

CHAPTER XI.

MUHAMMADAN EDUCATION.

Introductory.

1,112. Throughout the greater part of India the Muhammadans have made slower progress in education than the Hindus. The reasons are diverse and far reaching. Special social and historical conditions have induced among the Muhammadan population an apathy with regard to western education, and even a feeling of hostility towards it, which have proved very difficult to overcome; and there are also causes of a strictly educational character which heavily weight the Muhammadan community in the race of life. The Education Commission observed that, while the one object of a young Hindu is to obtain an education which will fit him for an official or professional career, the young Muhammadan must commonly pass some years in going through a course of sacred learning before he is allowed to turn his thoughts to secular instruction—"the teaching of the mosque must precede the lessons of the school." Whilst the Muhammadan boy thus enters school later than the Hindu, he very often leaves it at an earlier age. "The Muhammadan parent belonging to the better classes is usually poorer than the Hindu parent in a corresponding social position. He cannot afford to give his son so complete an education." Again, "irrespective of worldly means, the Muhammadan parent often chooses for his son while at school an education which will secure for him an honoured place among the learned of his own community, rather than one which will command a success in the modern professions or in official life."

Causes of the backwardness of Muhammadan education.

1,113. To be assured that the causes which hindered the growth of Muhammadan education in the past have not ceased to trammel its progress, we have only to turn to recent utterances by distinguished and cultivated Muhammadans themselves. Speaking as President of the Muhammadan Educational Conference in December 1900, Nawab Imad-ul-mulk Syed Hosain Bilgrami said :—

We usually take it for granted that every one is alive to the benefits of education, that at any rate every literate parent is convinced of the duty he owes to his children of giving them a sound education; but in practice the majority of literate Muhammadans are accustomed to feel satisfied that they have discharged their duty in an effective manner when they have put their children under a village pedagogue at the door, or sent them to the nearest school. They think they have made an end of the matter, their consciences are satisfied, and they give themselves no further concern about it. The result is that in the majority of cases the children grow up in ignorance and are perhaps led into evil ways, for which the parents are primarily responsible. They are responsible because they have not taken the trouble to find out what sort of education is wanted for their children and how it is to be obtained.

Observations similar in their tenour were made by His Highness the Aga Khan, who was President of the Muhammadan Educational Conference which was held at Delhi at the time of the Coronation Durbar. The following quotation is of special interest :—

And now, gentlemen, let us direct our attention to a question with which your Conference is intimately concerned, namely, how have the Indian Moslems taken advantage of the chances which Providence has placed in their way? We must all acknowledge with shame and regret that so far we have failed. Throughout the whole length and breadth of India how many national schools are there in existence which educate Moslem boys and girls in their faith and at the same time in modern secular science? Is there even one to every hundred that our nation needs and which we should have established had we been like any other healthy people? There are, indeed, a certain number of old-fashioned Maktabs and Madrassahs which continue to give a parrot-like teaching of the Koran, but even in these places no attempt is made either to improve the morals of the boys or to bring before them the eternal truths of the faith. As a rule, prayers are but rarely repeated, and when said, not one per cent. of the boys understand what they say or why.

1,114. The Government has not witnessed the failure of the Muhammadans of India to keep abreast of the educational development of the country without making earnest endeavours to assist them, and Muhammadan education has been the theme of frequent deliberation and of elaborate instruction.

Historical retrospect.

1,115. The principal State paper relating to Muhammadan education is the Resolution of the Government of India in the Home Department of the 15th July 1885, which replied to a memorial presented to Lord Ripon's Government by the National Muhammadan Association, and at the same time reviewed that portion of the Report of the Education Commission which treated of this subject, together with the comments made upon it by the various Local Governments. In dealing with the previous history of the question the Government of India said :—

From the statements of the memorialists and the whole course of previous discussions, it is clear that the chief drawback in the way of the advancement of the Muhammadan community in times past has been their inability or unwillingness to take full advantage of the State system of education. From the time of Warren Hastings to the present, this has been a matter of regret to the Government. The failure of the Muhammadans in certain provinces to compete on equal terms with Hindus for State employment has frequently been noticed; and repeated efforts have been made to investigate the causes of this failure and to remove these, so far as the action of Government could deal with them at all. To go no further back than 1871, on the 7th August of that year, the Government of India issued a Resolution upon the condition of the Muhammadan population in the matter of education, in which, after regretting that so large and important a class should anywhere stand aloof from active co-operation with the educational system, and lose the advantages, both material and social, which the other subjects of the Empire enjoy, His Excellency the Earl of Mayo in Council directed that further and more systematic encouragement and recognition should be given to the classical and vernacular languages of the Muhammadans in all Government schools and colleges; that in avowedly English schools established in Muhammadan districts, the appointment of qualified Muhammadan English teachers should be encouraged; that assistance should be given to Muhammadans by grants-in-aid to enable them to open schools of their own; and that greater encouragement should be given to the creation of a vernacular literature for the Muhammadans.

The researches of the Education Commission showed that considerable improvement had taken place since the issue of the earlier Resolution in the relations of the Muhammadan community to the educational system of the country, and that many of the drawbacks of which complaints might justly have been made in 1870 had since been removed. It was, however, incontestable that the position of the Muhammadans was in some provinces still much behind that of the Hindus, and the Education Commission made, as a result of their investigations, a series of seventeen proposals for the further encouragement of Muhammadan education. These proposals dealt with matters such as the application of the grant-in-aid system, the curriculum, the special encouragement of English education, scholarships and free studentships, the utilisation of endowments, the training and supply of teachers, and the inspecting agency. In commenting upon the Report of the Commission the Government of India said :—

It is only by frankly placing themselves in line with the Hindus, and taking full advantage of the Government system of high and especially of English education, that the Muhammadans can hope fairly to hold their own in respect of the better description of State appointments. This is clearly seen by the memorialists themselves, and the reports of Local Governments show that in most provinces a real advance has been made in this respect. The recommendations of the Commission are, as they themselves point out, not of universal application, and none of them need be taken to imply a leaning towards the maintenance of a distinctly Oriental training throughout the curriculum for Muhammadan pupils. The object of the Commission is to attract Muhammadan scholars by giving adequate prominence to those subjects to which their parents attach importance, and to hold out special inducements to a backward class; but in applying the recommendations, due regard is everywhere to be paid to local circumstances, and care must be taken to avoid unnecessary widening of the line between Muhammadan and other classes of the community.

For the attraction of Muhammadans to higher education, the Government of India considered that a liberal provision of scholarships was essential; and they thought that the appointment of special Muhammadan inspecting officers would have a good effect in Bengal and other places where the Muhammadans were still very backward.

1,116. The Report of the Commission and the Resolution of the Government gave a considerable impetus to Muhammadan education, and in reviewing progress during the period 1887-88 to 1891-92 Mr. Nash was able to say that the number of children under instruction was increasing more rapidly among Muhammadans than among the rest of the population. During the next quinquennium, however, progress slackened, whilst during the period now under review it practically ceased over a large part of India.

The Muhammadan Population.

1,117. In the Census of 1901, the Muhammadan population of the area dealt with in this Review was returned at over 54 millions, a figure which gives a percentage of 22·6 on the total population. The proportion of Muhammadans to other classes differs greatly in the various provinces and is much higher in the provinces of the North (North-West Frontier, Sind, Punjab, United Provinces, Bengal, and Assam), than in those situated further South (Madras, Bombay, Central Provinces, and Berar). The proportion of Muhammadans to total population shows a tendency to increase; it was 19·1 per cent. at the census of 1881, 21·8 per cent. at the census of 1891, and 22·6 per cent. at the census of 1901. General.

1,118. MADRAS.—The Muhammadans of Madras number nearly 2½ millions, or 6·5 per cent. of the total population of the Presidency. A large proportion (nearly 1 million including those residing in Native States) are *Mappillas*, a tribe of Malayalam-speaking Musalmans in Malabar, who are either of a partly Hindu parentage or are converts to Islam. The tribe has a bad reputation for ignorance and bigotry, and special attention is devoted to the education of its children. Provincial.

BOMBAY.—Taking the Bombay Presidency as a whole, the Muhammadans form 18 per cent. of the total population; in Sind the percentage is over 76, and in the British territory of the Presidency proper it is only 8·4. Outside of Sindh, Khandesh and Dharwar are the only districts in which Muhammadans are numerous. The Muhammadans of Sind increased considerably in number during the decade between the last two census operations.

BENGAL.—The Muhammadan population of Bengal is over 25 millions; it constitutes nearly one-third of the total population of the province, and nearly one-half of the total Muhammadan population dealt with in this Review. The Muhammadan element is strongest in East Bengal and North Bengal, where two-thirds and nearly three-fifths, respectively, of the population are followers of the Prophet. A large proportion of the Bengal Muhammadans belong to the poorest class of agriculturalists, a circumstance which accounts in part for the low standard of education which we shall find to exist among them. During the period 1891 to 1901 the Muhammadans grew more rapidly than the Hindus in every natural division except North Bengal and Central Bengal, where the result was affected by immigration.

UNITED PROVINCES.—The Muhammadans of the United Provinces afford a contrast to those of Bengal; they include a large proportion of the affluent and influential classes, and educationally they are in advance of the Hindus of the province. They number nearly 6½ millions and form about 14 per cent. of the total population. The proportion of Muhammadans is greatest in the Meerut and Rohilkund Divisions, which lie towards the Punjab border. The Muhammadan is increasing at a greater rate than the Hindu population.

PUNJAB.—There are nearly 11 million Muhammadans in the Punjab, and Muhammadans form rather more than one-half of the total population. The proportion of Muhammadans is greater east than west of the Sutlej. It increases more rapidly than the Hindu element.

NORTH-WEST FRONTIER.—The two million Muhammadans of the North-West Frontier Province constitute over 92 per cent. of the total population.

BURMA.—In Burma the Muhammadans are an immigrant, and largely an urban, population; they number 337,000; of these rather more than five-sixths are in the Lower Province. In the District of Akyab, which is convenient to the port of Chittagong, nearly one-third of the inhabitants are Muhammadans and they constitute nearly half the total Muhammadan population of the province.

CENTRAL PROVINCES.—There are 307,000 Muhammadans in the Central Provinces, and they form only 2·6 per cent. of the total population. The Jubulpore, Nerbudda, and Nagpur divisions each have between 80 and 90 thousand, and in Chhattisgarh and the Feudatory States the numbers are much smaller. The Muhammadan population of the Central Provinces remained practically stationary between the census of 1891 and that of 1901. It is to a large extent concentrated in the towns,

ASSAM.—There are about $1\frac{1}{2}$ million Muhammadans in Assam, and they form rather more than one quarter of the total population. Eighty-three per cent. of the total live in the Surma Valley, Goalpara being the only other district in which they form a considerable portion of the population. The percentage of Muhammadan to total population shows a slight decline in comparing the years 1891-92 and 1901-02; in Assam all variations in population are complicated by the factor of immigration, but it is said to be fairly evident that in the Surma Valley, if outside influences are excluded, Muhammadans increase more rapidly than Hindus.

BERAR.—There are 212,000 Muhammadans in Berar, and they form 7·7 per cent. of the population. In the different districts the proportion varies from about 5 to about 11 per cent. During the decade 1891–1901 the two famines caused a considerable diminution of the Hindu population, yet, although the Muhammadans suffered equally with the Hindus, their numbers rose by over 4,000.

COORG.—There are about 14,000 Muhammadans in Coorg, and they form $7\frac{1}{2}$ per cent. of the total population of this small province.

Present State of Muhammadan Education.

Literacy.

1,119. Table 236, which is derived from the statistics of the 1901 Census, compares the number of Muhammadan males and females who can read and write with the corresponding figures for the general population. On the whole the comparison is unfavourable to the Muhammadan community: only 60 *per mille* of Muhammadan males were returned as literate against 102 *per mille* on the general population. Again, it is a remarkable feature of the social conditions of Muhammadan life in India that only three females in one thousand were returned as able to read and write.

The actual state of Muhammadan male literacy is worst in the Punjab, Assam, the United Provinces, Bengal, and Bombay in the order named; and in all these provinces, except the United Provinces, the position among Muhammadans is also greatly inferior to that among the general population. In the United Provinces 52 *per mille* of the Muhammadans and 57 *per mille* of the general population were returned as literate. In Madras, the Central Provinces, Berar, and Coorg the proportion of literates is higher among Muhammadans than among the general population, and the difference is most striking in the Central Provinces, where the relative proportion is greater than 3 to 1. The reason for this would seem to be that the Muhammadan population of the Central Provinces is mainly urban; the Director stated in his report for 1896-97 that Muhammadans formed 16 per cent. of the urban population.

In the matter of female literacy Muhammadans are behindhand in every province except Madras (where the proportion is the same in each case) and the United Provinces, the Central Provinces, and Berar. Again the small Muhammadan population of the Central Provinces exhibit the most striking result—9 Muhammadan females *per mille* against 2 among the general population. It is interesting to note that among the Muhammadans of Burma 39 *per mille* of the females are literate as compared with 45 *per mille* among the general population of the province.

Total pupils of all classes.

1,120. Table 237 shows 978,000 Muhammadans under instruction in all classes of institutions, a figure which gives 21·6 per cent. on the total number of pupils of all creeds. This percentage is only slightly below the percentage of Muhammadans on the total population (22·6), whilst in each of the years 1886-87, 1891-92, and 1896-97 the pupil percentage was actually somewhat in excess of the population percentage. So far, therefore, there would seem to be no relative Muhammadan inferiority; but the census statistics show that there is in fact a marked inferiority, and the difference between the two results is due mainly to the inclusion of pupils in private institutions in the educational returns. Out of the total 978,000 Muhammadan pupils, 246,000 were in private institutions; and of those, again, 182,000 were in Koran schools. The character of these Koran schools is described in the Chapter on Private Institutions, and it is there shown, first, that they cannot be regarded as institutions for secular education, and, secondly, that the statistics relating to them are in all probability greatly

understated. To arrive at a reliable estimate of the present position and progress of Muhammadan education in India, it will be best to leave aside altogether the private pupils and to consider only the pupils of those institutions which are recognized by the Education Department.

1,121. Turning then to pupils under public instruction (Tables 239 and 240) it will be found that the percentage of Muhammadan pupils is only 18·8, whereas by population it should be 22·6. Madras, the United Provinces, the Central Provinces, and Berar, are the only provinces in which Muhammadans stand in advance of the general population; in the United Provinces the difference is not great, in Madras it is considerable, and in the Central Provinces it is very large. The results thus correspond fairly closely to the Census statistics. In the United Provinces the Muhammadans are behind the Hindus in the Agra, Meerut, and Kumaun circles, whilst they are in advance in the circle comprising the Benares and Gorakhpur and part of the Allahabad divisions. Among other provinces the inferiority is slight in Bombay but very marked in Bengal, the Punjab, and Assam.

Pupils under public instruction.

In 1901-1902 the percentage of Muhammadan pupils under public instruction to children of school-going age was 8·9 (Table 241), whilst the corresponding percentage for the general population was 10·8. It follows from what is said in the last paragraph that Madras, the United Provinces, the Central Provinces and Berar are the only provinces in which the Muhammadan percentage exceeds that for the general population.

1,122. It is not however so much with regard to the total number of pupils under public instruction as to the proportion in the higher stages of instruction that the backwardness of Muhammadans is most apparent. Whereas the percentage of Muhammadan pupils in public primary schools is 19·7, the percentage in secondary schools is only 14·4, in arts colleges only 7·3, and in professional colleges only 6·4. In other words whilst the primary school percentage is only one-seventh less than it should be, judged by the criterion of the general population; the Muhammadan pupils in secondary schools would require to be increased by more than 50 per cent. and in arts colleges more than trebled, in order to bring them up to the general level. A glance at Table 243 will show that the deterioration as we ascend the scale is common to all provinces except the United Provinces, Burma, and the Central Provinces.* In the United Provinces Muhammadans show a marked superiority both in secondary and collegiate education; in Burma the Muhammadan proportion in secondary schools is better than the indigenous proportion; and in the Central Provinces the proportion of Muhammadans in secondary schools is four times as great as that of the general population. Among other Provinces the falling off is less marked in the Punjab and Assam than it is elsewhere.

Pupils in different stages of instruction.

1,123. In schools for special education the number of Muhammadans is proportionately greater than the number of the Hindus, amounting to 37 per cent. of the total. The following figures show that the Punjab is specially prominent in this respect:—

Pupils in schools for special education.

| | Hindus. | Muhammadans. |
|-------------------------------|---------|--------------|
| Schools of Art | 167 | 134 |
| Schools of Medicinæ | 251 | 190 |
| Industrial Schools | 415 | 529 |

Progress.

1,124. The progress of Muhammadan education during the five years under review has not been satisfactory; the total number of pupils under public instruction increased by only 1,400 against 86,000 during the previous quinquennium. So small an increase failed to keep pace with the growth of population, and, comparing the years 1891-92 and 1901-02, it will be found that notwithstanding the considerable rise during the earlier years of the decade the percentage of pupils to children of school-going age rose only from 8·5 to 8·9. We have already seen that among Hindus also progress has received a severe check (partly attributable

General statistics.

* In some of the minor provinces, where the higher education totals are very small, the percentages for college pupils give irregular results.

to plague and famine), but the deterioration was not so great as among the Muhammadans; the percentage of Muhammadans among pupils of all creeds under public instruction which was 19·2 in 1891-92 and 19·3 in 1896-97, reverted in 1901-02 to 18·8—the figure reached in 1886-87. The loss occurred in the primary schools, it will be seen from Table 243 that there was some increase in the percentage of Muhammadan pupils in arts colleges and secondary schools.

Provincial
statistics.

1,125. MADRAS.—The number of Muhammadans under instruction in public institutions increased by only 898 during the period under review, against 3,858 during the previous quinquennium. The rate of progress has slackened and has failed to keep pace either with the progress of other classes or with the growth of the Muhammadan population. In 1891-92 the percentage of Muhammadan pupils was 10·8; in 1896-97 it was only 9·9; and in 1901-02, only 9·7.

The following table compares the number of Muhammadan boys and girls in the various stages of instruction in the years 1896-97 and 1901-02:—

| Year. | Boys. | | | | Girls. | |
|-------------------|-------------|------------------|------------------|----------|------------------|----------|
| | Collegiate. | Upper secondary. | Lower secondary. | Primary. | Lower secondary. | Primary. |
| 1896-97 | 50 | 372 | 1,552 | 57,504 | 31 | 11,253 |
| 1901-02 | 80 | 558 | 1,766 | 58,869 | 29 | 10,912 |

The secondary education of boys shows some progress.

The number of pupils in public schools for *Mappilla* boys fell during the quinquennium from 19,208 to 19,018; the number in public schools for *Mappilla* girls fell from 652 to 621.

1,126. BOMBAY.—The progress of Muhammadan education in the Bombay Presidency has been greatly retarded by plague and famine. The total number of Muhammadan pupils in public schools diminished by 7,824 during the quinquennium under review, and at the end of 1901-02 was only 1,215 in excess of the figure for 1891-92. The decline was, however, not much greater than in the case of the general population: in 1896-97, 17·6 per cent. of the pupils in public institutions were Muhammadans and in 1901-02 the percentage had diminished to 17·3. Turning to Table 243 it will be seen that the percentage of Muhammadan pupils increased in secondary schools from 5·3 to 5·9, in arts colleges from 2·7 to 3·5, and in professional colleges from 2·8 to 3·6. There is a growing tendency on the part of Bombay Muhammadans to pursue education beyond the primary stage.

The Director remarks as follows:—

The figures bearing on Muhammadan education are, taking the Presidency as a whole, fairly satisfactory. In the Central Division the total number of pupils has risen from 21,353 in 1896-97 to 23,684 in 1901-02 notwithstanding the disturbance caused by plague and famine. In the Northern Division the decline is very slight considering the exceptional distress which has prevailed in Gujarat. In Sind, things are about as they were five years ago. The decline is considerable in the Southern Division, where Muhammadans are very poor. But in Kathiawar there has, as already noted, been a very marked improvement during the past ten years, and some improvement even in the last five years.

1,127. BENGAL.—Muhammadans have participated in the general decline of primary education in Bengal to an even greater extent than the Hindus. The number of Muhammadan pupils in primary schools fell by 15,564; and the percentage of Muhammadan pupils under public instruction, which rose from 25·5 to 25·7 in the period 1892-93 to 1896-97, fell again to 25·0 in the period under review. The number of Muhammadan pupils in arts colleges increased by 130, in professional colleges by 25, and in secondary schools by 4,595; in each case this increase gives a slight improvement in the percentage of Muhammadan pupils.

1,128. UNITED PROVINCES.—The number of Muhammadan pupils under public instruction increased by nearly 10,000. Although this is a considerable rise it is smaller in proportion than the increase of Hindu pupils under public instruction

which has taken place during the past few years, and the Muhammadans have therefore lost a portion of their relative superiority : the percentage of Muhammadan pupils fell from 16·2 in 1896-97 to 15·0 in 1901-02. The fall occurred in both primary and secondary schools. The number of Muhammadan pupils in arts colleges increased from 268 to 293, and the number in professional colleges fell from 139 to 123.

PUNJAB AND NORTH-WEST FRONTIER PROVINCE.—Taking these two provinces together the percentage of Muhammadan pupils in public institutions shows a slight fall from 39·8 to 39·4. The decline is in secondary schools (34·3 to 33·5) ; in primary schools there was a rise from 42·6 to 43·0, in arts colleges from 19·7 to 22·9, and in professional colleges from 19·7 to 20·0. In the Punjab the percentage of Muhammadan girls in schools of all classes is somewhat higher than the percentage of Hindus, though much lower than the percentage of Sikhs.

BURMA.—Progress in Burma was fair : pupils in secondary schools increased by 493 against 351 during the previous quinquennium, and pupils in primary schools by 742 against 722.

CENTRAL PROVINCES.—The number of Muhammadan pupils under public instruction remained practically stationary, but as Hindu pupils decreased in number, the percentage of Muhammadan pupils rose from 6·8 to 7·1. Comparing the figures of 1901-1902 with those of 1891-1892, little or no progress is disclosed.

ASSAM.—The number of Muhammadan pupils under public instruction increased by 2,081 against 4,411 during the previous quinquennium ; the increase has more than kept pace with the increase of pupils generally, and the percentage of Muhammadan pupils in primary schools has risen from 17·9 to 18·8. The percentage of Muhammadan pupils in secondary schools fell, however, from 15·8 to 15·3.

BERAR.—The number of Muhammadan pupils under public instruction increased by 221 against 92 during the previous quinquennium. The Muhammadans of this province increased their lead considerably in the case of primary school pupils, and slightly in the case of secondary school pupils.

COORG.—There were 149 Muhammadan pupils under public instruction on the 31st March 1902, against 150 on the 31st March 1897.

1,129. Table 244 shows the number of successful Muhammadan students in University and general school examinations. The statistics for University examinations are on the whole satisfactory ; the number of Muhammadans passing the M. A. examination increased from 5 to 12, the number passing the B. A. examination from 63 to 107, the number passing the intermediate examination (including the Bombay previous examination) from 183 to 240, and the number passing the matriculation examination from 658 to 738. The increase in the number of graduates was greatest in the United Provinces (21), a result due to the Aligarh College. The total figure for the middle school examinations remained practically unaltered, and that for the upper primary examination increased by about $2\frac{1}{2}$ per cent. It is unsafe, however, to draw any deductions from the school examination figures, since they are influenced by changes of regulation and custom with regard to the use of the examinations, as well as by the general state of education. Examination results.

Muhammadan Colleges and Schools.

Introductory.

1,130. The bulk of the Muhammadan pupils under public instruction are taught in the general State and aided schools, and in those parts of the country where Muhammadans predominate the general schools take, naturally, a Muhammadan colour. There are also a number of institutions specially designed for Muhammadan pupils, some of which are maintained by the State and others by private persons or societies. A brief account is given in this section of the Muhammadan institutions in the various provinces.

Madras.

1,131. The Madras Education Department keeps a separate record of the schools intended wholly or chiefly for the education of Muhammadans. General statistics.

following statement compares the number of such institutions in 1896-97 and 1901-02 :—

| | 1896-97. | 1901-02. |
|---------------------------|----------|----------|
| Upper secondary | 2 | 2 |
| Lower secondary | 10 | 8 |
| Primary | 1,151 | 1,037 |
| Special | 6 | 7 |
| Private | 914 | 1,076 |

The number of public schools diminished but their strength increased. All but 45 of the private institutions are Koran schools. The public schools were distributed by management as follows :—

| | |
|-----------------------------------|-----|
| Government | 49 |
| Board | 437 |
| Private managed { aided | 307 |
| { unaided | 261 |

Local Boards and Municipal Councils are advised to open Muhammadan schools wherever this is possible.

Special schools.

1,132. The two high schools are the Government Madrassah-i-Azam (190 pupils), and the aided mission Royapet Harris school (260 pupils), both in the city of Madras. The Government school is maintained at a cost of over R10,000 a year. The Director states that it has not been very successful for some time past, though in the last year of the quinquennium it showed a slight improvement. It has long been felt that the conditions under which the school works are not altogether favourable to success, and it has been decided to remove it to more commodious quarters and better surroundings in a large building recently purchased for it by the Government. Proposals for re-organizing the staff were also under consideration at the end of the quinquennium. The Madras Presidency has three industrial schools intended specially for Muhammadans—the aided Anjuman-Muffid-i-Ala-i-Islam in Madras (100 pupils), the aided female school at Guntur (31 pupils), and a lower grade Anjuman industrial school at Vellore. In the Madras institution the course is mainly in carpentry and carpet-weaving.

Schools for Mappillas.

1,133. The following table compares the number of schools for Mappillas in 1896-97 and 1901-02 :—

| | 1896-97. | 1901-02. |
|--------------------------|----------|----------|
| Public schools | 391 | 369 |
| Private „ | 243 | 295 |

The public schools were distributed as follows in 1901-02 :—

| | |
|----------------------|-----|
| Government | 9 |
| Board | 108 |
| Aided | 112 |
| Unaided | 140 |

The Government institutions comprise a boys' practising school and 8 girls' schools. There is a special Government training school for Mappilla teachers at Malapuram. During the quinquennium a commercial class was opened in the school of commerce, Calicut, for the benefit of Mappillas who wish to obtain employment in native firms, and instruction is given to them in Malayalam, the official language of the district.

Bombay.

Mullah schools of Sind.

1,134. Great pains have been taken for many years past to improve the Mullah schools of Sind, and to induce the teachers to impart an elementary secular education to their pupils in addition to teaching them to repeat verses of the Koran by rote. During the quinquennium 1887-88 to 1891-92, a large number of these schools were brought on to the public list by a simple grant-in-aid system. Many of them failed to respond to the help they received, and it was found necessary to weed out the least efficient and to concentrate effort on the improvement of the residuum. No grant may now be given for purely Koran teaching; it is required as a condition of registration that the Mullah should have an adequate knowledge of Arabic-Sindhi, and the grant is assessed on the

secular attainments of the pupils. The total number of public primary schools for boys in Sind diminished during the quinquennium from 1,460 to 1,285, but the number of pupils rose from 52,000 to 54,000.

1,135. The principal Muhammadan school in Sind is the Madrassah at ^{Sind} Karachi. This is an aided high school managed by a committee of Government ^{Madrassah.} officers, representatives of local bodies, and members nominated by the Sind Muhammadan Association. It had 179 pupils on the 31st March 1902, nearly half of whom were boarders. The school cost R22,000 in 1901-02.

1,136. In the Presidency itself the principal Muhammadan school is the ^{Bombay} Anjuman-i-Islam School of Bombay. This aided high school had 213 pupils on ^{Madrassah.} the 31st March 1902, and cost R7,449 in the year 1901-02. The school has a fine library, a good boarding house, and a fairly well-equipped gymnasium.

1,137. The experiment is now being tried of allowing Koran reading in the ^{Urdu Muni-} Urdu Municipal schools in Bombay, in the hope that this will make the schools ^{cipal schools} more attractive. The Mullahs appointed to teach must be approved by the ^{Bombay.} Joint Schools' Committee, and the reading must not occupy hours which should be devoted to ordinary school work. It is as yet too early to judge what success will attend this experiment.

Bengal.

1,138. The organization of Muhammadan education in Calcutta affords an interesting illustration of the general system. At the head of the scale comes the Government Madrassah, the institution which was founded by Warren Hastings in 1781 and which has ever since remained one of the principal Muhammadan schools of India. It has an Arabic and an Anglo-Persian department, both of which are attended by a large number of pupils. Next comes the Muhammadan Middle English school. This was formerly a department of the Madrassah and was known as the Colinga Branch School; in March 1901 it was amalgamated with the Anglo-Persian department, but in March 1903 it was re-opened as a separate institution in the north of the city, in order to provide another centre for Muhammadan pupils who study English. It is under the Principal of the Madrassah. Third on the list come the private institutions in which one or more men of learning give instruction in Arabic studies, and to which an ordinary maktab is often attached. The Ramazan Ali Mosque may be instanced as an example of this class of school. The property is a *wakf*. The curriculum is very similar to that of the Arabic department of the Calcutta Madrassah, and the school often receives pupils who are pursuing, or who have finished, their studies in the Government school. Last come the numerous maktab or Koran schools, the number of, and attendance at, which have never been reliably estimated. They may be divided into two classes; the ordinary type in which Koran recitation forms practically the only study, and the rare type in which a little instruction is given in Urdu and Persian. A few are aided by the Municipality. Apart from the Koran schools, the secular instruction of which is almost negligible, there is practically no special provision for the primary education of the Calcutta Muhammadans, and their attendance at the general schools leaves very much to be desired.

1,139. On the 31st March 1902 there were 816 students on the rolls of the ^{The Calcutta} Calcutta Madrassah, of whom 339 were in the Arabic department, 439 in the ^{Madrassah.} Anglo-Persian department, and 38 in the college department. The school is managed by a Principal who is a member of the Indian Educational Service; under him there is a staff consisting of a head-master and 15 assistants in the Arabic department, and of a head-maulavi and 21 assistants in the Anglo-Persian department. There are about 100 boarders in residence who belong to other schools and colleges as well as to the Madrassah. The Arabic Department teaches a school and college course extending over nine years. In the first five, or junior classes, instruction is given in Urdu, and in the upper four, or senior classes, in Persian. The subjects taught are Arabic and Persian (language and literature), and the various branches of Muhammadan learning such as law, logic,

rhetoric, philosophy and religion. The study of Koranic exegesis and the traditions of the Prophet have recently been added to the course. Optional English classes are held in the afternoon, but they are not very successful. The Anglo-Persian department gives a complete high school course leading up to the matriculation examination, Persian being the second language. Students of the college department read in the Presidency College, but they are still regarded as Madrassah students and the Principal is responsible for them.

Muhamma-
dan schools of
the Bengal
mofassal.

1,140. The Bengal Director states that schools for general education, solely or chiefly for the benefit of Muhammadans, are growing in number in the Bengal districts; maktabas are adopting the departmental standards, and the number of madrassahs under private management continues to increase. There are five Government madrassahs outside Calcutta, the most important of which are at Dacca and Chittagong; the number did not change during the quinquennium, but the attendance (inclusive of the Calcutta Madrassah) fell from 1,667 to 1,628. The Government also aids several of the private managed madrassahs. The Government and aided institutions follow the same course as the Arabic Department of the Calcutta Madrassah; in some of them English or Bengali is taught as an optional subject. An institution of special character maintained by Government is the Nawab's Madrassah at Murshidabad; this is an ordinary high school for children of the Murshidabad family. Special encouragement and aid are given by local bodies to maktabas.

Madrassah
examinations.

1,141. There is in Bengal a system of Government Madrassah examinations, at which only students from recognized institutions may appear. There are 11 such institutions, including the 6 Government madrassahs. The examinations are held annually for students of the four senior classes; the subjects are Arabic and Persian literature, Muhammadan law, logic, rhetoric, philosophy, etc. The Principal of the Calcutta Madrassah is Registrar for the examinations. The total number of successful candidates was 104 in 1901-02, against 155 in 1896-97.

United Provinces.

General re-
marks.

1,142. As the Muhammadans of the United Provinces are, on the whole, in advance of the Hindus both as regards primary and higher education, the Director does not in his annual reports treat of the Muhammadan institutions apart from the general educational system; there is, however, one institution for Muhammadans which must be noticed separately.

Muhamma-
dan Anglo-
Oriental Col-
lege, Ali-
garh.

1,143. The aided Anglo-Oriental College at Aligarh is the premier institution for Muhammadan education in India. It has both a college and a school department, and in 1902 there were 270 pupils in the former (including the law class) and 350 in the latter. Nearly 500 out of the total 620 pupils were boarders; and all but 62 were Muhammadans.

The Aligarh College was founded as a school with about 60 students in the year 1875; it was raised to the status of a second grade college (affiliated to the Calcutta University) in 1878; it became a first grade college in 1881; and it was affiliated to the University of Allahabad in 1888. The school originated in the endeavours of a society of Muhammadan gentlemen of the United Provinces, led by the late Maulavi Sir Syed Ahmed Khan, to further the lagging cause of liberal education among the Muhammadan community. Practically the college owes its foundation, survival, and progress to the zeal and devotion which Sir Syed Ahmed Khan lavished on it without stint until his death in the year 1898. At first the school derived little support, and encountered much hostility, from the Muhammadan community, and it would have perished but for the zeal and energy of the small band of reformers who refused to be discouraged by apathy or to yield to opposition. In 1886 the tide of public opinion began to flow in favour of Sir Syed Ahmed Khan and of the Aligarh College; external causes, partly of a political character, were at work which helped to precipitate this change and to alter Muhammadan feeling towards English education. It was at this time that the Muhammadan Educational Conference was established. Once the value of the training given at Aligarh was recognized by the Muhammadan community, the popularity of the institution grew apace, and except during a short period, when a combination of circumstances interfered

with its prosperity, the numbers on the rolls have increased steadily up to the present time. The following table illustrates this growth :—

| Year. | Pupils. | Boarders. |
|-------|---------|-----------|
| 1875 | 66 | ... |
| 1880 | 180 | 147 |
| 1885 | 260 | 115 |
| 1890 | 269 | 163 |
| 1895 | 565 | 325 |
| 1900 | 488 | 369 |
| 1901 | 560 | 415 |
| 1902 | 620 | 496 |

The growth of the college has brought with it its own difficulties and dangers; the pupils can no longer receive the degree of individual attention from their teachers which contributed much to the success of the system in former years, and the residential accommodation is often found insufficient. A new quadrangle is now being built. The rapid increase in the number of students during recent years is not due to any considerable extent to an impulse towards English education upon the part of the Muhammadans of the United Provinces, but to the spread of the influence of the college into other provinces. Out of 516 boarders who were in the college in June 1903, only 301 belonged to the United Provinces; other students come from all parts of India, and even from Burma, Arabia, Persia, Somaliland, and the East Coast of Africa.

1,144. The college and school teach the general University and departmental courses of the United Provinces. Instruction is given in the English language, and Arabic, Persian, or Sanskrit is taken as the classical language. All Muhammadan students are taught theology (in Persian or Arabic) according to their sect. During the years 1897-98 to 1901-02 (both inclusive) 116 students graduated from the college, a number which is very nearly equal to one quarter of the total number of Muhammadans who graduated during the same period. None of the students who obtained the B. A. degree in 1901-02 attained honours or passed in the first division. The aim of the institution is not so much to produce distinguished scholars as to train men fit to enter the professions or the public service, and useful alike to the State and to the Muhammadan community.

The excellence of its general training has always been the most important feature of the Aligarh system, and the college is often cited in illustration of the good effects which may be derived from well supervised boarding houses. The constant association with European professors, the careful attention paid to physical and moral training, the healthy tone pervading the institution, and the *esprit de corps* which obtain among the students, have combined to set a stamp upon the boy trained at Aligarh. As early as 1892 Sir Auckland Colvin said—"To have been an Aligarh man is, I have over and over again found, a passport to the respect and confidence of both Englishmen and Natives. They carry with them the stamp of their training, the impress of the mind of the man under whom that training has been accomplished." In former days, when the number of pupils was comparatively small, supervision was maintained by personal intercourse between professors and pupils without any elaborate system or code of rules. These arrangements became inadequate when the number of boarders passed a certain point, and a regular organization was introduced in the year 1900 which has since been worked with very good effect. It is described as follows in the Director's Report for 1901-02:—

The senior English professor, as provost, is in general control and is the ultimate authority on all matters pertaining to discipline and organization. Under him is the Proctor, a Muhammadan, the second master of the school. His duties are to allot rooms and deal with ordinary matters of discipline and questions of food supply. He is assisted by eight sub-proctors who live in the different boarding-houses and are directly responsible to him. The sub-proctors are in their turn assisted by fourteen house-monitors, who look after the condition of the boarding-houses and supervise the work of the servants. For looking after the preparation and distribution of the food there are twenty food-monitors.

The principal observes that the good results of this system are manifest in the better order, the greater cleanliness, and the improved moral tone of the boarding-houses; but, he says, it must not be supposed that the disciplinary arrangements are the kernel of the Aligarh system, since that system was in all

essentials the same, years before proctors and sub-proctors were invented. A new feature in the college is the establishment of what is known as the English boarding-house. This is a hostel under the control of one of the English professors who lives in a bungalow with the boarders, about 30 in number. It is necessarily a somewhat expensive arrangement ; but it meets with so much favour among wealthy Muhammadans that the number of applications for admission very largely exceeds the accommodation available. The college is well equipped for physical exercise and games, and has a riding school ; the students have for many years past been distinguished in athletics.*

Punjab.

General
remarks.

1,145. Most of the special Muhammadan schools of the Punjab are under private management. Every place of importance has its *Anjuman*, or social and political society, one of whose main functions is to further the education of the local Muhammadan community ; and a college as well as a number of high, middle, and primary schools have been founded and are maintained by the *Anjumans*. They are managed by local committees and some of them are aided by the State. Most of the aided indigenous schools of the Punjab are Muhammadan, and belong to the improved maktab type. It has been said in the chapter on Primary Education that the endeavour to incorporate the Punjab maktabs into the general educational system has not met with great success.

Anjuman
schools.

1,146. The following is a brief account of the three most important of the *Anjuman* institutions :—

The *Anjuman-i-Himayat-i-Islam Institution* at Lahore comprises a college, a high school, and primary branches for boys and girls ; and gives instruction in all to over 1,000 Muhammadan pupils. It is unaided and unendowed, and is supported by subscriptions and donations. It began as an upper primary school and was gradually raised to its present collegiate status. The building and equipment of the college need improvement, but on the whole the institution is one of the most flourishing in the province. Attached to it are a boarding-house and an orphanage.

The *Muhammadan Anglo-Oriental High School* at Amritsar is a large aided institution giving instruction to some 500 boys. It is located in one of the finest educational buildings of the Punjab, and has a good boarding house.

The *Hamuji Islamia High School* at Rawalpindi is a large aided institution. The building was presented by the gentleman whose name the school bears, and it has a boarding-house.

Other special
schools. Two institutions of a special character also deserve notice :

The *Anglo-Arabic High School* at Delhi, with about 400 pupils, is managed by a committee nominated by the Government, and is supported by the proceeds of the Itmad-ud-Daulah fund. This fund was raised many years ago and the old Delhi College was maintained from it. It occupies a Mughal building and has accommodation for boarders. Education is free to all Muhammadans in the school, and many of the pupils receive stipends from the fund.

The *Shurfa-i-Hind High School* at Delhi was intended originally for poor descendants of the Mughlia royal family, and was founded by the chief representative of the family in 1891. It has become a mixed school in which Hindus as well as Muhammadans are received ; it is aided by the Government but has been only moderately successful. The equipment and arrangements are not altogether satisfactory.

North-West Frontier.

1,147. Since 92 per cent. of the population of the new North-West Frontier Province are Muhammadans, the Muhammadan schools do not require notice apart from the general account of education in the province which is given in other chapters of this Review. The *Anjuman* of Peshawar maintains a high school for about 300 to 400 boys which has not a building of its own.

*"The History of the Muhammadan Anglo-Oriental College, Aligarh", by Theodore Morison, Principal of the College.

Burma.

1,148. The Muhammadans of Burma resort freely to the general schools of the province, and prefer them to their own special institutions, which comprise one English secondary school and 57 vernacular primary schools. The English school is the Madrassah-Islamia in Rangoon, which had, on the 31st March 1902, 77 pupils in its secondary and primary departments. It is badly managed and ill-supported; the Muhammadans of the town, the Director says, take no interest in it, and prefer to send their children to other and better schools.

Other Provinces.

1,149. In the CENTRAL PROVINCES there is a high school for Muhammadans at Jubbulpore. It is a small institution with about 20 pupils. The annual reports on its conduct are on the whole satisfactory, but a hostel and suitable playground are said to be needed. In ASSAM grants-in-aid are given to private maktabs and madrassahs, provided that they teach a course of instruction approved by the Education Department. In BERAH, public schools are divided into Hindustani and Marathi schools; and the former, which have a special curriculum of their own, are intended mainly for Muhammadans. There were 82 Hindustani schools in 1902 against 79 in 1896-97; three were Anglo-Urdu and the rest primary. In COORG two special schools for Muhammadans are maintained from Municipal funds.

Special Pecuniary Assistance.

1,150. In most provinces the development of Muhammadan education is encouraged by the grant of special pecuniary assistance, proffered in such manner as to aid the poorer classes to participate in the general educational facilities. Reserved scholarships, exemption in whole or in part from the payment of fees, and favourable conditions for the award of grants-in-aid are the forms which the special assistance ordinarily takes.

General remarks.

1,151. The following is an abstract of the arrangements as they stood at the end of the period under review.

Description by provinces.

MADRAS.—The Director gives the following account of the special pecuniary advantages offered to Muhammadans and Mappillas in the Madras Presidency :—

The special concessions and privileges enjoyed by this community and referred to in the last quinquennial report have been continued to them throughout the quinquennium under review. Muhammadans still have the privilege of paying half fees in all public schools and colleges, and Muhammadan students who undergo training for the profession of teaching are given an allowance of R2 per mensem in addition to the usual rate of stipends, and a guardian allowance of R5 is given to Muhammadan female students under training who do not permanently reside in the town where the school in which they are being trained is situated. Under the grant-in-aid Code all schools for Muhammadans, including Mappillas, are treated as 'poor' schools irrespective of the proportion of 'poor' pupils in them. Favourable rates of salary grants are allowed to teachers employed in schools intended for Muhammadans and results grants are given to Muhammadan boys at 25 per cent. higher than the standard rates, and to Mappilla boys in the Ernad and Walavanad Taluks in Malabar at 75 per cent. higher. * * * * * Further 160 scholarships of the monthly value of R1 and 60 of the monthly value of R1½ each are allotted annually on the results of the second and third standard examinations, respectively, to enable Mappilla pupils of promise in the Ernad and Walavanad Taluks of Malabar to prosecute their studies to the next higher standard. Provision is also made for the award of six, seven and ten scholarships for Muhammadan male pupils other than Mappillas, and two, five, and ten scholarships for Mappilla male pupils on the results of the matriculation, lower secondary and primary examinations, respectively. There are besides seven and ten scholarships specially reserved for Muhammadan female pupils including Mappillas and these are awarded on the results of the lower secondary and primary examinations. The eight scholarships awarded on the results of the first examination in arts are also open to Muhammadans. In addition to these, special scholarships are given to the children of Carnatic stipendiaries who are too poor to pay for the education of their children, the value of the scholarship assigned to each pupil being the standard fee laid down in the fee notification for the standard or form in which the pupil is reading. The rules of the Law College and the Colleges of Engineering and Agriculture provide for the payment of special scholarships to Muhammadans. Twenty scholarships of the monthly value of R2 are also made available to Mappillas in the special commercial class attached to the school of commerce, Calicut.

The numbers actually in receipt of scholarships in 1901-02 stood as follows:—

| | Muhammadans. | Mappillas. |
|---|--------------|------------|
| B. A. classes | 2 | — |
| F. A. classes | 9 | 4 |
| Upper Secondary forms | 13 | 3 |
| Lower Secondary forms | 18 | 11 |
| | — | — |
| | 42 | 18 |
| | — | — |
| Children of Carnatic stipendiaries | — | 46 |
| Mappillas in the Calicut School of Commerce | — | 20 |

1,152. BOMBAY.—Special scholarships are reserved for Muhammadan boys in schools, and, in addition to these public scholarships, the scholarships founded by the late Kaji Shabudin are reserved for them.

1,153. BENGAL.—The following special collegiate scholarships are awarded to Muhammadans:—

| Grade. | Number. | | | |
|------------------|-------------|--------------|-------------------|--------|
| | Government. | Mohsin Fund. | Other endowments. | Total. |
| Senior | 20 | 5 | 3 | 28 |
| Junior | 20 | 8 | 7 | 35 |

Two post graduate scholarships are granted from the Mohsin Fund. Other special scholarships are awarded at earlier stages of the course. Half the fees of Muhammadan boys in colleges and schools are paid from the Mohsin fund; formerly the proportion was two-thirds, but it was reduced to one-half during the quinquennium in consequence of the decrease in the rate of interest on Government securities. Provision is also made in the Bengal Code for the award of free studentships to Muhammadan pupils in middle and high schools to the extent of 8 per cent. of the number of pupils on the rolls, but not exceeding 12 in any school. In the Report for 1901-02 the Director states that: "Many district boards have taken special measures for the encouragement of Muhammadan education, and these have proved generally beneficial. Lower primary scholarships have been reserved for Muhammadans, free tuition has been granted, rewards for passing Muhammadan pupils at the reward examination have been paid at increased and sometimes double the ordinary rate, and maktabs have been aided and given special encouragement."

1,154. PUNJAB.—A number of scholarships (called the Victoria scholarships) for the encouragement of English education among Muhammadans of the Punjab are granted by the Government and by local bodies. The scale of scholarships is as follows:—

| | | | | | | | |
|---|---------------|---------------|-----------------|------|-----------|--------------|-----------|
| On the result of the B. A. examination, | 2 | scholarships, | of the value of | R14, | paid from | Provincial | Revenues. |
| „ intermediate | 4 | „ | „ | R10, | „ | „ | „ |
| „ entrance | 8 | „ | „ | R8, | „ | „ | „ |
| „ middle school | 44 | „ | „ | R4, | „ | „ | „ |
| „ upper primary | an indefinite | „ | „ | „ | „ | „ | „ |
| | number of | „ | „ | R2, | paid from | local funds. | |

These scholarships were at first sanctioned for a term of years, but their continuance, pending further orders, has now been ordered. One hundred and twenty-five Victoria scholarships were current in 1901-02, against 139 in 1896-97. One half the free and half rate studentships allowed in colleges and schools must be allotted to poor Muhammadan pupils.

1,155. ASSAM.—The Government awards two senior and two junior collegiate scholarships to Muhammadans from the Surma Valley.

BERAR.—All Muhammadan pupils of secondary schools, and ten per cent. of the Muhammadan pupils of primary schools, are exempt from the payment of fees. Seven Government high school scholarships are specially reserved for Muhammadan candidates.

Staff.

1,156. Another point to which the Education Department pays special attention is the proportion of Muhammadans on the inspecting and teaching staff. The following details regarding this subject are derived from the Directors' Reports.

MADRAS.—Normal schools or classes are maintained for the training of Muhammadan teachers. There are two such schools for masters, *viz.*, the Mappilla Training School, Malappuram, and the Muhammadan Branch Training School, Madras; and two for mistresses, *viz.*, the Hobart School, Madras, and the Gunairbeed School, Vizagapatam District. Muhammadan teachers are generally employed in those Muhammadan schools in which instruction is given in Hindustani; in other schools where there is a large proportion of Muhammadan pupils Hindustani *munshis* are employed.

The inspection of Muhammadan schools is conducted by two Mappilla Sub-Assistants in the West Coast Division, and by three Muhammadan Sub-Assistants in the remaining eight divisions. Muhammadan supervisors of primary schools are also employed for the supervision of Muhammadan and Mappilla schools, three of them being paid from Provincial Revenues and the rest from local funds.

The Director mentions in his Report for 1901-02 that schemes had been submitted to the Government for reorganizing the Hobart Training School, and for improving the Muhammadan inspecting agency. The proposals submitted with regard to the training school have been approved.

BOMBAY.—As great difficulty has been experienced in getting competent masters for schools, special scholarships are now offered in the Central and Southern Divisions to students who pass the public service certificate examination and go through the prescribed course of instruction in a training college. Persian teachers are attached to Government high schools, and there is at least one Muhammadan inspecting officer in each district.

BENGAL.—Five out of six Additional Deputy Inspectorships and six Deputy Inspectorships of districts were held by Muhammadans at the close of the period under review. The two Assistant Inspectorships of Muhammadan education were abolished in 1901. The senior of the two officers was appointed Inspector of Schools, and the other remains as a general Assistant Inspector. District boards are now appointing Muhammadans as Sub-Inspectors, as vacancies occur, so as to make up the number prescribed by Government. Muhammadan inspecting *pandits* are also being appointed. Inspectors of Schools have been directed to give preference to Muhammadan candidates in the appointment of junior teachers, and the number of Muhammadan teachers in schools is increasing.

Attitude of the Muhammadan Community.

1,157. Since the backwardness of Muhammadan education is due in great measure to the traditions and character of the people, the special efforts made by the State on their behalf can only be successful in so far as they render Muhammadan parents more solicitous for the secular education of their children. The unsatisfactory progress of the last five years would seem to indicate that this most desirable result is still far from achievement, and the evidence of the figures is borne out by the testimony of prominent Muhammadans quoted at the beginning of this chapter. It is, however, a hopeful feature of the situation that among the influential classes in several provinces there appears to be a due appreciation of the situation and an earnest desire to improve it.

1,158. A noteworthy sign of the times is the widening scope and increasing energy of the Muhammadan Educational Conference. The establishment of this Conference (in 1886) was another of the good works of Sir Syed Ahmed Khan. He was permanent secretary, and during his life time the Conference was held sometimes at Aligarh and sometimes at various places in the United Provinces

General remarks.

The Muhammadan Educational Conference.

and the Punjab. Upon his death his successor, Nawab Mohsin-ul-Mulk, perceiving the great but undeveloped possibilities of the institution decided that conferences should be held at important centres of Muhammadan life throughout India. In 1898 the Conference met at Lahore, in 1899 at Calcutta, in 1900 in Rampore State, in 1901 at Madras, and in January 1903 at Delhi. By its means the Muhammadans in widely distant parts of India have been roused to a better appreciation of their duty with regard to the education of their co-religionists, and invaluable work has been accomplished by the dissipation of prejudice and the kindling of a desire for education and improvement.

Provincial
activity.

1,159. Passages in the reports of the Directors afford further indication that the more enlightened Muhammadans of the present day are taking up the question of education.

The MADRAS Director states as follows :—

Recently also a memorial was submitted to Government by the Muhammadan Association of Southern India making suggestions for the improvement of Muhammadan education and praying for further concessions and privileges in the matter of scholarships, appointments, etc. Muhammadans have for many years been prominent in asking for special privileges, but it is now gratifying to observe from the utterances of the leading members of the community the growth of a feeling among them that the best way to work out their salvation is by strenuous efforts to help themselves. The existence of such a feeling is evidenced by the fact that they have started a fund, which so far appears to have elicited a fairly liberal response, for the purpose of helping Muhammadan lads of promise to prosecute their studies in England and qualify for the higher services.

In his Report for 1901-02, the BOMBAY Director says :—

Hitherto progress has been retarded not only by the comparative poverty of Muhammadans in some parts, but by their general apathy and unwillingness to adapt themselves to changing circumstances by changing their old modes of education. Recently, however, there has been an awakening within the community, and among the most remarkable events in the last five years have been the Educational Conferences held in Surat in 1901 and in Bombay in 1902. They were organised by leading Muhammadan gentlemen with a view of popularizing education in the community and of raising funds wherewith to help poor and deserving students. His Excellency the Governor attended the Conference in Bombay, and manifested the greatest sympathy with the movement. The result will be awaited with interest.

Speaking of Sind the Director says in the same Report :—

The higher class of Muhammadans—the zamindars—appear gradually to be learning the value of education. The chief difficulty in their case is to overcome their unwillingness to send their children away from home to school. To meet this difficulty boarding-houses for their sons have already been established at Karachi, Larkhana, and Mirpur Khas. A very largely attended Educational Conference was held by the Muhammadans at Hyderabad in January of the present year.

The poor results of the past five years' work in BENGAL show that the Muhammadans of that province are not accustoming themselves to use more freely the educational advantages which are offered to them; nor do the Director's reports point to any concerted endeavour on the part of the more wealthy and enlightened members of the community to give a fresh impulse to the cause of education among their co-religionists. In his presidential address Nawab Imad-ul-Mulk Syed Hosain Bilgrami stated, however, that the Conference which met in Bengal in 1899 had stirred up the Muhammadans of that province to a sense of their educational wants, and that it had elicited a public expression of views from several leading Muhammadans which could not fail to be beneficial to the community. An account has already been given of the good work which is being done by the various local Muhammadan societies of the PUNJAB in maintaining institutions of all grades for Muhammadan pupils. The Director of the CENTRAL PROVINCES in commenting on the discouraging want of progress regrets that Muhammadans do not avail themselves more readily of the educational system. A much better spirit pervades in BERAH, where the Director makes the following favourable report :—

The Muhammadans of this province appear to be quite alive to their sense of duty in the matter of education for the youths of their community. Subscriptions were raised to meet the wants of poor boys. In some places extra assistant masters were entertained by liberal-minded gentlemen for some months. Several Muhammadan gentlemen have also helped the cause of education by lending houses for the use of schools. The department is ever ready to give a helping hand to education among Muhammadans whenever they come forward to render any sort of assistance.

CHAPTER XII.

EDUCATION OF BACKWARD CLASSES.

Aboriginal Races and Tribes.

General Account.

1,160. In the present section we have to deal with the aboriginal tribes of ^{The} India, such as the Santhals, Kols, Gonds, Korkus, Khonds, and Bhils, whose homes ^{aboriginal} are mainly in the chains of the mountain systems of India, and in the forests and ^{population.} jungles which lie at their base, who are often wild or semi-civilized, and who are educationally far behind the Hindu population. The native religion of these races is that "medley of heterogeneous and uncomfortable superstitions now known by the not entirely appropriate name of Animism."* The essence of Animism is the employment of magic to ward off physical ills. As the animistic races settle in the plains, or otherwise come into close and continued contact with the Hindu population, they slowly fall under the influence of Hinduism and of Hindu manners and customs. There is thus no sharp line of distinction between Animism and Hinduism, the one merges by imperceptible stages into the other, and there are many elements common to both. In the Census returns a distinction is drawn, as well as circumstances will permit, between the followers of the two religions, and the number of animists and the state of their education are shown separately in all provinces in which they are found. We are now concerned mainly with those tribes and sections of tribes which are still animistic and therefore wild and uneducated; but this is by no means exclusively the case, since large numbers of the Hinduised or semi-Hinduised aboriginals are far behind the rest of the population in civilization and education, and are therefore included in the provincial statistics on which the following account is based. Thus, for instance, the large tribe of Kolis are almost all Hindus, but are nevertheless dealt with as an aboriginal race by the Bombay Education Department.

1,161. Nevertheless the number of animists gives in most provinces some indication of the extent of the aboriginal population whose education is the subject of special treatment. The chief home of the tribes who still cling to their animistic beliefs is in the barren and sparsely populated tract of hill and jungle which lies across the centre of the Indian Peninsula; the only other tracts where they are numerous are the Assam range and the hilly country which divides Assam from Burma. About $8\frac{1}{2}$ million persons were returned as Animists in the Census of 1901, of whom nearly one-third are found in Bengal, more than one-fifth in the Central Provinces, one-eighth in Assam, one-ninth in the Central India Agency, and one-thirteenth in Madras; the only other tracts with a number, exceeding 100,000 are Rajputana, Burma, Berar, and Baroda. Distribution of aboriginal races and tribes.

1,162. From the very nature of the case the education of the aboriginal races must be a problem of the greatest difficulty, and in fact it has proved to be so difficult that its solution appears to approach but little closer as one five years' period after another comes up for examination. The typical tribes live in the remoter jungles, some cultivate patches of land on the hill sides, others graze herds of cattle and buffaloes in the forest, others again live by the chase. "They are patient, inured to suffering, and naturally truthful. But the most universal features in their character are their shyness and confirmed dislike of any settled occupation. Their poverty is extreme, and as they have little commerce with the villagers of the plain, and carry on their own simple transactions with each other by barter, there is no effective desire among them for the most elementary education. With them contact with the outer world must be the precursor of schools. Amidst such a population, separated as their settlements are by dense forests or steep mountains, the difficulties of pioneering education are extreme."† Even when the aboriginal begins to mix with the Hindu Difficulties attending the education of aborigines.

* Report of the Census of 1901.

† Report of the Education Commission.

population and adopts the Hindu religion, the difficulty of educating him diminishes only in degree and not in kind. Though less remote he is in many cases difficult of access and stands outside the ordinary educational life of his environment; though less destitute his poverty is often extreme; though less completely cut off from the world he is as a rule supremely indifferent to education.

Literacy
among the
aborigines.

1,163. Leaving aside Burma, where the conditions differ greatly from those which prevail in India, the proportion of males of the animistic religion who can read and write varies from 105 in 10,000 in Bombay to only 18 in 10,000 in Berar. In Bengal and Assam the corresponding figure is 89; and in Madras and the Central Provinces 47 and 40, respectively. Thirteen aboriginal females per 10,000 can read and write in Assam, and 4 per 10,000 in Bengal; in no other province does the proportion exceed 2 in 10,000.

Mission edu-
cation.

1,164. Unsatisfactory as these figures are, they would be far worse but for the education given in the mission schools. It is among the aboriginal races that the missionaries have found the most fruitful field for their labours, and numerous mission societies send their agents to dwell among the homes of these wild tribes, where they supply an educational organization which it would not be possible to create in any other manner. Chota Nagpur, the Santhal Parganas, Madras, and the hills of Burma and Assam are the localities which have formed the chief theatre of mission labour.

State
encourage-
ment.

1,165. The Government encourages the education of the aboriginal races in a variety of ways. In some places special schools are established, either by the Education Department or through the agency of local bodies; in others special privileges are offered to encourage the attendance of aboriginal children at ordinary schools located near their settlements; aboriginal children are usually exempted from paying fees, and they are awarded special scholarships; special facilities are offered for the training of aboriginal teachers; and lastly liberal aid is granted to mission societies who undertake the work of education, and to indigenous schools wherever these may be found to exist.

Statistics of
pupils.

1,166. The total number of aboriginal pupils included in the returns (Table 216) remained practically stationary at about 91,000. A large decrease in Bengal and a considerable decrease in Bombay, were in great measure counterbalanced by a large increase in Assam and a substantial but smaller increase in Madras and Burma.

Madras.

Aboriginal
and backward
tribes.

1,167. The classes dealt with as aboriginal may be divided into three sections: the tribes of the Ganjam, Vizagapatam, and Godaveri Agencies; the Badagas of the Nilgiris; and various miscellaneous tribes scattered over the Presidency. The bulk of the Madras aboriginals belong to the Agency tracts; they consist mainly of *Khonds* (317,000), and of the hill tribe of *Savaras* (183,000) who speak a language of the same name. The *Badagas* (literally 'a Telugu man'), are not aboriginals; they are a cultivating tribe of Hindus who live in the Nilgiri hills. The miscellaneous tribes which come under the third head are numerous and of diverse characteristics. The following may be mentioned among them: the *Lambadis*, a class of traders and cattle-breeders found largely in the Deccan districts, in parts of which they have settled down as agriculturists; the *Chenchus*, a tribe of Telugu-speaking hunters and junglemen; the *Yerukalas*, a wandering tribe of thieving, begging, fortune-telling and basket-making gipsies, found living in moveable bamboo and date mat huts in all the Telugu districts; the *Malayalis*, cultivators of the Javadi and Shevaroy hills, who are apparently merely ordinary Tamils who have taken to the hills and developed customs peculiar to themselves; the *Kotas*, a small tribe of artisans and drummers of the Nilgiri hills; the *Todas*, a pastoral tribe found only in the Nilgiris; and the *Kurichyas* of the Wynaad and other parts of Malabar.

Education of
tribes of the
Agency
tracts.

1,168. For the furtherance of education among the Agency aboriginals the Government maintains a number of primary and a few lower secondary schools; it pays results grants to aided schools at double the ordinary rates; it supplies

the pupils of Government schools with books and slates ; it provides a number of special scholarships for promising Savara pupils ; and it grants special allowances for normal students of the aboriginal classes. On the 31st March 1902 there were 137 schools for general education in the Ganjam Agency, 140 in the Vizagapatam Agency and 72 in the Godaveri Agency ; in the first Agency nearly half the pupils were aboriginals, in the second more than one-quarter, and in the third less than one-tenth. Out of the total 349 schools, 164 were maintained by the Government, 77 were aided, 60 were unaided, and 48 were indigenous. Seven of the schools were of the secondary, and all the rest of the primary, grade. The number of schools increased by 25 during the quinquennium under review. The total number of aboriginal pupils increased during the same period from 1,801 to 2,966 ; the highest figure (3,466) was reached in 1899-1900.

1,169. There were in 1901-02 34 special schools (Board, aided and unaided) for the education of the Badagas of the Nilgiris. The number of pupils was 1,083 in 1896-97, 1,240 in 1898-99, and 1,085 in 1901-02 ; progress has not therefore been satisfactory. Education of Badagas.

1,170. Education is encouraged among the miscellaneous tribes by measures similar to those adopted in the Agency tracts ; Boards are directed to establish special schools for aboriginals, and they maintain a number of such institutions ; all aboriginal schools are admitted to the benefits granted by the Code to "poor schools," and results grants are paid at 50 per cent. above the general rate. In the Kistna District there is a Board school for Lambadis ; in the Kurnool District there are two Board schools for Chenchus, the pupils of which are clothed and fed, and provided with books and slates, at the cost of the Taluk Board ; the Yenadis and Yerukalas of the Nellore District attend the general Hindu schools ; there is a Board school for the Malayalis of the Trichinopoly District, and an aided school was formerly maintained but has collapsed for want of attendance ; in the Coimbatore District there is a Board school for Malasars ; in the Nilgiris there are two schools for Kotas, and a small Church Missionary Society school for Todas ; in the Salem District the Board school for Malayalis was recently revived, and there is also an unaided school for the same tribe ; there are no special schools for the hill tribes of Malabar, but a number of children belonging to those tribes attend the general schools. On the 31st March 1902, 483 children belonging to the miscellaneous tribes were under instruction, as against 489 in 1896-97 ; during intervening years the figures fluctuated. The distribution of the pupils among districts and tribes is shown in Table 249. On the whole, the position in 1901-02 as regards privileges, schools, and pupils was practically the same as in 1896-97. Education of miscellaneous tribes.

Bombay.

1,171. In the Bombay General Administration Report the larger wild or semi-civilized tribes are stated to be as follow :— Aboriginal and wild tribes.

| | Number (in thousands). |
|--------------------|---------------------------|
| • Kolis | 1,707 |
| Bhils | 480 |
| Berads | 177 |
| Varlis | 151 |
| Thakurs | 122 |
| Vanjaris | 113 |
| Ahirs | 105 |

The return of persons of animistic religion affords, in this province, no indication of the population dealt with as wild or aboriginal, since practically all the Kolis and nearly half the Bhils are Hindus. The aboriginal tribes live chiefly in the Central and Northern Divisions of the Presidency ; the number in the Southern Division, Kathiawar, and Sind, is comparatively insignificant. The Education Reports deal almost exclusively with Kolis and Bhils in various parts of the Central and Northern Divisions, and with Dharalas (mainly in the Kaira District) and persons of the Kaliparaj class (mainly in the Surat District). The *Kolis* are found in many parts of India, but the bulk of them dwell in the Bombay Presidency ; they are most numerous in the Northern Division, and

especially in the Ahmedabad District. They formerly lived by plunder and were a constant source of trouble, but they have now become quiet, and most of them are cultivators or labourers. The *Dharalas* (swordsmen) hold the highest place among the Kolis, and are to be found all over Gujarat. *Kaliparaj* or dusky race appears to be merely a generic term for aboriginal tribes (including no doubt Kolis); in Surat District the class known as Kaliparaj includes more than one-third of the total Hindu population. The *Bhils* have already been alluded to as one of the great aboriginal tribes inhabiting the centre of the peninsula.

Measures for their education.

1,172. Every encouragement is given to the aboriginal tribes to send their children to school. Special Koli schools are maintained in the Poona District, special Bhil schools in Khandesh, and special Kaliparaj schools in Surat; there are a few other special schools, but except in the districts named the aboriginal children usually attend ordinary Board schools, to which they are admitted free. Scholarships are reserved for them, and sometimes they are provided with clothes, books, slates, etc. The great majority of the pupils are in primary schools, but a few are also found in secondary and industrial schools, and one or two have been trained as teachers.

Statistics of pupils.

1,173. The aboriginal and wild tribes have suffered extremely from the effects of famine and plague, and the decrease in the number of pupils which has occurred in both divisions was inevitable. The total number of pupils, which amounted to 9,398 in 1896-97, fell to 7,663 in 1901-02; at the end of the quinquennium, however, both divisions were recovering. An illustration is afforded of the degree to which famine has interfered with educational progress by the circumstance that over 1,000 Dharalas disappeared from schools in the single district of Kaira during the year 1899-1900.

Bengal.

Aboriginal and backward races.

1,174. Out of the $6\frac{1}{2}$ millions aborigines found in the area dealt with in this Review, $2\frac{1}{2}$ millions belong to Bengal. The homes of the Bengal aborigines lie in the Chota Nagpur and Bhagalpur Divisions, the Orissa Tributary Mahals, the South Lushai Hills, the Birbhum and Bankura Districts of the Burdwan Division, and the northern part of the Mymensingh District of the Dacca Division. They may be divided into three main groups. First, there is the group classed linguistically as *Munda*, which comprises the Santhals of Mayurbhanj, Midnapore, Manbhum, Hazaribagh, Santhal Parganas, and Birbhum, and also the Munda Kols of the District of Ranchi, and the Hos or Lurka Kols of Singhbhum. Next, the *Dravidian* group includes the Oraons of Ranchi and other parts of Chota Nagpur, and the Paharias of the Santhal Parganas.* Thirdly, the *eastern aborigines* consist of the Garos, Khasis, Tipperas, and Lushais, and the Indo-Tibetans, Indo-Chinese, and Indo-Burmese races, occupying the eastern and south-eastern frontiers of Bengal. Besides these there are others, such as the Kharias, Bhuiyas, and Tamarias of the Chota Nagpur Division; and the Khonds, Pans, Gonds, and Savaras of the Orissa Division (including the Orissa Tributary Mahals).

In addition to the aboriginal tribes proper certain non-aboriginal backward races are included in the statistics. Chief among these come the Maghs of Chittagong and Dacca; the Chekmas and Katichoa Tipperas of Chittagong; and the Maghaya Doms, Tharus, and others of the Patna Division.

Schools for aboriginal races.

1,175. There are three groups of schools specially or mainly for the education of aboriginal children—the mission schools of Chota Nagpur, the mission and other schools of the Santhal Parganas, and the colliery schools. The Government also maintains a high school, mainly for aboriginals, at Rangamati in the Chittagong Hill Tracts.

An extensive missionary agency in Chota Nagpur educates large numbers of aboriginal children. The work is shared between the Berlin Mission, the S. P. G. Mission, the Dublin University Mission, and Roman Catholic Missions. The last-named have not furnished full returns; the remainder had 237

* Midnapur and Birbhum are in the Burdwan Division; the District of the Santhal Parganas is in the Bhagalpur Division; Manbhum, Hazaribagh, Ranchi, and Singhbhum are in Chota Nagpur; and Mayurbhanj is in the Orissa Tributary Mahals.

schools and 6,766 pupils in 1901-02, against 189 schools and 5,617 pupils, in 1896-97. The institutions include the Dublin University Mission Collegiate School at Hazaribagh, and the Berlin Mission high school at Ranchi.

The schools for Santhals consist of two main classes: (a) mission schools, and (b) schools started by the villagers and managed by local committees. The larger schools belong to the first class, and both classes are liberally aided from special grants made by the Government. The principal mission agencies are those of the Church of England Mission Society and the Scandinavian Mission to the Santhals. A separate boarding house for Santhals is maintained in the Government high school at Dumka. There is a special Deputy Inspector for Santhal schools in the Santhal Parganas, with Santhali Sub-Inspectors and Inspecting Pandits under him.

About forty special primary schools are maintained at Giridih in the Hazaribagh District for the children of the numerous colliery labourers, who are mostly of aboriginal or semi-aboriginal descent. They are supported by the State and by the East Indian Railway, are managed by a strong committee, and have done very useful work. The number of pupils increased from 1,383 to 1,669 in the period under review. There are two small aided colliery schools of the Equitable Coal Company at Sarbari in the Manbhum District.

1,176. Apart from the special schools the Government and the District Boards encourage the spread of education among the aboriginal races by liberal grants-in-aid, etc. Two collegiate scholarships are reserved for aboriginal pupils. State encouragement.

1,177. In spite of special schools and special encouragement the statistics for the period under review are most unsatisfactory, the total number of pupils of aboriginal and backward races having fallen from 37,870 to 30,203. Chota Nagpur lost 8,000 pupils, Bhagulpur nearly 700, and Burdwan nearly 400. Making every allowance for famine and for the general want of progress in primary education in Bengal, these are very bad results. Dacca and Rajshahi, on the other hand, each gained about 300 pupils, and Chittagong (where the majority are Maghs and not aboriginals) nearly 1,000. Christians form about one quarter of the total number of pupils, and the loss is confined to the non-Christians. In spite of the fall in the number of pupils the examination results for 1901-02 (*vide* Table 253) are better than those for 1896-97; and it would seem, therefore, that although fewer pupils are taught their education is more successful. Christians do better in the examinations than non-Christians. Statistical results.

Burma.

1,178. Under the head 'special classes' the Burma Director deals with the main non-Burman indigenous races—Karens, Shans, Talaings, Taungthus, Chins, and Kachins, and with Manipuris. The statistics also include Tamils and Telugus and Chinese; but these belong to a different category. Races dealt with in the Burma Reports.

Table 258 shows the total population under each of the heads named above. Excluding Tamils, Telugus, and Chinese, the aggregate amounts to rather over 2½ million persons, or about one quarter of the total population of the country. The Shans (787,000) and the Karens (727,000) are much the most numerous, and next come the Talaings (322,000). The non-Burman indigenous races differ in origin and characteristics, and in the degree of civilization to which they have attained.

The original home of the *Karens* was in or in close proximity to China, and now their country lies along the whole eastern frontier of Lower Burma from Mergui to Taungoo, in portions of the Delta of the Irrawaddy, in the south-west corner of the Shan States, and in the Feudatory States of Karenni. Their receptive attitude towards the tenets of Christianity singled them out as a profitable field for the labours of the missionaries, and many of their children are educated in the mission schools. The south-west of China was the region where the *Shans* first attained to a marked and separate development as a people. They now extend over a large part of Upper Burma—mainly the Northern and Southern Shan States and the Upper Chindwin District. The *Talaings* are the remnant of the Peguan race which once strove with the Burmans for the mastery of the country now known as Burma. Their home is at the head of the Gulf of Martaban, in the Thaton and Amherst Districts. The

Taungthus are a race of somewhat obscure origin who dwell in the same neighbourhood. The *Chins* inhabit a long strip of hilly country lying along the west of Burma from the delta of the Irrawaddy to the Manipur State. They are closely related to the hill tribes of Lower Bengal. The warlike and destructive *Kachins* have migrated from remote uplands into the country lying to the extreme north of Upper Burma, and are still pushing their way southwards. The Census Superintendent describes them as "a pugnacious, vindictive, stiff-necked generation." The Manipuris are descendants of captives carried to Burma in ancient days; they live in the Mandalay District where they have to a large extent adopted Burmese habits and customs.

Literacy
among non-
Burman
races.

1,179. The various races differ greatly in the extent to which they are educated (Table 256). The Karens, Shans, and Talaings are all far above the general population of any province of the Indian mainland in the matter of male literacy, and the Talaings are much in advance of the other two races. As regards female literacy the Talaings are superior to the Burmans themselves, and show what is for India the remarkable proportion of 62 literates in 1,000; compared with Burmans and Talaings the Karens show a much smaller proportion (37 in 1,000), but it is still more than four times as high as that which can be claimed by any Indian province;* the Shans come a long way behind with a proportion (9 in 1,000) which is equal to that of the best Indian provinces.* The Chins and Kachins stand on altogether a different footing. Among Chins the proportion for males and females combined (25 in 1,000) is much lower than that obtaining among the general population in any province; whilst the Kachins, as one would expect from their history and characteristics, are as badly off as the backward aboriginal tribes of other parts of India.

Education of
Karens.

1,180. Among the non-Burman literate races only the *Karens* owe their education in any large measure to Western agency; about 16 per cent. of the Karen children of school-going age were under public instruction at the end of 1901-02.

Karen education is to a large extent in the hands of mission societies, who, it has already been explained, have been led to devote special attention to this tribe by reason of the readiness with which its members adopt Christianity. In 1901-02 there were 11 English and 606 vernacular public schools for Karens, in addition to a number of schools not recognized by the Department and treated as "private" institutions. All the English schools belong to the American Baptist Mission, the S. P. G. Mission and Roman Catholic Missions. A certain amount of English is taught in a few of the vernacular primary schools (a practice which is discouraged by the Education Department), and on completing the primary course Karens prefer, as a rule, to go to an English school rather than to pursue the vernacular middle course. In the census of 1901-02, 33 males and 12 females per 1,000 were returned as literate in English, the corresponding figures for Burmese being only 20 and 2. The vernacular schools are managed by village committees, and the Karens are said to take great interest in them. The villagers supply part of the funds and grants-in-aid are given by the Government. There are special rules for the payment of certificated Karen teachers: on passing the vernacular primary test a Karen teacher is entitled to pay at the rate of R10 a month, and on passing the secondary grade test to R15 a month. The Director states that much of the efficiency of the Karen schools is due to this liberal system. The supervision of the Christian Karen schools is performed partly by the missions and partly by the departmental inspecting agency, and salary grants are paid through the mission superintendents. The best schools are those of the Roman Catholic and Baptist Missions which have normal schools at Thonzè and at Rangoon, respectively, and are able to supply well-trained teachers. The Department has of recent years paid special attention to the education of the non-Christian Karens, who are found in all the Karen districts. In some cases, if a Christian school is near by, non-Christians will send their children to it; but they prefer having their own schools and the Director says only need looking up and encouraging. They have responded well to the efforts made on their behalf, and

* Omitting the small province of Coorg.

in some districts the number of non-Christian exceeds the number of Christian pupils. During the period under review the number of Karens under public instruction fell from 18,592 to 17,745. The decrease is among the Christians. The Director attributes it partly to want of supervision; he states that the mission supervision of vernacular education tends to be lax and that in some districts the Government inspecting staff is inadequate. The American Baptist Mission has a Bghai-Karen industrial school at Toungoo.

1,181. The Burma Education Department does not work in the *Shan States*, and the only Shan school coming within the purview of the Department is an English school under the American Baptist Mission at Bhamo, the pupils of which are Shan-Burmese, not pure Shans. The education given in the indigenous *Talaing* schools is doubtless of a very rudimentary character, similar to that given in the Burman schools before they were taken in hand by the Department. During the quinquennium under review, considerable attention was devoted to the *Talaing* schools, and at the end of 1901-02 there were 34 schools on the rolls with 1,385 pupils. Notwithstanding the large proportion of female literates there are very few girls in the recognized *Talaing* schools. Burmese is the language taught, and it is explained through the medium of *Talaing*. The Director says that, as managers as well as pupils have to be taught, progress must be slow. In 1898-99 the Director reported that *Taunghtu* schools are numerous, but do little work. A *Taunghtu* school was recognized for the first time in 1901-02. In the central and parts of the northern circle, *Chins* attend Burmese indigenous schools, and it is only in *Thayetmyo* town and in *Sandoway* District that separate schools are maintained for them. The American Baptist Mission began work among the *Chins* during the period under review, and the education of *Chin* children is almost entirely in their hands. They have an English school in the *Sandoway* District and a school, which was formerly English and is now vernacular, at *Thayetmyo*; there are nine other vernacular schools (mostly, if not all, belonging to the Mission). The Director deprecates the teaching of English to the *Chins*; he says that what might be a good vernacular school is an indifferent English one. Speaking of the vernacular schools in the Report for 1899-1900, the Director complained that their work is very poor: they are kept open just long enough to earn a grant and are closed for six months or more. In 1896-97 the only school for *Kachins* was the American Baptist Mission School at Bhamo, schools were opened outside Bhamo for the first time in 1900-01 and there were eight schools with 77 pupils at the close of the quinquennium. Only 38 *Manipuris* were returned as under instruction in 1901-02.

Education of
other indigen-
ous race.

1,182. The *Tamils* and *Telugus* of Burma are immigrants from Madras; a number of them have settled down in the country, are occupied with agriculture, and live in small hamlets scattered about the country where it is difficult to provide schooling for the children. Education is confined to Rangoon, Moulmein, Mandalay, and the *Hanthawaddy* and *Amherst* districts. There were 71 schools at the end of 1901-02, of which about a dozen were English and the rest primary vernacular. All the English schools but one were managed by Mission Societies. The Director says that they are mostly slovenly and not well conducted. Even so they are more popular among the *Tamils* and *Telugus* than are the vernacular schools, in which they take little interest; they "are too busy making money and taking it away to Madras to trouble much about education." Admission and attendance are irregular, and the whole system languid and slack. The Department is doing what it can to mend matters, but progress is slow. Numerically there was a distinct increase in the number of pupils under public instruction during the quinquennium, the number having risen from 2,341 to 3,161.

Education of
Tamils and
Telugus.

1,183. There were two recognized schools for Chinese in 1901-02; the Government Anglo-Chinese school at Bhamo and the Roman Catholic Mission school at Mandalay. The Government school was opened in February 1901 for the benefit of the Chinese population of Bhamo; the course is a special one for training boys in English and Burmese to act as clerks and interpreters.

Education of
the Chinese.

Central Provinces.

Aboriginal
tribes.

1,184. The non-Aryan and Dravidian tribes of the Central Province formerly held the whole country. They have been gradually ousted from the possession of the plains by the superior industry and enterprise of the immigrants from the surrounding countries. But they still number nearly three millions, and they constitute about one quarter of the whole population and not less than 10 per cent. of that of any district except Saugor and Nagpur. The Census Report gives a list of 34 tribes; the Gonds who number nearly 2 millions, are much the most numerous, and next in numerical order come the Kandhs, Savaras, and Kawars.

Their edu-
cation.

1,185. Living as they do in the wilder tracts and in small villages or jungle huts, it is difficult to establish schools for the aboriginal tribes of the Central Provinces, and still more difficult to induce them to attend; they are, therefore, educationally still very backward. Among the 1½ million persons returned as animistic by religion at the Census of 1901 only 40 males in 10,000, and 2 females in 10,000 were able to read and write. On the 31st March 1902 the total number of pupils under instruction in British territory was only 2,980; famine prevented any progress during the quinquennium under review, and the total shows a small decline of 71. Statistics are not available regarding the children under instruction in Native States during 1901-02, but in 1899-1900 they numbered only 106. In the same year only 7 aboriginal girls were returned as under instruction throughout the province.

Assam.

1,186. The Assam hills are inhabited by a large number of aboriginal tribes of diverse origin and characteristics. Living in the hills on the north of the Brahmaputra are the Mishmis, the Abors, the Miris, the Daflas and the Akas. In the plains at the foot of these hills dwell the Kacharis, Rabhas and Meches; in Nowgong are found the Mikirs, Lalungs and Hajais; in the Assam ranges the Garos, the Khasis and the Nagas; and projecting further south the Lushais who inhabit the hills known by their name. "The Abors, Miris and Daflas are closely allied to one another, and are probably connected with the Great Bodo race to which the Kachari, Rabha, Mech, Garo and Tippera and probably the Mikir and Lalung, belong. The linguistic affinities of the Khasi language suggest that its speakers are the remains of a different wave of emigrants, the majority of whom are now to be found in Annam and Cambodia, though whether the Khasis are an off-shoot left by the horde on its way south, or sections who were forced north again when the main body reached the sea, seems uncertain; while it is from the south and east that the various Naga and Kuki tribes have apparently come."* The largest tribes are the Kacharis, (and kindred Rabhas) Nagas, Garos, Khasis, Mikirs, Meches, and Lushais in the order named.

Literacy
among the
aboriginal
tribes.

1,187. Many of the hill tribes of Assam are still wild, uncivilized, and uneducated. The Khasis are foremost with 23 literates per mille, and after them come the Lushais, with 12. Then there is a considerable fall to the Kacharis (7), and the proportion continues to dwindle down through the Miris and Lalungs to the Mikirs, who have only 1 per mille, and the Nagas, who have even less, only 37 persons out of 162,000 having been entered as "literate" in the Census schedules. Such education as they have received they owe largely to the missionaries who have worked among them for many years past, and who are aided by the Government, and by Local Boards in the localities where these exist.

Schools for

1,188. It is among the *Khasis* that Mission effort has been most successful; the Welsh Calvinistic Mission has more than 250 schools in the Khasi and Jaintia hills, and in 1901-02 these schools gave instruction to over 6,000 pupils. It has been stated elsewhere in this Review that the education given by the Khasi missionaries is, even in the primary stage, largely English, and a considerable proportion of the Khasi literates can, therefore, read and write English.

* Including Lushais—Assam Report of the Census of 1901.

The S. P. G. Mission, the Church Missionary Society, and an American Mission work among the *Kacharis* and other northern tribes (Miris, Meches, etc.) of Darrang and Kamrup, and they have some 40 schools. The Government maintains several schools for *Nagas* and *Garos*, and there are American Mission schools for Nagas in Goalpara and in the Naga Hills, and for Garos in the Garo Hills. In the *Lushai* Hills there are three Government primary schools and an aided mission middle school; these schools are said to work well, and, as we have seen, the Lushais are ahead of all the other tribes except the Khasis. An American Mission maintains several schools for *Mikiris* in the Nowgong District. Table 260 shows a total number of 2,347 *Manipuri* students; these are not inhabitants of the Manipur State (the schools of that State, which number about a dozen, are not included in the Director's returns), but live in the Surma Valley, where (apparently) they attend the general schools. Aid is granted to aboriginal schools under special rules and at liberal rates, and a number of scholarships of all grades from collegiate to lower primary are reserved for children of the hill tribes.

1,189. The progress of Assam aboriginal education exhibits a marked contrast to that of most other provinces. The total number of pupils has almost doubled: the increase is large among the Khasis, Kacharis, Garos and Nagas; whilst the Meches and Lushais appear for the first time. Statistical results.

Berar.

1,190. In the Census of 1901, 130,000 persons were returned as belonging to forest or hill tribes who profess aboriginal forms of belief. They dwell chiefly in the two northern taluks, Melghat and Morvi, and also in the border taluks on the east of the province. In the Melghat, a hilly tract in the Ellichpur District, they form nearly three quarters of the population. The chief tribes among them are Korkus, Gonds, Nihalas, Kolams, etc. Educationally they are specially backward—only 18 per 10,000 among males, and 2 per 10,000 among females, were returned as literate at the Census. Two schools are maintained for aboriginal pupils in the Melghat. There were 296 aboriginal pupils in these and other schools in 1901-02, against 213 in 1896-97. Except in famine years the numbers have risen steadily.

Education of Low Castes.

Introductory.

1,191. The low castes are still far behind the main body of Hindus in the matter of education. A large part of this backwardness is the inevitable result of poverty but apart from general causes the progress of low-caste education has been hindered by the attitude of the higher castes towards it. There was formerly a deep-seated prejudice against the admission of low-caste children to public schools, which sprang partly from fear of caste pollution, and partly from the dislike of the comparatively well-to-do that their children should mix with others who might often be of lower habits and morals. In former days this difficulty was acutely felt, and, as the Government insisted on the principle that its educational institutions were intended for all classes, schools were on some occasions closed, and disturbances were even excited, in consequence of the admission of low-caste boys into State schools. The Education Commission found the prejudice still widespread, and they reiterated the general principle stated above advising, at the same time, that it should be enforced with caution. Of late years much of the old-time prejudice has disappeared, and although children of castes regarded as impure must sit apart, the educational reports do not show that there is at the present time any strong feeling against the admission of low-caste children to school.

Causes of the illiteracy of the low castes.

1,192. The State affords special encouragement to the education of the depressed castes by maintaining special schools in some localities, by aiding private managed schools on specially liberal terms, and by remitting fees, awarding scholarships, presenting books and slates, and the like. Many of the mission schools are maintained chiefly for low-caste children (who form more ready converts than the Hindus of higher caste), and these castes owe much of their education to missionary labour. Measure for their education.

Progress. 1,193. Only the Madras, Bombay, Bengal, Central Provinces, and Berar reports deal separately with the question of low-caste education, and the information given is not sufficient to enable one to pronounce definitely on the general progress made in recent years. But it would appear that in Madras progress has been good, and that in Bombay, the Central Provinces, and Berar it has not been worse than was to be expected during a period characterized by severe famine.

Madras.

The Panchamas. 1,194. The low castes of Madras are described by the generic term *Panchama* (literally fifth class), which includes the *Paraiyas* and many other castes regarded as unclean by Hindus higher in the social scale. The term Panchama was introduced shortly before the beginning of the quinquennium under review partly for the sake of brevity, and partly to take the place of epithets such as *pariah* and *out-caste* to all of which some idea of social degradation was attached. The total Panchama population, according to the Census of 1901, amounts to nearly 4½ millions, scattered over all parts of the Presidency.

General measures for the education of Panchamas. 1,195. The Panchamas are educated chiefly in special schools; the majority receive their instruction through mission agency, but there are also many State schools maintained for their benefit, and the Government affords special encouragement under an order of 1893 which has been described as the Magna Charta of Panchama education. The forms which the special advantages afforded by the Government take may be classed as follows:—

- (1) A special training school is maintained at Madras, and stipends are paid at liberal rates to Panchamas who are normal students.
- (2) Local bodies are required to maintain special schools in all large Panchama villages and suburbs where other means of education do not exist.
- (3) Sites for Panchama schools are granted rent free.
- (4) Salary grants are paid at the highest rates, and results grants at 50 per cent. above the standard rates.
- (5) The night school system is encouraged.
- (6) Special scholarships are awarded.

Panchama schools. 1,196. Nearly 3,000 schools chiefly intended for Panchamas were maintained in the year 1901-02, and all but 36 were classed as "public" institutions. Of the public institutions 425 were under Board or departmental management, and 2,473 under private management. The majority of the private managed schools belong to mission societies, and about two-thirds of them are aided. Almost all the schools are primary, there being only 6 secondary schools for boys and 8 for girls; among the primary schools only 20 are specially designed for girls, but many girls read in schools for boys. During the quinquennium under review there was a large increase of 466 schools, shared by both State and private managed institutions. Secondary schools diminished by 7; the Director states that this may be partly due to the more ready admission of Panchamas to ordinary secondary schools. All the special schools admit a considerable number of non-Panchama pupils, mostly Native Christians with a probable Panchama origin: also a certain number of Panchamas are to be found in colleges and schools not primarily intended for them.

Statistics of Panchama pupils. 1,197. On the 31st March 1902 there were 44,150 Panchama boys and 8,328 Panchama girls under instruction; these figures give percentages of 15·7 and 2·6 respectively on the school age population, proportions which, having regard to the social position of the Panchama castes, compare not unfavourably with those for the general population (25·6 and 4·4). Since 1892-93 the number both of boy and girl pupils has more than doubled. Progress was specially rapid in the case of boys during the years 1893-94 to 1895-96 owing to the impetus given by the Madras Government order of 1893, but it still continues at a satisfactory pace and the quinquennium under review shows a rise of nearly 10,000 male pupils; in the case of girls progress was better during the period under review than during the previous quinquennium.

1,198. Very few Panchama children carry their schooling beyond the primary stage, and it will be seen from Tables 265 and 266 that the quinquennial under review shows no improvement in this respect, except for the presence of 4 Panchama boys in arts colleges and of one in the Agricultural College. Again only 403 boys and 61 girls appeared in 1901-02 for the examination which comes at the end of the primary course, and the Director says that this indicates that most of the Panchama pupils do not advance beyond the lower primary stage.

Bombay.

1,199. In the Census Report of 1901 a list is given of 31 castes which are regarded as unclean; the total number of persons belonging to them is not shown, but the largest group, consisting of the Dheds, Holias and Mahars, contains about 1½ million persons. The Dheds, who are found in all parts of Gujarat, are the menial servants and scavengers of the villages.

1,200. When the Education Commission wrote their report the question of the education of the low-castes was attracting special attention in the Bombay Presidency, and difficulties had arisen there from the admission of low-caste boys to public schools. In the report for 1896-97 the Director quoted a case in which hasty action on the part of local officers of the Kaira District in requiring the admission of low caste pupils led to five or six large schools being closed for years, and to the huts and crops of the low-caste people being burnt in one village. No subsequent report mentions any further occurrence of this character. Low-caste boys are now educated both in general schools, and in schools and classes specially maintained for them by Local and Municipal Boards and by mission societies. They are admitted to State schools free, and are encouraged by special scholarships, and by gifts of books, slates, etc. The majority of the low-caste pupils are found in the Central Division, and they are more numerous in the Northern than in the Southern Division; in Sind and Kathiawar the number is very small. There are 48 special schools for low-caste pupils in the Central Division, some maintained by District and Municipal Boards, and others by missionaries; the mission schools are aided by the Government. The mission schools of Poona, Sholapur, Ahmednagar, and Nasik are chiefly attended by low-caste children, and the Inspector of the Circle specially commends their useful work. Mission activity is greatest in Ahmednagar where mission schools are scattered all over the district. The town of Ahmednagar has also a flourishing free Board school for low-caste children, with a Mahar head-master. In the Northern Division there are Board schools for low-caste pupils in several districts, and a number of aided mission schools. In the Southern Division there were 32 special Board schools in 1900-01, besides several special schools in Native States. The low-caste schools have teachers who are either themselves low-caste men or Muhammadans, since it is not possible to procure high-caste teachers. The Director says that the work done in these schools is creditable to the masters who are nearly all untrained. At the end of 1901-02 a Mahar pupil was in the Poona Training College, and 17 of the same caste were in the Christian Society's normal school at Ahmednagar.

1,201. The following figures show the number of low-caste pupils in different parts of the Presidency:—

| | |
|-----------------------------|--------------------|
| Central Division | 7,304 in 1901-1902 |
| Northern Division | 3,274 in 1901-1902 |
| Southern Division | 1,790 in 1900-1901 |
| Sind | 203 in 1900-1901 |
| Kathiawar | 12 in 1901-1902 |

Figures extending over a number of years are not available, but from such figures as can be found it would seem that some progress has been made in the Central Division in spite of famine; but that there has been little or no improvement of recent years in the Northern and Southern Divisions. Very few low-caste pupils go beyond the primary stage of education; in 1901-02 only 12 pupils were returned as in the secondary stage among the 7,304 pupils of the Central Division. In the same division 200 pupils were being taught in industrial schools, chiefly in the mission school at Ahmednagar.

Bengal.

1,202. In the Report for 1898-99 the Director, after discussing the education of the aboriginal races, recorded the following remarks:—

The educational statistics of Bengal ignore the other backward races of the province, the low-caste Hindus for example, such as *Doms*, *Muchis* and *Bagdis* who are as much behind the advanced races as the most backward aboriginal tribes, and who accordingly stand in as much need of special measures and encouragement. Unless an attempt is made to ascertain their statistics in the annual returns, it is impossible to say how far education is spreading among them.

The following figures show how fully justified the Director was in his estimate of the educational position of the castes which he mentions:—

| Class of persons. | NUMBER OF LITERATES PER 1,000. | | |
|----------------------------|--------------------------------|---------|--------|
| | Male. | Female. | Total. |
| Hindus generally | 127 | 6 | 68 |
| Bagdis | 30 | 2 | 16 |
| Doms | 24 | 1 | 12 |
| Muchis | 15 | 1 | 8 |

And again the importance of the subject may be estimated by the fact that the Bagdis alone number over one million persons.

The Director's intention to procure separate figures for the indigent classes of non-aboriginal Indians has been carried out, and statistics are given for the first time in the Report for 1901-02. The total number of children of indigent classes attending school was returned at 249,434, and nearly 95 per cent. of this total were in public institutions. The statistics go beyond the low Hindu castes and include pupils of various classes: the total was divided between 62·5 per cent. Hindus, 35·8 per cent. Muhammadans and 1·7 per cent. Christians. The following examination results give some indication of the point to which the education of the large section of the population included under the head indigent classes is carried:—

| Examination. | Number of passes. |
|------------------------------|-------------------|
| Entrance | 7 |
| Middle scholarship | 249 |
| Upper primary | 781 |
| Lower primary | 6,994 |

Central Provinces.

1,203. There is still little education among the low-castes of the Central Provinces; in nearly all of them the number of literate males is less than one in a hundred. The Census Superintendent makes the following comments on low-caste instruction:—

For the impure castes separate schools still exist in the Mahratha Districts, and when low-caste boys attend the ordinary schools they are made to sit in the verandah and are not touched. The prejudice is not so strong as it used to be. In his report of 1882 the Inspector General of Education states that 'the Chanda High School had to be broken up on account of the admission of a few Dhar boys. The masters resigned, and, strange to say, the sweeper also resigned.' In the Northern Districts objections of this sort are less marked, and in Saugor, where it was proposed to open a separate school for Chamars, the people stated that there was no necessity for this, as they would not object to allowing their children to sit with the Chamar boys.

The following remarks are from the Director's Report for 1901-02:—

Separate schools for low-castes (Dhars and Mahars) were opened in the Chanda District some years ago, but did not prove a success. The mere fact of such separation seemed to accentuate caste distinctions and to tend to keep the lower-castes lower. Our policy is now to encourage as much as possible the admission of the lower castes into our ordinary schools. Even though there is little intermingling of such castes, the mere fact of their admission into the schools seems to raise their social status.

Berar.

1,204. At the close of the quinquennium there was only one special school for low-caste pupils in Berar; such schools have been closed for the very satisfactory reason that there is now no difficulty about low-caste boys attending ordinary schools. The number of low-caste pupils was returned at 2,552 in 1901-02; the Director states that the low-castes are recovering satisfactorily from the effects of famine.

CHAPTER XIII. EDUCATION OF DEFECTIVES.

Introductory.

1,205. Up to the present time little has been done in India for the teaching of defectives. The few schools which do exist are under private management, and several of them are mission institutions. They are nearly all aided by the State on more liberal terms than those which are granted to ordinary schools.

Education of the Blind.

1,206. MADRAS.—Three Church Missionary Society schools for the blind have been established in the 'Tinnevely District : a boys' school and a girls' school at Palamcottah, and a boys' school at Pannaivilai. There were in all 30 boys and 8 girls on the rolls on the 31st March 1902. All three schools are under the superintendence of the Lady Principal of the Sarah Tucker College, and all are aided by the State. The Palamcottah schools receive fixed grants, and the Pannaivilai school is aided on the results grant system (the rates prescribed are 150 per cent. in excess of those granted to ordinary schools). Eleven of the boys and seven of the girls were Native Christians, and the rest were Hindus and Panchamas. The schools for the blind follow the ordinary provincial curriculum—Palamcottah teaches up to the fourth, and Pannaivilai up to the third standard. In 1901-02, three pupils appeared for the primary examination and passed, one being placed in the first class. Dr. Moon's system of raised letters is used for Tamil books, and the ordinary departmental text-books are read; frames full of holes into which pegs are put are used for teaching arithmetic; the children do not write. Industrial occupations are also taught, namely, rope making, mat-weaving, mat-knitting, and gardening. Three girls were being trained as teachers. Some of the ex-pupils find work as teachers in ordinary (mission) schools; 12 are employed in this capacity and they are said to be doing good work.

In 1898-99 an association was started in Madras under the name of the Christian Association for the Education of the South Indian Blind, the chief objects being—

- (1) to provide school books and literature for the English-speaking blind on the Braille system, and to prepare books in the vernacular languages on the same system as adapted to the Indian languages;
- (2) to appoint trained teachers to instruct in reading and writing the adult blind in their own homes; and
- (3) to promote the regular instruction of blind children as far as possible in ordinary schools, and separate instruction in reading and writing in central schools.

The school started by the association is under departmental inspection; at the end of 1901-02 the association was giving instruction to 16 pupils, including two girls. The teaching includes English, Tamil, and arithmetic, up to the second standard; advanced pupils are paid for embossing books.

1,207. BENGAL.—The aided Anglican Mission school for the blind at Ranchi has about 20 pupils. They learn reading by means of raised type, and writing by using figures in the form of letters made by perforating holes in thick paper. Cane work and mat-making are taught. There are also two small schools for the blind in Calcutta. The aided London Mission Society's school had only 4 pupils on the 31st March 1902. The Kareya "Industrial Home and School for blind children" had 9 pupils, most of them boarded in the establishment. The institution, which is under native management, is supported by

subscriptions and donations. The children are taught reading, writing, Arithmetic, and bamboo and cane work, etc. The school makes cane chairs and other articles for the market.

1,208. BURMA.—The Director made the following remarks in the Report for 1900-01 :—

Education of the blind.—This question has been the subject of correspondence during the year, and was discussed at the quinquennial conference. It has been decided, for the present, not to treat it as a separate branch of work, but to bring it under the ordinary rules for aid to Anglo-vernacular and vernacular schools.

A beginning has been made by a teacher in Moulmein, Maung Pe Gyi, who not long ago lost his sight. He has got together some children, and teaches them to read, and to do cane and basket work. His school will be a success. He has been given a grant to enable him to equip his school, and to prepare a small press for the printing of the books he requires.

A blind alphabet for the province, based on Mr. Garthwaite's adaptation of the Braille system to Burmese, has been adopted, and a good beginning has been made. I have to thank the Reverend Mr. Sherratt for much valuable help in preparing this alphabet.

1,209. UNITED PROVINCES.—The "North India Industrial Home for the Blind" was founded in the year 1886, and its first pupils were poor Muhammadan women and girls who came daily to be taught. At a later date a department was opened for resident Christian pupils, and the day school was discontinued owing to lack of funds. Up to the end of the quinquennium under review the school was located at Amritsar in the Punjab, but it has recently been transferred to Rajpur near Dehra Dun in order to secure the benefit of a better climate. The inmates now number 70, including 23 women, 21 girls, and 26 boys; many of them were rescued from famine. The school is under the management of a European lady. It is chiefly industrial and its object is rather to give employment to the blind than to afford them schooling. The boys are taught chair-making, cane-work, basket-making, etc.; and the girls learn knitting, mat-making, cotton-spinning and tape-weaving. All the pupils learn to read with a raised type, either Moon's or Braille's according to their capacity. The former is the easier, but the latter can also be written, and many of the pupils can write it with facility. Religious instruction is given, three of the ex-pupils are employed as bible women, and three are teachers in other blind schools. The school is maintained by subscriptions and by the sale of work executed by the pupils.

Education of Deaf-Mutes.

1,210. MADRAS.—In 1896-97 the Church Mission Society started a deaf-mute school for girls at Palamcottah, and in the following year a similar school for boys. The two institutions were amalgamated in 1901-02, and had 68 pupils (36 girls and 32 boys) at the end of that year. Two of the pupils were Eurasians, 45 Native Christians, 7 Hindus, and 14 Panchamas. Children are sent to the school from distant parts; only 55 of the pupils belonged to the Madras Presidency, the rest came from Bengal, the Punjab, Bombay, the United Provinces, Travancore, and Ceylon. The school is managed by a European lady, and it receives State aid on the fixed grant system. A Hindu caste hostel with 5 inmates is attached to the institution. The course of instruction follows the ordinary departmental curriculum up to the fourth standard. Boys are also taught carpentry, weaving, and mat-making; and girls, all kinds of needle-work and cooking. Tamil children are taught in that language and all other children in English. The infant classes learn their letters and words by means of pictures. Some slight attempt is made at lip-reading, but the teaching is mainly based on signs. The Principal has invented signs for all common objects, and signs are also used for the conjugation of verbs—past, present, and future tenses being shown by gestures.

1,211. BOMBAY.—The school for deaf-mutes in the City of Bombay is a Roman Catholic institution, and was founded in the year 1885 by the late Bishop Meurin. It is controlled by a committee under the patronage of the Roman Catholic Archbishop of Bombay, and is managed by a Roman Catholic priest. It is intended primarily for boys, but girls are not excluded. When the school was first established it had about 6 pupils, the number had increased gradually to about 30 when the attendance began to suffer for the prevalence of plague. At the end of 1901-02 there were 15 pupils on the rolls, of whom

one was a Eurasian, 3 were Native Christians, 2 Hindus, 6 Parsis, and 3 Muhammadans; 6 of the pupils were boarders and 9 were day scholars. Hitherto the school has been located in hired premises, but it is about to be moved to a building of its own which has been purchased out of savings. The school is graded by the Education Department as a lower primary vernacular school. Instruction is given on the *oral* system, not by signs as in the Madras schools. The subjects taught are reading, writing, arithmetic, lip-reading, geography (including map-pointing), and drawing. After leaving school the boys generally go in for drawing and painting—one of the ex-students is said to be an architectural draftsman in Government service at Simla drawing ₹120 a month.

1,212. BENGAL.—The Calcutta Deaf-and-Dumb school is under the control of a local committee, and about three-fifths of its expenditure, which amounted to ₹5,146 in 1901-02, is met by the Local Government and the Calcutta Municipality. A fee of ₹5 a month is charged, but is reduced in the case of poor pupils. The school is managed by an Indian gentleman, who has studied the art of training deaf-mutes in England and America. Reading, writing, drawing, painting, and tailoring are taught to the pupils, who number about 30. A suitable house is to be built for the school, and a site was acquired in 1901-02 with the aid of a special Government grant of ₹13,000.

CHAPTER XIV.

REFORMATORY SCHOOLS.

Measures for the reclamation of Youthful Offenders.

The law relating to youthful offenders.

