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Government of Bengal

**Seventh Quinquennial Review
on the Progress of Education
in Bengal**

**For the Years
1922-23—1926-27**

By
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Seventh Quinquennial Review on the Progress of Education in Bengal, 1922-23—1926-27.

CHAPTER I.

Introductory.

1. **General statistics.**—The Presidency of Bengal, excluding the Native States, has an area of 76,843 square miles and a population, according to the census of 1921, of 46,695,536. The area is smaller and the population larger than that of most other Indian provinces.

The Muhammadans form the majority of the population, especially in East Bengal—25,210,802; the Hindus come next with 20,203,527; Christians number 147,081 and other communities 1,134,126.

The population is mainly rural. There are 116 municipalities, 130 towns with a population of 3,186,300 and 84,981 villages. There are 5 administrative divisions and 25 district boards.

2. Educational statistics: pupils—

(i) Percentages of pupils to total population.

		Men and boys to total male population.	Women and girls to total female population.	Both sexes under instruction to total population.
1921-22	..	6.38	1.54	4.05
1926-27	..	7.94	1.88	5.02

It should be noted that, for the total population, the census figures of 1921 are taken throughout; so the increase is, to some extent, fictitious.

(ii) Institutions and pupils.

	Institutions.			Pupils.		
	1922.	1927.	Increase or decrease.	1922.	1927.	Increase or decrease.
Universities	2	2	..	1,637	1,714	+27
Arts colleges	36	45	+9	16,942	22,420	+5,476
Professional colleges ..	10	17	+7	4,653	6,322	+1,669
Secondary schools ..	2,678	2,805	+127	323,166	403,440	+75,274
Primary schools ..	47,783	52,800	+5,016	1,435,908	1,741,504	+305,596
Special schools ..	1,420	3,155	+1,735	49,350	114,476	+65,126
Unrecognised schools ..	1,840	1,610	-230	55,437	53,504	-1,933
Total ..	53,769	60,443	+6,674	1,892,141	2,343,380	+451,239

(iii) Stages of instruction.

	1922.	1927.	Increase or decrease.
College stage ..	23,282	30,456	+7,174
High school stage ..	92,811	104,633	+11,822
Middle stage ..	78,477	97,569	+19,092
Primary stage ..	1,592,784	1,942,742	+349,958
Special schools ..	49,350	114,476	+65,126
Unrecognised institutions	55,437	53,504	-1,933

(iv) Pupils according to race or creed.

	1921-22.	1926-27.
Europeans	9,443	9,610
Indian Christians	13,517	13,588
Hindus—		
Educationally advanced ..	882,425	823,323
Educationally backward ..	82,852	344,179
Muhammadans	880,675	1,140,140
Buddhists	9,565	10,005
Others	13,664	2,535
Total	1,892,141	2,343,380

3. **Expenditure.**—The sanctioned estimate of receipts in the Government Education budget for 1921-22 was Rs. 11,00,000 and of expenditure Rs. 1,26,05,000. For 1926-27, the estimated receipts were Rs. 11,81,000 and expenditure Rs. 1,36,95,000.

(v) Total Expenditure by sources.

	Government funds.	Board funds.	Fees.	Other sources.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	1,35,45,045	16,53,697	1,28,33,634	53,54,480	3,38,87,106
1926-27	1,47,94,666	22,75,653	1,62,19,593	64,56,136	3,97,70,069
Increase	+12,49,621	+6,21,766	+33,85,959	+11,31,656	+63,89,962

(vi) Expenditure according to objects.

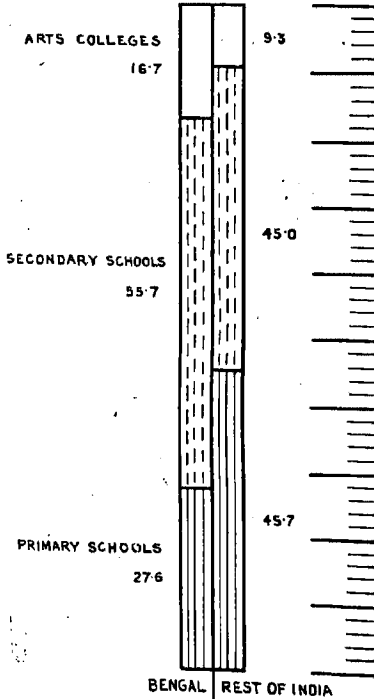
	1921-22.			1926-27.		
	For males.	For females.	Total.	For males.	For females.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts colleges ..	25,57,647	93,788	26,51,435	33,81,031	1,35,813	35,16,844
Professional colleges ..	16,38,544	8,794	16,47,338	22,29,771	23,981	22,53,752
Secondary schools ..	91,63,854	11,20,950	1,02,84,804	1,15,05,385	13,29,270	1,28,34,655
Primary schools ..	45,03,024	9,05,417	54,08,441	56,59,990	11,01,085	67,61,075
Special schools ..	22,27,996	2,06,775	24,34,771	30,21,733	2,18,538	32,35,269
University ..			25,17,860			30,47,697
Direction ..			1,92,527			2,01,437
Inspection ..	1,09,60,317		12,48,105	1,11,09,473		13,65,785
Buildings ..			33,08,904			30,64,589
Miscellaneous ..			56,32,801			34,89,065
Total ..	2,00,91,005	23,35,724	3,38,87,106	2,57,97,910	28,08,685	3,97,76,068
	2,24,26,789			2,86,06,595		

4. **General forces affecting education.**—At the beginning of the period, the non-co-operation movement had already begun to ebb; and very soon it became clear that, as an active schismatic force in the sphere of education, it had lost its power. But its effects were not so rapidly effaced. A vague unrest, a slackening of discipline, are still evident; and it is perhaps not a bad thing that the old complacency and satisfaction with things as they are have gone for ever. Numerically, too, it took years to repair the losses of 1921; but they have at last been made good and, generally speaking, the figures for 1926-27 surpass all previous records.

But the non-co-operation movement had no sooner passed than another great cloud darkened the horizon. Under the Meston Award, the financial condition of the province was such as rightly alarmed those in charge of its government. Retrenchment was an inevitable necessity; and the Bengal Retrenchment Committee urged educational economies in no sparing measure. Fortunately, however, the cloud lifted in some degree and the financial burdens of the province were eased. It was not necessary to adopt the drastic regimen proposed. But, meanwhile, all schemes of advance had to be suspended and valuable time was lost.

5. **Progress of the quinquennium.**—It was partly owing to these reasons that no large scheme of reorganisation was undertaken. The report of the Calcutta University Commission urged far-reaching reforms affecting the whole system of secondary and University education. One change was immediately carried into effect—the institution of Dacca University; and, as a corollary to it, the creation of a Board of Intermediate and Secondary Education for the Dacca University area. But Calcutta University continued unchanged. Many difficult questions were raised by the proposals of the report, on which opinions differed; vested interests were conservative and strongly entrenched;

the money, necessary for radical changes, was not forthcoming; and perhaps there was an unfortunate idea that any reform would weaken the independence of the University or be a confession of failure. Nor could any general reorganisation of secondary education be attempted. The political conditions were unfavourable and ministries were short-lived; and Government could come to no agreement with the University on the principles involved. Primary education has witnessed no



Proportion of expenditure on different stages of education, 1924-25.

striking developments. The scheme outlined in Mr. Biss's report was put into operation, only to fall rather flat; and no great progress could be made towards the ideal of a free and compulsory system of elementary education for all the children of Bengal.

The period, therefore, was one of quiet recuperation and slow development and not one of revolutionary changes or extraordinary progress. But in nearly every department of education, there is something to record, a few yards painfully won and consolidated.

6. (i) **Primary Education.**—Table (i) shows that the number of primary schools increased by over 5,000 and the number of pupils in the primary stage by about 3 lakhs or more than a fifth. This is no inconsiderable achievement. Two schemes for the expansion of primary education have been steadily followed, so that the growth has been systematic and according to plan.

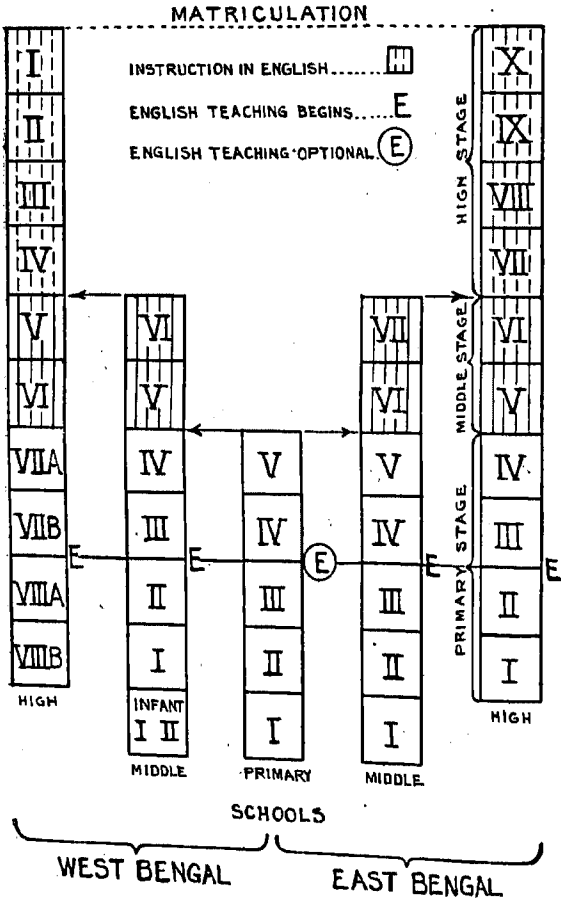
But, on a closer view, it is evident that there is much to be done. There is the problem of the relapse into illiteracy, to which perhaps sufficient attention has not yet been given. Out of 10 boys who join a primary school, 7 get only a year's schooling or less and, for all practical purposes, are illiterate; out of 20 girls, 17 stop with class I. This is a serious defect in the system, but its causes are many—economic and social, as well as educational. To some extent the remedy depends on a change of feeling and of social custom in the country at large.

In Bengal, again, a large proportion of the funds available for education have been appropriated by secondary and University education. In 1926-27, the expenditure on University and intermediate education was, in round numbers, Rs. 66 lakhs, secondary schools absorbed Rs. 1,28 lakhs and primary schools only Rs. 68 lakhs. The proportion is as 1:2:1. From this it is clear that the educational system in Bengal is top-heavy; about twice as much is spent on secondary education as on primary. The diagram on the previous page compares the proportion spent on different stages of education in Bengal and in the rest of British India generally. As the figures for 1926-27 for India are not available, the figures for 1924-25, the latest available, are taken for both province and country.

Among improvements should be mentioned the new syllabus for primary schools, which unified the primary course in East and West Bengal. The diagram on the following page shows the educational ladder in the province up to the Matriculation stage.

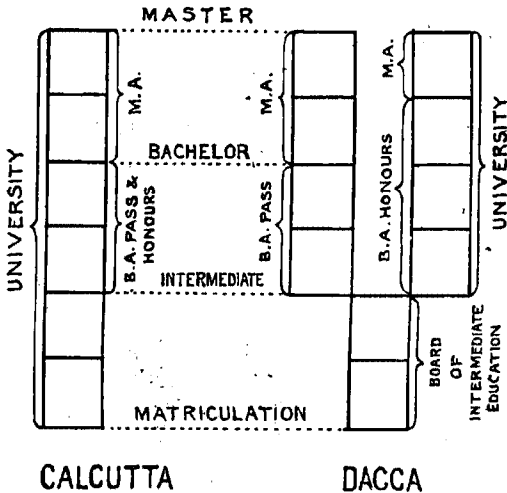
(ii) **Secondary education.**—The decline of middle vernacular schools continues; but English secondary schools increased in number and, to some extent, in quality—partly as a result of the more stringent conditions imposed for the grant of aid, which many more schools are now anxious to obtain. But perhaps the most noteworthy event is the proposal to substitute the vernacular for English as the medium of instruction and examination in schools, which should come into force in 1930. This is a change of far-reaching importance and, in a province with practically a single vernacular (leaving apart the comparatively small Urdu-speaking population and the minor languages) and that a developed vernacular like Bengali, the experiment starts under the fairest auspices. The period of transition will, no doubt, produce difficulties, but probably none that may not be solved with time, energy and faith. Meanwhile, the problem of the control of secondary education remains in an unsatisfactory state, which the existence of the Dacca Board of Intermediate and Secondary Education has only made more acute.

(iii) **University education.**—In the sphere of higher education, there is nothing remarkable to record. Dacca University has found itself, and sketched out its own lines of development. In several directions, Calcutta University and its colleges have made advances, in more general provision for science and honours work, in greater attention to health and physical exercise, in the institution of tutorial



instruction. The standard of examinations has also, in recent years, been appreciably raised. But, on the other hand, the recommendations of the Calcutta University Commission seem further from realisation than ever; and the multiplication of mufassal colleges, while bringing education nearer to the homes of the scholars, will make it more difficult in future to initiate any scheme for the concentration of higher studies in a few chosen centres.

The diagram below shows the educational sequence and the agencies of control above the Matriculation stage:—



(iv) **Professional education.**—It is interesting to estimate the volume of the currents that flow from the universities to the higher professional institutions. Exact calculations are difficult, as admission to some professional colleges is after graduation and to others after the Intermediate Examination. But a rough idea is possible. In 1926-27, the number of graduates from the universities was 3,451; in the same year, 786 passed the B.L., 216 obtained the M.B. degree, 109 qualified for the B.T. and 21 for an Engineering degree. The total of professional graduates was thus 1,132. It appears that about one graduate in three qualifies for a professional degree. The proportion between the professions was as follows:—

Engineering, 1; Teaching, 5; Medicine, 10; Law, 37.

No radical change has taken place in the system of professional education.

(v) **Industrial and secondary professional education.**—Nor has any comprehensive scheme yet been evolved for linking up ordinary

primary or secondary education with vocational or professional studies. There has been a considerable development of technical education, but in other respects one can trace no progress. The problem, however, is one of the most difficult that faces the educational statesman and it may be confidently said that no simple solution exists. Only by experiment, by study of the schemes and experiences of other provinces and countries, by the pressure of necessity, by a fresh orientation of primary and secondary education, can any satisfactory solution be discovered.

Pupils in professional and industrial schools:—

	1921-22.	1926-27.
Normal and training schools ..	2,733	2,391
Schools of Art	424	567
Medical schools	1,415	2,282
Engineering schools	428	518
Technical and industrial schools ..	3,631	6,234
Commercial schools	1,774	1,705
Agricultural schools	58	117
Total	10,461	13,814

7. **Education of special classes.**—In the education of women, progress was chiefly noticeable in the university and high school stages:—

	1921-22.	1926-27.
Collegiate stage	228	384
High stage	1,044	1,484
Middle stage	1,716	2,243
Primary stage	333,704	409,521

In the high stage, there was an increase of nearly 50 per cent. In the primary stage, the increase is slight and unreal. Roughly, out of 7 girls in class I only 1 passes on to class II. But the new interest shown by cultured women in the education of their sex is full of significance.

In Muhammadan education, what advance there is is at the top, in collegiate education, at the bottom, at the primary stage, and in the Madrasahs:—

Males.	1921-22.	1926-27.
Collegiate stage	2,613	4,298
High stage	15,691	16,015
Middle stage	15,994	18,468
Primary stage	611,747	774,123
In special institutions (including Madrasahs)	29,047	75,074

The new Islamia College has been established for the education of Muhammadans.

The whole system of European education is undergoing revision and reorganisation. A new type of pre-vocational school has been created and a closer connection with the Indian universities is being established.

The backward classes are taking more and more advantage of the educational facilities offered to them and some of them are fast reaching a stage of literacy which will justify their removal from this category.

The following chapters will survey in more detail the different aspects of the educational system of the province, the general features of which have here been sketched.

CHAPTER II.

Administration and Control.

1. **Members and Ministers.**—The different aspects of education which come within the purview of this report are not all under the same control or entrusted to the same authority. Thus, the Weaving Institute at Serampore is in the charge of the Director of Industries and ultimately of the Minister in charge of Industries. Over Reformatory Schools and Borstal Institutions the Political Department exercises control. European education, as a "Reserved" subject, is left in the charge of a "Member of Council." But education generally is a "Transferred" subject; and the intention of the Government of India Act was that it should be controlled by a Minister, dependent on the Legislature.

But, during about half the period under review, there were no Ministers in Bengal. In August 1924, the Council refused, for the second time, to vote the salaries of Ministers, who thereupon resigned; and, till the appointment of new Ministers in January 1927, education was, except for a brief interlude in March 1925, placed in the charge of His Excellency the Governor or of a Member of Council and became for a considerable time a "Reserved" subject.

2. **Legislative Council.**—The Minister in charge has, naturally, to explain and defend his educational policy in the Legislative Council, which, as long as Ministers exist, becomes thus the final controlling authority. By virtue of its power to pass, amend or reject the budget, to criticise all parts of educational policy and administration, to move resolutions and to ask questions, the Council may, if it wishes, exercise a supreme direction and influence on the education of the province.

3. **Budget debates.**—The annual budget debate provides the best opportunity for a discussion of the educational system; and it was usually taken advantage of, except when political tactics stood in the way. Thus the untimely end of the Budget Session of 1925 prevented any of the numerous motions for refusal or reduction of the items of the Education budget from being actually moved. Much the same thing happened in the Budget Session of the next year, as the opposition withdrew from the Council during the course of the debate.

A very serious situation was created in 1924, when the Council reduced the amount provided in the budget for 1924-25 under the head, "Salaries of Inspecting Officers" (Transferred) by Rs. 6,35,400. The Bengal Retrenchment Committee had recommended practically

the same reduction and Government felt it should be accepted, if the Council persisted; notices of discharge were accordingly issued on all inspecting officers whose pay was voted.

This action naturally created a sense of insecurity in all Transferred Departments. In August 1924, however, since the staff affected were essential to the working of the Department, a supplementary demand was put forward and the amount was then voted. The action of the Council led, however, to a careful consideration of the possibility of economy in the Inspecting department. The same year, the sum of Rs. 99,000, provided for grants to non-Government European primary schools was refused—but European education is a “Reserved” subject and Government announced that the money necessary would be found by reappropriation and a supplementary grant submitted for any balance not so made available.

4. **Dacca University (Amendment) Act.**—The one important Act of the period was the Dacca University (Amendment) Act, 1925, which provided for a statutory recurring grant of Rs. 5½ lakhs annually for Dacca University. There was considerable criticism, which was perhaps due to the feeling that the University would thus be rendered unamenable to public opinion and exempt from the ultimate financial control of the Legislature. But the Bill passed when it was made clear that these results would not ensue and that the object was to stabilise the finances of the University and enable it to make contracts ahead with safety.

5. **Interest in Calcutta University.**—The affairs of the University of Calcutta also came up for discussion. There was perhaps a fear that Dacca was being treated with partiality; and the finances of Calcutta University were in fact in a state which required aid from Government.

A motion for an additional capital grant of Rs. 2½ lakhs to Calcutta University in 1923 provoked a lively discussion. The conditions attached were criticised, on the one hand, as ungenerous; and, on the other hand, the University was accused of reckless expenditure. A settlement was eventually reached and the grant was paid. In 1925 a resolution was carried for an annual recurring grant of Rs. 3 lakhs to Calcutta University in aid of postgraduate studies and research.

In 1923, two private Bills were introduced to reconstitute Calcutta University on a popular basis and to improve its financial administration; but both were withdrawn. There was considerable criticism of the strength of the nominated element in the Senate and a demand for a Bill on the lines of the recommendations in the Sadler Report.

6. **Other motions.**—A motion of Dr. Hari Dhan Dutt, July 1923, to abolish the Dacca Training College and to transfer the duties of the Dacca Board of Secondary Education to the Vice-Chancellor, Dacca University, was withdrawn. In February 1926, a motion of Mr. A. C. Banerjee was passed, that steps be taken to introduce compulsory physical exercise for boys between 12 and 18 in all schools affiliated to the University and in all maktabas and madrasahs. In August 1926, a motion of Maulvi Rajibuddin Tarafdar for free and compulsory primary education was accepted by Government and passed in the form: “This Council recommends to the Government that steps be taken with as little delay as possible for the inauguration of a system of free and compulsory primary education in Bengal.” A

motion of Shah Syed Imdadul Haq for the annual provision of Rs. 3 lakhs for madrasahs of the old type was lost.

7. **Questions.**—Every year, numerous questions on educational topics were asked, covering a wide range of ground, but often betraying a local or communal bias. Members wished for information on the proportion of educational posts reserved for Muhammadans, the respective number of tols and makhtabs and the expenditure on them, the provision of educational facilities for the backward classes, compulsory physical training, text-book committees, Government contributions to teachers' provident fund and so forth.

8. **Director or Secretary.**—There remains to be mentioned an important motion, brought forward by Babu Jatindra Nath Bose and passed by the Council in 1923. It ran thus: "This Council recommends to the Government that the post of the Director of Public Instruction, Bengal, be not filled, on the post becoming vacant by reason of Mr. Hornell's retirement or departure on leave." This resolution raised the large and important problem—who was to be the administrative head of the Education Department? The Reforms had transferred the duty of defending the educational policy of the Government in the Council from the Director to the Minister. Now the question was, whether the Director was to remain "the administrative head of the department and technical adviser to the Minister" or whether these functions were to devolve on the Secretary. Some experiments had been tried, in Bengal or elsewhere. In the Punjab, the Director is also the Secretary to Government in the Education Department. In Bengal, on the introduction of the Reforms in 1921, the Director was made an *ex-officio* Deputy Secretary to Government and submitted his cases directly to the Minister; but, after a year, the combination of the two offices was found unworkable in the condition of Bengal, the work being too heavy for one man to carry out. The effect of the resolution would have been not to revive the experiment and make the Director the Secretary as well, but to make the Secretary also the Director. Apart from the tremendous amount of work this would have concentrated on the same shoulders, the influence of educationists on educational policy would have been much diminished—for, in Bengal, the Secretary must, by statute, be a member of the Indian Civil Service. After careful consideration, therefore, the Government found itself unable to accept the resolution.

9. **The Retrenchment Committee.**—The proposal to dispense with the post of Director may have been actuated in part by reasons of economy. It arose to some extent out of one of the recommendations of the Bengal Retrenchment Committee, as well as from the fact that Mr. Hornell, the Director, was retiring. When the quinquennium opened, the financial sky was dark; there was no prospect of a balanced budget; and retrenchment was felt to be imperative. The Bengal Retrenchment Committee, constituted to advise Government, did not spare the axe; and their recommendations regarding the possibilities of economy in educational expenditure were drastic to a degree. After a thorough inquiry, many of them were rejected; but certain measures were decided upon, the chief of which were these:—

- (1) The abolition of a few teaching posts in Government colleges.
- (2) The gradual reduction of some college posts from the Bengal to the Subordinate Educational Service.

- (3) The abolition of certain teaching posts in secondary and training schools.
- (4) The abolition of two Government middle English schools.
- (5) The abolition of circle schools, model makhtabs and girls' model primary schools.
- (6) The abolition of certain posts of Sub-Inspectors of Schools.
- (7) The gradual abolition of posts of Assistant Sub-Inspectors of Schools and Inspecting Maulvis.

10. **The Educational Services.**—The future of the services will be profoundly affected by the decisions reached as a result of the work of the Lee Commission. On their recommendation, the Secretary of State has decided that posts now included in all-India services operating in the transferred departments should be provincialised. Recruitment to the Indian Educational Service has therefore ceased and local Governments are empowered to constitute new educational services on a provincial basis. At present, when no member of the Indian service is available, an appointment is made either on a special rate of pay or in the Bengal Educational Service. Government is considering the question of the establishment of a new provincial educational service in Bengal.

11. **Indian Educational Service.**—The end of the Indian Educational Service is thus in sight. But the interests and prospects of existing permanent members have been safeguarded by statutory rules framed by the Secretary of State under the Government of India Act. But the numbers are steadily dropping. The number of posts in the men's branch remains the same on paper, 67. The post of Head Master of the Victoria School at Kurseong was included in the ordinary cadre as from 29th January 1923, but the post of Professor of Physiology, Presidency College, was abolished with effect from 4th March 1927. But, of the 67, only 43 are now held by members of the Service. Three posts are held in abeyance, 8 are vacant, 11 have been filled on the Bengal Educational Service basis and 2 on special rates of pay. Seven European members retired on proportional pension during the period.

