course of the year. They are attached to the Government Schools at Basim, Ellichpur, Yeotmal, Wun, Buldana and Khamgaon. The total number of centres is now seventeen. The policy referred to in last year's report of throwing open each centre to the boys of other secondary schools in the locality as well as to the pupils of the school to which the centre is attached was continued, although in one or two cases distance was found to militate against attendance. Hitherto, under the regulations of the High School Board, Middle Schools and departments were given the option of providing instruction in manual training or drawing. This arrangement was modified in the year under report, the High School Board permitting both manual training and drawing to be taught in schools in which arrangements could be made to teach both subjects satisfactorily.

21. Hostels.—The number of boarders increased from 2,344 to 2,425. The increase is again mainly in hostels managed by Government and Local Bodies which show increases of 115 and 54, respectively. There was a

decrease of nine in hostels attached to Aided Schools. Boarders in unaided schools decreased from 101 to 52.

An extension to provide accommodation for 80 boys was added to the hostel attached to the Model High School, Jubbulpore. Extensions to the hostels attached to the Government High Schools at Amraoti (Muhammadan) Akola and Yeotmal, and new hostels for the Government Schools at Murtizapur, Morsi, Basim and Buldana, were sanctioned and are being constructed in the current year. New hostels are required for the Government Anglo-Vernacular Middle Schools at Chikhli, Malkapur, Wun, Darwha, Daryapur Balapur, Katol, Mungeli, and the Patwardhan High School, Nagpur, and extensions to the hostels attached to the Government High Schools at Bilaspur, Drug, and Wardha are needed.

The cost of living in hostels varied from Rs. 6-4-0 to Rs. 8-8-0 per mensem.

22. Discipline, health, games and corporate life.—Discipline was generally well maintained. The system of medical inspection under which every pupil in a Government High School is examined once a year has met with a certain amount of criticism. It has been urged that an examination once a year is insufficient, and that inspection without treatment is useless. It is doubtful whether more than one examination is necessary, save in special cases, if the examination is a really thorough one. As regards treatment, it is difficult for Government to provide treatment without a considerable increase of expenditure. The system in vogue draws the attention of parents and guardians to the existence of ailments and defects in their children, and as long as it is recognized that it is not the duty of the State to provide free medical treatment irrespective of the means of the patients, it lies with parents to provide for treatment. The whole question of medical inspection, however, has recently been examined by the committee on physical and military training, and it is anticipated that the recommendations of the committee will be of great value to the department in dealing with this important aspect of secondary education. Meanwhile it may be observed that several Aided Schools have followed the example of Government Schools in adopting a system of medical inspection.

Closely allied with the question of medical inspection and treatment is the problem of physical training.

Physical training in the schools is achieved or sought to be achieved in two ways. firstly by organized physical drill and physical exercises and, secondly, by organized games. For the former drill masters are employed. Most, if not all, High Schools are provided with drill instructors. Middle Schools utilize the services of the class masters for this purpose, and every undergraduate student of the Training College is required to go through a course of physical instruction with a view to qualifying him for this work. It is now generally recognized that the old fashioned drill master who is generally an ex-s-poy is, with few exceptions, not qualified to give the scientific physical training which is needed. Mr. Dube, the Physical Training Instructor in the Training College, Jubbulpore, has achieved a fair measure of success in his efforts to turn the ordinary undergraduate teacher under training into an amateur drill master. But it must be admitted that these teachers do not fulfill requirements. They remain amateurs.

Organized games flourish. The Government Schools, generally are well provided with playing fields, and football, hockey, volley ball, khokho, atyapatya are played with zest and vigour. The managers of Aided Schools show a constantly increasing interest in this sphere of school activity, and applications for grants for playing fields are frequent. A sum of Rs. 5,147 was spent in grants for this purpose in the year under report. The Aided Schools generally, however, are still deficient in playing fields. In Yeotmal and Amraoti are akhadas, which provide training in wrestling, malkamb and other activities. Circle tournaments were held at Balaghat and Raipur. The annual tournament of the local association, known as the Jubbulpore Educational Athletic Association, was held at Jubbulpore. A number of district tournaments took place in the Nerbudda and Nagpur Circles.

Some years ago the Department formulated a scheme for the organization of physical training in secondary schools, and the pivot of the scheme was the appointment of a Director of Physical Education with the highest professional qualifications and experience. The scheme was rejected on the score of expense. It is worth spending money on a scheme which will ensure a proper physical training for the pupils of the secondary schools.

The Boy Scout movement has still further progressed. The following extract is taken from the report of Mr. V. V.

Bose, the Honorary Secretary of the Provincial Boy Scout Association, to whose untiring zeal the movement is under a great obligation :—

“The outstanding feature of the year 1925 has been the great loss the movement has sustained in the resignation of its Organizing Secretary, Mr. J. Ross, who had done much excellent work for it during the last 4½ years. But, in spite of his absence, things have not stagnated in the scout world. The census taken in September shows an increase of 1,197 in number over the year before, the total strength being 5,122 as against 3,925 in 1924. Four Scoutmasters and Cubmasters Training Classes were held at Pachmarhi and one Refresher course of an advanced nature for trained scouts. A Scoutmasters' Conference was also held at Chhindwara and attended by about 80 scouters. The average number attending each training course was 32. Vernacular Training classes for Scoutmasters and Cubmasters have also been held by Mr. Mandloi at Chhindwara, Khandwa, Saugor and Betul. In December a small detachment was sent down to the All-India Jamboree at Madras to represent these provinces and acquitted themselves very well; they having been singled out for special praise from among over 400 scouts from all over India, along with Ceylon, for their cheeriness and good spirit and excellent discipline. They secured the highest points in the Fold Dances Competition, came second in the Obstacle Race and stood third in the Ambulance. Their handicraft was also well spoken of in the Handicraft Exhibition. Reports of good turns and public service rendered on both a small and a large scale have continued unabated throughout the provinces and two awards of the silver cross for gallantry have been made by His Excellency the Chief Scout of India for the saving of life. A novel departure during the year has been the introduction of wireless into their other activities. Communication was regularly maintained by wireless between Nagpur and Nagpur Rifles (Auxiliary Force) Camp outside Kamptee for a whole week, some dozen messages a day to and fro having been successfully handled. The distance was 11 miles. They have also succeeded in sending messages by wireless from Nagpur to Chhindwara, a distance of 64 miles. We have been extremely fortunate in the return of Mr. T. L. H. Smith Pearse of Raipur as a full fledged Deputy Camp Chief.”

23. Vernacular Middle Schools.—The number of Vernacular Middle Schools decreased from 323 to 320. Of these schools 152 are in the Berar Circle, 49 in the Nagpur Circle, 62 in the Jubbulpore Circle, and 57 in the Nerbudda Circle. The number of scholars, however, increased by 2,203 from 52,502 to 54,705. The increase took place in the Berar Circle (1,398), in the Nagpur Circle (475) and in the Jubbulpore Circle (369). There was a decrease of 39 in the Nerbudda Circle. The large increase in the

number of pupils in Berar appears to be due mainly to the provision of instruction in English. In this Circle no less than 64 schools provide such instruction, and out of 26,329 pupils 3,148 are learning English.

The main defects of these Vernacular Middle Schools (which are maintained almost entirely by District Councils) are—

- (a) inadequate school buildings,
- (b) lack of hostels,
- (c) inadequate salaries for the teaching staff,

(a) In all circles the buildings generally require extension or improvement. Many of the school buildings in Berar are hopelessly inadequate for the increased numbers which have been attracted to these schools by the provision of English.

(b) The number of pupils in approved hostels increased from 1,028 to 1,283, the numbers being 54 in the Nagpur Circle, 529 in the Jubbulpore Circle, 226 in the Nerbudda Circle and 474 in Berar. The number of hostels is small in the Nagpur, Nerbudda and Berar Circles. The Inspector of the Nerbudda Circle reports that "the Hoshangabad District Council has not yet made an effort to provide one of its 13 Middle Schools with a hostel. Similarly the Betul District Council does not possess a single hostel".

(c) The Inspectors of the Nagpur and Nerbudda Circles comment on the low salaries paid to the third year trained teachers who staff the Middle Schools. "In the Nagpur district even some of the third year course trained teachers are paid Rs. 18 only while in Balaghat a few trained hands are paid Rs. 16 only". The Commissioner of Nerbudda Division draws particular attention to the poor pay of the teachers. It may be noted that when instruction in English is provided and a teacher for the subject is imported into the school, he is generally given a higher salary than the "Vernacular" Head Master. This is bound to cause discontent.

The number of these schools providing instruction in English increased from 46 to 76 in the year under report. Of these 64 are in Berar and 12 in the Central Provinces. The problems created by the introduction of English as an optional subject in these schools were stated at length in

the reports for 1924-25 and 1925-26. It may be noted here that, in addition to the tendencies described in previous reports, two further tendencies have revealed themselves in connection with the system. One is illustrated by the following remark of the Commissioner, Berar; "In Yeotmal in order to gain their ends, a village induced the District Council to raise a primary school to a Vernacular Middle School, then add the English classes, and this, though there was a Vernacular Middle School two miles away!" The effect of this, of course, is to increase unnecessarily the expenditure of the District Council. Another tendency is for private Aided Anglo-Vernacular Middle Schools to close down on account of the competition of Vernacular Middle Schools teaching English maintained by the District Councils. A few instances of this have already come to light. It would be an ill day for Berar if the private Anglo-Vernacular Middle Schools which have been maintained often at considerable sacrifice through the lean days and are now just beginning to acquire financial stability and to equip themselves with good buildings were to be driven out of the field by the indiscriminate competition of the District Councils. The gravity of the situation in Berar is realized by Government and a Committee is about to be appointed to examine the working and effects of the system under which instruction in English is permitted in Vernacular Middle Schools maintained by District Councils in that part of the province.

CHAPTER IV.

PRIMARY EDUCATION FOR BOYS.

24. Compulsory Primary Education.--Compulsory Primary Education was introduced in the year under report in 10 villages in the Akola district, and in the Municipal areas of Buldana and Ellichpur. Previous to the year under report, compulsory education had been introduced in the Municipality of Warora, in 5 villages of Akola district, and in 6 villages of Amraoti district. Schemes for the introduction of compulsory education in 2 villages of the Raipur district and in 42 villages of the Bhandara district were sanctioned and have been introduced in the current year. Recurring grants aggregating Rs. 35,763 and non-recurring grants aggregating Rs. 16,531 have been sanctioned on account of these schemes.

Schemes for compulsion have been submitted by the District Council of Bilaspur for 3 villages, by the independent Local Board of Sironcha and by the Municipal Committees of Balaghat, Saugor, Raipur, Harda, Amraoti, Yeotmal and Wardha. These schemes, however, were incomplete and have been returned for revision. It is hoped that complete schemes will be submitted before the end of the current year. The District Council of Buldana and the Municipal Committee of Burhanpur submitted schemes, but subsequently withdrew them. It is understood that other Local Bodies have passed resolutions in favour of the introduction of compulsion, but hitherto nothing has eventuated.

25. Numbers and attendance.—The number of recognized schools increased by 122 from 3,966 to 4,088 and the enrolment by 11,591 from 2,45,597 to 2,57,188. The increase was distributed among the circles as follows:—

			Schools.	Scholars.
Nagpur	Circle	...	+ 22	+ 2,005
Jubbulpore	"	...	- 1	+ 299
Nerbudda	"	...	- 2	+ 351
Berar	"	...	+ 103	+ 8,936

The enrolment increased in all districts except Mandla (—144), Bilaspur (—82), Narsinghpur (—322), and Damoh (—94). There was an increase in enrolment of 2,419 in Yeotmal, 2,349 in Akola, 2,232 in Amraoti, 1,936 in Buldana, 623 in Nagpur, 594 in Balaghat, 390 in Bhandara, 286 in Saugor, 242 in Hoshangabad, 225 in Wardha, 212 in Drug, 173 in Chanda, 160 in Seoni, 111 in Chhindwara, 108 in Raipur, 104 in Nimar, 45 in Jubbulpore and 24 in Betul.

The disparity between the number in Class I and the other three classes is significant. The distribution of the 298,988 pupils in Primary Schools and the Primary Departments of Vernacular Middle Schools among the various classes was as follows:—

Class I	...	...	134,707
Class II	...	...	64,716
Class III	...	...	52,993
Class IV	...	...	46,572

Forty-five per cent of the total number of pupils in Primary Schools and Departments are in Class I. This excessive proportion of pupils in Class I is a constant and distressing feature of the present system of voluntary attendance.

