

REPORT
ON THE
STATE AND PROGRESS OF EDUCATION
IN THE
CENTRAL PROVINCES AND BERAR
FOR THE YEAR
1917-18



Agpur

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No. 466-C—VII.

Central Provinces Administration

EDUCATION DEPARTMENT

Nagpur, the 23rd January 1919.

READ—

Letter No. 9205, dated the 23rd October 1918, from the Director of Public Instruction, Central Provinces, forwarding the Report on the State and Progress of Education in the Central Provinces and Berar for the year 1917-18.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

Those who look to the conditions of future educational development on sure foundations will find much to satisfy them in the interesting and comprehensive Report presented by Mr. Mayhew for the year 1917-18. The total expenditure, including sums disbursed by the Public Works Department on educational buildings, amounted to fifty-nine lakhs of rupees and exceeded by five and a half lakhs that of the previous year. Of the total expenditure, Provincial revenues bore some thirty-six and a half lakhs, a sum of over twenty and a quarter lakhs having been spent directly on Provincial institutions and administration, and sixteen and a quarter having been expended in the form of grants-in-aid to local bodies and private institutions. Expenditure by District Boards and Municipal Committees from their own funds amounted to eleven lakhs, while private bodies spent five and a quarter lakhs and the balance of six and a quarter lakhs was met from fees. The following figures, compiled from the last Quinquennial Review of Education in India, indicate that the Administration is not stinting funds for the development of education :—

	Central Provinces,	All India.
	Rs.	Rs.
Average direct public expenditure per pupil in Boys' Primary Schools.	4'9	3'6
Average pay of a Board Primary School Teacher ..	12'2	12'6
Average annual cost per College Student ...	191'1	151'8
Number of students per instructor in Arts Colleges ...	20	22

It may also be mentioned that the stipends for students under training in the Training College are the highest in India.

2. The sanction of the Secretary of State to the acquisition of the site required for the proposed Central Provinces University and to the establishment of an Arts College at Amraoti was received during the year. A very fine site of nearly 200 acres has been acquired for the Amraoti College, and the Chief Commissioner has recently laid the foundation stone of the building.

3. The University Examination results corresponded in all cases with those of the University as a whole, and were, generally speaking, better than might have been expected considering the interruption of academic life in Nagpur involved by the closure of the colleges in Nagpur as a disciplinary measure. Inflammatory and irresponsible speeches delivered at various meetings unbalanced the minds of the student community in the early part of the year, and it became necessary, for educational reasons, to prohibit students from attending such meetings. Matters came to a head early in October when a number of students of the Hislop and Morris Colleges held a joint meeting and passed resolutions subversive of College discipline, and it was found necessary to close the colleges for a month. In order to avoid the recurrence of such an unhappy state of affairs and to maintain the sense of discipline which is a *sine qua non* of all educational progress, it is essential that there should be closer co-operation between parents and guardians and the College authorities, that public speakers should realise their responsibility towards the student world, and that colleges themselves should make provision for healthy political discussion. College debating societies are being instituted. The aim of these societies is to satisfy the natural and genuine desire on the part of the students to acquaint themselves with contemporary political affairs and matters of public interest. and nothing but good can come of a system of debating societies at which current topics can be discussed freely but under reasonable control.

4. No new High school was opened during the year, but four new Anglo-Vernacular schools were started under Municipal or private management, and there has been steady progress in the provision of new buildings and the extension of accommodation for existing schools. The results of the Matriculation Examination, though showing a further fall in the percentage of passes, were practically the same as the results for the whole of the University. The School Leaving Certificate Examination, the defects of which have been pointed out in preceding reports, has been abolished, and Government has recognised the satisfactory completion of the Secondary School course as a qualification for admission to certain branches of Government service. The establishment during the year of the High School Entrance and Scholarship Examination is an important new measure, designed not merely to consolidate three separate examinations (school promotion, admission test, and High School Scholarship examinations), but also to prevent the promotion of obviously unfit boys from the middle to the high department. Another important measure which has been sanctioned since the close of the year is the introduction of the super-annuation rule under which no pupil can be retained in, or admitted to, any Government Anglo-Vernacular school whose age exceeds 20 years at the beginning of the school year. The Chief Commissioner hopes that these measures will have a salutary effect in raising the standard of High School education in these Provinces.

5. Sir Benjamin Robertson is glad to observe that the appointment of Mr. F. K. Clark, I.E.S., as Head Master of the Patwardhan High School, has already produced a noticeable change in the general tone of the school, and that it was largely due to him that the school did not suffer to the same extent as some of the other Nagpur High schools during the grave disciplinary troubles that originated in Nagpur early in the school year and spread thence to Wardha and Berar. The causes of these disturbances have been fully set out in the report. Though insubordination was put down with a firm hand, it is realised that much of the trouble is due to the dulness and present limitations of school life, and the Chief Commissioner bases great hopes for the future well-being of education upon those measures for the development of a fuller and healthier school life and a wider outlet for boys' activities which are continuing to receive the earnest consideration of the Department. Further allotments have been made for the provision of more recreation grounds; a scheme for Manual Training in Secondary Schools was formulated during the year, and since its close the Government of India have sanctioned the appointment of an expert as Director of Manual Training in these Provinces. The School Boy League of Honour has steadily increased its membership-roll, and since the close of the year sanction has been accorded to the assumption by the Education Department of responsibility for its organization and control, with the co-operation of non-officials.

6. The measures that have been adopted during the year for the improvement and development of primary education have been fully dealt with in the report and it is only necessary to touch on one or two points. It is interesting to note that, although it is frequently stated in the public press and on the platform that the people are insistent upon the spread of education, a perusal of the report leaves no doubt, if doubt there were, that the school is still far from being a popular institution. It is clear that one result of the attempts that are made to increase the efficiency of rural schools by weeding out habitual absentees, on the one hand, and of even the slightest relaxation of the efforts of teachers and revenue officials to keep the school attendance up to the mark, on the other, is to encourage the already reluctant parent and guardian to keep the boys away from school altogether. Mr. Corbett's remark, which is quoted in paragraph 31 of the report, that in the mind of the villager the Home Rule propaganda is intimately connected with the *anti-begar* campaign and that the latter fosters impatience of all discipline and hostility to all representatives of Government including the village schoolmaster and the Tahsildar who "admonishes" the parents, will be endorsed by all who have any knowledge of the village life of these Provinces. It is not therefore surprising to learn that during the year there have been cases of assaults on schoolmasters, resulting in proceedings in the Criminal Courts.

7. In last year's Resolution it was announced that provision would be made in the new Municipal Bill permitting Municipal Committees to introduce the principle of compulsion in the areas under their control. The Chief Commissioner has since decided to promote a separate bill for the purpose. The principles of the bill have been considered by a committee of officials and non-officials and the Government of India are being asked to sanction its introduction in the local Legislative Council.

8. The training of teachers for both secondary and primary schools continues to receive the earnest attention of Government. The urgent need for improvement in this direction will be observed from the fact that the number of trained teachers in Municipal Anglo-Vernacular Schools in Berar alone was only 4 out of a total of 70. The sanction of the Government of India to this Administration's proposals for the development of the Training College, Jubbulpore, referred to in the last year's Resolution is still awaited. Since the close of the year the Chief Commissioner's general approval has been accorded to the increase from 10 to 13 in the number of Normal Schools and the enlargement of five of the existing Normal Schools. The scheme provides for an annual output of 830 Vernacular school teachers to be reached at the end of five years.

9. The Chief Commissioner's appreciation of their special efforts during the difficult time in the autumn of 1917 has already been conveyed to Messrs. Tostevin, Cheshire, Staley, Dix and Clark. Sir Benjamin Robertson desires to record his indebtedness to Mr. Mayhew both for his able administration of the Department and for his comprehensive and instructive report, and to Mr. Evans for the valuable assistance he has rendered as Assistant Director. The Chief Commissioner also wishes to express his appreciation of the labour of the various non-official gentlemen who have devoted their time to the spread of education in all its stages, and especially of the various Missionary bodies to whom the people of the Province owe so great a debt.

ORDER.— Ordered that a copy of this Resolution be submitted to the Government of India, Department of Education; also, that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance; and that it be published in the *Central Provinces Gazette*.

F. S. A. SLOCOCK,

Chief Secretary to the Chief Commissioner.

Central Provinces.

INDEX.

Chapter.	Subject.	Page.	Paragraph.
I	<i>General—</i>	1-2	1-8
	The War	1	2 & 3
	General Remarks	1	4
	The Department	2	5-8
II	<i>Collegiate Education—Arts and Science—</i>	2-4	9-15
III	<i>Secondary Education—Boys—</i>	4-8	16-26
	Anglo-Vernacular Schools	4-7	16-25
	Vernacular Middle Schools—Boys	8	26
IV	<i>Primary Education—Boys—</i>	8-12	27-39
V	<i>Female Education—</i>	12-14	40-48
	Anglo-Vernacular Schools	12-13	40
	Vernacular Middle Schools	13	41
	Vernacular Primary Schools	13 & 14	42-48
VI	<i>Muhammadan Education—</i>	14 & 15	49-51
VII	<i>Education of the Backward Classes—</i>	15 & 16	52 & 53
VIII	<i>European Schools—</i>	16	54-57
IX	<i>Training of Teachers—Male—</i>	16 & 17	58-63
X	<i>Rajkumar College, Raipur—</i>	18	64
XI	<i>Technical and Industrial Education—</i>	18-20	65-68
XII	<i>Miscellaneous—</i>	20-22	69-81
	Imperial Grants	20	69
	League of Honour	20	70
	School Hygiene	20 & 21	71-74
	Plague and open air Schools	21	75
	Rules and Regulations	21 & 22	76 & 77
	Jain Education	22	78
	Students' Advisory Committee	22	79
	Text-Book Committee	22	80 & 81
	Acknowledgments	22	82
Statements ...	General Tables I to X	xlv	
Appendix	A. Return showing the general and statistical summary for preparation of maps.	xlvi	
	B. Statement showing particulars of Maktabas, Mullah Schools, Tols, Pathshalas and Kyaung Schools.	xlvii	



League of Honour Scouts, Nilkanth Patrol, Yeotmal High School.

CHAPTER I.

GENERAL.

1. I have the honour to submit the annual report on the state and progress of education in the Central Provinces and Berar for the year 1917-18. I was in charge of the Department throughout the year.

2. Messrs. Goldsworthy and Hunter, I.E.S., joined the Indian Army Reserve of Officers during the year. Messrs. Tostevin and Rowlands, I.E.S., attended young officers' courses (I. D. F.) at Poona, and Mr. Hunter, I.E.S., attended a Musketry Course at Satara. Mr. Cheshire, I.E.S., for the first three months of the year continued to hold the temporary commission referred to in the last report, and Messrs. Macnee, Craddock (I.E.S.) and Cuerden (P.E.S.) continued on military duty throughout the year.

The War.

3. No new measures were devised for arousing the active interest of schools in the war, but measures already recorded were forcibly emphasised. Those teachers who were anxious to stimulate their pupils found means and suggestions ready to hand, and in many schools, by no means least our primary schools, very laudable activity has produced creditable results. The interest, I fear, diminishes as "shades of the prison house begin to close about the growing boy" and University examinations approach. In the matriculation classes one frequently finds hopeless apathy and ignorance, while graduate teachers fresh from College are found unable to make any use of the excellent Jangi-Akhbari which is now supplied to all Government secondary schools. Few can distinguish a Zeppelin from an Aeroplane, and tanks and torpedoes are inextricably confused in many schools. But enthusiasm often fills the gap left by imagination, and in the "Our Day" celebrations particularly school-boys throughout the Province did yeoman service. The suggestions of the Government of India regarding postal certificates in schools have evoked interest and, in Berar particularly, some subscriptions as well. The "Berar School paper" has most usefully disseminated enlightenment on this and other war matters. Deputy Inspectors in Berar with special permission served as lecturers for a time in the recruiting campaign.

"War Subscriptions.—As before, the staff and kumars contributed monthly to the Raipur War Relief Fund, and in addition a special subscription of Rs. 581 was sent to Lady Robertson for 'Our Day.' Most members of the staff subscribed to the War Loan, and the College advanced a month's pay to all masters who wished to subscribe through the College."

Principal, Rajkumar College, Raipur.

"Our Day" was observed in every school without exception. Button-hole flags received from the District Authorities were sold to the children and Rs. 70-5-0 were received. Rs. 76-6-6 were also subscribed by the children towards the help of the sick and wounded."

Deputy Inspector, Narsinghpur.

"Narrating special deeds of heroism of the Allies and inhuman atrocities of the enemy is impressing on the minds of all the need for personal sacrifice. Prayers for the success of the former in their just cause are being offered."

Deputy Inspector of Schools, Nagpur.

"The teachers and school-boys of almost all the schools in the district have done their best to assist the 'Our Day' celebrations, and in village schools button-hole flags were purchased by several School Committees and distributed to the boys, who wore them with unique interest and pride."

Deputy Inspector of Schools, Chanda.

"I would also commend the fine spirit of the Swedish Mission School, which has sent seven of its staff to the Army, and several recruits besides. Mr. P. K. Salve, B.A., L.L.B., the brother of the Head Master of the Mission School, has now been appointed District Assistant Recruiting Officer."

Deputy Commissioner, Chhindwara.

"Recruitment.—District Council teachers sent seven recruits, of whom five were selected."

Secretary, District Council, Chhindwara.

"It is a matter of great pleasure to say that seven teachers and two students of the Mission Schools volunteered themselves to be enrolled in the Labour Corps."

Deputy Inspector, Mandla.

"An essay in poetry was read by Mr. Khairat Khan, Head Master, Hirdenagar, in which he so beautifully depicted the atrocities of the enemy that the whole audience was charmed and cheered."

4. The total expenditure on education again rose by Rs. 3,87,372, of which Rs. 3,52,730 was from public funds and Rs. 34,642 from other sources, including fees in schools under private management. For this increase my report has little to show in its numerical and examination returns, but those who look beyond these to the conditions of future development on sure foundations will find more to satisfy them.

General Remarks.

The Department.

5. The gradual shrinkage in our original very small number of European officers has added to the work and responsibility of the senior officers of the Department. The post of Inspector of European Schools and Science vacated by Mr. Goldsworthy has been held by Mr. Evans, in addition to the post of Assistant Director. The temporary Indian Educational Service vacancies have been filled by officiating promotion from the Provincial Educational Service.

6. An additional post of Assistant Inspector was created for the Nerbudda Circle and four Deputy Inspectors' posts added for Bilaspur, Raipur, Buldana and Akola Districts. The appointment of an Indian Educational Service officer to the Patwardhan High School and of additional teachers for new high school sections has been recorded in Chapter III. A second Demonstrator's post was added to the College of Science.

7. Pending final reorganization the conditions of the Female Provincial Educational Service were improved by the substitution of a time-scale of Rs. 200—400 for grades of Rs. 150—300. A branch of the Subordinate Educational Service was organised for teachers in female secondary and normal schools in three divisions, select and upper for graduates and lower for undergraduates, with time-scales of Rs. 150—200, Rs. 125—150 and Rs. 75—100 respectively.

8. Conferences of officers of Indian Educational Service and Provincial Educational Service were held to discuss the Public Service Commission Report, and my proposals for final organization of these Services were submitted in December 1917. Consideration of this subject involved a very useful survey of the future needs and expansion of the Department, and a general feeling that the claims of education are now obtaining recognition has widened the fields of recruitment for the Provincial Educational Service.

CHAPTER II.

COLLEGIATE EDUCATION.

Arts and Science.

9. The proposals of this Government for a Central Provinces and Berar University remained with the Government of India during the year. A reply in the Imperial Legislative Council has led us to hope that further action may follow the publication of the Calcutta University Commission Report. Dr. Gregory, a member of the Commission, visited Nagpur, and the Educational Commissioner visited the Nagpur and Jubbulpore Colleges during the year. Final sanction for the establishment of the new College at Amraoti was received, and a very fine site of nearly 200 acres was acquired for the College on rising ground north-east of the town. Plans for the College buildings were under discussion with the Consulting Architect to the Government of India during the year and were finally received shortly after its close.

10. Numbers show an increase of 33, which is below the recent rate of expansion. Our rate of increase necessarily varies with the fluctuating results of the Matriculation Examination. The Hislop College wisely decided during the year to reduce the strength of their classes with reference to their accommodation and resources, and budget provision was made for accommodating and teaching the additional number of students that this reduction and any improvement in Matriculation results might bring to the Morris College.

11. The University Examination results of 1918 corresponded in all cases with those of the University as a whole. As compared with those of 1917 there was an improvement in the Intermediate and B.Sc. results and a falling off in the B.A. and LL.B. The results on the whole were better than what we had anticipated in view of the perturbation of academic life in Nagpur in the early part of the year. The results of the College of Science were gratifying, particularly if the percentage of passes in Science subjects only is considered. The Morris and Robertson Colleges received favourable reports from the University Inspectors who visited them. The Morris College was affiliated for the M.A. degree in Persian.

12. An important feature of the year was the opening of the Young Men's Christian Association hostel for students of the Morris and Hislop Colleges,

towards which a Government grant of over Rs. 20,000 was made and an excellent site near the Morris College given. The hostel is controlled by Mr. Hindle, Young Men's Christian Association Secretary, who is assisted by a Committee representing the staffs of both Colleges, the Young Men's Christian Association, and the general public. The hostel was soon filled and seems to be popular. I attended a most interesting and pleasant inter-caste and creed dinner given by the residents.

13. "*Staff and General Progress.*—The first few months of the College session were marked by want of attention to work and political excitement, common to all the students and most of the school-boys in Nagpur and engendered very largely by inflammatory and irresponsible speeches at various meetings held in Nagpur. As a result I was obliged, for educational reasons, to prohibit students from attending a whole series of Home Rule meetings. It was clear, however, when I left for Kirkee, that the Nagpur students were in a state of ferment. Matters came to a head early in October when a number of students of the Hislop and Morris Colleges held a joint meeting in Nagpur and passed resolutions subversive of College discipline. As a result the Colleges were closed for one month.

Principal, Morris
College, Nagpur.

"There has been no further trouble since the College reopened, but there can be little doubt that trouble may recur unless something can be done to tackle the problem from the outside, if possible by a closer co-operation between parents and guardians and the College authorities, by an endeavour to make public speakers realise their responsibility towards the student world, and by the provision in the Colleges themselves of healthy political discussion. Something, indeed, has already been done along these lines. Lectures on current topics were delivered in Nagpur during the year 1916-17, principally for students, and for some years past it has been the custom at Morris College to hold lectures in the College itself and to invite well-known responsible Indians like the Hon'ble Mr. Shrinivasa Sastri, the Hon'ble Mr. Paranjpe and others to lecture to the students. Towards the end of the second session I held special classes, at which attendance was voluntary, to make the students of the College familiar with the various Home Rule schemes, by analysing for them, without comment, except for explanatory purposes, the Congress scheme, the joint resolution of Indians and Europeans, and Mr. Lionel Curtis' letters to the Indian peoples. A few students attended regularly. The remainder gradually dropped out when they discovered that these classes were purely academical and lacking in political excitement. But whilst this craving for excitement undoubtedly attracts a certain number of students to irresponsible meetings there is at the same time a genuine desire to know what is going on and there can be little doubt that authentic and reliable information should be given in Colleges both by professors in classes of the type already mentioned, in discussion classes and debating societies and also by extending the system of lectures in College by well-known, responsible Indians and Europeans who are regarded as experts in their own subjects. Plans are already being made to form classes along these lines next year.

"Along with the changes in the staff, and the political excitement, lack of concentration on work, and the closing of the College, the work of the year was also interrupted by an outbreak of plague. Measures were promptly taken and the College and hostel were made as rat-proof as possible so that we were able to keep the College open. Many students, however, lived in camps at some distance and only attended College at great personal inconvenience. To these great credit is due. Others were in a state of nervous tension which, although perhaps natural under the circumstances, was not conducive to work.

"The year, on the whole, then, has been disappointing. But a more hopeful sign was the institution of the preceptorial system by which a certain number of students are allotted to each professor whose duty it is to get into personal touch with them, advise them, help them in their difficulties and help the Principal generally to keep in touch with the College as a whole. For this special work special allowances, equal to one-tenth of their salaries, have been given to certain professors.

"*Buildings.*—Electric light has been installed in the hostel and light and fans are being installed in the College; servants' quarters, new latrines, and better bath-room accommodation have been provided. The hostel has been made rat-proof and work has been started in consultation with Mr. Clark, Superintending Engineer, and Colonel Buchanan, Civil Surgeon, to make the College compound, College and out-buildings rat-proof. The Principal's bungalow was sufficiently completed for me to come into residence early in March, though work is still going on in connection with the drainage and other parts of the bungalow scheme."

The recently acquired College play-grounds have been put in order.

14. Except for one incident which was due to the excitement of the moment rather than to preconcerted insubordination the Robertson College was not affected by the troubles of Nagpur and completed a successful year of normal and healthy development with a growing feeling of corporate unity and extended activities consequent on its new site and buildings.

"*Medical Department.*—There were three medical examinations during the year under report. There was a slight increase in the number of malaria cases as compared with the previous year.

Principal, Robert-
son College, Jubbal-
pore.