No change has been made in the pay of the service and the number of posts in the selection grade remains the same.

In the women's branch, the cadre consists of 4 appointments, which are all occupied.

Year.	Europeans.		Indians.		Vacant.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
1921-22 ..	30	3	27	..	10	1	67	4
1926-27 ..	21	3	22	1	24	..	67	4

12. **Bengal Educational Service.**—In the men's branch of the Bengal Educational Service, there were in 1922, 211 posts, of which 5 were

temporary. During the period 11 posts were added to the cadre and 5 abolished. The strength on March 31, 1927, was thus 217, including one temporary post.

The cadre of the women's branch continued the same, 20 posts.

No change has been made in the scale of salaries.

13. Subordinate Educational Service.—The last review recorded the details of the reorganisation of the teaching and inspecting branches of the Subordinate Education Services. The clerical and miscellaneous branches were reorganised, with effect from 1st September 1921, in terms of Government resolutions dated 13th January 1923. The establishments of the Government Commercial Institute and the Government School of Art, Calcutta, which were re-transferred to the Education Department from the Department of Industries, were also reorganised, with effect from 1st September 1921, in terms of a Government order dated 19th March 1926.

At the beginning of the period, the appointments in the Subordinate Service numbered 2,345. But, as a result of the retrenchments already mentioned, the number was reduced to 2,169 on 31st March 1927—1,359 teaching posts, 327 inspecting, 403 ministerial and 80 miscellaneous.

At the end of the quinquennium, there were 53 appointments on special rates of pay, of which 41 have been declared *special posts*.

14. Direction.—The new administrative and political conditions have thrown much additional burden on the headquarters staff and the capacity of the office and officers was strained almost to breaking point. Time could not be found for touring and touch with the local institutions was interrupted.

The staff was therefore strengthened in 1926 by the appointment of an additional Assistant Director of Public Instruction on a temporary basis on the special rate of pay of Rs. 800 per month.

The pay of the headquarters office establishment was revised, with effect from 1st January 1922, on the lines of the recommendations of the McAlpin Committee.

15. Control of Schools.—(1) **Board of Intermediate and Secondary Education, Dacca.**—Three bodies exercise some kind of control over schools generally or over certain types of schools. The Board of Intermediate and Secondary Education, Dacca, controls the intermediate colleges and high schools in the Dacca University area as well as the High Madrasahs throughout the province. It prescribes the curriculum, conducts examinations, makes rules for the admission and transfer of pupils. But its area—apart from the madrasahs—is limited and, for inspection, it is obliged to rely on the departmental staff. The Board was created in the first instance as a temporary expedient, but, owing to the failure of attempts to establish a provincial board for secondary education, its existence has been prolonged from year to year.

(2) **Calcutta University.**—Over all other high schools, Calcutta University exercises some supervision by virtue of its right to grant or refuse "recognition" of schools for the purpose of the Matriculation Examination. In the past, the University has often been criticised

for granting recognition too easily to schools which, judged by any test, fell below the reasonable minimum of efficiency. Having no inspecting staff of its own, the University utilised the services of the departmental inspectors, but often acted against their advice. It appeared to aim rather at an increase in the number of high schools than at any improvement of their quality. During the last five years, however, a marked change has taken place; and later chapters will relate the efforts of the University to ameliorate the position of the teachers and improve the management of schools.

(3) **Government.**—Thirdly, Government have wide powers of supervision over schools and colleges. A small number of institutions are under its direct management; a far larger number are aided by Government. Certain conditions, express or implied, are always attached to the grant-of-aid, conditions which enable the Government to influence the constitution of schools, to prescribe curricula, to insist on the adequate remuneration of teachers, and so forth. One of the most notable features of the quinquennium was the increase in the number and proportion of aided institutions.

(a) *The District Magistrate.*—The control of Government is exercised partly through the District Magistrate, who, as the chief executive officer in the district, has a large voice in the grant of aid and in the constitution of the managing committees of schools. To some extent under him are also the khasmahal schools and municipal schools. But the chief agency in the exercise of Government control over education is the inspectorate of the Education Department.

(b) *The inspecting agency.*—We have referred to the reduction of the inspecting staff as a measure of retrenchment. Reference to the table below will show that the axe fell mainly on Sub-Inspectors and Assistant Sub-Inspectors, a class which the Retrenchment Committee proposed, in its zeal, to abolish altogether:—

Year.	Inspectors and second Inspectors.	Assistant Inspectors for Muhammadan Education.	District Inspectors.	Subdivisional Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors and Inspecting Maulvis.	Assistant Inspectresses.	Inspectresses.	Inspector for European Schools.
1921-22 ..	14	5	28	61	268	27	12	2	1
1926-27 ..	14	5	28	61	243	19	12	2	1

In each division, there are, besides the Divisional Inspector of Schools, one or more Second Inspectors and one Assistant Inspector of Schools for Muhammadan Education. Each of the two Inspectresses has six assistants under her.

16. **Duties of different classes of Inspectors.**—The Inspector is the chief controlling educational officer in the division and on him, assisted by the Second Inspector, falls the general burden of administration and the inspection of high schools in particular. The

Assistant Inspector for Muhammadan Education inspects the special institutions for the community and is empowered also to visit all classes of schools to safeguard the interests of Muhammadans.

The District Inspector has general charge of the educational work in the district. He controls all institutions, save high schools and senior madrasahs; he supervises the work of the Subdivisional Inspectors and may even have direct charge of certain areas; he is also, theoretically, the educational adviser to the District Board. But, under the Amended Rules of the Local Government Act, he has ceased to be an *ex-officio* member of the District Board, although he still is a member of its Education Committee. His duties have of late become heavier; for instance, he has to visit a large number of high schools in connexion with the submission of reports to the University.

The Subdivisional Inspectors are in charge of middle English schools, junior madrasahs and guru-training schools. The schools immediately under them are few, but they supervise the work of the Sub-Inspectors and form a useful link between the District Inspector and the Sub-Inspectors.

The Sub-Inspectors are the lowest rank in this hierarchy and their chief business is to inspect primary schools and maktabas.

The reduction in their number and the increase of schools have added to their burdens considerably. The complaint is general that they have far too many schools to inspect and consequently their visits tend to be perfunctory. The Conference of Directors at Allahabad some years ago laid down 100 schools as a reasonable number for a Sub-Inspector; but in practice this is far exceeded, especially in East Bengal.

For instance, in Mymensingh, the average is 235 schools, in Faridpur 251, in Bakarganj 266 and in Chittagong as many as 340. But, in addition to the inspection of schools, the Sub-Inspector has other duties to perform. This is the summary of the Inspector for Rajshahi: "He has to supply the statistics and data for the statements called for from time to time, in addition to the figures for the annual return, and he has to prepare the proposition statement and the aid bills of primary schools and carry on correspondence with the District Inspector and the District Board." 200 days in the year the Sub-Inspector is required by the rules to be out on tour; but, partly owing to the inadequacy of the allotment for travelling allowances and partly owing to the increase of office work, very few Sub-Inspectors actually satisfy the Regulations; in Rajshahi Division, last year only 1 did so. The conditions for which the rules were framed have passed beyond recall. If the duties of the post remain undiminished, it is clear there must be more Sub-Inspectors. The complaint is sometimes made that "inspecting officers merely investigate statistics and do not criticise or help in the teaching work, which, after all, is the real part of a school." Insofar as this is true, it is partly to be explained by the pressure of duties—but partly also, no doubt, by the lack of proper training and qualification. It is by no means easy to get the right type of man for an inspecting appointment.

The total cost of inspection during 1926-27 was Rs. 13,65,785 against Rs. 12,48,195 in 1921-22.

Only a few, notably Calcutta in recent years, have given a proper place to education in their budgets. The total municipal expenditure on education was Rs. 6,34,463.

(4) **Private agencies.**—The part played by missionary agencies in education is still prominent, although relatively less important than 20 or even 10 years ago. In many parts of the country and in several distinct fields of education, Christian missions led the way; but the very success of their efforts has broken down the comparative monopoly they once enjoyed. In recent years also, the missionary societies have suffered financially from the post-war stringency at home and the vagaries of the exchange; and, in consequence, many of their lower grade schools have had to be abandoned. But missionary institutions are still doing valuable, indeed indispensable, work, as is shown by the appearance in the sphere of education of Hindu, Moslem and other missions, which is a marked feature of the quinquennium. They, and scarcely any other, provide that religious training, the absence of which from the general system all educationists deplore. Their schools and colleges keep up a high standard and command the services of devoted and self-sacrificing men. And it is largely the missions that still do pioneer work in educational experiments of different kinds, for example, in the Project method, which has spread far and wide from Moga. But their means are generally straitened; and it is with some difficulty that missionary institutions now pay their way.

The following table gives statistics of the educational activities of missions for the year 1926-27:—

	Colleges.	High schools.	Middle schools.	Primary schools.	Training schools.	Other schools.	Total.
<i>Christian.</i>							
British	7	15	27	319	7	110	485
Non-British	2	10	21	323	5	14	375
Total	9	25	48	642	12	124	860
<i>Non-Christian.</i>							
Hindu .. ..	..	..	1	7	..	1	9
Moslem .. ..	..	..	..	4	..	1	5
Other .. ..	..	1	4	232	..	2	239
Total .. ..	..	1	5	243	..	4	253

	From Provincial funds.	From Board funds.	From fees.	From Miscellaneous funds.	From other funds.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Christian.</i>						
British	2,46,758	16,167	4,12,208	4,23,481	30,344	11,28,958
Non-British	1,37,871	10,454	1,78,886	1,53,942	33,571	5,14,474
Total	3,84,629	26,621	5,90,844	5,77,423	63,915	16,43,432
<i>Non-Christian.</i>						
Hindu	264	312	156	1,401	50	2,273
Moslem .. ..	..	..	150	..	..	150
Other	7,933	8,879	23,325	9,860	3,997	53,794
Total	8,197	9,191	23,631	11,151	4,047	50,217

CHAPTER III.

University and College Education.

1. **Calcutta University: Postgraduate work.**—In higher education, there was steady progress in many directions, but no memorable new developments.

This was not for want of desire or discussion. During the earlier years of the quinquennium, the Sadler Report was discussed by both University and Government and draft schemes proposed—but the schemes differed widely in character and no agreement could be reached. This led to an *impasse*; and, since then, in spite of occasional alarms, things have gone on quietly, along the accustomed way. The post-graduate departments have not been remodelled nor the University shorn of its control over secondary and intermediate education. The instability of ministries in Bengal has, perhaps, also contributed to this immobility.

A remarkable feature was the decline in the number of postgraduate students. In 1916-17, before the concentration of postgraduate teaching in the University, there were 1,258 students in the University classes, not counting 464 attached to colleges. In 1921-22, there were altogether 1,234 postgraduate students. The figures for the period are shown below:—

		M. A. classes.	M. Sc. classes.	Total.
1922-23	.. ..	881	170	1,051
1923-24	.. ..	1,051	199	1,250
1924-25	.. ..	994	205	1,199
1925-26	.. ..	604	234	838
1926-27	.. ..	696	293	989

Thus, there was a small, but steady, growth in the science classes and violent fluctuations, indicating in effect a considerable drop, in the arts classes. The increase in science is part of a wider movement sciencewards during the period. The general decrease cannot be explained merely or even mainly by the foundation of Dacca University; it is partly an indication of a growing disillusionment. The M.A. degree, once it becomes a common and not a rare possession, is not a great asset and brings one no nearer an appointment. In part, also, it is due to the smaller numbers who now pass the degree examinations.

Whatever the causes, the decrease in numbers caused a serious financial problem. A large number of postgraduate lecturers had been appointed, but when the number of students began to fall it became more and more difficult to balance income and expenditure. The staff had to be reduced; and equilibrium was finally achieved only by the sanction of a recurring grant of Rs. 3 lakhs in August 1925 by the Legislative Council. This placed the University, it is hoped, on a comparatively stable basis.

A proportion of the postgraduate students are still attached, for tutorial and residential purposes, to colleges. In 1926-27, Presidency College had 202 such students and the Scottish Churches College 112. The

Muhammadan postgraduate students numbered 59. Women are proceeding to higher studies in steadily growing numbers and in 1926-27, there were 10 of them in the University classes. In addition to the post-graduate students, there were 209 undergraduate students in the Commerce classes of the University.

The results of the postgraduate examinations show a noticeable raising of the standard:—

	M. A.		M. Sc.	
	1921-22.	1926-27.	1921-22.	1926-27.
Candidates	548	424	89	151
Passes	428	265	56	72
Percentage of passes	77.7	62.5	62.9	47.6

Two heavy losses were sustained by the University by the death in 1924-25 of Sir Asutosh Mukherjee and of Mr. Bhupendra Nath Basu, both Vice-Chancellors, the former for many years. This is not the place to appraise the value of the work of Sir Asutosh; but his loss is irreparable; and no one else can take the place he filled in the counsels and in the activities of Calcutta University. His name is commemorated in the new Asutosh Buildings of the University, where most of the post-graduate classes are now lodged and by the creation of two professorships by the Senate, an Asutosh Mukherjee chair of Sanskrit and an Asutosh Mukherjee chair of Islamic culture.

2. **Arts Colleges: Undergraduate Work**—(1) **Number**.—In 1921-22, there were 36 colleges, 33 for men and 3 for women; five years later, there were 4 women's colleges and 41 men's colleges. Of these, 13 were second grade or intermediate colleges. Seven new intermediate colleges were started during the period, the Nursing Dutt College, Howrah, Saadat College, Karatia, Probhat Kumar College, Contai, all affiliated to Calcutta University, and four others under the Dacca Intermediate Board. Four second grade colleges were raised to the first grade rank—Bagerhat College, Midnapore College, Edward College, Pabna and Krishna Chandra College, Hetampur. Two new degree colleges were established—the Islamia College, Calcutta, and Feni College.

Of the 45 colleges, 11 were under Government management, 21 aided and 13 unaided. The Midnapore College, which was managed by the municipality, was in 1923 placed under a separate Committee of Management with the District Magistrate as President.

The total number of pupils rose from 16,942 to 22,420 during the quinquennium. But the highest figure was for 1925-26—23,437. The Muhammadans numbered 3,131 and their proportion to the total rose from 12.8 to 13.9 per cent. The Government colleges had 3,636 students or 16.2 per cent. of the total.

(2) **General features**.—The history of the colleges in Bengal in recent years resembles that of the queen in the Arabian Nights who prolonged her life from day to day by promising a new story. The highest number of students reached in the previous quinquennium was 21,557 in 1920. Then came the non-co-operation movement, threatening many institutions which depended on fees with destruction. This danger had no sooner passed than another appeared in the shape of a demand for science. The arts classes were emptied and colleges, which wished to

retain their students, found themselves obliged to open science sections, at any rate for the I.Sc. Between 1922 and 1925, about half the colleges in the mufassal obtained affiliation in I.Sc. or B.Sc., or both; and the number of candidates at the I.Sc. Examination jumped from 1,922 to 4,332 in five years. The consciousness of the depreciation of the B.A. degree as a marketable asset caused students to flock to a course which they vaguely hoped would have some "vocational" value. The same attraction had been exercised for similar reasons by the subject of Economics. The tendency was marked in the previous period, but it accelerated greatly after the non-co-operation movement, perhaps partly as a result of it. But the hopes built on science were doomed to, at least partial, disappointment. It was easier to start I.Sc. classes than B.Sc. and many who had passed the I.Sc. found it impossible to get admission to B.Sc. classes in the few colleges which possessed them. It became clear also that a science degree by itself, especially if it became common, had no more value than an arts degree. Only about one-fourth of those who appeared for the I.Sc. were able to proceed to the B.Sc. course:—

		I. Sc. candidates.	B. Sc. candidates.
1916-17	.. ..	1,269	426
1921-22	.. ..	1,922	527
1926-27	.. ..	4,332	1,194

There came a reaction, which only began recently, but is already perceptible. The better students again showed a distinct preference for the arts course. As a result, colleges tried to increase their attractiveness by offering honours courses; and, during the last years of the quinquennium, many colleges obtained affiliation in honours subjects.

All this may be a blessing in disguise. That many more colleges have now a wider range of courses to offer is a good thing. But the full measure of the blessing will be realised only when colleges and the public generally become aware of the inner meaning of these movements. "There's something rotten in the state of Denmark," and these fluctuations indicate a feeling, often unanalysed, that the present courses of higher education are of little practical value for many students.

(3) **Financial condition.**—Meanwhile, the colleges have in many cases found it difficult to make ends meet. The expenses of new science laboratories and equipment were partly borne by Government; but the recent drop in numbers, due to causes already mentioned and to the stricter standard of examinations and the increase in the number of colleges, have hit them hard. A few instances will make this clear. During the last two years, numbers fell in the City College from 2,007 to 1,731, in the Krishnath College, Berhampore, from 1,066 to 937, in the Edward College, Pabna, from 439 to 332. On the other hand, expenses have risen by rise in salaries at some colleges and by the institution of provident funds. There are still a few institutions which have no provision for such a fund and in some the contribution of the college is only half of that of the teachers—but, as a rule, most colleges pay into the provident fund an anna in the rupee, while the teacher pays an equal amount. The financial position of many colleges is thus precarious—few of them have any considerable endowments or reserve funds. Fees have, in general, been slightly raised;

but, for any extraordinary expenditure, most colleges have to depend on Government grants. Local generosity may respond to the appeal to start a college, but is not equal to the creation of an endowment or to the continued drain of annual maintenance. In a few cases, to the Krishnath College, Berhampore, the Burdwan Raj College, the Comilla Victoria College, the local zamindars give substantial help. The new Saadat College, Karatia, is maintained by Maulvi Wajid Ali Khan Pance, whose deed of *waqf* made provision for the establishment and support of the institution. The Probhat Kumar College, Contai, is the child of the liberality of two local patrons. But the great majority of institutions depend on fees and Government grants. Government aid varies from Rs. 2,400 to Rs. 24,000 a year; and in 1926-27, the total recurring grant to aided arts colleges under Calcutta University amounted to Rs. 1,90,182.

The following tables show the expenditure according to sources and on different types of colleges:—

	Provincial revenues.	Proportion to Total.	Fees.	Proportion to Total.	Other sources.	Proportion to Total.	Total.
	Rs.		Rs.		Rs.		Rs.
1921-22	10,41,711	39·8	12,71,953	48·0	3,37,771	12·7	26,51,435
1926-27	12,52,277	35·6	19,64,228	55·8	3,00,389	8·5	35,16,894
Increase or decreases ..	+2,10,566	..	+6,92,275	..	- 37,432	..	+8,65,409
Percentage of increase or decrease ..	20·2	...	54·4	..	- 11·1	..	+32·5

The total expenditure on arts colleges has increased by a third. But the rise in the fee income is the most noteworthy feature, by more than half; four-fifths of the total increase is due to the increase from fees. The growth of the fee income is greatest, as the following tables prove, in aided colleges, least in unaided colleges. It is not due to the increase in the number of students alone. In 1921-22, the fees worked out at an average of Rs. 75 per head; in 1926-27, they rose to Rs. 87 per student. Ten years ago they were only Rs. 57:—

Government Colleges.

	Provincial revenues.	Fees.	Other sources.	Total.	
	Rs.	Rs.	Rs.	Rs.	
1921-22	8,56,673	2,80,223	18,685	11,55,581	
1926-27	9,66,757	4,73,631	21,062	14,61,450	
Increase	+1,10,084	+1,93,408	+2,377	+3,05,869	
Percentage of increase	12·8	69·0	12·7	26·4

The total expenditure increased by little over a fourth, while the fee income increased by more than two-thirds. This is due partly to the increase in students and partly to higher rates of fees.

Aided Colleges.

	Provincial revenues.		Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	1,68,895	3,77,606	1,99,054	7,45,645	
1926-27	2,62,373	7,86,334	1,68,596	12,17,303	
Increase or decrease	+93,478	+4,08,638	-30,458	+4,71,658	
Percentage	55.3	108.1	-15.3	63.2	

The fee income has more than doubled.

Unaided Colleges.

	Provincial revenues.		Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22 .. ..	..	6,09,596	1,17,046	7,26,642	
1926-27	23,147	7,04,263	1,10,681	8,38,091	
Increase or decrease	23,147	+94,667	-6,365	+1,11,449	
Percentage .. ..	..	15.5	-5.4	15.3	

The average annual cost per student in different types of institutions is as follows:—

	Government colleges.		Aided colleges.		Unaided colleges.
	Public funds.	Total.	Public funds.	Total.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	278	375	29	127	69
1926-27	250	379	26	117	101

(4) **Teaching.**—There is little doubt that the quality of teaching has improved in the last five years. The staff is more permanent, better paid and more attached to the institution by the creation of provident funds. Thanks to grants, libraries have been enlarged and are, on the whole, better used. Special mention must be made of the Hindu Academy, Daulatpur—an institution with many attractive features—the library of which contains some rare historical works and manuscripts as well as a small archaeological annexe. Nearly everywhere some attempt has been made to introduce the tutorial system, and informal instruction is given to small groups of students. But it must be confessed that the aims and methods of tutorial work are too often misunderstood and tutorial work in groups of 25 (as is done in some colleges) is a mere travesty of the real thing. The name is there, but not the substance. The Rector of St. Xavier's College honestly acknowledges that "there is neither sufficient time

nor room nor teachers to carry out tutorial work to the extent required by the University Inspectors." And even their demands are modest, they only ask for groups of not more than ten. The large colleges especially—and there are some with nearly 2,000 students—find it difficult to arrange for proper tutorial work. The fact is, the whole existing system is hostile to it—the crowded classes, the variety of subject groups, the University regulations about lectures, the nature of the examinations. The teachers are far too few for tutorial work of the kind done at Oxford.

The number of teachers has, however, increased from 739 to 955, although, owing to the great increase in the number of students, the ratio of teachers to students has fallen from 1: 22.9 to 1: 23.4.

The realisation that mass lectures are no longer sufficient is, however, the first step in the right direction.

(5) **Social life.**—There is marked improvement also in the conditions of student life. While none of the arts colleges can be properly called "residential," there are a few which may almost justify that description. St. Paul's College, Calcutta, has splendid hostels which house about half its students. At Daulatpur, there is accommodation for 385 boarders. The Carmichael College, Rangpur, has 4 well-built hostels and an attractive students' club-house. The Scottish Churches College maintains 5 hostels and 2 messes; and the Krishnath College, Berhampore, no fewer than 9 hostels. The supervision of hostels is also more satisfactory. In most colleges, common rooms for students are provided. The interest in, and opportunities for, games, physical exercise and recreation are greater than ever before. Especially in the mufassal, ample playgrounds and varied sports (including rowing) are now the rule rather than the exception. Two or three colleges have had the wisdom and the resources to acquire large grounds—the Hindu Academy has 130 bighas and the Carmichael College an extensive compound of 950 acres. In many Calcutta Colleges, and at Hooghly there are platoons of the University Training Corps. Some of them, notably the Vidyasagar College, the City College and St. Xavier's College in recent years, have a proud record of athletic success. Social service has been encouraged in some institutions, and the "Little Brothers of the Poor" at the Braja Mohan College, Barisal, does social work which does not altogether belie the name they share with the order of St. Francis.

The missionary colleges give religious teaching; and the same ideal of education pervaded by the spirit of religion animates the Daulatpur Academy.

(6) **Examinations.**—The raising of the standard, which we have noticed in the M.A. and M.Sc. Examinations, is more marked in the other University Examinations:—

	I. A.		I. Sc.		B. A.		B. Sc.	
	1921-22.	1926-27.	1921-22.	1926-27.	1921-22.	1926-27.	1921-22.	1926-27.
Candidates	3,708	3,930	1,922	4,332	2,586	2,903	527	1,194
Passes	2,455	1,838	1,440	1,095	1,870	1,083	363	566
Percentage	65.1	46.7	74.9	46.05	72.3	37.3	68.8	47.5

Examinations may be made too hard; on the other hand, examinations in Calcutta tended in the past to be too easy. And in so far as the raising of the standard may lead to a corresponding improvement in the teaching, it is all to the good. The last quinquennium revealed a movement in the opposite direction, the percentage of passes steadily rose. Now the tide has begun to ebb. But it must not be forgotten that a low percentage of passes is not an end in itself and is only one of many forces that can help to improve the quality of the teaching.