The percentage of attendance to enrolment rose from 68 to 69. The percentage of attendance was between 70 and 76 in the districts of Nagpur, Bhandara, Wardha, Nimar, Saugor, Damoh, Amraoti, Yeotmal and Buldana; and between 62 and 69 in the districts of Chanda, Balaghat, Jubbulpore, Mandla, Raipur, Bilaspur, Drug, Hoshangabad, Narsinghpur, Betul, Chhindwara and Akola. In the Seoni district the percentage was 57. Compared with the previous year, the districts of Nagpur, Bhandara, Balaghat and Nimar showed improvement in attendance, while in Buldana the percentage of attendance declined. The Deputy Commissioner, Drug, comments on the small enrolment and poor attendance in some schools. He writes "Some of the schools exist only in name to carry on a lingering existence. The continuance of these schools is a sheer waste of public money. Well established schools suffer for want of accommodation or equipment and a great deal of money is absorbed by these nominal schools which serve no good purpose". Similar remarks are made by the Deputy Commissioner, of Balaghat. The Commissioner, Chhattisgarh Division, considers that there has been an excessive diffusion of effort and that the future policy should be to concentrate on the improvement of existing schools before launching out in further extensions.

The poor attendance in some districts is frankly attributed to the withdrawal of the active intervention of Government officials. The Deputy Commissioner, Chhindwara, writes: "Progress is disappointingly slow. This has been attributed by the Council itself, so far as its own schools are concerned, to the withdrawal of the active intervention of Government officials, that is, the persuasion of Tahsildars. It is, I think, true that Local Self-Governing Bodies have not, as yet, found an effective substitute for the influence exercised by Revenue authorities". The Commissioner of Nerbudda Division, writes: "Broadly speaking, the attendance of Primary Schools is far from satisfactory. I recently issued a memorandum to all Deputy Commissioners in the division exhorting them to use their influence with the Local Bodies to the utmost in order to effect an improvement in this direction". The Commissioner of Chhattisgarh Division, writes: "Attendance is poor and there is a general belief that attendance registers are not reliable."

Compulsion, properly applied, is the only remedy both for the disparity between the numbers in Class I and

the other classes and for the poor attendance. In the Akola and Bhandara districts where compulsion has been introduced the attendance is reported to be satisfactory. In the Amraoti district, on the other hand, the attendance has not been much better than in voluntary schools. In those villages in the Amraoti district in which compulsion has been introduced the percentage of attendance to enrolment was 66·5. The Local Bodies concerned have been reluctant to prosecute defaulting parents. At Chandur Railway in the Amraoti district one or two prosecutions were undertaken, but generally speaking the Local Bodies have trusted to persuasion. The Inspector of the Berar Circle, writes :—

The application of the Act is far from simple: the working will require rather more local energy than heretofore. Morsi after two years launched 12 prosecutions of which ten were postponed and two parents were warned. The newly appointed Local Attendance authority informed me that about 50 Hindu boys and 16 Muhamadans had never been near the schools, while a large number just came and stayed away. I was told in Morsi of a Hindu butcher who, on the second approach of the Attendance Officer took out his professional knife: the officer wisely and rapidly retreated, for, though he is professionally protected by statute, the knife would have acted more quickly.

26. Indigenous Schools.—The number of indigenous schools, that is, schools started and maintained by villagers, increased in the year under report. There are now 220 such schools in the Yeotmal district as compared with 189 last year and 111 in the Buldana district as compared with 101 last year. The number in the Akola and Amraoti districts has not been reported, but it is understood that these schools have increased in these districts also. The Commissioner of Berar reports that “all four Councils have adopted the policy of grants-in-aid to indigenous schools and in the Buldana and Yeotmal districts the number of these schools is very large. In Yeotmal they largely outnumber the District Council schools and the Chairman states that there seems little prospect of any further increase”. Seventy-seven of these schools were aided by the District Council, Yeotmal, and 48 by the District Council, Amraoti. In the Yeotmal district the Council seems to have created three posts of touring Head Masters for the purpose of visiting these schools, raising subscriptions for the pay of the teachers and examining the pupils. It is reported that Deputy Inspectors also inspect some of these schools during their tours.

27. Teaching Staff.—Of the 8,790 teachers employed in Board Schools and 902 in Aided Schools, 4,650 and 664 respectively are still untrained. The cadres of the following District Councils contain 75 per cent or more trained teachers: Jubbulpore, Seoni, Chhindwara, Betul, Nimar, Saugor and Damoh. The cadres of the following District Councils contain less than 50 per cent trained teachers: Bhandara, Balaghat, Mandla, Raipur, Drug, Amraoti, Akola, Buldana and Yeotmal. It is regrettable that the following District Councils have confirmed large numbers of untrained teachers:—Bhandara, Balaghat, Hoshangabad, Narsinghpur, Amraoti, Jubbulpore and Mandla. It is to be hoped that District Councils will not confirm any more untrained teachers, as this practice prevents the employment of trained teachers when they become available. It is to be noted that there are still large numbers of teachers who receive less than the minimum pay fixed in 1921, that an excessive number of teachers draw the minimum scale, and that promotion is in most cases exceedingly slow. The Commissioner of the Nerbudda Division draws special attention to the low pay drawn by the teachers. It is very desirable that District Councils should increase the number of posts above the lowest grade and ensure a reasonable flow of promotion to deserving teachers. Government has endeavoured, as far as possible, to provide for this in connection with schemes for compulsory education by fixing the pay of the new posts at scales higher than the existing minimum rates.

28. Buildings.—Six hundred and nine District Council schools are still without buildings of their own and 316 require extension. In the Amraoti district 76 schools, in the Akola district 97, in the Buldana district 77, and in the Yeotmal district 57 schools are without buildings of their own. In the districts of the Central Provinces the number of schools without buildings of their own varies from two in the Mandla district to 29 in the Raipur district. In the Amraoti, Akola, Buldana and Yeotmal districts the numbers of schools requiring extension are 51, 17, 53 and 11 respectively. In the Central Provinces districts the number requiring extension varies from one in the Saugor district to 37 in the Nagpur district. Few of the District Councils undertook the construction of buildings during the year under report. Exceptions are the Akola, Amraoti, Bhandara and Mandla districts which undertook the construction of 53, 12, 15 and 10 buildings respectively.

Of Municipal Schools, 75 are without buildings of their own and 36 require extension. Most of the 36 schools of the Nagpur Municipality are held in rented buildings.

Of the 317 Aided Schools, 158 are without buildings of their own.

The reports bear witness to the neglect of school buildings by the District Councils. The Inspector of Schools, Jubbulpore Circle, reports that school buildings are not repaired even when they are known to be in a dangerous condition. The Commissioner of the Chhattisgarh Division reports—

Buildings are everywhere in disrepair owing partly to neglect and partly to faulty construction. In a country of relatively heavy rainfall like Chhattisgarh where white-ants abound, cheapness in construction is an extravagance in the long run as cheap buildings will not last and expenses for repairs and re-construction are large or rather should be, for the general complaint is that repairs are left undone. I may have been unlucky, but I have not yet come across any rural school building that did not require repairs and one building, which I saw shortly after it was finished, was so faultily built that I could have pushed the verandah down with my shoulder. The walls also were severely out of plumb. Things are pretty bad when one Deputy Commissioner has, for the personal safety of the pupils, to order action under section 133 of the Code of Criminal Procedure, other methods having failed.

In the year under report grants aggregating Rs. 50,000 were made to Local Bodies in Berar for the construction of new buildings or extensions. An allotment of nine lakhs has been provided in the current year for grants to Local Bodies for buildings. It is hoped that this generous allotment will enable Local Bodies to make up in some measure, at any rate, for the deficiencies in school buildings which have been so painfully apparent during the last few years.

29. Class work and Examination results.—The number of candidates for the Primary examination decreased from 39,857 to 36,649, and 20,123 or 55 per cent were successful as compared with 20,573 or 51 per cent in the previous year. The fall in the number of candidates for this examination is explained as follows. In 1922-23 the number of candidates was 26,234. In 1923-24 there were 40,883 candidates. This increase in the number of examinees was due to the fact that pupils of Class IV as well as pupils of Class V were eligible for the examination in order to pave

the way for the transition from the old to the new classification which was introduced in the year 1924-25. In 1924-25 the number of candidates was 39,857. This decrease was due to the fact that candidates from Class IV only were examined, Class V having been transferred to the Middle stage, but the number of examinees included many candidates who had failed from Class IV in the previous year. In 1925-26 the number of candidates was 36,649 and this decrease as compared with the previous year is due to the fact that the number of failures from the previous year diminished. It will be observed that the number of candidates in the year under report was considerably larger than the number in 1922-23. The percentage of passes in the year under report increased from 42 to 52 in the Nagpur Circle, from 49 to 51 in the Berar Circle, from 66.05 to 66.26 in the Nerbudda Circle, but declined from 54.0 to 53.0 in the Jubbulpore Circle. The Inspector of Schools, Nerbudda Circle, says—

The standard has been lowered in many districts. If it were not, teachers and pupils would both be considerably discouraged and the struggle against ignorance and illiteracy would be rendered more difficult and the result would probably be the gradual annihilation of Primary Schools especially in the more backward areas.

But there is a point below which the standard should not be lowered and the best means of attracting pupils to the schools and banishing illiteracy is not to lower the standard but to improve the teaching.

30. Factory Schools.—The number of Factory Schools remained constant at 6, but the attendance decreased from 853 to 806. Grants-in-aid increased from Rs. 8,801 to Rs. 10,788. In addition to the schools mentioned in the previous report, a school was opened at Pulgaon Mills and this school was recognized in the course of the year. A school has not yet been opened for the education of the juvenile workers in the Model Mills, Nagpur.

The Primary School started last year by the Mill Welfare Association on the premises of the Empress Mills, Nagpur, has 105 pupils on its rolls and is reported to be satisfactory. Similarly, the schools maintained by the Gun Carriage Factory, Jubbulpore, by the Mills at Hinganghat and the Perfect Pottery School at Jubbulpore are reported to be progressing.

31. Night Schools.—The number of schools increased from 40 to 41, but the number of pupils declined from 1,319

to 1,067. No less than 13 of these schools are in Nagpur, four managed by the Depressed Class Mission Society, one (for girls) by the Chokamela Samaj and eight by the Young Men's Christian Association aided from the management of the Empress Mills. Three schools are maintained by the Jubbulpore Municipal Committee. There are two at Saugor, one at Chhindwara and one at Khandwa. In the Berar districts there are reported to be 22 schools with 518 pupils. The Deputy Inspector, Buldana district, referring to night classes, reports as follows—

The discussion on the state of these classes at the Teachers' Conference at Chhikli reveals strange reasons for their non-success one of these being the covert opposition of the capitalists of the villages.

32. Special Schools.—The only school for deaf mutes in the province is the Bhonsla School, Nagpur, the enrolment of which declined from 18 to 15. Government grant was raised from Rs. 400 to Rs. 734.

33. Local Bodies.—Out of the total number of 4,416 Vernacular Schools (including Vernacular Middle and Primary Schools) 3,927, are maintained by Local Bodies, 3,627 by Districts Councils and 300 by Municipal or Notified Area Committees. The total recurring expenditure on these schools was Rs. 31,60,450. Rs. 10,37,891 being spent by District Councils and Rs. 4,15,751 by the other Local Bodies and Rs. 15,85,040 representing recurring grants from provincial revenues. These figures demonstrate the enormous importance of Local Bodies in the scheme of education. A few words therefore regarding the main problems which confront Government and Local Bodies in connection with Vernacular education will not be out of place. The main problems may be stated thus :—

- (i) Local Bodies are vested with responsibility for the management of schools. How are the Local Bodies to administer these schools?
- (ii) Government is responsible for the soundness of the education imparted in these schools and gives large grants aggregating Rs. 15,85,040 towards their maintenance. How is Government to ensure that the education imparted in these schools is sound and that these grants are properly utilized?

- (iii) Local Bodies are responsible for the maintenance of their schools. Are Local Bodies doing all that they ought to do in the way of providing money for the proper maintenance of their schools?

The first problem is a problem of administration. In former years while the Local Bodies were theoretically the administrative authorities, the Government Deputy Inspectors in practice administered the schools. At the present time the Local Bodies themselves, by means of Education Committees and Local Boards, actually administer the schools down to the smallest details, such as the transfer of teachers. In the work of administration, however, the Chairman or President of the Local Body is, as a rule, the moving spirit. The Deputy Inspectors are still in closest touch with the schools, every school is inspected by them not less than twice a year, but whether their recommendations regarding the schools are accepted or not depends on the attitude of the Council or Chairman. It may be added that the Chairman or President is generally not a full time official and can devote only a part of his time to the work of Local Bodies. Naturally, under a system of this kind, the administration of the schools varies from district to district and from time to time in the same district. The Commissioner, Nagpur Division, writes—

The work of Local Bodies has been uneven. The Bhandara Council has maintained its own high standard, Balaghat has rather fallen from grace, Wardha shows a distinct improvement, while Nagpur and Chanda have made some steady, though not very noticeable, advance. Municipalities whose task is far easier have, with the exception of Warora, made less progress than they might have done, but still the spirit of advance is there and will soon gather strength.