" A summary of physical examinations held during the year is given below :—

Examination.		Gained weight.	Stationary.	Lost weight.
		Per cent.	Per cent.	Per cent.
1st	{ Boarders	52.46	7.37	40.12
	{ Day scholars	38.60	3.51	57.89
2nd	{ Boarders	62.57	7.60	29.83
	{ Day scholars	64.81	5.56	29.63

The total expenditure incurred on account of the anti-malarial campaign during the year under report was Rs. 1,164-15-5. The work consisted mainly in making drains for surface water, filling in of pools of water and cutting down grass and rank vegetation. Though the College ground has been greatly improved, and many mosquito-breeding swamps got rid of, mosquitoes have been breeding freely in the house drains and the waste water, overflowing from them, owing to the defective working of the absorption pits. Estimates for a pacca drain have been submitted.

" *Social Gathering.*—The Social Gathering was held as usual in September last. Two dramas (one English and one Hindi) were performed, one performance of the Hindi drama was given in a public theatre. The net income from the sale of the tickets after deducting the expenditure incurred on the stage was Rs. 295-8-0, which was credited to the Poor Students' Fund as usual. Postal certificates worth Rs. 186 were purchased out of the drama money and Rs. 209 were distributed to deserving students for paying their University Examination fees. After transacting all this business the net amount available in the Poor Students' Fund is Rs. 194-12-10. All this money is deposited in the Bhargava Bank.

" *Co-operative Shop.*—The shop is working very satisfactorily. It has been proposed to pay a dividend of 6 per cent to all shareholders. This undertaking is still in the experimental stage, and will take some time to develop, but the actual results of the first year are distinctly encouraging."

Principal, College
of Science, Nagpur.

15. The Principal of the College of Science has been forced to wait for several improvements owing to the war and delay in the University scheme.

" *Building.*—There is little to say about the building except that the sooner it is vacated for a properly designed Science College the better it will be for the staff, for the students, and for the progress of Science in these Provinces.

" The floors and furniture in the whole of the old chemical and physical sections need replacing, but one is loath to press this matter in view of the fact that we do still hope that a new College will be erected in the not distant future.

" *Equipment.*—The stock, both of chemicals and apparatus, is inadequate, in fact it is as much as we can do just to carry on. The war, however, is responsible for this and we must continue to make the best of things. Such equipment as can be obtained is very costly and of extremely poor quality. Unfortunately we have been unable for some years to continue our policy of buying a few good instruments every year for the M.Sc. classes, so that this important section of the College is very inadequately equipped in some branches.

" *Numbers.*—There can be no doubt that the numbers would largely increase if the College were self-contained instead of being dependent on other institutions.

" Although 79 Hislop College students took the Intermediate Examination in Science this year I do not suppose that more than 4 or 5 Hislop College students at the most will attend the 3rd year classes at the College of Science during the next session. Naturally students hesitate before committing themselves to a 5-mile journey on 5 days of the week."

CHAPTER III.

SECONDARY EDUCATION—BOYS—ANGLO-VERNACULAR.

16. The Jagannath High School, Mandla, was taken under Government management at the beginning of the year. No new high school was opened. There was an increase of 268 in the high department, while the middle department showed a slight decline in numbers. High prices and plague seem partly responsible for these figures. The difficulties of the Matriculation Examination, failure on the part of the unfit to obtain promotion, and the gradual development of vernacular middle schools are also factors which may affect the rate of expansion. Three Government middle departments of high schools were

opened and additional sections were added to existing schools in accordance with the approved scheme for the development of secondary education. The new middle departments, however, mainly relieve Municipalities of a corresponding number of sections in their schools. Four new Anglo-Vernacular schools under Municipal or private management were opened.

17. One high school building, two hostel buildings and two middle school buildings were completed during the year, as also the extension of one high school and two middle school buildings. Many buildings, including a laboratory for the Patwardhan High School, were begun or continued during the year.

18. The results of the Matriculation Examination of 1908 show a further fall in the percentage of passes from 28 (1917) to 19 (1918). These results are practically the same as the results for the whole of the University. Regarding the reasons for such results I have nothing to add to my analysis in the last Quinquennial Report. The fluctuations in the University results are, I think, mainly due to the fact that so many pupils are just on the border line and the slightest difference in the standard of a particular paper or in the requirements of a particular examiner, or even some slight difficulty in the wording of a particular question, is liable to produce a substantial change in the percentage of passes. It is difficult to believe that those who are so distinctly on the border line, with the low percentages required by the University, could in any case achieve any success in a subsequent University career. But while our schools are admittedly inefficient at present with reference to Matriculation requirements, it must not be assumed that those who complete their course but fail to pass the Matriculation have gained nothing from their school career. That something has been gained is recognised by the Government in admitting the completion of a Secondary School course as a qualification for admission to certain branches of Government service. The Secondary School Leaving Certificate, the defects of which have been pointed out in preceding reports, has been abolished at the beginning of the current year in view of proposals formulated during the year under review. Pending the inauguration of a more effective certificate scheme, value will be attached as pointed out above to the completion of a Secondary School course. In framing our new School Leaving Certificate scheme we must, I think, bear in mind that many pupils in our Secondary Schools have not the time nor the ability nor the funds to qualify themselves for University work, but that such pupils have much to gain from a shorter and simpler course than that required by the University.

19. Among the few schools that did fairly well in the Matriculation Examination were the Mission High School, Seoni, which upheld its good traditions, the Government Muhammadan High School at Amraoti and the Bhora Community's High School at Burhanpur.

20. The measures recorded in my last report for the improvement of Secondary Schools were continued during the year. Extension of facilities for training is recorded in Chapter IX. The establishment during the year of the High School Entrance and Scholarship Examination is an important new measure since it is designed not merely to consolidate three separate examinations (school promotion, admission test and high school and scholarship examination) but also to prevent the promotion of obviously unfit boys from the middle to the high department. Question papers for this examination are set for the Province as a whole and for each Circle a Board has been established for the valuing of answer papers and general conduct of the examination under the chairmanship of the Inspector of Schools, Head Masters of Government schools and Head Masters or Managers of schools under board or private management receiving equal representation. The results of the first examination amply justify its establishment. Though in previous years the percentage of promotions from the middle to the high Department ranged for various schools from 40 up to 90, the Provincial percentage of passes in this examination where a pass is required only in three subjects—English, Vernacular and Mathematics—was only 46.1, the Circle percentage ranging from 41 in Berar to 54 in Chhattisgarh. This percentage will probably rise steadily in future years as more trained teachers become available and as the pupils begin to realise the necessity for hard work in the earlier stages of their school career. More

attention will also be devoted to English in which most of the failures occurred. This may mean less attention to subjects such as History and Geography which are not for purposes of a pass compulsory. Our success in the high department will depend ultimately on a good foundation being laid in English in the middle department. With such a foundation progress in the other subjects is assured in the high department and can, without danger, be retarded in the middle department. Another important measure was the superannuation rule prepared during the year, which will be recorded next year as final orders were passed only in May 1918. It may, however, be noted here that a further increase of pupils of over 20 years of age (from 1,442 to 1,552) supports one of the main arguments urged on behalf of the rule.

21 Another important step in the right direction was the appointment of Mr. F. K. Clark, Indian Education Service, as Head Master of the Patwardhan High School. It was for this post that he was originally selected and with reference to this work he was deputed to the Jubbulpore Training College on his arrival in this Province. Subsequently it was found necessary for a time to employ him in the Morris College. His appointment has already produced a noticeable change in the general tone of the school, and it was largely due to him that the school did not suffer to the same extent as some of the other Nagpur high schools during the troubles of October 1917.

Inspector
of Schools, Berar.

22. The following extracts illustrate secondary school difficulties and some of the steps taken to remove them:—

"The number of trained teachers in Municipal Anglo-Vernacular schools was 4 out of a total of 70."

Owing to the deputation of teachers for training and the opening of additional sections

"37 new teachers were employed in high schools and 19 in Anglo-Vernacular schools in this Circle during last year. Most of these men were fresh from the Colleges and quite new to the work. So great was the demand for graduates that it was impossible to fill all the vacancies for some weeks after the schools re-opened, and the staffs of all high schools were, therefore, short. Several of the teachers employed had no knowledge of Marathi.

"If all these men were keenly interested in education and intended to make teaching their life work, it might be possible even with such inexperienced enthusiasts to produce some degree of efficiency in these schools. But a large number of these men have drifted into the schools for lack of means, opportunities or a vocational motive in life. Their work is generally ill-planned and ill-prepared. They take no interest in the corporate life of the school, or in their pupils' individuality, and their time outside school hours is spent in giving clandestine tuition to private pupils. They prefer not to go to the Training College if they can avoid it, the same drift which brought them into the school, carries them on, and they re-appear as mechanical instructors, working according to a text-book, for a minimum number of hours a day, unable to analyse their own desires, and with an idealism no higher than that current in the bazaar.

"During the last few years high schools have extended at increasing speed. But it takes years of training and experience to produce efficient teachers, and education by casual labour can never be successful.

"During the year many aided Anglo-Vernacular School Committees have been registered as companies under Act XXI of 1860. Such registration has now been accepted by you as necessary for the payment of building grants. Draft Articles of Association and Rules and Regulations were drawn up by the Commissioner, Berar, Rao Sahib Angal and the Inspector of Schools, Berar, in consultation, and circulated to all aided Anglo-Vernacular schools. Such registration gives continuity in the management of the schools, improves the financial condition, places control of the schools and staffs in the hands of the people who find the money, ensures that the school funds are placed with a reliable banker, and that accounts are properly audited.

"Many pupils attending these Government Anglo-Vernacular schools live under no proper control. Enquiry was, therefore, made into the demand for additional hostel accommodation. You have accepted my general suggestions, and attempts are being made to open temporary hostels with a view to verifying the demand before the provision of permanent hostels is undertaken by the Department."

Headmaster, Patwardhan High School.

"*Tone and Discipline.*—Discipline of a sort is not difficult to maintain, but there is not yet a full feeling of collective responsibility among the staff, nor a prompt and cheerful obedience from the boys. A proper sense of order will be lacking as long as there is a large floating population of failed matriculates ready to descend on any school which has room to take them.

"With regard to the tone of the school, one notices a sad lack of innate refinement both in manners and speech. The chief item of conversation, if it is not pice or politics, is often something very much worse. Cribbing (largely the fault of bad invigilation)

is common and is regarded as a very venial sin. One boy justified himself by saying that he had such a bad memory. One notices too an appalling amount of curiosity in matters which are no concern of the boys.

"There are signs of a growing corporate spirit in the place and a pride in belonging to it. Several boys have asked that the school should wear a uniform.

"*Attendance.*—A system has been introduced which renders the path of the absentee a hard one. The pressing claims of 'urgent work' and 'private business' are disappearing, but to make the system work without a hitch the fuller co-operation of parents is necessary. Chronic unpunctuality has been entirely stopped but only by the imposition of a fixed tariff.

"*School Activities.*—(a) The abnormal time taken to finish the new playing fields interfered with progress in the high school. The Morris College ground behind the school was used by the small boys. I take this opportunity of thanking Mr. Hindle for his help in coaching these boys. The school did much better in the Circle Tournament than ever before. (b) The debating society was restarted and regular lectures were given. (c) The school held for the first time a social gathering which included a successful dramatic performance. (d) A poor boys' fund and a co-operative society has been started. (e) Boys are being encouraged to pursue hobbies. (f) Combined drill has been introduced."

23. The following extract relates to grave disciplinary trouble that originated in Nagpur early in the school year and spread thence to Wardha and Berar :—

"There have been several occasions during the year when the authority of the head masters of the high schools has needed support from the Inspector. The causes of these disturbances have been—

Inspector of Schools, Berar.

- (1) The circular regarding the attendance of pupils at public meetings.
- (2) The activity of certain persons more closely interested in the advancement of their political creeds than in the advancement of the education of school-boys.
- (3) Picketing by students of schools and colleges of other circles with the intention of creating a strike in sympathy."

24. In Nagpur the managers of three important high schools under private management wisely decided to close their schools until the parents and pupils had been brought to realise the consequences of organized opposition to authority. The Craddock High School at Wardha was also closed until the same end had been achieved. Before the schools were re-opened the ringleaders were dealt with in an exemplary fashion. The steps taken in Berar are reported below.

"In each case I took immediate action. [In all 57 pupils were punished during the year. Their punishment was intended to be, and was in its effects, exemplary.]"

Inspector of Schools, Berar.

"I am glad to report that a healthy atmosphere has again been produced in the schools, and the distressing symptoms of the unrest which showed itself early in the year and which has affected the efficiency of many Anglo-Vernacular Schools, have now disappeared. It is gratifying to note that the head masters of the Anglo-Vernacular schools have, in all cases, loyally carried out the orders of the Department."

25. Though it was necessary to adopt drastic measures for the suppression of insubordination, steps for developing on all sides a fuller and healthier school-life and a wider outlet for boys' activities have been carried a stage further, since it is realised that the present limitations and dullness of school life are at the bottom of much of this trouble. The development of the League of Honour is referred to in Chapter XII. A further allotment from the Government of India for playing fields was devoted to the provision of more ground for recreation and the Circle tournaments in Nagpur and Berar were held with more than usual amount of success. A special grant of Rs. 30,000 was paid to the Nagpur Municipality for the provision of school playing grounds. A scheme for Manual Training in Secondary Schools was formulated during the year, but will be described in my next report as sanction to it was obtained after the close of the year. The extracts below will show that the good work started last year in Berar as a temporary measure pending the establishment of a Manual Training scheme has been continued.

"*Berar Educational Conference.*—For the first time, an exhibition of students' handwork was held in a room adjoining the Conference Hall."

Inspector of Schools, Berar.

"At the Circle Conference an exhibition of the handicraft work of the boys of the Akola School (Berar Circle), consisting of toys, models in woodwork, clay, paper cutting, all prepared by the boys during their leisure time, was made. It is hoped that the teachers who saw the exhibits will start similar activities in their own schools."

Inspector of Schools, Nagpur.

VERNACULAR MIDDLE SCHOOLS—BOYS.

26. The number of these schools increased by 74 and the number of pupils in the Vernacular Middle stage by 242. A quicker rate of expansion is to be looked for in view of the very special attention that we are paying to these schools as feeder schools for our training institutions. A portion of the Provincial grant given during the year for Board Vernacular education was earmarked for the expansion of these schools. Special difficulties were felt in Chhattisgarh where the number of schools is large but the number of pupils very small. I am still trying to impress on Local Bodies the importance of opening such schools in towns where they are sure to find many pupils among those who are not able to take the more expensive and longer Anglo-Vernacular course. I am glad to find that District Councils are beginning to give scholarships for attendance at these schools in addition to the scholarships for future candidates for training paid from Provincial funds. Though the rate of expansion is disappointing, in some parts there is much to hope for in these schools. Some of the larger schools are extremely good, and it is generally conceded that in such schools progress in vernacular and mathematics is quicker and sounder than in the ordinary Anglo-Vernacular Middle schools. A great future lies before these schools.

Deputy Inspector of Schools, Nagpur. "Pressing need for a Vernacular middle school is felt at Nagpur to supply its ever-increasing demand for trained teachers, as 50 per cent in Municipal and 94 per cent in aided schools are untrained, tempting those under District Council in lowest grades, to move here, contrary to disciplinary principles."

Deputy Inspector, Buldana. "Three hostels at Pimpri-Adhao, Wadnerbholji in Malkapur Taluq and at Fattekhherda in Mehkar Taluq have been started this year by the School Committees. In all cases the Committees look to the general management of the institutions, entrusting the supervision to the head masters. They have provided lodgings to boys free of charge. Subscriptions have been raised to meet the initial expenses, and for the payment of servants. The hostel at Pimpri-Adhao deserves special mention as the number of boarders is the highest, *i. e.*, 30. Prior to the opening of the hostel at Pimpri-Adhao the number of boys in Class IV was only 15. It is now increased to 50. Of these 30 boys take advantage of the hostel."

Deputy Inspector, Saugor. "Rehli District Council selected school continues to lead generally in the matter of the supply of candidates for normal schools. Possibilities of expansion and opportunities for character-building and general training of the youth are so very great that Rehli promises to be an ideal Vernacular middle school. The reputation of Lala Kashiram as head master is so very great and widespread that youths from all quarters of the tahsil flock to Rehli for education."

CHAPTER IV.

PRIMARY EDUCATION—BOYS.

27. The number of primary schools has grown by 99. There has been an increase of 1,335 in the number of boys in the primary stage of instruction. The number in the upper primary stage has increased by nearly 2,000, which is encouraging and a slight advance on the previous rate of increase in this stage. On the other hand, there has been a slight decrease in the number of boys in the lower primary stage which must be attributed to drastic attempts at increasing the efficiency of primary schools (*a*) by striking off the names of habitual absentees, which is aimed at irregularity of attendance, and (*b*) by limiting the numbers in the lower classes with reference to the accommodation and the number of teachers provided. Attempts seem also to have been made in some districts to relieve teachers of responsibility for the collection and escort of pupils and to concentrate responsibility for this work on village kotwars. The kotwars, however, cannot apparently be forced at present to undertake the work, and, unless some system of compelling or inducing them by rewards to do so is devised, it is impossible to divest teachers of this responsibility, though it does in some cases impair the efficiency of their class work.

Late Deputy Commissioner, Drug. "I believe that Committees would improve if they had more to do and if they were given a freer hand in expending fees. I am encouraging them to give small rewards out of fees at Holi and Diwali to kotwars whose villages show good attendance"

28. The extracts given below illustrate the difference of opinion in regard to the other measures referred to above. In Drug District, where they were carried out with great zeal and thoroughness on the initiative of the late Deputy Commissioner, the result was a decrease of 2,568 in the number of primary school pupils. Similar attempts, though on a far smaller scale in

some other districts, have undoubtedly kept down the numbers. In no other Division has there been an actual fall in numbers. For the Province as a whole there has as yet been no substantial improvement in regularity of attendance or results.

"In spite of the munificent grant awarded by the Government, for the expansion of Primary Education, this unusual fall is certainly very disappointing. The following seem to me the probable reasons:—

Deputy Inspector,
Drug.

- (1) The roll is constantly weeded out of bad attenders.
- (2) The masters have abruptly ceased to beat about the villages in search of boys, an unauthorized but time-sanctioned practice, in vogue for many years past.
- (3) The guardians so long held to the notion that primary education was quasi-compulsory. Already reluctant, they are now being made alive to their sense of full freedom in sending their children to school.
- (4) The work of beating in boys, transferred from schoolmasters to village kotwars, without any deterrent punishment for their neglect, only tended to make matters worse—kotwars having practically no interest. Prizes held out to kotwars for securing good attendance is a step which might do some benefit, but kotwars' efforts are not in themselves enough to do any appreciable amount of good, in face of the versatile character of the people's mind.
- (5) Standard numbers have now been fixed for schools, according to the staff and accommodation. Numbers had therefore to be pruned down to the manageable limit by the existing staff. The aforesaid policy is not unsound in principle. But it is too early to adopt it in a backward district like Drug. These strikings off, for bad attendance, once made, do not stop there. They only encourage others to get rid of the school, likewise, by such an easy means as to keep away from school. The result has been that in some schools not a single new admission was made during the year in the infant classes which are getting extinct by and by. Schools which cried for more masters a year ago, can conveniently spare some of their staff now. It is feared this falling off will continue till an insignificant minority of willing attenders is left."

"The result of ruthlessly weeding out absentees, particularly in the infant classes, was in most cases merely a temporary improvement in the percentage of attendance. Very soon, indeed, that percentage fell back to the old standard. This would account for the apparent rise in the average attendance; but it is not being maintained. In one school I found that by cutting out most of the infants the percentage of attendance actually fell instead of rising. In that instance it is obvious that the regular attendants were cut out merely because the infant class was large. The policy is quite unsound in my opinion. It gives an easy way for parents to dodge the school, which is still not a popular institution. They have merely to keep the child away from school and he will very soon be cut off for being irregular. And the Committees have no incentive to make children go to school, for by the simple process of cutting out the irregular ones the average attendance can be temporarily improved, and even permanently, if the elimination is ruthlessly done. It leaves the schoolmaster no incentive for the same reason. I heartily disapprove of this. And still more do I disapprove of turning away willing scholars just because the staff is not enough according to some preconceived notion of the ability of a master to maintain efficiency. It is a useful standard to fix, *viz.*, 40 boys per master. But there is no sense in applying it rigidly and allowing no elasticity for exceptional circumstances."

Present Deputy
Commissioner,
Drug.

"Even Tahsildars find great difficulty in understanding why a standard number is laid down and why habitual absentees are struck off. I always try to explain matters myself, and no doubt they will understand in time. The main thing to do is to eliminate 'dead heads' and encourage Committees to take their own lines."

Late Deputy Com-
missioner, Drug.

29. Regarding these measures educational officers have been consulted from time to time but have not taken the initiative. It is distinctly a field where experiments are necessary and discretion must be left to District Councils. In Drug the experiment was perhaps carried too far. Further enquiry is obviously necessary. It must be remembered, however, that it is generally possible to fill the lower classes of schools and that the mere increase in the strength of these classes at the expense of efficiency is no cause for congratulation. It is the upper classes that require our special attention and here the prospects are more encouraging.