1,213. The criminal law of India provides, in the case of youthful offenders of the male sex, the following alternatives for the ordinary punishments of transportation, imprisonment, and fine:—

- (1) Discharge after admonition [section 31(1)(a) of the Reformatory Schools Act, 1897 (VIII of 1897)].
- (2) Delivery to the parent or guardian on his executing a bond for the good behaviour of the youthful offender [section 31(1)(b) of the Reformatory Schools Act, 1897].
- (3) Release on probation [section 562 of the Code of Criminal Procedure, 1898 (V of 1898)].
- (4) Detention in a reformatory school (Reformatory Schools Act, 1897).
- (5) Whipping by way of school discipline [Whipping Act, 1864 (VI of 1864)].*

The provisions of section 31 of the Reformatory Schools Act apply only to youthful offenders (under the age of 15 when convicted), whilst section 562 of the Code of Criminal Procedure applies to persons of any age. Any boy who is sentenced to imprisonment or transportation, who is under the age of 15 at the time of conviction, and who is deemed to be a fit person for detention in a reformatory school, may, instead of undergoing his sentence, be sent to a reformatory school to be detained for any period of not less than three or more than seven years. No boy may, however, be kept in a reformatory school beyond the age of 18 years. The Whipping Act authorizes the infliction of the punishment of whipping, in lieu of or in addition to other punishment, for certain specified offences in the case of males of any age, and these provisions apply to juvenile equally with older offenders; but section 5 of the Act, which applies to "juvenile offenders" only, gives a general authority for the substitution of whipping for other forms of punishment. The term "juvenile offender" here includes boys up to the age of 16.

Statistics relating to the disposal of youthful offenders.

1,214. Table 267 at the end of this chapter illustrates the disposal of youthful or juvenile offenders in the year 1902 in the six provinces in which reformatory schools have been established. The available information does not admit of a complete statement being prepared, and Table 267 is defective in the following particulars: it does not show the number of juvenile offenders fined, released on probation under section 562 of the Code of Criminal Procedure, or whipped otherwise than under the provisions of section 5 of the Whipping Act, and the figures for offenders released under section 31 of the Reformatory Schools Act include girls as well as boys. In Madras out of a total number of 1,056 boys who were whipped in 1902, only 554 were dealt with under section 5 of the Act and appear in the table. The most important deductions to be drawn from the figures are: *first* that the punishment most frequently inflicted on boys under the age of 16 in the year 1902 was whipping; *secondly*, that the number of boys dealt with under the Reformatory Schools Act was less than half the number sent to jail; and *thirdly* that of those dealt with under the Reformatory Schools Act about half were sent to school, and about half were released after admonition or made over to their parents or guardians.

* As amended by later Acts.

Comparing the provinces one with another striking differences come to light. The proportion of boys sent to school to boys sent to jail in 1902 varied as follows:—

| | |
|-----------------------------|-----------|
| Bengal | 1 to 2.6 |
| Central Provinces | 1 to 2.6 |
| United Provinces | 1 to 3.6 |
| Bombay | 1 to 5.3 |
| Burma | 1 to 7.4 |
| Madras | 1 to 13.6 |

The large proportion sent to jail in Madras and Bombay is due partly to want of accommodation in the reformatories, which leads to a number of applications for admission being refused every year. Arrangements have now been made to provide more adequate accommodation in the schools of both provinces. In some years applications have also been refused at Alipore, and the school was saved from this in 1902 only by the large number of boys licensed out. The release provisions of the Reformatory Schools Act are used most freely in Bombay, which accounts for considerably more than half the total number disposed of in this manner in 1902. In Burma these provisions are hardly used at all, and the proportion of boys sent to school is also small; hence it results that in 1902 six boys were sent to jail in this province to every boy dealt with under the Reformatory Schools Act. A few boys are transferred to the various schools from provinces which have no reformatory schools of their own.

1,215. Table 268 illustrates the aggregate disposal over a series of years of male juvenile offenders in the same six provinces, and must be read subject to the reservations mentioned with regard to Table 267. The position which the table discloses is not altogether satisfactory. The years 1897 and 1900 were abnormal in consequence of the prevalence of famine and may be left out of account. Looking at the other years it is not satisfactory to find that in spite of the use made of the release provisions of the Reformatory Schools Act and of a large increase in the number of boys whipped under section 5 of the Whipping Act, the number of boys sentenced to imprisonment shows a tendency to increase rather than to diminish. In the normal years 1896, 1898 and 1899 the proportion of boys sent to jail to boys sent to a reformatory was about 4 to 1; in the years 1901 and 1902 the proportion shows a rise to 5.4 to 1 and 4.5 to 1, respectively. There was a very considerable increase in the number of boys admitted to the Bengal schools in 1902; a special investigation was held with a view to determine whether some of the cases ought to have been dealt with under section 31 of the Act; it resulted in the release of 12 boys.

1,216. Some of the reports give interesting details regarding the class of boys who are admitted to the reformatory schools. The following table shows for three provinces the proportion sentenced to detention in a reformatory school on first conviction and after more than one conviction:—

Particulars regarding boys admitted to reformatory schools.

| Province. | Period. | First conviction. | More than one conviction. |
|----------------------------|-----------|-------------------|---------------------------|
| Madras | 1898—1902 | 56 | 123 |
| Bombay | 1898—1902 | 126 | 37 |
| United Provinces | 1898—1900 | 57 | 156 |

Thus in Madras and the United Provinces it is not ordinarily the practice to send a boy to a reformatory school on first conviction, whilst in Bombay the majority of the inmates are first offenders. Most of the boys in the Alipore school have been convicted more than once.

1,217. The large majority of the boys sent to the reformatory schools have committed offences against property, and simple theft accounts for a considerable proportion of the admissions. It is stated in the Madras reports that poverty and starvation are the common causes of juvenile delinquency; and in the Bombay reports, that the reformatory is recruited mainly from those classes which are constantly moving about from place to place in search of a livelihood.

The Alipore school is filled to a large extent by children of the criminal classes of the metropolitan area. There has been an appreciable decline year by year in the number of boys from the city of Madras; this is attributed to the spread of education in the city and the growing demand for labour.

1,218. The following figures taken from the Madras and Bombay reports show that many of the juvenile offenders have lost one or both parents:—

| Province. | Period. | Total number admitted whose origin was traced. | No parents or deserted. | One parent. |
|------------------|-----------|--|-------------------------|-------------|
| Madras | 1899-1902 | 144 | 18 | 46 |
| Bombay | 1898-1900 | 96 | 15 | 31 |

Of the 96 Bombay boys, 15 had no parent or guardian, 36 had either parents or other relatives who were able to support them, and in the case of the remaining 45 the parents or other relatives were either unable or unwilling to do so.

1,219. In those schools for which the information is given it would appear that the pupils are, in general, admitted at a sufficiently early age and detained for a sufficient length of time to gain the full benefit of the training which they receive. The following figures illustrate this subject:—

| School. | Boys for whom figures are given. | Total. | Not over 13 at the time of admission. | Sentenced to not less than five years' detention. |
|------------------------------|-------------------------------------|--------|---------------------------------------|---|
| Chingleput | In school on the 31st December 1901 | 163 | 124 | 124 |
| Yerrowda | Admitted during 1899-1902 | 117 | 86 | 74 |
| Bareilly or Chunar | Admitted during 1898-1900 | 213 | 170 | 164 |

1,220. About 69 per cent. of the boys in the schools on the 31st December 1902 were Hindus, and about 23 per cent. were Muhammadans (Table 271); these figures correspond fairly closely with the proportion of Hindus and Muhammadans in the population of the country. Table 272 shows that out of 1,028 boys in the schools on the 31st December 1902, only 275 were able to read at the time of their admission. It is a remarkable indication of the prevalence of elementary teaching in Burma that all but 5 of the 86 Burma boys were able to read when sent to the Insein school.

Female youthful offenders.

1,221. The social conditions of Indian life do not permit of girls being detained for long periods in reformatory schools, and no such schools have, therefore, been established for juvenile offenders of the female sex. The provisions of section 31 of the Reformatory Schools Act relating to the discharge of juvenile offenders after admonition, or on delivery to their parents and guardians, apply to girls as well as to boys, and Magistrates have been directed to apply them in all suitable cases. The number of girl offenders is small, and only about 500 females under the age of 16 were admitted to jail during the year 1902.

Institutions.

List of schools.

1,222. Section 5 of the Reformatory Schools Act empowers the Government to maintain reformatory schools, or to use as reformatories schools kept by private persons in conformity with the provisions of the Act. At the end of the year 1902, the Government maintained the following schools:—

Madras.—Chingleput School (near Madras).

Bombay.—Yerrowda School (near Poona).

Bengal.—Alipore School (near Calcutta).

Hazaribagh School (in Chota Nagpur).

United Provinces.—Chunar School.

Burma.—Insein School.

Central Provinces.—Jubbulpore School.

A reformatory school has been established at Delhi since the end of 1902. The only private school recognized under the Act is the David Sassoon Industrial and Reformatory Institution in the City of Bombay.

1,223. The Government reformatory schools are the outcome of earlier ^{Establish-} arrangements for keeping juvenile offenders in separate wards of the jails. ^{ment of} Proposals to establish reformatory schools were discussed in the years 1866 to 1868, ^{schools.} but it was not until 1876 that an Act was passed (amended in 1897) for the institution of reformatory schools, the English reformatories being cited as a model. The schools at Chingleput, Yerrowda, Alipore, and Hazaribagh were established immediately after the passing of the Act; a school was opened at Bareilly in the United Provinces in 1889, and the institution was transferred to the old Fort at Chunar in August 1902; the Jubbulpore school was founded in 1891.

1,224. The schools are mostly located in buildings of the jail type, and, as ^{Buildings.} stated above, the accommodation in several of them is insufficient. Steps have been taken of recent years, and are still in progress, to increase and improve the accommodation and to provide better play-grounds and more suitable arrangements for imparting a sound industrial education.

Control and Staff.

1,225. When the reformatory schools were first established, they were placed ^{Departmental} under the control of the Jail Department; the Government of Madras transferred ^{control.} the Chingleput Reformatory to the Education Department in the year 1888, but in other provinces the control remained unaltered until the Government of India issued general orders in September 1899 that all reformatory schools should be under the charge of the Education Department. The reasons which led the Government to make this change are explained in the following extract from the Home Department Resolution No. 374—79, dated the 2nd September 1899:—

The seven reformatory schools which now exist in India were established under the Reformatory Schools Act of 1876 and were the outcome of earlier arrangements under which juvenile offenders were kept in separate wards; and some endeavour was made to give them an industrial training. Except in Madras the schools have remained under the control of the Jail Department, and they appear to the Government of India to have been conducted too much on jail principles. Whilst a strict discipline has been maintained and the health of the boys has been well cared for, insufficient attention has been paid to the reformatory training which should be the main object of the schools. In putting the boys to work enough care has not been taken to select and give a good training in some trade which will enable them to earn an honest livelihood on entering the world. The convenient utilization of the labour has not infrequently been the first consideration. The training has not always been well adapted to teach the boys self-respect and self-control and habits of care and industry in their work. The career of the boys on leaving school has not received sufficient attention, and more systematic efforts are required to obtain employment for them. The information that has been furnished regarding the boys who have left school is very incomplete, and is not satisfactory. Few boys are following the trades taught them at school, and on the whole the schools cannot be said to have had much success as reforming agencies.

The Governor General in Council attributes these defects mainly to the association of the reformatories with the Jail Department, and is of opinion that a great improvement would be effected by transferring their management to the Education Department. Reformatories should be mainly schools for the education and reform of boys, and not jails for their punishment by long periods of incarceration. The department which has experience of the training of youth is likely to be more successful in the management of such institutions than the department which deals with the punishment of criminals. And apart from these considerations there are several important advantages to be derived from emphasizing the school aspect of the reformatories. Native sympathy will be more readily enlisted on their behalf, and it will be easier for the boys to obtain employment. The school itself will be able to assist them to a greater degree than it can under the present system of management. The boys will feel less shame at having been connected with the school, and will be readier to accept its help and keep up communication with it. This will make it easier to keep a watch over the boys after they leave, both in their own interest and with a view to secure the information which is essential to enable the authorities responsible for the management to ascertain whether the work is being conducted on proper lines.

The succeeding sections of this chapter will show that much has been done since the transfer of the schools to the Education Department to improve their character. The reforms are, however, still in progress, and several of the schools have not yet lost their jail-like appearance and traditions.

Management. 1,226. The Reformatory School Act requires the Local Government to appoint either a Superintendent and a Committee of Visitors, or a Board of Management, for the government of every reformatory school. The Committee or Board must consist of not less than five persons, of whom two at least must be natives of India. The management is vested in a Superintendent and Committee in all schools except the two schools of Bengal. The latter have a Board of Management under whose orders the Superintendent works. It is the duty of the Committee of Visitors to visit the school, hear complaints, and assure themselves that the equipment and management are proper in all respects; to examine the punishment book; to bring any special cases to the notice of the Inspector General of Reformatories (who is now in all Provinces the Director of Public Instruction); and to see that no person is illegally detained. The Board of Management has more extensive powers and functions.

Superintending and teaching staff. 1,227. The following table shows the strength of the superintending and teaching staff of four of the schools:—

| Chingleput (161 boys). | Alipore (242 boys). |
|---|--|
| Superintendent (officer of the Indian Medical Service). Deputy Superintendent (resident), Head Master. Second, Third, Fourth, and Fifth Masters. Hindustani Master. Drawing Master. Gymnastic Instructor. Drill Instructor, Weaving Instructor and Assistant, Carpentry Instructor and Assistant, Metal Work Instructor and Assistant (for aluminium work), Tailoring Instructor. Gardening Instructor. Band and Bugle Class Instructor. | Superintendent (resident—formerly an officer of the Calcutta Police). Assistant Superintendent (resident). Head Pandit. Eight Assistant Pandits. Two Carpentry Instructors. One Instructor for each of the following trades:— Polishing. Book-binding. Composing. Printing. Shoe-making. Tailoring. Tinsmith's work. Blacksmith's work. Gymnastic Instructor. One of the head guards teaches gardening. |
| Yerrowda (120 boys). | Chunar (223 boys). |
| Superintendent (Bombay Educational Service). First Master. Second Master (also teaches book-binding). Gujarathi teacher. Blacksmith Instructor. Carpenter Instructor. Painter Instructor. Gymnastic Instructor. | Superintendent. Head Master. Three Masters. Six Trade Instructors, etc. |

Compared with the size of the school, the Chingleput reformatory has the strongest staff. All the school teachers in this institution are trained men; the technical instructors are certificate-holders; the gardening instructor was trained in the Agricultural Gardens; and the drill instructor is a pensioned *havildar*. Some of the instructors in this and other schools are ex-pupils. The staff of most of the schools has been increased during the past few years with a view to give a better general education or more diversified technical instruction,

1,228. The following table compares the number of boys and the strength of the guard establishment :—

| School. | Number of pupils. | Number of guards. |
|----------------------|-------------------|-------------------|
| Chingleput | 161 | 11 |
| Yerrowda | 120 | 9 |
| Alipore | 242 | 20 |
| Chunar | 223 | 11 |
| Insein | 86 | 13 |
| Jubbulpore | 153 | 13 |

The members of the guard establishment are called variously guards, warders, and peons. The proportion of guards to boys is much the highest in the Insein school.

School Life and Discipline.

1,229. The boys pass the day between their general schooling, their trade work, and exercise and recreation. The following table shows the daily routine in three of the schools :—

| Chingleput (Senior Division). | Alipore (Winter). | Chunar. |
|---|---|--|
| 5-30—6 A.M.—Rise and light meal. | 5-30—6 A.M.—Wash and light meal. | 6—7 A.M.—Drill and gymnastics. |
| 6—9-30 A.M.—Industries and gardening. | 6—7 A.M.—Drill and gymnastics on alternate days. | 7—10 A.M.—Workshop. |
| 9-30—10-30 A.M.—Washing and morning meal. | 7—10 A.M.—School. | 10—11 A.M.—Bathing and mid-day meal. |
| 10-30 A.M.—1-30 P.M.—General education. | 10—11 A.M.—Breakfast and recreation. | 11 A.M.—1 P.M.—Rest and play. |
| 1-30—2-30 P.M.—Recreation. | 11 A.M.—2 P.M.—Workshop. | 1—3 P.M.—School. |
| 2-30—4-30 P.M.—Industries and gardening. | 2—3 P.M.—Recreation. | 3—5 P.M.—Workshop. |
| 4-30—5 P.M.—Drill and gymnastics. | 3—4-30 P.M.—Workshop. | 5—6 P.M.—Evening meal. |
| 5—6 P.M.—Evening meal. | 4-30—5-30 P.M.—Evening meal. | 6—6-30 P.M.—Religious instruction. |
| 6—7 P.M.—Recreation. | 5-30 P.M. until dark—Recreation, lectures, moral instruction. | |
| 7—8 P.M.—Voluntary school if possible. | | |
| <i>Summary.</i> | <i>Summary.</i> | <i>Summary.</i> |
| Industries and gardening— $2\frac{1}{2}$ hours. | Workshop— $4\frac{1}{2}$ hours. | Workshop—5 hours. |
| School—3 or 4 hours. | School—3 hours. | School—2 hours. |
| Drill and gymnastics— $\frac{1}{2}$ hour. | Drill and gymnastics—1 hour. | Drill and gymnastics—1 hour. |
| Meals and recreation—4 hours. | Meals and recreation—4 hours. | Meals and recreation—4 hours. |
| | | Religious instruction— $\frac{1}{2}$ hour. |

At Insein the distribution of time is as follows: 5 hours workshop, 5 hours school, $\frac{1}{2}$ hour physical drill, and 4 hours for recreation, washing, and meals. In all schools the boys are locked up at night in separate cubicles. During recent years steps have been taken to render the life less jail like in its character. Schooling has been made more interesting and trade work is conducted on educational instead of on commercial or penal lines; the uniform of the boys has been altered in some of the reformatories so as to make it a school and not a jail dress; jail warders at Yerrowda and Insein have been transformed into ordinary peons and watchmen; and punishments have in some cases been modified. Hand-cuffs were formerly a common form of punishment in Bengal; and the abolition of solitary cells, leg-rings, and hand-cuffs was only under consideration at Insein at the end of 1902.

1,230. The boys are in general amenable to discipline, and the reports on their conduct are as a rule favourable in all the schools, although each school is sometimes troubled by turbulent and disobedient characters. Some of the

metropolitan boys cause difficulty at Alipore, and it has recently been found necessary to make provision for the segregation of the incorrigibles and their employment during workshop hours on hard labour such as oil extracting and wheat-grinding. At Insein trouble is caused by hostility between the Burmese and Indian pupils; in 1902 a Burmese boy struck a Madrasi on the head during a quarrel and the latter died on the following day. The commonest school offences are quarrelling and fighting, idleness, disobedience, petty theft, destroying property, fibbing, etc. A few attempts to escape occur each year, but they are not common and successful evasion is very rare. There have been only two successful escapes during the whole history of the Chingleput school.

Discipline.

1,231. The discipline is, of course, more strict than in an ordinary boarding school, and in some cases it is still much like that of a jail. Thus at Alipore the school is surrounded by a high wall; bolts and bars occupy a prominent position in all the workshops, sleeping barracks, school rooms, etc., and boys who go outside the school are searched for forbidden articles on their return. The parade system is everywhere in general use, and boys are marshalled for meals, bathing, workshop, and school at the word of command. The boys are supervised by their instructors and by the warders or peons. At Chingleput supervision over the boys in the play-ground, etc., is divided between the Deputy Superintendent, the masters, and the instructors; much reliance is placed on the influence they are able to exercise over the boys out of school hours. At Alipore, on the other hand, supervision, except in the class rooms and workshops, is exercised mainly by the warders. It is now proposed to provide residential quarters for teachers in order that the boys may be under better and more intelligent influence. The monitorial system plays an important part in the discipline of all the schools. The monitors wear a badge and have certain special privileges; the position is eagerly sought after and affords a strong inducement to industry and good behaviour. At Chingleput there are five monitors, and also ten assistant monitors assigned as follows: four for the four industries taught in the school, and one each for drawing, singing, drill, gymnastics, band, and general education. Marked proficiency in the industry or work assigned to him is an assistant monitor's qualification. Monitors and assistant monitors of the Chingleput school are not locked up at night, and they earn higher rewards under the mark system.

Punishments.

1,232. In some reformatories the punishment system is severe. The following table compares the number of punishments inflicted in each school during 1902 with the average daily number of inmates:—

| School. | Average strength. | Number of punishments. |
|------------|-------------------|------------------------|
| Chingleput | 161 | 132 |
| Yerrowda | 125 | 17 |
| Alipore | 242(a) | 136 |
| Hazaribagh | 212(a) | 55 |
| Chunar | 240 | 108 |
| Insein | 86(a) | 111 |
| Jubbulpore | 161(b) | 65(c) |

(a) Strength on the 31st December 1902.

(b) Strength on the 31st December 1901.

(c) Number of punishments in 1901; figure for 1902 not available.

Insein shows the very large proportion of four punishments to three boys, and Chingleput comes next with nearly three punishments to four boys. In the Yerrowda school, on the other hand, the proportion of punishments amounted to only one to every seven boys. Differences in the recording of minor punishments may possibly account for part of the comparative frequency of punishments in some of the schools. The marked difference between the two Bengal schools is said to be due to the comparatively turbulent character of the boys from the metropolitan area. Most schools show a satisfactory diminution in the number of punishments. At Chingleput the number has fallen steadily from 219 in 1897 to 132 in 1902, whilst the number of boys not

punished has risen from 66 in the former to 91 in the latter year. At Yerrowda each year shows a fall in the number of punishments; in 1898 the total was 34 and in 1902 it was 17. In 1898 the number of punishments inflicted at Alipore was slightly greater than the number of inmates, in 1902 the proportion was not much in excess of one-half. The year 1901 was a bad one at Alipore; and the number of punishments was again about equal to the number of inmates. At Hazaribagh there were in 1898 173 punishments among 311 inmates, and in 1902 only 55 punishments among 212 inmates. At Insein there were 115 punishments in 1900 and 111 in 1902. At Jubbulpore the number of punishments fluctuates considerably and shows a tendency to rise; the following are five years' figures:—

| | | | | | | | | |
|------|---|---|---|---|---|---|---|----|
| 1897 | . | . | . | . | . | . | . | 33 |
| 1898 | . | . | . | . | . | . | . | 24 |
| 1899 | . | . | . | . | . | . | . | 79 |
| 1900 | . | . | . | . | . | . | . | 41 |
| 1901 | . | . | . | . | . | . | . | 65 |

The majority of these punishments are inflicted for fighting and offences against discipline. Common forms of punishments are caning, flogging (inflicted in serious cases only), separate confinement, detention during recreation hours, penal diet, loss of marks and privileges, fine, and reduction from the post of monitor. The punishment of birching was abolished in 1899 in the Chingleput school, but the discipline was found to deteriorate and it was reintroduced in 1900. In several of the schools the only corporal punishment is caning on the hand.

1,233. The principal rewards for good conduct and industry are small money Rewards. rewards under a system of marks, and promotion to the post of monitor. Well behaved pupils are also given various small privileges. The following table shows the average amount earned in 1902 by each boy under the mark system in five of the schools:—

| | R | a. | p. |
|----------------------|---|----|----|
| Chingleput | 3 | 11 | 1 |
| Yerrowda | 6 | 11 | 2 |
| Alipore | 3 | 12 | 0 |
| Hazaribagh | 4 | 10 | 9 |
| Insein | 2 | 8 | 10 |

At Chunar the total amount earned was only R170, and the information is not given in the Jubbulpore Report. The boys are allowed to spend part of their earnings on sweetmeats, etc., and the remainder helps to give them a start when they leave school. At Chingleput good conduct badges having a money value are given to encourage continuous good behaviour, a boy receives a badge for every year spent by him in school without his name appearing in the punishment book.

1,234. It may be said generally that adequate attention is paid in all the school to sanitation, health, and physical exercise; and a perusal of the reports for Physical training. a number of years past shows that the health of the boys is on the whole remarkably good. At CHINGLEPUT the physical training includes gymnastics, physical drill with and without songs, extension motions, company drill, exercises with stilts, Sunday walks, and tennis, football, and other games. The school holds annual sports. At YERROWDA two hours every day are allowed to the junior classes, and one hour to the senior classes, for recreation and exercise. In addition to the usual gymnastics and drill in which the boys receive instruction on two days of the week, two days are devoted to open-air exercises, such as running, jumping, throwing the ball, tug-of-war, etc., and on two days the boys play cricket and football. The school has two good elevens, and plays against other schools. At both ALIPORE and HAZARIBAGH a half hour in winter and an hour in summer are devoted every day to drill and gymnastics. At Alipore football and other games are played during recreation time and on holidays; the school has suffered for want of a suitable play-ground, provision for which is now being made. Football is played three times a week in the Hazaribagh school. Two hours a day are allowed to the boys at CHUNAR for recreation and

exercise. The boys are taught native exercises, Indian clubs, wrestling, etc., under the supervision of a trade-master who is an expert wrestler. The Superintendent says that the boys do not take kindly to football, and that there is no room for the game in the Fort. At INSEIN the boys are drilled and do gymnastics for a quarter of an hour a day, and play football and other games during recreation hours; the gymnasium, which has recently been put up, is to be supplemented by athletic sports, a modified form of the Yerrowda system being followed. The JUBBULPORE school has a play-ground, and all boys go through a course of *deshi-kasrat* and drill on alternate days for half an hour.

Moral
training.

1,235. Increased attention has been paid to the moral training of the reformatory school pupils since the transfer of control to the Education Department. Under the CHINGLEPUT régime the importance of this subject has for many years been fully recognized. The influences which are brought to bear on the boys are classed as follows by the school authorities:—

Sunday school.—Moral principles are illustrated by lectures, songs, and tales.

Day school.—Special stress is laid on the moral lessons found in the reading books.

Play-ground.—Careful supervision by the school staff.

Deputy Superintendent's personal influence.—The Deputy Superintendent has been many years in the school and is able to win the confidence of his pupils.

Appeal to religious principles.—The religious observances of all classes of pupils are carefully respected: the thread-bearing castes perform the *upakarmam* ceremony; all Hindu boys celebrate the "tool-feast"; Muhammadans attend mosque on Fridays and may fast during Ramazan; and Christian boys attend church on Sundays and on important days of observance.

Attention to prevalent faults.—Particular pains are taken to eradicate the faults of lying and pilfering.

Other means.—"Among these are the habits of obedience, industry, order and cleanliness the pupils are trained to; a judicious system of rewards and punishments, and the separation, as far as present arrangements allow, of the boys under 13 from those older."*

At YERROWDA special moral training takes the form of inculcating moral lessons in the class room, recital of moral and religious poetry morning and evening, and Sunday readings. The Superintendent says that "judging from their generally quiet and respectful behaviour at all times in and out of school hours I would venture to remark that change for the better is taking place in them." At ALIPORE moral instruction is given, as far as possible, to both Hindu and Muhammadan boys by their teachers in connection with the daily lessons. Christian boys receive instruction from the clergy, who visit the school every week for the purpose. At CHUNAR religious and moral instruction is given on a theistic and non-sectarian basis three times a week for half an hour. For this purpose the school is divided into two groups according to age. The moral lessons are illustrated by narratives suited to the comprehension of the boys.

General Education.

Hours of
study.

1,236. The following table shows the number of hours devoted to study in the different schools:—

| | |
|----------------------|--|
| Chingleput | 2½ hours in the junior division and 3 or 4 hours in the senior division. |
| Bombay | { 3 hours, infant and first standards; 2½ hours, higher standards. |
| Alipore | 3 hours. |
| Hazaribagh | 2 hours. |
| Chunar | { 2½ hours in summer. 2 hours in winter. |
| Insein | 5 hours. |
| Jubbulpore | 3 hours. |

* Report of the Chingleput Reformatory school for 1900.

1,237. The subjects and standards of instruction, which follow the general Curriculum-school system of the province, are stated below:—

Chingleput.—Compulsory subjects (reading, writing, and arithmetic) of the vernacular course up to the 4th standard or end of the primary stage. The Superintendent may permit instruction to be given in such subjects as English, drawing, singing, elementary science, history, or geography, provided that this additional instruction can be given without detriment to industrial instruction or proper recreation.

Yerrowda.—Vernacular standards I to IV; reading, writing, arithmetic, history and geography.

Alipore and Hazaribagh.—Upper and lower primary standards; reading, writing, and arithmetic.

Chunar.—Lower primary standard.

Insein.—Complete middle school course (Standards I to VII).

Jubbulpore.—Upper primary standard.

It will be seen from this abstract that general education is carried further at Chingleput and Insein than in the other schools.

1,238. CHINGLEPUT.—Drawing and an industry are taken up as optional subjects for the primary examination, geography or hygiene being the third optional subject. Hindustani is now taught to Muhammadan boys. There is a special class for boys who have passed the primary examination; instruction is given in free-hand outline, model, and geometrical drawing. The special class is also taught English. Formerly the teaching of English was mainly colloquial; with the strengthening of the staff arrangements have been made to give instruction also in reading and writing. In 1902, 58 boys were taught colloquial English, and 31 boys reading and writing. The time devoted to the study of English is justified by the common use of English among all classes in the Madras Presidency. In 1902 there were 9 and 16 pupils in the fourth and special classes, respectively. In the five years 1898 to 1902, 86 boys were sent up for the primary examination and all but one passed. Since the school was founded 161 boys have obtained the primary examination certificate, which qualifies for lower grades of the public service.

Details relating to individual schools.

YERROWDA.—A good deal has been done of recent years to make instruction more interesting and profitable, to supply boys with books to read, and to diffuse general education by reading interesting books aloud. Boys who have passed Standard IV are taught a little vernacular correspondence, forms of bills, agreements, accounts, etc. Examination results show considerable improvement; in 1902 ten candidates went up for Standard IV, all passed in arithmetic, reading, and writing, and only one failed in history and geography.

ALIPORE.—The character of the instruction has been improved; the staff has been strengthened so that the classes are now of proper size (9 teachers and 242 pupils), and kindergarten methods have been introduced.

HAZARIBAGH.—Until recently the arrangements for general education in this school were very bad; only one hour a day was devoted to school and three teachers were required to instruct 340 pupils. In 1900 the hours of instruction were raised to two a day, and in 1901 a fourth teacher was appointed. The decrease in the strength of the school, the increase in the number of hours of study, and the addition of a fourth teacher have enabled the authorities to introduce a proper system of class division and organization with very beneficial results. In 1902, nine candidates went up for the lower primary examination; they all passed and 8 were placed in the first division.

CHUNAR.—The instruction given in this school is still not satisfactory. The present curriculum (lower primary standard) was introduced on the 1st January 1902. The school is divided into an Urdu section (58 strong in 1902) and a Hindi section (165 strong in 1902). One hundred and eighty-three candidates were presented for examination in the various grades and only 45 passed. In 1901 all the 256 candidates failed.

At INSEIN 78 candidates were examined by the Deputy Inspector of Schools and 71 passed, including five by the 4th standard, two each by the 5th and 6th standards, and one by the 7th standard. At JUBBULPORE the results of the examination held in 1902 were satisfactory.

Industrial Education.

The teaching
of agriculture
and of caste
occupations.

1,239. Two special problems have arisen in connection with the industrial training of pupils in reformatory schools; firstly, the question of agricultural training, and secondly, the question of the teaching of caste occupations. Many of the reformatory school pupils belong to the rural classes, and it is found that they will not, or cannot, as a rule earn their livelihood by the industrial trade taught to them at school; they either work as agricultural labourers or employ themselves in some other way, good or bad. It would therefore seem *prima facie* desirable to give them an agricultural, and not an industrial training. On the other hand, the situation of many of the reformatory schools in or near a large town does not offer facilities for agricultural teaching except in the form of market-gardening, and, apart from this, it is not easy to give in a reformatory school agricultural training which will be of special use to a boy who belongs to the labouring and not to the landholding classes. Table 273 shows the proportion of boys taught agriculture and other industries in the several schools during 1902. It will be seen that at Chingleput and Alipore, no boys, or comparatively few boys, are trained as agriculturalists, that agriculture is the chief subject of instruction at Hazaribagh, and that at Yerrowda, Insein and Jubbulpore rather more or less than half the pupils are taught agriculture. Gardening is taught to boys at Chunar in addition to a trade. The Bengal Government has taken advantage of the circumstance that it has two schools, one near Calcutta and the other in the mofassal, to concentrate industrial boys at Alipore and agricultural boys at Hazaribagh. During the past few years endeavour has been made to adapt the teaching in the schools as far as possible to the caste occupations of the non-agricultural pupils, in the hope that this measure will result in a larger proportion of the boys following the industry which they learn. The value of general hand and eye training has not been left out of sight, but boys leave school at an age when they must earn a livelihood, and they have a better chance of maintaining themselves honestly if they are equipped with a sound training in the craft into which it is easiest for them to enter. It is, however, difficult to achieve anything like a complete adherence to this principle, since it is not possible to teach the multifarious trades which this would involve. Important progress has been made at Alipore and in other schools.

Systems
followed in
the several
schools.

1,240. CHINGLEPUT.—The principal subjects of technical instruction are cabinet-making, blacksmith's work, metal work, weaving, tailoring, and drawing. In 1902, 74 boys out of 161 were taught drawing. Carpentry, sawing, tinning, tape-making, and wood-carving are taught to a select few. Pupils are, as a rule, put to gardening on admission and on passing the first standard, or earlier in the case of older pupils, they are allowed to choose a trade. In July 1901 a band and bugle class was formed, and in 1902 there were 15 boys in the band and 13 in the bugle section. Seven bugler posts in the civil departments are reserved for the school, and it is hoped that the band boys will be taken by native regiments. The course of instruction and the standards prescribed for industrial schools are followed in the reformatory, and in the principal subjects the classes are worked up to the intermediate technical examination. In the five years 1898 to 1902, 128 candidates went up for the Government technical examination, and 83 passed; free-hand drawing is responsible for nearly 20 of the failures. Apart from the Government technical examinations the Inspector of Technical Schools examines the industrial classes annually, and the tailoring class is examined by a member of a Madras tailoring firm.

1,241. YERROWDA.—The 120 boys on the rolls on the 31st December 1902 were divided among the various industrial classes as follows: 26 carpentry and carriage repairing, 14 smith's work, 19 painting and varnishing, 14 book-binding, and 47 agriculture. The agriculture comprises flower-gardening, vegetable gardening, and the cultivation of *jowari*. The question of securing more land for agricultural purposes is under consideration. Seventy-five boys were in the model training class, undergoing a regular course of exercises in wood-work on the Bombay system.

1,242. ALIPORE.—The following table shows the progress made at Alipore in the direction of giving training in caste subjects :—

NUMBERS TRAINED IN VARIOUS SUBJECTS.

| 1897. | 1902. |
|--------------------------------|-------------------------------------|
| Carpentry 65 | Carpentry 38 |
| Book-binding 47 | Book-binding 29 |
| Canework 16 | Polishing and painting 13 |
| Gardening 12 | Blacksmith's work 20 |
| Blacksmith's work 11 | Tinsmith's work 17 |
| Tinsmith's work 6 | Printing and composing 14 |
| Printing 4 | Gardening 21 |
| | Canework 17 |
| | Tailoring 19 |
| | Shoe-making 5 |
| | Cooking 7* |

* The cooks are changed periodically.

Seven boys were transferred to Hazaribagh during 1902 for agricultural training, and one boy was transferred from Hazaribagh for industrial training. Each industry has its teacher (two in the case of carpentry) who is a selected workman, and each of the larger classes has its separate workshop.

1,243. HAZARIBAGH.—The following table illustrates the change of system which has been made in the Hazaribagh school :—

NUMBERS TRAINED IN VARIOUS SUBJECTS.

| 1897. | 1902. |
|--|--|
| Cloth weaving and tailoring 174 | Gardening and cultivating 96 |
| Carpentry and blacksmith's work 29 | Weaving 20 |
| Gardening 17 | Carpentry 16 |
| | Shoe-making 5 |
| | Tailoring 9 |
| | Blacksmith's work 5 |
| | Sweeper's work 6 |
| | Cooking 7 |

It was found that very few of the ex-pupils followed their school trades, whilst a large number who were taught trades in the school reverted to agricultural employment. It was therefore decided in 1900 that in future the training should be mainly agricultural, instruction in weaving, shoe-making, etc., being confined to boys who belong to those crafts by caste. A scheme of agricultural training was then devised in consultation with the Director of Agriculture. The following description of this scheme is derived from the report for 1900 :—

The agricultural class is to be started with 100 boys belonging exclusively to the cultivator classes, their tuition comprising some very elementary lessons in the class-room as well as in the fields, the learning of an agricultural primer, lessons on manures, implements, plant diseases, insect pests and their treatment—all of a simple kind. Experiments with the cultivation of paddy, varieties of sugarcane, potatoes, wheat, oats, fodder crop and millet are to be commenced on a demonstration farm consisting of 25 to 30 acres of land taken over from the Jail Department, the waste land within the school compound being utilised for market-gardening, which forms part of the scheme. The boys in the class are to be divided into groups, each group to work under the supervision of a school guard, who himself should be a cultivator. The guards will be made responsible both for the conduct of the boys and their progress in the practical agricultural work. The gangs should be changed from time to time from the hands of one guard to those of another, and the work should be so managed that each gang should have the opportunity of learning every agricultural operation. Each gang should, by turn, be employed in ploughing, sowing, applying manures, watering fields, harvesting crops, spraying insecticides, handling and feeding of cattle, etc. The farm overseer and the head *mali* must watch and guide the outdoor work every day. All the boys of the class should learn both field agriculture and market-gardening.

During the three years 1900-1902 work has progressed on the above lines with a considerable measure of success. There is a fair demand under the license system for boys who have been taught gardening in the school.

1,244. CHUNAR.—The following trades are taught in the Chunar school :—

| | |
|--------------------|----------------------------|
| Canework. | Gardening and cultivating. |
| Tailoring. | Cloth weaving. |
| Shoe-making. | Pottery making. |
| Carpentry. | Stone-cutting. |
| Blacksmith's work. | Barber's work. |
| | Washerman's work. |

As far as possible boys are taught their hereditary trade. Pottery and stone-cutting were added to the list in 1902. The Director of Public Instruction states that there is room for considerable improvement in the industrial training.

1,245. INSEIN.—The following table shows the average number of boys who were taught various trades in 1902 :—

| | |
|---------------------------|-------|
| Carpentry and woodcarving | 20 |
| Canework | 5 |
| Tin work | 21 |
| Gardening | 33 |
| | <hr/> |
| | 79 |
| | <hr/> |

On admission boys are drafted into the general school, and are then allowed to select a trade. In each trade subject, except gardening, an annual examination is held, and results-grants are paid for passes and placed to the credit of the boys.

1,246. JUBBULPORE.—The system of training in the Jubbulpore school has undergone a complete transformation. Formerly the school was connected with a tent factory, and as many boys as possible were taught tent-making in all its branches in order that they might find employment with other hired workmen in the factory. This system failed to give good results; the interests of the school were subordinated to those of the factory, and few pupils either stayed in the factory after their release or utilized elsewhere the trade which they had been taught. About the year 1897 the old system was abandoned and now the principle subject taught is gardening, although instruction is also given in a number of handicrafts. Teaching follows, as far as possible, the caste occupations of the pupils, and those who have no caste occupation are taught market gardening. It is said that those who learn gardening find occupation as *malis* and are doing fairly well. In an average attendance of 146 boys in 1902, the distribution by occupations was as follows :—

| | |
|---|-------|
| Shoe-making | 13 |
| Tailoring | 15 |
| Painting and cane-weaving | 7 |
| Blacksmith's work | 12 |
| Weaving | 17 |
| Carpentering | 15 |
| Gardening | 62 |
| Employed as cooks (changed fortnightly) | 5 |
| | <hr/> |
| | 146 |
| | <hr/> |

In 1901 the Madras industrial standards were introduced, and a beginning was made in the grouping of the pupils in classes according to their efficiency. The boys are examined by outside examiners, and rewards are given to those who turn out good work and to their instructors.

Employment and Conduct of Discharged Pupils.

Statistics of character and employment.

1,247. In the Resolution of September 1899 the Government of India laid special stress on the failure of the schools to keep a watch over their discharged boys, and on the small proportion of boys who were known to be following the trades taught to them. It is now recognized that to assist boys to obtain employment and to watch their movements and conduct is a prime duty of the school authorities. In discharging this obligation the superintendent of the school relies greatly on the co-operation of the district officers, and he also endeavours to enlist the aid of employers of labour. Table 8 illustrates the employment and conduct of the boys released during the periods 1896 to 1898 and 1899 to 1901, respectively. It is too soon for the change in system to have produced much effect on these figures, and as a matter of fact

the statistics for the later period are hardly less unsatisfactory than those for the former period. Out of 910 boys discharged during 1899 to 1901, 263 were untraced or not reported on, 43 had been reconvicted within three years of release, and 15 others were known to be of bad character. Out of 725 boys who were taught various trades and handicrafts only 105 were following them for a living. The agricultural figures are better, but experience teaches that boys of the agricultural classes commonly revert to agricultural pursuits whatever they may be taught in the school. Out of those released in 1899 to 1901, 341 had been taught agriculture (Table 275), and 122 of these were occupied in agriculture as well as 56 boys (42 of whom came from Hazaribagh), who had not been taught this subject at school. In the matter of tracing the boys the Chingleput school, where much attention has been paid to the subject for a number of years past, is the most successful, and only one boy in nine of those released in 1899 to 1901, remained untraced or not reported on. The Insein school, where ex-pupils are still watched by the police,* was the least successful and two-thirds of the boys were not traced or not reported on. In the other schools the number not traced or reported on varies from about one in three to about one in four.

1,248. Some of the reports give interesting details regarding the employment found for the boys. Of the 37 boys discharged in 1902 from the CHINGLEPUT school employment was found for 23 immediately or soon after release; of these 1 was employed in the railway police, 10 were in trades taught them at school, 4 worked as peons and process-servers, and the rest took to other kinds of work such as bazar assistants, domestic servants, and the like. In 1901, 19 ex-pupils of the school were in the Madras Army, and others are in the Police and Salt Departments. Twenty-five boys were discharged from YERROWDA in 1902; 7 were employed in public factories, 9 were working with parents or relations, and 6 under private individuals. One was a carpenter in the Poona technical workshop, 1 was in the Mundwa cotton mill, 1 was in a ginning factory, 2 were in the Khirkee ammunition factory, and 2 were painters in a coach-building factory. The problem of finding work for the pupils appears to have been well solved. In BENGAL the Divisional Inspectors of Schools have been able to help a number of boys, and the school authorities also succeeded in placing several of them. Three were employed in the Upper Hooghly mills, two were in the workshops of the British India Steam Navigation Company, one was a book-binder in the Victoria school at Kurseong, one was in a Bengal silk mill, one was a tailor in the factory of the Army Clothing Department, and six were employed in other Calcutta firms. Some of the boys from the INSEIN school have joined Government normal schools and become teachers; those who have found work are said to have turned out well.

Details of
employment

1,249. Section 18 of the Reformatory Schools Act empowers the Superintendent, with the sanction of the Visiting Committee, to license out boys to persons who are willing to take charge of them and employ them in some trade. When the Resolution of September 1899 was written very little use had been made of this provision of the law, and the Government of India commended the matter to the consideration of the Local Governments. The experiment has now been given a good trial, and has met with a considerable measure of success. In MADRAS several boys have been licensed to a firm of tailors, and some are doing well. No boys had been licensed from the YERROWDA school, but arrangements had been made with a coach-builder and cabinet-maker to take a few boys. Fifty-three boys were licensed from the ALIPORE school in 1901 and 1902: 4 in Hooghly jute mills, 7 in a steamer service, 7 in a colliery, 27 in a silk mill, 1 as an office duffry, 2 in a Howrah workshop, 1 as a painter, and 3 as domestic servants. There have been a certain number of failures, three boys ran away and others have been sent back because they did not behave well or were unwilling to work; the Local Government considers, however, that the results are on the whole hopeful. Thirty-one boys from the HAZARIBAGH school were working under the license system during 1902; the majority were employed in cultivation, gardening, blacksmith's work, and carpentry. Twenty-two boys have been licensed from the JUBBULPORE school; of these 10 had been released on the expiry of their sentence and the remainder were reported to be doing well.

Licensing.

* In the Report for 1902 the Director stated that it was proposed to substitute the Education Department working through the agency of the Deputy Inspectors of Schools.

Financial.

1,250. The reforms in the system of management have added to the cost of the schools. The total expenditure on maintenance amounted to ₹1,13,140 in 1898 and to ₹1,36,748 in 1902. Every school except Yerrowda and Hazaribagh (the numbers in which have decreased) participates in the increase. The profits of the school manufactures show a fall from ₹24,337 to ₹12,939. Out of the total decrease of ₹11,393, ₹3,688 is accounted for by the Hazaribagh school. Alipore shows a large decrease, and Jubbulpore a smaller decrease.

David Sassoon Institution.

1,251. The David Sassoon Industrial and Reformatory Institution was founded in the year 1857. It is an aided institution worked under the Reformatory and Apprentices Acts, and managed by a local committee. The Apprentices Act is an old Statute (XIX of 1850) designed "for better enabling children, and especially orphans and poor children brought up by public charity, to learn trades, crafts and employments, by which, when they come to full age, they may gain a livelihood." The school has an attendance of over 200 boys, many of whom are employed in the mills of Bombay. The industries taught in the school are carpentry, smith's work, painting, fitting and turning, embroidery, tailoring, and shoe-making. The industrial training is said to be carefully developed; and of the 55 boys discharged in 1901-02, 30 are reported to be earning their living honestly. The gross expenditure of the school in 1901-02 was ₹35,535, of which ₹3,600 was derived from Provincial Revenues.

CHAPTER XV. PRIVATE INSTITUTIONS.

General Remarks.

1,252. In his Report for the year 1896-97 the Bombay Director said : "There will always remain a circle of schools which are in some cases not agencies for secular instruction at all, and which in other cases are either ephemeral and have no stability, or work upon antique methods and require no interference or assistance." It is mainly schools belonging to these classes which are grouped together in the statistics under the head "private institutions." The term may be roughly defined as "all schools which have not accepted Departmental or University standards, and do not submit to any public test." Care must be taken not to confuse the "private institutions" as thus defined with the "private managed schools" which are recognized by the Department and which form the bulk of the "public" institutions. Meaning of the term.

The miscellaneous schools which come within the definition of private schools are divided in the statistical returns into the following classes :—

- (1) Advanced institutions; teaching (a) Arabic or Persian, (b) Sanskrit, and (c) other Oriental languages.
- (2) Elementary institutions; including (a) Koran schools, and (b) schools teaching a vernacular only or mainly.
- (3) Other schools not conforming to departmental standards.

1,253. Private schools receive, in general, no aid from the State, and they are not subject to regular and formal inspection in the same manner as public institutions. They do not, however, lie entirely outside the scope of departmental care, and one of the important functions of the inspecting staff is to seek them out, advise their managers, and induce them to improve their methods of secular instruction by the offer of State assistance. Relationship of the Education Department to private institutions.

The MADRAS Inspection Code imposes upon Inspectors the duty of encouraging all *bonâ fide* private enterprise by their support and by promise of liberal treatment. In BOMBAY, Deputy Inspectors are instructed to visit such private institutions as they come across in their tours, and to recommend any which seem deserving of assistance. In BENGAL many of the private institutions (*e.g.*, pathsalas with less than 10 pupils) are waiting to be brought on to the public list, and they are visited by the inspecting pandits who report when they fulfil the required conditions; Muhammadan inspecting officers look after Koran schools and try to induce them to give improved secular training; Sanskrit *tols* are also visited and sometimes respond by including themselves in the list of schools sending up pupils for the public Sanskrit examinations. We have seen in the chapter on Primary Education that special attention has been paid of recent years to the private indigenous schools of the UNITED PROVINCES, and that some of them have been brought on to the public list. In the PUNJAB, private schools are visited by inspecting officers, and they are encouraged by the offer of assistance on easy and liberal terms. In BURMA, it is the special duty of the itinerant teachers to find out and visit indigenous schools and to bring the best of them within the State system.

Statistics.

1,254. Statistics for private institutions and their pupils are given in Volume II, but they are so unreliable that only the roughest deductions can be drawn from them: an apparent large variation may be due more to a change in the recording than to an actual change in the number of schools or pupils. The following quotations from the Reports of the Directors illustrate these remarks :— Unreliable character of the statistics.

BOMBAY.—It is difficult to get trustworthy statistics with regard to institutions of this kind. They cannot be compelled to make returns.

BENGAL.—From a statistical point of view the figures for private institutions are not of much importance, as they do not in all cases represent the actual facts about them, owing, it must be said, to the circumstances that the information is believed to be neither accurate nor reliable, though collected through the ordinary inspecting staff, for there are no means of testing the accuracy of the figures, as usually, no attendance or other registers are kept in such schools.

UNITED PROVINCES.—It is very difficult, if not impossible, to collect accurate statistics regarding private schools, institutions which are not permanent, and often have no fixed local habitation, but give occasional elementary instruction in an unsystematic way to the few children they can gather together. No doubt a great deal of this kind of activity is in existence and is often not without value, though sometimes a mere playing at school—a feeble imitation by unqualified persons of what they see is done elsewhere. The difficulties in the way of obtaining reliable information are obviously even greater than in the case of aided schools. The Deputy Inspectors have, as a rule, to accept the statements of teachers, and cannot check their accuracy. The average enrolment of scholars in Sanskrit schools is less than 15, and it is possible that in some cases the numbers are so small as not really to constitute a school. It would not therefore be safe to argue that there was an increasing desire for female education, because the numbers under instruction in girls' elementary private schools are returned as 2,038 in 1902 against 1,113 in 1897. The figures in the intervening years fluctuate so remarkably that little or no reliance can be placed upon the returns; and it would not be safe to venture a merely conjectural explanation of these violent fluctuations, even if they were accepted as real.

Main
statistical
features.

1,255. It would serve no useful purpose to make an elaborate analysis of figures based on such unreliable data, and it will suffice to mention the broad results exhibited by the tables in Volume II. The total number of private institutions was returned at 43,000; out of these over 4,000 were schools for teaching Arabic and Persian, Sanskrit, and Magadhi, over 11,000 were Koran schools, over 27,000 were vernacular schools, and 465 were unclassified. Advanced schools show a progressive tendency to diminish in number, and elementary vernacular schools to increase; these tendencies are not, however, common to all provinces. The number of pupils returned as under instruction in private institutions reached the large total of over 635,000, a number nearly twice as great as that recorded in 1886-87. The increase is among the pupils of vernacular and Koran schools; there has been a decrease as compared with 1886-87 in the number of pupils in schools for teaching Oriental languages. Among Muhammadans, who have a large number of pupils in the Koran schools, the percentage of pupils under instruction in private schools to total pupils under instruction was 25·2; and among Buddhists, many of whom are taught in monastic and lay schools which have not yet come within the departmental fold, the percentage amounted to 50·6; the percentage among Hindus was only 7·6, and among Native Christians only 6·0. About one-twelfth of the total number of pupils were girls; some girls read in special female schools, but a large number attend the schools for boys.

Classes of Private Institutions.

Arabic and Persian Schools.

1,256. The returns of private institutions include over 2,000 schools for the teaching of Arabic or Persian, affording instruction to over 37,000 scholars. Compared with 1896-97 there is a decrease in the number of institutions and an increase in the number of scholars. Having regard to the uncertainty of the figures no important deduction can be drawn from these variations; but Tables 277 and 283, which give statistics extending over a series of years, show a general tendency to decline which cannot be accounted for by mere inaccuracy or incompleteness of the returns. The number of schools is naturally greatest in the provinces which have the largest Muhammadan population, namely, Bengal, the United Provinces, and the Punjab; Bengal alone accounts for nearly half the total number.

The *Madrassah* or indigenous Arabic and Persian school is usually attached to a mosque or shrine, and is maintained from the endowments and gifts of the pious. In former days individual instructors of merit were sometimes aided by the State, and landholders and nobles vied with each other in supporting scholars of repute. Several towns in India, such as Gopamau and Khairabad in Oudh, and Jaunpur in the Province of Agrá, have from time to time been noted seats of learning, and students travelled to them from all parts of India, and even from Afghanistan and Bokhara, to attend the lectures of noted specialists.

The course of study in a Muhammadan place of learning may include grammar, rhetoric, logic, theology, metaphysics, literature, jurisprudence, medicine, etc.

Some of the Madrassahs of the present time are of a more modern type than the classes of the learned instructors which existed in the days of Muhammadan supremacy in India. Most of them are small institutions in which a few pupils read under a teacher attached to the local mosque; others are of greater size and wider repute; whilst some have adopted a standard of instruction recognized by the Education Department, receive State aid, and are included in the list of public institutions. An account of the more important Madrassahs of Bengal has been given in the Chapter on Muhammadan Education. There is a famous school of Arabic and Persian learning at Deoband in the Saharanpur District of the United Provinces.

Sanskrit Schools.

1,257. The Sanskrit schools from which returns are received number nearly 2,000 and the pupils in them over 22,000. The considerable decrease in the number of schools and pupils which the tables show occurred mainly in Bengal, and in that Province is due to a number of *tol*s sending up pupils for the Government examinations and thus coming on the "public" list. Bengal and the United Provinces have much the largest number of schools and pupils—Benares and Navadwip in the Nadia District are the two great seats of Sanskrit learning in India. There are also many Sanskrit schools in Madras, the Punjab, and Assam, and a smaller number in Bombay and elsewhere.

1,258. After Navadwip the most important centre of Sanskrit study in BENGAL is at Bhatpara in the 24-Parganas, and speaking generally *tol*s are most numerous in the Patna, Dacca, Burdwan, Bhagalpur, and Presidency Divisions. The special branch of Sanskrit learning for which Bengal is most famous is the system of *Nyaya* philosophy, and Nadiya is the chief seat of that study. Next to *Nyaya* the favourite subject is *Smriti* (law), but in some parts of the province (especially in the Presidency Division) grammar claims the almost exclusive devotion of the students. The *Puranas* have their students in Bengal, but they are not numerous; astrology is learnt for the purpose of casting horoscopes, calculating auspicious days for weddings, etc.; and the Hindu system of medicine is taught in several places. Each teacher has his special subject and the students who sit under him devote themselves exclusively to it. The teachers are maintained by the endowments and gifts of the pious; they charge no fees and often maintain their pupils. The following description of the *tol* as it exists in Bengal at the present day is derived from a report by Mahamahopadhyaya Mohesh Chandra Nayaratna who was deputed to visit the Sanskrit schools of Bengal in the year 1891:—

A *tol* is generally located outside the limits of inhabited places, villages or towns. It consists of one or more long huts with mud or wicker walls and thatched roofs. Each hut is divided into compartments, the partitions, however, not reaching to the roof. These compartments, in which the students are quartered, are of small dimensions, generally about seven feet square, and raised banks of earth (*vedi*) within, very often serve for bedsteads. The part of the compartment that is not occupied by the *vedi* is reserved for cooking and other purposes. All the pupils in a *tol*, however, do not cook for themselves. Some get their meals free at the house of the teacher. The pupils who cook their food receive free gifts of rice and other eatables from their teacher. Pupils not belonging to the same classes of Brahmans as the teacher always cook for themselves. All the pupils in a *tol* are not free boarders. Some of the pupils may be local residents who attend the *tol* as day-scholars. Some pupils, again, who are not local residents, may be freely boarded by local residents. Beginners or grammar pupils generally are the pupils who are so boarded.

In addition to the huts that furnish quarters to the students, there is a hut called *sarasvati-mandap*, open on one side and sheltered on the other three. It measures about 20 feet × 10 feet, and is the place where the teacher teaches his pupils. The teacher takes his seat here on a mat, and the pupils take theirs on separate mats before him, some on his right, some on his left, and some also facing him, if there is no more room on the right and the left.

The work begins at about 7 o'clock in the morning and continues to about noon. All the pupils being assembled together, the teacher begins with the least advanced, and gradually passes on to the most advanced. The object of this arrangement is that the more advanced pupils may have the benefit of a revision by means of the less advanced. Pupils are dismissed as they finish their lessons. If their day's work is not finished in the morning, the teacher and the pupils resume work at about four in the afternoon, and continue it till dusk. In the evening, again, pupils are allowed to bring their doubts and difficulties before the teacher for solution, and at this time the teacher also questions the beginners. There is very little of classification of students in a *tol*, each pupil, generally speaking, having his own lesson. Only in occasional instances have some two or three pupils the same lesson. Not more than one

book is read by a pupil at a time, and the quantity of work done each day is but moderate. This makes it possible for a single teacher to teach each day a number of pupils, each with his separate lesson. The work done, though moderate in quantity, is done in a thorough style. Verbal discussions are frequent among the pupils, and difficult points are referred to the teacher as occasion arises. Junior students, again, often ask senior students to carry them through the lessons they have already gone through with the teacher either that or the previous day. This is called "seeking lesson" (শিক্ষা চাওয়া). The help sought is readily given. Exercises in writing are unknown in a *tol*. The system of instruction, and in some measure the subjects taught, are the same throughout the provinces. The Bengal standard of Sanskrit learning is, however, considerably higher than that in Bihar (Mithila excepted) and in Orissa. In Bengal no boy begins Sanskrit without having received elementary vernacular education in some *pathsala*. In Bihar, however, boys often begin their Sanskrit grammar or *jyotish* (astrology), and in Orissa their grammar or lexicon, with no other knowledge than that of the alphabet, and they go on learning for some time by rote alone. At the initial stage learning grammar by rote is the universal practice. The ages of pupils in Bengal range approximately from 9 to 30, in Bihar from 7 to 20, and in Orissa from 6 to 18. Bihari and Uriya students who continue their studies beyond the above limits of age repair for their instruction beyond the limits of their respective provinces.

Teachers and pupils in *tols* are almost all Brahmans, only a few being of the Vaidya caste. The few Vaidya teachers in the provinces teach only grammar, *belles-lettres* and rhetoric to non-medical students, and Vaidya students study none but the above subjects previous to taking up their medical studies. *Tol* students everywhere are most obedient to their teachers and respectful to their seniors. They almost worship their teachers, doing for them, if need be, menial services with the utmost alacrity. The teachers on their part love their pupils with fatherly affection.

1,259. On the whole it cannot be said that the indigenous Sanskrit schools of Bengal flourish in modern times, although some impetus has been given to their work both by State encouragement and by private liberality. An increasing number of teachers are accepting the more modern standards laid down by the Education Department, and send up their pupils for the examinations held by the Government or by associations of Pandits under the auspices of the Government. They then receive State aid and are included in the statistics of public institutions. Besides awarding stipends and rewards on the results of examinations, the Government pays Rs 200 a month in small monthly stipends as subsistence allowance to deserving students of the *tols* of Navadwip. Three Government stipends are awarded for life to three eminent Pandits of Nadia, the first two being reserved for the first and second Pandits in *Nyaya*, and the last for the first Pandit in *Smriti*. Government stipends are also granted to a teacher of *Nyaya* at Puri and to a teacher of the same subject at Revelganj in the District of Saran. Some of the District Boards make grants to *tols*.

1,260. The principal schools of Sanskrit learning at BENARES are the Maharaja of Darbhanga's *Pathsala*, the Bhaskar *Pathsala*, the Jammu College, and the Oriental Branch of the Queen's College. The first three are private institutions and the last is maintained by Government: it is the old Sanskrit College, founded in 1791 by the Resident of Benares. These Sanskrit Colleges at Benares differ in type from the *tols* of Bengal. They are large institutions in which several pandits and many students are collected together, and in which all the principal branches of Sanskrit learning are studied. There are also numerous smaller schools in which one or more pandits give instruction to a smaller number of pupils. Many of the Benares students do not live with their teachers; they make their own boarding arrangements and often take their food at one or other of the many charitable kitchens which have been established by the devout in this sacred city of the Hindus.

In the PUNJAB Sanskrit learning is less deep than in Bengal or the United Provinces. Grammar is the favourite subject; but astrology is also studied here as elsewhere, and there are some teachers of *Nyaya* Philosophy, of medicine, and of other branches of Sanskrit learning. The students live with their teacher and are, as a rule, supported by him or by the devout.

In the MADRAS Presidency a special Sub-Assistant Inspector of Sanskrit schools was appointed in March 1900, and by September 1901 he had inspected 154 schools, of which 10 were in receipt of salary grants. The most important of the Sanskrit schools is the Tiruvadi Sanskrit high school, maintained by the Tanjore District Board from funds attached to the Tanjore palace. The students are fed and taught free, and the subjects of instruction include Sanskrit literature, philosophy, grammar, logic, and mathematics. The school had 59 students on the rolls on the 31st March 1902. Next in importance comes the Sriperambudur Sanskrit school in the Chingleput District.

The Director remarks as follows with regard to the Sanskrit schools of BOMBAY : " There is a decline in the number of Sanskrit schools. The school of *Shastris*, instructed and instructing in old ways, is fast dying out in this part of the world. A few of them are still engaged in the Government arts colleges, but I believe that they are not so good as they were five and twenty years ago. Whatever they knew has been extracted from them by European scholars and made accessible to the world in European languages."

Schools for other Oriental Classics.

1,261. Figures for schools which teach Oriental classics other than Sanskrit, Arabic, and Persian have been included in the tables in Volume II in order to work up to the general totals shown in the returns for 1901-02 and for the other years included in the statements. They are, however, based on error and no deductions are to be drawn from them. In 1896-97 only Bombay and the United Provinces contributed to the total, and the United Provinces figure was entered by mistake. The figures for 1901-02 are for Bombay alone. There are 21 schools in Kathiawar in which about 1,200 students, both male and female, learn Magadhi, the language of the sacred books of the Jains. The rest of the Bombay total consists of a mistaken entry of 21 schools in the city of Bombay where a little Persian is taught in addition to vernacular Hindustani.

Koran Schools.

1,262. Over 11,000 Koran schools with over 183,000 pupils were returned in 1901-02; the number of schools is greatest in Bengal, the Punjab, the United Provinces, and Bombay in the order named. The number of pupils, but not the number of schools, shows a progressive rise over the last three quinquennial periods.

The statistics give an inadequate notice of the extent to which Koran teaching prevails in the Muhammadan community. Every orthodox Muhammadan should be able to recite some or all of the verses of the Koran, and every Muhammadan parent regards it as a sacred duty to afford his children instruction in such recitation. It is the common practice for a well-to-do Muhammadan to engage a *Mianji* to teach his children, and the *Mianji* is allowed to invite poorer neighbours to send their children to him for instruction. In this way girls as well as boys are taught in an innumerable number of small schools, many of which find no place in the returns. They learn nothing beyond the Arabic alphabet and the chanting by rote of Koran verses; and they do not understand the words they recite.

Koran schools or *Maktabs* are also commonly attached to local mosques; the character of the teaching in these schools is generally similar to that of the household schools, but occasionally elementary vernacular instruction is also given. On the whole, whatever be the value of their religious training, from the secular point of view the Koran schools occupy a very low place in the general system of education. Some account has been given in the Chapter on Primary Education of the endeavour made to induce the *Maktabs* to give more and better secular teaching.

Vernacular Schools.

1,263. The number of private schools teaching only or mainly a vernacular language was returned in 1901-02 at over 27,000, and the number of pupils in such schools at nearly 379,000. Burma accounts for more than one-third of the total number of pupils, and among other provinces the number of pupils is greatest in Madras, the United Provinces, Bengal, Bombay, and the Punjab in the order named. The number of pupils returned shows a large progressive increase and has more than doubled during the period 1887-88 to 1901-02. During the quinquennium under review the largest increase (nearly 48,000 pupils) has been in Burma; a considerable increase has also taken place in Madras, Bengal, and the United Provinces; on the other hand Bombay shows a large decrease and the Punjab a smaller one.

The rise in Burma is due partly to the transfer from the public list of a number of schools too hastily recognized by the Department, and also to the discovery of new schools by the itinerant teachers. In the Punjab the decrease has been confined to male pupils; the Director says that the rudimentary instruction imparted in the private schools is no longer considered sufficient by

the people for their boys, who are either sent to receive their education in public schools, or are employed to help their parents in domestic or other business. The Director also says that the Department does its best to encourage private schools by awarding grants on very easy terms. Lately, very liberal rules have been framed for the award of grants for industrial subjects taught in these schools; but owing to the inefficiency of the teachers, and to the private schools for boys having lost the confidence of the people, these institutions are declining from year to year.

1,264. The vernacular private schools belong to two main classes, firstly, indigenous schools which have not accepted the departmental standards or have not worked up to departmental requirements, and, secondly, new schools which are started with the intention of securing State aid, but which have not yet succeeded in obtaining a place on the recognized list. We have seen in the Chapter on Primary Education that the first of these classes was in former days the main recruiting ground for the Educational Department in several provinces, but that it has now been nearly exhausted except in Burma. There, a large number of monastic and lay schools have not yet made up their minds to comply with the simple requirements on which the receipt of State aid depends.

Other Schools.

1,265. Under this head are included a number of miscellaneous institutions which do not conform to departmental standards. The MADRAS and BOMBAY Reports do not give any details as to the character of these schools. The BENGAL Director says that they are of a nondescript kind, teaching any subject and any of the vernaculars; the most important are the *Kyaungs*, or Buddhist monastic schools, in Chittagong. In the PUNJAB the majority are mission schools for low-caste children. No schools are returned under this miscellaneous head in the UNITED PROVINCES.

CHAPTER XVI. PHYSICAL AND MORAL TRAINING.

Introductory.

1,266. It is the custom to devote a separate chapter of the Quinquennial Education Reviews to physical and moral training; and although these fundamental aspects of education have been discussed in the chapters which treat of the various grades of institutions, we will now follow precedent to the extent of passing the subject in general review. Scope of the chapter.

1,267. The discipline maintained in Indian colleges and schools, and the general effect on the rising generation of the system of public instruction, first received comprehensive consideration in a discussion initiated by the Government of India with reference to the Report of the Education Commission. In a letter addressed to the Local Governments on the 31st December 1887, the Government of India said :— Discussion of 1887-1889.

It is only within comparatively recent times that the Government has come to deal with public instruction on the present wide scale, its first efforts having been directed more towards supplying a course of literary instruction for a few students of exceptional ability than towards the wholesale dissemination of Western learning. It thus came to pass that the want of a standard of discipline in our Indian public schools and colleges was not at first felt; it became manifest only in more recent years with the ever-growing demand for education according to European principles and of a purely secular character.

It cannot be denied that the general extension in India of education on these principles has in some measure resulted in the growth of tendencies unfavourable to discipline and favourable to irreverence in the rising generation. Such tendencies are probably inseparable from that emancipation of thought which is one of the most noticeable results of our educational system. But though inevitable under the circumstances of this country, they are nevertheless, it will be admitted, tendencies which need control and direction, so far as control and direction can be supplied by a judicious system of scholastic discipline and of such moral training as our policy of strict neutrality on religious matters enables us to apply.

The Government of India went on to suggest reforms that might be introduced with the object of "the elevation of the tone of colleges and schools and the training of the present generation of students to those habits of self-respect which find expression in submission to authority, temperate language, and deference to the judgment of those older than themselves." The discussion which then ensued culminated in the Home Department Resolution No. 6—371-383, dated the 17th August 1889. That Resolution did not introduce a new system into the educational world, but it laid emphasis on the various influences on which reliance should be placed in moulding the character of the students trained in the public schools.

1,268. These influences may be classed broadly under the following main heads :— Moral influences.

- (1) The maintenance of well-managed hostels.
- (2) Physical training and the encouragement of manly sports.
- (3) The influence of carefully trained and selected teachers.
- (4) The maintenance of a high standard of discipline.
- (5) Social intercourse between teachers and pupils in the play-ground and elsewhere.
- (6) The selection of text-books, such as biographies, inculcating a wholesome example.

1,269. Direct religious instruction has not been included in the above list because the existence in India of numerous creeds, differing widely from one another and from the faith of the ruling power, has made it essential for the State to assume a position of strict religious neutrality in its relations with public instruction. This principle was emphatically asserted in the Despatch of Religious instruction.

1854, and has ever since been rigidly enforced. The Government schools are open to persons of all classes, and religious instruction does not, and cannot, form any part of the curriculum. Religion is, however, taught in many denominational schools under private management, as well as in the mission schools; and provided only it imparts sound secular instruction, a private institution is eligible for State aid whatever be the religious tenets that it teaches.

Hostels.

General
remarks and
statistics.

1,270. Hostels have been placed at the top of the above list because the existence of a well-managed boarding house affects fundamentally the character of the discipline and training afforded by a college or school, and gives far greater scope for the operation of the remaining educational influences. Details regarding the boarding houses attached to different classes of institutions have been given in the appropriate chapters, and it will therefore suffice at this point to make a brief analysis of the general statistics and to notice some remarks made by the Directors. The Government has for many years past continuously urged the importance of boarding houses in the college and school economy, and it is gratifying to be able to record a considerable extension of the system during the quinquennium under review; the number of boarding houses increased from about 1,000 to about 1,300, and the number of boarders from under 36,000 to over 51,000. These figures leave out of account boarding houses in Burma where a mistake in the earlier figures vitiates comparison; there are other discrepancies, but they are not of sufficient magnitude to interfere with the general result. The ordinary village school is, and must be, a day school, the boarding houses recorded under this head are mainly special schools (orphanages, mission schools, etc.) and in all only one primary school pupil in 195 was a boarder in 1901-02; among the pupils in secondary schools the proportion was one in 20, and among college students one in 7. Out of the total number of 1,419 boarding houses, 536 were under public, and 883 under private, management. Most of the public managed hostels belong to the United Provinces and the Punjab; between one-third and one-half of the private managed institutions are aided by the State. Two hundred and fifty of the boarding houses are for girls and nearly 14,000 of the boarders are females; the proportion of boarders among girls is, therefore, much higher than among boys. Many of the boarding houses for girls belong to mission institutions.

Provincial
progress.

1,271. The hostel system has come into most common use in the PUNJAB, where practically all of the more important educational institutions have boarding houses attached to them. In this province the proportion of secondary school pupils to boarders is only 7 to one. The account given by the Director shows that the boarding houses of the Punjab vary greatly in merit. The UNITED PROVINCES may be placed next in order to the Punjab; here most colleges and many schools have their boarding houses, good, bad, and indifferent. The Director makes the following remarks regarding the importance of careful supervision:—

The extension of the hostel system in colleges and of boarding houses in schools, if on the lines desired by the Government of India, should be a powerful instrument of moral training. On the other hand, if these institutions fall into the hands of narrow-minded or unprincipled persons, they may be a source of positive moral evil to the students residing in them, and to the community at large.

The people of India do not seem now-a-days to concern themselves so much about the training of their boys in the elements of common morality as about the safeguarding of their girls; hence it is that any arrangements, however deficient and however faulty, that may be made for the supervision of school-boys in boarding houses are accepted without complaint or murmur; while scarcely anything pleases that may be done to look after girls when away from the custody of their natural guardians. The influence of a good superintendent of a hostel or boarding house, who should stand in *loco parentis* to pupils, is not fully appreciated, is not perhaps understood, and is rarely demanded in school or college by the parents or guardians. Yet it is often the one thing needed to make sure that education shall be a good to be desired rather than an evil to be circumscribed.

1,272. In MADRAS there are but few boarding houses for children of the general population; out of the 178 boarding houses included in the statistics for 1901-02, 17 were for Europeans, 127 for Native Christians, 15 for Hindus, and

19 for Panchamas. Besides the hostels and boarding houses proper, there are similar institutions licensed for colleges under the University Regulations, in which some of the students board and lodge.

1,273. In BOMBAY, art colleges usually have rooms for students, but the accommodation is often insufficient. There are not many school boarding houses, those that exist belong mainly to training schools, mission schools, and a few State high schools. The Director considers "that one of the most pressing problems of the day is the provision of decent accommodation for the boys attending the public schools of the country," and he emphasizes this opinion in the following passage:—

HOSTELS OR BOARDING HOUSES.—There is no subject of greater importance than this, and it is satisfactory to find that its importance is now being recognized. A visitor to an Indian school, if he inquires of the pupils how and where they live, will find that many of them, having neither friends nor relations in the town in which their school is, live in what is called an hotel. This means that they have a small, dark, dirty room in a house probably situated in the filthiest, because in the cheapest, part of the town. Their surroundings are insanitary; for food they must take what they can get, and when they can get it; their morals must take care of themselves. If it were simply a question of food, I should still regard it as one of prime importance. In old days in India a good meal and a rest intervened between a boy's morning and evening school hours. Now things are changed. The family breakfast must be served early enough to allow the head of the household to partake of it before he goes to his daily work. The boy's stomach must accommodate itself to the requirements of a Government office. I am glad that I was not brought up in a country where it was thought unnecessary to give a school boy a square meal between breakfast and supper. When, as is the case in hotels, the food, when it does come, resembles Dr. Johnson's famous leg of mutton, the boy's constitution must suffer, especially when, as is now the case, we require him, when his school work is done, to be drilled or to play cricket. Games, which are a healthy recreation to the well fed, simply exhaust the system of those who are practically starved: and active habits are beneficial only to those who can get plenty of wholesome food, well served, at moderate intervals of time. I used to think that the problem could be solved by getting masters of schools to keep boarding houses as they do in England, and as masters of English schools do here. But I found that a Brahman gentleman would lose caste if he 'let lodgings.' Moreover the admission of a number of strangers into the house is repugnant to Hindu feeling. Another difficulty is that masters are constantly transferred from one school to another. The head master of Karwar is trying the experiment, and if it can only be shown to be profitable, I am inclined to think that the prejudice against it might disappear. The managers of the New English School opened a boarding house some years ago for their mofussal students, but unfortunately plague appeared before the experiment had had a fair trial.

1,274. BENGAL with its vast school population has only a few hundred more boarders than the Punjab, but the hostel system is gaining ground and the number of boarders increased by nearly 50 per cent. during the period under review. The great majority of the hostels are under private management, and most of them are unaided. An important step was taken in 1900 for the improvement of the "messes" in which many students lived under conditions which were apparently not much better than those of the Bombay "hotels." The Director gives the following account of this matter:—

Besides these hostels directly attached to schools and colleges there are very large numbers of messes at large centres of education like Calcutta, Dacca, Patna, etc., in which students live. These messes have hitherto been totally unnoticed, and their inmates were entirely left to themselves. The results have been very disastrous to many young men who, being under no control and totally uncared for, have not been able to resist the temptations of cities. The houses in which these messes were held were, in many cases, quite insanitary. Such a state of things was greatly detrimental to the moral, physical and intellectual welfare of students. To put a stop to this a set of rules was sanctioned by Government, in 1900, for the management of students' messes, the chief features of which are —(1) that "all messes must be duly licensed or approved by the principal of a college, or by the headmaster of a high English or middle school, as fit places for the residence of students"—in Calcutta, however, the sanitary condition of the house must be certified by the Health Department of the Calcutta Municipality; (2) that "they are under the inspection of the Inspector or the Assistant Inspector, or any other person appointed by Government or by the Education Department;" (3) that "principals or headmasters licensing messes are to inspect them frequently, or have them inspected by officers deputed by them;" (4) that "a superintendent is to be appointed by such principal or headmaster from among the inmates, who will have to report any serious breach of morality or discipline to the principal or headmaster, and otherwise render help in such matters;" and (5) that "a conduct register has to be kept by the superintendent."

1,275. In BURMA there were at the end of 1901-02, five Government hostels attached to the Rangoon College and to training and high schools; three municipal school hostels (Akyab, Bassein, and Prome); 34 aided hostels

belonging to missions and native managers; 16 unaided hostels kept by vernacular school-managers—Burmese, Karen, and Tamil; and 25 mission hostels for girls. These institutions had a total number of about 4,000 inmates.

1,276. In the CENTRAL PROVINCES the figures show little variation, but it will be seen from the following extract from the Director's Report that there has, nevertheless, been real progress:—

In the last quinquennial report of these provinces it was pointed out that the main defect of our educational system was the lack of suitable boarding accommodation for students who come to large centres and who have no parents or guardians to whose care they can be entrusted, and allusion was made to the steps that had been taken to encourage and promote the hostel system. In the quinquennium under review, no efforts have been spared to extend and improve this system. The hostel attached to the Jubbulpore College has been enlarged. Excellent hostels have been provided for the Hoshangabad and Sambalpur High Schools, and funds have been allotted for the erection of a hostel for the Raipur High School. A portion of the old fort in Saugor has been assigned for the use of the Saugor High School students. A measure, however, of, I think, supreme disciplinary importance was taken in the year 1901, *viz.*, the framing of new rules regulating the residence of students in colleges and schools. Under these rules, no student can be admitted to a college, a high or Anglo-vernacular middle school, unless he lives either (1) with his parents or with suitable guardians; (2) in a hostel recognised by the Director of Public Instruction; (3) in lodgings licensed as such by the Director of Public Instruction. I consider this the most important step that has been taken in the matter of discipline and moral training during the last five years, and I have no doubt that it will have an excellent effect on our colleges and schools. Supplementary to this, arrangements were made last year to introduce what is known as the "tutorial system." This is briefly an attempt to encourage teachers to take an interest in their pupils' life and occupations outside the school walls. There is, as has often been remarked, too great a tendency amongst professors and masters to regard their work as finished with the conclusion of the lecture or lesson. Under the "tutorial system" students are arranged in batches, not according to class but according to propinquity of residence, and are assigned to the care of a "tutor". The duties of the "tutor" are to visit his pupils from time to time in their houses, to enquire into all alleged cases of sickness, absence from the class or the like, to attend in turn at their games and sports, to watch their progress, and generally to look after their moral and physical welfare. The "tutor", in fact, is less of a teacher and more of a "guru." The system has been too short a time in existence to hazard an opinion as to its ultimate success, but it will be admitted that the principle is a sound one.

1,277. In ASSAM there were 18 Government and 39 unaided boarding houses at the end of 1901-02; the Government hostels were attached to the Gauhati College and to various high schools and training schools. On an average both Government and unaided hostels are small, and there were in all only 852 boarders at the end of 1901-02—a large increase over the total (558) for 1896-97.

In BEAR also there has been a large increase; here there were in 1901-02 ten aided and unaided boarding houses attached to the training school, and to Government high schools, etc.; and six mission schools, where the children (mostly orphans) are boarded under the excellent supervision of the missionaries.

Physical Exercise and Games.

General remarks.

1,278. The physical side of education receives on the whole adequate attention in schools for boys. Great care has been bestowed of recent years on drill, gymnastics, and athletic sports, and the result has been successful. Indian boys have developed a liking and an aptitude for gymnastics, tennis, cricket, football, and other games, and have thus become subject to the influence which has exercised so great and beneficial effect on the youth of England. Inter-school and college sports have done much to foster this liking, and have helped to create a spirit of school patriotism. In town schools the provision of suitable play-grounds continues, in many places, to be a serious difficulty; but much has been done during the quinquennium under review to supply this need. The regulations of the Local Governments on the subject of physical training and the measures taken to carry them out have been noticed in the chapters on general education. It will now suffice to reproduce the general remarks on the subject contained in the Directors' Reports for the year 1901-02.

Reports of the Directors.

1,279. MADRAS.—Provision for gymnastic instruction was made in 5,703 schools and colleges out of a total number of 20,792. In 18 6-97 the number was 4,527 out of 21,705. In the majority of institutions, however, in which gymnastics are not taught, exercises in drill and calisthenics are provided for. Clubs for games and sports exist in most colleges and high schools, while in Madras and in some mofassal towns inter-school tournaments are held every year.

BOMBAY.—Subject to what I have said on the subject of food I regard the creation of an interest in sports among the boys of the country as one of our greatest achievements in the field of education. We want to turn out not pedants but men. Games not only improve the physique of boys and young men, but they generate a chivalrous sentiment, a spirit of accommodation, and *esprit de corps*. They bring together and promote good feeling between members of different castes and classes, and the management of their gymkhana affairs is an elementary training in business to college students. Every country has its own vices. The vices of India have been, I think, those which spring from want of healthy occupations and interests for leisure time. When I see college students rushing from lecture rooms in eager competition to get a place at the nets, or on the Tennis courts, or to secure a boat on the river, I feel that there is not much amiss. In public schools boys are now drilled and put through gymnastic exercises, and besides this they play cricket in many places and also their own native games. Physical training is a compulsory subject in the training colleges. What schools chiefly require are play-grounds and apparatus. A games fee is levied in most high schools, but amongst poor boys this does not amount to much. In colleges the gymkhanas are most popular institutions, and the keenest-interest is shown in everything connected with them. In the college which I know best students willingly pay a high rate of subscription and the annual income is from R2,500 to R3,000. One of the most creditable achievements that I know of is the cricket ground at Deccan College which is entirely the creation of the undergraduates. They raised the money, made the plans, and supervised the work. The question of play-grounds for schools is a very difficult one. It is difficult to get space in towns; yet, if the school is outside the town, boys are unwilling to go to it. His Excellency Lord Northcote has given a great stimulus to cricket by presenting a Challenge Shield to be competed for annually by undergraduate teams representing the colleges affiliated to the University. In Bombay, Poona, Ahmedabad, Hyderabad and Karachi Athletic Associations for groups of schools have been established and in connection with these annual sports and cricket matches are held. I was present at the sports in Poona this year. The competition was very keen, and I noticed that the native boys made a much better show than last year. The scene at the tug of war brought to my mind the passage in which Thucydides describes the feelings and gestures of the on-lookers at the great struggle in the harbour of Syracuse.

BENGAL.—In Government colleges and schools physical exercise of some kind or other is compulsory on the students except those exempted by medical certificate. In most high schools under public management there are gymnastic teachers, but gymnastics seem to be less popular than such games as football and cricket. In middle and primary schools outside towns and head-quarter stations boys generally play country or indigenous games, the appliances for which cost them little or nothing. At district head-quarters and other large centres of educational activity football, cricket and lawn tennis are, practically, the only games played. Drill has been systematically introduced in all high and in many middle and primary schools, although its educational value has not yet been fully appreciated. There is, however, no doubt, that the importance of physical training has been fully realised by all who take an interest in the education of young people.

UNITED PROVINCES.—Physical education in the larger and better equipped schools receives quite as much attention as it deserves. In some of the poorer schools situated in the heart of large cities, there is no other means of providing for it, for want of play-grounds, than by putting the boys through a course of dumb-bell exercises. The Inter-school Tournaments have developed into exciting contests for trophies, and so keen is the competition that athletes appear to be in greater demand than scholars in some schools, where indeed they are specially retained to represent their schools at the tournaments. In the 3rd circle it has been found necessary to limit the age of competitors in order to exclude young men, skilful at games but with little aptitude for study, who were kept on at school solely to strengthen the school teams.

PUNJAB.—Physical training continues to receive particular attention both in the schools and colleges of the province; much, however, still remains to be done. This is specially the case in the Delhi circle, where, as the Inspector's report shows, very few schools possess suitable play-grounds; and except in the Rohtak district, gymnastic apparatus is "on the whole incomplete in the middle schools of the circle". In the Jullundur circle drill is taught in almost all the board schools, and in many of the aided schools, and cricket is played in all the Anglo-vernacular and some of the vernacular secondary schools. Football and tennis are also becoming popular in a few schools. Native games are not neglected, and are played with zest in the Ludhiana district. It is, however, to be regretted that several of the important schools in the circle still remain without proper play-grounds. It is gratifying to note that "special exercises devised by the managers are carried on in the Kanya Mahavidyala, Jullundur, Mai Bhagwati's Putri Pathshala, Hariana, and the Girls' Aided Elementary School at Fatehgarh". The Lahore Inspector reports that "the teaching power both in the shape of peripatetic instructors and of whole-time instructors employed by most of the high and middle schools has been considerably increased and strengthened, and is fairly sufficient," and that in consequence "the prescribed courses are now more nearly and more efficiently completed than heretofore". The Montgomery district, however, continues to remain backward in the matter of physical instruction, while the Aitchison College and the Anglo-vernacular schools in the Lahore and Amritsar districts take the lead. The Inspector again speaks of the Baijnath School, Amritsar, in terms of unqualified praise for "its excellent instruction in drill". The Rawalpindi Inspector remarks "physical training has certainly received greater and more careful attention during the past five years than ever before. Drill and gymnastics are taught in almost all public schools for boys. Cricket is played in most of the

secondary schools, and football in some. Native games and sports, too, receive very fair attention". This shows an appreciable advance in the state of things noted in previous reports. In the Mooltan circle also good progress seems to have been made, though there is still much room for improvement. Most of the aided and unaided anglo-vernacular schools and many of the M. B. middle and primary schools do not yet possess the necessary gymnastic apparatus. This want is most noticeable in some of the primary schools of the Muzaffargarh, Dera Ghazi Khan, and Jhang districts, where even horizontal and parallel bars are not to be found. However, cricket and football are much in favour, and are "enthusiastically played in Anglo-vernacular schools open to inspection". In the Attock tahsil drill and gymnastics have been practised in all schools, and cricket is played in the middle school at Hazro; but, beyond this very little has been done. Owing to the prevalence of plague no cricket or athletic tournaments could be held during the year in the Jullundur circle. For the same reason the Lahore circle tournament, as well as that for the Lahore district, had to be abandoned. In the Delhi circle, Hissar was the only place where a district tournament was held. The Rawalpindi circle was more fortunate in this respect, inasmuch as four out of the six districts successfully held their annual tournaments. As usual, the Punjab University sports tournament was held in December last. Besides the old competitors, two other colleges joined in the contests for the first time, *viz.*, the Khalsa College, Amritsar, for football and athletics and the Church Mission College, Amritsar, for athletics only. The Rattigan-Foreman Christian College shield for cricket remained with the Government college team (the winners of last year); the Patiala cup for football was won by the Medical College and the Bahawalpur Government College Trophy for gymnastics by the Government College. The Government College has won this trophy six years in succession. The Kapurthala cup for athletics was secured by the D. A. V. College. The University has not yet secured playing fields of its own. Drill receives a fair amount of attention in European schools.

BURMA.—Physical training.—This is attended to in a variety of ways in Government, Municipal, and Aided schools.

To begin with, *drill* for boys and *calisthenics* for girls are among the subjects schools may take up.

Schools take them up, and are tested each year systematically by the Inspector of Schools.

These subjects are not popular in Vernacular schools and make their way slowly.

Gymnastics are taken up in some schools, and gymnastic sheds and apparatus have been supplied; but, except in a few schools, there is very little keenness shown for this subject.

The boys in Anglo-vernacular schools throw all their energy into games and athletics.

There is not a station in Burma, where there are Anglo-vernacular schools, where football is not played. Football matches between one station and another, between schools in the same station, and between the schools of one station and those of another, form a well-known feature of the rains in Burma.

In Rangoon, the matches for the various challenge shields and cups, played by the schools against regimental teams, and teams from other schools, and clubs, have produced a very high order of play, and shown that our schools are very good exponents of the game, and well able to hold their own.

Hockey and cricket are steadily growing in popularity.

Tennis is played in the larger schools that can afford the game.

Almost every school has its annual athletic sports. In Rangoon, the College and Collegiate School, the Baptist College, St. John's S.P.G., St. Paul's High School, and the Diocesan School hold their own athletic sports, which are keenly contested.

Every year in December, the Schools Athletic Association holds its sports. This Association has been in existence for 10 years, and has done much to bring schools into friendly co-operation in matter of sports.

The Burma Athletic Association likewise holds its meeting each year, and has events for which school boys can enter, some being specially reserved for them.

Burma will compare well with any part of India in the matter of games and sports.

Special mention should be made of the Cadet corps attached to the principal schools, namely, those of the Rangoon College and Collegiate School, St. Paul's High School, the Diocesan High School, Rangoon, and the Government High School, Moulmein.

The good work done by the Fire Brigades attached to some of the schools in Rangoon and the district is well known.

In the vernacular schools, owing to the difficulty of providing play-grounds games are not so common; but football, both English and Burmese, are played, and the boys play their own national games.

CENTRAL PROVINCES.—Another means of keeping boys out of mischief and of promoting a manly spirit and a healthy moral tone is the encouragement of sports and athletic exercises. These have received much attention during the quinquennium. Drill and gymnastics are taught in all High and English Middle schools, and cricket, football and tennis are played. *Deski Kasrat* or gymnastics on the native system, was substituted in Vernacular Middle and Primary schools for that expensive exotic gymnastics on the English system, and has proved most popular, not only with the boys but with the public generally. The Jubbulpore Field Games Association has held annual tournaments and has recently acquired a plot of ground which is open to, and large enough as a play-ground for all the schools in Jubbulpore. Similarly, in Nagpur, a large piece of ground has been set aside by the Administration for the use of the colleges, and schools of the city. The Revd. Mr. Whitton, Principal of the Hislop College, remarks:—"In this connection, I think, that field games, such as cricket and football,

are of great value. Some of the ordinary social virtues can be better taught in this way than in any other. Only a few weeks ago I was present at a football match on a piece of ground that has been generously placed at our disposal by our Chief Commissioner, and when I saw a Muhammadan boy throw his arms round a Christian's neck and congratulate him on having won a goal, I felt that I had seen something beyond the reach of any moral text-book."

ASSAM.—The state of things prevailing with regard to physical training is well described by Mr. Wilson in his Report for 1895-96 :—"Physical exercise now forms part of the regular course of instruction in all Government high and middle schools situated at head-quarter stations, and by degrees will be extended to all Government middle schools; some of the aided and private schools have also recognised the importance of this subject, and are introducing it as part of their regular curriculum." "The reports show that physical training is becoming popular, and that the teachers are beginning to recognise it as an aid to discipline." There are many masters of high schools competent to give instruction in drill themselves, which obviates the necessity of employing outside instructors. Cricket and football are regularly played at high schools in their proper season, and country games at the schools of lower grade.

BERAR.—Drill forms a regular part of our school curriculum. All schools are provided with an excellent drill-book in Marathi. Definite exercises have been fixed for primary as well as Anglo-vernacular standards, and the important schools are placed under the instruction of circle gymnasts. It is satisfactory to note that drill is regularly taught by masters themselves in almost all the primary schools. Children in primary schools play native games, while those in Anglo-vernacular and high schools have taken kindly to football and cricket.

The Berar Athletic Association, mention of which was made in last year's report, was duly organized under the distinguished patronage of the Honourable the Resident. Mr. A. Elliott, Commissioner, Hyderabad Assigned Districts, also kindly consented to be its president. The association has at present on its list 9 life members and 48 subscribers. It is sure to exercise a wholesome influence on the physical education of our student world.

A cricket match was played between the two high schools in December last. There was also a competition in gymnastics, running and jumping. On the whole the Akola high school fared badly, and it is hoped that its head master will take more interest in the physical education of the boys. It has been settled to widen the sphere of these competitive matches by allowing Anglo-vernacular schools also to join in them.

Other Influences.

1,280. We have already dealt, in Chapter VII, with the arrangements made for the training of teachers. The maintenance of a high standard of discipline depends chiefly on this training, and on the character of the persons who enter the teaching profession. Among the features of the disciplinary machinery may be mentioned the rules for the admission, withdrawal, attendance, and transfer of pupils; the maintenance of conduct registers and the communication to parents of periodical conduct reports; the use of the monitorial system; and the regulation of punishments. An account has been given of these matters in the chapters on general education, and it need not be repeated here. The benefits to be derived from social intercourse between pupils and teachers do not require to be emphasized; opportunities for such intercourse are much increased by the hostel system, and by the participation of teachers in the games played by the boys, and in the amusements of those college and school societies which have gained greatly in popularity during recent years. The choice of text-books lies with the Local Governments, aided by the provincial committees whose functions will be described in the next chapter; and the sensible use of the text-books depends upon the character, attainments, and training of the teacher. The various codes of the Local Governments impress upon teachers the importance of this portion of their duties.

General Observations by the Directors.

1,281. The following quotations (which are from the Directors' Reports for 1901-02 unless the contrary is stated) illustrate the progress and present condition of moral training in the colleges and schools of the various provinces.

BOMBAY.—There is no direct moral teaching either in colleges or in schools. It would be useless, in my opinion, to attempt to teach goodness by a text-book. It is much better to rely, as we have done successfully enough, upon the influence of discipline in school and hostel, the lessons learnt in the playing field, the influence insensibly exerted by good books, and above all the character and personality of teachers. I have no grave fault to find with the character or conduct of pupils in India. Irregularity is an instinct with the people of this country, and is the chief fault with which the head of a college or school has to wage unceasing war. Of course there is a crowd of ceremonies, an extraordinary number of which fall in term time, that actually require a student's presence. When the necessary leave for these has been granted the master

may expect with certainty the telegram that will announce that the ceremony has been postponed for a few days, or that the sender has unfortunately fallen sick or is detained by the sickness of a friend, or that he has missed the return train. In this matter the master finds formidable enemies in the students' parents. They very often ask leave for them to attend ceremonies at which their presence is no more indispensable than is the presence of an Englishman at his father's Christmas dinner table. It is the same story everywhere. I scarcely ever see a monthly attendance sheet from a school which does not show masters absent on "casual leave" during the month. It is obvious that a people thus incapable, partly by necessity, partly by character, of continuous attention to duty is very heavily handicapped in the struggle for existence.

BENGAL.—The Rules and Regulations of the Department require all schoolmasters to try to impart moral instruction to their students by example as well as by precept. Serious breaches of discipline are severely dealt with. Boys are fined for misbehaviour; but, if they are found guilty of gross misconduct, corporal punishment is sometimes inflicted on them. The extreme penalty of expulsion is resorted to only in serious cases. A few such cases were detected during the year and adequately punished. Cases of misconduct on the part of teachers employed in secondary schools are happily very rare. One case, however, has been reported from Dacca in which the Head Pundit of a middle school was suspended for four months for making a false statement regarding a private candidate at the Middle Scholarship Examination. In primary schools cases have occurred in which gurus yielded to the temptation of earning a few extra rupees by fraudulent practices, such as sending up students under false names who have once before passed examinations, and thus earning rewards twice over.

The monitorial system has not yet been adopted to any appreciable extent in any institutions in Bengal excepting the Sibpur Engineering College, the Eden Hindu Hostel, and some other boarding establishments where it is partially in operation. There is also a partial application of it in the Monghyr Zillah School, where there are two monitors in each class to assist the master in charge in maintaining discipline.

UNITED PROVINCES.—Conscientious teachers, themselves of a high moral character, can do a good deal towards the formation of the character of their pupils by judiciously availing themselves of the opportunities which occur in the course of the daily lessons for inculcating morality. In mission schools the day is always commenced by prayers and a short address. In secular schools this is not of course possible, but headmasters and teachers can, and indeed in many cases do, set a good example to their pupils and, by the exercise of personal influence, mould their character aright. The respect for the teacher, which is inborn in an oriental, makes the school a power for moral good or ill, and there are instances of the use and abuse of this influence. The experiment at the Hindu College of giving religious and moral instruction to Hindus is one which deserves to be watched with interest. The committee are evidently very much in earnest and sanguine of obtaining good results. * * * *

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Ruskin has taught us, though the lesson has not penetrated the heart of modern India, that "education does not mean teaching people to know what they do not know. It means teaching them to behave as they do not behave. . . . It is painful, continual, and difficult work; to be done by kindness, by watching, by warning, by precept, and by praise,—but above all by example." Yet this is a doctrine which the East has no need to go to the West to learn. It was once of the essence of oriental education, either as fitting a youth to bear himself aright in all the relations of life, or as providing the natural and necessary supplement to profound scholarship. The ancient seminaries of India were, like those of England, religious as well as learned foundations, and knowledge was not divorced from ethical guidance. But something in the strain and stress of our present system has allowed this primary idea to be pushed too much on one side, although here and there its supreme importance has been duly remembered and made the motive of efforts to provide that complete moral, as well as physical and intellectual training, which makes the finished scholar and citizen—*totus, teres atque rotundus*.

PUNJAB.—*Report on moral training, 1900-01.*—Moral training continues to receive very particular attention in colleges. In the Government College there is a Union Club as well as a reading-room, most of the students are zealous in the performance of their religious duties, and the prevailing moral tone is good. The Forman Christian College has a flourishing Temperance Society conducted in the interests of temperance, purity, and social advancement. In the Khalsa College moral and religious instruction is given regularly to every student, as also in all the mission colleges. In schools moral training has received greater attention than usual through (1) Teachers' Associations for the discussion of moral and educational subjects; (2) increased interest in games with their valuable lessons of co-operation, self-reliance, self-control, and sympathy; (3) more time devoted by inspecting officers to matters of discipline and organization; (4) more general employment of school monitors; (5) the growing taste for memorizing and reciting dramatic and other poetical selections of an edifying character; (6) strict application of the grant-in-aid rules concerning discipline and organization; (7) a more general employment of resident superintendents of boarding houses; (8) the increase in the number of trained teachers; (9) the introduction of class singing; (10) more attention to cleanliness of person and dress in the lower classes; and (11) more active-play ground supervision by teachers.*

Summary of the Report on discipline, 1901-02.—A general improvement is taking place in the discipline of the schools; the inter-school rules are better appreciated and observed; and the monitorial system is advancing (Delhi circle). The Rawalpindi Inspector complained that there

* In the Report for 1901-02 the Director said that these agencies had exercised an even wider influence.

is considerable room for improvement in the manners of the boys. In private schools, not observing inter-school rules, discipline is far from satisfactory. In all colleges the conduct of the students was uniformly good.

BURMA.—There is a high standard of moral training in our schools in Burma, both vernacular and anglo-vernacular. A very large number of schools are under missionary management, and in them there is no lack of attention to this very important side of education. In our Government and Municipal schools great care is taken to form the characters of the pupils, and to watch over their moral welfare.

The Code has very definite rules for the guidance of schools, and these rules are strictly enforced. Everything has been, and is done, by precept and by example, to influence our pupils for good.

As a rule there is little fault to find with the maintenance of discipline on the part of teachers, or with the conduct of pupils.

We use no special text-book; but all our "Readers" abound in lessons bearing on morality. We look more to the teachers than to text-books in this matter.

We instil into our teachers the necessity for being in close touch with their pupils, and their parents and guardians, and for securing the co-operation of the latter in the work of forming the minds and characters of their pupils.

Our boarding establishments and hostels are numerous, and well managed. Everything is done to give our boys well ordered surroundings; and cleanliness, obedience, and punctuality are insisted on.

CENTRAL PROVINCES.—The inter-school rules have tended to improve discipline by checking undue migration from school to school.

ASSAM.—The Director says that the most common instances of misconduct are attempts to gain unfair advantage at public and school examinations. Charges of keeping false registers and accounts are not uncommon in the case of *gurus* of primary schools.

BERAR.—Strict discipline is maintained in all schools. Cases of breach of discipline are very rare. No special book for moral instruction has been prescribed, as the text-books appointed afford ample opportunity to teachers to dwell on the moral principles to be observed.

These reports disclose a condition of affairs which is, on the whole, not unsatisfactory. The two main directions in which further progress may be expected are (1) an increase in the proportion of trained teachers, especially in English schools, and continued improvement in the quality of the training; and (2) more universal adoption of the hostel system and better supervision and management of hostels.

CHAPTER XVII.

TEXT-BOOKS.

General Orders of the Government.

Text-book
Committees.

1,282. The text-books used in Indian schools are prescribed by the Local Governments on the advice of Provincial Text-book Committees. The constitution of these Committees and their relationship towards the Education Department, as well as the obligations with regard to the use of approved books laid on the managers of State, aided, and unaided schools, are regulated by the orders of the Government of India contained in Home Department Resolution Nos. 64—74, dated 8th February 1900.

Orders of
1881.

1,283. After considering, in communication with Local Governments and Administrations, the recommendations of a Committee appointed in 1877 to inquire into the system of prescribing school-books and to devise a complete scheme for general observance, the Government of India, in a Resolution of the 10th January 1881, issued instructions as to the manner in which text-books should be selected. The principles then formulated were:—

- (1) that provincial series of English and vernacular text-books should be maintained in preference to a single Imperial series;
- (2) that the preparation and maintenance of the series of text-books for each province should be left to the Local Governments assisted by Standing Committees, of which it was contemplated that the Directors of Public Instruction should be *ex-officio* Presidents;
- (3) that these Committees should contain a fair intermixture of independent members whose choice of books could not be set down to professional or departmental bias;
- (4) that the Committees of the different provinces should communicate with one another in order that each might benefit by the experience of the others;
- (5) that aided schools need not be restricted to the use of text-books authorized for Government institutions.

Report of the
Education
Commission.

1,284. The Education Commission noticed that the orders of 1881 had been imperfectly carried out, and they also made some further suggestions the most important of which was that care should be taken to avoid, as far as possible, text-books which are of an aggressive character or which are likely to give unnecessary offence to any section of the community. In approving the recommendations of the Commission the Government of India stated that they attached much importance to the work of Text-book Committees, and that the whole question was deserving of the special attention of Local Governments.

Orders of
February
1900.

1,285. An inquiry made by the Government of India in the year 1899 showed that the cardinal principles laid down by the Supreme Government in 1881 and reaffirmed in the Report of the Education Commission and the orders issued upon it, had in some provinces been allowed to fall gradually into disuse, until the existing practice had ceased to conform to the directions of the Government of India. From this it resulted that the principles regulating the selection of text-books differed from province to province, and that in some provinces the Local Governments had divested themselves unduly of their duties and functions. Diversity of practice was noticeable in the size and constitution of the Committees, in the functions which they fulfilled, in their relationship to the Education Department, and in the orders as to the obligation of managers and head masters to use only prescribed or approved books. The Government of India considered that this condition of affairs was opposed to the interests of sound education, and they accordingly issued orders with a view to bring the system

into accord with those principles which had long before been prescribed and affirmed. The following is the text of the orders :—

In the first place, His Excellency in Council desires that the position of the Text-book Committees towards the Educational Department and the Local Governments and Administrations shall for the future be more precisely defined. It was never intended that these Committees should themselves prescribe the text-books to be adopted in schools. Their functions should be strictly limited to advising the Local Governments and Administrations. The ultimate decision as to the text-books which are to be prescribed or approved must rest with the Local Government or Administration, and all lists of authorized text-books should be periodically published under the authority of the Local Government in the official Gazette. It appears to the Government of India that there is a danger, if Committees are required to examine any text-book which may be brought to their notice from any source whatever, that the duty of recommending text-books may fall into the hands of a few members who may have more leisure than the rest. In order to prevent the possibility of this result, it would, the Government of India think, be desirable to make it a standing rule that no text-book shall be referred to a Committee until it has been forwarded to the Director of Public Instruction, and found, after a preliminary examination under his orders, to be a work upon which the opinion of the Committee ought to be taken. An arrangement of this nature will prevent the Committees from being, as has been the case in at least one instance, overwhelmed with applications for the examination of books which they find themselves incapable of properly examining.