The Commissioner, Chhattisgarh Division, writes—

The Raipur School Board held only four meetings in the year some of which failed for want of a quorum. The Bilaspur Board met also only four times and two meetings had to be put off for want of a quorum. In Drug the School Board came into existence only at the end of March last. In Raipur out of 304 schools only 51 were visited by District Council members and only 109 by Local Board members. The Bilaspur reports say that very few members visited the schools and that 161 schools remained entirely unvisited. In Drug members of the District Council paid 93 visits and the members of Local Boards 249.

The Inspector of Schools, Berar, writes—

Personally, I think that Local Bodies do as well in the management of schools as could be expected. It is only one of their many public interests. Except in Amraoti, they have no educational staff.

Too often, it is feared, it has been the practice of many Local Bodies to pay little regard to the suggestions and recommendations of the inspecting staff.

Clearly, this system of administration is defective. No Government Administrative Department could be run by a Committee especially if the Committee does not resort to expert advice. How can it be expected that the administration of large numbers of schools—there are over 400 schools in the Akola district—can be run by a Council, and a Council consisting of members who can give only a fraction of their time to the work of education? Naturally much of the work devolves on the Chairman, but the Chairman is not concerned only with education. He is concerned with all the multifarious duties of the District Council. Moreover, he is not a full time official, but has his own private occupation. In these circumstances, it is a matter for consideration whether, if Local Bodies are not prepared to leave administration in the hands of Government Deputy Inspectors and if they are not prepared to accept their advice, as, unfortunately, is often the case, they should not have an educational administrator of their own, a whole time official, who will devote himself to administering the schools.

The experimental transfer of Deputy Inspectors to certain District Councils offers no solution of this problem. The Commissioner, Nagpur Division, referring to the friction between the District Council, Balaghat, and the Deputy Inspectors who have been transferred to that body, writes—

The position is, I consider, the inevitable consequence of the system of subordinating Deputy Inspectors to the District Council. The difficulties that have arisen are precisely those which I noticed in Hoshangabad. The District Council employees must be entirely under the District Council and Government employees under Government. Any other arrangement may work well in special circumstances in favoured places, as in Bhandara, but the system is nevertheless defective and should be condemned forthwith. It is obvious that the friction which has been going on in Balaghat, has been detrimental to the efficient working of the local educational institutions.

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The next problem is the relations between Government and the Local Bodies. It is clear that if Government is responsible for the soundness of the education imparted in the schools and for the proper utilization of the large grants which it makes, it must have some agency for the inspection and the examinations of the schools, and such an agency it maintains, except in 4 districts where it has handed over, as an experiment, inspection and examination to the control of the District Councils. "If Government" runs the report on education in India in 1924-25, "continues to supply an increasing proportion of the cost of vernacular education, it has a duty to the tax payers to see that the money is spent to the best advantage". But further there seems to be need for revision of the system of grant-in-aid. Under the present system the grants made by Government are lump grants and not assessed on individual schools. It is difficult if not impossible under a lump grant system to make the amount of grant bear any relation to the efficiency of the schools, without an appearance of arbitrariness. It seems essential that some system should be devised under which every school maintained by a Local Body may be assessed for the purpose of grant and the amount of the grant have some relation to efficiency. A change of this nature would almost certainly improve attendance and results.

The third problem is Local Body finance. Few Local Bodies hitherto have availed themselves of the powers given to them under the Local Self-Government Act to increase their resources by taxation. The Berar District Councils have made some progress in this direction, though Yeotmal has lagged behind, but in the Central Provinces progress has been disappointingly slow. The Commissioner of the Chhattisgarh Division, writes—

Lack of interest and lack of courage to impose the taxation necessary to make education a reality are at the root of the trouble. At the conference of District Councils held at Chhindwara in May 1925 resolutions were carried, apparently unanimously, recommending to District Councils that they should make use of the power given to them under section 49 and 50 of the Local Self-Government Act to increase their resources. Last October my predecessor sent these resolutions, with a copy of paragraph 3 of the Local Government's Resolution No. 955-496-VIII, dated the 27th March 1925, and a copy of paragraph 8 of his own report on the working of the District Councils in Chhattisgarh for the year ending 31st March 1925, to all the District Councils and enquired what new taxes they intended to

impose to meet the growing demands of education, medical relief and roads. The District Council, Raipur, has so far made no proposals beyond raising market dues and imposing taxes under section 49 and 50 in two villages. Similar proposals for 9 other villages, with their feeder villages, are maturing. The Council has appointed a Sub-Committee to consider the whole question of extra taxation. The District Council, Durg, has stated that it is not in favour of any new taxation. The District Council, Bilaspur, has made some petty increases in market dues and has proposed a special school rate under section 50 of the Act in 8 places. Thus four years after the Local Self-Government Act came into force, section 49 remains almost a dead letter in the division.

If any improvement or progress on a large scale is to be made in vernacular education, it is essential that Local Bodies should increase their resources by taxation.

The account of the state of vernacular education given in the foregoing paragraphs is not a cheerful one. But the reports give grounds for hope of progress to come. They bear witness, with some exceptions, to 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. They reveal strenuous efforts on the part of certain Local Bodies to tackle the problems of vernacular education. Among those members of Local Bodies who have applied themselves seriously to the solution of these problems, the name Mr. Jakatdar, the Chairman of the Bhandara District Council, calls for special mention. He is largely responsible for the introduction of Compulsory Primary Education in the Bhandara district and the success which the scheme is reported to have achieved, is largely due to his efforts.

CHAPTER V.

EDUCATION OF GIRLS.

34. **Numbers.**—The number of recognized schools for Indian girls increased from 372 to 375 and the enrolment from 23,466 to 24,570. The total expenditure on girls schools increased from Rs. 4,80,427 to Rs. 4,96,806.

35. **Anglo-Vernacular Schools.**—The number of Anglo-Vernacular Schools remained at 12, but the number of pupils increased from 702 to 730. Of the four High Schools, one is maintained by Government and three by Missions. The

number of pupils in the Government Girls' High School, Amraoti, rose from 113 to 116. In the Hostel there was an average of 63 during the year. From this school eight candidates appeared for the High School Certificate examination and 5 passed, one being placed in the first division. Seventeen girls appeared for the High School Entrance and Scholarship examination and two were awarded scholarships. The Inspectress reports—

The health of the school has been good.....The tone of the school is very good. It is a happy, bright, friendly school. Credit is due to the Headmistress for the good management and creditable standard of the school.

Of the Aided High Schools the best results were achieved by the United Free Church Mission Girls' High School, Nagpur. From this school 5 candidates appeared for the High School Certificate examination and 2 passed, one being placed in the 2nd division. From the Church of England Zenana Girls' High School, Katni, there were 7 candidates for this examination, one being successful. From the Johnson Girls' High School, Jubbulpore, there were 7 candidates of whom one was successful. This school also sent 2 candidates for the Intermediate examination of the University of Nagpur, but both failed.

36. Vernacular Middle Schools.—The number of Vernacular Middle Schools increased from 36 to 37 and the enrolment from 3,891 to 4,146. English is taught in the Government Schools at Wardha, Akola, Yeotmal, Khamgaon and Buldana. The Inspectress reports that the instruction in English in these schools is fair. The reports indicate no changes of importance in the conditions under which these schools work.

37. Primary Schools.—The number of Primary Schools increased from 314 to 318 and the enrolment from 18,236 to 19,087. The increase in the number of pupils is reported to have taken place chiefly in the Amraoti and Buldana districts. The following table gives the number of pupils in each class.—

Class I	...	14,055
„ II	...	3,752
„ III	...	2,958
„ IV	...	2,065

It is noteworthy that the increase in the total enrolment referred to above took place entirely in Class I, the other classes except Class III recording decreases. In Class I there was an increase of 1,463, in Class II a decrease of 362, in Class III an increase of 36, in Class IV a decrease of 39. The decreases took place mainly in Berar. Until there is a steady and substantial increase in the number of pupils in the higher classes there is little hope for the future of the education of girls. At present the Primary Schools are mainly creches.

For the Primary Certificate examination there were 1,793 candidates and 966 were successful.

Out of 385 teachers in the Nagpur Circle, 133 are trained. Out of 330 teachers in the Jubbulpore Circle, 216 are trained. In the Jubbulpore Circle out of 330 teachers 31 are male teachers. The Inspectress reports that—

Twenty of these are husband teachers working in the same school as their wives. This arrangement answers very well in certain villages where the people are troublesome

The Inspectress reports that—

The tone and discipline among teachers are improving every year and the instruction given is of a much better quality.

The Inspectress of Schools, Nagpur, reports that—

Many schools have to be managed by old, inactive men teachers or untrained women or women trained about 15 years ago whose teaching instinct has begun to wane.

These figures are not cheerful, but the Inspectress of Schools, Nagpur, strikes a note of hope. "I can think of no instance in my experience where a school has been efficient and public opinion has not patronized and supported it to the further advance of the school." One of the root problems is the provision of efficient teachers. If we can solve this problem, we shall go a long way towards solving the problem of the education of girls.

A sum of Rs. 3,012 was allotted for the extension and improvement of schools for girls.

38. Girls in Boys' Schools.—The number of girls in Boys' Primary Schools increased from 12,394 to 13,480. The increase took place mainly in Yeotmal and Akola in the Nagpur Circle and in Hoshangabad, Raipur and Bilaspur

in the Jubbulpore Circle. It is reported that the revision of the scale of rewards to Head Masters for the enrolment of girls has accounted in some measure for this increase. A sum of Rs. 4,501 was distributed to Head Masters for this purpose during the year.

39. Normal Schools.—The number of Normal Schools declined from 6 to 5; one Aided Normal School Class, namely, the Needle Work and Hygiene Class attached to the Providence Girls' School, Nagpur, being closed. The number of pupils declined from 212 to 199. The results of the examinations at the Government Normal School at Amraoti were satisfactory, all the candidates (six) being successful in the Senior Women Teacher's Certificate examination and 14 out of 16 in the Junior Women Teacher's Certificate examination. In the Government Normal School at Jubbulpore 4 out of 5 candidates passed the Senior examination and 11 out of 13 the Junior. Both these schools continued to do excellent work. At both these schools very successful conferences of teachers were held in the course of the year. The school building at Jubbulpore requires extension. A scheme for the construction of class rooms in the near neighbourhood of the Hostel at Amraoti is under consideration.

The Inspectress of Schools, Nagpur, reports favourably on the Kindergarten class attached to the Providence Mission School, Nagpur. There were two Government teachers and one Government student under training in this school during the year under report.

40. Special Schools.—The Providence Mission School, Nagpur, and the Swedish Mission Industrial School, Saugor, are reported on favourably by the Inspectresses. The Ladies Home Class at Akola has 60 adults and continues to do useful work. The Church Episcopal Zenana Mission is reported to give instruction in their homes to 278 ladies in Jubbulpore city.

41. Scholarships.—The full number of Arts College scholarships (4) and 2 out of 4 Medical scholarships tenable at the Lady Hardinge Medical College at Delhi were awarded. One Medical scholarship tenable at the Agra or Nagpur Medical School was awarded for training at Agra. Of the 14 scholarships available for training in the Midwifery

classes at Nagpur, Akola and Jubbulpore, 7 were awarded. Fifty-four scholarships out of 56 tenable in Middle and High Schools were awarded.

42. Girl Guides.—The Girl Guide movement has made progress. In 1920 there were one hundred guides in the province. In the year under report there were 866 guides. Of these, 81 are in the two Government Normal Schools at Jubbulpore and Amraoti and 23 in the Girls' High School at Amraoti. The chief need at present is an organization for the training of guiders, that is, leaders of companies. It is felt that the movement is not yet large enough for the employment of a whole time organizer, though that time will soon come. With a view to supplying the deficiency in guiders the Provincial Association prepared a scheme in the year under report for sending a number of guiders to Ootacamund for training. In order to meet the expenditure involved and to assist the Association in providing for camps and in obtaining equipment, Government sanctioned a grant of Rs. 2,500 payable in the current year.

CHAPTER VI.

MUHAMMADAN EDUCATION.

43. Numbers and Distribution.—The total number of Muhammadan pupils increased by 739 from 35,827 to 36,566 of whom 812 were in unrecognized institutions. The figures given below show the distribution of Muhammadan pupils among the different circles in 1924-25 and in 1925-26:—

		Boys.		Girls.		
		1924-25.	1925-26.	1924-25.	1925-26.	
Nagpur	Circle	...	6,244	5,537	243	169
Jubbulpore	"	...	5,311	5,300	499	436
Nerbudda	"	...	6,270	6,230	282	268
Berar	"	...	14,734	16,206	2,221	2,391

From this table it will be seen that there was a total increase of 1,642 in the Berar Circle and decreases of 781, 74 and 54 in the Nagpur, Jubbulpore and Nerbudda Circles, respectively. The increase took place almost entirely in the number of boys. Among girls the increase was negligible.