30. Apart from the special causes dealt with above, it was undoubtedly as reported by the Deputy Commissioner of Nagpur "a bad year for education, times were hard, the cost of living dear and plague again interfered." Last year's numerical decline in Berar, though not yet explained, has been checked and there has been a slight increase there. The following extract refers to the Tahsildars' work as attendance officer. The Commissioner of Nagpur while recognising that

the war has added considerably to the work of Tahsildars considers that the record of school inspections should be better than it is.

Chairman, District Council, Bhandara.

"The recent amendment in the Education Manual to the effect that the quarterly statements of inspection of schools submitted to the Circle Inspector of Schools through the Deputy Commissioner need not be submitted any more has resulted in the absolute indifference to the attendance in schools by the Tahsildars. In all the schools visited by me I have seen that the duty of impressing on the parents the necessity of sending their boys to schools has been vicariously performed. They have exhibited a sort of restiveness in this matter, which has permeated to the lowest of village officers and the school committees have been affected by it."

31. Mr. Corbett from Chhindwara throws an interesting light on the effect of local politics on school attendance.

Deputy Commissioner, Chhindwara.

"In this district, and elsewhere, also, I believe, in these Provinces, the Home Rule Propaganda is intimately connected with an anti-Begar campaign, which is legitimate enough in theory but in practice may have curious results. In the mind of the villager begar means doing anything which he does not like doing; and he does not like sending his children to school. The anti-Begar campaign again, fosters impatience of all discipline and hostility to all representatives of Government, including the village schoolmaster and the Tahsildar who "admonishes" the parents. There have been actual assaults on schoolmasters, two of which have been dealt with in the Criminal Courts. In this way do the advocates of compulsory education prepare the ground for the measure which we all desiderate."

32. From several District Councils complaint is received that the present curriculum is unpopular with the agriculturists and accounts for poor attendance. During the year the Agricultural Conference at Simla discussed among other things various measures for adapting village schools to rural needs. The important action that has been taken in this Province, on the report of that Conference will be recorded in the report of current year's work. Meanwhile the interest taken by District Councils in the matter is encouraging. The class referred to in the following extract has now been opened. I have let the District Councils know that it would be carefully watched as an experiment and that this does not commit the Department to the inclusion of agriculture in the curriculum of ordinary Vernacular Schools.

Deputy Inspector of Schools, Chhindwara.

"It is proposed to start an agricultural class in the selected middle school at Chowrai, where boys of classes VI and VII will be instructed in the practice of agriculture under the guidance of an experienced Kamdar of the Agriculture Department. Arrangements for the demonstration farm are complete and actual practical work of the classes is to begin as soon as the next sowing season is in. Classes IV and V will also have the advantage of learning light field work. The experiment is expected to be a success and calculated in a high degree to minimise the inconsiderate notions of the illiterate guardians that education makes people lazy and incapacitates them for hard field work."

33. The results of the Primary Examination by which alone efficiency can be measured statistically are discouraging. The percentage of passes is 56, the percentage for the last quinquennium ranging from 62 to 64. This does not, however, denote any decline in efficiency or any raising of the standard of examination. Admission to the lowest class of Secondary Schools where competition is necessary now depends on the actual marks obtained in the Primary Examination. It seems that previously no marks were assigned in the examination which was of a haphazard character. The assignment of marks and greater care generally in the conduct of the examination and of observance of the rules has led to the fall recorded above.

Deputy Inspector of Schools, Wardha.

"Another reason—though partial—for this small number of passes was that I found it necessary to be very careful while boys were writing down their answers; because I found that teachers at many places were not of much help for supervision work at the time of the examination." [Confirmed by Deputy Commissioner and evidence from other Districts.]

Greater strictness in this examination will have a salutary effect on the general work of schools.

34. During the year an additional recurring grant of one lakh was distributed to District Councils from Provincial funds for the extension and improvement of vernacular education, the principles and mode of distribution being the same as those recorded in my last report. Grants to Municipalities in the Central Provinces for vernacular education were calculated afresh on a new system, the minimum grant being half the difference between 6½ per cent of the income

and the recurring expenditure on vernacular schools. In order to award grants upto this minimum and to give large grants if local circumstances require it, the allotment for provincial educational grants to Municipalities was increased by nearly Rs. 31,000. Arrangements were also made for a similar re-organisation of grants for the Berar Municipalities. The following extract shows the important financial advance made in Berar. Similar action would have been rendered possible in the Central Provinces by the Central Provinces Local Self-Government Bill which had to be withdrawn at the Council meeting of March 1918.

"The following measures were taken during the year to increase the resources of the District Boards, *viz* :—

- (a) The Education Cess was doubled.
- (b) Section 159 of the Land Revenue Code was amended so as to enable the Boards to increase cesses up to 2 annas in the rupee—this would enable all Boards to add another 6 pies in the rupee to the existing cesses.
- (c) The Rural Boards Law has been amended so as to empower Boards to impose an education cess on non-agricultural incomes.

The proceeds of (a) have enabled the Boards to increase pay of masters largely. Whether Boards will avail themselves of (b) at present I do not know. I believe they intend to impose the cess on non-agricultural incomes and this will yield a substantial amount which might be utilized for extension of primary education, if the Boards were sure that they would not lose a large part of their income from the Jaglia Cess owing to the extension of the Police Jaglia system. I hope this question will be settled in the course of the next few months and Boards will then be able to make a programme for the full utilization of their resources actual and potential. Municipal Committees have realized that now that the Boards have improved the pay of their staff, they must follow suit and several of them have substantially raised the pay in the current financial year. The new method of calculating the Government grant, which is more liberal than the old system in the case of all except two Municipalities, will help them to provide funds for this purpose."

Commissioner,
Berar.

35. The District Council Reports contain many allusions to survey of educational needs and schemes for extension. The extract below shows what has been done in Nagpur.

"As pointed out in your review on the last report a survey of villages with a population of 800 souls and above which are still unprovided with schools has been made and it seems to me that no useful purpose will be served by such a survey as is proposed by the Secretary, School Board, in paragraph 3 of his note until such of the remainder of the 24 villages aforesaid as being suitable for the opening of new schools are provided with them. It is only when these have been disposed of that we should be justified in selecting smaller villages for the extension of our operations and then the existence of private institutions giving promise of success if taken over by the District Council will influence the selection."

Chairman, Dis-
trict Council, Nag-
pur.

36. In some Districts there is a need for a more careful and economical distribution of available funds. The Commissioner of the Nagpur Division points out that in order to find pupils for some of the new schools boys are being drawn away from existing schools.

37. A grant from Provincial funds of Rs. 50,000 was distributed at the beginning of the year to Municipalities for the construction of vernacular school buildings and a further grant of Rs. 4,00,000 was sanctioned for District Councils and Municipalities towards the close of the year, of which Rs. 3,23,500 was actually paid during the year and the balance during the current year. To the latter grant was attached a condition that the expenditure on village schools for less than 100 pupils should not exceed Rs. 15 per pupil. Suggestions for reducing the expenditure on buildings accompanied this condition.

"Two sheds have been provided during the year, one at Mundikota and the other at Pahela, where no houses could be got on rent. These have been made of wattle and daub. The building of these sheds has been approved by the Inspector of Schools as being suited to new schools during their probationary period, till they "justify their existence" by growing up. They have been built at a cost of Rs. 250 each.

Chairman, Dis-
trict Council, Bhan-
dara.

"My suggestion, made a year ago, that the pressure on the space available should where possible be removed by the removal of the infants class to the malguzar's barah or elsewhere, still appears worth consideration."

Deputy Commis-
sioner, Nagpur.

38. The following extracts regarding games, gardens and the use of magic lanterns and libraries indicate the lines on which advance is being made in many Districts. Three of the Berar District Councils took important steps during the

year towards the development of magic lantern lectures.

Deputy Inspector,
Saugor.

"Provision for organised games in schools is not so easy as would appear at the first sight. Play-grounds are required in many places and it needs a lot of arguing to convince Revenue officials of the old class of their utility to enlist their co-operation.

But we are progressing slow and sure and replacing all show work by real genuine organised games—hockey and football. The District has been divided into several centres and annual tournaments are held. A silver belt was provided by village School Committees for annual competition at Banda. Thus Garhakota centre has a belt for competition by 15 schools at easy distances. Gourjhamar is another centre and has a separate belt for competition. In the course of two years it is hoped organised games and play-grounds should have been provided all over the district.

Wand and Mugdar exercises, torch light drill have also been introduced as a relief to the monotonous daily Deshi Kasrat and Drill in Middle Schools. It is not difficult at present to provide play-ground plots in village schools where these may be had for the asking, but value of land is sure to rise in the near future and then the cost of acquisition will become almost prohibitive. This fact needs to be emphasised."

Deputy Inspector,
Damoh.

"In some schools boys play foot ball but it is costly as bladders puncture very often. Hockey is played in almost all schools. Boys prepare their own sticks and ragged balls [out of bamboo roots]."

Deputy Inspector,
Saugor.

"Steps were taken to improve school gardens in the current year. Through the courtesy of the Superintendent, Government Gardens, Saugor, plants and cuttings were supplied free to schools. Water difficulties are a great hindrance but not insuperable. The real difficulty is ignorance as to how to lay out a garden and what plants and shrubs are suitable for a school compound."

Deputy Inspector
of Schools, Nagpur.

"School gardens, serving as experimental or demonstrative plots to village adults and school boys, do not seem to be receiving due attention, owing to parents' opposition to, allow their children to work in school gardens."

Deputy Inspector,
Yeotmal.

"Magic lantern lectures have helped much the cause of mass education. The Board has proposed at the instance of the Deputy Commissioner, Mr. R. A. B. Chapman, to entertain a regular staff for magic lantern lectures for eight months in the year. One lecturer at Rs. 30 and one operator at Rs. 20 and Rs. 5 per mensem in each case for travelling allowance, Rs. 10 for carbide and Rs. 5 per mensem for conveyance of the lantern, etc. Thus an establishment at Rs. 75 per mensem will be employed for eight months. The Commissioner has very generously supplied 63 war slides."

Deputy Inspector,
Berar.

"During the year District Boards have been addressed on the subject of starting libraries for large villages. The general plan was, that each Teachers' Sub-Conference Centre should be supplied with a quantity of suitable cheap vernacular literature, which should be distributed to the Head Master of each large village school. At the time of his attendance at the Conference, the books would be returned, if necessary, and a new selection taken. The Head Master would keep in touch with boys who left the school and remained in the village, and act as custodians of this circulating library. District Boards have accepted the proposal and are now providing the necessary funds."

Deputy Inspector
of Schools, Balaghat.

"Ramayan classes are also held in the villages where the libraries have been established. Every evening the class is held for an hour. A portion of Ramayan is read and explained. The attendance at these classes is in some cases fair and in some is moderate."

39. It was decided during the year to transfer those factory schools which were under the management of Government to the Local Bodies responsible for vernacular education in the areas in which they were situated. The Provincial grant to such Local Bodies has been correspondingly increased. At the same time inspecting officers have been instructed to pay particular attention to these schools and to report to Local Bodies concerned and eventually to me, if necessary, any need for additional schools of this kind. New factory schools were opened during the year at Badnera and Burhanpur, and preliminary arrangements made for opening two schools at Akola. A simplified curriculum has been formed for such schools in Berar.

CHAPTER V.

FEMALE EDUCATION.

40. *Anglo-Vernacular*.—Numbers in the High and Middle Departments rose by 8 and 65, respectively. Every little helps at this stage. Three candidates out of twelve passed the Matriculation. The strength of the Government Girls' High School, Amraoti, rose during the year to 70, of whom over 40 were hostel residents, and the staff was strengthened. The new building for this school, class-rooms and hostel was continued during the year and completed after its close. Despite great difficulties in regard to staff, good progress towards a healthy and vigorous school-life was made. For the current year we have obtained a far more satisfactory staff.

"The Head Mistress deserves great credit for all she has done to promote a healthy spirit in the school-life. A manuscript school magazine, entirely the work of the students, appears bi-monthly. Monthly debates are held during the long term. A League of Help exists, and in this connection a Fellowship Fund was started with the object of helping poor and needy students, and it has also contributed to the Red Cross Society Funds in connection with Our Day.

Inspectress of
Schools, Nagpur
Circle.

There are many signs that the school is increasing in popularity and that parents are beginning to realise and appreciate all that the school authorities are endeavouring to do for their girls."

"The C. E. Z. M. High School, Katni, continues to make excellent progress under the able management of Miss Bardsley. Girl Messengers have been instituted, and there is every hope that the introduction of these will be successful."

Inspectress of
Schools, Jabalpur
Circle.

During the last year a certain demand has arisen for English instruction in the schools, and the suggestion has been made that Anglo-Vernacular schools should be started in certain large towns. In one promising school where English had been begun provisionally in Class VI with a view to possible expansion into an Anglo-Vernacular School later only 3 girls attended, and the Committee suggested that, as it was and would be impossible to secure a good attendance in Class VI owing to early marriage customs, English should be allowed in Classes IV and V. Under such circumstances the prospects of Anglo-Vernacular schools for girls in the near future seem very poor indeed."

Inspectress of
Schools, Nagpur.

41. *Vernacular Middle Schools* have increased by 7 and numbers in the vernacular middle stage by 56. The increase would have been greater but for plague.

42. *Vernacular Primary*.—The numbers are practically stationary, showing a fair increase in upper primary and a slightly smaller decrease in lower primary, for which the plague, which affects girls' schools far more than boys' schools, may be held responsible. The increase in the number of girls reading in boys' schools continues. There are now nearly 17,000 such. In Chhattisgarh, it is the most effective form of education for girls outside the Mission schools.

"Too much importance, however, should not be attached to the numbers of girls attending boys' schools. It does not necessarily mean that in such circumstances a girls' school is desirable or likely to prosper. My experience shows that these girls are usually in the lowest classes. They are usually of Kunbi, Lohar, Koshti or some similar caste and are likely to be removed from school as soon as they are able to assist their parents. They are induced to attend school only by the personal influence of the master who gets the bonus, and not by any desire on the part of their parents or guardians. A girls' school master and still less a mistress would not have the same incentive nor the same influence."

Inspectress of
Schools, Nagpur
Circle.

"The attendance of the girls at boys' schools is a genuine effort by the masters and staff aided by executive officers—and, so far as I have been able to ascertain, cordially approved by the people."

Deputy Commis-
sioner, Raipur.

"But in explanation of the number of girls in school in this part I have heard (though it remains unverified) that most of the girls have a brother at home who ought to be at school, but is kept away for field work or some other reason, and his sister is sent as a compromise, perhaps with the connivance of the master."

Deputy Commis-
sioner, Drug.

43. During the year our policy in regard to the extension and improvement of Vernacular education was more clearly defined. The annual increase in the Budget allotment for this purpose has been raised to Rs. 15,000.

Attention is to be concentrated on raising the strength and quality of instruction in higher classes. The minimum pay and the average pay of the staff of teachers is being raised and posts of Rs. 50 and Rs. 60 added.

44. In order to obtain more competent women teachers for Chhattisgarh where the supply is even more limited than elsewhere, a local allowance was sanctioned for teachers imported from outside the Division.

"An attempt is made to depute as many as possible of the untrained women and also of the certificated teachers who have very little interest in their work and have forgotten a good deal of their learning, to the normal school for women, Amraoti, and it is hoped that these measures will result in a larger outturn of trained teachers. Every effort is being made to induce the people of the towns where women teachers are urgently needed to find suitable girls to send to the Normal School on scholarships, with a promise that these girls will be reposted to their native places on completion of training without fear of transfer. The response has been very feeble in many cases. I find that not unfrequently in village places the residents are quite ready to recommend entirely unsuitable people for scholarships. In at least three cases recently girls on completion of training have refused utterly to return to their native places as they find that their position is completely misunderstood by the residents."

Inspectress of
Schools, Nagpur
Circle.

"My impression is that in the girls' schools the character and the reputation of the teacher is far more important than her accomplishments."

Deputy Commis-
sioner, Nagpur.

45. The number of stipends at the Female Normal School, Jubbulpore, was raised to 70. The new hostel building designed to meet the increase contemplated under the reorganisation scheme was completed at the close of the year, the extension of the practising school was begun, and plans and estimates were prepared and money provided in this year's budget for extending the hostel of the Female Normal School, Amraoti. The new posts of Assistant Superintendents in the two Normal Schools were filled for the first time at the beginning of the year.

Superintendent,
Normal School for
Women, Jubbulpore.

"I propose turning the present stables into a crèche for the students' children. At present there are nine babies who require looking after. They occupy a small corner of the present stables from which the garries are moved out. There is no room for them anywhere else.

"Life in the hostel continues to be happy. There are at present 37 teachers in residence. With so many people living together, it is difficult always to live in peace; but I am thankful to say that nothing serious ever happens to mar the present relations between mistresses and students. They all work together in the garden and in the house, and both are always well cared for and in excellent order. With extended ground and buildings, there will be more work to be done next year, but there will be more people to do it, and I look forward to everything being 'just right.'

Last November we had our third Conference of past and present students. It was held in the large dormitory of the new hostel.

We had many more mistresses present this year and many more visitors. There were altogether about 175 people present during the first three days when outsiders were admitted. Several lessons were given and important points were discussed. We ended up the third day with a debate, the subject being 'The teaching of Geography in our schools.'

We had a very lively debate. Some of the arguments were very amusing. Every one debated with great zest. Most voted for the teaching of Geography in our schools.

We had an exhibition in connection with the Conference. There was quite a good collection of needle-work, clay-modelling, drawing, etc. The sum of Rs. 100 was given away in prizes, and many went away happy.

Last December the mistresses and students got up a play which they acted twice for the benefit of the 'Our Day' fund. They made altogether Rs. 238 by the play and by selling flags."

Inspectress
of
Schools, Nagpur.

"An attempt is being made by the Providence Girls' School authorities, Nagpur, to provide a course of Kindergarten training for Infant School-teachers. This scheme is still in the experimental stage."

[A similar attempt is being made at the C. E. Z. M. School, Katni.]

46. One lady was admitted to the Secondary Grade training class and one to the L. T. class at the Jubbulpore Training College. The latter had to leave owing to ill-health but has joined again this year. It was definitely decided that stipends at the College should be tenable by women teachers.

47. A system of scholarships for *Dais*, with a view to encouraging their general education prior to their special training as midwives, similar to that already instituted in Berar, was sanctioned for the Chhattisgarh Division.

Inspectress of
Schools, Jubbulpore.

"*Friends' Mission Industrial School, Seoni-Malwa.*—This is one of the most hopeful institutions of its kind in my Circle.

The girls learn cooking, household work, sewing, field work, etc.

"The garden is dug, watered, manured, etc., by the pupils and sufficient vegetables were obtained not only for the school but also for sale. In addition, this year a field was prepared and sown with rice and gram. The result of this experiment was good."

48. The reorganization of the Provincial and Subordinate Female Educational Services has been described in Chapter I and the arrangements for hygiene and first aid classes and medical inspection in Chapter XII.

CHAPTER VI.

MUHAMMADAN EDUCATION.

49. There has been a satisfactory increase of pupils in College, Anglo-Vernacular and Vernacular Middle Schools and a fall in Primary Schools.

50. The construction of the new building for the Robertson High School, Jubbulpore, was completed during the year. A special grant of Rs. 30,000 had been paid in advance towards the expenditure. The building is well designed and a distinct ornament to Jubbulpore. The satisfactory results of the Coronation High School, Burhanpur, and the Government Muhammadan High School, Amraoti, have been referred to in Chapter III.

51. "The condition of Anglo-Urdu Middle Schools shows no improvement. The teachers are badly qualified, 11 of them out of a total of 31 being non-matriculates. It is impossible to obtain satisfactory Muhammadan teachers and the staff of the Muhammadan High School has had to be strengthened with Hindu graduates. During the year I put forward proposals for concentrating Anglo-Urdu education in four centres in Berar, and replacing inefficient and poorly attended Anglo-Urdu Schools by Urdu Middle Schools. Considerable local opposition to this scheme was aroused, and further action has therefore been postponed."

Inspector
Schools, Berar.

The main object of the proposals referred to in this extract was to provide funds and teachers for the development of Urdu Middle Schools in order to provide more candidates for the Urdu Normal School and more teachers for the Urdu Primary Schools. As a temporary compromise, we are now taking pupils from the lower classes of Anglo-Urdu Schools into the Urdu Middle School but it is very doubtful whether this can be a permanent solution of the problem.

Statement showing the percentage of Muhammadan scholars to the total number of scholars in the high and middle stages during 1917-18.

Kind of stage.	Total number of scholars.	Number of Muhammadan scholars.	Percentage of Muhammadan scholars to total number of scholars
High stage	5,280	518	9.81
Middle stage (English and Urdu)	23,844	2,425	10.17
Total	29,124	2,943	10.10

CHAPTER VII.

EDUCATION OF THE BACKWARD CLASSES.

52. The large numerical increase in the number of pupils of these classes attending primary schools, as shown by statistics, denotes greater care in the classification of such pupils and possibly a desire on the part of teachers in Chhattisgarh to qualify for the bonus offered in respect of such attendance. The figures for purposes of comparison cannot yet be accepted as reliable, one reason being that there is considerable uncertainty regarding the castes and classes to be defined as "backward." What is backward in one district is not necessarily so in another, and a separate list is now being drawn up for each district. But there can be no doubt as to the reality of the progress that is being made in some parts of the Province, particularly in Chhattisgarh, where the policy of bonuses, etc., recorded last year is apparently effective and where considerable success is attending the determined efforts to obtain Chamar teachers. To the drawing of teachers from such classes I attach the greatest importance, and I note with pleasure the employment of six Chamar teachers in Chhattisgarh and the attendance of Mahar teachers in the Nagpur and Akola Normal Schools. Two depressed class and two aboriginal tribes students attended the Khandwa Normal School.

