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EDUCATION IN INDIA

IN

1934-35



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PREFACE.

This report deals with the period from April 1st, 1934 to March 31st, 1935. It is based on the provincial reports for which I am indebted to the Directors of Public Instruction of the provinces concerned and other educational officers. I also wish to express my thanks to Messrs. Abdus Salam and Nauhria Ram for their assistance in preparing the review.

J. C. POWELL-PRICE,

*Officiating Educational Commissioner
with the Government of India.*

Simla, 1st October 1936.

EDUCATION IN INDIA

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I.—*General Summary.*

“Video meliora proboque, Deteriora sequor.” This may be called the motto of education in India. Commissions and Reports there have been in plenty, from the Calcutta University Commission to the Hartog Committee. What is wrong with education has been pointed out time and again and the necessary steps to put it right indicated, but these steps are not taken. No provincial ministry since education has become a transferred subject has had the courage to tackle the evils fundamentally. They could not reorganise and readjust in the higher stages of the educational system as there are too many vested interests to antagonise, while in the lower stages they have been unable to stem waste and extravagance.

During the year under review, however, a change has come over the situation as far as the upper stages are concerned. The Government of the United Provinces published an important resolution on the reorganisation of secondary education. This attracted considerable attention. It stated that “the value of university education is impaired by the presence in universities of a large number of students who are unfit for higher literary or scientific education; that these students cannot hope to obtain employment which would justify the expense of their education and that the only feasible remedy is to divert them to practical pursuits in the pre-university stage”.

The Inter-University Board at its third conference made similar recommendations while the Punjab University Committee stated that a scheme of school reconstruction was a vital preliminary to the improvement of university teaching. Similar opinions were expressed all over India and there seems at last a general disposition to tackle the problem in earnest.

During the period under review a committee known popularly as the Sapru Committee from the name of its distinguished chairman was set up in the United Provinces to investigate the causes and suggest remedies for unemployment among the educated

classes. The Committee approved generally of the reorganisation suggested. While the problem has at last been handled in the higher stages, little has been done to diminish the waste and extravagance which characterises the administration of primary education by local bodies.

When no less than 74 per cent. of all boys attending primary schools never attain literacy, it is obvious that the administration of primary education by local bodies has entirely failed. It is equally obvious that urgent measures should be taken to retrieve the situation. Now that the citadel of vested interests in the higher stages of education has been laid siege to, is it too much to hope that similar interests in primary education will be attached also? The depressing condition of girls' primary education also is largely due to similar mismanagement. Local bodies complain that they have no money to devote to this essential end and complacently go on with the waste involved in boys' primary education by which three-fourths of the expenditure on primary education is rendered entirely unproductive.

The quantitative increase in numbers undergoing instruction in Indian schools and colleges of all types continues. This increase was 86,995 in 1932-33 when economic conditions and financial depression had imposed a check. Last year the increase rose to 319,358 while this year it was 333,979 of whom 135,195 were girls and 198,784 boys. The percentage of pupils under instruction, both boys and girls, is 5. Last year it was 4·8. This is out of an optimum figure of 12 per cent. Various estimates have from time to time been made of the percentage of the total population which is of school-going age. Naturally school-going age is interpreted as the age of elementary education, not of secondary. In England where elementary education persists up to what may be called the end of the lower middle stage, the percentage has been placed at 14. It will of course be less in India where the primary course is roughly from the ages 6 to 11. The census figures show that the percentage at this age range is roughly 12 and this has been checked in the United Provinces in large compulsory education areas and found to correspond largely with actuals. Thus it must always be remembered that the highest percentage of boys or girls of school-going age to the total male or female population is 12 per cent. at present. This percentage changes slightly with changes in the age ranges recorded in the census. In one census the age range 6 to 11 actually recorded 14 per cent. of the population, but this was when the influenza epidemic had caused great mortality among adults. The lag in girls' education, however, reduces the total percentages considerably as can be seen from the figures which are 7 per cent. for boys but only 2·2 for girls. A fairer view of the situation is shown in the percentage of children in primary schools. A reference to the table at page 46 will show that out of the total number of boys of school-going age who should be in primary schools 50·3 per cent. are enrolled while the percentage for girls is only 16·5.

On the face of it, allowing for the conditions peculiar to India, these are not bad figures—and the following provinces show a much higher percentage:—

TABLE I.

Province.	Percentage.	
	Boys.	Girls.
Madras	71	28
Bombay	59·5	23
Bengal	61·5	22·8
Delhi	53·4	29·6

while Baugalore has 94·9 and 72·5.

But these figures are merely those of enrolment. The table on page 42 shows the wastage at the primary stage, that is the numbers who fail to complete the course and thus attain literacy. For the whole of India this figure is no less than 74 per cent. for boys and 87 per cent. for girls. These are terrible figures. Education departments are striving everywhere to reduce this figure and that their efforts are showing results may be seen by the progressive reduction since 1931 when the figures of wastage were 79 per cent. for boys and 90 per cent. for girls. In the first flush of enthusiasm when education became a transferred subject quantity rather than quality was the goal. The result is plain for all to see, but the defects have been diagnosed and a cure proposed. Everywhere primary education is being improved and mistakes retrieved.

TABLE II.—Total number of institutions (for boys and girls), 1934-35.

Province.	NO. OF RECOGNISED INSTITUTIONS.			NO. OF UNRECOGNISED INSTITUTIONS.			TOTAL NO. OF INSTITUTIONS.		
	1934.	1935.	Increase (+) or decrease (—) between 1934 and 1935.	1934.	1935.	Increase (+) or decrease (—) between 1934 and 1935.	1934.	1935.	Increase (+) or decrease (—) between 1934 and 1935.
Madras	50,618	50,393	—225	1,467	1,171	—296	52,085	51,564	—521
Bombay	15,674	15,826	+152	1,056	1,101	+45	16,730	16,927	+197
Bengal	70,338	70,241	—97	1,588	1,410	—169	71,926	71,660	—266
United Provinces	23,106	22,639	—467	2,344	2,191	—153	25,450	24,830	—620
Punjab	11,664	11,620	—44	6,115	6,399	+284	17,779	18,019	+240
Burma	7,347	7,179	—168	18,072	18,395	+323	25,419	25,574	+155
Bihar and Orissa	28,768	28,813	+45	2,806	2,593	—213	31,574	31,406	—168
Central Provinces and Berar	5,463	5,544	+81	314	396	+82	5,777	5,940	+163
Assam	6,715	6,886	+171	612	757	+145	7,327	7,643	+316
North-West Frontier Province	1,003	1,013	+10	155	115	—40	1,158	1,128	—30
Coorg	122	121	—1	9	7	—2	131	128	—3
Delhi	357	347	—10	39	52	+13	396	399	+3
Ajmer-Merwara	331	332	+1	57	59	+2	388	391	+3
Baluchistan	117	123	+6	214	279	+65	331	402	+71
Bangalore	112	110	—2	6	6	..	118	116	—2
Other Administered Areas	117	118	+1	18	16	—2	135	136	+1
BRITISH INDIA	221,853	221,305	—548	34,872	34,956	+84	256,724	256,263	—461

TABLE III.—Total number of pupils (boys and girls), 1934-35.

Province.	IN RECOGNISED INSTITUTIONS.			IN UNRECOGNISED INSTITUTIONS.			IN ALL INSTITUTIONS.			PERCENTAGE OF PUPILS TO POPULATION.	
	1934.	1935.	Increase (+) or decrease (—) between 1934 and 1935.	1934.	1935.	Increase (+) or decrease (—) between 1934 and 1935.	1934.	1935.	Increase (+) or decrease (—) between 1934 and 1935.	1934.	1935.
Madras	2,967,672	3,053,446	+85,774	51,688	40,757	—10,931	3,019,360	3,094,203	+74,843	6.5	6.6
Bombay	1,332,624	1,381,447	+48,823	41,772	40,699	—1,073	1,374,296	1,422,146	+47,850	6.3	6.5
Bengal	2,899,541	3,010,845	+111,304	67,171	64,427	—2,744	2,966,712	3,075,272	+108,560	5.9	6.1
United Provinces	1,513,467	1,532,569	+19,102	65,222	62,371	—2,851	1,578,689	1,594,940	+16,251	3.2	3.3
Punjab	1,151,590	1,133,585	—18,005	129,164	134,889	+5,725	1,280,754	1,268,474	—12,280	5.4	5.3
Burma	524,031	516,141	—7,890	203,021	213,966	+10,944	727,052	730,106	+3,054	4.9	5.0
Bihar and Orissa	1,063,127	1,115,236	+52,109	70,782	69,732	—1,050	1,133,909	1,184,968	+51,059	3.0	3.1
Central Provinces and Berar	470,753	485,532	+14,779	11,965	15,605	+3,700	482,718	501,137	+18,479	3.1	3.2
Assam	356,869	374,164	+17,295	26,582	29,726	+3,144	383,451	403,890	+20,439	4.4	4.6
North-West Frontier Province	89,040	91,500	+2,460	4,535	3,763	—772	93,575	95,263	+1,688	3.8	3.9
Coorg	10,860	10,869	+9	348	261	—87	11,208	11,130	—78	6.9	6.8
Delhi	44,653	44,901	+248	765	2,213	+1,448	45,418	47,114	+1,696	7.1	7.4
Ajmer-Merwara	21,848	23,377	+1,529	3,299	2,725	—574	25,147	26,102	+955	4.5	4.6
Baluchistan	8,972	9,422	+450	2,964	3,360	+396	11,936	12,782	+846	2.6	2.8
Bangalore	17,124	17,791	+667	443	443	..	17,567	18,234	+667	13.1	13.6
Other Administered Areas	19,725	19,935	+210	1,373	1,113	—260	21,098	21,048	—50	9.4	9.4
BRITISH INDIA	12,491,796	12,820,760	+328,964	681,094	686,109	+5,015	13,172,890	13,506,869	+333,979	4.8	5.0

TABLE IV.—Distribution of pupils (boys and girls) in recognised institutions, 1934-35.

Province.	No. of pupils in Universities.	NO. OF PUPILS IN INSTITUTIONS FOR MALES.							NO. OF PUPILS IN INSTITUTIONS FOR FEMALES.							GRAND TOTAL.
		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 . . .	440	10,685	2,272	155,925	25,277	2,418,656	27,213	2,640,028	534	74	18,328	6,432	381,514	5,596	412,978	3,053,446
Bombay . . .	107	11,312	3,357	95,826	25,332	1,018,043	14,198	1,168,068	..	..	17,468	4,266	188,839	2,699	213,272	1,381,447
Bengal . . .	1,776	23,746	5,077	283,570	165,643	1,866,426	116,457	2,460,919	657	78	21,093	10,660	512,324	3,338	548,150	3,010,845
United Provinces . . .	6,674	8,842	4,437	86,978	99,676	1,177,598	22,970	1,400,501	303	7	8,062	44,241	71,826	955	125,394	1,532,569
Punjab . . .	14	13,676	2,365	135,622	445,800	367,756	13,356	978,575	514	109	11,709	37,986	101,866	2,792	154,996	1,133,585
Burma . . .	1,817	137	..	62,342	120,252	257,264	15,746	455,741	..	..	9,305	11,994	36,967	317	58,583	516,141
Bihar and Orissa . . .	..	3,327	856	53,269	93,290	867,841	19,933	1,038,516	8	..	2,387	5,759	67,630	936	76,720	1,115,236
Central Provinces and Berar . . .	..	2,411	630	9,171	106,381	319,554	2,992	441,139	..	17	443	6,317	36,782	834	44,393	455,532
Assam . . .	..	1,758	76	23,539	48,099	260,531	4,396	338,399	..	..	3,041	6,664	25,934	126	35,765	374,164
North-West Frontier Province . . .	..	762	..	14,789	27,040	34,364	102	77,057	..	..	489	5,757	8,142	55	14,443	91,500
Coorg . . .	..	..	..	698	..	9,066	12	9,776	..	..	329	..	764	..	1,093	10,869
Delhi . . .	175	1,951	..	7,840	8,984	14,713	549	33,437	49	143	1,549	2,596	6,671	281	11,289	44,901
Ajmer-Merwara . . .	..	351	..	4,077	1,945	12,498	638	19,509	..	..	304	224	3,266	14	3,866	23,377
Baluchistan . . .	..	..	..	3,738	871	2,747	18	7,374	..	..	635	1,086	327	..	2,048	9,422
Bangalore . . .	..	284	..	2,596	2,257	5,640	88	10,865	..	..	1,907	940	4,016	63	6,926	17,791
Other Administered Areas . . .	..	..	..	4,942	1,818	6,708	513	13,981	..	..	1,366	1,120	3,379	89	5,954	19,935
BRITISH INDIA . . .	11,003	79,242	19,070	944,922	1,172,065	8,639,405	239,181	11,093,885	2,065	428	98,975	146,042	1,450,267	18,095	1,715,372	12,820,760

Institutions and pupils.—Coming to actual statistics it will be seen that the number of institutions has decreased by 461. The lumping of all institutions from a large degree college to a maktab or pathshala with 20 children in one table makes these figures somewhat deceptive. The main decrease is in Madras and the United Provinces; in the latter it was due to consolidation and is not a matter for regret.

The increase in numbers is distributed as follows:—

TABLE V (a).

Kind of Institution.	1934.	1935.	Increase.
<i>For males—</i>			
Colleges	106,190	109,315	3,125
High schools	915,114	944,922	29,808
Middle schools	1,174,677	1,172,065	-2,612
Primary schools	8,396,968	8,639,405	242,437
Special schools	237,308	239,181	1,873

TABLE V (b).

<i>For females—</i>			
Colleges	2,158	2,493	335
High schools	92,430	98,975	6,545
Middle schools	140,101	146,042	5,941
Primary schools	1,409,330	1,450,267	40,937
Special schools	17,520	18,095	575

The increase in the total number of girls is 135,195, including those in boys' schools. The increase in numbers proceeding to colleges continues. There are now 111,808 students attending colleges of all kinds of whom 19,498 are in various professional colleges. The decrease in middle schools is attributable to a very large shrinkage in the Punjab of no less than 20,000, due, it is stated, to a too rapid expansion in the past and the resultant reaction together with closure of uneconomical lower middle schools and elimination of bogus enrolment. The increase at the primary stage continues—some of this is due to a more rigid enforcement of compulsion where this is in force but mostly owing to the improvement in the teaching in primary schools and their power of attraction. The increase was marked in all provinces except the Punjab and Burma where there were decreases.

Girls' education continues to improve. The figures show the enrolment in girls' schools only. All provinces show an increase in the high stage except the Punjab. The United Provinces has a large increase at the middle stage and Bombay and Burma show the largest increase in the primary stage. These figures do not of course include girls attending boys' institutions.

TABLE VI.—General summary of expenditure on education, 1934-35.

Province.	TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM (1935)				AVERAGE ANNUAL COST PER PUPIL TO (1935)				
	1934.	1935.	Increase (+) or decrease (—) between 1934 and 1935.	Govt. funds.	Local funds.	Fees.	Other sources.	Govt. funds.	Local funds.	Fees.	Other sources.	Total cost per pupil.
	Rs.	Rs.						Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras	5,39,87,435	5,40,94,044	+1,06,600	47·2	13·4	17·4	22·0	8 8 5	2 6 8	3 2 5	8 15 8	18 1 2
Bombay	3,98,09,610	4,10,86,354	+12,76,744	43·0	18·6	24·9	13·5	13 0 0	6 0 0	7 0 0	4 0 0	30 0 0
Bengal	4,23,16,319	4,32,39,303	+9,22,984	31·5	7·9	44·5	16·1	4 8 0	1 1 7	6 6 5	2 4 9	14 4 9
United Provinces	3,70,30,442	3,80,41,838	+10,11,396	53·0	13·2	20·3	13·5	13 2 7	3 4 4	5 0 4	3 5 10	24 13 1
Punjab	3,06,89,279	3,12,06,032	+5,16,753	51·2	13·4	24·8	10·6	9 15 5	4 1 10	2 12 1	3 11 5	20 8 0
Burma	1,63,20,680	1,50,77,213	—12,43,467	35·8	28·1	20·0	16·1	10 7 6	8 3 5	5 13 3	4 11 3	29 3 5
Bihar and Orissa	1,69,49,133	1,71,03,929	+1,54,796	31·0	30·1	23·6	15·3	4 12 2	4 9 10	3 9 10	2 5 7	15 5 5
Central Provinces and Berar	1,01,74,809	1,06,01,617	+4,26,808	43·2	29·2	18·7	8·9	9 6 11	6 6 1	4 1 6	1 14 11	21 13 5
Assam	48,33,919	50,50,860	+2,16,941	56·8	12·8	19·6	10·8	7 11 2	1 11 2	2 9 7	1 6 5	13 6 4
North-West Frontier Province	28,63,059	29,45,791	+82,732	66·4	11·0	11·4	11·2	21 6 2	3 8 6	3 10 10	3 9 7	32 3 1
Coorg	2,60,154	2,40,948	—19,206	59·6	22·4	15·9	2·1	13 3 0	4 15 5	3 8 5	0 7 4	22 2 2
Delhi	26,62,295	26,96,151	+33,856	39·6	12·3	24·6	23·5	23 12 0	7 6 7	14 12 1	14 2 1	60 0 9
Ajmer-Merwara	8,18,742	8,91,525	+72,783	46·8	8·6	23·3	21·3	17 14 5	3 4 9	8 14 5	8 0 0	38 1 7
Baluchistan	5,33,190	5,48,076	+14,886	55·1	14·2	18·9	11·8	32 0 8	8 4 6	10 15 8	6 13 9	58 2 7
Bangalore	9,81,656	9,37,898	—43,758	37·7	4·8	34·4	23·2	19 13 9	2 8 5	18 1 10	12 3 6	52 11 6
Other Administered Areas	15,34,464	14,49,841	—84,623	34·6	5·3	21·0	39·1	25 2 6	3 14 1	15 4 7	28 6 6	72 11 8
BRITISH INDIA	26,17,65,186	26,52,11,420	+34,46,234	43·7	15·7	25·0	15·6	9 0 7	3 3 11	5 2 10	3 3 8	20 11 0

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TABLE VII.—Total expenditure on education by sources, 1934-35.

Province.	EXPENDITURE FROM					Total expenditure.
	Govt. funds.	Increase (+) or decrease (—) in Govt. funds during 1934 and 1935.	Local funds.	Fees.	Other sources.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	2,55,37,980	+ 9,85,020	72,24,611	94,28,918	1,19,02,535	5,40,94,044
Bombay	1,76,43,547	+ 26,379	70,48,595	1,02,46,250	55,48,962	4,10,86,354
Bengal	1,36,10,445	+ 1,30,593	34,03,574	1,92,75,140	69,41,135	4,32,39,803
United Provinces	2,91,76,139	+ 4,10,760	56,19,322	76,94,033	51,52,353	3,80,41,838
Punjab	1,59,92,885	+ 620	41,81,316	77,37,573	32,94,258	3,12,06,032
Burma	54,04,225	— 3,62,658	42,38,094	30,08,267	24,26,627	1,50,77,213
Bihar and Orissa	53,09,467	— 1,99,806	51,46,561	40,28,235	26,19,666	1,71,03,929
Central Provinces and Berar	45,78,718	+ 1,38,681	30,96,705	19,87,258	9,38,936	1,06,01,617
Assam	28,69,392	+ 91,878	6,46,990	9,92,410	5,43,068	50,50,860
North-West Frontier Province	19,56,830	+ 25,218	3,23,191	3,36,669	3,29,101	29,45,791
Coorg	1,43,561	+ 470	54,012	38,405	4,079	2,40,948
Delhi	10,66,314	+ 11,038	3,32,704	6,62,595	6,34,138	26,96,151
Ajmer-Merwara	4,17,830	+ 49,605	76,918	2,07,820	1,88,957	8,91,525
Baluchistan	3,01,956	+ 7,297	78,047	1,03,421	64,652	5,48,076
Bangalore	3,53,329	— 19,897	44,981	3,22,248	2,17,340	9,37,898
Other Administered Areas	5,01,471	— 47,210	77,377	3,04,734	5,66,259	14,49,841
	11,58,73,080	+ 11,70,930	4,15,91,998	6,63,72,986	4,13,73,367	26,52,11,420
	11,47,02,150	..	4,19,34,311	6,47,89,282	4,03,30,443	26,17,65,186
	11,35,50,798	..	4,07,03,238	6,29,62,895	4,06,58,937	25,78,76,868
	12,46,00,481	..	4,38,18,535	6,22,69,534	4,11,68,072	27,18,56,622
	13,60,97,116	..	4,38,29,132	6,14,58,989	4,17,76,209	28,31,61,446
	13,26,38,044	..	4,24,65,600	6,04,61,368	3,88,17,006	27,42,82,018

BRITISH INDIA

TABLE VIII.—*Distribution of increase or decrease in expenditure on education, 1935.*

Province.	Increase (+) or decrease (—) of expenditure in				Increase (+) or decrease (—) in total expenditure.
	Government funds.	Board funds.	Fees.	Other sources.	
	Lacs of Rupees.				
Madras	+9.3	—4.9	—1.5	—1.8	+1.1
Bombay	+3	—7	+10.2	+2.9	+12.7
Bengal	+1.3	+2	+6.0	+1.7	+9.2
United Provinces	+4.1	+1.8	+3.3	+9	+10.1
Punjab . . . . .	..	+1.5	+1.7	+2.0	+5.2
Burma	—3.6	—4.8	—5.7	+1.7	—12.4
Bihar and Orissa	—2.0	+1.6	..	+1.9	+1.5
Central Provinces and Berar	+1.3	+2.0	+5	+5	+4.3
Assam	+9	+2	+1.0	+1	+2.2
North-West Frontier Province	+3	+1	+2	+2	+8
BRITISH INDIA	+11.7	—3.4	+15.9	+10.4	+ 34.5

Expenditure.—The total expenditure from all sources on education in British India shows an increase of Rs. 34,46,234. The percentage expenditure from different sources is as follows:—

—	Government funds.	Local funds.	Fees.	Other sources.
1935	43.7	15.7	25.0	15.6

The increase from Government funds was Rs. 11,70,930 but local funds contributed Rs. 3,42,313 less, fees were up Rs. 15,83,703 and contributions from other sources Rs. 10,33,914 more. The increase from fees is due to increased enrolment while contributions from other sources are mostly private funds contributed for the maintenance of particular schools.

Last year the total increase in expenditure was Rs. 38,89,318 but the year before that saw a large decrease. Retrenchment measures due to sheer financial necessity are still in force but the increase shows that the needs of education are not entirely subordinated to the need for economy.

Madras leads the way with an increase of 9.35 lakhs from Government funds, Bengal has an increase of 1.30, the United Provinces 4.10, and the Central Provinces 1.33. Decreases are Burma with as much as 3.6 lakhs and Bihar and Orissa with 2. It will be seen that Madras, Bombay, United Provinces, Punjab, Central Provinces, Assam and the North-West Frontier Province all contribute over 40 per cent. of the expenditure directly from Government funds. The North-West Frontier Province contributes as much as 66.4 per cent. of the total, followed among the

major provinces by Assam with 56·8 per cent., the United Provinces with 53 and the Punjab with 51·2. Bengal and Bihar and Orissa are the lowest with 31·5 and 31 per cent. respectively but the latter has 30·1 from local funds and Bengal with its huge system of private schools has 44·5 from fees. No province draws more than 30·1 per cent. of its expenditure from local funds while Bengal draws only 7·9 from this source. Fees account for almost half of Bengal's expenditure on education, the only administration comparable being Bangalore where the phenomenon is due to the existence of several European schools. Of the major provinces, Bombay draws 24·9 per cent. from this source, the United Provinces, 20·3, the Punjab 24·8, Burma 20, Bihar and Orissa 23·6, Delhi 24·6 and Ajmer-Merwara 23·3. Others are below.

Other sources, that is private benefaction, contribute 22 per cent. in Madras, 23·5 in Delhi, 21·3 in Ajmer-Merwara; while Bengal has 16·1, Bombay and the United Provinces 13·5, the Punjab 10·6 and the Central Provinces 8·9. This side of educational expenditure is still disappointing and 15·6 per cent. of the total expenditure on education from benefactions and endowments is a poor figure.

The figures showing the cost per pupil in the different provinces are interesting though as they include all kinds from university graduates to children in a lower primary school, they only give a rough idea. Omitting the smaller units, it will be seen that the North-West Frontier Province is the most expensive as it stands at Rs. 32-3-1 per pupil. Bombay follows with Rs. 29-3-5, the United Provinces with Rs. 24-13-1 (this includes the Aligarh and Benares Universities which are all-India institutions), Central Provinces with Rs. 21-13-5, Punjab Rs. 20-8-9, Madras Rs. 18-1-2, Bihar Rs. 15-5-5, Bengal Rs. 14-4-9 and Assam Rs. 13-6-4.

The table below shows the figures for the different stages:—

TABLE IX.—Average cost per pupil in secondary and primary schools, 1935.

Province.	AVERAGE ANNUAL COST PER PUPIL IN INSTITUTIONS FOR MALES.			AVERAGE ANNUAL COST PER PUPIL IN INSTITUTIONS FOR FEMALES.			AVERAGE ANNUAL COST PER PUPIL IN ALL INSTITUTIONS.		
	High schools.	Middle schools.	Primary schools.	High schools.	Middle schools.	Primary schools.	High schools.	Middle schools.	Primary schools.
Madras	Rs. A. P. 48 0 10	Rs. A. P. 40 14 8	Rs. A. P. 8 1 9	Rs. A. P. 72 6 5	Rs. A. P. 65 10 5	Rs. A. P. 11 7 6	Rs. A. P. 51 10 6	Rs. A. P. 46 7 3	Rs. A. P. 8 6 5
Bombay	67 0 0	40 0 0	16 0 0	91 0 0	66 0 0	21 0 0	70 6 1	44 7 2	16 8 3
Bengal	39 3 2	17 12 10	3 11 3	71 1 7	32 14 5	3 0 0	41 5 7	18 9 8	3 6 9
United Provinces	66 7 4	24 8 7	7 5 4	103 11 2	25 9 11	9 3 8	69 9 10	24 13 11	7 7 2
Punjab	43 5 7	16 8 10	10 13 7	67 2 6	20 13 7	10 11 8	45 3 10	16 14 3	10 13 5
Burma	62 3 5	22 10 8	7 7 9	81 7 6	46 9 7	8 8 7	64 11 5	24 13 4	7 9 11
Bihar and Orissa	46 9 8	19 2 3	5 14 2	95 5 8	29 5 10	7 13 5	48 11 1	19 11 9	6 0 5
Central Provinces and Berar.	110 13 11	20 0 10	9 14 1	174 15 6	30 6 11	14 3 1	113 13 2	20 10 2	10 5 2
Assam	43 11 3	12 14 5	4 9 7	54 1 7	18 11 3	4 9 7	45 0 0	13 10 2	4 9 7
North-West Frontier Province.	44 11 2	19 11 6	11 11 0	84 7 4	20 8 1	16 13 2	45 15 7	19 13 8	12 13 2
Coorg	79 1 4	..	11 1 4	43 12 8	..	20 15 0	67 12 5	..	11 13 2
Delhi	66 7 7	25 6 8	16 9 9	72 11 7	51 7 8	23 7 10	67 8 1	31 9 3	18 12 1
Ajmer-Merwara	65 4 9	37 8 0	12 0 0	166 8 4	133 0 0	21 6 4	73 9 4	47 6 1	13 15 5
Baluchistan	53 0 0	40 8 5	26 4 9	32 9 7	47 14 4	21 3 2	50 0 7	44 11 4	25 12 7
Bangalore	76 4 0	21 4 0	15 4 2	72 10 7	34 6 5	17 14 10	74 11 8	25 1 10	16 5 10
BRITISH INDIA	50 5 3	19 11 1	7 12 0	78 14 2	30 8 6	9 6 2	55 3 1	20 14 3	7 15 8

TABLE X.—Percentage of Government expenditure to total Government expenditure on various types of institutions, 1935.

Province.	PERCENTAGE OF GOVERNMENT EXPENDITURE SPENT ON				
	Universities and Colleges (all types).	Secondary schools.	Primary schools.	Girls' education.	Direction and inspection.
Madras	9.9	10.9	53.7	19.1	7.4
Bombay	5.9	12.6	62.7	14.5	7.3
Bengal.	24.9	19.0	19.2	13.0	9.9
United Provinces	20.7	26.3	29.9	9.9	6.4
Punjab	12.5	46.0	19.1	11.0	8.0
Burma.	15.2	47.6	2.1	13.1	17.8
Bihar and Orissa	26.0	18.5	1.6	9.8	18.2
Central Provinces and Berar.	11.3	28.3	29.1	13.3	11.0
Assam	8.9	30.5	30.1	9.2	13.7
North-West Frontier Province.	9.1	45.3	18.3	12.1	9.5
Coorg . . . . .	..	36.1	43.8	16.9	11.5
Delhi	36.1	33.5	13.1	33.7	4.0
Ajmer-Merwara	12.9	40.9	19.2	11.0	6.7
Baluchistan . . . . .	..	34.2	20.5	7.6	11.3
Bangalore	4.2	41.7	25.2	42.8	4.6
Other Administered Areas	..	39.0	18.1	30.1	4.3
BRITISH INDIA	14.7	24.1	34.3	13.9	8.8

The distribution of Government expenditure in the different provinces is shown above. It will be noted that 38.8 per cent. goes on higher education and only 34.3 on primary. In England the percentages are:—

Universities.	Secondary schools.	Elementary schools.
3.8	18.4	68.2

The figures speak for themselves and need no comment.

Provincial reports are unanimous in stating that but for the adverse financial conditions the increase in enrolment would have

been far greater. Bombay remarks "The present financial stringency prevents expansion of primary education on a larger scale".¹ The Central Provinces report says "Growth has long since outstripped financial provision".² In the United Provinces "The increase is slow largely because of the lack of funds for expansion".³ Burma is more depressing—"Far from abating, the howling blast of retrenchment gathered force and increased in violence to a hurricane which shook the whole educational fabric".⁴

All this gives point to the need for a better utilisation of the assets available. It must be remembered that the education of women still lags far behind and that money must be found for this most pressing need. It would seem that all new money must go to this, while the necessary funds for improving the existing system must be found largely by re-allotment within existing limits and a stricter control of money allotted. The present system is wasteful and readjustment is essential. The lines of advance have been pointed out time and again notably in the Hartog Committee Report, but they are not followed. This is largely due to lack of courage especially in the political sphere. It is to be hoped that the reorganisation of the whole scheme of education will not fail before this bogey—for bogey it is. The majority of sensible men are in favour of radical changes as the report of the Sapru Committee has shown. Meanwhile much is being done within the limits imposed by the organisation. The content of primary education in the majority of provinces is being revolutionised. Teaching is improving; the curricula made more practical and suitable—while girls' education is coming into the forefront at last and special attention is being paid to the educational problems of the backward communities and classes.

II.—*Educational personnel and organisation.*

Educational Services.—When recruitment to the Indian Educational Service was discontinued in 1924 it was intended to create a new service to take its place on a provincial basis. There have been inexplicable delays in some provinces notably the United Provinces where no Class I Provincial Educational Service had been created up to the close of the year under review. In Madras no Class I Service will be created but posts in the Indian Educational Service as they fall vacant are filled in the Madras Provincial Service. It might have been thought that most local Governments would have considered it imperative to staff their new services with the best men they could obtain. The long delay in creating the new service in many provinces however led to make-shift appointments on a temporary basis from the provincial service. When a Class I Service was created it was

¹ Bombay, page 4.

² Central Provinces, page 1.

³ United Provinces, page 2.

⁴ Burma, page 1.

found impracticable to revert so many officers who had officiated for so many years and as a result the majority of provinces promoted officers from the lower service to fill Class I. This was never intended and thus the hoped for new blood is very much diluted in the new services. Bengal for instance has promoted 16 and directly recruited 7 while 9 are officiating. The Punjab has promoted 12 and directly recruited two only. In the United Provinces no less than 15 officers of the Provincial Service are officiating in Indian Educational Service vacancies and no direct recruitment at all has been made. In Burma all the new appointments are of promoted men. In Bihar ten are promoted and only two directly recruited while the Central Provinces has three promoted and four directly recruited. Bombay has the best record in 4 promoted and 11 directly recruited. In short a splendid opportunity for recruiting a new service of the best men available has been allowed to slip with the result that the provincial service has been depleted of its best men and the new Class I Service is definitely inferior to that it was to replace. There can be little excuse for such a short-sighted policy; at a time when education is expanding and requires the very best brains it has been fobbed off with the second best. All Directors are heavily overworked and it appears that provincial Governments have not appreciated the seriousness of the situation. Education departments are now among the largest of all the provincial departments and the work they have to deal with is increasing day by day; but all relief is refused, additional assistance grudged and the staffing of the services has definitely deteriorated. This is borne out by the remarks in the Assam report "The Director is in charge of the largest department in the province: he is the only head of a department who is also a member of Council and he has not even a gazetted officer as Personal Assistant though other departments have Imperial or Provincial Service officers".¹ The Burma report is on the same lines: "The increasing volume of correspondence in the office of the Director and his duties as Commissioner of Examinations, as a member of various educational committees and of the Legislative Council leave him little time to tour or to deal with the broader problems of educational policy and organisation".²

The United Provinces report has the following reference to the retirement of the late Dr. A. H. Mackenzie, C.S.I., C.I.E.:—

"Mr. Mackenzie's retirement from the United Provinces is a heavy loss. He was Director of Public Instruction in the United Provinces for thirteen years and all branches of education throughout the province bear the impress of his vigorous and forceful personality."³

¹ Assam, page 4.

² Burma, pages 3-4.

³ United Provinces, page 62.

Inspection.—The inspecting staff is insufficient in many provinces as is shown by the following remarks from the Bihar and Orissa report :—

“ The increase in the number of high schools is making it difficult for some of the inspectors to carry out a thorough inspection every year... From many districts it is reported that more sub-inspectors should be appointed if the best use is to be made of the new syllabus.”¹

From Assam—

“ The inspectors are heavily over-worked; their offices are understaffed and the appointment of additional inspectors is urgently necessary... In the lower ranks of the service the need for more sub-inspectors seems more urgent. It is a wonder to me that the standard of the schools is as good as it is.”²

Burma—

“ In the general financial panic the inspectorate in common with other Government departments suffered reduction.....the insufficiency of the deputy inspectorate is no less marked than that of the inspectorate.”³

The Director of Public Instruction comments—

“ It is sheer waste to pay inspecting officers and then make their work ineffective by giving them impossible tasks.”⁴

The remark of the Inspector of Schools, Mandalay—

“ I could cope with my work only by doing inspections by day and office work by night.”⁵

reflects a situation common to most provinces. The United Provinces which reduced its divisional inspectors from ten to seven as a measure of economy still tries to administer education with an insufficient inspecting staff.

The position as regards the inspection of girls' schools is worse still. Madras is the only province with anything near a proper complement of women inspectresses. Other provinces try to supplement the deficiency by making the male inspecting staff do most of the work with the result that their own already excessive duties are increased to breaking point while girls' education gets little benefit.

The Assam report states—

“ It is impossible to expect any real advance in female education until the office of Inspectress is restored and an adequate number of assistant or deputy inspectresses are appointed. Male inspecting officers cannot possibly inspect the work of women teachers efficiently.”²

¹ Bihar and Orissa, page 8.

² Assam, page 4.

³ Burma, pages 4-5.

⁴ Burma, page 6.

⁵ Burma, page 5.

In the North-West Frontier Province report it is said—

“Touring in this province is difficult for men. It is much more so for a woman. Girls’ education being an admitted need of the province, the appointment of a second assistant inspectress continues to be a very urgent necessity.”¹

From Bombay where inspection in local boards institutions has been handed over to the boards themselves to provide comes the remark—

“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... The present arrangement provides for inspection by men of the work of women teachers.”²

The table below shows the number of women inspectresses of all kinds by provinces:—

TABLE XI.—*Inspectresses, 1935.*

Province.	Designation.	No. of posts.
Madras	Inspectress	6
	Assistant Inspectress	1
	Sub-Assistant Inspectress	51
Bombay	Inspectress	4
Bengal	Inspectress	2
	Assistant Inspectress	12
United Provinces	Chief Inspectress	1
	Inspectress	10
	Assistant Inspectress of Girls’ Schools, Lucknow.	1
Punjab	Deputy Directress of Public Instruction, Punjab.	1
	Circle Inspectress	3
	Assistant Inspectress	12
	Inspectress and Supervisor of Domestic Science, Punjab.	1
	Physical Training Supervisor for Girls	1
Burma	Inspectress	1
	Deputy Inspectress	6
Bihar and Orissa	Inspectress	1
	District Inspectress	9
	Lady Superintendent of Muhammadan <i>atus</i> .	1
Central Provinces and Berar	Lady Superintendent of Hindu <i>atus</i>	1
	Inspectress	2
Assam	Assistant Inspectress	4
	Assistant Inspectress	1
North-West Frontier Province	Inspectress	1
	Assistant Inspectress	1

¹ North-West Frontier Province, page 12.

² Bombay, page 106.

Control.—As a general rule vernacular education is controlled by local bodies. The degree of control exercised by them, however, varies from province to province. It is perhaps greatest in Bombay where the education department has even given up the function of inspection and the local boards carry out their own through their own inspecting staff. Bengal's local bodies do through their own agencies very little for vernacular education. Most of their primary schools are private schools aided but not controlled. The United Provinces experiment of education committees of the district boards has come in for a certain amount of criticism but the patronage wielded has from a political point of view shifted the centre of gravity from the boards to the committee. On the whole the balance of power between the department and the boards has been assigned with a careful eye to the maintenance of independence within limits on the one side and the maintenance of some standard of efficiency on the other. Still it is clear that under this system of local control inefficiency is not sufficiently discouraged and waste not rigorously checked. The Punjab report still complains of incomplete delegation of powers by district boards. A revealing comment quoted is:

“The interest of most boards in education extends almost entirely to the teachers only and not to the kind of education imparted.”¹

In the Punjab the situation is complicated by the fact that district boards instead of concentrating on vernacular education also support anglo-vernacular schools as well.

The Bihar and Orissa report refers to a board which transferred 536 teachers in two batches thus upsetting educational equilibrium.

Assam reports that in many cases the deputy inspectors have ceased to exercise any influence over the teacher as their reports are neglected. “The miserable condition of primary schools in respect of accommodation, equipment, teachers' pay, etc., and the general cry for educational advance are not taken into consideration”² by the boards.

Boards are very susceptible to local influence and open schools where there is no demand and keep them going when they are dead for personal and not public reasons. A special officer was placed on duty in the United Provinces to advise boards as to uneconomical and unwanted schools. He placed 2,515 schools on the black list but only a few have been abolished and these due to sheer lack of money and not on the merits of the case.

The question arises whether the control of education, at the primary stage at any rate, by local bodies has produced the expected results. It was expected that local bodies would be acquainted with

¹ Punjab, page 31.

² Assam, page 5.

local needs and would be able to locate schools where they were needed. For a time there was certainly a marked quantitative increase in numbers but the method of increase was wasteful—a series of small schools were spread broadcast where local clamour or political interest demanded. The method was wasteful in the extreme. There was no planning, no provision of buildings and no care in the selection of teachers. The amateur in education ran amuck and the professional looked on helpless—his advice not asked for or required. The position must be retrieved and the method of retrieval is undoubtedly by closer co-operation between the local bodies and the departments of education. The method of this rapprochement will have to be worked out individually to suit each particular province but worked out it must be. The present system is wasteful and inefficient in the extreme.

III.—Universities.

The total number of students in the university stage is, including professional colleges, 111,808 or an increase of 3,460 over last year. It is interesting to compare the figures for Great Britain during the same period namely 49,234. Much has been said and written about the danger of increasing unemployment among graduates. This danger of course is not new. In 1611 Bacon writing to James I referred to a somewhat similar state of affairs "There are more scholars bred than the State can prefer and employ". Though this was not meant to refer to government service only the tendency in India has been to consider a degree as a passport to government service. There is a general agreement that the numbers indiscriminately crowding the universities should be reduced not indeed by refusing admission but by diverting those not suited to an academic career at an earlier stage. Unfortunately universities depend in varying degrees on the fees of the students who attend them and there are quite natural forebodings among university staffs that a reduction of students will mean a reduction of staff and thus a general reluctance to commit 'hari kari' by agreeing to a scheme of reorganisation. This attitude is exemplified by the reluctance of the Punjab University to implement the findings of the recent committee.

The Punjab report is quite frank—

"What the province really needs is a higher and far more efficient system of secondary education but this reform is still being resisted by the University so largely constituted by those interested in sectarian and communal collegiate institutions who fear that their influence and importance will decline if the present system is altered in any respect."¹

Enrolment.—The following table gives the enrolment in the various universities in India.

¹ Punjab, page 36.

TABLE XII.—*Enrolment in Universities in India.*

University.	1932.	1933.	1934.	1935.
Calcutta	26,560	25,412	29,516	29,851
Dacca	1,063	1,010	984	960
Patna	4,739	4,276	4,341	4,726
Bombay	14,499	15,327	16,292	17,494
Madras	16,610	15,504	15,515	14,757
Andhra	3,805	3,371	3,120	3,238
Annamalai	561	630	612	508
Allahabad	1,746	1,689	1,883	2,096
Agra	2,985	3,249	3,319	3,720
Aligarh Muslim	1,150	1,184	1,241	1,479
Benares Hindu	2,993	3,305	3,492	3,711
Lucknow	1,813	2,012	2,084	2,109
Nagpur	2,354	2,648	2,881	3,096
Punjab	16,971	18,684	19,796	21,653
Delhi	2,026	2,213	2,208	2,267
Mysore	2,833	2,834	2,955	2,781
Osmania	856	1,346	1,284	1,361
Rangoon	1,674	1,783	1,805	1,834
TOTAL	105,238	106,477	113,328	117,641

N.B.—These figures include Universities and Colleges in Indian States.

The Punjab report refers to “ vast numbers of ill-prepared and ill-equipped youths which encumber our university institutions and block all attempts to raise the standard of university examinations ”.¹

Attempts to remedy this state of affairs have been made in the past by the separation of the intermediate stage from the university, but opinions as to its success differ. It is, however, probable that where, as in the United Provinces, class teaching has been substituted for the mass lecture method, the experiment has justified itself. The large numbers involved are in themselves a menace to good teaching and in too many cases the position is complicated by the provision of too few or too inexperienced lecturers. Attempts to improve matters by the institution of the tutorial system have been and are being made but there are complaints that in many cases the tutorial classes exist only in name. Numbers have indeed swamped the organisation.

Developments.—In the Central Provinces a new college came into existence, namely, the City College, Jubbulpore. The year saw the closing of the Deccan College, Poona, one of the oldest educational institutions in the Presidency. This was due to the pressing need to reduce direct expenditure on higher education, the comparatively small number of students and the high cost of maintenance. A new University department of Chemical Technology has come into existence in Bombay with two courses—textile chemistry and chemical engineering. Ten students a year are admitted to each course and after passing an examination and fulfilling the requirements laid down as to works practice they will obtain the degree of B.Sc. (Tech.).

In Bihar and Orissa the Patna University have instituted a M. Ed. degree in connection with the Patna Training College.

¹ Punjab, page 35.

Though five universities are situated in the United Provinces, two are not provincial. The Aligarh Muslim University and the Benares Hindu University cater for the whole of India and are not a charge on provincial revenues, being aided by the Central Government except as regards their teachers training departments.

“ The method by which the Allahabad and Lucknow Universities are aided from provincial revenues continued to receive attention. The increased enrolment, consequent increases in staff, actual or demanded, and the resultant pressure for an increase in the already heavy burden for university expenditure on the provincial tax-payer, coupled with a deficit at the Allahabad University are a source of disquiet.... Owing to the financial strain it has not so far been found possible to revive the block grants and the grants are consequently being fixed annually.”¹

In this connection the following from the Report of the University Grants Committee, 1929-30 to 1934-35 is apposite:—

“ Therefore for their main financial support they (Universities) depend and must continue to depend, on sources other than those provided by the State. The support of the State is to be regarded as a stimulus to other benefactors.”²

At Allahabad Dr. M. N. Saha, F.R.S., continued his valuable research work which is aided by Government and towards which the Royal Society made a donation of £150. At Lucknow Dr. Birbal Sahni, F.R.S., was also engaged in valuable research assisted by a government grant. Arrangements have been made for training medical students in midwifery by the appointment of a full-time professor and the provision of suitable facilities.

The new university buildings for the Agra University offices were completed during the year. For these the University is largely indebted to the Very Rev. Dr. A. W. Davies, D.Litt., now Dean of Worcester who was the first Vice-Chancellor.

In Bengal the Serampore College celebrated the centenary of its founder Dr. Carey.

A new science block for the Government College, Ajmer, was completed during the year.

Burma reports an increase of 303 women students. The number of Indian students is almost half the number of Burmese.

At Delhi the University has settled into its new quarters on the old Viceregal Estate. The University Library has been located in the ball room of the old Viceregal Lodge and the old Legislative Assembly Chamber has become the convocation hall. The University laboratories have also been accommodated on the new site which is one of the finest in India.

The table below gives the examination results of the various universities.

¹ United Provinces, page 4.

² University Grants Committee Report, 1929-30 to 1934-35. (His Majesty's Stationery Office, London), page 49.

TABLE XIII.—*Examination*

Name of examination.	1933-					
	MALES.			FEMALES.		
	Number of candidates.	Number passed.	Pass percentage.	Number of candidates.	Number passed.	Pass percentage.
Matriculation	93,270	61,279	65.7	4,982	3,191	64.0
Intermediate Arts	23,624	11,899	48.8	1,590	957	60.2
Intermediate Science	7,655	4,080	53.3	202	110	54.5
TOTAL	31,279	15,479	49.5	1,792	1,067	59.5
Bachelor of Arts (Pass)	12,971	6,474	50.0	564	364	64.5
Bachelor of Science (Pass)	2,825	1,708	60.5	27	10	70.4
Bachelor of Arts (Honours)	1,601	1,078	67.3	104	82	78.8
Bachelor of Science (Honours)	316	211	66.8	1	1	100
TOTAL	17,713	9,471	53.5	696	466	67.0
Master of Arts	1,884	1,334	70.8	68	50	73.5
Master of Science	486	352	72.4	4	4	100
TOTAL	2,370	1,686	71.1	72	54	75.0
GRAND TOTAL	144,632	87,915	60.8	7,542	4,778	63.4

results of British India.

84.			1934-35.								
TOTAL.			MALES.			FEMALES.			TOTAL.		
Number of candidates.	Number passed.	Pass percentage.	Number of candidates.	Number passed.	Pass percentage.	Number of candidates.	Number passed.	Pass percentage.	Number of candidates.	Number passed.	Pass percentage.
98,252	64,470	65.6	104,762	65,603	62.6	6,478	4,040	62.4	111,240	69,643	62.6
25,214	12,356	49.0	25,742	12,979	50.4	1,756	1,075	61.2	27,498	14,054	51.1
7,857	4,190	53.3	8,240	4,323	52.4	219	109	49.7	8,450	4,432	52.4
83,071	16,546	50.0	33,982	17,302	50.9	1,075	1,184	60.0	35,957	18,486	51.4
13,535	6,838	50.5	14,364	7,373	51.3	670	421	62.8	15,034	7,794	51.8
2,852	1,727	60.6	3,050	1,901	62.3	52	41	78.8	3,102	1,942	62.6
1,705	1,160	68.0	2,320	1,408	60.7	176	141	80.1	2,496	1,549	62.0
317	212	66.9	434	230	53.0	5	4	80.0	439	234	53.3
18,409	9,937	54.0	20,168	10,912	54.1	903	607	67.2	21,071	11,519	54.7
1,962	1,384	70.9	2,003	1,381	68.9	105	73	69.5	2,108	1,454	69.0
490	356	72.7	571	426	74.6	8	5	62.5	579	431	74.4
2,442	1,740	71.2	2,574	1,807	70.2	113	78	69.0	2,687	1,885	70.2
152,174	92,003	60.9	161,486	95,624	59.2	9,469	5,909	62.4	170,955	101,533	59.4

Standards are difficult to judge but the Punjab report is frank enough—

“ The M. A. is in fact the only examination apart from the Honours schools in science subjects which can claim to be of proper university standing and in which the results compare favourably with those in other parts of India.”¹

IV.—*Secondary Education.*

There are two systems of secondary education in existence over most of India—anglo-vernacular where English is a compulsory subject, and in many provinces still the medium of instruction, and vernacular wherein instruction is given through the medium of a modern Indian language or languages. In the latter case English may, in some provinces, be taken as an optional subject.

Anglo-vernacular intermediate colleges, high schools and middle schools are controlled in various ways. Some are maintained directly by Government, but the majority are under private management and receive grants-in-aid from public funds. Their curricula are either laid down by the provincial education department or in some provinces by Boards of Intermediate and/or High School Education while the final examination is taken on a syllabus prescribed by an university or board. This examination naturally colours all the educational activities of the schools and it is its generally predominantly literary character which has given rise to recent criticism. Recognition up to middle standard is given by the education department of the province but it is an university or board which raises to high school or intermediate standard, and no longer as in the past the education department. Undoubtedly standards of recognition have been lowered in recent years and an increasing number of unfit schools have obtained high school status. Recognition committees have not been able to maintain that standard of aloofness from private pressure which is so necessary and the result has been a steady increase in high schools and a corresponding increase in unfit students appearing at school leaving and matriculation examinations. This misguided leniency, to call it nothing worse, is one of the main causes of the increase in the so-called educated unemployed.

The vernacular middle system on the other hand is more adapted to the practical needs of the students. Madras and Bombay and the Punjab have primary and secondary vernacular classes in one institution and the Punjab has a number of lower middle schools which are really elementary and not secondary schools at all. Most of the vernacular middle schools are maintained by local boards but the curriculum is prescribed by the department of education and the final examination conducted by the same agency. With

¹ Punjab, page 37.

reference to this system the United Provinces report has some observations worth quoting:—

“ There can be little doubt that vernacular middle education is the most efficient and valuable section of the education system of these provinces. For a sum commensurate with the income of the parent a boy receives an education covering most of the subjects that he is likely to need on leaving school. The school is in or near the village, the course is designed for village life. Text-books and curriculum alike put emphasis on the rural character of vernacular middle education. While the high school-passed boy and the B. A. are generally divorced from the atmosphere of village life and definitely trained to think and act in terms of city life, the boy who passes the vernacular final examination is definitely a product of the country.”¹

These are heartening words and possibly point to a solution of our difficulties in regard to secondary education. With the increase of the use of the vernaculars as media of instruction the two courses tend more and more to coincide and the time will come when the ordinary secondary curriculum and organisation will coalesce into one.

The following table gives the main statistics of secondary education:—

¹ United Provinces, page 18.

TABLE XIV.—Main statistics

Province.	NO. OF SECONDARY SCHOOLS FOR BOYS.				ENROLMENT.			
	Anglo-Vernacular.		Vernacular.		Anglo-Vernacular.		Vernacular.	
	1934.	1935.	1934.	1935.	1934.	1935.	1934.	1935.
Madras	560	562	..	..	183,537	181,202	..	..
Bombay	609	648	..	..	113,326	121,158	..	..
Bengal	2,970	2,987	53	46	431,522	445,932	3,591	3,281
United Provinces	304	318	748	753	96,219	99,030	88,242	87,624
Punjab	554	554	3,130	3,090	177,728	180,459	419,692	400,963
Burma	375	384	833	860	75,139	75,235	109,955	107,359
Bihar and Orissa	862	892	114	112	123,535	133,874	11,928	12,685
Central Provinces and Berar.	265	274	367	384	37,198	38,834	71,701	76,718
Assam	283	306	198	203	39,333	42,447	27,625	29,191
North-West Frontier Province.	44	47	200	198	17,267	17,708	24,475	24,121
Coorg	2	2	..	..	722	698	..	..
Delhi	46	47	30	30	11,858	13,283	3,130	2,941
Ajmer-Merwara	19	20	15	15	5,060	5,068	1,129	954
Baluchistan	11	12	1	1	4,156	4,480	132	129
Bangalore	10	10	4	4	3,673	3,706	1,066	1,147
Other Administered Areas.	23	23	1	..	6,652	6,612	139	..
BRITISH INDIA	6,937	7,086	5,744	5,696	1,326,925	1,369,726	762,805	747,113

of secondary schools for boys.

Total No. of boys reading in secondary stage (Classes VI to end of High School stage.)		MEN TEACHERS IN SECONDARY SCHOOLS.						Total expenditure on secondary schools for boys.	
		Total No. of teachers.		Total No. of trained teachers.		Percentage of trained teachers.			
1934.	1935.	1934.	1935.	1934.	1935.	1934.	1935.	1934.	1935.
								Rs.	Rs.
193,651	199,184	9,592	9,645	7,951	8,094	82.9	83.9	87,59,848	87,04,521
199,908	211,869	5,741	6,146	1,102	1,247	19.2	20.3	70,08,736	74,18,422
255,067	265,643	25,772	26,114	5,032	5,158	19.5	19.8	1,36,18,491	1,40,28,490
163,558	165,045	10,161	10,262	6,817	7,086	67.1	69.0	79,16,405	82,26,578
144,878	143,705	22,755	22,389	20,227	20,106	88.9	89.8	1,31,16,916	1,32,58,771
32,568	31,800	5,212	5,238	3,577	3,658	68.6	69.8	69,81,116	66,08,948
60,938	134,733	7,221	7,418	3,903	4,020	54.1	54.2	41,87,858	42,67,979
37,597	39,441	4,894	6,126	3,393	3,551	69.3	69.3	30,10,093	31,50,380
39,078	40,880	2,849	3,031	1,147	1,186	40.3	39.1	15,67,023	16,52,519
10,312	10,689	1,602	1,645	1,263	1,316	78.8	80.0	11,63,368	11,94,241
1,458	1,338	39	38	38	36	97.4	94.7	53,508	55,261
7,142	7,416	778	795	638	634	82.0	79.7	7,24,622	7,34,236
5,822	5,961	322	314	165	194	51.2	61.8	3,11,021	3,39,061
1,305	1,387	173	192	132	146	76.3	76.0	2,38,491	2,33,614
2,725	2,713	225	207	146	138	64.9	66.7	2,78,136	2,45,907
4,008	4,138	376	362	123	140	32.7	38.7	5,40,641	5,14,390
1,180,010	1,265,942	97,712	98,922	55,654	56,710	57.0	57.4	6,94,75,273	7,06,28,253

The different classification in Madras and Bombay does not show the actual state of affairs while in the Punjab the lower middle school which is really a primary school with a senior 'top' rather conceals the real position.

Numbers and enrolment.—It will be seen that the total increase in English institutions is 149 while there is a fall of 48 in vernacular schools. The increase in enrolment, however, is 42,801 in anglo-vernacular schools but there is a decrease of 12,484 in vernacular schools. Last year the increase was 21,052 in anglo-vernacular schools and a decrease of 12,484 in vernacular: the latter was due mainly to economic factors. A reference to the figures for 1932-33 shows the decrease in vernacular middle schools in that year was no less than 30,000. Thus there has been a loss of no less than 58,176 in the last three years in this important system of secondary education and it is a loss where it can least be spared. Economic causes are undoubtedly one of the reasons for the fall as rural parents could not afford even the low fees charged. Retrenchment in expenditure by local boards leading to reduction in staff and restriction of admissions in some provinces at any rate had much to do with it, but it is none the less a matter for regret.

Bengal and Bihar and Orissa show the greatest increase under anglo-vernacular education and these are just the provinces where the vernacular secondary system is weak. About one-third of India's total enrolment in anglo-vernacular schools is to be found in Bengal. The Bengal report remarks somewhat helplessly on this:—

“ In spite of the distinct rural and agricultural character of the province the middle vernacular schools in which boys might obtain a good general grounding have never been popular. The vernacular system of education which should be the prop and stay of rural development tends more and more to deteriorate. The thought of matriculation still dominates with the result that a very large number of students whatever be their bent and competence flock to secondary English schools: indeed no education even in the primary classes is popular in Bengal unless it includes some teaching in English.... Over this enormous mass of institutions there is no well organised control. Many of them are private schools and many receive no grant from public funds and escape even that measure of supervision which the receipt of grant entails. Over the high schools there has been a divided control which has long proved unsatisfactory and detrimental to any thorough reorganisation of secondary schools.”¹

There is a spirit of defeatism here which argues badly for any hope of reorganisation of secondary education in Bengal. No less

¹ Bengal, pages 10-11.

than 23,892 boys appeared in the matriculation examination of the Calcutta University and nearly ten thousand failed though the standards are by no means exacting. The fact that only 19 per cent. of the teachers have gone through a course of teaching explains much.

The position in Bombay is somewhat similar with the university recognising schools of inferior quality but here the department of education has also a system of recognition. To quote—

“ 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 departmental refusal of recognition on very sound educational grounds, the position of the law-abiding schools has grown worse.”¹

The recent debacle in results in the Bombay matriculation is a very apposite comment on the unwisdom of too lenient standards of recognition while the university's permission for private candidates to appear at the matriculation is a further cause. This, it is stated, has led to the growth of many private coaching classes.

“ Hundreds of unsuspecting pupils are thus taken away from recognised schools by these traffickers who follow no laws and are not bound by any rules or regulations.”²

These examples drive home the lessons the Hartog Committee sought to inculcate that it is unwise to allow an university to prescribe the examination which marks the close of the secondary stage.

A further quotation from the Bombay report bears on this:—

“ 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.... There is a considerable body of opinion which views the proposed changes with disfavour.... The subjects not required at 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. English will be again taught and studied as a dead language.”²

¹ Bombay, page 34.

² Bombay, page 35.

The percentage of trained teachers is only 20·3.

The Central Provinces report refers to the ' low standard and gloomy atmosphere which is found in most of the aided and unaided schools ''¹

In Bihar and Orissa the difference between the best high schools and the worst was very great.

“ In some schools a visitor feels that the headmaster and staff are really trying their best but in others he sees a complete lack of enthusiasm of any kind.”²

The United Provinces refers to the “ need of a reorganisation of secondary and university education to ensure that the students are so educated that when they leave school or college they can be fitted into the structure of society without waste. Government in the Education Department issued in August 1934 an important resolution on the reorganisation of secondary education.... There is a general agreement that a change in the form of education is necessary.....and that a change in the content of education is necessary.....in other words secondary education should be more practical and vocational leading immediately to employment.”³

Burma is following the United Provinces example in setting up superannuation standards in its high schools though only by fixing a final age standard of 19 and not as in the United Provinces for every class. No less than 47 per cent. of the school candidates in the last high school examination were over 19 years of age.

“ The large numbers of overage pupils in the high department of anglo-vernacular schools must have a serious effect on morals, discipline and work.”⁴

Expenditure.—The total expenditure on secondary schools for boys has increased from Rs. 6,94,75,273 to Rs. 7,06,28,258 that is by 11 lakhs.

Bombay, Bengal, United Provinces, Punjab, Bihar, Central Provinces, Assam, North-West Frontier Province of the larger units all show increases, while Madras and Burma's expenditure has decreased.

The following table shows the percentage of direct expenditure from Government funds on secondary education to the total expenditure.

¹ Central Provinces, page 15.

² Bihar and Orissa, page 17.

³ United Provinces, page 23.

⁴ Burma, page 14.

TABLE XV.—Percentage of Government expenditure to total expenditure on secondary schools for boys, 1935.

Province.	EXPENDITURE (DIRECT) ON SECONDARY SCHOOLS FOR BOYS FROM		Percentage of (2) to (1).
	All sources, (1)	Government funds. (2)	
	Rs.	Rs.	(3)
Madras	87,04,521	19,82,497	23·0
Bombay	74,18,422	17,03,162	22·9
Bengal	1,40,28,490	19,67,132	14·0
United Provinces	82,26,578	43,08,357	52·4
Punjab	1,32,58,771	66,34,824	50·0
Burma	66,03,948	21,04,414	31·9
Bihar and Orissa	42,67,979	7,91,161	18·5
Central Provinces and Berar	31,50,380	11,66,082	37·0
Assam	16,52,519	7,24,867	43·9
North-West Frontier Province	11,94,241	8,15,190	68·3
Coorg	55,201	44,331	80·3
Delhi	7,34,236	2,70,158	36·8
Ajmer-Merwara	3,39,061	1,37,983	40·7
Baluchistan	2,33,614	95,335	40·8
Bangalore	2,45,907	85,164	34·6
Other Administered Areas	5,14,390	1,46,413	28·4
BRITISH INDIA	7,06,28,258	2,29,81,535	32·5

Tuitional condition.—The position in the Punjab is reported to be generally satisfactory in anglo-vernacular schools.

The Bombay report, however, states:—

“The vast majority of schools 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 utilitarian education.”¹

With regard to the teaching of English the same report refers to the fact “that many of the teachers are unable to express themselves freely and correctly in English.... The increasing use of the gramophone has, however, resulted in considerable improvement in pronunciation and intonation.”²

The United Provinces report on the same subject states:—

“Inspectors are, as last year, generally agreed that English teaching has deteriorated.... The Inspector of Lucknow circle says that many of his headmasters attribute poor English to the adoption of the vernacular as the medium of teaching.”³

It is considered, however, that there is a gain in other subjects where the use of the vernacular medium has led to better appreciation and understanding of the subject matter. The fact of the deterioration in English appears to be established but there is little evidence of any organised attempt in any province to improve both teachers and methods in this subject. The teaching of the vernaculars still continues to draw unfavourable comments from most of the provinces but there are signs that in some, notably the United Provinces, a better type of teacher is now beginning to be employed.

Some provinces have attempted by the introduction of vocational subjects such as manual training and agriculture to alter the prevailing literary character of the high school curriculum. In the Punjab there are thirty manual training centres while agriculture is taken in a large number of secondary schools. In the Central Provinces there are 17 manual training classes attached to high schools.

Bihar refers to a “growing tendency on the part of the authorities of middle English schools to introduce vocational teaching. Six schools now teach carpentry, twelve agriculture, seven tailoring, three weaving, three carpet-making and one each cane work, book-binding and soap-making.”⁴ In Assam all schools do some sort of manual training.

¹ Bombay, page 35.

² Bombay, page 38.

³ United Provinces, pages 14-15.

⁴ Bihar and Orissa, page 18.

The United Provinces reports that manual training increased in popularity, twelve more schools taking the subject. The drawing and manual training refresher courses at Allahabad have so far trained 343 men and 17 women teachers in improved methods of art teaching and handwork. Agriculture is confined to only a few schools in the anglo-vernacular system of education.

Bengal reports fifty high and middle English schools as giving instruction in manual training and other secondary schools teach carpentry, blacksmith's work, weaving, dyeing, etc. Fifty-two teachers were given allowances for teaching agriculture in secondary schools.

In Madras there were 484 manual training classes attached to various schools and colleges with 66,315 boys and 2,123 girls. They include woodworking, weaving, horticulture, book-binding, cardboard work, rattan and coir work, tailoring, engraving and other subjects. It is not clear from the report, however, how many of these classes are attached to secondary schools.

It is clear that the general trend of anglo-vernacular education is still mainly literary but that the need for the training of the hand and eye by practical work is being increasingly recognised. The aesthetic side of education is, however, generally neglected and there is little real teaching of art in the real sense and no training in aesthetic appreciation. Until this need is recognised our secondary education at the best can only be one-sided. Some attempts are being made, notably in the United Provinces, to introduce music into the schools but so far the progress has been slow and prejudice dies hard.

Vernacular Secondary Education.—The vernacular middle education system is definitely more practical. Here manual training, agriculture and rural knowledge or rural science are subjects which have been widely introduced and are framed to suit rural requirements. The Punjab has a large number of schools which take agriculture. In the Central Provinces more stress has been laid on the practical side of agriculture teaching. In the United Provinces, there are 34 manual training classes in vernacular middle schools, thirty-six school farms where agriculture is taught and 126 schools taking rural knowledge which includes agriculture. If the money was available these could be greatly extended.

Bombay has a large number of agriculture bias schools in rural areas.

Examinations.—The public examination at the end of the high school stage is either a matriculation when the standards are prescribed by a university as in Bengal, Bombay, the Punjab, Assam and Burma or a high school examination prescribed by a Board of High School and Intermediate Education as in the United Provinces, Dacca and Rajputana or a Board of High School Education as in Delhi, the Central Provinces, and Madras.

The percentage of passes for British India are 62·4 for the matriculation or high school stage and 51·4 in the intermediate.

The different provinces show the following results at the high school or matriculation stage:—

TABLE XVI.—*Male candidates for Matriculation or School Final Examination, 1935.*

Province.	Candidates.	No. of passes.	Pass percentage.
Madras	17,305	(a) 17,148	Not given.
Bombay	13,752	5,019	36.5
Bengal	23,928	14,300	59.8
United Provinces	13,870	7,727	55.7
Punjab	15,097	11,329	75.0
Burma	3,660	1,417	38.7
Bihar and Orissa	8,214	3,835	46.7
Central Provinces and Berar	3,980	1,562	39.2
Assam	1,816	1,166	64.2
North-West Frontier Province	1,416	972	68.6
Coorg	45	30	66.6
Delhi	1,394	802	57.5
Ajmer-Merwara	411	226	55.0
Baluchistan	175	153	87.4
Bangalore	146	73	50.0
Other Administered Areas	429	217	50.6
BRITISH INDIA	105,638	65,976	62.4

(a) This represents completed certificates.

