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BUREAU OF EDUCATION

INDIAN EDUCATION

IN

1915=16



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Introduction.

The complication caused in the preceding year by the decision to exclude figures for certain Native States, which had been included in the general tables previous to 1914-15, still renders comparisons difficult in this year's narrative. The point is noted in appropriate passages.

A minor modification has been introduced in the year under review, whereby the classification of *maktabs*, *mulla* schools, *tols*, *pathshalas* and *kyaung* schools is made uniform. In some provinces (notably in the western divisions of Bengal) these institutions had largely figured under the head "other schools." In the present tables such of them as teach all or a reasonable part of the primary course are classed as primary schools.

Other minor modifications are the inclusion of technical and industrial schools in Madras and of tea-garden schools as public institutions in Assam, and the exclusion from general table VI of the results of certain supplementary examinations in Bombay.

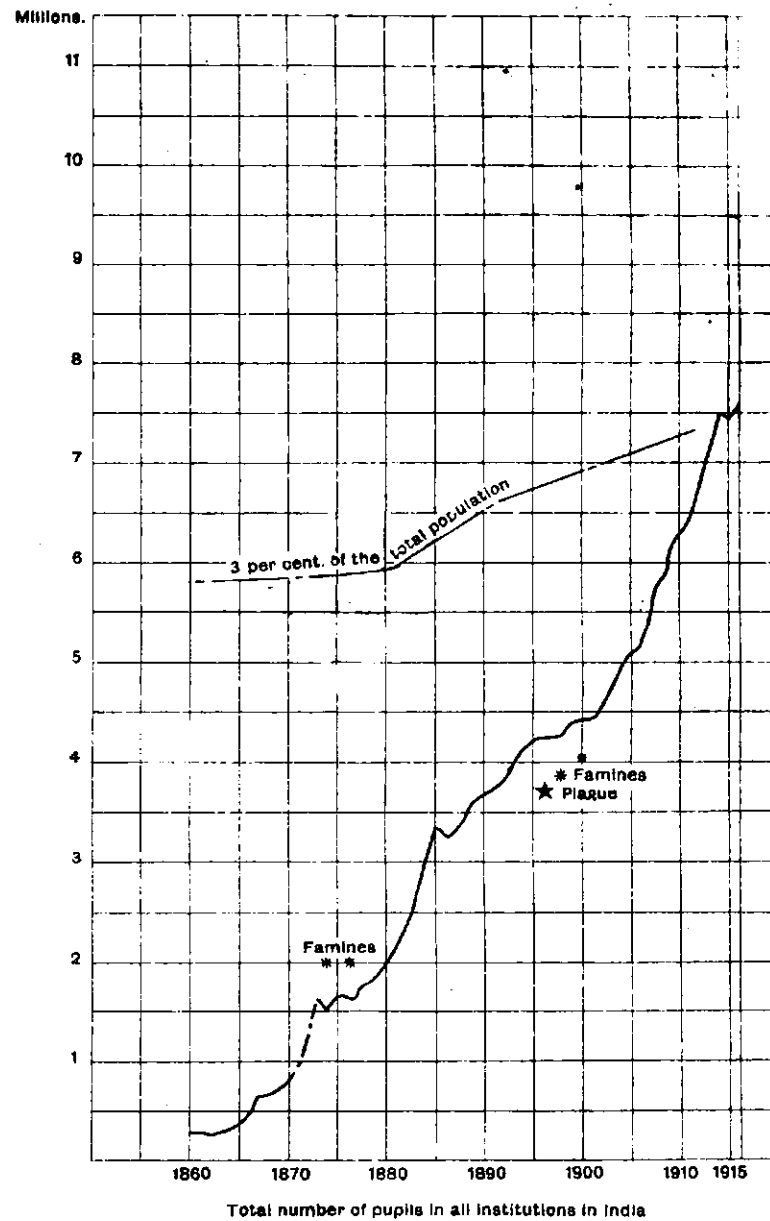
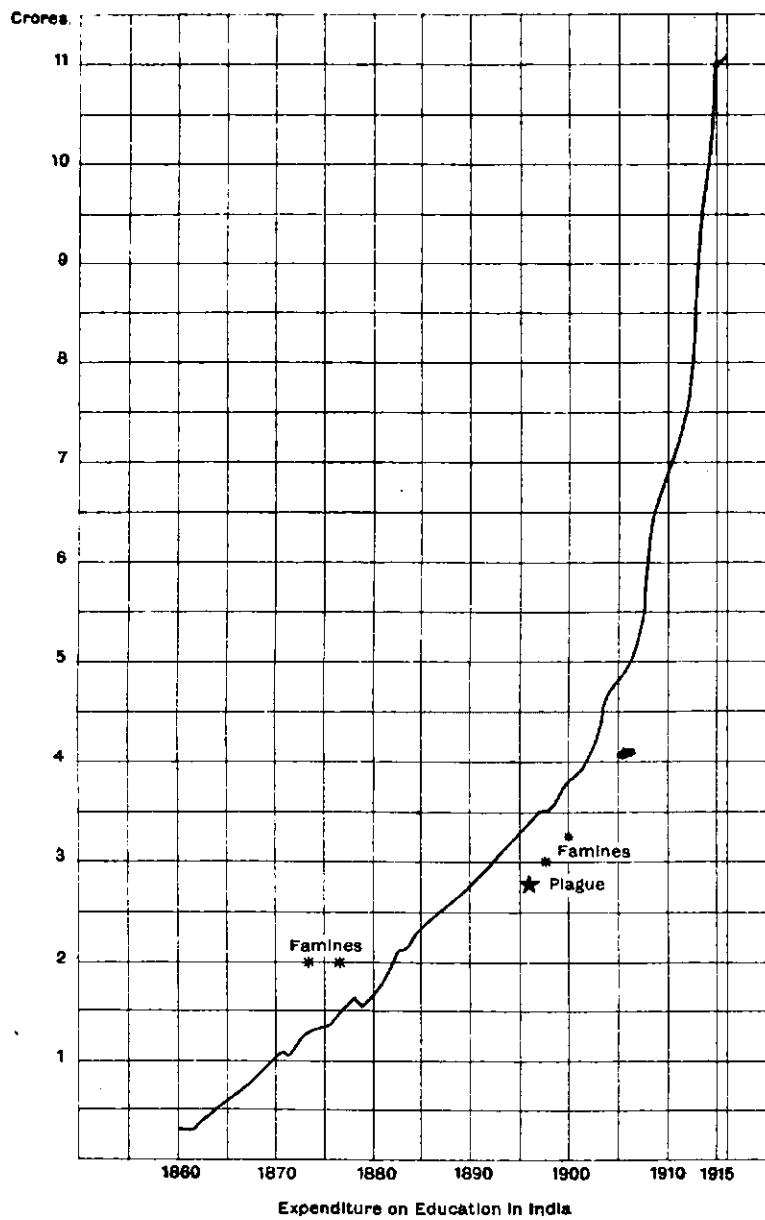
In view of the vexed nature of the question of the percentage of the population, which should be regarded as of school-going age, the percentages of pupils are now shown, not against 15 per cent. of the population, but against the population as a whole.

In conformity with the policy at present pursued of curtailing reports and statistics, the usual illustrations have been omitted, as well as notices of any branch of education whose development does not call for special remarks in a short narrative. To avoid expense, the report is this year issued in paper binding. There will be no annual narrative for 1916-17, its place being taken by the Quinquennial Review, in which it is hoped to publish some of the photographs collected for the present volume.

H. SHARP,

*Educational Commissioner
with the Government of India.*

DELHI,
1917.



INDIAN EDUCATION

IN

1915-16.

I.—Main features of the year.

This section deals, as usual, with matters of general interest.

The difficulties arising out of the war, to which allusion was made in last year's narrative, continue to be experienced. The Indian Educational Service and the staffs of private colleges have been further depleted for military duty. Recruitment from England has practically ceased. Arrangements have had to be made for schools managed by enemy missions, whose agents have been repatriated. In Madras, the management of some such schools was transferred to Government or to local boards. The Missionary Educational Council of South India agreed to undertake the management of others without further aid than that permissible under the rules governing recurring grants. Recognition and aid have been continued for the present on these conditions. It is understood that similar arrangements are being made in other provinces. The Government of Bombay furnished financial aid to Roman Catholic schools which had suffered through loss of German or Austrian members of their staff. Financial stringency has dictated curtailment of expenditure in some (though not the most important) directions. The general expansion of education, though far from checked, has been retarded.

In addition to members of the teaching and inspecting staff, pupils and ex-pupils of institutions have contributed their quota, in one form or another, to the war. Many past students of European schools, writes the Director in Bombay, are serving in various capacities, and each school is keeping its roll of honour. The same is the case in the Punjab; the Lawrence Military Asylum at Sanawar has provided a long list of recruits as well as a signalling detachment; no less than ten students out of the small training class at the same place are on service together with the master in charge; over twenty old boys of the Bishop Cotton School at Simla have obtained commissions. Other schools have not been backward; in some districts of the Rawalpindi division 868 teachers and students are known to have enlisted, in addition to 1,682 ex-pupils of primary schools. Teachers and boys have liberally subscribed to war funds; *e.g.*, the Government high school at Amritsar contributed Rs500 towards the Punjab aeroplane fund. The Bihar School of Engineering and other institutions have assisted in the manufacture of munitions.

Efforts continue to keep the school population informed of the progress of the war. The *Al Haqiqat* is to be found in the reading room of many

institutions. Lectures were delivered in some provinces. Copies of the Bryce Commission's report were distributed in Burma. Similar action for distributing news is reported from other provinces. Perhaps the most noticeable development is that which has taken place at the Lahore Government College, where a college war news association has been formed, the members of which have written pamphlets and undertaken to disseminate information.

Expenditure.

The total expenditure during the last three years, and the portions of it borne by public funds (*i.e.*, provincial, local and municipal) and by private funds (*i.e.*, fees, subscriptions, endowments, etc.), are as follows:—

Year.	Public funds.	Private funds.	TOTAL.
	R	R	R
1913-14	5,50,11,490	4,52,12,387	10,02,23,877
1914-15	6,33,02,792	4,58,67,700	10,91,70,492
1915-16	6,21,68,904	4,86,60,345	11,08,29,249

Thus in two years, during the last twenty months of which the Empire has been at war, expenditure has increased by over 1 crore of rupees, to which must be added a sum of about 30 lakhs expended in Native States, last shown in 1913-14 and since omitted. Hence the total increase has been R1,36,00,000 (£907,000) and the total expenditure in British India now just exceeds 11 crores which equals £7,333,000 sterling. Madras, the Punjab and the Central Provinces show the largest increases during the year, amounting respectively to nearly 13, 5 and 4 lakhs. The United Provinces, Burma and Bihar and Orissa show considerable decreases.

Expenditure from public funds, though greater by 71½ lakhs than in the pre-war year, was less by 11½ lakhs than in 1914-15. This diminution has taken place in expenditure from provincial revenues upon buildings, furniture and apparatus, which was less by nearly 50 lakhs than in the previous year. The expenditure upon buildings of large sums out of the non-recurring imperial grants had swollen the education budgets during the past few years. Owing to the war, Local Governments have been unable to draw to any large extent upon the balances which they still retain. Nevertheless, reports indicate that building activity has by no means ceased. On the other hand, expenditure from provincial funds upon the establishments and maintenance of colleges and secondary, primary and special schools, as well as upon universities, scholarships, etc., has increased under every head. But no new imperial grants were allotted during the year.

The other source of public expenditure—local and municipal funds—has contributed an additional 16½ lakhs of expenditure during the current year. It is necessary here to allude to the remarks of the Government of the Punjab upon under-expenditure by boards and municipalities in 1914-15. The Director now explains that the local bodies, relieved by enhanced grants from a certain amount of recurring expenditure, temporarily diverted the portion of their own resources thus set free to capital expenditure, but since then have again raised their recurring outlay beyond its former level. In Assam it was found that the additional grants made had been of much help to several

of the boards, but the result had in some cases been a decline from the standard previously set up.

A change was made in the system of distributing grants to local bodies in the Punjab for the extension of vernacular education. The variable grants previously assessed from year to year were fixed grants and it was decided that new grants should be distributed to boards most in need of assistance at a rate of ₹200 and ₹150 for each boys' and girls' school, respectively, which should be opened, subject to the condition that the amount allotted should not be exceeded. The Director remarks that this system, while it possesses certain advantages, leaves the local bodies in ignorance as to the assistance they may expect and hence unable to frame programmes of extension in advance, does not permit them to raise salaries and add teachers to understaffed schools and does not afford any guarantee to proportionate expenditure on the part of the board.

Fees show an increase of about 18 lakhs and private subscriptions have steadily increased.

The expenditure from Imperial grants is shown mainly under that from *Imperial provincial revenues*, or, where funds have been permanently allocated to local bodies, under the heads local and municipal. But it is necessary to treat of these grants separately. In previous narratives it was impossible to do this with accuracy, since the figures in the general tables did not distinguish between expenditure from this source and expenditure from other sources. All that could be done was to show the total increase over the expenditure of 1910-11; and, as stated last year, the table then appended did not give an accurate description of the position regarding these grants, since it was known that expenditure had been increased from other sources. It has therefore appeared better to rely entirely upon figures of approximate expenditure from the imperial grants which are compiled from information supplied by Local Governments and other spending authorities. Hence it is no longer necessary to publish the table which figured as an appendix to the previous narratives. Instead, the figures referred to above are now published as an appendix to the present volume.

With a view to the understanding of this appendix, it should be explained that the allotted grants to which it refers are the following:—

Grants of								Lakhs of rupees.	
								Recurring.	Non-recurring.
1910-11	.	.	.	.	.	.	.	...	93·00
1912-13	.	.	.	.	.	.	.	60·00	3,87·18
1913-14	.	.	.	.	.	.	.	60·00	...
								55·00	·95
1914-15	.	.	.	.	.	.	.	1,15·00	...
								9·00	12·25
1915-16	.	.	.	.	.	.	.	1,24·00	...
							
TOTAL								4,23·00	4,93·38

Hence a total of 493·38 lakhs non-recurring and 423 lakhs recurring has been made in the past six years. (The annual recurring allotment now amounts to 124 lakhs.) The total allotment up to date has been 916·38 lakhs.

Out of the last-mentioned total, 916·04 lakhs have been placed in provincial balances or made available for expenditure, and 0·34 lakh has been surrendered. Out of the sum of 916·04 lakhs, 685·19 lakhs have been spent and 230·85 lakhs are as yet unspent, 229·43 lakhs standing in balances of major provinces and the remaining sum of 1·42 remaining unspent by minor administrations or other spending authorities, but available for re-allotment by special sanction.

The figures given in brief in the preceding paragraph are elaborated in the appendix. In order to avoid misunderstanding it may be observed that the recurring balance shown in the penultimate column of the appendix is available only for capital expenditure.

Last year an attempt was made to show the distribution of imperial grants on different kinds of education. It was stated that the figures could not lay claim to accuracy. Accurate and detailed figures, however, are to be found in some of the provincial reports. The Director in Bombay has made a particularly careful and valuable calculation; and an admirable series of statements is appended to the report from the Central Provinces.

Several of the Directors describe the great improvements which imperial grants have rendered possible. Thus the Bengal report states that good work is now being done in board lower primary schools and that the teachers are reasonably prosperous and contented. There is especially a real advance in the work attempted in some of the *guru* training schools. The Punjab report reviews the period from 1904-05 (the earliest date at which large imperial grants were made) and points out that in every stage of education in that province, the volume of education has doubled or more than doubled during the period. Nor has the advance been merely numerical; salaries have been enhanced, additional teachers appointed and new facilities given for the training of teachers. At the same time the Directors in these two provinces deplore the cessation of new funds and the lack of a financial programme. Mr. Hornell says that without money there can be no advance and that with the funds at its disposal the department cannot even proceed effectively with the various schemes which were worked out in connection with the recent grants. Mr. Godley states that the question of financing primary education has never received the attention which its importance deserves. "Much has been said about schemes and programmes; too little about the exact means of carrying them into effect. Systematic extension of primary education is impracticable without an assurance of a continuously expanding provision of funds from one quarter or another. Experience has shown that local resources in the Punjab are unequal to the task, and no definite liability has hitherto been assumed in the case of provincial revenues. The imposition of school-rates such as are levied in England from towns-people as well as owners and tenants of agricultural land has not even been suggested. The result is that extension has been virtually dependent on occasional and irregular doles from the Government of India. These doles accomplish much at the time, although the unexpected receipt of large sums of money is not favourable to economical spending. But the progress is by fits and starts; whereas

it is steady development on lines planned beforehand with a view to the funds available which is likely to achieve the most solid and permanent results. So long as there is no sort of pledge that a regular supply of money will be forthcoming for bringing new schools into existence, the drawing up of imaginary programmes of extension based on imaginary finance is an occupation which lacks practicality."

There are now 189,248 educational institutions in British India. This *Statistical* represents an increase of 4,192 institutions in the year under review. *progress.* Special institutions, classified as 'other schools,' and private institutions have decreased by 2,553. Public institutions, other than special, have increased by 6,673. The increase among primary schools is no less than 6,377—a satisfactory feature, but, together with the decrease in 'other schools,' partly to be accounted for by the transfer from the latter to the former head of a certain number of *maktabs* and *pathshalas*.

Pupils have increased by 169,077 and now number 7,617,496. Comparison with the remoter past is complicated by the fact that in 1914-15 the decision to exclude figures for Native States wrought a decrease of about 4,000 institutions, a third of a million pupils and some 30 lakhs of expenditure. But the following comparisons are possible and significant. First, the three years 1911—1914 represent the period during which large grants were being allotted for education. The average increase of pupils during each of these years was 390,855. In the year 1914-15 imperial grants were still being made available. But in the same year the war broke out and the basis of collecting statistics was changed. Owing mainly to the last cause, the numbers apparently dropped from 7,518,147 to 7,448,419; but, had the figures for Native States not been discontinued, this decrease would have been converted into an increase of some 260,000 pupils. The year 1915-16 was one of great financial stringency and the increase, though still continued, fell to 169,077. It is remarkable that the increase among girl-pupils (though in itself small) is proportionately far higher than that among boy-pupils. Last year, 5·1 per cent. of the male population, ·94 of the female and 3·06 of the whole population were under instruction. This year the answering figures are 5·2, 1·0 and 3·1.

The increase has been largest in Madras, but is shared by all provinces save Bihar and Orissa, and Coorg. Analysed according to grade of institution, the totals and the increases and decreases are as follows:—

	THOUSANDS OF PUPILS.	
	Totals.	Increase or decrease.
Collegiate	55·5	+ 4·9
Secondary	1,128·4	+ 30·4
Primary	5,638·2	+ 190·4
Special	161·1	— 59·1
Private	634·3	+ 2·4
TOTAL	7,617·5	+ 169·0

The increase under primary pupils is satisfactory, though, like the increase of schools, it is partly accounted for by a transfer from 'other schools.'

General features of the year's work.

As might be expected in view of the circumstances, the feature of the year's work was consolidation rather than rapid advance. Educational codes were issued for the new province of Bihar and Orissa and for the North-West Frontier Province, which had hitherto used the Punjab code. The Government of India issued a circular regarding the Decentralisation Commission's report in its bearing on education, especially the functions of local bodies. Financial stringency has not checked the working out of schemes for the future, even if these cannot be brought into early effect. The main activities are indicated in the general remarks which immediately follow and in the sections devoted to specific forms of education.

Pay of teachers.

The reports do not, as they did in the past two years, indicate measures taken for raising the pay of teachers. By the aid of imperial grants, substantial progress has recently been made in this much needed reform. In Bombay a slight retrogression is observed, the average pay of untrained and unqualified assistant teachers having slightly fallen—possibly owing to the employment of pupil-teachers.

Examinations.

In some quarters dissatisfaction has been expressed at the number of failures in examinations. Various reasons have been assigned for this. It may not be without bearing on the point to observe that the average cost of education in an ordinary arts college is ₹150 and in a secondary school less than ₹27 per student. It has also been a matter of complaint that the standards of university examinations are apt to vary to a large degree. Some variation is inevitable; but that variation has not been excessive in recent years may be seen from the following percentages of success in the university examinations most commonly taken:—

	1906-07.	1911-12.	1915-16.
B.A.	39·2	56·8	51·1
B.Sc.	51·4	57·4	64·4
Intermediate Arts	40	49·5	42·6
Intermediate Science			52·7
Matriculation	44·2	53·6	52·8

The results cannot be described as satisfactory. But they are at least better now than nine years ago. Whether or no the standard of attainment among those who pass has remained steady, is a different question; and certain remarks made by principals of colleges and quoted in the report of the Director in the United Provinces appear to indicate variations of standard as between one university and another. One principal says that the type of student who gets a first class in the Calcutta matriculation would normally fail altogether in that of Allahabad. Another, who is reported to have opportunities of judging the products of both universities, declares that a third division in the Calcutta examination means sheer illiteracy and adds that a boy who fails to get through the Allahabad matriculation or the school-leaving certificate of the United Provinces can go over the border, read in a school

*Excluding final honours as shown in general table VI.

recognised by Calcutta and get a first division. Whether or no these criticisms are justified, the University of Calcutta have formed a committee for the consideration of questions touching their matriculation.

The numbers who take the school-leaving certificate continue slowly to grow. During the year there were 10,065 candidates, of whom 7,150 (71 per cent.) were successful. The Director in *Madras* reports as follows :—

During the year 5,276 secondary school-leaving certificates were completed, while 3,195 candidates were taking a supplementary course in order to improve their certificates against 5,529 and 2,339, respectively, in the previous year.

* * * * *

Towards the close of the year, the strength of the Board was temporarily raised to 12 by the addition of four members nominated by the university, its number has since been fixed at 10 including the university members. An important change was introduced by the action of the university, in publishing a list of secondary school-leaving certificate holders eligible for admission to university courses of study. It was felt necessary to control the admissions instead of leaving them entirely to the principals of colleges.

In the *United Provinces*, 2,135 candidates appeared, of whom 47 per cent. passed, as against 29 per cent. of male candidates for matriculation. One of the inspectors writes :—

The improvement effected in the method of teaching as also of examining by the introduction of the school-leaving certificate examination, is at last beginning to find weight both with the boys and their parents, with the result that it is growing in popularity every day. A number of schools which used to teach both for the matriculation and the school-leaving certificate examination, have lately dropped the matriculation classes and in some cases simply because they could not find boys to join the latter. An interesting case in point is that of the Harish Chandra High School at Benares. The school committee, for reasons best known to themselves, decided in April, 1915, to maintain the matriculation classes despite my recommendation to the contrary, but when the school met in July last, by an irony of fate, there were scarcely any boys to join the matriculation class so that the school had, by sheer force of necessity, to adopt my suggestion of abolishing the matriculation classes and teaching only the school-leaving certificate course.

Of the scheme recently introduced in the *North-West Frontier Province* the Director says :—

It is possible after one year of the working of the school final system to make some estimate of the effect that it is likely to have on school work. A considerable number of students availed themselves of the opportunity offered of taking commercial and clerical subjects in preference to the ordinary course leading to the university; in fact at the Government high school, Peshawar, where a good commercial master joined at the beginning of the school year, the number taking commercial subjects exceeded those taking the ordinary course. In this the first year, however, it is too early to expect those students who do not propose to proceed to college to realise the advantage offered them under the new system of selecting such groups of subjects as may be congenial to them or specifically useful in their after career.

The same Director contends that the system has brought about great improvement in the written work, that oral work has been emphasised, and that the terminal marks in the record have been judiciously awarded by head masters.

Thus the progress made in introducing a more wholesome form of secondary final test, though slow, has been steady. The school-leaving certificate has also been firmly established in *Burma* and a scheme has been framed for *Ajmer-Merwara*. In *Bombay* the examination exists but does not qualify for admission to university courses. Here and in the *Punjab* the whole subject was under consideration during the year and evoked a good deal of criticism indicative of a conservative adherence to the external examination and suspicion of a system which has proved beneficial elsewhere.

Manual training.