53. During the year proposals were submitted for the exemption of backward class pupils from secondary school and college fees. These were sanctioned early in the current year. Proposals of a far-reaching nature for extending primary education among these classes were under preparation, and action taken thereon will be recorded in the next report. Inspecting officers were asked to comment at each inspection on the attendance of pupils of these classes.

"Three Chamars who have passed Upper Primary examination are holding the posts of Assistant Masters—an unprecedented example in the annals of the education of this district. Amongst the special measures to increase the number of such teachers I generally visit their localities, explain them the advantages of education and sanitation and induce them to send their children to schools, holding them promises to provide their children with the posts of teachers when they pass their Upper Primary examination. I further explain them that I am not polluted by their proximity and touch, if they are clean in their persons and habits."

Deputy Inspector,
Bilaspur.

Deputy Commissioner, Raipur.

"It is very striking to a new-comer to the district to notice how apparently the prejudice against Chamar boys has been outgrown in regard to their attendance in schools and mixing with others."

CHAPTER VIII.

EUROPEAN SCHOOLS.

54. There was an increase of 68 pupils in these schools, mainly in the primary stage of instruction.

Inspector of European Schools.

55. "The examination results were remarked upon as 'poor' in last year's report. This year they are still worse. Only 11 passed the High School Scholarship Examination out of 33 candidates, and 22 out of 71 candidates passed the Middle School Examination, as compared with 15 out of 38 and 29 out of 53 respectively in the previous year. Thus, in both the High and Middle School Examinations only 33 passed out of 104 as compared with 44 out of 91 in the previous year. Nearly all the examiners in the Language, Mathematics, History and Geography papers in the Certificate Examinations lay stress on the need for less memorising and for habituating the pupils to think for themselves, particularly in the Middle Department."

Inspector of European Schools.

56. "The European School and Scholarship Examinations were reorganised during the year. A Board was formed, consisting of the Director of Public Instruction as President and the Romam Catholic Bishop, Mr. Rogers, Head Master, Christ Church School, the Inspectress of Schools, Nagpur, and the Inspector of European Schools as members, for the purpose of making arrangements for the conduct of the examinations and for framing courses of study. This Board will appoint examiners, moderate the question papers and pass the results, the conduct and school work of candidates as given in the school records being taken into consideration. An oral test in English, *vis.*, reading and recitation to supplement the written papers, will be arranged. Credit will also be given to candidates for their athletic attainments, mention of which will be made in the certificates awarded to them by the Board. It is hoped that the examinations will thus become less "external" than hitherto and will be more in touch with the life and work of the schools. The Board will meet two or three times annually at Nagpur or Pachmarhi; one meeting was held in the year under report and one shortly after the end of the year. The Primary Scholarship Examination and the Primary Scholarships were abolished; their abolition should have a beneficial effect on instruction in Primary Schools which had been hampered by the necessity of preparing young children for a competitive examination. The funds saved thereby are to be expended on increasing the number of Collegiate and High School Scholarships. This should have the effect of increasing the number of Europeans and Anglo-Indians in the higher stages of instruction. The courses of study which have been recognised for some time as requiring revision are now under the consideration of the Board which has laid down certain general principles on which revision should be carried out. During the year under report the Latin and History courses, which were formerly unduly long, were curtailed."

Inspector of European Schools.

57. "All the hostels that I have seen are well supervised and the boarders look bright and healthy. Weighing machines were supplied during the year and weights of boarders are now recorded monthly."

CHAPTER IX.

TRAINING OF TEACHERS (MALE).

Training College, Jubbulpore.

58. Pending final sanction of the proposals referred to in the last Report for the complete reorganisation of the College and the extension of staff and accommodation, with a view to doubling the output of teachers, plans and estimates for extension of the buildings were sanctioned, and the work will be completed this year.

59. The passes in the L. T. Examination rose from 50 per cent (1917) to 88 per cent (1918). The results in 1917 were abnormal throughout the University.

60. The following extracts show what good progress is being made:—

Principal, Training College, Jubbulpore.

"1. We have travelled so far from the original scheme of having 10 graduates only each year in the Training College as to have taken 45 graduates in the L. T. class—the highest number on record. But as the staff and the boarding house accommodation was not sufficient, it was possible to do so only by keeping in abeyance one of the undergraduate classes as was done last year also.

"As no first year class was formed in 1916, there was no second year class this year, with the result that no Under-graduate Teachers' Certificates could be awarded in April last.

"The Model High School was housed in the old Jubbulpore College buildings. Additional sections were opened in the third and sixth classes, and since the end of the year additional sections have been opened in the seventh and fourth classes also, thus completing the scheme of having two sections for each class.

"A long-felt want was removed last year by the provision of a hostel with accommodation for 40 students for the Model High School, and 27 students joined it.

"2. The increase in the rate of stipends brought in a more cheerful body of students who were able to take more freely to the social life of the College. The social gathering was successful beyond expectation, and there was a rage for tennis throughout the years. The L. T. class, though, it did not contain many brilliant men, had on an average a better type of students than in the past, and I was glad to find two Muhammadan student, in it, and they did very well. For the first time in the history of the College, Muhammadan students, numbering more than one or two, came in at a time. The first year had as many as nine.

Principal, Training College, Jubbulpore.

"3. The relations between the professors and students are very happy, and on four days in the year (*i. e.*, Dashara, Makar Shankrant, Kajaria and Jawara) the students in a body visit their professors and have an exchange of courtesies in accordance with Hindu custom. The Muhammadan students had something similar on the *Id* day.

"I had not the least trouble with the students during the days when political agitation was at its height in Nagpur, and there was trouble in other Colleges and schools in the Central Provinces.

"4. Selected members of the staff of the College and its ancillaries sat in committee from time to time and prepared detailed syllabuses in Language and Mathematics for Vernacular Schools and in Pedagogy, Grammar, Composition, Civics, Nature Study, etc., for the Normal Schools in accordance with revised curriculum. In work of this kind the staff of the College and its ancillaries can be of much use to the department, particularly as it can test the practicability of its ideas on the spot and base its recommendations on actual experience."

61. Two new schools were opened at the beginning of the year in Seoni and Bilaspur in accordance with the approved reorganisation and extension scheme. Sanction was also obtained for the opening of a new school at Wardha which has been accomplished this year. Substantial progress was made with the Seoni School building, the Akola building was begun and plans and estimates prepared and sites acquired for new buildings at Bilaspur and Wardha.

Normal Schools.

62. Curricula for the third and fourth years' courses in continuation of those sanctioned last year for the first two years were prepared at a Conference and approved by Government. The first examination held under the new (two years') scheme resulted in a distinct fall in the percentage of passes, due to the fact that the staff had not found their feet. As students who fail in a limited number of subjects can reappear in those subjects only, the fall in the passes is not so serious. Owing to the recent lengthening of the course of training, the maximum output of teachers under the present scheme has not yet been attained.

63. I am much pleased with the general life and work of these institutions. Discipline is excellent, the students enjoy and profit from their course and the Superintendents are all picked and most effective men.

"A great defect of the old system was that the influence of work done in one year was absolutely lost next year, and everything had to be done anew as no students were left to transmit the traditions of the school. The new system removed the defect and there was comparatively much greater social and physical activity. The drama performed by the school attracted an unmanageably large crowd; the annual exhibition of work was able to take in more than nature study collections, and some of the attempts in clay-modelling were distinctly good, particularly those meant to illustrate the physiological lessons.

Principal, Training College, Jubbulpore. (Normal School, Jubbulpore.)

The model Vernacular School is now comfortably housed in the old Model High School building.

"*Retraining Class*—First aid and hygiene were introduced as subjects of instruction and English History was dropped. The subjects in the curriculum were taught in the right spirit, and the success in teaching Hindi composition was so great as to stir up some of the students to contribute to Hindi periodicals. The Head Master reports that two books for children have been written by them.

"The new Hindi Readers I to IV were introduced in the Model Vernacular School, and it was pleasant to see that the students were much interested in reading them; so much so that it was rare to find a student who had not read the whole book for himself long before it was finished in class. It should be possible now to spend more time in giving composition exercises in the primary school classes."

CHAPTER X.

RAJKUMAR COLLEGE, RAIPUR.

64. The number of Kumars rose to 58. Early closure owing to plague and inconveniences due to delay in completing the building extension affected the year's work. The first inspection report of the Chiefs' Colleges Inspection Committee is, however, most satisfactory.

Principal,
Raj-
kumar
College,
Raipur.

"In spite of difficulties, the year on the whole has been a good one: and I think that all-round progress has been made. The year has been made noteworthy in the history of the College by the attainment of an object which has been aimed at since the reorganisation of the College was taken in hand five years ago. At the end of June Mr. Sharp, the Educational Commissioner with the Government of India, inspected the College and spent three days with me during which he saw the whole school-life. Following his report, the Government of India in January brought the question of the status of the College before the Chiefs' Conference at Delhi, at which the interests of the College were represented by the Chiefs of Khairagarh and Sarangarh. The Conference accepted the proposal that the College should be admitted to the Diploma Examination, and in January the Government of India, Foreign Department, informed the Chief Commissioner that the Government of India have been pleased to decide that the diploma of the Chiefs' Colleges should be given to successful students from the College and that the College should be recognised to that extent as one of the Chiefs' Colleges, subject to the following provisos:—

- (1) that the College authorities adopt in full the curriculum in force in the existing Chiefs' Colleges, that the College be inspected annually and that the Diploma Examinations be conducted in the same manner as in the other Colleges;
- (2) that for the purposes of admission to the Higher Chiefs' College, should that hereafter be established, the diploma of the Raipur College students will only entitle its holder to admission to the Higher Chiefs' College, if he is Chief or a relative of a Chief, the case of other diploma holders being considered in the same way as that of applicants from British India

"To make English the ordinary medium of talk in a school where English is the native language of only one member of the staff requires a real and continued effort on the part of both masters and Kumars, but it is worth the trouble, and I hope to see a further improvement in this respect in the future. The understanding I have with the elder Kumars at present is that they will speak English during the day till 8 o'clock in the evening when vernacular can be spoken as much as they like."

CHAPTER XI.

TECHNICAL AND INDUSTRIAL EDUCATION

65. The Principal, College of Science, reports as follows:—

Government
Engineering School,
Nagpur.

"1. A handsome building for the Engineering School is being erected on the same site as the workshops

"A fine new machine shop has also been erected during the year and numerous minor improvements have been carried out.

"2. *Numbers*—Grand total 57 as compared with 48 last year. These numbers exclude those who were trained as drivers

"Steps have been taken to increase the number of Civil Engineering students to 16 so that we may expect the school to maintain its steady development.

"3. The Civil Engineering courses have been reorganised, that for the Sub-Overseers having been reduced to 2½ years and that for the Overseers increased to 3½ years. The Overseer class will be recruited entirely from the best students of the Sub-Overseer class, so that the best students of the School have every facility for becoming Overseers. Even Sub-Overseers who have passed the School course are allowed, subject to the certain conditions, to appear for the Overseer examination as outside candidates; thus all pupils of the School have a chance of rising to the position of Overseers

"In the Mechanical Engineering Department four students have completed the course.

"With one exception all of the students who were serving their apprenticeship have been very well reported on.

"4. *Motor Mechanics*—This is a most popular course, for which there are large numbers of applications each year. Most of them are so poor, however, that unless they receive a stipend they are unable to attend. The result is that numbers are practically kept down to the available number of stipends so that when, through ill-health or other cause, students leave the course, the number who complete it is small. Since students who have attended this course for two or three years can readily earn good wages, there is a tendency for them not to stay to the end. This is unfortunate, for there is undoubtedly a great demand in India for the skilled motor mechanic, and students who leave before the completion of the full four years are very ill advised."

5. "Motor Drivers—Fifteen pupils attended the class for motor drivers and of these 12 passed successfully and have obtained their driver's certificate."

6. "Repairing Department.—A large amount of repairing work was undertaken during the year, chiefly in connection with the motor department, although a considerable amount of other work of educational value was done. The bills for this work amounted to over Rs. 14,199, of which Rs. 9,778 was for the actual cost of material, whilst the balance of Rs. 4,421 will be paid into the treasury. This recoups Government to a large extent for the expenditure on Maistri staff. The experiment of employing temporary labour for work of educational value was a marked success, the receipts of the repairing department to be paid into the treasury being Rs. 1,750 higher than those of last year, whilst the cost of additional labour was below Rs. 700."

"The Hon'ble the Chief Commissioner kindly presented his old car to the motor department. It has been most useful and has saved the school the expense of purchasing another car."

65. The average enrolment during the year was 10 in the upper and 30 in the lower department. One student in the upper department successfully completed the course and two in the lower. Victoria Technical Institute, Berar.

"Ten fully trained pupils left the school on the 1st July 1917. At the same time 36 new pupils were admitted." Headmaster of Handicrafts School, Nagpur.

Mochi Class.—The articles made up by the pupils for practice during the year were sold for Rs. 5,911-11-11. The demand for boots made in the school was so great that we could have disposed of three times the quantity that we actually sold."

"A machine for compressing sole leather was designed and made in the school. That it is appreciated as a labour-saver is proved by the fact that our pupils never hammer their soles but always use the machine, although it involves rising from the sitting position that they are so fond of."

"Six pupils have just finished their course and will probably join the other passed pupils who are making leather goods for Government departments. These six pupils have accumulated in Savings Bank accounts, the Pass Books of which we hold, substantial sums with which we shall set them up in tools taken from our stock."

"Leather-working Cottage Industry—The passed pupils of the Mochi School, who do not set up in business to make high class boots both here in Nagpur and in other towns of the Central Provinces, make up ammunition boots for the Police and Jail Departments and postmen's bags and belts, besides other articles of leather, such as bayonet scabbards. The school acts as the agency between these departments and the workers. While we get no trouble from the former, the same cannot be said of the latter, who do their utmost to palm off inferior goods on to us. The year's receipts for goods supplied in this way amount to Rs. 30,020; all the leather was tanned in Kamptee."

"To further the interests of these workers the school has purchased a quantity of tips and nails at wholesale rates, also fish oil from the Government Fisheries in the South of India, to be retailed to the workers at cost price. The school also purchased a special sewing-machine for sewing the uppers of ammunition boots, which, being thick, are beyond the capacity of an ordinary machine. This machine will more than earn its cost in one year. All the cottage workers are allowed to bring in their uppers and to use this machine which saves them a lot of time."

"Extension to buildings.—These were completed in May 1917. We have now accommodation in the workshops, class-rooms and hostel for 72 carpenters and blacksmiths besides a large room for our leather-working class."

"The whole work of fitting up these extensions has been done by the school: carpenters' and fitters' benches, almirahs, cupboards, drawing-desks and forms and various other things have been made, including fittings for the Mochi class room and cots and other things for the hostel. In addition to these fittings we have had to make up a lot of tools for the new pupils of this school as well as for setting up branch schools, as, owing to the war, it is impossible to get tools out from home."

6. "The school is particularly fortunate in its Head Master, Mr. Cove, and its Assistant Master, Mr. Claridge, who now, that other duties usurp much of Mr. Cove's time, is required to take much more personal responsibility in the control of the Nagpur School than an Assistant Master would ordinarily have." Director of Industries.

"Amraoti Branch School of Carpentry.—This school was started about the 20th of April 1917, less than three months after I received sanction to start the work. In that time the buildings were designed, the designs were sanctioned, the sites marked out, the buildings erected and furnished with benches, desks and seats, tools, blackboards, models, drawing materials, and the hostel with beds, cooking utensils, lamps, etc. The buildings comprise a right angle workshed with a floor space of 2,816 superficial feet, a right angle hostel with a floor space of 2,400 superficial feet, and a building of five staff quarters each measuring 10' x 10' with a 6-foot wide verandah. For the drawing-class we are occupying a room in the main building of the Victoria Memorial Technical Institute close by." Inspector of Industries.

"The 20 boys who were required for the first year's class were soon recruited. The class kept up to full strength until towards the end of the year."

67. The branch schools of carpentry at Saugor and Dhamtari under the combined control of the local missions and the Industries Department are making fair progress.

Reformatory
School.

68. The school was transferred at the close of the year to the Department of Industries and arrangements were made for opening a new branch school of carpentry in a portion of the building and grounds which has been walled off from the rest of the buildings and is available for this purpose owing to the fall in the number of reformatory inmates : -

"Nine students from the Reformatory had volunteered their services for war in Mesopotamia, and the committee had proposed to send them out on license ; but it is regretted that the Military Department could not see its way to utilise their services.

Admissions and Releases.—The year opened with a population of 61. Sixteen were admitted during the year and 18 discharged as against 7 and 8, respectively, in the previous year. The number of inmates at the end of the year was 59, of whom 6 were on license, the daily average number in the institution being 57.5 against 58.88 in the preceding year."

"Orders were received during the year to close the Blacksmith's Department, and it was closed on the 18th ultimo as the Trade Master, who was served with three months' notice, resigned on that date."

"Of the 15 boys released during the year, excluding the two released on appeal and one sent to Chunar, 7 were taught agriculture and 8 other trades. Two out of the former and 6 out of the latter are pursuing the trade learnt by them here. One of the boys has joined the 101st Regiment at Aurangabad."

CHAPTER XII.

MISCELLANEOUS.

Imperial Grants.

69. A new recurring grant of Rs. 1,60,000 for the pay and training of teachers was received during the year. Of this grant a sum of Rs. 17,000 was absorbed by the raising of the stipends in the Jubbulpore Training College and the balance is still available for non-recurring expenditure. Proposals for complete absorption of the whole recurring grant have been carried into effect this year. From the non-recurring grant of $1\frac{1}{2}$ lakhs for playing fields a sum of Rs. 9,500 was spent during the year. The small balances of the non-recurring grants for Vernacular School buildings, Girls' School buildings and Secondary School buildings (*see* statement in last Quinquennial Report) were fully spent during the year.

League of Honour.

70. "The School-Boy League of Honour has steadily increased its membership roll during the year. Three boys have been presented with gold medals of the League for saving life. A patrol of League Scouts has been formed at Yeotmal High School under Mr. Chapman's guidance, and a Scoutmasters' camp was held at Jodmoha during four days of the Christmas vacation. The camp was a great success and was attended by 33 teachers and Deputy Inspectors. School excursions have consequently become very popular and are now something more than aimless wanderings and feastings."

Inspector
Schools, Berar.

"In addition to the First-Aid classes maintained by the department there have been others held in Anglo-Vernacular schools for the members of the School-Boys' League of Honour. These classes have been taught by Sub-Assistant Surgeons and private practitioners, who have given their time and labour without reward for the furtherance of the practical work of the League."

Chairman, Dis-
trict Council,
Chanda.

"During the course of the year Mr. Chapman, Commissioner of the School-Boy League of Honour, paid a visit to Chanda. He gave a most interesting public lecture on the principles of the League movement and also interviewed personally many people in Chanda interested in the education of boys. A district committee was appointed containing representatives from the District Council ; and, following on the establishment of a company in the Government High School, Chanda, we hope soon to see several companies of League of Honour scouts in our schools in the district."

Elsewhere in the Province development has been slow. To accelerate expansion and ensure permanency proposals were framed during the year for the assumption by this department of responsibility for organisation and control with the co-operation of non-officials.

School Hygiene.

71. Classes in first-aid and hygiene were again held throughout the Province with the kind co-operation of the Medical Department in centres where a class of teachers justifying the expense of a lecturer could be counted on. Numbers were in some cases made up by the admission of older pupils. Mr. Pheroze H. Mehta, Assistant Surgeon, deputed by the Medical Department, examined all the centres. The percentage of passess was 52.8 in First-Aid and 48.7 in

Hygiene. Several teachers who have completed the courses are giving instruction of an elementary nature to voluntary classes of pupils, and it is hoped that this will become an important feature of League of Honour work. But it is realised that teachers who are going to take up such work must proceed at least to the Medallion stage, and this is being encouraged.

72. The staff of the Girls' High School and Female Normal Schools have shown great interest in the work. The system of medical inspection and annual courses of lectures by the Lady Dufferin Fund Doctors recorded in last report in connection with the Girls' High School, Amraoti, was fully developed during the year in that school and the Female Normal School, Amraoti. No Lady Doctor has been found yet, to undertake similar work in the Jubbulpore Female Normal School.

73. Dr. Bhatra, Health Officer of Nagpur Municipality, kindly gave a useful series of lectures on hygiene, sanitation and communicable diseases to the college students of Nagpur and a practical demonstration of bacilli and parasites at the Medical School.

"At the instance of the Chairman, District Council, the experiment of administering quinine to the school boys from fees was tried in four schools with a view to see if it had any effect upon the average attendance, but the results were not satisfactory. Nothing can be said with certainty as the malaria was of a very bad type this year." Deputy Inspector of Schools, Bhandara.

"11,044 pills and 4,320 packets of quinine worth Rs. 153-12-6 were sold by schools. School children would swallow any amount of quinine at school if they have not to pay for it." Deputy Inspector, Mandla.

[Similar experiments are being carried on in other districts.]

