

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

1918-19

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Agpur

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1919

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ON THE  
STATE AND PROGRESS OF EDUCATION  
IN THE  
CENTRAL PROVINCES AND BERAR  
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1918-19

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No. 389-D/VII.

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# Central Provinces Administration

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## EDUCATION DEPARTMENT

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*Nagpur, the 15th January 1920.*

READ—

Letter No. 9443, dated the 14th November 1919, from the Director of Public Instruction, Central Provinces, submitting the Report on the State and Progress of Education in the Central Provinces and Berar in the year 1918-19.

READ ALSO—

The Circle and District Reports.

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### RESOLUTION.

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Mr. Mayhew's report on the progress of education during the year 1918-19 is as usual a valuable document. It summarizes in a clear and concise form the work done during the year and it contains some interesting comments on the various obstacles and difficulties which beset educational progress in this Province. Critics of the Department may find some passages in the report not altogether to their taste, but none the less they will do well to study them and take them to heart. The Chief Commissioner has been forced by experience to the conclusion that these critics too often fail to acquaint themselves with the facts and the history of their subject. If they would study carefully the series of excellent periodical reports which are issued by the Director of Public Instruction, they would often find that their criticisms have already been forestalled and that their suggestions have been anticipated and sometimes even exceeded, and they might learn something about difficulties and obstacles the existence of which they generally ignore. In the new scheme of administration which is contemplated under the Reforms Act educational policy will be placed under the control of a Minister, and Sir Benjamin Robertson thinks it desirable that he should take advantage of this, the last opportunity he will have of reviewing the work of the Department, to emphasize some of the more important features in the development of education which are brought out in this report, and of which the future Minister will have to take account.

2. One of the guiding principles of the Chief Commissioner's educational policy has been the necessity of laying the foundations of education well and truly. His view is that Government should anticipate the demand for education and should not wait to meet it after it arises. With this object in view the Administration, despite the necessity for economy arising out of the war, has steadily continued to allot provincial funds freely to such objects as the enlargement of the Training College, the provision of more normal schools for the training of teachers, the lengthening of the course of training, the improvement of teachers' salaries, the provision of better buildings and better equipment for schools, better inspection and various other improvements which are so necessary if the education imparted is to get below the surface and have real effect. It may appear that the results have hitherto been incommensurate with the expenditure. The Director has commented pessimistically on the slow expansion of the number of pupils—an expansion which indeed received a severe setback during the year under report owing to the high

prices and to the ravages of influenza. But the Chief Commissioner considers that there is no reason for despondency, and there are indications already that what has been done is producing effect.

3. That the Administration has been ready to spend money freely on preparing the ground is indicated by the growth of expenditure from Provincial revenues on education in recent years. In the year 1912-13, the expenditure on education from this source, inclusive of money spent by the Public Works Department on educational buildings, was only twenty-one and three quarter lakhs. In the year 1918-19, which is dealt with in this report, the expenditure had risen to more than forty-six and three quarter lakhs, of which only two and a quarter lakhs was met from fees. The increase has been progressive throughout the period and the war has not been allowed to interfere with its progress.

4. But while the Administration has shown its readiness to provide funds for education, the Chief Commissioner cannot but express his regret at the general lack of co-operation and response on the part of the public. In paragraph 4 of his report Mr. Mayhew remarks that educational endowment appeals but slightly at present to private generosity. Considering the large profits that have been made out of cotton and other sources in many parts of the Province, particularly during the past two years, the Chief Commissioner must confess that he is disappointed with the small amount of private endowments which have hitherto been forthcoming for educational purposes. Private schools are few and far between, and where they exist they are as a rule, with the exception of mission schools and a few others, poorly equipped and staffed, and there is a wide field available for private liberality. Sir Benjamin Robertson wishes here to record that the debt these Provinces owe to the educational enterprise of Christian missions cannot be too emphatically stated and deserves the grateful recognition of all classes.

5. The Chief Commissioner cannot but remark on the failure of many local bodies to act up to their responsibility for primary education or even to take advantage of what the Government and the Department have done for them. Many of the keenest critics of the Department are themselves members of local bodies, and one would expect that the local bodies which they represent would show the way to the rest of the Province in matters of educational administration. So far from this being the case, the report shows that local bodies, even in an advanced part of the Province like Berar, have not fully risen to their responsibilities. The remarks of the Inspector of Schools, Berar Circle, which are quoted in paragraph 34 of the report, are so much to the point that no apology is needed for quoting them :—

“The conclusion to which an inspecting officer is forced is that the class consciousness of municipal committees in the aggregate requires that they should provide fewer primary schools than are actually needed, but that anglo-vernacular schools, and where possible high schools, shall be maintained in abundance from municipal funds and shall be aided by Government regardless of any conditions. \* \* \* The neglect of the vernaculars has been a catch phrase applied to our educational system, but only two small municipalities provide for vernacular middle school education. At the beginning of the previous year I discovered that at least 15 pupils were anxious to join a vernacular middle school in Amraoti if one were opened. I referred the matter to the municipal committee who replied after one year and three months that they did not consider there was a demand for a vernacular middle school.”

The failure of the district boards in Berar to spend as much as 20 per cent. of the grants given to them for the provision of school buildings in rural areas shows that the district boards have also been wanting in the performance of their duties.

6. Mr. Mayhew in his report has remarked that the progress of primary education for boys depends on compulsion, and on a clearer realisation by local bodies of their responsibilities combined with more systematic consideration of how those responsibilities should be discharged. Legislation has recently been introduced to give local bodies power to apply compulsion in selected areas, and some people seem to regard this legislation as being in the nature of a panacea which should settle the question of primary

education for good, and should in itself be sufficient to do all that is necessary. They forget that a very considerable amount of compulsion has long been exercised, a fact which is brought out very clearly in the report. Those who will in future be responsible for the administration of education will do well to study what is said on this subject in paragraphs 29 and 30 of Mr. Mayhew's report, and to realise that the mere enactment of a Compulsory Education Act is not going to work miracles. Before the Act can come into operation, it will be necessary for the local boards and municipalities to ask that it may be applied to their local areas. The application of the Act will undoubtedly be unpopular in many places and everywhere it will be costly; and unless the local bodies are prepared to face this opposition and themselves to find a substantial proportion of the funds necessary for its application, it is doubtful whether the Act will for some time to come be more than a paper provision. The Chief Commissioner wishes to emphasise this point of view, for it is essential that the difficulties which have to be faced with regard to the development and popularisation of universal primary education should be thoroughly realised.

7. The chapter of the report dealing with secondary education contains passages which should afford a valuable lesson to those who are prepared to learn. The restriction of the number of boys to be taught in a class, the introduction of a superannuation rule and the stiffening of the promotion tests are all measures which have aroused a great deal of opposition, although all who have anything to do with teaching in secondary schools are fully alive to the necessity of these measures if real improvement is to be effected in the standard of secondary schools and in the attainments of those young men who seek to enter the University. A perusal of paragraphs 20 and 21 of Mr. Mayhew's report should be sufficient to convince those who are open to conviction of the salutary nature of those measures, and to convey a warning against any concession to false sentiment or misplaced sympathy for the backward pupils who are refused promotion which they do not deserve or for the young men who are removed from school at the age of 20. Another most important measure, the appointment of a Director of Manual Training, has met with a more cordial reception. The construction and equipment of buildings for the centres where training will be given is in progress and instructors are being trained for the work. Much may be expected from this determined effort to give our secondary school curriculum a less exclusively literary character.

8. Paragraph 23 of the report which deals with discipline in secondary schools contains much that gives ground for serious thought. Sir Benjamin Robertson commends the paragraph to the attention both of those who have the real interests of education at heart and of those who have been only too ready to criticise the efforts of the Department to raise the standard of discipline in our schools. He is glad to note that the Director is able to report improvement, and this accords with his own observations during the course of the past few years.

9. A proposal which was put forward by Mr. Mayhew during the year under report to enhance the scale of fees in secondary schools has evoked much criticism in the Press and elsewhere. The Chief Commissioner would ask these critics how they propose to find the money, which will undoubtedly have to be found from somewhere, for the improvement and expansion of secondary education, if they are unwilling to make the parents of the pupils pay a reasonable contribution towards the cost of their children's education. With the rise in the cost of living the salaries of the teachers in our secondary schools, which were raised some five years ago, have now again become inadequate. If we are to secure good teachers for our schools it is necessary to pay them well. Government does not, as some people seem to think, own a bottomless purse from which it can produce the necessary funds to meet the ever-increasing demands on its revenues. Moreover, there is no intrinsic reason why parents who desire secondary education for their children should not pay a reasonable proportion of the cost of it. Money spent on the better education of children is as much an investment as money put into agriculture or into industry. Hitherto the Administration has been unable to provide free education even

in the primary stages, and to accuse Government of trying to stifle secondary education by increasing its cost is as unjust as it is untrue.

10. The question of adapting the curricula of rural schools to the needs of the agricultural population has received much attention from the Administration. In paragraph 30 of the report an interesting quotation is given from the remarks of the Deputy Commissioner, Narsinghpur, to illustrate the attitude of agriculturists towards schooling for their sons. Though no doubt this attitude is partly based on conservative prejudice, it is obviously necessary to do something to meet that prejudice. Efforts have been made to alter the curriculum and to bring it more into touch with rural needs and circumstances, and an important step has been taken in improving the facilities for the teaching of nature study to which considerable attention is now being paid in the normal schools. The opening of special vernacular middle schools attached to some of the Government farms is an interesting experiment, the results of which will not become apparent for some time to come. The Administration is now endeavouring to obtain the services of an expert officer whose duties it will be to superintend the development of the special agricultural schools, to effect improvements in the teaching of nature study in the normal and primary schools, and to adapt the curricula of rural schools more closely to the needs of the people.

11. The Chief Commissioner would invite the special attention of those interested in female education to the remarks in paragraph 42 of the report dealing with the Girls' High School at Amraoti. The Administration, in response to a demand put forward by the people of Berar, has established an admirable school and has provided it with a well-paid and efficient staff. The school has now been in existence for five years and, as Mr. Mayhew remarks, is steadily becoming popular and is winning high praise from parents in influential positions in spite of local opposition due to personal and racial feeling. It is unfortunate that parents in general do not at present show much readiness to give their girls higher education, but Sir Benjamin Robertson trusts that this unwillingness will disappear as the institution becomes better known. At the same time, he cannot help expressing regret that during the period of its existence, the staff of the school, and the head mistress in particular, have not received that encouragement and support from the public of Amraoti to which they are entitled. Throughout these years the question paper of the Legislative Council has constantly been full of interpellations of what can only be described as of a pin-pricking nature, and the Chief Commissioner felt it necessary to inform the public of the Province, at a recent meeting of the Council, that if they want the school they must support it, and that if they do not wish to support it the Administration will be quite prepared to close it. He thinks it well to call attention to this matter again in the most forcible manner and he hopes that the spirit of opposition which has hitherto been so prominent will now disappear.

12. The chapter of the report dealing with Mahomedan education merits the very careful attention of the Mahomedan community of the Province. The Administration has done its best to meet the special demands of the Mahomedan community in Berar for special Mahomedan schools, but it can hardly be said that it has received that support from the community which it has a right to expect. If Government is to spend general revenues on special Mahomedan schools, the Mahomedan community must for their part do their best to justify that special treatment and to make their schools efficient. The impossibility of obtaining qualified Mahomedan teachers for the schools is only one instance of this lack of support, and the Chief Commissioner trusts that the community will take these remarks to heart and evince a more real interest in these schools in future.

13. Although much has been heard recently about the necessity of elevating the backward and depressed classes, it is to be regretted that local bodies which are responsible for the education of these communities and which should make it their special duty to provide them with all possible facilities, have

shown a certain amount of disinclination to employ trained teachers belonging to those classes when they are available. The question of the education and social elevation of the backward classes is one of the problems which will more and more come to the front as time goes on. The Mahar community especially have already shown that they will not remain content with being kept permanently in a state of inferiority, and it may be expected that they will before long bring pressure to bear in order to secure their rights to equal treatment with the classes in a higher social scale.

14. The Chief Commissioner is glad to notice that the League of Honour which was founded in Yeotmal has extended its operations into a number of other districts, and instances have not been wanting to show that its teachings have had an excellent effect on the *morale* of the boys belonging to it. Sir Benjamin Robertson wishes to take this opportunity of recording the loss which this movement has suffered by the departure on leave preparatory to retirement of its founder, Mr. R. A. B. Chapman, to whose perseverance and enthusiasm the League owes not only its vitality but its very existence. He trusts that district officers throughout the Province will do their best to encourage the establishment of branches in their districts.

15. The Chief Commissioner regrets that circumstances have prevented a commencement being made on the Central Provinces University during his tenure of the Province. The project has always had his sympathy and he will watch its development with interest. But he would like to warn the public of the Province that the scheme will be a costly one and that it cannot come to full fruition unless the Province is prepared to pay for it. It would, in his opinion, be wrong to devote to the establishment of a University funds which are sorely needed for more pressing objects.

16. In conclusion, Sir Benjamin Robertson wishes to express his high appreciation of the work done during his administration by the officers of the Educational Services. Five European officers were on military duty throughout the year and two more for part of the year. No European recruits were available for the Indian Educational Service vacancies or for posts newly sanctioned in the Service. Overworked and badly paid, those who remained on duty and their Indian colleagues have worked zealously and without complaint and they richly deserve the long deferred improvement in their prospects which the orders on the Public Services Commission's report now brings them. The Department has been fortunate in its Directors. The late Mr. A. G. Wright, whose untimely death the Chief Commissioner much deploras, laid the foundations of the educational policy of the Province before he was compelled by ill-health to retire. Mr. Mayhew, whose report has been reviewed in this Resolution, has admirably administered the Department on the lines laid down by Mr. Wright, and the work he has done deserves the thanks of the Government and of the people alike.

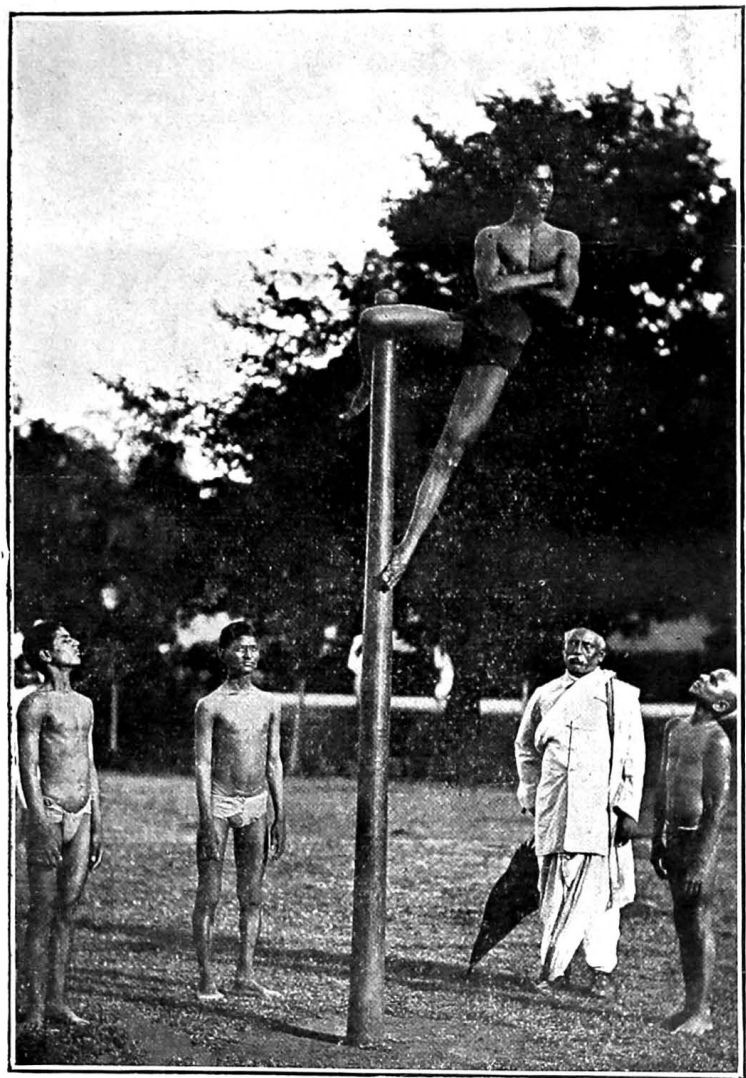
ORDER.—Ordered that a copy of this Resolution be submitted to the Government of India, Department of Education; also that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance; and that it be published in the *Central Provinces Gazette*.

F. S. A. SLOCOCK,  
*Chief Secretary to the Chief Commissioner,*  
*Central Provinces.*



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MALKHAMB, BERAR SCHOOL TOURNAMENT.



ONE OF THE LEAGUE OF HONOUR  
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 1918-19. I was in charge of the department during the whole year.

2. Messrs. Macnee, Craddock, Goldsworthy, Hunter, Indian Educational Service, and Cuerdon, Provincial Educational Service, were on military duty throughout the year. Mr. Rowlands, Indian Educational Service, proceeded on military duty on 17th June 1918 and was away for the rest of the year, and Mr. Tostevin was on military duty from 19th September 1918 till 26th February 1919. No European substitutes for these officers and no European candidates for sanctioned but unfilled Indian Educational Service posts were obtainable. In drawing attention to this obstacle in the way of progress thus involved, I am casting no slight on the excellent service rendered by Indian officers of the department, but am merely emphasising the need for European assistance in the establishment of ideals and methods more closely associated at present with the West than the East. War Vacancies

3. In addition to the measures recorded in my last two reports for spreading information and arousing active interest in the war, prizes were distributed in every circle to pupils who obtained most marks in an examination on the war, to teachers who exhibited the best collection of materials and apparatus for the rousing of interest and to schools that had shown most corporate interest and activity. As a member of the Central Provinces and Berar Publicity Committee I was able to suggest various methods by which the Committee was able to reach and stimulate the schools, particularly in connection with the armistice celebrations and in the organization of a most successful war cinematograph tour to district head-quarters personally conducted by Rai Sahib Gulab Singh, Assistant Inspector of Schools, Nagpur. The results generally of this activity were gratifying. The war has had a quickening effect on our schools if not our colleges. Though I have continued to abstain from calling for figures I have been surprised by stray references to the large sums collected for war funds and charities, particularly in the Berar schools. The War.

4. Expenditure on education has increased during the year by Rs. 5,86,699 of which only Rs. 63,000 is from other than public funds. Educational endowment appeals but slightly at present to private generosity. For justification of the increased expenditure I have to turn, as in my last report, to the foundations for future progress referred to in the body of the report rather than to the figures in the tables. I attach particular importance to the further extension of Normal Schools, the development of the Training College and to the expert advice obtained and used for introducing manual training in Secondary Schools, for the closer adaptation of village schools to rural needs, and for the further and more careful consideration of University affairs. Some of the examination results mark an increase in efficiency which I have also noted at my inspections. The numerical results are distressing though not surprising. Influenza, famine and high prices have reduced our total numbers by over 3,000 pupils and have left a mark that will not quickly be removed. Though much is rightly attributed to these abnormal circumstances I do not think their mere absence and a more liberal expenditure of money will in themselves ensure any rapid advance in the vernacular education of either boys or girls. Secondary and Collegiate education will soon re-establish itself numerically. The progress of male vernacular education depends on compulsion and a clearer realisation on the part of Local Bodies of their responsibilities, combined with more systematic consideration of how this responsibility may be discharged. Female education depends on the growth of a demand that does not exist at present. Expenditure and Results.

5. During the year the present pay and prospects of the Collegiate branch of the Provincial Educational Service were substantially improved by its further temporary reorganisation pending final reorganisation as a result of the Public Service Commission. The Indian Educational Service was still waiting at the close of the year. Ten posts were added to the Provincial Educational Service for Head Masters of High Schools and Superintendents of Normal Schools. Of these, two were filled at the close of the year by outside appointment and Administrative Changes.

seven by promotion from the Subordinate Educational Service. The posts of Science Demonstrators in colleges were raised from the Subordinate to the Provincial Service and proposals for reorganising and supplementing the Engineering School staff were formulated and sanctioned early this year. Additional Assistant Inspectors' posts for the Nagpur and Berar Circles were created and filled at the beginning of the year. The special posts for manual training and Agricultural Adviser are recorded elsewhere.

Influenza epidemic.

6. The influenza epidemic, though disastrous to our numbers, called forth all that was best in the life and spirit of many of our schools and colleges. Their volunteer work in general, and the work of some institutions in particular won the approbation of the Chief Commissioner. Among all the voluntary workers no class won more respect than our professors and masters and the students or pupils whom they organised and stimulated.

## CHAPTER II.

### COLLEGIATE EDUCATION (ARTS AND SCIENCE).

C. P. University.

7. The site of the proposed Central Provinces and Berar University has been acquired, and preliminary plans are being drawn up by the Consulting Architect. The University scheme is now being considered in connection with the proposals of the Calcutta University Commission, and Mr Tostevin, Principal of the Morris College, has been placed on special duty for this purpose and for my general assistance in University and Collegiate matters. The buildings of the King Edward College, Amraoti, are in course of construction. The foundation stone was laid by the Chief Commissioner in November 1918. The total abstract estimate exceeds 13 lakhs.

Numbers.

8. The number of students on the rolls of the various colleges fell from 1,127 in 1917-18 to 938. The decrease is due partly to the abnormal number of failures in the Matriculation Examination of 1918 and partly to economic pressure.

At the beginning of the college year a regulation of the Allahabad University came into force to enable under-graduates, who have failed more than once in the University Examinations in Arts, to reappear under certain conditions at a subsequent examination without further attendance at a regular course of study in an affiliated college. This also affected the attendance.

Examination results.

9. In spite of a very bad epidemic of influenza which necessitated the closing of certain of the colleges for several weeks, the University examination results of 1919 compare very favourably with those of the University as a whole and with those of the previous year and show an improvement all around. The Hislop College results show a marked improvement in the M. A. Previous, B. A., and Intermediate Examinations, which may partially be attributed to the reduction of numbers at the beginning of the year.

Morris College.

10. An excellent series of lectures along the lines mentioned in last year's report was arranged by the Principal in order to interest the students in matters outside of the ordinary college curriculum. The following list gives some idea of the variety of subjects included in the series:—

Mrs. Sarojini Naidu	...	Readings from her Poems.
Rai Bahadur Hira Lal	...	Folk songs of the Central Provinces. Illustrated by gramophone records.
Professor D. K. Karve, B.A.	...	Aspirations of Youth.
Professor S. Higginbotham, M.A.	...	The Cattle Problem in India.
Major F. Norman White, M.D.	...	Some aspects of Modern Public Health.
Professor M. H. Nanawati, M.A.	...	Paper Currency in India.
Doctor Lobo, D.P.H., etc.	...	The Influenza Epidemic in Nagpur.
The Hon'ble Mr. Shrinivasa Sastri	...	Some aspects of the Reforms Scheme.
Private. A. Hughes, M.A.	...	A Chinese City.
Mr. C. Eliatamby	...	The War in France.
Professor S. C. Roy, M.A.	...	Eastern Philosophy and Modern Science.
Revd. T. W. Gardiner, M.A.	...	Ireland in the XIX Century.
Professor S. P. Banerji, M.A.	...	The Sun as our Timekeeper.
Mr. F. M. Cheshire, B.A.	...	Modern Empires.
Major Mallet (French Army)	...	Personal Reminiscences of Marshal Foch.
Captain H. Thomas, Royal Air Force...	...	Science in War and in Peace.