(7) **Government colleges.**—Of the Government colleges, a more detailed description is necessary. The general statistics are given below:—

	Number of students.	Total expenditure.	Expenditure from Provincial funds.	Total average cost per pupil.	Cost per pupil to public funds.
		Rs.	Rs.	Ra.	Ra.
Presidency College ..	1,044	4,94,187	2,35,606	468	223
Islamia College ..	164	43,674	31,143	262	180
Sanskrit College ..	103	59,704	55,616	590	550
Hooghly College ..	273	1,37,631	1,13,787	506	418
Krishnagar College ..	235	1,49,571	1,26,208	623	522
Chittagong College ..	604	1,26,580	72,833	207	119
Rajahahi College ..	828	1,79,273	1,06,267	222	131

It is worth noting that in the Presidency College, of the total cost, high though it is, less than half is met from provincial funds.

3. **Presidency College.**—The numbers in the Presidency College have remained more or less steady. In 1921-22, there were 979 students and five years later 1,044, including attached postgraduate students in each case. No considerable additions have been made to the College buildings, except the provision of a dark room for the Astronomical Laboratory.

As a result of the alarming state of things revealed by the examination of students by the University Welfare Committee, it was decided to make physical exercise compulsory for the first and third year students. Since 1925 this has been in progress and, after the close of the period, a fully-qualified Instructor was appointed. The ordinary athletic activities of the College were carried on, with keenness and good will, if without any striking success. A second platoon has been started in connexion with the University Training Corps.

The College Union was completely overhauled and reorganised in 1925-26. The Founders' Day was celebrated each year, the Visitor—His Excellency Lord Lytton—presiding in 1925. A special attempt was made to attract old students to this and other functions at the College; and in 1926 a remarkable gathering was held of ex-students who had graduated at least 50 years ago. The compilation of a Historical Register of the College was taken in hand—no small task and perhaps the first of its kind in India—and the work was published after the end of the period. The different college societies, now all amalgamated in the Union, have continued their activities without interruption.

The academic work of the College maintained its high level. The results in the University Examinations were uniformly good. The library, which now contains nearly 45,000 volumes, was well used. Tutorial work was done regularly for all students and in all subjects, and careful records were kept.

The discipline of the College throughout the period was excellent.

But the most significant event in the history of the College was the appointment of the Presidency College Committee in 1923 as a result of the report of the Bengal Retrenchment Committee, which proposed indeed the retention of the College, but maintained there was room for economy. The Committee was unable to meet earlier than August 1924, but 19 meetings were held altogether and two *ad interim* reports and one final report were submitted to Government, covering all matters connected with the administration and working of the College.

The Committee recommended, not without the dissent of a minority, that ultimately the full control of the College should be devolved on the Governing Body under conditions which secure the future position and usefulness of the College, an adequate statutory grant being given by Government and the improvements suggested by the Committee being first carried through. This is a large question and Government has, as yet, taken no action on it.

To put the College in a satisfactory position, the Committee proposed that the scheme of extension planned before the war, but interrupted by financial stringency, should be completed at an approximate cost of Rs. 15 lakhs. Room would then be provided for the much-needed College Hall, new lecture and tutorial rooms, quarters for the Principal, servants' quarters, as well as for two playing-fields in the College area. A beginning has already been made and, in 1926-27, a block of land jutting into the College area was acquired at a cost of nearly 2 lakhs. In the budget of 1927-28, provision has been made for the acquisition of more land, for a new observatory building and other minor improvements.

The proposed increase in the maximum number of students admitted was sanctioned by Government. The new maxima are 420 in arts and 480 in science, not including 225 attached postgraduate students. The fees were also increased in accordance with the recommendation of the Committee. The admission fee was raised from Rs. 10 to Rs. 16. For the classes, instead of the previous uniform rate of Rs. 12, the following scale was adopted:—

	Rs.		Rs.
I. A.	14	I. Sc.	15
Pass B. A.	15	Pass B. Sc.	16
Honours B. A.	16	Honours B. Sc.	17
M. A.	17	M. Sc.	18

As a corollary, provision was made in the report for a much larger number of studentships. Instead of 12 free studentships of Rs. 12 each, it was proposed to have 60 half-free studentships for undergraduates of Rs. 7 each and 15 for postgraduates of Rs. 8 each.

Muhammadan students were to have 100 half-free studentships, including 60 Mohsin stipends. On this point, Government have yet passed no orders.

Far-reaching changes were recommended in the staffing of the College, the principle being the gradual substitution of a college cadre for the existing service system. The 15 existing posts in the Indian Educational Service were to be replaced by the more economic grade of professors on Rs. 650—50—1,000, 4 carrying an allowance of Rs. 50—50—200. The Bengal Educational Service posts were to give place to a grade of Readers and Lecturers on Rs. 250—700, 4 of the senior Readers getting an allowance of Rs. 100. The 7 teaching laboratory assistants were to be called demonstrators and placed in the grade of Rs. 150—10—400. The non-teaching assistants were to have a salary on the scale Rs. 50—5—150. The last two of these proposals have been carried into effect and new appointments of lecturers are now made on the scale Rs. 250—700.

The staff has also been materially strengthened. Government have sanctioned the conversion of the Astronomy demonstratorship into a lecturership and the appointment of an additional lecturer in Mathematics, Physics, Sanskrit, Arabic; and of another demonstrator in Chemistry and in Physics. Some extra non-teaching assistants' posts have been sanctioned for the Science departments.

The Committee also made proposals for co-operation between the College and the University, on the general principle of reciprocity. But on this point, no fresh action has yet been taken.

4. Sanskrit College.—In the Sanskrit College, there are signs of reviving popularity. The number of students in the English department rose from 72 to 103, although even the latter figure is far below that for 1917, when there were 238 students. The small number is accounted for by the absence of science classes, the lack of hostel accommodation and the fact that students of the College have in addition to the ordinary University courses, to undertake a special course in Sanskrit. Owing to the fall in numbers, and in pursuance of the policy of retrenchment, the staff was reduced. Three posts were abolished, a professorship in Sanskrit in the Bengal Educational Service and a lecturership in Philosophy and in English. But the reduction of staff has, in the opinion of the Principal, affected the efficiency of the teaching especially in Sanskrit. Affiliation in Mathematics was secured up to the I.A. and a lecturer on the subject appointed. Honours students in different subjects attend the Presidency College, as before.

A College Union was established in 1924, the centenary year of the College, which runs a debating club and a magazine. The Union has done good work in developing the social side of the College and in fostering a spirit of comradeship. In spite of the lack of playing space, considerable attention has been given to games, especially to such as do not require a large field—basket ball, badminton and gymnastics. In basket ball the College has had some good teams.

Many of the students are very poor, and during the period Government created in the College department 20 concession rates of fees at Rs. 2 per month, in addition to 40 permanent concession rates, for the benefit of the sons of poor pandits.

The Oriental or Tol department is described in Chapter XIII.

The results of examinations are given below :—

1926-27.	Appeared.	Passed.	Percentage.
L. A.	18	11	61.1
B. A.	21	9	42.8

The future of the Sanskrit College caused Government some anxiety and, in August 1923, a Committee was appointed to consider the whole question of the English department and the Sanskrit department and of Sanskrit studies in Bengal generally. The Committee investigated the points at issue very thoroughly in 43 meetings and presented a report in October 1926, a preliminary report having been submitted in March 1924.

About the College department, the report recommends its retention and affiliation in several new subjects, especially in English, Philosophy and History to the Honours standard and in Mathematics to the Pass standard. This will involve a considerable addition to the existing staff. Provision should also be made for advanced Sanskrit studies, for which the College should be affiliated to the M.A. standard. The University should give credit for the extra Sanskrit courses in the College by allowing its students to offer a subject less. There should be a hostel for mufassal students. It is also recommended—though not without strong dissentient opinions—that the Principal should be an orthodox Brahmin.

Such are the chief proposals of this interesting report. No action has yet been taken by Government.

5. **Islamia College.**—The Islamia College, for Moslem students only, started work in July 1926. Accommodation has been provided in the College building for 400 students and affiliation was obtained in I.A. and I.Sc. and B.A. in the following subjects :—

I.A.—English, Bengali, Urdu, Logic, Persian, History, Arabic, Civics, Mathematics, Commercial Geography, Commercial Arithmetic, Book-keeping.

I. Sc.—English, Bengali, Urdu, Mathematics, Physics, Chemistry.

B.A.—English, Philosophy, Economics, Persian, Arabic, Mathematics, History—all Pass and Honours—as well as Vernacular.

The College began with first and third year class students only and the total number in 1926-27 was 164.

The teaching staff consists of a Principal, 9 Professors, 9 Lecturers and 2 Laboratory Assistants; the ministerial staff, of a Head clerk, a Librarian, a Cashier and Accountant, a Second clerk and a Third clerk and typist.

The laboratories were equipped with a grant of Rs. 24,000 and the library was given Rs. 20,000 for a start; the annual library grant amounts to Rs. 3,000. The books are ranged on steel shelves.

In all the arts subjects, there is tutorial work. The attached hostel is under the charge of a Superintendent and an Assistant and can accommodate 78 students.

6. **Rajshahi College.**—It is not often that a Government college in Bengal is so fortunate as to retain the same Principal for a great number of years; the tenure of office of Rai Kumudini Kanta Banerji

Bahadur provided a rare exception. With the exception of 11 months, he was Principal of Rajshahi College from 1897 till he retired—in December 1924; and it is one of the tragic ironies of fate that he died within a few weeks of his retirement. To his long service the College owes not only its present high estate, but also many of its plans for the future.

There has been no permanent increase in numbers. In 1921-22, the students numbered 819 and in 1926-27, 828. But in the intervening years there was a very considerable rise, which reached its climax in 1924-25 with 966 students. The chief cause of the subsequent fall was the raising of the Matriculation Examination standard, which has affected most colleges in Bengal.

Nor was affiliation obtained during the period in any new subject, although affiliation in Honours Economics is expected next year. The staff has thus remained more or less unchanged. A History post was reduced from the Bengal Educational Service to the Subordinate Educational Service; and for the better organisation of tutorial work, Government have sanctioned the appointment of an additional lecturer in Mathematics, with effect from July 1927.

But, if not much has been done during these five years to extend the scope of the teaching, this was not for want of schemes. Two in particular deserve mention. A comprehensive plan was submitted for the starting of M.A. classes in several arts subjects and in Chemistry and of Law classes; and considerable local support was promised. But the support was far from equal to the expense that the scheme would have eventually involved and the plan dwindled down to an attempt to start a post-graduate course in History only as well as Preliminary and Intermediate Law classes. It is one of the curiosities of the system of education in Bengal that a considerable number of post-graduate students was reckoned as hopeless at Rajshahi unless Law classes were also established at the same time. Presumably, the M.A. classes were educationally desirable; but the Law classes were mainly a bribe. Finally, some of the promised donations were diverted and nothing could be done.

The other large scheme was for the establishment of an Agricultural department of the College in accordance with the wishes expressed in the will of the late Kumar Basanta Kumar Ray of Dighapatiya Junior Raj, who had in 1920 made a donation to Government of Rs. 2½ lakhs for the purpose. Plans were formulated by the Principal, in consultation with the Professor of Agriculture in Calcutta University, and modified by the Executors of the Basanta Kumar Ray Trust and the Governing Body of the College. The former have offered an additional lakh. The whole scheme is now before Government; and the next period will probably see some fruitful developments.

Much attention was given to the conditions under which students live; and between 1921-22 and 1923-24, extensive new hostel accommodation was provided by the erection of five new blocks for Hindu students and one for Moslem students at a cost of nearly Rs. 4½ lakhs. Each block houses 50 students and there are quarters for the Superintendents, kitchens, servants' quarters, common room and so forth. In addition, the College has two old hostels and one attached mess and there are two other hostels in the town, one run by the Ramkrishna Mission Society and the other by the Presbyterian Mission, which provide accommodation for some more. Altogether,

in 1927, 391 students were in residence in the College hostels alone, about half the total number, a proportion that surpasses that which most other colleges in Bengal can show.

The local Government Assistant Surgeon is in charge of the general medical supervision of the hostels; but the new hostels are in the special charge of a resident doctor, who is also the medical examiner of the College. A dispensary is attached to the hostels.

Besides hostels, some other material improvements have been made or are in prospect. An additional room for Chemistry practical classes was constructed out of a College fund; and a scheme for a new building for arts classes at a cost of over Rs. 85,000 was completed in 1925. As a result, the library has been housed in more spacious quarters, which provide also for a large reading room.

The examination results were satisfactory:—

1926.	Total.	Passes.	Percentage.
B. A.	124	67	54
B. Sc.	112	81	72.3
I. A.	95	63	66.3
I. Sc.	189	151	80

A small experiment in devolution was made when in 1925 Government placed a consolidated grant of Rs. 17,200 at the disposal of the Governing Body for the next three years, giving it the power to make reappropriations. If the experiment proves successful, larger duties may be laid on the Governing Body.

In general, the tone of the College was satisfactory. The students rendered splendid service when cholera broke out in the town and are always ready to nurse the sick and join in other forms of social work. But there was a serious outbreak of indiscipline in 1926, when the students "struck" for two days; but the agitation presently subsided and since then things have been quiet.

7. Krishnagar College.—The history of Krishnagar College during the period was one of uneventful, but steady, progress. The loss in numbers caused by the non-co-operation movement and mentioned in the last review has been to a great extent redressed. The figures speak for themselves:—

Students.—1918, 234; 1920, 281; 1922, 204; 1923, 181; 1925, 256; 1927, 235.

The proximity of Krishnagar to Calcutta affects numbers adversely and so did the lack of proper hostel accommodation. But a Hindu hostel for 65 students and Superintendent's quarters has recently been erected in the College compound and a scheme for the construction of a Muhammadan hostel has received administrative approval. At present most of the 20 or so Muhammadan students in the College live in a rented house.

No attempt was made to obtain affiliation in any new subject; but to meet the demand for science, additional accommodation was provided in the Chemistry Practical Laboratory, so that the number of places was increased from 15 to 30 in each of the B.Sc. classes. But the enthusiasm for science soon waned all over Bengal and some of the places have remained vacant. A new gas plant was also added.

The small size of the College makes it possible to have a proper tutorial system. Arrangements have been made to give an hour's tutorial work in each subject in all classes—but in the first year class, each group of not more than ten students is taken twice a week in English. The College has excellent playing-fields and the students show much interest in games. Drill is compulsory for first year students. In the library the accommodation has become insufficient for both readers and books.

The results have been very satisfactory:—

	Candidates.	Passed.	Percentage.
I. A.	26	11	42.3
I. Sc.	45	35	77.7
B. A.	21	18	85.7
B. Sc.	20	14	70

During the period, 3 students secured first class Honours, and 1 stood first among the successful I.A. and I.Sc. candidates of his year.

8. **Chittagong College.**—The Chittagong College has grown very rapidly, at any rate in numbers. In 1917, there were 275 students, in 1922, 353, and in 1927, no fewer than 604. The growth was equally marked in the case of B.A. and B.Sc. as of I.A. and I.Sc. students. There was great pressure for admission to the science classes, in particular. For the first time women students were admitted and there are now 2 girls, 1 Hindu and 1 Muhammadan, in the College.

Affiliation was obtained in History Honours; but the affiliation in Physics and Chemistry in the I.A. and B. A. courses was discontinued. A lecturer was added in English in the Subordinate Educational Service and in Philosophy a professor in the Bengal Educational Service. There is a strong demand for affiliation in Botany and Geology.

The growth of the College has rendered the accommodation inadequate. A scheme for a three-storied building, including more classes, science practical rooms, common room and reading room is before Government. Additional accommodation is urgently necessary.

During the quinquennium, a Moslem hostel for 60 boarders was constructed and is a great addition to the amenities of the College, which has about 200 Muhammadan students. The Hindu hostel has only room for 42 boarders, which is insufficient. A plan for a Buddhist students' hostel has been proposed, as well as for a house for the Principal. Altogether 120 students were in the College hostels in 1927.

Every student is required either to attend the gymnastic classes or to play out-door games. Tutorial classes in English are held throughout the year and in other subjects from January to April. The library appears to be smaller than those of other Government colleges. There is no convenient reading room for students. The College Union displayed much energy and life and the College magazine continued to flourish.

The chief need of Chittagong College is the need for more spacious buildings. The increase in numbers both requires and justifies expenditure for that purpose. As the Calcutta University Commission Report pointed out, the College has possibilities; for it is the only College in "the remote Eastern region of Bengal, which is differentiated from the rest of the Presidency, not only by trade interests, but, to some extent,

also by social and religious distinctions." There is a good case for careful and well-considered development.

9. **Hooghly College.**—The Hooghly College has done useful work along the old lines. The number of students rose from 234 in 1922 to 273 in 1927, of whom the Hindus numbered 244 and the Muhammadans 28. Affiliation was granted in three new subjects in the Honours course—English, History and Philosophy; it has been applied for in Honours Physics. For Chemistry, a new gas plant has been erected. The accommodation is insufficient; but, if and when the Madrasah is removed, the Arts and Physics classes will have more space. The gymnasium has been improved with the assistance of a grant of Rs. 500 given by His Excellency Lord Lytton on the occasion of his visit to the College in 1924. The College, however, has no playing-ground of its own, but has to share a maidan with other clubs. The Principal started a platoon of the Calcutta University Training Corps in the College, which has flourished during the last three years. Some valuable research work has been published by members of the College staff.

The results of the University Examinations were as follows, in 1927:—

	Candidates.	Passed.	Percentage.
I. A.	19	16	84.2
I. Sc.	57	36	63.1
B. A.	36	17	47.2
B. Sc.	16	14	87.5

10. **Dacca University.**—Dacca University has to its credit solid, if not showy, achievements. The number of students in the Arts and Science classes rose from 625 in 1921-22 to 710 in 1926-27. In addition, there were 442 Law students, 39 students in the Commerce classes, 79 students in the department of Education (reading in the Teachers' Training College), 130 students of the Medical school, who are taught Physics and Chemistry in the University and 15 Research students. The total number receiving instruction was thus 1,415 as against 1,030 at the end of the last quinquennium. Here, again, the popularity of science is unmistakable. The B. Sc. and M.Sc., classes rose from 100 to 237 and from 30 to 51, respectively.

The examination results were as follows:—

	Candidates.	Passed.	Percentage of passes.
<i>July 1926.</i>			
M. A. Final	68	56	82.3
M. Sc. Final	28	23	82.1
<i>March 1927.</i>			
M. A. Preliminary	60	35	58.3
M. Sc. Preliminary	28	19	67.8
B. A. Honours Final	39	21	53.8
B. Sc. Honours Final	37	15	40.5
<i>February 1927.</i>			
B. A. Honours Subsidiary	45	43	95.5
B. Sc. Honours Subsidiary	30	28	93.3
B. A. Ordinary	130	72	48.4 (a)
B. Sc. Ordinary	114	64	46.4 (b)

(a) Excluding 9 Honours candidates who obtained the ordinary degree.

(b) Excluding 11 Honours candidates who obtained the ordinary degree.

The library has been largely increased and contained nearly 46,000 carefully-selected volumes in 1927. A large number of periodicals were also available. To the valuable Sanskrit and Bengali manuscript section of the library, reference is made in Chapter XIII.

Considerable additions were made to the buildings, especially to the chemical laboratories. A new science library was also provided. A large underground sewerage scheme is in contemplation.

The University intends to open departments of Botany and Bacteriology in the near future. The institution of a one-year course leading to an examination for a diploma in Practical English has been sanctioned. Valuable original work has been done by nearly every department.

Dacca University was intended to be mainly residential and the proportion of resident students—it is gratifying to observe—has greatly increased, as the following figures show:—

	1921-22.	1926-27.
Students in residence—		
Dacca Hall	... 148	150
Jagannath Hall	... 101	211
Muslim Hall	... 87	208

Muslim Hall was enlarged by the addition of Ramna House in 1925-26 and of Burdwan House in 1926-27. The nucleus of the Hall is a section of the upper part of the central University building, but the need of a separate home has been recognised and funds have been sanctioned and plans made for its construction. Special provision has been made for women in the shape of a house which can accommodate 12 students. In 1922-23 a small hostel was set apart for Anglo-Indian students, but no advantage was taken of it. The members of the different Halls conduct admirable social service leagues. There seems to be no doubt that as an organisation for fostering corporate and social activities and creating real *esprit-de-corps* the Hall system of Dacca University has justified itself.

In Chapter II the Dacca University Amendment Act of 1925 was mentioned. The stabilising of the finances of the University has contributed greatly to the security of this young and growing institution.

Sir P. G. Hartog, who, as Vice-Chancellor, had steered the University from its launching, retired at the end of 1925, having done not a little to bring the vessel into prosperous seas.

11. **Advisory Committee for higher education.**—There are thus two Universities in Bengal; it seemed desirable to have some liaison between them. It was with this object that a permanent Committee was created in 1924, consisting of 17 members, to advise Government and the Universities on questions connected with higher education. The annual report for 1923-24 summarised its duties thus: “(1) to co-ordinate the work of the two Universities of Bengal; (2) to see that all unnecessary duplication in the work of the Universities is avoided; and (3) to ensure that all available resources are distributed between the two Universities in some equitable ratio.” The Committee held several meetings in 1924 and 1925 and discussed two important questions—the conditions of the Dacca University provident fund and the

standardising of Honours courses in the two Universities. On the first point, it was finally decided that Dacca University should contribute $8\frac{1}{2}$ per cent. to the provident fund, on condition that the same rate was adopted for Calcutta University and that some attempt should be made to start a provident fund for colleges. No decision was reached about the Honours courses. At Calcutta, the course is of two years and at Dacca of three—but at Calcutta, students who obtain the Honours degree almost invariably proceed to the M.A. Although there are difficulties in the way, some agreement may eventually be reached.

12. **Board of Intermediate and Secondary Education, Dacca.**—In the colleges affiliated to Calcutta University, intermediate classes are included and the methods of teaching followed are the same as for the higher classes. Dacca University, however, is limited by statute to education above the intermediate stage; and as the Dacca University area was withdrawn from the control of Calcutta University, the creation of a separate board to manage intermediate education became necessary. Following the recommendation of the Sadler Report, intermediate education was regarded as a part of secondary education and the newly-created Board was entrusted with the charge of both. In this Chapter, we are, however, mainly concerned with the activities of the Board in connexion with intermediate education.

The Sadler Report, however, did not contemplate a separate Board for a small area like the Dacca University area—and the arrangement was regarded as purely provisional. The Board was therefore, appointed for only a year and the majority of the members were nominated by Government. The failure, however, of the authorities concerned to reach any agreement about the character and powers of a general provincial board led to the prolongation of the life of the Dacca Board year by year and it still survives.

But it is clear that no certain conclusions about the validity of the recommendations of the Calcutta University Commission can be drawn from the experience of the Dacca Board. For one thing it has only been in existence for six years, a period too short for the full fruition of the seed sown. Then, its area is very limited, too small to allow it to go its own way or to ignore the influence of the Calcutta system of education all round it. Its annual tenure has prevented it from planning any large constructive scheme, such as must necessarily take years to mature. Nor were the financial resources at its disposal adequate to the needs of any thorough-going reform and re-organisation. The one clear lesson is that the Board cannot go on as it has done—and the cry has been raised, "End or extend."

There has been abundant criticism, partly justified, but partly interested and partly misinformed. It is not true that, under the Board, the standards of teaching and examination have sunk. The annual report of the Board for 1926-27 conclusively disproves this charge with the help of statistics. On the other hand, much has been done to improve the teaching and to carry out the recommendations of the Sadler Commission, as will be evident from the following extract from the quinquennial report of the Board:—

"(1) It organised the intermediate classes of the colleges that were partly incorporated in the Dacca University, into intermediate colleges of one of the types suggested by the Commission and raised

the Eden High School for Girls into an intermediate college of another of the types recommended. (2) It rearranged the intermediate courses so as to vary them, as suggested by the Commission. (3) It opened two 'vocational' courses at one of the intermediate colleges under its jurisdiction. (4) It reduced the size of the classes so as to enable individual attention to be paid to the pupils. (5) It completed the school courses by adding subjects which are now considered indispensable for that stage, namely, History (both of England and India), and Geography. (6) For training in the practical use of English, it instituted an oral test in English and included in the general English course selected prose works of present-day English writers. (7) It introduced Elementary Science as an optional subject for the High School Examination."