74. Magic lantern slides on plague, tuberculosis and malaria with accompanying lectures prepared by the Advisory Board of the Scientific Research Committee were supplied to Deputy Inspectors and arrangements made with the Medical Department for the co-operation of medical officers in this work. Pamphlets on cholera and fly-killing were distributed to schools.

75. "Plague has again visited this circle and affected nearly 50 per cent of the schools. Open-air classes have been held in nearly all cases, and the percentage of scholars attending these classes shows an increase compared with last year. At Amraoti Town 83 per cent of the pupils attended." Plague and Open-air Schools, Inspector of Schools, Berar.

In other circles success has not been so common, but there is a steady and marked improvement in the Province as a whole and a growing sense of the charm of out-of-door work.

76. A revised edition of the Education Manual was published. The revision was mainly consolidation and simplification. My powers of sanction in building and furniture grants were raised to Rs. 5,000 and Rs. 1,000, respectively, and in other matters powers were actually or potentially delegated. The final responsibility of local bodies for vernacular education was emphasised and the duties of inspecting officers limited to inspection reports, advice and such administrative work as is expressly assigned to them. Local bodies are taking a little time to realise their full responsibility, and in some cases are inclined to emphasise their own powers while leaving responsibility to the Education Department. The fact that neither party is subordinate to the other has at times to be impressed both on local bodies and departmental officers. On the whole relations are cordial and augur well for future co-operation. Frequent acknowledgment is made by District Councils of Deputy Inspectors' work. Rules and Regulations.

"The relations of the department with local bodies have on the whole been good, although some few difficulties have arisen in connection with the introduction of the new manual. In particular the policy of the Nagpur District Council has been carefully prepared and systematically carried out. It seems to me a useful arrangement for the School Board of the District Council to consider the Deputy Inspector's report and to record their remarks and suggestions thereon, and I recommend this for general adoption in this division." Commissioner, Nagpur.

"Recently a memorandum has been issued to all the District Council and Local Board members inviting their attention to the need for their visits to schools and requesting them to visit the schools in their circles frequently and to interview the people and advise them to send their boys to schools." Chairman, District Council, Chanda.

"According to Article 207 of the revised Education Manual the Municipalities of Khurai, Damoh and Murwara have delegated their powers of appointment, promotions, transfer, etc., to the Inspector of Schools." Inspector of Schools, Jubbulpore.

77. Building and Furniture Regulations for the guidance of School authorities were prepared with the help of the Public Works Department and published during the year.

Jain education. 78. The total number of pupils under instruction was 5,248 against 5,273 in 1916-17.

Students' Advisory Committee. 79. "The most important event of the year under report was the conference of the Provincial Secretaries of the Advisory Committee for Indian students proceeding to England held on the 9th and 10th of July 1917 at Simla. Mr. S. R. Pandit, Secretary of this Provincial Committee, and Mr. F. M. Cheshire, Professor of the Morris College, attended the conference from these Provinces. The latter was invited to join the said conference to represent the Central Bureau in London."

The Secretary Students' Advisory Committee. "The work of the committee was carried on entirely on the lines chalked out previously for its action."

"The number of the applicants who sought the Committee's assistance in the course of the year was 45 as against 44 and 42 in 1915-16 and 1916-17, respectively. The Committee has to repeat the observations made by them last year to the effect that a large number of the applicants belong to a class of students who had not the requisite educational attainments nor any real desire to proceed to England."

Text-book Committee. 80. Books received, 389; sanctioned for use as Text-books or alternative text-books, 61; and for use as library or prize books, 268.

81. Some alterations were carried out under the supervision of the Special Committee in some of the departmental vernacular readers prior to reprint of a second edition.

Acknowledgments. 82. The Chief Commissioner conveyed to Messrs. Tostevin, Cheshire, Staley, Dix and Clark his appreciation of their special efforts during the difficult time at the beginning of the year.

Commissioner, Nagpur. "Finally, I desire to express my sense of obligation to Mr. Staley, Inspector of Schools, for the thoroughly efficient and able manner in which he has carried out his duties during a year of unusual difficulty."

Commissioner, Berar. "Mr. Dix, Inspector of Schools, has a thorough knowledge of conditions affecting education in this division and has established a strong influence over his subordinates and the boys in the Government schools. It is this influence coupled with appreciation of his abilities by the literate classes which kept disciplinary disturbance at a minimum during the year under report."

I am grateful to Mr. Evans for his most useful assistance throughout the year. To the enthusiasm and hard work of all officers occupying responsible positions in the department the Schools owe a debt of gratitude.

ARTHUR MAYHEW,

Director of Public Instruction,

Central Provinces.

GENERAL TABLE I.

Abstract Statement of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1917-18.

(For Details see General Table III.)

Area and Population.			Particulars.	Public Institutions.									Private Institutions.			Grand Total.	Average number of towns and villages served by		Percentage to population of scholars in	
Total area in square miles.	Number of towns* and villages.	Population.		University Education.		School Education, General.			School Education, Special.			Ad- vanc- ed.	Ele- ment- ary.	Total.	Public Insti- tutions.		Public or Private Insti- tutions.	Public Insti- tutions.	Public or Private Insti- tutions.	
				Arts Colleges.	Profes- sional Colleges.	Sec- ondary Schools.	Primary Schools.	Total.	Training Schools.	All other Special Schools.	Total.									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
99,623	Towns* ... 112	Males ... 69,30,392	<i>Institutions.</i>																	
		For Males ...	4	3	435	3,799	4,241	9	13	4,263	27	35	62	4,325	9'1	9'0	...	...
	Villages ... 39,005	Females. 69,85,916	For Females ...	...	...	52	310	362	5	3	370	...	5	5	375	105	104	...	...
		Total ... 39,117	Total ... 1,39,16,308	Total ...	4	3	487	4,109	4,603	14	16	4,633	27	40	67	4,700	8'4	8'3
				<i>Scholars.</i>																
				Males ...	1,126	320	57,831	2,53,135	3,12,412	782	412	3,13,606	840	746	1,586	3,15,192	4'52	4'55
			Females ...	1	1	3,969	33,635	37,606	177	79	37,862	81	309	390	38,252	...	...	'54	'55
			Total ...	1,127	321	61,800	2,86,770	3,50,018	959	491	3,51,468	921	1,055	1,976	3,53,444	...	...	2'52	2'54

* All places containing 5,000 inhabitants or upwards and all municipalities whatever their population are entered as towns.

Abstract Statement of Expenditure on Public

(For details see

Total Direct Expenditure on Public Instruction.									
1.	University Education.		School Education, General.			School Education, Special.			
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.	Total.	
				Upper.	Lower.				
2	3	4	5		6	7	8		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ...	For Males ...	2,09,458	1,04,252	12,77,300	13,78,290	1,51,877	1,16,478	1,21,194	33,58,849
	For Females...	1,01,173	1,58,437	29,792	34,603	12,112	3,36,117
Total ..	2,09,458	1,04,252	13,78,473	15,36,727	1,81,669	1,51,081	1,33,306	36,94,966	
2. (a) Percentages of Provincial expenditure included in column 2—16 to total Provincial expenditure on Public Instruction ...	3'97	2'93	19'10	32'49	3'09	4'83	3'40	69'81	
(b) Percentages of Local Fund expenditure included in columns 2—16 to total Local Fund expenditure on Public Instruction ..	...	...	23'25	42'05	6'32	'05	'05	71'72
(c) Percentages of Municipal expenditure included in columns 2—16 to total Municipal expenditure on Public Instruction ..	...	...	31'55	28'96	2'46	...	'40	63'37
(d) Percentages of total expenditure in columns 2—16 to total expenditure on Public Instruction ..	3'96	1'97	26'09	29'09	3'44	2'86	2'52	69'93	
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Government Institutions.	Cost to Provincial Revenues.	189 12 0	271 10 3	19 7 9	8 4 9	7 5 5	161 2 6	458 4 6	28 5 6
	Cost to Local and Municipal Funds.	0 0 11	...	0 5 6	...	0 0 7
Total Cost ..	262 7 3	319 12 8	34 6 4	8 7 0	7 5 5	161 8 0	482 0 0	37 7 3	
Local Fund and Municipal Board Schools.	Cost to Provincial Revenues.	4 1 9	3 11 1	3 2 0	3 11 3
	Cost to Local and Municipal Funds.	7 4 4	1 12 2	1 13 10	2 8 7
Total Cost ..	...	...	11 6 1	5 7 3	4 15 10	...	...	6 3 10
Aided Institutions.	Cost to Provincial Revenues.	16 2 7	...	18 15 7	5 6 11	0 14 4	22 13 4	62 15 8	10 2 9
	Cost to Local and Municipal Funds.	0 5 0	0 15 1	1 7 6	...	8 15 9	0 13 10
Total Cost ...	104 13 1	...	51 15 6	16 5 1	6 13 1	91 12 9	162 15 10	30 6 11	
Unaided Institutions.	Total Cost	41 0 6	5 3 4	1 13 6	84 6 2	60 0 0	4 15 0
All Institutions.	Cost to Provincial Revenues.	107 12 6	271 10 3	9 4 4	3 14 4	2 5 1	151 3 11	221 15 6	5 14 5
	Cost to Local and Municipal Funds.	4 11 9	1 9 8	1 4 8	0 5 1	4 11 2	2 1 9
Total Cost ...	188 0 4	319 12 8	22 2 9	6 1 6	4 8 3	156 8 11	287 14 8	10 5 5	

TABLE II.

Instruction in the Central Provinces and Berar for the official year 1917-18.

General Table IV.)

Total Indirect Expenditure on public instruction.							Total expenditure on Public Instruction.	Remarks.
University.	Direction,	Inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	73,235	2,24,036	1,11,610	6,63,449	3,46,020	14,18,350	47,77,199	
...	...	32,260	9,098	23,450	1,05,564	1,70,372	5,06,489	
...	73,235	2,56,296	1,20,708	6,86,899	4,51,584	15,88,722	52,83,688	
...	2'42	8'25	3'60	11'31	4'61	30'19	100'00	
..	...	1'02	'08	22'23	4'95	28'28	100'00	
...	...	'08	'44	30'11	6'06	36'63	100'00	
...	1'39	4'85	2'28	13'00	8'55	30'07	100'00	

Colleges, Schools and Scholars in the Central Provinces

Class of Institutions.	Public								
	Under Public Management.								
	Managed by Government.				Managed by Local Funds and Municipal Boards.				
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1918.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1918.	Average number on the rolls monthly during the year.	Average daily attendance.	
1	2	3	4	5	6	7	8	9	
UNIVERSITY EDUCATION.									
<i>Arts Colleges.</i>									
English ...	{ for males ...	3	580	588	451	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...	...
Oriental ...	{ for males ...	...	...	...	...	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>									
Law ...	{ for males ...	1	176	176	158	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...	...
Medicine ...	{ for males ...	...	...	...	...	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...	...
Engineering ...	{ for males ...	...	...	...	...	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...	...
Teaching ...	{ for males ...	1	76	76	75	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...	...
Agriculture ...	{ for males ...	1	69	74	66	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...	...
Veterinary ...	{ for males ...	...	...	...	...	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...	...
Commercial ...	{ for males ...	...	...	...	...	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...	...
Forestry ...	{ for males ...	...	...	...	...	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...	...
Total ...		6	901	914	750	...	...	...	...
SCHOOL EDUCATION, GENERAL.									
<i>Secondary Schools.</i>									
High Schools for males ...		20	2,967	2,932	2,528	3	330	316	267
Middle Schools for males ...	{ English ...	45	5,769	6,070	5,096	50	5,369	5,647	4,619
	{ Vernacular ...	8	933	1,862	766	208	34,663	34,205	24,817
High Schools for females ...		1	17	15	14	...	...	...	...
Middle Schools for females ...	{ English ...	1	50	50	40	...	...	...	...
	{ Vernacular ...	17	1,671	1,617	1,096	...	...	...	...
Total ...		92	11,407	12,546	9,540	261	40,362	40,168	29,703

GENERAL
Colleges, Schools and Scholars in the Central Provinces

Class of Institutions.		Public							
		Under Public Management.							
		Managed by Government.				Managed by Local Funds and Municipal Boards.			
		Number of Institutions.	Number of Scholars on the rolls on 31st March 1918.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1918.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	
<i>Primary Schools.</i>									
For males	... { Upper ... Lower ...	7	781	930	795	2,760 562	2,21,730 25,303	2,22,821 24,642	1,55,202 18,231
For females	... { Upper ... Lower ...	175 38	10,485 1,669	10,479 1,699	6,759 1,130	2 1	70 46	65 46	39 35
	Total	220	12,935	13,108	8,684	3,325	2,47,149	2,47,574	1,73,507
SCHOOL EDUCATION, SPECIAL.									
Training Schools	... { for males ... for females ...	9 2	782 112	786 112	727 100	...	...	...	...
Schools of Art	... { for males ... for females ...	...	...	...	...	...	...	...	...
Law Schools	... { for males ... for females ...	...	...	...	...	...	...	...	...
Medical Schools	... { for males ... for females ...	1	72	70	70	...	...	...	...
Engineering and Surveying Schools	... { for males ... for females ...	1	44	39	35	...	...	...	...
Technical and Industrial Schools	... { for males ... for females ...	1	62	50	48	...	...	...	...
Commercial Schools	... { for males ... for females ...	...	...	...	...	...	...	...	...
Forest Schools	... { for males ... for females ...	1	32	32	32	...	...	...	...
Reformatory Schools	... { for males ... for females ...	...	...	...	...	...	...	...	...
Other Schools	... { for males ... for females ...	...	...	...	...	...	...	...	...
	Total	15	1,104	1,089	1,012	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		333	26,347	27,657	19,986	3,586	2,87,511	2,87,742	2,03,210

TABLE III.—(Concl'd.)
and Berar for the official year 1917-18.—(Concl'd.)

Institutions.								Grand total of Institutions.	Grand total of Scholars on 31st March 1918.	Number of Scholars on 31st March learning			Number of girls in boys' schools.	Number of boys in girls' schools.
Under Private Management.										English.	A Classical Language.	A Vernacular Language.		
Aided by Government, by Local Funds or Municipal Boards.				Unaided.										
Number of Institutions.	Number of Scholars on the rolls on 31st March 1918.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1918.	Average number on the rolls monthly during the year.	Average daily attendance.	18	19	20	21	22	23	24
122	8,941	8,562	6,423	98	5,644	5,578	3,886	2,987	2,37,096	622	789	2,36,657	14,617	...
121	3,253	3,274	2,696	129	3,433	9,137	2,520	812	31,989	...	93	31,989	1,522	...
55	3,524	3,375	2,477	9	349	231	162	241	14,428	567	186	13,861	...	189
13	911	823	456	17	631	615	433	69	3,257	...	24	3,257	...	...
311	16,629	16,034	12,052	253	10,057	15,561	7,001	4,109	2,86,770	1,189	1,092	2,85,764	16,139	189
...	...	...	...	...	...	...	...	9	782	...	...	782	...	...
2	50	54	51	1	15	13	11	5	177	...	...	177	...	...
...
...
...
...	...	...	...	...	...	...	...	1	72	72	...	...	...	...
...
...	...	...	...	...	...	...	...	1	44	44	...	...	...	...
6	160	156	145	1	33	30	32	8	255	87	...	171	...	...
3	72	73	65	...	...	...	...	3	72	...	...	72	...	...
...
...
...	...	...	...	...	...	...	...	1	32	...	...	32	...	...
...
...
2	16	13	12	...	...	...	...	2	16	...	...	16	1	...
...
13	298	296	273	2	48	43	43	30	1,450	203	...	1,250	1	...
442	26,773	25,714	19,902	272	10,837	16,322	7,598	...	...	...	...	...	...	...
PRIVATE INSTITUTIONS.														
1. ADVANCED, teaching—														
(a) Arabic or Persian ... { for males ... 10 408 ... 408 ... 51 ...														
... { for females ... 17 513 ... 513 ... 30 ...														
(b) Sanskrit ... { for males ... 17 513 ... 513 ... 30 ...														
... { for females ... 2 95 ... 42 53 ...														
(c) Any other Oriental Classic... { for males ... 2 95 ... 42 53 ...														
... { for females ... 2 95 ... 42 53 ...														
2 ELEMENTARY, teaching—														
(a) A vernacular only or mainly ... { for males ... 14 264 ... 264 ... 11 ...														
... { for females ... 18 531 ... 268 263 ... 82 ...														
(b) The Koran only ... { for males ... 18 531 ... 268 263 ... 82 ...														
... { for females ... 2 95 ... 42 53 ...														
3 OTHER SCHOOLS not conforming to Departmental Standards :—														
... { for males ... 3 44 ... 22 22 ...														
... { for females ... 3 121 ... 121 ...														
TOTAL OF PRIVATE INSTITUTIONS ... 67 1,976 ... 1,253 723 174 ...														
GRAND TOTAL OF ALL INSTITUTIONS ... { for males ... 4,325 3,32,014 23,485 6,973 3,25,685 17,024 ...														
... { for females ... 375 21,430 1,096 504 20,595 ...														
TOTAL ... 4,700 3,53,444 24,581 7,477 3,46,280 17,024 208														

GENERAL TABLE III-A.

Number of Scholars on 31st March 1918 in the Central Provinces and Berar classified according to sex, race or creed.

1	2	3	Hindus.		6	7	8	9	10		
			Brahmans.	Non-Brahmans.							
UNIVERSITY EDUCATION.											
ARTS COLLEGES.											
English ...	3	12	746	288	65	...	7	5	1,126		
...	...	...	...	...	...	...	1	...	1
Oriental ...	...	...	...	...	...	...	...	...	...
...		
COLLEGES FOR PROFESSIONAL TRAINING.											
Law ...	...	3	143	24	5	...	1	...	176	
...		
Medicine ...	...	...	...	...	...	...	...	...	...
...		
Engineering ...	...	...	...	...	...	...	...	...	...
...		
Teaching ...	...	2	57	6	10	...	...	...	75
...	...	1	...	...	...	...	...	...	1
Agriculture ...	...	1	30	36	2	...	...	...	69
...		
Veterinary ...	...	...	...	...	...	...	...	...	...
...		
Commercial ...	...	...	...	...	...	...	...	...	...
...		
Forestry ...	...	...	...	...	...	...	...	...	...
...		
Total ...	3	19	976	354	82	...	9	5	1,448		
SCHOOL EDUCATION, GENERAL.											
SECONDARY SCHOOLS.											
<i>For Males.</i>											
High Schools ...	59	105	2,667	1,804	518	...	26	32	5,211		
...	3	...	...	...	...	...	...	...	3
Middle Schools—	...	...	...	...	...	...	...	...	...
English ...	174	289	5,806	7,677	1,875	...	26	186	16,033		
...	12	1	7	1	...	...	...	...	21
Vernacular ...	...	535	4,807	24,793	3,438	1	6	2,088	36,568	
...	...	29	132	459	38	...	...	26	684
<i>For Females.</i>											
High Schools ...	24	23	8	11	...	...	...	...	66
...		
Middle Schools—	...	...	...	...	...	...	...	...	...
English ...	1	217	37	20	...	...	14	3	462
...	171	...	...	...	...	...	...	...	1
Vernacular ...	...	9	2	7	...	...	...	...	18
...	...	469	845	1,130	234	...	...	55	2,733
Total ...	444	1,677	14,311	35,902	6,103	1	72	3,290	61,800		
PRIMARY SCHOOLS.											
For males	Upper	Male ...	440	1,083	18,399	1,41,074	19,349	7	46	42,081	2,22,479
		Female ...	147	83	1,249	8,352	494	2	2	4,288	14,617
...	Lower	Male	192	1,466	19,594	2,281	6,934	30,467
		Female	8	112	764	223	415	1,522
For females	Upper	Male ...	109	44	25	6	5	...	189
		Female ...	396	1,004	2,916	7,532	1,473	...	32	886	14,239
...	Lower	Male
		Female	31	477	1,649	909	191	3,257
Total	1,092	2,445	24,644	1,78,971	24,729	9	85	54,795	2,86,770	

Number of Scholars on 31st March 1918 in the Central Provinces and Berar classified according to sex, race or creed.—(Concl'd.)

