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REPORT ON PUBLIC INSTRUCTION IN BOMBAY FOR 1934-35.

CHAPTER I.

General Progress.

Institutions.

1. The total number of educational institutions increased during the year from 16,730 to 16,927, an increase of 197. Of these, 15,826 were recognised and 1,101 unrecognised as compared with 15,674 and 1,056 respectively in the preceding year. Of the 15,826 recognised institutions, 13,865 were for males and 1,961 for females. The recognised institutions consisted of 17 Arts and Science Colleges, 11 Professional Colleges, 757 Secondary schools, 14,730 Primary schools, and 310 special schools. Whilst the number of Arts and Science Colleges and special schools decreased by 1 and 4 respectively, the number of Secondary and Primary schools increased by 43 and 114 respectively.

There are 26,859 towns and villages in this Presidency. Of these, 10,658 possessed schools as compared with 10,659 in the preceding year. The area served by a town or village with school was 11·6 square miles, the same as in the preceding year. This area varies from one educational Division to another, whilst it was 8·9 square miles in the Bombay Division, it was 24 square miles in Sind.

Pupils.

2. At the end of the year there were 1,422,146 pupils under instruction as compared with 1,374,296 in the preceding year, i.e. an increase of 47,850. The number of pupils in recognised institutions was 1,381,447 and in unrecognised institutions was 40,699 as compared with 1,332,524 and 41,772 respectively in the preceding year. The percentage of pupils in recognised institutions to the total population of the Presidency increased from 6·11 to 6·34. Of the 1,381,447 pupils under instruction in recognised institutions, 1,058,730 were boys and 322,717 were girls. The increase in the case of boys was 32,802 and of girls was 16,121 as compared with the increase of 19,244 and 15,088 respectively in the preceding year.

The table "General Summary of Educational Institutions and Scholars" at the end of the Report gives the distribution of pupils in various kinds of recognised institutions. It will be seen that the number of pupils in all kinds of institutions has increased during the year. As is usual, the largest increase, that of 38,318, was in Primary schools.

(7) The decision of Government to open Third year classes in the Men's Training Institutions from June, 1935 ;

(8) The shifting of the Government Training School from Bhiwandi to Bordi ;

(9) The formation of a Provincial Board for European and Anglo-Indian education.

General.

5. So far as general progress is concerned it is of course a platitude to say that we have not returned to the progress which is possible in normal circumstances. On the other hand, in spite of all, progress has been continuous and steady. A tour in the Presidency will show that some authorities are carrying out building programmes. The boy scout and girl guide movements are spreading and giving added interest and life to schools in the villages. There is in addition a distinct rise in the quality and technique of the teaching. It must be admitted, however, that the present financial stringency prevents expansion of primary education on a larger scale. Had it not been for this stringency, the increase in the number of institutions as well as pupils would have been far greater than what it is as there is a growing demand for more schools as well as for additional staff for the existing schools.

One important and interesting experiment is being tried. A Training College has been recognised, especially for the training of Kindergarten teachers. This is a branch of education which has been very largely neglected or, at all events, has never received particular attention. I am of opinion that if we could obtain an adequate supply of trained kindergarten women teachers who could be employed not merely in the Infant Departments of girls schools but in the Infant Departments of mixed schools and boys' schools as well, we would make the earlier school life of the child not merely much simpler but also much more attractive and these new qualities would, I feel, go a long way by themselves to reduce the amount of stagnation and wastage which is the characteristic of this stage of education. From such an institution it might be hoped to have teachers with an understanding that the curriculum must fit the child instead of the child being squeezed in to fit the curriculum.

There is an increasing volume of opinion that agricultural bias in Primary schools is becoming better understood and more properly valued. It is a point to be considered whether we should not introduce a bias into some of our training institutions allowing at the same time a suitable alternative course for teachers from urban schools. Teachers emerging from a College with such a training would be a great help in giving an impetus to the movement for making the country child more interested in the country and for giving him enough insight and knowledge to enable him and persuade him to remain there and improve agriculture and life in general in his own village. This would be the first of the several stages of bifurcation which would help to divert unsuitable pupils from entering into Secondary education and which would in combination with other alternative courses at other stages help to reduce the number of unsuitables going to colleges.

The time has come and in many ways is overdue when more attention must be paid to female education. If the simple fact is kept in mind that a child's earliest and most impressionable years are spent with his mother further stressing of this point appears superfluous.

The weak spot in the Primary section of the educational machine is supervision. I am coming to the view that inspection must be taken over again by Government, the existing Local Authority officer remaining until their time is up and being replaced by a suitable number of more highly qualified Government officers. The authorities should still control schools as now but I am of the opinion that it would be much better if the Administrative Officer were a Government officer lent by the Department. He could be kept in places where he was working well with the Local Authority or replaced in places where he was not. The inspecting staff, however, must occupy a position similar to that of judges, i.e. impartial and aloof from local affairs.

The Secondary schools are continuing as before to make the best of things as they are, and in some cases some Secondary schools show great progress and improvement. Although it was not possible for Government to restore the cuts made in the allotments of grants-in-aid the Department has given effect to its declared policy of handing over their Secondary schools to suitable private bodies by transferring the management of the Hyderabad High School to the Muslim Education Society and the Surat Middle School buildings to the Sarvajanik Education Society for opening a Girls' High School and supplying greater accommodation to the Drawing and Design Class.

With a view to progress and improvement one of my Inspectors held a Refresher Course which lasted for about 10 days. The course comprised a series of lectures on various school subjects and lectures on method. There were practical demonstrations and a certain amount of interesting and instructive sight-seeing. The course was a pronounced success not merely by reason of the freshening up which the teachers received but also on account of the meeting and mingling of teachers from widely separated areas. Their meeting permitted interchange of ideas, gave rise to instructive arguments on educational points and also brought about a feeling of friendship and fellowship which is an asset to any profession. In addition, teachers were given the stimulus and the material with which to improve their work and left with higher ideals for themselves and their careers. This Course was followed by another an account of which, however, will fall more properly into the next year's report. The plans for another Course in another Division are complete and in view of the pronounced success of the Courses held so far I contemplate a considerable extension of the practice.

The Matriculation examination with all its repercussions remains a great source of discussion. The Department, along with the University, is considering means by which the evils arising from its double function may be minimised and, if possible, gradually eliminated. It is to be greatly hoped that something tangible will be accomplised in this regard.

It is necessary, in my opinion, to widen the basis of examination and give such a choice that a leaving certificate may be obtained in a sufficient variety of ways to meet a fairly large number of mental types. The University can then select or accept the particular subjects which suit its purposes and the pupils who do not take these will be able to obtain an equally valuable and useful certificate in subjects valuable from an industrial or commercial point of view. This expansion of range means, however, a very great increase in expenditure on the part of schools and some system of grouping or co-operation in covering the range of subjects would seem to be a necessity.

It is gratifying to note that the year was marked by increasing cordiality and co-operation between the University and the Department in the matter of control of Secondary education and attempts are being made by both of them to come to a mutual understanding with a view to putting an end to or minimising the dual control over the higher classes of High Schools which has been referred to in previous reports.

CHAPTER II.

ADMINISTRATION.

6. The strength and composition of the various branches of the Educational Service on 31st March, 1935, was as under :—

Service.		Number of posts.
All-India (Indian Educational Service) Service.		
Administrative Branch (Direction, Inspection, etc.)	6	
Collegiate Branch	23	
	——	29
Bombay Educational Service (Class I).		
Administrative Branch (Direction, Inspection, etc.)	11	
Collegiate Branch	14	
	——	25
Bombay Educational Service (Class II).		
Teaching, Inspecting and General ..	63	
Collegiate Branch	42	
	——	105
Subordinate Educational Service.		
Inspecting	140	
Teaching	665	
Clerical	362	
Others	86	
	——	1,253
Miscellaneous and Special appointments outside the regular services.		
Gazetted appointments	27	
Non-gazetted appointments	9	
	——	36
Grand Total ..		1,448

The total number of teachers in Government, District Local Board, and Municipal Primary schools was 32,132 as against 31,687 in the preceding year, of whom the number of teachers in Government schools was 175 as against 169 in the preceding year.

I continued to officiate as Director of Public Instruction throughout the year during the absence on leave of Mr. Beckett preparatory to retirement, while Messrs. S. N. Moos, I.E.S., and D. C. Pavate continued to officiate as Deputy Director of Public Instruction and Assistant Director of Public Instruction respectively.

During the year under report the following officers of the Indian Educational Service retired from Government service :—

(1) Khan Bahadur Shaikh Abdul Kadir Sarfraz, I.E.S., Professor of Persian, Deccan College, Poona.

(2) Mr. E. A. Wodehouse, I.E.S., Professor of English, Deccan College, Poona.

(3) Mr. D. D. Kanga, I.E.S., Professor of Chemistry, Gujarat College, Ahmedabad.

The services of Mr. R. H. Dastur (B. E. S., Class I), Professor of Botany, Royal Institute of Science, Bombay, were placed at the disposal of the Indian Central Cotton Committee for a period of five years.

The permanent members of the All-India (Indian Educational) Service numbered 27 of whom 10 were Europeans and 17 Indians. The personnel of the B. E. S., Class I, is almost entirely Indian. There were 18 permanent B. E. S., Class I, officers during the year under review, all of whom were Indian officers. Six posts are held in abeyance and replaced by contract appointments, of which 4 were filled by Europeans.

The total cost of Direction was Rs. 1,53,639, which was almost exclusively met from Provincial funds. The total cost of Inspection was Rs. 14,83,862 of which Rs. 11,31,620 or 76·3 per cent. was met from Provincial funds. The latter amount includes Rs. 5,11,811 representing the cost of the Government Inspecting staff and Rs. 6,17,809 representing the contribution of Government towards the maintenance of the Inspecting staff under the Local Authorities.

The Provincial expenditure on Direction and Inspection together amounted to Rs. 12,85,235 which represents 7·3 per cent. of the total Provincial expenditure on Education.

Efforts were made to secure a fair representation of all castes in the public service in accordance with the declared policy of Government. In view, however, of the closure of the Government Middle School, Surat, and the transfer of the Government High School, Hyderabad, to private management, there was little scope for the creation of new appointments of a permanent nature.

CHAPTER III.

UNIVERSITY.

7. The number of Arts and Professional Colleges affiliated to the University of Bombay at the end of the year were 21 and 13 as compared with 22 and 12 respectively at the end of the previous year. The Arts College closed during the year was the Deccan College, Poona, which was one of the two colleges first affiliated to the University in 1860 after it was founded, while the new Professional College opened is the Shri Maharani Tarabai Teachers' Training College, Kolhapur. In addition, the University itself maintains a School of Economics and Sociology, and also a Department of Chemical Technology which was opened during the year.

The following table gives the distribution of Colleges including the University School of Economics and Sociology and the Department of Chemical Technology and the number of pupils in them :—

	British Districts.		Indian States.		Total.	
	Colleges	Pupils.	Colleges.	Pupils.	Colleges.	Pupils.
Arts and Science ..	18*	11,419	4	2,709	22	14,128
Commerce ..	1	402	....	....	1	402
Teaching ..	1	97	1	73	2	170
Engineering ..	2	377	....	....	2	377
Agriculture ..	1	153	....	....	1	153
Chemical Technology.	1*	17	....	....	1	17
Law ..	4	1,222	1	178	5	1,400
Medicine ..	2	1,089	....	....	2	1,089
Total ..	30*	14,776	6	2,960	36*	17,736

* Including the University School of Economics and Sociology and the Department of Chemical Technology.

The total number of students in all affiliated Colleges including the University School of Economics and Sociology and the Department of Chemical Technology increased from 16,430 to 17,736. The number of students in the affiliated Colleges in British Districts increased by 1,015 to 14,652. Of these, 11,312 were in Arts and Science Colleges and 3,340 in Professional Colleges. There are no separate Colleges for Women affiliated to the Bombay University. The number of women students increased from 1,116 to 1,250, of whom 1,092 were in Arts and Science and 158 in Professional Colleges as compared with 975 and 141 respectively in 1933-34. Chapters IV and V give a more detailed account of the Arts and Professional Colleges in British Districts.

Receipts and Expenditure.

8. The total receipts of the University amounted to Rs. 15,35,230 as compared with Rs. 12,86,363 in the preceding year, while the total expenditure was Rs. 14,78,429 as compared with Rs. 11,01,162. The total Government grant was Rs. 1,63,067, consisting of the statutory grant of Rs. 1,17,000 and the grant of Rs. 46,067 on account of the Department of Chemical Technology.

Examinations.

9. The following table gives the results of the more important University examinations held at the end of the academic year 1934–35 :—

Examination.	Number examined.	Number passed.				Percentage of passes.
		I Class.	II Class.	Pass Class.	Total.	
M.A.	160	4	38	61	103	64·37
B.A. (Honours) ..	727	33	257	322	612	84·18
B.A. (Pass)	853	..	..	557	557	65·29
Intermediate Arts ..	2,737	3	152	1,451	1,606	58·64
M.Sc.	57	..	..	38	38	66·66
B.Sc.	545	30	115	218	363	66·60
Intermediate Science ..	1,742	10	179	539	728	41·79
F. Y. Arts	5,674	..	..	4,015	4,015	70·76
Matriculation	10,485	..	..	7,014	7,014	35·9

The percentage of passes at the Matriculation Examination of 1935 was 35·9 as against 47·40 in the preceding year. There is no University Examination at the end of the first year's course in Colleges, students being examined by the Colleges themselves. The percentage of passes, therefore, varies from college to college.

Post-graduate work.

10. The University continues to conduct post-graduate instruction and research through teachers recognised by the University in different centres. As stated in the last year's Report, a Committee of the Syndicate was appointed to thrash out the problem in all its intricacies. During the year this Committee discussed the question of post-graduate teaching or research in different centres at great length and also considered the difficulties experienced by recognised University teachers. The Committee then prepared an outline of a Scheme which was under the consideration of the Syndicate at the end of the year.

The University School of Economics and Sociology.

11. There were 58 students in the School of Economics at the end of the year 1934–35, as compared with 65 at the end of the preceding year. Of these, 14 were engaged in research.

In the School of Sociology there were 49 students as compared with 45 in the preceding year. Of these, 23 were engaged in research.

Thirty-six post-graduate students belonging to different Arts Colleges in the City of Bombay attended lectures in the School. Out of this number, 28 attended lectures in Economics and 8 in Sociology.

The School, it is reported, has been making good progress in the matter of research as can be seen from the fact that 37 students were doing research in different Economic and Sociological subjects.

Three students submitted theses for the M.A. degree and were declared successful. Out of the 14 students, who appeared for the M.A. Examination by papers, 9 were successful, one being placed in the first, 3 in the second, and 5 in the pass class.

The University Department of Chemical Technology.

12. This Department of the University provides technological training and facilities for research for those who have already attained a University standard in Chemistry and Physics and who intend to adopt an industrial career. Two courses have been organised—(1) Textile Chemistry and (2) Chemical Engineering. Students who follow either of these courses successfully and who pass the prescribed examinations and in addition fulfil the specified requirements as to works practice are awarded the Degree of B.Sc. (Tech.). Provision has been made for the admission of 10 students every year to each of the two courses.

After the appointments of the Reader in Chemical Engineering and the Lecturer in fuel technology in July, 1934, the Department opened for the admission of students on the 4th of August, 1934. Ten students were admitted to the course in Textile Chemistry and ten to the course in Chemical Engineering. One of the former and two of the latter retired shortly after admission so that at the end of the year there were 17 students.

As regards the provision for Practical work, the Head of the Department reports—

"Practical work was started in the Fuel Laboratory and Drawing "Office on the opening of the Department. In order to compensate "for practical Instruction pending the opening of the Dyeing "Laboratory, the Practical Dyehouse and the Experimental Work-"shop, arrangements were made whereby textile students obtained "practical training in the Turkey Red Dye Works of Messrs. E. D. "Sassoon and Co., Ltd., and the chemical engineering students work-"shop practice in the Jacob Sassoon Mill. A course in smithy work, "wood-work and fitting was also arranged for the chemical engineering "students in the Victoria Jubilee Technical Institute. Our thanks "are due to the respective parties from whom this assistance was "received.

"The experimental dyeing and technical chemistry laboratories "were opened after the Christmas vacation and practical instruction "was continued during the first six weeks of the long vacation.

"Apprentices courses varying from 6 to 8 weeks were also arranged "during the long vacation and in this respect we are indebted to the "undermentioned firms for their co-operation :—

The Finlay Mills.

Imperial Chemical Industries.

Madhowji Dharamsi Mills.

Khatau Makanji Mills.

Havero Trading Co.

The Svadeshi Mills.

Jubilee Mills, Ahmedabad.

The Tata Iron and Steel Co.'s Works, Jamshedpur.

Okha Cement Co.

Swastik Oil Mills.

Parshuram Pottery Works, Morvi.

Alembic Chemical Works, Baroda.

"The machine tools for the workshop were received early in March "and at the end of the month all of the machines with a few isolated "exceptions were in running order.

"A storage tank for the oil fuel was obtained from the Burmah "Shell Co. Ltd. and placed under ground contiguous to the boiler house "and a pipe line laid on to a convenient filling point in the Royal "Institute of Science compound."

The Head of the Department went to England in March, 1935, and visited the works of Messrs. Mather and Platt, Manchester, Messrs. Thos. Broadbent, Huddersfield, and Messrs. Bellingham and Stanley, London, in order to obtain specific information regarding certain machines and apparatus supplied by these firms. Incidentally, the methods employed by the Wool Industries Research Association and the Textile Department of Leeds University in equipping their constant temperature and constant humidity rooms were investigated. A visit was also paid to the micro-analytical laboratory of the University of Manchester in view of the proposal to set up a similar Laboratory in Bombay.

During the year an educational tour was arranged for the students which included visits to the Government Security Printing Press and the Government Distillery at Nasik, the Belapur Sugar Works, the Deccan Paper Mills at Hadapsar, the Observatory, Prabhat Cine Studio, the Agricultural College and Farm, and the Engineering College at Poona, the Fruit Preservation Station at Ganeshkhind, the Talegaon Glass Factory, Talegaon, and the Tatta Hydro Power Station at Khopoli.

The University Training Corps.

13. It is reported that out of the Battalion of 637 N. C. Os. and men who went on vacation in March, 1934, approximately only 130 returned and that this from a regimental point of view was very unsatisfactory. The corps enrolled during the year 469 student recruits and officers and numerous recruits

had to be refused admission. The number of those who completed preliminary training was 663, while the total number of "trained" students borne on the strength during the year was 1,109.

The Bombay Detachment formed a Guard of Honour to His Excellency Lord Brabourne on 21st August on the occasion of the convocation of the University of Bombay. The turn-out has been reported to be very good indeed for the amount of training done.

A Guard of Honour was also formed by two Platoons of the Sir Parashurambhau College for the Vice-Chancellor, Mr. V. N. Chandavarkar, on 16th September, 1934, when he visited the College.

The annual camp was held at Pashan and was attended by 653 students and officers. The Syndicate of the Bombay University visited the camp and saw the men at work and the conditions they lived under. The G. O. C. in Chief, Southern Command, also inspected the Battalion in camp. Owing to the very large number of recruits, training as far as Platoon training only was attempted. The Commandant in charge considers that in any case training should not go further than Company training as a real grounding in the elementary stages of military training is essential.

The Commandant reports—

"To sum up, the year's work has been satisfactory taking into "consideration the number of new recruits enrolled. To really "justify the money which is received from Government and the "University authorities the men ought to be in the Corps longer than "they are at present, and some way of overcoming the present "abnormal outgoing after only one year's service will have to be found. "Training suffers, as we have to start at the beginning each year "instead of proceeding to more interesting matters in the second and "ensuing years. If only 60 per cent. of the unit remained in the "Corps for two years the results achieved would be much more "than at present."

The Foreign Universities Information Bureau.

14. The Bureau consists of the Vice-Chancellor and seven other members appointed by the Syndicate to represent the branches of Arts, Science, Law, Medicine, Commerce, Education, and Technology.

During the year ending 30th June, 1935, the Bureau received 3,192 enquiries regarding various courses of studies abroad as against 3,458 in the preceding fifteen months. Of these, 1,899 were in writing and 1,293 were personal, as against 1,798 and 1,660 respectively in the preceding fifteen months.

The number of documents containing prospectuses, Calendars, regulations, etc., relating to Universities and other Educational Institutions in Great Britain and other foreign countries issued to students intending to proceed to those countries was 2,551 as against 2,991 during the previous fifteen months.

15. During the year the Senate met three times. Among the important decisions of the Senate may be mentioned the following :—

General.

(*a*) institution of the Ph.D. and M.Ed. degrees ;

(*b*) appointment of a Committee to prepare a definite programme of University expansion and extension for the next ten years, with due regard to the existing resources and obligations of the University and to suggest ways and means for such expansion ;

(*c*) appointment of a Committee to review the basis and working of the Bombay University Act in the light of experience of the last six years ;

(*d*) introduction of the new Matriculation scheme with effect from the examination to be held in 1937 ;

(*e*) introduction of the scheme of the Bifurcation of Studies in Arts and Science with effect from June, 1937, so that the first year examination under the scheme will be held for the first time in 1938.

The Syndicate met 12 times during the year. The following are some of the important decisions of the Syndicate :—

(1) The Standing Committee on Inspection of Schools was reconstituted. The Committee now consists of six Fellows of whom four are Professors and two school teachers or persons closely connected with Secondary education.

(2) The question of changing the main examination season from April to November was considered and it was decided to call for opinions of the Heads of Schools and Colleges affiliated to the University.

(3) A Committee was appointed to consider the question of revising the statutes relating to the inspection and recognition of schools by the University. The labours of this Committee are not yet over.

(4) The Syndicate appointed a Standing Committee known as "The Students Welfare Committee" to advise the Syndicate on the medical examination, physical training, hygiene, Dietetics, and hostels of students. This Committee appointed a Sub-Committee to frame a scheme of physical training, which would be suitable to all the colleges and ensure the minimum amount of physical training necessary in the interest of health and welfare of students and to make recommendation regarding the proposed scheme of scholarships for physical training. As a result of the suggestion of the Students Welfare Committee it was decided that the classification of students into (A), (B), and (C) classes on the basis of medical inspection should be done by one doctor in Bombay so that it could be done according to a uniform standard.

During the year certain conventions relating to the selection of examiners were adopted by the Academic Council and given effect to in connection with the examinations held in the first half of the year 1935. These conventions fall into two groups, i.e. general conventions applicable to all examinations generally and those dealing with the examinations in the different Faculties. The conventions provide for the appointment of paper setters at most of the higher examinations, as distinct from the body of examiners.

CHAPTER IV.

ARTS COLLEGES.

16. With the closure of the Deccan College, Poona, at the end of the academic year 1933–34, the number of Arts and Science Colleges affiliated to the University decreased by 1 to 21. As stated in the previous year's Report, with the closure of this College one of the oldest educational institutions in this Presidency has gone out of existence. The reasons underlying the decision of Government to close the College have been given in the following extract from the Press Note issued by Government in February, 1933, in connection with the recommendations made by the Reorganization Committee regarding the Government Arts Colleges :—

> " Government have considered the possibility of making their Arts " Colleges completely self-supporting by increasing the fees, but have " come to the same conclusion as the Committee that in most cases " this is impracticable. They are also satisfied that the enhancement " of the fees at the Deccan College to the extent proposed by the " Committee is out of the question. At the same time Government " feel that it is essential to reduce their direct expenditure on higher " education in some way. They have come to the conclusion that " in view of the comparatively small number of students and the high " cost of maintenance, the closure of the Deccan College is less open " to objection than that of any other Arts College. They have " therefore decided to close it at the end of the academic year " 1933–34."

Of the 21 Arts Colleges, 17 are in British Districts and 4 in Indian States. Of the former, 5 are maintained by Government, 9 are aided, and 3 unaided.

Details such as attendance, expenditure, cost per pupil, etc., about each of these Colleges are given in the supplement to this Report.

During the year Government sanctioned the extension of the affiliation of the M. T. B. College, Surat, by the addition of the Honours Course in Persian and Pass and Honours Courses in Urdu to the courses of study for the B.A. degree in respect of which the College was already affiliated. Similarly, Government sanctioned permanently the affiliation of the Willingdon College, Sangli, for the teaching of the Honours course in Kannada for the B.A. Examination and of the Sir Parashurambhau College, Poona, for the teaching of Ardha Magadhi Pass course for the B.A. degree, with effect from June, 1934.

The Karnatak College, Dharwar, was also affiliated for a period of five years from June, 1934, for the B.Sc. Examination in Chemistry (Principal and subsidiary), Physics (subsidiary), Zoology (Principal and subsidiary), Botany (subsidiary), and Mathematics (Principal and subsidiary). The opening of the B.Sc. classes in this College necessitated certain additions and alterations to the College buildings and the

provision of electric installation in the Science laboratories at a total cost of about Rs. 14,000. It also involved Government in an additional average annual expenditure of some Rs. 16,000 recurring in addition to Rs. 42,000 non-recurring. The opening of these classes however satisfied the long felt need of the Karnatak students as it enabled them to complete the Science course up to the B.Sc. Degree in Dharwar without undergoing the expenditure of going to Poona or Bombay Colleges.

Number of Students.

17. The number of students in all Arts and Science Colleges in British Districts (excluding the University School of Economics and Sociology an account of which has been given in Chapter III), increased by 903 to 11,312. Of these 1,082 were women students as compared with 965 in 1933-34. The number of students in Government Colleges increased from 2,490 to 2,684, and that in non-Government Colleges from 7,919 to 8,628. The increase was shared by all the Colleges except the Wilson College, Bombay, which had 907 students as against 930 in the preceding year and the Chellasing Sitaldas Upper Sind College, Shikarpur, which had only 80 students as against 88 last year. Of the 80 students in this College, as many as 64 came from the Sukkur District.

The following table gives the distribution of students by communities :—

——	1933-34.	1934-35.	Increase or decrease during the year.
Europeans and Anglo-Indians ..	42	35	—7
Indian Christians	521	572	+51
Hindus .. Advanced	6,779	7,307	+528
Hindus .. Intermediate	859	934	+75
Hindus .. Backward	81	92	+11
Muhammadans	619	683	+64
Parsis	1,010	1,080	+70
Others	498	609	+111
Total ..	10,409	11,312	+903

All communities continue to share the increase except the Europeans and Anglo-Indians.

Expenditure.

18. The total expenditure on Arts and Science Colleges in British Districts, excluding the University School of Economics and Sociology, increased during the year from Rs. 23,01,134 to Rs. 24,05,787. It was met from the following sources :—

	Amount.	Percentage in 1934–35.	Percentage in 1933–34.
	Rs.		
Provincial Revenues	4,18,921	17·4	20·8
District Local Board and Municipal Funds	3,750	0·2	0·2
Fees	16,64,026	69·2	63·5
Other Sources	3,19,090	13·2	15·5
Total ..	24,05,787	100·0	100·0

The total expenditure on Government Arts Colleges decreased from Rs. 6,45,082 to Rs. 6,07,609 and the net cost to Government from Rs. 2,54,847 to Rs. 1,86,026. This decrease is mainly due to the closure of the Deccan College. In the case of non-Government Arts Colleges the total expenditure increased from Rs. 14,76,823 to Rs. 16,11,479, while the Government contribution remained the same, viz. Rs. 1,68,800, as in the previous year. The average annual cost of educating a student in a Government Arts College fell from Rs. 297 to Rs. 254 and the cost to Government per student from Rs. 117 to Rs. 78. In aided Arts Colleges the average annual cost per student increased from Rs. 187 to Rs. 191 but the cost to Government fell from Rs. 24 to Rs. 22.

Grants-in-aid of Colleges.

19. The grants-in-aid of non-Government Arts and Science Colleges were fixed for the triennium 1933–36. The total recurring grant paid by Government to 9 Arts and Science Colleges under private management amounted to Rs. 1,68,800 as this was the amount distributed in the preceding year. Owing to financial stringency it was not possible to restore the cut and to increase this allotment to the original figure of Rs. 1,87,000.

One of the conditions on which Government grant-in-aid is given is that each College in receipt of a grant-in-aid should charge with effect from the academic year 1934–35 the minimum rate of fees laid down by Government, viz. Rs. 70 per term per student in Bombay and Karachi and Rs. 60 per term per student in the mofussil. As a result of this the Fergusson, the Sir Parashurambhau, the Willingdon, the M. T. B. and the Lingraj Colleges increased their fees from Rs. 50 to Rs. 60 per

term with effect from June, 1934. As required by Government, the additional income derived by these Colleges from this increase in fees was utilised in improving the Colleges.

During the year a non-recurring grant of Rs. 236 was paid to the Chellasing and Sitaldas Upper Sind Arts College at Shikarpur for equipment.

Examinations.

20. The results of the B.A. and B.Sc. Examinations held at the end of the year 1934–35 are given in the following table :—

Name of College.	Total number examined.	Passed in Class I.	Passed in Class II.	Passed.	Total passed.	Percentage to total passes.
B.A.						
Elphinstone	105	6	18	60	84	80·00
Wilson	113	7	29	58	94	83·18
St. Xavier's	183	5	43	100	148	80·87
Gujarat	117	..	19	66	85	72·65
Rajaram	103	..	14	59	73	70·87
Baroda	84	2	17	40	59	70·23
Fergusson	113	2	21	64	87	76·99
Samaldas	60	1	11	40	52	86·66
D. J. Sind	90	..	8	63	71	78·88
Bahauddin	21	1	2	12	15	71·43
Sir Parashurambhau ..	104	2	19	59	80	76·92
Karnatak	94	1	15	49	65	69·14
M. T. B., Surat ..	45	..	6	25	31	68·88
Willingdon	44	..	3	32	35	79·54
D. G. National	32	..	6	20	26	81·25
H. P. T., Nasik	37	1	5	20	26	70·27
Ismail	22	1	5	10	16	72·72
Nowrosji Wadia	81	2	9	49	60	74·07
		Average for the University			..	73·92
B.Sc.						
Wilson	37	4	10	18	32	86·49
St. Xavier's	56	3	23	22	48	85·71
Gujarat	32	1	7	16	24	75·00
Baroda	56	4	12	27	43	76·78
Fergusson	91	3	19	43	65	71·43
D. J. Sind	50	1	10	20	31	62·00
Royal Institute of Science ..	56	12	25	13	50	89·28
Sir Parashurambhau ..	39	..	4	20	24	61·54
Rajaram	7	1	2	2	5	71·42
Grant Medical	1	..	1	..	1	100·00
Seth G. S. Medical ..	2	..	1	1	2	100·00
		Average for the University			..	66·60

21. Tutorial work continues to receive attention in all Colleges as far as circumstances permit. The Principal, Gujarat, College, reports—

Tutorial work.

"The tutorial system in this College is not a mere makeshift but is "real in spite of the paucity of staff to deal with these tutorials. Even "with the numbers restricted within certain limits the Tutorial System "has its own undoubted advantages and will continue in this College. "With our present numbers the Tutorial System does minimise the "inconvenience due to lectures to big classes."

The Principal, Karnatak College, on the other hand observes—

"The large classes and the comparatively small number of members "of the staff prevent the adoption of the complete tutorial system. "Honours students and Science students, however, are in close "personal contact with their Professors, who assist them in their "difficulties, choice of reading, etc."

The Principal, Ismail College, reports—

"The award of Fellowships has helped to improve the tutorial "work in the F. Y. A. and Intermediate classes but due to large "numbers, the system can hardly be called satisfactory. The members "of the staff continue to be in close contact with the B.A. Honours "students and students have ample opportunities for discussing their "problems and difficulties with their Professors."

22. All Colleges have hostels for students attached to them. The number of students from Arts and Science Colleges residing in College hostels was 1,991 as compared with 2,020 in 1933-34. The hostel accommodation in the M. T. B. College, Surat, was increased by the completion of a block of 68 rooms, and in spite of this addition, the College had to hire during the year one Bungalow outside to accommodate 18 students. The Sarvajanik Education Society have therefore decided to complete the quadrangular hostel by building 21 additional rooms for 30 students and thus the College will have 225 rooms accommodating 252 students in the hostels inside the College compound.

Hostels.

The hostel building called the "Brabourne Hostel" containing 42 rooms for 84 students at the Lingraj College, Belgaum, was completed during the year.

The Nowrosji Wadia College, Poona, completed the proceedings in connection with the acquisition of a site for the College. The College authorities hope to have the new building including a block of hostels completed by June, 1936.

Discipline.

23. The year has been one of steady work and progress, and no distracting influences have been at work to divert students from their studies.

Notable events.

24. The year under report marked the completion of 50 years of existence for the Fergusson College, Poona, and the Deccan Education Society which conducts it. The Golden Jubilee of the College was celebrated on the 4th of January, 1935, when the Right Honourable V. S. Srinivasa Sastri gave an address.

Royal Institute of Science.

25. At the end of the year the number of students in the Royal Institute of Science was 270 including 24 women as compared with 291 in the preceding year. They were distributed among the different classes as under :—

Intermediate Science	80
Junior B.Sc.	56
Senior B.Sc.	63
M.Sc.	62
D.Sc.	9
Total ..	270

The number of post-graduate students decreased from 91 to 71. It will be seen from this that the decrease in the total number of students is chiefly due to this fall in the number of post-graduate students.

Research work continued to be carried out both by post-graduate students and by all members of the staff so far as funds permitted. The Principal states that research work is hampered on account of the limited funds placed at his disposal. During the year ending 31st March, 1935, 47 papers were published : 13 in Physics, 22 in Organic and Industrial Chemistry, 4 in Physical and Inorganic Chemistry, 5 in Botany, and 3 in Zoology. The 20 students who obtained the M.Sc. degree during the year were distributed as under :—

Subject.	
Mathematics (Group B)	2
Physics	4
Chemistry	6
Botany	4
Zoology	4

During 1933 distinction in M.Sc. was abolished in the University.

The total expenditure on the Institute increased by Rs. 7,470 to Rs. 1,86,699 and was met from different sources as under :—

	Rs.
Provincial Revenues..	64,095
Fees	42,295
Endowments	78,517
Subscriptions and Other sources ..	1,792
Total ..	1,86,699

Government's contribution increased by Rs. 8,634 to Rs. 64,095. This increase was due to certain non-recurring grants having been placed at the disposal of the Principal from Provincial funds. The average annual cost per student consequently increased from Rs. 606 to Rs. 667 and the cost to Government from Rs. 187 to Rs. 229.

A special Wireless Telegraphy class for teachers was held in the Institute in February, 1935. It was attended by 4 students.

CHAPTER V.

PROFESSIONAL COLLEGES.

26. This chapter deals with Professional Colleges affiliated to the Bombay University. Other Professional institutions, such as Industrial and Technical schools and Engineering and Commercial classes, etc., are dealt with in Chapter IX.

Engineering.

27. There are two Colleges of Engineering, viz. the College of Engineering, Poona, which is maintained by Government and the N. E. D. Civil Engineering College at Karachi which is an aided institution. The number of students in the College of Engineering, Poona, increased from 195 to 218. Of the 218 students, 105 were Advanced Hindus, 54 Intermediate Hindus, 1 Backward Hindu, 14 Muhammadans, 27 Parsis, 14 Indian Christians, and 3 others.

The total expenditure of the College was Rs. 2,08,339, of which Rs. 1,46,081 or 70·1 per cent. was met from Provincial Funds. The average cost per student was Rs. 956 and the cost to Government was Rs. 670 against Rs. 1,054 and Rs. 791 respectively in the preceding year. During the year a sum of Rs. 1,700 was spent on further equipment to the Electrical Engineering Laboratory. During the year the College continued to charge the enhanced rates of fees for new entrants sanctioned with effect from June, 1933, viz. Rs. 150 per term for students of this Presidency and Rs. 200 per term for students from Indian States and other Provinces.

The rules for the B.E. Electrical degree examination were so revised that it was made possible for those who had taken the degree in the B.E. Mechanical to take the degree in the B.E. Electrical with exemptions in subjects which are common to both degrees.

Five Mechanical graduates who had graduated under the old rules appeared for and passed the B.E. Electrical degree examination this year.

This year, also, the first batch of students of the B.E. Electrical course introduced in the year 1932–33 appeared for the Degree Examination.

The College sent up in March, 1935, 42 students for the B.E. (Civil), 8 for the B.E. (Mechanical) and 11 for the B.E. (Electrical). Of these, 33, 4, and 8 respectively passed, two standing in First class, 42 in Second class, and one in Pass class.

Many of the students from all branches exhibited their work at the Poona Industrial Exhibition and obtained First class prizes. The College representing the Electrical Laboratory and the Workshop exhibited a model showing the method of girder erection.

A number of places of scientific and engineering interest were as usual visited on the annual instructional tours. The Principal reports—

"As in the past, the Engineering tour of the B.E. Civils to Hyderabad "in the Deccan and to Nagpur was a combined tour for the study "of Geology and Civil Engineering works. For the former they visited

"the crystalline complex rocks at Hyderabad and Nizamsagar, and "the underground works in the coal mine at Ballarshaha, and saw "most interesting geological formations and the Deccan Trap at "Nagpur.

"On the Civil Engineering side they saw the Osmania University "works, the Hyderabad Drainage Scheme and Water Works, etc., "and concreting of roads. They inspected the Nizamsagar Dam and "saw the works on the main line and the Distributaries.

"All works of importance in and around Poona were visited as "usual, and later several works in Bombay; the construction of the "Narbudda Bridge at Broach and a suspension bridge and other "works at Baroda.

"The B.E. Mechanicals and the B.E. Electricals visited important "places of their respective engineering interests in and around Poona, "as usual, and several Workshops both of the Railways, and the "Bombay Tramway Company, and other private companies and mills.

"The Mechanicals also visited the Government Mint, the Training "Ship 'Dufferin', and the Royal Indian Navy Dockyards, "Bombay.

"The Electricals visited some mills at Nagpur and the Tata's Iron "and Steel Works and certain other companies' works at Jamshedpur.

"The S.E. Mechanical and Electrical class tours were more or less "the same as that of the B.E. Electrical class.

"The S.E. Civils visited the Katraj Ghaut, the Ghaut Railway lines "and the Tata Hydro-Electric Works, etc., near Poona. In Bombay "they visited some Docks and Reinforced Concrete works of various "types. They also saw the Narbudda Bridge under construction "at Broach, a suspension bridge and other construction works at "Baroda, and the battery of syphons on the spillway of the Yeshwant "Sagar works, etc., at Indore.

"The F.E. class visited the Cement Factory and the Limestone "quarries at Shahabad where they saw Pneumatic drills and steam "shovels at work."

The number of students in the N. E. D. Civil Engineering College, Karachi, decreased from 165 to 159. Of these, 107 were Advanced Hindus, one Intermediate Hindu, 19 Muhammadans, 19 Parsis, 8 Indian Christians, and 5 others.

The College was granted provisional affiliation by the University for the Degree courses in Mechanical and Electrical Engineering. A Drawing Hall for students of Mechanical Engineering and a couple of class-rooms have been constructed on the top of the existing workshop. In addition, more than Rs. 10,000 were spent on equipping the electrical laboratory and machine shop.

The total expenditure of the College was Rs. 99,103 against Rs. 97,920 in the preceding year. Government paid a grant of Rs. 31,700. The

average annual cost per student was Rs. 665 and the cost to Government Rs. 213 against Rs. 685 and Rs. 217 respectively in the preceding year.

As regards the financial position of the College the Principal reports—

"There is no improvement in the financial position of the College. "With the new commitments and undertakings for Mechanical and "Electrical Engineering in hand, expenditure is steadily increasing "whereas there is no possible source of revenue which remains to be "tapped. Public bodies like Municipalities and Local Boards have "their own difficulties and it is not possible to expect any substantial "help from that quarter. Karachi Municipality had proposed to stop "their grant outright during the year under report. On an earnest "appeal to reconsider the matter they contributed Rs. 3,000. "Karachi Port Trust which once contributed Rs. 4,000 could not "afford to give anything this year."

The College sent up 57 students for the B.E. (Civil) Examination, of whom 34 passed, 23 standing in Second class.

Technology.

28. An account of the University Department of Chemical Technology is given in Chapter III.

Commerce.

29. The Sydenham College of Commerce, Bombay, continues to be the only institution of its kind imparting higher commercial education. The number of students in it increased from 390 to 402. Of these, 229 were Advanced Hindus, 25 Intermediate Hindus, 2 Backward Hindus, 16 Muhammadans, 67 Parsis, 14 Christians, and 49 others. The demand for admission into the College continues unabated.

The expenditure of the College decreased from Rs. 70,627 to Rs. 69,528 which was more than covered by fees and income from endowments. The cost per student was Rs. 173. The College indeed shewed a profit of over Rs. 20,000 to Government during the year. The institution used to receive annual contributions from commercial associations in Bombay City, but this source of revenue has now completely dried up. The Bombay Chamber of Commerce which used to contribute Rs. 1,500 per annum and which contributed Rs. 750 in 1932-33 has discontinued its contributions. The Bombay Millowners' Association which formerly made an annual contribution of Rs. 1,000 and which contributed only Rs. 500 in 1932–33 and 1933–34, did not give any contribution in 1934–35.

The College sent up 146 students for the B.Com. Examination in March, 1935, of whom 40 passed, one being placed in the first class. Of the two students who appeared for the M.Com. Examination, Part II, one was declared successful.

No changes were made in the methods of instruction which were described in paragraph 29 of the last Annual Report. The Current Topics Class, which was a new feature introduced last year, proved very successful and has been continued.

As usual several visits of observation were arranged during the year. Among the places visited by the students were His Majesty's Mint, the Cotton Exchange, the Stock Exchange, the Technological Research Laboratory, Matunga, the Bombay Silk Mills, Colaba, and the Swastik Oil Mills.

The following series of special evening lectures were delivered during the year by members of the staff :—

"Recent Changes in World's Cotton Industry" by Mr. M. J. Antia.

"The Money Market and the Reserve Bank of India" by Mr. S. G. Beri.

The lectures were well attended. In addition to the above lectures, lectures were arranged by the students' associations of the College on some important subjects. Some of these were as follows :—

"Journalism" by Mr. Stanley Jepson, Editor of the "Illustrated Weekly".

"The League of Nations" by Mr. M. V. Venkataswaran.

"How to read the Commercial Page of a Newspaper" by Mr. C. S. Rangaswami, Managing Editor of "Indian Finance".

"A General Survey of Yugoslavian History, Trade, and literature" by Countess Vera Crassi.

"The Reserve Bank of India in relation to Agricultural Credit" by Mr. V. L. Mehta, Managing Director, Bombay Provincial Co-operative Bank.

Celebrations were held in connection with the "Coming of Age" of the College, which in the year under report completed 21 years of its existence. Among the several functions arranged, the most important was the ninth annual College Day Gathering held on 10th January, 1935, which was graced by the presence of His Excellency the Governor and Lady Brabourne. In the course of his Presidential Address His Excellency said—

"The provision of a sound business and commercial education, "the recipients of which are readily absorbed into some of the most "important professions, is surely one of the greatest requirements of "India at the present time. These results conduce not only to a "greater efficiency in those professions but also to the relief of "unemployment among the middle classes. No one will deny that "these matters are of the highest importance to the public at the "present time."

In connection with the employment of Commerce graduates, the Principal reports—

"Since the establishment of the College in October, 1913, and the "institution of the B.Com. Degree in 1912 by the University of "Bombay, some 800 students have graduated from the College. "Among these 800 Commerce graduates there are many who belong

to other provinces and states and who have succeeded in rising to "high positions in their own provinces. The rest who belong to this "Presidency are to be found in a variety of occupations : a few are "employed in Government offices, some are in the Income Tax Office, "while most of the others are employed in banks, insurance "companies, and other business houses. Of those B.Coms. "who have joined the Imperial Bank of India six have attained the "status of Agents of the Bank at upcountry centres. Two past "students have become managers of cotton mills. Several past "students have qualified themselves as Incorporated Accountants "and are now practising as accountants and auditors in Bombay "and other provinces. One past student has recently returned from "England as a Chartered Accountant and has been taken up by "a leading firm of Chartered Accountants in Bombay.

"Although the great majority of our past students have been "content with obtaining responsible positions in banks, insurance "companies, and other commercial concerns, not a few have shown "commendable enterprise and adopted an independent business career "for themselves. A notable instance is that of Mr. Morarji Vaidya "who has recently started a silk mill in Bombay.

"I am glad to refer here to a rare academic distinction achieved "by another past student. Mr. K. R. Srinivasan, who passed the "B.Com. Examination in 1928 with Actuarial Science as his "optional subject and who was later appointed as Assistant Actuary "to the Government of India has recently succeeded in passing the "Final Examination of the Institute of Actuaries, London. He is "thus the first student of the College and the second Indian to obtain "the distinction of becoming a Fellow of the Institute."

Agriculture.

30. The Agricultural College, Poona, which is under the control of the Department of Agriculture, is the only institution of its kind in the Presidency. It has 153 students on its rolls as against 142 in the preceding year studying for the B.Ag. Examination of the University.

The new curriculum for the B.Sc. (Agriculture) was introduced during the year. The Principal reports—

"The main feature of this change is the abolition of the optional "subjects, as it was generally agreed that specialisation was being "taken up at a rather early stage in the agricultural course. The "time thus saved has been utilised to strengthen the teaching of the "fundamental subjects, and also a few additional subjects such as "bacteriology, zoology and plant physiology have been introduced. "The new course will be in full operation in the year 1936–1937."

Of the 56 students who appeared for the B.Ag. Examination, 42 or 75 per cent. passed. Two students obtained the degree of M.Ag.

The expenditure of the College was Rs. 1,47,030 of which Rs. 1,18,709 was met from Provincial funds. The total cost per student was Rs. 955 and the cost to Government Rs. 770.

In regard to the employment of agricultural graduates the Principal reports—

"The Poona Agricultural Graduates' Employment Bureau has "been established with the Principal of the College as *ex-officio* "President. The object of this Bureau is to help agricultural graduates "in finding suitable employment by bringing them into closer contact "with employing agencies. Until June, 1935, 75 graduates have "registered themselves as members of the Bureau."

Medicine.

31. There are two medical Colleges in this Presidency. The Grant Medical College, Bombay, which is a Government institution, is under the control of the Medical Department. It had 690 students (including 98 women) on its rolls as against 607 (including 79 women) in the preceding year. The total expenditure of the College was Rs. 2,85,922 of which Rs. 99,178 was borne by Government. The total cost per student was Rs. 414 and the cost to Government Rs. 144.

The Seth Gordhandas Sunderdas Medical College, which is maintained by the Bombay Municipality, had 399 students on its rolls as against 374 in the preceding year. The total expenditure of the College during the year was Rs. 2,26,269. The cost per student was Rs. 636 as against 682 in the previous year.

Law.

32. There are five Law Colleges affiliated to the University. Four of them are in British Districts of the Presidency and one is in Kolhapur. The number of students reading Law in the four Law Colleges in British territory in Bombay, Poona, Ahmedabad, and Karachi was 1,222 as compared with 1,255 in the preceding year.

The number in the Government Law College, Bombay, fell from 599 to 579. This number includes 10 students for the LL.M. course. The College had 6 women students in the 2nd LL.B. class and none in the 1st LL.B.

A sum of Rs. 3,345 was spent in purchasing Law books and Law magazines. The Law Library continued to be freely used by the students of the College as well as by outside subscribers.

The preparation of the Author and Title Catalogues of books in the Library was taken in hand.

As the College was to complete its eightieth year on the 5th of June, 1935, a special number of the College magazine was published in March, 1935, containing the History of the College from the earliest times.

The expenditure of the College during the year was Rs. 55,406 as against Rs. 55,338 in the preceding year. The whole of the expenditure was met from fees.

Statistical details of other Law Colleges are given in the Supplement to this Report.

The Law College, Poona, commenced the work of constructing the College buildings during the year.

Secondary Training Colleges.

33. With the opening of the Shri Maharani Tarabai Teachers, Training College at Kolhapur during the year, there are now two Secondary Training Colleges affiliated to the University.

The Secondary Training College, Bombay, which is a Government Institution, had on its rolls 97 students on 31st March, 1935. Of these, 79 were men and 18 women. The Principal reports that during the past 3 years there has been a considerable increase in the number of applications from women teachers. Of the 100 students admitted at the beginning of the year, 3 were deputed from Government Secondary schools, 74 from non-Government schools, 6 from schools in Indian States, and 17 were fresh graduates.

The expenditure on the College was Rs. 70,845 as compared with Rs. 60,721 in the preceding year. The total cost per student and the cost to Government was Rs. 723 and Rs. 686 respectively as against Rs. 601 and Rs. 559 in the preceding year.

The following table gives the results of the B.T. Examination :—

	Appeared.		Passed.	
	Men.	Women.	Men.	Women.
Parts I and II	68	14	50	12
Part I only	7	4	7	4
Part II only	..	..	..	..

The Principal reports—

"These results may seem somewhat flattering, especially when it is "borne in mind that the general opinion of the members of the staff "was that last year's batch of students was the weakest we had had "for a considerable time. The B.T. Examiners, however, did not agree "with this verdict and the University results show a higher percentage "of passes than we have had for years past. Judging from personal "acquaintance with the students and a close observation of their "work throughout the year, it is difficult to resist the conclusion "that the Examiners erred on the side of leniency."

In regard to the training of Secondary teachers the Principal observes—

"Although another Training College affiliated to the University "has sprung into being, the number of applications for admission goes

" on increasing. But, in spite of the care that is taken by the College " authorities and the Inspectors in the selection of candidates, the " fact remains that many succeed in getting admission who have little " aptitude for teaching. It is a melancholy reflection that the " material we get is disappointing and many of the teachers who come " to us for training are terribly ignorant even within the limits of the " subjects they claim to be able to teach. It is not surprising that " most of them show some improvement, but is surprising that so " many of them succeed in satisfying the Examiners at the final test. " In this connection it may be pointed out that the number of candi- " dates who secure I or II class Hons., has, in recent years, shown a " tendency to decline, while the number who manage to secure a bare " pass has tended to increase. For the improvement of Secondary " teaching in the Presidency two things seem necessary—a better " method of selection for admission to Training Colleges and raising of " standards at the B.T. Examination."

CHAPTER VI.

Secondary Education.

Introduction.

34. The term "Secondary Schools" is applied in this Presidency to those schools in which English is taught, whereas in other Provinces the figures for Secondary Education include pupils in Vernacular Middle schools. This Chapter deals with Anglo-Vernacular schools for Boys and English-teaching schools. An account of Anglo-Vernacular schools for Girls is given in Chapter XII and of European schools in Chapter XIII. Combined statistics for all Secondary schools are, however, given in the tables at the end of the Report.

Anglo-Vernacular Schools for Boys.

35. The number of Anglo-Vernacular schools increased by 39 to 610 and that of pupils by 7,773 or by 7·7 per cent. to 108,732. The following table shows the distribution of these schools and the number of pupils in them by Divisions:—

Division.	Number of schools.			Number of pupils.			Percentage Increase during the year.
	High Schools.	Middle Schools.	Total.	High Schools.	Middle Schools.	Total.	
Bombay Division ..	70	78	148	25,895	6,811	32,706	7·0
Central Division ..	45	65	110	18,524	3,515	22,039	4·5
Northern Division ..	50	97	147	19,057	5,901	24,958	7·7
Southern Division ..	30	32	62	8,677	1,622	10,299	1·6
Sind ..	36	107	143	12,573	6,157	18,730	16·9
Total ..	231	379	610	84,726	24,006	108,732	7·7

Of the 108,732 pupils in Anglo-Vernacular schools for Boys, 49,624 or 45·6 per cent. were in the high stage, and 59,108 or 54·4 per cent. in the middle stage of instruction. At the Matriculation Examination of 1935, there were 14,961 candidates from British Districts in the Presidency of whom 5,611 or 37·5 per cent. passed.

The following table shows the distribution of schools by Management:—

—	Number of schools.			Number of pupils.			Percentage Increase or Decrease during the year.
	High Schools.	Middle Schools.	Total	High Schools.	Middle Schools.	Total.	
Government ..	24	3	27	8,195	336	8,531	—6·0
District Local Board	2	164	166	395	4,646	5,041	+7·2
Municipal ..	24	45	69	6,890	4,245	11,135	+5·8
Aided ..	158	112	270	58,183	11,411	69,594	+6·2
Unaided ..	23	55	78	11,063	3,368	14,431	+29·7
Total ..	231	379	610	84,726	24,006	108,732	+7·7

The figures indicate an all-round increase in the number of pupils attending Secondary schools in all cases, except in the case of

Government schools where there is a decrease of 6 per cent. during the year under review. This is due to the stricter enforcement of the rule regarding the number of pupils to be admitted in each class prescribed by Government. The steady increase in the total number of pupils is attributable to the general desire of all classes to give a modicum of English education to their children.

The following table gives the classification by communities of the pupils attending Anglo-Vernacular schools for Boys :—

		1933–34.	1934–35.	Percentage Increase or Decrease.
Hindus	Advanced	54,662	59,383	+8·6
	Intermediate ..	20,246	22,095	+9·1
	Backward	2,490	2,644	+6·2
	Total ..	77,398	84,122	+8·0
Muhammadans		11,889	12,638	+6·3
Parsis		4,603	4,592	—0·2
Others		7,069	7,380	+4·4
Grand Total ..		100,959	108,732	+7·7

It will be seen that there is a steady rise in the number of pupils attending Secondary schools and that the increase in numbers is shared by all communities except the Parsis in whose case there is a slight decrease. The rate of increase is most satisfactory in the case of the Intermediate Hindus and the Muhammadans. The increase in the number of pupils belonging to the Backward Hindus is also striking.

Expenditure.

36. The total expenditure on all Anglo-Vernacular schools for Boys increased by Rs. 4,10,681 or 6·9 per cent. to Rs. 63,59,398. It was met from the following sources :—

	Expenditure. Rs.	Percentage.
Provincial Funds ..	14,29,112	22·5
District Local Board and Municipal Funds ..	2,75,551	4·3
Fees	37,26,309	58·6
Other Sources ..	9,28,426	14·6
Total ..	63,59,398	100

Of the total expenditure, Rs. 9,83,047 or 15·5 per cent. was incurred on Government schools, while Rs. 53,76,351 or 84·5 per cent. on non-Government Anglo-Vernacular schools. Of the expenditure on

Government schools, Rs. 6,32,410 or 35 per cent. was met from fees. The following table gives separate figures of the expenditure on High and Middle schools by Management and of the sources from which it was met :—

		Expenditure from				
		Provincial Funds.	Fees.	District Local Boards and Municipal Funds.	Other Sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.
Government	High Schools ..	6,11,223	3,35,698	....	6,236	9,53,157
	Middle Schools.	21,187	8,637	....	66	29,890
	Total (A) ..	6,32,410	3,44,335	....	6,302	9,83,047
District Local Board and Municipal	High Schools ..	73,300	2,13,578	1,10,534	5,632	4,03,134
	Middle Schools.	33,412	1,58,749	1,09,422	7,036	3,08,669
Aided	High Schools ..	6,13,801	20,80,252	36,034	5,56,245	32,87,022
	Middle Schools.	76,009	2,85,320	18,961	1,01,039	4,81,329
Unaided	High Schools ..	....	5,84,967	....	1,91,833	7,76,800
	Middle Schools.	....	59,108	....	60,289	1,19,397
Total	High Schools ..	6,87,281	28,78,797	1,47,168	7,53,710	44,66,956
	Middle Schools.	1,09,421	5,03,177	1,28,383	1,68,414	9,09,395
	Total (B) ..	7,96,702	33,81,974	2,75,551	9,22,124	53,76,351
Grand Total (A and B) ..		14,29,112	37,26,309	2,75,551	9,28,426	63,59,398

The total average annual cost per pupil in an Anglo-Vernacular school for Boys decreased from Rs. 58·53 to Rs. 58·29, and the average cost to Government from Rs. 13·39 to Rs. 13·1. The slight decrease is due partly to economic reasons and partly to the rise of over 7 per cent. in the number of pupils attending these schools. The following table compares the averages for the last two years :—

	1933–34.		1934–35.	
	Total Cost.	Cost to Government.	Total Cost.	Cost to Government.
	Rs.	Rs.	Rs.	Rs.
Government	108·86	64·10	116·86	75·18
Board	43·48	6·98	43·66	6·55
Aided	53·95	10·20	53·90	9·87
Unaided	65·39	....	61·91	....
Total ..	58·53	13·39	58·29	13·1

Government Secondary Schools.

37. There are 27 Anglo-Vernacular schools directly maintained by Government of which 24 are High schools and 3 are Middle schools. The High schools are of long standing and are intended to be model institutions. The Middle schools at Nasik and Sholapur have been started in recent years in order to provide education to Muhammadan pupils through the medium of Urdu. There is usually a rush for admission into most of the Government High schools owing to the standard maintained by them in regard to staff, building, equipment, and discipline. In order that pupils of all communities should benefit from these schools, Government have reserved certain percentages of places for Backward and Intermediate Hindus and for Muhammadans. Pupils are generally admitted into them on the results of a Test Examination held for the purpose at the beginning of the first term. In regard to the staffing of these schools, it has always been the policy of the Department to recruit men of ability and good academic attainments and nobody is confirmed as a teacher in a Secondary school unless he has had the B.T. degree. With a view to securing a fair representation of members of all communities, preference is given, while making appointments, to Hons. graduates belonging to the Intermediate and Backward Hindu communities and the Muhammadans.

The percentage of attendance to enrolment during the year was extremely high, namely 91·2. In all the High Schools the work of the year was satisfactory. They obtained good results on the whole at the Public Examinations and endeavoured to maintain a high standard of efficiency. Boys are encouraged to take part in organised games including Cricket, Foot-ball, Hockey and several Indian games. By participating in such activities as the Co-operative Society, Scouting, the Debating Society, Inter-School and Inter-Class matches in games, excursions to places of interest, boys develop *esprit de corps* and have their first lessons in civic life.

In 1933 Government accepted the general principle that Government Secondary schools might be transferred to private agency as soon as they were satisfied that a body whose constitution and financial resources, assisted by such grant-in-aid as may be admissible, were such as to ensure that the transferred school would be maintained in a state of efficiency and which was acceptable to the public in general was available to take over the responsibility. In pursuance of this policy Government, during the year under review, transferred the Government High School, Hyderabad, to the Muslim Education Society on certain conditions. During the year Government also closed their Middle School at Surat, and its buildings, furniture, dead-stock, library, apparatus and other equipment were transferred to the Sarvajanik Education Society, Surat, for use as a High School for Girls, on a five years' contract in the first instance.

38. In addition to Government schools, there were 207 High Schools and 376 Middle schools recognised by the Department. Only those schools which fulfil the requirements of the Grant-in-Aid Code to the satisfaction of the Educational Inspector are recognised by the Department.

Recognised and Aided schools.

The maximum grant admissible to a registered school is one-third of its admitted expenditure or one-half of its local assets, whichever is less, provided that the school is carrying on good work and satisfies the requirements of the Grant-in-Aid Code. Owing to financial stringency, however, the position as regards grant-in-aid is far from satisfactory and needs to be righted as soon as possible. If non-Government schools are to come into line with Government schools in the matter of staff, buildings and equipment, they need adequate funds and, excepting the very few richly endowed schools, most of them are in urgent need of recurring grants-in-aid from the Department. The claims of new schools, which have not yet been taken on the list of registered schools, are also pressing. The Department is anxious to provide relief to these schools to put them on their feet. In recent years, however, the position has worsened and the normal allotment for grants-in-aid has been actually subjected to a reduction of about 10 per cent. One effect of this has been that the grant-in-aid to old established registered schools had to be gradually reduced and during the year under review the Department restricted its liability towards the registered school to 25 per cent. of the admitted expenditure, or the grant paid to the school in the previous year, whichever was less.

39. The question of dual control at the Matriculation and of the High School course has been the subject of discussion between the Department and the University and it is hoped that a practical solution will be arrived at. In the meantime, the Educational Inspector, Southern Division, very pertinently remarks—

Control.

"The inability of the Department and the University to have a "common policy in the matter has resulted in a sort of outlawry in "Secondary Education which does not bode well for its future. The "large number of private coaching classes are always a standing "menace to recognised Secondary schools. With the starting of still "other so-called schools recognised by the University despite depart-"mental refusal of recognition on very sound educational grounds, "the position of the law abiding schools has grown worse. It is, "therefore, the duty of the Department to take steps to safeguard the "interests of the law abiding Secondary schools whose very existence "has come to be threatened by the mushroom schools which rise in "a day.

"Another important item which also deserves to be considered is "the permission granted by the University to private pupils to appear "for the Matriculation. This has led to the growth of private coaching "classes which claim to prepare a pupil in Standard IV or Standard V "for the Matriculation in half the time that is usually required in

"schools. Hundreds of unsuspecting pupils are thus taken away "from recognised schools by these traffickers who follow no laws and "who are not bound by any rules or regulations. In the result, the "pupils as well as recognised schools suffer—the former in losing "precious years of their lives and the latter in finances and stability."

Courses and Examinations.

40. All Government and recognised schools teach the course of studies laid down by the Department in Schedule D to the Grant-in-Aid Code. Some schools have introduced manual training such as weaving, agriculture, carpentry, printing, etc., with the permission of the Department. The vast majority of schools, however, are content with merely training boys in the usual literary course, irrespective of their capacities and dispositions. This is so, because their financial resources in the first place are so meagre that they cannot afford any innovation or experimentation in the school work, and secondly because there is no demand as yet on the part of parents for a good general and utilitarian education. The parent is satisfied if his son earns his annual promotion year after year, and eventually obtains the Matriculation certificate. The result is that schools spend their best effort in securing examination successes and credits, although these successes and credits may be achieved by methods which are thoroughly bad for the pupils.

The Matriculation certificate has always exercised a strong pull on scholastic tides and its influence has not altogether been beneficial. During the year under review, the University adopted a new syllabus for the Matriculation Examination which will be put into operation with effect from the year 1937. There is a considerable body of opinion which views the proposed changes in the syllabus for the Matriculation Examination with disfavour. It is held by many that the present syllabus is a better test of a good general education and is also a more suitable test for admission to the University than the proposed one, although even the present Matriculation Examination is by no means of a very high standard. The remarks of the Head Master of the Elphinstone High School, Bombay, in this connection are interesting—

"The ideal of the University is pure and simple; it is preparation "for the College and not for life. The alterations in the ordinance "announced by the University to take effect from the 1st of June, "1936, prove this beyond doubt. The subjects not required at the "College are either dropped or reduced in importance; arithmetic is "dropped because it is not required there; geography ceases to be a "separate subject and becomes only a minor subject because it is also "not required at the College. The long fight between the Sanskritists "and the vernacularists has ended in a temporary truce by the in-"clusion of one more language in the syllabus of the Matriculation "examination. The amount of time at the disposal of the school is "limited and the inclusion of one subject naturally involves the "exclusion of some other subject. The University, therefore, drops "one paper in English, a paper in English texts. English will be "again taught and studied as a dead language; boys will learn

" everything about the language but not the language itself. English " and arithmetic are very important subjects in the case of those who " do not or cannot enter the College or the University, and the " University by its proposed alterations ignores such pupils much " more than it does at present."

Teachers.

41. The following table shows the total number of men teachers in Anglo-Vernacular schools for boys and girls during the year 1934–35 and their qualifications :—

	Total number of teachers.	Trained teachers.		Graduates.	
		Number.	Percentage.	Number.	Percentage.
Government	440	339	77·0	346	78·6
District Local Board and Municipal.	788	112	14·2	248	31·5
Aided	3,787	527	13·9	1,632	43·4
Unaided	775	80	10·3	346	44·6
Total, Non-Government ..	5,350	719	13·4	2,226	41·6
Grand Total ..	5,790	1,058	18·3	2,572	44·4

The number of male teachers on the staff of Anglo-Vernacular schools was 5,790, an increase of 396 on the figures for the previous year. There was an increase of 192 in the total number of graduate teachers and of 126 in the total number of trained teachers. The percentage of professionally trained teachers in non-Government schools rose from 11·8 in the preceding year to 13·4. This is an encouraging feature.

Up to 1934, there was only one Secondary Training College for the whole Presidency. The Secondary Training College, Bombay, used to admit only 40 students up to the year 1930, but, in order to meet the increasing demand for training, Government had to enlarge and reorganise this College in the year 1932 and it now admits 100 students. During the year under review another Training College for Secondary teachers was started at Kolhapur and affiliated to the Bombay University for training students for the B.T. degree. The increased facilities provided for the training of teachers have resulted in a larger supply of trained candidates for admission to the profession. Apart from the two Training Colleges, the Department conducts the Secondary Teachers' Certificate Examination for the benefit of those teachers who cannot join the Training College. Teachers, particularly those who are non-graduates, thus get a chance of improving their professional qualifications. During the year under report, 493 men teachers from Anglo-Vernacular schools appeared for this examination and 207 passed.

It is true that among teachers in Anglo-Vernacular schools there is a leaven of those who hold very high qualifications as teachers. Their influence is gradually making itself felt. But teachers in general have to

carry on their work sometimes under most disheartening conditions, particularly in respect of security of tenure, pay, and prospects. The status in society enjoyed by the Secondary teacher, on the whole, is far from satisfactory. This in turn unfortunately depends too often on the annual income of the person concerned and the pay offered in the majority of non-Government schools to teachers can be hardly said to be such as can afford the necessary modicum of comfort and respectability. The scale of pay sanctioned for assistant masters in Government schools has also been reduced in pursuance of the Economy policy which Government were forced to adopt in these lean years. The present scale of pay sanctioned for assistant masters is Rs. 45—5—115—efficiency bar—5—145—efficiency bar—6—175. An Honours graduate starts on Rs. 50 a month and a candidate who has passed the B.T. examination is offered an additional Rs. 5 per mensem. The Educational Inspector, C. D., observes in this connection :—

"The meagre prospects on account of the revised reduced scale and "the uncertainty of permanent employment, even after undergoing "training at their own expense, do not attract the right type of persons "to the Department and a good deal of difficulty is experienced in "filling up temporary vacancies with suitable persons. I am afraid "this will, in the long run, tell upon the efficiency of Government "educational institutions."

This has had its repercussions on the salaries paid to teaching staffs in private schools. In fact many old well-established schools have been financially so hard hit in recent years that they cannot afford to pay attractive salaries to their teachers. They have to face reduction in grant-in-aid as a consequence of the maximum grant having been brought down from one-third to one-fourth of the admitted expenditure. They have also to put up with unhealthy competition with unrecognised and unscrupulous schools and the inability on the part of parents and guardians of boys to pay their fees on account of the general depression. On the whole most schools have faced these adverse conditions in a manner which compels respect. The Educational Inspectors also have been insisting on the necessity of every school laying down a suitable scale of salaries and introducing a Provident Fund scheme for their teachers. This again calls for additional expenditure.

School Work and Methods of Teaching.

English.

42. English is taught by the Direct Method in the lower standards of most of the Secondary schools, although a certain amount of translation work is also done in many schools. From an early stage self-expression is encouraged and stimulated by means of oral composition and conversational lessons and by making free use of objects, models, pictures, illustrations, and actions. In Government schools care is taken to place the lower classes generally under competent teachers, so that the foundations may be well and truly laid.

The Educational Inspector, S. D., observes —

"It will not be surprising if the re-introduction of translation in "the Matriculation syllabus is used by some teachers as a lever for "upsetting the still uncertain foundations of the Direct Method in "our Secondary schools."

The main difficulty in improving the spoken English of the pupils is that many of the teachers who are in charge of the subject are unable to express themselves freely and correctly in English. It is most important that teachers should themselves be models to their pupil in the matter of oral expression. The increasing use of the gramophone has, however, resulted in considerable improvement in pronunciation and intonation.

Many schools insist on a good deal of extra reading and home work in the upper classes. There is little appreciable improvement, however, in composition and grammatical accuracy remains a weak spot in all written work. Spelling is also a weak point and in some schools occasional spelling tests are given so as to enable the boys to be well grounded in spelling. Written work is gradually receiving more attention, and the pupils must be made to think and express themselves in English on a variety of subjects.

Mathematics.

43. In teaching Mathematics the method of individual as well as class teaching is followed in most of the schools. Book work is first explained to the class and then the pupils work out by themselves, under the guidance of the teacher, a set of exercises which depend for their solutions on the clear understanding of the theoretical work explained on the black-board. Individual teaching has the advantage of making the boy work at his own pace, whereas class teaching supplies the necessary stimulus and inspiration in the subject. The method followed in the class-room has thus both these advantages.

There is still a marked tendency to look upon mathematics as the least attractive of school subjects. This is partly due to the fact that too much reliance is placed on memory and mechanical solutions of problems and partly to the teacher's inability to relate the work done in the school to every day life. Mathematics appeals more to the reasoning power and less to the memory than any other school subject. It must be realised that Mathematics occupies a prominent place in the school curriculum largely because it enables a pupil to acquire mental self-reliance and independence. The other weak point is the teaching of the subject without any reference to practical life. Manipulation in figures and symbols, not required in actual life, is meaningless and uninteresting to the pupil. If problems of every day life are introduced, the desire for manipulating skill is soon acquired and the whole subject becomes attractive. For instance, in Algebra many old fashioned teachers take up equations first and solve problems by means of equations afterwards, whereas both from the historical and educational points of view it ought to be just the opposite; first problems and then equations. Again, in Arithmetic, which is obviously one of the most practical subjects, boys who have

never seen a Postal Cash Certificate or a Bond are drilled at examples in Stocks and Shares and Profit and Loss. The business columns of the daily papers, if wisely used, can make the class-room work both interesting and practical.

History.

44. Efforts are now being made in some schools to teach History on humanistic lines, emphasis being laid on time-sense, cause and effect, and world movements. The Head Master, Sorabji J. J. High School, Surat, observes—

"History is taught by periods and broad features of each are dealt "with fully without going into minute details of war, treaties, etc. "Facts are woven round important persons and events. Pupils "themselves study details about them from the text-book at home and "these details are supplemented by the teacher, wherever necessary, "during discussion in the class room. Pictures, charts, B. B. Sketches, "etc., are freely used during teaching. Every attempt is made to "cultivate the reasoning power of pupils by allowing them to draw "conclusions from the facts presented to them and also to teach them "the lessons to be learnt from the lives of great men."

History is one of the fundamental subjects in any well balanced school curriculum and when well taught should be useful, practical, and fascinating. For the adequate teaching of this subject the teacher responsible should have capacity for active presentation and should not be content with a mere presenting of the facts regardless of their significance in relation to the genera' trend of history. Too much lecturing and reading from the text-book should be avoided and silent reading with well planned assignment should be encouraged. The dearth of sound text-books of history in the various vernaculars is also a handicap to pupils who do not learn the subject through the medium of English.

Geography.

45. There has been a noticeable improvement of late in the teaching and treatment of this subject in the higher classes. Important points affecting human life are emphasised and there is less tendency nowadays towards memorisation of unimportant names. Some schools have provided separate Geography rooms equipped with a library, pictures, wall maps, relief models, terrestrial globe, meteorological instruments, and a magic lantern. The work in the lower classes is, however, generally unsatisfactory owing to a close adherence to text-books which are somewhat out of date and a lack of correlation between Science and Geography. No attempts are made in a number of schools to stimulate imagination and commonsense reasoning about the phenomena of nature. The Educational Inspector, Central Division, says—

"Three chief things seem to be lacking in most of the lessons on this "subject.—(1) No attempt is made to encourage observation by means "of practical work, which does not mean, as most teachers imagine, "drawing maps. (2) The principle of working from the known to the "unknown is completely neglected, e.g. physical and economic "geography are divorced in most schools. (3) The use and reading "of maps and atlases is completely neglected."

Science.

46. In the first three standards the teaching of Science is for the most part confined to Nature-study. The work in this subject consists too frequently of cramming children with a few isolated facts from a text-book. There is very little observation work with the result that boys grow up without any real interest in the working of the world about them. They know all that is given in the book about plants, flowers, birds, etc., without actually watching the development of plants and animals. What is wanted is more trained teachers with an understanding and love of nature to pass on these qualities to their pupils.

In the higher classes the Physics and Chemistry group is taught in the majority of schools. The University requires that all experiments prescribed in the syllabus should be performed by the pupils themselves as far as possible. Some schools have now well-equipped laboratories. The teaching in such schools is generally methodical, the pupils are made to handle the apparatus, to make observations, to reason for themselves, and to draw inferences. Nevertheless, in spite of the increased attention now paid by schools to practical work, there is still much room for improvement. There appears to be a belief that the main purpose of experiments is the illustration of theory and the provision of material for arithmetical examples therein with the result that experiments are performed hurriedly. The importance of placing the pupil, as far as is reasonably possible, in the position of an original discoverer is not sufficiently realised. The Inspectors also complain that in many schools practical work is inclined to be untidy, inaccurate, and slovenly. Nor is the report of the experiment written by the pupil in his laboratory generally corrected by the teacher with as much care and attention as is desirable. A few schools teach the group of Botany and Zoology for the Matriculation Examination. The main handicap in the teaching of these subjects also is the lack of adequate facilities for practical work. The subjects could be made more interesting by occasionally taking pupils on excursions. Some schools teach the group of Physiology and Hygiene and qualified doctors are employed for the purpose.

Classical languages.

47. These subjects are, on the whole, well taught, but have not been as popular as they should have been. The backward and weak pupils choose the vernacular instead of the classical languages which are generally regarded as difficult. The medium of English and stereo-typed methods in many cases are largely responsible for denying to pupils an insight into the beauty and value of these languages. In some schools attempts are made to teach them by the conversational method which makes a lesson in Sanskrit, Arabic, or Persian more interesting and alive.

Vernacular.

48. The importance of the mother-tongue is now generally realised, although it does not yet receive the attention it deserves. The Educational Inspector, Bombay Division, observes in this connection—

"The mother-tongue is the Cinderella of Secondary Education. "The best teachers on the staff are taken up by the 'major' subjects.

"The best time on the time table, is also taken by the 'major' "subjects. While some sort of supplementary reading in addition to "the text is considered essential in case of English, one small text-"book is found to be adequate for a year's work in the Vernacular. "Work in Vernacular grammar is poor, in literature worse, and in "Composition thoroughly bad. All this is happening in our schools "inspite of the fact that Gujarati and Marathi languages and litera-"tures have made a marvellous progress in the last two or three "generations."

Drawing.

49. Drawing continues to be taught as a compulsory subject in almost all Secondary schools in standards I—V. Selected pupils in these schools are specially trained and sent up for the Elementary and Intermediate Grade examinations. Many schools have on their staffs qualified Drawing teachers and there has been much improvement in recent years in the quality of teaching. It must be admitted, however, that the value of this subject in the school curriculum is not properly appreciated in some schools.

Drawing Examinations.

50. The Elementary and the Intermediate Drawing Grade examinations were held in October, 1934, at 165 centres. Of the 6,813 candidates who appeared for the Elementary Examination, 3,975 or 58·3 per cent. passed, while 2,175 or 65·5 per cent. out of 3,319 passed the Intermediate Drawing Grade Examination. The following table gives further details :—

Examination.		Number examined.	Number passed.	Percentage of passes.
Elementary	Bombay Presidency ..	4,876	2,911	59·7
	Outside Bombay Presidency.	1,937	1,064	54·9
		6,813	3,975	58·3
Intermediate	Bombay Presidency ..	2,392	1,575	65·8
	Outside Bombay Presidency.	927	600	64·7
		3,319	2,175	65·5

There has been a gradual increase in the number of candidates from year to year which indicates the growing popularity of these examinations. The work presented by the candidates is reported to have been up to the desired standard on the whole. Twenty-one prizes were awarded to successful candidates at the Elementary examination and 46 to those at the Intermediate Grade examination as against 19 and 32 respectively in the preceding year.

General.

51. It will be seen from the preceding paragraphs that although teachers are putting in much good routine work, we have not yet sufficient numbers of them with training, background, and technical skill to arouse the pupils to independent thought and action which should be the aim of good teaching. Teachers should be prepared to do more than merely prepare their pupils for examinations, should try experiments and realise that their object is to develop the thinking powers of their pupils and teach them to stand on their own feet. Above all the teacher must devote a few hours for his own private study and be in touch with the current literature on education and his own special subjects. If the teacher's lessons are to be an inspiration he must have a well of spiritual energy to draw upon and this well is his private reading. Better results will be achieved if we are able to hold out inducements to attract into the teaching profession teachers interested in and knowledgable on the subjects which they are teaching, proud of their profession and capable of organising school work more efficiently. The Department in all its branches will strive to bring this desirable state of affairs nearer.

English in Vernacular Schools.

52. The number of recognised English Classes attached to Primary schools increased by 14 from 168 to 182 and the number of pupils increased by 431 to 5,703. The demand for these classes is increasing every year. These classes enable pupils to complete both the Primary course of Standards V-VII and the Anglo-Vernacular course of Standards I-III. The great advantage of such classes in rural areas is that they provide a smattering of English to pupils in their own villages. The fact remains, however, that these classes do not prosper as much as they ought to in small towns and villages. This is partly due to the fact that in most cases inexperienced teachers are in charge of the classes and partly to the inability of parents, who are mostly agriculturists, to pay the fees.

In Municipal areas, the attendance in these classes is satisfactory inspite of the fact that there are other Secondary schools in the same places. This is largely due to the lower rates of fees in such classes. The policy of the Department, however, is to restrict these classes to District Local Board schools. The following table gives the number of English classes by management and the pupils in them :—

	Number of Classes.	Number of pupils.
District Local Board ..	158	4,353
Municipal	14	978
Aided	1	96
Unaided	9	276
Total ..	182	5,703

School Activities.

53. Among the various activities outside the school curriculum and apart from the usual school games and sports, the following may be specially mentioned :—

School magazines and debating societies, excursions, first-aid, photography, carpentry and fret work, and gardening.

The number of Boys' Co-operative Societies in Anglo-Vernacular schools increased by 23 to 187. The increase was shared by all the Divisions except the Central Division in which the number remained stationary at 49. The following table compares the figures for the last two years :—

	1933–34.	1934–35.
Bombay Division ..	44	48
Central Division ..	49	49
Northern Division ..	30	40
Southern Division ..	4	7
Sind	37	43
Total ..	164	187

The societies are mostly managed by the boys themselves under the supervision of a teacher and deal in books, stationery, and other requisites. Apart from the practical utility of these societies, the aim in view is to inculcate the principles of self-help and thrift.

Hostels.

54. There were 3,740 pupils residing in hostels, of whom 752 were in the hostels attached to Government Secondary schools. The total number of resident pupils in approved hostels formed 3·4 per cent. of the total number of pupils attending various kinds of Anglo-Vernacular schools for boys.

The monthly messing charges per boarder in the hostels attached to Government Secondary schools vary from Rs. 4–3–0 to Rs. 15 according to the conditions obtaining at different places. The figures reported by the Educational Inspectors shew that while the average cost per boarder in the Southern Division ranged from Rs. 4–3–0 to Rs. 9–8–0, and in the Northern Division from Rs. 7–8–0 to Rs. 10–12–0, it was considerably higher in the Central Division, the average range being from Rs. 8–8–0 to Rs. 15. The average cost in the Bombay Division is reported to be Rs. 10–8–0, Sind being a little cheaper with an average of Rs. 10.

Apart from the hostels attached to Secondary schools, there are a few independent hostels maintained by private bodies or individuals which are intended for pupils attending various kinds of institutions. Some of these hostels cater for pupils of certain communities and receive grants from Government. Details of these hostels are published in the Supplement to this Report.

Boy Scouts.

55. The number of scouts, rovers, cubs, etc., of all ranks from the British Districts rose during the year by 4,269 to 44,827 as shown below :—

	1934-35.	1933-34.	Increase or decrease.
Bombay Division	12,156	10,747	+1,409
Central Division	10,023	10,102	—79
Northern Division	12,262	11,386	+876
Southern Division	5,969	5,581	+388
Sind	4,417	2,742	+1,675
Total ..	44,827	40,558	+4,269

During the year several training camps were run by the Training team of the Provincial Scout Council and hundreds of boys participated in Scout Rallies held at different places in the Presidency. The Secretary reports on the year's work as under :—

"During the year under review an effort has been made to give to "Scouting in the mofussil a bias towards Rural Uplift Work. Efforts "are being made to adapt the Badge system to suit rural conditions.

"Scouting in Secondary schools continues much the same as last "year and an effort was made by the Educational Inspector, Southern "Division, to induce the High Schools to take greater interest. The "training institutions in the Southern and Central Divisions have "very kindly facilitated the holding of Training courses for their "pupils".

It appears, however, that some of the Educational Inspectors are not quite satisfied with the progress made by the Scout Movement. The Educational Inspector, Central Division, observes—

"Until its official and non-official supporters make quality and not "quantity their aim, until it dissociates itself completely from "imperialistic and local politics, and instead of being a matter of "rallies, guards of honour, and drill makes real service its aim, the "movement will neither flourish nor be of value".

During the year Dr. F. de Molnar—the International Commissioner and Co-President of the Boy Scouts' Association, Hungary, paid visits to Bombay, Poona and Ahmedabad, and exhibited the film of the Australian Jamboree.

A grant of Rs. 21,000 was paid by Government during the year to the Presidency Boy Scouts' Association.

Physical Education.

56. Physical training is now receiving more attention in practically all the Secondary schools than in the past. In Government schools, Physical training forms part of the regular curricula, having a regular place on the time-table and the same is true of most of the other schools. The last period in the school time-table is generally assigned to games. Cricket, Hockey, Football, Volley-ball, Basket Ball, Khoko, Hututu, Atyapatya, Langdi, Lathi, and Lezim are some of the common games played almost everywhere. Scout games and mass drill are also taken up in some schools. Gymnasia are also taken advantage of where they exist.

A few schools have competent Physical Training Instructors. In most schools, however, there is no trained teacher with the result that boys are drilled in physical exercises by teachers who are inexpert and unqualified to give the training. Such drill is likely to do more harm than good. To secure efficiency and reasonable uniformity the subject needs to be supervised by Government Inspectors or Organisers who can guide, train, and supplement the teachers. Only thus will it be possible to ensure that schools pay proper and intelligent attention to the subject.

Special Facilities.

57. Special facilities in the form of free-studentships, scholarships, and fee grants are given by Government to pupils of various communities attending Secondary schools.

Free-studentships in Government Secondary schools are limited to 7½ per cent. of the pupils belonging to the advanced classes, 22½ per cent. of the number from the Intermediate classes, and 22½ per cent. of the number of Muhammadans in the Presidency proper. The percentage of free-studentships in the case of Muhammadans in Sind is 30.

Pupils from the Backward classes are admitted free provided they prove their inability to pay the fees. The scheme limits the total liability of Government to 15 per cent. of the number of pupils in Government schools in each Division.

The total loss in fee receipts to Government on account of these free-studentships was over Rs. 75,000 during the year.

In addition to the free-studentships mentioned above, children of the Konkani Maratha communities, those of Indian soldiers and followers, and of school mistresses are admitted free into non-Government Secondary schools, the financial loss thus sustained by the schools concerned being made good by Government by the payment of fee grants. The expenditure to Government on this account amounted to Rs. 19,286 during the year.

There are sets of Open Scholarships tenable in High and Middle schools and different sets of Special Scholarships for the Intermediate and Backward Hindus and the Muhammadans in the Presidency proper and in

Sind. The rates of these scholarships were recently revised as a measure of retrenchment. The following table gives details of these scholarships :—

Open Scholarships.					Special scholarships in the Presidency proper.			
Available in High Schools Standards IV-VII.		Available in Middle Schools Standards I-III.			Intermediate.		Backward.	
No.	Value.	No.	Value.	Total.	No.	Value.	No.	Value.
22	Rs. 5 per mensem each.	54	Rs. 3 per mensem for Presidency proper and Rs. 4 per mensem for Sind.	82	1,169	Standards I-III .. Rs. 4 per mensem. Standard IV .. Rs. 5 per mensem. Standard V .. Rs. 6 per mensem. Standards VI & VII Rs. 8 per mensem.	609	Same as for Intermediate Classes.

Special scholarships in Sind.								
Muhammadans.		Total.	Intermediate.		Backward.		Muhammadans.		Total.
No.	Value.		No.	Value.	No.	Value.	No.	Value	
637	Same as for Intermediate Classes.	2,415	7	Standards I-III .. Rs. 4 per mensem. Standard IV .. Rs. 5 per mensem. Standard V .. Rs. 6 per mensem. Standards VI & VII Rs. 8 per mensem.	35	Same as for Intermediate Classes.	700	Standards I-III .. Rs. 7 per mensem. Standards IV-VII .. Rs. 9 per mensem.	742

Text-books and the School Book Committees.

58. Of the six School Book Committees which assist the Director of Public Instruction in determining the suitability of books sanctioned for use in schools, five deal with books in Vernacular schools, and an account of them is given in the Chapter on Primary Education.

The Provincial School Book Committee, of which the Director of Public Instruction is President, considers books proposed to be used in Secondary schools. The work done by this Committee during the year is summarised in the following table :—

Number of books received including opening balance.	Number of books disposed of		Books sanctioned as			Balance
	Sanctioned	Rejected.	Text Books	Pupils' Library Books.	Teachers' Library Books.	
400	270	33	71	150	58	97

The classification of the books sanctioned by the School Book Committees was revised during the year.

No books or periodicals other than those sanctioned by the Department are allowed to be used in any Government, or non-Government recognised school. A list of periodicals and newspapers approved by the Department for use in educational institutions is published annually and heads of such institutions have discretion to subscribe to any of them and to suggest the names of others which they consider as suitable for inclusion in the list.

Discipline.

59. The reports received from the Educational Inspectors indicate a uniformly good tone and discipline in the schools in their Divisions throughout the year.

English-Teaching Schools.

Schools and pupils.

60. The total number of English-teaching schools has gone down from 46 to 45 during the year under report. Of the 45 schools, 40 were aided, 4 unaided, and one recognised Normal class. The total number of English-teaching Boys' and Girls' schools is 22 and 22 as against 23 and 22 of the last year. Of these, 17 and 11 are High Schools, while the remaining 5 and 11 are Middle Schools. The total number of pupils in these schools increased from 16,791 (10,275 boys and 6,516 girls) to 16,901 (10,346 boys and 6,555 girls). The total number of European and Anglo-Indian children who attended the English-teaching schools was 1,196 as against 1,064 of the last year.

Expenditure.

61. The total direct expenditure on English-teaching schools increased from Rs. 11,06,112 to Rs. 11,19,731 during the year under report, while the indirect expenditure decreased from Rs. 1,15,171 to Rs. 1,52,658. The decrease was due

to the fact that for want of funds no expenditure was incurred on new school buildings or extensive repairs.

The direct expenditure from Provincial revenues went down from Rs. 2,02,691 to Rs. 2,02,521. Maintenance grants paid to English-teaching schools were subject to the maximum of 25 per cent. of the total expenditure and this accounts for the decrease in the expenditure under Provincial revenues.

The average annual cost of educating a pupil in an English-teaching school was Rs. 66–13–0 and the cost to Government was Rs. 12–2–0. The total amount of maintenance grants paid was Rs. 1,96,630.

Examinations.

62. Candidates attending English-teaching schools prepared for the Matriculation Examination of the University of Bombay. Of the 531 pupils who appeared for this examination, 396 were successful. Two English-teaching schools, St. Helena's High School, Poona, and Queen Mary's High School, Girgaum, follow, with special sanction of the Department, the curriculum of studies prescribed for European schools and these two schools are allowed to present candidates for the Cambridge Local examinations. Four pupils from the Queen Mary's High School, Girgaum, appeared for the Cambridge School Certificate Examination held in December, 1934, and 3 were successful.

Teachers.

63. There has been a further increase in the total number of trained teachers in English-teaching schools from 413 (135 men and 278 women) to 486 (149 men and 337 women) during the year under report, while there is a corresponding decrease in the total number of untrained teachers from 410 to 357. The average pay of teachers in an English-teaching school was Rs. 84 per mensem. An increasing number of teachers has been taking advantage of the S. T. C. Examination every year. During the year under review, 44 teachers from English-teaching schools appeared for the S. T. C. Examination and 22 passed. The qualifications of the teachers are still, on the whole, inferior, but the schools are determined to improve and it is the exception now to find a school management appointing a new unqualified teacher to its staff.

The Inspector of European Schools remarks on the general position of English-teaching schools as under:—

"A great deal of quiet and unobtrusive progress has been made in "English-teaching schools during the year under report.

"The good will of the English-teaching schools is an extremely "satisfying feature. Special features of school organisation which "have been increasingly adopted during the year are introduction "of class libraries, of free and open access in place of the old badly "graded common libraries, increase in the amount of reading done by "the children as also in the number of books available; standardisa-"tion of a forty minute period in the middle and upper school; "expansion of specialist teaching with great profit to school, to

" teachers and taught although it is fair to add that the conservative " tendencies of some of the schools and their teachers made them at " first unable to visualise the advantages they now admit to be inherent " in the Specialist system: great attention to the Infants classes " especially n boys' schools where these classes have always been back- " ward and rather neglected ; provision of Cinema apparatus for visual " instruction in several schools ; the importation of a great deal of " new school furniture of approved and modern type ; and, a tremen- " dous advance, the presentation of whole classes for public examina- " tions instead of a selected group of children.

" I must mention the very encouraging special attention which is " being given to speech training in some schools, by elocution classes, " debating societies, school plays and 'Declamation Competitions'. " One or two schools have purchased special series of gramophone " records displaying types of well articulated English speech and in " schools where almost invariably there are no Englishmen on the staff " the effect of careful instruction along these lines cannot help being " beneficial.

" School tradition and *esprit de corps* is being more carefully and " consciously fostered than before—a number of schools now have " daily assembly of the school as a whole.

" Points which still require attention are co-ordination of syllabuses, " realisation of the importance of Homework time-tables to avoid " over-loading the children with Homework which is, if care is not " exercised, a frequent result of insufficiently co-ordinated specialist " teaching: and a good deal of revision and recasting of class time " tables."

" There has been, too, a great improvement in the professional self- " confidence of the teachers. This has been helped by the holding of " a residential Refresher Course for teachers in European and English- " teaching schools held at the Barnes High Schools, Deolali, January " 2nd to 9th, 1935. The first of these courses was held in 1933 when " 86 teachers (36 from English-teaching schools) attended.

" It is evident that both teachers and schools wish to improve: " more and more schools are indicating their intention of introducing " Provident Fund and Salary scales for their teachers."

CHAPTER VII.

PRIMARY EDUCATION.

Introduction.

64. In the Primary Education Act "Elementary Education" is defined as "education imparted in Infant classes and Vernacular standards I to IV inclusive". "Primary schools", however, are those in which instruction is imparted through one of the recognised vernaculars of this Presidency and the Primary course consists of two stages, the Elementary or Lower Primary stage (Infant classes and standards I–IV) and the Upper Primary stage (standards V-VII for Boys and standards V and VI for Girls).

Schools and Pupils.

65. The total number of Primary schools for boys and girls increased by 114 to 14,730 and the number of pupils by 38,318 to 1,206,882. The following table gives the number of schools and pupils by management :—

	Number of Schools (Boys and Girls).		Number of pupils.	
	1933–34.	1934–35.	1933–34.	1934–35.
Government	34	34	4,585	4,598
District Local Board ..	10,183	10,241	677,733	696,573
Municipal	1,727	1,748	328,111	342,456
Aided	2,478	2,506	149,245	153,252
Unaided	194	201	8,890	10,003
Total ..	14,616	14,730	1,168,564	1,206,882

The average number of pupils in a Primary school was 82.

There was an all-round increase in the number of pupils in all kinds of schools with a corresponding increase in the number of schools. The schools under Government management, however, remained the same. The general rise in the number of schools and pupils shews that the schools are beginning to recover from the heavy retrenchment of 1932.

The following table gives the distribution of pupils in Primary schools by standards :—

—	Boys.	Percentage to total.	Girls.	Percentage to total.
Infants	283,915	31·1	125,858	43·0
Standard I	158,372	17·3	54,755	18·7
Standard II	143,815	15·7	43,814	14·9
Standard III	119,924	13·1	31,560	10·8
Standard IV	104,582	11·5	21,600	7·4
Total Lower Primary stage ..	810,608	88·7	277,587	94·8
Standard V	47,074	5·1	8,375	2·9
Standard VI	29,278	3·2	6,601	2·2
Standard VII	27,086	3·0	273	0·1
Total Upper Primary stage ..	103,438	11·3	15,249	5·2
Grand Total .. (Lower and Upper Primary stages.)	914,046	100·0	292,836	100·0

The percentage of boys and girls in the Upper Primary standards shows a slight increase.

It will be seen from the above table that considerable wastage still continues and there is no appreciable improvement in the stagnation in the Infant Class. In order to minimise stagnation Local Authorities would be well advised to take immediate steps to restrict the admission of infants to the beginning of the year, to place so far as possible trained teachers in charge of the Infant Classes and to introduce a system of more effective supervision.

Distribution of Primary schools.

66. On the average one Boys' Primary school served an area of 9·6 square miles and there was one school for every 2·4 villages. Of the total male population, 7·9 per cent. was under instruction in Primary schools.

The following table gives details of villages with and without schools in the Presidency including Sind :—

Name of Division.	Number of towns and villages with schools.	Number of villages without schools with a population of				
		Over 1,000.	Between 1,000 and 500.	Between 500 and 400.	Below 400.	Total.
Bombay Division ..	1,751	160	706	783	2,681	4,330
Central Division ..	3,418	46	369	1,255	2,454	4,124
Northern Division ..	1,615	36	320	176	1,160	1,692
Southern Division ..	1,939	6	265	265	2,263	2,799
Sind	1,935	6	64	189	2,997	3,256
Total ..	10,658	254	1,724	2,668	11,555	16,201

Of the 26,889 towns and villages, 16,201 are without a school, but more than half of them have a population of less than 400. I think it is worthwhile repeating what I said last year that the Local Authorities should consider the question of opening schools in villages with a population of over a thousand by closing schools in which the attendance is unsatisfactory or by encouraging the villagers to open aided schools. The Village Uplift Committees might also consider the question of helping villagers to open such schools in villages with a population of over 500.

Expenditure.

67. The total expenditure on Primary schools decreased by Rs. 5,435 to Rs. 1,99,32,573, but the Provincial expenditure increased by Rs. 98,602 to Rs. 1,10,56,552. The increase in Provincial expenditure was due to the payment of arrears of grant to some Local Authorities and an advance grant of Rs. 30,000 to the District Local Board, Nasik. The total expenditure was met from the following sources :—

——	Amount.	Percentage.
	Rs.	
Government funds	1,10,56,552	55·5
Board funds	62,74,956	31·5
Fees	7,02,406	3·5
Other sources	18,98,659	9·5
Total ..	1,99,32,573	100·0

Average cost per pupil.

68. The following table compares by management the average cost of educating a pupil in a Primary school for Boys :—

——	Average cost of educating a pupil.			
	1933–34.		1934–35.	
	Total cost.	Cost to Government.	Total cost.	Cost to Government.
	Rs. a.	Rs. a.	Rs. a.	Rs. a.
Government	26 0	25 5	27 3	26 5
District Local Board ..	14 14	11 12	14 3	11 4
Municipal	22 7	7 15	21 7	7 12
Aided	16 12	3 14	16 9	3 15
Unaided	11 7	....	11 15	....
Total average cost ..	16 14	9 14	16 4	9 8

The general decrease in the total cost of educating a pupil in District Local Board, Municipal, and aided schools is due to the retrenchment in expenditure effected by the Local Authorities and to the increase in the number of pupils.

Fees.

69. The total fee collection in Primary schools for Boys amounted to Rs. 6,06,067 or 3·7 per cent. of the total expenditure. The average annual fee per pupil in a Primary school for Boys increased to 9½ annas from 9 annas.

The following table shows by management the average annual fee per pupil :—

	Rs. a. p.
Government	.. 0 14 1
District Local Board	.. 0 5 6
Municipal	.. 0 4 8
Aided	.. 2 8 3
Unaided	.. 1 12 3

The increase in the average annual fee per pupil was due mainly to the raising of fees in aided, unaided, and Government schools.

In the schools maintained by the Local Authorities and in Government Primary schools, all girls, children of the Backward Classes and of school mistresses and all those who are unable to pay fees are admitted free. The Bombay Municipality, however, charges fees to girls in the Upper Primary standards. The aided Primary schools have no restrictions in regard to fees. They, however, admit Konkani Maratha pupils free in the schools in the Ratnagiri and Kolaba districts, and the loss of fees thus entailed is made good by Government.

School Buildings.

70. The accommodation provided for Primary schools is generally unsatisfactory. Of the 10,241 District Local Board schools for Boys and Girls, 2,858 or only 27·9 per cent. have their own buildings, 558 or 5·5 per cent. are held in buildings partly District Local Board and partly rented, 2,133 or 20·8 per cent. meet in exclusively rented buildings and 4,692 or 45·8 per cent. in rent-free buildings such as temples, *Chavdis*, *Dharmashalas*, or private houses. The rent-free buildings, in which a large majority of Local Board schools are held, are not generally suitable for school purposes. Attempts are, however, being made at present by Local Authorities to see that when villagers provide buildings for schools, they are built on suitable lines. The District School Board, Ratnagiri, had 10 such buildings built by villagers during the year under report. In the case of the rented buildings it is reported that many Local Authorities are paying more on rent for unsuitable buildings than they would have to pay as interest on loan subscribed in the open market for the purpose of building new school houses. It would be cheaper in the long run if the Local Authorities as a matter of policy gradually replaced rented buildings by cheap buildings of their own. Again the health and general well-being of children would be served far better if some of the buildings now used were given up, and in their place were put up some cheap structures with good light and air, the type designs of which have been sanctioned by Government.

Twenty-nine new buildings were erected by District Local Boards in 1934–35, thirty-five were under construction, while seven buildings were extended.

Two buildings in the Kaira and the Panch Mahals District were constructed with the aid of a popular contribution and three in the Ahmedabad Municipal area. The District Local Board, East Khandesh, purchased three buildings constructed by the villagers. Two buildings one of which was built with the help of Sheth Rajmal Lakhichand of Jamner were handed over to the East Khandesh Local Board by villagers. Under the Sheth Mangaldas Girdhardas Cheap Building Fund Scheme of Ahmedabad, the construction of a school building at Jehangirpura and Kanad was taken in hand and the two buildings under construction last year were completed.

The Sir Purshotamdas Thakurdas Village School Building Scheme for the Surat District has been a boon to the people of the District. From the Scheme five new buildings for schools at Sirodra, Amalsadi, Dindoli, Damka, and Hajira were almost ready for occupation, while five buildings were under construction. The scheme of completing 100 school buildings is now almost complete. With the Committee's sanction for the construction of six new buildings for schools in 1936, the total number of buildings under the Scheme will be ninety-four, leaving six more buildings to complete the whole scheme. The scheme has provided up to now 78 buildings at a cost of Rs. 3,68,302 with accommodation for 6,480 pupils, and has materially helped both Government and the District Local Board, Surat. It is reported that a fresh scheme is under

preparation at the suggestion of Sir Purshotamdas Thakurdas, for providing cheap buildings for the Kaliparaj pupils of the Surat District.

Under the endowment of the late Rao Bahadur Girdharlal Uttamram of Rs. 1,54,900, a part of the income is set apart for the construction of school buildings in the Ahmedabad District Local Board area and from the scheme the construction of one building at Ashlali was taken in hand.

The Cantonment Local Authority, Hyderabad, has constructed a spacious building for the Primary school at a cost of Rs. 13,973.

Teachers.

71. The total number of teachers (both men and women) in Primary schools under all managements was 38,372 as against 37,669 during 1933–34. Of these, 18,720 or 48·8 per cent. were trained.

The following table shows the number of trained and untrained men teachers in Government, District Local Board, and Municipal schools in each Division :—

	Trained			
	III Year.	II Year.	I Year.	Total
Bombay Division	407	890	1,707	3,004
Percentage to total ..	7·3	16·0	30·6	53·9
Central Division	475	1,440	2,891	4,806
Percentage to total ..	5·1	15·4	31·0	51·5
Northern Division ..	609	685	1,439	2,733
Percentage to total ..	11·4	12·9	27·0	51·3
Southern Division ..	749	988	1,169	2,906
Percentage to total ..	15·9	21·1	24·8	61·8
Sind	528	444	952	1,924
Percentage to total ..	16·7	14·0	30·1	60·8
Total ..	2,768	4,447	8,158	15,373
Percentage to total ..	9·9	15·8	29·0	54·7

	Untrained			
	Qualified.	Unqualified.	Total.	Grand Total.
Bombay Division	2,282	283	2,565	5,569
Percentage to total ..	41·0	5·1	46·1	100
Central Division	4,327	196	4,523	9,329
Percentage to total ..	46·4	2·1	48·5	100
Northern Division	2,512	79	2,591	5,324
Percentage to total ..	47·2	1·5	48·7	100
Southern Division	1,729	68	1,797	4,703
Percentage to total ..	36·8	1·4	38·2	100
Sind	1,225	13	1,238	3,162
Percentage to total ..	38·8	0·4	39·2	100
Total ..	12,075	639	12,714	28,087
Percentage to total ..	43·0	2·3	45·3	100

There has been no appreciable increase in the percentage of trained teachers, as can be seen from the following statement giving a comparative view of the percentage of trained element during the year under report and the previous year :—

Division.	Percentage of trained teachers.	
	1933-34.	1934-35.
Bombay Division	52·6	53·0
Central Division	50·5	51·5
Northern Division	51·9	51·3
Southern Division	62·3	61·8
Sind	62·0	60·8
Total ..	54·4	54·7

The question of increasing the output of trained teachers without seriously increasing the cost of Primary education was considered by Government and they have sanctioned the opening of IIIrd year classes in Training Colleges and the admission of a larger number of candidates for the II and I year classes. It is hoped that with a larger output of trained teachers, the quality of instruction in Primary schools, particularly in the Infant classes, will improve.

Pay of Primary teachers.

72. Primary school teachers handed over to Local Authorities under section 8 (1) of the Primary Education Act are paid at the rates sanctioned by Government in 1924. Teachers appointed after 1923 are paid according to the scales of pay sanctioned by Government in 1929 or those adopted by Local Authorities with the sanction of Government. Most of the Local Authorities have adopted the scales prescribed by Government. The Bombay Municipality is the only Local Authority which has special scales of pay for its Primary teachers.

In addition to their pay, Head Masters and 1st Assistants draw a special allowance, and those teachers who are permitted to work as Branch Post Masters and to take up the work of Co-operative Societies or Night Schools for adults get a special allowance for their extra work.

The system of Head Masters' and 1st Assistants' allowances has not worked very satisfactorily, and has caused a great deal of dissatisfaction owing to the allowances being awarded for reasons other than educational. A number of Local Authorities have taken advantage of the option given by Government to discontinue these allowances, and so far 31 Local Authorities have discontinued the payment of such allowances as a permanent measure.

The revised scales of pay for new entrants, which were under the consideration of Government for some time, were published and the opinions of the Local Authorities have been invited. The Local Authorities have been in the meanwhile advised to engage new entrants on the minimum of the proposed scales and to stop further increments till the scales are finally approved by Government. They have also been advised to discontinue payment of Head Masters' and 1st Assistants' allowances to new entrants.

Shift System.

73. Under the Shift system the lower classes up to standard III are taught in two shifts, some in the morning session and the remainderin the afternoon session. Although the system is educationally unsound, and does not find favour with parents or teachers, many of the Local Authorities have resorted to it in view of the increasing number of pupils and their inability to provide for the additional staff and accommodation required. The Educational Inspector, Bombay Division, reports that the system is meeting with a fair amount of success in areas which are more or less urban. The Surat District Local Board has introduced the system in 34 schools and the success of the experiment is being watched. The Educational Inspector, Northern Division, however, reports that the system does not seem to have become popular in the villages. The Educational Inspector, Central Division, reports that the shift system is being tried by some of the Local Authorities in his Division but without success.

For economy in accommodation and equipment the Karachi Municipality has introduced a system of using the same building for two schools, one in the morning and the other in the afternoon and the number of schools so accommodated was 14.

Under Primary Education Rule 73, the School Board can fix the hours of instruction, during which each school shall be open. The hours of instruction under the rule for the Infant class and standard I are not to be less than three or more than four per day. In some of the schools of the Ratnagiri District the time tables have been so arranged that instruction in the Infant class and standard I is restricted to three hours, and this arrangement it is reported has met with some success.

Curricula.

74. The Primary course has come in for a good deal of criticism lately and the question of suitably modifying the Primary courses is before Government. No curriculum is proof against bad teaching and ignorant teachers. Even the present curriculum, without being perfect, can in the hands of sensible teachers prove effective. Whatever the curriculum be, the efficiency of schools will depend on effective teaching, that is on the number of trained treachers that we can afford to employ.

Nature Study and School Gardening.

75. Nature study is one of the subjects in the curricula of Primary schools and a number of schools maintain gardens. The Nature study work done, however, is unsatisfactory as most of the gardens are maintained for decorative reasons rather than for Nature study. This is one of the worst taught subjects, if taught at all, in the Primary schools.

76. The alternative course with an agricultural bias, specially adapted to the needs of the agricultural classes, has been introduced in standards V, VI, and VII of some selected Primary schools in rural areas. During the year under report the number of Agricultural Bias schools increased by 4 to 84, the number of pupils attending these schools being 2,766 as against 2,688 in the previous year. Three new classes were opened in the Bombay Division and one in the Southern Division. The following table gives details of the classes and the number of pupils attending them.

Education of the Agricultural Classes.

Division.	Number of schools.	Number of pupils.			Total.
		Standard V.	Standard VI.	Standard VII.	
Bombay Division ..	13	206	115	139	460
Central Division ..	29	427	335	349	1,111
Northern Division ..	12	188	134	92	414
Southern Division ..	26	293	171	214	678
Sind ..	4	39	34	30	103
Total ..	84	1,153	789	824	2,766

Although the number of classes shows an increase, there has been no material improvement in the number of pupils attending them. The classes are reported to be popular in the Nasik, West Khandesh, and Poona Districts and there is a definite demand for more classes from the people of some villages. In this connection the Chairman, District School Board, Poona, remarks —

"The utility of these classes has been now fully appreciated "by the people. It is noticed that a majority of the pupils after "going through this course adopt agriculture as their life's profession. "Boys getting knowledge of this course do not shirk from manual "work in the field. Agriculturists of the surrounding villages learn "something about the improved methods of the nation's chief "industry whenever they happen to visit the fields attached to these "classes."

The classes are undoubtedly gaining in popularity with villagers and the fact that private bodies in some districts are taking an interest in the opening of agricultural classes indicates that there is a real demand for training of a more practical nature.

Mr. V. D. Ghate was placed on special duty during the year to report on the Agricultural Bias Classes. The general trend of his Report shows that these classes serve a useful purpose and that in places where they have been well-looked after and carefully organised they have

proved a success. The Report also shows that these classes can be run on economic lines and that the lads attending these classes can become, under the leadership of the agricultural bias teacher, useful members of the village community. Government have accepted the conclusion reached by the Special Officer that the Agricultural Bias Classes need no longer be considered as experimental, but that they should be treated as normal institutions for rural communities. Action is being taken on the other various recommendations of the Special Officer and they are being brought to the notice of the Local Authorities for their consideration.

Examinations.

77. The number of candidates for the Vernacular Final Examination for Boys is gradually increasing year by year. The number that appeared at the last examination was 19,835, of whom 7,407 or 37·3 per cent. passed, the corresponding figures for the previous year being 19,106 and 8,366. The following table gives the percentages of passes separately for each Division :—

	Percentage.
Bombay Division	47·7
Central Division	25·1
Northern Division	42·8
Southern Division	38·3
Sind	61·2

In addition, 1,117 candidates appeared for the Special Urdu Vernacular Final Examination of whom 300 or 26·9 per cent. passed.

Co-operative Credit Societies.

78. The number of School Co-operative Credit Societies, most of which are unregistered, increased by 120 to 750. These societies are mostly attached to First Grade Primary schools and are intended to be managed by the pupils under the supervision of teachers. They are of great educational value and teach young pupils the importance and value of self-help and co-operation.

School Libraries.

79. School libraries play an important part in the life of school children and if properly organised help a great deal in creating a love for reading. There are very few Primary schools which have even a small Library and the value of supplementary reading in schools has not been fully appreciated. Attempts are, however, being made by some Local Authorities to provide circulating libraries specially for the First Grade schools.

In the Surat district one such scheme called the Sir Purshottamdas Thakurdas Bal Library Scheme has been in existence since 1925. During the year under report the scheme was reorganised and small libraries have been provided for 100 individual schools. In the Ahmedabad District also boxes of selected library books are systematically circulated among a group of schools.

80. There are five Vernacular School Book Committees which deal with the question of sanctioning School books in Marathi, Gujarati, Kanarese, Sindhi, and Urdu. The Divisional Inspectors, C. D., N. D., S. D., and in Sind are respectively the Presidents of the School Book Committees for the books in the first four languages and the Educational Inspector, Bombay Division, is the President of the Urdu School Book Committee. These Committees, which are mainly consultative, advise the Director regarding the books to be sanctioned. The following table gives the work done by these Committees during the year :—

Vernacular School Book Committees.

	Number of books received including opening balance.	Number of books disposed of		
		Sanctioned.	Rejected.	Balance.
Urdu School Book Committee.	98	77	21	....
Marathi do. ..	210	184	23	3
Gujarati do. ..	305	184	57	64
Kanarese do. ..	132	118	13	1
Sindhi do. ..	46	24	6	16
Total for 1934-35 ..	791	587	120	84
Total for 1933-34 ..	747	558	98	93

81. I cannot do better than quote from the Press Note recently issued by Government on the progress of the Village Improvement Scheme—

Village Improvement Scheme.

"The Village Improvement Scheme organised on the lines laid "down by the late Governor, Sir Frederick Sykes, has been in actual "operation for nearly two years. The essential factor of the Scheme "is the co-operation of all agencies, Government, Local Authorities, "non-official associations and local effort to improve all sides of the "life of the cultivator, concentrating in the first instance on the more "pressing needs of the particular village concerned. The scheme "is based on the view that no effective progress is possible without

" the co-operation of the villagers themselves and that the first task " is to arouse in them an interest in and a desire for improvement " of their condition.

" Education has received considerable fillip through the uplift " movement and village schools have been opened, and buildings " built, where formerly no school existed; or the existing school " has been extended.

" Efforts have also been made to provide more play-grounds for " children and to organise games and to recreate interest in old Indian " games, while much has been done to interest children and to provide " them with healthy occupation through the formation of Scout " troups and Girl-guides, the number of which have increased very " markedly, especially in Central Division, since the inception of the " movement."

In regard to education, Night schools for adults and small reading rooms and libraries have been started in many places, but the Village Improvement Committees would also do well to consider the question of utilising the funds at their disposal on grants for outfits to Agricultural Bias Classes, on village libraries, and on adult education by providing magic lanterns, gramophones, etc.

Bombay Municipality.

82. The total number of Primary schools in Bombay City increased by 3 to 474 and the number of pupils increased by 4,437 to 88,602. Of these, 3,886 were in the Upper Primary stage and 84,716 in the Lower Primary stage as against 3,389 and 80,776 respectively in the previous year.

Of the 2,096 teachers, 1,143 or 54·6 per cent. were trained, 776 or 37 per cent. were untrained, and 177 or 8·4 per cent. were unqualified. The percentage of trained teachers has increased by 2·8.

The total expenditure on Primary Education in 1934-35 (both for Municipal and approved schools) was Rs. 31,40,769 as against Rs. 32,01,190 in the previous year. The Municipality received a provisional maintenance grant of Rs. 7,49,875 (after a cut of 12 per cent.) on its approved expenditure of Rs. 29,69,578.

The Shift System introduced by the Municipality with a view to economy is not reported to be working satisfactorily. The Educational Inspector, Bombay Division, remarks—

" In almost all wards the number of children attending the " schools is fast increasing. It has, however, not been practicable " to increase the number of teachers. This has led to a state where " a teacher is required to manage a number of pupils either reading " in one class or more than one class, which he finds difficult to do, " and therefore, the children's interest suffers a great deal."

In connection with the increase in the number of children and the consequent difficulty in providing adequate accommodation and staff, the Educational Inspector, Bombay Division, remarks —

"The Anglo-Vernacular schools in Bombay can also relieve the "Municipality of a good deal of their work, if they start their own "Primary Departments, equip them on modern lines and charge "decent fees. It would also be a good experiment in educational "organisation if these schools treat both the Secondary and Primary "Departments as a self-contained unit and prepare special syllabuses "I believe that parents in Bombay will send their children to 'modern "schools' if they are started by well-established societies and Anglo-"Vernacular schools in Bombay."

Primary Education Act.

83. All the 28 District Local Boards in the Presidency are now in charge of Primary Education. The number of Local Authority Municipalities, viz. 48, remained unchanged during the year.

The grant to the Local Authority Municipality, Ahmedabad, was withheld as in previous years.

Although the relations of the School Boards with the Local Authorities and of both with the Department were on the whole cordial, the administration in some districts is still marred by communal bias, especially in regard to transfers, promotions, appointments, and deputation to the Training College. The result has been discontent among teachers, a lack of discipline and inefficiency.

In this connection the Educational Inspector, Central Division, reports —

"Few members of School Boards are interested in education as "such, but most of them are interested in the powers of patronage "and in the prestige conferred upon them by membership of School "Board."

It has also been found that, although under the rules framed by Local Authorities, with the sanction of Government, the Administrative Officer has been vested with certain powers, in practice he is unable to exercise these powers and that his work is so circumscribed that he can exert very little influence on education and on the teaching staff.

Expansion of Primary Education on a voluntary basis.

84. The financial situation made it impossible for Government to sanction during the year under report any scheme for expansion of Primary education.

Some Local Authorities, however, are incurring additional expenditure on the opening of new schools and on additional assistants, meeting the expenditure entirely from the funds at their disposal. As additional funds are not likely to be available for some time the School Boards would do well to consider the question of consolidation and concentrations as suggested last year. It has been noticed that a number of ill-attended schools are being maintained while a number of villages with a population of over 1,000 are still without a school.

Compulsory Education.

85. The total number of Local Authorities that have introduced compulsory elementary education within their areas with the sanction of Government is 12. The following table gives the names and other particulars of these Local Authorities :—

Name of Local Authority.	Year of introduction of compulsory elementary education.	Number of pupils in all Primary schools in the area of compulsion. Previous to the introduction of compulsion.		
		Boys.	Girls.	Total.
LOCAL AUTHORITY MUNICIPALITIES.				
Bombay Primary Education Act, 1918.				
1. Surat ..	1920	6,041	2,343	8,384
2. Bandra ..	1920	1,208	465	1,673
†3. Satara City ..	1921	1,561	669	2,230
4. Dhulia ..	1923	1,935	542	2,477
City of Bombay Primary Education Act, 1920.				
5. Bombay City (F & G Wards) ..	1925	4,467	2,024	6,491
Bombay Primary Education Act, 1923.				
†6. AhmednagarCity	1927	3,143	1,586	4,729
†7. Sholapur (in three wards).	1927	2,040	995	3.035
†8. Broach ..	1927	2,663	1,495	4,158
9. Poona City (in 5 Peths).	1929	1,526	823	2,349
†10. Karachi City (in Lyari and Trans-Lyari quarters).	1930	2,529	....	2,529
DISTRICT LOCAL BOARDS.				
Bombay Primary Education Act, 1923.				
†11. District Local Board, Larkana (in Larkana Taluka).	1928	1,633	109	1,742
†12. District Local Board, West Khandesh (in villages with a population of 1,000 and over and in non-Local Authority Municipalities).	1929	16,852	941	17,793

† Compulsion for boys only

Name of Local Authority.	Number of pupils in all Primary schools in the area of compulsion.					
	On 31st March, 1934.			On 31st March, 1935.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
LOCAL AUTHORITY MUNICIPALITIES.						
Bombay Primary Education Act, 1918.						
1. Surat ..	10,406	5,925	16,331	10,833	6,178	17,011
2. Bandra ..	2,509	1,480	3,989	2,596	1,448	4,044
3. Satara City ..	2,017	1,000	3,017	2,253	1,099	3,352
4. Dhulia ..	3,774	2,163	5,937	4,080	2,333	6,413
City of Bombay Primary Education Act, 1920.						
5. Bombay City (F & G. Wards).	..	..	16,080	11,813	4,409	16,222*
Bombay Primary Education Act, 1923.						
6. Ahmednagar City.	4,055	1,782	5,837	4,278	1,939	6,217
7. Sholapur (in three wards).	3,360	1,540	4,900	3,575	1,834	5,409
8. Broach ..	3,528	1,747	5,275	3,580	1,802	5,382
9. Poona City (in 5 Peths).	2,103	1,422	3,525	2,088	1,587	3,675
10. Karachi City (in Lyari and Trans-Lyari quarters).	3,993	..	3,993	4,218	..	4,218
DISTRICT LOCAL BOARDS.						
Bombay Primary Education Act, 1923.						
11. District Local Board, Larkana (in Larkana Taluka).	3,913	513	4,426	3,848	522	4,370
12. District Local Board, West Khandesh (in villages with a population of 1,000 and over and in non-Local Authority Municipalities).	21,409	1,220	22,629	22,539	2,487	25,026

* Average number of children of school-going age in Municipal schools.

It will be seen that in spite of the fact that some of the compulsory education schemes have been in existence for over ten years, compulsion has not been enforced seriously anywhere and coercive action taken against non-conforming parents. Very few Local Authorities seem to realise

that it is not sufficient merely to enrol pupils but it is necessary to see that after the children are enrolled they attend school regularly. In most cases the average attendance figures are unsatisfactory.

Cantonment Schools.

86. The following table gives the expenditure and the number of Primary schools and pupils within the areas of Cantonments which are 10 in all :—

Name of the Cantonment.		Schools.			Pupils.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
Bombay Division.							
Deolali ..	Cantonment.	1	1	2	203	89	292
	Aided ..	1	..	1	69	29	98
Central Division.							
Poona ..	Cantonment.	..	..	..	..	..	..
	Aided ..	13	5	18	1,386	887	2,273
Kirkee ..	Cantonment.	..	..	..	..	..	..
	Aided ..	6	..	6	701	207	908
Ahmednagar ..	Cantonment.	3	2	5	644	225	869
	Aided ..	..	..	..	..	..	..
Northern Division.							
Ahmedabad ..	Cantonment.	1	..	1	63	16	79
	Aided ..	..	..	..	..	..	..
Southern Division.							
Belgaum ..	Cantonment.	1	..	1	293	120	413
	Aided ..	1	2	3	60	219	279
Sind.							
Karachi ..	Cantonment.	..	..	..	..	..	..
	Aided ..	1	..	1	44	..	44
Karachi ..	Port Trust ..	1	1	2	122	40	162
	Aided ..	..	..	..	..	..	..
Drigh Road ..	Cantonment.	..	..	..	..	..	..
	Aided ..	1	..	1	113	10	123
Hyderabad ..	Cantonment.	1	..	1	219	58	277
	Aided ..	..	..	..	..	..	..

Name of the Cantonment.		Expenditure (recurring).			
		Provincial revenues.	Cantonment Funds.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.
Bombay Division.					
Deolali ..	Cantonment.	1,030	2,613	450	4,093
	Aided ..	200	400	419	1,019
Central Division.					
Poona ..	Cantonment.	....	....	....	....
	Aided ..	5,076	10,625	31,249	46,950
Kirkee ..	Cantonment.	....	....	....	....
	Aided ..	530	1,681	5,682	7,893
Ahmednagar ..	Cantonment.	3,674	7,199	778	11,651
	Aided ..	....	....	....	....
Northern Division.					
Ahmedabad ..	Cantonment.	200	1,506	....	1,706
	Aided ..	....	....	....	....
Southern Division.					
Belgaum ..	Cantonment.	1,252	3,104	1	4,357
	Aided ..	....	150	2,886	3,036
Sind.					
Karachi ..	Cantonment.	....	....	....	....
	Aided ..	....	150	....	150
Karachi ..	Port Trust ..	1,371	5,144	66	6,581
	Aided ..	....	....	....	....
Drigh Road ..	Cantonment.	....	....	....	....
	Aided ..	....	300	....	300
Hyderabad ..	Cantonment	1,472	3,298	....	4,770
	Aided ..	....	....	....	....

Only three Cantonments, viz. Deolali, Ahmednagar, and Belgaum maintain their own schools and also give grants-in-aid to private schools. The other Cantonments either maintain their own schools or give a grant to aided schools. On the whole adequate provision has been made by the Cantonments for the educational needs of their areas.

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CHAPTER VIII.

Training of Teachers.

I. Training of Secondary School Teachers.

87. The Secondary Training College, Bombay, is the only Government institution which trains teachers for Secondary schools. An account of this institution is given under Professional Colleges in Chapter V.

II. Training of Primary School Teachers.

Institutions.

88. The total number of Training Institutions for Men and Women decreased during the year by 2 to 29, two non-Government institutions having been closed on account of financial stringency. The number of students in these training institutions also decreased by 113 to 1,442. Of the 29 institutions, 11 with 713 students were for men, and 18 with 729 students for women. By management, the training institutions comprised 14 Government, one Municipal, 12 Aided, and 2 Unaided. Of the 1,442 students under instruction, 852 (including 63 students of the Scheduled classes) were Hindus, 247 Muhammadans, 277 Indian Christians, and 66 others.

Output of trained teachers.

89. About 1919 a scheme came into operation by which in every District a Training Institution was opened and by 1922 it was found that the percentage of trained teachers, particularly the 2nd and 3rd year trained teachers, was so high in some districts that the expenditure on salary made further expansion of Primary Education almost prohibitive. Owing to the revision of the pay of Primary teachers which led to a heavy demand on the limited resources of the Local Authorities and Government, Government decided to impose a certain amount of restriction on the training of teachers to keep the cost of Primary Education within reasonable limits. A number of Training Institutions were closed, classes curtailed and from 1923 onwards the output of trained teachers was limited to what was just essential. The percentage of trained teachers was, therefore, not much above 54 in the year under report. Experience had shown that the enormous wastage that took place was in no small measure due to the teaching being in the hands of untrained men. Apart from the lack of any professional training, these teachers were called upon to manage a class of 30 to 40 pupils spread over four standards and it was impossible to expect any efficient teaching from such teachers. Moreover, it was found that even in the case of trained teachers the two year course of training was not sufficient for the type of teachers that were being recruited. The major portion of the time in Training institutions during the 1st year was being spent in licking the material into shape and teaching them how to set about to learn, how to read, how to express themselves and to imparting information on the subjects to be taught, and very little time remained to give the teachers sufficient practical knowledge of teaching, particularly in connection with the teaching of the Infant class and the handling of

combined classes. The immediate need, therefore, was the supply of more and better trained teachers. In order, therefore, to raise the standard of teaching in Primary schools, Government, during the year, examined the possibility of increasing the annual output of trained teachers without increasing the cost of Primary Education, and of reorganising the courses on a three year basis. The question in regard to the lowering of the scales of pay is under the consideration of Government, but in the meantime Government have decided to restore partially the classes which had been abolished in various Government Training institutions and to provide for the training of 240 additional men teachers and 120 additional women teachers at an annual estimated average cost of Rs. 52,500. The restoration of classes includes the opening of small 3rd year classes which were abolished in 1923 in the major Training Institutions. These arrangements have been introduced from the academic year 1935–36 and the full training course for men will now be a three year instead of a two year course.

In the case of women teachers the present course is already one of 3 years—a two-year course for the 1st year certificate, and a one-year course for the 2nd year certificate. The question of opening a 3rd year class for women will be considered after the Vernacular Final Course for girls is revised and brought to the level of the Vernacular Final course for boys.

Government also propose to consider the policy of expanding further the facilities for the training of Primary teachers and of increasing the number of trained teachers to 80 per cent. (50 per cent. 1st year, 20 per cent. 2nd year, and 10 per cent. 3rd year) as soon as the financial position improves, and some decision is arrived at on the scales of pay of teachers appointed in future.

During the year under report the output of Government Training Institutions for men was 565 (485 First year and 80 Second year), and that of Government Training Institutions for women 88 (65 First year and 23 Second year). Non-Government Institutions sent out 72 men (61 First year and 11 Second year) and 169 women (99 First year and 70 Second year).

Expenditure.

90. The expenditure on Vernacular Training Institutions increased by Rs. 15,906 to Rs. 4,51,218. Of this, 81·5 per cent. was defrayed from Provincial funds, 4·1 per cent. from Municipal funds, 2·0 per cent. from fees, and 12·4 per cent. from other sources.

Government Institutions.

91. The number of Government institutions remained unchanged, viz. 14. Of these, 9, with 628 students, were for men, and 5, with 217 students, for women. The cost of educating a student in institutions for men was Rs. 342, of which Rs. 332 was paid by Government, and in institutions for women Rs. 567, of which Government contributed Rs. 534.

The Rural Training School, Loni, which trains Primary teachers under rural conditions, follows a special course, which, though similar to the ordinary course, allows slight modifications in Vernacular,

Arithmetic, and History, and contains additional subjects such as village uplift, Agriculture, Smithy and Carpentry. The school teaches, for the present, only the first year's course, and the admission to this school is restricted to teachers from the Intermediate and the Backward classes.

Of the 12 aided institutions, 2, with 85 students, were for men, and 10, with 477 students, for women.

Aided institutions.

92. The Union Training College at Ahmednagar, and the Vocational Training School at Ankleshwar (District Broach) are the two aided institutions for men. The full course of three years is now followed at the institutions at Ahmednagar, and candidates are sent up for the Departmental certificate examinations. In addition to the prescribed course, special attention is paid to rural reconstruction work, and the institution runs a special magazine containing topics of rural interest. The Vocational Training School at Ankleshwar teaches agriculture, carpentry, etc., in addition to the prescribed course, and its certificate examination is conducted by the Department.

All the aided training institutions for women, with the exception of the Mary B. Harding Kindergarten Training School, Sholapur, and the Training College for Women at Hingne, near Poona, follow the prescribed course and send up candidates for the Departmental Certificate examinations.

The Mary B. Harding Kindergarten Training School at Sholapur follows a course of two years specially designed for the training of teachers for Kindergarten work. This is the only institution of its kind in the Presidency. The course followed so far was recently revised by the Department and the Senior Certificate granted by the institution has been recognised as equivalent to the Departmental 1st year certificate. One of the conditions on which the Certificate has been recognised is that the examinations should be held by an Examination Board with representatives from the Department, not exceeding half the number of members, appointed by the Director of Public Instruction. The introduction of the revised course in the institution and the recognition of its certificate by Government will not only establish the institution more firmly but provide Primary schools with much needed specialist Kindergarten teachers.

The Training College at Hingne teaches the full course of three years, mainly based on the course prescribed by the Department. The College has its own certificate examinations held by a Board of examiners, one member of the Board being a Government nominee. The certificates issued by the institution have been recognised since 1929, on certain conditions, and treated as equivalent to those issued by the Department.

The cost per student in the aided institutions for men was Rs. 166, of which Government contributed Rs. 63. The cost per student in the aided institutions for women was Rs. 174, of which Rs. 69 was paid by Government.

93. The only Municipal institution is the Rahimtullah Currimbhoy Urdu Training Institute for Muslim women maintained by the Bombay Municipality. The other Municipal institution, viz. the First Year Training Class for Marathi men teachers maintained by the Bombay Municipality was closed during the year under report. The Institute for Muslim women maintained by the Bombay Municipality trains women teachers for the Municipal Urdu Girls' schools only, and sends up candidates for the Departmental certificate examinations.

Municipal Institution.

94. The selection of candidates for admission to Government Training Institutions for Men is made in accordance with the following percentages prescribed by Government :—

Selection of teachers for training.

	Bombay, Central and Southern Divisions.	Northern Division.
	Per cent.	Per cent.
Presidency proper—		
(1) Advanced Classes	25	90
(2) Intermediate castes including Muhammadans and Indian Christians	60	
(3) Backward castes proper (formerly called Depressed classes)	15	10

Sind—

Hindus .. .. .. 25 per cent.

Muhammadans .. .. .. 75 per cent.

The percentages for Sind are applicable in the case of teachers deputed from District Local Board schools. In the case of Local Authority Municipalities in Sind, Government have decided not to prescribe any definite percentage for admission, but the Educational Inspector in Sind has been instructed to see that, on the whole, at least 40 per cent. of the teachers deputed by these bodies taken together are Muhammadans.

In the case of admissions to Government Training Institutions for women preference is given, as far as possible, to women from the Intermediate and Backward classes, although no fixed percentages for different classes have been prescribed.

The selection of candidates for admission to Training Institutions is made by the Educational Inspector on the recommendations of the School Boards. The Educational Inspector's selection is based mainly on the remarks on the work of the teacher furnished by the School Boards and the percentage of marks obtained in the Vernacular Final or the Training College examinations. The Heads of Training Institutions have during the last five or six years been complaining that the material sent to them was not of the right type and very often the students selected

found it difficult to cope with the work of the Training College. During the year under report a number of students had to be sent back from certain Training Institutions on account of their not being able to follow the prescribed course. Both in the interests of the students themselves and the School Boards it was found necessary to devise some means for the selection of candidates of the right type. Taking into consideration the general standard of efficiency of students from different communities, the Department has now laid down certain minimum requirements which the candidates should possess, and the School Boards have been advised to make their recommendations accordingly. These requirements include, among other things, the percentage of marks obtained by the candidates and remarks regarding the work of teachers. The proportions laid down by Government for the admission of candidates from various communities, however, continue unaffected. It is hoped that particular care will be exercised by the School Boards in deputing teachers for training, and that, with their co-operation, suitable material will hereafter be secured for training.

Stipends are paid by Government to the students deputed by the District School Boards. Local Authority Municipalities provide their own stipends to the teachers deputed by them, and the expenditure incurred on this account is admitted for purposes of grant. The value of stipends in the case of Training Institutions for Men in the Presidency proper is Rs. 10 per mensem and in Sind Rs. 12-8-0 per mensem. The value of stipends in the case of women is Rs. 15 per mensem all over the Presidency.

Curriculum.

95. The practical work in class teaching continues to receive special attention. Stress is laid in all Training Institutions on this subject, and care is taken to see that every student gives as many lessons under supervision as possible and receives training in managing two or more classes simultaneously. In this connection, the Principal, Training College for Men, Poona, reports—

"The scheme of model lessons for combined classes has been extended "this year and an additional model lesson is shown, one per week "for each class, in the method of conducting a village school composed "of the lowest four standards."

The Principal, Training College, Dhulia, says—

"This year a class of 40 children of the Infant class and of the "first four standards was formed at the beginning of the college year. "This class was held on two days every week for 2 or 3 periods a day, "throughout the whole year. During the first term, lessons were "given to this class by the teachers of the Practising School and the "students of the Training College watched these lessons and took "down notes. During the second term the students of the college "gave lessons to this class under the supervision of the college teachers. "The new methods and the apparatus were very helpful in teaching "these classes."

The Lady Superintendent, Training College for Women, Poona, remarks—

"Special attention is paid to the practical teaching of the students "in the Practising School; the Second Year girls do a full weeks' "teaching at a stretch, once every term, in addition to their usual "Practice teaching, twice a week. These students were able to give "more than seventy lessons each during the year."

Every possible effort is being made in all institutions to give practice in class teaching and the teaching of combined classes.

In addition to the prescribed course, other educational activities, such as monthly lectures, Educational Conferences, Visual instruction, Excursions, Co-operative Societies, Magazines, Refresher Courses, Debating Clubs, Boy Scouts or girl guides, etc., are also undertaken.

The reintroduction of the third year classes in Men's Training Institutions necessitated the revision of the course of studies. Apart from this, it was realised that the course for the 1st and 2nd year as it existed contained to a certain extent repetition and revision particularly of the Vernacular Final work, and that the general tendency was to give the students specially in the first year merely such information as could be most easily passed on in unaltered form to their pupils, little scope being given to them to understand their subjects. It was also found that there was need for a redistribution of work and also for a change in the nature of the work. The work of revising the courses of studies and drawing up a 3rd year course was therefore undertaken, and, with the help of official and non-official experts, the Department has rearranged the curricula of Training institutions along more commonsense and logical lines without sacrificing any essential points in the former curricula. Although there is no 3rd year class as such for women, the curriculum for women's training institutions has also been re-arranged on the lines adopted for the curriculum for Men's Training institutions. The revised curricula have been introduced from the beginning of the academic year 1935-36. These revised courses are to some extent tentative and experimental and will be watched for a year or two whether further changes are necessary. It is hoped that, with the introduction of the revised courses, a better type of teachers will be sent out from Training institutions.

Special features.

96. The League of Teachers and Guardians started at the Training Colleges for Men, Poona, and Dhulia, with the object of tackling the problems of child education in all its aspects with the co-operation of parents, continued to do useful work.

At the Training Colleges for Men, Poona and Dhulia, special arrangements have been made to give the students some experience of village uplift work.

The Infants Class of the Practising School attached to the Training College for Men, Poona, placed in charge of trained women teachers, continues to show satisfactory results.

There are Advisory Committees for the conduct of the Women's Training College certificate examinations in Marathi and Gujarati, and they continue to do useful work.

CHAPTER IX.

Professional Schools and Classes.

97. This chapter deals with institutions of a specialised nature which impart instruction in technical and allied subjects other than (1) the various Professional Colleges affiliated to the University, and (2) the Normal and Training Schools, an account of which is given in Chapters V and VIII respectively of this Report. The standards of instruction and admission to these institutions vary according to the nature and duration of the courses. Some of these institutions are under the control of other departments. The statistical summary of these institutions is given below :—

	Number of institutions on 31st March, 1935.	Number of pupils.
Art Schools	3	644
Medical Schools	4	880
Engineering Schools	2	334
Technical and Industrial Schools	52	3,299
Commercial Schools	32	1,804
Agricultural Schools	3	74
Other Schools	57	2,681

" Other schools " mostly comprise Maktabs and Sanskrit Pathashalas, an account of which is given in Chapter X, and Music schools.

A—Commercial Institutions.

98. An account of the Sydenham College of Commerce and Economics, Bombay, which is the only institution in this Presidency which prepares students for the University degree in Commerce is given in Chapter V. In addition to this, there were 32 Commercial schools and classes. Statistical information about each of them is given in the supplement to this Report. Although the number of institutions decreased by one, the number of pupils in them increased from 1,703 to 1,804. These institutions provide for instruction in shorthand and typewriting, book-keeping, accountancy, commercial correspondence and commercial subjects and cater (*i*) for students appearing for the London Chamber of Commerce or the Government Commercial examinations and (*ii*) for those who desire to improve their prospects by additional training in commercial subjects.

The following table gives the results of the London Chamber of Commerce Higher Certificate Examination :—

—	1933-34.		1934-35.	
	Number Appeared.	Number Passed.	Number Appeared.	Number Passed.
Book-keeping and Accountancy ..	215	80	223	86
Commerce and Finance	49	24	55	32
Banking and Currency	27	7	32	14
Foreign Exchange	3	..	4	..
Commercial Law	94	30	108	57
Economics	..	..	3	2
Company Law	43	23	33	21
Commercial Geography	8	3	2	1
Advertising	13	4	3	..
Commercial Arithmetic	3	1	6	1
Shorthand	10	2	10	..
Typewriting	6	2	10	..
Salesmanship	21	6	7	5
Marine Insurance	1	1	..	..
Fire Insurance	7	2	2	1
Life Insurance	11	6	4	1
Secretarial Practice	39	11	31	3
English	..	..	1	..
Stock Exchange	2	..	..	..
Costing	..	..	1	1
Life Insurance Salesmanship ..	..	..	1	1
Textiles	2	2	2	..
Total ..	554	204	538	226

In connection with the London Chamber of Commerce Examinations the Inspector of Commercial Schools reports—

"There was a decrease in the number of entries for the Higher "Commercial Education Certificate Examination (formerly called "the Senior London Chamber of Commerce Examination). The "number of entries fell from 554 in 1933-34 to 538 in the year under "report. This decrease was, however, more than offset by a fair "increase in the number of entries for the Commercial Education "Certificate Examination (formerly called the Junior London Chamber "of Commerce Examination).

"It will be seen from the detailed statistics of the results of the "Higher Commercial Education Certificate Examinations that 'Book-"keeping and Accountancy' and 'Commercial Law' are the two "subjects which continue to attract the great majority of candidates. "Out of 538 entries, 223 were in Book-keeping and Accountancy "and 108 in Commercial Law. The other subjects in which there "were more than 30 entries were: Commerce and Finance (55), "Company Law (33), Secretarial Practice (31), and Banking and "Currency (32). It is noticeable that one candidate appeared and "passed in 'costing', and that one candidate appeared and passed

"in 'Life Insurance and Salesmanship' which subject has been "only recently introduced. The results on the whole can be regarded "as fairly satisfactory, except in Shorthand and Typewriting in "which not a single student passed. The examiner's report in Short-"hand mentioned that the spelling was poor, although all the words "were simple and in common use. The examiner in Typewriting "reported that there was a good deal of stamping over and also untidy "corrections. 'Good work was often spoiled by very heavy punctua-"tion; this is avoidable if correct fingering is used. Words were "badly divided at the end of the line, and in many cases words of "one syllable were divided.' This shows that even in such subjects "as Shorthand and Typewriting a good knowledge of English is "indispensable."

At the Government Commercial Diploma Examination held in April, 1934, 49 candidates appeared, of whom 13 passed, one in the First class, 9 in the Second class, and 3 in the Pass class. At the Government Commercial Certificate Examination 43 candidates appeared, of whom 30 passed in individual subjects. The total number of entries in individual subjects was 118 of which 32 were in Elements of Book-keeping, 30 in Typewriting, 18 in Shorthand, 17 in Accountancy, and the rest in the other subjects. It is gratifying to note that these examinations are becoming increasingly popular and are attracting more candidates, as will be seen from the following figures:—

Year.	Number of candidates.	
	Government Commercial Diploma Examination.	Government Commercial Certificate Examination.
1931–32	40	1
1932–33	33	29
1933–34	49	46

In the J. D. Vakil Commercial class attached to the Government High School at Broach there were 33 pupils as compared with 32 in the previous year. There was practically no increase in the number of pupils on the rolls on 31st March, 1935, as compared with the number on the same date in 1934, but there was a considerable increase in the total number of admissions made during the year, which was 80 as against 58 in the preceding year. The total expenditure of this class was Rs. 2,752 which was met entirely from the fee receipts and the income from endowments. The fee receipts were the highest since the school was established.

In the Government Commercial classes attached to the Elphinstone High School, Bombay, there are both Day and Evening classes. The Day class is meant for those who have studied up to Anglo-Vernacular Standard V and who prefer to study commercial subjects rather than

go up for the Matriculation Examination. The number of such pupils has not shown any appreciable increase. But the Evening class which is meant for those who have passed the Matriculation Examination has proved very successful. The number of pupils increased from 18 in 1933–34 to 37 in 1934–35. The total number of pupils in both the classes was 53 as compared with 35 in the previous year. Thirty-three pupils were sent up for the Government Commercial Diploma Examination of whom 12 passed. The total expenditure of these classes was Rs. 4,787 (including a non-recurring grant of Rs. 500 spent on library books and equipment of the typewriting class) against Rs. 4,370 in the preceding year. It is worth noting that the classes are becoming more and more self-supporting, the net cost to Government being only Rs. 253 as compared with Rs. 1,789 in the preceding year.

Accountancy Diploma Board.

99. The Board held four meetings during the year and recommended the award of the Government Diploma in Accountancy to 95 candidates, who passed the G.D.A. Examination and completed the period of apprenticeship required by the Regulations. It also recommended the award of the Government Diploma in Co-operative Accountancy to 5 candidates who had passed the Government Diploma in Co-operative Accountancy Examination and completed the period of service in the Co-operative Department prescribed under the Regulations.

The G.D.A. Examination was held for the last time in April, 1934. The Examination was held at Bombay, Calcutta, Madras, Allahabad, Karachi, Bangalore, and Rangoon. The number of candidates registered for the Examination was 1,231 as against 965 in 1933 and 648 in 1932. The number of successful candidates was 410, and the percentage of passes was 33 as against 19 in 1933 and 32 in 1932.

The Examination for the Government Diploma in Co-operative Accountancy was held in April, 1934, at Bombay, Karachi, and Rangoon. Of the 38 candidates registered for the Examination, 33 appeared and 12 passed.

In connection with the decision to discontinue the G.D.A. Examination after 1934 the Secretary of the Board reports—

"The decision to discontinue the G.D.A. Examination after 1934 "led to a good deal of agitation and was the subject of much adverse "criticism in the press. It was stated that out of 1,190 candidates who "appeared at the G.D.A. Examination of 1934, only 410 had passed, "and that the remaining unsuccessful candidates, particularly those "who were already receiving their practical training under the G.D.A. "Regulations, were placed in a very awkward plight. In November, "1934, the Government of India in their Notification No. 41 (2)-T and "E. (R.A.) announced certain concessions which went far to remedy "the grievances of the unsuccessful candidates. According to these "concessions candidates who had appeared and failed at any of the "Examinations for the Government Diploma in Accountancy or an "Examination recognised as equivalent thereto held in the years 1932, "1933, and 1934 were exempted from the First Examination held under "the Auditor's Certificates Rules and permitted to appear at the Final

" R. A. Examination to be held in 1935, 1936, and 1937. Another " valuable concession that was granted to such unsuccessful candidates " was a reduction in the period of practical training. Under the " G.D.A. Regulations the period of practical training was three years, " whereas under the Auditor's Certificates Rules, the period of service " under articles was fixed at five years for undergraduates and four " years for graduates. This period was reduced to three years in the case " of those whose apprenticeship had been already registered with the " Accountancy Diploma Board before 1st April, 1933, or whose articles " were registered with the Government of India before that date and " who having appeared and failed at the G. D. A. Examination held in " 1932, 1933, and 1934 are permitted to appear at the Final R. A. " Examination to be held in 1935, 1936, and 1937 and who succeed in " passing the Examination.

" It may be added that the discontinuance of the G. D. A. Examina- " tion has resulted in the virtual discontinuance of the G. D. C. A. " Examination which was conducted by the Board in conjunction with " the G. D. A. Examination. The G. D. C. A. Examination was held " simultaneously with the G. D. A. Examination, and candidates at " the former Examination had to answer the same question papers in " 'Accountancy and Auditing' and in the 'Law of Contract and " Arbitration' as candidates for the latter Examination. The two " question papers in the 'Theory and Law of Co-operation and the " History and Practice of Co-operation' were the only two extra papers " for which separate examiners were required to be appointed by the " Board. Owing to this arrangement it was possible for the Board " to hold the G. D. C. A. Examination without much additional " expenditure.

" Although the candidates who appeared and failed at the G. D. A. " Examination previously conducted by the Board have been granted " the option of appearing at the Final R. A. Examination conducted " by the Government of India, those who have previously appeared " and failed at the G. D. C. A. Examination have no option " of a similar nature. It is therefore very desirable that some " arrangements should be made for the holding of an examination " similar to the G. D. C. A. Examination previously conducted by the " Board. It appears that no decision in this connection has been " arrived at and that the question is still under consideration."

It has been decided that the Accountancy Diploma Board should continue to function till 31st July, 1936, for the purposes of scrutinizing the applications for the award of Government Diploma under the G. D. A. Regulations.

B—Engineering classes.

Diploma Classes attached to Colleges of Engineering.

100. The Diploma classes maintained at the College of Engineering, Poona, provide instruction in (1) Civil and (2) Mechanical and Electrical Engineering for training overseers, foremen, chargemen, and electrical apprentices. The total number of students in these classes was 238 as compared with 244 in 1933-34.

The results of the examinations held in April, 1934, were as under : –

Examination.	Number appeared	Number passed.
Diploma in Civil Engineering	33	31
Diploma in Mechanical and Electrical Engineering ..	32	31

The total expenditure on the Diploma classes was Rs. 54,215 as compared with Rs. 54,939 in 1933–34.

The usual tours of Engineering educational interest were conducted during the year to the benefit of students. The final year Civil Engineering class visited some Docks in Bombay and important Engineering works there and at Badlapur and Kalyan, the Narbadda bridge construction at Broach, and some works in Baroda and Ahmedabad. They also saw the Ghaut sections of the Railways near Poona.

The 3rd year students of the Mechanical and Electrical class visited the Hadapsar Paper Mill, Dapuri Workshops, the Bhatgar Dam and Dighi Wireless station around Poona. In Bombay they saw the G. I. P. Railway and the B. E. S. & T. Workshops ; the Training Ship " Dufferin " and certain important Mills, Factories and Workshops, and the Government Mint. The final year students of the same class visited some Electrical stations of the Tata Company and the B. E. S. & T. Company and of the G. I. P. Railway in Bombay and certain other Electrical Works in that City. At Nagpur they visited the Express Mills, and also saw the works of the Tata Iron and Steel Company and of a few others at Jamshedpur.

In the Poona Industrial Exhibition 1935 many Diploma students from the Mechanical, Electrical, and Civil sides exhibited articles and obtained first class prizes.

In the Diploma classes attached to the N. E. D. Civil Engineering College, Karachi, there were 96 students as against 95 in the preceding year. The classes impart instruction in Civil, Mechanical, and Electrical Engineering. The total expenditure of these classes was Rs. 9,339 of which Rs. 2,300 was paid by Government.

C—Technical and Industrial Schools.

101. The Technical and Industrial Schools are under the control of the Director of Industries, and a detailed account of their work and progress is given in the report of the Department of Industries.

V. J. Technical Institute, Bombay.

102. The Victoria Jubilee Technical Institute, Bombay, is the premier Technical Institute in the Presidency. Regular courses of instruction covering a period of four years are given in (*a*) Mechanical Engineering, (*b*) Electrical Engineering, (*c*) Textile Manufacture, (*d*) Technical and Applied Chemistry and (*e*) Sanitary Engineering and

Plumbing. The number of students on the rolls on 31st March, 1935, was 633 as against 594 in the previous year.

Candidates from different parts of India apply for admission and there has been a consistently increasing demand for admission to the Electrical Engineering course during recent years. At the entrance examination for admission in June, 1934, 450 candidates applied for admission ; of these, 189 were admitted, 122 being *bona fide* Bombay Presidency candidates.

The results of the Final Sessional examinations held in February-March 1935, were as under :—

	Number appeared.	Number passed.
Mechanical Engineering	39	37
Electrical Engineering	51	49
Textile Manufacture	38	38
Technical and Applied Chemistry	15	15
Sanitary Engineering and Plumbing	17	17

Eighty-three students appeared for the examination of the City and Guilds of London Institute of whom 58 were successful.

In addition to the regular courses of instruction mentioned above, apprentice classes were held once a week, as in previous years, for training in Elementary Mechanical and Electrical Engineering, Cotton Spinning and Weaving, and Electrical Wiremen's and Electrician's work.

Evening classes covering a period of about 4½ months and held bi-weekly for the training of students in the Elementary principles of Radio Communication and maintenance and repair of Radio instruments were started in November, 1934.

The expenditure of the Institute increased by Rs. 32,080 to Rs. 2,80,460 and was met from different sources as under :—

	Amount.	Percentage.
	Rs.	
Government Funds	1,22,000	43·5
Municipal Funds	8,000	2·8
Fees	1,31,131	46·8
Other sources	19,329	6·9
Total ..	2,80,460	100·0

Committee of Direction for Technical Education.

103. Though the control of the Technical and Industrial education rests with the Department of Industries, the general charge of the Technical and Industrial schools is in the hands of the Committee of Direction for Technical Education. In order to maintain contact between the Educational Department and the Committee in matters relating to

technical education, the Director of Public Instruction or an officer appointed by him is a member of the Committee.

The number of schools under the Committee's control in 1934–35 was 38 attended by 1,927 pupils. Out of 1,540 pupils who appeared for the annual examinations held by the Committee, 1,392 passed.

In addition to the subjects mentioned in the Report for 1933–34, two more subjects—(1) Art Silk figured saree borders and (2) Dyeing and Calico Printing—were also taught in the various schools.

The total expenditure of the Committee of Direction for Technical Education was Rs. 15,160 of which Rs. 4,384 was incurred on establishment, Rs. 3,658 on inspection, and Rs. 7,118 on examinations. An amount of Rs. 41,147 was paid as grants-in-aid to schools under the Committee's control.

R. C. Technical Institute, Ahmedabad.

104. This is a Government institution. Though the standard of instruction attained in this institution is lower than that at the V. J. Technical Institute, Bombay, it is higher than that at the other technical institutions in the Presidency. This institute provides instruction covering a period of 3 years in (1) Cotton Spinning, (2) Cotton Weaving, and (3) Mechanical Engineering.

Out of 140 applicants for admission to the Institute, 28 were granted direct admission as they possessed qualifications higher than those laid down, the remaining candidates being required to appear for the Entrance Examination. The total number admitted was 68—20 to Cotton Spinning Course, 21 to Cotton Weaving Course and 27 to the Mechanical Engineering Course. Out of the131 students who appeared at the annual examination held in April, 1934, 126 passed. Ten students also passed in the various examinations of the City and Guilds of London Institute.

Other Industrial Institutions.

105. Apart from the Technical and Industrial Schools which are under the control of the Director of Industries, there are 23 schools or classes under the control of this Department. Most of these institutions are for girls or women and provide instruction in sewing, tailoring, embroidery, knitting, first-Aid, fancy works, etc. Grants amounting to Rs. 8,556 were paid to them in 1934-35.

D—Agricultural Schools.

106. There are two Vernacular Agricultural schools maintained by the Agricultural Department—one at Dhulia in West Khandesh District and the other at Devihosur in the Dharwar District. These schools impart instruction in Agriculture on modern and practical lines.

An Agricultural school at Rajapur managed by the Shikshan Prasarak Mandal, Rajapur, was recognised by the Department during the year. In addition to Agriculture, cultural subjects such as composition, arithmetic, and general Geography, and industrial subjects such as poultry-farming, carpentry, smithy, rope-making, etc., are taught in the school. Its special feature is fruit-gardening which has attracted considerable interest in the locality.

E-Medical Schools.

107. In addition to the Grant Medical College, Bombay, an account of which is given in Chapter V, the Medical Department maintains three Medical Schools at Poona, Ahmedabad, and Hyderabad, with an attendance of 318, 223, and 115 respectively. These institutions prepare candidates for the L. C. P. S. course. In addition to these three schools, the National Medical College, Bombay, is recognised for sending up candidates for the L. C. P. S. course. It had 224 students on the rolls.

F-Art Schools.

Sir J. J. School of Art, Bombay.

108. Since last year a separate report on the Sir J. J. School of Art is published by the Director of the School under the orders of Government. A summary of the progress made by the School is, however, given below :—

The number of students on the rolls of the School on 31st March, 1935, was 439 as compared with 425 in the previous year. The number of students in the various classes was as under :—

Name of class.	1933-34.	1934-35.
Drawing and Painting Classes	217	219
Elementary and Intermediate Drawing Grade Classes ..	30	23
Special Drawing and Shading Classes	12	15
Modelling classes	19	24
Normal class for Drawing teachers	39	40
Architectural classes	108	118
Total ..	425	439

The results of the various higher Art Examinations were as under :—

Name of Examination.	1933-34.		1934-35.	
	No. appeared.	No. passed.	No appeared.	No. passed.
Elementary Drawing and Painting ..	43	34	53	39
Intermediate Drawing and Painting ..	38	29	34	28
Advanced Drawing and Painting ..	31	28	31	28
Diploma Drawing and Painting ..	23	16	32	25
Elementary Modelling ..	5	5	4	4
Intermediate Modelling ..	6	6	5	5
Advanced Modelling ..	4	4	6	6
Diploma Modelling ..	3	2	5	4
Drawing Teachers' ..	39	35	40	34
Elementary Examination in Architecture.	21	16	27	17
Intermediate Examination in Architecture	2	1	5	2
Advanced Examination in Architecture ..	32	20	29	14
Diploma Examination in Architecture ..	20	11	28	11

The total direct expenditure on the School during the year was Rs. 1,17,263 of which Rs. 82,784 was met from Provincial Funds.

The outstanding event of the year was the Exhibition of Modern Indian Art in London which was organised by the India Society and which was opened by Her Royal Highness the Duchess of York on 10th December, 1934. The collection of the exhibits was made by Regional Committees in India which represented the different Provinces. The Regional Committee of Bombay was under the patronage of His Excellency the Governor of Bombay. The Director of the School, who proceeded on leave to Europe in May, 1934, was deputed by the Government of Bombay to supervise the exhibits of the Bombay Section of the Exhibition from October to December, 1934. In this connection the Director of the School remarks—

"This Exhibition was a great success and came as surprise to the "London Art Critics who had not realised the artistic capacity of "Bombay. The Bombay Room was the only Section of the Exhibi- "tion which was illustrated in the London Press, during the period "of the Exhibition; these illustrations appeared in most of the "leading Dailies and illustrated Journals. There was a remarkable "consensus of opinion as to the high merit of work shown by Bombay, "in particular by the younger men whose distinctively Indian work "was much appreciated. Among the best exhibits were the Mural "Paintings and Cartoons by Messrs. Shukla, Ahivasi, Parekh, Adurkar, "Solegaonkar, Bhanu Smart, Gondhalekar, and many others including "several Indian ladies, such as Miss Rajadhyax, Miss Siodia, "Miss Motiwalla, Miss Mucadum, Miss Fernandes, etc. The Sculpture "exhibits, which were not numerous, included some good things by "Messrs. R. P. Kamat, Shamrao Mhatre, N. A. Dere and others. "The former exhibited his gold medal Relief from the Royal Academy. "It is a pity that owing to the fact that the Bombay exhibitors priced "their works much too highly, not many sales were effected. But "the net result was that London saw for the first time, and recognised "this extremely valuable and individual contribution, and the import- "ance of what the Bombay School of Art is doing. Mr. Gladstone "Solomon delivered a lecture on "Modern Art in Western India", "before the India Society in the Lecture Hall of the Royal Society, "Burlington House, on November 30th, 1934. Mr. John de la Valette "presided and there was a distinguished audience. On this occasion, "more than 60 slides of students' work were shown on the screen. "Lord Lloyd was present on the occasion and made a most helpful "speech, warmly supporting the work of the Bombay School, a very "timely and useful aid to Indian Art in London.

"During the absence of the Director in London, Mr. H. Foster King "acted as Director of the School of Art with Mr. J. A. Lalkaka as "Associate Director. The School co-operated vigorously with the "Regional Committee, by organising a students' concert in order to "raise funds for the Exhibition in London. This entertainment was "held at the Royal Opera theatre, Bombay, on 20th September, 1934,

"and was a very great success. The Theatre was crowded with "a most enthusiastic audience, and the proceeds of this excellent "students' enterprise amounted to Rs. 2,073-7-0 (inclusive of small "donations) which was handed over to the Regional Committee."

In regard to the work of the Drawing and Painting Section of the School the Director remarks—

"There was a slight increase in the number of students in the "Drawing and Painting Classes, and the examination results were "satisfactory.

"The 'Miss Dolly Cursetjee Prizes Competition' for Mural "Decoration produced a good selection of work, which was submitted "by the 3rd, 4th, and 5th year Drawing and Painting students, also "the Mural Decoration, and the Modelling classes. In this "competition the first prize was awarded to Mr. N. N. Patkar, and "two second prizes to Messrs. J. V. Ubale and N. A. Dere "respectively.

"This year's annual excursion tour was conducted by the Director "with two assistant teachers to Udaipur in February. The students "executed many paintings and sketches of the Lake Palace, the "Maharana's Palace, and views of the City, bringing back to Bombay "some most successful work."

Commenting on the work of the School of Architecture, the Director writes as follows :—

"This year, the Assistant Professor of Architecture accompanied "by the Studio Assistant and one Assistant teacher conducted the "Annual Study Excursion to Bellur, Mysore, and Bangalore. The "party consisted of 24 students and brought back some very useful "measured drawings of the ancient temple at Bellur."

The Reay Art Workshops.

109. Owing to the abolition of scholarships and the levy of fees with effect from 1933, the number of students on the rolls went down considerably. Important work continued to be done in these workshops ; 30 orders were received, of which 4 were from outsiders, and 26 were either from the School of Art or from different Sections of the Workshops. An important feature was the completion of a Coat-of-Arms carved in grey stone for the Right Honourable Sir Frederick Sykes, also one Village Challenge Shield for his uplift scheme.

The Drawing and Design Classes.

110. The number on the roll in the Drawing and Design class attached to the R. C. High School, Ahmedabad, decreased by 15 to 31. The class started working in printing on cloth in different designs, an enterprise which has aroused great interest among the students of the artisan class and others.

The Drawing and Design class, Surat, had 73 pupils on its roll as against 76 in the preceding year, and is doing good work. It is now under the management of the Sarvajanik Education Society, Surat.

The class received a grant of Rs. 1,278 from Government during the year as against Rs. 750 in the preceding year. Owing to the closure of the Government Middle School, Surat, and handing over the building to the Society, this class has greater facilities and can now further develop on its own lines.

G-Music Schools.

111. Music forms part of the curriculum of Primary schools (both for boys and girls), and is taught as an optional subject in some Secondary schools. It is also included in the course prescribed for the Vernacular Final Examination for girls and for the Vernacular Training College Certificate Examinations. Provision for the teaching of the subject has been made in all Government Training Institutions.

Apart from the instruction in Music imparted in ordinary schools, there were 7 private classes for teaching music both vocal and instrumental with 1,810 pupils. As a measure of retrenchment Government discontinued paying grants to these classes with effect from 1933-34.

CHAPTER X.

ORIENTAL STUDIES.

Study of classics.

112. The study of a classical language begins in Standard IV of a Secondary school and continues throughout the school course, but, as candidates for the Matriculation examination now have the option of choosing either an Indian Vernacular or a modern European language, the study of the latter is not compulsory in Secondary schools. A large majority of the pupils take Sanskrit or Persian, although provision for instruction in other Oriental languages exists in a few schools. At the Matriculation examination of 1935, 3,840 candidates appeared with Sanskrit, and 1,514 with Persian, of whom 1,982 and 528 respectively passed, 297 out of 508 having passed in other Oriental languages.

During the first two years of the Arts Course the student is left to choose between a classical language and a modern European language, the Indian Vernacular being again added as a discretionary optional subject for the degree examinations in Arts.

During the year 1934–35, 268 candidates passed the B.A. and 39 the M.A. examination with an Oriental language. The following table gives separate figures for each Oriental language :—

——	Number appeared.	Number passed.			
		I Class.	II Class.	Pass.	Total.
B.A.					
Sanskrit	271	13	53	137	203
Persian	44	2	8	28	38
Hebrew	1	..	..	1	1
Arabic	5	1	..	3	4
Pali	2	..	1	1	2
Avesta Pahlavi ..	1	..	1	..	1
Ardha-Magadhi ..	24	2	4	13	19
Total ..	348	18	67	183	268
M.A.					
Sanskrit	32	1	10	12	23
Persian	17	1	2	8	11
Arabic	1	..	1	..	1
Pali	1	..	..	1	1
Ardha-Magadhi ..	5	..	2	1	3
Total ..	56	2	15	22	39

Apart from the instruction in Oriental languages imparted in ordinary schools, there are special institutions, known as Pathshalas for the study of Sanskrit and Madressahs for the study of Persian and Arabic. The following table gives a statistical summary of these institutions :—

	Number of institutions.	Number of pupils.	Expenditure.	
			Total.	Provincial.
			Rs.	Rs.
Pathshalas	55	2,039	53,050	2,365
Madressahs	80	4,294	28,341	4,274

With the exception of a few institutions which maintain a comparatively higher standard of instruction, Pathshalas follow an elementary course in Sanskrit in addition to Vedic studies. English is also taught in some Pathshalas, while boys from higher standards of Secondary schools sometimes attend the Sanskrit classes of these institutions.

The Warad Sanskrit Pathshala, Sholapur, which caters for the Lingayat community, is reported to maintain a high standard of instruction. Candidates from this institution appear for the examinations of the Calcutta Sanskrit Association and the results are reported to be most encouraging. The Pathshala at Umarkote in Sind prepares for the Elementary and Intermediate examinations of the Government Sanskrit College, Benares.

The Gangadhar Sanskrit College, Hubli, which is also reported to maintain a high standard of instruction was taken on the list of recognised special schools during the year. The institution owes its origin to the efforts of the learned Swami of Murusawirmath who started a Sanskrit Pathshala at Hubli about ten years ago. The Educational Inspector, S. D., reports—

> "The Pathashala was raised in 1931 to the status of a Sanskrit College teaching the complete course of Sanskrit studies taught in the Government Sanskrit College at Calcutta. The syllabus of studies followed here is based on the syllabus approved by the Bengal Educational Department. The College is working under the patronage of the learned Swami of Murusawirmath, Hubli—a great patron of learned Pandits and Shastris, who takes great interest in the spread of Sanskrit knowledge for popularising the principles and traditions of Sanatan Dharma. The education given here is made comprehensive by the inclusion of English and Kannada. Hindi and Music are taught as optional subjects. The College attracts students from the whole of the Karnatak."

An account of the Poona Sanskrit College is given in the last paragraph of this chapter.

Persian is taught in all Government High Schools and arrangements for the study of Arabic are made in six Government High schools. In Sind Arabic is taught in some of the Mulla schools and in a few unrecognised

Primary schools. Six of the Madressahs returned in the above table are reported to follow somewhat higher curricula in Persian and Arabic, while a large majority of these institutions teach an elementary course which is mostly confined to the reading of the Koran.

Oriental Institutes.

113. The Bhandarkar Oriental Research Institute, Poona, the K. R. Cama Oriental Institute, Bombay, and the Bombay Branch of the Royal Asiatic Society are the premier institutes in this Presidency which undertake and encourage original research in Oriental learning. There are a few other institutions which also cater for original research. The ground covered by these institutions in the field of Oriental learning has been explained in previous Reports. The three premier institutions mentioned above, of which an account is given in the subsequent paragraphs, maintain valuable libraries, keep in touch with similar institutions in India and abroad, exchange manuscripts, offer prizes for original works, and invite eminent scholars to deliver lectures.

The Bhandarkar Oriental Research Institute.

114. A reference was made in the last report to the experiment of putting more than one *Parvan* of the *Mahabharata* simultaneously into the hands of different editors. This has proved successful inasmuch as, since the completion of the first volume of the critical edition of the great Epic, three more *Parvans* viz. the *Viratparvan*, the *Udyogaparvan*, and the *Aranyaparvan* are in the final stage of completion. About 200 pages of the *Viratparvan* have already been finally printed.

The seventh fascicule completing the *Adiparvan* which was extensively reviewed by Oriental Journals in India and in Foreign countries is reported to have been uniformly appreciated.

The work of collation in connection with the Mahabharata Department at two outside centres viz., the Saraswati Mahal library at Tanjore and at the Vishwabharati is reported to have progressed satisfactorily during the year.

With a view to expediting the work in connection with the descriptive catalogue of Government manuscripts, a committee was appointed by the Executive Board to devise ways and means of placing the work on a systematic basis. The Committee have since furnished their recommendations.

During the year 48 manuscripts were lent to 18 Indian scholars and six to two scholars from abroad. Nineteen manuscripts were obtained by the Institute on loan from Indian and Foreign libraries.

The Superintendent makes the following remarks on post-graduate instruction and research :—

> "As stated in the last year's report of the Research Department, the policy of the University to allow its recognised teachers in Sanskrit and allied subjects to carry on the post-graduate lecturing work at different colleges in the City instead of concentrating it at the Institute has acted adversely against the activity of the Institute in this behalf. Only three students registered their names at the

Institute during the year, and these students were coached in their respective subjects by recognised teachers connected with this Institute."

The K. R. Cama Oriental Institute.

115. Six lectures on subjects of Oriental interest were delivered at the Institute by Professor Poure Davoud who was appointed Government Fellowship Lecturer for 1935. No. 26 of the Institute's Journal together with the selections made by Mr. Pissurlencar of Goa from old Portuguese records were published, while donations amounting to about Rs. 5,000 were promised during the year towards the publication of the translation etc., of the Pahalavi Vandidad by Mr. B. T. Anklesaria.

About 300 books belonging to the library of the late Mr. Meherjibhoy Kuka were presented to the Institute during the year. A donation of Rs. 20,000 was also received from the Committee appointed by the meeting of the Parsi Anjuman held on 20th October 1933, to consider the ways and means of commemorating the services of the late Dr. Sir Jivanji Jamesedji Modi.

The Bombay Branch of the Royal Asiatic Society.

116. A further decrease in the membership of the Society is reported. This has entailed a loss of Rs. 1,000 by way of subscriptions and resulted in a corresponding curtailment of the Society's budget.

The average daily issues of books, periodicals, etc., also fell by 17 to 204. Of the 1,456 volumes added to the library during the year, 1,001 were purchased and 455 were presented. Sixty-six coins were added to the Society's coin cabinet.

The Society's Silver Medal for 1934 was awarded to Dr. G. S. Ghurye for his publication "Caste and Race in India".

The Society was represented by Dr. D. R. Bhandarkar, M.A., Ph.D., at the International Congress of Anthropological and Ethnological Sciences, London, and also at the celebrations by the Asiatic Society of Bengal on its completion of 150 years' existence.

Two interesting lectures on (1) the probable identity of the Indus Valley Race with the ancient Vahikas and (2) surviving tradition of dance and dance-drama in Southern India were delivered by Professor K. M. Shembavnekar, M.A., and by Mrs. Stan Harding.

The Poona Sanskrit College.

117. The Poona Sanskrit College had an enrolment of 12 students of whom 5 were in the Vyakarana, and 3 in the Vedanta section, while 4 were in the preparatory class. The Government Officer who inspected the classes during the year reports—

> "On the whole I am led to believe that the Sanskrit College is accomplishing a task which is essential for the preservation of old Shastric learning and which no other institution in Poona is at present accomplishing to the same extent. For the kind of highly specialised studies pursued in the College the number of students can, at no time, be very large and it is not a little satisfaction to find that the number has at any rate remained steady."

With a view to giving the students a practical demonstration in rituals and *Mimamsa*, they were sent to Kurundwad to witness the Yajna performed by Pandit Kinjavdekar Shastry.

A student from the College who appeared for the examination of the Calcutta Sanskrit Association at the Poona Centre is reported to have passed the "Sahitya Praveshika" test. Another student passed the third examination in Dharmashastra conducted by the Veda Shastrottejak Sabha of Poona while yet another student is preparing for the first examination in Vedant held by the same body.

CHAPTER XI.

Visual Instruction.

118. The year under Report completes a period of fifteen years of the existence of the sub-Department of Visual Instruction. The magic lantern is now universally acknowledged as a useful aid to instruction in schools and it will be of interest to record the extent to which the scope of the sub-Department has increased during the period. The following table gives a general summary of the development as revealed by statistics :—

Year.	Number of magic lanterns in use.	Number of slides used.	Number of lectures delivered.	Average number of lectures per lantern.
1919–20	98	13,298	786	7·9
1924–25	99	18,268	2,593	26·2
1929–30	100	25,471	2,342	23·2
1933–34	104	49,924	3,677	35·3
1934–35	104	54,589	4,130	39·7

The sub-Department is in charge of a Special Deputy Educational Inspector in the Bombay Educational Service who tours over the Presidency, inspects magic lanterns, prepares slides and lecture notes, supervises the lectures delivered by various officers and himself delivers model lectures.

Magic lanterns and slides.

119. Of the 104 magic lanterns with the Department, 33 were in use in Government Secondary schools, 14 in Training Institutions, 38 were in charge of Inspecting Officers, and 18 were lent to Local Bodies. Twenty-one new sets consisting of 1,060 lantern slides on 12 different subjects were purchased during the year. There are in all 738 sets consisting of 37,475 slides now in charge of the Visual Instruction Office. These slides are supplied to Government Secondary schools and Training Institutions at the rate of 12 sets under a system of circulation and exchange fixed from year to year according to the requirements of the institutions concerned. The Government Inspecting Officers receive six sets each year in addition to a few sets of local interest which are permanently attached to their offices. The sets of lantern slides are generally equipped with lecture notes specially prepared for the guidance of teachers and lecturers.

Work done during the year.

120. The following table gives the distribution of the lanterns and slides among various kinds of institutions and Inspecting Officers and compares the general

position in regard to visual instruction work during the last two years :—

—	Number of magic lanterns in use.	Number of slides used.	Number of lantern lectures delivered.	Average number of lectures per lantern.
Secondary Schools	33	29,364	1,543	46·7
Training Institutions	14	8,536	567	40·5
Inspecting Officers	38	13,248	1,305	34·3
District School Boards using Government lanterns	18	3,081	690	38·3
Private Institutions using Government lanterns	1	360	25	25·0
Total ..	104	54,589	4,130	39·7
Total for 1933–34 ..	104	49,924	3,677	35·3

Good use is reported to have been made by Government Secondary schools and Inspecting Officers of the Magic lanterns with them. While the Deputy Educational Inspector for Visual Instruction commends the excellent work done by the District School Boards of Satara, Sholapur, Thana, Ahmednagar, and Bijapur, he reports that inspite of the handicap in regard to the cost on this account which the Municipalities have to meet, some of the Municipal School Boards made a fairly good use of the magic lanterns lent to them. He adds—

"The Municipal School Board of Sholapur has placed a capable "person in charge of the lantern lecturing work. He goes round all the "Municipal Schools by turn and delivers lantern lectures to the school "children and at times to the adult population also. The work done "by the person in charge appeared to be systematic and efficient and "the Municipal School Board deserves thanks in this respect. The "keen interest taken by the Administrative Officer Municipal School "Board at Amalner in this respect has led to the great activity in this "field of Visual Instruction to the great benefit of the schools and the "public of Amalner."

The 87 non-Government Secondary schools which use their own magic lanterns had only 886 lectures to their credit. This gives an average of about 10 lectures per lantern, which is considered as inadequate in view of the average of 25 lectures expected of a Government Secondary school. The Visual Instruction office is prepared to meet such schools half way by making a free loan of the lantern slides and it is hoped that non-Government schools would fare better in this respect in future.

Work done by the Deputy Educational Inspector for Visual Instruction.

121. During the year the Deputy Educational Inspector for Visual Instruction visited two Districts of the Bombay Division and five of the Northern Division and during the course of his tour inspected the magic lanterns in charge of Government Institutions and Inspecting Officers, supervised the lectures delivered by various officers, and himself delivered 123 lectures. Eighty-two of these lectures were delivered in educational institutions and 41 at public places. The services of the Deputy Educational Inspector were in constant demand by other Departments of Government and by public bodies on special occasions, such as Educational Weeks and Conferences, propaganda tours, Agricultural and Educational Exhibitions, etc. These invitations afford ample justification for regarding the sub-Department of Visual Instruction not only as the means of providing instruction in ordinary school subjects, but as an educational agency for broadcasting to the masses the benefits of public movements, such as the Red Cross Society, Agricultural Improvement, Public Health and Sanitation, Co-operative Credit, Village uplift, and the like. An account of the lectures delivered by the Deputy Educational Inspector for Visual Instruction and other Inspecting Officers on the Village Uplift Scheme is given in the Chapter on Adult Education.

CHAPTER XII.

Education of Girls.

122. It is gratifying to note that the year under report was, like the preceding year, marked by a remarkable advance in the education of girls. The number of institutions for girls increased from 2,031 to 2,067. Of these, 1,961 were recognised and 106 unrecognised as compared with 1,924 and 107 respectively in 1933-34. The number of girls under instruction increased from 314,590 to 331,501, i.e. by 16,911 or by 5·4 per cent. as compared with the increase of 2·9 per cent. in the number of boys. Although this increase is satisfactory it does not disguise the fact that education in this Presidency is still somewhat lop-sided. Much of the benefit derived from male education is lost unless female education keeps pace with it, since the next generation will still be the product of uneducated mothers and homes. The following table shows the position of the education of girls in the different Divisions of the Presidency :—

Institutions and Pupils.

Division.	Number of Institutions for Girls.	Number of Pupils in Institutions for Girls.	Number of Boys in Institutions for Girls.	Number of Girls in Institutions for Girls. (Column 3- 4).	Number of Girls in Institutions for Boys.	Total number of Girls under instruction. (Column 5 + 6).
1	2	3	4	5	6	7
Bombay Division ..	364	53,102	1,933	51,169	32,642	83,811
Central Division ..	481	47,209	1,553	45,656	34,022	79,678
Northern Division ..	484	52,636	1,230	51,406	24,502	75,908
Southern Division ..	298	25,622	298	25,324	16,574	41,898
Sind ..	396	29,368	1,251	28,117	12,301	40,418
European Schools ..	21	3,327	576	2,751	460	3,211
English-teaching Schools ..	23	6,771	1,377	5,394	1,183	6,577
Total ..	2,067	218,035	8,218	209,817	121,684	331,501

There was increase in the number of girls in all Divisions and in English-teaching schools. In European schools, however, there was a small decrease of 15.

The number of girls under instruction in various kinds of institutions is given in the following table :—

Institution.	Number of Girls under instruction.		Increase or Decrease
	1934–35.	1933–34.	
Arts Colleges	1,092	975	+117
Professional Colleges	158	141	+17
High Schools	20,322	18,106	+2,216
Middle Schools	5,139	5,209	−70
Primary Schools	292,836	279,300	+13,536
Art Schools	79	68	+11
Medical Schools	115	105	+10
Normal and Training Schools	825	879	−54
Technical and Industrial Schools	1,182	1,004	+178
Commercial Schools	78	63	+15
Schools for Defectives	47	38	+9
Schools for Adults	695	584	+111
Other Schools	149	124	+25
Total Recognised ..	322,717	306,596	+16,121
Total Unrecognised ..	8,784	7,994	+790
Grand Total ..	331,501	314,590	+16,911

The following table shows the distribution of girls under instruction by communities :—

Community.	Total number under instruction.	Percentage to total.	Percentage to Female population of the community.
Europeans and Anglo-Indians	3,176	1·0	20·5
Indian Christians	15,154	4·6	12·1
Hindus .. Advanced	113,136	34·1	13·4
Hindus .. Intermediate	97,364	29·4	1·9
Hindus .. Backward	21,110	6·4	1·1
Muhammadans	61,617	18·6	3·1
Parsis	8,136	2·4	18·9
Others	11,808	3·5	6·9
Total ..	331,501	100·0	3·2

It is noteworthy that the number of girls increased in the case of all communities.

Expenditure.

123. It is not possible to give accurately the expenditure on the education of girls, as 36·7 per cent. of the girls under instruction attend boys' schools. The expenditure on institutions specially maintained for girls (including those for Europeans) was Rs. 69,32,592 as against Rs. 66,18,300 in the preceding year and was met from the following sources :—

	Amount.	Percentage.
	Rs.	
Government Funds	25,52,777	36·8
District Local Board and Municipal Funds	17,94,574	25·9
Fees	11,64,718	16·8
Other Sources	14,20,529	20·5
Total ..	69,32,598	100·0

University Education.

124. Although there is no separate college for women affiliated to the University of Bombay, numbers of women students attend the various Arts and Professional Colleges affiliated to that University. The number of such women students increased during the year from 1,116 to 1,250. Of these, 1,092 were in Arts and 158 in Professional Colleges as compared with 975 and 141 respectively in the preceding year. The 158 women students in the Professional colleges were distributed as under :—

Secondary Training College	18
College of Commerce	1
Law Colleges	10
Medical Colleges	128
Agricultural College	1

There is an increasing number of women passing the various University examinations. The following table shows the number of women students who passed the various examinations in 1934–35 :—

Examination.	Number passed.
M.A.	14
M.Sc.	2
B.A. (Honours)	88
B.A. (Pass)	50
B.Sc.	11
LL.B.	5
Intermediate in Arts	171
Intermediate in Science	41
M.B.B.S.	15
B.T.	19
Matriculation	592

125. In the four colleges at Bombay, Poona, Ahmedabad, and Baroda affiliated to the Indian Women's University Poona, which is not a statutory University, there were 174 women students as compared with 155 in the preceding year. Apart from these colleges, the work of coaching students for the collegiate studies was continued at Amreli, Nagpur, Hyderabad (Sind), Karachi, Hyderabad (Deccan), and Surat. In all 38 candidates appeared from these classes for the various University examinations. The main characteristics of this University are that (*i*) the courses of study are specially designed to suit the requirements of girls (Domestic science, Human Physiology, Child Psychology, Hygiene, and Fine Arts are included in the curriculum); (*ii*) The Vernacular is used as the medium of instruction, English being a compulsory subject; and (*iii*) external candidates are allowed to appear at the University examinations.