This is no mean achievement. Nor does it represent all the work of the Board—for Government placed under it all the reformed madrasahs of the province. Its labours in this connexion are summarised in a later Chapter.

The number of intermediate colleges (not including the Islamic Intermediate Colleges) under the Board were 4, 3 for men and 1 for women. The total number of pupils in the intermediate classes was 994, including 211 Muhammadans. At the Intermediate Examination of 1927, 546 candidates appeared, of whom 230 were successful. The total expenditure of the Board for 1926-27 was Rs. 57,430 and the net cost to Government Rs. 28,759.

Of the 3 men's colleges, 1, the Imperial Salimullah College, was opened in 1925; but, as a result of the small number of students applying for admission and of the decrease in the grant given by Government, it is in a precarious financial condition; and, unless local support is forthcoming, it may be compelled to abandon its intermediate classes. The Jagannath Intermediate College received from Government in 1926-27 a grant of Rs. 48,072 and has 617 students. Besides the ordinary Arts and Science courses, it maintains two vocational courses, in Dyeing and in Commerce. The Dacca Intermediate College is managed by Government and has at last been properly housed in New Government House. Botany has been introduced as an additional science subject. The 2 hostels, 1 for Hindus and 1 for Muhammadans, have together 128 boarders. The total number of students was 316. The expenditure in 1926-27 was Rs. 1,34,469, of which Rs. 1,05,122 came from provincial revenues. The average annual cost per pupil was Rs. 403. The College is now adequately equipped and staffed.

CHAPTER IV.

Secondary Education: Indian Boys.

1. **General statistics and comments.**—The total number of secondary schools is as follows:—

	High schools.	Middle English.	Middle vernacular.	Total.
1916-17	698	1,602	349	2,649
1921-22	878	1,468	217	2,563
1926-27	985	1,616	74	2,675

The number of pupils is shown below:—

	High schools.	Middle English.	Middle vernacular.	Total.
1916-17	218,070	160,359	21,253	399,682
1921-22	190,630	108,582	10,632	309,844
1926-27	233,343	142,684	4,802	380,829

These figures are interesting, although some of them are perplexing. The general drift of the last five years is clear, secondary schools and pupils have increased considerably in number. The ground lost during the previous quinquennium has been recovered, and at some points a little fresh ground won. But there are cross-currents (to vary the metaphor) and a closer analysis of each type of school is necessary.

(1) **Middle Vernacular schools.**—The figures for the middle vernacular schools allow only one interpretation. The decline is continuous and even gathers momentum as it proceeds. Thus, between 1917 and 1922, the middle vernacular schools decreased by 132 or 38 per cent.; but between 1922 and 1927, they fell by 143 or 66 per cent. Already in the fifth quinquennial report, Mr. Hornell declared that their doom was sealed. Of this there can now be no possible manner of doubt. The middle vernacular school has ceased to meet any public demand and in a few years will vanish, at any rate in its present shape. It is altogether unlikely that even the substitution of the vernacular as the medium of instruction in high schools will have any vivifying effect on this dying species.

(2) **High schools.**—More curious is the history of the high schools. Between 1916-17 and 1921-22, their number rose by 180, although the pupils diminished by more than an eighth. The increase in schools was the result and symptom of the growing desire for English secondary education and numbers would also have risen were it not for the non-co-operation movement; in fact, till 1919-20, numbers did rise. Now that the movement has ceased to exert any appreciable influence on education, the number of schools and the number of pupils have both increased in proportion. The last report diagnosed that "the apparently decreased popularity of the secondary school is a thing enforced by economic causes;" and with the gradual return of material prosperity, this force again is now not so widely operative.

(3) **Middle English schools.**—But the most curious figures are those of the Middle English schools. Between 1917 and 1922, not only did the number of pupils diminish, but also the number of schools. This was attributed in the last report to the transformation of many middle schools into high schools—but the question remains why other middle schools did not arise to take the vacant places. In this quinquennium, we notice an unexpected revival; there is a distinct increase in middle English schools, which have passed the figures for 1916-17; but the number of pupils, while it has risen by more than a third, is still below the figure for 1916-17. It seems clear, however, that the middle English school will not become obsolete, like the vernacular school; as an organ of the educational system, it shows no signs of atrophy.

(4) **Miscellaneous statistics.**—The general increase in the number of schools is shared by all parts of Bengal; the average per district is higher in every division. The highest is Dacca, with 165 English secondary schools per district, the lowest Rajshahi, with 52.

The increase in schools is almost wholly an increase of private schools. The Government institutions, in 1921-22, numbered 46, in 1926-27, 45. The details are given in the table below:—

	High schools.			Middle English schools.			Middle vernacular schools.		
	1921-22.	1926-27.	Increase or decrease	1921-22.	1926-27.	Increase or decrease	1921-22.	1926-27.	Increase or decrease.
Government ..	40	41	+1	6	4	-2	..	..	..
Municipal and District Board.	4	3	-1	50	46	-4	26	14	-14
Private ..	834	941	+107	1,412	1,566	+154	189	60	-129
Total ..	878	985	+107	1,468	1,616	+148	217	74	-143

The average strength of each type of school is greater than before, although in two cases still less than in 1916-17:—

	High schools.	Middle English.	Middle vernacular.
1916-17	312	100	61
1921-22	217	74	49
1926-27	237	88	65

In the last report, it was pointed out that a reduction of the average strength of schools may be a good thing where it is not accompanied by a proportionate reduction of the staff; for "the smaller the class, the greater the teachers' opportunity." But, on the other hand, it must not be forgotten that the great majority of schools depend mainly on fees for their income and cannot afford to pay their teachers adequately unless they have a fairly large number of pupils.

When we look at the number of pupils in different stages of education, it is seen that the chief gain is in the middle stage, where the chief loss was suffered in the previous quinquennium. The inference from these figures is that there is not a great deal of wastage during the course of secondary education:—

	1916-17.	1921-22.	1926-27.
High	99,309	91,134	102,655
Middle	96,071	73,969	94,421

2. **Control of secondary schools—(1) Government and the growth of the grant-in-aid system.**—The supervision of, and control over, secondary schools has become much more efficient during the quinquennium. For one thing, while the number of private schools has increased, the number of aided schools has grown far more than in proportion. The movement is not new, but it has accelerated enormously. In 1921-22, 42.2 per cent. of English secondary schools and 56.9 per cent. of high schools were unaided; the figures for 1926-27 are, respectively, 34.4 and 47.5. In Chittagong Division, there were five years ago 38 aided high schools and 68 unaided; now there are 64 aided high schools and only 43 which do not receive aid. At last the balance is on the right side.

The grant of aid to a school means not only that its finances are placed on a more stable basis; it implies also that the school conforms to certain standards and is liable to periodical inspection.

In the past, there was no clear policy to regulate the grant of aid; it was often given haphazard and, once given, was rarely withdrawn. But, in 1925-26, when a recurring grant of Rs. 3 lakhs was sanctioned for the improvement of the pay of teachers in non-Government secondary schools, the following principles were laid down for its distribution:—

- (1) Middle English schools were to receive only a small part of the total grant.
- (2) No aid was given to any school, unless its permanency was assured and necessary in the opinion of the Inspector.
- (3) A minimum scale of Rs. 540 (11 teachers) was insisted on in the case of schools to which a new grant was given.
- (4) No grant, old or new, was to be given where the rate of fees fell below a certain minimum scale.
- (5) No grant was to be given unless the school had a provident fund for teachers.
- (6) The minimum grant to a high school was fixed at Rs. 100 a month.

Thus, only schools which deserved to survive were helped and the schools which have been helped have been made better fitted to survive.

The time is almost past when a school was regarded as a productive enterprise, yielding a regular income to its proprietor. It is competition that has killed the school as a business concern. The multiplication of schools was accompanied by a decline in their strength, caused partly by this multiplication, partly by the failure of illusions as to the material prospects of educated men, and partly by other causes. In spite of sweated labour, the fee income no longer equals the working cost. For most schools, public aid is becoming a necessity—and this necessity knows laws; it provides the opportunity for insistence on a higher standard.

(2) **The University.**—Much remains to be done; and Government can never do every thing—public opinion and the University, which “recognises” high schools, must co-operate. During the quinquennium, there have been welcome signs that the University is alive to its responsibilities. It has insisted that every recognised school should establish a provident fund for teachers and maintain a minimum scale of expenditure.

(3) **Managing Committees.**—All high schools are now controlled by managing committees; but the Inspectors’ reports make it clear that these committees cannot be regarded as an unqualified success. They are too often “the battle-ground of opposing factions.” “Hardly an election passes, but one or more petitions are received asking for it to be set aside for various reasons.” Recently, however, the University has drawn up a “School Code” to regulate the management of schools and to secure for teachers larger rights of representation and tenure. There are some small differences between the provisions of this Code and the grant-in-aid rules of the Department; and it has not

yet been put completely into force. Its adoption will, undoubtedly, produce considerable improvement at a point where improvement is sorely needed.

(4) **Dacca Board of Secondary Education.**—The schools in the Dacca University area are under the control of the Board of Intermediate and Secondary Education, Dacca. During the period, their number has risen from 10 to 14 and the number of pupils from 4,561 to 5,652. The Board has introduced History (both of England and India) and Geography as compulsory subjects in the High School course and Elementary Science as an optional subject. An oral test in English is also included. During 1923-24, a comprehensive inspection of the schools under the Board was carried out by the inspecting staff of the Department.

But the limitation of the area under the Board, while it makes careful supervision of the schools possible, yet creates difficulties, which are neither few nor light. If any attempt is made to raise standards, the boys take fright at once and can easily transfer themselves to schools just outside the area and affiliated to Calcutta University. Further, the Board, as pointed out in earlier Chapters, has been appointed for only a year at a time, as a provincial Board was fancied to be in near prospect; and the uncertainty of its tenure has prevented it from planning any broad constructive scheme extending beyond the narrow limits of a single year. Nor has it been supplied with the large funds that any comprehensive scheme would necessarily entail.

3. **Teachers and their position**—(1) **Qualifications of teachers.**—The number of teachers increased, but not in proportion to the number of pupils. The total was 21,873 teachers, which gives an average of 1 teacher to 17 pupils, compared with 1: 16 in 1921-22.

Taking secondary school teachers as a whole, they can scarcely be described as well-qualified. The great majority are not graduates; the trained graduates—and indeed trained teachers generally—are a mere sprinkling, too few in numbers, even if they had the ability or power, to act as a leaven. In the Chittagong Division, with 2,818 teachers, only 437 were graduates and only 48 of them had trained for their profession. There were 59 trained graduates in Rajshahi Division out of a total of 3,182. These figures, which are taken at random, speak for themselves. Teaching is still regarded as an unskilled profession.

Teachers in different classes of high schools.

Management.	Trained teachers.	Percentage of trained teachers.	Average number of teachers to a school.
Government	277	42.4	16
District Board and Municipal	10	16.4	20
Aided	732	12.2	12.7
Unaided	437	7.6	12.5

There is also reason to believe that few teachers regard their work as a vocation, a high calling. Many, even of the graduate teachers,

turn to teaching as an occupation which may be obtained without much trouble, demands no arduous application and conveniently bridges over the interval between college and some settled and more remunerative work. Hence the body of teachers is largely a floating body, including many men who are in it from necessity rather than of choice and will presently leave it without regret. This still further reduces the efficiency of the teachers.

(2) **Salary of teachers.**—But, on the other hand, when one considers their position, it is hard to blame them. It has been pointed out, over and over again, that the salary of the school master in Bengal is a miserable pittance, often lower than that of a menial servant or even a casual labourer. Here, figures are available which need no comment. In Chittagong Division, the average salary of a high school teacher is Rs. 51.7, of a middle school teacher Rs. 18.2. In Rajshahi, 70 per cent. of the high school teachers receive between Rs. 20 and Rs. 70 and the actual average is Rs. 44.5. Nor are these salaries always paid. "It is well known that in many cases the item 'subscriptions' (in school accounts) consists of forced levies upon the teachers' salaries." And the averages are appreciably raised by the far higher salaries paid in Government schools.

Pathetically inadequate as these figures are, they yet represent an advance on the salaries of ten or even five years ago.

(3) **Provident funds.**—In one respect, definite progress has been achieved. Both University and Government have insisted on the institution of provident funds in schools, with considerable success. As a rule, the teacher contributes one anna in the rupee and the school half an anna; but attempts are being made to raise the school contribution also to an anna. In some division, thanks to Government grants, this has been done. A general scheme for the province has been sanctioned.

4. **Curriculum and subjects of study**—(1) **Vocational subjects.**—There has been no great change in the curriculum during the period under review, partly because of the indifference to small changes that accompanies the expectation of far-reaching changes like the long-awaited Board of Secondary Education and partly as a result of a change of feeling on the subject. At one time, the idea was widely current that the solution of the problem of a growing educated proletariat was to be sought in the creation of "vocational" schools, which would train boys for practical occupations. But a truer conception of education, a deeper analysis of the situation and actual experiment have combined to prove that this solution is illusory. Under the sway of the ideas that produced the non-co-operation movement, spinning, weaving and other "vocational" classes were started in many schools; but they soon returned to their first love—the Matriculation curriculum—and the discarded spinning-wheels were put discreetly out of sight. The issue of a similar recent experiment is interesting. Artisan and spinning classes were opened in a certain high school in Pabna; but, in a very short time, they detached themselves from the uncongenial parent and set up as a separate institution.

If, however, it is neither wise nor practical to regard secondary education as immediate preparation for a vocation, on the other hand, there can be no doubt that a purely literary training does not afford a

complete education and that manual arts of various kinds have a high cultural and educational value. In about 22 schools, manual training, of various kinds, has been given—but this needs to be widely extended. The Conference of Educational Officers, February 1925, advised that, while vocational training might more properly be given in special institutions after the school course, some subjects which train the hand and the eye and give scope for the creative joy of the “artist,” should be introduced into schools. To this desire, the University has added its powerful voice. Subjects like carpentry or metal-work, spinning and weaving, gardening and agriculture, drawing and painting, will show the boy that he can educate himself through his finger-tips as well as through the ear and the eye, add variety and diversion to a course now intolerably monotonous and hum-drum and, by accustoming him to manual work, teach him the dignity, the joy and the productive worth of labour.

(2) **Science subjects.**—Six Government schools in the province had “B” classes or Science courses attached to them at the end of the period. They were intended to be the nucleus of a “modern” side in schools, but the intention remains unrealised. One Head Master “reports with regret that the public do not appreciate the utility of the classes and the demand for admission is not very keen.” The truth is, no alternative scheme of small dimensions can hope to hold its own against the attraction of the enormous mass of Calcutta University.

5. **Methods of teaching**—(1) **Inefficiency of teaching.**—The methods of study and teaching are more important than the subjects. The most perfect curriculum would be rendered valueless by the methods of teaching practised in many schools. It is possible to work in marble and fail to create an Apollo Belvedere. “Of the practice of teaching as a science there is practically none.” The Inspector for Chittagong goes on to point out that this is not wilful neglect. “They (the teachers) are not provided with the necessary appliances and they have no conception of modern developments in the art of teaching and of the skilled technique it is possible to develop. They themselves were never well-taught, they have never seen good teaching and they are unaware of the defects present in their own methods.”

(2) **Private coaching.**—It is partly the inefficiency of teaching and partly the vogue of “cram” that has led to the almost universal prevalence of private coaching. In one way, this may appear a good thing, because the teacher gets a sorely-needed addition to his salary from the wealthier pupils, while schools can afford to keep fees low—but, in every other way, it is unsatisfactory and harmful. An arrangement which tends to make teachers and schools satisfied with the present wage-scale is, after all, wrong; and private coaching is both result and cause of bad teaching in schools.

(3) **School Libraries.**—The reports of Inspectors draw attention to the inadequacy of school libraries; and yet perhaps they should not be called inadequate, for the few books have fewer readers. This is again part of “the wheel,” the chain of cause and effect, for the general system of cram makes extra reading superfluous for examinations and indisposes the boy to read for the pleasure of it. The result is seen in the appalling lack of general knowledge of the graduate, as revealed, for instance, in competitive examinations, in such statements as these: “St. Francis of Assisi is the lady who recently swam across the English

Channel;" "The chief poisonous snakes of India are cobras, pantheons and dragons;" "Mr. N. N. C. (The M. C. C.) came to play cricket in India."

(4) **The vernacular as medium.**—It has long been recognised that cramming was encouraged, in fact made almost inevitable, by the practice of teaching in a medium very imperfectly understood. The strain of assimilating knowledge thus imparted was too great; the boy merely attempted, by an effort of memory, to retain the exact form of words. The information remained external to his mind; there was no inducement to think. What went in through the ear and the eye came out at the end of the pen, unaltered and undigested. One of the most hopeful things in the future, therefore, is the use of the vernacular as the medium of instruction, which should begin in 1930. In some quarters there is a fear that this will not be an unmixed good and that the standard of English, already low, will fall lower still. But, even if that happens, it is far the lesser evil.

(5) **The Dalton plan and experiments thereon.**—Here and there attempts have been made to introduce modern methods of teaching as experiments, largely under the inspiration of a circular, issued at the instance of Lord Lytton, late Governor of Bengal. The most notable of these was the trial of the Dalton Laboratory Plan in different schools, most of them Government institutions. The reports received vary. In some schools, especially in the Armanitola High School, Dacca, and the Hindu School, Calcutta, where the scheme was worked under skilled guidance it seems to be on the whole a success. In others, the results obtained were not proportionate to the time, labour and equipment involved. In the Jalpaiguri Zilla School, the Dalton Plan was, after a brief trial, abandoned and in its place a modified scheme of supervised study introduced, which appears to have possibilities. But, whether these schemes succeed or fail is a comparatively small matter—the significant thing is that they have been tried, that schools in Bengal, so long content to walk along the broad and easy way that leads nowhere, are now striking off, by ones or twos, on paths of their own to explore the possibilities of a more fruitful education.

To other schemes, one can make only a brief reference. Some schools under the Dacca Board have tried the plan of "grading" boys for teaching according to their proficiency in different subjects. Elsewhere, the "project" method has been put into operation, especially in the American Baptist Mission School at Bhipore, where the Santhal boys form admirable subjects for the experiment of supplementing book learning by village industrial arts and making education concrete by linking it up with the familiar facts of everyday life and work.

6. **Examinations.**—(1) **the Matriculation.**—One great obstacle in the way of radical experiments is the dominance of the Matriculation Examination over the school course. Every pupil is anxious to pass this examination; every school is judged by its Matriculation results. And the standard of the examination was so low, the percentage of passes so high, that the test was no true indication of educational efficiency and schools were induced by success into an attitude of inert self-complacency. One records, therefore, with satisfaction any attempt to improve the examination. The Senate has passed a draft Regulation to revise the character of the Matriculation which is now

under the consideration of Government, and during the quinquennium, the percentage of passes has steadily fallen.

Year	Candidates appeared	Candidates passed	Percentage
1921-22	17,926	14,063	78.4
1922-23	17,569	13,987	73.9
1923-24	17,207	13,061	75.9
1924-25	17,748	12,874	72.5
1925-26	15,147	8,537	56.3
1926-27	14,290	7,537	52.7

This will not only prevent the admission into colleges of a number of those unfitted for higher education, but probably also lead to an increase of efficiency in schools.

(2) **The Dacca examination.**—The percentage of passes at the High School Examination of the Dacca Board does not show an equal decrease. The Board has always been haunted by "the fear (by no means a causeless fear) of driving students away from its diminutive area."

Year	Percentage of passes
1921-22	78.2
1922-23	81.0
1923-24	87.4
1924-25	85.6
1925-26	69.2
1926-27	73.6

The middle examinations are not public examinations and their results do not invite special comment. Nor has there been any important change in the scholarship system.

(3) **Minimum age.**—One change in the Regulations deserves notice. During 1924-25, the rule which debarred boys under 16 from appearing at the Matriculation Examination was relaxed and boys of 15 and over were declared eligible in future on production of a certificate from the Head Master of their fitness for college life.

7. Expenditure—

Total expenditure according to sources:—

	1921-22.	Proportion to total.	1926-27.	Proportion to total.
	Rs.	Per cent.	Rs.	Per cent.
Provincial revenues	12,52,566	18.3	15,88,308	17.9
Municipal funds	28,316		27,791	
District funds	2,66,902	64.3	3,22,238	65.9
Fees	54,62,675		70,72,943	
Other sources	14,78,563	17.4	17,33,795	16.2
Total	84,90,022		1,07,31,975	

From this table, it appears that the expenditure on secondary schools has increased very considerably during the quinquennium, by no less than Rs. 22,47,053 or 26.5 per cent. Roughly, during the previous quinquennium, expenditure rose by a sixth, in this by more than a fourth.

The amount that is derived from provincial revenues has increased in almost exact proportion, by 26.2 per cent. But the largest increase is in the fee income, 29.5 per cent. This means that, while education has become more expensive, parents are prepared to pay a rather larger part of the expense than before. In 1921-22, the fees averaged Rs. 17.6 per boy, in 1926-27 they have increased slightly to Rs. 18.6. The motive force was, no doubt, largely the pressure of the policy of insistence on higher fees as a condition of a grant-in-aid.

Total expenditure according to types of schools.

	1921-22.	1926-27.	Increase or decrease.
	Rs.	Rs.	Rs.
High schools ..	63,75,938	83,35,947	+ 19,60,009
Middle English ..	19,68,591	23,35,361	+ 3,66,770
Middle vernacular ..	1,4,493	65,767	- 79,276

This table shows that the high schools have absorbed most of the total amount and most of the increase. Their expenses have grown by Rs. 19,60,009. In the previous quinquennium, the expenditure on middle schools actually fell; in this it has risen by Rs. 2,87,044. The expenditure on middle vernacular schools is fast dwindling as a result of the rapid diminution in their numbers.

Average costs.

	Cost per month per school.		Cost per year per boy.	
	1921-22.	1926-27.	1921-22.	1926-27.
	Rs.	Rs.	Rs.	Rs.
High schools ..	605	705	34.6	35.7
Middle English ..	111	120	18.1	16.3
Middle vernacular ..	56	74	14.2	13.6

It is clear that the total increase in expenditure is not accounted for wholly by the increase of schools; the cost of maintaining a school is also greater now than five years ago. This is a move in the right direction, for a cheap school is usually also a bad school. Even now, the average expenses of a high school per month are only Rs. 705, which include not only the salaries of the staff, but the cost of

equipment, the wages of servants books for the libraries, furniture, games, and so forth. In this instance, as so often, the more expensive article is the better. The higher cost of a school, again, is only partly explained by the increase in the average strength of schools; the cost per boy has increased and is now, roughly, almost double what it was in 1911-12.

Expenditure on high schools according to management.

Management.	Total cost per year.	Income from fees.	Income from other sources.	Net cost to Government.	Cost per head.		Cost per head to Government.	
					1921-22.	1926-27.	1921-22.	1926-27.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government ..	10,33,599	3,93,170	4,392	6,36,037	74.01	76.06	48.04	46.8
District Board and Municipality.	56,041	41,771	3,842	10,428	39.8	35.8	11.1	6.6
Private—aided ..	39,68,674	27,07,866	5,16,493	7,44,310	35.4	36.2	6.7	6.8
Private—unaided	32,77,633	26,02,877	6,74,756	..	29.8	30.2	..	..

The inferences are the same as in the last report—Government schools are much more expensive than any other type and, in all other classes of schools, about three-fourths of the total expenses are met by fees.

The question naturally suggests itself: would it not be possible to save money without sacrificing efficiency by deprovincialising Government high schools? One thing is clear, Government alone pays an attractive scale of salaries to its teachers and, presumably, obtains the services of the best qualified. This presumption is generally, but not always, true. The Bengal Retrenchment Committee proposed the deprovincialisation of all schools; but Government decided to retain one high school in each district. It was intended to hand over control of the others, but the proposal was dropped in deference to public protests. Thus the scheme to deprovincialise the high school at Jamalpur in Mymensingh was held in abeyance. But, in 1924-25, after buildings had been constructed at a cost of over Rs. 2 lakhs, it was decided to substitute an aided school for the proposed zilla school at Burdwan.