The Principal writes as follows :—

"The discussion classes and debating societies to which reference was made in the last report have not been a success. The influenza epidemic stopped the former almost as soon as they commenced, and as for the latter the students showed a minimum of keenness. On the whole, debates were very badly attended, and it will require far more genuine enthusiasm on the part of the students who organise them if they are to be a success.

"The preceptorial system has worked well during the year and proposals have been made for its extension. It is felt by the staff, and I share the feeling, that more of them should take a part in this work."

"*Class Work.*—There is obviously need for a thorough reorganisation of the M.A. work. This is now being undertaken."

"*Social Life and Games.*—The following games were played by more students than before: cricket, football, hockey and attya pattya. The new gymnasium and wrestling Akhara were well used. A student secretary was appointed for the first time this year. This new departure was by no means an unqualified success, and it appears difficult to find a student who can undertake so responsible a position. It is proposed to continue the arrangement for a further year as an experiment. The College Co-operative Society continued its activities throughout the year, but found it difficult to recruit new members or sustain enthusiasm among existing members."

11. Improvements in the library organisation and in the sanitary conditions have been made at Jubbulpore. The Principal writes :— Robertson College,  
Jubbulpore.

"*Library.*—The library has been thoroughly overhauled and reorganised. The books have been redistributed and renumbered on the 'Dewey' decimal system, and a card index system has also been introduced.

"The double entry system in the matter of issue of books has partly resulted in saving the library from severe losses by theft which played such havoc during the previous two years. An additional protection has been added by closing the side doors with wire-netting thus preventing ingress or egress through any but the main door."

"*Anti-malarial Work.*—The total expenditure incurred on account of the anti-malarial campaign during the year under report was Rs. 1,164. The long and winding nullah running from the culvert in front of Mr. W. S. Rowlands' bungalow was filled up, and a straight drain cut instead. Rank vegetation and grass all over the college ground was cut down, several new drains made, nullahs trimmed, pits filled up, and the ground in several places levelled. The work of the pucca drain leading from the dispensary to the lake is in progress."

12. The excellent relief work performed during the influenza epidemic by the Morris College staff generally and by certain members in particular elicited the special commendation of the Chief Commissioner. The practical interest of some of the students was also aroused. Some members of the Hislop College staff also rendered most valuable assistance. The Robertson College owing to its isolated position was unable to render corporate assistance to the same extent, but the arrangements for meeting the epidemic with the College seem to have been satisfactory. Colleges and the  
Influenza.

13. There was no recurrence of the disciplinary troubles of 1917-18, and is good reason for expecting steady progress towards a quiet and healthy academic life. Discipline.

### CHAPTER III.

#### SECONDARY EDUCATION—BOYS.

##### *Anglo-Vernacular Schools.*

14. The following extract from Professor Burnet's recent book on education, which has been supplied to me by the Inspector of Schools, Berar, illustrates in a striking way two important features of our present policy for the improvement of Anglo-Vernacular education :— General.

"It is the duty of the Schoolmaster to the State to eliminate unsuitable pupils from higher schools, at the earliest possible stage. Higher schools have to act as sieves."

"The question of age is fundamental and supplies us with the chief test by which educational arrangements are to be judged."

## Numbers.

15. The numbers in the high department of the schools have fallen by 628 and the middle department by 523. There has been no increase in the total number of schools. A high department has been added by the Amraoti Municipality to one of its anglo-vernacular middle schools but has not yet been recognised by the University as no satisfactory assurance regarding its future efficiency has been received. One anglo-vernacular middle school under private management, which was not found deserving of a grant-in-aid, has been closed. In accordance with the approved Secondary School programme, a few additional sections were opened in Government High Schools where required. The programme provides for the opening of a considerable number of additional sections in existing schools but has been completed so far as the opening of new schools in concerned.

For the fall in numbers the influenza epidemic and the economic conditions were, I think, mainly responsible. The High School Entrance Examination by blocking the way to the High Department for unfit pupils has also contributed; while the superannuation rule, though applicable only in a modified form to those on the rolls at the time of introduction, has reduced the number of pupils over 20 years of age by 129.

## School Leaving Certificate.

16. The abolition of the School Leaving Certificate Examination was referred to and explained in my last report. At the beginning of the year under report orders issued for the giving of this certificate to all boys who completed the Secondary School course irrespective of their success or failure in the Matriculation Examination. This certificate is equivalent to a passed Matriculate for purposes of public service. The complete re-organization of the Secondary School Leaving Certificate Scheme has been under consideration and the general principles were discussed at the last Inspectors' conference. The principles established at that conference are now being reconsidered in the light of the Calcutta University Commission report.

## Enhancement of fees.

17. My note on the enhancement of Secondary School fees was published by Government during the year and definite proposals for such enhancement, combined with proposals for the re-classification of High and Middle Departments of anglo-vernacular schools, were submitted by me after receipt of public criticism on the original note. The proposals, so far as they refer to classification, with the provisional approval of the Government, are now being examined by schools under private and board management.

## Courses of Study.

18. The elementary science course for anglo-vernacular middle schools was revised during the year in order to ensure a better foundation for high school work, more precision and accuracy and more effective development of observation and inference.

## Manual Training.

19. The outlines of a scheme for the introduction of Manual Training in Secondary Schools were approved during the year, and Mr. Taylor, a highly qualified Instructor from England, with experience of European School work in India, was appointed Director of Manual Training and attached to the Training College, Jubbulpore. A report on his work up to date and the general outlines of the scheme is attached to this chapter.

## Examination Results.

20. There was a substantial improvement in the Matriculation Examination results, the percentage of passes rising from 18 per cent to 38 per cent for the Province. These results compare favourably with the results for the whole University but from 1920-21 and onwards, when the effects of the High School Entrance Examination and the superannuation rule will first be clearly visible, improvement in the results will be more rapid. Six Government schools and 2 schools under private management passed 50 per cent or more of their pupils. The new English School in Nagpur passed 77 per cent but the best results, if total numbers and the classification of candidates are considered, were obtained by the Model High School, Jubbulpore.

21. The High School Entrance Examination results have caused much disappointment. The percentages vary from 36 in Nagpur Circle to 43 in the Chhattisgarh Circle. In all Circles there has been a falling off since last

year. This is due to the fact that last year being the first year for the introduction of the examination considerable allowances were made which were found impossible this year. An analysis of individual school results, however, leaves no doubt that in properly conducted schools, where efficient teaching is provided in the middle department, the percentage of passes of over 50 per cent is a rule and not the exception. One of the best Middle Schools in the Province secured a percentage of 88. All school authorities welcome the institution of this examination, and their attitude has in no way been changed by the results, which only serve to indicate the urgent need for such a test. Improvement in the results will be steady. The reports of the Examiners have enabled Inspectors to give useful instructions regarding the most common and radical defects. It must always be remembered that the examination is conducted only by those who are in close touch with school work and almost entirely by head masters, who are represented on each Board, and by school teachers, who do most of the valuation work.

“A study of the papers of both years gives conclusive evidence of the low level of efficiency in the majority of anglo-vernacular middle schools. The weakest subject is English and, from the reports of the Examiners at Matriculation, it is plain that this weakness persists throughout the high school course. Arithmetic also is lamentably weak. The majority of the pupils have no confidence in their mental work and the simplest additions and subtractions incidental to the solution of an example are written down in full; neither can candidates state any train of consecutive thought. A marked feature of the results of the High School Scholarship and Entrance Examination in both years has been the difference in the average attainments of boys whose age made them eligible for scholarships and those who exceeded that age. Of the former in 1918-19 65·3 per cent have passed, while of the latter only 27 per cent passed. The results for 1917-18 are almost identical.”

Inspector of  
Schools, Berar.

22. Four High School laboratories were completed during the year. The construction of new High School and Hostel buildings for the Saugor High School and a new hostel for the Khamgaon High School is in progress and many buildings for schools and hostels were extended. The Consulting Architect is engaged on plans for the suitable extension of the Hoshangabad and Khandwa High School buildings.

Buildings.

23. The extracts given below from Inspectors' and Head master's reports will show that steady progress has been made in the development of healthy and vigorous school life. Discipline has been markedly improved and maintained. Unfortunately grave complaints have been received regarding the extremely low standard of morality in connection with school and public examinations. One of the question papers in the High School Entrance Examination was fraudulently obtained beforehand in the Nagpur Circle and was also made available in Berar before the examination. A second paper had to be set in this subject but the chief offender has been discovered and suitably punished. I have had to draw the attention of school authorities most emphatically to the risk incurred by all pupils who try in any way to obtain information beforehand. There can be no doubt that at present such attempts are hardly regarded as an offence :—

Discipline and  
School Life.

“There has been no recurrence of the open breaches of discipline which were instigated by agitators last year. The internal state and tone of all schools, particularly high schools in Nagpur and the cotton tract, continues under careful observation. There is reason to believe that in some schools the malign influences have been suppressed, but in other cases they have only been driven underground. My inspections of the Nagpur schools show that the pernicious influence of the numerous Vachanalayas opened in pursuance of their campaign by the agitators is not at all negligible, and corrupt history, false geography, and the debased civics of the extremist press show themselves in any detailed examination. The opportunity is rarely missed, the results of deliberately assimilating misleading or mischievous theories, of developing habits of unbalanced and prejudiced thinking, of ignoring the evidence of facts, are very easily and effectively demonstrated to boys. On the whole, I am of opinion that control is better than before and the majority of Head masters are improving discipline in the high schools. Assistant masters are still weak as a class, and there are still many who are afraid of their pupils and are controlled but not controllers of their classes. They are receiving attention. Punctuality is a virtue rarely possessed. The order books of schools frequently betray the vast and secret preparations made to ensure a reasonable show of punctuality

Inspector of  
Schools, Nagpur.



when the Inspector is in the neighbourhood, but unexpected visits invariably show lamentable unpunctuality. I am of opinion that no small proportion of the already brief school year is wasted through unpunctuality. A system has been introduced which should make the way of the transgressor hard, and several Head-masters report a marked improvement."

Inspector of  
Schools, Berar.

"At the time of the annual examinations a large number of cases of dishonesty have been brought to my notice and exemplary punishments in some have been administered. In one High School the school was entered at 4 a. m. and two pupils, who had done badly in the previous day's examination books, opened the cupboard and substituted papers written at home after the examination and, with the aid of a private tutor, for those actually written in the examination. The matter was brought to light through the intervention of a third person who suggested to an assistant master that money could be extracted from the boys' parents. I am informed by teachers that anonymous letters are often received at examination time, threatening ill-treatment if "grace marks" are not freely given.

"In spite of circulars to Head-masters and attempts to control this work by the Department the restrictions on private tuition are practically ignored by teachers, and elaborate precautions are in some cases taken to prevent even the Head master knowing what is taking place. Evidence is accumulating to show that just before the annual examinations a number of pupils go to teachers who frequently hold small classes in the early morning or late evening and it is here that indications of questions to be set are expected to be given. Parents know this and often pay exorbitant fees to the teachers for attendance at these 'preparation classes.' In one case this class was reported to have been held at 4 a. m. The master's services were dispensed with.

"As long as parents, pupils and teachers combine to accomplish these things, it is almost impossible for Head masters or inspecting officers to get at the real facts.

"Morning assemblies are now general in schools and have effected an improvement in the regularity and punctuality of teachers and pupils, and in the general tone and spirit of the schools."

"There has been a welcome change for the better in the discipline of the place, a change which has been brought to pass without the use of any coercive measures. Though the habit of obedience may be far from intuitive as yet, it is being realised that a well-ordered existence has its advantages.

"It has not yet been found possible to develop a complete prefectorial system. The position, however, of the class captains has been strengthened by making them responsible for the drill of their classes. Hitherto these captains have been too afraid of public opinion and so regarded their position as irksome rather than honourable, but, when they see that their authority is rigorously upheld and that they are consulted on many matters of school economy, they develop a feeling of self-reliance which enables them more easily to carry out their duties.

"The sending of anonymous letters and the writing of abuse on the walls are, it is to be hoped, gone for good."

Class Teaching

24. The extract given below is only one of several references to increased efficiency of instruction :—

Head master, Pat-  
wardhan High  
School, Nagpur.

"There has been a distinct advance made this year as can be seen from the results of the promotion examination, which were 20 per cent better than those of the preceding year. In one section 93 per cent gained promotion. There is, however, still too much lecturing and one notices also an inability to distinguish the essential from the superfluous, largely due to a misplaced reverence for the text-book."

Games and Physi-  
cal Exercise and  
other School  
Activities.

25. Further progress has been made in games and physical exercises as may be seen from the extracts given below :—

Inspector of  
Schools, Nagpur.

"The younger teachers are beginning to take a more lively interest in this side of education. Malkhamb is becoming very popular and some fine display in this respect was shown during the tournament at Chanda.

"The tournament at Chanda was very successful in every respect. Not only were most of the items keenly contested but the arrangements made by Rai Sahib Gulab Singh and Rao Sahib M. K. Oke with the help of the Deputy Inspectors, Chanda, and numerous local workers were much appreciated and the holding of the tournament at Chanda has increased enthusiasm for sports in the District. It also gave the visitors, boys and masters an excellent opportunity of seeing the historical buildings of Chanda, which were also the subject of a lecture by the Rev. J. R. Mackenzie and the working of the coal mines at Balharshah which were kindly shown by the Manager, Mr. R. S. Davies, both teachers and pupils benefiting immensely. A change of centre every year as now proposed is therefore likely to greatly increase the interest and value of these gatherings.



"Two Head masters take the boys in their hostels for a run in the country or a walk daily in the early morning. Both report a gratifying diminution in minor illnesses and comparative freedom from the more common complaints since this regular exercise has been instituted."

"Up to now only English sports such as cricket, football and hockey were played by school boys. Akhadas are now being opened for country sports. Akhada at Yeotmal, known as Hanuman Akhada, is a splendid guide in this respect. Government has recognised its usefulness by awarding grant of Rs. 500 towards its construction. Many school boys come there to receive physical training regularly. Shri Hanuman Jayanti sports (Olympic games) were held by the Akhada on 21st to 24th April 1919. Sportsmen were invited throughout Central Provinces and Berar, and prizes and medals were distributed by Mr. Chapman among the winners."

Vice-Chairman,  
District Board, Yeotmal.

"During the year certain gentlemen delivered lectures on topics of general interest, and I would especially mention Rao Sahib Brahma's Course on the Montagu-Chelmsford Reforms Report, and Mr. Jaywant and Mr. Kharey's work in connection with co-operation. There has now been started a Co-operative Book Store in the Hindu High School, Amraoti, which has been properly registered by the Registrar, Central Provinces. This is, I believe, the first example of the complete experiment in Co-operation in any school in these Provinces. The capital of Rs. 300 is being subscribed in annas 8 shares. Many schools have organized supply stores on a co-operative basis for the convenience of their pupils and in several cases funds have been given to Students' Aid Societies from the profits of these stores."

Inspector  
of  
Schools, Berar.

"The High Schools have done much to encourage healthy activity in their pupils outside school hours. Handwork generally has been very popular, efforts have been made to interest boys in matters of general news and information, reading rooms in the schools have been instituted and in many cases fixed periods allotted for general reading. The Hindu High School, Amraoti, and Akola High School have shown many healthy developments of this type, and in the former the nature study club for middle school pupils promises well."

"I note with pleasure the increased tendency of schools to become self-sufficient in matters of celebrations. Most of the secondary schools arranged their own Ganpati, Nagpanchami, and Hanumant Jayanti celebrations this year, and also Durbar, Armistice, and Outbreak of War Anniversary ceremonies. Many of the decorations I saw were very tastefully made and I would specially note Akola and Amraoti High Schools and Malkapur Anglo-Vernacular School."

25A. An allowance of Rs. 15 per mensem was sanctioned during the year for all Head masters of Government Anglo-Vernacular Middle Schools on salaries of less than Rs. 100 per mensem who are recommended for such allowances by the Inspector.

Miscellaneous.

26. An extract by the Inspector of Schools, Berar, on the Aided Anglo-Vernacular Schools in that Circle is given below:—

"Twenty private Anglo-Vernacular Schools received Rs. 12,723 during the year as grant-in-aid. Only two of these schools have suitable buildings, but several have now collected funds which, with a Government grant, will be sufficient to provide a suitable building in the near future. Applications for grants from Patur and Telhara have already been received. Several others have delayed submission of applications for building grants owing to the possible development of the economic situation resulting in decrease under school fees and subscriptions, which would necessitate a drain on their funds for the maintenance of the school. Given a good harvest in 1919-20, it should be possible for most of these school-committees to provide buildings during the coming year."

Inspector  
of  
Schools, Berar.

"There are still several private Anglo-Vernacular Schools to which recognition has not been granted owing to unsatisfactory management."

#### *Vernacular Middle Schools—Boys.*

27. In this most important branch of education steady development continues. With the help of special provincial grants 61 schools were raised to this grade and the total numerical increase in this stage (336) would have been much larger but for the influenza. I wish Municipalities would do more for this type of school. It is a mistake to suppose that all town boys demand anglo-vernacular education and several weak Municipal anglo-vernacular schools could be converted into strong vernacular middle schools but for the opposition of a few personally interested members.

Hostels are growing in number and size. It is proposed to allow provincial building grants to be used for their construction but private enterprise and generosity in Berar lead one to look for similar help elsewhere:—

Inspector  
Schools, Berar.

of "Buldana District contains two very flourishing vernacular middle school hostels, one containing 60 boarders and the other 27. The cost of living in the former was Rs. 3-10-0 and in the latter Rs. 3-4-0 per month. Akola District contained 6 vernacular middle school hostels and Amraoti District 2. Proposals for the further provision of vernacular middle school hostels have been formulated.

"At Dahihanda in Akot Taluq, 5 members of the vernacular middle school committee have given scholarships for 5 pupils of the vernacular middle classes who afterwards proceed to the normal schools."

## APPENDIX.

### Report on Work regarding Manual Training.

"The curricula of the Training College, Normal School and the Model Middle and High Schools were studied in order that the schemes for Manual Training should have, as far as possible, a direct educational bearing on the college and school work.

2. Three outline schemes of work in Manual Training, Drawing, Clay Modelling, Cardboard Modelling, Woodwork and Theory, respectively, for the Manual Instructors under training, the college students, and Class VI of the Middle School and a detailed course for Manual Instructors were prepared, discussed and sanctioned.

3. A short pamphlet on Manual Training was prepared for circulation by the Department. This booklet is intended not only for the use of teachers but for others interested in this new departure of education and particularly for schools where trained Instructors are not available.

4. Letters of enquiry were sent to several tool firms in India in order to ascertain whether Manual Training tools and appliances could be supplied from stock and, if so, at what prices. The result of this correspondence was unsatisfactory. Similar enquiries were sent to tool firms in England with better results. Orders for the necessary tools and appliances for the Training College Centre were accordingly placed with English firms.

5. Orders were placed for sufficient working materials to start the Training College Classes with clay modelling in July, and an order for the supply of timber was also placed.

6. Drawings for Manual Training furniture for the Training College Centre were prepared and orders placed with a local carpenter.

7. An outline drawing of a Manual Training Centre with office accommodation for the Director of Manual Training to be erected in the Training College compound was prepared and submitted. Plans and estimates have been prepared accordingly and approved, funds allotted and the work has now been begun.

8. Detailed drawings for a standard Manual Training Centre to accommodate thirty pupils were prepared and the Public Works Department are now engaged in preparing plans and estimates in accordance therewith.

9. Detailed working drawings of all fixed and movable furniture and certain apparatus and appliances for the standard Manual Training Centre were prepared.

10. Details of the recurring and non-recurring expenditure connected with the introduction and maintenance of Manual Training in the Training College and High Schools of the Province were prepared.

11. Early in the year the Director of Manual Training visited the Handicraft School, Nagpur, and the Manual Training Centres at Allahabad and Lucknow.

Reports on these visits were forwarded to the Director of Public Instruction for his information."

The courses of instruction and estimates of expenditure framed by the Director of Manual Training are in accordance with the general scheme outlined by me in a note presented to the Legislative Council in July 1918. The courses will be in clay and cardboard modelling and woodwork. Classes for students under training have been begun this year at the Training College, Jubulpore,

and from these classes instructors will be selected for special training. It is hoped that these instructors will be ready to begin work at the nine high school centres, for which buildings are to be completed next year, in July 1921.

## CHAPTER IV.

### PRIMARY EDUCATION—BOYS.

28. The most important contribution to future progress has been the drafting of a bill permitting Local Bodies to make primary education compulsory within their areas under certain conditions. The principles were approved by a Committee composed mainly of non-officials and the bill during the current year has been introduced in Council and published for opinion. Primary Education Bill.

29. There has been an increase of 42 in the total number of primary schools. The number of Board schools has grown by 132. But the net increase is smaller as many aided and indigenous schools were either closed during the year owing to the unfavourable season and influenza or taken over by Local Boards. The number of indigenous schools, particularly in Berar, fluctuates constantly. Their value consists mainly in the testimony they afford regarding the likelihood of a Board school flourishing in the locality. In the total number of pupils on the rolls there has been a decrease of 3,649. The fall is abnormal. The extracts given below show that it may be attributed mainly to the influenza epidemic. To a smaller extent, high prices and scarcity or famine in several districts are also responsible. Active steps were taken in Chhattisgarh to minimise the effects of famine on the schools. I consider that the economic factor in the question of school attendance is often exaggerated. It is significant that decline in numbers has been more marked in the Nagpur division than in the Chhattisgarh division and that, as regards the total percentage of the population at school, Nagpur is behind other divisions, though obviously not the most backward division economically. Apart from special causes such as epidemics, I believe the determining factor in village school attendance is the amount of active interest shown by district officers. The lamentable fall in Mandla since the days of Mr. Russel is a case in point. Numbers.

“Plague as a factor influencing attendance was this year replaced by influenza. The villages suffered more than the towns and about 150 primary teachers in Berar schools and 4 in Government secondary schools died during the few weeks in which the disease ran its course. Inspector of Schools, Berar.”

“The minimum estimate of deaths in this circle from influenza was 10 per cent of the population and the decrease in the numbers in attendance at primary schools is chiefly due to this cause.”

“There has been a great fall in the attendance of school children as a result of the famine conditions in the Katghora Tahsil. To alleviate the distress a sum of Rs. 500 since the close of the year was allotted from the Council funds to provide free meals to destitute children attending village schools. The District Famine Relief Committee very generously came forward and allotted a handsome donation of Rs. 500 for the same object. The thousand rupees have been allotted in three tahsils at Katghora, Mungeli and Bilaspur, the parts principally affected by the scarcity.” Secretary, District Council, Bilaspur.

“I do not think that the great effect of the influenza epidemic has been brought out in the report submitted. The effect of the influenza was that a certain number of fathers and mothers died and the guardians who succeeded them did not trouble to hustle the boys off to school. Also the supply of agricultural labour was so much reduced by the influenza that many people could not find field servants or could not pay the enhanced wages demanded, and kept their children away from school to work in the fields.” Deputy Commissioner, Nimar.