The Indian Women's University.

There are 21 Secondary schools affiliated to this University. Of these, 15 are in British Districts of the Presidency and the remaining 6 either in Indian States or in other provinces. The number of pupils studying in all these schools is reported to be 4,292 as compared with 3,000 in the preceding year. The number of girls who appeared for the Entrance examination of the University was 296 as against 325 in the 1934 examinations. The financial condition of the University was far from satisfactory during the last three years. The University authorities and the Executors of the late Sir Vithaldas Thackarsey have, however, now come to a mutual agreement whereby the annual amount of Rs. 52,500 being the interest on Rs. 15 lakhs, the payment of which was withheld by the Executors for the last 3 years, will be paid permanently in quarterly instalments till the amount of Rs. 15 lakhs is handed over to the University on the University fulfilling any of the conditions given below :—

(*a*) When the University secures the necessary Charter from the Government or;

(*b*) Gets such other kind of recognition from Government as would on the one hand secure the permanency of the University and on the other give assurance to the public that the University would be conducted on right principles and that their graduates would have a recognised status like those of any other recognised University or

(*c*) The University raises a Permanent Fund which would bring an annual income of Rs. 52,500.

126. The following table gives the number of Secondary schools and the number of girls attending Secondary schools including those for boys :—

Secondary Education.

	Schools.		Pupils (Girls).	
	1933-34.	1934-35.	1933-34.	1934-35.
Indian	86	91	20,192 4,645 (in Boys' schools).	22,358 5,283 (in Boys' schools).
Anglo-Indian and European ..	19	18	3,123 395 (in Boys' schools).	3,103 460 (in Boys' schools).
Total ..	105	109	23,315 5,040 (in Boys' schools).	25,461 5,743 (in Boys' schools).

It will be seen that the number of Secondary schools increased by 4 to 109. Of these, 7 are maintained by Government, 2 by Municipalities and the remaining 100 by private bodies or individuals. The two schools maintained by Municipalities are the English classes attached to girls' Primary schools. The number of girls attending Secondary schools increased from 23,315 to 25,461.

The following table shows the distribution of girls attending Secondary schools by communities :—

Community.	Number of girls under instruction.	
	1934-35.	1933-34.
Europeans and Anglo-Indians	3,034	2,907
Indian Christians	4,967	4,903
Hindus .. Advanced	11,217	9,548
Hindus .. Intermediate	968	748
Hindus .. Backward	70	46
Muhammadans	729	697
Parsis	3,547	3,615
Others	929	851
Total ..	25,461	23,315

It will be seen that there has been an increase in the case of all communities except the Parsis.

The Department maintains a High school for girls at Ahmedabad, Anglo-Vernacular Girls' schools at Thana, Nasik, Ahmednagar, Dharwar, and Bijapur, and an Anglo-Urdu Middle School for Muhammadan girls at Poona. The number of girls attending the Government High school for girls in Ahmedabad was 154 as against 125 in the preceding year. The Educational Inspector, Northern Division, reports that although

the University Matriculation results of the Ahmedabad Centre were very poor, the result of the Government Girls' High School was satisfactory and superior to any other Girls' High School in the Division. In the Anglo-Vernacular Girls' Schools at Thana, Nasik, and Ahmednagar, which teach standards I–IV, there is a great rush for admission and a growing demand for the opening of higher standards. The Anglo-Vernacular Girls' School at Dharwar teaches standards I–IV and that at Bijapur standards I–III. The Anglo-Urdu Girls' Middle School at Poona has five standards and was attended by 57 girls. The school has suffered considerably from an inadequately qualified and changing staff. In the last year, however, conditions have considerably improved and the school has made definite progress, but the number of pupils in the higher standards IV and V is still very low. It is hoped that the Muslim public will take maximum advantage of this school which is the only Government school of the kind in the Presidency. This will also render it much easier to develop the school into a full High school. In this connection the Educational Inspector, Central Division, reports—

"Unless there is some avenue through the medium of Urdu to "the University, it will be impossible to find qualified and suitable "women graduate teachers for the Urdu Training School for Women. "Thus the question of a High school for Urdu girls does not merely "affect Secondary Education and the few girls at present who desire "to pass the Matriculation Examination but the whole Muhammadan "population of the Presidency, whose need for efficient Trained "Primary women teachers is urgent."

With a view to encouraging girls' Secondary education the Department gives, as far as possible, preference to girls' Secondary schools over those for boys in the matter of grants-in-aid.

Teachers.

127. The number of women teachers in all Secondary schools for boys and girls was 1,455. Of these, 596 were in Anglo-Vernacular schools, 555 in English-teaching schools, and 304 in European schools. Although the number of women teachers is gradually increasing it is reported that well qualified women teachers are not forthcoming to serve in girls' schools in the mofussil. There is still a large percentage of men teachers in girls' Secondary schools.

Curriculum.

128. The Secondary schools for girls generally follow the same Departmental curriculum as is followed in Boys' schools and prepare candidates for the Matriculation examination. Although under the rules of the Department it is open to Managers of schools to adopt a modified course of studies with the previous permission of the Department very few schools have done so. Some schools follow the course of the Indian Women's University. The Parsi Girls' School Association have attached industrial classes to their High schools in the Fort area and at Chandanwadi in Bombay and give their girls technical education side by side with literary education. The Anglo-Vernacular Girls' School, Thana, has introduced the system of "Conduct Chart" which has proved to be of great help in impressing on the children the importance of punctuality, cleanliness, and good

manners. It is reported that every class takes great pride in winning the " brass bowl with the palm plant " for having shown proficiency in these matters.

The Government Anglo-Vernacular Girls' School, Nasik, continues to follow the " assignment system " introduced last year. The Head Mistress remarks—

" Instead of the weekly, monthly, etc., examinations, the pupils " of this school are given regular assignments which consist of questions, " more after the style of intelligence tests, set on each subject, every " month. One afternoon in the week is set aside for this work. The " pupils are allowed the freedom of doing any subject they like first " even without touching any of the others but in no case are they " allowed to take up the assignment of a succeeding month without " doing that of the preceding month. The experiment is found to be " successful."

129. In regard to the progress of Secondary education of girls the General. Inspectress of Girls' Schools, C. D. and B. D., says—

" There is a growing and urgent need for Girls' Secondary education, " as revealed by the number of girls who attend Boys' schools.

" The conditions in these schools are not really co-educational, " there are as a rule no women teachers on the staff and the girls take " no part in the corporate life of the school, though in schools which " are supervised by the Department, care is taken to see that adequate " supervision and play-ground facilities are provided for the girls. " It has been found that girls who thus become habituated to " attendance in Boys' Schools, do not take kindly to girls' schools " should they attend them later on, or should one be opened in the " town."

She further says—

" The reason appears to be twofold. In the first place, the discipline " so far as the girls are concerned is less stringent in a Boys' school " than in a Girls' school, the teachers all being men, and the girls " very much in a minority. Secondly, the status of the Boys' school " is higher. They are usually in a much stronger financial position " than Girls' schools and the Management is usually able to secure " and maintain a better qualified and more stable staff than the average " Girls' school where the financial position is usually very uncertain " and qualified women teachers are neither easy to procure, nor having " been procured, easy to keep, since marriage often puts an end to " their careers as teachers.

" There is much instability in the staffing of girls' schools, leading " necessarily to a lowering in the standard of work. For this reason " many parents seem to have lost confidence in the girls' schools " and consider that their daughters will do better in their examinations " by attending a Boys' school. That education is concerned with " other issues besides mere book knowledge and examinations, issues " which can receive no attention in a school where the curriculum " and activities are planned exclusively for boys, is not appreciated

" or perhaps apprehended by them. There are of course a few girls' " schools which are exceptional, which are well staffed and ably " conducted, but speaking generally, and particularly in the case of " mofussil schools, it has to be admitted that the boys' schools are " usually better equipped than the girls' in every way.

" The policy of the Department is to discourage the attendance " of girls at Boys' schools in places where a Girls' school exists, and " can accommodate them and it is becoming more and more the practice " of the Head Masters to refuse admission to girls to standards other " than those for which no provision exists for them.

" Though the standard of Secondary Education for girls, particularly " outside Poona, cannot be said to be high, yet there is one encouraging " feature ; every district in this division has at least one Anglo- " Vernacular or High School for Girls, they may not be efficient yet. " but at least a beginning has been made, and the public are beginning " to awaken in a practical sense, to the need for something more than " the Primary school is able to give. The chief obstacle in the way " of the efficiency and adequacy of the schools is financial. A girls' " school is distinctly not a paying proposition at this stage of the " development of girls' education, the number of girls attending is " usually small, and parents are unwilling to pay anything but the " very lowest figure in fees.

" It would give a great impetus to girls' education if the Depart- " ment could divert some of the money now spent on Boys to the " development of High schools for Girls. Private agency seems quite " unable to cope with the problem, chiefly, as observed before, for " financial reasons, and also owing to the fact that most private " individuals consider boys' education of pre-eminent importance, " and would rather make a donation towards boys' school than towards " a girls' school."

The Educational Inspector, B. D., reports—

" There is no adequate provision for Secondary education of girls " in the mofussil and therefore the girls desirous of having Secondary " education have to attend boys' schools. But as no special facilities " are afforded to them there in the direction of physical education, " sewing, music, etc., and as there are no women teachers on the " staff, a large number of girls from Primary Schools do not join " Secondary schools. Though there are 19 schools in Bombay, they " do not supply the need of all the localities with the result that some " of the High Schools are overcrowded. Many girls are attending " Boys' schools for want of good girls' schools in the locality."

As regards the admission of girls into Boys' Schools the Inspectress of Girls' Schools, Bombay and N. D., remarks—

" The percentage of girls in these boys' schools varies from 0·7 to " 11. Now this is a distinctly unsatisfactory state of affairs. " In the interest of girls' education, the Department ought to prohibit " the admission of girls in recognised boys' schools in the city, for " transport facilities in Bombay City are not difficult. Moreover, there

" are schools of every type in Bombay city with fees ranging from 8 " annas to Rs. 12. Surely in this wide range a parent can find a satis- " factory school for his daughters. The attention to general tidiness " that even the worst girls' school is giving, is not much in these boys' " schools, which are admitting girls merely with a view to increasing " their profits. Again girls in such schools get no sewing and little or " no drill. The sanitary arrangements are also unsatisfactory. These " girls in boys' schools cannot do any justice to themselves or to the " institution which they attend, and such admission should certainly " be stopped."

The admission of girls into Secondary schools for boys is a problem which has engaged the attention of the Department during the year under report and it is hoped to advance the solution of this problem in the near future with the help and co-operation of the Managers of schools and parents.

Primary Education.

130. The number of Primary schools for girls increased from 1,767 to 1,797 and the number of pupils in them from 180,595 to 188,839. The number of Primary schools for girls under different Managements and of pupils attending them is given in the following table :—

	Schools.		Pupils.	
	1933-34.	1934-35.	1933-34.	1934-35.
Government	10	11	1,258	1,469
District Local Board ..	772	793	50,225	52,608
Municipal	557	574	93,287	98,296
Aided	414	407	34,620	35,002
Unaided	14	12	1,205	1,464
Total ..	1,767	1,797	180,595	188,839

It will be seen that whilst the number of schools under Government, District Local Board, and Municipal managements have increased, the aided and unaided schools have decreased. In spite of this, however, the number of pupils have increased in all cases. This is an indication of the wider awakening among the masses for female education. The progress of Primary education of girls in different Divisions of the Presidency is compared in the following table :—

Division.	Number of pupils.		Percentage increase or decrease.	Percentage to Female population.
	1933-34.	1934-35.		
Bombay Division	44,151	46,429	5·2	1·9
Central Division	40,539	43,453	7·2	1·4
Northern Division	46,254	47,898	3·6	3·2
Southern Division	23,977	25,174	5·0	1·5
Sind	25,674	25,885	0·8	1·5
Total ..	180,595	188,839	4·6	1·8

The total number of girls under instruction in Primary schools increased from 279,300 to 292,836. Their distribution by communities for the last two years is given below :—

	1934–35.	1933–34.
Europeans, Anglo-Indians and Indian Christians..	9,453	9,101
Hindus .. Advanced	97,921	91,186
Hindus .. Intermediate	95,438	90,874
Hindus .. Backward	20,575	19,906
Total ..	213,934	201,966
Muhammadans	55,338	54,684
Parsis	3,607	3,654
Others	10,504	9,895
Grand Total ..	292,836	279,300

It will be seen that there has been an increase in the case of all communities.

Of the total number of girls in Primary schools, 94·8 per cent. are in the Lower Primary stage and only 5·2 per cent. in the Upper Primary stage, as will be seen from the following table :—

	Number of Girls.		Percentage.	
	1934–35.	1933–34.	1934–35.	1933–34.
Infants	125,858	123,111	43·0	44·1
Standard I	54,755	51,854	18·7	18·6
Standard II	43,814	41,843	14·9	15·0
Standard III	31,560	29,346	10·8	10·5
Standard IV	21,600	19,612	7·4	7·0
Total, Lower Primary Stage..	277,587	265,766	94·8	95·2
Standard V	8,375	7,487	2·9	2·7
Standards VI and VII ..	6,874	6,047	2·3	2·1
Total, Upper Primary Stage..	15,249	13,534	5·2	4·8
Grand Total (Lower and Upper Primary Stages) ..	292,836	279,300	100·0	100·0

The increased percentage in the Upper Primary stage is an indication that the wastage is decreasing.

The Educational Inspector, N. D., observes in this connection :—

"A number of old girls attending Primary schools has become very "noticeable within the last four or five years. There are various "reasons for this, one of which is possibly the raising of the marriage "age and a growing desire among parents to give their daughters "education. The Sarda Act has served as an impetus to higher "Primary education. The increasing number of girls appearing at "the Vernacular Final examination for Girls also shows that parents "have now come to understand the advantages of female education "and the apathy of the people noticeable in rural areas formerly is "gradually giving way to desire among people to keep girls at school "for a longer period."

The wastage is however still very great. The Chairman, District School Board, Poona, says—

"The falling off in numbers from standard IV to standard VI is "mainly due to social prejudice and to the unwillingness on the part "of the parents to retain their girls in schools after a certain age."

This unwillingness is quite natural ; as the benefit derived from attending any but elementary schools is small and mothers prefer to use their daughters for work in the fields. The best solution for wastage is attractive schools and good teaching, i.e. a larger output of educated trained teachers, along with wise and efficient management.

Vernacular Final Examination.

131. There is an increasing number of girls appearing for the Vernacular Final examination. The total number of girls who appeared and passed the Vernacular Final examination for girls during the year were 4,552 and 2,108, respectively, the percentage of passes being 46·3. The figures for the previous year were 3,933 and 1,504 (or 43·4 per cent.).

The following table gives details of the results of this examination:—

Division.	Vernacular Final.		Urdu Final.		Total.		
	Number appeared.	Number passed.	Number appeared.	Number passed.	Number appeared.	Number passed.	Percentage.
Bombay Division ..	1,178	555	87	35	1,265	590	46·6
Central Division ..	1,390	597	66	29	1,456	626	43·0
Northern Division..	1,118	559	20	9	1,138	568	49·9
Southern Division..	339	158	20	7	359	165	45·9
Sind ..	334	159	..	..	334	159	47·6
Total ..	4,359	2,028	193	80	4,552	2,108	46·3

The low percentage of passes in the Central Division is reported to be due to the refusal on the part of the Educational Inspector to deviate from the prescribed rules of condonation. This is bound to have an excellent effect all round.

In connection with the increasing number of girls appearing for the Vernacular Final Examination, the Educational Inspector, Bombay Division, remarks—

"The majority of girls who appear for the Examination at the "Bombay Centre are from Marathi schools. The examination has "not been so popular on the Gujarati side. Only those who wish "to join the Training College for Women appear at this examination. "This is not the case on the Marathi side. Some parents of the "Marathi speaking girls both in Bombay and the mofussil find it "easier and cheaper to complete the Vernacular Course of their "daughters before their marriages. If they send them to Anglo-"Vernacular Schools, they have to leave that course half-finished "and hence it becomes of no practical use to them in their after-life. "Moreover, the Anglo-Vernacular School Course is more costly and "as the education of their daughters is not a paying concern to them "as it is in the case of their sons they consider it a waste to incur "expenditure on their education. The parents are anxious to complete "the Vernacular Course of their daughters at some cost not because "that they can afford to do so and that they have really realised the "need for female education, but as the marriageable age-limit has "increased, they prefer to keep them engaged in schools in higher "standards which becomes a qualification for their marriages also. "Moreover, as the Vernacular Final is a Public Examination, which "can be easily availed of before marriage, it is a stepping stone to "the girls for starting lives as school mistresses, in case of emergency "which sometimes unfortunately falls to their lot."

Teachers.

132. The following table gives details of the qualifications of women teachers serving in Government, District Local Board, and Municipal Primary schools :—

Division.	Trained.				Untrained.			Grand Total.
	III Year.	II Year.	I Year.	Total.	Qualified.	Unqualified.	Total.	
Bombay Division ..	192	161	240	593	389	191	580	1,173
Percentage to total ..	16·4	13·7	20·5	50·6	33·1	16·3	49·4	100
Central Division ..	115	134	231	480	369	75	444	924
Percentage to total ..	12·4	14·5	25·0	51·9	40·0	8·1	48·1	100
Northern Division ..	267	144	203	614	323	31	354	968
Percentage to total ..	27·6	14·9	20·9	63·4	33·4	3·2	36·6	100
Southern Division ..	89	83	163	335	157	51	208	543
Percentage to total ..	16·4	15·3	30·0	61·7	28·9	9·4	38·3	100
Sind ..	53	79	83	215	148	74	222	437
Percentage to total ..	12·1	18·1	19·0	49·2	33·9	16·9	50·8	100
Total ..	716	601	920	2,237	1,386	422	1,808	4,045
Percentage to total ..	17·7	14·9	22·7	55·3	34·3	10·4	44·7	100

The total number of women teachers in these Primary schools increased from 3,887 to 4,045, while those who are trained and untrained increased from 2,161 to 2,237 and from 1,726 to 1,808 respectively. The percentage of trained teachers exceeds the minimum of 50 prescribed in the Primary Education Rules. An account of the Primary Training institutions for Women is given in Chapter VIII.

The reports from subordinate officers show that whilst there is no difficulty in obtaining qualified women to serve in schools in Municipal areas, it is not easy to get women teachers who are willing to serve in village schools. In these places it becomes therefore necessary to appoint men teachers in girls' schools.

Teaching.

133. In big towns where there is good supervision the teaching in girls' schools is on the right lines. In the mofussil, however, the quality of teaching is not up to the mark. In this connection the Educational Inspector, Bombay Division, reports—

"They are generally in charge of untrained mistresses who follow "the old methods of teaching. The few trained mistresses that are "appointed there do not appear to have imbibed the methods of "teaching learnt by them while under training, as they are generally "seen following the old methods in schools. This is partly due to "the fact that owing to the increase in the number of girls and want "of sufficient accommodation and adequate staff, a mistress has to "manage and teach two or in some places more than two "standards.

"The number of girls' schools teaching Upper Primary standards "being very small, the trained women teachers have to spend larger "portion of their life in a school teaching up to standards III or IV "only, where they have no opportunity to make use of their higher "education and thus by the time they are sufficiently senior and "entitled to be put in charge of a First Grade school, they have "unlearnt many things and, therefore, are many times unwilling "to take up the work of higher standards. They find themselves "inefficient to coach up the girls appearing for the Vernacular Final "Examination and the result is that the help of local men teachers "has to be obtained."

The Educational Inspector, Northern Division, reports—

"Girls' schools are much inferior to boys' schools in point of "efficiency, arithmetic, nature-study, and hygiene being particularly "weak. With regard to the last two subjects, the village schools are "handicapped for want of proper appliances and school gardens. "A few big schools, however, are doing good work. It may be added "that the standard of teaching in girls' schools will remain regrettably "low as compared with that in the boys' schools, until the profession "can attract a better type of women and so long as married women, "who do enter the profession, are burdened with domestic cares and "troubles."

There is another aspect of the problem of girls' education which has been mentioned by the Educational Inspector, Southern Division, as under :—

"It is curious that neither the Primary Education Act nor the "Local Authorities have considered the advisability of insisting "upon the appointment of a woman Inspecting Officer for the Primary "schools. It is hardly necessary to state here that there are a hundred "and one problems of girls' education which are more easily dealt "with by a woman Inspecting Officer than a man. The present "arrangement provides for inspection by men of the work of women "teachers. The difficulties of women teachers and their special "problems are not likely to appear to these men in the light in which "the women teachers could make them appear to a woman Supervisor. "Therefore, the men may not be able to give the instruction, help, "and guidance that a woman can do. Besides the very fact that "a man is dealing with women leads to a good deal of restraint on "the free exchange of ideas so essential to efficient teaching. There "is also the problem of Needlework and certain delicate matters "relating to Hygiene into which a man is generally either incapable "or unwilling to enter. To deal with such matters, the presence "of a woman is quite essential. It is, therefore, for consideration "whether it should not be incumbent on Local Authorities to appoint "at least one woman as a supervisor in charge of girls' schools under "them—particularly in District Local Board areas."

There is much force in these observations and it is hoped that the Local Authorities will give them careful consideration in making plans for the future.

School Buildings.

134. The Primary schools for girls in the districts are in most cases housed in rented buildings. These buildings are generally unsuitable, often ill-lighted, ill-ventilated, and unhygienic for school purposes. In this connection the Educational Inspector, Bombay Division, reports—

"On the whole the question of providing hygienic accommodation "for Girls' Schools is very difficult for solution on account of indifferent "state of finances of the Local Authorities but it is an important factor "which cannot be neglected in the interest of the health of the girls who "are the future mothers of the country. Along with the consideration "of the expansion of Girls' Education in general it is absolutely "necessary to give thought to the question of providing hygienic "buildings for their schools as the girls have to spend one-fourth of their "life every day in the environments which become the centre for "epidemics of contagion."

The Inspectress of Urdu Girls' Schools, Central Division and Bombay Division reports—

"Owing to susceptibilities of Purdah among Moslems great care and "discretion has to be used in securing buildings for Urdu Girls' schools. "It is much to be regretted that many of the Local Authorities have "been very indifferent in this connection. Apart from the fact that

" as many as 68 out of 90 Local Board and Municipal Schools are held " in rented buildings many of them are not located in Muslim quarters. " Sometimes they occupy parts of Mosques or Dargas which provide " no conveniences at all while some are held in close vicinity of Boys' " schools. Grown-up girls do not attend such schools and even " among smaller girls the attendance is often irregular."

The school buildings in urban areas are somewhat better as many of the schools meet in buildings specially erected for the purpose.

Physical Education.

135. The importance of this subject in the school is not yet appreciated. Every school makes some attempt to teach it but except in a few schools there are no specialist teachers.

The Educational Inspector, Central Division, reports—

" A play-ground is provided in most of the schools but it is not used " to its fullest advantage and the space provided is usually inadequate " for the number of pupils. There is a complete lack of organization, " even though certain teachers are deputed for play ground duty, and " the pupils get none of the benefits of the moral and mental training " and discipline which well organized games impart—

" An athletic association was formed during the year, membership " is open to all types of girls' Secondary schools—European, English " teaching, and Anglo-Vernacular. It is yet too early to be able to " form any opinion as to its success or otherwise."

The Inspectress of Girls' Schools, Central Division and Bombay Division, reports—

" A half-hearted attempt is made to teach drill in most of the Primary " Girls' schools, more as a sop to Inspecting Officers than for any other " reason. The teachers cannot be blamed as their knowledge of the " subject is slight and the accommodation provided is rarely " adequate. In many schools there is no accommodation available " for the teaching of the subject. I have, however, seen a few schools " in which owing to the keenness and energy of the Head Mistresses, " who were also able to inspire their assistants, some quite good work " was being done. It would seem absolutely essential, therefore, for " the Department to employ a Physical Training Organizer and " trainer who could tour and give courses in Physical Training to " women teachers."

The Educational Inspector, Bombay Division, reports—

" For want of play grounds, the Bombay Secondary schools for " girls cannot give full attention to the physical education of girls. " A few Secondary Girls' schools, however, have got small play ground " accommodation in the school compounds where provision for playing " Badminton, Net-ball, Table-Tennis, and Indian games such as Hide " and Seek, Legim, Lathi Fencing, Garba Dance, etc., is made. " Almost all the schools have made provision for the teaching " of drill.

"In Primary schools in Bombay City the physical education of "girls has to be neglected for want of open space near school buildings "and no organised efforts are made by the Schools Committee to "give facilities of physical exercise to the girls. Physical education "in Bombay Municipal schools chiefly consists of Drill. Special "teachers are appointed for the purpose who look to this mostly "once a week. This is not really enough. It is necessary that "other lady teachers who have received instruction in conducting "drill classes while under training attend to this when the special "teacher is not available every day.

"In the mofussil Primary girls' schools too, the physical education "is generally neglected partly owing to want of open space near "school buildings with sufficient privacy, partly due to the shyness "of the girls for playing in the open and partly for want of enthusiasm "on the part of women teachers. Besides the teachers themselves "are not properly trained for organised games."

"In some mofussil girls' schools, however, practising of Namaskars "has been introduced on systematic lines, while in certain others "some sort of drill is taught and Zimma and Phugdi are played."

While the Educational Inspector, Northern Division, reports—

"Physical education of girls is, if possible, more neglected than "of boys. There is the same lack of suitable school compounds and "absence of teachers with any knowledge of the subject. Girls, "moreover, play less games than boys do and women teachers seem "to have little capacity for organizing anything but garbas. Drill "is hopelessly badly taught in all Local Board and Municipal schools "in the Northern Division with a few rare exceptions."

136. The following report from the Provincial Commissioner gives an account of the progress made by the movement:—

Girl Guide Movement.

"Guilding has been firmly consolidated in the past year, due to "the continued work of two Trainers. Nevertheless, owing to the "rapid increase of numbers, the work is retarded through lack of "funds and the need of a further trainer.

"Many Camps have been held throughout the Province, which "prove most valuable. A Commissioners' and Secretaries' "Conference was held in Poona in August last year, which was well "attended and much good work was carried out. A large Provincial "Rally was held in Bombay on the occasion of the visit of our Over-"seas President, Princess Alice, the Countess of Athlone. These "Rallies prove most valuable, as they give Guides throughout the "Province opportunities to mix freely and discuss their problems "with each other.

"Many new Districts have been formed in the last year, and both "Trainers have been actively employed in holding trainings in new "centres as well as old.

"At the time of submitting our Annual Report to Imperial Head-"quarters in October, we found that there had been an increase of "approximately 800 Guides in the current year, while a further "increase of approximately 500 has been made since October.

"The first Inter-Provincial Camp was held in the Hyderabad State "in January of this year, at which there was an excellent attendance "of Bombay Guiders.

"Our numbers now reach to approximately 9,700. It will be "seen from the rapid growth of Guiding in this Presidency that "much good has accrued from the help of a second Trainer, whose "services have been at our disposal for the last eighteen "months."

During the year a grant of Rs. 6,964 was made to the Girl Guide Association.

Special Institutions.

137. The number of such institutions at the end of the year was 25, same as last year. These institutions provide training in embroidery, needlework, tailoring, etc., for grown up girls and women.

General.

138. It will be seen from the foregoing paragraphs that although there has been a decided advance made in the education of girls there is still a great disparity between the education of girls and of boys. The number of girls under instruction in recognised institutions form only 3·12 per cent. of the female population while the corresponding percentage for boys is 9·23. In Colleges for every girl there are 11 boys under instruction. In Secondary schools the proportion is one to about 5, while in Primary schools it is one to 3.

CHAPTER XIII.

Anglo-Indian and European Education.

139. This Chapter deals exclusively with European schools, English-teaching schools being treated in the chapter on Secondary Education along with Anglo-Vernacular schools to which they are closely allied. The system of instruction and management of European schools, which cater mainly for the Anglo-Indian and European population of this Presidency, has been explained in previous Reports. The remarks in this chapter are confined to the state and progress of these schools during the year.

Europeans under instruction.

140. There were 5,601 pupils in European schools, of whom 4,388 or 78·3 per cent. were Europeans and Anglo-Indians. In addition to the latter, there were 1,371 in non-European schools, raising the total number of Europeans and Anglo-Indians under instruction to 5,759. This number was distributed among various kinds of institutions as under :—

——	Boys.	Girls.	Total.
Arts and Professional Colleges	33	6	39
Secondary Schools	2,484	3,034	5,518
Primary Schools	27	19	46
Training Institutions	..	63	63
Other Special Schools	29	48	77
Unrecognised Schools	10	6	16
Total ..	2,583	3,176	5,759
Total for 1933-34 ..	2,492	3,048	5,540

The total number under instruction thus formed 14·1 per cent. of the total European and Anglo-Indian population of this Presidency. Government of India table VII published with this Report gives a general summary of the statistics of Anglo-Indian and European Education, while details of individual schools are published in the Supplement to this Report.

There are no separate collegiate institutions for Europeans in this Presidency. Of the 39 European and Anglo-Indian students receiving higher education, 35 (including 6 women) were in Arts Colleges, while two were reading for Law, one was attending the Sydenham College of Commerce and Economics, and one the Grant Medical College.

141. The total expenditure on European and Anglo-Indian education rose by Rs. 22,355 to Rs. 14,33,831 which was met from the following sources :—

Expenditure.

—	Amount.	Percentage.
	Rs.	
Government funds	4,78,929	33·4
Fees	6,52,910	45·5
Other sources	3,01,992	21·1
Total ..	14,33,831	100·0

142. The number of Secondary schools remained stationary at 34, but the number in them increased by 72 to 5,493. The following table gives further details :—

Secondary Schools and Pupils.
(a) Number.

—	Number of schools on 31st March 1935.	Number of pupils in	
		1934–35.	1933–34.
High Schools for Boys	7	1,573	1,516
High Schools for Girls	14	3,062	3,106
Middle Schools for Boys	9	701	577
Middle Schools for Girls	4	157	222
Total ..	34	5,493	5,421

Of the 5,493 pupils in European Secondary schools, 4,302 were Europeans and Anglo-Indians, and 1,191 Indians. The latter comprised 294 Indian Christians, 121 Hindus, 145 Muhammadans, 514 Parsis, and 117 others.

143. The expenditure on European Secondary schools fell by Rs. 7,289 to Rs. 9,03,556. It was met from the following sources :—

(b) Expenditure.

—	Amount.	Percentage.
	Rs.	
Government funds	3,48,261	38·5
Fees	4,05,722	44·9
Other sources	1,49,573	16·6
Total ..	9,03,556	100·0

The average annual cost of educating a pupil in a European school fell from Rs. 174 to Rs. 169, of which Rs. 65 was defrayed from Government grants, Rs. 76 from fees, and Rs. 28 from other sources.

There were 372 teachers in European High and Middle Schools, an increase of 2, of whom 289 were trained. Efforts were made by a few schools to add to the trained element on their staffs, with the result that the percentage of trained teachers rose from 68·9 to 77·7 during the year. The practice of recruiting senior teachers from England on a contract basis continues with advantage in bigger schools, part of the expenses on the passage of such teachers being borne by Government by way of encouragement. Passage grants amounting to Rs. 1,400 were paid to three schools during the year. The Inspector of European Schools makes the following remarks on the staffing of schools :—

"Staffing as between schools still shows considerable variation in "quality although it is fair to add that differences in efficiency as "between schools are not strikingly evident in the school results. To "that I must add that in the less well-staffed schools the falling-off "in the number of children in upper classes is more marked and it is "possible that only the brighter children survive in the school until "the time of presentation for examination. Examination classes "are now usually, as is only right, presented as a whole for examination "and schools see that with few reasonable exceptions, all children "admitted to an examination class ought, if they have been wisely "promoted, to be fit for presentation at the end of the Examination "year.

"There is a corresponding evident breaking down of the pernicious "'school record' attitude which prompted schools to put up for "examination only a small number of 'perfectly safe' children in "order that, with all successful, 100 per cent. success might be "claimed. The truer measure of efficiency and wisdom in a school in "so far as it can be gauged from examination results is the proportion "of successes to the number of children in the examination class "throughout the school year preceding the examination."

Training of Teachers.

144. As stated in pevious Reports, there are no European Training institutions for Men in this Presidency and teachers desirous of obtaining a certificate of Training are required to join the Chelmsford Training College, Ghoragali, in the Punjab. The Inspector of European Schools reports—

"There is at present one candidate under training at the Chelmsford "Training College with a stipend of Rs. 60 per month sanctioned by "the Government of Bombay. According to the agreement which "these candidates are called upon to sign before stipends are awarded "to them, each candidate is required to serve as a teacher in this "Presidency for at least two years after completion of his training. "It is sometimes difficult to secure posts for them as there are no "Government European Schools in this Presidency and in such cases "they are sometimes permitted to seek appointments in other "Provinces."

The St. Mary's Training College, Poona, and the Convent Normal Class, Clare Road, Byculla, are the only training institutions for European women teachers. The former prepares candidates for the B.E.S.T.D. Examination recently sanctioned by Government and students take the Cambridge Higher School Certificate Examination, which is compulsory as laid down in the curriculum. The whole course is of three years' duration.

Candidates are also prepared for the Departmental Kindergarten Examination at this Training College. The course extends over two years.

The Convent Normal Class prepares candidates for the Cambridge High School Certificate Examination as well as for the S.T.C. Examination.

Thirty-six women teachers from European schools appeared for the S.T.C. Examination, of whom 23 passed.

A reference was made in the Report for 1932-33 to the Refresher Course held at Deolali for the benefit of teachers in European and English-teaching Schools. Another session of the Course was held at the same place in January, 1935, which is reported to have met with greater success, the attendance having gone up to 187 as against 97 in 1933. The Inspector of European Schools reports that these courses have developed at the teachers' suggestion into an organised series of evening lectures at the Cathedral Girls' High School in Bombay.

Examinations.

145. The following examinations were held as usual during the year :—

(*a*) The Cambridge Local Examinations—

(1) School Certificate,
(2) Junior,
(3) Preliminary.

(*b*) The Cambridge Higher School Certificate Examination.
(*c*) The Departmental Kindergarten Examination.
(*d*) The Bombay European School Teachers Diploma Examination.
(*e*) The S.T.C. Examination.

The Cambridge Local Examinations were held in December, 1934, at six centres, viz. Bombay, Poona, Panchgani, Deolali, Karachi, and Mt. Abu. The following table gives the results of these examinations for the last two years :—

—	1933.			1934.		
	Number sent up.	Number passed.	Per-centage.	Number sent up.	Number passed.	Per-centage
Cambridge School Certificate	176	98	55·7	190	121	63·7
Junior	190	111	58·4	247	154	62·3
Preliminary	63	41	65·1	70	47	67·1

An account of the scholarships awarded on the results of these examinations is given in paragraph 146. Holders of the School certificate are admitted to Colleges affiliated to the Home Universities or other Professional institutions provided that they fulfil the conditions under which exemptions are granted by such institutions. This examination is also considered as equivalent to the Matriculation Examination of the Bombay University provided that a candidate who wishes to take advantage of this equivalence has passed in English, an additional language, Geography, Mathematics, and one other subject. Some European High Schools prepare and present pupils for the Matriculation Examination. Of the 23 candidates from European schools who appeared for the examination of 1935, 14 passed.

Both the Training Institutions for women prepare candidates for the Cambridge Higher School Certificate Examination. Seven candidates appeared for the examination held in July, 1934, and two passed.

The St. Mary's Training College was originally the only institution which prepared for the Departmental Kindergarten Examination. Five candidates appeared for Part I of the examination of 1934 and 6 for Part II, of whom four and one respectively passed.

The Inspector of European Schools makes the following remarks on the B.E.S.T.D. Examination :--

"The B.E.S.T.D. Examination which was started only in July, 1931, "was held during the year under report at St. Mary's Training College, "Poona. Both St. Mary's Training College, Poona, and the Convent "Normal Class, Clare Road, Byculla, prepare candidates for this "examination and the first batch of candidates from the latter "institution will appear for this examination in December, 1935. "The course prescribed for this examination is of much higher standard "than that of the S.T.C. Examination. The candidates, who study "for this examination, are required to sit for the Cambridge Higher "School Certificate Examination during their period of training. "Of the three candidates who appeared for this examination held in "December, 1934, only one was successful."

Scholarships.

146. The award of Scholarships to European pupils is governed by the rules published in Chapter IX of the Code of Regulations for European Schools. Five Senior and ten Junior Scholarships of the value of Rs. 30 and Rs. 12 per mensem each are awarded annually on the results of the Cambridge Local Examinations. The Senior Scholarships are awarded to holders of the Cambridge School Certificate and are tenable for four years either in a College affiliated to the University of Bombay or in approved Technical, Commercial, or Professional Institutions, while the Junior Scholarships, which are awarded to successful candidates at the Cambridge Junior Local Examination, are tenable for two years only in a European High School or in a recognised Technical or Professional Institution. All the available scholarships are reported to have been

awarded during the year, the total expenditure on this account being Rs. 6,741.

Of the twenty scholars, 13 are attending Arts Colleges, and seven have joined various kinds of Professional institutions in and outside the Presidency.

Special Institutions.

147. The Commercial Class attached to the Y.W.C.A., with an enrolment of 34, is the only institution of its kind which caters for European girls wishing to follow a commercial career. The institution is reported to meet a real need. Instruction in business English, in addition to shorthand, typewriting, and allied commercial subjects is imparted.

Hostels and Medical Supervision.

148. Seven out of 16 boys' schools and 17 out of 18 girls' schools have hostels attached to them. The number of boarders was 1,723 (657 boys and 1,066 girls), a decrease of 30. The average monthly cost per boarder varied from Rs. 30 to Rs. 60 according to the conditions at each place. Boarding grants amounting to Rs. 1,13,952 were paid during the year to orphans and destitute children under the Code of Regulations for European Schools.

Arrangements for the medical inspection of pupils exist in all European schools and in the hostels attached to them. The reports received from Managers show that the health of the boys and girls was generally satisfactory and that stray cases of illness were promptly attended to.

Physical Training and Games.

149. As mentioned in previous Reports, greater attention is now paid to physical instruction in European schools, and, in spite of financial and other handicaps, greater interest is evinced by members of the teaching staff towards the physical well-being of their pupils. The progress of a school reflected on the playing field, or at camp, as in the class-room, depends in no small measure on the interest evinced by the teacher in and outside the class-room towards the physical welfare of the pupil, and the reports received from Managers show that there is a clear awakening among the teachers towards the attainment of this objective.

Physical drill forms a subject of instruction in the Junior classes, while outdoor games and allied activities such as Boy Scouts or Girl Guide Companies, etc., form a regular feature of most schools.

Three of the bigger schools have cadet corps attached to them.

Important Events.

150. As an event of outstanding importance of the year the formation of a Provincial Board for European and Anglo-Indian Education may be specially mentioned. The Board was constituted as a result of the recommendations made by the Sub-Committee of the Round Table Conference on the education of the Anglo-Indian and Domiciled European community in India. The Board is widely representative in character and consists of 13 members with the Honourable Member in charge of Anglo-Indian

and European Education as President, the Director of Public Instruction as Vice-President, and the Inspector of European Schools as Secretary. Under the Rules of Procedure which have been sanctioned by Government, members, other than the latter three officers who are ex-officio, shall hold office for a term of three years.

The functions of the Board are—

(1) (*a*) To make recommendations to the Inter-Provincial Board in regard to the following matters :—

(*i*) the courses of instruction ;

(*ii*) the system of examinations ;

(*iii*) the conditions of recognition of schools ;

(*iv*) the provisions of a Code of Regulations for Anglo-Indian and European Schools.

(*b*) To make recommendations to the Government of Bombay in order that effect may be given to the recommendations of the Inter-Provincial Board on these matters.

(2) To examine that part of the budget of the Education Department which relates to the Anglo-Indian and European Educational Institutions and to submit its views thereon for the consideration of Government.

(3) To examine the schedule of new demands relating to Anglo-Indian and European Institutions which the Education Department propose for inclusion in the budget and to submit its views thereon for the consideration of Government.

(4) To submit to Government its views on any matter concerning Anglo-Indian and European Education which may be brought before it for discussion by any member.

(5) To submit to Government its views on any matter concerning Anglo-Indian and European Education on which the Government may consult it.

Two meetings of the Board were held in Bombay during the year and several questions on the various aspects of Anglo-Indian and European Education were examined and discussed.

The Inspector of European Schools also attended the inaugural meeting of the Inter-Provincial Board held in Delhi in January, 1935.

General.

151. Mr. Eric Hudson-Davies, the Inspector of European Schools, makes the following general remarks on the state and progress of Anglo-Indian and European Education during the year :—

"There have been no special features of the year in European "schools except a growing uniformity and consolidation. Discipline "is invariably excellent, tone almost uniformly very good, and I am "glad to see that schools which previously rather neglected the "fostering of school spirit are now paying great attention to it and "realise that through it the school can influence its children in ways "of approach which otherwise remain unexplored.

"Specialist teaching has expanded—most slowly in some of the "Convent schools. Where it has been adopted, even with some "misgiving, it has been praised by teachers and children alike and "I fear that where it has not yet been adopted there is an unmistakably "indicative correspondence between the academic qualifications of "the staff as a whole and the school's inability to make a start on "Subject teaching in the upper school.

"I am particularly gratified to see the improvement that is taking "place in the teaching of that previously much neglected subject, "French. It is now generally taught as a living language and since "1930 the number of entries for Oral French has gradually gone up.

"Three or four schools have developed rather special ability in "the preparation of senior girls for Music examination of really high "standard, and the Kimmins' High School, Panchgani, has brought "its Art work to so high a standard that it is now offering special "advanced courses for a Teacher's Certificate to senior students."

CHAPTER XIV.

EDUCATION OF MUHAMMADANS.

Introduction.

152. In this chapter, as in previous Reports, the education of Muhammadans in Sind is dealt with separately, as the conditions and problems connected with Muhammadan education in Sind differ widely from those in the rest of the Presidency. Whilst the Muhammadans constitute 8·8 per cent. of the total population in the Presidency proper, the corresponding percentage in Sind is 72·8.

A—*Presidency excluding Sind.*

Muhammadan pupils under instruction.

153. The total number of Muhammadan pupils under instruction in all classes of institutions increased from 167,564 to 173,725 or by 3·7 per cent. The number of Muhammadan pupils in recognised institutions increased from 156,448 to 159,991 or by 2·3 per cent. and that in unrecognised institutions from 11,176 to 13,734. The following table gives the number of Muhammadan pupils in recognised institutions in the different Divisions :—

—	Number of Muhammadan pupils in recognised institutions.		Percentage of Muhammadan pupils to total pupils of all classes in such institutions.		Percentage of Muhammadan population to total population.
	1933–34.	1934–35.	1933–34.	1934–35.	
Bombay Division ..	44,301	45,203	14·4	14·0	8·6
Central Division ..	39,364	40,419	10·3	10·2	6·2
Northern Division ..	40,186	41,363	15·8	15·7	11·6
Southern Division ..	31,143	31,581	15·6	15·4	11·2
European and English-teaching schools.	1,454	1,425	6·5	6·3	..
Total ..	156,448	159,991	13·4	13·2	8·8

It will be seen that though the percentage of Muhammadan pupils to the total number of pupils of all classes has fallen from 13·4 to 13·2, it is comparatively satisfactory in proportion to the percentage of the Muhammadan population to the total population.

The following table compares the position of Muhammadans with other communities on the basis of pupils under instruction to the total population of each community :—

	Hindus.			Average for Hindus.	Muhammadans.	Others.	Average for all communities.
	Advanced.	Intermediate.	Backward.				
Bombay Division ..	18·8	4·6	3·1	5·8	10·6	11·2	6·5
Central Division ..	19·6	5·6	3·3	5·9	10·4	12·5	6·4
Northern Division ..	32·1	5·9	4·7	7·7	11·3	10·6	8·3
Southern Division ..	13·4	5·1	4·1	5·5	8·2	9·3	6·0
Total ..	20·6	5·3	3·7	6·2	11·0	13·8	6·9

These figures show that Muhammadans have a higher percentage of pupils under instruction than any other Hindu community, except the advanced classes, and also a higher percentage than the average for all communities taken together.

The number of Muhammadan pupils attending different classes of institutions is given in the following table :—

	Pupils in		Percentage increase or decrease.
	1933–34.	1934–35.	
Arts Colleges	472	521	+10·4
Professional Colleges	183	183	....
Secondary Schools	9,601	10,014	+ 4·3
Primary Schools	143,556	146,919	+ 2·3
Special Schools	2,636	2,354	—10·7
Total ..	156,448	159,991	+ 2·3
Unrecognised Institutions	11,116	13,734	+23·6
Grand Total ..	167,564	173,725	+ 3·7

There has been an all round increase in the number of Muhammadan pupils in all classes of institutions except the special schools. The fall in the case of these institutions appears to be due mainly to the closure of some of the aided Night schools in Bombay city.

Expenditure.

154. The total expenditure on the education of Muhammadans may be estimated roughly at Rs. 46,81,000 of which Rs. 19,89,000 was met from Provincial funds. The expenditure on institutions specially maintained for

Muhammadans was Rs. 23,67,394 of which Rs. 10,27,431 was borne by Government.

Higher Education.

155. The number of Muhammadan students in Arts and Science Colleges increased during the year from 472 to 521. The number in the Professional Colleges remained stationary at 183. In the Ismail College, Andheri, out of the total number of 311 students, 151 were Muhammadans as compared with 137 in 1933-34.

The following table shows the percentages to population of students belonging to different communities attending Arts and Professional Colleges :—

—	Hindus				Muhammadans.	Others.	Average for all communities.
	Advanced.	Intermediate.	Backward.	Average for Hindus.			
Higher Education.							
1933–34 ..	0·59	0·01	0·004	0·06	0·04	0·36	0·07
1934–35 ..	0·63	0·01	0·004	0·06	0·04	0·39	0·07

The number of Muhammadan students who passed the various University examinations is given below :—

Examination.	Number passed.
M.A.	5
M.Sc.	3
B.A. (Honours)	20
B.A.(Pass)	39
B.Sc.	9
LL.B.	19
M.B.B.S.	7
B.E.	13
B.T.	5
B.Com.	2
B.Ag.	5
Intermediate Arts	103
Intermediate Science	26
Intermediate Commerce	1
Matriculation	390

With a view to encouraging Muhammadans to take higher education, Government have provided special facilities for them. In Government Professional Colleges 10 per cent. of the places are reserved for

Muhammadans. Details of the scholarships provided are given below :—

Arts Colleges.	Professional Colleges.		
	College of Engineering.	College of Commerce.	Law College.
42 scholarships of Rs. 15 (40 tenable for four years and 2 tenable for one year).	Three scholarships of Rs. 30 tenable for three years.	One scholarship of Rs. 25 tenable for three years.	Three scholarships of Rs. 20 to Rs. 25 tenable for two years.

In addition to these scholarships, certain Muhammadan benefactors have provided endowment funds, the interest of which is utilised in giving a number of scholarships in Arts and Professional Colleges. Details of these funds are given below :—

Name of the Endowment Fund.	Amount of the Fund.	Total number of scholarships.	Value of each scholarship.	Where awarded.
	Rs.		Rs. per month	
Sir Mahomed Yusuf Scholarship Fund.	2,43,600	26	30	Ismail College, Andheri.
Kazi Shahabuddin Scholarship Fund.	1,46,900	20	15	Arts Colleges and the Savantwadi State.
Sir Currimbhoy Ebrahim Scholarship Fund.	2,42,300	6	70	Royal Institute of Science.
		12	30	
Saiyid Saiyidmiyan Ahmedmiyan Kadri Scholarship Fund.	25,200	1	15	Gujarat College (Junior B.A. Class).
		1	12	Agricultural College.
		1	15	Grant Medical College or College of Engineering.

Secondary Education.

156. The number of Muhammadan pupils in Secondary schools increased from 9,601 to 10,014 or by 4·3 per cent. The percentage increase in the preceding year was 7.

The following table gives the percentage to population of pupils of different communities attending Secondary schools:—

	Hindus.				Muhammadans.	Others.	Average for all communities.
	Advanced.	Intermediate.	Backward.	Average for Hindus.			
Secondary Education.							
1933-34 ..	3·82	0·19	0·06	0·47	0·61	4·50	0·64
1934-35 ..	4·09	0·21	0·07	0·50	0·63	4·56	0·68

The majority of Muhammadans attend the ordinary schools. There are Secondary schools including English classes which are maintained specially for Muhammadans. Government maintain Anglo-Urdu High Schools at Poona and Hubli; Anglo-Urdu Middle Schools at Nasik and Sholapur, and an Anglo-Urdu Middle School for Muhammadan girls at Poona. In the Government High School at Nasik one class of each of the standards IV and V was reserved for Muhammadan pupils promoted from standard III of the Anglo-Urdu Middle School for instruction through the medium of Urdu. There is provision for the teaching of Persian in all Government High Schools and of Urdu in 10 Government schools, whilst Arabic is taught in the Government High Schools at Jalgaon, Nasik, and Surat and in the Anglo-Urdu High School, Poona.

There are hostels attached to the Anglo-Urdu High Schools at Poona and Hubli. The Muslim Education Society has recently erected a small cottage on a portion of the play-ground of the Government High School at Nasik granted to that body. It is hoped that pupils from outside Nasik will take advantage of this hostel and the number of pupils in the Anglo-Urdu Middle School will thus improve. In other Government High Schools separate Boarding arrangements are made when the number of Muhammadan boarders is sufficient to justify such arrangements.

The efforts of Government are supplemented by private enterprise. During the year Anglo-Urdu classes for boys were opened at Sholapur and Chalisgaon. The Badria Anglo-Vernacular School, Poona, which chiefly caters for the educational needs of the Dawoody Borah community opened standard VI.

The Deputy Educational Inspector, Urdu Schools, C. D., reports—

"There is a demand for more Anglo-Urdu institutions but want "of funds does not allow further expansion of Secondary education "through the medium of Urdu. In view of the prevailing economic "conditions it cannot be expected that more Anglo-Urdu schools "will be opened at an early date. In the absence of Anglo-Urdu "schools, in most places Urdu-knowing children are required to join "Anglo-Marathi schools in which the medium of instruction is Marathi. "In order that they may be better able to benefit by the instruction

" imparted in the Anglo-Marathi schools, it is advisable that the " standard of Marathi be raised in Urdu-Marathi schools and that the " subject be made compulsory."

In the Bombay Division the Anjuman-i-Islam High School, Bombay, and the Anglo-Urdu High School, Bhiwandi, provide hostel accommodation to some of their pupils. The Konkan Muslim Education Society of the Thana District maintains a separate hostel for Muhammadan boys attached to the S. P. Hakimji High School, Bordi.

In the Northern Division there are 5 Secondary schools including 3 English Classes which are maintained specially for Muhammadans; (1) Anjuman-i-Islam High School, Ahmedabad, which had 121 pupils in the year under report as against 161 in 1933-34, (2) the late Haji Casam Mahomed Anglo-Vernacular Commercial School, Rander, with 39 pupils, and (3) three English Classes attached to the District Local Board Urdu Primary Schools, Hansot, Kavi, and Dayadra in the Broach District, which have 74 pupils.

In the Southern Division there is a Middle school teaching the first four standards specially meant for the Muslims in the Kanara District. It is the " Islamia Anglo-Urdu School, Bhatkal ". Although meant specially for Muslims, it is open to the pupils of all communities. Out of 49 pupils attending the school, 23 were non-Muslims. The school is the only aided Secondary school for Muslims run by a Muslim Body and has been encouraged by the Department by small assistance under the Grant-in-aid Code.

Government have provided special facilities for the encouragement of Secondary education among Muhammadans. In all Government High schools 15 per cent. of the places are reserved for them and in the Northern Division this percentage has been raised to 20. Free-studentships are awarded in Government Secondary schools to the extent of 22½ per cent. of the number of Muhammadan pupils in the school. Six hundred and thirty-seven special scholarships ranging in value from Rs. 4 to Rs. 8 have been provided for Muhammadan pupils in Secondary schools.

Primary Education.

157. The number of Muhammadan pupils in Primary schools increased from 143,556 to 146,919 or by 2·3 per cent. Of these, 107,799 were in schools specially maintained for Muhammadans. This increase is encouraging. There is, however, considerable wastage from the Infant class to standard IV as will be seen from the following table :—

Year.	Infants.	Standard I.	Standard II.	Standard III.	Standard IV.
1930–31	54,350	..	..	..	..
1931–32	..	25,448	..	..	..
1932–33	..	..	20,296	..	..
1933–34	..	..	..	15,368	..
1934–35	..	..	..	..	11,920

158. Two alternative Primary courses—(1) the Urdu-Vernacular in which Urdu is used as the medium of instruction and Marathi is taught, in addition, as an optional subject and (2) the Vernacular-Urdu in which instruction is given in Marathi with Urdu as a compulsory Second Language—continue to be followed in Urdu schools for Boys. The course to be followed depends upon the choice of the local members of the community.

Curriculum.

The Urdu schools for Girls follow a separate curriculum in which instruction in all subjects is given through the medium of Urdu.

The following table compares the position of the two classes of schools and of pupils in them in 1933-34 and 1934-35 :—

	District Local Board.							
	Urdu-Vernacular Primary Schools.				Vernacular-Urdu Primary Schools.			
	1933-34.		1934-35.		1933-34.		1934-35.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Bombay Division	47	2,584	47	2,520	165	7,572	167	7,891
Central Division	130	7,347	132	7,192	97	2,040	101	3,106
Northern Division	26	1,852	28	1,845	113	7,296	117	7,825
Southern Division	213	11,234	213	11,886	..	..	..	..
Total ..	416	23,017	420	23,443	375	17,808	385	18,822

	Municipal.							
	Urdu-Vernacular Primary Schools.				Vernacular-Urdu Primary Schools.			
	1933-34.		1934-35.		1933-34.		1934-35.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Bombay Division	148	18,208	148	18,630	15	925	14	954
Central Division	97	12,248	91	12,505	25	1,470	28	1,089
Northern Division	69	8,268	74	8,940	24	3,530	25	3,422
Southern Division	81	8,992	79	9,105	..	..	..	..
Total ..	395	47,716	392	49,180	64	5,931	67	6,065

It will be seen from the above figures that in the District Local Board area there has been an increase in both types of schools while in the

Municipal areas, although there has been an increase in the number of pupils in the two kinds of schools, there is a decrease of 3 in the number of Urdu-Vernacular schools with a corresponding increase in the Vernacular-Urdu schools. In this connection the Educational Inspector, Central Division, reports—

"The majority of Muhammadans have to join Secondary schools "where the medium is Marathi. Under these circumstances, it is but "natural that some parents and guardians would prefer Marathi-Urdu "schools to Urdu-Marathi ones, as in the former the children are likely "to get a better knowledge of Marathi."

The Deputy Educational Inspector, Urdu Schools, Central Division, remarks—

"The standard of Marathi in Urdu Boys' schools is very low and it "has become still less practical and less useful by the removal of Modi "reading and writing from it. It is very necessary that Modi reading "and writing should again be introduced and that the syllabus for "Urdu Boys' Schools be so revised that the standard of Marathi is "duly raised."

The necessity of learning two languages is a great hardship to Muhammadan pupils and retards their educational progress in both kinds of schools.

The following table shows the number of Muhammadan pupils who passed the Urdu and Vernacular Final Examinations :—

	Vernacular Final		Urdu Final	
	1933–34	1934–35	1933–34	1934–35
Bombay Division	22	30	111	84
Central Division	117	75	156	29
Northern Division	43	60	81	117
Southern Division	59	65	55	68
Total ..	241	230	403	298

The decrease shown by the above figures is deplorable as it will adversely affect the recruitment of Muhammadan teachers for Primary schools.

159. The following table gives the number of Muhammadan teachers in Primary schools in each Division and their qualifications :—

Primary Teachers.

	Trained.		Untrained.						Total Trained and Untrained.	
			Qualified.		Unqualified.		Total.			
	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.
Bombay Division.	465	477	315	313	178	155	493	468	958	945
Percentage to total Muhammadan teachers.	48·5	50·5	32·9	33·1	18·6	16·4	51·5	49·5	100	100
Central Division.	516	566	489	480	77	74	566	554	1,082	1,120
Percentage to total Muhammadan teachers.	47·7	50·5	45·2	42·9	7·1	6·6	52·3	49·5	100	100
Northern Division.	445	470	394	398	49	49	443	447	888	917
Percentage to total Muhammadan teachers.	50·1	51·3	44·4	43·4	5·5	5·3	49·9	48·7	100	100
Southern Division.	442	450	313	303	46	51	359	354	801	804
Percentage to total Muhammadan teachers.	55·2	56·0	39·1	37·7	5·7	6·3	44·8	44·0	100	100
Total (Presidency Proper).	1,868	1,963	1,511	1,494	350	329	1,861	1,823	3,729	3,786
Percentage to total Muhammadan teachers.	50·1	51·8	40·5	39·5	9·4	8·7	49·9	48·2	100	100

It will be seen that the total number of Muhammadan Primary teachers increased from 3,729 to 3,786. It is gratifying to note that the percentage of trained teachers has increased from 50·1 to 51·8.

For the training of Muhammadan men teachers Government maintain Urdu Training Schools at Poona and Ahmedabad. The school in Poona provides a two years' course, while that in Ahmedabad the First Year course only. Further details of these schools are given in Chapter VIII. Government also maintain three Central Urdu schools in the Thana, Kolaba, and Ratnagiri Districts with a view to providing facilities for Muhammadan pupils to qualify for the teaching profession. In addition to these, there are two other Central Urdu schools maintained at Nasirabad and Tankaria by the District Local Boards of East Khandesh and Broach respectively and aided by Government.

Education of Muhammadan Girls.

160. The number of Muhammadan girls under instruction in different classes of institutions increased from 41,022 to 41,943 and were distributed as under :—

	1933–34	1934–35
Colleges	14	18
Secondary Schools	620	630
Primary Schools	40,273	41,204
Special Schools	115	91
Total ..	41,022	41,943

It is very encouraging that the number of Muhammadan girls attending Colleges and Secondary schools has increased. In spite of this increase the position of the education of Muhammadan girls is far from satisfactory. The dearth of qualified women teachers, apathy of Muhammadan parents, and the purdah system are the main obstacles to progress. The most pressing need is for more trained mistresses for Urdu Girls' schools.

The Educational Inspector, Central Division, reports—

"It is, therefore, necessary that Local Authorities should depute to "the Urdu Training School for Women, Poona, promising girls in "large numbers for training, who would be willing to take up teaching "in the District as their profession. The difficulties in the way "are obvious. Muslim women of necessity work under many "disadvantages both internal and external, but with support and "sympathy from the Community many of these disadvantages can "be removed. There are signs that Muslims are beginning to take "a greater interest in the education of their girls, but interest by "itself will be of no value unless a firm stand is taken by local Anju-"mans and a united effort is made to bring the pressure of public "opinion to bear upon parents to send their girls to schools and keep "them there."

For the training of Urdu women teachers Government maintain a separate Urdu Training School in Poona which is a Purdah institution and which provides a two years' course leading to the First Year's Certificate Examination. The Bombay Municipality also maintains a training institution called the R. C. Urdu Training Institution for the training of Muhammadan women for their Urdu Girls' schools.

Institutions specially meant for Muhammadans.

161. The number of special institutions for Muhammadan boys and girls was 1,135 and 315 respectively as compared with 1,143 and 301 in the preceding year. The total number of Muhammadan pupils in these institutions was 111,720 as against 109,082 in 1933-34. Further details regarding these institutions are given in Appendix II to this Report.

Maktabs and Mulla Schools.

162. The total number of these institutions was 331 and they were attended by 17,664 pupils. These institutions follow their own curriculum and teach merely the recitation of the Koran and in some cases a little Urdu and arithmetic in addition. They are practically Primary schools giving religious instruction.

Condition of Muhammadan Education under the Local Authorities.

163. The following table gives the number of Primary schools specially meant for Muhammadans maintained by District Local Boards and Municipalities and the number of Muhammadan pupils in them and in other Primary schools :—

			Number of schools and classes.	Number of Muhammadan pupils in		
				Special Schools.	Other Schools.	Total.
	1934.					
District Board.	Local	Boys ..	681	35,028	23,060	58,088
		Girls ..	83	4,110	1,027	5,137
Municipal	..	Boys ..	291	37,399	7,920	45,319
		Girls ..	157	15,468	794	16,262
		Total ..	1,212	92,005	32,801	124,806
	1935.					
District Board.	Local	Boys ..	684	35,800	22,982	58,782
		Girls ..	87	4,436	963	5,399
Municipal	..	Boys ..	288	38,381	8,276	46,657
		Girls ..	163	15,708	1,059	16,767
		Total ..	1,222	94,325	33,280	127,605

It will be seen from the above table that the number of District Local Board schools for Muhammadans and of Muhammadan pupils in them and in other schools increased. In the case of Municipal schools also although there is decrease in the number of schools the number of Muhammadan pupils have increased. This shows that Local Authorities are doing their best to promote the cause of Muhammadan education with the finances at their disposal.

Muhammadan Officers in the Superior Educational Services.

164. There is a Deputy Educational Inspector for Urdu Schools in the B.E.S. Class II in each Division of the Presidency proper. There is also an Inspectress of Urdu Girls' Schools for the Bombay Division and Central Division in the B.E.S. Class II.

The total number of posts in the I.E.S. and the B.E.S. Classes I and II, and the number of posts held by Muhammadans in the Presidency, excluding Sind, were as under :—

	Total number of posts in the Presidency proper excluding Sind.	Number of posts held by Muhammadans.
I.E.S.	28	....
B.E.S. Class I ..	23	4
B.E.S. Class II ..	95	17

Conclusion.

165. Owing to financial stringency, the progress of Muhammadan education was not as rapid as it would be under favourable circumstances. There is much scope for its expansion and it is hoped that with the improvement of the finances of Local Authorities they will be able to devote more and better attention to the educational requirements of Muslims.

A somewhat more progressive attitude on the part of Muslim leaders would also make things easier. At present there is a tendency to expect Government and Local Authorities to do everything. The community must co-operate in an active and practical manner with the various educational bodies so that the privileges extended to them in the way of education may be utilised in the fullest possible manner for the maximum advantage of their children.

Sind.

166. In Sind the percentage of Muhammadan population to the total population is 72·8. It is main'y scattered in rural areas. The problem of the education of Muhammadans is, therefore, closely associated with village schools.

Number of pupils.

167. The number of Muhammadan pupils under instruction decreased by 141 to 85,386 or 0·2 per cent. (including 15,540 girls) of whom 79,563 were in recognised institutions. There was an increase of 463 pupils in recognised institutions but a decrease of 604 in unrecognised institutions.

The following table shows the number of Muhammadans under instruction in all kinds of institutions :—

Institutions.	1933–34.		1934–35.	
	Boys.	Girls.	Boys.	Girls.
Arts Colleges	149	2	164	2
Professional Colleges	36	..	33	..
Secondary Schools	3,912	77	4,279	99
Primary Schools	60,067	14,411	60,402	14,134
Special Schools	435	11	438	12
Total Recognised ..	64,599	14,501	65,316	14,247
Total Unrecognised ..	5,179	1,248	4,530	1,293
Grand Total ..	69,778	15,749	69,846	15,540

The number of Muhammadan pupils in recognised institutions was 46·6 per cent. of the total number of pupils under instruction, while the Muhammadan population is 72·8 per cent. of the total population.

The following figures represent the percentage of pupils of various communities to their population in recognised institutions :—

Hindus :	Advanced	15·7
	Intermediate	2·1
	Backward	1·5
Average for Hindus	.. ..	8·7
Muhammadans ..	.. ..	2·8
Others ..	.. ..	8·3
Average for Sind	.. ..	4·4

It will be seen that, while the average for Advanced Hindus is 15·7 and for all Hindus 8·7, that for Muhammadans is 2·8. The Muhammadans still have considerable leeway to make up.

Expenditure.

168. The total expenditure on Muhammadan Education in Sind is estimated at Rs. 27,05,142 (direct Rs. 23,66,999 and indirect Rs. 3,38,143) of which Rs. 11,93,445, i.e., 44·1 per cent. is from the Provincial funds.

Higher Education.

169. The number of Muhammadans attending Colleges increased by 12 or 6·4 per cent. to 199, of whom 166 were in Arts Colleges and 33 in Professional Colleges. The increase in the year is thus satisfactory.

The following statement gives the percentage to population for the Advanced, Intermediate and Backward Hindus and Muhammadans in Higher and Secondary institutions :—

	Hindus.				Muhammadans.	Others.	Average for all communities.
	Advanced.	Intermediate.	Backward.	Average for Hindus.			
Higher Education	0·2	0·01	..	0·1	0·007	..	0·04
Secondary Education.	3·0	0·2	0·1	1·6	0·15	2·2	0·5

Scholarships in Colleges.

170. For the encouragement of Higher education among the Muhammadans in Sind, Government have provided 48 scholarships of Rs. 20 per mensem each of the aggregate value of Rs. 11,520 for Muhammadan students from Sind studying in the Arts Colleges. In addition, there are the following scholarships :—

King Edward Memorial Scholarships.	2 at Rs. 30 per mensem	(for studies in England).
	3 at Rs. 25 per mensem.	
	5 at Rs. 20 ,, ,,	
Amir Sir Ali Murad Scholarships ..	4 at Rs. 25 ,, ,,	
	6 at Rs. 20 ,, ,,	
Local Board Scholarships ..	3 at Rs. 30 ,, ,,	
	5 at Rs. 25 ,, ,,	
	11 at Rs. 20 ,, ,,	

The last 3 kinds of scholarships are also tenable for courses other than the Arts.

Two of the King Edward Memorial and Sir Ali Murad scholarships are reserved for candidates domiciled in the Khairpur State territory.

Secondary Education.

171. The number of Muhammadan pupils attending Secondary schools increased by 389 or 9·8 per cent. in 1934-35, while in the preceding year, there was an increase of 100 or 2·6 per cent. The increase this year indicates great improvement, specially in the case of girls.

One hundred and forty Muhammadan pupils passed the Matriculation examination this year out of 393 who appeared as against 137 and 328 in 1933-34.

The following table gives the number of Muhammadan pupils in Secondary schools by standards:—

Standard.	Boys.	Girls.	Total.
I	983	42	1,025
II	862	16	878
III	683	17	700
IV	548	13	561
V	459	4	463
VI	363	3	366
VII	381	4	385
Total ..	4,279	99	4,378

Facilities provided.

172. Special facilities are provided by Government, Local Bodies, and others for the advancement of Secondary education of Muhammadans. These are —

(*a*) *Institutions.*—There are three special Secondary schools for Muhammadans, the Sind Madressah, Karachi, the High School, Hyderabad, and the Lawrence Madressah, Tando Bago, which receive special treatment in regard to the annual maintenance grant.

The Sind Madressah is the largest institution in Sind. The number on the rolls was 817 as against 747 in the previous year. The school gets a special grant of Rs. 46,318, the largest grant given to an educational institution in this Division. The total annual expenditure on the school amounted to Rs. 75,494 and was met from Government grant and fees. The school maintains a boarding house. The expenditure thereon last year was Rs. 20,981. This expenditure was met from grants from Local Bodies and from the small income derived from endowment funds. There were 151 boarders.

The High School, Hyderabad, received a block grant of Rs. 15,000. The expenditure was met from Government grant and fees. Out of 371 pupils in the school, 288 were Muhammadans.

The Lawrence Madressah, Tando-Bago, caters for the poor Muhammadans of the Lar in the Hyderabad District and the desert adjoining it. The number on the rolls was 142, of whom 125 were Muhammadans and 17 Hindus. Interest on the endowment fund, donated by the late Khan Bahadur Mir Ghulam Muhammad Khan, O.B.E., of Tando-Bago, a Government grant at the rate of one-half of the expenditure, and the annual grant by the District Local Board, Hyderabad, are the sources of income for maintaining the institution.

(*b*) *Hostels.*—Hostels, specially for Muhammadans, are attached to all the three above-mentioned Madressahs, though in the Lawrence Madressah hostel Hindu boarders are also admitted. Hostels, specially

for Muhammadans, are attached to the following Secondary schools also :—

(1) Larkana Madressah.
(2) Naushahro Madressah and High School.
(3) Mirpurkhas Madressah and High School.
(4) District Local Board Anglo-Vernacular School, Nawabshah.

The expenditure on the first three hostels is met from the District Local Board funds and that on the fourth is borne by well-to-do Muhammadans of the district.

The following hostels are specially reserved for Muhammadans, though not attached to any particular school:

Sukkur Muhammadan Hostel.—It is run from the District Local Board Funds.

Muslim Boarding House, Mirpurkhas.—It is also run from the District Local Board Funds.

Maclachlan Hostel.—It is at Jacobabad. It is a great convenience to pupils from the Upper Sind Frontier District.

In all the above mentioned hostels, free-boarderships are granted to poor and deserving pupils.

(*c*) *Scholarships.*—700 special Government scholarships ranging from Rs. 7 to Rs. 9 per mensem each are reserved for Muhammadans in Secondary schools. The number of eligible candidates is fast increasing. The number of Muhammadan girls in Secondary schools rose from 77 to 99, i.e. 28·6 per cent. Almost all the deserving Muhammadan girls who apply for scholarships get them. In addition to the Government scholarships, there are 8 scholarships called the King Edward Memorial Scholarships, tenable in standards IV to VII.

(*d*) *Other facilities to Muhammadans :—*

I. There is a Zamindari Fund for the support of poor Muhammadan pupils studying at the Municipal High School, Jacobabad. Two free-boarderships were given every year from this fund.

II. Muhammadans are given preference for appointments as assistant masters and clerks.

III. In all the Government High Schools, free-studentships are allowed to Muhammadans to the extent of 30 per cent. of the number of Muhammadan pupils in the school.

IV. In each Government High School, places are reserved for Muhammadans in proportion to the Muhammadan population of the district.

Primary Education.

173. The number of Muhammadan pupils attending recognised Primary schools increased by 58 to 74,536, i.e. by 0·1 per cent. The proportion of Muhammadan pupils in Primary schools is 87·3 per cent. of the total number of Muhammadans under instruction. Of the 74,536 pupils, 29,115 or 39·1 per cent. were in recognised Primary schools specially maintained for Muhammadans as against 40·6 per cent. in the preceding year.

The following table shows the distribution of Muhammadan pupils in Primary schools by standards:—

Standard.	Total.	Percentage to total number of pupils.
Infants	28,021	37·6
Standard I	13,577	18·2
Standard II	10,195	13·7
Standard III	8,738	11·7
Standard IV	6,923	9·3
Total Lower Primary Stage ..	67,454	90·5
Standard V	3,396	4·6
Standard VI	1,972	2·6
Standard VII	1,714	2·3
Total Upper Primary Stage ..	7,082	9·5
Grand Total ..	74,536	100

The disproportion between the figures of Lower Primary and Upper Primary stages is striking. The decrease was due to the closing of inefficient Mulla schools.

At the Vernacular Final Examination, 514 (including 24 girls) passed out of 945 (including 79 girls).

Scholarships for Muhammadans are given by the District Local Boards ranging from Re. 1 to Rs. 3 each in the Primary schools within their area. The Hyderabad Municipality gives 11 scholarships of Rs. 3 each.

Prizes, books, slates, etc., are distributed free amongst poor Muhammadan pupils in Local Board schools. The District Local Boards give special consideration to the claims of Muhammadans in the matter of deputation to the Training College, Hyderabad, and appointments as teachers in Local Board Primary schools.

In Mulla schools there are special prizes for good attendance.

Primary Teachers.

174. Of the 3,599 teachers in Government, District Local Board, and Municipal Primary schools, 1,725 or 47·9 per cent. are Muhammadans of whom 947 or 54·9 per cent. are trained. Of the 778 untrained teachers, 749 are qualified and 29 unqualified. Of the 1,725 Muhammadan teachers, 151 are women, 74 or 49 per cent. being trained.

The percentage of Muhammadan teachers during the year was 47·9 as against 47·7 of the preceding year.

175. The following statement gives the figures by Local Authorities of the increase in the number of pupils of all communities and of Muhammadans:—

Progress of Muhammadan Education under Local Authorities.

	Number of pupils before the transfer of control.		Number of pupils at the end of the year 1934–35.		Percentage of increase or decrease.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Local Authority Municipalities.						
All Communities	19,192	9,800	28,534	16,407	48·7	67·4
Muhammadans	5,761	2,025	9,149	3,675	58·8	81·5
District Local Boards.						
All Communities	50,500	4,295	58,720	8,348	16·3	94·4
Muhammadans	23,659	458	31,603	2,270	33·6	395·6

In the case of the Municipal Local Authorities, there has been an increase of 48·7 per cent. in the number of boys and 67·4 per cent. in the number of girls, since the transfer of control. The corresponding figures for Muhammadans are 58·8 per cent. and 81·5 per cent. The increase in the Karachi Municipal schools was the highest.

Karachi is the only Municipal Local Authority which has introduced compulsion in a quarter where the bulk of the population is Muhammadans.

The District Local Board figures also show a marked increase in the case of Muhammadan children. In the case of the District Local Board, Local Authorities, there was an increase of 16·3 per cent. in the case of boys and 94·4 per cent. in the case of girls since the transfer of control. The corresponding figures for Muhammadans are 33·6 per cent. and 395·6 per cent. The highest increase was in the Local Board schools, Thar Parkar district.

Mulla Schools.

176. Of the total number of Muhammadan pupils in Primary schools, 29,324 or 39·3 per cent. were in Mulla schools as compared with 29,779 or 40 per cent. in 1933-34.

The number of recognised Mulla schools decreased by 40 from 878 to 838 or 4·7 per cent. The number of boys schools decreased by 28 from 722 to 694 or 3·9 per cent. and that of girls schools by 11 from

154 to 143 or 7·1 per cent. The boys schools decreased in all the 3 sub-divisions. The reasons for the decrease are as follows :—

(1) Weeding out of schools which were inefficient or in which there was thin attendance.

(2) On account of failure of crops, migration of people from villages, or death of the Mullas.

(3) Discouraging Mulla schools for boys in places where there are Local Board schools.

The following table shows the position of the Mulla schools in 1934-35—

	1933–34.	1934–35.	Increase or decrease.
1. Number of Mulla schools for Boys	722	694	— 28
Number of Mulla Schools for Girls.. ..	154	143	— 11
Number of Mulla Night Schools	2	1	— 1
Total number of Schools ..	878	838	— 40
2. Number of pupils in boys schools	25,595	25,123	—472
Number of pupils in girls schools	4,771	4,201	—570
Number of pupils in night schools.. ..	45	21	— 24
Total number of pupils ..	30,411	29,345	—1,066
3. Number of pupils sent to Local Board and Municipal schools.	299	274	— 25
4. Number of pupils sent to Secondary schools ..	144	138	— 6
5. Number of boys sent up for Vernacular Final Examination.	50	56	+ 6
Number of boys passed the Vernacular Final Examination.	14	27	+ 13
Number of girls sent up for the Vernacular Final Examination.	1	..	— 1
Number of girls passed the Vernacular Final Examination.	1	..	— 1
6. Number of pupils sent up for Special Muhammadan Middle School Scholarship Examination.	98	65	— 33
Number of pupils awarded scholarships ..	19	17	— 2
7. Mulla schools teaching the Lower Primary Standards up to IVth (Schedule H).	23	21	— 2
Mulla schools teaching Standards V, VI and Vernacular Final Examination Course. (Schedule H).	159	160	+ 1
Total number of schools teaching the Primary course (Schedule H).	182	181	— 1

Mulla School teachers.

177. The number of teachers in Mulla schools was as below :—

	1933-34.	1934-35.
(*a*) Trained in the Training College for Men, Hyderabad ..	38	39
(*b*) Vernacular Final passed (including those who have been trained at Mulla Training Class)	160	158
(*c*) Unqualified (including those who have been trained at the Mulla Training Class)	907	893
Total ..	1,105	1,090

The number of teachers has decreased as an assistant teacher working in a Mulla school is at a great disadvantage having neither pension nor provident fund provision for him. He considers himself insecure always and leaves his work as soon as he secures better prospects elsewhere.

Expenditure on Mulla schools.

178. The total expenditure on Mulla schools for 1934-35 was Rs. 4,27,371. The direct expenditure decreased by Rs. 33,534 to Rs. 3,78,130. The details are given below :—

——	Provincial Revenues.	Other sources.	Total.
	Rs.	Rs.	Rs.
Indirect expenditure	49,240	1	49,241
Direct expenditure	1,60,868	2,17,262	3,78,130
Total ..	2,10,108	2,17,263	4,27,371

The main items of expenditure from Provincial funds are shown below :—

	Rs.
Capitation grant	1,12,779
Assistants	28,892
Accommodation grant	5,275
Equipment grant	3,934
Lungis and other rewards	1,000
Prizes and good attendance	2,998
Books and writing materials	4,997
Prize books and slates	993
Total ..	1,60,868

The following table gives details of expenditure per pupil and per school, calculated on the total direct expenditure :—

—	1933–34.	1934–35.
	Rs.	Rs.
1. Cost per pupil	13·5	12·9
2. Capitation grant per pupil	3·7	3·8
3. Capitation grant per school	127·7	134·6
4. Cost per school	468·9	451·2
5. Cost per school paid by Government	183·2	192·0

Muhammadan Inspecting staff.

179. Government maintain 3 Deputy Educational Inspectors for Muhammadan Education who are in the Bombay Educational Service Class II with 9 assistants, who are in the Subordinate Educational Service. The total number of posts in the Superior Educational Service and the number of posts held in Sind were as under :—

	Total number of posts.	Number held by Muhammadans.
The Indian Educational Service ..	....	....
Bombay Educational Service, Class I	2	1
Bombay Educational Service, Class II	11	7

Koran Classes.

180. There were 220 Koran classes attached to District Local Board and Municipal Primary schools as against 205 in the preceding year. Muhammadans in the rural area are very particularly keen on religious instruction to their children. The allowance of the Koran teacher ranges from Rs. 2 to Rs. 10 per mensem.

Urdu Teaching.

181. The following Secondary schools for Boys and Girls provide instruction through the medium of Urdu :—

—	Total number of pupils on rolls.	Number of pupils learning Urdu.
1. Sind Madressah, Karachi	817	299
2. Karachi Academy	299	150
3. L. R. D. Anglo-Vernacular High School, Karachi ..	291	125
4. Khalsa Anglo-Vernacular School, Karachi	88	88
5. Cutchi Memon Middle School, Karachi	63	63
6. Municipal Anglo-Urdu School, Karachi	45	45
7. Municipal Anglo-Vernacular School, Lyari Quarters, Karachi	39	39
8. Girls Academy, Karachi	18	15

The number of Primary schools was as under :—

Name of Local Authority.	Name of school.	Number of schools.	Number of pupils.
1. Karachi Municipality ..	Municipal Urdu Boys Schools	29	2,909
	Municipal Urdu Girls Schools	17	1,748
	Aided Urdu Boys schools ..	7	1,251
	Aided Urdu Girls schools ..	2	279
	Urdu Mulla schools for Boys..	10	951
	Do. do. for Girls ..	2	113
		67	7,251
2. Drigh Road Cantonment ..	Feroze Primary school ..	1	123
3. District Local Board, Thar Parkar.	District Local Board schools..	2	73
	Grand Total ..	70	7,447

Besides the above Urdu Primary schools, an Urdu class has been attached to the Humbey Vernacular School, Manora, under the control of the Karachi Port Trust. There were 38 pupils learning Urdu in that class.

CHAPTER XV.

Education of Intermediate and Backward Classes.

Introduction.

182. This Chapter deals with those Hindu communities which are classed as Intermediate and Backward in the Census Report. The Intermediate communities chiefly comprise the (1) Marathas, (2) Kunbis, Kolis, and other cultivating classes, (3) Artisans, and (4) Lingayats. The Backward classes consist of (1) the Scheduled Classes, (2) Aboriginal and Hill Tribes, and (3) Other Backward Classes. The figures for the Criminal Tribes are included in the figures of "Other Backward Classes" or of "Aboriginal and Hill Tribes."

Presidency proper.

183. The following table gives comparative figures of population and pupils of all important communities in the Presidency proper :—

Race or Creed.	Population (Census of 1931).	Percentage of population to total population.	Number of pupils under instruction.	Percentage of pupils to total number of pupils.	Percentage of pupils to population.
Hindus .. Advanced ..	1,313,744	7·3	271,215	21·8	20·6
Hindus .. Intermediate ..	10,536,967	58·8	559,126	44·9	5·3
Hindus .. Backward ..	3,752,221	20·9	139,946	11·2	3·7
Total ..	15,602,932	87·0	970,287	77·9	6·2
Muhammadans	1,583,259	8·9	173,725	14·0	11·0
Zoroastrians	85,662	0·5	17,737	1·4	20·7
Indian Christians	267,460	1·5	40,431	3·3	15·1
Others	377,005	2·1	42,460	3·4	11·3
Total ..	17,916,318	100·0	1,244,640	100·0	6·9

Of the total population, almost 60 per cent. is classified as Intermediate and 20 per cent. as Backward. Though these classes form the bulk of the Hindu population the total number of pupils of the classes under instruction is limited. While 20 per cent. of the Advanced classes are in school, the percentage for the Intermediate classes is 5·3 and for the Backward classes only 3·7. The corresponding figures for these two classes were 5·2 and 3·7 respectively in the preceding year.

184. The following table gives comparative figures of pupils of the Intermediate and Backward classes attending various kinds of educational institutions for the years 1933-34 and 1934-35 :—

Pupils.

	Colleges.		Secondary Schools.		Primary Schools.		Training Institutions.	
	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.
1	2	3	4	5	6	7	8	9
Intermediate Classes ..	1,125	1,234	20,372	22,306	506,582	525,872	350	307
Backward Classes—								
(i) Scheduled Classes ..	36	41	1,621	1,660	68,167	69,028	58	62
(ii) Aboriginal and Hill Tribes ..	2	2	88	86	24,809	25,904	5	6
(iii) Other Backward Classes ..	99	125	646	729	38,097	37,450	19	17
Total—(Backward Classes) ..	137	168	2,355	2,475	131,073	133,282	82	85
Grand Total—(Intermediate and Backward Classes) ..	1,262	1,402	22,727	24,781	637,655	659,154	432	392

	Other Special Schools.		Total.		Increase or decrease (*vide* columns 12 and 13).	Percentage of Increase or decrease.
	1933-34.	1934-35.	1933-34.	1934-35.		
	10	11	12	13	14	15
Intermediate Classes ..	2,833	2,975	531,262	552,094	+21,432	+4·0
Backward Classes—						
(i) Scheduled Classes ..	594	569	70,476	72,260	+ 1,784	+2·5
(ii) Aboriginal and Hill Tribes	232	242	25,136	26,240	+ 1,104	+4·4
(iii) Other Backward Classes	334	378	39,195	38,699	— 496	—1·3
Total—(Backward Classes) ..	1,160	1,189	134,807	137,199	+ 2,392	+1·8
Grand Total—(Intermediate and Backward Classes) ..	3,993	4,164	666,069	689,893	+23,824	+3·6

Last year there was an increase of 18,435 or 2·9 per cent. in the total number of pupils of the Intermediate and Backward classes under instruction in all kinds of educational institutions. This year the number has further increased by 23,824 or 3·6 per cent. Though there appears some decrease under Primary schools in the number of pupils of other

Backward classes, all the other classes are showing steady progress. The decrease in the case of the other Backward classes is to a certain extent not real owing to misclassification and the change in classification brought about recently. The new classification lists are proposed to be printed in the vernaculars to minimise children being misclassified by Primary teachers.

Intermediate classes (Hindus).

185. The Intermediate classes chiefly comprise the (1) Marathas, (2) Kunbis, Kolis and other cultivating classes, (3) Artisans, and (4) Lingayats. The Educational Inspector, C. D., remarks—

"Distinction between Marathas and Kunbis cannot be correctly "made inasmuch as there are no definite means to ascertain whether "a child classed as a Kunbi does not belong to the Maratha community. "The distinction, however, is disappearing day by day and the "tendency of all the agriculturists is to go by the name of Marathas."

The following table gives by Divisions a comparative distribution by sub-classes of pupils under instruction for the years 1933-34 and 1934-35 :—

—		*Intermediate Hindus.*					Percentage increase or decrease.
		Marathas.	Kunbis, Kolis and other cultivating classes.	Artisans, etc.	Lingayats.	Total.	
Bombay Division	1933-34 ..	53,495	49,310	17,467	1,260	121,532	+7·5
	1934-35 ..	57,023	53,545	18,042	1,086	130,596	
Central Division	1933-34 ..	93,820	68,861	31,544	11,611	205,836	+4·6
	1934-35 ..	98,501	71,069	33,367	12,270	215,207	
Northern Division	1933-34 ..	1,360	65,662	32,636	21	99,679	—0·6
	1934-35 ..	1,287	66,460	31,343	19	99,109	
Southern Division	1933-34 ..	14,178	12,640	12,272	64,935	104,025	+3·3
	1934-35 ..	15,184	13,496	13,560	65,256	107,496	
European and English-teaching Schools.	1933-34 ..	126	36	17	11	190	+3·2
	1934-35 ..	115	56	16	9	196	
Total ..	1933-34 ..	162,979	196,509	93,936	77,838	531,262	..
	1934-35 ..	172,200	204,626	97,228	78,040	552,094	
Percentage—Increase or decrease		+5 7	+4·1	+3·5	+1·0	+4·0	

The total number of pupils of the Intermediate communities is gradually increasing. The number in 1934-35 increased by 21,432 or 4 per cent. as against 14,733 or 2·9 per cent. in the previous year. This increase is shared by all the communities included in the Intermediate classes and shows the awakening among the classes for education. It is hoped that this progress will be maintained.

The special facilities provided by Government for these classes include scholarships in various kinds of educational institutions and free studentships in Government Secondary schools to the extent of 22½ per cent. The children of the Konkani Marathas in the Kanara, Kolaba, and Ratnagiri Districts, if certified to be poor and deserving, are admitted free to all Government and aided Primary and Secondary schools. The loss entailed in granting such exemption from payment of fees in aided schools is made good by a special fee grant.

In connection with the education of the Intermediate classes the Educational Inspector, B. D., remarks—

"Notwithstanding the general progress of education among the "Intermediate classes, the advance of education in certain sub-classes, "e.g. Kunbis, Kolis, Kharvis in the Ratnagiri District is very slow."

The Educational Inspector further adds—

"In the absence of any provision for prevocational training in our "Secondary and Primary schools, the advance of education in the "Intermediate classes, who are mostly agriculturists, is adding to "the figures of unemployment as they lose touch with their hereditary "occupations."

Regarding Secondary Education of the classes the Educational Inspector, C. D., remarks—

"The steady annual increase in the number of pupils under "Secondary schools reveals a desire for English education not, "I fear, Secondary education, among these classes and their growing "tendency to take advantage of the facilities provided by Government "for them, in the hope of gaining Government appointments."

There are special hostels at 9 places in the Ahmednagar District for pupils of the Intermediate classes run on economic lines. The Chairman, District School Board, Ahmednagar, states that each boarder is required to pay about 4 Payalis of corn and a rupee per month and that the Local Board is not required to incur any expenditure on this account. The Head Masters of the respective schools, with the help of their assistants, look after these Boarding houses without any remuneration.

One special school known as Baraiya Kshatriya Boarding school with a Boarding house is maintained at Kankanpur in the Godhra Taluka of the Panch Mahals District for boys of the Dharala community. This school takes its pupils through the Agricultural Bias course.

The Lingayat Association maintain 4 High Schools distributed over the three Districts of Dharwar, Belgaum, and Bijapur, and award special scholarships from the Lingayat Fund to pupils of the community attending Secondary schools and Colleges. They also maintain a Second Grade Arts College at Belgaum known as the Lingraj College. The College has now been permitted to teach the Inter-Science course also.

Backward Classes (Hindus).

General.

186. The Backward classes are divided into three sub-classes, viz. (1) the Scheduled classes, (2) Aboriginal and Hill Tribes, and (3) Other Backward classes. Each sub-class is dealt with separately below.

The facilities provided for all these classes by Government are (1) exemption from the payment of fees in Primary schools and in Government Secondary schools provided the pupils are certified to be poor, (2) award of special Government scholarships in Primary and Secondary schools and in Arts and Professional Colleges, and (3) exemption from the payment of room-rent in the hostels attached to Government Secondary schools if the pupils are certified to be poor by the Head Master. Some of the District Local Boards also award scholarships to deserving pupils attending Primary schools and make a free distribution of books, slates, and other writing material, clothes, etc. The Educational Inspector, Central Division, reports that on his recommendation 4 deserving pupils from standard VII in the High School at Satara were helped by the Backward Class Officer from the discretionary grant at his disposal to enable the boys to pay their Matriculation Examination fees. Scholarships from Provincial funds are also awarded by the Backward Class Officer to Katkari pupils.

The Government scholarships in Primary schools are distributed roughly on a population basis subject to a minimum of 15 scholarships per District. Almost all of these scholarships are availed of. Some of the Government scholarships in Secondary schools reserved for the Backward classes remain vacant for want of suitable candidates, especially in the higher standards. The Educational Inspector, Bombay Division, remarks—

"The scholarships in the Primary schools are awarded to deserving "pupils in standards V to VII by inviting applications. Those in "the Secondary schools are awarded on the results of a competitive "examination held every year and those that are not filled in this way "are awarded to deserving pupils by inviting applications. With all "these measures some of the scholarships remain vacant for want of "suitable candidates. It has been observed that more of these remain "vacant in the higher standards as on account of unsatisfactory "progress and the consequent detention of pupils they are required "to be withdrawn. They are not fully availed of in the Kolaba and "Ratnagiri Districts where the Backward classes appear to be less "advanced in education."

Scheduled classes.

187. The total number of pupils of the scheduled classes attending various types of educational institutions increased by 1,784 to 72,260 as under :—

——	1933–34	1934–35	Increase or decrease
Colleges	36	41	+ 5
Secondary Schools	1,621	1,660	+ 39
Primary Schools	68,167	69,928	+1,761
Training Institutions	58	62	+ 4
Other special schools	594	569	— 25
Total ..	70,476	72,260	+1,784

Except for a slight fall in the number of pupils attending special schools there has been a general increase in the number of pupils. The number of pupils attending Primary schools shows a steady increase year after year. There has been a good deal of general awakening among the Scheduled classes for education and serious efforts are being made by Local Authorities to afford them adequate facilities. The question, however, is not of mere enrolment of children but of retaining them in school till at least they complete the Vernacular standard IV. As observed last year, the circumstances of many render it very difficult to avoid a drift-back towards illiteracy. The number of pupils completing the Upper Primary course however is gradually increasing.

There were 459 special Primary schools and classes meant exclusively for children of the Scheduled classes with 16,835 pupils. The remaining 53,093 or 76 per cent. attended ordinary Primary schools meant for all classes. The number of special schools is gradually declining and many Local Authorities are closing such schools and encouraging the pupils to join the ordinary schools. The Educational Inspector, Central Division, remarks—

"The decrease in the number of special schools though small, augurs "well. Now that Government has decided not to admit expenditure "on newly-opened schools for grant, there is likely to be no increase "in the number of existing special schools. The safest way of "removing untouchability is the gradual discontinuance of the existing "special schools by their amalgamation with ordinary schools. This "will not only improve the quality of education of the Scheduled "classes by being under a better staff but also give an opportunity "to the teachers and the taught of these classes to mix freely with "the other classes and will thus pave the way of eradicating the still "lingering prejudice against these classes."

The School Boards and the Local Authorities are anxious to do all they possibly can to help these children and are adopting a firm attitude in carrying out the orders of Government that all pupils should sit together in the class regardless of caste distinctions and that separate seating arrangements for pupils of the Scheduled classes or others should not be allowed. It is only when these orders are enforced too abruptly that local trouble arises and a certain amount of bitterness is caused. But these are passing phases and the caste Hindus will soon get reconciled to the idea of the children of the Scheduled classes sitting in the class-room with other children without any distinction. Any precipitate action, however, is likely to do more harm than good to the Scheduled classes themselves. The reports of the Educational Inspectors reveal that the situation is improving. The Chairman, District School Board, West Khandesh, writes—

"The steps taken towards the removal of untouchability from "schools, though met with a feeble public opposition in very rare

" cases have nevertheless tended to create a healthy feeling of brother-
" hood amongst children of all communities. I have every hope that
" along with the progressive times, the feeble resistance which is
" occasionally presented by some bigots to the adoption of measures
" calculated to exterminate the untouchability will naturally
" disappear."

As the feeling against the scheduled classes is acute in Gujarat the position in respect of admission of the scheduled class children into schools in the Northern Division is much more difficult than in other parts of the Presidency. The parents of children of the scheduled classes themselves are reluctant to send their children to school for fear of social difficulties. At Kavitha in the Ahmedabad District when some children were admitted to the Local Board school there was a social boycott of the Scheduled classes. A compromise was ultimately arrived at between the local caste Hindus and the Scheduled classes in the matter.

At Radhoo in the Kaira District trouble arose when a teacher employed in a neighbouring private school sought admission to the Local Board school in the village as a pupil. He was admitted on the production of a proper Leaving Certificate and seated in the class regardless of any caste distinction, but there was strong opposition from the local caste Hindus. They withdrew their children and the attendance dwindled down from 103 to 59. It, however, rose to 91 about a fortnight later, and the school is now reported to be working normally.

The position however in some villages is by no means satisfactory.

Four hostels are maintained by the local people of the Scheduled classes at Bombay, Nasik, Thana, and Mahad. These hostels are aided and there were 80 boarders attending various kinds of educational institutions. The District Local Board, Thana, maintains a special Boarding house for the children of the Scheduled classes at Khardi. The pupils in this hostel are provided with free boarding, lodging, and clothing. They also take advantage of the weaving class attached to the local Marathi school.

There is a Government hostel for the Scheduled classes at Poona under the control of the Backward Class Officer. Four hostels are also maintained by private bodies in the Central Division at Poona, Sholapur, Jalgaon, and Chalisgaon, the one at Poona being for women. They are all aided from Provincial funds.

In the Northern Division there is one aided hostel at Ahmedabad, and in the Southern Division two at Belgaum and Dharwar. All the three hostels are now aided by the Backward Class Officer.

Aboriginal and Hill Tribes.

188. These tribes mostly consist of Mahadev Kolis, Thakurs, Katkaris, and Bhils chiefly inhabiting the slopes of the Sanhyadris. As these tribes are scattered and lead an unsettled life it is difficult to get their children to attend school without providing suitable hostel accommodation at central places.

The following table gives the number of pupils of these tribes under instruction in various kinds of educational institutions :—

—	1933-34	1934-35	Increase or decrease
Colleges	2	2	..
Secondary Schools	88	86	— 2
Primary Schools	24,809	25,904	+1,095
Training Institutions	5	6	+ 1
Special Schools	232	242	+ 10
Total ..	25,136	26,240	+1,104

The increase in the number attending Primary schools is encouraging.

There were 171 Primary schools and classes specially meant for pupils of the Aboriginal and Hill tribes with 5,599 pupils as against 169 schools with 5,417 pupils in the preceding year.

The District Local Boards, Thana, Kolaba, and Nasik, continue to maintain special boarding schools for the benefit of pupils of these tribes at Mokhada, Neral, and Peint respectively. A carpentry class has been attached to the school at Mokhada for training in carpentry. There is a special Officer called the Superintendent for Katkari schools in the Kolaba District and an Itinerant teacher in the Nasik District to look after the education of the tribes.

Six central schools are maintained by the District Local Boards, Poona, Ahmednagar, and West Khandesh for the benefit of these tribes. Each of these central schools has a hostel attached to it under the supervision of the Head Master of the school. The District Local Board, West Khandesh, give scholarships at annas 4 per mensem for regular attendance to pupils of these tribes. The Board have also appointed for each of the central schools maintained by them a small Bhil Committee of men specially interested in the welfare of the tribes to advise the Board. As observed last year, this practice might well be adopted by other School Boards in the matter of the education of special communities.

Five special schools (including the school at Diva and Vanzna which are not exclusively for these tribes) are maintained for the Aboriginal and Hill tribes in the Northern Division. These schools have a hostel attached to them and teach the agricultural bias course. The Educational Inspector, N. D., reports that these special schools are doing useful work in spreading education among the classes and supplying teachers for schools meant for these tribes, and in this connection he particularly mentions the Bhil Ashram at Amratpura in the Broach District conducted by the Arya Kumar Mandal.

Other Backward Classes.

189. All Backward classes other than the Scheduled classes and the Aboriginal and Hill tribes go under this head. The number of pupils of these classes attending various kinds of educational institutions was—

	1933-34.	1934-35.	Increase or decrease.
Colleges	99	125	+ 26
Secondary Schools	646	729	+ 83
Primary Schools	38,097	37,450	— 647
Training Institutions	19	17	— 2
Other Special Schools	334	378	+ 44
Total ..	39,195	38,699	— 496

There has been a steady increase in the number of pupils of other Backward classes attending Colleges. The number of pupils in Secondary schools and other Special schools has also increased during the year under report. The increase in the case of Secondary schools is encouraging as there was a set back last year. There appears, however, to be a decrease in the number of pupils in Primary schools. This decrease is only apparent and is probably due to incorrect classification of pupils in previous years.

Settlement Schools.

190. Several settlements and free colonies are established by Government for criminal tribes where Day and Night schools are maintained for the benefit of pupils of these tribes. The present chief centres are Hubli and Sholapur. The following table gives the total number of pupils of criminal tribes attending the settlement schools and other schools, both Primary and Secondary :—

	1933-34.	*1934-35.*
Settlement schools—		
Day	3,136	3,150
Night	406	383
Other schools (Primary and Secondary).	....	171
Total ..	3,542	3,704

Education in settlement schools is compulsory. Attendance is compulsory in the Day schools in the case of both boys and girls up to the age of 13 and also for children working in the Mills so long as they are half-timers. Attendance in Night schools is enforced up to the age of 18 for boys who have left the Day schools. Training in Agriculture is given in Agricultural settlements and special attention is paid to Manual training in many of the settlement schools. In addition, the settlement lads are apprenticed in various trades. One Bhampta boy passed the

Matriculation Examination during the year under report. The Backward Class Officer writes—

"Education in settlements is compulsory. Out of a total popu-
"lation of 8,199 in the settlements proper, the number of children
"attending the day and night schools are 1,779 and 182 respectively,
"and out of a total population of 6,865 in the free colonies the corres-
"ponding numbers are 1,371 and 201. Thus the number of children
"attending day or night schools per thousand of the population is
"239·3 for the settlements, and 229·9 for the free colonies.
"In addition, 157 children from the settlements and free colonies attend
"outside vernacular schools and 14 children attend English schools.
"Ninety-five non-criminal tribe children, and 57 children of the
"criminal tribes from outside attend settlement schools. The various
"trades in which settlement lads are being apprenticed are—

"Masonry, Carpentry, Tailoring, Agriculture, Smithy Weaving,
"Electrical Works, Moulding, and Gardening.

"During the year 9 boys have passed the examination in Carpentry
"and Drawing and 4 the examination in Weaving, held by the
"Committee of Direction for Technical Education.

"Out of 5 Backward Class Scholarships in the Dharwar District, two
"were won by the Hubli Settlement School children in the competitive
"examination. Four boys from Hubli settlement appeared for the
"Vernacular Final examination and out of them 3 have passed.

"Training in agriculture is also given in the agricultural settlements.
"Special attention is paid to manual training in many of the
"settlement schools. It is pleasant to be able to report that
"a few boys are being sent to English High Schools in the towns.
"One Bhampta boy has actually passed his Matriculation examination
"during the year. In general the school work has been satisfactory
"during the year.

"Scout Masters have continued their honorary work rendering
"voluntary services as usual. The majority of boys of suitable age
"both in settlements and free colonies are either cubs, scouts, or
"rovers. In the larger settlements many of the girls of suitable age
"are either girl guides or blue birds. The numbers at the close of the
"year under report were 1,053 boy scouts including wolf cubs and
"rovers and 492 girl guides including blue birds. Of this number,
"164 scouts have passed their IInd class tests and 19 have passed
"their Ist class tests. Thirty-one guides have passed their IInd class
"tests. Scouting and guiding are very valuable in our settlements
"both for the character training they provide and as a preventive to
"wandering and truancy. Two scout masters' training and retraining
"classes were held during the year, one in Poona for Marathi-speaking
"teachers and the other in Dharwar for Kanarese-speaking teachers.
"The scouts of Sholapur and Hotgi settlements joined the big
"rally of local scouts held at Sholapur during the year."

Teachers.

191. The following table gives the number and the percentage of trained and untrained teachers of all the classes, viz. Advanced, Intermediate, and Backward in Government, District Local Board, and Municipal Primary schools in the Bombay Division, Central Division, and Southern Division :—

	Advanced.			Intermediate.			Backward.		
	Trained.	Untrained.	Total.	Trained.	Untrained.	Total.	Trained.	Untrained.	Total.
Bombay Division	1,716	1,606	3,322	1,075	735	1,810	155	221	376
Central Division	2,155	2,218	4,373	2,148	1,791	3,939	272	313	585
Southern Division	1,358	497	1,855	1,101	889	1,992	187	155	342
Total ..	5,229	4,321	9,550	4,324	3,415	7,741	614	689	1,303
Percentage ..	54·8	45·2	100	55·9	44·1	100	47·1	52·9	100

There has been a steady increase in the total number of teachers belonging to the Intermediate and Backward classes both trained and untrained. Teachers from the Scheduled classes have been appointed by several Local Authorities in ordinary Primary schools. They have also been appointed in some of the Practising schools attached to Government Training Institutions.

The practice of labelling schools as Depressed class or Low Caste schools has been abandoned and children are encouraged to join ordinary schools meant for all classes as recommended by the Committee appointed by Government to enquire into the educational, economic, and social conditions of the Scheduled classes and of the Aboriginal tribes in the Presidency. The other recommendations of the Committee have also been given effect to so far as practicable. The Backward Class Officer keeps in touch with the officers of the Department and the Local Authorities in the matter of the difficulties experienced by the Backward Classes in Primary schools.

Reservation of places for the Intermediate and Backward classes.

192. Places are reserved in Government Secondary Schools and Colleges for the Intermediate and Backward classes to the extent noted below :—

	Percentage of places reserved.
(*i*) Government Secondary Schools ..	45
(*ii*) The College of Engineering, Poona ..	25
(*iii*) Government Professional Colleges ..	10

The percentages of places reserved in Government Vernacular Training Institutions for these classes is given in paragraph 94.

Sind.

General.

193. Unlike the Presidency proper, the Hindus are in a minority in Sind and the Intermediate and Backward classes do not form the bulk of the Hindu population. The position of the Scheduled classes in respect of social disabilities also differs materially as there is practically no untouchability amongst the Hindus of Sind.

The following table gives the distribution of population and pupils by communities in Sind :—

Race or Creed.	Population (Census of 1931).	Percentage of population to total population.	Number of pupils under instruction.	Percentage of pupils to total number of pupils.	Percentage of pupils to total population.
Hindus .. Advanced ..	501,723	12·9	79,466	44·8	15·8
Hindus .. Intermediate ..	279,416	7·2	5,634	3·2	2·0
Hindus .. Backward ..	234,087	6·0	3,626	2·0	1·5
Total ..	1,015,225	26·1	88,726	50·0	8·7
Muhammadans	2,830,800	72·8	85,386	48·1	3·0
Zoroastrians	3,537	0·1	941	0·5	26·6
Indian Christians	6,627	0·2	368	0·2	5·6
Others	30,881	0·8	2,085	1·2	6·8
Total ..	3,387,070	100·0	177,506	100·0	5·2

Though the percentage of pupils to total population for the Intermediate classes increased from 1·9 to 2, the percentage for the Backward classes has remained unchanged.

The following table gives comparative figures for two years of the number of pupils of the Intermediate and Backward classes attending various types of educational institutions in Sind :—

1	Intermediate.		Backward.	
	1933–34.	1934–35.	1933–34.	1934–35.
	2	3	4	5
Colleges	16	28	7	7
Secondary Schools	519	607	188	223
Primary Schools	4,735	4,871	3,279	3,331
Training Institutions	2	..	1	2
Other Special Schools	105	105	32	58
Total ..	5,377	5,611	3,507	3,621

The figures show that there has been an increase in the number of pupils belonging to both the Intermediate and the Backward classes. The increase in the number of pupils of the Intermediate classes is encouraging as there was a set-back last year due to general economic depression.

CHAPTER XVI.

Reformatory Schools.

[Contributed by the Backward Class Officer, Poona.]

Introduction.

194. Provision for the custody, protection, and treatment of destitute children and young offenders is made in this Presidency under the Apprentices Act, 1850, the Reformatory Schools Act of 1897 and the Bombay Children Act of 1924. The first of these has been virtually obsolete for many years. The Reformatory Schools Act deals with delinquent boys under 16 years of age in this Presidency—under the Act youthful offenders are detained in the Reformatory Schools for periods ranging from 2 to 7 years. The maximum age to which a child or youthful offender can be detained in the Reformatory School is 18 years.

The Bombay Children Act is much more comprehensive than the Reformatory Schools Act. It deals with girls as well as boys. It provides protective measures not only for young delinquents, but for neglected, uncontrollable, destitute, or "offended against" children. Children dealt under the Children Act are committed either to the Reformatory Schools as certified schools, or to other certified institutions.

The Children Act has been extended to the City of Bombay, the Bombay Suburban District, the Municipal Borough of Lonavla, and the municipal limits of the towns of Dharwar and Hubli (in 1934). The Act, excluding parts II and III, has been extended to Dharwar District since October 1934.

There are 3 Reformatory Schools in the Presidency, one at Yeravda which is maintained by Government and 2 in Bombay, the David Sassoon Industrial and Reformatory Institution which is managed by a Committee of Management and the Willingdon Boys' Home under the management of the Salvation Army. The last two are aided institutions. The control of the Reformatory Schools has been transferred from the Director of Public Instruction to the Juvenile Branch under the Backward Class Officer from 1st April, 1934.

The Backward Class Officer has been appointed as the Chief Inspector of Certified Schools under section 36 (1) of the Bombay Children Act instead of the Director of Public Instruction.

Number of pupils and expenditure.

195. The number of boys on March 31st, 1935, in the 3 Reformatory Schools was 628. Their distribution by religions is given below :—

——	Hindus.	Muhammadans.	Indian Christians	Others.	Total.
Reformatory School, Yeravda ..	111	73	5	2	191
David Sassoon Reformatory ..	176	157	18	7	358
Willingdon Boys' Home	45	29	5	..	79
Total ..	332	259	28	9	628

The following table gives the average number of inmates, expenditure and the average cost per pupil in each of the three Reformatory Schools, referred to above, for the last 2 years :—

Name of the Institution.	Year.	Average monthly number.	Expenditure.	Average cost per pupil.
			Rs.	Rs. a. p.
Reformatory School, Yeravda ..	1933–34	219	41,607	189 15 9
	1934–35	183	39,312	214 13 1
David Sassoon Reformatory, Matunga.	1933–34	371	74,146	199 13 8
	1934–35	357	75,009	210 1 8
Willingdon Boys' Home ..	1933–34	99	14,199	140 9 4
	1934–35	96	17,085	178 0 0
Total ..	1933–34	689	1,29,952	176 12 11
	1934–35	636	1,31,406	206 10 0

Out of the total expenditure of Rs. 1,31,406, Rs. 1,07,965 or 82·2 per cent. was met from Provincial funds.

School life and subjects of instruction.

196. The three Reformatory Schools provide for instruction up to vernacular standard IV or V and in the David Sassoon Industrial and Reformatory Institution English also is taught. Instruction in vocational subjects is imparted so that during the period of detention a boy may acquire knowledge of a useful trade or craft and thus be enabled to earn an honest living after he is discharged. The number of pupils receiving instruction on 31st March, 1935, in the various trades or crafts at the 3 institutions is given in the following table :—

Craft or trade.	Reformatory School, Yeravda.	David Sassoon Reformatory.	Willingdon Boys' Home.
Carpentry	31	49	..
Smithy	14	26	..
Book-binding	6	..	..
Tailoring	75	65	..
Agriculture	21	11	..
Gardening	41	62	10
Fitting	..	33	..
Painting and Polishing	..	53	..
Cooking	..	19	8
Cane-work	..	59	..
Weaving	..	..	61
Other trades	3*	3	..
Total ..	191	380†	79

* Under observation.

† 22 boys attend 2 different trades in morning and evening shifts, hence the excess of 22 over 358.

Efforts are made to provide literary, vocational, and moral education to the young lad at the most impressionable age of his life. The system of training in the different institutions aims at such intellectual and physical development of the inmates as may enable them to become honest, law abiding citizens, if only society would give them a fair chance. Literary education on a half time basis is supplemented by industrial training. Character training forms an important part of the education imparted in these institutions. Every endeavour is made to create a sense of self-respect, self-reliance, and self-control, in the boys and to make them feel that they are in a school and not in a penitentiary.

Games are played regularly and matches are arranged with outside teams. Boys are taken for outings; sports, scout troops, and entertainments of a social nature help to break the monotony of life in a Reformatory School.

After-care.

197. "However liberal the principles on which an institution is run, the conditions of life in it must inevitably be different from those of the outside world. The lad or girl who has done well in the institution may fail when brought into contact with the hard facts and temptations of life. It is then that sympathetic advice and help are needed. The whole value of an expensive training may be thrown away if they are not forthcoming at a critical moment." (English Departmental Committee Report, 1927.)

The ultimate success of the institutional training thus largely depends upon the protective attention afforded to young persons discharged from reformative institutions either on license or on expiry of the term of commitment. As most of the boys are discharged from the different institutions after they have fully served their time, the school authorities are able to carry out the after-care to a limited degree only. Much is left to the co-operation of private individuals interested in this kind of social work and associations started for the specific purpose of helping discharged prisoners and Reformatory and Borstal boys. The need of such organizations cannot be over-emphasized.

In the case of the Reformatory School, Yeravda, the authorities try to be in touch with the after-career of the discharged boys, mainly through the various educational institutions in the districts. But mere information about the boys does not constitute after-care in the true sense and this system is being gradually replaced by one of discharge on license. In Bombay City more systematic efforts have been made in this direction through the Sheppard After-Care Association, which provides a hostel in Bombay City for homeless discharged boys and keen efforts are made to secure employment for as many boys as possible.

The following table shows the extent to which employment could be found for boys discharged during the year under report :—

—	Number of boys discharged.	Employed.	Unemployed.	Transferred to other reformatories.	Released on appeal.	Total.	Number untraced.
Reformatory School, Yeravda ..	111	25 (1)	4	13 (2)	2	44	67 (3)
David Sassoon Reformatory ..	119	43 (4)	22 (5)	1	..	66	53 (6)
Willingdon Boys' Home ..	27	15	12 (6)	..	..	27	..

(1) Out of these 6 were attending schools.

(2) Out of these two were transferred to Mental Hospital.

(3) Reports of 50, out of these, were not received.

(4) 37 were employed by the Auxiliary Home (Sheppard After-care Association).

(5) Sent to the Auxiliary Home (Sheppard After-Care Association).

(6) Taken by parents.

Release on license.

198. The old system under the Reformatory Schools Act of placing out of juveniles on license with employers has been almost abandoned in the Reformatory School, Yeravda, as it has been found unsatisfactory. A new system of release on license under section 401, Criminal Procedure Code, has been introduced last year and is proving more successful than the old one. The boys are let out under the authority and control of the Bombay Presidency Borstal Association and are placed under the supervision of probation officers in their districts. The following table shows the progress of boys released on license under the new system from the Reformatory School, Yeravda.

No. of boys released.	Employed.	Unemployed	License revoked.	Re-admitted to the school.	Still at large.
17	17	....	3	1	2

The problem of after-care is a difficult one. The general trade depression makes it difficult for young boys to get suitable work. There is still a tendency on the part of the employers to regard these boys as "Jail-birds". The "After-Care" work may be set on a sound footing with the growth of the District After-Care Associations and the well organized "probation system". It is gratifying to note that earnest efforts are being made in this direction.

CHAPTER XVII.

Education of Defectives.

Introduction.

199. The term "Defectives" used in this chapter is restricted to the blind and the deaf mutes inasmuch as provision for the education of such children only exists in this Presidency. The latest census returns show a total of 3,061 blind and 4,094 deaf-mutes between the ages of 5 and 15, while there are only 136 blind and 183 deaf-mute children actually at school. Although the existing provision of 3 schools for the blind and 5 for deaf-mutes calculated to serve the needs of boys and girls of the age group mentioned above, would ordinarily appear to be inadequate, full use is not being made of the facilities already available. The main reason for this state of things may be attributed to the peculiar conditions obtaining in this Presidency as elsewhere in India where a blind or a deaf-mute person earns more by mendicancy than by actual labour. Efforts are however being made by managers to bring more children to school and to enlist public sympathy for the amelioration of the condition of such defective children.

The following table gives the enrolment and the financial position of each of these schools :—

—	Number of pupils on 31st March, 1935.	Expenditure.		Average annual cost per pupil.	
		Provincial.	Total.	To Government.	Total.
For Blind.		Rs.	Rs.	Rs.	Rs.
1. Victoria Memorial School for the Blind, Bombay.	70	2,150	11,283	33	171
2. American Mission School for the Blind, Bombay.	36	2,299	7,337	64	204
3. Ida Rieu Poor Welfare Association School for the Blind, Karachi.	30	2,225	12,371	74	344
For Deaf Mutes.					
4. Institution for Deaf-Mutes, Bombay.	38	3,240	8,978	85	236
5. Professor Date's Institution for Deaf Mutes, Bombay.	41	1,000	5,811	24	138
6. New Dumb and Deaf Institution, Bombay.	25	200	1,002	8	79
7. N. G. Gondhalekar's School for the Dumb and Deaf, Poona.	39	400	1,574	10	39
8. School for Deaf Mutes, Ahmedabad.	40	3,480	7,810	92	206
Total ..	319	14,994	57,066	47	178
Total for 1933-34 ..	283	15,835	55,685	57	202

All these schools are managed by Missionary and private bodies and the expenditure is met partly from the grants made by Government and the Municipalities and partly from subscriptions, donations, etc. The majority of these schools provide board and lodging for the pupils.

Subjects taught.

200. The schools for the blind aim at imparting elementary instruction in the Vernacular by means of a braille code specially adapted for the purpose. In some schools English is also taught. This preliminary instruction is calculated to give the child a reasonable background for the intelligent understanding of every-day life. The addition of practical training in certain useful crafts, which is a special feature of such schools, is intended to give the pupil a sense of usefulness and the means of at least partial self-support in later life.

Music, both vocal and instrumental, which affords special attraction for the blind, is taught in all such schools.

A reference has been made in previous Reports to the difficulty of adapting a braille code suited to the requirements of all parts of India. The Principal, Victoria Memorial School for the Blind, Bombay, remarks—

> "From 1923 onwards I had new opportunities of studying the "problem of our Braille alphabets. I have made Dr. Nilkanthrai's "alphabet now applicable "not simply to Gujarati, Marathi and "Sanskrit but to about 22 of the leading languages of India. "The special applicability of the Indian Braille to practically all the "widely used languages of our country and the fact that "Dr. Nilkanthrai's Indian Braille is the closest adaptation of the "English Braille that gives it a special inter-national character are "items which have added to its popularity."

In schools for deaf-mutes the instruction consists mainly of lip-reading and articulate speech, coupled with practical training in at least one of the common industries calculated eventually to help the pupil to earn a living. Tailoring, Drawing, Sign-board painting, gardening, and cane-work are some of the popular industries.

Teachers.

201. As stated in previous Reports, no special provision exists for the training of teachers for defective children. The majority of the teachers in such schools are reported to have acquired by experience and practice adequate knowledge of the subjects they are required to teach. At the Victoria Memorial School senior pupils specially coached up for the work of teaching were entrusted with regular class work. The experiment is reported to have proved successful.

Speaking about the difficulty of handling deaf-mute children, the Principal, Ahmedabad School, remarks—

> "The teachers have to do the work which had been left undone "by their mothers in their homes for want of knowledge of teaching "speech to the defective children. The teachers have to follow "what is called 'Mother's Method of Teaching language' with some "modifications. This work is naturally slow in the beginning and "has to be carried on with enthusiasm for a number of years. Haste

"or rather undue haste is harmful more in the education of deaf-
"mutes than in any other line of the same. Children after they have
"mastered sounds, vowels, consonants, and conjunct consonants are
"taught how to read and write in simple language. The teaching
"of language begins after such a laborious preparation has been
"achieved by the teacher of Deaf-mutes."

General. 202. Arrangements for a periodical medical inspection of the pupils and for regular physical exercise are made in all schools and every attempt is made to maintain a cheerful outlook. The Principal, Victoria Memorial School, reports—

"Daily drill and gymnastic sports and occasional wrestling represent
"the physical side of our culture. These are enlivened by lathi
"exercises. To these we have added musical drill and scouting,
"only lately introduced."

The Superintendent, American Mission School, remarks—

"During another year we have been able to teach and care for
"these blind boys and girls in such a way that the world about them
"is not just a black covering night through which they can only
"grope their way. Our girls are feeling a real sisterhood with the
"rest of the world of girls through their newly registered Girl Guide
"Company. They form the first company of blind Guides in India.
"They have found that a great many of the things that sighted girls
"do, they too can do. This gives them real encouragement in their
"task of living and learning."

After-care. 203. The reports received from the Heads of these schools show that the practice of maintaining a systematic record of pupils who have left either before or after completing the course helps much to keep in touch with them and help them if and when required. The blind rather than the deaf-mute boy or girl perhaps stands in greater need of help and excellent work in this direction is being done in Bombay by the N. S. Dharamji Industrial Home, the Happy Home for the Blind, and the Blind Relief Association. The Principal, Victoria Memorial School, remarks—

"Coming to our ex-pupils, it is good news that one of the inmates
"of the Happy Home for the Blind and our ex-pupil now sells fans,
"handkerchiefs, pencils and sundries. The news that he has lately
"been accepted as an apprentice in a stationer's shop and that he
"keeps short notes of their sales is an advance which has induced
"three more of our ex-students to approach me for help in similar
"work."

"Another note-worthy feature of our ex-students' work is the
"beginning he has made as a Home Teacher. He has by now intro-
"duced himself into five families and is doing regular teaching work
"in three. This experiment has begun to interest other ex-students
"and I feel that time will tell how vast is the field for work of this
"type among our blind who are poor and so many."

CHAPTER XVIII.

Adult Education.

Schools and pupils.

204. The number of schools for adults declined by 14 to 114 and the enrolment by 766 to 4,696. Of the 114 schools, 10 were Secondary, 97 Primary, and 7 Special schools. The falling-off was almost exclusively in the Bombay Division, and was due partly to the closure by the Bombay Municipality of seven night schools and partly to a few Maktabs, which were formerly returned as schools for adults, being returned as language schools during the year.

Primary schools.

205. The bulk of the schools for adults are night schools which aim at imparting elementary instruction in the Vernacular. The following table compares the number of Primary Night schools in each Division for the last two years :—

	Schools.		Pupils.	
	1934–35.	1933–34.	1934–35.	1933–34.
Bombay Division	27	34	1,235	1,537
Central Division	24	23	953	864
Northern Division	18	18	557	558
Southern Division	16	16	437	499
Sind	12	12	342	298
Total ..	97	103	3,524	3,756

The problem of the education of adults in rural areas is as pressing as it is difficult. There is considerable difference of opinion in regard to the type of instruction needed by the illiterate adult and on the ways and means of imparting it. Most of the night schools in villages are run by Primary teachers who have to cope with two or more classes during the day, and, inspite of the desirability of encouraging the masses towards the attainment of literacy, the employment of overworked and underpaid teachers is by no means an ideal solution of the problem. The Educational Inspector, C. D., remarks—

"In view of the existing shortage of funds, these adult classes should "and could be taught by young men who have had the benefits of "education themselves and are in a financial position to offer their "services free. The enlistment of such corps of volunteers willing to "give up certain nights a week to visiting and teaching in village adult "classes would not only produce literacy but by means of contact "between town and country further education."

Inspite of these and other difficulties, the efforts made by certain public-spirited bodies or persons towards the encouragement of adult education in their respective fields must be specially mentioned. The advanced night school conducted by the Alegaonkar brothers at Kirkee for the benefit of factory employees and the adult populace of the surrounding villages deserves special mention. The night classes conducted by the Social Service League in Bombay for mill-hands, and those maintained by Government in Belgaum and Bijapur Districts for Settlement employees continue to do useful work. The two Primary classes for grown-up women conducted by the Seva Sadan Society at Poona and Baramati, with an enrolment of 194 and 113 women respectively, are reported to be very popular. The District School Board, Ahmednagar, have recently opened 3 night schools for the benefit of illiterate adults and have framed a special curriculum for such schools.

Secondary and Special Schools.

206. Of the ten Secondary night schools, the Bradley Night High School in Bombay, and the Saraswati Mandir Society's Night High School in Poona teach the full Anglo-Vernacular School course leading up to the Matriculation examination, while the English and First-aid class of the Seva Sadan Society and the English Class attached to the Settlement Industrial Class at Sholapur serve a distinctly useful purpose. The three Anglo-Vernacular Night schools in Bombay which were recognised during the year and which account for the increase in the number of Secondary schools for adults, are reported to serve the needs of mill-hands and other workers, while the remaining three schools in Sind cater for clerks and menials in offices or business firms who are anxious to better their prospects.

All the seven special schools for adults are for women, of which six impart instruction in English and a few popular arts or crafts, while the remaining school aims at training social workers in Bombay.

Expenditure.

207. There was a further decrease of Rs. 2,074 in the expenditure on schools for adults which amounted to Rs. 75,622. Of the total expenditure, Rs. 8,413 was met from Government funds, Rs. 13,462 from Board funds, Rs. 13,336 from fees, and Rs. 40,411 from other sources.

Public lectures.

208. Public lectures on subjects of general interest were delivered as usual under the auspices of the Dnyan Prasarak Mandali and the Sassoon Mechanics Institute in Bombay. The lantern lectures delivered by Government Inspecting Officers and School Board Supervisors in rural areas for the benefit of the adult population are reported to have been well attended.

A reference was made in the previous Report to the work done by the Deputy Educational Inspector for Visual Instruction in connection with the village uplift scheme. The special feature of the lantern work in connection with the scheme during the year was the preparation by the Deputy Educational Inspector of a special lantern lecture on "village uplift". Thirty-five lectures on the subject were delivered by him at various places under the auspices of the District Village Improvement

Committees. These lectures are reported to have been well attended and appreciated.

Adult Education Association.

209. The Bombay Presidency Adult Education Association which was defunct for a few years was reorganised during the year. The objects of the Association are "(1) to stimulate general interest in the education "of adults; (2) to build up opinion as to the importance of adult "education; (3) to bring together and to co-operate with the existing "organizations engaged in the promotion of adult education so as to "secure co-ordination of effort; (4) to survey the situation in adult "education in the Presidency; (5) to suggest lines of advance and to "promote new developments; and (6) generally to undertake such "activities as may seem desirable for the furtherance of these ends."

Extension Classes in English were started by a sub-Committee of the Association consisting mainly of Professors from the Bombay Colleges. The students are drawn largely from the clerical classes, the average attendance per term being 85 including 25 women. The Secretary remarks—

> "The majority are men and women who have matriculated, but "have not had the opportunity of a College education, or at best have "spent a year or two at College. The second type are graduates— "often of several years' standing, who desire to study subjects which "are new to them. As to age, the majority are between 25 and 35 "years of age, but the actual range is from 20 to over 60."

The revival of the activities of the Association is a pleasing feature of the year calculated to stimulate the cause of adult education throughout the Presidency in general and in Bombay in particular.

CHAPTER XIX.

Unrecognised Institutions.

210. The foregoing chapters deal almost exclusively with institutions under public or private management which conform to the standards, rules and regulations prescribed by Government or by allied controlling agencies for the conduct of "Recognised" institutions. The remarks in this Chapter are confined to Unrecognised institutions which are outside the control of these agencies, except for a few Secondary schools which are affiliated by the University for the purposes of Matriculation. These schools generally follow their own courses of studies and do not submit to Departmental inspection. Although the ephemeral character of these schools and the reluctance of the managers to submit the annual returns vitiate the statistics of such schools to some extent, the figures returned by the Educational Inspectors show that while the number of unrecognised schools has increased the total number of pupils in them has fallen. The position in regard to Secondary schools has been fully dealt with in the Chapter on Secondary Education. The following table gives the number and enrolment of unrecognised schools for the last two years:—

	1933-34.		1934-35.		Increase or decrease.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
Bombay Division.	156	7,872	153	8,159	— 3	+ 287
Central Division .	91	3,191	120	4,600	+29	+1,409
Northern Division	314	20,881	340	19,884	+26	— 997
Southern Division	40	1,310	41	1,332	+ 1	+ 22
Sind ..	455	8,518	447	6,724	— 8	—1,794
Total ..	1,056	41,772	1,101	40,699	+45	—1,073

Sind records a decrease of both in the number of schools and pupils which is reported to be due partly to economic reasons and partly to some of these schools being taken on the list of recognised institutions during the year. The striking decrease in the number of pupils in the Northern Division is attributed to the unreliability of the returns of such schools.

The pupils in Unrecognised institutions formed 2·9 per cent. of the total number of pupils under instruction in all kinds of institutions. Of the total number in unrecognised institutions (viz., 40,699), 18,722 were Hindus, 19,557 were Muhammadans, while 2,420 belonged to various other communities.

Of the 1,101 unrecognised institutions, 2 with 106 students were collegiate institutions, 132 with 10,378 pupils were Secondary schools, and 967 with 30,215 pupils were Primary and special schools.

The collegiate institutions are the L. U. Gujarati Mahila Pathshala, Ahmedabad, and the Shrimati Nathibai Damodar Thackersay College for Women, Poona, both affiliated to the Indian Women's University. These institutions had an enrolment of 49 and 57 respectively. The courses followed are specially adapted to the needs of Indian women, vernacular being the medium of instruction.

The number of unrecognised Secondary schools has been gradually going up in recent years, the number having increased by 25 or 23·4 per cent. during the year. With the exception of the Secondary schools affiliated to the Indian Women's University and a few other schools which are reported to be well managed on the whole, unrecognised Secondary schools are mostly of a type only too common. The Educational Inspector, Central Division, reports—

"Some owe their inception to personal quarrels between managers "and teachers of a well established school. Some have had their "origin in the political discontent of 1930-31 and some have been "started merely to provide a livelihood for unemployed teachers. "The first steps are usually the same in all cases. Boys are attracted "by low fees and by promise of admission or promotion to standards "which they have rightly failed to reach in other schools. In this "way pupils are secured and the numbers go up.

"The situation is deplorable from all points of view and will result "in the general lowering of the standard of Secondary education."

The Educational Inspector, Bombay Division, remarks—

"In June I read interesting advertisements of some of the newly "started schools. One proprietor was candid enough to mention "in the advertisement that all failures will be promoted. As soon "as a boy is detained in a school, the father would search for the "nearest unrecognised school which will promote him. Some parents "fall victims to these mushroom schools on account of their low rates "of fees. It is an unholy alliance between unthinking parents and "unscrupulous managers of mushroom schools which is the bane of "Secondary education."

A large majority of the Primary schools aim at imparting instruction in the rudiments of the three R's and serve the needs of villages where the District School Boards cannot afford to have their own schools. The schools managed by the Bhil Seva Mandal in the Northern Division to which a reference was made in previous Reports, cantinued to do useful work.

Unrecognised Maktabs are as a rule indigenous institutions imparting elementary instruction in addition to reading of the Koran.

W. GRIEVE,

POONA, 15th December, 1935. Officiating Director of Public Instruction.

BOMBAY PRESIDENCY.

BRITISH DISTRICTS—1934-35.

General Summary of Educational Institutions and Scholars.

		Percentage of scholars to population			
		Recognised Institutions		All Institutions	
Area in square miles ...	123,599	1935	1934	1935	1934
Population—[Census of 1931]—					
Males	11,473,884	Males	9·23	8·94	9·51	9·24
Females	10,330,504	Females... ...	3·12	2·97	3·21	3·05
Total ...	21,803,388	Total ...	6·34	6·11	6·52	6·30

	Institutions.			Scholars			Stages of Instruction of scholars entered in column 4.
	1935	1934	Increase or decrease	1935	1934	Increase or decrease	
	1	2	3	4	5	6	7
RECOGNISED INSTITUTIONS							
Universities	1	1	...	124	110	+ 14	(a) 124
For Males							
Arts Colleges	17	18	− 1	11,312	10,409	+ 903	(a) 4,035 (b) 7,277
Professional Colleges ...	11	11	...	3,340	3,228	+ 112	(a) 3,340
High Schools	255	236	+ 19	95,826	88,769	+ 7,057	(c) 95,826
Middle Schools	393	373	+ 20	25,332	24,557	+ 775	(c) 25,332
Primary Schools	12,933	12,849	+ 84	1,018,043	987,969	+ 30,074	(d) 1,018,043
Special Schools	255	262	− 7	14,196	14,203	− 5	.....
Total ...	13,865	13,750	+ 115	1,168,175	1,129,245	+ 38,930	.....
For Females							
Arts Colleges	...	...	...	...	...	...	
Professional Colleges ...	...	...	...	...	...	...	
High Schools	65	60	+ 5	17,468	15,858	+ 1,610	(c) 17,468
Middle Schools	44	45	− 1	4,266	4,408	− 142	(c) 4,266
Primary Schools	1,797	1,767	+ 30	188,839	180,595	+ 8,244	(d) 188,839
Special Schools	55	52	+ 3	2,699	2,418	+ 281	.....
Total ...	1,961	1,924	+ 37	213,272	203,279	+ 9,993	.....
UNRECOGNISED INSTITUTIONS							
For Males	905	949	+ 45	35,926	37,658	− 1,732	.....
For Females	106	107	− 1	4,763	4,104	+ 659	.....
Total ...	1,101	1,056	+ 45	40,689	41,772	− 1,073	.....
Grand Total ...	16,927	16,730	+ 197	1,422,146	1,374,296	+ 47,850	.....

(a) Graduate and post-graduate classes.
(b) Intermediate classes.
(c) Secondary stage.
(d) Primary stage.

BOMBAY

BRITISH DISTRICTS—

General Summary of

	Total expenditure		
	1935	1934	Increase or decrease
	1	2	3
	Rs.	Rs.	Rs.
Direction and Inspection	16,37,501	17,10,105	−72,604
Universities	11,15,404	10,52,580	+62,824
Miscellaneous*	33,57,035	28,73,512	+4,83,523
Total ...	61,09,940	56,36,197	+4,73,743
Institutions for Males			
Universities	1,59,185	48,582	+1,10,603
Arts Colleges	24,05,787	23,01,134	+1,04,653
Professional Colleges	12,28,038	11,79,679	+48,359
High Schools	63,83,837	59,92,945	+3,90,892
Middle Schools	10,34,585	10,15,791	+18,794
Primary Schools	1,59,98,572	1,61,34,070	−1,35,498
Special Schools	16,14,399	15,58,023	+56,376
Total ...	2,88,24,403	2,83,30,224	+5,94,179
Institutions for Females			
Arts Colleges	.....	.....	.....
Professional Colleges	.....	.....	.....
High Schools	15,90,030	15,18,833	+71,197
Middle Schools	2,81,081	2,95,954	−14,873
Primary Schools	39,84,001	38,03,938	+1,80,063
Special Schools	3,46,899	3,24,464	+22,435
Total ...	61,52,011	59,43,189	+2,08,822
Grand Total ...	4,10,86,354	3,98,09,610	+12,76,744

* Includes expenditure

† Include both District

PRESIDENCY.

1934-35.

Expenditure on Education.

Percentage of expenditure from				Cost per scholar to				Total cost per scholar
Govt. funds	Local funds†	Fees	Other sources	Govt. funds	Local funds†	Fees	Other sources	
4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.
78·5	21·5	...	.....	.....	.....	...	.....	.....
6·4	.....	83·8	9·8	.....	.....	...	.....	.....
31·2	14·8	21·9	32·1	.....	.....	...	.....	.....
30·3	13·9	27·4	19·4	.....	.....	...	.....	.....
58·0	.....	7·0	35·0	744	.....	90	449	1,283
17·4	0·2	69·2	13·2	37	.....	147	28	212
37·7	10·8	46·5	5·0	139	40	171	18	368
24·2	2·3	59·3	14·2	16	2	40	9	67
15·1	12·4	52·0	20·5	6	5	21	8	40
58·7	28·7	3·8	8·8	9	5	1	1	16
50·9	5·3	27·0	16·8	58	6	31	19	114
44·7	17·7	26·4	11·2	11	4	7	3	25
.....	.....	...	.....	.....	.....	...	.....	.....
.....	.....	...	.....	.....	.....	...	.....	.....
27·4	0·3	46·6	25·7	25	.....	43	23	91
27·7	2·1	29·9	40·3	18	1	20	27	66
42·3	43·0	2·5	12·4	9	9	...	3	21
49·6	4·6	11·9	33·9	64	6	15	44	129
38·3	27·9	15·6	18·3	11	8	5	5	29
43·0	18·6	24·9	13·5	13	6	7	4	30

on buildings.

Board and Municipal Funds.

BOMBAY

BRITISH DISTRICTS—

I.—Classification of

—	Government 1	District Board 2	Municipal Board 3
RECOGNISED INSTITUTIONS			
Universities	.....	.....	.....
Colleges—			
Arts and Science*	5	.....	.....
Law	1	.....	.....
Medicine	1	.....	1
Education	1	.....	.....
Engineering	1	.....	.....
Agriculture	1	.....	.....
Commerce	1	.....	.....
Forestry	.....	.....	.....
Veterinary Science	.....	.....	.....
Intermediate and 2nd Grade Colleges	.....	.....	.....
Total ...	11	.....	1
High Schools	24	2	24
Middle Schools (English)	3	164	45
Primary Schools	23	9,448	1,174
Total ...	50	9,614	1,243
Special Schools—			
Art	2	.....	.....
Law	.....	.....	.....
Medical	3	.....	.....
Normal and Training	9	.....	.....
Engineering	1	.....	.....
Technical and Industrial	3	3	5
Commercial	4	.....	.....
Agricultural	2	.....	.....
Reformatory	1	.....	.....
Schools for Defectives	.....	.....	.....
Schools for Adults	4	14	20
Other Schools	1	.....	4
Total ...	30	17	38
Total for Recognised Institutions ...	91	9,631	1,283
Unrecognised Institutions ...	.....	22	5
Grand Total, all Institutions ...	91	9,653	1,288

For

* Includes

PRESIDENCY.

1934-35.

Educational Institutions.

Males			For Females					
Aided	Unaided	Total	Government	District Board	Municipal Board	Aided	Unaided	Total
4	5	6	7	8	9	10	11	12
1	.....	1	.....	.....	.....	...	...	.....
10	2	17	.....	.....	.....	...	...	.....
.....	3	4	.....	.....	.....	...	...	.....
.....	.....	2	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
1	.....	2	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
11	5	28	.....	.....	.....	...	...	.....
181	24	255	1	.....	.....	62	2	65
124	67	393	6	.....	2	33	3	44
2,099	189	12,933	11	793	574	497	12	1,797
2,404	270	13,581	18	793	576	592	17	1,906
1	.....	3	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
.....	1	4	.....	.....	.....	...	...	.....
2	.....	11	5	.....	1	12	3	21
1	.....	2	.....	.....	.....	...	...	.....
19	2	32	.....	.....	.....	19	1	20
.....	27	31	.....	.....	.....	1	...	1
1	.....	3	.....	.....	.....	...	...	.....
2	.....	3	.....	.....	.....	...	...	.....
8	.....	8	.....	.....	.....	...	...	.....
40	8	104	.....	.....	.....	6	4	10
37	12	54	.....	.....	.....	2	1	3
120	50	255	5	.....	1	40	9	55
2,536	325	13,866	23	793	577	542	26	1,961
.....	972	995	.....	.....	1	...	105	106
2,536	1,297	14,860	23	793	578	542	131	2,067

no *Oriental Colleges.*

BRITISH DISTRICTS—

II-A.—Distribution of Scholars attending

—	Government			District Board			Municipal Board		
	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS									
University and Intermediate Education (a).	...	...	...	...	...	...	...	...	...
Arts and Science (b) & (c).	2,654	2,437	571	...	...	...	...	...	...
Law	579	425	...	...	...	...	...	...	...
Medicine	690	635	230	...	...	...	309	329	134
Education	97	93	25	...	...	...	...	...	...
Engineering	218	192	88	...	...	...	...	...	...
Agriculture	153	143	124	...	...	...	...	...	...
Commerce	402	340	65	...	...	...	...	...	...
Total ...	4,823	4,365	1,103	...	...	...	309	329	134
School and Special Education.									
In High Schools ...	8,195	7,479	752	395	357	117	6,890	6,250	35
,, Middle Schools (English).	336	310	...	4,646	4,134	121	4,245	3,786	52
,, Primary Schools ...	3,129	2,649	143	643,965	484,256	503	244,160	188,773	95
Total ...	11,660	10,438	895	649,006	488,747	741	255,295	198,809	182
In Art Schools ...	571	489	...	...	...	...	...	...	...
,, Medical Schools ...	656	614	208	...	...	...	...	...	...
,, Normal and Training Schools.	628	613	628	...	...	...	...	...	...
,, Engineering Schools...	238	206	30	...	...	...	...	...	...
,, Technical and Industrial Schools.	192	165	30	334	252	10	351	274	29
,, Commercial Schools...	102	92	...	...	...	...	...	...	...
,, Agricultural Schools...	55	49	25	...	...	...	...	...	...
,, Reformatory Schools .	191	183	191	...	...	...	...	...	...
,, Schools for Defectives.	...	...	...	...	...	...	...	...	...
,, Schools for Adults ...	42	43	...	284	194	...	823	473	...
,, Other Schools ...	93	69	64	...	...	...	108	92	...
Total ...	2,768	2,523	1,176	618	446	10	1,282	839	29
Total for recognised institutions ...	19,251	17,226	3,174	649,624	489,193	751	256,076	199,977	345
IN UNRECOGNISED INSTITUTIONS	...	...	...	425	378	...	25	16	...
Grand Total, all Institutions for Males ...	19,251	17,226	3,174	650,049	489,571	751	257,001	199,993	345

(a) Scholars reading more than one of the following
(b) Includes 240 scholars
(c) Includes no scholars

PRESIDENCY.

1934-35.

Educational Institutions for Males.

Aided			Unaided			Grand total of scholars on rolls	Grand total of average daily attendance	Grand total of residents in approved hostels	Number of females included in column 16
Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
124	104	...	...	...	...	124	104	...	10
7,731	7,109	1,363	897	811	67	11,312	10,446	1,991	1,089
...	...	...	643	551	18	1,322	976	18	10
...	...	...	...	...	...	1,089	964	364	128
...	...	...	...	...	...	97	93	25	18
150	147	...	...	...	...	377	339	88	...
...	...	...	...	...	...	153	143	124	1
...	...	...	...	...	...	402	340	65	1
8,014	7,449	1,363	1,540	1,362	75	14,776	13,405	2,675	1,250
68,916	62,867	3,126	11,430	10,444	228	95,826	87,397	4,258	4,217
12,553	11,196	313	3,562	3,080	74	25,832	22,506	560	1,526
118,250	95,085	849	8,539	6,670	...	1,018,043	777,433	1,590	109,664
199,719	169,148	4,288	23,531	20,194	302	1,139,201	887,336	6,408	115,407
78	50	...	...	...	...	644	530	...	79
...	...	...	224	200	46	880	814	254	115
85	81	60	...	...	...	713	694	688	...
96	91	...	...	...	...	334	297	30	...
1,201	1,085	265	71	65	...	3,149	1,841	334	32
...	...	...	1,568	928	...	1,770	1,020	...	44
19	18	...	...	...	...	74	67	25	...
437	451	437	...	...	...	628	634	628	...
319	262	169	...	...	...	319	262	169	47
2,313	1,652	...	643	489	...	4,104	2,801	...	103
1,949	1,518	43	433	326	15	2,582	2,005	122	81
6,491	5,208	974	3,030	1,958	61	14,198	10,974	2,250	501
214,324	181,805	6,625	28,100	23,514	438	1,168,175	911,715	11,333	117,158
...	...	...	35,486	27,888	...	35,936	28,283	...	4,526
214,324	181,805	6,625	63,586	51,402	438	1,204,111	939,997	11,333	121,684

subjects should be entered under only one head.
also reading *Law*.
in *Oriental Colleges*.

BOMBAY

BRITISH DISTRICTS—

II-B.—Distribution of Scholars attending

—	Government			District Board			Municipal Board		
	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
University and Intermediate Education (a).									
Arts and Science (*b*) ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	154	139	...	...	...	...	...	...	...
„ Middle Schools (English)	507	447	...	...	...	...	87	81	...
„ Primary Schools ...	1,469	1,293	20	52,608	37,014	...	98,296	73,140	...
Total ...	2,130	1,879	20	52,608	37,014	...	98,383	73,221	...
In Medical Schools ...	...	...	...	...	...	...	...	...	
„ Normal and Training Schools ...	217	208	179	...	...	...	22	26	...
„ Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
„ Commercial Schools ...	...	...	...	...	...	...	...	...	...
„ Agricultural Schools ...	...	...	...	...	...	...	...	...	...
„ Schools for Adults ...	...	...	...	...	...	...	...	...	...
„ Other Schools ...	...	...	...	...	...	...	...	...	...
Total ...	217	208	179	...	...	...	22	26	...
Total for recognised institutions ...	2,347	2,017	199	52,608	37,014	...	98,405	73,247	...
IN UNRECOGNISED INSTITUTIONS ...	...	...	...	...	...	...	330	278	...
Grand Total, all Institutions for Females ...	2,347	2,017	199	52,608	37,014	...	98,735	73,525	...
Grand Total, all Institutions, Males and Females ...	21,598	19,243	3,378	702,657	526,585	751	355,736	279,518	345

(*a*) Scholars reading more than one of the following
(*b*) Includes no scholars

PRESIDENCY.

1934-35.

Educational Institutions for Females.

Aided			Unaided						
Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Grand total of scholars on rolls	Grand total of average daily attendance	Grand total of residents in approved hostels	Number of males included in column 16
10	11	12	13	14	15	16	17	18	19
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
16,992	15,151	2,044	332	275	...	17,468	15,565	2,044	1,363
3,502	3,003	284	170	143	...	4,266	3,674	284	653
35,002	28,082	923	1,404	1,065	...	168,830	140,544	943	5,667
55,496	46,236	3,251	1,956	1,503	...	210,573	159,783	3,271	7,683
...	...	...	...	...	...	...	...	...	...
651	510	354	35	30	...	825	774	533	...
1,114	782	120	36	36	...	1,150	816	120	...
34	28	...	...	...	...	34	28	...	...
...	...	...	...	...	...	...	...	...	...
446	303	80	144	52	...	592	355	80	...
95	78	...	3	2	...	98	80	...	30
2,242	1,701	554	218	120	...	2,699	2,055	733	30
57,738	47,937	3,805	2,174	1,623	...	213,272	161,838	4,004	7,713
...	...	...	4,433	3,171	...	4,768	3,440	...	505
57,738	47,937	3,805	6,607	4,794	...	218,035	165,287	4,004	8,218
271,962	229,742	10,480	70,193	56,196	438	1,422,146	1,105,284	15,337	...

subjects should be entered under only one head,
in *Oriental Colleges*.

III-A.—Expenditure on

Expenditure on Buildings includes Rs. 1,39,070 spent by the Public Works Department on educational buildings.

Rs.

"Miscellaneous" includes the following main items:—

(1) Scholarships 7,22,190
(2) Hostel Charges 8,10,818
(3) Dakshina Grants and Fellowships 12,176
(4) Travelling allowances to Members of School Book Committees ... 1,017

—	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
UNIVERSITY AND INTERMEDIATE EDUCATION	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	.....	.....	.....	.....	.....	.....
Arts Colleges ...	2,50,121	.....	.....	4,12,987	1,31,200	7,94,308
Professional Colleges—						
Law ...	.....	.....	.....	55,406	.....	55,406
Medicine ...	99,178	.....	.....	1,66,308	20,436	2,85,922
Education ...	67,194	.....	.....	3,600	51	70,845
Engineering ...	1,46,061	.....	.....	61,160	1,098	2,08,339
Agriculture ...	1,18,709	.....	.....	28,321	.....	1,47,030
Commerce ...	.....	.....	.....	51,029	18,499	69,528
Forestry ...	.....	.....	.....	.....	.....	.....
Veterinary Science ...	.....	.....	.....	.....	.....	.....
Intermediate Colleges ...	.....	.....	.....	.....	.....	.....
Total ...	6,81,263	.....	.....	7,78,811	1,71,284	16,31,378
SCHOOL EDUCATION						
General						
High Schools ...	6,11,223	.....	.....	3,35,699	6,295	9,53,167
Middle Schools—						
English ...	21,187	.....	.....	8,697	66	29,990
Primary Schools ...	81,359	.....	.....	2,754	.....	84,113
Total ...	7,13,769	.....	.....	3,47,089	6,309	10,67,160

PRESIDENCY.

1934-35.

Education for Males.

Rs.

(5) Capital Expenditure in connection with the University Department of Chemical Technology 1,96,640
(6) Grants for the Encouragement of Literature 19,601
(7) Examination Charges 70,394
(8) Mulla Magazine 993
(9) Grant to the Boy Scouts' Association 21,000

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	1,63,067	.....
.....	.....	.....	.....	.....	.....	1,68,800	1,000
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1,26,429	99,840	.....	2,26,269	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	31,700	2,750
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1,26,429	99,840	.....	2,26,269	3,63,567	3,750
73,300	14,593	95,942	2,13,678	5,632	4,03,194	8,62,366	12,301
33,412	26,536	82,886	1,58,749	7,086	3,08,669	1,01,584	5,014
86,76,096	13,40,556	30,91,158	2,90,849	3,70,751	1,39,69,403	4,37,600	5,591
89,82,598	13,81,684	32,69,986	6,63,169	3,83,469	1,46,81,206	14,01,450	22,906

BOMBAY

BRITISH DISTRICTS—

III-A.—Expenditure on

Direction .
Inspection .
Buildings, etc. .
Miscellaneous .

Total .

	Aided Institutions—*concld.*				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
UNIVERSITY AND INTERMEDIATE EDUCATION—*concld.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs
Universities ...	...	9,46,344	1,65,178	12,74,589	...	...	...
Arts Colleges ...	2,750	11,06,677	1,70,478	14,49,705	1,44,362	17,412	1,61,774
Professional Colleges—							
Law ...	...	.....	.....	...	59,814	6,782	65,596
Medicine ...	...	.....	.....	...	...	...	...
Education ...	...	.....	.....	...	...	...	...
Engineering ...	4,150	46,244	14,259	99,103	...	...	...
Agriculture ...	...	.....	.....	...	...	...	...
Commerce ...	...	.....	.....	...	...	...	...
Forestry ...	...	.....	.....	...	...	...	...
Veterinary Science ...	...	.....	.....	...	...	...	...
Intermediate Colleges...	...	.....	.....	...	...	...	...
Total ...	6,900	20,99,265	3,49,915	28,23,397	2,03,176	24,194	2,27,370
SCHOOL EDUCATION							
General							
High Schools ...	25,728	26,49,086	6,74,999	42,24,480	5,84,967	2,18,099	8,03,066
Middle Schools—							
English ...	14,097	3,10,349	1,39,364	5,70,408	60,266	65,352	1,25,618
Primary Schools ...	1,48,849	2,97,412	9,61,631	18,50,983	15,059	79,014	94,073
Total ...	1,88,674	32,56,847	17,75,994	66,45,871	6,60,292	3,62,465	10,22,757

PRESIDENCY.

1934-35.

Education for Males—contd.

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,53,615	.....	.....	.....	24	1,53,639
10,51,615	1,63,242	1,51,047	89	478	13,67,364
2,11,951	2,10,482	1,04,053	45,235	2,50,120	8,21,949
7,09,109	1,17,159	21,624	4,89,523	5,33,582	18,70,997
21,26,290	4,90,883	2,77,623	5,34,940	7,84,213	42,13,949
1,63,067	.....	.....	9,46,344	1,65,178	12,74,589*
4,18,921	1,000	2,750	16,64,026	3,19,090	24,05,787
.....	.....	.....	1,14,220	6,789	1,21,009
99,178	.....	1,26,429	2,66,148	20,436	5,12,191
67,194	.....	.....	3,600	51	70,845
1,77,781	2,750	4,150	1,07,404	15,357	3,07,442
1,18,709	.....	.....	28,321	.....	1,47,030
.....	.....	.....	51,029	18,499	69,528
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
10,44,850	3,750	1,33,329	31,81,092	5,45,393	49,08,414
15,46,979	26,893	1,21,670	37,83,329	9,04,966	63,83,837
1,56,183	31,550	96,983	5,38,001	2,11,868	10,34,585
93,94,955	13,46,147	32,40,007	6,06,067	14,11,396	1,59,98,572
1,10,98,117	14,04,590	34,58,660	49,27,397	25,28,230	2,34,16,994

* Exclusive of Rs. 2,03,840 returned as "Indirect" expenditure.

BOMBAY

BRITISH DISTRICTS—

III-A.—Expenditure on

—	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
Special	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	82,784	.....	.....	33,376	1,198	1,17,358
Medical Schools ...	98,731	200	.....	64,338	54	1,63,363
Normal and Training Schools.	2,11,570	.....	3,595	.....	3,153	2,18,318
Engineering Schools ..	26,764	.....	.....	21,855	147	48,766
Technical and Industrial Schools.	39,056	.....	15	2,734	319	42,124
Commercial Schools ...	994	.....	.....	7,432	1,617	10,043
Agricultural Schools ...	11,987	.....	.....	.....	.....	11,987
Reformatory Schools ...	36,960	.....	.....	.....	2,352	39,312
Schools for Defectives ...	.....	.....	.....	.....	.....	.....
Schools for Adults ...	402	.....	.....	.....	.....	402
Other Schools ...	47,179	.....	.....	11,540	.....	58,719
Total ...	5,56,477	200	3,610	1,41,265	8,840	7,10,392
Grand Total ...	19,51,529	200	3,610	12,67,165	1,26,426	34,08,930

PRESIDENCY.

1934-35.

Education for Males—contd.

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	1,278	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	5,304	.....
.....	.....	.....	.....	.....	.....	2,300	.....
23,028	16,859	25,708	3,488	10,299	79,382	1,38,835	1,758
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	2,000
.....	.....	.....	.....	.....	.....	58,654	.....
.....	.....	.....	.....	.....	.....	14,994	.....
1,222	431	10,387	.....	2	12,042	5,169	274
205	.....	3,284	40	.....	3,529	4,027	325
24,455	17,290	39,379	3,528	10,301	94,953	2,40,581	4,357
90,07,353	13,98,974	34,35,794	7,66,537	3,93,770	1,50,03,428	20,05,598	31,013

III-A.—Expenditure on

—	Aided Institutions—*concld.*				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
Special—concld.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	300	438	1,845	3,861	...	...	...
Medical Schools ...	...	.....	.....	.....	29,792	1,925	31,717
Normal and Training Schools.	...	1,786	6,802	13,893	...	...	...
Engineering Schools .	...	4,301	2,735	9,339	...	...	...
Technical and Industrial Schools.	9,175	1,33,858	82,203	3,64,829	3,272	1,914	5,186
Commercial Schools .	...	... ..	.....	.....	1,06,272	11,188	1,17,460
Agricultural Schools .	...	.....	881	2,851	...	...	...
Reformatory Schools .	2,374	1,496	19,570	92,094	...	...	...
Schools for Defectives.	4,375	573	37,124	57,966	...	...	...
Schools for Adults ...	2,170	6,897	19,523	34,350	3,503	7,754	11,257
Other Schools ...	1,956	456	32,170	38,934	668	25,525	26,193
Total ...	20,350	1,48,808	2,03,150	6,17,246	1,43,502	48,306	1,91,808
Grand Total ...	2,15,924	55,04,920	23,20,059	1,00,86,514	10,06,970	4,34,965	14,41,935

PRESIDENCY.

1934-35.

Education for Males—concld.

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
84,062	.....	300	33,814	3,043	1,21,219
98,781	200	.....	94,120	1,970	1,95,080
2,16,874	.....	3,595	1,786	9,955	2,32,210
29,064	.....	.....	26,159	2,882	58,105
2,00,919	18,617	34,898	1,42,352	94,735	4,91,521
604	.....	.....	1,13,704	12,805	1,27,503
11,987	2,000	.....	.....	881	14,868
1,05,614	.....	2,374	1,496	21,922	1,31,406
14,994	.....	4,375	573	37,124	57,066
6,213	705	13,557	10,400	27,576	58,051
51,411	325	5,240	12,699	57,695	1,27,370
8,21,513	21,847	63,339	4,37,103	2,70,597	16,14,399
1,50,90,770	19,21,070	39,32,951	93,80,532	41,28,433	3,41,53,756

Expenditure on Buildings includes Rs. 2,319 spent by the Public Works Department

"Miscellaneous" includes the following main items :—

	Rs.
(1) Scholarships	48,416
(2) Hostel charges	4,99,045
(3) Examination charges	6,629
(4) Grant to Girl Guide Association ...	6,964

—	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION						
General						
High Schools ...	17,693	.....	.....	1,949	.....	19,642
Middle Schools—						
English ...	47,000	.....	.....	4,577	.....	52,477
Primary Schools...	40,649	.....	.....	.....	.....	40,649
Total ...	1,05,242	.....	.....	6,526	.....	1,12,768
Special						
Normal and Training Schools.	1,17,488	.....	4,207	.....	2,963	1,24,658
Technical and Industrial Schools.	.....	.....	.....	.....	.....	.....
Commercial Schools.	.....	.....	.....	.....	.....	.....
Schools for Adults	.....	.....	.....	.....	.....	.....
Other Schools ...	.....	.....	.....	.....	.....	.....
Total ...	1,17,488	.....	4,207	.....	2,963	1,24,658
Grand Total for Females.	2,23,730	.....	4,207	6,526	2,963	2,37,426
Grand Total for Males.	19,51,529	200	3,610	12,67,165	1,86,426	34,09,930
Grand Total for all.	21,75,259	200	7,817	12,73,691	1,89,389	36,46,356

PRESIDENCY.

1934-35.

Education for Females.

on educational buildings.

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	4,18,355	100
.....	.....	1,360	424	.....	1,784	29,897	650
14,41,054	1,10,034	15,01,494	6,592	22,605	30,81,779	1,79,894	1,965
14,41,054	1,10,034	15,02,854	7,016	22,605	30,83,563	6,28,146	2,715
.....	.....	8,843	.....	.....	8,843	43,684	.....
.....	.....	.....	.....	.....	.....	7,208	.....
.....	.....	.....	.....	.....	.....	2,200	.....
.....	.....	.....	.....	.....	.....	1,600	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	8,843	.....	.....	8,843	54,692	.....
14,41,054	1,10,034	15,11,697	7,016	22,605	30,92,406	6,82,838	2,715
90,07,353	13,98,974	34,35,794	7,66,537	3,93,770	1,50,02,428	20,05,698	31,013
1,04,48,407	15,09,008	49,47,491	7,73,553	4,16,375	1,80,94,834	26,88,436	33,728

BOMBAY
BRITISH DISTRICTS—
III-B—Expenditure on

Inspection ...
Buildings, etc....
Miscellaneous ...

Total ...

—	Aided Institutions—*concld.*				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
SCHOOL EDUCATION	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
General							
High Schools ...	4,247	7,25,846	4,01,070	15,49,627	13,149	7,612	20,761
Middle Schools—							
English ...	3,898	76,216	1,03,742	2,19,403	2,801	4,616	7,417
Primary Schools...	75,309	88,989	4,44,076	7,99,226	765	20,582	21,347
Total ...	83,454	8,91,044	9,53,897	25,59,956	16,715	32,810	49,525
Special							
Normal and Training Schools.	2,055	15,822	50,265	1,11,626	1,501	2,871	4,372
Technical and Industrial Schools.	530	14,657	41,274	63,669	...	4,762	4,762
Commercial Schools.	.....	5,241	.....	7,441	...	...	.....
Schools for Adults.	200	1,636	7,683	11,119	1,300	5,152	6,452
Other Schools ...	100	985	306	1,391	217	2,149	2,366
Total ...	2,885	38,341	99,528	1,95,446	3,018	14,934	17,952
Grand Total for Females.	86,339	9,29,385	10,53,425	27,54,702	19,733	47,744	67,477
Grand Total for Males.	2,16,924	55,04,920	23,29,059	1,00,86,514	10,06,970	4,34,965	14,41,935
Grand Total for all	3,02,263	64,34,305	33,82,484	1,28,41,216	10,26,703	4,82,709	15,09,412

PRESIDENCY.

1934-35.

Education for Females—concld.

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
80,005	1,194	35,298	.....	1	1,16,498
4,631	1,327	33,389	.....	54,875	94,223
1,20,519	2,498	5,876	2,02,058	2,38,916	5,69,867
2,05,155	5,019	74,563	2,02,058	2,93,792	7,80,587
4,36,048	100	4,247	7,40,044	4,06,691	15,90,030
77,797	650	5,253	84,018	1,13,353	2,81,081
16,61,597	1,11,999	15,76,803	96,339	4,87,263	39,34,001
21,75,442	1,12,749	15,86,303	9,21,901	10,09,312	58,05,112
1,61,172	.....	15,105	17,323	56,099	2,49,699
7,208	.....	530	14,657	46,036	68,431
2,200	.....	.....	5,241	.....	7,441
1,600	.....	200	2,936	12,835	17,571
.....	.....	100	1,202	2,455	3,757
1,72,180	.....	15,935	41,359	1,17,425	3,46,899
25,52,777	1,17,768	16,76,806	11,64,718	14,20,529	69,32,598
1,50,90,770	19,21,070	39,32,981	90,80,532	41,28,433	3,41,53,756
1,76,43,547	20,38,838	56,09,787	1,02,45,250	55,48,962	4,10,86,354

BOMBAY

BRITISH DISTRICTS—

IV-A.—Race or Creed of Male Scholars

		Europeans and Anglo-Indians	Indian Christians	Hin		
				Advanced	Intermediate	Backward*
		1	2	3a	3b	3c
	Total Male Population ...	25,233	149,315	973,388	5,603,848	2,030,436
	School Education					
	Classes					
Primary	‡ I	766	7,126	36,606	132,869	45,132
	II	241	3,470	25,153	74,840	22,333
	III	205	3,189	25,363	70,329	17,962
	IV	274	2,772	23,656	57,530	13,058
	V	227	2,445	22,878	50,549	9,783
Middle	VI	206	1,576	21,403	27,896	4,494
	VII	165	1,241	16,760	17,883	2,630
	VIII	154	1,170	16,418	16,302	2,331
High	IX	91	467	8,089	2,878	334
	X	77	183	6,854	2,289	244
	XI	.....	159	5,913	1,822	182
	XII	15	178	6,858	2,063	183
	Total ...	2,511	23,976	215,895	457,250	118,666
	University and Intermediate Education.					
	Intermediate classes—					
	1st year	9	184	2,425	352	42
	2nd year	8	120	1,733	255	25
	Degree classes—					
	1st year	7	44	1,033	133	13
	2nd year	4	51	1,010	130	7
	3rd year	.....	.....	.....	...	.....
	Post-graduate classes—					
	1st year	1	6	317	32	2
	2nd year	.....	12	226	15	2
	Research students	.....	11	46	4	1
	Total ...	29	428	6,780	921	93
	No. of scholars in recognised institutions.	2,540	24,404	222,684	458,171	118,758
	No. of scholars in unrecognised institutions.	10	390	7,609	5,797	2,423
	Grand Total ...	2,550	24,794	230,293	463,968	121,181

*Statistics of scholars belonging to the Lingayat and Maratha Communities included under Hindus are as under :—

	Primary Schools.	Secondary Schools.	Arts Colleges.
(1) Lingayats ...	60,518	2,447	277
(2) Marathas ...	138,543	7,069	256

PRESIDENCY.

1934-35.

receiving General Education.

dus.* Total	Muhammadans	Buddhists	Parsis	Sikhs	Others	Total	Number of pupils from rural areas
3	4	5	6	7	8	9	10
8,607,672	2,447,447	1,627	46,166	13,076	182,348	11,472,884	.....
214,507	58,671	1	812	337	4,684	286,904	172,507
122,326	30,133	.....	686	138	2,925	159,919	100,313
113,659	24,444	1	790	136	2,769	145,303	90,362
94,244	20,526	.....	756	118	2,765	121,455	77,752
83,210	16,606	1	768	111	2,659	106,027	62,940
53,793	11,063	1	865	107	2,393	70,004	36,391
37,382	7,149	.....	706	85	1,780	48,408	23,652
35,051	6,100	.....	694	64	1,446	44,679	22,084
11,301	1,610	.....	668	29	739	14,905	3,141
9,387	1,341	.....	600	18	500	12,106	2,451
7,917	1,075	.....	592	14	468	10,225	1,999
9,134	1,062	.....	729	10	405	11,542	1,822
701,811	179,780	4	8,666	1,176	23,553	1,031,477	595,414
2,819	246	.....	347	7	260	3,872	924
2,013	187	.....	219	3	133	2,682	604
1,179	95	.....	78	4	58	1,465	393
1,147	95	.....	119	1	71	1,488	328
.....	.....	.....	.....	.....	.....	.....	.....
351	24	.....	20	2	23	427	110
213	17	.....	18	1	10	301	66
60	7	.....	21	.....	3	92	18
7,602	671	.....	823	18	557	10,327	2,443
799,613	180,451	4	9,488	1,194	24,110	1,041,804	597,857
15,829	14,130	.....	365	11	1,180	31,915	15,417
815,442	194,581	4	9,853	1,205	25,290	1,073,719	613,274

† The following are included under the heading "Backward Hindus":—
(1) Aboriginals and Hill Tribes;
(2) Scheduled Classes; and
(3) Other Backward Classes.

‡ Class I represents infant class.

IV-B.—Race or Creed of Female Scholars

		Europeans and Anglo-Indians	Indian Christians	Hin	
				Advanced	Intermediate
		1	2	3a	3b
	Total Female Population ...	15,477	124,773	842,079	5,212,534
	School Education				
	Classes				
Primary	I ‡	771	5,116	31,928	45,101
	II	319	1,847	18,260	17,850
	III	356	1,786	16,840	13,748
	IV	350	1,462	13,395	9,286
	V	310	1,295	10,132	5,758
Middle	VI	277	1,027	7,123	2,461
	VII	243	1,051	5,662	1,710
	VIII	212	347	1,943	242
High	IX	120	273	1,362	106
	X	95	81	926	68
	XI	.....	49	738	44
	XII	1	67	829	42
	Total ...	3,053	14,401	109,135	96,406
	University and Intermediate Education.				
	Intermediate classes—				
	1st year	3	38	218	4
	2nd year	2	53	176	10
	Degree classes—				
	1st year	.....	26	74	2
	2nd year	1	27	92	1
	3rd year	.....	.....	.....	.....
	Post-graduate classes—				
	1st year	.....	1	14	.....
	2nd year	.....	5	13	.....
	Research students	.....	1	4	.....
	Total ...	6	149	590	17
	No. of scholars in recognised institutions.	3,059	14,550	109,728	96,423
	No. of scholars in unrecognised institutions.	6	111	1,006	658
	Grand Total ...	3,065	14,661	111,634	97,081

* Statistics of scholars belonging to the Lingayat and Maratha Communities included under Hindus are as under :—

	Primary Schools.	Secondary Schools.	Arts Colleges
(1) Lingayats ...	15,010	41	2
(2) Marathas ...	25,741	552	12

PRESIDENCY.

1934-35.

receiving General Education.

dus*								
Back-ward†	Total	Muham-madans	Bud-dhists	Parsis	Sikhs	Others	Total	Number of pupils from rural areas.
3a	3	4	5	6	7	8	9	10
1,955,872	8,010,485	1,966,612	474	43,033	7,807	161,844	10,330,504	.....
11,227	88,256	29,439	11	943	156	3,762	128,454	58,553
3,831	39,941	11,085	1	691	62	1,850	55,826	24,349
2,570	33,158	7,083	4	803	39	1,732	44,961	18,821
1,503	24,184	4,421	1	842	37	1,402	32,699	12,592
965	16,845	2,398	1	739	33	999	22,614	7,772
299	9,883	933	1	747	16	627	13,511	3,690
223	7,595	520	...	647	9	405	10,469	2,601
24	2,209	78	...	494	3	85	3,428	281
4	1,472	46	...	416	3	68	2,398	109
6	990	37	...	318	2	36	1,559	69
2	784	12	...	246	1	25	1,117	46
1	872	15	...	274	.....	33	1,261	75
20,645	226,189	56,067	19	7,154	361	11,053	318,297	128,958
.....	223	9	...	99	.....	19	388	9
1	187	6	...	71	1	15	335	10
.....	75	...	...	38	.....	...	140	4
.....	93	1	...	42	.....	5	169	1
.....	...	...	...	.....	.....	...	.....	.....
.....	14	...	...	6	...	2	23	2
.....	12	...	...	11	.....	1	29	3
.....	4	...	...	2	.....	1	8	2
1	608	16	...	269	1	43	1,092	31
20,646	226,797	56,083	19	7,423	363	11,096	319,389	128,989
329	2,693	5,427	...	135	1	210	8,784	4,195
20,975	229,690	61,510	19	7,559	363	11,305	328,173	133,184

†The following are included under the heading "Backward Hindus":—
(1) Aboriginals and Hill Tribes;
(2) Scheduled Classes; and
(3) Other Backward Classes.

‡Class I represents infant class.

V-A.—Race or Creed of Male Scholars

	Europeans and Anglo-Indians	Indian Christians	Hin	
			Advanced	Inter-mediate
	1	2	3a	3b
School Education.				
Art Schools	3	34	351	87
Law Schools	.....	.....	.....	.....
Medical Schools	2	22	610	56
Normal and Training Schools	.....	73	179	216
Engineering Schools...	4	9	930	40
Technical and Industrial Schools ...	2	312	823	615
Commercial Schools	14	145	989	113
Agricultural Schools	.....	.....	18	50
Reformatory Schools	.....	23	64	199
Schools for Defectives	4	40	94	65
Schools for Adults	.....	46	554	1,422
Other Schools	.....	5	1,354	250
Total ...	29	714	5,266	3,113
University and Intermediate Education.				
Law	2	23	854	137
Medicine	1	73	533	51
Education	.....	.....	67	5
Engineering	.....	22	212	55
Agriculture	.....	6	75	42
Commerce	1	13	245	25
Forestry	.....	.....	.....	.....
Veterinary Sciencie	.....	.....	.....	.....
Total ...	4	137	1,986	315
Grand Total ...	33	851	7,252	3,428

* The following are included under Hindus:—

(1) Lingayats 400

(2) Marathas 1,166

PRESIDENCY.

1934-35.

receiving Vocational and Special Education.

dus •		Muham-madans	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas
†Back-ward	Total							
3c	3	4	5	6	7	8	9	10
6	444	31	2	37	.....	14	565	11
.....	.....	...	.....	.....	.....	...	...	.....
6	672	30	.....	4	7	23	765	86
64	459	171	.....	.....	.....	10	719	566
1	271	14	.....	19	9	8	334	35
45	1,486	152	.....	123	8	29	2,117	401
19	1,121	131	.....	266	6	43	1,726	54
5	73	...	.....	.....	.....	1	74	71
69	332	259	1	9	1	6	628	161
10	169	33	1	12	1	12	272	90
957	2,933	991	6	9	6	10	4,001	1,003
18	1,622	889	.....	.....	3	14	2,533	527
1,203	9,582	2,701	10	477	40	174	13,727	3,004
24	1,015	75	.....	47	1	49	1,212	94
50	634	76	.....	48	3	127	961	378
1	73	4	.....	1	.....	1	79	.....
1	269	33	.....	46	6	2	377	23
.....	117	9	.....	2	3	17	152	76
2	372	16	.....	68	1	47	416	67
.....	.....	...	.....	.....	.....	...	...	.....
.....	.....	...	.....	.....	.....	...	...	.....
78	2,370	212	.....	212	12	243	3,199	628
1,281	11,961	2,913	10	689	52	417	16,926	3,632

† The following are included under the heading "Backward Hindus":—
(1) Aboriginals and Hill Tribes;
(2) Scheduled Classes; and
(3) Other Backward Classes.

; This includes 17 students studying Chemical Technol ogy.

V-B.—Race or Creed of Female Scholar

	Europeans and Anglo-Indians	Indian Christians	Hindus*			
			Advanced	Intermediate	† Backward	Total
	1	2	3 (a)	3 (b)	3 (c)	3
School Education.						
Art Schools	5	12	33	...	...	33
Law Schools	.....	...	.....	...	...	...
Medical Schools	1	26	73	5	1	79
Normal and Training Schools	53	228	279	91	23	393
Engineering and Surveying Schools.	.....	...	.....	...	...	...
Technical and Industrial Schools.	.....	175	548	91	6	645
Commercial Schools ...	41	10	3	1	1	5
Agricultural Schools ...	.....	...	.....	...	...	...
Reformatory Schools ...	.....	...	.....	...	...	...
Schools for Defectives ...	1	12	23	6	4	33
Schools for Adults... ...	.....	5	337	73	96	506
Other Schools	.....	...	141	7	...	148
Total ...	111	468	1,436	274	131	1,841
University and Intermediate Education.						
Law	.....	1	3	...	...	3
Medicine	.....	20	54	9	3	66
Education	.....	3	9	...	1	10
Engineering	.....	...	.....	...	...	...
Agriculture	.....	... 1	.....	...	...	...
Commerce	.....	.....	.....	...	...	...
Forestry	.....	...	.....	...	...	...
Veterinary Science ...	.....	...	.....	...	...	...
Total ...	.....	25	66	9	4	97
Grand Total ...	111	493	1,502	283	135	1,920

*The following are included under "Hindus" :—

(1) Lingayats 11

(2) Marathas 154

PRESIDENCY.

1934-35.

receiving Vocational and Special Education.

Muhammadans	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas.
4	5	6	7	8	9	10
.....	.....	26	.....	3	79	.....
.....	.....	.....	.....	.....	.....	.....
1	.....	3	.....	5	115	10
77	.....	38	.....	26	825	230
.....	.....	.....	.....	.....	.....	.....
9	.....	304	6	50	1,182	36
.....	.....	15	.....	7	78	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	1	.....	1	47	14
23	.....	150	.....	11	695	149
.....	.....	.....	.....	1	149	6
103	.....	537	6	104	3,170	438
.....	.....	6	.....	.....	10	.....
3	.....	30	.....	9	128	37
1	.....	3	.....	1	18	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	1	.....	.....	1	.....
.....	.....	.....	.....	.....	1	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
4	.....	40	.....	10	158	37
107	.....	577	6	114	3,328	475

† The following are included under the heading "Backward Hindus":—

(1) Aboriginals and Hill Tribes;

(2) Scheduled Classes; and

(3) Other Backward Classes.

Class of Institutions	Trained Teachers with the following educational qualifications				
	A Degree	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications
	1	2	3	4	5
Primary Schools					
Government	.....	.....	.....	98	... ...
Local Board and Municipal ...	.....	4	.....	15,040	1
Aided	6	.....	.....	626	19
Unaided	.....	.....	.....	37	.....
Total ...	6	4	.....	15,801	20
Middle Schools					
Government	12	1	.....	.....	.....
Local Board and Municipal ...	11	8	2	.....	6
Aided	21	10	.....	13	19
Unaided	7	2	.....	5	2
Total ...	51	21	2	18	27
High Schools					
Government	288	20	.....	3	15
Local Board and Municipal ...	55	10	2	9	9
Aided	317	162	2	62	109
Unaided	36	8	.....	13	8
Total ...	696	200	4	87	141
Grand Total ...	753	225	6	15,906	188

PRESIDENCY.

1934-35.

Teachers.

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
Possessing a degree		*Possessing no degree*				
Certificated	Uncertificated	Certificated	Uncertificated			
6	7	8	9	10	11	12
.....	1	.....	20	98	21	119
.....	.....	655	12,268	15,045	12,923	27,968
2	30	8	3,530	651	3,570	4,221
.....	.....	.....	311	37	311	348
2	31	663	16,129	15,831	16,825	32,656
.....	1	3	5	13	9	22
17	36	85	233	27	371	398
32	129	92	422	63	675	738
5	33	17	166	16	221	237
54	199	197	826	119	1,276	1,395
5	40	12	35	326	92	418
42	87	28	143	85	305	390
414	850	348	1,133	652	2,745	3,397
48	222	29	182	65	481	546
509	1,109	417	1,493	1,128	3,623	4,751
565	1,429	1,277	18,453	17,078	21,724	38,802

Class of Institutions	Trained Teachers with the following educational qualifications				
	A Degree	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications
	1	2	3	4	5
Primary Schools					
Government	.....	.....	.....	53	.....
Local Board and Municipal ...	.....	.....	.....	2,182	.....
Aided	5	1	.....	609	17
Unaided	.....	.....	1	21	.....
Total ...	5	1	1	2,865	17
Middle Schools					
Government	10	1	.....	2	.....
Local Board and Municipal ...	.....	.....	.....	.....	.....
Aided	9	76	2	9	18
Unaided	1	1	.....	2	1
Total ...	20	78	2	13	19
High Schools					
Government	3	.....	.....	.....	.....
Local Board and Municipal ...	.....	.....	.....	.....	.....
Aided	91	381	1	33	66
Unaided	8	6	.....	.....	4
Total ...	102	387	1	33	70
Grand Total ...	127	466	4	2,911	106

PRESIDENCY.

1934-35.

Teachers.

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
Possessing a degree		*Possessing no degree*				
Certificated	Uncertificated	Certificated	Uncertificated			
6	7	8	9	10	11	12
.....	.....	1	2	53	3	56
.....	.....	6	1,801	2,182	1,807	3,989
.....	20	7	955	632	992	1,624
.....	.....	.....	35	22	35	57
.....	20	14	2,793	2,889	2,837	5,716
1	3	1	5	13	10	23
.....	.....	.....	3	.....	3	3
4	13	5	96	114	118	232
1	1	1	14	5	17	22
6	17	7	118	132	148	280
.....	1	3	1	3	5	8
.....	.....	.....	.....	.....	.....	.....
45	114	37	354	572	550	1,122
1	10	3	13	18	27	45
46	125	43	368	593	582	1,175
52	162	64	3,279	3,614	3,567	7,171

Total European and Anglo-Indian population, Census of 1931. ... Males ... 25,233; Females ... 15,477; Total ... 40,710

	Institutions	Scholars on roll on March 31st	Number of females in institutions for males and *vice versa*	Number of Non-Europeans on rolls
	1	2	3	4
Institutions for Males				
Arts Colleges	.....	.....	.....	.....
Training Colleges	.....	.....	.....	.....
High Schools	7	1,573	158	305
Middle Schools	9	701	302	112
Primary Schools	.....	.....	.....	.....
Training Schools	.....	.....	.....	.....
Technical and Industrial Schools	.....	.....	.....	.....
Commercial Schools	.....	.....	.....	.....
Other Schools	.....	.....	.....	.....
Total	16	2,274	460	417
Institutions for Females				
Arts Colleges	.....	.....	.....	.....
Training Colleges	.....	.....	.....	.....
High Schools	14	3,062	504	737
Middle Schools	4	157	72	37
Primary Schools	.....	.....	.....	.....
Training Schools	2	74	.....	17
Technical and Industrial Schools	.....	.....	.....	.....
Commercial Schools	1	34	.....	5
Other Schools	.....	.....	.....	.....
Total	21	3,327	576	796
Grand Total for Institutions	37	5,601	1,036	1,213

Expenditure on Buildings includes Rs. Nil spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

	Rs.
(1) Hostel (Boarding) charges	4,25,783
(2) Scholarships and stipends	22,108
(3) Examination charges	743
Total	4,48,633

* The term "non-Europeans" does not include domiciled Europeans and Anglo-Indians.