In Bengal 23,892 boys appeared and 14,272 passed. The wastage is considerable and gives cause for thought.

There are, it will be seen, very marked variations but a more serious matter is the variation in standard from year to year. Last year the percentage of passes at the end of the school stage was 65.6; this year it is 62.4 and in different provinces the variations are greater still. There is no scientific control of examinations or examiners and such a control is badly needed. Not only do individual examiners undertake to examine more papers than they can possibly do justice to, but there is very little attempt at co-ordination and there is undoubtedly too great reliance on the essay type of question. Had the authors of a recent investigation pursued

their inquiries in India the results would have been even more disquieting. There is a definite need for a more systematic and scientific method of evaluating examination papers and this is a matter to which the resuscitated Central Advisory Board of Education will be well advised to give their attention.

The vernacular secondary education system ends with a public examination at the completion of the middle stage. This is conducted by the provincial education departments.

Teachers.—The percentage of trained men teachers has gone up from 57 per cent. to 57·4 by 1,056. Bombay and Bengal with the low percentages of 20·3 and 19·8 reduce the average considerably and Assam has deteriorated from 40·3 to 39·1. In Bengal out of 25,778 teachers employed in secondary schools no less than 20,806 are untrained.

There is a disposition in some quarters to belittle the effect of training for teachers. It is true that training will not make a bad teacher a good teacher: but it will make him a better teacher. In no other walk of life would unlicensed and unqualified practitioners be allowed to practise on a patient but in education there is a disposition to allow any quack to experiment on the helpless child.

TABLE XVII.—*Training colleges for men.*

Province.	1934.			1935.		
	No. of Training Colleges.	Students.	Total No. of men under training.	No. of Training Colleges.	Students.	Total No. of men under training.
Madras	2	298	298	2	303	303
Bombay	1	100	84	1	97	79
Bengal	2	159	159	2	173	173
United Provinces	(a) 5	341	333	(a) 5	369	354
Punjab	2	173	173	2	156	156
Burma . . . . .	..	(b) 130	62	..	(b) 121	55
Bihar and Orissa	2	63	63	2	67	67
Central Provinces and Berar.	1	106	101	1	130	124
BRITISH INDIA	15	1,370	1,273	15	1,416	1,311

(a) Includes the two training colleges attached to the Universities at Benares and Aligarh.

(b) Reading in the University Department.

Training Colleges for men.—There has been a slight increase in the number of men under training and the results—73 per cent. passing—are good. The Punjab reports unemployment among trained teachers. The junior anglo-vernacular standard has been discontinued in this province. The Nagpur University held the first examination for the Diploma in Teaching.

In the lower grade training colleges at Lucknow and Agra a two years course for all whether they have passed the high school or the intermediate examination is being introduced in place of the two and one year course which previously existed. In response to the desire of the Legislative Council an admission board for the various colleges has been set up to select candidates. It is stated that the supply of trained teachers in the province has fully

caught up with the demand and care will have to be taken to see that supply does not exceed demand. The Principal of the Spence Training College, Jubbulpore, does report cases of unemployment. The training colleges attached to the Aligarh and Benares universities take students from Indian states and other provinces in addition to students from the United Provinces.

Position of teachers.—There is still much complaint about the unfortunate position of teachers in non-government schools. The Punjab report says:—

“The position of teachers in some private schools is as pitiable as ever.”¹

and refers to the undesirable interference of managers in internal organisation.

“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.”²

The last part of the complaint, however, is not confined to India.

A more encouraging report comes from the United Provinces where special efforts have been made to safeguard the teachers' rights:—

“The teachers' tenure is more secure. There is a large number of managers who devote time and energy ungrudgingly without thought of personal gain. The province would be far more backward in English education than it is if public-spirited and enlightened managers had not shared in the responsibility for it with the State.”³

This is a side of the picture which deserves to be put forward. Teachers are organising themselves more and more and there are several flourishing associations which are doing much to improve the lot of their members. The chief drawback is the lack of interest and co-operation among the teachers themselves.

Physical Training and Recreation.—There is a general recognition that the old type of drill is of little value and physical training on modern lines is being introduced in most provinces. In the Central Provinces, however, most aided high schools have no trained physical training instructors on their staff. The growing interest in games is reported to have created a demand for more playgrounds in all circles. Bombay reports that—

“In most schools there is no trained teacher with the result that boys are drilled in physical exercises by teachers who are inexpert and unqualified. Such drill is likely to do more harm than good.”⁴

¹ Punjab, page 41.

² Bombay, pages 36-37.

³ United Provinces, page 13.

⁴ Bombay, page 45.

The United Provinces reports a lack of playgrounds especially in large cities. Efforts are made to overcome this drawback by organising other forms of exercise and games which require less space like basketball, volley ball and P. T. games. There is a reluctance to send teachers from aided schools to the courses in physical training organised by the three Superintendents of Physical Training as with staffs cut to the minimum men cannot be spared. In vernacular middle schools, however, the standard of physical training has improved.

It is obvious that much leeway has to be made up in this matter of physical training and games for all in high schools. The United Provinces has been experimenting with a system by which every teacher in the training colleges and normal schools has had to go through a course of physical training with the intention that they should be capable of teaching the subject to their classes. Meanwhile special courses were held to train teachers already in schools. It appears, however, that this is not enough and that there should be special full-time physical training masters on the staff of each high school to co-ordinate activities and supervise generally.

Scouting continues to grow in popularity and numbers to increase. There is a welcome tendency to concentrate on quality rather than quantity and to substitute real work for outward show. In the United Provinces the original body, the United Provinces Boy Scouts' Association has won back the position it seemed to have lost notwithstanding the counter attractions of the Seva Samiti Boy Scouts' Association, a local body with much the same aims and ideals but which prefers its own organisation and does not owe allegiance to the parent body of scouting, but has its own Chief Scout in the person of Pt. Madan Mohan Malviya. The existence of two separate bodies is unfortunate and has led to a certain amount of undesirable polemics but relations are now reported to be more cordial.

Medical Inspection of Schools.—More attention is being paid to this very important part of school organisation.

In Assam pupils are weighed at regular intervals and proper charts are kept. In the United Provinces all schools are inspected regularly and special school medical officers have been appointed for all the big cities. In addition central school clinics have been established in the big cities of Agra, Benares, Cawnpore, Lucknow and Allahabad where definite curative work is undertaken with excellent results. A small fee of two annas per month per boy is sufficient for the maintenance of these clinics which supply treatment including dentistry and the fitting of spectacles free. Milk is also given to those needing it. The system of a mid-day meal of sprouting gram which was instituted some years ago has proved most useful and has had noticeable results in increasing weight. The United Provinces has certainly tackled the problem of a school medical service with definite treatment in addition to diagnosis with promising results.

V.—Primary Education.

TABLE XVIII.—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, 1935.				
	1934.	1935.	1934.	1935.	Class I.	Class II.	Class III.	Class IV.	Class V.
Madras . . .	43,988	43,799	2,339,830	2,418,656	866,640	407,178	313,714	271,091	113,661
Bombay . . .	12,849	12,933	987,969	1,018,043	286,904	150,919	145,303	121,455	108,027
Bengal . . .	45,442	45,598	1,790,549	1,866,426	1,052,329	370,037	262,174	130,914	105,508
United Provinces .	19,215	18,761	1,167,299	1,177,598	483,996	263,724	166,855	122,109	88,548
Punjab . . .	5,608	5,627	373,704	367,756	343,368	159,780	122,192	98,947	64,060
Burma . . .	4,144	4,087	260,316	257,204	141,754	45,272	34,552	27,158	12,248
Bihar and Orissa .	24,763	24,767	830,684	867,841	267,288	180,150	169,981	132,516	65,313
Central Provinces and Berar.	4,243	4,279	313,083	319,554	127,229	86,755	74,212	60,445	16,879
Assam . . .	5,337	5,446	249,862	260,531	100,756	48,723	43,072	34,032	31,155
North-West Frontier Province.	603	609	32,618	34,364	32,705	11,409	8,580	7,223	4,649
Coorg . . .	109	108	9,115	9,068	1,798	1,278	1,118	1,097	875
Delhi . . .	169	160	15,925	14,713	10,175	4,498	3,684	3,134	2,202
Ajmer-Merwara .	221	221	11,319	12,498	723	625	5,216	3,077	2,627
Baluchistan . .	94	99	2,595	2,747	2,900	967	807	752	507
Bangalore . . .	51	49	5,510	5,640	2,833	1,619	1,371	1,128	951
Other Administered Areas.	44	45	6,590	6,708	3,696	1,395	1,669	1,552	1,091
BRITISH INDIA .	166,880	166,588	8,396,968	8,639,405	3,725,094	1,743,329	1,354,500	1,017,230	616,301

primary education of boys, 1934-35.

Total No. of boys in Classes I—V.		Men teachers in primary schools, 1935.		Percentage of trained to total.		Total expenditure on primary schools for boys.	
1934.	1935.	Total No.	Trained.	1934.	1935.	1934.	1935.
						Rs.	Rs.
1,936,784	1,972,884	97,090	65,644	65.6	67.6	1,90,71,430	1,91,78,351
799,833	819,608	32,656	15,831	48.2	48.5	1,01,34,070	1,59,98,572
1,860,883	1,920,962	84,104	26,102	29.7	31.3	65,44,184	65,67,290
1,119,977	1,125,232	38,192	27,598	70.0	72.3	86,20,202	86,41,385
808,358	788,347	11,546	9,193	78.2	79.6	38,07,088	39,90,607
265,065	260,984	5,825	4,155	72.1	71.3	21,60,106	19,26,385
817,041	815,248	37,344	20,184	52.7	54.5	50,29,934	51,06,623
356,704	365,520	10,913	6,699	61.6	61.4	30,84,678	31,57,048
248,036	257,738	7,528	2,218	30.4	29.5	11,87,874	12,09,959
63,175	64,566	990	730	75.6	73.7	3,91,532	4,08,139
6,414	6,166	305	220	72.8	72.1	1,18,828	1,00,227
24,149	23,693	467	314	61.1	67.3	2,91,425	2,44,381
11,397	12,268	406	291	69.2	71.7	1,38,210	1,50,205
5,560	5,933	110	98	88.8	89.1	67,331	72,319
7,524	7,902	200	135	64.9	67.5	93,057	86,069
9,594	9,403	256	132	44.5	51.6	1,16,017	1,18,838
8,340,084	8,436,454	327,932	179,544	53.4	55.1	6,68,55,966	6,69,56,398

Schools and enrolment.—Though there has been a decrease of 292 schools there has been an increase of 242,437 in enrolment. The decrease has been greatest in the United Provinces, as many as 454 schools being closed, though enrolment has been increased by 10,299. This is attributed to the closing of small and un-economical schools as recommended in the Weir report, and is a step in the right direction, though only a step as no less than 2,515 were recommended for closure.

The largest increases in enrolment were 78,826 in Madras, 75,877 in Bengal, 37,157 in Bihar and Orissa, 30,074 in Bombay and 10,669 in Assam. The Punjab records a decrease of 5,948.

TABLE XIX.—Average number of pupils per primary school for boys, 1934-35.

Province.	No. of primary schools for boys.	Enrolment.	Average no. of pupils per primary school for boys.	
			1934.	1935.
Madras	43,799	2,418,656	53	55
Bombay	12,933	1,018,043	76	79
Bengal	45,598	1,866,426	39	41
United Provinces	18,761	1,177,598	60	63
Punjab	5,608	367,756	66	66
Burma	4,087	257,264	62	63
Bihar and Orissa	24,767	867,841	33	35
Central Provinces and Berar	4,279	319,554	73	75
Assam	5,446	260,531	46	48
North-West Frontier Province	609	34,364	54	56
Coorg	108	9,066	83	84
Delhi	160	14,713	94	92
Ajmer-Merwara	221	12,498	51	57
Baluchistan	99	2,747	28	28
Bangalore	49	5,640	108	115
Other Administered Areas	45	6,708	150	149
BRITISH INDIA	166,588	8,639,405	50	52

The average number per school is 52 against 50 last year, still unsatisfactory. This shows the large number of incomplete and one-teacher schools which continue to exist and cause wastage of both money and effort.

Expenditure.—Expenditure on boys' primary education has increased by Rs. 1,00,432. Madras shows an increase of Rs. 1,06,921 and Bombay a decrease of Rs. 1,35,498. With the exception of Burma, other major provinces show increases.

The average cost per annum per child in a primary school is Rs. 7-11-0. The table below shows the cost in the various provinces:—

TABLE XX.

	Rs.	A.	P.
Madras	8	6	5
Bombay	16	8	3
Bengal	3	6	9
United Provinces	7	7	2
Punjab	10	13	5
Burma	7	9	11
Bihar and Orissa	6	0	5
Central Provinces and Berar	10	5	2
Assam	4	9	7
North-West Frontier Province	12	13	2

Bengal has 35,813 aided schools out of its 45,588 schools which accounts for its low percentage and similar conditions prevail in Assam.

It is not, however, the number of boys attending primary schools which is so important as the numbers which continue to the end of the course and their distribution. Thus it will be seen from the main statistics table that in Madras class II has less than half the numbers that are in class I while in Bengal class II has only 35 per cent. of the boys in class I. The United Provinces has 54 per cent., the Punjab 46 per cent., Bihar and Orissa with 67 per cent. and the Central Provinces with 68 are better. The distribution between II and III and III and IV is more even. It is between I and II that the loss occurs.

TABLE XXI.—*Enrolment in primary classes of all schools, 1917-35.*

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
1935 . . .	5,241,359	2,229,838	1,674,081	1,205,958	713,771	11,065,007

The causes of this leakage have been diagnosed and the cures indicated many times. They are bad teaching in the infants class leading to stagnation and loss of promotion—irregular attendance due to various causes including sickness, poverty, parents' lack of interest, and ineffective organisation due to faulty administration by local authorities, which also accounts for bad teaching. The following table gives very clearly the wastage in primary schools by provinces:—

TABLE XXII.—*Wastage among boys in primary classes.*

Province.	NUMBER OF BOYS IN				PROPORTION OF BOYS IN	
	Class I, 1931-32.	Class II, 1932-33.	Class III, 1933-34.	Class IV, 1934-35.	Class I, 1921-32.	Class IV, 1924-35.
Madras	879,772	394,457	308,285	271,691	100	31
Bombay	292,711	155,857	143,451	121,455	100	41
Bengal	957,406	355,876	255,519	130,914	100	14
United Provinces	488,610	248,664	162,780	122,109	100	25
Punjab	393,523	165,393	123,306	98,947	100	25
Burma	147,069	44,557	35,857	27,158	100	18
Bihar and Orissa	435,568	171,340	128,964	65,313	100	15
Central Provinces and Berar	126,559	78,890	69,637	60,445	100	48
Assam	94,847	46,632	41,581	34,032	100	36
North-West Frontier Province	31,264	10,364	8,460	7,223	100	23
Coorg	1,766	1,323	1,234	1,097	100	62
Delhi	11,523	4,600	3,774	3,134	100	27
Baluchistan	2,526	932	819	752	100	29
Bangalore.	3,074	1,483	1,419	1,128	100	37
Other Administered Areas	4,571	1,393	1,518	1,552	100	34
BRITISH INDIA	3,871,136	1,682,073	1,291,527	1,017,230	100	26

N.B.—Correct figures for Ajmer-Merwara are not available.

Wastage.—In the whole of India 74 per cent. of those who attend primary schools fail to reach class IV where they may be said to attain permanent literacy.

In Madras the wastage is as much as 69 per cent., in the United Provinces and the Punjab 75 per cent.; Bombay 59 per cent. and Central Provinces 52 per cent. are better but Bihar and Orissa with 85 per cent. and Bengal with 86 per cent. wastage are the worst. These figures are frankly appalling and a system which allows them is greatly inefficient and wasteful. There are of course cures which have been pointed out again and again but

the present system makes it difficult to put them into force. In this connection the following table should be studied showing the single-teacher schools by provinces:—

TABLE XXIII.—*Statistics of single-teacher primary schools for boys, 1935.*

Province.	Total no. of primary schools for boys. (A)	Total no. of single-teacher primary schools for boys. (B)	Percentage of (B) to (A).
Madras	43,799	19,458	44·4
Bombay	12,933	5,217 (a)	40·3
Bengal	45,598	36,600	80·3
United Provinces	18,761	7,430 (b)	39·6
Punjab	5,627	1,538	27·3
Burma	4,087	2,216	54·2
Bihar and Orissa	24,767	17,634 (c)	71·2
Central Provinces and Berar	4,279	994	23·2
Assam	5,446	4,022	73·8
North-West Frontier Province	609	378	62·1
Coorg	108	51	47·2
Delhi	160	72	45·0
Ajmer-Merwara	221	142	64·2
Baluchistan	99	87	87·9
Bangalore	49	2	4·1
Other Administered Areas	45	10 (d)	22·2
BRITISH INDIA	166,588	95,851	57·5

(a) Local body schools only.

(b) The figures give the number of single-teacher schools maintained or aided by district boards only.

(c) This does not include the number of single-teacher upper primary schools.

(d) This gives the number of single-teacher schools in the administered areas in Central India; the figures for other areas are not available.

It will be seen that 57·5 per cent. of all the schools in British India are schools which have only one teacher. Some of these schools are full primary schools and it is obvious that it is an impossible task for one teacher to take five or sometimes six classes—the position being complicated by the existence, in most of the schools, of two vernaculars. But the majority of single-teacher schools are incomplete schools, that is, schools which break off before the class where literacy is attained. Of Bengal's 45,598 schools, 36,600 or 80 per cent. are single-teacher schools. Bihar and Orissa has 17,634 incomplete single-teacher schools out of 24,767 or 71 per cent. and these are the two provinces which have the worst wastage figures, 86 and 85 per cent. The Central Provinces which has the least wastage percentage also has the least percentage of single-teacher schools, namely, 23·2 per cent. The correspondence between these two sets of figures is significant. If we examine the numbers of trained teachers in the various provinces in the main statistics table, it will be seen that Bengal has only 31·3 per cent. of its teachers trained while Bengal and Bihar and Orissa have the least average number of pupils per school, *viz.*, 41 and 35 (Table XIX). These inefficient small schools are obviously useless schools from the point of view of literacy—but they are worse than useless because they definitely prevent the spread of literacy by deflecting the bulk of the funds from schools which do make a proper return. Little will be done to increase literacy until amalgamation and consolidation of schools and the elimination of the incomplete schools and the single-teacher schools enables the money available to be spent on schools capable of making a fair return. Before this is done, however, local bodies who are responsible for the provision and control of primary education must appreciate their position and realise that the spread and improvement of primary education is their concern. So far they have not shouldered the responsibilities placed on them by the transfer of primary education to their charge several years back. Before any other problem is tackled this question of obtaining a fair return for the money spent on primary education must be faced and dealt with. Education departments in every province have pointed out the defects and indicated the cures year after year. A slow and painful rehabilitation is taking place in some provinces but the pace is too slow and local bodies everywhere prefer the political power the control of education gives them to the welfare of the children entrusted to their charge. This is a severe indictment but report after report proves its truth.

The Commissioner, Nagpur, quoted in the Central Provinces report says:—

“The only remedy for the notorious maladministration of primary education by local bodies is the imposition of a greater measure of control by the Government which is ultimately responsible through the Legislative Council to the electorate for the performance of this primary function of the State.”¹

¹ Central Provinces, page 32.

Elsewhere in the same report the following picture merits reproduction:—

“ The standard of administration (by local bodies) left much to be desired and the volume of discontent against this avoidable mismanagement is steadily growing. The strike of teachers at Wardha, the extreme irregularities in payment of salaries, the indiscriminate transfers which defeat the aim of education, the severe cuts in the salaries of teachers.....the stoppage of increments and promotions, the imposition upon teachers of extra work bearing no relation to their real duties and other factors characteristic of the maladministration of primary education have retarded expansion in all directions and created gloom and despondency in the minds of the teachers by whom the solid foundations of real progress must be built.”¹

In Bombay where the greatest possible devolution of powers to local bodies was made some years ago it is stated that “ 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 on them by membership ”.² Further “ 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 ”.² Even the board’s own officers have their usefulness diminished. “ In practice the administrative officer is unable to exercise his powers and his work is so circumscribed that he can exert very little influence on education and on the teaching staff.”²

The United Provinces report referring to the report of Mr. Weir, who was put on special duty to advise on the better distribution of schools, says:—

“ His report calls attention among other things to the failure of district boards to control the distribution of schools within their area; the resulting inefficiency of the small schools and the universal stagnation in preparatory schools.....and the unproductive character of expenditure in vernacular schools.”³

These extracts are eloquent of the state of affairs prevailing. Local bodies have not a record to be proud of in connection with primary education. Unless a marked change is soon apparent, the legislatures will undoubtedly take primary education out of their hands. The time has come for drastic measures and tinkering with a system which has proved completely inefficient and wasteful is ineffective.

Until the existing numbers of boys attending schools are rendered literate, it seems little use increasing these numbers. The

¹ Central Provinces, page 38.

² Bombay, page 62.

³ United Provinces, pages 25-26.

table below shows the percentage of boys between the ages of 6 and 11 actually attending schools and the literacy figures for each province:—

TABLE XXIV.—*Percentage of boys in primary classes to those of school-going age and of those who attain literacy, 1934-35.*

Province.	Percentage of boys in primary classes to those of school-going age.	Percentage of literacy, i.e., who reach class IV.
Madras	71.2	31
Bombay	59.5	41
Bengal	61.5	14
United Provinces	36.8	25
Punjab	51.0	25
Burma	29.0	18
Bihar and Orissa	36.1	15
Central Provinces and Berar	39.2	48
Assam	41.3	36
North-West Frontier Province	40.9	23
Coorg	56.8	62
Delhi	63.4	27
Ajmer-Merwara	34.5	(a)
Baluchistan	18.9	29
Bangalore	94.9	37
Other Administered Areas	75.1	34
British India	50.3	26

(a) Exact figures not available.

Literacy figures.—It will be seen that high enrolments do not necessarily mean high literacy figures. For example, Madras with far the highest percentage of boys attending school has far inferior literacy figures to Bombay and the Central Provinces which have comparatively low enrolment figures. Again the Punjab with just over half the boys available in school has no better literacy figures than the United Provinces with a little over a third attending. This reinforces the argument that quantity in education is no substitute for quality.

Compulsion.—This brings us to the question of compulsion. The real advantage of compulsion is not that it brings more boys to school but that it compels regular attendance. Judged from this standard, however, compulsion in primary education in India has not been very successful. The table below gives the situation as it exists at present:—

TABLE XXV.—*Progress of Compulsory Primary Education during the year 1934-35.*

Province.	Acts.	NUMBER OF AREAS UNDER COMPUSSION IN 1934-35.		
		Urban Areas.	Rural Areas.	Number of villages in rural areas under compulsion.
Madras . . .	Elementary Education Act, 1920.	27	7	104
Bombay . . .	I. Primary Education (District Municipalities) Act, 1918.	4	..	..
	II. City of Bombay Primary Education Act, 1920.	1	..	..
	III. Primary Education Act, 1923.	5	2	150
Bengal . . .	I. Primary Education Act, 1919.	2	..	..
	II. Rural Primary Education Act, 1930.	..	..	..
United Provinces .	I. Primary Education Act, 1919.	36	..	..
	II. District Boards Primary Education Act, 1926.	..	25	357
Punjab . . .	Primary Education Act, 1919	62	2,920	9,328
Bihar and Orissa .	Primary Education Act, 1919	1	2	15
Central Provinces and Berar.	Primary Education Act, 1920	27	173	440
Delhi . . .	(Punjab Act extended to Delhi, 1925).	1	9	16

Most provinces have introduced compulsion in some areas, mostly in municipalities though Madras, Bombay, the United

Provinces, the Central Provinces and especially the Punjab have introduced it on a fairly large scale in rural areas as well.

The Punjab figures are imposing at first sight but reading between the lines of their report it appears that compulsion is not proceeding satisfactorily. The arrangements for enforcing attendance have not worked and in 15 districts special attendance officers have had to be appointed. In the Ambala division notices had to be issued to no less than 11,795 parents, which is a large figure. The percentage of attendance was in many cases as low as 60 per cent. It may be taken as axiomatic that the attendance figures, not those of enrolment, are the test of the success of a compulsory education scheme. In the Central Provinces complaints are made that the attendance authorities, generally speaking, failed to show courage in sanctioning the prosecutions of defaulters. This is a pretty general complaint. Bombay states that "compulsion has not been enforced seriously anywhere and coercive action taken against non-conforming parents... In most cases the average attendance figures are unsatisfactory".¹

Madras refers to the wastage that occurs and has made provision to introduce a modified form of compulsion and the adoption of a new method for its proper enforcement. The main object of these amendments is to ensure that once a child has entered a school, it must remain there until the limits of the compulsory age and may not discontinue attending school. The results of this experiment will be watched with interest.

The United Provinces is the only province which quotes definite figures in the part of its report dealing with compulsory primary education. It traces the progress through primary schools in 35 municipalities where compulsion is in force of 30,000 children from class I to class IV. It shows that of every hundred who started in class I only ten reached class IV and presumable literacy. Of course this does not take into consideration the large numbers which join class III of anglo-vernacular schools after passing class II of the vernacular school and so pass out of the calculations—nor does it allow for the large numbers who are enrolled late and escape before they can reach class IV. Still when all allowances have been made the figures are bad. The causes are as usual lax enforcement, bad teaching, poor accommodation and a reluctance on the part of the municipalities to do anything effective. It is obvious that compulsion has not been as successful as it should have been in any province mainly because the local bodies responsible for its enforcement have not taken it in earnest. As at present administered, it is far from a means to universal literacy and merely one other factor in the financial extravagance which is so marked a feature of the administration of primary education. Before this system is extended therefore it will be necessary to overhaul the machinery especially the methods to obtain regular attendance. It will be interesting to consider the financial figures

¹ Bombay, pages 64-65.

involved if compulsory education is to be made universal. They are given below:—

TABLE XXVI.—*Cost of educating boys of school-going age who are not at school at Rs. 7-11 per boy, 1935.*

Province.	No. of boys of school-going age (12% basis).	Total no. of boys under instruction in primary classes.	Boys of school-going age who are not under instruction.	Cost of educating boys in column (4) at Rs. 7-11 per boy.
(1)	(2)	(3)	(4)	(5)
				Rs.
Madras	2,769,960	1,972,884	797,076	61,27,521
Bombay	1,376,746	819,608	557,138	42,82,998
Bengal	3,125,003	1,920,962	1,204,041	92,56,065
United Provinces	3,053,400	1,125,232	1,928,168	1,48,22,791
Punjab	1,545,661	788,347	757,314	58,21,851
Burma	898,872	260,984	637,888	49,03,764
Bihar and Orissa	2,255,296	815,248	1,440,048	1,10,70,369
Central Provinces and Berar	931,418	365,520	565,898	43,50,340
Assam	544,464	257,738	286,726	22,04,206
North-West Frontier Province	157,898	64,566	93,332	7,17,489
Coorg	10,869	6,166	4,703	36,154
Delhi	44,339	23,693	20,646	1,58,716
Ajmer-Merwara	35,529	12,268	23,261	1,78,818
Baluchistan	32,400	5,933	26,467	2,03,465
Bangalore	8,329	7,902	427	3,282
Other Administered Areas	12,527	9,403	3,124	24,015
BRITISH INDIA	16,802,711	8,456,454	8,346,257	6,41,61,844

N.B.—This does not include cost of buildings and equipment.

The figures are astronomical and it will be long before universal compulsion can be introduced. In any case the crying need for the expansion of girls' primary education must be satisfied first.

Improved methods.—Notwithstanding the restrictions imposed by the method of administration all provinces report considerable activity in improving methods of teaching and in the general atmosphere of boys' primary schools especially primary schools in rural areas. Indeed for the past several years education departments have devoted special interest to the improvement of education in primary schools which, had the deficiencies of the system of administration of primary education not stood in the way, would have resulted in a very noticeable crop of results. Notwithstanding the obstacles inherent in the organisation, primary education is improving markedly in both the manner and matter of teaching and in the attention devoted to the welfare and local attachments of the village. Attention has been devoted especially to curriculum revision and to the length of the primary course.

It is generally acknowledged that a four-year course is not sufficient for a firm foundation. The Punjab has a four-year

primary course but by its institution of what it terms lower middle schools, that is, four-year primary schools with an extra year or two attached has tried to remedy this. It would of course be more logical to add a year to the primary course and call the resultant school a primary school. In Bihar and Orissa the length of the lower primary and the upper primary courses have been extended from three and five to four and six years respectively, and a new syllabus has been introduced with provision for handwork, especially handwork of a useful character. Bombay calls the course comprising classes Infants to IV a lower primary course though this is actually a full five-year primary course complete in itself. The Bombay upper primary stage, classes V to VII, would be classed as secondary in most other provinces. As pupils are many and teachers and accommodation not forthcoming a system by which the lower classes up to class III are taught in two shifts, one in the morning session and one in the afternoon has been introduced by many local bodies in Bombay. This is characterised as educationally unsound in the Bombay report and it is acknowledged that it does not find favour with parents or teachers but it is cheap and therefore is apparently acquiesced in by the department. In Karachi the municipality use the same buildings for more than one school—one in the morning, the other in the afternoon—but apparently have different teachers. It is stated that the curriculum has come in for a good deal of criticism and the question of suitably modifying the course is being considered, still “no curriculum is proof against bad teaching and ignorant teachers”.¹ Gardens are maintained for nature study but the work done is unsatisfactory as most of the gardens are maintained for decorative reasons rather than nature study. In most provinces this would not be objected to.

“ Efforts have been made to provide more playgrounds 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.”²

The United Provinces reports a striking development in handwork in primary schools in every circle. A large proportion of this is directed to utilitarian ends such as the making of grass fans, mats and newar for beds, but the artistic is not neglected and there is much making of artificial flowers, toys, clay modelling, paper and cardboard modelling and carpet weaving.

Scouting is extending into the villages while the training of village teachers in physical exercises at the courses run by the three superintendents of physical training in addition to the fact that every teacher turned out from the normal and central training schools for the last few years has been trained in physical training and scouting has given a great impetus to physical exercises and games in the village schools. Twenty-six district boards

¹ Bombay, page 57.

² Bombay, page 61.

held education weeks, when various village schools sent in parties who took part in scout rallies, athletics, dramas, P. T. displays and Junior Red Cross demonstrations. In connection with these weeks a usual feature was an exhibition of the work of the schools. "This was of a higher order. It was not confined to maps and specimens of writing but included all manner of activities now found in village schools. Excellent home-made or rather school-made soap, ink, shoes, mats, beds, pictures were shown... These meetings proved a stimulus to education in the district."¹

Similar small educational exhibitions and athletic meets are held in several selected centres in the different districts with most encouraging results. In addition to this a training centre for teachers to undergo instruction in methods of rural welfare has been organised. The end in view has been defined as follows:--

"The teacher on return to his district after receiving training in rural welfare work should keep in touch with the village by organising *kathas*, singing, recitations, games, dramatic performances and the like. He should in his spare time try to enliven the social life of the village... Above all he should get into touch and keep in touch with the local agricultural, sanitary, veterinary and co-operative staff and obtain for the cultivator their help and advice in all technical matters."²

The result of this experiment will be watched with interest. It may seem that the attempt to turn the village teacher into an "admirable Crichton" is too ambitious and there is a definite danger that his real work of producing literacy may suffer, but when all is said and done the village teacher is the natural agency for civilising the village and spreading light and information. The only question is whether it is not more his duty to devote himself to instructing and enlightening the future villagers instead of trying to turn himself into a teacher of youth and an instructor of adults at one and the same time.

In this connection the following passage from the Punjab report where similar activities are entrusted to teachers is interesting:—

"The Rawalpindi Inspector, however, sounds a note of warning in this connection:—

'It is greatly to be feared, however, that owing to the wrong angle from which the most desirable campaign of village reconstruction has been and is being viewed by the great majority of subordinate education officers, the instructional condition of almost all our vernacular schools, and of several of our high schools, too, unfortunately, has deteriorated considerably during the past twelve months.

'Solid instructional work has given way to the preparation of rather childish dramas, to the parading of streets, singing

¹ United Provinces, page 31.

² United Provinces, page 32.

songs to apathetic or amused villagers, to any possible device to get the boys out of their proper school environment and to spare the teachers the normal modicum of effort required of them.' ”¹

This is indeed a danger to be guarded against.

Much attention is being paid in most provinces to methods of instruction in the infants classes of primary schools. The following extract from the Punjab report is typical:—

“ The play element has been introduced in teaching and various devices have been used to make work congenial. Model schools have also been established at convenient centres in various districts wherein experiments are being conducted in methods of teaching and organisation. The content of the curriculum is being increasingly derived from the surroundings of the scholars.....excursions are afterwards made the subject of talks in the class-room... Wherever land and water are available trees have been planted and flowers grown thus rendering the school surroundings more attractive. The refresher courses.....to initiate primary school teachers into the most recent ways of carrying on the work of physical training have introduced many bright and cheerful games into the schools. The teachers have also been taught to look after the physical health and welfare of the students. The school is becoming a happier place and its children are brighter and sturdier.”²

This is a fair and not exaggerated picture of the new spirit in primary education in the more advanced provinces and the results will gradually show themselves, but not immediately and not so quickly as they would was the system of administration not complicated by cross purposes, difficulties and political predispositions.

A special reference must be made to the great work being carried out by the Junior Red Cross in village schools. The table below shows the numbers in the different provinces:—

TABLE XXVII.

Province.	Groups.	Numbers.
Assam	79	2,656
Bengal	120	5,824
Bihar and Orissa	6	328
Central Provinces	343	11,036
Bombay	176	7,554
Delhi	88	7,483
Madras	186	6,464
Punjab	4,897	227,927
United Provinces	3,057	80,599

The work done by the groups in the schools is distinctly useful and much valuable health and welfare propaganda is being carried out by these enthusiastic workers.

¹ Punjab (1933-34), page 22.

² Punjab (1933-34), pages 59-60.

The Punjab with its characteristic enthusiasm easily comes first and the work done by the groups both there and in the United Provinces has won favourable comment. The work is mostly done in villages and small towns and includes uplift propaganda, the inculcation of the principles of hygiene and sanitation by songs, little dialogues and plays and practical demonstration of cleaning villages, campaigns against dirt, flies and mosquitoes and similar activities.

TABLE XXVIII. — *Training schools for men.*

Province.	1934.			1935.		
	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	75	10,659	10,640	78	10,537	10,539
Bombay	12	775	775	11	713	713
Bengal	90	2,602	2,602	90	2,589	2,589
United Provinces	70	1,670	1,670	64	1,587	1,587
Punjab	5	518	518	5	555	550
Burma	18	856	668	15	635	524
Bihar and Orissa	82	1,762	1,762	82	1,778	1,778
Central Provinces and Berar	8	762	762	8	774	774
Assam	5	213	213	5	200	200
North-West Frontier Province	1	102	102	1	102	102
Coorg . . . . .	..	..	..	..	..	..
Delhi	1	38	38	1	41	41
Ajmer-Merwara	3	65	65	3	67	66
Baluchistan	1	19	19	1	18	18
Bangalore	1	42	42	1	47	47
Other Administered Areas	1	90	90	1	95	95
BRITISH INDIA	373	20,161	19,975	366	19,738	19,623

Madras still leads the way in the number of men teachers under training but the returns include 1,429 students in the secondary grade. The other training schools are for higher elementary and lower elementary grade teachers respectively which last conforms more closely to the types in other provinces. Bombay has a system of certificates at the completion of one, two and three years' training. It was found that two years' training was not sufficient owing to the poor quality of teachers selected. In the Punjab there is a senior vernacular certificate and a junior and a similar course exists in the United Provinces and elsewhere. The Punjab training schools place special emphasis on agriculture, floriculture, scouting, physical training and social propaganda. In the Central Provinces the experiment of admitting high school passed students to the second year of the normal schools in Berar was continued and the inspector considers that a much better type of teacher is obtained as a result. A rural bias is encouraged and the experimental syllabus in some normal schools has proved a great success with its special emphasis on handwork related to rural life. Bihar and Orissa has 77 elementary training schools but there is a general feeling that the staff of these schools is not satisfactory and many

head teachers seem to find it difficult to assimilate new ideas. In the eight normal schools in the United Provinces, which have a two-year course, instruction in physical training, games and scouting continues to be given and the teaching of handwork and playway methods is a feature. An Inter-Normal School tournament in which practical demonstrations of teaching, contests in elocution, athletics, physical training and historical dramas form part has proved a very great success. The central training schools of 30 students who undergo a one year's course are flourishing. They made a special feature of instruction in handwork, physical training, scouting, first-aid, lantern lecture training, and improved methods and apparatus for teaching the infants class. They also served as centres for refresher courses for village teachers. The ordinary training classes attached to large primary schools fell from 46 to 38 and it is hoped to replace them gradually by the more modern and efficient central training schools which have a secondary trained headmaster and a picked staff. There is evidence that methods of training teachers for vernacular schools are being improved in almost every province and that the movement for training teachers for a rural environment continues with hopeful prospects. The teacher is not only being better trained in methods of teaching but he is being trained to take his proper place as a leader in the village.

VI.—*Girls Education.*

The need for a rapid increase in the number of girls under instruction is recognised by all now a days and much of the prejudice against girls' education has vanished. The increase in numbers has been rapid, proportionally more rapid than the increase in the number of boys under instruction. During the year under review while the increase under boys under instruction was 198,454, that of girls was 135,195.

The speed of this progressive increase is noteworthy. Twenty years ago the total number of girls attending schools of all kinds was 1,230,698, ten years ago it was 1,842,352, to-day it is 2,890,246. This is a remarkable increase and the growth is keeping up but there is still a long way to go before the position is really satisfactory. It may be taken as axiomatic that until the girls in the villages are given at least the elements of education there is little hope of any real progress in rural uplift. Unless the women are educated, there is little hope for better living. While 50.3 per cent. of the boys between the ages of six and eleven are attending school and in Madras 71.2 per cent., only 16.5 per cent. of girls of that age range are in school. This is a most depressing state of affairs and will have to be remedied if our system of education is to be more than a one-sided affair. Now that social and religious prejudices which hindered girls' education have so largely been dissipated there is nothing to prevent girls' education from going ahead.

There has been a certain amount of criticism directed against the curriculum especially on the score of its being too masculine, and there exists in India an idea that girls' education must be something apart and separate based on the theory that a girl is different from a boy. This is of course true to a certain extent but it can be pushed too far. The Consultative Committee of the Board of Education in England had some very sensible comments to make on this which are worth reproducing:—

“Our inquiry has not imbued us with any conviction that there are clear and ascertained differences between the two sexes on which any educational policy may readily be based. We have encountered a number of facile generalizations about the mental differences between boys and girls; we have found few, if any, which we were able to adopt. Again and again we were assured by our witnesses that one boy differed from another, and one girl from another, even more than boys differed from girls; and we could not but notice that a superiority which one witness claimed for boys might be vindicated by the next witness for girls. Men and women have existed for centuries, but either sex is still a problem to the other and, indeed to itself; nor is there any third sex to discriminate dispassionately between the two. As psychological study develops, and as statistical inquiries and data are multiplied, it may be possible to attain some tangible and valid conclusions. In the meantime it is the part of wisdom neither to assume differences nor to postulate identity, but to leave the field free for both to show themselves. It would be fatal, at the present juncture to prescribe one curriculum for boys and another for girls.”

Of course certain domestic subjects must be taught in girls' school but the idea that the course of education should be fundamentally different is fallacious and the enthusiastic bodies which champion it are likely to do harm rather than good.

Another obstacle to the spread of education among girls has been the impression that boys come first and girls must be satisfied to be second string. This is a difficult opinion to combat and it is strongly held by the less educated who form so large a proportion of the local bodies who are responsible for education, but it is important, when money available is small and when it is utilised to extend boys' education thus leaving the education of girls even further behind. Local bodies are lukewarm enthusiasts where girls' education is concerned and they will not even close an inefficient and uneconomic boys' school in order to set up a much needed girls' school. This is a state of mind which has to be combatted and which in time will give way before persistent reasoning. But the provision of women teachers in rural areas is a pressing problem which must be solved at once if girls' education is to expand. In a very large number of rural girls' schools there are no women teachers; where there are, they are mostly untrained and very poorly qualified.

TABLE XXIX.—Main statistics

Province (with female population).	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 (Classes I—V).	
	1934.	1935.	1934.	1935.	1934.	1935.	1934.	1935.
Madras (23,657,108)	5,751	5,607	407,980	414,486	439,675	476,820	765,175	803,472
Bombay (10,330,504)	2,031	2,067	207,383	218,035	115,467	121,684	272,809	284,554
Bengal (24,072,304)	19,462	19,252	541,782	561,456	122,644	144,838	622,120	659,174
United Provinces (22,963,757)	2,299	2,259	123,396	128,175	74,533	79,656	179,804	189,191
Punjab (10,700,342)	4,546	4,959	200,875	211,617	34,010	29,814	157,470	160,164
Burma (7,176,545)	858	832	61,656	60,212	177,344	178,386	190,313	197,687
Bihar and Orissa (18,883,438)	2,737	2,746	78,997	83,090	64,062	70,197	128,529	135,592
Central Provinces and Berar (7,745,905)	573	603	46,105	47,448	29,375	32,124	67,961	70,857
Assam (4,085,045)	811	838	36,380	38,034	34,036	37,683	60,012	65,190
North-West Frontier Province (1,109,258)	187	177	14,709	15,064	1,308	1,334	13,887	14,272
Coorg (72,752)	10	10	1,012	1,093	2,062	2,421	2,692	3,020
Delhi (266,749)	87	90	11,239	11,947	278	344	9,149	9,464
Ajmer-Merwara (264,211)	60	58	3,816	4,047	536	616	3,088	3,436
Baluchistan (193,504)	11	11	2,145	2,138	474	557	1,934	1,868
Bangalore (64,704)	44	43	6,481	6,926	667	699	5,349	5,629
Other Administered Areas (83,165)	47	49	6,027	6,180	298	331	4,806	4,983
BRITISH INDIA (131,669,261)	39,514	39,601	1,749,983	1,809,954	1,096,769	1,177,404	2,494,098	2,608,543

The total number of institutions for girls has increased by 87 and numbers by 135,195 to 2,890,246. The increase occurred in all stages but was much the most pronounced in the primary schools

The percentage distribution of girls in the different stages is as follows:—

	Primary.	Secondary (including intermediate).	University.
1933-34	95.0	4.14	.05
1934-35	94.4	4.55	.05

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 (Class VI to end of high stage).		Collegiate stage.		Professional colleges.		1934.	1935.	1934.	1935.
1934.	1935.	1934.	1935.	1934.	1935.	1934.	1935.	Rs.	Rs.
27,167	31,092	777	794	152	168	811,949	851,458	94,71,642	97,14,137
29,806	33,743	975	1,092	141	158	314,590	331,501	66,18,300	69,32,598
11,632	13,937	1,056	1,226	73	94	654,564	694,489	50,98,488	52,97,176
7,570	8,913	343	439	21	24	195,031	204,922	39,62,391	42,27,121
9,546	10,193	384	470	65	144	227,261	233,903	36,09,587	37,34,904
7,820	7,653	218	245	85	87	218,112	218,530	23,60,417	21,72,341
1,899	4,603	16	23	..	..	140,689	150,649	12,31,109	14,18,907
2,434	2,830	73	79	24	23	74,748	78,833	11,39,417	11,38,408
3,452	3,836	47	59	..	..	69,282	74,458	5,59,031	5,70,916
874	1,060	..	..	..	..	15,695	16,242	4,14,794	4,41,280
285	313	..	..	..	..	3,029	3,451	37,406	39,881
1,055	1,180	81	87	145	143	10,954	11,763	6,75,903	7,34,300
608	709	2	5	..	..	4,176	4,439	1,90,071	1,77,203
164	216	..	..	..	..	2,539	2,612	93,914	97,677
1,075	1,112	27	28	..	..	6,524	6,905	3,83,026	3,57,328
761	809	..	..	..	..	5,908	6,091	5,13,903	3,85,580
106,148	122,199	3,909	4,547	706	841	2,755,051	2,890,246	3,63,50,399	3,74,39,757

It will be seen that 94 per cent. of the numbers are in the primary classes while the percentage in the secondary stage has increased.

Expenditure has increased by Rs. 10,80,358 though the figures do not include expenditure on mixed schools where almost as many girls are to be found as in purely girls' schools. Thus the expenditure on girls' education shown is simply expenditure on girls' schools separately. This expenditure has increased in most provinces and it is only lack of funds which stands in the way of a much larger expansion.

TABLE XXX.—Primary

Province.	No. of primary schools for girls.		Pupils (boys and girls) in primary schools for girls.		Enrolment of girls		
	1934.	1935.	1934.	1935.	Class I.	Class II.	Class III.
Madras	5,472	5,344	374,912	381,514	442,450	156,970	104,302
Bombay	1,767	1,797	180,595	188,839	128,454	55,826	44,961
Bengal	18,878	18,711	495,898	512,324	467,507	110,394	58,240
United Provinces	1,793	1,739	71,320	71,826	115,060	35,994	20,313
Punjab	1,663	1,679	99,794	101,886	86,351	26,773	20,183
Burma	650	631	37,471	36,967	128,250	32,566	20,788
Bihar and Orissa	2,410	2,420	64,480	67,630	57,767	33,761	24,687
Central Provinces and Berar	445	462	35,236	36,732	36,822	14,765	10,489
Assam	679	703	24,876	25,934	31,885	12,566	9,415
North-West Frontier Province	122	123	8,216	8,142	8,727	2,044	1,662
Coorg	9	9	734	764	1,151	611	530
Delhi	59	59	5,715	6,671	5,055	1,418	1,168
Ajmer-Merwara	44	44	2,772	3,266	870	518	1,127
Baluchistan	3	3	304	327	1,007	292	219
Bangalore	29	29	3,638	4,016	2,352	1,289	835
Other Administered Areas	31	33	3,382	3,422	2,557	722	657
BRITISH INDIA	34,054	33,786	1,409,368	1,450,310	1,516,265	486,509	319,581

The total number of primary schools for girls has gone down by 268 to 33,786—the reduction occurring in Madras and Bengal chiefly but the enrolment has gone up by 40,922 to 1,450,310 in

schools for girls.

In Classes I—V, 1935.		Total No. of girls in Classes I—V of all institutions.		Women teachers in primary schools, 1935.		Percentage of trained to total.		Total expenditure on primary schools for girls.	
Class IV.	Class V.	1934.	1935.	Total No.	Trained.	1934.	1935.	1934.	1935.
								Rs.	Rs.
69,446	30,304	765,175	803,472	13,877	11,673	82.3	84.1	42,91,162	43,45,734
32,699	22,614	272,809	284,554	5,716	2,889	50.1	50.5	39,03,938	39,34,001
14,322	8,711	622,120	659,174	5,806	615	10.7	10.6	14,78,490	15,50,831
10,779	7,045	179,804	189,191	2,211	337	12.8	15.2	6,41,809	6,62,975
15,153	11,099	157,470	160,164	3,148	1,582	47.6	50.3	10,27,041	10,93,815
13,307	3,776	199,313	197,687	1,590	1,435	89.0	90.3	2,99,053	3,15,625
115,670	3,707	128,529	135,592	1,773	511	29.0	28.8	5,13,566	5,30,299
7,239	1,542	67,961	70,857	1,337	758	52.8	56.7	4,73,848	5,21,962
6,520	4,804	60,012	65,190	641	101	15.4	15.7	1,26,545	1,20,021
1,204	635	13,887	14,272	303	100	32.2	33.0	1,31,771	1,37,001
433	295	2,692	3,020	31	28	93.3	90.3	15,815	15,997
1,015	803	9,149	9,464	201	159	74.9	79.1	1,51,122	1,56,691
460	461	3,088	3,436	114	54	51.4	47.4	79,356	69,900
193	157	1,934	1,868	12	7	58.3	58.8	6,982	6,951
629	524	5,349	5,629	190	158	88.5	83.2	65,909	72,015
659	388	4,806	4,983	169	102	64.4	60.4	80,518	77,393
189,728	97,470	2,494,098	2,808,553	37,119	20,509	53.7	55.3	1,31,86,725	1,36,11,211

girls' schools without including the number of girls (1,030,645) reading in boys' schools.

The distribution of these girls in the different classes is given below :—

TABLE XXXI.—Percentage distribution of girls in the different stages of education.

Province.	PERCENTAGE OF GIRLS READING IN																	
	Class I.		Class II.		Class III.		Class IV.		Class V.		Primary stage.		Secondary stage.		Intermediate stage.		Degree stage.	
	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.
Madras	54.1	52.5	18.5	18.6	12.0	12.4	7.9	8.3	3.3	3.6	95.8	95.4	3.4	3.7	.06	.06	.03	.03
Bombay	41.0	39.8	17.3	17.3	14.0	13.9	9.9	10.1	6.7	7.0	88.9	88.1	9.7	10.5	.24	.22	.01	.11
Bengal	70.3	68.9	16.2	16.3	8.0	8.6	1.9	2.1	1.1	1.3	97.5	97.2	1.8	2.1	.11	.12	.05	.05
United Provinces	59.3	57.6	17.7	18.0	9.7	10.2	5.1	5.4	3.3	3.5	95.1	94.7	4.0	4.5	.11	.13	.07	.09
Punjab	61.5	49.7	15.2	15.4	11.1	11.6	8.3	8.7	6.4	6.7	92.5	92.1	5.6	5.9	.20	.18	.08	.09
Burma	62.4	62.1	15.5	15.8	10.0	10.1	5.7	6.4	1.9	1.8	95.5	96.2	3.2	3.7	.05	.08	.03	.04
Bihar and Orissa	64.4	*40.9	18.3	23.9	11.0	17.5	2.5	11.1	1.5	2.6	97.7	96.0	1.4	3.3	.07	.01	.004	.002
Central Provinces and Berar	51.6	49.3	19.0	19.8	13.4	14.1	9.5	9.7	1.8	2.1	95.3	95.0	3.4	3.8	.06	.06	.04	.05
Assam	45.4	45.9	18.2	18.1	13.4	13.6	9.9	9.4	7.2	6.9	94.1	93.9	5.4	5.5	.05	.06	.02	.02
North-West Frontier Province	58.1	56.7	12.7	13.3	10.8	10.8	8.6	7.8	3.7	4.1	93.9	92.7	5.9	6.9	..	..	..	..
Coorg	30.9	34.5	19.6	18.3	16.4	15.9	13.7	13.0	9.8	8.9	90.4	90.6	9.5	9.4	..	..	..	..
Delhi	47.6	45.5	12.6	12.8	11.1	10.5	7.8	9.1	6.5	7.2	85.6	85.1	9.8	10.6	.57	.53	.19	.27
Ajmer-Merwara	19.9	20.8	10.4	12.4	28.3	27.0	14.9	11.0	9.8	11.0	83.3	82.2	16.3	17.0	.06	.01	..	..
Baluchistan	52.1	48.3	13.4	14.0	10.5	10.5	9.1	9.2	7.1	7.5	93.2	89.5	7.8	10.3	..	..	..	..
Bangalore	35.8	34.4	22.1	19.0	12.6	12.2	9.8	9.2	7.0	7.6	87.8	82.4	17.5	16.0	.27	.24	.16	.16
Other Administered Areas	45.4	45.0	12.6	12.7	10.7	11.5	9.8	11.5	6.2	6.8	84.7	87.5	13.4	14.2	..	..	..	..
BRITISH INDIA	57.4	54.9	17.2	17.6	10.9	11.6	6.2	6.8	3.3	3.5	95.0	94.4	4.0	4.4	.10	.10	.05	.05

* In Bihar and Orissa the introduction of an infant class has led to some disturbance of the proportion of girls in various classes.

Thus more than half the total enrolment is in the Infants Class while not quite a fifth of those in primary classes are found in Class II. These figures show that poor as is the enrolment in girls' primary schools the results are worse. The wastage figures given in the table below show a much worse state of affairs:—

TABLE XXXII.—*Wastage among girls in primary classes.*

Province.	NUMBER OF GIRLS IN				PROPORTION OF GIRLS IN	
	Class I, 1931-32.	Class II, 1932-33.	Class III, 1933-34.	Class IV, 1934-35.	Class I, 1931-32.	Class IV, 1934-35.
Madras	424,909	139,461	96,115	69,446	100	16
Bombay	125,466	51,135	43,028	32,699	100	26
Bengal	386,797	98,185	51,081	14,322	100	4
United Provinces	100,047	29,913	18,387	10,779	100	11
Punjab	79,317	23,716	18,852	15,153	100	19
Burma	131,887	32,343	20,856	13,307	100	10
Bihar and Orissa	79,763	22,387	14,422	*3,707	100	5
Central Provinces and Berar	34,143	12,137	9,546	7,239	100	21
Assam	26,675	10,504	8,560	6,520	100	24
North-West Frontier Province	7,531	1,925	1,594	1,204	100	16
Coorg	995	616	488	433	100	44
Delhi	4,794	1,248	1,187	1,015	100	21
Baluchistan	778	243	220	193	100	25
Bangalore	2,942	980	773	629	100	21
Other Administered Areas	3,186	701	618	659	100	21
BRITISH INDIA	1,410,199	425,945	286,778	189,728	100	13

* With the introduction of a new syllabus, an infant class has been added to the bottom of the school which has led to some disturbance of the proportion of pupils promoted to higher classes.

Out of every hundred girls who enter a girls' school in the lowest class only 13 per cent. reach Class IV in which permanent literacy may be expected. That is 87 per cent. are wasting their time and the taxpayers' money. Of course some provinces show a better average—Bombay with 26 per cent., Coorg with 44 and most unexpectedly Baluchistan with 25—but Bengal with only 4 per cent. and Bihar and Orissa with 5 per cent. are figures which are enough to make anyone despair. The causes of this appalling state of affairs are perfectly well known. They are inefficiency which includes organisation, inspecting and teaching methods, irregular attendance and unsatisfactory schools.

Organisation is inefficient in that the control is shared between too many agents. Some provinces have handed primary education entirely over to local boards and the education department is unable to exercise any control over the quantity or quality of education at this stage. In other provinces the degree of control varies but in general the education departments have no control over the provision or distribution of primary schools or their staffing.

Teaching methods are being improved but local boards show no enthusiasm and thus the percentage of trained teachers is only 55.3. Burma and Madras lead the way but Bengal with 10.6 trained, the United Provinces with 15.2 and Assam with 15.7 are depressing figures. A large number of girls' schools are still staffed by men.

The Punjab reports that the teachers in many cases are old and incompetent, and goes on to say:—

“The teaching in the primary schools in the majority of cases is depressingly unsatisfactory.”¹

The Central Provinces reports that in one circle there were 81 men employed in girls' primary schools.

In Bombay it is necessary to appoint men teachers in girls' schools in rural areas. The schools are generally in charge of untrained mistresses who follow the old methods of teaching—there are also complaints that local bodies do not appoint women as inspectresses for girls' primary schools. Bihar and Orissa mentions the dearth of trained and qualified teachers. Assam reports “most of the teachers of girls' schools are untrained. We have male teachers in many of the primary schools, necessarily of a superannuated and therefore useless type”.²

The inspecting staff is insufficient in practically every province as the table on page 17 shows. With the exception of Madras no other province has sufficient women inspectresses, while Bombay, Burma, Central Provinces and Assam are very badly off in this respect.

TABLE XXXIII.—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	534	260	74	94	17,617	5,948
Bombay . . . . .	..	1,083	..	167	16,105	4,217
Bengal	657	569	78	16	20,029	1,035
United Provinces	303	136	7	17	7,151	177
Punjab	514	83	100	35	11,452	108
Burma . . . . .	..	245	..	87	6,951	13,739
Bihar and Orissa	8	15	..	..	2,313	186
Central Provinces and Berar . . . . .	..	79	17	6	443	77
Assam . . . . .	..	55	..	..	2,933	10
North-West Frontier Province . . . . .	..	..	..	..	458	19
Coorg . . . . .	..	..	..	..	266	45
Delhi	49	38	143	..	1,487	59
Ajmer-Merwara . . . . .	..	5	..	..	341	..
Baluchistan . . . . .	..	..	..	..	603	11
Bangalore . . . . .	..	28	..	..	1,604	64
Other Administered Areas . . . . .	..	..	..	..	1,228	3
BRITISH INDIA	2,065	2,596	428	422	91,071	25,698

¹ Punjab, page 81.

² Assam, page 23.

The next cause of the poor results is irregular attendance. Children who only come to school occasionally cannot of course profit by any system of education. The causes of irregular attendance are poverty, sickness and possibly chief of all the unattractiveness of the school itself.

A few schemes of compulsory education have been started for girls. In certain municipalities of Madras and Bombay something has been attempted in this way and in the United Provinces certain schemes for girls compulsory primary education were put in train.

The single-teacher and incomplete school is again a very fertile cause of wastage. A three-class girls' school in a village is practically useless as literacy cannot be attained in such a school and few will go on to another village to join an upper primary school.

This is the position and a most unsatisfactory one it is.

Co-education.—Co-education has of late been much referred to as a solution of all difficulties. The table below gives the figures:—

education, 1935.

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'.
5,659	1,944	..	..	344,008	459,388	5,426	815	373,318	8,371
3,613	1,526	..	..	183,172	109,664	2,669	501	4,258	4,526
9,567	2,321	661	117	502,609	130,752	3,269	998	12,761	3,030
8,230	248	35,151	36	70,885	76,226	927	312	2,612	2,504
6,799	445	30,877	7,751	101,508	11,300	2,792	13	50,038	10,079
2,861	2,516	4,381	41,976	24,307	108,609	311	548	1,333	10,666
4,009	909	1,434	206	65,636	65,502	818	57	6,234	3,322
2,026	561	4,269	4,340	36,114	25,857	834	29	3,006	1,175
4,090	660	2,399	1,069	25,063	32,840	126	147	2,264	2,802
1,711	7	4,044	289	8,092	712	55	..	548	307
..	..	..	..	764	2,258	..	..	..	118
424	..	1,570	..	6,457	247	231	..	658	..
164	3	54	5	3,071	507	14	1	179	95
330	44	705	..	327	64	..	..	90	438
322	4	481	24	3,646	506	63	..	..	73
974	51	..	..	3,323	213	89	3	146	61
50,779	11,230	86,046	55,813	1,378,982	1,030,645	17,624	3,424	457,445	47,570

The figures for primary schools show almost as many girls in boys' schools as in girls' schools. Madras, the United Provinces, Burma and Assam show more. The mixed village school is therefore already in many provinces the most popular type. There is no real difference mentally between girls and boys at this stage but for the mixed school to succeed it is necessary to have a proportion of women teachers. They would not only be a definitely civilising factor; they would give parents confidence and could do a vast amount of educational propoganda. They could also undertake not only the slight training in domestic subjects necessary for girls at this stage but also look after their games and physical exercises. But there is a further advantage. They would be able to bring to the training of the very small children that intuition and sympathy which makes women the best possible teachers in the early stages. The employment of women teachers in the infants class would therefore not only attract girls to the village school but would also lessen the stagnation which is at present so marked a feature of these schools. If children can be moved on from class to class within a definite time their literacy will increase immeasurably and the place where the pace of subsequent advance is set is the infants class.

Efforts have been and continue to be made to get women teachers for mixed schools by employing married couples where possible. But this is only a makeshift. There are of course great difficulties in getting women teachers to go to village schools but if schools are amalgamated, it should be possible to post women teachers in pairs to the larger schools and thus the problem of the staffing of the mixed school would be solved. A mixed school without women teachers is only a lopsided form of education.

TABLE XXXIV.—*Training schools for girls.*

Province.	Total No.		Enrolment.		Total No. of girls under training in all training schools (for boys and girls).	
	1934.	1935.	1934.	1935.	1934.	1935.
Madras	66	67	3,363	3,323	3,373	3,321
Bombay	22	21	879	825	879	825
Bengal	10	10	256	271	256	271
United Provinces	51	54	503	553	503	553
Punjab	17	18	806	713	806	718
Burma	15	14	363	296	546	407
Bihar and Orissa	11	11	250	250	250	250
Central Provinces and Berar	8	8	345	370	345	370
Assam	2	2	28	34	28	34
North-West Frontier Province	1	1	50	55	50	55
Coorg . . . . .	..	..	..	..	..	..
Delhi	1	1	83	78	83	78
Ajmer-Merwara	1	1	12	14	12	15
Baluchistan . . . . .	..	..	..	..	..	..
Bangalore	2	2	50	63	50	63
Other Administered Areas	2	2	88	89	88	89
BRITISH INDIA	209	212	7,076	6,934	7,269	7,039

Training Schools for girls.—There has been an increase of three in the number of training schools for girls but an unfortunate

reduction of 142 in the enrolment. In 1935 there were 7,039 girls under training to be teachers against 7,269 the year before. The provinces vary enormously in their output. Madras had 3,323 on the rolls but no other province came anywhere near that figure, Bombay's 825 being the next. Bengal has only ten training schools with 271 pupil teachers but the United Provinces continues to increase training facilities and has now 54 training classes with an enrolment of 553. Bihar and Orissa and the Central Provinces produce 250 and 370 respectively while Assam's two training schools produce 34 teachers.

It is obvious that there is great scope for the extension of training facilities on a large scale and this will have to be faced if girls' education is to grow.

TABLE XXXV.—Secondary

Province.	NO. OF SECONDARY SCHOOLS FOR GIRLS.				PUPILS (BOYS AND GIRLS) IN SECONDARY SCHOOLS FOR GIRLS.			
	Anglo-Vernacular.		Vernacular.		Anglo-Vernacular.		Vernacular.	
	1934.	1935.	1934.	1935.	1934.	1935.	1934.	1935.
Madras	107	110	..	..	24,498	25,260	..	..
Bombay	105	109	..	..	20,266	21,734	..	..
Bengal	140	155	7	6	27,231	31,018	716	732
United Provinces	92	97	210	227	15,865	17,100	31,964	35,203
Punjab	70	71	123	132	18,088	18,685	29,550	31,010
Burma	62	61	64	60	14,285	14,055	7,600	7,244
Bihar and Orissa	33	34	11	11	6,263	6,663	1,517	1,483
Central Provinces and Berar	35	36	39	35	2,304	2,469	5,124	4,291
Assam	42	42	22	24	6,865	7,286	2,093	2,419
North-West Frontier Province	10	11	19	20	1,897	2,202	3,775	4,044
Coorg	1	1	..	..	278	329	..	..
Delhi	8	9	8	8	1,955	2,172	2,812	1,973
Ajmer-Merwara	6	6	4	4	570	530	65	58
Baluchistan	5	5	2	2	950	1,016	816	705
Bangalore	9	9	3	3	2,275	2,305	511	542
Other Administered Areas	12	12	..	..	2,340	2,443	..	..
BRITISH INDIA	737	768	512	532	145,930	155,267	86,543	89,707

schools for girls.

Girls reading at secondary stage.		Women teachers in secondary schools, 1935.		Percentage of trained teachers.		Total expenditure on secondary schools for girls.	
1934.	1935.	Total No.	Trained.	1934.	1935.	1934.	1935.
						Rs.	Rs.
27,167	31,092	1,564	1,369	87·3	87·5	16,39,334	17,95,384
29,806	33,743	1,455	725	45·0	49·8	18,14,787	18,71,111
11,632	13,937	1,443	658	49·4	45·6	17,58,169	18,49,865
7,570	8,913	2,628	1,349	49·2	51·3	18,64,531	19,69,470
9,546	10,193	1,941	1,417	70·4	73·0	15,40,661	15,78,224
7,820	7,653	2,156	1,922	87·4	89·1	14,63,589	13,16,996
1,899	4,603	469	338	74·7	72·1	3,70,827	3,96,732
2,434	2,830	397	285	62·5	71·8	2,86,790	2,69,738
3,452	3,836	361	179	44·8	49·6	2,74,881	2,89,467
874	1,060	268	141	53·4	52·2	1,34,420	1,59,358
285	313	15	8	53·3	53·3	13,431	14,407
1,055	1,180	160	140	84·3	87·5	2,03,872	2,46,292
608	709	73	39	51·3	53·4	90,627	90,505
164	216	60	33	46·6	55·0	75,218	72,710
1,075	1,112	200	162	78·6	81·0	1,63,795	1,70,902
761	809	150	86	56·4	57·3	2,28,459	1,74,372
106,148	122,199	13,340	8,851	65·5	66·3	1,19,23,388	1,22,65,533

Secondary education.—There is a welcome increase of 51 institutions and 12,501 students in all kinds of secondary schools for girls—there being 227,896 girls in girls' secondary schools altogether not counting those in boys' schools who amount to another 92,750 making 320,646 girls attending the secondary schools. This, however, does not mean that these numbers are actually in the secondary classes—only about one-third are in these classes, the rest being in the primary classes of the secondary schools.

In the Punjab, for instance, which shows 57,432 in secondary schools only 10,193 are in the secondary stage, the rest being in the primary classes of the secondary schools. In the same way the United Provinces with 50,993 in the secondary schools have only 8,913 actually in classes above primary. The biggest numbers actually reading in secondary classes are in Madras with 31,092 and Bombay with 33,743. There has indeed been a general increase in numbers in most provinces and the total increase in secondary classes comes to the respectable total of 16,051.