Secondly, with regard to the constitution of the Text-book Committees, the Governor General in Council wishes to lay it down that it should be an invariable rule that the Director of Public Instruction should be the President of the Provincial Committee. In provinces in which, owing to there being more than one vernacular in ordinary use, Sub-Committees have to be appointed to deal with text-books in each vernacular, an Inspector of the Educational Department should be either President or Secretary. Many of the Committees now in existence are, in the opinion of the Governor General in Council, too large for the purpose for which they are intended. In the opinion of His Excellency in Council, a Provincial Committee of 20, in addition to the President, ought to be sufficiently comprehensive to secure the proper representation of all classes interested in the matter in even the largest provinces. When a Sub-Committee has to be appointed, it should ordinarily not consist of more than 5 members in addition to the President. The Government of India do not suggest that Local Governments and Administrations should at once proceed to reduce the Committees to this size, but they do desire to press upon them the need for taking action in this direction as vacancies occur upon the existing boards. Some of the Committees now in existence are, in the opinion of the Governor General in Council, not satisfactorily constituted as regards their *personnel*. The intention of the Government of India was that there should be on each Committee a fair admixture of independent members. This direction has been in some provinces construed too liberally, with the result that the interests which Government represents are not sufficiently protected; sometimes because the non-official members of the Committee are too numerous, and sometimes because the official element consists mainly of subordinate members of the Educational service whose influence is not sufficiently strong to secure the adequate consideration of those interests. In some provinces, again, the constitution of the Committees gives inadequate representation to some classes of the community. In the opinion of the Government of India, it is essential to arrange that the Committees shall be so constituted as, firstly, to secure that the proportion of non-official members to the representatives of Government shall not be unduly large and secondly, that different interests shall be properly represented. It should not be difficult to procure the services in many cases of competent officers of Government who, though perhaps not members of the Educational service, can be relied on to take an earnest interest in the proceedings and objects of the Committee, and to facilitate the end for which the Committee has been called into existence, *viz.*, that only text-books to which no exception can be taken shall be prescribed in schools for the tuition in which the State is either directly or indirectly responsible. In this respect the Government of India cannot consent to divest itself of the responsibility that attaches both to its interest and to its prerogatives. If it is to lend the resources of the State to the support of certain schools, it cannot abrogate its right to a powerful voice in the determination of the course of studies which is there imparted. Otherwise its responsibility ceases to be any more than a name.

The Text-book Committee of 1877 recommended that the Committees should draw up a list of suitable books divided into two classes—the first class comprising books which might be used both in Government and in aided schools, and the second comprising books which, though not prescribed for use in Government schools, might be used in aided schools. It has already been mentioned that the Government of India, in passing orders on this report, determined that there was no necessity to restrict aided schools to the use of text-books authorized for Government institutions, but separate lists of text-books—the one for State, and the other for aided schools—have not been prepared. As a matter of practice, the text-books included in the lists framed on the advice of the Text-book Committees have, as stated in paragraph 7 of this Resolution, been in most provinces used in aided as well as in the Government schools. In the opinion of the Government of India, it should be definitely laid down that no books not authorized by the Local Government or Administration should be used in any school which receives support from public revenues. In the schools maintained by the Government or by Local Bodies a large list of text-books is not required. The course of instruction in each class of school should be laid down and the text-books for each particular course absolutely prescribed. In the case of aided schools a wider choice is required, and care should be taken that

the authorized lists are so framed as to afford it. But the managers of such schools should, as a condition of receiving a grant-in-aid from Government, be required to adopt no text-book which is not included in the list of text-books authorized by the Local Government without the sanction of the Local Government. The Government of India entertain no doubt that, if the Manager of an aided school wishes to adopt a text-book not included in the authorized list, the Local Government will give every facility to have the book referred to the Text-book Committee with a view to its inclusion under the orders of Government in that list should it be found to be a suitable work. The functions of the State do not extend to the prescription of the text-books in unaided schools. But the Government has a direct interest in the course of instruction in schools which do not seek its aid financially, and, in the opinion of the Governor General in Council, the condition may fairly be made that candidates from an unaided school are liable to be excluded from any public examination, for passing which a certificate is given, or from competition for a Government scholarship if text-books which are disapproved by Government are in use at the school in question. Lastly, it appears to the Government of India that the Local Government in each province and the Government of India should retain the right of prescribing a text-book on a particular subject for use in all schools, whether Government or aided, within a province, or in British India generally. This power would be exercised only in exceptional circumstances, but it is, in the opinion of the Government of India, essential to retain it. As instances of the kind of works for which this exceptional power is required, the Governor General in Council would refer to the Sanitary Primer written by Dr. Cunningham, which was prescribed for all schools in 1879, and that written by Dr. Roberts which was prescribed in 1891.

Summary of
the orders.

1,286. The orders may be summarized as follows :—

- (1) The functions of the Committees should be limited to advising the Local Governments, with whom the ultimate selection of text-books must rest.
- (2) The Director of Public Instruction should be President of the Provincial Committee, and an Inspector should be either President or Secretary of any Sub-Committee which may be appointed.
- (3) A Provincial Committee should not consist of more than 20 members exclusive of the President; and a Sub-Committee should not ordinarily consist of more than five members exclusive of the President.
- (4) Committees should be so constituted as to secure that the proportion of non-official members to the representatives of Government is not unduly large, and that different interests are properly represented.
- (5) The text-books used in State schools should be definitely prescribed.
- (6) Managers of aided schools should be required to adopt only such books as are included in a list authorized by the Local Government.
- (7) Managers of unaided but recognized schools should be required to abstain from using any book disapproved by Government.
- (8) The Government of India, and the Local Government in each Province, should retain the right of prescribing a text-book on any particular subject.

The Local Governments revised their regulations for Text-book Committees in accordance with these orders, and the new regulations appear to have worked smoothly and well.

Limitation of
the sphere
of the
Committees.

1,287. The operations of the Committees do not extend to the text-books used in the University courses, including the matriculation course for high schools; nor are the Committees concerned with the text-books for European schools, unless such books are specially referred to them by the Local Government or the Director. Text-books for University examinations are prescribed by the University authorities under regulations which have been noticed in the Chapter on Collegiate Education. In provinces where the Code for European schools is in force that Code indicates the class of text-books which should be used in European schools.

Description of the Existing System.

Constitution of the Committees.

Central
Committee.

1,288. The Central Text-book Committee in each of the larger provinces now consists of a maximum number of 20 members exclusive of the President. In Assam and Berar the number is 8, also exclusive of the President. The Madras Committee advises on books for Coorg and Bangalore, and the Punjab Committee on books for the North-West Frontier. The composition of the Committee follows, in all cases, the principles laid down in the Government of India Resolution.

1,289. The arrangements with respect to subordinate and other minor Committees vary with local conditions and are summarized below. Subordinate
and minor
Committees.

The MADRAS Central Committee has the power to appoint sub-committees, and every book must be referred to the appropriate sub-committee for report. Sub-committees have been appointed for the following subjects or groups of subjects :—(1) English, (2) mathematics, (3) history and geography, (4) vernaculars (Tamil, Telugu, Canarese, and Malayalam), (5) Hindustani, Arabic, and Persian, (6) Sanskrit, Marathi, and Uriya, and (7) Latin and Greek.

In BOMBAY references with regard to common school-books are made to a sub-committee consisting of the four Inspectors; where special knowledge is required (as in the case of classical books), recourse is had to sub-committees of the remaining members, who consist of specialists and of men of general reputation for scholarship. Vernacular books are referred for opinion to the Divisional Vernacular Text-book Committees, of which the Inspectors are the Presidents. The Divisional Committees are not sub-committees of the Central Committee, and they report direct to the Director of Public Instruction.

BENGAL has a Central Committee at Calcutta and branch committees at Patna and Cuttack; the Central Committee deals with books in English, Bengali, and other languages, and the two Branch Committees with books in the languages of Behar and Chota Nagpur and of Orissa, respectively. The following sub-committees have been formed under the General Committee :—

- (1) for bye-laws;
- (2) for history and geography;
- (3) for English;
- (4) for oriental languages; and
- (5) for mathematics and science.

In the UNITED PROVINCES four sub-committees are appointed from among the members of the Central Committee; they deal with the following subjects :—

- (1) English language, grammar, and history, and books partly in English and partly in vernacular.
- (2) Mathematics, natural science, geography, and sanitation.
- (3) Urdu, Persian, and Arabic.
- (4) Hindi and Sanskrit.

The PUNJAB has a Central Committee at Lahore and Branch Committees at Delhi and Peshawar. Eight sub-committees are appointed to deal with the following branches of the work of the General Committee :—

- (1) English language, literature, and grammar.
- (2) Mathematics, natural science, and technical education.
- (3) History and geography.
- (4) Urdu.
- (5) Hindi and Sanskrit.
- (6) Arabic and Persian.
- (7) Gurmukhi.
- (8) School libraries and reference libraries.

The Punjab organization is more elaborate than that which exists in the larger provinces.

In BURMA there are sub-committees for English and Burmese books; and in the Central Provinces for Hindi, Marathi, and Urdu. In ASSAM, where many different languages and dialects are spoken, there are four sub-committees among whom the work is distributed as follows :—

- (1) For books for the lower classes of high schools.
- (2) For text-books in the Khasi and Garo languages; the mission societies who form the principal agency for the education of these aboriginal tribes are represented on the sub-committee.
- (3) For Assamese literature; meets at Sibsagar.
- (4) For Bengali literature; meets at Sylhet.

Functions of the Committees.

1,290. The function of the Text-book Committees to which the Resolution of the 8th February 1900 had special reference was the examination of text-books offered for use in public schools. In some provinces, and especially where

private effort induces a constant production of school-books, this is their only function; but elsewhere they also themselves prepare or suggest the preparation of vernacular books which are needed and not spontaneously provided, and in the Punjab their duties extend to the general encouragement of vernacular literature. The following is a summary of the main functions fulfilled by the committees in various provinces.

MADRAS.—The duties of the Text-book Committee are:—

- (1) To advise on books submitted to them.
- (2) To advise on the preparation and publication of new books.
- (3) To help in forming an educational library and an educational museum.

BOMBAY.—The ordinary function of the Central Committee is to assist the Local Government in deciding questions as to the use of books in secondary schools; their special function is to examine books with regard to which expert opinion is desirable. The Bombay Director finds himself flooded by the output of the English publishers. He says as follows:—

Innumerable text-books on all kinds of subjects are sent into the country now-a-days by English publishers. Copies of almost every one are sent to me with a request that it may be included in the sanctioned list. It is impossible to comply with such a request. It is impossible either for the Committee or for myself to examine and report upon them all. A cursory glance shows that none of them are objectionable, and that few of them are bad. If one is included, there seems no reason for rejecting the rest. But to include them all would be to swell the list to an inordinate size. Besides, one object of a list should be to afford guidance, whereas to recommend everything is practically to recommend nothing. I have, therefore, issued a notice to the effect that publishers should send their books in the first instance to Managers of Schools, and that if any Manager sees any feature in a book which renders the introduction of it specially desirable, he may refer the book to me. I have noticed a childish tendency here and there to ask for sanction for a book for no other apparent reason than that it is not included in the sanctioned list. The list is in most subjects so full and varied, that some special reason should be shown for wishing to go outside it.

Vernacular text-books are provided mainly by the Education Department and their preparation and publication are financed from the Government Book-Depôt Fund.

BENGAL.—The functions of the Committee consist solely in advising the Local Government with regard to books placed before them by the Director of Public Instruction. The preparation of text-books is left almost entirely to private enterprise, and selection is made from among the very numerous publications offered every year for acceptance.

UNITED PROVINCES.—The chief duties of the Committee are:—

- (1) To recommend changes in the text-books prescribed by the University or by Government.
- (2) To make suggestions for the preparation of any new books when existing publications in India or England are not considered suitable, or when no books of the kind required are available.
- (3) To suggest books to the Director for school libraries and prizes, for purposes of reference in class teaching, and as alternative text-books.
- (4) To report upon books sent by the Director for opinion.
- (5) To ascertain whether the price of a book recommended to be placed on the sanctioned list is fair, and is not beyond the means of the class of boys for whom it is intended.

A special Committee was appointed during the year 1901 to consider the question of Arabic teaching in schools. The Committee recommended, and its recommendation has been approved, that a graduated course of Arabic text-books in grammar, composition and reading, simplified in accordance with Western methods, should be prepared for use in schools.

PUNJAB.—The Punjab Committee is an institution of wider scope than the Committees of the other provinces. It was established by a Resolution of the Local Government in 1877 and was registered as an association in 1890. The objects of the Society are declared by the Memorandum of Association (which has been modified in pursuance of the orders of the Government of India of February 1900) to be as follows:—

- (1) To recommend suitable text-books in all subjects for use in Government, Board, and Aided Schools and Colleges, where the selection is not determined by the special order of Government, or by the Courses laid down by the Punjab University for the several standards of examinations.

- (2) To take steps for the preparation, translation and publication of text-books in all subjects included in school and college education, where suitable books are not already available.
- (3) To maintain lists of books suitable for the libraries of schools of different classes.
- (4) To encourage the development of vernacular literature, more especially—
- (i) by maintaining lists of books of which, it is considered, vernacular translations would be advantageous or desirable;
 - (ii) by maintaining lists showing the nature and scope of new works in Oriental languages, the production of which might, in the opinion of the Committee, be encouraged with advantage;
 - (iii) by circulating such lists among the Ruling Chiefs, the nobility, the gentry of the province, and others who are likely to promote the cause of Oriental Literature by subscribing to the funds of the Society;
 - (iv) in special cases, by arranging for the publication of approved works.
- (5) To maintain a text-book library and museum of reference.

BURMA.—On their Burmese side the Committee prepare and recommend books to Government; an editor is appointed for editing and passing through the press all books recommended by the Committee and approved by the Government. On their English side the Committee advise on books forwarded to them by the Director.

CENTRAL PROVINCES.—The functions of the Committee are restricted in the same manner as in Bengal; but they may prescribe books for prizes and libraries of their own authority. The official preparation of text-books is carried on in the Central Provinces, but not, apparently, through the agency of the Committee. The Director states that a scheme for preparing a graduated course of departmental readers, containing lessons *inter alia* on scientific subjects, has nearly been completed.

ASSAM.—The duties of the Committee are expressed in terms similar to those employed in the United Provinces.

BERAR.—The Committee Regulations refer only to the examination of books forwarded by the Director, but it appears from the Report for 1901-1902 that the Committee also advises on the preparation of text-books. The Director says:—

Two quarterly meetings were held during the year under report, and the question of revising the second and third Marathi books (Berar Educational Department) was discussed and finally settled. With a view to make these books more useful to the boys of the agricultural class, it was decided to insert some lessons on agricultural subjects in a simple style in the new edition which will shortly be printed.

Publication and Distribution of Books.

1,291. In order that managers of schools and others may have ready access to the lists of prescribed and authorized books, such lists are published, under the authority of the Local Government, in the local Gazette. The publication is made once a year in most provinces, but in some provinces lists of new books are published more frequently.

Special arrangements for the publication and distribution of books are made in some provinces. In **BENGAL** the Calcutta School Book Society, with its numerous agencies in the mofassal, is the chief medium for the distribution of school-books. It sells at the lowest possible prices without regard to commercial profit. The committee for the management of the society, has lately been remodelled by Government in order to increase the usefulness of the institution. Depôts attached to Deputy Inspectors' offices for the sale of books to vernacular schools were established in 1901 in most districts of the **UNITED PROVINCES**, and the private shops previously kept by the Deputy Inspectors were closed. The new system is an improvement on the old one, but it has been found more convenient, in districts where sufficient provision already exists in cities for the sale of books, to leave the matter entirely to private enterprise. The closing of the book depôts in these districts has relieved the Deputy Inspectors of a troublesome task, and the District Boards of the upkeep of a somewhat expensive staff. In the **PUNJAB** the Mofid-i-'Am Press holds the contract for the printing and distribution of books and maps. In **BURMA**, as already stated, a special editor sees Burmese books through the press. The work of publication and distribution in the **CENTRAL PROVINCES** is in the hands of a native firm, which has depôts at Jubbulpore, Nagpur, and Raipur. Sub-depôts have also been established at convenient places in each district, and are maintained by means of permanent advances granted by the District Councils. In **BERAR** there is a central depôt, and 31 branch depôts are attached to schools in the various districts.

Work of the Committees.

1,292. The following summary of the work done by the various committees is derived mainly from the Directors' Reports.

MADRAS.—During the quinquennium 1,197 books were examined of which 661 were found suitable for school use, including those for libraries and teachers.

BOMBAY.—In July 1901 the Director submitted to the Local Government two complete lists of (a) English, and (b) vernacular, books for sanction. The preparation of these involved the scrutiny of lists framed by the managers of all aided schools.

BENGAL.—Exclusive of the books prepared under the new scheme for vernacular education, which were examined by a special committee, 461 books were presented in 1901-02 for preliminary examination, of which 112 were recommended by the Director within the year as fit for examination by the committee.

UNITED PROVINCES.—One hundred and thirty-eight miscellaneous publications were considered during the year, of which 36 were recommended for use in school, either as text-books or for library and prize books.

PUNJAB.—The Director gives the following summary of the year's work :—

A Manual of School Management for normal schools has been completed and approved; new schemes of object lessons for primary schools and courses of reading in mensuration for middle schools have been drawn up; the list of books recommended for school libraries has been thoroughly revised; a chart to illustrate geographical terms has been prepared and made over to the contractors; a Manual of Mensuration for primary schools has been written; thirteen wall maps of districts and twelve maps to accompany district geographies have been revised; the Geography of the Punjab and the North-West Frontier Province has, as far as possible, been brought up to date; lessons in modern Persian have been inserted in the Persian readers; arrangements have been made for the issue of a number of cheap story books, the preparation of Manuals on Kindergarten, Arithmetic, and Sanskrit; the translation of certain songs and of *Tandrusti ke Asan Qaide* into Punjabi and the revision of geographies and maps with a view to bringing these publications up to date; a complete set of sight-testing apparatus and models of animals prepared in the school of art have been added to the Museum; 100 volumes have been added to the reference library; over 200 text-books have been considered by the various sub-committees; and eight lakhs of books have been embossed and numbered. In view of the approaching termination of the contract for the printing, publication, and distribution of text-books, the Committee discussed the question of the arrangements to be made in future for the publication of our text-books, and appointed a Sub-Committee to consider the whole question, and report to the General Committee.

The translating staff attached to the Central Training College reviewed during the year 76 books for the Text-book Committee, added a chapter on the reign of Queen Victoria to the Urdu version of Lethbridge's History of England, and translated the 'Citizen of India' by Sir W. Lee-Warner, and several circulars issued by the department.

BURMA.—The Director reports as follows :—

The work of the last 12 years has resulted in the province having a complete set of text-books in Burmese. The gain to vernacular education has been very great. The following books have been either prepared or translated: a complete set of Readers for all standards, Infant to IX inclusive; a Burmese grammar, a hand-book of Burmese composition; Burmese analysis; a complete set of Geographies; a set of elementary Science Readers; Arithmetic; Algebra; Euclid; Indian History; English History; History of Burma; a Talaing first Reader; a complete set of text-books for the Teachers' test examinations; a book on Drawing; and two manuals on Drill.

In addition to the above, the Editor's office has reviewed for the committee, and subsequently prepared for the press, a large number of books in Burmese bearing on school work, prepared by authors. In this way a complete set of Burmese copy-books, a Kindergarten manual, Arithmetic for Kindergarten classes, a manual of Kindergarten songs, a small treatise on Tonic Sol-Fa, and other such books have been published.

The want of a good set of maps and atlases in Burmese is greatly felt. Those that have been prepared leave much to be desired, and the supply is very uncertain. It would be well worth the while of some publishing firm to take this matter up.

CENTRAL PROVINCES.—On the 31st March 1901 the committees had 8 books on hand for review, and 70 more were sent to them during the year 1901-02, for opinion as to their suitability for adoption as prize or library books. The Honorary Secretaries reported on 22 books, of which 15 were adopted. They had still on hand 56 books at the close of the year. Besides these books, the committees have reviewed 31 books of different languages prescribed as alternative text-books.

CHAPTER XVIII. EDUCATIONAL CONFERENCES.

Imperial Conferences.

1,293. Three important conferences were convened by the Government of India during the latter part of the period under review. The Simla Conference of September 1901 was presided over by His Excellency the Viceroy, and was attended by a number of high administrative officials, by Directors of Public Instruction, and by other prominent persons engaged in educational work. The conference held a number of meetings, and discussed many important questions extending over the wide field of Indian education. It was the starting point of an era of increased educational activity, and of earnest prosecution of educational reform. The Simla Conferences.

1,294. In January 1902 a conference, also presided over by His Excellency the Viceroy, met at Calcutta to consider the improvement of the Chiefs' Colleges. In March 1902 a Committee, consisting of the Director of Public instruction, Burma, and five Inspectors of schools, was appointed to revise the Bengal Code for European schools. Other conferences.

Although they do not come strictly under the head "conferences" we may also again allude in this place to the Indian Universities Commission appointed in January 1902, and to the Industrial Schools Committee appointed in December 1901.

Provincial Conferences.

General Remarks.

1,295. The Indian Education Commission recommended that conferences (1) of officers of the Education Department, and (2) of such officers with managers of aided and unaided schools, should be held from time to time for the discussion of questions affecting education, the Director of Public Instruction being in each case President of the Conference. Also that Deputy Inspectors should occasionally hold local meetings of the schoolmasters subordinate to them for the discussion of questions of school management.

In Madras, Bombay, Bengal and the United Provinces educational conferences of various descriptions are held whenever a special occasion for discussion arises, whilst the Punjab, Burma, and Berar have a regular system of periodical conferences. The conferences have no executive authority; subjects are ventilated and discussed and the proceedings are laid before the Local Government. The following paragraphs give a brief summary of the conference work of the five years under review.

Madras.

1,296. Besides the usual annual conferences held by inspecting officers in each district for the purpose of selecting schools for aid on the results-grant system and making assignments to individual schools, several special conferences of educational officers were convened during the quinquennium. One was held for the purpose of revising the curricula of primary and secondary schools. A second was held to discuss certain alterations made by the Government in the Educational Rules and Grant-in-aid Code that had provoked much criticism; its resolutions dealt chiefly with the relations of teachers to political questions, and were accepted, with slight modifications, by the Local Government. A third conference dealt with text-books used in Government and Board schools. There is, in Madras, a teachers' guild which holds an annual conference at which important educational questions are discussed.

Bombay.

1,297. In the year 1898-99 a conference of Inspectors and Principals of training colleges was held at Poona, under the presidency of the Director, to

revise the regulations relating to the training of vernacular masters, and to devise some means for the training of secondary teachers. Divisional conferences, at which those interested in the work of primary education were represented, were held by the Inspectors in 1901 to consider the revision of the vernacular standards. In March 1902 the Director convened a conference at Poona, attended by Principals of Government colleges and some of the Inspectors, to discuss certain questions affecting the pay and position of members of the Provincial Service.

Bengal.

1,298. The most important conference held in Bengal during the quinquennium under review was convened by the Local Government in 1898, to consider the revision of the course of vernacular education. The Director was President of the Committee and the members included a number of experienced officers of the Education Department. The committee held many meetings and submitted its first report in April 1899. This report was published in the Gazette and the public were invited to offer criticisms and suggestions upon it. These were considered by the committee, who submitted their final report in April 1900. Conferences were held by Inspectors, Deputy Inspectors, and Sub-Inspectors in all the divisions, except Bhagalpur, for the purpose of ascertaining what steps should be taken for the introduction of the new scheme, and in order to explain the system to the teachers of middle and primary schools. Prominent among the local conferences were two held by the Church Mission Society at Hat Chapra in the Nadia District. On the first occasion the head master of the Hindu school, who was a member of the conference convened by the Government, addressed the meeting, at which many of the society's teachers were present, on the new scheme of education. At the second meeting lectures were delivered on educational subjects. All the teachers of the society and all the Sub-Inspectors of the district attended the conference, which appears, the Director says, to have been a great success.

Some conferences were held by inspecting officers for the purpose of explaining the new hostel and mess rules (described in the Chapter on Physical and Moral Training). In the Patna Division, with the exception of the first year of the quinquennium, two annual conferences were regularly held: one of head masters of Government high schools in connection with the revision of the course of studies in those schools, and the other of Deputy Inspectors for the middle and upper primary scholarship examinations.

A conference of higher inspecting officers of the Dacca and Chittagong Divisions, then forming the Eastern Circle, was held at Dacca in 1900 in which (1) uniformity in the methods of conducting the A and B standard examinations for rewards, (2) improvement of female education, and (3) improvement of circle schools, were discussed.

United Provinces.

1,299. In the United Provinces, there is no system of regular periodical conferences, but they are held as occasion suggests. Conferences between the Director and the Inspectors take place at Naini Tal during the hot weather, if there are definite changes to be discussed. The Inspectors likewise summon conferences of their Assistant and Deputy Inspectors, as circumstances seem to require. The wishes and interests of an important section of aided schools are represented to the Department by the annual meetings of the Missionary Educational Union. The Government likewise appoints conferences from time to time to examine the need of more radical changes in its educational policy, and to bring its system more into line with popular requirements.

Punjab.

1,300. It is laid down in the Punjab Education Code that, with a view to the full discussion of important educational matters, a general and a departmental educational conference shall be held annually at Lahore. The general conference is composed of the senior officers of the department and representatives of all educational movements, and all important questions affecting the general welfare of education in the province are laid before it. The departmental conference is composed exclusively of departmental officers, and confines its attention to matters connected with the arrangements and working of the Department. Since the year 1893 the conferences have taken place only once in two

years. During the quinquennium under review general and departmental conferences were convened on two occasions: in April 1898, and in April 1900. The departmental conference was held on each occasion immediately after the general conference.

1,301. In the general conference of April 1900, the following matters were considered:—

1. The curtailment of the amount of Urdu reading, arithmetic, and geography, in the upper primary classes, so as to leave more time for object lessons and elementary science, and for practical mensuration and agriculture.
2. The inclusion of the native method of accounts in the curriculum of primary schools.
3. The exclusion of Persian from the primary school course.
4. School gardens in connection with village primary schools.
5. The question whether holders of second-grade junior Anglo-vernacular training certificates should be eligible for assistant teacherships in the middle department.
6. The question of extra grants for industrial subjects.
7. The question of the continued maintenance of zamindari schools, in connection with the simplification of the course of instruction for ordinary primary schools.

Fifteen different questions were laid before the general conference of April 1898, among which the following may be mentioned:—

1. Leaving certificates in connection with inter-school rules.
2. The question whether a limit should be put to the admission of private candidates to the University examinations.
3. The question whether the fee rules for aided schools should be imposed on unaided schools desirous of holding scholarships paid from public funds.
4. The question whether it is desirable to provide for the possible study of more than one classical language in the middle department of State schools.
5. The question whether teachers of several years' approved service should be made eligible for admission to the Central Training College, although they may not fulfil the conditions as to attainments ordinarily required.

The departmental conference of 1900 discussed the difficulty of securing and retaining the full number of stipendiaries in normal schools, the measures necessary to check the teachers of Board schools from taking long leave for insufficient reasons, and the introduction of agriculture in the scheme of studies for departmental middle school classes.

Burma.

1,302. Educational conferences in Burma are of two kinds—quinquennial and annual.

Quinquennial conferences are held at Rangoon, Moulmein, and Mandalay. All managers are invited to attend, and they are asked to send in beforehand any proposals they may have to make for the revision of the Code, which takes place once in five years. The last quinquennial conferences were held in December 1900 and January 1901, and the 5th edition of the Code was issued in the latter year.

Annual conferences are held by the Inspectors of schools at various places in their respective circles. To these are summoned the managers, both vernacular and Anglo-vernacular, who are within easy reach. The conferences last from three to four days, and are divided into two sections, English and vernacular. They are attended by educational officers, managers, itinerant teachers, and pupil teachers: men and women, monks and laymen, come. The object of the conferences is instruction, and papers bearing on teaching, discipline, and school-management, are read and discussed; model lessons are given; and a small exhibition of educational appliances, and of specimens of work turned out in the schools, is held. The conferences are very popular, and some of the best papers are read by women teachers and managers, and by monks. The

difficulty is not to find people willing to read papers, but to make a suitable selection from among the many applicants. The Director attaches the greatest importance to those conferences as an agency for spreading and improving education. To encourage attendance, actual expenses to and fro are paid.

Central Provinces.

1,303. Conferences of vernacular school-masters are held annually in each district under the auspices of the Deputy Inspector, for the discussion of educational questions, the explanation of such changes as may have been introduced, and the like. The opportunity is taken to give an exhibition of the magic lantern (with which each Deputy Inspector is supplied), and to hold contests in games for the boys. Lectures are delivered and essays on educational and moral subjects are read. Samples of the produce of the school gardens are brought to the conference, and prizes are offered for the best specimens.

A special Committee met at Jubbulpore in March 1899, to consider the "possibility of giving a more practical turn to the teaching of the primary vernacular course, so as to render it of more utility to boys who leave school after passing the upper primary examination." The Committee was composed of the Director, the Commissioner of the Division, the Second Secretary to the Chief Commissioner, the Senior Inspector of Schools, and a native gentleman. They made a series of recommendations which were duly considered by the Chief Commissioner.

Assam.

1,304. No conference of the superior officers of the Education Department has been convened since August 1895. Numerous meetings for *gurus* are held every year by the inspecting officers. Their object, like that of the annual Burma conferences, is instruction. In the Report for 1896-97 the Director said that "these most useful meetings not only afford the inspecting officers an opportunity of giving instruction in the subjects taught in primary schools and pointing out deficiencies, but also afford the *gurus* an opportunity of interchange of ideas, and comparing the efficiency of their respective schools." Over 100 meetings were held in 1901-1902.

Berar.

1,305. An educational conference is held annually at Akola or Amraoti, and is largely attended by inspecting officers and teachers. The object appears to be both consultative and instructive. Lectures are delivered, essays are read, and classes are taught before the assembly. At the same time suggestions are put forward which are often accepted by the Department. Thus in 1900-01 the suggestions included proposals connected with the revision of text-books, with the Berar athletic association, and with the training of female teachers.

Town and village schoolmasters also meet at central places. The work done at these meetings consists of teaching classes, writing essays on moral and other useful subjects, reading books on school management and discipline, etc. The departmental circulars are also read and explained to the junior masters. The system is said to be useful.

CHAPTER XIX.

FINANCE.

General Analysis.

1,306. The financial aspect of each branch of the educational system has been analysed in the corresponding chapter or section of this Review; we have now to supplement this information by presenting the subject of educational expenditure as a whole. Scope of the chapter.

1,307. The total expenditure on public instruction according to the Directors' Returns amounted in 1901-02 to a little over 4 crores of rupees. During the last three quinquennial periods the expenditure increased by the following amounts:— Total expenditure on education.

| | R |
|------------------------------|-----------|
| 1887-88 to 1891-92 | 52,78,000 |
| 1892-93 to 1896-97 | 47,25,000 |
| 1897-98 to 1901-02 | 48,76,000 |

Thus during the first period the increase was a little over, and during each of the later periods a little under, 50 lakhs. The average annual increase during the quinquennium under review gives a percentage of 2·8 on the total expenditure at the beginning of that period. Expenditure has increased somewhat faster than population; in 1891-92 the expenditure per thousand of the population averaged R131, and in 1901-02, R167. During the quinquennium 1892-93 to 1896-97 the average cost of educating a pupil remained practically stationary, but in the period under review, with a small increase in the number of pupils, the average annual cost rose from R7-9-11 to R8-3-5. The growth of expenditure disclosed by these figures sufficed for some little extension and improvement on more or less stereotyped lines; but it was altogether insufficient to enable the educational authorities to push the cause of education among the indigent and backward classes which form a large part of the population, or to carry out the many reforms of method and management the necessity for which has been disclosed.

1,308. Out of the total expenditure of 4 crores, nearly 1½ crores was incurred in Bengal; and after that province came Madras with 80 lakhs and Bombay with 78 lakhs. Taking the expenditure per thousand of the population the provinces stand in the following order:— Expenditure by provinces.

| | R |
|---|-----|
| Bombay | 306 |
| Coorg | 221 |
| Madras | 208 |
| Burma | 194 |
| Berar | 169 |
| Bengal | 160 |
| Punjab (with the North-West Frontier) | 152 |
| Assam | 131 |
| United Provinces | 96 |
| Central Provinces | 94 |

Thus Bombay, Coorg, Madras, and Burma are the provinces of comparatively high expenditure; Berar, Bengal, the Punjab, and Assam are the provinces of medium expenditure; and the United Provinces and the Central Provinces are the provinces of low expenditure. Bombay easily heads the list with its numerous and well-equipped State schools; Madras comes second with the best organized system of private managed schools; Burma would stand higher if the annual cost of the unrecognized indigenous schools could be estimated and included, and the circumstance that many of the Burmese schools are conducted by unsalaried monks tends to lower the cost of

education in that province. At the bottom of the list we find the United Provinces—with a backward education which the Government was striving to improve; and the Central Provinces, with a large jungle population and a low standard of literacy. The cost per pupil (on the basis of the 1901-02 figures) gives a somewhat different order:—

| | ₹ | a. | p. |
|-------------------------------|----|----|----|
| Punjab | 12 | 10 | 11 |
| Bombay | 11 | 6 | 0 |
| North-West Frontier | 9 | 12 | 5 |
| United Provinces | 9 | 2 | 4 |
| Burma | 8 | 3 | 4 |
| Madras | 8 | 3 | 3 |
| Berar | 7 | 5 | 1 |
| Bengal | 6 | 8 | 6 |
| Central Provinces | 6 | 5 | 9 |
| Assam | 5 | 12 | 8 |

Here it is worthy of note that the cost of education is highest in the two provinces typical of the State school system (the Punjab and Bombay) and that Bengal, with its system of cheap private managed schools, comes near the bottom of the list.

Growth of expenditure by provinces.

1,309. The expenditure in every province, except Berar and Coorg, has increased during each of the last three quinquennial periods; and, excepting the same two provinces, the expenditure per 1,000 of the population was higher in every province in 1901-02 than it was in 1891-92. Of the total increase of 48 $\frac{3}{4}$ lakhs which occurred during the period under review, 12 $\frac{3}{4}$ lakhs was furnished by Bengal, 12 $\frac{1}{2}$ lakhs by Madras, and over 9 lakhs by the United Provinces. The percentage of increase on the initial total forms a better indication of progress than the actual increase, and regarded from this point of view the provinces stood in the following order:—

| | |
|---|------|
| Burma | 37·8 |
| United Provinces | 25·2 |
| Madras | 18·6 |
| Assam | 17·2 |
| Bengal | 11·7 |
| Punjab and North-West Frontier Province | 11·0 |
| Bombay | 5·8 |
| Central Provinces | 5·5 |
| Berar | 2·4 |

Burma, with a comparatively low initial expenditure, a wide field of indigenous instruction on which to work, and flourishing revenues, stands much in front of the other provinces. The United Provinces have striven to make up part of their lee-way. Madras and Assam, where the Local Governments have not been financially flourishing, have made better progress than might have been expected. At the bottom of the list come the neighbouring provinces of Bombay, the Central Provinces, and Berar, all of which have suffered most severely from famine. In the two previous five-year periods Bombay showed a very much larger increase.

System followed in the financial statements of the educational returns.

1,310. Starting with the fact that 401 lakhs were spent on education in 1901-02, we have now to consider, first, how this money is provided, and, secondly, how it is spent. It must be explained, at the outset, that the figures brought into the educational returns do not show the income of the various institutions, their expenditure, and their balance; they show only the sources of income from which the expenditure is met. A complete financial statement of Indian education would contain on the one side receipts from Imperial, Provincial, and Native State Revenues, from Local Board and Municipal funds, and from fees, subscriptions, endowments, and miscellaneous sources; and on the other side expenditure upon Universities, colleges, schools, administration, and inspection. But in order to simplify the returns balances are neglected; the actual expenditure is stated and the sum expended is analysed according to the sources from which it is derived. It follows from this system that the figures for fees and other expenditure from private sources in private managed institu-

tions do not always represent the whole income from these sources; in some private managed schools the income is more than sufficient to cover the total expenditure, and, as the returns require only the actual expenditure to be shown, the surplus of profit is deducted from the expenditure from subscriptions, endowments, etc., and if the receipts from these sources are insufficient, from the expenditure from fees also.* In public managed institutions the surplus is shown as a negative expenditure from public funds; in institutions under private management the income from public sources is always shown in full, and the surplus, if there is one, must be deducted from the subscriptions, fees, and other private sources. If, again, the expenditure on a private managed institution exceeds the receipts and is met by drawing on the balance or by borrowing, then the amount by which the balance is reduced, or the amount borrowed, would be included in the return under the head "other private sources."

To sum up, we are dealing with a sum of 401 lakhs expended, and we have to show in the first instance the sources from which those 401 lakhs are provided (called "sources of expenditure"), and next the objects on which they are spent (called "objects of expenditure").

Sources of Expenditure.

1,311. The total expenditure of 401 lakhs is made up of 191 lakhs derived from public sources and 210 lakhs derived from private sources. By public sources we mean Imperial, Provincial, and Native State Revenues, and Local and Municipal Funds; private sources include, *first*, fees, and *secondly*, subscriptions, endowments, the funds supplied by private persons and societies who maintain or support public schools, and a few smaller miscellaneous items. Expenditure from private sources, as the following table will show, increases faster than expenditure from public sources:—

(Figures in lakhs of rupees.)

| Year. | Public sources. | Private sources. | Total. |
|---------------|-----------------|------------------|--------|
| 1891-92 . . . | 165 | 140 | 305 |
| 1896-97 . . . | 179 | 173 | 352 |
| 1901-02 . . . | 191 | 210 | 401 |

Whereas in 1891-92 expenditure from public sources exceeded that from private sources by 25 lakhs; in 1901-02 private expenditure was 19 lakhs in excess of public expenditure.

1,312. In the several provinces the percentage of the public expenditure on the total differs very much, and the provinces stand in the following order in this respect:—

| | |
|-------------------------------|----|
| Berar | 74 |
| Central Provinces | 71 |
| Coorg | 67 |
| Burma | 67 |
| Bombay | 61 |
| Assam | 61 |
| United Provinces | 59 |
| North-West Frontier | 58 |
| Punjab | 55 |
| Madras | 40 |
| Bengal | 32 |

The small allied provinces of Berar and the Central Provinces which have a relatively large expenditure from Provincial Revenues come at the top of the list with nearly three quarters of their total expenditure supplied from public funds; then follow the bulk of the provinces with a percentage of public expenditure varying from 67 to 55; and last come Madras with less than half of its expenditure derived from public funds, and Bengal with only one-third. The proportion is naturally smallest in the two provinces which are characteristic of the

* Or in some cases (e.g., in the Punjab) the fees are shown in full and the entry under private sources as a minus figure.

private management system. Burma, where the great majority of the schools are under private management, might be expected to stand with Madras and Bengal; one reason for the comparatively small expenditure from private sources is the circumstance that fees are not ordinarily charged in monastic schools, another reason is the exclusion of all unaided schools from the list of public institutions.

Analysis
of expendi-
ture from
public
sources.

1,313. The total expenditure from public funds is made up as follows:—

| | Lakhs. |
|---------------------------------|--------|
| Provincial Revenues | 104 |
| Local Board Funds | 59 |
| Municipal Funds | 15 |
| Native State Revenues | 13 |
| Total | 191 |

The distinction between Provincial Revenues on the one hand and Local Board and Municipal Funds on the other, does not always indicate accurately the source whence the money comes, since a portion of the income of Local Boards and Municipalities is derived from contributions made by the Local Governments which may be either for general or for specific purposes. Out of the 13 lakhs of expenditure from Native State Revenues, over $11\frac{1}{2}$ lakhs belong to the schools of the Bombay Native States, and over half a lakh to the schools of the Chhattisgarh Feudatory States of the Central Provinces; the balance represents expenditure from Native States in Bengal, the United Provinces, and Assam.

Expenditure
from Pro-
vincial
Revenues.

1,314. Education is one of the Provincial heads of expenditure in the Indian system of finance, and the annual outlay is therefore determined by the Local Governments subject to the general administrative and financial control of the Supreme Government, and to the regulations relating to budget provision and the sanction of appointments. All the provinces dealt with in this review, except Berar and Coorg, come within the Provincial financial system; in the two small provinces which form the exception expenditure is met from Imperial Revenues, but is, for the sake of convenience, classed as Provincial in the statistical returns. Certain special grants made from Imperial Revenues, amounting in all to a little over one lakh, are also included in the Provincial total.

The expenditure from Provincial Revenues amounted in 1901-02 to 104 lakhs; it increased by $7\frac{2}{3}$ lakhs during the period under review against 7 lakhs during the previous quinquennium. Madras, Bombay, and Bengal account for 68 lakhs of the total.

1,315. The following table ranges the provinces in order according to the percentage of their total net expenditure from General Revenues which is devoted to education:—

| | |
|-----------------------------|-----|
| Madras | 7.4 |
| Bengal | 7.0 |
| Bombay | 6.3 |
| Punjab | 5.4 |
| Central Provinces | 4.8 |
| United Provinces | 3.3 |
| Assam | 3.2 |
| Burma | 3.0 |
| General | 5.3 |

One must be careful in drawing conclusions from these figures since they are influenced by a variety of circumstances connected with the financial, economic, and administrative conditions of the provinces into which it is not possible to enter. It is, however, worthy of note that the percentage of educational expenditure is much the highest in the three oldest provinces, and that it is lowest in Burma where the Government is spending large sums every year in the development of a young and rising province. The United Provinces percentage is very small compared with other large provinces.

1,316. If the expenditure of 1901-02 be compared with that of 1896-97 it will be found that in Bombay, Bengal, the Central Provinces, Berar, and Coorg there was an actual decrease, which amounted in the case of Bengal to more than 2½ lakhs (mostly under the head "buildings and furniture"). The United Provinces and Burma each show a large increase, amounting in the former case to 60 per cent. and in the latter case to 55 per cent., on the total expenditure of 1896-97. In the United Provinces this result is due to the special efforts made to extend primary education, and in Burma to the natural development of a flourishing young province. In Assam there was an increase of 26 per cent., and in both Madras and the Punjab (including the North-West Frontier) an increase of 14 per cent.

1,317. In early days special local taxes and cesses were imposed in several provinces for the promotion of vernacular education, but when the system of local taxation was organized on a systematic basis these special taxes were in almost all cases merged in the general rates. The history of the origin and development of local taxation in its relationship to education is both interesting in itself, and throws some light on the present position of Local Boards towards public instruction. Local taxation for educational purposes.

1,318. The Despatch of 1854 advocated the general extension of primary education by the system of grants-in-aid to indigenous and other institutions, and it was contemplated that such grants would be paid from general revenues. In its early days the grant-in-aid system did not prove a success, and Lord Derby's Despatch of 1859 suggested the wide establishment of departmental schools and the imposition of a compulsory cess on the land to defray their cost. The Despatch was written at a time when the demand for all kinds of local improvements was being strongly pressed on the Government. The Imperial finances were greatly embarrassed and the system of providing for urgent local needs by local taxation was introduced.

In so far as education is concerned the course of advance in the various provinces was briefly as follows :—

In MADRAS a Voluntary Act (VI of 1863) was passed mainly in order to enable the inhabitants of towns and villages to assess themselves for maintaining schools. The measure was a failure and very few schools were established under it. It was decided that a compulsory cess was essential. While the matter was under consideration Lord Mayo's scheme of financial decentralization came into force, and as one result of it the Madras Government passed a general Local Funds Act (II of 1871). This Act imposed a cess of one anna in the rupee on the value of land and a house tax and tolls, and it declared that the proceeds of the taxation were to be devoted to communications, education, hospitals, sanitation, water-supply, etc. In the BOMBAY PRESIDENCY an educational cess was levied on the land in the year 1864 and produced in the first year R2,80,000. It was at first collected on a voluntary basis, and other local needs were supplied by similar voluntary cesses. The system was legalized by Local Funds Acts, one for Sind passed in 1865 (VIII of 1865) and another for the Presidency proper passed in 1869 (III of 1869). The two Acts prescribed the sources of taxation, the system of management, and the objects to which the funds were to be devoted. In BENGAL there were no similar voluntary associations for local purposes. The idea of local taxation for primary school was mooted, but was afterwards dropped as unnecessary, in view of the wide extension of the indigenous school system. Accordingly, the Act passed in 1871 was only a Road Cess Act, and its scope was confined to communications. In the Province of AGRA local taxation for primary education dates back to even before the Despatch of 1854. In 1851 a system was introduced into the Muttra District of circle or *halkabandi* schools supported by a voluntary contribution from land-holders equal to one per cent. of the rental. The system was extended to other districts and the cess was made compulsory and assessed with the land revenue. The amount was deducted from the rental assets and was thus shared equally between Government and the land-holders. In 1871, in pursuance of Lord Mayo's policy of financial decentralization, Acts were passed levying a general cess of 5 per cent. in Agra and 1½ per cent. in Oudh. In the former, but not in the latter, case the education and other similar cesses were merged in the general rate.

In the PUNJAB, as in the case of the United Provinces, cesses were imposed for roads, schools and postal purposes in connection with the land settlements. In 1871 an Act was passed levying a general cess of half an anna in the rupee, but the special cesses continued to exist side by side with it. The CENTRAL PROVINCES borrowed from the United Provinces the *halkabandi* school system and with it the one per cent. school cess, which was raised to two per cent. of the rental shortly after the formation of the province. No general Act was passed for the Central Provinces at the time of the introduction of Lord Mayo's scheme.

In 1877-78 the land cess was enhanced in several provinces. In pursuance of the famine assurance policy of Lord Lytton's Government a Public Works Cess of half an anna in the rupee was levied in Bengal; in Agra, Oudh and the Punjab the land cess was raised by one per cent.; and in the Central Provinces a new rate of one per cent. was levied by law.

1,319. The Acts passed in the years 1883-84 to carry out Lord Ripon's policy of local self-government widened and stated afresh the powers of the Local Boards over the proceeds of the various forms of local taxation. In Madras, Bombay and the Province of Agra the educational cess had already been merged in the general rate. In Bengal the proceeds of the Road Cess were thrown into the general district fund which might be used for any of the local purposes specified in the Act. In the Punjab the Act combined the general and settlement cesses into a single cess of one anna in the rupee. A similar amalgamation was effected at a later date in Oudh by the Local Rates Act of 1894, the new consolidated rate being at the rate of $3\frac{1}{2}$ per cent. In the Central Provinces no such amalgamation took place: various settlement cesses continue to be credited to the District Fund, and it is laid down in section 23 of the Central Provinces Local Self-Government Act (I of 1883) that the expenditure in any year on primary education must not be less than the estimated net proceeds of the two per cent. rate.

1,320. In other provinces it is the general rule that the proceeds of local taxation may be used by the District Boards on the various objects specified in the Local Self-Government Acts without any assigned proportion being devoted to any particular object. There are, however, some exceptions to this general rule, which arise either from express provision of the law or from orders passed by the Local Governments under the powers conferred on them by the Acts. Section 48 of the Bombay Local Boards Act, 1884, requires District Boards to spend on educational purposes not less than one-third of the net proceeds of the land cess and shop tax levied under the Sind Local Funds Act of 1865, and of the cess levied under the Bombay Local Funds Act of 1869. Under orders of the Local Government incorporated in Article 417 of the Punjab Education Code, District Boards may be required by the Local Government to spend on educational purposes a sum not less than the total of (a) any grants or contributions received on behalf of education, (b) educational fees, and (c) 25 per cent. of the balance of the gross annual income. On the other hand, some years ago, the Madras Government directed that one-half of the land cess should be devoted to communications, and it was stated in Mr. Cotton's Review that the number of schools under District Boards showed a tendency to decline as the direct result of the decreased expenditure on education resulting from these orders.

1,321. In the above account ASSAM and BURMA are omitted as they have not yet come under the general local self-government arrangements which prevail in other provinces of India. The Assam Local Rates Regulation of 1879 authorizes expenditure on education from the cesses raised under it. There are no District Boards in Burma. An Act of 1880 directed the levy of a 10 per cent. cess on such lands in Lower Burma as were assessed to land revenue, and it has been laid down that District Cess Funds should as a rule set apart 20 per cent. of their income for educational purposes. There are no District Cess Funds in Upper Burma and public expenditure on education is met, in general, from Provincial Revenues.

Expenditure
from Local
Board funds.

1,322. The total expenditure from Local Board Funds amounted in 1901-02 to 59 lakhs, or one quarter of the total net expenditure from such funds; the United Provinces contributed nearly $14\frac{1}{2}$ lakhs, Bengal $12\frac{1}{2}$ lakhs, Bombay

over $9\frac{1}{2}$ lakhs, and Madras over $7\frac{1}{2}$ lakhs. The percentage of the net Local Board expenditure devoted to education stood in 1901-02 as follows:—

| | | |
|-------------------|-----------|------|
| Central Provinces | | 71.1 |
| Bombay | | 53.6 |
| Assam | | 35.1 |
| Bengal | | 25.1 |
| United Provinces | | 22.8 |
| Punjab | | 23.3 |
| Burma | | 16.2 |
| Madras | | 14.3 |

The proportionate expenditure on education is the greatest in the two provinces in which a definite portion of the local rates is set aside by law for educational purposes. In Madras, the functions of the various grades of Local Boards are somewhat wider than in other provinces, and a considerable portion of their income is devoted to sanitation.

1,323. The income of the Local Boards is not very elastic, and their total net expenditure increased by only $18\frac{1}{2}$ lakhs * during the period under review. The expenditure on education † increased by $3\frac{1}{2}$ lakhs during the period 1892-93 to 1896-97, and by less than $1\frac{1}{2}$ lakhs during the period 1897-98 to 1901-02. The finances of the Local Boards have been greatly embarrassed by famine and plague. There was an actual decrease of expenditure in Madras (₹1,11,000), Bombay, the Punjab and Berar; in Bombay and the Punjab there was also a decrease in the total net local expenditure, and in Madras it increased by only a small amount. Bengal shows an increase of 1 lakh, the United Provinces and Burma each of about three-quarters of a lakh, and the Central Provinces of about half a lakh.

1,324. When the various District Municipal Acts were passed in the years 1864 to 1868, sanitation was the need which was pressing most insistently on the notice of the authorities, and the early municipalities had not much connection with schools, nor were special rates levied in towns for educational purposes. It was not until the scope of municipal action was widened under Lord Ripon's scheme, and municipalities were relieved of police charges on the express understanding that they should devote an equivalent portion of their income to education, medical relief, and local public works, that municipal expenditure on education became an important factor. In 1881-82 the total expenditure on education from municipal funds amounted only to 4 lakhs. All the existing Municipal Acts recognize education as one of the local objects on which municipal funds must or may be spent. Thus for instance, the United Provinces, Punjab, Central Provinces and Berar Acts (which are identical in the terms used with regard to this subject) authorize expenditure (a) on the construction, establishment, and maintenance of schools; (b) on grants-in-aid to schools; (c) on the training of teachers; and (d) on the establishment of scholarships. None of the District Municipal Acts, with the exception of that for Burma, set apart a special portion of the Municipal income (other than fees and other educational receipts) for educational purposes. The Burma Act authorizes the formation of a Municipal school fund, to which is credited (a) fees, (b) educational assignments from general revenues or local funds, (c) other funds entrusted to the Committee for the promotion of education, and (d) any sums assigned for educational purposes from the Municipal fund. The Local Government may fix the minimum proportion of the Municipal fund (up to 5 per cent. on the gross annual income) which must be assigned for education under clause (d). The Act for the City of Bombay provides for the maintenance of a similar school fund, and lays down that the contribution from the general revenues of the corporation shall not be less than a sum of such amount as, added to the fees levied, would be equal to double the Government grant for the year.

Law and regulations relating to expenditure on education in Municipalities.

1,325 In some provinces the Local Government has passed standing orders relating to the amount of Municipal expenditure on education. In Bengal, Municipalities are required to spend 3.2 per cent. of their income towards the encouragement of primary education, subject to the provisions of Municipal

* According to the Finance and Revenue Accounts and omitting Berar and Coorg.
 † According to the departmental statistics.

Act. Until this is done, no part of the Municipal income may be devoted to secondary schools. It will shortly be seen that the Bengal Municipalities do not, in general, work up to the prescribed percentage. In the Punjab, Municipalities are required to spend 10 per cent. of their gross annual income on expenditure for education. It is laid down in most provinces, either by law or by executive order, that Municipal (and also Local Board) expenditure should provide in the first place for primary education, and should be devoted only in the second place to higher education. The point has been dealt with in detail in other chapters of this Review.

Expenditure
from
Municipal
funds.

1,326. The Municipal expenditure on education amounted to 15½ lakhs in 1901-02, and (according to the figures in the Finance and Revenue Accounts) formed only 7 per cent. of the total net municipal expenditure. The educational expenditure increased by R87,000 during the period 1892-93 to 1896-97, and by only R41,000 in the period under review. This unsatisfactory result is partly due to the effect of famine and plague on the Municipal finances. The provinces with the largest Municipal expenditure on education are :—

| | R |
|----------------------------|----------|
| Bombay | 4,84,000 |
| Punjab | 3,21,000 |
| Madras | 2,58,000 |
| Burma | 1,62,000 |
| United Provinces | 1,25,000 |
| Bengal | 98,000 |

Arranging the provinces in the order given by the percentage of net expenditure on education to total net expenditure the result is as follows :—

| | |
|-----------------------------|------|
| Central Provinces | 16·5 |
| Punjab | 14·1 |
| Madras | 10·3 |
| Assam | 8·6 |
| Bombay | 8·1 |
| Burma | 7·6 |
| United Provinces | 6·0 |
| Bengal | 1·5 |

The most striking feature of this table is the low Bengal figure; it is remarkable that the Bengal Municipalities should have relieved Provincial Revenues to so small an extent from the burden of local education. Calcutta with a gross ordinary expenditure of 18 lakhs in 1901-02, spent less than R15,000 (gross) on education. In the previous year, the educational expenditure was only about R8,000; it was increased after repeated Government remonstrance. In contrast to Calcutta, the Bombay Municipality spent over a lakh (gross) on education in 1901-02.

In the United Provinces, which come next above Bengal, 5 lakhs (gross) are spent on police against 2 lakhs (gross) on public instruction; the United Provinces municipalities were not relieved of the burden of police charges when this change was made in other provinces. In each of the provinces of Bengal, Burma, the Central Provinces and Berar there was a decline (which was not large in any case) in the actual expenditure on education from general Municipal funds; in Madras, Bombay, the United Provinces, and the Punjab there was a fairly substantial increase.

Expenditure
from private
sources.

1,327. Expenditure from private sources comprises 127 lakhs fees, and 83 lakhs miscellaneous. These figures represent expenditure on both public and private managed institutions, and also on items classed as "indirect expenditure" in the returns.

Fees.

1,328. Expenditure from fees nearly doubled itself during the period 1887-88 to 1901-02, the increase during the last three quinquennial periods being as follows :—

| | Lakhs. |
|------------------------------|--------|
| 1887-88 to 1891-92 | 23½ |
| 1892-93 to 1896-97 | 17½ |
| 1897-98 to 1901-02 | 20½ |

In 1891-92 the average fee incidence per pupil was R2·8 and in 1901-02 it was R3·4. The general average is made up of widely different figures. In 1901-02 the average for Arts Colleges was R57½, for secondary schools R10, and for primary schools R1. The variation extends not only to different classes of institutions but also to different provinces. The provinces range themselves by fee incidence in the following order:—

| | |
|-------------------------------|-----|
| Punjab | 5·4 |
| Bengal | 3·9 |
| Madras | 3·5 |
| Bombay | 3·0 |
| United Provinces | 3·0 |
| Coorg | 2·7 |
| North-West Frontier | 2·5 |
| Burma | 2·4 |
| Berar | 1·9 |
| Assam | 1·7 |
| Central Provinces | 1·1 |

A glance at tables 309 and 310 will show that the relative position of the provinces is the net result of various factors. Speaking broadly, primary school fees average low in provinces with State schools supported from local rates, since payment of the rate is regarded as a whole or part equivalent for the payment of fees; and secondary school fees vary greatly according to the custom and regulations of the provinces. The Punjab owes its place at the top of the list to special circumstances; the University fees form a large item because the University conducts the middle school examination and some other departmental examinations, and the boarding fee total is also exceptionally large because the hostel system is more widely extended in the Punjab than elsewhere. As regards school fees, those in primary schools are low for the reason stated above, and those in secondary schools are about average. Bengal comes second because its primary schools are under private management, and are not rate schools. In Madras the primary school fees average lower and the secondary school fees higher than in Bengal, but the two provinces belong to the same class. Bombay with its local rate schools has a low average for primary schools, but a very high average for secondary schools. It is not necessary to pursue the analysis further since full details regarding fee rates have been given in the various chapters of the Review.

1,329. Expenditure from miscellaneous private sources, which amounted to 83 lakhs in 1901-02, increased by 16 lakhs during the quinquennium under review and by 15½ lakhs during the previous quinquennium. Expenditure from these sources is greatest in Bengal (28 lakhs), Madras (23 lakhs), and Bombay (13) lakhs. The total for all the other provinces was only 20 lakhs. Miscellaneous private sources.

Objects of Expenditure.

1,330. We have seen that the total expenditure on education, derived from all sources, amounts to 401 lakhs. The following table shows the objects on which this money is spent:— Classification of expenditure by objects.

| | R |
|-----------------------------------|-------------|
| Arts colleges | 26,01,000 |
| Professional colleges | 11,98,000 |
| Secondary schools | 1,26,84,000 |
| Primary schools | 1,18,76,000 |
| Special schools | 22,79,000 |
| Buildings and equipment | 25,73,000 |
| University charges | 7,73,000 |
| Direction | 3,92,000 |
| Inspection | 21,53,000 |
| Scholarships | 9,12,000 |
| Miscellaneous | 26,81,000 |

The expenditure from public funds (excluding Native State Revenues) amounts, as we have also seen, to 178 lakhs, and this sum is distributed as follows :—

| | ₹ |
|-----------------------------------|-----------|
| Arts colleges | 9,52,000 |
| Professional colleges | 8,81,000 |
| Secondary schools | 32,76,000 |
| Primary schools | 60,50,000 |
| Special schools | 15,15,000 |
| Buildings and equipment | 15,29,000 |
| University charges | 9,000 |
| Direction | 3,91,000 |
| Inspection | 20,59,000 |
| Scholarships | 6,35,000 |
| Miscellaneous | 5,19,000 |

1,331. The expenditure shown in the returns under arts and professional colleges, and under secondary, primary, and special schools, is classed as "direct" expenditure; and expenditure on the remaining heads of the above tables is lumped together under the not very appropriate term of "indirect" expenditure.

1,332. Taking first the general head "direct" expenditure, the following table shows the increase of expenditure on different classes of institutions during the quinquennium under review and the preceding quinquennium :—

(Figures in thousands of Rupees.)

| Head of expenditure. | Increase during 1897-98 to 1901-02. | Increase during 1892-93 to 1896-97. |
|---------------------------------|-------------------------------------|-------------------------------------|
| Arts colleges | 2,31 | 3,26 |
| Professional colleges | 2,97 | 72 |
| Secondary schools | 12,32 | 15,56 |
| Primary schools | 7,87 | 14,75 |
| Special schools | 3,52 | 2,17 |
| Total | 28,99 | 36,46 |

There was a slackening of the rate of progress in all classes of institutions for general education, and an acceleration in colleges and schools for special instruction.* The most noticeable and the most unsatisfactory feature of the table is the great decline in the growth of expenditure on primary schools; it is at once a result and a cause of the arrest of educational advance among the mass of the people which has been one of the most marked features of the period under review.

1,333. The average annual cost of educating a pupil in different classes of institutions was returned in the year 1901-02 as follows :—

| | ₹ |
|---------------------------------|-------|
| Arts colleges | 149.1 |
| Professional colleges | 233.9 |
| Secondary schools | 21.0 |
| Primary schools | 3.9 |
| Training schools | 131.3 |
| Special schools | 53.8 |

Compared with 1896-97 the average cost of educating a pupil in an arts-college fell by ₹11-3-2, and in a secondary school by As. 11-2; whilst the average cost of education in a primary school rose by As. 8.

It is not necessary to elaborate these figures further since details relating to expenditure in the various classes of institutions are given in the appropriate chapters and in the tables corresponding to them.

* The figures are to some extent affected by the change in classification noticed on the next page.

1,334. The following table illustrates the growth of indirect expenditure :— Indirect expenditure.
[Figures in thousands of Rupees.]

| Head of expenditure. | Increase during 1892-93 to 1896-97. | Increase during 1897-98 to 1901-02. |
|------------------------------|-------------------------------------|-------------------------------------|
| Buildings and equipment . | 1,88 | 2,03 |
| University charges | 1,93 | 1,02 |
| Direction | 41 | 12 |
| Inspection | 1,46 | 96 |
| Scholarships | 71 | 1,14 |
| Miscellaneous | 4,36 | 14,51 |
| Total | 10,80 | 19,78 |

The bulk of the expenditure entered as "miscellaneous" represents charges connected with hostels*; payments to private unrecognized schools form a second item in several provinces. The large increase under the head "miscellaneous" is in the main merely due to a change in classification; in some provinces hostel charges have been transferred to this head from the classes of institutions to which the hostels belong. University finance, the cost of direction and inspection, scholarships, and hostel charges have all been dealt with in other chapters of this Review.

1,335. The 25½ lakhs of expenditure on buildings and equipment includes 22½ lakhs for buildings and 3¼ lakhs for special grants on account of furniture and apparatus. It does not, therefore, represent the total expenditure under the latter head. The expenditure on buildings has not increased greatly; it was 20¼ lakhs in 1891-92, 21½ lakhs in 1896-97, and 22½ lakhs in 1901-02. Special grants for furniture and equipment have risen at a faster rate —

| | ₹ |
|-------------------|----------|
| 1891-92 | 1,60,000 |
| 1896-97 | 2,18,000 |
| 1901-02 | 3,30,000 |

The annual expenditure on buildings and special equipment grants per school averaged as follows in 1901-02 :—

| | ₹ |
|-------------------------------|----|
| Punjab | 70 |
| North-West Frontier | 59 |
| United Provinces | 51 |
| Bombay | 46 |
| Burma | 40 |
| Central Provinces | 31 |
| Madras | 25 |
| Berar | 15 |
| Bengal | 13 |
| Assam | 10 |

1,336. Tables 319 to 321 illustrate the general subject of expenditure on scholarships. The total expenditure amounted to ₹9,12,000 in 1901-02; it increased by ₹1,14,000 during the quinquennium under review against ₹71,000 during the previous quinquennium. Nearly half the total expenditure is derived from Provincial Revenues, and half the balance comes from private funds; the bulk of the increase of expenditure was derived from the latter source. The greater portion of the expenditure is devoted to scholarships in arts colleges and secondary schools—the total being ₹2,67,000 in the former case and ₹3,62,000 in the latter. The expenditure on scholarships in primary schools amounts to less than ₹83,000; some lower primary scholarships are held in primary schools, but the majority are held in the primary departments of secondary schools.

* In Bombay and the Central Provinces hostel charges are not shown under this head, but are distributed among the several classes of institutions.

CHAPTER XX.

S U M M A R Y .

1,337. It remains only to give a brief summary of the more salient features of the quinquennium.

Control and inspection.

1,338. Early in 1902 a Director General of Education was appointed to advise the Government on educational questions. No other important change was made in the system or distribution of control. The new North-West Frontier Province, which was formed in the year 1901, was at first placed under the charge of the Director of Public Instruction in the Punjab, but in July 1903 a separate appointment of Inspector-General of Education and Archaeological Surveyor was constituted for the North-West Frontier Province and Baluchistan. The direct supervision of schools in Coorg, which was formerly under an Inspector, was transferred to the Director of Public Instruction, Madras, in the year 1899. In most provinces the actual additions made to the inspecting staff were not numerous, and the most important changes were an increase in the number of Bengal Inspectors (so as to give one Inspector for each administrative division), an addition to the subordinate staff of the United Provinces, and a strengthening and reorganization of the staff in Burma. At the end of the quinquennium the total inspecting staff (excluding the subordinate agency for visiting primary schools which exists in some provinces) comprised 35 Inspectors, 6 Inspectresses, and 696 officers of lower grade. The improvement in educational methods and the general raising of educational standards which the Government is now endeavouring to bring about, necessitate the employment of more numerous inspecting officers. In some provinces proposals had already been made before the end of the quinquennium, since then important additions have been sanctioned, and others are still under consideration.

Collegiate education.

1,339. Twenty-five arts colleges (net) were added to the list during the quinquennium,* and at the end of the year 1901-1902 the total number was 140. None of the new colleges can be described as very important institutions. Almost all of them are unaided and of the second grade, and mostly they are small institutions or collegiate classes attached to existing high schools. The number of pupils in arts colleges increased by 3,215 against 1,509 during the previous quinquennium, and 1,469 students graduated in arts or science in 1901-1902 against 1,379 in 1896-97. The work of the colleges and Universities proceeded during the quinquennium on lines that had become stereotyped. Among the more important changes which took place may be instanced the fixing of a minimum age limit (16 years) for matriculation at the Allahabad University; the institution of the degree of Licentiate in Agriculture at the Bombay University; the recognition of vernacular languages for the M. A. degree of the same University; the introduction of a science degree in the Calcutta University; and the revision of the rules of affiliation of the Madras University in order to establish a closer connection between the University and its colleges. These isolated changes foreshadowed the introduction of more wide-reaching reforms. In January 1902 a Commission was appointed to inquire into the condition and prospects of the Universities established in British India; the Commission presented their Report in June 1902, and the measures which are now being adopted to improve the methods, and elevate the tone, of University training are summarized in paragraph 28 of the Resolution which is printed as an Appendix to this Review.

Secondary education.

1,340. The growing popularity of English secondary school education was a marked feature of the quinquennium; the number of boys in the secondary stage of English schools increased by over 49,000 as compared with less than 18,000 during the previous quinquennium. Vernacular secondary education,

* Including a few classes attached to European schools in the United Provinces which were in existence, but did not submit returns, in 1896-97.

on the other hand, did not flourish, and whereas the number of boys in the secondary stage in vernacular schools increased by over 4,000 during the period 1892-93 to 1896-97, it diminished by nearly 500 during the period under review. The University matriculation examinations continued to exercise a preponderating, and in some respects a deleterious, effect on the teaching in high schools. At the end of the quinquennium all the large provinces, except Burma, had some form of alternative school final examination; in the Punjab the courses (scientific and clerical and commercial) were introduced some time ago, but the examinations were first held during the quinquennium; in Bengal the courses (industrial and commercial) are of recent creation and the new system had hardly come into practical operation when the quinquennium closed. The Bombay school final course is the only one which has attracted a considerable proportion of the pupils, and this is due to the circumstance that it qualifies, whilst the Bombay matriculation examination does not, for Government service.

1,341. There was an almost complete arrest of progress in primary education during the quinquennium. In the period 1887-88 to 1891-92 the number of boys in the primary stage of instruction increased by 275,000 and in the next five years by 361,000: in the period under review it remained practically stationary. Bombay lost 55,000, and Bengal 19,000, boys in the primary stage, and the United Provinces gain of 74,000 was the only considerable increase. The period which we have reviewed was one of misfortune, two severe famines and a wide-spread epidemic of plague disorganized both the administration and the population. But it would be idle to attribute the phenomenon wholly to these exceptional calamities; other and deep-rooted causes lie below them. The work which has been accomplished by the Education Department in the past, great and laborious though it has been, is easy compared with the task which lies before it. Hitherto it has dealt, in the main, with the comparatively accessible and well-to-do classes of the population, who were more or less accustomed to education, and, in some parts of the country, were possessed of numerous indigenous schools. Now it has to carry education, improved in methods and standards to meet modern ideas and requirements, to the scattered and distant hamlets, to the poorer raiyats, to the landless labourers, to the ignorant low castes, and to the wild jungle tribes. To create a desire for education among these people, and to supply them with a form of instruction which they are capable of assimilating, is an enterprise needing the most careful and sympathetic treatment, a trained and intelligent agency, and ample funds.

Although, numerically speaking, primary education has made no advance, yet in other directions the period under review has been one of progress. Excepting certain provinces, there has been improvement both in buildings and equipment and in the proportion of trained teachers, whilst the methods of instruction and the subjects taught are being gradually modernized and adapted to the class for whom they are intended. The learning by rote of text-books, often long, uninteresting, and in some cases difficult of comprehension for the children who use them, is giving way to more intelligent methods. Readers are being improved and brought more into touch with the life of townsmen and villagers, and kindergarten methods and object lessons are infusing more life and reality into the teaching. In some provinces, and notably in Bombay and the Central Provinces, separate courses of study have been devised for rural schools, which are based on the familiar incidents of village life and which are designed to meet its simple needs. Some of these improvements began within the quinquennium, and others which can claim an earlier origin were prosecuted throughout its course.

1,342. In January 1902 a Conference on the Chiefs' colleges was convened at Calcutta, and important reforms have been inaugurated as a result of the discussion which ensued. The Daly College at Indore has been reduced to the status of a minor school, and arrangements have been made to improve the staff, the curriculum, and the tone of college life, at the three remaining centres of Ajmere, Lahore, and Rajkot.

- Training of teachers.** 1,343. Few institutions for training teachers were added to the list during the quinquennium. The only new higher grade institution is the college at Kurseong in Bengal, which is designed primarily for Europeans, but also instructs native students who are sent as teachers to normal schools after completing their course. Among Europeans, only girls have taken advantage of the college. The classes for English teachers which were attached to several vernacular normal schools in Bengal in the year 1896 have not proved a success, and since the close of the quinquennium they have made way for a better system. As regards lower grade institutions for vernacular masters, the principal additions were a new Government school at Moradabad in the United Provinces, and two Government and the same number of mission schools in Burma. Slight changes took place in the number of schools for mistresses in the several provinces, but the general position in 1901-02 was much the same as in 1896-97. The number of pupils in training schools for masters rose from 4,319 to 4,334, and in training schools for mistresses from 1,045 to 1,252. The great majority of the female pupils are Europeans, Eurasians, and Native Christians. Considerable improvements were made in many of the training colleges and schools; buildings and equipment, boarding accommodation, practising schools, and subjects and methods of instruction, all received careful attention. On the whole an appreciable advance was made in providing a better trained agency for both English and vernacular schools.
- Text-books.** 1,344. In February 1900 the Government of India issued orders remodelling the text-book committees which advise Local Governments on the choice of school books, and laying down the conditions which must be observed by State, aided, and unaided schools with regard to the use of such books.
- Law.** 1,345. The total number of law students fell from 3,020 in 1896-97 to 2,808 in 1901-02: in Bengal there was a large rise of 399, and in all other provinces (except the Central Provinces) there was a decrease. In Bengal the popularity of the legal profession continues unabated, but in other provinces, although in several cases special causes contributed to the fall in the numbers, it would appear to be somewhat on the wane. We have seen that the character of the instruction, whether given in central law colleges or in classes attached to arts colleges, is not altogether satisfactory. During the quinquennium the law colleges at Madras, Bombay, and Lahore, were remodelled, and in the United Provinces a step was taken towards centralization by the abolition of the law class attached to the Government Queen's College at Benares, the law staff of the Muir Central College being at the same time strengthened.
- Medicine.** 1,346. The number of pupils in the Government medical colleges and schools shows a considerable rise from 2,752 to 3,372. Only one new Government institution was opened during the quinquennium—the Berry-White Medical School at Dibrugarh in Assam, endowed by a bequest of Rs. 45,000. In the Punjab college the intermediate was substituted for the entrance examination as the preliminary qualification in general education; other minor changes were made in the courses, but on the whole they remained in 1901-02 much as they stood in 1896-97. At the end of the quinquennium the question of boarding accommodation for students was engaging attention. The number of female medical students in all classes of institutions rose from 117 to 242. Female medical education was encouraged by a liberal system of scholarships, some given by the State and others derived from the Countess of Dufferin Fund and other sources. A "Victoria Memorial Scholarship Fund" was started for the training of midwives.
- Engineering.** 1,347. There are no very noteworthy incidents to record in connection with the study of engineering. Improvements in the equipment and curriculum of the engineering colleges and schools are effected from time to time, but, on the whole, these institutions progressed on previously established lines. No new school of importance was opened. At the end of the quinquennium arrangements were made to provide a wider field of practical training, and additional avenues of employment, for the students of the Sibpur college. Increased facilities were afforded for the study of electrical engineering. The success of the

Victoria Jubilee Technical Institute at Bombay indicates a growing demand for instruction in mechanical engineering in its relationship to manufacturing processes. The number of pupils increased considerably in the Burki, Madras, and Bombay colleges, but there was a falling off in the attendance at the Sibpur college. Bengal also shows a decline in the number of pupils under instruction in engineering and survey schools.

1,348. Agricultural education formed the subject of an important Resolution issued by the Government of India in March 1897 in connection with a general discussion on agricultural subjects. Five colleges and schools of agriculture were in existence in British India at the end of 1901-02, one of which—the agricultural department of the Sibpur college—was opened during the quinquennium. But the neighbourhood of Sibpur is not well adapted to the purposes of an agricultural college, and other arrangements are now being made. The character of the instruction given in some of the institutions was much improved during the quinquennium; it has been made more simple, practical, and useful. A class for the sons of land-owners, and others who intend to make farming their profession, was opened in the Nagpur school in 1901-02, and, both here and elsewhere, genuine agricultural students, who do not intend to enter the public service, are beginning to make use of the agricultural institutions. Agriculture.

1,349. The veterinary colleges and schools worked successfully during the quinquennium. Since most of the pupils are trained for Government service, the institutions are sure of support, whilst the training which they give is of a practical character well adapted to the needs which they meet. The length of the course in the Lahore College was raised from two years to three years, and now corresponds with that of the courses in the Bombay and Bengal Colleges. Veterinary science.

1,350. The remarks made above apply also to the Dehra Dun Forest School, a well equipped institution which affords an excellent theoretical and practical training to candidates for the subordinate grades of the Forest Department. The forestry branch of the Poona College of Science was less successful in its working, and it has been decided that candidates for the upper subordinate service of the Bombay Forest Department shall be trained at Dehra Dun. In 1899 a provincial school of forestry was opened at Tharrawaddy, in the Pegu Division of Burma. Forestry.

1,351. Commercial education is still in its infancy. The most advanced instruction is given in the Byramji Jijibhai Parsi Institution which had 58 pupils on the rolls on the 31st March 1902. Seventeen institutions in Madras give more elementary instruction in subjects such as type-writing, short-hand, commercial geography, banking, correspondence, and book-keeping; similar instruction is given in the Municipal Board school at Amritsar, and at a few other places in the Punjab and elsewhere. Commerce.

1,352. The Bombay and Lahore schools of art added largely to the number of their pupils, the Calcutta school remained about stationary, and the Madras school diminished considerably in strength. The causes of decline at Madras have been explained in Chapter VIII. In a Despatch, dated the 6th February 1896, the Secretary of State pointed out that the schools of art had to some extent lost sight of their important duty of fostering Indian art and art industries. During the quinquennium the course of training in several of the institutions has been modified and improved. Art.

1,353. Renewed endeavours were initiated during the quinquennium to impart a more satisfactory character to the industrial schools. The question formed the subject of correspondence between the Supreme and the Local Governments, and in 1901-02 a committee was appointed to visit the provinces and discuss the matter with local administrative and educational officers. The lines on which reform is now proceeding are summarized in paragraph 34 of the Resolution of the Government of India which is appended to this Review. Industry.

Female
education.

1,354. The following table shows the increase in the number of girls under public instruction during the last three quinquennial periods:—

| | | |
|--------------------|-----------|--------|
| 1887-88 to 1891-92 | | 65,820 |
| 1892-93 to 1896-97 | | 52,618 |
| 1897-98 to 1901-02 | | 33,162 |

There has thus been a marked decline in the rate of progress, a serious misfortune seeing that at the last Census only 5 Hindus and 3 Muhammadans were returned as literate out of 1,000 of the female population of each class. The special calamities of the times have no doubt had some influence on the figures for the period under review. The general statistics afford no indication of the progress of secondary education among the bulk of the female population, since most of the pupils in the secondary stage belong to special classes. A detailed examination reveals that in 1901-02 the number of girls in the secondary stage of instruction among 100,000 of school-going age was only about 27 in the case of Hindus, and about 5 in the case of Muhammadans.

Education of
Europeans.

1,355. The number of colleges and schools for Europeans increased from 351 in 1896-97 to 389 in 1901-02. During the quinquennium one of the principal high schools for boys, the Mussoorie school, had to be closed on account of financial difficulties, and similar difficulties have been experienced by two other of the most important hill schools, and in other cases. One reason of this is the multiplication of schools by private agency beyond the educational needs of the community. The total number of Europeans under instruction increased by 1,946 during the period under review against 3,381 during the previous quinquennium. The smaller figure does not necessarily imply less satisfactory progress, and, in so far as the statistics are a guide in this respect, it would not seem that any large number of boys remain without school instruction. The Bengal Code for European schools, which is in force over northern India, was revised in 1895, and the revised regulations applied throughout the quinquennium; a committee was appointed in March 1902 to undertake a further revision. A noteworthy change, which has occurred under the Code of 1895, is the ousting of the matriculation examination as the favourite leaving examination for high schools, by the school final examination held under the provisions of the Code. Another point deserving notice is the increased attention paid to industrial training in schools for the poor. Schools of all classes continued to be hampered by the want of trained and well educated teachers.

Muhammadan
education.

1,356. Muhammadan education made bad progress during the period under review; the total number of pupils under public instruction increased by only 1,400 against 86,000 during the previous quinquennium, and this small increase failed to keep pace with the growth of Muhammadan population. The decline in the rate of progress occurred in primary schools: the percentage of Muhammadan to total pupils increased slightly in secondary schools and more considerably in arts colleges. One hundred and seven Muhammadans took the B. A. degree in 1901-02 against 63 in 1896-97. It is satisfactory to find that the leaders of Muhammadan society are taking a more active interest in the education of their co-religionists; this interest is evinced by the widening scope and increasing energy of the Muhammadan Educational Conference, and by provincial activity of a similar character.

Education of
aboriginal
tribes.

1,357. We have as yet succeeded merely in touching the fringe of the problem of aboriginal education, and in the Census of 1901 only 96 males per 10,000 and 6 females per 10,000 of the animistic population were returned as literate. The evil effects of famine were experienced with special intensity by the wild tribes, and this cause accounts for the considerable loss of pupils in Bombay; it is more difficult to assign a reason for the much heavier loss (from 38,000 to 30,000) which occurred in Bengal. Assam, on the other hand, shows a large rise from 9,000 to 16,000. Liberally aided mission schools continued to play a very important part in the education of the aboriginal races, but numerous institutions were also maintained by the Government and by Local Boards.

Education of
low castes.

1,358. Low-caste children are educated both in ordinary schools, and in special schools maintained on their behalf; there is no record of any particular

difficulty having been experienced during the quinquennium with regard to the admission of low-caste pupils to general State schools. Special encouragement continued to be afforded in the shape of remission of fees, and the grant of special scholarships. Progress would appear to have been good in Madras, and not worse in Bombay, the Central Provinces, and Berar, than was to be expected in a period marked by famine.

1,359. On the 31st December 1902 there were 1,197 boys in the seven Government reformatory schools. A great improvement is being effected in the conduct of these institutions as a result of their transfer, under orders of the Government of India, dated the 2nd September 1899, from the control of the Jail to that of the Education Department. This change was effected in Madras in the year 1888, but in other provinces, where the control remained with the Jail Department, the schools have been conducted too much on jail principles, and with insufficient attention to their educational and reformatory aspect. Since the transfer steps have been taken to modify the prison-like character of the life and discipline, to improve and render more interesting the general education, and to impart more useful industrial training. The system of licensing boys to employers, which is authorized by the Reformatory Schools Act, has also been introduced with good effect. A reformatory school for the Punjab was under course of construction at the end of the quinquennium.

1,360. Over 635,000 pupils were returned as receiving instruction in private institutions in 1901-02. It is explained in Chapter XV that the statistics are unreliable, and that only rough deductions should be drawn from them. The number of pupils in Arabic and Sanskrit schools shows a continued tendency to diminish, whilst the recorded number of pupils in Koran schools rises considerably, and in vernacular schools at a much faster pace. A noteworthy incident is the increasing readiness of Sanskrit schools in Bengal to send up their pupils to the public examinations held by, or under the auspices of, the Government.

1,361. Considerable progress was made in some provinces in extending the hostel system: the total number of hostels (omitting those in Burma) increased from about 1,000 to about 1,300, and the number of boarders from under 36,000 to over 51,000. In 1901-02 the proportion of boarders to pupils was one in 7 in arts colleges, and one in 20 in secondary schools. Boarding houses are most popular in the Punjab, where almost every important educational institution of collegiate or secondary grade has its hostel accommodation, next in order to the Punjab come the United Provinces. In several provinces much needed regulations were framed for the exercise of supervision over the residence of students who do not live in hostels. The Madras University passed a rule requiring students of affiliated colleges to live either with their relations or guardians, or in a hostel or lodging-house licensed by the college, or in rooms approved by them. In 1900 the Government of Bengal issued instructions for regulating the conduct of students' "messes" which are numerous in large centres of education such as Calcutta, Dacca, and Patna. Under orders of the Chief Commissioner of the Central Provinces, passed in 1901, no student may be admitted to a college, or a high or English middle school, unless he lives either with his parents or guardians, or in a hostel recognized by the Director, or in lodgings licensed by him.

1,362. Great attention was paid throughout the quinquennium to physical training, and a large proportion of schools for boys have adequate arrangements of which proper use is made. The position is less satisfactory in schools for girls.

1,363. The total expenditure in 1901-02 amounted to 401 lakhs; it increased by R48,76,000 during the period under review, and by R47,25,000 during the previous quinquennium. As regards sources of expenditure the most noteworthy incidents are the decline in the growth of expenditure from Local Board and Municipal funds, and the increase in the growth of expenditure from fees and from miscellaneous private sources. As regards objects of expenditure the most striking, as well as the least satisfactory, feature, is the comparatively small increase of expenditure on primary schools.

Conclusion.

1,364. The period which we have now reviewed was memorable rather for the awakening to the need for educational reform which it aroused, than for the progress which it witnessed. A combination of causes, some accidental and others fundamental, arrested the growth of vernacular education, and, although numerically English education made a considerable advance, yet the character of that education remained such that the increasing number of students failed to derive from it all the benefit which they might and should. The reports and correspondence of the quinquennium show a growing appreciation of the defects which have crept into the system and which mar its usefulness, and the inauguration of a vigorous policy of expansion and reform brought the period to an appropriate and a hopeful close.

APPENDIX.

INDIAN EDUCATIONAL POLICY.

Resolution of the Government of India in the Home Department.

Nos. 199—211, dated Calcutta, the 11th March, 1904.

READ—

The letters of the Government of India to Local Governments and Administrations, Nos. 466—475, dated the 6th November 1901; Nos. 501—508, dated the 20th November 1901; and Nos. 526—542, dated the 27th November 1901; and the replies thereto.

Education in India, in the modern sense of the word, may be said to date from the year 1854, when the Court of Directors, in a memorable despatch, History up to 1854. definitely accepted the systematic promotion of general education as one of the duties of the State, and emphatically declared that the type of education which they desired to see extended in India was that which had for its object the diffusion of the arts, science, philosophy, and literature of Europe; in short, of European knowledge.

2. The acceptance of this duty was an important departure in policy. The advent of British rule found in India systems of education of great antiquity existing among both Hindus and Muhammadans, in each case closely bound up with their religious institutions. To give and to receive instruction was enjoined by the sacred books of the Brahmans, and one of the commentaries on the Rig Veda lays down in minute detail the routine to be followed in committing a text-book to memory. Schools of learning were formed in centres containing considerable high caste populations, where Pandits gave instruction in Sanskrit grammar, logic, philosophy, and law. For the lower classes, village schools were scattered over the country in which a rudimentary education was given to the children of traders, petty landholders, and well-to-do cultivators. The higher education of Muhammadans was in the hands of men of learning, who devoted themselves to the instruction of youth. Schools were attached to mosques and shrines and supported by State grants in cash or land, or by private liberality. The course of study in a Muhammadan place of learning included grammar, rhetoric, logic, literature, jurisprudence, and science. Both systems, the Muhammadan no less than the Hindu, assigned a disproportionate importance to the training of the memory, and sought to develop the critical faculties of the mind, mainly by exercising their pupils in metaphysical refinements and in fine-spun commentaries on the meaning of the texts which they had learnt by heart.

3. The first instinct of British rulers was to leave the traditional modes of instruction undisturbed and to continue the support which they had been accustomed to receive from Indian rulers. The Calcutta Madrasa for Muhammadans was founded by Warren Hastings in 1782, and the Benares College for Hindus was established in 1791. Provision was made for giving regular assistance to education from public funds by a clause in the Charter Act of 1813, which empowered the Governor General in Council to direct that one lakh of rupees in each year should be "set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India."

4. This grant was at first applied to the encouragement of oriental methods of instruction by paying stipends to students. But the presence of the British in India brought about profound changes in the social and administrative conditions of the country; and these in their turn reacted on the educational policy of Government. The impulse towards reform came from two sources, the need for public servants with a knowledge of the English language, and the influence

in favour both of English and of Vernacular education which was exercised by the missionaries in the early years of the nineteenth century. The well-known Minute written by Lord Macaulay (at that time Legal Member of Council and Chairman of the Committee of Public Instruction) in 1835 marks the point at which official recognition was given to the necessity of public support for western education. Then followed a period of attempts, differing in different provinces, to extend English education by the establishment of Government schools and colleges, and by strengthening the indigenous schools; while missionary effort continued to play an important part in promoting educational progress.

5. In their Despatch of 1854, the Court of Directors announced their decision that the Government should actively assist in the more extended and systematic promotion of general education in India. They regarded it as a sacred duty to confer upon the natives of India those vast moral and material blessings which flow from the general diffusion of useful knowledge. They hoped by means of education to extend the influence which the Government was exerting for the suppression of demoralizing practices, by enlisting in its favour the general sympathy of the native mind. They also sought to create a supply of public servants to whose probity offices of trust might with increased confidence be committed, and to promote the material interests of the country by stimulating its inhabitants to develop its vast resources. The measures which were prescribed for carrying out this policy were:—(1) the constitution of a department of public instruction; (2) the foundation of universities at the Presidency towns; (3) the establishment of training schools for teachers; (4) the maintenance of the existing Government colleges and schools of a high order, and the increase of their number when necessary; (5) increased attention to all forms of vernacular schools; and finally (6) the introduction of a system of grants-in-aid which should foster a spirit of reliance upon local exertions, and should in course of time render it possible to close or transfer to the management of local bodies many of the existing institutions.

Despatch of 1854.

6. The policy laid down in 1854 was re-affirmed in 1859 when the administration had been transferred to the Crown. The Universities of Calcutta, Madras, and Bombay were incorporated in 1857 and those of the Punjab and Allahabad in 1882 and 1887, respectively. The growth of schools and colleges proceeded most rapidly between 1871 and 1882, and was further augmented by the development of the municipal system, and by the Acts which were passed from 1865 onwards providing for the imposition of local cesses which might be applied to the establishment of schools. By the year 1882 there were more than two million and a quarter of pupils under instruction in public institutions. The Commission of 1882-83 furnished a most copious and valuable report upon the state of education as then existing, made a careful inquiry into the measures which had been taken in pursuance of the Despatch of 1854, and submitted further detailed proposals for carrying out the principles of that despatch. They advised increased reliance upon, and systematic encouragement of, private effort and their recommendations were approved by the Government of India. Shortly afterwards a considerable devolution of the management of Government schools upon municipalities and district boards was effected, in accordance with the principles of local self-government then brought into operation.

History since 1854.

7. As a result of these continuous efforts we find in existence to-day a system of public instruction, the influence of which extends in varying degrees to every part of India, and is upon the whole powerful for good. The system includes five Universities, those of Calcutta, Bombay, Madras, the Punjab, and Allahabad, which prescribe courses of study and examine the students of affiliated colleges. These colleges are widely scattered throughout the country and number in all 191 (exclusive of some colleges outside British India, which are not incorporated in the Provincial statistics), with 23,009 students on the rolls. In them provision is made for studies in Arts and Oriental learning, and for professional courses of Law, Medicine, Engineering, Teaching, and Agriculture. Below the colleges are secondary schools, to the number of 5,493, with an attendance of 558,378 scholars, and primary schools numbering 98,538, with 3,268,726

Extent of the present system.

pupils. Including special schools, technical and industrial schools of art, and normal schools for teachers, the total number of colleges and schools for public instruction amounts to 105,306, with 3,887,493 pupils; and if to these are added the "private institutions" which do not conform with departmental standards, the total number of scholars known by the Education Department to be under instruction reaches about $4\frac{1}{2}$ millions. The gross annual cost of maintaining these institutions exceeds 400 lakhs, of which 127 lakhs are derived from fees, and 83 lakhs from endowments, subscriptions, and other private sources; while the expenditure from public funds aggregates 191 lakhs, of which 104 lakhs are derived from Provincial and Imperial revenues, 74 lakhs from local and Municipal sources, and 13 lakhs from the revenues of Native States. It is a striking feature of the system, and one which must constantly be borne in mind when dwelling upon its imperfections, that its total cost to the public funds, provincial and local together, falls short of £1,300,000 annually. The wider extension of education in India is chiefly a matter of increased expenditure; and any material improvement of its quality is largely dependent upon the same condition.

8. It is almost universally admitted that substantial benefits have been

Its merits and defects.

conferred upon the people themselves by the advance which has been made in

Indian education within the last fifty years; that knowledge has been spread abroad to an extent formerly undreamed of; that new avenues of employment have been opened in many directions; and that there has been a marked improvement in the character of the public servants now chosen from the ranks of educated natives, as compared with those of the days before schools and universities had commenced to exercise their elevating influence. But it is also impossible to ignore the fact that criticisms from many quarters are directed at some of the features and results of the system as it exists at present, and that these criticisms proceed especially from friends and well-wishers of the cause of education. Its shortcomings in point of quantity need no demonstration. Four villages out of five are without a school; three boys out of four grow up without education, and only one girl in forty attends any kind of school. In point of quality the main charges brought against the system are to the general effect (1) that the higher education is pursued with too exclusive a view to entering Government service, that its scope is thus unduly narrowed, and that those who fail to obtain employment under Government are ill fitted for other pursuits; (2) that excessive prominence is given to examinations; (3) that the courses of study are too purely literary in character; (4) that the schools and colleges train the intelligence of the students too little, and their memory too much, so that mechanical repetition takes the place of sound learning; (5) that in the pursuit of English education the cultivation of the vernaculars is neglected, with the result that the hope expressed in the Despatch of 1854 that they would become the vehicle for diffusing western knowledge among the masses is as far as ever from realization.

The Governor General in Council having closely considered the subject, and having come to the conclusion that the existing methods of instruction stand in need of substantial reform, has consulted the Local Governments and Administrations upon the measures necessary to this end, and believes that he has their hearty concurrence in the general lines of the policy which he desires to prescribe. He therefore invites all who are interested in raising the general level of education in India, and in spreading its benefits more widely, to cooperate in giving effect to the principles laid down in this Resolution. With this object in view, an attempt is made in the following paragraphs to review the whole subject in its various aspects, to point out the defects that require correction in each of its branches, and to indicate the remedies which in the opinion of the Government of India ought now to be applied.

9. A variety of causes, some historical and some social, have combined to bring about the result that in India, far more than in England, the majority of

Education and Government service.

students who frequent the higher schools and the universities are there for the

purpose of qualifying themselves to earn an independent livelihood; that Government service is regarded by the educated classes as the most assured, the most dignified, and the most attractive of all careers; and that the desire on the part

of most students to realize these manifold advantages as soon and as cheaply as possible tends to prevent both schools and colleges from filling their proper position as places of liberal education. On these grounds it has often been urged that the higher interests of education in India are injuriously affected by the prevailing system of basing selection for Government service on the school and university attainments of those who come forward as candidates for employment. Some indeed have gone so far as to suggest that educational standards would be indefinitely raised if it were possible to break off these material relations with the State, and to institute separate examinations for the public service under the control of a special board organized on the model of the English Civil Service Commission.

10. The Government of India cannot accept this opinion. It appears to them that such examinations, if established admittedly as a substitute for, and not merely as supplementary to, the University course, would necessarily be held in subjects differing from those prescribed by the University; and that two distinct courses of study would thus exist side by side, only one of them leading to Government service. If students attempted to compete in both lines, the strain of excessive examination, already the subject of complaint, would be greatly intensified; while, on the other hand, if the bulk of them were attracted by the prospect of obtaining Government appointments, the result would be the sacrifice of such intellectual improvement as is achieved under the existing system. Success in the Government examination would become the sole standard of culture, the influence of the Universities would decline, the value of their degrees would be depreciated, and the main stream of educational effort would be diverted into a narrow and sordid channel. Such a degradation of the educational ideals of the country could hardly fail to react upon the character of the public service itself. The improved tone of the native officials of the present day dates from, and is reasonably attributed to, the more extended employment of men who have received a liberal education in the Universities, and have imbibed through the influence of their teachers some of the traditions of English public life. Nor is there any reason to believe that by introducing its own examinations the Government would raise the standard of fitness, or secure better men for the public service than it obtains under the present system. There is a general consensus of opinion among all the authorities consulted that no examining board would do better than the Universities. If a separate examination did no more than confirm the finding of the Universities, it would be obviously superfluous; if it conflicted with that finding, it would be mischievous.

11. The Government is in the last resort the sole judge as to the best method of securing the type of officers which it requires for its service. It alone possesses the requisite knowledge and experience: and by these tests must its decision be guided. The principle of competition for Government appointments was unknown in India until a few years ago; it does not spring from the traditions of the people, and it is without the safeguards by which its operation is controlled in England. It sets aside, moreover, considerations which cannot be disregarded by a Government whose duty it is to reconcile the conflicting claims of diverse races, rival religions, and varying degrees of intellectual and administrative aptitude and adaptability. For the higher grades of Government service there is no need to have recourse to the system since it is possible in most cases for the Government to accept the various University degrees and distinctions as indicating that their holders possess the amount of knowledge requisite to enable them to fill particular appointments; while in the case of the more technical departments, a scrutiny of the subjects taken up by the candidate, and of the degree of success attained in each, will sufficiently indicate how far he possesses the particular knowledge and bent of mind that his duties will demand. The Government of India are of opinion, therefore, that special competitions should, as a general rule, be dispensed with; and that the requisite acquaintance with the laws, rules, and regulations of departments may best be attained during probationary service, and tested after a period of such service. In short, the Government of India hold that the multiplication of competitive tests for Government service neither results in advantage to Government nor is consistent with the highest interests of a liberal education. In fixing the educational standards which qualify for appointments, the natural divisions of primary, secondary, and Uni-

versity education should be followed ; school and college certificates of proficiency should, so far as possible, be accepted as full evidence of educational qualifications, regard being paid, within the limits of each standard, to their comparative value ; and due weight should be attached to the recorded opinions of collegiate and school authorities regarding the proficiency and conduct of candidates during their period of tuition.

12. Examinations, as now understood, are believed to have been unknown as an instrument of general education in ancient India, nor do they figure prominently in the Despatch of 1854. In recent years they have grown to extravagant dimensions, and their influence has been allowed to dominate the whole system of education in India, with the result that instruction is confined within the rigid framework of prescribed courses, that all forms of training which do not admit of being tested by written examinations are liable to be neglected, and that both teachers and pupils are tempted to concentrate their energies not so much upon genuine study as upon the questions likely to be set by the examiners. These demoralizing tendencies have been encouraged by the practice of assessing grants to aided schools upon the results shown by examination. This system, adopted in the first instance on the strength of English precedents, has now been finally condemned in England, while experience in India has proved that, to whatever grade of schools it is applied, it is disastrous in its influence on education and uncertain in its financial effects. It will now be replaced by more equitable tests of efficiency, depending on the number of scholars in attendance, the buildings provided for their accommodation, the circumstances of the locality, the qualifications of the teachers, the nature of the instruction given, and the outlay from other sources, such as fees and private endowments or subscriptions. The Educational Codes of the various Provinces are being revised so as to embody these important reforms, and to relieve the schools and scholars from the heavy burden of recurring mechanical tests. In future there will be only two examinations preceding the University course. The first of these, the primary examination, will mark the completion of the lowest stage of instruction, and will test the degree of proficiency attained in the highest classes of primary schools. But it will no longer be a public examination held at centres to which a number of schools are summoned ; it will be conducted by the inspecting officer in the school itself. The second examination will take place at the close of the secondary, usually an Anglo-Vernacular course, and will record the educational attainments of all boys who have completed this course. In both stages of instruction special provision will be made for the award of scholarships.

In giving effect to this change of system, it will be necessary to guard against the danger that the subordinate inspecting agency may misuse the increased discretion entrusted to them. The principles upon which the grant to an aided school is to be assessed must therefore be laid down by each Local Government in terms sufficiently clear to guide the inspecting officer in his recommendations ; precautions must be taken against the abuse of authority, or the perfunctory performance of the duties of inspection ; and in those provinces where the application of standards of efficiency other than those afforded by written examinations is a novelty, it will be incumbent upon the Education Department, by conferences of inspecting officers and by other means, to secure a reasonable degree of uniformity in the standards imposed. The Governor General in Council does not doubt that the discipline and ability of the educational services will prove equal to maintaining, under the altered conditions, a system of independent and efficient inspection.

13. From the earliest days of British rule in India private enterprise has played a great part in the promotion of both English and Vernacular education, and every agency that could be induced to help in the work of imparting sound instruction has always been welcomed by the State. The system of grants-in-aid was intended to elicit support from local resources, and to foster a spirit of initiative and combination for local ends. It is supplemented by the direct action of Government, which, speaking generally, sets the standard, and undertakes work to which private effort is not equal, or for which it is not forthcoming. Thus the educational machinery now at work in India comprises, not

only institutions managed by Government, by district and municipal boards, and by Native States, but also institutions under private management, whether aided by Government or by local authorities, or unaided. All of these which comply with certain conditions are classed as public institutions. They number, as already stated, 105,306 in all; and over 82,500 are under private management.

The progressive devolution of primary, secondary, and collegiate education upon private enterprise, and the continuous withdrawal of Government from competition therewith was recommended by the Education Commission in 1883, and the advice has been generally acted upon. But while accepting this policy, the Government of India at the same time recognize the extreme importance of the principle that in each branch of education Government should maintain a limited number of institutions, both as models for private enterprise to follow and in order to uphold a high standard of education. In withdrawing from direct management, it is further essential that Government should retain a general control, by means of efficient inspection, over all public educational institutions.

14. Primary education is the instruction of the masses, through the vernacular, in such subjects as will best stimulate their intelligence and fit them for their position in life. It was found in 1854 that the consideration of measures to this end had been too much neglected and a considerable increase of expenditure on primary education was then contemplated. The Education Commission recommended in 1883 that "the elementary education of the masses, its provision, extension, and improvement should be that part of the educational system to which the strenuous efforts of the State should be directed in a still larger measure than before." The Government of India fully accept the proposition that the active extension of primary education is one of the most important duties of the State. They undertake this responsibility, not merely on general grounds, but because, as Lord Lawrence observed in 1868, "among all the sources of difficulty in our administration, and of possible danger to the stability of our Government, there are few so serious as the ignorance of the people." To the people themselves, moreover, the lack of education is now a more serious disadvantage than it was in more primitive days. By the extension of railways the economic side of agriculture in India has been greatly developed, and the cultivator has been brought into contact with the commercial world, and has been involved in transactions in which an illiterate man is at a great disadvantage. The material benefits attaching to education have at the same time increased with the development of schemes for introducing improved agricultural methods, for opening agricultural banks, for strengthening the legal position of the cultivator, and for generally improving the conditions of rural life. Such schemes depend largely for their success upon the influence of education permeating the masses and rendering them accessible to ideas other than those sanctioned by tradition.

15. How, then, do matters stand in respect of the extension among the masses of primary education? The population of British India is over two hundred and forty millions. It is commonly reckoned that fifteen per cent. of the population are of school-going age. According to this standard there are more than eighteen millions of boys who ought now to be at school, but of these only a little more than one-sixth are actually receiving primary education. If the statistics are arranged by Provinces, it appears that out of a hundred boys of an age to go to school, the number attending primary schools of some kind ranges from between eight and nine in the Punjab and the United Provinces, to twenty-two and twenty-three in Bombay and Bengal. In the census of 1901 it was found that only one in ten of the male population, and only seven in a thousand of the female population were literate. These figures exhibit the vast dimensions of the problem, and show how much remains to be done before the proportion of the population receiving elementary instruction can approach the standard recognized as indispensable in more advanced countries.

16. While the need for education grows with the growth of population, the progress towards supplying it is not now so rapid as it was in former years.

In 1870-71 there were 16,473 schools with 607,320 scholars; in 1881-82 there were 82,916 with 2,061,541 scholars. But by 1891-92 these had only increased to 97,109 schools with 2,837,607 scholars, and the figures of 1901-02 (98,533 schools with 3,268,726 scholars) suggest

Its progress. that the initial force of expansion is somewhat on the decline; indeed the last year of the century showed a slight decrease as compared with the previous year. For purposes of exact comparison some allowances have to be made for differences in the basis of the statistics, but their broad effect is not altered by these modifications. Nor has the rate of growth of primary schools kept pace with that of secondary schools, in which the number of scholars has considerably more than doubled during the last twenty years. It may be said indeed that the expansion of primary schools has received a check in recent years from the calamities of famine and plague; and it is further impeded by the indifference of the more advanced and ambitious classes to the spread of primary education. These however are minor obstacles, which would soon be swept away if the main difficulty of finding the requisite funds for extending primary education could be overcome.

17. The expenditure upon primary education does not admit of exact statement, since the cost of the instruction given in the lower classes of secondary schools is not separately shown, nor is the expenditure on the administration and inspection of primary schools capable of separate calculation. But the direct outlay from public funds upon primary schools stands as follows:—

| | 1886-87. | 1891-92. | 1901-02. |
|--|-----------|-----------|-----------|
| | ₹ | ₹ | ₹ |
| From Provincial funds | 16,00,239 | 18,43,343 | 16,92,514 |
| From Local and Municipal funds | 26,07,624 | 35,86,208 | 46,10,337 |
| TOTAL | 42,07,863 | 49,29,551 | 63,02,901 |

18. On a general view of the question the Government of India cannot avoid the conclusion that primary education has hitherto received insufficient attention and an inadequate share of the public funds. They consider that it possesses a strong claim upon the sympathy both of the Supreme Government and of the Local Governments, and should be made a leading charge upon provincial revenues; and that in those provinces where it is in a backward condition, its encouragement should be a primary obligation. The Government of India believe that Local Governments are cordially in agreement with them in desiring this extension, and will carry it out to the limits allowed by the financial conditions of each province.