Most of the 20 teachers who were undergoing instruction in manual work in *Bombay* qualified in the subject. But lack of funds has restricted the starting of wood-work to three centres. The Director states that the training of the other teachers has been thrown away. The scheme, mentioned last year, of introducing manual training into selected high schools of *Bengal*, has been brought into effect. It is regarded as experimental and applies at present only to 24 schools. The boys are stated to have taken to the work with keenness. In the *Punjab*, a manual training centre has been started for certain high schools in Lahore, where the pupils assemble by batches of 20 in rotation for two hours of instruction a week. This scheme has the advantage of economy, has been successfully adopted in other countries and appears to promise well. In *Bihar and Orissa*, classes were opened at Patna, Cuttack, Ranchi and Bhagalpur. The course is optional but has been freely chosen. Similar classes made a promising start at Sylhet and Dibrugarh in *Assam*. In several other provinces, notably the *United Provinces* and *Burma*, classes had already been established.

The Director in *Bombay* complains of the want of special training in drawing masters; and the inspector of drawing has little time for inspecting and reporting on the work in schools. The inspector in the *Punjab* has produced a drawing book, and teachers of the subject in that province have to undergo a long and searching course of preparation. The effect is excellent and drawing in the *Punjab* schools is attaining a high standard. Good work is done in *Burma* in connection with the subjects of ordinary study—map drawing and book-illustrations; and a useful series of Burmese designs has been issued to schools with satisfactory results. But in some provinces it is not yet recognised how much is gained in interest and lasting impression by a close correlation of simple means of expression with ordinary class-work.

Hostels.

The number of hostels rose by 144 and of boarders by 5,542. The present number of hostels is 3,764 and of boarders 139,941. Each college affiliated to the University of *Madras* was required to furnish an annual return showing the residence of students. Good progress was made in the erection of hostels in *Calcutta* from the imperial grant of 10 lakhs allotted to the University. The University appear to have exceeded the sum annually allotted by the Local Government for the *Calcutta* mess scheme. The imperial grant was partially utilised in starting a scheme of revised allowances to hostel superintendents in *Bengal* and in paying three-fourths of the cost of supervision of hostels attached to schools under private management. In some provinces, notably the *Punjab*, the percentage of boarders in colleges is now very high and some institutions are practically residential. A students' residence

committee with a wholetime inspector has been started at *Patna* and houses have been hired for students under a regular system.

Bombay and the *Punjab* have made systematic arrangements for the *School* medical inspection of pupils. In *Bombay* five appointments of doctors have been sanctioned for this work in certain classes of schools; in the *Punjab* six assistant surgeons carry out the inspection at secondary schools in the larger centres. In *Assam* also arrangements were made for publicly managed Anglo-vernacular schools. *Madras*, *Bengal* and the *Punjab* have arranged through the Y. M. C. A. for directors of physical instruction. In some provinces rules have been framed regarding the passing of school plans by sanitary authorities; in others type-plans have been laid down. Courses in hygiene, long established in some provinces, are now being instituted or considered elsewhere. Classes are now very generally held at convenient centres under the St. John Ambulance Association. Classes in domestic hygiene also exist, but to a less extent. In some cases correspondence with Local Governments regarding these subjects is not yet complete. But good impetus has been given in the direction of greater care of pupils.

No new developments are reported in religious and moral instruction, *Religious and moral instruction.* save the change from English to vernacular as the medium in *Bombay*. The change is said to have been beneficial, as boys can now follow with ease and reproduce stories of their own. The desirability of introducing a conscience clause has been discussed in some quarters.

This place appears suitable for some mention of indigenous institutions *Maktabs, tols, etc.* which impart instruction in the works or tenets of Hinduism, Islam and Buddhism. The reclassification of *maktabs, mulla schools, tols, etc.*, alluded to in the preface, had two objects. It was intended to show as primary schools those which may fairly be regarded as such, and secondly to furnish information about classes of institutions at present scattered and concealed under various headings. The figures given below show the institutions, the pupils and the expenditure under the three headings in which they are included in the general tables. The heading 'primary schools' includes institutions which are recognised and teach all or a reasonable part of the primary course. The heading 'other schools' includes such as are recognised but do not teach any part of the primary course. The heading 'private institutions' includes such as fulfil neither condition. The figures for *Madras*, the *United Provinces* and *Burma* have not been supplied. Those for the remaining provinces are as follows:—

Kind of institution.	Classed in general table III as			TOTALS.
	Primary schools.	Other schools.	Private institutions.	
<i>Maktabs.</i>				
Institutions	7,157	2,471	4,262	13,890
Pupils	235,716	60,510	83,994	380,220
Expenditure	Rs 7,27,960	2,38,651	64,248	10,30,859

Kind of institution.	Classed in general table III as			TOTALS.
	Primary schools.	Other schools.	Private institutions.	
<i>Mulla schools.</i>				
Institutions	588	...	1,122	1,710
Pupils	15,883	...	18,637	34,520
Expenditure	R1,04,568	...	1,338	1,05,906
<i>Tols.</i>				
Institutions	4	1,010	295	1,309
Pupils	107	18,488	3,159	21,754
Expenditure	R 730	2,66,020	3,076	2,69,826
<i>Pathshalas.</i>				
Institutions	176	85	555	816
Pupils	6,663	2,272	15,502	24,437
Expenditure	R 39,987	29,677	16,556	86,220
<i>Kyaung schools.</i>				
Institutions . . . . .	...	...	54	54
Pupils . . . . .	...	...	805	805
Expenditure . . . . .	...	...	...	...
<i>Total of all institutions.</i>				
Institutions	7,925	3,566	6,288	17,779
Pupils	258,369	81,270	122,097	461,736
Expenditure	R8,73,245	5,34,348	85,218	14,92,811

In the case of expenditure on private institutions the figures cannot be regarded as complete, as information is not available in all cases.

Discipline.

The reports on discipline in most provinces are generally satisfactory. But there are some grave exceptions, notably in *Bengal* where strikes took place among the students of four institutions—the Presidency and Engineering (Sibpur) Colleges, and two privately managed colleges. As regards the first of these institutions, the Director comments on the complete failure of the first attempt to give the students of the premier college in Bengal some real responsibility in the management of the affairs of their own college. The students' representative committee, established by the late principal and elected by the students, proved, it is reported, to be an obstacle to authority in time of difficulty. Of the strike at Sibpur the Director remarks that, occurring as it did in an institution where the students are supposed to be living under discipline on the college premises, it is indicative of the extent to which the

bounds of law and order have been relaxed in Bengal. The arrest and internment of certain students in Calcutta were also found necessary and the head master of a Government high school was murdered—the second occurrence of this kind which has taken place in that Presidency. A serious strike also broke out at the Government high school at *Rangoon*, due, it is reported, to an epidemic of megalomania and an almost entire absence of any realisation of responsibility on the part of the more senior pupils. One of the inspectors in the *United Provinces* complains of irregular and unpunctual attendance, lack of courtesy and recklessness in making unfounded statements against masters who have taken any punitive action.

The unobtrusive and arduous work performed by the provincial text-*Text-book* book committees is a subject which deserves mention. The *Madras Com-Committees.* mittee examined 714 books and found 571 suitable for school use. In the *United Provinces* and *Bihar and Orissa* they dealt with 807 and 986 books respectively and approved 212 and 529 for various purposes. The *Calcutta* Committee reported on 172 books and the *Dacca* Committee on 245. In the *Central Provinces* 539 books were submitted and 297 were sanctioned, chiefly for library and prize purposes. These figures shew the amount of labour thrown upon the members, whether official or non-official. In the *United Provinces* considerable time was bestowed upon the preparation of text-books to meet revised curricula and special committees were formed to consider works submitted for this purpose. The *Punjab* Committee continued its patronage of vernacular literature and spent a substantial sum in the presentation of books and periodicals to primary and other schools, books on the war were also distributed to schools and a volume on sanitation to *lambardars* and other village officials.

A question that has been agitating the public during the year is the *The Vernac-* substitution of vernacular for English as the medium of instruction up to a *ular as the* comparatively advanced standard. The matter has been much discussed in *medium of* the press, with divers views. Important action has been taken in the *United instruction.* *Provinces*, where vernacular has been made the sole medium up to the middle standard. Opinion is divided as to the wisdom of the change, which involves the use of two forms of the vernacular by the same teacher and, it is suggested by one of the inspectors, may be detrimental to progress in English. The Director states that it is as yet premature to comment and adds, “an age-long controversy has thus been decided—whether permanently or not time alone can shew—against those who hold that the supreme importance of acquiring a familiarity with the English language outweighs all other considerations in Anglo-vernacular schools. The change has excited singularly little public interest.”

Deserving of mention are the establishment of a co-operative society by *Associations.* the students of the Morris College, Nagpur, for aiding poor boys, and the continuance of a similar fund at Jubbulpore for paying the examination fees of needy students. Teachers' associations were formed in Bihar and Orissa and are reported to be doing excellent work; a guild of trained teachers is in contemplation.

Sir Harcourt Butler, who had been Education Member of the Governor-*Administra-* General's Council for five years, became Lieutenant-Governor of Burma, and *tion.*

his place on the Council was taken by Sir C. Sankaran Nair. The organisation of the department was changed and a post of Educational Commissioner was created. There were no important administrative changes in the provinces.

II.—Universities and Colleges.

New Universities.

The bill for establishing the Benares Hindu University was passed in the Imperial Legislative Council. This measure constitutes a new development in university organisation in India. First, the university is denominational. Though persons of all classes, castes and creeds may be admitted, religious instruction will be imparted in the Hindu religion only and may by statute be made compulsory upon Hindu students; and membership of the Court* is restricted to Hindus (the word "Hindu" being taken throughout to include Jain and Sikh). Second, the university is founded to meet a popular demand, backed by large private contributions, and is, in some important respects, more independent than its predecessors. The act requires that a portion (50 lakhs) of these contributions (in no small measure due to the generosity of Ruling Princes) be invested as a permanent endowment to meet recurring charges. Government has also undertaken to allot one lakh per annum. Appointment to the posts of Chancellor and Vice-Chancellor will not, as in the older universities, be limited to the head of the imperial or local administration, or made by nomination of Government, but will be decided through election by the Court. The State will have no power of nomination to the governing bodies, save that the Lieutenant-Governor will nominate five members to a Senate which may consist of 50 members. The Council will appoint principals of colleges, university professors, etc. At the same time, control by Government is provided. The Lieutenant-Governor of the United Provinces is the Visitor, with powers of inspection, of annulment after due enquiry of proceedings which are not in conformity with law, of the admission of colleges and of final sanction to the Vice-Chancellor's appointment and (save where this power is reserved to the Governor-General in Council) to new or modified statutes and regulations. The Viceroy is styled Lord Rector and the Government of India retain an emergency power to issue (again after due enquiry) instructions incumbent on the Court in case of mismanagement, etc. Third, the University is not an affiliating body with colleges scattered over a vast area, but a unitary university in the sense that its jurisdiction is limited to Benares and that, though the admission of colleges is contemplated, the entire organisation of study will be in the hands of the Senate. Fourth, an important change is made in the constitution and functions of the governing bodies. The five existing universities possess Senates composed both of teaching and of lay elements, which are further organised in faculties, and syndicates which are really executive committees of the Senates, being mainly elected by them and by the faculties. These syndicates indiscriminately perform administrative and academic functions. At Benares, administration is vested in a Court, which is the supreme body, mainly composed of donors and their representatives and persons elected by various bodies (including the Senate); and in a

*The description given here and below of the principal bodies and officers of the university must be interpreted as referring to their normal constitution or appointment. The first Chancellor, Pro-Chancellor, Vice-Chancellor, Court and Senate are notified by the Governor-General in Council.

smaller Council, mainly elected by and from the Court (the Senate sending five of its members as representatives), which is the executive of the Court. On the other hand, academic control—the courses of study, instruction, examination, general discipline, the conferment of degrees, the organisation of faculties, the award of fellowships, prizes, etc.—is vested in a Senate, which though it contains representatives of the Court and of the graduates who need not necessarily be teachers, includes the principals of colleges and university professors as well as teachers elected by the Senate; and in an executive Syndicate, two-thirds of whose ordinary members will be principals or professors. The statutes and the regulations, too, are separated, the former dealing with administration and being framed by the Court, the latter dealing with academic matters and being framed by the Senate.

The existing Central Hindu College at Benares is declared by the act to be a college maintained by the university and will, when notified as such, form the nucleus of the new university. An extensive site outside but adjoining the city has been acquired. The foundation stone was laid with full ceremony by His Excellency Lord Hardinge. The Maharajas of Mysore and Gwalior have been declared Chancellor and Pro-Chancellor. Certain statutes have been framed in addition to the essential statutes scheduled to the act; and regulations, framed in discussion by representatives of the University and the Education Department, were notified after the close of the year under review.

The provisions of the act did not pass uncriticised. Objections were raised to the amount of control retained by Government, to the multiplicity of governing bodies, to the composition of the Court, to the lack of guarantee of an effective standard and to the expressed recognition of the degrees of this as equal to those of the older universities. These criticisms, however, found expression mainly in opinions received from various bodies and persons consulted rather than in the Legislative Council.

Progress has not been made with the scheme for an Aligarh Moslem University. A section of the Muhammadan community is dissatisfied with the conditions contained in the Benares Act, on which that for Aligarh would naturally be modelled. The measure of control retained and the unitary nature of the university are probably the main causes for this dissatisfaction. The Patna University bill was introduced after the close of the year. Progress was made with the schemes for universities in Burma and the Central Provinces. Outside British India legislation was undertaken shortly after the close of the year in Mysore for the creation of a university for that State.

University teaching was continued on an extensive scale at *Calcutta*, and *University* university lectures and the continuance of grants to investigators at *Bombay*. *teaching.* The University of *Madras* appointed Dr. Gilbert Slater, Principal of Ruskin College, as professor of Indian economics. The report from the *United Provinces* gives an interesting description of Mr. Rushbrooke Williams' researches in some libraries of upper India; seminar work was also commenced in Indian history but proved rather disappointing "owing to the fact that a detailed study of Indian history takes more time than the average student, who has his degree examination constantly in mind, can afford to give." The Univer-

sity of the *Punjab* continued the arrangement of cold weather lectures, engaging the services of Professors Todd and Leonard for economics and history.

Colleges.

The number of students in arts colleges affiliated to the five territorial universities continued to increase rapidly. There are now 43,989 students contained in 119 colleges. The main difficulty in college work is the inadequate preparation of candidates in the secondary schools. This is emphasised in the report of the Director in Bombay, who quotes the opinion of some of the examiners regarding the inaccurate and slovenly habits displayed by examinees. Another difficulty of which much is heard is that of over-crowding or rejection of students owing to the increasing number of applicants for collegiate education. At the same time it is interesting to learn that the Patna College is not up to its possible strength, largely owing to the fact that many applicants for whom vacancies were reserved failed to present themselves.

III.—Secondary education.

General progress.

Last year an increase of over 23,000 pupils was recorded in boys' secondary schools. During the year under review the increase exceeded 25,000, being from 1,031,148 to 1,056,438. There are 1,440 high schools with 503,063 pupils, 2,773 middle English schools with 317,762 pupils, and 2,419 middle vernacular schools with 235,613 pupils. This last class alone shews a decline—and that a very small one. Expenditure has risen from ₹2,43,28,049 to ₹2,59,81,227, of which ₹77,62,089 is met from public funds. ₹21,88,934 of this expenditure is upon middle vernacular schools. More than one-third of the total number of pupils is contained in Bengal.

The expansion and improvement of secondary education is now proceeding on definite lines in most of the provinces. An extensive scheme was sanctioned for Bihar and Orissa. At the close of the year schemes were still awaited from Bengal and Assam.

Features of the year.

The year was signalised by the allotment of increased teaching grants in *Madras*. In *Bombay*, it was notified that grants could not be reassessed owing to the financial situation, that additional schools could not be placed on the aided list, and that building and equipment grants must be suspended. Perhaps the most important development (says the director), in the schools of this Presidency is that of practical science work in the higher standards. The Hastings House school, established to meet a definite need in *Bengal* for an institution modelled on English public school lines, was opened during the year and attracted 37 pupils, whose fees for nine months exceeded ₹21,000. The remainder of the cost is found from provincial revenues. "Its success, indeed its very continuance, will depend upon the support which it receives. It was started after the European war had begun, at a time when European masters are practically unattainable. The assistant master in charge has put his whole soul into the work. His reward is the response which he has awakened in the boys. The teaching work is sound, and the tone of the school excellent." The adoption of vernacular in the *United Provinces* as the medium of instruction up to class VIII has already been mentioned. The *Punjab* report comments on the increase of middle school pupils and contains some interesting remarks by one of the inspectors, which indicate the necessity of a simpler curriculum; as it is, some schools add to their difficulties by needlessly introducing subjects merely to compete with neighbouring schools. In *Bihar and Orissa* progress was made in the building programme for high schools. Action was taken in *Assam* with a view to making all middle English schools conform to a single standard, which should constitute this type of institution as one offering a course complete in itself and not

as a high school in embryo. The introduction of the school final certificate in the *North-West Frontier Province* has already been mentioned; the grant-in-aid rules also were revised. Elsewhere there were no special developments.

The note of pessimism observed last year again manifests itself. Mr. Hornell describes the condition of secondary education in Bengal as bad. The condition of the schools, he says, "is undoubtedly prejudicing the development of the Presidency and is by no means a negligible feature in the existing state of general disturbance. It is customary to trace the genesis of much sedition and crime to the back streets and lanes of Calcutta and Dacca, where the organisers of anarchist conspiracies seek their agents from among university students. This view is correct so far as it goes, but it is in the high schools with their under-paid and discontented teachers, their crowded, dark and ill-ventilated class rooms and their soul-destroying process of unceasing cram, that the seeds of discontent and fanaticism are sown." Some of the reasons for this condition of things in Bengal and for the poor condition of schools and low attainment of pupils elsewhere are indicated in various reports. Mr. Hornell regards their remedy as mainly a matter of funds, remarking that the secondary education system is being run at a figure at which the genuine article, or anything approaching it, cannot be delivered. Other Directors emphasise the difficulty of securing teachers who are not mere birds of passage; and one of them instances a single school more than twenty of whose teachers had not put in a year of service at the institution. The Central Provinces report complains of the dead level of mediocrity and sameness in the methods of teaching, mainly attributable to lack of general knowledge and attainments in the staff. There are two other contributing causes—the dominance of the matriculation and the absence of any effective control over the organisation of the system. "The dominance of the university matriculation over the curriculum," says Mr. Hornell, "and the fact that the majority of the schools still acknowledge no law and submit to no supervision or guidance, other than that which that examination imposes on them, are important factors in the situation." One of the Punjab inspectors says that some of the schools, especially in small towns and localities where there are more than one school and in which one school only would easily suffice, are ill-managed and inefficient to a degree, doing more harm than good to the community for whose benefit they are supposed to have been opened, and who liberally pay for them.

Condition of secondary schools.

IV.—Primary education.

Last year it was shown that during the seven pre-war years there had been an increase of 1,343,248 pupils in public primary schools for boys—equivalent to an average annual increase of about 192,000. In 1914-15 there was an apparent decrease of nearly 86,000 scholars, due to the exclusion of Native States; in reality, there had been an approximate increase of 100,000 in British India. The figures for the close of 1915-16 show a total of over 5 million pupils in boys' primary schools, which represents an apparent increase of 146,270. This, however, is an over-statement, certain institutions previously classed as 'other schools' being now shown as primary schools, and a

General progress.

decrease of nearly 63,000 having accordingly taken place in the former category. The figures below must be read with this reservation.

Province.	Number of boys' primary schools.		Number of pupils in boys' primary schools.		Increase or decrease of pupils.
	1915.	1916.	1915.	1916.	
Madras	26,917	28,166	1,144,806	1,202,219	+ 57,413
Bombay	9,929	9,797	594,728	588,790	— 5,938
Bengal	28,335	31,617	1,047,262	1,124,468	+ 77,206
United Provinces	10,543	10,476	576,547	592,754	+ 16,207
Punjab	4,552	4,757	228,561	234,762	+ 6,201
Burma	6,029	6,492	209,605	215,537	+ 5,932
Bihar and Orissa	21,339	21,233	601,764	591,864	— 9,900
Central Provinces	3,727	3,699	271,886	270,557	— 1,329
Assam	3,926	3,859	175,414	175,284	— 130
North-West Frontier Province	539	584	25,643	26,363	+ 720
Coorg	94	91	6,622	6,326	— 296
Delhi	82	87	5,181	5,365	+ 184
TOTAL	116,012	120,858	4,888,019	5,034,289	+ 146,270

The large increase in Bengal is due to the fact that 62,869 pupils reading in *maktabs* have this year been included among primary school pupils.

Expenditure rose by about 11½ lakhs to ₹2,42,23,122. The increase is mainly under local funds.

The figures for boys and girls in primary schools, the primary classes of secondary schools, other schools and private schools which teach a vernacular, will serve to correct the re-classification and are as follows:—

	Boys.	Girls.	TOTAL.
In primary stage of public schools	5,143,512	1,065,906	6,209,418
In other public schools giving primary education	100,947	18,170	119,117*
In elementary private schools teaching a vernacular	323,552	17,875	341,427
TOTAL	5,568,011	1,101,951	6,669,962

In 1913-14 the total of children in the elementary stage of instruction was 6·6 millions; in the next year, owing to the exclusion of Native States, it fell to 6·5 millions; it has now risen again to over 6·6 millions, or an increase of 112,762 over last year. Thus 2·7 per cent. of the population are undergoing elementary education, namely 4·5 in the case of boys and ·9 in the case of girls.

The sustained increase in *Madras* is all the more satisfactory as the rate of increase is greater among schools having standards above the fourth. The decrease in *Bombay* is ascribed to various causes—closure of schools owing to poor attendance, outbreaks of plague, etc. The conversion of ordinary into rural schools continues to excite some

*The precise number of those in 'other schools' who can be regarded as undergoing primary education is uncertain, and there are miscellaneous institutions which appear under other headings not here included where primary education is imparted. Directors of Public Instruction are being asked to make a computation of those undergoing primary instruction in institutions of these types.

agitation and it is understood that the question is under reconsideration. Upper primary schools have decreased in *Bengal*, apparently owing to the unpopularity of purely vernacular education. In the *United Provinces* the policy has been pursued of transforming aided into board schools and the recommendations of the primary education committee have been followed. Those recommendations assumed that education carried no higher than the lower primary stage is useless, and proposed (among other things) the abolition of the distinction of upper and lower primary, that a primary school should consist of six classes, and that when such a school is not possible, preparatory schools should be grouped round a central institution. Surveys were prepared accordingly but did not prove altogether successful. A strict adherence to the recommendations would have disturbed the existing and natural distribution of schools. Accordingly the schemes had to be revised. Very few boys, remarks one of the inspectors, are prepared to migrate to another school in order to continue their studies beyond the second standard. The policy of closing inefficient aided schools, commended by the committee, has also been criticised by the chairmen of some district boards. The Director in *Burma* observes that the average number enrolled in primary schools has fallen. *Bihar and Orissa* shows an increase of schools and pupils in every class of public institution save boys' primary schools, which decreased. Among reasons assigned are unskilful concentration of schools and the apparent devotion by boards to secondary education of funds which ought to be spent on primary education. It is to be noticed that the decline in numbers has been accompanied by a decline in private schools and their pupils. The slight decrease in the *Central Provinces* is attributed to lack of grants for the opening of new schools, the prevalence of epidemic disease, etc. The revision of the curriculum and the preparation of new text-books were commenced.

Building activity was continued. The Director in Bombay reports that *Buildings.* the type-plan there adopted is satisfactory. The Punjab report speaks of buildings costing ₹1,135, states that no type is suitable for all localities and suggests a veranda type with open arches towards the side unexposed to the sun and screened windows on the other. It adds that the plan of entrusting repairs to local agency has worked well in some districts.