In Madras and Bombay instruction is confined to anglo-vernacular schools and the same holds good practically for Bengal where there are only 6 vernacular middle schools. The United Provinces and the Punjab, however, have considerably more vernacular middle schools than anglo-vernacular and find the system most satisfactory in every way.

There is no doubt that the demand for girls' secondary education is increasing but as the Punjab report points out accommodation and staff remain static and all that can be given is 'a little education of an inferior quality to as large a number as possible'.¹

There is a scheme spread over 6 years to open a middle vernacular school in each tehsil to solve the problem of trained teachers for village schools.

Bombay reports that "there is much instability in the staffing of girls' schools and 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. Speaking generally it has to be admitted that the boys' schools are usually better equipped than the girls in every way".² There are of course very many drawbacks for girls attending boys' secondary schools and it is stated that the problem is engaging the attention of the department of education.

The Bihar and Orissa report speaks of efforts being made to render the high school curriculum more attractive. Lessons in music, domestic science, art, home-nursing and needle work are now given in these schools.

¹ Punjab, page 77.

² Bombay, pages 99-100.

Assam has been trying to increase the number of high schools but the chief difficulty is to find qualified women teachers.

The United Provinces has six Intermediate colleges for women which continue to do good work. It continues to extend its vernacular middle system and opened seventeen new schools during the year under review.

Higher education.—The higher education of girls continues to grow as the table below proves but the output will require considerable increase if girls' education generally is to expand as there will undoubtedly soon be a greater demand for teachers. Indeed the increased demand exists already but the output is unevenly distributed. It is even reported that in some parts of Madras, the Punjab and Delhi there is unemployment. Increase will have to be planned to avoid the unfortunate results which have attended unplanned higher education among boys.

TABLE XXXVI.—*Girl candidates for Matriculation or School Final examination.*

Provinces.	No. of candidates.		No. of successful candidates.	
	1934.	1935.	1934.	1935.
Madras	706	845	692	843
Bombay	1,021	1,206	565	592
Bengal	1,047	1,523	609	812
United Provinces	382	491	235	270
Punjab	865	1,137	590	823
Burma	1,033	1,036	333	442
Bihar and Orissa	7	64	1	44
Central Provinces and Berar	137	169	70	76
Assam	121	159	85	98
North-West Frontier Province	42	59	27	38
Coorg	13	8	12	8
Delhi	150	188	74	133
Ajmer-Merwara	18	24	8	10
Baluchistan	1	12	1	9
Bangalore	18	27	4	7
Other Administered Areas	33	113	19	76
BRITISH INDIA	5,594	7,061	3,325	4,281

The percentage of passes is 60 per cent. and the increase in the number of candidates 1,467 the greatest increase being in Bengal. Bihar and Orissa which had only 7 candidates in 1934 produced 64 in 1935—a welcome increase. The Punjab numbers

continue to grow and with 1,137 candidates and 823 passes heads the list. In Madras the number shown under 'successful candidates' includes those who completed secondary school leaving certificate course and not the number of those declared eligible for university courses. In fact no system of pass or fail in the Madras school final examination exists.

TABLE XXXVII.—*Women graduates.*

Province.	Candidates for B.A. and B.Sc. examinations (pass only).		No. of successful candidates.	
	1934.	1935.	1934.	1935.
Madras	142	166	72	106
Bombay	58	84	40	61
Bengal	130	154	92	80
United Provinces	95	110	71	75
Punjab	107	137	71	85
Burma	29	25	16	20
Bihar and Orissa . . . . .	..	1	..	..
Central Provinces and Berar	11	21	7	16
Assam	3	6	3	5
North-West Frontier Province	3	2	2	1
Delhi	6	13	4	10
Ajmer-Merwara	1	1	1	1
Bangalore	6	2	4	2
BRITISH INDIA	591	722	383	462

University Education.—There has been an increase of 131 candidates and 79 passes in the degree examinations for women. A total of 462 women graduates for the whole of India is microscopic but it shows an advance in that there were only 188 women candidates in 1927, 509 in 1933 while in 1935 there were 722. Madras, Punjab, Bengal and the United Provinces lead the way in the production of women graduates. Bihar and Orissa produce

none and Assam only 5. This is the source from which future teachers must come and the table below shows the numbers of graduate teachers trained during the year:—

TABLE XXXVIII.—*Training colleges for women.*

Province.	Total No.		Enrolment.		Total No. of women under training in all colleges (for men and women).	
	1934.	1935.	1934.	1935.	1934.	1935.
Madras	2	2	73	74	73	74
Bombay . . . . .	..	..	..	..	16	18
Bengal	8	8	57	78	57	78
United Provinces . . . . .	..	..	9*	7*	17	22
Punjab	2	2	39	109	39	109
Burma . . . . .	..	..	..	..	68	66
Central Provinces and Berar	1	1	18	17	23	23
BRITISH INDIA	8	8	196	285	293	390

* Reading in University Department.

The numbers show an increase from 293 to 390. The Punjab easily leads in the provision of trained graduates with Bengal, Madras and Burma next in that order. Bombay produces a very small number of trained women teachers for a province of its advancement. It has been noted elsewhere that parents in Bombay have little confidence in the teaching in girls' secondary schools and many prefer to send their daughters to boys' schools. The United Provinces has a B. T. class attached to the Isabella Thoburn College, Lucknow, which gives a very sound training and the Government Training College at Allahabad and the Benares University Training College also admit women, but it is obvious that both here and in the Central Provinces more requires to be done. Bihar and Orissa has no facilities for training women graduates.

Special Schools.—The Central Provinces has special industrial schools for girls which teach hygiene, cooking, laundry, sewing,

fine needle work, embroidery, lace making, newar weaving, jharans and durries and poultry farming. The school at Sohagpur specialised in knitted garments, toys and chocolate making. In this school the anglo-vernacular course is spread over six years instead of the usual four to provide for instruction in farming, vegetable and flower-gardening, child welfare, elementary nursing and domestic science.

In Bengal there are 54 special industrial schools with 3,298 pupils. Most are under mission management. They teach needle-work, lace making and embroidery in addition to general subjects.

Physical training and recreation.—More is gradually being done in this direction in girls' schools in several provinces. The Girl Guides movement is steadily growing especially in the Punjab, Central Provinces, Bombay, Madras and the United Provinces. There were 34,318 Girl Guides in India during the year under review which is an increase of 1,833 over the preceding year. More emphasis is being placed on the training and provision of vernacular knowing guiders.

The United Provinces report refers to the popularity of inter-school tournaments. "Inter-school sports have claimed great attention from school girls especially in the larger schools where sports are becoming more organised each year."¹

In the Punjab physical training classes have been started at the Lady MacLagan College and there is a woman Supervisor of Physical Training.

The Central Provinces has been working out a new scheme of physical education in normal schools and as many primary schools as possible, but there is great difficulty in finding properly trained teachers qualified to teach the new syllabus.

In Bombay "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".² It is stated that the employment of a physical training organiser is essential. Lack of playgrounds in secondary schools is responsible for the apathy, while in primary schools lack of playgrounds and teachers is the cause.

It is obvious that much remains to be done on this side of girls' education.

VII.—*Professional and Technical education.*

Professional training in medicine, law, engineering and so forth is given in a variety of institutions, some like the King George's Medical College at Lucknow and the Engineering College, Roorkee, financed by the provincial education departments. Industrial and technical training on the other hand is generally not the concern of education departments. The table below gives the figures for the different institutions:—

¹ United Provinces, page 39.

² Bombay, page 107.

TABLE XXXIX.—*Professional and Technical Institutions.*

Type of Institutions.	1934.		1935.	
	Institutions.	Students.	Institutions.	Students.
I. Colleges—				
Law Colleges . . .	12	7,274	13	7,256
Medical Colleges . . .	10	4,766	10	5,028
Engineering Colleges . . .	7	2,121	7	2,074
Agricultural Colleges . . .	7	819	6	808
Commercial Colleges . . .	6	2,286	6	2,605
Forest Colleges . . .	1	58	1	42
Veterinary Colleges . . .	4	419	4	379
TOTAL . . .	47	17,734	47	18,192
II. Schools—				
Law Schools . . .	2	140	2	166
Medical Schools . . .	33	6,995	30	7,022
Engineering Schools . . .	11	1,840	10	1,728
Technical and Industrial Schools.	468	26,252	489	27,705
Commercial Schools . . .	136	5,849	220	8,692
Agricultural Schools . . .	12	546	15	660
Forest Schools . . .	1	57	1	44
Schools of Art . . .	15	2,157	15	2,110
TOTAL . . .	678	43,836	782	48,227
GRAND TOTAL . . .	725	61,570	829	66,419

Of the professional courses it will be seen that law with 7,256 students is most popular though there has been a reduction of 18 students since last year which in view of the overcrowded state of the profession is to be welcomed. Medicine comes next with 5,028 students, an increase of 262. Engineering shows a reduction of 47 and agriculture with 808 students is down 11.

Engineering schools have lost 112 students but other technical and industrial schools have gone up by 1,453 to 27,705 students.

Bihar and Orissa states that the demand for admission into industrial schools far exceeded their capacities. Burma refers to the difficulty of obtaining employment after training. Schools of Art remain at fifteen with a slight reduction in numbers. "The outstanding event of the year was the Exhibition of Modern Indian Art in London which was organised by the India Society... There was a remarkable consensus of opinion as to the high merit of work shown by Bombay, especially by the younger men whose distinctively Indian work was much appreciated."¹

VIII.—*The Education of Special Classes and Communities.*

(i) EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

The figures showing the numbers of institutions and enrolment are given below :—

¹ Bombay, page 82.

TABLE XI. Education of Europeans and Anglo-Indians, 1935.

Province.	EDUCATION OF BOYS.				EDUCATION OF GIRLS.				TEACHERS IN EUROPEAN AND ANGLO-INDIAN 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 European and Anglo-Indian boys receiving education.	No. of institutions.	Enrolment.	No. of non-Europeans on roll.	Total No. of European and Anglo-Indian 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.		
															Fees.	Other sources.	
												Rs.	Rs.	Rs.			
Madras	33	6,228	936	5,214	47	6,082	1,048	5,360	774	590	76.2	6,71,108	6,64,305	23,92,202	28.4	27.4	41.2
Bombay	16	2,274	417	2,583	21	3,327	796	3,176	397	313	78.8	3,88,667	5,50,022	14,33,831	33.5	45.5	21.0
Bengal	32	6,232	1,419	5,289	35	5,621	1,248	4,450	797	443	55.6	9,50,420	6,16,086	37,63,235	27.3	41.8	30.9
United Provinces	17	2,898	470	3,214	38	3,885	550	2,708	489	381	77.9	8,12,277	7,72,969	24,95,289	36.8	38.4	24.8
Punjab	13	1,588	291	1,290	19	1,552	184	1,457	246	167	67.9	3,89,215	2,96,578	9,45,912	43.4	31.9	24.7
Burma	11	4,431	2,269	3,243	26	6,452	2,879	3,150	436	376	86.4	4,59,924	5,31,879	14,73,548	26.2	45.6	28.2
Bihar and Orissa	8	703	106	757	12	1,030	160	827	123	82	60.7	1,24,134	1,26,984	4,65,078	38.8	38.2	23.0
Central Provinces & Berar	14	1,205	422	989	23	1,777	622	1,020	156	95	60.9	1,30,166	1,64,318	4,86,303	22.2	44.0	33.8
Assam	1	182	32	187	3	252	43	192	43	35	81.2	32,220	65,673	2,29,411	25.6	62.5	11.9
North-West Frontier Province	1	198	69	33	—	—	—	36	7	5	71.4	4,644	..	8,830	27.2	63.0	9.8
Coorg . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Delhi . . . . .	..	..	..	124	2	267	48	122	20	17	85.0	..	..	..	39.4	21.7	38.9
Ajmer-Merwara	5	355	59	365	4	313	23	294	47	20	47.0	56,508	40,270	98,347	26.7	49.9	23.4
Baluchistan	1	92	47	59	1	146	58	74	17	13	76.5	22,172	26,407	48,579	33.5	64.8	97.8
Bangalore	9	1,475	221	1,416	10	1,712	391	1,272	211	149	70.6	1,65,748	1,34,368	5,11,783	30.1	44.4	25.5
Other Administered Areas	4	394	61	512	7	1,002	198	644	98	50	50.1	79,029	82,134	1,97,050	39.8	35.4	24.8
BRITISH INDIA { 1935	165	27,195	6,860	25,225	248	33,418	8,248	24,702	3,860	2,736	70.9	42,95,232	41,08,892	1,46,18,991	31.1	39.3	29.6
{ 1934	168	26,432	6,522	24,340	251	32,731	7,935	24,095	3,861	2,711	70.2	44,09,046	41,89,790	1,44,80,761	29.5	41.1	29.4

The number of institutions has decreased by 6 to 413. These range from small railway primary schools to large institutions like La Martiniere.

The largest number of European and Anglo-Indian pupils are in Bengal, Madras, Burma and the United Provinces.

Total enrolment has gone up by 763 to 27,195 among boys and by 687 to 33,418 among girls. This does not mean, however, that there are more European girls than boys: the discrepancy is caused by the popularity of these schools among Indian parents for their daughters, which has increased the enrolment in the girls' schools. There are actually 25,225 European boys (an increase of 885) and 24,702 girls (an increase of 607).

Burma has almost as many non-Europeans attending both boys and girls schools as Europeans. The other provinces, however, restrict the admission of non-Europeans to a certain defined percentage.

There has been an increase of Rs. 1,38,240 in expenditure. Madras, United Provinces, Punjab, Burma and Central Provinces show a reduction while Bombay, Bengal, Bihar and Orissa registered an increase. The distribution of expenditure still continues to be a model to Indian schools generally as fees and endowments form more than two-thirds of the total.

The figures are given in a tabular form for purposes of comparison:—

TABLE XLI.

—	Public Funds.	Fees.	Other sources.
Education in India generally .	59·4	25·0	15·6
European and Anglo-Indian Education.	31·1	39·3	29·6

The usual high standard reached by these schools is being maintained everywhere while there are abundant signs that the need for practising manual aptitudes is being more generally recognised.

In Bangalore for instance three European schools now give instruction in carpentry, two in metal work as well, one in motor mechanics and one in shorthand and typewriting. All the girls' high schools teach cookery and needlework and in one orphanage instruction is given in baby welfare. The percentage of European scholars to the European population is 13·0 in boys' schools and 13·6 in girls' schools which means the whole school-going population is at school.

The first meeting of the Inter-Provincial Board for Anglo-Indian and European Education set up as a result of the Irwin Committee on Anglo-Indian and European Education, 1932, took place in New Delhi in January 1935. The functions of this board are mainly co-ordinating. It is intended to maintain uniformity

of educational standards, to keep provincial boards informed of special developments throughout India and to advise the Government of India and provincial Governments on matters concerning Anglo-Indian and European education. The Board is financed by *pro rata* contributions from the provinces and pending the appointment of a Chief Inspector, the Educational Commissioner with the Government of India is carrying on the duties of Secretary. Provincial boards were established with similar duties in the provinces and the special duty of scrutinising the budget—in so far as it relates to Anglo-Indian and European education.

The composition of these boards has been laid down as consisting of the following:—

- (i) The Minister of Education or his deputy.
- (ii) The Director of Public Instruction.
- (iii) Three representatives of the authorities responsible for the maintenance of Anglo-Indian and European educational institutions.
- (iv) Three Anglo-Indians of whom one may be a woman to be nominated by the Governor in consultation with the Minister of Education after taking into consideration any recommendations put forward by the Anglo-Indian community.
- (v) Three persons actively engaged in teaching in Anglo-Indian and European educational institutions one of whom shall be an Anglo-Indian and one a woman.
- (vi) One representative of university education.
- (vii) The Inspector of Anglo-Indian and European Schools, *ex-officio* Secretary, without vote.

The composition of the Inter-Provincial Board is as follows:—

- (a) Provincial Ministers of Education or their deputies.
- (b) an equal number of persons nominated by provincial Governors, in consultation with Ministers of Education and the community concerned, in order to represent Anglo-Indian schools; and
- (c) two nominees of the Government of India in order to represent the interests of the community in centrally administered areas.

Until such time as the Government of India Act, 1935, comes into force, provincial Governments shall have discretion to decide whether the Minister for Education or the Member of the Executive Council in charge of Anglo-Indian and European Education shall serve on these Boards.

The appointment of Chief Inspector is in the hands of the Inter-Provincial Board but the provinces appoint their own inspectors.

(ii) EDUCATION OF MUHAMMADANS.

The number of Muhammadan boys receiving instruction is shown below:—

TABLE XLII.—*Muslim boys receiving instruction.*

Province.	READING IN— (1935).						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.	1934.	1935.	
Madras	553	104	13,058	211,645	1,524	16,777	240,547	243,861	
Bombay	671	212	29,400	150,380	2,791	14,130	193,090	197,494	
Bengal	3,573	569	61,938	1,044,749	82,467	22,781	1,178,975	1,216,027	
United Provinces	2,616	615	27,863	199,832	4,649	26,679	268,177	262,253	
Punjab	3,481	692	53,892	395,117	6,242	56,735	533,054	516,159	
Burma	74	20	1,901	16,474	461	8,028	22,811	26,958	
Bihar and Orissa	439	106	13,663	100,639	4,283	10,300	124,796	129,430	
Central Provinces and Berar	165	47	4,049	36,421	276	1,371	41,144	42,329	
Assam	338	9	9,198	74,670	1,524	12,669	94,153	98,408	
North-West Frontier Province	536	..	7,093	51,774	86	2,836	61,231	67,325	
Coorg . . . . .	..	..	42	436	6	..	505	484
Delhi	325	33	1,890	7,901	299	553	11,079	11,001	
Ajmer-Merwara	57	..	1,165	2,711	73	850	4,508	4,856	
Baluchistan . . . . .	..	..	611	3,705	15	2,832	6,530	7,163
Bangalore	22	..	316	1,469	24	252	1,963	2,083	
Other Administered Areas . . . . .	..	..	536	1,991	42	281	2,904	2,850
BRITISH INDIA	1935	12,840	2,407	226,615	2,299,914	104,672	177,024	2,828,481	
	1934	12,158	2,279	215,916	2,276,422	104,944	173,748	2,781,467	

It will be seen that there has been an increase of 47,014, shared by the secondary stage as to 10,699 and the primary as to 23,492. Unrecognised schools account for 3,276 of the increase. The United Provinces and the Punjab show a reduction due chiefly to the closing of small maktab through economic causes. There is an increase of 819 Muhammadan students in the university stage.

In Bombay it is stated that the majority attend the ordinary schools but there is a demand for more Anglo-Urdu schools. The majority have to join secondary schools where the medium is Marathi. There are Urdu training schools for men teachers maintained by Government at Poona and Ahmedabad. The percentage of Muhammadan trained teachers has increased to 51·8 in primary schools.

In Sind where the Muhammadan population is 72·8 per cent. of the total, the total number of Muhammadan pupils was 46·6 per cent. of the total number on roll. Efforts are being made to encourage children to attend board schools in place of segregate schools.

In Madras though Muhammadan pupils increased in elementary schools there was a decrease in secondary schools and colleges. Mapilla education continues to increase.

The Bihar and Orissa Government decided to call maktab primary Urdu schools and are aiming at a common school.

In the United Provinces 50·7 per cent. of the Muhammadan pupils attend ordinary board schools, 13·1 attend board Islamia schools, aided maktab account for 25 per cent. and unaided maktab 11·2. Only 12 per cent. of the maktab are full primary schools. Only 5·1 of the maktab teachers are trained. The Inspector of Muhammadan schools reports their tuitional condition to be generally poor. Where they only teach to the lower primary standard, they are incomplete schools and as such of little or no value. They are popular simply because they teach a certain minimum of religion—as factors in the educational situation they are negligible.

In Bengal there were 675,778 boys reading in these schools. It is reported that the number of *muallim* training schools for maktab teachers is inadequate. They are six in number.

Burma reports dissension between the Burman Muslims and Indian Muslims regarding the medium of instruction which has affected the progress of Muhammadan education.

The segregate school for Muslims undoubtedly retards the progress of primary education among them. Maktab and schools of the same type are popular but as has been stated above, as factors in educational progress they are of little or no value. As they are regarded primarily as religious institutions and not as part of the educational structure, the teacher or teachers are

engaged for their knowledge of religion and not for their pedagogic qualities. It is time the situation was recognised and real efforts made to tackle it. The present policy of *laissez faire* will achieve nothing.

The position with regard to the education of Muslim girls is shown below:—

TABLE XLIII.—*Muslim girls receiving instruction.*

Province.	READING IN— (1935).						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.	1934.	1935.
Madras	17	5	620	80,207	184	5,340	91,728	95,382
Bombay	16	4	1,641	54,426	103	5,427	60,001	61,617
Bengal	27	..	758	373,806	1,731	6,669	383,164	382,991
United Provinces	48	..	828	26,824	226	2,580	29,978	30,506
Punjab	116	38	2,779	49,544	713	40,140	101,201	102,330
Burma	4	2	196	7,991	13	1,806	9,824	10,087
Bihar and Orissa	1	..	143	25,473	32	2,590	26,399	28,245
Central Provinces and Berar . . . . .	..	..	60	10,021	73	687	10,165	10,841
Assam	3	..	276	12,922	110	2,676	15,410	15,987
North-West Frontier Province . . . . .	..	..	266	5,415	25	319	7,094	6,015
Coorg . . . . .	..	..	..	103	..	..	118	103
Delhi	6	21	211	2,169	36	29	2,337	2,472
Ajmer-Merwara . . . . .	..	..	20	451	..	93	667	564
Baluchistan . . . . .	..	..	34	366	..	438	716	838
Bangalore	1	..	35	331	1	3	694	871
Other Administered Areas . . . . .	..	..	24	458	1	43	607	526
BRITISH INDIA	1935	70	7,881	659,507	3,248	77,945	749,375	
	1934	32	6,997	632,971	2,740	77,187	720,103	

Numbers have increased by 29,272 which is, considering the circumstances, a satisfactory figure. All stages of education share in the increase and there is a welcome addition of 101 reading in the university stage.

Bengal has the most numbers and again shows an increase but there are few in the secondary stage. The Punjab records large numbers in unrecognised institutions, *viz.*, 49,140, almost as many as are enrolled in primary schools. The Punjab records the largest number of any province in the university and secondary stages.

Some provinces are pessimistic about the state of education among Muhammadan girls.

“The money spent on the education of Muslim girls is being practically wasted and this pitiable state will continue to exist until qualified properly trained and energetic women of good character and high ideals are available”¹ is a remark quoted in the Central Provinces report.

Bombay refers to the dearth of qualified women teachers, apathy of Muhammadan parents and the purdah system as being the main obstacles to progress.

Madras reports that Mapilla parents—

“Object to certain features such as certain types of drill, singing, action songs, drawing pictures and illustrations, dramatisation of stories and so forth. Certain educational devices which are found absolutely necessary to make school life happy and attractive have to be set aside. It is no wonder that the schools for Mapilla girls are such dull lifeless institutions where the teaching of reading, writing and arithmetic are carried on in the most old fashioned form. Even needle work is deprived of its aesthetic and attractive side for fear of introducing drawings and designs which might wound the religious scruples of the parents.”²

Ajmer-Merwara reports the education of Muslim girls as still extremely backward. It is clear that Muslim girls' education suffers from the same drawbacks as apply to girls' education generally and will progress in proportion to improvement in girls' education generally.

(iii) EDUCATION OF THE DEPRESSED CLASSES.

The table below gives the number of depressed class pupils attending all institutions:—

¹ Central Provinces, page 48.

² Madras, page 25.

TABLE XLIV.—*Enrolment of depressed class pupils in all institutions.*

Province.	1934.	1935.	Increase (+) or decrease (—).
Madras	349,233	365,277	+16,044
Bombay	73,983	75,881	+1,898
Bengal	462,294	471,535	+9,241
United Provinces	137,016	144,888	+7,872
Punjab	30,628	29,172	—1,456
Bihar and Orissa	58,187	64,328	+6,141
Central Provinces and Berar	51,795	55,112	+3,317
TOTAL	1,163,136	1,206,193	+43,057

The number of depressed class students under instruction continues to grow, only the Punjab showing a reduction. The greatest increase has been again in Madras which showed an increase of 21,223 the year before. The majority of depressed class pupils in Madras were in special schools as out of 365,277 depressed class pupils only 46,554 attended ordinary public schools. The Labour Department attempts to get these pupils admitted into ordinary schools and 458 depressed class teachers were employed in other than depressed class schools. It is obvious that there is still very considerable prejudice against admitting depressed class pupils to ordinary schools in Madras.

In the Kurnool district 19 Government schools existed for Chinchu children. To stimulate attendance a mid-day meal was provided and clothing given to the pupils.

In the Central Provinces prejudice against the depressed classes is reported to be fast disappearing and boys of the depressed classes and other communities mixed with one another freely in the class-room and on the playground. "This happy position is the result of the policy of encouraging the enrolment of the depressed

class boys in ordinary schools and of preventing any emphasis being laid on the distinction of classes by their differential treatment and segregation."¹

Bombay divides the classes into advanced, intermediate and backward. In addition there are the scheduled classes which correspond with the depressed of other provinces. The chief difficulty experienced is keeping the pupils in school but the number completing the course is reported to be gradually increasing. There are 459 special primary schools with 16,835 pupils. The remainder, 53,093 or 76 per cent. attend ordinary schools. The Bombay Government has decided not to admit expenditure on new special schools for grant considering that "the safest way of removing untouchability is the gradual discontinuance of the existing special schools by their amalgamation with ordinary schools".²

Orders have been issued that all pupils should sit together in class regardless of caste distinctions and separate seating arrangements should not be allowed. There is some opposition apparently and hopes are expressed that it will vanish. In Gujrat the feeling against the scheduled classes is stated to be acute and the position in respect of admission of the scheduled class children is much more difficult. "The parents of children of the scheduled classes themselves are reluctant to send their children to school for fear of social difficulties."³ Cases of boycott are reported and the position is stated to be by no means satisfactory.

Assam reports that there are no restrictions of any kind on the admission of children of the depressed classes in ordinary schools. There are, however, separate schools for such children at different centres and Harijan schools have been started in several places. The need for these segregate schools, however, is not clear.

In the United Provinces the depressed classes number more than a quarter of the population of the province. Literacy per mille is less than 6 compared with 94 among the total male population. A special effort has been made to cope with the problem. The Legislative Council in June 1934 voted an additional recurring grant of Rs. 75,000 for the expansion of education among these classes and an officer of the rank of an inspector of schools was placed on special duty. The provincial Depressed Classes Education Committee was enlarged and a second educational conference of representatives of these classes were held at Lucknow in November 1934.

Supervisors have been appointed in 42 of the 48 districts of the province and nine in municipalities. About 4,000 stipends have been provided for depressed class students to read in middle, high and university classes. Out of 144,888 pupils under instruction only 18,440 are in segregate schools while the numbers attending ordinary schools have shown an appreciable increase.

¹ Central Provinces, page 51.

² Bombay, page 145.

³ Bombay, page 146.

IX.—Miscellaneous.

Education of defectives.—The table below gives the figures for schools for the mentally and physically defective and their enrolment:—

TABLE XLV.—Statistics of schools for the blind and the deaf-mute, 1935.

Province.	NUMBER OF SCHOOLS.			NUMBER OF PUPILS.		
	For the deaf-mute.	For the blind.	Total.	Deaf-mute.	Blind.	Total.
Madras	6	4	10	372	144	516
Bombay	5	3	8	183	136	319
Bengal	6	1	7	318	83	401
United Provinces (a) . . . . .	..	2	2	..	78	78
Punjab . . . . .	..	2	2	..	67	67
Burma	1	2	3	23	58	81
Bihar and Orissa . . . . .	..	2	2	..	100	100
Central Provinces and Berar	1	1	2	20	23	43
TOTAL	1935	17	36	916	689	1,605
	1934	19	15	34	840	1,481

(a) There is one school for deaf-mutes, which is purely private. Its enrolment is not known.

The provision for the education of the mentally and physically defective in India is extremely meagre. In fact no actual schools for the mentally deficient where they are not included among deaf-mutes, except one for Anglo-Indian and European children, exist at all. There is much mental retardation among children in schools in India but no special steps are taken to deal with it. Inspectors continually find imbecile children moping and mowing among the infants in a village school—a hindrance to others and a nuisance to themselves. Much mental deficiency, indeed, is regarded as laziness or slackness and children who are quite incapable of profiting by instruction are kept on to swell the stagnation and wastage in the schools. The subordinate inspecting staff need special instruction in the detection of mental deficiency and in this connection simple individual mental tests which require manual manipulation are useful. The actual teaching of these defectives will be a difficult matter under Indian conditions but the freeing of the schools of their presence will be to the benefit of the normal children and should be undertaken.

The existing provision of schools for the blind and deaf-mutes is most inadequate and this is a side of education which needs the earnest attention of education departments everywhere. The schools which exist are nearly all private institutions. In the schools for the blind, the Braille system is taught but so far there

has been no general agreement as to a common vernacular type. Schools for the blind have increased by two and are now 17 in number but none of the schools for defectives have more than small enrolments and few are very satisfactory.

Adult Schools.—Adult or night schools nowhere appear to flourish. The system of employing the same man who has taught by day to teach again by night seems to have definitely failed. The Indian artisan or agriculturist who works no short eight hour day but from dawn to dusk is in no state to do an hour or more mental work at night.

Bombay has ten night schools of the secondary stage which teach the full anglo-vernacular course up to matriculation. There are four in Bombay itself, one in Poona and three in Sind.

In Madras the Malabar Devadar Reconstruction Trust is stated to have run classes at four centres. The Punjab and the United Provinces report disappointing results.

Physical Training.—The Y. M. C. A. College of Physical Education, Saidapet, Madras, continued to turn out well qualified instructors. In the United Provinces the College of Physical Training attached to the Lucknow Christian College began to function. It offers a two years course of training as physical training instructor and athletic coaching forms a marked feature of the training. The importance of physical training in the school curriculum is everywhere recognised but in some provinces very little is being done to put precept into practice.

St. John Ambulance.—The Mackenzie course continues to flourish in the United Provinces. Since its inception 42,363 candidates have appeared and 688 schools have been recognised. Several cadet divisions of St. John Ambulance have been formed and the formation of Ambulance Brigade divisions in important towns is engaging attention.

The Inter-University Board.—The Board completed the tenth year of its existence. It held its annual meeting at Calcutta and passed several important resolutions on educational matters.

Boy Scouts.—The appointment of Capt. Nawab Sir Muhammad Ahmad Said Khan, K.C.S.I., K.C.I.E., of Chhatari, as Chief Commissioner for India has been most popular. As Acting Governor of the United Provinces he was Chief Scout of the Boy Scouts Association, United Provinces branch, and showed great interest in the movement.

The number of scouts in India has shown a further increase—there being 272,853 against 231,956 the year before. Bombay leads the way with 49,419 followed by the Punjab with 46,370 and the United Provinces with 36,572 (this does not include the Seva Samiti organisation). The Central Provinces has 34,294. The growth of cubs is interesting. The Central Provinces has the most 15,015 followed by the United Provinces with 13,863, Bombay with 12,460 and the Punjab with 11,219.

A contingent of scouts took part in the Australian Jamboree at Melbourne and won a very good name for themselves, the Chief Scout cabling "Indian Contingent Scout Jamboree Australia won golden opinions for smartness, efficiency, friendliness".

The movement is doing incalculable good, and its extension to rural areas has brought a spirit of friendliness, self-help and self-sufficiency which is invaluable.

APPENDICES.

APPENDIX I.

Provincial Inspectorate, 1934-35.

(i) Inspectors.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Madras.</i>			
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.
<i>Bombay.</i>			
1. Educational Inspector . . .	6	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.
<i>Bombay</i> —contd.			
4 Inspector of European schools .	1	Rs. 1,000—50—1,200 (contract basis).	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	6 in the scale of Rs. 250—20—390—E.B. 20—50—E.B.—20—650. 1 in the scale of Rs. 200—15—320—E.B.—20—140—20—600. 1 in the scale of Rs. 170—10—250—E.B.—15—400—E.B.—20—500.	Four are responsible for Urdu schools. They inspect the teaching of Urdu, Persian and Arabic in primary and secondary schools. Three are responsible for Muhammadan Education. They assist the Educational Inspectors in the education of the 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.
<i>Bengal.</i>			
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	7	4 in the scale of Rs. 300—50/2—700—75/2—1,000. 3 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	27	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 his jurisdiction.
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.	8	Rs. 35—2—75—3—90	Inspects madrasahs.
7. Assistant Inspector of schools for Muhammadan Education.	5	Rs. 150—25—200—50/2—300—40/2—500—50/2—700.	Inspects all junior madrasahs and maktabas.
8. Inspector of European schools .	1	Rs. 300—50/2—700—75/2—1,000.	Controls all institutions for Europeans. (The post is held by an I. E. S. Officer.)
<i>United Provinces.</i>			
1. Circle Inspector	7	1 in the scale of Rs. 400—50—600—600—50—1,000—1,000—50—1,250. 6 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.
2. Assistant Inspector	7	4 in the scale of Rs. 250—50/2—300—25—675. 3 in the revised scale of Rs. 200—15—360—20—500—25—650.	Subject to the general supervision of Inspector, is responsible for vernacular education.

(i) *Inspectors—contd.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>United Provinces—contd.</i>			
3. Deputy Inspector . . .	56	40 in the scale of Rs. 200—25—450. 15 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, i.e. 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	172 in the scale of Rs. 80—5—120—10—160—S.G.—170—10—300. 37 in the revised scale of Rs. 70—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 organizing 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—1,000—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 <i>Punjab.</i>	1	Rs. 250—50/2—300—25—675 .	Promotes Sanskrit learning and inspects pathshalas.
1. Divisional Inspector . . .	5	2 in the scale of Rs. 1,150—50—1,400 (S. G.) 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. 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 . . .	20	13 in the P. E. S. Class II (scale Rs. 250—25—500/25—600). 12 in the S. E. S. Class I (Rs. 200—10—250). 5 in the S. E. S. Class II (Rs. 140—10—190).	Subject to the general supervision of the Divisional Inspector, is responsible for the development of education in a district.
4. Assistant District Inspector	180	36 in the S. E. S. Class II (Rs. 140—10—190). 74 in the S. E. S. Class III (Rs. 110—5—135). 66 in the S. E. S. Class IV (Rs. 80—4—100). 4 in the S. E. S. Class V (Rs. 55—3—70).	Assists the district inspector, and is generally responsible for vernacular education in a tehsil or sub-division.

(i) Inspectors—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Punjab—contd.</i>			
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.
<i>Burma.</i>			
1. Inspector	8	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 (S. G.) Rs. 700—50—800.	Generally assists the inspector, especially in respect of vernacular education. One of them is in charge of physical training.
3. Deputy Inspector	98	5 in the scale of Rs. 250—25—675. 92 in the scale of Rs. 175—5—225—10—275. 1 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 them inspect Muslim schools, one inspects Tamil and Telugu schools and one is in charge of drawing.
<i>Bihar and Orissa.</i>			
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.) . .	} Inspects Santal schools.
6. Sub-Inspector of Santal schools	6	Rs. 40—1—50	
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.

(i) *Inspectors—concl'd.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Bihar and Orissa—cont'd.</i>			
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 maktabas.
13. Special Inspecting Officer for the depressed classes.	5	Rs. 50—150	Inspects primary schools.
<i>Central Provinces.</i>			
1. Inspector	4	2 in the scale of Rs. 400—50—1,250. 2 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	67	8 in the old S. G. scale of Rs. 200—250. 59 in the ordinary scale of Rs. $\frac{80-175}{70-150}$ (old). $\frac{80-175}{70-150}$ (revised).	Inspects vernacular schools and conducts annual Primary examination.
<i>Assam.</i>			
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 responsible for Muhammadan education.
4. Sub-Inspector	51	Rs. 75—175	Assists deputy inspector in inspecting vernacular schools.
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. Advises D. P. I. on all questions affecting the education of Muhammadans.
<i>North-West Frontier Province.</i>			
1. Director of Public Instruction .	1	Rs. 1,500—50—1,750 <i>plus</i> Rs. 150 duty allowance.	Besides being the head of the Education Department in the province 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.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Madras.</i>			
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). Rs. 200—30/2—500 (Revised scale).	} Ditto.
3. Sub-Assistant Inspectress	51	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.
<i>Bombay.</i>			
Inspectress	4	1 in the scale of Rs. 900—25—950—50—1,050. 2 in the scale of Rs. 300—25—750. 1 in the scale of Rs. 200—10—340—15—400.	} Inspects secondary, primary and special schools. One of the inspectresses inspects Urdu girls' schools in two divisions of the Presidency.
<i>Bengal.</i>			
1. Inspectress	2	Rs. 300—40/2—700	Controls all girls' schools, other than European schools, in her area. (One of the posts has been filled on contract on Rs. 580—40-2—700 plus overseas pay at £20 up to the age of 40 and £25 afterwards.)
2. Assistant Inspectress	12	Rs. 150—30/2—240—20—420	Inspects mainly middle and primary schools.
<i>United Provinces.</i>			
1. Chief Inspectress	1	Rs. 600—25—800 (Revised scale)	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. Is assisted in the inspection of primary schools by D. I. S. and S. D. I. S.
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.

(ii) *Inspectresses*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Punjab.</i>			
1. Deputy Directress of Public Instruction.	1	Rs. 400—25—625/650—850	Advises the D. P. I. about female education in the province.
2. Circle Inspectress	3	2 in the scale of Rs. 306—20—560. 1 in the scale of Rs. 200—20—400—400—E. B./25—500,	} Is generally responsible for the development of women's education in a circle.
3. Assistant Inspectress	12	2 in the scale of 200—10—250 . 8 in the scale of Rs. 140—10—190. 2 in the scale of Rs. 110—5—135.	
4. Inspectress and supervisor of Domestic Science.	1	Rs. 200—20—400—400—E. B.—25—500.	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—400—E. B.—25—500.	Advises on and supervises the physical education of girls in the province.
<i>Burma.</i>			
1. Inspectress	2	Rs. 300—50—1,500	Has in her charge 28 Anglo-vernacular and normal schools which she inspects. She is also responsible for special subjects (e.g., needle work, domestic economy, etc.) taught to girls in all schools.
2. Deputy Inspectress	6	Rs. 175—5—225—10—275	Is responsible for the inspection of special subjects taught to girls.
<i>Bihar and Orissa.</i>			
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—450	Inspects middle schools, special classes for the teaching of needle work and lace schools.
3. Lady Superintendent of Muhammadan <i>Atus</i> .	1	Rs. 85—4/2—125	} Supervises the work of the <i>Atus</i> and visits <i>pardanashir</i> ladies in their homes and explains to them the aims and objects of female education.
4. Lady Superintendent of Hindu <i>Atus</i> .	1	Rs. 40—1—50	
<i>Central Provinces.</i>			
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.	

(ii) *Inspectresses*—concl'd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Assam.</i>			
Assistant Inspectress	1	Rs. 200—500	Inspects all girls' schools and training classes for school mistresses.
<i>North-West Frontier Province.</i>			
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 department 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.—70/2—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, 1934-35.

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 univer- sity de- partments.	In consti- tuent col- leges.	In affiliated colleges.	University depart- ments.	Consti- tuent colleges.	Affiliated colleges.	In univer- sity de- partments.	In consti- tuent colleges.	In affiliated colleges.	
1. Calcutta (c)	Affiliating and teaching	1857	A., Sc., Ed., Eng., M., L., Com., O.	213	..	1,409	2	..	60	1,383	..	28,468	2,586
2. Bombay	Affiliating and teaching	1857	A., Sc., Ed., Eng., M., L., Com., O., Tech., Ag.	10	..	740	3	..	34	124	..	17,370	1,721
3. Madras (d)	Affiliating and teaching	1857	A., Sc., Ed., Eng., M., L., Ag., O., F. A.	33	427	798	13	13	41	84	5,065	9,608	1,543
4. Punjab	Affiliating and teaching	1882	A., Sc., Ed., Eng., M., L., Com., O., Ag.	84	61	1,082	13	3	54	717	1,397	19,539	2,132
5. Allahabad (e)	Teaching	1887	A., Sc., L., Com., Ag., Ed.	108	36	..	16	4	..	1,820	176	..	396
6. Benares Hindu	Teaching	1916	A., Sc., Ed., Eng., L., O., M., Th.	..	226	..	..	9	..	..	3,711	..	351
7. Mysore (f)	Teaching	1916	A., Sc., Eng., M., Tech.	..	275	..	..	9	..	..	2,781	..	227
8. Patna	Affiliating	1917	A., Sc., Ed., Eng., L., M.	..	..	332	..	..	16	..	..	4,726	388
9. Osmania	Teaching and affiliating	1918	A., Sc., Ed., Eng., L., M., Th.	87	55	51	15	4	4	731	175	469	72
10. Allgarh Muslim	Unitary	1920	A., Sc., Ed., L., M., Th.	96	..	..	6	..	..	1,479	..	..	144
11. Rangoon	Teaching	1920	A., Sc., Ed., Eng., L., M., F.	..	189	..	..	5	..	..	1,971	..	152
12. Lucknow	Unitary and teaching	1920	A., Sc., Ed., M., L., Com., O.	123	14	..	2	1	..	2,032	77	..	290
13. Dacca	Unitary	1921	A., Sc., Ed., L., Com.	98	..	..	13	..	..	960	..	..	196
14. Delhi	Teaching	1922	A., Sc., L.	9	111	..	3	7	..	176	2,081	..	280
15. Nagpur	Affiliating and teaching	1923	A., Sc., Ed., L., Ag.	8	..	165	1	..	10	350	..	2,746	363
16. Andhra	Affiliating and teaching	1926	A., Sc., Ed., M., O.	36	..	326	2	..	19	228	..	3,010	393
17. Agra	Affiliating	1927	A., Sc., L., Com., Ag.	..	..	427	..	..	15	..	..	3,720	1,595
18. Annamalai	Unitary	1929	A., Sc., O.	71	..	..	1	..	..	508	..	..	82

(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 1922.

(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	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	1,996	218	59	31	352	..	40	..	11,782	798	220	1,242	154	16,892
	1934-35	1,909	141	117	49	318	..	30	..	10,947	935	222	1,120	102	15,890
Bombay	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
	1934-35	1,566	400	111	130	105	79	42	..	10,553	914	327	..	494	14,721
Bengal	1931-32	2,645	585	225	46	142	94	..	..	19,723	1,163	193	..	26	24,842
	1932-33	2,514	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
	1934-35	3,387	519	227	41	161	150	..	..	23,729	1,283	194	..	68	29,759
United Provinces.	1931-32	2,000	621	49	80	141	106	37	..	4,625	414	329	446	335	9,183
	1932-33	2,434	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
	1934-35	2,650	794	24	186	173	97	30	..	6,175	415	277	200	709	11,730
Punjab	1931-32	1,170	146	31	..	80	31	34	..	10,889	558	59	103	1,126	14,227
	1932-33	1,351	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
	1934-35	2,001	377	40	8	133	19	46	..	10,112	487	67	147	298	13,735
Burma	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
	1934-35	154	36	..	..	..	..	..	..	1,624	106	36	..	80	2,026
Bihar and Orissa.	1931-32	344	92	55	19	1	..	..	..	3,637	261	108	..	..	4,517
	1932-33	349	138	44	17	7	..	..	..	3,631	273	108	..	..	4,567
	1933-34	148	158	36	31	4	..	..	..	3,311	289	100	..	..	4,080
	1934-35	714	159	105	27	3	..	..	..	3,373	284	86	..	..	4,751
Central Provinces.	1931-32	233	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
	1934-35	436	148	..	..	29	..	26	..	2,339	..	..	..	229	3,207
Assam	1931-32	139	12	..	..	..	..	..	..	1,237	..	..	..	..	1,388
	1932-33	168	30	..	..	..	..	..	..	1,507	..	..	..	..	1,705
	1933-34	171	12	..	..	..	..	..	..	1,738	..	..	..	..	1,921
	1934-35	213	13	..	..	..	..	..	..	1,842	..	..	..	..	2,068
Delhi	1931-32	194	33	..	..	..	..	..	..	1,820	..	..	..	..	2,047
	1932-33	190	34	..	..	..	..	..	..	1,965	..	..	..	..	2,189
	1933-34	260	..	..	..	..	..	..	..	1,917	..	..	..	..	2,177
	1934-35	269	40	..	..	..	..	..	..	2,008	..	..	..	..	2,317
Other Minor Administrations.	1931-32	72	..	..	..	2	..	..	..	455	..	..	..	..	529
	1932-33	98	..	..	..	3	..	..	..	552	..	..	..	..	653
	1933-34	137	..	..	..	8	..	..	..	640	..	..	..	..	785
	1934-35	131	..	6	..	3	..	..	..	726	..	..	..	..	874
Total of all Provinces.	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	469	328	910	342	228	..	73,250	4,369	1,279	1,543	1,914	98,974
	1934-35	13,430	2,617	630	441	925	345	174	..	73,428	4,424	1,209	1,467	1,958	101,078

(v) *Number of undergraduates in institutions controlled by Provincial Boards of Education in 1934.*

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	(a)1,202	..	..	1,202
United Provinces	6,761	..	904	7,665
Rajputana (including Ajmer-Merwara), Central India and Gwalior (b).	208	..	26	234

(a) Includes figures for Islamic Studies, Dyeing and Commerce.

(b) Figures for 1934-35.

(vi) Results of examinations conducted by Provincial Boards of Education, 1935.

Nature of Examination.	Madras S. S. L. C. Board.	Dacca Inter- mediate and Secondary Board.	United Provinces High School and Inter- mediate Board.	Burma English and A.V. and Secondary Board.	Central Provinces High School Board.	Hydera- bad (Deccan) H. S. L. C. Board.	Delhi Secondary Board.	Rajputana (including Ajmer- Merwara), Central India and Gwalior High School and Inter- mediate Board.
<i>High School or Leaving Certificate.</i>								
Number of candidates .	(a)	546	12,637	3,596	4,084	1,084	1,576	523
„ passes .	7,327	385	7,300	1,454	1,614	575	931	262
Percentage of passes .	..	70.5	57.7	40.4	39.5	53.0	59.1	50.1
<i>Intermediate Arts.</i>								
Number of candidates .	..	(b) 310	(d) 3,949	..	..	..	..	103
„ passes .	..	192	(d) 2,329	..	..	..	..	66
Percentage of passes .	..	61.9	58.9	..	..	..	..	62.3
<i>Intermediate Science.</i>								
Number of candidates .	..	(c) 173	..	..	..	..	..	(e) 41
„ passes .	..	128	..	..	..	..	..	18
Percentage of passes .	..	74.0	..	..	..	..	..	43.9

(a) Complete information not available.

(b) Excludes 99 candidates (of whom 73 passed) in Intermediate examination in Islamic Studies.

(c) Excludes 35 and 50 candidates (of whom 15 and 37 passed) in Intermediate examination in Dyeing and in Commerce, respectively.

(d) Includes figures for Intermediate Science, but excludes those for Intermediate Commerce (369 appeared and 193 passed) and Intermediate Agriculture (81 appeared and 74 passed).

(e) Excludes 16 candidates (of whom 8 passed) in Intermediate examination in Commerce.

(vii) Results of Examinations of Indian

Nature of Examination.	Madras.	Andhra.	Anna- malal.	Bombay.	Calcutta.	Dacca.	Allaha- bad.	Luck- now.	Benares Hindu.	Agra.
<i>Matriculation.</i>										
Number of candidates . . .	115	42	..	(a) 14,958	24,624	..	..	..	1,585	..
„ passes . . .	33	5	..	(a) 5,611	14,517	..	..	..	605	..
Percentage of passes . . .	28.7	11.9	..	(a) 37.5	59.0	..	..	..	38.1	..
<i>Intermediate Arts.</i>										
Number of candidates . . .	(b)4,723	(b)2,250	(b) 153	2,052	5,404	..	..	..	329	..
„ passes . . .	(b)1,860	(b) 638	(b) 84	1,225	3,050	..	..	..	221	..
Percentage of passes . . .	(b) 39.4	(b) 28.4	(b) 54.9	59.7	56.4	..	..	..	67.1	..
<i>Intermediate Science.</i>										
Number of candidates . . .	..	..	..	1,451	3,622	..	..	..	313	..
„ passes . . .	..	..	..	604	1,832	..	..	..	156	..
Percentage of passes . . .	..	..	..	41.6	50.6	..	..	..	49.8	..
<i>Bachelor of Arts (Honours).</i>										
Number of candidates . . .	184	38	32	597	798	56	32	37	15	..
„ passes . . .	156	35	29	503	(e) 558	(e) 42	26	34	2	..
Percentage of passes . . .	84.7	92.1	90.6	84.2	70.0	75.0	81.2	91.9	13.3	..
<i>Bachelor of Arts (Pass).</i>										
Number of candidates . . .	2,668	1,028	28	920	2,804	170	567	279	340	779
„ passes . . .	944	290	16	608	1,438	92	394	227	192	428
Percentage of passes . . .	35.4	28.2	57.1	66.1	51.3	54.1	69.5	81.4	56.5	54.9
<i>Bachelor of Science (Honours).</i>										
Number of candidates . . .	..	18	11	..	204	31	30	4	22	..
„ passes . . .	..	18	11	..	(e) 114	(e) 21	24	4	2	..
Percentage of passes . . .	..	100	100	..	55.9	67.7	80.0	100	9.1	..
<i>Bachelor of Science (Pass).</i>										
Number of candidates . . .	..	131	51	468	741	61	134	96	275	216
„ passes . . .	..	54	26	311	466	41	82	65	159	130
Percentage of passes . . .	..	41.2	51.0	66.4	62.9	67.2	61.2	67.7	57.8	60.2
<i>Master of Arts.</i>										
Number of candidates . . .	311	..	..	148	556	90	126	131	52	135
„ passes . . .	134	..	..	100	365	80	107	127	38	106
Percentage of passes . . .	43.1	..	..	67.6	65.7	88.9	84.9	96.9	73.0	78.5
<i>Master of Science.</i>										
Number of candidates . . .	..	..	..	62	189	28	(f) 146	39	45	24
„ passes . . .	..	..	..	43	112	25	(f) 106	37	38	23
Percentage of passes . . .	..	..	..	69.3	59.3	89.3	(f) 72.0	94.9	84.4	95.8

(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. Sc. (1 appeared and 1 passed),

Universities in Arts and Science, 1935.

Aligarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania (Hyderabad).	Total.	Nature of Examination
									<i>Matriculation.</i>
139	16,664	..	..	4,793	..	..	1,156	64,076	Number of candidates.
92	13,154	..	..	2,589	..	..	465	37,071	„ passes.
66.1	78.9	..	..	54.0	..	..	40.2	57.85	Percentage of passes.
									<i>Intermediate Arts.</i>
164	3,767	469	(d) 612	850	621	359	(b) 570	22,323	Number of candidates.
110	2,188	257	(d) 263	466	343	(g) 110	(b) 201	11,016	„ passes.
67.0	58.1	54.7	(d) 43.0	54.8	55.2	30.6	(b) 35.3	49.35	Percentage of passes.
									<i>Intermediate Science.</i>
144	1,264	149	..	449	307	906	..	8,605	Number of candidates.
96	780	80	..	229	172	(g) 215	..	4,164	„ passes.
66.6	61.7	53.7	..	51.0	56.0	23.7	..	48.39	Percentage of passes.
									<i>Bachelor of Arts (Honours).</i>
4	324	50	22	154	..	32	..	2,375	Number of candidates.
(e) 4	125	(e) 43	20	114	..	(e) 30	..	1,721	„ passes.
100	38.6	86.0	90.9	74.0	..	93.7	..	72.46	Percentage of passes.
									<i>Bachelor of Arts (Pass).</i>
138	2,922	283	138	495	561	(e)	121	14,241	Number of candidates.
103	1,593	183	79	206	313	78	58	7,242	„ passes.
74.6	54.4	64.7	57.2	41.6	55.7	..	47.9	50.85	Percentage of passes.
									<i>Bachelor of Science (Honours.)</i>
1	6	..	14	33	..	37	..	411	Number of candidates.
..	2	..	(e) 12	19	..	(e) 33	..	260	„ passes.
..	33.3	..	55.7	57.6	..	89.2	..	63.26	Percentage of passes.
									<i>Bachelor of Science (Pass).</i>
46	207	84	77	86	112	(e)	51	2,836	Number of candidates.
37.	128	54	41	47	50	80	16	1,787	„ passes.
80.4	61.8	64.2	53.2	54.7	44.6	..	31.4	63.01	Percentage of passes.
									<i>Master of Arts.</i>
49	299	64	5	86	58	7	(f) 15	2,132	Number of candidates.
37	187	39	2	69	53	6	(f) 14	1,464	„ passes.
75.5	62.5	60.9	40.0	80.2	91.3	85.7	(f) 93.3	68.67	Percentage of passes.
									<i>Master of Science.</i>
28	14	..	..	14	10	23	(f) 19	648	Number of candidates.
23	14	..	..	14	9	18	(f) 14	482	„ passes.
82.1	100	..	..	100	90.0	78.3	(f) 73.7	74.38	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.
 by passing either parts.
 are not shown above :—
 100 per cent.)

APPENDIX III.

BRITISH INDIA.

General Educational Tables, 1934-35.

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General Summary of Educational Institutions and Scholars.

			PERCENTAGE OF SCHOLARS TO POPULATION.			
			Recognized Institutions.		All Institutions.	
			1935.	1934.	1935.	1934.
Area in square miles	1,093,791					
Population—						
Males	140,022,643	Males	7.19	7.05	7.58	7.44
Females	131,669,261	Females	2.09	1.99	2.20	2.09
Total	271,691,904	Total	4.72	4.60	4.97	4.55

Recognized Institutions.	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	
Universities	16	16	..	(e)11,003	10,762	+ 241	
<i>For Males.</i>							
Arts Colleges	232	231	+1	79,242	76,852	+2,390	(a)26,041 (b)50,753 (c)1,533
Professional Colleges	60	60	..	19,070	18,576	+494	(a)15,620 (b)1,624
High Schools	3,091	2,998	+93	944,922	915,114	+29,808	(c)730,594* (d)214,328
Middle Schools	9,692	9,683	+9	1,172,065	1,174,677	-2,612	(c)437,721 (d)734,344
Primary Schools	166,588	166,880	-292	8,639,405	8,396,968	+242,437	(d)8,639,405†
Special Schools	6,096	6,262	-166	239,181	237,308	+1,873	
Totals	185,759	186,114	-355	11,093,885	10,819,495	+274,390	
<i>For Females.</i>							
Arts Colleges	27	24	+3	2,065	1,817	+248	(a)556 (b)1,382 (c)127
Professional Colleges	9	9	..	428	341	+87	(a)264 (b)157
High Schools	376	358	+18	98,975	92,430	+6,545	(c)53,682‡ (d)45,283
Middle Schools	925	892	+33	146,042	140,101	+5,941	(c)31,907 (d)114,136
Primary Schools	33,785	34,053	-268	1,450,267	1,409,330	+40,937	
Special Schools	410	386	+24	18,095	17,520	+575	
Totals	35,532	35,722	-190	1,715,872	1,661,539	+54,333	
<i>Unrecognized Institutions.</i>							
For Males	30,887	31,078	-191	592,047	592,650	-603	
For Females	4,069	3,794	+275	94,062	88,444	+5,618	
Totals	34,956	34,872	+84	686,109	681,094	+5,015	
GRAND TOTALS	256,293	256,724	-461	13,506,869	13,172,890	+333,979	

(a) In Graduate and Post-Graduate classes. (b) In Intermediate classes. (c) In Secondary stage. (d) In Primary stage.

(e) Includes 20 scholars of Professional Colleges undergoing Pundit's training in the Annamalai University, 330 scholars of Professional Colleges in Burma and 175 Law scholars in Delhi.

* Includes 21 male scholars in Intermediate classes in Assam.

† Includes 532 male scholars in Secondary stage in Bihar and Orissa and Assam.

‡ Includes 4 female scholars in Intermediate classes in Assam.

§ Includes 154 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 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 respect of 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.
	1935.	1934.	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	1,11,67,064	1,11,95,727	-28,663	91.8	8.1	..	0.1	..	..	..	..	..
Universities	1,38,26,525	1,81,30,857	+6,95,668	38.9	..	41.6	19.5	..	..	..	..	..
Boards of Secondary and Intermediate Education.	3,76,632	3,53,989	+22,643	11.6	..	88.4	..	..	..	..	..	..
† Miscellaneous	3,47,79,799	3,36,78,606	+11,01,193	32.3	13.2	19.5	35.0	..	..	..	..	..
Totals	6,01,50,020	5,83,59,179	+17,90,841	44.7	9.2	21.4	24.7	..	..	..	..	..
<i>Institutions for Males.</i>												
Arts Colleges	1,50,92,675	1,48,93,487	+1,99,188	36.8	0.3	49.0	13.9	70 6 6	0 8 4	93 14 6	26 9 1	191 6 5
Professional Colleges	71,43,759	71,89,769	-46,010	63.9	1.9	30.4	3.8	232 13 2	9 12 10	110 14 4	14 0 9	864 9 1
High Schools	4,96,38,363	4,83,96,857	+12,41,506	29.4	4.7	53.5	12.4	14 12 7	2 6 1	26 14 7	6 4 0	50 5 3
Middle Schools	2,30,78,253	2,31,67,731	-89,478	39.0	23.9	27.3	9.8	7 11 0	4 11 5	5 6 0	1 14 8	19 11 1
Primary Schools	6,69,58,408	6,68,57,965	+1,00,443	50.4	32.4	6.8	10.4	3 14 6	2 8 2	0 8 6	0 12 10	7 12 0
Special Schools	1,36,80,666	1,42,40,040	-5,59,374	60.1	4.6	15.2	20.1	34 5 9	2 9 8	8 11 6	11 8 3	57 3 2
Totals	17,55,92,124	17,47,45,849	+8,46,275	43.2	17.2	27.0	11.7	6 18 3	2 11 7	4 6 7	1 13 7	15 13 0
<i>Institutions for Females.</i>												
Arts Colleges	6,51,287	6,00,463	+50,824	54.9	0.4	26.8	17.9	218 15 2	1 6 9	106 15 10	71 2 11	398 8 8
Professional Colleges	3,17,003	3,25,319	-8,316	81.0	..	11.9	7.1	599 14 5	..	87 14 11	52 13 3	740 10 7
High Schools	79,79,587	77,21,572	+2,58,015	39.6	2.0	36.8	21.6	31 3 10	1 9 5	29 0 2	17 0 9	78 14 2
Middle Schools	44,59,110	43,40,987	+1,19,023	40.7	13.6	16.0	29.7	12 6 9	4 2 4	4 14 5	9 1 0	30 8 6
Primary Schools	1,36,10,049	1,31,85,640	+4,24,409	44.1	36.9	3.9	15.1	4 2 3	3 7 5	0 5 10	1 6 8	9 6 2
Special Schools	24,52,240	24,87,077	-34,837	61.9	1.9	5.1	31.1	83 14 11	2 9 7	6 14 4	42 1 6	135 8 4
Totals	2,94,69,276	2,86,60,158	+8,09,118	44.6	19.8	15.3	20.3	7 10 6	3 6 5	2 10 0	3 7 11	17 2 10
GRAND TOTALS	26,52,17,420	26,17,65,186	+34,46,234	43.7	15.7	25.0	15.6	9 0 7	3 3 11	5 2 10	3 3 8	20 11 0

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.

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, 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.					Total.	
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Government.	District Board.	Municipal Board.	Aided.	Unaided.		
	1	2	3	4	5	6	7	8	9	10		11	12
RECOGNISED INSTITUTIONS.												
Universities	..	..	..	16	..	16	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	4	..	..	2	..	6	..	..	..	..	..	..
Colleges—												
Arts and Science *	36	1	..	88	20	145	3	..	..	8	2	13
Law	4	..	..	2	7	13	..	..	..	..	..	..
Medicine	7	..	1	1	..	9	..	..	..	1	..	1
Education	14	..	..	..	..	14	3	..	..	3	2	8
Engineering	6	..	..	1	..	7	..	..	..	..	..	..
Agriculture	5	..	..	..	1	6	..	..	..	..	..	..
Commerce	1	..	..	4	1	6	..	..	..	..	..	..
Forestry	1	..	..	..	..	1	..	..	..	..	..	..
Veterinary Science	4	..	..	..	..	4	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	23	..	1	50	13	87	4	..	..	8	2	14
Totals	101	1	2	146	42	292	10	..	..	20	6	36
High Schools	334	192	113	1,701	751	3,091	53	3	3	297	20	376
Middle Schools—												
English	97	628	160	2,357	753	3,995	32	3	26	298	34	393
Vernacular	50	4,594	98	930	25	5,697	100	72	88	267	5	532
Primary Schools	2,265	58,602	4,666	91,635	9,420	166,588	384	6,745	1,808	20,115	4,733	33,755
Totals	2,746	64,016	5,037	96,023	10,949	179,371	569	6,823	1,925	20,977	4,792	35,086
Special Schools—												
Art	6	1	1	5	2	15	..	..	..	..	..	..
Law	2	..	..	..	..	2	..	..	..	..	..	..
Medical	18	..	..	5	3	26	2	..	..	2	..	4
Normal and Training	274	40	8	36	8	369	111	..	3	81	9	212
Engineering †	8	..	..	2	..	10	..	..	..	..	..	..
Technical and Industrial	131	20	10	203	19	383	3	..	1	95	7	106
Commercial	17	..	..	23	176	216	..	..	..	3	1	4
Agricultural	6	1	..	6	1	14	..	..	..	1	..	1
Reformatory	11	..	..	2	..	13	..	..	..	2	..	2
Schools for Defectives	1	..	1	32	3	37	..	..	..	3	1	4
Schools for Adults	13	273	134	726	211	1,357	2	..	..	9	4	15
Other Schools	69	14	8	2,945	621	3,657	31	..	..	28	3	62
Totals	556	349	162	3,985	1,044	6,096	149	..	4	232	25	410
Totals for Recognised Institutions.	3,407	64,366	5,201	100,772	12,035	185,781	728	6,823	1,929	21,229	4,823	35,532
Unrecognised Institutions	..	223	7	90	30,567	30,887	..	29	13	71	3,956	4,069
GRAND TOTALS, ALL INSTITUTIONS.	3,407	64,589	5,208	100,862	42,602	216,668	728	6,852	1,942	21,300	8,779	39,601

* Includes 3 Oriental Colleges.

† Includes Survey Schools.