PRESIDENCY.

1934-35.

European Education.

Percentage to European and Anglo-Indian population of those at school. Males ... 9·4; Females... 20·7; Total ... 13·7

Teachers		Expenditure from				
Trained	Untrained	Government funds	†Local funds	Fees	Other sources	Total expenditure
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
59	30	1,31,357	1,200	1,55,827	30,967	3,19,351
22	14	21,805	.....	16,385	31,126	69,316
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
81	44	1,53,162	1,200	1,72,212	62,093	3,88,667
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
197	37	1,80,570	800	2,29,118	74,599	4,04,087
11	2	5,529	.....	4,392	10,881	20,803
.....	.....	.....	.....	.....	.....	.....
21	.....	10,200	.....	8,746	8,746	27,692
.....	.....	.....	.....	.....	.....	.....
3	1	2,200	.....	5,241	.....	7,441
.....	.....	.....	.....	.....	.....	.....
332	40	2,07,499	800	2,47,497	94,926	5,50,022
313	84	3,60,661	2,000	4,19,709	1,56,319	9,38,689
Inspection ...		11,444	.....	.....	.....	11,444
Buildings and furniture, etc.		2,671	.....	8,390	24,004	35,065
Miscellaneous ...		1,04,153	.....	2,24,811	1,19,669	4,48,633
Total ...		1,18,268	.....	2,33,201	1,43,673	4,95,142
Grand Total ...		4,78,929	2,000	6,52,910	2,99,992	14,33,831

† Local Funds include both District Board and Municipal funds.

Examinations	MALES					
	Number of Examinees			Number Passed		
	Public*	Private	Total	Public*	Private	Total
	1	2	3	4	5	6
DEGREE EXAMINATIONS						
Arts and Science						
D.Litt.	...	...	...	...	...	...
Ph.D.	...	...	...	...	...	...
D.Sc.	1	...	1	...†	...	...†
M.A.	124	5	129	84	2	86
M.Sc.	50	...	50	40	...	40
B.A. (Honours)	475	27	502	402	13	415
B.A. (Pass)	571	277	848	394	164	558
B.Sc. (Pass)	353	103	456	266	34	300
Law						
Master of Law	12	...	12	2	...	2
Bachelor of Law	964	...	964	393	...	393
Medicine						
M.D.	13	...	13	3	...	3
M.B., B.S.	300	...	300	90	...	90
L.M.S. (Bombay)	...	...	...	...	...	...
M.C.P. & S. (Bombay)	...	...	...	...	...	...
M.S.F.M. (Calcutta)	...	...	...	...	...	...
M.S.	10	...	10	2	...	2
D.O.	3	...	3	...	...	...
B.Hy.	5	...	5	1	...	1
D.P.H.	...	...	...	...	...	...
Engineering						
Master of C.E.	...	...	...	...	...	...
Bachelor of C.E.	162	...	162	114	...	114
Bachelor of M.E.	12	...	12	8	...	8
Bachelor of E. E.	11	...	11	8	...	8
Education						
B.T.	127	...	127	86	...	86
Commerce						
Master of Commerce	1	...	1	1	...	1
Bachelor of Commerce	225	...	225	78	...	78
Agriculture						
Master of Agriculture	1	...	1	...	...	...
Bachelor of Agriculture	103	...	103	42	...	42

* *i.e.*, Appearing from
† Result
‡ Result of one

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1934-35.

Results.

Females								
Number of Examinees				Number Passed				
Public*	Private	Total		Public*	Private	Total		
7	8	9		10	11	12		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
19	.....	19		14	.....	14		
3	.....	3		2	.....	2		
94	1	95		87	1	88		
60	12	72		41	9	50		
12	.....	12		11	.....	11		
.....	.....	.....		.....	.....	.....		
8	.....	8		5	.....	5		
2	.....	2		.....	.....	.....		
56	.....	56		15	.....	15		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
26	.....	26		19	.....	19		
1	.....	1		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		
.....	.....	.....		.....	.....	.....		

a recognised Institution.
awaited.
candidate awaited.

Examinations	Males					
	Number of Examinees			Number Passed		
	Public*	Private	Total	Public*	Private	Total
	1	2	3	4	5	6
Intermediate Examinations						
Intermediate in Arts	1,444	346	1,790	881	173	1,054
Intermediate in Science	1,096	253	1,349	457	106	563
Certificate in Teaching (S.T.C.) ...	500	...	500	212	...	212
Intermediate in Commerce ...	219	...	219	121	...	121
First Year Examination in Science (Agriculture).	61	...	61	43	...	43
Intermediate Examination in Agriculture	10	...	10	9	...	9
Veterinary Examinations (G.B.V.C.).	26	...	26	14	...	14
School Examinations						
(a) On completion of High School Course						
Matriculation Examination ...	11,203	2,550	13,753	4,401	618	5,019
Cambridge School Certificate ...	89	...	89	56	...	56
(b) On completion of Middle School Course						
Cambridge Junior	78	...	78	42	...	42
Anglo-Vernacular Middle	15,565	...	16,565	13,257	...	13,257
Vernacular Middle (Final)... ...	17,550	3,343	20,893	7,316	370	7,686
(c) On completion of Primary Course						
Upper Primary	17,176	2,112	19,288	8,327	96	8,423
Lower Primary	67,768	...	67,768	61,443	...	61,443
(d) On completion of Vocational Course						
For Teacher's Certificates—						
Vernacular, Higher	854	55	909	744	35	779
Vernacular, Lower	...	...	...	...	...	...
At Art Schools	28	...	28	11	...	11
At Law Schools	...	...	...	...	...	...
At Medical Schools (L.C.P.S.) ...	364	...	364	119	...	119
At Engineering Schools	99	...	99	89	...	89
At Technical and Industrial Schools.	160	...	160	156	...	156
At Commercial Schools	645	74	719	290	23	313
At Agricultural Schools	...	...	...	...	...	...
At other Schools	...	...	...	...	...	...

* *i.e.*, Appearing from

FEMALES

Number of Examinees			Number Passed		
Public* 7	Private 8	Total 9	Public* 10	Private 11	Total 12
240	23	263	157	14	171
88	14	102	33	8	41
113	.....	113	64	.....	64
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
1,080	126	1,206	565	27	592
93	.....	93	58	.....	58
160	.....	160	106	.....	106
2,230	.....	2,230	1,824	.....	1,824
3,974	637	4,611	1,992	137	2,129
4,202	267	4,469	2,624	45	2,669
15,730	.....	15,730	11,805	.....	11,805
391	91	482	274	72	346
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
31	.....	31	16	.....	16
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
4	.....	4	2	.....	2
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

a recognised Institution.

IX—Statistics of Educational

Types of Institutions.	Number of Institutions and Scholars.							
	Government.		District Board.		Private.*		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9
I. RECOGNIZED INSTITUTIONS.								
For Males.								
Arts Colleges	1	311	...	...	1	400	2	711
Professional Colleges ...	1	153	...	...	...	...	1	153
High Schools	...	...	1	238	16	2,869	17	3,107
Middle Schools	...	...	132	3,634	69	4,903	201	8,537
Primary Schools	5	297	9,259	616,463	1,744	61,835	11,007	678,595
Training Schools	8	598	...	...	2	85	10	683
Agricultural Schools ...	...	...	...	..	...	...	...	...
Schools for adults	...	...	14	284	15	505	29	789
Other Schools	1	19	...	...	7	210	8	229
Total ...	16	1,378	9,405	620,619	1,854	70,807	11,275	692,804
For Females.								
Arts Colleges	...	...	...	...	...	...	...	...
High Schools	...	...	...	...	2	259	2	259
Middle Schools	...	...	...	...	1	40	1	40
Primary Schools	...	...	703	47,530	179	6,894	837	54,794
Training Schools	4	192	...	...	5	249	9	441
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for adults	...	...	...	...	1	13	1	13
Other Schools	...	...	...	...	...	...	...	...
Total ...	4	192	703	47,530	188	7,455	900	55,477
Grand Total for all Recognized Institutions.	20	1,570	10,113	668,449	2,042	78,262	12,175	748,281
II. UNRECOGNIZED INSTITUTIONS.								
For Males	...	...	...	...	...	...	763	18,608
For Females	...	...	...	...	...	...	55	1,560
Total ...							818	20,258
Grand Total for all Institutions ...							12,993	768,539

* Aided and unaided.

PRESIDENCY.

1934-35.

Institutions in Rural Areas.

Expenditure on Institutions.				Number of Teachers.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government schools.	In District Board schools.	In private schools.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
55,093	.....	1,20,322	1,75,415	13	.....	14	27
1,26,874	.....	28,565	1,55,439	26	.....	.....	26
50,309	4,714	1,71,451	2,26,564	.....	10	173	183
36,900	29,426	2,23,308	2,89,634	.....	144	304	448
72,41,792	15,25,217	9,31,617	96,98,626	8	19,266	2,314	21,588
2,03,971	3,596	19,537	2,26,403	57	.....	15	72
.....	.....	.....	.....	.....	.....	.....	.....
1,122	616	1,114	2,752	.....	10	16	26
5,549	75	19,759	25,383	2	.....	23	25
77,21,000	15,63,543	15,15,673	1,08,00,216	106	19,430	2,850	22,385
.....	.....	.....	.....	.....	.....	.....	.....
13,087	.....	25,206	38,293	.....	.....	27	27
545	.....	1,574	2,319	.....	.....	6	6
6,16,261	1,07,349	72,180	7,95,683	.....	1,308	320	1,628
1,11,044	4,907	26,725	1,41,977	34	.....	43	77
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	18	18	.....	.....	1	1
.....	.....	.....	.....	.....	.....	.....	.....
7,40,937	1,11,449	1,25,804	9,78,190	34	1,308	397	1,739
84,61,937	16,74,992	16,41,477	1,17,78,406	140	20,738	3,256	24,134

Explanatory Notes:—

(1) Figures for *urban* areas (i.e. municipal, cantonment, notified and small town committee areas) are excluded from this table.

(2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

(3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.

(4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in *rural* areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in *urban* areas.

APPENDIX

Table showing the classification of scholars according to race Districts of the Bombay Presidency

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
UNIVERSITY EDUCATION.	Boys	Girls	Boys	Girls	Boys	Girls
University	...	...	4	1	45	2
Colleges for Men						
Arts and Science	28	6	398	193	3,811	264
Professional Colleges for Men.						
Law	2	...	22	1	414	1
Medicine	1	...	73	20	349	35
Education	...	...	...	3	57	9
Engineering	...	...	14	...	86	...
Agriculture	...	...	6	...	42	...
Commerce	1	...	13	1	80	...
Total, Professional Colleges ...	4	...	128	25	1,028	45
Total, University, Arts and Professional Colleges	32	6	530	168	4,884	311
Secondary Schools.						
High Schools for ... Boys ...	1,462	154	6,178	700	23,485	1,590
High Schools for ... Girls ...	505	2,370	361	2,855	36	2,676
Middle Schools for ... Boys ...	362	260	649	250	4,336	430
Middle Schools for ... Girls ...	141	349	358	1,147	30	815
Total ...	2,470	3,033	7,546	4,952	27,887	5,511
Primary Schools.						
For Boys ... Upper Primary.	...	...	1,593	104	13,656	458
For Boys ... Lower Primary.	7	4	14,037	5,115	50,832	14,073
For Girls ... Upper Primary.	...	...	10	958	...	4,204
For Girls ... Lower Primary.	...	1	683	3,172	346	28,590
Total ... Upper Primary.	...	...	1,643	1,062	13,656	4,662
Total ... Lower Primary.	7	5	14,720	8,287	51,178	42,663
Total ...	7	5	16,263	9,349	64,834	47,325
Special Education.						
Art Schools for Men	3	5	34	12	173	12
Medical Schools for Men	2	1	22	25	396	50
Normal and Training Schools for Men ...	...	...	73	...	137	...
Normal and Training Schools for Women ...	...	63	...	224	...	193
Engineering Schools for Boys ...	4	...	8	...	142	...

I. Presidency proper.

or creed in Recognised and Unrecognised institutions in the British (excluding Sind) on 31st March, 1935.

III.—Hindus

A.—Advanced				B.—Intermediate			
Other Advanced		Total (Advanced)		Marathas		Kunbis, Kolis, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
38	3	83	5	1	...	3	...
2,122	171	5,933	435	244	9	256	9
368	9	782	3	34	...	53	...
184	19	533	54	19	9	13	...
10	...	67	9	...	...	...	...
19	...	105	...	11	...	6	...
33	...	75	...	12	...	18	...
149	...	329	...	7	...	9	...
763	21	1,791	66	83	9	99	...
2,923	195	7,807	506	328	18	368	9
13,639	648	37,324	2,238	5,530	82	5,066	57
204	2,241	240	4,917	2	341	...	53
2,031	167	7,267	597	1,254	30	2,318	46
28	254	58	1,069	4	79	...	26
17,003	3,310	44,889	8,821	6,790	532	7,384	182
7,017	214	21,573	672	14,106	155	19,326	394
42,880	7,380	93,662	21,463	123,658	13,425	144,088	15,979
...	2,358	...	6,562	...	624	...	1,200
400	21,641	746	50,231	238	11,170	215	14,159
7,917	2,579	21,573	7,234	14,106	779	19,326	1,594
43,230	29,021	94,408	71,634	123,906	24,595	144,303	30,138
51,147	31,593	115,981	78,918	138,012	25,374	163,629	31,732
178	21	351	33	26	...	8	...
131	16	527	66	29	4	8	1
23	...	160	...	114	...	57	...
...	52	...	245	...	37	...	25
10	...	152	...	12	...	16	...

III—Hindus

	B.—Intermediate—*concld.*					
	Artisans, etc.		Lingayats		Total (Intermediate)	
UNIVERSITY EDUCATION.	Boys	Girls	Boys	Girls	Boys	Girls
University	...	...	...	...	4	...
Colleges for Men.						
Arts and Science	106	1	277	2	893	14
Professional Colleges for Men.						
Law	32	...	18	...	137	...
Medicine	11	...	8	...	51	9
Education	...	...	5	...	5	...
Engineering	32	...	5	...	54	...
Agriculture	1	...	11	...	42	...
Commerce	4	...	5	...	25	...
Total, Professional Colleges ...	80	...	52	..	314	9
Total, University, Arts and Professional Colleges	186	1	329	2	1,211	23
Secondary Schools.						
High Schools for ... Boys ...	3,841	72	2,050	9	16,487	220
High Schools for ... Girls ...	...	44	...	15	2	463
Middle Schools for ... Boys ...	905	16	396	3	4,873	95
Middle Schools for ... Girls ...	...	52	1	14	5	171
Total ...	4,746	184	2,447	41	21,367	939
Primary Schools.						
For Boys ... Upper Primary.	7,265	100	8,318	70	49,015	719
For Boys ... Lower Primary.	62,074	5,855	52,162	5,703	381,989	40,962
For Girls ... Upper Primary.	...	829	1	290	1	2,943
For Girls ... Lower Primary.	85	15,455	9	8,919	547	49,703
Total ... Upper Primary.	7,265	929	8,319	360	49,016	3,662
Total ... Lower Primary.	62,159	21,310	52,161	14,622	382,529	90,665
Total ...	69,424	22,239	60,480	14,982	431,545	94,327
Special Education.						
Art Schools for Men	52	...	1	...	87	...
Medical Schools for Men	2	...	14	...	53	5
Normal and Training Schools for Men ...	20	...	25	...	216	...
Normal and Training Schools for Women ...	...	24	...	5	...	91
Engineering Schools for Boys ...	8	...	4	...	40	...

—*contd.*

C.—Backward							
Scheduled classes		Aboriginal and Hill Tribes		Other Backward classes		Total (Backward)	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	...	...	...	...	...	1	...
33	...	1	...	51	...	85	...
6	...	...	...	18	...	24	...
...	...	...	...	50	3	50	3
...	...	...	...	1	1	1	1
...	...	...	...	1	...	1	...
...	...	...	...	...	...	...	...
1	...	1	...	...	...	2	...
7	...	1	...	70	4	78	4
41	...	2	...	121	4	164	4
1,208	10	51	3	619	8	1,888	21
...	10	...	4	...	5	...	19
328	7	28	...	185	6	541	13
1	6	...	...	...	6	1	12
1,627	33	79	7	704	25	2,410	65
3,915	61	1,313	11	2,408	38	7,636	110
54,984	7,539	22,038	1,547	27,476	2,962	104,498	12,048
9	157	1	21	19	195	22	373
369	2,901	145	828	553	3,799	1,067	7,528
3,917	218	1,314	32	2,427	233	7,658	483
55,353	10,440	22,183	2,375	28,029	6,761	105,565	19,576
59,270	10,658	23,497	2,407	30,456	6,994	113,223	20,059
3	...	...	...	3	...	6	...
1	...	...	...	...	1	1	1
51	...	5	...	7	...	64	...
...	11	...	...	...	10	...	21
...	...	...	..	1	...	1	...

University Education.	III.—Hindus—*concld.* Total Hindus		IV.—Muhammadans		V.—Parsis		Punjabi Sikhs	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
University	88	5	4	...	9	3	...	...
Colleges for Men.								
Arts and Science	6,911	449	503	14	767	245	6	1
Professional Colleges for Men.								
Law	943	3	61	...	42	6	...	...
Medicine	634	66	76	3	48	30	2	...
Education	73	10	4	1	1	3	...	...
Engineering	160	...	14	...	27	...	2	...
Agriculture	117	...	3	...	3	1	2	...
Commerce	256	...	16	...	67	...	1	...
Total, Professional Colleges ...	2,183	79	179	4	187	40	7	...
Total, University, Arts and Professional Colleges ...	9,182	533	686	18	963	288	13	1
Secondary Schools.								
High Schools for ... Boys ...	55,673	2,479	6,862	68	4,912	168	71	13
Girls ...	242	5,389	76	448	136	2,844	7	21
Middle Schools for... Boys ...	12,681	705	2,425	16	293	128	10	2
Girls ...	64	1,252	21	98	27	108	7	3
Total ...	69,656	9,825	9,384	630	5,367	3,338	95	39
Primary Schools.								
For Boys... Upper Primary.	78,224	1,501	9,687	150	34	8	1	...
Lower Primary.	580,142	74,463	95,192	14,036	2,236	527	91	29
For Girls... Upper Primary.	23	9,878	7	766	2	155	...	...
Lower Primary.	2,360	107,462	829	26,282	565	2,673	3	35
Total ... Upper Primary.	78,247	11,379	9,694	916	36	163	1	...
Lower Primary.	582,502	181,925	96,021	40,288	2,801	3,200	94	64
Total ...	660,749	193,304	105,715	41,204	2,837	3,463	95	64
Special Education.								
Art Schools for Men ...	444	38	31	...	37	26	...	...
Medical Schools for Men ...	581	72	16	1	4	3	5	...
Normal and Training Schools for Men ...	440	...	112	...	...	...	...	...
Normal and Training Schools for Women.	...	357	...	65	...	38	...	...
Engineering Schools for Boys.	193	...	7	...	16	...	5	...

I—*continued.* **Presidency proper.**

VI.--Others.								Total of pupils of all castes		
Budhists		Jains		Jews and others		Total (others)				
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total.
...	...	9	...	...	1	9	1	114	10	124
...	...	484	20	42	16	532	37	9,139	883	10,022
...	...	45	...	...	...	45	...	1,115	10	1,125
...	...	123	3	4	5	129	9	961	128	1,089
...	...	1	...	...	1	1	1	79	18	97
...	...	1	...	...	...	3	...	218	...	218
...	...	4	...	13	...	19	...	162	1	163
...	...	46	...	1	...	48	...	401	1	402
...	...	220	3	18	7	245	10	2,926	158	3,084
...	...	713	33	60	24	786	48	12,179	1,051	13,230
2	2	3,436	77	686	304	4,195	396	79,289	3,965	83,253
...	...	10	180	26	179	43	380	1,363	14,286	15,649
...	...	1,301	27	53	11	1,367	40	17,776	1,399	19,175
1	...	...	29	34	59	42	91	653	3,035	3,688
3	2	4,750	313	799	553	5,647	907	99,080	22,685	121,765
...	...	2,450	66	26	6	2,477	72	91,955	1,835	93,790
1	...	14,426	2,521	634	295	15,152	2,845	705,766	97,060	803,826
...	...	...	588	...	53	...	641	42	12,398	12,440
...	17	24	6,027	42	339	69	6,418	4,506	146,008	150,514
...	...	2,450	654	26	59	2,477	713	91,997	14,233	106,230
1	17	14,450	8,548	676	634	15,291	9,263	711,372	243,068	954 340
1	17	16,900	9,202	702	693	17,698	9,976	803,269	257,391	1,060 570
2	...	7	2	7	1	16	3	565	79	644
...	...	27	1	1	4	33	5	658	107	765
...	...	10	...	...	...	10	...	635	...	635
...	...	...	10	...	15	...	25	...	772	772
...	...	5	...	...	...	10	...	238	...	238

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.						
Technical and Industrial Schools for Boys	2	...	311	...	449	14
Technical and Industrial Schools for Girls	...	...	...	175	...	100
Commercial Schools for Boys	13	6	112	6	853	1
Commercial Schools for Girls	...	99	...	...	...	1
Agricultural Schools for Boys	...	...	...	...	18	...
Reformatory Schools for Boys	...	...	28	...	23	...
Schools for Defectives for Boys	4	1	38	19	45	16
Schools for Adults for Men	...	...	45	1	121	5
Schools for Adults for Women	...	...	...	4	...	256
Other Schools for Boys	...	...	5	...	1,123	35
Other Schools for Girls	...	...	...	...	19	58
Total (Special Schools)	28	105	676	459	2,099	840
Total, Recognised	2,537	3,149	25,015	14,018	100,604	53,987
Unrecognised Institutions for Boys	10	6	390	98	3,276	291
Unrecognised Institutions for Girls	...	...	...	10	3	441
Total, Unrecognised	10	6	390	108	3,279	732
Grand Total	2,547	3,155	25,405	15,026	103,883	54,719

I—*continued.* **Presidency proper.**

III.—Hindus

A.—Advanced				B.—Intermediate			
Other Advanced		Total (Advanced)		Marathas		Kunbis, Kolis, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
328	1	777	15	146	1	340	9
...	280	...	459	...	62	...	3
412	...	765	1	44	1	40	...
...	...	...	1	...	...	...	...
...	...	18	...	20	...	9	...
41	...	54	...	48	...	96	...
29	6	74	22	25	...	19	4
153	...	274	5	518	...	653	7
...	76	...	332	...	37	...	12
53	9	1,176	44	19	1	14	...
4	4	23	62	...	2	5	3
1,362	445	4,361	1,285	1,001	146	1,265	64
72,434	35,543	173,033	89,530	146,131	26,069	172,646	31,980
3,884	380	7,160	671	1,719	153	2,359	251
1	371	4	812	4	18	...	68
3,885	751	7,164	1,483	1,723	171	2,359	319
76,319	36,294	180,202	91,013	147,854	26,240	175,005	32,299

	III.—Hindus					
	B.—Intermediate—*concld.*					
	Artisans, etc.		Lingayats		Total (Intermediate)	
	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.						
Technical and Industrial Schools for ... Boys ...	28	5	29	...	613	15
Technical and Industrial Schools for ... Girls ...	...	11	...	...	...	76
Commercial Schools for ... Boys ...	16	...	3	...	103	1
Commercial Schools for ... Girls ...	...	...	...	...	...	...
Agricultural Schools for Boys ...	3	...	18	...	50	...
Reformatory Schools for Boys ...	45	...	10	...	199	...
Schools for Defectives for Boys ...	18	...	3	2	65	6
Schools for Adults for ... Men ...	125	...	66	...	1,362	7
Schools for Adults for ... Women ...	...	13	...	4	...	66
Other Schools for ... Boys ...	6	...	175	...	214	1
Other Schools for ... Girls ...	2	...	...	...	7	5
Total Special Schools ...	395	53	349	11	3,009	373
Total, Recognised ...	74,751	22,477	63,604	15,036	457,132	95,563
Unrecognised Institutions for ... Boys ...	1,047	94	645	43	5,770	541
Unrecognised Institutions for ... Girls ...	...	25	...	6	4	117
Total, Unrecognised ...	1,047	119	645	49	5,774	658
Grand Total ...	75,798	22,596	64,249	15,085	462,906	96,220

I—*continued.*

—*concld.*

C.—Backward							
Scheduled classes		Aboriginal and Hill Tribes		Other Backward classes.		Total (Backward)	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
37	...	5	2	6	...	48	2
...	3	...	...	...	1	...	4
2	...	...	...	14	1	16	1
...	...	...	...	...	...	...	...
1	...	2	...	2	...	5	...
37	...	3	...	30	...	69	...
7	4	1	...	2	...	10	4
456	...	176	54	292	14	924	68
...	18	...	...	...	10	...	28
...	...	...	...	1	...	1	...
...	...	...	...	...	...	...	...
595	35	192	56	358	37	1,145	129
61,533	10,737	23,770	2,470	31,639	7,060	116,942	20,267
589	60	1,335	174	413	57	2,337	291
80	37	...	1	1	...	81	38
669	97	1,335	175	414	57	2,418	329
62,202	10,824	25,105	2,645	32,053	7,117	119,360	20,586

	III.—Hindus—*concld.*		IV.—Muhammadans		V.—Parsis		Punjabi Sikhs	
	Total Hindus							
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.								
Technical and Industrial Schools for Boys	1,434	32	80	...	128	...	4	...
Technical and Industrial Schools for Girls	.....	639	...	2	...	394	...	6
Commercial Schools for Boys	884	3	65	...	241	8	1	...
Commercial Schools for Girls	.....	1	...	...	...	2	...	...
Agricultural Schools for Boys	73	.....	...	...	...	...	...	...
Reformatory Schools for Boys	333	.....	259	...	2	...	1	...
Schools for Defectives for Boys.	149	33	25	...	12	1	1	...
Schools for Adults for Men	2,660	80	834	22	9	...	...	...
Schools for Adults for Women	.....	425	...	1	...	160	...	...
Other Schools for Boys	1,891	45	834	...	...	...	2	...
Other Schools for Girls	90	67	...	...	...	...	...	...
Total Special Schools	8,515	1,687	2,263	91	449	532	19	6
Total, Recognised	747,112	205,349	116,048	41,943	9,616	7,621	222	110
Unrecognised Institutions for Boys	15,317	1,503	9,266	1,928	365	102	11	...
Unrecognised Institutions for Girls	39	967	334	2,306	...	33	...	...
Total, Unrecognised	15,356	2,470	9,600	4,134	365	135	11	...
Grand Total	762,468	207,819	127,648	46,077	9,981	7,756	233	110

I—*concld.* **Presidency proper**

VI.—Others								Total of pupils of all castes		
Budhists		Jains		Jews and others		Total (others)				
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
...	...	25	...	4	...	33	...	1,992	32	2,024
...	...	...	26	...	24	...	56	...	1,076	1,076
...	...	20	1	12	4	33	5	1,348	28	1,376
...	...	...	...	...	2	...	2	...	34	34
...	...	1	...	...	...	1	...	74	...	74
1	...	1	...	4	...	7	...	628	...	628
1	...	11	1	1	...	14	1	242	47	289
6	...	4	...	6	...	16	...	3,464	103	3,567
...	...	...	9	...	2	...	11	...	592	592
...	...	9	...	9	...	18	...	2,243	45	2,288
...	...	...	1	...	...	...	1	30	68	98
10	...	113	51	44	52	186	109	12,117	2,993	15,100
14	19	22,476	9,589	1,605	1,323	24,317	11,040	926,645	284,020	1,210,665
...	...	1,153	93	27	2	1,191	95	25,539	3,632	30,171
...	...	...	111	...	4	...	115	373	3,431	3,804
...	...	1,153	204	27	6	1,191	210	25,913	7,063	33,975
14	19	23,629	9,793	1,632	1,328	25,508	11,250	953,557	291,083	1,244,640

APPENDIX

Table showing the classification of scholars according in the British Districts of

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
University Education.						
Colleges for Men.						
Arts and Science	1	...	26	16	56	6
Law	...	...	1	...	4	...
Engineering	...	...	8	...	19	...
Total ...	1	...	35	16	79	6
Secondary Schools.						
High Schools for Boys	14	1	28	2	537	33
Middle Schools for Boys	...	...	6	1	121	2
High Schools for Girls	...	...	...	9	...	5
Middle Schools for Girls	...	...	...	3	...	27
Total ...	14	1	34	15	658	66
Primary Schools.						
For Boys ... Upper Primary.	...	...	1	...	96	2
For Boys ... Lower Primary.	3	2	113	13	1,391	195
For Girls ... Upper Primary.	4	2	1	9	...	53
For Girls ... Lower Primary.	13	10	18	53	1	724
Total ... Upper Primary.	4	2	2	9	96	55
Total ... Lower Primary.	16	12	131	76	1,392	919
Total ...	20	14	133	85	1,477	974
Special Education.						
Medical Schools for Men	...	...	...	1	...	...
Normal and Training Schools for Men ...	...	...	...	...	1	...
Normal and Training Schools for Women ...	...	...	...	4	...	2
Engineering Schools for Boys ...	...	...	1	...	1	...

to race or creed in Recognised and Unrecognised institutions Sind on 31st March, 1935.

III.—Hindus

A.—Advanced				B.—Intermediate			
Other Hindus		Total (Advanced)		Marathas		Kunbis, Kolis and other cultivating classes.	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
733	144	789	150	11	3	10	...
68	...	72	...	...	...	...	...
88	...	107	...	1	...	...	...
889	144	968	150	12	3	10	...
7,898	184	8,435	216	148	16	87	3
4,052	118	4,173	120	131	...	21	...
...	1,523	...	1,528	...	4	...	...
...	505	...	532	...	...	...	1
11,950	2,330	12,608	2,396	279	20	108	4
4,014	56	4,109	68	13	...	124	...
35,811	3,540	38,193	3,735	505	66	1,321	87
1	531	1	584	...	26	...	8
114	13,902	115	14,626	13	275	17	904
4,015	587	4,110	642	13	26	124	8
36,925	17,442	38,307	18,361	518	341	1,336	291
40,940	18,029	42,417	19,003	531	367	1,462	299
83	7	83	7	3	...	...	...
18	...	19	...	...	...	...	...
...	33	...	34	...	...	...	...
77	...	78	...	...	...	...	...

	III.—Hindus					
	B.—Intermediate—*concld.*					
	Artisans, and other classes.		Lingayats		Total (Intermediate)	
	Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION.						
Colleges for Men.						
Arts and Science	8	...	...	...	24	3
Law	...	...	...	...	...	...
Engineering	...	...	...	...	1	...
Total ...	8	...	...	...	25	3
Secondary Schools.						
High Schools for Boys	129	...	...	...	364	10
Middle Schools for Boys	62	...	...	...	214	...
High Schools for Girls	...	...	...	...	...	4
Middle Schools for Girls	...	5	...	...	...	6
Total ...	191	5	...	...	578	20
Primary Schools.						
For Boys ... Upper Primary.	157	2	...	...	294	2
For Boys ... Lower Primary.	1,572	109	37	1	3,436	263
For Girls ... Upper Primary.	...	10	...	3	...	47
For Girls ... Lower Primary.	...	296	1	24	31	799
Total ... Upper Primary.	157	12	...	3	294	49
Total ... Lower Primary.	1,572	405	38	25	3,466	1,062
Total ...	1,729	417	38	28	3,760	1,111
Special Education.						
Medical Schools for Men	...	...	...	...	3	...
Normal and Training Schools for Men ...	...	...	...	...	...	...
Normal and Training Schools for Women ...	...	...	...	...	...	...
Engineering Schools for Boys ...	...	...	...	...	...	...

—*contd.*

C.—Backward							
Scheduled classes		Aboriginal and Hill Tribes		Other Backward classes		Total (Backward)	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	...	...	...	5	1	6	1
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1	...	...	...	5	1	6	1
66	...	...	...	47	...	113	...
93	...	1	...	12	1	105	1
...	...	...	...	...	...	...	...
...	1	...	...	...	3	...	4
158	1	1	...	59	4	218	5
107	...	3	...	17	...	127	...
2,078	185	128	12	457	33	2,663	220
...	3	...	...	...	3	...	6
25	256	...	9	...	25	25	290
107	3	3	...	17	3	127	6
2,103	441	128	21	457	48	2,688	510
2,310	444	131	21	474	51	2,815	516
1	...	...	...	4	...	5	...
...	...	...	...	...	...	...	...
...	1	...	...	...	1	...	2
...	...	...	...	...	...	...	...

	III.—Hindus—*concld.*		IV.—Muhammadans		V.—Parsis			
	Total, Hindus						Punjabi Sikhs	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION.								
Colleges for Men.								
Arts and Science	819	154	164	2	47	21	19	...
Law	72	.....	14	...	5	...	1	...
Engineering	108	.....	19	...	19	...	4	...
Total ...	999	154	197	2	71	21	17	...
Secondary Schools.								
High Schools for Boys ...	8,911	235	2,893	6	275	...	64	...
Middle Schools for Boys ...	4,493	121	1,386	4	1	...	130	1
High Schools for Girls ...	.....	1,539	...	60	...	209	...	...
Middle Schools for Girls ...	.....	542	...	29	...	...	...	4
Total ...	13,404	2,430	4,279	99	276	209	194	5
Primary Schools.								
For Boys... Upper Primary.	4,531	60	6,767	101	...	1	102	3
For Boys... Lower Primary.	44,290	4,218	52,719	6,303	184	10	678	30
For Girls... Upper Primary.	1	637	10	184	...	1	...	9
For Girls... Lower Primary.	171	15,715	886	7,546	2	132	12	211
Total ... Upper Primary.	4,531	697	6,797	285	...	2	102	12
Total ... Lower Primary.	44,461	19,933	53,605	13,849	186	142	690	241
Total ...	48,992	20,630	60,402	14,134	186	144	792	253
Special Education.								
Medical Schools for Men ...	91	7	14	...	...	...	2	...
Normal and Training Schools for Men ...	19	.....	59	...	...	...	...	...
Normal and Training Schools for Women .	.....	35	...	12	...	...	...	...
Engineering Schools for Boys	78	.....	7	...	3	...	4	...

VI.—Others								Total of pupils of all Castes		
Buddhists		Jains		Jews and others		Total (Others)				
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total.
...	...	20	...	2	6	34	6	1,091	199	1,290
...	...	4	...	...	...	5	...	97	...	97
...	...	...	...	1	...	5	...	159	...	159
...	...	24	...	3	6	44	6	1,347	199	1,546
...	...	116	1	20	7	200	8	12,321	252	12,573
...	...	6	...	8	...	144	1	6,030	127	6,157
...	...	...	...	...	9	...	9	...	1,819	1,819
...	...	...	...	...	...	...	4	...	578	578
...	...	122	1	28	16	344	22	18,351	2,776	21,127
...	...	5	...	...	...	107	3	11,425	165	11,590
...	...	202	24	44	4	924	58	98,933	10,604	109,837
...	...	...	3	...	6	...	18	16	851	867
...	...	...	170	1	68	13	449	1,103	23,915	25,018
...	...	5	3	...	6	107	21	11,441	1,016	12,457
...	...	202	194	45	72	927	507	99,336	34,519	133,855
...	...	207	197	45	78	1,044	528	110,777	37,535	146,312
...	...	...	...	...	...	2	...	107	8	115
...	...	...	...	...	...	...	...	78	...	78
...	...	...	...	...	1	...	1	...	53	53
...	...	3	...	...	...	7	...	96	...	96

	I.—Europeans and Anglo-Indians		II.—Indian Christians, including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.						
Technical and Industrial Schools for Boys	...	...	1	...	...	...
Technical and Industrial Schools for Girls	...	...	...	...	...	...
Commercial Schools for Boys	1	6	33	4	15	...
Commercial Schools for Girls	...	...	...	...	...	...
Schools for Defectives for Boys	...	...	2	...	...	...
Schools for Defectives for Girls	...	...	...	...	...	...
Schools for Adults for Men	...	...	1	...	23	...
Schools for Adults for Women	...	...	...	...	...	...
Other Schools for Boys	...	...	...	...	69	12
Other Schools for Girls	...	...	...	...	...	...
Total	1	6	38	9	109	14
Total, Recognised	35	21	240	125	2,323	1,060
Unrecognised Institutions for Boys	...	...	...	...	6	...
Unrecognised Institutions for Girls	...	...	...	3	30	10
Total, Unrecognised	...	...	...	3	36	10
Grand Total	35	21	240	128	2 359	1,070

I—*continued.*

III.—Hindus

A.—Advanced				B.—Intermediate			
Other Hindus		Total (Advanced)		Marathas		Kunbis, Kolis and other cultivating classes.	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
46	.....	46	.....	.....	.....	.....	.....
.....	74	.....	74	.....	.....	.....	.....
209	1	224	1	10	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
20	.....	20	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
257	.....	280	.....	58	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
86	23	155	35	.....	.....	18	.....
.....	.....	.....	.....	.....	.....	.....	.....
796	137	905	151	71	.....	18	.....
54,575	20,640	56,898	21,700	893	390	1,698	303
380	2	386	2	.....	.....	14	.....
29	408	59	421	1	.....	.....	.....
409	404	445	423	1	.....	14	.....
54,984	21,044	57,343	22,123	894	390	1,612	303

III.—Hindus

	B.—Intermediate—*concld.*					
	Artisans and other classes.		Lingayats		Total (Intermediate)	
	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.						
Technical and Industrial Schools for Boys	2	...	...	...	2	...
Technical and Industrial Schools for Girls	...	...	...	...	...	...
Commercial Schools for Boys	...	...	...	...	10	...
Commercial Schools for Girls	...	...	...	...	...	...
Schools for Defectives for Boys	...	...	...	...	...	...
Schools for Defectives for Girls	...	...	...	...	...	...
Schools for Adults for Men	2	...	...	...	60	...
Schools for Adults for Women	...	...	...	...	...	...
Other Schools for Boys	11	1	...	...	29	1
Other Schools for Girls	...	...	...	...	...	...
Total	15	1	...	...	104	1
Total, Recognised	1,939	423	38	28	4,467	1,144
Unrecognised Institutions for Boys	8	...	...	...	22	...
Unrecognised Institutions for Girls	...	...	...	...	1	...
Total, Unrecognised	8	...	...	...	23	...
Grand Total	1,946	423	38	28	4,490	1,144

—*contd.*

C.—Backward

Scheduled Classes		Aboriginal and Hill Tribes		Other Backward classes		Total (Backward)	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	3	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
31	.....	.....	.....	2	.....	33	.....
.....	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	7	.....	17	.....
.....	.....	.....	.....	.....	.....	.....	.....
45	1	.....	.....	13	1	58	2
2,414	446	132	21	551	57	3,097	524
5	.....	.....	.....	.....	.....	5	.....
.....	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	5	.....
2,419	446	132	21	551	57	3,102	524

	III.—Hindus—*concld.*		IV.—Muhammadans		V.—Parsis		Punjabi Sikhs	
	Total Hindus							
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.								
Technical and Industrial Schools for Boys	48	...	72	...	...	...	4	...
Technical and Industrial Schools for Girls	...	74	...	...	...	...	...	...
Commercial Schools for Boys	237	1	66	...	25	5	5	...
Commercial Schools for Girls	...	...	...	...	...	...	...	...
Schools for Defectives for Boys	20	...	8	...	...	...	...	...
Schools for Defectives for Girls	...	...	...	...	...	...	...	...
Schools for Adults for Men	373	...	157	...	...	...	6	...
Schools for Adults for Women	...	...	...	...	...	...	...	...
Other Schools for Boys	201	36	55	...	...	...	...	...
Other Schools for Girls	...	...	...	...	...	...	...	...
Total	1,067	154	438	12	28	5	21	...
Total, Recognised	64,462	23,368	65,316	14,247	561	379	1,024	258
Unrecognised Institutions for Boys	413	2	4,458	892	...	...	...	...
Unrecognised Institutions for Girls	60	421	72	401	...	1	...	1
Total, Unrecognised	473	423	4,530	1,293	...	1	...	1
Grand Total	64,935	23,791	69,846	15,540	561	380	1,024	259

I—*concluded.* **Sind.**

VI.—Others								Total of pupils of all castes		
Buddhists		Jains		Jews and others		Total (Others)				
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
...	...	...	...	...	...	4	...	125	...	125
...	...	...	...	...	...	...	...	...	74	74
...	...	10	...	1	...	16	...	378	16	394
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	30	...	30
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	6	...	537	...	537
...	...	...	...	...	...	...	...	...	...	...
...	...	3	...	...	...	3	...	259	36	295
...	...	...	...	...	...	...	...	...	...	...
...	...	16	...	1	1	38	1	1,610	187	1,797
...	...	369	198	77	101	1,470	557	132,085	38,697	170,782
...	...	...	...	...	...	...	...	4,871	894	5,765
...	...	...	...	...	...	...	1	132	827	959
...	...	...	...	...	...	...	1	5,003	1,721	6,724
...	...	369	198	77	101	1,470	558	137,088	40,418	177,506

APPENDIX

TABLE SHOWING DETAILS OF SPECIAL INSTITUTIONS FOR

(a) *Presidency*

Class of institutions and management.		Number of special schools and classes.	Number of Muhammadan			
			In special institutions.		In other institutions.	
			Boys.	Girls.	Boys.	Girls.
1		2	3	4	5	6
Colleges	Boys ...	1	151	...	535	18
	Girls ...	...	...	...	...	...
Secondary Schools.						
Government ...	Boys ...	4	488	8	887	1
	Girls ...	1	...	57	...	15
District Local Board ...	Boys ...	10	224	...	135	...
	Girls ...	...	...	...	...	...
Municipal	Boys ...	6	462	...	628	2
	Girls ...	...	...	...	...	...
Aided	Boys ...	8	1,012	...	4,411	68
	Girls ...	...	...	...	97	474
Unaided	Boys ...	4	268	...	772	10
	Girls ...	...	...	...	...	...
Total ...	Boys ...	33	2,454	8	6,833	81
	Girls ...	1	...	57	97	489
Primary Schools.						
Government	Boys ...	5	470	...	250	10
	Girls ...	1	...	68	10	59
District Local Board ...	Boys ...	684	29,650	6,150	20,949	2,033
	Girls ...	87	66	4,370	...	963
Municipal	Boys ...	288	34,952	3,429	7,617	659
	Girls ...	163	275	15,433	103	957
Aided	Boys ...	93	6,038	1,484	3,910	306
	Girls ...	58	275	3,737	65	1,048
Unaided	Boys ...	10	899	53	135	32
	Girls ...	3	43	387	...	6
Total ...	Boys ...	1,080	72,009	11,116	39,870	3,040
	Girls ...	312	659	24,015	177	3,033

II.

Muhammadans during the year 1934-35.

Proper.

pupils.		Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
686	18	Rs. 44,739	Rs.	Rs. 46,884	Rs.	Rs. 91,623
...	...	.....	.....	.....	.....	.....
1,375	4	56,424	.....	15,000	443	71,867
...	73	9,907	.....	922	.....	10,829
359	...	611	1,171	3,283	747	5,812
...	...	.....	.....	.....	.....	.....
1,090	2	690	17,306	3,581	34	21,620
...	...	.....	.....	.....	.....	.....
5,423	68	13,540	2,500	29,844	41,056	86,940
97	474	.....	.....	.....	.....	.....
1,040	10	.....	.....	550	12,480	13,030
...	...	.....	.....	.....	.....	.....
9,257	84	71,274	20,977	52,358	54,760	1,99,269
97	546	9,907	.....	922	.....	10,829
790	10	31,871	.....	119	.....	31,990
10	147	6,391	.....	.....	.....	6,391
50,590	8,183	3,69,730	1,25,500	12,726	1,347	5,09,303
66	5,393	36,526	9,514	4	267	46,311
42,569	4,088	2,76,049	5,23,697	5,071	10,241	8,15,058
377	16,390	1,15,158	2,71,919	5	3,488	3,90,570
9,957	1,790	13,346	25,398	2,260	85,079	1,26,103
340	4,785	6,263	6,689	14	35,366	48,332
1,931	85	.....	.....	144	15,344	15,488
43	393	.....	.....	.....	5,748	5,748
104,879	14,156	6,90,996	6,74,595	20,340	1,12,011	14,97,942
836	27,048	1,64,338	2,89,122	33	44,869	4,97,352

Class of institutions and management.		Number of special schools and classes.	Number of Muhammadan			
			In special institutions.		In other institutions.	
			Boys.	Girls.	Boys.	Girls.
1		2	3	4	5	6
Training and other Special Institutions.						
Training Institutions	Boys ...	2	92	...	90	...
	Girls ...	2	...	60	...	6
Other Institutions	Boys ...	20	1,104	...	1,047	23
	Girls ...	...	...	...	...	3
Total	Boys ...	22	1,196	...	1,067	23
	Girls ...	2	...	60	...	3
Grand Total	Boys ...	1,135	75,810	11,119	41,305	3,162
	Girls ...	315	659	24,132	274	3,530
	Total ...	1,450	76,469	35,251	41,579	6,692
						(*b*)
Colleges ...	Boys ...	...	...	...	197	2
	Girls ...	...	...	...	...	...
Secondary Schools.						
Government ...	Boys ...	...	...	...	490	4
	Girls ...	...	...	...	...	...
District Local Board	Boys ...	1	152	...	594	1
	Girls ...	...	...	...	...	...
Municipal ...	Boys ...	...	...	...	660	3
	Girls ...	...	...	...	...	...
Aided ...	Boys ...	2	935	...	1,369	3
	Girls ...	...	...	...	...	80
Unaided ...	Boys ...	...	...	...	79	...
	Girls ...	...	...	...	...	...
Total	Boys ...	3	1,087	...	3,192	10
	Girls ...	...	...	...	...	89

Pupils.		Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.	Rs.
112	...	29,451	863	.....	1,763	32,077
...	65	15,336	10,013	.....	785	26,134
2,151	23	1,390	1,319	425	9,034	12,168
...	3	.....	.....	.....	.....	.....
2,263	23	30,841	2,182	425	10,797	44,245
...	68	15,336	10,013	.....	785	26,134
117,115	14,281	8,37,850	6,97,754	1,19,907	1,77,568	18,33,079
933	27,662	1,89,581	2,98,135	945	45,654	5,34,315
118,048	41,943	10,27,431	9,95,889	1,20,852	2,23,222	23,67,394

Sind.

197	2	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
490	4	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
746	1	3,760	12,593	5,635	473	22,460
...	...	.....	.....	.....	.....	.....
660	3	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
2,304	2	51,783	1,334	25,586	12,891	91,594
...	89	.....	.....	.....	.....	.....
79	...	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
4,279	10	55,543	13,926	31,221	13,364	1,14,054
...	89	.....	.....	.....	.....	.....

Class of institutions and management.	Number of special schools and classes.	Number of Muhammadan			
		In special institutions.		In other institutions.	
		Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6
Primary Schools.					
Government ... Boys ...	...	...	...	59	11
Girls ...	...	...	...	...	58
District Local Board ... Boys ...	...	...	...	28,987	1,075
Girls ...	...	...	...	4	683
Municipal ... Boys ...	...	...	...	8,445	162
Girls ...	4	...	133	...	2,583
Aided ... Boys ...	699	19,737	4,968	2,259	186
Girls ...	143	876	3,401	16	870
Unaided ... Boys ...	...	...	...	19	2
Girls ...	...	...	...	...	2
Total ... Boys ...	699	19,737	4,968	39,769	1,436
Girls ...	147	876	3,534	20	4,196
Training and other Special Schools.					
Training Institutions ... Boys ...	...	...	...	59	...
Girls ...	...	...	...	...	12
Other Institutions ... Boys ...	2	69	...	310	...
Girls ...	...	...	...	...	...
Total ... Boys ...	2	69	...	369	...
Girls ...	...	...	...	...	12
Grand Total ... Boys ...	704	20,893	4,968	43,527	1,448
Girls ...	147	876	3,534	20	4,297
Total ...	851	21,769	8,502	43,547	5,745

pupils.		Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.	Rs.
59	11	.....	.....	.....	.....	.....
...	58	.....	.....	.....	.....	.....
28,987	1,075	.....	.....	.....	.....	.....
4	683	.....	.....	.....	.....	.....
8,445	162	.....	.....	.....	.....	.....
...	2,716	1,160	1,921	.....	.....	3,081
21,996	5,154	1,37,903	277	.....	1,84,886	3,23,065
892	4,271	23,415	.....	.....	33,298	56,713
10	2	.....	.....	.....	.....	.....
...	2	.....	.....	.....	.....	.....
59,506	6,404	1,37,903	277	.....	1,84,886	3,23,065
896	7,730	25,275	1,921	.....	33,298	59,794
59	...	.....	.....	.....	.....	.....
...	12	.....	.....	.....	.....	.....
379	...	973	411	241	2,930	4,555
...	...	.....	.....	.....	.....	.....
438	...	973	411	241	2,930	4,555
...	12	.....	.....	.....	.....	.....
64,420	6,416	1,94,416	14,614	31,462	2,01,180	4,41,674
896	7,931	25,275	1,921	.....	33,298	59,794
65,316	14,247	2,19,693	16,835	31,462	2,34,478	5,01,468

APPENDIX III.

MAKTABS AND MULLA SCHOOLS.

(a) *Presidency Proper—1934-35.*

	Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for Boys ...	38	.....	207	245
1. Institutions for Girls ...	39	.....	47	86
2. Pupils in institutions for Boys ...	2,776	.....	9,394	12,170
2. Pupils in institutions for Girls ...	2,405	.....	3,089	5,494
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial Funds.	7,186	.....	.....	7,186
4. Expenditure from District Local Board Funds.	462	.....	.....	462
5. Expenditure from Municipal Funds.	422	.....	.....	422
6. Fees	453	.....	.....	453
7. Other sources	31,762	.....	.....	31,762
* Total expenditure ...	40,285	.....	.....	40,285

(b) *Sind.*

	Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for Boys ...	694	2	396	1,092
1. Institutions for Girls ...	143	.....	30	173
2. Pupils in institutions for Boys ...	25,008	69	5,264	30,341
2. Pupils in institutions for Girls ...	4,316	.....	711	5,027
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial Funds.	1,60,763	973	.....	1,61,736
4. Expenditure from District Local Board Funds.	.....	81	.....	81
5. Expenditure from Municipal Funds.	.....	330	.....	330
6. Fees	2,17,052	2,930	.....	2,19,982
7. Other sources	.....	241	.....	241
* Total expenditure ...	3,77,815	4,555	.....	3,82,370

* For Recognised institutions only.

PATHASHALAS.

(c) *Whole Presidency—1934-35.*

—		Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for	Boys ..	.....	37	18	55
	Girls ...	.....	.....	.....	.....
2. Pupils in institutions for	Boys ...	.....	1,550 (164)	487	2,037 (164)
	Girls ...	.....	2	.....	2
		Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial Funds.		.....	2,365	.....	2,365
4. Expenditure from District Local Board Funds.		.....	325	.....	325
5. Expenditure from Municipal Funds.		.....	4,710	.....	4,710
6. Fees ...		.....	40	.....	40
7. Other sources ...		.....	45,610	.....	45,610
* Total expenditure ...		.....	53,050	.....	53,050

* For Recognised institutions only.

Annual Report, 1934-35.

Public Instruction in Bombay Presidency.

Review on —.

GOVERNMENT OF BOMBAY.

EDUCATIONAL DEPARTMENT.

Resolution No. P. 36.

Bombay Castle, 23rd May 1936.

RESOLUTION OF GOVERNMENT.

Government note with satisfaction that during the year under report the total number of educational institutions increased from 16,730 to 16,927. There were 14,22,146 pupils under instruction as compared with 13,74,296 in the preceding year. The largest increase, viz., of 38,318 was in the primary schools. The total expenditure on Public Instruction also increased from Rs. 3,98,09,610 to Rs. 4,10,86,354. Of this total expenditure 43·0 per cent. was met from provincial revenues, 18·6 per cent. from funds of local bodies, 24·9 per cent. from fees, and 13·5 per cent. from other miscellaneous sources.

University Education.

2. The number of Arts and Professional Colleges affiliated to the University of Bombay at the end of the year were 21 and 13 as compared with 22 and 12 respectively at the end of the previous year. The Deccan College, Poona, was closed and a new professional college, the Shri Maharani Tarabai Teachers' Training College, Kolhapur, was opened during the year. The total number of students in all affiliated colleges including the University School of Economics and Sociology and the Department of Chemical Technology increased from 16,430 to 17,736.

3. The University Department of Chemical Technology started work during the year under report. It provides technological training and facilities for research for those who have already attained a University standard in chemistry and physics and who intend to adopt an industrial career. Two courses have so far been organised—(i) Textile Chemistry and (ii) Chemical Engineering. This Department is housed in the Royal Institute of Science building the East Wing of which has been lent by Government for this purpose.

Secondary Education.

4. The number of Anglo-Vernacular Schools increased by 39 to 610 and the number of pupils by 7,773 to 108,732.

The total expenditure on all Anglo-Vernacular Schools for Boys increased by Rs. 4,10,681 or 6·9 per cent. to Rs. 63,59,398. Of this

expenditure 22·5 per cent. was met from provincial funds, 58·6 per cent. from fees and 18·9 per cent. from other sources.

5. During the year under review, the University adopted a new syllabus for the Matriculation Examination which will be put into force with effect from the year 1937.

Government feel that the Matriculation Certificate has in recent years come to exercise too powerful an influence on the future careers of boys who study beyond the vernacular stage. Government are of opinion that the time has come when serious thought must be given to the question whether the period of study which lies between entrance into a secondary school and the passing of the Matriculation test does not require re-adjustment. Suitable re-adjustment would ensure that a bifurcation of studies takes place at a stage when it can with best advantage be decided whether a boy shall enter on a course of vocational training or may reasonably be considered fit to benefit from higher academic and professional education. The prevailing continuance, and possibly also the growth, of unemployment among the educated youths in this Presidency has made this problem a live issue which must be faced courageously. No solution of the difficulties is, however, likely to be very effective unless it puts primary importance on the practical effects of education as a preparation for life after school days are over. In this matter the University, parents, and Government are equally interested in achieving a satisfactory result.

6. The percentage of professionally trained teachers in non-Government schools rose from 11·8 to 13·4 during the year.

Up to 1934 there was only one Secondary Training College for the whole Presidency. During the year under review another Training College for secondary teachers was started at Kolhapur and affiliated to the Bombay University. While these two colleges train teachers who are already graduates for the B.T. degree, the Department of Public Instruction awards the Secondary Teachers' Certificate by conducting a separate examination for the benefit of non-graduate teachers or those who cannot afford to join one of these two Training Colleges.

7. The number of recognised English classes attached to primary schools increased by 14 from 168 to 182, and the number of pupils increased by 431 to 5,703. The great advantage of such classes in rural areas is that they provide facilities for English education to pupils in their own villages.

Primary Education.

8. All the 28 District Local Boards in the Presidency and Sind have by now taken over control of Primary Education. The number of Local Authority Municipalities, viz. 48, remained unchanged during the year.

The total number of primary schools for boys and girls increased by 114 to 14,730 and the number of pupils by 38,318 to 1,206,882.

The total expenditure on primary schools decreased by Rs. 5,435 to Rs. 1,99,32,573, but the provincial expenditure increased by Rs. 98,602 to Rs. 1,10,56,552. Of the total expenditure, 55·5 per cent. was met

from provincial funds, 31·5 per cent. from local funds, 3·5 per cent. from fees and 9·5 per cent. from other sources.

9. Although the relations of the School Boards with the Local Authorities and the relations of both with the Department of Public Instruction were on the whole cordial, Government regret to note that the School Board administration in some districts was marred by communal bias, especially in regard to appointments, promotions and transfers of teachers and their selection for receiving training at the Training Institutions. The result has naturally been discontent among the teachers, lack of discipline and disappointing results at the Training Institutions.

10. Considerable wastage still continues and there is no appreciable improvement in the stagnation in the Infant Classes of primary schools which was emphasised in the last Review. In order to minimise such wastage Local Authorities would be well advised to take early steps to adopt the measures recommended by the Director of Public Instruction, viz. restriction in the admission of infants to the beginning of the year, placing as far as possible only trained teachers in charge of the Infant Classes, and the introduction of a system of more effective supervision.

11. Of the 26,889 towns and villages in the Presidency 16,201 were still without schools. But more than half of these villages have a population of less than 400. Government hope that the Local Authorities will consider the Director's suggestion to open schools in villages with a population of over a thousand by closing schools in which the attendance is unsatisfactory or by encouraging villagers to open aided schools.

12. The kind of accommodation provided for primary schools is reported to be generally unsatisfactory. Government wish to draw the attention of the Local Authorities to the suggestion of the Director of Public Instruction that they should, as a matter of policy, gradually replace rented buildings by cheap buildings of their own. The Sir Purshotamdas Thakurdas Village School Building Scheme for the Surat District has been a real boon to the people of the district. The scheme has provided up to the year of the Report 78 buildings at a cost of Rs. 3,68,302 with accommodation for 6,480 pupils. Government hope that public-spirited citizens in other districts will strive to emulate this excellent example.

13. There has been no appreciable increase in the percentage of trained teachers in primary schools. Government have, however, partially restored the classes which had been abolished in various Government Training Institutions thus providing for the training of 240 additional men teachers and 120 additional women teachers at an annual estimated average cost of Rs. 52,500. These arrangements have been introduced from the academic year 1935–36.

14. During the year under report the number of Agricultural Bias schools increased by 4 to 84, the number of pupils attending these schools being 2,766 as against 2,688 in the previous year. These classes are found to be gaining gradually in popularity with villagers and the officer who was placed on special duty to inquire into their working reported that, in

places where they have been well looked after and carefully organised, they have proved a success. Government have accordingly, decided to treat these classes, wherever they have been opened and are being run by Local Authorities, no longer as an experimental measure but as useful adjuncts to primary schools in rural areas.

Education of Girls.

15. The year under report was, like the preceding year, marked by an advance in the education of girls. The number of institutions for girls increased from 2,031 to 2,067 and the number of girls under instruction increased from 314,590 to 331,501, i.e., by 16,911 or by 5·4 per cent. as compared with the increase of 2·9 per cent. in the number of boys. It is also gratifying to record that this increase was shared by girls belonging to all communities. The number of women students attending Arts and Professional Colleges increased during the year from 1,116 to 1,250. Of these 1,092 were in Arts and 158 in Professional Colleges as compared with 975 and 141 respectively in the preceding year. The 158 women students in the Professional Colleges were distributed as follows :—

Secondary Training College	..	..	..	18
College of Commerce	..	..	..	1
Law Colleges	..	..	..	10
Medical Colleges	..	..	..	128
Agricultural College	..	..	..	1

The number of women students attending the colleges affiliated to the Indian Women's University, Poona, also increased from 155 to 174 during the year under report.

There was a welcome increase of 8,244 in the number of girls in the primary schools from 180,595 to 188,839.

16. Government wish to invite the attention of the Local Authorities to the remarks of the Educational Inspectors in Chapter XII of the Report to the effect that in the mofussil the quality of teaching in girls' primary schools is not of a sufficiently high standard. They hope that the authorities concerned will take these remarks into consideration in making plans for the future.

Education of Intermediate and Backward Classes.

17. The total number of pupils of the Intermediate and Backward Classes under instruction in all kinds of educational institutions increased by 23,824 or 3·6 per cent. The increase in the number of pupils of the Intermediate Classes is shared generally by all castes comprising these Classes.

The Director's Report shows that there has been a general awakening among the Scheduled Classes in respect of education and that steps are being taken by Local Authorities to afford them adequate facilities. Government appreciate the efforts made by most of the Local Authorities in the Marathi and Kanarese speaking Districts in carrying out their orders that all pupils should sit together in the class regardless of caste distinctions. They regret, however, to note that the Scheduled Classes are not yet given equal treatment in some Gujarati speaking Districts.

Education of Muhammadans.

18. The total number of Muhammadan pupils under instruction in all classes of institutions increased from 167,564 to 173,725 or by 3·7 per cent. in the Presidency proper.

The total expenditure on the education of Muhammadans was roughly Rs. 46,81,000 of which Rs. 19,89,000 was met from provincial revenues. The expenditure on institutions specially maintained for Muhammadans was Rs. 23,67,394 of which Rs. 10,27,431 was borne by Government.

General Remarks.

19. In spite of certain defects and difficulties which have been noticed in the Report by the Director of Public Instruction, Government are pleased to note that the year under Report was marked by a general progress in all directions and they desire to convey to the Director of Public Instruction personally, to the officers of the Educational Department and to all responsible in any way for the good results obtained their appreciation of the satisfactory work done during the year.

By order of the Government of Bombay
(Transferred Departments),

H. T. SORLEY,
Officiating Secretary to Government.

To

The Commissioner, Northern Division,
The Commissioner, Central Division,
The Commissioner, Southern Division,
The Director of Public Instruction,
The Director, Sir J. J. School of Art, Bombay.
The Surgeon General with the Government of Bombay,
All Collectors,
The Director of Agriculture,
The Director of Industries,
The Backward Class Officer, Bombay Presidency,
The Compiler, General Administration Report,
The Superintendent, Government Printing and Stationery,
The Manager, Government Central Press, Bombay,
The Director of Information (with spare copies for the Editors of Newspapers),
The Oriental Translator to Government,
The Secretary, Legislative Council (for the Reading Room for the Members of the Legislative Council),
The Revenue Department,
The General Department,
The Home Department,
The Finance Department (with a copy of the Report),
The Public Works Department,
*The Under Secretary of State for India,
*The Chief Secretary to the Government of Sind.

*By letter.

MO-Bk No 39—19

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Supplement to the Report on Public Instruction in Bombay for ~~1933-34.~~ 1934-35

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STATEMENT OF RECOGNISED AND UNRECOGNISED INSTITUTIONS FOR BOYS AND GIRLS.

AP Bk Na 46—1

Table showing all kinds of Recognised and Unrecognised
Presidency and the number

Division.	Number of recognised educational institutions and pupils on 31st March, 1935.		Increase or decrease over the preceding year.	
	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5
Bombay Division.				
Bombay City	661	135,851	+ 10	+ 7,003
Bombay Suburban District ...	130	19,278	+ 6	+ 1,118
Thana	604	44,943	+ 18	+ 1,943
Kolaba	444	27,177	+ 12	+ 1,314
Ratnagiri	786	56,755	− 5	+ 1,662
Nasik	603	54,497	+ 14	+ 2,938
Total (Mofussil) ...	2,567	202,650	+ 45	+ 8,975
Grand Total, Bombay Division ...	3,228	338,501	+ 55	+ 15,978
Central Division.				
Poona	971	89,314	+ 12	+ 4,262
Satara	1,072	78,160	+ 16	+ 1,833
Sholapur	618	56,144	+ 2	+ 4,705
Ahmednagar	817	50,892	+ 8	+ 194
East Khandesh	837	79,183	+ 22	+ 2,237
West Khandesh	467	46,306	+ 3	+ 1,664
Total ...	4,782	399,999	+ 63	+ 14,895
Northern Division.				
Ahmedabad	648	74,916	+ 20	+ 2,504
Kaira	732	61,290	+ 14	+ 891
Panch Mahals	256	21,187	+ 5	+ 779
Broach	362	29,997	+ 4	+ 558
Surat	643	75,555	+ 3	+ 2,810
Total ...	2,641	262,945	+ 46	+ 7,542

Institutions in each of the several Districts of the Bombay of pupils attending them.

Number of unrecognised institutions and pupils on 31st March, 1935.		Area in square miles.	Population (Census of 1931).	Percentage of pupils in columns 3 and 7 to population (col. 9).	Number of towns and inhabited villages.	Number of villages with schools.	Average number of square miles to each village with a school.
Institutions.	Pupils.						
6	7	8	9	10	11	12	13
43	3,862	24	1,161,383	12·0	1	1	24·0
10	862	154	179,524	11·2	95	33	4·7
12	485	3,422	836,625	5·4	1,552	426	8·0
28	645	2,166	628,721	4·4	1,476	352	6·2
52	1,592	3,989	1,302,527	4·5	1,311	502	7·9
8	713	5,882	1,000,048	5·5	1,646	437	13·5
110	4,297	15,613	3,947,445	5·2	6,080	1,750	8·9
153	8,159	15,637	5,108,828	6·8	6,081	1,751	8·9
6	296	5,332	1,169,798	7·7	1,144	638	8·4
12	260	5,053	1,179,712	6·6	1,341	864	5·7
42	1,816	4,569	877,520	6·6	717	411	11·1
39	1,415	6,611	988,206	5·3	1,357	575	11·5
1	228	4,551	1,206,095	6·6	1,491	578	7·9
20	585	6,401	771,794	6·1	1,492	352	18·2
120	4,600	32,517	6,193,065	6·5	7,542	3,418	9·5
116	8,877	3,846	924,033	9·0	381	336	11·4
27	1,609	1,620	741,650	8·4	580	371	4·4
36	1,417	1,608	454,526	4·9	653	161	9·9
84	3,706	1,468	334,170	10·1	408	257	5·7
77	4,275	1,651	693,613	11·5	785	490	3·4
340	19,884	10,198	3,147,992	8·9	3,307	1,615	6·8

Division.	Number of recognised educational institutions and pupils on 31st March, 1935.		Increase or decrease over the preceding year.	
	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5
Southern Division.				
Dharwar	911	78,842	– 33	– 772
Belgaum	785	62,649	+ 10	+ 1,973
Bijapur	607	41,155	+ 13	+ 2,785
Kanara	373	24,484	+ 3	+ 1,452
Total ...	2,676	207,130	– 7	+ 5,438
Sind.				
Karachi	442	47,366	– 5	+ 3,415
Hyderabad	410	28,313	+ 5	+ 170
Nawabshah	302	16,823	+ 6	+ 550
Thar and Parkar	196	8,823	+ 1	+ 328
Sukkur	409	30,751	– 3	+ 791
Upper Sind Frontier	143	6,921	– 3	– 134
Larkana	332	19,867	– 6	+ 30
Dadu	271	14,008	.....	– 80
Total ...	2,499	172,872	– 5	+ 5,070
Grand Total (Bombay Presidency).	15,826	1,391,447	+152	+ 48,923

Number of unrecognised institutions and pupils on 31st March, 1935.		Area in square miles.	Population (Census of 1931).	Percentage of pupils in columns 6 and 7 to population (col. 9).	Number of towns and inhabited villages.	Number of villages with schools.	Average number of square miles to each village with a school.
Institutions.	Pupils.						
6	7	8	9	10	11	12	13
9	366	4,606	1,102,677	7·1	1,296	643	7·1
10	213	4,612	1,076,701	5·8	1,089	578	7·9
15	416	5,710	869,220	4·7	1,120	439	13·0
7	337	3,946	417,835	5·9	1,233	279	14·1
41	1,332	18,874	3,466,433	6·0	4,738	1,939	9·7
60	1,043	8,094	588,976	8·6	682	164	49·3
45	880	4,417	662,924	4·4	870	272	16·2
47	817	3,888	496,612	3·6	734	241	16·1
57	697	13,636	468,040	2·0	948	161	84·7
61	971	5,600	623,758	5·1	684	435	12·9
39	402	2,116	259,709	2·8	351	126	16·8
61	873	2,477	448,657	4·6	453	317	7·8
77	1,041	6,150	398,394	4·4	469	219	28·1
447	6,724	46,378	3,887,070	4·6	5,191	1,935	24·0
1,101	40,699	123,599	21,803,388	6·5	26,859	10,658	11·6

Table showing the number of Primary Schools under in different

—	Number of schools in 1933-34 i.e., on 31st March, 1934.	Number of pupils in 1933-34 i.e., on 31st March, 1934.	Number of schools in 1934-35 i.e., on 31st March, 1935.	Number	
				Lower	
				Infants.	
				Boys.	Girls.
1	2	3	4	5	6
Bombay City.					
Municipal	342	66,483	345	16,574	12,523
Approved	129	17,682	129	3,891	2,615
Bombay Division.					
Government	5	376	5	57	34
District Local Board ...	1,925	122,278	1,940	32,413	9,691
Municipal—					
Non-Local Authority ...	110	18,192	110	2,806	1,968
Local Authority ...	89	17,158	90	3,411	2,067
Approved	252	15,881	275	4,583	1,987
Total ...	2,852	258,050	2,894	63,735	30,885
Central Division.					
Government	9	1,457	9	152	178
District Local Board ...	3,679	240,111	3,699	66,140	19,993
Municipal—					
Non-Local Authority ...	165	31,781	167	5,953	3,058
Local Authority ...	240	50,599	241	10,235	6,541
Approved	386	27,248	423	8,092	4,197
Total ...	4,479	351,196	4,544	90,572	33,967

each management and the number of Boys and Girls standards on 31st March, 1935.

of pupils in 1934-35 i.e., on 31st March, 1935.

Primary stage.

Standard I.		Standard II.		Standard III.		Standard IV.	
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
7	8	9	10	11	12	13	14
7,438	5,006	6,279	3,982	5,323	2,708	4,552	2,087
1,815	1,210	1,935	1,127	1,815	1,122	1,786	928
18	19	35	10	17	8	33	5
19,352	4,489	18,619	3,798	14,131	2,441	11,637	1,384
2,098	1,099	2,165	1,066	1,822	810	1,976	620
2,062	1,099	1,984	1,021	1,795	732	1,748	699
2,489	718	2,275	601	1,787	493	1,091	349
35,213	13,640	33,292	11,605	26,690	8,314	22,823	6,072
118	90	145	95	120	79	146	98
35,851	7,928	32,392	5,231	25,990	3,196	23,396	1,921
3,911	1,411	3,808	1,247	3,286	941	3,389	625
5,780	3,387	5,182	2,959	4,473	2,180	4,479	1,555
3,642	1,444	3,298	1,188	2,771	1,028	2,285	912
49,302	13,655	44,765	10,720	36,580	7,424	33,695	5,111

	Number				
	Lower Primary stage—*concld.*		Upper Primary		
	Total.		Standard V.		Standard
	Boys.	Girls.	Boys.	Girls.	Boys.
1	15	16	17	18	19
Bombay City.					
Municipal	40,166	26,306	1,291	622	711
Approved	11,242	7,002	99	146	4
Bombay Division.					
Government	160	76	41	...	33
District Local Board ...	96,152	21,803	4,405	424	2,416
Municipal—					
Non-Local Authority ...	10,807	5,563	903	271	554
Local Authority ...	11,000	5,618	584	203	418
Approved	12,225	4,148	115	61	67
Total ...	181,752	70,516	7,368	1,727	4,203
Central Division.					
Government	681	540	68	19	76
District Local Board ...	183,049	37,664	11,028	627	6,902
Municipal—					
Non-Local Authority ...	20,347	7,282	1,940	270	1,399
Local Authority ...	30,149	16,622	2,514	715	1,611
Approved	20,088	8,769	399	274	204
Total ...	254,914	70,877	15,949	1,905	10,192

of pupils in 1934-35 i.e., on 31st March, 1935.

stage.							
VI.	Standard VII.		Total.		Grand Total [Lower and Upper Primary stages].		
Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
20	21	22	23	24	25	26	27
487	377	59	2,369	1,168	42,535	27,474	70,009
143	...	17	43	306	11,285	7,308	18,593
...	44	...	118	...	278	76	354
300	2,240	43	9,061	767	105,213	22,570	127,783
231	471	...	1,928	502	12,735	6,065	18,800
195	307	...	1,309	393	12,309	6,016	18,325
40	30	...	212	101	12,437	4,249	16,686
1,396	3,469	119	15,040	3,242	196,792	73,758	270,550
4	88	...	232	23	913	563	1,476
374	6,164	42	24,094	1,043	207,743	38,707	246,450
219	1,311	5	4,650	494	24,997	7,776	32,773
648	1,407	3	5,532	1,366	35,681	17,988	53,669
276	175	...	778	550	20,866	9,319	30,185
1,521	9,145	50	35,286	3,476	290,200	74,353	364,553

—	Number of schools in 1933-34 i.e., on 31st March, 1934.	Number of pupils in 1933-34 i.e., on 31st March, 1934.	Number of schools in 1934-35. i.e., on 31st March, 1935.	Number	
				Lower Infants.	
				Boys.	Girls.
1	2	3	4	5	6
Northern Division.					
Government	9	1,011	9	171	104
District Local Board ...	1,600	129,772	1,609	24,649	10,819
Municipal—					
Non-Local Authority ...	72	14,372	73	2,976	1,397
Local Authority ...	246	54,393	263	10,876	7,253
Approved ...	468	27,435	475	5,903	4,537
Total ...	2,395	226,983	2,429	43,975	24,110
Southern Division.					
Government	9	1,283	9	303	155
District Local Board ...	1,926	125,849	1,923	34,831	12,791
Municipal—					
Non-Local Authority ...	108	19,175	107	3,657	2,146
Local Authority ...	122	23,091	124	5,165	3,417
Approved ...	411	18,519	404	6,021	1,963
Total ...	2,576	187,917	2,567	49,977	20,472
Sind.					
Government	2	458	2	64	88
District Local Board ...	1,053	59,723	1,070	14,126	2,722
Municipal—					
Non-Local Authority ...	24	3,697	26	839	432
Local Authority ...	209	29,170	202	7,678	4,091
Approved ...	1,026	51,370	996	12,949	9,091
Total ...	2,314	144,418	2,296	35,656	16,424
Grand Total [Bombay Presidency].	14,616	1,168,564	14,730	283,915	125,856

of pupils in 1934-35 i.e., on 31st March, 1935.

Primary stage.

Standard I.		Standard II.		Standard III.		Standard IV.	
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
7	8	9	10	11	12	13	14
116	58	112	66	89	42	80	48
17,767	6,306	15,860	5,378	14,147	4,199	11,998	2,969
1,516	770	1,515	691	1,447	618	1,269	422
6,827	3,561	6,098	2,937	5,559	2,222	4,885	1,604
3,033	2,227	2,460	1,694	1,952	1,290	1,407	988
28,759	12,922	26,045	10,766	23,194	8,871	19,639	6,026
144	96	126	82	68	53	60	51
17,689	4,364	15,876	3,036	12,627	1,827	10,382	934
2,237	1,093	2,353	941	1,928	664	1,841	479
2,532	1,336	2,369	1,076	1,968	757	2,036	474
2,790	632	2,543	490	1,973	390	1,455	233
25,392	7,521	23,267	5,625	18,584	3,691	15,774	2,171
33	40	43	42	38	37	46	11
9,214	1,348	7,625	918	7,094	649	6,455	386
502	170	511	114	475	114	393	73
3,782	2,091	3,377	1,504	3,035	1,061	2,592	639
6,176	3,368	4,890	2,520	4,234	1,899	3,220	1,111
19,707	7,017	16,446	5,098	14,876	3,760	12,651	2,220
158,972	54,755	143,815	43,814	119,924	31,560	104,582	21,600

	Number				
	Lower Primary stage—*concld.*		Upper Primary		
	Total.		Standard V.		Standard
	Boys.	Girls.	Boys.	Girls.	Boys.
1	15	16	17	18	19
Northern Division.					
Government	568	313	28	12	12
District Local Board ...	84,421	29,671	7,184	1,574	4,714
Municipal—					
Non-Local Authority ...	8,123	3,898	669	289	476
Local Authority ...	33,745	17,577	1,774	891	993
Approved ...	14,755	10,736	395	568	216
Total ...	141,612	62,195	10,050	3,334	6,411
Southern Division.					
Government	721	437	20	35	11
District Local Board ...	91,405	22,952	5,586	285	3,805
Municipal—					
Non-Local Authority ...	12,016	5,323	1,008	194	695
Local Authority ...	14,070	7,060	999	225	754
Approved ...	14,782	3,708	402	40	134
Total ...	132,994	39,480	8,015	769	5,399
Sind.					
Government	224	218	1	17	2
District Local Board ...	44,514	6,023	4,605	195	2,587
Municipal—					
Non-Local Authority ...	2,725	903	133	18	52
Local Authority ...	20,404	9,286	203	102	106
Approved ...	31,469	17,989	750	308	326
Total ...	99,336	34,519	5,692	640	3,073
Grand Total [Bombay Presidency].	810,608	277,587	47,074	8,375	29,278

of pupils in 1934-35 i.e., on 31st March, 1935.

stage.							
VI.	Standard VII.		Total.		Grand Total [Lower and Upper Primary stages].		
Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
20	21	22	23	24	25	26	27
26	28	...	68	38	636	351	987
1,318	4,654	25	16,552	2,917	100,973	32,588	133,561
227	368	...	1,513	516	9,636	4,414	14,050
766	717	13	3,484	1,670	37,229	19,247	56,476
464	182	18	793	1,050	15,548	11,786	27,334
2,801	5,949	56	22,410	6,191	164,022	68,386	232,408
35	38	...	69	70	790	507	1,297
147	4,267	17	13,658	449	105,063	23,401	128,464
158	739	...	2,442	342	14,458	5,665	20,123
164	694	...	2,447	389	16,517	7,449	23,966
34	109	...	645	74	15,427	3,782	19,209
538	5,847	17	19,261	1,324	152,255	40,804	193,059
22	...	...	3	39	227	257	484
51	2,326	14	9,518	260	54,032	6,283	60,315
5	52	2	297	25	2,962	928	3,890
70	99	5	408	177	20,812	9,563	30,375
197	199	10	1,275	515	32,744	18,504	51,248
345	2,676	31	11,441	1,016	110,777	35,535	146,312
6,601	27,086	273	109,438	15,249	914,046	292,836	1,206,882

Table showing the examination results of Government, District Local Board, Municipal, and approved Primary Schools in the British Districts of the Bombay Presidency for the year 1934-35.

Standard.	Boys.			Girls.		
	Number of pupils at the time of the annual examination.	Number of pupils promoted.	Percentage.	Number of pupils at the time of the annual examination.	Number of pupils promoted.	Percentage.
Infants ...	239,708	131,129	54·7	91,898	49,163	53·5
I ...	133,605	104,095	77·9	41,656	32,594	78·2
II ...	125,523	90,639	72·2	33,829	25,842	76·4
III ...	103,981	78,524	75·5	24,184	18,623	77·0
IV ...	87,637	61,378	70·0	15,781	11,773	74·6
V ...	38,884	26,084	67·1	6,331	4,925	77·8
VI ...	23,756	17,527	73·8	4,666	2,693	57·7
VII ...	19,298	8,431	43·7	77	32	41·6
Total ...	772,382	517,807	67·0	218,422	145,645	66·7

Table showing the Receipts and Expenditure of Local Bodies on Primary Education in the British Districts of the Bombay Presidency for the year 1934-35.

Table showing the Receipts and Expenditure of Local Bombay Presidency

District and Management.	Opening balance on 1st April, 1934.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
BOMBAY DIVISION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay Suburban District.						
District Local Board ...	5,685	29,845	...	8,228	...	1,949
Non-Local Authority Municipalities.	...	20,827	...	...	7,929	1,901
Total ...	5,685	50,672	...	8,228	7,929	3,850
Local Authority Municipalities.	1,137	26,600	...	3,304	46,900	549
Grand Total ...	6,822	77,272	...	11,532	54,829	4,399
Thana.						
District Local Board ...	4,96,058	2,88,475	186	96,968	...	...
Non-Local Authority Municipalities.	...	25,084	...	...	11,406	...
Total ...	4,96,058	3,13,559	186	96,968	11,406	...
Local Authority Municipalities.	777	30,144	...	1,521	42,894	614
Grand Total ...	4,96,835	3,43,703	186	98,489	54,300	614
Kolaba.						
District Local Board ...	58,381	2,08,902	760	47,653	...	12,284
Non-Local Authority Municipalities.	...	50,136	...	...	23,800	2,729
Total ...	58,381	2,59,038	760	47,653	23,800	15,013
Local Authority Municipalities.	...	...	...	...	...	...
Grand Total ...	58,381	2,59,038	760	47,653	23,800	15,013

Bodies on Primary Education in the British Districts of the for the year 1934-35.

Non-recurring).		Expenditure.							
		Recurring.							
Miscellaneous.	Total including Opening balance.	On Primary schools maintained.	On Approved schools.	On Management.	Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1935.	Expenditure on scholarships included in the total recurring expenditure.
8	9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
7,392	53,039	35,911	10,610	4,299	211	...	51,031	2,008	...
583	31,240	23,070	5,230	2,763	177	...	31,240	...	...
7,915	84,279	58,981	15,840	7,062	388	...	82,271	2,008	...
544	79,034	56,648	12,586	6,672	...	3,000	78,906	128	...
8,459	1,63,313	1,15,629	28,426	13,734	388	3,000	1,61,177	2,136	...
32,425	9,14,112	4,10,334	2,498	27,973	12,527	...	4,53,332	4,60,780	5,377
2,123	38,613	35,681	500	2,432	...	...	38,613	...	...
34,548	9,52,725	4,46,015	2,998	30,405	12,527	...	4,91,945	4,60,780	5,377
620	76,570	69,156	344	5,059	...	1,847	76,406	164	173
35,168	10,29,295	5,15,171	3,342	35,464	12,527	1,847	5,68,351	4,60,944	5,550
23,536	3,51,516	2,69,080	1,796	17,765	760	4,638	2,94,039	64,148	1,431
...	76,665	64,578	1,153	4,263	...	...	69,994	...	...
23,536	4,28,181	3,33,658	2,949	22,028	760	4,638	3,64,033	64,148	1,431
...	...	...	...	...	...	...	...	...	...
23,536	4,28,181	3,33,658	2,949	22,028	760	4,638	3,64,033	64,148	1,431

District and Management.	Opening balance on 1st April, 1934.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
BOMBAY DIVISION —*concld.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Ratnagiri.						
District Local Board ...	2,043	4,03,557	...	55,683	6,908	32,090
Non-Local Authority Municipalities.	...	38,443	...	...	5,953	4,096
Total ...	2,043	4,42,000	...	55,683	12,861	36,186
Local Authority Municipalities.	34	14,100	...	...	18,368	2,993
Grand Total ..	2,077	4,56,100	...	55,683	31,229	39,179
Nasik.						
District Local Board ...	16,339	3,44,485	...	43,380	...	7,960
Non-Local Authority Municipalities.	...	61,515	...	5,025	9,686	1,877
Total ...	16,339	4,06,000	...	48,405	9,686	9,837
Local Authority Municipalities.	4,369	48,516	3,853	1,278	64,756	2,260
Grand Total ...	20,708	4,54,516	3,853	49,683	74,442	12,097
Abstract.						
District Local Boards ...	5,78,506	12,75,264	946	2,51,912	6,908	54,283
Non-Local Authority Municipalities.	...	1,96,005	...	5,025	58,774	10,603
Total ...	5,78,506	14,71,269	946	2,56,937	65,682	64,886
Local Authority Municipalities (excluding Bombay Municipality).	6,317	1,19,360	3,853	6,103	1,72,918	6,416
Bombay Municipality ...	20,000	7,49,875	...	...	23,66,435	18,191
Total ...	26,317	8,69,235	3,853	6,103	25,39,353	24,607
Grand Total ...	6,04,823	23,40,504	4,799	2,63,040	26,05,035	89,493

Non-recurring).		Expenditure.							
		Recurring.							
Miscellaneous.	Total including Opening balance.	On Primary schools maintained.	On Approved schools.	On Management.	Non-recurring.	Excess Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1935.	Expenditure on scholarships included in the total recurring expenditure.
8	9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
640	5,00,921	4,58,469	8,377	31,164	...	497	4,98,507	2,414	1,656
49	48,541	43,763	1,814	2,964	...	...	48,541	...	254
689	5,49,462	5,02,232	10,191	34,128	...	497	5,47,048	2,414	1,910
94	35,589	31,702	316	2,087	228	365	34,698	891	24
783	5,85,051	5,33,934	10,507	36,215	228	862	5,81,746	3,305	1,934
609	4,12,773	3,58,821	2,578	20,146	...	13,819	3,95,364	17,409	1,424
...	78,103	64,075	10,158	3,870	...	...	78,103	...	...
609	4,90,876	4,22,896	12,736	24,016	...	13,819	4,73,467	17,409	1,424
244	1,25,276	1,08,734	3,029	6,593	4,737	721	1,23,814	1,462	255
853	6,16,152	5,31,630	15,765	30,609	4,737	14,540	5,97,281	18,871	1,679
64,542	22,32,361	15,32,615	25,859	1,01,947	13,498	18,954	16,92,273	5,46,759	9,888
2,755	2,73,162	2,31,167	18,855	16,292	177	...	2,66,491	...	254
67,297	25,05,523	17,63,782	44,714	1,17,639	13,675	18,954	19,58,764	5,46,759	10,142
1,502	3,16,469	2,66,240	16,275	20,411	4,965	5,933	3,13,824	2,645	452
10,222	31,64,723	29,20,127	1,47,118	72,222	1,300	...	31,40,767	23,956	1,683
11,724	34,81,192	31,86,367	1,63,393	92,633	6,265	5,933	34,54,591	26,601	2,135
79,021	59,86,715	49,50,149	2,08,107	2,10,272	19,940	24,887	54,13,355	5,73,360	12,277

District and Management.	Opening balance on 1st April, 1934.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
CENTRAL DIVISION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Poona.						
District Local Board ...	56,313	4,84,353	3,453	54,401	...	15,024
Non-Local Authority Municipalities.	...	36,647	...	...	17,724	2,528
Total ...	56,313	5,21,000	3,453	54,401	17,724	17,552
Local Authority Municipalities.	...	1,67,887	...	3,841	1,84,285	4,752
Grand Total ...	56,313	6,88,887	3,453	58,242	2,02,009	22,304
Satara.						
District Local Board ...	1,94,307	6,46,117	...	75,000	...	11,061
Non-Local Authority Municipalities.	...	69,078	...	...	54,392	3,025
Total ...	1,94,307	7,15,195	...	75,000	54,392	14,086
Local Authority Municipalities.	...	19,192	...	270	23,311	1,987
Grand Total ...	1,94,307	7,34,387	...	75,270	77,703	16,073
Sholapur.						
District Local Board ...	1,97,613	2,77,163	9,916	92,987	...	4,024
Non-Local Authority Municipalities.	...	10,837	...	...	4,518	296
Total ...	1,97,613	2,88,000	9,916	92,987	4,518	4,320
Local Authority Municipalities.	...	1,07,956	...	2,770	1,26,341	692
Grand Total ...	1,97,613	3,95,956	9,916	95,757	1,30,859	5,012

Non-recurring).		Expenditure.							
		Recurring.							
Miscellaneous.	Total including Opening balance.	On Primary schools maintained.	On Approved schools.	On Management.	Non-recurring.	Excess Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1935.	Expenditure on scholarships included in the total recurring expenditure.
8	9	10	11	12	13	13A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
6,758	6,20,302	4,87,712	10,154	30,661	3,294	22,923	5,54,744	65,558	6,274
..	56,899	54,863	2,036	...	...	...	56,899	...	...
6,758	6,77,201	5,42,575	12,190	30,661	3,294	22,923	6,11,643	65,558	6,274
906	3,61,671	2,37,694	63,235	22,781	37,225	736	3,61,671	...	818
7,664	10,38,872	7,80,269	75,425	53,442	40,519	23,659	9,73,314	65,558	7,092
70,500	9,96,985	8,20,924	2,259	57,090	25,075	...	9,05,348	91,637	4,859
6,002	1,32,497	1,21,091	4,526	...	6,880	...	1,32,497	...	949
76,502	11,29,482	9,42,015	6,785	57,090	31,955	...	10,37,845	91,637	5,808
85	44,945	38,290	4,332	2,223	...	...	44,845	...	43
76,587	11,74,327	9,80,305	11,117	59,313	31,955	...	10,82,690	91,637	5,851
21,305	6,03,008	3,50,468	2,000	27,522	59,159	3,986	4,43,135	1,59,873	2,100
...	15,651	15,651	...	...	...	...	15,651	...	...
21,305	6,18,659	3,66,119	2,000	27,522	59,159	3,986	4,58,786	1,59,873	2,100
4,718	2,42,477	2,19,489	10,831	10,769	1,488	...	2,42,477	...	1,005
26,023	8,61,136	5,85,558	12,831	38,291	60,597	3,986	7,01,263	1,59,873	3,105

District and Management.	Opening balance on 1st April, 1934.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
CENTRAL DIVISION —*contd.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Ahmednagar.						
District Local Board ...	14,815	4,57,830	...	95,000	...	1,619
Non-Local Authority Municipalities.	...	12,948	...	...	4,866	252
Total ...	14,815	4,70,778	...	95,000	4,866	1,871
Local Authority Municipalities.	...	47,173	...	11	59,675	3,615
Grand Total ...	14,815	5,17,951	...	95,011	64,541	5,486
East Khandesh.						
District Local Board ...	26,224	5,91,332	...	1,20,920	...	22,516
Non-Local Authority Municipalities.	...	94,151	...	15,195	43,505	6,181
Total ...	26,224	6,85,483	...	1,36,115	43,505	28,697
Local Authority Municipalities.	...	42,540	...	1,891	60,635	1,014
Grand Total ...	26,224	7,28,023	...	1,38,006	1,04,140	29,711
West Khandesh.						
District Local Board ...	27,300	2,82,505	250	1,13,406	...	411
Non-Local Authority Municipalities.	...	37,123	...	6,101	12,403	58
Total ...	27,300	3,19,628	250	1,19,507	12,403	469
Local Authority Municipalities.	...	48,548	1,500	2,060	58,649	509
Grand Total ...	27,300	3,68,176	1,750	1,21,567	71,052	978

Non-recurring).		Expenditure.							
		Recurring.							
Miscellaneous.	Total including Opening balance.	On Primary schools maintained.	On Approved schools.	On Management.	Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1935.	Expenditure on scholarships included in the total recurring expenditure.
8	9	10	11	12	13	13A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
49,945	6,19,209	5,29,143	19,702	27,182	12,680	...	5,88,707	30,502	4,659
1,356	19,422	19,422	...	...	...	...	19,422	...	...
51,301	6,38,631	5,48,565	19,702	27,182	12,680	...	6,08,129	30,502	4,659
3,155	1,13,629	92,116	4,372	4,511	12,630	...	1,13,629	...	58
54,456	7,52,260	6,40,681	24,074	31,693	25,310	...	7,21,758	30,502	4,712
57,467	8,18,459	7,65,481	...	42,617	6,501	...	8,14,549	3,910	4,297
66	1,59,098	1,58,818	280	...	..	...	1,59,098	...	...
57,533	9,77,557	9,24,249	280	42,617	6,501	...	9,73,647	3,910	4,297
336	1,06,416	99,566	208	6,310	138	194	1,06,416	...	800
57,869	10,83,973	10,23,815	488	48,927	6,639	194	10,80,063	3,910	5,097
1,504	4,25,376	3,82,475	2,476	14,015	1,000	...	3,99,966	25,410	7,524
...	55,685	55,227	458	...	...	...	55,685	...	...
1,504	4,81,061	4,37,702	2,934	14,015	1,000	...	4,55,651	25,410	7,524
484	1,11,750	1,00,791	720	8,055	1,791	393	1,11,750	...	...
1,988	5,92,811	5,38,493	3,654	22,070	2,791	393	5,67,401	25,410	7,524

District and Management.	Opening balance on 1st April, 1934.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
CENTRAL DIVISION—*concld.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Abstract.							
District Local Boards.	5,16,572	27,39,300	13,619	5,51,714	...	54,655	2,07,479
Non-Local Authority Municipalities.	...	2,60,784	...	21,296	1,37,408	12,340	7,424
Total ...	5,16,572	30,00,084	13,619	5,73,010	1,37,408	66,995	2,14,903
Local Authority Municipalities.	...	4,33,296	1,500	10,843	5,12,896	12,569	9,684
Grand Total ...	5,16,572	34,33,380	15,119	5,83,853	6,50,304	79,564	2,24,587
NORTHERN DIVISION.							
Ahmedabad.							
District Local Board.	89,503	3,96,107	170	65,624	...	18,826	1,791
Non-Local Authority Municipalities.	...	24,288	...	...	27,652	3,153	...
Total ...	89,503	4,20,395	170	65,624	27,652	21,979	1,791
Local Authority Municipalities.	1,696	35,363	...	4,040	6,19,597	1,145	2,054
Grand Total ...	91,199	4,55,758	170	69,664	6,47,249	23,124	3,845
Kaira.							
District Local Board.	997	4,47,738	...	56,480	...	20,914	9,626
Non-Local Authority Municipalities.	...	49,051	...	...	35,773	2,993	43
Total ...	997	4,96,789	...	56,480	35,773	23,907	9,669
Local Authority Municipalities.	246	28,780	...	1,578	34,903	1,751	252
Grand Total ...	1,243	5,25,569	...	58,058	70,676	25,658	9,921

recurring).	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1935.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	13A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
40,83,339	33,36,153	36,591	1,99,087	1,07,709	26,909	37,06,449	3,76,890	29,713
4,39,252	4,25,072	7,300	...	6,880	...	4,39,252	...	949
45,22,591	37,61,225	43,891	1,99,087	1,14,589	26,909	41,45,701	3,76,890	30,662
9,80,788	7,87,896	83,698	54,649	53,222	1,323	9,80,788	...	2,719
55,03,379	45,49,121	1,27,589	2,53,736	1,67,811	28,232	51,26,489	3,76,890	33,381
5,72,021	3,91,983	9,360	15,607	2,851	...	4,19,801	1,52,220	...
55,093	55,093	...	...	...	...	55,093	...	...
6,27,114	4,47,076	9,360	15,607	2,851	...	4,74,894	1,52,220	...
6,63,895	5,83,544	20,675	23,264	34,816	83	6,62,382	1,513	...
12,91,009	10,30,620	30,035	38,871	37,667	83	11,37,276	1,53,733	...
5,35,755	4,69,985	22,820	25,299	...	2,350	5,20,454	3,466	210
87,860	99,695	...	...	...	...	99,695	...	...
6,23,615	5,69,680	22,820	25,299	...	2,350	6,20,149	3,466	210
67,510	56,813	2,323	2,977	...	5,285	67,398	112	91
6,91,125	6,26,493	25,143	28,276	...	7,635	6,87,547	3,578	301

District and Management.	Opening balance on 1st April, 1934.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
NORTHERN DIVISION—*contd.*							
Panch Mahals.							
District Local Board.	22,187	1,73,356	...	10,332	...	3,394	3,792
Local Authority Municipalities.	141	26,939	...	73	40,286	...	306
Grand Total ...	22,328	2,00,295	...	10,405	40,286	3,394	4,098
Broach.							
District Local Board.	3,190	2,60,074	...	52,548	...	5,821	25,903
Non-Local Authority Municipalities.	...	21,270	...	...	14,286	...	18
Total ...	3,190	2,81,344	...	52,548	14,286	5,821	25,921
Local Authority Municipalities.	21,857	62,817	...	...	50,554	511	23,049
Grand Total ...	25,047	3,44,161	...	52,548	64,840	6,332	48,970
Surat.							
District Local Board.	12,759	4,38,612	697	50,210	...	29,186	3,042
Local Authority Municipalities.	4,495	1,23,590	...	582	1,64,655	...	302
Grand Total ...	17,254	5,62,202	697	50,792	1,64,655	29,186	3,344

recurring).	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess of provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1935.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,13,061	1,65,829	2,570	16,060	6,807	...	1,91,266	21,795	3,571
67,745	53,153	6,555	4,048	303	3,572	67,631	114	384
2,80,806	2,18,982	9,125	20,108	7,110	3,572	2,58,897	21,909	3,955
3,47,536	2,70,211	1,443	22,195	53,109	...	3,46,958	578	...
35,574	31,908	199	...	923	...	33,030	2,544	...
3,83,110	3,02,119	1,642	22,195	54,032	...	3,79,988	3,122	...
1,58,788	88,288	4,368	3,000	3,678	31,717	1,31,051	27,737	...
5,41,898	3,90,407	6,010	25,195	57,710	31,717	5,11,039	30,859	...
5,34,506	4,91,355	7,233	21,129	4,907	...	5,24,624	9,882	...
2,93,624	2,46,685	14,123	12,552	...	8,071	2,81,431	12,193	...
8,28,130	7,38,040	21,356	33,681	4,907	8,071	8,06,055	22,075	...

District and Management.	Opening balance on 1st April, 1934.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
NORTHERN DIVISION—*concld.*							
Abstract.							
District Local Boards.	1,28,636	17,15,887	867	2,35,194	...	78,141	44,154
Non-Local Authority Municipalities.	...	94,609	...	...	77,711	6,146	61
Total ...	1,28,636	18,10,496	867	2,35,194	77,711	84,287	44,215
Local Authority Municipalities.	28,435	2,77,489	...	6,273	9,09,995	3,407	25,963
Grand Total ...	1,57,071	20,87,985	867	2,41,467	9,87,706	87,694	70,178
SOUTHERN DIVISION.							
Dharwar.							
District Local Board.	3,690	5,43,849	6,440	48,881	...	14,069	16,655
Non-Local Authority Municipalities.	...	34,151	...	...	16,452	732	493
Total ...	3,690	5,78,000	6,440	48,881	16,452	14,801	17,148
Local Authority Municipalities.	...	1,04,984	...	246	1,39,224	...	315
Grand Total ...	3,690	6,82,984	6,440	49,127	1,55,676	14,801	17,463
Belgaum.							
District Local Board.	1,78,868	4,11,981	...	1,19,481	...	24	14,678
Non-Local Authority Municipalities.	...	87,821	...	...	33,520	714	...
Total ...	1,78,868	4,99,802	...	1,19,481	33,520	738	14,678
Local Authority Municipalities.	...	11,482	...	...	17,183	8	32
Grand Total ...	1,78,868	5,11,284	...	1,19,481	50,703	746	14,710

recurring).	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1935.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
22,02,879	18,01,198	43,426	1,00,290	67,674	2,350	20,14,938	1,87,941	3,781
1,78,527	1,74,861	199	...	923	...	1,75,983	2,544	...
23,81,406	19,76,059	43,625	1,00,290	68,597	2,350	21,90,921	1,90,485	3,781
12,51,562	10,28,483	48,044	45,841	38,797	48,728	12,09,893	41,669	475
36,32,968	30,04,542	91,669	1,46,131	1,07,394	51,078	34,00,814	2,32,154	4,256
6,33,584	5,63,761	11,035	37,249	11,965	6,729	6,30,739	2,845	...
51,828	50,582	1,246	...	...	...	51,828	...	...
6,85,412	6,14,343	12,281	37,249	11,965	6,729	6,82,567	2,845	...
2,44,769	2,17,939	8,930	11,607	34	6,259	2,44,769	...	186
9,30,181	8,32,282	21,211	48,856	11,999	12,988	9,27,336	2,845	186
7,25,032	5,38,208	4,699	36,210	52,372	...	6,31,489	93,543	...
1,22,055	1,18,807	3,248	...	...	...	1,22,055	...	...
8,47,087	6,57,015	7,947	36,210	52,372	...	7,53,544	93,543	...
28,705	26,640	353	1,625	...	87	28,705	...	202
8,75,792	6,83,655	8,300	37,835	52,372	87	7,82,249	93,543	202

District and Management.	Opening balance on 1st April, 1934.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SOUTHERN DIVISION—*concld.*							
Bijapur.							
District Local Board.	3,06,763	3,77,165	...	68,335	...	11,941	36,471
Non-Local Authority Municipalities.	...	19,688	...	...	9,845	122	...
Total ...	3,06,763	3,96,853	...	68,335	9,845	12,063	36,471
Local Authority Municipalities.	...	47,798	115	...	63,763	175	3,152
Grand Total ...	3,06,763	4,44,651	115	68,335	73,608	12,238	39,623
Kanara.							
District Local Board.	27,045	2,17,249	...	26,918	...	6,944	10,505
Non-Local Authority Municipalities.	...	51,850	...	...	22,815	2,069	1,041
Total ...	27,045	2,69,099	...	26,918	22,815	9,013	11,546
Local Authority Municipalities.	...	...	...	...	...	...	...
Grand Total ...	27,045	2,69,099	...	26,918	22,815	9,013	11,546
Abstract.							
District Local Boards.	5,16,366	15,50,244	6,440	2,63,615	...	32,978	78,309
Non-Local Authority Municipalities.	...	1,93,510	...	...	82,632	3,637	1,534
Total ...	5,16,366	17,43,754	6,440	2,63,615	82,632	36,615	79,843
Local Authority Municipalities.	...	1,64,264	115	246	2,20,170	183	3,499
Grand Total ...	5,16,366	19,08,018	6,555	2,63,861	3,02,802	36,798	83,342

recurring)	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1935.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
8,00,675	3,92,973	8,328	22,879	26,451	9,024	4,59,655	3,41,020	2,354
29,655	25,120	4,535	...	...	...	29,655	...	...
8,30,330	4,18,093	12,863	22,879	26,451	9,024	4,89,310	3,41,020	2,354
1,15,003	1,01,253	3,844	7,959	193	1,754	1,15,003	...	222
9,45,333	5,19,346	16,707	30,838	26,644	10,778	6,04,313	3,41,020	2,576
2,88,661	2,38,681	3,825	20,697	7,117	4,939	2,75,459	13,202	...
77,775	75,142	1,695	...	938	...	77,775	...	...
3,66,436	3,14,023	5,520	20,697	8,055	4,939	3,53,234	13,202	...
...	...	...	...	...	...	...	...	...
3,66,436	3,14,023	5,520	20,697	8,055	4,939	3,53,234	13,202	...
24,47,952	17,99,823	27,887	1,17,035	97,905	20,692	19,97,342	4,50,610	2,954
2,81,313	2,69,651	10,724	...	938	...	2,81,313	...	...
27,29,265	20,03,474	38,611	1,17,035	98,843	20,692	22,78,655	4,50,610	2,354
3,88,477	3,45,832	13,127	21,191	227	8,100	3,88,477	...	610
31,17,742	23,49,306	51,738	1,38,226	99,070	28,792	26,67,132	4,50,610	2,964

District and Management.	Opening balance on 1st April, 1934.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SIND.						
Karachi.						
District Local Board ...	97,452	60,111	2,836	21,498	...	...
Non-Local Authority Municipalities.	...	11,989	...	...	5,994	...
Total ..	97,452	72,100	2,836	21,498	5,994	...
Local Authority Municipalities.	92,246	3,33,669	55	...	3,37,413	200
Grand Total ...	1,89,698	4,05,769	2,891	21,498	3,43,407	200
Hyderabad.						
District Local Board ...	83,302	1,26,227	...	55,472	...	...
Non-Local Authority Municipalities.	...	15,259	...	...	10,835	...
Total ...	83,302	1,41,486	...	55,472	10,835	...
Local Authority Municipalities.	4,741	51,969	223	600	84,776	817
Grand Total ...	88,043	1,93,455	223	56,072	95,611	817
Thar and Parkar.						
District Local Board ...	1,18,568	1,00,780	286	1,09,349	...	...
Non-Local Authority Municipalities.	1,515	3,220	...	...	1,633	...
Total ...	1,20,078	1,04,000	286	1,09,349	1,633	...
Local Authority Municipality.	585	3,603	...	...	8,000	...
Grand Total ...	1,20,663	1,07,603	286	1,09,349	9,633	...

Non-recurring).		Expenditure.							
		Recurring.							
Miscellaneous.	Total including Opening balance.	On Primary schools maintained.	On Approved schools.	On Management.	Non-recurring.	Excess Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1935.	Expenditure on scholarships included in the total recurring expenditure.
8	9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,173	1,84,070	79,738	1,075	15,340	2,307	...	98,460	85,610	1,086
...	17,983	14,935	...	3,048	...	...	17,983	...	288
2,173	2,02,053	94,673	1,075	18,388	2,307	...	1,16,443	85,610	1,374
1,677	7,65,260	5,55,124	86,643	42,093	...	...	6,83,860	81,400	...
3,850	9,67,313	6,49,797	87,718	60,481	2,307	...	8,00,303	1,67,010	1,374
6,336	2,71,337	1,87,122	1,778	17,998	..	...	2,06,898	64,439	2,120
...	26,094	17,192	2,125	2,178	...	...	21,495	4,599	...
6,336	2,97,431	2,04,314	3,903	20,176	...	...	2,28,393	69,038	2,120
1,782	1,44,908	81,693	39,277	16,257	1,889	1,481	1,40,597	4,311	924
8,118	4,42,339	2,86,007	43,180	36,433	1,889	1,481	3,68,990	73,349	3,044
3,487	3,32,465	1,41,159	125	17,979	55	1,719	1,61,037	1,71,428	6,379
...	6,368	3,934	...	501	...	...	4,435	1,933	30
3,487	3,38,833	1,45,093	125	18,480	55	1,719	1,65,472	1,73,361	6,409
19	12,207	9,474	132	1,563	...	36	11,205	1,002	...
3,506	3,51,040	1,54,567	257	20,043	55	1,755	1,76,677	1,74,363	6,409

District and Management.	Opening balance on 1st April, 1934.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SIND—*contd.*						
Nawabshah.						
District Local Board ...	68,171	1,75,206	...	8,748	...	...
Non-Local Authority Municipalities.	...	...	...	...	...	...
Total ...	68,171	1,75,206	...	8,748	...	...
Local Authority Municipalities.	1,135	9,184	...	...	12,748	...
Grand Total ...	69,306	1,84,390	...	8,748	12,748	...
Sukkur.						
District Local Board ...	1,13,700	2,02,269	908	85,366	...	...
Non-Local Authority Municipalities.	...	4,231	...	...	2,091	...
Total ...	1,13,700	2,06,500	908	85,366	2,091	...
Local Authority Municipalities.	11,898	64,300	12	...	1,21,128	1,779
Grand Total ...	1,25,598	2,70,800	920	85,366	1,23,219	1,779
Upper Sind Frontier.						
District Local Board ...	1,81,160	86,800	868	66,823	...	...
Non-Local Authority Municipalities.	...	...	...	...	...	...
Total ...	1,81,160	86,800	868	66,823	...	...
Local Authority Municipalities.	51	6,695	...	...	10,780	...
Grand Total ...	1,81,211	93,495	868	66,823	10,780	...

Non-recurring).		Expenditure.							
		Recurring.							
Miscellaneous.	Total including Opening balance.	On Primary schools maintained.	On Approved schools.	On Management.	Non-recurring.	Excess Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1935.	Expenditure on scholarships included in the total recurring expenditure.
8	9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
3,057	2,55,182	2,05,384	4,000	22,531	...	...	2,31,915	23,267	3,977
...	...	...	...	...	...	...	...	...	...
3,057	2,55,182	2,05,384	4,000	22,531	...	...	2,31,915	23,267	3,977
33	23,100	15,650	1,799	3,348	519	43	21,359	1,741	48
3,090	2,78,282	2,21,034	5,799	25,879	519	43	2,53,274	25,008	4,025
7,459	4,09,702	2,38,033	72	22,655	1,266	3,291	2,65,317	1,44,385	2,149
...	6,322	5,878	...	444	...	...	6,322	...	...
7,459	4,16,024	2,43,911	72	23,099	1,266	3,291	2,71,639	1,44,385	2,149
523	1,99,634	1,23,869	33,000	9,149	...	2,506	1,68,524	31,110	420
7,982	6,15,658	3,67,780	33,072	32,248	1,266	5,797	4,40,163	1,75,495	2,569
7,113	3,42,764	1,09,817	...	16,066	564	13,300	1,39,747	2,03,017	3,151
...	...	...	...	...	...	...	...	...	...
7,113	3,42,764	1,09,817	...	16,066	564	13,300	1,39,747	2,03,017	3,151
20	17,546	16,078	575	481	...	...	17,134	412	142
7,133	3,60,310	1,25,895	575	16,547	564	13,300	1,56,881	2,03,429	3,293

District and Management.	Opening balance on 1st April, 1934.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
SIND—*concld.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Larkana.							
District Local Board.	52,337	1,78,220	2,258	60,500	...	...	8,935
Non-Local Authority Municipalities.	—2,527	2,280	...	...	2,975	...	...
Total ...	49,810	1,80,500	2,258	60,500	2,975	...	8,935
Local Authority Municipalities.	203	18,414	...	397	22,322	...	675
Grand Total ...	50,013	1,98,914	2,258	60,897	25,297	...	9,610
Dadu.							
District Local Board.	4,428	1,46,191	...	28,528	...	...	997
Non-Local Authority Municipalities.	...	19,309	...	9,557	4,031	...	...
Total ...	4,428	1,65,500	...	38,085	4,031	...	997
Local Authority Municipalities.	...	...	...	...	...	...	...
Grand Total ...	4,428	1,65,500	...	38,085	4,031	...	997
Abstract.							
District Local Boards	7,19,113	10,75,804	7,156	4,36,284	...	...	39,557
Non-Local Authority Municipalities.	— 1,012	56,288	...	9,557	27,559	...	...
Total ...	7,18,101	11,32,092	7,156	4,45,841	27,559	...	39,557
Local Authority Municipalities.	1,10,859	4,87,834	290	997	5,97,167	2,790	4,729
Grand Total ...	8,28,960	16,19,926	7,446	4,46,838	6,24,726	2,790	44,286

recurring).	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1935.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,02,250	2,12,477	484	17,100	5,430	...	2,35,491	66,759	3,035
2,728	4,084	...	189	1,171	...	5,444	— 2,716	...
3,04,978	2,16,561	484	17,289	6,601	...	2,40,935	64,043	3,035
42,011	32,827	2,590	5,611	...	105	41,133	878	...
3,46,989	2,49,388	3,074	22,900	6,601	105	2,82,068	64,921	3,035
1,80,144	1,65,635	...	12,377	100	...	1,78,112	2,032	1,467
32,697	30,612	...	2,285	...	...	32,897	...	...
2,13,041	1,96,247	...	14,662	100	...	2,11,009	2,032	1,467
...	...	...	...	...	...	...	...	...
2,13,041	1,96,247	...	14,662	100	...	2,11,009	2,032	1,467
22,77,914	13,99,365	7,534	1,42,046	9,722	18,310	15,16,977	7,60,937	23,364
92,392	76,635	2,125	8,645	1,171	...	88,576	3,816	318
23,70,306	14,16,000	9,659	1,50,691	10,893	18,310	16,05,553	7,64,753	23,682
12,04,666	8,34,715	1,64,016	78,502	2,408	4,171	10,83,812	1,20,854	1,534
35,74,972	22,50,715	1,73,675	2,29,193	13,301	22,481	26,89,365	8,85,607	25,216

District and Management.	Opening balance on 1st April, 1934.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
BOMBAY PRESIDENCY.							
Abstract.							
District Local Boards	24,59,193	83,56,499	29,028	17,38,719	6,908	2,20,057	4,34,041
Non-Local Authority Municipalities.	−1,012	8,01,196	...	35,878	3,84,084	32,726	11,774
Total ...	24,58,181	91,57,695	29,028	17,74,597	3,90,992	2,52,783	4,45,815
Local Authority Municipalities (excluding Bombay Municipality).	1,45,611	14,82,243	5,758	24,462	24,13,146	25,365	45,377
Bombay Municipality.	20,000	7,49,875	...	...	23,66,435	18,191	10,222
Total ...	1,65,611	22,32,118	5,758	24,462	47,79,581	43,556	55,599
Grand Total ...	26,23,792	1,13,89,813*	34,786	17,99,059	51,70,573	2,96,339	5,01,414

* Includes Rs. 1,006 paid as

recurring).	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1935.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,32,44,445	97,43,154	1,41,297	6,59,805	2,96,508	87,215	1,09,27,979	23,28,137	69,100
12,64,646	11,77,386	39,203	24,937	10,089	...	12,51,615	6,360	1,521
1,45,09,091	1,09,20,540	1,80,500	6,84,742	3,06,597	87,215	1,21,79,594	23,29,497	70,621
41,41,962	32,63,166	3,25,160	2,20,594	99,619	68,255	39,76,794	1,65,168	5,790
31,64,723	29,20,127	1,47,118	72,222	1,300	...	31,40,767	23,956	1,683
73,06,685	61,83,293	4,72,278	2,92,816	1,00,919	68,255	71,17,561	1,89,124	7,473
2,18,15,776	1,71,03,833	6,52,778	9,77,558	4,07,516	1,55,470	1,92,97,155	25,18,621	78,094

fee grants.

Table showing the number and average pay of Primary Schools in the British Districts of each

Names of Divisions and Boards.	Number of				
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Untrained and unpassed Assistants and Mistresses.
Men Teachers.					
Bombay Division—					
District Local Board ...	940	866	881	632	83
Municipal—					
Bombay City ...	182	11	568	496	51
Mofussil	112	27	331	278	37
Central Division—					
District Local Board ...	1,558	1,989	2,109	1,579	60
Municipal	262	38	843	812	40
Northern Division—					
District Local Board ...	1,176	233	660	1,569	29
Municipal	225	23	648	688	46
Southern Division—					
District Local Board ...	1,336	461	939	925	29
Municipal	166	13	445	319	39
Sind—					
District Local Board ...	887	145	563	675	5
Municipal	146	8	320	397	8
Total (Bombay Presidency)—					
District Local Board ...	5,897	3,694	5,152	5,380	206
Municipal—					
Excluding Bombay City.	911	109	2,587	2,494	170
Including Bombay City.	1,093	120	3,155	2,990	221
Women Teachers.					
Bombay Division—					
District Local Board ...	51	29	33	56	19
Municipal—					
Bombay City ...	118	...	277	174	122
Mofussil	38	7	78	98	35
Central Division—					
District Local Board ...	97	56	40	103	21
Municipal	98	9	224	214	40
Northern Division—					
District Local Board ...	194	6	54	137	2
Municipal	86	2	270	179	28

all full-time teachers in District Local Board and Municipal Division of the Bombay Presidency during the year 1934-35.

Total number of teachers.	Average pay of					
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Untrained and unpassed Assistants and Mistresses.	Total average pay.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,402	38·2	24·3	30·8	20·8	18·5	29·0
1,308	111·3	56·1	88·4	52·7	38·1	75·8
785	48·2	26·0	33·9	24·5	21·7	31·8
7,295	41·1	25·8	31·0	22·4	18·3	29·8
1,995	50·7	26·8	33·0	22·7	18·2	30·7
3,667	44·1	31·1	33·6	22·4	19·8	31·9
1,630	49·0	27·7	35·8	25·1	24·6	32·7
3,690	42·6	21·6	34·9	20·6	16·7	32·3
982	47·8	25·5	36·7	23·8	19·8	33·6
2,275	49·9	29·3	41·4	25·1	21·0	39·1
879	61·2	28·7	43·8	32·5	28·1	41·3
20,329	42·9	25·4	33·1	22·2	18·4	31·5
6,271	51·1	26·8	35·8	25·3	21·5	33·3
7,579	61·1	29·5	45·3	29·8	25·4	40·6
188	40·8	24·0	25·0	16·8	14·0	25·6
691	112·0	...	90·8	51·2	37·9	75·1
256	47·6	26·0	31·3	21·1	17·3	27·8
317	36·6	25·1	24·7	17·3	15·3	25·4
585	45·2	23·7	28·8	21·8	18·3	28·2
393	44·5	28·3	32·3	21·0	17·5	34·2
565	52·5	29·5	40·3	24·6	21·1	36·2

Names of Divisions and Boards.	Number of				
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Untrained and unpassed Assistants and Mistresses.
Women Teachers—concld.					
Southern Division—					
District Local Board ...	107	20	62	44	13
Municipal	51	...	101	92	38
Sind—					
District Local Board ...	24	14	18	12	13
Municipal	67	7	99	124	51
Total (Bombay Presidency)—					
District Local Board ...	473	125	207	352	68
Municipal—					
Excluding Bombay City...	340	25	772	707	192
Including Bombay City...	458	25	1,049	881	314

Total number of teachers.	Average pay of					Total average pay.
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Untrained and unpassed Assistants and Mistresses.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
246	39·4	22·8	31·7	23·7	16·8	32·1
282	43·8	...	32·0	20·8	17·7	28·6
81	50·4	25·8	35·2	26·3	20·4	34·4
348	55·9	26·4	42·9	34·5	24·2	39·3
1,225	41·6	24·7	29·7	19·8	16·3	30·2
2,096	49·2	25·6	35·3	24·5	20·0	32·3
2,727	65·4	25·6	50·0	29·8	26·9	43·2

SUBSIDIARY FORM

Table showing the statistics of Arts

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on rolls on		
		Reading for the First Year Arts, Inter Arts or Inter Science.	Reading for a degree, e.g., B.A., B.Sc., B.E., B.Ag., B.Com., etc.	Reading for a Higher degree, e.g., M.A., M.Com., LL.M., M.D., etc.
1	2	3	4	5
Bombay—				
University School of Economics and Sociology	1	...	...	107
University Department of Chemical Technology.	1	...	...	...
Total ...	2	...	...	107
ARTS COLLEGES.				
Government.				
Bombay—				
Elphinstone College, Bombay ...	1	880	195	46
Ismail College, Andheri	1	253	44	14
Ahmedabad—				
Gujarat College, Ahmedabad	1	601	285	30
Dharwar—				
Karnatak College, Dharwar	1	334	209	23
Total ...	4	1,568	733	113
Bombay—				
Royal Institute of Science, Bombay ...	1	80	119	71
Aided.				
Bombay—				
Wilson College, Bombay	1	519	310	78
St. Xavier's College, Bombay ...	1	1,236	476	158
Poona—				
Fergusson College, Poona	1	724	476	95
Sir Parashurambhau College, Poona ...	1	592	319	74
Satara—				
Willingdon College, Kupwad (Sangli) ...	1	230	96	74
Nasik—				
H. P. T. College, Nasik	1	195	69	...
Surat—				
M. T. B. College, Surat	1	645	130	20
Belgaum—				
Lingraj College, Belgaum	1	238	...	...
Karachi—				
D. J. Sind College, Karachi	1	544	299	54
Shikarpur—				
Chellasing and Sitaldas Upper Sind Arts College, Shikarpur.	1	80	...	...
Total ...	10	5,003	2,175	553
Unaided (Recognised).				
Poona—				
Nowrosjee Wadia College, Poona ...	1	386	166	32
Hyderabad—				
D. G. National College, Hyderabad ...	1	240	69	4
Total ...	2	626	235	36
Total, Arts Colleges ... (Excluding the University School of Economics and Sociology and the Department of Chemical Technology).	17	7,277	3,262	773

No. 1.

and Professional Colleges, for 1934-35.

31st March, 1935.				Expenditure.				
Reading for an additional degree, e.g., ' LL.B., B.T., etc.	Total.	Average Monthly Number.	Average Daily Attendance.	Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.
6	7	8	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.
...	107	115	88	46,223	...	...	6,630	...
17	17	16	16	46,067	...	...	4,550	...
17	124	131	104	92,290	...	...	11,180	...
...	621	620	583	24,977	...	...	1,03,593	13,075
...	311	305	290	44,739	...	...	46,884	...
...	916	912	826	48,482	...	...	1,35,888	27,000
...	566	559	473	67,828	...	...	84,327	8,079
...	2,414	2,396	2,172	1,86,026	...	...	3,70,692	48,154
..	270	280	265	64,095	...	...	42,295	78,517
...	907	915	851	31,000	...	...	1,67,022	...
...	1,870	1,799	1,773	40,000	...	...	2,97,006	...
...	1,295	1,269	1,168	25,600	...	...	1,64,720	...
...	985	950	935	15,000	...	...	1,25,267	...
...	400	392	369	5,600	...	...	41,755	965
...	264	265	242	5,500	...	250	24,071	9,628
...	795	793	723	12,000	...	...	1,19,711	...
...	238	242	220	5,100	...	...	32,592	...
...	897	875	843	29,000	...	1,750	1,20,050	9,940
...	80	78	74	...	1,000	750	14,388	...
...	7,731	7,578	7,198	1,68,800	1,000	2,750	11,06,677	20,533
...	584	563	550	...	...	...	87,566	...
...	313	305	261	...	...	...	56,796	6,182
...	897	868	811	...	...	...	1,44,362	6,182
...	11,312	11,122	10,446	4,18,921	1,000	2,750	16,64,026	1,53,386

SUBSIDIARY FORM No. 1—*contd.*

District and Name or Class of Institutions.	Expenditure—*concld.*		Annual cost of educating each student.	
	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.
1	15	16	17	18
Bombay—				
University School of Economics and Sociology	Rs. ...	Rs. 52,858	Rs. 460	Rs. 402
University Department of Chemical Technology	55,715	1,06,332	6,646	2,879
Total ...	55,715	1,59,185	1,215	705
ARTS COLLEGES.				
Government.				
Bombay—				
Elphinstone College, Bombay... ...	2,380	1,44,025	232	40
Ismail College, Andheri	...	91,628	300	147
Ahmedabad—				
Gujarat College, Ahmedabad	...	2,11,370	232	58
Dharwar—				
Karnatak College, Dharwar	357	1,60,591	287	121
Total ...	2,737	6,07,609	254	78
Bombay—				
Royal Institute of Science, Bombay ...	1,792	1,86,699	667	229
Aided.				
Bombay—				
Wilson College, Bombay	47,496	2,45,518	268	34
St. Xavier's College, Bombay... ...	12,126	3,49,132	194	22
Poona—				
Fergusson College, Poona	2,554	1,92,874	152	20
Sir Parashurambhau College, Poona ...	...	1,40,367	148	16
Satara—				
Willingdon College, Kupwad (Sangli) ...	27,328	75,648	193	14
Nasik—				
H. P. T. College, Nasik	320	89,769	150	21
Surat—				
M. T. B. College, Surat	15,674	1,47,385	186	15
Belgaum—				
Lingraj College, Belgaum	...	87,692	156	21
Karachi—				
D. J. Sind College, Karachi	34,835	1,95,575	224	33
Shikarpur—				
Chellasing and Sitaldas Upper Sind Arts College, Shikarpur.	9,612	25,745	330	...
Total ...	1,49,945	14,49,705	191	22
Unaided (Recognised).				
Poona—				
Nowrosjee Wadia College, Poona ...	4,132	91,698	163	...
Hyderabad—				
D. G. National College, Hyderabad ...	7,098	70,076	230	...
Total ...	11,230	1,61,774	186	...
Total, Arts Colleges ... (Exclusing the University School of Economics and Sociology and the Department of Chemical Technology).	1,65,704	24,05,787	216	88

PROFESSIONAL COLLEGES.

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on		
		Reading for the First Year Arts, Inter Arts or Inter Science.	Reading for a Degree, e.g., B.A., B.Sc., B.E., B.Ag., B.Com., etc.	Reading for a Higher Degree, e.g., M.A., M.Com., LL.M., M.D., etc.
1	2	3	4	5
PROFESSIONAL COLLEGES.				
Government.				
Bombay—				
Government Law College, Bombay ...	1	...	...	10
Grant Medical College, Bombay ...	1	...	690	...
Sydenham College of Commerce and Economics, Bombay	1	...	389	13
Secondary Training College, Bombay ...	1	...	...	...
Poona—				
College of Engineering, Poona ...	1	...	218	...
Agricultural College, Poona	1	...	153	...
Total ...	6	...	1,450	23
Municipal.				
Bombay—				
Seth G. S. Medical College, Bombay ...	1	..	399	...
Aided.				
Karachi—				
N. E. D. Civil Engineering College, Karachi.	1	..	159	...
Unaided (Recognised).				
Poona—				
Law College, Poona	1	...	...	15
Ahmedabad—				
Sir Lallubhai Law College, Ahmedabad ...	1	...	...	...
Karachi—				
S. C. Shahani Law College, Karachi ...	1	...	...	...
Total ...	3	...	...	15
Total, Professional Colleges ...	11	...	2,008	38

No. 1—*contd.*

31st March, 1935.				Expenditure.				
Reading for an additional degree, *e.g.*, LL.B., B.T., etc.	Total.	Average Monthly Number.	Average daily attendance.	Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.
6	7	8	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.
569	579	540	425	...	...	...	55,406	...
...	690	690	635	99,178	...	...	1,66,308	2,216
...	402	403	340	...	...	...	51,029	18,499
97	97	98	93	67,194	...	...	3,600	...
...	218	218	192	1,46,081	...	...	61,160	...
...	153	154	143	1,18,709	...	...	28,321	...
666	2,139	2,103	1,828	4,31,162	...	...	3,65,824	20,715
...	399	356	329	...	...	1,26,429	99,840	...
...	159	149	147	31,700	2,750	4,150	46,244	...
347	362	324	280	...	...	...	34,466	...
184	184	180	178	...	...	...	15,379	...
97	97	96	93	...	...	...	8,969	812
628	643	600	551	...	...	...	58,814	812
1,294	3,340	3,208	2,855	4,62,862	2,750	1,30,579	5,70,722	21,527

SUBSIDIARY FORM No. 1—*concld.*

District and Name or Class of Institutions.	Expenditure—*concld.*		Annual cost of educating each student.	
	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.
1	15	16	17	18
PROFESSIONAL COLLEGES.	Rs.	Rs.	Rs.	Rs.
Government.				
Bombay—				
Government Law College, Bombay ...	...	55,406	103	...
Grant Medical College, Bombay ...	18,220	2,85,922	414	144
Sydenham College of Commerce and Economics, Bombay	...	69,528	173	...
Secondary Training College, Bombay ...	51	70,845	723	686
Poona—				
College of Engineering, Poona ...	1,098	2,08,339	956	670
Agricultural College, Poona	...	1,47,030	955	770
Total ...	19,369	8,37,070	898	205
Municipal.				
Bombay—				
Seth G. S. Medical College, Bombay ...	...	2,26,269	686	...
Aided.				
Karachi—				
N. E. D. Civil Engineering College, Karachi.	14,259	99,103	665	213
Unaided (Recognised).				
Poona—				
Law College, Poona	...	34,466	106	...
Ahmedabad—				
Sir Lallubhai Law College, Ahmedabad ...	...	15,379	85	...
Karachi—				
S. C. Shahani Law College, Karachi ...	5,970	15,751	164	...
Total ...	5,970	65,596	109	...
Total, Professional Colleges ...	39,598	12,26,038	383	144

SUBSIDIARY FORM No. 2.

pr Bk No 46—44

SUBSIDIARY

Statistical Return of High and Middle Schools

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS.						
ANGLO-VERNACULAR.						
Government.						
Bombay—						
Elphinstone High School ...	1	271	164	435	424	401
Thana—						
B. J. High School, Thana ...	1	232	89	321	315	292
Ratnagiri—						
Ratnagiri High School ...	1	200	...	200	200	190
Nasik—						
Nasik High School ...	1	342	120	462	442	418
Poona—						
Anglo-Urdu High School, Poona.	1	93	80	173	178	160
Satara—						
High School, Satara ...	1	285	168	453	433	370
Sholapur—						
Northcote High School, Sholapur.	1	232	158	390	388	355
East Khandesh—						
G. S. High School, Jalgaon ...	1	233	90	323	310	289
West Khandesh—						
Garud High School, Dhulia ...	1	262	171	433	422	395
Ahmedabad—						
R. C. High School, Ahmedabad.	1	292	...	292	288	244
Kaira—						
Government High School, Nadiad.	1	165	83	248	242	237
Panch Mahals—						
Telang High School, Godhra ...	1	144	85	229	221	214
Broach—						
R. S. Dalal High School, Broach.	1	271	182	453	440	410
Surat—						
Sorabji J. J. High School, Surat.	1	247	96	343	326	301
Dharwar—						
High School, Dharwar ...	1	257	88	345	344	312
Anglo-Urdu High School, Hubli.	1	75	96	171	178	152
Belgaum—						
Sardars' High School, Belgaum.	1	282	164	446	438	410
Bijapur—						
High School, Bijapur ...	1	250	167	417	402	367
Kanara—						
High School, Karwar ...	1	218	74	292	290	275

FORM No. 2.

(English) for Boys for the Official Year 1934-35.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
43,657	...	...	20,929	4,000	31	68,617	162	103	...	...
25,941	...	...	12,715	...	14	38,670	123	82	...	...
15,976	...	...	9,440	...	15	25,431	127	80	...	...
32,339	...	...	17,295	...	32	49,666	112	73	...	...
27,624	...	...	5,659	...	...	33,283	187	155	...	...
26,042	...	...	15,608	...	27	41,677	96	60	...	...
29,020	...	...	14,052	...	20	43,092	111	75	...	...
23,870	...	...	13,146	...	23	37,039	119	77	...	...
25,440	...	...	15,941	...	...	41,381	98	63	...	...
18,813	...	...	13,340	...	1,475	33,628	117	65	...	...
28,995	...	...	8,968	...	9	37,962	157	120	...	...
20,276	...	...	8,145	...	21	28,442	129	92	...	...
25,676	...	...	16,645	...	...	42,321	96	58	...	...
25,711	...	...	13,772	...	...	39,483	121	79	...	...
27,263	...	...	16,041	...	13	43,317	126	79	...	...
19,294	...	...	6,814	...	440	26,548	149	108	...	...
29,131	...	...	19,458	...	23	48,607	111	67	...	...
29,018	...	...	17,533	...	67	46,618	116	72	...	...
23,048	...	...	13,713	...	15	36,776	127	80	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Government—concld.						
Karachi—						
N. J. High School, Karachi ...	1	402	267	669	689	662
Sukkur—						
High School, Shikarpur ...	1	157	77	234	225	213
Nawabshah—						
Madressah and High School, Naushahro Feroz.	1	123	84	207	211	192
Thar and Parkar—						
Madressah and High School, Mirpurkhas.	1	115	63	178	186	161
Larkana—						
High School, Larkana ...	1	316	165	481	482	459
Total ...	24	5,464	2,731	8,195	8,074	7,479
District Local Board.						
Nawabshah—						
High School, Tharushah ...	1	136	102	238	240	226
Larkana—						
Larkana Madressah ...	1	95	62	157	158	131
Total ...	2	231	164	395	398	357
Municipal.						
Nasik—						
Municipal High School, Malegaon.	1	137	140	277	264	229
Anglo-Vernacular School, Yeola.	1	71	85	156	159	147
Sholapur—						
V. J. High School, Pandharpur.	1	276	156	432	428	385
Municipal High School, Barsi .	1	146	82	228	211	171
Ahmednagar—						
Sir D. M. Petit High School, Sangamner.	1	171	140	311	318	288
East Khandesh—						
D. S. High School, Bhusawal...	1	279	341	620	638	593
Simcox High School, Yaval ...	1	71	103	174	169	156
West Khandesh—						
Municipal High School, Nandurbar.	1	185	126	311	300	281

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and Warrant grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
41,973	...	...	33,826	...	3	74,802	109	61	...	...
20,844	...	...	8,918	...	6	29,768	192	93	...	...
13,556	...	...	7,125	...	...	20,681	98	64	...	...
18,406	...	...	6,574	...	1	24,981	184	99	...	...
19,320	...	...	21,046	...	1	40,367	84	40	...	...
6,11,223	...	...	3,35,698	4,000	2,236	9,53,157	118	76	...	...
3,430	1,500	...	10,636	622	...	16,188	67	14	115	15
3,760	12,592	...	5,635	473	...	22,460	142	24	...	...
7,190	14,092	...	16,271	1,095	...	38,648	97	18	115	15
1,728	...	1,860	6,720	...	3	10,311	39	7	88	...
905	...	5,089	4,049	...	229	10,272	65	6	45	...
3,191	...	...	10,902	...	...	14,093	33	8	91	...
2,341	...	5,997	7,035	...	52	15,425	73	11	91	...
2,560	...	3,003	9,272	...	1,101	15,936	50	8	94	81
5,149	...	5,325	17,965	...	2,012	30,451	48	8	149	...
900	...	2,632	3,891	...	31	7,454	44	5	...	...
1,335	...	2,285	9,801	...	...	13,421	45	4	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Municipal—concld.						
Ahmedabad—						
King Edward Memorial Municipal High School, Prantij.	1	115	120	235	228	197
Birla and Harjivandas High School, Dhandhuka.	1	88	129	217	214	205
Kaira—						
Municipal High School, Kapadvanj.	1	195	217	412	411	410
Municipal A.-V. School, Mehmedabad.	1	50	103	153	139	130
Broach—						
Municipal High School, Ankleshwar.	1	129	157	286	298	272
Municipal High School, Jambusar.	1	94	132	226	222	206
Dharwar—						
Lamington High School, Hubli.	1	187	198	385	403	340
Municipal High School, Gadag.	1	285	199	484	499	437
Municipal High School, Haveri.	1	113	115	228	227	196
Municipal High School, Ranebennur.	1	109	47	156	163	139
Belgaum—						
Municipal High School, Gokak.	1	100	97	197	191	165
Municipal High School, Nipani.	1	136	164	300	291	267
Kanara—						
Municipal High School, Sirsi...	1	82	100	182	179	168
Sukkur—						
Tilak High School, Sukkur ...	1	272	173	445	469	425
Rohri High School ...	1	182	...	182	167	166
Upper Sind Frontier—						
High School, Jacobabad ...	1	185	103	288	301	277
Total ...	24	3,658	3,232	6,890	6,884	6,250
Aided.						
Bombay—						
Sir Elly Kadoorie School, Mazagaon.	1	114	205	319	330	289
Wilson High School, Girgaum .	1	314	203	517	520	469
Robert Money High School, Girgaum.	1	283	199	482	473	433
Chikitsak Samooha High School, Girgaum.	1	270	306	576	554	535
Maratha High School, Girgaum.	1	188	139	327	321	278
Anjuman-i-Islam High School, Hornby Road.	1	187	163	350	373	306

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,472	...	103	6,465	...	...	8,040	35	6	...	62
2,239	...	389	6,892	...	480	10,000	47	10	54	...
3,081	...	...	10,214	...	219	13,514	33	7	71	130
745	...	508	3,899	72	1	5,225	38	5	...	...
3,332	...	3,387	8,068	63	27	14,877	50	11	184	18
2,183	...	3,094	6,555	...	170	11,992	54	10	102	71
5,158	...	8,571	11,141	...	4	24,874	62	13	173	...
5,537	...	11,201	14,955	...	5	31,698	64	11	177	...
1,737	...	1,673	5,453	...	45	8,908	39	8	37	...
2,150	...	2,281	6,611	...	...	11,042	67	13	...	...
2,000	...	1,504	6,847	...	...	10,351	54	11	...	...
2,400	...	5,931	5,313	...	...	13,544	47	8	...	...
1,550	...	6,550	4,101	...	23	12,224	168	9	...	...
7,794	...	13,638	17,517	...	...	38,949	84	17	138	56
2,619	...	2,427	7,153	...	...	12,199	73	16	84	...
4,094	500	8,504	6,588	...	...	19,686	65	14	114	...
66,200	500	95,942	1,97,307	135	4,402	3,64,486	53	10	1,692	418
4,232	...	...	6,313	4	9,703	20,252	61	13	162	...
9,894	...	...	27,645	...	22,458	59,997	115	19	174	...
7,980	...	...	20,031	596	8,113	36,720	78	17	145	...
3,914	...	...	25,833	...	191	29,938	54	7	154	...
4,645	...	...	14,174	...	2,753	21,572	67	14	145	...
5,542	...	...	12,858	4,122	2,832	25,354	68	15	42	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Bombay—*contd.*						
B. J. Parsi Charitable Institution, Queen's Road.	1	153	133	286	297	280
Sir J. J. Parsi Benevolent Institution, Fort.	1	92	175	267	264	251
Esplanade High School, Frere Road.	1	294	208	502	538	481
Fort and Proprietary High School, Hornby Road.	1	173	104	277	280	249
New Bombay High School, Chira Bazar.	1	68	76	144	141	122
Gokuldas Tejpal High School, Kalbadevi.	1	449	403	852	868	799
Proprietary High School, Gawalia Tank Road.	1	138	93	231	244	202
G. E. Institute's C. L. Boy's High School, Dadar.	1	543	546	1,089	1,066	966
Indian Education Society's King George English School, Dadar.	1	520	665	1,185	1,180	1,094
American Mission High School, Byculla.	1	128	169	297	306	267
G. E. Society's Seth D. G. T. High School, Girgaum.	1	245	269	514	524	469
G. E. Society's R. M. Bhatt High School, Parel.	1	235	296	531	522	473
Ram Mohan English School, Girgaum.	1	221	282	503	507	456
Imperial High School, Charni Road Junction.	1	154	83	237	235	207
Grant Road High School, Tardeo.	1	72	62	134	136	118
Maharashtra High School, Lower Parel.	1	122	172	294	280	233
Bombay Suburban District—						
Sheth A. P. High School, Santacruz.	1	397	444	841	835	754
Thana—						
N. M. Wadia High School, Nargol.	1	110	..	110	106	94
K. D. High School, Chinchani .	1	94	104	198	197	166
R. P. Wagh High School, Bassein.	1	129	75	204	204	175
G. E. Institute's M. H. High School, Thana.	1	134	120	254	255	228
G. E. Institute's K. R. High School, Kalyan.	1	249	206	455	429	398

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
6,114	...	...	802	19,864	4,028	30,808	104	21	114	...
13,449	...	...	99	25,315	5,861	44,724	169	51	79	...
12,340	...	...	37,559	34	11,142	61,075	114	23	...	...
4,445	...	...	19,674	...	659	24,777	88	16	...	...
1,541	...	...	7,176	...	1,875	10,592	75	11	41	...
7,874	...	...	35,616	7,403	646	51,539	59	9	224	...
4,219	...	...	15,670	...	2,740	22,629	93	17	74	...
7,968	...	...	42,813	18	94	50,893	48	7	368	...
12,255	...	...	41,579	...	21,421	75,255	64	10	255	...
3,490	...	...	13,046	...	1,595	18,131	59	11	190	...
5,877	...	...	23,349	...	8,968	38,194	73	11	177	..
3,878	...	...	20,955	...	4,060	28,893	55	7	78	...
3,582	...	...	24,567	37	5,711	33,897	67	7	292	...
1,890	...	...	15,382	...	...	17,272	73	8	...	...
879	...	...	7,599	54	2,495	11,027	81	6	79	...
2,000	...	...	7,075	...	5,004	14,079	50	7	...	...
500	...	...	36,109	973	632	38,214	46	1	...	...
2,198	...	...	6,783	1,600	2,028	12,609	119	21	102	93
2,950	...	...	6,763	800	4,662	15,175	77	15	...	...
2,825	...	...	8,156	...	21	11,002	54	14	80	...
3,833	...	...	10,493	70	2,035	16,431	64	15	83	...
2,264	...	250	15,708	12	1,232	19,466	45	5	219	...

SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Thana—*concld.*						
M. M. High School, Umbergaon.	1	42	84	126	123	112
Thomas Baptista High School, Papdi.	1	79	85	164	170	146
G. E. Society's S. P. Hakimji High School, Bordi.	1	143	128	271	263	228
Anglo-Urdu High School, Bhiwandi.	1	51	66	117	123	104
New English School, Thana ...	1	136	257	393	381	350
Kolaba—						
John Elphinstone High School, Alibag.	1	120	105	225	233	216
K. E. Society's High School, Mahad.	1	148	137	285	282	254
Private High School, Pen ...	1	114	116	230	230	225
K. E. Society's Mehendale High School, Roha.	1	85	48	133	134	118
K. E. Society's V. K. High School, Panvel.	1	100	80	180	182	159
G. E. Institute's Native Institution, Uran.	1	82	96	178	164	162
K. E. Society's Industrial High School, Alibag.	1	97	80	177	179	161
Ratnagiri—						
Private High School, Rajapur .	1	135	116	251	246	233
United English School, Chiplun.	1	136	60	196	199	167
Alfred Gadney High School, Dapoli.	1	114	66	180	177	164
A. P. Mission High School, Vengurla.	1	104	74	178	173	157
George English School, Vengurla.	1	107	85	192	201	185
A. S. Desai Topiwala High School, Malwan.	1	331	215	546	556	504
Nasik—						
S. P. Mandal's New English School, Nasik.	1	422	293	715	750	715
N. E. Society's St. George's High School, Nasik.	1	148	129	277	266	238

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,237	...	...	4,397	...	2,410	8,044	65	10	37	...
689	...	...	5,580	...	1,165	7,434	44	4	29	...
2,517	...	...	9,138	...	6,235	17,890	66	10	95	22
570	...	2,250	2,956	...	1,303	7,079	58	5	...	...
1,000	...	...	12,597	...	...	13,597	36	3	...	...
4,373	...	...	6,749	...	4,676	15,798	68	19	104	334
2,144	...	...	10,281	...	151	12,576	45	8	86	358
1,967	...	...	7,000	...	3,102	12,069	52	9	227	110
1,910	...	700	5,007	...	1,540	9,157	68	14	...	290
2,617	...	1,000	6,582	6	2,645	12,850	71	14	102	355
1,472	...	200	6,287	...	902	8,861	54	9	7	110
532	...	...	5,368	...	971	6,871	38	3	...	32
4,550	...	100	8,160	...	3,354	16,164	66	18	162	708
2,873	...	500	7,818	...	...	11,191	59	15	130	453
2,515	...	...	6,211	...	797	9,523	54	14	29	126
3,289	...	...	3,265	...	4,649	11,203	65	19	52	767
3,175	...	...	5,275	...	3,080	11,530	57	16	143	672
6,372	...	...	14,601	1,605	1,152	24,230	44	12	181	2,021
4,919	...	...	23,322	...	5,751	33,992	45	7	219	...
2,318	...	...	7,406	...	2,488	12,212	46	9	68	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Nasik—*contd.*						
Zoroastrian Boarding High School, Deolali.	1	79	42	121	125	111
G. I. P. Rly. Indian High School, Manmad.	1	94	79	173	167	148
Poona—						
New English School, Poona ...	1	925	728	1,653	1,669	1,513
Nutan Marathi Vidyalaya High School, Poona.	1	949	873	1,822	1,845	1,687
M. E. Society's High School, Poona.	1	558	466	1,024	1,019	912
Shree Shivaji Maratha High School, Poona.	1	142	207	349	358	322
Sardar Dastur Hoshang Boys' High School, Poona.	1	84	64	148	153	148
Camp Education Society's High School, Poona.	1	280	346	626	628	575
P. E. High School, Junnar.	1	123	122	245	256	233
M. E. Society's High School, Baramati.	1	115	115	230	235	186
Bharat High School, Poona ...	1	82	81	163	175	147
Vidya Prasarini Sabha's High School, Lonavla.	1	56	79	135	139	108
Saraswati Mandir Society's Poona English School, Poona.	1	134	136	270	273	234
Badria High School, Poona ...	1	33	59	92	94	80
Satara—						
New English School, Satara ...	1	548	321	869	859	802
Dravid High School, Wai ...	1	204	152	356	360	328
Parsi High School, Panchgani...	1	59	37	96	98	92
Darool Uloom Muslim High School, Panchgani.	1	33	21	54	53	52
Hindu High School, Panchgani.	1	38	31	69	65	57
Tilak High School, Karad ...	1	223	135	358	352	317
Sangli Education Society's High School, Tasgaon.	1	70	54	124	128	110
Sholapur—						
Haribhai Devakaran High School, Sholapur.	1	660	544	1,204	1,161	1,115

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,820	...	...	5,729	...	4,006	12,555	100	23	...	...
940	...	...	3,810	...	1,298	6,048	36	6	...	...
18,384	...	...	59,057	...	4,367	81,808	49	11	339	...
20,924	...	...	67,998	...	934	89,256	48	11	334	...
9,775	...	...	36,244	...	12,452	58,471	57	10	215	...
3,325	...	...	9,981	...	1,386	14,692	41	9	15	...
2,716	...	...	9,737	3,548	3,040	19,041	124	17	41	...
2,968	...	250	22,716	...	142	26,076	42	5	58	...
2,378	...	200	7,681	...	214	10,468	41	9	123	...
2,655	...	2,100	7,151	...	854	12,760	54	11	125	...
855	...	...	5,678	...	544	7,077	40	5	...	...
950	...	3,000	3,767	...	326	8,043	58	7	...	...
765	...	...	7,574	...	1,225	9,564	35	3	...	...
320	...	...	2,940	...	2,566	5,876	62	3	...	...
8,579	...	...	29,679	...	2,366	40,624	47	10	159	...
3,445	...	360	10,023	1,561	3,093	18,482	51	10	167	18
1,550	...	...	11,009	...	7,728	20,287	207	16	...	...
945	...	...	2,994	...	13,276	17,215	325	18	...	...
890	...	...	5,317	...	2,637	8,844	136	14	40	...
1,570	...	...	11,345	172	927	14,014	40	4	...	...
1,251	...	1,200	3,930	...	349	6,730	52	10	21	...
9,050	...	...	44,959	...	53	54,062	47	8	50	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Ahmednagar—						
American Mission Boys' High School, Ahmednagar.	1	130	135	265	279	259
A. E. Society's High School, Ahmednagar.	1	593	522	1,115	1,035	1,006
St. Savier's High School, Ahmednagar.	1	45	46	91	97	91
East Khandesh—						
A. B. High School, Chalisgaon .	1	121	99	220	203	183
New English School, Jalgaon ...	1	284	268	552	564	500
Erandol Education Society's High School, Erandol.	1	94	78	172	155	141
K. E. Society's Pratap High School, Amalner.	1	326	245	571	586	511
P. R. High School, Dharangaon.	1	82	73	155	154	138
New English School, Bhalod ...	1	137	103	240	241	218
Bhagirath English School, Jalgaon.	1	94	152	246	238	212
New English School, Chopda...	1	66	78	144	145	127
West Khandesh—						
J. R. City High School, Dhulia.	1	312	312	624	644	598
Ahmedabad—						
Tutorial High School, Ahmedabad.	1	605	606	1,211	1,218	1,127
City High School, Ahmedabad.	1	383	475	858	875	803
J. L. New English School, Ahmedabad.	1	132	201	333	344	320
I. P. Mission High School, Ahmedabad.	1	88	125	213	232	211
Model High School, Ahmedabad.	1	214	183	397	411	374
M. J. High School, Viramgam .	1	135	214	349	357	326
Modasa Education Society's High School, Modasa.	1	112	185	297	278	256
Sheth Hassanally High School, Dholka.	1	115	158	273	267	234
Anjuman-i-Islam High School, Ahmedabad.	1	51	70	121	145	126
Kaira—						
E. M. High School, Kaira ...	1	125	112	237	226	208
Jubilee Institute, Umreth ...	1	242	180	422	413	402
New English School, Nadiad...	1	245	308	553	580	548
Sansthan High School, Dakor.	1	239	211	450	449	393

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,223	...	...	6,337	...	8,052	19,612	70	19	203	...
8,300	...	...	33,928	...	...	42,228	40	8	537	63
1,864	...	...	995	...	4,715	7,574	76	19	74	...
2,378	...	1,200	6,750	...	3,202	13,530	67	12	53	...
3,525	...	...	19,011	...	365	22,901	41	6	165	...
1,595	...	700	6,370	...	...	8,665	56	10	40	...
4,017	...	1,200	20,162	164	10,423	35,966	61	7	217	...
1,007	...	...	3,791	...	1,333	6,131	40	7	117	...
640	...	...	7,680	...	...	8,320	35	3	...	...
1,321	...	...	6,329	15	1,309	8,974	38	6	101	...
459	...	1,000	3,272	...	1,307	6,038	12	3	59	...
4,352	500	1,500	20,574	...	5,532	32,458	50	7	132	...
5,755	...	...	48,454	...	4,500	58,709	48	5	136	419
2,992	...	...	32,531	...	394	35,917	41	3	...	172
5,637	...	...	10,400	...	7,372	23,409	68	16	154	283
3,248	...	...	5,319	...	8,328	16,895	73	14	...	628
2,969	...	...	14,605	...	...	17,574	43	7	...	84
4,792	...	...	9,553	1,310	5,048	20,703	58	13	66	76
1,710	...	532	7,883	1,986	...	12,111	44	6	...	...
1,108	...	...	3,991	3,908	...	9,007	34	4	...	18
1,468	...	...	3,283	...	3,251	8,002	55	10	68	...
2,993	...	182	7,640	850	1,581	13,246	59	13	168	...
4,136	..	...	15,178	...	622	19,936	48	10	37	99
5,456	...	...	17,368	...	1,964	24,788	43	9	164	92
3,252	...	450	7,891	1,800	2,217	15,610	35	7	160	22

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Kaira—*contd.*						
Saraswati High School, Nadiad.	1	315	271	586	583	546
High School, Karamsad ...	1	150	153	303	296	281
Sharda High School, Anand ...	1	144	152	296	281	277
E. M. High School, Borsad ...	1	122	168	290	279	246
Panch Mahals—						
New High School, Godhra ...	1	190	241	431	417	378
New High School, Dohad ...	1	114	273	387	386	353
Broach—						
Union High School, Broach ...	1	146	133	279	283	256
Pioneer High School, Broach...	1	230	272	502	503	431
Shri Narmada English School, Shukaltirth.	1	44	58	102	100	84
Surat—						
I. P. Mission High School, Surat.	1	155	179	334	340	291
T. and T. V. Sarvajanik High School, Surat.	1	505	712	1,217	1,267	1,148
Union High School, Surat ...	1	302	342	644	648	586
Sir J. J. English School, Surat.	1	114	125	239	241	235
D. C. Umrigar Sarvajanik High School, Pardi.	1	145	17	162	162	144
M. E. M. Pipardiwala High School, Rander.	1	139	91	230	241	220
Bai Avabai High School, Bulsar	1	300	28	328	323	296
Mandvi Education Society's High School, Mandvi.	1	69	68	137	137	136
D. E. Italia Sarvajanik High School, Chikhli.	1	104	123	227	222	202
N. G. Jhaveri Jain High School, Surat.	1	272	...	272	274	254
Proprietary English School, Surat.	1	119	185	304	309	282
H. D. Sarvajanik High School, Amalsad.	1	101	122	223	221	197
High School, Kadod ...	1	53	87	140	139	122
Dharwar—						
Victoria High School, Dharwar.	1	173	139	312	339	302
Karnatak High School, Dharwar.	1	218	168	386	382	334

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,312	...	...	18,492	...	744	20,548	35	2	112	...
1,235	...	...	9,486	87	...	10,808	36	4	...	35
882	...	...	8,597	...	1,024	10,503	37	3	...	57
1,140	...	...	9,485	...	934	11,559	41	4	...	...
1,976	...	...	13,074	...	94	15,144	36	5	67	9
2,265	1,450	...	9,791	...	1,430	14,936	39	6	64	101
2,992	...	...	8,426	...	4,894	16,312	58	11	37	10
2,076	...	...	14,098	...	520	16,694	33	4	85	161
1,000	125	...	3,053	...	2,785	6,963	70	10	...	...
4,431	...	...	8,096	...	7,248	19,775	58	13	46	535
12,964	...	...	46,970	...	9,578	69,512	55	10	145	69
5,915	...	...	22,873	...	...	28,788	44	9	15	...
3,099	...	...	1,607	2,951	8,883	16,540	69	13	149	...
2,120	...	...	6,017	...	3,143	11,280	70	18	74	46
3,032	...	...	4,896	5,116	...	13,044	54	13	32	...
4,483	...	...	14,840	1,102	...	20,425	63	14	132	201
1,720	500	...	5,130	...	3,398	10,748	78	18	...	...
1,557	280	...	7,346	...	1,206	10,389	47	7	...	17
1,289	...	...	11,959	...	4,276	17,524	64	5	44	25
1,000	...	...	10,186	...	240	11,426	37	3	...	...
630	215	...	5,166	...	520	6,531	30	3	...	...
560	160	...	3,351	...	360	4,431	32	4	...	...
3,564	...	...	10,996	...	632	15,192	45	11	174	...
2,189	...	40	13,112	...	...	15,341	40	6	109	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Dharwar—*concld.*						
Raja Lakhamangouda Sardesai High School, Dharwar.	1	137	116	253	254	221
Basel Mission High School, Dharwar.	1	160	95	255	261	224
New English School, Hubli ...	1	245	240	485	498	433
Belgaum—						
Beynon Smith High School, Belgaum.	1	430	220	650	674	604
Gilganchi Artal High School, Belgaum.	1	171	134	305	313	260
New English School, Ainapur .	1	41	42	83	95	76
R. D. High School, Chikodi ...	1	89	68	157	160	140
Model English School, Belgaum.	1	141	125	266	265	250
Jadhavji Anandji High School, Athani.	1	97	86	183	170	140
Bijapur—						
Basweshwar High School, Bagalkot.	1	160	87	247	259	229
P. D. J. High School, Bijapur .	1	213	115	328	340	300
Shri Shiddheshwar High School, Bijapur.	1	167	89	256	257	224
Kanara—						
Hindu High School, Karwar ..	1	162	166	328	338	309
Edward High School, Ankola...	1	114	69	183	180	162
Gibb High School, Kumta ...	1	136	95	231	229	216
St. Thomas High School, Honavar.	1	98	68	166	165	147
Karachi—						
Sind Madressah, Karachi ...	1	415	402	817	831	748
C. M. S. High School, Karachi .	1	89	153	242	244	224
B. V. S. Parsi High School, Karachi.	1	122	133	255	258	239
H. L. Chahlain Model High School, Karachi.	1	437	271	708	687	632
Karachi Academy, Karachi ...	1	151	148	299	321	278
L. R. D. A. V. High School, Karachi.	1	126	165	291	289	270
Gujrat Vidyalaya High School, Karachi.	1	264	282	546	551	518
New High School, Karachi ...	1	53	90	143	150	128
Shri Shivaji High School, Karachi.	1	92	112	204	208	190

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,061	...	...	3,113	...	3,642	14,816	58	12	51	...
2,790	...	50	7,603	...	2,488	12,931	50	11	90	...
4,742	...	150	14,006	...	2,577	21,475	43	10	92	...
7,812	...	200	24,806	...	3,483	35,801	53	12	212	...
3,864	100	200	10,680	...	1,864	16,708	53	12	34	...
1,578	...	...	3,422	...	1,450	6,450	68	17	103	...
920	...	...	5,263	...	3,179	9,362	59	6	...	...
750	50	250	9,066	...	...	10,116	43	3	65	...
1,389	75	...	5,362	...	648	7,474	44	8	139	....
2,449	...	2,000	8,661	...	1,253	14,363	55	9	99	...
4,075	...	...	11,375	2,730	500	18,680	55	12	75	...
3,174	...	...	9,084	...	4,343	16,601	64	12	74	...
3,321	...	...	10,378	543	932	15,224	45	9	143	478
1,338	...	...	5,992	...	...	7,330	41	7	24	119
2,883	...	...	8,556	...	2,409	13,848	61	13	183	...
2,529	...	...	6,160	...	2,939	11,628	71	15	59	...
46,318	...	...	22,622	...	6,554	75,494	91	56	134	84
6,533	...	...	7,284	...	8,999	22,816	94	27	69	214
5,956	...	...	8,548	2,802	9,016	26,322	102	23	106	...
5,880	...	...	35 448	...	1,404	42,732	62	8	61	149
3,235	...	...	11,114	385	3,427	18,161	57	10	...	80
1,546	...	...	10,316	...	...	11,862	41	5	...	36
2,987	...	...	20 175	...	4,559	27,721	50	5	...	387
1,700	...	...	5,295	...	3,735	10,730	72	11	...	...
1,969	...	...	6,781	...	1,848	9,998	48	7	34	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—concld.						
Karachi—*concld.*						
S. C. Shahani High School, Karachi.	1	87	57	144	130	113
Shri Marwari Vidyalaya, Karachi.	1	93	87	180	185	163
Hyderabad—						
N. H. Academy, Hyderabad ...	1	485	280	765	759	691
Nova Vidyalaya High School, Hyderabad.	1	477	393	870	901	794
Gurdasmal Hindu High School, Hyderabad.	1	289	152	441	471	445
Lawrence Madressah and High School, Tando Bago.	1	63	79	142	146	140
High School, Hyderabad ...	1	200	171	371	317	316
Nawabshah—						
K. C. Academy, Bhiria ..	1	98	51	149	172	153
K. M. High School, Mithiani ...	1	111	88	199	199	181
Panchayati High School, Kandiaro.	1	86	79	165	168	128
Sukkur—						
Shikarpur Academy ...	1	278	237	515	537	492
P. D. S. High School, Shikarpur.	1	116	179	295	311	278
New Model High School, Sukkur.	1	121	148	269	264	260
Dadu—						
R. B. Jagatsing Ailmal High School, Mohar.	1	105	81	186	181	161
Total ...	158	30,372	27,811	58,183	58,455	53,027
Recognised.						
Bombay—						
Bharda New High School, Waudby Road.	1	1,212	543	1,755	1,819	1,670
M. K. Natha Bhatia High School, Hornby Road.	1	210	165	375	381	341
J. N. Petit Parsi Orphanage, Lal Baug, Parel.	1	136	101	237	248	226
Aryan Education Society's High School, Girgaum.	1	342	342	684	692	620
Master's Tutorial High School for Boys, Gamdevi.	1	316	161	477	472	412

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	119	6,103	...	4,021	10,243	79	...	...	...
990	...	...	6,019	...	2,271	9,280	50	5	...	...
9,584	...	...	32,885	...	...	42,469	56	13	167	17
9,571	...	...	37,088	...	5,195	51,854	58	11	248	23
2,374	...	...	22,339	...	99	24,752	53	5	126	18
5,465	1,334	...	2,964	6,337	...	16,100	110	37	65	...
15,050	4,000	..	12,444	...	...	31,494	99	47	...	50
4,024	975	...	8,362	12	1,966	14,739	86	23	74	...
1,600	225	...	8,347	...	...	10,172	51	8	...	...
650	412	...	7,258	...	152	8,472	50	4	...	...
4,343	...	750	17,103	...	3,008	25,204	47	8	39	174
1,266	...	500	10,769	600	490	13,625	44	4	41	...
...	...	1,200	8,329	...	...	9,529	36	..	...	...
2,580	2,500	...	7,094	776	...	12,950	72	14	...	...
6,13,891	12,301	24,333	20,80,252	1,01,269	4,54,977	32,87,022	56	11	13,173	11,515
...	...	...	1,62,833	...	7,818	1,70,651	94	...	...	...
...	...	...	3,926	17,655	1,412	22,993	60	...	...	...
...	...	...	289	...	27,498	27,787	112	...	...	...
...	...	...	32,938	...	10,584	43,522	63	...	...	...
...	...	...	34,003	...	4,107	38,110	81	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*concld.*						
Recognised—concld.						
Bombay—*concld.*						
Babu Pannalal Puranchand Jain High School, Pydhoni.	1	193	213	406	420	317
Marwadi Vidyalaya High School, Sandhurst Road.	1	144	129	273	271	239
The Fellowship School, China Baug, Girgaum.	1	120	49	169	169	147
Ideal Education Society's Union High School, Khetwadi.	1	525	347	872	886	836
The New Era High School, Gowalia Tank Road.	1	126	130	256	254	228
Bombay Education League's High School, Thakurdwar.	1	251	175	426	374	332
Bombay Suburban District—						
Parle Tilak Vidyalaya, Vile Parle.	1	206	150	356	348	324
Andheri High School, Andheri.	1	153	203	356	359	338
Nasik—						
New Parsi Boarding School, Nasik.	1	67	51	118	122	119
Poona—						
Shri Shivaji Preparatory Military School, Poona.	1	57	15	72	75	67
Modern High School, Poona ...	1	219	103	322	320	302
Ahmedabad—						
New High School, Ahmedabad.	1	739	757	1,496	1,526	1,383
Papular High School, Ahmedabad.	1	241	115	356	332	329
Kaira—						
Our Own School, Nadiad ...	1	119	131	250	234	219
Surat—						
Sarvajanik English School, Bulsar.	1	252	262	514	515	450
Karachi —						
City High School, Karachi ...	1	325	358	683	657	635
Haribhai Pragji High School, Karachi.	1	192	213	405	441	380
Hyderabad—						
Shakti High School, Hyderabad.	1	74	131	205	201	179
Total ...	23	6,219	4,844	11,063	11,116	10,093
Total, Anglo-Vernacular High Schools.	231	45,944	38,782	84,726	84,927	77,206

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	254	31,874	...	32,128	76	...	...	...
...	...	...	7,322	10,984	...	18,306	68	...	...	...
...	...	...	16,558	...	...	16,558	98	...	...	...
...	...	...	42,902	...	...	42,902	48	...	...	...
...	...	...	25,485	...	5,314	30,799	121	...	...	...
...	...	...	13,590	...	5,190	18,780	50	...	...	...
...	...	...	14,642	...	...	14,642	42	...	...	...
...	...	...	17,456	...	6,880	24,336	68	...	...	...
...	...	...	7,383	...	9,296	16,679	137	...	...	...
...	...	...	49,900	29,887	...	79,787	1,064	...	...	...
...	...	...	13,750	...	5,548	19,298	60	...	...	...
...	...	...	55,850	...	183	56,033	37	...	...	203
...	...	...	15,091	560	...	15,651	47	...	...	91
...	...	...	6,513	...	7,131	13,644	58	...	...	...
...	...	...	13,811	...	964	14,775	29	...	...	...
...	...	...	27,040	...	704	27,744	42	...	...	..
...	...	...	15,690	...	4,331	20,021	45	...	...	...
...	...	...	7,741	...	3,913	11,654	58	...	...	...
...	...	...	5,84,967	90,960	1,00,873	7,76,800	70	...	...	294
12,98,504	26,893	1,20,275	32,14,495	1,97,468	5,62,488	54,20,113	64	15	14,980	12,242

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
EUROPEAN SCHOOLS.						
Aided.						
Bombay—						
Cathedral Boys' High School ...	1	64	221	285	280	250
Christ Church High School, Byculla.	1	39	250	289	293	247
St. Mary's High School, Mazgaon.	1	36	402	438	415	379
Nasik—						
Barnes Boys' High School, Deolali.	1	25	115	140	133	124
Poona—						
Bishop's High School, Poona...	1	15	112	127	128	120
Satara—						
Boys' High School, Panchgani.	1	11	60	71	68	66
Karachi—						
Grammar School, Karachi ...	1	26	197	223	191	171
Total ...	7	216	1,357	1,573	1,508	1,357
ENGLISH-TEACHING SCHOOLS.						
Aided.						
Bombay— .						
St. Xavier's High School, Bombay.	1	264	1,167	1,431	1,445	1,370
St. Mary's High School, Mazgaon.	1	59	371	430	421	386
St. Joseph's High School, Umarkhadi.	1	23	309	332	353	301
St. Sebastian Goan High School, Girgaum.	1	76	385	461	470	421
Don Bosco High School, Tardeo.	1	27	227	254	249	245
Antonio DeSouza's High School, Byculla.	1	109	779	888	704	817
Antonio DaSilva High School, Dadar.	1	77	735	812	837	780
St. Michael's High School, Mahim.	1	33	371	404	396	352
Bombay Suburban District—						
St. Stanislaus Institution, Bandra.	1	80	710	790	774	717
St. Andrew's High School, Bandra.	1	99	574	673	688	632
Poona—						
St. Vincent's High School, Poona.	1	56	450	506	512	484

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
37,704	...	...	48,072	...	2,533	88,309	313	195	...	...
17,685	...	...	25,724	...	...	43,359	148	60	226	1,476
22,853	...	...	13,126	691	12,380	49,050	118	55	260	4,140
15,899	...	...	19,096	...	6,830	41,815	314	119	229	...
13,169	...	1,200	16,583	1,022	1,668	33,642	263	103	100	120
11,098	...	...	15,312	...	4,489	30,899	454	163	205	...
13,009	...	...	17,914	...	1,354	32,277	169	68	50	669
1,81,357	...	1,200	1,55,827	1,713	29,254	3,19,351	212	87	1,070	6,405
24,306	...	...	75,715	...	5,677	1,05,698	74	17	426	...
4,032	...	...	21,556	...	8,199	33,787	80	10	102	...
2,231	...	...	16,205	37	10,333	28,806	82	6	61	...
2,600	...	...	23,499	...	5,214	31,313	66	6	...	...
2,705	...	...	9,567	...	14,423	26,695	107	11	55	...
11,069	...	...	39,513	53	1,963	52,598	75	16	199	...
10,182	...	...	36,628	...	3,358	50,168	60	12	182	...
5,702	...	...	11,680	...	6,788	24,170	61	14	62	...
10,094	...	...	32,710	650	7,989	51,443	66	13	94	...
8,824	...	...	35,532	...	1,306	45,662	67	13	124	...
8,971	...	...	20,920	...	10,791	40,082	78	17	55	116

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*concld.*						
ENGLISH-TEACHING SCHOOLS—*concld.*						
Aided—concld.						
Poona—*concld.*						
Ornella's High School, Poona	1	30	248	278	282	250
St. Helena's High School, Poona.	1	29	214	243	232	189
Belgaum—						
St. Paul's High School, Belgaum.	1	51	330	381	391	363
Dharwar—						
St. Mary's High School, Hubli.	1	18	165	183	185	167
Karachi—						
St. Patrick's High School, Karachi.	1	101	993	1,094	1,114	1,009
Total ...	16	1,132	8,028	9,160	9,053	8,483
Recognised.						
Bombay—						
Sir Jacob Sassoon High School, Byculla.	1	35	332	367	382	351
Total, English-teaching High Schools.	17	1,167	8,360	9,527	9,435	8,834
Grand Total of all High Schools.	255	47,327	48,499	95,826	95,870	87,397
MIDDLE SCHOOLS.						
ANGLO-VERNACULAR.						
Government.						
Nasik—						
Anglo-Urdu Middle School, Nasik.	1	...	58	58	57	47
Sholapur—						
Anglo-Urdu Middle School, Sholapur.	1	30	67	97	99	92
Ahmedabad—						
Government Middle School, Ahmedabad.	1	...	181	181	182	171
Total ...	3	30	306	336	338	310

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,866	...	...	11,447	...	987	15,300	54	10	46	...
2,000	...	...	16,807	...	2,914	21,721	94	9	...	...
5,160	...	45	14,914	...	1,354	21,473	55	13	...	...
2,964	...	150	6,763	...	5,715	15,592	84	16	194	90
13,412	...	...	40,151	...	36	53,599	48	12	...	2,922
1,17,118	...	195	4,13,007	740	87,047	6,18,107	68	13	1,540	3,128
...	...	...	...	24,140	2,126	26,266	69	...	...	...
1,17,118	...	195	4,13,007	24,880	89,173	6,44,373	68	12	1,540	3,128
15,46,979	26,893	1,21,670	37,83,329	2,24,061	6,80,915	63,83,837	67	16	17,590	21,775
3,727	...	...	1,272	...	...	4,999	88	65	...	...
4,261	...	...	2,773	...	3	7,037	71	43	...	...
13,199	...	...	4,592	...	63	17,854	98	72	...	...
21,187	...	...	8,637	...	66	29,890	88	63	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
District Local Board.						
Hyderabad—						
B. N. A.-V. School, Matiari ...	1	15	...	15	15	15
Thar and Parkar—						
A.-V. School, Mithi ...	1	38	35	73	72	67
A.-V. School Tando Jan Md. ...	1	12	32	44	49	37
Nawabshah—						
A.-V. School, Nawabshah ...	1	26	60	86	85	71
Sukkur—						
Brown A.-V. School, Pano-Akil.	1	...	33	33	35	31
Dadu—						
A.-V. School, Bubak ...	1	5	37	42	43	37
Total ...	6	96	197	293	299	258
Municipal.						
Bombay Suburban—						
Anglo-Vernacular School, Bandra.	1	29	149	178	176	157
Anglo-Vernacular School, Kurla.	1	36	159	195	196	171
Nasik—						
Anglo-Urdu School, Malegaon .	1	31	80	111	110	97
Municipal A.-V. School, Igatpuri.	1	...	66	66	62	53
Poona—						
A.-V. School, Yeravda ...	1	13	62	75	78	69
East Khandesh—						
Municipal A.-V. School, Faizpur.	1	43	55	98	98	87
Municipal A.-V. School, Savada.	1	11	67	78	78	71
West Khandesh—						
Municipal A.-V. School, Shirpur.	1	28	73	101	100	94
Municipal New English School, Shahada.	1	21	69	90	86	77

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Free and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	603	733	713	4	...	2,053	137	...	...	...
1,225	1,937	...	2,306	...	4	5,472	76	17	...	...
...	1,815	...	1,330	...	...	3,145	64	...	...	...
1,175	1,413	...	2,211	...	...	4,799	56	14	...	...
100	636	...	730	...	7	1,473	42	3	...	...
300	1,020	...	1,253	...	...	2,573	60	7	...	...
2,800	7,424	733	8,543	4	11	19,515	65	9	...	...
1,217	...	3,186	3,428	...	110	7,941	45	7	27	...
514	...	8,357	3,537	...	...	12,408	63	3	14	...
699	...	3,597	2,104	...	22	6,422	58	6	24	...
300	...	305	1,186	...	317	2,108	34	5	...	...
300	...	2,252	1,101	...	320	3,973	51	4	...	...
900	...	1,143	2,260	...	...	4,303	44	9	...	...
...	...	647	1,605	...	303	2,555	38	...	...	...
962	...	1,887	1,913	...	25	4,787	48	10	27	...
280	200	1,167	2,033	...	43	3,723	44	3	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Municipal—concld.						
Dharwar—						
A.-V. School, Nargund ...	1	...	23	23	16	15
Do. Byadgi ...	1	9	42	51	57	49
Belgaum—						
Jackson English School, Bailhongal.	1	17	48	65	64	58
Bijapur—						
A.-V. School, Bagalkot ...	1	58	107	165	160	150
Do. Guledgud ...	1	28	72	100	104	78
Karachi—						
Anglo-Urdu School, Keamari	1	...	45	45	45	41
Gujarati A.-V. School, Camp Karachi.	1	...	37	37	38	34
N. G. A.-V. School, Tatta ...	1	54	140	194	198	174
A.-V. School, Lyari Quarters, Karachi.	1	...	39	39	39	37
Hyderabad—						
A.-V. School, Tando Allahyar .	1	9	55	64	63	59
Do. Halla ...	1	...	58	58	62	54
Do. Tando Mahomedkhan.	1	17	82	99	103	88
Thar Parkar—						
A.-V. School, Mirpurkhas ...	1	40	106	146	149	129
Nawabshah—						
A.-V. School, Shahdadpur ...	1	29	90	119	128	118
Sukkur—						
G. L. A.-V. School, Sukkur ..	1	35	85	120	111	103
Mule's A.-V. School, Old Sukkur.	1	52	80	132	128	123
Municipal Middle School, Rohri.	1	...	215	215	201	191
Larkana—						
A.-V. School, Larkana ...	1	54	149	203	203	175
Do. Kambar ...	1	25	58	83	86	75
Do. Ratodero ...	1	44	40	84	130	122
Dadu—						
A.-V. School, Kotri ...	1	42	103	145	147	129
Do. Sehwan ...	1	29	59	88	90	73
Total ...	31	754	2,513	3,267	3,310	2,951

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
250	...	303	305	...	...	858	54	16	...	...
515	...	1,253	1,020	...	...	2,788	49	9	...	...
540	...	176	1,658	...	...	2,374	37	8	...	...
2,090	...	2,905	3,679	...	...	8,674	54	13	140	...
955	...	1,690	1,952	...	...	4,597	44	9	95	...
...	...	2,481	786	...	...	3,217	71	...	...	...
300	...	2,460	819	...	...	3,579	94	8	...	...
2,089	...	1,853	5,324	...	...	9,265	47	11	...	88
200	...	1,588	688	...	...	2,426	62	5	...	...
350	...	556	1,952	...	...	2,858	42	3	...	...
335	...	...	1,357	...	...	1,692	27	5	...	...
350	...	1,662	1,380	...	...	3,392	33	3	...	...
750	...	2,346	4,073	...	...	7,169	48	5	...	...
550	...	2,432	2,344	...	...	5,326	42	4	...	...
1,427	...	1,732	3,383	...	25	6,567	59	13	27	...
1,650	...	2,894	3,784	...	...	8,268	65	13	50	...
1,230	...	695	4,822	...	1	6,748	34	6	...	...
...	...	4,895	5,602	...	...	10,497	52	...	...	...
1,800	...	3,765	1,661	...	...	7,226	84	21	...	...
1,645	...	1,518	4,096	...	...	7,259	56	13	...	...
1,984	...	4,205	3,258	...	471	9,918	67	13	49	...
1,140	...	2,412	2,689	...	...	6,241	69	17	...	...
25,321	200	66,202	75,799	...	1,637	1,69,159	51	8	393	88

SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided.						
Bombay—						
Proprietary and Fort High School, Chandanwadi.	1	44	85	129	131	118
Prabhu Seminary, Thakurdwar.	1	33	114	147	146	131
F. N. Patel A.-V. School, Khetwadi.	1	...	71	71	70	64
Nanavati English School, Pydhownie.	1	...	107	107	98	85
Gokuldas Tejpal Seminary A.-V. School, Mandvi.	1	...	89	89	88	80
Anjuman-i-Islam Branch Middle School, Sandhurst Road.	1	...	85	85	92	81
Bazargate A.-V. School, Fort ...	1	106	244	350	340	308
Khoja Khanmahamad Habibhai A.-V. School, Mandvi.	1	58	176	234	231	203
Bombay Suburban District—						
Ramji Assar English School, Ghatkopar.	1	45	155	200	203	182
Anglo-Vernacular School, Malad.	1	14	78	92	91	79
Thana—						
Bai Hirabai J. N. Tata Middle School, Nargol.	1	...	82	82	84	74
G. E. Institute's K. G. English School, Agashi.	1	39	70	109	110	99
Kolaba—						
Church of Scotland Mission A.-V. School, Revdanda.	1	27	73	100	104	94
N. H. Baria A.-V. School, Poynad.	1	...	18	18	20	18
Ratnagiri—						
Bhandari Education Society's High School, Malwan.	1	68	68	136	144	123
Shriram English School, Deogad.	1	32	56	88	89	81
Tutorial English School, Shiroda.	1	56	134	190	192	172
English School, Guhagar ...	1	11	57	68	67	63
Patwardhan's Middle School, Ratnagiri.	1	114	173	287	286	254
New English School, Achra ...	1	25	65	90	88	72

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,970	...	...	5,460	...	917	8,347	64	15	...	...
1,272	...	...	5,122	...	1,131	7,525	52	9	32	...
1,190	...	...	2,110	1,229	1,498	6,027	86	17	...	...
950	...	...	2,822	...	3,107	6,889	70	10	...	...
1,000	...	...	2,314	938	1,115	5,367	61	11	...	...
1,100	...	...	3,553	...	288	4,941	54	12	...	...
1,000	...	...	13,332	...	33	14,365	42	3	...	...
2,905	...	...	140	11,738	...	14,783	64	13	...	...
1,165	...	2,000	6,249	...	1,828	11,242	55	6	...	...
250	...	...	2,118	...	327	2,695	30	3	...	...
1,587	...	...	2,127	8	1,067	4,789	57	19	...	...
459	...	...	4,000	...	...	4,459	41	4	59	...
1,242	...	...	2,674	...	2,099	6,015	58	12	7	15
90	...	...	588	...	3	681	34	5	...	90
1,784	...	100	3,050	...	...	4,934	34	12	90	609
1,446	...	...	1,970	...	2,400	5,816	65	16	37	209
1,287	...	...	3,772	...	370	5,429	28	7	21	66
740	...	...	1,817	...	513	3,070	46	11	...	40
2,371	...	...	9,031	...	...	11,402	40	8	92	679
1,937	200	...	1,737	...	1,824	5,098	58	15	17	210