Something has already been said about grants-in-aid. Much of the improvement, such as it is, of the quinquennium, is the result of a judicious distribution of grants on condition that fees were also raised. The amount given is, as a rule, not very large; in Dacca Division, the average grant per high school is Rs. 1,556 a year or Rs. 129 a month. This is a very material help to a struggling school, depending on an unstable fee income, but not enough to put it on a sound financial basis. And a great number of schools still continue to be unaided. It would appear that public money, available for secondary education, could not be more usefully spent than in improving and extending the system of grants-in-aid. In 1925, the Council voted an extra Rs. 3 lakhs for secondary education, thanks to which

many fresh grants were given, on conditions which have been summarised above. Further grants have been made subsequently.

8. **The future.**—It is easy enough to criticise the existing system, but it is much harder to suggest lines of reconstruction, which will be practicable. The problem bristles with difficulties. There is the difficulty of finance, for a great many improvements are possible only if schools can obtain a larger income. Money may come from Government, from fees or from private or corporate benefactions. From the last source, much more cannot be expected, as things are at present. The missionary societies have contributed generously in the past, but are hard hit by financial stringency at home and by the rate of exchange. And secondary education has as yet made little or no appeal to wealthy Bengalis as a fit object for their munificence. Fees have risen steadily in the past decade and cannot be raised much higher without a more liberal allowance of scholarships to keep the way open for the higher education of the intelligent poor, Government may provide a little more, but not all that can be profitably used, without fresh taxation. Then there is the problem of control, a thorny problem which at once places in opposition Government, the University, and the local committees of management. Strictly speaking, the University is not concerned with secondary education, but through the Matriculation Examination it exercises a control which is powerful, if not always immediate, effective if indirect. The University, however, is already over-burdened with its own, more appropriate, work and cannot undertake a reconstruction of the secondary system. But it has steadily opposed any independent Board of Secondary Education. On the other hand, the history of the Dacca Board teaches the futility of piecemeal attempts at decentralisation. Then, there is the problem of waste, of misdirected effort, of a training that fits a boy for college (even this hardly may one concede) and almost unfits him for everything else, that takes boys away from the normal and natural occupations of the country and leaves them hopeless and helpless at the end. The first question that the educationalist must ask is: "What should and does it all lead to?" and this is the question which, in Bengal, is constantly shirked or to which, at any rate, no answer has yet been found. The existing system refuses to recognise that it has had its day and must cease to be, at any rate as a general system for the whole province; there must be changes or alternatives. And, not least, there is the problem of the lack of professional skill and pride, of a sense of vocation, of knowledge and imagination. The methods of teaching are hackneyed and pedestrian in the extreme. The teacher does not care whither it is all tending nor seeks to make the way pleasant to the young feet that perforce tread it.

Some kind of general controlling body seems necessary, able to give time and thought—much time and deep, sane, fearless, informed thought—to the whole problem, able to view it without prejudice, by itself and in relation to the environment. But in such unified control, there is a danger, which the past has illustrated only too vividly. It is largely the tyranny of the Matriculation that has reduced all schools to a mechanical dead level; and, above all, what is wanted is variety, bold experiment and freedom to experiment, schools aiming at different objects and using different methods and developing their own traditions. Only thus, shall we have a satisfactory solution—when we cease to think of a *system* of education and are

content to believe that, in the infinite variety characteristic of living organisms, there is more hope than in the uniformity of machine-made objects, so dear to indolent and unimaginative minds. What is needed is the widest possible variety within an integrated organisation of national education.

CHAPTER V.

Primary Education: Indian Boys.

1. **Statistics and comments.**—In nearly every direction, primary education made progress during the period under review. The number of primary schools rose from 35,615 in 1921-22 to 38,187 in 1926-27 and this, in spite of the fact that the night schools, which were classed as primary schools in the last review, now fall into the category of "adult schools" and have not been reckoned in the total. The two figures are, therefore, not exactly comparable. Taking them as they stand, there was an increase of 2,572 schools or 7·2 per cent.

The number of pupils in primary schools increased from 1,164,597 to 1,398,942, by 234,345 or 20·1 per cent. If we add the 183,753 (in 1921-22, 142,937) pupils in the primary classes of secondary schools, the total number of pupils in the primary stage of instruction is 1,582,695 as against 1,307,534 at the end of the previous quinquennium, that is, an increase of 21·04 per cent. or more than a fifth. Between 1917 and 1922 there was some retrogression; but 1927 sees us a long way ahead of any earlier record.

As pupils have increased by a fifth and schools only by a fourteenth, it follows that the average strength of a primary school is greater. While in 1921-22, 32·6 pupils attended a school on the average, in 1926-27 there are 36·6. To each school there are four pupils more.

As the only figures available for the total male population are those of the census of 1921, no accurate deduction can be made as to the proportion of boys in primary schools to the total number of boys of school-going age. The figures are given below for what they are worth:—

	(1) Male population.	(2) Males of school-going age.	(3) Boys in primary schools.	(4) Percentage of (3) to (2).
1921-22	24,151,222	6,520,829	1,109,521	17·0
1926-27	24,151,222	6,520,829	1,340,499	20·5
Increase or decrease .. .. .	....	....	+230,978	....

The number of Muhammadan pupils is 746,053 or 53·3 per cent. of the total, of Hindus 642,538 or 45·9 per cent. In 1921-22, the respective figures were 51·7 and 46·4 per cent. To put it in another way, the Hindu pupils have increased by a little over a sixth during the quinquennium, the Muhammadans by almost a fourth.

Nearly all types of schools have shared in the increase in numbers, as the following table shows:—

	1921-22.		1926-27.			Increase or decrease of proportion to total.
	Number.	Proportion to total.	Number.	Increase or decrease.	Proportion to total.	
Government	108	8.9	97	-11.	10.2	+1.3
Local and Municipal	3,054		3,783	+729		
Aided	23,912	81.2	29,984	+1,072	78.5	-2.7
Unaided	3,541	9.9	4,323	+782	11.3	+1.4
Total	35,615	100	38,187	+2,572	100	..

The next table shows the proportion of schools to area and number of villages in the different divisions:—

	1921-22.		1926-27.	
	Area in square miles.	Towns and villages.	Area in square miles.	Towns and villages.
Presidency	2.8	2.1	2.7	2.1
Burdwan	1.6	2.6	1.6	2.5
Dacca	1.7	2.1	1.5	1.8
Chittagong	2.2	1.4	1.9	1.1
Rajshahi	2.7	3.5	2.7	3.4

In the whole province, there is 1 school to 2.01 square miles and to 2.2 towns and villages. From division to division, there is evidently considerable variation; if we take the district as the unit, the variation is much greater. Thus, in Bakarganj district, there are 10 primary schools to every 9 square miles and eight villages, a proportion three or four times as high as that of the province.

Two diagrams (see pages 52 and 53) before we conclude this statistical section. It illustrates the enormous preponderance of pupils in the lowest class and is significant as revealing the proportion of wastage. Of 10 boys in class I only 3 reach class II and only 2 of them pass on to class III. Here is something to make one pause and think—primary education too often means merely a year in the lowest class. As the Inspector for Dacca writes: "The stagnant depths at the bottom of primary schools should be vigorously stirred." It is really in the first four primary classes that there is most loss.

2. **Curriculum and examination.**—In January 1923, the revised curriculum (referred to in paragraph 164 of the last review) was introduced into the schools in nearly all districts. The exceptions have also fallen into line from January 1925.

The compulsory subjects are, Reading, Writing, Arithmetic, Geography, History, Hygiene, (for boys) or Hygiene and Domestic

Economy (for girls), Observation lessons (for boys), Drill (for boys) or Drill or Needlework (for girls). Two of the following optional subjects have to be taken for the Primary Final Examination—Drawing, Manual Work (for boys) or Manual Work, including Clay-modelling (for girls), Science or Nature Study based on school gardening, English and Zamindari and Mahajani accounts.

The enforcement of the new curriculum is a noteworthy event. True, it is a compromise—as many other things are—between the two Bengals, a compound of the curricula formerly followed in East and West Bengal. But it makes certain important changes. First, in place of two courses covering, between them 6 years, it provides a uniform unbroken course lasting 5 years. The old division of primary schools into upper and lower primary has thus become irrelevant and obsolete; and the length of the primary course has been reduced by a year. Next, it introduces English as an optional language, a measure which has proved popular. In Dacca Division, about 1,000 schools teach English, in Rajshahi over 500. History, formerly neglected, is now a compulsory subject in the last two school years. Geography and Hygiene in the last three. On the other hand, the

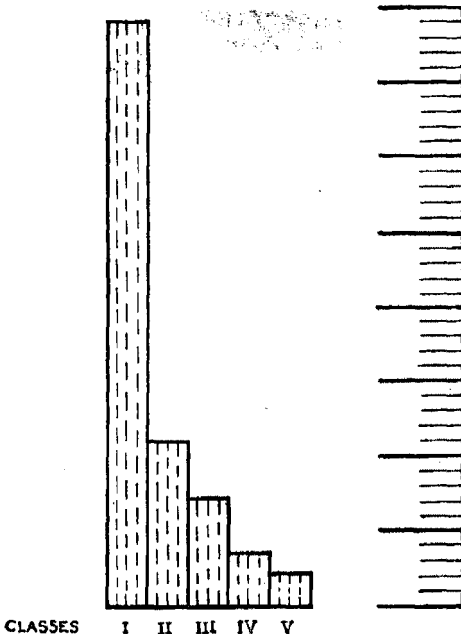
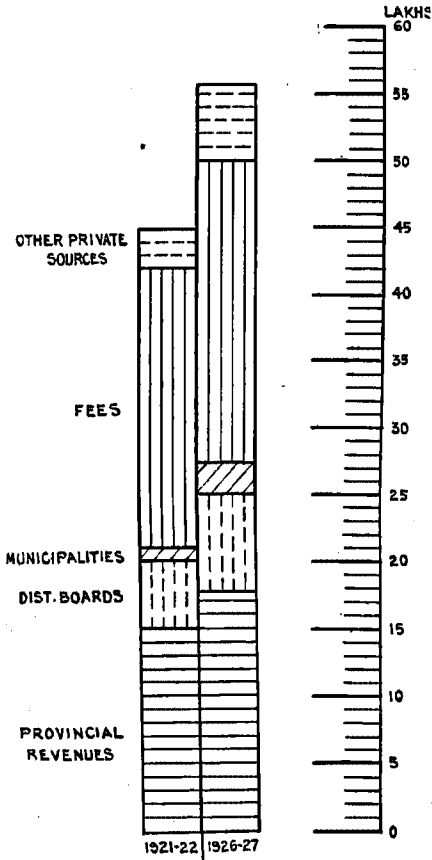


Diagram to show the proportion of Indian pupils in the different primary classes.

course has been simplified by making certain other subjects optional and more attention is directed to the elements of education, reading, writing and arithmetic.



Amount and sources of expenditure on primary schools.

There are, of course, criticisms. One Inspector tersely says: "Nothing human is perfect and the curriculum is certainly not an exception." Apart from the imperfection of all things human, the particular criticisms fall into two classes, those which assert that the course is too heavy and those which maintain that the teaching is inefficient. Here are some comments from the Inspectors' reports. Writing of English, "Pupils learnt letters of the alphabet and could spell a few simple words; beyond this results are not satisfactory, as most of the teachers appointed are not properly qualified to teach anything more in that language." "The revised curriculum lays considerable stress upon the methods of teaching various subjects, which require careful preparation and the undivided attention of a trained teacher. But this is hardly possible." "Unless sufficient improvement takes place in the general mental equipment of a primary school teacher, it will be idle to expect more satisfactory results from the curriculum." It is also pointed out that few schools have any arrangements for Science and Nature Study, and that Mental Arithmetic, "so very necessary for the people in their daily transactions," is not practised as much as it used to be.

These criticisms are not trivial, but they are inevitable—and there is little doubt that the new curriculum marks an improvement on the old. Bad teaching—there's the rub. But, during the period, a measure was approved—though not yet enforced—which may have far-reaching effects on the quality of the teaching. The conference of educational officers in February 1925 suggested, and Government approved of, the revival of the old public examination at the end of the primary course. This will be first held in November 1927.

3. **Teachers.**—The total number of primary school teachers has risen during the quinquennium from 44,446 to 52,822, an increase of 18·8 per cent. But it is gratifying that the number of trained teachers increased from 10,685 to 14,261, by 33·4 per cent. In 1922, the trained teachers formed 24 per cent. of the whole body, in 1927 26·9 per cent. The increase is small, but appreciable. The teachers with no certificate now number 2,382 or 4·5 per cent. and those who have only passed the Lower Primary Examination are few, being only 1,606.

Far the great majority of primary school teachers are not men of any large mental calibre. Their qualifications are small; they are neither capable of nor receive any very advanced training. But it could not be otherwise, for primary teaching—as was pointed out in the last Review—is a sweated industry. It is perhaps not sweated in the sense that the teacher has no time for any other avocation, but it is sweated in the sense that the pay given for the work is generally not a living wage. During the last five years, there has been a small increase, an increase, as a rule, of about a rupee per month or less. In some districts there is a positive decline. Some of the figures are so low as to be almost incredible—for instance, in Chittagong Division, the average monthly emoluments (was there ever a bigger word for a smaller thing?) of a teacher in an unaided school is Rs. 3·3. In an aided school it is as much as Rs. 6.

Small wonder is it, then, that primary school teachers are not often well-educated or well-trained themselves and are unable to give their whole time to their work. Many of them, perhaps most of them, have perforce to supplement their exiguous salaries by the profits of other

occupations. Some hundreds of them—unfortunately a smaller number than in 1922*, 246 against 331—act also as village post masters and earn an additional income ranging from Rs. 4 to Rs. 16.

The object which Government has set before itself is the provision of Rs. 6 per mensem for each trained teacher in addition to his income from local funds and fees and a minimum of Rs. 2 for each untrained teacher. An additional grant of Rs. 5,51,000 was secured for the purpose, of which Rs. 2,81,000 was made available in 1926-27, but it was far from adequate, and the actual improvement effected was small.

4. **Scholarships.**—The upper primary scholarship is now called the final and the lower the preliminary scholarship.

The final primary scholarship is of the value of Rs. 3 and is awarded by the Inspector of Schools on the result of an examination. No school may send more than two candidates, but as the total number of candidates must not be more than four times the number of scholarships, many schools have to be content with only one or even no representative. There seems to be a case for adding to the number of scholarships, both final and preliminary. A certain proportion is reserved for Muhammadans and backward classes.

The preliminary scholarships are of the value of Rs. 2 and tenable generally for two years. They are awarded by the local bodies. As, however, the Accounts Department objected to the payment of scholarships from Municipal and District Board funds as *ultra vires*; their cost is now met by Government, the amount being deducted from the grants made to local bodies for the improvement of primary education. The same object is achieved by a round-about procedure.

The total number of scholarships is 1,376 and the expenditure Rs. 41,854, of which Rs. 41,498 came from public funds.

5. **Schemes of primary education.**—During the period, two schemes for extending primary education were in operation, one new and one taken over from the previous quinquennium. The new scheme is that proposed in Mr. Biss's report and approved by Government; the old one is the Panchayati Union scheme.

The report for Rajshahi Division supplies a concise summary of the history of the latter. "The scheme was first initiated by Sir Henry Sharp, then Director of Public Instruction, Eastern Bengal and Assam, and the schools started under the scheme were called by him class I lower primary schools. The name was changed by Mr. C. H. Browning, the then officiating Director of Public Instruction, to Board primary schools. At a conference of the Divisional Commissioners, it was decided to proceed on a more definite geographical basis, viz., panchayati unions. The schools constructed after 1917-18 have come to be known as panchayati union schools."

The plan is to provide each union with a school of a cheap type, the expenses being borne wholly by Government. The amount allotted for a building is Rs. 1,000, but this has been described as "quite inadequate." Further, the complaint is generally made that it is not always a central site that is chosen, but one that can most easily be spared. There are other difficulties. In some districts, the panchayati unions are being reduced or enlarged or replaced by

* Altogether 519 teachers, secondary as well as primary, worked as school postmasters in 1926-27 against 556 in 1921-22.

Union Boards under the Village Self-Government Act. The fact that the schools, once constructed, are placed under the District Board, has an injurious effect on their efficiency and popularity. The local public do not feel any special interest in their school or any obligation to repair the building. District Boards, on the other hand, are often unable to provide money for keeping the school houses in proper condition. New schools are built, while old ones are in some cases falling into disrepair. The pay of the Board primary teacher is often lower than that of the trained teacher of an aided school. Another difficulty that arose was that the panchayati union schools, which were started on the lower primary basis of 3 years, are unable to teach the full 5 years' course of the new curriculum, unless indeed District Boards undertake to supplement the Government aid by contributions from their own funds for the maintenance of the extra 2 years' course.

But, when so much has been granted, we may still recognise that the Panchayati Union scheme represents a well-considered attempt to spread elementary education and has made appreciable progress during the quinquennium. Funds to the extent of Rs. 5,18,000 were allotted for the construction of 467 boys' schools and 51 girls' schools. At present, there are altogether 3,584 schools of this type in the province, rather unequally distributed. Thus, Rajshahi Division possesses 1,143 such schools, the Dacca Division 1,243, whereas the Chittagong Division has only 559 and the Presidency Division only 294. One Inspector says: "Board primary schools are generally better housed, better equipped and better staffed than most of the aided primary schools." The summary of the annual report for 1924-25 may be here repeated: "The Panchayati Union School scheme, as a contribution towards the solution of the problem of the spread of literacy, has solid merits, but it also possesses defects, most of them fortunately remediable with increased funds."

Similar in character, but more ambitious, is Mr. Biss's scheme. The aim is, again, the creation of a network of primary schools all over Bengal, but the unit school area is roughly a circle with a half mile radius; each municipal or Union Board area is eventually to have one central school and as many ancillary schools as are needed. The schools are controlled by these local bodies and the cost is to be shared equally by Government and the local authority, the latter having the option of levying an education cess under the Bengal Primary Education Act of 1919. But progress under this scheme has been slow, the chief hindrance being the reluctance of local bodies to meet their share of the cost or to levy a cess. There is "apathy, if not antipathy." In many districts, again, Union Boards have not yet come into existence or begun to function. In certain cases some of the Biss schools have been abandoned.

Nevertheless, here also some progress was made. Government gives nearly a lakh of rupees annually to further this scheme. The municipalities of Rangpur, Berhampore and Budge-Budge have accepted the scheme in its entirety, others are experimenting with one or two schools. A few Union Boards have imposed a cess for primary education and many others have made tentative beginnings. Altogether, in about 60 municipalities and Union Boards, the Biss scheme has come into operation, wholly or in part. In Dacca Division, no fewer than 64 Biss schools have been started in the last 5 years; and, though elsewhere, the number is much smaller, the

total number of schools sanctioned under the scheme during the quinquennium is 223.

A few municipalities have awakened to their responsibilities. Chittagong has made primary school attendance compulsory as well as free. Rangpur municipality has 6 free schools and was the first in its division to resort to taxation for the purpose. There are 11 schools in the Madaripur municipality. But the largest and most comprehensive scheme is that inaugurated in 1924-25 by the Calcutta Corporation, which now runs 94 free primary schools with 11,561 pupils. Most of these meet in the mornings in the buildings of other schools and have no habitation of their own. No fees are charged and the schools are largely attended, the minimum strength fixed by the Corporation being 100 pupils per school. The teachers are better paid and better qualified than elsewhere. The Corporation also employs 5 inspecting officers to supervise the work of its schools and of other schools aided by it. The other schools in Calcutta, mostly proprietary, it is difficult to commend. The competition of the free Corporation schools and high rents have hit them hard; and their general condition is unsatisfactory.

6. Financial aspects of primary education.—The total expenditure on primary schools has increased very rapidly in the last 15 years, in fact has more than doubled. In 1911-12, it was, in round numbers, Rs. 27 lakhs, but rose in 1916-17 to 38 lakhs or by two-fifths. In the next 5 years, a period of financial stringency, it increased at a slower rate to Rs. 45 lakhs. In 1926-27, the figure is Rs. 56 lakhs, an increase of almost a fourth during the quinquennium.

Of the total of Rs. 55,90,162, a little less than half or Rs. 27,59,723 came from public funds, a slightly smaller proportion than in 1921-22. The expenditure from provincial revenues rose from Rs. 15,16,657 to Rs. 17,74,820 or by a little over a sixth. The District Board funds contributed Rs. 7,27,857 and municipal funds Rs. 2,57,046, of which far the largest share was borne by the Calcutta Corporation. From private funds came the balance of Rs. 23,30,439, 50.6 per cent. of the total, and of this the fee income supplied Rs. 22,64,433, an increase of 17 per cent.

The increase in expenditure and in fee income is much more marked in some divisions than in others. The most striking is Dacca Division, where the total expenditure has jumped from Rs. 9,50,748 to Rs. 13,29,610 or increased by more than one-third. The fees rose from Rs. 2,71,577 to Rs. 5,66,726, that is, have more than doubled. Elsewhere, the progress is not nearly so impressive.

The average monthly cost of the different types of primary schools according to management are set forth below:—

	1921-22.	1926-27.
	Rs.	Rs.
Government	71.4	69.5
District Board	15.9	18.6
Municipal	50	101.08
Aided	10.5	11.7
Unaided	3.8	5.0
General average	10.5	12.2

The average annual cost per pupil was Rs. 4 in 1921-22 and Rs. 3.9 in 1926-27.

7. **General considerations.**—When we survey primary education in Bengal, certain features stand out in high relief. First, its extraordinary cheapness. For a little over Rs. 20, a child can spend 5 years at a primary school and acquire the status of a literate person. In a comparatively poor province, such as Bengal, cheapness is a necessity for any general scheme of education. Secondly, a high proportion of the expenses are met by the parents, 40·5 per cent. of the total expenditure coming from fees; and when we remember that many schools are free, the proportion contributed by those who do pay will appear more striking. Thirdly, attention has already been drawn to the wastage, which means that, of the large number of pupils at school, only a small fraction effectually share in the benefits of primary education. Fourthly, the basis of the cheapness is cheap labour; and, beyond a certain point, cheap labour is inefficient. As a rule, the teachers are men of poor qualifications, untrained or ill-trained and compelled to seek other ways of supplementing an inadequate income. But, on the other hand, it should be remembered that higher salaries will not necessarily produce better men—it may create a demand from the wrong type of man, the man with perhaps a degree, but with no local ties, no touch with the conditions of rural life and no personal interest in his pupils or his work. The belief that money can solve all difficulties of this nature is particularly insidious and dangerous, because it contains a half-truth.

In planning for the future, two aspects have to be considered—, the extension of primary education and its efficiency. If primary education is to be made universal, more schools are wanted and larger schools. Not perhaps a great many more, for at present there is, on the average, a school to every 2 square miles. But the distribution is uneven—here a large area barren of schools, there two or three schools within call of each other. The schemes to provide for a judicious distribution have, in part, failed, because their progress has been very slow. The average strength of a school is now 36, but it is obviously more economical and efficient to raise the strength of each school than to multiply thinly-attended institutions.

A sufficiency of schools will not by itself lead to universal education. Many parents prefer their children to earn wages than to spend several years in school—often, this is an economic necessity. Hence arises the question of compulsion. Education cannot be universal unless it is compulsory—but, in a country like India, compulsion will be difficult to enforce unless it has the weight of widespread popular opinion behind it. There is need, therefore, not only for more schools, but for more propaganda.

Compulsory education must, of course, be largely or wholly free. Government, local bodies or private agencies should provide the money. At present, a large number of children pay fees, which amount in the aggregate to a considerable sum. But this money will not be lost; it will be realised for the same purpose under the guise of a new tax or local cess. For, it must be admitted that the existing or probable future resources of the Government would be unequal to the drain of any compulsory free scheme of education. If, eventually, 60 instead of 16 lakhs of children have to be taught and teachers have to be paid at least twice as much as they are at present, the total expenditure will be enormous.

Primary education should not only be free, it must be good. The commodity given away must be intrinsically valuable if it is to prove desirable and the ultimate success of any compulsory scheme must largely depend on the general usefulness of the curriculum, its relation to the village environment, the quality of the teaching, the results of the training on the character, mental development and material prospects of the pupil.

On these lines, action or at least discussion has already been initiated. In September 1926 Government issued a resolution for the information and criticism of the public, sketching the outlines of proposed legislation on primary education. In each district a District School Board is to be set up, "essentially a non-official body with an official element," which would first survey the educational needs of the district and prepare a scheme for providing the necessary schools, and teachers. Then power would be given to the Board to impose and collect a special cess of the value of about 5 pice in the rupee on the annual value of lands and net profits of mines; and the non-agricultural classes would also be assessed. The Board would dispose of the proceeds as well as the sums at present spent by Government or other public bodies on primary education. When the scheme is on its way, compulsion would be introduced and enforced.