			Euro- peans and Anglo- Indians.	Indian Chris- tians.	Hindus.		Muham- madans.	Bud- dhists.	Parsis.	Others.	Total.
					Brah- mans.	Non- Brah- mans.					
1			2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION, SPECIAL.											
Training Schools	...	{ Male ...	..	21	246	435	63	...	...	17	782
		{ Female ...	...	94	30	50	3	...	...	...	177
Schools of Art	...	{ Male ...	...	...	...	...	...	...	...	...	...
		{ Female ...	...	...	...	...	...	...	...	...	...
Law Schools	...	{ Male ...	...	...	...	...	...	...	...	...	...
		{ Female ...	...	...	...	...	...	...	...	...	...
Medical Schools	...	{ Male ...	...	...	35	33	4	...	...	...	72
		{ Female ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	{ Male ...	2	2	13	21	5	...	1	...	44
		{ Female ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	{ Male ...	...	145	21	56	6	...	...	27	255
		{ Female ...	...	72	...	...	...	...	...	...	72
Forest Schools	...	{ Male ...	...	3	6	13	10	...	...	...	32
		{ Female ...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	{ Male ...	...	...	...	...	...	...	...	...	...
		{ Female ...	...	...	...	...	...	...	...	...	...
Reformatory Schools	...	{ Male ...	...	...	...	...	...	...	...	...	...
		{ Female ...	...	...	...	...	...	...	...	...	...
Other Schools	...	{ Male ...	...	...	8	6	1	...	...	...	15
		{ Female ...	...	...	...	1	...	...	...	...	1
		Total ...	2	337	359	615	92	...	1	44	1,450
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.			1,541	4,478	40,290	2,15,842	31,006	10	167	58,135	3,51,458
PRIVATE INSTITUTIONS.											
ADVANCED, TEACHING.											
(a) Arabic or Persian	...	{ Male ...	...	...	...	...	357	...	...	...	357
		{ Female ...	...	...	...	...	51	...	...	...	51
(b) Sanskrit	...	{ Male ...	...	...	360	123	...	...	...	...	483
		{ Female ...	...	...	...	30	...	...	...	...	30
(c) Any other Oriental Classic	...	{ Male ...	...	...	...	...	...	...	...	...	...
		{ Female ...	...	...	...	...	...	...	...	...	...
ELEMENTARY, TEACHING.											
(a) A vernacular only or mainly—											
For males	...	{ Male ...	...	...	36	180	22	...	...	15	253
		{ Female ...	...	...	11	...	...	...	...	...	11
For females	...	{ Male ...	...	...	...	...	...	...	...	...	...
		{ Female ...	...	...	...	...	...	...	...	...	...
(b) The Koran only—											
For males	...	{ Male ...	...	...	...	...	449	...	...	...	449
		{ Female ...	...	...	...	...	82	...	...	...	82
For females	...	{ Male ...	...	...	...	...	...	...	...	...	...
		{ Female ...	...	...	...	...	95	...	...	...	95
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.											
For males	...	{ Male ...	...	...	20	24	...	...	...	...	44
		{ Female ...	...	...	...	...	...	...	...	...	...
For females	...	{ Male ...	...	...	...	111	6	...	...	...	...
		{ Female ...	...	1	3	...	...	...	...	...	121
TOTAL OF PRIVATE INSTITUTIONS			...	1	430	468	1,062	...	...	15	1,976
GRAND TOTAL OF ALL INSTITUTIONS			1,541	4,479	40,720	2,15,310	32,068	10	167	58,149	3,53,444

Number of European Colleges, Schools and Scholars in

Class of Institutions.		Public			
		Managed by Government.			
		Number of Institutions.	Number of Scholars on the rolls on 31st March 1918.	Average number on the rolls monthly during the year.	Average daily attendance.
1		2	3	4	5
UNIVERSITY EDUCATION.					
<i>Arts Colleges.</i>					
English	... { for males { for females ...	...	...	...	...
<i>Colleges for Professional Training.</i>					
Teaching	... { for males { for females ...	...	...	...	...
Total		...	...	...	...
SCHOOL EDUCATION, GENERAL.					
<i>Secondary Schools.</i>					
High Schools for males	...	...	...	...	...
Middle Schools—English—for males	...	...	...	...	...
High Schools for females	...	...	...	...	...
Middle Schools—English—for females	...	...	...	...	...
Total		...	...	...	...
<i>Primary Schools.</i>					
For males	...	...	...	...	...
For females	...	...	...	...	...
Total		...	...	...	...
SCHOOL EDUCATION, SPECIAL.					
Training Schools	... { for males { for females ...	...	...	...	...
Schools of Art	... { for males { for females ...	...	...	...	...
Engineering and Surveying Schools	... { for males { for females ...	...	...	...	...
Teaching and Industrial Schools	... { for males { for females ...	...	...	...	...
Commercial Schools	... { for males { for females ...	...	...	...	...
Other Schools	... { for males { for females ...	...	...	...	...
Total		...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION..					
PRIVATE INSTITUTIONS.					
Other Schools not conforming to Departmental Standards—					
For males	...	...	...	...	...
For females	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS		...	...	...	...
GRAND TOTAL OF ALL INSTITUTIONS		...	...	...	...

TABLE III-B.
the Central Provinces and Berar for the official year 1917-18.

Institutions.								Grand Total of Institutions.	Grand Total of Scholars on 31st March 1918.
Under Private Management.									
Aided by Government, by Local Funds or Municipal Boards.				Unaided.					
Number of Institutions.	Number of Scholars on the rolls on 31st March 1918.	Average number on the rolls monthly* during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1918.	Average number on the rolls monthly during the year.	Average daily attendance.		
6	7	8	9	10	11	12	13	14	15
...
...
...
...
4	60	53	45	...	...	...	...	4	60
4	205	206	194	...	...	...	...	4	205
4	23	19	18	...	...	...	...	4	23
6	187	168	152	...	...	...	...	6	187
18	475	446	409	...	...	...	...	18	475
10	622	608	520	...	...	...	...	10	622
6	567	563	509	...	...	...	...	6	567
16	1,189	1,171	1,029	...	...	...	...	16	1,189
...
...
...
...
...
...
...
...
...
...
...
...
34	1,664	1,617	1,438	...	...	...	...	34	1,664
...
...
34	1,664	1,617	1,438	...	...	...	...	34	1,664

Number of European Colleges, Schools and Scholars in

Class of Institutions.	Number of Scholars on the 31st March learning			Number of girls in boys' schools.	Number of boys in girls' schools.
	English.	A Classical Language.	A Vernacular Language.		
	16	17	18	19	20
UNIVERSITY EDUCATION.					
<i>Arts Colleges.</i>					
English ...	...	...	...	...	...
... { for males	...	...	...	...	...
... { for females	...	...	...	...	...
<i>Colleges for Professional Training.</i>					
Teaching ...	...	...	...	...	...
... { for males	...	...	...	...	...
... { for females	...	...	...	...	...
Total ...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.					
<i>Secondary Schools.</i>					
High Schools for males ...	60	40	60	3	...
Middle Schools—English—for males ...	205	175	205	13	...
High Schools for females ...	23	23	...	...	...
Middle Schools—English—for females ...	187	162	...	...	...
Total ...	475	400	265	16	1
<i>Primary Schools.</i>					
For males ...	622	90	183	149	...
For females ...	567	167	...	...	122
Total ...	1,189	257	183	149	122
SCHOOL EDUCATION, SPECIAL.					
Training Schools ...	...	...	...	...	...
Schools of Art ...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...
Other Schools ...	...	...	...	...	...
Total ...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...	1,664	657	448	165	123
PRIVATE INSTITUTIONS.					
Other Schools not conforming to Departmental Standards—					
For males ...	...	...	...	...	...
For females ...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS ...	...	...	...	...	...
GRAND TOTAL OF ALL INSTITUTIONS ...	1,664	657	448	165	123

Expenditure on Public Instruction in the Central

Object of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
<i>Arts Colleges.</i>							
English	1,11,573	...	...	42,750	...	...	1,54,323
Oriental	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>							
Law	...	...	...	15,697	...	...	15,697
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	60,160	...	...	...	...	...	60,160
Agriculture	28,395	...	...	...	...	...	28,395
Veterinary	...	...	...	...	...	...	...
Commercial	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...
Total	2,00,128	...	...	58,447	...	...	2,58,575
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
High Schools for males	65,604	...	...	1,10,207	85	280	1,76,176
Middle do.	1,26,495	...	...	75,266	72	273	2,02,106
High Schools for females	22,480	...	...	418	...	5	22,903
Middle do.	6,980	...	...	155	...	...	7,135
	5,301	...	...	230	...	...	5,531
	17,608	...	18	...	...	24	17,650
Total	2,44,468	...	18	1,86,276	157	582	4,31,501
<i>Primary Schools.</i>							
For males	8,635	...	648	379	450	...	10,112
For females	86,022	...	47	...	40	39	86,148
	12,470	...	...	...	...	...	12,470
Total	1,07,127	...	695	379	490	39	1,08,730
SCHOOL EDUCATION, SPECIAL.							
Training Schools	1,16,168	310	...	...	...	...	1,16,478
Schools of Art	28,549	...	...	...	...	...	28,549
Law Schools	...	...	...	...	...	...	...
Medical Schools	9,958	...	...	...	...	948	10,906
Engineering and Surveying Schools	38,175	...	...	...	...	...	38,175
Technical and Industrial Schools	21,772	...	...	...	...	...	21,772
Commercial Schools	...	...	...	...	...	...	...
Forest Schools	17,627	...	...	3,550	...	32	21,209
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Total	2,32,249	310	...	3,550	...	980	2,37,089
Total Direct Expenditure	7,83,972	310	713	2,48,652	647	1,601	10,35,895
<i>Buildings, furniture and apparatus</i>	42,863	123	...	...	50	394	43,430
Total Indirect Expenditure	42,863	123	...	...	50	394	43,430
Total Expenditure on Public Instruction	8,26,835	433	713	2,48,652	697	1,995	10,79,325

NOTE.—The amount of Imperial Funds shown as Provincial Revenues in Columns 2, 9, 16 and 27 which is expended
 * Please see notes on pages XVIII and

Expenditure on Public Instruction in the Central

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by Local or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
<i>Arts Colleges.</i>							
English	8,500	...	...	34,814	...	11,821	55,135
Oriental	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Veterinary	...	...	...	...	...	...	...
Commercial	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...
Total	8,500	...	...	34,814	...	11,821	55,135
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
High Schools for males	50,579	...	240	74,690	2,715	41,349	1,69,573
Middle do.	89,360	...	520	68,350	11,267	30,799	2,00,296
High Schools for females	4,956	...	888	967	9,323	3,482	19,616
Middle do.	4,486	...	...	2,296	...	5,449	12,231
	15,494	...	1,128	8,070	...	20,434	43,998
	3,207	...	...	170	2,620	7,503	14,628
Total	1,68,082	...	2,776	1,54,543	25,925	1,09,016	4,60,342
<i>Primary Schools.</i>							
For males	40,292	563	8,230	18,792	28,939	29,929	1,26,745
	1,333	5,662	96	2,625	6,258	601	10,575
For females	24,552	...	2,482	11,443	10,637	18,970	68,084
	2,349	...	277	...	994	7,745	11,365
Total	68,526	6,225	11,085	32,860	46,828	57,245	2,22,769
SCHOOL EDUCATION, SPECIAL.							
Training Schools	1,233	...	...	278	...	3,446	4,957
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	13,707	250	1,750	...	4,723	3,907	24,337
	726	...	...	...	4,310	7,076	12,112
Commercial Schools	...	...	...	...	...	...	...
Forest Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	808	100	75	169	1,754	89	2,995
Total	16,474	350	1,825	447	10,787	14,518	44,401
Total Direct Expenditure	2,61,582	6,575	15,686	2,22,664	83,540	1,92,600	7,82,647
Buildings, furniture and apparatus	10,351	...	...	22,106	14,287	15,746	62,490
Total Indirect Expenditure	10,351	...	...	22,106	14,287	15,746	62,490
Total Expenditure on Public Instruction	2,71,933	6,575	15,686	2,44,770	97,827	2,08,346	8,45,137

NOTE.—The amount of Imperial Funds shown as Provincial Revenues in Columns 2, 9, 16 and 27 which is expended

GENERAL

Expenditure on Public Instruction in the Central

Objects of expenditure.	Total		
	Provincial Revenues.	Local Funds.	Municipal Funds.
1	27	28	29
	Rs.	Rs.	Rs.
<i>Building, furniture and apparatus</i> ...	3,42,085	1,43,547	1,38,227
University ...	...	...	...
Direction ...	73,235	...	...
Inspection ...	2,49,316	6,580	400
Scholarships held in—			
Arts Colleges ...	11,766	...	...
Medical Colleges ...	2,585	...	...
Engineering Colleges ...	1,205	...	...
Other Professional Colleges ...	3,727	...	...
Secondary Schools ...	67,050	247	1,660
Primary Schools ...	2,226	...	...
Medical Schools ...	6,560	...	...
Engineering Schools ...	5,890	...	...
Technical and Industrial Schools ...	6,271	250	...
Other Special Schools ...	1,374	...	...
Miscellaneous ...	82,085	28,395	25,898
Hostel Boarding Charges ...	57,464	3,578	1,931
Total ...	5,70,754	39,050	29,889
Total Indirect Expenditure ...	9,12,839	1,82,597	1,68,116
Total Expenditure on Public Instruction ...	30,23,586*	6,45,695*	4,58,926*

NOTE.—The amount of Imperial Funds shown as Provincial Revenues in Columns 2, 9, 16 and 27 which is expended upon
 * Government grants to local bodies are shown under Provincial

TABLE IV.—(Concl'd.)

Provinces and Berar for the official year 1917-18—(Concl'd.)

Expenditure from				Remarks.
Fees.	endowments.	Subscriptions and other sources.	Grand Total.	
30	31	32	33	
Rs.	Rs.	Rs.	Rs.	
22,147	15,997	24,896	6,86,899	
...	
...	...	...	73,235	
...	...	...	2,56,296	
..	893	1,799	14,458	
...	...	...	2,585	
...	...	...	1,205	
...	...	...	3,727	
...	726	5,303	74,986	
...	...	984	3,210	(A) "Miscellaneous" represents—
...	...	...	6,560	(a) Games expenditure.
...	...	...	5,890	(b) Rewards and prizes.
...	...	192	6,713	(c) Capital expenditure on hostels.
...	...	...	1,374	(d) Other minor miscellaneous items.
24,869	5,936	52,958	(A) 2,20,141	"Fees" under "Miscellaneous" may be taken to be games fees, tuition fees being excluded altogether.
1,02,713	10,525	55,232	(B) 2,31,443	(B) This includes Rs. 79,342 on account of messing charges in European School Hostels.
1,27,582	18,080	1,16,468	9,01,823	
1,49,729	34,077	1,41,364	15,88,722	
6,31,192	1,44,482	3,79,807	52,83,688	

institutions, etc., included in General Table III direct and not through the medium of Provincial Funds is ||Rs. Nil. Revenues in this Table unlike as in previous years.

Expenditure on Public Instruction for Europeans

Objects of expenditure.		Public				
		Under Public Management.				
		Managed by Government.				
		Provincial Revenues.	Fees.	Endowments.	Subscriptions and other sources.	Total.
		2	3	4	5	6
		Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.						
<i>Arts Colleges.</i>						
English	... { for males	...	...	...	...	...
	... { for females	...	...	...	...	...
<i>Colleges for Professional Training.</i>						
Teaching	... { for males	...	...	...	...	...
	... { for females	...	...	...	...	...
	Total	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.						
<i>Secondary Schools.</i>						
High Schools for males	...	...	...	...	...	...
Middle do.—English—for males	...	...	...	...	...	...
High do.—for females	...	...	...	...	...	...
Middle do.—English—for females	...	...	...	...	...	...
	Total	...	...	...	...	...
<i>Primary Schools.</i>						
For males	...	...	...	...	...	...
For females	...	...	...	...	...	...
	Total	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL						
Training Schools	... { for males	...	...	...	...	...
	... { for females	...	...	...	...	...
Engineering and Surveying Schools	... { for males	...	...	...	...	...
	... { for females	...	...	...	...	...
Technical and Industrial Schools	... { for males	...	...	...	...	...
	... { for females	...	...	...	...	...
Commercial Schools	... { for males	...	...	...	...	...
	... { for females	...	...	...	...	...
Other Schools	... { for males	...	...	...	...	...
	... { for females	...	...	...	...	...
	Total	...	...	...	...	...
	Total Direct Expenditure	...	...	...	...	...
	<i>Buildings, furniture and apparatus</i>	...	...	...	...	...
	Total Expenditure on Public Instruction	...	...	...	...	...

NOTE.—The amount of Imperial Funds shown as Provincial Revenues in Columns 2, 7 and 18 which is expended

Expenditure on Public Instruction for Europeans

Objects of Expenditure.	Public Institutions.—(Concl'd.)			
	Under Private Management.—(Concl'd.)			
	Unaided.			
	Fees.	Endowments.	Subscriptions and other sources.	Total.
14	15	16	17	
	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.				
<i>Arts Colleges.</i>				
English ...	{ for males ...	...	...	...
	{ for females ...	...	...	...
<i>Colleges for Professional Training.</i>				
Teaching ...	{ for males ...	...	...	...
	{ for females ...	...	...	...
Total ...	...	...	...	...
SCHOOL EDUCATION, GENERAL.				
<i>Secondary Schools.</i>				
High Schools for males...	...	...	...	...
Middle do.—English—for males	...	...	...	...
High do.—for females	...	...	...	...
Middle do.—English—for females	...	...	...	...
Total ...	...	...	...	...
<i>Primary Schools.</i>				
For males ...	...	...	...	...
For females ...	...	...	...	...
Total ...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.				
Taining Schools ...	{ for males ...	...	...	...
	{ for females ...	...	...	...
Engineering and Surveying Schools	{ for males ...	...	...	...
	{ for females ...	...	...	...
Technical and Industrial Schools	{ for males ...	...	...	...
	{ for females ...	...	...	...
Commercial Schools	{ for males ...	...	...	...
	{ for females ...	...	...	...
Other Schools ...	{ for males ...	...	...	...
	{ for females ...	...	...	...
Total ...	...	...	...	...
Total Direct Expenditure	...	...	...	...
<i>Buildings, furniture and apparatus</i> ...	...	...	...	...
Inspection ...	...	...	...	...
Scholarships held in—				
Arts Colleges ...	...	...	...	...
Medical Colleges ...	...	...	...	...
Other Professional Colleges	...	...	...	...
Secondary Schools ...	...	...	...	...
Primary do. ...	...	...	...	...
Medical do. ...	...	...	...	...
Hostel Boarding Charges	...	...	...	...
Miscellaneous ...	...	...	...	...
Total Indirect Expenditure	...	...	...	...
Total Expenditure on Public Instruction	...	...	...	...

NOTE.—The amount of Imperial Funds shown as Provincial Revenues in Columns 2, 7 and 18 which is expended upon

TABLE IV-A.—(Concl'd.)

in the Central Provinces and Berar for the official year 1917-18.—(Concl'd.)

Total Expenditure from						Grand Total.	Remarks.
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.		
18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	
...	
...	
9,108	3,838	2,015	8,472	23,523	
14,796	8,548	3,141	7,202	33,687	
3,261	1,566	...	2,190	7,017	
10,113	6,182	...	7,159	23,454	
37,368	20,134	5,156	25,023	87,681	
21,938	...	1,740	13,791	4,728	7,870	50,067	
16,321	10,855	309	5,639	33,124	
38,259	...	1,740	24,646	5,037	13,503	83,191	
...	
...	
...	
...	
...	
...	
...	
...	
...	
...	
...	
...	
...	
75,627	...	1,740	44,780	10,193	38,532	1,70,872	
5,915	2,853	3,664	12,432	
9,607	9,607	
1,192	1,192	
...	
3,727	3,727	
5,005	5,005	
...	
...	
16,272	
16,466	60,426	6,157	28,320	1,11,175	
58,184	705	21,507	(a) 38,678	
1,33,811	...	1,740	60,426	9,715	53,491	(b) 1,81,816	
	1,05,206	19,908	92,023	3,52,688	

(a) This includes Rs. 79,342 for measing charges. The fees shown represent hostel fees and Boarding-house charges excluding all tuition fees.

(b) Under "Miscellaneous" are shown cadet grants and capital expenditure on hostels.

institutions, etc. included in General Table III direct and not through the medium of Provincial Funds is Rs. Nil.

Stages for instruction of Pupils in Public Schools for General Education in

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March 1918.	High Stage.			
			Comprising all pupils who have passed beyond the lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			
			Males.	Females.	Total.	
1	2	3	4	5	6	
SECONDARY SCHOOLS.						
FOR MALES.						
Government	{ English ... { Vernacular ...	65 8	8,736 933	2,967 ...	...	2,967 ...
Local Fund	{ English ... { Vernacular ...	7 191	436 31,044	...	...	...
Municipal Fund	{ English ... { Vernacular ...	46 17	5,263 3,619	330 ...	...	330 ...
Aided	{ English ... { Vernacular ...	71 13	6,271 1,486	1,831 ...	3 ...	1,834 ...
Unaided	{ English ... { Vernacular ...	14 3	562 170	83 ...	...	83 ...
Total	...	435	58,520	5,211	3	5,214
FOR FEMALES.						
Government	{ English ... { Vernacular ...	2 17	67 1,671	...	17 ...	17 ...
Local Fund	{ English ... { Vernacular ...	...	...	...	...	...
Municipal Fund	{ English ... { Vernacular ...	...	...	...	...	...
Aided	{ English ... { Vernacular ...	18 15	462 1,080	...	49 ...	49 ...
Unaided	{ English ... { Vernacular ...	...	...	...	...	...
Total	...	52	3,280	...	66	66
Total Secondary Schools	...	487	61,800	5,211	69	5,280
PRIMARY SCHOOLS.						
FOR MALES.						
Government	...	7	781	...	...	...
Local Fund	...	3,123	2,19,415	...	...	...
Municipal Fund	...	199	27,618	...	...	...
Aided	...	243	12,194	...	...	...
Unaided	...	227	9,077	...	...	...
Total	...	3,799	2,69,085	...	...	...
FOR FEMALES.						
Government	...	213	12,154	...	...	...
Local Fund	...	1	25	...	...	...
Municipal Fund	...	2	91	...	...	...
Aided	...	68	4,435	...	...	...
Unaided	...	26	980	...	...	...
Total	...	310	17,685	...	...	...
Total Primary Schools	...	4,109	2,86,770	...	...	...
GRAND TOTAL	...	4,596	3,48,570	5,211	69	5,280

TABLE V.