30. While abnormal conditions may be accepted as accounting for actual fall in numbers, there is nothing to indicate that, in the absence of such conditions, there would have been any marked increase or improvement on previous years. In municipalities and head-quarter stations there is generally a steady increase in enrolment, but in the villages, particularly the smaller villages, education continues to be unpopular, while there is a general slackening in the enforcement of school attendance by Tahsildars. Every year these officers seem to have less time for attending school matters, while the feeling that their position as attendance officers is ambiguous is more clearly recognised not only by these officers and Deputy Commissioners but also by the villagers.

Commissioner,  
Nerbudda Division.

"It would be interesting to take a census of boys of castes, other than Brahmins and Kayasths, over the age of 10 to ascertain how many attend willingly, and it is a curious illustration of the complete ignorance of rural conditions prevalent amongst the politically minded, that in all the talk and writing about compulsory education no knowledge of the fact that rural education has been in effect compulsory for the past forty years ever appears. In the Hoshangabad district, where enrolment has been pushed more than elsewhere, this unpopularity extends to the middle schools, where the attendance is reported to be 60 per cent only. Generally only those boys go to middle schools who wish to, but in the Hoshangabad district the matter has obviously been pushed a good deal further."

Deputy Commissioner,  
Narsinghpur.

"A large number of pupils leave school before they are 9 years old. Only 30 per cent of the boys of a school-going age go to school at all and only 13 per cent study beyond the 2nd class.

"With a few exceptions, schools are adequate; the difficulty is to fill them with pupils. I found abundant evidence that education is extremely unpopular in this district.

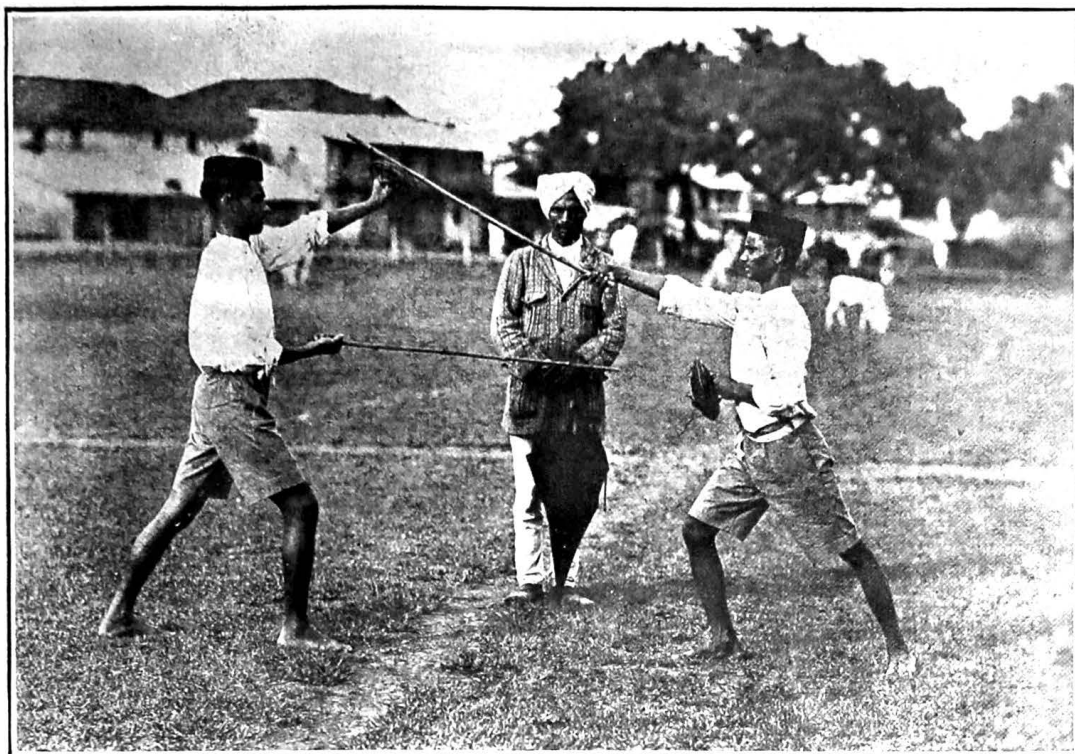
"As regards education the complaint of agriculturists—it is their complaint, and I do not accept it as altogether correct—the complaint is, that school does harm to their sons. They state that the boys who complete the primary stages have neither the 'Shouk' nor the 'Tâqat' for agriculture. There is also the underlying inconvenience of being deprived of the assistance of their sons in the fields during the school-going period."

31. In the Nimar District the very marked fall in numbers may be attributed at least partially to the measures adopted by Mr. A. K. Smith, Deputy Commissioner, for increasing the efficiency of village schools. These measures are similar to those recorded in my last report in Drug District. The transfer of Mr. Smith from Drug to Nimar has resulted in the abandonment of these measures and a rise in numbers in Drug with a corresponding fall in Nimar. In both districts Mr. Smith seems to have obtained the consent of the District Council to his measures, but it is to be regretted that the Drug District Council's convictions were not proof against the change in Deputy Commissioners. As noted by me in my last report, I welcome such experiments when conducted with reasonable caution. But the events in Drug and Nimar indicate an excess of zeal resulting in reaction and regrettable sudden changes in policy.

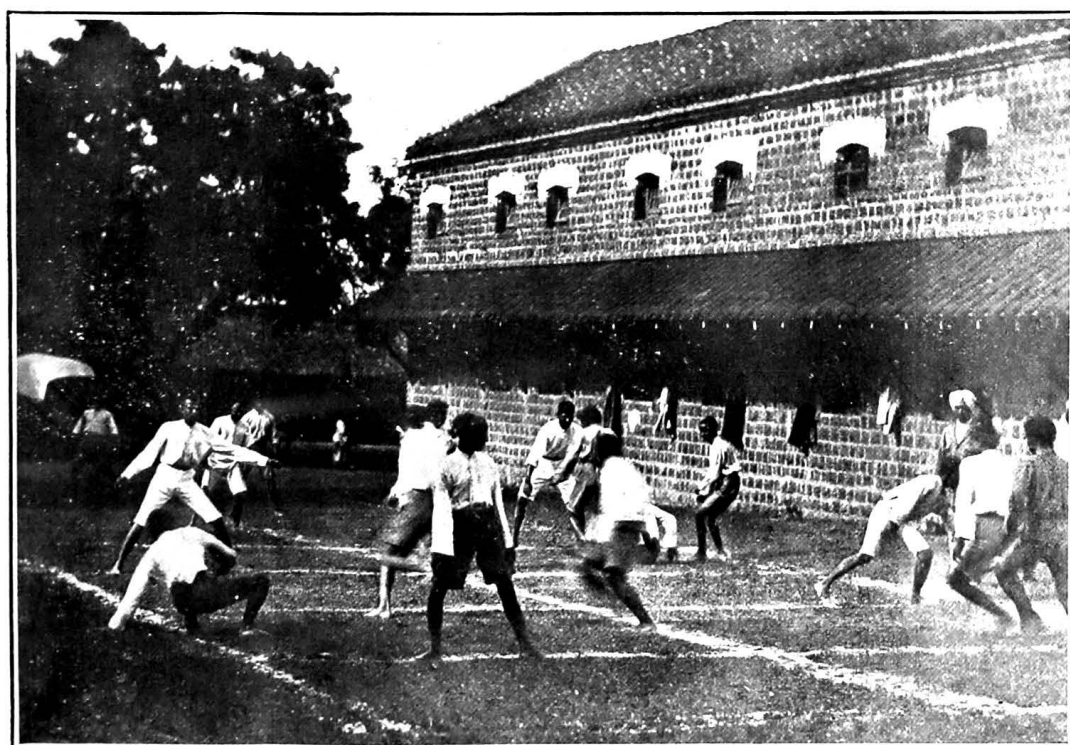
Adaptation of  
schools to rural  
needs.

32. An important step has been taken during the year under review towards making our village schools more popular by adapting them more closely to rural needs and circumstances. The services of Mr. Nand Kishore, B.A., have been placed at my disposal by the Director of Agriculture for the special purpose of advising this department on the adaptation of village schools to rural needs. So far he has concentrated his attention on the improvement of village school gardens and on the training of future teachers in nature study. Our immediate aim is to connect school gardens more closely with the instruction given in village schools and to make work in these gardens a means of keeping pupils in touch with their agricultural surroundings. This can only be brought about by more effective nature study work in our normal schools. If the villagers can be made to realise by actual results the importance of school gardens in the preparation of their children for an agricultural life, our schools will become more popular and the teacher will receive more support from the community. At present there is a general feeling among villagers that the school garden exists merely for ornamental purposes, for the production of some vegetables for the teacher's use and for the appeasement of inspecting officers. This impression naturally makes them oppose the working of their boys in the garden. We have now got to make them realise the potential value for purposes of practical instruction.

33. Our present concentration on school gardens and nature study is not, however, enough for many of our critics. Yearly the cry becomes more insistent that only definite instruction in agriculture, combined with work in connection with local crops on a piece of land attached to the school, will really satisfy the villagers and give them what they require. Even those who admit the educational objections to such a course, namely, that until the three R's can be effectively taught which is not the case at present, the introduction of any professional training must be premature and superficial, urge that a small beginning on these lines will satisfy popular demand and



SINGLESTICKS. BERAR SCHOOL TOURNAMENT.



INDIAN GAMES. YEOTMAL HIGH SCHOOL.

increase public confidence without bringing any actual harm. Our present position on this subject is that we welcome experiments in this direction conducted in individual schools by District Councils or private individuals where active local support is forthcoming and particularly where the neighbourhood of a Government farm enables the services of the Agricultural Department subordinates to be placed partially at the disposal of the school. The Chaurai school in the Chhindwara district referred to in my last report is working experimentally under these conditions and those who have seen its work during the year, including myself, have been gratified by the progress made so far. The Government has now decided to try and obtain from a country outside India, where rural schools have been effectively organised on an agricultural basis, the services of an expert for advice regarding the organisation of such schools on a large scale in this Province, and a portion of the Government of India grant has been set aside for this purpose. Pending such complete reorganisation as may be found possible and necessary on the advice of this expert, it is impossible for the Government to commit itself to any heavy expenditure on agricultural instruction in rural schools. Experience shows the possibility of obtaining local gifts of land and money and the voluntary services of instructors in a few centres where there is marked enthusiasm, and I am advising District Councils to take advantage of such enthusiasm and particularly to accept provisionally such land as may be offered for instructional purposes. In Narsinghpur district some progress has already been made on these lines and the results of the interest, which has undoubtedly been aroused, will be watched most carefully. Apart from the employment of Mr. Nand Kishore the co-operation of the departments of Agriculture and Education is shown by the special arrangements completed for the agricultural training of select teachers of this department in the Agricultural College. These teachers are for employment in the farm schools recently opened by the Agricultural Department or as Deputy Inspectors in rural tracts or as nature study instructors in normal schools. For the opening of the farm schools for Malguzars' sons all arrangements have been made by the Agriculture Department in close consultation with this department.

"The Deputy Inspector of Schools, Jubbulpore, writes that circumstances have greatly changed and in many places parents object if boys are made to work in gardens." Inspector of Schools, Jubbulpore.

34. The annual reports of local bodies show on the whole keen interest in education on the part of all officers of these bodies, non-official as well as official, and on the part of some School Boards, but lamentable indifference among other members and an absence of systematic consideration and organisation of resources. Those bodies that accept most readily sole responsibility for the administration of their schools are reluctant to accept or even ask for the advice of the Education Department, while those that depend on our advice are apt to throw all the responsibility on us. I do not see how any local body can satisfactorily assume complete responsibility till it has its own administrative staff. Responsibility lies with the local bodies and the administrative work falls mainly on officers not subordinate to these bodies. The situation is, therefore, difficult. Meanwhile the general absence of serious friction between officers of the department and local bodies is creditable to all concerned. It is much to be regretted that Board members do not do more to stimulate school attendance in the more backward parts and classes. I have urged Commissioners and Deputy Commissioners to revive the old practice of awarding sanads and certificates for educational zeal. Work of local bodies and their relations with the Education Department.

"Experience shows that teachers in Municipal Schools can escape disciplinary measures and air themselves with indifference to their duties. These require to be better controlled to improve the quality of teaching, allowing private tuition after judicious selection, as required by departmental rules. Last year's suggestion of grouping schools by Local Board and District Council members with certain members to guide them in their responsibilities, remains yet to be attended to, for bettering attendance and raising the proportion of children under instruction." Deputy Inspector of Schools, Nagpur.

"The conclusion to which an inspecting officer is forced is that the class-consciousness of municipal committees in the aggregate requires that they should provide fewer primary schools than are actually needed, but that anglo-vernacular schools, and where possible high schools, shall be maintained in abundance, from municipal funds and shall be aided by Government regardless of any conditions." Inspector of Schools, Berar.

Deputy Commissioner, Narsinghpur.

"I much regret to find that with a few exceptions the other members of the District Council and Local Boards fail entirely to appreciate their corporate responsibilities to the public and their individual duties of supervision and control of District Council works and institutions in their individual localities."

Inspector of Schools, Berar.

"The neglect of the vernaculars has been a catch phrase often applied to our educational system, but only two small Municipalities provide for vernacular middle school education. At the beginning of the previous year I discovered that at least 15 pupils were anxious to join a vernacular middle school in Amraoti if one were opened. I referred the matter to the Municipal Committee who replied after one year and three months that they did not consider there was a demand for a vernacular middle school."

Deputy Commissioner, Raipur.

"The Secretary of the District Council reports that the relations between the Deputy Inspectors have been cordial. I have, however, during the short time that I have been in charge of the district noticed that the Council does not pay proper attention to the professional opinions of the educational staff, and I have recently had to recommend to the Commissioner that a head-master of a school, who had already had three extensions of service and was clearly unfit for his post, should be refused the further extension which the Council proposed to give him."

Deputy Inspector of Schools, Akola.

"I am glad to note that 18 meetings of the School Board, which vigilantly watches vernacular education under the District Board, were held during the year and were generally strongly attended."

Grants for improvement and extension.

35. During the year additional recurring grants to the extent of Rs. 1,95,000 were distributed from Imperial and Provincial Funds to District Councils for the extension and improvement of their Vernacular Schools. Consistently with the policy of recent years half of this amount was allotted definitely for improvement, *i.e.*, increase in the number of higher posts in the teachers' cadre and the development of vernacular middle schools from which we get our future teachers (see section on vernacular middle Schools in Chapter III, Secondary Education). Even the portion directed nominally towards extension contributes indirectly to improvement, since it is insisted on that the new posts necessitated by new schools shall be so graded as to bring about some increase in the total average pay of the cadre. There is a steadily growing feeling against the indefinite multiplication of small village schools where, under present conditions, a good attendance is impossible, and some of the extension portion of the grant was devoted to the development of existing schools in popular centres. In addition to the grants recorded above, a grant of more than one and a quarter lakhs was made to Local Boards to enable them to pay war and scarcity allowances to their Vernacular School teachers. An assurance has been given that such grant as may be recommended by the Commissioner will be given to any Local Body for the payment of these allowances up to the maximum Government rate for one year from October 1918 and funds have been held in reserve during the current year for the fulfilment of this pledge. In order to secure a more systematic consideration of teachers' pay and prospects I have given notice that no further grants will be given for improvement of teachers' pay to any Local Body that has not a definite scheme for its cadre of teachers approved by the Commissioner and Inspector of Schools.

School Buildings.

36. In all a sum of Rs. 76,500 was paid to Local Bodies for Vernacular School buildings during the year. This represents the balance of the 4 lakhs grant from Provincial Funds sanctioned last year and referred to in my last report. The conditions attached to the grant in respect of small village school buildings, referred to in my last report, have excited discussion and some opposition. Considerable progress has, however, been made in the elaboration of cheaper plans and estimates and construction in accordance therewith is slowly but steadily proceeding. It has not yet been sufficiently realised that cheap buildings require a well protected site.

Inspector of Schools, Nagpur.

"The Local Fund Engineer, Nagpur Division, prepared a cheap plan for a primary school building in the year under report on the lines suggested by me. It provides accommodation for 75 pupils at an estimated cost of Rs. 95 and has been adopted by the District Council, Chanda. Two cheap buildings for primary schools were also constructed on similar plans by the District Council, Bhandara, during the year and are in a satisfactory state. It is to be seen from experience how far these cheap plans will prove suitable and economical in the long run, but the existing buildings in villages constructed by villagers for their own residence, which have been standing in a sound condition for over 30 years, are a sufficient testimony in favour of their adoption."



"It will not be out of place to mention here that the standard plan which has been adopted is not only economical, bringing the cost per boy within the limits prescribed by the Director of Public Instruction, but is also very convenient as there is nothing in it which the villages cannot supply." Deputy Commissioner, Nimar.

"A set of plans and estimates for cheap school buildings have now been prepared by the Divisional Local Fund Engineer and passed by the Superintending Engineer, giving a saving of over Rs. 500 per building; it is anticipated that repairs can be executed by the villagers themselves without calling on outside contractors." Commissioner, Chhattisgarh.

"In the course of my tour in the Northern Zamindaris of the Bilaspur District I saw some extremely cheap mud buildings which are tolerably decent and fairly serviceable." Deputy Commissioner, Bilaspur.

"A grant of Rs. 1,46,810 was given to District Boards for the provision of cheap school buildings, and although type plans and estimates were supplied to the District Boards from my office, as soon as the grant was given only 18 school buildings have been completed during the year and the unspent balances from this grant amount to Rs. 1,25,628." Inspector of Schools, Berar.

37. The results of primary school instruction have naturally been affected most adversely by the influenza epidemic and prevailing scarcity. The average attendance has fallen from 70 to 67 and heavy mortality among trained and experienced teachers has been specially detrimental. Despite the large output from our normal schools, there has been an increase of only 166 in the number of trained teachers. Consequently, there has been a further falling off in the primary examination results, the percentage of success last year being 56 and in the current year 55. Results of Instruction.

38. The vernacular school syllabuses in mathematics and first language were revised during the year by the Training College staff assisted by the criticism of inspecting officers. These revised syllabuses are being introduced in the practising schools attached to Government normal schools and students under training in these schools are receiving special instruction therein. In other schools the introduction of these revised syllabuses is left to the discretion of the management and is advised only where there are teachers competent to make use of them. For the present and until there are more teachers trained in these revised courses, no change will be made in the standard of the primary examination. A revised syllabus in geography and syllabus of general information, such as can usefully be imparted in all schools, were under preparation during the year but have not yet been finally approved. Courses of Instruction.

39. *"(Games and Physical Exercise).—*The municipal primary schools at Nagpur continue to have no play-grounds and are lacking in amenities of outdoor life."Inspector of Schools, Nagpur.

The grant of Rs. 30,000 made from provincial funds to the Nagpur Municipality in 1917-18 for the provision of school play-grounds has not yet been utilised but the deliberations up to date indicate that the sum is not likely to cover more than the needs of secondary schools in Nagpur.

"In many schools boys practise mulkhamb, mugdal, wrestling, etc. I saw boys of the vernacular middle school, Bhatkuli, in Amraoti Taluq, practice swimming. In many schools sports such as long jump, high jump, running, etc., are practised. Berar School paper, in which articles on games and sports are published, has become very useful to the boys and teachers. Inter-matches for games and sports between teams of Yeotmal school boys and those of Chandur school boys were held." Deputy Inspector of Schools, Amraoti.

From many districts similar progress is reported. On League of Honour activities in vernacular schools, see Chapter XII.

40. *"(Factory Schools).—*Plans and estimates for 2 new buildings for the factory schools at Nagpur are ready and I understand from the Nagpur Deputy Inspector's report that the Mill authorities are providing the buildings at their own cost." Inspector of Schools, Nagpur.

"The Hinganghat Schools are at present meeting in buildings within the mill compounds. The manager of the Oil Mill, Mr. Belcham, has made arrangements to have a separate building outside the mill compound and a new building is under construction."

"Additional grants were paid to Local Bodies for the improvement of these schools and grants have been sanctioned for two more schools to be opened this year by the Amraoti District Board." Deputy Inspector of Schools, Akola.

"The number of municipal institutions has increased owing to the starting of two factory schools by the Akola Municipality. These two institutions afford striking



illustrations of what the managers can do for securing enrolment and attendance in these schools. In the school attached to the smaller of the two factories the number on roll is 77 and the attendance is satisfactory, while the nominal number on roll of the school attached to the larger factory was 55 on 31st March 1919, and the attendance now is close to nil. I was sorry that the late manager of the New India Mills could not exert even indirect influence for education in the interest of the employees and the employed."

Schools for Defectives. Inspector of Schools, Berar. 41. "The Deaf and Dumb School, Amraoti, received a grant of Rs. 350 and the School was taken over from a private manager by a Committee of representatives of the public bodies who subscribe towards the School. The finances of the School have improved and it will be possible to teach certain occupations to the pupils in the future."

Deputy Inspector of Schools, Akola. "The District Board has not lost sight of the education of the defectives as they have recently sanctioned a grant of Rs. 50 in favour of the Deaf and Dumb School at Amraoti."

The deaf and dumb school in Nagpur has also received some help from local bodies in addition to its annual grant from provincial funds.

## CHAPTER V.

### FEMALE EDUCATION.

Colleges and Anglo-Vernacular Schools. 42. The number of pupils in the high department has risen from 66 to 78 and in the middle department from 463 to 480.

Eight girls appeared for the Matriculation Examination and 4 passed. Two collegiate scholarships were awarded to ladies for study at the Isabella Thorburn College, Lucknow. One graduate and one under-graduate were under training as stipendiaries at the Training College, Jubbulpore, and a stipend was awarded to another lady for training in a women's training institution in Lucknow.

The school and hostel buildings of the Government girls' high school, Amraoti, were completed and opened by the Chief Commissioner in August, when a programme was carried out by the pupils which reflected great credit on the staff. The staff was greatly strengthened by the appointment of better qualified lady teachers and as a result two candidates out of three passed in the second division at the Matriculation Examination. In spite of local opposition and criticism due entirely to personal and racial feeling the school is steadily becoming more popular and is winning high praise from parents in influential positions. It is to be regretted that more help and advice have not been obtainable from the school committee. The bright and happy appearance of the pupils is noted by all visitors to the school. To secure more attention to health and cleanliness the services of a competent lady assistant have recently been secured for the hostel.

Inspectress of Schools, Nagpur. "Girls' High School, Amraoti.—During 1918-19 the school for the first time since its institution enjoyed its full complement of teachers. There are at present three fully trained teachers on the staff.

"The strength of the school has been well maintained during the year. The number of girls in the high school is 65 against 59 of the last year. The number of boarders has increased from 34 to 39. The maximum number of withdrawals proportionately has been less than in previous years. In the last two years it has been observed that certain of the more promising pupils have been withdrawn after Standard XI and sent to Poona to prepare for the Bombay Matriculation which some parents seem to prefer to the Allahabad Matriculation.