II-A.—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 RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education. (a)</i>									
Arts and Science (b) and (c)	20,096	17,852	5,678	122	117	119	115	107	10
Law	1,356	1,070	260	..	..	..	..	..	..
Medicine	3,248	2,873	1,207	..	..	..	399	329	134
Education	1,272	1,191	867	..	..	..	..	..	..
Engineering	1,341	1,280	925	..	..	..	..	..	..
Agriculture	690	623	648	..	..	..	..	..	..
Commerce	402	340	65	..	..	..	..	..	..
Forestry	42	40	..	..	..	..	..	..	..
Veterinary Science	379	314	333	..	..	..	..	..	..
Totals	28,826	25,563	9,978	122	117	119	514	436	144
<i>School and Special Education.</i>									
In High Schools	110,923	100,421	10,438	55,357	51,284	2,371	44,649	41,351	616
.. Middle Schools—									
.. English	14,154	12,861	1,445	69,661	57,271	2,523	27,888	25,243	470
.. Vernacular	6,938	5,800	901	610,085	505,969	28,121	19,348	17,019	267
.. Primary Schools	103,203	82,546	449	3,538,373	2,710,670	1,183	688,741	539,301	109
Totals	235,218	201,628	13,233	4,273,476	3,325,194	34,108	780,626	622,914	1,462
In Art Schools	1,594	1,420	69	61	50	..	50	40	..
.. Law Schools	166	144	..	..	..	..	..	..	..
.. Medical Schools	4,616	4,071	1,701	..	..	..	..	..	..
.. Normal and Training Schools	16,242	14,771	8,424	538	530	528	108	104	24
.. Engineering Schools*	1,493	1,364	864	..	..	..	..	..	..
.. Technical and Industrial Schools	8,555	6,708	2,141	945	718	72	496	342	29
.. Commercial Schools	834	748	48	..	..	..	..	..	..
.. Agricultural Schools	229	200	190	32	30	32	..	..	..
.. Reformatory Schools	2,119	1,958	2,014	..	..	..	..	..	..
.. Schools for Defectives	25	22	18	..	..	..	30	20	..
.. Schools for Adults	875	658	..	6,058	5,019	..	3,519	2,385	..
.. Other Schools	6,489	5,506	1,531	567	469	200	273	205	..
Totals	43,237	37,580	17,000	8,201	6,816	832	4,476	3,096	53
Totals for Recognised Institutions.	307,281	264,771	40,211	4,281,799	3,332,127	35,149	785,616	626,446	1,659
In Unrecognised Institutions.	..	..	..	8,249	6,324	..	421	341	..
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	307,281	264,771	40,211	4,290,048	3,338,451	35,149	786,037	626,787	1,659

(a) Scholars reading more than one of the following subjects
(b) Includes 609 scholars also reading Law, and 44 students
(c) Includes 897 scholars in Oriental Colleges and 565
(d) Includes one girl in the high classes of Intermediate
* Includes 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
54,401	47,357	15,476	14,986	13,234	2,200	89,720	78,667	23,478	(d) 2,608
2,040	1,757	653	3,860	3,385	304	7,256	6,212	1,717	16
1,238	1,252	567	..	..	..	4,885	4,454	1,908	290
274	235	203	..	..	..	1,546	1,426	1,070	105
733	656	515	..	..	..	2,074	1,916	1,440	..
56	51	45	62	57	52	808	731	745	1
1,556	1,208	338	647	589	..	2,605	2,137	403	1
..	..	..	..	..	..	42	40	..	..
..	..	..	..	..	..	379	314	333	..
60,298	52,516	17,797	19,555	17,265	3,056	109,315	95,897	31,094	3,019
550,141	489,450	37,257	183,852	147,691	6,845	944,922	830,197	57,527	25,697
248,755	204,495	10,452	64,346	50,932	1,448	424,804	350,802	16,338	11,234
109,218	106,927	4,059	1,672	1,378	47	747,261	637,093	33,395	55,813
3,995,040	3,251,811	11,853	314,048	247,072	204	8,639,405	6,831,400	13,798	1,030,645
4,903,154	4,052,683	63,621	563,918	447,073	8,544	10,756,392	8,649,492	121,058	1,123,394
347	237	20	58	48	..	2,110	1,805	89	98
..	..	..	..	..	..	166	144	..	..
1,009	861	220	897	701	272	6,522	5,633	2,193	253
2,410	2,268	1,424	440	372	261	19,738	18,045	10,661	130
235	220	..	..	..	..	1,728	1,584	804	..
11,036	8,740	2,761	625	529	83	21,657	17,037	5,086	245
1,122	873	14	6,583	5,049	11	8,539	6,670	73	199
298	253	79	41	30	..	600	513	301	..
437	451	437	..	..	..	2,556	2,409	2,451	..
1,316	1,097	700	36	31	23	1,407	1,170	741	306
20,557	15,562	..	5,581	4,350	..	36,590	27,974	..	180
107,035	88,111	14,811	23,204	18,475	846	137,568	112,766	17,388	2,013
145,802	118,873	20,466	37,465	29,585	1,496	239,181	195,750	39,847	3,424
5,109,254	4,223,872	101,884	620,938	493,923	13,096	11,104,888	8,941,139	191,999	1,129,837
5,217	4,252	..	578,160	378,229	869	592,047	389,146	869	47,567
5,114,471	4,228,124	101,884	1,199,098	872,152	13,965	11,696,935	9,330,285	192,868	1,177,404

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.

Colleges in the Punjab.

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 RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b)	784	697	249	..	..	..	..	..	..
Medicine . . . . .	..	..	..	..	..	..	..	..	..
Education	143	132	104	..	..	..	..	..	..
Totals	927	829	353	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High Schools	16,795	14,626	1,426	627	595	..	923	747	32
„ Middle Schools—									
English	5,102	4,223	114	381	305	..	4,598	3,948	..
Vernacular	16,604	12,691	152	7,329	5,848	102	15,682	12,536	..
„ Primary Schools	31,411	24,240	207	336,672	252,569	28	232,832	175,486	..
Totals	69,912	55,780	1,893	345,009	259,317	130	254,035	192,717	32
In Medical Schools	148	142	139	..	..	..	..	..	..
„ Normal and Training Schools	3,542	3,290	2,487	..	..	..	32	36	..
„ Technical and Industrial Schools	426	321	..	..	..	..	66	54	..
„ Commercial Schools . . . . .	..	..	..	..	..	..	..	..	..
„ Agricultural Schools . . . . .	..	..	..	..	..	..	..	..	..
„ Schools for Adults	33	30	..	..	..	..	..	..	..
„ Other Schools	874	716	..	..	..	..	..	..	..
Totals	5,023	4,499	2,606	..	..	..	98	90	..
Totals for Recognised Institutions	75,862	61,108	4,858	345,009	259,317	130	254,133	192,807	32
In Unrecognised Institutions . . . . .	..	..	..	987	658	..	1,190	928	..
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES	75,862	61,108	4,858	345,996	259,975	130	255,323	193,735	32
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES	383,143	325,879	45,069	4,636,044	3,598,426	35,279	1,041,360	820,522	1,691

(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
894 143 94	835 143 89	462 142 56	387 .. 48	335 .. 46	43 .. 17	2,065 143 285	1,867 143 267	754 142 177	......
1,131	1,067	660	435	381	60	2,493	2,277	1,073	..
76,765 42,922 49,335 727,266	66,824 36,805 41,420 591,000	14,000 8,313 8,248 9,479	3,565 3,332 757 122,086	2,855 2,709 591 95,768	304 492 116 116	98,975 56,335 89,707 1,450,267	85,677 47,990 73,086 1,139,063	(a) 15,871 8,919 3,618 9,830	7,942 5,475 3,261 71,323
896,288	736,049	35,040	130,040	101,953	1,118	1,695,284	1,345,816	(a) 36,233	83,006
352 3,103 5,325 113 60 754 2,322	352 2,924 4,292 94 47 494 1,020	352 2,274 1,187 .. 60 80 528	.. 257 231 40 144 273	.. 232 185 34 52 210	.. 123 26	500 6,934 6,048 153 60 931 3,469	494 6,482 4,852 128 47 576 2,846	491 4,864 1,213 .. 60 80 528	.. 15 82 (b) 374
12,929	10,123	4,481	915	713	149	18,095	15,425	7,236	471
909,448	747,239	40,181	131,420	103,047	1,327	1,715,872	1,363,518	(a) 46,547	53,477
4,460	3,716	..	87,425	53,479	34	94,062	58,781	34	8,615
913,908	750,955	40,181	218,845	156,526	1,361	1,809,934	1,422,299	(a) 46,581	97,092
6,028,379	4,979,079	142,065	1,417,943	1,028,678	15,326	13,506,869	10,752,584	(a) 239,449	—

(a) Includes 19 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 58 scholars of Schools for Defectives and 41 scholars of Reformatory Schools.

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes Rs. 17,34,558 (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 INTER-MEDIATE EDUCATION.												
Universities . . .	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	36,988	..	..	2,94,645	..	3,31,633	..	..	..	..	..	..
Arts Colleges	31,61,003	..	..	19,07,172	1,82,936	52,51,111	..	..	..	..	16,060	16,060
Professional Colleges—												
Law	18,009	..	..	1,58,088	2,185	1,78,282	..	..	..	..	..	..
Medicine	16,80,774	..	..	5,50,620	1,31,080	23,62,474	..	..	1,26,429	99,840	..	2,26,269
Education	7,38,442	..	..	2,14,812	13,452	9,66,706	..	..	..	..	..	..
Engineering	9,55,238	..	..	2,76,143	42,003	12,73,384	..	..	..	..	..	..
Agriculture	5,66,057	..	..	83,991	..	6,50,048	..	..	..	..	..	..
Commerce . . . . .	..	..	..	51,029	18,499	69,528	..	..	..	..	..	..
Forestry	62,843	..	..	26,000	3,696	92,539	..	..	..	..	..	..
Veterinary Science	4,54,682	..	..	35,771	3,000	4,93,453	..	..	..	..	..	..
Intermediate Colleges	9,31,216	..	..	3,63,311	11,889	13,06,416	3,620	..	14,405	10,291	2,458	30,774
Totals	86,05,252	..	..	39,61,582	4,08,740	1,29,75,574	3,620	..	1,40,834	1,10,131	18,518	2,73,103

SCHOOL EDUCATION.												
<i>General.</i>												
High Schools	64,35,848	2,160	11,948	31,74,537	43,906	96,68,399	9,66,676	10,42,033	5,67,187	22,28,824	49,107	48,53,827
Middle Schools—												
English	6,96,021	1,000	..	2,40,549	2,178	9,39,748	5,87,353	7,30,383	2,92,962	10,10,440	38,947	26,60,085
Vernacular	1,65,530	1,147	..	6,142	12	1,72,831	61,62,368	23,50,814	3,14,138	9,87,387	47,512	98,62,219
Primary Schools	13,51,835	15,716	2,372	6,280	4,292	13,80,495	2,50,79,410	90,15,746	71,51,445	10,93,274	5,73,316	4,29,13,191
Totals	86,49,234	20,023	14,320	34,27,508	50,388	1,21,61,473	3,27,95,807	1,31,38,976	83,25,732	53,19,925	7,08,882	6,02,89,322
<i>Special.</i>												
Arts Schools	2,62,640	..	..	46,451	10,797	3,19,888	1,360	3,026	865	139	4,384	9,774
Law Schools . . . . .	..	..	..	9,442	..	9,442	..	..	..	..	..	..
Medical Schools	8,23,422	200	..	3,64,864	35,215	12,23,701	..	..	..	..	..	..
Normal and Training Schools.	24,79,203	5,322	3,961	2,587	7,949	24,99,022	69,122	36,310	25,723	..	..	1,31,155
Engineering Schools* . .	4,49,893	..	..	83,082	21,204	5,54,179	..	..	..	..	..	..
Technical and Industrial Schools.	16,95,833	13,579	2,601	25,069	1,04,140	18,41,222	43,865	69,883	37,703	9,437	25,512	1,86,400
Commercial Schools . . .	60,603	..	..	49,718	2,236	1,12,557	..	..	..	..	..	..
Agricultural Schools . . .	49,869	..	..	1,554	..	51,423	..	6,740	..	..	607	7,347
Reformatory Schools . . .	3,47,252	..	..	19	8,361	3,55,832	..	..	..	..	..	..
Schools for Defectives . .	2,923	..	..	..	..	2,023	..	..	640	..	..	640
Schools for Adults	4,385	..	..	..	261	4,646	18,896	2,732	13,825	..	2	35,505
Other Schools	6,39,722	..	331	85,277	2,273	7,27,603	4,605	9,565	5,747	27,666	1,01,145	1,48,728
Totals	68,15,745	19,101	6,893	6,68,063	1,92,436	77,02,238	1,37,848	1,28,306	84,503	37,242	1,31,650	5,19,549
GRAND TOTALS	2,40,70,231	39,124	21,213	80,57,153	6,51,564	3,28,39,285	3,29,37,275	1,32,67,282	85,51,069	54,67,298	8,59,050	6,10,81,974

* Include Survey Schools.

(c) Of this Rs. 2,267 was spent by the 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	53,78,305	..	..	57,58,598	26,89,622	1,38,26,525	..	..	..
Boards of Secondary and Intermediate Education.	6,522	..	..	38,477	..	44,999	..	..	..
Arts Colleges	16,43,692	13,200	8,148	39,81,709	16,43,150	72,89,894	11,39,877	87,917	12,26,894
Professional Colleges—									
Law . . . . .	..	..	..	21,652	..	21,652	3,92,993	8,569	4,01,562
Medicine	15,000	..	..	1,68,558	..	1,83,558	..	..	..
Education	2,450	..	..	2,643	1,675	6,768	..	..	..
Engineering	31,700	2,750	4,150	46,244	14,259	99,103	..	..	..
Agriculture . . . . .	..	..	..	..	..	..	7,257	28,232	35,489
Commerce	37,000	..	..	12,782	8,582	58,364	24,580	..	24,580
Forestry . . . . .	..	..	..	..	..	..	..	..	..
Veterinary Science . . . . .	..	..	..	..	..	..	..	..	..
Intermediate Colleges	5,70,158	175	7,335	8,95,089	3,61,429	18,34,186	1,27,831	89,492	2,17,323
Totals	76,84,827	16,125	19,628	1,09,25,752	47,18,717	2,33,65,049	16,92,538	2,13,310	19,05,848

SCHOOL EDUCATION.									
<i>General.</i>									
High Schools	65,68,955	2,61,445	3,62,412	1,50,13,350	46,12,414	2,68,18,576	50,11,710	12,05,868	62,17,578
Middle Schools—									
English	12,96,336	5,21,755	84,879	32,79,219	15,08,681	67,60,870	7,11,517	4,72,674	11,84,191
Vernacular	1,00,173	8,21,323	4,03,536	54,760	99,073	14,78,865	10,835	18,609	29,444
Primary Schools	73,17,662	45,24,158	9,60,653	32,09,198	58,85,206	2,18,96,877	2,77,074	4,90,771	7,67,845
Totals	1,52,83,126	61,28,681	18,11,480	2,15,56,527	1,21,65,374	5,69,45,188	60,11,136	21,87,922	81,99,058
<i>Special.</i>									
Arts Schools	9,000	456	8,300	6,829	9,849	34,524	256	1,485	1,691
Law Schools . . . . .	..	..	..	..	..	..	..	..	..
Medical Schools	5,250	1,200	24,465	1,00,600	62,304	1,93,819	1,20,003	35,401	1,55,404
Normal and Training Schools	1,78,552	1,115	249	4,399	1,16,324	3,00,639	12,822	27,357	40,179
Engineering Schools*	2,300	..	35,000	24,904	3,235	65,439	..	..	..
Technical and Industrial Schools	4,52,968	26,303	59,991	2,05,084	8,67,449	16,11,795	11,827	25,847	37,674
Commercial Schools	5,409	..	110	25,723	11,115	42,357	2,12,331	19,403	2,31,734
Agricultural Schools	1,993	3,278	..	102	11,212	16,585	..	98	98
Reformatory Schools	68,654	..	2,374	1,496	19,570	92,094	..	..	..
Schools for Defectives	66,679	2,276	15,343	20,309	1,38,890	2,43,497	2,849	198	3,047
Schools for Adults	24,855	9,797	8,635	14,327	33,740	91,354	4,216	9,834	14,050
Other Schools	4,47,892	1,38,837	46,732	5,14,767	7,12,856	18,61,084	96,465	3,25,350	4,21,815
Totals	12,63,642	1,83,262	2,01,199	9,18,540	19,86,544	45,53,187	4,60,769	4,44,923	9,05,692
GRAND TOTALS	2,42,31,595	63,28,068	20,32,307	3,34,00,819	1,88,70,635	8,48,63,424	81,64,443	28,46,155	1,10,10,598

* Include Survey Schools.

III-A.—Expenditure on Education for Males—concl'd.

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	16,41,715	511	14,242	..	24	16,56,492
Inspection	77,34,155	5,42,467	2,88,303	82	7,601	85,72,608
Buildings, etc.	37,66,379	18,91,914	5,10,347	5,44,078	45,89,365	1,13,02,083
Miscellaneous	54,24,862	12,04,972	5,21,659	44,23,930	48,69,776	1,64,45,199
Totals	1,85,67,111	36,39,864	13,34,551	49,68,090	94,66,766	3,79,76,382
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities	53,78,305	..	..	57,58,598	26,89,622	1,38,26,525
Boards of Secondary and Intermediate Education	43,510	..	..	3,33,122	..	3,76,632
Arts Colleges	48,11,453	13,200	8,143	70,28,758	19,22,405	1,37,83,959
Professional Colleges—						
Law	18,009	..	..	5,72,733	10,754	6,01,496
Medicine	16,95,774	..	1,26,429	8,19,018	1,31,080	27,72,301
Education	7,40,892	..	..	2,17,455	15,127	9,73,474
Engineering	9,86,938	2,750	4,150	3,22,387	56,262	13,72,487
Agriculture	5,66,057	..	..	91,248	28,232	6,85,537
Commerce	37,000	..	..	88,391	27,081	1,52,472
Forestry	62,843	..	..	26,000	3,696	92,539
Veterinary Science	4,54,682	..	..	35,771	3,000	4,93,453
Intermediate Colleges	15,05,494	175	25,340	13,96,522	4,61,168	33,88,699
Totals	1,63,00,957	16,125	1,64,082	1,66,90,003	53,48,427	3,85,19,574
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	1,39,73,679	13,06,232	9,41,547	2,54,28,421	59,08,501	4,75,58,380
Middle Schools—						
English	25,79,785	12,53,139	3,77,841	52,41,725	20,82,405	1,15,34,894
Vernacular	64,28,071	31,73,284	7,17,674	10,59,124	1,66,206	1,15,43,359
Primary Schools	3,37,49,337	1,35,55,620	81,14,470	45,85,826	69,53,155	6,69,58,408
Totals	5,67,30,872	1,92,58,274	1,01,51,532	3,63,15,096	1,51,09,267	13,75,95,041
<i>Special.</i>						
Arts Schools	2,73,090	3,482	9,165	53,675	26,465	3,65,877
Law Schools . . . . .	..	..	..	9,442	..	9,442
Medical Schools	8,28,672	1,400	24,465	5,85,467	1,32,920	15,72,924
Normal and Training Schools	27,26,877	42,747	29,933	13,808	1,51,630	29,70,995
Engineering Schools*	4,52,193	..	35,000	1,07,986	24,439	6,19,618
Technical and Industrial Schools	21,92,666	1,09,785	1,00,295	2,51,417	10,22,948	36,77,091
Commercial Schools	66,012	..	110	2,87,772	32,754	3,86,648
Agricultural Schools	51,862	10,018	..	1,656	11,917	75,453
Reformatory Schools	4,15,906	..	2,374	1,515	27,931	4,47,726
Schools for Defectives	60,602	2,276	15,983	23,158	1,39,088	2,50,107
Schools for Adults	48,136	12,579	22,460	18,543	43,837	1,45,555
Other Schools	10,93,574	1,48,402	52,810	7,24,175	11,40,269	31,59,230
Totals	82,18,590	3,30,669	2,92,595	20,84,614	27,54,198	1,36,80,666
GRAND TOTALS	9,98,17,530	2,32,74,932	1,19,42,740	6,00,57,803	3,26,78,658	22,77,71,663

* Include Survey Schools.

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 1,49,344 (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 INTER-MEDIATE EDUCATION.												
Arts Colleges	2,48,753	..	..	52,898	1,044	3,02,695	..	..	..	..	..	..
Professional Colleges—												
Medicine . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Education	70,406	..	..	443	630	71,479	..	..	..	..	..	..
Intermediate Colleges	55,301	..	..	15,066	..	70,367	..	..	..	..	..	..
Totals	3,74,460	..	..	68,407	1,674	4,44,541	..	..	..	..	..	..
SCHOOL EDUCATION.												
<i>General.</i>												
High Schools	10,79,232	..	500	3,16,248	5,852	14,01,832	17,621	6,597	26,791	12,027	1,488	64,519
Middle Schools—												
English	2,39,978	..	..	27,720	1,224	2,68,922	33,083	4,884	82,411	15,148	1,091	1,36,617
Vernacular	3,50,833	..	..	19,735	196	3,70,764	97,296	42,402	2,36,753	6,128	180	3,82,759
Primary Schools	4,62,501	4,851	..	2,800	597	4,70,749	39,05,791	8,97,700	31,24,411	15,393	31,795	79,75,090
Totals	21,32,544	4,851	500	3,66,503	7,869	25,12,267	40,53,791	9,51,583	34,70,366	48,696	34,549	85,58,985
<i>Special.</i>												
Medical Schools	1,12,791	..	..	1,615	..	1,14,406	..	..	..	..	..	..
Normal and Training Schools.	8,11,771	..	4,524	1,528	3,549	8,21,372	2,280	..	8,843	30	..	11,153
Technical and Industrial Schools.	16,334	..	..	..	..	16,334	500	..	425	..	..	925
Commercial Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	654	..	..	..	..	654	..	..	..	..	..	..
Other Schools	19,767	..	208	..	..	19,975	..	..	..	..	..	..
Totals	9,61,317	..	4,732	3,143	3,549	9,72,741	2,780	..	9,268	30	..	12,078
GRAND TOTALS FOR FEMALES.	34,68,321	4,851	5,232	4,38,053	13,092	39,29,549	40,56,571	9,51,583	34,79,634	48,726	34,549	85,71,063
GRAND TOTALS FOR MALES.	2,40,70,231	39,124	21,213	80,57,153	6,51,564	3,28,39,285	3,29,37,275	1,32,67,282	85,51,069	54,67,298	8,59,050	6,10,81,974
GRAND TOTALS FOR ALL	2,75,38,552	43,975	26,445	84,95,206	6,64,656	3,67,68,834	3,69,93,846	1,42,18,865	1,20,30,703	55,16,024	8,93,599	6,96,53,037

(a) Of this Rs. 832 was spent by the 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	51,549	..	..	57,615	99,422	2,08,586	26,220	750	26,970
Professional Colleges—									
Medicine	1,70,334	..	..	33,485	..	2,03,819	..	..	..
Education	16,017	..	..	2,481	18,576	37,074	1,227	3,404	4,631
Intermediate Colleges	96,778	..	2,940	63,252	37,986	1,99,906	5,879	8,586	14,465
Totals	3,33,678	..	2,940	1,56,833	1,55,934	6,49,385	33,326	12,740	46,066
SCHOOL EDUCATION.									
<i>General.</i>									
High Schools	19,94,918	13,676	1,09,283	24,36,205	16,01,725	61,55,807	1,06,928	78,799	1,85,727
Middle Schools—									
English	8,15,532	16,954	61,518	5,75,308	8,73,504	23,42,816	18,996	67,236	86,232
Vernacular	2,77,239	47,937	1,12,790	53,213	3,71,230	8,62,409	..	8,591	8,591
Primary Schools	16,33,158	6,35,160	3,58,602	4,82,140	18,78,593	49,87,662	29,175	1,47,373	1,76,548
Totals	47,20,847	7,13,727	6,42,193	35,46,875	47,25,052	1,43,48,694	1,55,099	3,01,999	4,57,098
<i>Special.</i>									
Medical Schools	1,03,753	2,820	6,900	24,128	1,15,223	2,52,824	..	..	..
Normal and Training Schools	3,36,300	..	2,155	37,349	2,65,941	6,41,745	5,842	29,655	35,497
Technical and Industrial Schools	64,768	1,026	14,749	22,391	2,54,533	3,57,467	291	12,799	13,090
Commercial Schools	5,920	..	..	10,410	156	16,486	6,160	1,237	7,397
Agricultural Schools	360	..	..	..	..	360	..	..	..
Schools for Adults	2,900	..	200	1,636	10,575	15,311	1,300	5,152	6,452
Other Schools	40,612	1,220	3,988	11,848	50,905	1,08,573	249	11,970	12,219
Totals	5,54,613	5,066	27,992	1,07,762	6,97,333	13,92,766	13,842	60,813	74,655
GRAND TOTALS FOR FEMALES	56,09,138	7,18,793	6,73,125	38,11,470	55,78,319	1,63,90,845	2,02,267	3,75,552	5,77,819
GRAND TOTALS FOR MALES	2,42,31,595	63,28,068	20,32,307	3,34,00,819	1,88,70,635	8,48,63,424	81,64,443	28,46,155	1,10,10,598
GRAND TOTALS FOR ALL	2,98,40,733	70,46,861	27,05,432	3,72,12,289	48,754	10,12,54,269	83,66,710	32,21,707	1,15,88,417

III-B.—Expenditure on Education for Females—concl'd.

	TOTAL EXPENDITURE FROM					GRAND TOTALS.
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	
	22	23	24	25	26		27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	8,73,157	3,246	60,738	..	823	9,37,964
Buildings, etc.	6,40,531	76,257	1,55,193	92,419	7,84,362	17,48,762
Miscellaneous	14,07,062	66,044	1,59,130	17,22,247	19,09,252	52,83,755
Totals	29,20,770	1,66,547	3,75,061	18,14,666	26,94,437	79,70,461
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	3,01,052	..	..	1,56,733	1,00,466	5,38,251
Professional Colleges—						
Medicine	1,70,334	..	..	33,485	..	2,03,819
Education	86,423	..	..	4,151	22,610	1,13,184
Intermediate Colleges	1,51,079	..	2,940	84,197	46,522	2,84,738
Totals	7,08,868	..	2,940	2,58,666	1,69,598	11,39,992
SCHOOL EDUCATION						
General.						
High Schools	30,91,771	20,273	1,37,074	28,71,408	16,87,359	78,07,886
Middle Schools—						
English	10,88,593	21,838	1,43,929	6,37,172	9,43,055	28,34,587
Vernacular	7,25,368	90,339	3,49,543	79,076	3,60,197	16,24,523
Primary Schools	60,01,450	16,87,711	34,83,013	5,29,517	20,58,358	1,36,10,049
Totals	1,09,07,182	16,70,161	41,13,559	41,17,173	60,68,969	2,58,77,044
Special.						
Medical Schools	2,16,544	2,820	6,900	25,743	1,15,223	3,67,230
Normal and Training Schools	11,50,351	..	15,522	44,749	2,99,146	15,09,767
Technical and Industrial Schools	81,602	1,026	15,174	22,682	2,67,332	3,87,816
Commercial Schools	5,920	..	..	16,570	1,398	23,863
Agricultural Schools	360	..	..	..	..	360
Schools for Adults	3,554	..	200	2,936	16,727	22,417
Other schools	60,379	1,220	4,196	12,097	62,875	1,40,767
Totals	15,18,710	5,066	41,992	1,24,777	7,61,695	24,52,240
GRAND TOTALS FOR FEMALES	1,60,55,550	18,40,774	45,33,552	63,15,182	86,94,699	3,74,39,757
GRAND TOTALS FOR MALES	9,98,17,580	2,32,74,932	1,19,42,740	6,00,57,803	3,26,78,658	22,77,71,663
GRAND TOTALS FOR ALL	11,58,73,080	2,51,15,706	1,64,76,292	6,63,72,985	4,13,73,357	28,52,11,420

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	50,873	1,802,781	4,072,744	139,930,811	—	
<i>School Education.</i>											
Classes.											
Primary	I	5,242	97,413	2,212,588	1,191,026	121,947	1,019	45,237	50,622	3,725,094	2,028,395
	II	2,594	44,073	1,152,607	456,801	39,069	779	21,997	25,409	1,743,329	1,362,720
	III	2,437	35,362	921,776	324,814	29,298	869	17,934	21,960	1,354,500	1,021,215
	IV	2,861	30,369	727,354	201,774	22,128	838	15,520	16,586	1,017,230	742,115
	V	2,338	17,700	439,669	125,500	9,765	845	11,565	8,919	616,301	423,089
Middle*	VI	2,155	11,851	271,553	71,533	7,960	962	9,178	6,017	381,209	236,335
	VII	1,960	9,749	211,358	54,340	8,464	796	6,632	4,205	297,504	172,980
	VIII	1,476	8,392	181,040	43,647	3,099	759	5,751	3,075	247,239	137,726
High*	IX	1,153	4,122	90,315	22,975	3,081	710	3,240	1,560	127,156	50,235
	X	853	3,204	78,674	19,411	2,486	651	2,484	1,124	108,887	42,164
	XI	856	2,366	66,193	12,423	120	642	79	888	83,567	32,410
	XII	25	397	16,400	2,285	..	732	26	509	20,374	6,488
Totals		23,800	264,998	6,360,527	2,526,529	247,417	9,602	139,643	140,874	9,722,390	7,155,872
<i>University and Intermediate Education.</i>											
Intermediate classes—											
1st year		233	797	18,899	3,932	241	359	680	453	25,599	9,102
2nd year		230	745	19,734	4,180	286	239	625	345	26,384	9,691
Degree classes—											
1st year		95	375	9,780	1,942	86	96	366	178	12,918	4,460
2nd year		91	400	10,712	2,070	121	124	400	185	14,103	4,185
3rd year		1	21	327	127	..	..	6	..	(a) 482	(b) 128
Post-graduate classes—											
1st year		11	80	1,933	254	12	23	38	38	2,389	610
2nd year		9	43	1,543	297	12	19	39	28	1,990	475
Research students . . . . .		..	12	174	47	..	21	1	3	258	39
Totals		675	2,473	63,102	12,849	758	881	2,155	1,230	(c) & (f) 85,412	(d) 29,389
No. of scholars in recognised institutions.		24,475	267,471	6,432,629	2,539,378	248,175	10,483	141,798	142,104	9,807,802	7,185,261
No. of scholars in unrecognised institutions.		39	4,939	164,200	177,024	192,469	365	5,854	8,205	553,095	409,360
GRAND TOTALS		24,514	272,410	6,596,829	2,716,402	440,644	10,848	147,652	150,309	10,360,897	7,594,621

* 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 18 students. (2 Hindus, 15 Muhammadans and 1 Sikh) in the 4th year class in N.-W. F. Province.

(b) Includes 9 students in the 4th year class in N.-W. F. Province.

(c) Includes 1,146 Hindus, 140 Muhammadans and 3 others in the United Provinces not shown in details.

(d) Includes 699 students who reside in rural areas in the United Provinces not shown in details.

(e) Excludes 105 boys reading purely classics and 21 students in Intermediate classes of St. Edmund's College in Assam which is classed as High School in Table II-A. also excludes 20 students of Mercara and Saniversanti Primary Schools in Coorg reading Carpentry and Weaving only.

(f) Excludes 147 students in the Oriental College in the Punjab and 44 students of the Ravenshaw College in Bihar and Orissa reading Law only, also excludes 1,533 students reading in school stages in colleges in the Punjab; and includes 21 students of St. Edmunds College in Assam.

(g) Excludes 9,025, 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.	Muhammadians.	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	131,593,880	—
(c)										
<i>School Education.</i>										
Primary	Classes.									
I	5,659	76,217	834,824	456,669	111,680	1,192	16,873	13,151	1,516,265	1,080,354
II	2,632	28,834	302,781	112,708	27,963	806	5,470	5,265	483,509	318,969
III	2,700	21,597	210,176	58,117	17,516	937	4,291	4,247	319,581	187,304
IV	2,662	17,513	123,604	22,973	9,826	982	3,172	2,996	188,728	98,008
V	2,412	11,505	65,583	10,403	2,676	822	2,413	1,656	97,470	38,889
Middle	VI	2,212	8,319	28,854	3,420	1,719	838	781	47,039	12,599
VII	1,848	6,498	19,859	2,130	1,698	739	640	568	33,980	8,110
VIII	1,422	4,641	10,529	1,282	471	555	461	163	19,524	3,500
High	IX	986	1,859	5,036	557	441	451	169	9,624	765
X	319	1,234	2,295	352	307	363	98	82	6,350	441
XI	477	807	2,467	117	1	269	3	44	4,185	220
XII	19	120	1,017	23	..	277	..	36	1,497	92
Totals	23,698	179,144	1,613,025	668,756	174,298	8,231	34,371	29,229	2,730,752	1,749,251
<i>University and Intermediate Education.</i>										
Intermediate classes—										
1st year	80	292	975	103	39	101	34	30	1,659	163
2nd year	67	276	761	66	28	73	30	31	1,332	157
Degree classes—										
1st year	41	147	419	31	17	44	13	10	722	83
2nd year	26	134	351	27	14	43	6	12	613	74
3rd year	2	5	13	1	..	1	1	..	23	4
Post-graduate classes—										
1st year	3	11	73	5	..	8	3	2	105	3
2nd year	1	12	57	1	..	12	..	2	85	5
Research students . . . . .	..	1	4	..	..	2	..	1	8	2
Totals	220	878	2,653	239	98	284	87	88	(b) 4,547	491
No. of scholars in recognised institutions.	23,018	180,022	1,615,678	668,995	174,306	8,515	34,458	29,317	2,735,299	1,749,742
No. of scholars in unrecognised institutions.	40	2,623	37,799	78,149	8,825	137	4,289	1,152	133,014	96,659
GRAND TOTALS	23,958	182,645	1,653,477	747,144	183,221	8,652	38,747	30,469	2,868,313	1,846,401

(a) Excludes 10 students in the special class of the Queen Mary College, Lahore, 34 girls reading classics and 4 students of St. Agnes' School in Assam which is classed as High School in Table II-A.

(b) Excludes 127 students reading in School Stages in Colleges in the Punjab and includes 4 students of St. Agnes' School in Assam.

(c) 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.	Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
<i>School Education.</i>										
Art Schools . . .	6	66	1,584	246	35	37	22	16	2,012	469
Law Schools . . .	..	..	150	16	..	..	..	..	166	82
Medical Schools . .	8	139	5,153	729	37	5	146	52	6,269	1,059
Normal and Training Schools.	13	2,882	12,537	8,539	449	1	105	97	19,623	14,548
Engineering and Surveying Schools.	23	49	1,327	180	72	19	48	10	1,728	477
Technical and Industrial Schools.	280	2,978	12,923	4,225	72	141	348	547	(c) 21,514	6,380
Commercial Schools .	124	526	6,484	604	225	271	41	65	8,340	919
Agricultural Schools	..	129	335	134	1	..	..	1	600	474
Reformatory Schools	9	93	1,359	711	388	2	9	26	2,597	840
Schools for Defectives	25	253	714	90	32	14	7	24	1,159	327
Schools for Adults .	..	164	17,484	17,356	260	12	771	363	36,410	25,896
Other Schools . . .	9	334	45,409	76,842	12,222	13	440	561	135,830	104,741
Totals .	497	7,613	105,459	104,672	13,793	515	1,937	1,762	236,248	156,212
<i>University and Intermediate Education.</i>										
Law	7	74	5,714	1,087	40	49	214	99	(a) 7,284	2,083
Medicine	143	223	3,421	488	25	54	93	148	4,595	1,515
Education	32	112	918	296	28	2	48	5	1,441	285
Engineering . . .	30	80	1,444	193	7	68	79	20	(b) 1,911	586
Agriculture . . .	..	36	581	112	..	3	39	36	807	334
Commerce	2	34	2,276	136	..	69	6	81	2,604	981
Forestry . . . .	..	6	29	7	..	..	..	..	42	..
Veterinary Science .	..	49	217	88	13	..	12	..	379	201
Totals .	214	614	14,600	2,407	113	235	491	389	19,063	5,985
GRAND TOTALS .	711	8,227	120,059	107,079	13,906	750	2,428	2,151	255,311	162,197

(a) Includes 44 students of the Ravenshaw College in Bihar and Orissa (shown against Arts and Science in Table II A) reading Law only.

(b) Excludes 163 students not reading the University course in Bihar and Orissa.

(c) Includes 20 students of Mercara and Saniversante Primary schools in Coorg (shown under school Education, General Primary school in Table II-A) reading Carpentry and Weaving only.

V-B.--Race or Creed of Female Scholars receiving Vocational and Special Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
<i>School Education.</i>										
Medical Schools	23	377	263	38	12	4	28	8	753	195
Normal and Training Schools.	280	3,049	2,580	667	258	39	143	53	7,049	2,555
Technical and Industrial Schools.	86	2,271	2,842	504	46	304	98	63	(a)6,214	1,445
Commercial Schools	264	31	10	2	22	16	..	7	352	1
Agricultural Schools . . . . .	..	54	1	..	..	..	..	5	60	60
Schools for Adults	1	23	833	84	8	150	..	12	1,111	226
Other Schools	34	518	2,321	1,953	326	27	124	206	5,509	2,350
Totals	668	6,323	8,850	3,248	672	540	393	354	21,048	6,832
<i>University and Intermediate Education.</i>										
Medicine	36	79	205	31	4	35	21	22	433	49
Education	89	98	111	39	33	6	11	3	390	..
Law	1	2	5	..	..	7	..	1	16	..
Agriculture . . . . .	..	..	..	..	..	1	..	..	1	..
Commerce . . . . .	..	1	..	..	..	..	..	..	1	..
Totals	126	180	321	70	37	49	32	26	841	49
GRAND TOTALS	794	6,503	9,171	3,318	709	589	425	380	21,889	6,881

(a) Includes three girls reading in an Art School in the Punjab.

VI-A.—Men Teachers.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Un-trained Teachers.	Grand totals of Teachers.
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Un-certificated.	Certificated.	Un-certificated.			
	1	2	3	4	5	6	7	8	9				10	11	12
<i>Primary Schools.</i>												
Government	22	249	1,464	1,270	15	3	4	211	298	3,020	516	3,536
Local Board and Municipal.	114	4,332	64,376	40,031	278	102	42	5,328	30,170	109,131	35,642	144,773
Aided	64	3,860	41,591	19,231	613	94	234	26,046	73,094	65,259	99,468	164,727
Unaided	2	120	1,525	483	4	1	15	3,916	8,833	2,134	12,765	14,899
Totals	202	8,561	108,956	61,015	810	200	295	35,501	112,395	179,544	148,391	327,935
<i>Middle Schools.</i>												
Government	64	414	338	6	5	7	9	48	67	827	131	958
Local Board and Municipal.	450	2,136	20,588	953	231	57	191	657	3,178	24,358	4,083	28,441
Aided	278	1,534	4,345	1,042	214	338	334	4,346	4,579	7,413	9,797	17,210
Unaided	98	271	820	17	16	63	166	831	1,903	1,222	2,983	4,185
Totals	890	4,355	26,091	2,018	466	465	900	5,862	9,727	33,820	16,974	50,794
<i>High Schools.</i>												
Government	2,552	1,230	813	79	179	107	319	300	561	4,853	1,287	6,140
Local Board and Municipal.	1,544	1,499	444	96	570	126	196	171	622	4,153	1,115	5,268
Aided	4,972	3,938	2,394	391	822	2,774	2,810	3,822	5,001	12,517	14,467	26,984
Unaided	426	336	574	21	10	1,913	1,556	2,511	2,389	1,367	8,369	9,736
Totals	9,494	7,003	4,225	587	1,581	4,920	4,881	6,804	8,633	22,890	25,238	48,128
GRAND TOTALS	10,586	19,919	139,272	63,620	2,857	5,585	6,076	48,187	130,755	236,254	190,603	426,857

VI-B.—Women Teachers.

	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total trained Teachers.	Total un-trained Teachers.	Grand totals of Teachers.
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Un-certificated.	Certificated.	Un-Certificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
CLASS OF INSTITUTIONS.												
<i>Primary Schools.</i>												
Government . . .	4	94	478	329	6	..	..	40	263	911	303	1,214
Local Board and Municipal.	6	324	4,315	5,639	46	16	20	391	4,711	10,330	5,138	15,468
Aided	22	853	5,244	2,746	241	18	62	2,369	7,548	9,116	9,987	19,103
Unaided	3	8	92	53	..	..	2	296	878	156	1,176	1,332
Totals	45	1,279	10,129	8,767	293	34	84	3,086	13,400	20,513	16,604	37,117
<i>Middle Schools.</i>												
Government . . .	34	115	421	86	8	3	13	104	150	664	275	939
Local Board and Municipal.	14	93	360	193	11	5	10	71	306	671	392	1,063
Aided	119	863	1,555	773	96	65	103	342	1,225	3,406	1,735	5,141
Unaided	4	12	73	4	1	8	2	29	86	94	125	219
Totals	171	1,083	2,409	1,056	116	81	133	546	1,767	4,835	2,527	7,362
<i>High Schools.</i>												
Government . . .	143	288	237	7	37	20	52	33	62	712	172	884
Local Board and Municipal.	11	15	34	54	3	..	1	6	14	117	21	138
Aided	589	1,673	552	192	134	234	319	307	824	3,140	1,684	4,824
Unaided	20	47	20	1	4	17	25	26	57	62	125	217
Totals	763	2,023	843	254	178	271	397	377	957	4,061	2,002	6,063
GRAND TOTALS . . .	979	4,385	18,381	10,077	587	356	614	4,009	16,124	29,409	21,133	50,542

VII.—Anglo-Indian and European Education.

Total European and Anglo-Indian population—					Percentage to European and Anglo-Indian Population of those at school—							
Male	:	:	:	:	163,475	Males.	Females.	Total.				
Female	:	:	:	:	105,113	19-12	27-93	22-57				
TOTAL					268,588							
	Insti- tutions	Scholars on roll on March 31st.	Number of females in Insti- tutions for Males and vice versa.	Number of †Non- Euro- peans on roll.	TEACHERS.		EXPENDITURE FROM					
					Trained.	Un- trained	Govt. funds.	Local funds.*	Fees.	Other sources.	Total expendi- ture.	
	1	2	3	4	5	6	7	8	9	10	11	
							Rs.	Rs.	Rs.	Rs.	Rs.	
<i>Institutions for Males.</i>												
Arts Colleges	6	213	..	42	30	7	1,66,468	..	1,41,596	68,713	3,76,777	
Training Colleges	1	25	..	..	(a)	(a)	12,308	..	..	..	12,308
High Schools	73	18,300	979	4,866	714	358	10,12,130	11,740	13,48,947	7,26,836	30,99,653	
Middle Schools	37	6,475	1,533	1,382	184	82	2,12,523	150	1,64,828	1,55,585	5,33,089	
Primary Schools	47	3,159	1,017	529	135	70	81,980	205	77,752	1,03,717	2,63,654	
Training Schools	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..
Other Schools	1	23	7	..	2	2	(b)7,054	..	2,697	..	9,751	
Totals	165	27,195	3,536	8,819	1,095	519	14,92,466	12,095	17,35,820	10,54,851	42,95,232	
<i>Institutions for Females.</i>												
Arts Colleges	..	..	..	..	..	..	..	..	..	..	..
Training Colleges	3	81	..	3	9	3	43,541	..	3,700	6,865	54,106	
High Schools	112	21,202	3,886	5,243	1,090	387	10,99,821	29,096	11,76,252	5,99,673	29,04,842	
Middle Schools	55	6,948	2,003	1,692	319	107	2,57,142	4,672	2,02,698	1,96,571	6,61,083	
Primary Schools	65	4,775	1,701	1,256	168	102	1,13,339	4,135	1,32,451	1,40,047	3,89,972	
Training Schools	8	221	10	24	40	3	25,586	..	14,532	26,521	66,639	
Technical and Industrial Schools.	1	67	..	20	3	2	766	..	..	2,656	3,422
Commercial Schools	3	113	..	10	11	1	5,920	..	10,410	156	16,486	
Other Schools	1	11	..	..	1	..	10,718	..	..	1,624	12,342
Totals	248	33,418	7,600	8,248	1,641	605	15,56,833	37,903	15,40,043	9,74,113	41,08,892	
GRAND TOTALS FOR INSTITUTIONS.	413	60,613	—	15,067	2,736	1,124	30,49,299	49,998	32,75,863	20,28,964	84,04,124	
Expenditure on Buildings Includes Rs. 27,136 spent by the Public Works Department.							Inspection	92,109	..	..	92,109
"Miscellaneous" in- cludes the following main items :—							Buildings, etc.	3,76,968	..	1,62,523	5,61,901	
Scholarships, Hostel charges and other con- tingent charges.							Miscellaneous	9,82,813	2,280	23,08,901	17,27,372	
							Totals	14,51,890	2,280	24,71,424	22,89,273	
GRAND TOTALS								45,01,189	52,278	57,47,287	43,18,237	1,46,18,991

* Include both District Board and Municipal Funds.

† The term " Non-Europeans " does not include domiciled Europeans and Anglo-Indians.

(a) Teaching staff of Lawrence (Intermediate) College, Ghoragall also teach students of Chelmsford Training College at Ghoragall in the Punjab.

(b) Expenditure relating to European special subjects Training Centre in Madras, which has no pupils of its own.

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.												
<i>Arts and Science.</i>												
D. Litt.	1	1	2	1	1	2	..	..	..	..	..	..
Ph. D.	2	13	15	2	10	12	..	..	..	..	..	..
D. Sc.	1	11	12	1	11	12	..	..	..	..	..	..
M. A.	1,369	634	2,003	1,022	369	1,381	78	27	105	68	15	79
M. Sc.	533	36	571	405§	21	426§	7	1	8	4	1	5
B. A. (Honours) . . .	2,278	42	2,320	1,393	15	1,408	168	8	176	137	4	141
B. Sc. (Honours) . . .	430	4	434	227	3	230	5	..	5	4	..	4
B. A. (Pass)	10,847	3,517	14,364	5,992	1,381	7,373	461	209	670	300	121	421
B. Sc. (Pass)	2,791	259	3,050	1,792	109	1,901	43	9	52	36	5	41
<i>Law.</i>												
Master of Law	13	51	64	2	15	17	..	..	..	..	..	..
Bachelor of Law†. . .	4,371	185	4,556	2,471	121	2,592	12	1	13	7	1	8
<i>Medicine.†</i>												
M. D.	21	..	21	4	..	4	2	..	2	..	..	..
M. B. B. S.	1,442	7	1,449	518	5	523	84	..	84	27	..	27
L. M. S.	3	..	3	2	..	2	1	..	1	1	..	1
M. C. P. & S. (Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta) .	32	..	32	14	..	14	..	..	..	..	..	..
M. S.	16	..	16	2	..	2	..	..	..	..	..	..
M. Obstetrics . . . .	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	5	..	5	1	..	1	..	..	..	..	..	..
D. P. H.	12	26	38	7	17	24	..	..	..	..	..	..
D. O.	3	..	3	..	..	..	..	..	..	..	..	..
B. Sc. (Sanitary) . . .	..	..	..	..	..	..	..	..	..	..	..	..
D. T. M. (Calcutta) . .	64	30	94	50	24	74	..	..	..	..	..	..

* i.e., appearing from a recognised institution.

† In the Examination for "Ayurvedacharya" (Benares Hindu University), there were 59 male candidates of whom 42 passed.

‡ Result of 3 candidates in the Punjab not yet declared.

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 <i>—con'd.</i>												
<i>Engineering.†</i>												
Bachelor of C. E.	274	12	286	218	7	225	..	..	..	..	..	..
Bachelor of E. E.	191	6	197	170	3	173	..	..	..	..	..	..
Bachelor of M. E.	37	4	41	29	..	29	..	..	..	..	..	..
Bachelor of Mining and Metallurgy.	18	..	18	14	..	14	..	..	..	..	..	..
<i>Education.</i>												
B. E., B. T., & L. T.	871	163	1,034	648	102	750	176	38	214	144	31	175
<i>Commerce.</i>												
Master of Commerce	1	..	1	1	..	1	1	..	1	..	..	..
Bachelor of Commerce	642	13	655	337	7	344	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture	3	..	3	2	..	2	..	..	..	..	..	..
Bachelor of Agriculture	278	5	283	167	5	172	..	..	..	..	..	..
INTERMEDIATE EXAMINATIONS.												
Intermediate of Arts	20,569	5,173	25,742	10,993	1,986	12,979	1,185	571	1,756	776	299	1,075
Intermediate in Science	7,762	478	8,240	4,109	214	4,323	198	21	219	97	12	109
Licentiate of Civil Engineering.	106	..	106	72	..	72	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching ^(a)	2,613	72	2,685	1,317	45	1,362	576	14	590	362	4	366
Intermediate or Diploma in Commerce.	651	34	685	372	16	388	..	..	..	..	..	..
Licentiate of Agriculture.	172	1	173	125	1	126	..	..	..	..	..	..
Veterinary Examinations.	338	..	338	244	..	244	..	..	..	..	..	..

* i.e., appearing from a recognised institution.

† Including the Diploma Examination of the Thomason Civil Engineering College, Roorkee.

^(a) Besides these, 112 candidates, of whom 90 were successful, appeared for the Acting Teacher's Certificate Examination in the United Provinces.

VIII.—Examination Results—concl'd.

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.												
<i>(a) On completion of High School course.</i>												
Matriculation	57,648	8,531	66,179	34,594	3,131	37,725	2,493	1,974	4,467	1,663	958	2,621
School Final, etc.	32,273	6,310	38,583	24,798	3,080	27,878	1,636	375	2,011	1,261	158	1,419
European High School	414	6	420	230	3	233	281	4	285	187	..	187
Cambridge School Certificate.†	656	177	833	427	34	461	406	37	443	294	17	311
<i>(b) On completion of Middle School course.</i>												
Cambridge Junior	573	1	574	381	..	381	598	5	603	428	3	431
European Middle	733	1	734	501	..	501	594	..	594	463	..	463
Anglo-Vernacular Middle	94,247	825	95,072	69,904	263	70,167	7,319	334	7,653	5,767	167	5,934
Vernacular Middle	69,474	12,271	81,745	45,523	5,024	50,547	9,217	2,620	11,837	5,400	1,163	6,563
<i>(c) On completion of Primary course.</i>												
Upper Primary	281,757	2,845	284,602	209,993	459	210,452	31,687	637	32,324	21,994	272	22,266
Lower Primary	586,192	901	587,093	446,724	786	447,510	97,808	120	97,928	75,077	91	75,168
<i>(d) On completion of Vocational course.</i>												
For teacher's certificates—												
{ Vernacular, Higher	7,432	8,360	15,792	4,653	2,332	6,985	2,855	424	3,279	1,475	194	1,669
{ Vernacular, Lower	6,525	1,456	7,981	5,190	784	5,974	1,294	156	1,450	720	62	782
At Art Schools	1,259	37	1,296	838	20	858	23	13	36	12	4	16
At Law Schools	22	..	22	21	..	21	..	..	..	..	..	..
At Medical Schools	2,365	724	3,089	1,230	412	1,642	262	41	303	137	30	167
At Engineering Schools†	645	27	672	596	15	611	..	..	..	..	..	..
At Technical and Industrial Schools.	3,135	1,430	4,565	2,755	701	3,456	304	465	769	248	260	508
At Commercial Schools	2,084	11,814	13,898	1,198	4,721	5,919	12	59	71	4	25	29
At Agricultural Schools	282	..	282	254	..	254	3	..	3	3	..	3
At other Schools	8,595	380	8,975	5,777	294	6,071	55	4	59	50	4	54

* i.e., appearing from a recognised institution.

† Include Survey Schools.

** Includes figures for Vernacular Middle Examination in N. W. F. Province.

‡ In the Cambridge Higher School Certificate Examination, 21 males appeared and 3 passed, 8 females appeared and 6 passed.

N.B.—The result of Vernacular Upper Middle Examination for females of the United Provinces was as follows: 535 appeared and 269 passed.

IX.—Statistics of educational

Types of Institutions.	No. OF INSTITUTIONS AND SCHOLARS.							
	GOVERNMENT.		DISTRICT BOARD.		PRIVATE.		TOTAL.	
	Institu- tions.	Scholars.	Institu- tions.	Scholars.	Institu- tions.	Scholars.	Institu- tions.	Scholars.
1	2	3	4	5	6	7	8	9
I. RECOGNISED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges	3	605	1	122	27	4,892	31	5,619
Professional Colleges	3	459	..	..	..	(a) 20	3	479
High Schools	21	4,298	154	41,659	1,207	238,190	1,382	284,147
Middle Schools	49	5,479	4,868	639,039	3,265	303,948	8,182	948,466
Primary Schools	2,092	86,493	57,846	3,417,745	94,569	3,839,946	154,507	7,344,184
Training Schools	250	14,094	43	595	34	2,036	327	16,725
Agricultural Schools	3	125	1	32	5	295	9	452
Schools for adults	1	17	268	5,937	884	22,724	1,153	28,678
Other Schools	41	1,397	13	359	2,226	98,344	2,280	100,100
Total	2,463	112,967	63,194	4,105,488	102,217	4,510,395	167,874	8,728,850
<i>For Females.</i>								
Arts Colleges . . . . .	..	..	..	..	..	..	..	..
Professional Colleges . . . . .	..	..	..	..	..	..	..	..
High Schools	1	130	2	296	11	1,846	14	2,272
Middle Schools	7	686	52	4,786	111	11,957	170	17,429
Primary Schools	226	13,518	6,558	324,161	22,475	662,135	29,259	999,814
Training Schools	57	2,434	..	..	52	2,086	109	4,520
Agricultural Schools . . . . .	..	..	..	..	1	60	1	60
Schools for adults . . . . .	..	..	..	..	5	229	5	229
Other Schools	1	17	..	..	25	1,484	26	1,501
Total	292	16,785	6,612	329,243	22,680	679,797	29,584	1,025,825
GRAND TOTAL FOR ALL RECOGNISED INSTITUTIONS.	2,755	129,752	69,806	4,434,731	124,897	5,190,192	197,458	9,754,675
II. UNRECOGNISED INSTITUTIONS.								
For Males							25,768	461,917
For Females							3,569	74,779
Total							29,337	536,696
GRAND TOTAL FOR ALL INSTITUTIONS							226,795	10,291,371

(a) Scholars in the Pandita Training class of the Annamalai University.

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.				
4,21,243	5,753	7,72,150	11,99,146	37	17	418	472
3,54,478	3,453	1,22,149	4,80,080	76	..	..	76
21,95,919	10,06,076	77,11,812	1,09,13,807	292	2,535	13,426	16,253
74,72,281	45,01,612	60,91,620	1,70,65,513	252	24,603	15,736	40,591
2,86,41,132	1,46,34,123	96,66,915	6,29,42,170	2,976	117,326	149,710	270,012
23,65,800	55,410	1,81,302	26,02,512	828	121	214	1,163
18,507	8,018	9,886	36,411	12	3	15	30
31,367	11,850	22,857	66,074	1	93	935	1,029
6,21,762	1,67,284	11,99,704	19,88,750	83	23	6,092	6,198
4,21,22,489	2,03,93,579	2,47,78,395	8,72,94,463	4,557	144,721	186,546	335,824
..
..
1,00,155	30,786	1,35,742	2,66,683	12	16	127	155
1,65,214	61,327	2,14,651	4,41,192	31	215	703	949
32,47,753	17,69,153	9,09,565	59,26,471	495	11,069	24,457	36,021
7,81,552	4,524	1,89,137	9,75,213	302	..	277	579
360	..	..	360	..	..	2	2
785	..	493	1,278	..	..	10	10
12,735	660	45,637	59,032	1	..	80	81
43,08,554	18,66,450	14,95,225	76,70,229	841	11,300	26,656	37,797
4,64,31,043	2,22,60,029	2,62,73,620	9,49,64,692	5,398	156,021	212,202	373,621

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, 1934-35.

		PERCENTAGE OF SCHOLARS TO POPULATION.				
		Recognized Institutions.		All Institutions.		
		1934.	1935.	1934.	1935.	
Area in square miles	80					
Population—						
Males	32,345	Males	4.0	4.0	6.5	6.5
Females	19,133	Females	2.0	2.7	2.7	2.7
Total	51,478	Total	3.4	3.5	5.1	5.2

Recognised Institutions.	INSTITUTIONS.			SCHOLARS.		
	1934.	1935.	Increase or decrease.	1934.	1935.	Increase or decrease.
	1	2	3	4	5	6
Universities . . . . .	..	..	..	..	..	..
<i>For Males.</i>						
Arts Colleges . . . . .	..	..	..	..	..	..
Professional Colleges . . . . .	..	..	..	..	..	..
High Schools . . . . .	..	..	..	..	..	..
Middle Schools	5	5	..	396	377	-19
Primary Schools	14	11	-3	924	885	-39
Special Schools . . . . .	..	1	+1	..	21	+21
Totals	19	17	-2	1,320	1,283	-37
<i>For Females.</i>						
Arts Colleges . . . . .	..	..	..	..	..	..
Professional Colleges . . . . .	..	..	..	..	..	..
High Schools . . . . .	..	..	..	..	..	..
Middle Schools	3	3	..	118	119	+1
Primary Schools	8	8	..	315	397	+82
Special Schools . . . . .	..	..	..	..	..	..
Totals	11	11	..	433	516	+83
<i>Unrecognized Institutions.</i>						
For Males	17	23	+6	804	866	+62
For Females	1	..	-1	88	..	-88
Totals	18	23	-5	892	866	-26
GRAND TOTALS	48	51	+3	2,615	2,665	+50

(ii) General Summary of Expenditure on Education, 1934-35.

MGIPCO-L-III-113-1-237-675.

	TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM				COST PER SCHOLAR TO				Total cost per scholar.
	1934.	1935.	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	14,929	24,130	+9,201	72	19	..	..	7	2	..	..	9
Universities . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous †	296	2,308	+2,012	9	..	..	..	1	..	..	..	1
Totals	15,225	26,438	+11,213	81	19	..	..	8	2	..	..	10
<i>Institutions for Males.</i>												
Arts Colleges . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
High Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools	51,781	38,508	-13,273	33	13	21	33	34	13	22	33	102
Primary Schools	27,914	25,010	-2,904	29	40	8	23	8	11	2	7	28
Special Schools . . . . .	..	1,840	+1,840	82	..	18	..	72	..	16	..	88
Totals	79,695	65,358	-14,337	33	23	16	28	17	12	8	14	51
<i>Institutions for Females.</i>												
Arts Colleges . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
High Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools	23,584	24,768	+1,184	24	..	11	65	49	..	24	135	208
Primary Schools	9,597	7,250	-2,347	42	..	..	58	8	..	..	10	18
Special Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Totals	33,181	32,018	-1,163	28	..	9	63	17	..	6	39	62
GRAND TOTALS	1,28,101	1,23,814	-4,287	41	16	12	31	19	8	5	14	46

* Includes both District Board and Municipal Funds.
† Includes expenditure on buildings.

BUREAU OF EDUCATION, INDIA

EDUCATION IN INDIA

IN

1935-36



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PREFACE.

This report deals with the period from April 1, 1935, to March 31, 1936. It is based on the provincial reports for which I am indebted to the Directors of Public Instruction of the provinces concerned and to other educational officers. I am grateful to Mr. Nauhria Ram for willing assistance.

J. E. PARKINSON,
*Educational Commissioner
with the Government of India.*

New Delhi, the 13th November, 1937.

EDUCATION IN INDIA

IN

1935-36.

I.—*General Summary.*

In last year's report my predecessor commented on the inefficiency of the control and administration of primary education by local bodies and the inability or disinclination of provincial ministries to reorganise both primary and secondary education with a view to improving inefficiency. He pointed out, however, that in regard to the upper stages of instruction the outlook was not so gloomy because certain provinces and bodies were seriously concerned with the general dissatisfaction and had or were taking action towards improvement.

The increasing amount of attention given to education by Provinces, educational bodies and individuals is the most prominent feature of the year now under review. Few are the voices raised in support of the present system. The prevailing discontent is finding wide expression and action must be taken sooner or later. Probably little will be done until the new provincial ministries have been elected next year when provincial autonomy will become operative. The political turmoil due to the elections will force education, for the time being, into a less prominent position. Existing ministries too will be reluctant to frame schemes which they may not be in a position to carry out.

In any reorganisation it is perhaps not too much to hope that the Central Advisory Board of Education will prove invaluable both in advice and stimulus. This Board which was abolished in 1923 as a measure of economy was revived by the Government of India in August 1935. It consists of all provincial Ministers of Education or their Directors of Public Instruction, representatives of the Inter-University Board, the Legislative Assembly, the Council of State and nominees of the Government of India. The advice of so weighty and authoritative a body cannot but influence opinion on the need and nature of educational reconstruction.

At its first meeting held in December, 1935 the Board centred its discussion round the question of unemployment among the educated classes. One of the results was a proposal to reorganise the educational system with a view to lessen the drift of unsuitable students to universities and provide better employable material. The proposal was forwarded to all Provincial Governments and is now under their consideration.

As indicative of the attention which education is now receiving throughout India the year under review saw the publication of many reports by Governments and Committees. Amongst these may be mentioned the valuable and comprehensive report of the Vernacular and Vocational Education Reorganisation Committee, Burma, and the report of the Unemployment Committee, Bihar, which contains recommendations about educational reorganisation in its relation to unemployment. The Central Provinces issued a revised curriculum for primary schools whilst the Bengal Government published a comprehensive scheme of educational reconstruction with a view to elicit opinion. The Indian States too are appreciating the need of a review of their educational system. In Mysore and Hyderabad, which are amongst the most progressive states in India, committees were appointed to consider a reorganisation of the educational system.

Thus the year under review has seen much activity in educational circles, a careful consideration of the present school system by many authorities and proposals of different kinds for improvement. What is now required is to implement those proposals which receive general acceptance. All are agreed that stagnation and wastage is appalling, that the administration of primary education by local bodies shows no improvement and is thoroughly inefficient, that compulsory primary education appears as remote as ever, that the annual increase in the percentage of literates is disconcertingly small, that the universities contain many students who are unfitted to profit by higher academic studies, that unemployment amongst the educated classes is common, and that provision for the education of girls is ludicrously inadequate. Again and again, attention has been drawn to the above facts in the press, on the platform and in provincial and other reports. What is now necessary is a determined effort to do something about it and not merely to talk. The plea of lack of money can no longer excuse apathy, for the money now available for primary education could support a wide expansion, were administration more austere and wastage eradicated. But there is no need to be pessimistic in view of the attention which these problems are now receiving and the advent of provincial autonomy next year.

TABLE I.—Total number of institutions (for boys and girls), 1935-36.

Province.	NO. OF RECOGNISED INSTITUTIONS.			NO. OF UNRECOGNISED INSTITUTIONS.			TOTAL NO. OF INSTITUTIONS.		
	1935.	1936.	Increase (+) or decrease (—) between 1935 and 1936.	1935.	1936.	Increase (+) or decrease (—) between 1935 and 1936.	1935.	1936.	Increase (+) or decrease (—) between 1935 and 1936.
Madras	50,393	50,118	—275	1,171	1,191	+20	51,564	51,309	—255
Bombay	15,826	16,097	+271	1,101	1,217	+116	16,927	17,314	+387
Bengal	70,241	68,076	—2,165	1,419	1,350	—69	71,660	69,426	—2,234
United Provinces	22,639	22,514	—125	2,191	2,058	—133	24,830	24,572	—258
Punjab	11,620	11,650	+30	6,399	6,576	+177	18,019	18,226	+207
Burma	7,179	7,419	+240	18,395	18,385	—10	25,574	25,804	+230
Bihar and Orissa	28,812	28,148	—664	2,593	2,614	+21	31,405	30,762	—643
Central Provinces and Berar	5,545	5,579	+34	396	378	—18	5,941	5,957	+16
Assam	6,886	7,341	+455	757	789	+32	7,643	8,130	+487
North-West Frontier Province	1,013	1,012	—1	115	127	+12	1,128	1,139	+11
Coorg	121	121	..	7	8	+1	128	129	+1
Delhi	347	340	—7	52	87	+35	399	427	+28
Ajmer-Merwara	332	340	+8	59	69	+10	391	409	+18
Baluchistan	123	101	—22	279	262	—17	402	363	—39
Bangalore	119	110	..	6	3	—3	116	113	—3
Other Administered Areas	120	119	—1	16	12	—4	136	131	—5
BRITISH INDIA	221,307	219,085	—2,222	34,956	35,126	+170	256,263	254,211	—2,052

Institutions.—During the year under review recognised institutions decreased by 2,222. The previous year there was a decrease of 548 institutions.

The large decrease mentioned above was mainly in the primary schools and is mainly ascribed to the elimination of inefficient primary schools. The decrease was spread over Madras, Bengal, the United Provinces, Bihar and Orissa, North-West Frontier Province and Delhi. In Madras, it was due mainly to the reduction in the number of elementary schools for boys and girls and in Bengal it was a result of a policy of concentration. In the United Provinces the closure of single teacher schools was responsible while in the Punjab it was attributed, in the main, to the reduction in the status of ineffective and uneconomical institutions on account of retrenchment carried out under the stress of financial depression. In Bihar and Orissa, the decrease was caused by the amalgamation of girls' schools with boys' schools and the elimination of unnecessary primary schools for boys. The Delhi report attributes the decrease in the number of recognised institutions for males to "the elimination of unnecessary, uneconomical and inefficient aided primary institutions, that have either been closed or amalgamated with Municipal schools". The decrease, however, need not give cause for alarm, as the enrolment figures corroborate the fact that the reduction in the number of institutions was fully justified.

TABLE II.—Total number of pupils (boys and girls), 1935-36.