Out of 33,283 boys, 27,190 were in Primary Schools, 3,513 in Middle Schools, 139 in Normal Schools, 405 in

High Schools and 133 in Colleges. Out of 3,283 girls, 2,935 were in Primary Schools, 10 in Middle Schools and one in Normal Schools. There were no girls in High Schools or Colleges.

The percentage of Muhammadan pupils to the total number of College students was 7.6 as compared with 7.4 in the previous year. Corresponding figures for Secondary and Primary education were 10 and 9.1 respectively as compared with 10.4 and 9 in the previous year.

44. Collegiate Education.—The number of Muhammadan pupils in Colleges increased from 120 to 133 of whom 116 were studying Arts or Science, 6 Law, 7 Education and 4 Agriculture. The temporary post of Assistant Professor of Persian in the Morris College, Nagpur, was continued.

45. Anglo-Vernacular Education.—The number of boys in High School Departments decreased by 8 and in Middle School Departments increased by 130. In the High School Certificate examination 9 candidates out of 26 from Government Muhammadan High School, Amraoti, were successful. From the Hakimia Coronation High School, Burhanpur, 4 out of 8 candidates were successful and 2 candidates out of 15 from the Anjuman High School, Nagpur, passed. From the Anjuman High School, Jubbulpur, 11 candidates appeared and none were successful.

Sixteen High School and 13 Middle School scholarships were awarded.

Schemes are under consideration for the provision of hostels for the Government Anglo-Urdu School at Balapur, Darwha, Malkapur and Akola and for new school buildings for the Anglo-Urdu Schools at Darwha and Akola. The hostel of the Muhammadan High School, Amraoti, is being extended in the current year to provide accommodation for 50 more boys.

46. Vernacular Education.—The number of pupils in recognized Primary Schools increased from 29,329 to 30,125. The Inspector of Schools, Berar, reports: "It is highly creditable to the Berar districts that in Primary education they have treated the Urdu Schools liberally." There is still, however, a great need for trained teachers in

Primary Schools—a need which the Urdu Normal School at Amraoti is doing its best to meet.

CHAPTER VII.

EDUCATION OF BACKWARD CLASSES.

47. Numbers.—The total number of pupils of the Depressed Classes increased by 4,288 from 30,959 to 35,247 of whom 1,079 were studying in unrecognized institutions and 176 in adult classes. There was an increase of 3,935 pupils in recognized schools for boys in the Nagpur, Jubbulpore and Berar Circles and a decrease of 120 in the Nerbudda Circle. The distribution of pupils among the different classes in recognized schools is given in the following table. (The figures for 1924-25 are also given for the purpose of comparison).

	Class,	Boys.		Girls.	
		1924-25.	1925-26.	1924-25.	1925-26.
Primary	I	13,993	16,976	422	288
	II	5,955	7,045	150	73
	III	4,087	4,766	92	45
	IV	3,869	3,524	68	42
Middle	V	712	621	4	5
	VI	394	316	1	1
	VII	100	129	...	1
	VIII	45	56	...	...
High	IX	27	34	1	...
	X	15	21	...	...
	XI	6	10	...	...

It will be observed that while there was an increase of 4,407 boys in Primary Classes there was a decrease of 345 in Class IV, and of 169 in Classes V and VI. An increase of 57 took place in Classes VII, VIII, IX, X and XI.

The table shows that the number of girls in Primary classes fell from 732 to 448 and that there were only 7 girls in the Middle Classes and none in the High School Classes.

Five students were enrolled in Arts and Science Colleges, one in the Law College, one in the Medical School, one in the Engineering School and two in the Training College. In Normal Schools there were 22 students.

48 Scholarships.—Out of five Collegiate scholarships and 15 High School scholarships, two and 14 respectively were awarded. The full sanctioned number of 22 Middle School scholarships was awarded.

49. Special measures.—In accordance with the policy laid down in the Government Resolution of 1922 on the report of the Committee to consider the education of the Depressed Classes, grants amounting to Rs. 2,915 were made to the Depressed Class hostels at Nagpur, Amraoti, Chikhli and Yeotmal. A grant of Rs. 5,000 namely, the balance of the grant of Rs. 25,000 sanctioned in 1924, was paid for the construction of a new building for the Chokamela hostel in Nagpur. The number of students in this hostel is reported to have declined from 46 to 28. The number of boys in the other aided hostels is reported to have been 104. A sum of Rs. 2,865 was distributed in the form of bonuses to Head Masters on account of boys of these classes passing the Primary examination.

CHAPTER VIII.

EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

50. Institutions and Pupils.—The number of High schools remained the same, namely, seven, while the number of Middle and Primary Schools increased from 9 to 10 and 15 to 17, respectively. The total number of pupils increased from 2,128 to 2,331. Of this increase of 20,372 were boys and 131 girls.

51. Expenditure.—A revised grant-in-aid system was introduced in the course of the year. The effect of the revision is to place European and Anglo-Indian Schools on the same basis as Indian Schools in respect of grants. Whereas formerly grants for European Schools were assessed at one-half of the approved expenditure, they are now assessed at one-third of the approved expenditure. As a result of this revision, the amount of maintenance grants decreased from Rs. 1,00,445 to Rs. 73,442. It is satisfactory to find that, in spite of this considerable decrease, the efficiency of the schools was maintained and the total direct expenditure actually increased from Rs. 2,45,978 to Rs. 2,53,788. The schools were enabled to meet the increased cost partly by an increase in the income

from fees partly by an increase in the income from Mission funds and other sources and partly by economies. The average cost of educating a pupil in Secondary Schools declined from Rs. 222 in 1924-25 to Rs. 197 in 1925-26. In Primary Schools the average cost increased from Rs. 74 to Rs. 76. Building and furniture grants amounted to Rs. 9,689 and Rs. 3,673 respectively. A sum of Rs. 9,794 was spent from Provincial revenues on scholarships. Expenditure from Provincial funds on destitution grants amounted to Rs. 25,089.

52. Class work and Examinations.—For the Departmental examinations for European High and Middle School Certificates there were 49 and 69 candidates, respectively and 33 and 49 passed. In the Cambridge School Certificate examination 21 passed out of 43 candidates as compared with 19 out of 48 candidates in the previous year. In the Cambridge Junior examination 19 out of 31 candidates were successful as compared with 15 out of 41 in the previous year. It may be noted that, after consultation with the European School Board and the School Managers, Government has decided to abolish the Departmental examinations and to make the Cambridge examinations the sole examinations for these schools with effect from January 1928. The schools still maintain a considerable proportion of untrained teachers. In the year under report there were 64 untrained teachers out of 123.

53. Hostels.—The number of boarders increased from 778 to 837. The average cost per boarder per month was Rs. 15 as compared with Rs. 17 in the previous year. The total expenditure from all sources fell from Rs. 1,85,825 to Rs. 1,42,184.

54. Health and Physical Training.—Games and physical exercises continue to receive adequate attention and the general health and physical development of the pupils are supervised with care. Scouting flourishes and the Boy Scouts and Girl Guides are reported to have won a reputation for high efficiency.

CHAPTER IX.

TRAINING OF TEACHERS (MEN.)

55. Spence Training College, Jubbulpore.—Twenty-five stipends for graduates and 100 for undergraduates

were available and 19 and 94, respectively were actually awarded. There were 117 students on the roll of whom 20 were in the L. T. Class, 53 in the second year T. T. C. Class, 41 in the first year T. T. C. Class and 3 in the Drawing Class.

56. Staff.—The post of Director of Manual Training and Lecturer in Primary School Methods remained in abeyance. Mr. G. G. Kanetkar officiated as Inspector of Schools, Berar, for a part of the year and his place was taken by Mr. T. B. Jog, Lecturer on the staff. The staff of the College played an important part on the various bodies connected with Secondary and University education, 3 serving as members of the High School Education Board, 4 on the Committee of Courses connected with the Board, 1 on the Faculty of Education and 2 on the Court of the University. Among other activities they prepared a pamphlet entitled Notes on Teaching for the use of teachers throughout the province.

57. Class work and Examination results.—The following extracts are taken from the report of the Principal.

INSTRUCTION IN THE L. T. CLASS.

“The Subject, ‘History of Education’ which had for many years formed part of the course for the L. T. degree, was dropped in accordance with the decision of the Faculty of Education of the University. In the Allahabad University L. T. course the subjects prescribed for the written examination were (1) Principles of Education, (2) History of Education, (3) Methods of Teaching, (4) School Organization and Hygiene. The Faculty of education felt that one paper on Methods of Teaching could not possibly cover the whole field or Method. It was, therefore, decided to devote, with effect from the session of 1924-25, two papers in method, the first paper being called ‘Methods of Teaching in general’ and the second paper ‘Methods of Teaching particular subjects’. This later paper was to be divided into a number of sections corresponding to the different subjects of the school curriculum, and each student was expected to take two sections. Experience of one year showed that five papers made the course too full and that a reversion to four papers was desirable. It was felt, however, that the greater attention paid to Method was amply justified and that one of the other papers would have to be dropped. The choice fell on the paper of ‘History of Education.’ The new course on ‘Methods of Teaching particular subjects’ is proving to be of great value. Students are divided into a number of groups according to the subjects they take up. Each of these groups is in charge of the Principal or one of the Professors

who directs their reading and other work on the lines of what is called the tutorial system. The work generally comprises both subject-matter and methods of teaching. Each group and its Professor meet once or twice a week for discussion. This departure from the more formal atmosphere of the lecture room is very welcome and the scheme is entirely consistent with the policy of the College which is to make its work as practically useful as possible and to avoid the danger, which besets Training Colleges, of becoming too academic."

"Of the twenty students who appeared for the L. T. examination 19 were declared successful."

INSTRUCTION IN THE T. T. C. CLASSES.

"In the ordinary T. T. C. Classes training was given on the same general lines as in the previous year. Practical teaching under supervision is regarded as the most important part of the work, and lectures on General Pedagogy, Hygiene and Methods of Teaching the different subjects of the Middle School Curriculum are given. In addition, the course has for its aim the extension and consolidation of the students knowledge of the subject-matter which they will have to teach. While this is necessary in all subjects, it is found to be especially necessary in English. In spite of the efforts of the staff it is usual to find under-graduate students even at the end of the second year making serious mistakes in English and, quite unconsciously, teaching their classes incorrect English. An obvious step towards improvement is to employ in the Middle Departments of Government schools at least one trained graduate teacher for teaching English. For the T. T. C. examination 54 candidates appeared of whom 44 passed."

"The Dalton plan was discussed at some length at meetings of the staff. It was felt that the principle underlying the Dalton plan was sound, namely, that individual work by pupils is of greater importance than oral teaching by the teacher. The application of this principle to each subject of the school curriculum was considered and it was decided to make more vigorous efforts to check the tendency of teachers to excessive talking."

"The question of individual work is closely connected with that, of home work and the discussions served to focus attention on the importance of setting and exacting home work daily. There is little doubt that neglect of home work is one of the chief defects in instruction in Secondary Schools in the province. If by some miracle every teacher in the province could be made capable of exacting an adequate amount of home work daily from every pupil in his class the standard of instruction would soon be raised to a considerably higher level. Efforts are now being made to impress upon the minds of teachers under training the primary importance of firmness in exacting home work".

"Of the T. T. C. students 19 qualified as competent to teach drawing in Middle schools..... All the students of the

College went through a course of pedagogical drawing to enable them to illustrate graphically on the blackboard the different subjects that they may have to teach."

"One of the sections of the first year T. T. C. Classes contained students who were being specially trained to become Manual Training Instructors."

58. Physical Training.—All students undergo the admirable course of physical training introduced by Mr. K. R. Dube. In each period of physical training roughly half the time is devoted to vigorous and systematic exercises of the different parts of the body, arms, trunk and legs, while the other half is devoted to recreative games and competitions. Mr. Dube's system which is in the main that learnt by him at the Young Men's Christian Association School in Madras is well adapted for the schools of the province..... The L. T. students were required to go through the course, but no attempt was made to train them to be Physical Training Instructors. The T. T. C. students were, however, definitely trained to become competent physical training Instructors for Middle School classes. From experience gained in 1924-25 it was apparent that, while putting students through a course of physical training is easy, turning them into competent instructors is a difficult task. Some of the students are no longer young, some are of sedentary habits and some are physically weak. Mr. Dube, however, essayed the difficult task with much vigour, and nearly all the T. T. C. students managed to attain a reasonable standard of efficiency."

59. Games.—"The College team did well in cricket and won the challenge shield offered by the Jubbulpore Educational Athletic Association.....It was disappointing to find that among the first year students only 3 or 4 were proficient in games.....Among minor games volley ball, basket ball, atya-patya, khokho were played. As usual Mr. K. R. Dube, the Secretary, and other members of the staff of the College and its ancillaries rendered great assistance in organizing the tournaments of the Jubbulpore Educational Athletic Association in which all the local Secondary Schools, Indian and European, competed."