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Ratnagiri—*concld.*						
Anglo-Vernacular School, Makhajan	1	34	70	104	102	88
New English School, Ratnagiri.	1	39	148	187	182	160
New English School, Jaitapur.	1	...	52	52	53	49
New English School, Katta ...	1	15	73	88	89	74
New English School, Deorukh.	1	31	54	85	90	82
Laxmanshet Patne English School, Khed.	1	...	58	58	57	50
Anglo-Vernacular School, Kankavali.	1	11	55	66	63	56
Ranade Middle School, Chiplun.	1	...	77	77	71	65
Nasik—						
S. P. Mandal's New English School, Sinnar.	1	29	68	97	100	91
Anglo-Vernacular School, Nandgaon.	1	29	53	82	88	80
Poona—						
Shri Gopal A. V. School, Poona.	1	33	90	123	126	115
Rasta Peth Education Society's A. V. School, Poona.	1	26	88	114	114	95
Alegaonkar's A. V. School, Kirkee.	1	19	117	136	142	127
M. E. Society's A. V. School, Saswad.	1	38	67	105	97	88
A. M. A. V. School, Sirur ...	1	...	31	31	31	29
B. E. Society's Central English School, Dhond.	1	30	92	122	126	115
Union English School, Manchar.	1	...	36	36	34	28
Bunter-Bernard Memorial A. V. School, Hadapsar.	1	...	33	33	34	24
Satara—						
Sangli Education Society's A. V. School, Ashta.	1	...	25	25	27	25
New Union English School, Islampur.	1	25	35	60	59	51
Samak's English School, Satara.	1	46	66	112	120	94
Maharashtra A. V. School, Karad.	1	...	62	62	55	45
Sholapur—						
Private A. V. School, Pandharpur.	1	53	132	185	182	161
New English School, Barsi ...	1	44	88	132	126	106
New A. V. School, Sholapur ...	1	34	125	159	155	130

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
549	...	...	2,001	...	432	2,982	29	5	...	9
1,026	...	...	5,352	...	7	6,385	35	6	55	241
280	...	...	571	...	867	1,718	32	5	...	..
842	...	...	1,090	...	368	2,300	26	9	...	562
498	...	...	2,425	...	525	3,448	38	6	...	158
150	...	...	1,098	...	288	1,536	27	3	...	...
446	...	...	883	...	798	2,127	34	7	...	146
227	...	200	1,509	...	49	1,985	28	3	...	27
632	...	1,500	3,024	...	393	5,549	55	6	52	...
450	...	500	2,614	...	1,163	4,727	54	5	...	...
550	...	...	2,727	...	1,872	5,149	41	4	...	...
970	...	...	2,292	...	2,865	6,127	54	9	...	...
440	...	...	2,991	...	350	3,781	27	3	...	...
840	...	700	2,641	...	1,203	5,384	55	9	...	...
190	...	...	...	...	1,820	2,010	65	6	...	...
1,114	...	...	3,077	...	1,304	5,495	44	9	44	...
470	...	...	545	30	1,411	2,456	72	14	...	...
200	...	...	306	...	1,248	1,754	52	6	...	...
...	...	500	436	...	...	936	35	...	...	...
...	...	1,500	1,366	...	459	3,325	56	...	...	...
471	...	...	2,239	...	2,415	5,125	43	4	56	...
...	...	500	929	...	493	1,922	35	...	...	...
1,134	...	...	4,451	...	...	5,585	31	6	54	...
300	...	...	3,300	256	...	3,856	31	2	...	...
370	...	200	4,005	...	956	5,531	36	2	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
East Khandesh—						
A. V. School, Thorgavan ...	1	49	66	115	111	107
New English School, Jamner...	1	10	47	57	56	54
Nagarik Education Society's A. V. School, Parola.	1	6	50	56	61	53
West Khandesh—						
Swoddharak Vidyarthi Sanstha's A. V. School, Dondaicha.	1	...	47	47	47	42
Ahmedabad—						
Mrs. Whittle, A. V. School, Ranpur.	1	8	50	58	63	60
Surajmalji English School, Patdi.	1	15	66	81	81	77
Thakar's A. V. School, Pritamnagar, Ahmedabad.	1	6	85	91	80	74
Kaira—						
Coronation English School, Uttarsanda.	1	44	91	135	132	126
J. M. Desai English School, Thasra.	1	21	66	87	84	77
A. V. School, Mahudha ...	1	10	57	67	68	63
A. V. School, Bhalej ...	1	...	63	63	65	60
Vakil, K. M. A. V. School, Kathlal.	1	10	83	93	94	89
B. M. Patel English School, Narsanda.	1	...	56	56	54	52
A. V. School, Ode ...	1	23	69	92	96	87
Panch Mahals—						
Ewbank A. V. School, Kalol ...	1	30	80	110	106	100
New English School, Halol ...	1	28	122	150	148	129
Do. Shehera .	1	...	29	29	29	25
Saraswati English School, Godhra.	1	47	96	143	144	122
Broach—						
Vidya Vardhak A. V. School, Hansot.	1	43	43	86	84	78
Edward English School, Amod.	1	30	100	130	130	117
Surat—						
J. F. Sarvajanik A. V. School, Pardi.	1	...	149	149	145	136
Vyas Harnarayan A. V. School, Bardoli.	1	30	72	102	103	94

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,040	...	...	3,438	41	217	4,736	43	9	...	...
460	...	...	936	512	563	2,471	44	8	...	...
...	...	1,100	1,129	...	...	2,229	37	...	...	...
...	50	...	1,034	...	...	1,084	23	...	...	...
630	...	...	1,189	...	634	2,453	39	10	...	...
598	...	...	1,483	...	142	2,223	27	7	...	18
190	...	...	1,907	...	1,024	3,121	39	2	...	...
1,111	...	...	2,483	...	1,232	4,826	37	3	...	11
757	...	...	2,202	...	675	3,634	43	9	7	...
400	...	...	1,738	...	...	2,138	31	6	...	...
350	...	...	1,169	...	28	1,547	24	5	...	...
230	...	...	2,663	...	...	2,893	31	2	...	...
150	...	...	932	498	...	1,580	29	3	...	...
300	...	...	2,212	...	12	2,524	26	3	...	...
650	200	...	2,261	417	...	3,528	33	6	...	...
293	200	...	2,838	...	27	3,358	23	2	...	33
135	100	...	537	257	136	1,165	40	5	...	...
486	...	...	4,180	...	518	5,184	36	3	...	36
500	100	...	2,857	...	308	3,765	45	6	...	...
1,007	150	...	3,348	243	864	5,612	43	8	...	57
927	...	...	2,606	...	1,648	5,181	36	6	34	28
660	150	...	2,503	...	266	3,579	35	6	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Surat—*concld.*						
Kassimbhai A. V. School, Jalalpore.	1	...	65	65	67	60
Sheth R. J. J. A. V. School, Bulsar.	1	...	296	296	269	245
Sarvajanik A. V. School, Katargam.	1	19	80	99	99	91
Central Boarding School, Khadsupa.	1	57	121	178	180	151
A. V. School, Bodhan ...	1	...	39	39	40	35
Vasant English School, Abrama.	1	41	75	116	119	100
Sarvajanik Middle School, Haripura, Surat.	1	101	330	431	448	420
Jamnabai A. V. School, Dihen	1	11	78	89	91	80
Jain A. V. School, Bagwada ...	1	17	59	76	76	64
Dharwar—						
St. John's A. V. School, Gadag.	1	...	40	40	39	31
Vidyadana Samiti English School, Gadag.	1	63	86	149	141	128
Durgad A. V. School, Havasbhavi.	1	21	52	73	75	59
Belgaum—						
S. D. L. A. V. School, Sankeshwar.	1	7	24	31	33	29
Bijapur—						
A. V. School, Hungund ...	1	25	30	55	55	48
Kanara—						
P. E. School, Sadashivgad ...	1	31	61	92	96	87
A. V. School, Bankikodla ...	1	...	35	35	35	34
Islamia Anglo-Urdu School, Bhatkal.	1	7	42	49	48	47
New English School, Baad ...	1	15	57	72	73	66
Karachi—						
Khalsa A. V. School, Karachi...	1	25	63	88	87	79
Maratha A. V. School, Karachi.	1	43	93	136	140	130
E. J. A. V. School, Keamari ...	1	...	44	44	47	45
Cutchi Memon Middle School, Karachi.	1	...	63	63	64	59
Madressah A. Hussawiah, Karachi.	1	7	31	38	39	35
S. S. League A. V. School, Karachi.	1	24	78	102	120	112

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
418	115	...	1,020	11	150	1,744	26	7	...	58
2,095	...	...	5,118	1,198	1,802	10,213	38	8	30	85
806	75	...	3,056	165	65	4,167	42	8	...	56
1,000	150	...	3,968	...	169	5,287	29	6	...	...
340	115	...	726	...	343	1,524	33	8	...	...
500	110	...	3,268	...	260	4,128	35	4	...	...
947	...	...	13,635	...	...	14,582	33	2	17	...
280	75	...	2,496	641	205	3,697	41	3	...	...
200	...	...	1,766	...	1,870	3,836	50	...	...	...
430	...	...	503	...	2,163	3,096	79	11	...	...
707	...	400	2,898	2	43	4,050	29	5	7	...
660	...	...	1,568	869	604	3,701	49	9	...	...
200	...	...	960	...	182	1,342	41	6	...	...
635	...	100	1,735	...	793	3,263	59	12	...	...
1,475	...	...	2,222	...	983	4,680	49	15	7	568
280	...	...	864	...	267	1,411	40	8	...	...
690	...	250	1,070	...	1,680	3,690	77	14	...	10
721	...	...	1,320	...	...	2,041	28	10	...	471
685	...	...	2,700	...	1,151	4,536	52	8	...	...
1,507	...	...	2,548	...	2,418	6,468	46	11	47	...
455	...	...	1,097	...	518	2,070	44	10	...	...
550	...	...	1,796	...	647	2,993	47	9	...	...
200	...	...	982	...	1,419	2,601	67	5	...	...
...	...	77	5,810	...	...	5,887	41	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—concld.						
Hyderabad—						
R. B. Bulchand D. Middle School, Hyderabad.	1	...	70	70	68	63
Khanchand Partabrai Middle School, Hyderabad.	1	...	130	130	134	126
A. V. School, Nasarpur ...	1	22	79	101	104	93
N. V. Middle School No. 1, Hyderabad.	1	...	89	89	85	83
N. V. Middle School No. 2, Hyderabad.	1	...	90	90	92	89
Fuleli A. V. School, Hyderabad.	1	...	69	69	70	55
Nawabshah—						
N. K. Academy, Tando Adam...	1	35	130	165	164	146
Ramsing Academy, Pad Idan ...	1	7	46	53	53	49
D. H. Academy, Bhilani ...	1	32	29	61	63	58
A. V. School, Halani ...	1	...	49	49	40	39
P. A. V. School, Thatt Hotchand.	1	...	24	24	26	17
A. V. School, Deparja ...	1	8	43	51	51	44
Willis A. V. School, Nawabshah.	1	38	87	125	120	102
Sukkur—						
C. N. Academy, Garhi Yasin...	1	20	66	86	91	81
D. A. Vidyalaya, Ghotki ...	1	14	45	59	56	51
N. W. Railway Punjabi School, Sukkur.	1	52	141	193	203	178
New Era School, Shikarpur ...	1	...	198	198	191	187
Larkana—						
Vidyalaya, Banguldero ...	1	19	48	67	85	82
Dadu—						
P. A. V. School, Talti ...	1	12	30	42	60	51
A. V. School, Dadu ...	1	43	94	137	146	129
Total ...	111	2,434	8,881	11,315	11,361	10,184
Recognised.						
Bombay—						
J. D. Charity A. V. School, Grant Road.	1	16	73	89	84	71
H. H. The Agakhan's I. K. ... Central Free A. V. School, Sandhurst Road.	1	...	111	111	120	94

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
875	...	...	2,040	623	901	4,439	65	13	...	...
1,200	...	...	4,358	...	1,237	6,795	51	9	...	...
1,200	...	300	3,475	...	948	5,923	57	12	...	...
780	...	...	2,635	...	1,105	4,520	53	9	...	...
975	...	...	2,913	...	863	4,751	52	11	...	...
200	...	...	597	...	2,833	3,630	52	3	...	...
940	...	2,400	1,681	...	...	5,021	31	6	...	...
330	...	300	1,610	...	200	2,440	46	6	...	...
200	112	...	2,325	...	130	2,767	44	3	...	...
235	112	...	1,300	...	...	1,647	41	6	...	...
110	...	...	657	...	412	1,179	45	4	...	...
200	...	...	1,495	...	86	1,781	35	4	...	...
42	1,000	...	3,632	...	359	5,033	42	...	...	42
940	50	720	1,945	...	256	3,911	43	10	...	...
280	...	600	1,164	...	...	2,044	37	5	...	...
640	...	...	3,046	171	4,131	7,988	39	3	...	...
333	...	...	5,739	...	472	6,594	35	2	...	33
785	750	...	3,097	...	88	4,720	55	9	...	40
1,150	400	...	2,182	...	1,119	4,851	61	10	...	...
460	800	...	4,453	...	...	5,713	39	3	...	...
75,914	5,014	13,947	2,84,958	19,847	80,972	4,80,652	42	7	765	4,607
...	...	...	...	3,527	...	3,527	42	...	...	...
...	...	...	...	...	6,056	6,056	50	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Recognised—contd.						
Bombay—*contd.*						
Shri Cutchi Vishva Oswal Jain Pathashala A. V. School, Mandvi.	1	...	120	120	119	104
Cumoo Yakub A. V. Arabic Free School, Memonwada.	1	...	96	96	107	91
Central English School, Mahomedali Road.	1	...	87	87	95	87
Mumsbai A. V. School, Chinchpokli.	1	...	32	32	35	29
Esplanade Middle School, Pydhonie.	1	40	169	209	209	185
Ideal English School, C P. Tank.	1	37	127	164	150	126
Tendulkar English School, Byculla.	1	...	52	52	52	41
South Indian Education Society's English School, Matunga.	1	11	94	105	101	89
Dadar Middle School, Dadar ...	1	6	74	80	72	70
Bombay Suburban District—						
Anglo-Vernacular School, Borivli.	1	...	30	30	30	28
Thana—						
B. C. A. V. School, Bhayandar.	1	...	26	26	27	26
Aryan Education Society's A. V. School, Palghar.	1	32	59	91	89	79
Nava Bharat Vidyalaya, Bhivandi.	1	12	44	56	55	52
Ratnagiri—						
T. C. M. A. P. Mission A. V. School, Ratnagiri.	1	...	16	16	18	17
Shree Rameshwar English School, Mithabaon.	1	...	39	39	39	36
Nasik—						
A. V. Jain Boarding School, Chandor.	1	...	50	50	39	39
Purushottam English School, Nasik Road.	1	18	65	83	81	74

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 9.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	70	...	2,553	2,623	22	...	...	...
...	...	...	42	3,907	...	3,949	37	...	...	...
...	...	...	5,278	...	422	5,700	60	...	...	...
...	...	...	...	...	1,230	1,230	35	...	...	...
...	...	...	5,555	...	205	5,760	28	...	...	...
...	...	...	4,475	...	1,110	5,585	37	...	...	...
...	...	...	1,937	...	596	1,933	36	...	...	...
...	...	...	3,505	...	2,231	5,736	57	...	...	...
...	...	...	1,505	...	1,840	3,345	46	...	...	...
...	...	...	578	...	1,188	1,766	59	...	...	...
...	...	...	916	...	284	1,200	44	...	...	...
...	...	...	3,531	...	...	3,531	40	...	...	...
...	...	...	735	...	1,082	1,817	33	...	...	...
...	...	...	88	...	916	1,004	56	...	...	...
...	...	...	776	...	220	996	26	...	...	...
...	...	...	..	1,589	...	1,589	41	...	...	...
...	...	...	...	...	2,368	2,368	29	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Recognised—contd.						
East Khandesh—						
A. V. School, Pachora ...	1	...	56	56	56	45
Chalisgaon Education Society's A. V. School, Vaghali.	1	...	16	16	16	15
Sanskrit Angla Pathashala's A. V. School, Raver.	1	34	49	83	83	68
Ahmedabad—						
Virchand Dipchand A. V. School, Godhavi.	1	26	57	83	81	62
B. P. Jain A. V. School, Ahmedabad.	1	32	175	207	216	193
Kaira—						
A. V. School, Anklav ...	1	...	47	47	48	43
New English School, Napad ...	1	...	48	48	46	45
Panch Mahals—						
A. V. School, Jhalod ...	1	...	46	46	43	39
Surat—						
A. V. School, Degam ...	1	...	27	27	27	25
Shri Ratnasagarji A. V. School, Surat.	1	...	101	101	100	94
Shri Gnanaprasarak A. V. School, Mandir.	1	12	31	43	41	31
Late Haji Kasam Mahomed A. V. School, Rander.	1	...	39	39	43	35
M. F. D. A. V. School, Tadkeshwar.	1	...	28	28	34	30
Vijiaben M. N. Fozdar Middle School, Kaliawadi.	1	...	27	27	26	23
Dharwar—						
Anjaneya A. V. School, Dharwar.	1	16	59	75	71	63
The Muslim English School, Hubli.	1	...	28	28	27	20
Belgaum—						
New English School, Thalakwadi.	1	13	81	94	96	90
Kanara—						
A. V. School, Muradeshwar ...	1	...	29	29	27	21
Bhadrakali A. V. School, Gokarn.	1	...	33	33	32	24

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants including in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	726	203	232	1,161	21	...	...	...
...	...	...	284	...	384	668	42	...	...	...
...	...	...	1,990	...	2,296	4,286	52	...	...	...
...	...	...	345	1,786	...	2,131	26	...	...	...
...	...	...	...	4,575	...	4,575	21	...	...	...
...	...	...	893	...	24	917	19	...	...	...
...	...	...	837	...	483	1,320	29	...	...	...
...	...	...	719	51	142	912	21	...	...	...
...	...	...	530	...	150	680	25	...	...	...
...	...	...	...	43	2,438	2,481	25	...	...	...
...	...	...	804	134	375	1,313	32	...	...	...
...	...	...	...	1,883	...	1,883	44	...	...	...
...	...	...	586	...	1,352	1,938	57	...	...	...
...	...	...	438	...	1,563	2,001	77	...	...	...
...	...	...	2,132	...	140	2,272	32	...	...	...
...	...	...	272	...	454	726	27	...	...	...
...	...	...	2,524	...	316	2,840	30	...	...	...
...	...	...	620	...	...	620	23	...	...	...
...	...	...	497	...	124	621	19	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Recognised—concld.						
Hyderabad—						
Hirabad English School ...	1	...	103	103	107	97
N. V. Middle School, No. 3, Hyderabad.	1	...	98	98	100	94
Desh Sudhar A. V. School, Hyderabad.	1	...	30	30	36	33
Modern A. V. School, Hyderabad.	1	16	81	97	89	75
A. V. School, Badin ...	1	...	25	25	21	20
P. A. V. School, Tando Jam ...	1	15	...	15	15	13
Sukkur—						
New Model A. V. School, Rohri.	1	15	48	63	66	59
Larkana—						
A. V. School, Nasirabad ...	1	15	...	15	15	14
Total ...	46	366	2,726	3,092	3,084	2,709
Total, A. V. Middle Schools .	197	3,680	14,623	18,303	18,392	16,412
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS.						
District Local Board.						
Bombay Suburban District—						
English Class attached to the Primary School, (Marathi) Chembur.	1	...	43	43	40	39
Do. (Marathi) Andheri.	1	...	65	65	65	57
Thana—						
English Classes attached to the Primary School, (Marathi) Murbad.	1	...	21	21	23	23
Do. Tarkhad ...	1	...	35	35	40	34
Do. Dombivli ...	1	...	47	47	50	45
Kolaba—						
English Classes attached to the Primary (Marathi) School, Tale.	1	...	33	33	32	27
Do. Palaspe ...	1	...	21	21	19	17
Do. Nagaon ...	1	...	31	31	31	29
Do. Karjat ...	1	...	24	24	23	22
Do. Neral ...	1	...	19	19	21	19
Do. (Urdu) Morbe ...	1	...	24	24	23	20

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	3,508	...	992	4,500	42	...	...	...
...	...	...	3,062	...	1,075	4,137	41	...	...	...
...	...	...	986	63	...	1,049	29	...	...	...
...	...	...	2,537	...	507	3,044	34	...	...	...
...	...	...	593	...	1,313	1,906	91	...	...	...
...	...	...	528	...	1,144	1,672	111	...	...	...
...	...	...	1,853	...	797	2,650	40	...	...	...
...	...	...	613	...	218	831	55	...	...	...
...	...	...	56,268	17,761	38,820	1,12,849	37	...	...	...
1,25,222	12,698	80,882	4,34,205	37,612	1,21,506	8,12,065	44	7	1,158	4,695
...	...	...	452	...	167	619	15	...	...	...
...	...	...	701	...	199	900	14	...	...	...
333	15	...	250	...	...	598	26	14	...	...
...	50	...	590	...	...	640	16	...	...	...
...	...	...	553	...	...	553	11	...	...	...
...	...	...	818	...	...	818	26	...	...	...
...	...	...	293	...	11	304	16	...	...	...
...	...	...	462	...	...	462	15	...	...	...
...	...	...	328	...	...	328	14	...	...	...
...	...	...	300	...	...	500	14	...	...	...
...	...	...	318	...	...	318	14	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
District Local Board—contd.						
Ratnagiri—						
English Classes attached to the Primary School, (Marathi), Bhirwada.	1	...	25	25	26	23
Do. Trimbak ...	1	...	20	20	21	16
Do. Kelshi ...	1	...	17	17	17	14
Do. Murud ...	1	...	14	14	15	13
Do. Urdu, Phurus. ...	1	...	27	27	27	22
Do. Marathi School, Kondkadamrao.	1	...	23	23	24	20
Do. (Marathi), Malgund.	1	...	14	14	13	12
Satara—						
English Class attached to the Primary School (Marathi) Koregaon.	1	...	58	58	58	51
Do. Rahimatpur...	1	...	33	33	33	29
Do. Vita ...	1	...	27	27	20	19
Do. Islampur ...	1	...	16	16	19	18
Do. Mahableshwar.	1	...	24	24	22	19
Sholapur—						
English Class attached to the Primary School (Marathi) Vairag.	1	...	28	28	26	23
Do. Karmala ...	1	...	40	40	39	34
Do. Akluj ...	1	...	23	23	29	26
Do. Kurduwadi ...	1	...	41	41	39	34
Do. Madha ...	1	...	12	12	12	11
Do. Sangola ...	1	...	21	21	22	21
Ahmednagar—						
English Class attached to the Primary School (Marathi) Parner.	1	...	34	34	33	31
East Khandesh—						
English Class attached to the Primary School (Marathi) Bamnod.	1	...	26	26	27	26
Do. Atraval ...	1	...	17	17	22	20
Do. Adavad ...	1	...	22	22	22	21
Do. Shendurni ...	1	...	40	40	40	37

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
482	...	...	183	...	...	665	26	19	...	224
...	...	...	334	...	170	504	24	...	...	...
...	...	...	247	...	233	480	28	...	...	...
...	...	...	242	...	301	543	36	...	...	...
...	...	...	...	...	471	471	17	...	...	...
...	...	...	389	...	150	538	22	...	...	...
...	...	...	135	...	200	335	26	...	...	...
80	375	...	924	...	...	1,379	24	1	...	...
...	77	...	347	...	...	424	13	...	...	...
...	184	100	229	...	...	513	26	...	...	...
...	418	...	226	...	...	644	34	...	...	...
...	427	...	388	...	...	815	37	...	...	...
545	209	...	426	...	13	1,193	46	21	...	...
...	...	...	616	...	...	616	16	...	...	...
...	...	...	383	...	...	383	13	...	...	...
14	...	...	536	...	...	550	14	...	...	14
...	286	...	211	...	...	497	41	...	...	...
...	369	...	323	...	...	692	31	...	...	...
847	484	...	397	...	...	1,228	37	11	...	...
...	165	...	424	...	...	589	22	...	...	...
...	310	...	243	...	...	553	25	...	...	...
...	271	...	284	...	...	555	25	...	...	...
...	333	...	668	...	...	1,001	25	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
District Local Board—contd.						
East Khandesh—*concld.*						
English Class attached to the Primary School (Marathi) Bhadgaon.	1	...	27	27	27	24
Do. Chahardi ...	1	...	19	19	20	18
Do. Edalabad ...	1	...	25	25	24	21
Do. Bodwad ...	1	...	27	27	26	22
Do. Nasirabad ...	1	...	30	30	37	33
English Class attached to the Primary School (Urdu) Nasirabad.	1	...	30	30	29	25
Do. Yaval ...	1	...	19	19	18	17
Do. Chalisgaon ...	1	...	17	17	18	15
West Khandesh—						
English Class attached to the Primary School (Marathi) Nawapur.	1	...	44	44	48	46
Do. Sindkheda ...	1	...	26	26	25	21
Do. Pimpalner ...	1	...	26	26	24	22
Do. Taloda ...	1	...	53	53	48	43
Do. Kasara ...	1	...	25	25	26	22
Ahmedabad—						
English Class attached to the Primary School (Gujarathi) Bavla.	1	...	48	48	49	44
Do. Dholera ...	1	...	42	42	50	43
Kaira—						
English Class attached to Primary School (Gujarati) Matar.	1	...	26	26	25	24
Do. Chaklashi ...	1	...	69	69	70	66
Do. Kunjarao ...	1	...	22	22	20	18
Do. Khambholaj.	1	...	24	24	26	22
Do. Chunel ...	1	...	20	20	20	13
Do. Piplan ...	1	...	36	36	38	34
Do. Napa ...	1	...	30	30	30	27
Do. Ashi ...	1	...	51	51	47	46
Do. Kanjri ...	1	...	36	36	39	35
Do. Thamna ...	1	...	26	26	25	24
Do. Sarsa ...	1	...	51	51	51	46
Do. Alindra ...	1	...	42	42	41	38
Do. Davol ...	1	...	38	38	39	35
Do. Bodal ...	1	...	28	28	27	25

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	231	...	354	...	...	585	22	...	...	...
...	331	...	289	...	...	620	31	...	...	...
...	207	...	322	...	...	529	22	...	...	...
...	145	...	372	...	...	517	20	...	...	...
...	48	...	484	...	...	532	14	...	...	...
338	351	...	454	...	...	1,143	39	12	...	...
...	126	...	348	...	...	474	26	...	...	...
...	257	...	211	...	...	468	26	...	...	...
...	...	...	597	...	...	597	12	...	...	...
...	119	...	433	...	...	552	22	...	...	...
...	143	...	395	...	...	538	22	...	...	...
...	...	...	611	...	...	611	13	...	...	...
...	77	...	354	...	...	431	17	...	...	...
...	...	...	642	...	...	642	13	...	...	...
...	...	...	670	70	..	740	15	...	...	...
127	86	...	413	...	...	576	28	5	...	...
...	...	...	662	...	...	662	9	...	...	...
...	...	...	385	...	97	482	24	...	...	...
14	...	...	430	...	22	466	18	1	...	14
...	...	...	340	...	...	340	17	...	...	...
...	...	...	478	...	...	478	13	...	...	...
...	...	...	560	...	...	560	19	...	...	...
...	...	...	734	...	60	794	17	...	...	...
...	...	...	...	467	...	467	12	...	...	...
...	...	...	420	...	1	421	17	...	...	...
...	...	...	571	...	...	571	11	...	...	...
...	...	...	601	...	...	601	15	...	...	...
...	...	...	463	...	...	463	12	...	...	...
...	...	...	329	...	...	329	12	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
District Local Board—contd.						
Kaira—*concld.*						
English Class attached to Primary (Gujarati) School Pamol.	1	...	12	12	14	12
Do. Nisaraya ...	1	...	27	27	28	25
Do. Vasad ...	1	...	33	33	27	25
Do. Virsad ...	1	...	70	70	73	65
Do. Boriavi ...	1	...	28	28	30	27
Do. Navli ...	1	...	17	17	20	19
Do. Bochasan ...	1	...	31	31	31	28
Do. Ajarpura ...	1	...	19	19	23	22
Broach—						
English Class attached to D. L. B. Urdu Primary School, Hansot.	1	...	44	44	39	36
English Class attached to Primary School, (Gujarati) Gadeshwar.	1	...	21	21	23	20
Do. Wagra ...	1	...	35	35	33	28
Do. Illav ...	1	...	24	24	25	20
Jain English Class attached to D. L. B. Urdu Primary School, Kavi.	1	...	18	18	18	15
English Class attached to D. L. B. Primary School, (Gujarati) Gajera.	1	...	31	31	30	26
Do. Matar ...	1	...	8	8	18	15
Do. Kelod ...	1	...	15	15	18	14
English Class attached to Primary (Urdu) School Dayadra.	1	...	21	21	23	18
Surat—						
English Class attached to the D. L. B. Primary School, (Gujarati) Olpad.	1	...	22	22	22	18
Do. Kachholi ...	1	...	40	40	40	33
Do. Sarbhon ...	1	...	20	20	20	18
Do. Paria ...	1	...	27	27	26	22
Do. Eru ..	1	...	25	25	24	22
Do. Waghchhipa.	1	...	23	23	24	21
Do. Vatar ...	1	...	18	18	20	16

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	233	...	7	240	17	...	...	...
...	...	...	289	...	...	289	10	...	...	...
...	...	...	365	...	113	478	18	...	...	...
...	...	...	399	...	...	399	5	...	...	...
...	...	...	447	...	98	545	18	...	...	...
...	...	...	280	...	...	280	14	...	...	...
...	...	...	524	...	...	524	17	...	...	...
...	...	...	397	...	160	557	24	...	...	...
...	30	...	590	...	...	620	16	...	...	...
...	40	...	361	...	172	573	25	...	...	...
557	513	...	629	...	...	1,699	51	17	...	...
...	30	...	391	23	...	444	18	...	...	...
...	35	...	247	173	...	455	25	...	...	...
...	35	...	419	...	...	454	15	...	...	...
...	35	...	323	64	...	422	23	...	...	...
...	35	...	340	...	31	406	23	...	...	...
...	35	...	340	103	...	478	21	...	...	...
525	201	...	414	...	...	1,140	52	24	...	18
...	...	...	487	...	...	487	12	...	...	...
...	...	...	351	...	94	445	22	...	...	...
...	...	...	308	...	136	444	17	...	...	...
...	...	...	420	...	119	539	22	...	...	...
...	...	...	351	...	28	379	16	...	...	...
...	...	...	269	...	45	314	16	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
District Local Board—contd.						
English Class attached to Gujarati Primary School, Puni.	1	...	37	37	35	34
Do. Buhari ...	1	...	32	32	31	28
Do. Batta ...	1	...	20	20	19	19
Do. Vankaner...	1	...	29	29	30	27
Do. Nizar ...	1	...	41	41	37	34
Do. Tarbhon ...	1	...	20	20	20	16
Do. Vadoli ..	1	...	23	23	21	18
Do. Bhatpore ...	1	...	19	19	21	18
Do. At ...	1	...	34	34	33	27
Do. Sania Ahmed.	1	...	30	30	29	25
Do. Sisodra ...	1	...	24	24	24	22
Do. Akoti ...	1	...	23	23	24	19
Dharwar—						
English Class, Hirekerur ...	1	...	36	36	35	30
Belgaum—						
English Class Kudchi ...	1	...	20	20	19	15
Do. Belgaum ...	1	...	36	36	33	28
Do. Examba ...	1	...	10	10	9	9
Do. Shedbal ...	1	...	15	15	15	13
Do. Mamdapur...	1	...	4	4	6	6
Bijapur—						
English Class, Muddebihal .	1	...	39	39	40	37
Do. Kerur ...	1	...	21	21	22	17
Do. Sindgi ...	1	...	20	20	20	19
Kanara—						
English Class, Siddapur ...	1	...	43	43	43	35
Do. Halyal ...	1	...	70	70	65	51
Karachi—						
English Class, Sujawal ...	1	...	28	28	29	14
Hyderabad—						
English Class, Tando Jam ...	1	...	44	44	48	45
Do. Udero Lal ...	1	...	27	27	27	26
Do. Husri ...	1	...	24	24	28	23
Do. Halla Ald ...	1	...	23	23	23	21

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	496	...	...	496	14	...	...	...
...	...	...	482	...	...	482	16	...	...	...
...	...	...	325	...	94	419	22	...	...	...
...	...	...	433	...	...	433	14	...	...	...
...	...	...	413	...	...	413	11	...	...	...
...	...	...	295	...	157	452	23	...	...	...
...	...	...	388	...	79	467	22	...	...	...
...	...	...	311	...	157	468	22	...	...	...
...	...	...	434	...		434	13	...	...	...
...	...	...	425	...	...	425	15	...	...	...
...	...	...	390	...	...	390	16	...	...	...
...	...	...	278	...	...	278	12	...	...	...
...	216	...	322	216	...	754	22	...	...	...
273	371	...	258	...	...	902	48	14	...	...
...	23	...	520	...	...	543	16	...	...	...
...	270	...	105	...	...	375	42	...	...	...
...	168	...	252	...	...	420	28	...	...	...
...	360	...	157	...	...	517	86	...	...	...
348	...	...	434	...	...	782	20	9	...	...
...	30	...	448	...	...	478	22	...	...	...
...	115	...	336	143	...	594	30	...	...	...
154	279	...	396	...	...	828	19	4	...	...
...	...	14	615	...	...	629	10	...	...	...
...	269	...	313	...	...	582	20	...	...	...
28	...	...	913	...	...	941	20	1	...	28
...	391	...	486	...	...	877	32	...	...	...
6	579	...	583	...	...	1,168	42	...	...	6
...	167	...	421	...	...	588	26	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
District Local Board—contd.						
Thar and Parkar—*District.*						
Thar and Parkar—						
English Class, Mirpurkhas ...	1	...	20	20	21	18
Do. Digri ...	1	...	15	15	16	13
Do. Chachro ...	1	...	18	18	19	18
Do. Diplo ...	1	...	16	16	17	16
Do. Nagar Parkar ...	1	...	11	11	12	11
Do. Jamesabad ...	1	...	12	12	13	11
Do. Sanghar ...	1	...	16	16	16	12
Do. Phulahdyun ...	1	...	14	14	12	11
Do. Samaro ...	1	...	11	11	12	11
Do. Malacksing ...	1	...	15	15	16	12
Nawabshah—						
English Class, Darbello ...	1	...	42	42	42	39
Do. Khahi Rahu ...	1	...	12	12	12	10
Do. Doulatpur ...	1	...	22	22	21	19
Do. Naushahro Feroz.	1	...	34	34	34	31
Do. Moro ...	1	...	36	36	36	35
Do. Shahpur Chakar.	1	...	5	5	8	5
Sukkur—						
English Class, Ubauro ...	1	...	20	20	21	18
Do. Madeji ...	1	...	29	29	31	27
Do. Pir-jo-Goth ...	1	...	50	50	48	32
Do. Mianjo Goth ...	1	...	26	26	22	19
Do. Kandhra ...	1	...	14	14	15	12
Do. Chak ...	1	...	32	32	31	28
Do. Kassim ...	1	...	30	30	30	28
Do. Dakhan ...	1	...	18	18	22	16
Do. Khanpur ...	1	...	27	27	28	26
Larkana—						
English Class, Nasirabad ...	1	...	55	55	53	45
Do. Naodero ...	1	...	40	40	40	36
Do. Mirokhan ...	1	...	23	23	22	19
Do. Khairodero ...	1	...	13	13	15	12
Do. Dokri ...	1	...	21	21	22	20
Do. Shahdadkote ...	1	...	34	34	39	33
Do. Pathan ..	1	...	25	25	25	22

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	452	...	452	...	...	904	43	...	...	...
23	215	...	453	...	...	691	43	1	...	23
15	140	...	469	...	...	624	33	1	...	15
...	295	...	434	...	...	729	43	...	...	...
...	1,017	...	258	...	...	1,275	106	...	...	...
...	487	...	358	...	...	845	65	...	...	...
...	266	...	418	...	...	684	43	...	...	...
...	270	...	332	...		602	50	...	...	...
...	957	...	341	...	...	1,298	108	...	...	...
...	218	...	419	...	...	637	40	...	...	...
...	...	...	659	...	...	659	16	...	...	...
...	...	...	377	...	15	392	33	...	...	...
...	...	...	622	...	1	623	30	...	...	...
...	...	...	724	...	...	724	21	...	...	...
...	...	...	770	...	...	770	21	...	...	...
...	...	...	217	2	480	699	87	...	...	...
272	98	...	339	...	...	709	34	18	...	...
...	252	...	487	...	8	747	24	...	...	...
...	...	...	708	...	...	708	15	...	...	...
...	295	...	367	...	7	669	30	...	...	...
...	518	...	237	...	...	755	50	...	...	...
...	210	...	491	...	...	701	23	...	...	...
...	180	...	485	...	...	665	22	...	...	...
...	254	...	384	...	...	638	29	...	...	...
...	322	...	441	...	...	763	27	...	...	...
...	...	...	1,236	...	...	1,236	23	...	...	...
...	...	...	796	...	...	796	20	...	...	...
...	193	...	584	...	...	777	35	...	...	...
...	466	...	344	...	...	810	54	...	...	...
...	256	...	534	...	...	790	36	...	...	...
...	...	...	633	...	...	633	16	...	...	...
...	...	...	524	...	...	524	21	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
District Local Board—concld.						
Upper Sind Frontier—						
English Class, Thul ...	1	...	24	24	26	24
Do. Buxapur ...	1	...	13	13	15	14
Do. Kandhkote ...	1	...	34	34	35	33
Do. Ghouspur ...	1	...	17	17	16	14
Dadu—						
English Class, Bhian ...	1	...	27	27	26	22
Do. Sann ...	1	...	36	36	36	33
Do. Patt ...	1	...	13	13	14	12
Do. Arazi ...	1	...	23	23	24	22
Do. Johi ...	1	...	22	22	21	17
Do. Khairpur Nathanshah.	1	...	25	25	22	17
Do. Umarpur ...	1	...	15	15	15	14
Total ...	158	...	4,353	4,353	4,396	3,876
Municipal.						
Bombay—						
English Class attached to the Primary (Urdu) School, Nagpada.	1	...	181	181	191	157
Do. Madanpura ...	1	...	102	102	122	81
Thana—						
English Class attached to the Primary (Marathi) School, Thana.	1	...	62	62	61	54
Do. Kalyan ...	1	...	204	204	205	183
Do. Bhiwandi ...	1	...	26	26	27	27
Nasik—						
English Class attached to the Primary (Urdu) School, Yeola	1	...	21	21	33	20
Poona—						
English Class attached to the Primary (Gujarati) School, Poona City.	1	...	96	96	89	74
Sholapur—						
English Class attached to the Primary (Urdu) School, Sholapur.	1	...	25	25	27	20
West Khandesh—						
English Class attached to the Primary (Gujarati) School, Nandurbar.	1	...	34	34	33	30

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
385	...	...	348	...	...	733	28	15	...	...
...	457	...	299	...	...	756	50	...	...	...
...	225	...	553	...	...	778	22	...	...	...
...	121	...	268	...	...	389	24	...	...	...
275	...	...	533	...	...	808	31	11	...	...
...	222	...	799	...	...	1,021	28	...	...	...
...	78	...	346	...	...	424	30	...	...	...
...	59	...	610	...	...	669	28	...	...	...
...	108	...	560	...	...	668	32	...	...	...
...	...	...	424	...	...	424	19	...	...	...
...	7	...	170	...	...	177	12	...	...	...
5,141	18,908	114	67,341	1,261	4,096	96,861	22	1	...	342
...	...	9,095	619	...	...	9,714	51	...	...	...
...	...	3,392	396	...	...	3,728	31	...	...	...
...	...	...	482	...	...	482	8	...	...	...
...	...	125	1,833	...	...	1,958	10	...	...	...
150	...	397	113	...	...	660	24	6	...	...
...	...	346	86	...	12	444	13	...	...	...
...	...	968	...	...	...	968	11	...	...	...
...	...	463	195	...	...	658	24	...	...	...
...	...	200	579	...	...	779	24	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
Municipal—concld.						
Ahmedabad—						
English Class attached to Municipal Primary (Gujarati) School, Sanand.	1	...	55	55	61	48
Surat—						
English Class attached to Municipal Main School, Rander.	1	...	81	81	65	55
Dharwar—						
English Class attached to the Central (Urdu) School, Gadag.	1	...	25	25	30	22
Hyderabad—						
English Class attached to the Municipal Primary School, Matiari.	1	...	34	34	37	32
Dadu—						
Do. Manjhand...	1	...	32	32	34	32
Total ...	14	...	978	978	1,015	835
Aided.						
Ahmedabad—						
English Class attached to I. P. Mission Preparatory School, Prantij.	1	...	96	96	96	92
Recognised.						
Poona—						
English Class attached to the Abdul Wahed School, Poona.	1	...	22	22	20	7
Saraswati Mandir Society's English Class, Khed.	1	...	16	16	18	12
Do. Ghorpadi ...	1	...	29	29	23	22
Do. Ghodnadi ...	1	...	26	26	29	25
Do. Indapur ...	1	...	28	28	26	23

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	438	368	...	...	806	13	...	...	...
..	...	...	618	...	...	618	9	...	...	...
...	...	473	181	...	...	654	22	...	...	...
...	4	...	832	...	65	901	25	...	...	...
...	...	...	764	...	...	764	22	...	...	...
150	4	15,837	7,066	...	77	23,134	23	...	...	...
95	...	...	962	...	220	677	7	1	..	...
...	...	...	508	...	634	1,142	57	...	...	...
...	...	...	317	...	196	513	28	...	...	...
...	...	...	267	...	315	582	25	...	...	...
...	...	...	297	...	215	512	18	...	...	...
...	...	...	367	...	175	542	21	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*concld.*						
Recognised—concld.						
Ahmedabad—						
English Class attached to Railway Primary School, Sabarmati.	1	...	33	33	31	27
Kaira—						
English Class attached to R. C. Mission Primary School, Gamdi.	1	...	49	49	52	46
Surat—						
English Class attached to Turana Madressa (Urdu), Surat.	1	...	49	49	50	37
harwar—						
English Class attached to the (Cutchi Gujarati) School, Hubli.	1	...	24	24	26	24
Total ...	9	...	276	276	275	223
Total, English Classes ...	182	...	5,703	5,703	5,782	5,026
Total, Anglo-Vernacular Middle Schools and Classes.	379	3,680	20,326	24,006	24,174	21,438
EUROPEAN SCHOOLS.						
Aided.						
Bombay—						
St. Peter's School, Mazgaon ...	1	...	79	79	69	60
Scottish Orphanage, Mahim ...	1	...	102	102	93	83
G. I. P. Railway School, Parel.	1	...	130	130	119	101
Nasik—						
G. I. P. Railway School, Igatpuri.	1	...	24	24	23	19
East Khandesh—						
G. I. P. Railway School, Bhusawal.	1	...	146	146	155	125
Thana—						
G. I. P. Railway School, Kalyan.	1	...	97	97	93	77

ORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	452	...	...	452	15	...	...	...
...	...	...	213	...	1,615	1,833	35	...	...	...
...	...	...	...	...	318	318	6	...	...	...
...	...	...	414	...	240	654	25	...	...	...
...	...	...	2,840	...	3,708	6,548	24	...	...	...
5,886	18,912	15,951	77,609	1,261	8,101	1,27,220	22	1	...	342
0,608	31,550	96,883	5,11,814	38,873	1,29,607	9,39,285	39	5	1,158	5,037
2,890	...	...	1,714	...	3,606	8,210	119	42	...	...
7,345	...	...	2,862	4,761	8,093	23,061	248	79	...	...
9,020	...	...	2,877	...	1,842	6,739	57	17	...	...
,950	...	...	528	...	2,723	5,201	226	85	...	...
,010	...	...	4,129	...	1,601	8,740	56	19	...	...
,800	...	...	1,198	...	3,589	6,527	70	19	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*concld.*						
EUROPEAN SCHOOLS—*contd.*						
Aided—concld.						
Belgaum—						
St. Mary's School, Belgaum ...	1	...	19	19	16	15
Dharwar—						
New M. J. S. M. School, Hubli.	1	...	68	68	67	59
Karachi—						
European Railway School, Kotri.	1	...	36	36	25	21
Total ...	9	...	701	701	660	560
ENGLISH-TEACHING SCHOOLS.						
Aided.						
Bombay—						
St. Ignatius School, Bombay...	1	...	169	169	159	121
Thana—						
St. John the Baptist School, Thana.	1	...	191	191	195	179
Sholapur—						
St. Joseph's School, Sholapur.	1	...	81	81	76	66
Total ...	3	...	441	441	430	360
Recognised.						
Bombay—						
St. Joseph's School, Colaba ...	1	...	121	121	96	94
Belgaum—						
Gokak Mill English Teaching School, Gokak Falls.	1	...	63	63	63	54
Total ...	2	...	184	184	159	148
Total, English-teaching Schools.	5	...	625	625	589	508
Grand Total, Middle Schools (including English Classes).	393	3,680	21,652	25,332	25,423	22,506

FORM No. 2—*concld.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
570	...	...	791	...	1,153	2,514	157	35	...	...
1,800	...	...	1,589	...	1,748	5,137	77	27	...	...
420	...	...	757	...	2,010	3,187	127	16	...	...
21,805	...	...	16,385	4,761	26,365	69,316	105	38	...	...
650	...	...	1,230	...	1,835	3,715	23	4	...	...
1,450	...	...	5,169	...	1,626	8,245	42	7	...	...
1,670	...	150	2,245	...	3,738	7,803	103	22	...	...
3,770	...	150	8,644	...	7,199	19,763	46	9	...	...
...	...	...	1,158	...	2,508	3,666	38	...	...	...
...	...	...	...	...	2,555	2,555	41	...	...	...
...	...	...	1,158	...	5,063	6,221	33	...	...	...
3,770	...	150	9,802	...	12,262	25,984	44	6	...	...
1,56,183	31,550	96,983	5,38,001	43,634	1,68,234	10,34,585	41	6	1,158	5,037

SUBSIDIARY

Statistical Return of High and Middle Schools

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS.						
ANGLO-VERNACULAR.						
Government.						
Ahmedabad—						
Girls' High School, Ahmedabad.	1	61	93	154	156	139
Aided.						
Bombay—						
Alexandra Native Girls' English Institution, Waudby Road.	1	90	...	90	98	86
Young Ladies' High School, Hornby Road.	1	76	84	160	151	127
Princess High School for Girls, Lamington Road.	1	130	125	255	262	233
St. Columba High School for Girls, Gowalia Tank.	1	230	213	443	434	390
Students' Literary and Scientific Society's Girls' High School, Thakurdwar.	1	139	269	408	426	353
Bai R. F. D. Panday's Girls' High School, Tardeo.	1	92	124	216	220	187
Chanda Ramji Hindu Girls' High School, Girgaon.	1	121	405	526	528	455
Indian Education Society's High School for Girls, Dadar.	1	252	370	622	613	515
Parsi Girls' Schools Association's A.-V. Girls' School, Fort.	1	41	78	119	124	103
Parsi Girls' Schools Association's A.-V. Girls' School, Chandanwadi.	1	134	179	313	304	264
New High School for Girls, Fort.	1	58	161	219	217	184
Master's Tutorial High School for Girls, Gamdevi.	1	127	102	229	216	187
Vanita Vishram English School, Sandhurst Road.	1	66	125	191	199	173
S. N. D. T. Kanyashala, Girgaon Back Road.	1	95	176	271	272	242
Bai Ratanbai F. Pavri's Girls' High School, Khetwadi.	1	52	82	134	139	113
Ratnagiri—						
Kanyashala, Malwan ...	1	36	87	123	118	109

FORM No. 3.

(English) for Girls for the Official Year 1934-35.

Expenditure							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
17,693	...	...	1,949	...	...	19,642	126	113	...	...
4,590	...	...	8,714	5,622	4,553	23,479	240	47	90	...
5,196	...	...	10,041	595	605	16,437	109	34	96	...
3,100	...	...	13,628	...	1,773	18,501	71	12	...	...
7,791	...	...	15,301	...	14,076	37,168	86	18	141	...
3,929	...	...	7,932	...	6,084	17,945	42	9	44	...
2,836	...	...	6,233	2,484	5,874	17,427	79	13	36	...
6,701	...	...	13,080	6,818	4,914	31,513	60	13	171	...
3,811	...	...	20,542	581	...	24,934	41	6	71	...
1,763	...	...	2,967	7,905	...	12,635	102	14	113	...
3,928	...	...	7,718	11,893	218	23,757	78	13	108	...
6,100	...	...	22,205	...	21,111	49,416	228	28	...	...
2,660	...	...	15,803	...	6,833	25,296	117	12	...	...
1,400	...	...	2,821	...	10,012	14,233	72	7	...	...
2,675	...	...	6,140	...	8,752	17,567	65	10	125	...
1,000	...	...	...	...	12,415	13,415	97	7	...	...
1,104	...	100	...	93	6,379	7,676	65	9	84	...

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Poona—						
High School for Indian Girls, Poona.	1	300	380	680	689	617
Seva Sadan High School, Poona.	1	119	117	236	238	223
S. N. D. T. Kanya Shala, Poona.	1	144	219	363	373	305
St. Andrew's Girls' High School, Poona.	1	59	79	138	144	134
Sardar Dastur Noshirwan Girls' High School, Poona.	1	65	47	112	112	105
Mahilashram High School, Hingne Bdk.	1	23	56	79	72	69
Satara—						
Kanya Shala, Satara ...	1	20	55	75	69	68
Ahmednagar—						
A. M. Girls' High School, Ahmednagar.	1	74	115	189	189	175
Broach—						
Motlabai Wadia Young Ladies' English School, Broach.	1	47	75	122	117	102
Surat—						
I. P. Mission Girls' High School, Surat.	1	51	85	136	138	121
Mahila Vidyalaya, Surat ...	1	64	149	213	218	196
Bai Pirozbai M. Patel's High School for Parsi Girls, Surat.	1	48	112	160	171	128
Sarvajanik Girls' High School, Surat.	1	54	96	150	169	153
Belgaum—						
Mahila Vidyalaya, Belgaum ...	1	35	87	122	128	105
Vanita Vidyalaya, do. ...	1	66	87	153	148	136
Karachi—						
Mama Parsi Girls' High School, Karachi.	1	104	104	208	201	184
Carneiro Indian Girls' High School, Karachi.	1	125	211	336	325	302
V. N. Kanya Maha Vidyalaya, Karachi.	1	203	275	478	460	406

No. 3—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
30,060	...	...	13,928	...	...	43,988	64	44	...	60
2,000	...	...	5,157	...	1,893	9,050	38	8	...	...
2,065	...	...	7,861	...	5,739	15,665	42	6	...	...
2,600	...	...	2,948	...	10,877	16,425	114	18	...	...
3,203	...	...	9,877	4,253	11,469	28,802	257	29	73	...
1,330	...	...	1,329	...	4,235	6,894	96	18	...	...
1,510	...	...	1,466	...	3,468	6,444	93	22	10	...
3,296	...	...	2,093	...	10,276	15,605	83	17	126	...
3,476	...	...	2,799	759	3,951	10,985	94	30	133	3
3,141	...	...	2,678	...	4,278	10,097	73	23	59	442
3,280	...	...	4,137	...	8,034	15,451	71	15	40	...
2,200	...	...	...	7,113	...	9,313	54	13	...	...
1,500	...	...	4,895	...	9,064	15,459	91	9	...	...
1,390	100	200	2,090	...	2,282	6,062	47	11	...	...
1,600	...	...	3,786	...	5,551	10,937	74	11	...	...
8,939	...	564	8,712	8,163	2,140	28,518	142	44	119	...
7,642	...	893	14,227	...	2,137	24,899	77	24	...	57
6,918	...	1,540	17,429	...	4,974	30,861	67	15	...	98

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*concld.*						
Aided—concld.						
Hyderabad—						
Kundanmal Girls' High School, Hyderabad.	1	339	150	489	495	452
Nava Kanya Vidyalaya High School, Hyderabad.	1	69	120	189	187	171
Piggot Girls' High School, Hyderabad.	1	54	65	119	117	104
Total ...	37	3,802	5,264	9,066	9,081	7,976
Recognised.						
Bombay—						
Girton High School for Girls, Grant Road.	1	58	88	146	146	123
Poona—						
Agarkar High School for Girls, Poona.	1	55	121	176	167	152
Total ...	2	113	209	322	313	275
Total of A.-V. High Schools ...	40	3,976	5,566	9,542	9,550	8,390
EUROPEAN SCHOOLS.						
Aided.						
Bombay—						
Cathedral Girls' High School, Bombay.	1	35	254	289	276	245
Convent High School, Fort, Bombay.	1	11	248	259	247	259
Convent High School, Clare Road, Byculla.	1	12	327	339	308	351
Convent High School, Parel ...	1	10	182	192	199	164

No. 3—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15.	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
9,452	...	...	19,088	85	1,542	30,167	61	19	15	12
3,722	...	...	5,884	...	7,592	17,198	92	20	152	...
3,167	...	...	3,582	...	4,987	11,736	100	27	...	37
1,61,075	100	3,297	2,87,031	56,364	2,08,088	7,15,955	79	18	1,806	709
...	...	...	8,154	...	...	8,154	56	...	...	...
...	...	...	4,995	3,800	3,812	12,607	75	...	...	...
...	...	...	13,149	3,800	3,812	20,761	66	...	...	...
1,78,768	100	3,297	3,02,129	60,164	2,11,900	7,56,358	79	19	1,806	709
25,075	...	...	39,819	...	355	65,249	...	...	...	...
14,385	...	...	17,725	...	366	32,476	131	58	169	1,332
14,310	...	...	20,328	...	2,673	37,311	121	46	152	1,104
11,319	...	...	12,120	...	10,268	33,707	169	57	129	1,026

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
EUROPEAN SCHOOLS—*concld.*						
Aided—contd.						
Bombay Suburban District—						
Convent High School, Bandra .	1	30	296	326	331	309
Nasik—						
Convent High School, Igatpuri.	1	20	163	183	170	149
Barnes Girls' High School, Deolali.	1	14	166	180	169	151
Poona—						
St. Mary's High School, Poona.	1	25	215	240	238	212
Anglo-Indian Home, Poona ...	1	11	144	155	150	140
Convent High School, Poona ...	1	20	215	235	260	234
St. Peter's Girls' High School, Khandala.	1	12	103	115	128	119
Satara—						
Kimmins Girls' High School, Panchgani.	1	13	89	102	89	83
Convent High School, Panchgani.	1	11	145	156	164	155
Karachi—						
Convent High School, Karachi.	1	26	265	291	290	252
Total ...	14	250	2,812	3,062	3,019	2,823
ENGLISH-TEACHING SCHOOLS.						
Aided.						
Bombay—						
Queen Mary's High School, Girgaum.	1	43	222	265	256	228
St. Teresa's High School, Girgaum.	1	93	956	1,049	1,036	938
St. Agne's High School, Clare Road, Byculla.	1	60	402	462	423	430
Convent High School, Lower Mahim.	1	25	349	374	370	323
Bombay Suburban—						
St. Joseph's Convent High School, Bandra.	1	90	669	759	755	704
Mt. Mary's Convent High School, Bandra.	1	26	206	232	229	216
St. Teresa's Convent High School, Santa Cruz.	1	34	483	517	511	480

No. 3—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
12,710	...	...	16,858	...	621	30,189	91	38	...	924
8,051	...	...	7,093	...	7,046	22,190	125	47	176	1,080
11,757	...	...	17,946	...	1,696	31,399	186	70	131	...
20,615	...	...	23,580	698	12,157	57,000	239	87	110	168
6,689	...	800	4,267	...	4,156	15,912	106	41	159	...
12,866	...	...	13,429	...	5,418	31,713	122	49	...	1,212
11,938	...	...	12,157	...	5,922	30,017	235	94	168	...
11,221	...	...	14,837	...	3,161	29,219	328	126	168	180
13,045	...	...	11,000	...	17,639	41,684	254	79	255	...
15,589	...	...	18,009	...	2,423	36,021	123	54	139	3,864
1,89,570	...	800	2,29,118	698	73,901	4,94,087	164	63	1,756	10,890
11,900	...	...	37,475	...	4,322	53,697	210	43	...	...
11,666	...	...	50,749	...	5,672	68,087	66	10	186	...
6,480	...	...	20,447	...	2,299	29,226	69	15	...	...
6,090	...	...	11,842	...	4,448	22,380	60	16	...	...
6,270	...	...	17,015	...	1,931	25,116	33	8	...	...
4,950	...	...	7,882	...	14,566	27,398	119	21	...	...
4,200	...	...	18,309	...	11,473	33,982	66	8	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*concld.*						
ENGLISH-TEACHING SCHOOLS —*concld.*						
Aided—concld.						
Poona—						
Convent E. T. School, Poona...	1	30	206	236	240	210
Belgaum—						
St. Joseph's Convent High School, Belgaum.	1	26	258	284	284	257
Dharwar—						
Convent High School, Hubli ...	1	29	211	240	223	198
Karachi—						
St. Joseph's Convent High School, Karachi.	1	53	393	446	408	373
Total ...	11	509	4,355	4,864	4,725	4,352
Grand Total of all High Schools for Girls.	65	4,735	12,733	17,468	17,334	15,565
MIDDLE SCHOOLS.						
ANGLO-VERNACULAR.						
Government.						
Thana—						
A.-V. Girls' School, Thana ...	1	16	84	100	95	93
Nasik—						
A.-V. Girls' School, Nasik ...	1	24	81	105	103	90
Poona—						
Anglo-Urdu Girls' Middle School, Poona.	1	12	45	57	50	40
Ahmednagar—						
A.-V. Girls' Middle School, Ahmednagar.	1	18	79	97	96	89
Dharwar—						
A.-V. Girls' School, Dharwar...	1	16	83	99	101	94
Bijapur—						
A.-V. Girls' School, Bijapur ...	1	...	49	49	47	41
Total ...	6	86	421	507	492	447

No. 3—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,380	...	...	12,694	...	1,730	16,804	70	10	...	...
4,692	...	...	9,132	...	7,674	21,498	75	16	...	192
5,112	...	150	7,339	...	6,491	19,092	80	23	74	528
3,970	...	...	16,813	...	1,522	22,305	54	9	...	120
67,710	...	150	2,09,697	...	62,028	3,39,585	78	14	260	840
4,36,048	100	4,247	7,40,944	60,862	3,47,829	15,90,030	92	25	3,822	12,439
9,993	...	...	1,057	...	...	11,050	116	105	...	...
7,855	...	...	1,107	...	...	8,962	87	76	...	...
9,907	...	...	922	...	...	10,829	217	168	...	...
8,106	...	...	...	...	...	8,106	84	84	...	...
5,221	...	...	1,068	...	...	6,289	62	52	...	...
6,818	...	...	423	...	...	7,241	154	145	...	...
47,900	...	...	4,577	...	...	52,477	107	97	...	...

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided.						
Bombay—						
N. J. Wadia Parsi Girls' School, Dadar.	1	33	88	121	121	106
Sharada Mandir Girls' English School, Bombay.	1	24	73	97	96	81
Ratnagiri—						
Mahila Vidyalaya, Ratnagiri ...	1	18	53	71	72	67
Nasik—						
Z. B. & M. M. A.-V. Girls' School, Manmad.	1	33	68	101	104	95
Seva Sadan Girls' English School, Nasik.	1	12	46	58	64	58
Poona—						
Sharada Sadan A.-V. School, Kedgaon.	1	...	40	40	46	40
Satara—						
Kanya Shala, Wai ...	1	10	63	73	73	62
Sholapur—						
Seva Sadan Society's A.-V. School, Sholapur.	1	12	78	90	96	75
East Khandesh—						
A.-V. Kanya Shala, Jalgaon ...	1	...	29	29	27	22
West Khandesh—						
Women's Education Society's Kamalabai Girls' A.-V. School, Dhulia.	1	29	63	92	90	83
Surat—						
Mahila Vidyalaya Branch A.-V. School, Surat.	1	...	73	73	72	65
Ahmedabad—						
R. B. Maganbhai A.-V. Girls' School, Ahmedabad.	1	...	72	72	70	62
Karachi—						
Dhanpatmal Arya Putri Pathshala, Karachi.	1	7	38	45	47	43
Gujrat Maha Vidyalaya Karachi.	1	6	60	66	57	50
Girls' Academy, Karachi ...	1	...	18	18	23	14
Hyderabad—						
Tolaram Girls' A.-V. School, Hyderabad.	1	50	329	379	401	359

No. 3—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,000	...	...	4,678	500	9,067	15,245	126	8	...	...
450	...	...	2,965	...	2,787	6,202	65	5	...	...
520	200	125	1,171	...	2,294	4,310	60	7	...	...
1,260	...	...	...	...	3,436	4,696	45	12	...	...
100	...	300	842	...	1,179	2,415	38	2	...	...
545	...	...	86	...	1,588	2,219	48	12	...	...
400	...	125	731	...	1,691	2,947	40	5	...	...
100	...	250	518	...	2,066	2,934	31	1	...	...
300	250	...	346	...	1,342	2,238	83	11	...	...
628	200	1,000	2,196	...	2,348	6,372	71	7	...	28
315	...	...	911	...	770	1,996	28	4	...	...
630	...	...	727	960	700	3,017	43	9	...	...
369	...	147	1,360	...	2,786	4,662	99	8	...	24
300	...	481	1,620	...	1,921	4,322	76	5	...	...
200	...	170	396	5	1,947	2,718	118	9	...	...
1,758	...	...	10,570	...	8,478	20,806	52	4	158	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*concld.*						
Aided—concld.						
Sukkur—						
Ishwaribai Girls' A.-V. School, Shikarpur.	1	...	41	41	52	44
Reform Association's Girls' A.-V. School, Sukkur.	1	...	11	11	12	9
Tirathbai Girls' A.-V. School, Old Sukkur.	1	...	18	18	19	16
Total ...	19	284	1,261	1,495	1,542	1,351
Recognised.						
Bombay—						
Bharat Vidya Mandir Girls' English School, Dadar.	1	22	70	92	87	70
Total, A.-V. Middle Schools ...	26	342	1,752	2,094	2,121	1,868
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS.						
Municipal.						
Bombay Suburban—						
English Class attached to the Municipal Girls' Primary School, Bandra.	1	...	30	30	31	25
Poona—						
English Class attached to the Municipal Girls' School No. 6 (Marathi) Poona City.	1	...	57	57	70	56
Total ...	2	...	87	87	101	81
Recognised.						
Poona—						
English Class attached to the St. Hilda's School (Marathi) Poona.	1	...	43	43	45	43
Total, English classes ...	3	...	130	130	146	124
Total, Anglo-Vernacular Middle Schools and Classes ...	29	342	1,882	2,224	2,267	1,992

No. 3—*contd.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,300	...	300	971	1,000	1,594	4,565	88	25	...	...
...	...	600	188	...	1,018	1,806	151	...	...	...
270	...	...	378	...	831	1,479	78	14	...	20
10,445	650	3,498	30,054	2,465	47,837	94,949	62	7	186	44
...	...	...	2,138	...	628	2,766	32	...	...	...
58,345	650	3,498	36,769	2,465	48,465	1,50,192	71	28	186	44
...	...	730	424	...	...	1,154	37	...	...	...
...	...	630	...	...	...	630	9	...	...	...
...	...	1,360	424	...	...	1,784	18	...	...	...
...	...	...	...	...	1,513	1,513	34	...	...	...
...	...	1,360	424	...	1,513	3,297	23	...	...	...
58,345	650	4,858	37,193	2,465	49,978	1,53,469	68	26	186	44

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*concld.*						
EUROPEAN SCHOOLS.						
Aided.						
Nasik—						
G. I. P Railway School, Manmad.	1	...	34	34	36	30
Surat—						
B. B. &. C. I. Railway School, Bulsar.	1	...	25	25	25	21
Poona—						
G. I. P. Railway School, Lonavla.	1	...	57	57	55	46
Sholapur—						
G. I. P. Railway School, Sholapur.	1	...	41	41	36	29
Total ...	4	...	157	157	152	126
ENGLISH-TEACHING SCHOOLS.						
Aided.						
Bombay—						
St. Isabella's School, Mazgaon.	1	...	444	444	440	404
St. Joseph's School, Agripada .	1	...	250	250	245	212
St. Anthony's School, Byculla .	1	...	309	309	242	165
Victoria School, Mahim ...	1	...	216	216	220	182
East Khandesh—						
Roman Catholic School, Bhusawal.	1	...	118	118	110	112
Ahmedabad—						
Mt. Carmel School, Ahmedabad.	1	...	215	215	211	190
Belgaum—						
Divine Providence School, Belgaum.	1	...	55	55	57	55
Dharwar—						
St. Joseph School, Dharwar ...	1	...	60	60	66	42
Kanara—						
M. & S. M. Railway School, Castle Rock.	1	...	46	46	41	37
St. Michael's Convent School, Karwar.	1	...	137	137	143	127
Total ...	10	...	1,850	1,850	1,775	1,526
Recognised.						
Dharwar—						
M. & S. M. Railway School, Gadag.	1	...	35	35	33	30
Total, English-teaching Schools.	11	...	1,885	1,885	1,808	1,556
Grand Total of all Middle Schools.	44	342	3,924	4,266	4,227	3,674

No. 3—*concld.*

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grant.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,230	...	...	820	...	1,730	3,780	105	34	...	...
1,000	...	...	1,474	...	2,550	5,024	201	40	...	...
2,159	...	...	1,018	...	2,495	5,672	103	37	24	...
1,140	...	...	1,080	...	4,106	6,326	154	27	...	...
5,529	...	...	4,392	...	10,881	20,802	137	57	24	...
1,950	...	...	13,167	...	547	15,664	35	4	...	...
3,023	...	...	3,654	...	9,110	15,787	64	12	...	123
550	...	...	2,793	...	8,458	11,801	49	2	...	...
2,050	...	...	7,219	...	4,204	13,473	61	9	...	...
1,500	...	400	3,263	...	2,544	7,707	70	13	...	...
1,290	...	...	6,639	...	4,730	12,659	59	6	...	...
1,040	...	...	217	...	4,512	5,769	101	18	...	...
1,050	...	...	1,306	...	2,244	4,600	70	16	...	...
290	...	...	728	...	2,222	3,240	79	7	...	...
1,180	...	...	2,784	...	8,988	12,952	90	8	...	...
13,923	...	400	41,770	...	47,559	1,03,652	58	7	...	123
...	...	...	668	...	2,475	3,138	95	...	...	...
13,923	...	400	42,438	...	50,034	1,06,790	59	8	...	123
77,797	650	5,258	84,018	2,465	1,10,893	2,81,081	66	18	210	167

SUBSIDIARY FORM

Statistical Return of Primary Schools (Vernacular)

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
Bombay Division.						
Bombay City—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Municipal—						
Non-Local Authority—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Authority—						
Boys	219	2,382	43,901	46,283	43,634	35,771
Girls	126	1,155	22,571	23,726	23,555	17,553
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Municipal Local Authority—						
Boys	97	50	13,298	13,348	12,642	10,563
Girls	32	299	4,946	5,245	5,171	4,131
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	316	2,432	57,199	59,631	56,276	46,334
Girls	158	1,454	27,517	28,971	28,726	21,684
Total ...	474	3,886	84,716	88,602	85,002	68,018
Bombay Suburban District—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	26	91	2,304	2,395	2,361	2,044
Girls	4	49	403	452	472	345
Municipal—						
Non-Local Authority—						
Boys	13	39	1,558	1,597	1,591	1,380
Girls	2	15	225	240	245	193
Local Authority—						
Boys	17	...	2,391	2,391	2,254	1,605
Girls	6	...	489	489	410	318

NOS. 4 AND 5.

for Boys and Girls for the Official Year 1934-1935.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	..	...
4,50,919	12,111	14,28,456	18,91,486	43 6	10 5
2,44,088	6,080	7,73,195	10,23,358	43 7	10 6
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
24,163	1,50,997	3,10,457	4,85,617	38 7	1 15
12,295	51,114	1,98,265	2,61,614	50 9	2 6
...	...	...	...	...	...
...	...	...	...	...	...
4,75,082	1,63,108	17,38,913	23,77,103	42 4	8 7
2,56,318	57,194	9,71,460	12,84,972	44 12	8 15
7,31,400	2,20,302	27,10,373	36,62,075	43 1	8 10
...	...	...	...	...	...
...	...	...	...	...	...
14,896	1,949	13,406	30,251	12 13	6 5
2,979	...	2,681	5,660	12 0	6 5
12,529	1,901	5,817	20,247	12 12	7 14
1,928	...	895	2,823	11 8	7 14
14,355	549	33,110	48,014	21 5	6 6
2,616	...	6,018	8,634	21 1	6 6

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*contd.*						
Bombay Suburban District—*concld.*						
Aided by—						
Government—						
Boys	1	4	92	96	101	87
Girls	...	...	...	...	...	...
District Local Board—						
Boys	24	...	3,365	3,365	3,207	2,853
Girls	...	...	...	...	...	...
Municipal Local Authority—						
Boys	8	...	1,164	1,164	1,111	999
Girls	...	...	...	...	...	...
Unaided—						
Boys	8	44	927	971	809	749
Girls	...	...	...	...	...	...
Total—						
Boys	97	178	11,801	11,979	11,434	9,717
Girls	12	64	1,117	1,181	1,127	856
Total ...	109	242	12,918	13,160	12,561	10,573
Thana—						
Government—						
Boys	2	28	113	141	141	118
Girls	...	...	...	...	...	...
District Local Board—						
Boys	465	1,924	27,590	29,514	28,302	20,515
Girls	27	202	2,105	2,307	2,056	1,569
Municipal—						
Non-Local Authority—						
Boys	15	251	1,878	2,129	2,106	1,627
Girls	4	83	455	538	517	403
Local Authority—						
Boys	19	220	3,146	3,366	3,090	2,581
Girls	6	109	1,318	1,427	1,393	1,129
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	34	35	1,445	1,480	1,330	1,102
Girls	1	4	36	40	35	26
Municipal Local Authority—						
Boys	2	6	164	170	148	126
Girls	...	...	...	...	...	...
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	587	2,464	34,336	36,800	35,117	26,069
Girls	38	398	3,914	4,312	4,001	3,127
Total ...	575	2,862	38,250	41,112	39,118	29,196

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
2,590	...	...	2,590	25 10	25 10
...	...	...	...	...	...
13,186	28,394	47,340	88,920	27 12	4 2
...	...	...	...	...	...
6,298	...	14,912	21,205	19 1	5 11
...	...	...	...	...	...
...	8,104	16,648	24,752	30 10	...
...	...	...	...	...	...
63,849	40,897	1,31,233	2,35,979	20 10	5 9
7,523	...	9,594	17,117	15 8	6 11
71,372	40,897	1,40,827	2,53,096	20 2	5 11
6,506	...	...	6,506	46 2	46 2
...	...	...	...	...	...
2,45,346	...	1,32,614	3,77,960	13 6	8 11
17,524	...	9,473	26,997	13 2	8 8
18,314	...	10,231	28,545	13 9	8 11
4,578	...	2,558	7,136	13 13	8 14
18,754	336	28,127	47,217	15 4	6 1
8,510	278	12,978	21,766	15 10	6 2
...	...	...	...	...	...
...	...	...	...	...	...
2,948	1,542	15,777	20,267	15 4	2 3
50	...	322	372	10 10	1 7
300	522	1,250	2,072	14 0	2 0
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
2,92,168	2,400	1,87,999	4,82,567	13 12	8 5
30,662	278	25,331	56,271	14 1	7 11
3,22,830	2,678	2,13,330	5,38,838	13 12	8 4

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*contd.*						
Kolaba—						
Government—						
Boys	1	46	...	46	43	35
Girls	...	...	...	...	...	...
District Local Board—						
Boys	364	1,630	16,988	18,618	17,813	13,650
Girls	14	88	867	955	932	708
Municipal—						
Non-Local Authority—						
Boys	16	562	2,715	3,277	3,190	2,481
Girls	6	216	1,161	1,377	1,338	956
Local Authority—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	14	6	640	646	645	511
Girls	4	38	263	301	314	220
Municipal Local Authority—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Unaided—						
Boys	6	...	220	220	198	170
Girls	...	...	...	...	...	...
Total—						
Boys	401	2,244	20,568	22,807	21,889	16,847
Girls	24	342	2,291	2,633	2,584	1,884
Total ...	425	2,586	22,854	25,440	24,473	18,731
Ratnagiri—						
Government—						
Boys	2	44	123	167	153	127
Girls	...	...	...	...	...	...
District Local Board—						
Boys	562	2,847	36,220	39,067	37,575	29,651
Girls	30	60	1,835	1,895	1,803	1,388
Municipal—						
Non-Local Authority—						
Boys	17	547	2,468	3,015	2,912	2,409
Girls	5	59	873	932	917	727
Local Authority—						
Boys	10	277	1,486	1,763	1,685	1,409
Girls	3	69	511	580	540	392

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
5,018	...	...	5,018	116 11	116 11
...	...	...	...	...	...
1,81,056	12,284	61,363	2,54,703	14 5	10 3
9,590	...	3,290	12,760	13 11	10 4
32,324	2,729	11,335	46,388	14 9	10 2
13,467	..	4,723	18,190	13 9	10 1
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
1,237	191	4,664	6,092	9 7	1 15
1,371	14	4,223	5,608	17 14	4 6
...	...	...	...	...	...
...	...	...	...	...	...
...	...	201	201	1 0	...
...	...	...	...	...	...
2,19,635	15,201	77,563	3,12,402	14 4	10 1
24,368	14	12,176	36,558	14 2	9 7
2,44,003	15,218	89,739	3,48,960	14 4	10 0
7,213	...	...	7,213	47 2	47 2
...	...	...	...	...	...
3,49,427	32,090	55,991	4,37,508	11 10	9 5
16,639	...	2,666	19,305	10 11	9 4
26,252	4,096	3,776	34,124	11 11	9 0
8,205	...	1,180	9,385	10 4	8 15
9,621	2,993	12,120	24,734	14 11	5 11
3,107	...	3,837	6,944	12 14	5 12

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*contd.*						
Ratnagiri—*concld.*						
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	98	16	4,413	4,429	4,350	3,693
Girls	...	...	...	...	...	...
Municipal Local Authority—						
Boys	1	...	50	50	42	35
Girls	...	...	...	...	...	...
Unaided—						
Boys	21	7	808	815	761	634
Girls	2	...	61	61	60	44
Total—						
Boys	711	3,736	45,568	49,306	47,478	37,958
Girls	40	188	3,280	3,468	3,320	2,551
Total ...	751	3,926	48,848	52,774	50,798	40,509
Nasik—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	429	2,882	28,272	31,154	29,130	22,775
Girls	19	55	1,371	1,426	1,259	985
Municipal—						
Non-Local Authority—						
Boys	21	563	3,621	4,184	4,001	3,227
Girls	11	95	1,416	1,511	1,448	1,114
Local Authority—						
Boys	21	814	5,325	6,139	5,777	4,806
Girls	8	218	1,952	2,170	1,986	1,549
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	42	106	1,823	1,929	1,782	1,568
Girls	4	34	378	412	405	343
Municipal Local Authority—						
Boys	2	...	192	192	182	156
Girls	3	13	332	345	351	283
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	515	4,365	39,233	43,598	40,872	32,547
Girls	45	415	5,449	5,864	5,449	4,274
Total ...	560	4,780	44,682	49,462	46,321	36,821

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
10,300	5,634	18,259	34,193	7 14	2 6
...	...	...	...	...	...
316	...	265	581	13 13	7 8
...	...	...	...	...	...
...	1,096	2,764	3,860	5 1	...
...	...	540	540	9 0	...
4,03,129	45,909	93,175	5,42,213	11 7	8 8
27,951	...	8,223	36,174	10 14	8 7
4,31,080	45,909	1,01,398	5,78,387	11 6	8 8
...	...	...	...	...	...
...	...	...	...	...	...
3,10,616	7,960	24,261	3,42,837	11 12	10 11
13,505	...	1,055	14,560	11 9	10 12
37,890	1,877	7,722	47,489	11 14	9 8
13,778	...	2,808	16,586	11 7	9 8
32,369	2,255	46,277	80,901	14 0	5 10
11,281	5	16,292	27,578	13 14	5 11
...	...	...	...	...	...
...	...	...	...	...	...
6,369	...	10,634	17,003	9 9	3 9
2,121	...	7,279	9,400	23 3	5 4
441	...	1,516	1,957	10 12	2 7
1,026	...	4,814	5,840	16 10	2 15
...	...	...	...	...	...
...	...	...	...	...	...
3,87,685	12,092	90,410	4,90,187	12 0	9 8
41,711	5	32,248	73,964	13 9	7 10
4,29,396	12,097	1,22,658	5,64,151	12 3	9 4

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*concld.*						
Abstract, Bombay Division—						
Government—						
Boys	5	118	236	354	337	280
Girls	...	...	...	...	...	...
District Local Board—						
Boys	1,846	9,374	111,374	120,748	115,181	88,635
Girls	94	454	6,581	7,035	6,522	4,995
Municipal—						
Non-Local Authority—						
Boys	82	1,962	12,240	14,202	13,800	11,124
Girls	28	468	4,130	4,598	4,465	3,393
Local Authority—						
Boys	286	3,693	56,249	59,942	56,440	46,172
Girls	149	1,551	26,841	28,392	27,884	20,941
Aided by—						
Government—						
Boys	1	4	92	96	101	87
Girls	...	...	...	...	...	...
District Local Board—						
Boys	212	163	11,686	11,849	11,314	9,742
Girls	9	76	677	753	754	589
Municipal Local Authority—						
Boys	110	56	14,868	14,924	14,125	11,879
Girls	35	312	5,278	5,590	5,522	4,414
Unaided—						
Boys	35	51	1,955	2,006	1,768	1,553
Girls	2	...	61	61	60	44
Total—						
Boys	2,577	15,421	208,700	224,121	213,066	169,472
Girls	317	2,861	43,568	46,429	45,207	34,376
Grand Total ...	2,894	18,282	252,268	270,550	258,273	203,848
CENTRAL DIVISION.						
Poona—						
Government—						
Boys	5	179	676	855	842	707
Girls	3	21	345	366	344	286
District Local Board—						
Boys	580	3,110	30,512	33,622	32,807	25,577
Girls	87	117	2,052	2,169	2,134	1,600

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
18,737	...	...	18,737	55 10	55 10
...	...	...	...	...	...
11,01,341	54,283	2,87,635	14,43,259	12 8	9 9
60,177	...	19,105	79,282	12 2	9 4
1,27,309	10,603	38,881	1,76,793	12 13	9 4
41,956	...	12,164	54,120	12 2	9 6
5,26,018	18,244	15,48,090	20,92,352	37 1	9 5
2,69,597	6,363	8,12,320	10,88,280	39 0	9 11
2,590	...	...	2,590	25 10	25 10
...	...	...	...	...	...
34,040	35,761	96,674	1,66,475	14 11	3 0
3,542	14	11,824	15,380	20 6	4 11
31,513	1,51,519	3,28,400	5,11,432	36 3	2 4
13,261	51,114	2,03,079	2,67,454	48 7	2 6
...	9,200	19,613	28,813	16 5	...
...	...	540	540	9 0	...
18,41,548	2,79,610	23,19,293	44,40,451	20 13	8 10
3,88,533	57,491	10,59,032	15,05,056	33 5	8 10
22,30,081	3,37,101	33,78,325	59,45,507	23 0	8 10
22,485	708	...	23,193	27 9	26 11
15,774	...	...	15,774	45 14	45 14
4,14,966	15,024	18,978	4,48,968	13 11	12 10
32,405	...	...	32,405	15 3	15 3

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*						
Poona—*concld.*						
Municipal—						
Non-Local Authority—						
Boys	9	592	2,027	2,619	2,564	2,038
Girls	8	111	970	1,081	1,049	831
Local Authority—						
Boys	52	983	8,053	9,036	8,699	6,650
Girls	30	512	5,658	6,170	5,724	4,785
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	3	138	438	576	618	488
District Local Board—						
Boys	42	130	2,067	2,197	2,143	1,712
Girls	7	23	420	443	430	359
Municipal Local Authority—						
Boys	45	134	8,103	8,237	7,510	6,381
Girls	18	102	2,172	2,274	2,110	1,678
Unaided—						
Boys	37	38	1,141	1,179	1,091	882
Girls	...	...	...	...	...	...
Total—						
Boys	770	5,166	52,579	57,745	55,656	43,947
Girls	106	1,024	12,055	13,079	12,409	10,027
Total ...	876	6,190	64,634	70,824	68,065	53,974
Satara—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	850	5,920	50,422	56,342	55,296	44,926
Girls	73	124	3,607	3,731	3,472	2,680
Municipal—						
Non-Local Authority—						
Boys	39	1,237	5,459	6,696	6,698	5,272
Girls	19	180	2,189	2,369	2,121	1,722
Local Authority—						
Boys	8	386	1,816	2,202	2,109	1,667
Girls	3	134	572	706	644	505
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	..	...	...	...	....	...

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
24,800	2,528	11,800	39,128	15 4	9 11
10,490	...	5,245	15,735	15 0	10 0
66,419	4,752	73,506	1,44,677	16 10	7 10
48,146	...	43,598	91,744	16 0	8 7
...	...	...	...	...	...
6,160	3,064	5,368	14,592	28 10	9 15
9,403	743	20,566	30,712	14 5	4 6
2,108	...	6,851	8,959	20 13	4 14
31,943	29,360	92,690	1,53,993	20 8	4 4
10,618	9,370	34,741	54,729	25 15	5 1
...	623	5,696	6,319	5 13	...
...	...	...	...	...	...
5,70,016	53,738	2,23,236	8,46,990	15 3	10 4
1,25,701	12,434	95,803	2,33,938	18 14	10 2
6,95,717	66,172	3,19,039	10,80,928	15 14	10 4
...	...	...	...	...	...
...	...	...	...	...	...
5,79,146	11,061	1,76,777	7,68,984	13 15	10 8
35,070	...	12,033	47,103	13 9	10 2
48,731	3,025	42,200	93,956	14 0	7 4
14,000	...	12,192	26,192	12 6	6 10
8,721	1,987	13,940	24,648	11 11	4 2
5,195	...	8,417	13,612	21 2	8 1
...	...	...	...	...	...
...	...	...	...	...	...

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*						
Satara—*concld.*						
District Local Board—						
Boys	40	5	1,543	1,548	1,468	1,235
Girls	8	12	264	276	276	238
Municipal Local Authority—						
Boys	3	...	444	444	403	355
Girls	...	...	...	...	...	...
Unaided—						
Boys	2	...	26	26	24	20
Girls	...	...	...	...	...	...
Total—						
Boys	942	7,548	59,710	67,258	65,998	53,475
Girls	103	450	6,632	7,082	6,513	5,145
Total ...	1,045	7,998	66,342	74,340	72,511	58,620
Sholapur—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	425	2,637	26,203	28,840	26,807	20,298
Girls	19	51	1,277	1,328	1,207	925
Municipal—						
Non-Local Authority—						
Boys	5	169	751	920	924	739
Girls	3	7	263	270	278	223
Local Authority—						
Boys	47	1,471	10,144	11,615	11,294	8,614
Girls	20	193	3,159	3,352	3,247	2,347
Aided by—						
Government—						
Boys	2	...	163	163	155	137
Girls	2	42	1,045	1,087	1,064	940
District Local Board—						
Boys	30	...	1,161	1,161	1,148	977
Girls	...	...	...	...	...	...
Municipal Local Authority—						
Boys	20	27	2,657	2,684	2,577	2,189
Girls	6	82	818	900	854	708

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
4,281	1,072	9,449	14,802	10 1	2 15
925	...	3,968	4,893	17 12	3 6
4,177	...	155	4,332	10 12	10 6
...	...	...	...	...	...
...	424	1,021	1,445	60 3	...
...	...	...	...	...	...
6,45,056	17,569	2,45,542	9,08,167	13 12	9 12
55,190	...	36,610	91,800	14 2	8 8
7,00,246	17,569	2,82,152	9,99,967	13 13	9 11
...	...	...	...	...	...
...	...	...	...	...	...
2,36,221	4,024	95,647	3,35,892	12 8	8 12
12,476	...	...	12,476	10 5	10 5
8,730	296	3,518	12,544	13 9	9 7
2,107	...	1,000	3,107	11 3	7 9
74,583	690	96,674	1,71,947	15 4	6 10
20,479	2	26,006	46,487	14 5	6 5
1,576	...	1,436	3,012	19 7	10 3
14,506	...	...	14,506	13 10	13 10
944	630	4,742	6,316	5 8	0 13
...	...	...	...	...	...
4,800	10,764	15,424	30,988	12 0	1 14
3,000	...	10,397	13,397	15 11	3 8

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*						
Sholapur—*concld.*						
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	529	4,304	41,079	45,383	42,905	32,954
Girls	50	375	6,562	6,937	6,650	5,143
Total ...	579	4,679	47,641	52,320	49,555	38,097
Ahmednagar—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	591	3,793	28,652	32,445	32,659	26,056
Girls	46	169	2,645	2,814	2,811	2,051
Municipal—						
Non-Local Authority—						
Boys	3	169	799	968	985	794
Girls	1	34	233	267	263	215
Local Authority—						
Boys	16	675	4,181	4,856	4,680	3,580
Girls	8	112	1,400	1,512	1,435	1,137
Aided by—						
Government—						
Boys	2	40	167	207	209	182
Girls	1	48	88	136	141	128
District Local Board—						
Boys	94	328	3,612	3,935	3,746	3,297
Girls	8	66	333	399	401	351
Municipal Local Authority—						
Boys	4	3	272	275	286	239
Girls	3	...	267	267	283	220
Unaided—						
Boys	18	...	327	327	291	178
Girls	...	...	...	...	...	...
Total—						
Boys	728	5,003	38,010	43,013	42,856	34,315
Girls	67	429	4,966	5,395	5,334	4,102
Total ...	795	5,432	42,976	48,408	48,190	38,417

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
3,26,854	16,404	2,17,441	5,60,699	13 1	7 10
52,568	2	37,408	89,978	13 8	7 14
3,79,422	16,406	2,54,844	6,50,672	13 2	7 11
...	...	...	...	...	...
...	...	...	...	...	...
3,84,100	1,619	96,985	4,82,704	14 12	11 12
33,029	...	8,609	41,638	14 13	11 12
9,563	252	4,917	14,732	14 15	9 11
3,403	...	1,305	4,708	17 14	12 15
31,050	3,481	36,452	70,933	15 3	6 10
9,728	184	11,235	21,147	14 13	6 12
2,471	...	1,277	3,748	17 15	11 13
1,635	...	4,457	6,092	43 3	11 10
16,503	50	42,466	59,019	15 12	4 6
3,199	...	10,224	13,423	33 8	8 0
2,148	...	2,991	5,139	17 15	7 8
2,224	...	1,491	3,715	13 2	7 14
...	...	6,743	6,743	28 5	...
...	...	...	...	...	...
4,45,835	5,352	1,91,831	6,43,018	15 1	10 6
53,218	184	37,321	90,723	17 0	10 0
4,99,053	5,536	2,29,152	7,33,741	15 4	10 6

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SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*						
East Khandesh—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	672	5,923	46,148	52,071	50,978	41,771
Girls	41	94	2,471	2,565	2,457	1,876
Municipal—						
Non-Local Authority—						
Boys	41	1,814	9,265	11,079	11,008	9,093
Girls	19	80	2,119	2,199	2,197	1,605
Local Authority—						
Boys	17	929	3,900	4,829	4,826	3,988
Girls	6	129	1,234	1,363	1,367	1,036
Aided by—						
Government—						
Boys	..	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	2	1	167	168	149	116
Girls	...	...	...	...	...	...
Municipal Local Authority—						
Boys	...	..	...	...	...	...
Girls	2	9	89	98	108	71
Unaided—						
Boys	2	...	178	178	202	158
Girls	...	...	...	...	...	...
Total—						
Boys	734	8,667	59,658	68,325	67,163	55,126
Girls	68	312	5,913	6,225	6,129	4,588
Total ...	802	8,979	65,571	74,550	73,292	59,714

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
5,90,604	22,516	1,72,852	7,25,972	14 4	10 7
28,566	...	6,596	35,162	14 5	11 10
78,272	6,181	42,890	1,27,343	11 9	7 2
15,692	...	15,783	31,475	14 5	7 2
30,628	1,014	44,574	76,216	15 13	6 6
9,212	...	13,338	22,550	16 8	6 12
...	...	...	...	...	...
...	...	...	...	...	...
187	...	1,400	1,587	10 10	1 4
...	...	...	...	...	...
...	...	...	...	...	...
208	...	1,136	1,344	12 7	1 5
...	...	717	717	3 9	...
...	...	...	...	...	...
6,39,691	29,711	2,62,433	9,31,835	13 14	9 8
53,678	...	36,853	90,531	14 12	8 12
6,93,369	29,711	2,99,286	10,22,366	13 15	9 7

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*						
West Khandesh—						
Government—						
Boys	1	55	200	255	266	237
Girls	...	...	...	...	...	...
District Local Board—						
Boys	349	3,169	26,128	29,297	28,553	21,334
Girls	16	30	1,196	1,226	1,145	845
Municipal—						
Non-Local Authority—						
Boys	11	701	2,696	3,397	3,435	2,671
Girls	9	50	858	908	937	656
Local Authority—						
Boys	21	1,125	4,445	5,570	5,302	4,216
Girls	13	249	2,209	2,458	2,386	1,828
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	20	43	652	695	689	516
Girls	3	4	78	82	86	71
Municipal Local Authority—						
Boys	1	37	53	90	90	80
Girls	1	16	45	61	55	52
Unaided—						
Boys	2	5	67	72	71	60
Girls	...	...	...	...	...	...
Total—						
Boys	405	5,185	34,241	39,376	38,406	29,114
Girls	42	349	4,986	4,735	4,609	3,452
Total ...	447	5,484	38,627	44,111	43,015	32,566

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
6,315	...	...	6,315	23 12	23 12
...	...	...	...	...	...
2,60,267	411	99,831	3,60,509	12 10	9 2
10,420	...	4,022	14,442	12 10	9 3
29,005	58	14,275	43,338	12 10	8 7
7,818	...	3,999	11,817	12 10	8 5
31,190	509	37,518	69,217	13 1	5 14
13,539	...	18,035	31,574	13 4	5 11
...	...	...	...	...	...
...	...	...	...	...	...
2,476	...	6,690	9,166	13 5	3 9
300	...	801	1,101	12 13	3 8
248	...	248	496	5 8	2 12
112	...	112	224	4 1	2 1
...	...	446	446	6 5	...
...	...	...	...	...	...
3,29,501	978	1,59,008	4,89,487	12 12	8 9
32,189	...	26,969	59,158	12 13	7 0
3,61,690	978	1,85,977	5,48,645	13 12	8 7

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*concld.*						
Abstract, Central Division—						
Government—						
Boys	6	234	876	1,110	1,108	944
Girls	3	21	345	366	344	286
District Local Board—						
Boys	3,467	24,552	208,065	232,617	227,100	179,962
Girls	232	585	13,248	13,833	13,226	9,977
Municipal—						
Non-Local Authority—						
Boys	108	4,682	20,997	25,679	25,614	20,607
Girls	59	462	6,632	7,094	6,845	5,252
Local Authority—						
Boys	161	5,569	32,539	38,108	36,910	28,715
Girls	80	1,329	14,232	15,561	14,803	11,638
Aided by—						
Government—						
Boys	4	40	330	370	364	319
Girls	6	228	1,571	1,799	1,823	1,556
District Local Board—						
Boys	228	502	9,202	9,704	9,348	7,853
Girls	26	105	1,095	1,200	1,193	1,019
Municipal Local Authority—						
Boys	73	201	11,529	11,730	10,866	9,238
Girls	30	209	3,391	3,600	3,410	2,729
Unaided—						
Boys	61	43	1,739	1,782	1,679	1,293
Girls	...	...	...	...	...	...
Total—						
Boys	4,108	35,823	285,277	321,100	312,984	248,931
Girls	436	2,939	40,514	43,453	41,644	32,457
Grand Total ...	4,544	38,762	325,791	364,553	354,628	281,388
NORTHERN DIVISION.						
Ahmedabad—						
Government—						
Boys	5	69	553	622	600	512
Girls	1	37	193	230	237	197
Local Board—						
Boys	303	2,636	18,914	21,550	20,963	16,406
Girls	48	426	2,850	3,276	3,044	2,321

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
28,800	708	...	29,508	26 10	26 0
15,774	...	...	15,774	45 14	45 14
24,05,804	54,655	6,63,070	31,23,029	13 12	10 9
1,51,966	...	31,260	1,83,226	13 14	11 8
1,99,101	12,340	1,19,600	3,31,041	12 15	7 12
53,510	...	39,524	93,034	18 9	7 13
2,42,591	12,383	3,02,664	5,57,638	15 2	6 9
1,06,299	186	1,20,629	2,27,114	15 5	7 3
4,047	...	2,713	6,760	18 9	11 2
22,301	3,064	9,825	35,190	19 5	12 4
93,794	2,495	85,313	1,21,602	13 0	3 10
6,532	...	21,844	28,376	23 13	5 8
43,316	40,124	1,11,508	1,94,948	17 15	4 0
16,162	9,370	47,877	73,409	21 8	4 12
...	1,047	14,623	15,670	9 5	...
...	...	...	...	...	...
29,56,953	1,23,752	12,99,491	43,80,196	14 0	9 7
3,72,544	12,620	2,70,959	6,56,123	15 12	8 15
33,29,497	1,36,372	15,70,450	50,36,319	14 3	9 6
14,183	821	...	15,004	25 0	23 10
5,589	...	...	5,589	...	23 9
3,23,291	18,826	1,393	3,43,510	16 5	15 7
48,473	...	...	48,473	...	15 15

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*						
Ahmedabad—*concld.*						
Non-Local Authority—						
Boys	15	555	3,010	3,565	3,603	2,911
Girls	7	151	1,161	1,312	1,338	1,004
Local Authority—						
Boys	95	1,579	17,398	18,977	18,212	15,318
Girls	42	865	7,783	8,648	8,303	6,148
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	49	224	2,112	2,336	2,116	1,784
Girls	7	10	401	411	362	251
Municipal Local Authority—						
Boys	7	15	914	929	896	721
Girls	11	328	1,730	2,058	2,008	1,466
Unaided—						
Boys	4	...	315	315	296	238
Girls	2	62	335	397	402	280
Total—						
Boys	478	5,078	43,216	48,294	46,686	37,890
Girls	118	1,879	14,453	16,332	15,694	11,667
Total ...	596	6,957	57,669	64,626	62,380	49,557
Kaira—						
Government—						
Boys	1	...	36	36	36	30
Girls	...	...	...	...	...	...
District Local Board—						
Boys	319	5,322	24,581	29,913	28,890	22,018
Girls	63	793	4,659	5,452	5,191	3,990
Municipal—						
Non-Local Authority—						
Boys	26	721	3,784	4,505	4,584	3,744
Girls	10	306	1,977	2,283	2,312	1,787
Local Authority—						
Boys	9	298	1,961	2,259	2,160	1,927
Girls	6	121	1,144	1,265	1,336	1,104

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
17,039	3,153	20,315	40,507	11 4	4 12
7,249	...	7,337	14,586	10 14	5 7
9,129	1,143	3,83,165	3,93,437	21 10	0 8
4,664	2	1,85,441	1,90,107	22 14	0 10
...	...	...	...	...	...
...	...	...	...	...	...
8,173	1,860	23,646	33,679	15 15	3 14
1,145	...	3,036	4,181	11 9	3 3
6,620	192	6,570	13,382	10 8	7 6
14,055	...	23,591	37,646	18 12	7 0
...	22	3,986	4,008	13 8	...
...	...	11,043	11,043	27 8	...
3,78,435	26,017	4,39,075	8,43,527	18 1	8 2
81,175	2	2,30,448	3,11,625	19 14	5 3
4,59,610	26,019	6,69,523	11,55,152	18 8	7 6
931	...	...	931	25 14	25 14
...	...	...	...	...	...
3,34,578	20,914	52,569	4,08,061	14 2	11 9
66,416	...	7,133	73,549	14 3	12 13
32,949	2,993	21,983	57,925	12 12	7 4
16,102	...	13,883	29,985	12 15	6 15
16,670	1,750	15,437	33,857	15 11	7 11
8,815	1	14,049	22,865	17 2	6 10

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*						
Kaira—*concld.*						
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	1	95	100	195	176	150
District Local Board—						
Boys	202	385	6,830	7,215	5,983	4,643
Girls	19	181	1,001	1,182	1,182	1,000
Municipal Local Authority—						
Boys	7	50	437	487	475	403
Girls	...	...	...	...	...	...
Unaided—						
Boys	16	...	440	440	403	347
Girls	...	...	...	...	...	...
Total—						
Boys	580	6,786	38,069	44,855	42,481	33,112
Girls	99	1,496	8,881	10,377	10,197	8,031
Total ...	679	8,282	46,950	55,232	52,678	41,143
Panch Mahals—						
Government—						
Boys	1	...	77	77	78	66
Girls	...	...	...	...	...	...
District Local Board—						
Boys	154	1,464	8,463	9,927	9,707	7,132
Girls	20	191	1,298	1,489	1,408	952
Municipal—						
Non-Local Authority—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Authority—						
Boys	11	237	2,201	2,438	2,415	1,968
Girls	6	130	1,227	1,357	1,362	1,006
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	1	78	142	220	214	191
District Local Board—						
Boys	18	32	866	898	866	657
Girls	1	...	32	32	28	17
Municipal Local Authority—						
Boys	20	...	1,878	1,878	1,811	1,601
Girls	15	...	1,301	1,301	1,216	962

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
1,595	...	2,812	4,407	25 1	9 1
17,111	961	74,462	92,534	15 7	2 14
5,709	79	9,381	15,169	12 13	4 13
1,806	189	5,292	7,287	15 5	3 13
...	...	...	...	...	...
...	...	2,855	2,855	7 1	...
...	...	...	...	...	...
4,04,045	26,807	1,72,598	6,03,450	14 3	9 8
93,697	80	47,208	1,45,925	14 5	9 11
5,02,682	26,887	2,19,806	7,49,375	14 4	9 9
1,407	...	...	1,407	18 1	18 1
...	...	...	...	...	...
1,29,261	3,394	6,653	1,39,308	14 6	13 5
22,850	...	100	22,950	16 5	16 4
...	...	...	...	...	...
...	...	...	...	...	...
12,944	90	19,741	32,775	13 9	5 6
6,926	40	13,028	19,994	14 11	5 1
...	...	...	...	...	...
2,700	...	4,315	7,015	32 12	12 10
2,533	459	8,220	11,212	12 15	2 15
37	...	142	179	6 6	1 5
3,467	237	8,034	11,738	6 8	1 15
1,579	...	3,438	5,017	4 2	1 5

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*						
Panch Mahals—*concld.*						
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	204	1,733	13,480	15,213	14,877	11,424
Girls	43	399	4,000	4,399	4,228	3,128
Total ...	247	2,132	17,480	19,612	19,105	14,552
Broach—						
Government—						
Boys	1	...	22	22	23	20
Girls	...	...	...	...	...	...
District Local Board—						
Boys	241	2,745	14,012	16,757	16,827	12,378
Girls	31	252	1,793	2,045	1,972	1,520
Municipal—						
Non-Local Authority—						
Boys	11	238	1,475	1,713	1,731	1,417
Girls	4	58	614	672	672	589
Local Authority—						
Boys	13	280	2,991	3,271	3,136	2,279
Girls	9	199	1,281	1,480	1,411	1,059
Aided by—						
Government—						
Boys	1	73	58	131	132	117
Girls	...	...	...	...	...	...
District Local Board—						
Boys	11	...	278	278	277	215
Girls	4	24	239	263	261	219
Municipal Local Authority—						
Boys	7	...	461	461	446	357
Girls	2	...	170	170	173	150
Unaided—						
Boys	4	1	130	131	99	83
Girls	...	...	...	...	...	...
Total—						
Boys	289	3,337	19,427	22,764	22,671	16,866
Girls	50	533	4,097	4,630	4,489	3,487
Total ...	339	3,870	23,524	27,394	27,160	20,353

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
1,49,612	4,180	42,648	1,96,440	13 3	10 1
34,092	40	21,023	55,155	13 1	8 1
1,83,704	4,220	63,671	2,51,595	13 3	9 10
498	...	...	498	21 10	21 10
...	...	...	...	...	...
2,13,998	5,821	20,879	2,40,698	14 5	12 12
24,200	...	5,313	29,513	14 15	12 12
16,013	...	8,006	24,019	13 14	9 4
5,257	...	2,632	7,889	11 12	7 13
34,229	511	23,095	57,835	18 7	10 15
23,697	...	6,756	30,453	21 9	16 13
1,235	...	1,914	3,149	23 14	9 6
...	...	...	...	...	...
628	356	3,522	4,506	16 4	2 4
744	...	2,413	3,157	12 2	2 14
2,805	...	7,456	10,261	23 0	6 5
586	256	2,525	3,367	19 7	3 6
...	...	1,398	1,398	14 3	...
...	...	...	...	...	...
2,69,406	6,688	66,270	3,42,364	15 2	11 14
54,484	256	19,639	74,379	16 9	12 2
3,23,890	6,944	85,909	4,16,743	15 6	11 15

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total		
1	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*						
Surat—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	380	4,924	33,458	38,382	37,807	28,647
Girls	50	706	4,064	4,770	4,638	3,294
Municipal—						
Non-Local Authority—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Authority—						
Boys	48	1,091	10,770	11,861	10,373	8,928
Girls	24	354	4,566	4,920	4,328	4,038
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	28	80	1,232	1,312	1,314	990
Girls	9	97	378	475	487	396
Municipal Local Authority—						
Boys	9	2	1,140	1,142	1,077	983
Girls	12	57	1,517	1,574	1,283	1,154
Unaided—						
Boys	5	49	638	687	552	517
Girls	3	...	421	421	349	321
Total—						
Boys	470	6,146	47,238	53,384	51,123	40,065
Girls	98	1,214	10,946	12,160	11,085	9,203
Total ...	568	7,360	58,184	65,544	62,208	49,268
Abstract—Northern Division						
Government—						
Boys	8	69	688	757	737	628
Girls	1	37	193	230	237	197
District Local Board—						
Boys	1,397	17,101	99,428	116,529	114,194	86,581
Girls	212	2,368	14,664	17,032	16,253	12,077
Municipal—						
Non-Local Authority—						
Boys	52	1,514	8,269	9,783	9,868	8,072
Girls	21	515	3,752	4,267	4,322	3,330
Local Authority—						
Boys	176	3,485	35,921	38,806	36,296	30,420
Girls	87	1,669	16,001	17,670	16,740	13,355

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
3,63,439	29,186	44,991	4,37,616	11 9	9 9
47,820	...	5,919	53,739	11 9	10 5
...	...	...	...	...	...
...	...	...	...	...	...
71,209	...	95,775	1,66,984	16 2	6 14
31,982	...	47,719	79,701	18 7	7 6
...	...	...	...	...	...
...	...	...	...	...	...
4,630	195	8,583	13,408	10 3	3 8
2,392	8	11,707	14,107	28 13	4 15
6,957	...	9,118	16,075	14 9	6 7
7,166	...	22,895	30,061	23 7	5 9
...	...	9,794	9,794	17 12	...
...	...	6,065	6,065	17 6	...
4,46,295	29,381	1,68,261	6,43,877	12 10	8 12
89,360	8	94,305	1,83,673	16 10	8 1
5,35,595	29,389	2,62,566	8,27,550	13 5	8 10
17,019	821	...	17,840	24 3	23 1
5,589	...	...	5,589	23 7	23 7
13,64,567	78,141	1,26,485	15,69,193	13 12	11 1
2,09,759	...	18,465	2,28,224	14 1	12 15
66,001	6,146	50,304	1,22,451	12 7	6 11
28,608	...	23,802	52,410	12 2	6 10
1,44,181	3,494	5,37,213	6,84,888	18 14	4 0
76,084	43	2,66,993	3,43,120	20 8	4 9

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*concld.*						
Abstract—Northern Division— concld.						
Aided by—						
Government—						
Boys	1	73	58	131	132	117
Girls	2	173	242	415	390	341
District Local Board—						
Boys	308	721	11,318	12,039	10,556	8,289
Girls	40	312	2,051	2,363	2,320	1,883
Municipal Local Authority—						
Boys	50	67	4,825	4,892	4,705	4,065
Girls	40	385	4,718	5,103	4,680	3,732
Unaided—						
Boys	29	50	1,523	1,573	1,350	1,185
Girls	5	62	756	818	751	601
Total—						
Boys	2,021	23,080	161,430	184,510	177,838	139,357
Girls	408	5,521	42,377	47,898	45,693	35,516
Grand Total ...	2,429	28,601	203,807	232,408	223,531	174,873
SOUTHERN DIVISION.						
Dharwar—						
Government—						
Boys	2	63	470	533	530	466
Girls	2	68	400	468	440	402
District Local Board—						
Boys	524	4,049	34,603	38,652	39,834	25,540
Girls	78	39	4,439	4,478	4,109	2,732
Municipal—						
Non-Local Authority—						
Boys	15	569	2,530	3,099	3,051	2,099
Girls	8	27	1,051	1,078	1,069	711
Local Authority—						
Boys	48	1,546	9,519	11,065	11,008	7,844
Girls	25	290	4,519	4,809	4,658	3,385
Aided by—						
District Local Board—						
Boys	130	51	5,248	5,299	5,189	4,499
Girls	...	...	...	...	...	...
Municipal Local Authority—						
Boys	17	116	1,589	1,705	1,625	1,362
Girls	3	39	229	268	268	205

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
1,235	...	1,914	3,149	28 14	9 6
4,295	...	7,127	11,422	29 5	11 0
33,075	3,891	1,18,433	1,55,399	14 11	12 2
10,027	87	26,679	36,793	15 14	4 5
21,655	618	36,470	58,743	12 8	4 10
23,386	256	52,449	76,091	16 6	5 0
...	22	18,033	18,055	13 6	...
...	...	17,108	17,108	22 12	...
16,47,733	93,073	8,88,852	26,29,658	14 12	9 4
3,57,748	386	4,12,623	7,70,757	16 14	7 13
20,05,481	93,459	13,01,475	34,00,415	15 4	9 0
8,689	729	...	9,418	17 12	16 6
9,696	...	...	9,696	22 1	22 1
4,09,792	14,069	41,202	4,65,063	11 11	10 5
97,743	...	7,684	1,05,427	25 11	23 13
23,979	792	12,349	37,060	12 2	7 14
8,926	...	4,596	13,522	12 10	8 6
68,051	...	91,209	1,59,260	14 7	6 3
25,239	...	39,309	64,548	13 14	5 7
11,906	3,916	15,147	30,969	5 15	2 5
...	...	...	...	...	...
5,398	946	11,354	17,698	10 14	3 5
593	...	1,867	2,460	9 3	2 3

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SOUTHERN DIVISION—*contd.*						
Dharwar—*concld.*						
Unaided—						
Boys	16	82	1,504	1,586	1,562	1,368
Girls	1	...	65	65	48	39
Total—						
Boys	752	6,476	55,463	61,939	62,799	43,118
Girls	117	463	10,703	11,166	10,592	7,424
Total ...	869	6,939	66,166	73,105	73,391	50,542
Belgaum—						
Government—						
Boys	...	...	...	...	...	...
Girls	1	...	60	60	62	58
District Local Board—						
Boys	582	5,276	34,999	40,275	39,818	28,858
Girls	59	97	3,780	3,877	3,693	2,581
Municipal—						
Non-Local Authority—						
Boys	27	1,154	5,641	6,795	6,686	4,930
Girls	14	149	2,188	2,337	2,234	1,639
Local Authority—						
Boys	8	189	1,397	1,586	1,558	1,233
Girls	3	15	227	242	230	176
Aided by—						
District Local Board—						
Boys	38	163	1,979	2,142	2,074	1,768
Girls	2	...	92	92	59	59
Municipal Local Authority—						
Boys	3	22	143	165	163	130
Girls	2	...	219	219	205	165
Unaided—						
Boys	18	...	524	524	477	401
Girls	1	3	108	111	116	87
Total—						
Boys	676	6,804	44,683	51,487	50,776	37,320
Girls	82	264	6,674	6,938	6,599	4,765
Total ...	758	7,068	51,357	58,425	57,375	42,085

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	378	13,154	13,532	8 11	...
...	...	200	200	4 3	...
5,27,815	20,770	1,84,415	7,33,000	31 11	8 6
1,42,197	...	53,656	1,95,853	18 8	13 7
6,70,012	20,770	2,38,071	9,28,853	12 10	9 1
...	...	..	...	..	.....
1,931	...	...	1,931	32 2	32 2
3,46,877	24	1,40,867	4,87,768	12 4	8 11
36,367	...	14,073	50,440	13 11	9 14
63,737	714	23,952	88,403	13 4	9 9
21,920	...	8,484	30,404	13 10	9 13
8,840	8	14,044	22,892	14 11	5 11
1,627	...	2,208	3,835	16 11	7 1
6,299	3,721	15,169	25,189	12 2	3 1
462	...	1,100	1,562	26 8	7 13
203	...	1,699	1,902	11 11	1 4
...	...	2,312	2,812	11 4	...
...	612	2,039	2,651	5 9	...
...	...	250	250	2 2	...
4,25,956	5,079	1,97,770	6,28,805	12 6	8 6
62,307	...	28,427	90,734	13 12	9 7
4,88,263	5,079	2,26,197	7,19,539	12 9	8 8

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SOUTHERN DIVISION—*contd.*						
Bijapur—						
Government—						
Boys	1	5	102	107	120	113
Girls	3	3	126	129	122	115
District Local Board—						
Boys	375	3,096	21,140	24,236	23,114	17,888
Girls	38	49	2,005	2,054	1,943	1,380
Municipal—						
Non-Local Authority—						
Boys	9	175	1,135	1,310	1,275	892
Girls	3	16	324	340	324	241
Local Authority—						
Boys	27	712	3,980	4,692	4,453	3,239
Girls	13	84	1,488	1,572	1,551	1,037
Aided by—						
District Local Board—						
Boys	91	188	3,349	3,537	3,478	2,933
Girls	5	4	238	242	237	191
Municipal Local Authority—						
Boys	6	...	627	627	601	456
Girls	1	...	80	80	80	68
Unaided—						
Boys	14	9	346	355	356	301
Girls	...	...	...	...	...	...
Total—						
Boys	523	4,185	30,679	34,864	33,397	25,822
Girls	63	156	4,261	4,417	4,257	3,032
Total ...	586	4,341	34,940	39,281	37,654	28,854
Kanara—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	246	1,102	12,156	15,558	12,766	9,871
Girls	21	99	1,235	1,334	1,284	960
Municipal—						
Non-Local Authority—						
Boys	23	557	3,371	3,928	3,787	3,035
Girls	8	137	1,099	1,236	1,185	914
Local Authority—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
2,580	...	...	2,580	21 8	21 8
2,753	...	...	2,753	22 9	22 9
3,23,449	11,941	36,133	3,71,522	16 1	13 15
30,137	...	338	30,475	15 10	15 8
13,277	122	6,639	20,038	11 9	7 11
3,388	...	1,694	5,082	15 10	10 7
29,096	175	40,656	69,867	15 11	6 8
12,733	...	20,167	32,900	21 3	8 3
9,874	1,517	6,196	17,587	5 1	2 13
1,477	...	4,214	5,691	24 0	6 3
1,742	228	1,772	3,742	6 4	2 14
308	...	22	330	4 2	3 14
...	250	1,550	1,800	5 0	...
...	...	...	...	...	...
3,79,957	14,233	92,946	4,87,136	14 9	11 6
50,796	...	26,435	77,231	18 2	11 15
4,30,753	14,233	1,19,381	5,64,367	14 15	11 6
...	...	...	...	...	...
...	...	...	...	...	...
1,84,782	6,944	32,403	2,24,129	17 9	14 7
19,691	...	...	19,691	15 5	15 5
41,328	2,069	17,657	61,054	16 2	10 15
9,392	...	4,696	14,088	11 14	7 15
...	...	...	...	...	...
...	...	...	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SOUTHERN DIVISION—*concld.*						
Kanara—*concld.*						
Aided by—						
District Local Board—						
Boys	45	35	1,771	1,806	1,741	1,491
Girls	2	...	83	83	81	74
Unaided—						
Boys	9	7	296	303	290	222
Girls	...	...	...	...	...	...
Total—						
Boys	323	2,001	17,594	19,595	18,584	14,619
Girls	31	236	2,417	2,653	2,550	1,948
Total ...	354	2,237	20,011	22,248	21,134	16,567
Abstract—Southern Division.						
Government—						
Boys	8	68	572	640	650	579
Girls	6	71	586	657	624	575
District Local Board—						
Boys	1,727	13,823	102,898	116,721	115,532	82,157
Girls	196	284	11,459	11,743	11,029	7,653
Municipal—						
Non-Local Authority—						
Boys	74	2,455	12,677	15,132	14,799	10,956
Girls	38	329	4,662	4,991	4,512	3,505
Local Authority—						
Boys	83	2,447	14,896	17,343	17,019	12,316
Girls	41	389	6,234	6,623	6,439	4,548
Aided by—						
District Local Board—						
Boys	304	437	12,347	12,784	12,482	10,631
Girls	9	4	413	417	377	324
Municipal Local Authority—						
Boys	26	138	2,359	2,497	2,389	1,948
Girls	6	39	528	567	553	488
Unaided—						
Boys	57	98	2,670	2,768	2,685	2,292
Girls	2	3	173	176	164	126
Total—						
Boys	2,274	19,466	148,419	167,885	165,556	120,879
Girls	293	1,119	24,055	25,174	23,998	17,169
Grand Total ...	2,567	20,585	172,474	193,059	189,554	138,048

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
3,169	1,196	5,930	10,295	5 15	1 13
90	...	137	227	2 13	1 2
...	100	850	950	3 4	...
...	...	...	...	...	...
2,29,279	10,309	56,840	2,96,428	12 15	12 5
29,173	...	4,833	34,006	13 5	11 7
2,58,452	10,309	61,673	3,30,434	15 10	12 4
11,269	729	...	11,998	18 7	17 5
14,380	...	...	14,380	23 3	23 3
12,64,899	32,978	2,50,605	15,48,482	13 6	10 15
1,83,938	...	22,095	2,06,033	18 11	16 11
1,42,321	3,637	60,597	2,06,555	13 15	9 10
43,626	...	19,470	63,096	13 2	9 1
1,05,927	183	1,45,909	2,52,019	14 13	6 4
39,599	...	61,684	1,01,283	15 12	6 3
31,248	10,350	42,442	84,040	6 12	2 8
2,029	...	5,451	7,480	19 13	5 6
7,343	1,174	14,825	23,342	9 12	3 1
901	...	4,201	5,102	9 4	1 10
...	1,340	17,593	18,933	7 1	...
...	...	450	450	2 12	...
15,63,007	50,391	5,31,971	21,45,369	12 15	9 8
2,84,473	...	1,13,351	3,97,824	16 9	11 14
18,47,480	50,391	6,45,322	25,43,193	13 7	9 12

SUBSIDIARY FORM

District and Name of Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SIND.						
Karachi—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	80	798	3,774	4,512	4,063	3,425
Girls	...	...	...	...	...	...
Municipal—						
Non-Local Authority—						
Boys	3	44	467	511	498	410
Girls	2	7	240	247	242	186
Local Authority—						
Boys	88	71	11,432	11,503	11,361	9,336
Girls	41	150	4,697	4,847	5,106	3,924
Aided by—						
Government—						
Boys ...	94	146	4,182	4,328	4,132	3,771
Girls ...	21	30	1,046	1,076	1,038	884
District Local Board—						
Boys	5	22	179	201	176	149
Girls	...	...	...	...	...	...
Municipal Local Authority—						
Boys	31	23	4,878	4,901	4,721	4,030
Girls	22	136	3,467	3,603	3,785	3,162
Unaided—						
Boys	1	...	13	13	13	10
Girls	...	...	...	...	...	...
Total—						
Boys	302	1,044	24,925	25,969	24,964	21,181
Girls	86	323	9,450	9,773	10,171	8,156
Total ...	388	1,367	34,375	35,742	35,135	29,287
Hyderabad—						
Government—						
Boys	1	3	265	268	259	218
Girls	1	39	177	216	185	165
District Local Board—						
Boys	168	1,165	6,057	7,222	7,209	6,845
Girls	8	6	343	349	361	294
Municipal—						
Non-Local Authority—						
Boys	4	89	807	896	939	758
Girls	1	...	20	20	26	22
Local Authority—						
Boys	18	96	2,497	2,593	2,610	2,154
Girls	9	5	904	909	995	829

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
.....	.....	.....	.....	...	...
.....	.....	.....	.....	...	...
46,182	.....	32,470	78,652	19 6	11 6
.....	.....	.....	.....	...	...
6,386	.....	3,192	9,578	19 4	12 13
3,098	.....	1,549	4,647	19 3	12 13
1,65,939	200	1,87,150	3,53,289	31 2	14 9
88,048	.....	1,13,787	2,01,835	39 8	17 4
24,984	.....	49,968	74,952	18 2	6 1
8,884	.....	13,767	22,651	21 19	8 9
717	.....	1,771	2,488	14 2	4 1
.....	.....	.....	.....	...	...
32,036	7,218	35,795	75,049	15 14	6 12
28,878	6,812	40,694	76,384	20 3	7 10
.....	.....	550	550	42 5	...
.....	.....	.....	.....	...	...
2,76,244	7,418	3,10,896	5,94,558	23 12	11 1
1,28,908	6,812	1,69,797	3,05,517	30 1	12 11
4,05,152	14,230	4,80,693	9,00,075	25 10	11 9
5,584	496	.....	6,080	23 4	21 6
4,906	.....	.....	4,906	26 8	26 8
1,09,329	.....	64,675	1,74,004	24 2	15 3
7,243	.....	3,755	10,998	30 7	20 2
5,989	.....	8,193	14,182	15 2	6 6
2,147	.....	863	3,010	115 12	82 9
16,883	1,782	38,194	56,859	21 13	6 7
6,433	.....	17,315	23,748	23 14	6 7

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SIND—*contd.*						
Hyderabad—*concld.*						
Aided by—						
Government—						
Boys	101	197	3,134	3,331	2,922	2,729
Girls	22	1	665	666	571	503
District Local Board—						
Boys	5	21	143	164	166	139
Girls	3	15	216	231	236	221
Municipal Local Authority—						
Boys	14	...	3,240	3,240	3,110	2,786
Girls	11	168	1,482	1,650	1,615	1,414
Unaided—						
Boys	3	...	223	223	205	177
Girls	3	4	405	409	353	314
Total—						
Boys	314	1,571	16,366	17,937	17,420	15,806
Girls	58	238	4,212	4,450	4,342	3,762
Total ...	372	1,809	20,578	22,387	21,762	19,568
Thar and Parkar—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	107	736	4,123	4,859	4,639	3,944
Girls	12	42	770	812	776	655
Municipal—						
Non-Local Authority—						
Boys	1	18	90	108	113	85
Girls	1	3	47	50	53	40
Local Authority—						
Boys	1	...	325	325	305	244
Girls	1	3	119	122	125	101
Aided by—						
Government—						
Boys	52	90	1,551	1,641	1,554	1,475
Girls	3	2	87	89	81	77
District Local Board—						
Boys	1	8	21	29	29	27
Girls	1	...	20	20	18	15
Municipal Local Authority—						
Boys	...	...	...	...	...	...
Girls	1	...	70	70	63	42

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
21,983	...	43,966	65,949	22 9	7 8
4,742	...	9,484	14,226	24 15	8 5
1,085	...	7,437	8,522	51 5	6 9
1,205	...	4,362	5,567	23 9	5 2
11,518	39,460	22,127	73,105	23 8	3 11
8,759	14,064	20,244	43,067	26 11	5 7
...	3,250	7,194	10,444	50 15	...
...	765	2,484	3,249	9 3	...
1,72,921	44,988	1,91,786	4,09,095	23 8	9 14
35,435	14,829	58,507	1,08,771	25 1	8 3
2,07,756	59,817	2,50,293	5,17,866	23 13	9 9
...	...	...	...	...	...
...	...	...	...	...	...
75,438	...	40,179	1,15,617	24 15	16 4
12,515	...	6,648	19,163	24 11	16 2
2,000	...	659	2,659	23 8	17 11
936	...	309	1,245	23 8	17 11
3,933	...	4,098	7,431	24 6	10 15
...	...	2,043	2,043	16 6	...
6,946	...	13,892	20,838	13 7	4 8
530	...	1,060	1,590	19 10	6 9
100	...	80	180	6 3	3 7
25	...	137	162	9 0	1 6
...	...	...	...	...	...
66	...	920	986	15 10	1 1

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SIND—*contd.*						
Thar and Parkar—*concld.*						
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	162	852	6,110	6,962	6,640	5,775
Girls	19	50	1,113	1,163	1,116	930
Total ...	181	902	7,223	8,125	7,756	6,705
Nawabshah—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	137	1,182	7,149	8,331	8,106	6,721
Girls	7	37	417	454	451	366
Municipal—						
Non-Local Authority—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Authority—						
Boys	3	...	811	811	771	613
Girls	1	...	88	88	88	76
Aided by—						
Government—						
Boys	102	211	3,554	3,765	3,668	3,170
Girls	21	4	534	538	556	492
District Local Board—						
Boys	3	13	88	101	109	96
Girls	5	24	504	528	526	448
Municipal Local Authority—						
Boys	2	...	338	338	326	286
Girls	...	...	...	...	...	...
Unaided—						
Boys	1	...	27	27	41	36
Girls	...	...	...	...	...	...
Total—						
Boys	248	1,406	11,967	13,373	13,021	10,922
Girls	34	65	1,543	1,608	1,621	1,382
Total ...	282	1,471	13,510	14,981	14,642	12,304

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
87,817	...	58,908	1,46,725	22 2	13 4
14,072	...	11,117	25,189	22 9	12 10
1,01,889	...	70,025	1,71,914	22 3	13 2
...	...	...	...	...	...
...	...	...	...	...	...
1,47,992	...	41,189	1,89,181	23 5	18 4
8,151	...	4,075	12,226	27 2	18 1
...	...	...	...	...	...
...	...	...	...	...	...
6,005	...	8,519	14,524	18 13	7 13
539	...	539	1,078	12 4	6 2
23,033	...	31,394	54,427	14 13	6 4
2,711	...	4,109	6,820	12 4	4 14
324	366	901	1,591	14 10	3 0
2,643	351	2,871	5,865	11 2	5 0
689	632	2,025	3,346	10 4	2 2
...	...	...	...	...	...
...	200	250	450	11 0	...
...	...	...	...	...	...
1,73,043	1,198	84,278	2,63,519	20 4	13 11
14,044	351	11,594	25,989	16 1	8 11
1,92,087	1,549	95,872	2,89,508	19 12	13 2

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SIND—*contd.*						
Sukkur—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	161	1,809	8,429	10,238	9,966	8,262
Girls	10	40	400	440	441	339
Municipal—						
Non-Local Authority—						
Boys	1	15	200	215	216	200
Girls	1	...	41	41	43	35
Local Authority—						
Boys	18	154	4,638	4,792	4,590	3,806
Girls	10	18	2,025	2,043	1,944	1,431
Aided by—						
Government—						
Boys	108	180	3,609	3,789	3,639	2,874
Girls	21	2	664	666	525	498
District Local Board—						
Boys	...	...	...	...	...	...
Girls	1	...	52	52	51	35
Municipal Local Authority—						
Boys	23	13	2,824	2,837	2,676	2,376
Girls	12	38	1,902	1,940	1,886	1,472
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	311	2,171	19,700	21,871	21,087	17,518
Girls	55	98	5,084	5,182	4,890	3,810
Total ...	366	2,269	24,784	27,053	25,977	21,328
Upper Sind Frontier—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	77	536	3,162	3,698	3,549	3,062
Girls	1	...	67	67	51	46
Municipal—						
Non-Local Authority—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Authority—						
Boys ...	2	26	658	684	674	566
Girls	2	1	102	103	107	66

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
1,77,352	...	49,156	2,26,508	22 12	17 13
7,341	...	2,095	9,376	21 4	16 10
3,032	...	2,091	5,123	23 11	14 1
755	...	...	755	17 9	17 9
31,152	1,773	56,592	89,517	19 8	6 13
11,780	...	21,853	33,633	17 5	6 1
22,362	...	32,684	55,046	15 2	6 3
2,479	...	4,167	6,646	12 11	4 12
...	...	...	...	...	...
48	...	196	244	4 13	0 15
9,584	2,505	22,332	34,421	12 14	3 9
8,061	2,280	22,504	32,845	17 7	4 4
...	...	...	...	...	...
...	...	...	...	...	...
2,43,482	4,278	1,62,855	4,10,615	19 8	11 9
30,464	2,280	50,755	83,499	17 1	6 4
2,73,946	6,558	2,13,610	4,94,114	19 2	10 9
...	...	...	...	...	...
...	...	...	...	...	...
72,338	...	33,531	1,05,869	29 13	20 6
531	...	266	797	15 10	10 7
...	...	...	...	...	...
...	...	...	...	...	...
5,095	...	7,771	12,866	19 1	7 9
1,410	...	1,480	2,890	27 0	13 3

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SIND—concld.						
Upper Sind Frontier—*concld.*						
Aided by—						
Government—						
Boys	50	114	1,532	1,646	1,605	1,333
Girls	2	...	49	49	42	40
District Local Board—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Municipal Local Authority—						
Boys	1	...	170	170	170	130
Girls	1	...	39	39	32	19
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	130	676	5,522	6,198	5,998	5,091
Girls	6	1	257	258	232	171
Total ...	136	677	5,779	6,456	6,230	5,262
Larkana—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	169	1,989	9,151	11,140	11,094	8,784
Girls	11	11	345	356	377	270
Municipal—						
Non-Local Authority—						
Boys	1	...	252	252	248	200
Girls	1	...	68	68	67	55
Local Authority—						
Boys	6	61	1,274	1,335	1,343	1,135
Girls	2	...	220	220	207	153
Aided by—						
Government—						
Boys	91	165	3,244	3,409	3,356	2,949
Girls	27	10	811	821	782	760

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
6,295	...	2,500	8,795	5 8	3 15
96	...	100	196	4 11	2 5
...	...	...	...	...	...
...	...	...	...	...	...
100	686	774	1,560	9 3	0 9
...	...	694	694	21 2	...
...	...	...	...	...	...
...	...	...	...	...	...
89,828	686	44,576	1,29,090	21 8	14 0
2,037	...	2,540	4,577	19 12	8 12
85,865	686	47,116	1,33,667	21 7	13 12
...	...	...	...	...	...
...	...	...	...	...	...
1,54,093	...	41,382	1,95,475	17 10	13 14
11,007	...	2,960	13,967	37 1	29 3
1,101	...	1,622	2,723	11 0	4 7
656	...	705	1,361	20 5	9 13
14,049	...	16,121	30,170	22 7	10 7
679	...	1,802	2,481	12 0	3 4
15,954	...	4,550	20,504	6 2	4 12
3,007	...	1,350	4,357	5 9	3 14

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SIND—*contd.*						
Larkana—*concld.*						
Aided by—*contd.*						
District Local Board—						
Boys	...	...	...	...	...	...
Girls	1	1	96	97	75	55
Municipal Local Authority—						
Boys	3	1	244	245	166	135
Girls	2	22	355	377	410	345
Unaided—						
Boys	1	...	109	109	105	93
Girls	...	...	...	...	...	...
Total—						
Boys	271	2,216	14,274	16,490	16,312	13,246
Girls	44	44	1,895	1,939	1,918	1,638
Total ...	315	2,260	16,169	18,429	18,230	14,884
Dadu—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	112	1,458	5,892	7,350	7,289	5,928
Girls	10	29	458	487	465	342
Municipal—						
Non-Local Authority—						
Boys	6	77	1,063	1,140	1,100	884
Girls	4	9	333	342	348	260
Local Authority—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Aided by—						
Government—						
Boys	96	119	2,980	3,099	2,886	2,462
Girls	27	10	673	683	616	575
District Local Board—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Municipal Local Authority—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
376	...	626	1,002	13 6	5 0
143	673	383	1,199	7 4	1 0
937	1,570	2,359	4,866	11 14	2 5
...	...	552	552	5 4	...
...	...	...	...	...	...
1,85,340	673	64,610	2,50,623	15 6	11 6
16,662	1,570	9,802	28,034	14 10	8 11
2,02,002	2,243	74,412	2,78,657	15 5	11 1
...	...	...	...	...	...
...	...	...	...	...	...
1,29,204	...	25,017	1,54,221	21 3	17 12
8,342	...	1,605	9,947	21 6	17 15
13,644	...	9,611	23,255	21 2	12 6
4,324	...	3,033	7,357	21 2	12 7
...	...	...	...	...	...
...	...	...	...	...	...
15,791	...	4,800	20,591	7 2	5 8
4,011	...	1,950	5,861	8 11	6 8
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SIND—*concld.*						
Dadu—*concld.*						
Unaided—						
Boys	1	...	38	38	40	31
Girls	...	...	...	...	...	...
Total—						
Boys	215	1,654	9,973	11,627	11,315	9,305
Girls	41	48	1,464	1,512	1,429	1,177
Total ...	256	1,702	11,437	13,139	12,744	10,482
Abstract, Sind—						
Government—						
Boys	1	3	265	268	259	218
Girls	1	39	177	216	185	165
District Local Board—						
Boys	1,011	9,613	47,737	57,350	55,915	46,921
Girls	59	165	2,800	2,965	2,922	2,312
Municipal—						
Non-Local Authority—						
Boys	16	243	2,879	3,122	3,114	2,537
Girls	10	19	749	768	779	598
Local Authority—						
Boys	196	408	21,635	22,043	21,654	17,854
Girls	66	177	8,155	8,332	8,572	6,580
Aided by—						
Government—						
Boys	694	1,222	23,786	25,008	23,762	20,763
Girls	144	59	4,529	4,588	4,211	3,829
District Local Board—						
Boys	14	64	431	495	480	411
Girls	11	40	888	928	906	774
Municipal Local Authority—						
Boys	74	37	11,694	11,731	11,169	9,743
Girls	49	364	7,315	7,679	7,791	6,454
Unaided—						
Boys	7	...	410	410	404	347
Girls	8	4	405	409	353	314
Total—						
Boys	1,953	11,590	108,837	120,427	116,757	98,794
Girls	343	867	25,018	25,885	25,719	21,026
Grand Total ...	2,296	12,457	1,33,855	146,312	142,476	119,820

NOS. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost of Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	606	606	15 2	...
...	...	...	...	...	...
1,58,639	...	40,034	1,98,673	17 9	14 0
16,677	...	5,988	22,665	15 14	11 11
1,75,316	...	46,022	2,21,338	17 6	13 10
5,534	496	...	6,030	23 4	21 6
4,906	...	...	4,906	26 8	26 8
9,11,928	...	3,27,599	12,39,527	22 8	16 5
55,130	...	21,344	76,474	26 3	18 14
32,152	...	25,368	57,520	18 8	10 5
11,916	...	6,459	18,375	23 9	15 5
2,42,456	3,755	3,18,445	5,64,656	26 1	11 8
1,08,889	...	1,58,819	2,67,708	31 4	12 14
1,37,348	...	1,83,754	3,21,102	13 8	5 12
26,460	...	35,387	61,847	14 11	6 5
2,226	366	10,189	12,781	26 10	4 10
4,297	351	8,192	12,840	14 3	4 12
54,070	51,174	83,436	1,88,680	16 14	4 13
46,701	24,726	87,415	1,58,842	20 6	6 0
...	3,450	9,152	12,602	31 3	...
...	765	2,484	3,249	9 3	...
13,95,714	59,241	9,57,943	24,02,898	20 9	11 14
2,58,299	25,842	3,20,100	6,04,241	23 8	10 1
16,44,013	85,083	12,78,043	30,07,139	21 2	11 9

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total		
1	2	3	4	5	6	7
Abstract, Bombay Presidency—						
Government—						
Boys	23	492	2,637	3,129	3,091	2,649
Girls	11	168	1,301	1,469	1,390	1,223
District Local Board—						
Boys	9,448	74,163	569,502	643,965	627,922	484,256
Girls	793	3,856	48,752	52,608	49,952	37,014
Municipal—						
Non-Local Authority—						
Boys	332	10,856	57,062	67,918	67,195	53,296
Girls	151	1,793	19,925	21,718	21,223	16,078
Local Authority—						
Boys	842	15,602	160,640	176,242	168,319	135,477
Girls	423	5,115	71,463	76,578	74,488	57,062
Aided by—						
Government—						
Boys	700	1,339	24,266	25,605	24,359	21,286
Girls	152	460	6,342	6,802	6,424	5,726
District Local Board—						
Boys	1,066	1,887	44,984	46,871	44,175	36,926
Girls	95	537	5,124	5,661	5,550	4,589
Municipal Local Authority—						
Boys	333	499	45,275	45,774	43,254	36,873
Girls	160	1,309	21,230	22,539	21,956	17,767
Unaided—						
Boys	189	242	8,297	8,539	7,856	6,670
Girls	12	69	1,395	1,464	1,328	1,085
Grand Total—						
Boys	12,933	105,360	912,668	1,018,049	986,201	777,433
Girls	1,797	13,307	175,532	188,839	182,261	140,544
Total ...	14,730	118,687	1,088,195	1,206,882	1,168,462	917,977

NOS. 4 AND 5—*concld.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
81,359	2,754	...	84,113	27 3	26 5
40,649	...	...	40,649	29 4	29 4
70,48,039	2,20,057	16,55,394	89,23,490	14 8	11 4
6,60,970	...	1,12,269	7,73,239	15 8	13 4
5,66,884	32,726	2,94,750	8,94,360	13 5	8 7
1,79,616	...	1,01,419	2,81,035	13 4	8 7
12,61,173	38,059	28,52,321	41,51,553	24 11	7 8
6,00,468	6,592	14,20,445	20,27,505	27 4	8 1
1,45,220	...	1,88,381	3,33,601	13 11	5 15
53,056	3,064	52,339	1,08,459	16 14	8 4
1,34,383	52,803	3,53,051	5,40,237	12 4	3 0
26,427	452	73,990	1,00,869	18 3	4 12
1,57,897	2,44,609	5,74,639	9,77,145	22 9	3 9
1,00,411	85,466	3,95,021	5,80,898	26 7	4 9
...	15,059	79,014	94,073	11 15	...
...	765	20,582	21,347	16 1	...
93,94,955	6,06,067	59,97,550	1,59,96,572	16 4	9 8
16,61,597	96,339	21,76,065	39,34,001	21 9	9 2
1,10,56,552	7,02,406	81,73,615	1,99,32,573	17 1	9 7

SUBSIDIARY

Statistical Return of Schools for Special or Technical

District and name or class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
ART SCHOOLS.					Rs.
Government.					
Bombay—					
Sir J. J. School of Art (Including the Reay Art Workshop) Bombay.	1	540	498	461	82,784
Ahmedabad—					
School for Drawing and Design, Ahmedabad.	1	31	31	28	.....
Total ...	2	571	529	489	82,784
Aided.					
Surat—					
Drawing and Design Class, Surat.	1	73	80	50	1,278
Total, Art Schools ...	3	644	609	539	84,062
MEDICAL SCHOOLS FOR MEN.					
Government.					
Poona—					
B. J. Medical School, Poona ...	1	318	302	293	35,537
Ahmedabad—					
B. J. Medical School, Ahmedabad.	1	223	209	209	27,618
Hyderabad—					
Medical School, Hyderabad ...	1	115	122	112	35,626
Total ...	3	656	633	614	98,781
Recognized.					
Bombay—					
National Medical College, Bombay	1	224	225	200	.....
Total, Medical Schools for Men...	4	880	858	814	98,781
TRAINING INSTITUTIONS FOR MEN.					
Government.					
Thana—					
Training School, Bordi ...	1	31	30	29	9,564
Poona—					
Training College for Men, Poona.	1	193	197	181	52,881
Urdu Training School, Poona ...	1	62	62	59	20,678
Rural Training School, Loni ...	1	30	30	29	9,868
Training College, Dhulia ...	1	96	100	96	28,881

FORM No. 6.

Training for the Official Year 1934-35.

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	33,281	...	1,198	1,17,263	235 7	166 4
...	...	95	...	...	95	3 1	...
...	...	33,376	...	1,198	1,17,358	...	...
...	300	438	624	1,221	3,861	48 4	16 0
...	300	33,814	624	2,419	1,21,219	...	...
...	...	27,980	...	...	63,517	210 5	117 11
...	...	24,280	...	54	51,952	248 9	132 2
200	...	12,068	...	...	47,894	392 9	292 0
200	...	64,328	...	54	1,63,363	258 1	156 1
...	...	29,792	61	1,864	31,717	140 15	...
200	...	94,120	61	1,918	1,95,080	227 6	115 2
...	...	...	...	4	9,868	328 15	328 13
...	1,665	...	...	1,254	55,800	298 6	282 13
...	868	...	...	404	21,945	353 15	333 8
...	...	...	...	364	10,232	341 1	328 15
...	1,067	...	...	1,055	31,003	310 0	288 13

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
TRAINING INSTITUTIONS FOR MEN—*concld.*					
Government—concld.					
Ahmedabad—					
P. R. Training College for Men, Ahmedabad.	1	88	90	85	31,437
Urdu Training School, Ahmedabad.	1	30	30	29	8,773
Dharwar—					
Training School for Men, Dharwar.	1	30	31	29	16,971
Hyderabad—					
Training College for Men, Hyderabad, Sind.	1	78	78	76	32,217
Total ...	9	626	638	613	2,11,570
Aided.					
Ahmednagar—					
Union Training College, Ahmednagar.	1	70	69	66	4,554*
Broach—					
Vocational Training School, Ankleshwar.	1	15	15	15	750
Total ...	2	85	84	81	5,304
Total, Training Institutions for Men.	11	713	722	694	2,16,874

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	31,437	349 5	349 5
...	...	...	...	...	8,773	292 7	292 7
...	...	...	...	72	17,043	549 12	547 7
...	...	...	...	...	32,217	413 1	413 1
...	3,595	...	...	8,153	2,18,318	342 8	331 10
...	...	1,786	...	5,883	12,223	177 2	66 0
...	...	...	...	919	1,669	111 4	50 0
...	...	1,786	...	6,802	13,892	165 6	63 2
...	3,595	1,786	...	9,955	2,32,210	321 10	300 6

* Including a drawing grant of Rs. 154.

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TRAINING INSTITUTIONS FOR WOMEN—FOR EUROPEANS AND ANGLO-INDIANS.					Rs.
Aided.					
Bombay—					
Convent Normal Class, Clare Road, Bombay.	1	48	42	39	3,000
Poona—					
St. Mary's Training College, Poona.	1	26	28	27	7,200
Total ...	2	74	70	66	10,200
ENGLISH-TEACHING.					
Recognized.					
Bombay Suburban District—					
St. Teresa's Convent Normal Class, Santa-Cruz.	1	22	23	20	.....
TRAINING INSTITUTIONS FOR WOMEN—FOR INDIANS.					
Government.					
Poona—					
Training College for Women, Poona.	1	88	87	83	34,548
Urdu Training School for Women, Poona.	1	40	42	41	15,336
Ahmedabad—					
Mahalaxmi Training College for Women, Ahmedabad.	1	37	39	36	21,059
Dharwar—					
Training College for Women, Dharwar.	1	25	25	23	28,350
Hyderabad—					
Training College for Women, Hyderabad.	1	27	27	25	18,195
Total ...	5	217	220	208	1,17,488

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	4,500	...	5,798	13,298	317 0	71 0
...	...	4,246	...	2,948	14,394	257 0	5 0
...	...	8,746	...	8,746	27,692	396 0	146 0
...	...	1,501	...	1,498	2,999	130 0	...
...	3,037	...	1,750	193	39,528	454 6	397 2
...	1,170	...	...	785	17,291	411 11	365 2
...	...	...	...	235	21,294	546 0	539 15
...	...	...	...	...	28,350	1,194 0	1,194 0
...	...	...	...	...	18,195	673 14	673 14
...	4,207	...	1,750	1,213	1,24,658	566 10	534 1

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TRAINING INSTITUTIONS FOR WOMEN—FOR INDIANS—*concld.*					Rs.
Municipal.					
Bombay—					
R. C. Urdu Training Institute for Women, Bombay.	1	22	36	26	... ..
Aided.					
Bombay—					
Vanita Vishram Training College for Women, Girgaon.	1	92	90	75	4,650
Seva Sadan Training College for Women, Grant Road.	1	65	67	60	3,220
Poona—					
B. M. Wadia Seva Sadan Training College for Women, Poona.	1	86	91	82	3,725*
C. S. M. Training College for Women, Poona.	1	48	49	47	5,200
Training College for Women, Hingne Bk.	1	43	43	42	2,000
Sholapur—					
Mary B. Harding Kindergarten Training School, Sholapur.	1	17	18	17	1,479
Ahmednagar—					
St. Monica's Training College for Women, Ahmednagar.	1	15	17	16	3,360
Kaira—					
Mary Brown Memorial Training College for Women, Borsad.	1	48	48	47	4,070
Panch Mahals—					
Methodist Teachers' Training College for Women, Godhra.	1	50	49	47	4,820†
Karachi—					
C. E. Z. Mission Training College, Karachi.	1	13	12	11	960
Total ...	10	477	484	444	33,484
Recognized.					
Sholapur—					
Z. B. M. M. Urdu Normal Class, Sholapur.	1		Temporarily		
Sukkur—					
Ishwaribai Training Classes, Shikarpur.	1	13	12	10	.....
Total ...	2	13	12	10	.....
Total, Training Institutions for Women—For Indians.	18	729	752	688	1,50,972
Total, Training Institutions for Women.	21	825	845	774	1,61,172

* Including a Drawing grant of
† Do. do.

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	8,843	...	...	...	8,843	245 10	...
...	1,000	480	...	7,543	13,673	151 15	51 11
...	1,000	2,988	...	2,157	9,365	139 12	48 1
...	...	1,223	...	4,219	9,167	100 12	40 15
...	...	1,132	...	8,002	14,334	292 8	106 7
...	...	275	...	2,963	5,238	121 13	46 8
...	...	86	...	1,622	3,187	177 1	82 3
...	...	142	...	4,198	7,700	452 15	197 10
...	...	...	...	4,650	8,720	181 11	84 13
...	...	350	...	4,930	10,100	206 2	98 6
...	55	400	...	1,235	2,650	221 13	80 0
...	2,055	7,076	...	41,519	84,134	173 13	69 3
olo sed.							
...	...	...	380	993	1,373	114 7	...
...	...	...	380	993	1,373	114 7	...
...	15,105	7,076	2,130	43,725	2,19,008	291 4	200 12
...	15,105	17,323	2,130	53,969	2,49,699	295 8	190 11

Rs. 155.
Rs. 120.

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
ENGINEERING SCHOOLS FOR BOYS.					Rs.
Government.					
Poona—					
College of Engineering Workshop, Poona.	1	238	240	206	26,764
Aided.					
Karachi—					
Subordinate Engineering Classes attached to the N. E. D. Civil Engineering College, Karachi.	1	96	94	91	2,300
Total, Engineering Schools ...	2	334	334	297	29,064
TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS.					
Government.					
Bombay—					
Reay Art Workshop (Sir J. J. School of Art).	(1)	(101)	(78)	(70)	Included in
Poona—					
Government Hand Weaving Institute, Poona.	1	31	35	27	10,451
Ahmedabad—					
R. C. Technical Institute, Ahmedabad.	1	142	146	122	27,373
Surat—					
Technical School, Ahwa ...	1	19	19	16	1,232
Total ...	3 (1)	192 (101)	200 (78)	165 (70)	39,056
District Local Board.					
Ratnagiri—					
School of Industry, Ratnagiri ...	1	216	215	171	6,915
Satara—					
School of Industry, Satara ...	1	39	26	22	843
West Khandesh—					
Technical School, Dhulia ...	1	79	86	59	3,273
Total ...	3	334	327	252	11,031

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	21,855	...	147	48,766	203 3	111 8
...	...	4,304	...	2,735	9,339	99 6	24 8
...	...	26,159	...	2,882	58,105	173 15	87 0
the figures of Sir J. J. School of Art, Bombay.							
...	...	...	...	...	10,451	298 10	298 10
...	15	2,734	...	319	30,441	208 8	187 7
...	...	...	...	...	1,232	64 13	64 13
...	15	2,734	...	319	42,124	210 10	195 4
4,358	...	...	140	3,322	14,635	68 1	32 3
8,406	...	...	...	...	4,249	163 7	32 7
7,595	...	1,045	...	483	12,396	144 2	38 1
15,959	...	1,045	140	3,705	31,280	95 11	33 12

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS—*contd.*					Rs.
Municipal.					
Poona—					
V. J. Municipal Technical School, Poona.	1	58	45	44	2,115*
Sholapur—					
Robertson School of Industry, Pandharpur.	1	30	27	22	844†
Municipal Technical School, Sholapur.	1	88	81	70	1,248
Surat—					
F. S. Parekh Technical Institute, Surat.	1	116	118	90	6,000
Upper Sind Frontier—					
Technical School, Jacobabad ...	1	59	56	48	1,790
Total ...	5	351	327	274	11,997‡
Aided.					
Bombay—					
Victoria Jubilee Technical Institute, Matunga, Bombay.	1	633	629	555	1,22,000
Depressed Class Mission Industrial School, Parel.	1	1 (12)	1 (12)	1 (12)	207
D. N. Poor Boys' Seminary, Industrial School, Chikhalwadi.	1	26 (10)	25 (10)	23 (9)	880
Textile Technical School, Parel ...	1	83	102	84	1,218
Thana—					
A. R. Soonawalla Industrial School, Bordi.	(1)	(198)	(194)	(161)	1,050
C. B. Mission Boys' Industrial School, Palghar.	1	2 (15)	2 (16)	2 (12)	394
A. W. Mission Industrial School, Sanjan.	1	3 (4)	3 (4)	3 (4)	336
Kolaba—					
K. E. S. Topiwalla Industrial School, Alibag.	(1)	(49)	(56)	(48)	1,469
Nasik—					
St. Barnabas' Industrial School, Manmad.	1	41 (79)	41 (80)	39 (71)	1,071
Poona—					
Mission Industrial School, Panch Howd, Poona.	1	8 (25)	10 (26)	9 (25)	1,031
Sir D. M. Petit Industrial School, Sirur.	1	14 (16)	13 (18)	12 (16)	690
D. C. Mission Tailoring Class, Poona.	1	8 (67)	8 (60)	1 (49)	60

* Including a

† Including a

‡ Including a

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	7,311	6	...	183	9,615	213 11	47 0
...	1,209	...	...	...	2,053	76 1	31 4
...	8,758	90	...	2,839	12,935	159 11	15 7
1,000	5,762	2,347	1,825	1,403	18,337	155 7	50 13
500	2,668	...	...	204	5,162	92 3	31 15
1,500	25,708	2,443	1,825	4,629	48,102	147 2	36 11
...	8,000	1,31,131	...	19,329	2,80,460	445 14	193 15
...	...	...	...	1,362	1,569	120 11	15 15
...	...	...	...	2,203	3,083	88 1	25 2
...	400	819	...	1,256	3,693	36 3	11 15
...	...	...	...	2,252	3,302	17 0	5 7
...	...	...	...	1,464	1,858	103 4	21 14
...	...	...	...	1,849	2,185	312 2	48 0
300	100	...	...	6,340	8,209	146 9	26 4
...	...	...	...	5,135	6,206	51 5	8 14
...	...	...	...	4,263	5,294	147 1	28 10
...	...	...	...	3,202	3,892	125 9	22 4
...	...	...	...	519	579	9 3	0 15

Drawing grant of Rs. 166.
Drawing grant of Rs. 14.
Drawing grant of Rs. 180.

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS—*concld.*					Rs.
Aided—concld.					
Ahmednagar—					
S. P. G. Mission Industrial School, Ahmednagar.	1	6 (52)	5 (58)	4 (53)	1,731
Salvation Army Industrial School, Ahmednagar.	1	62	60	56	480
A. M. Vocational School, Vadala.	1	39	41	39	1,200
Kaira—					
M. E. Mission Industrial School, Nadiad.	1	35	34	32	855
I. P. Mission Industrial School, Borsad.	1	37	39	36	1,097
Salvation Army Industrial School, Anand.	1	22	23	20	495
Sarvajanik Deshinama Class, Nadiad.	1	45	44	33	.....
Surat—					
Mahajan Home Industrial School, Surat.	1	75	78	70	660
Sukkur—					
V. J. Technical Institute, Sukkur.	1	66	68	66	1,911
Total ...	19 (2)	1,201 (527)	1,221 (534)	1,085 (460)	1,38,835
Recognized.					
Poona—					
Prof. Jadhav's College of Tailoring and Cutting, Poona.	1	51	49	47	.....
Sholapur—					
Pandharpur Electric Supply Co.'s Wiremen's Class, Pandharpur.	1	20	19	18	.....
Total ...	2	71	68	65	.....
Total, Technical and Industrial Schools for Boys.	32 (3)	2,149 (628)	2,143 (612)	1,841 (530)	2,00,919
TECHNICAL AND INDUSTRIAL SCHOOLS FOR GIRLS.					
Aided.					
Bombay—					
A. S. Patel Academy for Domestic Arts, Fort.	1	52 (41)	50 (35)	28 (27)	750
Do. Chandanwadi.	1	173 (139)	157 (135)	52 (50)	750
S. S. League Mahila Seva Mandal's Industrial School, Parel.	1	161	159	131	610
Do. Girgaum ...	1	151	141	119	275

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	7,301	9,032	143 6	27 8
558	...	...	...	2,407	3,445	57 7	8 0
...	...	...	...	8,834	10,034	244 12	29 4
...	...	...	...	5,029	5,884	173 1	25 2
...	...	12	...	2,946	4,055	103 15	28 2
...	...	...	...	3,485	3,980	173 1	21 8
...	75	8	...	70	153	3 7	...
...	...	...	...	992	1,652	21 3	8 8
900	600	888	1,560	405	6,264	92 2	28 2
1,758	9,175	1,32,858	1,560	80,643	3,64,829	207 14	79 2
...	...	3,272	...	...	3,272	66 12	...
...	...	...	...	1,914	1,914	100 12	...
...	...	3,272	...	1,914	5,186	76 4	...
18,617	34,898	1,42,352	3,525	91,210	4,91,521	178 7	72 15
...	...	1,329	1,103	1,832	5,014	59 0	8 13
...	...	3,836	1,728	...	6,914	21 10	2 9
...	80	3,227	...	1,626	5,543	34 14	3 13
...	...	3,052	...	226	3,553	25 3	1 15

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TECHNICAL AND INDUSTRIAL SCHOOLS FOR GIRLS—*concld.*					Rs.
Aided—concld.					
Bombay—*concld.*					
Industrial Classes of the Bulsara Training Institution, Dhobi Talao.	1	12 (2)	12 (2)	10 (1)	125
Bharat Vidya Mandir Vocational Industrial Classes.	1	64 (5)	49 (4)	33 (3)	100
Franciscan Industrial School, Cumballa Hill.	1	57	58	50	300
Bombay Suburban District—					
Mahila Seva Mandal's Industrial School, Vile Parle.	1	66	58	51	90
Nasik—					
Z. B. & M. M. Industrial School, Manmad.	1	21 (1)	25	23	440
Seva Sadan Sewing Class, Nasik.	1	20	20	18	95
Poona—					
Seva Sadan Work Room Classes, Poona.	1	68 (20)	58 (16)	50 (15)	1,695
Satara—					
Salvation Army's Industrial School, Satara.	1	34	34	32	298
Ahmednagar—					
St. Monica's Industrial School, Ahmednagar.	1	15	17	15	400
Ahmedabad—					
Salvation Army Mission Girls' Industrial School, Ahmedabad.	1	43	40	40	100
Broach—					
The Broach Stree Mandal Adult Women Classes, Broach.	1	85	66	62	100
R. M. Dalal Memorial Adult Ladies Work Class attached to the Motlabai Wadia Girls' High School, Broach.	1	23	17	12	100
Karachi—					
C. E. Z. M. Widows' Industrial School, Karachi.	1	34	34	32	650
Lohana Technical Institute, Karachi.	1	31	27	23	280
Motilbai Chellaram Narishala, Karachi.	1	9	7	6	50
Total ...	19	1,114 (208)	1,029 (192)	782 (96)	7,203
Recognized.					
Bombay Suburban District—					
Bai Avabai Framji Petit Girls' Orphanage, Bombay.	1	36	36	36	.....
Total, Technical and Industrial Schools for Girls.	20	1,150 (208)	1,065 (192)	818 (96)	7,208

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	479	...	356	960	68 9	8
...	...	731	...	302	1,133	21 6	
...	...	...	...	8,233	8,533	147 2	5
...	...	1,120	...	43	1,253	21 10	1 9
...	...	...	...	2,246	2,686	107 7	17 10
...	...	46	...	471	612	30 10	4 12
...	...	546	...	8,003	10,244	138 7	22 14
...	...	...	...	1,546	1,844	54 4	8 12
...	...	...	...	1,851	2,251	132 7	23 8
...	...	...	...	1,915	1,415	35 6	2 8
...	...	...	...	1,271	1,371	20 12	1 8
...	...	242	...	919	1,261	74 3	5 14
...	210	...	10	6,710	7,580	222 15	19 2
...	180	49	608	321	1,438	53 4	10 6
...	60	...	...	554	664	94 14	7 2
...	530	14,657	3,449	37,825	63,669	52 2	5 14
...	...	...	3,303	1,459	4,762	132 4	...
...	530	14,657	6,752	39,284	68,431	54 7	5 12

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
COMMERCIAL SCHOOLS FOR BOYS.					Rs.
Government.					
Bombay—					
Shorthand Classes attached to the Sydenham College of Commerce and Economics, Bombay.	1	9	10	8	.....
Registered Accountants' Class attached to the Sydenham College of Commerce and Economics, Bombay.	1	7	7	5	850
Commercial Classes attached to the Elphinstone High School, Bombay.	1	53	55	46	144
Broach—					
J. D. Vakil Commercial School, Broach.	1	33	34	33	.....
Total ...	4	102	106	92	994
Recognized.					
Bombay—					
Banaji's Tutorial Commercial Class, Gowalia Tank Road.	1	60	49	43	.....
Batliboi's Accountancy Training Institute, Fort.	1	30	25	19	.....
Davar's College of Commerce, Fort.	1	469	264	133	.....
J. N. Petit Parsi Orphanage Commercial Class, Lal Baug, Parel.	1	11 (67)	9 (72)	7 (65)	.....
Sir J. J. Parsi Benevolent Institution Commercial Classes, Fort.	1	31 (25)	35 (27)	31 (24)	.....
Kalbadevi Shorthand and Typewriting Institution, Kalbadevi Road.	1	76	50	50	.....
Padhye's Shorthand and Typewriting Institute, Thakurdwar.	1	106	95	75	.....
Popular Shorthand and Typewriting Institution, Kalbadevi Road.	1	92	103	59	.....
Reliance Commercial School, Bank Street, Fort.	1	40	38	25	.....
Zoroastrian Association Continuation Commercial Classes, Princess Street.	1	33	49	27	.....
Laxmi Tutorial and Commercial Institute, Bombay.	1	102	89	82	.....
The Bombay Institute of Commerce, Fort, Bombay.	1	20	16	13	.....

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Fund.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	1,473	...	...	1,473	147 5	...
...	...	700	...	...	1,550	221 7	121 7
...	...	4,143	...	...	4,287	77 15	2 10
...	...	1,116	1,617	...	2,733	80 6	...
...	...	7,432	1,617	...	10,043	94 12	9 6
...	...	4,275	...	...	4,275	87 4	...
...	...	14,557	...	...	14,557	582 4	...
...	...	52,315	...	...	52,315	198 3	...
...	...	...	...	3,154	3,154	38 15	...
...	...	...	...	1,858	1,858	29 15	...
...	...	3,464	...	...	3,464	69 4	...
...	...	3,185	...	...	3,185	33 8	...
...	...	2,490	...	...	2,490	24 3	...
...	...	2,422	...	...	2,422	63 12	...
...	...	110	...	469	579	11 13	...
...	...	2,583	...	230	2,813	31 10	...
...	...	2,074	...	...	2,074	129 10	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
COMMERCIAL SCHOOLS FOR BOYS—*concld.*					Rs.
Recognised—concld.					
Thana—					
The Shorthand and Typewriting Institute, Thana.	1	35	35	33	.....
Nasik—					
Special Shorthand and Typewriting Institution, Nasik.	1	7	12	9	.....
Poona—					
The Poona School of Commerce, Poona.	1	22	25	20	.....
The Poona Phonetic Institute, Poona.	1	12	19	16	.....
The Shikshana Prasarak Mandali's School of Commerce, Poona.	1	36	32	30	.....
Sholapur—					
The Phonetic Institute, Pandharpur.	1	9	13	10	.....
Ahmedabad—					
Yajnik's Commercial College, Ahmedabad.	1	34	19	16	.....
Surat—					
Smart School of Commerce, Surat.	1	31	28	26	.....
Commercial Class attached to Sarvajanik Middle School, Surat.	1	12	11	9	.....
Bijapur—					
Kotwal's Institute of Accountancy and Banking, Bijapur.	1	6	6	5	.....
Karachi—					
Coronation Commercial College, Karachi.	1	75	62	55	.....
Social Service League Free Commercial College, Karachi.	1	187	57	48	.....
Bulsara Commercial Institute, Karachi.	1	93	75	62	.....
Karachi Academy Commercial Classes, Karachi.	1	4	4	4	.....
Hyderabad—					
N. V. Commercial College, Hyderabad.	1	35	28	21	.....
Total ...	27	1,668 (92)	1,248 (99)	928 (89)	.....
Total, Commercial Schools for Boys.	31	1,770 (92)	1,354 (99)	1,020 (89)	994

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Fund.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	865	...	989	1,854	53 0	...
...	...	508	...	...	508	42 5	...
...	...	900	...	855	1,755	70 3	...
...	...	303	...	...	303	15 15	...
...	...	2,623	...	...	2,623	81 15	...
...	...	557	...	...	557	42 14	...
...	...	1,945	...	...	1,945	102 6	...
...	...	2,101	...	...	2,101	75 1	...
...	...	790	...	293	1,083	98 7	...
...	...	205	...	21	226	37 11	...
...	...	3,180	...	2,351	5,531	89 3	...
...	...	449	...	35	484	8 8	...
...	...	3,024	...	6	3,030	40 6	...
...	...	240	...	...	240	60 0	...
...	...	1,107	...	927	2,034	72 10	...
...	...	1,06,272	...	11,188	1,17,460	87 3	...
...	...	1,13,704	1,617	11,188	1,27,503	87 12	0 11

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
COMMERCIAL SCHOOLS FOR GIRLS FOR ANGLO-INDIANS AND EUROPEANS.					Rs.
Aided.					
Bombay—					
Young Women's Christian Association Commercial School, Bombay.	1	34	27	28	2,200
AGRICULTURAL SCHOOLS FOR BOYS.					
Government.					
West Khandesh—					
Agricultural School, Dhulia ...	1	25	23	22	5,816
Dharwar—					
Agricultural School, Devihosur ...	1	30	30	27	6,171
Total ...	2	55	53	49	11,987
Aided.					
Agricultural School, Rajapur ...	1	19	20	18	.....
Total, Agricultural Schools for Boys.	3	74	73	67	11,987
REFORMATORY SCHOOLS FOR BOYS.					
Government.					
Poona—					
Reformatory School, Yeravda ...	1	191	183	183	36,960
Aided.					
Bombay—					
Willingdon Boys' Home, Byculla.	1	79	96	94	6,207
David Sassoon Industrial and Reformatory Institution, Matunga.	1	358	357	357	62,447
Total ...	2	437	453	451	68,654
Total, Reformatory Schools for Boys.	3	628	636	634	1,05,614

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	5,241	...	...	7,441	276 0	81 0
...	...	...	...	...	5,816	252 14	252 14
...	...	...	...	...	6,171	205 11	205 11
...	...	...	...	...	11,987	226 3	226 3
2,000	...	...	...	881	2,881	144 1	...
2,000	...	...	...	881	14,868	203 11	164 3
...	...	...	...	2,352	39,312	214 13	201 15
...	498	56	...	10,324	17,085	178 0	64 11
...	1,876	1,440	...	9,246	75,009	210 2	174 15
...	2,374	1,496	...	19,570	92,094	203 5	151 9
...	2,374	1,496	...	21,922	1,31,406	206 10	166 1

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
SCHOOLS FOR DEFECTIVES— FOR BOYS.					Rs.
Aided.					
Bombay—					
Bombay Institution for Deaf Mutes, Mazagaon.	1	38	38	30	3,240
Prof. Date's Charitable Dumb and Deaf Institution, Thakurdwar, Bombay.	1	41	42	28	1,000
Victoria Memorial School for the Blind, Tardeo.	1	70	66	61	2,150
American Mission School for the Blind, Dadar.	1	36	36	30	2,299
Bombay New Dumb and Deaf Institution, Kakadwadi, Bombay.	1	25	24	22	200
Poona—					
N. G. Gondhalekar's School for Dumb and Deaf, Poona.	1	39	40	23	400
Ahmedabad—					
School for Deaf and Mutes, Ahmedabad.	1	40	38	34	3,480
Karachi—					
Ida Rieu School for the Blind and Deaf Mutes, Karachi.	1	30	36	34	2,225
Total, Schools for Defectives ...	8	319	320	262	14,994
SCHOOLS FOR ADULTS— FOR MEN.					
SECONDARY.					
Aided.					
Bombay—					
Bradley Night High School, Thakurdwar.	1	127	129	100	970
Poona—					
Poona Night High School, Poona.	1	73	77	59	1,500
Sholapur—					
English Class attached to the Settlement Industrial Night School, Sholapur.	1	16	14	10	90
Karachi—					
Prem Mandali Advanced Night School, Karachi.	1	61	77	50	300
Maratha Advanced Night School, Karachi.	1	60	55	44	115
Total ...	5	337	352	263	2,975

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	900	321	4,047	470	8,978	236 4	85 4
...	...	...	...	4,811	5,811	138 6	23 13
..	1,200	...	3,586	4,947	11,283	170 15	32 9
...	...	...	373	4,665	7,337	203 13	63 14
...	275	252	...	1,175	1,902	79 4	8 5
...	300	...	...	874	1,574	39 6	10 0
...	1,700	...	...	2,630	7,810	205 8	91 9
...	...	...	...	10,146	12,371	343 13	74 3
...	4,375	573	8,006	29,118	57,066	178 5	46 14
...	...	3,320	...	2,708	6,998	54 4	7 8
...	500	2,959	...	2,060	7,019	91 2	17 8
...	...	...	...	...	90	6 7	6 7
...	...	...	...	1,284	1,584	20 9	3 14
...	...	...	...	431	546	9 15	2 1
...	500	6,279	...	6,483	16,237	46 2	8 7

District and name or class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
SCHOOLS FOR ADULTS—FOR MEN—*contd.*					Rs.
SECONDARY—*concld.*					
Recognised.					
Bombay—					
Social Service League's Night High School, Damodar Hall, Parel.	1	86	83	55	.....
Bombay Fort Free Night High School, Fort.	1	59	67	52	.....
Shivaji Night High School, Parel, Bombay.	1	148	110	104	.....
Karachi—					
G. N. S. Advanced Night School, Karachi.	1	74	72	67	.....
Total ...	4	367	332	278	.....
Total, Secondary ...	9	704	684	541	2,975
PRIMARY.					
Government.					
Belgaum—					
Night School, Khanapur ...	1	4	5	5	60
Bijapur—					
Night School, Bijapur ...	1	7	14	12	114
Do. Bagalkot ...	1	14	15	18	142
Do. Indi ...	1	17	17	13	86
Total ...	4	42	51	43	402
District Local Board.					
Kolaba—					
Night Schools	4	59	64	41	186
Poona—					
Night School	1	25	24	19	.....
Ahmednagar—					
Night Schools	6	135	132	88	180
West Khandesh—					
Night Schools	3	65	65	46	.....
Total ...	14	284	285	194	366

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	1,674	...	948	2,622	31 9	...
...	...	6	...	2,661	2,667	39 13	...
...	...	1,823	...	52	1,875	17 1	...
...	...	...	...	984	984	13 11	...
...	...	3,503	...	4,645	8,148	24 9	...
...	500	9,782	...	11,128	24,385	35 8	4 6
...	...	...	...	...	60	12 0	12 0
...	...	...	...	...	114	8 2	8 2
...	...	...	...	...	142	9 7	9 7
...	...	...	...	...	86	5 1	5 1
...	...	...	...	...	402	7 14	7 14
...	...	...	...	...	186	2 15	2 15
83	...	...	...	...	83	3 5	...
...	...	...	...	...	180	1 6	1 6
240	...	...	...	...	240	3 11	...
323	...	...	...	...	689	2 7	1 5

District and name or class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
SCHOOLS FOR ADULTS—FOR MEN—*contd.*					
PRIMARY—*contd.*					
Municipal.					
Bombay—					
Night Schools	5	175	166	111	.....
Poona—					
Night Schools	2	63	59	41	.....
West Khandesh—					
Night School	1	24	25	17	.....
Ahmedabad—					
Night Schools	9	237	209	125	.....
Dharwar—					
Night Schools, Hubli ...	2	128	125	54	178
Bijapur—					
Night Schools, Bijapur ...	4	83	81	50	.....
Karachi—					
Night School	1	30	22	15	281
Hyderabad—					
Night School	1	15	17	11	81
Sukkur—					
Night Schools	2	22	26	14	149
Upper Sind Frontier—					
Night School	1	25	23	18	90
Larkana—					
Night School	1	21	22	17	77
Total ...	29	823	775	473	856
Aided.					
Bombay—					
Night Schools	18	1,001	943	687	.....
Poona—					
Night School	1	22	21	15	53
Satara—					
Night School	1	66	49	44	70
Sholapur—					
Night Schools	6	230	229	176	637

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	3,600	...	...	...	3,600	21 11	...
...	465	...	...	...	465	7 14	...
72	...	...	...	...	72	2 14	...
36	5,309	...	...	2	5,347	25 9	...
...	212	...	...	...	390	3 1	1 7
...	240	...	...	...	240	2 14	...
...	141	...	...	...	422	19 3	12 12
...	81	...	...	...	162	9 8	4 12
...	150	...	...	...	299	11 8	5 11
...	90	...	...	...	180	7 13	3 15
...	99	...	...	...	176	8 0	3 8
108	10,387	...	...	2	11,353	14 10	1 2
...	1,522	534	...	8,667	10,723	11 6	...
...	...	...	...	99	152	7 4	2 8
...	...	...	...	22	92	1 14	1 7
91	...	...	...	...	728	3 3	2 13

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
SCHOOLS FOR ADULTS—FOR MEN—*contd.*					Rs.
PRIMARY—*concld.*					
Aided—concld.					
Ahmedabad—					
Night School	1	25	24	19	42
Broach—					
Night School	1	44	45	33	71
Surat—					
Night Schools	4	115	110	88	211
Dharwar—					
Night Schools	5	141	119	97	375
Belgaum—					
Night School	1	43	39	23	.....
Karachi—					
Night School	1	21	25	19	163
Sukkur—					
Night Schools	8	92	94	58	107
Larkana—					
Night School	1	46	44	38	60
Total ...	43	1,846	1,742	1,292	1,789
Recognized.					
Poona—					
Night School	1	83	81	54	.....
Ahmedabad—					
Night School	1	109	105	43	.....
Surat—					
Night School	1	14	15	12	.....
Larkana—					
Night School	1	70	73	52	.....
Total ...	4	276	274	161	.....
Total, Primary Schools for Adults for Men.	94	8,271	8,127	2,173	3,413

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	10	...	144	196	8 3	1 12
...	...	...	...	210	281	6 4	1 9
...	...	...	...	...	211	1 15	1 15
...	...	...	...	245	620	5 3	3 2
102	...	...	...	398	500	12 13	...
81	...	...	...	281	525	21 0	6 8
...	78	...	...	523	708	7 8	1 2
...	75	...	...	115	250	5 11	1 6
274	1,670	544	...	10,704	14,981	8 10	1 0
...	...	...	...	1,487	1,487	18 6	...
...	...	...	...	890	890	8 8	...
...	...	...	...	120	120	8 0	...
...	...	...	...	612	612	8 6	...
...	...	...	...	3,109	3,109	11 6	...
705	12,057	544	...	13,815	30,534	9 12	1 1

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
SCHOOLS FOR ADULTS—FOR MEN—*concld.*					Rs.
SPECIAL.					
Aided.					
Poona—					
Alegaonkar's Advanced Night School, Kirkee.	1	129	130	97	425
Total of all Schools for Adults for Men.	104	4,104	3,941	2,811	6,813
SCHOOLS FOR ADULTS—FOR WOMEN.					
Aided.					
Bombay—					
Seva Sadan Home Classes, Gamdevi.	1	123	109	76	265
Poona—					
Seva Sadan English and First Aid Classes, Poona.	1	42 (32)	30 (21)	28 (11)	187
Seva Sadan Primary School for grown up Women, Poona.	1	194	170	135	923
Seva Sadan Sewing Class, Baramati.	1	14 (1)	11 (1)	8 (0)	75
Seva Sadan Primary School for grown up Women, Baramati.	1	46 (1)	45 (1)	28 (1)	100
Seva Sadan Sewing Class, Sholapur.	1	29	31	28	50
Total ...	6	448 (34)	396 (23)	303 (12)	1,600
Recognised.					
Bombay—					
Women's Indian Association's Training Class, Chaupati.	1	61	61	20	.....
Women's Indian Association's Training Class, Fort.	1	61	57	20	.....
Social Training Centre for Women, University Settlement, Byculla, Bombay.	1	9	9	8	.....
Surat—					
Night School	1	13	18	4	.....
Total ...	4	144	145	52	.....
Total, Schools for Adults for Women.	10	592 (34)	541 (23)	355 (12)	1,600

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	74	...	2,633	3,132	24 1	3 4
705	12,557	10,400	...	27,576	58,051	14 12	1 12
...	...	891	...	556	1,712	15 11	2 7
...	...	691	...	874	1,752	34 6	3 11
...	...	...	...	4,911	5,834	34 5	5 7
...	...	...	...	374	449	37 7	6 4
...	100	...	...	617	817	17 12	2 3
...	100	54	...	351	555	17 14	1 10
...	200	1,636	...	7,633	11,119	26 9	3 14
...	...	665	...	813	1,478	24 4	...
...	...	372	...	1,921	2,293	40 4	...
...	...	263	...	2,400	2,663	295 14	...
...	...	...	...	18	18	1 0	...
...	...	1,300	...	5,152	6,452	44 8	...
...	200	2,986	...	12,835	17,571	31 3	2 12

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1935.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
OTHER SCHOOLS.					
Government.					
Bombay—Veterinary College, Parel, Bombay.	1	93	93	69	47,179
Language Schools for Boys.					
Municipal	4	108 (73)	108 (74)	92 (50)	205
Aided	36	1,936 (67)	1,930 (64)	1,510 (54)	4,027
Recognised	9	385 (24)	346 (19)	297 (16)	.....
Total, Language Schools ...	49	2,429 (164)	2,384 (157)	1,899 (120)	4,232
Music Schools for Boys.					
Aided	1	13 (8)	11 (9)	8 (6)	.....
Recognised	3	48 (1,577)	31 (1,582)	29 (1,318)	.....
Total ...	4	61 (1,585)	42 (1,591)	37 (1,324)	.....
Music Schools for Girls.					
Aided	2	95 (49)	85 (32)	78 (20)	.....
Recognised	1	3 (17)	3 (23)	2 (20)	.....
Total ...	3	98 (66)	88 (55)	80 (40)	.....
Total, Music Schools (Boys and Girls).	7	159 (1,651)	130 (1,646)	117 (1,344)	.....

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	11,540	...	...	58,719	631 6	507 5
...	3,284	40	...	...	3,529	19 6	1 2
325	1,756	241	6,435	25,538	38,322	19 11	2 0
...	...	...	13,285	10,206	23,491	64 6	...
325	5,040	281	19,720	35,744	65,342	25 11	1 11
...	200	215	...	197	612	30 10	...
...	...	663	...	2,034	2,697	1 11	...
...	200	878	...	2,231	3,309	2 0	...
...	100	985	...	306	1,391	11 14	...
...	...	217	...	2,149	2,366	91 0	...
...	100	1,202	...	2,455	3,757	26 4	...
...	300	2,080	...	4,686	7,066	4 0	...

Table showing the statistics of Government,

1934-

1	Number of inmates on 31st March, Colleges. 2	Secondary Schools. 3	Primary Schools. 4
Government.			
Government Hostel for Depressed Classes, Poona.	.....	48	.....
District Local Board.			
Muslim Boarding House, Mirpurkhas ...	.....	105	.....
Hindu Boarding House, Mirpurkhas ...	.....	31	.....
MacLachlan Muslim Boarding House, Jacobabad.	.....	24	.....
Total ...	.....	160	.....
Aided.			
Depressed Class Mission Society's Hostel, Parel, Bombay.	3	13	.....
Depressed Class Education Society's Hostel, Thana.	.....	29	.....
Depressed Class (Parwari) Hostel, Mahad ...	.....	2	8
Shree Shahu Chhatrapati Boarding, Nasik ...	1	19	2
Arya Mahila Samaj's Home for Women Students, Bombay.	27	2	.....
Shri Chhatrapati Shahu Boarding House, Satara.	.....	105	25
Bahishkrit Anath Vidyarthi Ashram, Sholapur.	.....	23	6
Asprishyoddharak Boarding House, Chalisgaon.	.....	4	12
Shri Chokhamela Boarding House, Jalgaon .	.....	8	15
Poona Seva Sadan Hostel for Depressed Class Women, Poona.	.....	1	19

District Local Board, and Aided Hostels.

35.

1935, attending		Average monthly number.	Expenditure from			
Special Schools.	Total.		Provincial Funds.	Fees.	Other sources.	Total.
5	6	7	8	9	10	11
			Rs.	Rs.	Rs.	Rs.
...	48	46	9,583	.....	.....	9,583
...	105	95	2,508	.....	7,507	10,015
...	31	28	...	.....	3,223	3,223
...	24	24	...	.....	1,421	1,421
...	160	147	2,508	.....	12,151	14,659
2	18	19	400	.....	2,225	2,625
...	29	30	2,380	.....	2,545	4,925
...	10	10	184	.....	947	1,131
1	23	22	390	304	1,396	2,090
6	35	32	952	.....	12,770	13,722
4	134	104	600	.....	2,366	2,966
14	43	47	260	.....	1,695	1,955
2	18	14	130	44	1,274	1,448
...	23	23	200	.....	591	791
2	22	18	300	735	1,404	2,439

1	Number of inmates on 31st March,		
	Colleges. 2	Secondary Schools. 3	Primary Schools. 4
Aided—concld.			
Depressed Class Hostel, Ahmedabad ...	.....	26	4
Depressed Class Education Society's Hostel, Dharwar.	.....	26	.....
Depressed Class Education Society's Hostel, Belgaum.	2	15	.....
Leslie Wilson Muslim Hostel ...	99	.....	.. ...
District Madressah, Sukkur ...	.....	11	.....
Missionary Settlement for University Women, Bombay.	31	.....	.....
Y. M. C. A. Hostel, Bombay ...	.....	.....	.....
Y. W. C. A. Hostel, Bombay ...	.....	.....	.....
League of Mercy's Children's Home, Lonavla.	.....	30	.....
League of Mercy's Infants' Home, Lonavla .	.....	20	.....
Total ...	163	334	91
Grand Total ...	163	542	91

N.B.—The hostels shown in this table are not

1935, attending		Average monthly number.	Expenditure from			
Special Schools.	Total.		Provincial Funds.	Fees.	Other sources.	Total.
5	6	7	8	9	10	11
			Rs.	Rs.	Rs.	Rs.
...	30	29	3,160	.....	2,286	5,446
...	26	25	1,703	.....	1,491	3,194
...	17	17	...	234	1,002	1,236
...	99	103	...	4,394	4,000	8,394
...	11	13	...	361	1,000	1,361
9	40	37	2,000	15,952	4,236	22,188
23	23	23	4,959	446	.....	5,405
5	5	6	1,000	2,780	.....	3,780
...	30	30	3,456	.....	1,533	4,989
...	20	20	1,008	.....	4,116	5,124
68	656	622	23,082	25,250	46,877	95,209
68	864	815	35,173	25,250	59,028	1,19,451

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IN

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PREFACE.