Province.	IN RECOGNISED INSTITUTIONS.			IN UNRECOGNISED INSTITUTIONS.			IN ALL INSTITUTIONS.			PERCENTAGE OF PUPILS TO POPULATION.	
	1935.	1936.	Increase (+) or decrease (—) between 1935 and 1936.	1935.	1936.	Increase (+) or decrease (—) between 1935 and 1936.	1935.	1936.	Increase (+) or decrease (—) between 1935 and 1936.	1935.	1936.
Madras	3,053,446	3,133,426	+79,980	40,757	40,554	—203	3,094,203	3,173,980	+79,777	6·6	6·8
Bombay	1,281,447	1,430,465	+49,018	40,699	45,939	+5,240	1,422,146	1,476,404	+54,258	6·5	6·8
Bengal	3,010,845	3,083,409	+72,564	64,427	62,882	—1,545	3,075,272	3,146,291	+71,019	6·13	6·28
United Provinces	1,532,569	1,557,944	+25,375	62,371	62,316	—55	1,594,940	1,620,260	+25,320	3·29	3·35
Punjab	1,133,585	1,132,876	—709	134,889	141,556	+6,667	1,268,474	1,274,432	+5,958	5·38	5·40
Burma	516,141	533,618	+17,477	213,965	210,167	—3,798	730,106	748,785	+18,679	4·98	5·07
Bihar and Orissa	1,115,236	1,142,404	+27,258	69,732	72,393	+2,661	1,184,968	1,214,887	+29,919	3·15	3·22
Central Provinces and Berar	485,532	483,818	—1,714	15,665	15,282	—383	501,197	499,100	—2,097	3·23	3·22
Assam	374,164	399,812	+25,648	29,726	34,209	+4,483	403,890	434,021	+30,131	4·6	5·0
North-West Frontier Province	91,500	93,346	+1,846	3,763	3,850	+87	95,263	97,196	+1,933	3·0	4·0
Coorg	10,869	11,344	+475	261	242	—19	11,130	11,586	+456	6·81	7·10
Delhi	44,901	45,854	+953	2,213	3,370	+1,157	47,114	49,224	+2,110	7·4	7·7
Ajmer-Merwara	23,377	23,316	—61	2,725	3,931	+1,206	26,102	27,247	+1,145	4·6	4·9
Baluchistan	9,422	4,121	—5,301	3,360	3,263	—97	12,782	7,384	—5,398	2·75	1·59
Bangalore	17,791	18,275	+484	443	451	+8	18,234	18,726	+492	13·6	14·0
Other Administered Areas	19,935	21,959	+2,024	1,113	667	—446	21,043	22,626	+1,578	9·4	12·4
BRITISH INDIA	12,820,760	13,115,077	+294,317	686,094	701,072	+14,963	13,506,869	13,816,149	+309,280	4·97	5·09

TABLE III.—*Distribution of pupils (boys and girls) in recognised institutions, 1935-36.*

Province.	No. of pupils in Universities. (a)	NO. OF PUPILS IN INSTITUTIONS FOR MALES.							NO. OF PUPILS IN INSTITUTIONS FOR FEMALES.							GRAND TOTAL.
		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 . . .	624	11,220	2,362	160,191	25,580	2,486,393	30,905	2,716,651	610	77	20,169	6,566	382,936	5,793	416,151	3,133,426
Bombay . . .	131	11,413	3,437	99,932	26,304	1,052,387	15,310	1,208,783	..	..	18,475	4,719	195,625	2,732	221,551	1,430,465
Bengal . . .	1,832	24,518	5,186	295,419	172,556	1,917,419	119,580	2,534,708	705	77	21,917	11,597	508,925	3,648	546,869	3,083,409
United Provinces . . .	6,556	8,937	4,461	83,938	101,102	1,189,204	24,993	1,417,635	335	10	8,898	48,525	75,061	924	133,753	1,557,944
Punjab . . .	10	13,650	2,380	139,149	433,720	369,882	11,962	970,743	579	116	11,670	40,733	106,453	2,572	162,123	1,132,876
Burma . . .	1,974	145	..	64,590	121,155	269,486	17,130	472,506	..	..	9,970	11,626	37,251	291	59,138	533,618
Bihar and Orissa . . .	..	3,711	940	58,100	101,934	879,230	20,590	1,064,555	13	..	2,484	6,663	67,922	857	77,939	1,142,494
Central Provinces and Berar . . .	..	2,489	786	9,473	107,489	314,140	3,258	437,035	22	17	522	7,533	37,236	853	46,183	483,818
Assam . . .	..	1,920	66	24,719	52,120	277,369	4,505	360,699	16	..	3,338	6,942	28,712	105	39,113	399,812
North-West Frontier Province . . .	..	812	..	15,317	27,780	34,473	132	78,514	..	..	535	5,923	8,321	63	14,832	93,346
Coorg . . .	..	..	..	768	..	9,373	7	10,148	..	..	369	..	827	..	1,196	11,344
Delhi . . .	184	2,026	..	8,205	8,475	14,294	615	33,615	79	134	1,666	2,871	7,040	265	12,055	45,854
Ajmer-Merwara . . .	..	347	..	4,046	1,960	12,328	636	19,317	..	..	370	280	3,328	21	3,999	23,316
Baluchistan . . .	..	..	..	958	586	2,247	..	3,791	..	..	..	..	330	..	330	4,121
Bangalore . . .	..	317	..	2,666	2,187	5,848	103	11,121	..	..	1,977	1,011	4,116	50	7,154	18,275
Other Administered Areas . . .	..	..	..	5,461	1,977	6,444	543	14,425	..	..	1,469	1,163	3,803	99	6,534	20,959
BARTSH INDIA . . .	11,311	81,505	19,618	977,962	1,184,975	8,840,517	250,269	11,354,846	2,359	431	103,829	156,152	1,467,886	18,263	1,748,920	13,115,077

(a) The figures in this column represent the number of research students in the affiliating universities or the number of students under the direct control of teaching in unitary universities.

Pupils.—The total increase in enrolment was 309,280; 294,317 in recognised and 14,963 in unrecognised institutions. The total increase was spread over all provinces, except the Central Provinces and Baluchistan. In the former, the decrease is accounted for wholly by the decline in the enrolment at the first primary class from 164,051 to 156,528. In this connexion, the Central Provinces report says:—

“ Numerical growth had long outstripped financial provision and the realization of this disparity led to the closing down of a considerable number of schools, which brought about in its turn a drop in enrolment at the primary stage Efforts at a hasty and ill-conceived expansion at the primary stage without reckoning with the problem of financial provision have led to an inevitable reaction which is represented in the comparatively small increase in the number of institutions and in the slight decline in total enrolment.”

In Baluchistan, the decrease was due to the Quetta earthquake of 1935, which practically wiped out that city.

Taking recognised institutions alone, there was an increase of 294,317 pupils against one of 328,964 during the previous year. All provinces except the Punjab, Central Provinces, Ajmer-Merwara and Baluchistan, recorded a satisfactory increase. Ajmer-Merwara had a small reduction of 61 pupils and the Punjab of 709 pupils. Increases of 72,564 and 27,258 pupils in Bengal and Bihar and Orissa, respectively, are particularly satisfactory in view of a fall of 2,165 and 664 institutions in these provinces. The diminution in figures of enrolment in the Punjab was due to a very heavy decrease of 7,836 pupils in boys' institutions, 7,127 of which being set off by the increase in girls' institutions. This decrease has been attributed to the “growing and widespread unemployment, slender resources of parents, diminishing faith in the economic utility of education, inadequate housing arrangements and closure of extravagant schools”.

An analysis of the figures for increase in recognised institutions reveals that the increase was shared by all classes of institutions (page 110—columns 4-6, Appendix III) and by all pupils, boys and girls separately at all stages of education. The latter figures are given below:—

TABLE IV.

Stage of education.	Increase in the No. of pupils between 1935 and 1936.	
	Boys.	Girls.
University Stage	2,084	653
Professional Colleges	539	76
High Stage	13,297	2,503
Middle Stage	42,388	10,098
Primary Stage	109,697	91,812
Special Schools	10,349	858

5.09 per cent. of the total population was under instruction against 4.97 last year. During 1936, 7.72 per cent. of the male population and 2.29 per cent. of the female population were enrolled in the various institutions, the percentages for 1935 being 7.58 and 2.20. Though steady progress is being maintained every year, yet the position is far from satisfactory, especially in the case of girls. This is further evidenced from the fact that only 51 per cent. boys and 17 per cent. girls of school-going age were enrolled in primary classes, and out of them only 27 per cent. boys and 14 per cent. girls attain literacy within a reasonable period. With a literacy percentage under 10 per cent. the need for action to bring more and more of the boys and girls to schools and to keep them there is apparent. On the part of the Ministries of Education, genuine efforts are needed to grapple with the situation.

TABLE V.—Total expenditure on education by sources, 1935-36.

Province.	EXPENDITURE FROM					Total expenditure.
	Government funds.	Increase (+) or decrease (—) in Govt. funds during 1935 and 1936.	Local funds.	Fees.	Other sources.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	2,56,10,238	+ 72,308	78,76,345	97,64,965	1,19,00,359	5,51,51,957
Bombay	1,77,41,935	+ 98,838	79,45,631	1,02,67,589	61,10,753	4,21,65,908
Bengal	1,39,06,507	+ 3,77,062	35,82,940	1,97,96,419	71,00,179	4,44,26,054
United Provinces	2,07,00,208	+ 5,24,078	51,01,885	79,66,658	51,80,418	3,89,49,169
Punjab	1,63,45,765	+ 3,52,880	44,42,675	81,84,380	32,36,224	3,22,09,044
Burma	54,59,043	+ 54,818	47,79,773	34,65,303	24,29,097	1,61,33,219
Bihar and Orissa	59,00,686	+ 5,91,219	53,64,107	42,59,265	26,84,352	1,82,08,410
Central Provinces and Berar	47,39,189	+ 1,60,471	30,91,285	20,82,394	10,02,740	1,09,15,608
Assam	30,37,553	+ 1,68,161	7,24,058	10,40,976	5,92,574	53,95,161
North-West Frontier Province	21,11,644	+ 1,54,814	3,08,395	3,56,073	3,17,182	30,88,294
Coorg	1,58,865	+ 15,304	62,426	45,225	6,005	2,72,611
Delhi	11,19,708	+ 53,394	3,74,714	7,85,499	5,13,037	27,92,058
Ajmer-Merwara	4,03,019	— 14,811	92,598	2,12,783	2,60,531	9,68,931
Baluchistan	3,05,602	+ 3,646	49,416	16,040	240	3,71,298
Bangalore	3,49,648	— 3,681	51,699	2,73,704	2,38,823	9,13,874
Other Administered Areas	4,59,213	— 42,258	67,466	3,26,963	4,62,871	13,16,513
	11,34,38,873	+ 25,65,793	4,38,60,422	6,89,44,239	4,20,35,475	27,32,79,009
	11,58,73,080	..	4,15,91,998	6,63,72,985	4,13,73,357	26,52,11,420
	11,47,02,150	..	4,19,34,311	6,47,89,282	4,03,39,443	26,17,65,186
	11,35,50,798	..	4,07,03,238	6,29,62,895	4,06,58,937	25,78,75,868
	12,46,00,481	..	4,38,18,535	6,22,69,534	4,11,68,072	27,18,56,622
	13,60,97,116	..	4,38,29,132	6,14,58,989	4,17,76,209	28,31,61,446

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TABLE VI.—General summary of expenditure on education, 1935-36.

Province.	TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM (1936)				AVERAGE ANNUAL COST PER SCHOLAR TO (1936)				
	1935.	1936.	Increase (+) or decrease (—) between 1935 and 1936.	Government funds.	Local funds.	Fees.	Other sources.	Government 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	5,40,94,044	5,51,51,957	+10,57,913	46.4	14.3	17.7	21.6	8 2 9	2 8 3	3 1 10	3 12 9	17 9 7
Bombay	4,10,86,354	4,21,65,908	+10,79,554	42.1	18.8	24.6	14.5	12 6 5	5 8 10	7 3 11	4 4 4	29 7 6
Bengal	4,32,39,303	4,44,26,054	+11,86,751	31.5	7.9	44.6	16.0	4 8 7	1 2 4	6 6 8	2 4 10	14 6 5
United Provinces	3,80,41,838	3,89,49,169	+9,07,331	53.1	13.1	20.5	12.3	13 4 7	3 4 6	5 1 10	3 5 2	25 0 1
Punjab	3,12,06,032	3,22,09,044	+10,03,012	50.7	13.8	25.4	10.1	14 6 10	3 14 8	7 3 8	2 13 8	28 6 10
Burma	1,50,77,213	1,61,33,219	+10,56,006	33.8	29.6	21.5	15.1	10 3 8	8 15 4	6 7 10	4 8 10	30 3 8
Bihar and Orissa	1,71,03,929	1,82,08,410	+11,04,481	32.4	29.5	23.4	14.7	5 2 8	4 11 1	3 11 8	2 6 7	15 15 0
Central Provinces and Berar	1,06,01,617	1,09,15,608	+3,13,991	43.4	28.3	19.1	9.2	9 12 9	6 6 4	4 4 11	2 1 2	22 9 2
Assam	50,50,860	53,95,161	+3,44,301	56.3	13.4	19.3	11.0	7 9 7	1 12 11	2 9 8	1 7 8	13 7 10
North-West Frontier Province	29,45,791	30,88,294	+1,42,503	68.4	9.8	11.5	10.3	21 11 7	3 1 11	3 10 8	3 4 3	31 12 5
Coorg	2,40,948	2,72,611	+31,663	58.3	22.9	16.6	2.2	13 15 7	5 7 10	3 15 8	0 7	23 15 8
Delhi	26,96,151	27,92,958	+96,807	40.1	13.4	28.1	13.4	24 6 8	8 2 9	17 2 1	11 0	60 14 6
Ajmer-Merwara	8,91,525	9,68,931	+77,406	41.6	9.6	21.9	26.9	17 4 7	3 15 6	9 2 0	11 2 9	41 8 10
Baluchistan	5,48,076	3,71,298	—1,76,778	82.3	13.3	4.3	.1	74 2 6	11 15 10	3 14 3	0 0 11	90 1 6
Bangalore	9,37,898	9,13,874	—24,024	38.3	5.7	29.9	26.1	19 12 1	2 13 3	14 15 7	13 1 1	50 0 1
Other Administered Areas	14,49,841	13,16,513	—1,33,328	34.8	5.1	24.8	35.3	20 14 7	3 1 2	14 14 3	21 1 3	59 15 3
BRITISH INDIA	26,52,11,420	27,32,79,009	+80,67,589	43.3	16.1	25.2	15.4	9 0 6	3 5 6	5 4 1	8 3 3	20 13 4

TABLE VII.—*Distribution of increase in expenditure on education, 1936.*

Province.	Increase of expenditure in				Total increase.
	Government funds.	Board funds.	Fees.	Other sources.	
	Lacs of Rupees.				
Madras	·72	6·52	3·36	—·02	10·58
Bombay	·98	2·97	1·22	5·62	10·79
Bengal	3·77	1·29	5·21	1·59	11·86
United Provinces	5·24	·82	2·73	·28	9·07
Punjab	3·53	2·61	4·67	—·58	10·03
Burma	·55	5·42	4·57	·02	10·56
Bihar and Orissa	5·91	2·17	2·31	·65	11·04
Central Provinces and Berar	1·60	—·05	·95	·64	3·14
Assam	1·68	·78	·49	·49	3·44
North-West Frontier Province.	1·55	—·20	·19	—·12	1·42
Delhi	·53	·42	1·23	—1·21	·97
BRITISH INDIA	25·66	22·69	25·71	6·62	80·68

Expenditure.—In 1934-35 there was an increase of Rs. 34,46,234 in the total expenditure from all sources on education. In the year under review the increase amounted to Rs. 80,67,589 which was shared by all provinces, except Baluchistan, Bangalore and "Other Administered Areas": in Baluchistan, the decrease was due to the earthquake, and in Bangalore, to reduction in expenditure on buildings. Of the increase, Rs. 71,39,232 was for the education of males and only Rs. 9,28,357 for that of females. This disparity is a matter for regret. In view of the lag in female education, a larger portion of the increase in expenditure should be spent on female education and in all educational development, schemes for the extension of the education of girls should receive priority. Again Rs. 15,30,810 of the increase were spent on primary schools, Rs. 7,24,863 on middle schools, Rs. 24,49,986 on high schools and Rs. 15,24,592 on University education. It is significant to note here that in spite of all the efforts which the provinces are making to expand primary education, the increase in expenditure is still greater on higher education (arts colleges and secondary schools) than on primary education.

Towards the total increase of Rs. 80,67,589, Rs. 25,65,793 were contributed by Government, Rs. 22,68,424 by local bodies, Rs. 25,71,254 by fees, and Rs. 6,62,118 by other sources, which include endowments and benefactions. Increase in fees is due to increased enrolment, but the increase in expenditure from Board funds and endowments is particularly welcome. A reference to Table VII will show that Bombay, Bengal, United Provinces, Burma, Bihar and Orissa and Assam had increases from all heads of expenditure; Madras and Punjab had very negligible decreases from "Other Sources"; Central Provinces a decrease of only ·05 lacs

of rupees from "Board Funds"; North-West Frontier Province very slight decreases from "Board Funds" and "Other Sources". Delhi however, recorded a large decrease of over a lakh of rupees from "Other Sources". This seems to indicate considerable indifference on the part of private individuals to help to finance education. Bihar and Orissa leads all the provinces in the increase from Government funds; Madras from Board funds; Bengal from fees, and Bombay from "Other Sources". Bengal shows the greatest increase (Rs. 11·86 lakhs) in total expenditure; Bihar and Orissa is a very good second with Rs. 11·04 lakhs and Bombay third with Rs. 10·79 lakhs. These figures are encouraging.

14·9 per cent. of Government expenditure was spent on University education, 24·2 per cent. on secondary schools, 33·9 per cent. on primary schools, and 8·9 per cent. on "Direction and Inspection". Again, 25·6 per cent. of the increase from Government expenditure went to University education, 29·8 per cent. to secondary schools, 13·3 per cent. to primary schools and 13·6 per cent. to "Direction and Inspection". This disproportion in the allocation of Government expenditure and of its increase to the various grades of education merits earnest attention. Government spends more on higher education (collegiate and secondary) than on primary education, and the difference is accentuated every year by inequitable allotment of Government funds. When only about 10 per cent. of the population is literate, the need for an increased provision for primary education is apparent.

Discipline.—Provincial education reports generally convey the impression that the internal organisation and discipline of educational institutions had greatly improved though cases of general indiscipline occurred in some institutions. In Bombay, "the year has been one of steady work and progress. The discipline of students was very good during the year and there were no outside influences to cause disturbances". In Bengal, "the state of discipline was on the whole satisfactory. Scouting and Bratachari activities were, however, helpful to some extent in inculcating the right sort of discipline". In the United Provinces, discipline was generally satisfactory, except in Bareilly where a few breaches occurred and in Bara Banki where laxity in discipline was noted. The Punjab reports that "the discipline and the general tone of institutions of all types in the province have been maintained at a fairly high level". In the Central Provinces also, discipline on the whole was satisfactory, but the authorities of the Robertson College, Jubbulpore, had to take stringent action resulting in the expulsion of two students. Assam has reported that "the spread of the scout movement, the introduction of new physical drill, Junior Red Cross work, etc., contributed greatly to the maintenance of discipline among school boys both in and outside schools, on a satisfactory level". The following passage from the Burma report is, however, pertinent in this connexion:—

"The relationship between teacher and pupil is not one of employer and employee. The importation of ideas associated with industrial strife into the educational world falsifies a

relationship which is essentially one of co-operative learning and doing. It will go hard with the education system of the future if it is assumed that children and adolescents may dictate to their parents and tutors. It is self-evident that those who foment indiscipline among children and adolescents have sold their sense of responsibility for an expedient. Social order, no matter how organized, depends on individual and collective discipline. The State, kingdom or republic, autocracy or democracy, totalitarian or sectarian, must exercise over its children and adolescents enlightened disciplines. Only sophistry can avoid this conclusion; right thinking abides it. But steps must be taken to sublimate in constructive study and work the sense of frustration that is the cause of indiscipline in present-day adolescents and youths."

II.—*Educational Personnel and Organisation.*

Educational Services.—It was mentioned in last year's report that when recruitment to the Indian Educational Service was discontinued in 1924, the creation of a new Service to take its place on a provincial basis was intended. A review of the action taken in this connection in the several provinces showed that while some had been alive to their responsibilities, in others there had been delay in establishing the Class I Provincial Educational Service. The long delay in creating the new Service in many provinces led, among other things, to appointments on a temporary basis from the provincial service, the result of which was the depletion of the provincial service of its best men and the creation of a new Class I Service definitely inferior to that it was intended to replace. It is gratifying to note, however, from conditions during the period under review that there has been some improvement in many of the provinces. Much, however, still remains to be done and it cannot be too strongly emphasized that the constant endeavour of the provincial Governments should be either to consider the abolition of the Class I Service or to appoint to that service only the most highly qualified and competent recruits. A highly qualified Class I Service is all the more necessary in these days when the question of educational reorganisation is receiving such wide-spread attention in view of the many intricate problems to which no satisfactory solution has yet been found.

Figures relating to the Provincial Educational Services Class I in 1935-36 will be found in the Tables VIII (a) and VIII (b). The position in regard to these services is indicated briefly in the paragraphs that follow.

In Madras no Class I Service will be created but posts in the Indian Educational Service as they fall vacant will continue to be filled in the Madras Educational Service. Revised special rules for the Service were issued with effect from August, 1935.

In Bombay, the permanent members of the All-India (Indian Educational) Service numbered 26 of whom 9 were Europeans and

17 Indians while the personnel of the Class I Service, which consisted of 21 officers, was almost entirely Indian.

The new Provincial Educational Service, Class I, of Bengal, which was constituted in 1935, is called "The Bengal Senior Educational Service". The Indian Educational Service is fast disappearing and its place is being taken by the newly created Service. While 21 posts were filled by promotion, only 11 were filled by direct recruitment. 11 of the posts in the cadre were held by officiating officers. Another Service, called "The Bengal General Service", has also been created, in which "special posts" and "posts not within the classified lists" have been merged.

In the United Provinces, the Class I Service had not been created. 6 Indian Educational Service officers remained in the Educational Service and 4 were on foreign service with the Allahabad and Lucknow Universities.

In the Class I Service in the Punjab, there were 18 promoted officers and only two directly recruited. Only 11 Indian Educational Service officers remain in both the branches of the Service.

In Bihar and Orissa, two posts in the Indian Educational Service were abolished, leaving 16 posts, including that of Director of Public Instruction. Nine out of the 16 posts were held by Indians. There was no change in the number of posts in the Class I Service. 16 posts of this class were held by promoted officers and 3 by persons directly recruited.

The Central Provinces had 5 Class I officers directly recruited and 3 promoted.

In the North-West Frontier Province, no post in the Class I Service had been created up to the close of the period under review.

TABLE VIII (a).—*Provincial Educational Service (Men's branch), Class I, 1935-36.*

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	52	24	5	13	3	7	
Bengal	53	(a) 13	21	8	(b) 9	2	(a) Includes one on officiating basis. (b) Includes 3 posts on contract basis.
United Provinces . . . . .	..	..	..	..	..	..	Class I Service has not yet been constituted.
Punjab	27	10	15	2	..	..
Burma	13	4	9	..	..	..
Bihar and Orissa	41	15	14	2	2	6	Two posts are held by officers on special rates of pay.
Central Provinces	20	11*	3	5	..	1	* Three of these officers are holding officiating appointments.
Assam	34	..	14	20	..	..
North-West Frontier Province . . . . .	..	..	..	..	..	..	No post in the Class I Service has yet been created.

TABLE VIII (b).—*Provincial Educational Service (Women's branch), Class I, 1935-36.*

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	4	..	..	..
Bengal	5	..	..	3	2*	..	* Includes one post on contract basis.
United Provinces . . . . .	..	..	..	..	..	..	Class I Service has not yet been constituted.
Punjab	4	1	3	..	..	..
Burma	1	1	..	..	..	..
Bihar and Orissa	4	..	2	1	..	1	
Central Provinces	2	2	..	..	..	..
Assam . . . . .	..	..	..	..	..	..	No post in the Class I Service has yet been created.
North-West Frontier Province . . . . .	..	..	..	..	..	..	No post in the Class I Service has yet been created.

Inspection.—Statistical and other data relating to the Provincial Inspectorate will be found in Appendix I. In many provinces, the inspecting staff is still markedly inadequate and again it is Madras alone that stands out by contrast with the others. The generally unsatisfactory position may be gathered from the fact that Burma reports that “the undermanned Inspectorate just managed to keep abreast of bare routine duties. The increasing volume and complexity of duties of the Inspectorate in connexion with the administration of education by Local Education Authorities, the imperative call for more attention to these duties, and the necessity of maintaining a system of inspection of all Anglo-vernacular and English schools, their teaching, records and registers, finances and administration, manners and morals, have resulted in the Inspector devoting less and less of his time to his proper functions as constructive critic and adviser in the classroom”.

As a check and a means to improvement the Government of Burma, however, inaugurated a system of departmental examinations of Deputy Inspectors of Schools. The first examination disclosed that many Deputy Inspectors had not been maintaining the study of principles and methods of their work. These examinations are to be continued and extended.

Bihar and Orissa also stresses the need for strengthening the inspectorate. One of the district reports suggests that too much control by conservative officers of long service may interfere with the enthusiasm of some of the young sub-inspectors recently trained to work the new syllabus.

Assam too complains that it has not sufficient inspecting staff. **There is no Assistant Director of Public Instruction to relieve the Director of many of his routine duties. In this connection, its report states:—**

“If under the new Constitution Education is to make any progress, it is essential that the Director should be relieved of the greater part of his routine work, so that he can have time for the preparation of schemes and for larger problems that must arise.”

In the North-West Frontier Province, the Inspectress and her assistant were both overworked. The hope is expressed that the Government will sanction the permanent appointment of a second Assistant Inspectress with a view to meet the recommendations of the Primary Education Committee of 1929.

Ajmer-Merwara also requires addition to its inspecting staff. With the present inspectorate, very few schools could be inspected more than once during the year. The Superintendent of Education stated that without an additional Assistant District Inspector, primary schools could not be inspected twice a year as required by the Code.

The Vernacular and Vocational Education Reorganisation Committee, 1936, appointed by the Government of Burma, has made the following observations on the general question of inspection:—

“Inspection is the chief safeguard of value; Governments, particularly their Financial Departments, lay stress on the necessity of frequent inspection as security against waste of public money. Even in countries where reliable and responsible local authorities have wide powers of expenditure, it is recognised that central inspection is necessary as a safeguard against wasteful expenditure and to ensure that the money of the taxpayer is spent economically and efficiently.”

In view of the enormous wastage in primary education, a sufficient and efficient inspectorate appears all the more essential.

The increase of the inspectorate for girls schools is not keeping pace with the great expansion in girls education. The number of girls admitted to primary classes increased by 101,812, yet only in the Punjab has there been any improvement in the number of inspectresses. It is obvious that careful guidance, wise advice and efficient control is necessary if the education of girls is to develop satisfactorily.

In some provinces, the local bodies appointed their own inspectorate for the inspection of schools under their control. Doubts have been expressed as to their efficiency. In the United Provinces and the Central Provinces, the larger Municipalities have their own Superintendents of Education. It was reported that in the Central Provinces these Superintendents have effected no appreciable improvement in the primary schools under their control.

In Bombay, the School Boards have their own inspecting staff, which though adequate for the requirements of schools is not efficient.

In Bengal, certain local bodies, other than District School Boards, employ inspecting officers, who are not sufficiently qualified.

In the Punjab, the District Board, Attock, appointed an Inspectress for girls schools.

Control of local bodies.—The position in regard to the control of vernacular education by local bodies was explained in the last annual report. The following extracts from certain of the Provincial reports reveal further disturbing features about the administration of primary education:—

Bombay.—“Supervision of primary schools remains much as before. As time passes, I am the more confirmed in my view that inspection must be in the hands of an outside impartial supreme body, one with knowledge and power to enforce its views and decisions. In other words, the inspecting agency must be in the hands of Government.”

United Provinces.—“The Committees responsible for the administration of compulsory primary education remain

lethargic. Meetings are few. The schools continue inefficient. In several cases the staff is not properly qualified."

The Punjab.—"Complaints from Inspectors of Schools regarding non-delegation of powers and the intransigence and unnecessary interference on the part of local bodies in the administration of education in their areas are, unfortunately, increasing every year. This dual control tends seriously to undermine discipline among the teachers and makes reform difficult, especially in the case of municipalities and of district boards under non-official Chairmen."

The Central Provinces.—"A listless and incoherent atmosphere generally surrounds the educational administration of local bodies and the Inspectorate in its advisory capacity has to harp on the same thing again and again with no prospect of things ever being set right."

It is gratifying, however, to note that some provinces are taking steps to end this melancholy state of affairs. For example, in Madras the Elementary Education Act was amended during the year under review to enable Government to exercise more powers in the control of primary education.

In Bengal, the optional scheme framed by Government under the Rural Primary Education Act, 1930, which transferred control of primary education from district boards to newly created district school boards was put into operation in 10 districts.

The Burma Government set up in 1935 a Committee to examine the administration of vernacular education and to make proposals for increasing its efficiency and to examine the possibility of introducing a satisfactory scheme of vocational education in connection with vernacular schools. The Report of the Committee was published in 1936 and the Government hope to be able to implement the recommendations, one of which is that the constitution and administration of local education authorities should be improved.

In Assam, an Act intended to improve the control of vernacular education was drafted and circulated for opinion.

The provinces now appear to realise the danger of the transference of the control of primary education to local bodies without retaining sufficient powers of control. The Provincial Governments through their Education Departments should use these powers for the education of the local bodies in the duties of administration, for it is on the basis of improved local body administration rather than on the transfer of all control back to the Provincial Government that success in the progress of primary education seems to lie though a strong body of opinion doubts whether education should remain any longer the training ground for local administrators. In this connection, the resuscitated Central Advisory Board of Education should be able to give valuable guidance.

III.—University Education.

Arts Colleges for Males.—There were 233 Arts Colleges with an enrolment of 81,505. The previous year the enrolment was 79,242. The number of male scholars at the collegiate stage was 87,496, against 85,412 last year. In the Punjab there was a decrease of 138 scholars in Arts Colleges. In this connexion, the Director of Public Instruction observes: “The number of institutions providing collegiate education has remained stationary but there is a noticeable decrease in the number of scholars. The statistics available bear out the general conclusion that the increasing unemployment of University graduates is slowly reacting on the numbers being enrolled in colleges, although there is no very marked inclination to turn to technical or other forms of training.” This is not true of conditions in all the Provinces, as from Assam, for instance, it is reported that the enrolment of Government Arts Colleges is continually increasing in spite of financial depression and the demand for higher education is generally indicated by the number of admissions in the colleges year after year.

The total expenditure on Arts Colleges rose from Rs. 1,71,72,658 to Rs. 1,79,56,657. Towards the increase, Government contributed Rs. 4,82,758, and private benefactors only Rs. 74,448. The return from fees increased by Rs. 2,18,184, due probably to increased enrolment. Though the proposal to increase fees would meet with strong opposition, yet the time has come to consider carefully whether an increase of fee for higher education should not be imposed. In some provinces Rs. 30 to Rs. 40 a month is sufficient for board, lodging, fees, books and pocket money for resident students preparing for the B. A. or higher degrees.

TABLE IX.—Enrolment in Universities in India.

University.	1933.	1934.	1935.	1936.
Calcutta	25,412	29,516	29,851	31,703
Dacca	1,010	984	960	1,078
Patna	4,276	4,341	4,726	5,267
Bombay	15,327	16,292	17,494	17,906
Madras	15,504	15,515	14,757	15,026
Andhra	3,371	3,120	3,238	3,574
Annamalai	630	612	508	745
Allahabad	1,089	1,883	2,096	1,930
Agra	3,249	3,319	3,720	3,920
Aligarh Muslim	1,081	1,110	1,241	1,479
Benares Hindu	3,305	3,492	3,711	3,417
Lucknow	2,012	2,084	2,109	2,385
Nagpur	2,648	2,881	3,096	3,767
Punjab	18,684	19,706	21,653	23,180
Delhi	2,213	2,208	2,267	2,344
Mysore	2,834	2,955	2,781	2,812
Osmania	1,346	1,284	1,381	1,723
Rangoon	1,783	1,805	1,834	2,252
TOTAL	106,374	113,197	117,403	124,508

Enrolment in Universities.—The total number of students in all the Universities in India increased from 117,403 to 124,508. These figures include scholars in all types of colleges—Arts and

Professional—throughout India (including States). The year under review witnessed a record increase and within the last three years the enrolment has increased from 106,374 to 124,508. All the Universities, except Allahabad and Benares (Hindu) shared the increase. In the former, the decrease was due to a fall in admissions to the Faculty of Arts and Law Departments, and in the latter to a decline in the number of students in the Engineering College and Law Department.

The over-crowding of Universities and its undesirable effects have been discussed in previous reports. The question was also recently discussed by the Bihar and United Provinces Unemployment Committees, and again by the Central Advisory Board of Education at its first meeting held in 1935.

The Board arrived at the unanimous opinion that the present system of education in schools required such radical readjustment as not only to prepare pupils for professional and university courses, but also to enable them, at the completion of appropriate stages, to be diverted to occupations or to separate vocational institutions. The Board's decision was the same as that of the Universities' Conference of 1934, reference to which was made in "Education in India in 1932-33".

The urgency of the problem which has grown apace in recent years demands that action should no longer be delayed on the unanimous verdict of the Central Advisory Board of Education, the Universities' Conference, the Punjab University Enquiry Committee and the Burma Re-organisation Committee. There is no intention to deny to children facilities for education but such facilities should be adjusted to their aptitudes. For such pupils as have little or no bent for a literary form of education, other forms of training should be made available otherwise the pupils will naturally be tempted to pursue a university course of study for which they may not be fitted.

Apart from waste of money on "unprofitable students", misguided and extravagant competition between eighteen Universities in India, especially in higher studies and research, continues. The Universities tend to become lifeless replicas of each other. Standards of examinations have not improved. "Specialization" should not be sacrificed on the altar of "expansion". Expansion is no doubt desirable, but specialization is more desirable. In this connexion, the following extract from the Convocation address of His Excellency the Chancellor of the Bombay University is apposite:—

"I would say to the University authorities that their proper sphere is the improvement of the University in all its phases—culture, learning, scholarship. This is a splendid and a heavy task, and I would ask you to concentrate your energies and resources thereon. Do not be inveigled into wasting time on sidelines. You have not the time or money, nor is it your function, to examine and give diplomas for minor subjects,

which do not really come within the sphere of a University. Where education is an activity of Government I would ask for your co-operation."

A large number of students are also "wasted" in the Universities by being unable to pass the University examinations. A reference to table No. VII (Appendix II) will show that there were heavy failures in the various University examinations. The pass percentage at the Matriculation examination was only 25·4 at Andhra, 29·9 at Bombay, and 42·3 at Osmania (Hyderabad). At the Intermediate Arts examination, only 33 per cent. passed in Andhra University, 39·6 per cent. in Madras University, 40·6 per cent. in Mysore, 41·3 per cent. in Rangoon, and 42·8 per cent. in Delhi. Though certain other Universities show higher pass percentages, it cannot be assumed that students at these Universities are brighter than at those where the pass percentages are lower or that a high percentage of failure connotes a higher standard of attainment. It may, on the other hand, be an indication of the examinees' poor calibre. In actual fact, however, standards of examination are very difficult to judge. In this connexion, the following extract from the Hartog Report is of interest:—

"The percentage of failures is at present in many cases high, and the public are no doubt right in thinking that this may be due to a laudable effort on the part of the Universities concerned to give their degrees a real value, as signifying a proper standard of capacity and attainment in those on whom they are conferred. But as we have shewn, they indicate, if that is so, that something is seriously wrong at an earlier stage; and that the Indian Universities are not giving adequate attention to the proper adjustment of admission to graduation standards, but, on the contrary, are burdening themselves, and are allowing their constituent and affiliated colleges to burden themselves, with a very large number of students who have little or no chance of completing a University course successfully, and on whom expenditure of money intended for University education is wasted. It has already been pointed out that many of the students are unable to follow the lectures owing to their defective knowledge of English, which is used as the medium of instruction. And the mischief is not limited to the Universities, for University standards react upon those of the secondary schools which feed them. A low standard of University work means a low standard of school work."

Developments.—The Madras University framed regulations for higher degrees in Arts and Science, after post-graduate study and research, leading to M. Litt., D. Litt., M. Sc. and D. Sc. Regulations for holding examinations in Oriental Titles—for Vidwan in Hindi, and Malpan and Soppar in Hebrew and Syriac have also been adopted. Andhra amended its regulations regarding fees whereby students belonging to depressed classes are given half-fee concession in respect of University Examination fees.

This University has also amended rules permitting candidates for the Matriculation examination to answer their papers in non-language subjects, either in English or in the Vernacular, extending the privileges granted to M. B. B. S. degree holders to L. M. S. degree holders also, so as to enable them to appear for the Ph. D. degree and instituting in the University, examinations for the degree of Doctor of Medicine (M. D.) and Master of Surgery (M. S.).

The Senate of the University also appointed a committee of scholars in Telugu to compile glossaries for different scientific subjects. The report of the Committee as to the progress of work done was awaited at the close of the year under review.

The Annamalai University arranged for the opening of a Bureau of Information with a view to providing facilities for the employment of graduates of the University and maintaining an official register of graduates of the University, giving particulars of their addresses, employment and achievements.

In Allahabad, the M.A. examination in Economics was transferred from the Faculty of Arts to the Faculty of Commerce. The ordinances of the degree of D. Sc. and D. Litt., were revised and a lower research D. Phil. degree was instituted under the Faculties of Arts and Science. A Woman's Advisory Board was also established to advise the University in regard to matters affecting the higher education of women and the proper supervision of the arrangements provided for women living in the University Hostel.

In the Benares Hindu University, regulations for the establishment of a Faculty of Technology were framed and approved by the Visitor. Science classes were separated from the Central Hindu College and were re-organized under a separate College of Science.

The Agra University drafted courses for the B. Sc. degree in Pharmaceutical Chemistry.

The Punjab University framed regulations for the institution of degrees of Doctor of Philosophy, Master of Science in Technology, and for the Honours Schools in Physics, and revised the regulations for the Senior Doctorates (D. O. L., D. Litt. and D. Sc.). The University also decided to establish a mofussil board dealing with problems connected with University education outside Lahore.

The Nagpur University framed an ordinance relating to the research degree of Doctor of Literature. Under this, Doctors of Philosophy of three years' standing and Master of Arts of eight years' standing may offer themselves as candidates for the D. Litt. A revised and comprehensive ordinance relating to the medical inspection and physical welfare of students making physical education in one of the approved items compulsory for one year for all male students prosecuting a course for the Intermediate examination, was also passed.

Indian Students in the United Kingdom.—The number of Indian students pursuing courses in the various Faculties in the United Kingdom during the last three years is given below :—

TABLE X.

	1933-34.	1934-35.	1935-36.
Arts	318	335	340
Economics and Commerce	162	149	110
Pure Science	124	117	144
Engineering and Technology	285	264	209
Medicine	395	450	586
Agriculture and Veterinary	57	50	53
Others	56	116	116
	1,397	1,481	1,558

The number of students studying Economics and Commerce has declined from 162 in 1933-34 to 110 in 1935-36, and of those studying Engineering and Technology from 285 to 209. In the Faculty of Arts there has been a slight but continuous increase and in the case of Medicine, a marked increase. These figures reveal certain interesting tendencies in regard to the outlook of Indian Students. It seems that, so far as Engineering and Technology are concerned, the students have realized the futility of possessing high academic qualifications without a sound practical training. The tendency for technical education in preference to academic studies which was noticed after the War seems to have weakened and the demand for liberal education again appears.

The larger number of students in the Medical Faculty was attributed by the High Commissioner for India, London, to the fact that "in 1930 the General Medical Council withdrew the recognition of all Indian Medical degrees, and consequently many Indian desirous of obtaining post-graduate qualifications in the United Kingdom were as a rule obliged to go there earlier and for a longer period in order to take a qualification registrable in that country". The natural conclusion is that as soon as the ban on Indian Medical degrees is lifted, which has already been done in the case of the degrees of Bombay, Lucknow and Madras, the number of students desirous of obtaining medical degrees in the United Kingdom will be appreciably affected.

The record of successes of post-graduate and other students was satisfactory, as in previous years. Among the distinctions secured by Indians during the year under review were 4 Doctorates in Science, 32 Doctorates in Philosophy, 7 Memberships of the Royal College of Physicians, and 8 Fellowships of the Royal College of Surgeons, England. Some of the students achieved equally noteworthy prominence in athletics. On the other hand a large number of ill-qualified Indian students went to the United Kingdom for University education. Such students generally fail to gain

admission, but even if by chance they are eventually admitted too often they prove a disappointment to themselves and to their parents and guardians in India. In this connection, the High Commissioner's report says:—

“ Students arrive in this country (U. K.) not only without the qualifications necessary for admission to a degree or other course, but without guarantee for the regular provision of adequate funds and in not a few instances, it must regretfully be added, without the moral stamina necessary to face new and strange conditions in a foreign country far from the influences of family and home. As a result, cases are frequently coming to the notice of the Department of students who, owing to extravagance or lack of sufficient and regular remittances, are either destitute, or are earning a precarious living in menial employment of some kind or other, whilst from time to time it is called upon to rescue Indian youths who have fallen into evil ways or have become the dupes of undesirable associates. The problem is a grave one, not only because of the individual suffering and wastage, but because the good repute and standing of the Indian student community in this country is in this way unfairly prejudiced by the failures and short-comings of a small minority of their compatriots.”

Elsewhere in the report the complaint is made that some Indian students first apply for admission but when this has been offered they withdraw without giving adequate reasons. This is most undesirable as it not only prejudices the position with regard to future applicants from India but usually results in the loss of a place which would otherwise have been given to another Indian student.

IV.—*Secondary education of boys.*

The following table gives the main statistics of secondary schools (Vernacular and Anglo-vernacular) for boys:—

TABLE XI.—Main statistics of

Province.	NO. OF SECONDARY SCHOOLS FOR BOYS.				ENROL	
	Anglo-Vernacular.		Vernacular.		Anglo-Vernacular.	
	1935.	1936.	1935.	1936.	1935.	1936.
Madras	562	560	..	..	181,202	185,771
Bombay	648	675	..	..	121,158	126,236
Bengal	2,987	3,027	46	44	445,982	464,969
United Provinces	318	328	753	764	99,080	101,759
Punjab	554	555	8,090	8,014	180,459	184,821
Burma	384	395	860	852	75,235	76,971
Bihar and Orissa	892	928	112	112	183,874	146,800
Central Provinces and Berar	274	284	384	393	38,834	40,561
Assam	306	318	203	211	42,447	45,181
North-West Frontier Province	47	47	198	199	17,708	18,287
Coorg	2	2	..	..	698	768
Delhi	47	46	30	29	13,283	13,863
Ajmer-Merwara	20	20	15	15	5,068	4,981
Baluchistan	12	6	1	..	4,480	1,544
Bangalore	10	10	4	3	3,706	3,817
Other Administered Areas	23	25	1	1	6,612	7,281
BRITISH INDIA	7,086	7,226	5,697	5,637	1,369,726	1,423,015

secondary schools for boys, 1935-36.

MENT.		Total No. of boys reading in secondary stage (Classes VI to end of High School stage).		MEN TEACHERS IN SECONDARY SCHOOLS.				Total expenditure on secondary schools for boys.	
Vernacular.				Total No.	Trained.	Percentage of trained teachers.		1935.	1936.
1935.	1936.	1935.	1936.	1936.	1936.	1935.	1936.	1935.	1936.
								Rs.	Rs.
--	--	199,184	209,686	9,917	8,346	83.9	84.2	87,04,521	89,93,022
--	--	211,869	221,529	6,340	1,352	20.3	21.3	74,18,422	76,02,115
3,281	3,036	265,643	280,002	26,508	5,250	19.8	19.8	1,40,28,490	1,44,24,972
87,624	88,281	165,045	167,624	10,360	7,049	69.0	68.0	82,26,578	86,39,792
400,963	388,048	143,705	145,334	22,314	20,076	89.8	89.9	1,32,58,771	1,35,17,269
107,359	108,774	31,800	32,021	5,264	3,782	69.8	70.9	66,08,948	72,84,911
12,685	13,284	134,733	147,087	7,798	4,291	54.2	55.0	42,67,979	44,85,286
76,718	76,396	39,441	40,599	5,333	3,717	69.3	69.7	31,50,380	32,86,433
29,191	31,658	40,880	43,942	3,155	1,257	39.1	39.8	16,52,519	17,17,635
24,121	24,810	10,689	10,849	1,738	1,388	80.0	79.9	11,94,241	12,69,800
--	--	1,328	1,618	38	36	94.7	94.7	55,201	59,072
1,941	2,817	7,416	7,810	807	656	79.7	81.3	7,34,236	7,60,087
354	1,025	5,961	6,128	340	220	61.8	64.7	3,39,061	8,45,730
129	--	1,387	437	82	63	76.0	76.8	2,33,614	1,76,779
1,147	1,036	2,713	2,557	221	146	66.7	66.1	2,45,907	2,75,847
148	157	4,138	4,393	367	145	38.7	39.5	5,22,765	5,15,656
747,261	739,322	1,265,942	1,321,621	100,582	67,724	67.4	67.4	7,06,41,633	7,33,54,397

The figures in the table are vitiated to some extent because of the exclusion of statistics of middle vernacular schools in Madras and Bombay, which in those provinces are classified as primary schools, and the inclusion of lower middle schools in the Punjab and North-West Frontier Province, which are really "primary schools" with one or two additional classes added to them. The table, however, sets out the important points of detail. While the number of anglo-vernacular institutions rose from 7,086 to 7,226, that of vernacular institutions fell from 5,697 to 5,637. Among the major provinces, Madras lost 2 anglo-vernacular schools. This slight fall has been ascribed to the fact that "more schools closed down than were newly opened, owing mainly to the inability of the managements of the schools to comply with the stricter conditions of recognition as regards accommodation, equipment, playground, staff, and financial stability enforced in recent years". Elsewhere in the Madras report it is stated that the disappearance of poorly attended and uneconomic secondary schools is a healthy sign and does not result in a fall in total strength.

The number of vernacular middle schools decreased in Bengal, Punjab, Burma, Delhi and Bangalore. The Delhi report attributes the decrease "to the conversion of an unnecessary and uneconomical lower middle school to a primary school".

The enrolment figures are heartening in the case of anglo-vernacular institutions and disheartening in the case of vernacular middle schools. More encouraging is the increase in the number of boys from 1,265,942 to 1,321,621 reading in the secondary stage. The enrolment in anglo-vernacular schools (High and English middle) increased from 1,369,726 to 1,423,615 and in vernacular middle schools it decreased from 747,261 to 739,322. This fall is regrettable. The vernacular middle school has been described as "the keystone of the arch of educational reform", and some have described it as the "prop and stay of rural development". The loss of number in these schools, can therefore, be ill-afforded. It also indicates that the demand for English continues, whether or not the boy is able to continue his English education beyond the school stage, and whether or not the boy at the end of his anglo-vernacular education is as "employable" as one who has completed his education in a vernacular school. During the last five years, 290 vernacular middle schools have been closed and the strength has been reduced by 86,062. To some extent this may be due to economic causes. Rural parents, for whose children these schools are predominantly meant, it is alleged, cannot afford to pay even the low fees charged in these institutions. But the real cause appears to lie in the unpopularity of middle vernacular schools in comparison with anglo-vernacular schools. Pupils from these schools are no longer given preference in appointments for which they are eminently fitted. Moreover, the successful candidates from these schools are handicapped if they wish to pursue higher education. In this connexion the Director of Public Instruction, Bengal, remarks:—

“ The decrease in the number of pupils in middle vernacular schools was due to the general unpopularity of purely vernacular education, which was aggravated by the inability of purely vernacular passed candidates to secure admission to normal schools.”

This view is further supported by the following remarks of one Inspector of Schools, Punjab:—

“ Some six years back the students passing the vernacular examination could be employed as teachers or patwaris, but it is very difficult to get these jobs now. Besides, demands of most of the industrial or professional institutions require some knowledge of English and hence anglo-vernacular students are preferred to purely vernacular students. Mere literacy does not attract the pupils to the pure vernacular middle schools.”

Again, the report of the Central Provinces attributes the reduction in the number of scholars in vernacular middle classes to “ the difficulties experienced by normal school trained men in finding suitable employment”. Elsewhere the same report remarks that “ another cause is the poor standard of instruction in English in middle vernacular schools, where English is taught as an optional subject, which is the inevitable result of the appointment of raw and untrained matriculates as English teachers. Pupils who can afford it and are keen on English education prefer therefore to join neighbouring anglo-vernacular middle schools wherever possible”. The Delhi report is also emphatic on this point:—

“ The decrease in the number of scholars in middle vernacular schools is not only due to the financial depression but also to a decreasing demand for purely vernacular trained men in Delhi. In the rural areas, there is a growing tendency to send boys to anglo-vernacular schools whenever the parents can afford it.”

Though the usefulness of the teaching of agriculture in rural schools cannot be stressed too much, there are indications that this subject is losing its popularity with villagers. “ The villager who sends his child to school is more anxious to segregate him from farm work than to employ him in his hereditary profession. His ambition is to get his son into Government service or into the teaching profession.”

These are typical extracts and they point out the danger to which the secondary vernacular education system is exposed. Some fifteen years ago the hope was expressed that the “ evolution of the vernacular middle school would go far to solve two of the most pressing of Indian educational problems,—the retention of the educated youth on the land and the equalisation of educational opportunity between the town and country”. The writer of the last quinquennial review on the progress of education in India also

expressed the view that "the vernacular system of education, if properly regulated, would do much to build up a spirit of leadership and initiative in the countryside". As conditions are, these hopes are not within sight of realization. A reaction seems to have set in and faith in this system of education appears to be shaken. The lure of the "Matriculation" is still great. The question how to stop the impoverishment of the rural areas arises. The solution was suggested in the last quinquennial review of education. The remedy lies in the radical readjustment of the present system of education as envisaged by the Central Advisory Board of Education. There should be three definite stages of education:—

- (a) *The primary stage*, which should aim at providing at least a minimum of general education and training and will ensure permanent literacy.
- (b) *The lower secondary stage*, which should provide a self-contained course of general education and will constitute a suitable foundation either for higher education or for specialised practical courses. In rural areas the courses at this stage should be attuned to rural requirements. Some form of manual training should be provided, which would aim at the development of practical aptitudes, and it should be made compulsory.
- (c) *The higher secondary stage*, which should be a preparation either for higher education or for a special type of education.

The control of anglo-vernacular schools still leaves room for improvement. The dual control of Government and University or Board of Intermediate and/or Secondary Education continues. In Bombay this dual control has been a subject of controversy. It is, however, a matter for satisfaction that "the gravity of the situation has been realized and efforts are being made by the University authorities in collaboration with the Education Department to tackle the problem". The hope has been expressed that a practical solution of this question will be soon reached. Complaints are still common that the management of private schools is not always what it should be.

Tuition.—In some provinces improvement is reported in the teaching of secondary schools while in others the teaching continues to be dull and unsatisfactory. Generally teachers are the slaves of some so-called method, and forget that the man is always greater than the method. Any "method" in the hands of a dull teacher can be a failure, whilst enthusiasm and zest will enliven any teaching procedure.

In Bombay, Mathematics is being taught "on fairly correct lines in most of the schools, stress being laid on neatness and accuracy. Efforts are being made to make this subject realistic and useful by giving the treatment a practical turn". History occupies an important place in the school curriculum and attempts

are made to make the teaching realistic by making a free use of maps, charts, time-scales, battle plans, etc., but the human side is often neglected. It has been pointed out by one Educational Inspector that "pupils are not encouraged to find out facts for themselves, much less to find out the significance and importance of certain historical events and world movements. The present teaching lies mostly in stuffing pupils' brains with bare facts regardless of their effect and contribution towards the general trend of thought". The teaching of Geography is receiving attention, but Science is often a dull dreariness. "It is practically reduced to the dictation of notes and the cramming of children with a few isolated facts from the text-books."

In the United Provinces, "teaching continues to be stereotyped and dominated by the needs of the examination". But in many institutions, the need "for infusing education with a vital interest for both teachers and taught" is felt. The extra-curricular activities and formation of unions and societies for the culture of the intellect are being stressed.

In the Punjab, instructional conditions have improved. Efforts are being made to experiment with new methods. Special attention has been given to the teaching of Geography and Science, but the teaching of Vernacular and Oriental Languages is still carried out by old and conservative methods.

In Delhi, "teachers in high schools are required to keep diaries showing a daily record of class work, home work set and preparation notes on lessons taught. These note-books are seen and signed by headmasters every week and are carefully scrutinized by inspecting officers at school inspection".

Defects in the teaching of English continue. The provincial reports give the impression that the subject is being taught unimaginatively and without a planned method.

Some authorities aver that the change of medium of instruction in high schools from English to Vernacular has led to a deterioration in the standard of English. The change of medium from English to Vernacular, however, helps considerably to develop a more intelligent grasp of the other subjects of the curriculum and a more practical attitude on the part of the pupils to the problems of everyday life. This is no small gain. It is interesting to note that several Directors of Public Instruction are now paying considerable attention to improving the efficiency of the training given in the schools under them. Reports speak of the encouragement given to new experiments, refer to conferences of inspecting officers and to the issue of pamphlets and instructions on various points of teaching procedure and practice.

So far as middle vernacular schools are concerned, where English, in most cases, is taught as an optional subject, conditions are much worse. Almost all the provincial reports point out that this important subject is taught by inexperienced, ill-qualified

teachers with the result that the standard attained is incredibly low.

Teachers.—Improved teaching can best be ensured through the employment of competent and well-trained teachers, working under satisfactory conditions of service. Unfortunately, in many provinces the pay of the teachers is lamentably low. In consequence, resort to private tuition is frequently made. In non-Government schools, the conditions of employment are often most disheartening and unsatisfactory. Nowhere do efforts seem to have been made to improve their lot. The teacher is the pivot of the school and in the interests of efficiency, managing bodies of the schools should strive to aim at a contented staff.

In Bengal, “teachers in many private schools are generally obliged to resort to private tuition or other occupation to supplement their meagre salary”.

In the United Provinces, “the body of teachers in aided or unaided recognised institutions are a hard worked lot, a not unimportant reason being that these schools are seldom adequately staffed by the management who cannot afford to be lavish in expenditure on their maintenance”. The continuance of a practice of private tuition by teachers in aided schools owing to their meagre emoluments is adversely affecting the quality of teaching.

In the Punjab, “the problems connected with the position, payment of salary, provident fund and the security of tenure of teachers employed in aided schools continue in the same sad state as before The managing committees are factious and interfering and sometimes extort contributions from the teachers which are tantamount to compulsory deductions”.

These extracts give an unfortunate but nevertheless true picture of the state of affairs in the provinces. They drive home the lesson that if the quality of secondary education is to improve, the conditions of service of the teacher must be greatly altered. In this connection, Delhi has made some attempt to mitigate the irregularities in the payment of salaries to the teachers.

The percentage of trained teachers remained stationary at 57.4. The percentage is satisfactory in the case of Madras, Punjab, North-West Frontier Province, Burma, Central Provinces and the United Provinces, but ludicrously low in the case of Bombay and Bengal. It is also unsatisfactory in Assam. It is, however, discouraging that such an advanced province as Bombay should have only 21 per cent. of its male teachers trained. Probably, the Government is meeting the situation by recruiting the pick of the graduates to the teaching staffs in the Government secondary schools. This arrangement, though commendable in itself, is not so satisfactory as recruiting trained teachers. Bombay, however, actually is handicapped by the inadequacy of the provision for the training of teachers. There is only one training college with only

75 male scholars on its rolls. The provision for the training of teachers is discussed elsewhere in this report.

In Bombay, in Government secondary schools, the percentage of trained teachers is 74, but in Board schools it is only 14·2, in aided, 15·8 and in unaided, 12·6. Thus the local boards and private managements are mainly responsible for the low percentage of trained teachers. Government can, however, and should enforce stricter rules of recognition.

In Delhi, the percentage of trained teachers in secondary schools is as high as 81·3, but the complaint has been made that privately managed schools still employ untrained teachers, as they are entitled to staff grants for two years in the case of fresh graduate teachers. The employment of untrained graduates is favoured by managers of aided schools as a measure of economy.

The system of providing school meals to pupils deserves every encouragement. Intellectual effort cannot be expected from children of low vitality, which is the result of insufficient or unsuitable food. Local Bodies and School authorities should as far as possible provide milk or light, but nourishing lunches to students during school hours. In Bihar and Orissa experiments are being carried out to provide light lunches to the pupils at a cost of eight annas a month. In the Punjab the free supply of milk to school children was being considered by several local bodies. In the United Provinces also, many schools supply to the students a light mid-day meal. This system has proved very popular. But a need is felt for a greater variety of school refreshments. A suggestion has been made that pasteurised milk, fruits and nuts should form an alternative for gram.

The progress in the medical inspection of schools was hampered in Bengal on account of lack of funds with the result that only a certain number of students in schools in Calcutta could be examined. In Assam, all the Government high schools except that at Shillong were inspected by medical officers, but "medical inspections in some schools were more or less conducted in a hurry and were of doubtful value". From the United Provinces it has been reported that the Central School Dispensary, Benares, did very useful work under its energetic school health officer in examining thoroughly 2,319 schools, but the district or municipal health officers' inspection was not satisfactory. In the Punjab, however, more and more attention is being paid to this important school service. The physical defects of students are noted in school records and the co-operation of parents is sought for treatment at home or in the school clinics.

V.—*Primary education of boys.*

The statistics show that whereas the number of primary schools for boys decreased from 166,588 to 165,240, enrolment increased from 8,639,405 to 8,840,517. The average enrolment therefore showed a slight increase (from 52 to 53).

TABLE XII.—*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, 1936.				
	1935.	1936.	1935.	1936.	Class I.	Class II.	Class III.	Class IV.	Class V.
Madras . . .	43,799	43,677	2,418,656	2,486,393	873,222	413,498	320,168	276,366	119,194
Bombay . . .	12,933	13,138	1,018,043	1,052,387	291,897	164,525	150,506	124,142	109,182
Bengal . . .	45,598	44,506	1,866,426	1,917,419	1,066,272	370,390	264,001	139,106	113,220
United Provinces . . .	18,761	18,571	1,177,598	1,189,204	479,363	266,175	172,043	125,940	92,314
Punjab . . .	5,627	5,675	367,756	369,882	332,133	163,845	123,703	99,082	64,169
Burma . . .	4,087	4,228	257,264	269,486	149,247	45,897	35,272	27,557	12,056
Bihar and Orissa . . .	24,767	24,082	867,841	879,230	[281,955	181,681	156,661	131,759	69,021
Central Provinces and Berar.	4,279	4,276	319,554	314,140	120,676	85,249	75,103	60,364	18,076
Assam . . .	5,446	5,810	260,531	277,369	105,874	53,896	44,199	36,466	32,796
North-West Frontier Province.	609	605	34,364	34,473	33,706	10,941	8,999	7,210	4,753
Coorg . . .	108	107	9,066	9,373	1,642	1,216	1,232	1,010	999
Delhi . . .	160	164	14,713	14,294	10,023	4,318	3,588	3,202	2,234
Ajmer-Merwara . . .	221	226	12,498	12,328	828	520	4,744	3,096	2,658
Baluchistan . . .	99	92	2,747	2,247	1,727	569	483	328	218
Bangalore . . .	49	51	5,640	5,848	3,054	1,546	1,362	1,217	1,019
Other Administered Areas.	45	42	6,708	6,444	3,801	1,551	1,543	1,487	1,266
BRITISH INDIA . . .	166,588	165,240	8,639,405	8,840,517	3,755,220	1,765,817	1,363,607	1,038,332	643,175

primary education of boys, 1935-36.

Total No. of boys in Classes I—V.		Men teachers in primary schools, 1936.		Percentage of trained teachers.		Total expenditure on primary schools for boys.	
1935.	1936.	Total No.	Trained.	1935.	1936.	1935.	1936.
						Rs.	Rs.
1,972,884	2,002,448	98,096	67,622	67·6	68·9	1,91,78,851	1,94,14,886
819,608	840,052	33,279	15,975	48·5	48·0	1,59,98,572	1,64,65,043
1,920,962	1,952,989	84,719	27,213	31·3	32·1	65,67,290	67,14,724
1,125,232	1,135,835	38,690	28,048	72·3	72·7	86,41,385	87,31,053
788,347	782,932	11,598	9,459	79·6	81·5	89,90,607	40,73,590
260,984	270,029	6,024	4,398	71·3	73·0	19,26,385	19,64,921
815,248	821,077	37,646	21,048	54·5	55·9	51,06,623	52,47,058
365,520	359,468	10,871	6,786	61·4	62·4	31,57,048	31,51,222
267,738	273,231	7,957	2,295	29·5	28·8	12,09,959	12,85,320
64,666	65,609	1,007	789	73·7	78·3	4,08,139	4,08,018
6,166	6,099	306	231	72·1	75·5	1,02,237	1,11,517
23,693	24,565	446	330	67·3	74·0	2,44,381	2,59,671
12,268	11,846	414	304	71·7	73·4	1,50,205	1,64,938
5,933	3,325	106	98	89·1	90·5	72,319	99,269
7,902	8,198	195	144	67·5	73·8	86,069	89,547
9,403	9,648	250	137	50·9	54·8	1,18,838	1,17,393
8,456,454	8,566,151	331,504	184,877	54·8	55·8	6,69,58,408	6,82,88,160

The decrease in the number of institutions occurred in all provinces except Bombay, the Punjab, Burma, Assam, Ajmer-Merwara and Bangalore. The increase in the Punjab was due "partly to the reduction in status of unsuccessful lower middle schools and partly to the conversion of flourishing branches into full primary schools". The decreases were due to the closing down of ill-attended, inefficient and superfluous schools or to the amalgamation of schools situated in close proximity to one another.

The number of scholars under instruction in these institutions increased in all provinces except the Central Provinces, Delhi, Ajmer-Merwara and Baluchistan. In the Central Provinces, a variety of causes contributed towards the decline, *e.g.*, "the prevalence of epidemics in certain areas which, in many cases, resulted in boys leaving the schools permanently, lack of keenness and effort on the part of teachers to improve enrolment, general apathy particularly in rural areas and economic necessity which makes parents in the rural area prefer the wage-earning child, irrespective of age, to the school-going child". In Delhi, the fall in enrolment was due to the closing of a large number of aided schools where the figures of enrolment and attendance as given by the managers were far from reliable.

The main increases in enrolment were: Madras 67,737, Bengal 50,993, Bombay 34,344, Assam 16,838 and Burma 12,222. The increases were spread evenly over all the classes. The increases in the number of boys in classes I-V are given below:—

	Class I.	Class II.	Class III.	Class IV.	Class V.
British India	30,126	22,488	9,107	21,102	26,874

These are gratifying figures. They indicate that serious efforts are being made to increase literacy. If the pace of increase in the number of students in classes IV and V is maintained, the next few years should see a very substantial increase in the number of literates.

The total number of boys in primary classes advanced from 8,456,454 to 8,566,151 during the year under review. Thus during 1936, 6.1 per cent. of the total male population (calculated at 12 per cent.) was at school. In other words, about 51 per cent. of the school-going male population was enrolled in primary classes. Much leeway has yet, therefore, to be made up before the whole of the school-going population is brought under instruction. The percentages for the various provinces are given in the table below:—

TABLE XIII.—Percentage of school-going population (male) at school.

Province.	Percentage of boys in primary classes to those of school-going age.
Madras	72.3
Bombay	61.0

TABLE XIII.—*Percentage of school-going population (male) at school—contd.*

Province.	Percentage of boys in primary classes to those of school-going age.
Bengal	62·5
United Provinces	37·2
Punjab	50·7
Burma	30·0
Bihar and Orissa	36·4
Central Provinces and Berar	38·6
Assam	50·2
North-West Frontier Province	41·5
Coorg	56·1
Delhi	52·7
Ajmer-Merwara	33·3
Baluchistan	10·1
Bangalore	98·4
Other Administered Areas	77·0
	<hr/>
BRITISH INDIA	51·0
	<hr/>

Among the major provinces, only in Madras, Bombay and Bengal can the percentage be said to be reasonably satisfactory. The United Provinces, Burma, Bihar and Orissa, Central Provinces, and the North-West Frontier Province are distinctly backward. The percentage in the case of smaller units is on the whole encouraging, and only Baluchistan and Ajmer-Merwara lag very much behind. In these areas, communication is difficult and the sparseness of population is very marked. To understand the implications of these figures, the figures of the percentage of literacy in Table XIV should be studied. They leave the impression that the system of primary education in Bengal is defective and that only in Madras, Bombay, Central Provinces, Assam, and to a lesser extent, the United Provinces and the Punjab, can it be described as good. The figures for Bihar and Orissa do not disclose the exact position. Reference to this is made later in this chapter.

The number of pupils enrolled in primary classes is not, however, as true an index of the progress of primary education as are the numbers which continue to the end of the course and their

distribution. For British India as a whole, 43·8 per cent. of the boys in primary classes were studying in the 1st class, 20·6 per cent. in the 2nd class, 15·9 per cent. in the 3rd, and only 12·1 per cent. and 7·6 per cent. in the 4th and 5th classes. This unsatisfactory distribution of the enrolment reveals a state of affairs which obviously calls for effort on the part of the Ministries of Education to see that the primary schools are made more attractive and the work more interesting and stimulating. Perhaps then the lamentable stagnation and leakage may not be so pronounced.

Columns 6—10 and 12 of the main statistics table show the distribution of boys by provinces in the primary classes. It will be seen that Bengal, Burma and the North-West Frontier Province have more than 50 per cent. boys in Class I. On the other hand, the Central Provinces have 33, Bombay 34, Bihar and Orissa 34, Assam 38, the United Provinces and the Punjab 42 and Madras 44 per cent. The distribution between Classes II, III, IV, and V is more even, but the large difference in the number of boys in classes IV and V in Madras and Burma is surprising. In the Punjab, the restriction of admissions to the infant class to certain months in the year and the control and supervision by the inspecting staff of the annual test of the first class, help towards the better distribution of pupils. But the fact that more than 40 per cent. of the boys are studying in the first class causes apprehension as it is in this class that most of the wastage and stagnation takes place. Irregular admissions and irregular attendance throughout the year, coupled with ineffective teaching and supervision are partly responsible for stagnation in this class. Efforts should, therefore, be made to remedy these defects. Those charged with the control and administration of primary education should see that money is not wasted through faulty administration of elementary education. So far only feeble efforts seem to have been made to grapple with the problem of "wastage". The following table shows clearly the wastage among boys in primary classes:—

TABLE XIV.—*Wastage among boys in primary classes.*

Province.	NUMBER OF BOYS IN				PROPORTION OF BOYS IN	
	Class I, 1932-33.	Class II, 1933-34.	Class III, 1934-35.	Class IV, 1935-36.	Class I, 1922-33.	Class IV, 1925-36.
Madras	836,701	397,142	313,714	276,366	100	33
Bombay	274,031	154,068	145,303	124,142	100	45
Bengal	987,205	364,501	262,174	139,106	100	14
United Provinces	484,252	258,909	166,855	125,940	100	26

TABLE XIV.—Wastage among boys in primary classes—contd.