"The discipline of the school still continues wonderfully good. The change to roomier quarters has had a very stimulating effect on the life and spirit of the school. Such games as are suited to Indian girls are played and it is hoped to do yet more in this direction. A badminton court is to be laid down, basket ball will be played and it is hoped eventually to have a tennis court for the use of the teachers and pupils. Debates are held every month and cause a great deal of pleasant interest and excitement. The Fellowship Fund in connection with the League of Help instituted by the Head mistress continues a morally and materially useful career. From it scholarships to the value of Rs. 8 per mensem have been awarded to poor students. The school magazine continues to flourish and is edited by Mrs. Gharpure. The two teachers resident in the hostel have thrown themselves enthusiastically into the life of the institution and have been a great assistance to the Head mistress in promoting a healthy and vigorous spirit.

"Periodical examinations of all pupils by a lady doctor who prescribes treatment for those needing it have proved of greatest service. Provision has also been made for the supply of such medicines for minor ailments as are required for the use of the girls."

"The comfort and convenience of the C. E. Z. Mission aided high school for girls at Katni has been much improved by the new buildings. There is now a good dining hall, more dormitory accommodation and a separate bungalow for some of the staff. This year we have opened a small hostel for Hindu girls where they can have their own cooking arrangements. We should like to see this more used.

Inspectress of  
Schools, Jubbulpore.

"Through the girl messenger band—which answers to the girl guides—our students learn many moral lessons and useful lessons that will help them in their future life such as cooking, simple domestic economy, first aid, and home nursing."

43. We are feeling our way gradually to the introduction of English teaching in some of our best vernacular middle schools. In two such schools English is already being taught and more schools will be included as teachers become available for the higher posts added for this purpose to the Vernacular School cadre. At present the chief aim of the policy is to attract more girls for the higher classes of our schools. The educational value of such instruction is questionable, but a smattering of English seems to be more sought after than advance in vernacular studies. In Akola and Khamgaon it should be possible, however, to develop before long anglo-vernacular middle schools as feeders to the Amraoti high school, and for this purpose a suitable building is under construction on an excellent site in Akola.

44. In the vernacular middle stage there has been a slight fall of 39 and in the primary stage a further increase of 771, confined unfortunately to the lower classes. It cannot too often be emphasised that while the supply of pupils for the two lowest classes is unlimited there is no substantial rise in the number of pupils who complete the course and thereby justify the public expenditure on them. The number of vernacular middle schools has risen by one and of primary schools by fourteen. The annual additional allotment for opening of new schools and raising of teachers' salaries has been again increased from Rs. 15,000 to Rs. 20,000. There has again been a rise of 282 in the number of girls attending boys' schools and the rates of reward to schoolmasters for such attendance have been raised. In Chhattisgarh and other parts where it is particularly difficult to get women teachers the attendance of girls at boys' schools is specially encouraged. In the primary examination, 60 per cent of the girl candidates passed, the superiority of these results over the boys' results being due to greater leniency in the examination.

Vernacular Schools.

"In addition to influenza, cholera, small-pox and scarcity have interrupted the work of a large number of schools, so that on the whole the schools are now in the condition they were in 5 years ago.

Inspectress of  
Schools, Jubbulpore.

"There is no improvement in the attendance of pupils—on the whole it is worse now owing to war conditions. As stated above, children are put out to work or are made to do the house work while their parents are away from home. In village schools only the infants seem to be regular school attendants, thus again leaving their parents free to work.

"Far from helping the teachers in any way, parents appear to put every obstacle in their way, and do nothing to help to secure regular attendance, etc."

"There seems to have been in the present year a distinct advance in the direction of opening experimental schools. It would appear as if certain of these schools were being started because they fill a need that is beginning to make itself felt amongst the more influential people in the localities. They do not, at all events not as frequently as formerly, appear to originate in the enthusiasm of one man educated above his fellows, in which case the school usually ceases to exist when its sponsor goes elsewhere. This advance is naturally more noticeable in Berar, particularly in Akola but it is also visible in places outside Berar, and is rather a hopeful sign of the times."

Inspectress of  
Schools, Nagpur.

45. The normal school hostel buildings at Amraoti have been extended to accommodate 60 students and the number of stipends has accordingly been increased to 50 this year. Quarters have also been constructed for the Assistant Superintendent. The completion of a new building for extra sections of the practising school in addition to the accommodation provided in the main school buildings has greatly increased the efficiency of the institution. There were 46 students on the rolls at the close of the year.

Normal Schools.

"The number of stipends tenable in the Government normal school for women, Jubbulpore, has been increased from 52 to 70 with effect from May 1st, 1918.

Inspectress of  
Schools, Jubbulpore.

"The new hostel was occupied from the 1st July 1918 by 45 students and 11 mistresses.

"The practising school building has been greatly improved by the addition of two large rooms.

"*Magazines*.—Approval of the Department was given to the publication of the magazine 'Suryodaya' or 'Rising Sun' by the normal school staff, and the magazine is being supplied to all Government Hindi girls' schools in this Circle as well as to Hindi schools of the Nagpur Circle. It is meant to help teachers who have left to keep in touch with the normal school. Outside teachers will be asked to contribute essays, etc., the best received being printed. There will be three issues per year."

Lady Superintendent, Normal School for Women, Jubbulpore.

"*First Aid and Hygiene*.—Thirty-three teachers and students took the First Aid examination last year and 20 passed; and 31 took the examination in Hygiene and 20 passed. These results were fairly good. These subjects are like a foreign language to the girls. If they depended upon the lectures to get them through the examination, none of the students would ever pass.

"From July 1918 First Aid and Hygiene have been taught regularly as class subjects in the senior class; and this year the students really know something about these subjects.

"*Crèche*.—The married students' babies have been a great trial this year. There have been more of them than usual and there had been no proper place where we could put them. They have occupied a part of the stables.

"I hope they will be more comfortable next term (and we shall be happier without their noise), as I hope by that time money will be sanctioned for renting a room for them just opposite the school building."

Inspectress of Schools, Nagpur.

"The Providence Mission Girls' School authorities at Nagpur have also begun a course of Kindergarten training which is designed to cover one year. The work of the class is ably well carried on: the Government grant has therefore been recommended. Two candidates finished the course last year and they seem to have done very good work indeed. It has been proposed that certain of our untrained and otherwise poorly qualified teachers, who are likely to be useful with small children, should be sent there for training."

Inspectress of Schools Jubbulpore.

"*Physical Training*.—In many schools under Miss Murphy the teaching of drill has been most successful and is thoroughly enjoyed by teachers and pupils."

Training of women for the medical profession.

46. Four scholarships of Rs. 30 per mensem have been made tenable to students from this Province in the Lady Hardinge Medical College at Delhi. The system of Dai scholarships (for the midwife castes and classes) has been extended from Chhattisgarh and Berar to Nagpur for which division a higher rate of scholarship has been tentatively fixed. The co-operation of the Medical Department has been sought for giving publicity to these scholarships and the conditions of award slightly relaxed to meet difficulty experienced in the award.

Deputy Inspector of Schools, Akola.

"It gives me much pleasure to say that one of the scholarship-holders at Paturda came out successful in primary examination. She now intends to undergo training in midwifery in case she gets a nursing scholarship. Steps are being taken to recommend her for the same."

Inspectress of Schools, Nagpur.

"Sixty Dais' scholarships were sanctioned for Berar Division out of which 5 of Rs. 3, 28 of Rs. 2 and 5 of Re. 1 were utilised during the year under report.

"A school for Dais' children, already in existence in Nagpur under the management of Dr. Agnes Henderson of the United Free Church Mission, has been recognised as a primary school in the year under report, and a considerable expansion of it is anticipated. In this school the sons of Dais, and presumably the future husbands of Dais' are educated with their sisters."

Inspectress of Schools, Nagpur.

47. "*(Industrial Schools)*.—An Industrial class was started at the Providence Mission Girls' School at Nagpur, with a few children learning needlework and it has now been expanded to include cutting out, laundry work, cooking and such practical things as will be useful to the girls in their own lives and in helping them to earn their livelihood should need arise. A new building was erected for this school—Government have contributed Rs. 1,000. The work is carried out systematically and an annual grant of Rs. 500 has been sanctioned with effect from 1st April 1918."

## CHAPTER VI.

### MUHAMMADAN EDUCATION.

General

48. In the total number of pupils under instruction there was a fall of 489 in high and middle departments of anglo-vernacular schools, contributing 230, and

colleges, 5, to this figure. Though the fall in anglo-vernacular schools was proportionately greater than for the Province as a whole there is nothing to indicate any circumstances affecting exclusively or specially this community. It is becoming more difficult every year to obtain an adequate supply of Muhammadan teachers, and until the community realises its responsibility in this matter the provision of Anglo-Urdu schools and instruction in Urdu and Persian, even when it is economically justified by the demand, cannot be effective.

Special attention is being concentrated on the Urdu normal school at Amraoti which with great difficulty has been provided with a fairly effective staff from the beginning of this year. Its buildings have been extended. To provide more qualified students for this school special grants for the development of Urdu middle schools are being given to Berar District Boards and we are helping the Boards to find teachers for these schools.

I was much interested and pleased by what I saw of the Mehdi Bagh School, Nagpur, during a visit paid in the year under report. The school is situated in the midst of and maintained by the Mehdi Bagh community and very genuine attempts are being made to prepare the boys for commercial and industrial lines of life. No financial assistance is sought from Government and the school is not recognised for any public examination. While valuing this sturdy independence I let it be known that we shall always be glad to co-operate by periodic inspection and advice. During such inspections much can be learned on both sides.

This visit showed me the extent to which the improvement of Muhammadan Education depends on the efforts of the community. In no branch is this shown more clearly than in female education, where we cannot make a real start till the community indicates a source from which teachers may regularly be expected.

The Chief Commissioner has kindly allowed the Anjuman High School, Nagpur, the use of a portion of his grounds which has been converted into a most useful playing field.

49. "Six Urdu middle schools have been opened during the year. The classes are all small but in many cases the teachers are required to teach more than they know themselves. It is not, therefore, surprising that only one candidate from a District Board Urdu middle school was found fit for admission to the Urdu normal school last year. Proposals have been made for the transfer of non-matriculantes from Anglo-Urdu schools to these schools and recommendations for grants to enable District Boards to employ these men have been submitted to you. Though these teachers will not be highly efficient they will certainly be better than the majority of those at present employed. Also no other field for recruitment is possible at present."

Vernacular Schools.  
Inspector of  
Schools, Berar.

50. There is an increase in the number of Muhammadan pupils attending Marathi schools, and this year eight Muhammadans were under training in the Marathi normal school for men, Amraoti.

51. There were 550 pupils in Anglo-Urdu schools during the year, while in 1917-18 the number was 654. Those four poorly attended schools, which have been placed on trial for 3 years have, so far, shown no improvement. The special Urdu teacher on the staff of the Yeotmal high school for the convenience of the Muhammadan pupils had one Muhammadan pupil under his charge. The Muhammadan community have petitioned for an Anglo-Urdu school to be opened in Yeotmal.

Anglo-Urdu  
Schools.

52. Twenty-two first-year students will proceed with the second year course in 1919-20, and 16 have completed the second year course this year. The number of stipends has been raised to 30 in each year and it remains for the Muhammadan community to supply the candidates.

Urdu Normal  
School.

The staff has been greatly improved, and additional hostel accommodation and new class-rooms have been provided. A play-ground in the compound has also been supplied.

Muhammadan  
High School.

53. Sufficient Muhammadan graduates are not available for completing the staff of this school. Not a single application from a Muhammadan graduate for employment has been received during the year. The staff at present, therefore, consists of 5 Muhammadan graduates and 2 Hindu graduates having no knowledge of Urdu. The number of pupils decreased by 19 to 186 during the year. The school has shown considerable improvement during the year and if only it had been better supported by the community more could have been done. But the interest of parents and the School Committee is only roused at the time of annual examinations when a demand for wholesale promotion, regardless of attainments, is generally made and pressed upon the head master.

Inspector of  
Schools, Chhattis-  
garh.

"The total number of Muhammadan teachers is 131. But a sufficient number of Muhammadan graduates or under-graduates is not available for employment in anglo-vernacular schools. Muhammadan education will considerably improve, if the leaders of the community are good enough to help us to find more of their young men to take the teaching profession."

## CHAPTER VII.

### EDUCATION OF THE BACKWARD CLASSES.

General.

54. These classes are now subdivided into "depressed classes," "aboriginals and forest tribes" and "criminal classes." Though all are entitled to the same privilege which include free secondary and collegiate education, special scholarships and enhanced stipends for training teachers, they require separate treatment. Of the second and third subdivisions there is nothing important to relate. It was obviously not a year in which much progress could be expected.

Numbers.

55. Among the depressed classes a falling off in anglo-vernacular numbers is disappointing in view of the exemption from fees just given in the year under report. The fact that there are 17 representatives in anglo-vernacular schools in Akola indicates that where special arrangements are made, as those for hostel residence, the numbers are likely to grow.

56. The vernacular school attendance shows for the Province as a whole no increase though the rise in Nagpur and Jubbulpore divisions is encouraging. Chhattisgarh, though reduced by famine, still holds a distinct lead, which is due merely to the fact that the Chamars there are in many places in a majority and by no means depressed and partly to the payment of bonuses for Chamar attendance and to the determined efforts to secure and train Chamar teachers. In Marathi areas the increasing number of Mahar teachers attending our normal schools will lead to an awkward situation unless District Councils show more readiness to employ them when trained. While deprecating the exclusive staffing of any school by depressed class teachers I consider that respectable trained depressed class teachers should be included in the staff of all schools intended for areas where these classes abound.

Special measures  
for improvement.

57. From a recurring Government of India grant a sum of Rs. 50,000 was set apart for special measures for spreading vernacular education among these classes, and suggestions for the expenditure of this amount, approved at the Commissioners' Conference, were circulated to Local Bodies. The marked variety of opinion and scheme solicited by these suggestions illustrate the extreme difficulty of any solution of the problem even if funds are provided. There is a constant danger that any special measures for these classes will stimulate caste exclusiveness and a cry for entirely separate schools to which too many Local Bodies are inclined to accede. Provided that this is avoided I propose to allow room for variety and discretion in the expenditure of the grant, which has so far not been made available as the funds were required for the war and scarcity allowances subsidy.

Inspector  
Schools, Berar.

"I cannot think that head masters and school committees have done all that is possible to encourage this class of pupil to continue education beyond the primary stage."

"If these schools be staffed by well-paid teachers of the higher castes, and school committees whose members live in the school neighbourhood, be formed and given definite duties, I believe these schools will progress without the stimulus of free clothes and bonuses to pupils and teachers. Missions and charities may do pioneer work, but they cannot obtain and retain competent teachers. Neither will it be possible to accomplish much by training teachers from these castes. Public bodies are not willing to employ them and if they were employed in these schools, it would merely tend to emphasise ostracism. The real work must be done under the control of public bodies."

"The Deputy Commissioner, Saugor, writes:—That the prejudice against the admission of low caste boys to public schools dies hard, a glaring case being that of the Chameli-chauk school in Saugor town, the committee of which had to be reminded of the duty to the community before they would change their resolution prohibiting the admission of such boys. But in the Seoni district the Deputy Commissioner, in his surprise visits to many schools, has noticed that there is practically no prejudice against low caste boys." Inspector of Schools, Jubbulpore.

"It is gratifying to note that the District Council, Bilaspur, has sanctioned a scholarship of Rs. 4 per men-sem payable to a Chamar lad reading in the anglo-vernacular middle school, Mungeli." Inspector of Schools, Chhattisgarh.

"The system of night schools introduced by Rao Bahadur Mundle is working well though the number of such schools has lately gone down owing to hard times and the prevalence of small-pox and influenza. The number of night schools during the year under report was 43. These schools are held in District Board school-buildings at night for about 2 hours and they are conducted by District Board masters. District Board teachers get remuneration for this extra work according to the fixed scale." Deputy Inspector of Schools, Yeotmal.

## CHAPTER VIII.

### EUROPEAN EDUCATION.

58. There has been an increase of 32 in numbers, the strength of the high and primary departments increasing and of the middle being slightly reduced. Numbers.

In hostel attendance and fees there has been a marked fall. Owing to increased cost of living which has led in some cases to raising of the fees, many parents have been unable to retain their children in the school hostels. The result has been financially disastrous to some hostels.

59. The European School Certificate Board which was constituted last year met three times and, apart from conducting the Certificate Examination, did useful work in the revision of syllabuses and list of text-books. In the examination results there was some improvement, 40 passing out of 93 against 33 out of 10 last year. This may partially be attributed to the recent simplification of the examination and partly to the fact that the Board under the new regulations considers carefully each doubtful case and refers to the school records. Moreover candidates who are obviously unfit, according to school records, are no longer accepted as candidates. Examinations.

Owing to the influenza epidemic the examinations were postponed from December till February.

## CHAPTER IX.

### TRAINING OF TEACHERS (MALE).

60. The proposals for the reorganisation of the College, referred to in the last two reports, received the final sanction of the Secretary of State at the beginning of this year. The extension of the buildings necessitated by the reorganisation was almost completed by the close of the year under report. The extension has provided an excellent model lesson hall, museum, drawing hall and additional class room. Hostel accommodation has been doubled and a common room for students and dispensary provided. Some of the additional posts included in the reorganisation scheme have been added this year and the supply of the remainder next year will not only ensure efficient instruction in each subject but will also provide the department with a corps of specialists competent to give advice in all secondary school matters. Training College, Jubbulpore. (Anglo-Vernacular teachers.)

Principal, Training College, Jubbulpore.

61. During the year not only was there a large L. T. class consisting of 38 students, but both the under-graduate classes were there as well. The strength of the staff remaining the same (if we leave out of account the Urdu teacher added to it) the work during the first four months put a great strain on the members of the staff until the much-needed relief came with the appointment of Mr. Basak to the temporarily transferred post.

The scheme of having two sections in each class in the model high school was completed during the year under report.

Four first-year students, teachers, of experience and three of them Intermediates, were allowed to finish their course in one year.

Two lady students passed through the college course, one getting the L. T. Degree and the other L. T. Certificate (secondary grade). Both of them did well in the college, and the great consideration shown by male students towards them proves that the old ideas about the place of women in society are rapidly undergoing a change.

Selected members of the staff met from time to time to consider the criticisms on the syllabuses prepared last year, and to prepare new syllabuses on geography and general information course for vernacular schools.

The total number of students in the College was 89, out of which 38 were in the L. T. class. Thirty-three passed the L. T. examination besides one ex-student. Though the L. T. class was on the whole inferior to the last year's batch in capacity and intelligence, yet the results are to some extent surprising. While ten pass in the first division in theory as against one last year not a single student gets a first class in practice and only 6 get the second class which shows that the standard this year has been lower in theory and much higher in practice.

The Montagu-Chelmsford Reform Report was used as a text-book in the second year class and debates were allowed on the various topics dealt with in it. The study of the report convinced the students that politics is not an easy subject and a good deal of experience and forethought is necessary before one can arrive at sound conclusions.

Mr. Chapman's League of Honour Manual was used as a text-book in the first year class in English.

*Model High School.*—34 candidates appeared for the Matriculation examination of whom 21 passed (11 in the second division and 10 in the third division), thus giving a percentage of 62 as against the University percentage of 27.5. The result is by far the best among the schools in the Province if in addition to the percentage of passes the average age of the candidates is taken into consideration. Out of 13 failures, 7 failed in only one subject.

*Co-operative shop.*—A shop with a capital of Rs. 105 only subscribed for by all the students and managed by them only was opened during the year and succeeded in giving a profit of 25 per cent. It is proposed to extend its usefulness next year.

Students' weights have been systematically taken during the last 7 or 8 years, but a few observations made during the year throw interesting light on the life and methods of the students, *e. g.*, most of them are found to have lost weight when they come back after the holidays; almost all lose weight markedly in March and April, chiefly due to the examination fever to which they are very susceptible.

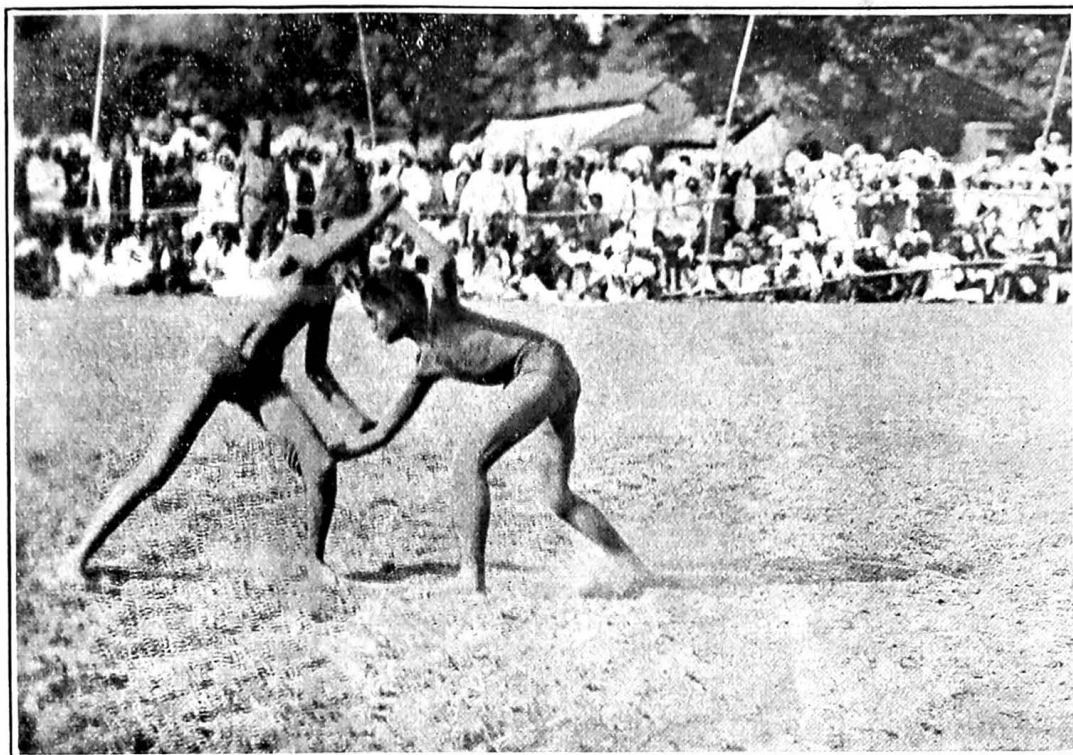
Normal Schools  
(Vernacular  
teachers).  
Numbers and new  
schools.

62. Sanction was given during the year to a further development of the normal school scheme sanctioned in 1916. The development provides for two more normal schools for raising the total strength of each school to 150 and for an annual output of 825 trained teachers. The two additional schools have been opened this year; one permanently at Saugor and one experimentally at Yeotmal.

63. In accordance with the 1916 scheme a normal school was opened at Wardha, third and fourth year classes were added to the Raipur school and second year classes were opened in the Seoni and Bilaspur schools. The Seoni normal school building was completed and named after Sir Benjamin Robertson with his permission as the first of the new type of double-storied buildings. Substantial progress was made with the Akola school building and the Wardha and Bilaspur school buildings were begun. The Consulting Architect was engaged in improving the double-storied design that has been adopted for these buildings and has completed the plans for the Khandwa school building which is being begun this year.

64. An important alteration in the rules has enabled us to open preparatory classes in normal schools for teachers of some service who are not at present qualified for admission. Such men are given a year's instruction on full stipends prior to admission to the normal school.





WRESTLING. BERAR SCHOOL TOURNAMENT.