This report deals with the period from April 1, 1932 to March 31, 1933. I am indebted to the provincial Directors of Public Instruction, whose reports I have freely used in writing this review.

G. ANDERSON,
Educational Commissioner
with the Government of India.

SIMLA :
The 10th October, 1934.

EDUCATION IN INDIA

IN

1932-33

I.—General Summary.

This Report (1932-33) should be read in close connexion with the Quinquennial Review (1927-32) on Education in India, which was published a few months ago.

2. In many respects the statistics and observations contained in the Review were pessimistic, especially with reference to the set-back in the quantitative advance of education; to 'wastage' in primary schools, resulting as it does in disappointing progress towards the attainment of literacy; to an ill-advised objective in secondary schools, which accentuates the drift of unsuitable pupils towards Matriculation; to lack of co-ordination in educational activities.

Many of these and other defects are deeply rooted in the past and cannot by any means be attributed solely to the shortcomings of those responsible for the charge of education in recent years; but they have become the more pronounced owing to the very rapid, and otherwise commendable, expansion made during the early years of the present political regime, and also to financial and other complications which have intervened.

3. The main causes of this depressing situation were attributed to political and communal unrest, to the serious economic crisis, to the hap-hazard manner in which retrenchment had been carried out, to the lack of control by provincial Governments over the educational activities of local authorities, to the failure of Governments to constitute a Superior Educational Service in place of the old Indian Educational Service, to deterioration in the inspectorate, to the absence of an authority which might have guided and co-ordinated activities in the provinces.

4. Notwithstanding these grave difficulties and complications, progress was made at any rate in certain directions. Many provincial authorities had begun at least to realise the disappointing results of primary education and had taken steps to render it less ineffective; efforts had been made in certain provinces to evolve a system of rural education, which would be in harmony with a rural environment and was calculated to improve the conditions of rural life; an inspiring impetus had been given to the education of girls; the children of the depressed classes were both seeking and receiving

admission to the ordinary schools in place of segregate and separate schools, which merely accentuate the stigma of isolation and exclusion; the schools themselves were becoming happier and brighter places, as a result of improvements in physical training and the playing of games, of better-kept gardens and playing fields, of improved medical supervision.

5. Many of the adverse circumstances, which were described in the Review, persisted in 1932-33.

The set-back in the quantitative advance of education was even more pronounced than ever, as is shown in the following tables. For the purpose of comparison, the figures for 1927-28 are placed in parallel columns together with those of 1932-33.

6. *Institutions.*—A decrease of 2,445 in the number of institutions, taken by itself, need not give cause for alarm; possibly the reverse. Previous reports have often alluded to the need of careful planning in the distribution of schools; this is now being attempted in many provinces. The large increase of 1,367 recognised institutions in *Bengal*, however, is of doubtful value, in view of the urgent need of improving those institutions which already exist.

7. *Pupils.*—The small increase of 86,995 pupils in enrolment, however, which is in striking contrast with the large increase of 617,726 in 1927-28, gives ample cause for pessimism. There was a large increase of nearly 80,000 pupils in *Bengal*, while the increase of 23,398 in *Bihar* is both surprising and creditable. In the *Punjab*, however, there was a decrease of 37,797, which is attributed to "the present economic depression".

TABLE I.—*Total number of institutions (boys and girls), 1932-33.*

Province.	No. of recognised institutions.				No. of unrecognised institutions.			Total No. of institutions.			
	1932.	1933.	Increase (+) or decrease (—) between 1932 and 1933.	Increase (+) or decrease (—) between 1927 and 1928.	1932.	1933.	Increase (+) or decrease (—).	1932.	1933.	Increase (+) or decrease (—) between 1932 and 1933.	Increase (+) or decrease (—) between 1927 and 1928.
Madras	53,547	51,075	—2,472	+2,684	1,580	1,408	—172	55,127	52,488	—2,644	+2,430
Bombay * . . .	15,962	15,757	—205	+633	1,247	1,114	—133	17,209	16,871	—338	+514
Bengal	67,406	68,773	+1,367	+2,953	1,630	1,554	—76	69,036	70,327	+1,291	+2,911
United Provinces . .	23,520	22,941*	—579	+1,201	2,325	2,418	+93	25,845	25,359	—486	+1,027
Punjab	12,000	11,673	—327	—106	6,472	6,236	—236	18,472	17,909	—563	+287
Burma	7,303	7,356	+53	+237	18,194	18,205	+11	25,497	25,561	+64	+113
Bihar and Orissa . .	29,036	28,952	—83	+528	2,178	2,443	+265	31,214	31,396	+182	+552
Central Provinces and Berar	5,335	5,326	—9	+41	257	320	+63	5,592	5,646	+54	—2
Assam	6,594	6,586	—8	+422	600	619	+19	7,194	7,205	+11	+539
North-West Frontier Province.	987	992	+5	+96	179	162	—17	1,166	1,154	—12	+85
Coorg	113	119	+6	+1	15	10	—5	128	129	+1	+11
Delhi	328	354	+26	+32	48	41	—7	376	395	+19	+37
Ajmer-Merwara . .	323	322	—1	+25	59	53	—6	382	375	—7	—6
Baluchistan . . .	108	114	+6	+5	172	171	—1	280	285	+5	—37
Bangalore . . .	115	112	—3	+3	6	6	..	121	118	—3	+1
Other Administered Areas .	127	114	—10	+7	26	21	—5	153	138	—15	—2
BRITISH INDIA . . .	222,804	220,566	—2,238	+8,762	34,988	34,781	—207	257,792	255,347	—2,445	+8,460

* Aden figures included under Bombay in 1932 only.

N.B.—Six Boards of Secondary and Intermediate Education are excluded.

TABLE II.—*Total number of pupils (boys and girls), 1932-33.*

Province.	In recognised institutions.				In unrecognised institutions.			In all institutions.				Percentage of pupils to population.	
	1932.	1933.	Increase (+) or decrease (—) between 1932 and 1933.	Increase (+) or decrease (—) between 1927 and 1928.	1932.	1933.	Increase (+) or decrease (—).	1932.	1933.	Increase (+) or decrease (—) between 1932 and 1933.	Increase (+) or decrease (—) between 1927 and 1928.	1932.	1933.
Madras . . .	2,877,504	2,864,597	— 12,907	+145,670	47,378	47,928	+550	2,924,882	2,912,525	—12,357	+137,484	6·3	6·2
Bombay * . .	1,300,648	1,298,192	—2,456	+46,308	34,899	33,895	—1,004	1,335,547	1,332,087	—3,460	+43,523	6·1	6·1
Bengal . . .	2,720,061	2,797,387	+77,326	+156,802	63,164	65,704	+2,540	2,783,225	2,863,091	+79,866	+158,332	5·6	5·7
United Provinces .	1,457,997	1,470,340	+12,343	+88,357	59,991	64,868	+4,877	1,517,988	1,535,208	+17,220	+84,942	3·13	3·17
Punjab . . .	1,200,600	1,164,820	—35,780	+62,481	132,967	130,950	—2,017	1,333,567	1,295,770	—37,797	+65,395	5·6	5·5
Burma . . .	525,013	524,864	—149	+35,139	202,393	203,970	+1,577	727,406	728,834	+1,428	+29,910	4·3	4·96
Bihar and Orissa .	1,038,634	1,054,290	+15,656	+36,975	56,189	63,931	+7,742	1,094,823	1,118,221	+23,398	+38,567	2·9	2·97
Central Provinces and Berar.	450,494	457,077	+6,583	+16,315	9,448	11,274	+1,826	459,942	468,351	+8,409	+15,585	2·96	3·02
Assam . . .	348,306	352,556	+4,250	+25,108	24,012	26,624	+2,612	372,318	379,180	+6,862	+28,461	4·3	4·4
North-West Frontier Province.	83,918	86,959	+3,041	+7,505	4,551	3,796	—755	88,469	90,755	+2,286	+7,038	3·6	3·7
Coorg . . .	10,119	10,918	+799	+866	317	278	—39	10,436	11,196	+760	+1,094	6·4	6·85
Delhi . . .	43,112	44,475	+1,363	+6,060	1,247	1,084	—163	44,359	45,559	+1,200	+6,257	7·0	17·2
Ajmer-Merwara .	21,086	21,332	+246	+1,451	3,035	2,798	—237	24,121	24,130	+9	+626	4·3	4·3
Baluchistan . .	7,665	8,686	+1,021	+378	2,560	2,790	+230	10,225	11,476	+1,251	—232	2·2	2·47
Bangalore . .	16,508	16,609	+101	+530	287	280	—7	16,795	16,889	+94	+383	12·5	12·6
Other Administered Areas.	20,801	19,035	—1,766	+866	1,633	1,225	—408	22,434	20,260	—2,174	+861	10·0	9·2
BRITISH INDIA .	12,122,466	12,192,137	+69,671	+630,806	644,071	661,395	+17,324	12,766,537	12,853,532	+86,995	+617,726	4·70	4·73

* Aden figures included under Bombay in 1932 only.

TABLE III.—*Distribution of pupils (boys and girls) in recognised institutions, 1933.*

Province.	No. of pupils in institutions for males.								No. of pupils in institutions for females.						
	In Universities.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.
Madras . .	631	11,902	2,258	157,943	26,518	2,249,618	23,989	2,472,854	512	70	17,151	6,674	361,762	5,574	391,743
Bombay . .	102	9,598	3,113	83,844	25,067	967,647	14,857	1,104,228	..	..	15,068	3,719	172,712	2,465	193,964
Bengal . . .	1,857	20,359	5,040	269,309	161,699	1,725,385	119,103	2,302,752	508	63	16,285	8,882	466,745	2,162	494,635
United Provinces .	5,634	8,035	4,039	80,817	97,905	1,138,474	21,520	1,356,424	245	10	7,118	37,114	68,700	729	113,916
Punjab . .	31	13,443	2,038	127,962	481,857	378,951	16,186	1,020,468	324	26	12,153	30,769	98,282	2,798	144,352
Burma . . .	1,645	138	18	58,730	127,469	259,242	19,200	466,442	..	..	8,599	12,388	36,930	505	58,422
Bihar and Orissa .	..	3,526	914	50,104	81,523	827,162	18,677	981,906	7	..	1,913	5,522	64,069	873	72,384
Central Provinces and Berar.	..	2,089	578	8,263	99,094	303,884	2,503	416,411	..	11	388	6,983	32,466	818	40,666
Assam . .	..	1,521	63	20,933	44,348	249,119	4,795	320,779	..	..	2,172	6,114	23,379	112	31,777
North-West Frontier Province.	..	541	23	12,916	28,596	31,281	166	73,523	..	..	382	5,454	7,540	51	13,436
Coorg . . .	..	..	..	839	..	8,930	12	9,831	..	..	269	..	818	..	1,087
Delhi . . .	141	1,881	..	6,685	8,066	16,484	806	34,123	44	137	1,320	2,284	6,300	267	10,352
Ajmer-Merwara .	..	342	..	3,468	1,695	11,978	303	17,786	..	..	274	285	2,971	16	3,546
Baluchistan . .	..	..	..	3,499	654	2,539	18	6,710	..	..	115	1,529	332	..	1,976
Bangalore . .	..	314	..	2,310	2,302	5,245	120	10,291	..	..	1,532	1,137	3,554	95	6,318
Other Administered Areas.	..	..	..	4,958	1,794	6,162	468	13,382	..	..	1,383	929	3,250	91	5,653
BRITISH INDIA .	10,041	73,689	18,084	892,580	1,188,582	8,182,151	242,783	10,607,910	1,640	307	86,122	129,783	1,349,819	16,556	1,584,227

8. *Expenditure.*—The financial depression has gathered in intensity; a *decrease* of nearly Rs. 140 lakhs in expenditure compares very unfavourably with an *increase* of Rs. 124 lakhs in 1927-28. Indeed, the total expenditure of Rs. 25,78,75,868 on education was less by Rs. 4,02,951 than it was in 1927-28.

The fierce blast of financial retrenchment has now reached even the province of *Madras*, which records a decline of Rs. 36 lakhs in its educational expenditure, but every province with the exception of *Delhi* has suffered by retrenchment.

The main decline was one of Rs. 110 lakhs in Government expenditure, while expenditure by local bodies decreased by Rs. 31 lakhs. On the other hand, fee income increased by Rs. 7 lakhs.

In every province, there was a reduction in Government expenditure. In *Burma*, the reduction was nearly Rs. 30 lakhs; in *Bombay*, it was 20½ lakhs; in the *United Provinces*, it was Rs. 18½ lakhs. One of the main causes of these reductions was the imposition of a ten per cent. 'cut' in salaries and, in many cases, in grants. Capital expenditure was also reduced to a minimum.

In *Madras*, "the year was a period of financial stringency. The ten per cent. cut in salaries was in force during the whole of the year. Economies were effected by the abolition of certain posts in Government colleges and also of some of the courses of studies. . . . . The Government Schools of Commerce at Calicut and Vizagapatam were abolished, and the Institute of Commerce, Madras, was ordered to be closed with effect from 1st May, 1933. The Government School of Engineering, Vizagapatam, was abolished and the Subordinate Engineering classes were amalgamated with the College of Engineering, Guindy . . . . . Stipends and payments of deputation allowances to teachers under training in the L.T., B.Ed., and secondary training classes were discontinued, while the rate of stipends to elementary grade teachers was also reduced ".[1]

In *Bombay*, "the year was marked by unprecedented stringency, and a reduction in educational expenditure became inevitable ".[2] In *Burma*, "financial stringency dominated educational activities. The educational system felt severely the gathering momentum of retrenchments initiated during previous years and the progressive deterioration of the financial resources of the province. The gross expenditure on education decreased from Rs. 211 to Rs. 170 lakhs ".[3] These excerpts are typical of the prevailing depression; every report without exception speaks of the rigours of retrenchment.

[1] Madras, pages 1-2.
[2] Bombay, page 3.
[3] Burma, page 1.

TABLE IV.—*Total expenditure on education, 1932-33.*

Province.	TOTAL EXPENDITURE.				PERCENTAGE OF EXPENDITURE FROM				AVERAGE ANNUAL COST PER PUPIL TO				
	1932.	1933.	Increase (+) or decrease (—) between 1932 and 1933.	Increase (+) or decrease (—) between 1927 and 1928.	Govt. funds.	Local funds.	Fees.	Other sources.	Govt. funds.	Local funds.	Fees.	Other sources.	Total cost per pupil.
	Rs.	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras . .	5,67,61,851	5,31,58,978	—36,02,873	+26,18,740	45·98	14·12	17·88	22·02	8 0 0	2 9 11	3 5 1	4 1 7	18 9 7
Bombay * .	4,00,40,549	3,81,71,846	—18,68,703	+8,48,342	44·4	18·0	22·2	14·5	13 0 0	6 0 0	6 0 0	4 0 0	29 0 0
Bengal . .	4,22,87,036	4,17,51,551	—5,35,485	+16,06,667	32·4	7·8	43·8	16·0	4 12 10	1 3 2	6 8 0	2 6 5	14 14 5
United Provinces.	3,89,21,112	3,71,20,587	—18,00,525	+16,27,265	53·7	13·0	18·7	14·6	13 9 1	3 4 3	4 11 7	3 11 0	25 3 11
Punjab . .	3,08,31,143	3,00,56,420	—7,74,723	+14,44,702	51·40	12·80	25·77	10·03	11 14 9	2 15 6	5 15 7	2 5 3	23 3 1
Burma . .	2,11,11,085	1,69,93,281	—41,17,804	+24,60,535	38·00	28·15	20·03	13·82	12 4 10	9 1 9	6 7 8	4 7 7	32 5 10
Bihar and Orissa.	1,73,91,805	1,67,08,763	—6,83,042	+9,24,666	30·06	29·45	24·15	15·44	4 14 6	4 10 8	3 13 3	2 7 2	15 13 7
Central Provinces and Berar.	1,03,79,760	97,02,220	—5,87,540	—2,25,054	43·13	28·10	19·05	9·63	9 3 10	6 0 7	4 1 3	2 1 1	21 6 9
Assam . .	50,10,284	48,06,400	—1,13,884	+3,27,972	57·0	13·0	18·0	12·0	7 14 5	1 12 10	2 8 0	1 9 7	13 12 10
North-West Frontier Province.	27,21,862	27,19,082	—2,780	+3,35,366	68·9	10·2	10·7	10·2	23 5 11	3 7 2	3 9 11	3 7 1	33 14 1
Coorg . . .	2,54,602	2,56,838	+2,236	+5,447	54·91	28·25	14·19	2·65	12 14 5	6 10 2	3 5 4	0 9 11	23 7 10
Delhi . .	24,34,675	25,83,077	+1,48,402	+2,30,231	41·3	13·3	25·4	20·0	24 0 0	7 11 8	14 11 9	11 9 10	58 1 3
Ajmer-Merwara .	8,39,399	8,06,462	—32,937	+18,858	45·73	10·19	23·67	20·41	17 9 7	3 14 5	9 1 7	7 12 10	38 0 5
Baluchistan .	5,18,068	5,04,728	—13,340	—6,623	55·92	14·34	17·86	11·88	32 7 10	8 5 3	10 5 11	6 14 5	58 1 5
Bangalore . .	10,06,947	8,85,337	—1,21,610	+46,917	36·5	5·7	33·4	24·4	19 6 11	3 0 8	17 13 5	12 15 11	53 4 11
Other Administered Areas.	13,46,444	14,70,298	+1,23,854	+77,117	35·9	5·0	20·1	39·0	27 3 6	3 12 9	15 3 6	20 9 5	75 13 2
BRITISH INDIA .	27,18,56,622	25,78,75,868	—1,39,80,754	+1,24,31,247	44·0	15·8	24·4	15·8	9 5 0	3 5 5	5 2 8	3 5 4	21 2 5

* Aden figures included under Bombay in 1932 only.

TABLE V.—*Total expenditure on education by sources, 1933.*

Province.	EXPENDITURE FROM					Total expenditure.
	Govt. funds.	Increase (+) or decrease (—) in Govt. funds during 1932 and 1933.	Board funds.	Fees.	Other sources.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	2,44,44,389	—11,27,326	75,03,512	95,03,778	1,17,07,299	5,31,58,978
Bombay	1,60,50,661	—20,50,093	72,22,623	84,54,704	55,43,858	3,81,71,846
Bengal	1,35,21,433	—9,28,606	32,66,316	1,82,65,177	66,98,625	4,17,51,551
United Provinces	1,99,48,589	—18,48,444	48,05,275	69,46,955	54,19,768	3,71,20,587
Punjab	1,54,49,407	—10,43,274	38,46,597	77,46,826	30,13,590	3,00,56,420
Burma	64,57,832	—29,69,007	47,83,156	34,02,945	23,49,348	1,69,93,281
Bihar and Orissa	51,72,314	—3,95,509	49,20,814	40,35,384	25,80,251	1,67,08,763
Central Provinces and Berar	42,23,538	—5,38,689	27,60,548	18,64,959	9,43,175	97,92,220
Assam	27,87,540	—95,057	6,38,913	8,85,825	5,84,113	48,96,400
North-West Frontier Province	18,75,934	+11,923	2,76,707	2,90,332	2,76,109	27,19,082
Coorg	1,41,028	—3,712	72,556	36,456	6,798	2,56,838
Delhi	10,67,437	—89,644	3,43,838	6,55,391	5,16,411	25,83,077
Ajmer-Merwara	3,74,799	—35,006	70,383	1,94,001	1,67,279	8,06,462
Baluchistan	2,82,278	—24,666	72,405	90,095	59,950	5,04,728
Bangalore	3,23,280	—72,266	50,495	2,05,753	2,15,809	8,85,337
Other Administered Areas	5,30,330	+1,53,981	69,100	2,94,314	5,76,554	14,70,298
BRITISH INDIA 1933	11,35,50,798	—1,10,49,683	4,07,03,238	6,29,62,895	4,06,58,937	25,78,75,868
BRITISH INDIA 1932	12,46,00,481	..	4,38,18,535	6,22,69,534	4,11,68,072	27,18,56,622
BRITISH INDIA 1931	13,60,97,116	..	4,38,29,132	6,14,58,989	4,17,76,209	28,31,61,446
BRITISH INDIA 1930	13,25,38,044	..	4,24,65,600	6,04,61,368	3,88,17,006	27,42,82,018
BRITISH INDIA 1929	13,18,10,145	..	3,94,14,369	5,78,17,829	4,16,89,910	27,07,32,253
BRITISH INDIA 1928	12,66,92,478	..	3,78,88,437	5,44,71,633	3,92,26,271	25,82,78,819

9. On the other hand, *discipline* seems to have righted itself after the storm and stress of the Civil Disobedience movement. In *Bombay*, " discipline has been satisfactory, although there were a few cases of insubordination which may be regarded as the aftermath of the Civil Disobedience movement. Generally speaking, school authorities have been alive to their responsibilities and dealt with such cases with tact and firmness ". Similarly, " discipline has been satisfactory in almost all schools in the *Punjab* ". The position in *Bengal* has also shown improvement: " The condition at Chittagong was much disturbed after the Pahartali Institute outrage, and some students of Chittagong College were arrested . . . . The expulsion of one student and the rustication of another ultimately put an end to the evil. The general body of students behaved well and loyally co-operated with the authorities throughout the year."[1] Equally pleasing is the report from *Gujarat College, Ahmedabad*, which had previously suffered from serious indiscipline: " The year has been one of peaceful progress . . . . Daily attendance was very satisfactory, and discipline was maintained at a high level."[2] In the *Central Provinces*, " discipline has been generally satisfactory. In a few schools, however, the managements have failed to maintain proper discipline, but, fortunately, such incidents are rare ".[3] The reports as a whole convey the pleasant impression that the internal organisation and discipline of educational institutions have been much improved.

10. In spite of this and other improvements, much of this report will appear depressing, especially in view of the high hopes which were raised ten years ago; the only consolation is that the economic depression has been world-wide, and that India has not been by any means the greatest sufferer from its adverse effects.

On the other hand, many provincial reports reveal an earnest determination to grapple with grave educational problems; they provide far more stimulating reading than did those of even ten years ago. It is at least something that more and more are difficulties being realised, for it is only by the realisation and understanding of difficulties that they can eventually be overcome.

The concluding paragraph of the *Burma* report will bear repetition in this connexion:

> " In conclusion, the writer takes the liberty of plagiarising and adapting part of a recent critical review published in ' The Spectator '. Is all well with the schools? So ask the friends as well as the foes of education: the answer is No. The answer has always been No, and always will be No; because Education is a struggle towards perfection never to be attained. The schools will always fail—fail nobly for the most part, and fail ignobly hardly ever. The malignant mischief-maker, fixing his gaze on faults and never seeing virtues, can always find something to denounce; and, unfortunately, denunciation of public education

[1] Bengal, page 10.
[2] Bombay, page 14.
[3] Central Provinces, page 18.

is popular with certain types of people. Their usual cry is that education is a failure and that it costs too much. They are not quite sure whether they want to abolish it or merely to insult it. There is much waiting to be done in Burma, but when better times return much will be done. For the present, the system holds its own and does work of incalculable value—not to be measured in terms of rupees, annas and pies."[1]

II.—Educational personnel and organisation.

11. The quantitative set-back can be attributed very largely to severe retrenchment of financial support; but it is for regret that little appears to have been done in the direction of improving the personnel and organisation of Education Departments, of increasing the efficiency of the inspectorate, and of introducing a more effective control over the educational activities of local bodies.

The following tables show the position in 1932-33 in respect to the *Provincial Educational Services, Class I.*

TABLE VI.—*Provincial Educational Service (Men's branch), Class I*

Province.	Total No. of posts.	No. of posts held by				No. of posts vacant or held in abeyance.	Remarks.
		I. E. S. officers.	Promoted officers.	Direct recruitment.	Officiating arrangements.		
Madras . . .	..	..	..	..	..	..	There is no Class I, Service.
Bombay . . .	55	31	5	12	1	3	Three posts are filled on a contract basis.
Bengal . . .	..	..	..	..	..	..	Not yet constituted.
United Provinces .	21	8	12	..	..	1	
Punjab . . .	27	12	7	2	6	..	
Burma . . .	10	6	8	..	2	..	
Bihar and Orissa . .	41	19	10	2	3	5	Two posts are held by officers on special rates of pay.
Central Provinces. .	20	14	2	1	..	3	
Assam . . .	37	2	13	20	..	2	
North-West Frontier Province	1	1	..	..	..	..	The only post is that of D. P. I., whose rate of pay is Rs. 1,500—50—1,750.

[1] Burma, page 34.

TABLE VII.—*Provincial Educational Service (Women's branch), Class I.*

Province.	Total No. of posts.	No. of posts held by				No. of posts vacant or held in abeyance.	Remarks.
		I. E. S. officers.	Promoted officers.	Direct recruitment.	Officiating arrangements.		
Madras . . .	..	..	..	..	..	..	There is no Class I, Service.
Bombay . . .	5	1	1	..	3	..	
Bengal . . .	..	..	..	..	..	..	Not yet constituted.
United Provinces . .	1	..	1	..	..	..	
Punjab . . .	3	2	1	..	..	..	
Burma . . .	3	1	1*	..	..	1*	*Two posts will be abolished with effect from 1st June, 1934.
Bihar and Orissa .	4	..	3	1	..	..	
Central Provinces .	2	2	..	..	..	..	
Assam . . .	1	..	..	1	..	..	
North-West Frontier Province.	1	1	..	..	..	..	The only post is that of Inspectress of schools whose pay is in the scale of I. E. S. women's branch.

In *Bombay* and *Bihar*, some progress has been made in constituting a new service, whose members will be fully competent to deal with the difficult and manifold problems awaiting their assistance.

In *Bombay*, the new service was constituted on January 1, 1931. Most of the new vacancies have been filled by the direct recruitment of men calculated to " maintain the high standard of work initiated by the members of the Indian Educational Service, whom they have replaced ". Unfortunately, a fresh difficulty has recently been experienced by a ban having been placed on substantive appointments owing to a further reconsideration of the conditions of service; in consequence, new appointments can only be made on an officiating basis.

In *Bihar*, all the twelve men hitherto appointed, together with the two appointed on special rates of pay, possess academic qualifications obtained in Europe; as also do the three appointed to officiate in posts included in the Service. The four ladies in the Women's Branch have all received training in Europe. This high standard of qualifications is largely the result of the wise policy carried out by the Bihar Government in having provided

ample facilities to young men of capacity to gain a wider experience elsewhere.

Progress has also been made in the *Punjab*, but a weak point is the large percentage of posts still held by officiating arrangements.

In the *Central Provinces*, apart from officiating arrangements necessitated by the substantive incumbents of the posts being away on deputation, none of the posts in the Service were held provisionally.

No appointments to the Service have been made during the year in the *United Provinces;* the Service has not been constituted in *Bengal* and *Madras*. In the latter province, it is not intended to constitute a new Service. Thus, as Indian Educational Service posts become permanently vacant, they are relegated to the Madras Provincial Educational Service.

In *Burma*, two of the sanctioned posts have been replaced by Burma Educational Service (Class II) posts. The remaining posts, except in so far as they are held by Indian Educational Service officers, have been filled either by promotion or by officers who were holding temporary appointments outside any cadre. No new direct appointments have been made.

The prospects in many provinces, therefore, are far from bright; without a well-qualified personnel it will be difficult to remove the grave defects referred to in educational reports or to make that steady advance in education which is so vital to the proper development of India. Delay in constituting the new Service or in filling up the posts of a Service when constituted cannot but result in untoward results. Officiating vacancies should not be unduly prolonged, as seems to have been the case in the *Punjab*. Provisional arrangements are not calculated to ensure either independence of judgment or high standards of attainment in the Service.

12. *Inspection.*—Little improvement has been recorded in the inspectorates: the inadequate provision in most provinces, which was discussed in the Quinquennial Review, still persists.

In *Madras*, the post of Deputy Directress has been held in abeyance; and certain inspecting posts have been amalgamated into single charges. It is also doubtful whether, in the absence of a Provincial Service, Class I, the new recruits will be as well qualified and as widely experienced as their predecessors.

No change has been made in Bombay in the depressing position of the inspectorate, which was discussed in the Quinquennial Review.[1]

The position of the inspectorate in *Bengal*, which was weak already, has been rendered more so by the reduction in status of certain inspecting posts, and by the reduction of clerical posts to inspectors.

[1] 10th Quinquennial Review, page 39.

In the *Central Provinces*, an experiment has been introduced, which involved the abolition of eleven posts of deputy inspector and the substitution of education officers, subordinate to District Councils, in their places. It is difficult to understand how a Government can thus divest itself of direct means of ascertaining the condition of schools, which are largely subsidised by public finances.

In *Bihar*, a slight improvement has been made by the revival of the four posts of special inspecting officers for schools for the depressed classes, which were retrenched in 1931-32.

An interesting sidelight on the neglect of inspection is given by an inspector in *Assam*, who observes that in a certain sub-division "the local board spends about Rs. 40,000 in public works, while the staff maintained for supervision costs about Rs. 8,000. The same Board spends Rs. 82,000 on primary education, while the cost of supervision is not more than Rs. 6,000. The disparity requires no comment".[1]

13. *The control of local bodies.*—Very little, again, has been done towards a better system of guiding and supervising the educational activities of local bodies.

There are some interesting observations in the *Bihar* report:

> "Although no instances of actual friction between educational officers and local bodies were brought to notice, the reports again indicate that in several ways matters are not satisfactory. As one chairman has remarked, differences of opinion would probably be less frequent if both inspecting staffs and local bodies would remember that it is the advancement of education which is important, and not their own prestige. On the other hand, there are complaints of a general nature which indicate that the present arrangements for the management of primary education require a thorough overhaul.
>
> "In many cases primary education is now controlled by union boards or committees, which have neither education committees nor educational advisers. One such board, without reference to any educational officer, has removed two teachers, transferred several others and reduced the pay of teachers below the minimum fixed by Government. Some of the teachers working under another union board were not paid during the last ten months of the year.
>
> "Even where local bodies have constituted education committees or advisers, these are by no means always consulted. One such committee never met during the year. Even if the committees meet, they are sometimes consulted only on matters such as the selection of books, while the cases of appointments, leave, transfer and the like are dealt with by the chairman or vice-chairman.
>
> "Transfers of teachers are still much too common. These transfers, according to a district officer, merely represent the wayward instincts of members of the district board, as countenanced by the chairman."[2]

The report then proceeds to give the timely reminder that "education is a matter of national importance; if local bodies, as now constituted, cannot be trusted to use their powers to the best interests of education, it will be necessary to set up in each district

[1] Assam, page 5.
[2] Bihar and Orissa, pages 6-7.

a statutory authority for this special purpose. Such an authority, consisting of representatives of local bodies and nominees of Government, would be able, unlike district boards, to devote its whole time to education; and since its members would be drawn from all parts of the district, it would be more likely to act in an impartial way than some of the agencies by which education is now controlled ".[1]

The report of the *Central Provinces* is also interesting in this connexion:

> " It would be unfair to condemn local bodies wholesale for their administration of primary education, but . . . . the facts bear witness generally to inefficiency of administration, resulting in tremendous wastage and waste. The poor attendance, the excessive number of transfers of teachers (largely for political reasons), the poverty of instruction must be ascribed in the main to the absence in the local authorities of a real sense of responsibility, which results in careless supervision, control and management.
>
> " Local authorities generally ignore the advice and suggestions of inspectors. They sometimes complain that they ought to have inspecting staffs of their own. Attempts were made in the past to meet this complaint by transferring the inspecting staffs in certain districts *en bloc* to the control of district councils; but re-transfer was subsequently ordered. Government must retain a staff of inspectors to see, if for no other purpose, that grants from provincial revenues are spent to the best purpose. Possibly the solution lies in the appointment by local bodies of their own administrative staffs.
>
> " But, if local authorities are to have their own administrative staffs, they must delegate to them real powers. They must leave to them such matters as the appointment and transfer of teachers which, as one inspector informed me, constitute almost the main interest of some local authorities in primary education. The conditions of efficient administration will be established when local authorities confine themselves to the broad principles of administration, and leave the detailed execution of these principles to skilled and responsible officials.
>
> " But Government, on its side, must be in a position to exercise its powers of control. It is claimed that Government has power of control through allotment of grants from provincial revenues. Unfortunately, the present system of grants-in-aid, whereby lump grants are made to district councils on no clearly defined principles, provides no security against inefficiency . . . . A recent conference of inspectors recorded its conviction that the only way in which, consistently with the Local Self-Government and Municipalities Acts, Government can exercise its powers of control through grants is by assessing a grant for each individual school and by reducing or withdrawing, after suitable warning, such grant whenever deterioration in efficiency has taken place."[2]

14. In *Bombay*, " though the transfer of control has brought the public into more intimate touch with education and the practical difficulties involved in its administration, communal and other disagreements continue to impede administration in some districts ".[3]

[1] Bihar and Orissa, pages 7-8.
[2] Central Provinces, pages 42-44.
[3] Bombay, page 44.

III.—Universities.

15. *The rapidly increasing number of students* in universities, many of them ill-fitted to benefit by university instruction, and the ever-growing volume of middle-class unemployment were discussed in the Quinquennial Review.[1] Though there has been a pronounced decline in numbers in Calcutta, Patna, Madras and Andhra Universities, this ill-regulated advance still persists in spite of financial stringency in many universities. In the Punjab, the enrolment advanced from 16,971 to 18,684; and the pass percentage in the B. A. examination fell to the low figure of 41·2. The report regards the fact that " more than half of the candidates who had been prepared for this important examination failed to reach the comparatively low standard which is required for success "[2] as a striking commentary on " the unsuitability of the mass of students who seek university education ".[2] In the *Central Provinces*, " only about 30 per cent. of the students who join a college succeed in taking the first degree. During the quinquennium ending in 1932, 51 per cent. of the candidates who passed the B. A. and B. Sc. examinations joined the course for the LL. B. On an average, about 53 per cent. of the students who pass the High School Certificate examination enter a university ".[3]

TABLE VIII.—*Enrolment in universities.*

University.	Enrolment.			
	1930.	1931.	1932.	1933.
I. Calcutta	29,000	24,806	[26,560	25,412
Patna	4,869	4,547	4,739	4,276
Dacca	1,288	1,142	1,063	1,010
Rangoon	1,939	1,550	1,674	1,783
TOTAL	37,096	32,045	34,036	32,481
II. Madras	16,396	16,218	16,610	16,504
Mysore	3,127	2,781	2,833	2,834
Osmania	952	808	856	1,346
Andhra	3,537	3,536	3,805	3,371
Annamalai	613	569	561	630
TOTAL	24,625	23,912	24,665	23,685

[1] 10th Quinquennial Review, page 63.
[2] Punjab, page 29.
[3] Central Provinces, page 8.

TABLE VIII.—*Enrolment in universities*—contd.

University.	ENROLMENT.			
	1930.	1931.	1932.	1933.
III. Bombay	12,670	13,908	14,499	15,327
IV. Allahabad	1,626	1,659	1,746	1,689
Benares Hindu	2,533	2,419	2,903	3,305
Aligarh Muslim	1,701	923	1,150	1,184
Lucknow	1,692	1,709	1,813	2,012
Agra	2,558	2,637	2,985	3,249
Nagpur	2,095	2,047	2,354	2,648
TOTAL	12,205	11,394	13,041	14,087
V. Punjab	14,562	17,390	16,071	18,684
Delhi	1,710	1,700	2,026	2,213
TOTAL	16,272	19,090	18,997	20,897
GRAND TOTAL	102,868	100,349	105,238	106,477

N.B.—The table excludes pupils of Intermediate Classes under the control of Boards of Intermediate and Secondary Education, notably in the United Provinces.

16. Many of the reports comment upon *the serious problem of unemployment among graduates*. There is evidence that sufficient advantage of possible opportunities is not always taken. The *Burma* report quotes the experience of the Principal, University College, Rangoon:

> "I was asked some months ago to send for interview one or two good Burman science graduates to the office of one of the major timber firms. The post to be filled was that of Timber Assistant; the terms and the prospects were good. I saw seven men who by their abilities and physique seemed to be suitable. Only one was prepared seriously to consider the post; but he gave it up after a few days' experience because he could get a post in a permanent administrative service. In other words, the influence of parents and friends was thrown against employment in a jungle post. Had we managed to place a good man, we should have opened a new avenue of employment for Burman science graduates. The mood of the young Burman is for town life, and we are training him for that life."[1]

A remedy was suggested in the last Quinquennial Review by means of a radical reconstruction of the school system, which would encourage a diversion of students at an earlier stage either to occupations or to separate vocational institutions:

> "The remedy is to be found in a re-grouping of the several stages of education so that each shall have a unity of aim and objective. It

[1] Burma, page 3.

should not be necessary (as so often happens) for pupils to be obliged to attend schools of a higher grade in order to attain the objective of a lower stage of education. For example, pupils often have to attend middle schools in order to complete their primary education, while boys proceed to college after having passed Matriculation in order to complete their school education.

"The primary course should be of sufficient length to enable pupils to obtain that modicum of knowledge which their parents desire and which would give them a firm grasp of literacy. There should be no necessity for them to pass on to a higher stage in order to realise this modest objective.

"The present middle schools do not form a separate stage of education, but are merely half-way houses along the road to Matriculation. In consequence, those who leave school at the end of the middle stage have by no means accomplished the task which they set out to perform. It seems advisable, therefore, to constitute a middle or secondary course, whose object would be to provide a general education complete in itself and unfettered by university requirements. Only those who have a bent for literary studies should prolong them beyond that stage. Those who do not possess that bent should be diverted either to practical occupations or to separate vocational institutions. It would probably be advisable to make this modified secondary course of somewhat shorter duration than the present Matriculation course, and the medium of instruction throughout should be the vernacular. In consequence, many boys, who now remain at school and make many fruitless attempts to pass Matriculation, would be released from their literary studies at an earlier age. The arrangement of the course would be simplified by the absence of any interruption caused by an intervening examination or by a change in the medium of instruction.

"With this shortened secondary course, it would then be possible to devise for those, who desired it and were suitably qualified, a higher secondary or intermediate course, free from the present complications and also from an unnecessary examination which interrupts continuity of study and obtrudes a divided purpose."[1]

The urgency of this problem has grown apace in recent years; the economic revolution, which is now re-shaping the general attitude towards social and political institutions, has supplied the compelling force.

At the conclusion of a letter addressed to the University of Delhi, the Government of India have made the following contribution:

"The Government of India feel it inadvisable to postpone much longer a decision regarding the stage of admission to the University. The Act should either be repealed or observed in this respect. There is much to be said in favour of the original intention to regard the intermediate as the stage of admission. The administration of the University should not be overstrained by the imposition of functions which do not ordinarily come within the scope of a university; its teaching resources should not be diverted to the teaching of school children who are as yet unfitted to receive university teaching; the University estate, though spacious, is yet limited in extent and should be reserved as far as possible for university activities. On the other hand, the Government of India are convinced by the objection that a period of two years is insufficient for purposes either of moral or of intellectual training.

"The Government of India are reluctant to arrive at a definite decision until all avenues of solution have been carefully explored. New considerations are coming more and more into prominence. The growing

[1] 10th Quinquennial Review, pages 86-87.

tide of unemployment among graduates should be stemmed; and there is now an uneasy feeling that the system of biennial examinations is open to grave objection, especially as an incentive to 'cram' and as an obstacle to continuity of study.

"It has been suggested that more radical treatment is required; and that, though the present period of school training is too short for those who desire admission to university studies, it is also too prolonged for those whose bent does not lie in the direction of literary studies. A proposal has therefore been made to shorten the secondary course and to increase its efficacy by providing all teaching except in English through the vernacular. By this means it is hoped that many students, who now attend university courses, would be diverted at an earlier stage either to occupations or to separate vocational institutions. Over and above the shortened secondary course, there might be a three-year higher secondary course for a smaller number of pupils desirous of admission to a three-year degree course in the University. Thus, the evils of biennial examinations would be mitigated and the practical objection to accepting the present Intermediate as the stage of admission would be removed."

Even more significant is the unanimous opinion of the recent Universities' Conference:

"A practical solution of the *problem of unemployment* can only be found by a radical re-adjustment of the present system of education in schools in such a way that a large number of pupils shall be diverted at the completion of their secondary education either to occupations or to separate vocational institutions. This will enable the Universities to improve their standards of admission."

17. Provincial and university reports indicate that the activities of universities have been gravely embarrassed by financial stringency. There are, therefore, few *new developments* to record.

Building operations of *Andhra University* have made rapid progress, and the University is now in possession of 53 acres of land.

In *Bombay*, it has been decided to establish a University Post-graduate Department of Chemical Technology as a "complete self-contained department for instruction, training and research; beginning in the first instance with Textile Chemistry and Chemical Engineering".[1] The Senate has made a grant of Rs. 5½ lakhs to cover capital expenditure and the recurring expenditure for the current year.

In the *United Provinces*, teaching for the B. Sc. in agriculture was begun with fourteen students at the Agricultural Institute, Naini (Allahabad). It is disturbing that, while the total income of *Benares Hindu University* was Rs. 11,94,796, expenditure reached as much as Rs. 14,40,032. On the other hand, the University has been fortunate in receiving a number of donations. The *Muslim University Intermediate College, Aligarh*, has been abolished, the Intermediate classes having been transferred to the University and the high school classes to the University School. The year marked the completion of the new science laboratories; it is claimed that, with the possible exception of Bangalore, they have not their equal in India. "Finances, however, are a diffi-

[1] Bombay, page 10.

culty; unless Muslims step forward to help, it will be difficult to place the University finances on a satisfactory footing. The raising of the University income from eight to ten lakhs is urgently required ".[1]

The Senate and Syndicate of *Patna University* have been reconstituted by an amending Act passed in 1932. The Senate now consists of (*a*) nineteen *ex-officio* fellows; (*b*) life fellows up to the number of five, who are appointed by the Chancellor on the ground that they have rendered eminent services to the cause of education, and others who have contributed a sum of not less than a lakh of rupees to or for the purpose of the University or a college; (*c*) sixty fellows elected by the staffs of colleges, teachers in schools, registered graduates, certain associations, and the Legislative Council of the Province; and (*d*) fifteen fellows nominated by the Chancellor. The members of the Syndicate are still eighteen in number, of whom seven are not members of the staff of any college or school.

The urgent need of a suitable co-ordinating agency to guide the activities of universities is still evident. Some of the reports discuss future plans regarding the introduction of some form or forms of technological training. The urgency for such training is generally accepted, but universities should not overstrain their resources by attempts to do so in isolation. This important question has been referred to the Universities Conference for advice; it will be discussed in the next report.

IV.—Secondary Education (Boys).

18. The general position of secondary schools (vernacular and anglo-vernacular) was discussed in the Quinquennial Review[2], and attention was directed to certain defects: in particular, to the large number of boys who unduly prolong their literary studies owing to the lack of facilities for other forms of education; to the faulty distribution of schools, especially in *Bengal* and the *Punjab;* to the paucity of trained teachers in certain provinces, notably *Bengal* and *Bombay;* to the unstable conditions of service in many privately managed schools; to confusion and ineffectiveness in the matter of control.

The following table gives a succinct description of the main matters of importance. It will be seen that, though the number of anglo-vernacular institutions rose by over one hundred, that of vernacular institutions was reduced by almost the same amount. Similarly, while enrolment in the former type of institutions increased by about 18,000, that in the latter type decreased by about 30,000 pupils. The percentage of trained teachers advanced only from 56·4 to 56·7. Expenditure was reduced by about Rs. 20 lakhs, but this reduction compares favourably with that in most other forms of educational expenditure.

[1] United Provinces, page 8.
[2] 10th Quinquennial Review, pages 90-102.

TABLE IX.—*Main statistics*

Province.	No. of Secondary Schools for Boys.				Total No. of boys reading in secondary stage.*		Enrol	
	Anglo-Vernacular.		Vernacular.				Anglo-Vernacular.	
	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
Madras . . .	552	560	..	..	179,865	187,997	183,554	184,456
Bombay . . .	595	584	..	..	189,462	193,383	100,187	108,911
Bengal . . .	2,941	2,932	54	54	243,019	251,273	423,436	427,220
United Provinces .	290	298	710	737	157,885	158,613	90,606	92,718
Punjab . . .	552	552	3,241	3,163	153,325	148,486	181,668	176,153
Burma . . .	325	353	955	917	32,650	31,890	71,782	74,062
Bihar and Orissa .	750	818	129	113	75,870	78,710	111,046	119,737
Central Provinces .	256	263	359	366	37,908	36,835	34,972	35,988
Assam . . .	263	276	194	188	37,128	38,275	37,748	38,746
North-West Frontier Province.	42	44	199	199	9,484	9,940	16,000	16,995
Coorg . . .	2	2	..	..	1,260	1,422	783	839
Delhi . . .	43	43	32	32	6,392	6,575	11,159	11,508
Ajmer-Merwara .	18	18	15	15	3,400	5,371	4,304	4,329
Baluchistan . .	11	11	1	1	1,110	1,258	3,640	4,037
Bangalore . .	10	10	4	4	2,172	2,180	3,539	3,568
Other Administered Areas.	26	24	1	1	[4,770	3,111	7,148	6,606
BRITISH INDIA .	6,676	6,788	5,894	5,790	1,135,700	1,156,020	1,287,572	1,305,878

* Includes classes VI to end of high school course.

of secondary schools for boys.

MENT.		TEACHERS IN SECONDARY SCHOOLS FOR BOYS.						Total expenditure on secondary schools for boys.	
Vernacular.		Total No. of teachers.		Total No. of trained teachers.		Percentage of trained teachers.			
1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
								Rs.	Rs.
..	..	9,618	9,604	7,850	7,863	81·6	81·9	88,72,614	86,43,907
..	..	5,530	5,519	976	1,012	17·6	18·3	69,27,817	67,45,048
3,086	3,788	25,157	25,235	4,956	4,800	19·7	18·9	1,31,07,917	1,31,95,926
86,560	86,004	9,752	9,983	6,393	6,581	65·7	66·0	76,96,963	75,96,280
457,514	433,666	22,847	22,521	20,018	20,041	87·6	89·0	1,35,24,855	1,20,33,008
110,083	112,137	5,557	5,294	3,753	3,542	67·5	66·9	79,76,060	70,08,386
13,515	11,800	6,583	6,034	3,495	3,702	53·1	53·0	38,59,356	39,39,790
69,837	71,300	4,713	4,885	3,220	3,350	68·3	69·3	30,33,032	29,54,317
20,207	20,535	2,718	2,770	1,115	1,110	41·0	40·3	15,44,751	15,58,937
24,149	24,517	1,532	1,561	1,176	1,226	76·8	78·5	11,30,971	11,30,696
..	..	36	39	36	37	100·0	94·0	51,783	48,374
3,143	3,243	711	723	533	594	75·0	82·2	6,04,177	6,95,201
704	834	281	204	123	142	43·8	48·3	3,18,508	3,13,699
114	116	162	171	127	131	78·4	76·6	2,22,337	2,27,716
918	1,044	102	205	119	116	61·9	56·6	2,05,103	2,53,656
128	146	388	389	143	126	36·9	32·4	5,76,696	5,40,648
805,918	775,289	95,777	96,086	54,033	54,442	56·4	56·7	6,97,73,540	6,77,94,688

19. The *control of anglo-vernacular secondary schools* still leaves room for improvement.

In *Bombay*, unrecognised schools, which are either commercial or political ventures, sometimes spring into existence: " Such schools frequently adopt questionable methods in order to increase their numbers, such as giving extra-promotion, canvassing for pupils, charging unduly lower rates of fees, etc. Their influence is unwholesome ".[1] The question is also raised whether inspection by the University, prior to registration, is advisable, and whether it would not be better for the University to register schools which have been recognised by the Education Department. The proposal of constituting a Matriculation Board is still under consideration.

The best means of controlling these schools is by a judicious administration of grants-in-aid, but, unfortunately, Government have been unable for several years to pay full grants even to old-established and registered schools.

In *Bengal*, " the schools are under dual control, and the sooner it is unified the better for the schools ".[2] As a result, " there are too many secondary schools of very indifferent quality; there is ample room for amalgamation of some of the schools, which might lead to greater efficiency in the remaining schools ".[2]

20. *Matriculation still dominates the curricula and teaching of secondary schools*, with the result that all sections of the community, with their different occupations, aptitudes and outlook, have little, if any, choice of the type of school to which they will send their children. The statistics show that the drift to Matriculation and to the university life beyond still persists, and that little effort has been made to stem the tide and to divert pupils at an earlier stage to other forms of education. It will be shown later that in many provinces the vernacular system of education, which should be the prop and stay of rural development and should provide a valuable alternative to preparation for Matriculation, tends more and more to deteriorate, while such few facilities as exist for vocational training still remain ill-adjusted to the general scheme of education.

In some respects the position has worsened. For example, it has been suggested[3] that the abandonment of the Anglo-Vernacular Middle School examination in *Burma* was likely to produce untoward results. These fears have been amply justified: " School authorities have been lenient as compared with departmental examiners. If entries to the Middle stages remain more or less normal and lenient promotions continue, there are difficult years ahead for the schools. The Xth standard will be choked with pupils who should not have been promoted, as well as by pupils who have failed to pass the High School examination. The percentage of passes in the High School examination will drop seriously; there will inevitably be a demand for the lowering of standards ".[4]

[1] Bombay, page 24.
[2] Bengal, page 16.
[3] 10th Quinquennial Review, page 99.
[4] Burma, page 11.

Apparently in *Burma*, as in other provinces, there is a strong demand for a diploma which carries weight for the purposes of gaining employment, which will give a reasonable guarantee that a successful candidate has received a good general education, irrespective of university requirements. As a result of the abandonment of the Anglo-Vernacular Middle School examination, boys are tending to forsake anglo-vernacular schools and to transfer themselves to middle vernacular schools on the ground that they can thereby obtain a qualification which will stand them in good stead in their quest for employment. After explaining certain changes which have been made in the vernacular and anglo-vernacular courses, the report states that " assimilation of vernacular and anglo-vernacular education proceeds apace ". The question is then asked " whether complete assimilation is desirable ".

In the *United Provinces*, a system of superannuation has been introduced and age-limits, though admittedly lenient, have been prescribed in the different classes. As a result, " the worst anomalies have disappeared and, as a general rule, the average age has been much reduced ".[1]

21. Thus, whereas in *Burma* and, indeed, in all other provinces in which there is no formal Anglo-Vernacular Middle School examination, leniency in granting promotions tends to accentuate the drift to Matriculation, in the United Provinces an attempt is being made to stem the tide by the superannuation of those who are clearly unfitted for a purely literary form of education. The latter policy is in the right direction, but a policy of exclusion cannot by itself achieve entirely satisfactory results; it is manifestly unfair that boys should be denied the benefit of education merely because they have little bent for a literary form of education.

The first deduction would appear to be that all boys proceeding beyond the primary stage, whatever be their bent and their aspirations, need a firm basis of general education; and that that objective should ordinarily be attained by the majority of boys by the time that they have reached the age of fifteen or sixteen. To go beyond that stage in their case would result in a weariness of the flesh, in waste of time and money. The Anglo-Vernacular Middle School examination or an equivalent should be a means of providing such boys with a certificate of general competence which would assist them in obtaining occupation in some form or another or in gaining admission to suitable forms of vocational training in institutions, separate from those providing advanced school education of a literary type.

The second deduction is that, on the successful completion of the shortened secondary course, those boys having a bent for literary education should proceed to higher secondary institutions for further training preparatory to admission to a university for the purpose of taking a degree in arts and science or in a professional subject. These higher secondary institutions should as far as possible be separate from secondary schools; otherwise, the tendency to drift will continue.

[1] United Provinces, page 17.

The third deduction is that the complete assimilation of anglo-vernacular and vernacular courses would be an unwise measure. Though ample facilities and encouragement should be made available to boys of promise in literary studies, it is inadvisable that those whose bent lies in a different direction should drift from the countryside into the towns, merely for the purpose of receiving an education for which they are ill-suited; such a tendency would also be calculated to impoverish rural areas and to retard the development of village communities. This matter will be discussed later.

22. There are hopeful signs of *improvement in the teaching* of secondary schools.

In the *Punjab*, "the instructional condition in schools continues to be generally satisfactory, though the defects pointed out in previous reports still persist in varying degrees".[1] Reference is also made to improvement in handwriting, in the teaching of vernaculars, and in encouraging boys to think for themselves rather than to reproduce what has been crammed from text-books.

In the *United Provinces*, "tuition, with the exception of English, is improving and definite interest is being taken in new ideas and methods".[2] In individual subjects, "the teaching of history is improving as a result of the special propaganda directed to this end . . . Geography teaching continues to be good in the top classes, but not enough attention is directed to practical teaching in the lower and middle sections."[2]

In *Bombay*, "far more attention is being paid to geography, and there have been substantial improvements in the methods of teaching. Science is well taught in Government high schools and in those of the aided schools, which have been furnished with well-equipped laboratories."[3]

The remarks on the subject of mathematics are of importance and probably have a similar application throughout India: "Mathematics continues to be a stumbling-block to many pupils, although to others it presents comparatively little difficulty. Perhaps there is no subject in which greater variation in ability is shown by different pupils. There has been some improvement in the methods of teaching, but comparatively few teachers seem able to make this subject interesting, while the average pupil relies more on his memory than on his powers of reasoning."[3]

23. Progress has also been made in the *teaching of drawing and in manual training*. In *Bombay*, "the importance of drawing has now been generally recognised and arrangements have been made for its teaching in almost all high schools, but unfortunately the study of this subject is stopped beyond Standard IV or V. Many schools have qualified drawing teachers on their staffs, and there has been much improvement in the quality of teaching".[3] In the *United Provinces*, "manual training continues to be

[1] Punjab, page 33.
[2] United Provinces, page 16.
[3] Bombay, page 26.

popular ".[1] In *Madras*, the number of manual training classes has been largely increased; with the introduction of compulsory manual training under the new S. S. L. C. scheme, many secondary schools are opening classes. In the *Punjab*, thirty-seven manual training centres (which cater for all schools in the vicinity) are doing satisfactory work in hand and eye training and in providing boys with a useful diversion from class-room instruction. The *Bengal* report regrets that " manual instruction cannot be introduced in all secondary schools owing to the large expenditure involved ";[2] in that case, the provision of manual training centres might be considered.

24. *Teachers*.—The best means of bringing about improved teaching is by the employment of competent and well-trained teachers, who will work under satisfactory conditions of service.

Some, but insufficient, progress has been made in *Bengal* towards improving the lot of teachers. The institution of provident funds for teachers in privately managed schools is now insisted upon by the University as a condition of recognition. There is an unfortunate tendency, however, " to regard the fund as a savings bank deposit, and frequent withdrawals frustrate its object ".[3] It is also unfortunate that, though " many schools have expressed their willingness to participate in the scheme, their applications could not be entertained by Government through lack of funds ".[3]

In *Bombay*, " the inability on the part of Government to meet their obligations under the grant-in-aid code . . . . has resulted, in some cases, in the salaries paid to teachers being so low that often those who are unable to get any thing better take up teaching in secondary schools as an occupation. Such teachers leave the school the moment they are able to improve their prospects, with the result that changes in the personnel of school staffs are all too frequent."[4]

Opinions differ in the *United Provinces*, but the conclusion is that " tenure is undoubtedly more secure as the result of the form of agreement laid down by the Department, while the gross interference in the internal affairs of a school, which used to be common, is now rare."[5]

Though in the *Punjab* the position of teachers in privately managed schools is ' pitiable ', the hope is expressed that " with the introduction of standard service rules, which are now incorporated in the conditions of recognition, the position will improve."[6]

25. As shown above, the percentage of *trained teachers* has remained practically stationary and is only 56·7; the percentage ranges from 89 in the *Punjab*, 81·9 in *Madras* to only 18 in *Bombay* and *Bengal*.

[1] United Provinces, page 16.
[2] Bengal, page 13.
[3] Bengal, page 15.
[4] Bombay, page 24.
[5] United Provinces, page 14.
[6] Punjab, page 33.

The position in the *Punjab*, with its high percentage of trained teachers, is eminently satisfactory. Even more pleasing is that " the academic attainments of candidates for training continue to improve, especially among Muslims. Of the 134 students on the rolls of the Central Training College, 23 possessed Master's degrees, twelve had obtained Honours in the B. A. and B. Sc. degrees and four had received B. A. degrees in the first division."[1]

In view of the large number of untrained teachers in secondary schools maintained by local bodies and private agencies in the *Central Provinces*, the question of expanding training facilities " is engaging attention."

In the *United Provinces*, the enrolment in anglo-vernacular training institutions has been slightly increased. As an emergency measure, Acting Teachers' Certificates are being awarded either to teachers in aided schools with long and good service, and to younger teachers who cannot obtain admission to training colleges. The former certificates are awarded without examination on the report of headmasters; the latter are awarded on the result of a practical examination. These expedients, especially the latter, cannot be regarded as satisfactory, as a formal examination cannot adequately take the place of actual training. After 1935, however, all new teachers appointed will be expected to have received training.

The position in *Bombay*, *Bengal* and *Assam* is particularly unsatisfactory in view of the low percentage of trained teachers in secondary schools.

Efforts have been made to improve the position in *Bombay* by the reconstruction and enlargement of the Secondary Training College, Bombay; but the main difficulty is caused by " the unsound financial position of many non-Government anglo-vernacular schools, which are unable to offer salaries such as will attract trained graduate teachers."[2] The suggestion is offered that school managements might discourage the practice of private tuition and thus be in a position to increase the rates of fees, which action would enable them to improve the salaries of teachers.

The position in *Assam* has not improved, but the suggestion is made that a training department might be attached to each of the two colleges in the province.

The position in *Bengal* has gone from bad to worse: " The most noteworthy event of the year was the recommendation made by the Bengal Retrenchment Committee for the temporary closing of one of the two training colleges and the suspension of the award of stipends."[3] Not unnaturally, the Department of Public Instruction have protested against the acceptance of these recommendations.

The following table shows that provision for the training of Anglo-vernacular teachers has remained almost stationary.

[1] Punjab, page 43.
[2] Bombay, pages 29-30.
[3] Bengal, page 20.

TABLE X.—*Training colleges for men.*

Province.	1932.			1933.		
	No. of Training Colleges.	Students.	Total No. of men under training.	No. of Training Colleges.	Students.	Total No. of men under training.
Madras	3	280	280	2	289	289
Bombay	1	75	65	1	98	84
Bengal	2	144	144	2	151	151
United Provinces . .	(a)5	282	278	(a) 5	300	297
Punjab	2	175	168	2	162	152
Burma	..	(b) 91	49	..	(b) 90	49
Bihar and Orissa . .	2	83	83	2	72	72
Central Provinces . .	1	134	126	1	109	103
Assam	..	..	..	..	..	..
North-West Frontier Province.	1	41	41	1	23	23
BRITISH INDIA .	17	1,305	1,234	16	1,294	1,220

(a) Includes the two training colleges attached to the Universities of Benares and Aligarh.
(b) Reading in the University Department.

26. The practice in regard to the *medium of instruction* is very similar to that discussed in the Quinquennial Review; it is therefore unnecessary to recapitulate.

It was pointed out in the Quinquennial Review[1] that, as far as possible, school boys should be taught and trained to express themselves both in speech and in writing in the language which is familiar to them and that the premature use of the English medium tended to result in many pupils being unable to express themselves in any language. It is disappointing, therefore, that theory conflicts with practice, and that the effects of a more extensive use of the vernacular medium are still in many ways unsatisfactory.

In the *United Provinces*, " the first flood of enthusiasm inflamed by linguistic patriotism seems to be abating. English is undoubtedly suffering and the resultant improvement in other subjects is not apparent. It is noticeable that in Government high schools, where vernacular is not the medium in Classes IX and X, the standard of English is good. The use of the vernacular medium may lead to more information in history and geography, but it also leads to more lecturing by the teacher and to less active participation by the class ".[2]

In *Bombay*, " the average matriculate is usually incapable of expressing his thoughts in correct English. At the Matriculation examination of 1933, 31 per cent. of the candidates failed in this subject ".[3]

These disappointing reports do not provide conclusive evidence that the experiment has been a failure. Far more conclusive is the evidence that there is much room for improvement in the

[1] 10th Quinquennial Review, pages 116-117.
[2] United Provinces, page 16.
[3] Bombay, pages 25-26.

teaching of English and that unduly large classes resulting from retrenchment have proved a serious obstacle to good teaching. Again, if the experiment is to have a fair trial, anglo-vernacular teachers should be trained to teach the ordinary subjects through the vernacular medium. The major difficulty, however, will still remain in that school classes may have to be split up at considerable expense into a number of language sections. It is therefore disappointing that little investigation has been made into the possibilities of the Romanised Urdu script. In this respect Mr. A. Latifi has done good pioneer service.

27. Table IX shows that in many provinces there has been a further deterioration in *vernacular middle schools*. This unfortunate development accentuates the drift to the towns and the serious congestion in high schools and universities. In India, more than in most other countries, it is necessary to develop a system of rural education, which will be in harmony with village conditions and will train up boys and girls desirous of remaining a part of the village and of spending lives of service to the progress of the countryside.

There are misgivings in *Bihar* on this score:

> "The economic depression has been partly responsible for the increase (in the number of Anglo-Vernacular middle and high schools), because of the growing unemployment amongst educated young men who are anxious to start schools for whatever little they will get as teachers. The Director has rightly drawn attention to the serious problem created by the growth of these schools, which tend to facilitate the flow of young men from their village homes to urban centres and thus intensify the growing problem of unemployment. . . It may be desirable to reduce the number of secondary schools maintained from public funds and to utilise the savings to start technical and industrial schools and to foster the growth of industry in order to secure profitable employment for the products of industrial and technical education."[1]

This view is generally in accord with that expressed earlier in this section, but in carrying out such a policy the claims of the rural population should not be overlooked.

The process of converting vernacular into anglo-vernacular schools in *Assam* seems to be alarmingly easy: "Most of the vernacular middle schools have optional English classes attached to them. Their success is to be gathered from the fact that they have been able to bear all costs from *fees* and local aid. The movement is spreading rapidly".[2]

Thus it is that the drift to the towns, coupled with the impoverishment of the countryside, continues.

In *Bengal*, the total number of middle vernacular schools remains at 62 as against 1,186 high schools and 1,873 Middle English Schools.

28. A very valuable pamphlet has recently been published by the Board of Education in the United Kingdom, in which it is explained that the term 'rural education' connotes, on the one hand, the idea of a specific training for rural occupations, and on the other it covers a general education given in a rural environ-

[1] Bihar and Orissa (Resolution), pages 2-3.
[2] Assam, page 14.

ment. An interesting account is then given of the various ways in which " schools are making the environment of their pupils contribute to the fashioning of a good general education."

> " The reasons why environment should profoundly influence the content of education in rural areas are broadly twofold; first, children are interested in the processes going on around them, and country life and processes are both fundamental to civilisation and the basis of much that is best in the cultural life of the community; and second, schools, and particularly those in the country districts, should be regarded not merely as *ad hoc* institutions designed solely for the formal training of the immature, but rather as social institutions evolved by a community for the preservation of its distinctive life and for the satisfaction of its cultural and other needs."[1]

29. Reference was made in the Quinquennial Review[2] to efforts which are being made on similar lines in certain provinces in India, but financial stringency has proved an obstacle to rapid development.

In *Bombay*, the number of schools taking ' the agricultural bias course ' now stands at 77 with an enrolment of 2,261 pupils: " The object of this special curriculum is to give village boys a form of instruction which will be useful to them in their future lives in villages. The course is essentially a bias course and not a vocational course ".[3]

In the *United Provinces*, " teaching is unenterprising. Boards have starved vernacular middle schools, and there is nothing in the way of reference books and illustrative material for teachers. Until this has been supplied, teachers can scarcely be blamed for continuing in a rut. Slowly, however, teaching is improving; with a little more monetary support, improvement will become more rapid ".[4]

The progress of Rural Knowledge, a subject which includes agriculture, every-day science and local studies, is very popular. The subject has already had a marked effect in lending interest to the curriculum and is a definite attempt at making instruction more practical and less literary.

The *Punjab* continues to progress in this important direction: " The number of vernacular middle schools recognised for the formal teaching of agriculture has risen from 159 to 198, of which 71 have regular farms and 126 have garden plots ".[5] In addition, the subject of Rural Science (which was discussed in the Quinquennial Review) is being rapidly introduced into all rural schools. A commendable feature of the Punjab system is the great attention paid to this matter in vernacular training institutions.

V.—Primary Education of Boys.

30. The statistics show that, whereas the number of primary schools declined from 168,835 to 166,536, enrolment increased slightly from 8,155,647 to 8,182,151. The average enrolment of schools has therefore been slightly increased.

[1] Education and Countryside (His Majesty's Stationery Office, London).
[2] 10th Quinquennial Review, pages 120-124.
[3] Bombay, page 42.
[4] United Provinces, page 21.
[5] Punjab, page 60.

TABLE XI.—*Main statistics of*

Province.	No. of primary schools for boys.		Total No. of pupils (boys and girls) in primary schools for boys.		Enrolment of boys in classes I—V, 1933.				
	1932.	1933.	1932.	1933.	Class I.	Class II.	Class III.	Class IV.	Class V.
Madras . .	46,692	44,375	2,265,960	2,249,618	836,701	394,457	302,330	251,301	102,846
Bombay . .	13,110	12,052	975,866	967,647	274,031	155,857	142,087	115,590	99,409
Bengal. . .	43,724	44,643	1,682,503	1,725,385	987,205	355,876	247,493	120,539	95,916
United Provinces .	19,769	19,139	1,130,649	1,138,474	484,252	248,664	159,239	117,085	88,707
Punjab . .	5,611	5,602	386,870	378,951	375,319	165,393	124,447	96,938	64,212
Burma. . .	4,128	4,151	225,707	259,242	145,506	44,557	34,887	27,245	12,428
Bihar and Orissa .	25,124	25,011	820,773	827,102	431,817	171,340	125,284	55,746	42,480
Central Provinces .	4,152	4,126	301,246	303,884	120,976	78,890	66,490	58,206	15,675
Assam . .	5,259	5,263	247,730	249,119	95,505	46,632	41,764	34,205	29,806
North-West Frontier Province.	597	599	30,668	31,281	32,438	10,304	8,076	6,812	4,452
Coorg . . .	100	106	8,340	8,080	1,895	1,323	1,159	953	899
Delhi . . .	166	167	17,034	16,484	11,361	4,600	3,647	3,258	2,109
Ajmer-Merwara .	219	220	11,895	11,978	475	312	5,547	2,084	2,218
Baluchistan . .	86	91	2,391	2,539	2,031	932	788	645	426
Bangalore . .	51	50	5,221	5,245	3,152	1,483	1,177	1,015	900
Other Administered Areas.	47	41	6,704	6,102	4,032	1,393	1,401	1,231	1,157
BRITISH INDIA .	168,835	166,536	8,155,647	8,182,151	3,816,386	1,682,073	1,265,876	893,753	563,640

(a) Excludes Rs. 1,902, spent on special classes for carpentr]

primary education of boys.

Total No. of boys in Classes I—V.		Men teachers in primary schools, 1933.		Percentage of trained to total.		Total expenditure on primary schools for boys.	
1932.	1933.	Total No.	Trained.	1932.	1933.	1932.	1933.
						Rs.	Rs.
1,925,356	1,887,635	94,656	59,146	59·4	62·5	1,91,22,295	1,84,90,470
797,500	786,974	32,047	15,182	46·8	47·3	1,67,65,007	1,54,82,327
1,781,050	1,807,029	78,706	22,932	28·1	29·1	67,23,922	66,73,538
1,101,064	1,097,947	38,005	25,999	66·2	68·4	89,03,340	85,54,143
862,234	826,309	11,498	8,949	73·3	77·8	37,98,489	37,88,807
265,438	264,023	5,918	4,061	65·4	68·6	21,13,837	21,01,296
820,231	826,667	36,686	18,569	49·1	50·6	51,94,858	50,10,886
344,902	340,237	10,235	6,204	58·5	60·6	30,96,389	29,87,827
246,883	248,002	7,311	2,297	31·6	31·4	12,22,269	12,39,646
60,886	62,142	935	629	57·6	67·3	3,84,304	3,76,831
5,857	6,229	295	206	74·4	31·4	1,00,068	1,14,988(a)
24,973	24,975	513	376	73·9	73·3	2,73,857	2,70,487
11,673	11,536	435	301	65·9	69·2	1,39,380	1,59,991
5,039	5,422	103	80	83·3	86·4	67,250	64,068
7,533	7,727	195	133	66·2	68·2	83,345	83,662
9,975	9,274	222	87	39·6	39·7	1,09,559	1,08,454
8,270,494	8,221,728	317,819	165,160	50·3	51·9	6,80,98,169	6,55,97,421

and Weaving, attached to a certain primary school.

In most provinces, notably in *Madras*, efforts are being made to centralise primary institutions. The *Bihar* report also refers " to the increasing stability in the number of schools supported by public funds "[1], but suggests that " the curtailment of expenditure might have been more wisely effected by withdrawing help from inefficient and superfluous schools than by the fatally simple method of reducing the already low pay of teachers ".[1] In the *United Provinces*, uneconomic schools, whose enrolment did not justify their existence, have been closed; and a similar policy is being carried out in the *Punjab*. It is all the more peculiar that, during a year of exceptional financial stringency, the number of additional primary schools for boys and girls in *Bengal* should have amounted to 1,557, in spite of the observation previously quoted that " there are about twice the number of primary schools in Bengal than are actually required ".[2]

Some provincial Governments at least have been taking steps to examine carefully the possibilities of effecting a better and more economical distribution of primary schools.

The *Madras* Government have begun to take action on what is generally known as the Champion report with the object of ensuring as far as possible that, as a result of a policy of concentration, each teacher shall be in charge of a single homogeneous class and that each class shall have a strength of thirty pupils.

In the *United Provinces*, a survey is being made into the present position with a view to eliminating unnecessary and uneconomical schools.

Arrangements have also been made for an examination of the position in respect to primary schools in Delhi City.

31. The figures given below show that the position in regard to '*wastage*' in primary schools is very similar to that of a year ago. Though certain provinces have slightly improved their position, the total percentages are practically the same as before.

TABLE XII.—'*Wastage*' *among boys in primary classes.*

Province.	Number of boys in					Proportion of boys in		
	Class I, 1928-29.	Class II, 1929-30.	Class III, 1930-31.	Class IV, 1931-32.	Class V, 1932-33.	Class I, 1928-29.	Class IV, 1931-32.	Class V, 1932-33.
Madras . . .	937,911	396,998	295,411	245,241	102,846	100	26	11
Bombay . . .	277,617	147,128	133,030	112,400	99,409	100	40	36
Bengal . . .	913,196	344,105	255,925	118,771	95,916	100	13	10
United Provinces .	515,951	257,370	163,358	110,632	88,707	100	23	17
Punjab . . .	352,303	213,956	110,876	97,685	64,212	100	28	18
Burma . . .	155,779	47,401	33,902	26,661	12,428	100	17	8
Bihar and Orissa .	486,578	169,723	120,968	52,093	42,480	100	11	9
Central Provinces .	128,595	75,212	64,154	50,161	15,675	100	46	12
Assam* . . .	92,975	45,738	41,716	34,194	29,806	100	37	32
North-West Frontier Province.	33,024	11,494	8,179	6,748	4,452	100	20	13
Delhi . . .	11,649	4,434	3,485	3,005	2,109	100	26	18
BRITISH INDIA (including minor administrations).	4,163,670	1,625,952	1,249,977	882,653	563,640	100	21	14

* Revised figures have been given for Assam; they do not agree with the figures given in Assam Tables, in which figures for classes A, B and I are lumped together for the year 1928-29.

[1] Bihar and Orissa, page 20.

[2] Bengal (Quinquennial Review, 1927-32), page 31.

The position cannot be regarded as satisfactory; on an average, only 21 per cent. of boys enrolled in Class I reach Class IV (when literacy may be anticipated) three years later.

At the same time, it is possible to exaggerate the depressing significance of these figures. 'Wastage' is a difficult problem in all countries, especially in a country such as India, with its vast population scattered over innumerable villages; and with the prevalence of sickness of many kinds. Much that is unsatisfactory in the figures is also due to the practice of admitting pupils to school at any time in the year, especially towards the end of the school year. In consequence, a large proportion of pupils enrolled in Class I cannot be expected to gain promotion in the following school year.

A comparison of the present position with that of previous years will be of interest:

TABLE XIII.—*'Wastage' in 1917-33.*

Year.	Class I.	Class IV.	Class V.
1917-21	100	22	13
1923-27	100	19	11
1928-32	100	21	13
1929-33	100	21	14

The fact that, in spite of increasing difficulties, the percentages are very similar to those in 1917-21 gives cause for satisfaction. Whereas efforts in pre-Reform days were directed mainly to providing education for the children of the intelligentsia, primary education has now become widespread in the villages, where the dangers of 'wastage' are far greater.

32. Many proposals for improving the present state of affairs have been discussed in provincial reports.

As previously suggested, the movement towards a more *economical distribution of schools and a greater concentration of effort* should do much to provide more efficient teaching and thereby to ensure more regular promotions from class to class by the pupils. It is in the single-teacher schools, in particular, that 'wastage' is rampant. As far as possible, central schools should take the place of these schools.

Many provinces are prescribing *definite periods in the year, in which new pupils shall be admitted to school.* The Hartog Committee gave valuable advice in this matter:

> "One cause for the great wastage and stagnation in the lower classes of primary schools where there is more than one teacher is the habit of placing the lowest class in charge of the least qualified teacher. This practice has naturally resulted in the worst teaching being concentrated in the class where the most careful handling is required. The lowest class in India presents peculiar difficulties, since boys and girls are admitted at present at all ages and at all times of the year, and in consequence there is additional need for special care. In Indian primary schools, as they are at present, the maxim of 'the best teacher for the youngest children' is specially applicable. Mr. H. Dippie, who is Inspector of the Agency Tracts in Bihar, has paid particular attention to improvement of the methods of teaching used in Class I, as well as in other primary classes, and has also introduced the salutary innovation of confining school admission to a single month of the year."[1]

It is inspiring that "the Census Officer mentions the particularly high standard of literacy in the State of Khandpara (249), Talchar (219), Dhinkanet (205), Athgarh (153), Narsinghpur (135) and Daspalla (123). The figures are for literate males per *mille*. No district in Bihar and Orissa proper shows so high a standard, nor was the standard in these States nearly so high ten years ago, when all of them showed a figure between 60 and 75. It is precisely in these States that an intensive campaign against the neglect of beginners has been waged for the past ten years, mainly under the direction of Mr. Dippie".[2] The example of this experiment, which has been pursued with vigour and continuity, is of great value throughout India.

In the *Punjab*, admissions to the first class have been restricted to certain months in the year: "This (practice) has helped to introduce greater homogenity into this important class and has thereby facilitated effective teaching"[3]

There is also room for doubt whether new pupils are always admitted at the right age. Spasmodic 'drives' of children of all ages into school, though they may increase temporarily the enrolment, are apt to demoralise still further the teaching. The better plan would be to collect in each area statistics showing the names of children reaching the age of six in each year, and to concentrate efforts on ensuring their admission to school. The admission of children of comparatively advanced age must inevitably embarrass good teaching. The Royal Commission in Agriculture were well-advised in suggesting that the reduction of 'wastage' is of greater importance than straining after the last truant.

33. *Standards of teaching.*—Good teaching, however, is an essential to improvement and to the reduction of 'wastage'. Reports in this regard are disappointing.

[1] Hartog Report, page 80.
[2] Bihar and Orissa, pages 21-22.
[3] Punjab, page 38.

In the *United Provinces*, " the picture is not a very bright one, but efforts are being made to remedy the defects ".[1] In the *Central Provinces*, " the standard of efficiency is very low. Teachers generally follow old methods of teaching, which are calculated to develop the mechanical aspect of education."[2] In *Assam*, " sub-divisional reports, almost without exception, describe schools, miserably housed with the scantiest furniture and with exiguous equipment, sadly understaffed by wretchedly paid teachers and overcrowded by pupils ".[3]

34. There is frequent reference to the efforts of inspectors to improve teaching, but these efforts are liable to be frustrated by a *general lack of discipline among teachers* as well as by the *faulty administration* of local bodies.

In *Bihar*, " transfers of teachers are still much too common; and there are complaints that untrained teachers are appointed or given stipends when trained teachers are available ".[4] In the *Central Provinces*, " the Department has laid down that 17 per cent. is a reasonable percentage of transfers in any particular year. Judged by this standard, most district councils effected an excessive number of transfers during the year ".[5] A side-light on these transfers is provided by a local board member who is alleged to have complained that " his opponent in an election had secured the transfer of a teacher who was one of his most influential supporters ".[6] In *Assam*, " the lot of lower primary teachers is described as ' pitiable '. They meet the contingent charges of the schools out of their poor pittances. . . The poor pandit has sometimes to pay for the conveyance of pupils in the rainy season and for the repair of the school house from his slender resources. To fill up their cup of misery, a cut of 10 per cent. in the pay of all teachers was resorted to from the beginning of the year. In spite of this economy, the Board could not pay the salaries of lower primary teachers for the last two months of the year through lack of funds ".[7]

35. The figures in Table XI indicate that the percentage of *trained teachers* has advanced only from 50·3 to 51·9 per cent. Of the major provinces, the *Punjab* leads the way with a percentage of 77·8 trained teachers; and the position in the *United Provinces*, *Burma*, *Madras* and *Central Provinces* can be considered as generally satisfactory. The low percentages in *Bengal*, *Assam*, and, to a less degree, in *Bombay* and *Bihar* are for regret.

The following table shows that provision for the training of vernacular teachers has decreased by over a thousand teachers under training, but this is due very largely to the fact that the *Punjab*

[1] United Provinces, page 25.
[2] Central Provinces, page 39.
[3] Assam, page 17.
[4] Bihar and Orissa, page 7.
[5] Central Provinces, pages 34-35.
[6] Central Provinces, page 35.
[7] Assam, page 19.

has been able to decrease very considerably its facilities for training, as the supply of trained teachers now exceeds the demand.

TABLE XIV.—*Training schools for men.*

Province.	1932.			1933.		
	No. of normal and training schools.	Students.	Total No. of men under training.	No. of normal and training schools.	Students.	Total No. of men under training.
Madras	83	10,983	10,981	70	10,552	10,546
Bombay	12	711	711	14	824	813
Bengal	91	2,587	2,587	91	2,593	2,593
United Provinces	83	1,622	1,622	70	1,595	1,595
Punjab	20	1,742	1,742	8	784	784
Burma	20	820	785	19	826	675
Bihar and Orissa	83	1,076	1,076	83	1,720	1,720
Central Provinces	10	1,053	1,053	8	803	803
Assam	6	211	211	5	202	202
North-West Frontier Province	3	163	163	3	166	166
Coorg	..	..	..	..	..	..
Delhi	1	40	40	1	39	39
Ajmer-Merwara	4	82	82	4	67	67
Baluchistan	1	10	10	1	18	18
Bangalore	1	37	37	1	39	39
Other Administered Areas	1	86	86	1	90	90
BRITISH INDIA	425	21,823	21,686	388	20,318	20,150

The *Punjab* is fortunate in its high percentage of trained teachers, and therefore the main function of the three remaining training institutions at Ghakkar, Lala Musa and Jullundur is to meet the annual wastage. The extension of the senior course from one to two years has been accompanied by good results.

Good progress has been made in the *United Provinces* where, as pointed out in the Quinquennial Review, central training schools

are rapidly taking the place of the old training classes: "These training schools are universally praised; the training given in them is on modern lines, and great stress is laid on training for extra-curricula activities. Rural Knowledge is a special feature with its emphasis on agriculture, every-day science, rural civics and general knowledge, while training in the teaching of physical exercises and simple games, scouting and first-aid hygiene is not neglected. These schools are also extremely useful as centres for refresher courses for teachers in primary schools ".[1]

This development affords an admirable example of the value of centralisation, as a training school, with its increased efficiency, costs "no more than the combined expenditure of the ordinary training classes, of which they are composed ".[1] The main difficulty, however, "is to get district boards to maintain training classes, as they look to Government to train their teachers ".[1] It is suggested that this is perhaps the most important function which Government might undertake in the sphere of education. Continuity of tradition is of importance in a training institution, but this is not always possible of attainment, as it is difficult for a single district to estimate its future requirements in the matter of trained teachers. For example, it is stated that the training school at Narwal is no longer required, as Cawnpore District has a long waiting list of trained teachers unemployed.

Material improvement cannot be expected in *Bombay* so long as the main aim is "to level up the percentage of trained primary teachers all over the Presidency to approximately 50 per cent.—after allowing for normal wastage. . . This policy of restricting the output of teachers, though fundamentally unsound and opposed to the best interests of education, has been adopted for financial reasons ".[2] It was suggested in the Quinquennial Review that, as the average cost of training a teacher was considerably higher in *Bombay* than in any other province except *Assam*, a more economical system, together with a much larger output, might be devised.

In *Bihar*, a system similar to that which used to obtain in the United Provinces is still in vogue. There are over a hundred schools, each with an enrolment not exceeding twenty; 75 of these are maintained by Government. Practising schools are attached to these institutions, but the management of practically all of these has now been transferred to local bodies. "These training schools are far from efficient, and inspectors press strongly for the appointment of more highly qualified head teachers ".[3] The experience of the United Provinces, where similar institutions have been concentrated into a smaller number of schools, might well be valuable to Bihar.

In *Assam*, the deficiency not only of trained teachers but also of provision for their training was referred to in the Quinquennial

[1] United Provinces, page 44.
[2] Bombay, page 48.
[3] Bihar and Orissa, page 28.

Review;[1] but the position has deteriorated further. "As a measure of economy, facilities for training have been curtailed or suspended. This economy is obviously a most expensive one in the currency of educational efficiency and progress. Even financially it is an extravagance in the sense that through it the actual expenditure on education is subjected to a wastage that is not only immediate but cumulative."[2] As the cost per head in Assam is higher than in any other province, the system would appear to require overhauling.

In *Bengal*, in addition to five normal schools with an enrolment of 414 students, there were 86 *guru* and *muallim* training schools with an enrolment of 2,179 students, thus entailing a serious diffusion of effort; even with the present expenditure, greater efficiency and a larger output could be attained by a well-devised policy of modified centralisation. It is a tragedy that some of those young men who are now ploughing their way fruitlessly towards Matriculation cannot be harnessed to the advancement of primary education.

In many provinces, a courageous review of the policy regarding the training of teachers for primary schools is required. A larger supply of suitably qualified trained teachers is indispensable to the right progress of primary education. There is now no difficulty in enrolling recruits to training institutions, though in provinces in which the vernacular system has deteriorated there may be difficulty in recruiting young men who would be likely to take kindly to village conditions. Indeed, there is an urgent call to divert these young men from the well-beaten track leading to Matriculation into the path which will open out to them ample opportunities of service to the countryside. There may have been good cause in the early days to provide facilities for training in a large number of training institutions so that recruits had not to go far afield for their training, but that need has now disappeared. The call of the hour is to provide ample facilities for training in a few, but large, centres so that economy shall be allied with efficiency. The recent experience of the *United Provinces*, which has suffered long from a multitude of inefficient, but none the less extravagant, training classes should prove an inspiring example to those provinces in which the old tradition still persists. The *Punjab* has also made a valuable contribution towards the solution of this problem by having made temporary arrangements on a wide scale with the result that, the vast majority of its teachers having been trained, the normal wastage can now be made good by the products of three well-staffed and efficient training institutions. Until this has been done in all provinces, 'wastage' in primary schools must continue.

36. *Compulsion.*—There has been very little change in the position regarding *compulsion*. For the convenience of record, the number of areas (municipal and rural) under compulsion is given below.

[1] Quinquennial Review, pages 156 and 210.
[2] Assam, page 21.

TABLE XV.—*Compulsory Primary Education.*

Province.	Acts.	Areas under compulsion.				
		1932.		1933.		
		Urban areas.	Rural areas.	Urban areas.	Rural areas.	No. of villages in rural areas under compulsion.
Madras . . .	Elementary Education Act, 1920.	25	7	25	7	104
Bombay . . .	I. Primary Education (District Municipalities) Act, 1918.	4	..	4	..	..
	II. City of Bombay Primary Education Act, 1920.	1	..	1	..	..
	III. Primary Education Act, 1923.	5	2	5	2	150
Bengal . . .	I. Primary Education Act, 1919.	1	..	1	..	..
	II. Rural Primary Education Act, 1930.	..	..	..	..	..
United Provinces .	I. Primary Education Act, 1919.	37	..	36	..	..
	II. District Boards Primary Education Act, 1926.	..	24	..	24	351
Punjab . . .	Primary Education Act, 1919	54	2,924	60	3,013	7,048
Bihar and Orissa .	Primary Education Act, 1919	1	3	1	2	2
Central Provinces .	Primary Education Act, 1920	24	422	24	431	431
Assam . . .	Primary Education Act, 1925	..	..	..	..	..
Delhi . . .	(Punjab Act extended to Delhi, 1925.)	1	10	1	10	10
	TOTAL .	153	3,392	158	3,489	8,102

In the *United Provinces*, " the results up to date are disappointing. Compulsion in municipalities is easy to enforce, owing to the ease with which a census may be taken and to the compact nature of the area, but progress has been slow. Committees are reluctant to enforce attendance; teachers have too much influence on local politics and thus members are loath to persist or insist on honest work; superintendents and assistant attendance officers are not supported. . . Particulars of prosecutions are interesting. In Lucknow, 1,566 notices were served and 481 complied with, but only 368 cases were filed and in the end 86 persons were fined a total of Rs. 76 ".[1]

Better progress, however, has been made in rural areas: " The brightest feature is the fact that numbers in Class IV, though by no means as large as they should be, show marked increase;"[2] but " complaints are made against the leniency of magistrates, who do

[1] United Provinces, page 27.
[2] United Provinces, page 28.

not consider non-attendance a serious offence, and more often than not let off offenders with a warning."[1]

In *Bombay*, "in spite of the fact that some of the compulsory schemes have been in existence for over two years, nothing like complete compulsion has been introduced. There is considerable reluctance on the part of Board to put the full machinery of the Act into action. The last few years, however, have been a period of acute financial distress and in consequence progress has been slow."[2]

Similarly, in the *Central Provinces*, "registers of enrolment of pupils are in many cases incomplete; the enrolment of pupils is delayed; considerable numbers liable to compulsion are not enrolled; attendance is by no means satisfactory; proceedings against defaulters are often delayed; in some cases no action at all is taken; the fines imposed are inadequate".[3]

The Act has been applied far more extensively in the *Punjab* than elsewhere, but the same difficulty is experienced in bringing offenders to book. In a certain district, "in all the 66 cases instituted only warnings were issued".[4]

37. A valuable suggestion is made that "punitive measures should be taken with greater determination against those who send their children to school and then withdraw them. It is these children who are mainly responsible for the excessive wastage, and it is only reasonable that the arm of the law should deal with them".[4]

Reference has already been made to the evil effects resulting from the making of spasmodic 'drives' of children, all and sundry, into school; it is the adoption of this practice in compulsory areas, which is mainly responsible for the persistence of disappointing results. If a determined effort is made to ensure each year the enrolment of boys reaching the age of six and to provide that the attendance of these children shall be regular, the results would quickly become far less unsatisfactory.

The standard of teaching should also be high; children should not be compelled to attend school unless there is a guarantee that they shall benefit by their schooling and that their health shall not be affected by attendance in insanitary buildings. A high standard of teaching can only be attained by the employment of well-qualified trained teachers; the organisation and distribution of the schools should also be such as to provide a sufficient, but not an excessive, number of schools in which no teacher shall teach more than one class and in which each class shall approximate thirty pupils. A well-planned policy of centralisation is essential to the success of compulsion.

[1] United Provinces, pages 27-28.
[2] Bombay, page 46.
[3] Central Provinces, page 27.
[4] Punjab, page 12.

VI.—The Education of Girls.

38. In spite of financial stringency, the progress of education among girls continues to be rapid. The number of institutions has risen by 288 to 38,754, while the enrolment of girls in all institutions, whether for boys or girls, advanced by 113,821 to 2,606,470, as against a decrease of 26,826 in the enrolment of boys. The effective value of even this limited number of institutions for girls is largely discounted by the fact that almost half of them are primary schools in *Bengal* which, as shown by subsequent figures, produce little tangible result. Though the additional enrolment was mainly in the primary classes, the numbers in the secondary and collegiate stages showed a welcome advance. In spite of the largely increased enrolment, expenditure fell by nearly Rs. 13 lakhs to Rs. 3,52,41,216.

TABLE XVI.—*Main statistics*

Province.	Total No. of institutions for girls.		Total No. of pupils (boys and girls) in institutions for girls.		Number of girls reading in boys' institutions.		GIRLS Primary stage.*	
	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
Madras	5,954	5,830	389,410	394,395	379,434	400,368	704,897	720,158
Bombay	1,981	1,960	193,567	197,296	105,878	109,030	258,579	260,962
Bengal	17,939	18,575	470,631	506,012	97,926	111,237	535,110	580,309
United Provinces	2,283	2,350	109,677	118,170	59,873	66,777	153,929	166,700
Punjab	6,042	4,724	198,144	202,649	23,880	25,758	139,537	148,651
Burma	857	847	90,563	90,061	175,474	176,826	198,108	199,052
Bihar and Orissa	2,703	2,730	74,630	77,858	53,947	58,703	117,600	123,259
Central Provinces	534	554	41,484	43,570	25,550	26,598	60,509	62,883
Assam	730	756	31,934	34,022	31,268	32,369	54,775	56,696
North-West Frontier Province.	180	169	13,007	14,017	793	907	12,169	13,351
Coorg	10	10	984	1,087	2,117	2,200	2,730	2,972
Delhi	80	87	9,580	10,584	60	268	8,148	8,678
Ajmer-Merwara	59	58	3,836	3,889	755	536	3,353	3,237
Baluchistan	11	11	1,752	2,074	436	493	1,381	1,838
Bangalore	47	45	6,497	6,353	608	602	5,664	5,441
Other Administered Areas	56	48	6,767	5,986	221	249	5,366	4,722
BRITISH INDIA	38,466	38,754	1,612,472	1,678,023	958,220	1,013,197	2,261,864	2,358,969

* Includes classes I to V.

39. The reports are generally optimistic.

In the *Punjab*, "the education of girls has made considerable headway, in spite of the economic depression and the recent levy of fees in anglo-vernacular schools. . . Government agree with the Director's reading of the situation and feel that the education of girls should be much more widely extended beyond the limits of cities and towns. It is hoped that an increased number of qualified teachers for village schools will remove the difficulty; Government await with interest the opening of training classes in suitable rural centres."[1]

In *Bombay*, "the increasing number of girls in all kinds of institutions is an encouraging feature. Parents have come to understand the advantages of educating their daughters, and the apathy of the people formerly noticeable in rural areas is gradually giving way to a desire among them to keep their girls at school for a longer period."[2]

In *Bihar*, "the education of girls is making rapid progress, in spite of the prevailing depression."[3]

In *Assam*, "a great change has come into the outlook on the education of girls throughout the province. Conservatism, tradi-

[1] Punjab (Resolution), page 4.
[2] Bombay, page 78.
[3] Bihar and Orissa (Resolution), pages 4-5.

of the education of girls.

READING IN						Total No. of girl pupils in all institutions.		Total expenditure on institutions for girls (including indirect expenditure).	
Secondary stage.†		Collegiate stage.		Professional colleges.					
1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
								Rs.	Rs.
21,059	23,871	692	753	138	145	742,536	763,644	96,59,276	93,41,702
23,870	26,738	704	835	111	131	292,658	298,506	65,35,758	63,01,021
8,771	9,694	712	854	58	70	559,712	607,530	51,33,225	50,18,551
5,832	6,808	270	346	21	17	167,011	182,270	38,82,442	39,80,536
7,074	8,110	271	335	51	56	213,287	221,080	34,90,531	34,32,167
8,775	7,793	184	227	58	57	210,539	217,062	28,13,317	23,12,095
1,471	1,657	9	14	..	..	126,453	134,238	12,50,383	12,24,298
1,975	2,123	41	50	16	17	66,416	69,492	11,78,330	10,92,556
2,712	2,965	12	27	..	..	62,167	65,278	5,45,356	5,48,271
617	745	..	..	..	..	13,551	14,820	3,40,280	3,48,866
251	283	..	..	..	..	3,070	3,320	39,489	41,239
763	911	45	66	126	137	9,551	10,257	6,27,918	6,42,448
518	527	3	4	..	..	4,387	4,198	1,97,095	1,60,868
125	150	..	..	..	..	2,103	2,492	70,521	88,085
647	732	23	28	..	..	6,499	6,393	3,99,794	3,25,007
734	668	..	..	..	..	6,709	5,803	3,33,151	3,82,866
85,194	93,784	2,966	3,539	579	630	2,492,649	2,666,470	3,65,62,861	3,52,41,216

† Includes class VI to end of high school course.

tion and prejudice are yielding everywhere and with increasing rapidity. . . These changes, together with the eager readiness with which Indian girls are coming forward for education, require the most careful consideration. As a department, we are handicapped in possessing only one lady in our inspectorate. Qualified women teachers are scarce and, even if available, cannot be afforded; unqualified women, male teachers with no other employment, and superannuated old men form far too high a proportion of the staffs in girls' schools."[1]

40. *Primary Education.*—The table below gives some cause for satisfaction, in that the period of school attendance is being extended. The enrolment of Class IV has advanced from 133,783* to 146,630; and that of Class V from 69,945* to 77,195. *Madras* and *Bombay* occupy the pride of place in both these classes, while the *Punjab* is a bad, though a creditable, third. While, again, the enrolment of Class V in *Bombay* and the *Punjab* is in reasonable proportion to that of Class IV, in *Madras* and *Burma* there is a serious decline in the enrolment of Class V in comparison with that of Class IV. Whether this is due to the prevalence of co-education in the two latter provinces is uncertain.

[1] Assam, page 27.

* *Vide* Table LXXXIII, 10th Quinquennial Review, page 175.

TABLE XVII.—*Primary*

Province.	No. of primary schools for girls.		Pupils (boys and girls) in primary schools for girls.		Enrolment of girls		
	1932.	1933.	1932.	1933.	Class I.	Class II.	Class III.
Madras	5,682	5,533	358,895	361,762	412,557	130,461	88,041
Bombay	1,741	1,742	169,378	172,712	122,220	51,135	40,342
Bengal	17,438	18,076	433,775	466,745	417,047	98,185	47,128
United Provinces . . .	1,733	1,786	64,941	68,700	106,786	29,913	16,367
Punjab . . .	1,627	1,634	94,050	98,282	84,421	23,716	17,761
Burma	634	643	36,203	36,930	130,612	32,343	20,510
Bihar and Orissa . . .	2,447	2,415	62,830	64,069	82,941	22,387	13,185
Central Provinces . . .	414	417	31,377	32,466	34,786	12,137	8,833
Assam	632	640	22,760	23,379	27,961	10,504	8,527
North-West Frontier Province	113	113	7,200	7,549	8,098	1,925	1,491
Coorg	9	9	734	818	1,111	616	555
Delhi	56	59	5,842	6,300	5,005	1,248	1,012
Ajmer-Merwara . . .	43	42	2,941	2,971	688	451	1,377
Baluchistan	3	3	280	332	1,120	248	209
Bangalore	29	28	3,575	3,554	2,771	980	720
Other Administered Areas .	34	30	3,032	3,250	2,671	701	537
BRITISH INDIA .	32,685	33,170	1,208,713	1,349,819	1,441,605	425,945	267,504

schools for girls.

in Classes I—V, 1933.		Total No. of girls in Classes I—V of all institutions.		Women teachers in primary schools, 1933.		Percentage of trained to total.		Total expenditure on primary schools for girls.	
Class IV.	Class V.	1932.	1933.	Total No.	Trained.	1932.	1933.	1932.	1933.
								Rs.	Rs.
56,021	23,178	704,897	720,158	12,566	9,974	75·9	79·4	43,50,268	41,02,190
28,310	18,955	258,579	260,962	5,244	2,639	51·9	50·3	37,82,622	36,31,259
10,462	6,587	535,110	580,309	5,470	561	11·8	10·8	14,82,205	15,08,171
8,231	5,403	153,929	166,760	2,191	260	11·2	11·9	6,22,210	6,32,668
12,832	9,921	139,537	148,651	2,918	1,303	39·5	44·6	9,99,639	10,09,236
11,836	3,751	198,108	199,052	1,588	1,379	86·4	86·6	3,51,217	2,61,516
2,008	1,838	117,600	123,259	1,620	452	26·8	27·9	5,08,428	5,03,905
6,057	1,070	60,509	62,883	1,197	636	48·8	53·1	4,64,225	4,00,071
5,807	3,807	54,775	56,696	602	106	16·5	17·6	1,18,693	1,28,026
1,283	554	12,169	13,351	251	69	24·7	27·5	1,03,940	1,12,832
303	297	2,739	2,072	30	28	96·5	93·3	15,138	15,185
810	603	8,148	8,678	207	148	58·6	71·5	1,48,495	1,52,305
440	281	3,353	3,237	123	55	42·5	44·7	73,529	54,296
159	107	1,381	1,898	12	7	63·6	58·3	7,224	6,678
563	398	5,604	5,441	160	138	83·4	86·2	61,904	61,461
518	295	5,366	4,722	145	96	53·7	66·2	72,384	76,460
146,630	77,195	2,261,804	2,358,969	34,324	17,851	50·6	52·0	1,31,62,121	1,28,06,259

41. The '*wastage*' figures given below, which should be read along with those given in Table LXXXII of the Quinquennial Review,* show that the position is very similar to that of a year ago. *Bombay*, *Assam* and the *Punjab* and, to a lesser extent, *North-West Frontier Province* have creditable records, but those of *Madras* and *Central Provinces* are reduced in value by the failure of most pupils to extend their studies beyond Class IV. The records of other provinces, especially *Bengal* and *Bihar*, are extremely disappointing.

TABLE XVIII.—'*Wastage*' *among girls in primary classes.*

Province.	Number of girls in					Proportion of girls in		
	Class I, 1928-29.	Class II, 1929-30.	Class III, 1930-31.	Class IV, 1931-32.	Class V, 1932-33.	Class I, 1928-29.	Class IV, 1931-32.	Class V, 1932-33.
Madras . . .	391,627	108,653	71,438	49,018	28,178	100	13	6
Bombay . . .	110,280	43,698	35,219	26,857	18,955	100	24	17
Bengal . . .	362,257	75,003	45,029	9,828	6,587	100	3	2
United Provinces .	86,757	24,776	13,969	7,328	5,403	100	8	6
Punjab . . .	59,777	18,941	14,815	11,897	9,921	100	20	17
Burma . . .	119,838	42,575	18,933	11,350	3,751	100	9	3
Bihar and Orissa .	82,722	18,989	11,538	2,573	1,838	100	3	2
Central Provinces .	30,123	9,464	7,071	5,603	1,070	100	19	4
Assam † . . .	22,232	9,258	7,554	5,509	3,897	100	25	17
North-West Frontier Province.	5,631	1,384	1,187	1,113	554	100	20	10
Delhi . . .	3,637	1,042	893	734	603	100	20	17
BRITISH INDIA (including minor administrations).	1,303,040	344,889	231,113	133,783	77,195	100	10	6

42. Few comments are made in provincial reports on the *standards of teaching;* but such as have been made are disappointing. In *Bombay*, for example, "the standard of teaching is low, particularly in girls' schools in rural areas, which, as a rule, are in the hands of untrained or even uncertificated teachers"[1]. In the *Punjab*, however, "the standard of work is higher this year, for the reason that more trained teachers have been employed. . . It is difficult, however, to persuade village girls from backward areas to join training classes at centres outside their home districts or, on the other hand, to persuade city girls, trained in towns, to

[1] Bombay, page 77.

* 10th Quinquennial Review, page 174.

† The Assam proportions are far more favourable than those in previous reports. Enrolment in classes A and B and I is now given separately, whereas in previous reports the enrolment of these three classes was combined.

venture into village schools in districts with which they are unacquainted ".[1]

43. The statistics given in Table XVII show that the *percentage of trained teachers in primary schools* for girls has risen from 50·6 to 52; the percentage in the major provinces varies from 86·6 in *Burma* and 79·4 in *Madras* to 17·6 in *Assam*, 11·9 in the *United Provinces* and 10·3 in *Bengal*.

The following table gives the facilities provided in provinces. The provision in *Madras* far exceeds that of any other province; that in *Bengal* is deplorably inadequate.

TABLE XIX.—*Training schools for girls.*

Province.	Total No.		Enrolment.		Total No. of girls under training in all training schools (for boys and girls).	
	1932.	1933.	1932.	1933.	1932.	1933.
Madras	64	65	3,232	3,217	3,234	3,223
Bombay	21	21	803	842	803	853
Bengal	10	10	234	241	234	241
United Provinces . . .	45	46	412	449	412	449
Punjab	18	17	853	880	853	880
Burma	22	17	511	419	646	570
Bihar and Orissa . . .	11	11	249	244	249	244
Central Provinces . . .	8	8	337	329	337	329
Assam	2	2	22	37	22	37
North-West Frontier Province	1	1	48	51	48	51
Coorg	..	..	..	..	..	..
Delhi	1	1	53	62	53	62
Ajmer-Merwara . . .	1	1	14	16	14	16
Baluchistan	..	..	..	..	..	..
Bangalore	3	2	86	80	86	80
Other Administered Areas .	2	2	91	91	91	91
BRITISH INDIA .	209	204	6,945	6,058	7,082	7,126

[1] Punjab, pages 72-73.

44. *Co-education.*—It will be surprising to many that out of a total of 2,606,470 girls at school, as many as 1,013,197, or 38·9 per cent., are reading in institutions for boys.

In *Burma*, the practice of co-education is wide-spread; and in *Madras* the number of girls reading in boys' institutions exceeds that of girls reading in separate institutions for girls, while in *Assam* the number in these two categories is about the same.

In *Bihar*, "the progress of co-education is particularly encouraging. It is a matter in which public opinion must lead the way, but it is a matter of vital importance because, firstly, the teaching in girls' institutions is often inefficient; and, secondly, because, as the number of girls at school increases, the cost of maintaining separate schools for boys and girls will become prohibitive".[1]

In *Assam*, co-education is advancing in popularity. The writer of the report recounts an interesting personal experience:

> "Little more than ten years ago, I was rash enough to admit the first woman student into Cotton College. A great to-do resulted; the orthodox public protested; some of the staff represented that it would be most embarrassing, if not impossible, for them to lecture to women. In the outcome, the lady was transferred to a Calcutta College with the solace of a stipend. Last session, by contrast, there was an item for women students in the annual sports of the College."[2]

In the same province, "co-education is gaining in popularity, particularly in primary and middle schools. In the Surma Valley, the advance in enrolment of girls in boys' schools is about three times the rate of that in girls' schools. Both inspectors are in favour of co-education in the primary and middle stages, but advocate separation in high schools".[3]

The inspecting staff in the *United Provinces* have reported "not only the influx of new girls into boys' schools where no girls' schools exist, but also the unexpected migration of girls from existing girls' schools to boys' schools, where the latter presented better opportunities for further study".[4]

As suggested in the Quinquennial Review[5], however, the system of co-education, as practised in India, is unsatisfactory in that it is normally applied only to the pupils and not to the staff. The suggestion is therefore repeated that co-education might thrive better, if little boys were admitted more freely to efficient girls' schools. For the teaching of small children, women are usually better suited than men.

[1] Bihar and Orissa, page 29.
[2] Assam, page 27.
[3] Assam, page 28.
[4] United Provinces, page 31.
[5] 10th Quinquennial Review, page 173.

45. *Secondary Education.*—Progress has been far more satisfactory in secondary than in primary education. The number of girls reading in the secondary stage advanced from 85,194 to 93,784; *Bombay* and *Madras* are far ahead of other provinces in this respect.

TABLE XX.—*Secondary*

Province.	No. of Secondary Schools for Girls.				Pupils (Boys and Girls) in Secondary Schools for Girls.			
	Anglo-Vernacular.		Vernacular.		Anglo-Vernacular.		Vernacular.	
	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
Madras	108	109	..	..	22,768	23,825	..	..
Bombay	103	102	..	..	17,080	18,787	..	..
Bengal	120	127	11	8	23,117	24,304	1,133	863
United Provinces	85	87	186	194	13,785	15,268	20,219	23,964
Punjab	66	63	100	114	17,114	17,279	23,284	25,643
Burma	56	60	77	59	13,173	13,869	9,023	7,118
Bihar and Orissa	29	30	10	10	5,557	5,936	1,451	1,499
Central Provinces	32	35	39	41	1,949	2,047	4,945	5,324
Assam	33	37	21	20	5,529	6,301	1,821	1,925
North-West Frontier Province	10	10	18	19	1,892	2,168	3,247	3,608
Coorg	1	1	..	..	260	269	..	..
Delhi	5	6	9	9	918	1,580	2,180	2,024
Ajmer-Merwara	7	6	4	4	456	446	69	113
Baluchistan	5	5	1	2	785	871	445	773
Bangalore	8	8	5	5	1,863	1,919	900	750
Other Administered Areas	13	12	..	..	2,197	2,282	29	30
BRITISH INDIA	681	698	490	485	129,283	137,211	74,746	78,694

schools for girls.

Girls reading in secondary stage.		Women teachers in Secondary Schools.						Total expenditure on secondary schools for girls.	
		Total No.		Trained.		Percentage of trained teachers.			
1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
								Rs.	Rs.
21,059	23,871	1,468	1,504	1,250	1,307	85·1	86·9	16,71,198	16,15,276
23,870	26,738	1,244	1,299	547	600	44·0	46·2	16,93,038	17,30,447
8,771	9,694	1,244	1,263	651	675	52·3	53·4	17,42,242	17,13,844
5,832	6,808	2,005	2,197	969	1,066	48·3	48·5	17,28,398	17,85,770
7,074	8,119	1,620	1,672	1,104	1,157	68·1	69·2	14,14,720	13,87,390
8,775	7,793	2,328	2,201	2,004	1,906	86·1	86·6	15,79,137	12,90,489
1,471	1,657	415	421	298	303	71·8	72·3	3,29,533	3,47,191
1,975	2,128	398	400	273	269	68·6	67·2	2,81,408	2,80,911
2,712	2,965	804	324	132	138	43·4	42·6	2,50,854	2,53,516
617	745	206	223	104	121	50·5	54·3	1,25,705	1,31,384
251	283	14	15	8	8	57·1	53·3	13,825	14,024
763	911	167	161	123	132	73·7	82·0	1,57,995	1,83,759
518	527	70	59	30	27	42·9	45·7	90,271	91,801
125	150	38	60	21	31	55·3	51·7	59,601	64,867
647	732	188	102	148	139	78·7	72·4	1,59,790	1,48,806
734	608	169	141	86	70	50·8	56·0	2,28,809	2,19,371
85,104	93,784	11,878	12,132	7,748	7,958	65·2	65·6	1,15,20,510	1,12,08,846

46. *Matriculation.*—The fact that girls now stay much longer at school is shown conclusively by the following statistics regarding the Matriculation examination. Indeed, these figures taken together with those given below regarding the number of women graduates may be regarded as phenomenal; the number of Matriculation candidates has almost trebled during the short space of six years. The *Punjab* figures reflect the great advance which has been made in that province.

TABLE XXI.—*Girl candidates for Matriculation or High School Final examination.*

Province.	No. of candidates.			No. of successful candidates.		
	1927.	1932.	1933.	1927.	1932.	1933.
Madras	384	544	623	383	542	612
Bombay	363	751	854	175	375	441
Bengal	216	608	813	157	394	547
United Provinces . . .	115	259	309	82	130	167
Punjab	148	551	658	60	336	456
Burma	343	667	720	120	281	304
Bihar and Orissa . .	13	39	38	8	13	15
Central Provinces . .	43	90	111	16	49	55
Assam	40	78	83	32	53	63
North-West Frontier Province	6	8	28	6	6	19
Delhi	28	74	105	13	47	60
BRITISH INDIA (INCLUDING MINOR ADMINISTRATIONS).	1,505	3,383	4,407	1,002	2,138	2,770

47. The figures in Table XX show that the *percentage of trained teachers* has remained stationary and is now 65·6; but the provision of facilities for the training of anglo-vernacular teachers is very defective in many provinces, especially *Bengal* and *United Provinces*.

TABLE XXII.—*Training colleges for women.*

Province.	Total No.		Enrolment.		Total No. of women under training in all colleges (for men and women).	
	1932.	1933.	1932.	1933.	1932.	1933.
Madras	2	2	66	70	66	70
Bombay	..	..	..	..	10	14
Bengal	3	3	43	53	43	53
United Provinces . . .	..	..	11*	10*	15	13
Punjab	1	1	29	26	36	36
Burma	..	..	..	..	42	41
Central Provinces . . .	1	1	8	11	16	17
BRITISH INDIA .	7	7	157	170	228	244

* Reading in the University Department.

48. *Universities.*—Good progress has been made by women reading in universities.

A feature of the *Bombay* system is that there are no separate colleges for women, and women in rapidly increasing numbers are being enrolled in men's colleges. The number of women reading in arts colleges advanced from 704 to 835, and that in professional colleges from 111 to 131.

In *Bengal*, the enrolment of women's colleges rose from 366 to 508, while the number of women reading in men's colleges and in university classes was 346.

In the *Punjab*, though accommodation has been extended in Kinnaird College, Lahore, the Principal has had to refuse admission to a larger number of students than ever before. Over fifty new students were admitted; but for every one admitted two had to be refused. Similarly, in the Lahore College for Women, " more and better accommodation is urgently needed ".

The following table reflects the rapid advance which has been made.

TABLE XXIII.—*Women graduates.*

Province.	Candidates for B.A. and B.Sc. examinations (pass only).			No. of successful candidates.		
	1927.	1932.	1933.	1927.	1932.	1933.
Madras	64	102	149	54	56	94
Bombay	33	43	48	20	27	30
Bengal	43	87	108	29	64	77
United Provinces . . .	19	54	81	11	32	56
Punjab	12	53	72	9	20	42
Burma	13	25	26	5	14	18
Bihar and Orissa . . .	2	..	..	1	..	..
Central Provinces . . .	1	11	14	1	6	11
Assam	..	1	1	..	1	1
North-West Frontier Province	..	1	..	..	..	..
Delhi	..	1	7	..	1	3
Ajmer-Merwara . . .	..	1	..	..	1	..
Bangalore	1	6	3	..	4	3
BRITISH INDIA .	188	385	509	130	226	335

49. The prospects of girls' education in India are therefore encouraging. Public opinion has suddenly and decisively changed in favour of girls being educated; even more important, parents are now prepared to keep their girls at school until a much later age than heretofore. Unfortunately, this happy turn of events has coincided with financial stringency. Much more liberal support is therefore required in order that the development of girls' educa-

tion shall be guarded against many of the evils which now attend the development of boys' education.

VII.—Professional and Technical Institutions.

50. The majority of professional and technical institutions are not under the control of provincial Departments of Education and are not therefore described in provincial education reports. The following table shows in summary form the number of such institutions and their enrolment. The provision for the training of teachers of varying types is discussed elsewhere in the appropriate sections of this report.

TABLE XXIV.—*Professional and Technical Institutions.*

Types of Institutions.	1932.		1933.	
	Institutions.	Students.	Institutions.	Students.
I. Colleges—				
Law Colleges	12	7,151	12	7,232
Medical Colleges	11	4,075	11	4,440
Engineering Colleges	7	2,171	7	2,142
Agricultural Colleges	8	942	8	872
Commercial Colleges	7	1,860	6	2,082
Forest Colleges	2	87	2	66
Veterinary Colleges	4	489	4	438
TOTAL	51	16,775	50	17,272
II. Schools—				
Law Schools	2	127	2	113
Medical Schools	31	6,719	32	6,655
Engineering Schools	11	2,062	11	1,926
Technical and Industrial Schools.	483	26,711	451	25,645
Commercial Schools	135	6,246	132	5,411
Agricultural Schools	13	464	12	843
Forest Schools	..	..	1	68
Schools of Art	16	2,454	15	2,128
TOTAL	691	44,783	656	42,429
GRAND TOTAL	742	61,558	706	59,701

VIII.—The education of special classes and communities.

51. *Chiefs' Colleges.*—There is little to add to what was said in the Quinquennial Review on the subject of *Chiefs' Colleges*. Though enrolment in *Mayo College, Ajmer*, showed a welcome increase from 115 to 131, the number in *Aitchison College* declined from 96 in 1931 to 77 in 1933, and that in *Rajkumar College, Rajkot*, was reduced to the very inadequate total of 26. This general decline in numbers has brought about a serious situation, as not only are finances depleted, but the task of organising an

educational institution with a mere handful of boys ranging from eight to over twenty years of age must be well nigh impossible. The rate of personal expenditure in these colleges is still high, but efforts have been made in some institutions in the direction of economy by the introduction of a system of common messing, by abolishing the practice of private tuition, and by substituting dormitories for private suites of rooms. There is also a growing feeling that the exclusive rules of admission are out of keeping with modern conditions; at *Rajkumar College, Raipur*, boys not previously eligible for admission up to ten in number can now be admitted.

Admission to the *Colvin Taluqdars' School, Lucknow*, "has been opened to some of the professional classes, and fees have been reduced. Numbers slightly increased, but have greatly increased since the close of the year. With the introduction of Intermediate classes it is hoped that numbers will still further increase. The general education continues to be excellent. The institution of common messing on a voluntary basis has proved popular and has resulted in a considerable saving in cost to parents".[1]

TABLE XXV.—*Enrolment of Chiefs' Colleges.*

College.	1931.	1932.	1933.
Mayo College, Ajmer	115	115	131
Daly College, Indore	90	78	79
Aitchison College, Lahore	96	74	77
Rajkumar College, Rajkot . . .	35	29	26
Rajkumar College, Raipur . . .	48	42	43
TOTAL .	384	338	356

52. *European and Anglo-Indian Schools.*—The table below gives the main statistical figures and indicates that the position is much the same as last year. A striking feature of the figures is the large and growing number of Indians enrolled in these schools. The figures also show a considerable decrease in expenditure. The percentage of trained teachers is generally satisfactory.

[1] United Provinces, page 37.

TABLE XXVI.—*Education of Europeans and Anglo-Indians.*

Province.	Education of Boys.			Education of Girls.			Teachers in European schools (for Boys and Girls).			Expenditure.			Percentage of cost of European Education (Boys and Girls schools) borne by		
	No. of institutions.	Enrolment.	No. of non-Europeans on roll.	No. of institutions.	Enrolment.	No. of non-Europeans on roll.	Total No.	Trained.	Percentage of trained.	On boys' institutions.	On girls' institutions.	Total expenditure (inclusive of that on inspection, buildings and other miscellaneous objects).	Public funds.	Private funds.	
														Fees.	Other sources.
										Rs.	Rs.	Rs.			
Madras	38	5,274	792	43	5,611	963	757	561	74·1	6,60,330	6,15,894	24,37,381	27·8	27·5	44·7
Bombay	16	2,131	401	21	3,305	798	374	270	72·2	4,10,664	5,48,632	13,89,906	34·4	41·0	24·6
Bengal	31	5,959	1,352	37	5,705	1,187	784	474	60·4	9,38,317	6,64,268	35,51,300	24·3	47·1	28·6
United Provinces	17	2,844	404	40	3,740	531	493	375	76·1	8,12,155	7,59,001	25,39,068	34·9	38·8	26·3
Punjab	13	1,488	253	19	1,477	161	244	164	67·2	3,43,879	3,14,935	9,14,294	41·6	35·0	23·4
Burma	10	4,236	2,019	26	6,182	2,403	459	334	72·7	4,11,986	4,74,390	11,13,138	37·7	29·7	32·6
Bihar and Orissa	10	738	67	11	875	118	112	77	68·7	1,36,237	1,08,860	3,96,836	28·8	45·1	26·1
Central Provinces	16	1,242	429	22	1,655	619	158	89	56·3	1,47,822	1,60,604	4,85,815	22·4	43·9	33·7
Assam	1	144	21	3	235	33	42	38	90·5	29,708	50,065	2,06,532	26·4	57·0	16·6
North-West Frontier Province	1	120	81	..	..	..	5	5	100·0	8,668	..	9,209	30·4	56·5	13·1
Coorg	...	...	...	...	...	...	...	...	...	..	..	..	...	...	...
Delhi	...	..	..	2	170	27	17	15	88·2	..	25,810	40,785	38·4	30·0	31·6
Ajmer-Merwara	6	452	59	3	221	15	48	16	33·3	67,849	34,800	1,09,981	22·9	50·8	26·3
Baluchistan	1	101	53	1	171	65	17	11	64·7	27,336	33,406	73,975	48·5	40·2	11·3
Bangalore	9	1,418	202	12	1,643	309	205	126	61·5	1,76,152	1,18,779	4,81,941	30·2	41·8	28·0
Other Administered Areas	5	493	137	7	979	206	98	39	39·8	70,441	1,41,845	2,70,916	31·9	24·1	44·0
British India 1933	174	26,640	6,270	247	31,909	7,525	3,813	2,594	68·3	42,41,544	40,50,789	1,40,21,137	30·6	38·8	30·6
British India 1932	167	26,041	3,243	255	31,907	7,142	3,808	2,601	68·3	44,77,678	43,84,000	1,55,39,156	30·7	40·2	29·1
British India 1931	166	26,421	5,811	255	32,556	7,193	3,837	2,577	67·2	45,26,619	44,16,470	1,64,37,099	31·8	39·2	29·0

53. *Education of Muslims.*—Whereas the number of Muslim boys at school and college slightly decreased, there has been a welcome advance in the number of Muslim girls.

It was represented in the Quinquennial Review that, though "the Muslim population formed 24·7 per cent. of the total population in British India, Muslim pupils formed 26·7 per cent. of the total number of pupils enrolled from all communities";[1] but, unfortunately, the vast majority of Muslim boys, and an even greater proportion of Muslim girls, rarely pass beyond the primary stage. The increase in the number of Muslim boys and girls reading in the secondary and collegiate stages is therefore welcome.

54. It was also suggested that "the greatest handicap to progress (among Muslims) in the higher ranges of education is that children in increasing numbers attend *segregate* schools".[2] This tendency still persists.

In the *United Provinces*, "Muslim boys attend the different types of school in the following proportions:

Ordinary board schools.	Islamia schools.	Aided maktabs.	Unaided maktabs.
52	13·3	24·7	10

The majority of Islamia schools compare favourably with the ordinary board schools; in *maktabs*, however, the standard is generally poor. The reasons for this are clear; unqualified teachers, unsuitable buildings and little or no equipment".[3]

The *Bombay* "figures show a decrease in the number of Muslims attending colleges, special and primary schools, but there was a substantial increase in secondary schools".[4] A feature of the system is the attachment of Quran classes to district local board schools with the intention of encouraging Muslim pupils to attend the ordinary schools.

In *Bengal*, the number of Muslims enrolled in the high stage advanced from 24,118 to 27,152, which "increase is attributed chiefly to the migration of students to high schools after having completed the junior madrasah course".[5]

In the *Punjab*, the enrolment of Muslims declined by as many as 26,410 pupils: "Though by no means behind other communities in the school enrolment, Muslims have an unsatisfactory proportion in the secondary and college classes".[6]

In the *Central Provinces*, a convincing plea is advanced in favour of a larger measure of concentration:

> "Khamgaon has an Anjuman High School provided with very suitable buildings for the school, hostel, science laboratory, playgrounds, etc.

[1] 10th Quinquennial Review, page 239.
[2] 10th Quinquennial Review, page 243.
[3] United Provinces, pages 38-39.
[4] Bombay, page 85.
[5] Bengal, page 35.
[6] Punjab, page 86.

But twelve miles to the west of Khamgaon there is another Anglo-Urdu school at Nandura managed by the local Anjuman. Ten miles from Khamgaon to the north, there is an Anglo-Urdu school run by the Anjuman at Shegaon. Ten miles to the south are English classes attached to the Urdu Middle school at Pimpalgaon Raja. Fourteen miles to the east there is a Government Anglo-Urdu school at Balapur. The Anglo-Urdu classes, attached to the Government High School, Akola, since 1931, are only 32 miles from Khamgaon. In these days, when taxi motors are running between all these places, the journey to and from any of the places mentioned near about Khamgaon does not take more than from 3 to 4 annas. If all the resources of the Muhammadans at Shegaon and Pimpalgaon Raja could be put together and directed towards the welfare of the Anjuman High School, Khamgaon, there can be no doubt that the Anjuman High School would be far more prosperous than it has been since its establishment."[1]

In *Bihar*, though the Muslim population forms only 11·3 per cent. of the total population, the percentage of Muslim pupils to the total enrolment is 13·6; but four out of five inspectors complain of the inefficiency of maktabs, while a Muslim inspector states that even religious instruction in these institutions is unsatisfactory. "There is little doubt that, in the interests of Muslims themselves, these schools should be converted into, or combined with, ordinary primary schools, whenever this can be done, without depriving Muslim pupils of instruction in Urdu."[2]

[1] Central Provinces, page 54.
[2] Bihar and Orissa, page 31.

TABLE XXVII.—*Muslim boys receiving instruction.*

Province.	Reading in— (1933).						Total No. of Muslim Boys receiving education.	
	Arts Colleges or University Departments.	Professional Colleges or University Departments.	Secondary stage.	Primary stage.	Special schools.	Unrecognised institutions.	1932.	1933.
Madras	650	104	11,830	202,166	1,494	17,656	233,908	233,900
Bombay	568	201	26,613	149,910	3,419	15,338	201,134	196,049
Bengal	3,053	604	57,151	968,427	85,109	27,613	1,127,957	1,141,957
United Provinces	2,415	649	25,961	197,130	4,562	27,034	256,541	257,751
Punjab	3,285	562	57,152	425,903	7,652	52,808	574,319	547,452
Burma	68	54	1,856	16,106	778	4,192	23,099	23,054
Bihar and Orissa	477	146	8,824	101,678	4,283	10,489	123,273	125,897
Central Provinces	154	51	3,825	35,082	246	991	40,230	40,349
Assam	272	6	8,403	73,978	2,215	11,326	95,101	96,200
North-West Frontier Province	391	21	6,521	49,639	142	2,956	58,932	59,670
Coorg	..	..	36	416	6	39	324	497
Delhi	317	23	1,644	8,585	395	475	11,097	11,439
Ajmer-Merwara	59	..	1,046	2,240	62	746	4,311	4,153
Baluchistan	..	..	556	3,352	16	2,286	5,565	6,210
Bangalore	15	..	240	1,433	15	72	1,648	1,775
Other Administered Areas	..	..	523	2,021	23	314	3,606	2,881
British India 1931	10,018	2,509	194,898	2,221,652	141,065	180,024	2,751,066	
British India 1932	10,835	2,340	206,991	2,245,837	118,751	176,291	2,761,045	
British India 1933	11,724	2,421	212,181	2,238,156	110,417	174,385	2,749,234	

TABLE XXVIII.—*Muslim girls receiving instruction.*

Province.	Reading in— (1933).						Total No. of Muslim Girls receiving education.	
	Arts Colleges or University Departments.	Professional Colleges or University Departments.	Secondary stage.	Primary stage.	Special schools.	Unrecognised institutions.	1932.	1933.
Madras	14	2	407	81,115	217	6,615	85,598	88,406
Bombay	9	3	1,366	51,923	134	4,302	57,869	57,797
Bengal	11	..	469	328,284	469	5,955	310,021	335,188
United Provinces	26	..	579	24,826	67	3,265	26,241	28,763
Punjab	76	1	2,075	40,798	728	51,521	100,742	101,199
Burma	5	16	170	7,435	26	1,603	9,332	9,255
Bihar and Orissa	..	..	15	24,115	34	2,173	24,868	26,337
Central Provinces	..	..	45	8,867	27	571	9,019	9,310
Assam	2	..	237	11,392	52	2,619	13,701	14,302
North-West Frontier Province	..	..	189	5,201	25	594	5,226	6,009
Coorg	..	..	2	95	..	15	42	112
Delhi	6	15	149	2,237	30	..	2,231	2,437
Ajmer-Merwara	..	..	13	517	..	201	723	731
Baluchistan	..	..	17	322	..	406	660	745
Bangalore	1	..	37	692	..	..	809	730
Other Administered Areas	..	..	12	535	..	54	631	601
British India 1931	84	16	3,836	523,219	1,864	77,394	606,413	
British India 1932	105	22	5,185	558,792	2,255	81,354	647,713	
British India 1933	150	37	5,782	594,154	1,809	79,990	681,922	

55. *Education of the Depressed Classes.*—The school enrolment of children of the depressed classes shows a slight increase of 12,875, but the value of this increase is discounted by the large increase of 24,236 in *Bihar*, which was due mainly to a change in classification. The satisfactory tendency, whereby these children are seeking and gaining admission to the ordinary schools in place of segregate schools which crystalise the stigma of exclusion and separation, still continues.

In *Madras*, " Government have further directed that their approval should be obtained for starting segregate schools for these pupils, and that permission will not be accorded unless a local body can show that it is impossible, despite persistent propaganda, to persuade caste Hindus to admit depressed class pupils into caste Hindu schools ".[1] Another welcome advance is that " 439 depressed class teachers were employed in schools not specially intended for them during the year ".[1]

The *Bombay Government* " have recently re-affirmed their orders issued in 1923 regarding the removal of disabilities on the children of depressed classes. They have laid down explicitly that no disability should be imposed on these children in any school conducted by a public authority, and that no grant should be paid to an aided school to which pupils belonging to depressed classes are refused admission by reason of their caste. Most local authorities have shown themselves genuinely anxious to carry out the spirit of these orders ".[2]

There is a peculiar and interesting development in the *United Provinces*, where " the number of higher caste boys reading in depressed class schools have increased by over a thousand. This is a notable instance of the decay of class consciousness . . . . The number of depressed class children attending ordinary board schools was 88,282 as against 87,154 last year ".[3] An Advisory Committee has been constituted for the purpose of advising Government in matters concerning the education of depressed classes.

In the *Punjab*, " caste prejudice is rapidly disappearing and almost all depressed class children are enrolled in the ordinary schools, where they enjoy complete social equality with the boys of other classes ".[4] Almost more pleasing is the rapid progress made by these children in the higher stages of education. There has been a rise of 724 in their numbers at the secondary stage; at the collegiate stage there has been a phenomenal increase from twelve to 195.

[1] Madras, page 21.
[2] Bombay, page 108.
[3] United Provinces, page 39.
[4] Punjab, page 88.

TABLE XXIX.—*Enrolment of depressed class pupils in all institutions.*

Province.	1932.	1933.	Increase (+) or decrease (—).
Madras	338,578	328,010	—10,568
Bombay	69,186	(*a*) 69,524	+338
Bengal	440,054	(*b*) 437,220	—2,834
United Provinces	125,965	127,581	+1,616
Punjab	34,664	33,965	—699
Bihar and Orissa	24,971	(*c*)49,207	+24,236
Central Provinces	47,501	48,287	+786
TOTAL	1,080,919	1,093,794	+12,875

(*a*) Of these 67,025 are in Bombay Presidency proper, and 2,499 in Sind —the latter number is approximate.

(*b*) Educationally backward Hindus.

(*c*) Not strictly comparable with the previous year figures, which excluded 31 castes recently classified by Government as depressed classes.

IX.—Miscellaneous.

56. The following table shows the number of *institutions for defectives* and their enrolment:

TABLE XXX.—*Statistics of schools for the blind and deaf-mutes.*

Province.	Number of Schools.			Number of pupils.		
	For deaf-mutes.	For blind.	Total.	Deaf-mutes.	Blind.	Total.
Madras	5	4	9	299	185	484
Bombay	4	3	7	156	133	289
Bengal	6	1	7	287	86	373
United Provinces	..	2	2	..	74	74
Punjab	..	1	1	..	28	28
Burma	1	2	3	28	40	68
Bihar and Orissa	..	2	2	..	92	92
Central Provinces	1	1	2	18	22	40
INDIA 1933	17	16	33	788	660	1,448
INDIA 1932	16	16	32	724	607	1,331

57. Improvement in the *playing of games* and in *physical training* has still continued.

In the *Punjab*, " with the appointment of assistant district inspectors for physical training, the games and physical training of village schools, as also of secondary schools, have met with a remarkable improvement . . . . Inspectors are unanimous that playground discipline and games organisation in schools and the love of sports as a pastime for villagers are gaining a great impetus through this new development ".[1]

A similar report has been received from *Madras:* " There has been a steady increase in the number of boys and students taking part in games and sports. The training facilities offered by the Y. M. C. A. College of Physical Education, Saidapet, for the training of men for employment as Physical Instructors in schools and colleges were made use of as usual ".[2]

In *Bombay*, " increasing attention is being paid to physical training in almost all secondary schools . . . . In some of the boys' schools, where girls are also admitted, arrangements are now made whereby the girls can play among themselves games such as badminton, basket-ball, etc ".[3]

In *Bengal* attempts to improve physical training by means of well qualified instructors have been frustrated by financial stringency; but the holding of short courses has had beneficial results.

In the *Central Provinces*, " the training of instructors in the Training College, Jubbulpore, is proceeding apace, and within a few years a sufficient number of instructors will be available to meet the needs of secondary schools. It cannot be too strongly emphasised that the ' Akhada ' trained instructors are not adequate substitutes for instructors trained in the scientific principles and practice of physical education ".[4]

58. *Boy Scouting* has also shown good progress. In the *Punjab*, " scouting has continued to develop with success. Stress has been laid throughout the year on camping, the passing of scout tests and on social service ".[1]

In *Bombay*, " scouting has resumed its normal position from the set-back of the previous year. All over the Presidency, leaders have come forward to support the movement, and the antipathy shown by a certain class of people is no longer in evidence ".[5]

In *Bihar*, " the boy scout movement is steadily expanding. The scouts are often useful at *melas* and on similar occasions. The Girl Guide movement is also making progress ".[6]

In *Assam*, " the movement, after experiencing a rather severe set-back, chiefly on account of an unfavourable political atmosphere,

[1] Punjab, page 18.
[2] Madras, page 28.
[3] Bombay, page 29.
[4] Central Provinces, page 18.
[5] Bombay, page 28.
[6] Bihar and Orissa, page 37.

shows healthy signs of new and vigorous activity throughout the province ".[1]

59. Perhaps the most interesting aspect of the Boy Scout movement is its connexion with a parallel movement for the *improvement of village conditions.*

In *Bombay*, " scouting is taking a deep root in villages; this development is aided by demonstrations held by scouts who go about cleaning the villages, improving the sanitation of drinking-water places, making gardens and planting trees, and being generally helpful in anti-epidemic measures undertaken by the Health Department ".[2]

In the *Punjab*, " scouts are proving of great use by rendering assistance at fairs, by helping the poor and needy and by controlling and extinguishing fire . . . . The work of the Punjab scouts during the Jumna floods, when they saved hundreds of lives of human beings and cattle and rescued much property, is deserving of special mention ".[3]

The report of the *Central Provinces* is of special interest in this connexion:

> " We are for the present working along the following lines. In the first place, certain town troops pay periodical visits to near-by villages with their scout-masters. The boys make friendly contacts with village boys by playing scout games with them. They also enlist the co-operation of the older men by entertaining them around the camp fire. After this, the troop makes a preliminary survey of the village, collecting statistics, patrol by patrol, under three or four simple heads. The third stage is a consultation in the troop Court of Honour to evolve a definite line of action. Then the scout-master and his assistant, and perhaps one or two of the older patrol leaders, talk to the villagers about health and sanitation in a friendly way. After the interest of the villager has been roused and his consent obtained, the scouts are put to work, digging manure pits for the village, surveying the place, laying out and helping to build better roads, planting trees, washing cattle and so on.
>
> " The second broad category into which this work falls is this. We are convinced that the only village work which will really tell in the long run is that which is done in the villages by persons who live there, share the lives and surroundings of the villager and are, in fact, part and parcel of the village itself. The key man for this seems to be the village school-master; we have been making an attempt in the last few years to get hold of him. Government trains a number of teachers in its Normal Schools every year who ultimately find their way into village schools. We approached Government a few years ago to allow us to train these teachers as scout-masters and cub-masters, so that they could run troops and packs of their own when they went out into the villages. Government gave us a free-hand and we gratefully acknowledge the helpfulness and keen interest of those in charge of the matter. After experimenting for a year or two we came to the conclusion that the ordinary scout-master's training was not enough for these teachers . . . . Therefore, in addition to the normal scout-

[1] Assam, page 16.
[2] Bombay, page 28.
[3] Punjab, page 34.

master's training which others receive, these teachers are also helped to obtain proficiency in such aspects of badge work as will be of assistance in this village uplift scheme. This means a special course of training during the entire two years, in which these teachers are at the Normal School, in place of the few days' intensive training which the ordinary scout-master usually receives.

"The third category of our village uplift scheme relates to the senior branch of our movement. The rover branch is slowly finding its feet. They work not only as crews where several of them can be grouped together, but also as lone rovers in places where they are isolated.

"The report gives illustrations of the kind of work that the scouts do in the villages. At Jyotipur, Pendra Road, they established a village road-making day, which has enabled them in the course of five years to have 'pakka' roads throughout the village. Other villages are following this example and Ratanpur has spread 2,000 carts of moorum and 120 carts of boulders in the last year . . . . In the same set of villages 160 manure pits have been dug and seven trenches for night-soil."[1]

The Punjab report is also interesting in this connexion:

"Propaganda work has been carried on by means of processions, posters, dramatic performances, illustrated lectures, impersonal talks and cinema shows. No public fair or festival is allowed to pass without the organisation of a well-arranged propaganda programme by the neighbouring schools. Uplift journals have also been started to disseminate useful knowledge on health, agriculture, education and other public matters to literate villagers, and through them to the illiterate public . . . . The filling of manure pits, the cleaning of streets and lanes, the vaccination of school children, the improvement of village conditions are some of the items on the programmes of village community councils."[2]

Intimate contact is also being established between the Boy Scout movement and the *Junior Red Cross* and *St. John's Ambulance Associations.*

In the *Central Provinces*, "the scouts assist the Red Cross Society by keeping and distributing a stock of medicines".[3] In the *United Provinces*, the co-operation between the Education and Public Health Departments has been most fruitful in many directions. In the *Punjab*, "the record of work done by Red Cross Societies is highly commendable. These societies should for the present concentrate on improving sanitation, and on disseminating useful information regarding personal health and hygiene".[4]

60. Arrangements for the *medical inspection* of school children are being developed in some provinces, but in many instances are confined to inspection and diagnosis and are not followed up by effective measures for treatment.

In the *United Provinces*, "inspections by the thirteen full-time health officers in the big towns have continued, while municipal and district medical officers of health have carried out routine inspections in other schools. The great difficulty has been to

[1] Central Provinces, pages 66-67.
[2] Punjab, pages 17-18.
[3] Central Provinces, page 68.
[4] Punjab, page 19.

interest parents in the health officers' diagnosis, and to this end propaganda meetings of parents, at which the health officer has explained the scheme, have been held . . . . At present, the scheme is in its initial stage, that of inspection and diagnosis; treatment is left to private sources, though something has been done towards establishing school clinics in Lucknow and a few other centres ".[1]

In a few towns in the *Punjab*, " satisfactory arrangements exist not only for medical examination, but also for effective treatment. The Department is contemplating an extension of this useful scheme ".[2]

The suspension of grants-in-aid for medical inspection in *Burma* has caused a set-back, but " most medical officers have continued the inspection of pupils without remuneration ".[3]

Similarly in *Madras*, " the payment of grants for medical inspection has been suspended as a measure of economy, but the reorganisation of the scheme is engaging the attention of Government ".[4]

61. Progress in the *education of adults* has also been retarded by financial stringency. Moreover, the difficulties attending this valuable innovation are immense.

Reports from the *United Provinces* are discouraging: " With rare exceptions schools for adults are a failure . . . . Adult education through co-operative societies as well as through the boards has failed. There is no demand for it, and extensive propaganda will be necessary. The officer who inspected the night schools of Lucknow Municipality has seen no improvement since they were started twelve years ago and considers that most of the money spent on them is wasted ".[5]

In *Bombay*, though some improvement has been shown, " the fact remains that unless the pupils, tired as they frequently are at the end of the day's work, are able to see that they will derive material benefit from education, or unless the personality of the teacher is such that he is able to hold the school together by his influence, there is a tendency for the pupils to become disheartened and the school is forced to close down through lack of numbers ".[6]

The importance of these schools is, however, stressed by a Punjab inspector: " If illiteracy is to be fought in all earnestness, I am convinced that the adult school is the only effective weapon to do it. Literacy of adults alone can popularise literacy among children. Hence, every effort should be concentrated on making the adult school a successful institution ".[7]

[1] United Provinces, page 18.
[2] Punjab, page 19.
[3] Burma, page 32.
[4] Madras, page 28.
[5] United Provinces, page 30.
[6] Bombay, page 123.
[7] Punjab, page 11.

62. Thus, in spite of financial retrenchment and of the persistence of grave defects, there are signs of improvement in many directions. In reading provincial reports, however, an awkward impression is conveyed that each province is working too much in isolation and that, in consequence, there is danger of falling into a rut and of being content with a condition of affairs, merely on the ground that such condition has always existed. In each province there is also much ignorance of what is going on elsewhere. It is therefore unfortunate that, owing to financial stringency, the Government of India have as yet been unable to revive the Bureau of Education and the Central Advisory Board. Retrenchment is not the only form of economy.

APPENDICES.

APPENDIX I.

Provincial Inspectorate.

(i) *Inspectors.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
Madras.			
1. District Educational Officer .	24†	Rs. 250—25—500—E.B.—50—800 (Old scale). Rs. 200—30/2—260—40/2—500—50/2—700 (Revised scale).	Inspects secondary schools, secondary departments of colleges and training schools.
2. Senior Deputy Inspector . .	227	Rs. 75—5—100—10—150—S. G.—10—250 (Old scale). Rs. 70—10/2—130—S.G.—140—15/2—200 (Revised scale).	Inspects elementary schools.
3. Junior Deputy Inspector . .	159	Rs. 50—2½—75 (Old scale) . Rs. 50—5/2—70. (Revised scale).	Inspects elementary schools.
4. Inspector of European schools .	1	Rs. 400—50—600—600—50—1,000—1,000—50—1,250. Rs. 1,250—50—1,500 (J. S. G.). Rs. 1,500—50—1,750 (S. S. G.).	Controls and inspects European schools.
5. Superintendent of Sanskrit schools.	1	Rs. 250—25—500—E.B.—50—800 (Old scale). Rs. 200—30/2—260—40/2—500—50/2—700 (Revised scale).	Inspects Sanskrit colleges and schools.
6. Supervisor of Sanskrit schools .	2	Rs. 40—40—2—60—1—70. (Old scale). Rs. 35—3/2—50—2/2—60 (Revised scale).	Inspects Sanskrit elementary schools.
Bombay.			
1. Educational Inspector . .	6	1 in the scale of Rs. 1,250—50—1,500. 1 in the scale of Rs. 400—50—1,200. 3 in the old scale of Rs. 320—40—1,200.	Is responsible for the administrative control of all Government institutions, excluding Arts, Science and Professional Colleges. Inspects Anglo-vernacular schools, training schools for primary teachers and other special schools. Is also responsible for the conduct of departmental examinations and the award of Government scholarships in primary and secondary schools.
2. Assistant Educational Inspector	1	In the revised scale of Rs. 300—25—400—30—550—35—760—40—1,000.	A reserve against a temporary vacancy in the post of Inspector.
3. Assistant Deputy Educational Inspector.	31	18 in the scale of Rs. 70—5—140—10—200. 13 in the scale of Rs. 200—10—250 (S. G.).	Inspects all recognised Anglo-vernacular schools teaching up to Standard V and all special schools in the district and generally assists the Educational Inspector.

† One post is in the I. E. S.
E. B. = Efficiency bar.
J. S. G. = Junior selection grade.
S. S. G. = Senior selection grade.

(i) *Inspectors*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
Bombay—contd.			
4. Inspector of European schools .	1	Rs. 1,000—50—1,200 . .	Controls and inspects European and English Teaching schools.
5. Inspector of Drawing and Craft-work.	1	Rs. 300—20—420—30—660—40—900.	Inspects Drawing and Craft-work in schools.
6. Deputy Educational Inspector .	8	7 in the scale of Rs. 250—20—650 1 in the scale of Rs. 200—15—320—20—600.	Inspects the teaching of Urdu, Persian and Arabic in primary and secondary schools and assists the Educational Inspector in the education of Muslims. One of the inspectors is responsible to the Director for the organisation and development of visual instruction in schools throughout the Presidency.
7. Assistant Deputy Educational Inspector for Muhammadan Education.	9	Rs. 70—5—120—10—150 . .	Inspects Muslim schools.
Bengal. ‡			
1. Inspector	5	Rs. 300—50/2—700—75/2—1,000.	Is in charge of all educational matters in his division, except those relating to arts and professional colleges, Government senior madrasahs and European schools.
2. Second Inspector . . .	9*	4 in the scale of Rs. 300—50/2—700—75/2—1,000. 5 in the scale of Rs. 150—175—200—50/2—300—40/2—500—50/2—700.	Is responsible to the Inspector for the inspection of high and normal schools and the control of subordinate inspectors.
3. District Inspector . . .	28†	Rs. 150—175—200—50/2—300—40/2—500—50/2—700.	Is the chief educational officer of the district in respect to middle and primary education.
4. Sub-Divisional Inspector . .	37	Rs. 130—10/2—140—20/2—220 .	Is in charge of middle and primary education of the district.
5. Sub-Inspector . . .	267	Rs. 75—8/2—115—5/2—135—10/2—175.	Assists the sub-divisional inspector of schools.
6. Assistant Sub-Inspector and Inspecting Maulvi.	10	Rs. 35—2—75—3—90 . .	Inspects madrasahs.
7. Assistant Inspector of Muhammadan Education.	5	Rs. 150—175—200—50/2—300—40/2—500—50/2—700.	Inspects all junior madrasahs and maktabs.
8. Inspector of European schools .	1	Rs. 300—50/2—700—75/2—1,000.	Controls all institutions for Europeans.
United Provinces.			
1. Circle Inspector . . .	7	1 in the scale of Rs. 1,250—50—1,500 (S. G.). 1 in the scale of Rs. 400—50—1,250. 5 in the revised scale of Rs. 300—25—500—500—600—30—900—50—1,000.	Is responsible for the supervision of Education and inspects all Intermediate Colleges and English schools in his circle.

* Includes two posts held in abeyance.
† Includes one post held in abeyance.
‡ The scales of pay are as recently revised; many incumbents of the several categories of posts are on the old scales of pay.

(i) *Inspectors*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
United Provinces—contd.			
2. Assistant Inspector . . .	7	6 in the scale of Rs. 250—50/2—300—25—675. 1 in the revised scale of Rs. 200—15—380—20—500—25—650.	Subject to the general supervision of Inspector, is responsible for vernacular education.
3. Deputy Inspector . . .	55	50 in the scale of Rs. 200—25—450. 5 in the revised scale of Rs. 180—12—300—15—300.	Under the direction of the Chairman of the Education Committee of the district board, he inspects all vernacular schools and training classes in the district. He reports to the Chairman, from time to time the localities where, in his opinion, more schools are needed and when authorized by the board, establishes such schools. He also controls the work of sub-deputy inspectors.
4. Sub-Deputy Inspector . .	209	192 in the scale of Rs. 80—5—120—10—160—S. G.—170—10—300. 17 in the revised scale of Rs. 75—5—150—10—180.	Inspects all vernacular schools within such portion of the district as the Chairman of the Education Committee of the district board, in consultation with the inspector, may determine and generally assists the deputy inspector.
5. Inspector of Arabic Madrasahs .	1	Rs. 700—50—800 . .	Visits Arabic and Persian Madrasahs.
6. Inspector of Muhammadan schools.	1	Rs. 250—50/2—300—25—675 .	He assists in organising Muslim educational effort throughout the province. He is President of the Provincial Muhammadan Education Committee and of the Special Maktab Text-book Committee.
7. Inspector of European schools.	1	Rs. 400—50—1,250 . . .	Controls and inspects European schools. The post is held by an I. E. S. officer in addition to his own duties as Principal of the Training College, Allahabad.
8. Inspector of Sanskrit Pathshalas	1	Rs. 250—50/2—300—25—675 .	Promotes Sanskrit learning and inspects pathshalas.
Punjab.			
1. Divisional Inspector . .	5	1 in the scale of Rs. 1,150—50—1,400. 4 in the scale of Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150.	Is generally responsible for Education in a division.
2. Deputy Divisional Inspector .	10	1 in the scale of Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150. 9 in the scale of Rs. 250—25—500/25—600.	Assists the Divisional Inspector.
3. District Inspector . . .	30	S. E. S. Class II (Rs. 140—10—190). S. E. S. Class I (Rs. 200—10—250). P. E. S. Class II (Rs. 250—25—500/25—600).	Subject to the general supervision of the Divisional Inspector is responsible for the development of education in a district.

(i) *Inspectors*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
Punjab—contd.			
4. Assistant District Inspector .	178†	S. E. S. Class V (Rs. 55—3—70). S. E. S. Class IV (Rs. 80—4—100). S. E. S. Class III (Rs. 110—5—135). S. E. S. Class II (Rs. 140—10—190).	Assists the district inspector ; and is generally responsible for Education in a tehsil.
5. Inspector of Training Institutions.	1	Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150.	Is responsible for the control of training institutions.
6. Inspector of Vernacular Education.	1	Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150.	Is responsible for Vernacular Education in the province.
7. Assistant Inspector of Agriculture.	2	Rs. 250—25—500/25—600.	Inspects Agriculture in schools in his circle.
Burma.			
1. Inspector	9	Rs. 300—50—1,500 . . .	Is in general administrative charge of education, and inspects all Anglo-vernacular, English and normal schools in his circle ; and makes annually two tours of inspection among vernacular schools.
2. Assistant Inspector . . .	8	Rs. 250—25—675 . . . Rs. 700—50—800 (S. G.).	Generally assists the inspector, especially in vernacular education. One of the inspectors is in charge of physical training.
3. Deputy Inspector . . .	98	5 in the scale of Rs. 250—25—675. 91 in the scale of Rs. 175—5—225—10—275. 2 in the scale of Rs. 125—5—175.	Inspects vernacular schools and assists the inspector in the vernacular work of Anglo-vernacular and English schools. Four of the deputy inspectors inspect Muslim schools and one inspects Tamil schools.
*Bihar and Orissa.**			
1. (*a*) Inspector . . .	5‡	Rs. 300—35/2—440—40—1,000 .	Is responsible for the inspection of all recognised educational institutions (other than colleges) in his area. Inspects mainly high and secondary training schools.
(*b*) Agency Inspector, Orissa States, and Inspector of Schools in Angul.	1	Rs. 200—40/2—400—30—700 .	
2. (*a*) District Inspector . .	20	Rs. 200—40/2—400—30—700 .	Inspects middle, upper primary and elementary training schools.
(*b*) District Inspector of Schools in Angul.	1	Rs. 128—12/2—200 . . .	
3. Deputy Inspector . . .	33	Rs. 128—12/2—200 . . .	Inspects middle, upper primary and elementary schools and supervises the work of sub-inspectors and inspecting maulvis.
4. Sub-Inspector . . .	242	Rs. 65—4/2—105 (L. D.) . . Rs. 128—12/2—200 (U. D.) .	Inspects lower primary and indigenous schools.
5. Special Deputy Inspector for Santal schools.	1	Rs. 65—4/2—105 (L. D.) . . Rs. 128—12/2—200 (U. D.)	For the inspection of Santal schools.
6. Sub-Inspector of Santal schools	6	Rs. 40—1—50	

* The scales of pay are as recently revised : many incumbents of the several categories of posts are on the old scales of pay.

† Includes one assistant district inspector of schools for Physical Training.

‡ One of the posts is in the I. E. S.

(i) *Inspectors*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
*Bihar and Orissa**—contd.			
7. Superintendent of Sanskrit studies.	1	Rs. 200—40/2—400—30—700	Inspects Sanskrit tols and pathshalas and advises on all questions affecting Sanskrit education.
8. Superintendent of Islamic studies.	1	Rs. 200—40/2—400—30—700	Inspects Madrasahs and advises on questions regarding Persian and Arabic education.
9. Assistant Superintendent of Sanskrit studies.	2	Rs. 128—12/2—200	Inspects tols and pathshalas.
10. Special Inspecting Officer for Muslim education.	5	Rs. 65—4/2—105 (L. D.) Rs. 128—12/2—200 (U. D.)	May inspect any type of school containing Muhammadans.
11. Inspector of students' residences.	2	Rs. 65—4/2—105 (L. D.) Rs. 128—12/2—200 (U. D.)	One at Patna and the other at Cuttack. They supervise the residences of students who do not live in college or school hostels or with guardians.
12. Inspecting Maulvi	24	Rs. 40—1—50	Is in charge of maktabs.
13. Special Inspecting Officer for the depressed classes.	5	Rs. †50—150	Inspects primary schools.
Central Provinces.			
1. Inspector	4	1 in the scale of Rs. 400—50—1,250. 3 in the old scale of Rs. 350—1,250.	Inspects secondary and normal schools, and supervises the work of deputy inspectors.
2. Assistant Inspector	9	5 in the old scale of Rs. 200—800. 4 in the revised scale of Rs. 200—500.	Inspects Anglo-vernacular schools and assists Inspector in the inspection of vernacular and normal schools.
3. Deputy Inspector	62	8 in the old S. G. scale of Rs. 200—250. 45 in the old scale of Rs. 80—175. 9 in the revised scale of Rs. 70—150.	Inspects vernacular schools and conducts annual primary examination.
*Assam.**			
1. Inspector	2	Rs. 250—800	Is generally responsible for the administration of primary and secondary education in his division, inspects high and training schools, and supervises the work of the deputy inspectors.
2. Assistant Inspector	2	Rs. 250—800	Inspects middle and primary schools including Board vernacular schools.
3. Deputy Inspector	22	Rs. 150—350—S. G.—400	Inspects middle and primary schools. One of them is for Muhammadan education.
4. Sub-Inspector	47	Rs. 75—175	Assists deputy inspector in inspecting vernacular schools.

* The scales of pay are as recently revised; many incumbents of the several categories of posts are on the old scales of pay.

† The present pay has been fixed on a temporary basis. Proposals for a permanent scale are under consideration.

(i) *Inspectors*—concld.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
*Assam**—contd.			
5. Assistant to the D. P. I. for Muhammadan Education.	1	Rs. 250—800	Inspects Muhammadan schools and the Islamic classes, linguistic and religious, in other schools. He advises D. P. I. on all questions affecting the education of Muhammadans.
North-West Frontier Province.			
1. Director of Public Instruction .	1	Rs. 1,500—50—1,750 *plus* Rs. 150 duty allowance. . .	Is the head of the Education Department in the province and inspects Anglo-vernacular schools.
2. District Inspector . . .	5	Rs. 250—25—600 . . .	Inspects primary schools and primary departments of secondary schools, and visits vernacular secondary schools.
3. Assistant District Inspector .	9	Rs. 120—4—160 . . .	Inspects and supervises primary and lower middle schools and primary departments of secondary schools.
4. Inspector of Vernacular Education.	1	Rs. 650—30—800 . . .	Is responsible for the vernacular education in the province.

(ii) *Inspectresses.*

Madras.			
1. Inspectress	4	Rs. 400—25—850—S. G.—900—25—950—1,000—50—1,050.	Inspects secondary schools, secondary departments of colleges and training schools.
	2	Rs. 200—20—400—25—500 (Old scale).	
		Rs. 200—30/2—500 (Revised scale).	
2. Assistant Inspectress . .	1	Rs. 200—20—400—25—500 (Old scale).	Ditto.
		Rs. 200—30/2—500. (Revised scale).	
3. Sub-Assistant Inspectress .	51	Rs. 75—5—100—10—150—S. G.—10—250 (Old scale).	Inspects elementary schools.
		Rs 70—10/2—130—S. G.—140—15/2—200 (Revised scale).	
Bombay.			
Inspectress	4	1 in the scale of Rs. 900—25—950—50—1,050.	Inspects secondary, primary and special schools. One of the inspectresses inspects Urdu girls' schools in two divisions of the Presidency.
		1 in the scale of Rs. 300—25—750.	
		1 in the scale of Rs. 320—25—770.	
		1 in the scale of Rs. 200—10—340—15—400.	
*Bengal.**			
1. Inspectress	2	Rs. 300—40/2—700 . . .	Controls all girls' schools, other than European schools, in her area.*
2. Assistant Inspectress . .	12	Rs. 150—30/2—240—20/2—420 .	Inspects mainly middle and primary schools.

* The scales of pay are as recently revised; many incumbents of the several categories of posts are on the old scales of pay.

(ii) *Inspectresses*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
United Provinces.			
1. Chief Inspectress . . .	1	Rs. 600—25—800 . . .	Inspects all normal and training schools in preparation for the English and Vernacular Certificate examinations for women teachers. Also inspects other important schools in large towns.
2. Inspectress	10	Rs. 200—15—500 . . .	Inspects all schools for Indian girls, both English and vernacular. Makes recommendations for opening new schools. Is responsible for the efficiency of the Government vernacular girls' schools under her.
3. Assistant Inspectress of girls' schools, Lucknow.	1	Rs. 140—10—200 . . .	Inspects all girls' schools in Lucknow Circle maintained or aided by Municipal Board.
Punjab.			
1. Circle Inspectress . . .	3	1 in the scale of Rs. 350—20—650. 2 in the scale of Rs. 200—20—400/25—500 .	Is generally responsible for the development of education in a circle.
2. Assistant Inspectress . .	12	S. E. S. Class III (Rs. 110—5—135). S. E. S. Class II (Rs. 140—10—190). S. E. S. Class I (Rs. 200—10—250).	Subject to the general supervision of the Circle Inspectress, is responsible for education in one or more districts.
3. Inspectress and Supervisor of Domestic Science.	1	Rs. 350—20—650 . . .	Inspects the teaching of Domestic Science, and assists the Department in developing teaching in this subject.
Burma.			
1. Inspectress	2	Rs. 300—50—1,500 . . .	Has in her charge 36 Anglo-vernacular and English schools which she inspects. Is also responsible for special subjects taught to girls, such as needle work and Domestic Economy, in all schools in Lower Burma.
2. Deputy Inspectress . . .	6	Rs. 175—5—225—10—275 .	Is responsible for the inspection of special subjects taught to girls.
*Bihar and Orissa.**			
1. Inspectress	1	Rs. 280—12—400—20—600—25—700.	Inspects high and training schools and supervises the work of district inspectresses and office work at headquarters.
2. District Inspectress . .	9	Rs. 170—13—430 . . .	Inspects middle schools, special classes for the teaching of needle work and lace schools.
3. Lady Superintendent of Muhammadan *atus*.	1	Rs. 85—4/2—125 . .	Supervises the work of the *atus* and visits *pardanashin* ladies in their homes and explains to them the aims and objects of female education.
4. Lady Superintendent of Hindu *atus*.	1	Rs. 40—1—50 . .	

* The scales of pay are as recently revised; many incumbents of the several categories of posts are on the old scales of pay.

(ii) *Inspectresses*—concld.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
Central Provinces.			
1. Inspectress	2	1 in the scale of Rs. 900—1,050 . 1 in the scale of Rs. 400—850 .	Controls directly all Government girls' schools and acts as adviser to Executive officers or Local Authorities in educational matters. Inspects Anglo-vernacular and normal schools.
2. Assistant Inspectress . .	4	In the revised scale of Rs. 200—500.	Inspects all vernacular schools and assists the Inspectress in administrative work.
Assam.			
Assistant Inspectress . . .	1	Rs. 200—500	Inspects all girls' schools and training classes for school mistresses.
North-West Frontier Province.			
1. Inspectress	1	Rs. 450—25—900 . . .	Is responsible for the efficiency of female education and acts as adviser to Executive officers and Local bodies in educational matters. Inspects more than half the schools in the province.
2. Assistant Inspectress . .	1	Rs. 200—20—400—25—500 .	Inspects district board primary schools and primary departments of secondary schools.

APPENDIX II.

Miscellaneous Tables.

(i) *Scales of pay of the new provincial services, men's branch.*

Province.	Scale of Pay.
Madras	Rs. 200—30/2—260—40/2—500—50/2—700.
Bombay	Rs. 300—900.
Bengal	Rs. 300—50/2—700—75/2—1,000.
United Provinces . . .	Rs. 300—25—500—500—600—30—900—50—1,000.
Punjab	Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150. J. S. G.—Rs. 1,150—50—1,400. S. S. G.—Rs. 1,450—75—1,600.
Burma	Rs. 300—50—1,500. S. G.—Rs. 1,600—100—1,800.
Bihar and Orissa . . .	Rs. 300—35/2—440—40—640—E. B.—40/1—1,000.
Central Provinces . . .	Rs. 250—25—450—E. B.—475—25—800.
Assam	Rs. 250—250—300—40/2—500—E. B.—50/2—650—E. B.—50/2—800.

J. S. G.=Junior Selection Grade. S. S. G.=Senior Selection Grade. E. B.=Efficiency Bar.

(ii) *Scales of pay of the new provincial services, women's branch.*

Province.	Scale of Pay.
Madras	Rs. 200—30/2—500.
Bombay	Rs. 300—20—560. S. G.—Rs. 575—25—750.
Bengal	Rs. 300—40/2—700.
United Provinces . . .	Rs. 600—25—800.
Punjab	Rs. 400—25—625/650—25—850.
Burma	Rs. 300—50—1,500. S. G.—Rs. 1,600—100—1,800.
Bihar and Orissa . . .	Rs. 280—12—400—E. B.—20—600—25—700.
Central Provinces . . .	Rs. 250—25—450—E. B.—475—25—800.
Assam	Rs. 200—225—25/2—350—25/2—500.

S. G.=Selection Grade. E. B.=Efficiency Bar.

(iii) *Universities in India, 1932-33.*

University.	Type (*a*).	Original date of foundation.	(*b*) Faculties in which degrees are awarded.	No. of Members of Teaching Staff.			No. of Institutions.			No. of Students.			No. of students who graduated in Arts and Science.
				In university departments.	In constituent colleges.	In affiliated colleges.	University departments.	Constituent colleges.	Affiliated colleges.	In university departments.	In constituent colleges.	In affiliated colleges.	
1. Calcutta (*c*) . .	Affiliating and teaching .	1857	A., Sc., Ed., Eng., M., L., Com., O.	231	..	1,364	2	..	60	1,391	..	24,021	2,309
2. Bombay . . .	Affiliating and teaching .	1857	A., Sc., Ed., Eng., M., L., Com., Ag.	4	..	621	1	..	31	102	..	15,225	1,373
3. Madras (*d*) . . .	Affiliating and teaching .	1857	A., Sc., Ed., Eng., M., L., O., Ag.	31	435	825	15	14	42	180	5,250	10,124	2,168
4. Punjab . . .	Affiliating and teaching .	1882	A., Sc., Ed., Eng., M., L., Com., O., Ag.	98	49	934	13	3	49	156	1,152	17,374	1,409
5. Allahabad (*e*) . .	Unitary	1887	A., Sc., L., Com., Ag., Ed.	108	..	..	16	..	..	1,689	..	..	424
6. Benares Hindu . .	Teaching	1916	A., Sc., Ed., Eng., L., O., M.	..	215	..	..	9	..	..	3,305	..	291
7. Mysore (*f*) . . .	Teaching	1916	A., Sc., Eng., M. . .	..	282	..	..	11	..	..	2,834	..	286
8. Patna	Affiliating	1917	A., Sc., Ed., Eng., L., M. .	..	..	331	..	..	16	..	..	4,276	285
9. Osmania . . .	Teaching	1918	A., Sc., Ed., Eng., L., M. .	..	116	57	..	4	5	..	915	431	64
10. Aligarh Muslim . .	Unitary	1920	A., Sc., Ed., L., M. . .	106	..	..	18	..	..	1,184	..	..	126
11. Rangoon . . .	Teaching	1920	A., Sc., M., Eng., Ed., F., L.	..	200	11	..	4	1	..	1,645	138	125
12. Lucknow . . .	Unitary and teaching .	1920	A., Sc., Ed., M., L., Com., O.	114	13	..	2	1	..	1,952	69	..	252
13. Dacca . . .	Unitary	1921	A., Sc., L., Ed., Com.	111	..	..	18	..	..	1,010	..	..	201
14. Delhi	Teaching	1922	A., Sc., L. . .	10	106	..	3	7	..	160	2,053	..	233
15. Nagpur . . .	Affiliating and teaching .	1923	A., Sc., Ed., L., Ag. . .	..	7	132	..	1	8	..	308	2,280	249
16. Andhra . . .	Affiliating and teaching .	1926	A., Sc., M. Ed., O. . .	19	..	272	2	..	12	79	..	3,292	460
17. Agra	Affiliating	1927	A., Sc., L., Com., Ag. .	..	..	382	..	..	15	..	..	3,249	1,414
18. Annamalai . . .	Unitary	1929	A., Sc., O. . . .	77	..	..	1	..	..	630	..	..	95

(*a*) An 'Affiliating' University is one which recognises external colleges offering instruction in its courses of studies; a 'Teaching' University is one in which some or all of the teaching is controlled and conducted by teachers appointed by the University; a 'Unitary' University is one, usually localised in a single centre, in which the whole of the teaching is conducted by teachers appointed by and under the control of the University.

(*b*) Faculties. A.=Arts; Ag.=Agriculture; Com.=Commerce; Ed.=Education (Teaching); F.=Forestry; L.=Law; M.=Medicine; O.=Oriental Learning; Sc.=Science.

(*c*) Reconstituted in 1904. (*d*) Reconstituted in 1923. (*e*) Reconstituted in 1921. (*f*) Reconstituted in 1933.

(iv) *Number of University Graduates and Undergraduates.*

Province.	Year.	Number of Graduates in								Number of Undergraduates in					Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.	Other Faculties.	
Madras	1921-22	1,176	340	44	15	256	..	..	..	8,425	381	144	..	..	10,781
	1926-27	1,027	283	46	23	172	..	20	..	11,566	527	152	..	115	13,931
	1931-32	2,233	220	72	57	344	..	55	..	13,003	702	237	1,168	135	18,226
	1932-33	2,142	192	63	52	312	..	48	..	12,414	720	219	1,172	125	17,459
Bombay	1921-22	775	303	132	35	29	31	46	..	4,478	1,849	174	..	315	7,667
	1926-27	1,150	286	215	65	43	57	29	..	6,743	1,210	303	..	396	10,497
	1931-32	1,120	397	162	98	75	81	60	..	8,623	1,009	201	..	466	12,382
	1932-33	1,247	504	122	89	71	64	78	..	8,860	773	265	..	449	12,522
Bengal	1921-22	2,726	504	148	12	86	..	..	..	16,851	1,667	63	..	257	22,314
	1926-27	2,243	786	263	27	109	61	..	..	24,382	(a)	(a)	..	40	27,017
	1931-32	2,645	585	225	46	142	94	..	..	19,723	1,163	193	..	26	24,842
	1932-33	2,814	726	178	42	82	109	..	..	21,608	1,238	170	..	49	27,016
United Provinces.	1921-22	995	416	44	..	108	..	5	..	4,803	314	94	199	475	7,453
	1926-27	1,664	769	37	81	125	97	..	..	3,685	221	223	316	184	7,402
	1931-32	2,000	621	49	80	141	106	37	..	4,625	414	329	446	335	9,183
	1932-33	2,484	763	40	131	161	89	30	..	5,956	446	352	457	322	11,231
Punjab	1921-22	745	199	58	..	43	..	14	1	4,147	377	..	96	222	5,900
	1926-27	894	176	44	..	69	..	30	..	7,037	555	..	..	160	8,965
	1931-32	1,170	146	31	..	80	31	34	..	10,889	558	59	108	1,126	14,227
	1932-33	1,361	289	31	4	78	21	58	..	11,860	539	60	150	1,296	15,747
Burma	1921-22	69	17	..	..	..	..	..	..	214	..	..	..	144	444
	1926-27	92	19	..	..	..	..	..	..	1,254	65	41	..	8	1,479
	1931-32	98	28	..	..	..	..	..	..	1,343	82	51	..	19	1,621
	1932-33	126	29	..	..	19	..	..	..	1,474	87	39	..	74	1,848
Bihar and Orissa.	1921-22	265	72	..	..	16	..	..	..	2,252	..	..	..	15	2,620
	1926-27	357	228	6	..	30	..	..	..	3,511	153	71	..	..	4,356
	1931-32	344	92	55	19	1	..	..	..	3,037	261	108	..	..	4,517
	1932-33	349	138	44	17	7	..	..	..	3,031	273	108	..	..	4,567
Central Provinces.	1921-22	77	87	..	..	24	..	..	..	507	..	..	..	..	785
	1926-27	165	55	..	..	22	..	..	..	1,192	..	..	..	37	1,471
	1931-32	283	134	..	..	23	..	..	..	1,791	..	..	..	107	2,338
	1932-33	285	81	..	..	27	..	24	..	2,027	..	..	..	113	2,557
Assam	1921-22	110	8	..	..	..	..	..	..	830	..	..	..	..	946
	1926-27	82	20	..	..	..	..	..	..	1,040	..	..	..	..	1,142
	1931-32	139	12	..	..	..	..	..	..	1,237	..	..	..	..	1,388
	1932-33	168	30	..	..	..	..	..	..	1,507	..	..	..	..	1,705
Delhi	1921-22	75	..	..	..	..	..	..	..	556	86	..	..	..	716
	1926-27	130	49	..	..	..	..	..	..	1,140	..	..	..	..	1,819
	1931-32	104	33	..	..	..	..	..	..	1,820	..	..	..	..	2,047
	1932-33	190	34	..	..	..	..	..	..	1,965	..	..	..	..	2,189
Other Minor Administrations.	1921-22	24	..	..	..	..	..	..	..	249	..	..	..	..	273
	1926-27	83	1	2	..	..	..	..	..	500	..	..	..	..	586
	1931-32	72	..	..	..	2	..	..	..	455	..	..	..	..	529
	1932-33	98	..	..	..	3	..	..	..	552	..	..	..	..	653
Total of all Provinces.	1921-22	7,046	1,946	424	62	562	31	65	1	43,411	4,173	475	295	1,428	59,919
	1926-27	7,887	2,672	618	106	570	215	79	..	62,050	2,731	790	316	946	79,085
	1931-32	10,208	2,268	594	300	808	312	186	..	67,146	4,189	1,268	1,717	2,214	91,300
	1932-33	11,264	2,786	478	335	760	283	238	..	71,854	4,076	1,213	1,779	2,428	97,494

(a) Information not available.

(v) Number of undergraduates in institutions controlled by Provincial Boards of Education in 1932.

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	(a)1,089	..	..	1,089
United Provinces	6,141	..	847	6,988
Rajputana (including Ajmer-Merwara), Central India and Gwalior (b).	224	..	31	255

(a) Includes figures for Islamic Studies, Dyeing and Commerce.

(b) Figures for 1932-33.

(vi) Results of examinations conducted by Provincial Boards of Education, 1933.

Nature of Examination.	Madras S. S. L. C. Board.	Dacca Intermediate and Secondary Board.	United Provinces High School and Intermediate Board.	Burma English and A.V. and Secondary Board.	Central Provinces High School Board.	Hyderabad (Deccan) H. S. L. C. Board.	Delhi Secondary Board.	Rajputana (including Ajmer-Merwara), Central India and Gwalior High School and Intermediate Board.
High School or Leaving certificate.								
Number of candidates .	(a)	461	10,494	3,113	3,090	871	2,049	465
,, passes .	9,704	341	5,713	1,101	1,373	476	965	232
Percentage of passes .	..	74·0	54·4	35·4	44·4	54·6	47·1	49·9
Intermediate Arts.								
Number of candidates .	..	(b) 279	(d) 3,473	..	..	..	..	89
,, passes .	..	173	(d) 1,858	..	..	..	..	42
Percentage of passes .	..	62·0	53·4	..	..	..	..	47·2
Intermediate Science.								
Number of candidates .	..	(c)206	..	..	..	..	..	(e)61
,, passes .	..	120	..	..	..	..	..	30
Percentage of passes .	..	58·3	..	..	..	..	..	49·2

(a) Complete information not available.
(b) Excludes 87 candidates (of whom 52 passed) in Intermediate examination in Islamic Studies.
(c) Excludes 33 and 29 candidates (of whom 18 and 20 passed) in Intermediate examination in Dyeing and in Commerce, respectively.
(d) Includes figures for Intermediate Science, but excludes those for Intermediate Commerce (322 appeared and 170 passed) and Intermediate Agriculture (70 appeared and 60 passed).
(e) Excludes 17 candidates (of whom 5 passed) in Intermediate examination in Commerce.

(vii) *Results of Examinations of Indian*

Nature of Examination.	Madras.	Andhra.	Annamalai.	Bombay.	Calcutta.	Dacca.	Allahabad.	Lucknow.	Benares Hindu.	Agra.
Matriculation.										
Number of candidates . .	38	16	..	(a) 13,300	20,522	..	..	..	1,595	..
,, passes . .	7	3	..	(a) 5,096	13,434	..	..	..	467	..
Percentage of passes . .	18·4	18·8	..	(a) 42·8	65·5	..	..	..	29·2	..
Intermediate Arts.										
Number of candidates . .	(b)5,518	(b)2,427	(b) 144	1,958	4,106	..	..	..	335	..
,, passes . .	(b)1,937	(b) 809	(b) 60	1,195	2,418	..	..	..	209	..
Percentage of passes . .	(b) 35·1	(b) 33·3	(b) 41·7	61·0	58·9	..	..	..	62·3	..
Intermediate Science.										
Number of candidates . .	..	..	..	1,349	2,642	..	..	..	309	..
,, passes . .	..	..	..	595	1,892	..	..	..	166	..
Percentage of passes . .	..	..	..	44·1	71·6	..	..	..	53·7	..
Bachelor of Arts (Honours).										
Number of candidates . .	224	..	(b) 52	457	514	67	65	20	19	..
,, passes . .	183	..	(b) 47	378	(c) 427	(c) 57	48	18	4	..
Percentage of passes . .	81·7	..	(b) 90·4	82·7	83·1	85·1	73·8	90·0	21·1	..
Bachelor of Arts (Pass).										
Number of candidates . .	2,611	1,239	42	763	2,353	148	525	233	313	779
,, passes . .	996	397	28	429	1,352	77	381	168	202	382
Percentage of passes . .	38·1	32·0	66·7	56·2	57·5	52·0	72·6	72·1	64·5	49·0
Bachelor of Science (Honours).										
Number of candidates . .	19	..	..	..	179	21	24	4	12	..
,, passes . .	17	..	..	..	(c) 145	17	22	4	4	..
Percentage of passes . .	89·5	..	..	..	81·0	80·9	91·7	100·0	33·3	..
Bachelor of Science (Pass).										
Number of candidates . .	199	154	41	407	674	71	144	81	121	178
,, passes . .	116	63	15	294	348	50	94	62	81	130
Percentage of passes . .	58·3	40·9	36·6	72·2	51·6	70·4	65·3	76·5	67·0	72·0
Master of Arts.										
Number of candidates . .	184	..	..	178	517	75	99	112	66	127
,, passes . .	121	..	..	137	358	67	82	100	54	108
Percentage of passes . .	65·8	..	..	77·0	69·2	89·3	82·8	94·6	81·8	85·0
Master of Science.										
Number of candidates . .	11	..	..	52	183	26	(f) 118	50	48	23
,, passes . .	9	..	..	42	106	23	100	49	42	22
Percentage of passes . .	81·8	..	..	80·8	57·9	88·5	84·7	98·0	87·5	95·6

(a) The Bombay University does not hold a Matriculation Examination. A school leaving
(b) Represents figures for
(c) The number cannot be stated as the candidates may at their
(d) Includes figures for
(e) Includes candidates who appeared for the
(f) Represents figures for both

N.B.—The following figures relating to the Madras University
D.Sc. (3 appeared and 3 passed, 100 per cent), Ph.D. (3 appeared and

Universities in Arts and Science, 1933.

Aligarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania (Hyderabad).	Total.	Nature of Examination.
									Matriculation.
153	16,604	..	..	4,962	..	..	944	58,143	Number of candidates.
96	11,868	..	..	1,407	..	..	538	33,606	,, passes.
62·7	71·5	..	..	30·2	..	..	57·0	57·8	Percentage of passes.
									Intermediate Arts.
150	3,055	534	(*d*) 560	1,025	490	410	(*b*) 333	21,645	Number of candidates.
88	1,722	304	(*d*) 244	388	288	117	(*b*) 118	9,897	,, passes.
58·6	47·1	56·9	(*d*) 43·6	37·9	58·7	28·5	(*b*) 35·4	45·7	Percentage of passes.
									Intermediate Science.
123	1,563	179	..	525	276	873	..	7,839	Number of candidates.
67	971	119	..	220	180	195	..	4,405	,, passes.
54·4	62·1	66·5	..	41·9	65·2	22·3	..	56·2	Percentage of passes.
									Bachelor of Arts (Honours).
7	232	43	14	130	..	29	..	1,873	Number of candidates.
(*c*) 7	104	(*c*) 40	(*c*) 14	55	..	(*c*) 25	..	1,407	,, passes.
100·0	44·8	93·0	100·0	42·3	..	86·2	..	75·1	Percentage of passes.
									Bachelor of Arts (Pass).
134	2,500	233	150	502	403	(*c*)	(*b*) 146	13,134	Number of candidates.
90	1,026	160	70	184	178	116	(*b*) 69	6,314	,, passes.
73·8	41·0	68·7	46·7	32·7	44·1	..	(*b*) 47·3	48·1	Percentage of passes.
									Bachelor of Science (Honours).
5	1	..	18	32	..	47	..	362	Number of candidates.
4	..	..	(*c*) 18	12	..	43	..	286	,, passes.
80·0	..	..	100·0	37·5	..	91·5	..	79·0	Percentage of passes.
									Bachelor of Science (Pass).
29	135	60	52	90	110	(*c*)	..	2,536	Number of candidates.
21	67	38	23	30	71	102	..	1,600	,, passes.
72·4	49·6	66·0	44·2	33·3	64·5	..	..	63·1	Percentage of passes.
									Master of Arts.
46	308	49	1	93	26	39	13	1,933	Number of candidates.
30	196	38	1	66	26	31	12	1,428	,, passes.
65·2	63·6	67·3	100·0	70·9	100·0	79·5	92·3	73·9	Percentage of passes.
									Master of Science.
29	45	..	..	13	15	30	8	651	Number of candidates.
27	38	..	..	8	10	28	7	511	,, passes.
93·1	84·4	..	..	61·5	66·6	93·3	87·5	78·5	Percentage of passes.

examination is held by a special Board constituted by the University and Government.
both Arts and Science.
option take the examination as a whole or appear by parts separately.
Intermediate Science.
Honours Examinations but were awarded Pass Degrees.
" final " and " previous " examinations.
are not shown above :—
1 passed, 33·3 per cent) and M. O. L. (3 appeared and 1 passed, 33·3 per cent),

APPENDIX III.

BRITISH INDIA.

General Educational Tables, 1932-33.

INDEX.

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General Summary of Educational Institutions and Scholars.