60. Scouting.—"Scouters in the Training College are organized in a troop of Rovers. Their aims are to foster the Scouting spirit, to keep fresh items already

learnt and to learn new Scouting items and to take part in local Scouting activities.....Wherever their services were needed, the Training College scouters were always to be found, as for example at the Bheraghat Fair, at the J. E. A. A. Sports tournament, at local Scout rallies and at various College functions."

61. The College Magazine.—“Chiefly owing to the initiative of Professor Behere, a magazine was published by the College for the first time. Articles were contributed by members of the College staff and by some of the L. T. Class students. The object of the magazine is twofold. First, it is intended to enable past students to keep in touch with the College activities and, secondly, to provide articles of educational interest for the teachers of the province and for others interested in education. It is hoped that articles from competent educationalists outside the College staff will be included in future numbers, so that the magazine may fill the want that is felt in the province of an educational magazine published in English.”

62. Normal Schools: Numbers.—The number of Normal Schools remained the same, namely 11. The number of students increased from 1,120 to 1,193. The number of sections was further reduced, as a temporary measure, from 64 in 1924-25 to 55 in the year of report. The number of first and second year sections was reduced from 6 to 4 at Seoni, from 6 to 5 at Bilaspur, from 6 to 4 at Saugor and from 7 to 6 at Akola. In addition, the 4th year re-training classes at Nagpur, Jabulpore and Raipur were abolished. The reduction in the number of sections in the first and second year classes is due to the difficulty of securing posts for trained teachers in certain district and of securing qualified candidates for admission to the Normal Schools in other districts, *e.g.*, the Chhattisgarh districts. The difficulty of securing posts for the trained teachers who have passed through a course in the Normal Schools is due partly to the inadequate rates of pay offered by the District Councils and partly to the fact that these bodies have confirmed large numbers of untrained teachers and in consequence have few (if any) posts available for trained teachers. This has been commented upon in previous reports.

Out of 660 stipends sanctioned for award, namely 185 for the Berar Circle, 150 for the Jubbulpore Circle, 125 for each of the Nagpur and Chhattisgarh Circles, and 75 for the Nerbudda Circle, 553 were awarded. Ten stipends in the Nagpur Circle, 16 in the Jubbulpore Circle, 4 in the Nerbudda Circle, 35 in the Chhattisgarh Circle and 12 in the Berar Circle were not allotted owing to lack of qualified candidates. It is necessary to emphasize once more the responsibility of District Councils in the matter of Vernacular Middle School education. Unless the Vernacular Middle Schools are properly staffed with trained teachers, it is hopeless to look for any improvement in the quality of candidates for admission to the Normal Schools. The Inspector of Schools, Jubbulpore Circle, reports that of the 170 Middle School classes in the Jubbulpore Circle, 60 are taught partly or wholly by teachers who have not gone beyond the second year Normal School course, *i. e.*, the course for the Primary Trained Teacher's certificate.

A new syllabus of studies was introduced to suit the new syllabuses for Primary and Middle schools.

63. Examination results.—Out of 679 candidates for the Primary Trained Teacher's Certificate examination 508 passed, 81 out of 117 candidates passed the Vernacular Middle Trained Teacher's Certificate examination and 22 out of 24 passed the examination held at the end of the fourth year course. The total percentage of passes was 75·4 as compared with 73·0 in the previous year.

64. Expenditure.—The expenditure on Normal Schools amounted to Rs. 2,99,447 as compared with Rs. 3,00,212 in the previous year and the cost per pupil including stipends fell from Rs. 268 in the previous year to Rs. 250-2-7.

CHAPTER X.

TECHNICAL EDUCATION.

65. Engineering School, Nagpur Staff.—Mr. Owen, Acting Principal of the College of Science, officiated as Principal in place of Mr. Beckett from November 1924 to April 1925 when he proceeded on leave. Mr. F. J. Cuerden, 1st Assistant in Civil Engineering, acted as Principal until November when Mr. Owen resumed charge. Mr. Beckett

took over from Mr. Owen in January and held the post until the end of the year. From April to December Mr. J. Greenhalgh, Superintendent of the Workshops, was deputed to the Industries Department as Officiating Chief Inspector of Boilers, Central Provinces, and during this period Mr. W. Thompson, Assistant Superintendent of Workshops, officiated as Superintendent.

66. Numbers.—The total number of students was 136, divided among the various courses as shown in the following table:—

Year.	Civil Engineering course.	Mechanical Engineering course.	Motor Mechanics course.	Oil Engine course.
1st	19	13	7	9
2nd	16	12	4	...
3rd	16	9	4	...
4th	11	12	4	...
	62	46	19	9=136

Examinations.—The following table shows the results of the examinations:—

(a) *Civil Engineering.*

Overseers	Number examined.	Number passed.
	... 15	12
	Number re-examined.	Number passed.
	... 2	1

(b) *Mechanical Engineering.*

1. Diploma and Certificate Examination.

Practical, 1925	Number examined.	Number passed.
	... 9	9
Theoretical	... 9	7
	Number re-examined.	Number passed.
March 1926	3	1

2. 2nd Class Boiler Act Examination—

September 1925	Number examined.	Number passed.
	... 12	6
March 1926	... 6	5

(c) *Motor Mechanics.*

Certificate	Number examined.	Number passed.
	... 4	4

(d) *Oil Engine Course.*

Number examined.	Number passed.
20	19

67. Repairing Department.—The principal reports —

“The total value of the work done by the Repairing Department increased from Rs. 13,355 to Rs. 14,589 while the amount earned for the Treasury was Rs. 8,007, an increase of Rs. 836 over the previous session. There is an increase in the demand for general mechanical repairs as distinct from motor repairs.”

“The actual amount paid into the Treasury was Rs. 8,895-10-9. The excess of this figure over the amount earned is due to recoveries from previous outstandings.”

68. Buildings and Equipment.—Plans and estimates for extending the hostel accommodation and increasing the number of class rooms in the main building were sanctioned during the course of the year, and the work has been taken up in the current year. The hostel extension will provide accommodation for 16 more students and the new class rooms will accommodate the new Sub-Overseer classes which have been started in the current year.

“The new lathes with accessories and additional lathe-chucks were added to the workshop equipment at a cost of Rs. 6,730. The machinery which arrived towards the close of the previous session was erected at a cost of Rs. 470. Lecture models for the Civil and Mechanical Engineering Departments were purchased at a cost of Rs. 2,741. A low pressure burner and fan for the Foundry was bought for Rs. 540. Additional drawing tables and stools and racks for keeping levels, etc., were erected at a cost of Rs. 1,965.”

69. Expenditure.—The total expenditure on the school (including staff and equipment but excluding buildings) was Rs. 95,457 and the receipts amounted to Rs. 9,712.

70. Extra-provincial provision.—In addition to the facilities for technical training which the Engineering School at Nagpur provides, arrangements are made by the Department for the technical training of students of this province, in extra-provincial centres in India and abroad. The following is a summary of the arrangements made for training in institutions in India outside the Central Provinces :—

- (i) By arrangement with the Victoria Technical Institute, Bombay, Central Provinces students are admitted to that institution, this Government contributing towards the cost of maintenance of the institution at the rate of Rs. 200 per annum per student admitted. For this purpose a sum of Rs. 7,800 as provided in

- the budget for the year under report. 23 students from this province attended the institution, 3 taking Mechanical Engineering, 8 Textile Industries, 4 Electrical Engineering, 2 Applied Chemistry and 1 Sanitary Engineering.
- (ii) Further, Government makes a contribution towards the maintenance of the Bengal Engineering College based on the number of Central Provinces students admitted. The provision for this purpose in 1925-26 was Rs. 5,000. Three Central Provinces students attended the College in the year under report.
- (iii) A similar arrangement is made with the Thompson Civil Engineering College, Roorkee. A sum of Rs. 3,780 was paid on account of 3 Central Provinces students studying at this institution in the year 1924-25. No students attended this institution in 1925-26.
- (iv) Three scholarships were awarded for tenure in technical institutions outside the Central Provinces in the year under report. Two scholars attended the Victoria Technical Institute, Bombay, and one the Technological Institute, Cawnpore.

The following is a summary of the arrangements made for the training of Central Provinces students abroad :—

- (i) Two provincial technical scholarships were held by Central Provinces students in 1925-26. One scholar studied Dyeing, Bleaching and Calico Printing and the other Coal Mining. An allotment of Rs. 11,000 was made for the purpose of these scholarships.
- (ii) Provision was made for 2 improverships for the purpose of training men (who had gone through an approved apprentice course or had passed through the Engineering School course) in works in Great Britain with a view to enabling them to qualify for posts of foremen and assistant foremen in works of standing in India.

71. Consultative Committee.—The Consultative Committee for technical education which was constituted in 1924-25 rendered valuable assistance to the Department in connection with the scheme for the award of improverships.

CHAPTER XI.

RAJKUMAR COLLEGE, RAIPUR.

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

Finance.—“The realization and investment of the New Endowment Fund was practically completed during the year and now part of one donation only remains unpaid.” The annual yield of the investment of this fund amounted to Rs. 49,367. The total receipts of the College for the year under report amounted to Rs. 1,25,593 and the expenditure to Rs. 1,09,852. There was a closing balance of Rs. 15,740 of which a sum of Rs. 10,000 has been set aside for a separate investment as a reserve fund to which it is intended to add annually.

73. **Buildings.**—“It is a matter of satisfaction that, thanks to the assistance of the friends of the College outside these provinces the need (of a Guest House) will shortly be met.”

74. **The College Roll.**—“The College roll remains at the same figure as at the beginning of the school year, *viz.*, 54 Of the 54 Kumars now on the College roll, 24 are from the Central Provinces, 23 from Behar and Orissa, 3 from Assam, 2 from Madras and 2 from Bengal.”

75. **Scouting.**—“I am glad to say Scouting has now so established itself that every Kumar at the College, with one exception, is now either a Scout or a Wolf Cub. The troop at present consists of 3 Scouters, 1 Rover Scout Troop Leader, and 30 Scouts, while the remaining Kumars are Wolf Cubs. Of the Scouts, one is a King's Scout who has also gained his All-round Cords and four are first class Scouts.....In their spare time scouts are working for the following badges some of which should be won shortly:—Entertainer Electrician, Photographer, Artist, Tailor and Carpenter. Swimming, is still a stumbling block to many, but more than half the Scouts can now swim and 45 per cent have passed their first-class swimming tests..... During the cold weather camping out was done by all the Scouts in turn, and a three day week-end camp of the whole troop was held in the Dumartalai Jungle near the College.....Recent special activities have been First Aid work, partly to rub up what was learnt before, Folk and Morris Dancing, and Tracking.....As before a number of Scouts helped at the Mahadeo Ghat Fair and did useful work at the temple.”

76. “Hobbies as usual, have been practised as spare-time activities in conjunction with Scouting and the passing of Scout Tests. The most popular still are Carpentry with Senior Kumars and Botany with juniors.”

77. Class-work.—"Five Kumars appeared in the Chiefs' Colleges Diploma examination in April 1925 and all were successful, gaining the 1st, 2nd, 3rd, 7th and 21st places in the total list of 33 candidates. The first two gained first classes with 5 and 4 distinctions, respectively. The third missed a first class by a few marks only and won two distinctions, while of the other two candidates, one gained a creditable second class with one distinction and the other was placed in the third division. Of the above, three are continuing their education in the Post Diploma Course at the Mayo College, Ajmer, one is receiving administrative training at Raipur, living in the College, and one is at the Agricultural College at Nagpur."

78. Games.—"The Cricket eleven was weak, but a number of Kumars are coming on and under special coaching have shown promise for the future. Foot-ball has been quite fair and the first eleven reached a creditable standard. As usual, hockey and tennis have been the most popular games and the standard of the former has improved considerably."

CHAPTER XII.

MISCELLANEOUS.

79. Conferences.—A Circle conference for the Nagpur Division was held at Balaghat and District Conferences for Vernacular teachers were held in a number of districts. Conferences of women teachers were held with great success at Amraoti and Jubbulpore.

80. Jain Education.—The total number of Jains under instructions decreased by 348 from 5,874 to 5,526.

81. Text Book Committee.—The number of books received was 733 as compared with 488 in the previous year. Seventy-three were sanctioned as text-books, 310 as prize and library books and 167 were rejected. Of the remainder, 105 are under consideration by the High School Board which now sanctions text-books for Middle and High Schools, and 78 by members of the Text-Book Committee.