Province.	NUMBER OF BOYS IN				PROPORTION OF BOYS IN	
	Class I, 1932-33.	Class II, 1933-34.	Class III, 1934-35.	Class IV, 1935-36.	Class I, 1932- 33.	Class IV, 1935- 36.
Punjab	375,319	162,080	122,192	99,082	100	26
Burma	145,506	44,418	34,552	27,557	100	19
Bihar and Orissa	431,817	172,019	169,981	131,759	100	30*
Central Provinces and Berar	129,976	83,549	74,212	60,364	100	46
Assam	95,595	47,194	43,072	36,466	100	38
North-West Frontier Province	32,438	10,464	8,580	7,210	100	22
Coorg	1,895	1,241	1,118	1,010	100	53
Delhi	11,361	4,611	3,684	3,202	100	28
Baluchistan	2,631	888	807	328	100	12†
Bangalore.	3,152	1,677	1,371	1,217	100	39
Other Administered Areas	4,032	1,685	1,669	1,487	100	37
BRITISH INDIA	3,816,386	1,704,765	1,354,500	1,038,332	100	27

* The proportion is not comparable with that for previous years as with the opening of an infant class in 1935, which was done by splitting class I into two classes, the number of boys in class IV apparently increased and consequently the proportion has been magnified.

† The fall of proportion in Baluchistan is due to recent earthquake resulting in many deaths.

The wastage in the whole of British India is as high as 73 per cent. Bengal with 86 per cent., Burma with 81 per cent., North-West Frontier Province with 78 per cent. are mainly responsible for the large wastage in British India as a whole. The percentages of wastage in the case of the United Provinces and the Punjab, which are 74, in Madras 67, and Assam 62 are also bad, though not as bad as in the Provinces already mentioned. Bombay with 55 and Central Provinces with 54 make a much better showing.

The figures for Bihar and Orissa should be studied with the foot-note appended to the table. The correct percentage of wastage for this province will be known in 1938, when the pupils in the first class in the year 1935 will be expected to have reached class IV.

It is undeniable that the wastage is appalling and the system which allows it is inefficient. But, if the percentages of boys who reached class IV in 1935-36 in the normal period of four years are compared with those who reached class IV in 1931-32, a great

improvement will be noticed. For British India as a whole, the percentage of the output of literates has increased from 21 to 27. In Madras the percentage has advanced from 26 to 33, in Bombay from 40 to 45, in the United Provinces from 23 to 26, in Burma from 17 to 19, in Assam from 37 to 38, in the North-West Frontier Province from 20 to 22, and in Bengal from 13 to 14. The percentage has, however, remained stationary for the Central Provinces. It is, however, very disconcerting to note that in the Punjab the percentage of boys reaching class IV has fallen from 28 in 1931-32 to 26 in 1935-36.

Even between 1935 and 1936, there is discernible some marked improvement in certain provinces. The percentage of Madras has risen from 31 to 33, that of Bombay from 41 to 45, of the United Provinces from 25 to 26, and of Burma from 18 to 19. Thus there are hopeful signs that even if this steady, though slow, progress is maintained, the situation will greatly improve. But all this should not allow one to underestimate the inherent defects in the system of primary education, which have their origin in the maladministration of local authorities.

Single-teacher schools are also responsible for wastage. The following table gives the number of single-teacher schools for boys and their enrolment:—

TABLE XV.—*Single teacher primary schools for boys, 1936.*

Province.	No. of single-teacher schools for boys.	Enrolment.
Madras	18,491	(a)
Bombay	5,263	180,965
Bengal	21,963	691,772
United Provinces	5,373	189,353
Punjab	1,575	56,002
Burma	2,300	115,897
Bihar and Orissa	(a)	(a)
Central Provinces and Berar	893	28,761
Assam	3,008	119,339
North-West Frontier Province	375	12,886
Delhi	66	2,100
Ajmer-Merwara	126	4,098
Central India	6	219

(a) Information not available.

Madras has 18,491 such schools: 1,334 having standards up to II, 3,911 up to III, and 13,246 up to IV. Bengal has 21,963 such schools out of the total of 44,506 primary schools for boys. Burma has 2,300 out of 4,228. Thus the provinces which have the worst wastage percentages have also the larger percentage of single-teacher schools. Inefficiency of teaching and resultant "wastage" and stagnation are characteristic of single teacher schools. Whenever the teacher is ill or on leave, the school is practically closed. If these (single-teacher) schools could be eliminated or improved, much ineffectiveness in the present system should disappear. It may be true that in certain places single teacher schools may, for various reasons, have to be retained, but the fact remains that, as far as possible, they should be abolished or at least be staffed with competent teachers. The village school-master, often of poor physique and of little learning, often depressed by poverty, in sole charge of a school of five classes which he has to instruct in all the subjects of a varied course cannot be expected to cope with his duties. Wherever efforts to remove these defects have been made, they are to be welcomed. The efforts of Bihar and Orissa in this connexion are commendable. They have introduced a more formal system of recognition whereby all schools with certain exceptions must have at least one teacher for every two classes.

A well qualified, well trained and adequately paid teacher is another factor towards the improvement of teaching and consequently towards the elimination of wastage. Column 16 of the main statistics table, which shows the percentage of trained men teachers in primary schools shows clearly that Bengal, Assam, Bombay and also, to some extent, Bihar and Orissa are greatly handicapped in this respect. "The fatal weakness of primary education in Bengal is the scarcity of trained teachers, and also the miserably low pay of the teachers. Merely the supply of trained teachers without, at the same time, giving something more in the way of salary than the miserable pittance which teachers at present enjoy, will not effect a cure."

In the Central Provinces, the percentage of trained teachers increased from 61.4 to 62.4. The local bodies, however, were generally reluctant to oust untrained and inexperienced teachers, and postponed decision in regard to the appointment of trained teachers. The Director of Public Instruction observes that "there is a considerable scope for the replacement of untrained teachers by trained ones". It has been suggested in the report that local bodies as a whole must show a genuine desire to absorb the trained teachers allotted to them annually if the position is to improve.

The position in Delhi is much better than in the major provinces. The percentage of trained teachers increased from 67 to 74. "The employment of untrained or uncertificated teachers has after 1st April, 1935, been prohibited in local board as well as aided schools by orders of the Local Government. As the supply of qualified teachers well exceeds the demand, the need for employment of

untrained teachers even as probationers for training does not arise."

The example of Delhi is worthy of emulation. The number of untrained teachers can be very appreciably reduced if the provincial Governments insist that local bodies and managers of aided schools shall appoint in their schools trained teachers whenever vacancies occur. The fact that India is a poor country is no excuse for the miserably low scales of pay which some provinces offer. To reply that teachers can be obtained on the scales offered does not take into account the type of teacher recruited and the effect on the school of having a staff discontented, depressed by poverty and on the look out for other means of increasing their income. In certain provinces, notably Bengal, the wages of primary school teachers are less than those of a coolie, a sweeper or any other similarly low-paid menial. The Hartog Committee estimated the average monthly pay of a teacher in an unaided school in Bengal as Rs. 3.3 and that of a teacher in an aided school as Rs. 6. The state of affairs in other provinces, with the single exception of Bombay, is little better. Added to this hardship, there are other difficulties which a primary school teacher has to experience. Amongst these are the delay in the payment of salaries and the frequent transfers from place to place often at considerable personal expense and inconvenience. The remarks of the Commissioner, Nagpur Division, quoted in the Central Provinces report, are worthy of attention:—

"The teachers in the employ of local bodies are ill-paid and badly treated and with the first hint of financial difficulties, their pay is subjected to heavy cuts or all increments are stopped."

Remembering how efficient teaching so greatly depends on the teacher, his contentment must be secured. To this end, the efforts of the provincial ministries should, therefore, be directed. The Director of Public Instruction, Bihar and Orissa has remarked:—

"If we can secure for the teachers the minimum rates of pay (a living wage) and freedom from unnecessary transfers, they will do much better work."

When a teacher is trained and is well paid, he should not be allowed to suffer from inertia. A dreary lifeless school cannot be expected either to attract or to retain pupils. Refresher courses should be arranged. A school library is also essential. The following remarks of an Inspector of Schools, Punjab, have a bearing on this point:—

"An average junior vernacular teacher is not equal to the work he has to do in village schools. His outlook is stunted, his interest limited, and his efficiency restricted. After completing his training at a normal school he has a tendency to stagnate or rather deteriorate, for extra reading has no charm for him. He has no pride in his profession and does not, therefore, care to study the technique of the pedagogic art. It is, therefore, highly essential that the district inspecting staff

should hold refresher courses and offer necessary guidance to bring them up to the mark."

Good school buildings are also essential for improved teaching. Unhealthy buildings are ill-suited for school purposes. The provincial education reports on this subject are depressing reading. Almost all complain that usually accommodation is insufficient, that the buildings are sadly in need of repair and that several schools suffer from the disadvantages associated with rented buildings. The following remarks of an Educational Inspector, Bombay, are typical:—

"Many of the primary school buildings are unfit for use by children. In an age when even criminals are well housed and well looked after and when institutions for delinquents are no longer treated as juvenile jails, but as reformatory schools, we still come across buildings in which it would be a social crime to house even delinquents. Many a building suffers from too much of the sun, rain and wind, while not a few have rooms where the sun's rays rarely penetrate and where air condition is almost entirely absent. These are not conditions that will help to improve the none too good health of the village and town children."

In Bihar and Orissa and the Central Provinces, some attention was paid to the question of school accommodation. In the Central Provinces thirty-one new buildings were constructed during the year under review and in Bihar and Orissa, the Government provided a sum of Rs. 1,00,000 for expenditure on school buildings. In the North-West Frontier Province also the buildings of 5 primary schools were either extended or newly constructed.

TABLE XVI.—*Progress of Compulsory Primary Education during the year 1935-36.*

Province.	Number of areas under compulsion in 1935-36.		
	Urban areas.	Rural areas.	No. of villages in rural area under compulsion.
Madras	28	7	104
Bombay	10	2	150
Bengal	2	..	..
United Provinces	36	25	1,224
Punjab	55	2,988	8,413
Bihar and Orissa	1	2	15
Central Provinces	27	173	433
Delhi	1	9	16

The rigid enforcement of compulsory primary education can also do much to check wastage. The Burma Vernacular Re-organisation Committee considered that "the ultimate remedy for illiteracy and wastage is efficient universal compulsory education". But due to the nonchalant attitude of the local bodies, compulsion has not yielded expected results. In the United Provinces, where compulsion is introduced on a far larger scale than other provinces except the Punjab, no marked progress in compulsory areas was noticeable. In these areas, as in non-compulsory areas, there is still stagnation in the lower classes and only a small percentage reaches the uppermost class. One reason to which inefficiency has been attributed is "the unsuitability of many of the areas selected for the application of the Act". In order to test the rate of wastage in the primary schools and to ascertain what return Government were getting for the money expended, the Education Department prepared a statement tracing the history of the boys admitted in July 1930, in areas with Voluntary Primary Education and for areas with Compulsory Primary Education. It was adjudged that Voluntary Primary Education in primary schools had an efficiency of 25 per cent., *i.e.*, out of four boys admitted to the primary school only one became literate, and the efficiency of Compulsory Primary Education was 20 per cent., yielding one boy to five. Thus compulsory primary education is not even as efficient as voluntary primary education, but the Director of Public Instruction consoles himself by saying that the figures of wastage for voluntary primary education, but the Director of Public Instruction The Punjab has the largest number of areas under compulsion: 55 urban areas and 2,988 rural comprising 8,413 villages. Success in the enforcement of compulsion varied from district to district. One Inspector of schools has expressed the view that "compulsion should be withdrawn from the areas where its success has been in doubt and that it should be allowed to exist only in a limited number of areas where it has been attended with success and worked with thoroughness and vigour". If the census of the figures of wastage in the compulsory areas in the Punjab were taken, the doubtful value of the success of compulsion will be apparent.

In the Central Provinces, the number of areas, urban and rural, under compulsion remained unchanged, but the number of villages in which compulsion was introduced decreased from 440 to 433. In the case of certain compulsory areas fair progress was noticed, but generally the local bodies were slack. One Inspector of Schools has remarked: "Administration of local bodies generally creates an incoherent and listless atmosphere. There is hardly any stable point from where sustained interest in furtherance of compulsory education could emanate and persevere".

In even such a forward province as Bombay the complaint is made that in most cases compulsion is only on paper and that the increase in enrolment in compulsory areas is no better than in areas under voluntary education and on the average only about 75 to 80 per cent. of those enrolled, attend school. In other provinces

also compulsion has not been attended by much success. To avoid these unsatisfactory results, it is essential that determined efforts should be made to ensure that the children enrolled attend regularly, the standard of teaching is high, well trained teachers are employed, and administration and control of primary education is made more austere and lastly that the health of the children is not affected by attendance in insanitary buildings.

It has been stated that universal compulsory primary education will lead not only to a rapid advance in literacy, but also to an improvement in administration because the momentum given when primary education is universal will compel attention to the need of efficient administration and make control more effective on account of the statutory penalties. Compulsory primary education should be regarded not merely as an ideal impossible of fulfilment except in the distant future but as a goal the attainment of which is urgent and immediate, yet at the present time the passage of a law making primary education universal and compulsory would create more difficulties than it would solve.

Whilst there can be no doubt that the existing schools could accommodate far more children than at present, they could not by any means provide for all the children who would be required to attend school if compulsion were universal. Many additional teachers would be necessary, facilities for their training would require considerable extension, the inspectorate would need increasing, and the expenditure on these and on other connected items would be so huge as to make universal compulsory education impracticable to put into immediate operation. The cost of such a step has been worked out by several provinces, by different bodies and persons, and although the figures vary, yet even the lowest estimate is appallingly high. The question of finance, however, should not act as a deterrent, nor need it be a deterrent provided the lamentable wastage at present existing in all provinces can be checked. Calculations show that only about 27 per cent. of the children who are admitted into the lowest class of a primary school complete the four years' course, when children may be assumed to have become literate though the figure varies from province to province. Thus about 73 per cent. of the money now spent on primary education may be regarded as sheer waste. If this waste could be prevented, the funds at present available would obviously suffice for a great extension. It seems therefore that until popular opinion on the need of education is more strongly developed in certain areas and among certain classes, compulsory education should aim not so much in forcing children to attend school, but in compelling children who have joined a school to remain there until they have completed the course.

The mere passing of a Compulsory Education Act even in those areas where compulsion is considered desirable will not in itself either bring children to school or keep them there. The effective administration of the Act is necessary. Difficulties arise in the administration which tend to make the act inoperative. The lack of attendance officers, the difficulty of deciding who is to prosecute,

in many cases the indifference of magistrates, the law's long delays, the absence of up-to-date local census records are given as instances of weaknesses in the administration of Compulsory Education Acts. These difficulties, however, are surmountable.

A much more rapid advance in compulsory primary education is possible in many provinces. The most promising lines of advance seem to be those of the Punjab (and other provinces) where compulsion is applied not to the province as a whole; perhaps not even to municipalities, but to village areas where the majority of the children already attend school and to selected wards of a municipality.

Expenditure.—The total expenditure on primary schools for boys increased from Rs. 6,69,58,408 to Rs. 6,82,88,160 during 1935-36. All provinces except Central Provinces and North-West Frontier Province showed increase. The comparative figures of expenditure for 1935 and 1936 are given in columns 17 and 18 of the main statistics table.

50·3 per cent. of the expenditure was met from Government funds, 33 per cent. from local funds, 6·7 per cent. from fees, and 10 per cent. from "other sources". The average annual cost per child was Rs. 7-11-7 against Rs. 7-12 the previous year.

The figures should be read with the figures in column 5 of the table below, which give the average number of pupils in a primary school for boys. For British India as a whole, this number is 53, an abnormally low figure. If the primary schools were better organised and the average enrolment increased, the expenditure now available would be sufficient to bring many more children under instruction. Rs. 6,82,88,160 for 165,240 schools is not a small sum. Ceaseless efforts are required to increase the average enrolment per school. If the primary schools in the province could have the same average in numbers as Delhi, about 6,500,000 more pupils would be under instruction without the provision of additional schools and consequently more expenditure.

TABLE XVII.—Average number of pupils per primary school for boys, 1935-36.

Province.	No. of primary schools for boys (1936).	Enrolment (1936).	Average No. of pupils per primary school for boys.	
			1935.	1936.
Madras	43,677	2,486,393	55	57
Bombay	13,138	1,052,387	79	80
Bengal	44,506	1,917,419	41	43
United Provinces	16,571	1,189,204	63	64

TABLE XVII.—Average number of pupils per primary school for boys, 1935-36.—contd.

Province.	No. of primary school for boys (1936).	Enrolment (1936).	Average No. of pupils per primary school for boys.	
			1935.	1936.
Punjab	5,675	369,882	66	65
Burma	4,228	269,486	63	64
Bihar and Orissa	24,082	879,230	35	36
Central Provinces and Berar	4,276	314,140	75	73
Assam	5,810	277,369	48	48
North-West Frontier Province	605	34,473	56	57
Coorg	107	9,373	84	87
Delhi	154	14,294	92	93
Ajmer-Merwara	226	12,328	57	54
Baluchistan	92	2,247	28	24
Bangalore	51	5,848	115	114
Other Administered Areas	42	6,444	149	153
BRITISH INDIA	165,240	8,840,517	52	53

In spite of the handicaps to which the primary schools are subjected, many useful activities continued to be developed in these schools. In the United Provinces, "handicrafts received much encouragement". In several schools serviceable articles like tats, ropes, newar, fans, pankha frills, envelopes, decorative articles and even soap and pencils were made. Teachers also continued to organize various social and utilitarian village activities, like katha reciting, village dramas, games, medical aid, fighting epidemics, agriculture, sanitation, veterinary work and to encourage co-operative work.

In the Punjab, teachers in many places carried on extra-mural activities relating to village uplift, propaganda work and village reconstruction. Efforts to improve the quality of teaching in primary schools and to correlate them with the environments of the pupils continued.

In Delhi, schools in the rural areas have been made healthier and brighter by the introduction of games and physical drill. Much attention was paid to the personal hygiene of the boys. The method of teaching, particularly in the infant class, received special attention. Individual progress charts were maintained and instead of individual lessons on the printed primer, group lessons on the blackboard were demonstrated by the Inspecting staff.

In Assam, school gardening, manual work outside the curriculum, physical education, scout and cub games, and other forms of extra curricular activities continued to receive attention.

There can be no doubt that one of the most effective methods of combating stagnation and leakage is to make the school attractive by educational activities. At present too many are dull and lifeless in so much as their methods neglect the characteristics of childhood and the nature of a child's growth and development.

IV.—*Training of Teachers.*

Anglo-vernacular teachers.—The number (16) of training colleges for men was the same as in the previous year, but the enrolment increased from 1,416 to 1,461. The total number of men under training, however, remained 1,311. The slight rise is due to the additional enrolment of women students for training.

TABLE XVIII.—*Training colleges for men.*

Province.	1935.			1936.		
	No. of training colleges.	Students.	Total No. of men under training.	No. of training colleges.	Students.	Total No. of men under training.
Madras	2	303	303	2	335	335
Bombay	1	97	79	1	94	75
Bengal	2	173	173	2	171	171
United Provinces	(a) 6	369	354	(a) 6	343	315
Punjab	2	156	156	2	160	160
Burma	--	(b)121	(b) 55	--	(b) 147	(b)52
Bihar and Orissa	2	67	67	2	79	79
Central Provinces and Berar.	1	130	124	1	132	124
BRITISH INDIA	16	1,416	1,311	16	1,461	1,311

(a) Includes the two training colleges attached to the Universities at Benares and Aligarh.

(b) Reading in the University Department.

The Bengal and Bombay Presidencies, where there is a markedly low percentage of trained men teachers in secondary schools, have inadequate provision for the training of teachers. The Secondary Training College, Bombay, the only institute of its kind in the Presidency, had on its rolls 94 students: 75 men and 19 women. 94 students appeared for the B. T. examination, of whom 68 passed. The Principal, however, has reported that though some of the students were good, the standard of the majority was very disappointing.

In Bengal, the two training colleges at Calcutta and Dacca train teachers of English for secondary schools. On the rolls at the close of the year under review were 171 pupils all of whom took the B. T. course. 212 students appeared for this examination and 158 passed. The Calcutta University helped to provide additional facilities for the training of teachers in secondary schools by conducting short training and vacation courses. 76 students availed themselves of this opportunity. In spite of this, the position is still far from satisfactory and more provision for the training of teachers is urgently needed.

The United Provinces had six training colleges with an enrolment of 343. The Government Training College, Allahabad, and the two training colleges attached to the Benares Hindu and Aligarh Muslim Universities admit graduates only, but the Government training colleges at Lucknow and Agra, and that attached to the Lucknow Christian College admit Intermediates and Matriculates as well. These three institutions prepare candidates for an Anglo-vernacular Teachers' Certificate Examination and the course of study is spread over two years.

In the higher grade training colleges, the qualifications of those who sought admission are reported to have improved very considerably. 124 teachers out of 159 who passed out of these colleges were able to obtain employment. Progress was well maintained on the whole.

The Punjab had two training colleges: the Central Training College, Lahore, and the Chelmsford Training College at Ghoragali. Mention of the latter institution will be made in the chapter on Anglo-Indian and European Education. The former had 139 students on its rolls, 50 in the B. T. class and 89 in the S. A. V. The Principal reported that no difficulty was experienced in making a suitable selection from each community as highly qualified candidates applied for admission. There is a strong feeling in favour of increasing the length of the B. T. course from one year to two years. The present course of one year, which in practice covers little more than 9 months, is considered too short for satisfactory training.

In Burma, the training of teachers (except Kindergarten teachers) for English and Anglo-vernacular schools is centralized in the Teachers' Training College, Rangoon, a constituent college of the University. The college prepares students for the degree of B. Ed. 52 men were under training.

The Patna and Cuttack training colleges were the two institutions in Bihar and Orissa to meet the demand for anglo-vernacular trained teachers. They had only 79 students under training. The Patna College opened a new class for the degree of Master of Education with 8 students. The primary section of the diploma class was suspended and replaced by three refresher courses for groups of 12 sub-inspectors in each. These courses are reported to have proved very useful.

In the Central Provinces, the Spence Training College, Jubbulpore, had under training 132 students, of whom 28 were graduates and the rest under-graduates. It has been stated that "scrupulous care was taken to ensure before admission that candidates after training would be re-absorbed by institutions which deputed them". But as it is "impossible to cope with the vagaries of local bodies and managers of recognized schools" consequently "the fact that a student has been promised employment after training is no guarantee that he will get it".

For post-graduate classes, an extra subject "History of Education" was introduced during the year under report. The practice

of giving instruction in General Knowledge to under-graduate classes at the beginning of the session had to be abandoned so that more time could be given to English, in which candidates were found to be very weak.

Assam has no regular training college, but during the year under review a B. T. class was opened in the St. Edmund's College Shillong. 19 teachers and sub-inspectors were deputed to the training college at Dacca where seats are reserved for Assam candidates.

Vernacular teachers.—The number of training schools decreased from 366 to 358, the United Provinces being responsible for closing down as many as 9 schools. Though these schools were closed for want of funds they were reported to be far from efficient.

TABLE XIX.—*Training schools for men.*

Province.	1935.			1936.		
	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	78	10,537	10,539	78	10,382	10,370
Bombay	11	713	713	12	972	972
Bengal	90	2,589	2,589	90	2,659	2,659
United Provinces	64	1,587	1,587	55	1,494	1,494
Punjab	5	555	550	5	486	486
Burma	15	635	524	14	720	577
Bihear and Orissa	82	1,778	1,778	82	1,781	1,781
Central Provinces and Berar	8	774	774	8	865	865
Assam	5	200	200	6	331	331
North-West Frontier Province	1	102	102	1	132	132
Coorg . . . . .	..	..	..	..	..	..
Delhi	1	41	41	1	41	41
Ajmer-Merwara	3	67	66	4	81	81
Baluchistan	1	18	18	..	..	..
Bangalore	1	47	47	1	38	38
Other Administered Areas	1	95	95	1	94	94
BRITISH INDIA	366	19,738	19,623	358	20,076	19,921

The total enrolment increased from 19,738 to 20,076 and the total number of men under training also increased from 19,623 to 19,921, though the United Provinces lost 93 students.

In Madras and the Punjab also, the enrolment decreased by 155 and 69 respectively. In the Punjab, the fall occurred in the Jullundur Division which "does not require additional trained teachers at present". The transfer of the training school at Jullundur to a more suitable place was under consideration.

In Bombay, the provision for the training of vernacular teachers is not adequate. The need is all the more urgent when it is remembered that the percentage of such teachers is only 49 as compared with 80 in the Punjab, 73 in the United Provinces and 71 in Burma. But the Government have now taken the matter in hand and hope ultimately to raise the percentage of trained teachers to

80 per cent. The scheme rests on the restoration of the third year classes and the opening of additional first and second year classes in the vernacular training institutions. It also aims at raising the efficiency of primary schools by securing a larger annual supply of teachers with higher training qualifications. The existing institutions are, however, doing good work. "Great stress is laid on practice in teaching and this includes the teaching of two or more classes at a time. In almost all rural schools, teachers are required to handle two or more classes simultaneously. Students are also trained to make their own teaching apparatus from materials easily available in rural areas". It is interesting to note that the Mary B. Hardinge Kindergarten training school at Sholapur has introduced a special course of two years for the training of teachers for the infant class. The hope has been expressed that more institutions of this type will be opened to supply the long-felt demand of specialist Infant teachers and until more women teachers for primary classes in all provinces are available, the desirability of training men teachers and junior inspectors in Kindergarten methods seems beyond doubt.

In the Normal and training schools in the United Provinces, many extra curricular activities continued to receive attention. Play methods and dramatization were introduced in teaching infant and primary classes. Gardening and weaving in several materials were also taught.

In the Punjab, an endeavour is being made to improve the methods of teaching in training institutions. The correlation of the oral and written work at the institutions with the needs of rural life and to create and foster a rural bias in the minds of the pupil teachers was emphasised. An apposite comment reads:—

"One wonders at the manifold activities carried out by the students of the normal schools, and some critics aver that so much is expected of the rural teacher under training that he has no time to think".

In Bihar and Orissa, "the whole of the syllabus of instruction for the elementary training schools has been recast. It will now contain much less revision of work already done and more stress will be laid on handwork, practical teaching and preparation of schemes of lessons".

In certain normal schools in the Central Provinces, matriculates are being admitted to the second year class and encouraged to develop rural interests so that they may go to the villages as primary school teachers and help in improving village life. In the Mission Normal School, Dhamtri, "Child psychology" and a "wider course of pedagogy" have been included in the course of study.

The Normal School at Peshawar is the only institution in the North-West Frontier Province for the training of male teachers. It consists of senior and junior vernacular classes. During the year under review industrial classes consisting of (1) a carpentry

class, and (ii) a blacksmith's class were started. The headmaster reported that "the year under review was one of the most successful from the point of view of efficiency, discipline and general tone of the school".

Much useful work is being carried on in the training institutions. But there is yet much room for improving the academic qualifications, especially those of the vernacular teachers. Until more women teachers are available for primary schools, the teaching in these schools cannot be regarded as satisfactory.

VII.—*Female Education.*

The main statistics of the education of girls are shown in the table below:—

TABLE XX.—Main statistics of the education of girls.

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.		Total No. of girl pupils in all institutions.		Total expenditure on institutions for girls (including indirect expenditure).	
	1935.	1936.	1935.	1936.	1935.	1936.	1935.	1936.	1935.	1936.
									Rs.	Rs.
Madras	5,607	5,355	414,486	417,594	476,820	514,315	851,458	887,839	97,14,137	98,73,139
Bombay	2,067	2,094	218,035	227,720	121,684	131,687	331,501	351,392	69,32,598	70,10,124
Bengal	19,252	18,154	561,456	559,777	144,838	168,692	694,489	716,089	52,97,176	53,51,962
United Provinces	2,259	2,269	128,175	136,414	79,656	82,261	204,922	215,635	42,27,121	44,50,268
Punjab	4,959	5,035	211,617	223,038	29,814	26,592	233,903	242,398	37,34,904	39,83,733
Burma	832	814	60,212	60,628	178,386	184,395	218,530	224,648	21,72,341	23,15,918
Bihar and Orissa	2,746	2,685	83,090	83,396	70,197	78,833	150,649	159,001	14,18,907	14,34,524
Central Provinces and Berar	603	607	47,448	48,269	32,124	32,936	78,833	80,377	11,38,408	12,27,799
Assam	838	929	38,034	42,445	37,683	42,209	74,458	83,277	5,70,916	6,13,618
North-West Frontier Province	177	189	15,064	15,621	1,334	1,553	16,242	16,850	4,41,280	4,11,642
Coorg	10	11	1,093	1,196	2,421	2,555	3,451	3,690	39,881	42,179
Delhi	90	92	11,947	12,653	344	321	11,763	12,436	7,34,300	7,80,097
Ajmer-Merwara	58	62	4,047	4,622	616	644	4,439	5,108	1,77,203	1,97,247
Baluchistan	11	4	2,138	415	557	454	2,612	869	97,677	12,313
Bangalore	43	42	6,926	7,154	699	841	6,905	7,191	3,57,328	3,57,088
Other Administered Areas	49	48	6,166	6,796	331	274	6,091	6,640	3,85,580	3,06,468
BRITISH INDIA	39,601	38,390	1,809,934	1,847,738	1,177,404	1,268,562	2,890,246	3,013,440	3,74,39,757	3,83,68,114

N.B.—The heavy fall in the figures for Baluchistan was due to the recent disastrous earthquake in Quetta.

The progress in female education was well maintained. The total number of girls under instruction rose from 2,890,246 to 3,013,440. Though the number of institutions for girls decreased from 39,601 to 38,390, the enrolment advanced from 1,809,934 to 1,847,738. The main decrease (1,098) in the number of institutions occurred in Bengal where ill-attended, inefficient and uneconomical schools were eliminated and several poorly attended institutions

TABLE XXI.—Co-

Province.	Arts Colleges.		Professional Colleges.		High Schools.		Middle English 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'.
Madras . . .	610	321	77	93	18,932	6,997	5,729	2,214
Bombay . . .	..	1,207	..	175	17,161	4,756	4,186	1,769
Bengal . . .	705	627	77	24	20,839	1,169	10,477	2,932
United Provinces .	335	163	10	30	8,015	242	8,918	259
Punjab . . .	579	119	116	36	11,321	113	6,783	464
Burma . . .	..	265	..	120	7,366	14,459	2,650	2,498
Bihar and Orissa .	13	20	..	..	2,426	219	5,094	1,356
Central Provinces and Berar.	22	91	17	8	522	101	2,336	803
Assam . . .	16	80	..	..	3,230	17	4,304	753
North-West Frontier Province.	..	..	..	..	498	25	1,932	104
Coorg . . .	..	..	..	..	308	55	..	..
Delhi . . .	79	37	134	..	1,606	46	712	12
Ajmer-Merwara . .	..	6	..	..	370	..	178	2
Baluchistan . . .	..	..	..	..	..	..	..	..
Bangalore . . .	..	34	..	..	1,775	72	306	2
Other Administered Areas.	..	..	..	..	1,302	7	1,098	121
BRITISH INDIA .	2,359	2,970	431	486	95,561	28,278	54,703	13,289

Madras, Burma and Assam had more girls under instruction in boys' institutions than in those for girls. The United Provinces and Bihar and Orissa, along with the three provinces mentioned above, had also more girls in boys' primary schools than in girls' schools. In fact in regard to the United Provinces, it has been remarked that "co-education in boys' schools is helping to solve

were amalgamated. Madras, Burma and Bihar and Orissa also indicate slight decreases. The enrolment figures, however, even in these provinces went up appreciably. The pace in the advancement of co-education was also well maintained. 1,268,562 girls attended boys' institutions against 1,177,404 the previous year. The detailed figures of co-education are given in the following table:—

education, 1936.

Middle Vernacular Schools.		Primary Schools.		Special Schools.		Unrecognised Schools.		All Institutions.	
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'.
..	..	341,384	494,445	5,595	908	1,197	9,337	373,524	514,315
..	..	190,138	117,851	2,696	469	5,524	5,460	219,705	131,687
575	117	498,842	159,921	3,571	1,307	12,311	2,595	547,397	168,692
38,722	71	73,892	78,150	890	346	2,592	3,000	133,374	82,261
33,619	6,150	105,770	10,672	2,569	147	55,049	8,891	215,806	26,592
4,166	42,732	24,490	113,667	288	750	1,297	9,904	40,253	184,395
1,204	224	65,409	72,287	749	58	5,273	4,669	80,168	78,833
5,155	4,595	36,547	26,267	853	51	1,989	1,020	47,441	32,936
2,429	1,347	27,908	35,995	105	116	3,076	3,901	41,068	42,209
3,988	315	8,209	820	53	..	617	289	15,297	1,553
..	..	827	2,410	..	..	..	90	1,135	2,555
1,968	..	6,806	226	212	..	598	..	12,115	321
101	8	3,176	503	21	..	618	125	4,464	644
..	..	330	29	..	..	85	425	415	454
532	..	3,687	676	50	..	..	57	6,350	841
..	..	3,645	98	99	3	222	45	6,366	274
92,459	55,559	1,391,060	1,114,017	17,751	4,155	90,444	49,808	1,741,878	1,268,562

some of the problems in the way of primary education for girls. Everywhere the prejudice against co-education is now dying out and parents gladly send girls to a boys' school especially when a teacher from the locality and belonging to the predominant local community is employed on the staff". It has now been recognised that the education of girls is necessary for happiness and progress

in town and village with the result that the forces of conservatism have weakened. Customs and prejudices which were for long detrimental to the advancement of female education are now disappearing. At the same time it is unfortunately true that local bodies, who are mainly responsible for primary education, are more vocal than generous in their support of girls' education.

Expenditure.—The total expenditure on all institutions for girls, inclusive of indirect expenditure, increased by Rs. 9,28,257 to Rs. 3,83,68,114. All the provinces, except the North-West Frontier Province, where there was a decrease of Rs. 29,638, showed increases. The North-West Frontier Province, while realising the need for extending female education, could not find money for its development. It has been remarked that “there exists a genuine and increasing demand for the education of girls, but unfortunately funds are not forthcoming to meet it”. Assam reported that “if more funds were available the rate of advancement of female education could be greatly accelerated and the present disparity in education between males and females appreciably reduced”. This applies to other provinces as well and throughout the country funds are urgently required to help the cause of female education. In this matter a lead can be given by the various Provincial Governments. Some of the money now spent on boys' education may be diverted to the education of girls, and in all schemes for the expansion of education the needs of girls should receive preference. In 1929 the Hartog Committee gave prominent attention to the great disproportion between the amount of Government expenditure on institutions for boys and that on institutions for girls. Since then, the position has improved considerably but the disparity is still very great. Only 13·5 per cent. of the Government expenditure is spent on the education of girls while 14·3 per cent. is spent only on Universities and Colleges meant for males.

Among the major provinces, Madras spent the greatest percentage (18·2) of its Government expenditure on education for females. The value of this percentage is greatly enhanced when one remembers that co-education in Madras exists to a very advanced degree. On the other hand, Bombay spent 14·4 per cent., Bengal 12·5 per cent., the Central Provinces 13·4 per cent. and others less. Bengal, the United Provinces, the Punjab, Burma, Bihar and Orissa, and also Ajmer-Merwara are spending more on University education of males than on female education. Delhi is by contrast in a far better position than all the major provinces. It spent 34·2 per cent. on female education against 18·3 per cent. on the University education of males.

It is depressing to have to record that during the year under review all the provincial Governments, except the Punjab, Assam and the Central Provinces, decreased their percentages of Government expenditure on girls' education. For British India as a whole, this percentage has fallen from 13·9 to 13·5. Almost everywhere female education seems to have been neglected in favour of the education of males.

TABLE XXII.—*Percentage of Government expenditure spent on the University education of males and on female education, 1935-36.*

Province.	PERCENTAGE OF GOVERNMENT EXPENDITURE SPENT ON		
	Universities and Colleges (all types) for males.	Institutions meant for Females (including in- direct expenditure).	
		(1936)	(1936)	(1935)
Madras	9.6	18.2	19.1
Bombay	5.9	14.4	14.5
Bengal	23.8	12.5	13.0
United Provinces	20.6	9.9	9.9
Punjab	12.1	11.9	11.0
Burma	15.6	11.0	13.1
Bihar and Orissa	25.0	9.3	9.8
Central Provinces and Berar	11.4	13.4	13.3
Assam	9.0	9.3	9.2
North-West Frontier Province	8.3	10.0	12.1
Delhi	18.3	34.2	33.7
Ajmer-Merwara	13.9	13.4	11.9
BRITISH INDIA	14.3	13.5	13.9

It is gratifying to observe that Bengal has sanctioned a scheme for the establishment of an Advisory Board for Women's Education. The Board is to function from the year 1936-37. It will furnish the Education Department with practical suggestions consistent with the policy of Government and render such active assistance as will facilitate the working of that policy for the improvement of all grades of girls' education in the province.

TABLE XXIII.—*Primary*

Province.	No. of primary schools for girls.		Pupils (boys and girls) in primary schools for girls.		Enrolment of girls		
	1935.	1936.	1935.	1936.	Class I.	Class II.	Class III.
Madras	5,344	5,090	381,514	382,936	451,405	164,601	110,355
Bombay	1,797	1,814	188,839	195,625	133,186	59,340	47,291
Bengal	18,711	17,644	512,324	508,925	478,684	112,078	61,607
United Provinces	1,739	1,742	71,826	75,061	117,374	38,582	21,891
Punjab	1,679	1,779	101,886	106,453	86,502	27,965	21,123
Burma	631	625	36,967	37,251	132,804	33,826	21,326
Bihar and Orissa	2,420	2,384	67,630	67,922	64,973	34,000	23,851
Central Provinces and Berar	462	470	36,782	37,236	35,852	16,516	11,113
Assam	703	769	25,934	28,712	35,201	14,013	10,242
North-West Frontier Province	123	125	8,142	8,321	8,908	2,118	1,723
Coorg	9	10	764	827	1,141	766	574
Delhi	59	59	6,671	7,040	5,577	1,528	1,267
Ajmer-Merwara	44	45	3,266	3,328	934	462	1,100
Baluchistan	3	3	327	330	219	46	28
Bangalore	29	28	4,016	4,116	2,948	1,088	882
Other Administered Areas	32	31	3,379	3,803	2,920	745	676
BRITISH INDIA	33,785	32,618	1,450,267	1,467,886	1,558,628	507,764	334,639

schools for girls.

in Classes I—V, 1936.		Total No. of girls in Classes I—V of all institutions.		Women teachers in primary schools, 1936.		Percentage of trained teachers.		Total expenditure on primary schools for girls.	
Class IV.	Class V.	1935.	1936.	Total No.	Trained.	1935.	1936.	1935.	1936.
								Rs.	Rs.
74,828	33,019	803,472	834,208	14,500	12,345	84.1	84.6	43,45,734	43,08,784
34,454	24,460	284,554	298,731	5,962	2,923	50.5	49.0	39,34,001	39,84,045
17,068	10,637	659,174	680,074	5,881	719	10.6	12.2	15,50,831	15,90,517
12,157	7,933	189,191	197,937	2,383	366	15.2	15.4	6,62,975	6,85,267
15,895	12,684	160,164	164,169	3,338	1,791	50.3	53.6	10,93,815	11,49,721
12,454	3,846	197,687	204,256	1,636	1,486	90.3	90.8	3,15,625	3,43,671
16,249	4,223	135,592	142,886	1,786	565	28.8	31.6	5,30,299	5,00,399
7,881	1,730	70,857	73,092	1,415	801	56.7	56.6	5,21,962	5,42,456
7,049	5,146	65,190	71,651	717	105	15.7	14.6	1,20,021	1,29,417
1,359	589	14,272	14,697	304	106	33.0	34.9	1,37,001	1,40,577
421	343	3,020	3,245	32	29	90.3	90.6	15,997	16,576
903	773	9,464	10,048	211	184	79.1	87.2	1,56,691	1,94,113
528	409	3,436	3,583	120	71	47.4	59.1	69,900	77,676
16	21	1,868	330	11	7	58.3	63.6	6,951	10,084
678	520	5,629	6,116	186	160	83.2	86.0	72,015	57,526
591	381	4,983	5,313	165	111	60.4	67.3	76,231	79,778
202,531	106,774	2,608,553	2,710,366	38,737	21,769	55.3	56.2	1,36,10,049	1,38,11,107

Primary education.—The number of primary schools for girls fell from 33,785 to 32,618—Bengal being mainly responsible for this fall, but the enrolment increased from 1,450,267 to 1,467,886. The number of girls in the primary stage also increased by 101,813 to 2,710,366. Only 22,107 of this increase took place in classes IV and V.

The value of the large figure of 2,710,366 is, however, discounted by the fact that 1,558,628 or about 58 per cent. of girls were in class I where most of the stagnation and wastage takes place. 18 per cent. of the girls were in class II, 12 per cent. in class III, 8 per cent. in class IV and only 4 per cent. in class V. In all provinces the wastage is lamentable. In this respect Bombay is better than most of the other provinces. In Bombay 44·6 per cent. girls are in class I, while Madras has 54·1 per cent., Bengal 70·4 per cent., the United Provinces 59·3 per cent., the Punjab 52·7 per cent., the Central Provinces 49 per cent. The Director of Public Instruction, Bombay, has attributed the falling off in number from class to class "to social prejudices and to the unwillingness on the part of the parents to retain their girls in schools after a certain age". The condition is much worse in the provinces where girls attend boys schools in larger numbers. One remedy seems to lie in separate schools for girls staffed entirely by women trained teachers. Mixed schools can help towards a solution of the problem only if they have women teachers on the staff. Moreover, in a full primary school there is a greater likelihood of the pupils remaining for a longer period than in a school consisting of only two or three classes, as few will go to another village to join an upper primary school.

Some provinces are making attempts at improvement by restricting the admission of children to the Infant class to the commencement of each term of the year. Bombay and the Central Provinces have taken this action. The wastage figures given in the table below disclose a most disheartening state of affairs.

TABLE XXIV.—*Wastage among girls in primary classes.*

Province.	NUMBER OF GIRLS IN				PROPORTION OF GIRLS IN	
	Class I, 1932-33.	Class II, 1933-34.	Class III, 1934-35.	Class IV, 1935-36.	Class I, 1932-33.	Class IV, 1935-36.
Madras	412,557	147,653	104,302	74,828	100	18
Bombay	122,220	52,972	44,961	34,454	100	28
Bengal	417,947	103,282	58,240	17,068	100	4
United Provinces	106,786	33,468	20,313	12,157	100	11
Punjab	84,421	25,896	20,188	15,895	100	19
Burma	130,612	32,338	20,788	12,454	100	10
Bihar and Orissa	82,941	24,072	24,687	16,249	100	19 (a)
Central Provinces and Berar	34,786	13,575	10,489	7,881	100	23
Assam	27,961	11,593	9,415	7,049	100	25
North-West Frontier Province	8,098	1,877	1,662	1,359	100	17
Coorg	1,111	588	530	421	100	38
Delhi	5,005	1,349	1,168	903	100	18

(a) The proportion is not comparable with that for previous years as with the opening of an infant class in 1935, which was done by splitting class I into two classes, the number of girls in class IV apparently increased and consequently the proportion has been magnified.

TABLE XXIV.—Wastage among girls in primary classes—contd.

Province.	NUMBER OF GIRLS IN				PROPORTION OF GIRLS IN	
	Class I, 1932-33.	Class II, 1933-34.	Class III, 1934-35.	Class IV, 1935-36.	Class I, 1932-33.	Class IV, 1935-36.
Baluchistan	1,120	280	219	16	100	1·4 (a)
Bangalore	2,771	1,358	835	678	100	24
Other Administered Areas	2,671	716	657	591	100	22
BRITISH INDIA	1,441,695	451,396	319,581	202,531	100	14

(a) Such a low proportion in Baluchistan is due to the recent Quetta earthquake which practically wiped out that city. Consequently the number of girls in class IV shown in the table is much less than it actually was.

Only 14 per cent. of the girls can be said to attain presumable literacy. Conditions in all of the provinces reveal appalling wastage and if education is to yield fruitful results, this wastage must be checked. There are, however, signs that the problems of wastage and stagnation are receiving attention. Various factors contribute to this lamentable state of affairs, one of the most noticeable being the poor quality of teacher. Only 56 per cent. of the women teachers in primary schools were trained. Bengal with 12 per cent., the United Provinces with 15, Bihar and Orissa with 31·6, Assam with 14·6, the North-West Frontier Province with 34·9 and Bombay with 49 per cent. trained teachers appear to be keeping efficiency at a low level and thus contributing towards wastage. The employment of male teachers in girls' schools cannot be considered satisfactory. An Inspectress of Schools, Bihar and Orissa, writing on the subject, stigmatises most of the teachers of village primary schools as "old, lazy, useless uncertificated men who have proved unfit for boys' schools". In Bombay also, the same difficulty is being experienced. While the policy of the Education Department is to discourage the employment of male teachers in girls' schools in certain areas, the percentage of male teachers has actually increased, though it is reported that there is no dearth of female teachers. An Inspectress of Schools has remarked: "The policy seems to be to try to keep up some standard of efficiency in boys' schools by getting rid of the old and inefficient men teachers and the only way in which this can be done is by transferring them to girls' schools. I have come across innumerable instances of male teachers in girls' schools whose only qualification to be there was their age and their utter lack of intelligence and ability to teach or maintain discipline. Such men, worn out in body and mind, with no interest in life, but being not yet of pensionable age, are deputed as teachers in girls' schools on the ground of their respectability". A remedy suggested is that no grant should be paid for male teachers above a certain percentage in girls' schools. There is no doubt, however, that the provision of suitable trained women teachers for village schools requires consideration with a view to its increase.

The situation is thus one meriting serious attention. If girls' education is to be of value, more women trained teachers must be

employed in girls' schools for it is absolutely necessary to satisfy parents that their daughters are under the guidance and protection of responsible women teachers. It is also necessary that wherever there is co-education, a certain number of female teachers should be appointed in boys' schools in which girls are studying, as the mere fact that there are women teachers might induce parents to keep their daughters longer in school.

A suggestion has been made by an educational inspector, Bombay, that local authorities should appoint women supervisors for girls' schools:—

“ The efficiency of teaching in girls' schools is likely to improve if women supervisors are appointed by local authorities to inspect girls' schools. The appointment of women supervisors is likely to infuse energy and enthusiasm among women teachers whose position would be safer and happy in villages as they would be supported by women supervisors in their difficulties ”.

It is at least satisfactory that the United Provinces Government have adopted as their policy the encouragement of the employment of at least two women teachers in those village boys' schools where girls seek admission.

The Director of Public Instruction, Punjab, has emphasised that the local bodies and governing bodies of aided schools should realize their responsibility and appoint suitable teachers as otherwise the unsatisfactory state of affairs will continue.

A very important question in regard to which there is great discontent is their pay and prospects. Trained mistresses, in most cases, do not consider the prospects of service under local bodies at all inviting. “ They feel that their future is insecure, their prospects are subject to local influences and that there is no protection ”. The need for remedial action need not be stressed.

TABLE XXV.—*Training schools for girls.*

Province.	Total No.		Enrolment.		Total No. of girls under training in all training schools (for boys and girls).	
	1935.	1936.	1935.	1936.	1935.	1936.
Madras	67	67	3,323	3,399	3,321	3,411
Bombay	21	21	825	899	825	899
Bengal	10	11	271	287	271	287
United Provinces	54	54	558	579	553	579
Punjab	18	21	718	643	718	643
Burma	14	11	296	265	407	408
Bihar and Orissa	11	11	250	260	250	260
Central Provinces and Berar	8	8	370	406	370	406
Assam	2	2	34	30	34	30
North-West Frontier Province	1	1	55	53	55	53
Coorg	..	..	..	..	..	..
Delhi	1	1	78	66	78	66
Ajmer-Merwara	1	1	14	21	15	21
Baluchistan	..	..	..	..	..	..
Bangalore	2	2	63	50	63	50
Other Administered Areas	2	2	89	99	89	99
BRITISH INDIA	212	213	6,934	7,057	7,039	7,212

Training schools.—The number of training schools for girls increased from 212 to 213, and the enrolment from 6,934 to 7,057. The total number of girls under training also increased from 7,039 to 7,212. The above table read with column 16 of Table XXIII conveys the impression that the provinces (Bengal, Assam, Bihar and Orissa) with low percentages of trained teachers have insufficient provision for the training of girls. But it is strange that the United Provinces, which has as many as 54 training schools for girls, has only 15·4 per cent. trained women teachers in primary schools. Burma with 11 training schools and 408 women under training, complains of grave shortage of women teachers. It is, therefore, obvious that if better results are to be obtained and girls' education is to advance, training facilities should be provided on a much larger scale.

In Delhi, "there is a great demand for more Hindu teachers, but very few efficient girls offer themselves for training. It is becoming difficult to provide work for Muslim and Christian trained teachers in Delhi, as the number of girls' schools maintained by these communities is small. Several trained teachers are now without work". But this is not a general complaint.

The existence of a high percentage of one-teacher schools is also a factor contributing to the unsatisfactory results of primary education.

TABLE XXVI.—*Single-teacher primary schools for girls, 1936.*

Province.	No. of single-teacher schools for girls.	Enrolment.
Madras	1,386	(a)
Bombay	353	13,500
Bengal	14,881	416,968
United Provinces	987	25,612
Punjab	770	25,693
Burma	392	19,179
Bihar and Orissa	(a)	(a)
Central Provinces	52	1,869
Assam	565	18,872
North-West Frontier Province	27	759
Delhi	4	155
Ajmer-Merwara	16	615

(a) Information not available.

Single-teacher schools are undoubtedly of little value and make only a small contribution to the reduction of illiteracy. Bengal with 84 per cent. of single-teacher primary schools for girls turns out only 4 per cent. of literate girls and Burma with 63 per cent. turns out 10 per cent. of literate girls. Madras has 1,386 such schools out of a total of 5,090. Assam has 565 out of 769. The Punjab has 770 out of 1,779. Bombay has 353 single-teacher schools with an enrolment of 13,500 out of the total of 1,814 primary schools for girls. Pupils in these schools are not likely to attain literacy. In this connexion, an Inspectress of Schools has remarked:—

“ The single-teacher school, so prevalent in all districts, is another contributory factor towards wastage, particularly where the teacher is untrained and inexperienced. Only a very small percentage, if any, of the girls in these schools can be said to attain real literacy.”

To add to the difficulties, the single-teacher schools usually have ill-qualified teachers. If, for certain reasons, these schools have to be retained in certain areas, the teacher must be well trained and competent to handle 4 or 5 classes at the same time.

Good inspection is also essential for efficient teaching as the inspectorate by their careful guidance, wise advice and efficient control can arouse the enthusiasm of the teaching staff. An adequate female inspecting staff is required. As will be clear from Appendix I (ii), the present staff is not sufficient. Only Madras has a satisfactory inspectorate (51 sub-assistant inspectresses) for the inspection of primary schools. Other provinces have a miserably low number of inspectresses for the inspection of their primary schools. Bombay has only 4 inspectresses, Bengal 12 assistant inspectresses, the United Provinces 10, the Punjab 18, Burma 6, Bihar and Orissa 9, the Central Provinces 4, Assam 1, and the North-West Frontier Province 1 for inspecting, inter alia, primary schools, the number of which is given in column 3 of Table XXIII. These provinces probably depend on the male inspecting staff for the inspection of girls' schools. But as pointed out by the Director of Public Instruction, Assam, “ they can hardly render effective assistance in checking, promoting and assessing the value of the work of a girl's school ”. The make-shift arrangement of counting on the help of the male inspecting staff cannot be effective. An increased number of inspectresses is necessary. The Punjab has realised the need of more inspection and has consequently increased the number of assistant inspectresses from 12 to 18. It is reported that these inspectresses have now found it possible to arrange refresher courses which have proved most helpful to village teachers. But the Director of Public Instruction, Punjab, reports that “ the position will not be satisfactory until there is an assistant inspectress for each district. Only then will inspectresses be able to pay adequate surprise visits and also to work up enthusiasm in those villages where at present the girls are quite uneducated, so that either a girls' school is opened or the girls go to the boys' ”

school, with, wherever possible, the wife of one of the masters as a full time teacher ”.

An unfortunate result of the small number of women inspectresses is that the existing staff is overburdened with work. The following remarks of the Director of Public Instruction, North-West Frontier Province, are apposite in this connexion:—

“ In this province every year a little more is added to the load that has to be borne by the inspectresses in the hope possibly that the increase will not be felt. . . . It is impossible for officers to do their work with efficiency if they are overworked to this extent. . . . It must be remembered that the women’s work is far more arduous than the men’s owing to the poor qualifications of the women teachers who have to be taught what they have to teach as well as how to teach.”

Effective enforcement of compulsion can also mitigate many of the defects in primary education. As girls’ education is usually regarded as of secondary importance, compulsion for girls has not so far been introduced except in Bombay and the United Provinces, where it has been applied only on a limited scale. In the United Provinces compulsion was introduced in 3 urban and 1 rural area during the year under review.

Secondary education.—Progress in secondary education has been satisfactory. The number of Anglo-vernacular schools increased from 768 to 805, and that of vernacular from 532 to 560. There was an appreciable increase of 15,010 in enrolment. The number of girls reading at the secondary stage also went up by 12,600 to 134,799. This increase was shared by all the provinces. Madras was responsible for 4,401, Bombay for 3,387, and the United Provinces for 1,419. In other provinces the increase at the secondary stage was less than a thousand.

The expenditure on secondary schools for girls also increased from Rs. 1,22,65,533 to Rs. 1,27,24,080. Towards the increase, Rs. 1,16,859 were contributed by Government, Rs. 78,864 by local bodies and Rs. 2,69,031 more were realized from fees. The increase in expenditure occurred in all the major provinces except Madras.

TABLE XXVII.—*Secondary*

Province.	NO. OF SECONDARY SCHOOLS FOR GIRLS.				PUPILS (BOYS AND GIRLS) IN SECONDARY SCHOOLS FOR GIRLS.			
	Anglo-vernacular.		Vernacular.		Anglo-vernacular.		Vernacular.	
	1935.	1936.	1935.	1936.	1935.	1936.	1935.	1936.
Madras	110	115	..	..	25,260	26,735	..	..
Bombay	109	112	..	..	21,734	23,194	..	..
Bengal	135	168	6	5	31,018	32,872	732	642
United Provinces	97	103	227	243	17,100	18,656	33,203	38,767
Punjab	71	70	132	147	18,685	18,618	31,010	33,785
Burma	61	62	60	57	14,055	14,666	7,244	6,930
Bihar and Orissa	34	39	11	11	6,663	7,925	1,483	1,222
Central Provinces and Berar	36	40	35	39	2,469	2,859	4,291	5,196
Assam	42	45	24	24	7,286	7,827	2,419	2,453
North-West Frontier Province	11	12	20	19	2,202	2,470	4,044	3,988
Coorg	1	1	..	..	329	369	..	..
Delhi	9	10	8	8	2,172	2,563	1,973	1,974
Ajmer-Merwara	6	6	4	4	530	549	58	101
Baluchistan	5	..	2	..	1,016	..	705	..
Bangalore	9	9	3	3	2,305	2,369	542	619
Other Administered Areas	12	13	..	..	2,443	2,632	..	..
BRITISH INDIA	768	805	532	560	155,267	164,304	89,704	95,677

schools for girls.

Girls reading at secondary stage.		Women teachers in secondary schools.		Percentage of trained teachers.		Total expenditure on secondary schools for girls.	
1935.	1936.	Total No.	Trained.	1935.	1936.	1935.	1936.
						Rs.	Rs.
31,092	35,493	1,638	1,451	87.6	88.6	17,95,384	17,76,587
33,743	37,130	1,588	767	49.8	45.3	18,71,111	19,25,560
13,937	14,797	1,529	707	45.6	46.2	18,49,865	19,47,683
8,913	10,332	2,743	1,441	51.3	52.5	19,69,470	21,34,826
10,193	10,855	2,043	1,519	73.0	74.3	15,78,224	16,76,363
7,653	7,772	2,312	2,048	89.1	88.6	13,16,996	14,10,599
4,603	5,333	516	365	72.1	70.7	3,96,732	4,25,362
2,830	3,234	437	323	71.8	73.9	2,69,738	2,80,566
3,836	4,329	388	144	49.6	37.1	2,89,467	3,28,915
1,060	1,194	278	143	52.2	51.4	1,59,358	1,73,169
313	355	15	8	53.3	53.3	14,407	15,108
1,180	1,323	209	189	87.5	90.4	2,46,292	2,15,662
709	755	79	48	53.4	60.8	90,505	1,01,851
216	..	..	..	55.0	..	72,710	..
1,112	934	205	164	81.0	80.0	1,70,902	1,71,316
809	958	151	90	57.3	59.6	1,74,372	1,40,563
122,199	134,799	14,131	9,407	66.3	66.6	1,22,65,533	1,27,24,080

The provincial education reports clearly indicate that there is now a growing demand for the provision of high school education for girls but funds are not forthcoming to meet it. The provinces are, however, doing what they can to meet the situation. From Bombay it is reported that "all communities have begun to realize gradually the importance of imparting secondary education to their girls". The Bombay Government have, therefore, adopted as their policy the giving of preference to girls' secondary schools over those for boys in the matter of grant-in-aid.

In Bengal, "the desire for the education of Indian girls is so keen that the authorities of several boys' high schools have opened separate sections for girls". But it has been remarked in the report that "such expedients can never be regarded as satisfactory; for so long as co-education among boys and girls in secondary schools is not an acceptable policy, boys' schools can provide neither the right atmosphere nor the proper sort of teaching for girl pupils".

In the United Provinces, "the impetus given to secondary education a few years ago continues to be felt". The result was that the greatest increase for the year under report was made in high and middle schools, both in the number of institutions and enrolment.

In the Central Provinces, enrolment in the vernacular middle schools is declining in some schools as the "girls prefer to be enrolled in the Anglo-vernacular schools for boys in order to ensure the continuity of their studies right up to the final stage". It has been remarked that "enrolment in vernacular middle schools seems to be limited to those who have decided to terminate their school career at the end of the middle school stage".

The rapid advance in the education of girls is further evidenced by the fact that during the year under review 7,626 girls appeared for the Matriculation or School Final examination and 4,526 came out successful. The previous year 7,061 girls took this examination and of that number 4,281 passed.

TABLE XXVIII.—*Girl candidates for Matriculation or School Final examination.*

Province.	No. of candidates.		No. of successful candidates.	
	1935.	1936.	1935.	1936.
Madras	845	912	843*	911*
Bombay	1,206	1,523	592	544
Bengal	1,523	1,865	812	1,110
United Provinces	491	654	270	311
Punjab	1,137	1,248	823	813
Burma	1,036	579	442	309

* This represents completed certificates.

TABLE XXVIII.—*Girl candidates for Matriculation or School Final examination—contd.*

Province.	No. of candidates.		No. of successful candidates.	
	1935.	1936.	1935.	1936.
Bihar and Orissa	64	47	44	37
Central Provinces and Berar	169	249	76	139
Assam	159	165	98	112
North-West Frontier Province	59	22	38	20
Coprg	8	11	8	10
Delhi	188	169	133	89
Ajmer-Merwara	24	19	10	12
Baluchistan	12	..	9	..
Bangalore	27	33	7	15
Other Administered Areas	113	130	76	94
BRITISH INDIA	7,061	7,626	4,281	4,526

The figures of the Punjab are encouraging. More and more girls are now staying longer at school. But it is rather disturbing to note that the pass percentage has declined from 72.4 to 65.1.

TABLE XXIX.—*Collegiate education of women.*

Province.	Arts colleges for women, 1936.		Total No. of women at the collegiate stage.	
	No.	Enrolment.	1935.	1936.
Madras	6	610	794	931
Bombay . . . . .	..	..	1,092	1,207
Bengal	6	705	1,226	1,332
United Provinces	8	335	439	498
Punjab	4	449	470	566
Burma . . . . .	..	..	245	265
Bihar and Orissa	1	13	23	33
Central Provinces and Berar	1	22	79	113
Assam	1	16	59	99
Delhi	1	79	87	116
Ajmer-Merwara . . . . .	..	..	5	6
Bangalore . . . . .	..	..	28	34
BRITISH INDIA	28	2,229	4,547	5,200

Arts colleges.—There were 28 arts colleges for women with an enrolment of 2,229. The total number of women at the collegiate

stage was 5,200 against 4,547 the previous year. Thus there is gratifying progress in University education.

Bombay has no separate college for women affiliated to the University. 1,207 women were, however, in arts colleges for males. There were also 170 women students attending the four colleges at Poona, Bombay, Baroda and Ahmedabad which are affiliated to the Indian Women's University, founded in the year 1916. The chief characteristics of this University are that (i) the courses of study are designed to suit the requirements of girls (Domestic Science, Human Physiology, Hygiene and Fine Arts are included in the curriculum), (ii) the vernacular is the medium of instruction, English being a compulsory subject, and (iii) external candidates are allowed to appear at the University examination. With effect from 1st January, 1936, the headquarters of the University were transferred from Poona to Bombay. This University has also 21 secondary schools affiliated to it. The number of girls on the rolls was 4,512.

Delhi, besides having one arts college affiliated to the Delhi University, has also one unrecognised college: "The Lady Irwin College for Home Science". This college offers a course of three years' training in Home Science at the end of which students are awarded diplomas.

The table below gives the number of women who appeared for B. A. and B. Sc. examinations and of those who were successful:—

TABLE XXX.—*Women graduates.*

Province.	Candidates for B. A. and B. Sc. examinations (pass only).		No. of successful candidates.	
	1935.	1936.	1935.	1936.
Madras	166	193	106	106
Bombay	84	84	61	65
Bengal	154	209	80	120
United Provinces	110	113	75	87
Punjab	137	125	85	80
Burma	25	38	20	21
Bihar and Orissa	1	..	..	..
Central Provinces and Berar	21	28	16	16
Assam	6	4	5	3
North-West Frontier Province	2	..	1	..
Delhi	12	12	10	7
Ajmer-Merwara	1	..	1	..
Bangalore	2	7	2	4
BRITISH INDIA	722	806	462	509

The output of women graduates (120) was largest in Bengal, followed by Madras (106), the United Provinces (87), the Punjab (80) and Bombay (65). In the other provinces the number of graduates was much less. Bihar and Orissa and the North-West Frontier Province are the most backward in this respect.

Training Colleges.—The number of training colleges for women was 8 and the enrolment was 297. The total number of women under training was 447. The previous year this number was 390.

TABLE XXXI.—*Training colleges for women.*

Province.	Total No.		Enrolment.		Total No. of women under training in all colleges (for men and women).	
	1935.	1936.	1935.	1936.	1935.	1936.
Madras	2	2	74	77	74	77
Bombay	--	--	--	--	18	19
Bengal	3	3	78	77	78	77
United Provinces	--	--	7*	10*	22	38
Punjab	2	2	109	116	109	116
Burma	--	--	--	--	66	95
Central Provinces and Berar	1	1	17	17	23	25
BRITISH INDIA	8	8	285	297	390	447

* Reading in University Department.

This table should be studied with column 15 of Table XXVII. It will be observed that Bombay which has no provision for the training of women teachers for secondary schools has only 48·3 per cent. of trained women teachers in secondary schools. In Bengal, though the number of training colleges was 3, the enrolment was only 77. The low enrolment in these colleges is responsible for the low percentage (46·2) of trained teachers in secondary schools.

In the United Provinces, though there are three colleges which admit women graduates for a degree in Teaching, only 38 women were receiving training. The percentage of trained women teachers was only 52·5. The Punjab is, however, in a much better position. The percentage of trained teachers was 74·3 and there are two

recognised training colleges with 116 on their rolls. The Lady Maclagan Training College, Lahore, which prepares women for the B. T. degree, affords facilities for the training of purdah graduates.

Burma, the Central Provinces and Bihar and Orissa have satisfactory percentages of trained women teachers, *i.e.*, 88·6, 73·9 and 70·7 respectively, though Bihar and Orissa has no provision for the training of teachers. If the secondary schools have to be better staffed, it is imperative that there should be adequate provision for the collegiate education of women and that more women should come forward to receive higher education and then proceed further for training. Assam, where the percentage of trained women secondary teachers is only 37·1, has no provision for training at all.

Professional Education.—The number of women receiving different kinds of professional education at colleges is given below :—

Medicine	447
Law	17
Agriculture	1
Commerce	5

These women were enrolled in institutions for males but 134 women studying Medicine were enrolled in the Lady Hardinge Medical College for Women, New Delhi, which is the only institution of its kind in the whole of India.