The difficult question of factory schools is undoubtedly finding satis- *Factory and*
factory solution in some localities, though the general silence of reports *garden schools.* possibly indicates that these are the exceptions. The *Bihar and Orissa* report mentions the Peninsular Tobacco Factory school at Monghyr, night schools for colliery children, mica miners and workers of the Tata Iron and Steel Company, as well as 31 schools maintained by the East Indian Railway at Giridih. In *Assam* there are 167 schools for tea-garden children, with 3,615 pupils. The Commissioner of the Assam Valley thinks there are signs that prejudices are to some extent being combated, "but it will take years before the majority of cooly parents can be got to see the advantage of education for their children."

V.—Professional and special education.

The number of those in training colleges rose from 693 to 774. The *Training of*
number of men in training schools rose slightly from 15,221 to 15,327 and that *teachers.* of women from 2,184 to 2,405. In 1914-15 there were 252,804 teachers in employ, of whom 73,258 or 29 per cent. were trained. In 1915-16 there were 267,458 teachers, of whom 80,246, or 30 per cent., were trained. Thus it would appear that the training institutions are capable of keeping pace with expansion, but not of materially reducing the large proportion of untrained teachers. The proportion of trained teachers is slightly greater among

teachers of English and the classical languages than among those of vernacular. But among 85,899 of the former class only 8,114 have taken a degree.

Among schemes alluded to last year, that for the expansion and improvement of the *Patna* training college was brought into effect. The institution was moved into new quarters, a class was added for the degree of teaching and the number of students was raised from 15 to 40. The most interesting among recent developments in the training of elementary teachers is the system of training classes in the *United Provinces*. The number of classes rose during the year from 228 to 254 and the number of their pupils from 1,365 to 1,680. A similar organisation has been started in *Burma* and inspectors are unanimous in approval of it and as to the desirability of expansion. Once more there comes from *Bombay* a complaint regarding the failure of teachers to avail themselves of opportunities. The principal of the secondary training college observes that during his incumbency no school in *Bombay* city has ever sent a teacher to be trained notwithstanding that there must be at least a hundred teachers of secondary schools within ten minutes walk of the institution. Owing to the poor attendance the courses of lectures for outsiders were discontinued. It is also disappointing to find a substantial decline in the numbers at the *David Hare* training college in *Calcutta*. The report from the *Punjab* is more cheering. The proportion of trained teachers in secondary schools is steadily rising and is now 61 per cent. In board primary schools two-thirds of the teachers are trained, though in aided schools the proportion is comparatively small, since training is not a necessary condition for grant. "The out-turn of the various normal schools and training classes is fairly adequate for existing needs, and improved pay and provident funds have checked the tendency to desert the teacher's calling for other paths of employment." It is noticeable that third-year classes have been opened in the principal normal schools in *Assam* and that similar action (extending even to a fourth year) is recommended in the *Central Provinces*. Most board schools in the *North-West Frontier Province* now have trained headmasters.

Medical education.

The sanction of the Secretary of State for India has been accorded to the appointment of the professorial and other staff required for the School of Tropical Medicine in *Calcutta*. The school will not, however, be opened till officers are available to fill the professorial appointments and the financial position permits.

The affiliation of the Medical School, *Belgatchia*, to the *Calcutta* University, has been effected, the standard in medicine being that of the preliminary Sc. M. B. examination. The question of financial assistance to the institution by Government is under consideration. The *Lady Hardinge* Medical College for women, *Delhi*, has been affiliated to the *Punjab* University, (a) in the Science Faculty for the Intermediate courses in biology, physics and chemistry, and the additional test in chemistry, with effect from the 1st September, 1916, and (b) in the Medical Faculty for the courses for the first Professional Examination for the degree of Bachelor of Medicine and Bachelor of Surgery, with effect from the 1st September, 1917. The college was opened in October, 1916.

The Indian Medical Degrees Act, 1916 (VII of 1916), has passed into law. Medical Registration Acts have been passed for all provinces, except the *United Provinces*.

The question of raising the standard of education imparted at the *Agra* Medical School, and the affiliation of the institution to the *Allahabad* University, has been deferred till after the conclusion of the war. Authority has been given for the inclusion of the *United Provinces* State Board of Medical Examinations in the schedule of the Indian Medical Degrees Act,

The scheme for improving the course of training of Military Assistant Surgeons is held in abeyance pending the final decision of the General Medical Council as to recognition of the membership of the College of Physicians and Surgeons, Bombay, and the State Faculty of Medicine, Calcutta.

The number of students in the engineering colleges was 1,296—a slight increase. The number of engineering and survey schools remained constant at 18, while the number of pupils rose from 743 to 775. Technical and industrial schools showed an increase from 198 to 237 and their pupils from 11,176 to 12,685. This increase is mainly due to the inclusion of figures in Madras which were previously omitted, and hence is largely apparent. Bombay registers a decline. *Technical and industrial schools.*

The most interesting remarks in the reports have reference to weaving. The weaving institute at Serampore near Calcutta is regarded as having passed the experimental stage and shows promise of development. The applications for admission to the higher and artisan classes have increased and numbers could be doubled were accommodation available. The expansion and reorganisation of this school are deemed to be the one urgent industrial proposition before the local department of instruction, and steps are being taken. The period of instruction at the schools of Bihar and Orissa has been extended to a year and a fly-shuttle is presented to each student on leaving—modifications which it is hoped will make these places more useful. The centres for mining instruction in both these provinces, including the classes at Sibpur and those in the coalfields, have been placed under the advisory board and a single lecturer appointed for classes conducted in English. The number of students in the vernacular classes has trebled and the preparation of Bengali manuals on mining and mine surveying is being considered. The artisan classes in these provinces are attaining considerable success. Other matters are less encouraging. The tinctorial chemistry classes at Sibpur have failed to attract and are to be closed. In Burma, the engineering school at Insein is now doing useful work, but schools at Akyab and elsewhere languish for want of stipends, without which pupils will not join them.

The numbers at the Sydenham College of Commerce and Economics have increased; but the principal complains that it is encumbered with youths who have no aptitude for a business career and mistakenly suppose that they can gain a degree more easily than at an arts college or will somehow obtain easy employment. The strength of the Government Commercial Institute, Calcutta, declined, mainly in the evening classes; a class was opened for accountancy and auditing. *Commercial schools.*

The revision of the curricula at several of the agricultural colleges which was referred to in last year's report has had successful results, notably in the Cawnpore and the Lyallpur Colleges, in the former of which the farm has been enlarged, new buildings have been erected and arrangements have been made for a course in mechanical engineering. A further revision has now been effected in the Sabour Agricultural College of Bihar and Orissa where a two years' course has been substituted for the existing three years' course from the session 1916-17. It was still felt, however, that the position in regard to agricultural education was susceptible of improvement, and a conference of officials and non-officials under the presidency of the Hon'ble Member in charge of the Revenue and Agriculture Department was convened at Pusa in February 1916 to discuss this subject. The recommendations of this conference are still under the consideration of Government. *Agricultural education.*

Forestry education.

The students' quarters, the club house and the Curator's quarters at the Forest Research Institute, Dehra Dun, which were commenced in 1914-15, were completed during the year.

Veterinary education.

The post-graduate course at the Punjab Veterinary College to which a reference was made in last year's report was inaugurated in the present year and the completion of the equipment of the college has led to a marked improvement in the training of the students.

Reformatory schools.

One of the inspectors in Madras who had previously been an inspector of industrial and reformatory schools in England was employed on the preparation of draft bills on the lines of the English Children's act for Madras and for Bengal.

VI.—Education of special classes.

Education of girls.

The number of girls in public institutions rose from 1,054,161 to 1,112,024, and of those in all institutions from 1,126,536 to 1,186,281. Thus there was an increase of 59,745 against one of 24,294 in the previous year. The percentage of increase was 5.3 compared with that of 1.7 in the case of boys. Institutions of all kinds increased from 19,536 to 20,529. The provincial figures for the 31st March 1916 are as follows:—

Province.	No. of institutions for girls.	Increase or decrease on the figures for 1915.	Number of girls under instruction.	Increase or decrease on the figures for 1915.	Direct recurring expenditure.	Increase or decrease on the expenditure for 1915.
					R	R
Madras	1,875	+126	313,315	+16,742	18,38,568	+ 1,09,164
Bombay	1,295	+59	145,928	+ 6,480	17,30,397	+ 1,09,834
Bengal	9,259	+572	284,813	+20,603	14,82,792	+ 53,079
United Provinces	1,423	— 18	64,931	+ 1,897	9,92,418	+ 14,989
Punjab	1,873	— 53	68,852	+ 4,037	8,68,746	+ 1,18,781
Burma	1,046	+130	117,273	+ 4,471	6,12,493	+ 68,527
Bihar and Orissa	2,852	+173	116,843	+ 2,394	5,05,326	+ 56,119
Central Provinces	378	+ 15	36,054	+ 1,545	2,71,555	+ 8,177
Assam	367	— 9	28,303	+ 759	1,20,684	+ 6,198
North-West Frontier Province	125	..	5,211	+ 339	34,181	+ 11,587
Coorg	8	..	2,415	— 11	13,364	+ 1,020
Delhi	28	— 2	2,343	+ 489	49,724	+ 5,932
TOTAL .	20,529	+993	1,186,281	+59,745	85,20,248	+ 5,63,407

Expenditure on secondary schools for girls rose by over $1\frac{3}{4}$ lakhs to R36,38,129, on primary by nearly 3 lakhs to R39,06,337, and on training institutions by some R35,000 to R5,63,207.

As usual, the reports give very varying accounts of the enthusiasm or indifference displayed as regards girls' education. The Director in Bombay says that "outside of Bombay and Poona secondary schools for girls would not exist in the central division without the help of missions and those that do exist have very few girls in them, in spite of all that we have heard lately about a supposed ardent desire for an extension of facilities for the education of girls," and he proceeds to give instances. The case appears to be different in Bengal. The Director says that the education of girls of the Hindu

middle class up to a certain standard has become a practical necessity, that even the orthodox Hindu parent is beginning to realise the advantage of a well-conducted school over home instruction, and that parents of this class are now ready to pay fees for their girls' instruction.

After the close of the year the Government of India issued an important circular. This circular, while deprecating at this stage the creation of a committee (which had been suggested to the Secretary of State), considered the time appropriate for a general consideration of the whole question, especially in view of the gradual breaking up of the joint family system with the result that young women are no longer able to rely as in former days upon the advice and care of older relations, and the necessity of securing through their education the health and physical efficiency of children. It also touched upon the general feeling that the present curricula are unsuitable for girls. The view was accepted as ordinarily applicable to girls' primary education, that it should rest for the most part in the hands of local bodies, since in a special sense it must be adapted to the needs of the people, and that, apart from the three R's, the question of subjects to be taught might be left to those bodies. The question of similar procedure in regard to secondary and higher education was opened, as well as the difficult problems of the provision of trained teachers and of a suitable inspecting agency.

Madras had 98 girls reading in the three women's colleges. The Government College has amply justified expectations and has been raised to the first grade. The *Bengal* report mentions a new curriculum which has been tentatively introduced in three high schools under mission management, intended to meet the feeling that the present course is unsuitable and including hygiene, nursing, needle-work, cookery, domestic work, etc., as well as ordinary school subjects. New *zenana* classes were opened, and there are now 74 *zenana* teachers employed at public expense. Conveyance fees were introduced in the *United Provinces* with negligible effect upon attendance, though it is reported from *Bihar and Orissa* that when the committee of an aided school imposed a similar fee (amounting to two annas a month) the attendance fell by two-thirds. The *Punjab* receives a testimonial in the report from the *United Provinces*, where an interesting calculation is given of the proportion of girls in upper to those in lower primary classes, the *Punjab* heading the list with a proportion of 1 to 8, the next being *Bombay* with 1 to 12 and the lowest *Bihar* with 1 to 81. It is remarked that in *Burma* 78 per cent. of the girls in public institutions are in boys' schools, and the number so studying considerably increased in *Assam* also.

The reports contain the usual complaint of lack of teachers. The number of pupils in training schools for women has risen from 2,076 to 2,306. The training school for widows at Ballygunge is doing good work.

A new departure in the shape of a Women's University has recently been started near Poona by Professor Karve. The institution is a private one. The results of the experiment are not yet known.

The number of institutions has risen by 6 to 417, and that of pupils by *European* 1,316 to 39,481. The percentage of the European and domiciled community *education*, at school is 16.4 of the total. But this figure requires slight rectification to allow for Indians reading in European schools, the omission of Bangalore figures, etc. Expenditure fell by R8,23,189 to R90,08,264. This fall took place in expenditure on buildings and apparatus, direct expenditure remaining almost constant at R43,86,450.

The financial position has checked progress for a training college in southern India. The Madras report mentions the appointment of a peripatetic teacher of music, and that from Bengal the work which is being done by the Y. W. C. A. in Calcutta, where 934 students are receiving instruction in short-hand, typing, cookery, dress-making, first aid and home-nursing.

After the close of the year, the Government of India issued a circular referring to the replies of the Local Governments on the proceedings of the conference of 1912. Action has already been taken on some of the more obvious proposals then passed. A serious difficulty is the multiplication of small high classes owing to the co-existence of denominational schools.

*Education of
Muhamma-
dans.*

Muhammadan pupils have increased from 1,725,451 to 1,767,783, or by 2·5 per cent. against an increase of 2·1 among Hindu pupils. The increase of Muhammadans in primary schools alone amounts to over 100,000, with a fall of some 65,000 in special schools—due to the reclassification of *maktabs*. College students (arts and professional) number 5,992 against 5,426 last year. Pupils in secondary schools show a very slight decrease, the number in high schools having risen and that in middle schools fallen.

The statement on pages 9 and 10 shows an expenditure of ₹11,36,765 upon *maktabs* and *mulla* schools, of which ₹95,597 is met from public funds. This, however, does not represent the full expenditure upon institutions specially intended for Muslims. In Madras alone the latter is 7·40 lakhs (of which 73 per cent. is met from public funds) as against 6·87 lakhs in the previous year. In Bengal the expenditure on *maktabs* rose from 4·81 lakhs to 5·11 lakhs, to say nothing of the cost of the government *madrassas* for which provincial revenues became fully responsible during the year, the money thus set free from the Mohsin fund being used to create 124 stipends for Muslim pupils. The total public expenditure (so far as ascertainable) on Muhammadan schools in 1913-14 was ₹10,33,451.

Madras reports that the number of institutions mainly intended for Muslims rose from 2,535 to 2,719 and their strength from 130,525 to 141,911. In *Bombay* the chief topic continues to be the question of instruction through the medium of Urdu. The numbers in Urdu schools and classes rose and difficulties (save in the classes attached to Marathi schools) are disappearing. But the Muhammadan community are apprehensive about the effect of the new course and the admixture of compulsory Marathi is suggested. *Mullas* have been attached to some of the board schools in Sind. In *Bengal*, while 52·7 per cent. of the population is Muslim, pupils of this community form 44·9 per cent. of the school population. A new hostel is being erected in Calcutta. Of the important scheme recently introduced for the reform of *madrassas* with a view to bringing Islamic education more fully into line with the requirements of modern life, the Director says:—

“How far it will succeed, it is impossible as yet to say. In the Chittagong district it has resulted in a heavy fall in the numbers attending the more important *madrassas* and the establishment of a number of private *madrassas* teaching the old course. The feeling in Chittagong is that the reformed course, while it will not produce good *mullas*, etc., will fail to turn out a Muslim capable of competing with others in secular life.”

The *United Provinces* report shows that the balance in hand with the Muslim University Committee was ₹29,55,984, and details a number of

measures taken during the year for the extension of Muhammadan education, such as the maintenance of Islamic schools by boards, the appointment of special Muhammadan inspecting staff, etc. The report from *Bihar and Orissa* mentions with regret the decline of Islamic learning.

The Government of *Madras* have assigned out of the imperial allotment for aided secondary schools a sum of ₹56,000 as extra teaching grant to cover the loss of fee-income foregone in the case of backward classes and castes (as also of Muhammadans, Uriyas and girls). A further advance is noticed in facilities for the education of Panchamas. The number of schools intended for this community rose by 530 and that of pupils by about 9 per cent. to a total of 114,072. The number of aboriginals at school is 6,257. Schools for the depressed classes in *Bombay* number 576 and pupils 28,493 (of whom 278 are in secondary and 27 in training institutions); and 21,944 aboriginals are at school. There appear to be 48 schools for the depressed classes in the *United Provinces* and an expression of appreciation comes from the Chairman of the *Agra* district board for the work of the *Arya Samaj*. In *Burma*, where there are no depressed classes (in the sense of the expression applicable in India), special classes include hill tribes, separate communities like the Chinese and the Talaings, etc., and number 70,628 at school, of whom 54,367 are in special institutions. Aboriginal pupils in *Bihar and Orissa* number 59,304; in the *Central Provinces* (if depressed classes be included) 36,166. There are 18,740 pupils enrolled in the hill districts of *Assam*. Other provinces do not supply general figures.

It was suggested that some separate figures should be given for Jains. In *Bombay* there are 19,800 Jains under instruction, of whom 242 are in colleges and 2,235 in secondary schools. The Director in the *Central Provinces* shows 4,644 Jains under instruction. Figures are not given for other provinces.

APPENDIX.

Statement of Imperial Grants.

[Figures shown in Lakhs of Rupees.]

PROVINCE.	GRANTS TO END OF 1915-16.		EXPENDITURE.								Unspent balances on the 31st March 1916.	
			TO END OF 1914-15.		IN 1915-16 RECORDED UNDER				TOTAL TO END OF 1915-16.			
					Education.		Other heads.*					
					Recur-ring.	Non-re-curring.	Recur-ring.	Non-re-curring.				
Madras	63·84	64·44	45·34	45·10	17·93	·83	·36	1·88	63·63	47·81	·21	16·63
Bombay	50·91	57·78	21·69	30·59	10·93	3·94	·30	·73	32·92	35·26	17·99	22·52
Bengal	92·68	1,44·92	44·28	65·24	18·40	10·83	4·43	3·62	67·11	79·69	25·57	65·23
United Provinces	54·89	65·45	38·92	39·68	12·63	..	3·34	2·46	54·89	42·14	..	23·31
Punjab	31·81	39·09	22·26	30·78	9·55	4·99	..	3·32	31·81	39·09	..	..
Burma	22·93	33·75	13·10	17·35	5·69	..	·16	..	18·95	17·35	3·98	16·40
Bihar and Orissa	39·05	41·37	24·19	18·55	8·19	..	·52	2·48	32·90	21·03	6·15	20·34
Central Provinces	20·87	23·40	11·38	13·39	8·48	2·21	..	2·10	19·86	17·70	1·01	5·70
Assam	13·45	15·70	5·41	12·85	3·35	·16	·94	2·05	9·70	15·06	3·75	·64
North-West Frontier Province.	7·19	6·07	4·84	6·07	2·23	..	..	..	7·07	6·07	·12	..
Coorg	·45	1·08	·30	·86	·14	·02	..	·17	·44	1·05	·01	·03
Delhi	3·81	2·78	2·53	2·39	·28	·39	1·00	..	3·81	2·78	..	..
Other minor administrations, agencies and direct allotments.	4·61	13·72†	2·14	12·74	·71	·22	·83	·43	3·68	13·39	·93	·33
TOTAL	4,06·49	5,09·55	2,36·38	2,95·59	98·51	23·69	11·88	19·24	3,46·77	3,38·42	59·72	1,71·13

* Viz. Educational expenditure through the Public Works, Medical and other Departments.

† Includes grant of ·10 lakhs which was made in 1912-13 and surrendered in 1915-16.

GENERAL TABLES,

1915-16.

GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE SEVERAL PROVINCES OF BRITISH INDIA AT THE END OF THE OFFICIAL YEAR 1915-16.

(For details see General Table III.)

AREA AND POPULATION.			PUBLIC INSTITUTIONS.											AVERAGE NUMBER OF TOWNS AND VILLAGES SERVED BY	PERCENTAGE TO POPULATION OF SCHOLARS IN					
Total Area in Square Miles.	Number of Towns * and Villages.	Population.	Particulars.	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.			PRIVATE INSTITUTIONS.			GRAND TOTAL.	Public Institutions.	Public or Private Institutions.	Public Institutions.	Public or Private Institutions.	
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	TOTAL.	Training Schools.	All other Special Schools.	TOTAL.	Advanced.	Elementary.							TOTAL.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1,082,011	Towns * . 1,456	Males . 124,190,672	Institutions.																	
			For Males	136	50	6,632	120,858	127,490	684	4,169	132,529	2,403	33,787	36,190	168,719	4.03	3.17	..	..
	Villages . 533,112	Females 118,812,827	For Females	11	2	640	17,231	17,871	92	696	18,672	16	1,841	1,857	20,529	28.63	28.04	..	..
			TOTAL .	147	52	7,272	138,089	145,361	776	4,865	151,201	2,419	35,628	38,047	189,248	3.54	2.82	..	..
	TOTAL . 584,568	TOTAL 248,003,499	Scholars.																	
			Males .	45,349	9,540	1,034,898	4,645,046	5,679,944	15,327	121,024	5,871,184	51,982	508,049	560,031	6,431,215	..	..	4.7	5.2
			Females .	469	131	93,505	993,198	1,086,703	2,405	22,316	1,112,024	1,873	72,384	74,257	1,186,281	..	..	.94	1.0
			TOTAL .	45,818	9,671	1,128,403	5,638,244	6,766,647	17,732	143,340	6,983,208	53,855	580,433	634,288	7,617,496	..	..	2.9	3.1

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

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

(For details see

TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								TOTAL	
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.		Total	University.	
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.			
1	2	3	4	5	6	7	8	9	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions.	For Males	65,56,289	31,28,102	2,59,81,227	2,42,23,122	22,38,544	40,95,472	6,62,22,756	} 33,88,774
	For Females	1,40,623	22,628	36,38,129	39,06,337	5,63,207	2,49,324	85,20,248	
TOTAL		66,96,912	31,50,730	2,96,19,356	2,81,29,459	28,01,751	43,44,796	7,47,43,004	33,88,774
2. (a) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.	6.63	5.69	16.72	16.75	5.56	5.82	57.17	3.37	
(b) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.	.16	.01	9.79	61.20	1.96	1.34	74.46	..	
(c) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.	1.24	.02	21.89	52.93	.39	2.34	78.81	..	
(d) Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction.	6.04	2.84	26.72	25.38	2.53	3.93	67.44	3.05	

TABLE II.

SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1915-16.

General Table IV.)

INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							Total Expenditure on Public Instruction.	—
Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for furniture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
8,81,797	49,47,334	19,24,747	1,38,53,046	11,56,528	99,34,019	3,60,86,245	11,08,29,249	{ For Males } 1. Institutions. { For Females }
8,81,797	49,47,334	19,24,747	1,38,53,046	11,56,528	99,34,019	3,60,86,245	11,08,29,249	TOTAL.
2·23	12·06	2·91	16·06	1·38	4·82	42·83	100	2. (a) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.
..	·93	1·85	19·74	1·16	1·86	25·54	100	(b) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.
..	·33	1·04	16·72	·83	2·27	21·19	100	(c) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.
·79	4·47	1·74	12·49	1·05	8·97	32·56	100	(d) Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction.