CRICKET. YEOTMAL HIGH SCHOOL.



65. Stipends have been raised by Rs. 4 per mensem to meet the extra cost of living involved by high prices. Increase of stipends.

66. Normal school syllabuses in most subjects have been elaborated in greater detail with the help of the Training College staff. The Agricultural Adviser has assisted us in the final revision of the nature study course and has given full instructions regarding the course and the maintenance of normal school garden at a conference of nature-study teachers. He has also given advice regarding such gardens in general and regarding individual school gardens. Indian music was introduced as a subject in several schools, spare posts in the lower division of the Subordinate Educational Service being made available for instructors, and special posts have been added to a few schools for the purpose this year. Courses of study.

67. The percentage of passes in the final Teacher's Certificate Examination was only 67 per cent. This indicates that the present courses are either too long or too difficult for many of the present type of student. We cannot at present raise the educational qualifications for admission any more and we are reluctant to lower the standard of the course as a whole. Probably as the staff became more familiar with the revised courses gradual improvement in the results will be secured. Results of instruction.

68. The responsibility for the award of vernacular middle school scholarships, which are intended for those who will subsequently enter the normal school, was transferred to District Councils with sufficient funds to continue the present scholarships at present rates. Future development will be at the discretion of these local bodies. This system is better adapted to local needs and circumstances and more elastic than the previous system of departmental award. Scholarships.

## CHAPTER X.

### THE RAJKUMAR COLLEGE.

69. Mr. Stow, Principal of the College, was on Military duty from September 1918 till the close of the year. The services of the Revd. A. F. G. Wardell were kindly placed at the disposal of the College by the Bishop of Nagpur. Thanks to this arrangement and the ability shown by Mr. Wardell, the work of the College was satisfactorily carried on during Mr. Stow's absence. Rajkumar College, Raipur. Col-

70. The number of Kumars rose from 58 to 59 during the year. The influenza epidemic necessitated the prolongation of the Dasehra holidays to the close of November and full work was not resumed till January. In spite of this the report of the Chiefs' College Inspectors at the close of the year was in all respects satisfactory. In games and sports steady improvement is recorded, though it is noted that in games the College is too dependent on its staff. For the development of manly interest in field pursuits and open air life Mr. Stow, who has now returned to the College, hopes to borrow much that is useful from the Boy Scout methods.

71. The most urgent need of the College at present is a Vice-Principal. The post was sanctioned at the beginning of the war and it is hoped that a suitable occupant will shortly be available. This is at present the only Chiefs' College where the Principal has no European assistant.

"The number of Kumars on the roll in April 1918 was 58, while on March 31st, 1919, the number was 59. Amongst these 59, however, are several who will probably not be returning after the summer vacation. At present there are rather a large number of senior Kumars in the College—Kumars who, in the ordinary course, will probably not remain for more than a year or two in the College. This means that, unless there is to be a considerable drop in the numbers before long, the supply of younger Kumars must be maintained. At present we are getting a considerable number of Kumars from Orissa, and they are more than holding their own in the College. But it would be better if we could have them younger than we are getting them at present. Kumars stand a much better chance if they join the College before they are ten than after. At present the fashion is to send them to be 'educated' when they have already reached the age of 12 or 14, or even more. It is noticeable that not one Kumar has been admitted from the Central Provinces during the year." Principal, Rajkumar College, Raipur.

## CHAPTER XI.

## TECHNICAL AND INDUSTRIAL EDUCATION.

Government Engineering School, Nagpur. 72. "Exclusive of motor drivers, the numbers in each department, during the session, were as follows:—

Principal, College of Science, Nagpur.

Year.	Civil Engineers.	Mechanical Engineers.	Motor Mechanics.
1st year	13	9	6
2nd year	7	8	5
3rd year	4	8	4
4th year	...	6	2
Total	24	31	17
GRAND TOTAL ... 72			

Compared with last year, this shows an increase of 15. The shortening of the Sub-Overseer course to two and a half years, combined with an increase in the number of scholarships, seems to have attracted more students to the Civil Engineering department. The numbers in the mechanical department are more or less stationary and evidently depend on the number of scholarships awarded. The motor department shows a tendency with regard to numbers similar to that noticed in previous years, *vis*, a gradual diminution in numbers as the course advances. A new system will be introduced during the coming session, by which all motor mechanics will work wholly in the workshops during the first three years of their course, and will be allowed into the motor garage only during the last year. This is essential from the point of view of efficiency in mechanical practice, and will further check the tendency of students leaving the course at the end of the second or third year. Although their knowledge of motor repairs is a meagre one at this time, there still seems to be a ready market for their services.

*Buildings.*—The new lecture rooms are still in process of construction, and it is hoped that the rate of building will soon be accelerated, in view of the possible changes that may occur at the College of Science, and particularly with regard to the increase in numbers shown above. A play-ground is also being levelled in front of the new buildings, and it is hoped, in the near future, to put the school sports on a really satisfactory and organised basis.

"The new machine shop was opened during the session. The plant is electrically driven, either with power from our own steam-engine when in use, or from the Nagpur Electric Light Company. The old machine shop has been transformed into a moulding shop, and several other minor improvements have been carried out. New quarters for the Assistant Superintendent of the hostel and a coal shed are under consideration. The floor of the carpenter's shop will be flagged during the coming session and one or two wood turning machines, electrically driven, will be erected there.

*Equipment.*—About Rs. 15,000 worth of new machinery was bought during the year. These included lathes, two electric motors, a surfacing machine and small tools.

*Work and Examinations.*—In the mechanical engineering department, 4 students finished their full course in September. They all passed the second class Boiler Act Examination—an excellent start for the school. In the school examination, which followed, all of them were again successful, two obtaining distinction. These were awarded the school diploma and the others the school certificate.

"All the students undergoing the year's apprenticeship in outside shops have been well reported upon, except in one instance.

*Motor Drivers.*—This course continues to be as successful as ever, and is evidently satisfying a demand. Twenty-three pupils were successful in obtaining the motor driver's certificate during the year. Complaints are sometimes heard about the quality of the drivers who obtain a certificate from us. These complaints are mostly due to ignorance of the conditions under which these certificates are granted. If owners expect to hire fully fledged motor mechanics on Rs. 20 to Rs. 30 a month, they will naturally be disappointed.

*Repairing Department.*—The bills for repairs amounted to Rs. 11,323-11-3 of which Rs. 3,282-10-0 was for work done and the balance for materials used. The latter sum will be paid into the Treasury, and recoups to a large extent the expenditure on the Maistri staff. The temporary labour scheme continues to prove a success."

An Advisory Board consisting entirely of professional Engineers has been constituted for the Mechanical Engineering Department of the School and has given most valuable advice during the year.

73. "Government School of Handicrafts, Nagpur.—*Manufactures.*—Several pieces of up-to-date furniture were made up and sold. A fine specimen of handwork, being a double pedestal office table, was made for the Inspector's office. A quantity of toys consisting of hobby horses, skittles, skipping ropes, engines, wheel-barrows, mallets and balls, milking stools and a scooter were made up: these sold readily. A small contract of ordnance work was also undertaken. Several shuttles and bobbins were made to order of the Textile Expert. The Experimental Tannery at Kamptee was supplied with fleshing knives, brass sleeking knives, brass sleekers, fleshing beams and trestles, plungers and rakes. A dozen measuring sticks were made up for the convenience of the ammunition boot workers. Three sole rolling machines were completed, one being sold, and the other two retained for departmental use, while odd jobs for the Agricultural Department were also attended to. In addition to the above, all the necessary tools for both carpenters and smiths were made up, for presentation to pupils who complete their terms satisfactorily. Industrial Schools.  
Inspector of Industrial Schools.

"*Improvements.*—A power hammer, which was procured by the Inspector some time ago for the benefit of the metal workers of the Province, has been installed in the school and a 4½ H.P. Oil engine has also been procured for the purpose of demonstrating the working of the power hammer to the metal workers, who have all been invited through the Commercial Agent to test the efficiency of the machine by bringing with them their brass ingots which require beating out into sheets, and to have the operation performed, free of cost, by the aid of the power hammer, but up to the present moment there has been no response.

"A wood turning lathe of an improved design was also procured, and for instructional purposes is being driven by hand power."

"We have now a 'part-time course' in progress at the Nagpur School of Handicrafts. 12 apprentices from the Bengal-Nagpur Railway workshops attend and get theoretical teaching. This is an important development." Director of Industries.

"*Government Moochi School, Nagpur.*—The total number of pupils on the books for the year 1918-19 was 12. Six pupils were turned out of the school fully qualified and were granted certificates and a complete kit of tools which were procured in Calcutta. Inspector of Industrial Schools.

"The outturn of the school has generally been reported on as good. Orders are received from all parts of India, and are dealt with on the Value-Payable Parcel system. Repeated orders from Mesopotamia, British East Africa, Burmah and England have also been executed.

"The cottage workers, who are passed pupils of this school, dealt with orders for 7,155 pairs of Police and Jail boots. In addition, other Jail and Police accoutrements as well as Postal orders were executed, and the total earnings amounted to Rs. 38,000.

"*Carpentry Class at Jubbulpore.*—The school was opened on the 1st July 1918, when the instructions were to admit sons of artisans only. Accordingly, in the first month of its existence, 5 boys were admitted in carpentry and 8 in smithy. They were not all sons of artisans; but in some cases, some of their relatives had worked as artisans. In the beginning of August, when Mr. Corbett, the then Director of Industries, visited this institution and found that sons of artisans were not forthcoming, he relaxed the rule and ordered that when sons of artisans were not available, suitable candidates from all castes should be admitted into the school. When this was made known, the full complement of students, *viz*, 36,—18 for smithy and 18 for carpentry—was secured by the end of August.

"Attached to this institution is a class for teaching boot-making. It was started on the 16th May 1918 and the average daily attendance therein was 4.38.

"*Carpentry School, Amraoti.*—Twenty new boys were admitted into this school during the year under report. They comprised boys of different castes as detailed below:—

Carpenter	...	6	Muhammadan	...	1
Maratha	...	1	Other castes	...	9
Blacksmiths	...	3			

"Out of these, 15 remained till the end of the year.

"*General Remarks.*—The school was originally started as an experimental measure, and the two years' experience is sufficient, in my opinion, to establish its claim to be made into a permanent thing.

"*Past Pupils.*—The eight boys who finished their course and have been turned out are employed and get wages ranging from 14 annas to Rs. 1-8-0 per day—two are with local furniture-makers, two in the service of contractors and are doing building construction and the rest have gone to their villages,

"*Carpentry School, Dhantari*.—At the close of the year there are eleven boys studying in the carpentry school. Six of these have completed the second year's work. Five new pupils have been admitted during the year. Of those reading in the school six hold Government scholarships and five are supported privately. Most of the boys have shown good interest in their work and have made satisfactory progress.

"*Carpentry School, Saugor*.—At first it was difficult to get pupils from the Muhamadans and Hindus, but now, since the scholarships are higher, we can get more pupils from them than we have room for. On the 30th of June this year we had 6 Hindus, 2 Muhamadans and 18 Christians. The prospect of the school is bright and hopeful and the school has gained the confidence of the artisans round about."

Director of Industries.

"On the whole, the schools continue to do very useful work. They are run on practical lines, and passed pupils readily find employment. But the passed pupils very seldom return to their villages; and Mr. Low's idea that they would do so, and thus leaven rural notions of arts and crafts, has not come to fruition. Nor is it likely to do so while passed pupils find good posts waiting for them in workshops and factories. When the number of schools has been multiplied and more pupils are turned out than workshops, factories and employers of skilled labour can absorb, then there may be an overflow which will make a place for itself in village life.

"The difficulty experienced at Jubbulpore in getting boys for the boot and shoe-making school is temporary, I think, and is due to the fact that very large contracts for *munda* shoes were placed in the hands of Jubbulpore contractors by the Controller of Munitions. It is a remarkable fact that whereas the leather work turned out by the Nagpur School of Handicrafts and by the co-operative organization of passed pupils working in conjunction with it was all accepted by the Inspector of Army Boots, Cawnpore, not a single pair of *munda* shoes made by the Jubbulpore contractors was up to specification. The Inspector had to reject the entire output. This surely is proof that the Province has very much to gain from well organized schools of handicraft."

Reformatory School, Jubbulpore.

74. The daily average number of boys was 51 against 57 in the preceding year. Of the 24 released boys, 11 are working in industries which they learnt in the Reformatory. Steady decrease in the number of re-convicted boys is satisfactory. The Director of Industries is satisfied with the general progress of the school and the work of the superintendent.

## CHAPTER XII.

### MISCELLANEOUS.

Imperial Grants.

75. The recurring grant of Rs. 1,60,000 for the pay and training of teachers sanctioned in 1917-18 was finally allotted and distributed as follows:—

	Rs.
(a) Raising of stipends of secondary teachers under training ...	20,000
(b) Improvement and extension of normal schools ...	52,000
(c) Improvement and extension of vernacular schools including improvement of pay and prospects of staff.	88,000

76. The recurring grant of Rs. 1,50,000 for primary education, sanctioned during the year under report, was allotted to the following objects:—

	Rs.
(a) Staff for adaptation of schools to rural needs including Agricultural Adviser.	15,000
(b) Depressed classes education ...	50,000
(c) Extension and improvement of schools mainly in rural areas ...	85,000

During the year under report however no funds were distributed for items (b) and (c), the money being required for subsidies to Local Bodies for war and scarcity allowances to Board school teachers. Savings under (a) were devoted to the raising of normal school stipends, and additional grants to Municipalities for factory schools, etc. From non-recurring grant of Rs. 55,000 sanctioned in the year under report for industrial and technical education Rs. 5,000 was paid to the Second Class Scientific Library, Nagpur, for completing sets of science periodicals and Rs. 50,000 was set aside towards the cost of the new Engineering School buildings.

77. From the non-recurring grant of Rs. 1,50,000 for playing fields a further sum of about Rs. 6,000 was spent, leaving a balance of about Rs. 80,000. Expenditure under this head was confined to urgent items on grounds of war economy.

78. The balance of Rs. 15,000 from the non-recurring grant of Rs. 1,50,000 for European schools was utilised on the scheme for extending the hostel facilities of the Bishop School, Nagpur.

79. An important Government order in July 1918 established the relations of the Education Department to the League, defined the duties of various educational officers, gave directions to Deputy Commissioners for the constitution of District League Committees and sanctioned the formation of League of Honour Scout Troops subject to strict conditions relating to training and previous League activities in the locality. Friendly relations with the Baden Powell Boy Scouts were also established by a warm letter of welcome addressed to the League by the Chief Commissioner of these scouts in India. A most useful manual summarising the aims and methods of the League with full directions for future development, was prepared by Mr. Chapman and published by the Oxford University Press. This has been widely circulated and vernacular translations will shortly appear. Arrangements have also been made for the prompt supply of League badges and other materials and for the regular publication of League notes and articles in the Berar School Paper and Hitkarni School Magazine. League of Honour]

80. Efforts made in various directions to secure a competent man for the training of scout masters had produced no results during the year but are being continued. Meanwhile substantial progress in the general work of the League has been made in Berar, particularly in Yeotmal where a troop of scouts under Mr. Chapman's special charge began work on unassuming but promising lines. A fair start has been made in the Nagpur Division, but in the other divisions progress is prevented by the absence of any moving spirit.

81. The departure on leave of the League Commissioner, Mr. R. A. B. Chapman, I.C.S., has deprived the League of an officer to whom it owes not only its origin but most of its progress up to date. The debt owed by our schools to Mr. Chapman cannot be estimated in words, but will I hope be paid by the activity they show in League work. Mr. Gruer, I.C.S., who follows him at Yeotmal, has been nominated by Sir Benjamin Robertson in his place.

"The School-Boy League of Honour has increased its membership during the year, and troops of scouts are formed or are being formed in 5 schools in Berar. The provision of efficient scout masters has yet to be made but the men doing the work in these 5 schools are doing their best and their enthusiasm has so far carried them through the initial difficulties. There has been a general increase in the number and value of school excursions, and healthy leisure occupations are more commonly found among school boys. Nearly 100 normal school students were enrolled as members and an exhibition of hand-work followed the enrolment ceremony." Inspector of Schools, Berar.

"Most of the vernacular middle schools in the district applied for being enrolled in the League and for the supply of the League Laws and portraits of His Royal Highness the Prince of Wales. Seventeen of these were fully enrolled in the League; 74 more are studying the League Laws, and 15 more schools have applied for the League Laws to be studied and the masters are asked to explain the Laws to the boys and to see that they behave themselves according to them." Deputy Inspector of Schools, Amraoti.

"The League of Honour was started this year in the vernacular middle school at Pimpalgaon-Raja in Khamgaon taluq. As many as 20 boys became members of the League. Eighteen middle schools and a few big primary schools in the district are supplied with the rules of the League of Honour and the portraits of the Prince of Wales. Care is being taken to see that the teachers explain the principles of the League to the boys and the boys in their turn carry out these principles in their every-day life." Deputy Inspector of Schools, Buldana.

"At the Divisional Tournament, Revd. J. R. Mackenzie of Chanda, who takes a keen interest in the League, gave a demonstration of scouting work. This enabled all head masters to see the physical side of the League." Inspector of Schools, Nagpur.

"District Committees have been formed throughout the division and funds are being raised in each district to purchase the necessary articles."

"From the beginning, the method has been adopted of taking only those who, after careful inquiry, seem most likely to carry out the principles of the League, with the result that membership is regarded as an honour and competition has been keen. The Indian boy loves not only sentiment but also abstract conceptions; the League appeals to and develops the first and translates into concrete activity the second. The presence of the League in a school not only produces a cleaner atmosphere but also makes discipline more easy to keep." Head master, Patwardhan High School, Nagpur.

The poor boys' fund has been a real success. A profit of over 100 rupees was made by the shop and this was used to help poor boys in the school, chiefly by giving them books and note-books free. The work was done by members of the League of Honour.

Inspector of  
Schools, Nerbudda.

"Parties were sent out all round during the outbreak of the last influenza epidemic to afford relief to suffering humanity. The excellent work done by Mr. Hoyland of Hoshangabad was most fittingly rewarded by the award of the first class Kaisar-i-Hind medal."

"The Leagues at Chhindwara, Burhanpur and Hoshangabad showed great pluck and enthusiasm, the first by extinguishing a fire, the second by successfully attempting to save the life of a Marwari woman from drowning in the Tapti, and the third by a valorous distribution of medicine during the influenza period."

School Hygiene.

82. Work in First Aid and Hygiene classes and in other directions proceeded on the lines recorded in my last two reports. Further developments await the appointment of the Professor of Hygiene and Physical Culture to the post sanctioned for the Training College. A syllabus of instruction in Temperance was prepared by Mr. Dix, Inspector of Schools, Berar, on the lines of the Board of Education Syllabus in England, and has this year been published for use in schools after scrutiny by some non-official Indian members of the Legislative Council. Full instructions to teachers for treatment of the subject as a part of the general laws of health and not as a dogma or fad have been added.

Rules and Regula-  
tions.

83. A change in the grant-in-aid rules sanctioned during the year enables me to raise the maximum annual grant-in-aid to all Indian schools to one half of the expenditure with reference to special circumstances and needs. The Standing Orders of the department were consolidated and prepared for publication.

Jain Education.

84. The total number of pupils under instruction rose from 5,248 to 5,536.

Students' Advi-  
sory Committee.

85. "During the year the Committee considered the report of the Conference of the Provincial Secretaries held at Simla in 1917 and the comments and suggestions of the Government of India regarding certain recommendations made in the report. The principal decisions arrived at by this Committee were in connection with the continuance of the present General Committee, the formation of an Executive Committee, and the tenure of the office of the members and the Secretary.

"The number of the applicants who sought the Committee's advice and assistance during the year under report was 60 as against 45 in the previous year. The increase in the number is undoubtedly the result of the cessation of the hostilities in Europe. The majority of the applicants who joined during the first half of the year were inadequately qualified educationally. Two applicants proceeded to study for the Indian Civil Service Examination and were admitted into the colleges at Cambridge.

"The Committee in the course of the year was able to recover a debt of £21 due to the Distressed Indian Students' Aid Committee by a resident of the Punjab who happened to hold in these provinces a high and responsible post under the Local Government.

"The Committee did much useful work during the year."

Text-book Com-  
mittee.

86. Books received, 384; sanctioned as text-books, 62; and for use as library and prize-books, 228. These figures show only slight variation on last year's figures. Reprints of some of the departmental vernacular readers were published by the Oxford University Press with such revision as the special Committees advised.

Ac'knowledgments

87. I am again indebted to Mr. Evans for another year of steady and useful assistance, and to Mr. Biden and my office staff for the cheerful way in which they face the constant increase in the amount and complexity of their work. The reorganisation of the whole ministerial establishment of the department which was submitted during the year and sanctioned soon after its close will, I hope, relieve and reward a body of men whose share in the growing responsibilities of the department is not always sufficiently recognised. I regret that space does not permit me to record the names of all the officers in the administrative and teaching branches who have been conspicuous in the arduous year's work.

A. I. 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 1918-19.

(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.		Total.	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.	Secund- ary Schools.	Primary Schools.	Total.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
99,623			<i>Institutions.</i>																		
	Towns* ...	112	Males ...	69,39,392	For Males ...	4	3	495	3,841	4,343	10	13	4,366	30	26	56	4,422	8.9	8.8	...	...
	Villages ...	39,005	Females ...	69,85,916	For Females ...	...	...	53	324	377	5	3	385	4	8	12	397	10.1	9.8	...	...
	Total ...	39,117	Total ...	1,39,16,308	Total ...	4	3	548	4,165	4,720	15	16	4,751	34	34	68	4,819	8.2	8.1	...	...
			<i>Scholars.</i>																		
			Males ...	937	267	64,380	2,41,800	3,07,384	979	436	3,08,799	686	934	1,620	3,10,419	...	...	4.45	4.47		
		Females ...	1	2	4,764	33,913	38,680	200	68	38,948	88	288	376	39,324	...	...	.55	.56			
		Total ...	938	269	69,144	2,75,713	3,46,064	1,179	504	3,47,747	774	1,222	1,996	3,49,743	...	...	2.49	2.51			

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

GENERAL

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 ...	2,43,244	1,11,382	15,22,675	16,26,196	1,86,513	1,55,521	1,31,471	39,77,002
	{ For Females ...	...	...	1,12,591	1,79,157	32,087	45,653	12,300	3,80,788
	Total ...	2,43,244	1,11,382	16,35,266	18,04,353	2,18,600	2,01,174	1,43,771	43,57,790
2. (a)	Percentages of Provincial expenditure included in columns 2-16 to total Provincial expenditure on Public Instruction.	4'05	3'03	22'40	32'23	3'78	5'68	3'37	74'54
(b)	Percentages of Local Fund expenditure included in columns 2-16 to total Local Fund expenditure on Public Instruction.	...	...	22'60	41'21	6'25	...	'04	75'10
(c)	Percentages of Municipal expenditure included in columns 2-16 to total Municipal expenditure on Public Instruction.	...	...	23'89	40'31	2'43	...	'48	67'13
(d)	Percentages of total expenditure in columns 2-16 to total expenditure on Public instruction.	4'14	1'90	27'86	30'74	3'72	3'42	2'45	74'23
3.	AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—								
Government Institutions.	{ Cost to Provincial Revenues.	216 9 1	358 9 3	27 7 5	10 4 7	9 5 2	176 5 10	504 15 0	35 15 4
	{ Cost to Local and Municipal Funds.	...	...	0 3 6	0 0 9	...	...	...	0 1 10
	Total Cost ...	291 14 7	397 12 8	43 3 11	10 6 0	9 5 4	176 5 10	517 6 0	44 14 6
Local Fund and Municipal Board Schools.	{ Cost to Provincial Revenues.	...	...	5 10 5	4 5 0	4 3 8	...	...	4 8 5
	{ Cost to Local and Municipal Funds.	...	...	5 13 8	2 4 6	2 3 9	...	...	2 13 9
	Total Cost ...	...	...	12 12 8	6 12 3	6 8 4	...	...	7 11 10
Aided institutions.	{ Cost to Provincial Revenues.	40 13 2	...	20 3 2	5 0 2	0 13 11	25 4 10	57 11 10	10 14 9
	{ Cost to Local and Municipal Funds.	...	...	0 7 1	1 2 3	1 7 1	...	9 1 5	1 0 0
	Total Cost ...	201 15 2	...	56 9 3	16 10 5	6 11 0	124 12 7	153 10 4	33 13 7
Unaided institutions.	Total Cost ...	...	...	38 14 0	9 0 0	6 11 6	...	...	8 0 9.
All institutions.	{ Cost to Provincial Revenues.	145 14 0	358 9 3	11 2 5	4 8 2	3 14 7	167 12 3	247 5 6	7 7 11
	{ Cost to Local and Municipal Funds.	...	...	4 2 4	2 1 1	1 13 3	...	5 3 9	2 8 2
	Total Cost ...	255 12 5	397 12 8	23 13 1	7 6 3	6 9 6	173 6 9	307 13 9	2 13 6



TABLE II.