82. Students Advisory Committee.—The number of applicants who sought the assistance of the Committee was 63 as compared with 49 in the previous year. Of these 51 were Hindus, eight Muhammadans, two Parsees and two Christians. Fourteen students are believed by the Secretary to have proceeded abroad for study after consulting the Committee. Enquiries regarding courses of study embraced a wide range of subjects among them Law, Sanitation, Public Health,

Mining, Physical Science, Agriculture, Commerce, Forestry, Engineering. As usual, a large number of applicants possessed slender qualifications. In accordance with the recommendation of the Committee on Indian students in Great Britain, the University agreed to establish a Students' Information Bureau to take the place of the Students' Advisory Committee and this change has been effected in the current year. The Students' Advisory Committee which was established 16 years ago rendered valuable assistance to student who desired information regarding courses of study in foreign countries and wished to proceed abroad. During the whole period of the Committee's existence Mr. S. R. Pandit, Barrister-at-Law, acted as Secretary, and I take this opportunity of paying my tribute to the zeal and devotion which he brought to bear upon his self-imposed task. I understand that he has been appointed by the University as a member of the Student's Information Bureau. His knowledge and experience will therefore still be at the disposal of students who may wish to avail themselves of the facilities afforded by the Bureau.

83. Acknowledgments.—In conclusion, I wish to record my appreciation of the efficient work performed by the administrative, teaching and clerical staff—an appreciation in which I feel sure that Mr. Beckett, who officiated as Director during the greater part of the year, would gladly join. Soon after the close of the year, the Department lost the services of Khan Bahadur Nizamuddin Ahmed and Rao Sahib K. W. Kulkarni. The former retired as Inspector of Schools, Nerbudda Circle, after a service of 30 years, and the latter as Officiating Inspector of Schools, Nagpur Circle, after serving the Department for 32 years. The rise of these officers from non-gazetted appointments to the position of Inspector is a tribute to their zeal and ability. I desire again to acknowledge the services of Mr. A. G. Dix, Deputy Director of Public Instruction and Secretary of the High School Board whose work throughout the year was marked by his usual untiring industry and devotion to duty. My office staff performed its duties with zeal and efficiency. My personal Assistant, Mr. C. Biden, has given me great assistance in preparing material for this report.

C. E. W. JONES,
*Director of Public Instruction,
 Central Provinces.*

General Summary of Educational Institutions and Scholars in the Central Provinces and Berar for 1925-26.

Area in square miles 99,876 ...			Percentage of scholars to total population.				Remarks.	
			Recognized institutions.		All institutions.			
Population-			1925-26.	1924-25.	1925-26.	1924-25.		
Males ...	6,951,399	...	Males ...	4'75	4'52	4'86	4'67	
Females ...	6,961,361	...	Females ...	'56	'53	'57	'54	
Total ...	13,912,760	...	Total ...	2'65	2'52	2'72	2'60	

	Institutions.			Scholars.			Percent- age of scholars in each class of institutions.	Remarks.
	1925-26	1924-25	Increase or decrease.	1925-26	1924-25	Increase or decrease.		
1	2	3	4	5	6	7	8	9
RECOGNIZED INSTITUTIONS.								
<i>For males.</i>								
Universities ...	1	1	...	...	...	...	...	...
Arts Colleges ...	5	5	...	1,383	1,262	+ 121	...	41
Professional Colleges ...	3	3	...	350	352	- 2	...	11
High Schools ...	45	43	+ 2	4,657	4,280	+ 377	...	136
Middle Schools ...	470	474	- 4	76,520	71,977	+ 4,543	...	22'31
Primary Schools ...	4,096	3,974	+ 122	257,904	246,256	+ 11,648	...	75'17
Special Schools ...	38	40	- 2	2,190	2,136	+ 54	...	64
Totals ...	4,658	4,540	+ 118	343,004	326,263	+ 16,741	...	100
<i>For females.</i>								
Arts Colleges ...	...	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...	...
High Schools ...	7	7	...	181	189	- 8	...	70
Middle Schools ...	51	49	+ 2	4,927	4,606	+ 321	...	19'11
Primary Schools ...	327	321	+ 6	20,068	19,116	+ 952	...	77'84
Special Schools ...	8	10	- 2	607	637	30	...	2'35
Totals ...	393	387	+ 6	25,783	24,548	+ 1,235	...	100
UNRECOGNIZED INSTITUTIONS.								
For males ...	279	327	- 48	8,442	10,620	- 2,178	...	...
For females ...	19	20	- 1	754	722	+ 32	...	...
Totals ...	298	347	- 49	9,196	11,342	- 2,146	...	...
GRAND TOTALS ...	5,349	5,274	+ 75	377,983	362,153	+ 15,830	...	...

(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 1925-26.

	Total expenditure.			Percentage of expenditure from				Cost per scholar to				Total cost per scholar.
	1925-26.	1924-25.	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.	5,20,514	5,07,710	+ 12,804	98'36	1'64	...	...	...	...	...	...	...
Universities ...	87,721	65,996	+ 21,725	51'30	...	42'35	6'35	...	...	...	...	...
Miscellaneous† ..	28,57,937	16,94,119	+ 11,63,818	51'82	25'93	7'92	14'33	...	...	...	...	...
Totals ...	34,66,172	22,67,825	+ 11,98,347	58'79	21'63	7'61	11'97	...	...	...	...	...
<i>Institutions for Males.</i>								Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Arts Colleges ...	4,66,256	4,55,085	+ 11,171	68'40	...	23'49	8'11	230 9 11	...	79 2 11	27 5 3	337 2 1
Professional Colleges ...	1,97,175	1,83,600	+ 13,575	95'50	...	4'50	...	537 15 11	...	25 5 9	...	563 5 8
High Schools ..	6,11,465	6,13,027	- 1,562	51'84	1'89	33'73	12'54	63 7 2	2 7 8	44 4 7	16 7 4	131 4 9
Middle Schools ...	17,53,961	17,64,116	- 10,155	48'07	23'62	22'99	5'32	11 0 3	5 6 7	5 4 4	1 3 6	22 14 8

Primary Schools	26,86,544	27,00,337	-13,843	48'31	43'06	3'52	5'11	5 0 6	4 7 9	0 5 10	0 8 6	10 6 7
Special Schools	4,56,246	4,59,024	+ 7,222	97'29	'13	1'87	'71	207 1 11	0 4 7	3 15 9	1 8 1	212 14 4
Totals	61,81,647	61,75,239	+ 6,408	55'30	25'61	13'45	5'64	9 15 6	4 9 10	2 6 9	1 0 3	18 0 3
<i>Institutions for Females.</i>												
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...
High Schools	44,614	53,155	- 8,541	53'48	4'71	17'24	24'57	131 13 0	11 9 7	42 8 0	60 9 2	246 7 9
Middle Schools	1,51,318	1,41,352	+ 9,966	49'32	2'31	8'55	39'82	15 2 4	0 11 4	2 10 0	12 3 8	30 11 4
Primary Schools	3,46,698	3,22,285	+ 24,413	66'12	5'22	8'72	19'94	11 6 9	0 14 5	1 8 1	3 7 1	17 4 4
Special Schools	82,015	80,588	+ 1,427	64'98	...	'58	34'44	87 12 8	...	0 12 8	46 8 5	135 1 10
Totals	6,24,645	5,97,390	+ 27,265	61'00	3'79	8'22	26'99	14 12 5	0 14 9	1 15 10	6 8 7	24 3 7
GRAND TOTALS	1,02,72,464	90,40,444	+ 12,32,020	56'83	22'94	11'16	9'07	10 4 10	4 5 8	2 6 4	1 6 5	18 7 3

† Includes expenditure on buildings.

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

≡ (2) *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
RECOGNIZED INSTITUTIONS.						
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 2nd grade Colleges	...	...	...	...	...	...
Totals	6	...	...	3	...	9
High Schools	20	...	4	19	2	45
Middle Schools	English	51	38	53	8	150
	Vernacular	11	282	19	6	320
Primary Schools	9	3,345	261†	322‡	139	4,096
Totals	9†	3,627	342	400	151	4,611
Special Schools—						
Art	...	...	...	...	...	...
Law	...	...	...	...	...	...
Medical	1	...	...	...	...	1
Normal and Training	11	...	...	...	...	11
Engineering	1	...	...	...	...	1
Technical and Industrial	...	...	...	...	...	...
Commercial	...	...	...	...	...	...
Agricultural	...	...	...	...	...	...
Reformatory	...	...	...	...	...	...
Schools for Defectives...	...	...	...	1	...	1
Schools for Adults	...	2	2	9	0	22‡
Other Schools	...	...	...	1	1	2
Totals	13	2	2	11	10	38
Total for recognized institutions	110	3,629	344	414	161	4,658
Unrecognized institutions	...	11	16	1	251	279†
GRAND TOTALS, ALL INSTITUTIONS	110	3,640	360	415	412	4,937

Figures for European Schools are
*Includes no

TABLE I.

Institutions for 1925-26.

For females.						Remarks.
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	
7	8	9	10	11	12	13
...	
...	
...	
...	
...	
...	
...	
...	
...	
...	
...	
...	
1	6	...	7	
1	12	1	14	† Includes 1 night school.
24	12	1	37	‡ Includes 6 night schools.
239	7	4	62	15	327	§ Includes 1 night school.
265	7	4	92	17	385	
...	
...	
...	
2	3	...	5	
...	2	...	2	
...	
...	
...	
...	
...	1	...	1	¶ All these are night schools.
...	
2	6	...	8	
267	7	4	98	17	393	
...	2	...	1	16	19	|| Includes 12 night schools.
267	9	4	99	33	412	

included in this Table.
Oriental Colleges.

GENERAL

Distribution of scholars attending educational institutions for

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science (a) ...	1,102	989	388	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	117	113	87	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...
Agriculture ...	98	96	98	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...
Totals ...	1,317	1,198	573	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ...	3,073	2,737	675	...	...	...	238	214	49
{ English ...	7,714	6,951	697	...	...	...	...	6,336	323
{ Vernacular ...	1,275	1,024	77	48,236	35,883	1,161	7,209	3,578	17
{ Total ...	1,047	841	...	200,525	135,141	23	4,394	29,025	...
{ Primary ...	1,047	841	...	200,525	135,141	23	4,394	29,025	...
Totals ...	13,109	11,553	1,449	248,761	171,024	1,184	48,327	39,153	389
In Art Schools ...	...	...	...	...	...	...	...	...	...
{ Law Schools ...	...	...	...	...	...	...	...	...	...
{ Medical Schools ...	243	186	80	...	...	...	...	...	...
{ Normal and Training Schools ...	1,193	1,152	1,112	...	...	...	...	...	...
{ Engineering Schools ...	136	127	36	...	...	...	...	...	...
{ Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
{ Commercial Schools ...	...	...	...	...	...	...	...	...	...
{ Agricultural Schools ...	...	...	...	...	...	...	...	...	...
{ Reformatory Schools ...	...	...	...	...	...	...	...	...	...
{ Schools for Defectives ...	...	...	...	...	...	...	...	...	...
{ Schools for Adults ...	...	...	...	48	23	...	55	35	...
{ Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	1,571	1,465	1,228	48	23	...	55	35	...
Totals for recognized institutions.	15,997	14,216	3,250	248,809	171,047	1,184	48,382	39,188	389
In unrecognized institutions	...	...	...	524	389	...	925	656	...
GRAND TOTALS, ALL INSTITUTIONS.	15,997	14,216	3,250	249,333	171,436	1,184	49,307	39,844	389

* Includes 26 scholars
 † Includes 151 scholars
 ‡ All these are reading
 § Includes 372 scholars
 (a) Includes no scholars in Oriental
 (b) Includes 3,600 scholars learning English
 This table includes

TABLE II-A.

males in the Central Provinces and Berar for 1925-26.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
281	252	48	...	...	...	1,383	1,241	436	13
135	122	...	...	...	...	135	122	...	...
...
...	...	...	...	...	...	117	113	87	...
...
...	...	...	...	...	...	96	96	98	...
...
...
...
416	374	48	...	...	...	1,733	1,572	621	13
1,308	1,177	240	38	33	...	4,657	(b) 4,161	964	7
6,510	5,762	574	382	317	52	21,815	19,366	1,646	37
518	455	28	282	240	...	54,705	41,180	1,283	1,126
†14,855	11,150	211	4,991	3,735	71	257,904	179,892	305	12,134
23,191	18,544	1,053	5,693	4,325	123	339,081	244,599	4,108	13,304
...
...	...	...	...	...	...	242	186	80	3
...	...	...	...	...	...	1,193	1,152	1,112	...
...	...	...	...	...	...	136	127	36	...
...
...
...
15	12	...	...	...	...	15	12	...	5
200	141	...	215	155	...	†518	354	...	1
52	48	...	34	20	...	86	74	...	...
267	201	...	249	181	...	1,190	1,005	1,228	9
23,874	19,119	1,101	5,942	4,506	123	343,004	248,076	6,047	13,326
51	34	...	6,942	5,436	...	†8,442	6,515	...	602
23,925	19,153	1,101	12,884	9,942	123	351,446	254,591	6,047	13,928

in night schools.
 in night schools.
 in night schools.
 in night schools.
 Colleges or reading law.
 as an optional subject.
 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
READING IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ...	35	32	33	..	...	...	...	...	...
" Middle (English ...	91	87	32	...	...	...	...	...	...
" Schools. (Vernacular.	2,659	1,863	9	...	...	...	...	...	...
" Primary Schools ...	14,434	9,529	...	227	103	...	274	179	...
Totals ...	17,219	11,511	74	227	103	...	274	179	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
" Normal and Training Schools.	121	117	103	...	...	...	...	...	...
" Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
" Commercial Schools	...	...	...	...	...	...	...	...	...
" Agricultural Schools	...	...	...	...	...	...	...	...	...
" Schools for Adults ...	...	...	...	...	...	...	...	...	...
" Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	121	117	103	...	...	...	...	...	...
Totals for recognized institutions.	17,340	11,628	177	227	103	...	274	179	...
In unrecognized institutions.	...	..	...	74	65	...	...	...	...
GRAND TOTALS, ALL INSTITUTIONS.	17,340	11,628	177	361	168	...	274	179	...