19. In so far as District or Municipal Boards are required to devote their funds to education, primary education should have a predominant claim upon their expenditure. The administration of primary schools by local bodies is already everywhere subject to the general supervision of the Education Department as regards tuitional matters; but the degree of control differs in different provinces, and where it is most complete, primary education is most advanced. It is impossible to extend that control to financial matters, as there are other objects besides education which have legitimate claims upon local funds. But it is essential, in order to ensure that the claims of primary education receive due attention, that the educational authorities should be heard when resources are being allotted, and that they should have the opportunity of carrying their representations to higher authority in the event of their being disregarded. In future, therefore, so much of the budget estimates of District or Municipal Boards as relates to educational charges will be submitted through the Inspector to the Director of Public Instruction before sanction.

20. The course of instruction in primary schools naturally consists mainly of reading and writing (in the vernacular) and arithmetic. Progress has been

Courses in primary schools.

made in several parts of India during recent years in the introduction of Kindergarten methods and object lessons. Where these methods have been applied with discretion by competent teachers, who have discarded elaborate forms and foreign appliances, and have used for the purpose of instruction objects familiar to the children in their every-day life, they have been productive of much benefit by imparting greater life and reality to the teaching, and by training the children's faculties and powers of observation. The experience which has been gained of Kindergarten teaching in Madras and Bombay has enabled those provinces to effect steady advances in the system; a complete scheme has been drawn up for Bengal, for the introduction of which teachers are being trained; and a manual of the subject is being prepared in the Punjab, where well designed courses of object lessons are already given. The Government of India look with favour upon the extension of such teaching, where competent teachers are available, as calculated to correct some of the inherent defects of the Indian intellect, to discourage exclusive reliance on the memory, and to develop a capacity for reasoning from observed facts. Physical exercises also find a place in the primary schools, and should as far as possible be made universal. A series of native exercises, systematised for the use of schools, has been adopted in the Central Provinces, and has been commended to the attention of the other Local Governments.

21. The instruction of the masses in such subjects as will best fit them for their position in life involves some differentiation in the courses for rural schools,

Rural primary schools.

especially in connection with the attempts which are being made to connect primary teaching with familiar objects. In Bombay a separate course of instruction, with standards of its own, is prescribed. In the Central Provinces a system of half-time schools has been successfully established, providing simple courses of instruction in the mornings for the children of agriculturists, who work in the fields during the rest of the day. This system seems worthy of imitation elsewhere; at present a similar experiment made in the Punjab has met with less success. The aim of the rural schools should be, not to impart definite agricultural teaching, but to give to the children a preliminary training which will make them intelligent cultivators, will train them to be observers, thinkers, and experimenters in however humble a manner, and will protect them in their business transactions with the landlords to whom they pay rent and the grain dealers to whom they dispose of their crops. The reading books prescribed should be written in simple language, not in unfamiliar literary style, and should deal with topics associated with rural life. The grammar taught should be elementary, and only native systems of arithmetic should be used. The village map should be thoroughly understood; and a most useful course of instruction may be given in the accountant's papers, enabling every boy before leaving school to master the intricacies of the village accounts and to understand the demands that may be made upon the cultivator. The Government of India regard it as a matter of the greatest importance to provide a simple, suitable, and useful type of school for the agriculturist, and to foster the demand for it among the population. This and other reforms in primary schools will involve some revision of the pay of primary teachers which varies greatly, and in some provinces is too small to attract or to retain a satisfactory class of men. Thus in Bengal the rates fall as low as R5 per month, while the average pay in the Bombay Presidency rises to R17 and R18. The matter has been under consideration, and improvements will be made where they are most needed.

22. The growth of secondary instruction is one of the most striking features in the history of education in India. The number of secondary schools has risen in the last twenty years from 3,916 to 5,493 and that of their pupils from 214,077

Secondary education.

to 558,378. In all provinces there is considerable eagerness among parents to afford their sons an English education, and the provision and maintenance of a high school are common objects of liberality among all sections of the community. Whether these schools are managed by public authority or by private persons, and whether they receive aid from public funds or not, the Govern-

ment is bound in the interest of the community to see that the education provided in them is sound. It must, for example, satisfy itself in each case that a secondary school is actually wanted; that its financial stability is assured; that its managing body, where there is one, is properly constituted; that it teaches the proper subjects up to a proper standard; that due provision has been made for the instruction, health, recreation, and discipline of the pupils; that the teachers are suitable as regards character, number, and qualifications; and that the fees to be paid will not involve such competition with any existing school as will be unfair and injurious to the interests of education. Such are the conditions upon which alone schools should be eligible to receive grants-in-aid or to send up pupils to compete for or receive pupils in enjoyment of Government scholarships; and schools complying with them will be ranked as "recognized" schools. But this is not sufficient. It is further essential that no institution which fails to conform to the elementary principles of sound education should be permitted to present pupils for the University examinations; and in future admission to the Universities should be restricted to *bonâ fide* private candidates and to candidates from recognized schools. In this way the schools which enjoy the valuable privilege of recognition will in return give guarantees of efficiency in its wider sense; and the public will be assisted in their choice of schools for their children by knowing that a school which is "recognized" is one which complies with certain definite conditions.

23. It is frequently urged that the courses of study in secondary schools are too literary in their character. The same complaint is otherwise expressed by saying that the high school courses are almost exclusively preparatory to the University Entrance Examination, and take insufficient account of the fact that most of the scholars do not proceed to the University, and require some different course of instruction. Attempts have therefore been made, in pursuance of the recommendations of the Education Commission, to introduce alternative courses, analogous to what is known in England as a "modern side," in order to meet the needs of those boys who are destined for industrial or commercial pursuits. These attempts have not hitherto met with success. The purely literary course, qualifying as it does both for the University and for Government employ, continues to attract the great majority of pupils, and more practical studies are at present but little in request. The Government of India, however, will not abandon their aim. In the present stage of social and industrial development it appears to them essential to promote diversified types of secondary education, corresponding with the varying needs of practical life. Their efforts in this direction will be seconded by that large body of influential opinion which has supported the recommendation of the Universities Commission that the Entrance Examination should no longer be accepted as a qualifying test for Government service.

24. But the question what subjects should be taught and by what means proficiency in them should be tested forms only a part of the larger problem of the true object of secondary education. Whatever courses a school may adopt it should aim at teaching them well and intelligently, and at producing pupils who have fully assimilated the knowledge which they have acquired, and are capable of more sustained effort than is involved in merely passing an examination. Some test of course there must be; and the Government of India are disposed to think that the best solution of the difficulty will probably be found in adapting to Indian conditions the system of leaving examinations, held at the conclusion of the secondary course, which has been tried with success in other countries. Such examinations would not dominate the courses of study, but would be adapted to them, and would form the natural culminating point of secondary education: a point not to be reached by sudden and spasmodic effort, but by the orderly development of all the faculties of the mind under good and trained teaching. They would be of a more searching character than the present Entrance test, and the certificate given at their close would be evidence that the holder had received a sound education in a recognized school, that he had borne a good character, and that he had really learnt what the school professed to have taught him. It would thus possess a definite value, and would deserve recognition not only by Government and the Universities, but also by the large body of private employers who are in want of well-trained assistants in their various lines of activity.

25. The remark has often been made that the extension in India of an education modelled upon European principles, and, so far as Government institutions are concerned, purely secular in its character, has stimulated tendencies unfavourable to discipline, and has encouraged the growth of a spirit of irreverence in the rising generation. If any schools or colleges produce this result, they fail to realise the object with which they are established—of promoting the moral no less than the intellectual and physical well-being of their students. It is the settled policy of Government to abstain from interfering with the religious instruction given in aided schools. Many of these, maintained by native managers or by missionary bodies in various parts of the Empire, supply religious and ethical instruction to complete the educational training of their scholars. In Government institutions the instruction is, and must continue to be, exclusively secular. In such cases the remedy for the evil tendencies noticed above is to be sought, not so much in any formal methods of teaching conduct by means of moral text-books or primers of personal ethics, as in the influence of carefully selected and trained teachers, the maintenance of a high standard of discipline, the institution of well-managed hostels, the proper selection of text-books, such as biographies, which teach by example, and above all in the association of teachers and pupils in the common interests of their daily life. Experience has further shown that discipline and conduct are sure to decline when the competition between schools is carried so far as to allow scholars to migrate from one school to another without inquiry being made as to their conduct at their previous school and their reasons for leaving it. Rules have accordingly been framed regulating the admission of scholars to Government and aided schools and their promotion on transfer from one school to another so as to secure that a record of their conduct shall be maintained and that irregularities and breaches of discipline shall not pass unnoticed. These rules will now be extended to all unaided schools which desire to enjoy the benefits of recognition.

Ethics of education.

26. Except in certain of the larger towns of Madras, where like Urdu in Northern India, it serves to some extent the purpose of a *lingua franca*, English has no place, and should have no place, in the scheme of primary education. It has never been part of the policy of Government to substitute the English language for the vernacular dialects of the country. It is true that the commercial value which a knowledge of English commands, and the fact that the final examinations of the high schools are conducted in English, cause the secondary schools to be subjected to a certain pressure to introduce prematurely both the teaching of English as a language and its use as the medium of instruction; while for the same reasons the study of the vernacular in these schools is liable to be thrust into the back-ground. This tendency however requires to be corrected in the interest of sound education. As a general rule a child should not be allowed to learn English as a language until he has made some progress in the primary stages of instruction and has received a thorough grounding in his mother tongue. It is equally important that when the teaching of English has begun, it should not be prematurely employed as the medium of instruction in other subjects. Much of the practice, too prevalent in Indian schools, of committing to memory ill-understood phrases and extracts from text-books or notes, may be traced to the scholars having received instruction through the medium of English before their knowledge of the language was sufficient to enable them to understand what they were taught. The line of division between the use of the vernacular and of English as a medium of instruction should, broadly speaking, be drawn at a minimum age of 13. No scholar in a secondary school should, even then, be allowed to abandon the study of his vernacular, which should be kept up until the end of the school course. If the educated classes neglect the cultivation of their own languages, these will assuredly sink to the level of mere colloquial dialects possessing no literature worthy of the name, and no progress will be possible in giving effect to the principle, affirmed in the Despatch of 1854, that European knowledge should gradually be brought, by means of the Indian vernaculars, within the reach of all classes of the people.

Languages in schools.

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27. In their efforts to promote female education the Government have always encountered peculiar difficulties arising from the social customs of the

Female education.

people; but they have acted on the view that through female education a "far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men," and have accordingly treated this branch of education liberally in respect of scholarships and fees. Nevertheless though some advance has been made, female education as a whole is still in a very backward condition. The number of female scholars in public schools in the year 1901-02 was 444,470, or less than a ninth of the number of male scholars. The percentage of girls in public schools to the total female population of school-going age has risen from 1.58 in the year 1886-87 to 2.49 in 1901-02. This rate of progress is slow. The Education Commission made recommendations for the extension of female education, and the Government of India hope that with the increase of the funds assigned in aid of education their proposals may be more fully carried out. The measures which are now being taken for further advance include the establishment in important centres of model primary girls' schools, an increase in the number of training schools, with more liberal assistance to those already in existence, and a strengthening of the staff of inspectresses. The direct action of Government will be exerted in cases where that of the municipalities and local boards does not suffice. Nearly one-half of the girls in public schools are in mixed boys'-girls' schools. Their attendance along with boys is often beneficial to them, especially in village schools, and nothing in the report of the Commission of 1882 need be taken as indicating that such attendance ought to be discouraged. Great assistance is rendered to the cause of female education generally by missionary effort, and in the higher grades especially by zenana teaching. The Government of India desire that such teaching shall be encouraged by grants-in-aid.

28. In founding the Universities of Calcutta, Bombay, and Madras, the

University education.

Government of India of that day took as their model the type of institution then believed to be best suited to the educational conditions of India, that is to say, the examining University of London. Since then the best educational thought of Europe has shown an increasing tendency to realize the inevitable shortcomings of a purely examining University, and the London University itself has taken steps to enlarge the scope of its operations by assuming tutorial functions. The model, in fact, has parted with its most characteristic features, and has set an example of expansion which cannot fail to react upon the corresponding institutions in India. Meanwhile the Indian experience of the last fifty years has proved that a system which provides merely for examining students in those subjects to which their aptitudes direct them, and does not at the same time compel them to study those subjects systematically under first-rate instruction, tends inevitably to accentuate certain characteristic defects of the Indian intellect:—the development of the memory out of all proportion to the other faculties of the mind, the incapacity to observe and appreciate facts, and the taste for metaphysical and technical distinctions. Holding it to be the duty of a Government which has made itself responsible for education in India to do everything in its power to correct these shortcomings, the Governor General in Council two years ago appointed a Commission, with the Hon'ble Mr. T. Raleigh as President, to report upon the constitution and working of the Universities, and to recommend measures for elevating the standard of University teaching and promoting the advancement of learning. After full consideration of the report of this Commission, and of the criticisms which it called forth, the Government of India have come to the conclusion that certain reforms in the constitution and management of the Universities are necessary. They propose that the Senates, which from various causes have grown to an unwieldy size, should be reconstituted on a working basis, and that the position and powers of the syndicates should be defined and regulated. Opportunity will be taken to give statutory recognition to the privilege of electing members of the Senate which, since 1891, has been conceded by way of experiment to the graduates of the three older Universities. A limit will be placed upon the number of *ex-officio* fellows; and a reduction will be made in the maximum

numbers of the Senates so as to restrict nominations to those bodies to the persons well qualified to discharge their responsible duties. Powers will be conferred upon all the Universities to make suitable provision for University teaching. The teaching given in colleges will, instead of being tested mainly or wholly by external examinations, be liable to systematic inspection under the authority of the Syndicate; and the duty of the University not only to demand a high educational standard from any new college that desires to be recommended to Government for affiliation, but also gradually to enforce a similar standard in colleges already affiliated, will be carefully defined. A college applying for affiliation will be required to satisfy the University and the Government that it is under the management of a regularly constituted governing body; that its teaching staff is adequate for the courses of instruction undertaken; that the buildings and equipment are suitable, and that due provision is made for the residence and supervision of the students; that, so far as circumstances permit, due provision is made for the residence of some of the teaching staff; that the financial resources of the college are sufficient; that its affiliation, having regard to the provision for students made by neighbouring colleges, will not be injurious to the interests of education or discipline; and that the fees to be paid by the students will not involve competition injurious to the interests of education with any existing college in the same neighbourhood. Colleges already affiliated will be inspected regularly and will be required to show that they continue to comply with the conditions on which the privilege of affiliation is granted. The necessary improvements in the Universities and their affiliated colleges cannot be carried out without financial aid. This the Government of India are prepared to give; and they trust that it will be possible to afford liberal recognition and assistance to genuine effort on the part of the colleges to adapt themselves to the new conditions. They also hope that this increase of expenditure from the public funds may be accompanied by an increase in the aid given to colleges and Universities by private liberality, so that the policy of progressive development which was adopted in 1854 may be consistently followed, and that the influence of the improved Universities may be felt throughout the educational system of the country.

29. The problem of the education of European and Eurasian children in India has been anxiously considered by the Government of India on many occasions. As long ago as 1860 Lord Canning wrote that if measures for educating this class were not promptly and vigorously taken in hand, it would grow into a profitless and unmanageable community, a source of danger rather than of strength to the State. Since then repeated efforts have been made both by the Government and by private agency to place the question on a satisfactory basis by establishing schools of various grades, both in the plains and in the hills, by giving liberal grants-in-aid, and by framing a code of regulations applicable to all forms of instruction that the circumstances require. As a result of this action there are now more than 400 schools and colleges for Europeans in India, with nearly 30,000 scholars, costing annually 42½ lakhs, of which 8½ lakhs are contributed by public funds. Notwithstanding the expenditure incurred, recent enquiries have shown that a large proportion of these schools are both financially and educationally in an unsatisfactory condition. Munificent endowments still support flourishing schools in certain places; but in some cases these endowments have been reduced by mismanagement; and too many of the schools are unable to support themselves in efficiency upon the fees of the scholars and the grants made by Government on the scale hitherto in force. Their most conspicuous want is well qualified teachers, especially in schools for boys; and this cannot be met so long as their financial position precludes them from offering to the members of their staff fair salaries, security of tenure, and reasonable prospects of advancement. The Government in its turn is interested in maintaining a sufficient supply of well educated Europeans to fill some of the posts for which officers are recruited in India; while without efficient schools the domiciled community must degenerate rapidly in this country. The Government of India are taking steps to ascertain and to supply the chief defects in the system. A single Inspector in each of the provinces is being charged

especially with the duty of inspecting European schools; a Training College for teachers in these schools is to be established at Allahabad, and stipends are to be provided for the students; a register of teachers will be formed, and, in future, no one will be employed without proper tuitional qualifications. The systems, both of grants-in-aid and of scholarships, are being revised on a more liberal basis; and more intelligent methods of testing efficiency are to be substituted for the rigid system of departmental examinations which has hitherto prevailed. Measures will also be taken to secure the proper administration of endowments and to enforce sound methods of financial control in those schools which depend upon Government for assistance.

30. During the last thirty years the idea that the changed conditions of Indian life demand a change in the traditional modes of education, has found acceptance amongst the ruling Chiefs of Native States. Chiefs' Colleges have been established, of which the most important are those at Ajmer, Rajkot, and Lahore, where some of the features of the English public school system have been reproduced, with the object of fitting young Chiefs and Nobles physically, morally, and intellectually for the responsibilities that lie before them. Convinced of the great importance of promoting this object, His Excellency the Viceroy has closely examined the organization and conduct of these colleges, which appeared to admit of improvement, and has placed before the ruling Chiefs proposals of a comprehensive character for their reform. An increase will be made in the number of teachers of high qualifications to be engaged upon the staff; and in regulating the studies and discipline of the colleges, the aim kept in view throughout will be the preparation of the sons of ruling Chiefs for the duties which await them, on lines which will combine the advantages of Western knowledge with loyalty to the traditions and usages of their families or States. The proposals have been received by the Chiefs with satisfaction; the interest of the aristocratic classes has been universally aroused in the scheme; and the institution of the Imperial Cadet Corps, which will in the main be recruited from these colleges, will assist to keep this interest alive. The Governor General in Council confidently hopes that the reforms now in course of execution will result in giving a great impetus to the cause of education among the Indian nobility.

31. Technical education in India has hitherto been mainly directed to the higher forms of instruction required to train men for Government service as engineers, mechanics, electricians, overseers, surveyors, revenue officers, or teachers in schools, and for employment in railway workshops, cotton-mills, and mines. The institutions which have been established for these purposes, such as the Engineering Colleges at Rurki, Sibpur, and Madras, the Colleges of Science at Poona, the Technical Institute at Bombay, and the Engineering School at Jubbulpur, have done and are doing valuable work, and their maintenance and further development are matters of great importance. The first call for fresh effort is now towards the development of Indian industries, and especially of those in which native capital may be invested. Technical instruction directed to this object must rest upon the basis of a preliminary general education of a simple and practical kind, which should be clearly distinguished from the special teaching that is to be based upon it, and should as a rule be imparted in schools of the ordinary type. In fixing the aim of the technical schools, the supply or expansion of the existing Indian markets is of superior importance to the creation of new export trades, and a clear line should be drawn between educational effort and commercial enterprise. As a step towards providing men qualified to take a leading part in the improvement of Indian industries, the Government of India have determined to give assistance in the form of scholarships to selected students to enable them to pursue a course of technical education under supervision in Europe or America. They hope that the technical schools of India may in time produce a regular supply of young men qualified to take advantage of such facilities, and that the goodwill and interest of the commercial community may be enlisted in the selection of industries to be studied, in finding the most suitable students for foreign training, and in turning their attainments to practical account upon their return to this

country. The experience which has been gained in Japan and Siam of the results of sending young men abroad for study justifies the belief that the system will also be beneficial to Indian trade.

32. There are four Schools of Art in British India,—at Madras, Bombay, Calcutta, and Lahore. The aims to be pursued in them, and the methods proper to those aims, have been the subject of much discussion during recent years. The Government of India are of opinion that the true function of Indian Schools of Art is the encouragement of Indian Art and Art industries; and that in so far as they fail to promote these arts or industries, or provide a training that is dissociated from their future practice, or are utilized as commercial ventures, they are conducted upon erroneous principles. Their first object should be to teach such arts or art industries as the pupil intends to pursue when he has left the school. Examples of the arts which may thus be taught to those who will practice them professionally in future, or to drawing masters, are:—designing (with special reference to Indian arts and industries), drawing, painting, illumination, modelling, photography, and engraving. The art industries taught in Schools of Art should be such as are capable of being carried on in the locality, and in which improvement can be effected by instructing pupils or workmen by means of superior appliances, methods, or designs. Instruction in these arts or art industries should be directed to their expansion through the improvement of the skill and capacity of the pupil or workman, but it should not be pushed to the point of competing with local industries, or of doing within the school what can equally well be done outside, or of usurping the sphere of private enterprise. The schools should not be converted into shops, nor should the officers of the Education Department be responsible for extensive commercial transactions; but samples of the wares produced may legitimately be kept for sale or for orders, and may be exhibited in public museums. A register of the workmen or pupils trained in school should be kept, with the object of enabling orders which may be received to be placed with advantage. The teaching should be in the hands of experts, trained as a rule in Indian Colleges or in Art Schools. The specialization of a limited number of arts and art industries in the several schools should be preferred to the simultaneous teaching of a large number. Free admission and scholarships should, as a general rule, be discouraged, and should gradually be replaced by payment of fees; but this is compatible with giving necessary assistance to promising pupils, and with the payment of wages to students as soon as their work becomes of value.

33. Industrial schools are intended to train intelligent artisans or foremen, and to further or develop those local industries which are capable of expansion by the application of improved methods or implements. Schools of this type are not numerous, nor have they at present succeeded in doing much to promote the growth of industries. A recent enumeration gives their total number as 123, with 8,405 pupils in attendance, and the number of different trades taught as 48. Some are conducted by Government, either as separate institutions or attached to Schools of Art, while others are managed by local authorities, or by private persons under a system of grants-in-aid. Their shortcomings are obvious and admitted. A large proportion of the pupils who attend them have no intention of practising the trade they learn, but pass into clerical and other employments, using the industrial schools merely in order to obtain that general education which they could acquire in ordinary schools at less cost to the State, but at greater cost to themselves. Even for those who do intend to follow the trades taught in the industrial schools, it is feared that in some cases the teaching given does not provide a training of a sufficiently high standard to enable them to hold their own with artisans who have learnt their craft in the bazaar. The industries selected are frequently not those which are locally of most importance, and there is an undue predominance of carpentry and blacksmiths' work amongst them.

34. An attempt will now be made to remedy these defects. The Government of India do not expect a large immediate increase in the number of industrial schools, and they desire rather to encourage experiment than to prescribe fixed types for this form of education. Admission will be confined to

those boys who are known by their caste or occupation to be likely to practise in after life the handicrafts taught in the schools, and the courses of study will be so ordered as not to lend themselves to the manufacture of clerks, but to bear exclusively upon carefully selected industries. A distinction will be drawn between those types of school which will be suitable for the large centres of industry, where capital is invested on a great scale and the need of trained artisans is already recognized by the employers, and those adapted to places where hand industries prevail, and where the belief in the value of technical training has yet to make its way. In the former the prospects are favourable for the establishment of completely equipped trade schools, such as are found in other countries; in the latter, search has still to be made for the kind of institution which will take root in Indian soil. Suggestions for experiment based upon observation of the habits and tendencies of Indian artisans have been placed before the Local Governments. They will be pursued further under the advice of skilled experts in particular industries.

35. A system of education intended to impart "useful and practical knowledge, suitable to every station in life,"

Commercial education.

cannot be considered complete without

ampler provision than exists at present in India for school training definitely adapted to commercial life. There is at present no University course of training of a specialized description for business men; in the field of secondary education the establishment of examinations and the inclusion of commercial subjects in the optional lists of subjects for examination have outstripped the progress made in the organization of courses of instruction. The beginnings which have been made at Bombay, Lucknow, Calicut, Amritsar, and elsewhere, show that the attempt to provide suitable courses meets with encouraging response; and increased attention will now be given to the extension of such teaching in large centres of commerce and population. The proper development of the teaching demands that it should be adapted to Indian needs, and should not be based merely upon English text-books. The London Chamber of Commerce examinations supply a convenient test for those pupils (especially Europeans) who are likely to proceed to England. Commercial courses, leading up to this or other examinations, are now being placed upon an equality with purely literary courses as a qualification for Government service. But their chief aim will be to supply practical training for those who are to enter business houses either in a superior or subordinate capacity. Registers will be kept of the pupils who have been so trained, and endeavours will be made to find employment for them by communication with Chambers of Commerce and mercantile firms. The Government of India trust that they may look for the co-operation of the mercantile community in framing suitable courses of instruction, and in giving preference in selecting employés to those who have qualified themselves by directing their studies towards those subjects which will be useful in commercial life.

36. For a country where two-thirds of the population are dependent for their livelihood on the produce of the soil, it must be admitted that the provision for agricultural education in India is at present meagre and stands in serious need of

Agricultural education.

expansion and reorganization. At Poona

in Bombay and Saidapet in Madras there

are colleges teaching a three years' course, which is fairly satisfactory at Poona, though the staff is hardly strong enough, while at Saidapet the training is somewhat defective on the practical side. In the United Provinces the school at Cawnpore has a two years' course, especially intended for the training of subordinate revenue officials in which direction it has done and is doing very good work, but the teaching staff is weak and the equipment inadequate. At Nagpur a school with a two years' course gives good practical education, and special arrangements are made for a vernacular class for sons of landowners and others. Bengal has added to the Engineering College at Sibpur, near Calcutta, classes which give a two years' agricultural training to students who have taken their B. A. degree at the University or have passed the F. E. standard in the college; but the conditions are not such as to admit of a thoroughly satisfactory course. In the Punjab and Burma no attempt has as yet been made to teach agriculture. In all these institutions instruction is given almost entirely in English, and until advanced text-books have been compiled in the vernacular this must continue to be the case in all but the most elementary classes.

37. At present, therefore, while the necessity for developing the agricultural resources of the country is generally recognized, India possesses no institution capable of imparting a complete agricultural education. The existing schools and colleges have not wholly succeeded, either in theory or in practice. They have neither produced scientific experts, nor succeeded in attracting members of the land-holding classes to qualify themselves as practical agriculturists. Both of these defects must be supplied before any real progress can be looked for. In the first place an organization must be created by which men qualified to carry on the work of research, and to raise the standard of teaching, can be trained in India itself. Before agriculture can be adequately taught in the vernacular, suitable text-books must be produced, and this can only be done by men who have learnt the subject in English. The Government of India have therefore under their consideration a scheme for the establishment of an Imperial Agricultural College in connection with an Experimental Farm and Research Laboratory, to be carried on under the general direction of the Inspector General of Agriculture, at which it is intended to provide a thorough training in all branches of agricultural science, combined with constant practice in farming work and estate management. In addition to shorter courses for those students who are intended for lower posts, there will be courses of instruction extending to five years, which will qualify men to fill posts in the Department of Agriculture itself, such as those of Assistant Directors, Research Experts, Superintendents of Farms, Professors, Teachers, and Managers of Court of Wards and Encumbered Estates. It is hoped that a demand may arise among the landowning classes for men with agricultural attainments and that the proposed institution may succeed in meeting that demand. Arrangements will also be made to admit to the higher courses those who have undergone preliminary training at the Provincial colleges; and thereby to exercise upon those colleges an influence tending gradually to raise their standard of efficiency.

38. If the teaching in secondary schools is to be raised to a higher level,—
Training colleges.
if the pupils are to be cured of their tendency to rely upon learning notes and text-books by heart, if, in a word, European knowledge is to be diffused by the methods proper to it,—then it is most necessary that the teachers should themselves be trained in the art of teaching. Even in England divided counsels have till recent times prevented due progress from being made with this most essential condition of the reform of secondary education. The Indian Education Commission referred to the conflict of opinion upon this fundamental principle, and to the diversity of practice which prevailed; and, while hesitating to lay down a general rule requiring secondary teachers to be trained, recommended “as an inadequate, but the only practicable alternative,” that an examination in the principles and practice of teaching should be instituted, success in which should hereafter be made a condition of permanent employment as a teacher in any secondary school. Other and larger views of the subject are now in the ascendant, and the Government of India are glad to know that the principle of providing training institutions for secondary teachers meets with universal acceptance among the Local Governments and Administrations. There already exist at Madras, Kurseong, Allahabad, Lahore, and Jubbulpore, institutions in which students are trained for service as teachers in the highest classes of secondary schools. Such students have either passed the Entrance or the Intermediate Examination of the University or are graduates. These institutions have done good work, and the time has come to extend the system to the provinces where it does not exist, notably Bombay, and to endeavour to create a supply of trained teachers which shall be adequate to the needs of the secondary schools throughout the country. Not only must the supply be increased, but the quality of the training given must be improved.

39. The details of the measures taken with that object are already engaging the attention of the various Local Governments. But the general principles upon which the Government of India desire to see the training institutions developed are these. An adequate staff of well-trained members of the Indian Educational Service is required, and for this purpose it will be necessary to enlist more men of ability and experience in the work of higher training. The equipment of a Training College for secondary teachers is at least as important as that of an Arts College, and the work calls for the exercise of abilities

as great as those required in any branch of the Educational Service. The period of training for students must be at least two years, except in the case of graduates, for whom one year's training may suffice. For the graduates the course of instruction will be chiefly directed towards imparting to them a knowledge of the principles which underlie the art of teaching, and some degree of technical skill in the practice of the art. It should be a University course, culminating in a University degree or diploma. For the others, the course should embrace the extension, consolidation, and revision of their general studies; but the main object should be to render them capable teachers, and no attempt should be made to prepare them for any higher external examination. The scheme of instruction should be determined by the authorities of the Training College and by the Education Department; and the examination at the close of it should be controlled by the same authorities. The training in the theory of teaching should be closely associated with its practice, and for this purpose good practising schools should be attached to each college, and should be under the control of the same authority. The practising school should be fully equipped with well trained teachers, and the students should see examples of the best teaching, and should teach under capable supervision. It is desirable that the Training College should be furnished with a good library, and with a museum in which should be exhibited samples, models, illustrations, or records of the school work of the province. Every possible care should be taken to maintain a connection between the Training College and the school, so that the student on leaving the college and entering upon his career as a teacher may not neglect to practise the methods which he has been taught, and may not (as sometimes happens) be prevented from doing so and forced to fall into line with the more mechanical methods of his untrained colleagues. The trained students whom the college has sent out should be occasionally brought together again, and the inspecting staff should co-operate with the Training College authorities in seeing that the influence of the college makes itself felt in the schools.

40. The institution of Normal Schools for primary teachers, which was enjoined by the Despatch of 1854, has been very generally carried out. Recent enquiries into the sufficiency of their number have shown that an increase is called for in some provinces, notably in Bengal; and provision is being made for this increase, its possibility depending partly upon the salaries paid to primary teachers being sufficient to induce men to undergo a course of training. The usual type of normal school is a boarding school, where students who have received a vernacular education are maintained by stipends and receive further general education, combined with instruction in the methods of teaching, and practice in teaching, under supervision. The course differs in length in the different provinces. In future it will as a general rule be for not less than two years.

41. Steps are also being taken to supply courses of training specially suited for teachers of rural schools. These do not attempt the impossible task of reforming the agricultural practice of the peasantry by the agency of village school masters imbued with a smattering of scientific theory. They serve the more limited and practical purpose of supplying the village schools with teachers whose stock-in-trade is not mere book learning, and whose interests have been aroused in the study of rural things, so that they may be able to connect their teaching with the objects which are familiar to the children in the country schools. Various plans are being tried, such as drafting the teachers from the normal school to a Government farm and training them there for six months, or giving a continuous course at the normal school itself by means of lectures combined with practice in cultivating plots of ground or school gardens. Experience will show which methods work best in different provinces, and it is not necessary to pronounce in favour of one plan to the exclusion of others.

42. Great importance is attached by the Government of India to the provision of hostels or boarding-houses, under proper supervision, in connection with colleges and secondary schools. These institutions protect the students who live in them from the moral dangers of life in large towns; they provide

common interests and create a spirit of healthy companionship; and they are in accord not only with the usage of English public schools and colleges but also with the ancient Indian tradition that the pupil should live in the charge of his teacher. Missionary bodies have joined with alacrity in the extension of this movement. The credit for the first hostel established in India is claimed by the Madras Christian College, which still continues to add others; and a striking example of the success of the residential system is to be found in the Muhammadan Anglo-Oriental College at Aligarh. The Local Governments have been active both in founding hostels for Government colleges and schools and in aiding their provision. In Madras at the present time a large hostel, the result of private munificence aided by Government, is nearing completion; in Bombay, Calcutta, Allahabad and Lahore signs are to be seen of the growth of similar institutions. The returns for the year 1901-02 showed that there were then 1,415 hostels, with 47,302 boarders; while the extent to which they derive their funds from sources independent of Government is made clear by the fact that more than two-fifths of the boarders were in unaided hostels, and that of the total expenditure upon all hostels, ten lakhs were derived from subscriptions and endowments, as compared with two lakhs sixty-three thousand rupees from public funds. The Government of India believe that the system of hostels, if extended with due regard for its essential principles, which include direct supervision by resident teachers, is destined to exercise a profound influence on student life in India and to correct many of the shortcomings which now attend our educational methods.

43. The reduction in the number of examinations which is being carried out, and the general raising of educational standards which is contemplated, demand an increased stringency in inspection and a substantial strengthening of the inspecting staff. In the Despatch of 1854, it was enjoined that inspectors should "conduct, or assist at, the examination of the scholars . . . and generally, by their advice, aid the managers and schoolmasters in conducting colleges and schools of every description throughout the country." The latter function is no less important than the former, and calls for wider educational knowledge, greater initiative, and the exercise of a wise discretion in adapting means to ends. It is a task which will provide worthy occupation for men who are imbued with the best traditions in the matter of school management, and it is through the influence of such men alone that there is any real prospect of its accomplishment. Their assistance can only be enlisted by increasing the cadre of the Indian Educational Service. Some additions in the lower branches of the inspectorate are also needed in order to provide for a complete system of inspection *in situ* instead of collective examinations. The Government of India do not require that inspectors should be precluded from having recourse to examination as a means of inspection; but they desire that inspectors should be much more than mere examiners. They should not only judge the results of teaching, but should guide and advise as to its methods; and it is essential that they should be familiar with the schools in their ordinary working conditions. The work of schools should be defined with reference rather to the courses of instruction followed than to the examinations that have to be passed, and rigid uniformity either in the arrangement of subjects or in the classification of the scholars should be avoided, free play being given to the proper adaptation of the working of the schools to their local circumstances.

44. The more active and progressive policy that is now being adopted in educational matters will throw a constantly increasing burden of work and responsibility upon the Directors of Public Instruction. The wider the influence that these officers exercise, the more essential is it that they should not be prevented by the growth of their routine duties from making frequent tours of inspection and thus acquiring a direct and intimate knowledge of the educational conditions of their provinces and the circumstances of the numerous schools under their control. Four officers are therefore to be added to the Indian Educational Service, in order to provide the Directors of Public Instruction in Madras, Bombay, Bengal, and the United Provinces with assistants upon whom part of their duties may be devolved. Arrangements will also be made for periodical

meetings of the Directors in conference, in order that they may compare their experience of the results of different methods of work, and may discuss matters of common interest.

45. The Education Department is divided into the superior and the subordinate services. The superior service consists of two branches, called respectively

Educational services.

the Indian and the Provincial educational services, of which the former is recruited in England and the latter in India. The opportunities and responsibilities which work in the Department brings to an officer of this service give scope for a wide range of intellectual activity. Such an officer takes an active part in the profoundly interesting experiment of introducing an Eastern people to Western knowledge and modern methods of research; he comes into contact with the remains of an earlier civilization and the traditions of ancient learning; he can choose between the career of a professor and that of an educational administrator; and in either capacity he has great opportunity of exercising personal influence and promoting the best interests of genuine education. In order that members of the Indian educational service may keep themselves abreast of the advances which are now being made in other countries in the science of education, facilities are given to them while on furlough to study the theory and practice of all branches of education both in England and in other parts of the world. The part, already considerable, that is taken by natives of India in the advancement of their countrymen in modern methods of intellectual training will, it is hoped, assume an even greater importance in the future. If the reforms now contemplated in the whole system of instruction are successfully carried out, it may be expected that the Educational Service will offer steadily increasing attractions to the best educational talent. Where the problems to be solved are so complex, and the interests at stake so momentous, India is entitled to ask for the highest intellect and culture that either English or Indian seats of learning can furnish for her needs.

46. The Governor General in Council has now passed in review the history and progress of western education under British rule in India, the objects which

Conclusion.

it seeks to accomplish and the means which it employs. It has been shown how indigenous methods of instruction were tried and found wanting; how in 1854 the broad outlines of a comprehensive scheme of national education were for the first time determined; how the principles then accepted have been consistently followed ever since; how they were affirmed by the Education Commission of 1882, and how they are now being further extended and developed, in response to the growing needs of the country by the combined efforts of the Government of India and the Provincial Governments. The system of education thus extended makes provision in varying degrees for all forms of intellectual activity that appeal to a civilized community. It seeks to satisfy the aspirations of students in the domains of learning and research; it supplies the Government with a succession of upright and intelligent public servants; it trains workers in every branch of commercial enterprise that has made good its footing in India; it attempts to develop the resources of the country and to stimulate and improve indigenous arts and industries; it offers to all classes of society a training suited to their position in life; and for these ends it is organized on lines which admit of indefinite expansion as the demand for education grows and public funds or private liberality afford a larger measure of support. It rests with the people themselves to make a wise use of the opportunities that are offered to them and to realise that education in the true sense means something more than the acquisition of so much positive knowledge, something higher than the mere passing of examinations, that it aims at the progressive and orderly development of all the faculties of the mind, that it should form character and teach right conduct—that it is, in fact, a preparation for the business of life. If this essential truth is overlooked or imperfectly appreciated, the labours of the Government of India to elevate the standard of education in this country and to inspire it with higher ideals will assuredly fail to produce substantial and enduring results. Those labours have been undertaken in the hope that they will command the hearty support of the leaders of native thought and of the great body of workers in the field of Indian Education. On them the Governor General in Council relies to carry on and complete a task which the Government can do no more than begin.

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EAST INDIA (EDUCATION).

PROGRESS

OF

EDUCATION IN INDIA,

1897-98 to 1901-02.

VOL. II.—MAPS AND TABLES.

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NOTE.

Sir Alfred Croft's Review was not illustrated by maps; the Reviews prepared by Mr. Nash and Mr. Cotton both contained four maps giving the information shown in the above list for the last year of the quinquennium under review and of the previous quinquennium. Mr. Nash's maps gave the percentages by provinces and Mr. Cotton's maps by divisions. We have reverted to the earlier system because the province is, ordinarily, the unit of area dealt with in the Review. We have also compared the percentages of 1901-02 with those of 1891-92, for the reasons that, since the year 1896-97 comes almost midway between two census operations, the percentages for that year based on population must be so inaccurate as to detract from the value of the comparison. The percentages are calculated on the school-age population, which is taken to be 15 per cent. of the total.

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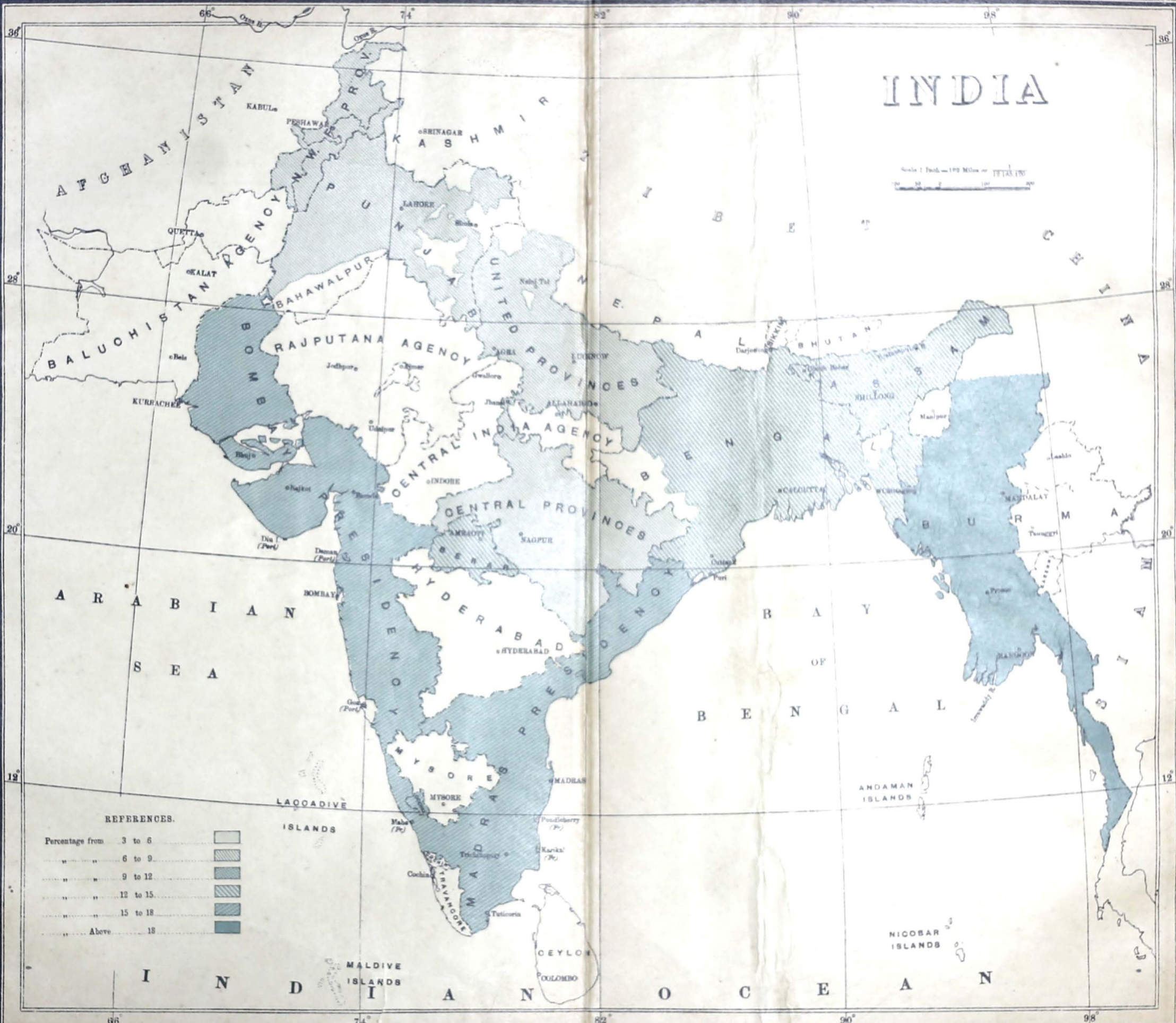


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STATISTICAL TABLES.

PART I.



GENERAL STATISTICAL TABLES.

STATISTICAL TABLES.

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[NOTE.—The detailed tables refer to the years 1901-02, except where the contrary is stated; and the number of pupils represents the total on the rolls on the 31st March.]

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TABLE I.—Abstract Statement of Colleges, Schools, and Scholars in the several Provinces of British India at the end of the official year 1901-1902.

(For details see General Table III.)

| AREA AND POPULATION. | | | Particulars. | PUBLIC INSTITUTIONS. | | | | | | | | PRIVATE INSTITUTIONS. | | | GRAND TOTAL. | AVERAGE NUMBER OF TOWNS AND VILLAGES SERVED BY A :— | | PERCENTAGE TO SCHOOL-GOING AGE † OF SCHOLARS IN :— | |
|-----------------------------|--------------------------------|---------------------|-----------------------|--------------------------|------------------------|----------------------------|------------------|-----------|----------------------------|----------------------------|-----------|-----------------------|-------------|---------------------|--------------|---|----------------------|--|--------|
| Total Area in Square Miles. | Number of Towns* and Villages. | Population. | | UNIVERSITY EDUCATION. | | SCHOOL EDUCATION, GENERAL. | | | SCHOOL EDUCATION, SPECIAL. | | Total. | PRIVATE INSTITUTIONS. | | Public Institution. | | Public or Private Institution. | Public Institutions. | Public and Private Institutions. | |
| | | | | Arts Colleges. | Professional Colleges. | Secondary Schools. | Primary Schools. | Total. | Training Schools. | All other Special Schools. | | Advanced. | Elementary. | | | | | | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1,073,981 | Towns* 1,560 | Males 122,084,475 | Institutions. | For Males 133 | 46 | 5,082 | 92,226 | 97,258 | 133 | 876 | 98,446 | 4,223 | 37,520 | 41,743 | 140,189 | 5.8 | 4.09 | ... | ... |
| | Villages 572,446 | Females 118,350,976 | | For Females 12 | ... | 461 | 5,628 | 6,089 | 46 | 29 | 6,176 | 2 | 1,336 | 1,338 | 7,514 | 98.01 | 76.4 | ... | ... |
| | | | Total | 145 | 46 | 5,493 | 97,854 | 103,347 | 179 | 905 | 104,622 | 4,225 | 38,856 | 43,081 | 147,703 | 5.5 | 3.9 | ... | ... |
| | Total 574,006 | Total 240,435,451 | Scholars | Males 17,474 | 5,271 | 578,073 | 2,858,939 | 3,437,012 | 4,290 | 29,278 | 3,493,325 | 60,738 | 523,367 | 584,105 | 4,077,430 | ... | ... | 19.07 | 22.2 |
| | | | Females 177 | 87 | 44,695 | 345,397 | 390,092 | 1,412 | 1,400 | 393,168 | 1,399 | 49,903 | 51,302 | 444,470 | ... | ... | 2.2 | 2.5 | |
| | | Total | 17,651 | 5,358 | 622,768 | 3,204,336 | 3,827,104 | 5,702 | 30,678 | 3,886,493 | 62,137 | 573,270 | 635,407 | 4,521,900 | ... | ... | 10.7 | 12.5 | |

* All places containing 5,000 inhabitants or upwards, and all Municipalities whatever their population, are entered as towns.
 † The population of school-going age is taken at 15 per cent. of the whole population.

TABLE II.—Abstract Statement of Expenditure on Public Instruction in
(For details see

| | TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION. | | | | | | | University. |
|---|---|-------------------------------------|----------------------------|------------------|----------------------------|----------------------------|-------------|-------------|
| | UNIVERSITY EDUCATION. | | SCHOOL EDUCATION, GENERAL. | | SCHOOL EDUCATION, SPECIAL. | | TOTAL. | |
| | Arts Colleges. | Colleges for Professional Training. | Secondary Schools. | Primary Schools. | Training Schools. | All other special Schools. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | R | R | R | R | R | R | R | R |
| 1. Institutions. | | | | | | | | |
| { For Males . | 25,57,145 | 11,89,705 | 1,08,86,238 | 1,05,44,660 | 5,36,862 | 15,10,060 | 2,72,34,170 | } 7,72,543 |
| { For Females . | 43,982 | 7,890 | 17,87,513 | 18,31,099 | 1,79,899 | 53,580 | 34,03,463 | |
| Total . | 26,01,127 | 11,97,595 | 1,26,83,751 | 1,18,75,759 | 7,15,761 | 15,63,640 | 3,06,37,633 | 7,72,543 |
| 2. (a) Percentages of Provincial Expenditure included in columns 1—17 to Total Provincial Expenditure on Public Instruction | 8.99 | 8.50 | 18.65 | 15.83 | 4.62 | 7.37 | 63.96 | 0.08 |
| (b) Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction | 0.14 | 0.06 | 14.08 | 61.90 | 1.89 | 1.55 | 79.62 | ... |
| (c) Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction | 1.28 | 0.21 | 33.03 | 50.50 | 0.22 | 3.47 | 88.71 | ... |
| (d) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction | 6.48 | 2.99 | 31.59 | 29.60 | 1.79 | 3.89 | 76.35 | 1.93 |

the several Provinces of British India for the official year 1901-1902.
(General Table IV.)

| TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION. | | | | | | | TOTAL EXPEN- DITURE ON PUBLIC INSTRUCTION. | 1 |
|---|-------------|---------------|------------|--|----------------|-----------|---|--|
| Direction. | Inspection. | Scholarships. | Buildings. | Special Grants for Furniture and Apparatus. | Miscellaneous. | TOTAL. | | |
| 10 | 11 | 12 | 1 | 14 | 15 | 16 | 17 | |
| R | R | R | R | R | R | R | R | |
| 3,92,205 | 21,53,141 | 9,12,068 | 22,43,450 | 3,29,415 | 26,81,007 | 94,83,829 | 4,01,21,462 | { For Males } { For Females } 1. Institu- tions. |
| 3,92,205 | 21,53,141 | 9,12,068 | 22,43,450 | 3,29,415 | 26,81,007 | 94,83,829 | 4,01,21,462 | Total. |
| 3.84 | 13.97 | 4.35 | 9.84 | 1.29 | 2.66 | 36.02 | 100 | 2. (a) Percentages of Prov- incial Expenditure included in columns 2-17 to Total Prov- incial Expenditure on Public Instruc- tion. |
| ... | 10.12 | 2.77 | 4.37 | 0.57 | 2.55 | 20.38 | 100 | (b) Percentages of Local Fund Expenditure included in columns 2-17 to Total Local Fund Expenditure on Public Instruc- tion. |
| ... | 1.81 | 1.57 | 5.25 | 0.76 | 1.90 | 11.29 | 100 | (c) Percentages of Muni- cipal Expenditure included in columns 2-17 to Total Muni- cipal Expenditure on Public Instruc- tion. |
| 0.98 | 5.37 | 2.27 | 5.59 | 0.82 | 6.69 | 23.65 | 100 | (d) Percentages of Total Expenditure in col- umns 2-17 to Total Expenditure on Public Instruction. |

TABLE II.—Abstract Statement of Expenditure on Public Instruction in
(For details see

| 1 | | TOTAL DIRECT EXPENDITURE | | | | | | | | | | | |
|--|------------------------------------|--------------------------|-----------|-------------------------------------|----------|----------------------------|-----------|------------------|-----------|-----------|---|----|----|
| | | UNIVERSITY EDUCATION. | | | | SCHOOL EDUCATION, GENERAL. | | | | | | | |
| | | Arts Colleges. | | Colleges for Professional Training. | | Secondary Schools. | | Primary Schools. | | | | | |
| 2 | | 3 | | 4 | | 5 | | | | | | | |
| | | <i>R</i> | <i>a.</i> | <i>p.</i> | <i>R</i> | <i>a.</i> | <i>p.</i> | <i>R</i> | <i>a.</i> | <i>p.</i> | | | |
| 3. Average Annual Cost of educating each Pupil in— | | | | | | | | | | | | | |
| Government Institutions | Cost to Provincial Revenues | 147 | 14 | 1 | 247 | 9 | 7 | 12 | 8 | 3 | 6 | 13 | 10 |
| | Cost to Local and Municipal Funds. | 0 | 5 | 1 | 1 | 14 | 1 | 2 | 15 | 5 | 0 | 6 | 6 |
| | Total Cost | 234 | 12 | 11 | 328 | 2 | 8 | 34 | 2 | 4 | 8 | 1 | 3 |
| Local Fund and Municipal Board Schools. | Cost to Provincial Revenues | 21 | 4 | 1 | ... | | | 0 | 14 | 10 | 1 | 0 | 7 |
| | Cost to Local and Municipal Funds. | 14 | 9 | 5 | ... | | | 5 | 1 | 6 | 3 | 8 | 2 |
| | Total Cost | 109 | 4 | 4 | 64 | 9 | 10 | 12 | 2 | 7 | 5 | 2 | 0 |
| Institutions in Native States | Cost to Native State Revenues | 168 | 2 | 3 | ... | | | 20 | 15 | 1 | 4 | 9 | 0 |
| | Cost to Local and Municipal Funds. | ... | | | ... | | | 0 | 14 | 9 | 0 | 6 | 3 |
| | Total Cost | 205 | 11 | 3 | ... | | | 33 | 4 | 9 | 5 | 10 | 6 |
| Aided Institutions | Cost to Provincial Revenues | 37 | 10 | 8 | ... | | | 3 | 15 | 4 | 0 | 5 | 9 |
| | Cost to Local and Municipal Funds. | 3 | 7 | 2 | ... | | | 1 | 13 | 1 | 0 | 13 | 8 |
| | Total Cost | 157 | 4 | 8 | 53 | 5 | 6 | 23 | 0 | 10 | 3 | 6 | 0 |
| Unaided Institutions | Total Cost | 72 | 12 | 11 | 18 | 12 | 5 | 18 | 8 | 7 | 2 | 4 | 6 |
| All Institutions | Cost to Provincial Revenues | 52 | 15 | 8 | 170 | 11 | 4 | 3 | 2 | 10 | 0 | 8 | 6 |
| | Cost to Local and Municipal Funds. | 1 | 9 | 6 | 1 | 4 | 9 | 2 | 3 | 5 | 1 | 7 | 1 |
| | Total Cost | 149 | 1 | 10 | 233 | 14 | 6 | 21 | 0 | 2 | 3 | 13 | 11 |

the several Provinces of British India for the official year 1901-1902—continued.
General Table IV.)

| ON PUBLIC INSTRUCTION. | | | TOTAL. | 1 |
|----------------------------|----------------------------|----------|--------|--|
| SCHOOL EDUCATION, SPECIAL. | | | | |
| Training Schools. | All other special Schools. | | | |
| 6 | 7 | 8 | | |
| R a. p. | R a. p. | R a. p. | | |
| 115 9 5 | 62 9 10 | 35 14 10 | | 3. Average Annual Cost of educating each Pupil in— Cost to Provincial Revenues } Government Institutions. Cost to Local and Municipal Funds. |
| 26 11 5 | 5 14 7 | 3 6 10 | | |
| 143 15 10 | 87 2 6 | 59 19 1 | | Total Cost. |
| 16 2 6 | 14 0 3 | 1 0 10 | | Cost to Provincial Revenues } Local Fund and Municipal Board Schools. Cost to Local and Municipal Funds. |
| 96 6 8 | 33 6 8 | 3 12 8 | | |
| 112 9 2 | 70 10 1 | 6 3 6 | | Total Cost. |
| 269 15 9 | 49 2 11 | 6 4 4 | | Cost to Native State Revenues } Institutions in Native States. Cost to Local and Municipal Funds. |
| | | 0 6 11 | | |
| 263 14 3 | 49 3 2 | 8 6 0 | | Total Cost. |
| 47 11 9 | 9 10 1 | 1 1 4 | | Cost to Provincial Revenues } Aided Institutions. Cost to Local and Municipal Funds. |
| 1 13 0 | 3 1 5 | 1 0 3 | | |
| 104 12 1 | 40 15 4 | 6 15 6 | | Total Cost. |
| 106 1 8 | 19 2 3 | 7 8 9 | | Total Cost Unaided Institutions. |
| 87 3 9 | 26 1 8 | 1 12 3 | | Cost to Provincial Revenues } All Institutions. Cost to Local and Municipal Funds. |
| 21 1 5 | 4 10 4 | 1 10 0 | | |
| 131 5 4 | 53 13 4 | 8 3 5 | | Total Cost. |

PROGRESS OF EDUCATION IN INDIA.

TABLE III.—Colleges, Schools and Scholars in the several Provinces of

| CLASS OF INSTITUTIONS. | PUBLIC INST | | | | | |
|---|-------------------------|--|--|---------------------------|-------------------------|--|
| | Managed by Government. | | | | Managed by Local Fund | |
| | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of Institutions. | Number of Scholars on the rolls on 31st March. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| UNIVERSITY EDUCATION. | | | | | | |
| <i>Arts Colleges.</i> | | | | | | |
| English | 24 | 3,926 | 4,164 | 3,592 | 5 | 263 |
| Oriental | 2 | 366 | 360 | 311 | ... | ... |
| <i>Colleges for Professional Training.</i> | | | | | | |
| Law | 13 | 1,081 | 985 | 719 | 1 | 10 |
| Medicine | 4 | 1,466 | 1,433 | 1,361 | ... | ... |
| Engineering | 4 | 865 | 863 | 788 | ... | ... |
| Teaching | 5 | 190 | 183 | 178 | ... | ... |
| Agriculture | 3 | 70 | 66 | 58 | ... | ... |
| Total | 55 | 7,954 | 8,054 | 7,022 | 6 | 273 |
| SCHOOL EDUCATION—GENERAL. | | | | | | |
| <i>Secondary Schools.</i> | | | | | | |
| <i>For Boys—</i> | | | | | | |
| High Schools | 133 | 33,816 | 33,750 | 28,642 | 64 | 18,017 |
| Middle Schools | 47 | 8,787 | 8,527 | 7,023 | 296 | 31,710 |
| { English | 47 | 3,877 | 3,761 | 2,880 | 680 | 81,942 |
| { Vernacular | | | | | | |
| <i>For Girls—</i> | | | | | | |
| High Schools | 6 | 812 | 791 | 667 | ... | ... |
| Middle Schools | 3 | 189 | 174 | 154 | 1 | 26 |
| { English | 46 | 5,043 | 4,807 | 3,860 | 9 | 738 |
| { Vernacular | | | | | | |
| Total | 296 | 52,524 | 51,810 | 43,026 | 1,050 | 132,433 |
| <i>Primary Schools.</i> | | | | | | |
| For Boys | 301 | 13,072 | 13,145 | 10,169 | 15,592 | 806,754 |
| For Girls | 111 | 6,895 | 6,787 | 5,170 | 967 | 39,436 |
| Total | 412 | 19,967 | 19,932 | 15,339 | 16,559 | 846,190 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | |
| Training Schools for Masters | 90 | 3,243 | 3,099 | 2,860 | 15 | 201 |
| Training Schools for Mistresses | 8 | 273 | 258 | 225 | 3 | 18 |
| Schools of Art | 5 | 1,323 | 1,326 | 1,018 | ... | ... |
| Law Schools | 1 | 7 | 9 | 7 | ... | ... |
| Medical Schools | 11 | 1,908 | 1,929 | 1,813 | 1 | 19 |
| Engineering and Surveying Schools | 29 | 1,143 | 1,123 | 981 | ... | ... |
| Technical and Industrial Schools | 5 | 725 | 767 | 600 | 16 | 1,094 |
| Commercial Schools | 1 | 129 | 146 | 132 | 1 | ... |
| Agricultural Schools | 3 | 131 | 132 | 118 | 1 | 80 |
| Reformatory Schools | 7 | 1,207 | 1,197 | 1,174 | ... | ... |
| Other Schools | 56 | 3,900 | 3,545 | 2,627 | 9 | 384 |
| Total | 216 | 13,992 | 13,531 | 11,555 | 46 | 1,796 |
| TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION. | 979 | 94,437 | 93,327 | 76,942 | 17,661 | 980,692 |

British India for the official year 1901-1902.

| TUTIONS. | | | | | | CLASS OF INSTITUTIONS. |
|--|----------------------------|------------------------------|--|--|---------------------------|--|
| MANAGEMENT. | | | | | | |
| and Municipal Boards. | | Maintained by Native States. | | | | |
| Average number on the rolls monthly during the year. | Average daily attendances. | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | 1 |
| 8 | 9 | 10 | 11 | 12 | 13 | |
| 235 | 202 | 3 | 228 | 215 | 194 | UNIVERSITY EDUCATION. |
| ... | ... | ... | ... | ... | ... | Arts Colleges. |
| 13 | 9 | ... | ... | ... | ... | English. |
| ... | ... | ... | ... | ... | ... | Oriental. |
| ... | ... | ... | ... | ... | ... | Colleges for Professional Training. |
| ... | ... | ... | ... | ... | ... | Law. |
| ... | ... | ... | ... | ... | ... | Medicine. |
| ... | ... | ... | ... | ... | ... | Engineering. |
| ... | ... | ... | ... | ... | ... | Teaching. |
| ... | ... | ... | ... | ... | ... | Agriculture. |
| 248 | 211 | 3 | 228 | 215 | 194 | Total. |
| 17,343 | 14,858 | 25 | 4,772 | 4,470 | 3,713 | SCHOOL EDUCATION, GENERAL. |
| 81,052 | 26,111 | 117 | 5,975 | 5,767 | 4,550 | Secondary Schools. |
| 79,535 | 63,502 | 29 | 2,945 | 2,829 | 2,065 | For Boys— |
| ... | ... | ... | ... | ... | ... | High Schools. |
| 27 | 16 | 1 | 7 | 10 | 6 | English } Middle Schools. |
| 731 | 613 | ... | ... | ... | ... | Vernacular } Middle Schools. |
| 128,688 | 105,100 | 172 | 13,699 | 13,076 | 10,334 | Total. |
| 797,153 | 613,079 | 3,175 | 134,520 | 131,400 | 99,328 | Primary Schools. |
| 40,139 | 26,866 | 245 | 15,634 | 15,289 | 9,766 | For Boys. |
| 887,292 | 639,945 | 3,420 | 150,154 | 146,689 | 109,094 | For Girls. |
| 203 | 194 | 1 | 44 | 41 | 40 | SCHOOL EDUCATION, SPECIAL. |
| 26 | 23 | 1 | 23 | 22 | 20 | Training Schools for Masters. |
| ... | ... | ... | ... | ... | ... | Training Schools for Mistresses. |
| ... | ... | ... | ... | ... | ... | Schools of Art. |
| 19 | 17 | ... | ... | ... | ... | Law Schools. |
| ... | ... | ... | ... | ... | ... | Medical Schools. |
| 1,073 | 828 | 3 | 206 | 188 | 117 | Engineering and Surveying Schools. |
| 42 | 33 | ... | ... | ... | ... | Technical and Industrial Schools. |
| 88 | 85 | ... | ... | ... | ... | Commercial Schools. |
| ... | ... | ... | ... | ... | ... | Agricultural Schools. |
| 365 | 288 | 10 | 153 | 137 | 84 | Reformatory Schools. |
| 1,816 | 1,466 | 15 | 431 | 388 | 261 | Other Schools. |
| 968,044 | 746,722 | 3,610 | 164,512 | 160,368 | 119,883 | Total. |
| | | | | | | TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION. |

PROGRESS OF EDUCATION IN INDIA.

TABLE III.—Colleges, Schools and Scholars in the several Provinces of

| CLASS OF INSTITUTIONS. | PUBLIC INSTITUTIONS. | | | | | | | |
|---|---|--|--|---------------------------|-------------------------|--|--|---------------------------|
| | Aided by Government or by Local Fund or Municipal Boards. | | | | Unaided. | | | |
| | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. |
| 1 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| UNIVERSITY EDUCATION. | | | | | | | | |
| <i>Arts Colleges.</i> | | | | | | | | |
| English | 55 | 6,925 | 6,494 | 5,689 | 53 | 5,806 | 5,829 | 4,888 |
| Oriental | 3 | 147 | 147 | 120 | ... | ... | ... | ... |
| <i>Colleges for Professional Training.</i> | | | | | | | | |
| Law | 2 | 185 | 151 | 126 | 14 | 1,541 | 1,426 | 867 |
| Medicine | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching | ... | ... | ... | ... | ... | ... | ... | ... |
| Agriculture | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | 60 | 7,207 | 6,792 | 5,935 | 67 | 7,347 | 7,255 | 5,755 |
| SCHOOL EDUCATION, GENERAL. | | | | | | | | |
| <i>Secondary Schools.</i> | | | | | | | | |
| For Boys— | | | | | | | | |
| High Schools | 479 | 111,133 | 108,636 | 90,198 | 369 | 84,147 | 80,789 | 64,726 |
| Middle Schools { English | 1,095 | 91,803 | 88,188 | 71,898 | 461 | 32,286 | 30,655 | 24,265 |
| { Vernacular | 1,047 | 62,810 | 60,679 | 51,498 | 129 | 7,132 | 7,085 | 5,441 |
| For Girls— | | | | | | | | |
| High Schools | 89 | 9,836 | 9,653 | 8,335 | 5 | 326 | 323 | 294 |
| Middle Schools { English | 142 | 11,261 | 10,910 | 9,525 | 11 | 656 | 638 | 513 |
| { Vernacular | 141 | 12,269 | 12,196 | 9,997 | 7 | 451 | 437 | 341 |
| Total | 2,983 | 299,112 | 290,262 | 241,451 | 982 | 125,000 | 119,927 | 95,580 |
| <i>Primary Schools.</i> | | | | | | | | |
| For Boys | 55,561 | 1,695,351 | 1,609,729 | 1,328,337 | 17,597 | 359,432 | 327,642 | 275,260 |
| For Girls | 3,652 | 118,101 | 113,552 | 88,565 | 653 | 15,141 | 13,862 | 11,079 |
| Total | 59,213 | 1,813,452 | 1,723,281 | 1,416,902 | 18,250 | 374,573 | 341,504 | 286,339 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | |
| Training Schools for Masters | 23 | 882 | 824 | 740 | 4 | 35 | 37 | 36 |
| Training Schools for Mistresses | 33 | 962 | 929 | 870 | 1 | 11 | 11 | 10 |
| Schools of Art | ... | ... | ... | ... | 2 | 76 | 73 | 61 |
| Law Schools | ... | ... | ... | ... | 4 | 34 | 33 | 17 |
| Medical Schools | 4 | 147 | 109 | 110 | 6 | 655 | 606 | 395 |
| Engineering and Surveying Schools | 2 | 32 | 25 | 15 | ... | ... | ... | ... |
| Technical and Industrial Schools | 45 | 2,373 | 2,115 | 1,870 | 15 | 579 | 531 | 450 |
| Commercial Schools | 2 | 29 | 14 | 11 | 6 | 394 | 317 | 238 |
| Agricultural Schools | ... | ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools | 372 | 8,597 | 8,011 | 6,574 | 288 | 5,355 | 5,127 | 4,171 |
| Total | 481 | 13,022 | 12,027 | 10,190 | 326 | 7,139 | 6,795 | 5,378 |
| TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION. | 62,747 | 2,132,793 | 2,032,362 | 1,674,478 | 19,625 | 514,059 | 475,421 | 393,052 |
| PRIVATE INSTITUTIONS. | | | | | | | | |
| 1. ADVANCED, TEACHING— | | | | | | | | |
| (a) Arabic or Persian | | | | | | | | |
| (b) Sanskrit | | | | | | | | |
| (c) Any other Oriental Classic | | | | | | | | |
| 2. ELEMENTARY, TEACHING— | | | | | | | | |
| (a) A Vernacular { For Boys | | | | | | | | |
| { „ Girls | | | | | | | | |
| (b) The Koran { For Boys | | | | | | | | |
| { „ Girls | | | | | | | | |
| 3. OTHER SCHOOLS not { For Boys | | | | | | | | |
| conforming to Depart- { „ Girls | | | | | | | | |
| mental Standards. | | | | | | | | |
| Total | | | | | | | | |
| GRAND TOTAL | | | | | | | | |

British India for the official year 1901-1902—continued.

| Grand Total of Institutions. | Grand Total of Scholars on the 31st of March. | NUMBER OF SCHOLARS ON THE 31st OF MARCH LEARNING. | | | Number of girls in boys' schools. | Number of boys in girls' schools. | CLASS OF INSTITUTIONS. |
|--|---|---|---|---|---|---|---|
| | | English. | A Classical Language. | A Vernacular Language. | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 1 |
| 140 5 | 17,148 503 | 17,072 114 | 11,567 500 | 2,597 3 | 63 ... | ... | UNIVERSITY EDUCATION. <i>Arts Colleges.</i> English. Oriental. |
| 30 4 4 5 8 | 2,767 1,466 865 190 70 | 2,749 1,466 865 160 70 | | 18 78 ... | ... 76 ... 11 ... | ... | <i>Colleges for Professional Training.</i> Law. Medicine. Engineering. Teaching. Agriculture. |
| 191 | 23,009 | 22,496 | 12,067 | 2,696 | 150 | ... | Total. |
| 1,070 2,030 1,932 | 251,885 170,561 158,706 | 234,646 126,524 16,886 | 107,988 19,079 16,540 | 167,417 157,276 142,806 | 647 2,875 4,007 | ... | SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i> For Boys— High Schools. English } Middle Schools. Vernacular } For Girls— High Schools. English } Middle Schools. Vernacular } |
| 100 158 203 | 10,974 12,141 18,501 | 10,311 11,005 2,371 | 2,917 1,136 372 | 4,473 5,091 17,738 | | 1,312 2,201 937 | Total. |
| 5,493 | 622,768 | 401,743 | 148,032 | 494,801 | 7,529 | 4,450 | Total. |
| 92,226 5,628 | 3,009,129 195,207 | 51,151 5,070 | 137,146 8,266 | 2,996,056 193,411 | 160,035 ... | 9,845 | <i>Primary Schools.</i> For Boys. For Girls. |
| 97,854 | 3,204,336 | 56,221 | 145,412 | 3,189,467 | 160,035 | 9,845 | Total. |
| 133 46 7 5 22 31 84 10 4 7 735 | 4,410 1,292 1,399 41 2,727 1,175 4,977 552 211 1,207 18,389 | 467 521 125 41 696 459 732 181 63 133 3,191 | 1,210 17 130 11,979 | 4,710 1,224 245 ... 1,232 716 2,732 ... 200 1,074 5,490 | 136 ... 40 ... 98 ... 187 158 | ... 16 34 134 | SCHOOL EDUCATION, SPECIAL. Training Schools for Masters. Training Schools for Mistresses. Schools of Art. Law Schools. Medical Schools. Engineering and Surveying Schools. Technical and Industrial Schools. Commercial Schools. Agricultural Schools. Reformatory Schools. Other Schools. |
| 1,084 | 36,380 | 6,609 | 13,336 | 17,623 | 619 | 184 | Total. |
| 104,622 | 3,886,493 | 487,069 | 318,847 | 3,704,587 | 168,333 | 14,479 | TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION. |
| 2,270 1,913 42 | 37,464 22,380 2,293 | 52 15 ... | 36,952 22,357 1,186 | 1,372 159 1,107 | 665 1 722 | ... | PRIVATE INSTITUTIONS. 1. ADVANCED, TEACHING— (a) Arabic or Persian. (b) Sanskrit. (c) Any other Oriental Classic. |
| 17 ... 36 431 34 | 372,448 6,357 167,435 16,041 9,197 1,794 | 3,586 36 2,257 188 | 82,051 710 153,801 15,183 578 56 | 367,888 6,185 16,019 1,330 8,212 1,629 | 7,888 ... 19,811 ... 680 ... | ... 554 ... 1,975 ... 139 | 2. ELEMENTARY, TEACHING— For Boys } (a) A Vernacular only or " Girls } mainly. For Boys } (b) The Koran only. " Girls } 3. OTHER SCHOOLS not conforming to Departmental Standards. |
| 43,081 | 635,407 | 6,134 | 312,874 | 403,901 | 29,767 | 2,668 | Total. |
| 147,703 | 4,521,900 | 493,203 | 631,721 | 4,108,488 | 198,100 | 17,147 | |

PROGRESS OF EDUCATION IN INDIA.

TABLE III-A.—Number of scholars on the 31st March 1902, in the several provinces of British India, classified according to sex, race, or creed.

| 1 | Europeans and Eurasians. | Native Christians. | Hindus. | | Muhammadians. | Buddhists. | Parsis. | Others. | Total. |
|--|--------------------------|--------------------|----------------|------------------|----------------|----------------|--------------|---------------|------------------|
| | | | Brahmans. | Non-Brahmans. | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| UNIVERSITY EDUCATION. | | | | | | | | | |
| ARTS COLLEGES. | | | | | | | | | |
| English | 175 | 450 | 6,686 | 7,964 | 1,259 | 105 | 301 | 31 | 16,971 |
| { Male | | | | | | | | | |
| { Female | 102 | 32 | 3 | 23 | ... | ... | 16 | 1 | 177 |
| Oriental | ... | ... | 407 | 8 | 88 | ... | ... | ... | 503 |
| { Male | | | | | | | | | |
| { Female | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| COLLEGES FOR PROFESSIONAL TRAINING. | | | | | | | | | |
| Law | 18 | 35 | 1,026 | 1,437 | 190 | 2 | 61 | 3 | 2,767 |
| { Male | | | | | | | | | |
| { Female | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medicine | 155 | 103 | 255 | 647 | 65 | ... | 160 | 5 | 1,390 |
| { Male | | | | | | | | | |
| { Female | 85 | 17 | ... | 2 | ... | ... | 22 | ... | 76 |
| Engineering | 110 | 15 | 244 | 407 | 64 | ... | 23 | 2 | 865 |
| { Male | | | | | | | | | |
| { Female | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching | 1 | 16 | 73 | 65 | 24 | ... | ... | ... | 179 |
| { Male | | | | | | | | | |
| { Female | 11 | ... | ... | ... | ... | ... | ... | ... | 11 |
| Agriculture | ... | 1 | 40 | 27 | 2 | ... | ... | ... | 70 |
| { Male | | | | | | | | | |
| { Female | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | 602 | 669 | 8,734 | 10,580 | 1,692 | 107 | 583 | 42 | 23,009 |
| SCHOOL EDUCATION, GENERAL. | | | | | | | | | |
| SECONDARY SCHOOLS. | | | | | | | | | |
| <i>For Boys.</i> | | | | | | | | | |
| High Schools | 6,768 | 8,614 | 68,812 | 119,147 | 31,808 | 4,151 | 4,385 | 527 | 244,212 |
| { Male | | | | | | | | | |
| { Female | 270 | 112 | 12 | 35 | 1 | 123 | 1 | 17 | 570 |
| Middle Schools— | | | | | | | | | |
| English | 3,448 | 6,715 | 36,511 | 85,347 | 23,606 | 4,192 | 978 | 852 | 161,649 |
| { Male | | | | | | | | | |
| { Female | 967 | 852 | 184 | 447 | 19 | 262 | 73 | 19 | 2,823 |
| Vernacular | 7 | 2,017 | 16,307 | 55,111 | 20,594 | 12,083 | ... | 710 | 106,829 |
| { Male | | | | | | | | | |
| { Female | ... | 538 | 205 | 536 | 82 | 2,646 | ... | ... | 4,007 |
| <i>For Girls.</i> | | | | | | | | | |
| High Schools | 872 | 85 | 30 | 26 | 3 | 123 | 23 | 37 | 1,204 |
| { Male | | | | | | | | | |
| { Female | 5,239 | 1,468 | 282 | 758 | 75 | 142 | 642 | 100 | 8,704 |
| Middle Schools— | | | | | | | | | |
| English | 1,312 | 391 | 18 | 29 | 15 | 150 | 38 | 12 | 1,965 |
| { Male | | | | | | | | | |
| { Female | 4,165 | 3,490 | 154 | 328 | 39 | 169 | 341 | 68 | 8,754 |
| Vernacular | 2 | 275 | 41 | 259 | 15 | 327 | ... | 18 | 987 |
| { Male | | | | | | | | | |
| { Female | 13 | 4,525 | 2,660 | 8,322 | 649 | 482 | ... | 73 | 16,724 |
| Total | 23,063 | 29,080 | 125,216 | 270,345 | 76,908 | 24,854 | 6,481 | 2,433 | 558,378 |
| PRIMARY SCHOOLS. | | | | | | | | | |
| For boys | 1,999 | 53,808 | 316,064 | 1,798,855 | 596,866 | 89,201 | 4,436 | 48,798 | 2,910,027 |
| { Male | | | | | | | | | |
| { Female | 634 | 17,068 | 18,966 | 76,513 | 23,822 | 20,164 | 836 | 2,141 | 160,164 |
| For girls | 1,005 | 1,117 | 573 | 2,329 | 1,278 | 3,592 | 147 | 148 | 10,189 |
| { Male | | | | | | | | | |
| { Female | 2,488 | 16,131 | 29,545 | 104,970 | 28,745 | 6,257 | 3,722 | 1,488 | 188,346 |
| Total | 6,126 | 88,124 | 365,168 | 1,982,667 | 645,711 | 119,214 | 9,141 | 52,575 | 3,268,726 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | |
| Training Schools | 30 | 878 | 1,169 | 1,529 | 384 | 142 | ... | 153 | 4,290 |
| { Male | | | | | | | | | |
| { Female | 108 | 969 | 169 | 89 | 21 | 108 | 8 | 5 | 1,412 |

NOTE.—In this table the primary departments of secondary schools in the United Provinces and Central Provinces are treated as primary schools.

TABLE III-A.—Number of scholars on the 31st March 1903, in the several provinces of British India, classified according to sex, race, or creed—*continued*.

| 1 | 2 | 3 | HINDUS. | | 6 | 7 | 8 | 9 | 10 |
|--|---------------|----------------|----------------|------------------|----------------|----------------|---------------|---------------|------------------|
| | | | 4 | 5 | | | | | |
| SCHOOL EDUCATION, SPECIAL—<i>contd.</i> | | | | | | | | | |
| Schools of Art . . . { Male . . . | 13 | 106 | 94 | 905 | 175 | 2 | 52 | 12 | 1,352 |
| { Female . . . | 24 | 2 | ... | ... | ... | ... | 14 | ... | 40 |
| Law Schools . . . { Male . . . | 1 | ... | 6 | 26 | 3 | 5 | ... | ... | 41 |
| { Female . . . | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools . . . { Male . . . | 88 | 106 | 580 | 1,292 | 474 | 6 | 14 | 3 | (a) 2,556 |
| { Female . . . | 27 | 103 | 8 | 13 | 15 | ... | ... | ... | (a) 171 |
| Engineering and Surveying Schools. { Male . . . | 39 | 11 | 195 | 266 | 73 | 588 | 3 | ... | 1,175 |
| { Female . . . | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools. { Male . . . | 120 | 1,008 | 470 | 1,793 | 958 | 11 | 88 | 61 | 4,509 |
| { Female . . . | 45 | 269 | 3 | 131 | ... | 16 | 4 | ... | 468 |
| Commercial Schools . { Male . . . | 39 | 32 | 133 | 190 | 46 | 20 | 60 | 2 | 522 |
| { Female . . . | 26 | ... | ... | ... | ... | ... | ... | ... | 26 |
| Agricultural Schools . { Male . . . | ... | 2 | 26 | 122 | 61 | ... | ... | ... | 211 |
| { Female . . . | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools . Male . . . | 2 | 19 | 33 | 797 | 249 | 73 | ... | 34 | 1,207 |
| Other Schools . . . { Male . . . | 328 | 638 | 7,741 | 3,088 | 5,199 | 519 | 181 | 4 | 17,898 |
| { Female . . . | 293 | 261 | 1 | 21 | 38 | 68 | 13 | ... | 695 |
| Total . . . | 1,181 | 4,404 | 10,568 | 10,262 | 7,696 | 1,558 | 432 | 279 | 36,380 |
| Total of Colleges and Schools of Public Instruction. | 30,972 | 122,277 | 509,686 | 2,273,854 | 732,005 | 145,733 | 16,637 | 55,329 | 3,886,493 |
| PRIVATE INSTITUTIONS. | | | | | | | | | |
| ADVANCED TEACHING. | | | | | | | | | |
| (a) Arabic or Persian { Male . . . | ... | ... | 275 | 3,749 | 32,779 | ... | 21 | 2 | (b) 36,788 |
| { Female . . . | ... | ... | ... | 1 | 617 | ... | 20 | ... | (b) 676 |
| (b) Sanskrit . . . { Male . . . | ... | ... | 20,717 | 1,657 | 3 | 1 | ... | 1 | 23,379 |
| { Female . . . | ... | ... | 1 | ... | ... | ... | ... | ... | 1 |
| (c) Any other Oriental Classic. { Male . . . | ... | ... | ... | 571 | 1,000 | ... | ... | ... | 1,571 |
| { Female . . . | ... | ... | ... | 447 | 275 | ... | ... | ... | 722 |
| ELEMENTARY TEACHING | | | | | | | | | |
| A Vernacular only or mainly | | | | | | | | | |
| For boys . . . { Male . . . | 17 | 4,630 | 19,591 | 167,566 | 25,941 | 145,944 | 330 | 539 | 364,558 |
| { Female . . . | 8 | 1,037 | 421 | 3,873 | 514 | 1,817 | 209 | 9 | 7,888 |
| For girls . . . { Male . . . | ... | 9 | ... | 47 | 203 | 290 | 5 | ... | 554 |
| { Female . . . | 3 | 552 | 383 | 2,541 | 1,525 | 719 | 60 | 20 | 5,803 |
| ELEMENTARY TEACHING | | | | | | | | | |
| The Koran only | | | | | | | | | |
| For boys . . . { Male . . . | ... | ... | 572 | 472 | 146,570 | ... | ... | 10 | 147,624 |
| { Female . . . | ... | ... | ... | ... | 19,811 | ... | ... | ... | 19,811 |
| For girls . . . { Male . . . | ... | ... | ... | ... | 1,975 | ... | ... | ... | 1,975 |
| { Female . . . | ... | ... | 3 | 68 | 13,995 | ... | ... | ... | 14,066 |
| OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS. | | | | | | | | | |
| For boys . . . { Male . . . | 5 | ,083 | 899 | 5,194 | 523 | 645 | 58 | 111 | 8,517 |
| { Female . . . | 4 | 233 | 64 | 347 | ... | 12 | 20 | ... | 680 |
| For girls . . . { Male . . . | 37 | 102 | ... | ... | ... | ... | ... | ... | 139 |
| { Female . . . | 76 | 370 | 128 | 520 | 436 | ... | ... | 75 | 1,655 |
| Total . . . | 150 | 8,016 | 43,054 | 187,053 | 246,216 | 149,428 | 723 | 767 | 635,407 |
| GRAND TOTAL . . . | 31,122 | 130,293 | 552,740 | 2,460,907 | 978,221 | 295,161 | 17,360 | 56,096 | 4,521,900 |

(a) In the detailed column 5 Bombay females are included among males.
 (b) " " " 38 females of the United Provinces are included among males.

TABLE IV.—Expenditure (in rupees) on Public Instruction in the several

| Objects of Expenditure. | PUBLIC INSTRUCTION | | | | | | |
|---|------------------------|-----------------|------------------|------------------|----------------|-------------------------------|------------------|
| | UNDER PUBLIC | | | | | | |
| | Managed by Government. | | | | | | |
| | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Subscriptions. | Endowments and other sources. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| UNIVERSITY EDUCATION. | | | | | | | |
| <i>Arts Colleges.</i> | | | | | | | |
| English | 6,54,324 | 1,182 | 266 | 3,59,646 | ... | 31,701 | 10,47,119 |
| Oriental | 14,679 | ... | ... | ... | ... | 471 | 15,150 |
| <i>Colleges for Professional Training.</i> | | | | | | | |
| Law | 6,317 | ... | ... | 77,624 | ... | 1,900 | 84,841 |
| Medicine | 2,79,287 | 2,979 | 3,262 | 1,34,994 | ... | 3,341 | 4,23,863 |
| Engineering | 4,48,383 | ... | ... | 50,470 | ... | 5,264 | 5,04,117 |
| Teaching | 84,951 | 325 | 78 | 550 | ... | 843 | 86,747 |
| Agriculture | 56,092 | ... | ... | 572 | ... | 5,693 | 62,357 |
| Total | 15,43,033 | 4,486 | 3,606 | 6,23,856 | ... | 49,213 | 22,24,194 |
| SCHOOL EDUCATION, GENERAL. | | | | | | | |
| <i>Secondary Schools.</i> | | | | | | | |
| <i>For Boys—</i> | | | | | | | |
| High Schools | 4,42,201 | 108,256 | 14,992 | 7,30,813 | 4,574 | 1,24,535 | 14,25,371 |
| Middle Schools | 83,853 | 14,608 | 11,141 | 70,847 | 5,310 | 431 | 1,86,188 |
| | 24,005 | 3,961 | 708 | 8,229 | 182 | 38 | 37,123 |
| <i>For Girls—</i> | | | | | | | |
| High Schools | 37,136 | ... | ... | 7,920 | 1,166 | 6,740 | 52,962 |
| Middle Schools | 16,244 | ... | ... | 4,452 | ... | ... | 20,696 |
| | 44,886 | ... | ... | 1,513 | ... | 437 | 46,836 |
| Total | 6,48,325 | 1,26,823 | 26,841 | 8,23,774 | 11,232 | 1,32,181 | 17,69,176 |
| <i>Primary Schools.</i> | | | | | | | |
| For Boys | 85,993 | 4,196 | 3,767 | 12,042 | 391 | 2,386 | 1,08,775 |
| For Girls | 50,802 | 30 | 60 | 1,286 | 8 | 84 | 52,270 |
| Total | 1,36,795 | 4,226 | 3,827 | 13,328 | 399 | 2,470 | 1,61,045 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | |
| Training Schools for Masters | 3,47,595 | 84,021 | 1,550 | 488 | 476 | 2,104 | 4,36,234 |
| Training Schools for Mistresses | 40,441 | 3,309 | 794 | 225 | 175 | 2,194 | 47,138 |
| School of Art | 111,012 | ... | 155 | 10,635 | 1 | 29,386 | 1,51,189 |
| Law Schools | 1,980 | ... | ... | 1,620 | ... | ... | 3,600 |
| Medical Schools | 1,80,915 | 28,873 | 18,592 | 26,495 | 670 | 2,099 | 2,57,644 |
| Engineering and Surveying Schools | 87,079 | ... | ... | 22,348 | ... | 12,664 | 1,22,091 |
| Technical and Industrial Schools | 23,687 | ... | ... | 1,317 | ... | 6,007 | 31,011 |
| Commercial Schools | 3,015 | ... | ... | 1,533 | ... | ... | 4,548 |
| Agricultural Schools | 7,364 | 2,120 | ... | ... | ... | ... | 9,484 |
| Reformatory Schools | 1,23,296 | ... | ... | ... | ... | 6,986 | 1,30,282 |
| Other Schools | 98,701 | 10,066 | 338 | 29,875 | 3,061 | 34,844 | 1,76,855 |
| Total | 10,25,085 | 1,28,389 | 21,429 | 94,536 | 4,383 | 96,284 | 13,70,106 |
| <i>Buildings</i> | 6,75,110 | 23,676 | 614 | 121 | 13,822 | 17,828 | 7,81,171 |
| <i>Furniture and Apparatus (Special grants only).</i> | 1,01,266 | 788 | ... | 2,002 | 37 | 4,925 | 1,09,018 |
| Total | 7,76,376 | 24,464 | 614 | 2,123 | 13,859 | 22,753 | 8,40,189 |
| TOTAL | 41,29,614 | 2,88,388 | 56,317 | 15,57,617 | 29,873 | 3,02,901 | 63,64,710 |

provinces of British India for the official year 1901-1902.

| INSTITUTIONS. | | | | | | | Objects of Expenditure. |
|---|--------------|------------------|-----------|----------------|-------------------------------|-----------|--|
| MANAGEMENT. | | | | | | | |
| Managed by Local Fund and Municipal Boards. | | | | | | | |
| Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Subscriptions. | Endowments and other sources. | Total. | 1 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 4,995 | ... | 3,428 | 15,812 | ... | 1,944 | 25,679 | UNIVERSITY EDUCATION. <i>Arts Colleges.</i> English. Oriental. |
| ... | ... | ... | ... | ... | ... | ... | <i>Colleges for Professional Training.</i> Law. Medicine. Engineering. Teaching. Agriculture. |
| ... | ... | ... | 840 | ... | ... | 840 | |
| ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | |
| 4,995 | ... | 3,428 | 16,152 | ... | 1,944 | 26,519 | Total. |
| 29,166 | 17,401 | 1,23,392 | 3,28,234 | 1,658 | 2,516 | 4,97,367 | SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i> For Boys— High Schools. English } Middle Schools. Vernacular } |
| 81,579 | 48,789 | 1,09,659 | 3,06,544 | 5,069 | 2,212 | 5,53,852 | |
| 7,029 | 3,06,721 | 37,977 | 1,42,974 | 4,669 | 1,429 | 5,00,799 | |
| ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 180 | ... | ... | ... | 180 | For Girls— High Schools. English } Middle Schools. Vernacular } |
| 1,287 | 957 | 10,728 | 38 | ... | ... | 13,010 | |
| 1,19,061 | 3,73,868 | 2,81,936 | 7,72,790 | 11,396 | 6,157 | 15,65,208 | Total. |
| 8,20,138 | 22,89,709 | 4,27,633 | 4,47,671 | 14,031 | 15,733 | 40,14,915 | <i>Primary Schools.</i> For Boys. For Girls. |
| 49,347 | 1,00,842 | 1,19,426 | 3,140 | 418 | 1,523 | 2,74,691 | |
| 8,69,485 | 23,90,551 | 5,47,059 | 4,50,811 | 14,444 | 17,256 | 42,89,606 | Total. |
| 758 | 17,494 | ... | ... | ... | ... | 18,252 | SCHOOL EDUCATION, SPECIAL. Training Schools For Masters. Training Schools for Mistresses. School of Art. Law Schools. Medical Schools. Engineering and Surveying Schools. Technical and Industrial Schools. Commercial Schools. Agricultural Schools. Reformatory Schools. Other Schools. |
| 2,942 | 3,470 | 1,115 | ... | ... | ... | 7,527 | |
| ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 1,020 | 719 | ... | 2,536 | 4,275 | |
| 17,813 | 23,100 | 14,197 | 5,981 | 732 | 13,930 | 75,753 | |
| 593 | ... | 7 | 135 | ... | ... | 735 | |
| ... | 6,722 | ... | ... | ... | ... | 6,722 | |
| 3,834 | 4,909 | 3,076 | 427 | ... | 12,362 | 24,608 | |
| 25,940 | 55,695 | 19,415 | 7,262 | 732 | 28,828 | 1,37,872 | Total. |
| 68,198 | 2,28,780 | 67,473 | 1,111 | 19,225 | 6,686 | 3,91,473 | <i>Buildings.</i> <i>Furniture and Apparatus</i> (Special grants only). |
| 2,207 | 27,798 | 8,252 | 5,846 | 3,113 | 2,215 | 49,431 | |
| 70,405 | 2,56,578 | 75,725 | 6,957 | 22,338 | 8,901 | 4,40,904 | Total. |
| 10,89,888 | 30,76,692 | 9,27,563 | 12,53,972 | 48,910 | 63,086 | 64,60,109 | TOTAL. |

TABLE IV.—Expenditure (in rupees) on Public Instruction in the

| Objects of Expenditure. | PUBLIC IN | | | | | | |
|---|---------------------------|-------------------------------|--|----------|----------------|-------------------------------|-----------|
| | UNDER PUBLIC MANAGEMENT. | | | | | | |
| | Managed by Native States. | | | | | | |
| | Native States Revenues. | Local Funds in Native States. | Municipal Funds raised in Native States. | Fees. | Subscriptions. | Endowments and other sources. | Total. |
| 1 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| UNIVERSITY EDUCATION. | | | | | | | |
| <i>Arts Colleges.</i> | | | | | | | |
| English | 36,150 | ... | ... | 8,000 | ... | 76 | 44,226 |
| Oriental | ... | ... | ... | ... | ... | ... | ... |
| <i>Colleges for Professional Training.</i> | | | | | | | |
| Law | ... | ... | ... | ... | ... | ... | ... |
| Medicine | ... | ... | ... | ... | ... | ... | ... |
| Engineering | ... | ... | ... | ... | ... | ... | ... |
| Teaching | ... | ... | ... | ... | ... | ... | ... |
| Agriculture | ... | ... | ... | ... | ... | ... | ... |
| Total | 36,150 | ... | ... | 8,000 | ... | 76 | 44,226 |
| SCHOOL EDUCATION, GENERAL. | | | | | | | |
| <i>Secondary Schools.</i> | | | | | | | |
| For Boys— | | | | | | | |
| High Schools | 1,69,864 | 2,991 | ... | 1,06,948 | 424 | 2,968 | 2,83,195 |
| Middle Schools | 92,586 | 1,958 | 2,259 | 35,083 | 74 | 2,411 | 1,34,371 |
| { English | 9,463 | 3,399 | 1,427 | 409 | 120 | 331 | 15,149 |
| { Vernacular | | | | | | | |
| For Girls— | | | | | | | |
| High Schools | ... | ... | ... | ... | ... | ... | ... |
| Middle Schools | 2,554 | ... | ... | 92 | ... | ... | 2,646 |
| { English | ... | ... | ... | ... | ... | ... | ... |
| { Vernacular | ... | ... | ... | ... | ... | ... | ... |
| Total | 2,74,467 | 8,348 | 3,686 | 1,42,532 | 618 | 5,710 | 4,35,361 |
| <i>Primary Schools.</i> | | | | | | | |
| For Boys | 5,79,116 | 47,309 | 5,160 | 92,902 | 3,892 | 4,925 | 7,33,304 |
| For Girls | 89,272 | 2,960 | 2,246 | 69 | 853 | 728 | 96,128 |
| Total | 6,68,388 | 50,269 | 7,406 | 92,971 | 4,745 | 5,653 | 8,29,432 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | |
| Training Schools for Masters | 9,587 | ... | ... | 90 | ... | ... | 9,677 |
| Training Schools for Mistresses | 7,422 | ... | ... | 8 | ... | 778 | 8,208 |
| School of Art | ... | ... | ... | ... | ... | ... | ... |
| Law Schools | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools | 14,346 | ... | ... | ... | ... | 1 | 14,347 |
| Commercial Schools | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools | ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools | ... | ... | ... | ... | ... | ... | ... |
| Other Schools | 1,639 | ... | ... | ... | ... | 4 | 1,643 |
| Total | 32,994 | ... | ... | 98 | ... | 783 | 33,875 |
| <i>Buildings</i> | 40,414 | 6 | 12 | ... | 778 | ... | 41,210 |
| <i>Furniture and Apparatus</i> (Special grants only). | 5,320 | 137 | 23 | 313 | 64 | 81 | 5,938 |
| Total | 45,734 | 143 | 35 | 313 | 842 | 81 | 47,148 |
| TOTAL | 10,57,789 | 58,760 | 11,127 | 2,43,914 | 6,205 | 12,303 | 13,90,042 |

several provinces of British India for the official year 1901-1902—continued.

| STITUTIONS—continued | | | | | | | Object of Expenditure. |
|--|--------------|------------------|-----------|----------------|-------------------------------|-------------|--|
| UNDER PRIVATE MANAGEMENT. | | | | | | | |
| Aided by Government or by Local or Municipal Boards. | | | | | | | |
| Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Subscriptions. | Endowments and other sources. | Total. | 1 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| | | | | | | | UNIVERSITY EDUCATION. |
| | | | | | | | Arts Colleges. |
| 2,36,237 | 6,750 | 15,915 | 3,86,892 | 47,846 | 3,27,950 | 10,21,580 | English. |
| 13,394 | 157 | 74 | 262 | 802 | 7,840 | 23,029 | Oriental. |
| | | | | | | | Colleges for Professional Training. |
| ... | ... | ... | 7,342 | ... | 713 | 8,055 | Law. |
| ... | ... | ... | ... | ... | ... | ... | Medicine. |
| ... | ... | ... | ... | ... | ... | ... | Engineering. |
| ... | ... | ... | ... | ... | ... | ... | Teaching. |
| ... | ... | ... | ... | ... | ... | ... | Agricultural. |
| 2,50,131 | 6,907 | 15,989 | 3,94,436 | 48,648 | 3,36,503 | 10,52,614 | Total. |
| | | | | | | | SCHOOL EDUCATION, GENERAL. |
| | | | | | | | Secondary Schools. |
| 4,95,834 | 60,108 | 86,995 | 17,52,929 | 1,67,172 | 5,16,910 | 30,79,943 | For Boys— |
| 2,13,486 | 1,57,236 | 70,332 | 6,22,068 | 2,21,012 | 2,85,637 | 15,69,711 | High Schools. |
| 65,624 | 95,439 | 26,328 | 1,49,757 | 70,278 | 89,347 | 4,46,803 | English } Middle Schools. |
| | | | | | | | Vernacular } Middle Schools. |
| 1,92,922 | 4,619 | 4,908 | 3,17,455 | 42,638 | 2,43,794 | 3,06,336 | For Girls— |
| 1,25,882 | 9,023 | 6,963 | 1,26,409 | 52,188 | 2,82,336 | 6,02,301 | High Schools. |
| 56,226 | 1,754 | 3,349 | 10,320 | 44,130 | 69,812 | 1,86,691 | English } Middle Schools. |
| | | | | | | | Vernacular } Middle Schools. |
| 11,49,424 | 3,28,204 | 1,96,875 | 29,78,938 | 5,97,418 | 14,37,826 | 66,90,665 | Total. |
| | | | | | | | Primary Schools. |
| 4,27,703 | 11,88,004 | 1,99,588 | 20,28,361 | 2,92,611 | 8,23,975 | 49,55,242 | For Boys. |
| 1,98,921 | 66,605 | 25,891 | 58,434 | 1,97,452 | 3,18,906 | 8,61,209 | For Girls. |
| 6,21,624 | 12,49,609 | 2,25,479 | 20,86,795 | 4,90,063 | 11,42,881 | 58,16,451 | Total. |
| | | | | | | | SCHOOL EDUCATION, SPECIAL. |
| 32,661 | 1,080 | ... | ... | 17,023 | 17,542 | 68,308 | Training Schools for Masters. |
| 51,021 | 2,093 | ... | 8,432 | 17,990 | 35,790 | 1,15,326 | Training Schools for Mistresses. |
| ... | ... | ... | ... | ... | ... | ... | Schools of Art. |
| ... | ... | ... | ... | ... | ... | ... | Law Schools. |
| 291 | 404 | 1,201 | ... | 1,804 | 273 | 3,978 | Medical Schools. |
| 3,418 | ... | ... | 642 | ... | 2,064 | 5,144 | Engineering and Surveying Schools. |
| 45,047 | 7,820 | 10,747 | 5,273 | 18,700 | 83,392 | 1,75,639 | Technical and Industrial Schools. |
| ... | ... | ... | 188 | ... | ... | 188 | Commercial Schools. |
| 2,400 | ... | ... | ... | ... | ... | 2,400 | Agricultural Schools. |
| ... | ... | ... | ... | ... | ... | ... | Reformatory Schools. |
| 43,772 | 8,064 | 4,004 | 25,635 | 29,068 | 1,18,039 | 2,33,582 | Other Schools. |
| 1,82,610 | 18,961 | 15,952 | 40,170 | 84,645 | 2,62,120 | 6,04,458 | Total. |
| 2,65,176 | 4,545 | 12,551 | 37,169 | 1,51,427 | 3,95,664 | 8,66,532 | Buildings. |
| 39,635 | 5,188 | 3,463 | 20,658 | 17,267 | 11,642 | 1,17,303 | Furniture and Apparatus (Special grants only). |
| 2,94,861 | 9,733 | 16,014 | 57,227 | 1,68,694 | 4,37,306 | 9,83,835 | Total. |
| 24,98,650 | 16,13,414 | 4,72,309 | 55,57,566 | 13,89,468 | 36,16,636 | 1,51,48,043 | TOTAL. |

TABLE IV.—Expenditure (in rupees) on Public Instruction in the several

| Object of Expenditure. | PUBLIC INSTITUTIONS—continued. | | | | TOTAL | |
|---|--------------------------------|-----------------|--|------------------|----------------------|------------------|
| | UNDER PRIVATE MANAGEMENT. | | | | | |
| | Unaided. | | | | | |
| | Fees. | Subscriptions. | Endowments and other sources. | Total. | Provincial Revenues. | Local Funds. |
| 1 | 30 | 31 | 32 | 33 | 34 | 35 |
| UNIVERSITY EDUCATION. | | | | | | |
| <i>Arts Colleges.</i> | | | | | | |
| English | 2,03,711 | 29,380 | 1,91,303 | 4,24,394 | 8,95,556 | 7,932 |
| Oriental | ... | ... | ... | ... | 28,573 | 157 |
| <i>Colleges for Professional Training.</i> | | | | | | |
| Law | 21,927 | ... | 4,848 | 26,775 | 5,317 | ... |
| Medicine | ... | ... | ... | ... | 2,79,287 | 2,979 |
| Engineering | ... | ... | ... | ... | 4,48,383 | ... |
| Teaching | ... | ... | ... | ... | 84,951 | 325 |
| Agricultural | ... | ... | ... | ... | 56,092 | ... |
| Total | 2,25,638 | 29,380 | 1,96,151 | 4,51,169 | 17,98,159 | 11,393 |
| SCHOOL EDUCATION, GENERAL. | | | | | | |
| <i>Secondary Schools.</i> | | | | | | |
| For Boys— | | | | | | |
| High Schools | 11,54,582 | 2,22,392 | 4,22,598 | 17,99,572 | 9,67,201 | 1,85,760 |
| Middle Schools { English | 1,59,972 | 77,293 | 85,850 | 3,23,115 | 3,78,868 | 2,20,631 |
| { Vernacular | 19,445 | 13,211 | 11,023 | 43,679 | 96,658 | 4,06,151 |
| For Girls— | | | | | | |
| High Schools | 17,323 | ... | 10,678 | 28,000 | 2,30,058 | 4,619 |
| Middle Schools { English | 7,037 | 9,297 | 7,999 | 24,333 | 1,41,626 | 9,023 |
| { Vernacular | 248 | 2,489 | 1,885 | 4,622 | 1,02,399 | 2,711 |
| Total | 13,58,606 | 3,24,682 | 5,40,033 | 22,23,321 | 19,16,810 | 8,28,895 |
| <i>Primary Schools.</i> | | | | | | |
| For Boys | 4,68,679 | 74,573 | 1,89,172 | 7,32,424 | (b)13,33,877 | 34,76,909 |
| For Girls | 2,627 | 16,356 | 27,818 | 46,801 | 2,94,070 | 1,67,477 |
| Total | 4,71,306 | 90,929 | 2,16,990 | 7,79,225 | 16,27,947 | 36,44,386 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | |
| Training Schools for Masters | 11 | 1,456 | 2,426 | 3,893 | 3,81,014 | 1,02,595 |
| Training Schools for Mistresses | ... | 1,200 | ... | 1,200 | 94,404 | 8,872 |
| Schools of Art | 1,460 | 2,090 | 40 | 3,590 | 1,11,012 | ... |
| Law Schools | 1,675 | ... | ... | 1,675 | 1,980 | ... |
| Medical Schools | 6,611 | 3,193 | 22,415 | 32,224 | 1,81,206 | 29,277 |
| Engineering and Surveying Schools | ... | ... | ... | ... | 89,497 | ... |
| Technical and Industrial Schools | 384 | 8,165 | 11,223 | 19,772 | 86,547 | 30,420 |
| Commercial Schools | 17,280 | 267 | 4,097 | 21,644 | 3,608 | ... |
| Agricultural Schools | ... | ... | ... | ... | 9,764 | 8,842 |
| Reformatory Schools | ... | ... | ... | ... | 1,23,296 | ... |
| Other Schools | 6,722 | 13,102 | 29,268 | 49,092 | 1,51,307 | 23,039 |
| Total | 34,143 | 29,478 | 69,469 | 1,33,090 | 12,33,635 | 2,03,045 |
| <i>Buildings</i> | 4,657 | 38,958 | 1,69,449 | 2,13,064 | (b)10,11,999 | 2,57,001 |
| <i>Furniture and Apparatus</i> | 2,797 | 10,617 | 34,311 | 47,725 | 1,33,158 | 33,774 |
| Total | 7,454 | 49,575 | 2,03,760 | 2,60,789 | 11,45,157 | 2,90,775 |
| TOTAL | 20,97,147 | 5,24,044 | 12,26,403 | 38,47,594 | 77,21,708 | 49,78,494 |
| | | | University | | 8,508 | 91 |
| | | | Direction | | 3,91,034 | ... |
| | | | Inspection | | 14,35,773 | 5,95,751 |
| | | | Scholarships held in— | | | |
| | | | Arts Colleges | | 1,70,054 | 1,463 |
| | | | Medical Colleges | | 8,426 | 1,765 |
| | | | Other Professional Colleges | | 20,314 | 1,476 |
| | | | Secondary Schools | | 1,57,710 | 1,04,590 |
| | | | Primary Schools | | 12,898 | 23,755 |
| | | | Medical Schools | | 32,608 | 3,893 |
| | | | Technical and Industrial Schools | | 15,167 | 18,833 |
| | | | Other Special Schools | | 30,773 | 8,233 |
| | | | Miscellaneous (d) | | 2,73,686 | 1,49,943 |
| | | | TOTAL | | 25,56,951 | 9,08,798 |
| | | | GRAND TOTAL | | 1,02,78,659 | 58,87,292 |

(a) The total of the corresponding sub-heads exceeds this figure by Rs. 1,20, because payments from Provincial Revenues and Municipal Funds to unaided schools have been included under this head in the detailed figures but have been debited to the proper head in columns 34 and 35. The details of the Rs. 1,20 are:—

Middle English Schools (Boys) . . . Rs. 380 paid from Municipal Funds.