Such, very briefly, are the main features of this measure, which, as yet, exists only on paper.

8. **Adult schools.**—The night schools are, as a rule, primary schools held in the evening and attended by a considerable proportion of adults. In some places, the adult pupils only come during the "off season," when other work is scarce. The attendance is thus often irregular and, as a rule, not more than 2 hours a day can be given to school work. The night schools leave much to be desired and yet, as the Inspector for Rajshahi puts it, "the spread of literacy among the illiterate adults seems to be one of the most effective methods of securing for mass education the backing of popular sympathy and support." They deserve greater attention. The total number of night schools in 1926-27 was 1,533, the number of pupils 35,276, and the expenditure Rs. 47,216. The corresponding figures in 1921-22 were 1,551, 34,936 and Rs. 44,732.

Continuation schools, intended for those who have already had some schooling, exist only in the Presidency Division and in Calcutta. Group I schools, on paper meant for boys below 15, but actually attended by adults as well and by many who have not been through school at all, are growing in popularity and now number 125 with 3,434 pupils. Group II schools, on the other hand, which give instruction of an elementary kind in one or two technical subjects, as well as in Arithmetic, are generally condemned as serving no useful purpose in their present shape. They number 44 with 1,058 pupils, a decline since 1921-22. There is indeed room and need for schools to continue the education of adults along practical lines, but the existing schools are not of the right type. Some reorganisation seems necessary.

CHAPTER VI.

Education of Indian girls and women.

1. Statistics and their analysis—

Year.	Arts and professional colleges.	High schools.	Middle schools.	Primary schools.	Other institutions.	Private institutions.	Total.
<i>Institutions for girls.</i>							
1921-22	4	13	57	12,151	55	474	12,754
1926-27	6	19	70	14,605	48	292	15,040
Increase or decrease ..	+2	+6	+13	+2,454	-7	-182	+2,286
<i>Girls in girls' and boys' schools.</i>							
1921-22	226	2,647	6,640	322,694	1,661	9,992	343,862
1926-27	364	4,801	8,269	396,056	1,990	8,737	420,217
Increase or decrease ..	+138	+2,154	+1,629	+73,362	+329	-1,255	+76,355

These figures reveal general progress, as far as numbers are concerned; the number of schools has increased and the number of girls attending schools. A more careful examination, however, tempers one's satisfaction—for the increase is greatest in the primary schools and in the lowest classes of all schools generally. For instance, in Dacca Division, out of 122,492 pupils in girls' schools, no fewer than 98,826 or 80·68 per cent. are in the lowest class. In Chittagong, 95·04 per cent. are in class I. In the whole province, of the girls at school, 96·6 per cent. are in the primary stage; of the scholars in girls' schools, only 1 in 234 is in the high stage and only 1 in 1,516 in the Matriculation class.

An analysis of the pupils by religion makes the picture still more sombre.

Year.	Total number of girls at school.	Hindus.	Muhammadans.
1921-22	343,862	153,890	180,888
1926-27	420,217	186,430	226,031
Increase ..	+76,355	+32,540	+45,143

At first sight, each creed seems to hold its own; the numbers of Hindu and Muhammadan girls at school are roughly in proportion to the size of each community. But a comparison of the numbers in different stages of instruction shows an extraordinary disparity. Thus, in the whole of the Burdwan Division, there was not a single Musalman girl above the primary stage; and in the Presidency Division, out of 19,759 Muhammadan girls in school, only 6 were in high schools and

33 in middle schools. In the Dacca Division, only 3·7 of the total number of girls in secondary schools were Muhammadans. Interesting figures are available for the Chittagong Division. Here, during the quinquennium, the number of Hindu girls increased by 23·5 per cent. and that of Muhammadan girls by no less than 48·8 per cent. But a qualitative analysis brings to light a very different state of things.

	Female population.	Primary stage.		Middle stage.	High stage.
		Class I.	Classes II, III, IV.		
Muhammadans ..	2,174,658	60,931	1,695	5	0
Hindus	7,04,847	23,134	2,347	115	66

In that Division, only 1 Muhammadan girl in 37 goes beyond the lowest class and only 1 in 13,000 survives the primary stage. Among Hindus, 1 in 140 goes on to the middle school. The diagram on the next page shows the proportion of Hindus and Muhammadans in the different stages of instruction. In face of these figures, it can scarcely be asserted with confidence that there is as yet in Bengal any strong or wide-spread demand for the education of girls, especially among Muhammadans. The proportion of wastage is pathetic—but perhaps it should not be reckoned as wastage. The fact seems to be that “the primary school is regarded as a convenient nursery for young children rather than as an educational institution.” But it must be remembered that an over-whelming majority of girls leave school after the first year and soon relapse into ignorance. No certain conclusions as to the spread of literacy among women can be drawn from general statistics of the number of girls at school.

A certain number of girls attend boys' schools and some girls' schools accept small boys. But this is merely “a matter of convenience and not of policy” and can scarcely be called “co-education.”

2. **Collegiate education.**—During the period there were, as before, 3 arts colleges in Calcutta teaching up to the B.A. standard and the intermediate department of the Eden High School for Girls at Dacca. But, while the number of institutions remained unchanged, the number of students in them increased from 213 in 1922 to 289 in 1927. To this should be added the women students in the University classes and in the men's colleges, in all 321.

The demand for higher education for women is thus steadily, if slowly, growing stronger. A particularly noteworthy feature is the increase in the number of Hindu women who attend college. The Principal of the Bethune College reports that the long record of Brahma majority in the College has been broken and Hindus now outnumber any other single community. This is encouraging, because women's colleges have hitherto been chiefly fed by Brahmos, Europeans and Indian Christians—all small communities; and any great advance in women's higher education depends on the readiness of orthodox Hindu society to welcome it. Among Muhammadans, on the other hand, higher education for women is, as shown above, still a thing almost unknown.

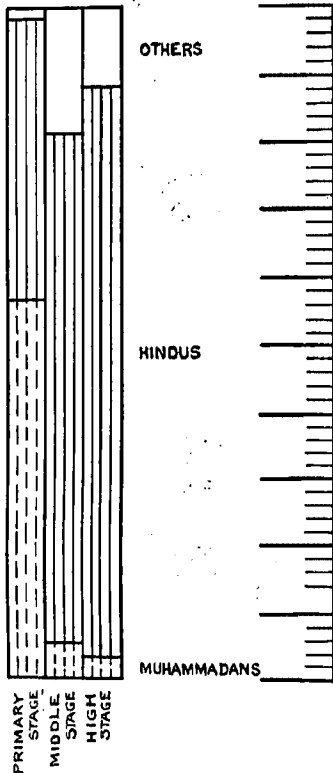


Diagram showing proportions
of girls of different communities
in schools for Indian girls

The increase in the number of women students is, however, still slow that it can be adequately met by the existing women's colleges if they are developed to the limit of their capacity. For different reasons, a small number of women will probably continue to enter men's colleges. But the number of those who are kept out of women's colleges by lack of accommodation is not likely to be so large as

require the establishment of a new college, at any rate in the near future. On the other hand, there is urgent need for the expansion of hostel accommodation in women's colleges.

At present, the subjects of study and the courses in women's colleges are the same as in other colleges; and they suffer from the same defects and the same difficulties. A peculiar difficulty is, however, created by the lack of a sufficient supply of qualified women teachers. It is, therefore, gratifying to note that 6 women passed the M. A. Examinations of the University during the period. A small number also went abroad for further study and between 1922 and 1927 Government awarded two scholarships to women for this purpose.

The following table shows the number of women students who passed University Examinations during the quinquennium:—

	1917-21.			1922-26.			Average per year 1922-26.		
	Number of candidates.	Number of passes.	Percentage of passes.	Number of candidates.	Number of passes.	Percentage of passes.	Number of candidates.	Number of passes.	Percentage of passes.
M. A. ..	8	7	87.5	7	6	85.7	1.4	1.2	85.7
M. Sc. ..	..	..	..	..	..	..	..	..	..
B. A. ..	157	130	82.8	266	221	83.08	53.2	44.2	83.8
B. Sc. ..	..	..	..	1	1	100	.2	.2	100
I. A. ..	292	225	77.1	368	308	79.3	77.6	61.6	79.3
I. Sc. ..	..	..	..	28	18	64.2	5.6	3.6	64.2
Matriculation	485	391	80.6	668	574	85.9	133.6	114.8	85.9

3. Bethune College.—Bethune College, which is a Government institution, is the largest of the women's colleges in Bengal. Its history during the last 5 years has been one of steady progress. Affiliation was secured in B.A. Honours, Philosophy and I.Sc. Chemistry and applied for in I.Sc. Physics. For the further development of scientific studies a strong case can be made out, for there can be no question that at least one women's college should provide the opportunity for scientific training. The numbers in the college increased from 114 in 1922 to 135 in 1927. The Principal complains that this was made possible only "by a process of squeezing, which outrages all one's hygienic instincts;" and, in truth, the need for increased classroom and hostel accommodation has long been recognised, although little has yet been done. A scheme has, however, been prepared for the expansion of the College at a cost of about Rs. 8 lakhs. Two new outside hostels were recently opened, capable of accommodating about 50 students. The substitution of motor buses for horse buses has not only "materially shortened the College and school day for non-resident students," but enabled them to take a more effective interest in different College activities, like the Debating Society. The College magazine has been revived. The Old Students' Guild helps poor students and holds a successful reunion in September of each year. The interest in physical culture steadily develops and about 20 students have joined a voluntary drill class.

In University Examinations, the College maintains its high reputation. The Principal emphasises the difficulties caused by the low standard of the Matriculation, the neglect of Geography, the very imperfect knowledge of the medium of education, English, possessed by first year students. To remedy the last defect, special coaching is given to students in small groups of 12 to 14. These weaknesses have led to the rejection of a considerable proportion of second year students when candidates were selected to appear for the University Examinations.

Perhaps partly owing to this careful weeding out, the University results have been excellent. The following table shows the results of 1926:—

	Number of candidates.	Number of passes.	First Division.	Second Division.	Third Division.	Failed.
I. A. ..	24	22	9	10	3	2
I. Sc. ..	6	4	3	1	..	2
B. A. Pass ..	22	21(a)	..	..	..	1
B. A. Honours	9	7(b)	..	7	..	..

(a) Seven of these obtained distinction.

(b) Seven obtained second class Honours, 2 got their Pass degree.

4. **Diocesan College.**—The number of students in the Diocesan College varied within small limits, going as high as 76 in 1923 and falling to 62 in 1925. During the period affiliation was secured in History Honours. There are a Historical Society and a Debating Society, a Games Club and a Magazine Club, as well as an Old Girls' Guild. Classes in Home Nursing are held during the rains term.

Here, again, the lack of sufficient hostel space presents a serious problem. The College hostel has room for only 30 students and the attached U.M.S. hostel can take only another 15. There was another outside hostel for a time, which had, however, to be given up on the score of expense.

The financial position of the College is, in fact, by no means secure, in spite of the low cost of maintenance possible for a missionary institution.

5. **Loreto House.**—The Loreto House recently acquired an adjoining house and grounds, into which the kindergarten classes were moved, leaving the old building free for the college department. There are now 47 students on the rolls and the institution is steadily gaining in popularity. The expenditure during 1926-27 was Rs. 12,360. Twenty students were sent up for the I.A., of whom 19 were successful; and all the 7 candidates passed in the B. A. Examination.

6. **Eden Girls' Intermediate College, Dacca.**—During the quinquennium, the intermediate classes attached to the Eden Girls' School, Dacca, were made permanent and the institution raised to the status of an intermediate college. A wide range of arts subjects is taught,

but no money has yet been available for the starting of Science classes, for which administrative approval has been given. The college classes are gradually becoming more popular and candidates from the College have taken very high places in the intermediate examinations of the Dacca Board, one of them being placed first in 1927. There is a small attached hostel. Regular courses of Home Nursing and Hygiene are given, as well as lantern lectures on Village Sanitation and Hygiene. But the institution still inhabits rented buildings and the office staff appears to be inadequate.

7. **Secondary education.**—In West Bengal, there are now 9 girls' high schools instead of 8 in 1921-22; but 8 of them are in Calcutta. In East Bengal, however, the number has risen from 5 to 10. Four of the 19 schools are Government institutions, in Calcutta, Chittagong, Mymensingh and Dacca. In Dacca, there is another school and both are under the Dacca Board of Intermediate and Secondary Education. The total number of girls in high schools has increased from 2,640 in 1921-22 to 4,789 in 1926-27, the number in the higher classes being respectively 629 and 1,068.

8. **Distribution of schools.**—One remarkable feature is the concentration of schools in Calcutta and their almost complete absence in the rest of West Bengal. It is natural and right that Calcutta should possess several institutions, but it is not right that the mufassal should be neglected. The consequence is, girls requiring higher education are obliged to come to Calcutta and schools in Calcutta find it necessary to maintain hostels. To draw girls away from the healthy open-air life of the country to the conditions of crowded city-life in Calcutta is an act of very doubtful wisdom. Most of the Calcutta schools have very small play-grounds and can offer few facilities for exercise or games.

It is, therefore, of hopeful augury to note that, in 1926, a new high school was started at Krishnagar, the Lady Carmichael Girls' High School; that the conversion of the Coronation Girls' School at Khulna to a high school is in near prospect; and that plans are ready for the transfer of the Christ Church Girls' School from Calcutta to a spacious and admirable site at Dum-Dum. In East Bengal, the schools are more judiciously scattered.

9. **The curriculum.**—The sixth quinquennial report drew attention to the failure of an attempt, well-considered and carefully prepared, to introduce into some girls' schools a curriculum, alternative to the Matriculation and better adapted to the environment and actual needs of Indian girls, most of whom do not proceed to a college course. The experiment failed, because parents were anxious that their daughters should pass a recognised examination, the Matriculation, and were suspicious of the value of any training which did not directly lead to this end. The experiment has not been revived; but there are signs that the desire for a wider curriculum is becoming more general. The Bengal Women's Educational Conference approved "the steps already taken towards greater elasticity in the curriculum of secondary schools for girls and desires to see further progress in the same direction." Vocal and instrumental music has been introduced into all the schools in West Bengal. Many schools now teach girls to draw, sketch and embroider; and the work done in these subjects is often of admirable quality and reveals an inherent talent that deserves to be developed. On the other hand, the time is not yet when any school

can refuse to concern itself with the Matriculation. The Gokhale Memorial School, which was founded in Calcutta in 1920, was deliberately intended to train girls for life rather than to prepare them for an examination; but in 1925-26, it found itself compelled to send up girls for the first time for the Matriculation. Such is the extent of "the dominance of examinations" in Bengal.

10. **Physical culture.**—There is no doubt that many girls suffer from the unwonted strain of school work and school life. In 1923-24, a systematic inspection of the Bethune Collegiate School by Dr. (Miss) Cohen of the Public Health Department showed an alarming number of cases of throat trouble, bad eyes and bad teeth. It is gratifying, therefore, that regular medical examination is now carried on in most schools in West Bengal—East Bengal lags sadly behind in this matter. Attention is being given, in larger measure, to health and the care of the body. To the syllabuses, a course in Hygiene, First Aid and Home Nursing has been added. The Girl Guide movement is spreading gradually. In this connexion, special mention should be made of the work of Miss Carswell, Physical Directress of the Young Women's Christian Association, who has, during the last year, conducted a physical training class for teachers. She gave theoretical and practical instruction to them and inspected their own drill classes; and in the examination which concluded the course, many teachers were successful. Miss Carswell gave demonstrations at various places in addition to her work in Calcutta, visiting the Eden Girls' School at Dacca, and other schools. The result has been not only a supply of teachers qualified to take drill and games classes in schools, but a general awakening of interest in the whole subject. The Principal of the Bethune College writes of the attached school: "Numerous letters from parents express delight at the proposed organisation of drill classes in the school and readiness to meet the small outlay necessary for a special dress for members of competing teams."

Along these and similar lines, much remains to be done. A grant of Rs. 15 was given to five schools for a teacher in First Aid; and many girls appear for and hold the certificate of the St. John's Ambulance Association. But the Inspectress for West Bengal draws attention to the lack of competent hygiene teachers and suggests the award of Government scholarships for women for a special course of Hygiene study abroad to qualify them to organise such teaching in Bengal. Something, meanwhile, is being done. At the Bethune College and School, special courses of lectures on "Health in the Home" have been given under the auspices of the Bengal Social Service League.

During the quinquennium, 789 girls appeared for the Matriculation Examination and 629 were successful.

11. **Middle schools.**—The middle schools, which form a distinct feature of the system of girls' education, have, on the whole, maintained and even extended their position. But the middle vernacular schools are declining in popularity and losing ground. Many of them are being raised to the middle English standard, no fewer than 8 in West Bengal during the period. On the other hand, if a middle English school acquires high school status, its place is at once taken by a new middle English school. In 1921-22, there were 57 middle

schools altogether, 28 middle English and 29 middle vernacular; in 1926-27, the total is 70, of which no fewer than 48 are middle English schools and only 22 middle vernacular.

The importance of middle schools is not only that they constitute the level beyond which few Hindu and Muhammadan girls are able to study, as was pointed out in the last report, but that, as the staff is generally composed of women teachers, married girls can and do attend them in growing numbers. They are also considerably less expensive than high schools and are, therefore, more widely scattered all over the province.

A suitable curriculum has been drawn up and will come into force shortly.

12. **Primary schools.**—The number of primary schools in 1921-22 was 12,151; in 1926-27 14,605. The number of girls in the primary stage in 1926-27 was 406,137, of whom 347,270 were in girls' schools and 58,867 in boys' schools. The corresponding numbers in 1921-22 were 330,338, 274,919 and 55,419.

13. **Types of schools.**—In the province, there are different types of primary schools, classified according to the source from which they receive aid. The model primary schools, managed by Government, well-staffed, well-housed and well-equipped, were deprovincialised in 1924 and handed over to local committees. They have merged, therefore, in the general class of schools which receive a grant-in-aid from the department, of which there are now 286 in West Bengal alone. During the period, 10 new schools received building grants. Then come the schools which receive aid from District Boards or municipalities; but the aid from these sources is, as a rule, trifling and the Inspectresses report that the condition of these schools remains unsatisfactory. The bigger municipalities are, however, more alive to their responsibilities. The schools in Dacca have improved greatly; and, in Calcutta, the Corporation in 1924-25 inaugurated the policy of establishing free primary schools. Staffed with well-paid teachers and offering gratuitous instruction, these schools have rapidly won a great measure of success. Closely akin to the District Board aided schools are the Board model or panchayati union schools; these have been established in selected centres, with a preliminary grant of Rs. 1,000 for a building and a maintenance grant of Rs. 16 per month. Although latterly no funds have been forthcoming for the purpose, a considerable number of such schools were created during the quinquennium. Then, let us note the free peasant girls' schools of West Bengal, which it is difficult to staff with female teachers, as they are situated in comparatively remote places; the urban girls' schools peculiar to East Bengal; the home girls' schools consisting of classes taught by a single mistress; the schools for backward classes, which have spread largely in certain parts of West Bengal; the schools established by the Nari Siksha Samiti and those maintained by the various missionary societies. These two last classes and some of the others receive aid from Government as well. The financial difficulties which most missionary societies still have to face have led, unfortunately, to the cessation of a considerable part of their educational work.

14. **Progress.**—Generally, little has been done to improve the condition of primary education as a whole. Here, a new school has arisen; there an additional grant given; the pay of some teachers

has been raised; the equipment of some schools improved; but in the standard of primary education as a whole—in the nature of the buildings, the training and prospects of the teachers, the quantity and quality of the equipment—there has been no marked rise of level. It is needless to labour the oft-made point that primary education cannot be satisfactory, as long as teachers (and there are such now) are paid, in some cases, only Rs. 5 a month.

The hindrances are, on the one hand, a lack of vision and imagination and, on the other, a lack of money. The demand for primary education which undoubtedly exists, for girls as well as for boys, has not hitherto become to any large extent an effective demand—that is, a demand prepared to pay the price, whether in the nature of increased fees, private benefactions or local taxation. But there are signs that Bengal is beginning to realise its responsibilities in this matter. The Inspectress for West Bengal mentions two instances, where private individuals have started and maintained schools at their own expense; and a few public bodies have arisen, like the Nari Siksha Samiti, which make it their object to develop the system of girls' education. These things are full of cheer and promise. But the general tendency is still to depend on Government for whatever money is necessary.

15. **Curriculum.**—Since 1925, a revised curriculum has been in force in primary schools. One interesting feature is that English is introduced as an optional language; and both Inspectresses agree that there is a considerable demand for the teaching of English, although qualified teachers are still far too few. Hygiene is compulsory, but, for some reason, needlework is optional. The work of the needlework teachers, who go round from school to school and spend about a month in each, has been much appreciated; and the quality of needlework in schools has improved markedly in consequence. The salary and allowances of these teachers appear to be inadequate. Cooking is taught in many schools and some progress has been made in drawing, painting and clay-modelling. The scholarship system remains the same.

16. **Education of Muhammadan girls.**—In the sixth quinquennial report, it was pointed out that, of girls in public institutions in 1921-22, more than half were Muhammadans. In 1927, the figures are these: Arts colleges, 7; high schools, 172; middle schools, 501; primary schools, 220,330; and special schools, 196. Total, 221,206 or 53.7. (Other communities, 190,274.) The increase is more marked in some divisions than in others. Thus, in Chittagong, the increase is 48.8 per cent., in Burdwan 40 per cent., in Dacca 30.3 per cent., but in the Presidency Division only 11.3 per cent. And let it be remembered also that 96.7 per cent. of the Muhammadan girls at school are in the primary stage and a vast proportion of these have to be content with a single year in the lowest school class. What growth there is, is growth at the bottom and not at the top; in 1921-22, in the Chittagong Division, there were 2 Muhammadan girls above the primary stage; in 1926-27, there were 5. Meanwhile, the number in the primary schools had risen from 42,069 to 62,483.

But, if almost imperceptible, there is still advance, not retrogression. The two middle English schools for Moslems in Calcutta carried on their work. At the Shamshea Zenana Madrasah, middle English classes have been opened, and middle vernacular classes at the maktab at Sonatore. A junior madrasah for girls was started last year at

Sutiakati in the Dacca Division. The Hussamia Girls' School at Comilla is meant for better-class *purdanashin* Muhammadan girls. Primary schools have multiplied, most of them unsatisfactory. The aid given by the District Boards or from the primary or maktab funds is scanty; and the resources of Government are equal only to grants to a few schools. The Inspectress for East Bengal comments on the growing number of Muhammadan girls who join training schools. The general supervision, however, appears to be inadequate. The Inspectress for West Bengal complains that the single Assistant Inspectress in charge of Muhammadan and Zenana Education in West Bengal finds it impossible to supervise the 833 aided maktabs under her charge.

17. **Zenana education.**—The object of the present system of zenana education is to give an elementary training to married *purdah* women. With the spread of education the time may come when every girl will have the chance of receiving some education before she is married. But that time is not yet; and, even when it comes, there will be room for a scheme to give more advanced instruction in zenanas. The existing system is thus "a temporary makeshift" and the difficulties in the way are many and serious—the shortage of suitable teachers (and here, more perhaps than anywhere else, personality counts), the waste of time involved in house-to-house visits, the distractions of married life, and so forth. And, thus, a centre which flourishes one year may suddenly fade the next. The Zenana Agency at Krishnagar was described in the annual report for 1922-23 as a unique success; but in 1926 it had to be closed down owing to the lack of local interest.

Something, however, has been achieved. First, the position of the teachers was improved by the introduction of better pay on a time-scale. Secondly, an experiment is being tried, on lines based partly on the Parents' National Union scheme of England. The idea is to institute a correspondence system of instruction from a centre supplemented by a certain amount of visiting. Fortnightly assignments are given in Reading, Writing, Arithmetic, Hygiene and general information; and the visits of zenana governesses are to become gradually less frequent, so as to encourage independent work. Under the direction of Mr. West, Principal of the Dacca Training College, this scheme has met with some success—but it is not likely immediately to supplant the older methods of zenana education.