Central Provinces and Berar at the end of official year 1917-18.

Middle Stage.			Total Secondary Stage.			Upper Primary Stage.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.						Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.		
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
7	8	9	10	11	12	13	14	15
5,762	7	5,769	8,729	7	8,736	...	...	...
239	...	239	239	...	239	152	...	152
436	...	436	436	...	436	...	...	...
5,964	1	5,965	5,964	1	5,965	4,582	30	4,612
4,933	...	4,933	5,263	...	5,263	...	...	...
612	...	612	612	...	612	505	1	506
4,423	14	4,437	6,254	17	6,271	...	...	...
246	2	248	246	2	248	163	6	169
479	...	479	562	...	562	...	...	...
18	...	18	18	...	18	24	...	24
23,112	24	23,136	28,323	27	28,350	5,426	37	5,463
...	50	50	...	67	67	...	...	...
...	132	132	...	132	132	...	145	145
...
...
...
1	412	413	1	461	462	...	...	...
...	113	113	...	113	113	1	101	102
...
...
1	707	708	1	773	774	1	246	247
23,113	731	23,844	28,324	800	29,124	5,427	283	5,710
...
...	...	...	...	...	...	129	...	129
...	...	...	...	...	...	28,313	677	28,990
...	...	...	...	...	...	4,310	9	4,319
...	...	...	...	...	...	1,323	51	1,374
...	...	...	...	...	...	478	15	493
...	...	...	...	...	...	34,553	752	35,305
...	...	...	...	...	...	...	851	851
...	...	...	...	...	...	...	3	3
...	...	...	...	...	...	...	7	7
...	...	...	...	...	...	22	405	427
...	...	...	...	...	...	3	29	32
...	...	...	...	...	...	25	1,295	1,320
...	...	...	...	...	...	34,578	2,047	36,625
23,113	731	23,844	28,324	800	29,124	40,005	2,330	42,335

Stages for instruction of Pupils in Public Schools for General Education in

Class of Schools.				Lower Primary							
				Comprising all pupils who have not passed beyond							
				Reading Printed Books.			Not Reading Printed Books.				
				Males.	Females.	Total.	Males.	Females.	Total.		
1	17	18	19	20	21						
SECONDARY SCHOOLS.											
FOR MALES.											
Government	{ English	...	...	...	...	...	...
	{ Vernacular	...	...	...	...	...	...
		407	...	407	135	...	135				
Local Fund	{ English	...	...	...	...	...	...
	{ Vernacular	...	...	...	...	...	...
		14,400	317	14,717	5,443	307	5,750				
Municipal Fund	{ English	...	...	...	...	...	...
	{ Vernacular	...	...	...	...	...	...
		1,694	...	1,694	807	...	807				
Aided	{ English	...	...	...	...	...	...
	{ Vernacular	...	...	...	...	...	...
		680	13	693	369	7	376				
Unaided	{ English	...	...	...	...	...	...
	{ Vernacular	...	...	...	...	...	...
		85	...	85	43	...	43				
	Total	17,266	330	17,596	6,797	314	7,111				
FOR FEMALES.											
Government	{ English	...	...	...	...	...	...
	{ Vernacular	...	...	...	...	...	...
		...	921	921	...	473	473				
Local Fund	{ English	...	...	...	...	...	...
	{ Vernacular	...	...	...	...	...	...
					
Municipal Fund	{ English	...	...	...	...	...	...
	{ Vernacular	...	...	...	...	...	...
					
Aided	{ English	...	...	...	...	...	...
	{ Vernacular	...	...	...	...	...	...
		8	444	452	9	404	413				
Unaided	{ English	...	...	...	...	...	...
	{ Vernacular	...	...	...	...	...	...
					
	Total	8	1,365	1,373	9	877	886				
	Total Secondary Schools	17,274	1,695	18,969	6,806	1,191	7,997				
PRIMARY SCHOOLS.											
FOR MALES.											
Government	...	468	...	468	184	...	184				
Local Fund	...	1,20,946	7,630	1,28,576	55,158	6,691	61,849				
Municipal Fund	...	16,239	82	16,321	6,939	39	6,978				
Aided	...	6,723	199	6,922	3,758	140	3,898				
Unaided	...	4,597	261	4,858	3,381	345	3,726				
	Total	1,48,973	8,172	1,57,145	69,420	7,215	76,635				
FOR FEMALES.											
Government	...	...	6,122	6,122	...	5,181	5,181		
Local Fund	...	...	9	9	...	13	13		
Municipal Fund	...	...	27	27	...	57	57		
Aided	...	88	2,356	2,444	61	1,503	1,564				
Unaided	...	11	390	401	4	543	547				
	Total	99	8,904	9,003	65	7,297	7,362				
	Total Primary Schools	1,49,072	17,076	1,66,148	69,485	14,512	83,997				
	GRAND TOTAL	1,66,346	18,771	1,85,117	76,291	15,703	91,994				

TABLE V.—(Concl'd.)

Central Provinces and Berar at the end of official year 1917-18.—(Concl'd.)

Stage.			Total Primary Stage.			Grand Total.			Remarks.
the Lower Primary Stage.			Males.	Females.	Total.	Males.	Females.	Total.	
Males.	Females.	Total.							
22	23	24	25	26	27	28	29	30		31
...	...	...	...	...	...	8,729	7	8,736	
542	...	542	694	...	694	933	...	933	
...	...	...	...	...	...	436	...	436	
19,843	624	20,467	24,425	654	25,079	30,389	655	31,044	
...	...	...	...	...	...	5,263	...	5,263	
2,501	...	2,501	3,006	1	3,007	3,618	1	3,619	
...	...	...	...	...	...	6,254	17	6,271	
1,049	20	1,069	1,212	26	1,238	1,458	28	1,486	
...	...	...	...	...	...	562	...	562	
128	...	128	152	...	152	170	...	170	
24,063	644	24,707	29,489	681	30,170	57,812	708	58,520	
...	...	...	...	...	...	...	67	67	
...	1,394	1,394	...	1,539	1,539	...	1,671	1,671	
...	
...	
...	
...	
17	848	865	18	949	967	18	461	462	
...	...	...	...	...	...	...	1,062	1,080	
...	
17	2,242	2,259	18	2,488	2,506	19	3,261	3,280	
24,080	2,886	26,966	29,507	3,169	32,676	57,831	3,969	61,800	
652	...	652	781	...	781	781	...	781	
1,76,104	14,321	1,90,425	2,04,417	14,998	2,19,415	2,04,417	14,998	2,19,415	
23,178	121	23,299	27,488	130	27,618	27,488	130	27,618	
10,481	339	10,820	11,804	390	12,194	11,804	390	12,194	
7,978	606	8,584	8,456	621	9,077	8,456	621	9,077	
2,18,393	15,387	2,33,780	2,52,946	16,139	2,69,085	2,52,946	16,139	2,69,085	
...	11,303	11,303	...	12,154	12,154	...	12,154	12,154	
...	22	22	...	25	25	...	25	25	
...	84	84	...	91	91	...	91	91	
149	3,859	4,008	171	4,264	4,435	171	4,264	4,435	
15	933	948	18	962	980	18	962	980	
164	16,201	16,365	189	17,456	17,685	189	17,496	17,685	
2,18,557	31,588	2,50,145	2,53,135	33,635	2,86,770	2,53,135	33,635	2,86,770	
2,42,637	34,474	2,77,111	2,82,646	36,804	3,19,446	3,10,966	37,604	3,48,570	

Table showing the number of Pupils in each Stage of

		1	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadians.
					Brahmans.	Non-Brahmans.	
		2	3	4	5	6	
College Stage	Males	...	3	18	976	354	82
	Females	...	...	1	...	...	...
High Stage	Males	...	59	105	2,667	1,799	518
	Females	...	27	23	8	11	...
Middle Stage	Males	...	175	398	6,998	12,437	2,408
	Females	...	183	303	104	105	17
Upper Primary Stage	Males	...	170	245	5,051	24,318	3,992
	Females	...	143	234	399	1,070	170
Lower Primary Stage	Males	...	379	1,509	18,456	153,350	20,543
	Females	...	400	1,305	5,272	18,645	3,184
Special Schools	Males	...	2	171	329	559	89
	Females	...	...	166	30	51	3
Private Institutions	Males	...	...	...	416	309	828
	Females	...	...	1	14	139	234
GRAND TOTAL	Males	...	788	2,446	34,893	193,126	28,460
	Females	...	753	2,033	5,827	20,021	3,608
	Total	...	1,541	4,479	40,720	213,147	32,068

NOTE.— Column 11 contains the total of all depressed classes whether Hindu, Muhammadan, Animistic, etc., the preceding columns and the total and hence shown in column 11. The grand total of columns 10 and 11 (as shown in column 12) to together

TABLE V-A.

Instruction classified according to Sex, Race or Creed.

Buddhists.	Parsis.	Others.	Total of columns 2-9.	Depressed classes.	Total of columns 10-11.	Remarks.
7	8	9	10	11	12	13
...	8	5	1,446	...	1,446	
...	1	...	2	...	2	
...	26	6	5,180	31	5,211	
...	...	...	69	...	69	
1	26	179	22,622	491	23,113	
...	14	3	729	2	731	
4	20	2,763	36,563	3,442	40,005	
...	13	151	2,180	150	2,330	
3	37	19,382	213,659	28,978	242,637	
2	21	3,221	32,050	2,424	34,474	
...	1	4	1,155	45	1,200	
...	...	...	250	...	250	
...	...	15	1,568	18	1,586	
...	...	...	388	2	390	
8	118	22,354	2,82,193	33,005	3,15,198	
2	49	3,375	35,668	2,578	38,246	
10	167	25,729	317,861	35,583	353,444	

in column 10 will give the numbers of those belonging to the creeds or races specified exclusively of those who are regarded as depressed classes will accordingly equal the grand total of pupils shown in General Tables I and III.

Results of the prescribed examinations in Central

Name of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
I	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
Doctor of Philosophy ...	{ Males Females	...	...	...	...	...	...	...	...
Doctor of Science ...	{ Males Females	...	...	...	...	...	...	...	...
Master of Arts ...	{ Previous Final	{ Males Males	1 1	2 2	17 1	16 6	...	22 13	55 20
Master of Science ...	{ Previous Final	{ Males Males	1 1	1 1	1 2	...	...	...	1 2
Bachelor of Arts (Honours)	{ Males Females	...	...	...	...	...	...	...	...
Bachelor of Arts (pass)	{ Males Females	...	1	3	115	98	...	30	243
Bachelor of Science (Honours)	{ Males Females	...	...	...	...	...	...	...	...
Bachelor of Science (pass)	{ Males Females	...	1	3	13	9	...	...	22
Intermediate in Arts ...	{ Males Females	...	1	3	120	130	...	27	277
Intermediate in Science ...	{ Males Females	...	1	3	62	69	...	...	131
ORIENTAL COLLEGES.									
Master of Oriental Learning	{ Males Females	...	...	...	...	...	...	...	...
Bachelor of Oriental Learning	{ Males Females	...	...	...	...	...	...	...	...
Intermediate, Oriental Faculty	{ Males Females	...	...	...	...	...	...	...	...
Title examinations conducted by Universities or taken by students from institutions of Collegiate grade.	Sanskrit	{ Males Females	...	...	...	...	...	...	...
	Arabic	{ Males Females	...	...	...	...	...	...	...
	Persian	{ Males Females	...	...	...	...	...	...	...
	Pali	{ Males Females	...	...	...	...	...	...	...
	Hindi	{ Males Females	...	...	...	...	...	...	...
	Urdu	{ Males Females	...	...	...	...	...	...	...
	Bengali	{ Males Females	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
LAW.									
Doctor of Law ...	{ Males Females	...	...	...	...	...	...	...	...
Master of Law ..	{ Males Females	...	...	...	...	...	...	...	...
Bachelor of Law ...	{ Previous Final	{ Males Males	1 1	1 1	124 115	...	...	...	124 115

Results of the prescribed examinations in Central

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
I	2	3	4	5	6	7	8	9	10
MEDICINE.									
Doctor of Medicine or Surgery	{ Males Females	...	...	...	...	...	...	...	...
Doctor of Hygiene	{ Males Females	...	...	...	...	...	...	...	...
Master of Surgery	{ Males Females	...	...	...	...	...	...	...	...
Master of Obstetrics	{ Males Females	...	...	...	...	...	...	...	...
Bachelor of Medicine or Surgery	{ Males Females	...	...	...	...	...	...	...	...
Bachelor of Hygiene	{ Males Females	...	...	...	...	...	...	...	...
Bachelor of Sanitary Science	{ Males Females	...	...	...	...	...	...	...	...
Licentiate of Medicine and Surgery	{ Males Females	...	...	...	...	...	...	...	...
ENGINEERING.									
Master of Civil Engineering	{ Males Females	...	...	...	...	...	...	...	...
Bachelor of Civil Engineering	{ Males Females	...	...	...	...	...	...	...	...
Licentiate of Civil Engineering	{ Males Females	...	...	...	...	...	...	...	...
EXAMINATIONS NOT CONDUCTED BY UNIVERSITIES FOR—									
Civil Engineers	{ Males Females	...	...	...	...	...	...	...	...
Electrical Engineers	{ Males Females	...	...	...	...	...	...	...	...
Upper Subordinates	{ Males Females	...	...	...	...	...	...	...	...
Lower Subordinates	{ Males Females	...	...	...	...	...	...	...	...
TEACHING.									
Post-graduate degrees or licences	{ Males Females	I	...	...	1	45	...	16	61
Under-graduate licences or diplomas	{ Males Females	...	...	...	...	...	...	...	...
AGRICULTURE.									
Master of Agriculture	{ Males Females	...	...	...	...	...	...	...	...
Bachelor of Agriculture	{ Males Females	...	...	...	...	...	...	...	...
Licentiate of Agriculture...	{ Males Females	I	...	...	I	27	...	...	27
Veterinary examinations	{ Males Females	...	...	...	...	...	...	...	...
Commercial examinations	{ Males Females	...	...	...	...	...	...	...	...

Results of the prescribed examinations in Central

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7*	8	9	10
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ...	20	17	2	39	932	604	20	237	1,793
{ Males
{ Females	1	2	...	3	6	6	...	2	14
School final or leaving certificate (Anglo-Vernacular).	20	17	2	39	710	453	14	...	1,177
{ Males
{ Females
'B' Final examination
{ Males
{ Females
High School examination for Europeans...	...	3	...	3	...	18	...	...	18
{ Males
{ Females	...	5	...	5	...	15	...	...	15
Cambridge higher local examination
{ Males
{ Females
Cambridge senior local examination
{ Males
{ Females
Cambridge junior local examination
{ Males
{ Females
Cambridge preliminary local examination.
{ Males
{ Females
Anglo-vernacular middle examination (High school scholarship and Entrance Examination).	86	38	5	129	1,974	671	46	...	2,691
{ Males
{ Females	...	1	...	1	...	6	...	...	6
Vernacular final or middle examination
{ Males
{ Females
Middle examination for Europeans	...	4	...	4	...	36	...	...	36
{ Males
{ Females	...	7	...	7	...	35	...	...	35
Upper Primary examination	2,794	110	85	2,989	28,562	1,076	419	46	30,103
{ Males
{ Females	112	34	7	153	562	201	24	...	787
Lower Primary examination
{ Males
{ Females
SCHOOLS FOR SPECIAL INSTRUCTION.									
Training school examinations for masters—									
Secondary
Primary	7	...	...	7	308	...	...	49	357
Training school examinations for mistresses—									
Secondary
Primary	2	2	1	5	19	11	16	1	47
Teachers' examinations for those who are not students of a training school.	122	122
{ Males	8	8
{ Females
School of Art examinations	77	39	7	123	471	180	10	7	668
{ Males
{ Females	2	3	...	5	6	38	...	1	45
Engineering school examinations	1	...	...	1	7	...	...	...	7
{ Males
{ Females
Examination in Surveying
{ Males
{ Females
Industrial school examination	...	1	...	1	...	11	...	...	11
{ Males
{ Females
Forest school examination	1	...	...	1	32	...	...	...	32
{ Males
{ Females
Agricultural school examination	1	...	...	1	27	...	...	...	27
{ Males
{ Females
Title or other oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade.
{ Sanskrit
{ Arabic
{ Persian
{ Pali
{ Males
{ Females
Licensed Medical Practitioners of Central Provinces.	1	...	...	1	16	...	...	...	16
{ Males
{ Females

* Out of these the number of candidates who took up Vernacular and passed

GENERAL TABLE VII.

Return showing the distribution of Local Board and Municipal Expenditure on Public Instruction in the Central Provinces and Berar for the official year 1917-18.

Objects of expenditure.	Expenditure of Local Boards on Public Instruction														
	In institutions managed by Local Boards.										Total.	In Institutions managed by			Total Local Boards expenditure on Public Instruction.
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Endowments.	Subscriptions and other sources.		Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
UNIVERSITY EDUCATION.															
<i>Arts Colleges.</i>															
English	{ for males	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	{ for females	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Oriental	{ for males	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	{ for females	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Colleges or Departments of Colleges for Professional Training.</i>															
Law	{ for males	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	{ for females	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Medicine	{ for males	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	{ for females	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Engineering	{ for males	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	{ for females	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Teaching	{ for males	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	{ for females	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Agriculture	{ for males	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	{ for females	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Total	...	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.															
<i>Secondary Schools.</i>															
High Schools for males	...	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Middle do.	{ English	7	436	479	389	1,228	15,148	...	...	...	16,376	...	...	...	16,376
	{ Vernacular	191	31,044	30,732	22,152	1,08,293	1,34,885	...	...	...	2,43,178	...	...	...	2,43,178
High Schools for females	...	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Middle do.	{ English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	198	31,480	31,211	22,541	1,09,521	1,50,033	...	...	...	2,59,554	...	...	...	2,59,554

<i>Primary Schools.</i>															
For males	{ Upper	2,584	1,56,236	1,96,902	1,36,426	7,44,756	2,70,883	...	...	...	...	10,15,639	...	563	10,16,202
	{ Lower	539	23,179	22,514	16,635	72,475	35,180	...	...	...	...	1,07,655	...	5,662	1,13,317
For females	{ Upper	1	25	20	13	239	27	...	...	...	...	266	...	...	266
	{ Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		3,124	2,19,440	2,19,436	1,53,074	8,17,470	3,06,090	...	...	...	...	11,23,560	...	6,225	11,29,785
SCHOOL EDUCATION SPECIAL.															
Training Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	310	...	310
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical do.	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	250	250
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools...	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural do.	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools (Deaf and Dumb)	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	100	100
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		...	...	...	...	...	...	...	...	...	...	...	310	350	660
Total Direct Expenditure		3,322	2,50,920	2,50,647	1,75,615	9,26,991	4,56,123	...	...	...	...	13,83,114	310	6,575	13,89,599
<i>Buildings, furniture and apparatus.</i>		...	...	...	...	2,18,755	1,43,424	...	...	...	...	3,62,179	123	...	3,62,302
University Inspection		...	...	...	...	...	6,580	...	...	...	...	6,580	...	...	6,580
Scholarships held in—		...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arts Colleges		...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical do.		...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other professional Colleges		...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools		...	...	...	...	598	247	...	...	...	...	845	...	845	845
Primary do.		...	...	...	...	16	...	...	...	...	...	16	...	16	16
Medical do.		...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools		...	...	...	...	...	...	...	...	...	...	...	...	250	250
Hostel and Boarding Charges		...	...	...	...	...	3,578	...	...	...	...	3,578	...	3,578	3,578
Miscellaneous		...	...	...	...	1,724	28,395	...	...	...	...	30,119	...	...	30,119
Total Indirect Expenditure		...	...	...	...	2,21,093	1,82,224	...	...	...	...	4,03,317	123	250	4,03,690
Grand Total		3,322	2,50,920	2,50,647	1,75,615	11,48,084	6,38,347	...	...	...	...	17,86,431	433	6,825	17,93,689

GENERAL TABLE VII.