Besides those mentioned above, 891 girls were attending Medical Schools, 6,199 Technical and Industrial Schools, 341 Commercial Schools and 53 Agricultural Schools. These schools serve a very useful purpose. "They are a blessing to many destitute women who after training can have an opportunity of earning an independent livelihood."

In certain provinces, notably the North-West Frontier Province and Bombay, the school buildings are reported as generally unsatisfactory. Bombay reports that "very few schools are provided with buildings of their own but in the majority of schools the accommodation is inadequate and is ill-lighted and badly ventilated". The Director of Public Instruction, North-West Frontier Province, has also remarked in this connexion that, "it is most discouraging for any one interested in girls' education to find complete apathy with regard to the conditions under which the girls have to work".

As teaching is handicapped by unsuitably designed buildings, it is essential that all schools should possess adequate buildings, whether kutchra or pucca. A well-designed pucca building is an attraction to children and proves economical in the long run as the cost of annual repairs is slight. There is, however, a strong body of opinion which presses for a less costly type of building.

In several provinces, physical training and recreation and other extra-curricular activities are receiving adequate attention. The Girl Guide movement also continued to make progress in almost all provinces.

In the United Provinces, inter-schools sports continued to flourish. It has been reported that for the first time a common Olympic provincial meet for boys and girls was held at Allahabad. The girls showed as much enthusiasm as the boys.

In the Punjab, the Young Women Christian Association arranged senior and junior net-ball tournaments. In all 26 schools entered teams. The inter-collegiate games committee also put in much good work and helped to bring the women students of the province together on the playing field. On the other hand, Bombay complains of inadequate playing fields and want of trained teachers with capacity to organise games. In the Central Provinces, though games play an integral part in school life, physical exercises have to be restricted in many schools for want of playgrounds.

The importance of the education of girls and women cannot be over-rated. It affects vitally the range and efficiency of all education. "Development in this direction would attack the problems of illiteracy and of personal and public hygiene and many other problems in the home and domestic circle where the girl and the future mother can use her influence most powerfully on children during the pre-school period which is perhaps the most plastic period of development".

VIII.—*Professional and Technical Education.*

The majority of professional and technical institutions are not under the control of provincial Departments of Education and are not, therefore, fully described in provincial education reports. The table below 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 XXXII.—*Professional and Technical Institutions.*

Type of Institutions.	1935		1936.	
	Institutions.	Students.	Institutions.	Students.
I. Colleges—				
Law Colleges	13	7,256	14	7,335
Medical Colleges	10	5,028	10	5,138
Engineering Colleges	7	2,074	7	2,049
Agricultural Colleges	6	808	6	882
Commercial Colleges	6	2,605	6	2,801
Technological Colleges . . . .	..	..	2	69
Forest Colleges	1	42	2	64
Veterinary Colleges	4	379	4	419
TOTAL	47	18,192	51	18,757

TABLE XXXII.—*Professional and Technical Institutions.*—contd.

Type of Institutions.	1935.		1936.	
	Institutions.	Students.	Institutions.	Students.
II. Schools—				
Law Schools . . .	2	166	2	202
Medical Schools . . .	30	7,022	31	7,003
Engineering Schools . . .	10	1,728	10	1,687
Technical and Industrial Schools.	489	27,705	513	28,809
Commercial Schools . . .	220	8,692	313	11,781
Agricultural Schools . . .	15	660	14	531
Forest Schools . . .	1	44	1	46
Schools of Art . . .	15	2,110	15	2,144
TOTAL . . .	782	48,127	899	52,203
GRAND TOTAL . . .	829	66,319	950	70,960

The total number of institutions has increased by 15 per cent. and the enrolment by nearly 7 per cent. A gratifying increase is noticed in the number of commercial, technical and industrial schools and in the enrolment figures. In agricultural schools, however, the number of students decreased from 660 to 531.

The provision for professional and technical education, as the statistics reveal, is far from adequate for a country like India. The rich can afford to send their sons to foreign countries to receive specialised training in professional and/or technical education, but the poor cannot. In their case, the only alternative is to allow their wards to continue with a literary career. Unfortunately, only a small percentage of these persons are now able readily to find suitable employment. At the same time, it must be remembered that the expansion of vocational education in India should proceed *pari passu* with the development of organised industry, for it would be unfortunate if a large body of men after having received prolonged technical training find themselves unable, for want of opportunities, to use the knowledge and training they have acquired. In this connection, the relevant recommendations of the Sapru Committee (given on pages 251-253 of their report) which are of equal application to all the provinces in India, are worthy of notice.

IX.—*Education of Special Classes and Communities.*

(i) *Education of Europeans and Anglo-Indians.*—The table below gives the main statistical figures relating to the institutions for the education of Europeans and Anglo-Indians.

TABLE XXXIII.—Education of Europeans and Anglo-Indians, 1936.

Province.	EDUCATION OF BOYS.				EDUCATION OF GIRLS.				TEACHERS IN EUROPEAN AND ANGLO-INDIAN 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 European and Anglo-Indian boys receiving education.	No. of institutions.	Enrolment.	No. of non-Europeans on roll.	Total No. of European and Anglo-Indian 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	32	5,400	940	5,331	47	6,086	1,137	5,387	785	613	78.1	7,08,701	6,57,609	25,63,557	26.4	24.8	48.8
Bombay	16	2,431	487	2,575	20	3,282	819	3,317	374	301	80.5	3,97,329	5,39,275	13,48,151	35.6	46.8	17.6
Bengal	33	6,433	1,499	5,204	34	5,487	1,163	4,548	810	469	57.9	9,74,140	6,30,833	35,93,148	23.9	43.9	32.2
United Provinces	16	3,046	512	3,318	35	4,000	618	2,738	514	396	77.0	8,52,898	7,94,274	25,28,934	36.2	37.5	26.3
Punjab	13	1,584	278	1,252	19	1,511	206	1,455	242	163	67.3	4,00,089	3,21,272	10,95,312	46.6	28.0	25.4
Burma	12	5,028	2,807	3,302	26	6,554	3,073	3,100	490	408	83.3	5,50,934	6,51,988	17,55,286	21.8	50.9	27.3
Bihar and Orissa	10	972	108	765	10	768	146	831	124	85	68.5	1,63,847	1,00,982	4,12,852	30.4	45.1	24.5
Central Provinces & Berar	14	1,224	465	931	23	1,872	687	1,042	160	102	63.7	1,54,627	1,78,779	5,36,865	21.8	43.9	34.3
Assam	1	190	35	177	3	271	47	215	44	37	84.1	32,810	96,883	2,26,766	23.6	55.5	20.9
North-West Frontier Province	1	161	78	30	..	..	..	57	8	8	100	10,800	..	16,788	20.8	45.1	34.1
Coorg . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Dolhi . . . . .	..	..	..	90	2	264	50	153	19	17	89.5	..	36,230	86,083	43.1	20.7	36.2
Ajmer-Merwara	4	344	53	355	5	373	9	321	37	24	64.8	53,202	41,076	1,53,265	18.1	31.7	50.2
Baluchistan . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Bangalore	9	1,523	259	1,438	10	1,752	340	1,287	223	145	65.0	1,92,444	1,32,007	5,34,746	29.1	40.2	30.7
Other Administered Areas	4	434	72	528	7	1,031	269	622	92	52	56.5	92,138	79,864	1,98,365	34.0	41.3	24.7
BRITISH INDIA { 1936	165	28,770	7,593	25,296	241	33,251	8,564	25,073	3,922	2,820	71.9	45,83,959	42,61,072	1,50,50,118	29.3	39.3	31.4
{ 1935	165	27,195	6,880	25,225	248	33,418	8,248	24,702	3,860	2,736	70.9	42,95,232	41,08,892	1,46,18,991	31.1	39.3	29.6

The total number of institutions fell by 7 to 406, but the enrolment increased from 60,613 to 62,021. The total number of European and Anglo-Indians attending all kinds of institutions also increased from 49,927 to 50,369. Last year the number of institutions dropped by 6 but the number of students increased by 1,492.

Whereas only 4,442 and 4,505 Europeans and Anglo-Indians during 1935 and 1936, respectively, attended institutions not specially meant for them, 15,128 and 16,157 Indians were enrolled in European institutions during these years. This very noticeable difference is due to the popularity of these institutions with Indian parents.

The percentage of trained teachers increased from 70·9 to 71·9. Among major provinces, the percentage varies from 57·9 in Bengal to 80·5 in Bombay and 83·3 in Burma. This is very satisfactory compared with education in India as a whole, where the percentage is only 56·4.

There was an increase of Rs. 4,31,127 in expenditure during the year under review against one of Rs. 1,38,240 in 1935. Bombay, Bengal, Bihar and Orissa and Assam showed a reduction while the other provinces registered an increase. 70·7 per cent. of the expenditure was met by fees and endowments. This percentage in the case of education in India generally was only 40·6.

The figures below of wastage are interesting :—

TABLE XXXIV.

	1932, Class I.	1933, Class II.	1934, Class III.	1935, Class IV.	1936, Class V.
Boys	5,667	2,619	2,634	2,661	2,351
Wastage	3,048	..	..	310	..
Girls	6,125	2,622	2,741	2,662	2,460
Wastage	3,503	..	79	202	..

47 per cent. of the boys reach class IV and 41 per cent. class V in the normal course of periods, the percentages for girls being 43 and 40, respectively. For India as a whole, these percentages are only 27 and 17 in the case of boys and 13 and 8 in the case of girls. The wastage appears greater than it really is, because a considerable number of children return to England with their parents before they have completed the primary stage.

The Chelmsford Training College at Ghoragali, Punjab, is the only institution in India for training Anglo-Indian and European masters. Other provinces depute teachers for training to this institution. The courses of study have been recast and the organisation of the two years' course very considerably modified. All trained teachers from this college are able to secure posts.

There are three training colleges for mistresses—

- (i) Dow Hill Training College, Kurseong (Bengal),
- (ii) All Saints' Diocesan College, Naini Tal (United Provinces), and
- (iii) St. Bede's College, Simla (Punjab).

The total enrolment in these colleges at the close of the year was 90. There were also 8 training schools for women teachers with enrolment of 216.

Though Bombay has no recognised training college, an institute known as the "Teachers Evening Institute" was organised, with a representative Committee for the benefit of teachers in European and English-teaching schools in Bombay city and its suburbs. The principal object of the Institute is to provide opportunities for teachers in English-teaching and European schools to increase their academic and professional competence.

The Young Men's and the Young Women's Christian Associations in the various provinces are doing good work for the community in affording facilities for commercial education. In the Punjab, the classes at the Young Women's Christian Association, Lahore, continued their work in secretarial training for women. The Young Women's Christian Association authorities reported with satisfaction that girls of good social position and with higher educational qualifications were coming forward for secretarial training, and that the additional classes in domestic science, physical training and dress making were popular.

The recently constituted Provincial and Inter-Provincial Boards of Anglo-Indian and European Education are functioning satisfactorily and these in association with the Chief Inspector of European Schools will, it is hoped, lead to an improvement in the courses of study and to a higher standard of education for the Anglo-Indian and European Communities.

(ii) *Education of Muslims*.—The following table shows the number of Muslim boys under instruction in 1935-36:—

TABLE XXXV.—Muslim boys receiving instruction.

Province.	READING IN— (1936).						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.	1935.	1936.	
Madras	638	104	13,934	215,577	858	15,946	243,661	247,057	
Bombay	646	211	31,143	152,421	2,710	15,148	197,494	202,279	
Bengal	3,856	582	67,013	1,056,559	84,638	22,128	1,216,027	1,234,775	
United Provinces	2,765	647	28,408	200,159	5,006	24,781	262,253	261,760	
Punjab	3,517	737	53,601	390,927	5,224	59,642	516,159	513,648	
Burma	71	19	2,045	17,270	546	3,290	26,958	23,241	
Bihar and Orissa	411	144	15,355	99,378	4,424	9,938	129,430	129,650	
Central Provinces and Berar	177	61	4,209	35,912	281	1,701	42,329	42,341	
Assam	368	7	9,759	77,862	1,459	12,630	98,408	102,085	
North-West Frontier Province	555	--	7,042	52,393	121	2,801	62,325	62,912	
Coorg	--	--	44	325	5	--	484	374	
Delhi	347	31	1,902	7,936	278	1,370	11,001	11,864	
Ajmer-Merwara	61	--	1,194	2,393	90	801	4,856	4,539	
Baluchistan	--	--	309	2,599	--	2,753	7,163	5,061	
Bangalore	27	--	328	1,437	38	287	2,083	2,117	
Other Administered Areas	--	--	516	1,914	49	210	2,850	2,689	
BRITISH INDIA	1936	13,438	2,543	236,802	2,315,062	105,727	173,426	2,846,998	
	1935	12,849	2,407	226,615	2,299,914	104,672	177,024	2,823,461	

The total enrolment of Muslim boys increased by 23,517, shared by all stages of education—Arts Colleges: 589; Professional Colleges: 136; Secondary stage: 10,187; Primary stage: 15,148; and Special schools: 1,055. There was a decrease, however, of 3,598 in unrecognised institutions, which, however, is not to be regretted as these institutions are rarely efficient. The United Provinces, Punjab, Burma, Coorg, Ajmer-Merwara, Baluchistan and 'Other Administered Areas' recorded a decrease. In the United Provinces, the decrease was entirely and in Burma mostly confined to unrecognised institutions. The decrease in Baluchistan is attributed to the disastrous earthquake at Quetta in 1935. In Ajmer-Merwara, there was a very regrettable decrease at the primary stage from 2,711 to 2,393. In the Punjab, the decrease occurred at the secondary and primary stages and in special schools.

Muslim boys represent 26 per cent. of the total male scholars in India. This is a satisfactory figure since the Muslim male population is 25 per cent. of the total Indian male population. But as 42 per cent. of the Muslim boys are enrolled in the 1st primary class against 35 per cent. of all boys, the percentage of Muslim male scholars at school is not so encouraging as it appears, though there is no doubt that education is making a stronger and stronger appeal to this community.

Taking the primary stage as a whole, the percentage in the case of Muslim boys and all boys is 81 and 79 respectively. Again, Muslim boys in class V form only 20 per cent. of the total enrolment in this class, where permanent literacy may be expected. 'Wastage' among their boys is also appallingly large as the following figures show:—

TABLE XXXVI.

	Class I, 1932.	Class II, 1933.	Class III, 1934.	Class IV, 1935.	Class V, 1936.
Muslim boys . . .	1,208,570	439,873	311,088	201,774	128,770
Wastage . . .	768,697	128,785	109,314	73,004	

The fact that only 17 per cent. of the boys reach class IV and 10 per cent. class V in the normal course indicates that there is much waste and ineffectiveness.

Muslim boys are also backward in higher education. Their representation at this stage of education is only 15 per cent., and in the professional colleges the percentage is as low as 13. In this connection, the Punjab reports:—

“ The Muslims who constitute more than 50 per cent. of the total population in the province, have considerable leeway to make up in secondary and college classes. Even in the primary classes it is probable that by far the largest Muslim enrolment

is in the first and second classes where the amount of wastage is enormous. The backwardness of Muslims in higher education, which is a persistent feature of every year's report, is attributed to their conservatism and apathy towards educational enterprise, the extreme poverty of the agricultural population, and the prevailing economic depression and unemployment."

Assam also reports that though there has been satisfactory progress in the enrolment of Muslims, they are not keeping pace with the general advance in education, as their rate of progress is slower than the normal.

There are, however, indications of promise in other Provinces. The Bombay report, for instance, strikes an optimistic note. It says, "There has been an all-round increase in the number of Muhammadan pupils in all classes except in Arts Colleges. No definite reason can be assigned for the fall in the number of students in Arts Colleges; but apparently Muhammadan students seem to prefer professional colleges and schools to Arts Colleges, and this is a tendency which deserves to be encouraged in the interest of the community".

The Inspector of Schools, Berar, quoted in the Central Provinces report, also writes in the same strain: "The community will not lag behind advanced sister communities and in due course will come up to their level".

The segregate schools and the necessity of learning two languages at the initial stage of their education are often serious handicaps to Muhammadan pupils and act as a brake upon their educational progress. The separate schools Maktabs, Mulla Schools, Madrasahs, are popular but as factors in the advancement of learning are in most cases of little value. The Director of Public Instruction, Bengal, has remarked: "Madrasahs, established in accordance with the policy of Government enunciated some 23 years ago provide a compromise—some think an unhappy compromise—between modern studies and the old-fashioned curriculum of orthodox madrasahs".

In Burma, the Indian Muslims and Burman Muslims continued to disagree regarding the medium of instruction and the curricula of their communal schools.

The Governments of the Provinces provide special facilities for the encouragement of education among Muslims by (i) reserving a certain percentage of places in Government institutions, (ii) awarding free studentships, (iii) appointing special Inspectors. The number of these inspectors, province-wise, is given in Appendix I.

The enrolment of Muslim girls is given in the table below:—

TABLE XXXVII.—*Muslim girls receiving instruction.*

Province.	READING IN (1936)						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.	1935.	1936.
Madras	12	10	873	93,493	190	5,192	95,382	99,770
Bombay	22	5	1,730	56,587	108	6,356	61,617	64,808
Bengal	29	1	829	353,864	2,106	5,269	382,991	392,098
United Provinces	53	..	983	28,048	280	2,352	30,508	31,716
Punjab	151	32	3,000	50,406	794	52,258	102,330	106,641
Burma	5	2	237	8,631	13	1,468	10,102	10,356
Bihar and Orissa . . . . .	..	..	163	25,362	34	2,441	28,245	28,000
Central Provinces and Berar	1	..	87	9,954	83	777	10,841	10,902
Assam	6	..	332	14,573	83	3,388	15,987	18,382
North-West Frontier Province . . . . .	..	..	296	6,608	24	744	5,995	7,672
Coorg . . . . .	..	..	1	100	..	..	103	101
Delhi	10	21	250	2,453	29	37	2,472	2,800
Ajmer-Merwara . . . . .	..	..	21	464	..	127	564	612
Baluchistan . . . . .	..	..	..	125	..	425	838	550
Bangalore	3	..	32	777	..	4	871	816
Other Administered Areas . . . . .	..	..	23	493	..	..	526	516
BRITISH INDIA	1936	71	8,857	681,967	3,744	80,838	775,740	
	1935	239	70	7,986	660,870	3,248	77,057	749,370

There has been an all round increase at all stages of education, the total increase being 26,307. All the provinces shared the increase, except Bihar and Orissa where there was a small decrease of 245 girls. The Director of Public Instruction ascribes this to the disappearance of many weak unaided institutions. The Muslim girls at school constitute 26 per cent. of the total number of girls under instruction, though the female population bears a 24 per cent. ratio to the total female population in British India. The increase in enrolment is no doubt very encouraging, but many obstacles have yet to be overcome. In this connexion, the Director of Public Instruction, Bombay, observes: "It is very gratifying to note that the number of Muhammadan girls attending all classes of institutions has increased. In spite of the all round increase, the education of Muhammadan girls has much leeway to make up. The main obstacles to its progress are the paucity of qualified women teachers, the apathy of the parents and the purdah system".

In the Central Provinces there was a marked increase in the number of girls at the anglo-vernacular middle stage and the Director of Public Instruction has described it as "a liberalizing influence on the social traditions of the Muslim community". He has further remarked that "the remarkable advance in the education of Muslim girls does credit to the community, particularly in view of the peculiar social difficulties the leaders have to overcome".

At the primary stage, Muslim girls form 25 per cent. of the total enrolment. On the other hand only 2 per cent. of the Muslim female population is enrolled in primary classes, which means that 10 per cent. of the school-going population is not attending any school. Less than 6 per cent. of those enrolled become literate. Thus wastage is appalling. The figures for wastage are given below:—

TABLE XXXVIII.

	Class I, 1932.	Class II, 1933.	Class III, 1934.	Class IV, 1935.	Class V, 1936.
Muslim girls . . .	402,921	97,803	50,252	22,973	11,188
Wastage . . .	305,118	47,551	27,279	11,785	

Only 5.7 per cent. of the girls reach class IV and 2.8 per cent. class V in the normal course of periods. The rest contribute to the wastage.

(iii) *Education of the Depressed Classes.*—The table below gives the number of depressed class pupils attending all institutions:—

TABLE XXXIX.—*Enrolment of depressed class pupils in all institutions.*

Province.	1935.	1936.	Increase (+) or decrease (—).
Madras	365,277	382,783	+17,506
Bombay	75,881	79,555	+3,674
Bengal	471,535	516,703	+45,168
United Provinces	144,888	152,246	+7,358
Punjab	29,172	30,867	+1,695
Bihar and Orissa	64,328	69,487	+5,159
Central Provinces and Berar	55,112	55,005	—97
North-West Frontier Province	20	54	+34
Coorg	418	413	—5
Delhi	2,768	2,398	—370
Ajmer-Merwara	2,116	2,458	+342
Bangalore	3,678	3,713	+35
TOTAL .	1,215,193	1,295,682	+80,489

There has been a very satisfactory increase of over 80,000 students. The increase was spread over all the provinces except Delhi where the enrolment decreased from 2,768 to 2,398, and the Central Provinces where there was a fall from 55,112 to 55,005. But it must be remembered that the increase in enrolment is a mere drop in the vast ocean of illiteracy prevailing among the depressed classes and much remains to be done before their level of literacy is raised to a reasonable figure. The provinces are happily making special efforts to ameliorate the condition of these classes, who owing to social disabilities and to extreme poverty are educationally backward. Prejudice against the depressed classes is dying out and increasing numbers are now attending ordinary schools. The segregate schools, which still exist in some provinces, are to be deprecated as they do not usually provide efficient teaching on account of the dearth of suitable teachers for these classes.

In Madras, the policy of the Government has been to press for the admission of depressed class pupils into the ordinary schools. During the year under report the Government took the drastic step of imposing on the managements of elementary schools, as a condition of recognition, the duty of enrolling pupils belonging to these classes. A sum of Rs. 2,232 was spent in granting exemption to

164 pupils. Grants amounting to Rs. 2,930 were sanctioned during the year for the purchase of clothes, books, etc., for the depressed class pupils. The total Government expenditure on the education of the scheduled classes was Rs. 5,51,800. During the year 1935-36, 441 teachers of the scheduled classes were employed in schools not specially intended for these classes.

In Bombay, depressed class pupils are exempted from the payment of fees in primary schools and Government secondary schools, provided the pupils are certified to be poor. They are also awarded special Government scholarships in primary and secondary schools and in Arts and Professional Colleges and exempted from the payment of room-rent in hostels attached to Government secondary schools. Some of the District Local Boards also award scholarships to deserving pupils in primary schools and make a free distribution of clothes, books, slates and other writing material. The Director of Public Instruction has remarked that "there has been a good deal of general awakening among these classes themselves and the prejudice against these is dying out. They are now generally admitted freely into ordinary schools and are allowed to sit in the class along with other children." Almost all school Boards are turning the special schools maintained for the scheduled classes into ordinary schools and the total number of these pupils in ordinary schools is increasing. The disabilities imposed on these pupils are thus fast disappearing.

In the United Provinces, the Provincial and District Depressed Class Education Committees are doing a considerable amount of useful work for the community. "During the year under report special stress was laid on propaganda work among the depressed classes through the agency of the supervisors in particular and the members of the district depressed class education committees in general. This has created interest among the people and they have been awakened to an appreciable extent from their torpor of ages in many of the districts in the provinces." The allotment of grants to District Boards for the supply of free text books was doubled and a sum of Rs. 12,000 was distributed among the District Boards of the province for the purpose which provided more than 18,000 students of the depressed classes with text books free of cost. A grant of Rs. 1,500 was also given to those Municipal Boards which had introduced primary education for boys in their wards.

In the Punjab, boys belonging to these classes are exempted from the payment of tuition fee in the primary and enjoy half-fee concession in the middle classes. In some districts special scholarships have been instituted for them. A certain number of candidates from these classes are also trained for employment as teachers in board and private schools. The Director of Public Instruction has remarked that "caste prejudice is fast dying out at least in the educational domain and facilities have been provided for the admission of depressed class scholars to the ordinary schools".

In Bihar and Orissa, fees are not levied from the depressed class pupils, and in some cases books and writing materials are supplied gratis. Government have also decided that all pupils of these classes who are studying in colleges and are not in receipt of scholarships from public funds should be entitled to free tuition.

In the Central Provinces, the Government have appointed District Committees to promote education amongst these classes. "One decisive benefit accruing from the labours of these Committees is that the rural area is being reconnoitred with a view to inculcate a liking for education; aid is being organized and the lot of Harijans from the point of view of literacy is being improved."

Assam has also reported that no restriction of any kind exists in respect of the admission of the children of the depressed classes into any recognised school. There are, however, separate schools for the education of these classes.

X.—Miscellaneous.

Education of defectives.—The table below shows the number of institutions for the blind and the deaf-mute and their enrolment:—

TABLE XI.—Schools for the blind and the deaf-mute, 1936.

Province.	Schools for the blind.		Schools for the deaf-mute.		
	No.	Enrolment.	No.	Enrolment.	
Madras	4	158	5	414	
Bombay	3	143	5	165	
Bengal	1	84	6	329	
United Provinces	2	87	..	..
Punjab	2	64	..	..
Burma	2	70	1	17	
Bihar and Orissa	2	113	..	..
Central Provinces and Berar	1	28	1	20	
Delhi . . . . .	..	..	1	42
Ajmer-Merwara	1	(a)	..	..
BRITISH INDIA	{ 1936	18	747	19	987
	{ 1935	17	689	19	916

(a) Enrolment not known.

In Madras, during the year under review, one school for the deaf and dumb was closed. In spite of this, the enrolment of defectives went up by 56 to 572. It is reported that in the Poonamalle Victory Memorial School for the Blind, the work of printing Braille books was suspended, but equipment to enable blind workers to undertake the complete manufacture of Braille books has been acquired.

In Madras, there is also one Leper School at Bapatta run by the Salvation Army. It had 11 pupils during the year.

The Punjab Government have under consideration the question of reorganizing the School for the Blind, Lahore, so as to make it even more efficient and useful. The school had 20 students on its rolls.

In Bihar and Orissa, there is no school for the deaf and dumb, but 13 scholars were maintained by Government and some by the district boards at the Calcutta Deaf and Dumb School. The number of pupils in the school attached to the leper asylum at Purulia was 271.

Assam has no institution for the education of defectives, but as usual facilities were provided by means of scholarships. 15 deaf and dumb and 5 blind pupils held scholarships.

During the year under review, a deaf and dumb school was started in Delhi under the devoted guidance of Lady Noyce. Boys and girls from Delhi and elsewhere attend as resident and day scholars. The institution meets a widely felt need. It attracts pupils from several provinces and ought to make a powerful appeal to a wide circle of supporters.

At Ajmer, there is a small school for the blind maintained by private enterprise. This school has never applied for recognition and it does not appear to have been very successful.

Admittedly, the provision for the education of the blind and the deaf-mute is very inadequate. But at the same time, the opportunities afforded are not fully utilized, as is abundantly clear from the figures of enrolment in the Table No. XL. In this connection, the following remarks of His Excellency the Governor of Bombay on the occasion of the Golden Jubilee of the Bombay Institution for deaf-mutes, quoted in the Bombay Report are significant:

“ It is very difficult to believe that there are still people who doubt whether it is right to provide a child with the means to overcome a natural defect. There are probably more parents who procrastinate in the vain hope that children born deaf will somehow acquire hearing. If these are the causes of the school not being full, I hope that any of you who come across such cases will use every endeavour to induce the parents to bring the children at the earliest possible age to this school, so that they may learn to overcome their difficulties.”

So far as the education of the mentally defective children is concerned, there is no institution of importance in India. In

Bengal, however, there is the Children's House at Kurseong which trains such children of the European and Anglo-Indian Community. It had 24 pupils on 31st March 1936. There is also a small school at Jhargram in Midnapore which was started by the Bodhan Samity. It had 15 pupils.

Adult education.—Comparison of figures both of the number of schools and the enrolment shows that during the past ten years adult education has received a severe set back, for while in 1925 there were 3,984 adult schools with an enrolment of 96,947, the corresponding figures for 1936 were as low as 1,260 and 37,123. The table below gives the distribution of the schools by provinces in 1936.

TABLE XLI.—*Schools for adults, 1936.*

Province.	No. of schools.	Enrolment.
Madras	9	407
Bombay	129	5,198
Bengal	580	15,091
United Provinces	270	7,993
Punjab	198	4,913
Burma	16	1,486
Bihar and Orissa	1	43
Central Provinces and Berar	25	1,384
Assam	2	138
Delhi	18	256
Ajmer-Merwara	12	214
BRITISH INDIA	1,260	37,123
	3,984	96,947

It will be observed that while in some of the provinces there is only scant provision for the education of adults, in others there is none at all. At the same time it is encouraging to have reports of much useful work in Madras, Bombay, Delhi and Ajmer-Merwara. In Madras, the Malabar Devadar Reconstruction Trust continued its good work. A series of lectures was delivered by the staff of the training schools at Palghat and Badgara and the holding of an Adult Education Conference at Malapuram was another move in the right direction.

In Bombay, the Village Improvement Scheme gave a definite impetus to adult education and signs of an awakening among social workers and local bodies for the educational uplift of the illiterate adult were discernible. Among other bodies worthy of mention are the Adult Education Association, the Duyan Prasarak Mandli and the Sassoon Mechanics Institute.

Where satisfactory results were not obtained and this was particularly noticeable in the Punjab, it is reported that the importance of adult education was not fully appreciated and the practice of employing the same man who has taught by day to teach by night again proved a failure. The time chosen for night schools did not always suit the pupils drawn from different classes and occupations. A lamentable lack of suitable literature and unsuitable teaching methods was a further handicap.

Physical training.—The Young Men's Christian Association College of Physical Education, Saidapet, Madras, conducted its usual ten months' course of training for the grant of recognised Teachers' Certificate in Physical Education, and, in addition, held special classes for school teachers. The physical training class for women attached to the Lady Willingdon Training College, Triplicane, awarded diplomas to 10 women who completed the course.

General interest in the playing of games and in physical training was again noticeable in all provinces. Public opinion seems to be crystallising on the need not only for physical training but also for healthy recreational activities. Certain Provincial Olympic Associations are taking the lead. In this respect the Punjab deserves mention. In Madras, "the students of the Lady Willingdon Training College and the Physical Education Class were the first ladies to enter for the Olympics, Women's Section. They conducted themselves creditably and set up remarkably good records for a first entry".

In Bombay, though there was an increasing appreciation of the value of physical training as a school subject, lack of adequate provision for playing fields and want of trained teachers with capacity to organise hampered progress.

In the United Provinces, "a Committee on Physical Training was appointed to draw up tables for physical exercises in primary and middle classes of vernacular schools and primary classes of anglo-vernacular schools".

In Assam, "the demand for physical education has become so great that a reinforcement of the existing staff of physical instructors is a real necessity".

St. John's Ambulance.—The Mackenzie scheme continued to make good progress in the United Provinces. Up to the end of the year 1935, 41,392 candidate were trained for the Pass Certificate, 6,557 for the First Re-examination and 1,651 for the Second Re-examination Certificate. Altogether 771 schools have

been recognised. Several cadets divisions were in the course of formation, but no brigade had yet been formed.

In the Central Provinces, the number of district centres of St. John's Ambulance Association rose to 16. Three Mackenzie school course classes were held at Nagpur and a class in Domestic Hygiene and Mother-craft at Bilaspur. Training in the Mackenzie School courses forms part of the course of studies in Hygiene in the normal schools in the Central Provinces.

In Burma also, much good work was done by the Association. First aid courses were given in 18 educational institutions. 328 pupils attended the course, and 226 were granted certificates. Home nursing classes were also conducted at certain educational centres.

Inter University Board.—The Board held its eleventh annual meeting at Aligarh and passed a number of important resolutions on educational matters.

Boy Scouts.—The scout movement continued to develop in many directions. In Madras, the total strength of all ranks was 16,634, which number was distributed in 548 registered groups throughout the Presidency. 250 secondary schools had Boy Scout troops.

In Bombay, the number of scouts, rovers, cubs, etc., of all ranks rose during the year by 5,435 to a total of 45,845. The increase was shared by all the Divisions of the Presidency but primary schools contributed mainly to the increase.

In the Punjab, scouting forms a very important part of school education. Almost every school has its troop and takes its share in the annual district and divisional rally.

In Assam, the movement made excellent progress as the following observations by the Director of Public Instruction show:—

“The scout movement advanced during the year with an acceleration almost unprecedented in its history in this Province. People have realised the good effects of this movement and recognize it as one of the most useful means of making our boys healthy, happy and useful citizens. The great movement has rapidly spread far and wide and has penetrated into remote village primary and middle schools.”

In the Central Provinces, the year under review saw more consolidation than expansion, and was marked by uninterrupted progress both in respect of efficiency and adherence to scout methods and ideas.

The most interesting aspect of the Boy Scout movement is ‘social service’ which is never refused when opportunities arise. The following remarks from the provincial education reports testify to this:—

North-West Frontier Province.—“The rovers and scouts throughout the province gave unmistakable proof of their sympathy with the sufferers of the Quetta Earthquake . . .

The scouts collected nearly 2,059 sets of clothes Scouts also undertook to convey information to the homes and relations of injured persons belonging to the province who were admitted into hospitals lying outside the province. For this purpose, the scouts attended trains at railway stations in order to receive and help the incoming refugees The scouts also raised considerable sums of money for the Viceroy's Quetta Relief Fund."

Punjab.—" Boy scouts from all over the Multan Division responded with more than common alacrity to the call of duty for the alleviation of human suffering, when the great Quetta earthquake tragedy occurred."

Delhi.—" The scouts of Fatehpuri Muslim High School did creditable work in the Quetta refugees' camp in Delhi During an outbreak of fire, the Chhatarpur village scouts were the first to reach the scene and to help in fighting the flames."

Indeed, it is now difficult to imagine any emergency without the presence of boy scouts rendering unobtrusive but valuable service.

APPENDICES.

APPENDIX I.

Provincial Inspectorate, 1935-36.

(i) Inspectors.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Madras.</i>			
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 ^(a)	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.
<i>Bombay.</i>			
1. Educational Inspector	5	1 in the scale of Rs. 1,250—50—1,500. 2 in the scale of Rs. 20—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	16 in the scale of Rs. 70—5—120—E. B.—5—140—10—200. 15 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.

E. B. = Efficiency bar.

J. S. G. = Junior selection grade.

S. S. G. = Senior selection grade.

(a) The post is in the I. E. S.

(i) Inspectors—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Bombay—contd.</i>			
4. Inspector of European schools .	1	Rs. 870—50—1,300 (contract basis).	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	6 in the scale of Rs. 250—20—390—E. B.—20—550—E. B.—20—650. 1 in the scale of Rs. 200—15—320—E. B.—20—440—20—600. 1 in the scale of Rs. 170—10—250—E. B.—15—400—E. B.—20—500.	Four are responsible for Urdu schools. They inspect the teaching of Urdu, Persian and Arabic in primary and secondary schools. Three are responsible for Muhammadan Education. They assist the Educational Inspectors in the education of the 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.
<i>Bengal.</i>			
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	7	4 in the scale of Rs. 300—50/2—700—75/2—1,000. 3 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	27	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 his jurisdiction.
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.	8	Rs. 35—2—75—3—90	Inspects madrasahs.
7. Assistant Inspector of schools for Muhammadan Education.	5	Rs. 150—25—200—50/2—300—40/2—500—50/2—700.	Inspects all junior madrasahs and maktabas.
8. Inspector of European schools .	1	Rs. 300—50/2—700—75/2—1,000	Controls all institutions for Europeans. (The post is held by an I. E. S. Officer.)
<i>United Provinces.</i>			
1. Circle Inspector	7	1 in the scale of Rs. 400—50—600—600—50—1,000—1,000—50—1,250. 6 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.
2. Assistant Inspector	7	4 in the scale of Rs. 250—50/2—300—25—675. 3 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.

(i) *Inspectors—contd.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>United Provinces—contd.</i>			
3. Deputy Inspector	65	35 in the scale of Rs. 200—25—450 20 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, 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	168 in the scale of Rs. 80—5—120—10—160—S. G.—170—10—300. 41 in the revised scale of Rs. 70—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 .	Assists in organising Muslim educational effort throughout the province. Ist 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—1,000—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 . <i>Punjab.</i>	1	Rs. 250—50/2—300—25—675 .	Promotes Sanskrit learning and inspects pathshalas.
1. Divisional Inspector	5	1 in the scale of Rs. 1,150—50—1,400 (S. G.) 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	16 in the P. E. S. Class II (Rs. 250—25—500/25—600). 10 in the S. E. S. Class I (Rs. 200—10—250). 4 in the S. E. S. Class II (Rs. 140—10—190).	Subject to the general supervision of the divisional inspector, is responsible for the development of education in a district.
4. Assistant District Inspector	179	1 in the S. E. S. Class I (Rs. 200—10—250). 33 in the S. E. S. Class II (Rs. 140—10—190). 75 in the S. E. S. Class III (Rs. 110—5—135). 66 in the S. E. S. Class IV (Rs. 80—4—100). 4 in the S. E. S. Class V (Rs. 55—3—70).	Assists the district inspector, and is generally responsible for vernacular education in a tehsil or sub-division.

(i) *Inspectors*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Punjab—contd.</i>			
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.
<i>Burma.</i>			
1. Inspector	(a) 8	Rs. 300—50—1,500	Is in general administrative charge of education, and inspects Anglo-vernacular, English and special schools in his circle; and makes annually two tours of inspection among vernacular schools.
2. Assistant Inspector	9	Rs. $\frac{250-25-675 \text{ (old)}}{200-10-260-15-350-35-600 \text{ (new)}}$ Rs. $\frac{700-50-800 \text{ (S. G. old)}}{600-25-650 \text{ (S. G. new)}}$	Generally assists the inspector, especially in respect of vernacular education. One of them is in charge of physical training.
3. Deputy Inspector	98	5 in the scale of Rs. 250—25—675. 93 in the scale of Rs. 175—5—225—10—275.	Inspects vernacular schools and assists the inspector in the vernacular work of Anglo-vernacular and English schools. Three of them inspect Muslim schools, one inspects Tamil and Telugu schools and one is in charge of Drawing.
<i>Bihar and Orissa.</i>			
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.)	} Inspects Santal schools.
6. Sub-Inspector of Santal schools	6	Rs. 40—1—50	
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.

(i) *Inspectors—concl'd.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Bihar and Orissa—cont'd.</i>			
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 makhtabs.
13. Special Inspecting Officer for the depressed classes.	6	Rs. 60—150	Inspects primary schools.
<i>Central Provinces.</i>			
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	68	8 in the old S. G. scale of Rs. 200—250. 60 in the ordinary scale of Rs. $\frac{80-175}{70-150}$ (old). 70—150 (revised).	Inspects vernacular schools and conducts annual Primary examination.
<i>Assam.</i>			
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 responsible for Muhammadan education.
4. Sub-Inspector	51	Rs. 75—175	Assists deputy inspector in inspecting vernacular schools.
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. Advises D. P. I. on all questions affecting the education of Muhammadans.
<i>North-West Frontier Province.</i>			
1. Director of Public Instruction .	1	Rs. 1,500—50—1,750 plus Rs. 150 duty allowance.	Besides being the head of the Education Department in the province inspects Anglo-vernacular secondary schools.
2. District Inspector	5	Rs. 250—25—600	Inspects vernacular schools and pays casual visits of inspection to each high and Anglo-vernacular middle school in his district.
3. Assistant District Inspector . .	9	Rs. 120—4—160	Inspects primary schools and primary departments of secondary schools in his area.
4. Inspector of Vernacular Education.	1	Rs. 650—30—800	Is responsible for the vernacular education in the province. Inspects all Anglo-vernacular secondary schools in the province.

(ii) *Inspectresses.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Madras.</i>			
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). Rs. 200—30/2—500 (Revised scale).	} Ditto.
3. Sub-Assistant Inspectress	51	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.
<i>Bombay.</i>			
Inspectress	4	1 in the scale of Rs. 900—25—950—50—1,050. 2 in the scale of Rs. 300—25—750. 1 in the scale of Rs. 200—10—340—15—400.	} Inspects secondary, primary and special schools. One of the inspectresses inspects Urdu girls' schools in two divisions of the Presidency.
<i>Bengal.</i>			
1. Inspectress	2	Rs. 300—40/2—700	Controls all girls' schools, other than European schools, in her area. (One of the posts has been filled on contract on Rs. 580—40/2—700 <i>plus</i> overseas pay at £20 up to the age of 40 and £25 afterwards.)
2. Assistant Inspectress	12	Rs. 150—30/2—240—20—420	Inspects mainly middle and primary schools.
<i>United Provinces.</i>			
1. Chief Inspectress	1	Rs. 600—25—800 (Revised scale)	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 <i>plus</i> Rs. 35 conveyance allowance.	Inspects all girls' schools in Lucknow Circle maintained or aided by Municipal Board.

(ii) *Inspectresses*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Punjab.</i>			
1. Deputy Directress of Public Instruction.	1	Rs. 400—25—625/650—850	Advises the D. P. I. about female education in the province.
2. Circle Inspectress	3	2 in the scale of Rs. 300—20—560. 1 in the scale of Rs. 200—20—400—400—E. B./25—500.	} Is generally responsible for the development of women's education in a circle.
3. Assistant Inspectress	18	2 in the scale of Rs. 200—10—250 13 in the scale of Rs. 140—10—190. 3 in the scale of Rs. 110—5—135.	
4. Inspectress and Supervisor of Domestic Science.	1	Rs. 200—20—400—400—E. B.—25—500.	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—400—E. B.—25—500.	Advises on and supervises the physical education of girls in the province.
<i>Burma.</i>			
1. Inspectress	1	Rs. 400—25—850	Inspects a certain number of English, Anglo-vernacular and normal schools for girls. She is also responsible for special subjects (e.g., needle work, domestic economy, etc.) taught to girls in all schools.
2. Deputy Inspectress	6	Rs. $\frac{175-5-225-10-275 \text{ (old)}}{140-5-180-5-220 \text{ (new)}}$.	Is responsible for the inspection of special subjects taught to girls.
<i>Bihar and Orissa.</i>			
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 Muham- madan <i>Atus</i> .	1	Rs. 85—4/2—125	} Supervises the work of the <i>Atus</i> and visits <i>pardanashin</i> ladies in their homes and explains to them the aims and objects of female education.
4. Lady Superintendent of Hindu <i>Atus</i> .	1	Rs. 40—1—50	
<i>Central Provinces.</i>			
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.	

(ii) *Inspectresses*—concl'd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Assam.</i> Assistant Inspectress	1	Rs. 200—500	Inspects all girls' schools and training classes for school mistresses.
<i>North-West Frontier Province.</i> 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 all girls normal, high and middle schools in the province and primary schools at her discretion.
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—1,000.
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—580. 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.

N.B.—In Madras, there is no Class I service, either in the Men's Branch or in the Women's Branch. The scales of pay given above relate to the P. E. S.

(iii) Universities in India, 1935-36.

University	(a) Type.	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 univer- sity de- partments.	In consti- tuent col- leges.	In affiliated colleges.	University depart- ments.	Consti- tuent colleges.	Affiliated colleges.	In univer- sity de- partments.	In consti- tuent colleges.	In affiliated colleges.	
1. Calcutta (c)	Affiliating and teaching	1857	A., Sc., Ed., Eng., M., L., Com., O.	199	..	1,373	2	..	60	1,330	..	30,364	2,786
2. Bombay	Affiliating and teaching	1857	A., Sc., Ed., Eng., M., L., Com., O., Tech., Ag.	14	..	750	3	..	35	164	..	17,742	1,787
3. Madras (d)	Affiliating and teaching	1857	A., Sc., Ed., Eng., M., L., Ag., O., F. A.	34	424	797	13	13	40	73	5,179	9,774	1,370
4. Punjab	Affiliating and teaching	1882	A., Sc., Ed., Eng., M., L., Com., O., Ag.	89	61	1,136	13	3	54	758	1,368	21,054	1,956
5. Allahabad (e)	Teaching	1887	A., Sc., L., Com., Ag., Ed.	111	36	..	16	3	..	1,682	248	..	472
6. Benares Hindu	Teaching	1916	A., Sc., Ed., L., O., M., Th., Tech.	14	249	..	2	9	..	111	3,306	..	378
7. Mysore (f)	Teaching	1916	A., Sc., Eng., M., Tech.	..	201	..	..	9	..	..	2,812	..	211
8. Patna	Affiliating	1917	A., Sc., Ed., Eng., L., M.	..	..	335	..	..	16	..	..	5,267	428
9. Osmania	Teaching and affiliating	1918	A., Sc., Ed., Eng., L., M., Th.	85	49	69	15	3	5	988	190	545	123
10. Aligarh Muslim	Unitary	1920	A., Sc., L., Th.	96	..	..	17	..	..	989	..	..	144
11. Rangoon	Teaching	1920	A., Sc., Ed., Eng., L., M., F.	..	207	..	..	6	..	..	2,252	..	156
12. Lucknow	Unitary and teaching	1920	A., Sc., Ed., M., L., Com., O.	123	15	..	3	1	..	2,308	77	..	346
13. Lucknow	Unitary	1921	A., Sc., L.	103	..	..	13	..	..	1,078	..	..	210
14. Delhi	Teaching	1922	A., Sc., L.	9	123	..	3	7	..	184	2,160	..	291
15. Nagpur	Affiliating and teaching	1923	A., Sc., Ed., L., Ag.	8	..	201	1	..	14	450	..	3,317	413
16. Andhra	Affiliating and teaching	1926	A., Sc., Ed., M., O.	46	..	382	2	..	20	272	..	3,302	347
17. Agra	Affiliating	1927	A., Sc., L., Com., Ag.	..	..	450	..	..	16	..	..	3,020	960
18. Arnmalal	Unitary	1929	A., Sc., O.	73	..	..	1	..	..	745	..	..	73

(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; M.=Medicine; C.=(Industrial) Learning; Sc.=Science; Tech.=Technology; Th.=Theology.

(c) Reconstituted in 1904.

(d) Reconstituted in 1913.

(e) Reconstituted in 1922.

(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	..	..	11,566	527	152	..	115	13,931
	1931-32	2,233	220	72	57	344	..	..	13,003	702	237	1,168	135	18,228
	1934-35	1,909	141	117	49	318	..	30	10,947	935	222	1,120	102	15,890
	1935-36	1,658	183	86	67	350	30	29	13,126	914	231	1,122	110	17,906
Bombay	1921-22	775	303	132	35	29	31	46	4,478	1,349	174	..	315	17,667
	1926-27	1,150	286	215	65	43	57	29	6,743	1,210	303	..	396	10,497
	1931-32	1,120	307	162	98	75	81	60	8,623	1,009	291	..	466	12,382
	1934-35	1,566	400	111	130	105	79	42	10,553	914	327	..	494	14,721
	1935-36	1,618	371	132	83	106	72	42	10,590	967	332	..	517	14,830
Bengal	1921-22	2,726	504	148	12	86	..	..	16,851	1,667	63	..	257	22,314
	1926-27	2,243	786	263	27	103	61	..	24,382	(a)	(a)	..	46	27,913
	1931-32	2,645	585	225	46	142	94	..	19,723	1,163	193	..	26	24,842
	1934-35	3,387	519	227	41	161	150	..	23,729	1,283	194	..	68	29,759
	1935-36	4,201	428	213	34	186	171	..	25,787	1,317	176	..	60	32,573
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
	1934-35	2,650	794	24	186	173	97	30	6,175	415	277	200	709	11,730
	1935-36	3,046	722	23	114	188	131	55	6,621	406	319	203	842	12,670
Punjab	1921-22	745	199	56	..	43	..	14	4,147	377	..	96	222	5,900
	1926-27	894	176	44	..	69	..	30	7,087	555	..	..	160	8,965
	1931-32	1,170	146	31	..	80	31	34	10,889	558	59	103	1,126	14,227
	1934-35	2,002	377	40	8	133	19	46	10,112	487	67	147	298	13,736
	1935-36	1,897	329	23	9	105	24	19	10,325	486	49	171	371	13,823
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
	1934-35	154	26	..	..	..	..	..	1,624	106	36	..	80	2,026
	1935-36	165	24	..	..	..	..	..	1,720	122	46	..	101	2,178
Bihar and Orissa.	1921-22	265	72	..	..	16	..	..	2,252	..	..	..	15	2,620
	1926-27	357	228	6	..	30	..	..	3,511	153	..	..	..	4,356
	1931-32	344	92	55	19	1	..	..	3,637	261	708	..	..	4,517
	1934-35	714	159	105	27	3	..	..	3,373	284	86	..	..	4,751
	1935-36	488	114	74	10	..	..	..	3,752	283	77	..	..	4,798
Central Provinces and Berar.	1921-22	77	87	..	..	24	..	..	597	..	..	..	..	785
	1926-27	165	55	..	..	22	..	..	1,192	..	..	..	37	1,471
	1931-32	283	134	..	..	23	..	..	1,791	..	..	..	107	2,338
	1934-35	436	148	..	..	29	26	..	2,339	..	..	..	229	3,207
	1935-36	395	188	..	..	29	22	..	2,477	..	..	..	235	3,346
Assam	1921-22	119	8	..	..	..	..	..	839	..	..	..	..	966
	1926-27	82	20	..	..	..	..	..	1,040	..	..	..	..	1,142
	1931-32	139	12	..	..	..	..	..	1,237	..	..	..	..	1,388
	1934-35	213	13	..	..	..	..	..	1,842	..	..	..	..	2,068
	1935-36	230	26	..	..	..	..	..	2,020	..	..	..	..	2,276
Delhi	1921-22	75	..	..	..	..	..	..	556	85	..	..	..	716
	1926-27	130	49	..	..	..	..	..	1,140	..	..	..	..	1,319
	1931-32	194	33	..	..	..	..	..	1,820	..	..	..	..	2,047
	1934-35	269	40	..	..	..	..	..	2,008	..	..	..	..	2,317
	1935-36	319	59	..	..	..	..	..	2,047	..	..	..	..	2,425
Other Minor Administrations.	1921-22	24	..	..	..	..	..	..	249	..	..	..	..	273
	1926-27	83	1	2	..	..	..	..	500	..	..	..	..	586
	1931-32	72	..	..	..	2	..	..	455	..	..	..	..	529
	1934-35	181	..	6	..	3	..	..	726	..	..	..	8	874
	1935-36	134	..	..	..	3	..	..	779	..	..	..	14	930
Total of all Provinces.	1921-22	7,046	1,946	424	62	562	31	65	43,411	4,173	475	295	1,428	59,919
	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
	1934-35	13,431	2,617	630	441	925	345	174	73,428	4,424	1,209	1,467	1,988	101,079
	1935-36	14,151	2,444	551	317	967	428	167	79,244	4,495	1,230	1,496	2,250	107,755

(a) Information not available.

NOTE.—Figures for undergraduates generally relate to the Calendar year.

(v) *Number of undergraduates in institutions controlled by Provincial Boards of Education in 1934 and 1935.*

Province.	Arts and Science.		Oriental Languages and Literature.		Other Faculties.		Total.	
	1934.	1935.	1934.	1935.	1934.	1935.	1934.	1935.
Bengal (Dacca) . . .	(a)1,202	(a)1,294	..	..	..	..	1,202	1,294
United Provinces . . .	6,761	6,824	..	..	904	1,018	7,665	7,842
Rajputana (including Ajmer-Merwara), Central India and Gwalior. (b)	208	232	..	..	26	38	234	270

(a) Includes figures for Islamic Studies, Dyeing and Commerce.

(b) Figures for official years 1934-35 and 1935-36.

(vi) Results of examinations conducted by Provincial Boards of Education, 1936.

Nature of Examination.	Madras S. S. L. C. Board.	Dacca Inter- mediate and Secondary Board.	United Provinces High School and Inter- mediate Board.	Burma English and A.V. and Secondary Board.	Central Provinces High School Board.	Hydera- bad (Deccan) H. S. L. C. Board.	Delhi Secondary Board.	Rajputana (including Ajmer- Merwara), Central India and Gwalior High School and Inter- mediate Board.
<i>High School or Leaving Certificate.</i>								
Number of candidates .	(a)	608	13,422	3,609	4,509	1,165	1,296	540
.. passes .	6,324	447	7,170	1,580	2,221	751	698	292
Percentage of passes .	..	73.5	53.4	43.8	49.3	64.5	53.8	54.1
<i>Intermediate Arts.</i>								
Number of candidates .	..	(b) 333	(d) 4,056	..	..	..	..	120
.. passes .	..	195	(d) 2,465	..	..	..	..	57
Percentage of passes .	..	58.6	60.7	..	..	..	..	47.5
<i>Intermediate Science.</i>								
Number of candidates .	..	(c) 179	..	..	..	..	..	(e) 44
.. passes .	..	106	..	..	..	..	..	30
Percentage of passes .	..	59.2	..	..	..	..	..	68.1

(a) Complete information not available.

(b) Excludes 79 candidates (of whom 68 passed) in Intermediate examination in Islamic Studies.

(c) Excludes 29 and 62 candidates (of whom 12 and 36 passed) in Intermediate examination in Dyeing and in Commerce, respectively.

(d) Includes figures for Intermediate Science, but excludes those for Intermediate Commerce (432 appeared and 249 passed) and Intermediate Agriculture (77 appeared and 68 passed).

(e) Excludes 18 candidates (of whom 11 passed) in Intermediate examination in Commerce.

(vii) Results of Examinations in Arts

Nature of Examination.	Madras.	Andhra.	Anna- malai.	Bombay.	Calcutta.	Dacca.	Allaha- bad.	Luck- now.	Benares Hindu.	Agra.
<i>Matriculation.</i>										
Number of candidates . .	120	63	..	(a) 17,837	25,425	..	..	..	1,271	..
„ passes . .	44	16	..	(a) 5,342	16,755	..	..	..	590	..
Percentage of passes . .	36.7	25.4	..	(a) 29.9	65.9	..	..	..	46.4	..
<i>Intermediate Arts.</i>										
Number of candidates . .	(b)4,507	(b)2,087	(b) 147	2,364	5,810	..	..	..	371	..
„ passes . .	(b)1,766	(b) 688	(b) 88	1,203	3,187	..	..	..	240	..
Percentage of passes . .	(b) 39.6	(b) 33.0	(b) 59.9	50.9	54.9	..	..	..	64.7	..
<i>Intermediate Science.</i>										
Number of candidates . .	..	..	..	1,644	3,592	..	..	..	318	..
„ passes . .	..	..	..	618	2,072	..	..	..	151	..
Percentage of passes . .	..	..	..	37.6	57.7	..	..	..	47.4	..
<i>Bachelor of Arts (Honours).</i>										
Number of candidates . .	140	24	27	592	656	66	32	49	7	..
„ passes . .	120	18	25	502	(e) 485	(e) 57	23	44	4	..
Percentage of passes . .	85.7	75.0	92.6	84.8	73.9	86.4	71.9	89.8	57.1	..
<i>Bachelor of Arts (Pass).</i>										
Number of candidates . .	2,370	926	18	1,031	3,277	171	623	319	340	1,038
„ passes . .	828	291	14	577	1,875	92	457	232	229	577
Percentage of passes . .	34.9	31.4	77.8	56.0	57.2	53.8	73.4	72.7	67.3	55.6
<i>Bachelor of Science (Honours).</i>										
Number of candidates . .	..	29	20	..	211	28	30	6	9	..
„ passes . .	..	29	19	..	(e) 157	(e) 24	21	6	5	..
Percentage of passes . .	..	100	95.0	..	74.4	85.7	70.0	100	55.5	..
<i>Bachelor of Science (Pass).</i>										
Number of candidates . .	..	130	36	497	766	68	148	88	231	244
„ passes . .	..	66	21	360	469	35	93	64	140	168
Percentage of passes . .	..	50.8	58.3	72.4	61.2	51.5	62.8	72.7	60.6	68.8
<i>Master of Arts.</i>										
Number of candidates . .	117	..	..	204	517	85	106	147	73	138
„ passes . .	59	..	..	131	320	71	91	140	58	124
Percentage of passes . .	50.4	..	..	64.2	61.8	83.5	91.9	95.2	79.4	89.8
<i>Master of Science.</i>										
Number of candidates . .	11	..	..	58	163	26	(f) 126	45	38	24
„ passes . .	9	..	..	47	98	21	(f) 106	44	34	23
Percentage of passes . .	81.8	..	..	81.0	60.1	80.8	(f) 84.1	97.8	89.4	95.8

(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

(h) Excludes

(i) „

N.R. —The following figures relating to the Bombay University
D. Litt. (1 appeared)

and Science of Indian Universities, 1936.

Aligarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania (Hyderabad).	Total.	Nature of Examination.
176	17,681	..	..	5,322	..	..	1,569	60,464	<i>Matriculation.</i> Number of candidates.
95	12,063	..	..	3,034	..	..	664	38,603	.. passes.
54.0	68.3	..	..	57.0	..	..	42.3	55.67	Percentage of passes.
168	3,724	548	(d) 652	842	662	347	(b) 600	22,829	<i>Intermediate Arts.</i> Number of candidates.
114	2,143	235	(d) 269	461	366	(g) 141	(b) 343	11,264	.. passes.
67.9	57.5	42.8	(d) 41.3	54.8	55.3	40.6	(b) 57.2	49.34	Percentage of passes.
129	1,188	165	..	379	289	818	..	8,522	<i>Intermediate Science.</i> Number of candidates.
76	813	86	..	176	201	(g) 281	..	4,474	.. passes.
58.1	68.4	52.1	..	46.4	69.5	34.4	..	52.50	Percentage of passes.
5	319	50	26	154	3	32	..	2,182	<i>Bachelor of Arts (Honours).</i> Number of candidates.
5	121	(e) 45	(e) 26	124	3	(e) & (h) 31	..	1,033	.. passes.
100	37.9	90.0	100	80.5	100	96.9	..	74.84	Percentage of passes.
151	2,692	335	165	417	583	(c)	121	14,527	<i>Bachelor of Arts (Pass).</i> Number of candidates
109	1,450	203	86	229	252	77	85	7,663	.. passes.
72.2	53.9	60.5	52.1	54.9	47.2	..	70.2	52.75	Percentage of passes.
3	..	..	16	26	8	37	..	423	<i>Bachelor of Science (Honours)</i> Number of candidates
2	..	..	(e) 16	24	6	(e) & (i) 30	..	339	.. passes.
66.7	..	..	100	92.3	75.0	81.1	..	80.14	Percentage of passes.
47	269	87	60	70	114	(c)	74	2,929	<i>Bachelor of Science (Pass).</i> Number of candidates.
28	138	43	33	47	(e) 64	70	42	1,876	.. passes.
59.6	49.4	49.4	55.0	67.1	56.1	..	56.7	64.05	Percentage of passes.
63	319	51	7	77	70	14	(f) 16	2,004	<i>Master of Arts.</i> Number of candidates.
45	206	36	4	69	49	13	(f) 15	1,431	.. passes.
71.7	64.6	70.6	57.1	89.6	70.0	92.9	(f) 93.7	71.41	Percentage of passes.
22	27	..	..	18	21	12	(f) 14	605	<i>Master of Science.</i> Number of candidates.
16	27	..	..	14	19	11	(f) 14	483	.. passes.
72.7	100	..	..	77.8	90.4	91.7	(f) 100	79.83	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 appear by parts separately.
 Intermediate Science.
 Honours Examinations but were awarded Pass Degrees.
 "final" and "previous" examinations,
 by passing either parts.
 one of 1935.
 two
 are not shown above :—
 and (1 passed).

APPENDIX III.

BRITISH INDIA.

General Educational Tables, 1935-36.

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General Summary of Educational Institutions and Scholars.

Area in square miles	1,093,783	—	PERCENTAGE OF SCHOLARS TO POPULATION.			
			Recognized Institutions.		All Institutions.	
			1936.	1935.	1936.	1935.
Population—						
Males	140,019,047	Males	7.31	7.19	7.72	7.58
Females	131,666,398	Females	2.18	2.09	2.29	2.20
Total	271,685,445	Total	4.83	4.72	5.09	4.97

Recognized Institutions.	INSTITUTIONS.			SCHOLARS.			Stages of Instruction of Scholars entered in column 4.
	1936.	1935.	Increase or decrease.	1936.	1935.	Increase or decrease.	
	1	2	3	4	5	6	
Universities	16	16	..	(e) 11,311	11,093	+308	..
<i>For Males.</i>							
Arts Colleges	233	232	+1	81,505	79,242	+2,263	(a) 27,119 (b) 51,991 (c) 1,553
Professional Colleges	64	60	+4	19,618	19,070	+548	(a) 16,103 (b) 1,739
High Schools	2,158	3,091	+67	977,962	944,922	+33,040	(c) 761,920* (d) 216,042
Middle Schools	9,705	9,692	+13	1,184,975	1,172,065	+12,910	(c) 437,196 (d) 747,779
Primary Schools	165,240	166,538	-1,348	8,840,517	8,639,405	+201,112	(d) 8,840,517†
Special Schools	6,258	6,090	+162	250,260	239,181	+11,088	..
Totals	184,658	185,759	-1,101	11,354,846	11,093,885	+260,961	..
<i>For Females.</i>							
Arts Colleges	28	27	+1	2,359	2,065	+294	(a) 629 (b) 1,600 (c) 130
Professional Colleges	9	9	..	431	428	+3	(a) 260 (b) 161
High Schools	392	376	+16	103,829	98,975	+4,854	(c) 57,721‡ (d) 46,108
Middle Schools	973	925	+48	156,152	146,042	+10,110	(c) 35,035 (d) 121,117
Primary Schools	32,618	33,785	-1,167	1,467,886	1,450,267	+17,619	(d) 1,467,886§
Special Schools	391	410	-19	18,263	18,095	+168	..
Totals	34,411	35,532	-1,121	1,748,920	1,715,872	+33,048	..
<i>Unrecognized Institutions.</i>							
For Males	31,147	30,887	+260	602,254	592,047	+10,207	..
For Females	3,979	4,069	-90	98,818	94,062	+4,756	..
Totals	35,126	34,956	+170	701,072	686,109	+14,963	..
GRAND TOTALS	254,211	256,263	-2,052	13,816,149	13,506,869	+309,280	..

(a) In Graduate and Post-Graduate classes. (b) In Intermediate classes. (c) In Secondary stage. (d) In Primary stage.

(e) Includes 26 Scholars of Professional Colleges undergoing Pundits' training in the Annamalai University, 386 Scholars of Professional Colleges in Burma, and 184 Law Scholars in Delhi.

* Includes 18 male scholars in Intermediate classes in Assam.

† Includes 946 male scholars in Secondary stage in Bihar and Orissa and Assam.

‡ Includes 3 female scholars in Intermediate classes in Assam.

§ Includes 238 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 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 respect of 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.
	1936.	1935.	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	1,16,09,445	1,11,67,064	+4,42,381	91.3	8.6	..	0.1	..	..	..	..	..
Universities	1,41,16,990	1,38,26,525	+2,90,465	37.9	..	44.8	17.3	..	..	..	..	..
Boards of Secondary and Intermediate Education, † Miscellaneous	4,11,298	3,76,632	+34,666	8.9	..	91.0	0.1	..	..	..	..	..
	3,55,88,593	3,47,79,799	+8,08,794	32.2	12.7	19.5	35.6	..	..	..	..	..
Totals	6,17,26,326	6,01,50,020	+15,76,306	44.4	9.0	22.1	24.5	..	..	..	..	..
<i>Institutions for Males.</i>												
Arts Colleges	1,57,42,480	1,50,92,675	+6,49,805	37.9	0.3	48.1	13.7	73 11 9	0 9 7	93 11 7	26 10 6	194 11 5
Professional Colleges	74,51,160	71,43,759	+3,07,401	63.4	1.7	29.3	5.6	233 8 5	6 7 4	107 15 5	20 10 7	368 9 9
High Schools	5,17,42,741	4,96,38,363	+21,04,378	29.4	5.2	53.2	12.2	14 14 5	2 9 10	26 15 3	6 2 10	50 10 4
Middle Schools	2,38,25,833	2,30,78,253	+7,47,580	38.0	25.6	27.3	9.1	7 10 4	5 2 4	5 7 8	1 13 4	20 1 8
Primary Schools	6,82,88,160	6,69,53,408	+13,29,752	50.3	33.0	6.7	10.0	3 14 2	2 8 9	0 8 4	0 12 4	7 11 7
Special Schools	1,41,35,918	1,36,80,666	+4,55,252	59.4	4.9	15.1	20.6	33 8 6	2 12 1	8 8 6	11 10 8	56 7 9
Totals	18,11,86,292	17,55,92,124	+55,94,168	43.0	17.7	27.8	11.5	6 13 8	2 13 1	4 7 0	1 13 4	15 15 1
<i>Institutions for Females.</i>												
Arts Colleges	7,27,070	6,51,287	+75,783	52.9	0.4	27.8	18.9	202 14 2	1 5 0	106 7 11	72 9 8	383 4 9
Professional Colleges	3,43,847	3,17,003	+26,844	82.8	..	11.6	5.6	660 3 10	..	92 12 11	44 11 10	797 12 7
High Schools	84,64,823	79,79,537	+4,85,236	39.4	2.0	37.7	20.9	31 7 0	1 10 1	30 0 10	16 11 2	79 13 1
Middle Schools	44,36,393	44,59,110	-22,717	39.6	15.2	16.6	28.6	11 4 2	4 4 11	4 11 5	8 2 1	28 6 7
Primary Schools	1,33,11,107	1,36,10,049	+2,01,058	41.7	39.1	4.1	15.1	3 14 9	3 10 11	0 6 1	1 6 9	9 6 6
Special Schools	25,43,831	24,52,240	+91,591	62.5	2.1	5.1	30.3	87 1 2	2 14 7	7 1 5	42 3 5	139 4 7
Totals	3,03,27,071	2,94,69,276	+8,57,795	43.3	20.8	15.9	20.0	7 8 2	3 9 8	2 12 3	3 7 4	17 5 5
GRAND TOTALS	27,32,39,689	26,52,11,450	+80,28,269	43.3	16.1	25.2	15.4	9 0 6	3 5 6	5 4 1	3 3 3	20 13 4

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.