18. **Private schools.**—A certain number of private schools continued to exist. The total number of girls in them in 1926-27 was 8,737. A large proportion were Muhammadan girls in *Koran* schools. A new Mahakali *pathsala* was established at Faridpur, on the model of the one at Mymensingh. The aim of these institutions is to teach the domestic and religious duties of Hindu womanhood and the number of pupils in them is 256.

19. **Finance.**—The total expenditure on schools for girls rose from Rs. 17,11,666 in 1921-22 to Rs. 22,07,483 in 1926-27. Of this, Rs. 12,97,200 or 58·7 per cent. came from public funds, as against 61·97 in 1921-22.

The expenditure on the Bethune College in 1926-27 was Rs. 84,369, Government contributing Rs. 74,118. The cost per head has increased steadily; in 1916-17, it was Rs. 461, in 1921-22, Rs. 555, in 1926-27, Rs. 649. Towards this, fees paid Rs. 79: the balance was met from

provincial revenues. As long as the number of pupils is small, the cost per pupil in Government colleges will remain high. But the expenses of the missionary colleges are comparatively small, largely owing to the much lower scale of salaries.

The total expenditure on high schools and secondary schools generally is shown in the following table:—

All secondary schools.

Year.	Expenditure on high schools.	Total expenditure.	Contribution from public funds.	Cost per pupil.
	Rs.	Rs.	Rs.	Rs.
1921-22 ..	3,24,795	5,84,889	2,94,191	64
1926-27 ..	4,31,095	7,82,284	3,72,831	60
Increase or decrease ..	+1,06,300	+1,97,395	+78,640	-4

The cost per pupil varied very considerably in different divisions. In 1921-22, the average cost in Chittagong Division was as high as Rs. 114, but in 1926-27 it fell to Rs. 70. This is the most striking reduction; elsewhere, there is either a small rise or a small fall. In Rajshahi, the cost per head is only Rs. 37.2, instead of Rs. 42.8, whereas in Burdwan it rose from Rs. 28.2 to Rs. 39.8. It is worth while to compare these figures with the corresponding ones for boys. The cost per pupil in boys' schools is Rs. 28.1. But, whereas in Chittagong, it costs Rs. 47 more to educate a girl than a boy, in Rajshahi the difference is only Rs. 7.6.

The total expenditure on primary schools in 1921-22 was Rs. 8,45,232, of which Rs. 6,01,638 or 71.2 per cent. came from public sources. The figures for 1926-27 are Rs. 10,76,463 and Rs. 7,19,008 or 66.7 per cent., respectively.

The cost of maintaining a primary school was Rs. 73.7 instead of Rs. 69.5 in 1921-22. Here again, the cost varied from Rs. 33 per school in Chittagong Division to Rs. 125.1 in Burdwan Division. The cost per head in 1921-22 was Rs. 3.3, in 1926-27, Rs. 3.2. The lowest was in Chittagong, with an average of Re. 1.4, the highest in Burdwan with Rs. 5.3. The expenditure per head in many girls' primary schools is smaller than in boys' schools, for the reason that many girls' schools are maintained by the teachers of the boys' schools, who are paid only a small sum for the additional work.

20. **Public interest.**—The work of the Nari Siksha Samiti has already been referred to; it indicates the arousal of indigenous interest in the vital problem of women's education. The Tripura Hitashadhini Sabha of Tippera has also rendered service, chiefly by examining girls and awarding prizes. The Inspectress for East Bengal reports that a friendly feeling has taken the place of the strained relations between parents and teachers during the non-co-operation period and parents can now often be persuaded to visit schools and make suggestions. But the most significant event of the quinquennium was the

first conference of the Bengal Women's Education League in February 1927, when educated women of all religions and races met to discuss the problems of women's education. Papers were read, resolutions passed and a continuation committee appointed. Already the League has received two references from Government and it is preparing to embark on a large, constructive programme. That women have begun to talk and think of the education of women is perhaps the most hopeful feature in this chapter of our educational survey.

CHAPTER VII.

The education of Muhammadans.

1. **Statistics and comments.**—The number of Muhammadan pupils in all educational institutions for Indians rose, during the period, from 880,374 to 1,139,949, an increase of 29·4 per cent. Of this, 9,13,913 were males and 226,031 females. The increase, if not remarkable, is yet satisfactory at first sight. But, on a nearer view, the picture appears much less roseate.

Moslem pupils are found in general institutions side by side with Hindus and others, but they have their own special and exclusive institutions as well. Let us reckon the number of Muhammadan pupils in the former:—

Muhammadan scholars in general institutions.

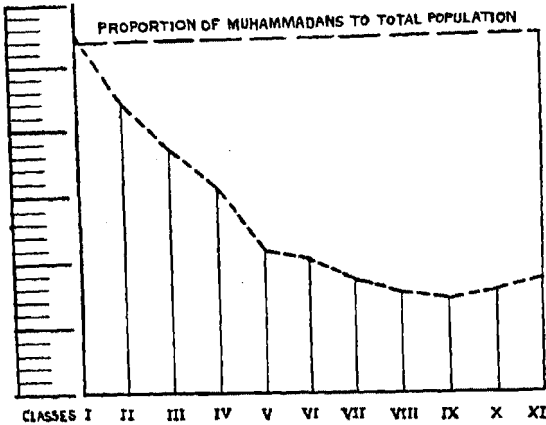
Year.	Universities and arts colleges.	Percentage.	Professional colleges.	Percentage.	High stage.	Percentage.	Middle stage.	Percentage.	Primary stage.	Percentage.	Total.	Percentage.
1921-22	2,175	12·8	440	9·4	15,715	17·1	16,047	20·9	784,874	49·5	810,251	46·1
1926-27	3,419	14·2	886	14·06	10,049	15·6	18,567	19·3	994,855	51·4	1,033,776	47·7

The most striking feature of this table is the relative decline in the number of Muhammadan pupils in the high and middle stages of instruction. This decline is not new, but a continuation of a movement that was noticed in the previous quinquennium. In 1916-17, the Muhammadans formed 19·7 per cent. of the pupils in the high stage, in 1921-22, 17·1 per cent., in 1926-27 only 15·6 per cent. In other words, in secondary education the community is not keeping pace with the general progress. It is true that there is advance in higher education and in the primary stage. But the progress in primary education is more apparent than real, for many of the pupils never pass beyond the lowest class, and the wastage is enormous. The figures for Chittagong Division will illustrate this. The Inspector writes: "While the total number of Muhammadan children attending school is 283,000 out of a total of 408,000 or approximately 70 per cent., if one excludes class I the figures are 50,000 out of a total of 101,000 or less than 50 per cent.

If one excludes classes I and II, the figures are even more illuminating, for then the percentage of Muhammadans falls to 22 per cent."

The following is the percentage of Muhammadan boys in boys' schools in the different classes:—

Class I, 57·3; class II, 44·6; class III, 37·2; class IV, 31·5; class V, 22·1; class VI, 20·7; class VII, 17·7; class VIII, 15·8; class IX, 14·3; class X, 15·7; class XI, 16·8.



Graph to show the Proportion
of Muhammadan boys in different
classes of boy's schools.

2. Causes retarding progress.—There is, then, little room for congratulation on the progress of the community in education. The forces that retard progress are the same as those exposed in the fifth quinquennial review—the apathy of the people, the dispersion of the Muhammadan population in villages often far from secondary schools, the scarcity of Moslem-managed high schools, the preference for special institutions like madrasahs and maktabas controlled by Moslems and teaching Islamic ritual and religion. These causes are still operative and apparently in no diminishing measure. Add to them the poverty of the mass of Muhammadans who are small farmers or peasants.

3. Facilities for Muhammadan pupils.—It cannot fairly be said that, in general institutions, facilities have been lacking for the entertainment of Muhammadan pupils. During the period, the Islamic College—of which a description has been given in Chapter III—was established in Calcutta, affiliated to the University and reserved for Moslems. In

the Chittagong College, the minimum percentage of places reserved for Muhammadans has been raised from 25 to 30. One-fourth of the places in the Bengal Engineering College and the Ahsanullah School of Engineering has been reserved for Muhammadans since 1925. There are many secondary schools meant wholly or mainly for Muhammadans, like the Chittagong Moslem High English School. There are 8 such in Rajshahi Division and no fewer than 16 in Dacca Division. A certain percentage of seats in Government and aided high schools are reserved for Moslems. Scholarships, stipends and free-studentships are bestowed on them liberally. Special Muhammadan inspecting officers are appointed as well as Muhammadan assistant masters and Maulvis in Government and aided schools. Details of some of these are given later.

4. **Matriculation results.**—In spite of it all, the progress is very slow. The results of the Matriculation Examination confirm the inferences drawn from the other statistics. Figures are available from two divisions, Chittagong and Rajshahi. The number of Muhammadan candidates who passed in 1921-22 was 969 out of a successful total of 3,284 or 29·5; in 1926-27, there were only 306 Muhammadans in a list of 1,403 or 21·8 per cent. The raising of the Matriculation standard seems to have affected the Muhammadans more than other communities.

5. **Special Muhammadan institutions.**—One very important reason for the slow increase of Muhammadan pupils in general schools is, as has been pointed out, their preference for madrasahs and maktabas. That the community desires these separate institutions and that they are popular cannot be denied. One must sympathise with some of the underlying motives—especially with the conviction that only in separate institutions can “the traditional and revered ideals of Islamic culture and Islamic piety” be preserved. But, on the other hand, as one Inspector puts it, “nothing is likely to perpetuate the present unfortunate communal differences more than the separate education of members of the different communities.” He goes on to add: “The maktabas and madrasahs are extremely inefficient. This is not prejudiced criticism, but is the unanimous verdict of the Muhammadan Inspectors . . . It is extremely unlikely that the products of such institutions will ever be able to compete successfully with those who have been taught in ordinary high schools. This is the private opinion also of many Muhammadan gentlemen.” But this is by no means the opinion of all Inspectors.

The special institutions for Muhammadan pupils fall into five classes—Islamic intermediate colleges, madrasahs—high, middle and junior—maktabas, Koran schools, muallim-training schools. Something must be said of each of these.

(1) **Islamic intermediate colleges.**—The Islamic intermediate colleges are institutions that aim at the same standard as the other intermediate colleges and lead the way to Islamic studies in Dacca University. There are at present three of them, viz., Dacca, Serajganj and Chittagong. The colleges at Dacca and Chittagong are Government institutions and that at Serajganj, which acquired this status in 1923, is an aided institution. With other intermediate colleges and all high madrasahs, they are under the Board of Intermediate and Secondary Education, Dacca, and conduct a course which includes, besides English and the vernacular, subjects like Fiqh and Usul, Hadis,

Logic, Koran, Kalam and Islamic History, and forms Group C of the intermediate courses of the Board. The total number of students in the intermediate classes was 119 in 1926-27.

(2) **Madrasahs—high.**—The madrasahs are of two broad types, old and reformed. The Reformed Madrasah scheme was introduced in 1915 and was adopted by many of the existing institutions. At present, there are 42 madrasahs of the old type and 495 of the new; but occasionally, from conservative quarters comes a demand for the old type, the reformed madrasahs being regarded as merely modified high and middle English schools.

General statistics of progress are given below:—

	High madrasahs.	Pupils in high madrasahs.	Other madrasahs.	Pupils in other madrasahs.	Total of madrasahs.	Total of pupils.
1921-22 ..	8	1,196	320	23,840	337	25,036
1926-27 ..	17	4,204	521	46,795	538	50,999

The high madrasahs are practically high schools on an Islamic basis, combining religious and secular education. Of the total number of 17, 3 are managed by Government, 10 aided and the rest are unaided. They are all under the control of the Dacca Secondary Board, which is endeavouring to bring them "within the pale of the General Educational scheme." The Board conducts the High Madrasah Examination for pupils from the reformed madrasahs and successful candidates are permitted to take the Islamic group of subjects for the Intermediate Examination. English and the vernacular are, of course, compulsory. The number of candidates who appeared in 1926-27 was 218 and 115 passed.

The middle madrasahs are middle English schools, in which Urdu is taught in all classes and a little Arabic in some. There were 12 such with 983 pupils in the Dacca Division in 1926-27 against 20 with 1,099 pupils in 1921-22. They constitute a vanishing type.

The junior madrasahs correspond to the middle English schools, but the course is heavier. The pupils learn four languages, English, Bengali, Arabic and Urdu; but these institutions are popular and have grown in numbers. The teaching often leaves much to be desired and the salaries of the teachers are by no means adequate, in spite of Government aid. Fees were raised in all Government madrasahs in 1923-24, but, generally, the madrasahs are cheaper than the ordinary secondary schools. Manual instruction of different kinds is given in some of them, but not very effectively. The junior madrasahs are more popular in rural than in urban areas, for class VI, the top class, of the madrasah is only equal to class V of a high English school, so that, where high schools exist, parents prefer to send their boys to them to save a year.

There is a final examination, for which, in 1926, 1,228 candidates appeared and 731 passed.

The largest and most important of the old type of Madrasahs is the Calcutta Madrassah, which has provision for advanced Islamic

courses. Executive action has not yet been taken on the report of the Committee appointed at the close of the last quinquennium to inquire into its condition and make proposals for its improvement.

(3) **Maktabs.**—One of the chief features of the period was the spread of maktabs. In 1921-22, there were 14,673 maktabs with 401,754 pupils; in 1926-27, 20,723 maktabs had 628,446 pupils. The number of maktabs rose roughly by half and the number of pupils by more than half. Many of the indigenous Koran schools were secularised into maktabs and new maktabs sprang up, chiefly in East Bengal, thanks largely to Government grants.

A revised curriculum was introduced in 1925, which brought the maktabs into line with the ordinary primary schools. The chief difference is that books by Moslem authors are generally used as text books and instruction is given in the reading of the Koran and in Islamic ritual. The course is for 5 years. The chief advantage is that boys from maktabs are able to compete for the primary scholarships, as the compulsory subjects are the same in both classes of schools. But the fact that both secular and religious subjects have to be taught makes it desirable to have two teachers. Many maktabs at present have only one, as their resources are small, even when supplemented by a grant.

In each division, a special Sub-Inspector is now entrusted with the duty of inspecting maktabs. The 7 Government model maktabs were deprovincialised during the period as a measure of retrenchment.

(4) **Koran schools.**—The Koran schools teach the recitation of the Koran and a book on Islamic ritual in simple Urdu. Many of them are being secularised and transformed into maktabs.

(5) **Muallim-training schools.**—To meet the need for trained maktab teachers, special muallim-training schools have been established in various parts of the Presidency, although Dacca Division does not yet possess one. During the period, these schools adopted the new curriculum intended for the guru-training schools, with modifications. There are 3 schools of the old type in the Presidency Division, 1 each of the new type in Burdwan, Rajshahi and Chittagong Divisions.

6. **Scholarships and endowments.**—According to the new rules, in many public institutions, 15 per cent. of the Muhammadan pupils may be granted free studentships. But there is a general complaint that the age-limit prescribed for free studentships has prevented them from being fully utilised. Besides exemption from fees, a considerable number of "closed" scholarships and stipends are awarded to Muhammadan students. During the period, the following special scholarships were created:—

- (a) Seven scholarships of Rs. 5 each a month, tenable for four years, awarded on the results of the Junior Madrasah Examination.
- (b) Twenty-three stipends of Rs. 5 each a month, tenable for two years, awarded on the results of the Junior Madrasah Examination and intended to supplement the existing 23 Mohsin stipends of the same value tenable for two years, so that scholars might enjoy their stipends for the four years of the Senior Madrasah course.

- (c) Six scholarships of Rs. 12 each per month and nine of Rs. 8 each per month, for two years, awarded on the results of the High Madrasah Examination.
- (d) Five scholarships of Rs. 15 each per month and two of Rs. 10 each per month, tenable for three years, awarded on the results of the Islamic Intermediate Examination.
- (e) Three junior scholarships of Rs. 10 each, tenable for two years, six senior scholarships of the same amount, for three years, and two graduate scholarships of Rs. 25 each per month, tenable for a year; the first to be held in any intermediate college in the Dacca area, the others in Dacca University.
- (f) Nine junior scholarships and six senior scholarships of Rs. 10 each per month, tenable for two years, in any college affiliated to Calcutta University, and two graduate scholarships of Rs. 25 each per month, for two years, in Calcutta University.
- (g) Two scholarships of Rs. 25 each per month, for three years, in the Mechanical and Electrical Engineering classes of the Bengal Engineering College; two others of the same amount in the Mining classes.
- (h) Six scholarships of Rs. 15 each per month, tenable for two years, in the Sub-Overseer classes of the Ahsanullah Engineering School and four of the same value in the Overseer classes.

The Mohsin Fund is not included in the Education budget. During the period, a reduction of Rs. 3,516 was made in the expenditure under the Fund in order to balance the diminished income. Twenty stipends awarded under it were abolished and the value of 17 stipends reduced by amounts varying from Rs. 2 to Rs. 5.

Nawab Musharruf Hosain inaugurated a scholarship fund for Moslems, named after the late Governor of Bengal, Lord Lytton. The Nawab himself gave a donation of Rs. 20,000 and promised an additional Rs. 1,800 a year for six years; further donations have brought the fund up to Rs. 45,000. The interest is to be utilised for sending a Muhammadan to Europe for study every two years.

7. **Hostel accommodation.**—Many educational institutions have special Muhammadan hostels attached to them. In the Presidency Division alone there were 35 such hostels in secondary schools with 372 boarders. In Dacca University, the Muslim Hall has grown rapidly and, instead of its 87 students in 1921-22, had 208 in 1926-27. For intermediate students and school boys, there were 10 Muhammadan hostels at Dacca. The hostels in Calcutta continued during the period to house a large number of Muhammadan students. The Elliot Hostel has accommodation for 134 boarders, nearly all of whom are pupils of the Madrasah. The Baker Hostel with 200 places is meant for Muhammadan students in Calcutta colleges. The Taylor Hostel and the Carmichael Hostel are also non-collegiate hostels, one under the control of Government, the other of the University.

8. **Muhammadans in the department and in the teaching profession.**—In 1925-26, rules were laid down by the Governor in Council regulating the proportion of Muhammadans in the Education Department. Of direct appointments to the posts of Subdivisional Inspectors

of Schools, Sub-Inspectors, Assistant Head Masters of Government high and normal schools, and English and vernacular teachers, 40 per cent. was to be reserved for Moslems, the percentage being raised to 45 in the course of three years.

The number of Muhammadans holding appointments in Government high, zilla and collegiate schools and as inspecting officers is shown in the statement below:—

Division.	Number of Muhammadan teachers.	Percentage of total number.	Number of Muhammadan inspecting officers.	Percentage.
Presidency (including Calcutta)	63	31.3	37	52.8
Burdwan	15	19.1	19	21.8
Dacca	53	26.3	52	53.06
Chittagong	27	32.9	33	81.1
Rajshahi	47	33.08	33	47.1
Total	205	31.8	174	47.3

It is evident that the proportion of Muhammadan inspecting officers is not unsatisfactory, but the proportion of teachers needs to be raised. In non-Government schools, the proportion of Muhammadans to other teachers is particularly low; and the higher the type of institution, the lower the percentage. The figures for Dacca Division are typical. The percentage of Muhammadan teachers in Government and Board schools, aided schools and unaided schools, respectively, are given. For high schools, the figures are 26.5, 20 and 13.5; for middle schools, 60.8, 32.9 and 21; for primary schools 65.3, 60.6 and 67.9.

The chief reason is the insufficient supply of Muhammadans with high academic qualifications. The Islamia College in Calcutta and the Muslim Hall at Dacca will perhaps attract larger numbers towards University education. Government has provided those facilities which were perhaps necessary for a community that had much leeway to make up. But it depends on the community itself to take full advantage of those facilities and to work out its own salvation.

CHAPTER VIII.

The education of Europeans and Anglo-Indians.

1. **Institutions and pupils.**—The European schools are, like the Anglo-Indian population, concentrated in a few places. Calcutta and Howrah have more than half the schools and the greatest variety. A dozen institutions, chiefly of the more expensive type of secondary school, are situated on the hills, at Darjeeling, Kurseong and Kalimpong. There are a few schools in considerable towns like Dacca, Chittagong and Asansol. Finally, along the different railway lines are dotted a certain number of small schools, intended for the children of railway officials.

Distribution of schools.

	Boys.	Girls.	Mixed.	Total.
Calcutta and Howrah	10	12	11	33
Darjeeling, Kurseong and Kalimpong ..	4	6	2	12
Asansol	1	1	1	3
Dacca .. ..	..	1	..	1
Chittagong	1	1	..	2
Along the East Indian Railway .. ..	..	1	5	6
Along the Eastern Bengal Railway .. ..	..	..	3	3
Along the Bengal-Nagpur Railway	1	..	1	2
Total ..	17	22	23	62

The total number of schools was thus 62, against 87 in 1921-22. But the decrease is more apparent than real and is chiefly due to a difference in the method of reckoning—the supplementary and technical classes attached to institutions are no longer counted as separate schools. In the number of pupils there is no diminution, even if there is no marked increase. In 1921-22, there were 10,702 pupils; five years later, 10,821, composed of 5,886 boys and 4,935 girls: The number includes, however, 1,685 non-Europeans. Of these, more than half were *quasi*-Europeans—Armenians, Jews and so forth—and the Indians proper were only 614.

The pupils were divided as follows in different types of institutions. It should be remembered that, officially, mixed schools are not recognised and they are classed as boys' or girls' schools according to the preponderance of either sex:—

	Institutions.	Boys.	Girls.	Total.	
Higher secondary—					
Boys	6	2,206	..	2,206	} 3,979
Girls	8	257	1,514	1,771	
Secondary—					
Boys	3	578	12	590	} 1,236
Girls	4	108	538	646	
Higher grade—					
Boys	9	1,635	528	2,163	} 4,252
Girls	11	248	1,841	2,089	
Primary—					
Boys	10	496	97	593	} 1,003
Girls	7	153	257	410	
Ungraded—					
Boys	1	157	..	157	157
Total ..	58	5,840	4,787	10,627	10,627
<i>General Schools.</i>					
Technical—Boys	1	38	..	38	38
Commercial—Girls	1	..	120	120	120
Training College—Girls	1	..	20	20	20
School for defective children	1	8	8	16	16
GRAND TOTAL ..	62	5,886	4,935	10,821	10,821

2. **Management and the group-unit system.**—The following table shows the distribution of schools according to management; it will be seen that two-thirds of the schools are sectarian:—

	Schools.		Pupils.	
	1922.	1927.	1922.	1927.
Government	4	3	302	351
Church of England	15	9	1,776	1,704
Church of Rome	42	28	5,726	6,155
Non-Conformist	4	4	657	748
Udenominational	20	16	1,987	1,615
Jewish	1	1	138	161
Armenian	1	1	116	157
Total	87	62	10,702	10,821

The fact that there are only a few managing authorities, each of which controls several schools, made it possible during the period to follow the policy of organising the schools under one management so as to form an educational unit. "In a complete group-unit, there would be every type of institution, from kindergarten to college, from orphanage to boarding school, with a suitable provision of day schools ranging from a free institution to the more expensive form of a big secondary day school." This policy has met with considerable success; and not least in the Bengal-Nagpur Railway system, where the unification of schools has been carried out beyond the provincial frontiers, thanks to the co-operation of the educational authorities of the other province concerned. The group-unit system allows each different management to erect its own educational ladder; and the interests of each school are considered, not in isolation, but in relation to the unit as a whole. But the system has its limits and limitations.

3. **Collegiate education.**—The highest rung of the educational ladder is the college and the university, but this is a step which the community has generally been reluctant to climb. During the quinquennium, however, the subject of university education for Anglo-Indians aroused a new and welcome interest. In some quarters, there was a feeling that the most satisfactory solution was the creation of an Anglo-Indian university. But the practical difficulties were insuperable; and many persons felt that it was a mistake to isolate the Anglo-Indian during the whole course of his educational career from the youth of the country with whom he must learn to work and live. And opinion generally has come round to the view that higher education for the European and Anglo-Indian must be developed in connexion with the local Universities. In 1923 the Anglo-Indian and Domiciled European Association, Calcutta, proposed that the two Government institutions at Kurseong should be turned into intermediate colleges and affiliated to Dacca University. But the proposal was impossible, as the sphere of that University is limited by statute to a small circle round Dacca. The only alternative was to find a way of approach from the European schools to Calcutta University.