*Includes 15 scholars

This table includes

TABLE II-B.

females in the Central Provinces and Berar for the year 1925-26.

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
...
...
...
146	124	110	...	...	...	181	156	143	...
645	562	507	45	43	38	781	692	577	...
1,384	1,189	106	103	100	103	4,146	3,152	218	12
4,534	3,375	447	599	407	...	*20,068	13,593	447	408
6,709	5,250	1,170	747	550	141	25,176	17,593	1,385	420
...
78	78	78	...	...	...	199	195	181	...
130	108	97	...	...	...	130	108	97	...
...
278	192	...	...	...	...	278	192	...	...
...
486	378	175	...	...	...	607	495	278	...
7,195	5,628	1,345	747	550	141	25,783	18,088	1,663	420
86	70	...	594	464	5	754	599	5	21
7,281	5,698	1,345	1,341	1,014	146	26,537	18,687	1,668	441

reading in night schools.

European scholars.

GENERAL

Expenditure on education for males in the

Expenditure on buildings includes Rs. 5,14,606 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
UNIVERSITY AND INTER-MEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	...	...	...	...	...	...
Arts Colleges ...	2,99,296	...	...	85,700	...	3,84,996
Professional Colleges —						
Law ...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...
Education ...	1,17,710	...	...	...	...	1,17,710
Engineering ...	...	...	...	...	...	...
Agriculture ...	70,588	...	...	...	...	70,588
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ...	4,87,594	...	...	85,700	...	5,73,294
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	2,42,329	...	...	1,28,744	669	3,71,742
Middle Schools .. { English ...	2,70,901	...	...	1,37,505	1,535	4,09,941
{ Vernacular ...	48,563	...	...	594	2	49,159
Primary Schools ...	17,371	...	...	328	550	18,249
Totals ...	5,79,164	...	...	2,67,171	2,756	8,49,091
<i>Special.</i>						
Art Schools ...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	58,124	...	...	8,464	539	67,127
Normal and Training Schools ...	2,99,412	...	...	...	35	2,99,447
Engineering and Surveying Schools ...	95,457	...	...	...	...	95,457
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...
Totals ...	4,52,993	...	...	8,464	572	4,62,031
GRAND TOTALS ...	15,19,751	...	...	3,61,335	3,330	1,884,416

(1) Other sources include income from
(2) This table includes expenditure

GENERAL
Expenditure on education for males

Direction
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
UNIVERSITY AND INTER-MEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	37,147	5,574	87,721	...	...	...
Arts Colleges ..	23,811	37,797	81,260	...	...	...
Professional Colleges—						
Law ...	8,877	...	(a) 8,877	...	...	...
Medicine ..	...	...	...	...	...	...
Education ..	...	...	...	...	...	...
Engineering ..	...	...	...	...	...	...
Agriculture ..	...	...	...	...	...	...
Commerce ..	...	...	...	...	...	...
Forestry ..	...	...	...	...	...	...
Veterinary Science ..	...	...	...	...	...	...
Intermediate Colleges ..	...	...	...	...	...	...
Totals ..	69,835	43,371	1,77,858	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	68,648	72,017	2,02,605	807	3,971	4,778
Middle Schools ..	1,16,263	63,586	2,71,009	2,879	13,940	16,819
{ English ...	143	7,095	10,142	...	4,248	4,248
{ Vernacular ...	23,023	92,524	1,87,568	1,728	39,523	41,251
Primary Schools ..	23,023	92,524	1,87,568	1,728	39,523	41,251
Totals ..	2,08,077	2,35,222	6,71,344	5,414	61,682	67,096
<i>Special.</i>						
Art Schools ..	...	...	...	...	...	...
Law Schools ..	...	...	...	...	...	...
Medical Schools ..	...	...	...	...	...	...
Normal and Training Schools ..	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Commercial Schools ..	...	...	...	...	...	...
Agricultural Schools ..	...	...	...	...	...	...
Reformatory Schools ..	...	...	...	...	...	...
Schools for Defectives ..	259	873	1,731	...	...	...
Schools for Adults ..	...	48	203	...	94	94
Other Schools ..	...	1,175	1,375	...	539	539
Totals ..	259	2,096	3,309	...	633	633
GRAND TOTALS ..	2,78,171	2,80,689	8,52,511	5,414	62,315	67,729

(1) Other sources include income from
(a) A grant is given to the Nagpur University.

TABLE III-A.

in the Central Provinces and Berar for the year 1925-26.—(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.
86,806	...	...	...	...	86,806
3,75,980	5,779	2,773	...	...	3,84,532
7,31,581	3,73,580	1,41,596	14,332	1,73,255	14,34,344
5,73,835	1,67,061	57,292	1,60,658	72,837	10,31,683
17,68,202	5,46,420	2,01,661	1,74,990	2,46,092	29,37,365
45,000	...	...	37,147	5,574	87,721
3,18,948	...	...	1,09,511	377,97	4,66,256
...	...	...	8,877	...	8,877
...
1,17,710	...	...	...	...	1,17,710
...
70,588	...	...	...	...	70,588
...
...
...
...
5,52,246	...	...	1,55,535	43,371	7,51,152
3,107	1,234	10,312	2,06,255	76,657	611,465
4,39,239	3,102	90,064	3,56,261	80,702	9,69,418
4,03,862	2,85,556	35,476	46,993	12,656	7,84,543
12,97,747	7,60,899	3,90,021	94,530	1,37,347	26,86,544
24,57,905	10,56,791	5,25,873	7,04,039	3,07,362	50,51,970
...
...
58,124	...	...	8,464	...	67,127
2,99,412	...	...	...	539	2,99,447
95,457	...	...	...	35	95,457
...
...
...
...
599	...	...	259	873	1,731
...	229	199	...	142	570
...	...	200	...	1,714	1,914
4,53,592	229	399	8,723	3,303	4,66,246
52,31,945	16,03,440	7,27,933	10,43,287	6,00,128	92,06,733

endowments, subscriptions, contributions, etc.
which manages the Law College also.

GENERAL

Expenditure on education for females

Expenditure on buildings includes Rs. 71,566 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
UNIVERSITY AND INTER-MEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ...	...	...	...	...	...	...
Professional Colleges—						
Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ..	...	...	...	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	11,439	...	...	383	...	11,822
Middle Schools .. { English	5,200	...	...	480	...	5,680
{ Vernacular	44,679	...	...	...	...	44,679
Primary Schools ...	1,96,419	...	...	...	...	1,96,419
Totals ...	2,57,737	...	...	863	..	2,58,600
<i>Special.</i>						
Medical Schools ...	...	...	...	...	..	...
Normal and Training Schools ...	45,628	...	...	...	...	45,628
Technical and Industrial Schools	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Totals ...	45,628	...	...	...	...	45,628
GRAND TOTALS FOR FEMALES ...	3,93,365	..	...	863	...	3,94,228
GRAND TOTALS FOR MALES ...	15,19,751	...	...	3,51,335	3,330	18,84,416
GRAND TOTALS FOR ALL ...	18,23,116	...	...	3,62,198	3,330	21,88,644

(1) Other sources include income from
 (2) This table 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
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges—	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals	...	...	...	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	7,309	10,964	32,792	...	...	...
Middle Schools .. { English	11,604	39,027	72,635	...	2,707	2,707
{ Vernacular ..	859	18,072	25,170	...	447	447
Primary Schools	30,168	61,847	1,37,792	53	7,224	7,277
Totals	49,940	1,29,910	2,68,389	53	10,378	10,431
<i>Special.</i>						
Medical Schools	...	...	...	...	...	...
Normal and Training Schools	400	8,136	13,615	...	...	...
Technical and Industrial Schools	..	14,793	16,470	...	...	...
Commercial Schools	...	..	..	..	..	..
Agricultural Schools	...	..	..	..	..	..
Schools for Adults	80	5,315	6,302	...	...	...
Other Schools	...	..	..	...	...	...
Totals	480	28,244	36,387	...	...	...
GRAND TOTALS FOR FEMALES	50,420	1,58,154	3,04,776	53	10,378	10,431
GRAND TOTALS FOR MALES	2,78,171	2,80,689	8,52,511	5,414	62,315	67,729
GRAND TOTALS FOR ALL	3,28,591	4,38,843	11,57,287	5,467	72,693	78,160

(1) Other sources include income from

TABLE III-B.

in the Central Provinces and Berar for the year 1925-26.—(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.
49,176	...	...	...	...	49,176
1,07,018	192	342	...	1,18,999	2,26,551
68,424	24	1,091	51,446	44,374	1,65,359
2,24,618	216	1,433	51,446	1,63,373	4,41,086
...
...
...
...
...
23,858	2,100	...	7,692	10,964	44,614
23,704	3,500	...	12,084	41,734	81,022
50,918	...	...	859	18,519	70,296
2,29,238	12,882	5,226	30,221	69,131	3,46,698
3,27,718	18,482	5,226	50,856	1,40,348	5,42,630
...
50,707	...	...	400	8,136	59,243
1,677	...	...	...	14,793	16,470
...
907	...	...	80	5,315	6,302
...
53,291	...	...	480	28,244	82,015
6,05,627	18,698	6,659	1,02,782	3,31,965	10,65,731
52,31,945	16,03,440	7,27,933	10,43,287	6,00,128	92,06,733
58,37,572	16,22,138	7,34,592	11,46,069	9,32,093	1,02,72,464

endowments, subscriptions, contributions, etc.

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>					
		<i>Classes</i>			
Primary	{ I ...	291	968	87,375	16,976
	{ II ...	101	498	45,087	7,045
	{ III ...	115	566	38,545	4,766
	{ IV ...	99	622	35,566	3,524
Middle	{ V ...	...	346	12,518	621
	{ VI ...	87	283	8,072	316
	{ VII ...	75	131	4,818	129
	{ VIII ...	67	115	2,813	56
High	{ IX ...	...	47	1,656	34
	{ X ...	51	36	1,291	21
	{ XI ...	50	26	983	10
Totals ...		936	3,638	238,724	33,498
<i>University and Intermediate Education.</i>					
Intermediate classes	{ 1st year ...	3	7	340	1
	{ 2nd " ...	4	7	423	3
Degree classes	{ 3rd " ...	...	3	208	1
	{ 4th " ...	2	1	176	...
Post-graduate classes	{ 5th " ...	...	1	31	...
	{ 6th " ...	1	...	21	...
	{ 7th " ...	...	...	...	...
Research students	...	...	...	...	...
Totals ...		10	19	1,199	5
No. of scholars in recognized institutions ...		946	3,657	239,923	33,503
No. of scholars in unrecognized institutions ...		...	28	4,071	1,079
GRAND TOTAL ...		946	3,685	243,994	34,582

European scholars are

*N. B.—The following are included under Ghasia, Mehra or Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi Manepwar, Dhobi, Khangar, Chadar, Chips, Beldar, Mochi, Gadaria, Kushta Mirzha, Bhoi, Gopal, Kaikari, Kaiyar,

TABLE

males in the Central Provinces and Berar for the year 1925-26.