*Instruction in the Central Provinces and Berar for the official year 1918-19.*

(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.	
...	74,599	2,61,513	1,15,417	5,18,445	3,56,629	13,26,603	53,03,605	
...	...	39,197	9,475	35,542	1,01,780	1,85,994	5,66,782	
...	74,599	3,00,710	1,24,892	5,53,987	4,58,409	15,12,597	58,70,387	
...	2'18	8'55	3'35	6'05	5'32	25'46	100'00	
...	...	'93	1'16	22'96	5'85	29'90	100'00	
...	...	'24	'38	25'93	6'32	32'87	100'00	
...	1'27	5'12	2'13	9'44	7'81	25'77	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 1919.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1919.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	
<b>UNIVERSITY EDUCATION.</b>									
<i>Arts Colleges.</i>									
English	... { for males ...	3	576	569	455	...	...	...	...
	... { for females ...	...	...	...	...	...	...	...	...
Oriental	... { for males ...	...	...	...	...	...	...	...	...
	... { for females ...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>									
Law	... { for males ...	1	118	118	110	...	...	...	...
	... { for females ...	...	...	...	...	...	...	...	...
Medicine	... { for males ...	...	...	...	...	...	...	...	...
	... { for females ...	...	...	...	...	...	...	...	...
Engineering	... { for males ...	...	...	...	...	...	...	...	...
	... { for females ...	...	...	...	...	...	...	...	...
Teaching	... { for males ...	1	89	85	82	...	...	...	...
	... { for females ...	...	...	...	...	...	...	...	...
Agriculture	... { for males ...	1	62	77	70	...	...	...	...
	... { for females ...	...	...	...	...	...	...	...	...
Veterinary	... { for males ...	...	...	...	...	...	...	...	...
	... { for females ...	...	...	...	...	...	...	...	...
Commercial	... { for males ...	...	...	...	...	...	...	...	...
	... { for females ...	...	...	...	...	...	...	...	...
Forestry	... { for males ...	...	...	...	...	...	...	...	...
	... { for females ...	...	...	...	...	...	...	...	...
	Total	6	845	849	717	...	...	...	...
<b>SCHOOL EDUCATION, GENERAL.</b>									
<i>Secondary Schools.</i>									
High Schools for males	...	20	2,706	2,576	2,241	4	260	308	231
Middle Schools for males	... { English ...	52	5,803	5,965	5,116	43	4,923	5,173	4,365
	... { Vernacular ...	10	1,124	1,111	882	268	42,851	42,034	30,634
High Schools for females	...	1	19	17	16	...	...	...	...
Middle Schools for females	... { English ...	1	53	53	41	...	...	...	...
	... { Vernacular ...	20	1,978	1,966	1,387	...	...	...	...
	Total	104	11,683	11,688	9,683	315	48,036	47,515	35,230



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 1919.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1919.	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	6	617	673	495	2,826	2,12,343	2,15,024	1,43,819
	{ Lower	2	150	128	05	628	25,598	24,950	17,142
For females	{ Upper	175	10,357	10,238	6,780	1	34	36	23
	{ Lower	49	2,167	2,135	1,448	2	64	68	43
	Total	232	13,291	13,174	8,818	3,457	2,38,039	2,40,078	1,61,027
<b>SCHOOL EDUCATION, SPECIAL.</b>									
Training Schools	{ for males	10	979	965	915	...	...	...	...
	{ for females	2	132	129	119	...	...	...	...
Schools of Art	{ for males	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...
Law Schools	{ for males	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...
Medical Schools	{ for males	1	54	53	52	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	{ for males	1	55	54	42	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...
Technical and Industrial Schools	{ for males	1	70	69	63	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...
Commercial Schools	{ for males	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...
Forest Schools	{ for males	1	22	22	22	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...
Reformatory Schools	{ for males	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...
Other Schools	{ for males	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...
	Total	16	1,312	1,292	1,213	...	...	...	...
<b>TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.</b>		358	27,131	27,003	20,431	3,772	2,86,075	2,87,593	1,96,257

TABLE III.—(Concl'd.)

and Berar for the official year 1918-19.—(Concl'd.)

Institutions.								Grand total of Institutions.	Grand total of Scholars on 31st March 1919.	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 1919.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1919.	Average number on the rolls monthly during the year.	Average daily-attendance.	18	19	20	21	22	23	24
118	8,479	8,453	6,184	94	5,928	5,524	3,413	3,044	2,27,367	707	143	2,26,817	14,450	...
93	2,493	2,500	1,913	74	1,898	2,077	1,474	797	30,139	...	...	30,139	1,434	...
59	3,996	3,785	2,583	8	321	343	27	241	14,708	506	175	14,202	...	168
13	769	807	459	17	499	489	340	81	3,499	5	...	3,494	...	10
283	15,737	15,545	11,139	193	8,646	8,433	5,434	4,165	2,75,713	1,218	318	2,74,652	15,884	178
...	...	...	...	...	...	...	...	10	979	...	...	979	...	...
3	68	66	63	...	...	...	...	5	200	6	...	200	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	54	54	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	55	55	...	...	...	...
6	191	183	172	*1	27	24	23	8	288	59	...	162	...	...
3	68	69	61	...	...	...	...	3	68	...	...	68	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	22	...	22	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	17	17	12	...	...	...	...	2	17	...	...	17	3	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	344	335	308	1	27	24	23	31	1,683	174	22	1,426	3	...
412	25,122	24,970	19,886	209	9,419	9,209	6,031	...	...	...	...	...	...	...
<b>PRIVATE INSTITUTIONS.</b>														
1. ADVANCED, teaching—														
(a) Arabic or Persian				...	...	{ for males	...	8	197	...	100	97	2	...
				...	...	{ for females	...	4	88	...	88	...	...	...
(b) Sanskrit				...	...	{ for males	...	22	489	...	437	52	32	...
				...	...	{ for females	...	...	...	...	...	...	...	...
(c) Any other oriental Classic				...	...	{ for males	...	...	...	...	...	...	...	...
				...	...	{ for females	...	...	...	...	...	...	...	...
2. ELEMENTARY, teaching—														
(a) A vernacular only or mainly				...	...	{ for males	...	7	330	...	239	91	136	...
				...	...	{ for females	...	2	60	...	60	...	...	...
(b) The Koran only				...	...	{ for males	...	11	432	...	78	63	...	...
				...	...	{ for females	...	2	69	...	44	...	...	...
3. OTHER SCHOOLS not conforming to Departmental Standards :—														
				...	...	{ for males	...	8	172	18	61	111	...	...
				...	...	{ for females	...	4	159	...	47	112	...	...
<b>TOTAL OF PRIVATE INSTITUTIONS</b>								68	1,996	18	972	645	233	...
<b>GRAND TOTAL OF ALL INSTITUTIONS</b>								4,422	1,27,373	22,145	5,023	3,20,846	17,383	...
								397	22,370	1,089	544	21,493	...	193
<b>TOTAL</b>								4,819	3,49,743	23,244	5,567	3,42,339	17,383	193

\* The School is managed by a Mission Society who could not give expenditure on it as no accounts were kept separately for the school. The corresponding column in Table No. IV is therefore shown blank.

GENERAL TABLE III-A.

Number of Scholars on 31st March 1919 in the Central Provinces and Berar classified according to sex, race or creed.

1	Euro-peans and Anglo-Indians.	3	Hindus.		Muham-madans.	Bud-dhists.	Parsis.	Others.	10		
			4	5							
<b>UNIVERSITY EDUCATION.</b>											
<b>ARTS COLLEGES.</b>											
English	5	5	627	234	56	...	8	2	937		
...	...	...	...	...	...	...	1	...	1		
Oriental	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...		
<i>Colleges for professional training.</i>											
Law	...	1	97	9	9	...	1	1	118		
...	...	...	...	...	...	...	...	...	...		
Medicine	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...		
Engineering	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...		
Teaching	...	4	57	15	11	...	...	...	87		
...	...	2	...	...	...	...	...	...	2		
Agriculture	...	1	44	16	1	...	...	...	62		
...	...	...	...	...	...	...	...	...	...		
Veterinary	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...		
Commercial	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...		
Forestry	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...		
Total	5	13	825	274	77	...	10	3	1,207		
<b>SCHOOL EDUCATION, GENERAL.</b>											
<b>SECONDARY SCHOOLS.</b>											
<i>For Males.</i>											
High schools	66	81	2,400	1,538	415	8	23	52	4,583		
...	1	...	1	1	...	...	...	...	3		
Middle schools—	176	330	5,775	7,137	1,749	6	33	289	15,495		
English	13	6	11	6	...	...	...	...	36		
Vernacular	...	588	5,644	29,487	4,467	29	1	4,071	44,287		
...	...	23	207	828	39	...	...	119	1,221		
<i>For Females.</i>											
High schools	...	...	...	...	...	...	...	...	...		
...	25	29	15	5	...	...	2	2	78		
Middle schools—	3	...	1	...	...	...	...	...	4		
English	159	238	45	15	...	...	15	4	476		
Vernacular	...	11	...	...	...	...	...	...	11		
...	...	93	909	1,071	319	...	2	56	2,950		
Total	443	1,904	15,008	40,088	6,989	43	76	4,593	69,144		
<b>PRIMARY SCHOOLS.</b>											
For males	Upper	Male	466	1,092	18,511	1,36,778	17,614	30	106	38,321	2,12,917
		Female	188	89	1,268	8,486	666	...	4	3,749	14,450
	Lower	Male	...	51	1,256	19,292	2,261	1	...	5,844	28,705
		Female	...	1	151	708	253	...	...	321	1,434
For females	Upper	Male	90	12	35	24	1	...	6	...	168
		Female	360	955	2,965	7,840	1,460	...	27	933	14,540
	Lower	Male	...	8	...	2	...	...	...	...	10
		Female	...	70	627	1,709	987	2	...	54	3,489
Total	1,103	2,278	24,813	1,74,839	23,242	33	143	40,262	2,75,713		



Number of European Colleges, Schools and Scholars in

Class of Institutions.	Public					
	Managed by Government.				Under	
					Aided by Government, by	
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1919.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1919.
1	2	3	4	5	6	7
<b>UNIVERSITY EDUCATION.</b>						
<i>Arts Colleges.</i>						
English ..	..	..	..	..	..	..
<i>Colleges for Professional Training.</i>						
Teaching ..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..
<b>SCHOOL EDUCATION, GENERAL.</b>						
<i>Secondary Schools.</i>						
High Schools for males ..	..	..	..	..	4	70
Middle Schools—English—for males ..	..	..	..	..	4	207
High Schools—for females ..	..	..	..	..	4	25
Middle Schools—English—for females ..	..	..	..	..	6	181
Total ..	..	..	..	..	18	483
<i>Primary Schools.</i>						
For males ..	..	..	..	..	10	707
For females ..	..	..	..	..	6	506
Total ..	..	..	..	..	16	1,213
<b>SCHOOL EDUCATION, SPECIAL.</b>						
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 ..	..	..	..	..	34	1,696
<b>PRIVATE INSTITUTIONS.</b>						
<i>Other Schools not conforming to Departmental Standards—</i>						
For males ..	..	..	..	..	..	..
For females ..	..	..	..	..	..	..
TOTAL OF PRIVATE INSTITUTIONS ..	..	..	..	..	..	..
GRAND TOTAL OF ALL INSTITUTIONS ..	..	..	..	..	34	1,696



TABLE III-B.

*the Central Provinces and Berar for the official year 1918-19.*

Institutions.						Grand Total of Institutions.	Grand Total of Scholars on 31st March 1919.
Private Management.							
Local Funds or Municipal Boards.		Unaided.					
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1919.	Average number on the rolls monthly during the year.	Average daily attendance.		
8	9	10	11	12	13	14	15
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
65	60	...	...	...	...	4	70
197	182	...	...	...	...	4	207
24	23	...	...	...	...	4	25
166	145	...	...	...	...	6	181
452	410	...	...	...	...	18	483
681	556	...	...	...	...	10	707
504	426	...	...	...	...	6	506
1,185	982	...	...	...	...	16	1,213
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1,637	1,392	...	...	...	...	34	1,696
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1,637	1,392	...	...	...	...	34	1,696

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
<b>UNIVERSITY EDUCATION.</b>					
<i>Arts Colleges.</i>					
English	...	...	...	...	...
	{ for males	{ for males	{ for males	{ for males	{ for males
	{ for females	{ for females	{ for females	{ for females	{ for females
<i>Colleges for Professional Training.</i>					
Teaching	...	...	...	...	...
	{ for males	{ for males	{ for males	{ for males	{ for males
	{ for females	{ for females	{ for females	{ for females	{ for females
Total	...	...	...	...	...
<b>SCHOOL EDUCATION, GENERAL.</b>					
<i>Secondary Schools.</i>					
High Schools for males	70	45	70	1	...
Middle Schools—English—for males	207	114	205	17	...
High Schools—for females	25	25	...	...	...
Middle Schools—English for females	181	181	...	...	4
Total	483	365	275	18	4
<i>Primary Schools.</i>					
For males	707	143	157	194	...
For females	506	175	...	...	104
Total	1,213	318	157	194	104
<b>SCHOOL EDUCATION, SPECIAL.</b>					
Training Schools	{ for males	{ for males	{ for males	{ for males	{ for males
	{ for females	{ for females	{ for females	{ for females	{ for females
Schools of Art	{ for males	{ for males	{ for males	{ for males	{ for males
	{ for females	{ for females	{ for females	{ for females	{ for females
Engineering and Surveying Schools	{ for males	{ for males	{ for males	{ for males	{ for males
	{ for females	{ for females	{ for females	{ for females	{ for females
Technical and Industrial Schools	{ for males	{ for males	{ for males	{ for males	{ for males
	{ for females	{ for females	{ for females	{ for females	{ for females
Commercial Schools	{ for males	{ for males	{ for males	{ for males	{ for males
	{ for females	{ for females	{ for females	{ for females	{ for females
Other Schools	{ for males	{ for males	{ for males	{ for males	{ for males
	{ for females	{ for females	{ for females	{ for females	{ for females
Total	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	1,696	683	432	212	108
<b>PRIVATE INSTITUTIONS.</b>					
Other Schools not conforming to Departmental Standards—					
For males	...	...	...	...	...
For females	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS	...	...	...	...	...
GRAND TOTAL OF ALL INSTITUTION	1,696	683	432	212	108



GENERAL  
*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
<b>UNIVERSITY EDUCATION.</b>							
<i>Arts Colleges.</i>							
English	1,23,229	...	...	42,871	...	...	1,66,100
Oriental	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>							
Law	...	...	...	10,980	...	...	10,980
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	68,405	...	...	...	...	...	68,405
Agriculture	31,997	...	...	...	...	...	31,997
Veterinary	...	...	...	...	...	...	...
Commercial	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...
Total	2,23,631	...	...	53,851	...	...	2,77,482
<b>SCHOOL EDUCATION, GENERAL.</b>							
<i>Secondary Schools.</i>							
High Schools for males	92,758	...	...	1,03,560	144	309	1,96,771
Middle do.	1,56,824	2,558	...	76,500	108	182	2,36,172
High Schools for females	32,366	...	...	597	...	12	32,975
Middle do.	8,534	...	...	163	...	...	8,697
	6,676	...	...	304	...	...	6,980
	23,850	...	18	...	...	32	23,900
Total	3,21,008	2,558	18	1,81,124	252	535	5,05,495
<i>Primary Schools.</i>							
For males	7,153	...	498	311	...	...	7,962
	2,164	...	...	19	...	...	2,183
For females	1,05,115	...	12	...	...	86	1,05,213
	18,932	...	...	...	...	5	18,937
Total	1,33,364	...	510	330	...	91	1,34,295
<b>SCHOOL EDUCATION, SPECIAL.</b>							
Training Schools	1,55,521	...	...	...	...	...	1,55,521
Schools of Art	37,417	...	...	...	...	...	37,417
Law Schools	...	...	...	...	...	...	...
Medical Schools	20,560	...	...	1,712	...	...	22,272
Engineering and Surveying Schools	50,626	...	...	...	...	...	50,626
Technical and Industrial Schools	28,792	...	...	...	...	...	28,792
Forest Schools	...	...	...	750	...	...	750
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Deaf and dumb Schools	...	...	...	...	...	...	...
Total	2,92,916	...	...	2,462	...	...	2,95,378
Total Direct Expenditure	9,70,919	2,558	528	2,37,767	252	626	12,12,650
<i>Buildings, furniture and apparatus</i>	63,474	3,464	...	...	...	414	67,352
Total Indirect Expenditure	63,474	3,464	...	...	...	414	67,352
Total Expenditure on Public Instruction	10,34,393	6,022	528	2,37,767	252	1,040	12,80,002

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



*Expenditure on Public Instruction in the Central*

Object 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
<b>UNIVERSITY EDUCATION.</b>							
<i>Arts Colleges.</i>							
English	15,500	..	..	29,840	707	31,097	77,144
Oriental	..	..	..	..	..	..	..
<i>Colleges for Professional Training.</i>							
Law	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..
Commercial	..	..	..	..	..	..	..
Forestry	..	..	..	..	..	..	..
<b>Total</b>	<b>15,500</b>	<b>..</b>	<b>..</b>	<b>29,840</b>	<b>707</b>	<b>31,097</b>	<b>77,144</b>
<b>SCHOOL EDUCATION, GENERAL.</b>							
<i>Secondary Schools.</i>							
High Schools for males	51,078	..	240	64,561	6,059	52,392	1,74,330
Middle do.	95,937	1,218	1,738	75,697	15,276	39,028	2,28,954
High Schools for females	4,796	..	..	772	2,674	8,173	16,415
Middle do.	5,210	..	..	2,510	..	5,669	13,389
	16,276	..	..	8,503	..	20,488	45,267
	2,615	..	684	284	3,318	7,457	14,358
<b>Total</b>	<b>1,75,912</b>	<b>1,218</b>	<b>2,662</b>	<b>1,52,327</b>	<b>27,327</b>	<b>1,33,267</b>	<b>4,92,713</b>
<i>Primary Schools.</i>							
For males	37,894	388	9,519	21,036	23,096	42,508	1,34,741
	1,181	4,187	216	1,552	3,949	1,305	12,450
For females	23,435	1,200	2,846	11,366	5,886	24,315	69,048
	1,695	96	275	36	1,227	6,340	9,669
<b>Total</b>	<b>64,205</b>	<b>5,871</b>	<b>12,656</b>	<b>33,990</b>	<b>34,158</b>	<b>74,828</b>	<b>2,25,908</b>
<b>SCHOOL EDUCATION, SPECIAL.</b>							
Training Schools	..	..	..	251	..	6,315	8,236
Schools of Art	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..
Technical and Industrial Schools	13,772	250	1,800	..	6,030	4,080	25,941
	710	..	..	..	828	10,762	12,300
Forest Schools	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..
Deaf and dumb Schools...	1,050	100	295	61	122	1,462	3,090
<b>Total</b>	<b>17,202</b>	<b>350</b>	<b>2,095</b>	<b>312</b>	<b>6,989</b>	<b>22,619</b>	<b>49,567</b>
<b>Total Direct Expenditure</b>	<b>2,72,819</b>	<b>7,479</b>	<b>17,613</b>	<b>2,16,459</b>	<b>69,181</b>	<b>2,51,811</b>	<b>8,45,332</b>
<i>Buildings, furniture and apparatus</i>	16,117	..	..	8,563	7,130	24,963	56,772
<b>Total Indirect Expenditure</b>	<b>16,117</b>	<b>..</b>	<b>..</b>	<b>8,563</b>	<b>7,130</b>	<b>24,963</b>	<b>56,772</b>
<b>Total Expenditure on Public Instruction</b>	<b>2,88,936</b>	<b>7,439</b>	<b>17,613</b>	<b>2,25,022</b>	<b>76,311</b>	<b>2,86,773</b>	<b>9,02,104</b>

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

TABLE IV.—(Contd.)  
Provinces and Berar for the official year 1918-19.—(Contd.)