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

(For details see

1	TOTAL DIRECT EXPENDITURE				
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.		
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	
2	3	4	5		
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
3. Average annual cost of educating each pupil in—					
Government Institutions .	Cost to Provincial Revenues . .	180 2 1	260 15 9	24 11 10	10 1 5
	Cost to Local and Municipal Funds .	..	0 6 3	0 0 1	0 0 6
TOTAL COST .		266 2 6	355 5 6	47 6 8	10 10 0
Local Fund and Municipal Board Schools.	Cost to Provincial Revenues . .	12 9 11	..	0 8 6	1 6 1
	Cost to Local and Municipal Funds .	75 0 11	..	8 6 5	4 9 10
TOTAL COST .		166 15 5	107 8 0	15 6 3	6 8 3
Aided Institutions .	Cost to Provincial Revenues . .	32 4 10	498 8 10	6 13 7	0 15 6
	Cost to Local and Municipal Funds .	1 13 0	..	1 14 1	1 3 5
TOTAL COST .		138 1 0	605 5 7	29 4 10	4 5 8
Unaided Institutions	TOTAL COST .	61 1 7	80 4 11	21 4 11	2 5 3
All Institutions .	Cost to Provincial Revenues . .	58 11 8	230 8 1	5 15 8	1 3 5
	Cost to Local and Municipal Funds .	1 14 7	0 5 6	2 8 4	2 7 8
TOTAL COST .		150 3 5	323 3 6	26 13 5	5 2 9

TABLE II—*contd.*SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1915-16—*contd.**General Table IV.)*

ON PUBLIC INSTRUCTION.		TOTAL.	9
SCHOOL EDUCATION, SPECIAL.			
Training Schools.	All other Special Schools.		
6	7	8	
Rs. A. P.	Rs. A. P.	Rs. A. P.	
159 2 6	130 3 6	49 7 8	3. Average annual cost of educating each pupil in—
7 3 10	0 13 7	0 7 5	Cost to Provincial Revenues . . . } Government Institutions.
169 6 6	147 13 4	69 4 1	Cost to Local and Municipal Funds . }
			TOTAL COST.
5 15 2	6 7 8	1 5 11	Cost to Provincial Revenues . . . } Local Fund and Municipal Board
102 11 6	39 14 4	5 1 9	Cost to Local and Municipal Funds. }
			Schools.
108 10 9	52 7 9	7 7 8	TOTAL COST.
105 10 9	5 13 10	2 5 11	Cost to Provincial Revenues . . . } Aided Institutions,
0 11 8	2 6 6	1 5 9	Cost to Local and Municipal Funds. }
17 10 0	20 9 4	9 15 0	TOTAL COST.
82 3 9	12 3 1	10 7 10	TOTAL COST Unaided Institutions,
125 10 1	17 0 11	3 5 6	Cost to Provincial Revenues . . . } All Institutions,
21 4 9	2 9 7	2 8 6	Cost to Local and Municipal Funds. }
160 6 5	32 3 11	11 1 2	TOTAL COST.

Colleges, Schools and Scholars in the several Provinces of

CLASS OF INSTITUTIONS.	PUBLIC IN			
	UNDER PUBLIC			
	Managed by Government.			
1	2	3	4	5
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
UNIVERSITY EDUCATION.				
<i>Arts Colleges.</i>				
English	28	10,081	9,939	9,034
Oriental	2	362	364	271
<i>Colleges for Professional Training.</i>				
Law	12	3,385	3,500	3,195
Medicine	5	2,096	2,144	2,100
Engineering	4	1,296	1,304	1,225
Teaching	9	713	713	682
Agriculture	5	437	319	298
Veterinary	2	265	270	254
Commercial	1	185	185	164
Forestry	1	61	60	..
TOTAL	69	18,881	18,798	17,223
SCHOOL EDUCATION, GENERAL.				
<i>Secondary Schools.</i>				
For Boys—				
High Schools	230	75,051	74,203	65,995
Middle Schools	78	11,527	11,755	10,156
{ English	70	8,121	7,682	6,660
{ Vernacular				
For Girls—				
High Schools	20	3,950	3,848	3,162
Middle Schools	11	1,070	1,035	772
{ English	35	3,475	3,414	2,605
{ Vernacular				
TOTAL	444	103,194	101,937	89,350
<i>Primary Schools.</i>				
For Boys	623	31,958	30,726	24,485
For Girls	584	46,714	45,671	33,051
TOTAL	1,207	78,672	76,397	57,536
SCHOOL EDUCATION, SPECIAL.				
Training Schools for Masters	333	11,093	10,848	10,032
Training Schools for Mistresses	29	992	1,011	916
Schools of Art	5	1,317	1,289	1,057
Law Schools	1	12	13	11
Medical Schools	17	2,936	2,714	2,449
Engineering and Surveying Schools	8	525	553	488
Technical and Industrial Schools	36	2,351	2,275	1,771
Commercial Schools	3	352	368	309
Agricultural Schools . . . . .	..	..	..	..
Reformatory Schools	7	1,267	1,207	1,073
Other Schools	73	5,205	5,055	4,189
TOTAL	512	26,050	25,333	22,295
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	2,232	226,797	222,465	186,404

TABLE III.

British India for the official year 1915-16.

INSTITUTIONS.

MANAGEMENT.

Managed by Local Funds and Municipal Boards.			
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
6	7	8	9
4	507	521	491
1	47	49	44
1	2	2	2
....
....
....
....
....
6	556	572	537
60	24,012	24,195	21,542
331	48,889	48,584	41,635
939	125,378	124,647	100,455
..
2	170	166	125
30	3,760	3,544	2,636
1,362	202,209	201,136	166,393
34,607	2,118,785	2,046,799	1,600,790
2,673	142,263	136,582	99,620
37,280	2,261,048	2,183,381	1,700,410
317	2,726	2,714	2,608
5	57	52	47
....
....
....
....
39	2,909	2,765	2,283
1	29	29	27
....
....
12	334	302	219
374	6,055	5,862	5,184
39,022	2,469,368	2,390,951	1,872,524

CLASS OF INSTITUTIONS.

1

UNIVERSITY EDUCATION.

*Arts Colleges.*English.
Oriental.*Colleges for Professional Training.*Law.
Medicine.
Engineering
Teaching.
Agriculture.
Veterinary.
Commercial.
Forestry.

TOTAL.

SCHOOL EDUCATION, GENERAL.

Secondary Schools.

For Boys—

High Schools.
English } Middle Schools.
Vernacular }

For Girls—

High Schools.
English } Middle Schools.
Vernacular }

TOTAL.

*Primary Schools.*For Boys.
For Girls.

TOTAL.

SCHOOL EDUCATION, SPECIAL

Training Schools for Masters.
Training Schools for Mistresses.
Schools of Art.
Law Schools.
Medical Schools.
Engineering and Surveying Schools.
Technical and Industrial Schools.
Commercial Schools.
Agricultural Schools.
Reformatory Schools.
Other Schools.

TOTAL.

TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.

Colleges, Schools and Scholars in the several provinces

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.							
	UNDER PRIVATE MANAGEMENT.							
	Aided by Government, by Local Funds or Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	10	11	12	13	14	15	16	17
UNIVERSITY EDUCATION.								
<i>Arts Colleges.</i>								
English	68	22,976	22,317	20,032	19	10,426	10,053	8,872
Oriental	22	1,118	1,067	860	3	302	273	214
<i>Colleges for Professional Training.</i>								
Law . . . . .	..	..	..	..	9	1,170	1,191	836
Medicine . . . . .	..	..	..	..	..	..	..	..
Engineering . . . . .	..	..	..	..	..	..	..	..
Teaching	3	61	60	57	..	..	..	..
Agriculture . . . . .	..	..	..	..	..	..	..	..
Veterinary . . . . .	..	..	..	..	..	..	..	..
Commercial . . . . .	..	..	..	..	..	..	..	..
Forestry . . . . .	..	..	..	..	..	..	..	..
TOTAL	93	24,154	23,444	20,949	31	11,898	11,517	9,922
SCHOOL EDUCATION, GENERAL.								
<i>Secondary Schools.</i>								
For Boys—								
High Schools	780	256,763	250,879	219,246	420	148,237	142,287	119,181
Middle Schools { English	1,591	181,268	174,456	146,371	773	76,078	73,350	58,834
{ Vernacular	1,368	99,015	97,931	93,159	42	3,099	2,995	2,373
For Girls—								
High Schools	192	18,051	17,808	15,756	6	871	930	826
Middle Schools { English	192	20,080	19,391	16,840	17	952	875	693
{ Vernacular	193	19,440	19,445	16,441	2	146	139	72
TOTAL	4,206	593,617	579,910	507,813	1,260	229,383	220,576	181,979
<i>Primary Schools.</i>								
For Boys	71,933	2,526,845	2,453,955	2,057,151	13,695	356,701	328,997	278,097
For Girls	11,795	366,812	352,765	286,051	2,179	48,166	44,358	36,747
TOTAL	83,728	2,893,657	2,806,720	2,343,202	15,874	404,867	373,355	314,844
SCHOOL EDUCATION, SPECIAL.								
Training Schools for Masters	32	1,580	1,560	1,445	2	27	27	25
Training Schools for Mistresses	55	1,180	1,189	1,133	3	77	66	59
Schools of Art	1	62	70	49	2	280	261	221
Law Schools . . . . .	..	..	..	..	1	16	14	8
Medical Schools	2	262	236	216	11	953	896	774
Engineering and Surveying Schools	7	231	217	175	3	19	22	19
Technical and Industrial Schools	144	6,561	6,240	5,485	18	864	733	557
Agricultural Schools	1	9	8	8	1	2	2	2
Commercial Schools	15	1,250	359	287	46	2,016	1,352	1,121
Reformatory Schools . . . . .	..	..	..	..	..	..	..	..
Other Schools	3,200	85,524	82,187	69,214	1,211	28,054	25,583	21,681
TOTAL	3,457	96,659	92,066	78,012	1,298	32,308	28,956	24,467
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	91,484	3,608,087	3,502,140	2,949,976	18,463	678,456	634,404	531,212

PRIVATE INSTITUTIONS.

1. ADVANCED TEACHING—			
(a) Arabic or Persian			
(b) Sanskrit			
(c) Any other Oriental Classic			
2. ELEMENTARY TEACHING—			
(a) A vernacular only or mainly For Boys			
" Girls			
(b) The Koran only			
" Boys			
" Girls			
3. OTHER SCHOOLS not conforming to Departmental Standards.			
" Boys			
" Girls			

TOTAL

GRAND TOTAL

TABLE III—contd.

of British India for the official year 1915-16—contd.

Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			Number of girls in boys' schools.	Number of boys in girls' schools.	CLASS OF INSTITUTIONS.
		English Language.	A Classical Language.	A Vernacular Language.			
18	19	20	21	22	23	24	1
119	43,989	43,406	22,912	23,377	165	..	UNIVERSITY EDUCATION. Arts Colleges.
28	1,829	418	1,629	281	..	..	English. Oriental.
22	4,557	4,033	..	..	..	..	Colleges for Professional Training.
5	2,096	1,143	..	..	79	..	Law.
4	1,296	774	..	..	..	..	Medicine.
12	774	691	26	208	..	4	Engineering.
5	437	184	..	47	..	..	Teaching.
2	265	75	..	..	..	..	Agriculture.
1	185	..	..	..	..	..	Veterinary.
1	61	61	..	..	..	..	Commercial.
199	55,489	60,785	24,567	23,913	248	..	Forestry.
							TOTAL.
							SCHOOL EDUCATION, GENERAL. Secondary Schools.
1,440	503,063	471,413	203,318	482,066	2,685	..	For Boys—
2,773	317,762	239,270	28,750	305,797	4,954	..	High Schools.
2,419	235,613	316	86,833	234,789	22,632	..	English } Middle Schools. Vernacular }
158	22,872	20,402	5,013	12,974	..	2,303	For Girls—
222	22,272	16,725	1,533	13,445	..	2,581	High Schools.
260	26,821	306	2,972	26,743	..	3,847	English } Middle Schools. Vernacular }
7,272	1,128,403	748,432	278,469	1,076,814	30,271	8,731	TOTAL.
							Primary Schools.
120,858	5,034,289	64,096	250,819	5,028,192	414,679	..	For Boys.
17,231	603,955	16,500	47,062	600,349	..	25,436	For Girls.
138,089	5,638,244	80,596	297,881	5,628,541	414,679	25,436	TOTAL.
							SCHOOL EDUCATION, SPECIAL.
684	15,426	1,167	2,410	14,833	99	..	Training Schools for Masters.
92	2,306	441	132	1,961	..	..	Training Schools for Mistresses.
8	1,659	722	..	521	104	..	Schools of Art.
2	23	28	..	..	..	..	Law Schools.
30	4,151	2,083	93	1,333	79	..	Medical Schools.
18	776	584	..	43	..	..	Engineering and Surveying Schools.
237	12,685	1,514	..	8,276	182	34	Technical and Industrial Schools.
2	11	..	..	11	..	..	Agricultural Schools.
65	3,647	1,705	..	185	70	5	Commercial Schools.
7	1,267	8	..	1,267	..	..	Reformatory Schools.
4,496	119,117	11,840	82,249	90,440	5,218	393	Other Schools.
5,641	161,072	20,092	84,884	118,920	5,752	432	TOTAL.
151,201	6,983,208	899,905	685,801	6,847,188	450,950	34,599	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.
							PRIVATE INSTITUTIONS.
1,220	31,952	131	30,557	3,010	881	35	1. ADVANCED TEACHING—
1,196	21,795	823	21,366	2,199	226	8	(a) Arabic or Persian.
3	108	..	108	..	23	..	(b) Sanskrit.
							(c) Any other Oriental Classic.
24,826	332,365	1,900	91,447	323,950	9,039	..	2. ELEMENTARY TEACHING—
347	9,062	179	560	8,799	..	226	For Boys (a) A vernacular only or mainly.
6,993	148,063	67	137,603	14,141	25,870	..	For Girls.
1,407	24,172	..	23,887	2,024	..	3,263	For Boys (b) The Koran only.
1,968	60,847	20,978	9,131	53,183	1,972	..	For Girls.
87	5,924	620	662	5,390	..	166	For Boys (3) OTHER SCHOOLS not conforming to Departmental Standards.
38,047	634,288	24,698	315,321	412,696	38,016	3,698	TOTAL.
189,248	7,617,496	924,603	1,001,122	7,259,884	488,966	33,297	GRAND TOTAL.

Number of Scholars on 31st March 1916 in the several Provinces

1	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadians.	Buddhists.	Parsis.	Others.	TOTAL.	
			Brahmans.	Non-Brahmans.						
2	3	4	5	6	7	8	9	10		
UNIVERSITY EDUCATION.										
ARTS COLLEGES.										
English	{ Male	155	1,129	16,020	19,927	4,715	509	513	552	43,520
	{ Female	91	159	58	113	5	..	36	7	469
Oriental	{ Male . . . . .	..	1	1,267	137	422	..	..	2	1,829
	{ Female . . . . .	..	..	..	..	..	..	..	..	..
COLLEGES FOR PROFESSIONAL TRAINING.										
Law	{ Male	6	33	1,784	2,299	393	2	27	13	4,557
	{ Female . . . . .	..	..	..	..	..	..	..	..	..
Medicine	{ Male	84	116	515	1,082	73	6	98	43	2,017
	{ Female	24	24	4	9	1	..	14	3	79
Engineering	{ Male	98	50	547	488	67	..	44	2	1,296
	{ Female . . . . .	..	..	..	..	..	..	..	..	..
Teaching	{ Male	25	26	256	244	135	..	..	36	722
	{ Female	40	7	3	..	..	..	..	2	52
Agriculture	{ Male	5	21	147	166	52	1	15	30	437
	{ Female . . . . .	..	..	..	..	..	..	..	..	..
Veterinary	{ Male . . . . .	..	3	49	52	119	..	..	42	265
	{ Female . . . . .	..	..	..	..	..	..	..	..	..
Commercial	{ Male	1	..	64	86	5	..	28	1	135
	{ Female . . . . .	..	..	..	..	..	..	..	..	..
Forestry	{ Male	2	5	29	19	5	..	1	..	61
	{ Female . . . . .	..	..	..	..	..	..	..	..	..
TOTAL		531	1,574	20,743	24,622	5,992	518	776	733	55,489
SCHOOL EDUCATION, GENERAL.										
SECONDARY SCHOOLS.										
<i>For Boys.</i>										
High Schools	{ Male	8,982	15,115	127,005	239,280	84,453	12,886	4,197	8,460	500,378
	{ Female	682	555	300	219	17	642	126	144	2,685
Middle Schools—										
English	{ Male	4,903	10,313	55,806	150,833	75,632	8,244	885	6,137	312,803
	{ Female	1,787	1,624	254	548	43	403	97	198	4,954
Vernacular	{ Male	6	3,936	26,442	85,537	39,270	51,808	3	5,979	212,981
	{ Female	2	1,426	206	574	584	19,821	..	19	22,632
<i>For Girls.</i>										
High Schools	{ Male	1,501	216	79	164	32	179	45	87	2,303
	{ Female	7,878	4,552	1,433	3,788	455	471	1,343	649	20,569
Middle Schools—										
English	{ Male	1,382	472	75	132	37	428	30	25	2,581
	{ Female	5,017	7,412	1,212	3,909	594	539	580	378	19,691
Vernacular	{ Male	2	144	21	103	87	3,482	..	8	3,847
	{ Female	11	2,786	2,436	10,279	2,012	4,294	5	1,151	22,974
TOTAL		32,158	48,551	215,269	495,366	203,216	103,247	7,311	23,285	1,128,403
PRIMARY SCHOOLS.										
For Boys	{ Male	1,527	95,451	441,448	2,753,346	1,033,020	147,043	3,376	144,399	4,619,610
	{ Female	770	32,694	47,754	217,065	55,908	51,808	496	8,184	414,679
For Girls	{ Male	849	2,629	977	5,972	4,047	10,439	387	136	25,436
	{ Female	1,479	25,895	82,232	290,798	144,651	20,415	3,323	9,721	578,519
TOTAL		4,625	156,669	572,411	3,267,181	1,237,626	229,705	7,587	162,440	5,638,244

TABLE III-A.

of British India, classified according to sex, race, or creed.

1	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadians.	Buddhists.	Parsis.	Others.	TOTAL.
			Brahmans.	Non-Brahmans.					
2	3	4	5	6	7	8	9	10	
SCHOOL EDUCATION, SPECIAL.									
Training Schools	{ Male : 3 Female : 224	1,410 1,235	4,239 267	6,153 406	2,842 177	354 49	.. 10	326 37	15,321 2,405
Schools of Art	{ Male : 9 Female : 27	86 10	331 14	792 33	274 ..	4 ..	30 18	29 2	1,555 104
Law Schools	{ Male : 1 Female : ..	.. ..	2 ..	14 ..	4 ..	7 ..	.. ..	.. ..	28 ..
Medical Schools	{ Male : 25 Female : 27	155 169	999 10	2,071 27	503 30	35 1	11 1	85 2	3,884 267
Engineering and Surveying Schools	{ Male : 172 Female : ..	16 ..	83 ..	322 ..	78 ..	65 ..	.. ..	39 ..	775 ..
Technical and Industrial Schools	{ Male : 169 Female : 335	1,770 1,620	952 93	3,321 456	2,623 63	26 109	146 2	470 30	9,977 2,708
Agricultural Schools	{ Male : .. Female : ..	9 ..	.. ..	2 ..	.. ..	.. ..	.. ..	.. ..	11 ..
Commercial Schools	{ Male : 111 Female : 1,029	213 27	523 1	1,099 3	242 1	104 ..	261 2	27 4	2,580 1,067
Reformatory Schools	{ Male : 1 Female : ..	34 ..	44 ..	721 ..	360 ..	73 ..	.. ..	34 ..	1,267 ..
Other Schools	{ Male : 95 Female : 41	338 184	21,692 138	11,412 337	62,606 17,336	4,606 83	109 50	89 1	100,947 18,170
TOTAL	2,269	7,276	29,388	27,669	87,139	5,516	640	1,175	161,072
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	39,583	214,070	837,811	8,814,838	1,533,973	338,986	16,314	187,633	6,983,208
PRIVATE INSTITUTIONS.									
ADVANCED TEACHING.									
(a) Arabic or Persian	{ Male : .. Female : ..	23 13	265 ..	856 2	29,830 948	.. ..	2 12	1 ..	30,977 975
(b) Sanskrit	{ Male : .. Female : ..	23 ..	17,631 323	3,018 522	168 ..	.. ..	.. ..	105 ..	20,945 850
(c) Any other Oriental Classic	{ Male : .. Female : ..	.. ..	.. ..	5 20	.. ..	.. ..	55 28	.. ..	60 48
ELEMENTARY TEACHING.									
A Vernacular only or mainly—									
For Boys	{ Male : .. Female : ..	3,649 1,180	12,685 765	112,424 5,069	16,298 653	174,615 1,091	96 4	3,559 277	323,326 9,039
For Girls	{ Male : .. Female : ..	2 446	17 1,229	81 4,377	27 1,399	57 507	.. 64	42 314	226 8,836
ELEMENTARY TEACHING.									
The Koran only—									
For Boys	{ Male : .. Female : ..	11 ..	259 ..	515 8	121,365 25,845	.. ..	3 17	40 ..	122,193 25,870
For Girls	{ Male : .. Female : ..	.. ..	91 ..	217 ..	3,263 20,600	.. ..	.. ..	1 ..	3,263 20,909
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.									
For Boys	{ Male : 11 Female : ..	558 133	7,669 151	35,906 1,238	11,468 374	1,524 39	3 ..	1,736 37	58,875 1,972
For Girls	{ Male : 22 Female : 29	5 942	10 704	65 2,564	29 1,043	35 193	.. 4	.. 279	166 5,768
TOTAL	62	6,985	41,804	166,887	293,810	178,061	288	6,391	634,288
GRAND TOTAL	39,645	221,055	879,615	8,981,725	1,767,783	517,047	16,602	194,024	7,617,496

Number of European Colleges, Schools and Scholars in the several Provinces

CLASS OF INSTITUTIONS.	PUBLIC IN-			
	MANAGED BY GOVERNMENT.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5
UNIVERSITY EDUCATION.				
<i>Arts Colleges.</i>				
English . . . . .	..	..	..	..
<i>Colleges for Professional Training.</i>				
Teaching	1	20	18	18
TOTAL	1	20	18	18
SCHOOL EDUCATION, GENERAL.				
<i>Secondary Schools.</i>				
For Boys—				
High Schools	9	1,082	1,043	994
Middle Schools, English	4	239	215	198
For Girls—				
High Schools	8	669	659	626
Middle Schools, English	8	221	203	190
TOTAL	29	2,211	2,120	2,008
<i>Primary Schools.</i>				
For Boys	4	309	313	290
For Girls	12	867	809	698
TOTAL	16	1,176	1,122	988
SCHOOL EDUCATION, SPECIAL.				
Training Schools for Mistresses	1	14	16	15
Schools of Art . . . . .	..	..	..	..
Engineering and Surveying Schools	1	6	5	4
Technical and Industrial Schools	1	6	6	5
Commercial Schools . . . . .	..	..	..	..
Other Schools . . . . .	..	..	..	..
TOTAL	3	26	27	24
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	49	3,433	3,287	3,038

TABLE III-B.

of British India for the official year 1915-16.