—	—		Percentage of Scholars to population.			
			Recognized Institutions.		All Institutions.	
			1933.	1932.†	1933.	193
Area in square miles . .	1,094,094					
Population—						
Males	140,022,643	Males	6·04	6·06	7·32	7·
Females	131,669,261	Females	1·88	1·80	1·98	1·
Total .	271,691,904	Total .	4·49	4·46	4·73	4·

Recognized Institutions.	Institutions.			Scholars.			Stages of Instruct of Schol entered column
	1933.	1932.†	Increase or decrease.	1933.	1932.†	Increase or decrease.	
	1	2	3	4	5	6	7
Universities	16	16	..	(c)10,041	9,091	+950	
For Males.							
Arts Colleges	228	223	+5	73,689	71,017	+2,672	(a)22 (b)48 (c)1
Professional Colleges . . .	64	66	—2	18,084	17,765	+319	(a)14 (b)1
High Schools	2,886	2,801	+85	892,580	873,802	+18,778	(c)687 (d)205
Middle Schools	9,692	9,763	—71	1,188,582	1,219,263	—30,681	(c)426 (d)762
Primary Schools . . .	166,536	168,820	—2,284	8,182,151	8,154,510	+27,641	(d)8,182
Special Schools . . .	6,378	6,870	—492	242,783	255,218	—12,435	
Totals .	185,784	188,543	—2,759	10,597,869	10,591,575	+6,294	
For Females.							
Arts Colleges	24	20	+4	1,640	1,337	+303	(a) (b)1
Professional Colleges . . .	8	8	..	307	283	+24	(a) (b)
High Schools	338	324	+14	86,122	81,249	+4,873	(c)43 (d)42
Middle Schools	845	844	+1	129,783	122,616	+7,167	(c)25 (d)104
Primary Schools . . .	33,170	32,626	+544	1,349,819	1,298,414	+51,405	(d)1,349
Special Schools . . .	381	390	—9	16,556	15,876	+680	
Totals .	34,766	34,212	+554	1,584,227	1,519,775	+64,452	
Unrecognized Institutions.							
For Males	30,793	30,730	+63	567,599	551,068	+16,531	
For Females	3,988	4,241	—253	93,796	92,174	+1,622	
Totals .	34,781	34,971	—190	661,395	643,242	+18,153	
Grand Totals .	255,347	257,742	—2,395	12,853,532	12,763,683	+89,849	

(*a*) In Graduate and Post-Graduate classes. (*b*) In Intermediate classes. (*c*) In Secondary stage. (*d*) In Primary stage
(*e*) Includes 21 scholars of Professional Colleges undergoing Pundit's training in the Annamalai University, 309 sch
Professional Colleges in Burma and 141 Law scholars in Delhi.

* Includes 410 male scholars in Secondary stage in Bihar and Orissa and Assam.

† Revised figures.

‡ Includes 63 scholars in Secondary stage in Bihar and Orissa and Assam.

N.B.—1. There are also 6 Boards of Secondary and Intermediate Education in British India which are not separately shown
table.

N.B.—2. Details under column 7 do not in some cases agree with the totals under column 4 as classification by stages in re
all scholars has not been furnished by all provinces.

General Summary of Expenditure on Education.

—	Total expenditure.			Percentage of expenditure from				Cost per Scholar to				Total cost per scholar.
	1933.	1932.‡	Increase or decrease.	Government funds.	* Local funds.	Fees.	Other sources.	Government funds.	* Local funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Direction and Inspection	1,07,77,450	1,13,97,024	—6,19,574	92·3	7·6	..	0·1	..	..	..	..	..
Universities	1,32,85,106	1,32,07,788	+77,318	39·4	..	40·7	19·9	..	..	..	..	..
Boards of Secondary and Intermediate Education.	3,35,994	3,23,857	+12,137	13·6	..	86·4	..	..	..	..	..	..
† Miscellaneous	3,49,14,063	4,09,62,380	—60,48,317	34·1	13·4	19·4	33·1	..	..	..	..	..
Totals	5,93,12,613	6,58,91,049	—65,78,436	45·7	9·3	21·0	24·0	..	..	..	..	..
Institutions for Males.												
Arts Colleges	1,41,53,055	1,39,69,014	+1,84,941	37·7	0·4	47·0	14·9	72 6 10	0 10 4	91 15 7	26 14 10	191 15 7
Professional Colleges	74,45,856	78,31,648	—3,85,792	68·9	2·0	25·1	4·0	276 11 0	7 14 1	100 10 8	16 1 3	401 4 7
High Schools	4,64,67,236	4,70,06,673	—5,39,437	29·3	4·4	53·7	12·6	14 10 10	2 2 11	26 13 10	6 4 6	50 0 1
Middle Schools	2,31,56,999	2,47,51,811	—15,94,812	38·2	24·5	27·4	9·9	7 7 3	4 12 5	5 5 4	1 14 9	19 7 9
Primary Schools	6,55,09,323	6,80,71,267	—24,71,944	49·6	32·0	7·4	11·0	3 15 7	2 9 1	0 9 5	0 14 2	8 0 3
Special Schools	1,42,10,135	1,59,28,095	—17,17,960	62·0	4·3	13·1	20·6	36 4 3	2 8 6	7 11 2	12 0 6	58 8 5
Totals	17,10,33,504	17,75,58,508	—65,25,004	43·5	17·2	27·2	12·1	7 0 3	2 12 6	4 6 2	1 15 1	16 2 0
Institutions for Females.												
Arts Colleges	5,50,876	5,39,720	+11,156	57·2	0·1	23·2	19·5	237 11 5	0 8 5	96 10 1	81 0 0	415 13 11
Professional Colleges	2,81,491	3,06,514	—25,023	78·7	..	15·3	6·0	721 12 5	..	139 12 5	55 5 8	916 14 6
High Schools	72,00,294	74,56,335	—2,47,041	40·1	2·0	35·2	22·7	32 14 11	1 10 2	28 15 1	18 10 10	82 8 0
Middle Schools	41,30,704	41,71,370	—40,666	41·4	13·0	15·5	30·1	13 2 11	4 2 2	4 15 1	9 9 1	31 13 3
Primary Schools	1,28,06,259	1,31,53,397	—3,47,138	41·3	39·0	3·7	16·0	3 14 8	3 11 3	0 5 8	1 8 3	9 7 10
Special Schools	25,51,127	26,67,078	—1,15,951	60·6	2·5	5·3	31·6	93 4 8	3 14 5	8 3 1	48 11 4	154 1 6
Totals	2,75,29,751	2,82,94,414	—7,64,663	43·5	20·8	14·4	21·3	7 9 1	3 9 11	2 7 11	3 11 1	17 0 0
Grand Totals	25,78,75,868	27,17,43,971	—1,38,68,103	44·0	15·8	24·4	15·8	9 5 0	3 5 5	5 2 8	3 5 4	21 2 5

N.B.—For explanation of certain terms used in the tables please see overleaf.
* Includes both District Board and Municipal Funds.
† Includes expenditure on buildings. ‡ Revised figures.

EXPLANATIONS.

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

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification.*—In Tables IV-A and IV-B, provision has been made for twelve school classes covering the primary, middle and high school sections. The figures for the lowest class in the primary section or school, whether called infant class, sub-standard A, preparatory class or class I, should be entered against class I in the tables and the figures of the succeeding higher classes should be shown against Classes II, III, IV, etc., up to the end of the school course without any break in the sequence of classes. Should the number of classes be less than twelve in a school, the figures of the top class should be shown against Classes XI, X or IX according as the total number of classes is eleven, ten or nine, and so on. Where the number of classes exceeds twelve, the figures of the additional classes should be shown after Class XII for each class separately. The figures of the intermediate classes of Intermediate Colleges should not be shown under "school education", but should be entered against 1st year and 2nd year intermediate classes under "university and intermediate education". As a general rule, the duration of each class is taken to be one scholastic year.

6. *Intermediate colleges and examinations.*—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the General Summary and General Tables II-A and B, IV-A and B, V-A and B, VIII and IX. The *expenditure* on European Schools is included in the General Summary and General Tables III-A and B. *Teachers* in European Schools are included in Tables VI-A and B.

8. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

9. In Tables IV-A and B and V-A and B, the top-heading "*Hindus*" may be sub-divided into such necessary sub-headings as may be considered suitable in each province, *e.g.*, "Higher castes" and "Depressed" or "Backward classes", or "Brahmins" and "Non-Brahmins", etc. [In the consolidated tables for all India, all Hindu scholars will, however, be entered in one column only.]

10. Table X is prepared at the end of each Quinquennium and gives figures for the last year of the Quinquennium only.

11. In calculating the expenditure from Government, District Board or Municipal Funds, entered in Tables III-A and B and other expenditure tables, all payments or contributions from fees and other sources, which are credited to such funds, should be deducted.

I.—Classification of Educational Institutions.

—	For Males.						For Females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
Recognised Institutions.												
Universities	..	..	..	10	..	16	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	4	..	..	2	..	6	..	..	..	..	..	..
Colleges—												
Arts and Science *	35	..	1	85	17	138	3	..	..	6	3	12
Law	4	..	..	2	6	12	..	..	..	..	..	..
Medicine	7	..	1	2	..	10	..	..	..	1	..	1
Education	15	..	..	..	..	(a)15	2	..	..	3	2	7
Engineering	6	..	..	1	..	7	..	..	..	..	..	..
Agriculture	7	..	..	..	1	8	..	..	..	..	..	..
Commerce	1	..	..	4	1	6	..	..	..	..	..	..
Forestry	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science	4	..	..	..	..	4	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	25	1	..	49	15	90	3	..	..	8	1	12
Totals	106	1	2	148	40	292	8	..	..	18	6	32
High Schools	331	87	195	1,583	690	2,886	49	..	4	271	14	338
Middle Schools—												
English	101	520	229	2,205	757	3,902	31	3	18	285	23	360
Vernacular	54	4,644	89	973	30	5,790	100	57	79	244	5	485
Primary Schools	2,098	43,692	19,324	92,165	9,257	166,536	368	3,929	4,571	20,141	4,161	33,170
Totals	2,584	48,943	19,837	97,016	10,734	179,114	548	3,989	4,672	20,941	4,203	34,353
Special Schools—												
Art	6	2	..	5	2	15	..	..	..	..	..	..
Law	2	..	..	..	..	2	..	..	..	..	..	..
Medical	20	..	..	6	2	28	2	..	..	2	..	4
Normal and Training	286	46	10	34	12	388	105	2	3	87	7	204
Engineering †	8	..	..	2	1	11	..	..	..	..	..	..
Technical and Industrial	129	18	8	196	11	362	2	..	1	79	7	89
Commercial	17	..	..	23	87	127	..	..	..	5	..	5
Agricultural	5	..	2	4	..	11	..	..	..	1	..	1
Reformatory	10	..	..	3	..	13	..	..	..	..	..	..
Schools for Defectives	1	1	..	27	3	32	..	..	..	4	..	4
Schools for Adults	15	390	122	932	286	1,745	2	1	..	10	5	18
Other Schools	63	10	12	2,083	576	3,644	27	..	..	25	4	56
Totals	562	467	154	4,215	980	6,378	138	3	4	213	23	381
Totals for Recognised Institutions.	3,256	49,411	19,993	101,392	11,754	185,806	694	3,992	4,676	21,172	4,232	34,766
Unrecognised Institutions	..	111	14	110	30,552	30,793	..	9	16	84	3,929	3,988
Grand Totals, all Institutions.	3,256	49,522	20,007	101,508	42,306	216,599	694	4,001	4,692	21,206	8,161	38,754

* Includes 3 *Oriental Colleges.*

† Includes *Survey* Schools.

II-A.—Distribution of Scholars atten

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of sident appro hoste
	1	2	3	4	5	6	7	8	9
READING—									
In Recognised Institutions.									
University and Intermediate Education. (a)									
Arts and Science (b) and (c)	18,676	16,369	5,147	103	101	..	100	96	
Law	1,498	1,189	266	..	..	..	..	..	..
Medicine	2,754	2,401	1,186	..	..	..	342	278	..
Education	1,214	1,157	929	..	..	..	..	..	..
Engineering	1,369	1,286	1,020	..	..	..	..	..	..
Agriculture	798	715	593	..	..	..	..	..	..
Commerce	356	287	39	..	..	..	..	..	..
Forestry	56	54	9	..	..	..	..	..	..
Veterinary Science	438	359	304	..	..	..	..	..	..
Totals	27,159	23,817	9,493	103	101	..	442	374	
School and Special Education.									
In High Schools	110,778	100,847	10,944	53,212	49,463	2,090	41,280	38,029	
„ Middle Schools—									
English	14,743	13,644	1,442	67,086	55,839	2,501	28,334	25,477	
Vernacular	7,152	6,040	902	637,993	530,856	28,866	17,000	14,837	
„ Primary Schools	94,647	74,627	332	3,406,790	2,616,025	1,150	648,123	502,091	
Totals	227,320	195,158	13,620	4,165,081	3,252,183	34,607	734,743	580,434	1,
In Art Schools	1,631	1,405	85	40	37	..	52	40	..
„ Law Schools	113	100	..	..	..	..	..	..	..
„ Medical Schools	4,613	4,083	1,493	..	..	..	..	..	..
„ Normal and Training Schools.	16,757	15,174	8,000	535	525	525	162	148	
„ Engineering Schools*	1,720	1,643	1,077	..	..	..	..	..	..
„ Technical and Industrial Schools.	8,760	7,747	1,588	1,025	834	130	449	347	
„ Commercial Schools	787	654	61	..	..	..	..	..	..
„ Agricultural Schools	164	123	134	38	32	38	40	32	..
„ Reformatory Schools	1,980	1,935	1,980	..	..	..	..	..	..
„ Schools for Defectives	28	26	19	..	..	..	20	17	..
„ Schools for Adults	791	611	..	9,084	7,663	..	3,308	2,447	..
„ Other Schools	6,303	5,070	1,459	491	396	157	317	226	..
Totals	43,647	38,577	16,496	11,213	9,487	850	4,408	3,257	
Totals for Recognised Institutions.	298,126	257,552	39,609	4,176,397	3,261,771	35,457	739,593	584,065	1,
In Unrecognised Institutions.	..	..	..	3,681	2,718	..	400	320	..
Grand Totals, all Institutions for Males.	298,126	257,552	39,609	4,180,078	3,264,484	35,457	739,993	584,385	1,

(a) Scholars reading more than one of the following su
(b) Includes 463 scholars also reading *Law*, and 58 stu
(c) Includes 799 scholars in *Oriental College* and
(d) Includes 126 students of the *Prince of Wales*
* Include *Survey Schools*.

Educational Institutions for Males.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
51,220	44,099	14,755	13,160	10,285	2,579	83,259	70,900	22,486	1,949
2,033	1,711	584	3,701	3,413	692	7,232	6,313	1,542	28
1,207	1,104	647	..	..	..	4,303	3,843	1,965	226
206	174	158	..	..	..	(d)1,420	1,331	1,087	74
773	668	588	..	..	..	2,142	1,954	1,606	..
18	16	15	56	53	51	872	784	659	..
1,236	1,067	342	490	426	..	2,082	1,780	331	..
10	10	10	..	..	..	66	64	19	..
..	..	..	..	..	..	438	359	304	..
56,703	48,909	17,099	17,407	14,127	3,322	101,814	87,328	30,051	2,272
518,283	459,726	37,973	169,021	135,491	6,872	892,580	783,656	58,536	20,513
239,714	200,507	9,626	63,416	49,357	1,519	413,293	344,824	15,657	9,499
111,459	109,390	4,132	1,685	1,426	180	775,239	662,555	34,411	55,046
3,743,276	3,071,065	14,419	289,315	227,344	203	8,182,151	6,491,152	16,106	877,987
4,612,732	3,840,694	66,150	523,437	413,618	8,774	10,263,313	8,282,087	124,710	963,045
348	300	26	67	47	14	2,128	1,829	125	82
..	..	..	..	..	..	113	106	..	..
816	726	171	675	599	..	6,104	5,408	1,664	165
2,334	2,205	1,010	530	472	414	20,318	18,524	10,582	168
202	179	..	4	4	..	1,926	1,826	1,077	..
9,830	7,979	3,002	379	299	16	20,443	17,206	4,772	276
1,078	904	42	3,426	2,669	..	5,201	4,227	103	208
191	151	69	..	..	..	433	338	241	..
540	513	539	..	..	..	2,520	2,448	2,510	24
1,143	956	752	101	90	42	1,292	1,089	813	231
26,361	20,341	..	6,695	5,189	..	46,299	36,251	..	206
107,561	88,303	16,741	21,244	16,585	821	135,916	110,580	19,178	1,976
150,404	122,557	22,352	33,111	25,954	1,307	242,783	199,832	41,074	3,336
4,819,839	4,012,160	105,601	573,955	453,699	13,403	10,607,910	8,569,247	195,835	968,653
6,036	4,625	..	557,482	368,751	1,440	567,590	376,409	1,440	44,544
4,825,875	4,016,785	105,601	1,131,437	822,450	14,843	11,175,509	8,945,656	197,275	1,013,197

should be entered under only one head.
of *Ravenshaw College* in Bihar and Orissa reading Law only.
scholars in *Oriental departments* of the Lucknow and Benares Hindu Universities.
Indian Military College, Dehra Dun.

II-B.—Distribution of Scholars atten

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of sident appro hoste
	1	2	3	4	5	6	7	8	9
READING—									
In Unrecognised Institutions.									
University and Intermediate Education (*a*).									
Arts and Science (*b*)	582	528	301	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education	57	54	52	..	..	..	..	..	..
Totals	639	582	353	..	..	..	..	..	..
School and Special Education.									
In High Schools	16,510	13,881	1,195	551	515	..	756	689	
„ Middle Schools—									
English	4,917	3,950	192	269	214	..	3,639	2,858	..
Vernacular	16,023	12,206	89	5,232	4,152	..	14,004	11,014	..
„ Primary Schools	29,339	21,704	78	323,832	242,672	17	208,444	152,164	..
Totals	66,789	51,741	1,554	329,884	247,553	17	226,843	166,725	
In Medical Schools	173	168	70	..	..	..	..	..	..
„ Normal and Training Schools.	3,603	3,356	2,323	22	21	20	94	78	..
„ Technical and Industrial Schools.	404	280	..	..	..	..	66	53	..
„ Commercial Schools	..	..	..	..	..	..	..	..	..
„ Agricultural Schools	..	..	..	..	..	..	..	..	..
„ Schools for Adults	40	38	..	25	21	..	..	..	..
„ Other Schools	819	676	..	..	..	..	..	..	..
Totals	5,099	4,518	2,393	47	42	20	160	131	..
Totals for Recognised Institutions.	72,527	56,841	4,300	329,931	247,595	37	227,003	166,856	
In Unrecognised Institutions.	..	..	..	260	187	..	1,290	931	..
Grand Totals, all institutions for Females.	72,527	56,841	4,300	330,191	247,782	37	228,293	167,787	
Grand Totals, all institutions—Males and Females.	370,653	314,393	43,909	4,510,269	3,512,266	35,494	968,286	752,172	1,8

(*a*) Scholars reading more than one of the following subjects should be entered under only one head.

(*b*) Includes *nil* scholars in *Oriental Colleges*.

Educational Institutions for Females.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
775	722	420	283	240	59	1,640	1,490	780	..
137	137	137	..	..	..	137	137	137	..
80	79	69	33	33	11	170	166	132	..
992	938	626	316	273	70	1,947	1,793	1,049	..
66,262	57,789	14,633	2,043	1,699	592	86,122	74,573	(a) 16,469	7,149
39,778	34,073	7,954	2,486	2,151	819	51,089	43,246	8,965	5,550
43,020	36,273	3,098	415	317	88	78,694	63,962	3,275	3,028
684,243	544,410	12,479	103,961	81,531	47	1,349,819	1,042,481	12,621	60,304
833,303	672,545	38,164	108,905	85,698	1,546	1,505,724	1,224,262	(a) 41,330	76,031
378	371	285	..	..	..	551	539	355	..
2,988	2,836	2,171	191	187	116	6,958	6,478	4,630	..
4,326	3,505	1,213	306	240	45	5,102	4,078	1,258	169
127	120	15	..	..	..	127	120	15	..
50	40	..	..	..	..	50	40	..	..
689	456	60	244	79	..	998	594	60	..
1,772	1,422	378	179	150	24	2,770	2,248	402	(b) 296
10,330	8,750	4,122	920	656	185	16,556	14,097	6,720	465
844,625	682,233	42,912	110,141	86,627	1,801	1,584,227	1,240,152	(a) 49,099	76,496
4,404	3,418	..	87,342	55,490	..	93,796	60,026	..	8,254
849,029	685,651	42,912	197,983	142,117	1,801	1,678,023	1,300,178	(a) 49,099	84,750
5,674,904	4,702,436	148,513	1,329,420	964,567	16,644	12,853,532	10,245,834	(a) 246,374	—

(a) Includes 13 boarders attending the Provincial Hostel, Abbottabad (Students of the Anglo-Vernacular Schools at Abbottabad) not shown in details.

(b) Includes 73 scholars of schools for Defectives.

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes Rs. 11,61,158 (*a*) spent by the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items :—
Scholarships, Hostel charges and other contingent charges.

—	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.												
Universities . .	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	33,362	..	..	2,55,689	..	2,89,051	..	..	..	..	..	..
Arts Colleges . .	30,05,503	..	..	16,52,140	1,07,723	48,55,366	..	..	..	..	13,000	13,000
Professional Colleges—												
Law . . .	19,300	..	..	1,49,852	66	1,69,218	..	..	..	..	..	..
Medicine . .	14,05,722	..	..	4,77,580	1,66,174	20,49,476	..	..	1,35,063	85,958	..	2,21,021
Education . .	8,53,680	..	..	1,44,503	10,121	10,08 313	..	..	..	..	..	..
Engineering . .	11,02,020	..	..	2,08,893	28,282	13,39,195	..	..	..	..	..	..
Agriculture . .	10,60,901	..	..	81,932	..	11,42,833	..	..	..	..	..	..
Commerce . .	..	..	..	49,707	19,249	68,956	..	..	..	..	..	..
Forestry . . .	1,11,296	..	..	36,750	3,709	1,51,755	..	..	..	..	..	..
Veterinary Science .	4,56,172	..	..	32,151	6,750	4,95,073	..	..	..	..	..	..
Intermediate Colleges .	9,53,233	..	..	4,26,488	15,011	13,94,732	3,790	..	18,460	8,424	166	30,840
Totals .	90,01,198	..	..	35,15,685	4,47,085	1,29,63,908	3,790	..	1,53,523	94,382	13,166	2,64,861

SCHOOL EDUCATION.												
General.												
High Schools . .	58,01,933	2,400	9,957	32,37,245	43,079	90,94,614	9,50,174	9,73,774	4,01,363	21,54,242	39,831	45,19,384
Middle Schools—												
English . . .	7,00,567	1,000	..	2,63,990	3,401	9,68,958	6,17,108	7,10,617	2,95,198	10,35,348	31,189	26,89,460
Vernacular . .	1,74,941	1,008	..	6,031	179	1,82,159	59,15,999	23,14,530	2,85,484	10,59,645	61,328	96,36,986
Primary Schools . .	12,50,927	15,534	2,205	5,916	12,441	12,87,023	2,42,17,112	88,01,063	65,87,988	11,62,153	10,31,460	4,17,99,776
Totals .	79,28,368	19,942	12,162	35,13,182	59,100	1,15,32,754	3,17,00,393	1,27,99,984	75,70,033	54,11,388	11,03,808	5,86,45,606
Special.												
Arts Schools . .	2,50,679	..	..	39,544	17,348	3,07,571	326	4,038	1,629	109	3,294	9,396
Law Schools . .	..	..	..	6,496	..	6,496	..	..	..	..	..	..
Medical Schools . .	10,68,416	200	..	3,35,217	39,278	14,43,111	..	..	..	..	..	..
Normal and Training Schools.	27,97,006	19,405	3,547	2,188	9,374	28,31,520	79,525	41,804	29,785	755	4,969	1,56,788
Engineering Schools* .	5,00,230	..	..	95,724	20,033	6,16,887	..	..	..	..	..	..
Technical and Industrial Schools.	15,53,462	10,778	183	23,308	1,13,864	17,01,595	44,089	61,763	35,887	9,746	37,846	1,89,331
Commercial Schools .	81,471	..	..	51,953	1,776	1,35,200	..	..	..	..	..	..
Agricultural Schools .	52,055	..	..	..	..	52,055	2,234	5,718	..	..	588	8,540
Reformatory Schools .	4,06,970	..	..	..	7,413	4,14,383	..	..	..	..	..	..
Schools for Defectives .	2,907	..	..	..	25	2,932	..	..	709	..	..	709
Schools for Adults .	4,809	..	..	..	169	4,478	22,337	7,686	10,676	..	1	40,700
Other Schools . .	6,05,728	..	120	1,00,082	22,778	7,28,708	6,105	4,251	4,495	38,071	92,305	1,45,227
Totals .	73,23,233	30,383	3,850	6,54,512	2,32,958	82,44,936	1,54,616	1,25,260	83,181	48,681	1,39,003	5,50,691
GRAND TOTALS .	2,42,52,799	50,325	16,012	76,83 379	7,89,148	3,27,41,658	3,18,58,799	1,29,25,244	78,06,687	55,54,451	13,15,977	5,94,61,158

* Include *Survey* Schools.
(*a*) Of this Rs. 2,932 was spent by Municipal Executive Engineer, Bangalore.

III-A.—Expenditure on Education for Males—*contd.*

—	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.									
Universities	52,31,423	..	..	54,03,234	26,50,449	1,32,85,106	..	..	..
Boards of Secondary and Intermediate Education.	12,197	..	..	34,746	..	46,943	..	..	..
Arts Colleges	15,56,673	13,433	14,347	36,52,134	13,92,158	66,28,745	9,99,409	2,31,895	12,31,304
Professional Colleges—									
Law	..	..	..	24,062	..	24,062	3,68,442	6,490	3,74,932
Medicine	56,833	..	..	1,30,234	..	1,87,067	..	..	..
Education	..	..	..	..	..	..	..	..	..
Engineering	80,970	4,000	7,150	32,771	20,128	95,019	..	..	..
Agriculture	..	..	..	..	..	..	5,327	32,668	37,995
Commerce	37,000	..	..	15,877	4,722	57,599	23,342	..	23,342
Forestry	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..
Intermediate Colleges	4,90,449	175	4,815	7,55,635	3,37,927	15,89,001	1,63,565	76,949	2,40,514
Totals	74,15,545	17,608	26,312	1,00,48,093	44,05,384	2,19,13,542	15,60,085	3,48,002	19,08,087

SCHOOL EDUCATION.									
General.									
High Schools	63,45,990	2,54,943	3,06,077	1,42,08,294	44,38,606	2,56,13,910	43,20,877	10,88,904	54,09,781
Middle Schools—									
English	13,48,258	4,94,735	81,908	32,08,920	16,14,553	67,48,464	6,95,633	4,63,051	11,58,684
Vernacular	1,00,767	10,83,172	4,08,444	58,503	91,406	17,42,292	9,759	20,237	29,996
Primary Schools	70,45,912	45,99,911	10,15,392	33,85,004	57,08,246	2,17,54,465	2,83,004	4,75,055	7,58,059
Totals	1,48,40,927	64,32,761	18,11,911	2,09,20,721	1,18,52,811	5,58,59,131	53,09,273	20,47,247	73,56,520
Special.									
Arts Schools	11,144	480	6,000	5,009	8,945	31,578	160	7,641	7,801
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	5,250	3,000	27,464	91,321	58,529	1,85,554	67,117	25,750	92,867
Normal and Training Schools	2,04,360	788	850	2,973	1,33,140	3,42,111	15,126	31,103	46,229
Engineering Schools*	2,380	375	25,000	7,806	..	35,511	650	650	1,300
Technical and Industrial Schools	4,68,800	24,900	69,134	1,65,874	9,90,377	17,19,085	10,789	17,960	28,749
Commercial Schools	4,982	..	1,000	20,374	13,712	40,068	1,44,449	20,353	1,64,802
Agricultural Schools	1,240	1,375	..	..	9,286	11,901	..	..	..
Reformatory Schools	66,722	..	1,802	966	24,269	93,759	..	..	..
Schools for Defectives	64,330	960	15,114	18,320	1,20,677	2,28,401	1,392	13,632	15,024
Schools for Adults	38,464	12,814	8,990	18,280	63,613	1,42,161	2,814	5,763	8,577
Other Schools	4,58,271	1,24,738	47,706	5,04,941	7,20,433	18,56,089	87,287	2,75,054	3,62,941
Totals	13,25,893	1,69,430	2,03,050	8,35,864	21,51,981	46,86,218	3,29,784	3,98,506	7,28,290
GRAND TOTALS	2,35,82,365	66,19,799	20,41,273	3,18,05,278	1,84,10,176	8,24,58,891	71,99,142	27,93,755	99,92,897

* Include *Survey* Schools.

III-A.—Expenditure on Education for Males—*concld.*

—	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRA TOTA
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs
Direction	15,51,112	496	13,951	..	..	15,6
Inspection	75,45,431	4,98,723	2,47,020	103	11,222	83,0
Buildings, etc.	44,23,353	19,13,292	6,30,293	3,44,676	40,32,748	1,13,5
Miscellaneous	56,87,892	13,32,260	4,43,669	43,53,573	49,40,334	1,67,5
Totals	1,92,07,788	37,44,771	13,44,833	46,98,352	89,84,304	3,79,80
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities	52,31,423	..	..	54,03,234	26,50,449	1,32,8
Boards of Secondary and Intermediate Education	45,550	..	..	2,90,435	..	3,3
Arts Colleges	45,76,186	13,433	14,347	63,03,683	18,20,766	1,27,2
Professional Colleges—						
Law	10,300	..	..	5,42,356	6,556	5,6
Medicine	14,62,555	..	1,35,063	6,93,772	1,66,174	24,5
Education	8,53,689	..	..	1,44,503	10,121	10,0
Engineering	11,32,990	4,000	7,150	2,41,664	48,410	14,3
Agriculture	10,60,901	..	..	87,259	32,668	11,8
Commerce	37,000	..	..	88,926	23,971	1,4
Forestry	1,11,296	..	..	36,750	3,709	1,5
Veterinary Science	4,56,172	..	..	32,151	6,750	4,9
Intermediate Colleges	14,54,164	175	25,675	13,54,112	4,20,061	32,5
Totals	1,64,41,235	17,608	1,82,235	1,52,18,845	51,90,535	3,70,5
SCHOOL EDUCATION.						
General.						
High Schools	1,31,00,137	12,31,117	7,17,397	2,39,80,658	56,08,380	4,46,3
Middle Schools—						
English	26,66,653	12,06,352	3,77,106	52,03,891	21,11,474	1,15,6
Vernacular	61,91,707	33,98,710	6,93,928	11,33,938	1,73,150	1,15,9
Primary Schools	3,25,13,951	1,34,16,508	76,05,585	48,36,077	72,27,202	6,55,9
Totals	5,44,72,448	1,92,52,687	93,94,106	3,51,54,564	1,51,20,206	13,33,9
Special.						
Arts Schools	2,62,149	4,518	7,620	44,822	37,228	3,5
Law Schools	..	..	..	6,400	..	6
Medical Schools	10,78,666	3,200	27,454	4,93,655	1,23,557	17,2
Normal and Training Schools	30,80,891	61,997	34,132	21,042	1,78,586	33,7
Engineering Schools*	5,02,560	375	25,000	1,04,180	21,583	6,5
Technical and Industrial Schools	20,66,351	97,441	1,05,204	2,09,717	11,60,047	36,3
Commercial Schools	86,453	..	1,000	2,16,776	35,841	3,4
Agricultural Schools	55,629	7,093	..	..	9,874	7
Reformatory Schools	4,73,692	..	1,802	906	31,082	5,0
Schools for Defectives	67,237	960	15,823	19,712	1,43,334	2,4
Schools for Adults	65,110	20,500	19,866	21,094	69,546	1,9
Other Schools	10,71,252	1,28,989	52,321	7,30,381	11,10,022	30,9
Totals	88,04,890	3,25,073	2,90,031	18,68,841	29,21,300	1,42,1
GRAND TOTALS	9,89,26,361	2,33,40,139	1,12,11,205	5,69,40,602	3,22,16,345	22,26,3

* Include *Survey* Schools.

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 99,198 (*a*) spent by the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items :—
Scholarships, Hostel charges and other contingent charges.

	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.												
Arts Colleges	2,21,320	..	..	40,833	2,679	2,64,832	..	..	..	..	..	..
Professional Colleges—												
Medicine	..	..	..	..	..	..	..	..	..	..	..	..
Education	40,829	..	..	1,087	..	41,916	..	..	..	..	..	..
Intermediate Colleges	26,966	..	..	4,772	..	31,738	..	..	..	..	..	..
Totals	2,89,115	..	..	46,692	2,679	3,38,486	..	..	..	..	..	..
School Education.												
General.												
High Schools	9,11,188	..	1,000	2,70,554	2,720	11,85,462	15,602	11,015	20,991	6,405	1,651	55,664
Middle Schools—												
English	2,36,089	..	..	25,809	4,707	2,66,605	20,900	3,116	65,536	9,920	811	1,00,283
Vernacular	3,05,400	..	..	12,036	29	3,17,465	78,888	39,023	1,97,609	3,074	2	3,18,596
Primary Schools	4,34,792	4,847	..	3,202	106	4,42,947	32,99,087	12,37,783	28,08,185	15,393	25,130	73,86,178
Totals	18,87,469	4,847	1,000	3,11,601	7,562	22,12,479	34,15,077	12,90,937	30,92,321	34,792	27,594	78,60,721
Special.												
Medical Schools	1,07,888	..	..	..	592	1,08,480	..	..	..	..	..	..
Normal and Training Schools.	8,36,693	..	2,729	6,585	2,675	8,48,682	4,766	608	18,384	..	..	23,758
Technical and Industrial Schools.	16,575	..	..	..	..	16,575	500	..	681	..	..	1,181
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	474	..	..	..	..	474	..	6	..	..	..	6
Other Schools	14,421	..	..	..	..	14,421	..	..	..	..	..	..
Totals	9,76,051	..	2,729	6,585	3,267	9,88,632	5,266	614	19,065	..	..	24,945
Grand Totals for Females.	31,52,635	4,847	3,729	3,64,878	13,508	35,39,597	34,20,343	12,91,551	31,11,386	34,792	27,594	78,85,666
Grand Totals for Males.	2,42,52,799	50,325	16,012	76,83,379	7,39,143	3,27,41,658	3,18,58,799	1,29,25,244	78,06,687	55,54,451	13,15,977	5,94,61,158
Grand Totals for All	2,74,05,434	55,172	19,741	80,48,257	7,52,651	3,62,81,255	3,52,79,142	1,42,16,795	1,09,18,073	55,89,243	13,43,571	6,73,46,824

(*a*) Of this Rs. 5,254 was spent by Municipal Executive Engineer, Bangalore.

III-B.—Expenditure on Education for Females—*contd.*

—	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.									
Arts Colleges	60,134	..	..	52,819	72,066	1,85,019	18,959	2,646	21,605
Professional Colleges—									
Medicine	1,53,528	..	..	30,049	1,149	1,85,626	..	..	..
Education	27,229	..	..	10,242	11,594	49,065	633	4,251	4,884
Intermediate Colleges	81,429	..	800	40,738	53,254	1,76,281	353	2,200	2,553
Totals	3,22,320	..	800	1,34,748	1,38,063	5,95,991	19,945	9,097	29,042
School Education.									
General.									
High Schools	19,09,581	8,120	99,535	21,32,809	15,42,956	56,93,091	82,549	61,376	1,43,925
Middle Schools—									
English	8,17,512	15,082	55,531	5,40,700	8,15,004	22,43,889	13,813	69,647	83,460
Vernacular	2,51,918	48,855	1,11,051	36,327	3,44,930	7,93,681	45	6,680	6,725
Primary Schools	15,49,541	5,86,408	3,58,499	4,39,532	18,58,474	47,92,454	22,809	1,61,871	1,84,680
Totals	45,28,552	6,58,465	6,25,216	31,49,518	45,61,364	1,35,23,115	1,19,216	2,99,574	4,18,790
Special.									
Medical Schools	96,300	7,061	5,302	38,987	1,38,375	2,86,025	..	..	..
Normal and Training Schools	3,48,819	275	6,180	29,895	2,09,450	6,54,619	2,712	23,027	25,739
Technical and Industrial Schools	76,354	2,579	16,819	28,475	2,76,855	4,01,082	207	8,730	8,937
Commercial Schools	7,977	..	..	15,112	1,156	24,245	..	..	..
Agricultural Schools	348	..	..	..	..	348	..	..	..
Schools for Adults	8,180	..	100	1,662	16,189	26,131	1,201	5,863	7,064
Other Schools	25,223	515	3,350	10,805	58,226	98,119	..	5,241	5,241
Totals	5,63,201	10,430	31,751	1,24,936	7,60,251	14,90,569	4,120	42,861	46,981
Grand Totals For Females	54,14,073	6,68,895	6,57,827	34,09,202	54,59,678	1,56,00,075	1,43,281	3,51,532	4,94,813
Grand Totals For Males	2,35,82,365	66,19,799	20,41,273	3,18,05,278	1,84,10,176	8,24,58,891	71,99,142	27,98,755	99,97,897

III-B.—Expenditure on Education for Females—*concld.*

—	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	8,55,745	5,804	46,911	..	32	9,08,492
Buildings, etc.	4,75,802	1,04,796	87,951	58,394	7,81,837	15,08,780
Miscellaneous	13,05,299	52,268	1,18,652	20,09,023	18,08,951	52,94,193
Totals	26,36,846	1,62,868	2,53,514	20,67,417	25,90,820	77,11,465
University and Intermediate Education.						
Arts Colleges	2,81,454	..	..	1,12,611	77,391	4,71,456
Professional Colleges—						
Medicine	1,53,528	..	..	30,049	1,149	1,85,626
Education	68,058	..	..	11,062	15,845	95,865
Intermediate Colleges	1,08,395	..	860	45,863	55,454	2,10,572
Totals	6,11,435	..	860	2,01,385	1,49,839	9,63,519
School Education.						
General.						
High Schools	28,36,371	19,135	1,21,526	24,92,407	16,08,703	70,78,142
Middle Schools—						
English	10,74,501	18,198	1,21,067	5,90,302	8,90,169	26,94,237
Vernacular	6,36,206	87,878	3,09,260	51,482	3,51,641	14,36,467
Primary Schools	52,84,020	18,29,038	31,66,684	4,80,936	20,45,581	1,28,06,259
Totals	98,31,098	19,54,249	37,18,537	36,15,127	48,96,094	2,40,15,105
Special.						
Medical Schools	2,04,188	7,001	5,302	38,987	1,38,067	3,94,505
Normal and Training Schools	11,90,278	883	27,293	39,102	2,95,152	15,52,798
Technical and Industrial Schools	93,429	2,570	17,500	28,682	2,85,585	4,27,775
Commercial Schools	7,977	..	..	15,112	1,156	24,245
Agricultural Schools	348	..	..	..	..	348
Schools for Adults	8,654	6	100	2,863	22,052	33,675
Other Schools	39,044	515	3,350	10,805	63,467	1,17,781
Totals	15,44,518	11,044	53,545	1,35,641	8,06,379	25,51,127
Grand Totals for Females	1,46,23,897	21,28,161	40,26,456	60,19,570	84,43,132	3,52,41,216
Grand Totals for Males	9,89,26,361	2,33,40,139	1,12,11,205	5,69,40,602	3,22,16,345	22,26,34,652
Grand Totals for all	11,35,50,258	2,54,68,300	1,52,37,661	6,29,60,172	4,06,59,477	25,78,75,868

IV-A.—Race or Creed of Male Scholars receiving General Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
Total population	163,480	1,842,199	90,521,932	35,212,540	6,264,817	50,373	1,802,731	4,072,739	(c) 139,930,811	..
School Education.										
Classes.										
Primary . . I	5,553	108,085	2,270,213	1,197,352	125,023	1,227	47,753	61,180	3,816,386	3,114,588
II	2,619	42,249	1,110,027	439,873	38,561	804	22,047	25,893	1,682,073	1,358,387
III	2,541	33,620	856,079	303,339	29,714	866	18,413	21,304	1,265,876	998,256
IV	2,426	26,414	628,823	181,147	23,066	857	15,743	15,277	893,753	658,657
V	2,273	15,970	399,019	116,445	10,126	720	11,207	7,871	563,640	391,620
Middle . . VI	2,168	11,154	241,924	68,857	8,315	919	9,307	5,024	347,758	213,831
VII	1,848	8,565	196,316	52,911	8,224	781	6,468	3,615	279,328	164,445
VIII	1,514	7,145	157,162	40,498	3,410	765	5,124	2,426	218,044	117,408
*High . . IX	1,124	3,805	86,212	21,173	2,611	737	3,055	1,376	120,093	47,073
X	852	2,898	74,731	17,183	2,028	701	2,645	1,109	102,147	39,419
XI	892	2,402	60,150	10,194	111	609	65	741	75,134	14,882
XII	1	300	10,632	1,365	1	759	17	441	13,516	2,766
Totals .	23,721	262,607	6,091,288	2,450,337	251,890	9,814	141,934	146,157	9,377,748 (c)	7,121,332
University and Intermediate Education.										
Intermediate classes—										
1st year . .	245	856	18,360	3,642	239	258	650	384	24,643	8,792
2nd year . .	225	748	19,059	3,966	273	242	743	322	25,578	8,929
Degree classes—										
1st year . .	80	425	8,299	1,535	96	85	350	163	11,032	3,910
2nd year . .	67	389	9,458	1,767	118	89	293	157	12,318	4,566
3rd year . .	2	26	404	96	..	1	4	3	(a) 536	150
Post-graduate classes—										
1st year . .	11	87	1,759	289	13	30	35	25	2,249	480
2nd year . .	8	36	1,412	310	2	18	42	21	1,849	507
Research students .	1	16	191	43	..	14	3	2	270	33
Totals .	639	2,583	58,942	11,648	740	737	2,129	1,077	(b) & (d) 79,545	27,367
No. of scholars in recognised institutions.	24,360	265,170	6,150,230	2,461,985	252,630	10,551	144,063	147,234	(b) 9,467,293	7,148,699
No. of scholars in unrecognised institutions.	6	4,478	148,837	174,335	190,694	185	6,841	5,933	531,309	236,722
GRAND TOTALS .	24,366	269,648	6,299,067	2,636,320	443,324	10,736	150,904	153,167	(b) 9,988,602	7,387,421

* Please draw two broad lines across the table indicating the stages where the High and Middle Departments begin. (These lines could not be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin).

(a) Includes 5 students (one Hindu and four Muhammadans) in the 4th year class in N.-W. F. Province.

(b) Includes 4 Indian Christians, 923 Hindus and 143 Muhammadans in the United Provinces not shown in details.

(c) Excludes classification of 88 pupils (78 Hindus and 10 Muhammadans) in Assam reading purely classics and 4 students of St. Edmund's College which is classed as High School in the General Tables.

(d) Excludes 170 scholars of one Oriental College in the Punjab and 58 scholars of the Ravenshaw College in Bihar and Orissa reading Law only, also excludes 1,541 scholars reading in school stages in colleges in the Punjab; and includes 4 students of St. Edmund's College in Assam.

(e) Excludes 9,925, 50,644, and 31,263 persons not enumerated by religion in Burma and in the Administered Areas in Hyderabad and Central India Agency, respectively.

IV-B.—Race or Creed of Female Scholars receiving General Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
Total population	105,114	1,783,291	85,994,530	31,794,240	6,425,083	46,355	1,418,143	4,027,124	(d) 131,593,880	—
School Education										
Classes.										
Primary . . I	6,116	74,398	790,322	424,314	115,011	1,271	15,631	14,632	1,441,695	1,015,631
II	2,622	26,002	260,475	97,803	28,450	865	4,675	5,053	425,945	283,895
III	2,642	19,504	172,468	47,083	17,449	967	3,627	3,764	267,504	161,133
IV	2,499	14,962	96,704	16,856	9,493	924	2,688	2,564	146,630	78,066
V	2,317	10,077	50,220	8,098	2,536	828	1,863	1,256	77,195	30,274
Middle . . VI	2,140	6,858	21,089	2,613	1,739	821	581	656	36,497	10,028
VII	1,724	5,863	14,247	1,537	1,852	630	376	377	26,606	6,420
VIII	1,295	3,830	6,802	857	542	540	309	179	14,354	2,936
High . . IX	902	1,613	3,523	485	413	420	116	105	7,577	847
X	484	1,115	2,238	225	220	337	62	59	4,740	430
XI	367	660	1,556	49	1	260	3	41	2,937	285
XII	2	100	669	16	..	255	1	30	1,073	43
Totals .	23,110	164,982	1,420,313	599,936	177,646	8,118	29,932	28,716	(a) 2,452,758	1,584,988
University and Intermediate Education.										
Intermediate classes—										
1st year . .	74	298	716	65	30	102	24	27	1,336	299
2nd year . .	48	246	587	37	30	70	12	29	1,059	219
Degree classes—										
1st year . .	32	118	277	25	6	36	11	14	519	123
2nd year . .	34	102	238	21	11	31	2	14	453	109
3rd year . .	1	2	9	..	..	..	..	..	12	1
Post-graduate classes—										
1st year . .	5	23	66	1	2	6	..	2	105	22
2nd year . .	..	10	27	1	..	7	..	..	45	2
Research students .	..	2	4	..	..	3	..	1	10	1
Totals .	194	801	1,924	150	79	255	49	87	(b) 3,539	776
No. of scholars in recognised institutions.	23,304	165,783	1,422,237	600,086	177,725	8,373	29,981	28,803	2,456,292	1,585,764
No. of scholars in unrecognised institutions.	4	3,107	34,062	79,990	6,088	114	4,606	1,050	(c) 129,921	220,496
GRAND TOTALS .	23,308	168,890	1,457,199	680,076	183,813	8,487	34,587	29,853	2,586,213	1,806,260

(a) Excludes classification of 11 girls reading Commercial course and 24 girls reading Arabic only in Assam.
(b) Excludes 50 scholars reading in School Stages in Colleges in the Punjab.
(c) Excludes 165 scholars in the Punjab receiving vocational and special education included under "Technical and Industrial Schools" in Table V-B.
(d) Excludes 9,724, 41,491, and 24,166 persons not enumerated by religion in Burma and in the Administered Areas in Hyderabad and Central India Agency, respectively.

V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
School Education.										
Art Schools . .	8	93	1,566	280	28	24	29	18	2,046	564
Law Schools . .	..	..	94	19	..	..	..	..	113	65
Medical Schools .	46	153	4,807	724	55	2	130	22	5,939	2,334
Normal and Training Schools.	2	2,769	12,864	3,720	540	5	165	85	20,150	14,794
Engineering and Surveying Schools.	26	42	1,499	160	111	13	62	13	1,926	617
Technical and Industrial Schools.	283	2,688	11,565	4,662	57	182	421	478	20,336	6,080
Commercial Schools .	81	308	3,615	399	284	274	54	68	5,083	413
Agricultural Schools	1	146	194	88	..	..	2	2	433	376
Reformatory Schools	3	74	1,356	661	352	..	10	41	2,496	845
Schools for Defectives	30	333	641	69	14	11	8	28	1,134	318
Schools for Adults .	1	241	20,625	23,328	336	88	1,102	372	46,093	31,145
Other Schools . .	12	360	41,972	76,301	14,486	..	394	638	134,163	101,572
Totals .	493	7,207	100,797	110,411	16,263	599	2,377	1,765	239,012	159,123
University and Intermediate Education.										
Law . . .	7	105	5,704	1,085	45	46	126	149	(a) 7,267	2,555
Medicine . .	77	205	3,093	451	17	54	77	103	4,077	1,363
Education . .	32	71	846	334	..	1	57	5	1,346	406
Engineering . .	28	59	1,562	183	9	39	77	23	(b) 1,980	793
Agriculture . .	2	27	597	161	17	5	48	15	872	357
Commerce . .	1	34	1,803	104	2	63	16	59	2,082	806
Forestry . . .	..	10	41	12	3	..	..	..	66	6
Veterinary Science .	1	53	274	91	2	..	17	..	438	224
Totals .	148	564	13,920	2,421	95	208	418	354	18,128	6,510
GRAND TOTALS .	641	7,771	114,717	112,832	16,358	807	2,795	2,119	258,040	165,633

(a) Includes 58 students of the Ravenshaw College in Bihar and Orissa (shown against Arts and Science in Table II-A) reading Law only.
(b) Excludes 162 students not reading the University course in Bihar and Orissa.

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
School Education.										
Medical Schools .	25	405	189	41	9	1	34	12	716	19
Normal and Training Schools.	256	2,987	2,544	753	327	49	171	39	7,126	1,583
Technical and Industrial Schools.	506	2,705	1,609	276	17	3	105	163	(a) 5,374	1,519
Commercial Schools .	229	43	4	3	15	27	..	14	335	..
Agricultural Schools	..	45	..	..	..	..	..	5	50	50
Schools for Adults .	..	37	913	41	13	173	..	27	1,204	262
Other Schools . .	34	555	2,546	695	516	82	121	238	4,787	1,502
Totals .	1,050	6,777	7,805	1,809	897	335	431	488	19,592	4,935
University and Intermediate Education.										
Medicine . .	38	78	169	21	2	20	17	18	363	36
Education . .	84	89	47	16	1	2	..	5	244	37
Law . . .	..	5	10	..	2	6	..	..	23	..
Agriculture . .	..	..	..	..	..	..	..	..	..	..
Commerce . .	..	..	..	..	..	..	..	..	..	..
Totals .	122	172	226	37	5	28	17	23	630	78
GRAND TOTALS .	1,172	6,949	8,031	1,846	902	363	448	511	20,222	5,008

(a) Includes 165 scholars in unrecognised institutions in the Punjab.

VI-A.—Men Teachers.

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
						Possessing a degree.		Possessing no degree.				
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government . .	9	218	1,269	1,228	16	2	7	172	299	2,740	480	3,220
Local Board and Municipal.	81	3,651	59,740	39,761	219	142	316	4,573	33,349	103,452	38,380	141,832
Aided . . .	42	2,841	34,618	19,023	629	83	233	27,307	73,770	57,153	101,393	158,546
Unaided . . .	3	84	1,285	436	7	2	15	3,420	8,969	1,815	12,406	14,221
Totals .	135	6,794	96,912	60,448	871	229	571	35,472	116,387	165,160	152,659	317,819
Middle Schools.												
Government . .	78	424	481	13	9	7	11	36	71	1,005	125	1,130
Local Board and Municipal.	402	2,386	20,392	830	151	31	186	669	3,347	24,161	4,233	28,394
Aided . . .	283	1,382	4,140	1,218	252	230	494	4,234	4,734	7,275	9,701	16,976
Unaided . . .	69	224	775	31	17	40	138	818	2,093	1,116	3,089	4,205
Totals .	832	4,416	25,788	2,092	429	317	829	5,757	10,245	33,557	17,148	50,705
High Schools.												
Government . .	2,515	1,236	825	54	165	120	360	287	634	4,795	1,401	6,196
Local Board and Municipal.	1,352	1,488	373	62	527	133	214	165	587	3,802	1,099	4,901
Aided . . .	4,102	3,617	2,323	409	678	2,227	3,100	3,399	5,502	11,129	14,228	25,357
Unaided . . .	323	274	537	14	11	1,687	1,451	2,289	2,341	1,159	7,768	8,927
Totals .	8,292	6,615	4,058	539	1,381	4,167	6,125	6,140	9,004	20,885	24,496	45,381
Grand Totals .	9,259	17,825	126,758	63,079	2,681	4,713	6,525	47,369	135,696	219,602	194,303	413,905

VI-B.—Women Teachers.

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total trained Teachers.	Total untrained Teachers.	Grand totals of Teachers.
						Possessing a degree.		Possessing no degree.				
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
overnment . .	1	92	302	306	4	..	3	22	206	795	321	1,116
ocal Board and Municipal.	..	241	3,485	4,994	52	2	13	385	4,730	8,772	5,130	13,902
ided . . .	16	624	4,446	2,794	231	9	24	2,430	7,516	8,111	9,979	18,090
naided . . .	1	12	86	66	8	1	3	255	784	173	1,043	1,216
Totals .	18	969	8,409	8,160	295	12	43	3,092	13,326	17,851	16,473	34,324
Middle Schools.												
overnment . .	32	93	338	99	5	4	15	11	282	567	312	879
ocal Board and Municipal.	14	57	307	147	17	..	4	37	323	542	364	906
ided . . .	95	786	1,417	713	113	40	54	305	1,229	3,124	1,628	4,752
naided . . .	4	25	54	5	..	3	4	7	106	88	120	208
Totals .	145	961	2,116	964	135	47	77	360	1,940	4,321	2,424	6,745
High Schools.												
overnment . .	123	268	223	6	33	15	36	30	71	653	152	805
ocal Board and Municipal.	9	21	25	43	4	..	2	3	6	102	11	113
ided . . .	466	1,568	502	182	90	130	286	227	827	2,808	1,479	4,287
naided . . .	14	51	6	1	2	2	19	10	77	74	108	182
Totals .	612	1,908	756	232	129	150	343	270	981	3,637	1,750	5,387
Grand Totals .	775	3,838	11,281	9,356	559	215	463	3,722	16,247	25,809	20,647	46,456

VII.—European Education.

Total European and Anglo-Indian population—
Male 103,480
Female 105,114
TOTAL . 208,594

Percentage to European and Anglo-Indian Population of those at school—
Males. 18·52 Females. 26·96 Total. 21·82

——	Institutions	Scholars on roll on March 31st.	Number of females in institutions for males and *vice versa*.	Number of Non-Europeans on roll.	TEACHERS. Trained.	TEACHERS. Untrained	EXPENDITURE FROM Govt. funds.	EXPENDITURE FROM Local funds.*	EXPENDITURE FROM Fees.	EXPENDITURE FROM Other sources.	EXPENDITURE FROM Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
Institutions for Males.							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	7	253	..	52	63	18	1,52,685	..	1,52,763	83,605	3,89,05
Training Colleges	1	28	..	..	..	..	12,664	..	..	..	12,66
High Schools	71	17,503	779	4,437	607	406	9,80,607	13,158	12,67,603	7,40,924	30,08,29
Middle Schools	38	5,266	1,452	1,233	194	97	2,02,724	380	1,44,218	1,68,714	5,16,03
Primary Schools	56	3,561	1,223	548	147	75	89,849	213	85,891	1,27,569	3,03,52
Training Schools	..	..	..	..	..	..	(a) 1,839	..	..	..	(a) 1,83
Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..
Other Schools	1	24	8	..	3	3	7,188	..	1,392	1,558	10,13
Totals	174	26,640	3,462	6,270	1,014	599	14,47,556	13,751	16,51,867	11,28,370	42,41,54
Institutions for Females.											
Arts Colleges	..	..	..	..	..	..	..	..	..	..	..
Training Colleges	2	44	..	..	9	2	39,466	..	8,813	..	48,27
High Schools	108	20,073	3,478	4,514	1,040	392	10,22,422	25,014	11,10,884	6,38,654	27,96,97
Middle Schools	58	7,057	2,003	1,760	326	111	2,77,845	6,628	2,02,655	2,07,578	6,94,70
Primary Schools	63	4,356	1,554	1,209	153	107	1,13,498	..	1,24,840	1,32,708	3,71,05
Training Schools	10	243	..	28	42	1	64,515	..	17,093	27,007	1,08,61
Technical and Industrial Schools.	1	86	..	15	2	3	700	..	..	1,862	2,56
Commercial Schools	4	103	..	9	7	4	6,657	..	11,330	1,071	19,05
Other Schools	1	7	..	..	1	..	6,443	..	..	3,097	9,54
Totals	247	31,969	7,095	7,525	1,580	620	15,31,546	31,642	14,75,624	10,11,977	40,60,78
GRAND TOTALS FOR INSTITUTIONS.	421	58,609	—	13,795	2,594	1,219	29,79,102	45,393	31,27,491	21,40,347	82,92,33
Expenditure on Buildings includes Rs. 29,599 spent by the Public Works Department.				Inspection			93,044	..	..	..	93,04
				Buildings, etc.			2,36,169	..	1,40,726	5,97,706	9,74,60
"Miscellaneous" includes the following main items :—				Miscellaneous			9,37,855	4,140	21,61,606	15,57,558	46,61,16
Scholarships, Hostel charges and other contingent charges.				Totals			12,67,068	4,140	23,02,332	21,55,264	57,28,80
				GRAND TOTALS			42,46,170	49,533	54,29,823	42,95,611	1,40,21,13

* Include both District Board and Municipal Funds.
(a) Stipends paid in the Madras Presidency to European teachers deputed for training at Ghora Gali.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
Degree Examinations.												
Arts and Science.												
D. Litt.	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D.	2	8	10	2	4	6	..	..	..	..	..	..
D. Sc.	..	7	7	..	6	6	..	..	..	..	..	..
M. A.	1,217	528	1,745	918	329	1,247	33	18	51	20	10	30
M. Sc.	446	60	506	346	26	372	2	..	2	2	..	2
B. A. (Honours)	1,691	63	1,754	1,156	34	1,190	103	8	111	89	7	96
B. Sc. (Honours)	294	21	315	180	9	189	6	..	6	6	..	6
B. A. (Pass)	9,297	3,764	13,061	4,818	1,404	6,222	295	182	477	221	87	308
B. Sc. (Pass)	2,288	271	2,559	1,423	140	1,563	26	6	32	23	4	27
Law.												
Master of Law	21	19	40	2	2	4	..	..	..	..	..	..
Bachelor of Law	4,493	212	4,705	2,665	106	2,771	10	3	13	9	2	11
Medicine.												
M. D.	25	3	28	7	3	10	3	..	3	..	..	..
M. B. B. S.	1,088	4	1,092	334	..	334	76	..	76	34	..	34
L. M. S.	41	..	41	11	..	11	1	..	1	..	..	..
M. C. P. & S. (Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta)	48	..	48	21	..	21	..	..	..	..	..	..
M. S.	21	..	21	7	..	7	..	..	..	..	..	..
M. Obstetrics	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	10	..	10	4	..	4	..	..	..	..	..	..
D.P. H.	25	..	25	20	..	20	..	..	..	..	..	..
D. O.	8	..	8	3	..	3	..	..	..	..	..	..
B. Sc. (Sanitary)	1	..	1	1	..	1	..	..	..	..	..	..
D. T. M. (Calcutta)	11	27	38	11	22	33	..	..	..	..	..	..

*i.e., appearing from a recognised institution.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
DEGREE EXAMINATIONS —*contd.*												
Engineering.†												
Bachelor of C. E.	245	11	256	183	5	188	..	..	..	..	..	..
Bachelor of E. E.	106	2	108	98	1	99	..	..	..	..	..	..
Bachelor of M. E.	47	5	52	37	1	38	..	..	..	..	..	..
Bachelor of Mining and Metallurgy.	12	..	12	10	..	10	..	..	..	..	..	..
Education.												
B. E., B. T., & L. T.	747	132	879	575	85	660	122	22	144	85	15	100
Commerce.												
Master of Commerce	12	12	24	10	10	20	..	..	..	..	..	..
Bachelor of Commerce	397	112	509	210	52	262	1	..	1	1	..	1
Agriculture.												
Master of Agriculture	1	..	1	1	..	1	..	..	..	..	..	..
Bachelor of Agriculture	275	2	277	235	2	237	..	..	..	..	..	..
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts	13,131	2,585	15,716	7,219	1,074	8,293	627	306	933	438	158	596
Intermediate in Science	11,115	3,612	14,727	5,467	1,072	6,539	363	173	536	187	57	244
Licentiate of Civil Engineering.	125	..	125	102	..	102	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	2,429	127	2,556	1,802	84	1,886	501	14	515	393	9	402
Intermediate or Diploma in Commerce.	807	58	865	431	34	465	..	..	..	..	..	..
Licentiate of Agriculture.	177	4	181	148	3	151	..	..	..	..	..	..
Veterinary Examinations.	378	..	378	267	..	267	..	..	..	..	..	..

*i.e., appearing from a recognised institution.
†Including the Diploma Examination of the Thomason Civil Engineering College, Roorkee.

VIII.—Examination Results—*concld.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
SCHOOL EXAMINATIONS.												
(a) On completion of High School course.												
Matriculation . .	49,320	6,685	56,005	29,989	2,415	32,404	1,554	1,062	2,616	1,017	597	1,614
School Final, etc. .	30,086	8,003	38,089	23,134	5,012	28,146	1,129	274	1,403	844	134	978
European High School	348	3	351	197	..	197	193	2	195	124	1	125
Cambridge School Certificate.	694	275	969	443	48	491	374	23	397	238	7	245
(b) On completion of Middle School course.												
Cambridge Junior .	675	7	682	431	1	432	454	3	457	324	..	324
European Middle .	735	..	735	503	..	503	572	..	572	437	..	437
Anglo-Vernacular Middle	86,308	624	86,932	65,280	170	65,450	5,526	210	5,736	4,251	98	4,349
Vernacular Middle .	66,088	10,422	76,510	43,573	3,890	47,463	8,135	2,041	10,176	4,890	946	5,836
(c) On completion of Primary course.												
Upper Primary . .	266,615	2,413	269,028	202,618	720	203,338	28,242	685	28,927	19,694	340	20,034
Lower Primary . .	560,238	448	560,686	430,941	371	431,312	94,385	195	94,580	72,196	127	72,323
(d) On completion of Vocational course.												
For teacher's certificates—												
Vernacular, Higher	6,646	691	7,337	4,780	305	5,085	2,498	120	2,618	1,542	76	1,618
Vernacular, Lower .	7,219	1,600	8,819	5,422	846	6,268	1,318	108	1,426	807	53	860
At Art Schools . .	1,103	81	1,184	729	55	784	30	20	50	20	10	30
At Law Schools . .	38	..	38	31	..	31	..	..	..	..	..	..
At Medical Schools .	1,731	582	2,313	855	375	1,230	124	13	137	84	10	94
At Engineering Schools†	631	1,123	1,754	494	479	973	..	2	2	..	..	..
At Technical and Industrial Schools.	2,878	1,778	4,656	2,377	874	3,251	276	473	749	191	224	415
At Commercial Schools	1,968	6,143	8,111	1,066	2,455	3,521	83	36	119	46	5	51
At Agricultural Schools	128	..	128	123	..	123	..	..	..	..	..	..
At other Schools .	7,829	451	8,280	5,591	260	5,851	12	..	12	12	..	121

†*i.e.*, appearing from a recognised institution.
*Include *Survey* Schools.

Types of Institutions.	No. of Institutions and Scholars.							
	Government.		District Board.		Private.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9
I. Recognised Institutions.								
For Males.								
Arts Colleges	3	578	..	..	15	4,290	18	4,868
Professional Colleges	4	494	..	..	..	..	4	494
High Schools	18	4,606	147	41,911	1,112	224,677	1,277	271,194
Middle Schools	52	5,600	5,057	679,099	3,099	275,909	8,208	960,608
Primary Schools	1,894	76,355	57,420	3,340,293	92,783	3,508,669	152,097	6,925,317
Training Schools	262	14,429	46	534	34	1,834	342	16,797
Agricultural Schools	2	39	3	156	4	191	9	386
Schools for adults	8	89	333	7,549	1,293	42,667	1,634	50,305
Other Schools	33	1,365	8	176	2,162	85,512	2,203	87,053
Total	2,276	103,555	63,014	4,069,718	100,502	4,143,740	165,792	8,317,022
For Females.								
Arts Colleges	..	..	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..	..	..
High Schools	1	131	1	143	11	1,951	13	2,225
Middle Schools	8	637	51	4,650	79	8,524	138	13,811
Primary Schools	205	12,192	6,257	296,428	22,114	605,422	28,576	913,042
Training Schools	60	2,402	1	22	48	1,906	109	4,330
Agricultural Schools	..	..	..	..	1	50	1	50
Schools for adults	..	..	1	25	3	68	4	93
Other Schools	1	23	..	..	25	1,469	26	1,492
Total	275	15,385	6,311	300,268	22,281	619,390	28,867	935,043
Grand Total for all Recognised Institutions.	2,551	118,940	69,325	4,369,986	122,783	4,763,139	194,659	9,252,065
II. Unrecognised Institutions.								
For Males							26,001	568,937
For Females							3,200	69,053
Total							29,201	637,990
Grand Total for all Institutions							223,860	9,890,055

Institutions in rural areas.

Expenditure on Institutions.				No. of Teachers.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government Institutions.	In District Board Institutions.	In Private Institutions.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
4,21,294	35	7,60,324	11,81,653	41	..	291	332
7,34,993	3,891	1,20,532	8,59,416	73	..	..	73
25,47,097	12,21,375	83,64,007	1,21,32,479	256	2,344	12,733	15,333
72,42,282	40,92,322	49,54,635	1,62,89,239	252	24,966	15,762	40,980
2,67,71,876	1,56,19,678	93,09,313	5,17,00,867	2,641	114,221	142,292	259,154
26,04,205	56,684	1,98,265	29,49,154	858	120	208	1,186
18,140	7,495	14,574	40,209	6	5	8	19
1,09,630	40,242	2,37,626	3,06,498	12	116	2,236	2,364
5,48,601	1,03,484	9,80,791	16,32,876	61	9	5,171	5,241
4,10,88,118	2,11,54,206	2,49,40,067	8,71,82,391	4,200	141,781	178,701	324,682
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
1,08,606	35,199	1,78,608	3,22,413	11	12	128	151
1,26,901	44,862	1,93,379	3,65,142	32	178	484	694
28,15,277	17,47,655	8,22,800	53,85,732	515	10,241	22,198	32,954
7,73,120	1,100	2,11,340	9,85,560	282	1	290	573
348	..	..	348	..	..	4	4
..	6	601	607	..	1	3	4
13,147	2,586	61,364	77,097	1	..	90	91
38,37,399	18,31,408	14,68,092	71,36,899	841	10,433	23,197	34,471
4,49,25,517	2,29,85,614	2,64,08,159	9,43,19,290	5,041	152,214	201,898	359,153

Explanatory notes :—

(1) Figures for *urban* areas (i.e., municipal, cantonment, notified and small town committee areas) are excluded from this table.

(2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

(3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.

(4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in *rural* areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in *urban* areas.

APPENDIX IV.

Educational Statistics of Aden.

(i) *General Summary of Educational Institutions and Scholars, 1932-33.*

				Percentage of Scholars to population.			
				Recognized Institutions.		All Institutions.	
Area in square miles	80			1932.	1933.	1932.	1933.
Population—							
Males	32,345	Males		5·3	4·7	7·9	7·2
Females	19,133	Females		2·4	2·1	2·1	2·1
Total	51,478	Total		4·2	3·8	5·9	5·3

Recognised Institutions.	Institutions.			Scholars.		
	1932.	1933.	Increase or decrease.	1932.	1933.	Increase or decrease.
	1	2	3	4	5	6
Universities	..	..	..	..	..	..
For Males.						
Arts Colleges	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..
High Schools	..	..	..	..	..	..
Middle Schools	6	5	—1	425	444	+19
Primary Schools	15	14	—1	1,137	1,058	—79
Special Schools	..	..	..	..	38	+38
Totals	21	19	—2	1,562	1,540	—22
For Females.						
Arts Colleges	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..
High Schools	..	..	..	..	..	..
Middle Schools	3	3	..	164	162	—2
Primary Schools	9	7	—2	299	255	—44
Special Schools	..	1	+1	..	..	..
Totals	12	11	—1	463	417	—46
Unrecognized Institutions.						
For Males	16	18	+2	769	808	+39
For Females	1	..	—1	60	..	—60
Totals	17	18	+1	829	808	—21
Grand Totals	50	48	—2	2,854	2,765	—89

MGIPO—L—III-11-2—28-1-35—635.

(ii) General Summary of Expenditure on Education, 1932-33.

—	Total expenditure.			Percentage of expenditure from				Cost per scholar to				Total cost per scholar.
	1932.	1933.	Increase or decrease.	Govt. funds.	* Local funds.	Fees.	Other sources.	Govt. funds.	* Local funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.
Direction and Inspection	10,077	8,721	—1,356	100	..	..	..	3	..	..	..	3
Universities	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous †	300	350	+50	100	..	..	..	..	..	..	..	..
Totals	10,377	9,071	—1,306	100	..	..	..	3	..	..	..	3
Institutions for Males.												
Arts Colleges	..	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..	..	..	..	..	..	..
High Schools	..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools	45,775	39,852	—5,923	40	12	22	26	36	11	20	23	90
Primary Schools	26,902	24,680	—2,222	27	40	11	22	6	9	3	5	23
Special Schools	..	1,148	+1,148	60	..	40	..	18	..	12	..	30
Totals	72,677	65,680	—6,997	35	23	18	24	15	10	8	10	43
Institutions for Females.												
Arts Colleges	..	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..	..	..	..	..	..	..
High Schools	..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools	20,873	22,942	+2,069	25	..	15	60	36	..	21	85	142
Primary Schools	8,724	6,421	—2,303	33	..	..	67	8	..	..	17	25
Special Schools	..	..	..	..	..	..	..	..	..	..	..	..
Totals	29,597	29,363	—234	27	..	1	61	19	..	8	43	70
Grand Totals	1,12,651	1,04,114	—8,537	30	14	15	32	20	8	8	17	53

* Includes both District Board and Municipal Funds.
† Includes expenditure on buildings.

EDUCATION, INDIA

EDUCATION IN INDIA

IN

1933-34

4



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PREFACE.

This report deals with the period from April 1st, 1933 to March 31st, 1934. I am indebted to the provincial Directors of Public Instruction and the Superintendents of Education whose reports have formed the basis of this review. I am also indebted to Messrs. F. E. Quraishi and Nauhria Ram for the assistance they have given me in preparing the review.

R. M. STATHAM,

Officiating Educational Commissioner with the Government of India.

Simla, 3rd October, 1935.

EDUCATION IN INDIA

IN

1933-34

I.—*General Summary.*

Successive recent reports have necessarily dealt rather pessimistically with the absence of educational progress in recent years. This absence of progress has been attributed mainly to retrenchment, to the ineffectiveness of primary education and to the drift in higher education. But annual reports dealing so largely with a comparison of statistical tables for a single year with those of a previous year must necessarily give the impression that the quantitative advance in education has been very small. A year is too short a period by which to test the path of progress, and fractional increases in percentages are naturally not encouraging indications for estimating the advance made. Even a review of a five-year period may not always be able to bring out fully the big changes which have taken place in Indian education during the last so many years. On the other hand, a glance at the provincial education reports of twenty years ago and a comparison of them with the reports for the year under review reveal the fact that, whatever may have been the actual quantitative progress made in the year 1933-34, the statistics for 1933-34 show in what an entirely different position education now stands in India from what it did only a comparatively short time ago. Provinces long regarded as backward have in many ways come up to the level of advanced provinces. Communities which scarcely ever recorded pupils above the primary stage now have considerable representation at the university stage. Untouchability has been definitely eradicated in several provinces in so far as the schools are concerned, and the progress of education amongst the depressed classes has been considerable. Women's education has spread with remarkable rapidity and the educationally backward communities amongst women, such as Muslim women, have shown immense improvement. Physical instruction and athletics have developed out of all recognition and movements like the Olympic organisations, the Boy Scouts movement, the Girl Guides movement, the Red Cross movement, etc., have taken firm root. Village life has widened and schemes for rural uplift, village clubs, thrift societies and even village broadcasting are no longer unknown. The necessity for the trained teacher has been recognised almost everywhere and the numbers

of trained teachers have been more than doubled. Considerable advance has been made in scientific research and in technology, and in their application to industry. The need for caution in the quantitative expansion of mass education has been fully recognised and consolidation and concentration are being attempted in most provinces. The evils of waste, stagnation and wastage, which were scarcely recognised or diagnosed twenty years ago have been tackled and are being tackled with signs of ultimate success in most parts of India. There is however, it is true, a general dissatisfaction with many of the existing conditions. Universities are overcrowded, secondary education is too stereotyped, primary education is still too little related to the surrounding conditions of life, and unemployment presents a grave problem. But there has been very real progress. Education is much more widespread and India is not alone in having to face difficult problems in education arising out of world depression and financial stringency. It is satisfactory at least that the whole of India is now considering very seriously educational reconstruction, and that a machinery has been created for the co-operation of every part of India in an attempt to solve some of the outstanding problems.

2. Even as between 1933 and 1934 considerable improvement may be recorded. As against a large fall in numbers between 1932 and 1933 there has been a large increase in the year under review. The influence of retrenchment appears to be waning and a heavy reduction in total expenditure has been replaced by a considerable increase in expenditure.

3. *Institutions and pupils.*—The following tables show the total number of institutions for boys and girls, the total number of pupils, boys and girls, and the distribution of pupils, boys and girls in recognised institutions for 1933-34:—

TABLE I.—*Total number of institutions (for boys and girls), 1933-34.*

Province.	No. of recognised institutions.			No. of unrecognised institutions.			Total No. of institutions.		
	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.
Madras	51,075	50,618	—457	1,408	1,467	+59	52,483	52,085	—398
Bombay	15,757	15,674	—83	1,114	1,056	—58	16,871	16,730	—141
Bengal	68,773	70,338	+1,565	1,554	1,588	+34	70,327	71,926	+1,599
United Provinces	22,941	23,106	+65	2,418	2,344	—74	25,359	25,450	+91
Punjab	11,673	11,664	—9	6,236	6,115	—121	17,909	17,779	—130
Burma	7,356	7,347	—9	18,205	18,072	—133	25,561	25,419	—142
Bihar and Orissa	28,953	28,768	—185	2,443	2,806	+363	31,396	31,574	+178
Central Provinces and Berar	5,326	5,463	+137	320	314	—6	5,646	5,777	+131
Assam	6,586	6,715	+129	619	612	—7	7,205	7,327	+122
North-West Frontier Province	992	1,003	+11	162	155	—7	1,154	1,158	+4
Coorg	119	122	+3	10	9	—1	129	131	+2
Delhi	354	358	+4	41	39	—2	395	397	+2
Ajmer-Merwara	322	331	+9	53	57	+4	375	388	+13
Baluchistan	114	117	+3	171	214	+43	285	331	+46
Bangalore	112	112	..	6	6	..	118	118	..
Other Administered Areas	114	117	+3	21	18	—3	135	135	..
BRITISH INDIA	220,567	221,853	+1,286	34,781	34,872	+91	255,348	256,725	+1,377

N.B.—Six Boards of Secondary and Intermediate Education are excluded.

TABLE II.—*Total number of pupils (boys and girls), 1933-34.*

Province.	In recognised institutions.			In unrecognised institutions.			In all institutions.			Percentage of pupils to population.	
	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.	1933.	1934.
Madras	2,864,597	2,967,672	+103,075	47,928	51,688	+3,760	2,912,525	3,019,360	+106,835	6·2	6·5
Bombay	1,298,192	1,332,524	+34,332	33,895	41,772	+7,877	1,332,087	1,374,296	+42,209	6·11	6·3
Bengal	2,797,387	2,899,541	+102,154	65,704	67,171	+1,467	2,863,091	2,966,712	+103,621	5·71	5·92
United Provinces	1,470,340	1,513,467	+43,127	64,868	65,222	+354	1,535,208	1,578,689	+43,481	3·17	3·2
Punjab	1,164,820	1,151,590	—13,230	130,950	129,164	—1,786	1,295,770	1,280,754	—15,016	5·50	5·43
Burma	524,864	524,031	—833	203,070	203,021	—949	728,834	727,052	—1,782	4·96	4·95
Bihar and Orissa	1,054,290	1,068,127	+8,837	63,931	70,782	+6,851	1,118,221	1,138,909	+15,688	2·97	3·01
Central Provinces and Berar	457,077	470,753	+13,676	11,274	11,965	+691	468,351	482,718	+14,367	3·02	3·11
Assam	352,556	356,869	+4,313	26,624	26,582	—42	379,180	383,451	+4,271	4·3	4·4
North-West Frontier Province	86,959	89,040	+2,081	3,796	4,535	+739	90,755	93,575	+2,820	3·7	3·8
Coorg	10,918	10,860	—58	278	348	+70	11,196	11,208	+12	6·85	6·86
Delhi	44,475	44,653	+178	1,084	765	—319	45,559	45,418	—141	7·2	7·1
Ajmer-Merwara	21,332	21,848	+516	2,798	3,299	+501	24,130	25,147	+1,017	4·3	4·5
Baluchistan	8,686	8,972	+286	2,790	2,964	+174	11,476	11,936	+460	2·47	2·57
Bangalore	16,609	17,124	+515	280	443	+163	16,889	17,567	+678	12·6	13·1
Other Administered Areas	19,035	19,725	+690	1,225	1,373	+148	20,260	21,098	+838	9·2	9·4
BRITISH INDIA	12,192,137	12,491,796	+299,659	661,395	681,094	+19,699	12,853,532	13,172,890	+319,358	4·78	4·85

TABLE III.—*Distribution of pupils (boys and girls) in recognised institutions, 1934.*

Province.	No. of pupils in institutions for males.								No. of pupils in institutions for females.						
	In Universities.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.
Madras . .	619	11,113	2,253	156,788	26,749	2,339,830	24,503	2,561,855	537	73	18,190	6,308	374,912	5,797	405,817
Bombay . .	110	10,409	3,228	88,769	24,557	987,969	14,203	1,129,245	..	..	15,858	4,408	180,595	2,418	203,279
Bengal . . .	2,181	22,427	5,129	273,819	161,294	1,790,549	116,820	2,372,219	596	57	17,950	9,997	495,893	2,829	527,322
United Provinces .	6,001	8,442	4,239	84,096	100,365	1,167,299	22,643	1,393,085	254	9	7,234	40,595	71,320	970	120,382
Punjab . .	23	13,809	2,191	131,213	466,207	373,704	13,813	1,000,960	372	39	12,631	35,007	99,794	2,787	150,630
Burma . . .	1,667	142	..	61,315	123,779	260,316	17,074	464,293	..	..	9,081	12,804	37,471	382	59,738
Bihar and Orissa .	..	3,372	886	50,644	84,819	830,084	19,552	989,957	7	..	2,115	5,665	64,480	903	73,170
Central Provinces and Berar.	..	2,261	578	8,830	100,069	313,083	2,380	427,201	..	18	436	6,992	35,286	820	43,552
Assam . .	..	1,667	72	21,628	45,330	249,862	4,364	322,923	..	..	2,620	6,338	24,876	112	33,946
North-West Frontier Province.	..	640	..	14,661	27,081	32,618	102	75,102	..	..	432	5,240	8,216	50	13,938
Coorg . . .	..	..	..	722	..	9,115	11	9,848	..	..	278	..	734	..	1,012
Delhi . . .	161	1,910	..	7,526	7,462	15,925	696	33,680	51	145	1,450	3,317	5,715	295	10,973
Ajmer-Merwara .	..	340	..	3,903	2,286	11,319	581	18,429	..	..	386	249	2,772	12	3,419
Baluchistan . .	..	..	..	3,564	724	2,595	19	6,902	..	..	573	1,193	304	..	2,070
Bangalore . .	..	320	..	2,400	2,339	5,510	74	10,643	..	..	1,371	915	3,638	57	6,481
Other Administered Areas.	..	..	..	5,236	1,616	6,590	473	13,915	..	..	1,325	1,015	3,382	88	5,810
BRITISH INDIA .	10,762	76,852	18,576	915,114	1,174,677	8,396,968	237,808	10,830,257	1,817	341	92,430	140,043	1,409,388	17,520	1,661,539

The total number of institutions has increased by 1,377 as against a fall of 2,445 in the previous year. As is explained elsewhere in this report, the mere increase in the number of institutions is no index of progress. The large fall in the previous year in Madras, for example, was mainly due to a deliberate policy of providing a better and more economic distribution of schools. There has been a further fall in the number of institutions in four provinces and the total number of institutions in India would have again declined but for an increase of 1,599 institutions in Bengal. Only one other province shows a considerable increase, 178 in Bihar and Orissa, which is entirely accounted for by a rise in the number of unrecognised schools. Although, leaving aside Bengal, there has been a decrease in the number of institutions there has been a very satisfactory increase in the number of pupils, an increase of 319,358 as against an increase of only 86,995 in the previous year. Taking recognised institutions alone, the increase was 299,659 as against 69,671 in the previous year. In spite of a decrease of 457 institutions in Madras its total enrolment increased by 103,075, and Bombay with a decrease of 83 institutions increased its enrolment by 34,332. In Bengal there was a large increase of 102,154 but as distinct from the other provinces a large number of new schools were opened. In the United Provinces with only a small increase of 65 schools enrolment increased by 43,127. The enrolment in the Punjab again decreased by 13,230. But the decrease was much smaller than in the previous year while the enrolment in the North-West Frontier Province increased by nearly 3,000. An analysis of the figures for increase in recognised institutions reveals the fact that the increase was shared by nearly all classes of institutions. The following table shows the distribution of the total increase of 299,659 scholars in recognised institutions:—

TABLE IV (*a*).

	Increase or decrease in institutions for males.
Universities	+721
Arts colleges	+3,163
Professional colleges	+492
High schools	+22,534
Middle schools	−13,905
Primary schools	+214,817
Special schools	−5,475

TABLE IV (*b*).

	Increase or decrease in institutions for females.
Arts colleges	+177
Professional colleges	+34
High schools	+6,308
Middle schools	+10,260
Primary schools	+59,569
Special schools	+964

It will be seen that with the exception of boys' middle schools and special schools for boys there has been an increase at all stages of education, though, as was to be expected, the great proportion of the increase occurred in primary schools.

4. *Expenditure.*—The following tables show the total expenditure on education and the total expenditure on education by sources in 1933-34:—

TABLE V.—*Total expenditure on education, 1933-34.*

Province.	TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM				AVERAGE ANNUAL COST PER PUPIL TO				
	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.	Govt. funds.	Local funds.	Fees.	Other sources.	Govt. funds.	Local funds.	Fees.	Other sources.	Total cost per pupil.
	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras	5,31,58,978	5,39,87,435	+8,28,457	45·56	14·29	17·76	22·39	8 4 8	2 9 11	3 3 8	4 1 2	18 3 5
Bombay	3,81,71,846	3,98,09,610	+16,37,764	44·2	19·4	23·2	13·2	13 3 6	5 12 7	6 14 9	3 15 1	29 13 11
Bengal	4,17,51,551	4,23,16,319	+5,64,768	31·9	7·9	44·2	16·0	4 10 5	1 2 8	6 7 0	2 5 5	14 9 6
United Provinces	3,71,20,587	3,70,30,442	—90,145	53·4	13·0	20·0	13·6	13 1 0	3 3 1	4 13 10	3 5 6	24 7 5
Punjab	3,00,56,420	3,06,89,279	+6,32,859	52·11	13·15	24·65	10·09	13 14 2	3 3 1	6 9 2	2 11 0	26 10 5
Burma	1,09,93,281	1,03,20,080	—6,72,601	35·33	28·92	21·91	13·84	11 0 1	9 0 1	6 13 2	4 4 11	31 2 3
Bihar and Orissa	1,67,08,763	1,69,49,133	+2,40,370	32·51	29·40	23·76	14·33	5 2 11	4 11 0	3 12 7	2 4 7	15 15 1
Central Provinces and Berar	97,92,220	1,01,74,809	+3,82,589	43·69	28·50	19·02	8·79	9 7 2	6 2 7	4 1 9	1 14 4	21 9 10
Assam	48,96,400	48,33,919	—62,481	57·5	13·0	18·5	11·0	7 12 6	1 12 3	2 8 1	1 7 10	13 8 3
North-West Frontier Province	27,19,082	28,63,059	+1,43,977	67·4	10·9	11·1	10·6	24 1 7	3 14 9	3 14 8	3 12 5	35 11 5
Coorg	2,56,838	2,60,154	+3,316	55·0	29·49	13·41	2·02	13 2 6	7 0 11	3 3 8	0 7 9	23 14 10
Delhi	25,83,077	26,62,295	+79,218	40·5	13·1	26·5	19·9	24 2 0	7 13 3	15 13 0	11 13 0	59 10 0
Ajmer-Merwara	8,06,462	8,18,742	+12,280	44·9	9·1	22·1	23·9	16 13 8	3 6 5	8 4 3	8 15 3	37 7 7
Baluchistan	5,04,728	5,33,190	+28,462	55·26	13·68	18·63	12·41	32 13 6	8 2 2	11 1 2	7 6 1	59 6 11
Bangalore	8,85,337	9,81,656	+96,319	38·1	4·8	32·1	25·0	21 3 11	2 11 2	17 15 8	13 15 2	55 13 11
Other Administered Areas	14,70,298	15,34,464	+64,166	35·8	5·4	10·4	39·4	27 13 1	4 3 4	15 1 5	30 10 9	77 12 7
BRITISH INDIA	25,78,75,868	26,17,65,186	+38,89,318	43·8	16·0	24·8	15·4	9 2 11	3 5 8	5 3 0	3 3 8	20 15 3

TABLE VI.—*Total expenditure on education by sources, 1934.*

Province.	Expenditure from: Govt. funds.	Increase (+) or decrease (—) in Govt. funds during 1933 and 1934.	Board funds.	Fees.	Other sources.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	2,46,02,960	+1,58,571	77,14,810	95,85,570	1,20,84,095	5,39,87,485
Bombay	1,76,17,108	+6,66,507	77,12,328	92,23,494	52,56,620	3,98,09,610
Bengal	1,34,88,852	—32,581	33,79,788	1,86,72,008	67,75,671	4,23,16,319
United Provinces	1,97,65,361	—1,83,228	48,38,143	73,62,386	50,64,552	3,70,30,442
Punjab	1,59,92,256	+5,42,849	40,36,803	75,63,890	30,96,330	3,06,89,279
Burma	57,66,883	—6,90,949	47,19,637	35,75,872	22,58,288	1,63,20,680
Bihar and Orissa	55,09,273	+3,36,959	49,83,634	40,26,792	24,29,434	1,69,49,133
Central Provinces and Berar	44,45,037	+2,21,499	29,01,023	19,35,269	8,93,480	1.01,74,809
Assam	27,77,514	—10,035	6,29,502	8,95,131	5,31,772	48,33,919
North-West Frontier Province	19,31,612	+55,678	3,14,557	3,14,221	3,02,669	28,63,059
Coorg	1,43,091	+2,063	76,723	35,100	5,240	2,60,154
Delhi	10,77,352	+9,915	3,49,556	7,05,976	5,29,411	26,62,295
Ajmer-Merwara	3,68,225	—6,574	74,333	1,80,628	1,95,556	8,18,742
Baluchistan	2,94,659	+12,381	72,981	99,355	66,195	5,33,190
Bangalore	3,73,226	+49,046	47,487	3,15,923	2,45,070	9,81,656
Other Administered Areas	5,48,681	+18,351	88,056	2,97,607	6,05,060	15,34,464
British India 1934	11,47,02,150	+11,51,352	4,19,34,311	6,47,89,282	4,03,39,443	26,17,65,186
British India 1933	11,35,50,798	..	4,07,03,238	6,29,62,895	4,06,58,937	25,78,75,868
British India 1932	12,46,00,481	..	4,38,18,535	6,22,69,534	4,11,68,072	27,18,56,622
British India 1931	13,60,97,116	..	4,38,29,182	6,14,58,989	4,17,76,209	28,31,61,446
British India 1930	13,25,38,044	..	4,24,65,600	6,04,61,368	3,88,17,006	27,42,82,018
British India 1929	13,18,10,145	..	3,94,14,369	5,78,17,829	4,16,89,910	27,07,32,253

It is satisfactory that the severe retrenchment which affected educational expenditure in the previous year is lessening in intensity and that a large decrease in total expenditure has been replaced by a very considerable increase. In the year 1932-33 there was a decrease in expenditure of Rs. 1,39,80,754, while during the year under review the total expenditure increased by Rs. 38,89,318. Between the years 1932 and 1933 all provinces and administrations, except Delhi, Coorg and the minor administrations, showed a heavy fall in total expenditure, but during the year 1933-34 all provinces and administrations showed a considerable increase in total expenditure except the United Provinces, Burma and Assam. Bombay records the large increase of Rs. 16·38 lacs, almost regaining the total decrease recorded in the previous year. The following table shows the principal decreases in 1933 and the increases in 1934:—

TABLE VII.

Province.	Decrease in lacs.	Increase in lacs.
	1933.	1934.
	Rs.	Rs.
Madras	36·03	8·28
Bombay	18·69	16·38
Bengal	5·35	5·65
Punjab	7·75	6·33
Bihar and Orissa	6·83	2·40
Central Provinces	5·88	3·83
North-West Frontier Province . .	0·03	1·44

In the United Provinces, while the total decrease was only Rs. 0·90 lacs, owing to retrenchment the expenditure from Government funds fell by Rs. 1·83 lacs. In this province, however, there was a large increase of Rs. 4·15 lacs in fee income owing to increased enrolment, but unfortunately this increase was largely counteracted by a fall of Rs. 3·55 lacs under other sources. The large decrease of Rs. 6·72 lacs in Burma was mainly due to deliberate retrenchment and was almost entirely confined to expenditure from Government funds, the expenditure on professional colleges, boys' middle schools, boys' primary schools and inspection all being affected. It is, however, satisfactory that the expenditure on women's education in Burma increased by Rs. 1·55 lacs. The decrease in total expenditure in Assam was Rs. 1,62,000, though the total expenditure from Government funds fell by only

Rs. 10,000. The following table shows the distribution of the total increases in other provinces in 1934:—

TABLE VIII.

Province.	Total increase.	Increase in			
		Government funds.	Board funds.	Fees.	Other sources.
	Lacs of Rupees.				
Madras	8·28	1·58	2·11	0·82	3·77
Bombay	16·38	6·67	4·89	7·68	—2·87
Bengal	5·65	—0·32	1·13	4·07	0·77
Punjab	6·33	5·43	1·90	—1·83	0·83
Bihar and Orissa	2·40	3·37	0·63	—0·09	—1·51
Central Provinces	3·83	2·22	1·41	0·70	—0·50
North-West Frontier Province.	1·44	0·56	0·38	0·24	0·26
BRITISH INDIA	38·89	11·51	12·31	18·26	—3·19

The figures in the above table indicate that in spite of the prevailing economic depression there has been considerable improvement in the ability to provide additional funds for education. School fees have increased by over 18 lacs mainly, of course, owing to the large increases in enrolment, but partly, in Bombay for example, by the raising of fees in certain classes of institutions. The increase of over 12 lacs expenditure from Board funds is particularly to be welcomed, the largest increase occurring in Bombay and Madras. The expenditure from other sources has been steadily going down during the past few years and has unfortunately again fallen by Rs. 3·19 lacs. Generally, however, the detailed figures for expenditure show considerable improvement over the previous year.

5. The extent to which local funds contribute towards the total expenditure on education varies very largely from province to province. The percentage of local fund expenditure to the total expenditure varies between 7·9 per cent. in Bengal and 29·4 per cent. in Bihar and Orissa, whereas the percentage of expenditure from public funds to the total expenditure only varies between 59·8 in Madras and 70·5 in Assam, the exceptions to this variation being Bengal with only 39·8 per cent. and the North-West Frontier Province with 78·3 per cent. Of all the provinces Bengal depends most largely on fee income, the percentage of total expenditure met from fees being as high as 44·2 per cent., while the corresponding percentage for no other province exceeds 25 per cent. The figure for the North-West Frontier Province is as low as 11·1 per cent. and for Madras 17·8 per cent. The expenditure from other sources has, as previously explained, considerably declined in recent years and it now forms a very limited portion of the total expenditure. The highest percentage of expenditure from other sources to the total expenditure is in Madras, 22·4 per cent. The figure for

Bengal is 16 per cent. and for the Central Provinces, the lowest figure for the major provinces only, 8·8 per cent. While considering the total amount spent on education in the provinces, and in particular the amount spent from Government funds, account has to be taken of the rise or fall in general provincial revenues in recent years. Since 1927 the general revenues of all provinces have decreased with the exception of Madras which has shown an increase of about 32 lacs. The following table shows the decreases in revenue in the other provinces:—

TABLE IX.

Province.	Decrease in lacs of Rupees.
Bombay	2
Bengal	45
United Provinces	16
Punjab	14
Burma	147
Bihar and Orissa	78
Central Provinces	77
Assam	43

Similarly the revenue per head of population has declined in all provinces, even including Madras. In view of these figures it is satisfactory that the expenditure from Government funds on education in the provinces has, in some cases, increased and that in no province, except Burma, has there been a really serious fall in the percentage of total revenue spent on education. The following table shows for the years 1927 and 1934 the expenditure from Government funds on education and the percentage of total revenue spent on education in the provinces:—

TABLE X.

Province.	1927.		1934.	
	Total Government expenditure.	Percentage of total revenue spent on education.	Total Government expenditure.	Percentage of total revenue spent on education.
	Lacs.	Per cent.	Lacs.	Per cent.
Madras	202	13·3	246	15·9
Bombay	199	13·6	176	12·1
Bengal	148	14·0	135	14·9
United Provinces	196	17·2	198	17·6
Punjab	151	13·9	160	14·9
Burma	95	9·4	58	6·8
Bihar and Orissa	72	12·5	55	11·1
Central Provinces	72	14·2	44	10·2
Assam	25	10·2	28	14·0
North-West Frontier Province	..	..	19	11·0

It will be noticed that Madras, the United Provinces, the Punjab and Assam have increased their expenditure from Government funds. Bengal, while decreasing her total expenditure on education, has slightly raised the percentage of total revenue spent on education. It is satisfactory that in spite of the considerable fall in revenue the United Provinces, the Punjab and Assam have been able to increase their expenditure on education from Government funds. Burma, Bengal, Bihar and Orissa and the Central Provinces which have shown the largest decrease in general revenues also show large decreases in expenditure on education from Government funds. In these provinces retrenchment appears to have been the most severe, and in Bombay also though the fall in general revenues has been small there has been a decrease of 23 lacs in expenditure from Government funds. The Hartog Committee pointed out how widely the provinces differed in their assignment of expenditure to the different stages of education, and these wide differences appear to be still persisting. Out of its total expenditure on education Bengal spends only 18·9 per cent. on primary schools, while it spends 19·6 per cent. on university education. Burma spends only 15·0 per cent. on primary schools but 51·7 per cent. on secondary schools. By contrast Madras spends 43·2 per cent. on primary schools and only 19·2 per cent. on secondary schools and Bombay spends 50·0 per cent. on primary schools and only 22·1 per cent. on secondary schools. The Punjab shows only a small percentage spent on primary schools, but the classification of secondary and primary schools in the Punjab is such that no accurate comparison can be made of the percentage spent on primary schools in the Punjab with the percentages for other provinces. The percentages spent by all provinces on direction and inspection are comparatively low and reflect the need for an improvement in the inspecting staff, which has been referred to in previous annual reports. The highest percentage is Assam with 7·8 and the lowest Bengal with 3·4. The percentage for Madras is only 3·5 and for Bombay 4·3.

II.—*Educational personnel and organisation.*

6. *Educational Services.*—In *Madras*, no steps have been taken to constitute a new Service in place of the Indian Educational Service. When Indian Educational Service posts become permanently vacant, they are relegated to the Madras Educational Service. Thirteen posts of headmasters and three of headmistresses were abolished from the cadre of the Madras Educational Service and removed to the combined cadre of School Assistants and Deputy Inspectors and Sub-Assistant Inspectresses. New Statutory General Rules for the Provincial Services were issued during the year.

In *Bombay*, the personnel of the new Educational Service, Class I, is almost entirely Indian. Six posts have, however, been held in abeyance and replaced by contract appointments, of which four were filled by Europeans.

The new Provincial Educational Service was not constituted in *Bengal* until after the close of the year under review. The majority of the posts formerly in the Indian Educational Service are now held by Provincial Service officers or by officers recruited on special rates of pay.

Of the 45 posts in the *Bihar and Orissa* Educational Service, Class I, 18 are held by Indian Educational Service officers, two are held by officers on special grades of pay, 16 (including the four posts for women) have been filled by the appointment of officers to Class I, while the others are held temporarily by officers in Class II or are held in abeyance.

It is reported from *Madras*, *Bombay* and *Bihar and Orissa* that revised scales of pay were sanctioned during the year for new entrants to the Provincial and Subordinate Educational Services.

Mr. R. H. Beckett, C.S.I., C.I.E., who had held the post of Director of Public Instruction, Bombay, since 1930, went on leave preparatory to retirement. "During his four years at the head of the educational administration of the Presidency, Mr. Beckett placed the administrative machine on a sound working basis. He successfully carried through several proposals which had been long pending, chief amongst which were the re-organisation of the educational services and the expansion of the Secondary Training College, Bombay."†

The following tables show the position of the *Provincial Educational Services, Class I*, in 1933-34:—

TABLE XI.—*Provincial Educational Service (Men's Branch), Class I.*

Province.	Total No. of posts.	No. of posts held by				No. of posts vacant in held in abeyance.	Remarks.
		I. E. S. officers.	Promoted officers.	Direct recruitment.	Officiating arrangements.		
Madras	..	..	..	..	..	..	There is no Class I, Service.
Bombay	54	28*	4	11	3	8(a)	* 6 posts are filled on a contract basis. (a) Includes the post of D. P. I.
Bengal	..	..	..	..	..	..	Not constituted during the year under review.
United Provinces	21	7	13	..	..	1	
Punjab	27	12	13	2	..	..	
Burma	10	6	8	..	2	..	
Bihar and Orissa	41	18	10	2	2	7	Two posts are held by officers on special rates of pay.
Central Provinces	20	14*	2	3	..	1	*Two hold posts on officiating arrangement.
Assam	36	1	14	20	..	1	
North-West Frontier Province.	1	1	..	..	..	..	The only post is that of D. P. I., whose rate of pay is Rs. 1,500—50—1,750.

† Bombay, pages 6-7.

TABLE XII.—*Provincial Educational Service (Women's Branch), Class I.*

Province.	Total No. of posts.	No. of posts held by				No. of posts vacant or held in abeyance.	Remarks.
		I. E. S. officers.	Promoted officers.	Direct recruitment.	Officiating arrangements.		
Madras . . .	..	..	..	..	..	..	There is no Class I Service.
Bombay . . .	5	1	2	..	2	..	
Bengal . . .	..	..	..	..	..	..	Not constituted during the year under review.
United Provinces . .	1	..	1	..	..	..	
Punjab . . .	3	1	2	..	..	..	
Burma . . .	3	1	1*	..	..	1*	*Two posts will be abolished with effect from 1st June, 1934.
Bihar and Orissa .	4	..	3	1	..	..	
Central Provinces .	2	2	..	..	..	..	
Assam . . .	..	..	..	..	..	..	
North-West Frontier Province.	1	1	..	..	..	..	The only post is that of Inspectress of schools whose pay is in the scale of I. E. S. women's branch.

The delay in constituting the new Service in some provinces, or in filling up the posts of a Service, where it has been constituted, is very unfortunate in that it is calculated to affect the efficiency of the Service as a whole. A well-qualified personnel is essential to the development of education along right lines and it is, therefore, necessary that provisional arrangements, wherever they exist, should be terminated as soon as possible.

7. *Inspection.*—The *Punjab* reports that the inspection of schools is being more and more marked by sympathy, proper guidance and constructive criticism. A great effort has been made during the year to improve the standard of instruction, particularly in vernacular schools which, for want of proper supervision, had failed to give a good account of themselves. The appointment of an additional deputy inspector for vernacular education is proving an effective means of stricter control over the affairs of the village school.

The inadequacy of the inspecting staff is referred to in the reports from *Bengal*, *Burma* and *Assam*. In Burma, however, it is anticipated that the new Educational Service, Class I, should eventually be able to provide the type of men that are required

for the work. "It is essential that such men should have had experience of Western methods and already the Department is fortunate enough to possess a few *ex*-State Scholars who have the making of first-rate Inspectors."* It is advocated that, with a view to improving the standard of inspection, Honours graduates should be sent as State Scholars to England for training. In *Assam*, one of the most urgent needs of the Department is the appointment of a Special Deputy Inspector for Muhammadan Education in the Assam Valley. It is also stated that the arrangement by which the administration of girls' schools is in the hands of Inspectors is becoming unworkable and that the appointment of an Inspectress and an Assistant Inspectress in each Valley is a pressing necessity.

The *Punjab* and *Burma* reports have made pointed reference to the insufficiency of the allotment for travelling allowance of the inspectors. "It may seem an obvious economy to reduce the allotment under Travelling Allowance, but the effect can only be a general curtailment of touring." It constitutes a great handicap to regular and systematic work. In *Assam* also, the lack of funds and the Department's lack of control over large portions of the educational field hamper progress seriously.

8. *The control of local bodies.*—In the *Punjab*, the difficult problem of the delegation of powers to the inspectors has so far found no satisfactory solution. The inspectors generally are for either complete and unqualified delegation or no delegation at all.

It is suggested by one Inspector in the Punjab that the position should be so regularised that in all matters, where there is a difference of opinion between the inspector and the local body, the opinion of the divisional inspector, as the sole educational expert and representative of the Department in the Division, should always prevail.

In *Bihar and Orissa*, the control of education by local bodies appears to have improved during the year, but instances are still abundant in which local and union boards or committees acted irregularly. The question of creating a separate statutory authority in each district for educational purposes is now under consideration.

As regards *Burma*, it is stated that, if vernacular education is to go forward, the system of local administration must be changed. "Reports from Inspecting Officers tell the usual story of unpunctuality, refusal to listen to the advice of experts, factional bickerings and personal spite."† It is suggested that the only salvation would seem to lie by way of a Regional Board, which would take over the work of the inefficient District Boards and some less efficient Municipalities. One bright exception, however, is the work of the Rangoon Education Board. This is one of the few local authorities in Burma where constructive work is being carried out and members are actuated by a sense of public duty.

* Burma, page 6.
† Burma, page 34.

The *Central Provinces* reports that the administration of schools by local bodies has been most successful in those places where the local bodies have co-operated with the Deputy Inspectors of Schools. "The disinterested advice of these officers is at the disposal of local bodies and it is unwise on the part of local bodies not to avail themselves of it."* The tendency of many district councils is still to indulge in excessive and unnecessary transfers, many of which are not in the interests of education. During the year, the local bodies were asked to restrict the percentage of transfers to 25 per cent. on the pain of reduction in Government grants.

It is reported from *Assam* that many of the Boards refuse to pay any attention to the qualification of teachers and entirely ignore Departmental advice on the subject. In some cases, the Deputy Inspector has no vote or is even not a member of the Education Sub-Committee. "It is altogether anomalous that the Ministry of Education should have no control in practice over either the general policy or the expenditure on Primary Education. The appointment of a Provincial Primary Education Board is the chief need of the province."†

III.—*Universities.*

9. *Enrolment.*—The reports of recent years have dealt very fully with the pressure of numbers on the universities, the elimination of the unfit and the incidence of unemployment amongst the educated. From the figures for last year it might have been thought that at least, by whatever cause, a check to numbers had been reached, but between 1933 and 1934 the largest increase of recent years has occurred and the total number of students in the universities has risen by 6,851 to 113,328. The following table shows the total enrolment in the universities in the last four years:—

TABLE XIII.—*Enrolment in universities.*

University.	1931.	1932.	1933.	1934.
I. Calcutta	24,806	26,560	25,412	29,516
Patna	4,547	4,739	4,276	4,341
Dacca	1,142	1,063	1,010	984
Rangoon	1,550	1,674	1,783	1,805
TOTAL	32,045	34,036	32,481	36,646
II. Madras	16,218	16,610	15,504	15,515
Mysore	2,781	2,833	2,834	2,955
Osmania	808	856	1,346	1,284
Andhra	3,536	3,805	3,371	3,120
Annamalai	569	561	630	612
TOTAL	23,912	24,665	23,685	23,486

* Central Provinces, page 38.
† Assam, page 18.

TABLE XIII.—*Enrolment in universities*—contd.

University.	1931.	1932.	1933.	1934.
III. Bombay	13,908	14,490	15,327	16,292
IV. Allahabad	1,650	1,746	1,689	1,883
Benares Hindu	2,419	2,993	3,305	3,492
Aligarh Muslim	923	1,150	1,184	1,241
Lucknow	1,709	1,813	2,012	2,084
Agra	2,637	2,985	3,249	3,319
Nagpur	2,047	2,354	2,648	2,881
TOTAL .	11,304	13,041	14,087	14,900
V. Punjab	17,390	16,071	18,684	19,796
Delhi	1,700	2,026	2,213	2,208
TOTAL .	19,090	18,997	20,897	22,004
GRAND TOTAL .	100,349	105,238	106,477	113,328

The only falling off in numbers has occurred in Dacca, Delhi, Osmania University, Andhra University and Annamalai University, and the total fall in these five universities amounted to only 362. On the other hand, Calcutta University alone showed an increase of 4,104 and Punjab and Bombay Universities have each increased by nearly 1,000. Fortunately, expansion has been accompanied by the institution of new types of courses, including scientific and technological courses, which are to be welcomed as providing not only more variety but more practical courses related to research and industry. In Madras University a new degree in Veterinary Science was instituted, and the question of instituting a Department of Anthropology was under consideration during the year. The new university Zoology and Biochemistry Laboratories were occupied in 1933, and progress was made with the building of the new university Botany Laboratory. In Andhra University the following new degrees and diplomas were instituted:—Ph. D., B. Com. (Pass), B. Com. (Honours), a Diploma in French and a Diploma in German, but much the most important occurrence of the year was the contribution of an annual grant of Rs. 1 lakh with the promise of an ultimate capital endowment of Rs. 15 lakhs from the Raja Sahib of Jeypore for the development of the University College of Science and Technology. In the University College of Science and Technology a B. Sc. (Honours) course in Sugar Technology was opened in 1933 for the first time. Another important step forward in Technological studies was taken

in Bombay University when His Excellency the Governor of Bombay opened the new University Department of Chemical Technology in the East Wing of the Royal Institute of Science in November 1933. The following extract from His Excellency's speech on that occasion is of interest:—

"Technological education is very expensive and when funds are limited it is necessary to proceed with caution.

I would venture to draw the attention of the University to the importance of keeping instruction in technology on thoroughly practical lines and ensuring that in the administration of the department the University keep in close touch with manufacturers who are interested and are likely to employ the students after they have completed their courses of study. Technical education in the world has made great changes in the conditions of life, but it is just as easy to train for unemployment in technological subjects as it is in other subjects.

Expenditure incurred on training students, unless there is a prospect that they can be absorbed in industry, will to a large extent be wasted. While it is true that industries do not spring up at the bidding of academies, it is also true that a new industry almost invariably requires the assistance of experts with training and experience in that particular industry, and without them the development of industries will be impeded.

Our industries are exposed to the fierce blast of foreign competition backed by the latest resources of science and technology. Tariffs alone cannot afford an effective shield against this blast and should not, of course, be relied upon to cover inefficiency. The soundest way of meeting foreign competition is by training our young men and employing them in our mills and factories. Up to the present we have had to send our students abroad for advanced technological training.

While I do not decry the advantages of foreign travel and education for the limited number who can afford them, I rejoice at a step which enables an increased number of our science graduates to obtain their training here in Bombay in close touch with local industries at a very moderate cost. I am sure that I can rely upon the leaders of industry to take a keen interest in this new department and to co-operate with the University in allowing the students facilities to obtain industrial experience in the mills towards the end of their course of study and to employ our graduates when they are qualified."

10. *Courses.*—There were not many changes in the five universities of the United Provinces, except that the B. Sc. examination in Agriculture was held, for the first time, in Allahabad University and a new course for the B.Sc. in Benares Hindu University was instituted in Pharmaceutical Chemistry, Pharmacognosy and Pharmacy. In Rangoon University a Diploma course in Mechanical and Electrical Engineering has been

instituted to replace the courses in the Government Technical Institute, Insein. These courses will be shorter and of lower standard than those for the B. Sc. Degree examination in Engineering of Rangoon University. In connection with utilisation of the large Laxminarayan Bequest to Nagpur University, the Technological Training Committee met during the year and appointed a small committee to work out details of the scheme of technological training including plans and estimates for the technological laboratory. At the same time the University has provided for a foreign scholarship for training in oil technology for a period of three years. Patna University was benefited during the year by the creation of a trust fund of two lakhs of rupees donated by the Hon'ble Sir Ganesh Datta Singh. The main object of the trust is to grant loans for study in India and abroad in scientific, medical, engineering and legal subjects and in those tending to develop industry and agriculture in the province. It is noteworthy that the Trust provides that preference should be given to women and to students from backward communities.

11. *Other developments.*—There were other interesting developments in some of the universities during the year. The superstructures of the large Library and Departmental buildings for Madras University were under construction and the buildings are expected to be ready for occupation in the middle of 1936. New hostels at Vizagapatam for Andhra University were completed and they will provide accommodation for 140 students. At Andhra University also a new employment bureau was established. At Annamalai University the building of a new boat-house and swimming pool have been commenced and during the year a sports pavilion was completed at a cost of Rs. 10,000. The foundations of the new Library and Administrative buildings were also completed during the year. In Bombay an important conference was summoned by the Government in July 1933 to discuss the establishment of regional universities: in particular, a university for Poona. The conference was attended by all the heads of colleges affiliated to the University, representatives of the various interests of Bombay University, heads of selected high schools, *ex*-Ministers of Education, heads of Departments, educational officers of Government and representatives of special interests such as backward communities. The conference was opened by His Excellency the Governor and was presided over by the Hon'ble The Minister for Education. Commenting on the results of the conference the Director of Public Instruction, Bombay, in his report for the year 1933-34 writes as follows:—

> "The balance of opinion on the whole was against the formation of regional universities with powers of affiliation over external colleges. A considerable body of opinion, however, was in favour of unitary and possibly residential universities where conditions are favourable and where adequate finance is forthcoming. As this type of university did not

strictly fall within the scope of the agenda, this alternative proposal was not fully discussed."

Those who were opposed to the proposal were mainly opposed on the grounds that financial difficulties were likely to be grave and that primary and secondary education had a prior claim on the funds of Government and therefore no assistance could be expected from Government.

12. Punjab University celebrated its Jubilee on the 9th December 1933 and in that connection a sum of Rs. 63,000 was sanctioned for the construction of a university union building and a further sum of Rs. 21,000 was sanctioned for the erection of a hostel for visiting teams. Rangoon University passed through another period of severe financial restriction. The Government annual grant was reduced from Rs. 1,20,000 to Rs. 60,000 and in consequence the post of Registrar was converted into a part-time appointment, research grants were cut down, expenditure on the Library was reduced and the work of repairing buildings and roads was entirely suspended.

13. *Unemployment among graduates.*—The problem of the continued unemployment of large numbers of University products has continued to exercise the minds of all those responsible for the control of higher education. It is, of course, widely recognised that the problem of unemployment is not strictly the concern of educational institutions, but the repeated pronouncements made by well-informed educationalists and appearing in numerous recent educational reports that the universities of India are overcrowded with unfit material have a direct bearing on the relationship of university products to occupational openings in the country. Occupational planning in education has become a common feature in Europe and other countries, and some countries like Germany have even legislated in order to secure the restriction of numbers in arts and professional colleges. The deliberate restriction of numbers by the raising of standards or by the increasing of fees or by other means has been the cause of much controversy. But it would appear that the time is coming in India when the question of deliberate restriction must be seriously considered both in the interests of efficiency and in the interests of lessening educated unemployment. It is usually argued that such restriction will particularly adversely affect poor scholars and those coming from backward communities. Actually this objection is not a very valid one, since an extension of the present system which exists in many colleges of reservations, free places and scholarships should meet any difficulties which stand in the way of clever but poor scholars and of scholars from educationally backward communities. An analysis of the figures for the failures at the Matriculation, Intermediate and Degree examinations of most of the universities will show how much of the unfit material in the universities is confined to students who come from a class of the community who can ill-afford to waste time and money on high academic education. It is common to find that the least mentally equipped student, who

fails several times at the Matriculation, again several times at the Intermediate and again several times at the Degree examination, comes from a family hitherto occupied in manual employment, artisan employment or some form of lower middle class employment, a family which has sacrificed everything in order, as the family thinks, to raise the family by the higher education of at least one of its members. Actually in the great majority of cases exactly the reverse process takes place and families, which had been maintained by successful petty shop-keepers, artisans and hereditary workers, have been financially ruined. But more tragic than the financial loss is the actual waste of material in so far as the student who eventually achieves his degree finds it quite impossible to obtain suitable clerical or professional employment and is utterly unwilling and also utterly unfit to go back to the hereditary family occupation. In this sense the universities in India are year by year producing more and more unemployable persons. While nobody would want to deny the benefits of higher education to any person competent to make a profitable use of it, the hard facts are that it is no kindness either to the individual or to the community to continue to turn young men, who are potential wage-earners as artisans and hereditary workers, into a band of ill-equipped and dissatisfied unemployed graduates. It seems fairly obvious that the more highly educated the unemployed the greater the waste of material and the greater the mental distress must be. It is, so to speak, a greater waste and tragedy to the individual and to the community if an M. A. student can obtain no suitable employment and is unwilling or unable to turn to some form of manual labour than it is if a School Final student is similarly unemployed. During times of world depression there must always be a large incidence of unemployment at some stage, but it is less wasteful and less resultant in tragedy if the incidence of unemployment occurs mainly at the bottom of the scale, and even in times of economic depression there is always the possibility that the young men with comparatively little education will be able to obtain employment in some form of manual labour. But there is a further aspect of unemployment upon which little stress is generally laid and that is the fact, which many business men and industrialists will testify to, that there are a number of openings in business firms, factories, etc., to which the employers of labour after long experience are not willing to recruit graduates and highly educated youths, in spite of the fact that they need well educated men properly to supervise their labour and ultimately hold comparatively superior posts in their business concerns. The reason for this is not far to seek, since there has been a constant complaint that the educated young men turned out of the Indian universities are nearly always unwilling to start at the bottom and go through a hard apprenticeship of manual labour in order to qualify themselves subsequently to supervise work on machinery and labour generally competently. This complaint is not confined to arts graduates but unfortunately has often been made even of

technically and professionally qualified graduates in engineering and other practical courses.

One solution of the problem therefore would appear to be along the lines of much closer co-operation between the industrialists and those responsible for training school and college courses, of the provision of a much larger amount of practical manual work in both general and professional institutions and of the introduction if possible of a system of business apprenticeship coupled with school and college training.

TABLE XIV.—*Examination*

1932-

Name of examination.	Males.			Females.		
	Number of examinees.	Number passed.	Pass percentage.	Number of examinees.	Number passed.	Pass percentage.
Matriculation	94,094	60,550	64·3	4,019	2,502	64·5
Intermediate Arts	15,716	8,293	52·8	933	596	63·9
Intermediate Science	14,727	6,539	44·4	536	244	45·5
TOTAL	30,443	14,832	48·7	1,469	840	57·2
Bachelor of Arts (Pass)	13,061	6,222	47·6	477	308	64·6
Bachelor of Science (Pass)	2,559	1,563	61·1	32	27	84·4
Bachelor of Arts (Honours)	1,754	1,190	67·8	111	96	86·5
Bachelor of Science (Honours)	315	189	60·0	6	6	100
TOTAL	17,689	9,164	51·8	626	437	69·8
Master of Arts	1,745	1,247	71·5	51	30	58·8
Master of Science	506	372	73·5	2	2	100
TOTAL	2,251	1,619	71·9	53	32	60·4
GRAND TOTAL	144,477	86,165	59·6	6,167	3,001	63·3

results of British India.

33.			1933-34.								
TOTAL.			MALES.			FEMALES.			TOTAL.		
Number of examinees	Number passed.	Pass percentage.	Number of examinees.	Number passed.	Pass percentage.	Number of examinees.	Number passed.	Pass percentage	Number of examinees.	Number passed.	Pass percentage.
98,113	63,142	64·4	93,270	61,279	65·7	4,982	3,191	64·0	98,252	64,470	65·6
16,649	8,889	53·4	23,624	11,399	48·8	1,590	957	60·2	25,214	12,356	49·0
15,263	6,783	44·4	7,655	4,080	53·3	202	110	54·5	7,857	4,190	53·3
31,912	15,672	49·1	31,279	15,479	49·5	1,792	1,067	59·5	33,071	16,546	50·0
13,538	6,530	48·2	12,971	6,474	50·0	564	364	64·5	13,535	6,838	50·5
2,591	1,590	61·4	2,825	1,708	60·5	27	19	70·4	2,852	1,727	60·6
1,865	1,286	69·0	1,601	1,078	67·3	104	82	78·8	1,705	1,160	68·0
321	195	60·7	316	211	66·8	1	1	100	317	212	66·9
18,315	9,601	52·4	17,713	9,471	53·5	696	466	67·0	18,409	9,937	54·0
1,796	1,277	71·1	1,884	1,334	70·8	68	50	73·5	1,952	1,384	70·9
508	374	73·6	486	352	72·4	4	4	100	490	356	72·7
2,304	1,651	71·7	2,370	1,686	71·1	72	54	75·0	2,442	1,740	71·3
150,044	90,066	59·8	144,632	87,015	60·8	7,542	4,778	63·4	152,174	92,093	60·9

14. *University examination results.*—The above table gives the results of the various examinations in British India. It will be observed that during the year 1933-34 the number of men candidates for the examinations increased from 144,477 to 144,632 and that of women candidates from 6,167 to 7,542. In the case of boys there was a decrease of 824 candidates at the matriculation examination and a slight increase at the collegiate examinations including M. A. and M. Sc. There was also an increase in the number of girls appearing for these examinations. A comparison of the figures for the year under consideration with those for the last few years shows that the total number of male candidates for the university examinations, excluding the matriculation, is more or less constant, whereas the number of girl candidates is showing an appreciable increase every year. In general, girls have shown better results than boys. The pass percentages for girls in the various university examinations are considerably better than those for boys.

15. The pass percentage at the Matriculation examination varies from 9 at Andhra and 37 at Benares to 62 at Calcutta and 69 at the Punjab University. The results of the I. A. and I. Sc. examinations of the past few years give one the conviction that there is a general lowering of the matriculation standard which has enabled a very large number of insufficiently trained students to find their way into colleges with the consequence that there is a heavier failure in the I. A. and I. Sc. examinations. The only other possible conclusion is that the standards of examinations have been stiffened. But this conflicts with the generally recorded impression that on the whole standards are lower now than in the past. The results of the B. A. and B. Sc. examinations also tell the same tale, though they are slightly better than those of the I. A. and I. Sc. examinations. Unquestionably the figures prove the fact that a low standard of university work means a low standard of school work. In this connexion, the observations of the Hartog Committee are of importance:—

> "There is a prevalent opinion that the general efficiency of a university can be secured solely or largely by imposing a high standard at the intermediate and degree examinations and that a high percentage of failures is in itself a good thing, but with this we are unable to agree. There are three independent and variable factors to be considered; (*a*) the standard of the matriculation or other admission examination, (*b*) the standard of university teaching and (*c*) the standard of attainment required at the examinations. The percentage of passes depends on all these factors. Let us suppose for the moment that the teaching is satisfactory and reasonably equal in quality from year to year, that the average diligence of the students is also constant, and that the standard at the degree examination has not changed, then an increase in the percentage of failures may be regarded as showing that the university is admitting in increasing numbers students who are mani-

festly incapable of profiting by the university courses, and it has taken their money under false pretences and been a party to their waste of time, money and effort. It is of the first importance that a university degree should be a real certificate to the public of capacity and attainment; it is essential that the university should maintain a high standard in its teaching; but it is no less desirable that the matriculation should not admit to its doors numbers of students who have no chance of success. In a well-regulated university the percentage of passes in subjects in which the number of candidates is large, and of whom the average quality may therefore be assumed to be reasonably constant, ought to be both high and fairly steady from year to year. If it is considered right to raise the university examination standard generally, the first step in this direction should usually be to raise the admission standards (always on the supposition that these standards are well devised to test the capacity of the candidates for higher work). We are bound to recognise the hard fact that a high percentage of failures may be necessary under existing conditions at the degree examination in many universities if the degree certificate is to possess any value. But such a percentage of failures shows that radical changes are required at the earlier stages, in the direction of improving the standard of admission or the standard of university teaching or both."*

16. *Indian students in the United Kingdom and abroad.*—The number of Indian students studying in the United Kingdom during 1933-34 was 1,393 as against 1,478 in 1932-33. The following table shows the number of Indian students at the principal educational centres in 1932-33 and in 1933-34:—

TABLE XV.

	1932-33.	1933-34.
Oxford	47	70
Cambridge	101	100
London	873	805
Edinburgh	117	115
Glasgow	58	50
Manchester	60	57
Leeds	45	40
Bristol	18	20
Birmingham	15	21
Durham	19	11
Liverpool	23	16
Sheffield	33	21
Reading	4	4
Other centres	65	63
Total	1,478	1,393

* Hartog Report, pages 134-35.

The above figures do not include part-time students, of whom there were 91 in 1932-33 and 79 in 1933-34. Of the 1,393 students under instruction 1,324 were studying in universities or colleges. The following table shows the number of students in the universities and colleges according to the subjects taken :—

TABLE XVI.

Subjects.	Students.
Arts (including Education and Law) . . .	293
Economics and Commerce	122
Science	124
Engineering and Technology	285
Medicine (including Dentistry)	387
Agriculture, Forestry and Veterinary Science . .	57
Others	56
Total . .	1,324

The above figures show that a large proportion of the students were studying for professional and technical courses and the report on the Education Department of the High Commissioner for 1933-34 comments on the advance made in this direction and on the facilities which have been offered for practical training in the various branches of Engineering and Technology. The most satisfactory feature of the report is that 149 offers were secured by the Department for the practical training of students and as many as 140 Railways and business firms have shown their willingness to take Indian students for practical training. The main courses of practical training to which students were apprenticed included Civil Engineering, Mechanical Engineering, Electrical Engineering, Marine Engineering, Railway Engineering, Railway Traffic, Railway Accountancy, Automobile Engineering, Aviation and Printing. Among the Indian students studying in universities or colleges there were 70 women students. The report of the High Commissioner shows that a number of academic and other distinctions were obtained by Indian students during the year. These included 8 First Classes in Honours, 6 University Prizes, 10 Medical Fellowships and many Athletic Honours, including a Cambridge Cricket Blue. It is also worthy of special mention that an Indian student became the first Indian President of the Oxford Union. A large number of students studying in the United Kingdom were State scholars including 55 Government of India scholars, 2 from Bengal, 2 from Bihar and Orissa, 3 from Bombay, 8 from Burma, 1 from the Central Provinces, 10 from Madras, 1 from the Punjab, 1 from the North-West Frontier Province, 10 from the United Provinces and 16 scholars from Indian States. The number of

Indian students known to be studying in Europe increased from 111 to 115 and the number of Indian students in the United States of America increased from 101 to 152.

IV.—*Secondary Education of Boys.*

17. The following table shows the main statistics of secondary schools for boys in 1933-34.

TABLE XVII.—*Main statistics*

Province.	No. of Secondary Schools for Boys.				Total No. of boys reading in secondary stage.*		Enrol	
	Anglo-Vernacular.		Vernacular.				Anglo-Vernacular.	
	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.
Madras . . .	560	560	..	..	187,997	193,651	184,456	183,537
Bombay . . .	584	609	..	..	103,383	109,008	108,011	113,326
Bengal . . .	2,932	2,970	54	53	251,273	255,067	427,220	431,522
United Provinces .	298	304	737	748	158,613	163,558	92,718	96,210
Punjab . . .	552	554	3,163	3,130	148,486	144,878	176,153	177,728
Burma . . .	353	376	917	883	31,890	32,568	74,062	75,139
Bihar and Orissa .	818	802	113	114	78,710	80,038	119,737	123,535
Central Provinces .	263	265	306	307	36,835	37,597	35,088	37,198
Assam . . .	276	283	188	198	38,275	39,078	38,746	39,333
North-West Frontier Province.	44	44	190	200	9,040	10,312	10,995	17,267
Coorg . . .	2	2	..	..	1,422	1,458	839	722
Delhi . . .	43	46	32	30	6,575	7,142	11,508	11,858
Ajmer-Merwara .	18	19	15	15	5,371	5,822	4,329	5,050
Baluchistan . .	11	11	1	1	1,258	1,305	4,037	4,156
Bangalore . .	10	10	4	4	2,180	2,725	3,508	3,673
Other Administered Areas.	24	23	1	1	3,111	4,003	6,606	6,652
BRITISH INDIA .	6,788	6,937	5,790	5,744	1,156,020	1,180,010	1,305,873	1,326,925

* Includes classes VI to end of high school course.

of secondary schools for boys.

MENT.		MEN TEACHERS IN SECONDARY SCHOOLS.							
Vernacular.		Total No. of teachers.		Total No. of trained teachers.		Percentage of trained teachers.		Total expenditure on secondary schools for boys.	
1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.
								Rs.	Rs.
..	..	9,004	9,592	7,863	7,951	81·9	82·9	86,43,907	87,59,848
..	..	5,519	5,741	1,012	1,102	18·3	19·2	67,45,048	70,08,736
3,788	3,591	25,235	25,772	4,860	5,032	18·9	19·5	1,31,95,926	1,36,18,491
86,004	88,242	9,983	10,161	6,581	6,817	66·0	67·1	75,96,289	79,16,405
433,666	410,692	22,521	22,755	20,041	20,227	89·0	88·9	1,29,33,008	1,31,15,916
112,137	109,955	5,294	5,212	3,542	3,577	66·9	68·6	70,08,386	69,81,116
11,890	11,928	6,934	7,221	3,702	3,903	53·9	54·1	39,39,790	41,87,858
71,369	71,701	4,835	4,894	3,350	3,393	69·3	69·3	29,54,317	30,10,003
26,535	27,625	2,779	2,849	1,119	1,147	40·3	40·3	15,58,037	15,67,023
24,517	24,475	1,561	1,602	1,226	1,263	78·5	78·8	11,30,696	11,63,368
..	..	39	39	37	38	94·9	97·4	48,374	53,508
3,243	3,130	723	778	594	638	82·2	82·0	6,95,291	7,24,622
834	1,120	294	322	142	105	48·3	51·2	3,13,699	3,11,021
116	132	171	173	131	132	76·6	76·3	2,27,716	2,38,491
1,044	1,066	205	225	116	146	56·6	64·9	2,53,656	2,78,136
146	130	389	376	126	123	32·4	32·7	5,49,648	5,40,641
775,289	702,805	96,086	97,712	54,442	55,654	56·7	58·0	6,77,94,688	6,94,75,273

The main statistical features of secondary education in 1932-33 were an increased enrolment of 18,301 in Anglo-Vernacular schools, a decrease of 112 in the number of vernacular schools and a large reduction in expenditure of about Rs. 20 lacs. By contrast, in the year 1933-34 Anglo-Vernacular schools showed an increased enrolment of 21,052, vernacular schools again decreased by 46 and the total expenditure on secondary schools increased by nearly Rs. 17 lacs. In the year 1932-33, the decrease in expenditure was shared by 7 provinces out of 10, while in the year 1933-34 the increase of 16·8 lacs was shared by 9 provinces out of 10.

18. *Curriculum.*—The reports from the provinces give the impression that the lack of variety in the curriculum of secondary schools is continuing to impede the provision of a really sound secondary education and that scarcely any provision still exists for the students who are found unfit for or who are unable to proceed to university classes. More disturbing, however, is the common feature of the comparative lack of interest taken by both the teacher and the taught in alternate subjects when provided and in classes for vocational instruction. In view of the suggestions which have recently been made regarding educational reconstruction it is significant that nearly all provinces show signs of a desire for a complete reorganisation of the secondary school system and of dissatisfaction with the present domination of the university and the provision of little but purely literary education. Most provinces have, in fact, ceased to congratulate themselves on the increased enrolment and output of their high schools and have begun to devise methods of restricting the upward flow of pupils to purely academic courses of study and of providing alternate courses of instruction. Some provinces have also had under consideration the weeding out of the unfit from pre-university and university classes.

19. The revised S. S. L. C. rules in Madras which prevent candidates from appearing for the examination more than three times have already resulted in a considerable decrease in the number of candidates. In 1933 the total number of candidates appearing was 20,731 but in 1934 this number had fallen to 18,278. The Bombay report discusses at length the need for broadening the curriculum and for developing within the school " a multiple curriculum in order to provide suitable alternate courses of education for pupils of differing capacities and dispositions ". No general reconstruction was, however, attempted in Bombay and the year under review can only speak of an attempt in a few high schools to teach some agricultural or industrial courses alongside of the ordinary literary courses. The report from Bengal shows that the efforts to widen the scope of the secondary course have not been altogether successful. Though 58 secondary schools have opened some form of handwork and agriculture is being taught in 56 secondary schools, with few exceptions apathy and lack of interest are reported to be at work. Even more disappointing are the results of the efforts made to provide alternate school final classes

leading to vocational training in seven selected Government high schools. These classes have not been popular and the total number of pupils in all the 7 classes in 1933-34 was only 74. Manual training is reported to be popular in the United Provinces but while it is compulsory in middle school classes only 127 students appeared for the high school examination of 1934. Similar reports about the popularity of manual training come from the Central Provinces but the total number of manual training centres is only 17 and very few schools made provision for the training of students in manual training for the High School Certificate examination. It is significant that out of 3,695 candidates who appeared for the High School Certificate examination in the Central Provinces as many as 1,124 were private candidates, of whom only 215 were able to obtain a pass. These candidates are mainly those who have already appeared before and failed and their number is indicative of the large proportion of unfit candidates who still struggle to find their way into university classes.

20. *Residential Schools.*—The dull uniformity of secondary schools and the lack of flexibility in their curriculum may be apparently accounted for by the absence of any widespread system of residential schools. In residential schools there is far more scope not only for the proper control of students but also for the adjustment of time tables and for the organised use of pupils' spare time. Outdoor work, practical work, carpentry, hobbies, etc., can all be attended to. Contacts between staff and students are also more easily established and character training and wider education generally more easily achieved. The number of purely residential schools for Indian boys is unfortunately very limited in India as the following table shows:—

TABLE XVIII.

Province.	Residential High Schools for Indian boys.
Madras	3
Bombay	10
Bengal	1
United Provinces	3
Punjab	3
Burma	1
Bihar and Orissa	*Nil*
Central Provinces	*Nil*
Assam	*Nil*
North-West Frontier Province	1
Delhi	3

In this connection it is interesting to note that considerable progress has been made in the establishment of a Public School for Indian boys at Dehra Dun. The Indian Public Schools Society came into being as a registered body early in 1928 as the result of the initiative and enthusiasm of the late Mr. S. R. Das, then Law Member to the Government of India. Subsequent to Mr. S. R. Das's death the scheme for opening a Public School at Dehra Dun

lay fallow for some years, but during the year under review steps were taken by the Board of Management and by the Board of Governors to make it possible for the School to be actually in working order in the year 1935. The Chand Bagh estate at Dehra Dun, formerly occupied by the Indian Forest College and extending over an area of 44 acres, was made available for the Public Schools Society and in addition to the existing accommodation of class rooms, laboratories, etc., plans were made for altering some of the existing buildings so as to make provision for hostel accommodation and for residential quarters and for building new hostels and residential accommodation. The aim of the Public Schools Society is eventually to provide accommodation for a school of about 400 boys. The boys will be accommodated in separate houses with approximately 60 boys in each house under the supervision of a house-master. During the year preliminary arrangements were made for recruiting the Headmaster and his Assistants from Europe. The aim of the School, as set out in the original memorandum of association of the Indian Public Schools Society, is "to develop in an atmosphere of Indian culture and social environment many of the best features of English Public Schools such as the discipline, *esprit de corps*, the building up of character, team work, physical development and spirit of chivalry, fair play and straight dealing and to develop a spirit of nationality by destroying all social, communal, religious and provincial prejudices amongst the pupils and fostering a spirit of comradeship among them". It is intended that the school should prepare students up to the standard of an Indian Intermediate examination and also for the Cambridge School Certificate. The opening of a Public School for Indian boys at Dehra Dun will, it is hoped, fulfil a long felt want and the Indian Public Schools Society is to be congratulated on at last being able to carry out the cherished dream of the late Mr. S. R. Das. The experiment at Dehra Dun will be watched with wide interest in India, and it is to be hoped that this School will only be a forerunner of more such schools in other parts of India.

TABLE XIX.—*Training colleges for men.*

Province.	1933.			1934.		
	No. of Training Colleges.	Students.	Total No. of men under training.	No. of Training Colleges.	Students.	Total No. of men under training.
Madras	2	289	289	2	298	298
Bombay	1	98	84	1	100	84
Bengal	2	151	151	2	159	159
United Provinces	(a) 5	300	297	(a)5	341	333
Punjab	2	102	152	2	173	173
Burma	--	(b) 90	49	--	(b) 130	62
Bihar and Orissa	2	72	72	2	63	63
Central Provinces	1	109	103	1	106	101
Assam	--	--	--	--	..	..
North-West Frontier Province.	1	23	23	--	..	..
BRITISH INDIA	16	1,294	1,220	15	1,370	1,273

(a) Includes the two training colleges attached to the Universities of Benares and Aligarh.
(b) Reading in the University Department.

21. *Training of teachers.*—There has been little change in the condition of the training colleges in India and the statistics for them remain practically the same as in the previous year, except that the training college in the North-West Frontier Province has been reclassified as a training school and has not therefore been included in the above table. In Madras the pressure on the training college has continued and the numbers, already large, have again increased. The Bombay report comments on the superior quality of the women candidates for the B. T. degree. For the final examination of 1934, 15 women appeared from the college and 13 passed including 7 in the second class. The Principal of the College in his report states that " on the whole lady students appear to take their work more seriously, to come from a better class of society, to enjoy more comfortable homes and to join the teaching profession from choice rather than from force of circumstances ". Both in the United Provinces and in the Punjab the academical qualifications of students under training have steadily improved in recent years. At the Allahabad Government Training College during the year 1933-34 the students under training included as many as 20 M. A.'s and 22 M. Sc.'s, while at the Government Training College, Lahore, out of 147 under training 43 were M. A.'s and 11 Honours graduates. At the Training College in Burma retrenchment necessitated a new experiment which involved the giving up of separate practising schools for boys and girls. The Director of Public Instruction, Burma, suggests that this co-educational experiment may have interesting results. In the Central Provinces the stipends awarded in the Spence Training College, Jubbulpore, were reduced in value but the Principal reports that this had no effect on the numbers who applied for admission and that many students were willing to pay for their training.

V.—*Primary Education of Boys.*

TABLE XX.—*Main statistics of*

Province.	No. of primary schools for boys.		Total No. of pupils (boys and girls) in primary schools for boys.		Enrolment of boys in classes I—V, 1934.				
	1933.	1934.	1933.	1934.	Class I.	Class II.	Class III.	Class IV.	Class V.
Madras . .	44,375	43,988	2,249,618	2,330,830	862,000	397,142	308,285	261,225	108,123
Bombay . .	12,952	12,849	967,647	987,969	281,218	154,008	143,451	118,398	102,498
Bengal. . .	44,643	45,442	1,725,385	1,790,549	1,010,045	364,501	255,519	123,094	98,524
United Provinces .	19,139	19,215	1,138,474	1,167,299	488,312	258,009	162,780	120,643	89,333
Punjab . .	5,602	5,608	378,951	378,704	361,276	162,080	123,306	99,289	62,407
Burma. . .	4,151	4,144	259,242	260,316	146,260	44,418	35,857	26,136	12,304
Bihar and Orissa .	25,011	24,763	827,162	830,684	422,111	172,019	128,964	59,306	44,611
Central Provinces .	4,126	4,243	303,884	313,083	128,236	83,549	69,037	58,871	16,411
Assam . . .	5,268	5,337	249,119	249,862	94,028	47,194	41,581	34,257	30,376
North-West Frontier Province.	599	603	31,281	32,618	32,775	10,464	8,400	6,849	4,627
Coorg . . .	106	109	8,980	9,115	2,103	1,241	1,234	947	889
Delhi . . .	167	169	16,484	15,925	10,590	4,011	3,774	2,949	2,225
Ajmer-Merwara	220	221	11,978	11,319	476	319	4,923	3,194	2,485
Baluchistan . .	91	94	2,539	2,595	2,640	888	819	693	501
Bangalore .	50	51	5,245	5,610	2,476	1,677	1,419	1,061	891
Other Administered Areas.	41	44	6,162	6,590	3,913	1,685	1,518	1,421	1,057
BRITISH INDIA	166,536	163,880	8,182,151	8,396,968	3,858,077	1,704,765	1,291,527	918,333	577,381

primary education of boys.

Total No. of boys in Classes I—V.		Men teachers in primary schools, 1934.		Percentage of trained to total.		Total expenditure on primary schools for boys.	
1933.	1934.	Total No.	Trained.	1933.	1934.	1933.	1934.
						Rs.	Rs.
1,887,635	1,936,784	95,202	62,451	62·5	65·6	1,84,90,470	1,90,71,430
786,074	799,033	32,100	15,502	47·3	48·2	1,54,82,327	1,61,34,070
1,807,029	1,860,083	82,323	24,420	29·1	29·7	66,73,538	65,44,184
1,097,947	1,119,077	38,468	26,923	68·4	70·0	85,54,143	86,20,202
826,309	808,358	11,530	9,022	77·8	78·2	37,88,807	38,07,088
264,623	265,005	5,654	4,088	68·6	72·1	21,91,296	21,60,106
826,067	817,041	36,918	19,472	50·6	52·7	50,10,886	50,29,934
349,237	356,704	10,718	6,603	60·6	61·6	29,87,827	30,84,678
248,002	248,035	7,399	2,251	31·4	30·4	12,39,646	11,87,874
02,142	03,175	958	724	67·3	75·6	3,76,831	3,91,532
6,[illegible]19	6,414	302	220	71·4	72·8	1,14,988	1,18,628
24,975	24,149	460	281	73·3	61·1	2,70,487	2,91,425
11,[illegible]36	11,397	425	294	69·2	69·2	1,59,991	1,38,210
5,422	5,550	107	95	86·4	88·8	64,068	67,331
7,727	7,524	208	135	68·2	64·9	83,662	93,057
9,274	9,594	247	110	39·7	44·5	1,08,454	1,16,017
8,221,728	8,340,084	323,080	172,597	51·9	53·4	6,55,07,421	6,68,45,966

22. The number of primary schools for boys increased by 344 and their enrolment increased by 214,817. These increases compare favourably with a decrease of 2,299 in the number of schools in the previous year and with an increased enrolment of only 26,504. It is also satisfactory that the increase in enrolment of boys is not confined to the lowest classes but is shared by all the five primary classes.

23. In Madras, Bombay and Bihar and Orissa the number of primary schools has declined considerably as the result mainly of a deliberate policy of closing inefficient and overlapping schools. But in spite of the closure of 738 schools in these three provinces the total enrolment increased by 114,056. By contrast with these figures the number of schools in Bengal increased by 799, while the total enrolment increased by only 65,164. It seems obvious that a mere increase in the number of schools is no certain index of improvement and it is also significant that while the total expenditure on boys' primary schools increased in Madras, Bombay and Bihar and Orissa, it actually declined in Bengal. Expenditure in Madras and Bombay increased by 5·8 and 6·5 lacs respectively while in Bengal the expenditure declined by 1·3 lacs. In Madras the policy of the consolidation and concentration of elementary schools has continued and during the year the Government ordered the Director of Public Instruction to prepare further schemes of consolidation for all classes of elementary schools. Several local body schools were either amalgamated or converted into mixed schools. In the United Provinces, though there has been a slight increase in the number of aided primary schools the local boards are being constantly advised by the Education Department to concentrate their efforts on better distributed and larger schools with bigger staffs and better equipment. In the Punjab 79 unaided schools were closed and their pupils admitted to more efficient local body schools. The slight increase in the total number of primary schools was due not to a policy of expansion but to the reduction of a number of inefficient or uneconomical lower middle schools to the primary grade.

24. *Compulsion.*—The following table shows the number of urban and rural areas under compulsion in the provinces:—

TABLE XXI.—*Progress of Compulsory Primary Education.*

Province.	No. of areas under compulsion in 1933-34.		
	Urban areas.	Rural areas.	Number of villages in rural areas under compulsion.
Madras	26	7	104
Bombay	10	2	150
Bengal	1	..	..
United Provinces	36	24	351
Punjab	57	2,908	6,238
Bihar and Orissa	1	2	15
Central Provinces	25	431	431
Assam	..	..	..
Delhi	1	10	14
TOTAL	157	3,384	7,303

In only one province there has been an increase in the areas under compulsion—The Central Provinces—while in the Punjab and Bihar and Orissa the number of areas under compulsion has decreased. The absence of a forward policy in regard to compulsion would appear to be mainly due to financial stringency and to a feeling that the application of compulsion is not the immediate cure for many of the existing defects in the present system of mass education. In consequence the prevention of wastage amongst the existing school going population has been increasingly engaging the attention of provincial Governments. During the year under review the Madras Government had under consideration a bill to compel parents or guardians of existing pupils to retain their wards at school for the full primary course. This proposal is in keeping with a suggestion made by the auxiliary Committee of the Simon Commission which stated that " it might be worthy of consideration whether punitive measures should not be taken with greater vigour against those who send their children to school and cause public money spent on their children to have been wasted by withdrawing them from school before they have had time to benefit by their schooling ". Burma, like Madras, has been concentrating on the retention of pupils and the Director of Public Instruction, Burma, writes: " Half of the children of this country are now attending some sort of school and if we could keep these children in school at least up to the IV standard we should have gone a very long way. As I have already explained the vast bulk of our children leave school before they have obtained any real benefit and it should be our main problem to secure their retention at school ". Bombay introduced no new scheme for the expansion of primary education during the year, mainly on account of acute financial stringency, but the attention of the Education Department has been also concentrated on consolidation. In his latest report the Director of Public Instruction, Bombay, writes: " The School Boards would do well to consider the question of consolidation and concentration, cutting away the dead wood and ineffective expenditure instead of attempting to open more ill-attended schools ". The provincial reports of the Punjab, Central Provinces, United Provinces and Bombay all complain of the weakness of the attendance authorities and several provinces report that accommodation and equipment are inadequate to provide for the pupils if compulsion were properly enforced. During the year the Punjab took active steps to combat the slackness of attendance committees and eleven District Boards appointed special attendance officers to stimulate the activities of the attendance committees, to issue notices, and to take charge of prosecutions. Obviously, the success or failure of compulsion depends largely on the interest and vigilance of local authorities and this varies greatly between area and area in all provinces. In most provinces urban areas are more satisfactory than rural areas, but even in urban areas progress has generally been slow. In the United Provinces for example there are 36 municipalities with compulsory primary education and yet it is reported that after 5 years less than 7 per cent. of the children originally

enrolled in the infant classes of the schools in those areas were reading in Class IV in 1933-34. In the rural areas in which compulsion has been introduced in the United Provinces the position is still worse. Out of 23,000 boys in the infant classes of twenty District Boards when compulsion was introduced only some 800 were reported to be in Class IV five years later. The figures are distressing but it has to be remembered that children become over age during the 5 years period, that children migrate to schools in other areas and that actually compulsion has in almost all cases considerably increased total enrolment and even class IV enrolment. The increased enrolment is to be found at present mainly in Classes I and II but with the passage of time and the application of pressure the increases should spread to Classes III and IV.

25. The following table shows enrolment figures before and after compulsion for some selected areas in the Bombay Presidency:—

TABLE XXII.

Date of compulsion.	Enrolment before compulsion.	Enrolment after compulsion.
1920 Surat Municipality . . .	8,384	16,331
1920 Bandra Municipality . . .	1,673	3,989
1923 Dhulia Municipality . .	2,477	5,937
1925 Bombay City	5,663	17,604
1928 Larkana District Local Board .	1,742	4,426
1929 West Khandesh District Local Board	17,793	22,629

The figures show that compulsion has "resulted in some improvement", but the Education Department in Bombay is not satisfied with the rate of progress: "Compulsion in most areas exists only on paper and the School Boards have definitely shown their reluctance to enforce compulsion by putting the full machinery of the Act into operation. Even in an advanced city like Bombay, the Corporation has decided not to prosecute parents who persist in refusing to send their children to school."

26. *Wastage.*—The following table shows the figures for wastage among boys in primary classes:—

TABLE XXIII.—*'Wastage' among boys in primary classes.*

Province.	Number of boys in					Proportion of boys in		
	Class I, 1929-30.	Class II, 1930-31.	Class III, 1931-32.	Class IV, 1932-33.	Class V, 1933-34.	Class I, 1929-30.	Class IV, 1932-33.	Class V, 1933-34.
Madras . . .	954,458	401,821	207,102	251,301	108,123	100	20	11
Bombay . . .	288,820	140,264	138,150	115,590	102,408	100	40	35
Bengal . . .	924,918	353,623	248,655	120,530	98,524	100	13	11
United Provinces .	500,698	253,718	158,403	117,085	80,333	100	23	18
Punjab . . .	373,820	220,823	120,186	66,938	62,407	100	26	17
Burma . . .	156,728	47,017	34,381	27,245	12,394	100	18	8
Bihar and Orissa .	402,527	107,232	122,126	55,746	44,641	100	12	10
Central Provinces .	130,815	75,203	60,033	58,206	16,411	100	44	13
Assam . . .	100,486	46,593	42,245	34,205	30,375	100	34	30
North-West Frontier Province.	32,380	10,758	8,114	6,812	4,627	100	21	14
Delhi . . .	12,580	4,315	3,849	3,258	2,225	100	26	18
BRITISH INDIA .	4,294,065	1,735,920	1,249,351	803,753	577,381	100	21	13

* Excludes boys in European schools, the figures for which are not available.

The figures for India show no improvement over the figures for 1933. In fact they show no improvement over the figures for the last 13 years—the figures for the period 1917-21 being Class I 100, Class IV 22, Class V 13. It cannot, however, be expected that there should be a rapid percentage improvement when the total enrolment figures have so largely increased, particularly in the lowest classes, and thus constantly increased the magnitude of the problem.

The following table shows the class-wise strength of all primary schools in 1917 and 1934:—

TABLE XXIV.

Year.	Class I.	Class II.	Class III.	Class IV.	Class V.	Total for Classes I-V.
1917 . .	2,933,605	1,404,524	933,826	666,800	415,428	6,354,183
1934 . .	5,366,443	2,156,248	1,578,305	1,079,950	663,225	10,844,171

It will be seen that while the total number of pupils enrolled has increased by 4,489,988 the number of pupils in Classes I and II have increased by 3,184,562. In view of these very large increases it is perhaps satisfactory that the wastage figures have not increased.

27. *Distribution of schools and literacy.*—While the figures for India as a whole have not improved a few provinces have shown some improvement, particularly at the 4th Class as between 1923-27 and 1930-34 as the following table shows:—

TABLE XXV.

	1923-27.			1930-34.		
	Class I.	Class IV.	Class V.	Class I.	Class IV.	Class V.
Bengal	100	11	7	100	13	11
United Provinces . .	100	18	15	100	23	18
Assam	100	17	6	100	34	30

Unfortunately the position has remained stationary or become worse in the other provinces. There is little doubt, however, that the policy of improvement rather than expansion now being adopted in several provinces will considerably improve existing conditions. The high wastage of the past has been largely due to the widespread existence of ill-organised, badly equipped and badly staffed private schools. Isolated incomplete primary schools and single-teacher schools have repeatedly been condemned as of little or no value and as being in consequence responsible for a huge waste of public funds, but unfortunately such schools still continue to exist in large numbers. It seems clear from the evidence available that large numbers of the existing primary schools could be closed without in any way affecting the rate of production of

literates and that if the money thus released were spent on the improvement of the remaining schools by way of better staff, accommodation and equipment, there would be considerable lessening of wastage and a considerable increase in literacy. In Bengal the great majority of primary schools are still either only incomplete primary schools with one, two or three classes or single-teacher schools. The number of primary schools in Bihar and Orissa with only three classes or less is still over 20,000 and most of these schools are single-teacher schools. The latest report from the United Provinces shows that most of the aided primary schools do not pass their pupils beyond the second class and that many of the District Board schools are uneconomical and unnecessary. Large numbers of single-teacher schools still remain in Madras as also many venture schools. It is evident that most provinces are still not getting value for money and that a large portion of the huge sums of money spent on primary education is almost wholly unremunerative. Though the figures have to be interpreted with caution owing to the existence of primary classes attached to secondary schools and owing to other factors such as geographical conditions and isolated groups of school children, it is evident that the total number of primary schools bears little relation either to the increase in total enrolment or to the output of pupils at Class IV. The following table shows by provinces the total number of pupils in primary schools for boys, the average number of pupils per school and the average number of pupils reading in the IV Class per school:—

TABLE XXVI

Province.	No. of schools.	Enrolment.	Average no. per school.	Average no. per school of boys in Class IV.
Madras	43,988	2,339,830	53	5·9
Bombay	12,849	987,969	76	9·2
Bengal	45,442	1,790,549	39	2·7
United Provinces . . .	19,215	1,167,299	60	6·2
Punjab	5,608	373,704	66	17·7
Burma	4,144	260,316	62	6·3
Bihar and Orissa . . .	24,763	830,684	33	4·3
Central Provinces . . .	4,243	313,083	73	13·8
Assam	5,337	249,862	46	6·4
North-West Frontier Province	603	32,618	54	11·3

The average number of pupils per school is abnormally low. For India as a whole it is only 50, while in Japan, for example, it is over 300. If the primary schools in the provinces were better organised and larger in size a great deal of waste in expenditure could be avoided. In Bengal, for example, if the primary schools had the same average in numbers as Bombay, 1,700,000 more pupils would be under instruction without the provision of any additional schools. Similarly Bihar and Orissa would have more than double their present number of pupils at school if the province had the

same average as Central Provinces. The figures in the table given above bear out the contention that the mere number of schools bears little relationship to the production of literates. Bengal has a boys' primary school for every 600 of its male population and Bihar and Orissa has a boys' primary school for every 750 of its male population, while the corresponding figures for Bombay, the Central Provinces and the North-West Frontier Province are 900, 1,800 and 2,200. In spite of the much larger provision in Bengal and Bihar and Orissa the proportion of pupils in the IV Class to the number of schools is only 2·7 in Bengal and 4·3 in Bihar and Orissa, while the corresponding figures for Bombay, the Central Provinces and the North-West Frontier Province are 9·2, 13·8 and 11·3. It seems evident that at the present time a better distribution of schools, the building up of complete primary schools and the improvement of staff and equipment are infinitely more important in most provinces than an expansion in the number of schools and even an immediate extension of compulsion. It is gratifying to note in this connection that there are indications that Bengal has become alive to the unsatisfactory nature of the present conditions and is framing a policy of concentration and improvement rather than of further expansion.

28. *Proportion of pupils per teacher.*—In spite of the existence of so many single-teacher schools with more than one class, the average number of pupils per teacher in the primary schools in India is generally uneconomically small and represents a further form of waste. Figures separately for boys' primary schools are not available but the following table shows the number of pupils per teacher in all primary schools by provinces:—

TABLE XXVII.—*Number of pupils per teacher in primary schools during 1933-34.*

Province.	Total no. of pupils in primary schools of all types.	Total No. of teachers in primary schools of all types.	No. of pupils per teacher in primary schools.
Madras	2,714,742	108,524	25
Bombay	1,168,564	37,669	31
Bengal	2,286,492	88,026	26
United Provinces	1,238,619	40,724	30
Punjab	473,498	14,636	32
Burma	297,787	7,201	41
Bihar and Orissa	895,164	38,584	23
Central Provinces	348,369	12,005	29
Assam	274,738	8,034	34
North-West Frontier Province	40,834	1,256	33
Coorg	9,849	332	30
Delhi	21,640	635	34
Ajmer-Merwara	14,091	534	26
Baluchistan	2,899	119	24
Bangalore	9,148	382	24
TOTAL FOR BRITISH INDIA	9,806,356	359,046	27

Most provincial educational codes permit 40 pupils per class and it will be seen that if all the teachers were handling single classes of 40 pupils, as many as 4,700,000 additional pupils would be under instruction in primary schools in India. Forty pupils per class may perhaps be considered educationally too many, although many of the primary schools in England have 50 and above, but even if every teacher were handling a class of 30 pupils over 1,000,000 more pupils would be under instruction. If there were 30 pupils per teacher in Bengal, Madras and Bihar and Orissa, the additional number of pupils under instruction would be 350,000, 540,000 and 270,000 respectively.

29. *Co-education.*—Experience has shown that one special factor which militates against larger enrolments in the primary schools in both advanced and backward provinces is the attitude of the teachers and the inspectorate towards separate boys' schools and separate girls' schools. Except in a very limited number of areas there is at the present time little prejudice against co-education in the lowest primary classes, but it is common to find that in rural areas in which there are only boys' primary schools no endeavour is being made to encourage the girls of school age to attend the boys' schools. Similarly, in rural areas in which there are only girls' primary schools no endeavour is made to encourage the boys of school age to attend the girls' schools. It is common to find teachers and Assistant Inspectors and Assistant Inspectresses believing or going about their work as if they believed that boys' schools are for boys only and that girls' schools are for girls only. If the teachers and Inspectors would regard the village school as a common school for all boys and girls of school age, much larger enrolment, at least in the first four primary classes, could be achieved. The reports from all provinces show that any programme of advancing mass education which necessitated separate schools for boys and separate schools for girls in all areas would entail an impossibly high additional recurring expenditure and would indefinitely postpone the achievement of primary education for all children of school age. It is therefore essential that more and more attention should be paid to the common village school.

30. *Training of teachers.*—The figures in table XX show that of the total number of men teachers in primary schools 53·4 per cent. were trained as against 51·9 in 1933. With the exception of Bombay, Bengal and Assam the position in India generally is fairly satisfactory. Provinces like Madras, the United Provinces, the Punjab, Burma and the North-West Frontier Province with over 65 per cent. of their teachers trained can legitimately claim to be well advanced, especially in view of the fact that in all provinces there are a certain number of elderly teachers who cannot be trained and who can only be replaced by trained teachers on their retirement. Similarly there are in all provinces a number of young teachers on probation waiting for permission to go for training. Twenty years ago only one-third of the teachers in primary schools in India were trained and the improvement in

recent years has been most marked. In Bengal, however, the position remains most unsatisfactory and must apparently remain so until Government can provide funds for more training schools. The latest report from Bengal admits that, " the facilities afforded in Bengal are hopelessly inadequate, and there is the additional disadvantage that especially in the lower grades of training institutions the mental equipment of the students is far below the standard which should be demanded ". In Bombay, the percentage of trained teachers is still far behind the more advanced provinces, but the absence of training has probably had a less serious effect on the schools than in Bengal, since the quality of the teacher and his pay are much higher in Bombay than in Bengal. The Government of Bombay are, however, alive to the necessity for increasing the output of trained teachers and during the year 1933-34 a scheme for expansion was under the consideration of Government. In Assam there has actually been a fall in the percentage of trained teachers from 31·4 to 30·4. Assam is in much the same position as Bengal and while her training schools remain closed owing to retrenchment it is not possible to hope for improvement. The following table shows the number of training schools for men by provinces:—

TABLE XXVIII.—*Training schools for men.*

Province.	1933.			1934.		
	No. of normal and training schools.	Students.	Total No. of men under training.	No. of normal and training schools.	Students.	Total No. of men under training.
Madras	79	10,552	10,540	75	10,659	10,649
Bombay	14	824	813	12	775	775
Bengal	91	2,593	2,593	90	2,602	2,602
United Provinces . . .	70	1,595	1,595	70	1,670	1,670
Punjab	8	784	784	5	518	518
Burma	19	826	675	18	856	668
Bihar and Orissa . . .	83	1,720	1,720	82	1,762	1,762
Central Provinces . . .	8	803	803	8	762	762
Assam	5	202	202	5	213	213
North-West Frontier Province	3	166	166	1	102	102
Coorg	..	..	..	..	..	..
Delhi	1	39	39	1	38	38
Ajmer-Merwara . . .	4	67	67	3	65	65
Baluchistan	1	18	18	1	19	19
Bangalore	1	39	39	1	42	42
Other Administered Areas .	1	90	90	1	90	90
BRITISH INDIA .	388	20,318	20,160	373	20,161	19,975

The small fall in the total number of students under training was caused almost entirely by the fall in the number of students under training in the Punjab and this cannot be viewed very seriously since the Punjab has already nearly 80 per cent. of its teachers trained. In Madras 4 training schools were closed during the year, but the numbers under training increased. The closure of schools in Madras does not indicate a backward movement since Madras has in recent years wisely been gradually giving up its lower grade training and concentrating on higher grade training. During the last 3 years there has been a considerable fall in the number of vernacular teachers under training in Burma. This is accounted for mainly by the severe retrenchment and it is reported that as many as 3,000 certificated vernacular teachers are known to be unemployed. In spite of the closure of one elementary training school in Bihar and Orissa the output of trained teachers has increased. The elementary training school buildings in Bihar suffered severely during the earthquake and work was for a time carried on with difficulty. During the year a welcome experiment was tried in Bihar by deputing a number of headmasters of elementary training schools for a 3 weeks' refresher course at the Bhagalpur Secondary Training School. The experiment is reported to have been very successful and is to be repeated in all divisions. In the North-West Frontier Province two training schools were closed during 1932-33 and the number of junior vernacular Government stipendiaries was reduced from 160 to 85. Fortunately this province has already a high percentage of trained vernacular teachers.

VI.—*The Education of Girls.*

31. *General position.*—The backward position of girls in education as compared with the position of boys has for many years occupied the attention of the provinces. While unfortunately there still remains a wide discrepancy between the relative position of boys and girls there are encouraging signs that the attention paid to girls' education in recent years has not gone unrewarded. The rate of progress of girls' education has, in a number of provinces, become quicker than that of boys. The number of institutions for girls has largely increased. Co-education at the primary stage has become far more common and the number of women teachers has been largely augmented. The total amount expended on girls' education has risen in most provinces in spite of the financial stringency and provinces which a few years ago could show hardly any progress in the higher education of women are now sending out nearly as many women as the other more forward provinces. There are, in fact, definite signs that the women's movement in India in all its aspects has created an awakening of ideas which is overriding custom and prejudice and which is manifesting itself in the increased willingness of all classes of the community to have their girls and women educated. Several provinces which used to attract girls to school by fee concessions

and scholarships have ceased to do so except in the case of the very poor and the very backward. Similarly, several provinces which were unable to recruit women teachers, particularly women graduates, from within their own jurisdictions are now finding a ready supply available. Not the least satisfactory feature is the steady increase in the enrolment of girls in classes above the third showing that there has been a considerable prolongation of school life. The following table shows the main statistics of the education of girls:—

TABLE XXIX.—*Main statistics*

Province.	Total No. of institutions for girls.		Total No. of pupils (boys and girls) in institutions for girls.		Number of girls reading in boys' institutions.		GIRLS Primary* stage.	
	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.
Madras	5,830	5,751	394,305	407,980	400,368	439,675	720,158	765,175
Bombay	1,960	2,031	197,296	207,383	109,036	115,467	260,902	272,809
Bengal	18,575	19,462	506,012	541,782	111,237	122,644	580,309	622,120
United Provinces	2,350	2,299	118,170	123,396	66,777	74,533	166,700	179,804
Punjab	4,724	4,546	202,040	200,875	25,758	31,010	148,651	157,470
Burma	847	858	60,001	61,856	176,826	177,344	199,052	199,313
Bihar and Orissa	2,730	2,737	77,858	78,007	58,703	64,062	123,259	128,529
Central Provinces	554	573	43,570	40,105	26,598	29,375	62,883	67,961
Assam	756	811	34,022	36,380	32,369	34,036	56,696	60,012
North-West Frontier Province	169	187	14,017	14,709	997	1,308	13,351	13,887
Coorg	10	10	1,087	1,012	2,200	2,062	2,072	2,092
Delhi	87	87	10,584	11,239	208	278	8,078	9,149
Ajmer-Merwara	58	60	3,880	3,816	536	536	3,237	3,088
Baluchistan	11	11	2,074	2,145	493	474	1,838	1,934
Bangalore	45	44	6,353	6,481	602	607	5,441	5,349
Other Administered Areas	48	47	5,980	6,027	249	298	4,722	4,800
BRITISH INDIA	38,754	39,514	1,678,023	1,749,983	1,013,197	1,096,769	2,358,069	2,494,098

* Includes classes I to V.

Between 1933 and 1934 the total expenditure on institutions for girls has increased in all provinces except in the United Provinces. The total expenditure for British India shows an increase of Rs. 11·18 lacs in 1934 as against a fall of nearly 13 lacs in 1933. To this increase Bombay contributed Rs. 3·17 lacs, Punjab Rs. 1·77 lacs, Madras Rs. 1·29 lacs and Bengal Rs. 0·79 lacs. In 1929 the Hartog Committee drew prominent attention to the great disparity between the amount of Government expenditure spent on institutions for boys and the amount spent on institutions for girls. Since that date there has been a considerable improvement in the position and a higher proportion of Government funds are being spent on institutions for girls in all provinces. The following table shows the percentage of total Government expenditure on institutions for girls in 1927 and 1934:—

TABLE XXX.

Province.	1927.	1934.
Madras	12·0	14·8
Bombay	11·0	12·5
Bengal	8·8	9·7
United Provinces	5·2	7·2
Punjab	6·1	9·6
Burma	5·6	8·9
Bihar and Orissa	3·3	5·4
Central Provinces	5·4	10·2
Assam	6·2	7·9

of the education of girls.

READING IN						Total No. of girl pupils in all institutions.		Total expenditure on institutions for girls (including indirect expenditure).	
Secondary† stage.		Collegiate stage.		Professional colleges.					
1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.	1933	1934.
								Rs.	Rs.
23,871	27,167	753	777	145	152	763,644	811,949	93,41,762	94,71,642
26,738	29,806	835	975	131	141	298,566	314,590	63,01,021	66,18,300
9,694	11,632	854	1,056	70	73	607,539	654,564	50,18,551	50,98,488
6,808	7,570	346	343	17	21	182,270	195,031	39,80,536	39,62,391
8,119	9,546	335	384	56	65	221,089	227,201	34,32,167	36,09,587
7,793	7,820	227	218	57	85	217,062	218,112	23,12,095	23,60,417
1,657	1,899	14	16	..	..	134,238	140,680	12,24,208	12,31,109
2,123	2,434	50	73	17	24	69,402	74,748	10,92,556	11,39,417
2,065	3,452	27	47	..	..	65,278	69,282	5,48,271	5,59,031
745	874	..	..	..	..	14,820	15,695	3,48,866	4,14,794
283	285	..	..	..	..	3,320	3,020	41,239	37,406
911	1,055	66	81	137	145	10,257	10,954	6,42,448	6,75,903
527	608	4	2	..	..	4,198	4,170	1,60,868	1,90,071
150	164	..	..	..	..	2,492	2,539	88,665	93,914
732	1,075	28	27	..	..	6,393	6,524	3,25,007	3,83,026
668	701	..	..	..	..	5,803	5,908	3,82,866	5,13,903
93,784	106,148	3,539	3,099	630	706	2,606,470	2,755,051	3,52,41,216	3,63,59,399

† Includes class VI to end of high school course.

While it is satisfactory that all provinces have shown an improvement, deductions from the above figures have to be made with caution. The Punjab, for example, has claimed that it is spending proportionately as much on institutions for girls as most other provinces, but it has to be remembered that in some provinces a very much larger number of girls are educated in institutions for boys than in other provinces. In Burma, for example, there are far more girls in boys' high schools, in boys' vernacular middle schools and in boys' primary schools than there are in the corresponding girls' schools. In Madras also there are considerably more girls in boys' primary schools than there are girls in girls' primary schools. Even in the United Provinces there are a few more girls in boys' primary schools than there are girls in girls' primary schools, whereas in the Punjab out of a total of 111,200 girls reading in primary schools only 11,864 are reading in boys' primary schools. The figure therefore for the percentage of total Government expenditure spent on institutions for girls is really very much higher in some provinces than the figures in the above table show, and the extent of the provision of expenditure on girls' and women's education can only be judged in the light of the extent of co-education in the provinces. The number of institutions for girls has increased by 760 to 39,514, the increase being nearly three times the increase recorded in 1933. The total number of girls under instruction has risen by 148,581 to 2,755,051, the increase being 35,000 more than the increase in 1933. How

rapid has been the increased enrolment of girls in recent years may be evidenced by the fact that only 15 years ago the total number of girls under instruction was only 1,240,534, while the number of girls reading above the primary stage has increased from 30,895 to 131,327. In these 15 years also provinces like the Punjab and the North-West Frontier Province which were traditionally backward in so far as women's education is concerned have shown marked progress. The number of girls under instruction in the Punjab has increased from 58,280 to 227,261 and the number of girls under instruction in the North-West Frontier Province has increased from 3,649 to 15,695. In fact 15 years ago there were no girls under instruction in the North-West Frontier Province above the primary stage at all, whereas, in 1934, 874 girls were reading above the primary stage. As between 1933 and 1934, the areas which have shown the least progress are Ajmer-Merwara, Coorg and Burma. The provision for girls' education in Ajmer-Merwara is distressingly small and the provision for primary schools in particular is totally inadequate. This inadequacy is revealed by the disproportionately small numbers reading in primary schools. While there are 614 girls reading above the primary stage there are only 3,081 reading in primary schools. In effect, this means that the education of girls in Ajmer-Merwara is mainly confined to towns. In Coorg, there has been a fall of 300 in the number of girls under instruction and there are only 10 separate institutions for girls. The great majority of girls under instruction, however, are reading in boys' primary schools. In Burma, the increased enrolment of girls was only just over 1,000 but women's education is already well established in this province. In the Punjab, in which there has been a general fall in the enrolment of pupils the number of girls under instruction increased by just over 6,000. This number, however, would have been considerably larger had it not been for a large fall of over 8,000 girls reading in unrecognised institutions. As against this, however, it is interesting to note that there was an increase of as many as 8,252 girls reading in institutions for boys.

32. The relative advance of women's education as compared with the advance of boys' education in recent years may be seen from the following table. The table shows the increases in the percentages of male and female scholars in recognised institutions to the male and female population between the years 1927-1934:—

TABLE XXXI.

Province.	Increase (Females).	Increase (Males).
Madras	0·9	0·2
Bombay	0·6	0·08
Bengal	0·8	0·8
United Provinces	0·2	0·4
Punjab	0·8	−1·0
Burma	0·4	0·1
Bihar and Orissa	0·03	−0·7
Central Provinces	0·3	0·1
Assam	0·6	0·5
North-West Frontier Province	0·6	1·1
Delhi	2·1	2·0

It will be seen that in the majority of provinces the rate of increase has been considerably higher amongst girls than amongst boys, this being especially the case in Madras, Bombay and in the Punjab.

33. *Co-education.*—The number of girls reading in boys' schools has increased from 1,013,197 to 1,096,769—an increase of 83,572 or 56 per cent. of the total increase in the enrolment of girls. This large increase was considerably more than the increase recorded between 1932-1933. It is, in fact, a remarkable feature of the present progress of girls' education that the rates of increase in the number of girls in attendance at school should be greater in five provinces in boys' schools than in girls' schools. It might be thought that this feature would be confined to the provinces which are generally considered advanced from the point of view of girls' education. But actually the five provinces include the United Provinces, the Punjab, Bihar and Orissa and the Central Provinces, the fifth province being Madras. Of the total increased enrolment of girls the percentage of increase which occurred in boys' schools was 60 per cent. in the United Provinces, 83 per cent. in Bihar and Orissa, 52 per cent. in the Central Provinces and 81 per cent. in Madras. In the Punjab there was a total increase of girls in boys' schools amounting to 8,252 whereas the corresponding increase in girls' schools amounted to only 6,188. The following table sets out the extent of co-education in the provinces during 1933-34:—

TABLE XXXII.—*Co-*

Province.	Arts Colleges.		Professional Colleges.		High Schools.	
	Girls in girls'.	Girls in boys'.	Girls in girls'.	Girls in boys'.	Girls in girls'.	Girls in boys'.
Madras	537	240	73	70	16,928	5,379
Bombay	..	975	..	141	14,499	3,607
Bengal	596	400	57	16	16,083	861
United Provinces	254	80	9	12	6,414	125
Punjab	372	72	30	26	12,206	129
Burma	..	218	..	85	6,814	13,044
Bihar and Orissa	7	9	..	..	2,079	129
Central Provinces	..	73	18	6	436	63
Assam	..	47	..	..	2,607	10
North-West Frontier Province	..	..	..	..	432	18
Coorg	..	..	..	..	233	51
Delhi	51	30	145	..	1,305	42
Ajmer-Merwara	..	2	..	..	370	..
Baluchistan	..	..	..	..	530	11
Bangalore	..	27	..	..	1,540	..
Other Administered Areas	..	..	..	..	1,140	4
BRITISH INDIA	1,817	2,242	341	365	84,605	23,473

To those who are doubtful about the desirability or possibility of extending the system of co-education in India, the figures must appear rather remarkable. In Burma, there are twice the number of girls reading in boys' high schools than the number reading in girls' high schools and there are ten times the number of girls reading in boys' vernacular schools than those reading in the girls' vernacular schools. In Madras and Bombay together, there are nearly 9,000 girls reading in high schools for boys and in the Punjab over 8,000 girls are reading in vernacular middle schools for boys. Even in a province like the Central Provinces in which girls' education has long been backward, over 3,700 are reading in boys' vernacular middle schools. At the primary stage it is not surprising to find co-education very extensive but at the same time it is perhaps remarkable that in Madras, for example, a much larger number of girls are reading in boys' primary schools than in girls' primary schools and that in provinces like the United Provinces and Bihar and Orissa in which some years ago custom was a strong factor militating against co-education even in primary schools such large numbers of girls should now be reading in boys' primary schools. In the United Provinces there are actually now more girls in boys' primary schools than in girls' primary schools and the figure for Bihar and Orissa for girls reading in boys'

education, 1933-34.

Middle English Schools.		Middle Vernacular Schools.		Primary Schools.		Special Schools.		Unrecognised Schools.	
Girls in girls'.	Girls in boys'.	Girls in girls'.	Girls in boys'.	Girls in girls'.	Girls in boys'.	Girls in girls'.	Girls in boys'.	Girls in girls'.	Girls in boys'.
5,605	1,052	..	..	341,563	420,825	5,630	718	1,848	10,482
3,776	1,433	..	..	174,671	104,629	2,418	447	3,759	4,235
8,800	1,944	089	121	488,008	116,256	2,778	896	13,910	2,000
7,754	234	31,944	26	70,285	70,592	951	348	2,887	3,107
5,266	042	29,308	8,034	99,336	11,804	2,787	6	43,757	13,237
3,027	2,589	4,629	42,826	24,372	109,832	376	870	1,550	7,880
3,886	695	1,456	180	62,755	59,248	792	47	5,652	3,754
1,868	371	5,002	3,725	34,648	24,192	820	23	2,491	922
4,086	569	2,080	913	24,119	20,210	112	91	2,342	3,196
1,440	58	3,772	247	8,143	651	50	..	550	334
..	..	..	..	734	1,059	..	..	..	52
366	..	2,812	..	5,386	203	245	..	206	3
181	..	61	3	2,619	462	12	..	397	69
331	44	816	..	304	53	..	..	75	366
261	69	307	25	3,272	473	57	..	..	73
043	07	..	..	3,286	127	88	2	153	98
47,770	10,667	83,146	56,100	1,343,501	950,570	17,116	3,448	79,640	49,898

primary schools is only just over 2,000 less than the number of girls reading in girls' primary schools. In the Central Provinces out of 58,000 girls 24,000 odd are reading in boys' primary schools and in Assam there are 5,000 more girls in boys' primary schools than in girls' primary schools. At the University stage, partly owing to the absence of colleges for women, a larger number of girls are studying in institutions for men than the number studying in institutions for women. But even in the provinces where separate colleges exist for girls, such as Madras, Bengal, United Provinces and the Punjab, there has been a notable increase in the number of girls reading in institutions for men.

Of the total number of girls under instruction in British India 39·9 per cent., an increase of one per cent. over the figures for 1933, are reading in institutions for boys. If primary schools alone are considered the figure is 41·4 per cent. and if the Punjab, Bengal and the North-West Frontier Province, in which conditions are peculiar, were excluded, the seven other major provinces have as many as 52 per cent. of the girls reading in primary schools for boys.

34. *Primary education.*—The following table shows the statistics of primary schools for girls:—

TABLE XXXIII.—*Primary*

Province.	No. of primary schools for girls.		Pupils (boys and girls) in primary schools for girls.		Enrolment of girls		
	1933.	1934.	1933.	1934.	Class I.	Class II.	Class III.
Madras	5,533	5,472	361,762	374,912	432,205	147,053	96,115
Bombay	1,742	1,707	172,712	180,595	125,760	52,072	43,028
Bengal	18,076	18,878	466,745	495,893	448,673	103,282	51,081
United Provinces . .	1,786	1,793	68,700	71,320	112,165	33,408	18,387
Punjab	1,634	1,663	98,282	99,794	87,754	25,896	18,852
Burma	643	650	36,930	37,471	130,263	32,338	20,856
Bihar and Orissa . . .	2,415	2,410	64,069	64,480	84,626	24,072	14,422
Central Provinces . . .	417	445	32,466	35,286	36,781	13,575	9,546
Assam	640	679	23,379	24,876	28,906	11,593	8,560
North-West Frontier Province	118	122	7,549	8,216	8,509	1,877	1,594
Coorg	9	9	818	784	921	583	488
Delhi	59	59	6,300	5,715	5,091	1,349	1,187
Ajmer-Merwara . . .	42	44	2,971	2,772	735	384	1,051
Baluchistan	3	3	332	304	1,094	280	220
Bangalore	28	29	3,554	3,638	2,194	1,358	773
Other Administered Areas .	30	31	3,250	3,382	2,566	716	618
BRITISH INDIA .	33,170	34,054	1,349,819	1,409,388	1,508,453	451,396	286,778

schools for girls.

in Classes I—V, 1934.		Total No. of girls in Classes I—V of all institutions.		Women teachers in primary schools, 1934.		Percentage of trained to total.		Total expenditure on primary schools for girls.	
Class IV.	Class V.	1933.	1934.	Total No.	Trained.	1933.	1934.	1933.	1934.
								Rs.	Rs.
62,829	26,313	720,158	765,175	13,322	10,960	79·4	82·3	41,92,190	42,91,162
30,428	20,021	260,962	272,809	5,509	2,760	50·3	50·1	36,31,259	38,03,938
11,855	7,229	580,309	622,120	5,703	611	10·3	10·7	15,08,171	14,78,490
9,045	6,139	166,760	179,804	2,256	289	11·9	12·8	6,32,668	6,41,609
14,097	10,871	148,651	157,470	3,106	1,479	44·6	47·6	10,09,236	10,27,041
11,951	3,905	199,052	199,313	1,547	1,377	86·6	89·0	2,81,516	2,99,053
3,309	2,100	123,259	128,529	1,666	483	27·9	29·0	5,03,905	5,13,566
6,802	1,257	62,883	67,001	1,287	680	53·1	52·8	4,60,071	4,73,848
6,297	4,590	56,696	60,012	635	98	17·6	15·4	1,28,026	1,26,545
1,275	542	13,351	13,887	298	96	27·5	32·2	1,12,832	1,31,771
407	293	2,072	2,602	30	28	93·8	93·3	15,185	15,815
832	690	8,078	9,140	175	131	71·5	74·9	1,52,305	1,51,122
554	364	3,237	3,088	100	50	44·7	51·4	54,290	70,356
190	150	1,838	1,934	12	7	58·3	58·3	6,078	6,982
599	425	5,441	5,349	174	154	86·2	88·5	61,461	65,909
557	349	4,722	4,806	135	87	66·2	64·4	76,460	80,518
101,627	85,844	2,358,969	2,494,098	35,004	19,296	52·0	53·7	1,28,06,259	1,31,86,725

The number of primary schools for girls has increased in all provinces except in Madras and Bihar and Orissa, the largest increase being in Bengal, but in Madras where there has been a fall of 61 in the number of schools the highest increase in the total number of girls reading in classes I to V has occurred, the increase being over 45,000. The corresponding increase in Bengal, where 802 new girls' schools were opened, was 41,800. Other satisfactory increases were 13,000 in the United Provinces, 11,800 in Bombay and 8,800 in the Punjab. Madras continues to be the most satisfactory province in so far as the numbers reading in the fourth primary class is concerned. With 432,265 girls in the first class Madras has 62,829 at the fourth class whereas Bengal with 448,673 in the first class has only 11,855 at the fourth class. The figures for British India will show that further satisfactory increases took place both at the 4th and at the 5th class, the increases being 14,996 and 8,649 as against 12,847 and 7,250 for the previous year. In the provinces Madras again shows the highest increase both at the fourth class and at the fifth class although there still remains an excessive fall between the numbers in the fourth class and the numbers in the fifth class. The following table shows the increases in the 4th class and the 5th class by provinces:—

TABLE XXXIV.