Primary Schools (Boys) . . . Rs. 163; Rs. 43 paid from Provincial Revenues, and Rs. 120 from Municipal Funds.

Buildings Rs. 593; Rs. 515 paid from Provincial Revenues, and Rs. 78 from Municipal Funds.

Furniture and Apparatus Rs. 4 paid from Municipal Funds.

(b) See note (a).

(c) Native States Revenues.

(d) Includes charges on account of hostels or boarding houses in all provinces except Bombay and the Central Provinces, where charges are distributed among the several institutions with which the hostels are connected.

provinces of British India for the official year 1901-1902—concluded.

| EXPENDITURE FROM | | | | GRAND TOTAL. | Object of Expenditure. |
|-----------------------------------|------------------------------------|---|-------------------------------|-------------------------------------|---|
| Municipal Funds. | Fees. | All other sources. | | | |
| | | Private. | Public. | 40 | 1 |
| 36 | 37 | 38 | 39 | 40 | 1 |
| 19,609 74 | 9,73,501 262 | 6,20,696 9,013 | 45,654 100 | 25,62,948 38,179 | UNIVERSITY EDUCATION. <i>Arts Colleges.</i> English. Oriental. <i>Colleges for Professional Training.</i> Law. Medicine. Engineering. Teaching. Agricultural. |
| ... 3,262 | 1,07,733 1,34,994 | 5,248 3,341 | 2,213 ... | 1,20,511 4,23,863 | |
| ... 78 | 50,470 550 | 5,264 843 | | 5,04,117 86,747 | |
| ... 78 | 572 | 5,693 | ... | 62,357 | |
| 23,023 | 12,68,082 | 6,50,098 | 47,967 | 37,98,722 | Total. |
| 2,25,379 (b)1,91,492 65,013 | 40,68,506 11,94,514 3,20,814 | (b)14,88,445 (b)6,73,285 1,45,182 | 2,00,157 1,08,447 9,735 | 70,85,448 27,67,237 10,43,553 | SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i> For Boys— High Schools. English Vernacular } Middle Schools. For Girls— High Schools. English Vernacular } Middle Schools. |
| 4,908 7,143 14,077 | 3,42,697 1,37,990 12,119 | 3,00,207 3,51,820 1,18,577 | 4,809 2,554 176 | 8,87,298 6,50,156 2,50,059 | Total. |
| 5,08,012 | 60,76,640 | 30,27,516 | 3,25,878 | 1,26,83,751 | Total. |
| (b)6,31,108 1,45,377 | 30,49,655 65,556 | (b)14,20,904 5,63,194 | 6,32,207 25,425 | 1,05,44,660 13,31,099 | <i>Primary Schools.</i> For Boys. For Girls. |
| 7,76,485 | 31,15,211 | 19,84,098 | 7,27,632 | 1,18,75,759 | Total. |
| 1,550 1,909 155 | 589 8,665 12,095 | 40,883 58,127 31,517 | 9,731 7,422 ... | 5,36,362 1,79,399 1,54,779 | SCHOOL EDUCATION, SPECIAL. Training Schools for Masters. Training Schools for Mistresses. Schools of Art. Law Schools. Medical Schools. Engineering and Surveying Schools. Technical and Industrial Schools. Commercial Schools. Agricultural Schools. Reformatory Schools. Other Schools. |
| ... 20,813 | 3,295 38,825 | ... | ... | 5,275 2,93,116 | |
| ... 24,944 | 22,990 12,955 | 14,748 1,45,270 | ... | 1,27,235 3,16,422 | |
| ... 7 | 19,136 | 4,364 | 16,286 | 27,115 | |
| ... 7,418 | ... | ... | ... | 18,606 | |
| ... 7,418 | 62,659 | 6,247 2,16,717 | (c)739 24,670 | 1,30,232 4,85,810 | |
| 56,796 | 1,76,209 | 5,50,868 | 58,848 | 22,79,401 | Total. |
| (b)80,716 (b)11,719 | 43,058 31,016 | (b)7,99,430 (b)1,12,431 | 51,246 7,317 | 22,43,450 3,29,415 | <i>Buildings.</i> <i>Furniture and Apparatus.</i> |
| 92,435 | 74,074 | 9,11,861 | 58,563 | 25,72,865 | Total. |
| 14,56,751 | 1,07,10,216 | (a)71,24,441 | 12,18,888 | 3,32,10,498 | TOTAL. |
| 30 ... 27,849 | 7,08,018 1,171 11,609 | 55,896 ... 204 | 81,955 | 7,72,543 3,92,205 21,53,141 | UNIVERSITY. Direction. Inspection. Scholarships held in— |
| 2,337 654 17 | 6,152 | 80,946 3,653 8,212 | 6,446 ... 356 | 2,67,398 14,498 30,375 | Arts Colleges. Medical Colleges. Other Professional Colleges. |
| 14,659 972 652 | 11,293 245 ... | 61,482 37,649 16,751 | 12,038 7,985 614 | 3,61,772 82,504 54,524 | Secondary Schools. Primary Schools. Medical Schools. |
| 4,541 860 29,139 | 72 ... 12,39,206 | 13,185 8,648 9,16,865 | 1,101 84 72,113 | 52,899 48,098 26,81,007 | Technical and Industrial Schools. Other Special Schools. Miscellaneous. (d) |
| 81,266 | 19,77,766 | 12,03,491 | 1,82,692 | 69,10,964 | TOTAL. |
| 15,38,017 | 1,26,87,982 | 83,37,932 | 14,01,580 | 4,01,21,462 | GRAND TOTAL. |

TABLE V.—Stages of Instruction of Pupils in Public Schools for General

| CLASS OF SCHOOLS. | Number of Schools. | Number of Pupils on the Rolls on 31st March. | HIGH STAGE. | | | |
|--------------------------------|----------------------|--|---|---------------|--------------|---------------|
| | | | Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. | | | |
| | | | Boys. | Girls. | Total. | |
| 1 | 2 | 3 | 4 | 5 | 6 | |
| SECONDARY SCHOOLS. | | | | | | |
| FOR BOYS. | | | | | | |
| Government | English | 194 | 40,147 | 13,739 | 2 | 13,741 |
| | Vernacular | 47 | 3,576 | ... | ... | ... |
| Local Fund | English | 135 | 16,222 | 1,542 | ... | 1,619 |
| | Vernacular | 615 | 41,791 | 77 | ... | ... |
| Municipal | English | 225 | 32,596 | 4,296 | 1 | 4,297 |
| | Vernacular | 65 | 9,876 | ... | ... | ... |
| Native States | English | 142 | 10,747 | 3,666 | ... | 3,666 |
| | Vernacular | 29 | 2,945 | ... | ... | ... |
| Aided | English | 1,573 | 194,808 | 32,061 | 98 | 32,159 |
| | Vernacular | 1,048 | 61,683 | 52 | ... | 52 |
| Unaided | English | 828 | 114,475 | 25,153 | 3 | 25,156 |
| | Vernacular | 131 | 7,165 | 14 | ... | 14 |
| Total | | 5,032 | 536,031 | 80,800 | 104 | 80,704 |
| FOR GIRLS. | | | | | | |
| Government | English | 9 | 1,001 | ... | 102 | 102 |
| | Vernacular | 46 | 5,043 | ... | ... | ... |
| Local Fund | English | ... | ... | ... | ... | ... |
| | Vernacular | 2 | 34 | ... | ... | ... |
| Municipal | English | 1 | 26 | ... | ... | ... |
| | Vernacular | 7 | 666 | ... | ... | ... |
| Native States | English | 1 | 7 | ... | ... | ... |
| | Vernacular | ... | ... | ... | ... | ... |
| Aided | English | 226 | 18,144 | 35 | 1,405 | 1,440 |
| | Vernacular | 146 | 12,991 | ... | 13 | 13 |
| Unaided | English | 16 | 827 | ... | 52 | 52 |
| | Vernacular | 7 | 451 | ... | ... | ... |
| Total | | 461 | 39,090 | 35 | 1,572 | 1,607 |
| TOTAL SECONDARY SCHOOLS | | 5,493 | 575,121 | 80,635 | 1,676 | 82,311 |
| PRIMARY SCHOOLS: | | | | | | |
| FOR BOYS. | | | | | | |
| Government | | 344 | 15,829 | ... | ... | ... |
| Local Fund | | 14,692 | 722,631 | ... | ... | ... |
| Municipal | | 1,197 | 115,307 | ... | ... | ... |
| Native States | | 3,175 | 134,520 | ... | ... | ... |
| Aided | | 55,670 | 1,704,606 | ... | ... | ... |
| Unaided | | 17,638 | 361,357 | ... | ... | ... |
| Total | | 92,716 | 3,054,250 | ... | ... | ... |
| FOR GIRLS. | | | | | | |
| Government | | 111 | 6,895 | ... | ... | ... |
| Local Fund | | 608 | 19,800 | ... | ... | ... |
| Municipal | | 363 | 20,174 | ... | ... | ... |
| Native States | | 245 | 15,634 | ... | ... | ... |
| Aided | | 3,686 | 120,432 | ... | 1 | 1 |
| Unaided | | 657 | 15,298 | ... | ... | ... |
| Total | | 5,668 | 197,733 | ... | 1 | 1 |
| TOTAL PRIMARY SCHOOLS | | 98,384 | 3,251,983 | ... | 1 | 1 |
| GRAND TOTAL | | 103,877 | 3,327,104 | 80,635 | 1,677 | 82,312 |

NOTE.—The figures of Secondary and Primary Schools do not agree with those in Table III, because the Primary Department

Education in British India at the end of the official year 1901-1902.

| MIDDLE STAGE. | | | TOTAL SECONDARY STAGE. | | | CLASS OF SCHOOLS. | | |
|--|--------------|----------------|------------------------|--------------|----------------|---|---|-------------------------------|
| Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. | | | | | | | | |
| Boys. | Girls. | Total. | Boys. | Girls. | Total. | 1 | | |
| 7 | 8 | 9 | 10 | 11 | 12 | | | |
| 16,407 | 5 | 16,412 | 30,146 | 7 | 30,153 | SECONDARY SCHOOLS. FOR BOYS. English } Government. Vernacular } English } Local Fund. Vernacular } English } Municipal. Vernacular } English } Native States. Vernacular } English } Aided. Vernacular } English } Unaided. Vernacular } | | |
| 614 | 1 | 615 | 614 | 1 | 615 | | | |
| 7,066 | 24 | 7,090 | 8,608 | 24 | 8,632 | | | |
| 14,873 | 7 | 14,880 | 14,950 | 7 | 14,957 | | | |
| 14,301 | 8 | 14,309 | 18,597 | 9 | 18,606 | | | |
| 2,481 | ... | 2,481 | 2,481 | ... | 2,481 | | | |
| 5,954 | ... | 5,954 | 9,620 | ... | 9,620 | | | |
| 361 | ... | 361 | 361 | ... | 361 | | | |
| 62,422 | 577 | 62,999 | 94,483 | 675 | 95,158 | | | |
| 8,100 | 112 | 8,212 | 8,152 | 112 | 8,264 | | | |
| 35,868 | 37 | 35,905 | 61,021 | 40 | 61,061 | | | |
| 1,326 | 10 | 1,336 | 1,340 | 10 | 1,350 | | | |
| 169,773 | 781 | 170,554 | 250,373 | 885 | 251,258 | | Total. | |
| 8 | 302 | 310 | 8 | 404 | 412 | | FOR GIRLS. English } Government. Vernacular } English } Local Fund. Vernacular } English } Municipal. Vernacular } English } Native States. Vernacular } English } Aided. Vernacular } English } Unaided. Vernacular } | |
| ... | 331 | 331 | ... | 331 | 331 | | | |
| ... | 5 | 5 | ... | 5 | 5 | | | |
| ... | 26 | 26 | ... | 26 | 26 | | | |
| ... | 113 | 113 | ... | 113 | 113 | | | |
| ... | 7 | 7 | ... | 7 | 7 | | | |
| ... | ... | ... | ... | ... | ... | | | |
| 238 | 4,652 | 4,885 | 268 | 6,057 | 6,325 | | | |
| 62 | 1,614 | 1,676 | 62 | 1,627 | 1,689 | | | |
| 9 | 141 | 150 | 9 | 193 | 202 | | | |
| ... | 95 | 95 | ... | 95 | 95 | | | |
| 312 | 7,286 | 7,598 | 347 | 8,858 | 9,205 | Total. | | |
| 170,085 | 8,067 | 178,152 | 250,720 | 9,743 | 260,463 | TOTAL SECONDARY SCHOOLS. | | |
| ... | ... | ... | ... | ... | ... | PRIMARY SCHOOLS. FOR BOYS. Government. Local Fund. Municipal. Native States. Aided. Unaided. | | |
| 2,001 | 2 | 2,003 | 2,001 | 2 | 2,003 | | | |
| 131 | ... | 131 | 131 | ... | 131 | | | |
| 1 | ... | 1 | 1 | ... | 1 | | | |
| 297 | 2 | 299 | 297 | 2 | 299 | | | |
| 21 | ... | 21 | 21 | ... | 21 | | | |
| 2,451 | 4 | 2,455 | 2,451 | 4 | 2,455 | | Total. | |
| ... | ... | ... | ... | ... | ... | | FOR GIRLS. Government. Local Fund. Municipal. Native States. Aided. Unaided. | |
| ... | 5 | 5 | ... | 5 | 5 | | | |
| ... | 28 | 28 | ... | 28 | 28 | | | |
| ... | 1 | 1 | ... | 1 | 1 | | | |
| 1 | 28 | 29 | 1 | 29 | 30 | | | |
| ... | ... | ... | ... | ... | ... | | | |
| 1 | 62 | 63 | 1 | 63 | 64 | | | Total. |
| 2,452 | 66 | 2,518 | 2,452 | 67 | 2,519 | | | TOTAL PRIMARY SCHOOLS. |
| 172,537 | 8,133 | 180,670 | 253,172 | 9,810 | 262,982 | GRAND TOTAL. | | |

of Secondary Schools in the United Provinces are shown in this statement as separate Primary Schools.

TABLE V.—Stages of Instruction of Pupils in Public Schools for General

| CLASS OF SCHOOLS. | UPPER PRIMARY STAGE. | | | LOWER PRIMARY | | | | | | |
|---------------------------------|--|----------------|---------------|---|------------------|----------------|----------------------------|----------------|----------------|----------------|
| | 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 | | | | | | |
| | | | | Reading Printed Books. | | | Not Reading Printed Books. | | | |
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | |
| 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| SECONDARY SCHOOLS. | | | | | | | | | | |
| FOR BOYS. | | | | | | | | | | |
| Government | English | 5,635 | 5 | 5,640 | 4,071 | 9 | 4,080 | 270 | 4 | 274 |
| | Vernacular | 683 | 5 | 688 | 1,884 | 17 | 1,701 | 556 | 16 | 572 |
| Local Fund | English | 3,315 | 18 | 3,333 | 3,397 | 93 | 3,990 | 168 | 22 | 190 |
| | Vernacular | 6,022 | 23 | 6,045 | 15,545 | 196 | 15,741 | 5,025 | 100 | 5,125 |
| Municipal | English | 6,489 | 6 | 6,475 | 7,226 | 21 | 7,247 | 268 | .. | 268 |
| | Vernacular | 1,759 | ... | 1,759 | 4,570 | ... | 4,570 | 1,061 | 5 | 1,066 |
| Native States | English | 292 | ... | 292 | 677 | 1 | 678 | 155 | 2 | 157 |
| | Vernacular | 452 | ... | 452 | 1,339 | 11 | 1,350 | 771 | 11 | 782 |
| Aided | English | 40,120 | 586 | 40,706 | 54,428 | 1,523 | 55,951 | 2,835 | 158 | 2,993 |
| | Vernacular | 13,425 | 386 | 13,811 | 32,729 | 2,941 | 35,670 | 3,830 | 108 | 3,938 |
| Unaided | English | 24,050 | 21 | 24,071 | 27,523 | 143 | 27,666 | 1,651 | 28 | 1,677 |
| | Vernacular | 1,537 | 1 | 1,538 | 3,589 | 75 | 3,664 | 593 | 20 | 613 |
| Total | | 103,759 | 1,051 | 104,810 | 157,278 | 5,030 | 162,308 | 17,183 | 472 | 17,655 |
| FOR GIRLS. | | | | | | | | | | |
| Government | English | ... | 148 | 148 | 39 | 373 | 412 | 3 | 26 | 29 |
| | Vernacular | ... | 395 | 395 | 38 | 3,699 | 3,737 | 1 | 579 | 580 |
| Local Fund | English | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Vernacular | ... | 4 | 4 | ... | 25 | 25 | ... | ... | ... |
| Municipal | English | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Vernacular | ... | 192 | 192 | ... | 334 | 334 | ... | 27 | 27 |
| Native States | English | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Vernacular | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Aided | English | 395 | 2,970 | 3,365 | 1,846 | 5,296 | 7,132 | 461 | 861 | 1,322 |
| | Vernacular | 157 | 1,402 | 1,559 | 617 | 7,585 | 8,202 | 76 | 1,365 | 1,441 |
| Unaided | English | 21 | 292 | 253 | 49 | 210 | 259 | 56 | 57 | 113 |
| | Vernacular | ... | 76 | 76 | ... | 251 | 251 | ... | 29 | 29 |
| Total | | 573 | 5,419 | 5,992 | 2,589 | 17,763 | 20,352 | 597 | 2,944 | 3,541 |
| TOTAL SECONDARY SCHOOLS. | | 104,332 | 6,470 | 110,802 | 159,867 | 22,793 | 182,660 | 17,780 | 3,416 | 21,196 |
| PRIMARY SCHOOLS. | | | | | | | | | | |
| FOR BOYS. | | | | | | | | | | |
| Government | | 3,958 | 13 | 3,971 | 8,575 | 197 | 8,772 | 2,873 | 213 | 3,086 |
| Local Fund | | 137,140 | 1,430 | 138,570 | 440,730 | 18,439 | 459,169 | 107,292 | 15,597 | 122,889 |
| Municipal | | 32,582 | 159 | 32,741 | 59,115 | 1,509 | 60,624 | 20,637 | 1,174 | 21,811 |
| Native States | | 40,163 | 200 | 40,363 | 56,691 | 1,370 | 58,061 | 33,490 | 2,605 | 36,095 |
| Aided | | 87,697 | 2,880 | 90,577 | 1,232,454 | 76,530 | 1,308,984 | 284,634 | 20,112 | 304,746 |
| Unaided | | 5,597 | 57 | 5,654 | 242,342 | 11,086 | 253,428 | 95,703 | 6,551 | 102,254 |
| Total | | 307,137 | 4,739 | 311,876 | 2,039,907 | 109,131 | 2,149,038 | 544,629 | 46,252 | 590,881 |
| FOR GIRLS. | | | | | | | | | | |
| Government | | 12 | 474 | 486 | 153 | 4,642 | 4,795 | 41 | 1,573 | 1,614 |
| Local Fund | | 2 | 1,618 | 1,620 | 172 | 11,793 | 11,965 | 43 | 5,662 | 5,710 |
| Municipal | | 10 | 2,371 | 2,381 | 21 | 11,058 | 11,079 | 36 | 6,650 | 6,686 |
| Native States | | ... | 2,771 | 2,771 | 10 | 6,340 | 6,350 | 2 | 6,510 | 6,512 |
| Aided | | 694 | 7,806 | 8,500 | 6,884 | 76,634 | 83,498 | 1,362 | 27,042 | 28,404 |
| Unaided | | 33 | 677 | 710 | 486 | 9,667 | 10,153 | 242 | 4,193 | 4,435 |
| Total | | 751 | 15,717 | 16,468 | 7,706 | 120,134 | 127,840 | 1,731 | 51,630 | 53,361 |
| TOTAL PRIMARY SCHOOLS. | | 307,888 | 20,456 | 328,344 | 2,047,613 | 229,265 | 2,276,878 | 546,360 | 97,882 | 644,242 |
| GRAND TOTAL | | 412,220 | 26,926 | 439,146 | 2,207,480 | 252,058 | 2,459,538 | 564,140 | 101,298 | 665,438 |

Education in British India at the end of the official year 1901-1902—continued.

| STAGE. | | | TOTAL PRIMARY STAGE. | | | GRAND TOTAL. | | | CLASS OF SCHOOLS. |
|---------------------------------|----------------|------------------|----------------------|----------------|------------------|------------------|----------------|------------------|---------------------------------|
| BEYOND THE LOWER PRIMARY STAGE. | | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | |
| Total | | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | 1 |
| Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| | | | | | | | | | SECONDARY SCHOOLS. |
| | | | | | | | | | FOR BOYS. |
| 4,341 | 13 | 4,354 | 9,976 | 18 | 9,994 | 40,122 | 25 | 40,147 | English } Govern- |
| 2,240 | 39 | 2,279 | 2,923 | 38 | 2,961 | 3,537 | 39 | 3,576 | Vernacular } ment. |
| 4,065 | 115 | 4,180 | 7,380 | 133 | 7,513 | 16,065 | 157 | 16,222 | English } Local |
| 20,570 | 298 | 20,868 | 26,592 | 319 | 26,911 | 41,465 | 326 | 41,791 | Vernacular } Fund. |
| 7,494 | 21 | 7,515 | 13,983 | 27 | 13,990 | 32,560 | 36 | 32,596 | English } Muni- |
| 5,631 | 5 | 5,636 | 7,390 | 5 | 7,395 | 9,871 | 5 | 9,876 | Vernacular } pal. |
| 832 | 3 | 835 | 1,124 | 3 | 1,127 | 10,744 | 3 | 10,747 | English } Native |
| 2,110 | 22 | 2,132 | 2,562 | 22 | 2,584 | 2,923 | 22 | 2,945 | Vernacular } States. |
| 57,263 | 1,681 | 58,944 | 97,333 | 2,267 | 99,600 | 191,866 | 2,942 | 194,808 | English } Aided. |
| 36,559 | 3,049 | 39,608 | 49,984 | 3,435 | 53,419 | 58,136 | 3,547 | 61,683 | Vernacular } Unaided. |
| 29,174 | 169 | 29,343 | 53,224 | 190 | 53,414 | 114,245 | 230 | 114,475 | English } Unaided. |
| 4,182 | 95 | 4,277 | 5,719 | 98 | 5,815 | 7,059 | 108 | 7,165 | Vernacular } Unaided. |
| 174,461 | 5,502 | 179,963 | 278,220 | 6,553 | 284,773 | 528,593 | 7,438 | 536,031 | Total. |
| | | | | | | | | | FOR GIRLS. |
| 42 | 399 | 441 | 42 | 547 | 589 | 50 | 951 | 1,001 | English } Govern- |
| 39 | 4,278 | 4,317 | 39 | 4,673 | 4,712 | 39 | 5,004 | 5,043 | Vernacular } ment. |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | English } Local |
| ... | 25 | 25 | ... | 29 | 29 | ... | 34 | 34 | Vernacular } Fund. |
| ... | ... | ... | ... | ... | ... | ... | 26 | 26 | English } Muni- |
| ... | 361 | 361 | ... | 553 | 553 | ... | 666 | 636 | Vernacular } pal. |
| ... | ... | ... | ... | ... | ... | ... | 7 | 7 | English } Native |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | Vernacular } States. |
| 2,907 | 6,147 | 8,454 | 2,702 | 9,117 | 11,819 | 2,970 | 15,174 | 18,144 | English } Aided. |
| 693 | 8,950 | 9,643 | 850 | 10,352 | 11,202 | 912 | 11,979 | 12,891 | Vernacular } Unaided. |
| 105 | 267 | 372 | 126 | 499 | 625 | 135 | 692 | 827 | English } Unaided. |
| ... | 280 | 280 | ... | 356 | 356 | ... | 451 | 451 | Vernacular } Unaided. |
| 3,186 | 20,707 | 23,893 | 3,759 | 26,126 | 29,885 | 4,106 | 34,984 | 39,090 | Total. |
| 177,647 | 26,209 | 203,856 | 281,979 | 32,679 | 314,658 | 532,699 | 42,422 | 575,121 | TOTAL SECONDARY SCHOOLS. |
| | | | | | | | | | PRIMARY SCHOOLS. |
| | | | | | | | | | FOR BOYS. |
| 11,448 | 410 | 11,858 | 15,406 | 423 | 15,829 | 15,406 | 423 | 15,829 | Government. |
| 548,022 | 34,036 | 582,058 | 685,162 | 35,466 | 720,628 | 687,163 | 35,488 | 722,651 | Local Fund. |
| 79,752 | 2,683 | 82,435 | 112,334 | 2,842 | 115,176 | 112,465 | 2,842 | 115,307 | Municipal. |
| 90,181 | 3,975 | 94,156 | 130,344 | 4,175 | 134,519 | 130,345 | 4,175 | 134,520 | Native States. |
| 1,517,088 | 96,642 | 1,613,730 | 1,604,785 | 99,522 | 1,704,307 | 1,605,082 | 99,524 | 1,704,606 | Aided. |
| 338,045 | 17,637 | 355,682 | 343,642 | 17,694 | 361,336 | 343,663 | 17,694 | 361,357 | Unaided. |
| 2,584,536 | 155,383 | 2,739,919 | 2,891,673 | 160,122 | 3,051,795 | 2,894,124 | 160,126 | 3,054,250 | Total. |
| | | | | | | | | | FOR GIRLS. |
| 194 | 6,215 | 6,409 | 206 | 6,689 | 6,895 | 206 | 6,689 | 6,895 | Government. |
| 220 | 17,455 | 17,675 | 222 | 19,073 | 19,295 | 222 | 19,078 | 19,300 | Local Fund. |
| 57 | 17,708 | 17,765 | 67 | 20,079 | 20,146 | 67 | 20,107 | 20,174 | Municipal. |
| 12 | 12,850 | 12,862 | 12 | 15,621 | 15,633 | 12 | 15,622 | 15,634 | Native States. |
| 8,226 | 103,676 | 111,902 | 8,220 | 111,482 | 120,402 | 8,921 | 111,511 | 120,432 | Aided. |
| 728 | 13,860 | 14,588 | 761 | 14,537 | 15,298 | 761 | 14,537 | 15,298 | Unaided. |
| 9,437 | 171,764 | 181,201 | 10,188 | 187,481 | 197,669 | 10,189 | 187,544 | 197,733 | Total. |
| 2,593,973 | 327,147 | 2,921,120 | 2,901,861 | 347,603 | 3,249,464 | 2,904,313 | 347,670 | 3,251,983 | TOTAL PRIMARY SCHOOLS. |
| 2,771,620 | 353,356 | 3,124,976 | 3,183,840 | 380,282 | 3,564,122 | 3,437,012 | 390,092 | 3,827,104 | GRAND TOTAL. |

TABLE VI.—Results of the Prescribed Examinations in the

| NATURE OF EXAMINATIONS. | NUMBER OF INSTITUTIONS SENDING EXAMINEES. | | | | NUMBER OF EXAMINEES. | | | | | NUM | |
|--|---|---------------------|---------------------|--------|---------------------------------------|---------------------|---------------------|-------------------|--------|---------------------------------------|---------------------|
| | Institutions under Public Management. | Aided Institutions. | Other Institutions. | Total. | Institutions under Public Management. | Aided Institutions. | Other Institutions. | Private Students. | Total. | Institutions under Public Management. | Aided Institutions. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| ARTS COLLEGES. | | | | | | | | | | | |
| Master of Arts | 10 | 13 | 3 | 26 | 125 | 105 | 7 | 34 | 271 | 60 | 47 |
| Second Doctor of Science | 1 | 1 | 1 | 3 | 1 | 1 | 1 | ... | 3 | 1 | ... |
| First Doctor of Science | 1 | ... | ... | 1 | 3 | ... | ... | ... | 3 | 3 | ... |
| Bachelor of Arts | 21 | 26 | 24 | 71 | 998 | 1,221 | 1,171 | 342 | 3,732 | 447 | 579 |
| Bachelor of Science | 4 | 4 | ... | 8 | 19 | 6 | ... | ... | 25 | 8 | 5 |
| First B.A. | 3 | 7 | 5 | 15 | 336 | 712 | 224 | 271 | 1,543 | 247 | 484 |
| First B.Sc. | 2 | 2 | ... | 4 | 7 | 7 | ... | ... | 14 | 3 | 2 |
| First Arts and Intermediate Examination. | 32 | 61 | 62 | 155 | 1,592 | 2,183 | 3,134 | 512 | 7,421 | 746 | 1,032 |
| Previous Examination | 5 | 5 | ... | 10 | 309 | 439 | ... | 68 | 816 | 164 | 257 |
| ORIENTAL COLLEGES. | | | | | | | | | | | |
| Master of Oriental Learning | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Oriental Learning | ... | 1 | ... | 1 | ... | 3 | ... | 1 | 4 | ... | 1 |
| Honours in Sanskrit, | 1 | 2 | 2 | 5 | 125 | 17 | 11 | 8 | 161 | 82 | 12 |
| Honours in Arabic | ... | 1 | ... | 1 | ... | 5 | ... | 2 | 7 | ... | 4 |
| Honours in Persian | ... | 1 | 1 | 2 | ... | 2 | 1 | 10 | 13 | ... | 2 |
| Honours in Urdu | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| High Proficiency in Sanskrit | 3 | 7 | 42 | 52 | 93 | 90 | 114 | 5 | 242 | 27 | 12 |
| High Proficiency in Arabic | ... | 1 | 1 | 2 | ... | 5 | 4 | ... | 9 | ... | 4 |
| High Proficiency in Persian | ... | 1 | ... | 1 | ... | 2 | ... | 6 | 8 | ... | 7 |
| High Proficiency in Urdu | ... | ... | ... | ... | ... | ... | ... | 1 | 1 | ... | ... |
| Proficiency in Sanskrit | 3 | 8 | 49 | 60 | 23 | 20 | 158 | 7 | 208 | 12 | 3 |
| Proficiency in Arabic | 1 | 3 | 2 | 6 | 3 | 8 | 2 | 5 | 18 | 1 | 7 |
| Proficiency in Persian | ... | 1 | ... | 1 | ... | 5 | ... | 3 | 8 | ... | 4 |
| Proficiency in Urdu | 10 | 12 | 3 | 25 | 42 | 58 | 7 | 8 | 115 | 32 | 42 |
| COLLEGES FOR PROFESSIONAL TRAINING. | | | | | | | | | | | |
| <i>Law.</i> | | | | | | | | | | | |
| Doctor of Law | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Law | 14 | 2 | 15 | 31 | 694 | 20 | 597 | 17 | 1,328 | 357 | 2 |
| First LL.B. Examination | 4 | 2 | ... | 6 | 263 | 32 | ... | ... | 295 | 116 | 9 |
| First Examination in Law | 1 | ... | ... | 1 | 227 | ... | 38 | 15 | 280 | 127 | ... |
| Intermediate Examination in Law | ... | ... | 1 | 1 | ... | ... | 31 | ... | 31 | ... | ... |
| Licentiate Examination in Law | ... | ... | 1 | 1 | ... | ... | 44 | 6 | 50 | ... | ... |
| First Certificate Examination in Law | ... | ... | 1 | 1 | ... | ... | 22 | 29 | 51 | ... | ... |
| Preliminary Examination in Law | ... | ... | 1 | 1 | ... | ... | 57 | 5 | 62 | ... | ... |
| <i>Medicine.</i> | | | | | | | | | | | |
| M.D. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| M.B. (a) | 3 | ... | ... | 3 | 14 | ... | ... | ... | 14 | 2 | ... |
| L.M.S. (b) | 4 | ... | ... | 4 | 251 | ... | ... | ... | 251 | 100 | ... |
| First M.B. (c) | 3 | ... | ... | 3 | 92 | ... | ... | ... | 92 | 48 | ... |
| First L.M.S. (d) | 4 | ... | ... | 4 | 476 | ... | ... | ... | 476 | 269 | ... |
| Preliminary Scientific M.B. | 1 | ... | ... | 1 | 131 | ... | ... | ... | 131 | 89 | ... |
| Preliminary Scientific L.M.S. | 2 | ... | ... | 2 | 168 | ... | ... | ... | 168 | 51 | ... |
| Combined Preliminary Scientific and first M.B. | 1 | ... | ... | 1 | 12 | ... | ... | ... | 12 | 10 | ... |
| Combined Preliminary Scientific and first L.M.S. | 1 | ... | ... | 1 | 36 | ... | ... | ... | 36 | 10 | ... |
| Special Certificate Class Examination for females. | 1 | ... | ... | 1 | 2 | ... | ... | ... | 2 | 2 | ... |

(a) Final or Third M. B. and C. M. Examination in Madras, and Second M. B. Examination in Bengal.
 (b) Second L. M. S. Examination in Bengal.
 (c) Second and First M. B. and C. M. Examination in Madras.
 (d) Second and First L. M. S. Examination in Bombay.

several Provinces of British India during 1901-1902.

| SEX PASSED. | | | RACE OR CREED OF PASSED SCHOLARS. | | | | | | | | NATURE OF EXAMINATIONS. |
|--|-------------------|--------|-----------------------------------|--------------------|-----------|---------------|---------------|------------|--------|---------|--|
| Other Institutions. | Private Students. | Total. | Europeans and Eurasians. | Native Christians. | Hindus. | | Muham-madans. | Buddhists. | Paras. | Others. | |
| | | | | | Brahmans. | Non-Brahmans. | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 1 |
| ARTS COLLEGES. | | | | | | | | | | | |
| 2 | 18 | 127 | 1 | 4 | 33 | 71 | 12 | ... | 4 | 2 | Master of Arts. |
| ... | ... | 1 | ... | ... | 1 | ... | ... | ... | ... | ... | Second Doctor of Science. |
| ... | ... | 3 | ... | ... | 1 | 2 | ... | ... | ... | ... | First Doctor of Science. |
| 296 | 119 | 1,441 | 15 | 62 | 513 | 697 | 107 | 3 | 40 | 4 | Bachelor of Arts. |
| ... | ... | 13 | ... | 1 | 4 | 5 | ... | ... | 2 | 1 | Bachelor of Science. |
| 151 | 122 | 1,004 | 9 | 82 | 713 | 175 | 19 | ... | 6 | ... | First B.A. |
| ... | ... | 5 | ... | ... | ... | 3 | ... | ... | 2 | ... | First B.Sc. |
| 1,210 | 123 | 3,111 | 46 | 96 | 1,104 | 1,564 | 225 | 19 | 51 | 6 | First Arts and Intermediate Examinations. |
| ... | 22 | 443 | 6 | 9 | ... | 365 | 12 | ... | 50 | 1 | Previous Examination. |
| ORIENTAL COLLEGES. | | | | | | | | | | | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | Master of Oriental Learning. |
| ... | 1 | 2 | ... | ... | ... | ... | 2 | ... | ... | ... | Bachelor of Oriental Learning. |
| 11 | 5 | 110 | ... | ... | 110 | ... | ... | ... | ... | ... | Honours in Sanskrit. |
| ... | 2 | 6 | ... | ... | ... | ... | 6 | ... | ... | ... | Honours in Arabic. |
| ... | 3 | 5 | ... | ... | ... | ... | 5 | ... | ... | ... | Honours in Persian. |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | Honours in Urdu. |
| 62 | 1 | 102 | ... | ... | 101 | 1 | ... | ... | ... | ... | High Proficiency in Sanskrit. |
| 2 | ... | 6 | ... | ... | ... | ... | 6 | ... | ... | ... | High Proficiency in Arabic. |
| ... | 3 | 10 | ... | ... | ... | 1 | 9 | ... | ... | ... | High Proficiency in Persian. |
| ... | 1 | 1 | ... | ... | ... | 1 | ... | ... | ... | ... | High Proficiency in Urdu. |
| 82 | 4 | 101 | ... | ... | 100 | 1 | ... | ... | ... | ... | Proficiency in Sanskrit. |
| ... | 2 | 10 | ... | ... | ... | ... | 10 | ... | ... | ... | Proficiency in Arabic. |
| ... | 1 | 5 | ... | ... | ... | ... | 5 | ... | ... | ... | Proficiency in Persian. |
| 7 | 5 | 36 | ... | ... | 14 | 56 | 16 | ... | ... | ... | Proficiency in Urdu. |
| COLLEGES FOR PROFESSIONAL TRAINING. | | | | | | | | | | | |
| <i>Law.</i> | | | | | | | | | | | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | Doctor of Law. |
| 217 | 6 | 582 | 1 | 8 | 224 | 296 | 17 | ... | 33 | 3 | Bachelor of Law. |
| ... | ... | 125 | 2 | ... | ... | 107 | 4 | ... | 12 | ... | First LL.B. Examination. |
| 23 | 8 | 158 | ... | 7 | 103 | 44 | 3 | ... | 1 | ... | First Examination in Law. |
| 22 | ... | 22 | ... | ... | 2 | 20 | ... | ... | ... | ... | Intermediate Examination in Law. |
| 34 | 4 | 38 | ... | ... | 3 | 27 | 8 | ... | ... | ... | Licentiate Examination in Law. |
| 15 | 14 | 29 | ... | ... | 5 | 18 | 6 | ... | ... | ... | First Certificate Examination in Law. |
| 49 | 4 | 53 | ... | ... | 7 | 30 | 16 | ... | ... | ... | Preliminary Examination in Law. |
| <i>Medicine.</i> | | | | | | | | | | | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | M.D. |
| ... | ... | 2 | ... | ... | 2 | ... | ... | ... | ... | ... | M.B. (a) |
| ... | ... | 100 | 1 | 2 | 55 | 28 | 2 | ... | 12 | ... | L.M.S. (b) |
| ... | ... | 46 | 7 | 9 | 21 | 7 | 2 | ... | ... | ... | First M.B. (c) |
| ... | ... | 269 | 8 | 33 | 43 | 98 | 11 | ... | 73 | 3 | First L.M.S. (d) |
| ... | ... | 89 | 3 | 1 | 66 | 16 | 3 | ... | ... | ... | Preliminary Scientific M.B. |
| ... | ... | 61 | ... | 1 | 28 | 29 | 3 | ... | ... | ... | Preliminary Scientific L.M.S. |
| ... | ... | 10 | ... | ... | 4 | 4 | 2 | ... | ... | ... | Combined Preliminary Scientific and first M.B. |
| ... | ... | 10 | ... | 1 | 3 | 4 | 2 | ... | ... | ... | Combined Preliminary Scientific and first L.M.S. |
| ... | ... | 2 | 2 | ... | ... | ... | ... | ... | ... | ... | Special Certificate Class Examination for females. |

TABLE VI.—Results of the Prescribed Examinations in the

| NATURE OF EXAMINATIONS. | NUMBER OF INSTITUTIONS SENDING EXAMINERS. | | | | NUMBER OF EXAMINERS. | | | | | NUM | | | |
|--|---|---------------------|---------------------|--------|---------------------------------------|---------------------|---------------------|-----------------|-----------|---------------------------------------|---------------------|----|-----|
| | Institutions under public management. | Aided Institutions. | Other Institutions. | Total. | Institutions under public management. | Aided Institutions. | Other Institutions. | Other Students. | Total. | Institutions under public management. | Aided Institutions. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| COLLEGES FOR PROFESSIONAL TRAINING—continued. | | | | | | | | | | | | | |
| <i>Engineering.</i> | | | | | | | | | | | | | |
| M.C.E. | 2 | ... | ... | 2 | 45 | ... | ... | ... | 45 | 12 | ... | | |
| B.C.E. | 3 | ... | ... | 3 | 89 | ... | ... | ... | 89 | 62 | ... | | |
| L.C.E. | 1 | ... | ... | 1 | 109 | ... | ... | ... | 109 | 71 | ... | | |
| First L.C.E. | | | | | | | | | | | | | |
| Roorkee College Examinations. | | | | | | | | | | | | | |
| Civil Engineer | 1 | ... | ... | 1 | 6 | ... | ... | ... | 6 | 6 | ... | | |
| Electrical Engineer | | | | | 1 | ... | ... | 1 | 1 | ... | 1 | 1 | ... |
| Upper Subordinate | | | | | 36 | ... | ... | 36 | 36 | ... | 36 | 36 | ... |
| Lower Subordinate | | | | | 57 | ... | ... | 57 | 57 | ... | 57 | 57 | ... |
| <i>Agriculture.</i> | | | | | | | | | | | | | |
| L. Ag. | 1 | ... | ... | 1 | 2 | ... | ... | ... | 2 | 1 | ... | | |
| Second L. Ag. | 1 | ... | ... | 1 | 3 | ... | ... | ... | 3 | 2 | ... | | |
| First L. Ag. | 1 | ... | ... | 1 | 12 | ... | ... | ... | 12 | 6 | ... | | |
| Teaching | 14 | 53 | 277 | 344 | 316 | 127 | 343 | 62 | 848 | 197 | 50 | | |
| SCHOOLS FOR GENERAL EDUCATION. | | | | | | | | | | | | | |
| Upper Secondary Examination | 4 | 35 | 5 | 44 | 7 | 93 | 7 | 99 | 206 | 2 | 22 | | |
| University School Final (Boys) | 29 | 31 | 24 | 84 | 270 | 239 | 112 | 614 | 1,285 | 113 | 86 | | |
| Matriculation Examination | 221 | 457 | 369 | 1,047 | 4,372 | 7,024 | 6,002 | 4,180 | 21,578 | 2,439 | 3,259 | | |
| Boys | 4 | 64 | 17 | 85 | 9 | 294 | 66 | 22 | 391 | 2 | 153 | | |
| Girls | 2 | 10 | 4 | 16 | 5 | 61 | 33 | ... | 99 | 2 | 34 | | |
| High School Examination for European | 2 | 17 | 3 | 22 | 5 | 53 | 7 | 5 | 70 | 4 | 40 | | |
| Lower Secondary Examination | 122 | 311 | 111 | 544 | 1,454 | 4,089 | 1,635 | 4,129 | 11,307 | 457 | 1,636 | | |
| Middle School Examination | 928 | 1,728 | 437 | 3,093 | 11,439 | 10,754 | 3,364 | 2,901 | 23,508 | 7,271 | 6,648 | | |
| Boys | 10 | 159 | 11 | 180 | 72 | 970 | 36 | 6 | 1,084 | 37 | 715 | | |
| Girls | 9,387 | 6,684 | 950 | 17,021 | 66,032 | 34,015 | 5,259 | 799 | 106,105 | 41,799 | 20,716 | | |
| Upper Primary Examination | 466 | 564 | 50 | 1,080 | 1,598 | 3,614 | 239 | 8 | 5,459 | 1,106 | 2,386 | | |
| Boys | 11,708 | 25,508 | 1,318 | 38,534 | 96,420 | 147,247 | 7,222 | 274 | 251,263 | 65,590 | 99,988 | | |
| Girls | 735 | 1,207 | 79 | 2,021 | 4,651 | 11,386 | 433 | 7 | 16,477 | 3,153 | 8,351 | | |
| Public Service Certificate Examinations | 793 | 22 | 83 | 898 | 3,063 | 203 | 341 | 14,334 | (b)30,349 | 1,536 | 118 | | |
| English | | | | | | | | | | | | | |
| Vernacular | | | | | | | | | | | | | |
| SCHOOLS FOR SPECIAL INSTRUCTION. | | | | | | | | | | | | | |
| Training School Examination for Masters | 181 | 36 | 12 | 229 | 3,600 | 465 | 140 | 553 | 4,758 | 2,120 | 247 | | |
| Training School Examination for Mistresses | 11 | 25 | 1 | 37 | 350 | 379 | 2 | 1 | 732 | 198 | 203 | | |
| Schools of Art Examination | 151 | 75 | 70 | 296 | 2,974 | 808 | 715 | 695 | 5,192 | 1,071 | 217 | | |
| Vernacular Medical Examination | 12 | ... | ... | 12 | 662 | ... | ... | 38 | 700 | 517 | ... | | |
| Examination in Engineering | 29 | 7 | 1 | 37 | 1,071 | 66 | 6 | 94 | 1,237 | 759 | 25 | | |
| Examination in Surveying | 10 | 11 | 2 | 23 | 454 | 157 | 6 | 58 | 675 | 296 | 83 | | |
| Industrial School Examination | 2 | 1 | 6 | 9 | 33 | 54 | 94 | 18 | 199 | 12 | 33 | | |
| Commercial School Examination | 5 | 1 | 1 | 7 | 241 | 7 | 4 | 1 | 253 | 222 | 4 | | |
| Agricultural School Examination | ... | ... | ... | ... | ... | ... | ... | ... | (c)3,830 | ... | ... | | |
| Sanskrit Title Examination | 4 | ... | 6 | 10 | 160 | ... | 38 | ... | 198 | 94 | ... | | |
| Madrasah Central Examination | 5 | ... | ... | 5 | 113 | ... | ... | 165 | 278 | 96 | ... | | |
| Other Schools Examinations | | | | | | | | | | | | | |

(a) Includes the High School Honours Examination in Bengal.

(b) Details of 12,406 Examiners not available.

(c) Details not available.

NOTE.—The figures in this table do not always agree with those in the detailed tables and in the body of the review. The classification, which follows that used in previous reviews, is necessarily imperfect, and it has been possible to adopt a more accurate classification in dealing with the figures in detail.

several Provinces of British India during the official year 1901-1902—continued.

| SEX PASSED. | | | RACE OR CREED OF PASSED SCHOLARS. | | | | | | | | NATURE OF EXAMINATIONS. | |
|---------------------|-------------------|-----------|-----------------------------------|--------------------|-----------|---------------|---------------|------------|--------|---------|-------------------------|---|
| Other Institutions. | Private Students. | Total. | Europeans and Eurasians. | Native Christians. | Hindus. | | Muhammadians. | Buddhists. | Paras. | Others. | | |
| 18 | 14 | 16 | 18 | 17 | Brahmans. | Non-Brahmans. | 20 | 21 | 22 | 23 | 1 | |
| | | | | | | | | | | | | COLLEGES FOR PROFESSIONAL TRAINING—continued. |
| | | | | | | | | | | | | Engineering. |
| | | 12 | 1 | | 7 | 4 | | | | | | M.C.E. |
| | | 62 | 1 | 5 | 15 | 37 | 1 | | | 3 | | B.C.E. |
| | | 71 | | 2 | | 53 | | | | 16 | | L.C.E. |
| | | | | | | | | | | | | First L.C.E. |
| | | | | | | | | | | | | Roorkee College Examinations. |
| | | 6 | 5 | | | 1 | | | | | | Civil Engineer. |
| | | 1 | | | | | | | | | | Electrical Engineer. |
| | | 36 | 19 | | 6 | 11 | | | | | | Upper Subordinate. |
| | | 57 | | | 2 | 51 | 4 | | | | | Lower Subordinate. |
| | | | | | | | | | | | | Agriculture. |
| | | 1 | | | | 1 | | | | | | L. Ag. |
| | | 2 | | | | 2 | | | | | | Second L. Ag. |
| | | 6 | | | | 6 | | | | | | First L. Ag. |
| 96 | 27 | 370 | 6 | 96 | 84 | 73 | 25 | 84 | | | 2 | Teaching. |
| | | | | | | | | | | | | SCHOOLS FOR GENERAL EDUCATION. |
| | 10 | 34 | 7 | | 19 | 6 | 2 | | | | | Upper Secondary Examination. |
| 48 | 85 | 332 | 1 | 2 | 15 | 296 | 8 | | | 9 | 1 | University School Final (Boys). |
| 2,373 | 618 | 8,689 | 174 | 288 | 6,028 | 4,248 | 729 | 76 | 162 | 29 | 29 | Boys } Matriculation Ex- |
| 31 | 7 | (a) 193 | 92 | 20 | 3 | 8 | 1 | | 23 | 1 | 1 | Girls } amination. |
| 19 | | 55 | 53 | 1 | | 1 | | | | | | Boys } High School Examina- |
| 7 | 1 | 52 | 52 | | | | | | | | | Girls } tion for Europeans. |
| 407 | 980 | 3,480 | 270 | 707 | 1,556 | 869 | 78 | | | | | Lower Secondary Examination. |
| 1,793 | 1,002 | 16,714 | 487 | 591 | 2,822 | 8,251 | 2,350 | 1,930 | 118 | 165 | 165 | Boys } Middle School Ex- |
| 24 | 4 | 780 | 402 | 268 | 7 | 21 | 17 | 49 | 10 | 6 | 6 | Girls } amination. |
| 3,000 | 343 | 65,858 | 713 | 2,190 | 7,217 | 38,120 | 9,890 | 6,086 | 353 | 1,289 | 1,289 | Boys } Upper Primary Ex- |
| 175 | 7 | 3,874 | 763 | 674 | 105 | 1,312 | 183 | 406 | 121 | 110 | 110 | Girls } amination. |
| 4,169 | 216 | 169,963 | 347 | 7,061 | 13,707 | 86,533 | 21,572 | 35,162 | 547 | 7,034 | 7,034 | Boys } Lower Primary Ex- |
| 324 | 6 | 11,834 | 851 | 1,313 | 399 | 4,383 | 658 | 3,413 | 252 | 565 | 565 | Girls } amination. |
| 122 | 9,575 | 18,178 | 155 | 1,250 | 4,301 | 11,293 | 1,122 | 34 | 19 | 2 | 2 | English } Public Service Certifi- |
| | | | | | | | | | | | | Vernacular } cate Examinations. |
| | | | | | | | | | | | | SCHOOLS FOR SPECIAL INSTRUCTION. |
| 52 | 196 | 2,615 | 18 | 356 | 370 | (b) 1,502 | 302 | 27 | | | 40 | Upper } Training School Ex- |
| | | | | | | | | | | | | Lower } amination for |
| | 1 | 402 | 73 | 196 | 3 | 98 | 25 | 1 | 2 | 4 | 4 | Upper } Training School Ex- |
| | | | | | | | | | | | | Lower } amination for |
| 242 | 249 | 1,779 | 67 | 128 | 302 | 1,100 | 99 | 11 | 66 | 6 | 6 | Schools of Art Examination. |
| | 32 | 550 | 39 | 20 | 48 | 367 | 63 | | | 13 | 13 | Vernacular Medical Examination. |
| 5 | 37 | 826 | 14 | 7 | 258 | 179 | 36 | 295 | 1 | 46 | 46 | Examination in Engineering. |
| 5 | 25 | 409 | 32 | 42 | 16 | 159 | 158 | 1 | | 1 | 1 | Examination in Surveying. |
| 54 | 21 | 120 | 8 | 3 | 3 | 42 | 3 | | 58 | 3 | 3 | Industrial School Examination. |
| 4 | 1 | 231 | | | 37 | 139 | 55 | | | | | Commercial School Examination. |
| | | (c) 1,069 | | | 956 | 113 | | | | | | Agricultural School Examination. |
| | | 104 | | | | | 104 | | | | | Sanskrit Title School Examination. |
| 10 | | | | | | | | | | | | Madrasah Central Examination. |
| | 38 | 134 | 7 | | 20 | 56 | 50 | | | 1 | 1 | Other Schools Examinations. |

(a) Includes 45 girls in Madras, the race or creed of whom is shown with the race or creed of boys who passed that examination.

(b) Includes 483 Hindus in Madras not distinguished.

(c) Details not available.

NOTE.—Bombay does not distinguish between Brahmans and Non-Brahmans. The Bombay students have hence been shown under Non-Brahmans.

PROGRESS OF EDUCATION IN INDIA.

TABLE VII.—Return showing the Distribution of Local Board and Municipal Expenditure

| OBJECTS OF EXPENDITURE. | EXPENDITURE OF DISTRICT AND LOCAL | | | | | | |
|---|-----------------------------------|---|--|---------------------------|--------------------|------------------|-------------------|
| | IN INSTITUTIONS MANAGED | | | | | | |
| | Number of Institutions. | Number of Scholars on the Rolls on the 31st of March. | Average Number on the Rolls monthly during the year. | Average daily Attendance. | Provincial Grants. | Local Fund. | Municipal Grants. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| UNIVERSITY EDUCATION. | | | | | | | |
| <i>Arts Colleges.</i> | | | | | | | |
| English | ... | ... | ... | ... | ... | ... | ... |
| Oriental | ... | ... | ... | ... | ... | ... | ... |
| <i>Colleges or Departments of Colleges for Professional Training.</i> | | | | | | | |
| Law | ... | ... | ... | ... | ... | ... | ... |
| Medicine | ... | ... | ... | ... | ... | ... | ... |
| Engineering | ... | ... | ... | ... | ... | ... | ... |
| Teaching | ... | ... | ... | ... | ... | ... | ... |
| Agriculture | ... | ... | ... | ... | ... | ... | ... |
| Total | ... | ... | ... | ... | ... | ... | ... |
| SCHOOL EDUCATION, GENERAL. | | | | | | | |
| <i>Secondary Schools.</i> | | | | | | | |
| For boys— | | | | | | | |
| High Schools | 15 | 4,426 | 4,038 | 3,474 | 8,497 | 8,957 | 975 |
| Middle Schools { English | 120 | 11,796 | 11,676 | 9,921 | 24,374 | 29,566 | 1,478 |
| { Vernacular | 615 | 41,791 | 39,741 | 31,542 | 2,616 | 2,17,142 | 1,151 |
| For girls— | | | | | | | |
| High Schools | ... | ... | ... | ... | ... | ... | ... |
| Middle Schools { English | ... | ... | ... | ... | ... | ... | ... |
| { Vernacular | 2 | 34 | 32 | 23 | ... | 330 | ... |
| Total | 752 | 58,047 | 55,487 | 44,960 | 35,487 | 2,55,995 | 3,604 |
| <i>Primary Schools.</i> | | | | | | | |
| For boys | 14,694 | 722,712 | 709,014 | 545,442 | 6,41,658 | 23,09,301 | 11,709 |
| For girls | 606 | 19,300 | 19,417 | 13,240 | 12,591 | 93,058 | 2,028 |
| Total | 15,300 | 7,42,012 | 728,431 | 5,58,682 | 6,57,249 | 24,02,359 | 13,737 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | |
| Training Schools for Masters | 15 | 201 | 203 | 194 | 31 | 17,494 | ... |
| " Mistresses | 2 | 9 | 18 | 15 | 2,312 | 2,970 | 600 |
| Schools of Art | ... | ... | ... | ... | ... | ... | ... |
| Law Schools | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools | 1 | 19 | 19 | 17 | ... | ... | 1,020 |
| Engineering and Surveying Schools | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools | 9 | 696 | 694 | 562 | 12,356 | 21,190 | 1,440 |
| Commercial Schools | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools | 1 | 80 | 88 | 85 | ... | 6,722 | ... |
| Other Schools | 3 | 268 | 256 | 217 | 3,794 | 4,909 | 1,000 |
| Total | 31 | 1,273 | 1,278 | 1,090 | 18,493 | 53,285 | 4,060 |
| Buildings | ... | ... | ... | ... | 47,177 | 2,26,300 | 672 |
| Furniture and apparatus | ... | ... | ... | ... | 969 | 27,574 | 54 |
| Total | ... | ... | ... | ... | 48,146 | 2,53,874 | 726 |
| Inspection. | | | | | | | |
| Scholarships held in { Arts Colleges | ... | ... | ... | ... | ... | ... | ... |
| { Medical Colleges | ... | ... | ... | ... | ... | ... | ... |
| { Other Professional Colleges | ... | ... | ... | ... | ... | ... | ... |
| { Secondary Schools | ... | ... | ... | ... | ... | ... | ... |
| { Primary Schools | ... | ... | ... | ... | ... | ... | ... |
| { Medical Schools | ... | ... | ... | ... | ... | ... | ... |
| { Technical and Industrial Schools | ... | ... | ... | ... | ... | ... | ... |
| { Other Special Schools | ... | ... | ... | ... | ... | ... | ... |
| { Miscellaneous | ... | ... | ... | ... | ... | ... | ... |
| Total | ... | ... | ... | ... | ... | ... | ... |
| GRAND TOTAL | 16,083 | 8,01,332 | 7,85,196 | 6,04,732 | 7,59,375 | 29,65,513 | 22,127 |

NOTE.—The figures for Primary and Secondary Schools in this Table do not agree with Secondary Schools in the United Provinces are shown in this Table as separate

on Public Instruction, in British India, for the official year 1901-1902.

| BOARDS ON PUBLIC INSTRUCTION. | | | | | | | | OBJECTS OF EXPENDITURE. | |
|-------------------------------|----------------|-------------------------------|-----------|----------------------------|-------------------|----------------------------------|---|--|---|
| BY LOCAL FUND BOARDS. | | | | IN INSTITUTIONS MANAGED BY | | | Total Local Boards Expenditure on Public Instruction. | | |
| Fees. | Subscriptions. | Endowments and other sources. | Total. | Government. | Municipal Boards. | Private persons or Associations. | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 1 | |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | | |
| ... | ... | ... | ... | 1,182 | ... | 6,750 | 7,932 | UNIVERSITY EDUCATION. <i>Arts Colleges.</i> English. Oriental. <i>Colleges or Departments of Colleges for Professional Training.</i> Law. Medicine. Engineering. Teaching. Agriculture. Total. | |
| ... | ... | ... | ... | ... | ... | 167 | 157 | | |
| ... | ... | ... | ... | 2,979 | ... | ... | 2,979 | | |
| ... | ... | ... | ... | 325 | ... | ... | 325 | | |
| ... | ... | ... | ... | ... | ... | ... | ... | | |
| ... | ... | ... | ... | 4,486 | ... | 6,907 | 11,393 | | |
| 80,403 | 1,170 | 671 | 1,00,673 | 95,443 | 8,260 | 46,385 | 1,59,045 | | SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i> For boys— High Schools. Middle Schools { English. Vernacular. For girls— High Schools. Middle Schools { English. Vernacular. Total. <i>Primary Schools.</i> For boys. For girls. Total. |
| 1,08,301 | 3,314 | 1,131 | 1,68,164 | 10,264 | 18,160 | 1,49,543 | 2,07,533 | | |
| 80,776 | 4,598 | 632 | 3,06,915 | 1,355 | 16,969 | 94,833 | 3,30,299 | | |
| ... | ... | ... | ... | ... | ... | 2,120 | 2,120 | | |
| ... | ... | ... | ... | ... | ... | 3,378 | 3,378 | | |
| ... | ... | ... | 330 | ... | 480 | 1,754 | 2,564 | | |
| 2,69,480 | 9,082 | 2,434 | 5,76,082 | 1,07,062 | 43,869 | 2,98,013 | 7,04,939 | | |
| 3,68,728 | 13,287 | 6,180 | 33,53,863 | 23,957 | 54,265 | 12,05,051 | 35,92,574 | | |
| 324 | 254 | 502 | 1,08,757 | 30 | 7,931 | 74,749 | 1,75,768 | | |
| 3,69,052 | 13,541 | 6,682 | 34,62,620 | 23,987 | 62,196 | 12,79,800 | 37,68,342 | | |
| ... | ... | ... | 17,525 | 84,021 | ... | 1,080 | 1,02,595 | SCHOOL EDUCATION, SPECIAL. Training Schools for Masters. " " Mistresses. Schools of Art. Law Schools. Medical Schools. Engineering and Surveying Schools. Technical and Industrial Schools. Commercial Schools. Agricultural Schools. Other Schools Total. Buildings. Furniture and apparatus. Total. | |
| ... | ... | ... | 5,882 | 3,309 | 500 | 2,093 | 8,872 | | |
| ... | ... | ... | ... | ... | ... | ... | ... | | |
| 719 | ... | 2,536 | 4,275 | 28,873 | ... | 404 | 29,277 | | |
| 5,947 | 732 | 12,232 | 53,897 | ... | 1,910 | 7,320 | 30,420 | | |
| ... | ... | ... | 6,722 | 2,120 | ... | ... | 8,842 | | |
| 248 | ... | 12,312 | 22,263 | 10,066 | ... | 8,064 | 23,039 | | |
| 6,914 | 732 | 27,080 | 1,10,564 | 1,28,389 | 2,410 | 18,961 | 2,03,045 | | |
| ... | 989 | 2,034 | 2,77,172 | 23,676 | 2,480 | 4,545 | 2,57,001 | | |
| 5,021 | 347 | 61 | 34,026 | 788 | 224 | 5,188 | 33,774 | | |
| 5,021 | 1,336 | 2,095 | 3,11,198 | 24,464 | 2,704 | 9,733 | 2,90,775 | | |
| ... | ... | ... | ... | ... | ... | ... | 5,95,751 | Inspection. Arts Colleges. Medical Colleges. Other Professional Colleges. Secondary Schools. Primary Schools. Medical Schools. Technical and Industrial Schools. Other Special Schools. Miscellaneous. Total. | |
| ... | ... | ... | ... | ... | ... | ... | 1,463 | | |
| ... | ... | ... | ... | ... | ... | ... | 1,765 | | |
| ... | ... | ... | ... | ... | ... | ... | 1,476 | | |
| ... | ... | ... | ... | ... | ... | ... | 1,04,590 | | |
| ... | ... | ... | ... | ... | ... | ... | 22,755 | | |
| ... | ... | ... | ... | ... | ... | ... | 3,898 | | |
| ... | ... | ... | ... | ... | ... | ... | 18,833 | | |
| ... | ... | ... | ... | ... | ... | ... | 8,233 | | |
| ... | ... | ... | ... | ... | ... | ... | 1,50,039 | | |
| ... | ... | ... | ... | ... | ... | ... | 9,08,798 | | |
| 6,50,467 | 24,691 | 38,291 | 44,60,464 | 2,68,388 | 1,11,179 | 16,13,414 | 58,87,292 | GRAND TOTAL. | |

those in General Table IV, because the primary departments of Primary Schools.

TABLE VII.—Return showing the Distribution of Local Board and Municipal Expenditure

| OBJECTS OF EXPENDITURE. | EXPENDITURE OF MUNICIPAL BOARDS | | | | | | | |
|---|---------------------------------|---|--|---------------------------|--------------------|------------------|----------------------|-----------------|
| | IN INSTITUTIONS MANAGED BY | | | | | | | |
| | Number of Institutions. | Number of Scholars on the Rolls on the 31st of March. | Average Number on the Rolls monthly during the year. | Average daily Attendance. | Provincial Grants. | Municipal Rates. | Local Boards Grants. | Fees. |
| 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| UNIVERSITY EDUCATION. | | | | | | | | |
| <i>Arts Colleges.</i> | | | | | | | | |
| English | 5 | 263 | 235 | 202 | 4,995 | 3,428 | ... | 15,312 |
| Oriental | ... | ... | ... | ... | ... | ... | ... | ... |
| <i>Colleges or Departments of Colleges for Professional Training.</i> | | | | | | | | |
| Law | 1 | 10 | 13 | 9 | ... | ... | ... | 840 |
| Medicine | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching | ... | ... | ... | ... | ... | ... | ... | ... |
| Agriculture | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | 6 | 273 | 248 | 211 | 4,995 | 3,428 | ... | 16,152 |
| SCHOOL EDUCATION, GENERAL. | | | | | | | | |
| <i>Secondary Schools.</i> | | | | | | | | |
| For boys— | | | | | | | | |
| High Schools | 49 | 18,524 | 13,241 | 11,334 | 20,669 | 1,22,317 | 8,260 | 2,42,521 |
| Middle Schools { English | 178 | 19,072 | 18,504 | 15,468 | 57,108 | 1,03,074 | 18,160 | 1,94,299 |
| { Vernacular | 65 | 9,876 | 10,035 | 7,962 | 4,413 | 25,908 | 16,969 | 20,819 |
| For girls— | | | | | | | | |
| High Schools | ... | ... | ... | ... | ... | ... | ... | ... |
| Middle Schools { English | 1 | 26 | 27 | 16 | ... | 180 | ... | ... |
| { Vernacular | 7 | 666 | 662 | 563 | 1,287 | 10,728 | 480 | 38 |
| Total | 298 | 43,164 | 42,469 | 35,343 | 83,477 | 2,62,207 | 43,869 | 4,57,677 |
| <i>Primary Schools.</i> | | | | | | | | |
| For boys | 1,195 | 115,226 | 118,834 | 92,407 | 1,75,577 | 4,82,049 | 54,265 | 1,24,576 |
| For girls | 363 | 20,174 | 20,759 | 12,653 | 36,756 | 1,17,398 | 7,931 | 2,816 |
| Total | 1,558 | 1,35,400 | 1,39,593 | 1,06,060 | 2,12,333 | 5,49,447 | 62,196 | 1,27,392 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | |
| <i>Schools for Special Instruction.</i> | | | | | | | | |
| Training Schools for Masters | ... | ... | ... | ... | 727 | ... | ... | ... |
| " " " Mistresses | 1 | 9 | 8 | 8 | 630 | 515 | 500 | ... |
| Schools of Art | ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools | 7 | 398 | 379 | 264 | 5,457 | 12,757 | 1,910 | 34 |
| Commercial Schools | 1 | ... | 42 | 33 | 593 | 7 | ... | 135 |
| Agricultural Schools | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools | 6 | 116 | 109 | 71 | 40 | 2,076 | ... | 179 |
| Total | 15 | 523 | 538 | 376 | 7,447 | 15,355 | 2,410 | 348 |
| Buildings | ... | ... | ... | ... | 21,021 | 66,801 | 2,480 | 1,111 |
| Furniture and apparatus | ... | ... | ... | ... | 1,238 | 8,198 | 224 | 825 |
| Total | ... | ... | ... | ... | 22,259 | 74,999 | 2,704 | 1,936 |
| Inspection. | | | | | | | | |
| Scholarships held in { Arts Colleges | ... | ... | ... | ... | ... | ... | ... | ... |
| { Medical Colleges | ... | ... | ... | ... | ... | ... | ... | ... |
| { Other Professional Colleges | ... | ... | ... | ... | ... | ... | ... | ... |
| { Secondary Schools | ... | ... | ... | ... | ... | ... | ... | ... |
| { Primary Schools | ... | ... | ... | ... | ... | ... | ... | ... |
| { Medical Schools | ... | ... | ... | ... | ... | ... | ... | ... |
| { Mechanical and Industrial Schools | ... | ... | ... | ... | ... | ... | ... | ... |
| { Other Special Schools | ... | ... | ... | ... | ... | ... | ... | ... |
| { Miscellaneous | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | ... | ... | ... | ... | ... | ... | ... | ... |
| GRAND TOTAL | 1,877 | 1,79,360 | 1,82,848 | 1,41,990 | 3,30,511 | 9,05,436 | 1,11,179 | 6,03,505 |

on Public Instruction, in British India, for the official year 1901-1902—continued.

| ON PUBLIC INSTRUCTION. | | | | | | | Total Expenditure of Local and Municipal Boards on Public Instruction. | OBJECTS OF EXPENDITURE. | |
|------------------------|-----------------------------------|-----------|----------------------------|---------------|----------------------------------|--|--|---|---|
| MUNICIPAL BOARDS. | | | IN INSTITUTIONS MANAGED BY | | | Total Municipal Expenditure on Public Instruction. | | | |
| Subscriptions. | Endowments and all other sources. | Total. | Government. | Local Boards. | Private persons or Associations. | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | | |
| R | R | R | R | R | R | R | R | | |
| ... | 1,944 | 25,679 | 266 | ... | 15,915 | 19,609 | 27,541 | UNIVERSITY EDUCATION. <i>Arts Colleges.</i> English. Oriental. <i>Colleges or Departments of Colleges for Professional Training.</i> Law. Medicine. Engineering. Teaching. Agriculture. | |
| ... | ... | ... | ... | ... | 74 | 74 | 231 | | |
| ... | ... | 840 | ... | ... | ... | ... | ... | | |
| ... | ... | ... | 3,262 | ... | ... | 3,262 | 6,241 | | |
| ... | ... | ... | 78 | ... | ... | 78 | 403 | | |
| ... | ... | ... | ... | ... | ... | ... | ... | | |
| ... | 1,944 | 26,519 | 3,606 | ... | 15,989 | 23,023 | 34,416 | | |
| 488 | 1,845 | 3,96,100 | 11,877 | 975 | 82,715 | 2,17,884 | 3,76,929 | | SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i> For boys— High Schools. Middle Schools { English. Vernacular. For girls. High Schools. Middle Schools { English. Vernacular. |
| 1,755 | 1,081 | 3,75,477 | 9,045 | 1,478 | 65,433 | 1,79,020 | 3,86,563 | | |
| 71 | 1 | 68,181 | 708 | 1,151 | 25,798 | 53,565 | 3,83,864 | | |
| ... | ... | ... | ... | ... | 4,708 | 4,708 | 6,828 | | |
| ... | ... | 180 | ... | ... | 6,526 | 6,706 | 10,084 | | |
| ... | ... | 12,533 | ... | ... | 3,349 | 14,077 | 16,641 | | |
| 2,314 | 2,927 | 8,52,471 | 21,630 | 3,604 | 1,88,529 | 4,75,970 | 11,80,909 | | |
| 744 | 10,319 | 7,97,560 | 8,978 | 11,709 | 2,09,777 | 6,62,513 | 42,55,087 | SCHOOL EDUCATION, SPECIAL. Training Schools for Masters. " " " Mistresses. Schools of Art. Law Schools. Medical Schools. Engineering and Surveying Schools. Technical and Industrial Schools. Commercial Schools. Agricultural Schools. Other Schools. | |
| 159 | 1,021 | 1,66,081 | 60 | 2,028 | 26,528 | 1,46,014 | 3,21,782 | | |
| 903 | 11,370 | 9,63,641 | 9,038 | 13,737 | 2,36,305 | 8,08,527 | 45,76,869 | | |
| ... | ... | 727 | 1,550 | ... | ... | 1,550 | 1,04,145 | | |
| ... | ... | 1,645 | 794 | 600 | ... | 1,909 | 10,781 | | |
| ... | ... | ... | 155 | ... | ... | 155 | 155 | | |
| ... | ... | ... | 18,592 | 1,020 | 1,201 | 20,813 | 50,090 | | |
| ... | 1,698 | 21,856 | ... | 1,440 | 10,747 | 24,944 | 55,364 | | |
| ... | ... | 735 | ... | ... | ... | 7 | 7 | | |
| ... | 50 | 2,345 | 338 | 1,000 | 4,004 | 7,418 | 30,457 | | |
| ... | 1,748 | 27,308 | 21,429 | 4,060 | 15,952 | 56,796 | 2,59,841 | | |
| 18,236 | 4,652 | 1,14,301 | 614 | 672 | 12,629 | 80,716 | 3,37,717 | Buildings. Furniture and apparatus. | |
| 2,766 | 2,154 | 15,405 | ... | 54 | 3,467 | 11,719 | 45,493 | | |
| 21,002 | 6,806 | 1,29,706 | 614 | 726 | 16,096 | 92,435 | 3,83,210 | | |
| ... | ... | ... | ... | ... | ... | 27,849 | 6,23,600 | | Inspection. Scholarships held in { Arts Colleges. Medical Colleges. Other Professional Colleges. Secondary Schools. Primary Schools. Medical Schools. Technical and Industrial Schools. Other Special Schools. Miscellaneous. |
| ... | ... | ... | ... | ... | ... | 2,337 | 3,800 | | |
| ... | ... | ... | ... | ... | ... | 654 | 2,419 | | |
| ... | ... | ... | ... | ... | ... | 17 | 1,493 | | |
| ... | ... | ... | ... | ... | ... | 14,659 | 1,19,249 | | |
| ... | ... | ... | ... | ... | ... | 972 | 23,727 | | |
| ... | ... | ... | ... | ... | ... | 658 | 4,551 | | |
| ... | ... | ... | ... | ... | ... | 4,541 | 23,374 | | |
| ... | ... | ... | ... | ... | ... | 360 | 8,593 | | |
| ... | ... | ... | ... | ... | ... | 29,219 | 1,79,258 | | |
| ... | ... | ... | ... | ... | ... | 81,266 | 9,90,064 | | |
| 24,219 | 24,795 | 19,99,645 | 56,317 | 22,127 | 4,72,871 | 15,38,017 | 74,25,309 | GRAND TOTAL. | |

PROGRESS OF EDUCATION IN INDIA.

TABLE VIII.—Attendance and expenditure in Hostels or

| 1 | NUMBER OF | | NUMBER OF BOARDERS WHO ARE STUDENTS OF | | | |
|---|-----------------------------|---------------|--|-------------------------------------|--------------------|------------------|
| | Hostels or Boarding Houses. | Boarders. | Arts Colleges. | Colleges for Professional Training. | Secondary Schools. | Primary Schools. |
| | 2 | 3 | 4 | 5 | 6 | 7 |
| MANAGED BY GOVERNMENT— | | | | | | |
| Boys | 132 | 5,892 | 709 | 194 | 2,256 | 410 |
| Girls | 11 | 595 | 9 | ... | 481 | 29 |
| MANAGED BY LOCAL OR MUNICIPAL BOARDS— | | | | | | |
| Boys | 389 | 7,826 | 3 | ... | 7,323 | 360 |
| Girls | ... | ... | ... | ... | ... | ... |
| AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS— | | | | | | |
| Boys | 205 | 11,782 | 348 | ... | 6,072 | 4,800 |
| Girls | 114 | 6,965 | 74 | ... | 4,357 | 2,381 |
| MAINTAINED BY NATIVE STATES— | | | | | | |
| Boys | 3 | 121 | ... | ... | 77 | ... |
| Girls | 1 | 85 | ... | ... | ... | 7 |
| UNAIDED— | | | | | | |
| Boys | 440 | 15,820 | 1,209 | 4 | 8,864 | 4,741 |
| Girls | 124 | 6,293 | 5 | ... | 2,098 | 3,673 |
| TOTAL— | | | | | | |
| Boys | 1,169 | 41,441 | 2,269 | 198 | 24,592 | 10,311 |
| Girls | 250 | 13,888 | 88 | ... | 6,936 | 6,090 |
| GRAND TOTAL | 1,419 | 55,329 | 2,357 | 198(d) | 31,528 | 16,401 |

Boarding Houses for the official year 1901-1902.

| Special Schools. | EXPENDITURE FROM | | | | | TOTAL EXPENDITURE. | 1 |
|------------------|----------------------|---------------------------|-------------------------------|-----------|-------------------------|--------------------|---|
| | Provincial Revenues. | Local or Municipal Funds. | Subscriptions and Endowments. | Fees. | Native States Revenues. | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| R | R | R | R | R | R | R | |
| | | | | | | | MANAGED BY GOVERNMENT— |
| 2,323 | 112,299(a) | 10,078 | 14,940 | 1,33,490 | ... | 2,70,807 | Boys. |
| 76 | 60,861(b) | ... | 7,056 | 16,886 | ... | 84,808 | Girls. |
| | | | | | | | MANAGED BY LOCAL OR MUNICIPAL BOARDS— |
| 140 | 98 | 40,860 | 500 | 22,515 | ... | 63,973 | Boys. |
| ... | ... | ... | ... | ... | ... | ... | Girls. |
| | | | | | | | AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS— |
| 562 | 50,526(c) | 3,233 | 2,24,391 | 3,38,166 | ... | 6,16,316 | Boys. |
| 153 | 49,306 | 2,384 | 2,04,503 | 3,36,787 | ... | 5,92,980 | Girls. |
| | | | | | | | MAINTAINED BY NATIVE STATES. |
| 44 | ... | ... | ... | ... | 8,608 | 8,608 | Boys. |
| 28 | ... | ... | ... | ... | 144 | 144 | Girls. |
| | | | | | | | UNAIDED— |
| 1,002 | ... | ... | 2,73,229 | 3,32,317 | ... | 6,05,546 | Boys. |
| 517 | ... | ... | 2,07,563 | 75,782 | ... | 2,83,345 | Girls. |
| | | | | | | | TOTAL— |
| 4,071 | 1,62,923 | 54,171 | 5,13,060 | 8,26,488 | 8,608 | 15,65,250 | Boys. |
| 774 | 1,10,167 | 2,384 | 4,19,122 | 4,29,455 | 144 | 9,61,272 | Girls. |
| 4,845 | 2,73,090 | 56,555 | 9,32,182 | 12,55,943 | 8,752 | 25,26,522 | GRAND TOTAL. |

(a) Includes R32,153 from Imperial Revenues.
 (b) Includes R33,453 from Imperial Revenues.
 (c) Includes R 2,301 from Imperial Revenues.
 (d) Madras and Punjab only.

PART II.
—
DETAILED TABLES.

CHAPTER I.—GENERAL STATISTICS.

Table 1.—Area and Population.

| Province. | Area. | POPULATION. | |
|---|-----------|-----------------|-----------------|
| | | Census of 1891. | Census of 1901. |
| Madras | 141,866 | 35,630,440 | 38,210,362 |
| Bombay | 188,831 | 26,966,242 | 25,482,415 |
| Bengal | 165,572 | 73,043,697 | 76,692,668 |
| United Provinces | 107,164 | 46,905,085 | 47,691,782 |
| Punjab | 97,209 | 20,866,847 | 20,330,339 |
| North West Frontier Provinces | 16,466 | | 2,125,480 |
| Burma | 168,573 | 7,627,568 | 9,252,875 |
| Central Provinces | 116,049 | 12,944,805 | 11,873,029 |
| Assam | 52,959 | 5,435,243 | 5,841,878 |
| Berar | 17,710 | 2,897,040 | 2,754,016 |
| Coorg | 1,582 | 173,055 | 180,607 |
| Total | 1,073,981 | 232,490,022 | 240,435,451 |

Table 2.—Total Institutions by Provinces.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|----------|----------|
| Madras | 16,717 | 23,204 | 26,872 | 26,491 |
| Bombay | 10,923 | 12,274 | 12,934 | 12,252 |
| Bengal | 57,342 | 67,824 | 67,847 | 61,792 |
| United Provinces | 12,887 | 10,862 | 12,506 | 13,829 |
| Punjab | 18,730 | 9,408 | 8,507 | 6,853 |
| North-West Frontier | ... | ... | ... | 1,118 |
| Burma | 5,251 | 12,007 | 15,820 | 18,284 |
| Central Provinces | 1,895 | 1,988 | 2,524 | 2,409 |
| Assam | 2,289 | 2,800 | 3,534 | 3,426 |
| Berar | 988 | 1,322 | 1,361 | 1,150 |
| Coorg | 94 | 104 | 120 | 99 |
| Total | 127,116 | 141,793 | 152,025 | 147,703 |

Table 3.—Public Institutions by Provinces.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|----------|----------|
| Madras | 14,929 | 19,801 | 21,705 | 20,792 |
| Bombay | 7,996 | 9,503 | 10,102 | 9,549 |
| Bengal | 53,121 | 53,956 | 55,640 | 51,794 |
| United Provinces | 6,021 | 5,078 | 6,876 | 7,753 |
| Punjab | 2,203 | 2,354 | 3,144 | 3,003 |
| North-West Frontier | ... | ... | ... | 191 |
| Burma | 5,046 | 6,183 | 5,235 | 4,741 |
| Central Provinces | 1,891 | 1,908 | 2,524 | 2,409 |
| Assam | 2,044 | 2,502 | 3,225 | 3,171 |
| Berar | 962 | 1,314 | 1,356 | 1,137 |
| Coorg | 75 | 77 | 79 | 77 |
| Total | 94,288 | 102,676 | 109,886 | 104,622 |

Table 4.—Public Institutions by Management and Provinces.

| Province. | PUBLIC MANAGEMENT. | | | | PRIVATE MANAGEMENT. | | | GRAND TOTAL. |
|-------------------------------|--------------------|--------|---------------|--------|---------------------|----------|--------|--------------|
| | Government. | Board. | Native State. | Total. | Aided. | Unaided. | Total. | |
| Madras | 419 | 2,692 | 1 | 3,112 | 11,645 | 6,035 | 17,680 | 20,792 |
| Bombay | 65 | 4,742 | 2,398 | 7,205 | 2,142 | 202 | 2,344 | 9,549 |
| Bengal | 140 | 210 | 918 | 1,268 | 37,068 | 12,558 | 50,526 | 51,794 |
| United Provinces | 129 | 4,875 | ... | 5,004 | 2,627 | 127 | 2,754 | 7,758 |
| Punjab | 28 | 1,995 | ... | 2,013 | 734 | 251 | 985 | 3,003 |
| North-West Frontier | ... | 152 | ... | 152 | 21 | 18 | 39 | 191 |
| Burma | 34 | 17 | ... | 51 | 4,690 | ... | 4,690 | 4,741 |
| Central Provinces | 60 | 1,031 | 293 | 1,384 | 931 | 94 | 1,025 | 2,409 |
| Assam | 78 | 1,237 | ... | 1,315 | 1,585 | 271 | 1,856 | 3,171 |
| Berar | 28 | 640 | ... | 668 | 400 | 69 | 469 | 1,137 |
| Coorg | 3 | 70 | ... | 73 | 4 | ... | 4 | 77 |
| Total, 1901-02 | 979 | 17,661 | 3,610 | 22,250 | 62,747 | 19,625 | 82,372 | 104,622 |
| Total, 1896-97 | 1,152 | 18,403 | 2,731 | 22,286 | 63,955 | 23,645 | 87,600 | 109,886 |
| Total, 1891-92 | 1,397 | 17,534 | 2,248 | 21,179 | 60,480 | 21,017 | 81,497 | 102,676 |

Table 5.—Public Institutions by Management and Periods.

| Management. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|------------------------------------|----------|----------|----------|----------|
| <i>Public Management—</i> | | | | |
| Government } | 3,718 | 1,397 | 1,152 | 979 |
| Native State } | | 2,248 | 2,731 | 3,610 |
| Board | 15,917 | 17,534 | 18,403 | 17,661 |
| Total Public Management | 19,635 | 21,179 | 22,286 | 22,250 |
| <i>Private Management—</i> | | | | |
| Aided | 57,530 | 60,480 | 63,955 | 62,747 |
| Unaided | 17,123 | 21,017 | 23,645 | 19,625 |
| Total Private Management | 74,653 | 81,497 | 87,600 | 82,372 |
| GRAND TOTAL | 94,288 | 102,676 | 109,886 | 104,622 |

Table 6.—Public Institutions for Males and Females.

| Province | MALES. | | FEMALES. | |
|-------------------------------|----------|----------|----------|----------|
| | 1896-97. | 1901-02. | 1896-97. | 1901-02. |
| Madras | 20,671 | 19,780 | 1,034 | 1,012 |
| Bombay | 9,285 | 8,703 | 817 | 846 |
| Bengal | 52,367 | 49,059 | 3,273 | 2,735 |
| United Provinces | 6,572 | 7,363 | 304 | 395 |
| Punjab | 2,794 | 2,640 | 350 | 363 |
| North-West Frontier | ... | 183 | ... | 8 |
| Burma | 4,946 | 4,361 | 289 | 380 |
| Central Provinces | 2,355 | 2,230 | 169 | 179 |
| Assam | 2,962 | 2,965 | 263 | 206 |
| Berar | 1,307 | 1,089 | 49 | 48 |
| Coorg | 77 | 73 | 2 | 4 |
| Total | 103,336 | 98,446 | 6,550 | 6,176 |

Table 7.—Classes of Public Institutions by Provinces.

| Province. | Arts Colleges. | Professional Colleges. | Secondary Schools. | Primary Schools. | Special Schools. | Total. |
|-------------------------------|----------------|------------------------|--------------------|------------------|------------------|----------------|
| Madras | 40 | 6 | 735 | 19,375 | 136 | 20,792 |
| Bombay | 10 | 5 | 494 | 8,987 | 53 | 9,549 |
| Bengal | 44 | 21 | 2,510 | 48,588 | 633 | 51,794 |
| United Provinces | 30 | 9 | 535 | 7,120 | 64 | 7,758 |
| Punjab | 13 | 3 | 385 | 2,583 | 19 | 3,003 |
| North-West Frontier | 1 | ... | 28 | 162 | ... | 191 |
| Burma | 2 | ... | 369 | 4,250 | 120 | 4,741 |
| Central Provinces | 3 | 2 | 256 | 2,136 | 12 | 2,409 |
| Assam | 2 | ... | 151 | 2,977 | 41 | 3,171 |
| Berar | ... | ... | 28 | 1,104 | 5 | 1,137 |
| Coorg | ... | ... | 2 | 74 | 1 | 77 |
| Total | 145 | 46 | 5,493 | 97,854 | 1,084 | 104,622 |

Table 8.—Classes of Public Institutions by Periods.

| Classes of Institutions. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|---------------------------------|---------------|----------------|----------------|----------------|
| Arts Colleges | 89 | 104 | 120 | 145 |
| Professional Colleges | 25 | 37 | 40 | 46 |
| Secondary Schools | 4,517 | 4,872 | 5,267 | 5,493 |
| Primary Schools | 89,187 | 97,109 | 103,920 | 97,854 |
| Special Schools | 470 | 554 | 539 | 1,084 |
| Total | 94,288 | 102,676 | 109,886 | 104,622 |

Table 9.—Total Pupils.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|------------------|------------------|------------------|------------------|
| Madras | 488,942 | 693,985 | 822,853 | 861,641 |
| Bombay | 542,036 | 634,438 | 672,705 | 639,994 |
| Bengal | 1,362,102 | 1,531,965 | 1,674,775 | 1,667,661 |
| United Provinces | 329,581 | 282,570 | 352,972 | 452,773 |
| Punjab | 281,159 | 260,227 | 265,922 | 248,123 |
| North-West Frontier | ... | ... | ... | 26,581 |
| Burma | 115,462 | 196,028 | 255,137 | 316,250 |
| Central Provinces | 107,001 | 117,483 | 149,507 | 142,720 |
| Assam | 69,730 | 83,638 | 103,541 | 108,020 |
| Berar | 43,661 | 51,483 | 54,343 | 53,379 |
| Coorg | 3,870 | 5,004 | 5,115 | 4,758 |
| Total | 3,343,544 | 3,856,821 | 4,356,870 | 4,521,900 |

Table 10.—Male and Female Pupils.

| Province. | Male Pupils. | Female Pupils. | Total. |
|-------------------------------|--------------|----------------|-----------|
| Madras | 731,209 | 130,432 | 861,641 |
| Bombay | 546,931 | 93,063 | 639,994 |
| Bengal | 1,560,196 | 107,465 | 1,667,661 |
| United Provinces | 431,952 | 20,821 | 452,773 |
| Punjab | 221,592 | 26,531 | 248,123 |
| North-West Frontier | 24,462 | 2,119 | 26,581 |
| Burma | 276,118 | 40,132 | 316,250 |
| Central Provinces | 131,370 | 11,350 | 142,720 |
| Assam | 99,524 | 8,496 | 108,020 |
| Berar | 50,293 | 3,086 | 53,379 |
| Coorg | 3,783 | 975 | 4,758 |
| Total | 4,077,430 | 4,44,470 | 4,521,900 |

Table 11.—Pupils in Public and Private Institutions.

| Province. | Public Institutions. | Private Institutions. | Total. |
|-------------------------------|----------------------|-----------------------|-----------|
| Madras | 740,628 | 121,013 | 861,641 |
| Bombay | 568,902 | 71,092 | 639,994 |
| Bengal | 1,548,022 | 119,639 | 1,667,661 |
| United Provinces | 363,495 | 84,278 | 452,773 |
| Punjab | 182,303 | 65,820 | 248,123 |
| North-West Frontier | 12,955 | 13,626 | 26,581 |
| Burma | 162,748 | 153,502 | 316,250 |
| Central Provinces | 142,720 | .. | 142,720 |
| Assam | 102,463 | 5,557 | 108,020 |
| Berar | 52,932 | 447 | 53,379 |
| Coorg | 4,325 | 433 | 4,758 |
| Total | 3,886,493 | 635,407 | 4,521,900 |

Table 12.—Pupils in Public Institutions by Provinces and Periods.

| Provinces. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|-----------|-----------|-----------|-----------|
| Madras | 458,039 | 629,512 | 718,305 | 740,628 |
| Bombay | 476,299 | 566,606 | 601,926 | 568,902 |
| Bengal | 1,316,594 | 1,392,371 | 1,548,593 | 1,548,022 |
| United Provinces | 252,526 | 217,378 | 281,461 | 363,495 |
| Punjab | 136,014 | 151,637 | 183,733 | 182,303 |
| North-West Frontier Province | .. | .. | .. | 12,955 |
| Burma | 112,603 | 143,442 | 149,310 | 162,748 |
| Central Provinces | 106,952 | 114,157 | 149,507 | 142,720 |
| Assam | 64,904 | 77,901 | 96,660 | 102,463 |
| Berar | 43,321 | 51,339 | 54,186 | 52,932 |
| Coorg | 3,557 | 4,567 | 4,696 | 4,325 |
| Total | 2,970,859 | 3,348,910 | 3,788,332 | 3,886,493 |

Table 13.—Male and Female Pupils in Public Institutions.

| Province. | Males. | | Females. | |
|--|-----------|-----------|----------|----------|
| | 1896-97. | 1901-02. | 1896-97. | 1901-02. |
| Madras | 610,840 | 622,681 | 107,465 | 117,947 |
| Bombay | 530,873 | 437,425 | 71,053 | 81,477 |
| Bengal | 1,442,674 | 1,447,700 | 105,919 | 100,322 |
| United Provinces | 269,347 | 351,167 | 12,114 | 17,328 |
| Punjab | 170,249 | 167,030 | 13,489 | 15,273 |
| North-West Frontier Province | ... | 12,440 | .. | 515 |
| Burma | 122,901 | 125,993 | 26,409 | 36,755 |
| Central Provinces | 138,710 | 131,370 | 10,797 | 11,350 |
| Assam | 88,384 | 94,050 | 8,276 | 8,413 |
| Berar | 50,477 | 50,049 | 3,709 | 2,883 |
| Coorg | 3,921 | 3,420 | 775 | 905 |
| Total | 3,428,376 | 3,493,325 | 360,006 | 393,168 |

Table 14.—Pupils by Class of Management and Provinces.

| Province. | PUBLIC MANAGEMENT. | | | | PRIVATE MANAGEMENT. | | | |
|--|--------------------|---------|---------------|-----------|---------------------|----------|-----------|--------------|
| | Government. | Board. | Native State. | Total. | Aided. | Unaided. | Total. | Grand total. |
| Madras | 25,673 | 141,045 | 162 | 166,880 | 429,802 | 143,946 | 573,748 | 740,628 |
| Bombay | 1125 | 299,554 | 134,963 | 445,722 | 106,036 | 17,144 | 123,180 | 568,902 |
| Bengal | 24,193 | 14,089 | 14,618 | 52,905 | 1,183,572 | 311,545 | 1,495,117 | 1,548,022 |
| United Provinces | 12,705 | 246,292 | ... | 258,997 | 102,986 | 6,512 | 109,498 | 368,495 |
| Punjab | 3,930 | 118,060 | ... | 121,990 | 41,958 | 18,355 | 60,313 | 182,303 |
| North-West Frontier Province | ... | 9,511 | ... | 9,511 | 1,928 | 1,516 | 3,444 | 12,955 |
| Burma | 2,290 | 2,578 | ... | 4,868 | 157,880 | ... | 157,880 | 162,748 |
| Central Provinces | 4,335 | 73,337 | 14,769 | 92,441 | 46,308 | 3,971 | 50,279 | 142,720 |
| Assam | 5,096 | 34,237 | ... | 39,333 | 53,137 | 9,993 | 63,130 | 102,463 |
| Berar | 4,470 | 38,423 | ... | 42,892 | 8,963 | 1,077 | 10,040 | 52,932 |
| Coorg | 535 | 3,567 | ... | 4,102 | 223 | ... | 223 | 4,325 |
| Total | 94,437 | 980,692 | 164,512 | 1,239,641 | 2,132,793 | 514,059 | 2,646,852 | 3,886,493 |

Table 15.—Pupils by Class of Management and Periods.

| Management. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|----------------------------|-----------|-----------|-----------|-----------|
| <i>Public management—</i> | | | | |
| Government | } 231,278 | { 104,026 | 93,907 | 94,437 |
| Native State | | | | |
| Board | | | | |
| Total Public | 1,010,054 | 1,121,954 | 1,236,488 | 1,239,641 |
| <i>Private management—</i> | | | | |
| Aided | 1,599,931 | 1,765,626 | 2,019,800 | 2,132,793 |
| Unaided | 360,824 | 461,330 | 532,094 | 514,059 |
| Total Private | 1,960,805 | 2,226,956 | 2,551,894 | 2,646,852 |
| GRAND TOTAL | 2,970,859 | 3,348,910 | 3,788,382 | 3,886,493 |

Table 16.—Pupils by Classes of Institutions and Provinces.

| Province. | Arts Colleges. | Professional Colleges. | Secondary Schools. | Primary Schools. | Special Schools. | Total. |
|-------------------------------|----------------|------------------------|--------------------|------------------|------------------|------------------|
| Madras | 8,779 | 728 | 102,431 | 627,551 | 5,189 | 740,628 |
| Bombay | 1,941 | 1,064 | 48,533 | 518,211 | 4,153 | 568,902 |
| Bengal | 8,150 | 2,427 | 250,592 | 1,270,081 | 16,772 | 1,548,022 |
| United Provinces | 1,906 | 686 | 70,591 | 291,538 | 3,774 | 368,495 |
| Punjab | 1,381 | 416 | 65,474 | 112,997 | 2,085 | 182,303 |
| North-West Frontier | 17 | ... | 5,082 | 7,856 | ... | 12,955 |
| Burma | 148 | ... | 32,639 | 127,665 | 2,296 | 162,748 |
| Central Provinces | 282 | 37 | 27,000 | 114,735 | 666 | 142,720 |
| Assam | 97 | ... | 14,335 | 86,720 | 1,311 | 102,463 |
| Berar | ... | ... | 4,569 | 48,192 | 171 | 52,932 |
| Coorg | ... | ... | 522 | 3,790 | 13 | 4,325 |
| Total | 17,651 | 5,358 | 622,768 | 3,204,336 | 36,380 | 3,886,493 |

Table 17.—Pupils by Classes of Institutions and Periods.

| Class of Institution. | 1986-87. | 1891-92. | 1896-97. | 1901-02. |
|---------------------------------|------------------|------------------|------------------|------------------|
| Arts colleges | 8,764 | 12,985 | 14,420 | 17,651 |
| Professional colleges | 2,737 | 3,292 | 4,363 | 5,358 |
| Secondary schools | 429,093 | 473,294 | 535,155 | 622,768 |
| Primary schools | 2,513,934 | 2,837,607 | 3,209,825 | 3,204,336 |
| Special schools | 16,231 | 21,732 | 24,619 | 36,380 |
| Total | 2,970,859 | 3,348,910 | 3,788,382 | 3,886,493 |

Table 18.—Pupils by Race or Creed.

| Province. | Europeans and Eurasians. | Native Christians. | Hindus. | Muhammadians. | Buddhists. | Parsis. | Others. | Total. |
|-------------------------------|--------------------------|--------------------|------------------|----------------|----------------|---------------|---------------|------------------|
| Madras | 7,661 | 63,663 | 678,754 | 107,875 | 76 | 82 | 3,530 | 861,641 |
| Bombay | 4,164 | 17,613 | 464,193 | 134,328 | 16 | 16,886 | 2,294 | 639,994 |
| Bengal | 8,038 | 16,592 | 1,147,856 | 462,674 | 4,458 | 104 | 27,939 | 1,667,661 |
| United Provinces | 4,293 | 7,360 | 349,478 | 91,482 | 2 | 55 | 103 | 452,773 |
| Punjab | 2,582 | 2,858 | 129,954 | 111,354 | 41 | 53 | 1,281 | 248,123 |
| North-West Frontier | ... | 23 | 6,191 | 20,357 | ... | 2 | 8 | 26,581 |
| Burma | 3,025 | 11,344 | 3,273 | 8,193 | 290,300 | 50 | 135 | 316,250 |
| Central Provinces | 1,271 | 3,822 | 116,600 | 10,114 | 57 | 91 | 10,765 | 142,720 |
| Assam | 15 | 6,213 | 68,495 | 23,452 | 86 | ... | 9,759 | 108,020 |
| Berar | 66 | 632 | 44,517 | 7,736 | 125 | 27 | 276 | 53,379 |
| Coorg | 7 | 173 | 4,406 | 156 | ... | 10 | 6 | 4,758 |
| Total | 31,122 | 130,293 | 3,013,647 | 978,321 | 295,161 | 17,360 | 56,096 | 4,521,900 |

Table 10.—Pupils by Languages learnt.

| Province. | English. | A Classical language. | A Vernacular language. |
|-------------------------------|----------|-----------------------|------------------------|
| Madras | 135,070 | 68,689 | 816,718 |
| Bombay | 52,499 | 44,064 | 583,926 |
| Bengal | 197,680 | 203,364 | 1,483,437 |
| United Provinces | 27,992 | 48,630 | 404,243 |
| Punjab | 35,031 | 94,525 | 202,027 |
| North-West Frontier | 2,250 | 15,615 | 13,813 |
| Burma | 17,899 | 144,908 | 306,770 |
| Central Provinces | 9,376 | 1,201 | 141,271 |
| Assam | 10,334 | 9,819 | 100,104 |
| Berar | 4,225 | 906 | 52,421 |
| Coorg | 797 | ... | 4,758 |
| Total | 493,203 | 631,721 | 4,108,488 |

Table 20.—Number of Pupils of school-going age, one of whom is under Public Instruction,

| Province. | Boys. | Girls. |
|-------------------------------|-------|--------|
| Madras | 5 | 25 |
| Bombay | 4 | 23 |
| Bengal | 4 | 57 |
| United Provinces | 11 | 200 |
| Punjab | 10 | 92 |
| North-West Frontier | 14 | 281 |
| Burma | 6 | 18 |
| Central Provinces | 7 | 80 |
| Assam | 5 | 51 |
| Berar | 4 | 71 |
| Coorg | 4 | 13 |
| Average, 1901-02 | 5 | 45 |
| Average, 1891-92 | 6 | 56 |

Table 21.—Number of Boys of school-going age, one of whom is under Public Instruction by Race or Creed.

| Province. | Hindus. | Muhammads. | Christians. | Buddhists. | Parsis. | (a) Others. |
|-------------------------------|---------|------------|-------------|------------|---------|-------------|
| Madras | 5 | 3 | 2 | ... | ... | 15 |
| Bombay | 4 | 4 | 2 | ... | 1 | 30 |
| Bengal | 4 | 5 | 1 | ... | ... | 6 |
| United Provinces | 11 | 10 | 2 | ... | ... | 63 |
| Punjab | 6 | 13 | 2 | ... | ... | 157 |
| North-West Frontier | 3 | 19 | 29 | ... | ... | 807 |
| Burma | 14 | 9 | 1 | 5 | ... | 173 |
| Central Provinces | 7 | 2 | 1 | ... | ... | 18 |
| Assam | 4 | 7 | 1 | ... | ... | 8 |
| Berar | 4 | 2 | 1 | ... | ... | 27 |
| Coorg | 4 | 9 | 3 | ... | ... | 25 |
| Average | 5 | 6 | 2 | 5 | 1 | 12 |

(a) 'Others' include Buddhists and Parsis except in Burma and Bombay, where they have been separately shown.

Table 22.—Number of Girls of school-going age, one of whom is under Public Instruction by Race or Creed.

| Province. | Hindus. | Muhammads. | Christians. | Buddhists. | Parsis. | (a) Others. |
|-------------------------------|---------|------------|-------------|------------|---------|-------------|
| Madras | 32 | 17 | 3 | .. | ... | 236 |
| Bombay | 27 | 25 | 2 | ... | 1 | 81 |
| Bengal | 49 | 133 | 2 | ... | ... | 123 |
| United Provinces | 327 | 151 | 1 | ... | ... | 216 |
| Punjab | 62 | 184 | 2 | ... | ... | 1,919 |
| North-West Frontier | 20 | 1,116 | ... | ... | ... | ... |
| Burma | 23 | 30 | 2- | 21 | ... | 1,561 |
| Central Provinces | 98 | 44 | 1 | ... | ... | 146 |
| Assam | 50 | 139 | 1 | ... | ... | 98 |
| Berar | 97 | 18 | 1 | ... | ... | 1,912 |
| Coorg | 13 | <i>Nil</i> | 4 | ... | ... | 49 |
| Average | 51 | 81 | 2 | 21 | 1 | 153 |

(a) 'Others' include Buddhists and Parsis, except in Burma and Bombay, where they have been separately shown.

Table 23.—Literacy of the total Population.

| Province. | NUMBER OF LITERATES PER 1,000. | |
|---|--------------------------------|----------|
| | Males. | Females. |
| Madras | 119 | 9 |
| Bombay | 116 | 9 |
| Bengal | 104 | 5 |
| United Provinces | 57 | 2 |
| Punjab (with North-West Frontier) | 64 | 3 |
| Burma | 378 | 45 |
| Central Provinces | 54 | 2 |
| Assam | 67 | 4 |
| Berar | 85 | 3 |
| Coorg | 123 | 16 |
| General average | 102 | 7 |

Table 24.—Literacy in English of the total Population.

| Province. | LITERATES IN ENGLISH PER 10,000. | |
|---|----------------------------------|----------|
| | Males. | Females. |
| Madras | 90 | 10 |
| Bombay | 112 | 15 |
| Bengal | 89 | 6 |
| United Provinces | 85 | 5 |
| Punjab (with North-West Frontier) | 63 | 6 |
| Burma | 61 | 13 |
| Central Provinces | 37 | 4 |
| Assam | 64 | 5 |
| Berar | 58 | 4 |
| Coorg | 141 | 24 |
| General average | 74 | 7 |

CHAPTER II.—CONTROLLING AGENCIES.