STITUTIONS.										CLASS OF INSTITUTIONS.
UNDER PRIVATE MANAGEMENT.								Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	
Aided by Government, by Local Funds or Municipal Boards.				Unaided.						
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			1
6	7	8	9	10	11	12	13	14	15	
2	22	19	17	1	4	4	4	3	26	UNIVERSITY EDUCATION. <i>Arts Colleges.</i> English.
1	38	34	34	..	..	..	..	2	58	<i>Colleges for Professional Training.</i> Teaching.
3	60	53	51	1	4	4	4	5	84	TOTAL.
51	8,179	7,934	7,272	4	804	781	697	64	10,065	SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i> For Boys—
54	6,038	5,726	5,090	2	35	42	38	60	6,312	High Schools. Middle Schools, English.
69	9,405	9,346	8,477	2	138	185	174	79	10,212	For Girls—
65	6,166	5,933	5,348	2	58	62	57	75	6,445	High Schools. Middle Schools, English.
239	29,788	28,939	26,187	10	1,035	1,070	966	278	33,034	TOTAL.
38	1,793	1,724	1,465	..	..	..	..	42	2,102	<i>Primary Schools.</i> For Boys.
31	1,429	1,341	1,126	3	52	57	48	46	2,348	For Girls.
69	3,222	3,065	2,591	3	52	57	48	88	4,450	TOTAL.
3	40	48	46	..	..	..	..	4	54	SCHOOL EDUCATION, SPECIAL.
..	..	..	..	..	..	..	..	..	..	Training Schools for Mistresses. Schools of Art.
5	177	169	134	3	19	22	19	9	202	Engineering and Surveying Schools.
13	303	318	284	..	..	..	..	14	309	Technical and Industrial Schools.
10	1,038	139	117	..	..	..	..	10	1,038	Commercial Schools.
7	260	235	187	..	..	..	..	7	260	Other Schools.
38	1,818	909	768	3	19	22	19	44	1,863	TOTAL.
349	34,888	32,966	29,597	17	1,110	1,153	1,037	415	39,431	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.
PRIVATE INSTITUTIONS.										
Other Schools not conforming to Departmental Standards—										
For Boys										..
For Girls										..
TOTAL										2
GRAND TOTAL										417

Number of European Colleges, Schools and Scholars in the several Provinces

CLASS OF INSTITUTIONS.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			Number of girls in boys' schools.	Number of boys in girls' schools.
	English.	A Classical Language.	A Verna- cular Language.		
1	16	17	18	19	20
UNIVERSITY EDUCATION.					
<i>Arts Colleges.</i>					
English	26	4	..	..	..
<i>Colleges for Professional Training.</i>					
Teaching	58	26	22	..	..
TOTAL	84	30	22	..	..
SCHOOL EDUCATION, GENERAL.					
<i>Secondary Schools.</i>					
For Boys—					
High Schools	10,063	3,527	5,600	730	..
Middle Schools, English	6,241	565	2,350	1,835	..
For Girls—					
High Schools	10,180	3,284	1,460	..	1,669
Middle Schools, English	6,445	782	1,161	..	1,422
TOTAL	32,929	8,158	10,571	2,565	3,091
<i>Primary Schools.</i>					
For Boys	2,102	115	357	747	..
For Girls	2,348	147	118	..	883
TOTAL	4,450	262	475	747	883
SCHOOL EDUCATION, SPECIAL.					
Training Schools for Mistresses	54	..	..	..	..
Schools of Art . . . . .	..	..	..	..	..
Engineering and Surveying Schools	202	..	8	..	..
Technical and Industrial Schools	309	..	..	5	..
Commercial Schools	999	..	..	..	..
Other Schools	250	4	10	..	..
TOTAL	1,814	4	18	5	..
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.					
	39,277	8,454	11,086	3,317	3,974
PRIVATE INSTITUTIONS.					
Other Schools not conforming to Departmental Standards—					
For Boys . . . . .	..	..	..	..	..
For Girls	50	..	..	..	22
TOTAL	50	..	..	..	22
GRAND TOTAL	39,327	8,454	11,086	3,317	3,996

TABLE III-B—concl'd.

of British India for the official year 1915-16—concl'd

CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.								CLASS OF INSTITUTIONS.
Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadians.	Buddhists.	Parsis.	Others.		1
		Brahmans.	Non-Brahmans.					
21	22	23	24	25	26	27	28	
								UNIVERSITY EDUCATION.
								<i>Arts Colleges.</i>
25	..	..	..	1	..	..	..	English.
58	..	..	..	..	..	..	..	<i>Colleges for Professional Training.</i>
83	..	..	..	1	..	..	..	Teaching.
								TOTAL.
								SCHOOL EDUCATION, GENERAL.
								<i>Secondary Schools.</i>
								For Boys—
9,152	197	83	85	117	105	148	178	High Schools.
5,876	112	30	29	38	11	27	189	Middle Schools, English.
								For Girls—
9,259	254	128	19	32	87	149	284	High Schools.
6,059	88	93	21	19	23	101	41	Middle Schools, English.
30,346	651	334	154	206	226	425	692	TOTAL.
								<i>Primary Schools.</i>
								For Boys.
2,018	37	5	..	4	..	27	11	For Girls.
2,224	44	10	..	1	4	48	7	
4,242	81	25	..	5	4	75	18	TOTAL.
								SCHOOL EDUCATION, SPECIAL.
								Training Schools for Mistresses.
54	..	..	..	..	..	..	..	Schools of Art.
..	..	..	..	..	..	..	..	Engineering and Surveying Schools.
160	1	1	33	1	..	..	6	Technical and Industrial Schools.
299	9	..	..	..	..	1	..	Commercial Schools.
1,031	2	..	..	1	..	..	4	Other Schools.
237	20	..	..	..	..	3	..	
1,781	32	1	33	2	..	4	10	TOTAL.
36,452	764	360	187	214	230	504	720	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.
								PRIVATE INSTITUTIONS.
								Other Schools not conforming to Departmental Standards—
..	..	..	..	..	..	..	..	For Boys.
50	..	..	..	..	..	..	..	For Girls.
50	..	..	..	..	..	..	..	TOTAL.
36,502	764	360	187	214	230	504	720	GRAND TOTAL.

NOTE—In Madras students have not been distinguished between Brahmans and non-Brahmans. They have hence been shown under Brahmans.

Expenditure (in rupees) on Public Instruction in the several Provinces

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	<i>Managed by Government.</i>						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
<i>Arts Colleges.</i>							
English	18,32,774	..	..	8,06,519	10,912	68,727	27,18,932
Oriental	23,130	..	..	..	..	160	23,290
<i>Colleges for Professional Training.</i>							
Law	37,245	..	..	2,54,890	..	1,921	2,94,056
Medicine	6,51,306	..	..	2,56,754	..	3,100	9,11,160
Engineering	6,01,846	..	..	97,429	..	90,321	7,89,596
Teaching	4,11,515	2,196	1,131	160	..	14,270	4,29,272
Agriculture	2,98,434	..	..	6,023	..	173	3,04,630
Veterinary	78,668	..	..	11,185	..	37,984	1,27,837
Commercial	34,744	..	..	24,060	..	..	58,804
Forestry	1,03,296	..	..	..	..	..	1,03,296
TOTAL	40,72,958	2,196	1,131	14,57,020	10,912	2,16,656	57,60,873
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
<i>For Boys—</i>							
High Schools	17,81,593	325	157	19,37,997	1,623	60,274	37,81,969
Middle Schools	2,53,688	..	..	1,93,621	622	8,168	4,56,099
{ English	1,35,067	..	..	12,594	41	7	1,47,709
{ Vernacular							
<i>For Girls—</i>							
High Schools	2,54,655	..	..	59,502	593	27,035	3,41,785
Middle Schools	44,710	..	..	6,358	699	..	51,767
{ English	52,148	96	150	1,594	16	19	54,023
{ Vernacular							
TOTAL	25,21,861	421	307	22,11,666	3,594	95,503	48,33,352
<i>Primary Schools.</i>							
For Boys	3,31,186	576	776	23,027	628	6,585	3,62,778
For Girls	4,39,617	399	491	6,037	1,429	823	4,43,796
TOTAL	7,70,803	975	1,267	29,064	2,057	7,408	8,11,574
SCHOOL EDUCATION, SPECIAL.							
Training Schools for Masters	16,17,841	65,068	7,483	19,063	1,543	5,310	17,16,308
Training Schools for Mistresses	2,69,617	9,537	3,740	174	293	9,316	2,92,677
Schools of Art	2,34,089	..	..	17,121	..	12,208	2,63,418
Law Schools	4,348	..	..	1,652	..	..	6,000
Medical Schools	5,01,283	3,939	..	54,203	..	19,580	5,79,005
Engineering and Surveying Schools	2,09,247	142	90	19,686	293	2,264	2,31,722
Technical and Industrial Schools	2,90,387	3,858	..	8,936	425	32,105	3,35,711
Agricultural Schools	..	644	..	..	..	..	644
Commercial Schools	25,767	..	..	10,277	..	..	36,044
Reformatory Schools	2,26,026	..	..	..	..	8,478	2,34,504
Other Schools	2,63,454	..	2,800	32,198	16	6,387	3,04,855
TOTAL	36,42,059	83,188	14,113	1,63,310	2,570	95,648	40,00,888
<i>Buildings</i>	41,17,025	3,771	133	..	6,824	32,217	41,59,970
<i>Furniture and apparatus (special grants only)</i>	1,70,716	13	..	4,877	454	26,497	2,02,557
TOTAL	42,87,741	3,784	133	4,877	7,278	58,714	43,62,527
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,52,95,422	90,564	16,951	38,65,937	26,411	4,73,929	1,97,69,214

TABLE IV.

of British India for the official year 1915-16.

INSTITUTIONS.							OBJECTS OF EXPENDITURE.
MANAGEMENT.							
<i>Managed by Local Funds and Municipal Boards.</i>							
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	1
9	10	11	12	13	14	15	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
7,194	8,387	34,397	44,689	..	463	86,743	UNIVERSITY EDUCATION.
..	..	..	38	..	..	8,425	Arts Colleges.
..	..	..	215	..	..	215	English.
..	..	..	..	..	..	..	Oriental.
..	..	..	..	..	..	..	Colleges for Professional Training.
..	..	..	..	..	..	..	Law.
..	..	..	..	..	..	..	Medicine.
..	..	..	..	..	..	..	Engineering.
..	..	..	..	..	..	..	Teaching.
..	..	..	..	..	..	..	Agriculture.
..	..	..	..	..	..	..	Veterinary.
..	..	..	..	..	..	..	Commercial.
..	..	..	..	..	..	..	Forestry.
7,194	8,387	34,397	44,942	..	463	95,383	TOTAL.
64,965	62,601	95,227	5,43,749	1,444	4,446	7,72,432	SCHOOL EDUCATION, GENERAL.
37,535	1,98,261	2,32,133	5,09,213	7,737	6,664	9,91,543	Secondary Schools.
355	9,57,985	88,341	2,18,090	5,031	1,412	12,71,214	For Boys—
..	..	..	..	..	..	..	High Schools.
..	..	..	..	..	..	..	English } Middle Schools.
..	..	..	..	..	..	..	Vernacular } Middle Schools.
..	..	..	..	..	..	..	For Girls—
..	..	..	..	..	..	..	High Schools.
..	..	..	..	..	..	..	English } Middle Schools.
..	..	..	..	..	..	..	Vernacular } Middle Schools.
3,251	..	5,615	711	..	69	9,694	TOTAL.
855	16,339	32,837	140	48	33	50,204	Primary Schools.
1,06,961	12,35,186	4,54,153	12,71,903	14,260	12,624	80,95,087	TOTAL.
29,04,477	75,72,851	15,14,477	9,25,406	46,094	36,307	1,29,99,612	SCHOOL EDUCATION, SPECIAL.
2,16,049	5,68,951	4,24,568	7,334	1,911	4,625	12,23,438	Training Schools for Masters.
31,20,526	81,41,802	19,39,045	9,32,740	48,005	40,932	1,42,23,050	Training Schools for Mistresses.
..	..	..	..	..	..	..	Schools of Art.
..	..	..	..	..	..	..	Law Schools.
..	..	..	..	..	..	..	Medical Schools.
..	..	..	..	..	..	..	Engineering and Surveying Schools.
17,108	86,065	33,195	6,735	42	11,599	1,54,744	Technical and Industrial Schools.
..	..	..	..	..	..	..	Agricultural Schools.
..	..	..	..	..	..	..	Commercial Schools.
780	..	1,765	325	..	..	2,870	Reformatory Schools.
2,164	310	2,178	90	140	..	4,882	Other Schools.
36,505	3,64,110	43,528	7,150	182	11,609	4,63,084	TOTAL.
1,95,462	34,03,148	7,20,504	218	34,162	15,332	43,68,826	Buildings.
9,119	1,53,070	31,742	454	41	313	1,94,739	Furniture and Apparatus (special grants only)
2,04,581	35,56,218	7,52,246	672	34,203	15,645	45,63,565	TOTAL.
34,75,767	1,33,05,703	32,23,369	22,57,407	96,650	81,273	2,24,40,169	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

Expenditure (in rupees) on Public Instruction in the several Provinces

OBJECTS OF EXPENDITURE.	PUBLIC IN-				
	UNDER PRIVATE				
	<i>Aided by Government or by Local</i>				
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.
1	16	17	18	19	20
	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.					
<i>Arts Colleges.</i>					
English	7,21,494	18,800	22,965	16,37,134	99,520
Oriental	33,812	270	360	576	7,656
<i>Colleges for Professional Training.</i>					
Law	..	..	..	..	..
Medicine	..	..	..	..	..
Engineering	..	..	..	..	..
Teaching	..	..	..	..	..
Agriculture	29,913	..	..	6,308	..
Veterinary	..	..	..	..	..
Commercial	..	..	..	..	..
Forestry	..	..	..	..	..
TOTAL	7,85,219	19,070	23,325	16,44,018	1,07,176
SCHOOL EDUCATION, GENERAL.					
<i>Secondary Schools.</i>					
For Boys—					
High Schools	19,31,009	21,887	1,97,991	54,57,763	4,30,908
Middle Schools { English	7,88,107	2,44,044	1,68,812	19,73,524	4,03,737
{ Vernacular	1,77,924	2,39,596	82,042	1,61,058	35,609
For Girls—					
High Schools	6,43,039	..	23,436	6,04,246	1,47,310
Middle Schools { English	3,58,760	2,185	39,886	2,37,305	1,27,963
{ Vernacular	73,220	22,911	46,985	13,834	69,107
TOTAL	39,72,059	5,30,623	5,59,152	84,47,730	12,14,634
<i>Primary Schools.</i>					
For Boys	21,74,358	24,56,187	3,62,061	29,51,142	5,83,176
For Girls	5,48,367	4,39,374	1,54,417	1,64,563	2,56,144
TOTAL	27,22,725	28,95,561	5,16,478	31,15,705	8,39,320
SCHOOL EDUCATION, SPECIAL.					
Training Schools for Masters	1,45,359	656	84	1,285	22,804
Training Schools for Mistresses	1,45,138	720	565	17,541	28,228
Schools of Art	1,800	..	450	1,123	..
Law Schools	..	..	..	..	..
Medical Schools	34,000	..	1,500	3,800	17,705
Engineering and Surveying Schools	7,250	200	150	6,170	3,559
Technical and Industrial Schools	2,88,815	18,265	32,626	35,339	51,244
Agricultural Schools	310	..	..	..	..
Commercial Schools	19,882	..	..	16,051	3,696
Reformatory Schools	..	..	..	..	..
Other Schools	1,71,718	1,28,264	33,644	1,48,162	1,47,127
TOTAL	8,14,272	1,48,105	69,019	2,29,471	2,74,363
<i>Buildings</i>	19,76,062	1,45,120	54,959	85,493	6,19,142
<i>Furniture and Apparatus (special grants only)</i>	3,24,395	55,701	6,704	67,312	49,696
TOTAL	23,00,457	2,00,821	61,663	1,52,805	6,68,838
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,05,94,732	37,94,180	12,29,637	1,35,89,729	31,04,331

TABLE IV—contd.

of British India for the official year 1915-16—contd.

STITUTIONS.						OBJECTS OF EXPENDITURE.
MANAGEMENT.						
or Municipal Boards.		Unaided.				1
Endowments and other Sources.	TOTAL.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	
21	22	23	24	25	26	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
6,58,582 27,417	31,58,495 70,091	4,67,527 ..	19,698 ..	1,31,956 11,755	6,19,181 11,755	UNIVERSITY EDUCATION. <i>Arts Colleges.</i> English. Oriental. <i>Colleges for Professional Training.</i> Law. Medicine. Engineering. Teaching. Agriculture. Veterinary. Commercial. Forestry.
..	..	78,178	15,608	1,857	95,643	
..	
..	36,221	..	..	..	..
..	
..	
..	
..	
6,85,999	32,64,807	5,45,705	35,306	1,45,568	7,26,579	TOTAL.
10,59,375 5,35,187 24,515	90,98,933 41,13,411 7,20,744	29,35,869 6,10,649 10,038	2,99,336 2,14,193 7,506	3,98,832 1,44,432 5,118	(a)36,35,237 9,69,274 22,662	SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i> For Boys— High Schools. English } Middle Schools. Vernacular }
3,39,038 2,62,627 46,246	17,57,069 10,28,726 2,72,303	24,770 6,862 23	.. 6,830 1,047	16,494 15,648 884	41,264 29,340 1,954	For Girls— High Schools. English } Middle Schools. Vernacular }
22,66,988	1,69,91,186	35,88,211	5,28,912	6,81,408	46,99,731	TOTAL.
15,46,522 5,90,093	1,00,73,446 21,52,958	4,61,792 8,846	1,08,723 24,134	2,16,771 48,165	7,87,286 81,145	<i>Primary Schools.</i> For Boys. For Girls.
21,36,615	1,22,26,404	4,70,638	1,32,857	2,64,936	8,68,431	TOTAL.
56,930 65,220 6,488	2,27,118 2,57,412 9,861	.. 372 10,051 480	.. 2,920 319	288 4,063 1,500	288 7,360 11,870	SCHOOL EDUCATION, SPECIAL. Training Schools for Masters. Training Schools for Mistresses. Schools of Art. Law Schools. Medical Schools. Engineering and Surveying Schools. Technical and Industrial Schools. Agricultural Schools. Commercial Schools. Reformatory Schools. Other Schools.
10,566 3,684 4,35,721 3,506 12,417	67,571 21,013 9,12,010 8,816 52,046	28,319 .. 208 .. 27,376	.. 452 .. 226 .. 996	.. 2,641 .. 48,806 185 37,735	.. 31,412 .. 49,240 185 66,107	
1,43,316	7,72,231	52,357	50,527	89,671	1,92,555	
7,87,848	23,23,078	1,19,163	55,440	1,84,894	3,59,497	TOTAL.
17,23,241 1,22,623	46,09,017 6,26,431	21,646 5,065	1,97,904 27,140	4,74,683 1,00,606	(b)7,15,233 1,32,801	<i>Buildings.</i> <i>Furniture and Apparatus</i> (special grants only).
18,50,864	52,35,448	26,701	2,25,044	5,75,289	8,48,034	TOTAL.
77,28,314	4,00,40,923	47,50,418	9,77,559	17,52,095	75,02,272	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

(a) Includes Rs. 1,200 Municipal contribution in the United Provinces.

(b) Includes Rs. 21,000 from Provincial Revenues in the United Provinces.

Expenditure (in rupees) on Public Instruction in the several Provinces

OBJECTS OF EXPENDITURE.	TOTAL EXPENDITURE			
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.
1	27	28	29	30
UNIVERSITY EDUCATION.				
<i>Arts Colleges.</i>				
English	25,61,462	18,800	57,362	20,55,869
Oriental	56,942	8,657	360	614
<i>Colleges for Professional Training.</i>				
Law	37,245	..	..	3,33,283
Medicine	6,51,306	..	..	2,56,754
Engineering	6,01,846	..	..	97,429
Teaching	4,41,428	2,196	1,131	6,468
Agriculture	2,98,434	..	..	6,023
Veterinary	78,668	..	..	11,185
Commercial	34,744	..	..	24,060
Forestry	1,03,296	..	..	..
TOTAL	48,65,371	29,653	58,853	36,91,685
SCHOOL EDUCATION, GENERAL.				
<i>Secondary Schools.</i>				
For Boys—				
High Schools	37,71,267	79,104	2,93,925	1,08,59,650
Middle Schools { English	10,85,630	4,25,973	4,02,839	32,98,171
{ Vernacular	3,13,346	12,19,622	1,70,383	4,06,344
For Girls—				
High Schools	8,97,694	..	23,436	6,88,518
Middle Schools { English	4,06,721	2,185	45,501	2,51,236
{ Vernacular	1,26,223	39,346	79,972	15,591
TOTAL	66,00,881	17,66,230	10,16,056	1,55,19,510
<i>Primary Schools.</i>				
For Boys	54,10,021	1,00,29,614	18,77,314	43,61,367
For Girls	12,04,033	10,08,734	5,79,476	1,86,780
TOTAL	66,14,054	1,10,38,348	24,56,790	45,48,147
SCHOOL EDUCATION, SPECIAL.				
Training Schools for Masters	17,77,680	3,42,274	11,357	20,348
Training Schools for Mistresses	4,16,728	11,442	6,905	18,087
Schools of Art	2,35,889	..	450	28,295
Law Schools	4,348	..	..	2,132
Medical Schools	5,35,283	3,939	1,500	86,322
Engineering and Surveying Schools	2,16,497	342	240	25,856
Technical and Industrial Schools	5,96,310	1,08,188	65,321	51,218
Agricultural Schools	310	644	..	..
Commercial Schools	46,429	..	1,765	54,029
Reformatory Schools	2,26,026	..	..	..
Other Schools	4,37,336	1,28,574	38,622	2,32,807
TOTAL	44,92,836	5,95,403	1,26,660	5,19,094
<i>Buildings</i>	63,42,869	35,60,789	7,75,696	1,07,357
<i>Furniture and Apparatus</i> (special grants only)	5,44,207	2,08,784	38,446	77,698
TOTAL	68,87,076	37,69,573	8,14,042	1,85,055
TOTAL	2,94,60,218	1,71,99,207	44,72,401	2,44,63,491
University	13,30,811	25	..	13,06,024
Direction	8,81,797	..	..	..
Inspection	47,62,663	1,68,261	15,162	..
Scholarships held in—				
Arts Colleges	2,79,512	14,126	7,885	7,602
Medical Colleges	64,253	1,233	254	..
Other Professional Colleges	86,520	3,230	264	2,382
Secondary Schools	4,51,701	1,97,353	26,125	3,883
Primary Schools	80,688	78,299	5,801	137
Medical Schools	82,862	5,787	96	..
Technical and Industrial Schools	42,482	24,339	5,794	150
Other Special Schools	61,306	10,076	2,153	1,414
Miscellaneous	19,05,299	3,35,501	1,05,405	45,65,786
TOTAL	1,00,29,894	8,38,245	1,68,939	58,87,378
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,94,90,112	1,80,37,452	46,41,340	3,03,60,869

TABLE IV—concl'd.

of British India for the official year 1915-16—concl'd.

FROM

ALL OTHER SOURCES.		Grand Total.
Private.	Public.	
31	32	33
Rs.	Rs.	Rs.
9,63,128 46,830	26,730 158	65,83,351 1,13,561
2,605 2,949 90,321 14,270 173	16,781 151 37,984	3,89,914 9,11,160 7,89,596 4,65,493 3,04,630 1,27,837 58,804 1,03,296
11,20,276	81,804	98,47,642
21,32,593 12,80,161 77,788	1,22,445 40,535 1,451	1,72,58,984 65,33,309 21,88,934
4,89,532 3,91,651 117,027	40,938 22,238 325	21,40,118 11,19,527 3,78,484
44,88,752	2,27,927	2,96,19,356
25,33,914 9,23,889	10,892 3,425	2,42,23,122 39,06,337
34,57,803	14,317	2,81,29,459
86,781 1,08,645 20,515 .. 39,419 9,800 6,30,168 3,691 54,844 6,880 4,35,443	104 1,400 11,525 1,598 1,741	22,38,544 5,63,207 2,85,149 6,480 6,77,988 2,52,735 14,51,705 4,645 1,57,067 2,34,504 12,74,523
13,96,186	16,368	71,46,547
30,41,335 2,76,490	25,100 10,903	1,38,53,046 11,56,528
33,17,825	36,003	1,50,09,574
1,37,80,842	3,76,419	8,97,52,578
6,96,914 .. 1,248 1,50,174 20,426 22,499 82,307 4,871 21,513 22,435 10,640 28,85,121	55,000 8,618 420 .. 12,050 .. 20,948 124 .. 1,36,907	33,88,774 8,81,797 49,47,334 4,67,917 86,586 1,14,895 7,73,434 1,69,796 1,31,206 95,324 85,589 99,34,019
39,18,148	2,34,067	2,10,76,671
1,76,98,990	6,10,486	11,08,29,249

OBJECTS OF EXPENDITURE.