Institutions.				Total expenditure from							Grand total.	Remarks.
Management.				Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.			
Unaided.												
Fees.	Endowments.	Subscriptions and other sources.	Total.									
23	24	25	26	27	28	29	30	31	32	33	34	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
...	...	...	...	1,38,729	..	..	72,711	707	31,097	2,43,244		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	10,980	...	...	10,980		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	68,405	...	...	...	...	...	68,405		
...	...	...	...	31,997	...	...	...	...	...	31,997		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	2,39,131	...	...	83,691	707	31,097	3,54,626		
3,162	5,026	4,635	12,823	1,52,210	...	13,320	1,76,981	11,229	57,336	4,11,976		
4,757	3,861	6,493	15,111	3,03,614	3,776	66,229	1,96,759	20,095	47,014	6,37,487		
...	...	1,303	1,303	2,46,644	1,77,413	23,295	8,346	2,674	15,740	4,74,112		
...	...	...	...	13,744	...	...	2,673	...	5,669	22,086		
...	...	...	...	22,952	...	...	8,807	...	20,488	52,247		
...	...	...	...	26,405	...	702	284	3,318	7,489	38,258		
7,919	8,887	12,431	29,237	7,65,629	1,81,189	1,03,546	3,93,850	37,316	1,53,736	16,35,266		
1,461	3,168	24,211	28,840	9,72,971	3,29,276	1,71,664	54,850	28,260	69,175	16,26,196		
2,450	5,226	1,587	9,263	1,088,21	50,026	10,032	5,341	9,175	3,118	1,86,513		
...	...	3,677	3,677	1,28,550	1,200	3,077	11,366	5,886	23,078	1,78,157		
...	1,476	1,448	2,924	20,925	96	534	36	2,703	7,793	32,087		
3,911	9,870	30,923	44,704	12,31,267	3,80,598	1,85,307	71,593	46,024	1,08,164	20,22,953		
...	...	...	...	1,55,521	...	...	...	...	...	1,55,521		
...	...	...	...	39,037	...	...	251	...	6,315	45,653		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	20,560	...	...	1,712	...	...	22,272		
...	...	...	...	50,626	...	...	...	...	...	50,626		
...	...	...	...	42,564	250	1,860	...	6,030	4,080	54,733		
...	...	...	...	710	...	...	...	828	10,762	12,300		
...	...	...	...	...	...	...	750	...	...	750		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	1,050	100	295	61	122	1,462	3,090		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	3,10,118	350	2,095	2,774	6,989	22,619	3,44,945		
11,830	18,757	43,354	73,941	25,46,145	5,62,137	2,90,948	5,51,908	91,036	3,15,616	43,57,790		
5	790	5,676	6,471	2,06,722	1,84,073	42,416	9,759	9,412	31,605	5,53,987		
5	790	5,676	6,471	2,06,722	1,84,073	42,416	9,759	9,412	31,605	5,53,987		
11,835	19,547	49,030	80,412	27,52,867	7,46,210	4,03,314	5,61,667	1,00,448	3,47,221	49,11,777		

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

GENERAL

*Expenditure on Public Instruction in the Central*

Objects of expenditure.	Total		
	Provincial Revenues.	Local Funds.	Municipal Funds.
	27	28	29
	Rs.	Rs.	Rs.
<i>Buildings, furniture, and apparatus</i> ...	2,06,722	1,84,073	1,12,416
University ...	...	...	...
Direction ...	74,599	...	...
Inspection ...	2,92,180	7,530	1,000
Scholarships held in—			
Arts Colleges ...	14,380	...	...
Medical Colleges ...	2,612	...	...
Engineering Colleges ...	1,560	...	...
Other Professional Colleges ...	2,983	...	...
Secondary Schools ...	68,406	933	1,667
Primary Schools ...	1,543	68	...
Medical Schools ...	6,812	...	...
Engineering Schools ...	7,719	...	...
Technical and Industrial Schools ...	7,344	250	...
Other Special Schools ...	1,278	...	...
Miscellaneous ...	1,09,239	45,085	25,495
Hostel Boarding Charges ...	72,356	1,830	1,993
<b>Total</b> ..	<b>6,63,011</b>	<b>55,696</b>	<b>30,065</b>
<b>Total Indirect Expenditure</b> ...	<b>8,69,733</b>	<b>2,39,769</b>	<b>1,42,481</b>
<b>Total Expenditure on Public Instruction</b> ...	<b>34,15,878</b>	<b>8,01,996</b>	<b>4,33,429</b>

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



TABLE IV.—(Concl'd.)

Provinces and Berar for the official year 1918-19.—(Contd.)

Expenditure from				Grand Total.	Remarks.
Fees.	Endowments.	Subscriptions and other sources.			
30	31	32	33	34	
Rs.	Rs.	Rs.	Rs.		
9,759	9,412	31,605	5,53,987		
...	...	...	...		
...	...	...	74,599		
...	...	...	3,00,710		
...	...	801	15,181		
...	...	...	2,612		
...	...	...	1,560		
...	...	...	2,983		
...	1,054	4,450	76,510		
...	...	888	2,499		
...	...	...	6,812		
...	...	...	7,719		
...	...	144	7,738		
...	...	...	1,278		
23,096	18,050	13,657	(A) 2,34,622	(A) "Miscellaneous" represents.	
82,358	10,977	54,363	(B) 2,23,787	(a) Games Expenditure.	
				(b) Rewards and prizes.	
				(c) Capital Expenditure on hostels.	
				(d) Other minor miscellaneous items.	
1,05,454	20,681	74,303	9,58,610	"Fees" under "Miscellaneous" may be taken to be games fees, tuition fees, being excluded altogether.	
				(B) This includes Rs. 70,161 on account of messing charges in European Schools.	
1,15,213	39,493	1,05,908	15,12,597		
6,67,121	1,30,529	4,21,524	58,70,387		

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

*Expenditure on Public Instruction for Europeans*

Objects of Expenditure.	Public				
	Under Public Management.				
	Managed by Government.				
	Provincial Revenues.	Fees.	Endowments.	Subscription and other sources.	Total.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
<b>UNIVERSITY EDUCATION.</b>					
<i>Arts Colleges.</i>					
English ...	...	...	...	...	...
... { for males	...	...	...	...	...
... { for females	...	...	...	...	...
<i>Colleges for Professional Training.</i>					
Teaching ...	...	...	...	...	...
... { for males	...	...	...	...	...
... { for females	...	...	...	...	...
Total ...	...	...	...	...	...
<b>SCHOOL EDUCATION, GENERAL.</b>					
<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 ...	...	...	...	...	...
<b>SCHOOL EDUCATION, SPECIAL.</b>					
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> ...	...	...	...	...	...
Inspection ...	...	...	...	...	...
Scholarships held in—	...	...	...	...	...
Arts Colleges...	...	...	...	...	...
Medical Colleges	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...
Secondary Schools	...	...	...	...	...
Primary do.	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...
Hostel Boarding Charges	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...
Total ...	...	...	...	...	...
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



*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	
<b>UNIVERSITY EDUCATION.</b>				
<i>Arts Colleges.</i>				
English ...	{ for males ...	...	...	...
	{ for females ...	...	...	...
<i>Colleges for Professional Training.</i>				
Teaching ...	{ for males ...	...	...	...
	{ for females ...	...	...	...
	Total ...	...	...	...
<b>SCHOOL EDUCATION, GENERAL.</b>				
<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 ...	...	...	...
<b>SCHOOL EDUCATION, SPECIAL.</b>				
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 ...	...	...	...
<b>Total Direct Expenditure</b>				
<i>Buildings, furniture and apparatus</i>	...	...	...	...
Inspection	...	...	...	...
<b>Scholarships held in—</b>				
Arts Colleges	...	...	...	...
Medical Colleges	...	...	...	...
Other Professional Colleges	...	...	...	...
Secondary Schools	...	...	...	...
Primary do.	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Hostel Boarding Charges	...	...	...	...
Miscellaneous	...	...	...	...
	Total ...	...	...	...
<b>Total Indirect Expenditure</b>				
<b>Total Expenditure on Public Instruction</b>				

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 1918-19.—(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.	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
9,579	...	...	5,241	1,807	3,650	20,277	
14,432	...	...	9,436	3,271	4,366	31,505	
4,142	...	...	1,587	...	2,414	8,143	
10,844	...	...	6,928	...	5,938	23,710	
38,997	...	...	23,192	5,078	16,368	83,635	
20,080	...	2,882	16,149	4,534	7,869	51,514	
14,999	1,200	420	10,323	94	4,381	31,417	
35,079	1,200	3,302	26,472	4,628	12,250	82,911	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
74,076	1,200	3,302	49,664	9,706	28,618	1,66,566	
9,579	...	...	...	307	14,541	24,427	
4,880	...	...	...	...	...	4,880	
1,384	...	...	...	...	...	1,384	
...	...	...	...	...	...	...	
3,222	...	...	...	...	...	3,222	
4,394	...	...	...	...	...	4,394	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
16,155	...	...	37,401	6,974	39,632	(a) 1,00,162	(a) This includes Rs. 70,161 for messing charges. The fees shown represent hostel fees and boarding house charges excluding all tuition fees.
8,964	...	...	...	215	5,425	(b) 14,604	(b) Under miscellaneous are shown cadet grants and Capital Expenditure on hostels.
48,578	...	...	37,401	7,496	59,598	1,53,073	
...	...	...	...	...	...	...	
1,22,654	1,200	3,302	87,065	17,202	88,216	3,19,639	

institutions, etc., included in General Table III direct and not through the medium of Provincial Funds in 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 1919.	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	
<b>SECONDARY SCHOOLS.</b>						
<b>FOR MALES.</b>						
Government	...	{ English ... 72 Vernacular ... 10	8,509 1,124	2,705	1	2,706
Local Fund	...	{ English ... Vernacular ... 250	...	...	...	...
Municipal Fund	...	{ English ... 47 Vernacular ... 18	5,185 3,538	260	...	260
Aided	...	{ English ... 70 Vernacular ... 13	5,842 1,368	1,523	2	1,525
Unaided	...	{ English ... 13 Vernacular ... 2	581 165	95	...	95
Total	...	493	65,625	4,583	3	4,586
<b>FOR FEMALES.</b>						
Government	...	{ English ... 2 Vernacular ... 20	72 1,978	...	19	19
Local Fund	...	{ English ... Vernacular ...	...	...	...	...
Municipal Fund	...	{ English ... Vernacular ...	...	...	...	...
Aided	...	{ English ... 18 Vernacular ... 13	486 983	...	59	59
Unaided	...	{ English ... Vernacular ...	...	...	...	...
Total	...	53	3,519	...	78	78
Total Secondary Schools	...	548	69,144	4,583	81	4,664
<b>PRIMARY SCHOOLS.</b>						
<b>FOR MALES.</b>						
Government	...	8	767	...	...	...
Local Fund	...	3,242	210,260	...	...	...
Municipal Fund	...	212	27,681	...	...	...
Aided	...	211	10,972	...	...	...
Unaided	...	168	7,826	...	...	...
Total	...	3,841	257,506	...	...	...
<b>FOR FEMALES.</b>						
Government	...	224	12,524	...	...	...
Local Fund	...	1	18	...	...	...
Municipal Fund	...	2	80	...	...	...
Aided	...	72	4,765	...	...	...
Unaided	...	25	820	...	...	...
Total	...	324	18,207	...	...	...
Total Primary Schools	...	4,165	275,713	...	...	...
<b>GRAND TOTAL</b>	...	<b>4,713</b>	<b>344,857</b>	<b>4,583</b>	<b>81</b>	<b>4,664</b>

Central Provinces and Berar at the end of official year 1918-19,

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
5,788	15	5,803	8,493	16	8,509	...	...	...
232	...	232	232	...	232	202	...	202
6,392	4	6,396	6,392	4	6,396	5,602	34	5,636
4,925	...	4,925	5,185	...	5,185	481	1	482
553	...	553	553	...	553	...	...	...
4,296	21	4,317	5,560	5	5,565	...	...	...
213	2	215	213	2	215	174	5	179
486	...	486	581	...	581	...	...	...
22	...	22	22	...	22	22	...	22
22,907	42	22,949	27,231	27	27,258	6,481	40	6,521
...	53	53	...	72	72	...	...	...
...	103	103	...	103	103	...	164	164
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
4	423	427	...	280	280	...	...	...
...	103	103	...	103	103	...	124	124
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
4	682	686	...	558	558	...	288	288
22,911	724	23,635	27,231	585	27,816	6,481	328	6,809
...	...	...	...	...	...	72	...	72
...	...	...	...	...	...	26,747	633	27,380
...	...	...	...	...	...	4,178	10	4,188
...	...	...	...	...	...	1,206	66	1,272
...	...	...	...	...	...	595	4	599
...	...	...	...	...	...	32,778	713	33,511
...	...	...	...	...	...	...	816	816
...	...	...	...	...	...	...	4	4
...	...	...	...	...	...	15	448	463
...	...	...	...	...	...	...	13	13
...	...	...	...	...	...	15	1,281	1,296
...	...	...	...	...	...	32,813	1,994	34,807
22,911	724	23,635	27,231	585	27,816	39,294	2,322	41,616

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.	
I	16	17	18	19	20	21				
<b>SECONDARY SCHOOLS.</b>										
FOR MALES.										
Government	...	{ English Vernacular	...	597	...	597	93	...	93	...
Local Fund	...	{ English Vernacular	...	19,538	666	20,204	6,589	488	7,077	...
Municipal Fund	...	{ English Vernacular	...	1,827	...	1,827	676	...	676	...
Aided	...	{ English Vernacular	...	830	14	844	123	7	130	...
Unaided	...	{ English Vernacular	...	121	...	121	...	...	...	...
Total				22,913	680	23,593	7,481	495	7,976	...
FOR FEMALES.										
Government	...	{ English Vernacular	...	...	1,049	1,049	...	662	662	...
Local Fund	...	{ English Vernacular	...	...	...	...	...	...	...	...
Municipal Fund	...	{ English Vernacular	...	...	...	...	...	...	...	...
Aided	...	{ English Vernacular	...	2	483	485	9	262	271	...
Unaided	...	{ English Vernacular	...	...	...	...	...	...	...	...
Total				2	1,532	1,534	9	924	932	...
Total Secondary Schools				22,915	2,212	25,127	7,490	1,419	8,909	...
<b>PRIMARY SCHOOLS.</b>										
FOR MALES.										
Government	...	...	...	459	...	459	236	...	236	...
Local Fund	...	...	...	1,28,127	10,786	1,38,913	40,658	3,309	43,967	...
Municipal Fund	...	...	...	16,790	76	16,866	6,542	85	6,627	...
Aided	...	...	...	6,382	284	6,666	2,948	86	3,034	...
Unaided	...	...	...	5,460	490	5,950	1,222	55	1,277	...
Total				1,57,218	11,636	1,68,854	51,606	3,535	55,141	...
FOR FEMALES.										
Government	...	...	...	...	6,965	6,965	...	4,743	4,743	...
Local Fund	...	...	...	...	4	4	...	14	14	...
Municipal Fund	...	...	...	...	62	62	...	14	14	...
Aided	...	...	...	108	2,765	2,873	55	1,374	1,429	...
Unaided	...	...	...	...	463	463	...	344	344	...
Total				108	10,259	10,367	55	6,489	6,544	...
Total Primary Schools				1,57,326	21,895	1,79,221	51,661	10,024	61,685	...
<b>GRAND TOTAL</b>				1,80,241	24,107	2,04,348	59,151	11,443	7,0594	...





Table showing the number of Pupils in each Stage of

			Europeans and Anglo- Indians.	Indian Christians.	Hindus.		Muham- madans.
					Brahmans.	Non- Brahmans.	
1			2	3	4	5	6
College Stage	...	Males	5	11	825	271	77
		Females	...	2	...	...	...
High Stage	...	Males	66	81	2,400	1,544	415
		Females	26	29	16	6	...
Middle Stage	...	Males	179	417	7,131	11,879	2,549
		Females	172	340	100	75	15
Upper Primary Stage	...	Males	166	263	4,493	24,172	3,757
		Females	183	240	369	1,060	156
Lower Primary Stage	...	Males	389	1,414	19,603	1,46,900	19,785
		Females	365	1,398	5,709	19,203	3,551
Special Schools	...	Males	1	193	361	664	134
		Females	...	168	26	70	2
Private Institutions	...	Males	...	...	357	254	737
		Females	...	...	8	203	398
GRAND TOTAL	...	Males	806	2,379	35,170	1,85,684	27,454
		Females	746	2,177	6,228	20,617	4,122
		Total	1,552	4,556	41,398	2,06,301	31,576

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) 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 and 11.	Remarks.
7	8	9	10	11	12	13
...	9	2	1,200	4	1,204	
...	1	...	3	...	3	
8	23	17	4,554	29	4,583	
...	2	2	81	...	81	
...	33	251	22,439	472	22,911	
...	15	5	722	2	724	
8	22	2,705	35,586	3,708	39,294	
...	6	183	2,197	125	2,322	
58	91	22,131	2,10,371	29,021	2,39,392	
2	27	3,105	33,360	2,190	35,550	
...	2	30	1,385	27	1,412	
...	2	...	268	3	271	
...	...	35	1,383	4	1,387	
...	...	...	609	...	609	
74	180	25,171	2,76,918	33,265	3,10,183	
2	53	3,295	37,240	2,320	39,560	
76	233	28,466	3,14,158	35,585	3,49,743	

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 the 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.
	2	3	4	5	6	7	8	9	10
<b>ARTS COLLEGES.</b>									
Doctor of Philosophy	...	...	...	...	...	...	...	...	...
	{ Males	...	...	...	...	...	...	...	...
	{ Females	...	...	...	...	...	...	...	...
Doctor of Science	...	...	...	...	...	...	...	...	...
	{ Males	...	...	...	...	...	...	...	...
	{ Females	...	...	...	...	...	...	...	...
Master of Arts	{ Previous	...	...	2	17	6	...	6	29
	{ Final	...	...	2	7	3	...	5	15
Master of Science	{ Previous	...	...	1	2	...	...	...	2
	{ Final	...	...	1	2	...	...	...	2
Bachelor of Arts (Honours)	{ Males	...	...	...	...	...	...	...	...
	{ Females	...	...	...	...	...	...	...	...
Bachelor of Arts (pass)	{ Males	1	1	2	100	68	...	39	207
	{ Females	...	...	...	...	...	...	1	1
Bachelor of Science (Honours)	{ Males	...	...	...	...	...	...	...	...
	{ Females	...	...	...	...	...	...	...	...
Bachelor of Science (pass)	{ Males	2	1	3	16	12	...	...	28
	{ Females	...	...	...	...	...	...	...	...
Intermediate in Arts	{ Males	1	1	2	106	91	...	26	223
	{ Females	...	...	...	...	...	...	...	...
Intermediate in Science	{ Males	1	1	2	54	49	...	...	103
	{ Females	...	...	...	...	...	...	...	...
<b>ORIENTAL COLLEGES.</b>									
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	...	...	...	...	...	...	...	
<b>COLLEGES FOR PROFESSIONAL TRAINING.</b>									
<b>LAW.</b>									
Doctor of Law	{ Males	...	...	...	...	...	...	...	...
	{ Females	...	...	...	...	...	...	...	...
Master of Law	{ Males	...	...	...	...	...	...	...	...
	{ Females	...	...	...	...	...	...	...	...
Bachelor of Law	{ Previous	...	...	1	121	...	...	...	121
	{ Final	...	...	1	105	...	...	...	105



Results of the prescribed examinations in the 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
<b>MEDICINE.</b>									
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	..	..	..	..	..	..	..	..
<b>ENGINEERING.</b>									
Master of Civil Engineering	{ Males	..	..	..	..	..	..	..	..
	{ Females	..	..	..	..	..	..	..	..
Bachelor of Civil Engineering	{ Males	..	..	..	..	..	..	..	..
	{ Females	..	..	..	..	..	..	..	..
Licentiate of Civil Engineering	{ Males	..	..	..	..	..	..	..	..
	{ Females	..	..	..	..	..	..	..	..
<b>EXAMINATIONS NOT CONDUCTED BY UNIVERSITIES FOR—</b>									
Civil Engineers	{ Males	..	..	..	..	..	..	..	..
	{ Females	..	..	..	..	..	..	..	..
Electrical Engineers	{ Males	..	..	..	..	..	..	..	..
	{ Females	..	..	..	..	..	..	..	..
Upper Subordinates	{ Males	..	..	..	..	..	..	..	..
	{ Females	..	..	..	..	..	..	..	..
Lower Subordinates	{ Males	..	..	..	..	..	..	..	..
	{ Females	..	..	..	..	..	..	..	..
<b>TEACHING.</b>									
Post-graduate degrees or licences	{ Males	..	1	..	1	38	..	1	39
	{ Females	..	..	..	..	..	..	..	..
Under-graduate licences or diplomas	{ Males	..	..	..	..	..	..	..	..
	{ Females	..	..	..	..	..	..	..	..
<b>AGRICULTURE.</b>									
Master of Agriculture	{ Males	..	..	..	..	..	..	..	..
	{ Females	..	..	..	..	..	..	..	..
Diplomas in Agriculture	{ Males	..	1	..	1	23	..	..	23
	{ Females	..	..	..	..	..	..	..	..
Licentiate of Agriculture	{ Males	..	1	..	1	10	..	..	10
	{ Females	..	..	..	..	..	..	..	..
Veterinary examinations	{ Males	..	..	..	..	..	..	..	..
	{ Females	..	..	..	..	..	..	..	..
Commercial examinations	{ Males	..	..	..	..	..	..	..	..
	{ Females	..	..	..	..	..	..	..	..



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.
1	2	3	4	5	6	7	8	9	10
<b>SCHOOLS FOR GENERAL EDUCATION.</b>									
Matriculation ...	23	14	2	39	977	432	31	130	1,570
School final or leaving certificate (Anglo-Vernacular).	1	1	...	2	3	4	...	1	8
*B' Final examination ...	...	...	...	...	...	...	...	...	...
High School examination for Europeans ...	...	4	...	4	...	19	...	...	19
Cambridge higher local examination ...	...	3	...	3	...	15	...	...	15
Cambridge senior local examination ...	...	...	...	...	...	...	...	...	...
Cambridge junior local examination ...	...	...	...	...	...	...	...	...	...
Cambridge preliminary local examination.	...	...	...	...	...	...	...	...	...
Anglo-Vernacular middle examination or High School Entrance and Scholarship Examination.	88	38	5	131	2,061	719	60	...	2,840
Vernacular final or middle examination ...	2	2	...	4	7	11	...	...	18
Middle examination for Europeans ...	...	4	...	4	...	31	...	...	31
Upper primary examination ...	3,227	100	84	3,211	29,915	1,011	460	29	31,415
Lower primary examination ...	152	52	4	208	675	330	14	2	1,021
<b>SCHOOLS FOR SPECIAL INSTRUCTION.</b>									
Training school examinations for masters—									
Secondary ...	1	...	...	1	31	...	...	...	31
Primary ...	10	...	...	10	439	...	...	38	477
Training school examinations for mistresses—									
Secondary ...	...	...	...	...	...	...	...	...	...
Primary ...	2	3	...	5	50	25	...	10	85
Teachers' examinations for those who are not students of a training school.	...	...	...	...	...	...	...	23	23
Forest School examination ...	...	...	...	...	...	...	...	2	2
Engineering school examinations ...	1	...	...	1	4	...	...	...	4
Examination in surveying ...	...	...	...	...	...	...	...	...	...
Industrial school examination ...	...	1	...	1	...	36	...	...	36
School of Art examinations ...	91	34	3	128	759	269	16	28	1,072
Agricultural school examination ...	4	3	...	7	18	20	...	6	44
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 ...	...	...	...	...	...	...	...	...	...
Licensed Medical Practitioners of Central Provinces.	1	...	...	1	23	...	...	...	23

\*The school was closed early in November 1918 and



TABLE VI.—(Concl'd.)

Provinces and Berar during the official year 1918-19.—(Concl'd.)