Table 25.—Cadre of the Indian and Provincial Educational Services in the Provinces to which the re-organization Scheme of 1896 extended.

| PROVINCE. | INDIAN SERVICE. | | | | | PROVINCIAL SERVICE. | | | | | | Total superior service. | |
|--|-----------------|-------------|-------------|---------------------|-----------|---------------------|-----------------------|-------------|-----------------------|---------------|---------------------|-------------------------|------------|
| | Inspectors. | Principals. | Professors. | Other appointments. | Total. | Inspectors. | Assistant Inspectors. | Professors. | Assistant Professors. | Head Masters. | Other appointments. | | Total. |
| Madras | 5 | 5 | 6 | 4 | 20 | 2 | 9 | 3 | 2 | 3 | 16 | 25 | 55 |
| Bombay | 3 | 4 | 8 | 6 | 21 | 1 | ... | 8 | 5 | 6 | 3 | 23 | 44 |
| Bengal | 5(a) | 7 | 13 | ... | 25 | 7 | 6 | 59 | ... | 22 | 12(b) | 108 | 131 |
| United Provinces | 3 | 2 | 6 | ... | 11 | 2 | 8 | 5 | 2 | 6 | 2 | 25 | 36 |
| Punjab | 2 | 3 | 3 | 1 | 9 | 4 | 9 | 1 | 3 | ... | 3 | 20 | 29 |
| Central Provinces | 2 | 1 | .. | 1 | 4 | 1 | ... | 5 | ... | ... | ... | 6 | 10 |
| Total, 1901-02 | 20 | 22 | 36 | 12 | 90 | 17 | 32 | 81 | 12 | 37 | 36 | 215 | 305 |
| Total according to the scheme of 1896-97. | 21 | 20 | 36 | 15 | 92 | 14 | 33 | 80 | 11 | 40 | 29 | 207 | 299 |

Note.—The figures include Inspectresses and Lady Principals and Teachers.
 (a) Includes the Officiating Director of Public Instruction, Assam.
 (b) Includes two vacant posts.

Table 26.—Inspecting Staff.

| | Inspectors. | Inspectresses. | Assistant Inspectors. | Deputy or Sub-Assistant or District Inspectors. | Sub or Sub-Deputy Inspectors. | Superintendents of hill schools. | Subordinate Inspectors of primary schools. |
|--|-------------|----------------|-----------------------|---|-------------------------------|----------------------------------|--|
| Madras | 4 | 3 | 9 | 65 | ... | 6 | 256 |
| Bombay | 4 | ... | ... | 25 | 51 | ... | ... |
| Bengal | 10 | 1 | 6 | 52 | 212 | ... | 494 |
| United Provinces | 5 | 1(a) | 8 | 47 | 57 | ... | ... |
| Punjab | 5 | 1 | 8 | 28 | 1 | ... | ... |
| North-West Frontier Province | ... | ... | 1 | 4 | ... | ... | ... |
| Burma | 4 | ... | 4 | 38 | 1 | ... | 169 |
| Central Provinces | 3 | ... | ... | 29(b) | ... | ... | ... |
| Assam | ... | ... | ... | 5 | 23 | 8 | 19 |
| Berar | ... | ... | ... | 7 | 2 | ... | ... |
| Coorg | ... | ... | ... | 1 | ... | ... | ... |
| Total | 35 | 6 | 36 | 299 | 347 | 14 | 938 |

(a) Not included in the cadre of the Indian or Provincial service.
 (b) For British Districts only.

Table 27.—Expenditure on Direction and Inspection.

| | Provincial Revenues. | Local funds. | Municipal funds. | Other sources. | Total. |
|--|----------------------|-----------------|------------------|----------------|------------------|
| | ₹ | ₹ | ₹ | ₹ | ₹ |
| Madras | 3,57,669 | 1,02,253 | 15,240 | ... | 4,75,162 |
| Bombay | 2,73,790 | 3,733 | 5,746 | 77,411 | 3,60,680 |
| Bengal | 4,26,170 | 3,02,992 | 3,482 | 4,406 | 7,37,050 |
| United Provinces | 1,68,184 | 1,48,825 | ... | ... | 3,17,009 |
| Punjab | 1,80,729 | 16,481 | 2,257 | ... | 1,99,467 |
| North-West Frontier Province | 6,357 | 2,028 | ... | ... | 8,415 |
| Burma | 1,90,033 | 10,568 | 1,124 | ... | 2,01,725 |
| Central Provinces | 1,10,646 | 1,237 | ... | 11,951 | 1,23,834 |
| Assam | 66,523 | 6,073 | ... | 1,171 | 73,772 |
| Berar | 44,762 | 1,561 | ... | ... | 46,323 |
| Coorg | 1,909 | ... | ... | ... | 1,909 |
| Total, 1901-02 | 18,26,807 | 5,95,751 | 27,849 | 94,939 | 25,45,346 |
| Total, 1896-97 | 16,79,532 | 6,52,062 | 24,510 | 81,233 | 24,37,337 |

CHAPTER III.—COLLEGIATE EDUCATION.

Table 28.—Arts Colleges (English) by Provinces.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|----------|----------|
| Madras | 31 | 35 | 37 | 40 |
| Bombay | 9 | 9 | 10 | 10 |
| Bengal | 27 | 34 | 38 | 44 |
| United Provinces | 12 | 12 | 16 | 26 |
| Punjab | 3 | 6 | 8 | 12 |
| North-West Frontier | ... | ... | ... | 1 |
| Burma | 1 | 1 | 2 | 2 |
| Central Provinces | 3 | 3 | 3 | 3 |
| Assam | ... | ... | 1 | 2 |
| Total | 86 | 100 | 115 | 140 |

Table 29.—Arts Colleges (English) by Management and Provinces.

| Province. | PUBLIC MANAGEMENT. | | | | PRIVATE MANAGEMENT. | | | GRAND TOTAL. |
|--|--------------------|--------|---------------|--------|---------------------|----------|--------|--------------|
| | Government. | Board. | Native State. | Total. | Aided. | Unaided. | Total. | |
| Madras | 4 | 3 | ... | 7 | 30 | 3 | 33 | 40 |
| Bombay | 2 | ... | 3 | 5 | 5 | ... | 5 | 10 |
| Bengal | 11 | 1 | ... | 12 | 7 | 25 | 32 | 44 |
| United Provinces | 3 | ... | ... | 3 | 7 | 16 | 23 | 26 |
| Punjab | 1 | 1 | ... | 2 | 3 | 7 | 10 | 12 |
| North-West Frontier Province | ... | ... | ... | ... | ... | 1 | 1 | 1 |
| Burma | 1 | ... | ... | 1 | 1 | ... | 1 | 2 |
| Central Provinces | 1 | ... | ... | 1 | 2 | ... | 2 | 3 |
| Assam | 1 | ... | ... | 1 | ... | 1 | 1 | 2 |
| Total | 24 | 5 | 3 | 32 | 55 | 53 | 108 | 140 |

Table 30.—Arts Colleges (English) by Management and Periods.

| Management. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|------------------------------------|----------|----------|----------|----------|
| <i>Public Management—</i> | | | | |
| Government | (a) | 23 | 23 | 24 |
| Board | (a) | 5 | 5 | 5 |
| Native State | (a) | 2 | 2 | 3 |
| Total Public Management | 32 | 30 | 30 | 32 |
| <i>Private Management—</i> | | | | |
| Aided | 37 | 44 | 51 | 55 |
| Unaided | 17 | 26 | 34 | 53 |
| Total Private Management | 54 | 70 | 85 | 108 |
| GRAND TOTAL | 86 | 100 | 115 | 140 |

(a) Details not available.

Table 31.—Teachers in Art Colleges (English).

| Province. | Number of Teachers. |
|-----------------------------|---------------------|
| Madras | 272 |
| Bombay | 132 |
| Bengal | (a) 338 |
| United Provinces | 153 |
| Punjab | 80 |
| Burma | 11 |
| Central Provinces | 22 |
| Assam | 10 |
| Total | 1,018 |

(a) Excluding La Martinière and Loreto Colleges.

Table 32.—Intermediate or First Arts Examination.

| Province. | Year. | CANDIDATES. | | | PASSES. | | | PERCENTAGE OF PASSES. | | |
|---------------------------------|---------|-------------|----------|--------|---------|----------|---------|-----------------------|----------|--------|
| | | Public. | Private. | Total. | Public. | Private. | Total. | Public. | Private. | Total. |
| Madras | 1896-97 | 1,063 | 562 | 1,625 | 422 | 59 | 481 | 40 | 10 | 30 |
| | 1901-02 | 1,565 | 327 | 1,892 | 677 | 53 | 730 | 43 | 16 | 39 |
| Bombay | 1896-97 | 438 | 65 | 503 | 232 | 34 | (a) 266 | 53 | 52 | 53 |
| | 1901-02 | 503 | 70 | 573 | 282 | 32 | (b) 314 | 56 | 46 | 55 |
| Bengal | 1896-97 | 2,630 | 81 | 2,711 | 1,006 | 11 | 1,017 | 38 | 14 | 37 |
| | 1901-02 | 3,645 | 114 | 3,759 | 1,370 | 20 | 1,390 | 38 | 18 | 38 |
| United Provinces | 1896-97 | 543 | 30 | 578 | 228 | 12 | 240 | 42 | 40 | 42 |
| | 1901-02 | 516 | 14 | 530 | 270 | 3 | 273 | 52 | 21 | 52 |
| Punjab and North-West Frontier. | 1896-97 | 337 | 101 | 438 | 206 | 40 | 246 | 61 | 40 | 56 |
| | 1901-02 | 460 | 96 | 556 | 288 | 35 | 323 | 63 | 36 | 58 |
| Burma | 1896-97 | 33 | ... | 33 | 15 | ... | 15 | 45 | ... | 45 |
| | 1901-02 | 64 | ... | 64 | 28 | ... | 28 | 44 | ... | 44 |
| Central Provinces | 1896-97 | 132 | 2 | 134 | 53 | 2 | 55 | 40 | 100 | 41 |
| | 1901-02 | 122 | 5 | 127 | 60 | ... | 60 | 49 | ... | 47 |
| Assam | 1896-97 | 13 | ... | 13 | 6 | ... | 6 | 46 | ... | 46 |
| | 1901-02 | 43 | ... | 43 | 18 | ... | 18 | 37 | ... | 37 |
| Total | 1896-97 | 5,194 | 841 | 6,035 | 2,168 | 158 | 2,326 | 42 | 19 | 39 |
| | 1901-02 | 6,923 | 626 | 7,549 | 2,993 | 143 | 3,136 | 43 | 23 | 42 |

(a) Includes 9 First B. Sc's.

(b) " 5 " "

Table 33.—B. A. Examination.

| Province. | Year. | CANDIDATES. | | | PASSES. | | | PERCENTAGE OF PASSES. | | |
|---------------------------------|---------|-------------|----------|--------|---------|----------|--------|-----------------------|----------|--------|
| | | Public. | Private. | Total. | Public. | Private. | Total. | Public. | Private. | Total. |
| Madras* | 1896-97 | 739 | 114 | 853 | 517 | 50 | 567 | 70 | 44 | 66 |
| | 1901-02 | 638 | 131 | 819 | 407 | 42 | 449 | 59 | 32 | 55 |
| Bombay | 1896-97 | 190 | 32 | 222 | 157 | 20 | 177 | 83 | 62 | 80 |
| | 1901-02 | 293 | 91 | 384 | 205 | 33 | 238 | 70 | 36 | 62 |
| Bengal | 1896-97 | 1,410 | 111 | 1,521 | 345 | 19 | 364 | 24 | 17 | 24 |
| | 1901-02 | 1,934 | 181 | 2,115 | 439 | 15 | 454 | 23 | 8 | 21 |
| United Provinces | 1896-97 | 264 | 8 | 272 | 131 | 1 | 132 | 50 | 12 | 49 |
| | 1901-02 | 204 | 13 | 217 | 142 | 6 | 148 | 70 | 46 | 68 |
| Punjab and North-West Frontier. | 1896-97 | 208 | 82 | 290 | 76 | 24 | 100 | 37 | 29 | 34 |
| | 1901-02 | 206 | 107 | 313 | 96 | 38 | 134 | 47 | 36 | 43 |
| Burma | 1896-97 | 10 | ... | 10 | 5 | ... | 5 | 50 | ... | 50 |
| | 1901-02 | 17 | ... | 17 | 6 | ... | 6 | 35 | ... | 35 |
| Central Provinces | 1896-97 | 54 | ... | 54 | 20 | ... | 20 | 37 | ... | 37 |
| | 1901-02 | 48 | ... | 48 | 27 | ... | 27 | 56 | ... | 56 |
| Total | 1896-97 | 2,875 | 347 | 3,222 | 1,251 | 114 | 1,365 | 44 | 33 | 42 |
| | 1901-02 | 3,390 | 523 | 3,913 | 1,322 | 134 | 1,456 | 39 | 26 | 37 |

* Science Division only.

Table 34.—B. Sc. Examination.

| Province. | Year. | CANDIDATES. | | | PASSES. | | | PERCENTAGE OF PASSES. | | |
|----------------------------|---------|-------------|----------|--------|---------|----------|--------|-----------------------|----------|--------|
| | | Public. | Private. | Total. | Public. | Private. | Total. | Public. | Private. | Total. |
| Bombay | 1896-97 | 19 | ... | 19 | 7 | ... | 7 | 37 | ... | 37 |
| | 1901-02 | 6 | ... | 6 | 6 | ... | 6 | 100 | ... | 100 |
| Bengal | 1896-97 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 1901-02 | 12 | ... | 12 | 2 | ... | 2 | 17 | ... | 17 |
| United Provinces | 1896-97 | 8 | ... | 8 | 7 | ... | 7 | 88 | ... | 88 |
| | 1901-02 | 5 | ... | 5 | 3 | ... | 3 | 60 | ... | 60 |
| Punjab | 1896-97 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 1901-02 | 2 | ... | 2 | 2 | ... | 2 | 100 | ... | 100 |
| Total | 1896-97 | 27 | ... | 27 | 14 | ... | 14 | 52 | ... | 52 |
| | 1901-02 | 25 | ... | 25 | 13 | ... | 13 | 52 | ... | 52 |

Table 35.—M. A. Examination.

| Province. | Year. | CANDIDATES. | | | PASSES. | | | PERCENTAGE OF PASSES. | | |
|-----------------------------|---------|-------------|----------|--------|---------|----------|--------|-----------------------|----------|--------|
| | | Public. | Private. | Total. | Public. | Private. | Total. | Public. | Private. | Total. |
| Madras | 1896-97 | ... | 24 | 24 | ... | 5 | 5 | ... | 21 | 21 |
| | 1901-02 | ... | 22 | 22 | ... | 10 | 10 | ... | 45 | 45 |
| Bombay | 1896-97 | 24 | ... | 24 | 10 | ... | 10 | 42 | ... | 42 |
| | 1901-02 | 33 | ... | 33 | 12 | ... | 12 | 36 | ... | 36 |
| Bengal | 1896-97 | 134 | 60 | 194 | 66 | 17 | 83 | 49 | 28 | 43 |
| | 1901-02 | 153 | 30 | 183 | 68 | 11 | 79 | 44 | 37 | 43 |
| United Provinces | 1896-97 | 24 | 3 | 27 | 15 | 1 | 16 | 62 | 33 | 59 |
| | 1901-02 | 27 | 4 | 31 | 13 | 2 | 15 | 48 | 50 | 49 |
| Punjab | 1896-97 | 19 | 11 | 30 | 11 | 4 | 15 | 58 | 36 | 50 |
| | 1901-02 | 23 | 8 | 31 | 15 | 6 | 21 | 65 | 75 | 68 |
| Burma | 1896-97 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | 1901-02 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Central Provinces | 1896-97 | 2 | 1 | 3 | 2 | 1 | 3 | 100 | 100 | 100 |
| | 1901-02 | 1 | ... | 1 | 1 | ... | 1 | 100 | ... | 100 |
| Total | 1896-97 | 203 | 99 | 302 | 104 | 28 | 132 | 51 | 28 | 44 |
| | 1901-02 | 237 | 64 | 301 | 109 | 29 | 138 | 46 | 45 | 46 |

Table 36.—Students who passed the M. A. Examination in different Subjects, during the period 1897-98 to 1901-02.

| Subject. | UNIVERSITY OF | | | | | Total. |
|----------------------------------|---------------|---------|-----------|------------|---------|--------|
| | Madras. | Bombay. | Calcutta. | Allahabad. | Punjab. | |
| English | 7 | ... | 121 | 62 | 36 | 226 |
| Sanskrit | 4 | 11 | 22 | 6 | 5 | 48 |
| Arabic | ... | 1 | 3 | 2 | 2 | 8 |
| Persian | 1 | 15 | 9 | 7 | ... | 32 |
| Avesta and Pahlavi | ... | 5 | ... | ... | ... | 5 |
| Pali | ... | ... | 1 | ... | ... | 1 |
| Tamil and Kanarese | 1 | ... | ... | ... | ... | 1 |
| Kanarese and Telugu | 1 | ... | ... | ... | ... | 1 |
| Tamil and Malayalam | 1 | ... | ... | ... | ... | 1 |
| Hebrew | ... | 1 | 1 | ... | ... | 2 |
| Latin | ... | 9 | ... | ... | ... | 9 |
| French | ... | 9 | ... | ... | ... | 9 |
| History | 9 | 3 | 20 | 5 | 2 | 39 |
| History and Philosophy | ... | 10 | ... | ... | ... | 10 |
| Philosophy | 8 | 2 | 75 | 2 | 2 | 89 |
| Mathematics | 4 | 3 | 71 | 2 | 4 | 84 |
| Physical Science | 13 | 1 | 83 | 11 | 9 | 117 |
| Natural Science | 9 | 2 | 9 | ... | ... | 20 |
| Total | 58 | 72 | 415 | 97 | 60 | 702 |

Note.—This table includes all students; not merely those within the area dealt with in the Review.

Table 37.—Successful Candidates in successive Examinations of the Arts and Science Courses.

| Year. | Entrance. | Intermediate. | B. A. | B. Sc. | M. A. |
|---------------------|-----------|---------------|-------|--------|-------|
| 1897-98 | 7,371 | 2,725 | 1,264 | 20 | 139 |
| 1898-99 | 8,242 | 2,671 | 1,318 | 5 | 113 |
| 1899-1900 | 8,014 | 2,640 | 1,445 | 9 | 145 |
| 1900-01 | 7,899 | 2,770 | 1,241 | 7 | 158 |
| 1901-02 | 8,882 | 3,136 | 1,456 | 13 | 138 |
| Total | 40,408 | 13,942 | 6,724 | 54 | 693 |

Table 38.—Pupils in Arts Colleges.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|----------|----------|
| Madras | 2,979 | 3,818 | 3,540 | 3,779 |
| Bombay | 955 | 1,332 | 1,064 | 1,941 |
| Bengal | 3,215 | 5,225 | 6,384 | 8,150 |
| United Provinces | 478 | 1,311 | 1,446 | 1,490 |
| Punjab | 319 | 462 | 1,101 | 1,244 |
| North-West Frontier | ... | ... | ... | 17 |
| Burma | 14 | 44 | 80 | 148 |
| Central Provinces | 100 | 232 | 291 | 282 |
| Assam | ... | ... | 27 | 97 |
| Total | 8,060 | 12,424 | 13,933 | 17,143 |

Table 39.—Male and Female Pupils in Arts Colleges.

| Province. | 1901-02. | | Total. |
|-------------------------------|----------|---------|--------|
| | Male. | Female. | |
| Madras | 3,744 | 35 | 3,779 |
| Bombay | 1,911 | 30 | 1,941 |
| Bengal | 8,095 | 55 | 8,150 |
| United Provinces | 1,441 | 49 | 1,490 |
| Punjab | 1,244 | ... | 1,244 |
| North-West Frontier | 17 | ... | 17 |
| Burma | 140 | 8 | 148 |
| Central Provinces | 282 | ... | 282 |
| Assam | 97 | ... | 97 |
| Total | 16,971 | 177 | 17,143 |

Table 40.—Pupils in Arts Colleges by Management.

| Province. | PUBLIC MANAGEMENT. | | | | PRIVATE MANAGEMENT. | | | Grand Total. |
|-------------------------------|--------------------|------------|---------------|--------------|---------------------|--------------|---------------|---------------|
| | Government. | Board. | Native State. | Total. | Aided. | Unaided. | Total. | |
| Madras | 791 | 172 | ... | 963 | 2,637 | 209 | 2,816 | 3,779 |
| Bombay | 485 | ... | 228 | 713 | 1,228 | ... | 1,228 | 1,940 |
| Bengal | 1,885 | 52 | ... | 1,937 | 1,672 | 4,541 | 6,213 | 8,150 |
| United Provinces | 296 | ... | ... | 296 | 783 | 411 | 1,194 | 1,494 |
| Punjab | 194 | 89 | ... | 283 | 423 | 588 | 1,011 | 1,247 |
| North-West Frontier | ... | ... | ... | ... | ... | 17 | 17 | 18 |
| Burma | 133 | ... | ... | 133 | 15 | ... | 15 | 142 |
| Central Provinces | 85 | ... | ... | 85 | 197 | ... | 197 | 282 |
| Assam | 57 | ... | ... | 57 | ... | 40 | 40 | 97 |
| Total | 3,926 | 263 | 228 | 4,417 | 6,925 | 5,806 | 12,731 | 17,148 |

Table 41.—Pupils in Arts Colleges by Management and Periods.

| Management. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|--------------|---------------|---------------|---------------|
| <i>Public Management.</i> | | | | |
| Government | (a) | 3,594 | 3,478 | 3,926 |
| Board | (a) | 282 | 199 | 263 |
| Native State | (a) | 89 | 218 | 228 |
| Total, Public Management | 3,070 | 3,965 | 3,895 | 4,417 |
| <i>Private Management.</i> | | | | |
| Aided | 3,339 | 5,293 | 5,927 | 6,925 |
| Unaided | 1,651 | 3,166 | 4,111 | 5,806 |
| Total, Private Management | 4,990 | 8,459 | 10,038 | 12,731 |
| GRAND TOTAL | 8,060 | 12,424 | 13,933 | 17,148 |

(a) Figures not available.

Table 42.—Number of Boys of school-going age, one of whom is in an Arts College.

| Province. | 1901-02. |
|-----------------------------------|--------------|
| Madras | 755 |
| Bombay | 1,029 |
| Bengal | 711 |
| United Provinces | 2,562 |
| Punjab | 1,319 |
| North-West Frontier | 10,229 |
| Burma | 5,066 |
| Central Provinces | 3,109 |
| Assam | 4,645 |
| Average | 1,079 |
| Average, 1896-97 | 1,302 |
| Average, 1891-92 | 1,433 |

Table 43.—Race or Creed of male Pupils in Arts Colleges.

| Race or creed. | Number of pupils. | Number in 10,000 of school age population. | |
|-----------------------------------|-------------------|--|-----|
| Europeans and Eurasians | 175 | } 42 | |
| Native Christians | 450 | | |
| Hindus | 14,650 | | 12 |
| Muhammadans | 1,259 | | 3 |
| Buddhists | 105 | | 2 |
| Parsis | 301 | | 471 |
| Others | 31 | 5 | |
| Total | 16,971 | 9 | |

Table 44.—Expenditure on Arts Colleges.

[In thousands of Rupees.]

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|----------|----------|
| | ₹ | ₹ | ₹ | ₹ |
| Madras | 4,73 | 5,54 | 6,22 | 6,31 |
| Bombay | 2,49 | 3,14 | 3,70 | 3,53 |
| Bengal | 5,45 | 7,07 | 7,48 | 8,22 |
| United Provinces | 1,99 | 2,35 | 3,43 | 4,29 |
| Punjab | 69 | 1,04 | 1,22 | 1,70 |
| North-West Frontier | ... | ... | ... | 1 |
| Burma | 34 | 43 | 72 | 83 |
| Central Provinces | 38 | 45 | 50 | 58 |
| Assam | ... | ... | 4 | 16 |
| Total | 16,07 | 20,02 | 23,31 | 25,63 |

Table 45.—Expenditure on Arts Colleges by Sources.

[In thousands of Rupees.]

| Province. | Provincial Revenues. | Native States Revenues | Local Funds. | Municipal Funds. | Fees. | Other sources. | Total. |
|-------------------------------|----------------------|------------------------|--------------|------------------|-------|----------------|--------|
| | ₹ | ₹ | ₹ | ₹ | ₹ | ₹ | ₹ |
| Madras | 2,40 | ... | ... | ... | 2,26 | 1,65 | 6,31 |
| Bombay | 1,29 | 36 | 7 | 8 | 1,33 | 40 | 3,53 |
| Bengal | 2,18 | ... | ... | 1 | 4,12 | 1,91 | 8,22 |
| United Provinces | 1,70 | 10 | 1 | 5 | 1,05 | 1,38 | 4,29 |
| Punjab | 51 | ... | ... | 4 | 67 | 48 | 1,70 |
| North-West Frontier | ... | ... | ... | ... | 1 | ... | 1 |
| Burma | 59 | ... | ... | ... | 10 | 14 | 83 |
| Central Provinces | 22 | ... | ... | 1 | 15 | 20 | 58 |
| Assam | 7 | ... | ... | ... | 5 | 4 | 16 |
| Total | 8,96 | 46 | 8 | 19 | 9,74 | 6,20 | 25,63 |

Table 46.—Expenditure on Arts Colleges by Sources and Periods.

[In thousands of Rupees.]

| Sources. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|----------|
| | ₹ | ₹ | ₹ | ₹ |
| Provincial Revenues | 8,86 | 8,70 | 9,63 | 8,96 |
| District and Municipal Funds | 22 | 30 | 36 | 27 |
| Total Public | 8,58 | 9,00 | 9,99 | 9,23 |
| Fees | 3,69 | 6,32 | 7,43 | 9,74 |
| Other sources | 3,80 | 4,70 | 5,89(a) | 6,66(a) |
| Total Private | 7,49 | 11,02 | 13,32 | 16,40 |
| GRAND TOTAL | 16,07 | 20,02 | 23,31 | 25,63 |

(a) Includes ₹45,654 from Native State Revenues in 1901-02, and ₹38,833 in 1896-97. Corresponding figures for earlier years are not available.

Table 47.—Average annual Cost of educating a Student in an Arts College.

| Province. | Annual cost. |
|--|--------------|
| | ₹ |
| Madras | 195 |
| Bombay | 188 |
| Bengal | 97 |
| United Provinces | 278 |
| Punjab | 136 |
| North-West Frontier Province | 63 |
| Burma | 549 |
| Central Provinces | 214 |
| Assam | 142 |
| Average | 151 |

Table 48.—Expenditure from Fees in Arts Colleges.

| Province. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|----------|
| | ₹ | ₹ | ₹ |
| Madras | 1,90,527 | 1,87,453 | 2,25,898 |
| Bombay | 87,281 | 98,009 | 1,32,561 |
| Bengal | 2,75,505 | 3,10,506 | 4,12,528 |
| United Provinces | 46,000 | 72,081 | 1,04,349 |
| Punjab | 25,052 | 59,358 | 67,523 |
| North-West Frontier | ... | ... | 844 |
| Burma | 2,490 | 4,306 | 9,981 |
| Central Provinces | 4,638 | 10,370 | 14,517 |
| Assam | ... | 666 | 5,360 |
| Total | 6,31,493 | 7,42,749 | 9,73,501 |

Table 49.—Average annual Fee per Pupil in Arts Colleges.

| Province. | 1896-97. | 1901-02. |
|--|----------|----------|
| | R | R |
| Madras | 55.7 | 69.9 |
| Bombay | 64.4 | 70.5 |
| Bengal | 47.3 | 48.6 |
| United Provinces | 51.4 | 67.7 |
| Punjab | 55.8 | } 53.9 |
| North-West Frontier Province | ... | |
| Burma | 55.9 | 65.7 |
| Central Provinces | 34.7 | 53.8 |
| Assam | 26.6 | 47.9 |
| Total | 51.8 | 57.5 |

Table 50. Expenditure on Scholarships in Arts Colleges.

| Province. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|
| | R | R | R |
| Madras | ... | 23,836 | 25,266 |
| Bombay | ... | 25,760 | 33,413 |
| Bengal | .. | 94,945 | 1,03,243 |
| United Provinces | ... | 31,858 | 39,633 |
| Punjab | ... | 26,335 | 26,548 |
| North-West Frontier Province | ... | ... | 230 |
| Burma | ... | 4,725 | 7,537 |
| Central Provinces | ... | 4,381 | 5,189 |
| Assam | ... | 20,574 | 23,339 |
| Berar | ... | 1,890 | 1,835 |
| Coorg | ... | 1,165 | 1,165 |
| Total | 2,17,610 | 2,36,132 | 2,67,398 |

CHAPTER IV.—SECONDARY EDUCATION.

Table 51.—Secondary Schools for Boys (English and Vernacular).

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|----------|
| Madras | 554 | 580 | 548 | 539 |
| Bombay | 337 | 352 | 403 | 427 |
| Bengal | 2,173 | 2,308 | 2,477 | 2,451 |
| United Provinces | 601 | 472 | 466 | 495 |
| Punjab | 234 | 259 | 315 | 351 |
| North-West Frontier Province | ... | ... | ... | 28 |
| Burma | 58 | 79 | 227 | 330 |
| Central Provinces | 67 | 249 | 233 | 236 |
| Assam | 107 | 110 | 135 | 145 |
| Berar | 26 | 26 | 28 | 28 |
| Coorg | 3 | 3 | 2 | 2 |
| Total | 4,160 | 4,438 | 4,827 | 5,032 |

Table 52.—Grades of Secondary Schools for Boys.

| Province | High Schools. | Middle Eng-lish Schools. | Middle Vernacular Schools. | Total. |
|--|---------------|--------------------------|----------------------------|--------|
| Madras | 157 | 287 | 101 | 539 |
| Bombay | 105 | 322 | ... | 427 |
| Bengal | 535 | 946 | 970 | 2,451 |
| United Provinces | 101 | 93 | 301 | 495 |
| Punjab | 97 | 144 | 110 | 351 |
| North-West Frontier Province | 12 | 6 | 10 | 28 |
| Burma | 15 | 61 | 254 | 330 |
| Central Provinces | 21 | 74 | 141 | 236 |
| Assam | 23 | 73 | 45 | 146 |
| Berar | 3 | 25 | ... | 28 |
| Coorg | 1 | 1 | ... | 2 |
| Total, 1901-02 | 1,070 | 2,030 | 1,932 | 5,032 |
| Total, 1896-97 | 840 | 1,922 | 2,065 | 4,827 |
| Total, 1891-92 | 755 | 1,789 | 1,894 | 4,438 |

Table 53.—English Secondary Schools for Boys.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|----------|
| Madras | 507 | 491 | 394 | 437 |
| Bombay | 337 | 352 | 403 | 427 |
| Bengal | 1,016 | 1,195 | 1,335 | 1,481 |
| United Provinces | 133 | 139 | 169 | 194 |
| Punjab | 109 | 135 | 191 | 239 |
| North-West Frontier Province | ... | ... | ... | 17 |
| Burma | 43 | 57 | 67 | 76 |
| Central Provinces | 67 | 78 | 81 | 95 |
| Assam | 60 | 67 | 87 | 101 |
| Berar | 26 | 26 | 23 | 28 |
| Coorg | 3 | 3 | 2 | 2 |
| Total | 2,301 | 2,543 | 2,760 | 3,097 |

Excludes vernacular high schools.

Table 54.—Vernacular Secondary Schools for Boys.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|----------|
| Madras | 47 | 89 | 149 | 101 |
| Bengal | 1,157 | 1,113 | 1,140 | 970 |
| United Provinces | 468 | 333 | 297 | 301 |
| Punjab | 125 | 124 | 124 | 112 |
| North-West Frontier Province | .. | ... | ... | 11 |
| Burma | 15 | 22 | 160 | 254 |
| Central Provinces | ... | 171 | 149 | 141 |
| Assam | 47 | 43 | 48 | 45 |
| Total | 1,859 | 1,895 | 2,067 | 1,935 |

Includes vernacular high schools.

Table 55.—English Secondary Schools for Boys classified according to Management.

| Province. | PUBLIC. | | | PRIVATE. | | Total Public. | Total Private. | Grand Total. |
|--|-------------|--------|---------------|----------|-----------|---------------|----------------|--------------|
| | Government. | Board. | Native State. | Aided. | Un-aided. | | | |
| Madras | 11 | 108 | 1 | 247 | 70 | 120 | 317 | 437 |
| Bombay | 26 | 74 | 115 | 132 | 80 | 215 | 212 | 427 |
| Bengal | 54 | 85 | 15 | 879 | 498 | 104 | 1,377 | 1,481 |
| United Provinces | 44 | 15 | ... | 97 | 38 | 59 | 135 | 194 |
| Punjab | 4 | 79 | ... | 62 | 94 | 83 | 156 | 239 |
| North-West Frontier Province | ... | 7 | ... | 4 | 6 | 7 | 10 | 17 |
| Burma | 3 | 14 | ... | 59 | ... | 17 | 59 | 76 |
| Central Provinces | 12 | 28 | 11 | 30 | 14 | 51 | 44 | 95 |
| Assam | 12 | ... | ... | 63 | 26 | 12 | 89 | 101 |
| Berar | 26 | ... | ... | ... | 2 | 26 | 2 | 28 |
| Coorg | 2 | ... | ... | ... | ... | 2 | ... | 2 |
| Total | 194 | 360 | 142 | 1,573 | 828 | 696 | 2,401 | 3,097 |

Table 56.—Vernacular Secondary Schools for Boys classified according to Management.

| Province. | PUBLIC. | | | PRIVATE. | | Total Public. | Total Private. | Grand Total. |
|--|-------------|--------|---------------|----------|-----------|---------------|----------------|--------------|
| | Government. | Board. | Native State. | Aided. | Un-aided. | | | |
| Madras | 5 | 23 | ... | 44 | 29 | 28 | 73 | 101 |
| Bengal | 19 | 149 | 9 | 698 | 95 | 177 | 793 | 970 |
| United Provinces | 4 | 282 | ... | 12 | 3 | 286 | 15 | 301 |
| Punjab | ... | 110 | ... | 1 | 1 | 110 | 2 | 112 |
| North-West Frontier Province | ... | 10 | ... | ... | 1 | 10 | 1 | 11 |
| Burma | ... | ... | ... | 254 | ... | ... | 254 | 254 |
| Central Provinces | 4 | 102 | 20 | 14 | 1 | 126 | 15 | 141 |
| Assam | 15 | 4 | ... | 25 | 1 | 19 | 26 | 45 |
| Total | 47 | 680 | 29 | 1,048 | 131 | 756 | 1,179 | 1,935 |

Table 57.—English Secondary Schools for Boys classified according to Management, by Periods.

| | 1891-92 | 1896-97. | 1901-02. |
|-------------------|---------|----------|----------|
| Government | 219 | 191 | 194 |
| Board | 328 | 355 | 360 |
| Native State | 79 | 113 | 142 |
| Aided | 1,381 | 1,489 | 1,573 |
| Unaided | 536 | 612 | 828 |
| Total | 2,543 | 2,760 | 3,097 |
| Public management | 626 | 659 | 696 |
| Private | 1,917 | 2,101 | 2,401 |
| Total | 2,543 | 2,760 | 3,097 |

Table 58.—Vernacular Secondary Schools for Boys classified according to Management, by Periods.

| | 1891-92. | 1896-97. | 1901-02. |
|-------------------|----------|----------|----------|
| Government | 90 | 63 | 47 |
| Board | 747 | 723 | 680 |
| Native State | 8 | 13 | 29 |
| Aided | 921 | 1,091 | 1,048 |
| Unaided | 129 | 177 | 131 |
| Total | 1,895 | 2,067 | 1,935 |
| Public management | 845 | 799 | 756 |
| Private | 1,050 | 1,268 | 1,179 |
| Total | 1,895 | 2,067 | 1,935 |

Table 59.—Average number of Pupils in an English Secondary School for Boys.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|------------------------------|----------|----------|----------|----------|
| Madras | 99 | 100 | 153 | 171 |
| Bombay | 104 | 112 | 82 | 102 |
| Bengal | 113 | 114 | 115 | 129 |
| United Provinces | 171 | 158 | 144 | 137 |
| Punjab | 238 | 226 | 206 | 188 |
| North-West Frontier Province | ... | .. | ... | 220 |
| Burma | 140 | 134 | 137 | 175 |
| Central Provinces | 61 | 64 | 80 | 82 |
| Assam | 117 | 111 | 98 | 111 |
| Berar | 181 | 178 | 143 | 163 |
| Coorg | 147 | 167 | 323 | 261 |
| General average | 118 | 119 | 123 | 136 |

Table 60.—Average number of Pupils in a Vernacular Secondary School for Boys.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|----------|
| Madras | 65 | 49 | 73 | 89 |
| Bengal | 56 | 55 | 57 | 55 |
| United Provinces | 90 | 90 | 107 | 135 |
| Punjab | 144 | 147 | 153 | 158 |
| North-West Frontier Province | ... | ... | ... | 122 |
| Burma | 85 | 72 | 62 | 63 |
| Central Provinces | ... | 109 | 126 | 128 |
| Assam | 74 | 66 | 62 | 63 |
| General average | 71 | 72 | 77 | 82 |

Table 61.—Average annual Cost of an English Secondary School for Boys.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|----------|
| | R | R | R | R |
| Madras | 2,452 | 2,680 | 3,688 | 3,830 |
| Bombay | 3,001 | 3,870 | 3,889 | 3,974 |
| Bengal | 2,127 | 2,173 | 2,253 | 2,293 |
| United Provinces | 5,040 | 5,798 | 5,195 | 5,288 |
| Punjab | 4,511 | 4,948 | 4,337 | 3,849 |
| North-West Frontier Province | ... | ... | ... | 4,352 |
| Burma | 6,171 | 6,166 | 6,291 | 7,483 |
| Central Provinces | 1,743 | 1,766 | 2,307 | 2,257 |
| Assam | 1,980 | 1,963 | 1,879 | 1,865 |
| Perar | 3,009 | 3,076 | 2,686 | 2,663 |
| Coorg | 4,938 | 4,512 | 7,870 | 7,452 |
| General average | 2,682 | 2,936 | 3,118 | 3,115 |

Table 62.—Average annual Cost of a Vernacular Secondary School for Boys.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|----------|
| | R | R | R | R |
| Madras | 293 | 275 | 622 | 828 |
| Bengal | 385 | 412 | 406 | 413 |
| United Provinces | 423 | 565 | 685 | 812 |
| Punjab | 875 | 994 | 1,080 | 1,122 |
| North-West Frontier Province | ... | ... | ... | 939 |
| Burma | 944 | 219 | 305 | 257 |
| Central Provinces | ... | 459 | 508 | 634 |
| Assam | 611 | 654 | 689 | 663 |
| General average | 435 | 476 | 505 | 542 |

Table 63.—Matriculation Examination (Boys and Girls).

| UNIVERSITY. | CANDIDATES. | | | | | | PASSED. | | | | | |
|---------------------|----------------|---------|---------|----------|---------|---------|----------------|---------|---------|----------|---------|---------|
| | Public school. | | | Private. | | | Public school. | | | Private. | | |
| | 1892-93 | 1896-97 | 1901-02 | 1892-93 | 1896-97 | 1901-02 | 1892-93 | 1896-97 | 1901-02 | 1892-93 | 1896-97 | 1901-02 |
| Madras | 2,920 | 4,274 | 5,664 | 449 | 1,055 | 1,994 | 493 | 1,513 | 2,147 | 27 | 129 | 280 |
| Bombay | 1,871 | 1,973 | 2,284 | 1,348 | 1,360 | 1,447 | 915 | 1,071 | 1,070 | 139 | 161 | 148 |
| Calcutta | 5,418 | 5,729 | 6,711 | 301 | 185 | 318 | 3,607 | 3,405 | 3,369 | 115 | 71 | 81 |
| Allahabad | 1,510 | 1,298 | 1,261 | 504 | 679 | 280 | 765 | 705 | 715 | 72 | 141 | 64 |
| Punjab | 1,059 | 1,452 | 1,880 | 222 | 319 | 928 | 704 | 793 | 949 | 99 | 70 | 280 |
| Total | 12,478 | 14,726 | 17,800 | 2,824 | 3,588 | 4,967 | 6,484 | 7,487 | 8,250 | 452 | 572 | 853 |

NOTE.—These figures represent University totals and include candidates from areas outside the area covered by the Review.

Table 64.—Middle School Examination (Boys).

| Province. | Boys in the middle stage. | CANDIDATES. | | PASSED. | | Appr. xi- mate number of public students available for ex- amination. |
|--|---------------------------|------------------|-------------------|------------------|-------------------|--|
| | | Public students. | Private students. | Public students. | Private students. | |
| Madras | 36,608 | 3,459 | 4,003 | 1,988 | 928 | 12,203 |
| Bombay | 22,440 | 2,660 | ... | 1,611 | ... | 7,480 |
| Bengal | 52,741 | 5,295 | 734 | 3,562 | 421 | 26,370 |
| United Provinces | 19,924 | 5,310 | 881 | 3,261 | 227 | 7,181 |
| Punjab | 18,865 | 5,750 | 811 | 3,130 | 233 | 6,122 |
| North-West Frontier Province | 1,099 | 368 | 37 | 178 | 13 | 366 |
| Burma | 4,988 | 4,252 | 251 | 2,816 | 68 | 4,988 |
| Central Provinces | 9,003 | 1,096 | 149 | 611 | 24 | 2,425 |
| Assam | 2,006 | 397 | 34 | 357 | 13 | 1,303 |
| Berar | 4,534 | 424 | ... | 172 | ... | 1,511 |
| Coorg | 229 | 96 | 27 | 44 | 7 | ... |

Table 65.—Number of Teachers in Secondary Schools for Boys.

| Province. | Number of teachers. | Average number of teachers per school. | Average number of pupils per teacher. |
|-----------------------------|---------------------|--|---------------------------------------|
| Madras | 3,529 | 7 | 24 |
| Bombay | 1,893 | 5 | 18 |
| Bengal | 12,764 | 5 | 19 |
| United Provinces | 3,740 | 8 | 18 |
| Punjab | 2,997 | 9 | 21 |
| Burma | 583 | 2 | 50 |
| Central Provinces | 660 | 4 | 31 |
| Assam | 720 | 5 | 19 |
| Berar | 154 | 5 | 30 |
| Total | 27,040 | 6 | 21 |

Table 66.—Qualifications of Teachers in Secondary Schools for Boys.

| Province. | Trained. | Other qualifications. | No special qualifications. | Total. |
|----------------------------|----------|-----------------------|----------------------------|--------|
| Madras | 1,383 | 1,943 | 203 | 3,529 |
| Bombay | ... | 1,545 | 348 | 1,893 |
| Bengal | 2,220 | 8,347 | 2,197 | 12,764 |
| United Provinces | 1,227 | 2,096 | 792 | 4,115* |
| Punjab | 1,397 | 1,708 | ... | 3,105† |
| Burma | 363 | 220 | ... | 583 |
| Total | 6,590 | 15,859 | 3,540 | 25,989 |

* Includes 375 teachers of girls' schools.

† Includes 108 teachers of girls' schools.

Table 67.—Pay of Teachers (per mensem) in Secondary Schools for Boys.

| Grade and class of school. | Range of pay. | Grade and class of school. | Range of pay. |
|--|---------------|----------------------------|---------------|
| MADRAS. | | BOMBAY. | |
| <i>Upper Secondary.</i> | | <i>Secondary.</i> | |
| Government— | ₹ | | ₹ |
| Headmaster | 200—300 | Government | 30—500 |
| Assistant | 60—150 | Local Board | 18—50 |
| Board— | | Municipal Board | 13—130 |
| Headmaster | 75—250 | Native State | 10—325 |
| Assistant | 50—100 | Aided | 9—550 |
| Private managed— | | | |
| Headmaster | 70—200 | | |
| Assistant | 40—100 | | |
| <i>Lower Secondary.</i> | | | |
| Government— | | | |
| Headmaster | 40—60 | | |
| Assistant | 20—40 | | |
| Board— | | | |
| Headmaster | 30—60 | | |
| Assistant | 20—30 | | |
| Private managed— | | | |
| Headmaster | 25—50 | | |
| Assistant | 10—25 | | |
| BENGAL. | | UNITED PROVINCES. | |
| <i>High.</i> | | <i>Secondary.</i> | |
| Best high schools under public management. | 25—200 | Government | 4—400 |
| Private management | 5—78 | Board | 4—97 |
| | | Aided | 5—500 |
| | | Unaided | 5—150 |
| <i>Middle.</i> | | | |
| Public management | 5—30 | | |
| Private „ | 5—20 | | |
| PUNJAB. | | BURMA. | |
| <i>Secondary.</i> | | <i>High.</i> | |
| Government | 15—400 | Government | 50—300 |
| Board | 4—400 | | |
| Aided | 3—*650 | <i>Middle.</i> | |
| Unaided | 3—75 | Government | 50—160 |

* Headmaster, Chief's College, Lahore.

| CENTRAL PROVINCES. | ₹ | ASSAM. | ₹ |
|----------------------|--------|------------------------------------|--------|
| <i>Secondary.</i> | | | |
| Government | 15—175 | <i>High</i> | 20—200 |
| Board | 12—100 | <i>Middle English</i> | 11—50 |
| | | <i>Middle Vernacular</i> | 11—35 |

| BENGAL. | |
|---------------------------------|---------------|
| Grade and class of school. | Range of pay. |
| | ₹ |
| <i>High</i> | 40—250 |
| <i>Middle English</i> | 15—100 |

Table 68.—Pupils in Secondary Schools for Boys.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|----------|
| Madras | 53,285 | 53,372 | 71,424 | 83,494 |
| Bombay | 35,094 | 39,368 | 32,878 | 43,397 |
| Bengal | 179,788 | 197,285 | 218,739 | 214,992 |
| United Provinces | 65,007 | 51,999 | 56,180 | 67,269 |
| Punjab | 44,009 | 48,709 | 58,590 | 62,578 |
| North-West Frontier Province | ... | ... | ... | 5,032 |
| Burma | 7,305 | 9,236 | 19,092 | 29,334 |
| Central Provinces | 4,114 | 23,575 | 25,498 | 25,888 |
| Assam | 10,451 | 10,305 | 11,547 | 14,027 |
| Berar | 4,695 | 4,639 | 3,992 | 4,569 |
| Coorg | 441 | 500 | 647 | 522 |
| Total | 401,189 | 438,988 | 498,567 | 581,152 |

Table 69.—Pupils in English Secondary Schools for Boys.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|----------|
| Madras | 50,246 | 49,022 | 60,471 | 74,514 |
| Bombay | 35,094 | 39,368 | 32,878 | 43,397 |
| Bengal | 115,310 | 135,934 | 153,298 | 191,648 |
| United Provinces | 22,770 | 21,909 | 24,411 | 26,537 |
| Punjab | 25,962 | 30,484 | 39,535 | 44,898 |
| North-West Frontier Province | ... | ... | ... | 3,739 |
| Burma | 6,026 | 7,657 | 9,174 | 13,321 |
| Central Provinces | 4,114 | 4,999 | 6,736 | 7,835 |
| Assam | 6,996 | 7,451 | 8,562 | 11,207 |
| Berar | 4,695 | 4,639 | 3,992 | 4,569 |
| Coorg | 441 | 500 | 647 | 522 |
| Total | 271,654 | 301,963 | 359,704 | 422,187 |

NOTE.—Excludes pupils of vernacular high schools.

Table 70.—Pupils in Vernacular Secondary Schools for Boys.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|----------|
| Madras | 3,039 | 4,350 | 10,953 | 8,980 |
| Bengal | 61,478 | 61,351 | 65,441 | 53,344 |
| United Provinces | 42,237 | 30,090 | 31,769 | 40,732 |
| Punjab | 18,047 | 18,225 | 19,055 | 17,680 |
| North-West Frontier Province | ... | ... | ... | 1,343 |
| Burma | 1,279 | 1,579 | 9,918 | 16,013 |
| Central Provinces | ... | 18,576 | 18,762 | 18,053 |
| Assam | 3,455 | 2,854 | 2,985 | 2,820 |
| Total | 132,535 | 137,025 | 158,888 | 158,964 |

NOTE.—Includes pupils of vernacular high schools.

Table 71.—Pupils in English Secondary Schools for Boys by Management.

| | 1891-92. | 1896-97. | 1901-02. |
|------------------------|----------------|----------------|----------------|
| Government | 43,718 | 39,396 | 42,608 |
| Board | 35,088 | 43,651 | 49,727 |
| Native State | 6,464 | 10,143 | 10,747 |
| Aided | 146,772 | 163,851 | 202,810 |
| Unaided | 69,921 | 77,663 | 116,300 |
| Total | 301,963 | 339,704 | 422,187 |

Table 72.—Pupils in Vernacular Secondary Schools for Boys by Management.

| | 1891-92. | 1896-97. | 1901-02. |
|------------------------|----------------|----------------|----------------|
| Government | 6,958 | 4,858 | 3,877 |
| Board | 71,341 | 78,236 | 81,942 |
| Native State | 896 | 1,572 | 2,945 |
| Aided | 50,540 | 64,316 | 62,936 |
| Unaided | 7,290 | 9,901 | 7,265 |
| Total | 137,025 | 158,833 | 158,965 |

Table 73.—Boys in the Secondary stage in English Schools.

| | 1896-97. | 1901-02. |
|--|----------------|----------------|
| Madras | 42,069 | 52,632 |
| Bombay | 29,942 | 38,941 |
| Bengal | 63,798 | 80,943 |
| United Provinces | 8,542 | 13,271 |
| Punjab | 13,578 | 16,650 |
| North-West Frontier Province | ... | 1,146 |
| Burma | 2,896 | 4,404 |
| Central Provinces | 6,660 | 7,821 |
| Assam | 2,990 | 3,410 |
| Berar | 2,716 | 3,211 |
| Coorg | 368 | 331 |
| Total | 173,559 | 222,760 |

Table 74.—Boys in the Secondary stage in Vernacular Schools.

| Province | 1896-97. | 1901-02. |
|--|---------------|---------------|
| Madras | 2,634 | 2,738 |
| Bengal | 10,359 | 6,992 |
| United Provinces | 6,024 | 8,803 |
| Punjab | 5,485 | 5,533 |
| North-West Frontier Province | ... | 266 |
| Burma | 763 | 1,335 |
| Central Provinces | 2,301 | 2,107 |
| Assam | 600 | 501 |
| Berar | 2,730 | 2,197 |
| Total | 30,896 | 30,412 |

Table 75.—Boys in different divisions of the Secondary stage in English Schools.

| | 1891-92. | 1896-97. | 1901-02. |
|------------------|----------|----------|----------|
| Middle | 98,452 | 112,129 | 142,268 |
| High | 57,895 | 61,430 | 80,492 |
| Total | 155,847 | 173,559 | 222,760 |

Table 76.—Boys in different divisions of the Secondary stage in Vernacular Schools.

| | 1891-92. | 1896-97. | 1901-02. |
|------------------|----------|----------|----------|
| Middle | 26,434 | 30,810 | 30,269 |
| High | 67 | 86 | 143 |
| Total | 26,501 | 30,896 | 30,412 |

Table 77.—Boys in the English Secondary stage compared with male Population of school-age.

| Province. | NUMBER OF BOYS OF WHOM ONE WAS IN THE SECONDARY STAGE OF AN ENGLISH SCHOOL. | |
|--|---|----------|
| | 1891-92. | 1901-02. |
| Madras | 87 | 54 |
| Bombay | 59 | 50 |
| Bengal | 90 | 71 |
| United Provinces | 464 | 278 |
| Punjab | 177 | 99 |
| North-West Frontier Province | ... | 152 |
| Burma | 274 | 161 |
| Central Provinces | 195 | 112 |
| Assam | 164 | 132 |
| Berar | 94 | 65 |
| Coorg | 63 | 45 |
| General average | 114 | 82 |

Table 78.—Boys in the Vernacular Secondary stage compared with male Population of school-age.

| Province. | NUMBER OF BOYS OF WHOM ONE IS IN THE SECONDARY STAGE OF A VERNACULAR SCHOOL. | |
|--|--|----------|
| | 1891-92. | 1901-02. |
| Madras | 4,256 | 1,032 |
| Bengal | 527 | 830 |
| United Provinces | 584 | 419 |
| Punjab | 406 | 297 |
| North-West Frontier Province | ... | 654 |
| Burma | 3,491 | 581 |
| Central Provinces | 432 | 416 |
| Assam | 713 | 899 |
| General average | 581 | 581 |

SECONDARY EDUCATION.

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Table 79.—Expenditure on Secondary Schools for Boys.

(Figures in thousands of rupees.)

| Province. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|
| Madras | 13,40 | 15,46 | 17,57 |
| Bombay | 13,62 | 15,67 | 16,97 |
| Bengal | 30,55 | 34,70 | 37,96 |
| United Provinces | 9,94 | 10,81 | 12,70 |
| Punjab | 7,91 | 9,66 | 10,46 |
| North-West Frontier Province | ... | ... | 84 |
| Burma | 3,56 | 4,70 | 6,34 |
| Central Provinces | 2,16 | 2,70 | 3,04 |
| Assam | 1,60 | 1,94 | 2,18 |
| Berar | 80 | 75 | 75 |
| Coorg | 14 | 16 | 15 |
| Total | 83,69 | 96,55 | 1,08,96 |

Table 80.—Expenditure on Secondary and Primary Departments of Secondary Schools for Boys.

(Figures in thousands of rupees.)

| Province. | Secondary Department. | Primary Department. | Total. |
|--|----------------------------|---------------------|---------|
| Madras | 14,28 | 3,29 | 17,57 |
| Bombay | 16,97 | .. | 16,97 |
| Bengal | 16,48 | 21,49 | 37,97 |
| United Provinces | 8,62 | 4,08 | 12,70 |
| Punjab | 6,83 | 3,63 | 10,46 |
| North-West Frontier Province | 56 | 28 | 84 |
| Burma | Information not available. | | |
| Central Provinces | 2,42 | 62 | 3,04 |
| Assam | 1,25 | 1,03 | 2,28(b) |
| Berar | 75 | 6(a) | 81 |
| Coorg | Information not available. | | |
| Total | 68,16 | 34,48 | 1,02,64 |

(a) Included in General Table IV under the head Primary Education.

(b) Includes Rs10,000 composed of expenditure on girls' schools and indirect expenditure.

Table 81.—Expenditure on English Secondary Schools for Boys.

(Figures in thousands of rupees.)

| Province. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|
| Madras | 13,16 | 14,53 | 16,74 |
| Bombay | 13,62 | 15,67 | 16,97 |
| Bengal | 25,96 | 30,08 | 33,95 |
| United Provinces | 8,06 | 8,78 | 10,26 |
| Punjab | 6,68 | 8,32 | 9,20 |
| North-West Frontier Province | ... | ... | 74 |
| Burma | 3,51 | 4,22 | 5,69 |
| Central Provinces | 1,38 | 1,94 | 2,14 |
| Assam | 1,31 | 1,63 | 1,88 |
| Berar | 80 | 75 | 75 |
| Coorg | 14 | 16 | 15 |
| Total | 74,62 | 86,08 | 98,47 |

NOTE.—Excludes expenditure on vernacular high schools.

Table 82.—Expenditure on Vernacular Secondary Schools for Boys.

(Figures in thousands of Rupees.)

| Province. | 1891-92. | 1896-97. | 1901-02. |
|------------------------------|----------|----------|----------|
| Madras | 25 | 93 | 84 |
| Bengal | 4,59 | 4,62 | 4,01 |
| United Provinces | 1,88 | 2,03 | 2,44 |
| Punjab | 1,23 | 1,33 | 1,26 |
| North-West Frontier Province | ... | ... | 10 |
| Burma | 5 | 49 | 65 |
| Central Provinces | 79 | 76 | 89 |
| Assam | 28 | 31 | 30 |
| Total | 9,07 | 10,47 | 10,49 |

NOTE—Includes expenditure on vernacular high schools.

Table 83.—Average annual Cost in rupees of educating a Pupil in different classes of Secondary Schools for Boys.

| Class of School. | 1896-97. | 1901-02. |
|--------------------------|----------|----------|
| High School | 31.1 | 28.9 |
| English Middle School | 18.4 | 16.9 |
| Vernacular Middle School | 6.8 | 6.8 |

Table 84.—Average annual Cost in rupees of educating a Pupil in an English Secondary School for Boys.

| Province. | 1896-97. | 1901-02. |
|------------------------------|----------|----------|
| Madras | 25.4 | 23.9 |
| Bombay | 35.1 | 38.8 |
| Bengal | 20.8 | 18.6 |
| United Provinces | 36.2 | 36.6 |
| Punjab | 21.3 | 20.6 |
| North-West Frontier Province | ... | 19.8 |
| Burma | 45.8 | 43.2 |
| Central Provinces | 30.1 | 28.0 |
| Assam | 20.5 | 17.6 |
| Berar | 19.7 | 17.2 |
| Coorg | 27.4 | 28.6 |
| General average | 25.5 | 24.1 |

Table 85.—Expenditure on Secondary Schools for Boys by Sources.

(Figures in thousands of rupees.)

| | 1891-92. | 1896-97. | 1901-02. |
|---------------------------|----------|----------|----------|
| Provincial | 12,69 | 14,31 | 14,60 |
| Local Board | 8,14 | 8,13 | 8,12 |
| Municipal | 5,09 | 5,05 | 4,82 |
| Native State | 1,40 | 1,83 | 3,01 |
| Fees | 39,48 | 47,41 | 55,84 |
| Private sources | 16,89 | 19,82 | 22,57 |
| Total | 83,69 | 96,55 | 1,08,96 |
| Public funds | 27,32 | 29,32 | 30,55 |
| Private „ | 56,37 | 67,23 | 78,41 |
| Total | 83,69 | 96,55 | 1,03,96 |

Table 86.—Expenditure from Fees in English Secondary Schools for Boys.

| Province. | 1891-92. | 1896-97. | 1901-02. |
|--|-----------|-----------|-----------|
| Madras | ... | 8,12,377 | 10,38,652 |
| Bombay | ... | 7,45,151 | 7,82,661 |
| Bengal | ... | 17,77,723 | 20,08,404 |
| United Provinces | ... | 3,46,270 | 4,15,684 |
| Punjab | ... | 3,98,299 | 4,82,537 |
| North-West Frontier Province | ... | ... | 26,942 |
| Burma | ... | 1,76,812 | 2,85,403 |
| Central Provinces | ... | 51,592 | 79,745 |
| Assam | ... | 84,727 | 1,11,410 |
| Berar | ... | 20,833 | 24,285 |
| Coorg | ... | 6,466 | 7,274 |
| Total | 36,81,049 | 44,20,250 | 52,62,997 |

Table 87.—Expenditure from Fees in Vernacular Secondary Schools for Boys.

| Province. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|
| Madras | ... | 24,814 | 31,405 |
| Bombay | ... | ... | ... |
| Bengal | ... | 1,94,582 | 1,67,904 |
| United Provinces | ... | 46,948 | 68,819 |
| Punjab | ... | 38,405 | 38,390 |
| North-West Frontier Province | ... | ... | 697 |
| Burma | ... | ... | ... |
| Central Provinces | ... | 7,791 | 6,328 |
| Assam | ... | 8,280 | 7,294 |
| Berar | ... | ... | ... |
| Coorg | ... | ... | ... |
| Total | 2,66,865 | 3,20,820 | 3,20,837 |

Table 88.—Average annual Fee per Pupil in an English Secondary School for Boys.

| Province. | 1896-97. | 1901-02. |
|--|----------|----------|
| | R | R |
| Madras | 13.4 | 14.9 |
| Bombay | 22.6 | 18.0 |
| Bengal | 11.5 | 11.0 |
| United Provinces | 14.2 | 18.4 |
| Punjab | 10.0 | 10.8 |
| North-West Frontier Province | ... | 7.2 |
| Burma | 19.2 | 21.7 |
| Central Provinces | 7.7 | 10.4 |
| Assam | 9.9 | 10.4 |
| Berar | 5.2 | 5.6 |
| Coorg | 9.9 | 18.9 |
| General average | 13.0 | 12.9 |

Table 89.—Average annual Fee per Pupil in a Vernacular Secondary School for Boys.

| Province. | 1896-97. | 1901-02. |
|--|----------|----------|
| Madras | 2.2 | 3.7 |
| Bengal | 3.1 | 3.3 |
| United Provinces | 1.5 | 1.7 |
| Punjab | 2.0 | 2.2 |
| North-West Frontier Province | ... | .5 |
| Central Provinces | .4 | .4 |
| Assam | 3.0 | 2.7 |
| General average | 2.0 | 2.1 |

Table 90.—Expenditure on Scholarships in Secondary Schools.

| Province. | Public sources. | Private sources. | Total. |
|--|---------------------|------------------|----------|
| | R | R | R |
| Madras | 20,392 | 6,741 | 27,133 |
| Bombay | 31,712 | 18,030 | 49,742 |
| Bengal | 80,714 | 2,166 | 82,880 |
| United Provinces | 39,565 | 26,095 | 65,660 |
| Punjab | 67,825 | 3,875 | 71,700 |
| North-West Frontier Province | 4,164 | 180 | 4,344 |
| Burma | 6,549 | ... | 6,549 |
| Central Provinces | 19,976 | 718 | 20,694 |
| Assam | 21,456 | 3,613 | 25,069 |
| Berar | 7,987 | 64 | 8,051 |
| Coorg | ... | ... | ... |
| Total | 3,00,290 | 61,482 | 3,61,772 |
| TOTAL | { 1896-97 | | 3,25,270 |
| | { 1891-92 | | 2,93,887 |

CHAPTER V.—PRIMARY EDUCATION.

Table 91.—Primary Schools for Boys.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|----------|
| Madras | 13,358 | 18,059 | 19,992 | 19,093 |
| Bombay | 7,042 | 8,354 | 8,828 | 8,219 |
| Bengal | 48,487 | 48,587 | 49,650 | 45,922 |
| United Provinces | 4,978 | 4,185 | 6,025 | 6,773 |
| Punjab | 1,624 | 1,733 | 2,453 | 2,257 |
| North-West Frontier Province | ... | ... | ... | 154 |
| Burma | 4,787 | 5,946 | 4,688 | 3,927 |
| Central Provinces | 1,683 | 1,493 | 2,109 | 1,979 |
| Assam | 1,749 | 2,217 | 2,787 | 2,776 |
| Berar | 897 | 1,236 | 1,275 | 1,056 |
| Coorg | 68 | 71 | 74 | 70 |
| Total | 84,673 | 91,881 | 97,881 | 92,226 |

Table 92.—Average number of Towns and Villages served by a Boys' Primary School.

| Province. | 1896-97. | 1901-02. |
|--|----------|----------|
| Madras | 2.8 | 2.9 |
| Bombay | 4.6 | 5.0 |
| Bengal | 4.8 | 4.7 |
| United Provinces | 17.6 | 15.6 |
| Punjab | 14.2 | 14.5 |
| North-West Frontier Province | ... | 21.9 |
| Burma | 6.1 | 11.9 |
| Central Provinces | 21.2 | 23.4 |
| Assam | 6.1 | 8.0 |
| Hyderabad | 4.5 | 5.5 |
| Coorg | 6.7 | 7.1 |
| General average | 5.8 | 6.2 |

Table 93.—Primary Schools for Boys classified according to Management, by Provinces.

| Province. | Government. | Board. | Native State. | Aided. | Unaided. | Total Public. | Total Private. | Grand Total. |
|--|-------------|--------|---------------|--------|----------|---------------|----------------|--------------|
| Madras | 197 | 2,509 | ... | 10,558 | 5,829 | 2,706 | 16,387 | 19,093 |
| Bombay | 10 | 4,342 | 2,053 | 1,717 | 97 | 6,405 | 1,814 | 8,219 |
| Bengal | 8 | 17 | 872 | 33,881 | 11,144 | 897 | 45,025 | 45,922 |
| United Provinces | 23 | 4,404 | ... | 2,294 | 52 | 4,427 | 2,346 | 6,773 |
| Punjab | 5 | 1,607 | ... | 524 | 121 | 1,612 | 645 | 2,257 |
| North-West Frontier Province | ... | 131 | ... | 16 | 7 | 131 | 23 | 154 |
| Burma | 1 | 2 | ... | 3,924 | ... | 3 | 3,924 | 3,927 |
| Central Provinces | 23 | 836 | 250 | 793 | 67 | 1,114 | 865 | 1,979 |
| Assam | 29 | 1,079 | ... | 1,452 | 216 | 1,108 | 1,668 | 2,776 |
| Berar | ... | 598 | ... | 394 | 64 | 598 | 458 | 1,056 |
| Coorg | ... | 67 | ... | 3 | ... | 67 | 3 | 70 |
| Total | 301 | 15,592 | 3,175 | 55,561 | 17,597 | 19,068 | 73,158 | 92,226 |

Table 94.—Primary Schools for Boys classified according to Management, by Periods.

| Class of management. | 1891-92. | 1896-97. | 1901-02. |
|---|---------------|---------------|---------------|
| Government | 486 | 370 | 301 |
| Board | 15,572 | 16,309 | 15,592 |
| Native State | 1,970 | 2,373 | 3,175 |
| Aided | 54,146 | 56,815 | 55,561 |
| Unaided | 19,707 | 22,014 | 17,597 |
| Total | 91,881 | 97,881 | 92,226 |
| Public management | 18,023 | 19,052 | 19,068 |
| Private management | 73,858 | 78,829 | 73,158 |
| Total | 91,881 | 97,881 | 92,226 |
| Percentage of private management to total | 80.4 | 80.5 | 79.3 |

Table 95.—Average number of Pupils in a Boys' Primary School.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|-----------|-----------|-----------|-----------|
| Madras | ... | ... | 29 | 31 |
| Bombay | ... | ... | 59 | 56 |
| Bengal | ... | ... | 25 | 26 |
| United Provinces | ... | ... | 34 | 41 |
| Punjab | ... | ... | 44 | 44 |
| North-West Frontier Province | ... | ... | ... | 48 |
| Burma | ... | ... | 25 | 30 |
| Central Provinces | ... | ... | 55 | 54 |
| Assam | ... | ... | 29 | 30 |
| Berar | ... | ... | 37 | 43 |
| Coorg | ... | ... | 53 | 51 |
| General average | 23 | 29 | 31 | 33 |

Table 96.—Average number of Pupils in Boys' Primary Schools classified according to Management.

| Class of management. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|------------------------|-----------|-----------|-----------|-----------|
| Government | 55 | 47 | 46 | 43 |
| Board | 46 | 48 | 50 | 52 |
| Native State | 56 | 59 | 60 | 42 |
| Aided | 25 | 26 | 29 | 31 |
| Unaided | 18 | 19 | 19 | 20 |
| General average | 28 | 29 | 31 | 33 |

Table 97.—Average annual Cost of a Boys' Primary School.

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|--|-----------|-----------|------------|------------|
| Madras | 85 | 89 | 91 | 102 |
| Bombay | 272 | 297 | 334 | 372 |
| Bengal | 48 | 53 | 58 | 67 |
| United Provinces | 118 | 149 | 112 | 116 |
| Punjab | 202 | 225 | 195 | 202 |
| North-West Frontier Province | ... | ... | ... | 221 |
| Burma | 43 | 36 | 44 | 82 |
| Central Provinces | 193 | 186 | 158 | 167 |
| Assam | 82 | 82 | 88 | 95 |
| Berar | 225 | 200 | 192 | 253 |
| Coorg | 171 | 196 | 223 | 242 |
| General average | 85 | 94 | 101 | 114 |

Table 98.—Upper Primary Examination for Boys

| Province. | Pupils in the Upper Primary Stage. | CANDIDATES. | | PASSED. | | Number of pupils per public candidate. | Percentage of passes of public candidates. |
|-------------------------------|------------------------------------|------------------|-------------------|------------------|-------------------|--|--|
| | | Public Students. | Private Students. | Public Students. | Private Students. | | |
| Madras (a) | 52,863 | 12,408 | 13,058 | 6,827 | 9,124 | 4.3 | 55 |
| Bombay | 142,347 | 34,834 | ... | 18,361 | ... | 4.1 | 53 |
| Bengal | 94,882 | 10,948 | 242 | 6,381 | 86 | 8.7 | 58 |
| United Provinces | 44,712 | 15,230 | 454 | 10,935 | 191 | 2.9 | 72 |
| Punjab | 32,566 | 13,315 | 35 | 9,790 | 26 | 2.4 | 74 |
| North-West Frontier Province. | 2,239 | 928 | 2 | 679 | 2 | 2.4 | 73 |
| Burma | 15,221 | 14,409(b) | ... | 9,306 | ... | 1.1 | 65 |
| Central Provinces | 15,981 | 11,591 | 39 | 8,005 | 31 | 1.4 | 69 |
| Assam | 4,291 | 329 | 3 | 230 | ... | 13.0 | 70 |
| Berar | 12,498 | 3,618 | ... | 1,783 | ... | 3.5 | 49 |
| Coorg | 698 | 278 | 35 | 109 | 11 | 2.5 | 39 |
| Total, 1901-02 | 418,298 | 117,888 | 13,868 | 72,406 | 9,471 | 3.5 | 61 |
| Total, 1896-97 | 407,836 | 132,509 | 2,862 | 74,009 | 1,019 | 3.1 | 56 |

(a) Includes girls.

(b) The two examinations of the upper primary stage are both included in the statistics.

Table 99.—Lower Primary Examination for Boys.

| Province. | Pupils in Lower Primary Stage, reading printed books. | Candidates. | Passed. | Number of pupils per candidate. | Percentage of passes. |
|-------------------|---|-------------|----------|---------------------------------|-----------------------|
| Bombay | 178,565 | 62,337 | 36,440 | 2.9 | 58 |
| Bengal | 939,658 | 67,831 | 45,051 | 13.9 | 66 |
| United Provinces | 256,112 | 32,293 | 25,291 | 7.9 | 73 |
| Burma | 103,039 | 64,278 | 46,086 | 1.6 | 72 |
| Central Provinces | 56,226 | 14,765 | 11,371 | 3.3 | 77 |
| Assam | 74,858 | 3,313 | 2,003 | 22.6 | 60 |
| Berar | 20,433 | 6,261 | 3,653 | 3.3 | 58 |
| Total, 1901-02 | 1,628,891 | 251,078 | 1,69,895 | 6.5 | 68 |
| Total, 1896-97 | 1,580,639 | 225,180 | 143,841 | 7.0 | 64 |

Table 100.—Number of Teachers in Primary Schools for Boys.

| Province. | Number of Teachers. | Average number of teachers per 100 schools. | Average number of pupils per teacher. |
|-----------------------|---------------------|---|---------------------------------------|
| Madras | 23,909 | 125 | 25 |
| Bombay (a) | 16,157 | 199 | 28 |
| Bengal | 48,538 | 106 | 25 |
| United Provinces | 8,304 | 123 | 34 |
| Punjab | 3,393 | 150 | 30 |
| Central Provinces (b) | 1,706 | 197 | 33 |
| Assam | 3,113 | 112 | 27 |
| Berar (c) | 1,312 | 219 | 23 |
| Total | 106,432 | 123 | 26 |

(a) Unaided Schools omitted.

(b) Departmental and Board Schools only.

(c) Board Schools only.

Table 101.—Qualifications of Teachers in Primary Schools for Boys and Girls.

| Province. | Trained. | Other qualifications. | No special qualification. | Total. |
|----------------------------|---------------|-----------------------|---------------------------|----------------|
| Madras | 6,031 | 15,230 | 4,528 | 25,789 |
| Bombay (a) | 6,017 | 4,700 | 6,916 | 17,633 |
| Bengal | 2,052 | 29,857 | 18,542 | 50,451 |
| United Provinces | 3,430 | 2,731 | 2,564 | 8,725 |
| Punjab | 1,866 | 1,996 | ... | 3,862 |
| Assam | 859 | 1,667 | 826 | 3,352 |
| Berar (b) | 219 | 30 | 1,128 | 1,377 |
| Total | 20,474 | 56,241 | 34,544 | 111,259 |

(a) Unaided schools omitted.

(b) Board schools only.

Table 102.—Range of monthly pay of Teachers in Primary Schools for Boys.

| Class of School. | Range of pay. | Class of School. | Range of pay. |
|------------------------------------|----------------------|--------------------------|---------------|
| MADRAS. | | BOMBAY. | |
| Government— | Rs. | | Rs. |
| Head Master | 8—20 | Government | 7—60 |
| Assistant | 5—10 | Local Board | 7—60 |
| Board— | | Municipal | 7—65 |
| Head Master | 8—15 | Native State | 3—60 |
| Assistant | 5—12 | Aided | 3—60 |
| Private managed— | | | |
| Head Master | 7—15 | UNITED PROVINCES. | |
| Assistant | 3—10 | Board | 2—17 |
| | | Aided | 2—25 |
| BENGAL. | | Unaided | 2—20 |
| Public or private managed schools. | 3—8 (approximate) | | |
| | | BURMA.* | |
| | | Infant and I | 50 |
| | | II | 50—60 |
| | | III | 60—80 |
| | | IV | 80—100 |
| PUNJAB. | | | |
| Government | 8—55 | ASSAM. | |
| Board | 4—40 | | Rs. |
| Aided | 4—28 | Lower Primary | 3—6 |
| Unaided | 3—20 | Upper Primary | 5—15 |
| | | | |
| CENTRAL PROVINCES. | | | |
| Primary Schools in general— | Rs. | | |
| Teachers | 6—20 | BERAR. | |
| Monitors | 2—5 | Board Schools | 8—35 |

* The figures represent the salaries for certificated teachers in non-indigenous schools on the basis of which salary grants are calculated.

Table 103.—Pupils in Boys' Primary Schools.

(Figures in thousands.)

| Province. | 1886-1887. | 1891-1892. | 1896-1897. | 1901-1902. |
|--|------------|------------|------------|------------|
| Madras | 359 | 518 | 584 | 589 |
| Bombay | 404 | 477 | 518 | 463 |
| Bengal | 1,080 | 1,124 | 1,244 | 1,212 |
| United Provinces | 172 | 148 | 207 | 280 |
| Punjab | 80 | 89 | 108 | 101 |
| North-West Frontier Province | ... | ... | ... | 7 |
| Burma | 99 | 129 | 119 | 117 |
| Central Provinces | 97 | 84 | 116 | 107 |
| Assam | 51 | 65 | 80 | 83 |
| Berar | 37 | 45 | 48 | 46 |
| Coorg | 3 | 4 | 4 | 4 |
| Total | 2,381 | 2,680 | 3,028 | 3,009 |

Table 104.—Boys in the Primary Stage in Primary and Secondary Schools.

(Figures in thousands.)

| Province. | 1886-1887. | 1891-1892. | 1896-1897. | 1901-1902. |
|--|------------|------------|------------|------------|
| Madras | 359 | 497 | 557 | 559 |
| Bombay | 394 | 459 | 497 | 442 |
| Bengal | 1,170 | 1,218 | 1,352 | 1,333 |
| United Provinces | 222 | 186 | 249 | 323 |
| Punjab | 112 | 124 | 148 | 141 |
| North-West Frontier Province | ... | ... | ... | 11 |
| Burma | 97 | 122 | 118 | 118 |
| Central Provinces | 94 | 98 | 129 | 121 |
| Assam | 57 | 69 | 84 | 89 |
| Berar | 39 | 45 | 45 | 44 |
| Coorg | 3 | 4 | 4 | 3 |
| Total | 2,547 | 2,822 | 3,183 | 3,184 |

Table 105.—Boys in the three divisions of the Primary Stage of Instruction.

(Figures in thousands.)

| Province. | A | B | C | Total. |
|--|-----|-------|-----|--------|
| Madras | 47 | 461 | 51 | 559 |
| Bombay | 142 | 179 | 121 | 442 |
| Bengal | 95 | 940 | 298 | 1,333 |
| United Provinces | 45 | 256 | 22 | 323 |
| Punjab | 33 | 106 | 2 | 141 |
| North-West Frontier Province | 2 | 9 | ... | 11 |
| Burma | 15 | 103 | ... | 118 |
| Central Provinces | 16 | 57 | 48 | 121 |
| Assam | 4 | 75 | 10 | 89 |
| Berar | 12 | 20 | 12 | 44 |
| Coorg | 6 | 2 | 4 | 3 |
| Total | 412 | 2,208 | 564 | 3,184 |

A = Upper Primary Stage.

B = Lower Primary Stage, reading printed books.

C = Lower Primary Stage, not reading printed books.

Table 106.—Boys in the three divisions of the Primary Stage of Instruction, by Period.

(Figures in thousands.)

| | 1891-1892. | 1896-1897. | 1901-1902. |
|-------------------|------------|------------|------------|
| Stage A | 343 | 403 | 412 |
| Stage B | 1,820 | 2,156 | 2,208 |
| Stage C | 659 | 624 | 564 |
| Total | 2,822 | 3,183 | 3,184 |

Table 107.—Boys in the Primary Stage classified according to the Management of the Schools in which they study.

(Figures in thousands.)

| Class of Management. | 1896-1897. | 1901-1902. |
|------------------------|------------|------------|
| Government | 34 | 29 |
| Local Fund | 722 | 719 |
| Municipal | 131 | 134 |
| Native State | 141 | 134 |
| Aided | 1,704 | 1,765 |
| Unaided | 451 | 403 |
| Total | 3,183 | 3,184 |

Table 108.—Proportion of Boys of school-going age in the Primary Stage of Public Instruction, compared with Male Literacy.

| Provinces. | Number of boys in the Primary Stage per 1,000 of the male population of school-going age. | | Number of male literates per 1,000 of the male population—Census of 1901. |
|--|---|------------|---|
| | 1891-1892. | 1901-1902. | |
| Madras | 188 | 193 | 119 |
| Bombay | 221 | 225 | 116 |
| Bengal | 223 | 232 | 104 |
| United Provinces | 51 | 87 | 57 |
| Punjab | 73 | 86 | 64 |
| North-West Frontier Province | ... | 63 | |
| Burma | 209 | 167 | 378 |
| Central Provinces | 101 | 137 | 54 |
| Assam | 164 | 197 | 67 |
| Berar | 203 | 213 | 85 |
| Coorg | 250 | 204 | 12 ^a |
| General | 159 | 174 | 102 |

Table 109.—Expenditure on Primary Schools for Boys.

(Figures in thousands of rupees.)

| Province. | 1891-1892. | 1896-1897. | 1901-1902. |
|--|------------|------------|------------|
| Madras | 16,02 | 18,16 | 19,55 |
| Bombay | 24,83 | 29,48 | 30,60 |
| Bengal | 25,72 | 28,90 | 30,56 |
| United Provinces | 6,24 | 6,75 | 7,84 |
| Punjab | 3,90 | 4,79 | 4,56 |
| North-West Frontier Province | ... | ... | 84 |
| Burma | 2,14 | 2,06 | 3,22 |
| Central Provinces | 2,78 | 3,34 | 3,31 |
| Assam | 1,81 | 2,45 | 2,63 |
| Berar | 2,47 | 2,45 | 2,67 |
| Coorg | 14 | 17 | 17 |
| Total | 86,04 | 98,55 | 1,05,45 |

Table 110.—Expenditure on Primary Schools for Boys by Sources.

(Figures in thousands of rupees.)

| Source of Expenditure. | 1891-1892. | 1896-1897. | 1901-1902. |
|---------------------------|------------|------------|------------|
| Provincial | 11,14 | 13,46 | 13,34 |
| Local Board | 28,50 | 32,48 | 34,77 |
| Municipal Board | 4,90 | 5,77 | 6,31 |
| Native State | 3,71 | 5,38 | 6,32 |
| Fees | 27,45 | 29,02 | 30,50 |
| Private sources | 10,34 | 12,44 | 14,21 |
| Total | 86,04 | 98,55 | 1,05,45 |
| Public funds | 48,25 | 57,09 | 60,74 |
| Private funds | 37,79 | 41,46 | 44,71 |
| Total | 86,04 | 98,55 | 1,05,45 |

Table 111.—Average annual Cost of educating a Pupil in a Primary School for Boys.

| Province. | 1886-1887. | 1891-1892. | 1896-1897. | 1901-1902. |
|--|------------|------------|------------|------------|
| | Rs. | Rs. | Rs. | Rs. |
| Madras | 3.2 | 3.1 | 3.1 | 3.4 |
| Bombay | 4.8 | 5.2 | 5.7 | 6.4 |
| Bengal | 2.2 | 2.3 | 2.3 | 2.7 |
| United Provinces | 3.4 | 4.2 | 3.3 | 2.9 |
| Punjab | 4.1 | 4.4 | 4.4 | 4.9 |
| North-West Frontier Province | ... | ... | ... | 4.9 |
| Burma | 2.1 | 1.7 | 1.7 | 2.8 |
| Central Provinces | 3.4 | 3.3 | 2.9 | 3.3 |
| Assam | 2.8 | 2.8 | 3.1 | 3.3 |
| Berar | 5.4 | 5.5 | 5.1 | 6.1 |
| Coorg | 3.8 | 3.5 | 4.2 | 4.9 |
| General average | 3.0 | 3.2 | 3.2 | 3.7 |

Table 112. — Expenditure from Fees in Boys' Primary Schools.

(Annas per pupil per annum.)

| Province. | 1891-1892. | 1896-1897. | 1901-1902. |
|--|------------|------------|------------|
| Madras | ... | 15.1 | 16.3 |
| Bombay | ... | 12.2 | 12.0 |
| Bengal | ... | 24.4 | 26.4 |
| United Provinces | ... | 4.5 | 3.7 |
| Punjab | ... | 9.9 | 11.6 |
| Burma | ... | 2.2 | 2.8 |
| Central Provinces | ... | 5.8 | 3.8 |
| Assam | ... | 5.5 | 6.2 |
| Berar | ... | 9.4 | 19.8 |
| Coorg | ... | 12.9 | 17.0 |
| North-West Frontier Province | ... | ... | 5.9 |
| General average | 17.4 | 16.1 | 16.9 |

Table 113.—Scholarships in Primary Schools for Boys and Girls.

| Province. | Number of scholarships-holders. | EXPENDITURE. | | |
|--|---------------------------------|-----------------|------------------|--------|
| | | Public sources. | Private sources. | Total. |
| | | Rs. | Rs. | Rs. |
| Madras | 292 | 2,785 | ... | 2,785 |
| Bombay | 3,650 | 14,747 | 34,534 | 49,281 |
| Bengal | ... | 14,911 | 94 | 15,005 |
| United Provinces | 85 | 249 | 842 | 1,091 |
| Punjab | 75(a) | 6,406 | 969 | 7,375 |
| North-West Frontier Province | ... | 429 | ... | 429 |
| Burma | ... | 227 | ... | 227 |
| Central Provinces | (b) | 1,358 | 99 | 1,457 |
| Assam | ... | 3,316 | 1,356 | 4,672 |
| Berar | 11(c) | 182 | ... | 182 |
| Total | ... | 44,610 | 37,894 | 82,504 |

(a) Boys; a larger number of girls (figure not stated) is in receipt of scholarships.

(b) 36 scholarships are available.

(c) Girls.

CHAPTER VII.—TRAINING OF TEACHERS

Masters.

Table 114.—List of Institutions.

| PROVINCE. | Institutions or class of institutions. | NUMBER OF INSTITUTIONS. | | | | PUPILS. | | REMARKS. | |
|-------------------|---|-------------------------|----------|---------|--------|------------------------|--------------------|---|-----|
| | | Government. | Mission. | | Total. | 1896-97. | 1901-02. | | |
| | | | Aided. | Unaided | | | | | |
| Madras | Saidapet and Rajamundry Colleges. | 2 | .. | ... | 2 | 58 | 74* | *Includes two girls. | |
| | Upper Secondary schools | 5 | 2 | ... | 7 | 276 | 251 | | |
| | Lower Secondary schools | 13 | 4 | 1 | 18 | 606 | 421 | | |
| | Primary schools | 13 | 3 | 1 | 17 | 249 | 310 | | |
| | Total | 33 | 9 | 2 | 44 | 1,189 | 1,056† | †Includes 20 girls. | |
| Bombay | Divisional colleges for vernacular teachers. | 5 | 1 | ... | 7‡ | 592 | 614 | ‡Includes one Native State school. | |
| Bengal | Kurseorg College | 1 | ... | ... | 1 | ... | § | §Includes nine girls. | |
| | English Secondary classes | 4 | ... | ... | 4 | 76 | 27 | | |
| | Vernacular schools | { Secondary | 8 | 1 | ... | 9 | 458 | 488 | |
| | | { Primary | 4 | 5 | 1 | 10 | 331 | 266 | |
| Total | 17 | 6 | 1 | 24 | 865 | 797 | Includes 53 girls. | | |
| United Provinces | Allahabad College | 1 | ... | ... | 1 | 28 | 24 | | |
| | Vernacular schools | 4 | 1 | ... | 5 | 480 | 447 | | |
| | Total | 5 | 1 | ... | 6 | 508 | 471 | | |
| Punjab | Lahore College | 1 | ... | ... | 1 | 82 | 76 | | |
| | Vernacular schools | 5 | ... | ... | 5 | 220 | 229 | | |
| | Zamindari class | 1 | ... | ... | 1 | 50 | 32 | | |
| | Total | 7 | ... | ... | 7 | 352 | 337 | | |
| Burma | Anglo-Vernacular and Vernacular Secondary. | 2 | 3 | ... | 5 | 159 | 333 | | |
| | Vernacular Primary | 1 | ... | ... | 1 | ... | 36 | | |
| | Total | 3 | 3 | ... | 6 | 159 | 369¶ | ¶Includes 43 girls. | |
| Central Provinces | Collegiate Branch, Jubbulpore Training Institution. | 1 | ... | ... | 1 | 17 | 14 | | |
| | Vernacular schools | 3 | ... | ... | 3 | 191 | 191 | | |
| | Total | 4 | ... | ... | 4 | 208** | 205†† | **Excludes 10 Uriyas. ††Excludes 20 Uriyas. | |
| Assam | Second Grade English | 1 | ... | ... | 1 | Details not available. | Ditto. | Attached to 12 middle vernacular schools. | |
| | First Grade Vernacular | 1 | ... | ... | 1 | | | | |
| | Primary | 4 | 3 | 1 | 8 | | | | |
| | Gurn classes | ... | ... | ... | ... | | | | |
| | Total | 6 | 3 | 1 | 10 | | | | 364 |
| Berar | Primary school | 1 | ... | ... | 1 | 62 | 62 | | |
| Coorg | Primary school | 1 | ... | ... | 1 | 10 | 13 | | |
| | Total | 82 | 23 | 4 | 110§§ | 4,309 | 4,364 | §§Includes one Native State school. Includes 147 girls. | |

Table 115.—Abstract statement, Institutions.

| Province. | Colleges (English). | Secondary schools. | Primary schools. | Total. |
|-----------------------------|------------------------|-----------------------|---------------------|--------|
| Madras | 2 | 25 | 17 | 44 |
| Bombay | ... | ... | 7 | 7 |
| Bengal | 1 | 13 | 10 | 24 |
| United Provinces | 1 | 5 | ... | 6 |
| Punjab | 1 | ... | 6 | 7 |
| Burma | ... | 5 | 1 | 6 |
| Central Provinces | 1 | ... | 3 | 4 |
| Assam | ... | 2 | 8 | 10 |
| Berar | ... | ... | 1 | 1 |
| Coorg | ... | ... | 1 | 1 |
| Total | 6 | 50 | 54 | 110 |

Table 116.—Abstract statement, Pupils.

| Province. | Collegiate (English). | | Secondary School. | | Primary school | | TOTAL. | |
|-----------------------------|-----------------------|----------|-------------------|----------|----------------|----------|----------|----------|
| | 1896-97. | 1901-02. | 1896-97. | 1901-02. | 1896-97. | 1901-02. | 1896-97. | 1901-02. |
| Madras | 58 | 74 | 882 | 672 | 249 | 310 | 1,189 | 1,056 |
| Bombay | ... | ... | ... | ... | 592 | 614 | 592 | 614 |
| Bengal | 76 | 43 | 458 | 488 | 331 | 266 | 865 | 797 |
| United Provinces | 28 | 24 | 480 | 447 | ... | ... | 508 | 471 |
| Punjab | 82 | 76 | ... | ... | 270 | 261 | 352 | 337 |
| Burma | ... | ... | 159 | 353 | ... | 36 | 159 | 389 |
| Central Provinces | 17 | 14 | ... | ... | 201 | 211 | 218 | 225 |
| Assam | ... | ... | ... | ... | ... | ... | 364 | 420 |
| Berar | ... | ... | ... | ... | 62 | 62 | 62 | 62 |
| Coorg | ... | ... | ... | ... | 10 | 13 | 10 | 13 |
| Total | 261 | 231 | 1,979 | 1,960 | 1,715 | 1,773 | 4,319 | 4,384 |

Table 117.—Pupils in Government and Mission Schools.

| Province. | Government. | | Mission. | | TOTAL. | |
|-----------------------------|-------------|----------|----------|----------|----------|----------|
| | 1896-97. | 1901-02. | 1896-97. | 1901-02. | 1896-97. | 1901-02. |
| Madras | 1,008(a) | 853 | 181 | 203 | 1,189 | 1,056 |
| Bombay | 506(b) | 532(c) | 86 | 82 | 592 | 614 |
| Bengal | 574 | 558 | 291 | 239 | 865 | 797 |
| United Provinces | 508 | 466 | ... | 5 | 508 | 471 |
| Punjab | 352 | 537 | ... | ... | 352 | 337 |
| Burma | 83 | 229 | 76 | 160 | 159 | 389 |
| Central Provinces | 218 | 225 | ... | ... | 218 | 225 |
| Assam | 268 | 192 | 98 | 228 | 364 | 420 |
| Berar | 62 | 62 | ... | ... | 62 | 62 |
| Coorg | 10 | 13 | ... | ... | 10 | 13 |
| Total | 3,587 | 3,467 | 732 | 917 | 4,319 | 4,384 |

(a) Includes 74 pupils in Board schools.
 (b) Includes 73 pupils in Native State schools.
 (c) Includes 44 pupils in a Native State school.

Table 118.—Comparison between the number of Pupils under training and the number of Teachers.

| Province. | Pupils under training. | Teachers of Secondary and Primary schools. |
|----------------------------|---------------------------|---|
| Madras | 1,056 | 27,438 |
| Bombay | 614 | 18,050 |
| Bengal | 797 | 61,302 |
| United Provinces | 471 | 12,044 |
| Punjab | 337 | 6,390 |
| Assam | 420 | 3,833 |

Table 119.—Pupils, by Race or Creed.

| Province. | Europeans and Eurasians. | Native Christians. | Hindus. | | Muhammads. | Buddhists. | Others. | Total. |
|-----------------------------|--------------------------|--------------------|-----------|---------------|------------|------------|---------|--------|
| | | | Brahmans. | Non-Brahmans. | | | | |
| Madras | ... | 335 | 403 | 441 | 68 | ... | 5 | 1,252 |
| Bombay | ... | 67 | 270 | 211 | 66 | ... | ... | 614 |
| Bengal | ... | 138 | 198 | 317 | 35 | 1 | 71 | 760 |
| United Provinces | 1 | 6 | 203 | 197 | 64 | ... | ... | 471 |
| Punjab | ... | 1 | 61 | 143 | 132 | ... | ... | 337 |
| Burma | 29 | 169 | ... | ... | 2 | 141 | ... | 341 |
| Central Provinces | ... | 3 | 67 | 133 | 22 | ... | ... | 225 |
| Assam | 1 | 175 | 14 | 117 | 5 | ... | 82 | 394 |
| Berār | ... | ... | 23 | 25 | 14 | ... | ... | 62 |
| Coorg | ... | ... | 3 | 10 | ... | ... | ... | 13 |
| Total | 31 | 894 | 1,242 | 1,594 | 408 | 142 | 168 | 4,469 |

NOTE.—Includes 216 pupils of Sessional and Gymnastic schools in Madras, and 16 boys in girls' schools and excludes 147 girls in boys' schools.

Table 120.—Examinations.

| Province. | Examination. | 1896-97. | | 1901-02. | |
|----------------------------|-----------------------------------|----------------------------|---------|-------------|------------------------------|
| | | Candidates. | Passed. | Candidates. | Passed. |
| Madras (a) | Licentiate in Teaching | 68 | 36 | 114 | 51 |
| | Second grade Collegiate | Information not available. | | 36 (b) | 24 (b) |
| | Upper Secondary | 171 | 130 | 147 | 104 |
| | Lower Secondary | 347 | 244 | 461 | 350 |
| | Primary | 1,136 | 609 | 814 | 548 |
| Bombay | Primary — | | | | |
| | Third year certificate | 124 | 107 | 134 | 118 |
| | Second year certificate | 256 | 231 | 232 | 211 |
| | First year certificate | 306 | 276 | 285 | 253 |
| Bengal | English Masters | 72 | 6 | 31 | 14 |
| | Vernacular Masters | 512 | 302 | 482 | 310 |
| United Provinces | Senior Anglo-Vernacular | 16 | 14 | 9 | 9 |
| | Junior Anglo-Vernacular | 15 | 11 | 12 | 9 |
| | Vernacular | 160 | 107 | 248 | 107 Secondary 87 Primary. |
| Punjab | Senior Anglo-Vernacular | 66 | 42 | 36 | 28 |
| | Junior Anglo-Vernacular | 79 | 34 | 38 | 31 |
| | Senior Vernacular | 52 | 43 | 37 | 28 |
| | Junior Vernacular | 307 | 199 | 299 | 228 |
| | Zamindari | 88 | 63 | 36 | 32 |

(a) The figures are in all cases for the practical test which follows the theoretical examination.
 (b) Figures for trained students only.

Table 120.—Examinations—continued.

| Province. | Examination. | 1896-97. | | 1901-02. | |
|---------------------|--|--------------------|---------|-------------|---------|
| | | Candidates. | Passed. | Candidates. | Passed. |
| Burma | Anglo-Vernacular higher grade (untrained certificate). | 7 | 5 | 9 | 4 |
| | Anglo-Vernacular and Vernacular, secondary grade. | 38 | 28 | 75 | 56 |
| | Anglo-Vernacular and Vernacular, primary grade. | 4 | 4 | 40 | 21 |
| | Untrained teachers (mostly primary). | 595 | 117 | 519 | 157 |
| Central Provinces . | Collegiate and Secondary grades. | 23 | 15 | 32 | 17 |
| | Primary grade | 557 | 287 | 851 | 263 |
| Assam | English masters | 36 | 22 | 2 | 0 |
| | Vernacular masters | | | 42 | 24 |
| | Gurus | 120 | 74 | 125 | 70 |
| | Teachers' examination in single subjects. | Information given. | not | 25 | 19 |
| Berar | Primary | 60 | 47 | 57 | 38 |
| Coorg | Primary | ... | ... | 13 | 1 |

Table 121.—Expenditure on Higher Grade Institutions.

| Institution. | Expenditure, 1896-97. | Expenditure, 1901-02. | Average cost of educating a pupil, 1901-02. |
|----------------------|-----------------------|-----------------------|---|
| | R | R | R |
| Saidpet | 34,734 | 29,894 | 515 |
| Rajamundry | | 4,886 | 489 |
| Kurseong | | (a) 7,890 | 493 |
| Allahabad | (b) 1,934 | 15,881 | 635 |
| Lahore | 26,200 | 23,196 | 361 |
| Jubbulpore | 928 | 3,607 | 328 |
| Total | 63,796 | 90,354 | ... |

(a) This is the expenditure on the whole institution including the European pupils.

(b) For five months only.

Table 122.—Expenditure on Lower Grade Institutions.

| Province. | Provincial Revenues. | Local Funds. | Fees. | Other sources. | Total, 1901-02. | Total, 1896-97. |
|-----------------------------|----------------------|--------------|-------|----------------|-----------------|-----------------|
| | R | R | R | R | R | R |
| Madras | 1,12,001 | 13,925 | 271 | 11,148 | 1,42,345 | 1,63,712 |
| Bombay | 63,060 | 25,747 | 90 | 18,663 | 1,07,560 | 1,15,936 |
| Bengal | 77,989 | 373 | 213 | 11,707 | 90,282 | 1,02,862 |
| United Provinces | ... | 54,763 | ... | 1,153 | 55,916 | 41,290 |
| Punjab | 34,626 | 57 | ... | ... | 34,683 | 36,298 |
| Burma | 39,035 | ... | ... | 4,120 | 43,205 | 30,047 |
| Central Provinces | 26,441 | ... | ... | ... | 26,441 | 29,130 |
| Assam | 13,997 | 4,280 | ... | 3,823 | 22,100 | 21,983 |
| Berar | 8,588 | ... | 15 | ... | 8,603 | 8,444 |
| Coorg | 1,620 | ... | ... | ... | 1,620 | 1,354 |
| Total, 1901-02 | 3,77,407 | 1,04,145 | 589 | 50,614 | 5,32,755 | ... |
| Total, 1896-97 | 3,87,281 | 1,02,512 | 1,549 | 59,714 | ... | 5,51,056 |

Table 123.—Scholarships and Stipends in Higher Grade Institutions.

| Institutions. | Departments. | Number | Rate per month. |
|-------------------------|---|--|-----------------|
| | | | ₹ |
| Saidapet and Rajamundry | Senior class | 25 | 15 |
| | Junior class | 25 | 12 |
| Allahabad | Senior class | 16 | 15 |
| | Junior class | 16 | 12 |
| | | 16 | 10 |
| Lahore | Senior Anglo-Vernacular class | } Not fixed. ₹250 a month available. } | 16 |
| | Junior Anglo-Vernacular class | | 12 |
| | | 24 | 10 |
| Jubbulpore | Senior Vernacular class | } Not fixed. ₹230 a month available. } | 8 to 12 |
| | Collegiate class | | 1 |
| | Secondary class | 2 | 15 |
| | | 4 | 12 |
| | | | 10 |

Table 124.—Scholarships and Stipends in Lower Grade Institutions.

| Provinces. | Grade of school or class. | Number. | Rate per month. | Period for which tenable. | Remarks. |
|-----------------------------|-------------------------------------|-------------------|--|------------------------------------|---|
| Madras | Upper Secondary | 60(a) | ₹ 10 | One year. | (a) Stipends for females included. |
| | Lower Secondary | 390(a) | 6 | " | |
| | Primary | 730(a) | 5 | " | |
| Bombay | 1st year students | } all students | 7 | " | |
| | 2nd year students | | 7½ | " | |
| | 3rd year students | | 8 | " | |
| Bengal | English classes | 100 | 6 | 10 months. | (b) Number not stated, Rupees 1,825 a month available. |
| | Vernacular first grade schools. | (b) | 3, 4, 5 according to seniority and progress. | One year | |
| United Provinces | ... | 480 | 6 | " | |
| Punjab | ... | 316 | 6 | 10 months | Stipends of larger amounts are given to students of backward districts. |
| Burma | ... | All students | 7 | Three years | |
| Central Provinces | ... | } 63 125 20 | 6 | One year | Also 30 scholarships of ₹5 each for husbands of female normal students. |
| | ... | | 5 | " | |
| | ... | | 4 | " | |
| Assam | First grade schools | ... | 3 to 5 | One, two or three years. | |
| | Third grade schools | ... | 2 to 5 | Two years, one year, or six months | |
| Berar | Marathi students 3rd year | 10 | } 6 | One year. | |
| | " 2nd " | 15 | | | |
| | " 1st " | 25 | | | |
| | Urdu students | 10 | 6. | Two years. | |
| Coorg | ... | 13 | 5 to 7 | One year. | |

Mistresses.

Table 125.—List of Institutions.

| Province. | Institutions and classes of institutions. | INSTITUTIONS. | | | PUPILS. | | Remarks. |
|-------------------|--|---------------|-----------------|--------|----------|------------|--|
| | | State. | Private managed | Total. | 1896-97. | 1901-1902. | |
| Madras | Upper Secondary | 1 | 4 | 5 | 114 | 149 | |
| | Lower Secondary | 3 | 9 | 12 | 134 | 180 | |
| | Primary | 1 | ... | 1 | 69 | 2 | |
| | Total | 5 | 13 | 18 | 317 | 331 | |
| Bombay | Secondary | ... | 3 | 3 | 24 | 30 | * Includes one Native State school. |
| | Primary | 6* | 1 | 7 | 138 | 204 | |
| | Total | 6 | 4 | 10 | 162 | 234 | |
| Bengal | Mainly Primary | ... | 9 | 9 | 432† | 488‡ | † Includes 10 boys. ‡ Includes 16 boys. |
| United Provinces | Class attached to European High School. | ... | 1 | 1 | ... | 9 | (a) Information not available. |
| | Class attached to Native Middle School. | ... | 1 | 1 | (a) | 21 | |
| | Total | ... | 2 | 2 | ... | 30 | |
| Punjab | Class attached to high school. | ... | 1 | 1 | 1 | 7 | |
| | Classes attached to vernacular middle schools. | 1 | 3 | 4 | 9 | 28 | |
| | Total | 1 | 4 | 5 | 10 | 35 | |
| Burma | Anglo-Vernacular | ... | 1 | 1 | 18 | 38 | |
| | Vernacular | ... | 5 | 5 | 65 | 73 | |
| | Total | ... | 6 | 6 | 83 | 111 | |
| Central Provinces | Vernacular | 1 | ... | 1 | 23 | 23 | |
| Assam | | ... | ... | ... | 18 | ... | Garó Hills School closed. |
| | Total | 13 | 38 | 51 | 1,045 | 1,252 | |

Table 126.—Pupils in State and Private managed Schools.

| Province. | State Schools. | | Private managed Schools. | | Total. | |
|-------------------|----------------|---------|--------------------------|----------|----------|----------|
| | 1896-97. | 1901-02 | 1896-97. | 1901-02. | 1896-97. | 1901-02. |
| Madras | 94 | 93 | 223 | 238 | 317 | 331 |
| Bombay | 135 | 203 | 27 | 31 | 162 | 234 |
| Bengal | ... | ... | 432 | 488 | 432 | 488 |
| United Provinces | ... | ... | (a) | 30 | (a) | 30 |
| Punjab | 7 | 7 | 3 | 28 | 10 | 35 |
| Burma | ... | ... | 83 | 111 | 83 | 111 |
| Central Provinces | 23 | 23 | ... | ... | 23 | 23 |
| Assam | ... | ... | 18 | ... | 18 | ... |
| Total | 259 | 326 | 786 | 926 | 1,045 | 1,252 |

(a) Information not available.