Province.	Class IV.	Class V.
Madras	6,808	3,135
Bombay	2,118	1,666
Bengal	1,393	642
United Provinces	1,414	676
Punjab	1,265	950
Burma	115	154
Bihar and Orissa	401	262
Central Provinces	745	187
Assam	490	699
North-West Frontier Province	−8	−12

35. *Wastage.*—The following table shows the wastage among the girl pupils in primary classes:—

TABLE XXXV.—*'Wastage' among girls in primary classes.*

Province.	Number of girls in					Proportion of girls in		
	Class I, 1929-30.	Class II, 1930-31.	Class III, 1931-32.	Class IV, 1932-33.	Class V, 1933-34.	Class I, 1929-30.	Class IV, 1932-33.	Class V, 1933-34.
Madras	407,488	116,345	80,157	56,021	26,313	100	14	6
Bombay	114,555	44,055	38,260	28,310	20,621	100	25	18
Bengal	365,435	93,814	42,047	10,462	7,220	100	3	2
United Provinces	90,629	26,241	14,913	8,231	6,139	100	9	7
Punjab	69,550	21,480	16,210	12,832	10,871	100	18	16
Burma	122,322	38,916	20,165	11,836	3,905	100	10	3
Bihar and Orissa	79,571	20,538	12,361	2,008	2,100	100	4	3
Central Provinces	31,872	10,628	8,156	6,057	1,257	100	19	4
Assam	*26,401	10,163	8,545	5,807	4,596	100	22	17
North-West Frontier Province.	5,093	1,542	1,385	1,283	542	100	21	9
Delhi	4,402	1,065	922	810	690	100	18	16
BRITISH INDIA	1,367,771	388,558	246,719	146,630	85,844	100	11	6

* Excludes girls in European schools, the figures for which are not available.

The figures show a slight improvement over those for the previous year, though as explained in the chapter on boys' primary education no rapid increase in percentages at the 4th and 5th classes can be expected at present and particularly no rapid improvement can take place so long as so many of the primary schools in some of the major provinces of India have no third class for the children to continue in, let alone a fourth class. The provinces of Madras, Bombay, United Provinces, Burma, Bihar and Orissa and the North-West Frontier show an improvement of one per cent. at class IV.

36. *Training schools.*—The figures for women teachers in primary schools are on the whole encouraging. Madras with 82·3 per cent. of its women teachers trained and Burma with 89 per cent. make a very satisfactory showing and the figures for provinces like the Punjab and the Central Provinces, in which few women teachers used to be available, show an immense improvement over the position as it was a few years ago. While the United Provinces show a slight increase in the percentage of trained teachers the figure is still distressingly low, and the condition in Bengal unfortunately continues to be the most backward in India where there are 18,878 girls' primary schools with only 5,703 women teachers, of whom only 611 are trained. The following table shows the figures for training schools for girls:—

TABLE XXXVI.—*Training schools for girls.*

Province.	Total No.		Enrolment.		Total No. of girls under training in all training schools (for boys and girls).	
	1933.	1934.	1933.	1934.	1933.	1934.
Madras	65	66	3,217	3,363	3,223	3,373
Bombay	21	22	842	879	853	879
Bengal	10	10	241	256	241	256
United Provinces	46	51	449	503	449	503
Punjab	17	17	880	806	880	806
Burma	17	15	410	363	570	540
Bihar and Orissa	11	11	244	250	244	250
Central Provinces	8	8	329	345	329	345
Assam	2	2	37	28	37	28
North-West Frontier Province	1	1	51	50	51	50
Coorg	..	..	..	..	..	..
Delhi	1	1	62	83	62	83
Ajmer-Merwara	1	1	16	12	16	12
Baluchistan	..	..	..	..	..	..
Bangalore	2	2	80	50	80	50
Other Administered Areas	2	2	91	88	91	88
BRITISH INDIA	204	209	6,958	7,076	7,126	7,269

The total number of training schools for girls has increased by five, the largest increase being in the United Provinces. Bengal remains stationary with only ten schools and Burma has reduced the number of schools by two. The total number of girls under training in training schools shows only a very slight increase, but the numbers in Madras and the United Provinces have again advanced considerably.

37. *Secondary education.*—The following table shows the main statistics for secondary schools for girls:—

TABLE XXXVII.—*Secondary*

Province.	No. of Secondary Schools for Girls.				Pupils (Boys and Girls) in Secondary Schools for Girls.			
	Anglo-Vernacular.		Vernacular.		Anglo-Vernacular.		Vernacular.	
	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.
Madras	109	107	..	..	23,825	24,498	..	..
Bombay	102	105	..	..	18,787	20,266	..	..
Bengal	127	140	8	7	24,304	27,231	863	716
United Provinces	87	92	194	210	15,268	15,865	28,964	31,964
Punjab	63	70	114	123	17,279	18,088	25,643	29,550
Burma	60	62	59	64	13,869	14,285	7,118	7,000
Bihar and Orissa	30	33	10	11	5,936	6,203	1,499	1,517
Central Provinces	35	35	41	39	2,047	2,304	5,324	5,124
Assam	37	42	20	22	6,301	6,805	1,925	2,093
North-West Frontier Province	10	10	10	10	2,168	1,807	3,068	3,775
Coorg	1	1	..	..	269	278	..	..
Delhi	6	8	9	8	1,580	1,955	2,024	2,812
Ajmer-Merwara	6	6	4	4	446	570	113	65
Baluchistan	5	5	2	2	871	950	773	816
Bangalore	8	9	5	3	1,019	2,275	750	511
Other Administered Areas	12	12	..	..	2,282	2,340	30	..
BRITISH INDIA	698	787	485	512	137,211	145,930	78,604	86,543

schools for girls.

Girls reading at secondary stage.		Women teachers in secondary schools, 1934.		Percentage of trained teachers.		Total expenditure on secondary schools for girls.	
1933.	1934.	Total No.	Trained.	1933.	1934.	1933.	1934.
						Rs.	Rs.
23,871	27,107	1,534	1,339	86·9	87·3	16,15,276	16,89,334
26,738	29,800	1,363	614	46·2	45·0	17,30,447	18,14,787
9,694	11,032	1,346	665	53·4	49·4	17,13,844	17,58,169
6,808	7,570	2,319	1,141	48·5	49·2	17,35,770	18,64,531
8,119	9,546	1,865	1,313	69·2	70·4	13,87,390	15,40,061
7,793	7,820	2,229	1,948	86·6	87·4	12,90,489	14,63,589
1,057	1,890	447	334	72·3	74·7	3,47,191	3,70,827
2,123	2,434	405	253	67·2	62·5	2,80,011	2,86,790
2,005	3,452	346	155	42·6	44·8	2,53,516	2,74,881
745	874	234	125	54·3	53·4	1,31,384	1,34,420
283	285	15	8	53·3	53·3	14,024	13,431
911	1,055	198	167	82·0	84·3	1,83,759	2,03,872
527	608	78	40	45·7	51·3	91,801	90,027
150	164	58	27	51·7	46·6	64,867	75,218
732	1,075	196	154	72·4	78·6	1,48,806	1,63,705
668	761	149	84	56·0	56·4	2,19,371	2,28,459
93,781	106,148	12,782	8,367	65·6	65·5	1,12,08,846	1,10,23,388

On the whole the figures testify to a record of steady progress. Anglo-vernacular schools have increased by 39 to 737 and vernacular schools by 27 to 512. The increases in enrolment have been considerably higher than those in previous years. The enrolment of Anglo-vernacular schools increased by 8,719 and of vernacular schools by 7,849. The total enrolment of girls reading at the secondary stage increased by 12,364 but the provinces of Madras, Bombay and Bengal show very considerable increases, Madras and Bombay still being far ahead of the rest of India. Judged by the number of trained teachers, the staffing of girls' secondary schools is comparatively better than the staffing of boys' secondary schools, the percentage of trained teachers to the total number of teachers in boys' schools being 58·0 per cent. as against 65·5 per cent. in girls' schools; while in Bombay and Bengal, for example, the percentages of trained teachers to the total number of teachers in boys' secondary schools are only 19·2 and 19·5, the corresponding figures in Bombay and Bengal for girls' secondary schools are 45·0 and 49·4 per cent. It is only in the Punjab that the percentage in boys' schools is considerably higher than the percentage in girls' schools. The total expenditure on secondary schools has increased in almost all provinces and it is satisfactory that a decrease of Rs. 3·17 lakhs recorded between 1932 and 1933 has been turned into an increase of 7·14 lakhs in 1933-34.

38. *Higher education.*—The rapid advance that has in recent years been made by women in higher education is clearly shown by very large increases which have taken place in the number of candidates for the Matriculation or High School examinations and for the Degree examinations. The following tables show the number of women candidates for the Matriculation or High School examinations and the number of women graduates, in the years 1933 and 1934:—

TABLE XXXVIII.—*Girl candidates for Matriculation or High School Final examination.*

Province.	No. of candidates.		No. of successful candidates.	
	1933.	1934.	1933.	1934.
Madras	623	706	612	692
Bombay	854	1,021	441	565
Bengal	813	1,047	547	609
United Provinces	309	382	167	235
Punjab	658	805	456	590
Burma	720	1,033	304	333
Bihar and Orissa	38	7	15	1
Central Provinces	111	137	55	70
Assam	83	121	63	85
North-West Frontier Province	28	42	19	27
Delhi	105	150	60	74
BRITISH INDIA (INCLUDING MINOR ADMINISTRATIONS)	4,407	5,504	2,770	3,325

TABLE XXXIX.—*Women graduates.*

Province.	Candidates for B.A. and B.Sc. examinations (pass only).		No. of successful candidates.	
	1933.	1934.	1933.	1934.
Madras	140	142	94	72
Bombay	48	58	30	40
Bengal	108	130	77	92
United Provinces	81	95	56	71
Punjab	72	107	42	71
Burma	26	29	18	16
Bihar and Orissa	..	..	..	..
Central Provinces	14	11	11	7
Assam	1	3	1	3
North-West Frontier Province	..	3	..	2
Delhi	7	6	3	4
Ajmer-Merwara	..	1	..	1
Bangalore	3	6	3	4
BRITISH INDIA	509	591	335	383

Only so short a time ago as the year 1927 the total number of women candidates for the Matriculation and High School examinations was only 1,565. In 1933 the figure was 4,407 and during the year under review that number increased by over a thousand to 5,594. Similarly, the number of successful women candidates in 1927 was only 1,002 while in 1934, 3,325 candidates were successful. The figures in table XXXIX for the number of women candidates reveal the same striking advance. In 1927 there were only 188 women candidates for the B. A. and B. Sc. examinations, by 1933 they had increased to 509 and during the year under review the figure had risen to 591, the corresponding figures for successful candidates being 130 in 1927, 335 in 1933 and 383 in 1934.

39. *Training colleges.*—The following table shows the statistics of training colleges for women:—

TABLE XL.—*Training colleges for women.*

Province.	Total No.		Enrolment.		Total No. of women under training in all colleges (for men and women).	
	1933.	1934.	1933.	1934.	1933.	1934.
Madras	2	2	70	73	70	73
Bombay	..	..	..	..	14	16
Bengal	3	3	53	57	53	57
United Provinces . . .	..	..	10*	9*	13	17
Punjab	1	2	26	39	36	39
Burma	..	..	..	..	41	08
Central Provinces . . .	1	1	11	18	17	23
BRITISH INDIA .	7	8	170	196	244	293

*Reading in the University Department.

Though the figures for the number of women under training in training colleges do not reveal the same progress as the figures given above for women at the Matriculation and Degree examinations it is satisfactory that since 1932 the total number of women under training has increased from 228 to nearly 300. The increases, however, have mainly taken place in training colleges for men, the increased enrolment in training colleges for women between 1933 and 1934 being only 26. There is evidently need for more training colleges for women and it cannot be regarded as satisfactory that in Bengal where there are three training colleges for women already the number of women under training should be still less than the number in Madras and Burma.

40. *Professional training.*—The advancement of women's higher education is exemplified further in another branch of professional training. Not many years ago it was difficult to obtain qualified women doctors, particularly Indian women, in anything like large numbers, but during the last ten years very considerable progress has been made in the output of qualified medical women. During the last ten years as many as 2,426 women M. B. B. S.'s and 4,250 women L. M. P.'s have qualified. These figures speak for themselves and reveal rapid progress while in 1926 the number of women M. B. B. S.'s was only 174; the figure for 1934 was 357. Similarly, in 1926 the number of women L. M. P.'s was only 355 and the figure for 1934 was 572. It is interesting to find that during the period from 1926 to 1934 the numbers of women M. B. B. S.'s qualifying from the Lady Hardinge Medical College, New Delhi, the Medical College, Madras and the Grant Medical College, Bombay, have increased from 77 to 129 in Delhi, from 34 to 78 in Madras and from 46 to 107 in Bombay.

VII.—*Professional and industrial education.*

41. The following table shows the statistics for the number and enrolment of professional and technical institutions in 1933-34:—

TABLE XLI.—*Professional and Technical Institutions.*

Type of Institutions.	1933.		1934.	
	Institutions.	Students.	Institutions.	Students.
I. Colleges—				
Law Colleges . . .	12	7,232	12	7,274
Medical Colleges . .	11	4,440	10	4,766
Engineering Colleges . .	7	2,142	7	2,121
Agricultural Colleges . .	8	872	7	819
Commercial Colleges . .	6	2,082	6	2,286
Forest Colleges . . .	2	66	1	58
Veterinary Colleges . .	4	438	4	410
TOTAL .	50	17,272	47	17,734
II. Schools—				
Law Schools . . .	2	113	2	140
Medical Schools . .	32	6,655	33	6,995
Engineering Schools . .	11	1,926	11	1,840
Technical and Industrial Schools.	451	25,545	468	26,252
Commercial Schools . .	132	5,411	136	5,849
Agricultural Schools . .	12	483	12	546
Forest Schools . . .	1	68	1	57
Schools of Art . . .	15	2,128	15	2,157
TOTAL .	656	42,329	678	43,836
GRAND TOTAL .	706	59,601	725	61,570

Most of the institutions shown in the above table are not under the provincial education departments but the control of technical and industrial schools varies from province to province. No large changes have taken place in the professional and technical colleges

except that there has been a considerable rise in the number of medical students and in the number of commercial students. There has been a slight increase in the number of technical and industrial schools as also a slight increase in the total number of students enrolled in them. The following tables show the percentage of students in professional colleges and professional departments of universities to the number reading in arts and science colleges and also the percentage of pupils in technical schools to those reading in ordinary recognised schools:—

TABLE XLII.—*Percentage of students in Professional Colleges and such University Departments to those in Arts and Science Colleges.*

Province. (1)	Enrolment in arts and science colleges. (2)	Enrolment in Professional colleges and departments including those in Engineering, Teaching, Agr., Law, Medicine and Commerce. (3)	Percentage of (3) to (2). (4)
Madras	12,247	2,348	19·2
Bombay	10,519	3,228	30·7
Bengal	25,204	5,186	20·6
United Provinces	14,697	4,248	28·9
Punjab	14,204	2,230	15·7
Burma	1,479	330	22·3
Bihar and Orissa	3,379	879	23·1
Central Provinces	2,261	596	26·4
Assam	1,667	72	4·3
North-West Frontier Province	640	..	..
Coorg	..	..	..
Delhi	1,961	306	15·6
Ajmer-Merwara	340	..	..
Baluchistan	..	..	..
Bangalore	320	..	..
Other Administered Areas	..	..	..
BRITISH INDIA	88,918	19,423	21·8

TABLE XLIII.—*Percentage of pupils in technical* schools to those in ordinary recognised schools.*

Province. (1)	No. of pupils in ordinary recognised schools. (2)	No. of pupils in special schools other than 'Reformatory', 'for defectives' and 'for adults'. (3)	Percentage of (3) to (2). (4)
Madras	2,922,777	28,622	0·98
Bombay	1,302,156	10,182	0·78
Bengal	2,749,502	99,997	3·7
United Provinces	1,470,909	17,769	1·2
Punjab	1,118,556	9,660	0·86
Burma	504,766	15,725	3·1
Bihar and Orissa	1,038,407	20,130	1·9
Central Provinces	464,696	1,778	0·38
Assam	350,654	4,476	1·3
North-West Frontier Province	88,248	152	0·2
Coorg	10,849	11	0·1
Delhi	47,395	651	1·4
Ajmer-Merwara	20,915	397	1·9
Baluchistan	8,953	19	0·2
Bangalore	16,673	131	0·73
Other Administered Areas	19,064	561	2·9
BRITISH INDIA	12,134,520	210,261	1·7

* Special schools other than 'Reformatory', 'for defectives' and 'for adults'.

It will be noticed that while some provinces show a fairly high percentage of students at the collegiate stage reading in professional colleges and professional departments of universities the percentage of pupils in technical schools to those in ordinary recognised schools is very low in every province in India.

VIII.—*The Education of special classes and communities.*

(i) EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

42. The following table shows the number of institutions mainly intended for Europeans and Anglo-Indians, the number of scholars enrolled and the expenditure by provinces:—

TABLE XLIV.—*Education of Europeans and Anglo-Indians, 1934.*

Province.	Education of Boys.				Education of Girls.				Teachers in European schools (for Boys and Girls).			Expenditure.			Percentage of cost of European Education (Boys' and Girls' schools) borne by		
	No. of Institutions.	Enrolment.	No. of non-Europeans on roll.	Total No. of boys receiving education.	No. of institutions.	Enrolment.	No. of non-Europeans on roll.	Total No. of girls receiving education.	Total No.	Trained.	Percentage of trained.	On boys' institutions.	On girls' institutions.	Total expenditure (inclusive of that on inspection, buildings and other miscellaneous objects).	Public funds.	Private funds.	
																Fees.	Other sources.
												Rs.	Rs.	Rs.			
Madras	35	5,348	945	5,101	45	5,841	1,009	5,233	703	581	76·1	6,70,499	6,18,089	24,12,033	29·7	28·4	41·9
Bombay	15	2,093	367	2,499	22	3,431	800	3,057	384	267	69·5	3,91,455	5,51,826	14,11,476	34·1	44·0	21·9
Bengal	32	5,844	1,301	4,858	35	5,614	1,255	4,345	795	475	59·7	10,07,136	6,50,522	35,92,701	24·7	44·4	30·9
United Provinces	17	2,882	441	3,258	40	3,767	531	2,540	487	379	77·8	8,20,488	7,66,086	25,77,773	34·4	37·0	28·6
Punjab	13	1,573	205	1,281	19	1,534	150	1,485	261	171	65·5	3,80,049	3,08,619	9,54,737	42·6	33·4	24·0
Burma	11	4,221	2,139	3,146	26	6,362	2,681	3,214	458	392	85·6	4,79,600	5,93,071	16,36,612	21·6	58·3	20·1
Bihar and Orissa	7	644	87	724	13	896	117	732	116	81	69·8	1,25,879	1,24,995	3,93,075	30·9	45·3	23·8
Central Provinces	16	1,176	457	857	22	1,698	570	1,019	158	93	58·9	1,40,551	1,66,955	5,03,663	21·2	45·7	33·1
Assam	1	140	30	147	3	252	37	193	41	37	90·2	27,148	58,106	2,02,108	26·7	59·7	13·6
North-West Frontier Province.	1	105	43	30	..	..	..	32	5	5	100·0	8,325	--	8,930	33·7	57·7	8·6
Coorg	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Delhi	..	..	..	98	2	218	41	118	16	13	81·2	..	22,692	42,906	37·6	31·8	30·6
Ajmer-Merwara	5	378	57	367	4	304	27	274	54	20	37·0	57,559	42,021	1,04,679	23·7	44·9	31·4
Baluchistan	1	100	55	59	1	150	62	74	16	12	75·0	29,532	31,423	60,955	41·5	55·6	2·9
Bangalore	9	1,444	213	1,419	12	1,675	340	1,210	208	141	67·8	1,95,488	1,25,758	3,21,246	30·2	42·1	27·7
Other Administered Areas.	5	484	122	496	7	989	255	569	99	44	44·4	69,387	1,09,047	2,57,797	38·1	21·6	40·3
British India. 1934	168	26,432	6,522	24,340	251	32,731	7,935	24,095	3,861	2,711	70·2	44,09,046	41,69,790	1,44,80,751	29·5	41·1	29·4
1933	174	26,640	6,270	25,007	247	31,969	7,525	24,480	3,813	2,594	68·3	42,41,544	40,50,789	1,40,21,137	30·6	38·8	30·6

43. The figures for British India show that the total number of institutions has fallen by two. The total enrolment has increased by 554 and the total expenditure has increased by Rs. 4·6 lakhs. The number of schools for boys decreased by six but the number of schools for girls increased by four. It is perhaps noteworthy that while the number of European and Anglo-Indian scholars decreased by 108 the number of non-European scholars increased by 662. The figures appear to indicate that the steady increase of Indians into European schools is continuing. In fact during the last eight years while the number of European scholars in European schools has only increased by 1,119 the number of Indian scholars in European schools has increased by nearly 5,000. The increased enrolment of non-Europeans has resulted in a steady rise in the percentage of Indians to the total number of scholars in European schools, the figure now being 24·5 per cent. while in Burma the figure is as high as 45·5 per cent. On the other hand only 3,971 Europeans out of a total of 48,642 under instruction in all institutions or only 8·2 per cent. are reading in institutions for Indians, the largest number of European and Anglo-Indian scholars in Indian institutions being in Madras (1,099), Bombay (1,259), Burma (597).

The percentage of trained teachers to the total number of teachers has again improved from 68·3 per cent. to 70·2 per cent. and the figures indicate that the schools are on the whole well-staffed. The large increase in expenditure compares favourably with the decrease of Rs. 15·1 lakhs recorded in the previous year but the increased expenditure has occurred mainly in Burma while the expenditure in Madras, Bengal, United Provinces, Bihar and Orissa and Assam has again fallen. The figures for the percentage of the total cost of European education borne by public funds and private funds are interesting. For education in India as a whole in 1933-34 public funds bore 59·8 per cent. of the total cost, fees 24·8 per cent. and other sources 15·4 per cent., while the corresponding figures for the total cost of European education were:—Public funds 29·5 per cent., Fees 41·1 per cent., Other sources 29·4 per cent.

Although in the Punjab public funds bore the highest proportion of the total cost of European education the comparison of the figures for general education and European education in the Punjab brings out an even stronger contrast. Public funds bore 65·3 per cent. of the total cost of education, fees 24·6 per cent. and other sources 10·1 per cent. The corresponding figures for the total cost of European education in the Punjab were:—Public funds 42·6 per cent., Fees 33·4 per cent., Other sources 24·0 per cent.

(ii) Muhammadan Education.

44. The following table shows the number of Muslim boys under instruction in 1933-34;—

TABLE XLV.—*Muslim boys receiving instruction.*

Province.	Reading in— (1934).						Total No. of Muslim boys under instruction.	
	Arts Colleges or University Departments.	Professional Colleges or University Departments.	Secondary stage (Classes VI to end of high school course.)	Primary stage (Classes I to V.)	Special schools.	Unrecognised institutions.	1933.	1934.
Madras	521	91	12,437	207,387	1,442	18,669	233,900	240,547
Bombay	609	217	27,398	148,845	2,956	13,065	196,049	193,090
Bengal	3,356	594	59,388	1,007,810	81,733	26,094	1,141,957	1,178,975
United Provinces	2,461	545	27,254	207,152	4,520	26,255	257,751	268,177
Punjab	3,361	603	54,967	411,009	6,960	56,154	547,452	533,054
Burma	67	16	1,930	16,424	403	3,911	23,054	22,811
Bihar and Orissa	454	137	8,888	100,968	4,278	10,071	125,897	124,796
Central Provinces	164	39	3,970	35,391	210	1,370	40,349	41,144
Assam	310	6	8,531	73,084	1,834	10,388	96,200	94,153
North-West Frontier Province	457	..	6,785	50,337	84	3,508	59,670	61,231
Coorg	..	..	42	438	5	20	497	505
Delhi	326	31	1,760	8,352	349	261	11,439	11,079
Ajmer-Merwara	60	..	1,131	2,490	53	774	4,153	4,508
Baluchistan	..	..	593	3,399	15	2,523	6,210	6,530
Bangalore	22	..	326	1,355	8	252	1,775	1,963
Other Administered Areas	..	..	516	1,981	84	373	2,881	2,904
British India 1934	12,158	2,279	215,016	2,276,422	104,044	173,748	2,781,467	
British India 1933	11,724	2,421	212,181	2,238,156	110,417	174,335	2,749,234	

The total enrolment of Muslim boys has declined in Bombay, the Punjab, Burma, Bihar and Orissa, Assam and Delhi. The decrease in Bombay was almost entirely confined to unrecognised schools and to Mulla schools in Sind. The fall in the number of pupils in the Punjab is attributed to the general agricultural depression. The decrease in Burma was small and it was mainly confined to colleges and to unrecognised institutions. In Bihar and Orissa the reduction in numbers occurred only in one division of the province and is accounted for almost entirely by the earthquake. The small decreases in Assam and Delhi were confined almost entirely to university classes and to unrecognised schools. In India as a whole there has been a further welcome increase of Muhammadan scholars at the collegiate stage. In the past for many years Muslim pupils were mainly to be found only in the lowest classes, but a feature of recent years has been the steady increase of Muslim pupils at the secondary and university stages. In 1917 there were only 5,212 Muslim scholars in arts colleges and university departments, while in 1934 as many as 12,158 Muslim boys were reading in arts colleges and 2,279 in professional colleges. The increase at the collegiate stage during 1933-34 mainly occurred in the North-West Frontier Province, Delhi and Bengal.

45. Considerable progress was made in Mappilla education in Madras during the year under review. The number of elementary schools for Mappilla boys in Malabar increased by 17 to 1,413 and their strength by 6,274 to 113,059. Their total strength included as many as 35,000 Mappilla girls. A satisfactory feature of these schools was that out of a total of 2,068 trained teachers employed in them 1,075 were Mappillas.

46. The figures for Bombay Presidency proper show that the Muhammadan community is ahead of most communities in so far as general education is concerned. The percentage of Muslim pupils to the total population of Muslims was 10·5 in 1934 as against 6·0 for Hindus and 6·5 for all communities. Even at the secondary stage the percentage for Muslims was 0·61 as against 0·67 for Hindus. Fifteen years ago the number of Muhammadans at the collegiate stage in Bombay was under 200, but by 1934 it had increased to over 800 including 200 reading in professional colleges. This progress in Muslim higher education must be partially accounted for by the policy of the Bombay Government in reserving seats for Muslims in all Government professional colleges and in all Government high schools and by their policy of awarding a large number of scholarships for Muslims both in colleges and high schools. Unfortunately the progress of Muhammadan education in Sind has been much less satisfactory than in Bombay Presidency proper. In 1934 the percentage of Muhammadan pupils to the total population of Muhammadans was only 2·8 as against 8·2 for Hindus and 4·3 for all communities. One good feature, however, was the considerable increase of Muhammadan students, including two women students, in arts and professional colleges. In Bengal Muslim students continued to form

over 50 per cent. of the total number of pupils under instruction. But while they form over 55 per cent. at the primary stage they form only 21 per cent. at the high school stage and only 13 per cent. in arts colleges.

47. In the United Provinces the Education Minister summoned a conference of representative Muslims in February 1934 and the special difficulties and needs of Muhammadan education were fully discussed.

48. In the Punjab there was a marked decline in the number of Muslim pupils at all stages except at the university stage and in unrecognised institutions. In fact, 81 per cent. of the general decline in numbers in the province was accounted for by the fall in the number of Muslim pupils. This must be considered unsatisfactory in view of the fact that, while Muslims form 56 per cent. of the total population, Muslim pupils form only 49 per cent. of the total enrolment in the province. As has been already indicated the large fall in the number of Muslim pupils is mainly to be accounted for by the agricultural depression which has affected the Muslim community more than the other communities.

49. The following table shows the number of Muslim girls under instruction in 1933-34:—

TABLE XLVI.—*Muslim girls receiving instruction.*

Province.	Reading in— (1934).						Total No. of Muslim girls under instruction.	
	Arts Colleges or University Departments.	Professional Colleges or University Departments.	Secondary stage.	Primary stage.	Special schools.	Unrecognised institutions.	1933.	1934.
Madras	12	3	503	84,684	195	6,331	88,406	91,728
Bombay	14	2	1,495	53,886	126	4,478	57,797	60,001
Bengal	20	..	653	354,171	1,159	7,161	335,188	363,164
United Provinces	25	1	661	26,604	312	2,375	28,763	29,978
Punjab	94	7	2,648	49,583	732	48,137	101,199	101,201
Burma	4	1	203	8,014	15	1,587	9,255	9,824
Bihar and Orissa	1	..	22	24,290	30	2,056	26,337	26,399
Central Provinces	..	..	37	9,327	62	739	9,310	10,165
Assam	2	..	263	12,274	44	2,827	14,302	15,410
North-West Frontier Province	..	..	214	6,010	25	845	6,009	7,094
Coorg	..	..	2	116	..	..	112	118
Delhi	3	18	212	2,063	38	3	2,437	2,337
Ajmer-Merwara	..	..	20	448	..	199	781	667
Baluchistan	..	..	19	331	..	366	745	716
Bangalore	1	..	32	657	1	3	730	694
Other Administered Areas	..	..	18	513	1	80	601	607
British India (1934)	176	32	6,997	632,971	2,740	77,187	720,103	
British India (1933)	150	37	5,782	594,154	1,809	79,990	681,922	

The figures for Muslim girls are much more encouraging than those for Muslim boys. The enrolment in all the major provinces has considerably increased and the total number of Muslim girls under instruction in India increased between 1933 and 1934 by 38,181 and if unrecognised schools are excluded from the figures the total increase was over 40,000. Less than 20 years ago there were only 9 girls at the university stage and only 490 at the high school stage in the whole of India. During the intervening period there has been steady and rapid progress, and it is gratifying to find in 1934 over 200 Muslim girls at the university stage and nearly 7,000 at the secondary stage. The position in the Punjab is perhaps the most striking since the Punjab has for many years had the lowest percentage of Muslim girl pupils under instruction to the total Muslim population in India; and yet in 1934 the Punjab had the largest number of Muslim ladies reading at the university stage and at the secondary stage. Only five years previously in the Punjab there were no Muslim girls at all reading in professional colleges and only 20 Muslim girls reading in arts colleges. Even at the secondary stage there were only 886 Muslim girls under instruction. In the short space of five years these numbers have increased to 94 in arts colleges, 7 in professional colleges and 2,648 at the secondary stage. At the primary stage Muslim girls under instruction have increased between 1933 and 1934 by nearly 3,000 and during the past five years by nearly 30,000. The figures for increase in the total number of Muslim girls under instruction in the Punjab are very small but do not reflect correctly the position, since there has been a large fall in the number of Muslim girls in unrecognised institutions. In Bengal there has also been a very considerable increase in the enrolment of Muslim girls. The numbers reading at the university stage have doubled. The numbers at the secondary stage have increased by over 200 and the numbers at the primary stage by over 16,000. During the year under review plans for the establishment of an English High School for Muslim girls in Calcutta to be managed departmentally were under consideration and in October 1933 a scheme for the improvement of education among Muslim girls in the Presidency at an annual cost of Rs. 12,000 was approved by Government. The North-West Frontier Province shows an increase of nearly 1,100 pupils which must be regarded as eminently satisfactory in view of the fact that in 1933 the total number of Muslim girls under instruction at all stages was only 6,000. It is also noteworthy that the North-West Frontier Province now has more Muslim girls at the secondary stage than Burma, Bihar and Orissa, Central Provinces and Delhi. Bihar and Orissa continued to make slow progress, but it is noteworthy that a Muslim girl has appeared at the collegiate stage for the first time. Perhaps the least satisfactory record comes from Ajmer-Merwara where the numbers in enrolment have actually fallen and where only 468 Muslim girls are reading in recognised institutions, 448 of them being at the primary stage. It is true that the Muslim population of Ajmer-Merwara is small but it is unsatisfactory that nearly 6,000 Muslim girls of school age

remain to be brought under instruction. The numbers in Baluchistan have also fallen and out of approximately 24,000 Muslim girls of school age only 716 are at school.

(iii) Education of the Depressed Classes.

50. The following table shows the enrolment of depressed class pupils in all institutions by provinces:—

Table XLVII.—*Enrolment of depressed class pupils in all institutions.*

Province.	1933.	1934.	Increase (+) or decrease (—).
Madras	328,010	349,233	+21,223
Bombay	69,524	73,983	+4,459
Bengal	(a)437,220	(a) 462,294	+25,074
United Provinces	127,581	137,016	+9,435
Punjab	33,965	30,628	—3,337
Bihar and Orissa	49,207	58,187	+8,980
Central Provinces	48,287	51,795	+3,508
Total .	1,093,794	1,163,136	+69,342

(a) Educationally backward Hindus.

It will be seen that there has been a very satisfactory increase of over 69,000 students during the year as against an increase of under 13,000 in the previous year.

51. The figures for Madras show a welcome increase of 21,223 as against a decrease of 10,568 in the previous year. Local conditions in Madras have necessitated the maintenance of a large number of separate institutions for the depressed classes, but it has been the policy of the Government not only to press for the admission of depressed class pupils into the ordinary schools but to remove public schools from places inaccessible to the depressed classes. In 1933-34, 159 such schools were removed to accessible places and there was a large increase in the number of depressed class pupils reading in the ordinary schools. Of the total of 349,233 depressed class pupils under instruction 85,133 were reading in ordinary schools not specially intended for them and the number of separate schools for depressed classes fell from 9,768 to 9,758. Progress in Madras has been steady and in 1933-34 approximately one-third of the depressed class children of school age were under instruction. It is noteworthy also that 99 depressed class scholars

were reading at the university stage including 9 girls in arts colleges and 6 men in professional colleges.

52. In Bombay Presidency proper the total number of depressed class pupils under instruction increased by 3,451 to 70,476. It is gratifying to note that of this total only 18,026 were reading in special schools and that local authorities are gradually closing down the special schools for depressed classes. It is reported that in Sind there is practically no feeling of untouchability amongst the Hindus and that the difficulties obtaining in Bombay Presidency proper do not exist in Sind.

53. The new policy of reducing the number of special schools and largely increasing the number of scholarships for the depressed classes tenable in the ordinary schools has been responsible for an appreciable increase in the number of depressed class pupils under instruction in the United Provinces. During the year under review District Boards converted a number of special depressed class schools into ordinary primary schools; one board alone converting as many as 10 such schools under its jurisdiction. In September 1933, Government convened a conference of the depressed classes at Bareilly and discussed the special measures which should be adopted for the uplift of the depressed classes. On receipt of the recommendations of the conference Government appointed an officer on special duty to inquire into and report by what means education can most suitably and economically be advanced among the depressed classes. This officer will also make a general survey of the educational condition of the depressed classes in each district of the province and examine the facilities already available for their educational progress.

54. The number of depressed class pupils under instruction in the Punjab showed a further decrease of over 3,000. It is doubtful, however, whether this decline is a real one due to economic depression or whether it has been caused by the tendency in the Punjab for the depressed classes to be returned as members of higher castes. It is reported that no prejudice exists against the admission of depressed class pupils into the ordinary schools and that separate schools for them are being gradually closed.

55. In Bihar and Orissa there was an increased enrolment of depressed class pupils of 8,980 and the number of schools specially intended for the depressed classes rose from 282 to 323. It is satisfactory, however, that out of the total number of depressed class pupils under instruction only 8,916 are reading in special schools. The Primary Education Committee appointed in January 1931 submitted its report in 1933. This committee has made a number of recommendations regarding the facilities to be afforded to depressed class pupils and these recommendations include the removal of schools from inaccessible places; equal sitting facilities along with other castes for all depressed class pupils in all schools; local bodies should provide special schools for depressed classes where a considerable depressed class population is concentrated, but the provision of special schools should be regarded only

as a temporary measure and the general policy should be the free admission of depressed class children to the ordinary schools; scholarships should be reserved in every district for untouchable children and the number of scholarships to be reserved should be determined by the proportion of untouchables to the total population. Seats should be reserved in elementary training schools for the training of depressed class and backward class teachers.

56. In the Central Provinces the number of depressed class pupils under instruction increased by 3,508 as against an increase of only 786 in the previous year. Several special schools for depressed classes were closed during the year and reports from all districts show that the need for special schools for the depressed classes is gradually disappearing. In one district it is reported that depressed class pupils are living freely in hostels along with high caste Hindus.

57. In Delhi little progress can be recorded; out of a total population of 83,023 only 6,278 depressed class pupils are under instruction, 2,329 in Delhi and 349 in rural areas. No separate special schools are maintained for the depressed classes, but the depressed class pupils are mainly attending schools provided by the Arya Samaj and Christian Missions.

IX.—*Miscellaneous.*

58. *Education of defectives.*—The following table shows the number of institutions for defectives and their enrolment:—

TABLE XLVIII.—*Statistics of schools for the blind and deaf-mutes, 1933-34.*

Province.	Number of Schools.			Number of pupils.		
	For deaf-mutes.	For blind.	Total.	Deaf-mutes.	Blind.	Total.
Madras	6	4	10	356	147	503
Bombay	4	3	7	129	154	283
Bengal	7	1	8	306	79	385
United Provinces . . .	..	1	1	..	61	61
Punjab	..	1	1	..	28	28
Burma	1	2	3	28	47	75
Bihar and Orissa . . .	..	2	2	..	105	105
Central Provinces . . .	1	1	2	21	20	41
TOTAL . {1934 .	19	15	34	840	641	1,481
{1933 .	17	16	33	788	660	1,448

Two new institutions for deaf-mutes have been opened, one at Madura in the Madras Presidency and the other at Jhagram in the Midnapore District of Bengal. The strength of these new

schools is at present poor, being 24 at Madura and only 8 at Jhagram.

59. *Extra class activities.*—The Y. M. C. A. College of Physical Education in Saidapet, Madras Presidency, continues to do excellent work and applications for admission to the college come from all over India. The new grounds at Saidapet which include a running track, a football field, a hockey field, a cricket ground and tennis courts, were in great demand by all sports organisations have proved a much needed acquisition to the city's playing fields. During the year 69 students were under training in the various courses but this number did not include the number of students attending the Saturday classes for school teachers which are reported to be very popular. It is gratifying to learn also that the Physical Education class attached to the Lady Willingdon Training College was reopened during the year under review with provision for the training of twelve teachers.

In Bengal the temporary physical training centre was continued for another year and the local branches of the all-Bengal Teachers' Association at Calcutta and Dacca both held a five weeks' training camp for teachers during which period as many as 85 teachers were trained and granted diplomas in physical training.

In Bombay the Boy Scout Movement and the Girl Guides Movement both made considerable progress. The total number of scouts, rovers, cubs, etc., of all ranks rose by 4,813 to 42,879 and the number of girl guides to 8,398.

The rapid rise of the St. John Ambulance in the United Provinces deserves special notice. The special course in First Aid and Hygiene for secondary schools has attracted a very large number of students and by the end of December 1933, 33,162 candidates had qualified for certificates. The Junior Red Cross has also largely increased and in the Lucknow Circle alone there are now 425 schools having groups and a membership of over 9,000.

A feature of the athletic activities during the year in the Punjab has been the attempts which have been made to organise games in the villages and to make athletic competitions a part of the interest of the newly formed village clubs. It is reported that during the year as many as 880 village tournaments were held in the Punjab. Much work has also been done during the year to spread healthy sports in the countryside by the Punjab Olympic Association. In this connection the Director of Public Instruction's report on education for 1933-34 states as follows:—

> "The Assistant District Inspectors for Physical Training have continued the commendable work done in the past few years and the work of physical training has received considerable stimulus throughout the year. Village health clubs have been started in rural areas and physical exercise has been taken up for its own sake in towns. Class drill and mass drill have been modernised and placed on a scientific footing. Indian games and their rules have been modernised.

Refresher courses have been held for the improvement of village games."

A feature of the school physical activities in Burma during the year was the widespread introduction of boxing and it is reported that instruction in boxing was being given to over 2,100 boys in English and Anglo-vernacular schools, instructors being placed at the disposal of the Government schools by the Inspector General of Police. During the year a boxing tournament was held at Rangoon at which school boy boxers from all over Burma took part.

A further extension of the scheme of medical inspection in the North-West Frontier Province took place during the year and all the schools within the jurisdiction of the Municipal Committees at Abbottabad, Peshawar, Kohat, Bannu and Dera Ismail Khan are now being regularly medically inspected. The figures for the North-West Frontier Province are interesting in so far as they indicate how gradually remedial treatment is being introduced with success. Out of 32,716 children inspected during the year under review 18,250 were recommended for treatment out of which 15,286 or 76·7 per cent. actually received treatment. It is also interesting to note that as a result of medical inspection more than 1,200 operations were performed.

In the Delhi Province the Boy Scout Movement and the Girl Guides Movement both had successful years. A new building for the Headquarters of the Boy Scouts was completed in Delhi and the total boy scouts of all ranks increased to 1,253. It is also reported that all the girls' high schools in Delhi have now got successful girl guides companies and that a new company has been started in the Government Middle School, Delhi.

Further progress has also been made in the Junior Red Cross Society. At the beginning of the year there were 41 school groups with 3,180 members while at the close of the year there were 72 school groups with 7,093 members, including six girls' schools with 303 girl members.

Medical inspection in the Delhi Province has also gone forward. In the first half year in Delhi city 8,533 boys in 52 schools were examined and in the second half year 9,206 boys in 49 schools were examined. In the girls' schools in Delhi city 2,528 girls in 25 schools were examined in the first half year and 3,045 girls in 26 schools in the second half year. In the rural areas of Delhi Province the great majority of boys in 100 schools were examined by five assistant surgeons at five centres and in the second half year similarly the great majority of boys in 90 schools were examined at these five centres.

APPENDICES.

APPENDIX I.

Provincial Inspectorate, 1933-34.

(i) *Inspectors.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
Madras.			
1. District Educational Officer .	24†	Rs. 250—25—500—E.B.—50—800 (Old scale). Rs. 200—30/2—260—40/2—500—50/2—700 (Revised scale).	Inspects secondary schools, secondary departments of colleges and training schools.
2. Senior Deputy Inspector .	227	Rs. 75—5—100—10—150—S. G.—10—250 (Old scale). Rs. 70—10/2—130—S.G—140—15/2—200 (Revised scale).	Inspects elementary schools.
3. Junior Deputy Inspector . .	159	Rs. 50—2½—75 (Old scale) . Rs. 50—5/2—70. (Revised scale).	Inspects elementary schools.
4. Inspector of European schools .	1	Rs. 400—50—600—600—50—1,000—1,000—50—1,250. Rs. 1,250—50—1,500 (J. S. G.). Rs. 1,500—50—1,750 (S. S. G.).	Controls and inspects European schools.
5. Superintendent of Sanskrit schools.	1	Rs. 250—25—500—E.B.—50—800 (Old scale). Rs. 200—30/2—260—40/2—500—50/2—700 (Revised scale).	Inspects Sanskrit colleges and schools.
6. Supervisor of Sanskrit schools .	2	Rs. 40—40—2—60—1—70. (Old scale). Rs. 35—3/2—50—2/2—60 (Revised scale).	Inspects Sanskrit elementary schools.
Bombay.			
1. Educational Inspector . .	5	1 in the scale of Rs. 1,250—50—1,500. 2 in the scale of Rs. 320—40—640—E.B.—40—1,200. 1 in the scale of Rs. 300—25—400—30—550—E.B. 35—760—40—1,000. 1 on Rs. 800 (contract basis).	Is responsible for the administrative control of all Government institutions, excluding Arts, Science and Professional Colleges. Inspects Anglo-vernacular schools, training schools for primary teachers and other special schools. Is also responsible for the conduct of departmental examinations and the award of Government scholarships in primary and secondary schools.
2. Assistant Educational Inspector	1	In the scale of Rs. 300—20—420—E.B.—30—660—E.B.—40—900.	A reserve against a temporary vacancy in the post of inspector.
3. Assistant Deputy Educational Inspector.	31	18 in the scale of Rs. 70—5—120—E.B.—5—140—10—200. 13 in the scale of Rs. 200—10—250 (S. G.).	Inspects all recognised Anglo-vernacular schools teaching up to Standard V and all special schools in the district and generally assists the Educational Inspector.

† One post is in the I. E. S.
E. B.=Efficiency bar.
J. S. G.=Junior selection grade.
S. S. G.=Senior selection grade.

(i) *Inspectors*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
Bombay—contd.			
4. Inspector of European schools .	1	Rs. 1,000—50—1,200 . .	Controls and inspects European and English Teaching schools.
5. Inspector of Drawing and Craft-work.	1	Rs. 300—20—420—E.B.—30—660—E.B.—40—900.	Inspects Drawing and Craft-work in schools.
6. Deputy Educational Inspector .	8	7 in the scale of Rs. 250—20—650 1 in the scale of Rs. 200—15—320—20—600.	Inspects the teaching of Urdu, Persian and Arabic in primary and secondary schools and assists the Educational Inspector in the education of Muslims. One of the inspectors is responsible to the Director for the organisation and development of visual instruction in schools throughout the Presidency.
7. Assistant Deputy Educational Inspector for Muhammadan Education.	9	1 in the scale of Rs. 70—5—120—E.B.—5—140—10—200. 2 in the scale of Rs. 70—5—120—E.B.—10—150. 6 in the scale of Rs. 50—3—80—4—120.	Inspects Muslim schools
Bengal.‡			
1. Inspector . . .	5	Rs. 300—50/2—700—75/2—1,000.	Is in charge of all educational matters in his division, except those relating to arts and professional colleges, Government senior madrasahs and European schools.
2. Second Inspector . . .	9*	4 in the scale of Rs. 300—50/2—700—75/2—1,000. 5 in the scale of Rs. 150—25—200—50/2—300—40/2—500—50/2—700.	Is responsible to the Inspector for the inspection of high and normal schools and the control of subordinate inspectors.
3. District Inspector . . .	28†	Rs. 150—25—200—50/2—300—40/2—500—50/2—700.	Is the chief educational officer of the district in respect to middle and primary education.
4. Sub-Divisional Inspector . .	37¶	Rs. 130—10/2—140—20/2—220 .	Is in charge of middle and primary education of the district.
5. Sub-Inspector . . .	267‖	Rs. 75—8/2—115—5/2—135—10/2—175.	Assists the sub-divisional inspector of schools.
6. Assistant Sub-Inspector and Inspecting Maulvi.	10	Rs. 35—2—75—3—90 . .	Inspects madrasahs.
7. Assistant Inspector of Muhammadan Education.	5	Rs. 150—25—200—50/2—300—40/2—500—50/2—700.	Inspects all junior madrasahs and maktabs.
8. Inspector§ of European schools	1	Rs. 300—50/2—700—75/2—1,000.	Controls all institutions for Europeans.
United Provinces.			
1. Circle Inspector . . .	7	1 in the scale of Rs. 1,550—100—1,750 (S. G.). 1 in the scale of Rs. 400—50—1,250. 5 in the revised scale of Rs. 300—25—500—500—600—30—900—50—1,000.	Is responsible for the supervision of Education and inspects all Intermediate Colleges and English schools in his circle.

* Includes two posts held in abeyance.
† Includes one post held in abeyance.
‡ The scales of pay are as recently revised which came into eaect on 1st April 1934, in respect of officers who were appointed after 21st July 1931; many incumbents of the several categories of posts are on the old sales of pay.
¶ Includes one temporary post.
‖ Includes 25 temporary posts.
§ The post is held by an I. E. S. Officer.

(i) *Inspectors*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
United Provinces—contd.			
2. Assistant Inspector . . .	7	5 in the scale of Rs. 250—50/2—300—25—675. 2 in the revised scale of Rs. 200—15—380—20—500—25—650.	Subject to the general supervision of Inspector, is responsible for vernacular education.
3. Deputy Inspector . . .	55	44 in the scale of Rs. 200—25—450. 11 in the revised scale of Rs. 180—12—300—15—360.	Under the direction of the Chairman of the Education Committee of the district board, he inspects all vernacular schools and training classes in the district. He reports to the Chairman, from time to time the localities where, in his opinion, more schools are needed and when authorized by the board, establishes such schools. He also controls the work of sub-deputy inspectors.
4. Sub-Deputy Inspector . .	209	177 in the scale of Rs. 80—5—120—10—160—S. G.—170—10—300. 32 in the revised scale of Rs. 75—5—150—10—180.	Inspects all vernacular schools within such portion of the district as the Chairman of the Education Committee of the district board, in consultation with the inspector, may determine and generally assists the deputy inspector.
5. Inspector of Arabic Madrasahs .	1	Rs. 700—50—800 (S. G.) . .	Visits Arabic and Persian Madrasahs.
6. Inspector of Muhammadan schools.	1	Rs. 250—50/2—300—25—675 .	He assists in organising Muslim educational effort throughout the province. He is President of the Provincial Muhammadan Education Committee and of the Special Maktab Text-book Committee.
7. Inspector of European schools.	1	Rs. 400—50—600—600—50—1,000—1,050—50—1,250.	Controls and inspects European schools. The post is held by an I. E. S. officer in addition to his own duties as Principal of the Training College, Allahabad.
8. Inspector of Sanskrit Pathshalas	1	Rs. 250—50/2—300—25—675 .	Promotes Sanskrit learning and inspects pathshalas.
Punjab.			
1. Divisional Inspector . .	5	2 in the scale of Rs. 1,150—50—1,400. 3 in the scale of Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150.	Is generally responsible for Education in a division.
2. Deputy* Divisional Inspector .	10	1 in the scale of Rs. 300—40—720/760—40—800—50—1,000—1,000—50—1,150. 9 in the scale of Rs. 250—25—500/25—600.	Assists the Divisional Inspector.
3. District Inspector . . .	30	4 in the S. E. S. Class II scale (Rs. 140—10—190). 11 in the S. E. S. Class I scale (Rs. 200—10—250). 15 in the P. E. S. Class II scale (Rs. 250—25—500/25—600).	Subject to the general supervision of the Divisional Inspector, is responsible for the development of education in a district.

* Each division has one deputy inspector for vernacular education and one for anglo-vernacular education.

(i) *Inspectors*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
Punjab—contd.			
4. Assistant District Inspector .	180	4 in the S. E. S. Class V scale (Rs. 55—3—70). 63 in the S. E. S. Class IV scale (Rs. 80—4—100). 71 in the S. E. S. Class III scale (Rs. 110—5—135). 42 in the S. E. S. Class II scale (Rs. 140—10—190).	Assists the district inspector, and is generally responsible for vernacular education in a tehsil or sub-division.
5. Inspector of Training Institutions.	1	Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150.	Advises D. P. I. in regard to the training of vernacular teachers.
6. Inspector of Vernacular Education.	1	Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150.	Advises D. P. I. about vernacular education in the province.
7. Deputy Inspector of Schools for Rural Science.	2	Rs. 250—25—500/25—600.	Inspects the teaching of Agriculture in schools in his circle.
Burma.			
1. Inspector	9	Rs. 300—50—1,500 . . .	Is in general administrative charge of education, and inspects all Anglo-vernacular, English and special schools in his circle; and makes annually two tours of inspection among vernacular schools.
2. Assistant Inspector . . .	8	Rs. 250—25—675 . . . Rs. 700—50—800 (S. G.).	Generally assists the inspector, especially in vernacular education. One of the inspectors is in charge of physical training.
3. Deputy Inspector . . .	98	5 in the scale of Rs. 250—25—675. 91 in the scale of Rs. 175—5—225—10—275. 2 in the scale of Rs. 125—5—175.	Inspects vernacular schools and assists the inspector in the vernacular work of Anglo-vernacular and English schools. Three of the deputy inspectors inspect Muslim schools, one inspects Tamil and Telugu schools and one is in charge of drawing.
*Bihar and Orissa.**			
1. (*a*) Inspector . . .	5†	Rs. 300—35/2—440—40—1,000 .	Is responsible for the inspection of all recognised educational institutions (other than colleges) in his area. Inspects mainly high and secondary training schools.
(*b*) Agency Inspector, Orissa States, and Inspector of Schools in Angul.	1	Rs. 200—40/2—400—30—700 .	
2. (*a*) District Inspector . .	20	Rs. 200—40/2—400—30—700 .	Inspects middle, upper primary and elementary training schools.
(*b*) District Inspector of Schools in Angul.	1	Rs. 128—12/2—200 . . .	
3. Deputy Inspector . . .	33	Rs. 128—12/2—200 . . .	Inspects middle, upper primary and elementary schools and supervises the work of sub-inspectors and inspecting maulvis.
4. Sub-Inspector . . .	242	Rs. 65—4/2—105 (L. D.) . . Rs. 128—12/2—200 (U. D.) .	Inspects lower primary and indigenous schools.
5. Special Deputy Inspector for Santal schools.	1	Rs. 65—4/2—105 (L. D.) . . Rs. 128—12/2—200 (U. D.) .	For the inspection of Santal schools.
6. Sub-Inspector of Santal schools	6	Rs. 40—1—50	

* The scales of pay are as recently revised ; many incumbents of the several categories of posts are on the old scales of pay.

† One of the posts is in the I. E. S.

(i) *Inspectors*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
*Bihar and Orissa**—contd.			
7. Superintendent of Sanskrit studies.	1	Rs. 200—40/2—400—30—700 .	Inspects Sanskrit tols and pathshalas and advises on all questions affecting Sanskrit education.
8. Superintendent of Islamic studies.	1	Rs. 200—40/2—400—30—700 .	Inspects Madrasahs and advises on questions regarding Persian and Arabic education.
9. Assistant Superintendent of Sanskrit studies.	2	Rs. 128—12/2—200 . . .	Inspects tols and pathshalas.
10. Special Inspecting Officer for Muslim education.	5	Rs. 65—4/2—105 (L. D.) . . Rs. 128—12/2—200 (U. D.)	May inspect any type of school containing Muhammadans.
11. Inspector of students' residences.	2	Rs. 65—4/2—105 (L. D.) . . Rs. 128—12/2—200 (U. D.)	One at Patna and the other at Cuttack. They supervise the residences of students who do not live in college or school hostels or with guardians.
12. Inspecting Maulvi . . .	24	Rs. 40—1—50	Is in charge of maktabs.
13. Special Inspecting Officer for the depressed classes.	5	†Rs. 50—150	Inspects primary schools.
Central Provinces.			
1. Inspector	4	1 in the scale of Rs. 400—50—1,250. 3 in the old scale of Rs. 350—1,250.	Inspects secondary and normal schools, and supervises the work of deputy inspectors.
2. Assistant Inspector . .	9	5 in the old scale of Rs. 250—800. 4 in the revised scale of Rs. 200—500.	Inspects Anglo-vernacular schools and assists inspector in the inspection of vernacular and normal schools.
3. Deputy Inspector . . .	61	9 in the old S. G. scale of Rs. 200—250. 52 in the ordinary grade of Rs. 80—175 (old.) / 70—150 (revised).	Inspects vernacular schools and conducts annual primary examination.
*Assam.**			
1. Inspector	2	Rs. 250—800	Is generally responsible for the administration of primary and secondary education in his division, inspects high and training schools, and supervises the work of the deputy inspectors.
2. Assistant Inspector . . .	2	Rs. 250—800	Inspects middle and primary schools including Board vernacular schools.
3. Deputy Inspector . . .	22	Rs. 150—350—S. G.—400 . .	Inspects middle and primary schools. One of them is for Muhammadan education.
4. Sub-Inspector . . .	47	Rs. 75—175	Assists deputy inspector in inspecting vernacular schools.

* The scales of pay are as recently revised; many incumbents of the several categories of posts are on the old scales of pay.

† The present pay has been fixed on a temporary basis. Proposals for a permanent scale are under consideration.

(i) *Inspectors*—concld.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
*Assam**—contd.			
5. Assistant to the D. P. I. for Muhammadan Education.	1	Rs. 250—800	Inspects Muhammadan schools and the Islamic classes, linguistic and religious, in other schools. He advises D. P. I. on all questions affecting the education of Muhammadans.
North-West Frontier Province.			
1. Director of Public Instruction .	1	Rs. 1,500—50—1,750 *plus* Rs. 150 duty allowance. . .	Is the head of the Education Department in the province and inspects Anglo-vernacular secondary schools.
2. District Inspector . . .	5	Rs. 250—25—600 . . .	Inspects primary schools and primary departments of secondary schools, and visits vernacular secondary schools and Anglo-vernacular middle schools.
3. Assistant District Inspector .	9	Rs. 120—4—160 . . .	Inspects and supervises primary and lower middle schools and primary departments of secondary schools.
4. Inspector of Vernacular Education.	1	Rs. 650—30—800 . . .	Is responsible for the vernacular education in the province.

(ii) *Inspectresses.*

Madras.			
1. Inspectress . . .	4	Rs. 400—25—850—S. G.—900—25—950—1,000—50—1,050.	Inspects secondary schools, secondary departments of colleges and training schools.
	2	Rs. 200—20—400—25—500 (Old scale).	
		Rs. 200—30/2—500 (Revised scale).	
2. Assistant Inspectress . .	1	Rs. 200—20—400—25—500 (Old scale).	Ditto.
		Rs. 200—30/2—500. (Revised scale).	
3. Sub-Assistant Inspectress .	51	Rs. 75—5—100—10—150—S. G.—10—250 (Old scale).	Inspects elementary schools.
		Rs. 70—10/2—130—S. G.—140—15/2—200 (Revised scale).	
Bombay.			
Inspectress	4	1 in the scale of Rs. 900—25—950—50—1,050.	Inspects secondary, primary and special schools. One of the inspectresses inspects Urdu girls' schools in two divisions of the Presidency.
		2 in the scale of Rs. 300—25—750.	
		1 in the scale of Rs. 200—10—340—15—400.	
*Bengal.**			
1. Inspectress†	2	Rs. 300—40/2—700 . . .	Controls all girls' schools, other than European schools, in her area.
2. Assistant Inspectress . .	12	Rs. 150—30/2—240—20/2—420 .	Inspects mainly middle and primary schools.

* The scales of pay are as recently revised which came into effect on 1st April 1934, in respect of officers who were appointed after 21st July 1931; many incumbents of the several categories of posts are on the old scales of pay.

† One of the posts has been filled on contract on Rs. 580-40/2—700 *plus* O. P. at £ 20 up to the age of 40 and £ 25 afterwards and the other post has been filled temporarily on Rs. 500 per mensem.

(ii) *Inspectresses*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
United Provinces.			
1. Chief Inspectress . . .	1	Rs. 600—25—800 . . .	Inspects all normal and training schools in preparation for the English and Vernacular Certificate examinations for women teachers. Also inspects other important schools in large towns.
2. Inspectress	10	Rs. 200—15—500 . . .	Inspects all schools for Indian girls, both English and vernacular. Makes recommendations for opening new schools. Is responsible for the efficiency of the Government vernacular girls' schools under her.
3. Assistant Inspectress of girls' schools, Lucknow.	1	Rs. 140—10—200 *plus* Rs. 35 conveyance allowance.	Inspects all girls' schools in Lucknow Circle maintained or aided by Municipal Board.
Punjab.			
1. Deputy Directress of Public Instruction.	1	Rs. 400—25—625/650—25—850.	Advises D. P. I. about female education in the province.
2. Circle Inspectress . . .	8	2 in the scale of Rs. 300—20—560. 1 in the scale of Rs. 200—20—400/25—500.	Is generally responsible for the development of female education in a circle.
3. Assistant Inspectres . .	15	3 in the S. E. S. Class III scale (Rs. 110—5—135). 10 in the S. E. S. Class II scale (Rs. 140—10—190). 2 in the S. E. S. Class I scale (Rs. 200—10—250).	Subject to the general supervision of the Circle Inspectress. Is responsible for vernacular education in one or more districts.
4. Inspectress and Supervisor of Domestic Science.	1	Rs. 350—20—650 . . .	Inspects the teaching of Domestic Science, and assists the Department in developing teaching in this subject.
5. Physical Training Supervisor for girls.	1	Rs. 200—20—400/25—500 . .	Is responsible for the physical education of girls in the province.
Burma.			
1. Inspectress	2	Rs. 300—50—1,500 . . .	Has in her charge 45 Anglo-vernacular and English and normal schools which she inspects. Is also responsible for special subjects taught to girls, such as needle work and Domestic Economy, in all schools in Lower Burma.
2. Deputy Inspectress . . .	6	Rs. 175—5—225—10—275 .	Is responsible for the inspection of special subjects taught to girls.
*Bihar and Orissa.**			
1. Inspectress	1	Rs. 280—12—400—20—600—25—700.	Inspects high and training schools and supervises the work of district inspectresses and office work at headquarters.
2. District Inspectress . .	9	Rs. 170—13—430 . . .	Inspects middle schools, special classes for the teaching of needle work and lace schools.
3. Lady Superintendent of Muhammadan *atus*.	1	Rs. 85—4/2—125 . . .	Supervises the work of the *atus* and visits *pardanashin* ladies in their homes and explains to them the aims and objects of female education.
4. Lady Superintendent of Hindu *atus*.	1	Rs. 40—1—50	

* The scales of pay are as recently revised; many incumbents of the several categories of posts are on the old scales of pay.

(ii) *Inspectresses*—concld.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
Central Provinces.			
1. Inspectress	2	1 in the scale of Rs. 900—1,050 . 1 in the scale of Rs. 400—850 .	Controls directly all Government girls' schools and acts as adviser to Executive officers or Local Authorities in educational matters. Inspects Anglo-vernacular and normal schools.
2. Assistant Inspectress . .	4	In the revised scale of Rs. 200—500.	Inspects all vernacular schools and assists the inspectress in administrative work.
Assam.			
Assistant Inspectress . . .	1	Rs. 200—500	Inspects all girls' schools and training classes for school mistresses.
North-West Frontier Province.			
1. Inspectress	1	Rs. 450—25—900 . . .	Is responsible for the efficiency of female education and acts as adviser to executive officers and local bodies in educational matters. Inspects more than half the schools in the province.
2. Assistant Inspectress * . .	1	Rs. 200—20—400—25—500 .	Inspects district board primary schools and primary departments of secondary schools.

* The post remained vacant from the 13th November 1933 to the 31st March 1934.

APPENDIX II.

Miscellaneous Tables.

(i) *Scales of pay of the new provincial services, men's branch.*

Province.	Scale of Pay.
Madras	Rs. 200—30/2—260—40/2—500—50/2—700.
Bombay	Rs. 300—900.
Bengal	Rs. 300—50/2—700—75/2—1,000.
United Provinces . . .	Rs. 300—25—500—500—600—30—900—50—1,000.
Punjab	Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150. J. S. G.—Rs. 1,150—50—1,400. S. S. G.—Rs. 1,450—75—1,600.
Burma	Rs. 300—50—1,500. S. G.—Rs. 1,600—100—1,800.
Bihar and Orissa . . .	Rs. 300—35/2—440—40—640—E. B.—40/1—1,000.
Central Provinces . . .	Rs. 250—25—450—E. B.—475—25—800.
Assam	Rs. 250—250—300—40/2—500—E. B.—50/2—650—E. B.—50/2—800.

J. S. G.=Junior Selection Grade. S. S. G.=Senior Selection Grade. E. B.=Efficiency Bar.

(ii) *Scales of pay of the new provincial services, women's branch.*

Province.	Scale of Pay.
Madras	Rs. 200—30/2—500.
Bombay	Rs. 300—20—560. S. G.—Rs. 575—25—750.
Bengal	Rs. 300—40/2—700.
United Provinces . . .	Rs. 600—25—800.
Punjab	Rs. 400—25—625/650—25—850.
Burma	Rs. 300—50—1,500. S. G.—Rs. 1,600—100—1,800.
Bihar and Orissa . . .	Rs. 280—12—400—E. B.—20—600—25—700.
Central Provinces . . .	Rs. 250—25—450—E. B.—475—25—800.
Assam	Rs. 200—225—25/2—350—25/2—500.

S. G.=Selection Grade. E. B.=Efficiency Bar.

(iii) *Universities in India, 1933-34.*

University.	Type (*a*).	Original date of foundation.	(*b*) Faculties in which degrees are awarded.	No. of Members of Teaching Staff.			No. of Institutions.			No. of Students.			No. of students who graduated in Arts and Science.
				In university departments.	In constituent colleges.	In affiliated colleges.	University departments.	Constituent colleges.	Affiliated colleges.	In university departments.	In constituent colleges.	In affiliated colleges.	
1. Calcutta (*c*)	Affiliating and teaching	1857	A., Sc., Ed., Eng., M., L., Com., O.	187	..	1,356	2	..	60	968	..	28,548	2,309
2. Bombay	Affiliating and teaching	1857	A., Sc., Ed., Eng., M., L., Com., O., Tech., Ag.	5	..	637	3	..	33	110	..	16,182	1,636
3. Madras (*d*)	Affiliating and teaching	1857	A., Sc., Ed., Eng., M., L., Ag. O., F. A.	33	413	799	18	13	42	141	5,250	10,124	1,016
4. Punjab	Affiliating and teaching	1882	A., Sc., Ed., Eng., M., L., Com., O., Ag.	94	52	988	13	3	51	598	1,357	17,841	1,435
5. Allahabad (*e*)	Teaching	1887	A., Sc., L., Com., Ag., Ed.	109	36	..	16	4	..	1,611	272	..	435
6. Benares Hindu	Teaching	1916	A., Sc., Ed., Eng., L., O., M.	..	218	..	..	9	..	..	3,492	..	268
7. Mysore (*f*)	Teaching	1916	A., Sc., Eng., M., Teach.	..	268	..	..	9	..	..	2,055	..	234
8. Patna	Affiliating.	1917	A., Sc., Ed., Eng., L., M.	..	..	333	..	..	16	..	..	4,341	317
9. Osmania	Teaching	1918	A., Sc., Ed., Eng., L., M., Th.	..	186	..	..	9	..	..	1,284	..	84
10. Aligarh Muslim	Unitary	1920	A., Sc., Ed., L., M.	96	..	..	18	..	..	1,241	..	..	126
11. Rangoon	Teaching	1920	A., Sc., Ed., Eng., L., M., F.	..	187	..	..	5	..	..	1,805	..	114
12. Lucknow	Unitary and teaching	1920	A., Sc., Ed., M., L., Com., O.	118	13	..	2	1	..	2,014	70	..	267
13. Dacca	Unitary	1921	A., Sc., Ed., L., Com.	102	..	..	13	..	..	984	..	..	161
14. Delhi	Teaching	1922	A., Sc., L.	10	107	..	3	7	..	154	2,054	..	238
15. Nagpur	Affiliating and teaching	1923	A., Sc., Ed., L., Ag.	7	..	155	1	..	8	358	..	2,523	324
16 Andhra	Affiliating and teaching	1926	A., Sc., Ed., M. O.	32	..	260	2	..	12	118	..	3,002	415
17. Agra	Affiliating.	1927	A., Sc., L., Com., Ag.	..	..	415	..	..	15	..	..	3,319	781
18. Annamalai	Unitary	1929	A., Sc., O.	78	..	..	1	..	..	612	..	..	57

(*a*) An 'Affiliating' University is one which recognises external colleges offering instruction in its courses of studies; a 'Teaching' University is one in which some or all of the teaching is controlled and conducted by teachers appointed by the University; a 'Unitary' University is one, usually localised in a single centre, in which the whole of the teaching is conducted by teachers appointed by and under the control of the University.

(*b*) Faculties. A.=Arts; Ag.=Agriculture; Com.=Commerce; Ed.=Education (Teaching); Eng.=Engineering; F.=Forestry; F. A.=Fine Arts. L.=Law; O.=Oriental Learning; Sc.=Science; Tech.=Technology; Th.=Theology.

(*c*) Reconstituted in 1904. (*d*) Reconstituted in 1923. (*e*) Reconstituted in 1921. (*f*) Reconstituted in 1933.

(iv) *Number of University Graduates and Undergraduates.*

Province.	Year.	Number of graduates in								Number of undergraduates in					Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.	Other Faculties.	
Madras	1926-27	1,027	283	46	23	172	..	20	..	11,566	527	152	..	115	13,931
	1931-32	2,233	220	72	57	344	..	55	..	13,003	702	237	1,168	135	18,226
	1932-33	2,142	192	63	52	312	..	48	..	12,414	720	219	1,172	125	17,459
	1933-34	1,990	218	59	31	352	..	40	..	11,782	798	220	1,242	154	16,892
Bombay	1926-27	1,150	286	215	65	43	57	29	..	6,743	1,210	303	..	396	10,497
	1931-32	1,120	397	162	98	75	81	60	..	8,623	1,009	291	..	466	12,382
	1932-33	1,247	504	122	89	71	64	78	..	8,860	773	265	..	449	12,552
	1933-34	1,430	410	116	73	94	79	54	..	9,824	851	324	..	456	13,711
Bengal	1926-27	2,243	786	263	27	109	61	..	..	24,382	(a)	(a)	..	46	27,917
	1931-32	2,645	585	225	46	142	94	..	..	19,723	1,163	193	..	26	24,842
	1932-33	2,814	726	178	42	82	109	..	..	21,608	1,238	170	..	49	27,016
	1933-34	2,790	584	208	35	165	130	..	..	24,567	1,275	197	..	55	30,006
United Provinces.	1926-27	1,664	769	37	81	125	97	..	..	3,685	221	223	316	184	7,402
	1931-32	2,000	621	49	80	141	106	37	..	4,625	414	329	446	335	9,183
	1932-33	2,484	763	40	131	161	89	30	..	5,956	446	352	457	322	11,231
	1933-34	2,512	628	28	152	165	107	50	..	5,616	455	338	196	723	10,970
Punjab	1926-27	804	176	44	..	69	..	30	..	7,037	555	..	..	160	8,965
	1931-32	1,170	146	31	..	80	31	34	..	10,889	558	59	103	1,126	14,227
	1932-33	1,361	289	31	4	78	21	58	..	11,860	539	60	150	1,296	15,747
	1933-34	1,776	343	22	6	100	26	65	..	10,155	610	65	105	274	13,547
Burma	1926-27	92	19	..	..	..	..	..	..	1,254	65	41	..	8	1,479
	1931-32	98	28	..	..	..	..	..	..	1,343	82	51	..	19	1,621
	1932-33	126	29	..	..	19	..	..	..	1,474	87	39	..	74	1,848
	1933-34	117	32	..	..	..	..	..	..	1,473	91	35	..	135	1,883
Bihar and Orissa.	1926-27	357	228	6	..	30	..	..	..	3,511	153	71	..	..	4,356
	1931-32	344	92	55	19	1	..	..	..	3,637	261	108	..	..	4,517
	1932-33	349	138	44	17	7	..	..	..	3,631	273	108	..	..	4,507
	1933-34	148	158	36	31	4	..	..	..	3,314	289	100	..	..	4,080
Central Provinces.	1926-27	165	55	..	..	22	..	..	..	1,102	..	..	..	37	1,471
	1931-32	283	134	..	..	23	..	..	..	1,791	..	..	..	107	2,338
	1932-33	285	81	..	..	27	..	24	..	2,027	..	..	..	113	2,557
	1933-34	377	243	..	..	22	..	19	..	2,224	..	..	..	117	3,002
Assam	1926-27	82	20	..	..	..	..	..	..	1,040	..	..	..	..	1,142
	1931-32	130	12	..	..	..	..	..	..	1,237	..	..	..	..	1,388
	1932-33	168	30	..	..	..	..	..	..	1,507	..	..	..	..	1,705
	1933-34	171	12	..	..	..	..	..	..	1,738	..	..	..	..	1,921
Delhi	1926-27	130	49	..	..	..	..	..	..	1,140	..	..	..	..	1,319
	1931-32	194	33	..	..	..	..	..	..	1,620	..	..	..	..	2,047
	1932-33	190	34	..	..	..	..	..	..	1,965	..	..	..	..	2,189
	1933-34	260	..	..	..	..	..	..	..	1,917	..	..	..	..	2,177
Other Minor Administrations.	1926-27	83	1	2	..	..	..	..	..	500	..	..	..	..	586
	1931-32	72	..	..	..	2	..	..	..	455	..	..	..	..	529
	1932-33	98	..	..	..	3	..	..	..	552	..	..	..	..	653
	1933-34	137	..	..	..	8	..	..	..	640	..	..	..	..	785
Total of all Provinces.	1926-27	7,887	2,672	613	196	570	215	79	..	62,050	2,731	790	316	946	79,065
	1931-32	10,298	2,268	594	300	808	312	186	..	67,146	4,189	1,268	1,717	2,214	91,300
	1932-33	11,264	2,786	478	335	760	283	238	..	71,854	4,076	1,213	1,779	2,428	97,494
	1933-34	11,714	2,628	460	328	910	342	228	..	73,250	4,369	1,279	1,643	1,914	98,974

(a) Information not available.

(v) *Number of undergraduates in institutions controlled by Provincial Boards of Education in 1933.*

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	(a)1,119	..	..	1,119
United Provinces	6,455	..	998	7,453
Rajputana (including Ajmer-Merwara), Central India and Gwalior (*b*).	232	..	27	259

(*a*) Includes figures for Islamic Studies, Dyeing and Commerce.

(*b*) Figures for 1933-34.

(vi) *Results of examinations conducted by Provincial Boards of Education, 1934.*

Nature of Examination.	Madras S. S. L. C. Board.	Dacca Intermediate and Secondary Board.	United Provinces High School and Intermediate Board.	Burma English and A.V. and Secondary Board.	Central Provinces High School Board.	Hyderabad (Deccan) H. S. L. C. Board.	Delhi Secondary Board.	Rajputana (including Ajmer-Merwara), Central India and Gwalior High School and Intermediate Board.
High School or Leaving certificate.								
Number of candidates .	(a)	523	11,937	3,524	3,517	904	2,012	506
,, passes .	6,169	364	7,498	1,545	1,689	431	967	268
Percentage of passes .	..	69·6	62·8	43·8	48·0	47·7	48·1	53·0
Intermediate Arts.								
Number of candidates .	..	(b) 257	(d) 4,010	..	..	..	..	108
,, passes .	..	152	(d) 2,271	..	..	..	..	48
Percentage of passes .	..	59·1	56·6	..	..	..	..	44·4
Intermediate Science.								
Number of candidates .	..	(c)102	..	..	..	..	..	(e)48
,, passes .	..	117	..	..	..	..	..	28
Percentage of passes .	..	60·9	..	..	..	..	..	58·3

(a) Complete information not available.
(b) Excludes 72 candidates (of whom 55 passed) in Intermediate examination in Islamic Studies.
(c) Excludes 29 and 44 candidates (of whom 15 and 27 passed) in Intermediate examination in Dyeing and in Commerce, respectively.
(d) Includes figures for Intermediate Science, but excludes those for Intermediate Commerce (364 appeared and 186 passed) and Intermediate Agriculture (75 appeared and 63 passed).
(e) Excludes 22 candidates (of whom 14 passed) in Intermediate examination in Commerce

(vii) *Results of Examinations of Indian*

Nature of Examination.	Madras.	Andhra.	Annamalai.	Bombay.	Calcutta.	Dacca.	Allahabad.	Lucknow.	Benares Hindu.	Agra.
Matriculation.										
Number of candidates . .	120	32	..	(a) 14,391	22,874	..	..	..	1,699	..
,, passes . .	34	3	..	(a) 6,861	14,136	..	..	..	633	..
Percentage of passes . .	28·3	9·4		(a) 47·7	61·8	..	..	..	37·3	..
Intermediate Arts.										
Number of candidates . .	(b)5,362	(b)2,301	(b) 143	1,921	4,862	..	..	..	412	..
,, passes . .	(b)1,899	(b) 725	(b) 62	1,168	2,778	..	..	..	218	..
Percentage of passes . .	(b) 35·4	(b) 31·5	(b) 43·4	60·8	57·1	..	..	..	52·9	..
Intermediate Science.										
Number of candidates . .	..	..	..	1,457	3,605	..	..	..	302	..
,, passes . .	..	..	..	680	1,914	..	..	..	147	..
Percentage of passes . .	..	..	..	46·7	53·1	..	..	..	40·6	..
Bachelor of Arts (Honours).										
Number of candidates . .	208	23	21	548	460	57	59	37	15	..
,, passes . .	146	21	21	397	(c) 401	(c) 51	40	34	1	..
Percentage of passes . .	70·2	91·3	100	72·4	87·2	89·5	67·8	91·9	6·7	..
Bachelor of Arts (Pass).										
Number of candidates . .	2,029	1,049	44	888	2,535	126	535	252	293	824
,, passes . .	1,024	319	27	566	1,352	61	371	175	178	457
Percentage of passes . .	39·0	30·4	61·4	63·7	53·3	48·4	69·3	69·4	60·7	55·4
Bachelor of Science (Honours).										
Number of candidates . .	..	..	14	..	163	20	31	8	13	..
,, passes . .	..	..	13	..	(c) 122	(c) 16	27	8	4	..
Percentage of passes . .	..	..	92·9	..	74·8	80·0	87·1	100	30·8	..
Bachelor of Science (Pass).										
Number of candidates . .	..	248	93	489	685	56	145	78	170	192
,, passes . .	..	73	31	335	355	33	117	50	85	103
Percentage of passes . .	..	29·4	33·3	68·5	51·8	58·9	80·7	64·1	47·5	53·6
Master of Arts.										
Number of candidates . .	152	..	..	162	561	77	108	89	57	125
,, passes . .	80	..	..	108	366	69	94	89	43	105
Percentage of passes . .	52·6	..	..	66·7	65·2	89·6	87·0	100	75·4	84·0
Master of Science.										
Number of candidates . .	11	..	..	32	211	20	(f) 118	36	42	21
,, passes . .	10	..	..	22	122	25	(f)100	33	34	19
Percentage of passes . .	90·9	..	..	68·7	57·8	86·2	(f) 89·8	91·7	80·9	90·5

(a) The Bombay University does not hold a Matriculation Examination. A school leaving
(b) Represents figures for
(c) The number cannot be stated as the candidates may at their
(d) Includes figures for
(e) Includes candidates who appeared for the
(f) Represents figures for both
(g) Includes candidates who completed

N.B.—The following figures relating to the Bombay University
D. Litt. (1 appeared and none passed), and

Universities in Arts and Science, 1934.

Aligarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania (Hyderabad).	Total.	Nature of Examination.
									Matriculation.
184	17,163	..	..	4,284	..	..	989	61,736	Number of candidates.
111	11,907	..	..	1,847	..	..	453	35,985	,, passes.
60·3	69·4	..	..	43·1	..	..	45·8	58·29	Percentage of passes.
									Intermediate Arts.
150	3,658	520	(*d*) 570	893	573	367	(*b*) 409	22,141	Number of candidates.
73	2,025	346	(*d*) 259	355	299	(*g*) 93	(*b*) 163	10,403	,, passes.
48·7	55·4	66·5	(*d*) 45·4	39·8	52·2	25·3	(*b*) 39·9	47·26	Percentage of passes.
									Intermediate Science.
131	1,425	165	..	413	266	899	..	8,723	Number of candidates.
71	857	123	..	183	130	(*g*) 189	..	4,294	,, passes.
54·2	60·1	74·5	..	44·3	48·9	21·0	..	49·23	Percentage of passes.
									Bachelor of Arts (Honours)
3	281	42	16	144	..	32	..	1,946	Number of candidates.
(*e*) 2	126	(*e*) 36	(*e*) 14	88	..	(*e*) 31	..	1,409	,, passes.
66·7	44·8	85·7	87·5	61·1	..	96·9	..	72·40	Percentage of passes.
									Bachelor of Arts (Pass).
127	2,728	218	131	461	484	(*c*)	140	13,464	Number of candidates.
95	1,418	149	72	175	258	85	74	6,856	,, passes.
74·8	52·0	[68·3	55·0	38·0	53·3	..	52·9	50·92	Percentage of passes.
									Bachelor of Science (Honours.)
2	2	..	12	26	..	38	..	329	Number of candidates.
..	1	..	(*e*) 11	15	..	(*c*) 35	..	252	,, passes.
..	50·0	..	91·7	57·7	..	92·1	..	76·60	Percentage of passes.
									Bachelor of Science (Pass).
37	164	68	58	60	102	(*c*)	34	2,688	Number of candidates.
29	98	48	17	37	66	83	14	1,574	,, passes.
78·3	59·8	70·6	29·3	61·6	64·7	..	41·2	58·56	Percentage of passes.
									Master of Arts.
67	283	68	1	71	49	16	(*f*) 15	1,901	Number of candidates.
44	178	36	1	59	44	11	(*f*) 10	1,337	,, passes.
65·7	62·9	52·9	100	83·1	89·8	68·7	(*f*) 66·7	70·33	Percentage of passes.
									Master of Science.
25	43	..	2	21	20	25	(*f*) 9	645	Number of candidates.
18	35	..	2	17	19	23	(*f*) 9	494	,, passes.
72·0	81·4	..	100	80·9	95·0	92·0	(*f*) 100	76·59	Percentage of passes.

examination is held by a special Board constituted jointly by the University and Government.
both Arts and Science.
option take the examination as a whole or by parts separately.
Intermediate Science.
Honours Examinations but were awarded Pass Degrees.
" final " and " previous " examinations.
by passing either parts.
are not shown above :—
D.Sc. (3 appeared and 2 passed, 66·7 per cent.)

APPENDIX III.

BRITISH INDIA.

General Educational Tables, 1933-34.

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General Summary of Educational Institutions and Scholars.

			Percentage of Scholars to population.			
			Recognized Institutions.		All Institutions.	
			1934.	1933.	1934.	1933.
Area in square miles	(c)1,093,879					
Population—						
Males	140,022,643	Males	7·05	6·94	7·44	7·32
Females	131,669,261	Females	1·99	1·88	2·09	1·98
Total	271,691,904	Total	4·60	4·49	4·85	4·73

Recognized Institutions.	Institutions.			Scholars.			Stages of Instruction of Scholars entered in column 4.
	1934.	1933.	Increase or decrease.	1934.	1933.	Increase or decrease.	
	1	2	3	4	5	6	7
Universities	16	16	..	[(f)10,762	10,041	+ 721	
For Males.							
Arts Colleges	231	228	+3	76,852	73,689	+3,163	(a)24,435 (b)49,057 (c)1,645
Professional Colleges	60	64	—4	18,576	18,084	+492	(a)15,105 (b)1,541 (c)919,998*
High Schools	2,998	2,886	+112	915,114	892,580	+22,534	(d)295,116 (c)422,093
Middle Schools	9,683	9,692	—9	1,174,677	1,188,582	—13,905	(d)752,584
Primary Schools	166,880	166,536	+344	8,396,968	8,182,151	+214,817	(d)8,396,968†
Special Schools	6,262	6,378	—116	237,308	242,783	—5,475	
Totals	186,114	185,784	+330	10,819,495	10,597,869	+221,626	
For Females.							
Arts Colleges	24	24	..	1,817	1,640	+177	(a)535 (b)1,222 (c)60
Professional Colleges	9	8	+1	341	307	+34	(a)232 (b)100
High Schools	358	338	+20	92,430	86,122	+6,308	(c)47,476 (d)44,954
Middle Schools	891	845	+46	140,043	129,783	+10,260	(c)29,532 (d)110,511
Primary Schools	34,054	33,170	+884	1,409,388	1,349,819	+59,569	(d)1,409,388‡
Special Schools	388	381	+5	17,520	16,556	+964	
Totals	35,722	34,766	+956	1,661,539	1,584,227	+77,312	
Unrecognized Institutions.							
For Males	31,078	30,703	+285	592,650	567,599	+25,051	
For Females	3,794	3,988	—194	88,444	93,796	—5,352	
Totals	34,872	34,781	+91	681,094	661,395	+19,699	
Grand Totals	256,724	255,347	+1,377	13,172,890	12,853,532	+319,358	

(a) In Graduate and Post-Graduate classes. (b) In Intermediate classes. (c) In Secondary stage. (d) In Primary stage.
(e) Includes the area of Manpur Pargana in Central India handed over to the Holkar Darbar in 1932-33.
(f) Includes 22 scholars of Professional Colleges undergoing Pundit's training in the Annamalai University, 330 scholars o
rofessional Colleges in Burma and 161 Law scholars in Delhi.
* Includes 6 male scholars in Intermediate classes in Assam.
† Includes 213 male scholars in Secondary stage in Bihar and Orissa and Assam.
‡ Includes 59 female scholars in Secondary stage in Bihar and Orissa and Assam.
N.B.—1. There are also 6 Boards of Secondary and Intermediate Education in British India which are not separately shown in this
able.
N.B.—2. Details under column 7 do not in some cases agree with the totals under column 4 as classification by stages in respect of
ll scholars has not been furnished by all provinces.

General Summary of Expenditure on Education.

——	Total expenditure.			Percentage of expenditure from				Cost per Scholar to				Total cost per scholar.
	1934.	1933.	Increase or decrease.	Government funds.	* Local funds.	Fees.	Other sources.	Government funds.	* Local funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Direction and Inspection .	1,11,95,727	1,07,77,450	+4,18,277	91·6	8·3	..	0·1	..	..	..	..	..
Universities . . .	1,31,30,857	1,32,85,106	—1,54,249	40·4	..	43·1	16·5	..	..	..	..	..
Boards of Secondary and Intermediate Education.	3,53,989	3,35,994	+17,995	12·8	..	87·2	..	..	..	..	..	..
† Miscellaneous . . .	3,36,78,606	3,49,14,063	—12,35,457	32·4	13·6	20·2	33·8	..	..	..	..	..
Totals .	5,83,59,179	5,93,12,613	—9,53,434	45·5	9·4	21·9	23·2	..	..	..	..	..
Institutions for Males.												
Arts Colleges . . .	1,48,93,487	1,41,53,955	+7,39,532	37·9	0·3	47·9	13·9	73 14 4	0 9 9	93 5 1	27 2 5	194 15 7
Professional Colleges . .	71,89,769	74,45,856	—2,56,087	67·4	1·8	28·0	2·8	253 10 2	6 13 4	105 8 9	10 10 1	376 10 4
High Schools . . .	4,83,96,857	4,64,67,236	+19,29,621	29·7	4·7	53·2	12·4	15 0 5	2 5 10	26 14 10	6 4 7	50 9 8
Middle Schools . . .	2,31,67,731	2,31,56,999	+10,732	38·7	24·4	27·2	9·7	7 10 3	4 12 11	5 5 11	1 14 6	19 11 7
Primary Schools . .	6,68,57,965	6,55,99,323	+12,58,642	49·5	32·7	7·0	10·8	3 15 0	2 0 8	0 8 11	0 13 10	7 15 5
Special Schools . . .	1,42,40,040	1,42,10,135	+29,,905	61·1	4·3	13·6	21·0	36 10 2	2 9 3	8 2 11	12 9 9	60 0 1
Totals .	17,47,45,849	17,10,33,504	+37,12,345	43·3	17·5	27·3	11·9	6 15 11	2 13 1	4 6 6	1 14 8	16 2 2
Institutions for Females.												
Arts Colleges . . .	6,00,463	5,50,876	+49,587	55·2	0·1	26·1	18·6	224 4 10	0 6 3	105 15 3	75 5 2	405 15 6
Professional Colleges . .	3,25,319	2,81,491	+43,828	81·2	..	13·8	5·0	774 9 6	..	131 15 4	47 7 5	954 0 3
High Schools . . .	77,21,572	72,09,294	+5,12,278	40·3	1·9	35·9	21·9	33 1 4	1 8 11	29 7 5	17 15 3	82 0 11
Middle Schools . . .	43,39,002	41,30,704	+2,08,298	40·7	12·9	16·6	29·8	12 9 7	3 15 11	5 2 7	9 3 7	30 15 8
Primary Schools . .	1,31,86,725	1,28,06,259	+3,80,466	40·8	39·3	3·9	16·0	3 13 1	3 10 10	0 5 10	1 7 11	9 5 8
Special Schools‡. . .	24,87,077	25,51,127	—64,050	61·9	2·6	4·8	30·7	87 14 4	3 11 8	6 13 2	43 8 11	141 15 3
Totals .	2,86,60,158	2,75,29,751	+11,30,407	43·3	20·8	15·1	20·8	7 7 6	3 9 4	2 9 7	3 9 7	17 4 0
Grand Totals .	26,17,65,186	25,78,75,868	+38,89,318	43·8	16·0	24·8	15·4	9 2 11	3 5 8	5 3 0	3 3 8	20 15 3

N.B.—For explanation of certain terms used in the tables please see overleaf.
* Include both District Board and Municipal Funds.
† Includes expenditure on buildings.

EXPLANATIONS.

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

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification.*—In Tables IV-A and IV-B, provision has been made for twelve school classes covering the primary, middle and high school sections. The figures for the lowest class in the primary section or school, whether called infant class, sub-standard A, preparatory class or class I, should be entered against class I in the tables and the figures of the succeeding higher classes should be shown against Classes II, III, IV, etc., up to the end of the school course without any break in the sequence of classes. Should the number of classes be less than twelve in a school, the figures of the top class should be shown against Class XI, IX or X according as the total number of classes is eleven, ten or nine, and so on. Where the number of classes exceeds twelve, the figures of the additional classes should be shown after Class XII for each class separately. The figures of the intermediate classes of Intermediate Colleges should not be shown under "school education", but should be entered against 1st year and 2nd year intermediate classes under "university and intermediate education". As a general rule, the duration of each class is taken to be one scholastic year.

6. *Intermediate colleges and examinations.*—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *Anglo-Indian and European scholars* are included in the General Summary and General Tables II-A and B, IV-A and B, V-A and B, VIII and IX. The *expenditure* on Anglo-Indian and European Schools is included in the General Summary and General Tables III-A and B. *Teachers* in Anglo-Indian and European Schools are included in Tables VI-A and B.

8. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

9. In Tables IV-A and B and V-A and B, the top-heading "*Hindus*" may be sub-divided into such necessary sub-headings as may be considered suitable in each province, *e.g.*, "Higher castes" and "Depressed" or "Backward classes", or "Brahmins" and "Non-Brahmins", etc. [In the consolidated tables for all India, all Hindu scholars will, however, be entered in one column only.]

10. Table X is prepared at the end of each Quinquennium and gives figures for the last year of the Quinquennium only.

11. In calculating the expenditure from Government, District Board or Municipal Funds, entered in Tables III-A and B and other expenditure tables, all payments or contributions from fees and other sources, which are credited to such funds, should be deducted.

I.—Classification of Educational Institutions.

—	For Males.						For Females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
Recognised Institutions.												
Universities	..	..	..	10	..	10	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	4	..	..	2	..	6	..	..	..	..	..	..
Colleges—												
Arts and Science *	37	..	1	86	17	141	3	..	..	7	3	13
Law	4	..	..	2	6	12	..	..	..	..	..	..
Medicine	7	..	1	1	..	9	..	..	..	1	..	1
Education	14	..	..	..	..	14	3	..	..	3	2	8
Engineering	6	..	..	1	..	7	..	..	..	..	..	..
Agriculture	6	..	..	..	1	7	..	..	..	..	..	..
Commerce	1	..	..	4	1	6	..	..	..	..	..	..
Forestry	1	..	..	..	..	1	..	..	..	..	..	..
Veterinary Science	4	..	..	..	..	4	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	23	1	..	49	17	90	3	..	..	7	1	11
Totals	103	1	2	143	42	291	9	..	..	18	6	33
High Schools	334	95	200	1,051	718	2,998	54	1	5	279	19	358
Middle Schools—												
English	99	548	225	2,330	737	3,939	29	4	20	302	24	379
Vernacular	51	4,616	96	950	31	5,744	96	66	86	259	5	512
Primary Schools	2,187	43,098	19,596	92,542	8,557	166,880	388	4,044	4,529	20,612	4,481	34,054
Totals	2,671	49,257	20,117	97,473	10,043	179,561	567	4,115	4,640	21,452	4,529	35,303
Special Schools—												
Art	6	2	..	5	2	15	..	..	..	..	..	..
Law	2	..	..	..	..	2	..	..	..	..	..	..
Medical	18	..	..	5	6	29	2	..	..	2	..	4
Normal and Training	277	46	9	34	7	373	107	2	3	86	11	209
Engineering †	8	..	..	2	1	11	..	..	..	..	..	..
Technical and Industrial	129	20	9	107	17	372	2	..	1	86	7	96
Commercial	17	..	..	23	91	131	..	..	..	5	..	5
Agricultural	5	..	1	4	1	11	..	..	..	1	..	1
Reformatory	10	..	..	2	..	12	..	..	..	3	..	3
Schools for Defectives	1	1	..	29	2	33	..	..	..	3	..	3
Schools for Adults	15	330	131	842	219	1,537	2	..	..	12	..	14
Other Schools	66	9	14	3,064	583	3,736	24	..	..	25	2	51
Totals	554	408	164	4,207	929	6,262	137	2	4	223	20	386
Totals for Recognised Institutions.	3,332	49,666	20,283	101,841	11,014	186,136	713	4,117	4,644	21,693	4,555	35,722
Unrecognised Institutions	..	107	13	75	30,883	31,078	..	10	12	28	3,744	3,794
Grand Totals, all Institutions.	3,332	49,773	20,296	101,916	41,897	217,214	713	4,127	4,656	21,721	8,299	39,516

* Includes 3 *Oriental Colleges.*

† Includes *Survey Schools.*

II-A.—Distribution of Scholars attendin

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
In Recognised Institutions.									
University and Intermediate Education. (a)									
Arts and Science (b) and (c)	10,241	16,845	4,873	105	102	97	120	120	..
Law	1,449	1,106	93	..	..	..	..	..	..
Medicine	2,997	2,616	1,151	..	..	..	374	299	132
Education	1,245	1,192	893	..	..	..	..	..	..
Engineering	1,356	1,180	965	..	..	..	..	..	..
Agriculture	707	645	547	..	..	..	..	..	..
Commerce	390	335	66	..	..	..	..	..	..
Forestry	53	51	..	..	..	..	..	..	..
Veterinary Science	410	332	355	..	..	..	..	..	..
Totals	27,848	24,302	8,942	105	102	97	494	419	132
School and Special Education.									
In High Schools	110,350	99,594	10,619	54,223	51,106	2,212	43,381	39,793	600
„ Middle Schools—									
English	14,259	13,000	1,440	68,044	56,736	2,631	26,770	24,026	529
Vernacular	7,102	5,975	879	624,638	512,256	28,674	19,225	16,709	336
„ Primary Schools	99,244	78,533	706	3,490,464	2,679,489	1,005	665,493	517,359	246
Totals	230,955	197,102	13,644	4,237,369	3,299,587	34,522	754,869	597,977	1,720
In Art Schools	1,632	1,361	83	52	43	..	55	50	..
„ Law Schools	140	131	..	..	..	..	..	..	..
„ Medical Schools	4,593	4,040	1,463	..	..	..	..	..	..
„ Normal and Training Schools.	16,747	15,302	8,582	603	596	601	142	130	16
„ Engineering Schools*	1,585	1,462	937	..	..	..	..	..	..
„ Technical and Industrial Schools.	8,228	7,083	1,978	987	776	99	490	389	50
„ Commercial Schools	732	647	47	..	..	..	..	..	..
„ Agricultural Schools	146	126	118	39	18	39	..	..	..
„ Reformatory Schools	1,853	1,795	1,652	..	..	..	..	..	..
„ Schools for Defective	26	26	10	..	..	..	25	16	..
„ Schools for Adults	879	724	..	7,026	5,822	..	3,558	2,455	..
„ Other Schools	6,446	5,328	1,463	493	425	164	496	361	..
Totals	43,007	38,025	16,332	9,200	7,680	903	4,774	3,401	66
Totals for Recognised Institutions.	301,810	259,429	38,918	4,246,674	3,307,369	35,522	760,137	601,797	1,918
In Unrecognised Institutions.	..	..	..	4,153	3,120	..	493	372	..
Grand Totals, all Institutions for Males.	301,810	259,429	38,018	4,250,827	3,310,489	35,522	760,630	602,169	1,918

(a) Scholars reading more than one of the following subject
(b) Includes 612 scholars also reading *Law*, and 50 student
(c) Includes 842 scholars in *Oriental Colleges* and 49
* Include *Survey Schools*.

Educational Institutions for Males.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
52,848	44,452	14,799	14,787	13,856	2,880	87,101	75,375	22,649	2,242
2,159	1,869	748	3,666	3,425	847	7,274	6,400	1,688	27
1,250	1,269	599	..	..	..	4,621	4,184	1,882	240
255	240	186	..	..	..	1,500	1,432	1,079	97
765	668	569	..	..	..	2,121	1,848	1,534	..
54	48	44	58	55	58	819	748	644	..
1,354	1,111	375	542	491	..	2,286	1,937	440	1
5	5	5	..	..	..	58	56	5	..
..	..	..	..	..	..	410	332	365	..
58,690	49,662	17,325	19,053	17,827	3,780	106,190	92,312	30,276	2,607
533,258	471,150	87,251	173,902	138,376	6,860	915,114	800,019	57,551	23,473
241,259	200,154	9,701	61,540	48,347	1,491	411,872	342,263	15,792	10,667
109,955	107,889	4,433	1,885	1,065	266	762,805	644,584	34,588	56,100
3,865,372	3,141,155	9,952	276,395	218,158	164	8,396,968	6,634,694	12,073	950,576
4,749,844	3,920,348	61,337	513,722	406,546	8,781	10,486,759	8,421,560	120,004	1,040,816
353	268	30	65	51	14	2,157	1,773	127	78
..	..	..	..	..	..	140	131	..	..
913	786	140	967	759	46	6,473	5,585	1,649	221
2,374	2,231	1,324	307	270	180	20,173	18,529	10,712	198
253	180	..	2	2	..	1,840	1,644	937	..
10,450	8,180	2,682	382	317	5	20,546	16,745	4,814	197
1,051	894	3	3,920	2,943	..	5,703	4,484	50	173
263	230	7	38	30	13	486	404	177	..
487	469	487	..	..	..	2,340	2,264	2,139	..
1,222	1,037	848	85	74	24	1,358	1,153	891	264
23,450	18,342	..	4,851	3,606	..	39,764	30,949	..	117
108,393	87,702	15,645	20,501	16,006	836	136,328	109,822	18,098	2,200
149,209	120,319	21,166	31,118	24,058	1,127	237,308	193,483	39,594	3,448
4,057,743	4,000,329	99,828	563,893	448,431	13,688	10,830,257	8,707,355	189,874	1,046,871
4,400	3,501	..	583,004	373,884	867	592,650	380,877	867	49,898
4,062,143	4,003,830	99,828	1,147,497	822,315	14,555	11,422,907	9,088,232	190,741	1,096,769

should be entered under only one head.
of *Ravenshaw College* in Bihar and Orissa reading Law only.
scholars of the *Oriental Departments* of the Lucknow and Benares Hindu Universities.

II-B.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
In Unrecognised Institutions.									
University and Intermediate Education (a).									
Arts and Science (b)	646	595	234	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education	76	70	58	..	..	..	..	..	..
Totals	722	665	292	..	..	..	..	..	..
School and Special Education.									
In High Schools	17,729	16,072	1,481	723	678	..	877	776	2
„ Middle Schools—									
English	4,259	3,466	72	446	354	..	4,109	3,288	..
Vernacular	16,283	12,225	128	6,272	4,847	..	15,941	12,944	..
„ Primary Schools	31,219	23,768	156	332,871	245,848	20	218,168	161,231	..
Totals	69,490	54,531	1,837	340,312	251,727	20	239,095	178,239	2
In Medical Schools	174	174	64	..	..	..	..	..	..
„ Normal and Training Schools.	3,004	3,221	2,385	19	18	18	70	58	..
„ Technical and Industrial Schools.	461	389	..	..	..	..	60	60	..
„ Commercial Schools	..	..	..	..	..	..	..	..	..
„ Agricultural Schools	..	..	..	..	..	..	..	..	..
„ Schools for Adults	35	35	..	..	..	..	..	..	..
„ Other Schools	865	710	..	..	..	..	..	..	..
Totals	5,139	4,529	2,449	19	18	18	130	118	..
Totals for Recognised Institutions.	75,351	59,725	4,578	340,331	251,745	38	239,225	178,357	2
In Unrecognised Institutions.	..	..	..	294	203	..	1,090	753	..
Grand Totals, all institutions for Females.	75,351	59,725	4,578	340,625	251,948	38	240,315	179,110	2
Grand Totals, all institutions—Males and Females.	377,161	319,154	48,496	4,591,452	3,562,437	35,560	1,000,945	781,279	1,947

(a) Scholars reading more than one of the following subjects should be entered under only one head.

(b) Includes *nil* scholars in *Oriental Colleges*.

Educational Institutions for Females.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
846	788	469	325	265	76	1,817	1,648	779	..
145	140	145	..	..	..	145	140	145	..
78	77	62	42	40	18	196	187	138	..
1,069	1,005	676	367	305	94	2,158	1,975	1,062	..
69,935	61,201	13,007	3,166	2,548	558	92,430	80,275	(a) 15,991	7,850
42,433	36,124	7,533	2,253	1,875	375	53,500	45,107	7,060	5,705
47,470	39,643	3,272	577	485	236	86,543	70,144	3,636	3,397
712,985	572,348	9,684	114,146	88,759	46	1,409,388	1,001,954	9,906	65,887
872,823	709,316	34,396	120,141	93,667	1,215	1,641,861	1,287,480	(a) 37,513	82,839
348	348	258	..	..	..	522	522	322	..
3,093	2,942	1,065	290	280	142	7,076	6,510	4,510	5
4,824	4,098	1,294	361	202	105	5,706	4,809	1,399	88
146	115	..	..	..	..	146	115	..	..
60	43	60	..	..	..	60	43	60	..
793	524	70	..	..	..	828	559	70	..
2,201	1,753	415	116	105	21	3,182	2,568	436	(b) 301
11,465	9,823	4,062	767	647	268	17,520	15,135	6,797	394
885,357	720,144	39,134	121,275	94,619	1,577	1,661,539	1,304,590	(a) 45,372	83,233
4,581	2,642	..	82,479	48,422	..	88,444	51,920	..	8,798
889,938	722,080	39,134	203,754	143,041	1,577	1,749,983	1,356,510	(a) 45,372	92,031
5,852,081	4,816,516	138,962	1,351,251	965,356	16,132	13,172,890	10,444,742	(a) 236,113	—

(a) Includes 16 boarders attending the Provincial Hostel, Abbottabad (Students of the Anglo-Vernacular Schools at Abbottabad) in North-West Frontier Province not shown in details.

(b) Includes 53 scholars of schools for Defectives and 25 scholars for Reformatory Schools.

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes Rs. 14,47,957 (*a*) spent by the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items :—
Scholarships, Hostel charges and other contingent charges.

——	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.												
Universities . .	..	..	..	..	..		..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	36,561	..	..	2,73,424	..	3,09,985	..	..	..	..	..	..
Arts Colleges . .	33,16,014	..	..	17,88,724	1,97,656	53,02,394	..	..	..	..	13,000	13,000
Professional Colleges—												
Law . . .	20,787	..	..	1,51,084	1,485	1,73,356	..	..	..	..	..	..
Medicine . .	14,33,138	..	..	5,07,148	66,783	20,07,069	..	..	1,20,822	93,327	..	2,14,149
Education . .	6,89,984	..	..	2,07,883	14,914	9,12,781	..	..	..	..	..	..
Engineering . .	10,42,582	..	..	2,15,313	36,558	12,94,453	..	..	..	..	..	..
Agriculture . .	9,66,415	..	..	74,723	..	10,41,138	..	..	..	..	..	..
Commerce . .	..	..	..	51,628	18,999	70,627	..	..	..	..	..	..
Forestry . . .	1,02,077	..	..	21,750	3,217	1,27,044	..	..	..	..	..	..
Veterinary Science .	4,98,650	..	..	29,876	1,500	5,30,026	..	..	..	..	..	..
Intermediate Colleges .	9,55,908	..	..	3,63,716	16,282	13,35,906	4,000	..	20,063	9,966	91	34,120
Totals .	90,62,116	..	..	36,85,269	3,57,394	1,31,04,779	4,000	..	1,40,885	1,03,293	13,091	2,61,269

SCHOOL EDUCATION.												
General.												
High Schools . .	62,98,130	4,809	9,850	31,94,816	44,749	95,52,354	9,73,224	10,48,855	4,80,167	22,10,642	36,726	47,49,614
Middle Schools—												
English . . .	7,24,927	1,000	..	2,49,887	3,443	9,79,257	5,87,099	8,13,018	2,70,095	10,22,774	26,860	27,19,846
Vernacular . .	1,74,482	1,099	..	6,821	5	1,82,407	60,71,695	23,00,985	2,84,029	9,90,190	53,045	96,99,944
Primary Schools . .	12,82,425	15,415	2,406	6,047	9,328	13,15,621	2,51,42,218	91,35,319	70,48,610	10,93,393	6,40,586	4,30,60,126
Totals .	84,79,964	22,323	12,256	34,57,571	57,525	1,20,29,639	3,27,74,236	1,32,98,177	80,82,901	53,16,999	7,57,217	6,02,29,530
Special.												
Arts Schools . .	2,59,311	..	..	46,079	10,883	3,16,273	1,028	4,470	459	111	4,185	10,253
Law Schools . .	..	..	..	7,943	..	7,943	..	..	..	..	..	..
Medical Schools . .	10,62,833	200	..	3,27,607	33,864	14,24,504	..	..	..	..	..	..
Normal and Training Schools.	25,73,446	12,375	4,710	2,105	9,337	26,01,973	67,756	32,806	24,895	768	9,502	1,35,727
Engineering Schools* .	4,78,693	..	..	89,281	20,428	5,88,402	..	..	..	..	..	..
Technical and Industrial Schools.	16,57,617	13,846	694	25,404	1,00,239	17,97,800	45,455	67,378	38,627	8,335	39,897	1,99,692
Commercial Schools .	69,443	..	..	46,444	1,704	1,17,591	..	..	..	..	..	..
Agricultural Schools .	46,921	..	..	..	..	46,921	..	6,816	..	..	718	7,534
Reformatory Schools .	3,67,181	..	..	..	5,886	3,73,067	..	..	..	..	..	..
Schools for Defectives .	3,423	..	..	..	..	3,423	..	..	683	..	..	683
Schools for Adults .	4,957	..	..	..	161	5,118	20,828	5,094	13,279	..	106	39,907
Other Schools . .	7,31,818	190	..	75,287	42,264	8,49,559	4,605	9,075	5,033	33,211	87,275	1,39,199
Totals .	72,55,643	26,611	5,404	6,20,150	2,24,766	81,32,574	1,39,672	1,26,239	82,976	42,425	1,41,683	5,32,995
GRAND TOTALS .	2,47,97,723	48,934	17,660	77,62,990	6,39,685	3,32,66,992	3,29,17,908	1,34,24,416	83,06,702	54,62,717	9,11,991	6,10,23,794

* Include *Survey Schools*.
(*a*) Of this Rs. 1,321 was spent by Municipal Executive Engineer, Bangalore.

III-A.—Expenditure on Education for Males—*contd.*

—	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.									
Universities	53,02,039	..	..	56,55,390	21,73,428	1,31,30,857	..	..	..
Boards of Secondary and Intermediate Education.	8,733	..	..	35,257	14	44,004	..	..	..
Arts Colleges	15,62,367	13,235	11,131	38,40,711	14,99,280	69,26,724	10,83,141	1,15,131	11,98,272
Professional Colleges—									
Law	..	..	..	23,171	..	23,171	3,90,794	5,434	3,96,228
Medicine	20,000	..	..	1,62,971	..	1,82,971	..	..	..
Education	..	..	..	246	830	1,076	..	..	..
Engineering	30,970	1,500	8,150	37,850	19,450	97,920	..	..	..
Agriculture	..	..	..	..	..	..	6,749	23,124	29,873
Commerce	37,000	..	..	13,531	10,620	61,151	26,736	..	26,736
Forestry	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..
Intermediate Colleges	5,90,272	175	4,280	8,31,180	3,64,387	17,90,294	2,10,506	1,71,586	3,82,092
Totals	75,51,381	14,910	23,561	1,66,00,307	40,68,009	2,22,58,168	17,17,926	3,15,275	20,33,201

School Education.									
General.									
High Schools	64,72,156	2,74,147	3,47,284	1,45,70,765	45,30,098	2,61,94,450	46,66,940	11,44,184	58,11,124
Middle Schools—									
English	13,11,027	5,16,856	85,606	32,85,398	16,04,829	68,03,715	6,72,048	4,38,384	11,10,432
Vernacular	1,04,571	9,79,858	3,94,854	65,501	94,147	16,38,931	14,228	18,971	33,199
Primary Schools	66,46,577	47,32,170	9,52,237	33,12,998	60,98,989	2,17,42,971	2,48,674	4,90,573	7,39,247
Totals	1,45,34,331	65,03,030	17,79,981	2,12,34,662	1,23,28,063	5,63,80,067	56,01,890	20,92,112	76,94,002
Special.									
Arts Schools	8,562	456	6,000	5,890	7,475	28,383	286	7,376	7,662
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	5,250	1,320	27,245	1,01,511	54,357	1,89,683	1,19,563	29,667	1,49,230
Normal and Training Schools	1,85,814	757	260	2,564	1,19,567	3,08,962	5,498	29,640	35,138
Engineering Schools*	2,230	..	25,375	32,341	3,005	62,951	370	..	370
Technical and Industrial Schools	4,61,896	26,974	63,360	1,94,291	11,07,172	18,53,693	11,205	13,301	24,506
Commercial Schools	6,385	..	..	17,625	10,134	34,144	1,47,616	18,900	1,66,516
Agricultural Schools	2,140	1,280	60	60	5,774	9,314	72	8	80
Reformatory Schools	65,402	..	1,760	1,535	19,648	88,345	..	..	..
Schools for Defectives	68,463	1,863	15,720	17,104	1,21,964	2,25,134	2,520	10,853	13,373
Schools for Adults	31,726	10,270	9,017	12,878	47,950	1,11,841	1,036	4,965	6,001
Other Schools	4,59,406	1,27,865	50,931	5,20,294	7,31,018	18,89,514	84,858	2,84,773	3,69,631
Totals	12,97,274	1,70,785	1,99,728	9,06,093	22,28,084	48,01,964	3,73,024	3,99,483	7,72,507
Grand Totals	2,33,82,986	66,88,725	20,03,270	3,27,41,062	1,86,24,156	8,34,40,199	76,92,840	28,06,870	1,04,99,710

* Include *Survey Schools.*

III-A.—Expenditure on Education for Males—*concld.*

—	Total Expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	16,03,114	380	22,308	..	143	16,26,035
Inspection	78,08,107	6,13,198	3,11,722	41	6,768	80,39,836
Buildings, etc.	32,02,129	17,04,380	5,10,771	4,98,412	42,37,055	1,02,72,753
Miscellaneous	58,21,277	12,91,492	5,31,951	42,88,474	47,03,274	1,66,36,468
Totals	1,84,94,627	35,09,456	13,76,842	47,86,927	89,47,240	3,71,75,092
University and Intermediate Education.						
Universities	53,02,039	..	..	56,55,390	21,73,428	1,31,30,857
Boards of Secondary and Intermediate Education	45,294	..	..	3,08,681	14	3,53,989
Arts Colleges	48,78,381	13,235	11,131	67,12,576	18,25,067	1,34,40,390
Professional Colleges—						
Law	20,787	..	..	5,05,049	6,919	5,92,755
Medicine	14,53,138	..	1,20,822	7,63,446	66,783	24,04,189
Education	6,89,984	..	..	2,08,129	15,744	9,13,857
Engineering	10,73,552	1,500	8,150	2,53,163	56,008	13,92,373
Agriculture	9,66,415	..	..	81,472	23,124	10,71,011
Commerce	37,000	..	..	91,895	29,619	1,58,514
Forestry	1,02,077	..	..	21,750	3,217	1,27,044
Veterinary Science	4,98,650	..	..	29,876	1,500	5,30,026
Intermediate Colleges	15,58,224	175	28,543	14,15,308	5,40,102	35,42,412
Totals	1,66,25,541	14,910	1,68,646	1,61,06,795	47,41,525	3,76,57,417
School Education.						
General.						
High Schools	1,87,48,808	13,27,811	8,37,801	2,46,43,163	57,50,459	4,63,07,542
Middle Schools—						
English	26,23,971	13,30,873	3,55,701	52,30,107	20,72,598	1,16,13,250
Vernacular	63,50,748	32,81,942	6,78,883	10,76,740	1,66,168	1,15,54,481
Primary Schools	3,30,72,056	1,38,82,904	80,03,253	40,61,112	72,38,040	6,62,57,365
Totals	5,57,95,583	1,98,23,530	98,75,138	3,50,11,122	1,52,27,865	13,03,33,238
Special.						
Arts Schools	2,68,901	4,926	6,459	52,366	29,019	3,62,571
Law Schools	..	..	..	7,943	..	7,943
Medical Schools	10,68,083	1,520	27,245	5,48,681	1,17,888	17,63,417
Normal and Training Schools	28,27,016	45,938	29,865	10,935	1,08,046	30,81,800
Engineering Schools*	4,80,923	..	25,375	1,21,092	23,433	6,51,723
Technical and Industrial Schools	21,64,068	1,08,198	1,02,681	2,39,235	12,00,609	38,75,691
Commercial Schools	75,828	..	..	2,11,685	30,738	3,18,251
Agricultural Schools	49,001	8,006	60	132	6,500	63,849
Reformatory Schools	4,32,583	..	1,760	1,535	25,534	4,61,412
Schools for Defectives	71,886	1,863	16,403	19,624	1,32,837	2,42,613
Schools for Adults	57,511	15,064	22,206	13,014	63,182	1,62,867
Other Schools	11,97,847	1,37,130	55,904	7,13,650	11,43,312	32,47,903
Totals	86,94,607	3,23,035	2,88,108	19,41,692	29,01,998	1,42,40,040
Grand Totals	9,96,10,358	2,37,31,531	1,17,08,734	5,84,46,536	3,19,08,628	22,54,05,787

* Include *Survey Schools.*

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 1,31,256 (*a*) spent by the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items :—
Scholarships, Hostel charges and other contingent charges.

—	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.												
Arts Colleges	2,21,741	..	..	47,130	2,779	2,71,650	..	..	..	..	..	..
Professional Colleges—												
Medicine	..	..	..	..	..	..	..	..	..	..	..	..
Education	56,581	..	..	987	443	58,011	..	..	..	..	..	..
Intermediate Colleges	39,625	..	..	9,175	..	48,800	..	..	..	..	..	..
Totals	3,17,947	..	..	57,292	3,222	3,78,461	..	..	..	..	..	..
School Education.												
General.												
High Schools	10,45,078	..	1,000	2,90,061	6,433	13,42,572	18,998	6,965	16,417	11,278	1,784	55,442
Middle Schools—												
English	2,11,072	..	..	23,150	952	2,35,174	28,181	3,890	68,388	12,361	968	1,13,788
Vernacular	3,27,686	..	..	13,628	30	3,41,344	91,646	41,915	2,00,740	3,135	52	3,37,488
Primary Schools	4,39,075	4,836	..	2,421	209	4,46,541	34,42,593	12,18,191	29,56,782	9,940	33,524	76,61,030
Totals	20,22,911	4,836	1,000	3,29,260	7,624	23,65,681	35,81,418	12,70,961	32,42,327	36,714	36,328	81,67,748
Special.												
Medical Schools	1,07,594	..	..	1,584	592	1,09,770	..	..	..	..	..	..
Normal and Training Schools.	8,47,353	..	2,808	2,390	2,564	8,55,115	1,097	1,710	17,617	..	..	20,424
Technical and Industrial Schools.	16,988	..	..	..	..	16,988	660	..	675	..	..	1,335
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	420	..	..	..	..	420	..	..	..	..	..	..
Other Schools	21,051	..	181	..	..	21,232	..	..	..	..	..	..
Totals	9,93,406	..	2,989	3,974	3,156	10,03,525	1,757	1,710	18,292	..	..	21,759
Grand Totals for Females.	33,34,264	4,836	3,989	3,90,526	14,002	37,47,617	35,83,175	12,72,671	32,60,619	36,714	36,328	81,89,507
Grand Totals for Males.	2,47,97,723	48,984	17,660	77,62,990	6,39,685	3,32,66,992	3,29,17,908	1,34,24,416	83,06,762	54,62,717	9,11,991	6,10,23,794
Grand Totals for All	2,81,31,987	53,770	21,649	81,53,516	6,53,687	3,70,14,609	3,65,01,083	1,46,97,087	1,15,67,381	54,99,431	9,48,319	6,92,13,301

(*a*) Of this Rs. 1,131 was spent by Municipal Executive Engineer, Bangalore.

III-B.—Expenditure on Education for Females—*contd.*

—	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.									
Arts Colleges	62,852	..	..	61,335	97,496	2,21,683	26,305	1,620	28,015
Professional Colleges—									
Medicine	1,83,822	..	..	31,450	..	2,15,272	..	..	..
Education	23,734	..	..	11,422	12,911	48,067	1,138	2,831	3,969
Intermediate Colleges	83,336	..	710	40,665	32,168	1,62,879	1,819	2,800	4,619
Totals	3,53,744	..	710	1,50,872	1,42,575	6,47,901	29,352	7,251	36,603
School Education.									
General.									
High Schools	19,93,756	11,592	1,07,967	23,29,377	15,60,917	60,03,609	92,340	90,426	1,82,766
Middle Schools—									
English	8,32,039	13,168	59,391	6,19,191	8,62,181	23,85,970	10,756	48,120	58,876
Vernacular	2,73,727	59,434	1,12,700	40,714	3,66,008	8,53,573	116	12,673	12,789
Primary Schools	14,97,250	6,09,615	3,92,319	4,81,442	19,46,397	49,27,023	20,448	1,31,683	1,52,131
Totals	45,96,772	6,93,809	6,72,467	34,70,724	47,36,403	1,41,70,175	1,23,660	2,82,902	4,06,562
Special.									
Medical Schools	1,02,529	2,820	3,500	27,362	1,32,352	2,68,563	..	..	..
Normal and Training Schools	3,16,613	1,189	5,719	36,736	2,43,235	6,03,492	4,473	29,678	34,151
Technical and Industrial Schools	69,370	1,350	21,898	22,803	2,62,218	3,77,639	..	16,544	16,544
Commercial Schools	7,224	..	..	11,782	2,393	21,399	..	..	..
Agricultural Schools	360	..	..	..	..	360	..	..	..
Schools for Adults	3,846	..	901	2,784	13,456	20,987	..	..	..
Other Schools	44,785	585	4,407	9,257	53,834	1,12,868	349	5,381	5,730
Totals	5,44,727	5,944	36,425	1,10,784	7,07,488	14,05,368	4,822	51,603	56,425
Grand Totals For Females	54,95,243	6,99,753	7,09,602	37,32,380	55,86,466	1,62,23,444	1,57,834	3,41,756	4,99,590
Grand Totals for Males	2,33,82,986	66,88,725	20,03,270	3,27,41,062	1,86,24,156	8,34,40,199	76,92,840	28,06,870	1,04,99,710
Grand Totals for All	2,88,78,229	73,88,478	27,12,872	3,64,73,442	2,42,10,622	9,96,63,643	78,50,674	31,48,626	1,09,99,300

III-B.—Expenditure on Education for Females—*concld.*

—	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	8,47,515	3,323	78,108	..	820	9,29,856
Buildings, etc.	4,68,363	77,691	1,01,850	69,730	7,13,535	14,31,169
Miscellaneous	13,63,147	1,04,452	1,77,062	19,55,562	17,37,993	53,38,216
Totals	26,79,025	1,85,466	3,57,110	20,25,292	24,52,348	76,99,241
University and Intermediate Education.						
Arts Colleges	2,84,593	..	..	1,54,860	1,01,895	5,21,348
Professional Colleges—						
Medicine	1,83,822	..	..	31,450	..	2,15,272
Education	80,315	..	..	13,547	16,185	1,10,047
Intermediate Colleges	1,22,961	..	710	57,659	34,968	2,16,298
Totals	6,71,691	..	710	2,37,516	1,53,048	10,62,965
School Education						
General.						
High Schools	30,57,832	18,557	1,25,384	27,23,056	16,59,560	75,84,389
Middle Schools—						
English	10,71,292	17,058	1,27,779	6,65,458	9,12,221	27,93,808
Vernacular	6,93,059	1,01,349	3,13,530	57,503	3,79,663	15,45,104
Primary Schools	53,79,003	18,32,642	33,49,101	5,14,251	21,11,728	1,31,86,725
Totals	1,02,01,186	19,69,606	39,15,794	39,60,358	50,63,172	2,51,10,116
Special.						
Medical Schools	2,10,123	2,820	3,500	28,946	1,32,944	3,78,333
Normal and Training Schools	11,65,003	2,899	26,144	43,599	2,75,477	15,13,182
Technical and Industrial Schools	87,018	1,350	22,573	22,863	2,78,762	4,12,566
Commercial Schools	7,224	..	..	11,782	2,303	21,309
Agricultural Schools	360	..	..	..	..	360
Schools for Adults	4,266	..	901	2,784	13,456	21,407
Other Schools	65,836	585	4,588	9,606	59,215	1,39,830
Totals	15,39,800	7,654	57,706	1,19,580	7,62,247	24,87,077
Grand Totals for Females	1,50,91,792	21,62,726	43,31,320	63,42,746	84,30,815	3,03,59,399
Grand Totals for Males	9,96,10,358	2,37,31,531	1,17,08,734	5,84,46,536	3,19,08,628	22,54,05,787
Grand Totals for All	11,47,02,150	2,58,94,257	1,60,40,054	6,47,89,282	4,03,39,443	26,17,65,186

IV-A.—Race or Creed of Male Scholars receiving General Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
Total population	163,475	1,842,199	90,521,932	35,212,540	6,264,817	50,373	1,802,731	4,072,744	(g) 139,930,811	—
School Education.										
Classes.										
Primary . . I	4,973	102,930	2,205,687	1,210,627	125,511	1,112	46,544	64,793	3,858,177	3,142,729
II	2,560	43,282	1,124,524	444,400	37,748	806	22,484	29,248	1,705,052	1,351,984
III	2,634	35,280	870,458	311,088	30,069	819	17,940	23,233	1,291,527	996,064
IV	2,491	27,519	647,811	186,073	21,201	904	15,653	16,071	918,323	652,185
V	2,252	16,556	409,974	118,234	9,827	950	11,317	8,271	577,381	394,448
Middle* . . VI	2,129	11,198	246,615	69,027	7,985	865	8,883	5,248	351,950	211,302
VII	1,908	9,318	200,555	53,002	8,957	840	6,605	3,802	285,107	166,928
VIII	1,526	7,325	161,872	41,118	3,136	709	5,477	2,785	223,948	118,512
High* . . IX	1,258	4,004	86,959	22,007	3,278	777	3,083	1,351	122,717	48,146
X	809	3,084	75,650	18,184	2,411	634	2,474	1,119	104,365	39,241
XI	533	2,332	62,300	11,073	109	668	58	724	77,797	30,006
XII	14	342	10,956	1,446	1	754	10	514	14,036	2,790
Totals .	23,087	263,176	6,193,361	2,492,338	250,233	9,838	140,588	157,759	(e) 9,630,380	7,154,255
University and Intermediate Education.										
Intermediate classes—										
1st year . .	228	764	18,606	3,886	225	327	578	307	25,041	8,857
2nd year . .	259	756	19,887	3,945	284	242	647	290	26,310	9,911
Degree classes—										
1st year . .	93	307	9,365	1,708	87	119	300	178	12,337	4,306
2nd year . .	89	395	9,836	1,784	109	91	301	159	12,824	4,623
3rd year . .	5	29	322	104	..	..	11	1	(a) 472	(b) 129
Post-graduate classes—										
1st year . .	10	81	2,071	300	13	20	34	23	2,552	905
2nd year . .	3	49	1,642	296	5	28	28	15	2,066	721
Research students .	..	17	172	45	..	21	3	5	263	44
Totals .	687	2,488	61,901	12,158	723	848	1,902	1,038	(c) & (f) 83,022	(d) 30,055
No. of scholars in recognised institutions.	23,774	265,664	6,255,322	2,504,496	250,956	10,686	142,550	158,797	9,613,402	7,184,310
No. of scholars in unrecognised institutions.	47	5,153	169,778	178,748	188,166	236	6,075	8,847	551,550	394,340
GRAND TOTALS .	23,821	270,817	6,425,100	2,678,244	439,122	10,922	148,625	167,144	10,164,952	7,578,65

* Please draw two broad lines across the table indicating the stages where the High and Middle Departments begin. (These li could not be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin)

(a) Includes 16 students (3 Hindus, 11 Muhammadans and 2 Sikhs) in the 4th year class in N.-W. F. Province.

(b) Includes 4 students in the 4th year class in N.-W. F. Province.

(c) Includes 1,002 Hindus, 152 Muhammadans and 3 others in the United Provinces not shown in details.

(d) Includes 559 students who reside in rural areas in the United Provinces not shown in details.

(e) Excludes 41 boys reading classics and 6 boys in Intermediate classes of St. Edmund's College in Assam which is classed High School in Table II-A.

(f) Excludes 148 scholars of one Oriental College in the Punjab and 50 scholars of the Ravenshaw College in Bihar and Orissa readi Law only, also excludes 1,645 scholars reading in school stages in colleges in the Punjab ; and includes 6 scholars of St. Edmund's Colle in Assam.

(g) Excludes 9,025, 50,644, and 31,263 persons not enumerated by religion in Burma and in the Administered Areas in Hyderal and Central India Agency, respectively.

IV-B.—Race or Creed of Female Scholars receiving General Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
Total population	105,113	1,783,291	85,994,530	31,794,240	6,425,083	46,355	1,418,143	4,027,125	(c) 131,593,880	—
School Education.										
Primary . Classes. I	5,449	77,268	827,384	451,578	114,525	1,503	17,205	13,359	1,508,266	1,088,660
II	2,769	27,360	278,387	103,004	28,068	909	5,482	5,217	451,196	297,692
III	2,741	20,414	186,825	50,252	17,498	983	3,961	4,104	286,778	172,416
IV	2,586	15,818	107,825	19,017	9,511	1,024	2,946	2,900	161,627	79,483
V	2,306	10,402	56,868	9,125	2,599	859	2,088	1,597	85,844	33,686
Middle . VI	2,148	7,285	24,092	3,091	1,711	870	645	761	40,603	10,295
VII	1,836	6,170	16,969	1,853	1,801	694	452	466	30,241	7,220
VIII	1,351	4,073	8,439	1,066	461	523	358	156	16,427	2,595
High . . IX	941	1,746	4,038	575	500	473	129	93	8,495	632
X	641	1,141	2,909	300	277	333	76	67	5,744	328
XI	336	741	1,893	92	3	261	3	45	3,374	155
XII	16	99	803	20	..	287	1	38	1,264	29
Totals .	23,120	172,517	1,510,432	639,968	176,954	8,719	33,346	28,803	(a) 2,599,859	1,693,191
University and Intermediate Education.										
Intermediate classes—										
1st year . .	66	202	840	71	26	69	33	31	1,428	278
2nd year . .	78	248	686	47	30	97	22	17	1,225	224
Degree classes—										
1st year . .	20	143	367	33	8	46	9	13	648	136
2nd year . .	33	111	253	22	8	36	9	8	480	104
3rd year . .	1	1	1	..	..	..	..	..	3	..
Post-graduate classes—										
1st year . .	4	21	90	3	2	13	..	2	135	23
2nd year . .	3	8	52	..	..	6	..	2	71	23
Research students .	1	..	4	..	..	3	..	1	9	1
Totals .	215	824	2,293	176	74	270	73	74	(b) 3,999	789
No. of scholars in recognised institutions.	23,335	173,341	1,518,725	640,144	177,028	8,989	33,419	28,877	2,603,858	1,693,980
No. of scholars in unrecognised institutions.	68	2,770	37,671	77,187	6,343	52	3,888	1,565	129,544	99,964
GRAND TOTALS .	23,403	176,111	1,556,396	717,331	183,371	9,041	37,307	30,442	2,733,402	1,793,944

(a) Excludes 9 special students in the Queen Marry College, Lahore and 30 girls reading classics in Assam.
(b) Excludes 60 scholars reading in School Stages in Colleges in the Punjab.
(c) Excludes 9,724, 41,401, and 24,166 persons not enumerated by religion in Burma and in the Administered Areas in Hyderabad and Central India Agency, respectively.

V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
School Education.										
Art Schools . .	6	83	1,602	285	28	33	26	16	2,079	595
Law Schools . .	..	..	126	14	..	..	..	..	140	47
Medical Schools .	8	108	5,114	743	50	6	132	31	6,252	2,22[illegible]
Normal and Training Schools.	2	2,933	12,713	3,563	551	4	109	105	10,980	13,11[illegible]
Engineering and Surveying Schools.	23	54	1,425	168	84	17	60	9	1,840	51[illegible]
Technical and Industrial Schools.	264	3,072	11,864	4,238	73	127	363	436	20,437	6,[illegible]
Commercial Schools .	76	256	4,083	459	292	240	31	93	6,530	[illegible]
Agricultural Schools	..	146	203	136	..	..	1	..	486	47[illegible]
Reformatory Schools	7	83	1,246	660	333	5	15	16	2,365	73[illegible]
Schools for Defectives	28	311	670	79	25	12	2	20	1,147	39[illegible]
Schools for Adults .	..	206	18,234	19,959	142	13	833	260	30,647	28,332
Other Schools . .	7	365	45,023	74,635	13,144	1	381	795	134,351	103,989
Totals .	421	7,677	102,303	104,930	14,722	458	1,953	1,781	234,254	157,689
University and Intermediate Education.										
Law . . .	10	90	5,860	966	32	58	158	123	(a) 7,297	2,020
Medicine . .	134	209	3,285	471	15	52	89	126	4,381	1,53[illegible]
Education . .	35	91	886	292	34	1	58	6	1,403	32[illegible]
Engineering . .	32	70	1,489	204	6	56	77	27	(b) 1,961	78[illegible]
Agriculture . .	2	31	592	135	..	3	43	13	819	34[illegible]
Commerce . .	..	80	1,996	110	..	56	10	83	2,285	83[illegible]
Forestry . . .	..	9	39	7	2	..	..	1	58	[illegible]
Veterinary Science .	..	50	247	94	3	..	16	..	410	23[illegible]
Totals .	213	580	14,394	2,279	92	226	451	379	18,614	6,07[illegible]
GRAND TOTALS .	634	8,257	116,697	107,218	14,814	684	2,404	2,160	252,868	163,70[illegible]

(a) Includes 50 students of the Ravenshaw College in Bihar and Orissa (shown against Arts and Science in Table II-A) read Law only.
(b) Excludes 160 students not reading the University course in Bihar and Orissa.

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
School Education.										
Medical Schools .	20	413	230	30	9	3	23	9	743	16
Normal and Training Schools.	250	3,230	2,483	728	325	38	151	58	7,269	2,609
Technical and Industrial Schools.	98	2,130	2,785	443	33	211	74	41	5,815	1,351
Commercial Schools .	252	21	7	2	17	12	..	8	319	..
Agricultural Schools	..	55	1	..	..	..	..	4	60	60
Schools for Adults .	..	5	677	71	..	186	..	6	945	143
Other Schools . .	41	428	2,494	1,466	508	29	110	287	5,423	2,107
Totals .	667	6,282	8,683	2,740	952	470	358	413	20,574	6,286
University and Intermediate Education.										
Medicine . .	38	77	182	20	4	22	15	21	385	39
Education . .	78	104	57	6	34	5	1	8	293	..
Law . . .	1	3	11	..	1	9	..	2	27	..
Agriculture . .	..	..	..	..	..	..	..	..	..	..
Commerce . .	..	1	..	..	..	..	..	..	1	..
Totals .	117	185	250	32	39	36	16	31	706	39
GRAND TOTALS .	784	6,467	8,933	2,772	991	515	374	444	21,280	6,325

VI-A.—Men Teachers.

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
						Possessing a degree.		Possessing no degree.				
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	11	239	1,360	1,284	17	..	6	169	320	2,911	495	3,406
Local Board and Municipal.	84	3,933	61,440	41,084	292	107	48	5,723	31,344	106,833	37,222	144,055
Aided	49	3,380	38,371	18,581	519	60	159	27,090	73,506	60,900	100,815	161,715
Unaided	4	74	1,439	420	10	3	8	3,344	8,598	1,953	11,053	13,006
Totals	148	7,626	102,610	61,375	838	170	221	36,326	113,768	172,597	150,485	323,082
Middle Schools.												
Government	71	428	330	9	8	6	11	52	69	855	138	993
Local Board and Municipal.	436	2,251	20,689	873	144	44	105	681	3,362	24,393	4,282	28,675
Aided	263	1,318	3,546	259	139	276	491	3,723	4,454	5,525	8,944	14,469
Unaided	76	449	1,539	894	84	63	163	1,367	2,268	3,042	3,861	6,903
Totals	846	4,446	26,113	2,035	375	389	860	5,823	10,153	33,815	17,225	51,040
High Schools.												
Government	2,557	1,239	809	57	193	115	309	273	604	4,855	1,301	6,156
Local Board and Municipal.	1,462	1,502	410	74	532	123	193	153	658	3,980	1,127	5,110
Aided	4,531	3,789	2,433	394	750	2,509	2,941	3,461	5,426	11,897	14,337	26,234
Unaided	365	338	512	6	7	1,792	1,499	2,415	2,389	1,228	8,095	9,323
Totals	8,915	6,868	4,173	531	1,482	4,539	4,942	6,302	9,077	21,960	24,860	46,823
Grand Totals	9,909	18,940	132,896	63,941	2,695	5,098	6,023	48,451	132,998	228,381	192,570	420,951

VI-B.—Women Teachers.

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total trained Teachers.	Total untrained Teachers.	Grand totals of Teachers.
						Possessing a degree.		Possessing no degree.				
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	2	90	458	327	9	..	3	33	556	886	592	1,478
Local Board and Municipal.	2	285	3,921	5,335	53	7	25	380	4,508	9,596	4,920	14,516
Aided	21	726	4,956	2,716	245	8	571	1,762	7,710	8,664	10,051	18,715
Unaided	3	11	76	59	1	1	1	280	823	150	1,105	1,255
Totals	28	1,112	9,411	8,437	308	16	600	2,455	13,597	19,296	16,668	35,964
Middle Schools.												
Government	29	100	327	94	10	2	11	21	215	560	249	809
Local Board and Municipal.	13	52	392	183	15	1	9	39	380	655	429	1,084
Aided	98	673	1,182	254	75	44	58	231	1,210	2,282	1,543	3,825
Unaided	11	172	352	464	48	8	12	91	167	1,047	273	1,320
Totals	151	997	2,253	995	148	50	90	382	1,972	4,544	2,494	7,038
High Schools.												
Government	145	286	250	8	35	21	54	40	68	724	183	907
Local Board and Municipal.	11	14	27	51	2	4	17	7	57	105	85	190
Aided	515	1,636	533	152	108	165	269	238	829	2,944	1,501	4,445
Unaided	11	53	14	2	3	10	27	24	58	83	119	202
Totals	682	1,989	824	213	148	200	367	309	1,012	3,856	1,888	5,744
Grand Totals	861	4,098	12,488	9,645	604	266	1,057	3,146	16,581	27,696	21,050	48,746

VII.—Anglo-Indian and European Education.

Total European and Anglo-Indian population—
Male 163,475
Female 105,113
TOTAL . 268,588

Percentage to European and Anglo-Indian Population of those at school—
Males. 18·85 Females. 26·97 Total. 22·03

—	Institutions	Scholars on roll on March 31st.	Number of females in Institutions for Males and vice versa.	Number of †Non-Europeans on roll.	TEACHERS. Trained.	TEACHERS. Untrained.	EXPENDITURE FROM Govt. funds.	EXPENDITURE FROM Local funds.*	EXPENDITURE FROM Fees.	EXPENDITURE FROM Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
							Rs.	Rs.	Rs.	Rs.	Rs.
Institutions for Males.											
Arts Colleges . .	7	248	1	45	64	16	1,61,840	..	1,55,963	81,053	3,98,8
Training Colleges .	1	26	..	..	..	..	9,030	..	..	..	9,0
High Schools . .	72	17,427	779	4,474	666	359	10,07,376	14,041	12,77,849	6,37,922	31,37,1
Middle Schools . .	38	5,603	1,597	1,417	216	80	2,29,800	..	1,73,749	1,67,847	5,62,3
Primary Schools . .	49	3,104	1,049	613	133	74	80,220	1,930	76,473	1,32,259	2,90,8
Training Schools .	..	..	..	..	..	..	(a) 100	..	..	..	(a) 1
Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools .	..	..	..	..	..	..	..	..	..	..	..
Other Schools . .	1	24	8	..	3	3	6,918	..	2,520	1,147	10,5
Totals .	168	26,432	3,434	6,549	1,082	532	14,86,293	15,971	16,86,554	12,20,228	44,09,0
Institutions for Females.											
Arts Colleges . .	..	..	..	..	..	..	..	..	..	..	..
Training Colleges .	2	39	..	..	8	2	36,679	..	7,461	..	44,1
High Schools . .	112	20,791	3,629	4,922	1,091	401	10,97,975	33,978	12,13,095	6,25,894	29,86,0
Middle Schools . .	55	6,844	2,390	1,713	309	105	2,27,034	6,154	2,14,549	1,80,062	6,33,7
Primary Schools . .	66	4,607	1,726	1,253	173	103	1,13,078	3,172	1,41,101	1,44,736	4,02,0
Training Schools .	10	248	65	31	39	..	47,784	..	18,411	24,777	90,9
Technical and Industrial Schools.	1	87	..	18	3	2	600	..	..	2,077	2,6
Commercial Schools .	4	106	..	6	6	4	5,904	..	7,610	1,386	14,9
Other Schools . .	1	9	9	..	..	1	11,369	..	..	1,804	13,1
Totals .	251	32,731	7,819	7,943	1,629	618	15,39,523	43,304	16,02,227	9,84,736	41,69,7
GRAND TOTALS FOR INSTITUTIONS.	419	59,163	—	14,402	2,711	1,150	30,25,816	59,275	32,88,781	22,04,964	86,78,8
Inspection . . .							92,513	..	..	..	92,5
Buildings, etc. . .							2,03,152	..	1,37,100	5,57,818	8,98,0
Miscellaneous . .							9,55,398	3,255	25,95,001	16,57,723	51,12,2
Totals .							12,51,063	3,255	27,33,001	21,15,541	61,02,8
GRAND TOTALS .							42,76,879	62,530	60,21,782	43,20,505	1,46,81,

Expenditure on Buildings includes Rs. 42,294 spent by the Public Works Department.

"Miscellaneous" includes the following main items :—
Scholarships, Hostel charges and other contingent charges.

* Include both District Board and Municipal Funds.
† The term "Non-Europeans" does not include domiciled Europeans and Anglo-Indians.
(a) Stipends paid to European teachers, deputed for training at Ghora Gali in the Madras Presidency.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examiners.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
Degree Examinations.												
Arts and Science.												
D. Litt.	..	2	2	..	2	2	..	..	..	..	..	..
Ph. D.	1	31	32	1	8	9	..	..	..	..	..	..
D. Sc.	1	11	12	1	9	10	..	..	..	..	..	..
M. A.	1,340	544	1,884	992	342	1,334	37	31	68	26	24	50
M. Sc.	452	53	505	332	36	368	2	2	4	2	2	4
B. A. (Honours)	1,528	73	1,601	1,043	35	1,078	92	12	104	78	4	82
B. Sc. (Honours)	300	16	316	201	10	211	1	..	1	1	..	1
B. A. (Pass)	9,324	3,647	12,971	5,012	1,462	6,474	373	191	564	265	99	364
B. Sc. (Pass)	2,514	311	2,825	1,585	123	1,708	23	4	27	16	3	19
Law.												
Master of Law	30	11	41	8	2	10	..	..	..	..	..	..
Bachelor of Law	4,159	280	4,439	2,417	195	2,612	10	..	10	6	..	6
Medicine.†												
M. D.	25	..	25	7	..	7	5	..	5	2	..	2
M. B. B. S.	1,061	11	1,072	326	..	326	73	..	73	34	..	34
L. M. S.	14	..	14	5	..	5	1	..	1	..	..	..
M. C. P. & S. (Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta)	36	..	36	25	..	25	..	..	..	..	..	..
M. S.	14	..	14	4	..	4	..	..	..	..	..	..
M. Obstetrics	6	..	6	3	..	3	3	..	3	3	..	3
B. Hyg.	5	..	5	3	..	3	..	..	..	..	..	..
D. P. H.	26	..	26	21	..	21	..	..	..	..	..	..
D. O.	9	..	9	4	..	4	..	..	..	..	..	..
B. Sc. (Sanitary)	..	..	..	..	..	..	..	..	..	..	..	..
D. T. M. (Calcutta)	4	31	35	3	28	31	..	1	1	..	1	1

* *i.e.*, appearing from a recognised institution.

† In Final Examination in Medicine and Surgery (Ayurveda) of Benares Hindu University, there were 62 male candidates, of whom 32 passed.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	
	1	2	3	4	5	6	7	8	9	10	11	1
Degree Examinations—*contd.*												
***Engineering.*†**												
Bachelor of C. E.	271	6	277	169	1	170	..	..	..	..	..	
Bachelor of E. E.	135	1	136	124	1	125	..	..	..	..	..	
Bachelor of M. E.	28	3	31	23	..	23	..	..	..	..	..	
Bachelor of Mining and Metallurgy.	13	..	13	10	..	10	..	..	..	..	..	
Education.												
B. E., B. T., & L. T.	848	152	1,000	673	99	772	147	33	180	116	23	1
Commerce.												
Master of Commerce	33	4	37	24	4	28	..	..	..	..	..	
Bachelor of Commerce	495	83	578	280	34	314	..	..	..	..	..	
Agriculture.												
Master of Agriculture	44	3	47	42	1	43	..	..	..	..	..	
Bachelor of Agriculture	219	..	219	185	..	185	..	..	..	..	..	
Intermediate Examinations.												
Intermediate of Arts	18,076	5,548	23,624	9,421	1,078	11,399	1,010	580	1,590	658	299	
Intermediate in Science	6,910	745	7,655	3,778	302	4,080	176	26	202	94	16	
Licentiate of Civil Engineering.	116	..	116	91	..	91	..	..	..	..	..	
Licence, Diploma or Certificate in Teaching(*a*)	2,376	261	2,637	1,286	85	1,371	534	38	572	367	14	
Intermediate or Diploma in Commerce.	736	33	769	429	10	439	..	..	..	..	..	
Licentiate of Agriculture.	203	..	203	143	..	143	..	..	..	..	..	
Veterinary Examinations.	395	..	395	270	..	270	..	..	..	..	..	

* i.e., appearing from a recognised institution.

† Including the Diploma Examination of the Thomason Civil Engineering College, Roorkee.

(*a*) Besides these, 181 candidates, of whom 140 were successful, appeared for the Acting Teacher's Certificate Examination i
United Provinces.

VIII.—Examination Results—*concld.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
SCHOOL EXAMINATIONS.												
On completion of High School course.												
Matriculation . .	48,697	6,967	55,664	30,360	2,740	33,100	1,823	1,489	3,312	1,229	751	1,980
School Final, etc. .	31,967	5,639	37,606	25,396	2,783	28,179	1,380	290	1,670	1,082	129	1,211
European High School	381	4	385	233	1	234	253	3	256	178	..	178
Cambridge School Certificate.	667	295	962	440	64	504	345	39	384	224	14	238
(*b*) *On completion of Middle School course.*												
Cambridge Junior .	614	9	623	432	1	433	515	9	524	378	6	384
European Middle .	749	..	749	538	..	538	605	1	606	465	1	466
Anglo-Vernacular Middle	89,532	762	90,294	68,308	175	68,483	6,104	225	6,329	4,721	114	4,835
Vernacular Middle .	68,446	11,613	80,059	44,391	4,930	49,321	6,518	1,473	7,991	2,965	586	3,551
(*c*) *On completion of Primary course.*												
Upper Primary . .	270,311	2,408	272,719	204,877	633	205,510	29,211	516	29,727	19,834	215	20,049
Lower Primary . .	574,192	762	574,954	441,563	672	442,235	91,291	136	91,427	68,937	103	69,040
(*d*) *On completion of Vocational course.*												
For teacher's certificates—												
Vernacular, Higher	7,048	3,622	10,670	4,787	1,278	6,065	2,613	323	2,936	1,493	151	1,644
Vernacular, Lower .	6,807	1,629	8,436	5,168	807	5,975	1,228	143	1,371	727	68	795
At Art Schools . .	1,307	34	1,341	808	12	820	25	5	30	12	4	16
At Law Schools . .	27	..	27	25	..	25	..	..	..	..	..	..
At Medical Schools .	2,684	636	3,320	1,416	412	1,828	213	23	236	159	18	177
At Engineering Schools†	706	977	1,683	568	449	1,017	..	..	..	..	..	..
At Technical and Industrial Schools.	3,052	1,773	4,825	2,524	797	3,321	248	502	750	181	276	457
At Commercial Schools	1,795	7,231	9,026	924	2,724	3,648	39	51	90	25	13	38
At Agricultural Schools	171	..	171	158	..	158	..	..	..	..	..	..
At other Schools .	6,864	321	7,185	3,996	171	4,167	24	1	25	13	..	13

* i.e., appearing from a recognised institution.

† Include *Survey* Schools.

N.B.—The result of Vernacular Upper Middle Examination for females of the United Provinces was as follows: 204 appeared and 112 passed.

IX.—Statistics of educations

Types of Institutions.	No. of Institutions and Scholars.							
	Government.		District Board.		Private.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9
I. Recognised Institutions.								
For Males.								
Arts Colleges	3	559	..	..	16	4,599	19	5,158
Professional Colleges	4	455	..	..	..	..	4	455
High Schools	20	4,839	174	45,850	1,146	222,471	1,340	273,160
Middle Schools	51	5,711	5,043	655,053	3,097	274,328	8,191	935,092
Primary Schools	1,989	79,595	58,918	3,418,884	94,150	3,638,116	155,057	7,136,595
Training Schools	243	12,986	47	611	32	1,810	322	15,407
Agricultural Schools	2	40	3	135	6	325	11	500
Schools for adults	..	..	331	7,053	1,034	24,777	1,365	31,830
Other Schools	42	1,514	12	418	2,361	96,497	2,415	98,429
Total	2,354	105,699	64,528	4,128,004	101,842	4,262,923	168,724	8,496,626
For Females.								
Arts Colleges	..	..	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..	..	..
High Schools	1	136	1	114	8	1,399	10	1,649
Middle Schools	6	580	58	5,502	88	9,758	152	15,840
Primary Schools	218	12,999	6,568	325,081	22,667	642,141	29,453	980,221
Training Schools	60	2,600	1	19	48	1,988	109	4,607
Agricultural Schools	..	..	..	..	1	60	1	60
Schools for adults	..	..	..	..	1	20	1	20
Other Schools	1	19	..	..	26	1,581	27	1,600
Total	286	16,334	6,628	330,716	22,839	656,947	29,753	1,003,997
Grand Total for all Recognised Institutions.	2,640	122,033	71,156	4,458,720	124,681	4,919,870	198,477	9,500,623
II. Unrecognised Institutions.								
For Males							25,795	454,001
For Females							3,416	72,261
Total							29,211	526,262
Grand Total for all Institutions							227,688	10,026,885

Institutions in rural areas.

Expenditure on Institutions.				No. of Teachers.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government Institutions.	In District Board Institutions.	In Private Institutions.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
4,18,394	589	6,85,297	11,04,280	41	..	322	363
7,87,981	3,176	1,17,467	9,08,624	77	..	..	77
19,83,489	9,89,111	75,23,893	1,04,96,493	268	2,385	12,882	15,535
75,13,018	41,02,915	48,69,587	1,65,75,520	283	25,045	15,620	40,948
2,71,61,576	1,49,01,370	96,17,340	5,16,80,286	2,766	117,408	145,906	266,080
23,76,364	48,444	1,95,909	26,20,717	778	119	189	1,086
14,092	8,096	7,037	29,225	6	5	11	22
30,879	15,204	24,456	70,339	..	76	1,053	1,129
6,05,479	1,43,449	11,56,549	19,05,477	89	9	5,901	5,999
4,08,91,066	2,03,02,354	2,41,97,540	8,53,90,960	4,303	145,047	181,884	331,239
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
67,686	31,407	72,399	1,71,492	13	11	97	121
1,41,717	61,170	1,63,488	3,66,375	26	206	518	749
30,97,512	18,30,467	9,42,928	58,70,907	465	10,838	23,949	35,252
8,28,975	1,841	1,90,111	10,20,927	311	17	252	580
360	..	..	360	..	..	2	2
28	..	..	28	..	..	1	1
13,221	1,333	59,148	73,702	1	..	95	96
41,49,499	19,26,218	14,28,074	75,03,791	816	11,071	24,914	36,801
4,50,40,565	2,22,28,572	2,56,25,614	9,28,94,751	5,124	156,118	206,798	368,040

Explanatory notes :—

(1) Figures for *urban* areas (i.e., municipal, cantonment, notified and small town committee areas) are excluded from this table.

(2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

(3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.

(4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in *rural* areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in *urban* areas.

APPENDIX IV.

Educational Statistics of Aden.

(i) *General Summary of Educational Institutions and Scholars, 1933-34.*

			Percentage of Scholars to Population.			
			Recognized Institutions.		All Institutions.	
Area in square miles	80		1933.	1934.	1933.	1934.
Population—						
Males	32,345	Males	4·7	4·0	7·2	6·
Females	19,133	Females	2·1	2·2	2·1	2·
Total	51,478	Total	3·8	3·4	5·3	5·

Recognised Institutions.	Institutions.			Scholars.		
	1933.	1934.	Increase or decrease.	1933.	1934.	Increase or decrease.
	1	2	3	4	5	6
Universities	..	..	..	..	..	..
For Males.						
Arts Colleges	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..
High Schools	..	..	..	..	..	..
Middle Schools	5	5	..	444	306	—1
Primary Schools	14	14	..	1,058	924	—13
Special Schools	1	..	—1	38	..	—3
Totals	20	19	—1	1,540	1,320	—22
For Females.						
Arts Colleges	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..
High Schools	..	..	..	..	..	..
Middle Schools	3	3	..	102	118	+1
Primary Schools	7	8	+1	255	315	+6
Special Schools	..	..	..	..	..	..
Totals	10	11	+1	417	433	+1
Unrecognized Institutions.						
For Males	18	17	—1	808	804	—
For Females	..	1	+1	..	88	+8
Totals	18	18	..	808	892	+8
Grand Totals	48	48	..	2,765	2,645	—12

MGIPO—L—III-11-3—10-2-36—725.

(ii) *General Summary of Expenditure on Education, 1933-34.*

—	Total expenditure.			Percentage of expenditure from				Cost per Scholar to				Total cost per scholar.
	1933.	1934.	Increase or decrease.	Govt. funds.	* Local funds.	Fees.	Other sources.	Govt. funds.	* Local funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.
Direction and Inspection .	8,721	14,929	6,208	100	..	..	..	6	..	..	..	6
Universities . . .	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous † . . .	350	296	—54	100	..	..	..	..	..	..	..	..
Totals .	9,071	15,225	6,154	100	..	..	..	6	..	..	..	6
Institutions for Males.												
Arts Colleges . . .	..	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges . .	..	..	..	..	..	..	..	..	..	..	..	..
High Schools . . .	..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools . . .	39,852	51,781	11,929	46	10	18	26	59	13	24	34	130
Primary Schools . .	24,680	27,914	3,234	30	35	11	24	9	11	3	7	30
Special Schools . . .	1,148	..	—1,148	..	..	..	..	..	..	..	..	..
Totals .	65,680	79,695	14,015	40	18	17	25	24	11	10	15	60
Institutions for Females.												
Arts Colleges . . .	..	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges . .	..	..	..	..	..	..	..	..	..	..	..	..
High Schools . . .	..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools . . .	22,942	23,584	642	25	..	12	63	49	..	25	126	200
Primary Schools . .	6,421	9,597	3,176	24	..	..	76	7	..	..	23	30
Special Schools . . .	..	..	..	..	..	..	..	..	..	..	..	..
Totals .	29,363	33,181	3,818	24	..	9	67	19	..	7	51	77
Grand Totals .	1,04,114	1,28,101	23,987	43	12	12	33	21	5	6	16	48

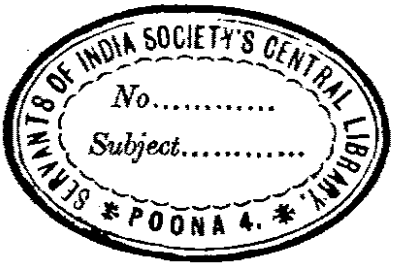
* Includes both District Board and Municipal Funds.
† Includes expenditure on buildings.



COLONY AND PROTECTORATE OF KENYA

5

EDUCATION DEPARTMENT
ANNUAL REPORT
1935



1936
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Education Department Annual Report, 1935

PART I

HISTORICAL SURVEY.

I.—African Education.

The development of education for the African in Kenya has been by three stages—

(*a*) before British occupation, 1846–90;

(*b*) from the beginning of British occupation till the setting up of the Education Department, 1891–1911;

(*c*) from 1911 onwards.

During the first and second stages a few Christian missions were the only educating agents; indirect Gvernment help being given latterly by grants of land.

2. The Education Department began work in 1911 when the first Director, Mr. J. R. Orr, was appointed; from that time Government has increasingly subsidized approved mission school and has also built up its own system of Government African schools.

3. The first Government subsidies were *per caput* grants earned on test of pupils; but from 1918 a system of inspection was brought progressivly into operation, then codified by the Education Ordinances of 1924, and the Grant-in-Aid Rules of 1925. In these two years the Native Industrial Training Depot and the Jeanes School were started; followed, in 1926, by the Alliance High School.

4. Meanwhile, in the Local Native Councils of the Native Reserves there has grown up a determined and generous interest in education; for this reason and others relating to other branches of education, a new Education Ordinance was passed in 1931, in which is embodied the present Government policy of co-operation with Missions and Local Native Councils in all branches of African education.

II.—European Education.

5. The European School, Nairobi, was opened by the Kenya and Uganda Railways in 1904; it became a boarding school in 1910, under Government control. The formation of an Education Department took developments up country; two small day schools were opened, one at Nakuru, the other

a farm school on the Uasin Gishu Plateau. In 1915 the Eldoret School was opened for boarders with a group of farm schools; in 1918 Nakuru School also became a boarding school. Since the War many other schools, Government and private, have sprung up; loan funds, during the period of prosperity, rebuilt the older Government schools and provided new buildings at other centres. There are now, in the Colony, two Government schools, one for girls (Nairobi) and one for boys (Prince of Wales School) of proved secondary status.

III.—Indian Education.

6. The Indian School, Nairobi, was founded by the Railway in 1906. Taken over by the first Director in 1912, it soon became overcrowded; and development all over the Colony has, from that time, been continuous—so rapid as to be embarrassing to a small colonial Government, but helped by the traditional zeal and generosity of the Indian community in the affairs of educating their children.

7. The policy has been to provide Government schools in the more populous centres, such as Mombasa, Nairobi, Kisumu, Eldoret, Nakuru; and to assist private schools by grants-in-aid. The two secondary schools at Mombasa and Nairobi are among the largest schools in the Colony.

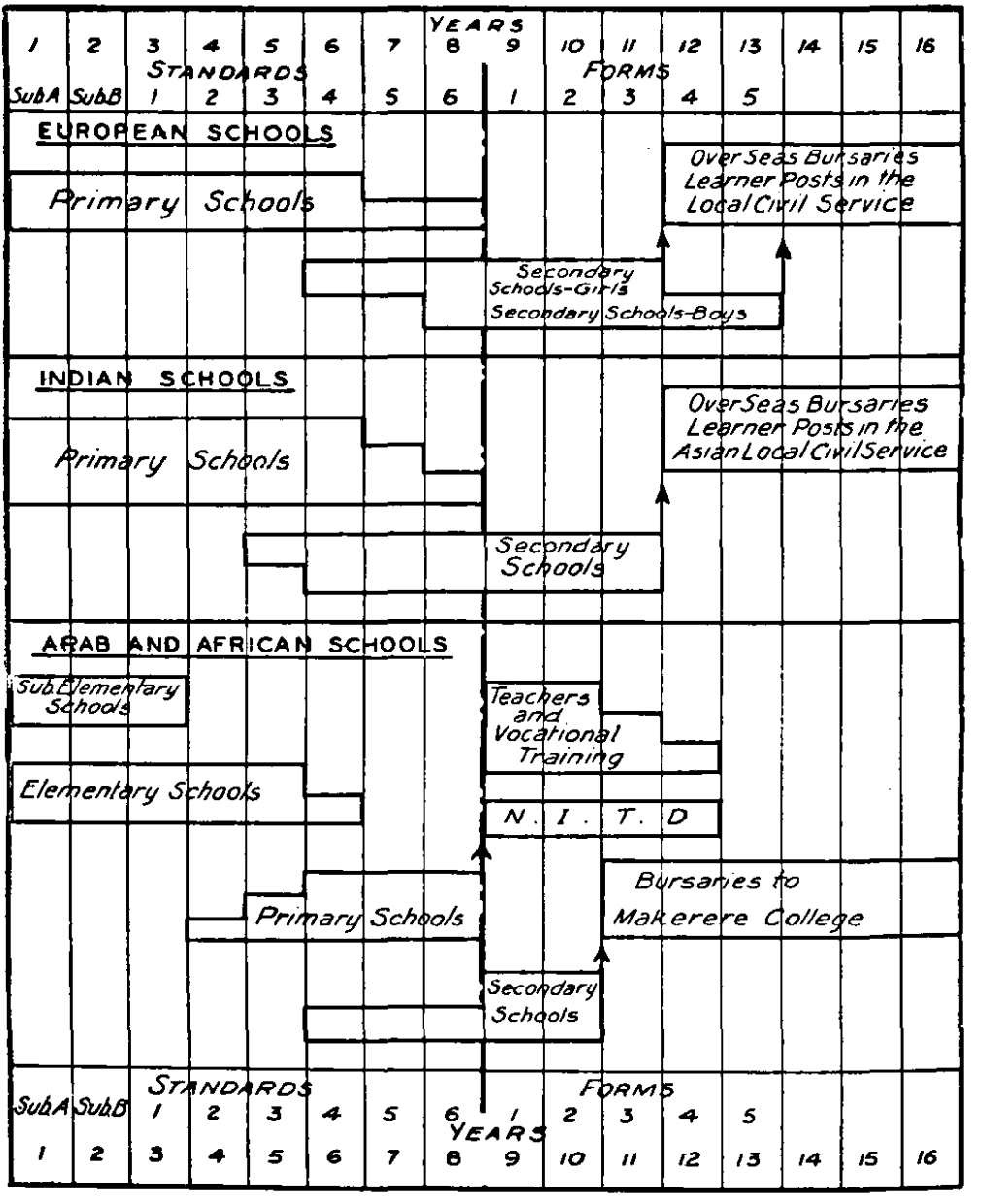
IV.—Arab Education.

8. The traditional Koran school has existed since time immemorial and still exists wherever there is an Arab settlement in the Coast towns and villages. The Government schools at the Coast seek to provide secular instruction after the Koran reading has been completed. The first Government school, the Arab School, Mombasa, was opened in 1912. This institution continued to develop as a successful town day school until in 1931 the Coast Secondary School at Shimo la Tewa, a few miles outside Mombasa, was opened. The secondary school is a boarding school on modern lines with a curriculum based on the Cambridge Local Examinations. The Arab School, Mombasa, as a primary school, prepares many of the candidates for admission to the Coast Secondary School. In 1919, the Ali bin Salim School, Malindi, was opened. This day school is conducted by Government, but is financed largely from a trust provided by Sir Ali bin Salim. Apart from these schools which all have Europeans on the staff, there is a night school at Lamu and several village schools conducted by the Education Department.

V.—Organization.

9. The present organization derives from the 1931 Education Ordinance and the District Education Boards Ordinance, 1934. Four Advisory Councils for European, Indian, Arab and African education respectively were set up to advise on matters of policy and of major importance. These Councils usually meet once or twice a year. Every Government European and Indian School has its school committee which meets at least once a term. These committees advise on matters of detail affecting the school or schools concerned and a great deal of time is devoted to questions concerning the admission of pupils and the reduction or remission of fees. District Education Boards in African education have been set up in seven of the more densely populated districts and the opening of two further Boards is being considered. The Boards are especially concerned with the development and the financing of elementary education in their districts. Without the valuable assistance from members of the public of all races it would be well nigh impossible for the small Administration section of the Department to cope with the very complicated problem of education in Kenya.

DIAGRAM
TO EXPLAIN THE CLASSIFICATION USED IN
—— KENYA SCHOOLS ——



PART II

CHAPTER I.

Outstanding Events of the Year.

Jubilee.

10. Schools for the children of all races throughout the Colony took part in the Silver Jubilee Celebrations. In fact, everywhere the organizing Committees made a particular point of giving to the school children the chief place in the functions arranged. The trooping of the Colours and other ceremonies were attended at the more important centres.

11. Arrangements were made for children to hear the King's broadcast speech. Tea parties with the presentation of Jubilee medals, bonfires and fireworks were thoroughly enjoyed. It being the season of the long rains, a special feature at most celebrations was tree planting. Jubilee avenues and plantations were planted by the pupils and subsequently cared for. From reports received from the schools it was clear that the Jubilee had remained a memorable occasion in the minds of the children.

Economy.

12. Under recommendations made in the Report of the Select Committee on Economy, certain important changes were made. The post of Supervisor of Technical Education was abolished. The number of Inspectors of Schools was reduced from five to four, the number of European clerks in the head office was reduced from nine to six, the Departmental Stores Section was closed down and the post of Storekeeper was abolished.

13. The Government African School, Waa, was closed as such. The number of education officers engaged in African education was reduced from 32 to 28, the number of technical instructors from 14 to 13 and the number of education officers in Arab schools from 5 to 4. At the same time, certain new services were approved and others extended.

14. Five posts for learner teachers in European schools were provided and also eight posts for Indian learner teachers in the Indian schools.

15. The European Overseas Scholarship vote was increased from £100 to £350.

16. Swimming instruction was provided for the European schools in Nairobi.

17. One additional learner matron's post was approved for the European schools.

18. Two additional posts of Indian education officers were created, raising the total number of these posts from 108 to 110.

19. Grants-in-aid of Indian schools were increased from £6,000 to £8,000.

20. In African education scholarships to Makerere College were provided to the extent of £100 and grants to Missions were increased from £37,500 to £39,000.

Most of these changes actually took place in the following year.

21. The Special Economic Commissioner, Sir Alan Pim, arrived at the end of October and visited practically all the more important schools in the course of his enquiry.

Conference of Directors of Education.

22. The Conference of East African Directors of Education was held in Nairobi in January. An important item of the agenda was the university education of Africans. With regard to the interchange of teachers the Conference decided in favour of temporary exchanges of education officers between the various East African territories. Common nomenclature for schools in East Africa was considered and the Conference advised that the first eight classes should normally constitute the primary course and that subsequent classes should form the secondary course of such technical and other vocational courses as each territory could provide.

23. With regard to grants to denominational Indian schools, the Conference believed that if the full net cost of education at Indian public or community schools was to be met by Government, this could only be done by means of increased taxation or local rates. Further, if such a principle of financing Indian schools were adopted the Conference considered that it should be introduced for primary education services only. The Conference was impressed with the need for training local Indians as teachers to take the place of the primary teachers at present recruited at considerable expense from India. It was considered that steps should be taken to ascertain the capital and recurrent costs of instituting a common centre for the training of such teachers in East Africa. The place of the cinema in education was investigated and a hope was expressed that all the East African Governments would subscribe to the British Films Institute and would sanction the purchase of suitable projectors for use in selected schools in the four territories.

Visit of Chief Scout.

24. The visit in November of the Chief Scout and the Chief Guide made the year a memorable one for the Boy Scouts and Girl Guides in the Colony. Rallies were held at Mombasa, Nairobi, Nakuru and Eldoret and Lord Baden Powell expressed satisfaction with the state of the movement in Kenya generally, and he showed particularly keen interest in the African troops which are increasing rapidly.

Retirement of Mr. Weller.

25. At the end of the year Mr. H. O. Weller retired from the post of Supervisor of Technical Education. In the course of the nine years during which Mr. Weller occupied this post the majority of the permanent buildings of the Government African schools were erected and many school buildings were added to the Mission Stations. The organization of the training of African artisans was developed and the number of trained African craftsmen greatly increased.

Mr. and Mrs. Weller have settled in the Colony and the best wishes of the Department go forth to them for their future happiness.

The Departmental Stores.

26. The abolition of the Departmental Stores has meant a certain amount of reorganization in the work of supplying the schools. Boarding house stores are now largely purchased locally and school books, stationery and equipment are ordered at the Head Office and despatched direct from supplier to school.

Head Office.

27. The Head Office moved in April from temporary buildings to the new Law Courts buildings, where it occupies a set of rooms with the Agricultural Department as neighbours. The change has rendered possible a much more compact arrangement of offices.

Training of teachers.

28. Particular attention was given during the year to the training of teachers of all races. For European and Indian schools a system of learner teachers in training was approved. The African teachers' examinations were conducted by two Inspectors only, one at the Coast and one for the rest of the Colony. As a result of the report made, the training of African teachers in a few special central institutions rather than in many primary and secondary schools has been put forward as the best means of securing improvement. Further details will be found in Chapter VII.

Scholarships.

29. Schemes for European Overseas Scholarships for University and Vocational Training and African Scholarships to Makerere College were approved. A scheme for Indian Overseas Scholarships was considered and approved in 1936. Further reference will be made in Chapter VI.

Inter-Territorial Jeanes Conference.

30. The Inter-Territorial Jeanes Conference was held at Salisbury in May and Mr. T. G. Benson, Principal of the Jeanes School, attended as the representative of the Department. The findings of the Conference were available later in the year. The importance of four essential requirements for entrants to Jeanes Schools was stressed :—

(*a*) Qualities of personality and leadership.

(*b*) Possession of a satisfactory Government certificate.

(*c*) Completion of a period of successful teaching experience.

(*d*) In the case of male students, preference should be given to those with suitable wives.

Experience has shown that in Kenya too little emphasis had been laid on (*b*) and (*c*). Steps were taken to raise the standard of the professional training and a preparatory class of teachers in training was started at the Jeanes School itself.

Publications.

31. The outstanding publication of the year was the Book of Civilization in English and Swahili arranged by Dr. A. R. Paterson. The first three books of Longmans Arithmetic in Swahili re-arranged for East African Schools by Mr. H. L. Bradshaw, Inspector of Schools, also appeared.

General.

32. The total amount spent on education from central funds was £172,134 compared with £170,271 in 1934. The total number of pupils in Government and Aided schools was 48,349 as compared with 46,312 in the previous year.

33. The pressure of economy was relaxed only to a very slight degree and no considerable extension of facilities was possible. Minor improvements in the buildings of the European and Indian schools were effected. A new boarding block for the Girls' Secondary School was approved. One new Government African school was opened (Kisii) and a second was built (Pumwani). An examination of the educational system has taken place rather with reference to its quality than to the possibility of increasing its quantity. Steps have been taken to ensure that the country receives a full return for its expenditure on education. Measures taken included a review of the qualifications of teachers generally, a more careful selection of pupils of all races for the higher stages of education by means of entrance examinations and personal interviews, the superannuation of the older and less satisfactory pupils in the higher classes, a review of curricula and syllabuses, the institution of fees in schools of all races,

better means for selecting candidates for the vocational training available and the institution of scholarships for higher training overseas.

CHAPTER II.

LEGISLATION AND ADMINISTRATION.

Teachers' qualifications.

34. The Education (Recognition or Licensing of Teachers in Public Schools) Rules, 1935, were made with the particular object of specifying the approved qualifications of teachers mentioned in the 1934 African Grant-in-Aid Rules and also with reference to the Indian Grant-in-Aid Rules which were in course of preparation. The Rules apply, however, to schools of all races, a copy of the Rules being shown as Appendix A to this Report.

Overseas Busary Rules

35. A copy of the Education (Overseas Bursary) Rules, 1935, is attached as Appendix B to this Report. These Rules were made in order to control the award of the scholarships to European pupils described in Chapter VI. Similar Rules are being prepared for the award of Indian Overseas bursaries.

Advisory Councils.

European education.

36. The Advisory Council on European Education met in May. Matters dealt with at this meeting were compulsory education; the draft Rules for the Licensing or Recognition of Teachers; a revision of the areas served by Government primary schools; the training of teachers for Local Civil Service posts; the admission of boys to the Prince of Wales School from the primary schools and the future of the Girls' Secondary School. Action taken on the recommendations made at this meeting included the Rules for the Licensing or Recognition of Teachers, a change in the school areas, whereby the Nyanza goldfield areas were transferred to the Eldoret School and the appointment of five girl learner teachers to primary schools with the object of studying for Part I of the Froebel Certificate.

37. At the Prince of Wales School boys were admitted to Standard VI without having previously passed the Cambridge Preliminary examination and arrangements were made so that boys requiring Latin for the Common Entrance examination could enter Nairobi Primary School at Standard V before proceding to the Prince of Wales School, Standard VI.

Indian education.

38. The three years' period of office of members having expired, the Council was reconstituted on a basis of representation of the School Committees. Members were appointed

representing the Nairobi Secondary School, the Nairobi primary schools, the Mombasa schools, the Kisumu school, the Eldoret school, the Machakos school and Nakuru school Committees. The members were appointed to represent the Ismailia Council, one member of the Legislative Council, and one member to represent the Indian Girls' Education Society. The new Council met in July.

39. Business transacted at this meeting included land for new schools, the Secondary School Leaving Certificate, draft Rules for the Licensing or Recognition of Teachers, accommodation at the Nairobi Government schools, grants-in-aid, the local training of teachers for Civil Service posts, the salary of women teachers in the Local Civil Service, examination results at the Government Indian Girls' School, Mombasa, and the taking over of aided schools by Government. As a result of recommendations made the Teachers' Licensing Rules were passed. New sites were obtained for certain girls' schools in Nairobi. The accommodation for boys in Nairobi was extended by using part of the hostel at the secondary school to provide three classrooms and by adding three temporary classrooms to the elementary school.

40. After a further meeting of the Council early in 1936 the Grant-in-Aid Rules for Indian Schools were approved. A class for training teachers for the A.C.P. examination was attached to the Nairobi Secondary School under a European education officer and eight learner teachers were appointed.

41. The staff of the Mombasa Girls' School was strengthened by the appointment of a lady graduate teacher.

African education.

42. The Advisory Council on African Education met in June. The principal matters discussed were the need for additional grants-in-aid of girls' schools; matters affecting the District Education Boards; general policy with regard to the opening of the new Government school at Pumwani, Nairobi; the independent schools; common entrance examinations to the primary schools; draft Rules for the Licensing or Recognition of Teachers; the reorganization of teacher training; general policy with regard to bursaries of higher education and the salaries of Jeanes teachers.

43. The Council suffered a great loss, shortly after this meeting, in the death of the Right Rev. Bishop Brandsma, who had been a valued and much respected member of the Council since its inception.

Arab education.

44. This Council did not meet during the year.

District Education Boards.

45. The seven District Education Boards functioned satisfactorily and negotiations were begun for opening two more Boards, one for the Teita district and the other for the Meru district. Most Boards met three times during the year with sub-committees meeting during the intervals between meetings.

46. The Boards dealt with a variety of subjects, among the more important being the allocation of grants to elementary schools, the administration of these grants, the supervision of elementary schools, practical hygiene, school fees, bursaries to secondary schools, practical agricultural work, uniform entrance examinations to primary schools in the district, applications for new schools, the teaching of civics, procedure in awarding scholarships, scales of salaries for teachers, the education of girls, annual estimates, and refresher courses for teachers. Salaries of Jeanes teachers were discussed and in the Kavirondo districts they were criticised as being too high.

47. Departmental policy was for Jeanes teachers to receive the same salaries as other teachers with the same teaching qualifications with an addition of Sh. 10 per month. Government pays two-thirds of the Jeanes teachers' salaries but in many cases the remaining one-third is met from Local Native Council funds.

Some District Education Boards discussed the appointment of school health workers to improve the conditions in schools and houses in the district. Actually two health workers were appointed later.

48. A problem which was proving very difficult in some areas was the establishment of uniform school fees and an approved scale of salaries for teachers in the area.

49. During the year steps were taken in agreement with the Treasury to give the Boards financial responsibility. Banking accounts were opened and arrangements were made whereby grants for elementary schools from both central funds and Local Native Council funds were paid as block grants to District Education Boards, for payment to the schools in accordance with the approved allocations. It was also decided that in district where the Board made grants to a Government African school the grant should be paid through the Board and any unexpended balance credited to a District Board Educational Reserve fund for the future use of the particular school for which the original grant was made. A uniform

account form was approved which the schools will render to the Inspector of Schools at the end of the year for scrutiny and submission to the Board. The account form gives details as to how the grant is spent and what amount of revenue has come from school fees and mission funds. It was agreed that the balance of grants unexpended should be credited to the Board's Educational Reserve fund.

Board of Examiners.

50. The Board of Examiners advises on matters affecting the curriculum, syllabuses and examinations in the African schools. It consists of representative Missionaries and Inspectors of Schools under the chairmanship of the Director. The Board met in January and made recommendations on the primary and elementary school syllabuses, syllabuses for teachers' examinations and a syllabus for girls' schools. It considered reports on the examinations of the previous year and made arrangements for holding the examinations of the year.

CHAPTER III.

FINANCE.

Total expenditure.

51. The total expenditure on education during the year amounted to £172,134. The following table shows the expenditure during the last eight years :—

YEAR	Administration	European	Indian and Goan	Arab	African	Extraordinary	Total
	£	£	£	£	£	£	£
1928	14,765	42,492	22,963	72,003	*	10,355	162,385
1929	15,993	49,360	25,603	74,131	*	15,639	180,726
1930	17,571	49,319	30,582	83,088	*	9,922	190,482
1931	16,363	49,189	34,348	82,323	*	2,646	184,869
1932	15,914	48,126	32,371	76,472	*	1,722	174,605
1933	15,171	42,400	31,675	5,975	70,594	876	166,691
1934	13,890	44,011	33,818	6,141	72,411	Nil	170,271
1935	14,251	44,041	34,060	5,550	74,097	135	172,134 or 7·82% of Colonial Expenditure

*NOTE.—The expenditure on Arab and African Education was separated for the first time in 1933.

52. The net cost to the Colony of education during the year has again risen slightly. The following table shows net expenditure for the last eight years :— Net expenditure.

Years	Gross Expenditure	Educational Revenue	Net Expenditure
	£	£	£
1928	162,385	16,302	146,083
1929	180,726	19,463	161,263
1930	190,482	20,984	169,498
1931	184,869	24,021	160,848
1932	174,605	28,667	145,938
1933	166,691	26,563	140,128
1934	170,271	25,667	144,604
1935	172,134	24,424	147,710

53. The number of pupils in Government and other schools has increased during the last eight years as shown below :— Increase in number of pupils.

	1928	1935	Increase	Decrease
European—				
Government Schools ..	740	1,121	281	—
Aided Schools	160	47	—	113
Indian—				
Government Schools ..	1,543	3,173	1,630	—
Aided Schools	1,014	3,454	2,440	—
Arab and African—				
Government Schools ..	2,007	4,579	2,572	—
Aided and Unaided Schools	83,549	92,586	9,037	—

54. The total allocation for education was underspent to the extent of £5,821. Details are shown in the following table :— Saving.

	Amount Voted	Amount Spent	Saving (—) or Excess (+)
	£	£	£
Administration	14,109	14,251	+142
European	44,725	44,041	—684
Indian and Goan ..	34,592	34,060	—332
Arab	6,353	5,550	—803
African	78,076	74,097	—3,979
Extraordinary	100	135	+35
Total ..£	177,955	172,134	—5,821 or 3·27%

It will be noted that the greater part of this saving wa effected on the African side but this resulted almost entirel from measures of economy carried out in the Governmen schools. The saving in grants to Missions was only £232 ou of a total allocation of £37,500.

European tuition.