1

UNIVERSITY EDUCATION.	
English.	Arts Colleges.
Oriental.	
	Colleges for the Professional Training.
Law.	
Medicine.	
Engineering.	
Teaching.	
Agriculture.	
Veterinary.	
Commercial.	
Forestry.	
TOTAL.	
SCHOOL EDUCATION, GENERAL	
Secondary Schools.	
For Boys—	
High Schools.	
English	} Middle Schools.
Vernacular	
For Girls—	
High Schools.	
English	} Middle Schools.
Vernacular	
TOTAL.	
Primary Schools.	
For Boys.	
For Girls.	
TOTAL.	
SCHOOL EDUCATION, SPECIAL.	
Training Schools for Masters.	
Training Schools for Mistresses.	
Schools of Art.	
Law Schools.	
Medical Schools.	
Engineering and Surveying Schools.	
Technical and Industrial Schools.	
Agricultural Schools.	
Commercial Schools.	
Reformatory Schools.	
Other Schools.	
TOTAL.	
Buildings.	
Furniture and Apparatus (special grants only).	
TOTAL.	
TOTAL.	
University.	
Direction.	
Inspection.	
Scholarships held in—	
Arts Colleges.	
Medical Colleges.	
Other Professional Colleges.	
Secondary Schools.	
Primary Schools.	
Medical Schools.	
Technical and Industrial Schools.	
Other Special Schools.	
Miscellaneous.	
TOTAL.	
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	

Expenditure (in rupees) on Public Instruction for Europeans

OBJECTS OF EXPENDITURE.	PUBLIC			
	UNDER PUBLIC MANAGEMENT.			
	Managed by Government.			
	Provincial Revenues.	Fees.	Endowments and other sources.	TOTAL.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.				
<i>Arts Colleges.</i>				
English . . . . .	..	..	..	..
<i>Colleges for Professional Training.</i>				
Teaching	15,219	..	9,637	24,856
TOTAL	15,219	..	9,637	24,856
SCHOOL EDUCATION, GENERAL.				
<i>Secondary Schools.</i>				
For Boys—				
High Schools	69,416	55,966	28,729	1,54,111
Middle Schools, English . . . . .	..	..	..	..
For Girls—				
High Schools	29,696	31,609	23,607	84,912
Middle Schools, English	6,836	5,677	..	12,513
TOTAL	1,05,948	93,252	52,336	2,51,536
<i>Primary Schools.</i>				
For Boys . . . . .	..	..	..	..
For Girls . . . . .	..	..	..	..
TOTAL . . . . .	..	..	..	..
SCHOOL EDUCATION, SPECIAL.				
Training School for Masters . . . . .	..	..	..	..
Training Schools for Mistresses	9,015	..	..	9,015
Engineering and Surveying Schools	6,498	997	..	7,495
Technical and Industrial Schools	4,980	..	..	4,980
Commercial Schools . . . . .	..	..	..	..
Other Schools	25,579	..	..	25,579
TOTAL	46,072	997	..	47,069
TOTAL DIRECT EXPENDITURE	1,67,239	94,249	61,973	3,23,461
<i>Buildings</i>	1,01,856	..	..	1,01,856
<i>Furniture and Apparatus (special grants only)</i>	2,254	..	10,690	12,944
TOTAL	1,04,110	..	10,690	1,14,800
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	2,71,349	94,249	72,663	4,38,261

TABLE IV-A.

in the several Provinces of British India for the official year 1915-16.

INSTITUTIONS.							OBJECTS OF EXPENDITURE.
UNDER PRIVATE MANAGEMENT.							
<i>Aided by Government or by Local or Municipal Boards.</i>							
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	1
6	7	8	9	10	11	12	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
4,548	..	..	8,577	1,226	..	14,351	UNIVERSITY EDUCATION. <i>Arts Colleges.</i> English.
9,120	..	..	5,818	..	..	14,938	<i>Colleges for Professional Training.</i> Teaching.
13,668	..	..	14,395	1,226	..	29,289	TOTAL.
5,26,812	..	911	4,48,291	60,633	2,24,582	12,61,229	SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i> For Boys— High Schools. Middle Schools, English.
2,57,704	..	7,681	99,158	72,075	1,61,125	5,97,743	
4,63,748	360	2,094	4,67,210	62,194	1,83,031	11,78,277	For Girls— High Schools. Middle Schools, English.
2,23,241	360	10,651	1,34,585	41,951	95,199	5,05,987	
14,71,505	360	21,337	11,49,244	2,36,853	6,63,937	35,43,236	TOTAL.
54,543	..	740	32,655	11,394	31,754	1,31,086	<i>Primary Schools.</i> For Boys.
62,705	..	2,094	34,907	4,753	25,432	1,29,891	For Girls.
1,17,248	..	2,834	67,562	16,147	57,186	2,60,977	TOTAL.
2,720	..	..	5,855	1,400	3,581	2,720	SCHOOL EDUCATION, SPECIAL Training Schools for Masters.
19,681	..	..	3,043	3,559	2,562	30,517	Training Schools for Mistresses.
3,930	..	..	6,136	1,000	5,362	13,094	Engineering and Surveying Schools.
9,829	..	..	5,739	3,611	1,062	22,327	Technical and Industrial Schools.
12,205	..	..	4,500	800	8,658	22,617	Commercial Schools.
8,962	..	..	..	..	..	22,920	Other Schools.
67,327	..	..	25,273	10,370	21,225	1,14,195	TOTAL.
16,59,748	360	24,171	12,56,474	2,64,596	7,42,348	39,47,697	TOTAL DIRECT EXPENDITURE.
6,02,658	..	..	32,414	1,39,881	3,61,989	11,36,942	<i>Buildings.</i>
58,937	..	..	52,642	13,605	28,937	1,49,121	<i>Furniture and Apparatus (special grants only).</i>
6,56,595	..	..	85,056	1,53,486	3,90,926	12,86,063	TOTAL
23,16,343	360	24,171	13,41,530	4,18,082	11,33,274	52,33,760	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

Expenditure (in rupees) on Public Instruction for Europeans

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—concl'd.				TOTAL
	UNDER PRIVATE MANAGEMENT.				
	Unaided.				
	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	
1	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.					
<i>Arts Colleges.</i>					
English . . . . .	..	300	..	300	4,548
<i>Colleges for Professional Training.</i>					
Teaching . . . . .	..	..	..	..	24,339
TOTAL . . . . .	..	300	..	300	28,887
SCHOOL EDUCATION, GENERAL.					
<i>Secondary Schools.</i>					
For Boys—					
High Schools	64,645	20,096	..	84,741	5,96,228
Middle Schools, English	2,165	..	1,245	3,410	2,57,704
For Girls—					
High Schools	14,410	..	780	15,190	4,93,444
Middle Schools, English	3,531	161	2,751	6,443	2,30,077
TOTAL	84,751	20,257	4,776	1,09,784	15,77,453
<i>Primary Schools.</i>					
For Boys	1,346	9	3,853	5,208	54,543
For Girls . . . . .	..	..	..	..	62,705
TOTAL	1,346	9	3,853	5,208	1,17,248
SCHOOL EDUCATION, SPECIAL.					
Training Schools for Masters . . . . .	..	..	..	..	2,720
Training Schools for Mistresses . . . . .	..	..	..	..	28,696
Engineering and Surveying Schools . . . . .	..	..	..	..	10,428
Technical and Industrial Schools . . . . .	..	..	..	..	14,309
Commercial Schools . . . . .	..	..	..	..	12,205
Other Schools . . . . .	..	..	..	..	34,541
TOTAL . . . . .	..	..	..	..	1,03,399
TOTAL DIRECT EXPENDITURE					
	86,097	20,566	8,629	1,15,292	18,26,987
<i>Buildings</i>					
<i>Furniture and Apparatus</i>	1,148	4,600	100	5,848	7,11,464
	211	1,976	1,974	4,161	56,191
TOTAL	1,359	6,576	2,074	10,009	7,67,655
Inspection . . . . .	..	..	..	..	28,089
Scholarships held in—					
Arts Colleges . . . . .	..	..	..	..	13,780
Medical Colleges . . . . .	..	..	..	..	355
Other Professional Colleges . . . . .	..	..	..	..	7,416
Secondary Schools . . . . .	..	..	..	..	82,339
Primary Schools . . . . .	..	..	..	..	3,474
Medical Schools . . . . .	..	..	..	..	..
Technical and Industrial Schools . . . . .	..	..	..	..	3,029
Miscellaneous . . . . .	..	..	..	..	6,99,705
TOTAL . . . . .	..	..	..	..	8,88,187
TOTAL INDIRECT EXPENDITURE					
	..	..	..	..	16,05,842
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION					
	87,456	27,142	10,703	1,25,301	34,32,829

TABLE IV-A—concl'd.

in the several Provinces of British India for the official year 1915-16—concl'd.

EXPENDITURE FROM					Grand Total.	OBJECTS OF EXPENDITURE.
District Funds.	Municipal Funds.	Fees.	ALL OTHER SOURCES.			
18	19	20	Private.	Public.	23	1
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
..	..	8,577	300	1,226	14,651	UNIVERSITY EDUCATION. <i>Arts Colleges.</i>
..	..	6,818	9,637	..	39,794	English. Teaching. <i>Colleges for Professional Training.</i>
..	..	14,395	9,937	1,226	54,445	TOTAL.
..	911	5,68,902	2,35,372	98,668	15,00,081	SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i>
..	7,681	1,01,323	1,53,080	81,365	6,01,153	For Boys— High Schools. Middle Schools, English.
..	2,094	5,13,229	1,71,538	98,074	12,73,379	For Girls— High Schools. Middle Schools, English.
360	10,661	1,43,793	1,12,490	27,572	5,24,943	
360	21,337	13,27,247	6,72,480	3,05,679	39,04,556	TOTAL.
..	740	32,655	42,258	890	1,31,086	Primary Schools. For Boys.
..	2,094	36,253	34,038	9	1,35,099	For Girls.
..	2,834	68,908	76,296	899	2,66,185	TOTAL.
..	..	..	..	..	2,720	SCHOOL EDUCATION, SPECIAL.
..	..	5,855	3,581	1,400	39,532	Training Schools for Masters.
..	..	4,040	6,121	..	20,589	Training Schools for Mistresses.
..	..	6,136	6,362	..	27,307	Engineering and Surveying Schools.
..	..	5,739	3,988	685	22,617	Technical and Industrial Schools.
..	..	4,500	3,410	6,048	48,499	Commercial Schools. Other Schools.
..	..	26,270	23,462	8,133	1,61,264	TOTAL.
360	24,171	14,36,820	7,82,175	3,15,937	43,86,450	TOTAL DIRECT EXPENDITURE.
..	..	33,562	3,92,272	1,07,348	12,44,648	Buildings.
..	..	52,853	43,756	13,426	1,66,226	Furniture and Apparatus.
..	..	86,415	4,36,028	1,20,774	14,10,872	TOTAL.
..	..	..	..	..	28,089	Inspection.
..	..	..	..	..	13,780	Scholarships held in—
..	..	..	..	..	355	Arts Colleges.
..	..	..	..	..	7,416	Medical Colleges.
..	..	..	1,234	12,029	95,602	Other Professional Colleges.
..	..	..	..	..	3,474	Secondary Schools.
..	..	..	..	..	..	Primary Schools.
..	..	..	..	..	..	Medical Schools.
..	..	..	..	..	3,029	Technical and Industrial Schools.
..	2,170	13,85,497	8,22,924	1,48,901	30,59,197	Miscellaneous.
..	2,170	13,85,497	8,24,158	1,60,930	32,10,942	TOTAL.
..	2,170	14,71,012	12,60,186	2,81,704	46,21,814	TOTAL INDIRECT EXPENDITURE.
360	26,341	29,08,732	20,42,361	5,97,641	90,08,264	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

Stages for instruction of pupils in public schools for general

CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.			
			COMPRISING ALL PUPILS WHO HAVE PASSED BEYOND THE LOWER SECONDARY (MIDDLE) STAGE, BUT HAVE NOT PASSED THE MATRICULATION EXAMINATION.			
			Boys.	Girls.	Total.	
1	2	3	4	5	6	
SECONDARY SCHOOLS.						
FOR BOYS.						
Government	{ English	905	86,230	32,388	12	32,400
	{ Vernacular	73	8,469	18	..	18
Local Fund	{ English	210	37,489	2,244	..	2,245
	{ Vernacular	899	118,060	..	..	..
Municipal Fund	{ English	181	35,412	5,666	..	5,666
	{ Vernacular	40	7,318	..	..	..
Aided	{ English	2,301	434,492	87,612	172	87,784
	{ Vernacular	1,388	101,554	111	1	112
Unaided	{ English	1,193	224,315	62,133	62	62,195
	{ Vernacular	42	3,099	..	..	..
TOTAL		6,632	1,056,438	190,172	248	190,420
FOR GIRLS.						
Government	{ English	31	5,020	..	588	588
	{ Vernacular	35	3,475	..	..	..
Local Fund	{ English . . . . .	..	..	..	..	..
	{ Vernacular	16	1,678	..	..	..
Municipal Fund	{ English	2	170	..	..	..
	{ Vernacular	14	2,082	..	..	..
Aided	{ English	324	38,131	2	2,721	2,723
	{ Vernacular	193	19,440	..	..	..
Unaided	{ English	23	1,823	..	166	166
	{ Vernacular	2	146	..	..	..
TOTAL		640	71,965	2	3,475	3,477
TOTAL SECONDARY SCHOOLS		7,272	1,128,403	190,174	3,723	193,897
PRIMARY SCHOOLS.						
FOR BOYS.						
Government		623	31,958	..	..	..
Local Fund		32,734	1,898,077	..	..	..
Municipal Fund		1,873	220,708	..	..	..
Aided		71,933	2,526,845	..	..	..
Unaided		13,695	356,701	..	..	..
TOTAL		120,858	5,034,289	..	..	..
FOR GIRLS.						
Government		584	46,714	..	..	..
Local Fund		2,029	91,094	..	..	..
Municipal Fund		344	51,169	..	..	..
Aided		11,795	366,812	..	..	..
Unaided		2,179	48,166	..	..	..
TOTAL		17,231	603,955	..	..	..
TOTAL PRIMARY SCHOOLS		138,089	5,638,244	..	..	..
GRAND TOTAL		145,361	6,766,647	190,174	3,723	193,897

TABLE V.

Education in British India at the end of the official year 1915-16.

MIDDLE STAGE.			TOTAL SECONDARY STAGE.			CLASS OF SCHOOLS.
COMPRISING ALL PUPILS WHO HAVE PASSED BEYOND THE UPPER PRIMARY STAGE, BUT HAVE NOT PASSED BEYOND THE LOWER SECONDARY (MIDDLE) STAGE.						
Boys.	Girls.	Total.	Boys.	Girls.	Total.	
7	8	9	10	11	12	1
						SECONDARY SCHOOLS.
						FOR BOYS.
35,243	36	35,279	67,631	48	67,679	English } Government.
1,765	50	1,815	1,783	50	1,833	Vernacular } Local Fund.
14,024	37	14,061	16,268	38	16,306	English } Municipal Fund.
43,451	21	43,472	43,451	21	43,472	Vernacular } Aided.
17,474	14	17,488	23,140	14	23,154	English } Unaided.
1,602	..	1,602	1,602	..	1,602	Vernacular }
146,612	1,301	147,913	224,224	1,473	225,697	English }
11,025	667	12,292	11,736	668	12,404	Vernacular }
66,897	183	67,080	129,030	245	129,275	English }
741	..	741	741	..	741	Vernacular }
339,434	2,309	341,743	529,600	2,557	532,163	TOTAL.
						FOR GIRLS.
..	1,111	1,111	..	1,699	1,699	English } Government.
..	234	234	..	234	234	Vernacular } Local Fund.
..	..	..	..	..	..	English } Municipal Fund.
1	126	127	1	126	127	Vernacular } Aided.
..	10	10	..	10	10	English } Unaided.
..	324	324	..	324	324	Vernacular }
137	8,063	8,200	139	10,784	10,923	English }
297	1,182	1,479	297	1,182	1,479	Vernacular }
11	609	620	11	775	786	English }
..	11	11	..	11	11	Vernacular }
446	11,670	12,116	448	15,145	15,593	TOTAL.
339,880	13,979	353,859	530,054	17,702	547,756	TOTAL SECONDARY SCHOOLS.
						PRIMARY SCHOOLS.
						FOR BOYS.
201	..	201	201	..	201	Government.
2,090	13	2,103	2,090	13	2,103	Local Fund.
159	..	159	159	..	159	Municipal Fund.
3,741	152	3,893	3,741	152	3,893	Aided.
147	6	153	147	6	153	Unaided.
6,338	171	6,509	6,338	171	6,509	TOTAL.
						FOR GIRLS.
..	850	850	..	850	850	Government.
..	34	34	..	34	34	Local Fund.
..	41	41	..	41	41	Municipal Fund.
40	1,888	1,928	40	1,888	1,928	Aided.
..	111	111	..	111	111	Unaided.
40	2,924	2,964	40	2,924	2,964	TOTAL.
6,378	3,095	9,473	6,378	3,095	9,473	TOTAL PRIMARY SCHOOLS.
346,258	17,074	363,332	536,432	20,797	557,229	GRAND TOTAL.

Stages for instruction of pupils in public schools for general

CLASS OF SCHOOLS.	UPPER PRIMARY STAGE.						LOWER PRIMARY					
	COMPRISING ALL PUPILS WHO HAVE PASSED BEYOND THE LOWER PRIMARY STAGE, BUT HAVE NOT PASSED BEYOND THE UPPER PRIMARY STAGE.						COMPRISING ALL PUPILS WHO HAVE NOT PASSED BEYOND					
				Reading Printed Books.			Not Reading Printed Books.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
1	13	14	15	16	17	18	19	20	21			
SECONDARY SCHOOLS.												
FOR BOYS.												
Government	{ English	13,005	65	13,070	5,298	96	5,394	80	7	87		
	{ Vernacular	1,776	126	1,902	3,280	611	3,891	840	3	843		
Local Fund	{ English	10,130	85	10,155	10,303	164	10,537	454	7	461		
	{ Vernacular	22,775	82	22,857	40,621	514	41,135	10,310	286	10,596		
Municipal Fund.	{ English	6,032	5	6,037	5,898	43	5,941	275	5	280		
	{ Vernacular	1,114	..	1,114	3,596	..	3,596	1,008	..	1,006		
Aided	{ English	93,001	1,255	94,256	95,838	3,021	98,859	5,465	215	5,680		
	{ Vernacular	17,658	2,982	20,640	46,305	17,639	63,944	4,485	81	4,566		
Unaided	{ English	48,486	79	48,565	43,687	364	44,051	2,407	17	2,424		
	{ Vernacular	686	..	686	1,123	7	1,130	537	5	542		
TOTAL		214,663	4,629	219,292	256,039	22,459	278,498	25,859	626	26,485		
FOR GIRLS.												
Government	{ English	18	681	699	139	2,257	2,396	1	225	226		
	{ Vernacular . . . . .	..	411	411	68	2,007	2,075	..	755	755	
Local Fund	{ English . . . . .	..	..	..	..	..	..	..	..	..
	{ Vernacular . . . . .	..	206	206	5	1,222	1,227	..	118	118	
Municipal Fund.	{ English . . . . .	..	14	14	..	120	120	..	26	26	
	{ Vernacular . . . . .	..	646	646	..	1,043	1,043	..	69	69	
Aided	{ English	696	6,459	7,155	3,443	14,556	17,999	372	1,682	2,054		
	{ Vernacular	759	2,501	3,260	2,688	10,252	12,940	29	1,732	1,761		
Unaided	{ English	18	260	278	35	618	653	12	94	106		
	{ Vernacular . . . . .	..	9	9	..	104	104	..	22	22	
TOTAL		1,491	11,187	12,678	6,378	32,179	38,557	414	4,723	5,137		
TOTAL SECONDARY SCHOOLS		216,154	15,816	231,970	262,417	54,638	317,055	26,273	5,349	31,622		
PRIMARY SCHOOLS.												
FOR BOYS.												
Government	. . . . .	5,139	61	5,200	17,017	967	17,984	7,530	1,043	8,573	
Local Fund	. . . . .	217,778	2,190	219,968	1,140,258	64,219	1,204,477	417,321	54,208	471,529	
Municipal Fund.	. . . . .	37,824	211	38,035	131,067	5,331	136,398	41,860	4,236	46,116	
Aided	. . . . .	93,892	6,729	100,571	1,477,049	152,268	1,629,317	698,406	94,664	793,064	
Unaided	. . . . .	3,752	64	3,816	189,405	10,771	200,176	135,020	17,536	152,556	
TOTAL		358,325	1,265	367,590	2,954,796	233,556	3,188,352	1,300,151	171,687	1,471,838		
FOR GIRLS.												
Government	. . . . .	..	2,783	2,783	389	28,085	28,474	58	14,549	14,607
Local Fund	. . . . .	3	4,923	4,926	426	58,968	59,394	224	26,516	26,740	
Municipal Fund.	. . . . .	23	4,487	4,510	178	32,201	32,379	144	14,095	14,239	
Aided	. . . . .	1,661	11,734	13,395	17,311	179,730	197,041	3,871	150,577	154,448	
Unaided	. . . . .	4	403	407	500	15,639	16,139	604	30,905	31,509	
TOTAL		1,691	24,330	26,021	18,804	314,623	333,427	4,901	236,642	241,543		
TOTAL PRIMARY SCHOOLS		360,016	33,595	393,611	2,973,600	548,179	3,521,779	1,305,052	408,329	1,713,381		
GRAND TOTAL		576,170	49,411	625,581	3,236,017	602,817	3,838,834	1,331,325	413,678	1,745,003		

TABLE V—concl'd.

education in British India at the end of the official year 1915-16—concl'd.

STAGE.			TOTAL PRIMARY STAGE.			GRAND TOTAL.			CLASS OF SCHOOLS.
THE LOWER PRIMARY STAGE.			Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Boys.	Girls.	Total.							Boys.	Girls.	Total.	Boys.	Girls.	Total.
22	23	24	25	26	27	28	29	30	1
SECONDARY SCHOOLS.									
FOR BOYS.									
5,378	103	5,481	18,383	168	18,551	86,014	216	86,230	English } Government.
4,120	614	4,734	5,896	740	6,636	7,679	790	8,469	Vernacular } Government.
10,847	171	11,018	20,977	206	21,183	37,245	244	37,489	English } Local Fund.
50,931	800	51,731	73,706	882	74,588	117,157	903	118,060	Vernacular } Local Fund.
6,173	48	6,221	12,205	53	12,258	35,345	67	35,412	English } Municipal Fund.
4,602	..	4,602	5,716	..	5,716	7,318	..	7,318	Vernacular } Municipal Fund.
101,303	3,236	104,539	194,304	4,491	198,795	428,528	5,964	434,492	English } Aided.
50,700	17,720	68,510	68,448	20,702	89,150	80,184	21,370	101,554	Vernacular } Aided.
46,094	381	46,475	94,580	460	95,040	223,610	705	224,315	English } Unaided.
1,660	12	1,672	2,346	12	2,358	3,687	12	3,699	Vernacular } Unaided.
281,898	23,085	304,983	406,561	27,714	524,275	1,026,167	30,271	1,056,438	TOTAL.
FOR GIRLS.									
140	2,482	2,622	158	3,163	3,321	158	4,862	5,020	English } Government.
68	2,762	2,830	68	3,173	3,241	68	3,407	3,475	Vernacular } Government.
..	1,340	1,340	..	1,546	1,551	..	1,672	1,678	English } Local Fund.
5	146	146	5	160	160	6	170	170	Vernacular } Local Fund.
..	1,112	1,112	..	1,758	1,758	..	2,082	2,082	English } Municipal Fund.
3,815	16,238	20,053	4,511	22,697	27,208	4,650	33,481	38,131	Vernacular } Municipal Fund.
2,717	11,984	14,701	3,476	14,485	17,961	3,773	15,667	19,440	English } Aided.
47	712	759	65	972	1,037	76	1,747	1,823	Vernacular } Aided.
..	126	126	..	135	135	..	146	146	English } Unaided.
..	..	..	..	..	..	..	..	..	Vernacular } Unaided.
6,792	36,902	43,694	8,283	48,089	56,372	8,731	63,234	71,965	TOTAL.
288,690	59,987	348,677	504,844	75,803	580,647	1,034,898	93,505	1,128,403	TOTAL SECONDARY SCHOOLS.
PRIMARY SCHOOLS.									
FOR BOYS.									
24,547	2,010	26,557	29,686	2,071	31,757	29,887	2,071	31,958	Government.
1,557,579	118,427	1,676,006	1,775,357	120,617	1,895,974	1,777,447	120,630	1,898,077	Local Fund.
172,947	9,567	182,514	210,771	9,778	220,549	210,930	9,778	220,708	Municipal Fund.
2,175,449	246,932	2,422,381	2,269,281	253,671	2,522,952	2,273,022	253,823	2,526,845	Aided.
324,425	28,307	352,732	328,177	28,371	356,548	328,324	28,377	356,701	Unaided.
4,254,947	405,243	4,660,190	4,613,272	414,508	5,027,780	4,610,610	414,679	5,034,289	TOTAL.
FOR GIRLS.									
447	42,634	43,081	447	45,417	45,864	447	46,267	46,714	Government.
650	85,484	86,134	653	90,407	91,060	653	90,441	91,094	Local Fund.
322	46,296	46,618	345	50,783	51,128	345	50,824	51,169	Municipal Fund.
21,182	330,307	351,489	22,843	342,041	364,884	22,883	343,929	366,812	Aided.
1,104	46,544	47,648	1,108	46,947	48,055	1,108	47,058	48,166	Unaided.
23,705	551,265	574,970	25,396	575,595	600,991	25,436	578,519	603,955	TOTAL.
4,278,652	956,508	5,235,160	4,638,668	990,103	5,628,771	4,645,046	993,193	5,638,244	TOTAL PRIMARY SCHOOLS.
4,567,342	1,016,495	5,583,837	5,143,512	1,065,966	6,209,418	5,679,944	1,086,703	6,766,647	GRAND TOTAL.