Table 127.—Female Pupils in Institutions for Males and Females.

| Province. | Number of female students in training schools for mistresses. | | Number of female students in training schools for masters. | | Total number of female students. | |
|-----------------------------|---|----------|--|----------|----------------------------------|----------|
| | 1896-97. | 1901-02. | 1896-97. | 1901-02. | 1896-97. | 1901-02. |
| Madras | 317 | 331 | 3 | 20 | 320 | 351 |
| Bombay | 162 | 234 | ... | ... | 162 | 234 |
| Bengal | 422 | 472 | 53 | 53 | 475 | 525 |
| United Provinces | (a) | 30 | ... | ... | ... | 30 |
| Punjab | 10 | 35 | ... | ... | 10 | 35 |
| Burma | 83 | 111 | ... | 48 | 83 | 159 |
| Central Provinces | 23 | 23 | ... | ... | 23 | 23 |
| Assam | 18 | ... | ... | 26 | 18 | 26 |
| Berar | ... | ... | 2 | ... | 2 | ... |
| Coorg | ... | ... | ... | ... | ... | ... |
| Total | 1,095 | 1,236 | 58 | 147 | 1,093 | 1,383 |

(a) Information not available.

Table 128.—Pupils by Race or Creed.

| Province. | Europeans and Eurasians. | Native Christians. | Hindus. | | Mohammedans. | Buddhists. | Pariahs. | Others. | Total. |
|-----------------------------|--------------------------|--------------------|-----------|---------------|--------------|------------|----------|---------|--------|
| | | | Brahmans. | Non-Brahmans. | | | | | |
| Madras | 52 | 274 | 3 | 12 | 10 | ... | ... | ... | 351 |
| Bombay | 24 | 38 | 96 | 60 | 10 | ... | 3 | 3 | 294 |
| Bengal | 9 | 513 | 2 | 1 | ... | ... | ... | ... | 525 |
| United Provinces | 9 | 21 | ... | ... | ... | ... | ... | ... | 30 |
| Burma | 25 | 26 | ... | ... | ... | 108 | ... | ... | 159 |
| Central Provinces | ... | ... | 8 | 15 | ... | ... | ... | ... | 23 |
| Assam | ... | 24 | ... | ... | ... | ... | 2 | ... | 26 |
| Total | 119 | 896 | 109 | 88 | 20 | 108 | 3 | 2 | 1,348 |

NOTE.—Punjab figures not available. The total is 75 less than that shown in General Table III owing to the exclusion of non-normal students of the Siga School.

Table 129.—Examinations.

| Province. | Examination. | 1896-97. | | 1901-02. | | |
|-----------------------------|--|-----------------|---------|-------------|---------|----|
| | | Candidates. | Passed. | Candidates. | Passed. | |
| Madras | Upper Secondary(a) | 68 | 36 | 37 | 28 | |
| | Lower Secondary(a) | 207 | 69 | 280 | 131 | |
| | Primary(a) | 181 | 85 | 189 | 64 | |
| Bombay | European school { 1st year | ... | ... | 18 | 7 | |
| | | 2nd " | ... | 10 | 10 | |
| | Primary school { 1st year | 72(b) | 58(b) | 59 | 51 | |
| | | 2nd " | 35 | 29 | 40 | 36 |
| | | 3rd " | 33 | 29 | 36 | 32 |
| 4th " | ... | ... | 10 | 9 | | |
| Bengal | Senior female certificate | (c) | 9 | (c) | 4 | |
| | Junior female certificate | (c) | 4 | (c) | 14 | |
| United Provinces | | ... | ... | 9 | 9 | |
| Punjab | Junior Anglo-Vernacular | ... | ... | 6 | 3 | |
| | Senior Vernacular | ... | ... | 4 | 1 | |
| | Junior Vernacular | ... | ... | 3 | 2 | |
| Burma | Anglo-Vernacular and Vernacular, Secondary | 24 | 13 | 20 | 16 | |
| | Vernacular Primary | ... | ... | 2 | 2 | |
| Central Provinces | Primary | 15 | 10 | 15 | 4 | |

(a) Written examination.

(b) English school candidate.

(c) Information not available.

Table 130.—Expenditure.

| Province. | Provincial Revenues. | Local Funds. | Fees. | Other sources. | Total, 1901-02. | Total, 1896-97. |
|-----------------------------|----------------------|--------------|-------|----------------|-----------------|-----------------|
| | R | R | R | R | R | R |
| Madras | 36,290 | ... | 307 | 11,938 | 48,535 | 55,705 |
| Bombay | 25,955 | 8,608 | 3,182 | 19,593 | 57,418 | 58,806 |
| Bengal | 11,670 | ... | 4,152 | 29,327 | 45,149 | 38,273 |
| United Provinces* | 3,860 | 2,092 | 1,024 | 4,691 | 11,668 | 2,063 |
| Burma | 9,676 | ... | ... | ... | 9,676 | 6,416 |
| Central Provinces | 6,953 | ... | ... | ... | 6,953 | 6,825 |
| Assam | ... | ... | ... | ... | ... | 887 |
| Total, 1901-02 | 94,404 | 10,781 | 8,665 | 65,549 | 1,79,399 | ... |
| Total, 1896-97 | 82,087 | 12,740 | 8,197 | 65,943 | ... | 1,68,975 |

* The Rs. 3,860 from Provincial Revenues represents the grant to the European training class at the All Saints' School, Naini Tal; the balance is expenditure at Sagra and includes the cost of the whole school, and not of the normal class only.

CHAPTER VIII.—PROFESSIONAL AND TECHNICAL EDUCATION.

Law.

Table 131.—Colleges and Schools.

| Province. | Under Government management. | Under Municipal management. | Aided. | Unaided. | Total, 1901-02. | Total, 1896-97. |
|-----------------------------|------------------------------|-----------------------------|--------|----------|-----------------|-----------------|
| Madras | 1 | ... | ... | ... | 1 | 1 |
| Bombay | 2 | ... | ... | ... | 2 | 2 |
| Bengal | 7 | 1 | ... | 9 | 17 | 16 |
| United Provinces | 1 | ... | 2 | 4 | 7 | 8 |
| Punjab | ... | ... | ... | 1 | 1 | 1 |
| Burma | 1* | ... | ... | ... | 1 | 1 |
| Central Provinces | 2 | ... | ... | ... | 2 | 2 |
| Assam | ... | ... | ... | 4* | 4 | 3 |
| Total | 14 | 1 | 2 | 18 | 35 | 34 |

* Schools.

Table 132.—Students.

| Province. | In Government Institutions. | In Municipal Institutions. | In Aided Institutions. | In Unaided Institutions. | Total, 1901-02. | Total, 1896-97. |
|-----------------------------|-----------------------------|----------------------------|------------------------|--------------------------|-----------------|-----------------|
| Madras | 387 | ... | ... | ... | 387 | 620 |
| Bombay | 346 | ... | 2 | ... | 348 | 406 |
| Bengal | 228 | 10 | ... | 1,272 | 1,510 | 1,111 |
| United Provinces | 83 | ... | 133 | 110 | 326 | 366 |
| Punjab | ... | ... | ... | 159 | 159 | 433 |
| Burma | 7 | ... | ... | ... | 7 | 16 |
| Central Provinces | 37 | ... | ... | ... | 37 | 21 |
| Assam | ... | ... | ... | 34 | 34 | 47 |
| Total | 1,088 | 10 | 135 | 1,575 | 2,808 | 3,020 |

Table 133.—Examination for the Degree of Bachelor of Laws.

| Province. | 1896-97. | | 1901-02. | |
|-----------------------------|-------------|---------|-------------|---------|
| | Candidates. | Passed. | Candidates. | Passed. |
| Madras | 203 | 52 | 382 | 179 |
| Bombay | 175 | 77 | 216 | 142 |
| Bengal | 400 | 204 | 570 | 213 |
| United Provinces | 191 | 41 | 66 | 9 |
| Punjab | 26 | 23 | 65 | 22 |
| Central Provinces | 31 | 14 | 29 | 17 |
| Total | 1,026 | 411 | 1,328 | 582 |

Table 134.—Expenditure on Law Colleges and Schools.

| Province. | Provincial Revenues. | Fees. | Endowments, etc. | Total, 1901-02. | Total, 1896-97. |
|-----------------------------|----------------------|-----------------|------------------|-----------------|-----------------|
| | ₹ | ₹ | ₹ | ₹ | ₹ |
| Madras | —7,470 | 46,181 | 25 | 38,736 | 42,321 |
| Bombay | 2,272 | 21,942 | 2,580 | 26,794 | 15,040 |
| Bengal | ... | 15,821 | 601 | 16,422 | 35,404 |
| United Provinces | 2,547 | 16,718 | (b) 2,221 | 21,486 | 21,678 |
| Punjab | ... | 12,039 | 2,034 | 14,073 | 10,384 |
| Burma | 1,980 | 1,620 | ... | 3,600 | 4,297 |
| Central Provinces | 498 | 2,502 | ... | 3,000 | 3,360 |
| Assam | ... | 1,675 | ... | 1,675 | 3,025 |
| Total | —173 | 1,18,498 | 7,461 | 1,25,786 | 1,35,504 |

(a) The minus entry represents the profit on the current working of the law college.

(b) Includes ₹2,213 from Native State revenues.

Medicine.

Table 135.—List of Colleges.

| Name of Institution. | PUPILS. | | EXPENDITURE. | |
|---|--------------|--------------|-----------------|-----------------|
| | 1896-97. | 1901-02. | 1896-97. | 1901-02. |
| Medical College, Madras | 82 | 121 | ₹ 71,440 | ₹ 68,213 |
| Grant Medical College, Bombay | 279 | 569 | 30,278 | 76,963 |
| Medical College, Calcutta | 468 | 595 | 1,96,145 | 2,00,356 |
| Medical College, Lahore | 238 | 181 | 81,687 | 78,331 |
| Total | 1,067 | 1,466 | 3,79,550 | 4,23,863 |

Table 136.—Expenditure on Colleges by Sources.

| Year. | Provincial Revenues. | Local Funds. | Fees. | Private sources. | Total. |
|-------------------|----------------------|--------------|----------|------------------|----------|
| | ₹ | ₹ | ₹ | ₹ | ₹ |
| 1896-97 | 2,89,295 | 5,610 | 81,323 | 3,322 | 3,79,550 |
| 1901-02 | 2,79,237 | 6,241 | 1,34,994 | 3,341 | 4,23,863 |

Table 137.—Results of University Examinations in Medicine.

| COLLEGE. | FIRST EXAMINATION. | | | | FINAL EXAMINATION. | | | | | | | |
|---------------------|--------------------|------------|-------------|------------|--------------------|------------|-------------|----------|--------------|-----------|-------------|----------|
| | 1901-02. | | | | 1901-02. | | | | 1896-97. | | | |
| | L. M. AND S. | | M. B. | | L. M. AND S. | | M. B. | | L. M. AND S. | | M. B. | |
| | Candidates. | Passed. | Candidates. | Passed. | Candidates. | Passed. | Candidates. | Passed. | Candidates. | Passed. | Candidates. | Passed. |
| Madras | 18 | 13 | 35 | 16 | 9 | ... | 6 | ... | 29 | 19 | 3 | 3 |
| Bombay | 157 | 104 | ... | ... | 62 | 28 | ... | ... | 32 | 13 | ... | ... |
| Calcutta* | 157 | 42 | 143 | 99 | 151 | 64 | 7 | 2 | 50 | 27 | 11 | 4 |
| Lahore† | 47 | 29 | ... | ... | 29 | 8 | 1 | ... | 28 | 9 | 1 | 1 |
| Total | 279 | 188 | 178 | 115 | 251 | 100 | 14 | 2 | 139 | 68 | 15 | 8 |

* The figures for the first examination for the L. M. and S. include 36 candidates and 10 passes for the combined Preliminary Scientific and First L. M. and S. examinations, and the figures for the first examination for the M. B. include 12 candidates and 10 passes for the combined Preliminary Scientific and First M. B. examinations.

† The figures for the first examination (styled the preliminary scientific) include both M. B. and L. M. and S. students.

Table 138.—List of Schools.

| Province . | Serial No. | Name. | Class of Institution. | Number of pupils. | Expenditure. |
|----------------------------|------------|---|-----------------------|-------------------|-----------------|
| Madras | 1 | School Department of the Madras Medical College. | Government . | 368 | ₹ 91,511 |
| | 2 | Prince of Wales' Medical School, Tanjore. | Municipal . | 19 | 4,275 |
| Bombay | 1 | Medical School, Poona . . | Government . | 100 | 12,444 |
| | 2 | Medical School, Ahmedabad | Ditto . | 88 | 15,320 |
| | 3 | Medical School, Hyderabad | Ditto . | 42 | 8,469 |
| | 4 | Female Medical School, Hyderabad. | Aided . | 5 | 400 |
| Bengal | 1 | Campbell Medical School, Calcutta. | Government . | 705 | 64,759 |
| | 2 | Temple Medical School, Patna. | Ditto . . | | |
| | 3 | Cuttack Medical School . . | Ditto . . | | |
| | 4 | Dacca Medical School . . | Ditto . . | | |
| | 5-9 | Private Medical Schools . . | Unaided . | 611 | 19,809 |
| United Provinces | 1 | Agra Medical School . . | Government . | 242 | 28,228 |
| Punjab | 1 | School Department of the Lahore Medical College. | Ditto . . | 291 | 20,939 |
| | 2-4 | Classes of Ayurvedic and Yunani Medicine. | Aided . . | 142 | 3,578 |
| | 5 | North India Medical School for Christian Women, Ludhiana. | Unaided . | 44 | 12,415 |
| Assam | 1 | Berry-White Medical School, Dibrugarh. | Government | 70 | 15,974 |
| Total | 22 | ... | ... | 2,727 | 2,98,116 |

Table 139.—Schools by Management.

| Province. | Government. | Municipal. | Aided. | Unaided. | Total, 1901-02. | Total, 1896-97. |
|---------------------------------|-------------|------------|----------|----------|-----------------|-----------------|
| Madras | 1 | 1 | ... | ... | 2 | 3 |
| Bombay | 3 | ... | 1 | ... | 4 | 4 |
| Bengal | 4 | ... | ... | 5 | 9 | 10 |
| United Provinces | 1 | ... | ... | ... | 1 | 1 |
| Punjab | 1 | ... | 3 | 1 | 5 | 2 |
| Assam | 1 | ... | ... | ... | 1 | ... |
| Total, 1901-02 | 11 | 1 | 4 | 6 | 22 | ... |
| Total, 1896-97 | 10 | 2 | 2 | 6 | ... | 20 |

Table 140.—Pupils in Schools, by classes of Institutions.

| Province. | Government. | Municipal. | Aided. | Unaided. | Total, 1901-02. | Total 1896-97. |
|----------------------------|-------------|------------|--------|----------|-----------------|----------------|
| Madras | 363 | 19 | ... | ... | 387 | 423 |
| Bombay | 230 | ... | 5 | ... | 235 | 203 |
| Bengal | 705 | .. | ... | 611 | 1,316 | 1,482 |
| United Provinces | 242 | .. | ... | ... | 242 | 253 |
| Punjab | 291 | .. | 142 | 44 | 477 | 333 |
| Assam | 70 | ... | ... | ... | 70 | ... |
| Total, 1901-02 | 1,906 | 19 | 147 | 655 | 2,727 | ... |
| Total, 1896-97 | 1,635 | 40 | 129 | 840 | ... | 2,694 |

Table 141.—Expenditure on Schools, by Sources.

| Province. | Provincial Revenues. | Local Funds. | Fees. | Private sources. | Total, 1901-02. | Total, 1896-97. |
|----------------------------|----------------------|--------------|--------|------------------|-----------------|-----------------|
| | ₹ | ₹ | ₹ | ₹ | ₹ | ₹ |
| Madras | 33,627 | 47,033 | 7,570 | 2,536 | 95,786 | 98,409 |
| Bombay | 33,206 | 1,832 | 1,490 | 105 | 36,633 | 31,839 |
| Bengal | 49,008 | ... | 19,938 | 15,622 | 84,568 | 1,31,121 |
| United Provinces | 27,988 | ... | ... | 240 | 28,228 | 24,205 |
| Punjab | 19,080 | 1,205 | 2,150 | 14,492 | 36,927 | 19,662 |
| Assam | 13,297 | ... | 2,677 | ... | 15,974 | ... |
| Total, 1901-02 | 1,81,206 | 50,090 | 33,825 | 32,995 | 2,98,116 | ... |
| Total, 1896-97 | 2,16,269 | 38,942 | 39,251 | 10,774 | ... | 3,05,236 |

Engineering.

Table 142.—List of Colleges.

| Name of College. | PUPILS. | |
|---|----------|----------|
| | 1896-97. | 1901-02. |
| College of Engineering, Madras | 240 | 268 |
| College of Science, Poona * | 75 | 127 |
| Civil Engineering College, Sibpur | 310 | 294 |
| Thomason Civil Engineering College, Rurki | 206 | 336 |
| TOTAL | 831 | 1,025 |

* Civil Engineering and Scientific Branches.

Table 143.—Engineer Class, Students and Examinations.

| | NUMBER OF PUPILS IN THE ENGINEER CLASS OF THE COLLEGE. | | UNIVERSITY FIRST EXAMINATION IN ENGINEERING. | | | | B. E. EXAMINATION, MADRAS; L. C. E. EXAMINATION, BOMBAY; B. E. AND L. E. EXAMINATIONS, CALCUTTA; FINAL COLLEGE EXAMINATION, RURKI. | | | |
|------------------|--|----------|--|---------|-------------|---------|--|---------|-------------|---------|
| | 1896-97. | 1901-02. | 1896-97. | | 1901-02. | | 1896-97. | | 1901-02. | |
| | | | Candidates. | Passed. | Candidates. | Passed. | Candidates. | Passed. | Candidates. | Passed. |
| Madras | 20 | 41 | 8 | 3 | 21 | 16 | 7 | 3 | 13 * | 3 |
| Bombay | 73 | 123 | 30 | 19 | 60 | 40 | 14 | 12 | 35 | 35 |
| Sibpur | 98 | 90 | 42 | 10 | 33 | 11 | 20 | 11 | 32 | 9 |
| Rurki | 33 | 47 | ... | ... | ... | ... | 15 | 15 | 7 † | 7 † |
| Total | 224 | 301 | 80 | 32 | 114 | 67 | 56 | 41 | 87 | 54 |

* Nine candidates out of 13 passed the final college examination.
† Includes one electrical Engineer student.

Table 144.—Upper and Lower Subordinate Classes, Students and Examinations.

| Collego. | Class. | NUMBER OF PUPILS. | | FINAL COLLEGE EXAMINATION. | | | |
|----------|----------------------------------|----------------------------|----------|----------------------------|---|-------------|------------------------|
| | | 1898-97. | 1901-02. | 1898-97. | | 1901-02. | |
| | | | | Candidates. | Passed. | Candidates. | Passed. |
| Madras | Engineer Subordinate Class. | 56 | 67 | ... | ... | 28 | 22 |
| | Sub-Overseer and Surveyor Class. | Information not available. | 82 | ... | ... | 32 * | 29 * |
| Poona | Sub-Overseer Class† | 133 | 155 | ... | 18 | ... | 17 |
| Sibpur | Apprentice Department. | 205 | 169 | ... | Over 100 final certificates in 5 years. | ... | 22 final certificates. |
| Rurki | Upper Class. Subordinate | 46 | 76 | 22 | 22 | 36 | 36 |
| | Lower Class. Subordinate | 66 | 119 | 42 | 42 | 57 | 57 |

* In addition 11 private candidates of whom 3 passed.
 † Includes the pupils in the mechanical engineering and electrical classes.

Table 145.—List of Schools.

| Province. | Name of School. | PUPILS. | | Courses. | Class of Institution. |
|---------------------|--|----------|----------|--|-----------------------|
| | | 1898-97. | 1901-02. | | |
| Madras | 1. Vizagapatam London Mission Engineering Class. | 21 | 20 | Civil Engineering . . . | Aided. |
| | 2. Madras Telegraph School . . . | ... | 48 | Electrical Engineering and practical telegraphy. Sub-Overseer Class . . . | Aided. |
| Bombay | 1. School of Engineering, Karachi. | 20 | 14 | Sub-Overseer Class . . . | Aided. |
| | 2. Victoria Jubilee Technical Institute. | 219 | 263 | Mechanical Engineering . | Aided. |
| Bengal | 1. Behar School of Engineering, Patna. | 194 | 110 | Overseer Class. Sub-Overseer Class. Amin Class. | Government. |
| | 2. Survey School, Dacca . . . | 324 | } 197 | Sub-Overseer Class. Amin Class. Survey Class, Dacca. | Government. |
| | 3. Survey School, Cuttack . . . | 73 | | | |
| | 4—8. Engineering Classes of the Board Technical Schools at Burdwan, Midnapur, Patna, Rangpur, and Comilla, affiliated to Sibpur. | ... | ... | Sub-Overseer Class. Amin Class. | Municipal. |
| Punjab | 9. Andal Mission School, Orissa | ... | 18 | | Aided. |
| | 1. Mayo School of Art, Engineering Class. | 17 | 54 | Civil Engineering course of the Punjab University (first part). | University (aided). |
| | 2. Dayanand Anglo-Vedio College, Engineering Class. | ... | 32 | Civil Engineering course of the Punjab University (first part), drawing class, and preparatory Rurki class. | Unaided. |
| Burma | 1. Insein School of Engineering | 16 | 27 | Overseer and Sub-Overseer Classes. | Government. |
| | 2. Industrial Apprentice Class, Railway Workshops, Insein. | 60 | 57 | Mechanical Engineering . | Government. |
| Central Provinces . | 1. Engineering School, Jubbulpore. | 30 | 33 | To train candidates for Lower Subordinate appointments in the Public Works Department, and for employment under Local Boards, Wards' Estates, etc. | Government. |
| Assam | 1. Williamson Artisan School, Dibrugarh. | 14 | 7 | Sub-Overseer Class . . . | Government. |
| | 2. Railway Workshops, Tezpur-Balipara Tramway. | 2 | 1 | Mechanical Engineering . | Aided. |
| Total | | 990 | 881 | | |

Table 146.—Expenditure on Colleges.

| College. | Provincial Revenues. | Fees. | Private sources. | Total, 1901-02. | Total, 1896-97. |
|--------------------------|----------------------|--------|------------------|-----------------|-----------------|
| | ₹ | ₹ | ₹ | ₹ | ₹ |
| Madras | 59,842 | 18,247 | 10,744 | 88,833 | 68,989 |
| Poona | 55,118 | 14,323 | ... | 69,436 | 55,275 |
| Sibpur | 1,26,071 | 23,264 | ... | 1,49,335 | 1,09,226 |
| Rurki (a) | 2,20,438 | 2,274 | 353 | 2,23,065 | 1,21,725 |
| Total, 1901-02 | 4,61,464 | 58,108 | 11,097 | 5,30,669 | ... |
| Total, 1896-97 | 3,15,840 | 34,246 | 5,189 | ... | 3,55,275 |

(a) See explanatory note on page 263 of Volume I.

Table 147.—Expenditure on principal Schools.

| Institution. | Expenditure, 1896-97. | Expenditure, 1901-02. | Average cost of educating a pupil in 1901-02. |
|--|-----------------------|-----------------------|---|
| | ₹ | ₹ | ₹ |
| Behar School of Engineering | 9,880 | 26,229 | 257 |
| Engineering School, Insein | 7,895 | 8,391 | 336 |
| Engineering School, Jubbulpore | 3,010 | 2,581 | 72 |
| Jubilee Victoria Institute, Bombay | 75,180 | 70,500 | 438 |

Table 148.—Fees.

| Institution. | Class. | Fees. |
|---|---|-----------------|
| | | ₹ |
| College of Engineering, Madras | Engineer Class | 12 a month. |
| | Engineer Subordinate Class | 6 " |
| | Sub-Overseer and Surveyor Class | 5 " |
| College of Science, Poona | Civil Engineering Class | 60 a half-year. |
| | Sub-Overseer Class | 10 " |
| Civil Engineering College, Sibpur | Engineer Department | 10 a month. |
| | Apprentice Department | 3 " |
| Thomason Civil Engineering College, Rurki | Civil Engineering Class | 16 a month. |
| | Upper Subordinate Class | 8 " |
| | Lower Subordinate Class | 4 " |
| Behar School of Engineering | | 1-8 a month. |
| School of Engineering, Insein | Upper Subordinate Class | 6 a month. |
| | Lower Subordinate Class | 4 " |
| School of Engineering, Jubbulpore | | Nil. |

Table 149.—Scholarships and Stipends.

| Institution. | Class. | SCHOLARSHIPS AND STIPENDS. | | | |
|--|--------------------------------------|----------------------------|------------------|--|--------------------|
| | | Number. | Rate per mensem. | Period for which tenable. | |
| College of Engineering, Madras. | Engineer Class | 3 | 15 | } Renewed on the results of each term examination. } Renewed on the results of the term examination at the end of the 1st year. | |
| | Engineer Subordinate Class. | 3 | 10 | | |
| | Sub-Overseer and Surveyor Class. | 3 | 8 | | |
| College of Science, Poona. | Civil Engineer Class . | 18 | 5 to 12 | 1 year; awarded annually to the different classes. 2nd year. 3rd " " 3rd " " | |
| | Sub-Overseer Class . | 6 | 4 to 6 | | |
| | | 1 | 7 | | |
| | | 3 | 5 | | |
| Civil Engineering College, Sibpur. | Engineer Department. | 1 | 20 | } First 2 years. | |
| | | 3 | 15 | | |
| | | 6 | 10 | | |
| | | 1 | 20 | | |
| | Apprentice Department | 3 | 15 | } Last 2 " " | |
| | | 6 | 10 | | |
| | | 10 | 10 | | |
| | | 10 | 6 | | |
| Thomason Civil Engineering College, Rurki. | Civil and Electrical Engineer Class. | 3 | 40 | 9 months } Awarded annually. 9 " } 9 " } Awarded annually. | |
| | Upper Subordinate Class | 12 | 25 | | |
| | Lower Subordinate Class. | 6 | 10 | | |
| | | | 5 | 6 | } Awarded monthly. |
| | | | 10 | 5 | |
| | Behar School of Engineering. | | 8 | 7 | 2nd year. |
| | | | 6 | 7 | 3rd " " |
| | | 6 | 7 | 4th " " | |
| School of Engineering, Insein. | Upper Subordinate Class. | 1 | 9 | 2 years. | |
| | Lower Subordinate Class. | 2 | 7 | 2 " " | |
| School of Engineering, Jubbulpore. | | 4 | 7 or 10 | 2 years. | |

Agriculture.

Table 150.—List of Colleges and Schools.

| Institution. | PUPILS. | | EXPENDITURE. | | Length of course. | Remarks. |
|---|--------------|----------|--------------|----------|-------------------|--------------------------------------|
| | 1896-97. | 1901-02. | 1896-97. | 1901-02. | | |
| College of Agriculture, Saidapet. | 47 | 98 | ₹ 35,524 | ₹ 41,178 | 3 years. | |
| Agricultural Branch, College of Science, Poona. | <i>Nil.*</i> | 20 | ... | 9,515 | Do. | *Plague year, 5 in 1895-96. |
| Agricultural Department, Civil Engineering College, Sibpur. | ... | 12 | ... | 11,664 | 2 years | Established during the quinquennium. |
| School of Agriculture, Cawnpore. | 30 | 52 | 4,820 | 4,240 | Do. | |
| School of Agriculture, Nagpur— | | | | | | |
| English Section | 17 | 11 | 2,408 | 2,689 | Do. | |
| Normal Class | Not stated | 69 | ... | 2,555 | 6 months. | |
| Malguzari Class | ... | 17 | ... | ... | 10 months | A new class |

Veterinary Science.

Table 151.—List of Colleges and Schools.

| Institution. | Number of students. | FINAL EXAMINATION. | | Expenditure. | Remarks. |
|---|---------------------|--------------------|---------|--------------|--|
| | | Candidates. | Passed. | | |
| Bombay Veterinary College. | 46 | 10 | 6 | ₹ 41,759* | *Including the cost of the Salutris' class. |
| Bengal Veterinary College. | 35 | 11 | 9 | 13,832† | †Excludes salaries of Imperial List officers. |
| Lahore Veterinary College. | 83 | 29‡ | 24‡ | 40,044 | ‡Owing to the change in the length of the course no final examination was held in 1901-02, and the figures given are for the examination held at the end of the second year of the course. |
| Bombay Veterinary College, Salutris' Class. | 76 | 23 | 16 | ... | |
| Rajputana Veterinary School. | 61 | 25 | 18 | 8,608§ | §Excludes salaries of Imperial List officers. |
| Burma Veterinary School. | 21 | 7 | 7 | 2,296 | Ditto. |
| Total | 322 | 76 | 56 | 1,06,539 | |

Forestry.

Table 152.—List of Schools.

| Institution. | Pupils, 1901-02. | Expenditure, 1901-02. | Entrance qualifications. | Length of course. | Remarks. |
|---|------------------|-----------------------|---|-------------------|----------|
| Imperial Forest School, Dehra Dun. | 93 | ₹ 73,607 | Upper Class.—Special entrance examination. Lower Class.—Middle school examination and a knowledge of Hindustani. | 2 years. | |
| Forest Branch of the College of Science, Poona. | 16 | ... | Matriculation or school final examination. | Do. | |
| Forest School, Tharawaddy. | ... | ... | ... | Do. | |

Schools of Art.

Table 153.—List of Schools.

| Institution. | NUMBER OF PUPILS. | | EXPENDITURE. | | | | | Remarks. |
|--|-------------------|----------|---------------------------|------------|-----------------------|-----------------|-----------------|--|
| | 1896-97. | 1901-02. | From Provincial Revenues. | From fees. | From private sources. | Total, 1901-02. | Total, 1896-97. | |
| School of Art and Industry, Madras | 633 | 321 | ₹ 24,389 | ₹ 2,146 | ₹ 23,614 | ₹ 50,149 | ₹ 34,029 | |
| Sir Jamsetji Jijibhai School of Art, Bombay. | 228 | 423* | ₹ 35,661 | ₹ 3,942 | ₹ 5,761 | ₹ 45,364 | ₹ 45,268 | *Includes Reay Art Work shops. |
| School of Art, Calcutta. | 261 | 228 | ₹ 34,528 | ₹ 4,005 | ... | ₹ 38,533 | ₹ 29,171 | |
| Mayo School of Art, Lahore. | 179 | 248 | ₹ 15,977 | ... | ₹ 12 | ₹ 15,989 | ₹ 13,402 | Excludes pupils in, and expenditure on, the engineering class. |

Industry.

Table 154.—List of industries supporting more than 40,000 persons in any province.

(Figures in thousands.)

| Name of Occupation. | TOTAL NUMBER OF WORKERS AND DEPENDENTS. | | | | | | | | | |
|---|---|---------|---------|-------------------|---------|--------|--------------------|--------|--------|--|
| | Madras. | Bombay. | Bengal. | United Provinces. | Punjab. | Burma. | Central Provinces. | Assam. | Bihar. | |
| 1. Masons and builders | 205 | 75 | 131 | 88 | 97 | 10 | 21 | 3 | 5 | |
| 2. Stone and marble workers | 72 | 21 | 3 | 12 | 1 | 2 | 6 | ... | 3 | |
| 3. Silkworm rearers and cocoon gatherers | ... | ... | 79 | ... | ... | ... | ... | ... | ... | |
| 4. Silk carders, spinners, etc. | 54 | 47 | 33 | 13 | 14 | 34 | 14 | 1 | ... | |
| 5. Operatives and subordinates in cotton mills. | 17 | 164 | ... | 14 | 2 | ... | 8 | ... | 22 | |
| 6. Cotton cleaners | 38 | 14 | 30 | 136 | 116 | 3 | 12 | 3 | 8 | |
| 7. Cotton weavers—hand industry | 1,064 | 227 | 902 | 948 | 818 | 190 | 278 | 31 | 21 | |
| 8. Cotton spinners | 81 | 73 | 72 | 139 | 69 | 53 | 64 | 22 | 4 | |
| 9. Cotton dyers | 19 | 26 | 10 | 6 | 75 | 1 | 12 | ... | 5 | |
| 10. Operatives and other subordinates in jute mills. | 1 | ... | 129 | ... | ... | ... | ... | ... | ... | |
| 11. Rope, sacking, and net makers | 55 | 39 | 34 | 19 | 22 | 7 | 1 | 1 | ... | |
| 12. Tailors | 71 | 85 | 181 | 319 | 100 | 58 | 36 | 9 | 11 | |
| 13. Workers in gold, silver, and other precious metals. | 280 | 117 | 314 | 234 | 108 | 42 | 54 | 15 | 18 | |
| 14. Brass, copper, and bell-metal workers | 41 | 20 | 64 | 42 | 18 | 3 | 9 | 4 | 1 | |
| 15. Workers in iron and hardware | 149 | 69 | 229 | 298 | 150 | 26 | 61 | 7 | 12 | |
| 16. Potters | 165 | 98 | 377 | 370 | 249 | 20 | 30 | 12 | 6 | |
| 17. Carpenters | 307 | 184 | 296 | 382 | 227 | 70 | 49 | 13 | 23 | |
| 18. Woodcutters and sawyers | 56 | 16 | 38 | 19 | 13 | 65 | 4 | 5 | 2 | |
| 19. Baskets, fans, etc., makers and sellers | 209 | 66 | 300 | 116 | 96 | 54 | 59 | 11 | 11 | |
| 20. Persons occupied with miscellaneous dyes. | 21 | 5 | 2 | 48 | 3 | ... | 1 | ... | 2 | |
| 21. Shoes, boot, and saddle makers | 269 | 148 | 153 | 141 | 416 | 6 | 94 | 3 | 17 | |
| 22. Tanners and curriers | 9 | 16 | 22 | 170 | 205 | ... | 8 | ... | ... | |
| 23. Water-bag, well-bag, bucket, etc., makers | 132 | 5 | 1 | 3 | 2 | 1 | 2 | ... | 1 | |

Table 155.—Industrial Schools.

| Province. | 1896-97. | 1901-02. |
|-----------------------------|----------|----------|
| Madras | 4 | 12 |
| Bombay | 16 | 19 |
| Bengal | 23 | 26 |
| United Provinces | 2 | 9 |
| Punjab | 7 | 7 |
| Burma | ... | 4 |
| Central Provinces | ... | 2 |
| Assam | 2 | 1 |
| Berar | 3 | 4 |
| Total | 57 | 84 |

Table 156.—Industrial Schools by Management.

| Year. | Government. | Board. | Native States. | Aided. | Un-aided. | Total. |
|-------------------|-------------|--------|----------------|--------|-----------|--------|
| 1896-97 | 6 | 16 | 4 | 25 | 6 | 57 |
| 1901-02 | 5 | 16 | 3 | 45 | 15 | 84 |

Table 157.—Pupils in Industrial Schools.

| Province. | 1896-97. | 1901-02. |
|-----------------------------|----------|----------|
| Madras | 187 | 406 |
| Bombay | 1,223 | 1,829 |
| Bengal | 623 | 756 |
| United Provinces | 296 | 736 |
| Punjab | 759 | 962 |
| Burma | ... | 83 |
| Central Provinces | ... | 95 |
| Assam | 16 | 1 |
| Berar | 47 | 109 |
| Total | 3,101 | 4,977 |

Table 158.—Expenditure on Industrial Schools.

| Province. | 1896-97. | 1901-02. |
|-----------------------------|----------|----------|
| | R | R |
| Madras | 8,414 | 13,886 |
| Bombay | 2,02,449 | 1,98,028 |
| Bengal | 41,175 | 44,775 |
| United Provinces | 8,240 | 28,359 |
| Punjab | 13,262 | 21,762 |
| Burma | ... | 6,317 |
| Central Provinces | ... | 2,880 |
| Assam | 3,036 | ... |
| Berar | 1,868 | 395 |
| Total | 2,78,444 | 3,16,422 |

Table 159.—Expenditure on Industrial Schools, by sources.

| Year. | Provincial. | Board. | Native States. | Fees. | Private. | Total. |
|---------------|-------------|--------|----------------|--------|----------|----------|
| | R | R | R | R | R | R |
| 1896-97 . . . | 86,657 | 46,311 | 27,006 | 10,292 | 1,08,178 | 2,78,444 |
| 1901-02 . . . | 88,307 | 55,364 | 14,526 | 12,955 | 1,45,270 | 3,16,422 |

Table 160.—Annual Cost of selected Industrial Schools.

| Province. | Institution. | Average attendance. | Expenditure. | Remarks. |
|------------------|--|---------------------|--------------|----------|
| Madras | District Board School, Madura Wesleyan Mission School, Karur. | 149 | R 16,155 | |
| | | 60 | 755 | |
| Bombay | Local Board School, Ratnagiri. Sir Dinshaw Maneckji Petit Industrial School, Ahmednagar. | 190 | 14,590 | |
| | | 145 | 7,597 | |
| Bengal | Government School, Ranchi Board School, Burdwan . . . | 43 | 2,996 | |
| | | 30 | 2,454 | |
| United Provinces | Government School, Lucknow . . | 105 | 10,709 | |
| | | 826 | 9,656 | |
| Punjab | Railway School, Lahore . . . Municipal School, Amritsar . . | 152* | 3,169 | |

* Number on the 31st March.

CHAPTER IX—FEMALE EDUCATION.

Table 161.—Institutions for the Education of Girls.

| | Public. | Private. | Total. |
|--|---------|----------|--------|
| Madras | 1,012 | 58 | 1,070 |
| Bombay | 846 | 133 | 979 |
| Bengal | 2,735 | 253 | 2,988 |
| United Provinces | 395 | 176 | 571 |
| Punjab | 363 | 549 | 912 |
| North-West Frontier Province | 8 | 91 | 99 |
| Burma | 380 | 73 | 453 |
| Central Provinces | 179 | ... | 179 |
| Assam | 206 | 1 | 207 |
| Berar | 48 | 4 | 52 |
| Coorg | 4 | ... | 4 |
| Total, 1901-02 | 6,176 | 1,338 | 7,514 |
| Total, 1896-97 | 6,550 | 1,458 | 8,008 |
| Total, 1891-92 | 5,711 | 1,042 | 6,753 |

Table 162.—Public Institutions for the General Education of Girls.

| | Colleges. | Secondary Schools. | Primary Schools. | Total. |
|--|-----------|--------------------|------------------|--------|
| Madras | 3 | 197 | 782 | 982 |
| Bombay | ... | 67 | 768 | 835 |
| Bengal | 3 | 59 | 2,664 | 2,726 |
| United Provinces | 6 | 40 | 347 | 393 |
| Punjab | ... | 34 | 326 | 360 |
| North-West Frontier Province | ... | ... | 8 | 8 |
| Burma | ... | 39 | 323 | 362 |
| Central Provinces | ... | 20 | 157 | 177 |
| Assam | ... | 5 | 201 | 206 |
| Berar | ... | ... | 48 | 48 |
| Coorg | ... | ... | 4 | 4 |
| Total, 1901-02 | 12 | 461 | 5,628 | 6,101 |
| Total, 1896-97 | 5 | 440 | 6,039 | 6,484 |
| Total, 1891-92 | 2 | 434 | 5,228 | 5,664 |

Table 163.—Primary and Secondary Schools for Girls by class of Management.

| | 1891-1892. | 1896-1897. | 1901-1902. |
|-------------------------------------|------------|------------|------------|
| Government | 191 | 170 | 166 |
| Board | 837 | 960 | 977 |
| Native State | 182 | 221 | 246 |
| Aided | 3,885 | 4,379 | 4,024 |
| Unaided | 567 | 749 | 676 |
| Total | 5,662 | 6,479 | 6,089 |
| Total, public management | 1,210 | 1,351 | 1,389 |
| Total, private management | 4,452 | 5,128 | 4,700 |

Table 164.—Secondary Schools for Girls by class of Management.

| | Government. | Board. | Native State. | Aided. | Un-aided. | Total. | Total public management. | Total private management. |
|------------------------------|-------------|--------|---------------|--------|-----------|--------|--------------------------|---------------------------|
| Madras | 48 | 1 | ... | 143 | 5 | 197 | 49 | 148 |
| Bombay | 2 | 1 | 1 | 58 | 5 | 67 | 4 | 63 |
| Bengal | 3 | ... | ... | 50 | 6 | 59 | 3 | 56 |
| United Provinces | ... | 2 | ... | 34 | 4 | 40 | 2 | 38 |
| Punjab | 2 | 5 | ... | 26 | 1 | 34 | 7 | 27 |
| North-West Frontier Province | ... | ... | ... | ... | ... | ... | ... | ... |
| Burma | ... | ... | ... | 39 | ... | 39 | ... | 39 |
| Central Provinces | ... | 1 | ... | 19 | ... | 20 | 1 | 19 |
| Assam | ... | ... | ... | 3 | 2 | 5 | ... | 5 |
| Berar | ... | ... | ... | ... | ... | ... | ... | ... |
| Coorg | ... | ... | ... | ... | ... | ... | ... | ... |
| Total, 1901-02 | 55 | 10 | 1 | 372 | 23 | 461 | 66 | 395 |
| Total, 1896-97 | 50 | 12 | 1 | 361 | 16 | 440 | 63 | 377 |
| Total, 1891-92 | 44 | 11 | 1 | 360 | 18 | 434 | 56 | 378 |

Table 165.—Primary Schools for Girls by class of Management.

| | Government. | Board. | Native State. | Aided. | Un-aided. | Total. | Total public management. | Total private management. |
|------------------------------|-------------|--------|---------------|--------|-----------|--------|--------------------------|---------------------------|
| Madras | 104 | 26 | ... | 567 | 85 | 782 | 130 | 652 |
| Bombay | 3 | 315 | 221 | 212 | 17 | 768 | 539 | 229 |
| Bengal | ... | 1 | 12 | 2,165 | 486 | 2,664 | 13 | 2,651 |
| United Provinces | ... | 171 | ... | 169 | 7 | 347 | 171 | 176 |
| Punjab | ... | 190 | ... | 112 | 24 | 326 | 190 | 136 |
| North-West Frontier Province | ... | 4 | ... | 1 | 3 | 8 | 4 | 4 |
| Burma | ... | ... | ... | 323 | ... | 323 | ... | 323 |
| Central Provinces | 8 | 64 | 12 | 66 | 12 | 157 | 79 | 78 |
| Assam | 1 | 151 | ... | 30 | 19 | 201 | 152 | 49 |
| Berar | ... | 42 | ... | 6 | ... | 48 | 42 | 6 |
| Coorg | ... | 3 | ... | 1 | ... | 4 | 3 | 1 |
| Total, 1901-02 | 111 | 967 | 245 | 3,652 | 653 | 5,628 | 1,323 | 4,305 |
| Total, 1896-97 | 120 | 943 | 220 | 4,018 | 733 | 6,039 | 1,288 | 4,751 |
| Total, 1891-92 | 147 | 826 | 181 | 3,525 | 549 | 5,228 | 1,154 | 4,074 |

Table 166.—Average number of Pupils in Girls' Schools for General Education.

| | Secondary Schools. | Primary Schools. |
|------------------------------|--------------------|------------------|
| Madras | 101 | 50 |
| Bombay | 77 | 65 |
| Bengal | 95 | 22 |
| United Provinces | 83 | 34 |
| Punjab | 85 | 38 |
| North-West Frontier Province | ... | 61 |
| Burma | 85 | 34 |
| Central Provinces | 56 | 47 |
| Assam | 62 | 17 |
| Berar | ... | 45 |
| Coorg | ... | 53 |
| Average, 1901-02 | 90 | 35 |
| Average, 1896-97 | 83 | 30 |
| Average, 1891-92 | 79 | 30 |

Table 167.—Average annual Cost of Girls' Schools for General Education.

| | Secondary Schools. | Primary Schools. |
|------------------------------|--------------------|------------------|
| | R | R |
| Madras | 2,358 | 338 |
| Bombay | 4,874 | 585 |
| Bengal | 7,946 | 104 |
| United Provinces | 5,428 | 295 |
| Punjab | 4,343 | 285 |
| North-West Frontier Province | ... | 310 |
| Burma | 3,303 | 104 |
| Central Provinces | 1,535 | 458 |
| Assam | 624 | 91 |
| Berar | ... | 375 |
| Coorg | ... | 446 |
| Average, 1901-02 | 3,877 | 237 |
| Average, 1896-97 | 4,084 | 240 |
| Average, 1891-92 | 3,518 | 193 |

Table 168.—Professional, Technical and Industrial, and other Special Schools for Girls.

| | Medical. | Normal. | Technical, Industrial, and miscellaneous. | Total. |
|------------------------------|----------|---------|---|--------|
| Madras | ... | 18 | 12 | 30 |
| Bombay | 1 | 10 | ... | 11 |
| Bengal | ... | 9 | ... | 9 |
| United Provinces | ... | 2 | ... | 2 |
| Punjab | 1 | 5 | 2 | 3 |
| North-West Frontier Province | ... | ... | ... | ... |
| Burma | ... | 6 | 12 | 18 |
| Central Provinces | ... | 1 | 1 | 2 |
| Assam | ... | ... | ... | ... |
| Berar | ... | ... | ... | ... |
| Coorg | ... | ... | ... | ... |
| Total, 1901-02 | 2 | 51 | 27 | 75 |
| Total, 1896-97 | 1 | 45 | 20 | 66 |
| Total, 1891-92 | 1 | 37 | 9 | 47 |

Table 169.—Private Institutions for Girls.

| Province. | Arabic or Persian. | Koran. | Elementary Vernacular. | Miscellaneous. | Total. |
|------------------------------|--------------------|--------|------------------------|----------------|--------|
| Madras | ... | 58 | ... | ... | 58 |
| Bombay | ... | 126 | 7 | ... | 133 |
| Bengal | ... | 228 | 13 | 12 | 253 |
| United Provinces | ... | 32 | 94 | ... | 176 |
| Punjab | ... | 460 | 69 | 20 | 549 |
| North-West Frontier Province | ... | 81 | 10 | ... | 91 |
| Burma | ... | ... | 73 | ... | 73 |
| Assam | ... | 1 | ... | ... | 1 |
| Berar | 2 | ... | ... | 2 | 4 |
| Total, 1901-02 | 2 | 1,036 | 266 | 34 | 1,338 |
| Total, 1896-97 | 1 | 1,238 | 185 | 35 | 1,459 |
| Total, 1891-92 | ... | 668 | 269 | 105 | 1,042 |

Table 170.—Examinations.

| | 1896-1897. | | 1901-1902. | |
|-------------------------------------|-------------|---------|-------------|---------|
| | Candidates. | Passed. | Candidates. | Passed. |
| Matriculation | 319 | 170 | 391 | 193 |
| Middle School Examination | 856 | 574 | 1,084 | 780 |
| Upper Primary Examination | 6,729 | 4,269 | 6,851 | 4,649 |
| Lower Primary Examination | 10,986 | 7,581 | 16,477 | 11,834 |

Table 171.—Girls under Public Instruction.

| | 1886-1887. | 1891-1892. | 1896-1897. | 1901-1902. |
|--|------------|------------|------------|------------|
| Madras | 64,635 | 93,905 | 107,465 | 117,947 |
| Bombay | 47,300 | 67,432 | 71,053 | 81,477 |
| Bengal | 81,592 | 88,731 | 105,919 | 100,322 |
| United Provinces | 11,353 | 10,938 | 12,114 | 17,328 |
| Punjab | 11,070 | 12,002 | 13,489 | 15,273 |
| North-West Frontier Province | ... | ... | ... | 515 |
| Burma | 12,852 | 18,666 | 26,409 | 36,755 |
| Central Provinces | 5,678 | 7,833 | 10,797 | 11,350 |
| Assam | 5,184 | 5,136 | 8,276 | 8,413 |
| Berar | 1,413 | 2,020 | 3,709 | 2,883 |
| Coorg | 486 | 725 | 775 | 905 |
| Total | 241,568 | 307,388 | 360,006 | 393,168 |

Table 172.—Girls under Public Instruction by Race or Creed.

| | |
|-----------------------------------|-----------|
| Europeans and Eurasians | 14,438 |
| Native Christians | 45,844 |
| Hindus | 244,340 |
| Muhammadans | 48,506 |
| Buddhists | 30,436 |
| Parsis | 5,687 |
| Others | 8,912 |
| Total | 393,168 * |

* Excludes five females in Bombay, not classified.

Table 173.—Number of Girl Pupils in every 1,000 of the Female Population of School-going age.

| | 1891-1892. | 1901-1902. |
|--|------------|------------|
| Madras | ... | 45 |
| Bombay | ... | 50 |
| Bengal | ... | 19 |
| United Provinces | ... | 6 |
| Punjab | ... | 19 |
| North-West Frontier Province | ... | 15 |
| Burma | ... | 59 |
| Central Provinces | ... | 13 |
| Assam | ... | 20 |
| Berar | ... | 15 |
| Coorg | ... | 87 |
| General average | 20 | 26 |

Table 174.—Girls in different classes of Institutions.

| | Arts Colleges. | Profe- sional Colleges. | Secondary Schools. | Primary Schools. | Training Schools. | All other special Schools. | Total. |
|----------------------------------|-------------------|-------------------------------|-----------------------|---------------------|----------------------|----------------------------------|---------|
| Madras | 35 | 8 | 20,675 | 96,324 | 349 | 556 | 117,947 |
| Bombay | 30 | 45 | 4,984 | 76,068 | 234 | 116 | 81,477 |
| Bengal | 55 | 22 | 5,460 | 94,148 | 516 | 121 | 100,322 |
| United Provinces | 49 | ... | 3,181 | 13,836 | 105 | 157 | 17,328 |
| Punjab | ... | 12 | 2,795 | 12,334 | ... | 132 | 15,273 |
| North-West Frontier Province. | ... | ... | ... | 515 | ... | ... | 515 |
| Burma | 8 | ... | 6,077 | 30,228 | 159 | 283 | 36,755 |
| Central Provinces | ... | ... | 1,131 | 10,161 | 23 | 35 | 11,350 |
| Assam | ... | ... | 380 | 8,007 | 26 | ... | 8,413 |
| Berar | ... | ... | 5 | 2,878 | ... | ... | 2,883 |
| Coorg | ... | ... | 7 | 898 | ... | ... | 905 |
| | 177 | 87 | 44,695 | 345,397 | 1,412 | 1,400 | 393,168 |
| Total, 1896-97 | 87 | 43 | 40,023 | 317,561 | 1,170 | 1,122 | 360,006 |
| Total, 1891-92 | 45 | 31 | 35,242 | 270,802 | 819 | 461 | 307,400 |

Table 175.—Girls in the Secondary and Primary Stages.

| | SECONDARY. | | | PRIMARY. | | | | Grand Total. |
|----------------------------------|------------|---------|--------|----------|------------------------------|-------------------------------------|---------|-----------------|
| | High. | Middle. | Total. | Upper. | Reading printed books. | Not reading printed books. | Total. | |
| Madras | 491 | 3,575 | 4,066 | 6,078 | 89,339 | 17,516 | 112,933 | 116,999 |
| Bombay | 610 | 1,389 | 1,999 | 11,548 | 29,001 | 38,504 | 79,053 | 81,052 |
| Bengal | 230 | 884 | 1,114 | 2,080 | 61,380 | 35,034 | 98,494 | 99,608 |
| United Provinces | 154 | 716 | 870 | 1,254 | 12,562 | 2,331 | 16,147 | 17,017 |
| Punjab | 80 | 547 | 627 | 1,460 | 12,562 | 480 | 14,502 | 15,129 |
| North-West Frontier Province. | ... | ... | ... | 23 | 492 | ... | 515 | 515 |
| Burma | 85 | 650 | 735 | 2,955 | 32,615 | ... | 35,570 | 36,305 |
| Central Provinces | 24 | 305 | 329 | 905 | 4,989 | 5,069 | 10,963 | 11,292 |
| Assam | 2 | 20 | 22 | 106 | 7,365 | 894 | 8,365 | 8,387 |
| Berar | 1 | 43 | 44 | 427 | 1,213 | 1,199 | 2,839 | 2,883 |
| Coorg | ... | 4 | 4 | 90 | 540 | 271 | 901 | 905 |
| Total, 1901-02 | 1,677 | 8,133 | 9,810 | 26,926 | 252,085 | 101,298 | 380,282 | 390,092 |
| Total, 1896-97 | 1,190 | 7,178 | 8,368 | 22,827 | 221,258 | 105,131 | 349,216 | 357,584 |
| Total, 1891-92 | 926 | 6,105 | 7,031 | 18,972 | 179,577 | 100,616 | 299,165 | 306,196 |

Table 176.—Girls in Secondary and Primary Stages in Non-European Schools.

| | SECONDARY STAGE. | | | Primary stage. | Total. |
|------------------------------|------------------|---------|--------|-------------------|---------|
| | High. | Middle. | Total. | | |
| Madras | 220 | 720 | 2,940 | 110,477 | 113,417 |
| Bombay | 367 | 935 | 1,302 | 77,707 | 79,009 |
| Bengal | 152 | 264 | 416 | 95,634 | 96,050 |
| United Provinces | 59 | 244 | 303 | 14,963 | 15,266 |
| Punjab | 19 | 226 | 245 | 13,562 | 13,807 |
| North-West Frontier Province | ... | ... | ... | 515 | 515 |
| Burma | 10 | 348 | 358 | 34,731 | 35,089 |
| Central Provinces | ... | 172 | 172 | 10,497 | 10,669 |
| Assam | 2 | 20 | 22 | 8,360 | 8,382 |
| Berar | ... | 39 | 39 | 2,810 | 2,849 |
| Coorg | ... | 4 | 4 | 901 | 905* |
| Total, 1901-02 | 829 | 4,972 | 5,801 | 370,157 | 375,958 |
| Total, 1896-97 | 550 | 3,998 | 4,548 | 339,625 | 344,173 |
| Total, 1891-92 | 415 | 3,452 | 3,867 | 290,451 | 294,318 |

* Includes 7 Eurasian girls, not classified.

Table 177.—Girls in different classes of Schools by Race or Creed.

| | SECONDARY. | | | | Primary. | Total. |
|------------------------------|------------|-----------------|--------------------|--------|----------|---------|
| | High. | Middle English. | Middle Vernacular. | Total. | | |
| Europeans | 5,509 | 5,132 | 13 | 10,654 | 3,122 | 13,776 |
| Native Christians | 1,578 | 4,342 | 5,063 | 10,983 | 33,199 | 44,182 |
| Brahmins | 294 | 338 | 2,865 | 3,497 | 48,531 | 52,028 |
| Non-Brahmin Hindus | 793 | 775 | 8,858 | 10,426 | 181,483 | 191,909 |
| Muhammadans | 76 | 58 | 731 | 865 | 47,567 | 48,432 |
| Buddhists | 264 | 431 | 3,128 | 3,823 | 26,421 | 30,244 |
| Parsis | 643 | 414 | ... | 1,057 | 4,558 | 5,615 |
| Others | 117 | 87 | 73 | 277 | 3,629 | 3,906 |
| Total | 9,274 | 11,577 | 20,731 | 41,582 | 348,510 | 390,092 |

Table 178.—Girls in Secondary Schools by Race or Creed.

| | Hindus. | Muhammadans. | Christians. | Buddhists. | Parsis. | Others. | Total. |
|-------------------------------|---------|--------------|-------------|------------|---------|---------|--------|
| Madras | 10,959 | 352 | 9,325 | 3 | 27 | 9 | 20,675 |
| Bombay | 255 | 46 | 3,607 | ... | 958 | 118 | 4,984 |
| Bengal | 1,740 | 36 | 3,552 | 2 | 30 | 100 | 5,460 |
| United Provinces | 4 | 28 | 835 | ... | 1 | 2 | 870 |
| Punjab | 691 | 295 | 1,786 | ... | 17 | 6 | 2,795 |
| North-West Frontier Province. | ... | ... | ... | ... | ... | ... | ... |
| Burma | 54 | 88 | 2,105 | 3,818 | 12 | ... | 6,077 |
| Central Provinces | 42 | 1 | 273 | ... | 12 | 1 | 329 |
| Assam | 168 | 19 | 152 | ... | ... | 41 | 380 |
| Berar | 5 | ... | ... | ... | ... | ... | 5 |
| Coorg | 5 | ... | 2 | ... | ... | ... | 7 |
| Total | 13,923 | 865 | 21,637 | 3,823 | 1,057 | 277 | 41,582 |

Table 179.—Girls in Primary and Secondary Schools by Race or Creed.

| | Hindus. | Muhammadans. | Christians. | Buddhists. | Parsis. | Others. | Total. |
|-------------------------------|---------|--------------|-------------|------------|---------|---------|---------|
| Madras | 81,195 | 10,941 | 24,656 | 19 | 27 | 161 | 116,999 |
| Bombay | 54,518 | 13,012 | 7,450 | ... | 5,494 | 578 | 81,052 |
| Bengal | 74,985 | 14,183 | 8,814 | 217 | 35 | 1,374 | 99,608 |
| United Provinces | 9,014 | 3,257 | 4,714 | ... | 9 | 23 | 17,017 |
| Punjab | 8,679 | 4,116 | 2,256 | ... | 17 | 61 | 15,129 |
| North-West Frontier Province. | 393 | 122 | ... | ... | ... | ... | 515 |
| Burma | 304 | 583 | 5,411 | 29,992 | 12 | 3 | 36,305 |
| Central Provinces | 7,521 | 515 | 2,323 | 11 | 20 | 902 | 11,292 |
| Assam | 4,658 | 820 | 2,110 | ... | ... | 799 | 8,387 |
| Berar | 1,830 | 883 | 164 | 5 | ... | 1 | 2,883 |
| Coorg | 840 | ... | 60 | ... | 1 | 4 | 905 |
| Total | 243,937 | 48,432 | 57,958 | 30,244 | 5,615 | 3,906 | 390,092 |

Table 180.—Number of Girls of school-going age one of whom is in a public Primary or Secondary School, by Race or Creed.

| | Hindus. | Muham- madans. | Christians. | Buddhists. | Parsis. | Others. | Total. |
|----------------------------------|---------|-------------------|-------------|------------|---------|---------|--------|
| Madras | 32 | 17 | 3 | ... | ... | 307 | 25 |
| Bombay | 27 | 25 | 2 | ... | 1 | 81 | 23 |
| Bengal | 49 | 132 | 2 | 72 | ... | 134 | 58 |
| United Provinces | 323 | 152 | 1 | ... | 4 | 298 | 203 |
| Punjab | 62 | 185 | 2 | ... | 1 | 1,680 | 93 |
| North-West Frontier Province. | 20 | 1,115 | ... | ... | ... | ... | 281 |
| Burma | 24 | 31 | 2 | 21 | 1 | 8,838 | 19 |
| Central Provinces | 99 | 44 | ... | ... | 3 | 153 | 80 |
| Assam | 50 | 139 | 1 | ... | ... | 92 | 51 |
| Berar | 97 | 17 | 1 | ... | ... | 11,447 | 71 |
| Coorg | 13 | ... | 4 | ... | 2 | 61 | 13 |
| General average | 51 | 81 | 2 | 21 | 1 | 164 | 46 |

Table 181.—Pupils in Secondary and Primary Schools for Girls by Race or Creed.

| Race or Creed. | 1891-92. | 1896-97. | 1901-02. |
|-----------------------------------|-----------|----------|----------|
| Europeans and Eurasians | 12,445 | 14,144 | 15,096 |
| Native Christians | 19,492 | 22,297 | 27,480 |
| Hindus | 124,322 | 142,470 | 150,324 |
| Muhammadans | 26,370 | 27,615 | 25,819 |
| Others | 8,860 | 11,664 | 13,104 |
| ... Total | 191,489.. | 218,190 | 236,823 |

Table 182.—Girls in Medical Colleges and Schools.

| | Colleges. | Schools. | Total. |
|----------------------------|-----------|----------|--------|
| Madras | 6 | 20 | 26 |
| Bombay | 45 | 5 | 50 |
| Bengal | 13 | 43 | 56 |
| United Provinces | ... | 52 | 52 |
| Punjab | 12 | 46 | 58 |
| Total, 1901-02 | 76 | 166 | 242 |
| Total, 1896-97 | 43 | 74 | 117 |
| Total, 1891-92 | 29 | 87 | 116 |

Table 183.—Girls in Medical Colleges and Schools by Race or Creed.

| | Colleges. | Schools. | Total. |
|-----------------------------------|-----------|----------|--------|
| Europeans and Eurasians | 35 | 27 | 62 |
| Native Christians | 17 | 103 | 120 |
| Hindus | 2 | 21 | 23 |
| Buddhists | ... | 15 | 15 |
| Parsis | 22 | ... | 22 |
| Total | 76 | 166 | 242 |

Table 184.—Race or Creed of Female Medical Students in selected Institutions.

| Province. | Name of Institution. | Euro- peans and Eura- sians. | Native Chris- tians. | Hindus. | Mubam- madans. | Parsis. | Total. |
|------------------|---------------------------------------|--|----------------------------|---------|-------------------|---------|--------|
| Madras . . . | Medical College, Madras. | 23 | 9 | 1 | ... | ... | 33 |
| Bombay . . . | Grant Medical College, Bombay. | 19 | 2 | 1 | ... | 20 | 42 |
| Bengal . . . | Medical College, Calcutta. | 11 | 2 | ... | ... | ... | 13 |
| " . . . | Campbell Medical School, Calcutta. | ... | 18 | 6 | ... | ... | 24 |
| " . . . | Medical School, Cut- tack. | ... | 11 | ... | ... | ... | 11 |
| " . . . | Medical School, Dacca . | 2 | ... | 3 | ... | ... | 5 |
| " . . . | " " Patna . . . | ... | 2 | 1 | ... | ... | 3 |
| United Provinces | " " Agra . . . | 1 | 46 | 7 | 1 | 1 | 56 |
| Punjab . . . | Medical College, Lahore | 2 | 10 | ... | ... | ... | 12 |

Table 185.—Scholarships for Female Medical Students in selected Institutions.

| Province. | Name of Institution. | Number of scholarship holders. | Aggregate monthly value of scholarships. |
|------------------|---|--------------------------------------|--|
| Madras . . . | Medical College, Madras . . . | 17 | ₹ 452 |
| Bombay . . . | Grant Medical College, Bombay . . . | 16 | 253 |
| Bengal . . . | Medical College, Calcutta . . . | 17 | 425 |
| " . . . | Campbell Medical School, Calcutta . . . | 23 | 221 |
| " . . . | Medical School, Cuttack . . . | 11 | 77 |
| " . . . | " " Dacca . . . | 7 | 52 |
| " . . . | Temple Medical School, Patna . . . | 3 | 30 |
| United Provinces | Medical School, Agra . . . | 51 | 510 |
| Punjab . . . | " College, Lahore . . . | 8 | 155 |

Table 186.—Girls in Normal Colleges and Schools.

| | Colleges. | Schools. | Total. |
|----------------------|-----------|----------|--------|
| Madras . . . | 2 | 249 | 351 |
| Bombay . . . | ... | 234 | 234 |
| Bengal . . . | 9 | 516 | 525 |
| United Provinces | ... | 30 | 30 |
| Punjab . . . | ... | 35 | 35 |
| Burma . . . | ... | 159 | 159 |
| Central Provinces | ... | 23 | 23 |
| Assam . . . | ... | 26 | 26 |
| Total, 1901-02 . . . | 11 | 1,372 | 1,383 |
| Total, 1896-97 . . . | ... | 1,170 | 1,170 |
| Total, 1891-92 . . . | 2 | 819 | 821 |

Table 187.—Girls in Normal Colleges and Schools by Race or Creed.

| | Colleges. | Schools | Total. |
|-----------------------------------|-----------|--------------|--------------|
| Europeans and Eurasians | 11 | 108 | 119 |
| Native Christians | ... | 896 | 896 |
| Hindus | ... | 197 | 197 |
| Muhammadans | ... | 20 | 20 |
| Buddhists | ... | 108 | 108 |
| Parsis | ... | 3 | 3 |
| Others | ... | 5 | 5 |
| Total | 11 | 1,337 | 1,348 |

NOTE.—Punjab excluded.

Table 188.—Girls in Technical, Industrial, and Other Schools

| Province. | Technical and Industrial. | Other. | Total. |
|-----------------------------|---------------------------|------------|--------------|
| Madras | 129 | 387 | 516 |
| Bombay | 76 | 10 | 86 |
| Bengal | 26 | 52 | 78 |
| United Provinces | 105 | ... | 105 |
| Punjab | 86 | ... | 86 |
| Burma | 37 | 246 | 283 |
| Central Provinces | 35 | ... | 35 |
| Total | 494 | 695 | 1,189 |

Table 189.—Girls in Technical, Industrial, and Other Schools by Race or Creed.

| Race or Creed. | Technical and Industrial. | Other. | Total. |
|-----------------------------------|---------------------------|------------|--------------|
| Europeans and Eurasians | 71 | 293 | 364 |
| Native Christians | 269 | 261 | 530 |
| Hindus | 134 | 22 | 156 |
| Muhammadans | ... | 38 | 38 |
| Parsis | 4 | 13 | 17 |
| Buddhists | 16 | 68 | 84 |
| Total | 494 | 695 | 1,189 |

Table 190.—Girls in Private Institutions.

| Province. | ADVANCED. | | | ELEMENTARY. | | Miscellaneous. | Total. |
|---------------------------------|--------------------|-----------|-------------------------|--------------------------|---------------------------------------|----------------|---------------|
| | Arabic or Persian. | Sanskrit. | Other oriental classic. | Teaching the Koran only. | Teaching a vernacular only or mainly. | | |
| Madras | 134 | 1 | ... | 7,713 | 4,421 | 216 | 12,485 |
| Bombay | 266 | ... | 722 | 8,840 | 1,443 | 315 | 11,583 |
| Bengal | 174 | ... | ... | 5,756 | 644 | 569 | 7,143 |
| United Provinces | 38 | ... | ... | 1,188 | 2,267 | ... | 3,493 |
| Punjab | 39 | ... | ... | 8,190 | 2,059 | 970 | 11,258 |
| North-West Frontier Province. | 3 | ... | ... | 1,296 | 305 | ... | 1,604 |
| Burma | ... | ... | ... | 816 | 2,552 | 9 | 3,377 |
| Assam | 5 | ... | ... | 78 | ... | ... | 83 |
| Berar | 17 | ... | ... | ... | ... | 186 | 203 |
| Coorg | ... | ... | ... | ... | ... | 70 | 70 |
| Total, 1901-02 | 676 | 1 | 722 | 33,877 | 13,691 | 2,335 | 51,302 |
| Total, 1896-97 | 991 | | | 29,581 | 9,454 | 2,126 | 42,152 |
| Total, 1891-92 | 355 | | | 19,447 | 9,254 | 2,587 | 31,643 |

Table 191.—Girls in Private Institutions by Race or Creed.

| | Advanced. | Elementary. | Miscellaneous. | Total. |
|-----------------------------------|--------------|---------------|----------------|---------------|
| Europeans and Eurasians | ... | 11 | 80 | 91 |
| Native Christians | ... | 1,589 | 603 | 2,192 |
| Brahmans | 1 | 807 | 178 | 986 |
| Non-Brahman Hindus | 486 | 6,482 | 367 | 7,335 |
| Muhammadans | 892 | 35,845 | 486 | 37,223 |
| Buddhists | ... | 2,536 | 12 | 2,548 |
| Parsis | 20 | 269 | 20 | 309 |
| Others | ... | 29 | 89 | 119 |
| Total | 1,399 | 47,568 | 2,935 | 51,902 |

Table 192.—Co-Education of Girls and Boys in Public and Private Institutions.

| | GIRLS IN BOYS' SCHOOLS. | | Boys in Girls' Schools. |
|-------------------|-------------------------|-------------|----------------------------|
| | Number. | Percentage. | |
| 1891-92 | 142,473 | 42.0 | 9,990 |
| 1896-97 | 173,898 | 43.2 | 13,445 |
| 1901-02 | 198,100 | 44.5 | 17,147 |

Table 193.—Co-Education of Girls and Boys in Public Institutions.

| | GIRLS IN BOYS' SCHOOLS. | | Boys in Girls' Schools. |
|--|-------------------------|-------------|----------------------------|
| | Number. | Percentage. | |
| Madras | 61,354 | 52.0 | 3,032 |
| Bombay | 28,288 | 34.7 | 1,945 |
| Bengal | 39,222 | 39.1 | 2,824 |
| United Provinces | 2,484 | 14.3 | 592 |
| Punjab | 191 | 1.2 | 260 |
| North-West Frontier Province | 24 | 4.7 | ... |
| Burma | 27,310 | 74.3 | 5,150 |
| Central Provinces | 3,005 | 26.4 | 170 |
| Assam | 4,946 | 58.8 | 347 |
| Berar | 773 | 26.8 | 66 |
| Coorg | 736 | 81.3 | 43 |
| Total, 1901-02 | 168,333 | 42.8 | 14,479 |
| Total, 1896-97 | 151,140 | 41.9 | 11,544 |
| Total, 1891-92 | 123,808 | 40.2 | 9,046 |

Table 194.—Girls in public Schools for Boys by classes of Institutions.

| | 1891-92. | 1896-97. | 1901-02. |
|-----------------------------|----------------|----------------|----------------|
| Colleges | 76 | 78 | 150 |
| Secondary Schools | 3,688 | 6,758 | 7,529 |
| Primary Schools | 119,848 | 144,073 | 160,035 |
| Special Schools | 196 | 231 | 619 |
| Total | 123,808 | 151,140 | 168,333 |

Table 195.—Number and Qualifications of Teachers.

| Province. | Trained. | Other quali- fications | No special qualifica- tions. | Total. |
|---------------------------------|----------|---------------------------|------------------------------------|--------|
| Madras | 1,396 | 1,386 | 249 | 3,031 |
| Bombay (a) | 358 | 442 | 1,092 | 1,892 |
| Bengal | 92 | 1,200 | 807 | 2,099 |
| United Provinces | (e) | (e) | (e) | 826 |
| Punjab | (e) | (e) | (e) | 577 |
| Burma (b) | 68 | 45 | ... | 113 |
| Central Provinces (c) | (e) | (e) | (e) | 138 |
| Assam | (e) | (e) | (e) | 253 |
| Berar (d) | 9 | (e) | (e) | 65 |
| Total | ... | ... | ... | 8,994 |

- (a) Unaided schools excluded.
 (b) Secondary schools only.
 (c) Public managed schools only.
 (d) Primary Board schools only.
 (e) Information not available.

Table 196.—Pay of Teachers.

BOMBAY.

| Class of School. | RANGE OF PAY. | |
|---------------------------|-----------------|-------------------|
| | Primary School. | Secondary School. |
| Government | R 3—50 | R 40—500 |
| Local Board | 7—35 | ... |
| Municipal Board | 3—55 | 30 |
| Native State | 2—40 | ... |
| Aided | 2½—50 | 10—250 |

UNITED PROVINCES.

| Class of School. | RANGE OF PAY. | |
|-------------------------------------|-----------------|-------------------|
| | Primary School. | Secondary School. |
| Local and Municipal Board | R 3—25 | R ... |
| Aided | 3—60 | 3—135 |
| Unaided | 3—55 | ... |

PUNJAB.

| Class of School. | RANGE OF PAY. | |
|-------------------------------------|-----------------|-------------------|
| | Primary School. | Secondary School. |
| Local and Municipal Board | R 3—20 | R 10—300 |
| Aided | 3—150 | 5—250 |

Table 197.—Expenditure on Public Institutions for Girls.

[Figures in thousands of Rupees.]

| Province. | 1891-92. | 1896-97. | 1901-02. |
|--|----------|----------|----------|
| Madras | ... | 7,78 | 8,13 |
| Bombay | ... | 7,38 | 8,34 |
| Bengal | ... | 9,22 | 8,17 |
| United Provinces | ... | 3,19 | 3,47 |
| Punjab | ... | 2,22 | 2,53 |
| North-West Frontier Province | ... | ... | 2 |
| Burma | ... | 1,39 | 1,85 |
| Central Provinces | ... | 86 | 1,10 |
| Assam | ... | 24 | 22 |
| Berar | ... | 14 | 18 |
| Coorg | ... | 2 | 2 |
| Total | 26,90 | 32,44 | 34,03 |

Table 198.—Expenditure on Public Institutions for Girls per 1,000 of the Female Population.

| Province. | Expenditure. |
|--|--------------|
| | <i>R</i> |
| Madras | 42 |
| Bombay | 67 |
| Bengal | 21 |
| United Provinces | 15 |
| Punjab | 27 |
| North-West Frontier Province | 3 |
| Burma | 41 |
| Central Provinces | 18 |
| Assam | 8 |
| Berar | 13 |
| Coorg | 22 |
| Total, 1901-02 | 29 |
| Total, 1891-92 | 24 |

Table 199.—Expenditure on Public Institutions for Girls by classes of Institutions.

[Figures in thousands of Rupees.]

| Institutions. | 1891-92. | 1896-97. | 1901-02. |
|-----------------------------|----------|----------|----------|
| Colleges | 6 | 13 | 52 |
| Secondary Schools | 15,27 | 17,97 | 17,87 |
| Primary Schools | 10,10 | 12,34 | 13,31 |
| Training Schools | 1,30 | 1,69 | 1,79 |
| Special Schools | 17 | 31 | 54 |
| Total | 26,90 | 32,44 | 34,03 |

Table 200.—Expenditure on Secondary and Primary Schools for Girls by Sources.

[Figures in thousands of Rupees.]

| Province. | Pro- vincial Reve- nues. | Local Funds. | Native State Reve- nues. | Fees. | Private Sources. | Total. | Total public Sources. | Total private Sources. |
|------------------------------------|-----------------------------------|-----------------|-----------------------------------|-------|---------------------|--------|-----------------------------|------------------------------|
| Madras | 2,50 | 9 | ... | 79 | 3,91 | 7,29 | 2,59 | 4,70 |
| Bombay | 1,82 | 1,19 | 93 | 1,09 | 2,93 | 7,76 | 3,74 | 4,02 |
| Bengal | 1,66 | 50 | 2 | 1,50 | 3,77 | 7,45 | 2,18 | 5,27 |
| United Provinces | 52 | 54 | ... | 97 | 1,16 | 3,19 | 1,06 | 2,13 |
| Punjab | 65 | 55 | ... | 44 | 77 | 2,41 | 1,20 | 1,21 |
| North-West Frontier Prov- ince. | ... | 1 | ... | ... | -1 | 2 | 1 | 1 |
| Burma | 49 | 22 | ... | 61 | 30 | 1,62 | 71 | 91 |
| Central Provinces | 24 | 18 | 2 | 18 | 41 | 1,03 | 44 | 59 |
| Assam | 4 | 11 | ... | 1 | 6 | 22 | 15 | 7 |
| Berar | 2 | 15 | ... | ... | 1 | 18 | 17 | 1 |
| Coorg | ... | 1 | ... | ... | 1 | 2 | 1 | 1 |
| Total, 1901-02 | 7,74 | 3,55 | 97 | 5,59 | 13,34 | 31,19 | 12,26 | 18,93 |
| Total, 1896-97 | 7,27 | 3,23 | 84 | 6,79 | 12,17 | 30,30 | 11,34 | 18,96 |
| Total, 1891-92 | 6,21 | 2,83 | ... | 6,26 | 10,07(a) | 25,37 | 9,04 | 16 33(a) |

(a) Includes Native State Revenues.

Table 201.—Average annual Cost of educating a Pupil in Primary and Secondary Schools for Girls.

| | Secondary Schools. | Primary Schools. | Secondary and Primary Schools. |
|--|--------------------|------------------|-----------------------------------|
| | R | R | R |
| Madras | 23.9 | 7.06 | 12.8 |
| Bombay | 67.02 | 8.7 | 13.8 |
| Bengal | 35.7 | 5.2 | 12.6 |
| United Provinces | 64.5 | 9.0 | 21.6 |
| Punjab | 54.3 | 7.8 | 16.4 |
| North-West Frontier Province | ... | 5.2 | 5.2 |
| Burma | 38.9 | 3.1 | 11.5 |
| Central Provinces | 24.5 | 10.4 | 12.6 |
| Assam | 11.1 | 5.5 | 5.9 |
| Berar | ... | 8.5 | 8.5 |
| Coorg | ... | 9.3 | 9.3 |
| Average, 1901-02 | 43.9 | 7.0 | 13.5 |
| Average, 1896-97 | 49.6 | 6.9 | 14.2 |
| Average, 1891-92 | 46.8 | 6.8 | 14.1 |

Table 202.—Average annual rate of Fees in Primary and Secondary Schools for Girls.

| | Secondary Schools. | Primary Schools. |
|--|--------------------|------------------|
| | R a. | R a. |
| Madras | 3 7 | 0 5 |
| Bombay | 19 8 | 0 4 |
| Bengal | 23 10 | 0 6 |
| United Provinces | 27 7 | 0 7 |
| Punjab | 14 14 | 0 4 |
| North-West Frontier Province | ... | 0 1 |
| Burma | 17 10 | 0 3 |
| Central Provinces | 8 2 | 1 1 |
| Assam | 0 13 | 0 3 |
| Berar | ... | 0 2 |
| Coorg | ... | 0 3 |
| Average | 12 2 | 0 6 |

CHAPTER X.—EDUCATION OF EUROPEANS.

Table 203.—Institutions for Europeans.

| | 1896-97. | 1901-02. |
|--|----------|----------|
| Arts Colleges | 10 | 20 |
| Professional Colleges | ... | 1 |
| Secondary Schools | 258 | 279 |
| Primary Schools | 72 | 75 |
| Training Schools | 2 | 4 |
| Industrial and Special Schools | 91 | 10 |
| Total | 351 | 389 |

Table 204.—Arts Colleges.

| | BY PERIODS. | | BY MANAGEMENT. | | BY SEX. | |
|----------------------------|-------------|----------|----------------|----------|---------|---------|
| | 1896-97. | 1901-02. | Aided. | Unaided. | Male. | Female. |
| Madras | 3 | 5 | 5 | 0 | 3 | 2 |
| Bengal | 5 | 5 | 2 | 3 | 3 | 2 |
| United Provinces | 2 | 10 | 0 | 10 | 5 | 5 |
| Total | 10 | 20 | 7 | 13 | 11 | 9 |

Table 205.—Secondary Schools, by Periods.

| | 1891-92. | 1896-97. | 1901-02. |
|-----------------------------|----------|----------|----------|
| Madras | 72 | 70 | 73 |
| Bombay | 42 | 44 | 46 |
| Bengal | 52 | 52 | 52 |
| United Provinces | 24 | 31 | 41 |
| Punjab | 28 | 30 | 33 |
| Burma | 12 | 14 | 17 |
| Central Provinces | 9 | 15 | 17 |
| Assam | 1 | 1 | ... |
| Berar | 1 | 1 | ... |
| Coorg | 1 | ... | ... |
| Total | 242 | 258 | 279 |

Table 206.—Secondary Schools, by Management.

| | Government. | Aided. | Unaided. | TOTAL. |
|-----------------------------|-------------|--------|----------|--------|
| Madras | 2 | 70 | 1 | 73 |
| Bombay | ... | 44 | 2 | 46 |
| Bengal | 2 | 41 | 9 | 52 |
| United Provinces | ... | 33 | 8 | 41 |
| Punjab | 4 | 28 | 1 | 33 |
| Burma | ... | 17 | ... | 17 |
| Central Provinces | .. | 17 | ... | 17 |
| Total, 1901-02 | 8 | 250 | 21 | 279 |
| Total, 1896-97 | 8 | 234 | 16 | 258 |
| Total, 1891-92 | 8 | 218 | 16 | 242 |

Table 207.—Secondary Schools, by Sex.

| | For Boys. | For Girls. | Total. |
|-----------------------------|-----------|------------|--------|
| Madras | 34 | 39 | 73 |
| Bombay | 23 | 23 | 46 |
| Bengal | 23 | 29 | 52 |
| United Provinces | 21 | 20 | 41 |
| Punjab | 14 | 19 | 33 |
| Central Provinces | 8 | 9 | 17 |
| Total | 123 | 139 | 262 |

NOTE.—The information is not available for Burma.

Table 203.—Secondary Schools, by Grade.

| | High. | Middle. | Total. |
|----------------------------|-------|---------|--------|
| Madras | 23 | 50 | 73 |
| Bombay | 22 | 24 | 46 |
| Bengal | 17 | 35 | 52 |
| United Provinces | 32 | 9 | 41 |
| Punjab | 14 | 19 | 33 |
| Total | 108 | 137 | 245 |

NOTE.—The information is not available for Burma and the Central Provinces.

Table 209.—Primary Schools, by Periods.

| | 1891-92. | 1896-97. | 1901-02. |
|-----------------------------|----------|----------|----------|
| Madras | 14 | 13 | 13 |
| Bengal | 16 | 24 | 24 |
| United Provinces | 6 | 16 | 17 |
| Punjab | 5 | 4 | 4 |
| Burma | 3 | 2 | 4 |
| Central Provinces | 13 | 13 | 5 |
| Assam | ... | ... | 1 |
| Berar | 1 | ... | 2 |
| Total | 58 | 72 | 75 |

Table 210.—Primary Schools, by Management.

| | Government. | Aided. | Unaided. | Total. |
|-----------------------------|-------------|--------|----------|--------|
| Madras | ... | 18 | ... | 18 |
| Bengal | ... | 21 | 3 | 24 |
| United Provinces | ... | 14 | 3 | 17 |
| Punjab | ... | 3 | 1 | 4 |
| Burma | ... | 4 | ... | 4 |
| Central Provinces | ... | 4 | 1 | 5 |
| Assam | 1 | ... | ... | 1 |
| Berar | ... | 2 | ... | 2 |
| Total, 1901-02 | 1 | 66 | 8 | 75 |
| Total, 1896-97 | ... | 64 | 8 | 72 |
| Total, 1891-92 | ... | 54 | 4 | 58 |

Table 211.—Primary Schools, by Sex.

| | For Boys. | For Girls. | Total. |
|-----------------------------|-----------|------------|--------|
| Madras | 7 | 11 | 18 |
| Bengal | 12 | 12 | 24 |
| United Provinces | 8 | 9 | 17 |
| Punjab | 2 | 2 | 4 |
| Central Provinces | 2 | 3 | 5 |
| Assam | 1 | ... | 1 |
| Berar | 1 | 1 | 2 |
| Total | 83 | 88 | 71 |

NOTE.—The information is not available for Burma.

Table 212.—Special Schools.

| | Training Schools for Mistresses. | Industrial Schools. | Other Schools. |
|-----------------------------|----------------------------------|---------------------|----------------|
| Madras | ... | 1 | 6 |
| Bombay | 3 | 1 | ... |
| United Provinces | 1 | ... | ... |
| Central Provinces | ... | 2 | ... |
| Total | 4 | 4 | 6 |

Table 213.—Europeans under Instruction in all classes of Institutions.

| | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|-----------------------------|----------|----------|----------|----------|
| Madras | 6,966 | 7,061 | 7,806 | 7,661 |
| Bombay | 3,619 | 4,049 | 3,836 | 4,164 |
| Bengal | 6,366 | 6,921 | 7,818 | 8,038 |
| United Provinces | 2,364 | 2,715 | 3,601 | 4,293 |
| Punjab | 1,598 | 2,131 | 2,568 | 2,582 |
| Burma | 1,605 | 1,785 | 2,308 | 3,025 |
| Central Provinces | 916 | 1,024 | 1,167 | 1,271 |
| Assam | 40 | 26 | 24 | 15 |
| Berar | 12 | 62 | 45 | 66 |
| Coorg | 19 | 21 | 3 | 7 |
| Total | 23,505 | 25,795 | 29,176 | 31,122 |

Table 214.—European Pupils, by Sex.

| | Boys. | Girls. | TOTAL. |
|--|--------|--------|--------|
| Madras | 4,036 | 3,625 | 7,661 |
| Bombay | 2,018 | 2,146 | 4,164 |
| Bengal | 4,535 | 3,503 | 8,038 |
| United Provinces | 2,444 | 1,849 | 4,293 |
| Punjab | 1,179 | 1,403 | 2,582 |
| North-West Frontier Province | ... | ... | ... |
| Burma | 1,693 | 1,332 | 3,025 |
| Central Provinces | 632 | 639 | 1,271 |
| Assam | 10 | 5 | 15 |
| Berar | 32 | 34 | 66 |
| Coorg | 5 | 2 | 7 |
| Total | 16,584 | 14,538 | 31,122 |

Table 215.—European Pupils in European and Native Institutions.

| | In European Institutions. | In Native Institutions. | Total. |
|-----------------------------|---------------------------|-------------------------|---------------|
| Madras | 6,868 | 798 | 7,661 |
| Bombay | 3,412 | 752 | 4,164 |
| Bengal | 7,668 | 370 | 8,038 |
| United Provinces | (a) 4,132 | (a) 161 | 4,293 |
| Punjab | 2,535 | 47 | 2,582 |
| Burma | 1,971 | 1,054 | 3,025 |
| Central Provinces | 1,260 | 11 | 1,271 |
| Assam | 10 | 5 | 15 |
| Berar | 63 | 3 | 66 |
| Coorg | ... | 7 | 7 |
| Total | 27,914 | 3,208 | 31,122 |

(a) Figures approximate only.

Table 216.—European Pupils in different grades of Institutions, by Periods.

| | 1891-92. | 1896-97. | 1901-02. |
|---------------------------------------|---------------|---------------|---------------|
| Arts Colleges | 159 | 192 | 277 |
| Professional Colleges | 354 | 238 | 325 |
| Secondary Schools | 21,662 | 24,027 | (a) 23,063 |
| Primary Schools | 2,927 | 3,422 | (a) 6,126 |
| Normal Schools | 53 | 69 | 138 |
| Special Schools | 565 | 1,041 | 1,043 |
| Total Public Schools | 25,720 | 28,989 | 30,972 |
| Private Schools | 75 | 187 | 150 |
| GRAND TOTAL | 25,795 | 29,176 | 31,122 |

(a) The primary departments of secondary schools in the United and Central Provinces are treated in this column as primary schools.

Table 217.—European Pupils in different grades of Institutions, by Sex.

| | Boys. | Girls. | Total. |
|---------------------------------------|---------------|---------------|---------------|
| Arts Colleges | 175 | 102 | 277 |
| Professional Colleges | 279 | 46 | 325 |
| Secondary Schools | 12,409 | 10,654 | (a) 23,063 |
| Primary Schools | 3,004 | 3,122 | (a) 6,126 |
| Normal Schools | 30 | 108 | 138 |
| Special Schools | 628 | 415 | 1,043 |
| Total Public Schools | 16,525 | 14,447 | 30,972 |
| Private Schools | 59 | 91 | 150 |
| GRAND TOTAL | 16,584 | 14,538 | 31,122 |

(a) The primary departments of secondary schools in the United and Central Provinces are treated in this table as primary schools.

Table 218.—European Pupils in Arts Colleges.

| | 1901-02. | | Total. | Total. 1896-97. |
|-----------------------------|----------|--------|--------|--------------------|
| | Boys. | Girls. | | |
| Madras | 15 | 27 | 42 | 48 |
| Bombay | 11 | 6 | 17 | 22 |
| Bengal | 45 | 19 | 64 | 79 |
| United Provinces | 83 | 44 | 127 | 26 |
| Punjab | 2 | ... | 2 | 2 |
| Burma | 18 | 6 | 24 | 15 |
| Central Provinces | 1 | ... | 1 | ... |
| Total | 175 | 102 | 277 | 192 |

Table 219.—European Pupils in Professional Colleges, by Periods.

| | 1891-92. | 1896-97. | 1901-02.. |
|-----------------------|----------|----------|-----------|
| Law | 12 | 11 | 18 |
| Medicine | 235 | 101 | 190 |
| Engineering | 104 | 126 | 110 |
| Teaching | ... | ... | 12 |
| Total | 354 | 238 | 325 |

Table 220.—European Boys in Professional Colleges.

| | Law. | Medicine. | Engineer- ing. | Teaching. | Total. |
|-----------------------------|------|-----------|-------------------|-----------|--------|
| Madras | 3 | 7 | 7 | ... | 17 |
| Bombay | 1 | 54 | ... | ... | 55 |
| Bengal | 7 | 88 | 37 | ... | 132 |
| United Provinces | 1 | ... | 66 | 1 | 68 |
| Punjab | ... | 6 | ... | ... | 6 |
| Central Provinces | 1 | ... | ... | ... | 1 |
| Total | 13 | 155 | 110 | 1 | 279 |

Table 221.—European Girls in Professional Colleges.

| | Medicine. | Teaching. | Total. |
|------------------|-----------|-----------|--------|
| Madras | 4 | 11 | 15 |
| Bombay | 18 | ... | 18 |
| Bengal | 11 | ... | 11 |
| Punjab | 2 | ... | 2 |
| Total | 35 | 11 | 46 |

Table 222.—Pupils (both Europeans and Natives) in Primary and Secondary Schools for Europeans.

| Province. | 1896-97. | 1901-02. |
|-----------------------------|----------|----------|
| Madras | 7,396 | 7,761 |
| Bombay | 3,468 | 3,814 |
| Bengal | 8,083 | 8,292 |
| United Provinces | 3,433 | 4,079 |
| Punjab | 2,397 | 2,451 |
| Burma | 1,499 | 1,888 |
| Central Provinces | 1,157 | 1,225 |
| Assam | 18 | 10 |
| Berar | 58 | 63 |
| Total | 27,559 | 29,583 |

Table 223.—European Pupils in Primary and Secondary Schools (for both Europeans and Natives).

| | Secondary Schools. | | Primary Schools. | | Total. | |
|-----------------------------|--------------------|-------------------|------------------|------------------|---------------|---------------|
| | 1896-97. | 1901-02. | 1896-97. | 1901-02. | 1896-97. | 1901-02. |
| Madras | 6,259 | 5,939 | 756 | 1,059 | 7,015 | 6,998 |
| Bombay | 3,644 | 3,975 | 1 | 51 | 3,645 | 4,026 |
| Bengal | 6,572 | 6,548 | 1,034 | 1,202 | 7,606 | 7,750 |
| United Provinces | 2,896 | 1,510 | 596 | 2,574 | 3,492 | 4,084 |
| Punjab | 2,284 | 2,305 | 99 | 127 | 2,383 | 2,432 |
| Burma | 2,018 | 2,451 | 74 | 182 | 2,087 | 2,633 |
| Central Provinces | 353 | 326 | 814 | 853 | 1,167 | 1,179 |
| Assam | 5 | 4 | 1 | 10 | 6 | 14 |
| Berar | ... | 2 | 45 | 64 | 45 | 66 |
| Coor | 1 | 3 | 2 | 4 | 3 | 7 |
| Total | 24,027 | (a) 23,063 | 3,422 | (a) 6,126 | 27,449 | 29,189 |

(a) The primary departments of secondary schools in the United and Central Provinces are treated in these columns as primary schools.

Table 224.—Stages of instruction of Pupils in European Schools for General Education, by Periods.

| | Boys. | | |
|----------------------------------|---------------|---------------|---------------|
| | 1891-92. | 1896-97. | 1901-02. |
| High | 1,042 | 1,140 | 1,503 |
| Middle | 3,117 | 3,519 | 3,780 |
| Total Secondary | 4,159 | 4,659 | 5,283 |
| Upper Primary | 2,595 | 3,038 | 3,402 |
| Lower Primary, A | 4,285 | 4,675 | 5,102 |
| Lower Primary, B | 1,431 | 1,766 | 1,662 |
| Total Primary | 8,311 | 9,479 | 10,166 |
| GRAND TOTAL | 12,470 | 14,138 | 15,449 |
| | Girls. | | |
| | 1891-92. | 1896-97. | 1901-02. |
| High | 511 | 646 | 848 |
| Middle | 2,653 | 3,180 | 3,161 |
| Total Secondary | 3,164 | 3,820 | 4,009 |
| Upper Primary | 2,627 | 3,130 | 3,439 |
| Lower Primary, A | 4,561 | 4,659 | 5,121 |
| Lower Primary, B | 1,526 | 1,812 | 1,565 |
| Total Primary | 8,714 | 9,601 | 10,125 |
| GRAND TOTAL | 11,878 | 13,421 | 14,134 |

Table 225.—Percentage of Pupils in European Schools by stages of Instruction compared with other Classes.

| STAGE OF INSTRUCTION. | 1891-92. | | 1896-97. | | 1901-02. | |
|-------------------------|------------|----------------|------------|----------------|------------|----------------|
| | Europeans. | Other classes. | Europeans. | Other classes. | Europeans. | Other classes. |
| Collegiate | ·6 | ·4 | ·7 | ·4 | 2·1 | ·4 |
| High | 6·3 | 1·8 | 6·5 | 1·7 | 7·8 | 2·1 |
| Middle | 23·5 | 3·9 | 24·1 | 4·0 | 22·9 | 4·6 |
| Upper Primary | 21·3 | 10·3 | 22·2 | 11·3 | 22·6 | 11·3 |
| Lower Primary | 48·2 | 83·0 | 46·5 | 82·6 | 44·5 | 81·6 |

Table 226.—European Boys in Special Schools.

| | Medical. | Normal. | Schools of Art. | Engineering and Surveying. | Technical and Industrial. | Commer. cial. | Other. | Total. |
|-----------------------------|----------|---------|-----------------|----------------------------|---------------------------|---------------|--------|--------|
| Madras | 86 | ... | 8 | 3 | 32 | 1 | 193 | 323 |
| Bombay | ... | ... | 1 | ... | 19 | ... | ... | 20 |
| Bengal | ... | ... | 4 | 1 | ... | 38 | 2 | 45 |
| Punjab | ... | ... | ... | ... | 9 | ... | ... | 9 |
| Burma | ... | 29 | ... | 35 | ... | ... | 136* | 200 |
| Central Provinces | ... | ... | ... | ... | 60 | ... | ... | 60 |
| Assam | ... | 1 | ... | ... | ... | ... | ... | 1 |
| Total | 86 | 30 | 13 | 39 | 120 | 39 | 331 | 658 |

* 1 Law.

Table 227.—European Girls in Special Schools.

| | Normal. | Medical. | Schools of Art. | Technical & Industrial. | Commer. cial. | Other. | Total. |
|-----------------------------|---------|----------|-----------------|-------------------------|---------------|--------|--------|
| Madras | 50 | 15 | 20 | ... | ... | 165 | 250 |
| Bombay | 24 | ... | 4 | ... | ... | ... | 28 |
| Bengal | ... | 1 | ... | ... | 26 | ... | 27 |
| United Provinces | 9 | 2 | ... | ... | ... | ... | 11 |
| Punjab | ... | 9 | ... | ... | ... | ... | 9 |
| Burma | 25 | ... | ... | 15 | ... | 128 | 168 |
| Central Provinces | ... | ... | ... | 30 | ... | ... | 30 |
| Total | 108 | 27 | 24 | 45 | 26 | 293 | 523 |

Table 228.—Successful European Candidates in University Arts Examinations.

| | M. A. | B. A. | Intermediate. |
|-----------------------------|-------|-------|---------------|
| Madras | 1 | 3 | 13 |
| Bombay | ... | 4 | 7* |
| Bengal | ... | 4 | 9 |
| United Provinces | ... | 1 | 16 |
| Burma | ... | 1 | 6 |
| Central Provinces | ... | ... | 1 |
| Total, 1901-02 | 1 | 13 | 52 |
| Total, 1896-97 | ... | 14 | 46† |

* Includes six Previous Examination passes.

Table 229.—Successful European Candidates in School Examinations.

| | MATRICULATION. | | SCHOOL FINAL. | | EUROPEAN HIGH SCHOOL. | | MIDDLE SCHOOL. | | UPPER PRIMARY. | | LOWER PRIMARY. | |
|-----------------------------|----------------|--------|---------------|--------|-----------------------|--------|----------------|--------|----------------|--------|----------------|--------|
| | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| Madras | 16 | 31 | ... | ... | ... | ... | 77 | 193 | 57 | 88 | ... | ... |
| Bombay | 10 | 20 | 1 | ... | ... | ... | 23 | 14 | 9 | 2 | 17 | 4 |
| Bengal | 3 | 2 | ... | ... | 25 | 32 | 98 | 65 | 160 | 140 | 1 | ... |
| United Provinces | 2 | 5 | 1 | ... | 75 | 50 | 122 | 71 | 180 | 178 | 83 | 293 |
| Punjab | 5 | ... | ... | ... | 28 | 20 | 29 | 57 | 106 | 131 | ... | ... |
| Burma | 22 | 16 | ... | ... | ... | ... | 201 | 183 | 205 | 253 | 191 | 397 |
| Central Provinces | 4 | ... | ... | ... | 1 | 6 | 14 | 12 | 51 | 52 | 53 | 147 |
| Berar | ... | ... | ... | ... | ... | ... | ... | ... | 2 | 7 | 2 | 10 |
| Total | 67 | 74 | 2 | ... | 129 | 108 | 564 | 595 | 770 | 851 | 347 | 851 |

Table 230.—Successful European Candidates in Professional and Technical Examinations.

| | TEACHING. | | MEDICAL. | | School of Art. | Engineering and Surveying. | Commer- cial. | Law. | Industrial and Technical. |
|-----------------------------|-----------|-------------|-------------------------|------------------------|----------------|----------------------------|---------------|------|---------------------------|
| | Masters. | Mistresses. | College examina- tions. | School examina- tions. | | | | | |
| Madras | 3 | 44 | 8 | 39 | 59 | 2 | ... | 1 | 32 |
| Bombay | ... | 16 | 5 | ... | 7 | ... | 8 | 2 | ... |
| Bengal | ... | ... | 6 | ... | 1 | 12† | ... | ... | ... |
| United Provinces | ... | 9 | ... | ... | ... | 30‡ | ... | ... | ... |
| Punjab | ... | ... | 2 | ... | ... | ... | ... | ... | ... |
| Burma | 20* | 4 | ... | ... | ... | 9 | ... | ... | ... |
| Central Provinces | 1 | .. | ... | ... | ... | ... | ... | ... | ... |
| Total | 24 | 73 | 21 | 39 | 67 | 43 | 8 | 3 | 32 |

NOTE.—* Includes 6 not classified by sex.

† Including 7 who passed the Public Works Department Accountants' examination.

‡ Not including 28 candidates who passed the Entrance Examination of the Burki College.

Table 231.—Expenditure on European Colleges and Schools (direct and indirect), by Periods and Provinces.

(In thousands of Rupees.)

| | 1896-97. | 1901-02. |
|-----------------------------|----------|----------|
| Madras | 5,45 | 7,18 |
| Bombay | 4,57 | 6,40 |
| Bengal | 14,12 | 17,84 |
| United Provinces | 5,26 | 7,17 |
| Punjab | 4,57 | 4,84 |
| Burma | 1,35 | 1,86 |
| Central Provinces | 66 | 97 |
| Assam | 5 | 4 |
| Berar | 2 | 2 |
| Total | 36,05 | 44,32 |

Table 232.—Sources of Expenditure, by Provinces.

| PROVINCE. | Provincial Revenues. | Local and Municipal Funds. | Fees. | Other Sources. | Total Public. | Total Private. | GRAND TOTAL. |
|--|----------------------|----------------------------|-----------|----------------|---------------|----------------|--------------|
| | ₹ | ₹ | ₹ | ₹ | ₹ | ₹ | ₹ |
| Madras | 1,51,171 | 660 | 1,11,066 | 4,55,243 | 1,51,831 | 5,66,309 | 7,18,140 |
| Bombay | 1,35,791 | 940 | 1,18,004 | 1,85,413 | 1,36,731 | 3,03,417 | 4,40,148 |
| Bengal | 2,60,752 | ... | 7,29,476 | 7,93,511 | 2,60,752 | 15,22,987 | 17,83,739 |
| United Provinces | 1,18,951 | 3,863 | 3,89,900 | 2,04,198 | 1,22,814 | 5,94,098 | 7,16,912 |
| Punjab | 1,48,077 | ... | 1,49,916 | 1,86,625 | 1,48,077 | 3,36,541 | 4,84,618 |
| North-West Frontier Province | ... | ... | ... | ... | ... | ... | ... |
| Burma | 30,438 | 11,147 | 62,411 | 29,803 | 41,585 | 92,214 | 1,86,543* |
| Central Provinces | 32,310 | 2,320 | 29,727 | 31,732 | 35,130 | 61,509 | 96,639† |
| Assam | 3,235 | ... | 408 | ... | 3,235 | 408 | 3,643 |
| Berar | 1,495 | 600 | ... | ... | 2,095 | ... | 2,095 |
| Total | 8,82,220 | 20,030 | 15,90,908 | 18,86,675 | 9,02,250 | 34,77,483 | 44,32,477 |

* Includes ₹52,744 indirect expenditure which has not been classified by sources.
 † Excludes ₹810 on scholarships, not separately shown in the Assam Report.

Table 233.—Sources of expenditure, by Periods.

(In thousands of Rupees.)

| | 1896-97. | 1901-02. |
|-------------------------------------|----------|----------|
| Provincial Revenues | 7,75 | 8,82 |
| Local and Municipal Funds | 11 | 20 |
| Fees | 31,11 | 15,91 |
| Other Sources | 15,08 | 18,87 |
| Total | 36,05 | 43,80 |
| Total, Public | 7,86 | 9,02 |
| Total, Private | 28,19 | 34,78 |

Table 234.—Objects of expenditure, by Periods.

| Objects. | 1896-97. | 1901-02. |
|-----------------------------------|-----------|-----------|
| | ₹ | ₹ |
| Arts Colleges | 76,813 | 1,14,910 |
| Professional Colleges | ... | 7,890 |
| Secondary Schools | 25,43,098 | 24,48,970 |
| Primary Schools | 1,40,099 | 1,28,892 |
| Special Schools | 49,384 | 67,981 |
| Buildings and Equipment | 4,40,576 | 4,51,405 |
| Inspection | 29,340 | 17,000 |
| Scholarships | 15,600 | 40,594* |
| Miscellaneous | 3,09,849 | 11,54,835 |
| Total | 36,04,759 | 44,32,477 |

* Excludes ₹810 paid by the Assam Administration.
 Note—Some Provinces which included boarding charges under different classes of institutions in 1896-97 have shown them under "Miscellaneous" in 1901-02.

CHAPTER XI.—MUHAMMADAN EDUCATION.