Number passed.					Race or creed of passed Scholars.							
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadians.	Budhists.	Parsis.	Others.
							Brahmins.	Non-Brahmins.				
11	12	13	14	15	16	17	18	19	20	21	22	23
381	164	8	15	568	1	2	350	172	38	...	1	4
2	2	...	...	4	...	2	2	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	11	...	...	11	10	...	...	...	...	...	...	1
...	6	...	...	6	6	6	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
806	272	15	...	1,093	...	16	564	415	89	3	...	6
4	8	...	...	12	...	5	2	5	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	11	...	...	11	10	...	...	...	...	...	1	...
...	10	...	...	10	9	...	...	...	...	...	1	...
16,559	562	185	22	17,328	...	121	2,627	10,664	1,909	65	9	1,933
409	199	2	2	612	...	119	145	251	56	...	...	41
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
29	...	...	...	29	...	1	19	2	7	...	...	...
311	...	...	14	325	...	7	115	160	35	5	...	3
...	...	...	...	...	...	...	...	...	...	...	...	...
24	9	...	2	35	...	17	3	15	...	...	...	...
...	...	...	16	16	...	...	12	3	1	...	...	...
...	...	...	1	1	...	1	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	...	...	2	...	...	1	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	32	...	...	32	...	...	15	11	5	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...
437	120	6	11	574	...	6	234	246	56	3	1	28
5	8	...	...	13	...	10	2	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
18	...	...	...	18	...	1	9	...	3	...	...	5
...	...	...	...	...	...	...	...	...	...	...	...	...

hence the final examinations could not be held.



<i>Primary Schools.</i>																
For males	{ Upper	2,638	1,86,372	1,89,625	1,24,545	8,54,512	3,28,888	...	25,121	...	1,985	12,10,506	...	...	388	12,10,894
	{ Lower	604	23,888	23,218	15,835	99,604	45,839	...	905	...	166	1,46,514	...	...	4,187	1,50,701
For females	{ Upper	...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	1,200
	{ Lower	1	18	21	12	298	...	...	...	...	...	298	...	...	96	394
Total		3,243	2,10,278	2,12,864	1,40,392	9,54,414	3,74,727	...	26,026	...	2,151	13,57,318	...	...	5,871	13,63,189
<b>SCHOOL EDUCATION, SPECIAL.</b>																
Training Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Arts	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	{ 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 Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools (Deaf and Dumbty).	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	100	100
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		...	...	...	...	...	...	...	...	...	...	...	...	...	350	350
Total Direct Expenditure		3,493	2,49,591	2,51,129	1,68,199	11,49,664	5,52,140	...	31,657	...	8,388	17,41,849	2,558	...	7,439	17,51,846
<i>Buildings, furniture and apparatus.</i>																
University	...	...	...	...	...	96,459	1,80,609	...	887	1,171	553	2,79,679	3,464	...	...	2,83,143
Inspection	...	...	...	...	...	...	7,530	...	...	...	...	7,530	...	...	...	7,530
Scholarships held in—	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	718	933	...	...	...	...	1,651	...	...	...	1,651
Primary do.	...	...	...	...	...	...	68	...	...	...	...	68	...	...	...	68
Medical do.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	250	250
Hostel boarding Charges	...	...	...	...	...	...	1,770	...	73	...	10	1,853	...	60	...	1,913
Miscellaneous	...	...	...	...	...	125	45,041	...	...	...	...	45,166	44	...	...	45,210
Total Indirect Expenditure		...	...	...	...	97,302	2,35,951	...	960	1,171	563	3,35,947	3,508	60	250	3,39,765
Grand Total		3,493	2,49,591	2,51,129	1,68,199	12,46,966	7,88,091	...	32,617	1,171	8,951	20,77,796	6,066	60	7,689	20,91,611

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 1918-19.—(Concl'd.)

XXXX  
II

Expenditure of Municipal Boards on Public Instruction.																
Objects of Expenditure.	In Institutions managed by Municipal Boards.											In Institutions managed by			Total Municipal expenditure on Public Instruction.	Total expenditure of Local and Municipal Boards on Public Instruction.
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1919.	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.		
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>UNIVERSITY EDUCATION.</b>																
<i>Arts Colleges.</i>																
English	{ for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	{ for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<i>Colleges or Departments of Colleges for Professional Training.</i>																
Law	{ for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	{ for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	{ for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	{ for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	{ for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>SCHOOL EDUCATION, GENERAL</b>																
<i>Secondary Schools.</i>																
High Schools for males	...	4	260	308	231	8,374	13,080	...	5,698	...	27,152	...	...	240	27,392	27,392
Middle do.	{ English ..	43	4,925	5,173	4,365	50,853	64,491	...	39,805	850	1,251	1,57,250	...	1,738	1,58,988	1,62,764
	{ Vernacular...	18	3,538	3,769	2,827	14,232	23,295	...	1,346	...	15	38,888	...	...	38,888	4,23,419
High Schools for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle do.	{ English ...	...	...	...	...	...	...	...	...	...	...	...	18	684	702	702
	{ Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	65	8,723	9,250	7,493	73,459	1,00,866	...	46,849	850	1,266	2,23,290	18	2,662	2,25,970	6,14,277

Primary Schools.																		
For males	{ Upper	188	25,971	25,399	19,274	73,412	1,61,647	...	6,921	1,996	171	2,44,147	498	9,510	2,54,164	14,65,058		
	{ Lower	24	1,710	1,732	1,307	5,872	9,816	...	415	...	...	16,103	...	216	16,319	1,67,020		
For females	{ Upper	1	34	36	23	...	219	...	...	...	...	219	12	2,846	3,077	4,277		
	{ Lower	1	46	47	31	...	259	...	...	...	...	259	...	275	534	928		
Total		214	27,761	27,214	20,635	79,284	1,71,941	...	7,336	1,996	171	2,60,728	510	12,856	2,74,094	16,37,283		
SCHOOL EDUCATION, SPECIAL.																		
Training Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	1,800	1,800	2,050	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools (Deaf and Dumb).	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	295	295	395	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		...	...	...	...	...	...	...	...	...	...	...	...	2,095	2,095	2,445	...	...
Total Direct Expenditure		279	36,484	36,464	28,058	1,52,743	2,72,807	...	54,185	2,846	1,437	4,84,018	528	17,613	5,02,159	22,54,005	...	...
Buildings, furniture and apparatus.																		
University	...	...	...	...	30,672	1,12,416	...	304	321	...	1,43,713	...	...	...	1,43,713	4,26,856	...	...
Inspection	...	...	...	...	...	1,000	...	...	...	...	1,000	...	...	...	1,000	8,530	...	...
Scholarships held in—	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	1,365	823	...	...	12	131	2,331	204	640	3,175	4,826	68	...	...
Primary do.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical do.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hostel boarding charges	...	...	...	...	...	1,808	...	389	...	...	2,197	...	95	2,202	4,205	...	...	...
Miscellaneous	...	...	...	...	...	25,475	...	313	...	...	25,788	20	...	25,808	71,018	...	...	...
Total Indirect Expenditure		...	...	...	32,037	1,41,522	...	1,006	333	131	1,75,029	224	735	1,75,988	5,15,753	...	...	...
Grand Total		279	36,484	36,464	28,058	1,84,780	4,14,329	...	55,191	3,179	1,568	6,59,047	752	18,348	6,78,147	27,69,758	...	...

## GENERAL TABLE VIII.

*Attendance and expenditure in hostels or boarding-houses for the official year 1918-19.*

				Number of		Number of Boarders who are students of					Capital Expenditure from						
				Hostels, or Boarding- houses.	Boarders.	Arts Colleges.	Colleges for Profes- sional Training.	Second- ary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Endow- ments.	Subscrip- tions and other sources.	Fees.	Total.	
1				2	3	4	5	6	7	8	9	10	11	12	13	14	
											Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
<b>MANAGED BY GOVERNMENT.</b>																	
Males	...	...	...	48	2,076	260	112	747	4	953	13,383	...	...	...	1,045	14,428	
Females	...	...	...	4	130	...	...	50	4	76	847	...	...	...	...	847	
<b>MANAGED BY LOCAL OR MUNICIPAL BOARDS.</b>																	
Males	...	...	...	34	424	...	...	417	7	...	235	2,194	...	103	307	2,839	
Females	...	...	...	...	...	...	...	...	...	...	...	1...	...	...	...	...	
<b>AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS.</b>																	
Males	...	...	...	14	641	...	...	366	275	...	6,158	...	5,525	20,723	18,950	51,356	
Females	...	...	...	5	329	...	...	109	220	...	9,997	...	1,566	19,159	18,451	49,173	
<b>UNAIDED.</b>																	
Males	...	...	...	28	728	48	1	605	69	5	...	95	226	2,315	1,140	3,776	
Females	...	...	...	5	447	...	...	209	197	41	...	...	...	2,017	2,245	4,262	
Total	... {	Males	...	124	3,869	308	113	2,135	355	958	19,776	2,289	5,751	23,141	21,442	72,399	
		Females	...	14	906	...	...	368	421	117	10,844	...	1,566	21,176	20,696	54,282	
<b>GRAND TOTAL</b>				138	4,775	308	113	2,503	776	1,075	30,620	2,289	7,317	44,317	42,138	1,26,681	

GENERAL TABLE IX.

Number and qualification of teachers in the Central Provinces and Berar for the official year 1918-19.

I	(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	191	2,144	485	129	29	2,978	96	841	104	31	3	1,075	...	...	...	...	...	...	...	...	...	...	...	4,053	
		Untrained	319	5,109	582	548	348	6,906	51	792	45	111	6	1,005	...	...	...	...	...	...	...	...	...	...	...	...	7,911
		Total	510	7,253	1,067	677	377	9,884	147	1,633	149	142	9	2,080	...	...	...	...	...	...	...	...	...	...	...	...	11,964
	Anglo-Vernacular Teachers and Teachers of Classical languages.	Trained	...	...	...	...	...	151	...	41	43	4	239	104	...	4	34	3	145	24	...	...	...	...	24	408	
		Untrained	...	...	...	...	...	191	...	228	240	29	688	82	...	19	90	8	199	22	...	...	16	...	38	925	
		Total	...	...	...	...	...	342	...	269	283	33	927	186	...	23	124	11	344	46	...	...	16	...	62	1,333	
In Schools for Europeans.	Possessing a degree	...	...	...	...	...	6	...	10	15	...	31	171	...	16	79	7	273	40	...	...	16	...	56	360		
	Possessing no degree	...	...	...	...	...	336	...	259	268	33	896	15	...	7	45	4	71	6	...	...	...	...	6	973		
	Total	...	...	...	...	...	342	...	269	283	33	927	186	...	23	124	11	344	46	...	...	16	...	62	1,333		
In Schools for Europeans.	Trained	...	...	...	17	...	17	...	...	14	...	14	...	...	...	12	...	12	...	...	...	...	...	...	43		
	Untrained	...	...	...	41	...	41	...	...	17	...	17	...	...	...	18	...	18	...	...	...	...	...	...	76		
	Total	...	...	...	58	...	58	...	...	31	...	31	...	...	...	30	...	30	...	...	...	...	...	...	119		
	Possessing a degree	...	...	...	...	...	...	...	...	4	...	4	...	...	...	5	...	5	...	...	...	...	...	...	9		
	Possessing no degree	...	...	...	58	...	58	...	...	27	...	27	...	...	...	25	...	25	...	...	...	...	...	...	110		
Total	...	...	...	58	...	58	...	...	...	31	...	31	...	...	30	...	30	...	...	...	...	...	...	...	119		
GRAND TOTAL OF ALL TEACHERS		510	7,253	1,067	735	377	9,942	489	1,633	418	456	42	3,038	186	...	23	154	11	374	46	...	...	16	...	62	13,416	

GENERAL TABLE X.

Return showing the classification of pupils by ages in the Central Provinces and Berar for the official year 1918-19.

Age.	Infants.	Secondary.													* Arts Colleges affiliated to Universities.						Total.	
		Primary.					Vernacular middle stages.		English middle stages.				High stages.			1st year.	2nd year.	3rd year.	4th year.	5th year.		6th year.
		I.	II.	III.	IV.	V.	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	
Below 5	3,278	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,285
5 to 6	19,499	1,249	71	54	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20,873
6 to 7	27,950	6,544	1,100	54	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	35,651
7 to 8	18,974	13,613	5,093	1,696	52	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	39,431
8 to 9	15,783	16,042	8,973	3,711	1,200	2	...	7	...	...	...	...	...	...	...	...	...	...	...	...	...	45,718
9 to 10	9,469	15,397	11,303	6,846	3,196	73	4	102	8	1	...	...	...	...	...	...	...	...	...	...	...	46,399
10 to 11	4,892	9,759	9,918	9,424	6,184	209	47	415	109	13	...	...	...	...	...	...	...	...	...	...	...	40,970
11 to 12	2,266	4,820	7,395	8,804	7,956	427	79	906	358	108	11	1	...	...	...	...	...	...	...	...	...	33,131
12 to 13	1,211	2,403	4,591	6,548	7,881	792	265	1,067	760	343	65	2	...	...	...	...	...	...	...	...	...	25,928
13 to 14	434	1,051	2,320	4,536	6,177	897	347	894	936	650	250	34	6	...	...	...	...	...	...	...	...	18,532
14 to 15	177	457	1,116	2,219	4,421	842	482	632	813	849	589	153	27	2	...	...	...	...	...	...	...	12,779
15 to 16	131	281	563	1,184	2,489	709	534	438	598	730	807	334	152	10	...	...	...	...	...	...	...	8,960
16 to 17	27	38	170	347	1,084	396	489	213	369	469	579	440	328	152	...	...	...	...	...	...	...	5,101
17 to 18	12	15	48	82	379	213	301	72	140	238	383	294	406	264	41	1	...	...	...	...	...	2,889
18 to 19	23	13	14	20	149	109	202	29	62	135	199	158	277	377	37	56	...	...	...	...	...	1,860
19 to 20	18	5	4	4	47	39	86	6	17	65	103	103	168	359	56	68	21	...	...	...	...	1,169
Over 20	34	4	19	8	16	12	68	4	8	25	45	54	107	361	68	211	120	220	24	15	1,423	
Total	104,178	71,698	52,698	45,537	41,234	4,720	2,904	4,787	4,179	3,626	3,031	1,573	1,471	1,525	202	336	141	220	24	15	344,099	
GRAND TOTAL	104,178	2,11,167					7,624		15,623				4,569			938						344,099

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 the table.



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

*Abstract Return of Expenditure on Institutions in the Central Provinces and Berar for the official year 1918-19.*

	Total Direct Expenditure.					Total Indirect Expenditure.					Total Expenditure.	Remarks.
	Collegiate Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Inspection.	Buildings and Furniture.	Miscellaneous.	Total.		
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions. { For Males	...	51,782	51,514	...	1,03,296	4,726	4,880	7,881	58,506	75,993	1,79,289	
{ For Females	...	31,853	31,417	...	63,270	4,274	...	16,546	56,260	77,080	1,40,250	
Total	...	83,635	82,931	...	1,66,566	9,000	4,880	24,427	1,14,766	1,53,073	3,19,639	
(a) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	31'79	28'59	...	60'49	7'33	3'16	7'80	20'47	39'65	100'00	
(b) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	...	100'00	...	100'00	...	...	...	...	...	...	
(c) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	26'16	25'99	...	52'11	2'71	1'52	7'64	36'48	48'51	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	...	86 4 5	29 9 8	...	45 4 0							
{ Cost of Municipal Funds...	...	...	2 12 4	...	2 0 0							
Total	...	185 0 0	69 14 0	...	101 12 0							
Unaided Institutions	...	...	...	...	...							
Total	...	185 0 0	69 14 0	...	101 12 0							

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 1918-19.

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.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
<b>SECONDARY SCHOOLS.</b>																						
For Boys.	{	Aided ... { English ...	8	277	69	1	70	190	17	207	...	...	...	...	...	...	...	...	259	18	277	
		Unaided ... { Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		Total ..	8	277	69	1	70	190	17	207	...	...	...	...	...	...	...	...	259	18	277	
For Girls.	{	Aided ... { English ...	10	206	...	25	25	4	177	181	...	...	...	...	...	...	...	...	4	202	206	
		Unaided ... { Vernacular .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		Total ...	10	206	...	25	25	4	177	181	...	...	...	...	...	...	...	...	4	202	206	
TOTAL SECONDARY SCHOOLS		...	18	483	69	26	95	194	194	388	...	...	...	...	...	...	...	...	263	220	483	
<b>PRIMARY SCHOOLS.</b>																						
For Boys.	{	Aided	10	707	...	...	...	...	...	170	61	231	324	115	439	19	18	37	513	194	707	
		Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		Total	10	707	...	...	...	...	...	170	61	231	324	115	439	19	18	37	513	194	707	
For Girls.	{	Aided	6	506	...	...	...	...	...	14	137	151	69	211	280	21	54	75	104	402	506	
		Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		Total	6	506	...	...	...	...	...	14	137	151	69	211	280	21	54	75	104	402	506	
TOTAL PRIMARY SCHOOLS		...	16	1,213	...	...	...	...	...	184	198	382	393	326	719	40	72	112	617	596	1,213	
GRAND TOTAL		..	34	1,696	69	26	95	194	194	388	184	198	382	393	326	719	40	72	112	880	816	1,696

GENERAL TABLE X.—(FOR EUROPEANS ONLY.)

Return showing the classification of pupils by ages in the Central Provinces and Berar for the official year 1918-19.

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	33	..	...	...	...	...	...	...	...	...	33
5 to 6	100	...	...	...	...	...	...	...	...	...	100
6 to 7	136	9	...	...	...	...	...	...	...	...	145
7 to 8	115	40	8	...	...	...	...	...	...	...	163
8 to 9	74	54	36	15	2	1	...	...	...	...	182
9 to 10	23	26	47	46	14	9	...	...	...	...	165
10 to 11	8	17	44	51	34	18	...	...	...	...	172
11 to 12	5	11	29	36	43	32	11	...	...	...	167
12 to 13	...	4	12	22	35	34	22	5	...	...	134
13 to 14	...	6	9	13	28	27	29	23	1	...	136
14 to 15	...	...	6	5	11	15	24	23	9	4	97
15 to 16	...	...	...	...	4	7	20	24	12	11	78
16 to 17	...	...	...	...	1	5	13	23	11	17	70
17 to 18	...	...	...	...	1	2	3	12	3	8	29
18 to 19	...	...	...	...	...	...	...	2	3	6	11
19 to 20	...	...	...	...	...	...	...	4	2	5	11
Over 20	...	...	...	...	...	...	...	...	...	3	3
Total	494	167	191	188	173	150	122	116	41	54	1,696
Grand Total	1,213					483					1,696

APPENDIX A.

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

		Population.			1918-19.				
		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.
1		2	3	4	5	6	7	8	9
<i>British Territory.</i>									
The Valley.	Saugor ...	276,233	265,177	541,410	11,777	...	2,573	7,435	1,769
	Damoh ...	168,060	164,987	333,047	7,779	...	914	5,929	936
	Nerbudda } Jubbulpore ...	373,173	372,719	745,892	19,853	990	3,651	12,521	2,691
	Narsinghpur ...	161,795	163,882	325,677	8,946	39	1,844	5,968	1,095
	Hoshangabad ...	230,632	226,763	457,395	13,360	11	3,287	8,983	1,079
Total ...		1,209,893	1,193,528	2,403,421	61,715	1,040	12,269	40,836	7,570
Percentage ...		...	...	...	2'56	'043	1'01	3'37	'63
The Range.	Nimar ...	200,765	190,306	391,071	9,1421	89	2,020	6,229	804
	Betul ...	194,163	196,223	390,386	6,512	...	1,123	4,969	420
	Chhindwara ...	225,884	261,064	516,948	8,734	...	1,340	6,878	516
	Seoni ...	192,642	202,839	395,481	8,645	98	1,236	6,407	904
	Balaghat ...	190,469	198,451	388,920	12,217	22	1,440	9,824	931
	Mandla ...	200,872	204,362	405,234	8,865	...	1,083	7,273	509
Total ...		1,234,795	1,253,245	2,488,040	54,115	209	8,242	41,580	4,084
Percentage ...		...	...	...	2'17	'008	'66	3'36	'32
The Country.	Wardha ...	231,271	227,925	459,796	12,278	62	2,577	8,571	1,068
	Nagpur ...	408,843	401,058	809,901	24,455	1,259	6,160	14,448	2,588
	Bhandara ...	380,014	393,663	773,677	12,023	...	1,477	9,904	642
	Chanda ...	337,540	340,004	677,544	12,275	...	1,836	9,727	712
Total ...		1,358,268	1,362,650	2,720,518	61,031	1,321	12,050	42,650	5,010
Percentage ...		...	...	...	2'24	'048	'88	3'14	'36
Chhattisgarh	Raipur ...	645,186	679,770	1,324,856	36,293	156	3,760	26,322	6,155
	Bilaspur ...	558,477	587,746	1,146,223	25,953	132	2,894	19,376	3,551
	Drug ...	373,159	402,529	775,688	16,883	...	934	13,165	2,784
	Total ...	1,576,822	1,669,945	3,246,757	79,229	288	7,588	58,863	12,490
Percentage ...		...	...	...	2'44	'008	'48	3'73	'74
erar	Akola ...	400,893	387,970	738,863	26,623	97	6,411	17,194	2,921
	Amraoti ...	447,216	428,688	875,904	31,703	279	9,116	19,018	3,290
	Buldana ...	337,179	332,003	669,182	21,743	...	5,666	14,288	1,789
	Yeotmal ...	365,325	357,887	723,213	11,588	...	3,036	7,372	1,180
Total ...		1,550,614	1,506,548	3,057,162	91,657	376	24,229	57,872	9,180
Percentage ...		...	...	...	2'99	'012	1'56	3'73	'609
Grand Total ...		6,930,392	6,985,916	13,916,308	3,47,747	3,234	64,378	241,801	38,334
Percentage ...		...	...	...	2'49	'023	'92	3'48	'54

## APPENDIX B.

Statement showing particulars of Maktab, Mullah schools, Tois, 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	...	15	33	
	{ For Females ... 14	...	7	21	
2. Pupils	{ For Males ... 1,326	...	513	1,839	
	{ For Females ... 840	...	234	1,074	
3. Expenditure from Provincial Funds	... 6,782	...	...	6,782	
4. Expenditure from District or Local Funds	... 100	...	...	100	
5. Expenditure from Municipal Funds	... 1,461	...	...	1,461	
6. Fees	... 957	...	...	957	
7. Other Sources	... 18,068	...	4,824	22,892	
8. Total Expenditure	... 27,368	...	4,824	32,192	
<i>Mullah Schools.</i>					
1. Institutions	{ For Males ... ..	...	9	9	
	{ For Females ... 4	...	...	4	
2. Pupils	{ For Males ... ..	...	308	308	
	{ For Females ... 182	...	35	217	
3. Expenditure from Provincial Funds	... ..	...	...	...	
4. Expenditure from District or Local Funds	... ..	...	...	...	
5. Expenditure from Municipal Funds	... ..	...	...	...	
6. Fees	... ..	...	230	230	
7. Other sources	... 1,288	...	2,543	3,831	
8. Total Expenditure	... 1,288	...	2,773	4,061	
<i>Pathshalas.</i>					
1. Institutions	{ For Males ... ..	...	32	32	
	{ For Females ... ..	...	5	5	
2. Pupils	{ For Males ... ..	...	672	672	
	{ For Females ... ..	...	230	230	
3. Expenditure from Provincial Funds	... ..	...	...	...	
4. Expenditure from District or Local Funds	... ..	...	...	...	
5. Expenditure from Municipal Funds	... ..	...	16	16	
6. Fees	... ..	...	...	...	
7. Other sources	... ..	...	14,228	14,228	
8. Total expenditure	... ..	...	14,244	14,244	

There are no Tois or Kyaung Schools in these Provinces.