Results of the prescribed examinations in the several

NATURE OF EXAMINATIONS.	NUMBER OF INSTITUTIONS SENDING EXAMINERS.				NUMBER OF EXAMINEES.					NUMBER	
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public Management.	Aided Institutions.
1	2	3	4	5	6	7	8	9	10	11	12
ARTS COLLEGES.											
Doctor of Science . . . . .	..	..	..	..	..	..	..	..	..	..	..
Master of Arts	12	14	2	28	205	220	3	672	1,100	113	117
Master of Science	4	3	..	7	64	9	..	89	162	41	4
Bachelor of Arts (Honours Final)	1	2	..	3	63	40	..	..	103	52	35
Bachelor of Arts (Honours) Preliminary English language.	1	2	..	3	44	100	..	..	144	36	98
Bachelor of Arts	30	54	11	95	1,673	3,556	1,953	832	8,014	1,000	1,930
Bachelor of Science.	19	14	5	38	354	239	192	5	790	239	158
First B.A. . . . .	..	..	..	..	..	..	..	274	274	..	..
First B.Sc. . . . .	..	..	..	..	..	..	..	..	..	..	..
Intermediate Examination in Arts	35	67	20	122	2,883	7,208	3,017	1,367	14,475	1,531	2,855
Intermediate Examination in Science	15	16	9	39	455	502	775	28	1,760	314	265
Previous Examination	3	8	1	12	26	117	5	35	183	20	50
ORIENTAL COLLEGES.											
Master of Oriental Learning . . . . .	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Oriental Learning . . . . .	..	..	..	..	..	..	..	..	..	..	..
First Arts, Oriental Faculty . . . . .	..	..	..	..	..	..	..	..	..	..	..
Honours in Sanskrit	1	7	45	53	154	50	156	137	497	112	22
Honours in Arabic . . . . .	..	1	..	1	..	10	..	9	19	..	2
Honours in Persian . . . . .	..	1	..	1	..	12	..	32	44	..	4
Honours in Gurmukhi . . . . .	..	1	..	1	..	4	..	29	33	..	1
Honours in Punjabi . . . . .	..	..	..	..	..	..	..	..	..	..	..
High Proficiency in Sanskrit	1	14	233	248	117	146	872	146	1,281	42	100
High Proficiency in Arabic . . . . .	..	5	2	7	..	9	3	3	16	..	6
High Proficiency in Persian . . . . .	..	1	..	1	..	1	..	3	4	..	..
High Proficiency in Punjabi . . . . .	..	1	..	1	..	1	..	27	28	..	1
High Proficiency in Hindi . . . . .	..	..	..	..	..	..	..	2	2	..	..
High Proficiency in Urdu . . . . .	..	..	..	..	..	..	..	7	7	..	..
Proficiency in Sanskrit	1	12	272	285	21	92	913	260	1,286	5	23
Proficiency in Arabic . . . . .	..	4	5	9	..	12	14	10	36	..	10
Proficiency in Persian . . . . .	..	..	..	..	..	..	..	6	6	..	..
Proficiency in Hindi . . . . .	..	..	..	..	..	..	..	5	5	..	..
Proficiency in Urdu . . . . .	..	..	..	..	..	..	..	1	1	..	..
Proficiency in Punjabi . . . . .	..	..	..	..	..	..	..	10	10	..	..
Additional Examination in English for Oriental Titles. . . . .	..	..	..	..	..	..	..	..	..	..	..
COLLEGES FOR PROFESSIONAL TRAINING.											
<i>Law.</i>											
Doctor of Law . . . . .	..	..	..	..	..	..	..	..	..	..	..
Master of Law . . . . .	..	..	..	..	..	..	..	28	28	..	..
Honours in Law . . . . .	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law	7	..	14	21	1,530	..	925	202	2,657	742	..
First LL. B.	1	..	..	1	768	..	..	..	768	283	..
First Examination in Law	1	..	1	2	190	..	79	220	489	122	..
Special Test Examination in Law . . . . .	..	..	..	..	..	..	..	..	..	..	..
Intermediate Examination in Law	2	..	1	3	870	..	62	43	975	421	..
Licentiate Examination in Law . . . . .	..	..	..	..	..	..	..	..	..	..	..
First Certificate Examination in Law . . . . .	..	..	..	..	..	..	..	..	..	..	..
Preliminary Examination in Law	3	..	1	4	1,192	..	74	18	1,284	560	..
<i>Medicine.</i>											
M. S.	1	..	..	1	1	..	..	1	2	1	..
M. D.	2	..	..	2	3	..	..	..	3	2	..
M. B. (a)	1	..	..	1	176	..	..	..	176	99	..
Final Professional Examination M. B., B. S.	4	..	..	4	175	..	..	..	175	105	..
Second Professional Examination for M.B., B.S.	3	..	..	3	209	..	..	..	209	112	..
First Professional Examination for M.B., B.S.	4	..	..	4	273	..	..	..	273	167	..
Honours in Medicine . . . . .	..	..	..	..	..	..	..	..	..	..	..
Intermediate M.B., B.S. Examination	1	..	..	1	297	..	..	..	297	148	..
L.M.S. (b)	2	..	..	2	96	..	..	1	97	59	..
First M.B. (c)	1	..	..	1	302	..	..	..	302	134	..
First L.M.S. (d)	4	..	..	4	112	..	..	..	112	61	..
Additional Test in Chemistry	1	3	2	6	27	21	51	1	100	17	13
Preliminary Scientific M.B.	1	..	..	1	195	..	..	..	195	156	..
B.S. Sc.	1	..	..	1	3	..	..	..	3	2	..
Preliminary Scientific L.M.S.	2	6	..	8	325	50	..	..	375	222	16
Doctor of Hygiene	1	..	..	1	1	..	..	..	1	..	..
Bachelor of Hygiene	2	..	..	2	17	..	..	..	17	9	..
Combined Preliminary Scientific and First M.B. . . . .	..	..	..	..	..	..	..	..	..	..	..
Special certificate class examination for females . . . . .	..	..	..	..	..	..	..	..	..	..	..

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

TABLE VI.

Provinces of British India during the official year 1915-16.

PASSED.			RACE OR CREED OF PASSED SCHOLARS.									NATURE OF EXAMINATIONS.
Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadaans.	Bud-dhists.	Parsis.	Others.		
13	14	15	16	17	18	19	20	21	22	23	1	
												ARTS COLLEGES.
..	257	489	4	15	226	203	31	1	8	1	1	Doctor of Science.
..	35	80	1	..	22	55	2	..	..	..	..	Master of Arts.
..	..	87	2	6	72	7	..	..	..	..	..	Master of Science.
..	..	134	2	18	98	14	2	..	..	..	..	Bachelor of Arts (Honours Final).
841	328	4,099	16	156	1,861	1,616	332	30	46	33	33	Bachelor of Arts (Honours) Preliminary English language.
111	1	509	5	5	153	319	17	4	3	3	3	Bachelor of Arts.
..	163	183	..	4	113	40	5	..	..	1	1	Bachelor of Science.
1,354	424	6,164	52	178	2,658	2,478	619	48	75	56	56	First B.A.
341	8	928	4	7	258	547	43	10	8	45	45	First B.Sc.
2	12	93	..	1	35	36	21	..	..	..	..	Intermediate Examination in Arts.
..	..	..	..	..	..	..	..	..	..	..	..	Intermediate Examination in Science.
..	..	..	..	..	..	..	..	..	..	..	..	Previous Examination.
..	..	..	..	..	..	..	..	..	..	..	..	ORIENTAL COLLEGES.
..	..	..	..	..	..	..	..	..	..	..	..	Master of Oriental Learning.
..	..	..	..	..	..	..	..	..	..	..	..	Bachelor of Oriental Learning.
75	42	251	..	..	246	5	..	..	..	..	..	First Arts, Oriental Faculty.
..	..	2	..	..	..	..	2	..	..	..	..	Honours in Sanskrit.
..	13	17	..	1	..	1	15	..	..	..	..	Honours in Arabic.
..	17	18	..	..	..	..	..	..	..	..	18	Honours in Persian.
505	05	712	..	..	697	15	..	..	..	..	..	Honours in Gurmukhi.
2	2	10	..	..	..	..	10	..	..	..	..	Honours in Punjabi.
..	3	3	..	..	..	..	3	..	..	..	..	High Proficiency in Sanskrit
..	15	16	..	..	..	..	..	..	..	..	..	High Proficiency in Arabic.
..	..	..	..	..	..	..	..	..	..	..	..	High Proficiency in Persian.
..	5	5	..	..	..	1	..	..	..	..	..	High Proficiency in Punjabi.
233	136	397	..	..	367	30	..	4	..	..	..	High Proficiency in Hindi.
9	4	23	..	..	..	..	..	23	..	..	..	High Proficiency in Urdu.
..	5	5	..	1	1	..	..	2	..	..	..	Proficiency in Sanskrit.
..	4	4	..	..	..	4	..	..	..	..	..	Proficiency in Arabic.
..	4	4	..	..	..	..	..	..	..	..	1	Proficiency in Persian.
..	1	1	..	..	..	..	..	1	..	..	..	Proficiency in Hindi.
..	9	9	..	..	1	..	..	..	..	..	..	Proficiency in Urdu.
..	..	..	..	..	..	..	..	..	..	..	8	Proficiency in Punjabi.
..	..	..	..	..	..	..	..	..	..	..	..	Additional Examination in English for Oriental Titles.
..	..	..	..	..	..	..	..	..	..	..	..	COLLEGES FOR PROFESSIONAL TRAINING.
..	7	7	..	..	7	..	..	..	..	..	..	Law.
..	..	..	..	..	..	..	..	..	..	..	..	Doctor of Law.
547	79	1,368	..	12	628	552	153	1	17	5	5	Master of Law.
..	..	233	..	3	250	..	9	..	..	..	..	Honours in Law.
52	134	308	1	15	185	90	9	..	20	1	1	Bachelor of Law.
..	..	..	..	..	..	..	..	..	..	8	8	First LL.B.
28	14	463	..	1	171	268	23	..	..	..	..	First Examination in Law.
..	..	..	..	..	..	..	..	..	..	..	..	Special Test Examination in Law.
..	..	..	..	..	..	..	..	..	..	..	..	Intermediate Examination in Law.
38	9	607	..	2	211	359	35	..	..	..	..	Licentiate Examination in Law.
..	..	..	..	..	..	..	..	..	..	..	..	First Certificate Examination in Law.
..	..	..	..	..	..	..	..	..	..	..	..	Preliminary Examination in Law.
..	1	2	..	..	1	1	..	..	..	..	..	Medicine.
..	..	2	..	..	2	..	..	..	..	..	..	M. S.
..	..	99	3	1	32	63	..	..	..	..	..	M. D.
..	..	105	3	5	31	52	9	..	..	..	..	M. B. (a)
..	..	112	2	7	50	19	4	..	..	5	5	Final Professional Examination for M.B., B.S.
..	..	167	1	19	60	55	4	..	23	7	7	Second Professional Examination for M.B., B.S.
..	..	..	..	..	..	..	..	..	24	4	4	First Professional Examination for M. B., B.S.
..	..	148	2	17	101	..	6	..	..	..	..	Honours in Medicine.
..	1	60	..	13	29	10	..	..	21	1	1	Intermediate M.B., B.S. Examination.
..	..	134	4	2	39	83	3	..	7	..	..	L. M. S. (b)
..	..	61	..	9	38	8	..	2	1	..	..	First M.B. (c)
21	1	52	..	2	2	28	6	..	5	..	..	First L.M.S. (d)
..	..	156	5	2	34	102	11	..	..	14	14	Additional Test in Chemistry.
..	..	2	..	..	1	1	..	1	..	..	..	Preliminary Scientific M.B.
..	..	238	3	29	157	10	8	..	28	..	3	B.S. Sc.
..	..	..	..	..	..	..	..	..	..	..	..	Preliminary Scientific L.M.S.
..	..	..	..	2	5	..	..	..	..	..	..	Doctor of Hygiene.
..	..	..	..	..	..	..	..	..	..	..	..	Bachelor of Hygiene.
..	..	..	..	..	..	..	..	..	..	..	..	Combined Preliminary Scientific and First M.B.
..	..	..	..	..	..	..	..	..	..	..	..	Special certificate class examination for females.

(c) Third, Second and First M.B. and C.M. Examination in Madras.

(d) Second and First L. M. S. Examination in Madras and Bombay.

Results of the prescribed examinations in the several

NATURE OF EXAMINATIONS.	NUMBER OF INSTITUTIONS SENDING EXAMINEES.				NUMBER OF EXAMINEES.					NUMBER	
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public Management.	Aided Institutions.
1	2	3	4	5	6	7	8	9	10	11	12
COLLEGES FOR PROFESSIONAL TRAINING—contd.											
<i>Engineering.</i>											
M. C. E.	4	..	..	4	122	..	..	..	122	69	..
B. C. E.	2	..	..	2	89	..	..	..	89	42	..
L. C. E.	..	..	..	..	..	..	..	..	..	..	..
First L. C. E.	..	..	..	..	..	..	..	..	..	..	..
Examination in Art drawing	1	..	..	1	62	..	..	..	62	41	..
First Examination in Engineering	2	..	..	2	56	..	..	..	56	36	..
Second Examination in Engineering	..	..	..	..	..	..	..	..	..	..	..
Roorkee College Examinations—	..	..	..	..	..	..	..	..	..	..	..
Civil Engineer	1	..	..	1	19	..	..	..	19	19	..
Electrical Engineer	1	..	..	1	33	..	..	..	33	33	..
Upper Subordinate	..	..	..	..	40	..	..	..	40	40	..
Lower Subordinate	..	..	..	..	..	..	..	..	..	..	..
<i>Teaching.</i>	18	55	..	73	610	119	..	43	772	520	85
<i>Agriculture.</i>											
L. Ag. (e)	3	..	..	3	48	..	..	..	48	41	..
Second L. Ag.	1	..	..	1	23	..	..	..	23	23	..
First L. Ag.	1	..	..	1	31	..	..	..	31	20	..
<i>Veterinary.</i>											
Commercial.	4	..	..	4	150	..	..	..	150	111	..
Commercial.	1	1	1	3	186	4	10	..	200	103	..
SCHOOLS FOR GENERAL EDUCATION.											
Matriculation Examination	217	512	344	1,073	6,374	10,084	8,109	2,081	26,048	3,815	5,351
Boys	10	42	7	59	49	182	35	58	324	39	106
Girls	8	..	..	8	44	..	..	..	44	21	..
"B" Final Examination	128	230	18	376	3,275	6,171	376	128	9,950	1,848	4,898
Boys	4	10	..	23	17	96	..	2	115	17	94
Girls	3	29	1	33	26	195	1	1	223	22	102
High School Examination for Europeans.	2	20	2	24	9	76	2	1	88	5	49
High School Scholarship Examination	..	..	..	..	..	..	..	..	..	..	..
Boys	..	8	..	8	..	60	..	..	60	..	28
Girls	..	14	..	14	..	81	..	..	81	..	53
Elementary certificate Examination	..	..	..	..	..	..	..	29	29	..	..
Public Service certificate Examination	..	1	..	1	..	24	..	..	24	..	24
Cambridge Preliminary Examination	..	26	1	27	..	146	5	..	151	..	88
Boys	..	26	4	30	..	165	30	12	207	..	68
Girls	..	8	..	8	..	48	..	..	48	..	32
Cambridge Senior Examination	1	35	3	39	11	237	27	..	275	5	148
Boys	1	11	..	12	7	62	..	..	69	6	43
Girls	855	2,181	889	3,925	17,953	25,260	17,532	3,627	64,372	12,239	17,845
Middle School Examination	45	203	13	261	266	1,303	90	216	1,875	173	830
Boys	1,357	102	113	1,572	7,554	569	596	1,895	10,614	4,411	333
Girls	9,903	9,545	1,005	20,453	101,335	64,033	23,171	85	188,624	66,783	45,626
Vernacular Final Examination	781	901	14	1,696	3,556	4,804	42	20	8,422	2,317	3,260
Upper Primary Examination	9,277	33,990	2,202	45,469	67,722	158,462	17,500	..	243,684	43,619	113,926
Boys	769	3,439	152	4,360	6,750	14,296	180	..	21,226	4,377	10,452
Girls	..	..	..	..	..	..	..	..	..	..	..
SCHOOLS FOR SPECIAL INSTRUCTION.											
Training School Examination for Masters.	170	14	..	184	3,148	234	20	744	4,146	2,725	141
Upper	475	36	1	512	6,193	626	8	362	7,189	4,517	369
Lower	25	42	5	72	406	300	29	41	776	314	226
Training School Examination for Mistresses.	24	40	..	64	241	377	..	18	636	136	230
Upper	41	1,532	..	1,573	54	1,770	..	11	1,835	26	619
Lower	..	..	..	..	..	..	..	..	..	..	..
Teachers' Examination for students outside Training School.	73	25	1	99	1,149	324	4	4,286	5,763	760	177
Schools of Art Examination	22	..	..	22	890	..	..	..	890	732	..
Medical Examination	23	3	1	27	467	13	..	323	803	331	9
Examination in Engineering	10	19	1	30	241	515	227	484	1,467	199	421
Examination in Surveying	5	5	58	68	94	211	670	45	1,020	53	133
Industrial School Examination	1	..	..	1	128	1	..	7	135	108	..
Commercial School Examination	1	..	..	1	1	3,293	136	56	3,486	..	1,502
Agricultural School Examination	4	7	..	11	329	244	..	25	598	201	85
Sanskrit Title Examination	4	449	3	456	7	1,073	8	..	1,088	4	705
Madrasa Central Examination	1	..	..	1	6	..	..	..	6	6	..
Madrasa Maktab Examination	1	..	..	1	55	..	..	..	55	32	..
Language Teachers' certificate Examination	1	..	..	1	4	..	..	..	4	4	..
Departmental Special Vernacular Examination	1	..	..	1	..	..	..	..	..	..	..
Special Manual Training Examination	1	..	..	1	..	..	..	..	..	..	..
Other Schools Examination	315	513	228	1,056	5,006	3,573	1,055	667	10,301	2,344	1,427

(c) Includes 229 students passed in the examination in Engineering and Surveying
NOTE.—In Madras and Bombay students have not, in some cases, been distinguished

TABLE VI—concl'd.

Provinces of British India during the official year 1915-16—concl'd.

PASSED.			RACE OR CREED OF PASSED SCHOLARS									NATURE OF EXAMINATIONS.
Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muham-madans.	Bud-dhists.	Parsis.	Others.		
13	14	15	16	17	Brah-mans.	Non-Brah-mans.	20	21	22	23	1	
COLLEGES FOR PROFESSIONAL TRAINING cont'd.												
<i>Engineering.</i>												
..	..	69	..	3	46	14	1	1	4	..	M. C. E.	
..	..	42	..	4	23	15	..	..	..	..	B. C. E.
..	..	..	..	..	..	..	..	..	..	..	L. C. E.
..	..	..	..	..	..	..	..	..	..	..	First L. C. E.
..	..	41	..	..	33	..	1	..	7	..	Examination in Art drawing.
..	..	36	..	1	27	..	1	..	7	..	First Examination in Engineering.	
..	..	19	2	..	2	13	2	..	..	..	Second Examination in Engineering.
..	..	33	16	..	3	14	..	..	..	..	Roorkee College Examinations—
..	..	40	..	..	11	29	..	..	..	..	Civil Engineer.
..	28	633	45	40	206	198	106	..	..	38	Electrical Engineer.
<i>Teaching.</i>												
<i>Agriculture.</i>												
..	..	41	1	1	22	8	3	..	2	4	L. Ag. (e)	
..	..	23	..	1	20	..	..	..	2	..	Second L. Ag.
..	..	20	..	..	16	..	..	..	4	..	First L. Ag.
..	..	111	1	1	33	25	36	..	2	13	<i>Veterinary.</i>	
1	..	104	..	1	80	1	2	..	20	..	<i>Commercial.</i>	
SCHOOLS FOR GENERAL EDUCATION.												
4,365	543	14,074	19	178	4,811	6,242	2,037	185	220	382	Boys } Matriculation Examinations.	
19	17	181	5	63	43	38	..	2	30	7	Girls } "B" Final Examination.	
267	25	7,038	16	490	3,748	2,207	406	142	19	10	Boys } School Final.	
..	1	112	6	94	1	9	..	1	..	1	Girls } High School Examination for Eu-	
..	1	125	101	8	1	2	3	2	6	2	Boys } ropeans.	
2	1	57	53	2	..	..	..	..	1	1	Girls } High School Scholarship Examination.
..	..	..	..	..	..	..	..	..	..	..	Boys } Elementary certificate Examination.
..	..	28	28	..	..	..	..	..	..	..	Girls } Public Service certificate Examination.
..	..	53	53	..	..	..	..	..	..	..	Boys } Cambridge Preliminary Examination.
..	10	19	..	..	..	..	1	17	..	1	Girls } Cambridge Senior Examination.
3	..	24	24	..	..	..	..	..	..	..	Boys } Cambridge Junior Examination.
19	1	91	64	12	2	1	1	..	10	1	Girls } Middle School Examination.	
..	..	88	78	2	..	1	..	..	4	3	Boys } Vernacular Final Examination.
..	..	32	31	..	..	..	..	..	..	1	Girls } Upper Primary Examination.
10	..	172	146	5	..	5	1	..	9	6	Boys } Lower Primary Examination.	
..	..	49	39	..	..	1	..	..	..	9	Girls } ..
13,371	1,443	44,698	169	604	10,674	22,927	8,231	1,560	340	193	Boys } ..	
45	85	1,139	133	336	120	310	60	52	105	23	Girls } ..	
250	429	5,423	..	28	1,501	2,438	1,189	..	..	267	Boys } ..
18,292	58	130,709	220	2,509	24,800	70,858	21,644	8,921	279	1,478	Boys } ..	
29	11	5,617	154	779	993	2,087	315	840	371	78	Girls } ..	
13,692	..	171,237	2	4,106	18,579	84,169	34,268	27,319	861	1,933	Boys } ..	
135	..	14,964	..	923	2,057	5,941	1,582	3,405	920	136	Girls } ..	
SCHOOLS FOR SPECIAL INSTRUCTION.												
47	378	3,291	21	150	1,250	1,841	404	86	1	88	Upper } Training School Examination for	
3	185	5,074	2	337	1,543	1,974	1,022	111	..	85	Lower } Masters.	
11	15	566	51	214	110	11	116	35	12	17	Upper } Training School Examination for	
..	2	368	33	223	10	38	17	44	..	3	Lower } Mistresses.	
..	5	650	8	7	3	..	16	607	..	9	Teachers' Examination for students outside	
3	1,999	2,939	37	329	934	1,330	281	7	4	11	Training School.	
..	..	732	6	68	265	288	43	24	10	28	Schools of Art Examination.	
..	257	(d)597	5	9	92	186	26	36	..	14	Medical Examination.	
91	350	1,061	43	319	106	371	196	..	12	11	(Examination in Engineering.	
261	11	458	20	25	92	176	34	..	106	6	{ Examination in Surveying.	
..	7	115	..	..	..	56	59	..	..	..	Industrial School Examination.
31	19	1,552	..	..	1,393	158	1	..	..	..	Commercial School Examination.
..	15	301	..	..	..	..	301	..	..	..	Agricultural School Examination.
1	..	710	..	..	2	50	658	..	..	..	Sanskrit Title Examination.
..	..	6	..	..	4	..	2	..	..	..	Madrasa Central Examination.
..	..	32	..	1	13	7	11	..	..	..	Madrasa Maktab Examination.
..	..	4	..	..	1	3	..	..	..	..	Language Teachers' certificate Examination.
450	297	4,518	92	200	1,435	2,276	305	80	164	16	Departmental Special Vernacular Examination.	
Other Schools Examination.												

from the different institutions in Madras, the race and creed of whom is not available. between Brahmans and non-Brahmans. They have hence been shown under Brahmans.