Table 235.—Muhammadan Population.

| Province. | Muhammadan population (in thousands), Census of 1901. | PERCENTAGE OF MUHAMMADANS TO TOTAL POPULATION. | |
|---------------------|---|--|-----------------|
| | | Census of 1891. | Census of 1901. |
| Madras | 2,467 | 6·3 | 6·5 |
| Bombay | 4,601 | 16·3 | 18·0 |
| Bengal | 25,273 | 32·9 | 32·9 |
| United Provinces | 6,731 | 13·5 | 14·1 |
| Punjab | 10,826 | 55·8 | 53·2 |
| North-West Frontier | 1,958 | ... | 92·1 |
| Burma | 337 | 3·5 | 3·6 |
| Central Provinces | 307 | 2·4 | 2·6 |
| Assam | 1,571 | 27·1 | 26·9 |
| Berar | 212 | 7·2 | 7·7 |
| Coorg | 14 | 7·3 | 7·6 |
| General | 54,297 | 21·8 | 22·0 |

Table 236.—Literacy of Muhammadans compared with that of the General Population.
[Census of 1901.]

| Province. | LITERATE PER 1,000. | | | |
|--------------------------------|---------------------|---------------------|--------------|---------------------|
| | MALES. | | FEMALES. | |
| | Muhammadans. | General population. | Muhammadans. | General population. |
| Madras | 140 | 119 | 9 | 9 |
| Bombay | 73 | 116 | 5 | 9 |
| Bengal | 68 | 104 | 2 | 5 |
| United Provinces | 52 | 57 | 3 | 2 |
| Punjab and North-West Frontier | 26 | 64 | 1 | 3 |
| Burma | 194 | 378 | 39 | 45 |
| Central Provinces | 177 | 54 | 9 | 2 |
| Assam | 44 | 67 | 2 | 4 |
| Berar | 114 | 85 | 8 | 3 |
| Coorg | 169 | 128 | 13 | 16 |
| General | 60 | 102 | 3 | 7 |

Table 237.—Muhammadan Pupils under instruction in all classes of Institutions.

| | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|---------------------|----------|----------|----------|----------|
| Madras | 43,715 | 84,391 | 100,924 | 107,875 |
| Bombay | 84,311 | 119,392 | 188,355 | 134,828 |
| Bengal | 366,886 | 448,847 | 477,019 | 462,674 |
| United Provinces | 68,924 | 64,413 | 75,596 | 91,452 |
| Punjab | 160,885 | 131,493 | 128,537 | 111,354 |
| North-West Frontier | ... | ... | ... | 20,357 |
| Burma | 1,595 | 5,426 | 6,522 | 8,193 |
| Central Provinces | 8,255 | 8,939 | 10,263 | 10,114 |
| Assam | 12,936 | 16,727 | 21,802 | 23,452 |
| Berar | 6,351 | 7,419 | 7,461 | 7,736 |
| Coorg | 178 | 189 | 153 | 156 |
| Total | 754,036 | 887,236 | 966,632 | 978,221 |

Table 238.—Muhammadan Pupils in Public and Private Institutions.

| | PUBLIC INSTITUTIONS. | | | PRIVATE INSTITUTIONS. | | |
|-------------------------------|----------------------|----------|----------|-----------------------|----------|----------|
| | 1891-92. | 1896-97. | 1901-02. | 1891-92. | 1896-97. | 1901-02. |
| Madras | 67,417 | 71,275 | 72,173 | 16,974 | 29,649 | 35,702 |
| Bombay | 97,186 | 106,225 | 98,401 | 22,206 | 32,130 | 36,427 |
| Bengal | 355,207 | 397,554 | 387,839 | 93,640 | 79,465 | 74,835 |
| United Provinces | 34,530 | 45,610 | 55,360 | 29,883 | 29,986 | 36,122 |
| Punjab | 58,988 | 72,101 | 68,678 | 72,505 | 56,436 | 42,676 |
| North-West Frontier | .. | ... | 8,347 | ... | ... | 12,010 |
| Burma | 1,746 | 2,849 | 4,064 | 3,680 | 3,673 | 4,129 |
| Central Provinces | 8,833 | 10,263 | 10,114 | 106 | ... | ... |
| Assam | 12,800 | 17,211 | 19,292 | 3,927 | 4,591 | 4,160 |
| Berar | 7,275 | 7,367 | 7,588 | 144 | 94 | 148 |
| Coorg | 174 | 150 | 149 | 15 | 3 | 7 |
| Total | 644,156 | 730,605 | 732,005 | 243,080 | 236,027 | 246,216 |

Table 239.—Percentage of Muhammadan Pupils, by Periods.

| Year. | Public Institutions. | Private Institutions. | Total Institutions. | Percentage of Muhammadans in total population. |
|-------------------|----------------------|-----------------------|---------------------|--|
| 1881-82 | ... | ... | 17.8 | 19.1(a) |
| 1886-87 | 18.8 | 52.6 | 22.6 | 19.1(a) |
| 1891-92 | 19.2 | 47.9 | 23.0 | 21.8(b) |
| 1896-97 | 19.3 | 41.5 | 22.2 | 21.8(b) |
| 1901-02 | 18.8 | 38.7 | 21.6 | 22.6(c) |

(a) Census 1881.
 (b) Census 1891.
 (c) Census 1901.

Table 240.—Percentage of Muhammadan Pupils, by Provinces.

| Province. | Public Institutions. | | | Private Institutions. | | |
|-------------------------------|----------------------|----------|----------|-----------------------|----------|----------|
| | 1891-92. | 1896-97. | 1901-02. | 1891-92. | 1896-97. | 1901-02. |
| Madras | 10.8 | 9.9 | 9.7 | 26.3 | 23.3 | 29.5 |
| Bombay | 17.2 | 17.6 | 17.3 | 32.7 | 45.4 | 51.2 |
| Bengal | 25.5 | 25.7 | 25.0 | 67.1 | 62.9 | 62.6 |
| United Provinces | 15.9 | 16.2 | 15.0 | 45.8 | 41.9 | 42.9 |
| Punjab | 38.9 | 39.8 | 37.7 | 66.8 | 68.7 | 64.8 |
| North-West Frontier | ... | ... | 64.4 | ... | ... | 38.1 |
| Burma | 1.2 | 2.0 | 2.5 | 7.0 | 3.7 | 2.7 |
| Central Provinces | 7.7 | 6.8 | 7.1 | 3.2 | ... | ... |
| Assam | 16.4 | 17.8 | 18.8 | 68.5 | 66.7 | 74.9 |
| Berar | 14.2 | 13.6 | 14.3 | 100.0 | 84.7 | 33.1 |
| Coorg | 3.8 | 3.2 | 3.4 | 3.4 | .7 | 1.6 |

Table 241.—Percentage of Muhammadan Pupils in Public Institutions to Muhammadan Population of school-going age.

| Province. | 1891-92. | | 1901-02. | |
|-------------------------------|--------------|--------------|--------------|--------------|
| | Muhammadans. | All classes. | Muhammadans. | All classes. |
| Madras | 19.9 | 11.8 | 19.5 | 12.9 |
| Bombay | 14.7 | 14.0 | 14.3 | 14.8 |
| Bengal | 10.1 | 12.7 | 10.2 | 13.5 |
| United Provinces | 3.6 | 3.1 | 5.5 | 5.1 |
| Punjab | 3.4 | 4.8 | 4.2 | 5.9 |
| North-West Frontier | ... | ... | 2.8 | 4.0 |
| Burma | 4.6 | 12.5 | 8.0 | 11.8 |
| Central Provinces | 19.1 | 5.9 | 21.9 | 8.0 |
| Assam | 5.7 | 9.5 | 8.2 | 11.7 |
| Berar | 23.3 | 11.8 | 23.8 | 12.8 |
| Coorg | 9.1 | 17.6 | 7.3 | 15.9 |
| Average | 8.5 | 9.6 | 8.9 | 10.8 |

Table 242.—Muhammadan Pupils in different classes of Public Institutions.

| Class of Institutions. | 1891-92. | 1896-97. | 1901-02. | 1891-92. | 1896-97. | 1901-02. | 1891-92. | 1896-97. | 1901-02. |
|---------------------------------|----------------------|----------|----------|-------------------|----------|----------|--------------------|----------|----------|
| | GENERAL. | | | MADRAS. | | | BOMBAY. | | |
| Arts Colleges (English) | 736 | 939 | 1,259 | 56 | 50 | 80 | 35 | 29 | 67 |
| Professional Colleges | 246 | 291 | 345 | 11 | 13 | 7 | 9 | 21 | 38 |
| Secondary Schools | 66,652 | 75,976 | 87,131 | 3,814 | 4,466 | 5,073 | 2,115 | 1,902 | 2,840 |
| Primary Schools | 571,035 | 647,159 | 635,486 | 63,059 | 66,246 | 66,561 | 94,746 | 104,075 | 95,100 |
| | BENGAL. | | | UNITED PROVINCES. | | | PUNJAB. | | |
| Arts Colleges (English) | 299 | 361 | 491 | 249 | 268 | 293 | 84 | 217 | 279 |
| Professional Colleges | 37 | 68 | 93 | 140 | 139 | 123 | 45 | 47 | 83 |
| Secondary Schools | 27,461 | 31,236 | 35,831 | 11,782 | 12,604 | 14,646 | 16,753 | 20,177 | 20,916 |
| Primary Schools | 324,172 | 362,328 | 346,764 | 21,717 | 31,973 | 39,927 | 41,493 | 50,644 | 46,338 |
| | NORTH-WEST FRONTIER. | | | BURMA. | | | CENTRAL PROVINCES. | | |
| Arts Colleges (English) | ... | ... | 10 | ... | 2 | 4 | 13 | 11 | 14 |
| Professional Colleges | ... | ... | ... | ... | ... | ... | 4 | 3 | 1 |
| Secondary Schools | ... | ... | 2,713 | 569 | 920 | 1,413 | 2,217 | 2,452 | (a)1,070 |
| Primary Schools | ... | ... | 5,624 | 1,156 | 1,878 | 2,820 | 6,555 | 7,763 | (a)8,976 |
| | ASSAM. | | | BERAR. | | | COORG. | | |
| Arts Colleges (English) | ... | 1 | 21 | ... | ... | ... | ... | ... | ... |
| Professional Colleges | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Secondary Schools | 1,550 | 1,845 | 2,194 | 384 | 366 | 428 | 5 | 8 | 7 |
| Primary Schools | 11,098 | 15,127 | 16,293 | 6,870 | 6,983 | 7,141 | 169 | 142 | 142 |

(a) Primary departments of vernacular secondary schools treated as separate schools.

Table 243.—Percentage of Muhammadan Pupils in different classes of Public Institutions.

| Class of Institution. | 1891-92. | 1896-97. | 1901-02. | 1891-92. | 1896-97. | 1901-02. | 1891-92. | 1896-97. | 1901-02. |
|---|-------------------------------|----------|-----------------|-------------------|----------|-----------------|--------------------|----------|-----------------|
| | GENERAL. | | | MADRAS. | | | BOMBAY. | | |
| Arts Colleges (English) | 5.9 | 6.6 | 7.8 | 1.5 | 1.4 | 2.1 | 2.6 | 2.7 | 3.5 |
| Professional Colleges | 7.5 | 6.7 | 6.4 | 1.7 | 1.5 | 1 | 1.8 | 2.8 | 3.6 |
| Secondary Schools | 14.0 | 14.2 | 14.4 | 5.3 | 4.9 | 4.9 | 4.9 | 5.3 | 5.9 |
| Primary Schools | 20.1 | 20.2 | 19.7 | 11.5 | 10.7 | 10.6 | 18.3 | 18.5 | 18.5 |
| Percentage of Muhammadans in total population | Census of 1891. | | Census of 1901. | Census of 1891. | | Census of 1901. | Census of 1891. | | Census of 1901. |
| | 21.8 | | 22.6 | 6.3 | | 6.5 | 16.3 | | 18.0 |
| | BENGAL. | | | UNITED PROVINCES. | | | PUNJAB. | | |
| | Arts Colleges (English) | 5.7 | 5.6 | 6.0 | 19.0 | 18.6 | 19.7 | 18.2 | 19.7 |
| Professional Colleges | 3.5 | 3.7 | 3.8 | 17.7 | 24.3 | 17.9 | 19.6 | 19.7 | 20.0 |
| Secondary Schools | 13.5 | 13.9 | 14.3 | 21.9 | 21.3 | 20.7 | 83.1 | 84.3 | 81.9 |
| Primary Schools | 27.6 | 27.7 | 27.3 | 13.8 | 14.8 | 13.7 | 41.9 | 42.6 | 41.0 |
| Percentage of Muhammadans in total population | Census of 1891. | | Census of 1901. | Census of 1891. | | Census of 1901. | Census of 1891. | | Census of 1901. |
| | 32.9 | | 32.9 | 13.5 | | 14.1 | 55.8 | | 53.2 |
| | NORTH-WEST FRONTIER PROVINCE. | | | BURMA. | | | CENTRAL PROVINCES. | | |
| | Arts Colleges (English) | ... | ... | 58.8 | ... | 2.5 | 2.7 | 5.6 | 3.7 |
| Professional Colleges | ... | ... | ... | ... | ... | ... | 4.9 | 14.2 | 2.7 |
| Secondary Schools | ... | ... | 53.4 | Upper Burma 3.6 | 4.8 | 4.8 | 9.8 | 9.3 | 10.4 |
| Primary Schools | ... | ... | 71.6 | Lower " 5.3 | 1.5 | 2.0 | 7.3 | 6.3 | 6.8 |
| Percentage of Muhammadans in total population | Census of 1891. | | Census of 1901. | Census of 1891. | | Census of 1901. | Census of 1891. | | Census of 1901. |
| | ... | | 92.1 | 3.5 | | 3.6 | 2.4 | | 2.6 |
| | ASSAM. | | | BERAR. | | | COORG. | | |
| | Arts Colleges (English) | ... | 3.7 | 21.6 | ... | ... | ... | ... | ... |
| Professional Colleges | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Secondary Schools | 15.0 | 15.8 | 15.3 | 8.3 | 9.2 | 9.3 | 1.0 | 1.2 | 1.3 |
| Primary Schools | 16.6 | 17.9 | 18.8 | 14.7 | 18.9 | 14.8 | 4.2 | 3.5 | 3.7 |
| Percentage of Muhammadans in total population | Census of 1891. | | Census of 1901. | Census of 1891. | | Census of 1901. | Census of 1891. | | Census of 1901. |
| | 27.1 | | 26.9 | 7.2 | | 7.7 | 7.3 | | 7.6 |

Table 244.—Successful Muhammadan Candidates in Public Examinations.

| | M. A. | | B. A. | | INTER-MEDIATE. | | MATRICULATION. | | SCHOOL FINAL. | | MIDDLE. | | UPPER PRIMARY. | |
|---------------------|----------|----------|----------|----------|----------------|----------|----------------|----------|---------------|----------|----------|----------|----------------|----------|
| | 1896-97. | 1901-02. | 1896-97. | 1901-02. | 1896-97. | 1901-02. | 1896-97. | 1901-02. | 1896-97. | 1901-02. | 1896-97. | 1901-02. | 1896-97. | 1901-02. |
| | Madras | ... | ... | (a)7 | 7 | 5 | 11 | 31 | 50 | ... | 2 | 43 | 78 | 654 |
| Bombay | 1 | 2 | 1 | 6 | (b)21 | (b)21 | 29 | 81 | 3 | 7 | 50 | 62 | 3,048 | 1,334 |
| Bengal | 1 | 3 | 14 | 24 | 52 | 74 | 241 | 209 | ... | ... | 598 | 505 | 1,160 | 1,327 |
| United Provinces | 2 | 2 | 22 | 43 | 47 | 56 | (c)156 | (c)158 | ... | ... | 550 | 640 | 1,361 | 1,785 |
| Punjab | 1 | 5 | 18 | 26 | 54 | 72 | 132 | 237 | ... | ... | 1,056 | 869 | 3,430 | 3,318 |
| North-West Frontier | ... | ... | ... | ... | ... | 3 | ... | 31 | ... | ... | ... | 78 | ... | 415 |
| Burma | ... | ... | ... | ... | ... | 1 | 2 | 3 | ... | ... | 70 | 112 | 253 | 278 |
| Central Provinces | ... | ... | 1 | 1 | 4 | 1 | 12 | 9 | ... | 1 | 37 | 68 | 591 | 703 |
| Assam | ... | ... | ... | ... | ... | 1 | 2 | 9 | ... | ... | 30 | 37 | 19 | 6 |
| Berar | ... | ... | ... | ... | ... | ... | 3 | 1 | ... | ... | 9 | 26 | 236 | 307 |
| Coorg | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | 2 | ... |
| Total | 5 | 12 | 63 | 107 | 183 | 240 | 658 | 738 | 3 | 10 | 2,444 | 2,470 | 10,754 | 11,018 |

(a) Passed the Science Division.
 (b) Includes Previous Examination.
 (c) Includes School Final Examination.

CHAPTER XII.—EDUCATION OF BACKWA CLASSES.

Education of Aboriginal Races and Tribes.

Table 245.—Population and Literacy.

| Province. | ANIMISTIC POPULATION. (FIGURES IN THOUSANDS.) | | | Percentage of Animistic to total popula- tion. | NUMBER OF LITERATES PER 10,000 OF THE ANIMISTIC POPULATION. | |
|-------------------|--|---------|--------|---|---|----------|
| | Male. | Female. | Total. | | Males. | Females. |
| Madras . . . | 326 | 316 | 642 | 1·7 | 47 | 1 |
| Bombay . . . | 47 | 48 | 95 | ·4 | 105 | 2 |
| Bengal . . . | 1,099 | 1,144 | 2,243 | 3·0 | 89 | 4 |
| Burma . . . | 210 | 189 | 399 | 3·8 | 482 | 25 |
| Central Provinces | 848 | 896 | 1,744 | 14·7 | 40 | 2 |
| Assam . . . | 523 | 545 | 1,068 | 17·4 | 89 | 13 |
| Berar . . . | 64 | 66 | 130 | 4·7 | 18 | 2 |
| Coorg . . . | 2 | 2 | 4 | 1·8 | (a) | (a) |
| Total . . . | 3,119 | 3,206 | 6,325 | 3·7 | 96 | 6 |

(a) Only one male was returned as literate.

Table 246.—Pupils.

| Province. | 1896-1897. | 1901-1902. |
|-----------------------------|------------|------------|
| Madras | 3,373 | 4,534 |
| Bombay | 9,398 | 7,663 |
| Bengal | 37,870 | 30,203 |
| Burma | 28,047 | 29,015 |
| Central Provinces | 3,051 | 2,980 |
| Assam | 8,922 | 16,094 |
| Berar | 213 | 296 |
| Total | 90,874 | 90,785 |

Table 247.—Madras, Schools for General Education in the Ganjam, Vizagapatam and Godaveri Agencies.

| Agency. | Government. | Aided. | Unaided. | Indigenous. | Total. |
|----------------------------|-------------|--------|----------|-------------|--------|
| Ganjam | 63 | 45 | 29 | ... | 137 |
| Vizagapatam | 50 | 30 | 13 | 47 | 140 |
| Godaveri | 51 | 2 | 18 | 1 | 72 |
| Total, 1901-1902 | 164 | 77 | 60 | 48 | 349 |
| Total, 1896-1897 | 156 | 72 | 61 | 35 | 324 |

Table 248.—Madras, Pupils.

| Year. | Tribes of the Agency Tracts. | Badagas of the Nilgiris. | Tribes of other Localities. | Total. |
|---------------------|------------------------------|--------------------------|-----------------------------|--------|
| 1896-1897 | 1,801 | 1,083 | 489 | 3,373 |
| 1897-1898 | 2,185 | 1,175 | 492 | 3,852 |
| 1898-1899 | 2,688 | 1,240 | 428 | 4,356 |
| 1899-1900 | 3,466 | 1,148 | 557 | 5,171 |
| 1900-1901 | 3,331 | 1,078 | 429 | 4,838 |
| 1901-1902 | 2,966 | 1,085 | 483 | 4,534 |

Table 249.—Madras, Pupils belonging to Miscellaneous Tribes.

| Locality. | Tribe. | PUPILS.] | |
|------------------------|---|----------|----------|
| | | 1896-97. | 1901-02. |
| Kistna | Lambadis | 20 | 19 |
| Kurnool | Chenchus | 53 | 73 |
| Nellore | Yenadis and Yerukalas | 127 | 131 |
| Trichinopoly | Malayalis | ... | 22 |
| Coimbatore | Malasars | ... | 25 |
| Nilgiris | Kotas | ... | 39 |
| " | Todas | ... | 9 |
| Salem | Malayalis | 95 | 64 |
| Malabar | Kurumas, Kurichyas, Pariyas, etc. | ... | 74 |
| | Others | 194 | 27 |
| | Total | 489 | 483 |

Table 250.—Bombay, Pupils belonging to Aboriginal Tribes.

| Year. | Central Division. | Northern Division. | Total. |
|---------------------|-------------------|--------------------|--------|
| 1895-1896 | 1,675 | 7,438 | 9,113 |
| 1896-1897 | 1,497 | 7,901 | 9,398 |
| 1897-1898 | 1,338 | 7,243 | 8,581 |
| 1898-1899 | 1,341 | 7,353 | 8,694 |
| 1899-1900 | 1,197 | 5,392 | 6,589 |
| 1900-1901 | 1,420 | 5,160 | 6,580 |
| 1901-1902 | 1,480 | 6,183 | 7,663 |

Table 251.—Bengal, Pupils belonging to Aboriginal and Backward Tribes.

| Year. | Pupils. |
|---------------------|---------|
| 1896-1897 | 37,870 |
| 1897-1898 | 33,713 |
| 1898-1899 | 34,276 |
| 1899-1900 | 35,612 |
| 1900-1901 | 33,421 |
| 1901-1902 | 30,203 |

Table 252.—Bengal, Pupils belonging to Aboriginal and Backward Tribes, by Divisions.

| Division. | 1896-97. | 1901-02. | | |
|-----------------------------------|---------------------------------|--------------------|------------------------|--------|
| | Aboriginal and backward tribes. | Aboriginal tribes. | Other backward tribes. | Total. |
| Chota Nagpur | 21,433 | 13,401 | ... | 13,401 |
| Bhagulpur | 7,269 | 6,574 | ... | 6,574 |
| Burdwan | 3,659 | 3,218 | ... | 3,218 |
| Rajshahi | 681 | 966 | ... | 966 |
| Calcutta and Presidency | 384 | 81 | 10 | 91 |
| Orissa Tributary Mehals | 1,479 | 1,618 | ... | 1,618 |
| Orissa Districts | 941 | 612 | ... | 612 |
| Dacca | 845 | 985 | 161 | 1,146 |
| Chittagong | 850 | 332 | 2,094 | 2,426 |
| Patua | 307 | 11 | 140 | 151 |
| Total | 37,370 (a) | 27,798 | 2,405 | 30,203 |

(a) Includes 22 pupils attending Arts Colleges.

Table 253.—Bengal, Examination Results among Pupils of Aboriginal and Backward Tribes.

| Examination. | Passes in 1896-97. | Passes in 1901-02. |
|-------------------------------------|--------------------|--------------------|
| Entrance | 6 | 5 |
| Middle scholarship | 13 | 39 |
| Upper primary scholarship | 59 | 93 |
| Lower primary scholarship | 549 | 787 |

Table 254.—Burma, Schools for non-Burman Races.

| Class of school. | 1896-97. | 1901-02. |
|---|----------|----------|
| Public schools { Anglo-vernacular | 23 | 25 |
| { Vernacular | 643 | 721 |
| Total | 666 | 746 |
| Private schools | 432 | 351 |
| Special schools | 2 | 6 |
| GRAND TOTAL | 1,100 | 1,103 |

Table 255.—Burma, Public Schools.

| Race. | 1896-97. | 1901-02. |
|----------------------------|----------|----------|
| Karen | 592 | 617 |
| Shan | 1 | 1 |
| Chin | 2 | 11 |
| Kachin | 1 | 8 |
| Talaing | ... | 34 |
| Taungthu | ... | 1 |
| Manipuri | ... | 1 |
| Total | 596 | 673 |
| Tamil and Telugu | 69 | 71 |
| Chinese | 1 | 2 |

Table 256.—Burma, Literacy of the principal Indigenous Races.

| Race. | NUMBER OF LITERATES PER 1,000. | | |
|---------|--------------------------------|-------|---------|
| | Total. | Male. | Female. |
| Burmese | 268 | 490 | 55 |
| Karen | 91 | 143 | 37 |
| Shan | 79 | 152 | 9 |
| Chin | 25 | 48 | 2 |
| Kachin | 8 | 14 | 2 |
| Talaing | 211 | 357 | 62 |

Table 257.—Burma, Pupils,

| Class of school. | 1896-97. | 1901-02. |
|---------------------------------|----------|----------|
| Public schools | 21,133 | 22,862 |
| Private schools | 6,888 | 6,028 |
| Schools for special instruction | 28 | 125 |
| Total | 28,047 | 29,015 |

Table 258.—Burma, Pupils in Public Schools.

| Race. | Population. | PUPILS IN PUBLIC SCHOOLS. | |
|--------------------|-------------|---------------------------|----------|
| | | 1896-97. | 1901-02. |
| Karens | 727,235 | 18,592 | 17,745 |
| Shans | 787,087 | 34 | 70 |
| Chins | 179,292 | 98 | 252 |
| Kachins | 64,405 | 20 | 77 |
| Talaings | 321,829 | ... | 1,385 |
| Taungthus | 174,025 | ... | 66 |
| Manipuris | 11,132 | ... | 38 |
| Total | 2,265,005 | 18,744 | 19,633 |
| Tamils and Telugus | 196,177 | 2,341 | 3,161 |
| Chinese | 64,421 | 48 | 68 |
| GRAND TOTAL | | 21,133 | 22,862 |

Table 259.—Central Provinces, Pupils belonging to Aboriginal Tribes (excluding those in Native States).

| Year. | Total pupils. |
|-----------|---------------|
| 1891-1892 | 1,529 |
| 1896-1897 | 3,051 |
| 1897-1898 | 4,726* |
| 1898-1899 | 3,381 |
| 1899-1900 | 2,309 |
| 1900-1901 | 1,933 |
| 1901-1902 | 2,980 |

* Increase due to imperfect classification.

Table 260.—Assam, Pupils belonging to Aboriginal Tribes.

| Race, tribe, etc. | Population. | PUPILS. | |
|---------------------|-------------|----------|----------|
| | | 1896-97. | 1901-02. |
| Khasis | 111,606 | 3,315 | 6,376 |
| Kacharis | 239,865 | 1,542 | 2,581 |
| Miris | 46,720 | 633 | 704 |
| Meches | 74,922 | ... | 399 |
| Mikirs | 87,835 | 303 | 396 |
| Garos | 123,117 | 554 | 2,124 |
| Nagas | 161,950 | 65 | 265 |
| Lushais | 63,452 | ... | 287 |
| Manipuris | ... | 2,233 | 2,347 |
| Others | ... | 277 | 615 |
| Total | ... | 8,922 | 16,094 |

Table 261.—Berar, Pupils belonging to Aboriginal Tribes.

| Year. | Total number of pupils. |
|---------------------|-------------------------|
| 1896-1897 | 213 |
| 1897-1898 | 206 |
| 1898-1899 | 266 |
| 1899-1900 | 245 |
| 1900-1901 | 252 |
| 1901-1902 | 296 |

Education of Panchamas, Madras.

Table 262.—Institutions intended chiefly for Panchamas.

| Class of School. | 1896-97. | 1901-02. |
|--|----------|----------|
| Secondary schools for boys | 11 | 6 |
| Secondary schools for girls | 10 | 8 |
| Primary schools for boys | 2,385 | 2,861 |
| Primary schools for girls | 34 | 20 |
| Private elementary schools | 27 | 36 |
| Training schools for masters | 1 | 1 |
| Other special schools | ... | 2 |
| Total | 2,468 | 2,934 |

Table 263.—The same Institutions by class of Management.

| Class of management. | 1896-97. | 1901-02. |
|----------------------|----------|----------|
| Government | 9 | 6 |
| Board | 303 | 419 |
| Aided | 1,343 | 1,612 |
| Unaided | 786 | 861 |
| Private | 27 | 36 |
| Total | 2,468 | 2,934 |

Table 264.—Panchamas under Instruction in Public Institutions.

| Year. | Males. | Females. |
|---------------------|--------|----------|
| 1892-1893 | 20,970 | 3,648 |
| 1893-1894 | 25,868 | 4,207 |
| 1894-1895 | 28,744 | 4,415 |
| 1895-1896 | 32,748 | 4,608 |
| 1896-1897 | 34,527 | 4,961 |
| 1897-1898 | 36,329 | 5,383 |
| 1898-1899 | 39,846 | 6,261 |
| 1899-1900 | 43,234 | 7,353 |
| 1900-1901 | 41,569 | 7,503 |
| 1901-1902 | 44,150 | 8,328 |

Table 265.—Panchama Boys in different stages of Instruction.

| Year. | Collegiate. | Upper Secondary. | Lower Secondary. | Primary. | Training schools. | Other special schools. | Total. |
|---------------------|-------------|------------------|------------------|----------|-------------------|------------------------|--------|
| 1892-1893 | ... | 22 | 156 | 20,751 | 13 | 28 | 20,970 |
| 1896-1897 | ... | 19 | 212 | 34,218 | 39 | 39 | 34,527 |
| 1901-1902 | 5 | 10 | 214 | 43,823 | 48 | 50 | 44,150 |

Table 266.—Panchama Girls in different stages of Instruction.

| Year. | Upper Secondary. | Lower Secondary. | Primary. | Training Schools. | Total. |
|---------------------|------------------|------------------|----------|-------------------|--------|
| 1892-1893 | ... | 62 | 3,578 | 8 | 3,648 |
| 1896-1897 | 1 | 57 | 4,902 | 1 | 4,961 |
| 1901-1902 | ... | 31 | 8,295 | 2 | 8,328 |

CHAPTER XIV.—REFORMATORY SCHOOLS.

Table 267.—Disposal of Juvenile Offenders, 1902.

| Province. | Imprisoned. | Whipped in lieu of other punishment under section 5 of the Whipping Act, 1864. | Sent to a reformatory school. | Discharged after admonition. | Delivered to parent or guardian. |
|-----------------------------|--------------|--|-------------------------------|------------------------------|----------------------------------|
| Madras | 489 | 554 | 36 | 19 | 3 |
| Bombay | 121 | 341 | 23 | 181 | 6 |
| Bengal | 401 | 185 | 156 | 25 | 14 |
| United Provinces | 194 | 178 | 54 | 39 | 20 |
| Burma | 119 | 170 | 16 | 1 | 2 |
| Central Provinces | 68 | 48 | 26 | 12 | 3 |
| Total | 1,392 | 1,476 | 311 | 277 | 53 |

Table 268.—Disposal of Juvenile Offenders, 1896 to 1902.

| Year. | Imprisoned. | Whipped in lieu of other punishment under section 5 of the Whipping Act, 1864. | Sent to a reformatory school. | Discharged after admonition. | Delivered to parent or guardian. |
|----------------|-------------|--|-------------------------------|------------------------------|----------------------------------|
| 1896 | 1,143 | 817 | 304 | ... | ... |
| 1897 | 1,686 | 875 | 377 | Information | not available |
| 1898 | 1,306 | 734 | 326 | Ditto | ditto |
| 1899 | 1,216 | 693 | 303 | 76 | 100 |
| 1900 | 1,864 | 972 | 343 | 188 | 113 |
| 1901 | 1,514 | 1,085 | 282 | 147 | 97 |
| 1902 | 1,392 | 1,476 | 311 | 277 | 53 |

Table 269.—Boys admitted to School.

| School. | 1896. | 1897. | 1898. | 1899. | 1900. | 1901. | 1902. |
|------------------------------|------------|------------|------------|------------|------------|------------|------------|
| Chingleput | 33 | 23 | 35 | 41 | 39 | 28 | 36 |
| Yerrowda | 40 | 45 | 46 | 30 | 36 | 28 | 23 |
| Alipore | 70 | 78 | 41 | 46 | 73 | 75 | 92 |
| Hazaritagh | 77 | 89 | 51 | 53 | 55 | 45 | 64 |
| Bareilly or Chunar | 10 | 61 | 69 | 66 | 78 | 42 | 54 |
| Insein | 32 | 31 | 27 | 35 | 25 | 28 | 16 |
| Jubbulpore | 42 | 50 | 57 | 32 | 37 | 36 | 26 |
| Total | 334 | 377 | 326 | 303 | 343 | 282 | 311 |

Table 270.—Boys at School on the 31st December.

| School. | 1896. | 1897. | 1898. | 1899. | 1900. | 1901. | 1902. |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|
| Chingleput | 154 | 151 | 146 | 148 | 159 | 163 | 161 |
| Yerrowda | 109 | 111 | 118 | 130 | 129 | 123 | 120 |
| Alipore | 201 | 212 | 194 | 179 | 194 | 223 | 242 |
| Hazaribagh | 328 | 342 | 274 | 237 | 213 | 200 | 212 |
| Bareilly or Chunar | 208 | 231 | 240 | 256 | 257 | 256 | 223 |
| Insein | 88 | 88 | 90 | 98 | 92 | 96 | 86 |
| Jubbulpore | 128 | 162 | 187 | 182 | 180 | 161 | 153 |
| Total | 1,216 | 1,297 | 1,249 | 1,230 | 1,224 | 1,227 | 1,197 |

Table 271.—Pupils by Race or Creed.

| School. | Hindus. | Muhamma- dans. | Buddhists. | Others. | Total. |
|----------------------|---------|-------------------|------------|---------|--------|
| Chingleput | 140 | 15 | ... | 6 | 161 |
| Yerrowda | 100 | 19 | ... | 1 | 120 |
| Alipore | 122 | 112 | ... | 8 | 242 |
| Hazaribagh | 155 | 52 | ... | 5 | 212 |
| Chunar | 179 | 42 | ... | 2 | 223 |
| Insein | 7 | 12 | 67 | ... | 86 |
| Jubbulpore | 119 | 18 | ... | 16 | 153 |
| Total | 822 | 270 | 67 | 38 | 1,197 |

Table 272.—Education of Pupils on admission.

| School. | Able to read. | Illiterate. | Total. |
|----------------------|---------------|-------------|--------|
| Chingleput | 8 | 153 | 161 |
| Yerrowda | 11 | 109 | 120 |
| Alipore | 25 | 217 | 242 |
| Hazaribagh | 6 | 206 | 212 |
| Chunar | 3 | 51 | 54 |
| Insein | 81 | 5 | 86 |
| Jubbulpore | 141 | 12 | 153 |
| Total | 275 | 753 | 1,028 |

Note.—The total 1,028 is 169 less than the total number of pupils at the end of the year. The discrepancy is due to the circumstance that the Chunar Report gives the education of those admitted during the year, and not of those remaining at the end of the year.

Table 273.—Boys taught Agriculture and other Industries.

| School. | Taught agriculture. | Taught other industries. |
|----------------------|---------------------|--------------------------|
| Chingleput | ... | 161 |
| Yerrowda | 47 | 73 |
| Alipore | 21 | 221 |
| Hazaribagh | 96 | 116 |
| Chunar | 1 ^(*) | 222 |
| Insein | 33 | 53 |
| Jubbulpore | 52 | 101 |
| Total | 250 | 947 |

(*) Boys of the Chunar school are taught agriculture in addition to a trade.

Table 274.—Employment and Conduct of discharged Pupils.

| Particulars. | Chingleput. | | Yerrowda. | | Alipore. | | Hazariabagh. | | Bareilly. | | Insein. | | Jubbulpore. | | Total. | |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 1898 to 1899. | 1899 to 1901. | 1898 to 1899. | 1899 to 1901. | 1898 to 1899. | 1899 to 1901. | 1898 to 1899. | 1899 to 1901. | 1898 to 1899. | 1899 to 1901. | 1898 to 1899. | 1899 to 1901. | 1898 to 1899. | 1899 to 1901. | 1898 to 1899. | 1899 to 1901. |
| Occupied in trades and handicrafts taught them. | 21 | 12 | 5 | 9 | 20 | 24 | 20 | 17 | 3 | 17 | 7 | 9 | 8 | 17 | 84 | 105 |
| Occupied in agriculture | 1 | 6 | 4 | 4 | 44 | 28 | 108 | 91 | 30 | 27 | 5 | 7 | 4 | 15 | 191 | 178 |
| Occupied in industries not taught in school. | 39 | 44 | 23 | 28 | 45 | 28 | 61 | 18 | 23 | 36 | 12 | 10 | 14 | 36 | 217 | 199 |
| Unemployed or with friends. | 9 | 8 | 6 | 6 | 16 | 21 | 7 | 19 | 4 | 9 | 9 | 2 | 2 | 5 | 59 | 70 |
| Re-convicted | 4 | 2 | 1 | 6 | 17 | 5 | 16 | 11 | 6 | 14 | 3 | ... | 7 | 5 | 54 | 43 |
| Of bad character | 7 | 5 | 1 | 2 | 7 | ... | 3 | 3 | 3 | 3 | ... | 1 | 7 | 1 | 28 | 15 |
| Not known or not reported on | 10 | 10 | 23 | 29 | 49 | 37 | 40 | 51 | 40 | 49 | 37 | 52 | 30 | 35 | 229 | 261 |
| Died after discharge | 3 | 1 | ... | 4 | 2 | 10 | 9 | 17 | ... | 1 | ... | 1 | ... | 4 | 14 | 39 |
| Total | 94 | 89 | 63* | 68 | 200 | 151 | 262 | 227 | 109 | 156 | 73 | 82 | 78 | 118 | 679 | 910 |

* The actual number discharged was 111 but details are given for 63 only.
 Note.—The figures in this statement are based on the reports submitted in 1899 and in 1902 regarding boys discharged during the preceding three years.

Table 275.—Boys taught Agriculture and employed in Agriculture.

[Pupils discharged in 1899 to 1901.]

| School. | Taught agriculture. | EMPLOYED IN AGRICULTURE. | |
|------------|---------------------|-----------------------------------|---------------------------------------|
| | | Taught agriculture in the school. | Not taught agriculture in the school. |
| Chingleput | ... | ... | 6 |
| Yerrowda | 35 | 4 | ... |
| Alipur | 33 | 23 | 5 |
| Hazaribagh | 68 | 49 | 42 |
| Bareilly | 156(b) | 27 | ... |
| Insein | 27 | 4 | 3 |
| Jubbulpore | 22 | 15 | ...(a) |
| Total | 341 | 122 | 56 |

(a) Agriculture not distinguished from other occupations not taught in the school.

(b) Boys of the Chunar school are all taught agriculture in addition to their industrial craft.

Table 276.—Cost of Maintenance and Profits on Manufactures.

| School. | Cost of maintenance. | | Profits on manufactures. | |
|--------------------|----------------------|----------|--------------------------|--------|
| | 1898. | 1902. | 1898. | 1902. |
| | R | R | R | R |
| Chingleput | 18,009 | 21,099 | 1,477 | 1,712 |
| Yerrowda | 14,575 | 14,507 | 454 | 730 |
| Alipore | 22,663 | 30,275 | 9,868 | 5,798 |
| Hazaribagh | 22,738 | 21,789 | 9,269 | 581 |
| Bareilly or Chunar | 12,800 | 21,158 | 791 | 93 |
| Insein | 12,738 | 13,346 | —63 | 1,003 |
| Jubbulpore | 9,617 | 14,574 | 2,596 | 2,187 |
| Total | 1,13,140 | 1,36,748 | 24,387 | 12,969 |

CHAPTER XV.—PRIVATE INSTITUTIONS.

Table 277.—Classes of Institutions, by Periods.

| Class of Institution. | | 1886-87. | 1891-92. | 1896-97. | 1901-1902. |
|-----------------------|-----------------------------------|----------|----------|----------|------------|
| Advanced | Arabic or Persian | 5,717 | 3,088 | 2,647 | 2,270 |
| | Sanskrit | 1,868 | 2,427 | 2,484 | 1,913 |
| | Other Oriental Classics | 93 | 44 | 49 | 42 |
| | Total | 7,678 | 5,559 | 5,180 | 4,225 |
| Elementary | Koran Schools | 12,126 | 13,228 | 11,840 | 11,218 |
| | Vernacular Schools | 11,585 | 19,504 | 24,667 | 27,173 |
| | Total | 23,711 | 32,732 | 36,507 | 38,391 |
| | Other Schools | 1,439 | 826 | 452 | 465 |
| GRAND TOTAL | | 32,828 | 39,117 | 42,139 | 43,081 |

Table 278.—Institutions for teaching Arabic or Persian.

| Province. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|----------|
| Madras | 28 | 35 | 45 |
| Bombay | 29 | 37 | 44 |
| Bengal | 1,294 | 1,219 | 1,142 |
| United Provinces | 1,155 | 959 | 757 |
| Punjab | 566 | 374 | 165 |
| North-West Frontier | ... | ... | 88 |
| Assam | 12 | 21 | 20 |
| Berar | 4 | 2 | 9 |
| Total | 3,088 | 2,647 | 2,270 |

Table 279.—Institutions for teaching Sanskrit.

| Province. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|----------|
| Madras | 118 | 159 | 181 |
| Bombay | 50 | 56 | 25 |
| Bengal | 1,694 | 1,763 | 1,160 |
| United Provinces | 367 | 294 | 388 |
| Punjab | 122 | 130 | 86 |
| North-West Frontier | ... | ... | 4 |
| Assam | 76 | 82 | 68 |
| Berar | ... | ... | 1 |
| Total | 2,427 | 2,484 | 1,913 |

Table 280.—Koran Schools.

| Province. | 1891-92. | 1896-97. | 1901-02. |
|---------------------|----------|----------|----------|
| Madras | 412 | 781 | 1,021 |
| Bombay | 685 | 982 | 1,279 |
| Bengal | 5,969 | 4,717 | 3,667 |
| United Provinces | 1,261 | 1,412 | 1,520 |
| Punjab | 4,439 | 3,566 | 2,594 |
| North-West Frontier | ... | ... | 756 |
| Burma | 266 | 246 | 217 |
| Assam | 192 | 185 | 164 |
| Berar | 4 | 1 | ... |
| Total | 13,228 | 11,840 | 11,218 |

Table 281.—Vernacular Schools.

| Province. | 1891-92. | 1896-97. | 1901-02. |
|---------------------|----------|----------|----------|
| Madras | 2,845 | 4,179 | 4,356 |
| Bombay | 1,802 | 1,779 | 1,191 |
| Bengal | 4,627 | 4,205 | 3,869 |
| United Provinces | 2,961 | 2,930 | 3,406 |
| Punjab | 1,608 | 1,230 | 972 |
| North-West Frontier | ... | ... | 79 |
| Burma | 5,545 | 10,295 | 13,800 |
| Central Provinces | 80 | ... | ... |
| Assam | 9 | 8 | ... |
| Coorg | 27 | 41 | ... |
| Total | 19,504 | 24,667 | 27,173 |

Table 282.—Other Schools.

| Province. | 1891-92. | 1896-97. | 1901-02. |
|-----------|----------|----------|----------|
| Madras | ... | 13 | 96 |
| Bombay | 201 | 14 | 122 |
| Bengal | 284 | 303 | 160 |
| Punjab | 319 | 63 | 83 |
| Burma | 13 | 44 | 26 |
| Assam | 9 | 13 | 3 |
| Berar | ... | 2 | 3 |
| Coorg | ... | ... | 22 |
| Total | 826 | 452 | 465 |

Table 283.—Pupils in Private Institutions.

| Class of Institution. | | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|------------------------------|----------------------------------|----------------|----------------|----------------|----------------|
| Advanced | Arabic or Persian | 53,745 | 39,534 | 35,578 | 37,464 |
| | Sanskrit | 22,572 | 28,833 | 29,060 | 22,380 |
| | Other Oriental Classic | 1,062 | 681 | 744 | 2,293 |
| | Total | 77,379 | 69,051 | 65,382 | 62,137 |
| Elementary | Koran Schools | 103,234 | 167,872 | 175,312 | 183,476 |
| | Vernacular Schools | 165,593 | 248,922 | 315,766 | 378,803 |
| | Total | 268,827 | 416,794 | 491,078 | 562,279 |
| | Other Schools | 26,479 | 22,066 | 9,028 | 10,991 |
| GRAND TOTAL | | 372,685 | 507,911 | 568,488 | 635,407 |

Table 284.—Pupils in Institutions for teaching Arabic or Persian.

| Province. | 1896-97. | 1901-02. |
|-------------------------------|---------------|---------------|
| Madras | 2,280 | 2,565 |
| Bombay | 2,181 | 1,883 |
| Bengal | 14,014 | 16,737 |
| United Provinces | 10,949 | 11,084 |
| Punjab | 5,221 | 3,090 |
| North-West Frontier | ... | 1,050 |
| Assam | 845 | 907 |
| Berar | 88 | 148 |
| Coorg | .. | ... |
| Total | 35,578 | 37,464 |

Table 285.—Pupils in Institutions for teaching Sanskrit.

| Province. | 1896-97. | 1901-02. |
|-------------------------------|---------------|---------------|
| Madras | 2,767 | 2,612 |
| Bombay | 642 | 504 |
| Bengal | 17,627 | 9,917 |
| United Provinces | 4,179 | 6,388 |
| Punjab | 2,043 | 1,594 |
| North-West Frontier | ... | 51 |
| Assam | 1,802 | 1,301 |
| Berar | ... | 13 |
| Total | 29,060 | 22,380 |

Table 286.—Pupils in Koran Schools.

| Province. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|
| Madras | 23,807 | 30,180 |
| Bombay | 22,490 | 28,536 |
| Bengal | 59,790 | 53,099 |
| United Provinces | 14,829 | 17,118 |
| Punjab | 46,998 | 36,399 |
| North-West Frontier | ... | 10,797 |
| Burma | 3,873 | 4,094 |
| Assam | 3,719 | 3,253 |
| Berar | 6 | ... |
| Total | 175,312 | 183,476 |

Table 287.—Pupils in Vernacular Schools.

| Province. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|
| Madras | 74,169 | 84,187 |
| Bombay | 44,328 | 34,660 |
| Bengal | 30,831 | 26,055 |
| United Provinces | 41,255 | 49,688 |
| Punjab | 26,429 | 23,548 |
| North-West Frontier | ... | 1,728 |
| Burma | 101,250 | 148,937 |
| Assam | 85 | ... |
| Coorg | 419 | ... |
| Total | 318,766 | 378,803 |

Table 288.—Pupils in other Schools.

| Province. | 1896-97. | 1901-02. |
|------------------|----------|----------|
| Madras | 1,525 | 1,469 |
| Bombay | 693 | 3,216 |
| Bengal | 3,920 | 3,831 |
| Punjab | 1,493 | 1,189 |
| Burma | 904 | 471 |
| Assam | 430 | 96 |
| Berar | 63 | 286 |
| Coorg | ... | 433 |
| Total | 9,028 | 10,991 |

Table 289.—Percentage of Pupils in Private Institutions to total Pupils under Instruction

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|----------|----------|
| Madras | 6 | 9 | 13 | 14 |
| Bombay | 12 | 11 | 11 | 11 |
| Bengal | 3 | 9 | 8 | 7 |
| United Provinces | 23 | 23 | 20 | 19 |
| Punjab | 52 | 42 | 31 | 27 |
| North-West Frontier | ... | ... | ... | 51 |
| Burma | 2 | 27 | 41 | 49 |
| Assam | 7 | 7 | 7 | 5 |
| Berar | 1 | 3 | 3 | 8 |
| Coorg | 8 | 9 | 8 | 9 |
| General | 11 | 13 | 13 | 14 |

Table 290.—Pupils in Private Institutions by Race or Creed.

| Race and Creed. | Number of pupils. | Percentage on total pupils in private institutions. | Percentage on total of race or creed under instruction. |
|-----------------------------------|-------------------|---|---|
| Europeans and Eurasians | 150 | ... | .5 |
| Native Christians | 8,016 | 36.2 | 6.2 |
| Hindus | 230,107 | 1.3 | 7.6 |
| Muhammadans | 246,216 | 34.7 | 25.2 |
| Buddhists | 149,428 | 23.5 | 50.6 |
| Others | 1,490 | .2 | 2.0 |
| Total | 635,407 | ... | 14 |

Table 291.—Pupils in Private Institutions by Sex.

| Class of Institution. | | Males. | Females. | Total. |
|-----------------------|----------------------------------|---------|----------|---------|
| Advanced | Arabic and Persian | 36,783 | 676 | 37,464 |
| | Sanskrit | 22,379 | 1 | 22,380 |
| | Other Oriental Classic | 1,571 | 722 | 2,293 |
| | Total | 60,733 | 1,399 | 62,137 |
| Elementary | Koran Schools | 149,599 | 33,877 | 183,476 |
| | Vernacular Schools | 365,112 | 13,691 | 378,803 |
| | Total | 514,711 | 47,568 | 562,279 |
| | Other schools | 8,656 | 2,335 | 10,991 |
| GRAND TOTAL | | 584,105 | 51,802 | 635,407 |

CHAPTER XVI.—PHYSICAL AND MORAL TRAINING (BOARDING HOUSES).

Table 292.—Boarding houses, by Provinces.

| Province. | 1896-97. | 1901-02. |
|-------------------------------|--------------|--------------|
| Madras | 138 | 178 |
| Bombay | 58 | 95 |
| Bengal | 203 | 316 |
| United Provinces | 266 | 311 |
| Punjab | 269 | 303 |
| North-West Frontier | ... | 21 |
| Burma | 235 | 83 |
| Central Provinces | 45 | 44 |
| Assam | 43 | 57 |
| Berar | 9 | 10 |
| Coorg | 1 | 1 |
| Total | 1,272 | 1,419 |

Table 293.—Boarding houses, by class of Management.

| Class of management. | 1896-97. | 1901-02. |
|-------------------------|--------------|--------------|
| Government | 119 | 143 |
| Native State* | 2 | 4 |
| Board | 336 | 389 |
| Aided | 254 | 319 |
| Unaided | 561 | 564 |
| Total | 1,272 | 1,419 |

* Bombay only.

Table 294.—Boarding houses, for Males and Females.

| Province. | For males. | For females. | Total. |
|-------------------------------|--------------|--------------|--------------|
| Madras | 95 | 83 | 178 |
| Bombay | 68 | 27 | 95 |
| Bengal | 261 | 55 | 316 |
| United Provinces | 279 | 32 | 311 |
| Punjab | 281 | 22 | 303 |
| North-West Frontier | 21 | ... | 21 |
| Burma | 58 | -25 | 83 |
| Central Provinces | 38 | 6 | 44 |
| Assam | 57 | ... | 57 |
| Berar | 10 | ... | 10 |
| Coorg | 1 | ... | 1 |
| Total | 1,169 | 250 | 1,419 |

Table 295.—Boarders by Provinces.

| Province. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|
| Madras | 8,080 | 10,663 |
| Bombay | 2,882 | 7,189 |
| Bengal | 7,574 | 11,341 |
| United Provinces | 6,701 | 9,062 |
| Punjab | 8,501 | 10,116 |
| North-West Frontier | ... | 346 |
| Burma | 4,956 | 4,120 |
| Central Provinces | 1,133 | 1,191 |
| Assam | 558 | 852 |
| Berar | 165 | 188 |
| Coorg | 92 | 63 |
| Total | 40,642 | 55,131 |

Table 296.—Male and Female Boarders.

| Province. | Male. | Female. | Total. |
|-------------------------------|--------|---------|--------|
| Madras | 6,543 | 4,120 | 10,663 |
| Bombay | 5,268 | 1,921 | 7,189 |
| Bengal | 8,397 | 2,944 | 11,341 |
| United Provinces | 6,875 | 2,187 | 9,062 |
| Punjab | 8,734 | 1,382 | 10,116 |
| North-West Frontier | 346 | ... | 346 |
| Burma | 3,016 | 1,104 | 4,120 |
| Central Provinces | 931 | 230 | 1,191 |
| Assam | 852 | ... | 852 |
| Berar | 188 | ... | 188 |
| Coorg | 63 | ... | 63 |
| Total | 41,243 | 13,888 | 55,131 |

Table 297.—Boarders by classes of Institutions.

| Class of institution. | 1896-97. | 1901-02. |
|-----------------------------|----------|----------|
| Arts Colleges | 1,627 | 2,357 |
| Secondary Schools | 24,799 | 31,528 |
| Primary Schools | 10,957 | 16,401 |
| Special Schools | 3,259 | 4,845 |
| Total | 40,642 | 55,131 |

Table 298.—Ratio of Pupils to Boarders.

| Class of institution. | 1896-97. | 1901-02. |
|-----------------------------|----------|----------|
| Arts Colleges | 9 | 7 |
| Secondary Schools | 22 | 20 |
| Primary Schools | 293 | 195 |

Table 299.—Expenditure by Provinces.

[Figures in thousands of Rupees.]

| Province. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|
| Madras | 3,47 | 4,64 |
| Bombay | 1,18 | 1,84 |
| Bengal | 2,23 | 3,68 |
| United Provinces | 4,54 | 3,36 |
| Punjab | 3,64 | 3,51 |
| North-West Frontier | ... | 5 |
| Burma | 2,40 | 2,77 |
| Central Provinces | 43 | 22 |
| Assam | 4 | 9 |
| Berar | 7 | 9 |
| Coorg | 5 | 1 |
| Total | 18,05 | 25,26 |

Table 300.—Expenditure by Sources.

[Figures in thousands of Rupees.]

| Sources of Expenditure. | 1896-97. | 1901-02. |
|--|----------|----------|
| General Revenues | 2,44 | 2,73 |
| Native State Revenues | 1 | 9 |
| Local Funds | 47 | 56 |
| Fees | 8,04 | 12,56 |
| Subscriptions and Endowments | 7,09 | 9,32 |
| Total | 18,05 | 25,26 |

CHAPTER XIX.—FINANCE.

Table 301.—Total Expenditure.

[Figures in thousands of Rupees.]

| Province. | 1886-87. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|----------|----------|
| Madras | 45,63 | 58,76 | 66,87 | 79,32 |
| Bombay | 49,96 | 62,81 | 73,73 | 77,96 |
| Bengal | 78,87 | 93,53 | 1,09,69 | 1,22,50 |
| United Provinces | 28,68 | 33,53 | 36,40 | 45,60 |
| Punjab | 22,57 | 26,70 | 30,73 | 32,54 |
| North-West Frontier | ... | ... | ... | 1,53 |
| Burma | 9,38 | 10,96 | 13,03 | 17,96 |
| Central Provinces | 8,19 | 8,64 | 10,53 | 11,11 |
| Assam | 4,57 | 5,18 | 6,51 | 7,63 |
| Berar | 4,21 | 4,70 | 4,55 | 4,66 |
| Coorg | 36 | 39 | 41 | 40 |
| Total | 2,52,42 | 3,05,20 | 3,52,45 | 4,01,21 |

Table 302.—Total Expenditure per thousand of the Population.

| Province. | 1891-92. | 1901-02. |
|-------------------------------|----------|----------|
| | R | R |
| Madras | 165 | 208 |
| Bombay | 210 | 306 |
| Bengal | 128 | 160 |
| United Province | 71 | 96 |
| Punjab | } 128 | 152 |
| North-West Frontier | | |
| Burma | 144 | 194 |
| Central Provinces | 67 | 94 |
| Assam | 95 | 131 |
| Berar | 162 | 169 |
| Coorg | 225 | 221 |
| Average | 131 | 167 |

Table 303.—Expenditure by Sources and Periods.

[Figures in thousands of Rupees.]

| Sources. | 1891-92. | 1896-97. | 1901-02. |
|---------------------------------|----------|----------|----------|
| <i>Public Sources.</i> | | | |
| Provincial Revenues | 89,46 | 96,66 | 1,03,91 |
| Local Funds | 13,95 | 57,46 | 58,87 |
| Municipal Funds | 14,10 | 14,97 | 15,38 |
| Native State Revenues | 7,81 | 10,05 | 12,89 |
| Total | 1,64,82 | 1,79,14 | 1,91,05 |
| <i>Private Sources.</i> | | | |
| Fees | 88,55 | 1,06,11 | 1,26,88 |
| Other Sources | 51,83 | 67,20 | 83,28 |
| Total | 1,40,38 | 1,73,31 | 2,10,16 |
| GRAND TOTAL | 3,05,20 | 3,52,45 | 4,01,21 |

Table 304.—Expenditure by Sources and Provinces.

[Figures in thousands of Rupees.]

| Provinces. | PUBLIC. | | | | | PRIVATE. | | | GRAND TOTAL. |
|-----------------------|----------------------|------------------------|--------------|------------------|---------|----------|----------------|---------|--------------|
| | Provincial Revenues. | Native State Revenues. | Local Funds. | Municipal Funds. | Total. | Fees. | Other sources. | Total. | |
| Madras | 21,31 | ... | 7,63 | 2,58 | 31,52 | 24,96 | 22,84 | 47,80 | 79,32 |
| Bombay | 22,13 | 11,29 | 9,63 | 4,34 | 47,39 | 17,20 | 13,37 | 30,57 | 77,96 |
| Bengal | 24,55 | 53 | 12,72 | 98 | 38,78 | 56,13 | 27,59 | 83,72 | 1,22,50 |
| United Provinces | 9,99 | 46 | 14,59 | 1,25 | 26,29 | 10,82 | 8,49 | 19,31 | 45,60 |
| Punjab | 9,21 | ... | 5,50 | 3,21 | 17,92 | 9,35 | 5,27 | 14,62 | 32,54 |
| North-West Frontier | 16 | ... | 43 | 31 | 90 | 31 | 32 | 63 | 1,53 |
| Burma | 8,24 | ... | 2,15 | 1,62 | 12,01 | 3,94 | 2,01 | 5,95 | 17,96 |
| Central Provinces . . | 3,83 | 59 | 2,63 | 83 | 7,88 | 1,46 | 1,77 | 3,22 | 11,11 |
| Assam | 2,30 | 2 | 2,25 | 7 | 4,64 | 1,63 | 1,36 | 2,99 | 7,63 |
| Berar | 2,03 | ... | 1,24 | 18 | 3,45 | 97 | 24 | 1,21 | 4,66 |
| Coorg | 16 | ... | 10 | 1 | 27 | 11 | 2 | 13 | 40 |
| Total | 1,03,91(a) | 12,89 | 58,87 | 15,38 | 1,91,05 | 1,26,88 | 83,28 | 2,10,15 | 4,01,21 |

Table 305.—Percentage of net Educational Expenditure on total net Expenditure.

| Province. | Provincial | Municipal. | Local. | Total. |
|-------------------|------------|------------|--------|--------|
| | R | R | R | R |
| Madras | 7.4 | 14.3 | 10.3 | 8.9 |
| Bombay | 6.3 | 53.6 | 8.1 | 10.0 |
| Bengal | 7.0 | 25.1 | 1.5 | 8.0 |
| United Provinces | 3.3 | 22.8 | 6.0 | 6.8 |
| Punjab | 5.4 | 23.3 | 14.1 | 8.9 |
| Burma | 3.0 | 16.2 | 7.6 | 4.1 |
| Central Provinces | 4.8 | 71.1 | 16.5 | 8.8 |
| Assam | 3.2 | 35.1 | 8.6 | 6.6 |
| Total | 5.3 | 25.3 | 7.0 | 7.8 |

NOTE.—The above percentages have been calculated from the Finance and Revenue Accounts; these are not prepared on the same basis as the departmental statistics and in some cases differ considerably from them. To avoid confusion, the percentages only, and not the actual figures, have been given.

Table 306.—Expenditure from Provincial Revenues.

[Figures in thousands of Rupees.]

| Province. | 1891-92. | 1896-97. | 1901-02. |
|-----------------------|----------|----------|----------|
| Madras | 17,44 | 18,76 | 21,31 |
| Bombay | 19,65 | 22,46 | 22,13 |
| Bengal | 24,96 | 26,93 | 24,55 |
| United Provinces | 5,48 | 6,21 | 9,99 |
| Punjab | 8,73 | 7,27 | 9,21 |
| North-West Frontier | ... | ... | 16 |
| Burma | 3,91 | 5,33 | 8,24 |
| Central Provinces . . | 3,86 | 3,84 | 3,83 |
| Assam | 1,68 | 1,82 | 2,30 |
| Berar | 2,34 | 2,37 | 2,03 |
| Coorg | 19 | 24 | 16 |
| Total | 88,14 | 95,23 | 1,03,91 |

(a) Includes R1,12,264 from Imperial Funds.

Table 307.—Expenditure from Local Funds.
[Figures in thousands of Rupees.]

| Province. | 1891-92. | 1896-97. | 1901-02 |
|-------------------------------|----------|----------|---------|
| Madras | 8,22 | 8,74 | 7,63 |
| Bombay | 8,68 | 9,66 | 9,63 |
| Bengal | 10,52 | 11,72 | 12,72 |
| United Provinces | 14,44 | 13,83 | 14,59 |
| Punjab | 6,02 | 6,41 | 5,50 |
| North-West Frontier | ... | ... | 48 |
| Burma | 1,37 | 1,44 | 2,14 |
| Central Provinces | 1,75 | 2,16 | 2,63 |
| Assam | 1,61 | 2,09 | 2,25 |
| Berar | 1,27 | 1,40 | 1,25 |
| Coorg | 7 | 1 | 10 |
| Total | 53,95 | 57,46 | 58,87 |

Table 308.—Expenditure from Municipal Funds.
[Figures in thousands of Rupees.]

| Province. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|----------|
| Madras | 2,17 | 2,33 | 2,53 |
| Bombay | 3,64 | 4,25 | 4,34 |
| Bengal | 82 | 1,03 | 98 |
| United Provinces | 1,01 | 1,06 | 1,25 |
| Punjab | 3,41 | 3,37 | 3,24 |
| North-West Frontier | ... | ... | 31 |
| Burma | 2,15 | 1,63 | 1,62 |
| Central Provinces | 73 | 1,01 | 83 |
| Assam | 5 | 7 | 7 |
| Berar | 10 | 19 | 18 |
| Coorg | 2 | 3 | 1 |
| Total | 14,10 | 14,97 | 15,38 |

Table 309.—Expenditure from Fees.
[Figures in thousands of Rupees.]

| Province. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|----------|----------|----------|
| Madras | 18,23 | 20,22 | 24,96 |
| Bombay | 13,36 | 16,02 | 17,20 |
| Bengal | 40,38 | 48,62 | 56,13 |
| United Provinces | 7,22 | 7,66 | 10,82 |
| Punjab | 4,49 | 7,99 | 9,35 |
| North-West Frontier | ... | ... | 31 |
| Burma | 1,81 | 2,43 | 3,94 |
| Central Provinces | 96 | 1,28 | 1,46 |
| Assam | 1,11 | 1,30 | 1,63 |
| Berar | 91 | 49 | 97 |
| Coorg | 8 | 10 | 11 |
| Total | 88,55 | 1,06,11 | 1,26,88 |

Table 310.—Expenditure from Fees by Objects.

| Province. | Arts Colleges. | Profes- sional Col- leges. | Secondary Schools. | Primary Schools. | Special Schools. | Buildings and Appa- ratas. | Other Expendi- ture. | Total. |
|-------------------------------|-----------------|----------------------------|--------------------|------------------|------------------|----------------------------|----------------------|--------------------|
| | R | R | R | R | R | R | R | R |
| Madras | 2,25,838 | 64,455 | 11,37,069 | 5,91,994 | 36,334 | ... | 4,40,079 | 24,95,769 |
| Bombay | 1,32,561 | 1,10,496 | 8,77,773 | 3,71,071 | 24,213 | 7,660 | 1,95,749 | 17,19,523 |
| Bengal | 4,12,528 | 76,494 | 23,05,398 | 18,67,929 | 79,161 | 29,194 | 8,42,732 | 56,13,438 |
| United Provinces | 1,04,358 | 18,992 | 5,76,875 | 66,761 | 10,959 | 27,921 | 2,76,243 | 10,82,109 |
| Punjab | 67,776 | 21,380 | 5,61,447 | 70,508 | 3,528 | ... | 2,10,582 | 9,35,221 |
| North-West Frontier | 844 | ... | 27,639 | 2,563 | ... | ... | 316 | 31,362 |
| Burma | 9,981 | ... | 3,43,704 | 22,953 | 17,073 | ... | ... | 3,93,711 |
| Central Provinces | 14,517 | 2,502 | 96,235 | 81,646 | ... | 556 | 360 | 1,45,816 |
| Assam | 5,360 | ... | 1,18,941 | 31,464 | 4,926 | 1,197 | 1,249 | 1,63,137 |
| Berar | ... | ... | 24,285 | 54,606 | 15 | 7,546 | 10,456 | 96,908 |
| Coorg | ... | ... | 7,274 | 3,716 | ... | ... | ... | 10,990 |
| Total | 9,73,763 | 2,94,319 | 60,76,640 | 31,15,211 | 1,76,209 | 74,074 | 19,77,766 | 1,26,87,982 |

Table 311.—Average annual Fee incidence per Pupil.

| Province. | Institutions of all classes. | Arts Colleges. | Secondary Schools. | Primary Schools. |
|-------------------------------|------------------------------|----------------|--------------------|------------------|
| | R | R | R | R |
| Madras | 3.4 | 69.9 | 11.6 | 1.0 |
| Bombay | 3.0 | 70.5 | 18.1 | .7 |
| Bengal | 3.9 | 48.6 | 9.6 | 1.6 |
| United Provinces | 3.0 | 67.7 | 8.1 | .2 |
| Punjab | 5.4 | 53.9 | 8.7 | .7 |
| North-West Frontier | 2.5 | 52.7 | 5.5 | .3 |
| Burma | 2.4 | 65.7 | 10.6 | .2 |
| Central Provinces | 1.1 | 53.8 | 3.6 | .3 |
| Assam | 1.7 | 47.9 | 8.7 | .4 |
| Berar | 1.9 | ... | 5.6 | 1.2 |
| Coorg | 2.7 | ... | 13.9 | 1 |
| Total, 1901-02 | 3.4 | 57.5 | 10.1 | 1.0 |
| Total, 1896-97 | 2.9 | 50.3 | 10.1 | 1.0 |
| Total, 1891-92 | 2.8 | 50.0 | 9.7 | 1.0 |

Table 312.—Direct and Indirect Expenditure.

Figures in thousands of Rupees.]

| Province. | DIRECT EXPENDITURE. | | INDIRECT EXPENDITURE. | |
|-------------------------------|---------------------|----------------|-----------------------|--------------|
| | 1896-97. | 1901-02. | 1896-97. | 1901-02. |
| Madras | 54,11 | 58,63 | 12,77 | 20,64 |
| Bombay | 61,98 | 66,11 | 11,75 | 11,85 |
| Bengal | 87,86 | 94,11 | 21,82 | 28,39 |
| United Provinces | 26,77 | 32,48 | 9,63 | 13,11 |
| Punjab | 20,49 | 22,04 | 10,23 | 10,50 |
| North-West Frontier | | 1,22 | ... | 31 |
| Burma | 9,61 | 13,35 | 3,43 | 4,61 |
| Central Provinces | 7,79 | 8,68 | 2,74 | 2,44 |
| Assam | 4,98 | 5,67 | 1,53 | 1,96 |
| Berar | 3,45 | 3,69 | 1,10 | 98 |
| Coorg | 35 | 35 | 6 | 5 |
| Total | 2,77,39 | 3,06,38 | 75,06 | 94,84 |

Table 313.—Direct Expenditure by Periods.

[Figures in thousands of Rupees.]

| Objects of Expenditure. | 1891-92. | 1896-97. | 1901-02. |
|---------------------------------|----------|----------|----------|
| Arts Colleges | 20,44 | 23,70 | 26,01 |
| Professional Colleges | 8,29 | 9,01 | 11,98 |
| Secondary Schools | 98,96 | 1,14,52 | 1,26,84 |
| Primary Schools | 96,14 | 1,10,89 | 1,18,76 |
| Special Schools | 17,10 | 19,27 | 22,79 |
| Total | 2,46,93 | 2,77,39 | 3,06,38 |

Table 314.—Direct Expenditure, by Provinces.

[Figures in thousands of Rupees.]

| Province. | Arts Colleges. | Professional Colleges. | Secondary Schools. | Primary Schools. | Special Schools. | Total. |
|---------------------------------|----------------|------------------------|--------------------|------------------|------------------|---------|
| Madras | 6,31 | 2,45 | 22,22 | 22,19 | 5,51 | 58,68 |
| Bombay | 3,53 | 1,83 | 20,23 | 35,09 | 5,43 | 66,11 |
| Bengal | 8,22 | 3,86 | 42,65 | 33,32 | 6,06 | 94,11 |
| United Provinces | 4,46 | 2,60 | 14,88 | 8,86 | 1,68 | 32,48 |
| Punjab | 1,91 | 1,21 | 11,93 | 5,49 | 1,50 | 22,04 |
| North-West Frontier. | 1 | ... | 84 | 37 | ... | 1,22 |
| Burma | 83 | ... | 7,63 | 3,56 | 1,33 | 13,35 |
| Central Provinces | 58 | 3 | 3,35 | 4,03 | 69 | 8,68 |
| Assam | 16 | ... | 2,21 | 2,81 | 49 | 5,67 |
| Berar | ... | ... | 75 | 2,85 | 9 | 3,69 |
| Coorg | ... | ... | 15 | 19 | 1 | 35 |
| Total | 26,01 | 11,98 | 1,26,84 | 1,18,76 | 22,79 | 3,06,38 |

Table 315.—Average annual Cost of educating a Pupil in different classes of Institutions.

| Class of Institution. | 1891-92. | 1896-97. | 1901-02. |
|---------------------------------|----------|----------|----------|
| Art Colleges | ₹ 162.0 | ₹ 160.3 | ₹ 149.1 |
| Professional Colleges | 255.3 | 196.4 | 233.9 |
| Secondary Schools | 21.6 | 21.7 | 21.0 |
| Primary Schools | 3.6 | 3.4 | 3.9 |
| Training Schools | 130.9 | 131.1 | 131.3 |
| Special Schools | 65.1 | 63.7 | 53.8 |

Table 316.—Indirect Expenditure, by Periods.

[Figures in thousands of rupees.]

| Object of Expenditure. | 1891-92. | 1896-97. | 1901-02. |
|-----------------------------------|----------|----------|----------|
| Buildings and equipment | 21,82 | 23,70 | 25,73 |
| University | 4,73 | 6,71 | 7,73 |
| Direction | 3,39 | 3,80 | 3,92 |
| Inspection | 19,11 | 20,57 | 21,53 |
| Scholarships | 7,27 | 7,98 | 9,12 |
| Miscellaneous | 7,94 | 12,30 | 26,81 |
| Total | 64,26 | 75,06 | 94,84 |

Table 317.—Indirect Expenditure, by Provinces.

[Figures in thousands of rupees.]

| Province. | Buildings and Equipment. | University. | Direction. | Inspection. | Scholarships. | Miscellaneous. | Total. |
|-------------------------------|--------------------------|-------------|-------------|--------------|---------------|----------------|--------------|
| Madras | 5,30 | 1,90 | 56 | 4,19 | 98 | 7,71 | 20,64 |
| Bombay | 4,41 | 2,06 | 47 | 3,14 | 1,75 | 2 | 11,85 |
| Bengal | 6,66 | 2,06 | 78 | 6,59 | 2,26 | 10,04 | 28,39 |
| United Provinces | 3,99 | 55 | 45 | 2,72 | 1,19 | 4,21 | 13,11 |
| Punjab | 2,09 | 1,16 | 45 | 1,54 | 1,50 | 3,76 | 10,50 |
| North-West Frontier | 11 | ... | ... | 8 | 6 | 6 | 31 |
| Burma | 1,92 | ... | 45 | 1,57 | 32 | 35 | 4,61 |
| Central Provinces | 76 | ... | 31 | 93 | 34 | 10 | 2,44 |
| Assam | 32 | ... | 28 | 46 | 60 | 30 | 1,96 |
| Berar | 17 | ... | 17 | 29 | 11 | 24 | 98 |
| Coorg | ... | ... | ... | 2 | 1 | 2 | 5 |
| Total | 25,73 | 7,73 | 3,92 | 21,53 | 9,12 | 26,81 | 94,84 |

Table 318.—Expenditure on Buildings and Equipment.

[Figures in thousands of rupees.]

| Province. | Buildings. | Equip-ment. | Total. |
|-------------------------------|--------------|-------------|--------------|
| Madras | 5,08 | 22 | 5,30 |
| Bombay | 4,08 | 33 | 4,41 |
| Bengal | 5,62 | 1,04 | 6,66 |
| United Provinces | 3,10 | 89 | 3,99 |
| Punjab | 1,68 | 41 | 2,09 |
| North-West Frontier | 8 | 3 | 11 |
| Burma | 1,83 | 9 | 1,92 |
| Central Provinces | 61 | 15 | 76 |
| Assam | 26 | 6 | 32 |
| Berar | 9 | 8 | 17 |
| Coorg | ... | ... | ... |
| Total | 22,43 | 3,30 | 25,73 |

Table 319.—Expenditure on Scholarships.

[Figures in thousands of rupees.]

| Province. | 1891-92. | 1896-97. | 1901-02. |
|-------------------------------|-------------|-------------|-------------|
| Madras | 72 | 77 | 98 |
| Bombay | 98 | 1,29 | 1,75 |
| Bengal | 2,15 | 2,27 | 2,26 |
| United Provinces | 95 | 88 | 1,19 |
| Punjab | 1,39 | 1,56 | 1,50 |
| North-West Frontier | ... | ... | 6 |
| Burma | 26 | 25 | 32 |
| Central Provinces | 30 | 30 | 34 |
| Assam | 41 | 55 | 60 |
| Berar | 9 | 9 | 11 |
| Coorg | 2 | 2 | 1 |
| Total | 7,27 | 7,98 | 9,12 |

Table 320.—Expenditure on Scholarships, by Sources.

[Figures in thousands of rupees.]

| Source of expenditure. | 1891-92. | 1896-97. | 1901-02. |
|---|----------|----------|--------------|
| Provincial Revenues | 4,09 | 4,36 | 4,48 |
| Local Funds | 1,31 | 1,47 | 1,63 |
| Municipal Funds | 31 | 24 | 24 |
| Fees | 6 | 6 | 18 |
| Other sources { Private } { Public } | 1,50 | 1,85 | { 2,30 29 |
| Total | 7,27 | 7,93 | 9,12 |

Table 321.—Expenditure on Scholarships held in different classes of Institutions.

[Figures in thousands of rupees.]

| Class of Institutions. | 1891-92. | 1896-97. | 1901-02. |
|----------------------------------|----------|----------|------------|
| Arts colleges | 2,17 | 2,36 | 2,67 |
| Professional colleges | 63 | 49 | 45 |
| Secondary schools | 2,94 | 3,25 | 3,62 |
| Primary schools | 53 | 64 | 82 |
| Medical schools | 1,00 | 1,24 | { 55 53 |
| Technical and Industrial schools | | | |
| Other special schools | | | 48 |
| Total | 7,27 | 7,98 | 9,12 |

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TIME TABLES.

ARTS COLLEGES.

1.—Presidency College, Madras.

| Subjects. | HOURS PER WEEK. | | | |
|--|-----------------|--------------|---|--------------|
| | First year. | Second year. | Third year. | Fourth year. |
| English | 8 | 7 | 6 | 7 |
| Mathematics | 7 | 7 | Treated as a Science Branch. Ditto. | |
| History | 3 | 4 | | |
| Science | 1 | 2* | 13 | 13 |
| Classical or Vernacular Language | 6 | 5 | 6 | 5 |
| Total | 25 | 25 | 25 | 25 |

* This includes one hour devoted to logic.

2.—Elphinstone College, Bombay.

| Subjects. | HOURS PER WEEK. | | | | |
|------------------------------|-----------------|--------------|-------------|--------------|-------------|
| | First year. | Second year. | Third year. | Fourth year. | Fifth year. |
| English | 5½ | 5½ | 6½ | 6½ | 3 |
| Mathematics | 4 | 2 | 5 | 4 | 2 |
| History | 3 | ... | 12 | 12 | 2 |
| Philosophy | ... | 3 | 6 | 6 | 1 |
| Physics | ... | 3 | 6 | 6 | ... |
| Chemistry | ... | ... | 3 | 3 | ... |
| Biology | ... | 6 | 7 | 7 | 2 |
| Sanskrit | 5 | 5 | 8 | 8 | 6 |
| Persian | 5 | 5 | 9 | 9 | 2 |
| Avesta and Pahlavi | 3 | 2 | ... | ... | ... |
| Latin | 3 | 1 | 1 | 1 | ... |
| French | 2 | 2 | 2 | 2 | ... |

The members of each under graduate class write English composition for one hour once a fortnight; this is indicated by the half hour assigned to English in the above table.

3.—Presidency College, Calcutta.

| Subjects. | HOURS PER WEEK. | | | | | |
|---|-----------------|--------------|-------------|-----------|--------------|-----------|
| | First year. | Second year. | Third year. | | Fourth year. | |
| | | | A Course. | B Course. | A Course. | B Course. |
| English | 6 | 6 | 6 | 6 | 6 | 6 |
| Mathematics | 6 | 6 | (b) 5 | 5 | (b) 6 | 6 |
| Mental and Moral Science (including Logic). | (a) 2 | (a) 2 | 5 | ... | 7 | ... |
| Physical Science | 5 | 7 | .. | (c) 4 | ... | (c) 6 |
| Classical Language | 4 | 5 | (b) 4 | ... | (b) 5 | ... |
| History | (a) 2 | (a) 2 | (b) 4 | ... | (b) 4 | ... |

(a) One of these is compulsory.

(b) These are alternative subjects.

(c) Time on an average devoted to each of the alternative subjects, viz., physics and chemistry, physiology and botany, and geology and mineralogy.

NOTE.—Three or four additional hours a week are devoted to the study of the Honour's course in each subject of the B. A. course (A. and B. sections.) There are also lectures on physiology and sanitary science (optional subject) in the F. A. classes. There are also M. A. (5th year) classes in all subjects.

4.—Mur Central College, Allahabad.

| Subject. | HOURS PER WEEK. | | | |
|------------------------------|-----------------|--------------|-------------|--------------|
| | First year. | Second year. | Third year. | Fourth year. |
| English | 7 | 8 | 9 | 12 |
| Mathematics | 11 | 12 | 6 | 6 |
| History | 3 | 3 | 3 | 3 |
| Science | 6 | 6 | 18 | 18 |
| Logic | ... | 1 | ... | ... |
| Classical Language | 6 | 6 | 6 | 6 |
| Philosophy | ... | ... | 6 | 6 |
| Political Economy | ... | ... | 6 | 6 |

5.—Government College, Lahore.

| Subjects. | HOURS PER WEEK. | | | | |
|-------------------------------|-----------------|--------------|-------------|--------------|-------------|
| | First year. | Second year. | Third year. | Fourth year. | Fifth year. |
| English | 12 | 12 | 12 | 12 | 12 |
| Pure Mathematics | 6 | 6 | 6 | 6 | 12 |
| Applied Mathematics | 6 | 6 | 6 | 6 | 12 |
| Chemistry | 9 | 9 | 9 | 9 | 6 |
| Physics | 9 | 9 | 9 | 9 | 6 |
| Biology | 6 | 6 | ... | ... | ... |
| Botany | ... | ... | ... | 6 | ... |
| Zoology | ... | ... | ... | 6 | ... |
| Philosophy | 6 | 6 | 6 | 6 | 6 |
| Sanskrit | 9 | 9 | 9 | 9 | 6 |
| Persian | 9 | 9 | 6 | 6 | ... |
| Arabic | 9 | 9 | 6 | 6 | ... |
| Additional Arabic | ... | ... | ... | 6 | ... |

SECONDARY SCHOOLS.

1. Madras—Hindu High School, Triplicane.

| Subjects. | | HOURS PER WEEK. | | | | | |
|-------------------------------|------------------------------|------------------------|-----------|-----------|------------------------|-----------|-----------|
| General. | Detailed. | Lower Secondary Stage. | | | Upper Secondary Stage. | | |
| | | 1st Form. | 2nd Form. | 3rd Form. | 4th Form. | 5th Form. | 6th Form. |
| English | Prose | 5 | 5 | 3 | 2 | 2 | 2 |
| | Poetry | ... | ... | 2 | 2 | 2 | 2 |
| | Grammar | 3 | 3 | 2 | 2 | 1 | 1 |
| | Translation | 3 | 3 | 3 | 2 | 2 | 2 |
| | Composition | 1(a) | ... | 1 | 2(c) | 2(c) | 2(c) |
| Classical Language | Copy and Dictation | 2 | 2 | 2(b) | ... | ... | ... |
| | Poetry | ... | 1 | 1 | 2 | 2 | 2 |
| | Prose | ... | 1 | 1 | 1 | 1 | 1 |
| | Grammar | ... | 1 | 1 | 1 | 1 | 1 |
| | Translation | ... | ... | 1 | 1 | 1 | 1 |
| Vernacular Language | Dictation and Copy | ... | 2 | 1 | ... | ... | ... |
| | Poetry | 2 | 2 | 2 | 2 | 2 | 2 |
| | Prose | 1 | 1 | 1 | 2 | 2 | 2 |
| | Grammar | 1 | 1 | 1 | 1 | 1 | 1 |
| | Translation | ... | ... | ... | ... | ... | ... |
| Mathematics | Dictation and copy | 1 | 1 | 1 | ... | ... | ... |
| | Arithmetic | 5 | 5 | 5 | 2 | 2 | 2 |
| | Geometry | ... | ... | ... | 2 | 2 | 2 |
| | Algebra | ... | ... | ... | 2 | 2 | 2 |
| History | English History | ... | ... | ... | 2 | 2 | 2 |
| | Indian History | 3(d) | 3(d) | 2 | 2 | 1 | 1 |
| | "Citizen of India" | ... | ... | ... | ... | 1 | 1 |
| Geography | ... | 2(d) | 2 | 1 | 1 | 1 | |
| Science | Physics | ... | 2(d) | 2 | 1 | 1 | 1 |
| | Chemistry | ... | ... | ... | 1 | 2 | 2 |
| Drawing | ... | ... | ... | 1 | 1 | 2 | |
| Practical Geometry | ... | 1 | 1 | 1 | 1 | 1 | |
| Gymnastics | ... | ... | ... | 1 | 1 | 1 | |
| | Total | 30 | 35 | 35 | 35 | 35 | 35 |

(a) Transcription.
 (b) One hour transcription, one hour copy and dictation.
 (c) One hour general English and one hour composition.
 (d) Vernacular.

2. *Bombay—Satara High School.*

| Subjects. | HOURS PER WEEK. | | | | | | | | |
|-------------------------------|-----------------|-----------|-----------|-------------|------------|--------------------------|-----------------------------------|---------------------------|------------------------------------|
| | Middle Stage. | | | High Stage. | | | | | |
| | I. | II. | III. | IV. | V. | VI Maticu- lation. | VI University school final. | VII Maticu- lation. | VII University school final. |
| | Class VII. | Class VI. | Class V. | Class IV. | Class III. | Class II. | Class II. | Class I. | Class I. |
| English | 11½ | 11½ | 11 | 11 | 8½ | 10½ | 10½ | 10 | 11 |
| Classical language | ... | ... | ... | 4 | 5 | 5 | ... | 5 | ... |
| Vernacular language | 4 | 4 | 4 | ... | ... | ... | 5 | ... | 5 |
| Mathematics | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 5 |
| History | 2 | 2 | 2 | 2 | 2 | 3 | ... | 4 | ... |
| Geography | 2 | 2 | 2 | 2 | 1 | 1 | ... | 1 | ... |
| Object lessons | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Science | ... | ... | ... | ... | 1 | ... | 5 | 4 | 7 |
| Drawing | 2 | 2 | 2 | 2 | 2 | ... | ... | ... | ... |
| Gymnastics | 1½ | 1½ | 1½ | 1½ | 1½ | 1½ | 1½ | (a) | (a) |
| Examinations | 1 | 1 | 1½ | 1½ | 2 | 2 | 2 | (b) | (b) |
| Total | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 |

(a) Saturday afternoons are given to gymnastics and out-door games.
 (b) In Standard VII, examinations are held monthly instead of weekly.

3. *Bengal—Hindu School, Calcutta.*

| Subjects. | HOURS PER WEEK. | | | | | | | | | |
|-------------------------------|----------------------|---------------|----------------------|--------------|---------------|------------|-------------|------------|------------|-----------|
| | Lower Primary Stage. | | Upper Primary Stage. | | Middle Stage. | | High Stage. | | | |
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. |
| | Class VIII B. | Class VIII A. | Class VII B. | Class VII A. | Class VI. | Class V. | Class IV. | Class III. | Class II. | Class I. |
| English | ... | ... | 4½ | 4½ | 4½ | 4½ | 8 | 8 | 8½ | 9½ |
| Classical language | ... | ... | ... | ... | ... | ... | 4½ | 4 | 4 | 4 |
| Vernacular language | 4 | 4 | 3½ | 3½ | 5½ | 5½ | 1 | 1 | 1 | 1 |
| Mathematics | 6 | 6 | 7 | 7 | 7 | 7 | 6 | 6 | 5 | 6 |
| History | ... | ... | 1½ | 1½ | 1½ | 1½ | 3 | 3½ | 3 | 3 |
| Geography | ... | ... | 1½ | 1½ | 1½ | 1½ | 2 | 2 | 3 | 2 |
| Object lessons | 3 | 3 | 2 | 2 | ... | ... | ... | ... | ... | ... |
| Science | 6 | 6 | 4 | 4 | 4 | 4 | ... | ... | ... | 1 |
| Drawing | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Gymnastics | 3 | 3 | 2½ | 2½ | 2½ | 2 | 2 | 2 | 2 | 1½ |
| Total | 24 | 24 | 28½ | 28½ | 28½ | 28½ | 28½ | 28½ | 28½ | 30 |

4. *United Provinces—Queen's Collegiate School, Benares.*

| Subjects. | HOURS PER WEEK. | | | | | | | | | | | |
|-------------------------------|----------------------|---------------------|-------------|--------------|----------------------|---------------|---------------------|-------------|---------------------|---------------|--------------|-------------|
| | Lower Primary Stage. | | | | Upper Primary Stage. | | Lower Middle Stage. | | Upper Middle Stage. | | High Stage. | |
| | A. | B. | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. |
| | Prepara- tory A. | Prepara- tory B. | Class X. | Class IX. | Class VIII. | Class VII. | Class VI. | Class V. | Class IV. | Class III. | Class II. | Class I. |
| English | ... | ... | ... | ... | ... | ... | 12 | 12 | 10½ | 10½ | 12 | 12 |
| Classical language | ... | ... | ... | ... | ... | ... | (b) | (b) | (a) | (a) | 5 | 5 |
| Vernacular language | 6 | 6 | 6 | 6 | 9 | 9 | 6 | 6 | 4½ | 4½ | 1 | 1 |
| Mathematics | 6 | 6 | 6 | 6 | 9 | 9 | 6 | 6 | 6 | 6 | 6 | 6 |
| History | ... | ... | ... | 2 | 3 | 3 | 3 | 3 | 6 | 6 | 6 | 6 |
| Geography | ... | ... | ... | 2 | 3 | 3 | ... | ... | ... | ... | ... | ... |
| Object lessons | 3 | 3 | 3 | 2 | 3 | 3 | ... | ... | ... | ... | ... | ... |
| Sciences | ... | ... | ... | ... | ... | ... | 3 | 3 | 3 | 3 | 5 | 5 |
| Agricultural Primer | ... | ... | ... | ... | 3 | 3 | ... | ... | ... | ... | ... | ... |
| Drawing | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 5 |
| Gymnastics | 12 | 12 | 12 | 12 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Total | 30 | 30 | 30 | 30 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | (c) |

(a) Higher Vernacular 3 hours, Elementary Vernacular 1½ hours.
 (b) Higher Vernacular 3 hours, Elementary Vernacular 3 hours.
 (c) In classes VI to X a classical language, science, and drawing are alternative subjects.

5. Punjab—Central Model School, Lahore.

| Subjects. | HOURS PER WEEK. | | | | | | | | | |
|------------------------------------|----------------------|-----------|------------|----------------------|----------|---------------|-----------|------------|-------------|----------|
| | Lower Primary Stage. | | | Upper Primary Stage. | | Middle Stage. | | | High Stage. | |
| | Infant class. | Class II. | Class III. | Class IV. | Class V. | Class I. | Class II. | Class III. | Class IV. | Class V. |
| English | ... | ... | ... | 12 | 12 | 15 | 15 | 13 | 12 | 12 |
| Classical language | ... | ... | ... | 3 | 3 | 4 | 4 | 4 | 5 | 5 |
| Vernacular language | 15 | 15 | 15 | 6 | 6 | 3 | 3 | 3 | 4 | 4 |
| Mathematics | 4½ | 8 | 6 | 5 | 5 | 4 | 4 | 5 | 9 | 9 |
| History | ... | ... | ... | ... | ... | 2 | 2 | 2 | 3 | 3 |
| Geography | ... | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 |
| Object lessons | 3 | 3 | 3 | 2 | 2 | 4 | ... | ... | (a) | (a) |
| Science | ... | ... | ... | ... | ... | ... | 4 | 4 | 5 | 5 |
| Sanitation | ... | ... | ... | ... | ... | ... | ... | 1 | (c) | (c) |
| Drawing | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 4 | 4 |
| Kindergarten occupations | 2 | 2 | 2 | 2 | 2 | ... | ... | ... | ... | ... |
| Gymnastics | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Total | 29½ | 34 | 34 | 37 | 37 | 39 | 39 | 39 | 39 | 39 |

(a) & (c) Vernacular language, science (optional) and drawing are alternative subjects.
 (b) & (a) Classical language and science (compulsory) are alternative subjects.

6. Burma—Government Anglo-Vernacular Collegiate School, Rangoon.

| Subjects. | HOURS PER WEEK. | | | | | | | | | |
|-------------------------------|----------------------|-----|-----|----------------------|-----|---------------|-----|------|-------------|-----|
| | Lower Primary Stage. | | | Upper Primary Stage. | | Middle Stage. | | | High Stage. | |
| | Infant standard. | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. |
| English | 11½ | 11½ | 10½ | 12½ | 10½ | 10 | 9½ | 9 | 6½ | 5½ |
| Classical language | 3½ | 3½ | 3½ | 3½ | 3½ | 3 | 3 | 3 | 3½ | 3½ |
| Vernacular language | 3½ | 3½ | 3½ | 3½ | 3½ | 5½ | 7½ | 7 | 7½ | 6½ |
| Mathematics | ... | ... | ... | ... | ... | ... | ... | ... | 5½ | 4½ |
| History | ... | ... | 1½ | 2½ | 3½ | 3 | 2½ | 2½ | 2½ | 3½ |
| Geography | 1½ | 1½ | 2½ | ... | ... | ... | ... | ... | ... | ... |
| Object lessons | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1½ |
| Science | 1½ | 1½ | 1½ | 1½ | 1½ | 2½ | 2½ | 2½ | ... | ... |
| Drawing | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Gymnastics | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | 22½ | 22½ | 24 | 24½ | 24 | 24½ | 25 | 24½ | 25 | 25 |

7. Central Provinces—High School, Saugor.

| Subjects. | HOURS PER WEEK. | | | | | | | |
|-------------------------------|-----------------|-----|------|-----|--------------|-----|------------|-----|
| | Middle Stage. | | | | High Stage. | | | |
| | I. | II. | III. | IV. | Preparatory. | | Entrances. | |
| English | 11½ | 11½ | 11½ | 11½ | 12 | 12 | 12 | 12 |
| Classical language | ... | ... | ... | ... | 3½ | ... | 3½ | ... |
| Vernacular language | 4½ | 4½ | 3½ | 3½ | ... | 1½ | ... | 1½ |
| Mathematics | 3½ | 3½ | 5½ | 5½ | 5½ | 5½ | 5½ | 5½ |
| History | ... | ... | ... | 1½ | 3½ | 3½ | 3½ | 3½ |
| Geography | 2 | 2 | 1½ | 1½ | 1½ | 1½ | 1½ | 1½ |
| Object lessons | 1½ | ... | ... | ... | ... | ... | ... | ... |
| Science | ... | 1½ | 1½ | 2 | ... | 2 | ... | 2 |
| Drawing | 3½ | 3½ | 3½ | 1½ | 1½ | 1½ | 1½ | 1½ |
| Gymnastics | 4½ | 4½ | 4½ | 4½ | 3½ | 3½ | 3½ | 3½ |
| Total | 30½ | 30½ | 30½ | 30½ | 30½ | 30½ | 30½ | 30½ |

N.B.—Three hours of every Saturday which are utilised for weekly examinations are not included.

8. Assam—Sylhet Government High School.

| Subjects. | HOURS PER WEEK. | | | | | | | |
|-------------------------------|----------------------|------------|----------------------|---------------|-------------|------------|-----------|----------|
| | Lower Primary Stage. | | Upper Primary Stage. | Middle Stage. | High Stage. | | | |
| | Class VIII. | Class VII. | Class VI. | Class V. | Class IV. | Class III. | Class II. | Class I. |
| English | 11½ | 12 | 11½ | 11½ | 9 | 8 | 9½ | 9½ |
| Classical language | (a) | (a) | (a) | 1½ | 3½ | 4 | 3½ | 3½ |
| Vernacular language | 7½ | 7 | 5 | 3 | 2 | 1½ | 1½ | 1½ |
| Mathematics | 5 | 5 | 5 | 4½ | 4½ | 5 | 4½ | 5 |
| History | ... | ... | ... | ... | 2 | 3 | 2½ | 3 |
| Geography | ... | ... | 2 | 2½ | 2 | 1½ | 2 | 1½ |
| Science | ... | ... | ... | ... | ... | ... | ... | ... |
| Drawing | ... | ... | 1 | 1 | 1 | 1 | 1 | 1 |
| Gymnastics | 3½ | 3½ | 3½ | 3½ | 3½ | 3½ | 3½ | 2½ |
| Examinations | 3 | 3 | 2½ | 3 | 3 | 3 | 2½ | 2½ |
| Total | 30½ | 30½ | 30½ | 30½ | 30½ | 30½ | 30½ | 30½ |

(a) Muhammadan boys read a classical language (Persian) for 2½ hours in a week instead of a vernacular language.

9. Berar—Amraoti High School.

| Subjects. | HOURS PER WEEK. | | | |
|-------------------------------|-----------------|------------|-----------|----------|
| | IV. | V. | VI. | VII. |
| | Class IV. | Class III. | Class II. | Class I. |
| English | 8 | 9 | 9 | 9 |
| Classical language | 5 | 5 | 5 | 5 |
| Vernacular language | | | | |
| Mathematics | 4 | 5 | 5 | 4 |
| History | 4 | 3 | 3 | 3 |
| Geography | 1 | 1 | 1 | 1½ |
| Object lessons | ... | ... | ... | ... |
| Science | ... | ... | ... | 2½ |
| Drawing | 2 | 2 | 2 | ... |
| Gymnastics | 2 | 1 | 1 | 1 |
| Examinations | 2 | 2 | 2 | 2 |
| Total | 28 | 28 | 28 | 28 |

N.B.—Boys who learn a classical language do not learn any vernacular language. Sanskrit learners, however, read some standard Marathi prose book for one hour in every week.

3. *Bombay—Rural School, Chhotamehmedabad, District Ahmedabad.*

| Subjects. | HOURS PER WEEK. | | | | | |
|------------------------|-----------------|-------------|--------------|----------------|--------------|-------------|
| | Lower Primary. | | | Upper Primary. | | |
| | Infant. | Standard I. | Standard II. | Standard III. | Standard IV. | Standard V. |
| Gujarati Reading | 4 | 6 | 6 | 6 | 6 | 6 |
| Writing and Dictation | ... | 4 | 4 | 4 | 5 | 5 |
| Arithmetic | 4 | 6 | 8 | 8 | 7 | 7 |
| Geography | ... | ... | 3 | 3 | 3 | 3 |
| Sanitary Primer | ... | ... | ... | ... | ... | 3 |
| Kindergarten or manual | 2½ | 3 | 2 | 2 | 2 | 2 |
| Story-telling | 1½ | 1½ | ... | ... | ... | ... |
| Singing | 1½ | 1½ | ... | ... | ... | ... |
| Object Lessons | 3 | 3 | 3 | 3 | 3 | ... |
| Drawing | 2 | 2 | 2 | 2 | 2 | 2 |
| Modelling | 1½ | 2 | 2 | 2 | 2 | 2 |
| Physical Exercise | 4 | 4 | 3 | 3 | 3 | 3 |
| Total | 24 | 33 | 33 | 33 | 33 | 33 |

4. *Bengal—Kanjilalpara Upper Primary District School.*

| Subjects. | HOURS PER WEEK. | | | | | |
|---------------------|-----------------|----------|----------------|----------|----------------|----------|
| | Infants. | | Lower Primary. | | Upper Primary. | |
| | Class II. | Class I. | Class II. | Class I. | Class II. | Class I. |
| Vernacular language | ... | 6 | 6 | 6 | 5 | 5 |
| Arithmetic | ... | 15 | 6 | 6 | 4 | 4 |
| History | ... | ... | ... | ... | 3 | 3 |
| Geography | ... | ... | ... | ... | 3 | 3 |
| Science | ... | ... | 5 | 5 | 3 | 3 |
| Kindergarten | 3 | 3 | ... | ... | ... | ... |
| Object Lessons | ... | ... | 3 | 3 | 3 | 3 |
| Drawing | ... | ... | 4 | 4 | 3 | 3 |
| Physical Exercise | 3 | 3 | 3 | 3 | 3 | 3 |
| Total | 6 | 27 | 27 | 27 | 27 | 27 |

5. *United Provinces—Rural School, Aril.*

| Subjects. | HOURS PER WEEK. | | | |
|-----------------------------|-----------------|-----|----------------|--------------|
| | Preparatory. | | Lower Primary. | |
| | A | B | Standard I. | Standard II. |
| Vernacular— | | | | |
| Reading | 3 | 3 | 3 | 3 |
| Writing | 3 | 3 | 3 | 1½ |
| Slate and Mental Arithmetic | 3 | 3 | 3 | 3 |
| Geography | ... | ... | ... | 1½ |
| Total | 9 | 9 | 9 | 9 |

6. Punjab—Vernacular Upper Primary School, Fattehgarh, Lahore District.

| Subjects. | HOURS PER WEEK. | | | | |
|-------------------------------------|-----------------------|--------------|---------------|----------------|-------------|
| | Lower Primary. | | | Upper Primary. | |
| | Infant or Standard I. | Standard II. | Standard III. | Standard IV. | Standard V. |
| Urdu— | | | | | |
| Reading, conversation, and Grammar* | 9 | 8½ | 9 | 4½ | 4½ |
| Writing | 4½ | 8½ | 9 | 3½ | 3 |
| Persian | ... | ... | ... | 3½ | 2½ |
| Arithmetic— | | | | | |
| Notation | 2½ | ... | ... | ... | ... |
| Multiplication Table | 2½ | 2½ | ... | ... | ... |
| General | ... | 4½ | 4½ | 4½ | 4½ |
| Mental | ... | 2½ | 4½ | ... | ... |
| Mensuration | ... | ... | ... | ¾ | 3¾ |
| Geography and Map Drawing | 4½ | 6 | 4½ | 2½ | 1½ |
| Object Lessons | ... | ... | ... | 2½ | 1½ |
| Physical Exercise | 3 | 3 | 3 | 3 | 3 |
| Total | 25½ | 34½ | 34½ | 24½ | 24 |

* Grammar in the two highest classes only.

7. Central Provinces—Main Hindi Branch School, Saugor.

| Subjects. | HOURS PER WEEK. | | | | |
|-------------------|-----------------|-------------|--------------|---------------|----------------|
| | Lower Primary. | | | | Upper Primary. |
| | Infant. | Standard I. | Standard II. | Standard III. | Standard IV. |
| Hindi | 7 | 15 | 15 | 13½ | 12½ |
| Arithmetic | 5 | 12 | 9 | 9 | 7 |
| Geography | ... | ... | ... | 3 | 6 |
| Kindergarten | 1½ | 1½ | 1½ | ... | ... |
| Object Lessons | 1½ | 1½ | 1½ | 1½ | 1½ |
| Drawing | 1½ | 1½ | 3 | 3 | 3 |
| Physical Exercise | 1½ | 1½ | 3 | 3 | 2½ |
| Total | 18 | 33 | 33 | 33 | 33 |

8. Central Provinces—Typical Rural School.

| Subjects. | HOURS PER WEEK. | | | |
|---------------------------|-----------------|------------|------------|------------|
| | Class I. | Class II. | Class III. | Class IV. |
| Reading | 5½ | 5½ | 5 | 5 |
| Writing | 6 | 6 | 4½ | 4½ |
| Arithmetic | 6 | 6 | 6½ | 6½ |
| Geography and Agriculture | ... | ... | 2½ | 2½ |
| Physical Science | 1½ | 1½ | 1½ | 1½ |
| Kindergarten Drawing | ½ | ½ | ... | ... |
| Total | 19½ | 19½ | 19½ | 19½ |

The above table is for half-timers. Full-timers in classes III and IV study for an extra 10 hours a week, as follows:—

| | |
|--------------------|----------|
| Extra Arithmetic | 2 hours. |
| Extra Geography | 1 hour. |
| Extra Agriculture | 3 hours. |
| History or Grammar | 4 hours. |

No distribution of time can be given for infants, as they are employed rather than instructed.

9. Assam—Srihatta Pathshala.

| Subjects. | HOURS PER WEEK. | | | |
|--|-----------------|----------------|-----------|----------|
| | Infants. | Lower Primary. | | |
| | Class IV. | Class III. | Class II. | Class I. |
| Vernacular Language— | | | | |
| Reading | 7½ | 7½ | 8 | 8 |
| Writing | 7½ | 5½ | 5 | 5 |
| Arithmetic | 5 | 8½ | 6½ | 5 |
| Mensuration and Zamindari Accounts | ... | ... | 4 | 4 |
| Sanitary Science | ... | ... | ... | 1½ |
| Physical Exercise | 5 | 3½ | 4 | 4 |
| Weekly Examination | 3 | 3 | 3 | 3 |
| Total | 28 | 28 | 30½ | 30½ |

10. Berar—Municipal Marathi School, No. 1, Akola.

| Subjects. | HOURS PER WEEK. | | | |
|-------------------------------|-----------------|--------------|---------------|--------------|
| | Standard I. | Standard II. | Standard III. | Standard IV. |
| Vernacular Language | 12½ | 14 | 14 | 14 |
| Arithmetic | 10 | 9 | 9 | 6 |
| History | ... | ... | ... | 2 |
| Geography | ... | ... | 2 | 2 |
| Science | ... | ... | ... | 1 |
| Object Lessons | 2½ | 2 | ... | ... |
| Physical Exercise | 2½ | 2½ | 2½ | 2½ |
| Total | 27½ | 27½ | 27½ | 27½ |