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.*, Anglo-Indian and 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, 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. *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. 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	..	..	..	16	..	16	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	4	..	..	2	..	6	..	..	..	..	..	..
Colleges—												
Arts and Science *	36	1	..	88	21	146	3	..	..	7	4	14
Law	4	..	..	2	8	14	..	..	..	..	..	..
Medicine	7	..	..	1	..	9	..	..	..	1	..	1
Education	14	..	1	..	..	14	3	..	..	3	..	8
Engineering	6	..	..	1	..	7	..	..	..	..	..	..
Agriculture	5	..	..	..	1	6	..	..	..	..	..	..
Commerce	1	..	..	4	..	6	..	..	..	..	..	..
Technology	..	..	..	2	..	2	..	..	..	..	..	..
Forestry	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science	4	..	..	..	..	4	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	23	..	1	49	14	87	4	..	..	8	2	14
Totals	102	1	2	147	45	207	10	..	..	19	8	37
High Schools	335	196	117	1,739	771	3,158	55	3	3	312	19	392
Middle Schools—												
English	96	663	159	2,378	772	4,068	32	5	27	306	43	413
Vernacular	48	4,541	97	921	30	5,637	115	85	92	261	7	560
Primary Schools	2,008	58,787	4,711	91,100	8,334	165,240	380	6,705	1,851	19,734	3,948	32,618
Totals	2,787	64,187	5,084	96,138	9,907	178,103	582	6,798	1,973	20,613	4,017	33,983
Social Schools—												
Art	6	1	1	5	2	15	..	..	..	..	..	..
Law	2	..	..	..	4	2	..	..	..	..	..	..
Medical	18	..	..	5	..	27	2	..	..	2	..	4
Normal and Training	273	29	9	37	10	358	173	..	3	86	11	213
Engineering †	8	..	..	2	..	10	..	..	..	..	..	..
Technical and Industrial	136	20	10	216	20	402	3	..	1	95	12	111
Commercial	17	..	..	23	269	309	..	..	..	4	..	4
Agricultural	6	1	..	5	1	13	..	..	..	1	..	1
Reformatory	11	..	..	2	..	13	..	..	..	3	..	3
Schools for Defectives	1	..	1	32	1	35	..	..	..	3	1	4
Schools for Adults	15	232	147	687	168	1,249	1	..	..	9	1	11
Other Schools	71	15	12	3,143	584	3,825	25	..	..	13	2	40
Totals	564	298	180	4,157	1,059	6,258	144	..	4	216	27	391
Totals for Recognised Institutions.	3,457	64,486	5,266	100,460	11,011	184,680	736	6,798	1,977	20,848	4,052	34,411
Unrecognised Institutions	..	190	10	96	30,851	31,147	..	20	12	34	3,913	3,979
GRAND TOTALS, ALL INSTITUTIONS.	3,457	64,676	5,276	100,556	41,862	215,827	736	6,818	1,989	20,882	7,965	38,390

* Includes 3 Oriental Colleges.

† Includes Survey Schools.

II-A.—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 RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education. (a)</i>									
Arts and Science (b) and (c)	20,307	18,212	4,549	117	101	91	121	113	8
Law	1,401	1,118	90	..	..	..	..	..	..
Medicine	3,243	2,881	1,113	..	..	..	449	349	134
Education	1,274	1,208	902	..	..	..	..	..	..
Engineering	1,370	1,273	930	..	..	..	..	..	..
Agriculture	758	696	683	..	..	..	..	..	..
Commerce	403	344	54	..	..	..	..	..	..
Technology . . . . .	..	..	..	..	..	..	..	..	..
Forestry	64	62	27	..	..	..	..	..	..
Veterinary Science	419	356	301	..	..	..	..	..	..
Totals	29,239	26,150	8,649	117	101	91	570	462	142
<i>School and Special Education.</i>									
In High Schools	110,524	100,785	10,302	57,597	53,305	2,284	46,158	42,893	686
„ Middle Schools—									
English	14,434	13,209	1,307	74,128	61,329	2,906	28,777	26,072	501
Vernacular	6,726	5,544	1,043	600,007	499,532	27,601	19,089	16,595	224
„ Primary Schools	105,597	85,044	914	3,613,775	2,792,082	1,712	710,116	657,735	46
Totals	237,281	204,582	13,566	4,345,507	3,406,248	34,503	804,140	643,295	1,457
In Art Schools	1,587	1,374	71	68	60	..	65	64	..
„ Law Schools	202	166	..	..	..	..	..	..	..
„ Medical Schools	4,549	4,438	1,580	..	..	..	..	..	..
„ Normal and Training Schools	10,631	15,237	8,974	412	408	410	147	142	46
„ Engineering Schools*	1,422	1,351	769	..	..	..	..	..	..
„ Technical and Industrial Schools	8,867	7,163	2,600	1,025	768	90	577	454	41
„ Commercial Schools	775	694	43	..	..	..	..	..	..
„ Agricultural Schools	226	205	192	30	25	30	..	..	..
„ Reformatory Schools	2,425	2,103	2,316	..	..	..	..	..	..
„ Schools for Defectives	20	22	16	..	..	..	..	..	..
„ Schools for Adults	1,042	848	..	5,321	4,222	..	32	24	..
„ Other Schools	6,460	5,490	1,647	635	519	210	4,094	2,780	..
Totals	44,206	39,091	18,208	7,491	6,002	740	5,176	3,656	87
Totals for Recognised Institutions.	310,726	269,823	40,423	4,353,115	3,412,351	35,334	809,886	647,413	1,686
In Unrecognised Institutions.	..	..	..	8,411	6,173	109	644	501	..
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	310,726	269,823	40,423	4,361,526	3,418,524	35,443	810,530	647,914	1,686

(a) Scholars reading more than one of the following subjects
(b) Includes 608 scholars also reading Law, and 50 students of
(c) Includes 820 scholars in Oriental Colleges, and 606 scholars
(d) Includes 2 girls in the high classes
* Include Survey

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
56,539	50,252	15,993	15,136	13,317	2,015	92,220	81,995	22,056	(d) 2,970
2,169	1,910	725	3,765	3,248	803	7,335	6,276	1,618	17
1,312	1,279	566	..	..	..	5,004	4,509	1,813	313
317	281	246	..	..	..	1,591	1,489	1,148	150
679	607	448	..	..	..	2,049	1,880	1,378	..
66	59	55	58	52	57	882	807	795	1
1,615	1,332	472	783	596	..	2,801	2,272	526	5
69	05	22	..	..	..	69	65	22	..
..	..	..	..	..	..	64	62	27	..
..	..	..	..	..	..	419	356	301	..
62,766	55,785	18,527	19,742	17,213	2,875	112,434	99,711	30,284	3,456
569,168	505,059	38,772	194,515	156,765	8,106	977,962	858,807	60,150	28,278
258,470	213,220	9,463	69,835	55,761	1,659	445,653	369,591	15,836	13,289
111,216	108,901	3,457	2,284	1,932	102	739,322	632,504	32,427	55,559
4,126,491	3,374,908	12,467	284,538	224,755	343	8,840,517	7,084,524	15,482	1,114,017
5,065,354	4,202,088	64,159	551,172	439,213	10,210	11,003,454	8,895,426	123,895	1,211,143
340	236	24	84	74	..	2,144	1,808	95	104
.. 982	.. 896	.. 211	.. 906	.. 820	.. 282	202	166	..	..
2,462	2,331	1,484	424	373	243	6,437	6,154	2,073	325
..	..	..	..	..	..	20,076	18,491	11,157	171
265	211	..	.. 481	.. 401	.. 54	1,687	1,562	769	..
11,778	9,545	3,086	.. 481	.. 401	.. 54	22,728	18,331	5,871	226
1,192	966	9	9,679	7,888	17	11,646	9,548	69	206
206	183	86	17	15	..	479	428	308	1
446	440	446	.. 24	.. 24	.. 24	2,871	2,543	2,762	..
1,363	1,184	732	.. 24	.. 24	.. 24	1,439	1,254	772	341
21,078	16,152	..	4,783	3,646	..	36,318	27,648	..	196
113,657	92,976	15,522	23,229	18,317	889	144,242	117,494	18,268	2,585
153,769	125,120	21,600	39,627	31,558	1,509	250,269	205,427	42,144	4,155
5,281,899	4,382,993	104,286	610,541	487,984	14,594	11,366,157	9,200,564	196,323	1,218,754
5,160	4,028	..	588,039	381,747	896	602,254	392,519	1,005	49,808
5,287,049	4,387,091	104,286	1,198,580	869,731	15,490	11,968,411	9,593,083	197,328	1,268,562

should be entered under only one head.
the Ravenshaw College in Bihar and Orissa reading Law only.
of the Oriental Departments of the Lucknow and Benares Hindu Universities.
of Intermediate Colleges in the Punjab.
Schools.

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 RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education. (a)</i>									
Arts and Science (b)	925	881	304	..	..	..	..	..	..
Medicine . . . . .	..	..	..	..	..	..	..	..	..
Education	142	136	103	..	..	..	..	..	..
Totals	1,067	1,017	412	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High Schools	17,097	14,698	1,409	686	654	..	1,087	953	34
„ Middle Schools—									
English	5,266	4,378	107	432	358	..	5,081	4,235	..
Vernacular	18,453	14,507	140	8,671	6,641	122	17,335	13,849	20
„ Primary Schools	30,323	24,457	121	344,032	259,258	22	241,060	184,503	..
Totals	71,139	58,040	1,777	353,881	266,911	144	264,563	203,540	54
IN MEDICAL SCHOOLS.									
In Medical Schools	161	169	143	..	..	..	..	..	..
„ Normal and Training Schools	3,592	3,328	2,538	..	..	..	35	41	..
„ Technical and Industrial Schools	437	326	..	..	..	..	38	23	..
„ Commercial Schools . . . . .	..	..	..	..	..	..	..	..	..
„ Agricultural Schools . . . . .	..	..	..	..	..	..	..	..	..
„ Schools for Adults	25	22	..	..	..	..	..	..	..
„ Other Schools	827	699	..	..	..	..	..	..	..
Totals	5,072	4,544	2,681	..	..	..	73	64	..
Totals for Recognised Institutions.	77,278	63,601	4,870	353,881	266,911	144	264,636	203,604	54
IN UNRECOGNISED INSTITUTIONS.									
In Unrecognised Institutions . . . . .	..	..	..	675	508	..	1,031	821	..
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	77,278	63,601	4,870	354,556	267,419	144	265,667	204,425	54
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	388,001	333,424	45,293	4,716,032	3,685,943	35,587	1,076,197	852,339	1,740

(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
991 134 111	926 134 98	508 134 70	443 .. 44	345 .. 39	56 .. 17	2,359 134 297	2,152 134 273	868 134 195	......
1,236	1,158	712	487	384	73	2,790	2,559	1,197	..
81,520 45,662 50,370 746,622	71,169 38,395 42,654 606,257	13,761 8,094 2,501 9,933	3,439 4,034 848 105,789	2,819 3,351 729 82,029	388 420 141 174	103,829 60,475 95,677 1,467,886	90,293 50,717 78,380 1,157,104	(a)15,017 8,621 2,924 10,250	8,158 5,772 3,218 76,826
924,174	758,475	34,289	114,110	89,528	1,123	1,727,867	1,376,494	(a) 37,412	93,974
405 3,134 5,267 135 52 778 2,428	405 3,036 4,527 101 33 501 2,012	405 2,302 1,484 2 52 67 580	.. 296 309 2 312	.. 265 261 4 299	.. 136 34 4	566 7,057 6,081 135 52 805 3,567	574 6,670 5,137 101 33 527 3,090	548 4,976 1,518 2 52 67 584	.. 16 113 (b) 383
12,199	10,695	4,892	919	829	174	18,263	16,132	7,747	512
937,609	770,328	39,803	115,516	90,741	1,370	1,748,920	1,395,185	(a)46,356	94,486
4,377	3,591	..	92,735	57,708	131	98,818	62,628	131	8,374
941,986	773,919	39,893	268,251	148,449	1,501	1,847,738	1,457,813	(a) 16,487	102,860
6,229,035	5,161,010	144,179	1,406,831	1,018,180	16,991	13,816,149	11,050,896	(a) 243,815	—

(a) Includes 25 boarders attending the Provincial Hostel, Abbottabad, who were reading in the Anglo-Vernacular Schools at Abbottabad in the N.-W. F. Province, not shown in details.

(b) Includes 66 scholars of Schools for Defectives and 28 scholars of Reformatory Schools.

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes Rs. 20,55,480 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 INTER-MEDIATE EDUCATION.												
Universities . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	30,152	..	..	3,33,815	530	3,70,497	..	..	..	..	..	..
Arts Colleges	34,65,888	..	..	19,01,470	1,84,047	55,51,405	..	..	..	..	15,076	15,076
Professional Colleges—												
Law	13,325	..	..	1,09,892	986	1,84,203	..	..	..	..	..	..
Medicine	17,72,729	..	..	5,70,651	1,24,589	24,67,969	..	..	1,22,423	1,01,450	..	2,23,873
Education	7,64,628	..	..	1,55,947	16,498	9,37,073	..	..	..	..	..	..
Engineering	9,33,613	..	..	2,95,912	47,216	12,76,741	..	..	..	..	..	..
Agriculture	5,65,071	..	..	71,118	14,123	6,50,312	..	..	..	..	..	..
Commerce . . . . .	..	..	..	57,356	18,499	75,855	..	..	..	..	..	..
Technology . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Forestry	82,222	1,850	..	34,500	..	118,572	..	..	..	..	..	..
Veterinary Science	4,69,801	..	..	47,587	5,037	5,22,425	..	..	..	..	..	..
Intermediate Colleges	10,01,858	..	..	3,73,531	10,817	13,86,206	4,280	..	15,998	10,140	293	30,711
Totals	91,05,287	1,850	..	40,11,779	4,22,342	1,35,41,258	4,280	..	1,38,421	1,11,590	15,369	2,69,660

SCHOOL EDUCATION.

<i>General.</i>												
High Schools . . .	68,85,960	..	2,365	31,27,292	49,424	1,00,65,041	9,87,996	12,50,368	5,71,558	22,57,596	51,114	51,18,632
Middle Schools—												
English	7,37,860	..	26,553	2,35,898	1,296	10,01,407	6,00,467	8,35,428	2,94,005	10,51,654	37,315	28,18,869
Vernacular . .	1,57,847	..	..	8,230	5	1,66,082	61,81,000	25,33,737	2,99,911	9,74,066	43,071	1,00,31,785
Primary Schools . .	14,75,443	14,852	2,343	6,966	4,353	15,03,957	2,54,79,328	94,96,832	75,01,217	10,57,116	6,90,442	4,42,24,934
Totals	92,56,910	14,852	31,261	33,78,386	55,078	1,27,36,487	3,32,48,791	1,41,16,365	86,66,691	53,40,431	8,21,942	6,21,94,220
<i>Special.</i>												
Art Schools	2,70,535	..	..	53,721	5,735	3,29,991	1,360	5,251	710	130	4,453	11,904
Law Schools . . . .	..	..	..	11,673	..	11,673	..	..	..	..	..	..
Medical Schools . .	8,43,522	..	..	3,62,651	28,408	12,34,581	..	..	..	..	..	..
Normal and Training Schools.	25,43,462	10,381	7,261	2,069	0,537	25,69,710	60,789	27,936	29,033	..	153	1,17,911
Engineering Schools*	4,08,524	..	..	83,612	16,517	5,08,653	..	..	..	..	..	..
Technical and Industrial Schools.	18,02,471	15,581	3,089	52,211	1,66,801	20,40,153	43,355	79,769	40,055	9,093	33,977	2,06,279
Commercial Schools .	67,768	..	..	47,932	1,618	1,17,318	..	..	..	..	..	..
Agricultural Schools .	47,226	..	..	1,233	..	48,459	..	6,820	..	..	590	7,410
Reformatory Schools .	3,41,000	..	..	..	10,928	3,51,928	..	..	..	..	..	..
Schools for Defectives .	3,017	..	..	..	..	3,017	..	..	905	..	..	905
Schools for Adults . .	5,597	..	..	..	215	5,812	18,574	3,531	62,423	19	..	84,547
Other Schools	6,32,559	..	274	35,635	1,482	6,70,000	6,497	10,574	6,766	29,194	90,376	1,43,407
Totals	69,65,681	25,962	10,624	6,50,787	2,38,241	78,91,295	1,30,576	1,33,681	1,39,922	38,436	1,29,549	5,72,363
GRAND TOTALS . .	2,53,27,878	42,864	41,885	80,40,952	7,15,661	3,41,69,040	3,33,83,646	1,42,50,246	89,45,034	54,90,457	9,66,860	6,30,36,243

* Include Survey Schools.

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	53,46,365	..	..	63,26,605	24,43,900	1,41,16,990	..	..	..
Boards of Secondary and Intermediate Education.	527	..	..	40,274	..	40,801	..	..	..
Arts Colleges	16,93,701	12,825	14,501	40,95,630	16,53,696	74,70,353	11,90,567	1,23,131	13,13,698
Professional Colleges—									
Law . . . . .	..	..	..	22,345	..	22,345	3,89,983	13,992	4,03,975
Medicine	15,000	..	..	1,03,424	..	1,78,424	..	..	..
Education	2,000	..	..	2,695	3,517	8,212	..	..	..
Engineering	31,700	2,500	3,750	44,646	14,260	96,856	..	..	..
Agriculture . . . . .	..	..	..	..	..	..	4,263	26,733	30,996
Commerce	37,000	..	..	15,177	12,776	64,953	26,696	..	26,696
Technology	33,436	..	..	8,775	1,19,469	1,61,690	..	..	..
Forestry . . . . .	..	..	..	..	..	..	..	..	..
Veterinary Science . . . . .	..	..	..	..	..	..	..	..	..
Intermediate Colleges	6,29,743	108	7,535	9,63,720	4,01,241	20,02,347	1,08,406	78,465	1,86,861
Totals	77,89,472	15,433	25,786	1,16,83,351	46,48,919	2,41,62,961	17,19,915	2,42,311	19,62,226

SCHOOL EDUCATION.									
<i>General.</i>									
High Schools	66,89,702	3,08,645	4,25,933	1,56,72,640	47,40,242	2,78,87,162	53,00,851	12,06,878	65,07,729
Middle Schools—									
English	12,87,188	5,18,310	84,546	33,72,730	14,74,369	67,37,143	7,91,561	4,90,892	12,82,453
Vernacular	94,113	10,62,894	4,46,808	43,042	95,261	17,42,118	18,258	27,718	45,976
Primary Schools	73,78,128	45,23,259	9,68,214	32,83,627	56,43,329	2,17,96,557	2,60,501	5,02,211	7,62,712
Totals	1,54,49,131	64,13,108	19,25,501	2,23,72,039	1,19,53,201	5,81,12,980	63,71,171	22,27,699	85,98,870
<i>Special.</i>									
Art Schools	8,848	480	9,800	5,779	7,473	32,380	281	4,129	4,410
Law Schools . . . . .	..	..	..	..	..	..	..	..	..
Medical Schools	5,250	1,860	33,931	95,288	68,181	2,04,510	1,26,839	36,394	1,63,233
Normal and Training Schools	1,76,815	862	228	8,667	1,07,976	2,93,948	11,613	29,958	41,571
Engineering Schools*	2,300	..	25,000	29,709	27,375	84,384	..	..	..
Technical and Industrial Schools	4,81,337	25,065	57,641	1,99,336	9,67,192	17,30,571	12,397	24,483	36,880
Commercial Schools	6,264	..	629	27,267	14,563	48,714	2,41,348	16,519	2,57,867
Agricultural Schools	1,866	2,148	60	1,135	9,877	15,086	..	737	737
Reformatory Schools	72,867	..	650	1,823	15,517	90,857	..	..	..
Schools for Defectives	66,016	2,376	17,172	23,402	1,23,831	2,32,797	4,860	..	4,860
Schools for Adults	26,588	9,241	7,001	15,126	38,304	96,260	4,661	6,830	11,491
Other Schools	4,45,809	1,40,065	44,548	5,51,072	7,58,285	19,39,779	85,426	2,96,499	3,81,925
Totals	12,93,960	1,82,097	1,96,651	9,58,004	21,38,574	47,69,286	4,87,425	4,15,549	9,02,974
GRAND TOTALS	2,45,32,563	66,10,638	21,47,938	3,50,13,394	1,87,40,694	8,70,45,227	85,78,511	28,85,559	1,14,64,070

* Include Survey Schools.

III-A.—Expenditure on Education for Males—concl'd.

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	17,22,133	561	17,473	..	3	17,40,170
Inspection	79,65,078	5,79,167	3,25,587	..	10,959	88,80,791
Buildings, etc.	39,46,446	18,97,202	4,83,147	5,42,322	49,51,751	1,18,20,868
Miscellaneous	55,49,184	12,05,234	4,85,815	44,62,460	50,12,473	1,67,15,166
Totals	1,91,82,841	36,82,164	13,12,022	50,04,782	99,75,186	3,91,56,995
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities	53,46,365	..	..	63,26,665	24,43,960	1,41,16,990
Boards of Secondary and Intermediate Education	36,679	..	..	3,74,089	530	14,11,298
Arts Colleges	51,63,824	12,825	14,501	71,87,667	19,71,715	1,43,50,532
Professional Colleges—						
Law	13,325	..	..	5,82,220	14,978	6,10,523
Medicine	17,87,729	..	1,22,423	8,35,525	1,24,589	28,70,266
Education	7,66,628	..	..	1,58,642	20,015	9,45,285
Engineering	9,65,313	2,500	3,750	3,40,558	61,476	13,73,597
Agriculture	5,65,071	..	..	75,381	40,856	6,81,308
Commerce	37,000	..	..	99,229	31,275	1,67,504
Technology	33,436	..	..	8,775	1,19,469	1,61,680
Forestry	82,222	1,850	..	34,500	..	1,18,572
Veterinary Science	4,69,801	..	..	47,587	5,037	5,22,425
Intermediate Colleges	16,35,881	108	28,033	14,55,797	4,86,306	36,06,125
Totals	1,69,03,274	17,283	1,68,707	1,75,26,635	53,20,206	3,99,36,105
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	1,45,71,773	15,59,013	10,00,056	2,63,58,379	60,39,343	4,95,28,564
Middle Schools—						
English	26,25,490	13,53,738	4,05,104	54,51,843	20,03,697	1,18,39,872
Vernacular	64,33,035	35,96,631	7,46,719	10,43,596	1,65,980	1,19,85,961
Primary Schools	3,43,33,346	1,40,34,943	84,72,116	46,08,209	68,39,546	6,82,88,160
Totals	5,79,63,644	2,05,44,325	1,06,23,995	3,74,62,027	1,50,48,566	14,16,42,557
<i>Special.</i>						
Art Schools	2,80,743	5,731	10,510	59,911	21,790	3,78,685
Law Schools . . . . .	..	..	..	11,673	..	11,673
Medical Schools	8,48,772	1,860	33,931	5,84,778	1,32,983	16,02,324
Normal and Training Schools	27,81,066	39,179	36,522	21,749	1,44,624	30,23,140
Engineering Schools*	4,10,824	..	25,000	1,13,321	43,892	5,93,037
Technical and Industrial Schools	23,27,163	1,20,415	1,00,815	2,73,037	11,92,453	40,13,883
Commercial Schools	74,032	..	620	3,16,547	32,700	4,23,899
Agricultural Schools	49,092	8,968	60	2,368	11,204	71,692
Reformatory Schools	4,13,867	..	650	1,823	26,445	4,42,785
Schools for Defectives	69,033	2,376	18,077	23,262	1,23,831	2,41,579
Schools for Adults	50,759	12,772	69,424	19,806	45,349	1,98,110
Other Schools	10,86,389	1,50,639	51,588	7,01,377	11,45,118	31,85,111
Totals	83,91,740	3,41,940	3,47,197	21,34,652	29,20,389	1,41,35,918
GRAND TOTALS	10,24,41,499	2,45,85,712	1,24,51,921	6,21,28,096	3,32,64,347	23,48,71,575

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 2,62,580 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 INTER-MEDIATE EDUCATION.												
Arts Colleges	2,57,765	..	..	60,628	2,729	3,21,122	..	..	..	..	..	..
Professional Colleges— Medicine	80,317	..	..	677	345	81,339	..	..	..	..	..	..
Education	64,630	..	..	19,101	..	83,731	..	..	..	..	..	..
Intermediate Colleges												
Totals	4,02,712	..	..	80,406	3,074	4,86,192	..	..	..	..	..	..
SCHOOL EDUCATION.												
<i>General.</i>												
High Schools	11,94,711	1,196	..	2,88,620	4,183	14,88,710	11,891	25,591	24,091	11,482	10	73,065
Middle Schools— English	2,46,534	..	..	29,183	1,310	2,77,027	32,391	8,246	1,09,010	19,292	3,200	1,72,139
Vernacular	3,84,092	..	..	25,640	147	4,09,879	97,219	51,792	2,45,785	5,703	1,588	4,02,087
Primary Schools	4,26,785	60	2,291	1,964	525	4,31,625	37,88,822	10,62,455	33,17,780	16,953	35,756	82,21,766
Totals	22,52,122	1,256	2,291	3,45,407	6,165	26,07,241	39,30,323	11,48,084	36,96,666	53,480	40,554	88,69,057
<i>Special.</i>												
Medical Schools	1,04,211	..	..	1,849	..	1,06,060	..	..	..	..	..	..
Normal and Training Schools	9,00,712	41	4,269	2,501	2,875	9,10,398	1,428	..	10,302	..	..	11,730
Technical and Industrial Schools	20,866	..	..	..	..	20,866	700	..	326	..	..	1,026
Commercial Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	244	..	..	..	..	244	..	..	..	..	..	..
Other Schools	10,422	..	180	..	..	10,602	..	..	..	..	..	..
Totals	10,36,455	41	4,449	4,350	2,875	10,48,170	2,128	..	10,628	..	..	12,756
GRAND TOTALS FOR FEMALES.	36,91,289	1,297	6,740	4,30,163	12,114	41,41,603	39,32,451	11,48,084	37,07,294	53,480	40,554	88,81,813
GRAND TOTALS FOR MALES.	2,53,27,878	42,664	41,885	80,40,952	7,15,661	3,41,69,040	3,33,83,646	1,42,50,246	89,45,034	54,90,457	9,66,860	6,30,36,243
GRAND TOTALS FOR ALL	2,90,19,167	43,961	48,625	84,71,115	7,27,775	3,83,10,643	3,73,16,097	1,53,98,330	1,26,52,328	55,43,887	10,07,414	7,19,18,056

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	53,577	..	..	64,859	1,01,697	2,20,133	39,641	22,969	62,610
Professional Colleges—									
Medicine	1,86,647	..	..	82,721	..	2,19,368	..	..	..
Education	17,600	..	..	5,523	15,524	38,647	1,079	3,414	4,493
Intermediate Colleges	1,01,887	..	3,100	62,109	35,410	2,02,506	4,887	9,217	14,104
Totals .	8,59,711	..	3,100	1,65,212	1,52,631	6,80,654	45,607	35,600	81,207
SCHOOL EDUCATION.									
<i>General.</i>									
High Schools	20,57,630	19,778	98,905	27,08,371	16,63,635	65,47,719	1,11,730	66,463	1,78,193
Middle Schools—									
English	7,26,041	15,920	58,930	5,77,726	8,21,015	21,99,632	31,382	96,060	1,27,442
Vernacular	2,71,882	60,077	1,22,539	47,505	3,33,313	8,35,316	53	12,818	12,871
Primary Schools	15,44,339	6,64,031	3,56,845	5,04,230	19,12,610	49,82,055	35,715	1,39,946	1,75,661
Totals .	45,99,892	7,59,806	6,37,219	38,37,832	47,29,973	1,45,64,722	1,78,880	3,15,287	4,94,167
<i>Special.</i>									
Medical Schools	94,476	3,840	7,434	27,818	1,27,305	2,60,873	..	..	..
Normal and Training Schools	3,29,475	180	2,369	38,328	2,57,661	6,28,013	3,986	35,832	39,818
Technical and Industrial Schools	71,280	900	17,474	23,824	2,53,653	3,67,131	1,472	12,860	14,332
Commercial Schools	7,240	..	..	14,601	231	22,072	..	..	..
Agricultural Schools	360	..	..	..	840	1,200	..	..	..
Schools for Adults	3,829	..	200	2,633	13,705	20,367	175	2,349	2,524
Other Schools	45,056	976	4,679	11,231	52,642	1,14,584	1,045	10,946	11,991
Totals .	5,51,716	6,896	32,156	1,18,435	7,06,037	14,14,240	6,678	61,987	68,665
GRAND TOTALS FOR FEMALES .	55,11,319	7,65,702	6,72,475	41,21,479	55,88,641	1,66,59,616	2,31,165	4,12,874	6,44,039
GRAND TOTALS FOR MALES .	2,45,32,563	66,10,638	21,47,938	3,50,13,394	1,87,40,694	8,70,45,227	85,78,511	28,85,559	1,14,64,070
GRAND TOTALS FOR ALL .	3,00,43,882	73,76,340	28,20,413	3,91,34,873	2,43,29,335	10,37,04,843	88,09,676	32,98,433	1,21,08,109

III-B.—Expenditure on Education for Females—*concl'd.*

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	9,12,313	2,989	72,270	..	912	9,88,484
Buildings, etc.	5,77,835	68,312	1,28,846	62,490	8,40,910	16,78,393
Miscellaneous	13,71,417	90,567	1,57,943	18,78,366	18,75,873	53,74,166
Totals	28,61,565	1,61,868	3,59,059	19,40,856	27,17,695	80,41,043
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	3,12,092	..	..	1,65,128	1,26,645	6,03,865
Professional Colleges—						
Medicine	1,86,647	..	..	92,721	..	2,19,368
Education	97,917	..	..	7,279	19,283	1,24,479
Intermediate Colleges	1,66,517	..	3,100	86,097	44,627	3,00,341
Totals	7,63,173	..	3,100	2,91,225	1,90,555	12,48,053
SCHOOL EDUCATION						
<i>General.</i>						
High Schools	32,64,232	46,565	1,22,996	31,20,203	17,33,691	82,87,687
Middle Schools—						
English	10,04,960	24,166	1,67,940	6,57,583	9,21,585	27,76,240
Vernacular	7,53,193	1,11,869	3,68,324	78,901	3,47,866	16,60,153
Primary Schools	57,59,946	17,26,546	36,76,916	5,58,862	20,88,837	1,38,11,107
Totals	1,07,82,337	19,09,146	43,36,176	44,15,549	50,91,979	2,65,35,187
<i>Special.</i>						
Medical Schools	1,98,687	3,840	7,434	29,667	1,27,305	3,66,933
Normal and Training Schools	12,31,615	221	16,940	44,815	2,96,368	15,89,959
Technical and Industrial Schools	92,846	900	17,800	25,296	2,66,513	4,03,355
Commercial Schools	7,240	..	..	14,601	231	22,072
Agricultural Schools	360	..	..	..	840	1,200
Schools for Adults	4,073	..	206	2,808	16,054	23,135
Other Schools	55,478	976	4,859	12,276	63,588	1,37,177
Totals	15,90,299	5,937	47,233	1,29,463	7,70,899	25,43,831
GRAND TOTALS FOR FEMALES	1,59,97,374	20,76,951	47,45,568	67,77,093	87,71,128	3,83,68,114
GRAND TOTALS FOR MALES	10,24,41,499	2,45,85,712	1,24,51,921	6,21,28,096	3,32,64,347	23,48,71,575
GRAND TOTALS FOR ALL	11,84,38,873	2,66,62,663	1,71,97,489	6,89,05,189	4,20,35,475	27,32,39,689

IV-A.—Race or Creed of Male Scholars receiving General Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muham- madans.	Buddh- ists.	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	(f) 139,930,811	—
<i>School Education.</i>										
<i>(Classes.)</i>										
Primary I	5,577	100,997	2,224,222	1,199,954	126,787	1,043	44,027	52,613	3,755,220	3,056,915
II	2,460	44,037	1,170,063	458,442	39,310	762	22,731	27,952	1,765,817	1,414,524
III	2,592	35,464	933,772	321,637	29,310	896	18,131	21,805	1,363,607	1,056,005
IV	2,514	31,402	742,082	206,259	22,546	931	15,360	17,238	1,038,332	763,113
V	2,351	18,441	462,447	128,770	9,360	928	11,410	9,468	643,175	448,218
VI	2,322	12,170	286,890	74,534	7,894	934	9,315	6,030	400,089	252,157
*Middle VII	1,960	9,765	221,169	55,508	8,564	876	6,720	4,219	308,781	183,386
VIII	1,591	8,766	190,589	45,999	2,903	747	5,664	3,211	259,470	146,272
*High IX	1,036	4,475	94,714	24,351	3,107	736	3,408	1,571	133,458	54,509
X	748	3,335	80,444	20,135	2,785	561	2,478	1,254	111,742	44,053
XI	673	2,568	67,455	13,622	144	616	84	851	85,993	34,800
XII	17	490	17,560	2,653	..	770	24	574	22,088	7,539
Totals	23,881	271,970	6,491,407	2,551,864	252,710	9,802	139,352	146,786	(d) 9,887,772	7,462,391
<i>University and Inter- mediate Education.</i>										
<i>Intermediate classes—</i>										
1st year	203	807	19,856	4,262	274	304	689	371	26,771	9,383
2nd year	239	737	19,877	4,168	316	244	693	346	26,020	9,693
<i>Degree classes—</i>										
1st year	82	437	9,834	2,047	90	99	363	143	13,095	4,045
2nd year	99	380	11,062	2,184	119	96	411	182	14,533	5,106
3rd year	6	34	330	114	15	1	13	11	(a) 524	114
<i>Post-graduate classes—</i>										
1st year	9	57	1,944	361	13	24	40	31	2,479	632
2nd year	11	38	1,607	259	2	25	32	23	1,997	493
Research students	1	7	181	43	..	13	3	4	252	40
Totals	655	2,497	64,691	13,438	829	806	2,244	1,111	(b) & (c) 87,496	(c) 30,569
No. of scholars in recognised institutions.	24,536	274,467	6,556,098	2,565,302	253,539	10,608	141,596	147,897	9,975,268	7,492,960
No. of scholars in unrecognised institutions.	21	5,866	171,340	173,426	194,346	324	5,901	9,596	560,820	408,533
GRAND TOTALS	24,557	280,333	6,727,438	2,738,728	447,885	10,932	147,497	157,493	10,536,088	7,901,493

* 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 23 students, (4 Hindus and 19 Muhammadans) in the 4th year class in N.-W. F. Province.

(b) Includes 1,066 Hindu-, 156 Muhammadans and 3 others in the United Provinces not shown in details.

(c) Includes 483 students who reside in rural areas in the United Provinces not shown in details.

(d) Excludes 75 boys reading purely classics and 18 students in Intermediate classes of St. Edmund's College in Assam which is classed as High School in Table II-A. also excludes 20 students of Mercara and Saniversanti Primary Schools in Coorg reading Carpentry and Weaving only and includes 49 boys in Primary classes attached to a 'Tol' in Assam.

(e) Excludes 171 students in the Oriental College in the Punjab and 50 students of the Ravenshaw College in Bihar and Orissa reading Law only, also excludes 1,553 students reading in school stages in colleges in the Punjab, and includes 18 students of St. Edmund's College in Assam.

(f) Excludes 9,925; 50,644 and 27,667 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.	Muham- madans.	Buddhists.	Parsees.	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	(d) 131,593,880	—
<i>School Education.</i>										
<i>Classes.</i>										
Primary . . . I	6,210	78,124	859,518	468,084	115,613	1,046	16,391	13,671	1,558,657	1,136,896
II	2,479	30,014	318,768	114,911	29,326	860	5,682	5,724	507,764	324,289
III	2,621	22,254	219,891	62,477	17,910	927	4,382	4,177	334,639	206,647
IV	2,623	17,950	139,574	25,307	9,788	976	3,255	3,058	202,631	106,525
V	2,460	12,200	73,102	11,188	2,451	866	2,621	1,886	106,774	42,974
VI	2,235	8,211	32,310	3,759	1,727	908	838	1,063	51,101	14,796
Middle . . . VII	1,850	6,951	22,467	2,421	1,655	719	641	638	37,342	9,154
VIII	1,464	4,974	12,406	1,468	479	585	549	273	22,198	4,069
High . . . IX	1,026	2,030	5,874	669	455	501	182	121	10,858	865
X	561	1,366	3,975	378	338	356	106	89	7,169	550
XI	432	804	2,689	133	3	275	6	73	4,415	262
XII	18	130	1,185	29	..	302	1	52	1,717	94
Totals . . .	24,029	185,008	1,691,759	690,824	179,745	8,321	34,654	30,825	(a) 2,845,165	1,847,121
<i>University and Inter- mediate Education.</i>										
<i>Intermediate classes—</i>										
1st year . . .	60	380	1,153	128	45	84	47	28	1,925	232
2nd year . . .	75	252	921	88	41	84	31	35	1,527	147
<i>Degree classes—</i>										
1st year . . .	50	161	442	43	13	18	17	15	789	101
2nd year . . .	44	148	391	26	18	50	13	10	700	82
3rd year . . .	4	4	8	..	1	1	1	1	20	1
<i>Post-graduate classes—</i>										
1st year . . .	4	24	108	5	1	11	2	2	157	6
2nd year . . .	1	5	44	2	..	7	3	2	64	5
Research students . . .	..	2	8	..	..	3	..	3	16	1
Totals . . .	238	976	3,075	292	119	288	114	96	(b)&(c) 5,200	575
No. of scholars in recognised institutions.	24,267	185,984	1,694,834	691,116	179,864	8,609	34,768	30,921	2,850,365	1,847,696
No. of scholars in un-recognised institutions.	6	3,216	41,846	80,838	8,446	242	4,409	1,249	140,252	101,081
GRAND TOTALS . . .	24,273	189,200	1,736,680	771,954	188,310	8,851	39,177	32,170	2,990,617	1,948,777

(a) Excludes 3 students of St. Agnes' School in Assam which is classed as High School in Table II-B.

(b) Excludes 130 students reading in school stages in colleges in the Punjab, and includes 3 students of St. Agnes' School in Assam.

(c) Includes 2 girls reading in the Oriental Department of the Lucknow University not shown in details.

(d) Excludes 9,724 ; 41,491 and 21,303 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.	Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
<i>School Education.</i>										
Art Schools	10	65	1,564	250	59	37	35	20	2,040	390
Law Schools . . . . .	..	..	183	19	..	..	..	..	202	76
Medical Schools	8	121	5,038	740	32	5	133	35	6,112	2,260
Normal and Training Schools	13	2,856	12,538	2,837	565	897	70	145	19,921	13,230
Engineering and Surveying Schools.	16	45	1,316	186	51	23	39	11	1,087	850
Technical and Industrial Schools	291	3,103	14,093	4,122	48	149	326	503	22,635 (c)	7,501
Commercial Schools	170	783	9,087	679	291	308	41	76	11,440	1,686
Agricultural Schools . . . . .	..	39	397	39	2	..	..	1	478	404
Reformatory Schools	11	100	1,617	769	359	3	11	29	2,899	991
Schools for Defectives	22	238	727	94	31	18	7	27	1,164	283
Schools for Adults	1	187	18,467	15,955	261	13	858	380	36,122 (d)	22,652
Other Schools	9	309	47,326	80,037	13,188	..	439	589	141,897	103,454
Totals	551	7,851	112,353	105,727	14,887	1,453	1,959	1,816	246,597	153,777
<i>University and Intermediate Education.</i>										
Law	5	88	5,673	1,124	38	53	225	162	7,368 (a)	1,968
Medicine	122	212	3,512	503	24	63	101	154	4,691	1,515
Education	31	116	920	299	21	3	44	7	1,441	367
Engineering	24	84	1,387	206	12	56	70	34	1,873 (b)	740
Agriculture	2	35	656	120	..	7	48	13	881	396
Commerce	5	33	2,430	166	..	76	12	76	2,796	882
Technology . . . . .	..	..	67	..	..	1	..	1	69	10
Forestry . . . . .	..	5	38	18	2	1	..	..	64	..
Veterinary Science	1	31	234	107	22	..	23	1	419	57
Totals	188	604	14,917	2,543	119	260	523	448	19,602	5,935
GRAND TOTALS	739	8,455	127,270	108,270	15,006	1,713	2,482	2,264	266,199	159,712

(a) Includes 50 students of the Ravenshaw College in Bihar and Orissa (shown against Arts and Science in Table II-A) reading Law only.

(b) Excludes 173 students not reading the University course in Bihar and Orissa.

(c) Includes 29 students of Mercara and Saniversante Primary Schools in Coorg (shown under School Education, General Primary School in Table II-A) reading Carpentry and Weaving only.

(d) Excludes 49 boys in Primary classes attached to a 'Tol' in Assam.

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhamadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
<i>School Education.</i>										
Medical Schools	21	396	332	76	10	6	45	5	891	28
Normal and Training Schools	246	3,009	2,770	715	294	23	105	50	7,212	2,391
Technical and Industrial Schools.	80	2,283	2,839	525	30	319	62	61	(a) 6,199	1,259
Commercial Schools	248	36	19	..	20	11	..	7	341	5
Agricultural Schools	1	48	..	..	..	..	..	4	53	53
Schools for Adults . . . . .	..	30	745	95	3	121	..	7	1,001	81
Other Schools	67	618	2,282	2,333	496	30	102	281	6,209	3,315
Totals	663	6,420	8,987	3,744	853	510	314	415	21,906	7,132
<i>University and Intermediate Education.</i>										
Medicine	37	78	212	35	5	37	20	23	447	49
Education	100	118	129	36	39	8	13	4	447	10
Law . . . . .	..	3	11	..	..	3	..	..	17	..
Agriculture . . . . .	..	..	..	..	..	1	..	..	1	..
Commerce . . . . .	..	1	..	..	..	4	..	..	5	..
Technology . . . . .	..	..	..	..	..	..	..	..	..	..
Totals	137	200	352	71	44	53	33	27	917	59
GRAND TOTALS	800	6,620	9,339	3,815	897	563	347	442	22,823	7,191

(a) Includes 5 girls reading in an Art School 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.
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9				10	11	12
CLASS OF INSTITUTIONS.												
<i>Primary Schools.</i>												
Government	25	267	1,589	1,234	6	2	4	74	410	3,121	490	3,611
Local Board and Municipal.	141	4,633	67,540	38,396	372	146	35	5,002	30,078	111,082	35,261	146,343
Aided	141	4,434	45,044	18,723	456	104	238	27,451	72,102	68,798	99,895	168,693
Unaided	8	97	1,347	416	8	7	23	3,258	7,693	1,876	10,981	12,857
Totals	315	9,431	115,520	58,769	842	259	300	35,785	110,283	184,877	146,627	331,504
<i>Middle Schools.</i>												
Government	65	415	318	9	6	12	20	43	56	813	131	944
Local Board and Municipal.	504	2,201	20,408	1,174	182	48	211	758	3,114	24,469	4,131	28,600
Aided	325	1,703	4,379	1,050	184	353	467	4,301	4,569	7,641	9,690	17,331
Unaided	121	324	837	25	19	84	160	889	1,944	1,326	3,077	4,403
Totals	1,015	4,643	25,942	2,258	391	497	858	5,991	9,683	34,249	17,029	51,278
<i>High Schools.</i>												
Government	2,606	1,203	810	64	139	140	336	285	564	4,822	1,325	6,147
Local Board and Municipal.	1,616	1,526	468	89	596	177	167	192	600	4,295	1,136	5,431
Aided	5,130	4,250	2,418	388	818	2,974	2,817	4,102	4,915	13,004	14,808	27,812
Unaided	479	341	512	12	10	2,033	1,549	2,532	2,446	1,354	8,560	9,914
Totals	9,831	7,320	4,208	553	1,563	5,324	4,869	7,111	8,525	23,475	25,829	49,304
GRAND TOTALS	11,161	21,394	145,670	61,580	2,796	6,080	6,027	46,887	128,491	242,601	189,485	432,086

VI-B.—Women Teachers.

	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total trained Teachers.	Total un-trained Teachers.	Grand totals of Teachers.
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Un-certificated.	Certificated.	Un-Certificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
CLASS OF INSTITUTIONS.												
<i>Primary Schools.</i>												
Government . . .	4	99	492	339	14	..	1	25	248	948	274	1,222
Local Board and Municipal.	8	389	4,883	5,840	72	10	6	500	4,908	11,192	5,424	16,616
Aided . . .	39	845	5,487	2,838	261	37	36	2,432	7,477	9,470	9,982	19,452
Unaided . . .	2	11	97	49	..	..	2	317	969	159	1,288	1,447
Totals . . .	53	1,344	10,959	9,066	347	47	45	3,274	13,602	21,769	16,968	38,737
<i>Middle Schools.</i>												
Government . . .	42	133	461	101	4	4	20	106	151	741	281	1,022
Local Board and Municipal.	14	91	414	197	19	4	11	95	314	785	424	1,209
Aided . . .	133	887	1,507	782	65	61	90	401	1,230	3,434	1,782	5,216
Unaided . . .	8	38	57	17	8	1	7	17	122	128	147	275
Totals . . .	197	1,149	2,499	1,097	96	70	128	619	1,817	5,038	2,634	7,672
<i>High Schools.</i>												
Government . . .	171	290	245	20	38	25	40	26	61	764	152	916
Local Board and Municipal.	14	24	36	58	5	1	1	7	11	137	20	157
Aided . . .	701	1,709	595	174	137	283	298	434	799	3,376	1,814	5,190
Unaided . . .	22	49	12	5	4	8	24	17	55	92	104	196
Totals . . .	908	2,132	888	257	184	317	303	484	926	4,869	2,090	6,959
GRAND TOTALS . . .	1,158	4,025	14,346	10,420	627	434	536	4,377	16,345	31,176	21,692	52,868

VII.—Anglo-Indian and European Education.

Total European and Anglo-Indian population—					Percentage to European and Anglo-Indian Population of those at school—							
Male	:	:	:	:	Males.	Females.	Total.					
Female	:	:	:	:	19.64	23.46	23.09					
TOTAL . 268,588												
	Institutions	Scholars on roll on March 31st.	Number of females in Institutions for Males and vice versa.	Number* of Non-Europeans on roll.	TEACHERS.		EXPENDITURE FROM					
					Trained.	Un-trained	Govt. funds.	Local funds.†	Fees.	Other sources.	Total expenditure.	
	1	2	3	4	5	6	7	8	9	10	11	
							Rs.	Rs.	Rs.	Rs.	Rs.	
<i>Institutions for Males.</i>												
Arts Colleges	6	223	1	50	62	9	1,67,565	..	1,45,787	75,114	3,88,466	
Training Colleges	1	21	..	..	..	..	13,801	..	..	..	13,801
High Schools	76	19,577	1,139	5,582	(a)753	(a)376	10,53,778	3,041	14,54,318	7,95,094	33,06,231	
Middle Schools	32	5,290	1,534	1,356	186	76	2,25,247	..	1,65,172	1,55,519	5,45,938	
Primary Schools	49	3,635	1,216	605	152	60	87,723	440	1,01,662	1,27,763	3,17,585	
Training Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..
Other Schools	1	24	9	..	1	4	(b)7,075	..	4,860	..	11,935	
Totals	165	28,770	3,929	7,592	1,154	525	15,55,189	3,481	18,71,799	11,53,490	45,83,959	
<i>Institutions for Females.</i>												
Arts Colleges . . . . .	..	..	..	..	..	..	..	..	..	..	..
Training Colleges	3	90	..	2	8	5	50,467	..	7,465	5,457	63,389	
High Schools	113	21,751	3,844	5,573	1,139	382	11,64,143	17,358	12,69,715	6,25,376	30,76,592	
Middle Schools	53	6,571	1,872	1,617	307	90	2,48,337	1,308	2,08,958	2,03,653	6,62,258	
Primary Schools	58	4,412	1,540	1,315	158	91	1,02,352	..	1,27,439	1,35,736	3,65,527	
Training Schools	8	216	13	27	39	4	23,650	..	15,441	29,114	68,205	
Technical and Industrial Schools	1	71	..	21	3	2	1,025	..	..	3,832	4,857
Commercial Schools	3	96	..	9	10	2	5,920	..	9,551	29	15,500	
Other Schools	2	44	..	..	2	1	2,324	..	..	2,422	4,746
Totals	241	33,251	7,269	8,564	1,666	577	15,98,218	18,666	16,38,569	10,05,619	42,61,072	
GRAND TOTALS FOR INSTITUTIONS.	406	62,021	—	16,157	2,820	1,102	31,53,407	22,147	35,10,368	21,59,109	88,45,031	
Expenditure on Buildings includes Rs. 61,610 spent by the Public Works Department.							Inspection	1,02,989	..	..	1,02,989
							Buildings, etc.	2,21,847	..	96,841	7,41,526	10,60,214
							Miscellaneous	9,05,807	6,214	23,07,009	18,22,854	50,41,384
"Miscellaneous" includes the following main items :—							Totals	12,30,643	6,214	24,03,850	25,64,380	62,05,087
Scholarships, Hostel charges and other contingent charges.							GRAND TOTALS	43,84,050	28,361	59,14,218	47,23,489	1,50,50,118

*The term "Non-Europeans" does not include domiciled Europeans and Anglo-Indians.

† Include both District Board and Municipal Funds.

(a) Teaching Staff of Lawrence (Intermediate) College, Ghoragall, also teach students of Chelmsford Training College at Ghoragall, in the Punjab.

(b) Expenditure relating to European special subjects training centre in Madras, which has no pupils of its own.

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.												
<i>Arts and Science.</i>												
D. Litt.	1	..	1	1	..	1	..	..	..	..	..	..
Ph. D.	4	3	7	3	2	5	..	2	2	..	2	2
D. Sc.	3	5	8	3	2	5	..	..	..	..	..	..
M. A.	1,445	556	2,001	1,075	335	1,410	70	26	96	55	19	74
M. Sc.	515	28	543	391	13	404	9	1	10	6	1	7
B. A. (Honours) . . .	2,315	316	2,631	1,638	195	1,833	195	19	214	163	16	179
B. Sc. (Honours) . . .	403	27	430	325	14	339	8	..	8	7	..	7
B. A. (Pass)	10,538	3,663	14,201	6,048	1,374	7,422	463	293	756	320	156	476
B. Sc. (Pass)	2,765	331	3,096	1,789	165	1,954	43	7	50	28	5	33
<i>Law.</i>												
Master of Law	8	60	68	2	9	11	..	..	..	..	..	..
Bachelor of Law . . .	4,267	274	4,541	2,277	150	2,427	7	2	9	4	2	6
<i>Medicine.</i>												
M. D.	24	3	27	7	1	8	2	..	2	1	..	1
M. B. B. S.	1,353	..	1,353	440	..	440	97	..	97	35	..	35
L. M. S.	3	..	3	..	..	..	..	..	..	..	..	..
M. C. P. & S. (Bombay)	1	..	1	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta) .	26	..	26	10	..	10	..	..	..	..	..	..
M. S.	14	3	17	3	1	4	..	..	..	..	..	..
M. Obstetrics . . . .	..	..	..	..	..	..	..	..	..	..	..	..
D. Hyg. . . . .	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	6	..	6	1	..	1	..	..	..	..	..	..
D. P. H.	23	..	23	17	..	17	..	..	..	..	..	..
D. O.	4	..	4	2	..	2	..	..	..	..	..	..
B. Sc. (Sanitary) . . .	..	..	..	..	..	..	..	..	..	..	..	..
D. T. M. (Calcutta) . .	4	32	36	4	27	31	..	..	..	..	..	..

* i.e., appearing from a recognised institution.

N.B.—The result of F. C. P. S. examination under Medicine in Bombay was as follows : 2 males appeared and 1 passed, 1 female appeared and 1 passed.

VIII.—Examination Results—*cont'd.*

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 <i>—cont'd.</i>												
<i>Engineering.†</i>												
Master of C. E.	1	..	1	1	..	1	..	..	..	..	..	..
Master of E. E. . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of E. E.	149	5	154	122	4	126	..	..	..	..	..	..
Bachelor of C. E.	204	5	209	151	3	154	..	..	..	..	..	..
Bachelor of M. E.	35	5	40	22	3	25	..	..	..	..	..	..
Bachelor of Mining and Metallurgy.	17	..	17	11	..	11	..	..	..	..	..	..
<i>Education.</i>												
B. E., B. T. & L. T.	882	197	1,079	691	100	800	183	34	217	145	22	167
<i>Commerce.</i>												
Master of Commerce	2	..	2	2	..	2	1	..	1	1	..	1
Bachelor of Commerce	672	104	776	372	53	425	..	..	..	..	..	..
<i>Technology.</i>												
Master of Technology	15	..	15	15	..	15	..	..	..	..	..	..
Bachelor of Technology	..	..	..	..	..	..	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture	3	..	3	2	..	2	..	..	..	..	..	..
Bachelor of Agriculture	211	6	217	160	5	165	..	..	..	..	..	..
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts	19,480	5,197	24,677	10,583	2,012	12,595	1,271	750	2,021	855	401	1,256
Intermediate in Science	7,139	696	7,835	3,975	315	4,290	197	38	235	111	18	129
Licentiate of Civil Engineering.	110	..	110	90	..	90	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	2,719	88	2,807	1,449	53	1,502	604	28	632	424	20	444
Intermediate or Diploma in Commerce.	678	43	721	382	20	402	4	..	4	2	..	2
Licentiate of Agriculture.	223	5	228	156	4	160	1	..	1	1	..	1
Veterinary Examinations.	319	..	319	222	..	222	..	..	..	..	..	..

* i.e., appearing from a recognised institution.

† Including the Diploma Examination of the Thomason Civil Engineering College, Roorkee.

VIII.—Examination Results—concl'd.

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.												
<i>(a) On completion of High School course.</i>												
Matriculation . . .	57,400	8,414	65,814	34,277	2,938	37,215	2,904	2,261	5,165	1,746	1,066	2,812
School Final, etc. (a) .	32,539	5,730	38,269	24,681	2,721	27,402	1,862	512	2,374	1,448	197	1,645
Anglo-Indian and European High School.	439	13	452	246	3	249	262	2	264	185	..	185
Cambridge School Certificate .(b)	667	370	1,037	388	56	444	468	36	504	293	7	300
<i>(b) On completion of Middle School course.</i>												
Cambridge Junior . . .	612	1	613	446	1	447	554	3	557	384	1	385
Anglo-Indian and European Middle.	806	..	806	560	..	560	570	..	570	435	..	485
Anglo-Vernacular Middle	98,256	910	99,166	74,610	264	74,874	(c) 8,319	(c) 340	(c) 8,659	(c) 6,595	(c) 188	(c) 6,783
Vernacular Middle . . .	70,936	11,687	82,623	45,608	5,200	50,808	10,825	3,166	13,991	6,308	1,418	7,726
<i>(c) On completion of Primary course.</i>												
Upper Primary . . .	301,863	2,171	304,034	228,507	601	229,108	35,373	846	36,219	24,758	356	25,114
Lower Primary . . .	614,575	694	615,269	472,520	630	473,150	109,148	113	109,261	82,559	84	82,643
<i>(d) On completion of Vocational course.</i>												
For teacher's certificates—												
Vernacular, Higher . . .	7,654	7,285	14,939	4,911	2,098	7,009	3,082	757	3,839	1,643	223	1,866
Vernacular, Lower . . .	6,370	1,300	7,670	5,176	656	5,832	1,181	175	1,356	749	75	824
At Art Schools . . .	1,255	11	1,266	812	7	819	33	..	33	26	..	26
At Law Schools . . .	48	..	48	48	..	48	..	..	..	..	..	..
At Medical Schools . . .	3,389	26	3,415	1,664	20	1,684	232	1	233	148	1	149
At Engineering Schools†	613	931	1,544	468	607	1,075	..	1	1	..	..	..
At Technical and Industrial Schools.	3,243	1,522	4,765	2,668	785	3,453	400	509	909	302	246	548
At Commercial Schools	1,918	9,777	11,695	924	3,106	4,030	22	49	71	9	13	22
At Agricultural Schools	102	..	102	99	..	99	..	..	..	..	..	..
At Other Schools . . .	10,088	347	10,435	6,021	209	6,230	135	..	135	83	..	83

* i.e., appearing from a recognised institution.

† Include Survey Schools.

(a) Includes figures for High School examination in the United Provinces.

(b) In the Cambridge Higher School Certificate examination 22 males appeared and 5 passed, 5 females appeared and 2 passed in the United Provinces and in the Central Provinces and Berar.

(c) Includes figures for Vernacular Middle Examination in North-West Frontier Province.

N.B.—The result of Vernacular Upper Middle examination for females in the United Provinces was as follows: 843 appeared and 410 passed.

IX.—Statistics of educational

Types of Institutions.	No. OF INSTITUTIONS AND SCHOLARS.							
	GOVERNMENT.		DISTRICT BOARD.		PRIVATE.		TOTAL.	
	Institu- tions.	Scholars.	Institu- tions.	Scholars.	Institu- tions.	Scholars.	Institu- tions.	Scholars.
1	2	3	4	5	6	7	8	9
I. RECOGNISED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges	2	289	1	117	27	4,976 (a)	30	5,382
Professional Colleges	2	442	..	..	..	26	2	468
High Schools	23	4,680	158	43,872	1,239	251,677	1,420	300,229
Middle Schools	46	5,227	1,818	630,385	3,292	317,782	8,186	953,394
Primary Schools	2,149	88,811	58,072	3,520,358	92,772	3,918,273	152,993	7,527,442
Training Schools	255	14,985	29	385	39	2,107	323	17,477
Agricultural Schools	3	111	1	30	4	190	8	331
Schools for Adults	3	45	222	5,219	766	20,639	991	25,923
Other Schools	43	1,776	13	421	2,372	102,188	2,423	104,385
Totals	2,526	116,366	63,344	4,290,787	100,511	4,617,873	166,381	8,935,031
<i>For Females.</i>								
Arts Colleges . . . . .	..	..	..	..	..	..	..	..
Professional Colleges . . . . .	..	..	..	..	..	..	..	..
High Schools	1	131	2	343	10	1,863	13	2,337
Middle Schools	10	958	53	5,116	133	13,671	196	19,745
Primary Schools	220	13,693	6,312	323,605	21,327	657,038	27,859	994,336
Training Schools	54	2,235	..	..	50	1,989	104	4,224
Agricultural Schools . . . . .	..	..	..	..	1	52	1	52
Schools for Adults . . . . .	..	..	..	..	4	187	4	187
Other Schools	1	23	..	..	25	1,546	26	1,569
Totals	286	17,040	6,367	329,064	21,550	676,346	28,203	1,022,450
GRAND TOTALS FOR ALL RECOGNISED INSTITUTIONS.	2,812	133,406	69,711	4,529,851	122,061	5,294,224	194,584	9,957,481
II. UNRECOGNISED INSTITUTIONS.								
For Males . . . . .	..	..	..	..	..	..	26,203	471,239
For Females . . . . .	..	..	..	..	..	..	3,518	73,979
Totals . . . . .	..	..	..	..	..	..	29,721	545,218
GRAND TOTALS FOR ALL INSTITUTIONS .	..	..	..	..	..	..	224,305	10,502,699

(a) Represents scholars in the Pandits' Training Class of the Annamalai University.

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.				
4,35,547	14,169	7,84,910	12,34,626	24	19	445	488
2,64,556	..	1,31,659	3,96,215	68	..	..	68
24,41,320	14,17,743	85,15,779	1,23,74,842	328	2,644	13,806	16,778
71,23,007	50,99,914	50,12,190	1,72,35,111	229	24,000	15,995	40,224
2,81,83,546	1,50,41,301	95,27,162	5,36,52,009	3,062	117,687	151,609	272,358
26,34,192	77,787	1,85,499	28,97,478	919	76	223	1,218
18,688	8,076	8,124	34,888	12	3	14	29
29,009	12,068	18,779	59,856	3	102	807	912
6,34,897	1,57,910	12,79,209	20,72,016	97	24	6,227	6,348
4,17,64,762	2,27,28,968	2,54,63,311	8,99,57,041	4,742	144,555	189,126	338,423
..
..
79,131	19,843	77,460	1,76,434	12	19	109	140
1,56,617	98,072	1,88,928	4,43,617	41	227	667	935
33,15,972	18,29,476	9,86,378	61,31,826	473	10,826	24,001	35,300
7,70,612	10,690	1,76,884	9,58,186	260	..	264	524
360	..	840	1,200	..	..	1	1
729	..	712	1,441	..	..	9	9
16,348	890	54,800	72,038	1	..	89	90
43,39,769	19,58,971	14,86,002	77,84,742	787	11,072	25,140	36,999
4,61,04,531	2,46,87,939	2,69,49,313	9,77,41,783	5,529	155,627	214,266	375,422

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, 1935-36.

Area in square miles	80	PERCENTAGE OF SCHOLARS TO POPULATION.				
		Recognized Institutions.		All Institutions.		
		1935.	1936.	1935.	1936.	
Population—						
Males	32,345	Males	3.9	4.5	6.6	8.0
Females	19,133	Females	2.6	2.4	2.6	2.9
Total	51,478	Total	3.4	3.5	5.1	6.3

Recognized Institutions.	INSTITUTIONS.			SCHOLARS.		
	1935.	1936.	Increase or decrease.	1935.	1936.	Increase or decrease.
	1	2	3	4	5	6
Universities . . . . .	..	..	..	..	..	..
<i>For Males.</i>						
Arts Colleges . . . . .	..	..	..	..	..	..
Professional Colleges . . . . .	..	..	..	..	..	..
High Schools . . . . .	..	..	..	..	..	..
Middle Schools	5	6	..	377	375	-2
Primary Schools	11	12	+1	885	986	+101
Special Schools . . . . .	..	1	+1	21	16	-5
Total	16	18	+2	1,283	1,377	+94
<i>For Females.</i>						
Arts Colleges . . . . .	..	..	..	..	..	..
Professional Colleges . . . . .	..	..	..	..	..	..
High Schools . . . . .	..	..	..	..	..	..
Middle Schools	3	3	..	119	131	+12
Primary Schools	8	7	-1	397	325	-72
Special Schools . . . . .	..	..	..	..	..	..
Total	11	10	-1	516	456	-60
<i>Unrecognized Institutions.</i>						
For Males	23	36	+13	866	1,314	+448
For Females . . . . .	..	1	-1	..	108	+108
Total	23	37	+14	866	1,422	+556
GRAND TOTAL	50	65	+15	2,665	3,256	+590

(ii) General Summary of Expenditure on Education, 1935-36.

	TOTAL EXPENDITURE.		PERCENTAGE OF EXPENDITURE FROM				COST PER SCHOLAR TO				Total cost per scholar.
	1935.	1936.	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
	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.
Direction and Inspection	24,130	19,907	75	25	..	..	4	2	..	..	6
Universities . . . . .	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous †	2,308	1,352	100	..	..	..	..	..	..	..	..
Totals	26,438	21,259	76	24	..	..	4	2	..	..	6
<i>Institutions for Males.</i>											
Arts Colleges . . . . .	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges . . . . .	..	..	..	..	..	..	..	..	..	..	..
High Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..
Middle Schools	38,508	36,995	40	13	20	27	39	12	20	26	97
Primary Schools	25,010	26,429	47	26	6	21	13	7	2	6	28
Special Schools	1,840	1,557	63	..	22	15	61	..	21	14	96
Totals	65,358	64,981	43	19	14	24	13	9	7	11	40
<i>Institutions for Females.</i>											
Arts Colleges . . . . .	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges . . . . .	..	..	..	..	..	..	..	..	..	..	..
High Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..
Middle Schools	24,768	24,404	23	..	13	64	44	..	22	119	185
Primary Schools	7,250	9,148	21	34	..	45	6	10	..	13	29
Special Schools . . . . .	..	..	..	..	..	..	..	..	..	..	..
Totals	32,018	38,552	23	9	9	59	17	7	6	43	73
GRAND TOTALS	1,23,814	1,19,792	43	16	2	39	16	6	4	10	36

* Includes both District Board and Municipal Funds.

† Includes expenditure on buildings.