Return showing the distribution of Local Board and Municipal Expenditure

OBJECTS OF EXPENDITURE.	EXPENDITURE OF LOCAL						
	IN INSTITUTIONS MANAGED						
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Fund.	Municipal Grants.
1	2	3	4	5	6	7	8
UNIVERSITY EDUCATION.							
<i>Arts Colleges.</i>							
English . . . . .	..	..	..	..	..	..	..
Oriental	1	47	49	44	..	8,387	..
<i>Colleges or Departments of Colleges for Professional Training.</i>							
Law . . . . .	..	..	..	..	..	..	..
Medicine . . . . .	..	..	..	..	..	..	..
Engineering . . . . .	..	..	..	..	..	..	..
Teaching . . . . .	..	..	..	..	..	..	..
Agriculture . . . . .	..	..	..	..	..	..	..
TOTAL	1	47	49	44	..	8,387	..
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
For Boys—							
High Schools	23	9,289	9,307	8,405	2,228	53,732	6,447
Middle Schools { English	187	28,200	27,912	23,841	5,742	1,73,485	17,024
{ Vernacular	899	118,060	117,437	94,520	355	9,74,259	29,921
For Girls—							
High Schools . . . . .	..	..	..	..	..	..	..
Middle Schools { English . . . . .	..	..	..	..	..	..	..
{ Vernacular	16	1,678	1,576	1,181	..	16,339	4,239
TOTAL	1,125	157,227	156,232	127,947	8,325	12,17,815	57,631
<i>Primary Schools.</i>							
For Boys	32,734	1,898,077	1,832,219	1,431,911	25,04,762	75,22,776	86,749
For Girls	2,029	91,094	87,303	65,251	1,15,810	5,55,705	13,690
TOTAL	34,763	1,989,171	1,919,522	1,497,162	26,20,572	80,78,481	1,00,439
SCHOOL EDUCATION, SPECIAL.							
Training Schools for Masters	314	2,704	2,692	2,586	14,480	2,76,550	555
Training Schools for Mistresses	2	9	9	9	..	1,185	..
Schools of Art . . . . .	..	..	..	..	..	..	..
Law Schools . . . . .	..	..	..	..	..	..	..
Medical Schools . . . . .	..	..	..	..	..	..	..
Engineering and Surveying Schools . . . . .	..	..	..	..	..	..	..
Technical and Industrial Schools	26	1,742	1,610	1,305	10,329	83,865	585
Commercial Schools . . . . .	..	..	..	..	..	..	..
Agricultural Schools . . . . .	..	..	..	..	..	..	..
Other Schools	5	151	127	103	1,077	310	..
TOTAL	347	4,606	4,438	4,003	25,886	3,61,910	1,140
Buildings . . . . .	..	..	..	..	90,101	33,86,826	5,002
Furniture and apparatus . . . . .	..	..	..	..	4,281	1,52,876	41
TOTAL	..	..	..	..	94,382	35,39,702	5,043
University . . . . .	..	..	..	..	..	..	..
Inspection . . . . .	..	..	..	..	..	..	..
Scholarships held in { Arts Colleges . . . . .	..	..	..	..	..	..	..
{ Medical Colleges . . . . .	..	..	..	..	..	..	..
{ Other Professional Colleges . . . . .	..	..	..	..	..	..	..
{ Secondary Schools . . . . .	..	..	..	..	..	..	..
{ Primary Schools . . . . .	..	..	..	..	..	..	..
{ Medical Schools . . . . .	..	..	..	..	..	..	..
{ Technical and Industrial Schools . . . . .	..	..	..	..	..	..	..
{ Other Special Schools . . . . .	..	..	..	..	..	..	..
Miscellaneous . . . . .	..	..	..	..	..	..	..
TOTAL	..	..	..	..	..	..	..
(GRAND) TOTAL	36,236	2,151,051	2,080,241	1,629,156	27,49,165	1,32,06,295	1,64,253

TABLE VII.

on Public Instruction in British India for the official year 1915-16.

BOARDS ON PUBLIC INSTRUCTION.

BY LOCAL BOARDS.			Total.	IN INSTITUTIONS MANAGED BY			Total Local Boards' expenditure on Public Instruction.	OBJECTS OF EXPENDITURE.
Fees.	Subscriptions.	Endowments and other sources.		Government.	Municipal Boards.	Private persons or Associations.		
9	10	11	12	13	14	15	16	1
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
38	..	..	8,425	..	..	18,800 270	18,800 8,657	UNIVERSITY EDUCATION. <i>Arts Colleges.</i> English. Oriental.
..	..	..	..	..	..	..	..	<i>Colleges or Departments of Colleges for Professional Training.</i>
..	..	..	..	..	..	..	..	Law. Medicine. Engineering. Teaching. Agriculture.
..	..	..	..	2,196	..	..	2,196	
..	
38	..	..	8,425	2,196	..	19,070	29,653	TOTAL.
2,01,985	1,418	1,661	2,67,471	325	3,160	21,887	79,104	SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i>
3,15,403	5,803	2,053	5,19,510	..	8,444	2,44,044	4,25,973	For Boys— High Schools. English. } Middle Schools. Vernacular }
2,15,828	5,031	1,376	12,26,770	..	5,767	2,39,596	12,19,622	For Girls— High Schools. English. } Middle Schools. Vernacular }
..	
..	..	3	20,581	96	..	2,185 22,911	2,185 39,346	
7,33,216	12,252	5,093	20,34,332	421	17,371	5,30,623	17,66,230	TOTAL.
7,66,748 534	35,526 1,890	28,802 557	1,09,45,363 6,87,986	576 309	50,075 13,246	24,56,187 4,39,384	1,00,20,614 10,08,734	For Boys. For Girls. <i>Primary Schools.</i>
7,67,282	37,216	29,359	1,16,33,349	975	63,321	28,95,571	1,10,38,348	TOTAL.
..	..	10	2,91,595	65,068	..	656	3,42,274	SCHOOL EDUCATION, SPECIAL.
..	..	..	1,185	9,537	..	720	11,442	Training Schools for Masters. Training Schools for Mistresses. Schools of Art. Law Schools. Medical Schools. Engineering and Surveying Schools. Technical and Industrial Schools. Commercial Schools. Agricultural Schools. Other Schools.
..	
..	..	..	..	3,939	..	..	3,939	
..	..	..	..	142	..	200	342	
5,262	42	6,504	1,06,587	3,858	2,200	18,265	1,08,188	
..	
..	..	..	..	644	..	..	644	
90	104	..	1,581	..	..	1,28,264	1,28,574	
5,352	146	6,514	4,00,948	83,188	2,200	1,48,105	5,95,403	TOTAL.
218 351	23,625 41	13,649 313	35,19,421 1,57,903	3,771 13	16,322 194	1,53,870 55,701	35,60,789 2,08,784	Buildings. Furniture and apparatus.
569	23,666	13,962	36,77,324	3,784	16,516	2,09,571	37,69,573	TOTAL.
..	..	..	..	..	..	..	25	University. Inspection.
..	..	..	..	..	..	..	1,68,261	Scholarships held in
..	..	..	..	..	..	..	14,128	{ Arts Colleges. Medical Colleges. Other Professional Colleges. Secondary Schools. Primary Schools. Medical Schools. Technical and Industrial Schools. Other Special Schools.
..	..	..	..	..	..	..	1,233	
..	..	..	..	..	..	..	3,230	
..	..	..	..	..	..	..	1,97,368	
..	..	..	..	..	..	..	78,299	
..	..	..	..	..	..	..	5,787	
..	..	..	..	..	..	..	24,339	
..	..	..	..	..	..	..	10,076	
..	..	..	..	..	..	..	8,35,501	Miscellaneous.
..	..	..	..	..	..	..	8,38,245	TOTAL.
15,06,457	73,280	64,928	1,77,54,376	90,564	99,408	38,02,940	1,80,37,452	GRAND TOTAL.

Return showing the distribution of Local Board and Municipal Expenditure on

OBJECTS OF EXPENDITURE.	EXPENDITURE OF MUNICIPAL BOARDS							
	IN INSTITUTIONS MANAGED BY							
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.	Local Boards' Grants.	Fees.
1	2	3	4	5	6	7	8	9
UNIVERSITY EDUCATION.								
<i>Arts Colleges.</i>					Rs.	Rs.	Rs.	Rs.
English	4	507	521	491	7,194	34,397	..	44,689
Oriental . . . . .	..	..	..	..	..	..	..	..
<i>Colleges or Departments of Colleges for Professional Training.</i>								
Law	1	2	2	2	..	..	..	215
Medicine . . . . .	..	..	..	..	..	..	..	..
Engineering . . . . .	..	..	..	..	..	..	..	..
Teaching . . . . .	..	..	..	..	..	..	..	..
Agriculture . . . . .	..	..	..	..	..	..	..	..
TOTAL	5	509	523	403	7,194	34,397	..	44,904
SCHOOL EDUCATION, GENERAL.								
<i>Secondary Schools.</i>								
<i>For Boys—</i>								
High Schools	37	14,723	14,888	13,137	56,437	86,930	3,160	3,26,036
Middle Schools { English	144	20,689	20,672	17,794	38,093	2,16,959	8,444	2,04,974
{ Vernacular	40	7,318	7,210	5,935	..	58,420	5,767	6,826
<i>For Girls—</i>								
High Schools . . . . .	..	..	..	..	..	..	..	..
Middle Schools { English	2	170	166	125	3,251	5,615	..	711
{ Vernacular	14	2,082	1,968	1,455	855	28,598	..	140
TOTAL	237	44,982	44,904	38,446	98,636	3,96,522	17,371	5,38,687
<i>Primary Schools.</i>								
For Boys	1,873	220,708	214,580	168,879	3,99,715	14,27,728	50,075	1,58,658
For Girls	644	51,169	49,279	34,360	1,00,239	4,10,878	13,246	6,800
TOTAL	2,517	271,877	263,859	203,248	4,99,954	18,38,606	63,321	1,65,458
SCHOOL EDUCATION, SPECIAL.								
<i>Schools for Special Instruction.</i>								
Training Schools for Masters	3	22	22	22	..	3,235	..	..
Training Schools for Mistresses	3	48	43	38	1,973	2,600	..	..
Schools of Art . . . . .	..	..	..	..	..	..	..	..
Law Schools . . . . .	..	..	..	..	..	..	..	..
Medical Schools . . . . .	..	..	..	..	..	..	..	..
Engineering and Surveying Schools . . . . .	..	..	..	..	..	..	..	..
Technical and Industrial Schools	13	1,167	1,155	978	6,779	32,610	2,200	1,473
Commercial Schools	1	29	29	27	780	1,765	..	325
Agricultural Schools . . . . .	..	..	..	..	..	..	..	..
Reformatory Schools . . . . .	..	..	..	..	..	..	..	..
Other Schools	7	183	175	116	1,087	2,178	..	..
TOTAL	27	1,449	1,424	1,181	10,619	42,388	2,200	1,798
Buildings . . . . .	..	..	..	..	1,05,361	7,15,502	16,322	..
Furniture and apparatus . . . . .	..	..	..	..	4,838	31,701	194	103
TOTAL	..	..	..	..	1,10,199	7,47,203	16,516	103
University . . . . .	..	..	..	..	..	..	..	..
Inspection . . . . .	..	..	..	..	..	..	..	..
Scholarships held in { Arts Colleges . . . . .	..	..	..	..	..	..	..	..
{ Medical Colleges . . . . .	..	..	..	..	..	..	..	..
{ Other Professional Colleges . . . . .	..	..	..	..	..	..	..	..
{ Secondary Schools . . . . .	..	..	..	..	..	..	..	..
{ Primary Schools . . . . .	..	..	..	..	..	..	..	..
{ Medical Schools . . . . .	..	..	..	..	..	..	..	..
{ Technical and Industrial Schools . . . . .	..	..	..	..	..	..	..	..
{ Other Special Schools . . . . .	..	..	..	..	..	..	..	..
Miscellaneous . . . . .	..	..	..	..	..	..	..	..
TOTAL	..	..	..	..	..	..	..	..
GRAND TOTAL	2,786	318,817	310,710	243,368	7,26,602	30,59,116	99,408	7,50,950

TABLE VII—contd.

Public Instruction in British India for the official year 1915-16—contd.

ON PUBLIC INSTRUCTION.

MUNICIPAL BOARDS.			IN INSTITUTIONS MANAGED BY			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local and Municipal Boards on Public Instruction.	OBJECTS OF EXPENDITURE.
Subscriptions.	Endowments and all other sources.	Total.	Government.	Local Boards.	Private persons or Associations.			
10	11	12	13	14	15	16	17	1
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
..	463	86,743	..	..	22,965	57,362	76,162	UNIVERSITY EDUCATION. <i>Arts Colleges.</i> English. Oriental.
..	..	..	..	..	360	360	9,017	
..	..	215	..	..	..	..	..	Colleges or Departments of Colleges for Professional Training. Law. Medicine. Engineering. Teaching. Agriculture.
..	..	..	1,131	..	..	1,131	3,327	
..	
..	463	86,958	1,131	..	23,325	58,853	88,506	TOTAL.
26	2,785	4,75,374	157	6,447	2,00,391	2,93,925	3,73,029	SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i> For Boys— High Schools. English } Middle Schools. Vernacular }
1,934	4,611	4,75,015	..	17,024	1,68,856	4,02,839	8,28,812	
..	36	71,049	..	29,921	82,042	1,70,383	13,90,005	
..	..	..	..	..	23,436	23,436	23,436	For Girls— High Schools. English } Middle Schools. Vernacular }
48	69	9,694	..	..	39,886	45,501	47,686	
..	30	29,623	150	4,239	46,985	79,972	1,19,318	
2,008	7,531	10,60,755	307	57,631	5,61,596	10,16,056	27,82,286	TOTAL.
10,568	7,505	20,54,249	776	86,749	3,62,061	18,77,314	1,19,06,928	Primary Schools. For Boys. For Girls.
221	4,068	5,35,452	491	13,690	1,54,417	5,79,476	15,88,210	
10,789	11,573	25,89,701	1,267	1,00,439	5,16,478	24,56,790	1,34,95,138	TOTAL.
..	..	3,235	7,483	555	84	11,357	3,53,631	SCHOOL EDUCATION, SPECIAL. <i>Schools for Special Instruction.</i> Training Schools for Masters. Training Schools for Mistresses. Schools of Art. Law Schools. Medical Schools. Engineering and Surveying Schools. Technical and Industrial Schools. Commercial Schools. Agricultural Schools. Reformatory Schools. Other Schools.
..	..	4,573	3,740	..	565	13,905	18,347	
..	..	..	..	..	450	450	450	
..	..	..	..	..	1,500	1,500	5,439	
..	..	..	90	..	150	240	582	
..	5,095	48,157	..	585	32,026	65,821	1,74,009	
..	..	2,870	..	..	..	1,765	1,765	
..	..	..	..	..	..	..	644	
36	..	3,301	2,800	..	33,644	38,622	1,67,196	
36	5,095	62,136	14,113	1,140	69,019	1,26,660	7,22,063	TOTAL.
10,537	1,683	8,49,405	133	5,002	54,959	7,75,506	43,36,385	Buildings. Furniture and apparatus.
..	..	36,836	..	41	6,704	38,446	2,47,230	
10,537	1,683	8,86,241	133	5,043	61,663	8,14,042	45,83,615	TOTAL.
..	..	..	..	..	..	25	25	University. Inspection. Scholarships held in Arts Colleges. Medical Colleges. Other Professional Colleges. Secondary Schools. Primary Schools. Medical Schools. Technical and Industrial Schools. Other Special Schools. Miscellaneous.
..	..	..	..	..	..	15,162	1,83,423	
..	..	..	..	..	..	7,885	22,011	
..	..	..	..	..	..	254	1,487	
..	..	..	..	..	..	264	3,494	
..	..	..	..	..	..	26,125	2,23,493	
..	..	..	..	..	..	5,801	84,100	
..	..	..	..	..	..	96	5,893	
..	..	..	..	..	..	5,794	30,133	
..	..	..	..	..	..	2,153	12,229	
..	..	..	..	..	..	1,05,405	4,40,906	
..	..	..	..	..	..	1,68,930	10,07,184	TOTAL.
23,370	26,315	46,85,791	10,951	1,64,253	12,32,081	46,41,340	2,26,78,792	GRAND TOTAL.

Attendance and expenditure in hostels

1	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS			
	Hostels or Boarding Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
1	2	3	4	5	6	7
MANAGED BY GOVERNMENT—						
Boys	687	25,783	3,249	1,964	10,109	571
Girls	46	1,722	44	30	943	137
MANAGED BY LOCAL OR MUNICIPAL BOARDS—						
Boys	836	17,935	145	..	15,599	1,012
Girls	1	2	..	..	..	..
AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—						
Boys	604	28,093	2,722	135	18,587	5,235
Girls,	245	13,095	31	27	8,919	3,290
UNAIDED—						
Boys	1,120	40,468	5,859	293	24,625	7,179
Girls	225	12,843	148	154	5,394	6,231
TOTAL—						
Boys	3,247	112,279	11,975	2,392	68,920	13,997
Girls	517	27,662	223	211	15,256	9,658
GRAND TOTAL .	3,764	139,941	12,198	2,603	84,176	23,655

TABLE VIII.

or boarding houses for the official year 1915-16.

OF		EXPENDITURE FROM				Total expenditure.	1
Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.			
8	9	10	11	12	13		
	Rs.	Rs.	Rs.	Rs.	Rs.		
			(a)			MANAGED BY GOVERNMENT—	
9,890	5,09,709	1,093	1,34,575	8,26,212	14,71,589	Boys.	
568	1,37,716	..	45,134	57,932	2,40,782	Girls.	
						MANAGED BY LOCAL OR MUNICIPAL BOARDS—	
1,179	1,256	1,15,543	10,470	91,714	2,18,983	Boys.	
2	..	24	..	..	24	Girls.
			(b)			AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—	
1,414	3,77,770	39,165	6,38,292	10,44,275	20,99,502	Boys.	
828	2,81,499	13,652	3,78,283	7,78,654	14,52,088	Girls.	
						UNAIDED—	
2,512	768	330	6,98,009	10,78,937	17,78,044	Boys.	
916	33	15	4,35,928	2,42,871	6,78,847	Girls.	
			(c)			TOTAL—	
14,995	8,89,503	1,56,131	14,81,346	30,41,138	55,68,118	Boys.	
2,314	4,19,248	13,691	8,59,345	10,79,457	23,71,741	Girls.	
17,309	13,08,751	1,69,822	23,40,691	41,20,595	79,39,859	GRAND TOTAL.	

(a) Includes Rs. 120 from Native State Revenues in the Bombay Presidency.
 (b) Includes Rs. 2,000 from Native State Revenues in the Bombay Presidency.
 (c) Includes Rs. 2,120 from Native State Revenues in the Bombay Presidency.

Number and qualification of teachers in the several

		(a) IN PRIMARY SCHOOLS.					(b) IN MIDDLE SCHOOLS.					
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1		2	3	4	5	6	7	8	9	10	11	
In Schools for Indians	Teachers of vernacular.	Trained	764	23,744	3,471	11,287	663	333	4,269	427	3,727	934
		Untrained	826	30,771	4,775	67,988	11,537	195	1,446	278	5,688	1,372
	TOTAL	1,590	54,515	8,246	79,275	12,200	578	5,715	705	9,415	2,306	
	Anglo-Vernacular Teachers and Teachers of classical languages.	Trained	1,107	8,152	1,181	8,497	487	329	374	195	1,424	105
		Untrained	357	5,101	486	24,224	4,480	277	452	557	4,364	2,048
		TOTAL	1,464	13,253	1,617	32,721	4,967	606	826	752	6,288	2,153
	..	Possessing a degree	6	1	2	21	..	58	44	56	308	89
		Possessing no degree	1,458	13,252	1,615	32,700	4,967	548	782	696	5,980	2,064
		TOTAL	1,464	13,253	1,617	32,721	4,967	606	826	752	6,288	2,153
	In Schools for Europeans.	..	Trained	3	196	2	2	509	8
Untrained			1	..	..	203	2	7	..	..	573	35
TOTAL		4	..	..	399	4	9	..	..	1,082	43	
Possessing a degree . . . . .		..	..	..	1	..	2	..	..	66	6	
Possessing no degree		4	..	..	398	4	7	..	..	1,016	37	
TOTAL	4	..	..	399	4	9	..	..	1,082	43		
GRAND TOTAL OF ALL TEACHERS		3,058	67,768	9,863	112,395	17,171	1,193	6,541	1,457	16,785	4,502	

TABLE IX.

Provinces of British India for the official year 1915-16.

(c) IN HIGH SCHOOLS.					(d) IN COLLEGES.					Total.		
Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.			
12	13	14	15	16	17	18	19	20	21	22	1	
436	32	30	008	430	1	..	..	..	..	51,515	Trained	} Teachers of vernacular.
267	17	20	925	911	..	..	..	1	..	127,017	Untrained	
703	49	50	1,833	1,341	1	..	..	1	..	178,532	TOTAL.	
1,372	208	273	3,062	210	60	3	14	212	15	27,236	Trained	} In Schools for Indians.
1,893	125	325	6,708	5,027	507	9	16	835	282	58,663	Untrained	
3,265	333	598	9,860	5,237	573	12	30	1,047	297	85,899	TOTAL.		} Anglo-Vernacular Teachers and Teachers of classical languages.
1,255	80	183	2,912	1,450	521	2	22	892	272	8,114	Possessing a degree	} In Schools for Europeans.
2,010	253	415	6,948	3,787	52	10	8	215	25	77,785	Possessing no degree	
3,265	333	598	9,860	5,237	573	12	30	1,047	297	85,899	TOTAL.	
45	..	..	697	28	..	..	..	5	..	1,495	Trained	} In Schools for Europeans.
40	..	..	624	39	..	..	..	4	4	1,532	Untrained	
85	..	..	1,321	67	..	..	..	9	4	3,027	TOTAL	
11	..	..	187	8	..	..	..	7	3	291	Possessing a degree	} In Schools for Europeans.
74	..	..	1,134	59	..	..	..	2	1	2,736	Possessing no degree	
85	..	..	1,321	67	..	..	..	9	4	3,027	TOTAL.	
4,053	382	657	13,014	6,645	574	12	30	1,057	301	237,158	GRAND TOTAL OF ALL TEACHERS.	

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