55. The gross cost of the tuition of European children i Government schools amounted to £30,754 or £27/8 per pup as compared with £31,621 or £27/17 per pupil in 1934. Th amount of fees paid decreased from £4,442 in the previou year to £4,244. The net *per caput* cost of tuition was, there fore, £23/12 as compared with £23/19 in 1934.

European primary tuition costs.

56. The gross cost of primary education was £20,195 (£22/8 per pupil as compared with £19,911 or £21/18 in 193 The fee revenue amounted to £2,586 or 12.5 per cent of th whole expenditure as against £2,645 or 13.3 per cent of th whole expenditure in the previous year. The net *per capu* cost of tuition was £19/19 compared with £19 in 1934. Th increase in cost is to be ascribed chiefly to the inauguration the Local Civil Service in the primary schools. Since iten such as housing and Provident Fund are to some exte included in the salary while the actual salaries paid by th Department have risen.

European secondary tuition costs.

57. The gross cost of secondary education was £10,559 (£44/7 per pupil compared with £11,710 or £51/12 per pup in 1934. The fee revenue amounted to £1,658 or 15.7 p cent of the whole expenditure compared with £1,796 or 15 per cent in the previous year. The net cost per pupil to th public funds was therefore £37/8 compared with £43/13 la year. The lower cost is due to an increase in the number pupils without any increase in staffs and also to fewer lea movements of the staffs.

Boarding costs in European schools.

58. The expenditure from educational votes amounted £12,329 as compared with £11,831 in the previous year. T amount actually collected in boarding fees was £11,1 There were 442 boarders in the Government schools a grants were also given to three private hostels. The increa in expenditure is to be explained by an increase in the gra paid to private hostels and also to an increase in maintenar charges at the Government schools.

Indian education costs.

59. The gross cost of Indian tuition was £26,897 co pared with £26,240 in the preceding year. The gross c per pupil fell from £9/5 to £8/9. The total fee revenue v £7,298 or 27.1 per cent of the total expenditure as agai £6,505 or 24.8 per cent in 1934. The net *per caput* c

decreased from £6/19 to £6/4. This decrease in expenditure is due to an increase of 343 pupils in the schools without a corresponding increase in expenditure.

The grant-in-aid expenditure on Indian schools increased from £5,537 to £5,700.

The amount paid in grants-in-aid of Goan education fell slightly from £557 to £449. Four schools were aided during the year.

Arab education.

60. The expenditure on tuition and boarding for 489 pupils amounted to £5,764 as compared with £6,,292 for 528 pupils in the year before. The gross cost per head remained practically unchanged. The fees collected at the Coast Secondary School amounted to £206 as compared with £226 in 1934.

African education.

61. The total expenditure on African education was £74,097 compared with £72,415 in the previous year.

In the Government schools the gross expenditure was £38,150 compared with £37,365. Fees collected increased from £146 to £280. The total net expenditure was therefore £37,800 as compared with £37,082 in the year before. The number of pupils in the Government schools was 3,993.

The total expenditure at the Jeanes School was £5,315. Revenue amounted to £35 and the number of students and wives was 91. The net cost *per caput* was therefore approximately £58.

Local Native Council expenditure.

62. Table 14 at the end of this Report gives details of Local Native Council expenditure during the year. The total amount spent by 19 Local Native Councils was £14,711 of which £11,300 was recurrent and £3,411 non-recurrent expenditure. The total expenditure decreased by £4,366 as compared with 1934. Non-recurrent expenditure was little more than one-third of the amount spent in the previous year owing to the completion of various building schemes in the Government schools. Recurrent expenditure increased by £1,391, the largest increases taking place under the headings grants to Mission schools and scholarships to secondary schools. The increase in the amount of fees collected in the Government schools was reflected in an increase of Local Native Council revenue from £193 in the previous year to £303.

Mission schools.

63. The total amount paid as grant-in-aid of Mission schools was £37,268, which figure included the Government share of Jeanes teachers salaries. The table below shows how this amount was distributed under elementary, primary

and secondary education and what amounts were found fror fees, Mission funds, and Local Native Council grants. Jeane teachers' salaries are included in the cost of elementary schools

Stage of Education	No. of Pupils	From Fees	From Mission Funds	From L.N.C. Grants	From Central Fund Grants	Total Expenditure
		£ s.	£ s.	£ s.	£. s.	£ s
Elementary (including Sub-Elementary) ..	83,100	1,879 4	13,555 6	4,732 0	7,124 0	27,290 1(
Primary ..	2,490	2,106 6	6,677 9	200 0	18,121 5	27,105 (
Secondary ..	201	890 13	1,349 8	—	4,927 10	7,167 1
Girls' Boarding Schools ..	663	Included	under Ele	mentary.	7,095 10	7,095 1(
	86,424	4,876 3	21,582 3	4,932 0	37,268 5	68,658 1

The following unaided schools have not been included i this table :—

Salvation Army	2,041	pupil
Bible Churchmans' Society	137	,,
Kikuyu Independent Schools	3,984	,,
Total ...	6,162	,,

This table is admittedly incomplete but the followin definite facts emerge :—

(1) The total amount spent on the education of 86,4 pupils was rather less than Sh. 16 per head.

(2) The total cost of the primary schools was £10/19 p pupil, divided as follows :—

Central Fund grants	£7
Local Native Council grants	£–/
Mission Funds	£2/
Fees	£–/
	£10/

(3) Government grants were spent in the following pr portion :—

Elementary schools	19 per ce
Primary schools	49 ,, ,,
Secondary schools	13 ,, ,,
Girls' schools	19 ,, ,,

(4) The fees collected reached the reasonably high figu of £4,876.

CHAPTER IV.

PRIMARY EDUCATION.

(a) *European.*

Government schools. Number of pupils.

64. The number of Government schools classified as primary schools remained twelve, of which four had boarding sections for both boys and girls and two had private boarding hostels attached which were aided from the public funds. The number of children enrolled at all Government primary schools at the end of the year was as follows :—

Boys.	*Girls.*	*Total.*
611	383	994

Of this total 47 boys and 69 girls were in the primary classes at two secondary schools. 762 pupils were in Standards IV–VI and 232 below Standard IV. 442 of the pupils in all the schools were boarders. The number of teaching posts, including those of Principals, in the Government primary schools remained 42, which gives an average of about 20 pupils per teacher. Classes with more pupils than this average usually occur in the middle and higher sections of the schools. The rule that children must have completed their sixth year before admission has had the effect of reducing numbers in the lower classes in certain schools. Many children begin their education at the age of four or five in private schools and continue to attend those schools beyond the age of six years.

Primary School, Nairobi.

65. There were 200 pupils on the roll of this school. Twenty-four boys passed out to the Prince of Wales School and 16 girls proceeded to the Girls' Secondary School. The health of the school was fair on the whole but cases of malaria, influenza, dysentery and measles occurred during the year. The school won the Dobbie Shield for Junior Choirs at the Kenya Musical Festival. A first prize in the British Legion Jubilee Prize Competition was won by a girl pupil of this school. The small workshop continued to be popular among the boys.

European School, Nakuru.

66. The average roll was 175, an increase of eight over the figure for last year. The boarding houses, both for boys and girls, were full to capacity throughout the year. At the end of the year 24 pupils passed out of the school for further education. The school reported good health throughout the year and this was ascribed as being due in some measure to the hardening effect resulting from the regular use of the swimming bath. A new sanitary block for the girls' boarding

house was erected and the construction of a new terrace near the girls' boarding house and the re-alignment of a road gave the girls' dormitories much more privacy.

The school was successful in obtaining several prizes in the Silver Jubilee competition and in winning the Arbor Society Challenge Shield for the year.

European School, Eldoret.

67. A steady year's progress was reported from this school. The attendance rose to 133, of whom 74 were boarders. Apart from a mild outbreak of influenza during the last term, the school had a clean bill of health. An established feature in the school routine has become lantern lectures given at regular intervals. These lectures are much appreciated, since many of the children come from comparatively remote districts.

Other innovations during the year were the opening of school gardens and the formation of a camera club. The manual training was re-organized and developed along recognized educational lines, with the object of introducing a two years' course in woodwork for the senior boys together with some metal work in the second year. During these periods of manual training, the girls do needlework, knitting, dressmaking and rug making.

European School, Parklands.

68. The roll at this school decreased from 144 at the beginning of the year to 123 at its close. This decline in numbers took place chiefly among the girls and is ascribed partly to the increasing popularity of private schools for the younger girls and partly to the increasing number of mothers who are in employment and endeavour to place their children in boarding schools. Regular instruction in swimming and lessons in oral French were added to the curriculum. The school had a successful year in work, games and music.

European School, Kitale.

69. The work of the school during the second term was considerably disturbed by an outbreak of measles. This loss of time was, however, made good and the year's work was successful on the whole. During the year a greatly needed sick room was built which will accommodate eight beds in three wards.

Farm School, Kipkabus.

70. A better site was chosen for this school and the new building was being constructed towards the end of the year. The new site is in a more central and healthy position and it is to be expected that the school will now develop rapidly. As an instance of the many contacts which the European schools have with other territories, four children from the Belgian Congo were admitted to this school.

71. Numbers increased and a third teacher was appointed to the staff. A tennis court was constructed on the school field, a small class in carpentry was opened and school gardening was commenced. Farm School, Broederstroom.

72. The attendance improved gradually during the year. The formation of the Coast Horticultural Society increased the interest taken in nature study in the school. European School, Mombasa.

73. The number of European private schools increased by one to eighteen. The total average rolls of the schools increased from 654 to 687 (283 boys and 404 girls). The additional pupils in the schools were nearly all girls. Private schools.

On the last day of the school year the distribution of pupils was as follows :—

	Boys	Girls	Total
Secondary Education	—	41	41
Primary Education	94	120	214
Standard III and below.. ..	188	253	441
TOTAL ..	282	414	696

74. Among reports received from the private schools it was noted that considerable extensions and improvements in the buildings had been effected at St. Andrew's School, Turi. A school swimming bath was completed and extensions were made to staff rooms, the dining hall and the classroom accommodation.

(b) Indian Education.

75. The number of Government schools remained unchanged at thirteen schools, eleven primary and two secondary classes, but there has been a considerable increase in the attendance at nearly every school. The following table shows the comparative average rolls for 1934 and 1935 :— Government schools.

	Boys	Girls	Total
1934	2,349	481	2,830
1935	2,646	527	3,173
TOTAL INCREASE	297	46	343

Of the 2,646 boys on the average roll for the year 216 were in secondary classes above Standard VI. There wa also one girl in the Mombasa Girls' School who passed the Cambridge Junior examination and four girls from the schools passed the Cambridge Preliminary examination. With this steady increase in numbers the more urgent problems of the schools have been concerned with accommodation and staffing.

The following table shows the stages of education reached by the boys and girls respectively, taking the rolls on the las day of a school year.

	In Standards IV, V, & VI			Below Standard IV		
	Boys	Girls	Total	Boys	Girls	Total
Number ..	950	82	1,032	1,501	452	1,953
Percentage of Whole	30%	2%	32%	48%	14%	62%

The remaining 6 per cent were in secondary classes.

One hundred and eight teachers were employed of whom two were Europeans and the others Indians. The averag number of children per teacher was approximately thirty This, however, would be a misleading figure for many schools With 62 per cent of the pupils in classes below Standard I large classes are inevitable in the junior sections of some c the schools. In a few instances classes of over fifty occurre in the larger schools. This matter has been righted to som extent by the provision of additional staff and accommodatio at the time of writing this Report.

76. The number of girls in Government schools is ir creasing slowly, but the stage of education reached by mo girls is still low. Only 15 per cent of the girls were in classe above Standard III. The small proportion of girls in Gover ment schools (16 per cent of the total number of pupils) accounted for by the large number of aided schools for girl

English is taught in all these schools; in four schoo Gujerati only is the Indian vernacular taught and in the oth nine schools instruction is given in both Gujerati and Urdu.

Nairobi Elementary School.

77. The number of pupils rose to 740 at the end of th year and steps were taken to provide three additional clas rooms when the school re-opened.

78. The number of pupils on the roll was 108, the largest number recorded since the opening of the school. The staff was improved by the appointment of two trained women teachers. For the first time in the history of the school two girls passed the Cambridge Preliminary examination. Girls' School, Nairobi.

The provision for games was improved and badminton and netball were introduced.

79. Four girls from this school took the Preliminary Cambridge examination and two passed. Innovations made during the year were school gardening, and the starting of a debating society. Mombasa Girls' School.

80. An exceptionally rapid increase in numbers was reported from this school. In two years the roll has risen from 97 to 282. Games were much improved through the use of part of the secondary school playing fields. Interest in nature study was increased by means of school gardens. Scouting was taken up and a Wolf Cub Pack was started. Mombasa Elementary School.

81. Eight boys from this school took the Cambridge Preliminary examination and four passed. The school had a successful year in games and Scouting and a number of school journeys were arranged to interesting places and institutions in the neighbourhood. Indian School, Kisumu.

82. The question of accommodation for this school was very acute owing to the rapid increase in the roll. Towards the end of the year arrangements were made for the school to occupy a large and up-to-date house in the township and the former temporary buildings were given up. Indian School, Thika.

83. The attendance at this school also increased considerably and various expedients had to be adopted in order to admit all the children who applied for entry. A very successful school garden was begun. Indian School, Eldoret.

84. The number of schools showed an increase of nine in comparison with 1934. The following are the numbers for the two years in question :— Indian Private School.

Schools	Number of Schools	
	1934	1935
Aided	45	48
Unaided	8	14
Total ..	53	62

85. Of the nine new schools opened two were girls' schools, five were schools in trading centres, one a nursery school and one a Railway school. The numbers on the average roll for the year compared with that of 1934 were as under :—

Year	Numbers of Average Roll		
	Boys	Girls	Total
1934	1,427	2,108	3,535
1935	1,775	2,334	4,109
Increase ..	348	226	574

The implication is that to meet this annual increase the grant-in-aid allocations should increase by some £1,700 if all the schools are eligible for grant-in-aid.

86. On the last day of the year pupils on the rolls of the schools were at the following stages of education :—

	Secondary			Primary			Elementary		
	Above Standard VI			Standards IV–VI			Below Standard IV		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Numbers	45	—	45	199	403	602	1,603	1,979	3,582
Approximate Percentage of Whole ..	1%	—	1%	5%	9%	14%	38%	46%	85%

It is noteworthy here that 85 per cent of the children were in classes below Standard IV and that less than 1 per cent were in secondary classes.

87. Rather more than 56 per cent of the pupils were girls. The number of children learning English in the private schools was 1,959 or 46 per cent of the whole.

The total number of teachers employed was 160 of whom 126 or 74 per cent were unqualified (i.e. they had neither a degree nor a teachers' diploma).

The average number of pupils per teacher was thirty-five. In some schools too many teachers were employed and the number of untrained teachers was most unsatisfactory.

Siri Gurdwara Bazaar School.

88. This school moved into a new and very much improved building at the end of the year.

89. A handsome building was erected for the Khalsa Boys' and Girls' School in Nairobi. Plans were also formulated and suitable sites allocated for new schools for the Muslim, H.H. Aga Khan and Arya Samaj Girls' School in Nairobi. Sikh Schools.

90. An interesting experiment, one of the first of its kind in the Colony, was the Nursery School in Mombasa for young children. At the close of the year fifty-two children were on the roll and the average age was three years and eight months. In order to increase the interest of the mothers in the education of their children a Mothers' Club was started in Mombasa, with the result that the mothers were brought into closer contact with the work of the children attending the school. Nursery School, Mombasa.

(c) Goan Education.

91. The number of schools providing education for Goan children were four, two in Nairobi and two in Mombasa. The pupils attending the schools have been included in the paragraph dealing with Indian education.

A considerable increase occurred in the average rolls of the two Goan community schools. The comparative figures were :—

	Boys	Girls	Total
1934	81	101	182
1935	128	134	262
INCREASE ..	47	33	80

At the Goan School, Nairobi, two girls entered for the Cambridge Junior examination and one passed. At the Cambridge Preliminary examination four boys and five girls entered and passed.

(d) Arab Education.

92. There was a slight decrease in the total rolls at the end of the year, the number being 485 as compared with 528 at the end of 1934. Of this total, fifty-seven were in the primary classes and twenty-one in the secondary classes at the Coast Secondary School. The decrease in the numbers of pupils took place partly in the Malindi area. Of the two Malindi village schools, Ganda, was closed at the end of the year. The attendance had been small and irregular for some time and repeated warnings were given to the parents, but Numbers of pupils.

these were disregarded. The Koran classes of this school are being carried on privately by the Koran teacher and the majority of the pupils live within walking distance of the Malindi school where they can obtain further education. The other decrease was at the Arab School, Mombasa, where some of the Christian African pupils left to attend Mission schools.

Arab School, Mombasa.

93. The Arab school was in a more flourishing state than it had been for many years. The proportion of boys of normal age rose, owing to the rule restricting admission to boys of eleven years of age and under. Two important changes were made during the year. Owing to the improved facilities for African Christians at the Mission schools in Mombasa it was decided to restrict admission to the Arab School to Mohammendans. The other innovation was the decision to admit girls to the school. Since this decision, a class for girls has been opened and a lady Koran teacher appointed. It is hoped that some of the girls will eventually proceed to the Arab Girls' School at Zanzibar, and that Zanzibar boys will attend the Coast Secondary School for higher education. The time given to English in the curriculum was again increased. A carpentry class for boys was opened and a pack of Wolf Cubs was started. A school committee was formed to advise the Principal and a staff thrift club was inaugurated for the native staff.

Ali bin Salim School, Malindi.

94. A year of steady progress was recorded at this school, in spite of difficulties. The two chief difficulties affecting attendance were the poverty of the parents resulting from two bad farming years and ill-health, notably malaria and measles. An improvement in the general health of the pupils can only come from an improvement in the living conditions in their homes, but there is hope that this improvement will occur. The increasing popularity of Malindi as a seaside resort is not only stimulating trade but it is also bringing the inhabitants into closer contact with the outside world and giving them a realization of the need for improvement and for education. A new sports ground was under construction which will provide two football fields. The policy of preparing boys for work in new surroundings continued with success and there are now strong hopes that many of the younger generation of Malindi will be enabled to free themselves from the shackles of inactivity and indifference which have frustrated progress for so long.

(e) African Education.

Government schools.

96. Thirteen institutions with European and African staffs were controlled directly by the Department. They were

eleven Government African schools, the Jeanes School, and the Native Industrial Training Depot. Thirty-six Government village schools with African staffs were open.

97. The number of boys on the roll of the Government African schools at the end of the year was 1,199, of whom 645 were in Standards IV–VI, 345 in Standards I, II and III, and 209 in Sub-standards. The standard of entry to the schools varied with the stage of development in elementary education reached in the district. Thus, at Machakos and Kagumo there were no classes below Standard IV, but at six other schools there were sub-standard classes. English was a subject of the curriculum at all these schools except Kisii and Swahili was the medium of instruction in all schools with the vernacular in use in sub-standard classes. Fifteen European education officers and seventy-two African teachers and instructors were posted at these schools. One primary school, Waa, near Mombasa, was closed at the end of the year and one new school was built in the native location of Pumwani, Nairobi. The Mission of the Holy Ghost Fathers agreed to take over the Waa school under the Grant-in-Aid Rules and it has since become St. George's School, Waa, under the Rev. Father Witte, O.B.E. The Pumwani day school was built out of funds provided by the Nairobi Municipal Council and comprises six classrooms, a school hall, two workshops and offices, on a site of eight acres.

The average roll for the year at the N.I.T.D. was 350. At the Jeanes School there were fifty-four teachers and thirty-seven wives of the students in training.

98. The Government village schools are mainly in the Machakos, Kitui, Coast, Nandi and Kericho districts. At the end of the year the total rolls at these schools amounted to 2,370 pupils, of whom only one was a girl. The classes ranged from sub-standards to Standard III and the schools were staffed by fifty-five African teachers.

99. Total fees collected at all the Government schools amounted to £280.

Government African School, Machakos.

100. Sixty-six pupils were admitted to the school during the year, forty-two from the Machakos district and fourteen from the Kitui district. Of the ninety-five pupils who left the school, fifteen proceeded to teacher training, three agricultural training, seven to secondary schools, fifteen to the King's African Rifles Signal Section, eighteen to veterinary training, thirty-four to the N.I.T.D., and one to the Kenya and Uganda

Railways and Harbours Locomotive Department. A new African teacher's house was erected by the pupils under training. Very satisfactory work was done in the telegraph linesmen's class and this training is to be continued at Machakos with the approval of the Post and Telegraphs Department.

Apart from one outbreak of malaria the health of the school was good.

From this school fourteen village schools in the Machakos district and five in the Kitui district were controlled. These schools are divided into four groups each group being under the supervision of a Jeanes teacher. The total average roll of the Machakos village schools was 1,070 or 85 pupils per school. The average roll of the Kitui schools was 462 or 92 pupils per school. The average cost of the schools including teachers' salaries, Jeanes teachers' salaries, books and equipment and cost of inspection by the Principal, was in the Machakos district £75 per school and in the Kitui district £73 per school.

Kakamega.

101. One new building was erected, a tailors' shop combined with a store-room. This year Standard VI came into being for the first time and forty-one boys took the primary school examination. A good season was recorded in the school gardens and excellent crops of maize and of mixed vegetables were obtained. The medical inspection in June showed a malarial infestation of 35 per cent, due probably to re-infection in the Reserve during the school holidays. Better health was reported by the end of the year with the closer malarial control work which was put in hand. For the entrance examination in December, 350 boys applied for 56 vacancies.

Native Industrial Training Depot, Kabete.

102. The average number of apprentices on the roll was 350. 217 apprentices completed their indentures during the year. 100 boys were transferred from other schools to complete their apprenticeship, and 60 were enrolled as direct entry apprentices for the new four years' course. The Depot had a busy year in supplying equipment for schools required by the Education Department and in making equipment for other Departments. A large amount of building work in stone was done throughout the year. An average of 120 boys was employed on gang work at Government and Mission African schools and in work for hospitals and Local Native Councils. When the cost of training African artisans is considered, the fact must not be lost sight of that considerable savings are effected in the work of public importance which is carried out by the apprentices. During the last term of the year regular

classes were started for general further education. One half-day every week the apprentices attended school in standards to study such subjects as would be of most benefit to them in their trades. The general health of the apprentices was good, but three died during the year, one of typhoid, one of meningitis, and one of an unknown disease at the coast.

Kapenguria.

103. Considerable progress in school work, games, and agricultural work was reported. Forty-five boys presented themselves from the Reserve for the 15 vacancies for admission. An arrangement was made with the Bible Churchman's Society, Kacheliba, whereby boys who had done two years' satisfactory work in their elementary schools were given preference for admission to the Government school. In this way it is hoped that the sub-standard classes may be eliminated before long. A much-needed store-room and a school kitchen were erected. A new water supply was installed early in the year, and it functioned satisfactorily during a short period of drought.

The roll remained unchanged at 60 boarders. Of the 15 boys who left at the end of the year all were able to find work. Three joined the Kenya Police, two became hut counters, two Forest Guards, three Tribal Police, one an agricultural worker, and four started small-holdings of their own near Kapenguria. School work continued satisfactorily in accordance with the aim of the school, which is to give an elementary literary education, with agriculture instead of technical work. Clay modelling was introduced with success in the lower classes. For the first time one pupil of this school passed the Primary School Examination. The area under cultivation was increased to 18 acres, divided into community and experimental plots and schoolboys' own gardens. Exceptionally good crops of potatoes and maize were harvested. The school plots being on a slope, soil erosion is a serious menace, and ridges along the contours were made. This proved most effective, and even during the very heavy rains experienced later in the year erosion was completely checked. Another practical demonstration of anti-erosion measures was given by making brushwood fences along the contours. Pupils were taught the use of implements such as ploughs, harrows and cultivators. One innovation was the teaching of methods of preparing beeswax for market. At the Nairobi Agricultural Show this school was awarded a first prize for garden vegetables and a second prize for agricultural produce. Some 400 young trees were planted and fenced in. The school furnished the Kenya Police in

Northern Turkana with a supply of fresh vegetables every month. The health of the school was good, and the improved physique of the boys as compared with that of the local Suk has become apparent. One boy died of pneumonia as the result of a cold caught on his way back to school from leave.

Steady progress was reported from the eight agricultural demonstration plots in the Reserve which were supervised by the Principal. Two of the plots were in charge of native agricultural instructors and six were managed by ex-pupils of the school.

104. At meetings with the local natives, held on the demonstration plots, special emphasis was laid on the evils and prevention of soil erosion, the necessity for the conservation of forests, and the possibility of beeswax as a method of obtaining ready cash.

The previous work of producing suitable crops and of distributing seeds was consolidated, and poultry was supplied through the Agricultural Department. On one plot alone 50 bags of maize were distributed to the local people, and seed potatoes were issued to 240 people.

Kagumo, Nyeri.

105. Progress was made in developing the 108 acres of land belonging to the school. Seven acres were cleared and fenced as paddocks for the stock, the cultivated area on the farm was increased to 18 acres, and 10 acres were cultivated by the African teachers. Two new football fields were prepared. Over a thousand wattle trees were planted, together with a number of shrubs and flowering trees. The year saw the completion of the additional block of buildings, which raised the accommodation from 180 to 360 pupils. A small building, consisting of an isolation ward and a dispensary, was completed. The first pupils from the Fort Hall and Kiambu districts attended the school. The entry of boys from several districts had an adverse effect upon the school discipline at first, and eleven pupils had to be expelled before the school settled down to satisfactory work. The health of the school was good, and a steady increase in the average weight of pupils was recorded.

106. A first prize was won at the Nairobi Agricultural Show for agricultural implements made in the school workshops. Thirty-eight pupils in Std. VI took the Primary School Examination, and 22 passed. Three pupils proceeded to the Alliance High School for secondary education.

107. A definite scheme of agricultural instruction, based on the primary school syllabus, was brought into force. The aim of this scheme is to demonstrate three natural stages of development which, it is hoped, will eventually materialize in the Reserve. The first stage covers methods of growing cash crops and the production of poultry, eggs, and beeswax to secure capital for the purchase of implements. The second stage deals with the use of draught animals, ploughs and cultivators on a small holding. The third stage is that of the mixed farm on a holding of nine acres.

108. At the beginning of the year the roll was 120, but it was subsequently reduced to 80, owing to the superannuation of many of the older pupils. Eleven pupils were accepted for training in veterinary work, one proceeded to the N.I.T.D., and one to the Jeanes School. The work of erecting a block of classrooms continued. Five classrooms were completed by the end of the year. Kapsabet.

109. Although some improvement has been effected by raising the proportion of young boys in the school, much remains to be done. There is a considerable amount of apathy with regard to school work. The Nandi, who are rich in cattle, do not seem to possess that avidity for acquiring knowledge shown in many of the less wealthy tribes.

110. The school opened in March with elementary pupils only. Half the pupils were Luo and half Kisii. It was found possible to divide the boys into four classes, from Sub-standard A to Std. II. Much work was done during the year in laying out the grounds, and making a football field and a running track. The school was organized in four houses, each named after a local hill. A troop of boy scouts was formed. Apart from an outbreak of measles of a mild form, health was good. No distinction between the boys of the two tribes was made; they were mixed in dormitories, classrooms and in houses, and settled down amicably without any sort of friction. Kisii.

111. The roll remained at about 100 pupils. Nine pupils proceeded to the N.I.T.D. at the end of the year. The new primary school syllabus was brought into force, and the teaching of English was started for the first time in Std. IV. An additional dormitory and a teacher's house were built during the year. Good crops of maize, beans and vegetables were harvested, but English potatoes failed. At the Agricultural Show the school won a first prize for carpentry and a third prize for blacksmithing. No serious illness of any kind occurred. Tambach.

Kabianga.

112. A new building was erected, containing one class room and a fireproof store, thus completing the school building programme. School work was to some extent disorganized by initiation ceremonies. With the Kipsigis, these ceremonies lasting about three months, take place when the traditiona cycle of eight years has been completed.

113. The school reported the healthiest year in its history Enthusiasm for physical training and games continued. To somewhat lesser extent agriculture and technical subjects wer successfully studied. The Kipsigis do not appear to posses that eagerness for knowledge which is so characteristic o some African tribes, and progress on the literary side, thougl steady, was not spectacular.

Large numbers of trees were planted. Experiments i resisting soil erosion were continued, and a further area o sloping ground was terraced; plots of Napier grass for use a stop-washes were developed, and during the vacation many o the boys took Napier grass home to plant on their own land The school scout troop had a successful year, and most of th scouts reached the second-class stage.

Narok.

114. With a roll of 80 the school started the new primary syllabus at Std. IV. Health was good, apart from an epidemi of measles in March. The school *shambas* were reopened afte a period of prolonged drought, and dairy work, including th production of ghee, was resumed.

Mission schools.

115. The mission schools reported total rolls at the en of the year of 92,586 pupils, classified as follows:—

Stage of Education	Numbers	Total
Secondary..	201 boys	201
Standards IV–VI	2,151 boys 339 girls	2,490
Elementary	30,125 boys 12,118 girls	42,243
Standard I and below	30,803 boys 16,849 girls	47,652

There were 45 primary and girls' schools, of which 4 were aided; 500 elementary schools, of which 215 were aided 872 sub-elementary schools were reported, of which 48 re ceived some assistance. Of the total number of pupils 29,30 were girls.

115A. At the Junior Secondary School Examination 66 candidates sat and 35 passed; 763 candidates took the Primary School Examination, and 201 were successful. **Examinations.**

116. The year in the African schools was one of consolidation of previous development and of planning for the future rather than a time of actual expansion. The primary schools were busy with the inception of the new primary school syllabus, and with the development of an arts and crafts section in place of the former technical education by apprenticeship. Indentured apprentices were retained at two schools only, in order to meet local needs. Post-primary courses attached to primary schools were, as in the past, mainly concerned with the training of teachers. A post-primary course in agriculture was held at the Church of Scotland Mission, Kikuyu, with the principal aim of training boys to become small-holders. Thirteen boys attended the course. The small-holding at this school provided a useful demonstration, since the profit accruing to the small-holders during the year was equal to a primary school teacher's salary. **General.**

117. Many refresher courses were held in order to explain the new syllabuses to the teachers. Entrance examinations were instituted at many of the primary schools. The institution of fees and the raising of fees in schools had the effect of decreasing the total rolls to a slight extent, but not nearly to the degree that was anticipated. Fees collected in the mission schools alone were reported to be £4,876.

CHAPTER V.

SECONDARY EDUCATION.

(a) *European.*

118. The number of pupils at the commencement of the first term was: boarders 88, day scholars 42; total, 130. At the end of the year this figure had dropped to 109, some boys having been sent overseas and others having left to take up employment. **Prince of Wales School.**

The examination results were excellent, as under:—

	Entered	Passed
Cambridge Higher School Certificate ..	3	3
Cambridge School Certificate	14	13
Cambridge Junior Certificate	1	1

Starting in 1936, the School Certificate examination wil be taken in July instead of December. This change will benefi boys proceeding overseas to a university or for vocational train ing. The institution of Government Overseas Scholarships i of great importance to the school, as these awards are in th nature of leaving exhibitions. Two of the three scholarship awarded in September were won by ex-pupils of the school.

In order to give promising boys from the primary school who are likely to take the School Certificate course an oppor tunity of starting Latin earlier, arrangements have been mad for their transfer to Std. V in the Nairobi Primary School.

The health of the school has been good. An interestin table of comparative heights and weights of Kenya and Britis boys will be found in Appendix C.

A Jubilee avenue, three-quarters of a mile long, has beer planted by the boys.

Drinkwater's *Oliver Cromwell* was presented by th School Dramatic Society in the second term. The perform ance was most successful. Unfortunately, this performanc had to be given at the Theatre Royal, as it was ruled that a performance in the school dining-hall would be illegal unde the Stage Plays and Cinematograph Ordinance. This ruling has made it most difficult to raise revenue for the Sports Fun by dramatic or other entertainments. A sum of £200 has beer raised by private subscription towards the cost of a swimmin bath.

Girls' Secondary School, Nairobi.

119. In September, the Loan Committee sanctioned th expenditure of £19,000 for the long desired and most necessar new dormitory block. His Excellency the Governor performe the ceremony of cutting the first turf on the new site i December. The corners of the proposed buildings were flagge out, and plans were displayed for the inspection of thos attending the ceremony.

The examination results were excellent, as under :—

	Entered	Passed
Cambridge Preliminary Examination.. ..	15	14
Cambridge Junior Examination	19	14
School Certificate Examination	6	6

One ex-pupil was awarded a Government bursary, and is studying at Glasgow University with the idea of taking up teaching. The school has done well at games during the year, and regular swimming instruction has been held at the Salisbury Baths. Both the winner and runner-up in the Kenya Junior Tennis Championships (Girls) were pupils of the school. The annual school sports were held in July. A great stimulus was given to the girl guide and brownie movements by the visit of the Chief Guide and the Chief Scout in November. Entertainments and lectures were organized at the school, and the senior girls attended the series of lectures arranged at the McMillan Library.

The Old Girls' Association continued to flourish.

(b) Indian Education.

120. The two Government Secondary Schools at Nairobi and Mombasa have been somewhat overcrowded during the year. Additional classrooms are being provided at the Nairobi school by the conversion of spare hostel accommodation. The number of boarders in the Government hostel has decreased owing to the opening of the new Khoja hostel. Steps are also being taken to superannuate pupils who are unlikely, owing either to their age or lack of ability, to profit by entering the secondary classes. A qualifying examination was introduced for passing out of Std. IV, due attention being given as well to the pupil's general work and progress throughout the year.

121. The following are the results of the London Matriculation and Cambridge examinations in the two schools :—

	Candidates	Passed
London Matriculation	64	26
Cambridge Junior	167	70
Cambridge Preliminary	211	146

The contests at cricket and association football between the Nairobi and Mombasa schools were revived, and will, it is hoped, again become annual fixtures. Nairobi proved narrow victors over the visitors in each event. The school cricket eleven has done extremely well. Other activities include a debating society and an annual oratorical contest.

The Mombasa school produces an excellent magazine. The employment of ex-pupils is still causing anxiety. There are a few openings in banks, in the teacher training class, and in

Mombasa.

the post office, but the majority have to look for employmen in commerce. In Mombasa, an endeavour is being made t interest the Chamber of Commerce in the employmen problem.

Scouting is a great feature in both schools, and the tur out and general smartness of the troops is excellent.

Nairobi.

122. The average number of boarders in the hostel a Nairobi dropped to 26. The school grounds have been muc improved, and tennis courts are in course of construction. Th annual sports in September were most successful, and drew large crowd of parents and visitors.

The Cambridge examination results were disappointing The new rule, which makes English composition compulsory is a big handicap to Indian candidates. More time will hav to be devoted to this subject in both the Indian secondar schools.

(c) Arab Education.

Coast Secondary School, Shimo la Tewa.

123. Numbers remained practically unchanged, with a average roll for the year of 84. Owing to the general need fo economy it became necessary to reduce the European sta from three to two. A Uganda African teacher with goo qualifications was appointed.

The curriculum designed to meet the requirements of th Cambridge Local examinations remained in force, togethe with a commercial course to prepare boys desirous of enterin Government and commercial offices. At the Cambridge Junic examination, four boys entered and one passed. Ten boys sa for the Cambridge Preliminary examination, and five passe A satisfactory feature has been the ease with which pupi have been placed in employment after completing the cours at this school. A large number have obtained posts in th statistical section of the Customs Department. In the ye under review the first pupil from this school proceeded Makerere College for further education. He is to be traine as a schoolmaster, with the prospect of a post on the sta later.

(d) African Education.

Alliance High School.

124. The average roll for the year was 103. The numb of applicants for admission again considerably exceeded th places available, with the result that the educational attai ments of those accepted improved considerably. The avera age of students was just over 17, compared with 20 years 1926. During the year the school trained teachers and clerk

and sent a few selected pupils to the Medical Training Depot, the Railway School, the Post Office and Jeanes School. At the close of the year thirteen ex-pupils of the school were at Makerere College. The course of training for teachers was lengthened to two years, and seven pupils completed the course. The clerks were given a sound training in typing, book-keeping and office routine, and were all absorbed into posts at the end of the year. The school football and athletic teams and the boy scouts troop had a successful year.

It is interesting to note that 230 boys have passed through the school since it was opened. Of this number no fewer than 104 are teachers, 75 are clerks, and 33 are still attending other schools of training.

Fees collected amounted to £867 as compared with £630 in the previous year. The health of the school was good throughout the year.

Catholic High School, Kabaa.

125. The roll of secondary pupils at the end of the year was 94. In the early part of the year the work of the school was seriously impeded by an epidemic of malaria. Two pupils died, and one member of the European staff had to be invalided to another station. No fewer than 17 tribes were represented among the pupils of the school, the majority being Kikuyu, followed in turn by the Kamba and Kavirondo tribes. Innovations made in the secondary school course were the introduction of physics and chemistry, a clerical course, and gymnastics.

CHAPTER VI.

University and College Post-secondary Education.

(*a*) *European.*

126. Local arrangements have been made for the training of European girls as teachers in the primary schools (*vide* Chapter VII).

127. The Secretary of State approved the long-awaited overseas scholarships scheme, and the first scholars were appointed in October—two boys and one girl. One boy is studying at the Royal Dick Veterinary College, Edinburgh, and the other is attempting a degree in electrical engineering at London University, while the girl is studying at Glasgow University and after obtaining a degree intends to sit for a teaching diploma. The amount of the scholarships was £100 per annum in the case of the male students, and £50 per annum in the case of the girl, all tenable for three years in the first instance.

Provision has been made for the award of further scholarship next year. Part of the scholarship fund could be usefully employed in granting bursaries to Kenya girl students anxious to proceed overseas for training as teachers and hospital nurses with a view to their employment in Kenya when qualified.

128. The Rhodes Scholarship for Kenya will fall vacant in September, 1936.

(*b*) *Indian.*

129. The admission of Indian students from Kenya to British universities is being arranged as heretofore through the Director of Colonial Students in London.

130. Arrangements have been completed for a course of training to be opened in 1936 for Indian youths holding the London Matriculation Certificate who wish to become teachers.

(*c*) *African.*

131. There were fourteen Kenya students in residence at Makerere College during the year, distributed in vocational courses as follows: Medical, 2; Agricultural, 4; Veterinary, 2; Schoolmasters, 6; total, 14.

In December two of these students sat for the Cambridge School Certificate examination and both were successful. One Kikuyu student obtained five credit marks and a Kavirondo student four. This is an interesting guide to the standard attained in African education in the East African territories. Six candidates sat for the examination and five passed; two Kenya, three Uganda; one Uganda student failed. One "very good", nine "goods" and nine credit marks were obtained in the subjects offered. No special English papers are set for African candidates, and the whole examination is thus taken in a "foreign" language.

The weak subject of all candidates was mathematics which appears to offer great difficulty to the African, more especially in problem work. The existing method of teaching this subject may be at fault and the question is being investigated.

CHAPTER VII.

Training of Teachers.

(*a*) *European.*

132. In 1935 special financial provision was sanctioned to enable the scheme for training local girls as primary school

teachers to be inaugurated. Three learner teachers were appointed to the Local Civil Service and posted to primary schools. These learners are supplementary to establishment, and principals have been instructed to supervise their practice teaching and assist them in their studies. It is anticipated that during their first tour of service (four years) they will pass Part I and the written portion of Part II of the Froebel Teachers' examination and complete the course for the Froebel B. Certificate during their first overseas leave. Arrangements are being made for the students to take a correspondence course and to obtain the loan of the necessary books for study. The scheme promises to be a success, but parents who can afford to do so are advised to send their girls home for training, thus giving them the opportunity to obtain a higher grade of certificate and to gain wider experience.

(*b*) *Indian.*

133. Provision has been made in the 1936 Estimates for a teacher training class for Indian youths. London matriculation will be the qualification for entry, and by special arrangement with the College of Preceptors these students will be permitted to take the Associates' examination, for which candidates are usually required to have passed the London University Intermediate examination. This concession by the College is much appreciated. The possibility of utilizing this organization for the training of a few selected European youths as teachers is under consideration.

(*c*) *African.*

134. The following are the results of Government teachers' examinations held in 1935 :—

	Candidates	Passed
Elementary Teachers' Certificate ..	139	60
Lower Primary Certificate	134	36
Primary Certificate	19	1

The examination results were disappointing, and the general standard of African teachers is lamentably low. The system of training teachers at the primary schools is not satisfactory; the teaching examinations are taken during the primary course, and in very few cases have adequate arrangements for efficient practice teaching been made. If there is to be any advance in the general level of African education it is

essential to raise the standard of teaching. Unless this is done there is a grave danger of a considerable percentage of the grants to African schools being wasted. A complete reorganization is necessary, and the training of teachers should only be undertaken in institutions provided and staffed solely for this purpose. The missions are aware of the position and recognize the defects in the existing system. By pooling their resources and relying on central institutions to serve the separate interests of Protestant and Roman Catholic missions, four training centres, two Protestant and two Roman Catholic, should be sufficient to train all the lower primary and primary teachers required by the missions and the Government.

A similar policy of central institutions for the training of elementary teachers is also being considered. The recurrent expenditure involved would not be excessive, and it is anticipated that this will be provided in 1937, as a considerable reduction in the estimate for African educational expenditure in 1936 was made with this aim in view. During the year there have been six Kenya youths at Makerere College taking the teachers' training course there. These students had been awarded scholarships by the Local Native Councils, but in 1936 the Government has taken over this financial liability by providing bursaries for these students.

Facilities for the training of girls as teachers are almost non-existent, and this important question is receiving attention.

Policy in regard to the Jeanes School has been modified in accordance with the recommendations of the Jeanes Conference held in May at Salisbury, Southern Rhodesia.

Jeanes School.

In his annual report the Principal writes as follows :—

135. *General.*—The school was fully supplied with men and women for training throughout the year, and an average of 91 men and women were under instruction. The total population in the two villages at the end of the year was 54 men, 29 wives and 52 children. Of the latter, the majority were babies in arms. Only a small number were of school age and able to attend the practise school. An analysis of the various groups in training shows the following distributions : Jeanes men in their first year, 13, of whom five were removed before the end of the year as being unlikely to reach the standard required ; Jeanes men in their second year, 16, one of whom, a Tanganyika teacher, withdrew at the end of the year ; teachers taking a course on the teaching of agriculture in primary schools, 12 ; health workers, 10, all of whom passed at the end

of July. For the last term of the year an intensive course for the Lower Primary Teachers' Certificate was added, and this was attended by 19 men, made up of 12 transferred from Machakos Government School, two from Meru, three from Kambui, one from C.M.S., and one from Kapsabet. These arrangements were made owing to the great need for better teachers in schools and in order to concentrate effort on producing a body of well-trained men for the elementary schools. Such courses are only a temporary measure, inasmuch as the training of such teachers will normally be the work of mission normal training schools. At the same time, it was regarded as an asset for these men that they would not only have sound instruction in teaching method but also profit by those facilities which have been developed at the Jeanes School for giving the rural teachers a wider view and usefulness beyond mere classroom teaching. Special arrangements had to be made for feeding this group of teachers, who were mostly unmarried. A new kitchen was built and food was served to them in the refectory devised for teachers attending the annual refresher course.

136. *Events of the Year.*—The outstanding event of the year so far as the Jeanes movement is concerned was the Inter-territorial Jeanes Conference at Salisbury in Southern Rhodesia. Preparation for this general review of Jeanes aims and objects involved a great deal of work, in which the whole staff shared. A very comprehensive report, which included every item of the work of the school and of the men in the field from 1925 to 1935 was drawn up in advance, and this was used as the basis of a combined report on Jeanes work in Africa compiled by Mr. Davis, of Domboshawa, Southern Rhodesia. The Principal was also asked to write a paper on the community work of the male teacher after training, and this was read on the second day of the conference. In addition to the drawing up of maps and plans, a few selected articles of handwork were collected from Jeanes teachers, after a show held during the refresher course in January, and exhibited at Salisbury. Though not of any outstanding excellence, they were at any rate accepted as being on the right lines, and not just copies of foreign handcrafts without value either aesthetic or utilitarian.

137. *Training of Jeanes Teachers.*—More attention was given during the year to training in matters of practical hygiene and cleanliness in houses, gardens and school grounds. More time was also given to the making of teaching apparatus suitable for village schools, with the intention of preparing

the men for their particular work in this respect. The following are some other points which were more or less new this year :—

(*a*) An intensive revision of methods for teaching Swahili, stressing direct method.

(*b*) A course in simple building theory.

(*c*) A form of group instruction of children from the Practice School, based on the most appropriate ideas of wolf cubs and African "scout" training. This may be regarded as an experiment to find out the best way to introduce the ideals of the scout movement into African villages.

So far as the training of Jeanes teachers for school supervision work is concerned, special attention is paid to a knowledge of the elementary syllabus, grading work, practical hygiene, gardening, and school management. While it is expedient to give them a revision of pure normal training, this will assume less and less importance as candidates are obtainable who have previously been through a normal training school. Actual practice in school supervision cannot be given at the Jeanes Centre itself, but students are expected to do this during their leave periods in the middle of the school course.

138. *Practice School* (*Kiangobe*).—Throughout the year the value of a demonstration school close at hand was appreciated, and demonstration lessons followed by criticisms were able to be carried out much more frequently. The average attendance for the year was 86. Two school sessions were held per day, Standard III and sub-standards in the mornings, Standards I and II in the afternoons. The school garden was steadily improved, and some useful experiments carried out. Every effort was made to carry out the recommendations contained in the draft Book of Method for the elementary school. Special attention was paid to the work of the girls, and they learnt how to cook vegetables from the school garden, also washing and ironing and the making of peanut butter. A library was started for Std. III. It was found necessary for the sake of practice teaching to begin Swahili in Std. I.

139. *Agricultural Training*.—It was noticeable that the standard of work on teachers' plots was inferior to that of the small-holding. The practical work of the primary agricultural class was, however, somewhat better, and they appeared to realize the need of doing things at the right time, regardless of

school holidays and time-tables. The theoretical work of this group was handicapped by the lack of a suitable textbook in Swahili; few of them could derive benefit from English books.

The long rainy season added considerably to the necessary practical work, and reduced the amount of time available for classroom instruction. The system of working one large joint plot and dividing the produce proved very successful, and the first-year teachers adopted the plan for the short rains.

140. *Carpentry and Building.*—The new house for the health worker at the school provided the main subjects of instruction for men in training. Apart from this, repairs were very thoroughly supervised, and all teachers made some articles of furniture for school houses.

The last batch of health workers passed out in July, and were sent to Kiambu to complete their practical instruction under the sanitary inspector. There are now thirty health workers, trained at Jeanes School, working in the Native Reserves under the Medical Department. No reports of their work are received here.

141. *Dispensary and Health Work.*—Attendances at the dispensary increased by 2,405 during the year, and reached the figure of 13,216. Red Cross training was continued, and all the men and their wives who took the final examination were successful.

142. *Music and Dramatic Work.*—Two quarter-of-an-hour periods after morning prayers were used for congregational practice in church music. Other periods were given up to the study of the teaching of singing in schools. Two African songs were written down in sol fah and learnt by the whole school. No Nativity play could be produced this year, but a very fine performance of *Everyman*, in Swahili, was given on the Thursday before Easter.

143. *Co-operative Shop.*—This was carried on successfully thorughout the year. Management was left almost entirely to the African members of the committee, the secretary of which is the African agricultural assistant on the school staff. An auditing committee was chosen, and shown how to do the work and present a report to members. A greater interest in the Society's affairs was taken by the local Africans, from whom a majority of the members now come. Members' meetings were fairly well attended, and the practice was started of

offering them tea at the more important meetings. A *banda* for the communal hand maize-mill was built from the Society's funds, and the mill itself was repaired.

144. *Training of Wives.*—Work proceeded on the usual lines in sewing and knitting, cooking, and laundry work. An African woman assistant made herself very useful.

Among new methods tried this year the women were taught to make a sample of stitches used in dressmaking and mending. Various simple patterns were cut out. Crocheting was also introduced. Four women a week were responsible for the welfare centre and weighing babies, and two for giving a hygiene lesson. Practical housework consisted mainly of scrubbing certain pieces of furniture and turning out a room.

145. *Jeanes Teachers in the Field.*—At the end of the year there were 111 certificated Jeanes teachers at work in East Africa, of whom 100 were employed in Kenya. Fourteen permanent certificates were awarded by the end of the year. Three of these were for men who had been postponed from previous years, and the rest for those who had satisfactorily concluded their two years of probation. Four men withdrew from Jeanes work during the year for various reasons. It has now been decided that the first year of probation, as a result of the recommendation of the Jeanes Conference, shall consist of service in charge of a school and its community work, for which the Jeanes teacher shall have full responsibility, and during this period he is expected to establish his future home in this centre. This should enable a man to demonstrate in a limited sphere what he has learnt about the improvement of village schools and to put into practice first what he afterwards will attempt to teach others. The experience of ten years of work has helped those responsible for the training and direction of Jeanes work to omit non-essentials and to pay attention to small details which make for sure and sound progress; but there is still a great deal to be done in this direction.

146. The bias of Jeanes teachers' work is being turned more and more towards concentrated work in schools and school communities. While their supervisors are as a rule only too anxious to let them help in any general plan of development originated by the Administration, Agricultural and Medical Departments, it is most necessary at the present time that every effort should be made to improve the content and method of school instruction and to make the schools strong community centres. Though this has always been the main

policy, it might often appear from the reports that the Jeanes teacher does everything but school supervision. The reasons for this are mainly—

(1) That accounts of work done in school supervision naturally do not make such interesting reading as community projects.

(2) That the Jeanes teachers recruited so far have often been equipped with too low qualifications to give them confidence in the supervision of teachers. They have therefore tended to undertake community schemes for which they felt better fitted.

Valuable as much of this work is so long as the aim is clearly defined, it may degenerate into mere talk and dissipation of energy, especially when there is a lack of guidance from Europeans. It is intended to require as essential for entrants to courses of training for Jeanes teachers the possession of a lower primary teacher's certificate, together with the completion of successful teaching experience. This would mean, in most cases at any rate, that the candidate would be in the position of headmaster of an elementary (sector) school, so that on his return from training as a Jeanes teacher he would be in charge of such a school, which he would make his demonstration centre, and in addition he would have under his care the adjacent sub-elementary schools and the surrounding communities. In these he would attempt to organize the various items of community improvement which have been suggested from time to time in our reports. With a policy such as this before us there is no likelihood of saturation point being reached in any foreseeable future. It will take several years before an adequate number of teachers with the required qualifications are available for training. The best use will, of course, be made of the Jeanes teachers already trained or in training.

147. *Refresher Course.*—Eighty-seven Jeanes teachers attended the annual refresher course, with three visitors, one of whom was sent by the Zanzibar Government to observe Jeanes methods. The course lasted from January 6th to 23rd. A large number of Europeans and Africans attended the exhibition of school and village handcrafts held on Reunion Day, January 10th. Lady Byrne very kindly consented to present the certificates on this occasion.

148. *Contact with Jeanes Teachers at Work.*—The system of quarterly report was maintained, and it was encouraging to find that the majority of European supervisors now make use

of the space provided for comments on the work of their Jeanes teachers. These often give a most valuable indication of the usefulness of a man's work or the contrary. The receipt of all reports is now acknowledged to the European supervisor, and this gives an opportunity for making suggestions for the improvement of the work or discussing any other matters raised by the teacher's report. With the numbers now involved, we do not, as a rule, attempt to send individual answers to the teachers themselves, but the roneoed quarterly journal, *Moto Mmoja*, serves as a vehicle for the transmission of news both about teachers, the school, the staff, and matters of general interest to Jeanes teachers generally. While there is room in the country for a teachers' journal, this special link with Jeanes teachers could not lightly be dispensed with.

CHAPTER VIII.

Education of Girls.

(*a*) *European.*

149. Except in the Nairobi Government Primary School, in which there are separate classes for girls after Std. III, mixed classes are the rule in all primary schools for European children.

There are three excellent private schools for girls which go up to the Cambridge School Certificate. These are the Loreto Convent, Nairobi; the Limuru Girls' School, and the Loreto Convent, Eldoret.

The main difficulty is to provide vocational training when the girls leave school. Facilities have now been provided for teacher training in the Colony. There are several business colleges offering training in shorthand and typewriting. Many pupils from these institutions have obtained posts in the Local Civil Service and with commercial firms, but it is doubtful if vacancies will be available in the future to meet all the demands for employment. Probationers are accepted for training at the Lady Northey Home and at private hospitals. Such training is a useful asset for girls who wish to take up children's nursing as a career. For training as hospital nurses, however, it is essential to go home to the big hospitals and undergo the regular course. As has already been suggested, a part of the Overseas Scholarship Fund might well be earmarked to give to Kenya girls an opportunity of qualifying themselves for nursing posts in the Colonial Nursing Service in the Colony.

It is to be hoped that under the Lord Delamere Memorial Scheme provision will be made for the training of girls in domestic science, dairying, poultry farming, horticulture, and other farm activities.

(b) Indian Education.

150. Indian girls' education is receiving considerable attention from the Indian community. There is a marked tendency to keep the girls longer at school, and to demand a higher standard of education. Considerable difficulty is experienced in obtaining well qualified female teachers. Recruitment from India presents many difficulties, and the present standard attained by the local girls does not yet warrant the starting of a training class, but this will be possible in the near future. In the Mombasa School the experiment of appointing two male graduates was tried with success. In the Nairobi School there has been an increase in the number of pupils, but here again staffing difficulties have been encountered. There is accommodation for many more pupils, but the community schools appear to be more popular, doubtless owing to the special religious instruction included in the time-tables.

(c) African.

151. The attitude of the African in regard to the necessity for educating girls as well as boys is gradually changing, and increasing interest is being shown in the education of girls.

It is noteworthy that the Local Native Council in South Kavirondo has made a capital grant to missions for girls' school buildings in that area. The number of girl pupils in mission primary mixed schools is increasing, and the co-educational methods adopted by the Church of Scotland Mission are proving most successful. While in general the literary syllabus up to Std. IV for girls is the same as for boys, special attention is paid to domestic science, needlework, laundry and handwork. In several centres the girls attend the local mission hospital or maternity centre for training in child welfare work. In selecting sites for girls' schools a site in close proximity to a hospital is to be preferred. Training in midwifery is given at the Pumwani Hospital, Nairobi, but no scheme approximating to that which has been so successful in Uganda has yet been evolved. There is a tremendous scope for expansion, and if trained girls were likely to be available in large numbers there can be no doubt but that the Local Native Councils would provide the funds necessary to build and equip maternity centres.

CHAPTER IX.

PHYSICAL AND MORAL WELFARE.

Medical Inspection.

152. The School Medical Service remained in abeyance, but school doctors were provided by the Medical Department for most of the European Government boarding schools. Records of weight and measurements were kept by the staffs of the schools. Occasional epidemics of measles and whooping cough placed considerable extra strain on the staffs concerned, and nursing sisters were engaged to meet the emergency.

Most of the Government African schools had regular medical inspection by medical officers posted in the Reserves. In some cases individual health cards were kept. Many of the African primary schools are near hospitals, and the approved elementary schools are situated near dispensaries wherever possible.

Games and physical training.

153. Games and physical training are strong features in all the European schools. Specialist teachers are employed at the two secondary schools and at the Nairobi primary school. Athletic sports meetings are important annual events.

During the last vacation of the year, a course of training in modern physical training instruction was given to a number of Indian teachers at the Prince of Wales School by the physical training master.

The African primary schools' syllabus makes provision for games and physical training, and the Board of Education (1933) Syllabus is being introduced progressively. Association football is the most popular game in these schools. There are many organized district leagues, and there is an annual match against Uganda. Many of the Government African schools have running tracks, and the organization of athletic sports is developing. The African Olympic Games are held annually under the auspices of the Arab and African Sports Association of Kenya. Hockey is played in some African schools, and has gained ground, particularly in the Nyanza Province. African girls play deck tennis, netball and badminton.

Religious and moral instruction.

154. In Government European and African schools the day begins with school prayers. One period a week in the school time-table is allotted to denominational teaching by accredited representatives of religious faiths. Sunday services are held where no church is available. These facilities are fully utilized. The teaching of civics in African schools is under consideration, although much is already being done in most schools.

155. The Boy Scouts Association reported a highly successful year. Apart from the outstanding events of the Jubilee and the Chief Scout's visit, a number of Indian and African scouts attended the annual camp in Uganda, and six new units were registered. The visit of the Chief has had the effect of increasing the interest in scouting both by the children and by the general public. Boy Scouts.

At the close of the year there were in the Colony seventeen registered scout troops, ten cub packs, and four rover crews, while scouts, cubs, rovers and sea scouts numbered in all 806.

156. The girl guides reported a very interesting and successful year. In March a rally was held in Nairobi, at which the first company of Indian girl guides in the Colony took part. The Moore Cup competition was held in July, and the Cup was won by 3rd Eldoret, Loreto Convent Company. Girl Guides.

1935 will always be a red-letter year in the history of the guides of Kenya because of the visit of the Chief Scout and Chief Guide, Lord and Lady Baden Powell. During their visit rallies were held in Nairobi, Eldoret and Nakuru, and every company and pack in the Colony had the joy of being at one of these rallies.

157. The Children's Seaside Holiday Camp, which is organized by a committee, was held as usual at Likoni, near Mombasa. Forty-five boys and forty-five girls, whose ages ranged from 9 to 14 years, spent a happy sixteen days at the seaside. The attractions included a visit to a British cruiser anchored at the time in Kilindini Harbour, and a tea-party given by Sir Ali bin Salim. Health was excellent, and the camp was a great success. Children's Holiday Camp.

158. There are no special schools for defective children. Arrangements for defective and delinquent children.

Boy delinquents (African) are provided for at the Class II and III approved schools at Kabete. An officer of H.M. Borstal Service took over charge of the combined schools in January, and various proved methods of the Borstal System were introduced during the year. Steps were taken to improve the 60 acres of land belonging to the school. A suitable daily routine was organized. Labour on the school farm or premises took place from 8 a.m. to 12 noon and from 1 p.m. to 4 p.m. From 4.30 to 5.30 p.m. football or rounders were played twice a week. After 5.30 p.m., school was held, and also a first-aid class and boxing. For school the boys were divided into three standards, and every boy attended evening school at least once a week. School was compulsory, and

first-aid classes were voluntary, but confined to boys in the higher standards of school classes. The total number of commitals during the year was 64, most sentences being for three years and the remainder for four or five years. The average age of boys committed was 14.2 years. The daily average of inmates was 87. The majority of the offences for which the boys were committed was some form of theft.

CHAPTER X.

Educational Activities of Other Departments.

159. Various other branches of the Government service provided organized instruction during the year.

Department of Agriculture.

160. At the Scott Agricultural Laboratories 59 apprentices were in residence. Twenty-six apprentices completed their course of instruction in December; of this number, six obtained work with the Agricultural Department or with the Local Native Councils, and most of the remainder returned to their own holdings.

Some difficulty was experienced in filling vacancies with boys having the primary school certificate, and some boys below this standard were admitted.

The system of continuing the school education of the boys was continued.

Forty-eight apprentices were in training at Bukura, and 22 sat for the final test examination.

Veterinary Schools.

161. Five schools were open during the year, namely, Maseno, Machakos, Baraton, Sangalo, and Ngong Veterinary Schools.

Maseno.

162. Twenty new pupils were admitted, and the full complement of forty pupils was maintained throughout the year. Two pupils completed the three years' course and five the two years' course.

Machakos.

163. Thirty-eight pupils were in residence at this training centre, twenty-nine from Machakos district and nine from the Kitui district. Twenty pupils completed their two years' course.

164. Eleven pupils were admitted to undertake the two years' course of veterinary training; this course was satisfactorily completed by fifteen pupils. Four pupils from this school represented their province in the Inter-Provincial Sports held in Nairobi. Baraton.

165. The school roll was sixteen. It was reported that pupils from this school showed particular aptitude for dairy work. Sangalo.

166. There were twenty-four pupils during the year, of whom eighteen were Masai. In addition to the theory and practical work of animal husbandry, general education was included in the curriculum. One pupil represented Kenya in the sports meeting against Uganda. Ngong.

At all these schools the aim is to recruit pupils who have previously passed the primary school examination. This ideal has not yet been fully realized, and at all schools literary work was continued and a certain number of candidates were presented for the primary school examination. Recreation was not neglected, and organized football matches and athletic sports were part of the regular routine.

Medical Department.

167. Thirty-one boys were admitted to the Medical Training Depot, Nairobi, with a view to their becoming qualified hospital assistants. A regulation was made that in future all candidates should have previously passed the primary school examination and that they should work at a district hospital for one year before starting their training at the Medical Training Depot. The course consisted of practical work in the Native Hospital, clinical instruction and demonstrations in the wards, and lectures in anatomy, hygiene, nursing, elementary medicine, and English. Regular exercise and discipline were enforced, and the recreational side of the learners' time was catered for by organized games, debates and occasional excursions. Hospital Assistants.

Seven different tribes were represented at the depot.

168. Three boys, two Kikuyu and one Luo, were selected to form the junior compounder class. Two, who had passed the junior secondary school examination, entered for a two years' course, and one who had passed the primary school examination for a four years' course. Practical training was given at the General Dispensary and the Native Hospital Dispensary, and lectures were attended at the Medical Training Depot. Compounder Assistants.

Three boys sat for the final examination in theoretical and practical compounding, and all three passed.

Health workers.

169. One class only was in training during the year, and ten health workers were posted at its close.

Post and Telegraphs Department.

170. The Postmaster General reported that the results obtained at the class at the Government African School, Machakos, for the training of apprentice African linemen were very gratifying, and that satisfactory progress was maintained. The original class of fifteen was in its third year, and it was decided to start a new class with eighteen boys. In addition to this class at Machakos, the Post and Telegraphs Department started technical training classes for suitable members of their existing African staff. These courses of instruction are given by the post office staff in Nairobi, but the courses are open to men from out-stations as well as from the Nairobi staff.

K.U.R. and H. Training School.

171. The training of African staff in the Transportation Training School continued on the same lines as in previous years. Forty-six African learners and four African signallers were admitted to the school for training in telegraphy, train working, guards' duties and commercial instruction. Seventeen Africans were passed out of the school as probationer signallers and twenty Africans were receiving instruction at the end of the year.

Police Training Depot.

172. One hundred and fifty men passed through the training course at the Police Depot, Nairobi, during the year. Four classes in school work were held every day, instruction being chiefly in Swahili and arithmetic. The average attendance of the school classes was sixty. The classes were conducted by the C.M.S., Nairobi, under grant-in-aid, but at the end of the year arrangements were made for the teaching of the school classes to be taken over by the African staff of the Government School, Pumwani.

Inter-territorial Language Committee.

173. The Committee met in January at Nairobi. Many of the items of the agenda were of considerable interest to the schools, particularly the grading of Swahili readers and the preparation of the Swahili dictionary.

Co-operation with the Missions.

174. The number of missionary societies undertaking educational work remained fifteen, and their relations with the Department were both cordial and extensive. The missions

are strongly represented on the Advisory Council, the District Education Boards, and the Boards of Examiners, and officers of the Department are frequently invited to attend meetings of missionary bodies.

175. I would like to place on record my appreciation of the services rendered by the Rev. J. W. C. Dougall, M.A., Educational Adviser to the Protestant Missions.

176. The payment of grant-in-aid under the 1934 Rules continued to function smoothly.

177. It has become increasingly obvious that in African education progress cannot be maintained unless drastic steps are taken to train more efficient teachers. Proposals for the reorganization of training are under discussion, and a scheme will be submitted to Government for consideration early in the new year. General.

178. In conclusion, I wish to take this opportunity of thanking all members of the Department for their loyal support and co-operation throughout the year.

E. G. MORRIS,
Director of Education.

APPENDIX A

COLONY AND PROTECTORATE OF KENYA.

THE EDUCATION ORDINANCE, 1931.

RULES.

IN EXERCISE of the powers conferred upon him by section 45 of the Education Ordinance, 1931, His Excellency the Governor in Council has been pleased to make the following Rules :—

1. These Rules may be cited as the Education (Recognition or Licensing of Teachers in Public Schools) Rules, 1935.

2. No person, except in special circumstances as provided in section 35 of the Education Ordinance, 1931, shall be appointed as a teacher in any public school unless he has satisfied the Director that he possesses the qualifications shown in Schedule A to these Rules or unless he has received a licence from the Director in the form shown in Schedule B to these Rules.

3. A teacher who satisfies the Director that he possesses the qualifications shown in Schedule A to these Rules will be recognized without the issue of a licence, but such recognition may be withdrawn if, after due inquiry, the Director is of the opinion that the teacher has conducted himself in a manner calculated to be detrimental to the physical, mental or moral welfare of the pupils.

4. A licence to teach will be issued to a teacher if the Director is satisfied that, although such teacher does not possess the qualifications shown in Schedule A to these Rules, such teacher has had long and satisfactory experience in an approved school or schools. A licence to teach may be withdrawn on either of the following grounds :—

(*a*) That the holder has neglected or refused to attend any course or courses of training prescribed by the Director.

(*b*) That the holder has, in the opinion of the Director, after due inquiry, conducted himself in a manner calculated to be detrimental to the physical, mental or moral welfare of the pupils.

By Command of His Excellency the Acting Governor in Council.

Nairobi,
This 31st day of August, 1935.

J. F. G. TROUGHTON,
Clerk to the Executive Council.

SCHEDULE A.

1.—European Education.

(i) *Secondary Schools* :

The degree of a recognized University and/or a University Teacher's Diploma.

(ii) *Primary Schools* :

A recognized professional certificate and/or the degree of a recognized University.

(iii) *Primary Schools, Learner-Teachers* :

Matriculation or equivalent;

School Certificate or equivalent;

Higher School Certificate or Intermediate or equivalent.

2.—Indian Education.

(i) *Secondary Schools* :

The degree of a recognized University and/or an approved teaching certificate.

(ii) *Primary Schools* :

An approved teaching certificate;

The degree of a recognized University;

London Matriculation or equivalent;

Approved Indian Matriculation;

A vernacular trained teachers' certificate.

3.—African Education.

(i) *European Teachers and Instructors* :

A degree of a recognized University and/or a professional certificate or diploma approved by the Director.

(ii) *African Teachers and Instructors* :

Elementary Teachers' Certificate up to Standard II.

Elementary Teachers' Certificate with endorsement up to Standard III.

Lower Primary Teachers' Certificate up to Standard IV.

Primary Teachers' Certificate up to Standard VI.

Primary Teachers' Certificate with endorsement up to Form 2.

The Jeanes School Certificate for the supervision of village schools.

A certificate from the Native Industrial Training Depot for African Technical Instructors.

SCHEDULE B.

COLONY AND PROTECTORATE OF KENYA.

EDUCATION DEPARTMENT.

I declare that .....
of ..... School is hereby given licence to teach under the Education Ordinance, 1931.

Nairobi,

Date .....

.....
Director of Education.

APPENDIX B

COLONY AND PROTECTORATE OF KENYA.

THE EDUCATION ORDINANCE, 1931.

RULES.

IN EXERCISE of the powers conferred upon him by section 5 of the Education Ordinance, 1931, His Excellency the Governor in Council has been pleased to make the following Rules :—

1. These Rules may be cited as the Education (Overseas Bursary) Rules, 1935.

2. Save where the context may otherwise require, any terms or expressions used in these Rules shall have the same meaning as in the Education Ordinance, 1931.

3. In cases where the Governor approves of the courses of instruction and of the institutions, he may, subject to the provision of the necessary funds by the Legislative Council, from time to time grant bursaries to students who are undergoing or intending to undergo courses of instruction at institutions outside the Colony.

4. (1) A bursary shall in the first instance be tenable for one academic year, subject to renewal from year to year for a period not exceeding three years in all : Provided that in special cases the period may, with the approval of the Governor, be extended to four years.

(2) The renewal of a bursary shall in every case depend on the receipt by the Director of a satisfactory report of the bursar's conduct, industry and progress from the institution at which the bursar is in attendance.

(3) A bursary may be withdrawn by the Governor at any time, without notice, on the ground of misconduct.

5. Applications for the grant of bursaries shall, in the case of candidates who are in Kenya at the time of the application, reach the Director before the fifteenth day of August next preceding the beginning of the academic year in respect of which the application is made. For the purposes of this Rule the academic year shall be deemed to begin on the first day of September of each year. Applications in the case of candidates who are not in Kenya at the time of the application shall reach the Director before the first day of August.

6. In the award of bursaries preference will, other things being equal, be given to applicants who have received the greater part of their education in the Colony, but no application for a bursary shall be considered unless the candidate to whom such application relates shall have completed at least five years' continuous attendance at a school or schools in the Colony and unless all the conditions set out in Rule 9 of these Rules shall have been fulfilled.

7. Every application shall be made on the prescribed form which shall be completed by the parent or guardian of the applicant.

8. Every application shall be accompanied by a certificate from the principal of the school at which the applicant is, or immediately before the date of the application was, in attendance, to the effect that the candidate has been in attendance at his school.

9. Before any application in respect of a candidate for a bursary is considered by the Board of Selectors, the Board shall satisfy itself as to the fulfilment of each of the following conditions :—

(1) The parent or guardian of a candidate shall, at the date of the application, have resided continuously in the Colony for a period of at least ten year. Such parent or guardian shall further have made a written declaration to the effect that he intends to continue to reside in the Colony during the period for which the bursary may be granted.

For the purposes of this Rule, continuous employment shall be deemed to be continuous residence, and any necessary periods of absence from the

Colony for purposes of health or holidays shall not constitute a breaking of the continuity of residence if the total of such periods of absence has not exceeded three years in any ten years of residence, any absence in respect of residence in excess of ten years being reckoned *pro rata*.

(2) The candidate shall be of European descent and of British nationality. The parent or guardian may be required to produce evidence of the descent and nationality of the candidate.

(3) The candidate shall be not less than seventeen years of age at the date of the application.

(4) The candidate shall have attended a school or schools in the Colony as required by Rule 6 of these Rules.

(5) The candidate shall have successfully completed an examination which will enable him to secure admission to the institution at which he proposes to study.

(6) The parent or guardian shall make a written declaration as to his financial inability to make provision in whole or in part for the continued education of the candidate.

(7) The names of two persons shall be given by the parent or guardian as references in respect of the candidate. Neither of such persons shall have been a teacher at a school attended by the candidate during the period of the candidate's attendance thereat, nor a person at any time engaged in teaching the candidate.

10. (1) Every application for the grant of a bursary shall be considered by a Board of Selectors, consisting of—

(i) The Colonial Secretary, as Chairman;

(ii) The Director;

(iii) Two other members nominated by the Governor.

(2) The Chairman of the Board of Selectors shall have a casting vote in addition to a deliberative vote.

(3) It shall be the duty of the Director to inform the Chairman, not later than the 31st day of August of any year, whether he has received any applications for bursaries, and whether the candidates in respect of whom applications have been made are eligible.

(4) The Chairman shall, if he is informed by the Director that one or more applications have been received in respect of eligible candidates, call a meeting of the Board of Selectors, to be held within ten days of his being so informed.

(5) (i) Upon the receipt of an application the Director shall obtain from the principal of the school referred to in Rule 8 of these Rules a report of the candidate's record at school, and of his character and conduct, together with such further information as may be of assistance in estimating the suitability of the candidate for the grant of a bursary.

(ii) The Director shall also apply to the persons whose names have been given as references under Rule 9 (7) of these Rules, requesting them to furnish any information which may be required with regard to the candidate.

(6) The recommendations of the Board of Selectors shall be submitted to the Governor, with whom the final decision in regard to the grant of a bursary shall lie, but no bursary shall be deemed to have been definitely awarded until satisfactory evidence has been produced that the candidate will be admitted to the course of instruction selected and approved.

11. (1) The payment of a bursary shall, in the case of a selected candidate who is in the Colony at the date of the award, be made to the bursar in the following manner :—

(i) In respect of the first year of a bursary, as at September 1st one-third of the award, and as at January 1st, April 1st, July 1st, two-ninths of the award.

(ii) In respect of the second and subsequent years of a bursary, one-quarter of the amount shall be paid on October 1st, January 1st, April 1st and July 1st in each such year.

(2) In the case of a bursary awarded to a candidate who at the time of the award is already in the country in which the bursary is to be held, payment shall be made throughout the whole period of the bursary as in paragraph (ii) of sub-Rule (1) of this Rule.

12. The annual value of a bursary granted under these Rules shall not exceed one hundred and fifty pounds.

By Command of His Excellency the Governor in Council.

Nairobi,
This 11th day of October, 1935.

J. F. G. TROUGHTON,
Clerk to the Executive Council.

APPENDIX C

TABLE SHOWING HEIGHTS AND WEIGHTS OF PUPILS

Age Group	British Average		Kenya Average (Kenya)		Numbers of Pupils		
	Height	Weight	Height	Weight	Boys	Girls	Total
Years	*Inches*	*Lb.*	*Inches*	*Lb.*			
8–9	47·17	50·78	50·21	59·09	27	19	46
9–10	48·94	54·55	52·86	63·75	36	18	54
10–11	50·72	59·52	54·16	71·51	30	15	45
11–12	53·00	65·97	55·68	75·22	36	21	57
12–13	55·00	76·75	58·25	86·24	106	18	124
13–14	56·91	82·60	60·07	96·25	142	21	163
14–15	59·25	92·00	62·29	101·50	156	8	164
15–16	62·24	102·70	64·87	111·51	123	2	125
					656	122	778

APPENDIX D

COMPARATIVE TABLE OF HEIGHTS AND WEIGHTS OF BOYS ATTENDING CHRIST'S HOSPITAL AND THE PRINCE OF WALES SCHOOL, KENYA

Age	Christ's Hospital 1,300 boys, 1930–3		The Prince of Wales School 712 boys, 1931–6	
	Weight	Height	Weight	Height
	Lb.	*Inches*	*Lb.*	*Inches*
12 Years ..	82·00	56·75	87·75	58·25
13 „ ..	90·00	58·75	93·00	59·50
14 „ ..	100·50	61·50	106·75	63·25
15 „ ..	112·00	64·00	117·25	64·75
16 „ ..	125·25	66·00	126·50	66·25
17 „ ..	135·00	67·75	133·50	67·75
18 „ ..	142·50	68·75	—	—

GENERAL TABLE I.—ABSTRACT—SCHOOLS AND SCHOLARS AT END OF 1935

Population Estimated		Controlled Institutions: University Education — Arts and Science Colleges	University Education — Professional Colleges	School Education, General — Secondary Schools	School Education, General — Primary Schools	School Education, General — Elementary Schools	School Education, General — Total	School Education Vocational — Training Schools	School Education Vocational — Other Vocational Schools	School Education Vocational — Total	Non-controlled Institutions — Total	Grand Total	Percentage to Population of Scholars in — Controlled Institutions	Percentage to Population of Scholars in — Controlled and Non-controlled Institutions
	INSTITUTIONS													
	Male													
European Population 17,997	(*a*) European ..	Nil	Nil	1	*23	*3	27	—	—	—	Nil	27	Euro-pean 9·9	
	(*b*) Indian and Goan	„	„	3	*20	*32	55	—	—	—	„	55		
	(*c*) Arab	„	„	1	2	*3	6	—	—	—	„	6		
Indian and Goan Population 41,334	(*d*) African	„	„	2	*54	1,388	1,444	*1	1	2	„	1,446	Indian & Goan 17·6	
	Female													
	(*a*) European ..	„	„	4	1	—	5	—	—	—	„	5	Arab 3·8	
	(*b*) Indian and Goan	„	„	—	11	3	14	—	—	—	„	14		
	(*c*) Arab	„	„	—	—	—	—	—	—	—	„	—	African 3·2	
	(*d*) African	„	„	—	—	21	21	—	—	—	„	21		
	Total ..	Nil	Nil	11	111	1,450	1,572	1	1	2	Nil	1,574		
	PUPILS ENROLLED													
	Male													
Arab Population 12,599	(*a*) European ..	Nil	Nil	62	566	327	995	—	—	—	Nil	995	—	—
	(*b*) Indian and Goan	„	„	262	1,149	3,104	4,515	—	—	—	„	4,515	—	—
	(*c*) Arab	„	„	21	89	369	479	—	—	—	„	479	—	—
African Population 3,024,975	(*d*) African	„	„	201	2,796	63,808	66,805	54	277	331	„	67,136	—	—
	Female													
	(*a*) European ..	„	„	79	410	346	835	—	—	—	„	835	—	—
	(*b*) Indian and Goan	„	„	—	485	2,431	2,916	—	—	—	„	2,916	—	—
	(*c*) Arab	„	„	—	—	6	6	—	—	—	„	6	—	—
	(*d*) African	„	„	—	339	29,011	29,350	37	—	37	„	29,387	—	—
	Total ..	Nil	Nil	625	5,834	99,402	105,861	91	277	368	Nil	106,229	—	—

*Includes mixed schools having separate classes for girls.

GENERAL TABLE II.—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR, 1935

EUROPEAN

1	Total Direct Expenditure on Education							Total Indirect Expenditure on Education						Total Expenditure on Education
	University Education		School Education General		School Education Vocational									
	Arts and Science Colleges 2	Colleges for Professional Training 3	Secondary Schools 4	Primary Schools 5	Training Schools 6	All other Special Schools 7	Total 8	University 9	Direction and Inspection 10	Scholarships 11	Buildings, Furniture and Apparatus 12	Miscellaneous 13	Total 14	15
	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Colonial Revenue	—	—	10,559	20,436	—	—	30,995	—	2,968	108	135	53	3,264	34,259
Local Public Funds ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Other Sources :														
(*a*) Colonial Loan Funds	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(*b*) Local Denominational Bodies, including Missions			Not known											
(*c*) Private Management			Not known											
Total ..	—	—	10,559	20,436	—	—	30,995	—	2,968	108	135	53	3,264	34,259

Total Expenditure from Colonial Revenues	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue	Amount spent on Education from Colonial Revenue per head of Population	Amount spent on Education from all sources per head of Population
16	17	18	19
£2,200,115	1·56 per cent	£1 18 07	Not known.

N.B.—Boarding Costs are excluded from this table.

GENERAL TABLE II.—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR, 1935—(*Contd.*)

INDIAN AND GOAN

1	Total Direct Expenditure on Education						Total Indirect Expenditure on Education							Total Expenditure on Education
	University Education		School Education General		School Education Vocational									
	Arts and Science Colleges	Colleges for Professional Training	Secondary Schools	Primary Schools	Training Schools	All other Special Schools	Total	University	Direction and Inspection	Scholarships	Buildings, Furniture and Apparatus	Miscellaneous	Total	
	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Colonial Revenue	—	—	14,008	19,326	—	—	33,334	—	3,118	—	—	32	3,150	36,484
Local Public Funds ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Other Sources :														
(*a*) Colonial Loan Funds	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(*b*) Local Denominational Bodies, including Missions	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(*c*) Private Management			Not	known										
Total ..	—	—	14,008	19,326	—	—	33,334	—	3,188	—	—	32	3,150	36,484

Total Expenditure from Colonial Revenues	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue	Amount spent on Education from Colonial Revenue per head of Population	Amount spent on Education from all sources per head of Population
16	17	18	19
£2,200,115	1·66 per cent	Sh. 17/65	Not known.

N.B.—Boarding costs are excluded from this table.

GENERAL TABLE II.—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR, 1935—(*Contd.*)

ARAB

1	Total Direct Expenditure on Education							Total Indirect Expenditure on Education						Total Expenditure on Education
	University Education		School Education General		School Education Vocational									
	Arts and Science Colleges	Colleges for Professional Training	Secondary Schools	Primary Schools	Training Schools	All other Special Schools	Total	University	Direction and Inspection	Scholarships	Buildings, Furniture and Apparatus	Miscellaneous	Total	
	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Colonial Revenue	—	—	3,239	2,154	—	—	5,393	—	483	—	—	—	483	5,876
Local Public Funds ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Other Sources :														
(*a*) Colonial Loan Funds	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(*b*) Local Denominational Bodies, including Missions	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(*c*) Private Management	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total ..	—	—	3,239	2,154	—	—	5,393	—	483	—	—	—	483	5,876

Total Expenditure from Colonial Revenues	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue	Amount spent on Education from Colonial Revenue per head of Population	Amount spent on Education from all sources per head of Population
16	17	18	19
£2,200,115	0·27 per cent	Sh. 9/33	Sh. 9/33

GENERAL TABLE II.—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR, 1935—(*Contd.*)

AFRICAN

1	Total Direct Expenditure on Education							Total Indirect Expenditure on Education						Total Expenditure on Education
	University Education		School Education General		School Education Vocational									
	Arts and Science Colleges	Colleges for Professional Training	Secondary Schools	Primary Schools	Training Schools	All other Special Schools	Total	University	Direction and Inspection	Scholarships	Buildings, Furniture and Apparatus	Miscellaneous	Total	
	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Colonial Revenue	—	—	4,928	47,263	5,304	11,906	69,401	—	6,716	—	—	18	6,734	76,135
Local Public Funds ..	—	—	—	6,894	—	228	7,122	—	—	638	5,126	—	5,764	12,886
Other Sources:														
(*a*) Colonial Loan Funds	—	—	—	—	—	54	54	—	—	—	—	—	—	54
(*b*) Local Denominational Bodies, including Missions			Not known											
(*c*) Private Management			Not known											
Total ..	—	—	4,928	54,157	5,304	12,188	76,577	—	6,176	638	5,126	18	12,498	89,075

Total Expenditure from Colonial Revenues	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue	Amount spent on Education from Colonial Revenue per head of Population	Amount spent on Education from all sources per head of Population
16	17	18	19
£2,200,115	3·46 per cent	50 cents	Not known.

N.B.—Boarding costs are excluded from this table.

TABLE III.—COLLEGES, SCHOOLS AND SCHOLARS FOR THE YEAR 1935

Class of Institution	Controlled Institutions Under Public Management						Controlled Institutions Under Private Management						Grand Total Public and Private Management		Number of Scholars Learning	
	Managed by Government			Managed by Local Public Funds			Aided by Govt. or Local Native Council Funds			Unaided						
	Number of Institutions	Number on Roll, 31-12-35	Average Daily Attendance	Number of Institutions	Number on Roll, 31-12-35	Average Daily Attendance	Number of Institutions	Number on Roll, 31-12-35	Average Daily Attendance	Number of Institutions	Number on Roll, 31-12-35	Average Daily Attendance	Institutions	Scholars	English	*Vernacular
(a) University and Collegiate Education	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
(b) Secondary—																
(i) European	(a) 1	100	102	—	—	—	—	—	—	(b) 3	41	39	5	141	141	—
(ii) Indian and Goan	(a) 2	217	205	—	—	—	(a) 1	45	40	—	—	—	3	262	262	262
(iii) Arab	(a) 1	21	21	—	—	—	—	—	—	—	—	—	1	21	21	21
(iv) African	—	—	—	—	—	—	2	201	181	—	—	—	2	201	201	201
Total	5	338	328	—	—	—	3	246	221	3	41	39	11	625	625	484
(c) Primary—																
(i) European	(c) 12	762	712	—	—	—	(c) 2	7	6	(c) 10	207	190	24	976	976	—
(ii) Indian and Goan	(c) 8	1,032	930	—	—	—	(c) 23	577	502	(c) 1	25	21	32	1,634	1,549	1,548
(iii) Arab	(c) 2	89	80	—	—	—	—	—	—	—	—	—	2	89	89	89
(iv) African	(c) 12	1,013	912	—	—	—	(c)140	2,392	2,152	(c) 4	98	88	58	3,503	1,881	3,503
Total	34	2,896	2,634	—	—	—	65	2,976	2,660	15	330	299	114	6,202	4,495	5,140
(d) Elementary—																
(i) European	—	232	216	—	—	—	—	—	—	3	441	406	3	673	673	—
(ii) Indian and Goan	3	1,953	1,757	—	—	—	24	2,864	2,484	13	718	563	40	5,535	2,070	4,987
(iii) Arab	3	375	339	—	—	—	—	—	—	—	—	—	3	375	108	375
(iv) African	37	2,924	2,632	—	—	—	263	33,545	30,190	1,109	56,350	50,715	1,409	92,819	825	92,819
Total	43	5,484	4,944	—	—	—	287	36,409	32,674	1,125	57,509	51,684	1,455	99,402	3,676	98,181
Total of Schools and Colleges under Private and Public Management	82	8,718	7,906	Nil	Nil	Nil	355	39,631	35,555	1,143	57,880	52,022	1,580	196,229	8,796	103,805

TABLE IV—RESULTS OF PUBLIC EXAMINATIONS, 1935

Name of Examination	Number of Scholars who completed during the year the course of studies prescribed for the examination						Number of Candidates						Number Passed						Race of Candidates Passed			Percentage of Column 13 to Column 9		Percentage of Column 13 to Column 5	
	Institutions under Public Management		Aided Institutions		Other Institutions		Institutions under Public Management		Aided Institutions		Other Institutions		Institutions under Public Management		Aided Institutions		Other Institutions		European	Indian and Goan	Arab and African				
1	2		3		4		5		6		7		8		9		10		11		12		13		14	15	16	17		18*	
	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)				(a)	(b)	(a)	(b)
I. Cambridge Examinations—																													
(i) School Certificate ..	20	—	5	2		2	25	4	20	—	5	2	—	2	25	4	19	—	4	2	—	1	23	3	23	3	—	92	75	92	75
(ii) Junior Certificate ..	20	167*	6	9	—	3	26	179	20	167	6	9	—	3	26	179*	15	70	3	5	—		18	75	18	74	1	69	42	69	42
(iii) Preliminary Certificate..	49	221†	12	44	—		61	265	49	221	12	44	—		61	265	42	151	4	36	—		46	187	46	182	5	75	71	75	71
II. London Matriculation ..	—	64	—	3	2	1	2	68	—	64	—	3	2	1	2	68	—	26	—	1	1	1	1	28	1	28	—	50	41	50	41
III. Kenya Departmental African Examination—																													
Junior Secondary School	—	2	—	64	—		—	66	—	2	—	64	—		—	66	—		—	35	—		—	35	—	—	35	—	53	—	
Primary School	—	209	—	500	—	54	—	763	—	209	—	500	—	54	—	763	—	57	—	138	—	6	—	201	—	—	201	—	26	—	
Primary Teachers' ..	—	3	—	16	—		—	19	—	3	—	16	—		—	19	—		—	1	—		—	1	—	—	1	—	5	—	
Lower Primary Teachers'	—	18	—	114		2	—	134	—	18	—	114	—	2	—	134	—	6	—	30	—		—	36	—	—	36	—	27	—	
Elementary Teachers' ..	—	2	—	136		1	—	139	—	2	—	136	—		—	139	—	2	—	58	—		—	60	—	—	60	—	43	—	
Junior Secondary Clerks'	—		—	6	—		—	6	—		—	6	—		—	6	—		—	4		1	—	4	—	—	4	—	67	—	

(a) European. (b) Other Races. *Includes 4 Arabs. †Includes 10 Arabs.

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TABLE V.—NUMBER AND QUALIFICATIONS OF TEACHERS IN CONTROLLED INSTITUTIONS IN 1935

1	Primary Schools		Secondary Schools		Arts and Science Colleges	
	Under Public Management 2	Other Institutions 3	Under Public Management 4	Other Institutions 5	Under Public Management 6	Other Institutions 7
European Schools—						
Trained Graduates	6	12	10	3	Nil	Nil
Untrained Graduates	5	6	4	1	,,	,,
Trained Non-graduates	18	8	2	7	,,	,,
Untrained Non-graduates	14	18	2	3	,,	,,
Indian and Goan Schools—						
Trained Graduates	5	1	7	—	,,	,,
Untrained Graduates	8	7	16	5	,,	,,
Trained Non-graduates	14	30	8	—	,,	,,
Untrained Non-graduates	37	119	14	7	,,	,,
Arab Schools—						
Trained Graduates	—	—	1	—	,,	,,
Untrained Graduates	1	—	—	—	,,	,,
Trained Non-graduates	—	—	—	—	,,	,,
Untrained Non-graduates	1	—	1	—	,,	,,
African Schools, (European Staff)—						
Trained Graduates	4	27	—	8	,,	,,
Untrained Graduates	2	8	—	4	,,	,,
Trained Non-graduates	8	55	—	10	,,	,,
Untrained Non-graduates	26	42	—	5	,,	,,
Arab Schools, (Arab Staff)—						
Certified Teachers	6	—	5	—	,,	,,
Uncertified Teachers	13	—	—	—	,,	,,
African Schools, (African Staff)—						
Certified Teachers	122	880	—	61	,,	,,
Uncertified Teachers	19	1,642	—	101	,,	,,

GENERAL TABLE VI.—*EUROPEAN*—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY

(*a*) Government

	1 Colleges	2 Secondary Schools	3 Primary Schools	4 Training Institutions	5 Other Vocational Schools	6 Total	7 From Colonial Revenues	8 From Fees	9 From Mission or Denominational Funds	10 From Other Sources		11 Total
										Loan Funds and L.P.F.	Private Management	
	Male Female	Male Female	Male Female	Male Female	Male Female	Male Female						
	£	£	£	£	£	£	£	£	£	£	£	£
(*a*) Maintenance Charges ..	—	10,559	20,195	—	—	30,754	26,510	4,244	—	—	—	30,754
(*b*) Capital Expenditure on Building and Equipment	—	135	—	—	—	135	135	—	—	—	—	135
Total ..	—	10,694	20,195	—	—	30,889	26,645	4,244	—	—	—	30,889
*Average Annual Cost per Pupil to Colonial Revenue	—	£44/7/34	£22/17/42	—	—	£27/8/09	£23/12/98	—	—	—	—	—
*Average Annual Cost per Pupil to Local Public Funds	—	—	—	—	—	—	—	—	—	—	—	—
*Total Average Cost per Pupil	—	£44/7/34	£22/17/42	—	—	£27/8/09	£23/12/98	—	—	—	—	—

(*b*) Local Public Funds—*Nil*

(*c*) Missions or Local Denominational Bodies—*Not Known*

(*d*) Other Private Managements—*Not Known*

N.B.—Boarding costs are excluded from this table. *On basis of Recurrent Expenditure only.

GENERAL TABLE VI.—*INDIAN AND GOAN*—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY

(*a*) Government

	1 Colleges	2 Secondary Schools	3 Primary Schools	4 Training Institutions	5 Other Vocational Schools	6 Total	7 From Colonial Revenues	8 From Fees	9 From Mission or Denominational Funds	10 From Other Sources		11 Total
										Loan Funds and L.P.F	Private Management	
	Male Female	Male Female	Male Female	Male Female	Male Female	Male Female						
	£	£	£	£	£	£	£	£	£	£		£
(*a*) Maintenance Charges ..	—	13,494	13,404	—	—	26,898	19,600	7,298	—	—	£	26,898
(*b*) Capital Expenditure on Building and Equipment	—	—	—	—	—	—	—	—	—	—	—	—
Total ..	—	13,494	13,404	—	—	26,898	19,600	7,298	—	—	—	26,898
*Average Annual Cost per Pupil to Colonial Revenue	—	£11/1/03	£6/17/81	—	—	£8/9/54	£6/3/54	—	—	—	—	—
*Average Annual Cost per Pupil to Local Public Funds	—	—	—	—	—	—	—	—	—	—	—	—
*Total Average Cost per Pupil	—	£11/1/03	£6/17/81	—	—	£8/9/54	£6/3/54	—	—	—	—	—

(*b*) Local Public Funds—*Nil*

(*c*) Missions or Local Denominational Bodies—*Not Known*

(*d*) Other Private Managements - *Not Known*

N.B.—Boarding costs are excluded from this table. *On basis of Recurrent Expenditure only.

GENERAL TABLE VI.—*ARAB*—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY

(*a*) Government

	1 Colleges	2 Secondary Schools	3 Primary Schools	4 Training Institutions	5 Other Vocational Schools	6 Total	7 From Colonial Revenues	8 From Fees	9 From Mission or Denominational Funds	10 From Other Sources		11 Total
										Loan Funds and L.-P.F.	Private Management	
	Male Female	Male Female	Male Female	Male Female	Male Female	Male Female						
	£	£	£	£	£	£	£	£	£	£	£	£
(*a*) Maintenance Charges ..	—	3,239	2,154	—	—	5,393	5,393	—	—	—	—	5,393
(*b*) Capital Expenditure on Building and Equipment	—	—	—	—	—	—	—	—	—	—	—	—
Total ..	—	3,239	2,154	—	—	5,393	5,393	—	—	—	—	5,393
*Average Annual Cost per Pupil to Colonial Revenue	—	£38/11/17	£5/6/34	—	—	£11/0/54	£11/0/54	—	—	—	—	—
*Average Annual Cost per Pupil to Local Public Funds	—	—	—	—	—	—	—	—	—	—	—	—
*Total Average Cost per Pupil	—	£38/11/17	£5/6/34	—	—	£11/0/54	£11/0/54	—	—	—	—	—

(*b*) Local Public Funds—*Nil*

(*c*) Missions or Local Denominational Bodies—*Not Known*

(*d*) Other Private Managements—*Not Known*

N.B.—Boarding costs are excluded from this table. *On basis of Recurrent Expenditure only.

GENERAL TABLE VI.—*AFRICAN*—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY

(*a*) Government

	1 Colleges	2 Secondary Schools	3 Primary Schools	4 Training Institutions	5 Other Vocational Schools	6 Total	7 From Colonial Revenues	8 From Fees	9 From Mission or Denominational Funds	10 From Other Sources		11 Total
										Loan Funds and L.P.F.	Private Management	
	Male Female	Male Female	Male Female	Male Female	Male Female	Male Female						
	£	£	£	£	£	£	£	£	£	£	£	£
(*a*) Maintenance Charges ..	—	—	19,800	5,304	†12,188	37,382	35,038	—	—	2,344	—	37,382
(*b*) Capital Expenditure on Building and Equipment	—	—	†5,026	—	—	5,026	—	—	—	5,026	—	5,026
Total ..	—	—	24,916	5,304	12,188	42,408	35,038	—	—	7,370	—	42,408
*Average Annual Cost per Pupil to Colonial Revenue	—	—	£4/17/71	£58/5/71	£34/0/34	£8/11/33	—	—	—	—	—	—
*Average Annual Cost per Pupil to Local Public Funds	—	—	Sh. 11/30	—	Sh. 16/12	Sh. 11/46	—	—	—	—	—	—
*Total Average Cost per Pupil	—	—	£5/9/01	£58/5/71	£34/16/46	£9/2/79	—	—	—	—	—	—

(*b*) Local Public Funds—*Nil*

(*c*) Missions or Local Denominational Bodies—*Not Known*

(*d*) Other Private Managements—*Not Known*

N.B.—Boarding costs are excluded from this table. *On basis of Recurrent Expenditure only.

†An amount of £282 is common to both. This represents the value of N.I.T.D. *chargeable* services employed on works.

TABLE VII

DISTRIBUTION OF GOVERNMENT SCHOOLS, WITH AVERAGE NUMBER OF ROLL, 1935

	Boys	Girls	Total
(*a*) EUROPEAN SCHOOLS (14)			
Prince of Wales School, Kabete ..	120	—	120
Girls' Secondary, Nairobi	—	118	118
European Primary Schools—			
Broederstroom	31	25	56
Eldoret	78	44	122
Farm Schools:			
674 Kipkabus	13	16	29
140	8	6	14
139	12	2	14
Kilimani, Nairobi	14	6	20
Kitale	42	26	68
Mombasa	15	7	22
Nairobi	153	51	204
Nakuru	104	71	175
Nanyuki	18	13	31
Parklands	82	46	128
Total ..	690	431	1,121
(*b*) INDIAN AND GOAN SCHOOLS (13)			
Allidina Visram High, Mombasa ..	553	—	553
Government Secondary, Nairobi ..	668	—	668
Indian Elementary, Nairobi	732	—	732
Indian Elementary, Mombasa	234	6	240
Girls' School, Nairobi	—	98	98
Girls' School, Mombasa	—	311	311
Indian School—			
Eldoret	75	45	120
Fort Hall	17	9	26
Kisumu	193	—	193
Lamu	26	8	34
Machakos	27	14	41
Nakuru	66	3	69
Thika	55	33	88
Total ..	2,646	527	3,173
(*c*) ARAB SCHOOLS (6)			
Ali bin Salim, School, Malindi	83	—	83
Arab Primary, Mombasa	225	—	225
Coast Secondary, Shimo la Tewo ..	84	—	84
Malindi Village Schools, (2)	73	6	79
Arab Primary, Lamu	18	—	18
Total ..	483	6	489

TABLE VII—(*Contd.*)

DISTRIBUTION OF GOVERNMENT SCHOOLS, WITH AVERAGE NUMBER ON THE ROLL, 1935—(*Contd.*)

	Boys	Girls	Total
(*d*) AFRICAN SCHOOLS, (13 CENTRAL, 35 VILLAGE)			
Jeanes School, Kabete	54	37	91
Native Industrial Training Depot, Kabete	350	—	350
Government African School—			
Kabianga, Kericho	92	—	92
Kagumo, Nyeri	178	—	178
Kakamega	145	—	145
Kapenguria	60	—	60
Kapsabet	96	—	96
Kisii	87	—	87
Liotokitok	117	—	117
Machakos	202	—	202
Narok	82	—	82
Tambach	102	—	102
Waa	80	—	80
Village Schools—			
Coast (7)	305	—	305
Kabianga (2)	37	—	37
Kapsabet (5)	199	1	200
Kibra	36	—	36
Kitui (5)..	462	—	462
Machakos (14)	1,198	—	1,198
Pumwani	73	—	73
Total ..	3,955	38	3,993

TABLE VIII

DISTRIBUTION OF AIDED AND UNAIDED EUROPEAN SCHOOLS WITH AVERAGE NUMBER ON ROLL, 1935

	Boys	Girls	Total
(*a*) EUROPEAN SCHOOLS (18)			
Highlands, Nairobi	15	35	50
Hill Preparatory School, Nairobi	13	26	39
Kenton College, Nairobi	55	—	55
Limuru Girls' School	2	42	44
Loreto Convent, Eldoret	12	44	56
Loreto Convent, Nairobi	12	111	123
Mount Elgon, Kitale	5	7	12
Lake—P.N.E.U., Naivasha	5	3	8
Mrs. Clarke's, Westlands, Nairobi	30	20	50
Mount Kenya, Nanyuki	—	6	6
Mrs. Fletcher's, Mombasa	11	14	25
Mrs. Fisher's, Eldoret	7	5	12
Pembroke House, Gilgil	42	—	42
Rift Valley Academy, Kijabe	16	19	35
St. Andrew's, Turi	23	26	49
St. Helen's, Parklands, Nairobi	14	20	34
*Rumuruti	16	19	35
*Sergoit Farm School	5	7	12
Total	283	404	687
(*b*) INDIAN AND GOAN SCHOOLS (62)			
Adarsha Vidyalya, Nairobi	103	67	170
*Arya Samaj Girls', Nairobi	—	124	124
*Arya Samaj Girls', Nakuru	—	39	39
*Arya Samaj Girls', Kisumu	—	68	68
*Balmandir Institute, Nairobi	109	11	120
Bal Vidya Mandir, Nairobi	36	3	39
*Bohra School, Nairobi	19	19	38
*White Sisters Convent, Mombasa	65	118	183
*Catholic Parochial, Nairobi	94	90	184
*Cutchi Gujarati Girls', Nairobi	—	253	253
*Goan School, Mombasa	38	36	74
*Goan School, Nairobi (Dr. Ribeiro)	90	98	188
*Gurdwara Bazaar Girls', Nairobi	—	65	65
H.H. Aga Khan School—			
*Asembo Bay	15	20	35
*Boys' High, Mombasa	278	—	278
*Girls', Kisumu	—	45	45
*Girls', Mombasa	—	210	210
*Girls', Nairobi	—	199	199
*Homa Bay	8	5	13
*Kapsabet	8	6	14
*Kisii	21	5	26
*Kendu Bay	11	7	18
Kimilili	9	3	12
*Mumias	13	6	19
Marindi	10	5	15
*Rungwe	9	1	10
*Sultan Hamud	18	5	23
Sio River	11	2	13

*Receives Grant-in-Aid.

TABLE VIII—(*Contd.*)

DISTRIBUTION OF AIDED AND UNAIDED EUROPEAN SCHOOLS WITH AVERAGE NUMBER ON ROLL, 1935—(*Contd.*)

	Boys	Girls	Total
INDIAN AND GOAN SCHOOLS 62—(*Contd.*)			
Indian School—			
Baricho	12	7	19
*Gilgil	12	12	24
Eldoret, Girls'	—	18	18
*Karatina	19	12	31
*Kericho	28	10	38
*Kiambu	12	8	20
*Kikuyu	9	9	18
*Kitale	24	21	45
*Likoni	8	11	19
*Limuru	6	13	19
*Luanda	15	11	26
*Malindi	43	17	60
*Maragua	12	16	28
*Mariakani	16	8	24
*Meru	35	15	50
*Naivasha	26	17	43
*Ngong	12	7	19
*Nyeri	25	24	49
Saba Saba	12	7	19
Sotik	5	10	15
*Yala	13	12	25
Joseph Christian's, Mombasa	86	6	92
*Khalsa Girls', Nairobi	—	133	133
*Khalsa Boys', Nairobi	28	—	28
*Khoja Shia Isna Ashari, Mombasa ..	31	63	94
*Macupa Railway, Mombasa	18	38	56
*Maddressa-Burhania, Mombasa ..	81	106	187
*Muslim Girls', Nairobi	—	94	94
Nursery School, Mombasa	29	12	41
Patel School, Mombasa	138	—	138
Sikh Girls', School, Mombasa	—	31	31
Shree Visha Oswal Balmandir, Nairobi.	20	1	21
*Shree Sanatan Girls', Nairobi	—	75	75
Solanki Gujerati School, Mombasa ..	35	—	35
Total ..	1,775	2,334	4,109

*Receives a Grant-in-Aid.

TABLE IX—DISTRIBUTION OF MISSION SCHOOLS, PUPILS, ETC.

Mission	Number of Assisted Schools			Number on Roll						Number of Unassisted Schools			Number on Roll						Total of Schools	Total on Roll		
	Sub-elementary	Elementary	Primary	Sub-Elementary		Elementary		Primary		Sub-elementary	Elementary	Primary	Sub-Elementary		Elementary		Primary			Boys	Girls	Total
				Boys	Girls	Boys	Girls	Boys	Girls				Boys	Girls	Boys	Girls	Boys	Girls				
1. Africa Inland Mission ..	17	22	4	643	420	906	612	26	6	27	34	1	680	461	978	321	35	12	105	3,268	1,832	5,100
2. Bible Churchman's Society	—	—	—	—	—	—	—	—	—	—	3	—	58	7	67	5	—	—	3	125	12	137
3. Church Missionary Society	5	76	8	824	511	6,668	2,287	716	83	173	20	—	6,020	2,282	1,069	652	—	—	282	15,297	5,815	21,112
4. Church of God Mission ..	—	3	1	31	8	320	134	54	5	27	41	—	516	375	1,067	983	—	—	72	1,988	1,505	3,493
5. Church of Scotland Mission	—	7	3	232	132	3,565	1,595	240	48	45	27	—	2,350	933	190	58	—	—	82	6,577	2,766	9,343
6. Friends Africa Mission ..	—	12	2	45	14	1,432	604	166	16	250	7	—	6,870	5,449	415	227	—	—	271	8,928	6,310	15,238
7. Gospel Missionary Society..	—	4	1	34	27	266	123	38	7	4	14	—	100	28	540	211	—	—	23	978	396	1,374
8. Methodist Mission ..	—	11	2	55	68	949	86	27	10	21	8	—	801	146	402	50	—	—	42	2,234	360	2,594
9. Neukirchen Mission ..	8	1	—	124	90	39	9	—	—	10	—	—	99	68	—	—	—	—	19	262	167	429
10. Nilotic Independent Mission	—	4	—	56	70	330	83	—	—	11	—	—	358	85	—	—	—	—	15	744	238	982
11. Pentecostal Assemblies ..	—	4	—	—	—	165	127	—	—	3	15	1	102	263	476	337	31	3	23	774	730	1,504
12. R.C. Consolata Mission ..	1	10	3	396	342	392	161	130	16	40	22	2	1,486	546	649	240	6	11	78	3,059	1,316	4,375
13. R.C. Holy Ghost Mission ..	10	17	10	812	370	848	392	375	112	29	11	—	843	186	400	122	—	—	77	3,278	1,182	4,460
14. R.C. Mill Mill Mission ..	7	29	6	1,172	673	2,245	594	225	10	68	21	—	2,157	1,431	1,060	292	—	—	131	6,859	3,000	9,859
15. Salvation Army	—	—	—	—	—	—	—	—	—	18	16	—	727	363	640	311	—	—	34	1,367	674	2,041
16. Seventh Day Adventist M.	—	15	1	—	—	1,065	399	82	—	92	8	—	2,991	1,432	246	145	—	—	116	4,384	1,976	6,360
17. Independent Schools ..	—	—	—	—	—	—	—	—	—	6	38	—	221	69	2,736	958	—	—	44	2,957	1,027	3,984
Total ..	48	215	41	4,424	2,725	19,190	7,206	2,079	313	824	285	4	26,379	14,124	10,935	4,912	72	26	1,417	63,079	29,306	92,385
SECONDARY																						
18. Alliance High School ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	107	—	107
19. R.C. Holy Ghost, Kabaa..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	94	—	94
TOTAL ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,418	63,280	29,306	92,586

TABLE X

TEACHER TRAINING INSTITUTIONS

A.—European, Nil. *B.*—Indian, Nil. *C.*—Arab, Nil.

D.—African

Name of School	Organization	No. in Training
Jeanes School	Government	54
African School, Kapsabet ..	„	2
African School :		
Machakos	„	15
Africa Inland Mission :		
Kabartonjo	Africa Inland Mission	4
Mulango	ditto	6
Kapsabet	ditto	5
Kijabe	ditto	7
Lumbwa	ditto	2
Alliance High School, Kikuyu ..	Alliance of Protestant Missions	7
Bunyore Central School.. ..	Church of God Mission	13
Catholic Mission :		
Kibuye	Mill Hill Mission ..	4
Kibabi	ditto ..	13
Rangala	ditto ..	3
Yala	ditto ..	8
Nyabururu	ditto ..	11
Bura	Holy Ghost Mission ..	25
Mombasa	ditto ..	3
Kabaa	ditto ..	50
Mangu	ditto ..	8
Nyeri	Consolata Mission ..	29
Church Missionary Society :	Church Missionary	
Pumwani	Society	5
Ngiya, Yala	ditto	9
Kabete	ditto	10
Kabare	ditto	2
Kahuhia	ditto	18
Maseno	ditto	21
Kalolene	ditto	46
Church of Scotland Mission :	Church of Scotland	
Tutumu	Mission	19
Chogoria	ditto	15
Friends Africa Mission, Kaimosi..	American Friends Board of Missions .	3
Gospel Missionary Society, Kambui	Gospel Missionary Soc.	3
Methodist Mission :	Methodist Missionary	
Meru	Society	6
Mazeras	ditto	2
Neukirchen Mission, Ngao, Lamu	Neukirchen Mission Society	20
Nyangori Mission	Pentecostal Assemblies of Canada.. ..	11
		459

TABLE XI

EXPENDITURE, 1935

Sub-heads	Actual Expenditure		
	£	*s.*	*cts.*
ADMINISTRATION—			
Personal Emoluments	1,2291	3	38
Contingencies	79	3	83
Passages	403	13	58
Local Transport and Travelling	910	11	21
Travelling Allowance	75	9	50
Telephones	75	0	71
Colony's Share of Cost of Advisory Committee to Colonial Office	415	10	00
Total Administration	14,250	12	21
EUROPEAN EDUCATION—TUITION—			
Personal Emoluments	28,075	1	79
Maintenance and Purchase of Materials	451	19	51
Passages	1,266	9	56
Local Transport and Travelling	245	15	70
Travelling Allowance		8	50
Contingencies	38	3	70
Contributions to Schools	241	2	66
Overseas Scholarship Scheme	87	2	34
Expenses of Committees	53	0	00
Books, Stationery and Equipment	751	2	94
Life Insurance Premium of Donation Governor, Christ's Hospital	21	1	25
Telephones	191	14	00
Carriage of Goods	56	17	23
Expenses of Overseas Examinations	209	13	78
Expenses of Swimming Instruction	22	0	50
Total European Education—Tuition	31,711	13	46
EUROPEAN EDUCATION—BOARDING—			
Personal Emoluments	3,688	14	48
Maintenance and Purchase of Materials	1,541	3	46
Passages	3	0	00
Transport and Travelling	17	19	48
Travelling Allowance	8	8	25
Contingencies	316	1	97
Equipment	5,823	17	98
Boarding Expenses	836	14	83
Grants to Private Hostels	93	6	98
Carriage of Goods			
Total European Education—Boarding	12,329	7	43
Total European Education	44,041	0	89
INDIAN AND GOAN EDUCATION—			
Personal Emoluments	23,712	17	06
Maintenance and Purchase of Materials	332	10	54
Passages	873	0	30
Local Transport and Travelling	272	19	12
Travelling Allowance	2	12	50
Grants-in-Aid (Indian Education)	5,700	9	34
Carried forward	—		

TABLE XI—(*Contd.*)

EXPENDITURE, 1935—(*Contd.*)

Sub-heads	Actual Expenditure £ s. cts.
Brought forward ..	—
INDIAN AND GOAN EDUCATION—*Contd.*	
Grants-in-Aid (Goan Education)	499 2 15
Grants to Special Schools	225 0 00
Expenses of Committees	31 17 45
Telephones	50 19 50
Books, Stationery and Equipment	1,013 1 10
Contingencies	13 5 87
Boarding Expenses	605 12 92
Carriage of Goods	73 14 07
Expenses of Overseas Examinations	653 2 59
Total Indian and Goan Education ..	34,060 4 51
ARAB EDUCATION—	
Personal Emoluments	4,350 18 72
Maintenance and Purchase of Materials ..	184 4 53
Passages	276 5 57
Local Transport and Travelling	71 17 37
Travelling Allowances	2 17 00
Boarding Expenses	370 11 93
Contingencies	4 1 66
Books, Stationery and Equipment	214 19 86
Telephones	—
Carriage of Goods	49 10 81
Expenses of Overseas Examinations	24 17 43
Total Arab Education	5,550 4 88
AFRICAN EDUCATION—	
Personal Emoluments	28,228 6 15
Maintenance and Purchase of Materials	2,341 17 08
Hut and Poll Tax	302 1 00
Grants-in-Aid to Missions	37,268 5 32
Expenses of Committees	16 1 45
Local Transport and Travelling	1,454 4 80
Travelling Allowance	38 16 00
Boarding Expenses	1,612 13 80
Contingencies	39 4 73
Tools	190 5 53
Books, Stationery and Equipment	599 7 58
Telephones	66 3 43
Expenses of Local Examinations	1 12 66
Carriage of Goods	356 14 58
Passages	1,581 8 40
Total African Education	74,097 2 51
EXTRAORDINARY EXPENDITURE—	
Science Equipment at Prince of Wales School ..	41 17 21
Physical Training Equipment at European Girls' Secondary School	93 6 61
Total Extraordinary Expenditure ..	135 3 82
TOTAL EDUCATION DEPARTMENT .. £	172,134 8 82

TABLE XII

TUITION COST—EUROPEAN SCHOOLS

	1934	1935
Number of Pupils	1,136	1,121
	Sh. cts.	*Sh. cts.*
Teachers	516,554 86	509,106 99
Clerical	2,160 00	2,160 00
Reliefs	40,362 43	26,997 26
African Domestic and Grounds Staff ..	10,858 75	10,558 96
Total Personal Emoluments	569,936 04	548,823 21
Passages	25,733 81	25,329 56
Local Transport and Travelling ..	5,897 84	4,918 68
Travelling Allowance	21 00	6 00
Books, Stationery and Equipment ..	15,499 27	22,992 81
Maintenance	10,815 72	8,505 40
Contingencies	770 99	710 60
Carriage of Goods	1,607 39	1,137 23
Telephones and Telegrams	2,137 34	2,220 12
Expenses of Swimming Instruction ..	—	440 50
Total Expenditure ..	632,419 40	615,084 11
Gross Cost per Pupil ..	558 71	548 69
Total Fees Collected ..	88,836 12	84,878 90
Total Net Cost	543,583 28	530,205 21
Net Cost per Pupil ..	478 51	472 98

TUITION COST—EUROPEAN—PRIMARY AND SECONDARY

1935

	Primary	Secondary
Number of Pupils	883	238
	Sh. cts.	*Sh. cts.*
Teachers	325,914 99	183,192 00
Clerical	900 00	1,280 00
Reliefs	24,814 34	2,182 92
African Domestic and Ground Staff ..	5,914 34	4,644 62
Total Personal Emoluments	357,543 67	191,279 54
Passages	19,001 73	6,327 83
Local Transport and Travelling ..	3,957 47	961 21
Travelling Allowances	6 00	—
Books, Stationery and Equipment ..	14,746 20	8,246 61
Maintenance	5,701 77	2,803 63
Contingencies	249 76	460 84
Carriage of Goods	891 52	245 71
Telephones and Telegrams	1,539 37	680 75
Expenses of Swimming Instruction ..	260 50	180 00
Total Expenditure	403,897 99	211,186 12
Gross Cost per Pupil ..	457 42	887 34
Total Fees Collected ..	51,721 40	33,157 50
Total Net Cost	352,176 59	178,028 62
Net Cost per Pupil ..	398 84	748 02

TABLE XII—*(Contd.)*

TUITION COST—INDIAN SCHOOLS

	1934	1935
Number of Pupils	2,830	3,173
	Sh. cts.	*Sh. cts.*
Teachers, European	32,883 33	31,950 04
Teachers, Indian	407,232 16	417,963 25
Clerical	1,800 00	1,800 00
Reliefs	13,219 92	20,900 51
African Domestic and Grounds Staff ..	9,258 85	9,775 75
Total Personal Emoluments	464,394 26	482,389 55
Passages	18,098 95	17,460 00
Local Transport and Travelling ..	6,348 95	5,471 87
Travelling Allowance	43 80	46 50
Books, Stationery and Equipment ..	24,917 81	23,393 91
Maintenance	8,550 51	6,510 00
Contingencies	246 69	181 37
Carriage of Goods	1,188 00	1,479 07
Telephones and Telegrams	1,016 75	10,19 50
Total Expenditure ..	524,805 72	537,951 77
Gross Cost per Pupil ..	185 44	169 54
Total Fees Collected ..	130,096 00	145,955 00
Total Net Cost	394,709 72	391,996 77
Net Cost per Pupil ..	139 47	123 54

TUITION AND BOARDING COSTS—ARAB SCHOOLS

	1934	1935
Number of Pupils	528	489
	Sh. cts.	*Sh. cts.*
Teachers, European	54,775 64	52,997 45
Teachers, Arab and African	25,508 62	25,632 57
Reliefs	10,499 98	9,252 75
Motor Drivers, Menials and Porters ..	5,019 31	5,499 00
Total Personal Emoluments	95,803 55	93,381 77
Passages	8,384 75	5,540 91
Local Transport and Travelling ..	1,050 71	1,437 37
Books, Stationery and Equipment ..	6,201 24	2,949 01
Maintenance	4,049 31	3,433 43
Contingencies	126 29	49 66
Carriage of Goods	953 81	995 98
Boarding Expenses	8,948 20	7,448 99
Telephones and Telegrams	300 00	—
Travelling Allowances	30 00	57 00
Total Expenditure ..	125,847 86	115,294 12
Gross Cost per Pupil ..	238 35	235 77
Revenue—		
Re-imbursements	22,474 98	—
Fees	4,518 00	4,112 01
Total Revenue	26,992 98	4,112 01
Total Net Cost	98,854 88	111,182 11
Net Cost per Pupil ..	187 23	227 36

TABLE XII—(*Contd.*)

TUITION AND BOARDING COSTS—AFRICAN SCHOOLS

	1934	1935
Number of Pupils	3,827	3,999
	Sh. cts.	*Sh. cts.*
Teachers, European	317,415 03	313,323 59
Teachers, African	99,437 83	107,251 60
Stipends of Apprentices in Training	14,499 19	14,819 71
Clerical	8,982 96	9,066 12
Reliefs	11,620 42	19,849 03
Motor Drivers, Menials and Porters	16,769 00	13,630 51
Total Personal Emoluments	468,724 33	477,940 56
Passages	29,406 40	20,853 15
Local Transport and Travelling	22,013 57	23,045 82
Books, Stationery and Equipment	7,341 96	9,422 31
Maintenance	44,112 76	39,908 23
Contingencies	304 42	295 16
Tools	8,000 99	8,647 94
Hut and Poll Tax	7,093 00	6,041 00
Carriage of Goods	10,082 14	7,048 01
Boarding Expenses	31,277 22	40,492 45
Telephones and Telegrams	999 65	987 93
Travelling Allowance	372 00	498 00
Total Education Department Expenditure	629,728 44	635,180 56
Direct Expenditure—		
L.N.C.'s	*113,009 14	†121,391 57
Nairobi Municipality	—	2,858 50
Missions	1,124 00	903 50
Loan Funds	3,429 54	2,249 00
P.W.D.	—	424 50
Total Expenditure	747,291 12	763,007 63
Gross Cost per Pupil	195 27	190 80
Direct Revenue—		
Re-imbursements (Government Acct.)	1,787 00	933 98
Fees (L.N.C. Account)	2,927 75	5,590 50
Sale of Produce (L.N.C. Account)	935 31	472 16
Total Direct Revenue	5,650 06	6,996 64
Total Net Expenditure	741,641 06	756,010 99
Net Cost per Pupil	193 01	189 05
Total Net Government (E.D.) Expenditure	627,941 44	63,424 58
Net Cost per Pupil to Government	163 30	158 60

*Of this amount, Sh. 8,831 contributed indirectly through Local Native Council Extraordinary Expenditure.

†Of this amount, Sh. 4,794/09 contributed indirectly through Local Native Council Extraordinary Expenditure.

TABLE XII.—(*Contd.*)

JEANES SCHOOL, KABETE

	1934	1935
Number of Pupils	84	91
	Sh. *cts.*	*Sh.* *cts.*
Total Expenditure	78,190 47	106,304 75
Revenue	528 00	695 29
Net Expenditure	77,642 47	105,609 46
Average Cost per Pupil	924 32	1,160 54

TABLE XIII

AFRICAN EDUCATION—GRANTS-IN-AID TO SCHOOLS, 1935

	Central Province	Nyanza Province	Coast Province	Rift Valley Province	Total
ELEMENTARY AND PRIMARY EDUCATION	*Sh. cts.*	*Sh. cts.*	*Sh. cts.*	*Sh. cts.*	*Sh. cts.*
Church Missionary Society	100,631 99	87,024 00	60,155 85	2,340 00	250,151 84
Church of Scotland Mission	130,131 12	—	—	—	130,131 12
Africa Inland Mission	2,112 00	8,140 00	—	—	10,252 00
Church of God Mission	—	7,950 00	—	—	7,950 00
Friends Africa Mission	—	36,572 00	—	—	36,572 00
Gospel Missionary Society	3,020 00	—	—	—	3,020 00
Methodist Missionary Society	29,282 38	—	3,113 32	—	32,395 70
Neukirchen Missionary Society	—	—	2,600 00	—	2,600 00
Penticostal Assemblies Mission	—	2,060 00	—	—	2,060 00
Salavation Army	320 00	—	—	—	320 00
Seventh Day Adventists Mission	—	15,536 00	—	—	15,536 00
Istsari School, Kitale	—	—	—	100 00	100 00
Nairobi Municipality	390 00	—	—	—	390 00
Roman Catholic Mission of the Mill Hill Fathers	—	89,180 00	—	—	89,180 00
Roman Catholic Mission of the Holy Ghost Fathers	41,240 00	—	7,160 00	—	48,400 00
Roman Catholic Mission of the Consolata Fathers	17,756 66	—	—	—	17,756 66
Total Elementary and Primary Education	324,884 15	246,462 00	73,029 17	2,440 00	646,815 32
SECONDARY EDUCATION					
*Alliance High School, Kikuyu (Protestant)	—	—	—	—	68,550 00
*Catholic High School, Kabaa (Roman Catholic)	—	—	—	—	30,000 00
Total Secondary Education	—	—	—	—	98,550 00
				Sh.	745,365 32

*The above schools are established for the whole Colony.

TABLE XIV

LOCAL NATIVE COUNCIL EXPENDITURE—RECURRENT

Local Native Councils	Grants to Mission	Grants to Government	Scholarships		Total	Revenue	Net Total
			Makerere	Secondary			
	Sh. cts.	*Sh. cts.*	*Sh. cts.*	*Sh. cts.*	*Sh. cts.*	*Sh. cts.*	*Sh. cts.*
Digo	43 20	659 48	—	—	702 68	—	702 68
Teita	2,000 00	—	—	1,212 00	2,121 00	—	2,121 00
Kajiado	746 90	12,207 06*b*	375 00	—	13,328 96	472 16*a*	12,856 80
Masai (Narok)	—	4,227 69	—	—	4,227 69	—	4,227 69
Kitui	750 00	2,999 85	—	300 00	4,049 85	—	4,049 85
Machakos	4,000 00	12,683 46*c*	300 00	2,110 00	19,093 46	—	19,093 46
Kiambu	6,300 00	3,000 00	1,650 00	1,850 00	12,800 00	—	12,800 00
Fort Hall	12,100 00	3,080 00	350 00	845 00	16,375 00	—	16,375 00
South Nyeri	4,150 00	9,016 30*e*	—	1,200 00	14,366 30	1,406 00*d*	12,960 30
Embu	4,996 90	4,889 00	—	515 00	10,400 00	—	10,400 00
Meru	—	—	—	125 00	125 00	—	125 00
Kipsigis (South Lumbwa)	—	8,857 95	—	—	8,857 95	—	8,857 95
Nandi	—	5,926 58	—	100 00	6,026 58	—	6,026 58
Kisii-Bakoria	4,520 00	7,680 94	—	—	12,200 94	834 00*d*	11,366 94
Luo-Abasuba	6,850 00	10,277 85	—	—	17,127 85	673 00*d*	16,454 85
Central Kavirondo	31,575 00	—	600 00	1,125 00	33,300 00*f*	—	33,300 00
North Kavirondo	18,600 00	23,812 14*g*	603 00	597 00	43,612 14	2,677 50*d*	40,934 64
Elgeyo	—	6,480 63	—	—	6,480 63	—	6,480 63
West Suk	—	798 55	—	—	798 55	—	798 55
Total Recurrent ..*Sh.*	96,631 10	116,597 48	3,878 00	8,888 00	225,994 58	6,062 66	219,931 92

(*a*) Sale of school produce.
(*b*) Excludes Sh. 32/26 on Deposit, unspent.
(*c*) Excludes Sh. 196/15 on Deposit, unspent.
(*d*) Fees.
(*e*) Excludes Sh. 4,828/88 on Deposit, unspent.
(*f*) In addition, Sh. 5,000 credited to "Education Fund" which now has a credit balance of Sh. 15,200.
(*g*) Excludes Sh. 2,274/73 on Deposit, unspent.

TABLE XIV—(*Contd.*)

LOCAL NATIVE COUNCIL EXPENDITURE—NON-RECURRENT

Local Native Councils	Grants to Mission	Grants to Government	Scholarships		Total	Revenue	Net Total
			Makerere	Secondary			
	Sh. cts.	*Sh. cts.*	*Sh. cts.*	*Sh. cts.*	*Sh. cts.*	*Sh. cts.*	*Sh. cts.*
Kajiado	—	519 91	—	—	519 91		
Masai (Narok)	—	1,000 00	—	—	1,000 00		
Kitui	—	811 11	—	—	811 11		
Kiambu	—	—	(*a*) ..	—	—		
Fort Hall	—	49,869 66			49,869 66		
Kisii–Bakoria	—	2,392 83	—	—	2,392 83		
Luo–Abasubia	—	11,634 55	—	—	11,634 55		
North Kavirondo	2,000 00	—	—	—	2,000 00		
Total Non-recurrent ..	2,000 00	66,228 06	—	—	68,228 06		

(*a*) Excludes Sh. 9,759/81 on Deposit, unspent.



6

EDUCATION DEPARTMENT.

Education Ordinances

No. 21 of 1925

and

No. 14 of 1933

together with the

EDUCATION RULES, 1933.

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Chapter 47.

EDUCATION.

AN ORDINANCE for the development and assistance of Education in the Gold Coast Colony, and for purposes connected therewith. Cap. 47 Ordinance No. 21 of 1925

[1*st January*, 1927.]

1. This Ordinance may be cited as "The Education Ordinance." Short title

2. In this Ordinance, unless the context otherwise requires :— Interpretation

"Assisted School" means a school which for the time being is in receipt of a grant-in-aid from Government funds ; Assisted School

"Board" means the Board of Education established under this Ordinance ; Board

"Government School" means a school established by and under the entire control of Government and maintained wholly or in part from Government funds ; Government School

"Grant-in-aid" means a grant made annually out of Government funds in aid of any school or training institution ; Grant-in-aid

"Manager" means and includes any and every member of the local governing boards of any society, body or corporation taking part in educational work in the Colony ; Manager

"Non-assisted School" means a school which is not maintained by, and receives no grant-in-aid from Government funds ; Non-assisted School

"Prescribed" means prescribed by rules under Section 17 of this Ordinance ; Prescribed

"School" means any assembly of not less than ten pupils for the purpose of receiving regular instruction but does not include any Sunday School ; School

"Training institution" means an institution approved by the Director of Education for the training of teachers. Training institution

3. (1) There shall be a Board of Education, which Board shall be constituted by the following officers and persons :— Establishment and Constitution of Board of Education

(*a*) The Governor ;

(*b*) The Colonial Secretary ;

(*c*) Three officers of the Government Service to be nominated by the Governor ;

(*d*) The Director of Education ;

(*e*) The Principal of the Prince of Wales College, Achimota ;

(*f*) Four persons to be nominated as members of the Board by the Governor to represent the Missionary and educational societies working in the Colony ;

and

(*g*) Four Africans, one of whom shall be a head chief ; such Africans to be nominated as members of the Board by the Governor.

Governor to be President of the Board

(2) The Governor, or in his absence such other member as he shall in writing appoint for the purpose, shall be and preside as President over the proceedings of the Board.

Appointment of Extra-ordinary Members of the Board

(3) The Governor may, if he shall so think fit, appoint for the purposes of any particular session of the Board any officer or person within the Colony to be for such session an Extraordinary Member of the Board.

Term of membership of certain nominated members of the Board

(4) Subject as hereinafter provided, the term of membership of members of the Board nominated by the Governor under head (*f*) or head (*g*) of subsection (1) of this section shall be five years as from the date of their nomination as aforesaid. Provided that any nominated member, on the expiration of his term of membership, may be renominated for a further term of five years. And provided further that the Governor may at any time revoke any nomination under this section ; and thereupon the member affected shall forthwith vacate his seat on the Board. And provided further that any member nominated as aforesaid may at any time by notification to the Governor in writing resign his seat on the Board.

Power to Governor to fill vacancies

(5) The Governor may, as occasion requires, fill vacancies on the Board.

Secretary of the Board

(6) An officer of the Education Department other than the Director of Education shall be appointed by the Governor to be the Secretary of the Board.

Quorum

(7) The President and four members of the Board, one at least of whom shall be a member nominated under head (*f*) or head (*g*) of subsection (1) of this section shall form a quorum.

President to have a casting vote

(8) The President, in addition to his vote as a member of the Board, shall have also a casting vote in cases where the votes of the members are equally divided.

Register of Teachers

4. (1) A Register of Teachers shal be kept by an officer appointed for the purpose by the Governor.

(2) Such Register of Teachers shall with all convenient despatch be published in the *Gazette* on its completion and shall be kept up to date. Every addition to or deletion from such Register shall likewise with all convenient despatch be published in the *Gazette*; and a complete Register shall be republished with all necessary amendments every succeeding third year.

(3) The conditions under which a teacher may be registered shall be such as shall be prescribed.

Only registered teachers to teach in Government, Assisted, or Non-assisted Schools

5. No person shall teach in any Government, assisted or non-assisted school unless he is registered on the Register of Teachers, or on the Provisional List as may be prescribed.

Salaries of Teachers

6. No registered teacher employed in Government, assisted and non-assisted schools shall be paid at a lower rate than such as shall be prescribed.

Itinerant Teachers

7. Where there is a greater demand for education than the schools in any particular locality can meet, approved itinerant teachers may be appointed, with the sanction of the Director of Education, by any society, body, or corporation to teach in such locality; and grants-in-aid in respect of such approved itinerant teachers may be paid to the society, body, or corporation appointing them as aforesaid.

Grants-in-aid and correspondence to be sent to the representative of body

8. All correspondence relating to educational work generally, and grants-in-aid when payable, shall be sent to the responsible representative of the society, body, or corporation concerned: or to such other person as may be authorized in writing by such representative.

Pauper children

9. Any school receiving a grant-in-aid from Government funds shall be under a legal obligation to receive such pauper children who may be assigned to it by the Government, in such numbers and upon such terms as may be decided on by the Board.

Prohibited books or writings not to be used in any School

10. No book, newspaper, printed matter, or writing whatsoever, the use of which in schools has been prohibited by a written order of the Governor, shall be used or allowed to be in any school.

Proviso as to Government educational activity

11. Nothing in this Ordinance contained shall be construed to limit the Government in establishing schools under its entire control, in maintaining any such school already so established or in any other educational activity whatsoever.

Grant-in-aid to training institutions

12. A grant-in-aid from Government funds, the conditions and amount of which shall be fixed from time to time by the Board may be made to any training institution, school, or college in which teachers are specially trained, provided that the Director of Education is satisfied with the provision made for the general welfare of the students, and with the discipline and tone of such training institution, school, or college; and provided further that each of such teachers shall have given a bond to complete the course of training, the duration of which shall be determined from time to time by the Board, and to teach either in a Government school or assisted school for a period of not less than five years.

Union of Schools, etc.

13. If in the opinion of the Director of Education the union of two or more schools, under different societies, bodies, or corporations, will conduce to greater efficiency, the Director of Education shall have power to make the continuance of the payment of grants-in-aid to such schools contingent on such union; provided that a reasonable time shall be fixed by the Director of Education within which such union shall be effected before the payment of grants-in-aid to the individual schools are stopped: provided also that the Director of Education may recommend the payment of a special grant to cover the whole or part of the cost of such union.

Special areas of educational development

14. In any area where educational development is deemed by Government as being particularly necessary, the Director of Education may, with the approval of the Governor, declare such area a special area for educational development. In each such case the Director of Education may offer to any society, body or corporation for a period of not less than three years, which period may, however, be extended, special privileges with a view to such society, body or corporation undertaking the required educational development; in each such case a grant-in-aid amounting to the total cost of the salaries of African teachers and African supervisors, in addition to the grant-in-aid in respect of school buildings payable under rules made under this Ordinance, may be made; always provided that the representative of such society, body or corporation is willing and in a position to develop educationally such special area according to a policy agreed upon with Government: and, provided further that such development can be accomplished, in the opinion of the Director of Education, without detriment to the educational work of such society, body or corporation in other parts of the territories administered by the Governor.

Conditions applying to non-assisted Schools

15. (1) No fees, emoluments or gratuities of any kind may be given or taken in any school which does not satisfy the requirements of this Ordinance.

(2) The manager and head teacher of each non-assisted school in which fees, emoluments, or gratuities of any kind are taken shall within two months after the commencement of this Ordinance notify the Director of Education in writing of the existence of such school, and shall furnish all particulars relating to such school and the staff thereof as shall be asked for by him ; and thereafter changes in staff shall be notified to the Director of Education as they occur.

(3) Before any new non-assisted school shall be opened particulars thereof together with a list showing the names and qualifications of the staff shall be communicated to the Director of Education ; and thereafter changes in staff shall be notified to him as they occur.

Penalty

16. Any person contravening the provisions of Sections 5, 6, or 15 shall be guilty of an offence, and on summary conviction thereof shall be liable to a fine not exceeding five pounds or, in the case of a continuing contravention, to a fine not exceeding one pound in respect of each and every day during which such contravention has continued.

Power to the Board to make rules

17. (1) It shall be lawful for the Board to make rules for the further, better, or more convenient effectuation of any of the provisions or purposes of this Ordinance ; and in particular (but without derogating from the generality of the provision last aforesaid) with respect to any of the following matters :—

(*a*) The regulation of the application for, and the allowance of, grants to schools ;

(*b*) The examination of Government schools and assisted schools, and of teachers employed or to be employed in such schools ;

(*c*) The classification of the certificates to be given to such teachers ;

(*d*) The determination of the grants-in-aid to be paid as a contribution towards the remuneration of the teachers ;

(*e*) The inspection of schools and educational institutions of whatever character by fit and proper officers ;

(*f*) The registration of all teachers ; and

(*g*) The prescription of anything which under this Ordinance requires to be or may be prescribed.

Rules to be approved by the Legislative Council

(2) Rules made under subsection (1) of this section shall come into operation on being approved by the Legislative Council, either immediately or on and from such other date as may therein or in their regard be provided, and shall thereupon have the same effect as if enacted herein. Provided that the first set of rules made by the Board under this section shall, on being approved by the Legislative Council, be deemed to operate as from the date of the commencement of this Ordinance.

Rules to be gazetted.

(3) All rules made under subsection (1) and approved under subsection (2) of this section shall be published in the Gazette.

GOLD COAST COLONY.

No. 14 of 1933.

I assent

T S. W. THOMAS

Governor.

10th April, 1933.

AN ORDINANCE to amend the Education Ordinance. Cap. 47

[10th April, 1933.] Date of commencement

BE IT ENACTED by the Governor of the Gold Coast Colony, with the advice and consent of the Legislative Council thereof, as follows :—

1. This Ordinance may be cited as the Education Amendment Ordinance, 1933. Short title

2. Section two of the Education Ordinance shall be amended by inserting immediately after the words " any school " where they appear in the definition of the expression " Grant-in-aid " the words " or group of schools". Amendment of Section 2 of Cap. 47

3. Section nine of the Education Ordinance shall be amended by substituting for the words " receiving a grant-in-aid " where they appear therein the words " in respect of which a grant-in-aid is paid". Amendment of section 9 of Cap. 47

4. Section thirteen of the Education Ordinance shall be amended by substituting for the words " to such schools " where they appear therein the words " in respect of such schools". Amendment of section 13 of Cap. 47

Amendment of section 17 (1) (*a*) of Cap. 47

5. Paragraph (*a*) of subsection (1) of section seventeen of the Education Ordinance shall be amended by substituting for the words " to schools " where they appear therein the words " in respect of schools".

Passed in the Legislative Council this twenty-third day of March, in the year of our Lord, One thousand nine hundred and thirty-three.

H. H. MALM
Clerk of the Legislative Council.

This printed impression has been carefully compared by me with the Bill which has passed the Legislative Council, and found to be a true and correct printed copy of the said Bill.

H. H. MALM
Clerk of the Legislative Council

GOLD COAST COLONY.

Gazetted 8th April, 1933.

Rules No. 9 of 1933.

RULES

MADE BY THE BOARD OF EDUCATION WITH THE APPROVAL OF THE LEGISLATIVE COUNCIL UNDER SECTION SEVENTEEN OF THE EDUCATION ORDINANCE, 1925. Section 17 of Cap. 47

I.—PRELIMINARY.

1. These Rules may be cited as the Education Rules, 1933. Short title

2. "Assisted School" means a school which is placed on the Assisted List kept under the provisions of Rule five; Interpretation

"Board" means the Board of Education appointed under the Education Ordinance;

"Government School" means a school established by and under the entire control of Government and maintained wholly or in part from Government funds;

"Grant" or "Grant-in-aid" means a grant made annually out of Government funds in aid of any school or group of schools or training institution;

"Managers" means and includes any and every member of the local governing boards of any society, body or corporation taking part in the educational work of this Colony;

"Non-assisted School" means a school which is not placed on the Assisted List under the provisions of Rule five of these Rules;

"Primary Educational Unit" means an assisted primary school, or a society, corporation or body to which two or more assisted primary schools belong;

" Primary School " means a school in which primary instruction is given in accordance with these Rules ;

" Rule " means one of these Rules ;

" Secondary School " means a school of higher education approved as such by the Director of Education, in which higher education is given in accordance with these Rules ;

" School " means any assembly of not less than ten pupils for the purpose of receiving regular instruction but does not include any Sunday School ;

" Technical School and Trade School " means a school at which all the pupils devote not less than half of the regular hours of instruction to some trade, handicraft, or agricultural work (or in the case of females, domestic science), on a plan approved by the Director of Education ;

" Training Institution " means an institution for the training of teachers approved by the Director of Education.

Grants-in-aid

3. A sum of money is annually granted from the funds of the Colony for grants-in-aid of schools, and is administered by the Board of Education, hereinafter called the Board.

Object of grant

4. The object of this grant is to aid in maintaining primary, secondary, trade and technical schools and in training teachers.

II.—THE ASSISTED LIST.

Assisted List

5. A List, hereinafter called " The Assisted List ", shall be kept by the Director of Education of all schools in respect of which an annual grant is paid.

Placing of schools on the Assisted List

6. No school shall be placed on the Assisted List until

(*a*) it has been established at least two years ;

(*b*) an application has been addressed by the manager to the Director of Education ;

(*c*) such information has been furnished as the Director of Education may require ;

Provided that it shall be lawful for the Director of Education to recommend payment of a grant in respect of a school even though it has not been established for two years if he considers that the establishment of the school in that particular locality is urgently needed. Provided also that, in places where any assisted school has already been established, the manager of a new school applying to have it placed on the Assisted List must satisfy the Director of Education that the new school is necessary and that its establishment will not impair the efficiency of the school or schools already established.

Date of application

7. Every application for a school to be placed on the Assisted List for the ensuing year must reach the office of the Director of Education on or before the first day of January.

Removal of school from the Assisted List

8. Every school in respect of which an annual grant has ceased to be paid shall be removed from the Assisted List and shall not be replaced thereon until due application shall have been made therefor and a satisfactory report made by the Director of Education on the school.

III.—MANAGERS.

Manager to be correspondent

9. The manager, who must not be a paid teacher in the school, shall be the correspondent with the Director of Education or his representative. Notice shall at once be given to the Director of Education of any change of manager.

Correspondence

10. All letters sent by managers to the Director of Education, Provincial Inspectors of Schools, Inspectors of Schools, and Political Officers concerning educational matters may be marked " On His Majesty's Service " and franked in the bottom left hand corner with the full name and title of the sender.

Duties of manager

11. The manager shall be held responsible by the Board for the conduct and efficient maintenance of the schools under his management.

Visits of manager to schools

12. The manager is required at least once a quarter to visit the schools under his control, examine, check and sign the registers and other school records, and enter the result in the log book.

IV.—RECORDS, ETC., TO BE KEPT IN ASSISTED SCHOOLS.

Records, etc., to be kept

13. At each assisted school, the following records, etc., shall be kept by the responsible authority and produced for the inspection of the Director of Education or his representative at any visit :—

(*a*) Admission, class and summary registers as prescribed by the Director of Education.

(*b*) A log book which must be stoutly bound and must contain not less than three hundred ruled pages in which the principal teacher shall record such events as the introduction of new books apparatus or courses of instruction ; any plan of lessons approved by the Director of Education or his representative ; the visits of managers ; absence, illness, or failure of duty on the part of any of the school staff or any special circum-

stances affecting the school that may, for the sake of future reference or for any other reason deserve to be recorded. No reflections or opinions of a general character shall be entered in the log book.

(*c*) A visitors' book for the signature and remarks of visitors to the school other than the manager and the persons mentioned in Rule twenty-nine of these Rules.

(*d*) A cash book as prescribed by the Director of Education.

(*e*) A copy of the Education Rules for the time being in force.

(*f*) A portfolio to contain official letters, inspection records, quarterly and yearly returns, etc.

(*g*) Weekly records of work (literary and practical) and teachers' notes.

(*h*) A school time table which shall have been submitted to and approved by the Provincial Inspector of Schools, and which shall be permanently and conspicuously exhibited in the principal class room. A copy of such time table so far as it relates to a particular class, shall be kept in a prominent place in the room in which such class is accommodated.

(*i*) A board measuring twelve inches by nine inches which shall be permanently and conspicuously exhibited in each class room, and on which shall be painted in large characters the length, breadth, height and superficial area of the room and the number of children authorised by these Rules to be accommodated in each such room.

V.—REGISTRATION AND ATTENDANCE.

Entry of names in register.

14. Every pupil on being admitted to a Government or Assisted School shall have his name entered in admission and class registers with such other particulars as may be required.

Attendance defined

15. An attendance at a primary or secondary school means attendance at secular instruction,

(*a*) during two consecutive hours in the case of a pupil in an infant class.

(*b*) during two and half consecutive hours in the morning and two consecutive hours in the afternoon (or *vice versa*) in the case of a pupil in a standard class.

16. The class register must be marked and finally closed before the time constituting an attendance begins. If any pupil entered in the register as attending is withdrawn from school before the time constituting an attendance is complete, the entry of attendance must be at once cancelled. Closing of registers

17. The time constituting an attendance may include an interval for recreation of not more than fifteen minutes. Recreation

18. In making up the minimum time constituting an attendance there may be reckoned time occupied by instruction in any subject allowed by Rule twenty-six whether or not it is given in the school premises or by the ordinary teachers of the school ; provided that special and appropriate provision, approved by the Director of Education or his representative, shall have been made for such instruction, and the time for giving it has been entered in the approved time table. Instruction in certain subjects may be included in attendance

19. The time or times during which any religious observance is practised or instruction in religious subjects given at any meeting of the school, shall be either at the beginning or at the end, or at the beginning and the end of such meeting, and shall be inserted in the time table. Time at which religious instruction may be given

20. (1) No attendance will be recognised in a primary school for any pupil who has passed Standard VII or in an infant school or class for any child below the age of five years or above the age of ten years. Attendances not recognised

(2) Exceptions to the age limit in infant classes may be made by the Director of Education in rural districts where education has only recently been started. But even in these districts no attendance will be recognised in infant classes for any child above the age of fourteen.

21. The " average attendance " for any period is found by dividing the total number of " attendances " made during that period by the total number of times the school has met during such period. Average attendance

22. Managers or principal teachers of schools must, in the event of a pupil leaving the school, furnish to him a transfer certificate on the form issued by the Director of Education. Issue of Transfer Certificate

23. A pupil coming from a Government or assisted school must not be admitted without furnishing the certificate specified above nor before any money due to the school which he has left has been paid to the manager and duly receipted by him on the transfer certificate. Transfer Certificate to be produced before pupil admitted

24. All transfer certificates must be attached to the inspection records and produced for the inspection of the Director of Education or his representative at every visit. Transfer Certificates to be produced at inspection

VI.—SUBJECTS OF INSTRUCTION.

Subjects of instruction

25. The subjects of instruction shall include

(1) For Infant Classes :—

i. Vernacular Speaking, Reading and Writing ;
ii. Arithmetic ;
iii. Object Lessons and Varied Occupations ;
iv. Singing ;
v. Games and Physical Exercises ; and
vi Simple Spoken English.

(2) For Standard Classes :—

i. Language Training in a vernacular (Standards I–III) ;
ii. English ;
iii. Lessons on the Duties and Rights of an African Citizen ;
iv. Arithmetic ;
v. Writing ;
vi. Drawing ;
vii. Nature Study ;
viii. Hygiene ;
ix. Games and Physical Exercises ;
x. Singing ;
xi. Handwork ;
xii. Domestic Work (for girls).

In the Infant Classes the vernacular shall be the medium of instruction whenever the nature of the subject permits its use.

(3) For Schools which cater specially for the needs of rural areas :—

i. Vernacular Speaking, Reading and Writing ;
ii. Arithmetic ;
iii. Object Lessons and Handwork ;
iv. Games and Physical Exercises ;
v. Writing ;
vi. Hygiene ; and
vii. Gardening.

The medium of instruction shall be the vernacular whenever the nature of the subject permits its use. In all such schools classes beyond Standard III may not be allowed.

Additional subjects

26. Any subjects in addition to those mentioned in Rule twenty-five or in the case of Trade or Technical Schools, subjects of the nature of a vocational training may be taught provided that a graduated scheme for teaching them be submitted to and approved by the Director of Education or his representative.

Time to be devoted to Practical Instruction

27. The time devoted to Practical Instruction shall be approximately the same as that given to any of the principal subjects of Literary Instruction.

VII.—INSPECTION.

All schools open to inspection of Director of Education

28. All Assisted and Non-Assisted Schools and other Educational Institutions shall be open at all times to the inspection of the Director of Education or his representative, so however, that it shall be no part of the duties of such officer to enquire into any instruction in religious subjects given at such school, or to examine any pupil therein in religious knowledge or in any religious subject or book.

Persons authorised to visit schools and training institutions

29. The Director of Education, or his representative or any person appointed by him in writing or any member of the Board of Education or any Provincial or District Commissioner or any person approved by the Governor may visit any school or training institution for teachers approved by the Board at any time without notice.

Inspection and Examination

30. The Director of Education or his representative may, at his discretion, hold an inspection of the school or conduct an individual examination of the pupils or combine both methods, but in his report he shall state which of the above methods he has actually adopted. Pupils in Standard VII will, however, be examined individually for certificates.

Classification of pupils

31. The classification of pupils at the beginning of each year will be made by the manager, who will be guided by the advice of the Director of Education or his representative.

Promotion of pupils

32. Except with the consent of the Director of Education or his representative a standard pupil shall not be promoted unless he is efficient at his work and has made at least sixty per cent of the total number of possible attendances during the year.

Report to be entered in Log Book

33. The report of the Director of Education or his representative after any visit, must, as soon as communicated to the manager, be copied verbatim into the log book and signed by the manager.

Report to be filed

34. After the report of the Director of Education or his representative has been copied verbatim into the log book, the report itself must be filed in the school portfolio for preservation and future reference.

VIII.—REGISTER OF TEACHERS.

Qualifications for enrolment

35. A teacher to be eligible to have his name enrolled on the Register of Teachers must have one of the following qualifications :—

(*a*) A Degree granted by a British University.

(*b*) A Diploma of Education considered satisfactory by the Director of Education.

(*c*) Any Teacher's Certificate issued on behalf of the Board, on the result of an examination.

(*d*) A Certificate issued by any other Educational Authority and considered by the Director of Education as at least equivalent to the Third Class Teacher's Certificate issued on behalf of the Board.

(*e*) An Honorary Teacher's Certificate issued on behalf of the Board.

(*f*) A Certificate of Recognition granted by the Director of Education.

(*g*) A Certificate issued by the Director of Education to those competent, in his opinion, to give instruction in handwork or technical subjects.

Salary of registered teachers

36. All registered teachers employed in Assisted and Non-Assisted Schools shall receive salary in accordance with a scale not lower than that set forth in the Schedule to these Rules, provided that in the case of schools which cater specially for the needs of rural areas the staff shall be given houses and garden free of rent, and uncertificated teachers engaged in such schools shall receive such remuneration as is in the opinion of the Director of Education satisfactory having due regard to the circumstances of their employment and the fact that they occupy houses and garden rent free.

Provisional List

37. (i) A Provisional List shall be kept in connection with the Register of Teachers on which shall be enrolled those persons who, though not possessing any of the qualifications specified in Rule thirty-five, were engaged in teaching on the thirty-first day of December, 1925, and in the opinion of the Director of Education are fit and proper persons to have their names so enrolled.

(ii) Teachers appointed after that date may be enrolled at the discretion of the Director of Education.

(iii) The Director of Education at his discretion may enrol on the Provisional List any such teachers as aforesaid for a specified time, and may at any time remove any teacher from such list.

(iv) Teachers whose names have been entered on such Provisional List shall be eligible to teach in schools and for the purpose of estimating the minimum staff required for any school shall be deemed to have been enrolled on the Register of Teachers.

Particulars of teachers to be furnished

38. Particulars of all teachers engaged in all schools in the Colony shall be forwarded to the Director of Education each year on the last school day in March, by the manager of, or person responsible for, each school: such particulars shall be furnished on the special form issued for the purpose by the Director of Education.

Movements of teachers to be reported

39. Appointments, re-appointments, transfers, resignations and dismissals of registered teachers shall be reported immediately to the Director of Education and to the Provincial Inspector of Schools on special forms supplied by the Director of Education.

Re-engagement of dismissed teacher

40. A teacher who has been suspended or dismissed from any school shall not be engaged in any other school without the approval of the Director of Education previously obtained in writing after reference has been made to the manager by whom the teacher was dismissed and to the teacher himself.

Suspension of teachers

41. Teachers may be suspended by the Director of Education for misconduct and while under such suspension shall not be eligible to teach in any school.

Removal from Register

42. Teachers may be struck off the Register of Teachers by the Director of Education for grave misconduct and, having been so struck off, shall under no circumstances be re-enrolled. No teacher shall, however, be struck off the Register of Teachers until the Director of Education has taken all reasonable steps to give such teacher an opportunity of exculpating himself.

IX.—STAFF.

Staff

43. The teachers employed in any school form the school staff.

List of staff to be entered in log book

44. On the first school day of each quarter a list of the staff at that date shall be entered in the log book. An entry shall also be made of any change in the staff occurring during the year.

Minimum staff

45. In deciding the minimum staff required in any Assisted or Non-Assisted School the Board rules:—

(*a*) That in each small school where there is one certificated teacher, infant classes only shall be taught.

(*b*) That in schools where there is a second teacher, pupils up to and including Standard I may be admitted; always provided that the infant

classes are the first consideration and that the addition of Standard I in no way impairs their efficiency.

(*c*) That in schools in which children up to and including Standard III are admitted, a certificated teacher must be added to the staff indicated in sub-rule (*b*) of this rule but subject to the proviso in that rule.

(*d*) That if accommodation cannot be provided in a recognised central school for children in Standards IV–VII then Standard IV may be allowed provided at least one extra teacher be added to the staff so that this standard may be taught separately.

(*e*) That under the same conditions a those set out in sub-rule (*d*) of this rule, Standard V may be allowed provided that one extra certificated teacher be added to the staff.

(*f*) That in schools in which Standards IV and V have been allowed under sub-rules (*d*) and (*e*) of this rule, Standards VI and VII may be allowed provided that a further extra certificated teacher be added to the staff.

Provided that

(*a*) not more than thirty-six infants may be taught by one teacher.

(*b*) a teacher may not be in charge of more than forty pupils in not more than two standards.

(*c*) the Director of Education may allow for a specified period in areas where school accommodation is insufficient single classes of not more than forty-five provided that a certificated teacher is in charge.

X.—TEACHERS' CERTIFICATES.

Examination of candidates for teachers' certificates

46. Candidates for teachers' certificates must, subject to Rules fifty-one, fifty-two and fifty-three, pass the examination prescribed by the Board. The examination will be held annually.

Qualification of candidates to be eligible for examination for certificates

47. Registered teachers who have served for two or more years in a school may be accepted as candidates for examination for certificates.

Award of certificate at end of four years' course of training

48. Certificates will be awarded to students at the end of a four years' course of training in a Training Institution for Teachers approved by the Board, provided that they pass the prescribed examination and are satisfactorily reported upon by the principal of the Training Institution which they attend.

Description of certificates awarded at end of four years' course of training

49. Certificates awarded to students at the end of a four years' course of training in a Training Institution for Teachers approved by the Board shall be of two kinds, viz. : Preliminary Third Class and Preliminary Second Class.

Award of Third Class Certificates

50. Third Class Certificates may be awarded in exchange for Preliminary Third Class Certificates to holders thereof who are reported upon by the manager of their schools and the Director of Education or his representative as having made satisfactory progress in teaching during a period of two consecutive years.

Award of Second Class Certificates

51. Second Class Certificates may be awarded in exchange for Preliminary Second Class Certificates to holders thereof who are reported upon by the manager of their schools and the Director of Education or his representative as having made satisfactory progress in teaching during a period of two consecutive years.

Award of First and Second Class Certificates

52. First and Second Class Certificates may be awarded to teachers who have obtained from the Director of Education or his representative five annual satisfactory reports on Second Class and Third Class Certificates respectively, provided that not less than three of such reports be consecutive.

Honorary Certificates

53. Honorary Certificates may from time to time be granted without examination, at the discretion of the Board.

Certificates to be produced at each inspection of school

54. All teachers holding Certificates from the Board shall produce them to the Director of Education or his representative for endorsement at each inspection of the school.

XI.—GRANTS-IN-AID.

Conditions of grant

55. The conditions required to be fulfilled by a school or Training Institution for Teachers in order that an annual grant may be paid in respect thereof are those set forth in these Rules.

Decision of Board final

56. The decision of the Board whether these conditions have been fulfilled shall, in every case, be final and conclusive.

Restriction upon use of grants

57. All grants shall be used exclusively for the purposes of education in the schools or other educational institutions in respect of which they are granted.

Block Grant

Provided that when two or more primary assisted schools belong to the same society, body or corporation, the grant shall be in the form of a Block Grant, and the amount thereof may be distributed between the said schools in such manner as to the said society, body or corporation shall seem fit.

Detailed conditions of grant-in-aid

58. A grant-in-aid may be given in respect of an assisted school on the following main conditions :—

(1) that the control and management of such school be vested in one or more managers who shall have power to appoint and dismiss the teachers of such school ;

(2) that the managers be responsible for :—

(*a*) the payment of the salaries of the teachers and for all other expenses of the school;

(*b*) maintaining the school building in a satisfactory state of repair and in good sanitary condition ;

(*c*) providing sufficient and suitable furniture and apparatus for the efficient teaching of the pupils ;

(3) that the school premises are healthy, properly constructed, lighted, cleaned, ventilated and provided with suitable sanitary accommodation;

(4) that a playground is provided sufficiently large to enable each child to take part in organised games and sports ;

(5) that in class rooms in use prior to 1st January, 1927, the accommodation is on a scale of not less than one hundred cubic feet of internal space and ten square feet of floor space for each unit of the average attendance. In all new class rooms the accommodation must be on a scale of not less than one hundred and twenty cubic feet and twelve square feet per child ;

(6) that the school staff is sufficient ;

(7) that the assistant teachers hold such certificates as may from time to time be prescribed in that behalf by the Board ;

(8) that the teachers are enrolled on the Register of Teachers ;

(9) that the school has met half daily not less than three hundred and fifty times during the year, or in the case of schools which cater specially for the needs of rural areas not less than three hundred times during the year, and the average attendance of the pupils has been not less than twenty for that period ; provided that if an outbreak of infectious disease has necessitated the school being closed by order of the Director of Education or a Government Medical Officer, or a Provincial Commissioner or a District Commis-

sioner thus making impossible a total of three hundred and fifty attendances or three hundred attendances as the case may be, the Board may award a grant-in-aid on such terms as may be recommended by the Director of Education ;

(10) that the school is open to children without distinction of religion or race ;

(11) that no child shall receive any religious instruction objected to by the parent or guardian of such child or be present when such instruction is given ;

(12) that the subjects taught include those enumerated in Rule twenty-five ;

(13) that yearly account of revenue (from whatever source derived) and expenditure be accurately kept and produced to the Director of Education or his representative for examination when required ;

(14) that the admission and half daily attendance of the pupils be duly and carefully registered by, or under the supervision of, the Principal Teacher, and periodically verified by the managers ;

(15) that all returns called for by the Board and the Director of Education be duly made ;

(16) that the teachers be not allowed to undertake duties unconnected with school work that may occupy any part whatever of the school hours ;

(17) that such school attain not less than the required proficiency ;

(18) that the school be not conducted for private profit ;

(19) that the school be conducted to the satisfaction of the Director of Education.

Commencement of grant

59. The annual grant in respect of a school begins as from the first day of January of the year in which the school is placed on the Assisted List by the Board.

Date of payment of grant

60. The annual grant becomes due on the thirty-first day of December, and will be paid as soon as practicable after that date on the authority of the Director of Education subject to revision by the Board at its next meeting.

Advances in respect of grants

61. At the commencement of each quarter year the Director of Education may in his discretion pay to a mission in respect of the grant for that year a sum not exceeding twenty per cent of the grants paid in the previous year, such quarterly advances to be adjusted at the end of the year.

How school classified for grant-in-aid

62. A school will be classified according to its efficiency and that of the teachers engaged therein. In estimating such efficiency the discipline and tone of the school, the value of the instruction both literary and practical, and the influence of the school in the neighbourhood in which it is situated will be taken into consideration.

PRIMARY SCHOOLS.

Allocation of money for grants in respect of assisted primary schools

63. Out of the sum of money annually granted for grants-in-aid mentioned in Rule three a specific amount shall, subject to these Rules, be allocated by the Board for payment of all grants-in-aid in respect of assisted primary schools, other than special grants-in-aid under Rules seventy-six and seventy-nine.

Average efficiency of primary schools

64. The Director of Education shall every three years determine the average efficiency of primary assisted schools belonging to each educational society, body or corporation.

Determination of grants-in aid to Educational Primary Units

65. (*a*) The amount of grant-in-aid to be made to any Primary Educational Unit shall be determined triennially and shall be awarded for a period of three years, subject to the provisions of Rule fifty-eight.

(*b*) A Primary Educational Unit shall receive twelve months clear notice of the amount of the grant to be awarded to that unit during any triennium.

(*c*) The grants to be made to a Primary Educational Unit for any triennium shall be a proportion of the total of the estimated mean annual salary bill of all teachers in the assisted primary schools of such unit as approved by the Director of Education for such triennium.

(*d*) The grant that may be made to any Primary Educational Unit shall bear the same proportion to the total of the said estimated mean salary bill of its assisted primary schools as the average efficiency (as determined under Rule sixty-four) of those schools bears to their maximum possible efficiency, and shall be known as the "earned grant" provided that when the total amount allocated by the Board for payment of grants to assisted primary schools, under Rule sixty-three, is less than the total of the earned grants, the grant actually determined in respect of each Primary Educational Unit shall bear the same proportion to its earned grant as the amount so allocated by the Board bears to the total earned grants.

Grants-in-aid in respect of teacher of British Nationality

66. A primary boarding school for girls may be awarded a grant-in-aid of not more than one hundred pounds in respect of each female teacher of British Nationality being a person of pure European descent ; provided that such teacher resides

on the school premises and that her whole time is devoted to the work of the school ; and provided that part of the practical instruction is taught by such teacher ; and provided further that the work of such teacher is certified as efficient by the Director of Education.

Grant-in-aid in respect of African supervisors

67. A grant-in-aid of not more than one hundred and twenty pounds or eighty per cent of their salaries whichever shall be lower may be made in respect of qualified and experienced Africans appointed by any society, body or corporation, with the approval of the Director of Education, for the purpose of organising and supervising a group of primary Assisted Schools belonging to such society, body or corporation.

Grants-in-aid in respect of European supervisors

68. A grant-in-aid may be made to any society, body or corporation in respect of a qualified European Supervisor approved by the Director of Education, provided that this grant shall not exceed in amount the expenditure incurred by the society, body or corporation, and provided that in any one year the sum paid shall not exceed five hundred and fifty pounds.

Grant-in-aid in respect of accountants

69. A grant of one hundred and fifty pounds each or sixty per cent of their salaries which ever shall be the lower may be made in respect of not more than two qualified accountants or bookkeepers provided that such accountants or bookkeepers keep, in a satisfactory manner, the accounts and quarterly and yearly statistics of all schools belonging to any society, body or corporation at an office situated at the seat of Government ; provided also that copies of all quarterly and yearly statistics and summaries of all such accounts relating to such schools are kept in such schools and regularly checked by the accountants or bookkeepers aforesaid ; provided further that in the opinion of the Director of Education the appointment of such accountants or bookkeepers is necessary.

TRADE, TECHNICAL AND SECONDARY SCHOOLS.

Grant-in-aid to Trade and Technical Schools

70. A grant-in-aid may be made in respect of trade and technical schools.

Grant-in-aid to Secondary schools

71. A grant-in-aid under these Rules may be made to any secondary school ; provided that such school has been placed on the Assisted List by the Board and provides for such practical instruction as the Board may prescribe. Such grant shall be determined on the efficiency of the teachers and the tone of the school in which such teachers are engaged and shall be calculated on the salaries of African teachers

approved by the Director of Education ; provided that no teacher shall be paid on a lower scale than that set forth in the Schedule to these Rules. Such grants shall be subject to the following limitations :—

(*a*) for schools classified as good—not more than sixty per cent of the total amount paid in salaries to African teachers engaged therein.

(*b*) for schools classified as fair—not more than forty per cent of the total amount paid as salaries to African teachers engaged therein.

Additional grant-in-aid in respect of teachers of British nationality

72. In addition to the grant-in-aid provided for by Rule seventy-one a further grant-in-aid may be awarded of not more than one hundred and fifty pounds in respect of a teacher of British nationality being a person of pure European descent and also a graduate of a British University and a grant of not more than one hundred and fifty pounds in respect of each additional qualified teacher of British nationality being a person of pure European descent ; provided that such teachers devote their whole time to the work of the school and that the work of such teachers is certified as efficient by the Director of Education ; provided also that in the case of boarding schools such teachers are resident on the school premises.

TRAINING INSTITUTIONS.

Grant-in-aid of Training Institutions

73. The following grants may be made to any institution which admits boarders only and which is approved by the Board for the special training of teachers :—

(1) A grant of five pounds for the first year in respect of each student in training who has given a bond to the Governor to complete the course of four years' training and on the completion of such course to teach in a Government or Assisted School for a period of five consecutive years, within which, however, may be added a further course of one year's training ; provided that with the approval of the Director of Education a supplementary course of one year's training may be taken immediately on the completion of the four years' course of training ; and provided that the progress report of such student during the first year of his training is considered satisfactory by the Director of Education ; and provided further that the Director of Education gives a satisfactory report on the efficiency of the training, the tone of the institution and the general conditions under which the student lives and receives instruction.

(2) A grant of ten pounds in respect of each student in training who has completed each of the second, the third and the fourth year of his training, on and under the conditions set out in sub-rule (1) of this rule.

(3) A grant of not more than one hundred and fifty pounds per annum in respect of a teacher of British nationality being a person of pure European descent and also a graduate of a British University, and a grant of not more than one hundred and fifty pounds per annum in respect of each additional qualified teacher of British nationality and of pure European descent ; provided that such teachers devote their whole time to the work of the institution ; provided also that a satisfactory report is given by the Director of Education as to the efficiency of the training provided, the tone of the institution and the general conditions under which the students live and receive instruction.

(4) A grant not exceeding sixty per cent of the total amount paid as salaries to the African teachers.

(5) Notwithstanding anything in the preceding sub-rules of this rule grants may be awarded to institutions engaged in the training of female teachers on such terms as may be prescribed by the Director of Education from time to time.

Grants to Rural Training College.

74. The following grants may be made to any Institution which admits boarders only, which is approved by the Board for the special training of teachers for schools which cater specially for the needs of rural areas and which provides an approved course of instruction over a period of two years in the following obligatory subjects :—

i. Vernacular ;
ii. English ;
iii. Arithmetic ;
iv. Writing ;
v. Hygiene (including some knowledge of children's ailments) ;
vi. Singing ;
vii. Games and physical exercises ;
viii. Agriculture ;
ix. Object Lessons and handwork ; and
x. Theory and Practice of Teaching.

(1) A grant of five pounds for the first year in respect of each student in training who has given a bond to the Governor to complete the course of two years' training and on the completion of such course, to teach in a Government or Assisted School for a period of five consecutive years ; provided that not more than twenty students are admitted annually ; provided also that the progress report of such student during the first year of his training is considered satisfactory by the Director of Education ; and provided

further that the Director of Education gives a satisfactory report on the efficiency of the training, the tone of the institution and the general conditions under which the students live and receive instruction.

(2) A grant of ten pounds in respect of each student in training who has completed the second year of his training, on and under the conditions set out in the immediately preceding paragraph.

(3) A grant of not more than one hundred and fifty pounds per annum in respect of a qualified principal approved by the Director of Education; provided that if his native language is not English such principal shall give evidence of a knowledge of the English language not below the standard required for the Cambridge School Certificate; and provided also that a satisfactory report is given by the Director of Education as to the efficiency of the training, the tone of the institution and the general conditions under which the students live and receive instruction.

(4) A grant not exceeding sixty per cent of the approved salaries of African teachers engaged therein.

Grants for Rural Training College Buildings Furniture.

75. Grants in respect of buildings and furniture of training colleges referred to in Rule seventy-four may be awarded as hereinafter set out; provided that in each case the sum shown by the manager of the training college as having been expended is supported by receipts to the satisfaction of the Director of Education or his representative; and provided also that receipts and corresponding entries in the cash book for all articles purchased and for all work performed prior to approximately one month before any inspection of the training college are presented to the Director of Education or his representative on the occasion of each inspection;

(*a*) a grant of one-half of the cost of the sum expended on any new building or enlargement of an existing building; provided that plans and estimates of the new building or enlargement are first approved by the Director of Education and that such grant is duly claimed at the first inspection after the completion of the work; and provided also that in the event of any such training college being removed from the Assisted List or the building being habitually used for other purposes than the training of teachers within a period of ten years after the the payment of the grant, the whole or such part of the grant as the Director of Education may in his discretion recommend shall be repay-

able to the Government. Any sum so repayable shall be deducted from the next ensuing total grant awarded to the mission or educational body concerned.

(*b*) a grant of one-half the cost of the sum expended on heavy furniture ; provided that the decision of the Director of Education as to what constitutes heavy furniture shall be final.

(*c*) a grant under this rule will be paid only on such amount and in respect of such furniture and buildings or enlargement of existing buildings as have been specifically approved by the Director of Education for purposes of the grant.

PRIMARY DAY AND BOARDING SCHOOL BUILDINGS.

Grants for primary day and boarding school buildings

76. (1) Grants for primary day and boarding school buildings may be awarded as hereinafter set out ; provided that in each case the sum shown by the manager of the school as having been expended is supported by receipts to the satisfaction of the Director of Education or his representative ; and provided also that receipts and corresponding entries in the cash book for all articles purchased and for all work performed prior to approximately one month before any inspection of the school are presented to the Director of Education or his representative on the occasion of each inspection.

(*a*) A grant in the case of an assisted school equal to one-third of the sum expended on any new building or enlargement of an existing building : provided that plans and estimates of the new buildings or enlargement are first approved by the Director of Education and that such grant is duly claimed at the first inspection after the completion of the work ; and provided also that in the event of any school being removed from the Assisted List or the building being habitually used for other than school purposes within a period of ten years after the payment of the grant, the whole or such part of the grant as the Director of Education may in his discretion recommend shall be repayable to the Government. Any sum so repayable shall be deducted from the next ensuing total grant awarded to the mission or educational body concerned.

(*b*) An annual grant equal to one-third of the sum expended on the rent or maintenance of the buildings of an assisted school ; provided that where the proposed expenditure on the main-

tenance of an assisted school exceeds the sum of thirty pounds, detailed estimates of such expenditure must first be submitted by the manager to the Director of Education, whose previous sanction to such expenditure must be obtained before any expenditure is incurred.

(2) No grant under sub-rule (1) (*b*) of this rule shall be payable except in respect of expenditure incurred during the period of twelve months ending on the thirty-first day of December, immediately preceding the award of the Board, and unless the claim therefor is duly made at the first inspection of the school after the first day of November immediately preceding the end of the statistical year ; provided that if no inspection shall have taken place before the first day of December, of that year, the manager shall send in his claim so as to reach the Director of Education or his representative not later than the twentieth day of that month ; and provided further that claims in respect of articles purchased during the last three months of the statistical year elsewhere than in West Africa may be accepted during the next succeeding twelve months.

(3) No claims under this rule shall be payable in respect of any payment made to members of a mission or of any other educational body appointed by the Central Authority of such mission or educational body.

(4) Sub-heads (1) (*a*) and (*b*) of this rule apply only to a building which is primarily and continuously used for the purposes of education as specified in these Rules, and which is not habitually used for any other purposes.

(5) Any claim for a grant under this rule shall be accompanied by a definite statement of the amount of money actually available for the particular scheme for which the claim is made.

EDUCATIONAL BUILDINGS OTHER THAN PRIMARY.

Special grants towards the cost of erecting educational buildings other than primary

77. Special grants may be made towards the cost of erecting any new building intended for educational purposes, other than primary, but each application will be considered on its merits and the amount of grant awarded shall be at the discretion of the Governor. Application for a grant under this rule must be made, in the first instance, to the Director of Education and no such application will be entertained unless full particulars of the educational work to be done, together with plans of the buildings and estimates of cost, are submitted to the Director of Education before the erection of the buildings is begun.

78. Any application made under Rules seventy-seven shall be accompanied by a definite statement of the amount of money actually available for the particular scheme for which the application is made. Statement of amount of money available

GRANTS FOR PRIMARY DAY AND BOARDING SCHOOL FURNITURE.

79. Grants in respect of assisted primary day and boarding schools equal to one-half of the sum expended on furniture may be awarded, the decision of the Director of Education as to what constitutes furniture within the meaning of this rule being final; provided that in each case the sum shown by the manager of the school as having been expended is supported by receipts to the satisfaction of the Director of Education or his representative; and provided also that receipts and corresponding entries in the cash book for all articles purchased and for all work performed prior to approximately one month before any inspection of the school are presented to the Director of Education or his representative on the occasion of each inspection. Grants for furniture

SELECTED SCHOOLS IN SPECIAL AREAS.

80. A grant-in-aid equivalent to the total cost of the salaries of African teachers and African supervisors may be awarded for a period of not less than three years, which period may, however, be extended to schools selected by the Director of Education: provided that such schools are situated in an area which the Director of Education, with the approval of the Governor, has declared a special area for educational development: provided also that the representative of the society, body or corporation controlling the selected schools is willing and in a position to develop educationally such special area according to a policy agreed upon with Government; and provided further that such development can be accomplished, in the opinion of the Director of Education, without detriment to the educational work of such society, body or corporation in other parts of the Colony. Higher grants to special schools

81. A grant-in-aid under Rules seventy-six and seventy-nine may be awarded to schools falling under the provisions of Rule eighty.

XII.—GENERAL.

82. (1) In planning a school the first thing to be considered is the seating of the children in the best manner for being taught. The second point is to group the rooms together in a convenient manner. The accommodation is calculated by the number of children seated at desks. Class rooms must not be passage rooms from one part of the building to another. Planning of school buildings

(2) Each should be easily cleared without disturbance to any other room. The light should as far as possible and especially in the class rooms be admitted from the left side of the pupil. Suitable ventilation must be arranged. Separate latrines must be provided for boys and girls and arrangements must be made for their being kept scrupulously clean.

(3) Further particulars and drawings of various type schools may be obtained from the Director of Education.

Revocation of existing Rules.

83. The Education Rules, 1929, and all rules amending the same shall be revoked.

Made by the Board on the 28th day of March, 1933.

E. LESSTER,
Secretary to the Board.

Approved by the Legislative Council on the 29th day of March, 1933.

H. H. MALM,
Clerk of the Legislative Council.

RULE 36. *SCHEDULE.*

MINIMUM SALARY SCALE FOR TEACHERS ENGAGED IN NON-GOVERNMENT SCHOOLS.

Year of service.	Std. VII.	Honorary Certificate.	Less than 2nd Class.	2nd Class untrained.	2nd Class two years' training. 3rd Class three years' training.	2nd Class three years' training.	Prel. 3rd four years' training.	Prel. 2nd four years' training.	Year of service.	Special Appointments.	
										Year of appointment.	Salary.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.			IX.
	£		£	£	£	£	£	£			£
1	25		38	56	62	65	68	71	1	1	165
2	—		41	59	65	68	71	74	2	2	175
3	—		44	62	68	71	74	77	3	3	185
4	—		47	65	71	74	77	80	4	4	195
5	—		50	68	74	77	80	85	5	5	205
6	—		53	71	77	80	85	90	6	—	—
7	—		56	74	80	85	90	95	7	—	—
8	—		59	77	85	90	95	100	8	—	—
9	—		62	80	90	95	100	105	9	—	—
10	—		65	85	95	100	105	110	10	—	—
11	—		68	90	100	105	110	115	11	—	—
12	—		71	95	105	110	115	120	12	—	—
13	—		74	100	110	115	120	125	13	—	—
14	—		77	105	115	120	125	130	14	—	—
15	—		80	110	120	125	130	135	15	—	—
16	—		85	115	125	130	135	145	16	—	—
17	—		90	120	130	135	145	155	17	—	—

As approved by the Director of Education. Maximum £100.

Note.—As a temporary measure the above scale shall read as being subject to a reduction of four per cent.

SCHEDULE.

EXPLANATORY OBSERVATIONS.

1. The scale provides the basis on which grant-in-aid is calculated.

2. For the purpose of calculating grant-in-aid, the salary of a teacher is based on the period of his training, his qualifications, length of service and efficiency.

3. Increments as shown in the scale are dependent upon satisfactory work and conduct and may be granted annually as from 1st January of each year.

4. For unsatisfactory work and conduct increments may be suspended, stopped or deferred by the educational body concerned or the Director of Education according to the seriousness of the offence.

5. The passing of efficiency bars must be approved by the Director of Education.

6. The general conditions for passing efficiency bars are :—

For First Bar :

Efficiency in teaching and class management.

Interest shown in the social well-being of the community.

Knowledge of the Vernacular.

For Second Bar :

Efficiency in teaching and school management.

Capability of accepting responsibility.

Definite social service undertaken for the community.

More advanced study of the Vernacular.

Detailed conditions based on the above will be prescribed from time to time by the Director of Education in consultation with the principal educational bodies.

7. For the purpose of calculating grant, salaries of women teachers will be determined by the Director of Education if the minimum scale does not provide a definite means of determining their salaries.

8. In addition to the scale provided for teachers on the basis of qualification, length of service and efficiency, a special scale on which grant may be paid is provided for teachers who, in the opinion of the school authorities concerned, are entitled, by virtue of appointments held and duties performed

to higher remuneration than that provided by the normal scale : all appointments to this higher scale must be approved by the Director of Education if grant in respect of the salary shown in the scale is claimed.

9. A teacher who, subsequent to appointment, acquires higher qualifications will be transferred to the appropriate grading within the scale at such point as will involve no loss of salary having regard to his incremental date.

10. The salary payable to a teacher on re-engagement shall be subject always to the approval of the Director of Education and the following conditions will normally apply :—

If service broken through—

(i) dismissal, the teacher will be re-engaged at the bottom of his scale and suffer the loss of such increments as may be decided upon at the time of his re-engagement ;

(ii) resignation, the teacher will be re-engaged at the bottom of his scale. A teacher who resigns in order to avoid dismissal will be regarded as " dismissed " ;

(iii) illness, the teacher will be re-engaged at such point in his grading as may be approved by the Director of Education, having regard to the period of absence and the circumstances which attended incapacity ;

(iv) other causes, the teacher will be re-engaged at such salary and be granted, or deprived of, such seniority as may be considered justifiable.

A teacher who resigns his appointment for the purposes of joining another educational body after having given due notice to the authorities by whom he is employed, will be regarded as having been continuously employed, if there has been no period of unemployment (school holidays excepted) before taking up duties in his new school.

11. Nothing in the above notes is intended to limit the operation of the provisions of Rules 40, 41 and 42.

12. The following points must be borne in mind when determining the salaries of teachers for grant purpose :—

(*a*) It is not possible in the scale to provide for every condition of service. In the case of trained teachers the salary scale is based on, and varies according to, the length of training, plus an increment for the higher certificate.

The untrained teacher holding a complete 2nd Class Certificate ranks with one who has had two years' training and is in possession of a complete 2nd Class Certificate except that he does not receive credit for training (i.e. two incremental years).

(*b*) A teacher who holds a certificate lower than a 2nd Class Complete Certificate is classified under Column III of the Minimum Salary Scale.

(*c*) A female teacher who has been trained for two years in an approved institution for the training of female teachers and who has been awarded a Preliminary Third Class Certificate as a result of such training will be graded as Third Class four years training less two increments (i.e. as in Column V of Salary Scale).

13. The fixing of a Minimum Salary Scale by law is not intended to prohibit the payment of a higher salary where such may be deemed possible or desirable by any educational body.

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