Return showing the distribution of Local Board and Municipal Expenditure on Public Instruction in the Central Provinces and Berar for the official year 1917-18.—(Concl'd)

Objects of Expenditure.	Expenditure of Municipal Boards on Public Instruction.															Total expenditure of Local and Municipal Boards and Public Instruction.
	In Institutions managed by Municipal Boards.											In institutions managed by			Total Municipal expenditure on Public Instruction.	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.	Local Boards' Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Local Boards.	Private persons or Associations.		
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
UNIVERSITY EDUCATION.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Arts Colleges.</i>																
English { for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
English { for females ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental { for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental { for females ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<i>Colleges or Departments of Colleges for Professional Training.</i>																
Law { for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law { for females ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine { for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine { for females ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering { for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering { for females ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching { for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching { for females ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture { for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture { for females ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.																
<i>Secondary Schools.</i>																
High Schools for males	3	330	316	267	6,130	16,795	...	...	...	...	22,925	...	...	240	23,165	23,165
Middle do. { English ..	43	4,933	5,168	4,230	36,539	1,06,839	90	...	...	...	1,43,459	...	...	520	1,43,979	1,60,355
Middle do. { Vernacular ..	17	3,619	3,473	2,665	12,866	18,365	...	...	...	...	31,231	...	...	888	32,119	2,75,297
High Schools for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle do. { English ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle do. { Vernacular ..	...	...	...	...	...	...	...	...	...	...	...	18	...	1,128	1,146	1,146
Total ..	63	8,882	8,957	7,162	55,526	1,41,999	90	...	...	...	1,97,615	18	...	2,776	2,00,409	4,59,963

Primary Schools.																	
For males	{ Upper	176	25,494	25,919	18,776	77,948	1,21,323	...	...	...	1,99,271	648	...	8,230	2,08,149	12,24,351
	{ Lower	23	2,124	2,128	1,596	4,728	10,608	...	...	...	15,336	...	...	96	15,432	1,28,749
For females	{ Upper	1	45	45	26	...	194	...	...	...	194	47	...	2,482	2,723	2,989
	{ Lower	1	46	46	35	...	287	...	...	...	287	...	...	277	564	564
Total		201	27,709	28,138	20,433	82,676	1,32,412	...	...	...	2,15,088	695	...	11,085	2,26,868	13,56,653
SCHOOL EDUCATION, SPECIAL.																	
Training Schools	{ for males	310
	{ for females
Schools of Art	{ for males
	{ for females
Law Schools	{ for males
	{ for females
Medical do.	{ for males
	{ for females
Engineering and Surveying Schools.	{ for males
	{ for females
Technical and Industrial Schools.	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	1,750	1,750	2,000
	{ for females
Commercial Schools...	{ for males
	{ for females
Agricultural do.	{ for males
	{ for females
Other Schools (Deaf and Dumb.)	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	75	75	175
	{ for females
Total		...	...	...	...	...	...	...	...	...	...	...	...	1,825	1,825	2,485
Total Direct Expenditure		264	36,591	37,095	27,595	1,38,202	2,74,411	90	...	...	4,12,703	713	...	15,686	4,29,102	18,19,101
<i>Buildings, furniture and apparatus.</i>																	
University	...	...	...	...	70,116	1,38,227	...	...	...	...	2,08,343	...	...	...	2,08,343	5,70,645
Inspection	...	...	...	...	...	400	...	...	...	...	400	...	...	...	400	6,980
Scholarships held in—	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical do.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	2,109	1,212	...	...	...	...	3,321	256	...	192	3,769	4,614
Primary do.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16
Medical do.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hostel and Boarding Charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	250
Miscellaneous	...	...	...	...	...	1,931	25,888	...	...	...	1,931	10	...	...	1,931	5,509
	...	...	...	...	...	...	...	...	...	...	25,888	...	...	...	25,898	59,017
Total Indirect Expenditure		...	...	...	72,225	1,67,653	...	...	...	...	2,39,883	266	...	192	2,40,341	6,44,031
Grand Total		264	36,591	37,095	27,595	2,10,427	3,42,069	90	...	...	6,52,586	979	...	15,878	6,69,443	24,63,132

GENERAL TABLE VIII.

Attendance and Expenditure in Hostels or Boarding-houses for the official year 1917-18.

	Number of		Number of Boarders who are students of					Capital Expenditure from							
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.		
I	2	3	4	5	6	7	8	9	10	11	12	13	14		
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
MANAGED BY GOVERNMENT.															
Males	...	40	1,850	333	54	872	2	589	14,244	...	...	...	44	14,288
Females	...	4	107	...	...	47	2	58	634	...	...	...	...	634
MANAGED BY LOCAL OR MUNICIPAL BOARDS.															
Males	...	33	451	...	...	440	11	...	...	5,333	...	175	333	5,841
Females	
AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS.															
Males	...	16	650	...	...	343	307	...	8,346	...	510	8,430	...	17,286
Females	...	5	323	...	...	106	207	...	3,704	...	311	13,227	...	17,442
UNAIDED.															
Males	...	26	753	62	...	578	109	4	2,666	...	51	7,737	2,687	13,141	
Females	...	5	368	...	...	188	165	15	...	...	...	...	...	...
Total	...	115	3,704	395	54	2,233	429	593	25,256	5,333	561	16,342	3,064	50,556	
... {	Males	...	...	...	...	...	...	...	...	...	...	...	...	...
... }	Females	...	14	798	...	...	341	384	73	4,338	...	311	13,227	17,876
GRAND TOTAL		...	129	4,502	395	54	2,574	813	666	29,594	5,333	872	29,569	3,064	68,432

The body of the report will contain a statement of the typical total cost of a boarder, separately for Indians and for Europeans, and where necessary for different types of schools.

GENERAL TABLE IX.

Number and qualification of teachers in Central Provinces and Berar for the official year 1917-18.

1	(a) IN PRIMARY SCHOOLS.						(b) IN MIDDLE SCHOOLS.						(c) IN HIGH SCHOOLS.						(d) IN COLLEGES.						GRAND TOTAL.	
	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.		
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
In Schools for Indians.	Teachers of Vernacular.	Trained	205	2,265	430	111	25	3,026	80	657	96	26	2	861	...	...	...	...	...	...	...	...	...	...	...	3,887
		Untrained	293	4,841	588	598	394	6,714	32	555	48	134	8	777	...	...	...	...	...	...	...	...	...	...	...	7,491
		Total	498	7,106	1,008	709	419	9,740	112	1,212	144	160	10	1,638	...	...	...	...	...	...	...	...	...	...	...	11,378
	Anglo-Vernacular Teachers and Teachers of Classical languages.	Trained	...	...	...	...	...	163	7	46	40	4	260	80	...	4	27	3	114	...	...	...	...	...	...	374
		Untrained	...	...	...	...	...	143	32	209	248	41	673	109	...	20	103	6	238	36	...	...	17	...	53	964
		Total	...	...	...	...	...	306	39	255	288	45	933	189	...	24	130	9	352	36	...	...	17	...	53	1,338
		Possessing a degree	...	...	...	...	...	6	1	6	21	...	34	171	...	19	77	7	274	36	...	...	17	...	53	361
		Possessing no degree	...	...	...	...	...	300	38	249	267	45	899	18	...	5	53	2	78	...	...	...	...	...	...	977
	Total	...	...	...	...	...	306	39	255	288	45	933	189	...	24	130	9	352	36	...	...	17	...	53	1,338	
	In Schools for Europeans.	Trained	...	...	...	20	...	20	...	...	18	...	18	...	...	...	5	...	5	...	...	...	...	...	...	43
Untrained		...	...	...	47	...	47	...	...	18	...	18	...	...	...	9	...	9	...	...	...	...	...	...	74	
Total		...	...	...	67	...	67	...	...	36	...	36	...	...	...	14	...	14	...	...	...	...	...	...	117	
Possessing a degree		...	...	...	...	...	...	...	...	3	...	3	...	...	...	6	...	6	...	...	...	...	...	...	9	
Possessing no degree		...	...	...	67	...	67	...	...	33	...	33	...	...	...	8	...	8	...	...	...	...	...	...	108	
Total		...	...	...	67	...	67	...	...	36	...	36	...	...	...	14	...	14	...	...	...	...	...	...	117	
GRAND TOTAL OF ALL TEACHERS		498	7,106	1,008	776	419	9,807	418	1,251	399	484	55	2,607	189	...	24	144	9	356	36	...	...	17	...	53	12,833

GENERAL TABLE X,

Return showing the classification of pupils by ages in the Central Provinces and Berar for the official year 1917-18.

Age.	Infants.		Primary.				Secondary.									*Arts Colleges affiliated to Universities.						Total.	
	I.		II.	III.	IV.	V.	Vernacular middle stages.		English middle stages.				High stages.			1st year.	3rd year.	3rd year.	4th year.	5th year.	6th year.		
	A.	B.					VI.	VII.	VI.	VII.	VIII.	IX.	X.	XI.	XII.								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		22	23
Below 5	1,243	1,299	23	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,575
5 to 6	9,521	9,050	2,303	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20,888
6 to 7	12,234	13,775	9,160	2,022	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37,195
7 to 8	8,226	10,712	17,404	5,987	1,250	18	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,597
8 to 9	3,856	10,924	16,092	10,515	4,010	1,223	...	...	16	...	...	...	...	...	...	...	...	...	...	...	...	...	46,636
9 to 10	2,896	5,379	13,634	12,106	8,954	3,454	49	3	119	19	...	...	...	...	...	...	...	...	...	...	...	...	46,613
10 to 11	1,084	1,963	8,522	9,806	10,081	6,543	171	33	486	106	16	...	...	...	...	...	...	...	...	...	...	...	38,817
11 to 12	798	1,066	4,407	7,022	9,403	7,771	430	99	908	410	85	8	...	...	...	...	...	...	...	...	...	...	32,407
12 to 13	287	390	1,784	4,550	7,394	7,884	648	224	1,184	751	389	59	8	...	...	...	...	...	...	...	...	...	25,552
13 to 14	174	163	792	2,206	4,929	6,671	765	351	950	913	703	300	65	17	...	...	...	...	...	...	...	...	18,999
14 to 15	593	38	318	1,228	2,194	4,319	769	494	742	808	808	564	212	34	...	...	...	...	...	...	...	...	13,121
15 to 16	...	5	129	410	1,161	2,472	684	542	931	563	654	686	387	175	20	...	...	...	...	...	...	...	8,819
16 to 17	...	2	21	127	391	977	463	453	145	306	423	537	490	331	138	3	...	...	...	...	...	...	4,807
17 to 18	...	1	4	23	109	414	233	342	68	171	245	378	413	362	277	65	...	...	...	...	...	...	3,105
18 to 19	...	4	4	7	39	171	107	201	34	79	115	188	244	301	415	75	71	...	...	...	...	...	2,055
19 to 20	...	1	5	2	5	56	40	134	16	24	49	92	115	164	338	90	113	51	...	...	...	...	1,295
Over 20	...	2	3	12	8	8	33	19	1	12	14	50	75	155	461	49	230	87	250	35	8	1,552	
Total	40,912	54,780	74,605	56,047	49,932	41,981	4,392	2,935	5,600	4,162	3,501	2,862	2,009	1,539	1,649	282	414	1,138	250	35	8	3,48,033	
GRAND TOTAL	95,692			2,22,565			7,327			16,175			5,197					1,127					3,48,033

Figures for European Schools are not included, but are separately shown, *vide* Subsidiary Table X for European Schools.

* Excluding Training College.

Figures for "Professional Colleges, Schools for Special Training and Private Institutions" (whether advanced or elementary) are excluded from this table.

SUBSIDIARY TABLE NO. II—(FOR EUROPEANS ONLY.)

Abstract Return of Expenditure on Institutions in the Central Provinces and Berar for the Official year 1917-18.

	Total Direct Expenditure.					Total Indirect Expenditure.				Total Expenditure.	Remarks.
	Collegiate Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Buildings Furniture.	Miscellaneous.	Total.		
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.							
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions. { For Males	57,210	50,067	...	1,07,277	5,806	3,032	83,754	92,682	1,99,959	
{ For Females	30,471	33,124	...	63,595	4,028	9,400	75,706	89,134	1,52,729	
Total	87,681	83,191	...	1,70,872	9,924	12,432	1,59,460	1,81,816	3,52,688	
(a) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	..	27'93	28'59	...	56'52	7'42	4'42	31'64	43'48	100'00	
(b) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	100'00	...	100'00	...	...	...	..	100'00	
(c) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	24'86	23'59	...	48'45	2'81	3'53	45'21	51'55	100'00	
Average annual cost of educating each pupil :—	Rs.	Rs. a. p.	Rs. a. p.	Rs.	Rs. a. p.						
Aided Institutions. { Cost of Provincial Revenue	..	83 12 7	32 10 9	..	46 12 4						
{ Cost of Municipal Funds...	1 7 9	...	1 1 3						
Total	196 9 6	71 0 8	...	105 10 9						
Unaided Institutions						
Total	196 9 6	71 0 8	...	105 10 9						

SUBSIDIARY TABLE NO. V.—(FOR EUROPEANS ONLY.)

Return of the stages of Instruction of Pupils in Public Schools for General Education in the European Schools of the Central Provinces and Berar for the official year 1917-18.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage			Middle stage			Upper Primary stage			Lower Primary stage						Total.			Remarks.		
			Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary Middle stage.			Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage											
			1			2			3			4			5								
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boy.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
SECONDARY SCHOOLS.																							
For Boys.	{	Aided ... {	English ...	8	265	57	3	60	192	13	205	...	...	...	...	...	...	...	249	16	265		
		Unaided ... {	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...		8	265	57	3	60	192	13	205	...	...	...	...	...	...	...	249	16	265		
For Girls.	{	Aided ... {	English ...	10	210	...	23	23	1	186	187	...	...	...	...	...	...	...	...	1	209	210	
		Unaided ... {	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...		10	210	...	23	23	1	186	187	...	...	...	...	...	...	...	1	209	210		
TOTAL SECONDARY SCHOOLS				18	475	57	26	83	193	199	392	...	...	...	...	...	...	...	250	225	475		
PRIMARY SCHOOLS.																							
For Boys.	{	Aided	...	10	622	...	...	...	...	...	...	169	38	207	282	100	382	22	11	33	473	149	622
		Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	10	622	...	...	...	...	...	...	169	38	207	282	100	382	22	11	33	473	149	622
For Girls.	{	Aided	...	6	567	...	...	...	...	...	...	22	125	147	73	251	324	27	69	96	122	445	567
		Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	6	567	...	...	...	...	...	...	22	125	147	73	251	324	27	69	96	122	445	567
TOTAL PRIMARY SCHOOLS				16	1,189	...	...	...	...	...	...	191	163	354	355	351	706	49	80	129	595	554	1,189
GRAND TOTAL				34	1,664	57	26	83	193	199	392	191	163	354	355	351	706	49	80	129	845	819	1,664

NOTE.—The number of girls shown in this table corresponds with the number returned under Primary and Secondary Schools in Form No. III. Mixed schools are entered as Boys' schools or Girls' schools according to the number of boys or of girls is greater.

GENERAL TABLE X.—(FOR EUROPEANS ONLY).

Return showing the classification of pupils by ages in the Central Provinces and Berar for the official year 1917-18.

Age.	Primary.					Middle stage.			High stage.		Total.
	Infant or Preparatory Classes.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	
1	2	3	4	5	6	7	8	9	10	11	12
Below 5	41	...	...	...	...	...	...	...	...	...	41
5 to 6	122	...	...	...	...	...	...	...	...	...	122
6 to 7	111	18	...	1	...	...	...	...	...	...	130
7 to 8	111	51	12	...	...	...	...	...	...	...	174
8 to 9	48	45	53	12	2	...	...	...	...	...	160
9 to 10	14	30	52	43	20	4	...	...	...	...	163
10 to 11	4	24	38	50	34	10	1	...	...	...	161
11 to 12	...	11	26	32	48	34	12	1	...	...	164
12 to 13	...	5	13	23	38	41	29	7	2	...	158
13 to 14	...	1	5	13	22	27	30	17	3	...	118
14 to 15	...	...	...	...	12	22	25	15	14	4	92
15 to 16	...	...	...	2	1	16	27	26	7	10	89
16 to 17	...	...	...	...	...	3	9	13	11	8	44
17 to 18	...	...	...	...	...	...	3	15	4	5	27
18 to 19	...	...	...	...	1	...	2	3	4	10	20
19 to 20	...	...	...	...	...	...	...	...	...	1	1
Over 20	...	...	...	...	...	...	...	...	...	...	...
Total	451	185	199	176	178	157	138	97	45	38	1,664
GRAND TOTAL			1,189			392		83			1,664

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of Maps.

1	Population.			1917-18.					
	Males.	Females.	Total.	Total number of children under instruction.	Total number of children in colleges and special schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.	
2	3	4	5	6	7	8	9		
<i>British Territory.</i>									
The Nerbudda Valley.	Saugor ...	2,76,233	2,65,177	5,41,410	11,910	...	2,449	7,488	1,973
	Damoh ...	1,68,060	1,64,987	3,33,047	8,210	..	943	6,287	980
	Jubbulpore ...	3,73,173	3,72,719	7,45,892	20,043	601	3,262	13,138	3,042
	Narsinghpur ..	1,61,795	1,63,882	3,25,677	8,767	36	1,817	6,240	674
	Hoshangabad ...	2,30,632	2,26,763	4,57,395	12,736	12	3,100	8,860	764
	Total ...	12,09,893	11,93,528	24,03,421	61,666	649	11,571	42,013	7,433
Percentage ...	...	...	...	2'50	'027	'95	3'47	'62	
The Satpura Range.	Nimar ...	2,00,765	1,90,306	3,91,071	10,263	102	1,886	7,582	693
	Betul ...	1,94,163	1,95,223	3,90,386	6,502	...	976	5,281	245
	Chhindwara ...	2,25,884	2,61,064	5,16,948	8,469	...	1,073	7,040	356
	Seoni ...	1,92,642	2,02,839	3,95,481	8,228	50	937	6,670	571
	Balaghat ...	1,90,469	1,98,451	3,88,920	13,064	32	995	10,944	1,093
	Mandla ...	2,00,872	2,04,362	4,05,234	9,380	...	1,088	7,651	641
Total ...	12,34,795	12,53,245	24,88,040	55,906	184	6,955	45,168	3,599	
Percentage ...	...	...	...	2'24	'07	'56	3'65	'28	
The Maratha Country.	Wardha ...	2,31,871	2,27,925	4,59,796	13,411	...	2,377	9,921	1,113
	Nagpur ...	4,08,843	4,01,058	8,09,901	24,878	1,491	5,613	15,372	2,402
	Bhandara ...	3,80,014	3,93,663	7,73,677	11,759	6	1,048	10,207	498
	Chanda ...	3,37,540	3,40,004	6,77,544	12,448	...	1,709	10,050	689
	Total ...	13,58,268	13,62,650	27,20,918	62,496	1,497	10,747	45,550	4,702
Percentage ...	..	...	...	2'29	'055	'79	3'35	'34	
Chhattisgarh	Raipur ...	6,45,186	6,79,670	13,24,856	37,579	104	3,431	27,314	6,730
	Bilaspur ...	5,58,477	5,87,746	11,46,223	26,342	69	2,592	20,111	3,570
	Drug ...	3,73,159	4,02,529	7,75,688	15,778	...	541	12,600	2,637
	Total ...	15,76,822	16,69,945	32,46,767	79,699	173	6,564	60,025	12,937
Percentage ...	...	...	...	2'45	'005	'41	3'81	'77	
Berar	Akola ...	4,00,893	3,87,970	7,88,863	25,564	82	5,949	17,133	2,400
	Amraoti ...	4,47,216	4,28,688	8,75,904	31,606	257	8,564	19,890	2,895
	Buldana ...	3,37,179	3,32,003	6,69,182	21,882	..	4,752	15,544	1,586
	Yeotmal ...	3,65,326	3,57,887	7,23,213	12,649	...	2,765	8,684	1,200
	Total ...	15,50,614	15,06,548	30,57,162	91,701	339	22,030	61,251	8,081
Percentage ...	...	...	...	2'99	'011	'142	3'95	'53	
Grand Total	69,30,392	69,85,916	1,39,16,308	3,51,468	2,842	57,867	2,54,007	36,752	
Percentage	...	...	...	2'50	'0,004	0'83	0'35	0'53	

APPENDIX B.

Statement showing particulars of Maktab, Mullah schools, Tols, Pathshalas and Kyaung Schools.

Particulars.	Classed in General Table III as Primary Schools.	Classed in General Table III as other Schools.	Classed in General Table III as Private Institu- tions.	Total.	Remarks.
1	2	3	4	5	6
<i>Maktab.</i>					
1. Institutions	...	...	...	...	...
{ For Males	18	...	19	37	
{ For Females	12	...	2	14	
2. Pupils	...	...	...	...	...
{ For Males	1,371	...	421	1,792	
{ For Females	633	...	167	800	
3. Expenditure from Provincial Funds	6,243	...	...	6,243	
4. Expenditure from District or Local Funds	100	...	...	100	
5. Expenditure from Municipal Funds	1,183	...	...	1,183	
6. Fees	1,124	...	...	1,124	
7. Other Sources	14,758	...	4,489	19,247	
8. Total Expenditure	23,408	...	4,489	27,897	
<i>Mullah Schools.</i>					
1. Institutions	...	...	9	9	
{ For Males	...	...	9	9	
{ For Females	...	...	...	...
2. Pupils	...	...	385	385	
{ For Males	...	...	385	385	
{ For Females	...	...	36	36	
3. Expenditure from Provincial Funds	...	...	...	...
4. Expenditure from District or Local Funds	...	...	...	...
5. Expenditure from Municipal Funds	...	...	...	...
6. Fees	...	...	92	92	
7. Other sources	...	...	2,709	2,709	
8. Total Expenditure	...	...	2,801	2,801	
<i>Pathshalas.</i>					
1. Institutions	...	...	23	23	
{ For Males	...	...	23	23	
{ For Females	...	...	3	3	
2. Pupils	...	...	549	549	
{ For Males	...	...	549	549	
{ For Females	...	...	151	151	
3. Expenditure from Provincial Funds	...	...	...	...
4. Expenditure from District or Local Funds	...	...	...	...
5. Expenditure from Municipal Funds	...	...	200	200	
6. Fees	...	...	...	...
7. Other sources	...	...	8,551	8,551	
8. Total Expenditure	...	...	8,751	8,751	

There are no Tols or Kyaung Schools in these Provinces.