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
12,906	...	15	20	16,491	135,042
5,890	...	12	17	6,187	64,837
4,613	...	12	21	4,487	53,125
3,781	...	28	14	3,066	46,700
1,547	...	4	13	373	15,422
995	...	10	10	209	9,982
518	...	12	4	83	5,770
453	...	5	9	28	3,546
164	...	2	7	8	1,918
143	...	7	1	11	1,561
98	...	7	2	2	1,178
31,108	...	114	118	30,945	339,081
31	...	13	...	...	395
40	...	9	1	1	488
20	...	3	2	...	237
20	...	2	1	1	203
5	...	1	...	...	38
...	22
...
...
116	...	28	4	2	1,383
31,224	...	142	122	30,947	340,464
1,812	1,452	8,442
33,036	..	142	122	32,399	348,906

included in the above figures.

the heading "Depressed classes" :-

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

GENERAL

Race or creed of scholars in institutions for the

		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>					
	<i>Classes.</i>				
Primary	I ...	389	946	10,312	288
	II ...	102	467	2,767	73
	III ...	110	491	2,107	45
	IV ...	84	500	1,343	42
Middle	V ...	...	251	202	5
	VI ...	60	150	122	1
	VII ...	43	98	62	1
	VIII ...	41	62	35	...
High	IX ...	1	28	21	...
	X ...	20	35	17	...
	XI ...	23	24	10	...
Totals ...		873	3,052	16,999	455
<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 ...		873	3,052	16,999	455
No. of scholars in unrecognized institutions ...		...	101	333	...
GRAND TOTALS ...		873	3,153	17,332	455

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

TABLE IV-B.

general education of females in the Central Provinces and Berar for 1925-26.

Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
268,646	11	798	479	827,051	6,961,361
2,186	...	125	12	387	14,645
377	...	30	...	82	3,898
248	...	21	...	72	3,094
124	...	19	...	62	2,174
5	1	464
4	...	17	...	2	356
...	...	13	1	1	219
1	...	4	1	...	145
...	50
...	...	1	...	...	73
...	1	58
2,945	...	230	14	608	25,176
...
...
...
...
...
...
...
2,945	...	230	14	608	25,176
302	18	754
3,247	...	230	14	626	25,930

included in the above figures.

the heading "Depressed classes" :—

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

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	...	7	220	1
Normal and Training Schools	...	16	1,004	22
Engineering and Surveying Schools	2	2	119	1
Technical and Industrial Schools
Commercial Schools
Agricultural Schools
Reformatory Schools
Schools for Defectives	13	...
Schools for Adults	238	176
Other Schools	86	...
Totals	2	25	1,680	200
<i>Colleges.</i>				
Law	...	1	127	1
Medicine
Education	...	5	102	2
Engineering
Agriculture	...	1	66	...
Commerce
Forestry
Veterinary Science
Totals	...	7	295	3
GRAND TOTALS	2	32	1,975	203

(1) European Scholars are
 * 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,
 Mirdha, Bhoi, Gopal, Kaikari, Kaiyar, Bhangi.

TABLE V-A.

Education of males in the Central Provinces and Berar for the year 1925-26.

Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...
...
13	1	...	242
139	12	1,193
5	7	...	136
...
...
...
1	1	15
72	32	518
...	86
230	8	45	2,190
6	135
...
7	1	117
...
4	27	198
...
...
...
17	28	350
247	8	73	2,540

included in the above figures.

the heading "Depressed classes":—

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

GENERAL

Race or creed of scholars in institutions for the vocational and special educa

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
			Higher castes.	*Depressed classes.
	1	2	3	4
<i>Schools.</i>				
Medical Schools
Normal and Training Schools	...	95	96	7
Technical and Industrial Schools	...	108	22	...
Commercial Schools
Agricultural Schools
Schools for Adults	243	...
Other Schools
Totals	...	203	361	7
<i>Colleges.</i>				
Medicine
Education
Totals
GRAND TOTALS	...	203	361	7

(1) European scholars are

* N. B.—The following are included
 Ghasia, Mehra or Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi, Madhi, Dhobi, Pasi, Khangar, Chadar, Chipa, Beldar, Mochi, Gadaria, Kushta, Bedar, Bhoi, Gopal, Kaikari, Kaiyar, Bhangi

TABLE V-B.

on for females in the Central Provinces and Berar for the year 1925-26.

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...
1	199
...	130
...
...
35	278
...
36	607
...
...
...
36	607

included in the above figures.

under the heading "Depressed classes":—

Mala, Pardhan, Ozi, Holi, Holi, Dohar, Nagarchi, Gadikasi, Khatik, Ganda, Madgi, Maupwar, Kosti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai, Bahena, Mirdha, Dhangar, Dhanak, Chauhan, Garwadi.

GENERAL
Teachers (Men and

		Trained teachers with the following educational qualifications.				
		A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
1		2	3	4	5	6
CLASS OF INSTITUTIONS.						
<i>Primary Schools.</i>						
Government	...	...	...	163	117	1
Local Board and Municipal	...	...	10	3,470	621	39
Aided	...	1	19	178	40	...
Unaided	...	...	...	23	10	...
Totals	...	1	29	3,834	788	40
<i>Middle Schools.</i>						
Government	..	13	255	95	60	...
Local Board and Municipal	...	9	77	1,549	155	6
Aided	...	11	74	60	13	...
Unaided	...	1	2	1	2	...
Totals	...	34	408	1,705	230	6
<i>High Schools.</i>						
Government	...	180	4	3	...	1
Local Board and Municipal	...	13	...	1	...	...
Aided	...	57	7	6	...	...
Unaided	..	...	...	...	...	...
Totals	...	250	11	10	...	1
GRAND TOTALS	...	285	448	5,549	1,018	47

Teachers in European Schools

TABLE VI.

Women) in the Central Provinces and Berar for 1925-26.

Untrained teachers.				Total trained tea- chers.	Total Un- trained tea- chers.	Grand Totals of tea- chers.	Remarks.
Possessing a degree.		Possessing no degree.					
Certif- icated.	Uncertif- icated.	Certif- icated.	Uncertif- icated.				
7	8	9	10	11	12	13	14
...	...	46	296	281	342	623	
...	...	758	3,892	4,140	4,650	8,790	
...	...	62	602	238	664	902	
...	...	8	409	33	417	450	
...	...	874	5,199	4,692	6,073	10,765	
...	5	21	124	423	150	573	
1	7	92	734	1,796	834	2,630	
12	20	76	227	158	335	493	
...	...	3	47	6	50	56	
13	32	192	1,132	2,383	1,369	3,752	
9	17	...	5	188	31	219	
...	13	...	1	14	14	28	
8	42	6	23	70	79	149	
1	3	..	2	...	6	6	
18	75	6	31	272	130	402	
31	107	1,072	6,362	7,347	7,572	14,919	

are included in the above figures.

GENERAL

European Education in the

Total European population ...	9,239	...	{ Male ... 6,214 { Female ... 3,025	Total ... 9,239
	Institutions.	Scholars on roll on March 31st.	Average daily attendance.	Number of females in institutions for males and vice versa.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges ...	...	...	...	...
Training Colleges ...	...	...	...	...
High Schools ...	4	126	113	6
Middle Schools ...	4	276	247	9
Primary Schools ...	8	716	501	122
Training Schools ...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...
Commercial Schools ...	...	...	...	...
Other Schools ...	...	...	...	...
Totals ...	16	1,118	861	137
<i>Institutions for Females.</i>				
Arts Colleges ...	...	...	...	...
Training Colleges ...	...	...	...	...
High Schools ...	3	47	35	...
Middle Schools ...	6	185	139	...
Primary Schools ...	9	981	703	307
Training Schools ...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...
Commercial Schools ...	...	...	...	...
Other Schools ...	...	...	...	...
Totals ...	18	1,213	877	307
GRAND TOTALS FOR ALL INSTITUTIONS...	34	2,331	1,738	444

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

	Rs.
(a) Orphan grants (Boarding charges) ...	1,59,037
(b) Scholarships ...	35,771
(c) Miscellaneous ...	2,048
Total ...	1,96,856

Other sources include income from endowment

TABLE VII.

Central Provinces and Berar for 1925-26.

Percentage to European population of those at school.

Males 20.73.

Females 34.48.

Total 25.23.

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.
...
...
2	7	12,574	1,234	11,364	9,716	34,888
4	14	14,256	3,102	17,251	9,352	43,961
19	9	14,173	3,858	17,234	11,835	47,100
...
...
...
...
25	30	41,003	8,194	45,849	30,903	1,25,949
...
...
4	...	3,753	2,100	4,102	3,819	13,814
15	6	9,541	3,500	8,151	11,743	32,935
15	28	19,105	10,179	28,566	23,240	81,030
...
...
...
...
34	34	32,439	15,779	40,819	38,802	1,27,839
59	64	73,442	23,973	56,668	69,705	2,53,788
inspection buildings, etc.	...	...	...	...	...	...
fiscellaneous	..	13,363	...	...	22,627	33,990
		37,819	...	1,12,930	46,107	1,96,856
Totals	...	51,182	...	1,12,930	66,734	2,30,846
GRAND TOTALS	...	1,24,624	23,973	1,90,598	1,36,439	4,84,634

subscriptions, contributions, etc.

GENERAL

Examination Results in the Central

Examinations.	Males.					
	Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total
1	2	3	4	5	6	7
DEGREE EXAMINATIONS.						
<i>Arts and Science.</i>						
D. Litt.	...	...	...	...	...	...
Ph. D.	...	...	...	...	...	...
D. Sc.	...	...	...	...	...	...
M. A.	19	1	20	19	1	20
M. Sc.	3	1	4	2	...	2
B. A. (Honours)	...	...	...	...	...	...
B. Sc. (Honours)	...	...	...	...	...	...
B. A. (Pass)	148	23	171	72	1	73
B. Sc. (Pass)	42	1	43	30	1	31
<i>Law.</i>						
Master of Law	...	...	...	...	...	...
Bachelor of Law	69	...	69	45	...	45
<i>Medicine.</i>						
M. D.	...	...	...	...	...	...
M. B. B. S.	...	...	...	...	...	...
L. M. & S. (Bombay)	...	...	...	...	...	...
M. S. F. M. (Calcutta)	...	...	...	...	...	...
M. S.	...	...	...	...	...	...
M. Obstetrics	...	...	...	...	...	...
P. 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.	20	...	20	19	...	19
<i>Commerce.</i>						
Bachelor of Commerce	...	...	...	...	...	...
<i>Agriculture.</i>						
Master of Agriculture	...	...	...	...	...	...
Bachelor of Agriculture	...	...	...	...	...	...

*I. e., appearing from
(1) European scholars are included

GENERAL

Examination Results in the Central Provinces

Examinations.	Males.					
	Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	260	17	277	104	3	107
Intermediate in Science	185	...	185	87	...	87
Licentiate of Civil Engineering ... ..	...	...	...	...	...	...
Licence, Diploma or certificate in Teaching, Intermediate or Diploma in Commerce	54	...	54	44	...	44
Licentiate of Agriculture ... ..	...	...	...	...	...	...
Veterinary Examinations ... ..	...	...	...	...	...	...
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School course.</i>						
Matriculation ... ..	...	...	...	...	...	...
School Final, etc.	1,121	173	1,294	380	37	417
European High School	29	...	29	18	...	18
Cambridge, Senior	34	2	36	18	...	18
<i>(b) On completion of Middle School course.</i>						
Cambridge, Junior	26	...	26	15	...	15
European Middle	35	...	35	25	...	25
Anglo-Vernacular, Middle	3,432	...	3,432	1,745	...	1,745
Vernacular, Middle ... ..	...	...	...	...	...	...
<i>(c) On completion of Primary course.</i>						
Upper Primary	36,480	169	36,649	20,039	84	20,123
Lower Primary ... ..	...	...	...	...	...	...
<i>(d) On completion of Vocational course.</i>						
For teacher's certificate—						
Vernacular, Higher	114	17	131	94	9	103
Vernacular, Lower	519	160	679	441	67	508
At Art Schools †	1,033	59	1,092	575	22	597
At Law Schools ... ..	...	...	...	...	...	...
At Medical Schools	74	...	74	54	...	54
At Engineering Schools	80	...	80	64	...	64
At Technical and Industrial Schools ... ..	...	...	...	...	...	...
At Commercial Schools ... ..	...	...	...	...	...	...
At Agricultural Schools	39	...	39	26	...	26
At other Schools ... ..	...	...	...	...	...	...

* *I.e.*, appearing from
 (1) *Intermediate Examinations.*—The Intermediate examination means
 (2) European Scholars are included in
 † Bombay School of Art

TABLE VIII.

and Berar for 1925-26.—(Concl'd.)

Females.						Remarks.
Number of Examinees.			Number Passed.			
Public.*	Private.	Total.	Public.*	Private.	Total.	
8	9	10	11	12	13	
5	4	9	5	1	6	
3	...	3	1	...	1	
...	
...	
...	
...	
...	
...	
27	2	29	9	...	9	
20	...	20	15	...	15	
7	...	7	3	...	3	
...	
5	...	5	4	...	4	
34	...	34	24	...	24	
52	2	54	23	...	23	
...	
1,721	72	1,793	927	39	966	
...	
31	8	39	26	7	33	
36	4	40	27	2	29	
37	...	37	8	...	8	
...	
...	
...	
...	
...	
...	
...	

recognized institutions.

an examination qualifying for admission to a course of studies for a degree.

the above figures.

Examinations in Drawing.