There was already a footpath between the two. The Loreto House trained 39 Anglo-Indian girls for the Calcutta I.A. and B.A. and L.T. Examinations; but it stood alone in adopting the Calcutta courses. All other European schools prepared their pupils for the Cambridge Local Examinations. Even for them, however, a path had been blazed. As was reported in the last review, the University of Calcutta had recognised these examinations for purposes of admission to its colleges and courses. Under certain conditions, the Cambridge Senior Local was reckoned as equivalent to the Matriculation and the Higher School Certificate as a substitute for the I.A. and I.Sc. The last review described these facilities as "generous," but there were few who were eager to profit by this generosity.

The obstacles were various, partly economic and social. For one thing professional colleges, Government and other employers of labour regarded the Cambridge School Certificate as equal to the I.A. or I.Sc., a preferential treatment which made it unnecessary for most Anglo-Indian boys to pursue a university education as an economic necessity. The Inspector of European Schools urges that this differentiation should be abandoned in the interests, educational and political, of the community itself; and there is much force in his contention. Another difficulty was that the results of the Cambridge Examinations were published at a time which made it impossible for successful candidates to join Calcutta colleges at the beginning of the academic year; they had to wait several months doing nothing. This obstacle has, however, been recently removed by a resolution of the Senate allowing students appearing for the Cambridge Senior Local in December to join the first year college classes in January and those appearing for the Higher Certificate to join the third year classes in August, on condition that the admission would be cancelled if the students failed to pass in these examinations. European students who pass the Senior Local may now obtain a Calcutta University degree after 3 years and 3 months in a college. The way from the Cambridge Local Examinations to the Calcutta degrees has thus been made broad and easy.

But there are some who claim that the Anglo-Indian is a statutory native of India and demand that the European schools should train pupils for the Matriculation and the Intermediate. This, however, ignores the differences that distinguish the community from Indian peoples proper and that require and justify a different treatment in the school stage. On the other hand, there was truth in the criticism that the Cambridge Local Examinations were not adapted to Indian conditions—but recently changes have been made which render it more suitable; an Indian vernacular is now an intrinsic part of the examination; in geography, pupils are allowed to specialise in the geography of their own area and region; in botany, local flora may be used for illustration and study; and it appears probable that Indian history will receive due recognition. Nor can it be maintained that the Matriculation is a perfect test or that the courses leading up to it are above criticism. It is well that many, at least, of the European schools should conform to the Cambridge Local regulations. Such was the general opinion of the heads of schools who met in Conference to discuss these subjects in February 1926.

Some schools, however, have begun to experiment with the Matriculation and Intermediate. Besides Loreto College, St. Xavier's College—although not technically a European school—provided facilities for

Anglo-Indian college students. In 1925 St. Joseph's College, Calcutta, abandoned the Cambridge in favour of the Calcutta examinations and started to prepare boys for the Matriculation and the Intermediate, the latter being regarded as the proper conclusion of the school course. St. Joseph's College, Darjeeling, has also obtained affiliation to the Intermediate stage; and it seems probable that some other schools will shortly follow suit. The proposed new Code of Regulations for European Schools contemplates the addition of collegiate classes to certain European institutions—and the next period will probably see definite advance along this line.

4. **Secondary education.**—The difference between the secondary and higher secondary schools has, in practice, tended to disappear and all of them now continue their courses to the Cambridge School Certificate Examination. "The greatest fault of these institutions," writes the Inspector, "was that their courses have generally been too academic." But some improvement has been effected. Where, in 1921, there was only 1 school with a manual workshop, now there are 3. There are 7 schools, instead of 6, which teach science. More girls' schools now make provision for domestic science. But still there is something rather stilted in European education. "The curriculum has been cast in a particular mould owing to the overwhelming shadow cast in India by the public school and the older universities." There is need for the infusion of new educational ideas and of an alert spirit of inquiry and experiment.

Another source of weakness has been the financial instability, which has operated hardly on many schools during this period. But, insofar as it compelled schools to exercise stricter financial control, this was good discipline. In two cases Government came to the rescue of schools crippled by debt. Two schools were fortunate enough to receive bequests, which set them on their feet again. The gift of eleven lakhs by Sir Paul Chater has made La Martinière perhaps the best endowed school in India; and St. Paul's, Darjeeling, has recently received a bequest of Rs. 3 lakhs by the will of the late Lord Cable.

The results of the secondary school examinations in 1926-27 were as follows:—

	Sent up.		Passed.	
	Boys.	Girls.	Boys.	Girls.
Cambridge Junior Certificate ..	84	68	67	45
Cambridge School Certificate ..	83	66	54	44
Cambridge Higher School Certificate ..	6	2	..	1

It will be noticed that the numbers appearing for the highest examination were small and the result far from satisfactory. Taking the past five years together, 19 candidates appeared for the Higher School Certificate, but only 5 passed. The inference is that this course and examination play a very small part in the European educational system in Bengal.

5. **Higher grade or pre-vocational schools.**—The creation of the higher grade school is one of the most noteworthy events of the period. "During the year 1922," writes the Inspector, "there was established in this province a class of schools which, directing their curriculum through a reasonably wide general course of education up to standard VI, led that curriculum through the last two years in standards VII and VIII along lines of pre-vocational preparation with the intention of providing a direct entry into the ranks of skilled industry for that class of child who must work immediately on leaving school." Elsewhere the Inspector points out that this type is peculiar to Bengal and has anticipated in a marked degree the suggestions of a committee in England presided over by Sir Henry Hadow.

All of the higher grade schools are complete schools, including primary, middle and upper departments. It is in the last two classes alone that, in addition to the conventional subjects of English, Arithmetic and Drawing, attention is specially focussed on one or other of the pre-vocational courses.

Of these courses, there are five at present. The Commercial course, which aims at providing some training in commercial subjects and business methods, has proved useful for girls, but not for boys. The Domestic courses A and B, for girls, have had a very limited appeal. The Industrial course, designed to fit boys to be engineering apprentices, has proved its worth and happened, indeed, to lead directly to the examination of the Board of Control for Apprenticeship. The Telegraph course, managed and planned by the Indian Telegraph Department, was only attempted in one school and has there been discontinued. On the results of the final examinations, two exhibitions were given to the best boys and two to the best girls.

The experience of the period has revealed the weaknesses of the scheme. Some of the courses are too narrow and rigid; more courses are needed; some concentration is necessary; a stronger link to higher institutions is desirable; the basic general education is often too slight. Attempts are being made to remedy these defects and to improve further the quality and widen the appeal of the higher grade schools. A new course in Salesmanship for girls, to be conducted by the Young Women's Christian Association has already been planned and sanctioned; and courses in Agricultural science are also in prospect, especially at Kalimpong, where the St. Andrew's Homes have worked out a scheme for emigration to the colonies. The old elementary schools have either been reduced to the primary grading or are encouraged to rise to the status of higher grade schools. The whole experiment is full of promise and may offer valuable lessons to those who are perplexed by similar problems in the sphere of Indian education.

In the Higher Grade School Final Examination, 42 boys and 21 girls appeared and 17 boys and 18 girls passed. The far higher percentage of successful girls suggests that the courses mainly intended for boys need remodelling.

6. **Primary education.**—The primary stage includes the Kindergarten and classes I—IV. Most of the primary schools proper belong to the different railways and are usually small station schools. Others are situated in Calcutta and Howrah, and many of them are free schools. It seems possible to base on them a scheme for free and compulsory primary education for all children of the community. At the end of the

primary stage a scholarship examination is held; but it seems desirable to enlarge it into a general examination for all primary school children.

7. **Teachers.**—In 1921-22, there were 657 teachers, including 61 graduates; five years later, the number had increased to 691 with 74 graduates; 378, including 45 graduates, were trained. For the training of men teachers, there were no facilities in Bengal; but the Government of Bengal assist men who wish to proceed to the Chelmsford Training College at Ghoragali for training as elementary teachers; and, during the period, two were sent. Women teachers are trained at the Dow Hill Training College, Kurseong, of which a fuller account is given later.

8. **Scholarships.**—The total sum of money expended on scholarships in 1926-27 was Rs. 31,512. The following were awarded during the year:—

		Value per mensem.	Number.
		Rs.	
1. Higher Grade Schools Scholarship	..	24	2
2. Ditto ditto	..	12	4
3. Exhibitions (per year)	.. ..	150	2
4. Ditto (per year)	.. ..	100	2
5. Junior Secondary	.. ..	12	4
6. Senior Secondary	.. ..	20	6
7. Special (arts. 107 and 108 of the Code)	.. ..	..	70
8. Special (arts. 107 and 108 A of the Code)	.. ..	..	9
9. Special (outside the Code)	.. ..	..	4
10. Special (outside the Code)—in special schools	.. ..	..	10
11. Stipends (art. 48 of the Code)	.. ..	..	18
12. Final Scholarship	.. ..	40	1
13. Collegiate	.. ..	30	3
14. State Scholarship (per annum)	..	£250	1
15. Doveton Trust Fund (up to a maximum)	..	40	40

9. **Expenditure.**—The total expenditure according to sources was as follows:—

	Provincial revenues.	Municipal grants.	Fees.	Endow- ments, etc.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	.. 11,64,433	14,057	15,31,787	9,11,663	36,11,840
1926-27	.. 10,63,381	32,443	15,06,702	12,01,488	38,94,104
	—91,052	+18,386	+65,005	+2,80,925	+2,82,264

It will be observed that the contribution from public funds has decreased by nearly a lakh and the income from endowments and subscriptions increased by about Rs. 3 lakhs. The boarding charges amounted to Rs. 13,14,262.

A proposal for the enhancement of annual grants to European schools by Rs. 30,000 was submitted to Government.

Various special grants were given by Government, chiefly for new buildings, during the period, *e.g.*—

			Rs.
St. Andrew's Homes, Kalimpong	..	..	60,000
Calcutta Free School	..	..	29,000
Loreto Orphanage, Entally	..	..	20,000
La Martinière, Calcutta	..	..	30,000

In 1924 the Legislative Council rejected the sum of Rs. 99,000 provided in the budget for direct grants to non-Government primary schools for Europeans; but the money was eventually found by reappropriation. In that year, an additional grant had to be made to the Kalimpong Homes. The method of granting aid to this institution was changed; and instead of special capitation and other grants, it was brought under the operation of the ordinary grant-in-aid rules for European schools. It was also made clear that special grants to European schools could only be given in extraordinary cases.

10. **Buildings.**—Thanks to Government grants and other gifts, it was possible to carry through some major schemes. The Queen's Hill School, Darjeeling, was removed to a fine modern building on a new site and Government gave Rs. 78,000 towards this project. At the Loreto Convent, Entally, a new block was built and large repairs executed. St. Thomas's Girls' School was removed to Kidderpore. A new school, St. Vincent de Paul's, was built at Asansol, another step in the removal of the slum boarding schools of Calcutta to more salubrious environment; this was made possible by Sir Percy Newson's gift of Rs. 10 lakhs, recorded in the last review. To this bequest also is due the fine new dormitory at Dow Hill School. A new school has been created at St. James's, Calcutta, and plans for further buildings have been made. The Jewish Girls' School is under reconstruction. The Jewish community has also contributed to the new Elias Meyer Free School for Jewish Boys. At Kalimpong, a new residential Convent of St. Joseph has risen and received recognition. The quinquennium has therefore seen a great improvement in this direction.

11. **General activities.**—The Dalton Laboratory Plan was tried in 3 schools, during the period—St. Paul's, Darjeeling, the Diocesan Girls' School, Darjeeling, and the Pratt Memorial School, Calcutta—but it was everywhere abandoned after a short experiment. But, in other ways, valuable additions have been made to the range of school activities. In 1923 the school singing competition, managed by the Young Women's Christian Association, was taken over and remodelled. Music is chosen at the beginning of each year and the competition is held at Calcutta and at Darjeeling. The results have been very encouraging. "Schools," says the Inspector, "have made their singing classes a real and living thing and, by engaging (in some cases) special teachers, have improved in a remarkable manner." In December 1926 a public concert was given in Calcutta by the combined choirs. Candidates have continued to appear for the examinations of the Trinity College of Music, London, and those of the Associated Board of the Royal Academy of Music and the Royal

College of Music, London. These latter were first held in India in 1925. Both in 1925 and in 1926 one of the two scholarships, tenable in London for two years, offered for the whole of India, was awarded to a candidate from Bengal. In conjunction with the Inter-Schools' Singing Contest, an Elocution Competition was also inaugurated in 1926.

In 1923 a very successful exhibition of pupils' work was held in the hall of the Calcutta Free School and this was repeated the next year at the La Martinière. They "served to show that there was a wealth of artistic talent in the schools and, by exemplifying special work and special methods of teaching, they had a very sound pædagogical value."

In 1923, the European Schools, Bengal, Athletic Association was inaugurated and welcomed by all schools. The annual sports meetings have been largely attended; and in 1925 inter-school competitions were started in hockey, cricket, football, swimming and boxing. Physical education has been much improved, especially in girls' schools, by the training courses held by the Young Women's Christian Association Physical Directress. The course extends from January to August and in 1926, 20 teachers and students entered for the final examination and all passed. Since 1926 an annual Inter-School Drill Competition has been held in two sections, for juniors and seniors, and many schools competed. The Physical Directress also visited the hill schools and reported to Government on the state of physical education in them.

12. New Code of Regulations.—The Code of Regulations, last revised in 1910, had become out of date; and in 1922 a completely new draft was made. This was printed and circulated to teachers and managers and discussed in a conference in March 1923. In the summer of that year it was again revised by the Inspector in the light of the criticisms made and submitted to the department. Further changes were made in the following years and in 1926 it assumed more or less definite shape. Government have given a general approval.

The intention of the Code is towards a measure of freedom in development directed towards a definite aim. A way of approach is provided towards the higher courses of Calcutta University. The Code contemplates a register of teachers and a State Provident Fund—two measures which will improve the quality and status of teachers. Free-boarding grants to secondary schools are to be generally discontinued. It proposes the delegation of powers to the Inspector of European Schools in respect of the award of free boarding grant, maintenance grant and cadet grant.

13. Government institutions.—Government maintains, as before, three institutions for Europeans at Kurseong. The revision of the pay and prospects of the staff took place at the end of the previous quinquennium; in 1922, it was further decided that the Head Master of Victoria School and the Principal of the Dow Hill Training College and School should both be placed in the Indian Educational Service. In 1922, a joint hospital was opened with wards for boys and girls in separate wings. In 1921, Governing Bodies were established for the respective schools; and the next year a standing committee was formed, consisting of the local Governors and the Inspector and Inspectress, to advise upon ordinary current business and handle matters of

detail. The scale of fees has been revised to the advantage of the total fee income.

In the last period, the Dow Hill Training College and Girls' School were placed under one head. But there are strong arguments for carrying this unification further. The Inspector suggests in his report that economy in work and money might be effected and much duplication avoided by having a joint Principal for all the three institutions. The Principal would be the administrative head, but each institution would have its own educational head. But this is a large problem, which cannot be discussed in this report.

The Training College trains women teachers; the course is for two years; the number of places is 20. In 1921, there were only 2 second year students, but efforts to bring the institution up to its maximum strength have been successful. During the period, 43 students have passed out and most of them have fulfilled the agreement to serve Bengal schools for two years. But the basis of admission is too narrow; and the College turns out only teachers for the Kindergarten and lower classes. It makes no provision for training in domestic subjects and art. The Inspector proposes a comprehensive scheme for the development of the College. He suggests that it should be affiliated to Calcutta University for the B.A., B.Sc., and B.T. courses, and admit three types of students—those who will take up a general academic course, those who will take an academic course and a professional training as specialist teachers, those who will undergo Kindergarten training or special training as domestic science or art teachers.

The Dow Hill School has been improved by the filling up of vacancies for teachers of Science and Geography. A splendid new dormitory of three storeys to accommodate 90 girls has been built, thanks to Sir Percy Newson's gift. A vernacular mistress has been appointed and Bengali has taken the place of French in the curriculum. There is an excellent system of teaching Domestic Science; and the school is the best equipped girls' school in the province for games and physical exercise. A mistress of physical education has been appointed to the staff.

In the Victoria School, certain posts, long vacant, were filled during the period and the staff is now practically complete. But there is need of better provision for science, manual work and art; and plans are being prepared for the erection of separate buildings for this purpose. A scheme for a preparatory school proved abortive.

The expenditure and receipts in 1926-27 were as follows:—

	Expenditure. Receipts.	
	Rs.	Rs.
Training College	30,165	..
Dow Hill Girls' School	1,50,253	40,719
Victoria School	1,44,340	45,109

14. **Bruce Institution.**—The control of this charity is vested, as previously, in a board of 12 Governors, of whom 7 are appointed by Government and 5 are *ex-officio*. The Director of Public Instruction, Bengal, is the Honorary Secretary to the Board. At the close of the year 1926 there were 104 wards on the rolls.

15. **Sussex Trust.**—The following expenditure was incurred during 1926-27 out of the income of the Sussex Trust Fund:—

- (1) Construction of dormitories for the Dow Hill Girls' School, Kurseong—Rs. 36,285.
- (2) Scholarships for European boys—Rs. 4,053-15-6.
- (3) Scholarships for European girls—Rs. 3,108-7-9.
- (4) Scholarships for domiciled community—Rs. 3,342-8-3.
- (5) Maintenance of primary school for Indian boys—Rs. 179-5-9.
- (6) Education of depressed classes—Rs. 2,725-10-3.
- (7) Scholarships for passed students of Bengal Engineering College—Rs. 4,187-3-9.

Altogether 31 scholars profited by the scholarships given. Of them 6 are enjoying scholarships in the United Kingdom.

CHAPTER IX.

The education of other special classes.

1. **Chiefs and Nobles.**—In Bengal, there is no special school for Chiefs' sons, but in connection with the Nawab Bahadur's institution at Murshidabad, there is a hostel, under the control of the European Head Master, for boys of the Nizamat family. The number of boys was 26, the same as in 1921-22 and 1916-17. The expenditure from public revenues was Rs. 6,195 in 1926-27.

2. **Backward classes.**—Very considerable progress has been made in the education of the backward classes, if one may judge from the numbers attending schools and colleges:—

	1921-22.			1926-27.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Arts and professional colleges	197	..	197	1,595	3	1,598
High stage ..	1,368	..	1,368	5,991	5	5,996
Middle stage ..	1,928	27	1,955	8,738	49	8,787
Primary stage ..	80,080	11,183	91,263	274,554	35,844	310,398
Special and indigenous institutions ..	1,586	183	1,769	16,006	494	17,400
	85,159	11,393	96,552	307,784	36,395	344,179(a)

(a) Includes backward classes among Hindus only.

That is, where there were two "backward" children at school five years ago, now there are seven. But this is not all a real increase, for during the quinquennium some new tribes or classes were placed on the list of educationally backward classes, which accounts in part for the apparent increase. Such are the Jugis or Naths, the Mahishyas, the Sutradhars, who between them, in Chittagong Division, for instance, contribute no fewer than 10,315 pupils to a total of 21,498. But, even when this allowance has been made, there is no doubt that education has been spreading among the backward classes at a rate much faster than among other classes. The growth is, of course, mainly at the bottom; and a large number of pupils never pass the lowest class in the primary school.

Much of the credit for this progress must be given to the various missionary societies, which have engaged in work among the backward classes. Nor should the Society for the Improvement of the Backward Classes be forgotten; it maintains over 400 schools in different parts of the Presidency, with the help of an annual Government grant, recently increased to Rs. 9,250. Since 1922-23, Government have made an additional sum of Rs. 20,000 per year available for the education of the backward classes. Part of this amount has gone to provide facilities for the training of teachers and part for special scholarships. But the most gratifying feature is the keenness of some of the backward classes, especially the Namasudras, to help themselves.

3. **Namasudras.**—The Namasudras are specially numerous in the districts of Faridpur and Bakarganj (Dacca Division), but they are found in other parts of Bengal in smaller numbers. In Dacca Division, one in twenty of the total population of Namasudras is at school, the increase during the quinquennium being 68.1 per cent. In the two districts mentioned, no fewer than 9 high schools and 17 middle schools—many of them maintained by the community—are attended mainly by Namasudra pupils, and they have special hostels in several other institutions. In Chittagong Division, the Namasudra pupils increased by 110 per cent. The spread of education among them marks the Namasudras as destined speedily to emerge from the position of a "backward" class.

4. **Santals.**—The Santals also deserve special mention. In Bengal, they are found chiefly in the Burdwan and Rajshahi Divisions; and here, in six districts there are Boards of Santal Education, "special *ad hoc* bodies, started mainly at the instance of local Christian Missionaries." Three of these, in Birbhum, Raugpur and Malda, were established during the period. Various schemes for the expansion of Santal education were approved by Government, after the close of the quinquennium. The school at Bimpore, "which is the central school and coping-stone of a large system of primary schools in the north-western part of the Midnapore district, established by the American Baptist Mission," was recently raised to the high school status and, in 1927, had 192 pupils on the rolls. Reference has already been made to the interesting experiment of teaching by the "project" method, which is in operation in this school.

We may also notice in passing the Pods, who have started schools in Khulna and Jessore and the Maghs of the Chittagong district, whose education appears to have suffered a set-back during the period.

5. **Aboriginal races.**—The aboriginal races are limited chiefly to Dacca and Chittagong Divisions. In the district of Mymensingh, there were 45 schools (one a middle school) with 1,202 pupils of the aboriginal tribes. In Chittagong, a whole district, the Chittagong Hill Tracts, constitutes a backward area, inhabited by no fewer than 13 distinct tribes, numbering in all over 132,000. There, there is a high school—the Rangamati Government High School—and 2 middle-schools (one new) and 151 primary schools. The Rangamati school is largely residential and has 3 hostels attached; the Matriculation results are excellent; but the training given is perhaps too literary, with little relation to the environment of the pupils. The industrial school proved a failure and in its place was substituted a manual training class at the high school. The number of primary schools dropped from 172 to 151, some unaided schools which were hampered for funds being abolished. Thus, no actual, tangible progress has been made in this region; if anything, there is a slight retrogression.

6. **Miscellaneous classes.**—In different places, there are schools for special classes of children. Thus, in the Dacca district, there are a few primary schools for Muchi children and the children of fishermen, for whom the Chittagong Municipality also provides schools. These schools are free. So are the schools in the coal mines area of the Burdwan district, 10 in number. In the Presidency Division there are special schools at Titagarh, Ichapur and Kankinara for the children of mill-hands. In the Darjeeling and Jalpaiguri districts, there were 136 tea-garden schools, as against 94 in 1921-22. The number of pupils was 2,909 and the total cost of maintenance Rs. 18,141, to which Government contributed Rs. 8,968. The free primary schools started in the colonisation area of the Sunderbans have increased their numbers from 339 in 1921-22 to 543.

There were 8 schools in the cantonment areas of Barrackpore and Dum-Dum, with 493 pupils. One of these was a high school for boys, 1 a middle school for girls and the rest primary schools, 4 for boys and 2 for girls. Seven were aided and 1 unaided. The total expenditure was Rs. 24,437, of which Rs. 6,247 came from provincial revenues.

The total number of Jain students in 1927 was 14 in colleges, 333 in secondary and primary schools. The Jain school at Bogra, started in 1923-24, seems to have fallen on evil days. The number of pupils sank from 57 in 1924 to 10 in 1925.

7. **Criminal classes.**—Not much information is available about the education of children of the so-called "criminal tribes." The Salvation Army runs a school for the Karwal Nuts in the colony at Saidpur (Rangpur district), which is attended by 59 persons. In Calcutta, the Reformatory School, which has been in existence for some years, has been transferred from the Jail to the Education Department. It has a general section with 3 teachers and a technical section with 4 teachers and a drill instructor. The number of pupils, all under 15, is 51. It is proposed to divide juvenile offenders according to age, to establish an industrial school in Calcutta for those under 14 and to send the others to a "Borstal Institution" at Bankura.

8. **Defective children.**—The Home at Kurseong for physically and mentally deficient European children carried on its work and had 16 inmates in 1927.

Of schools for the deaf and dumb, there are 6 in the Presidency, including 2 new schools at Chittagong and Faridpur. The total number of pupils was 180. The teaching is of the primary standard, but instruction is also given in other subjects like carpentry, tailoring, printing, hand-loom weaving. Of these, the largest is the Calcutta School, with 109 pupils, of whom about two-thirds are boarders. Several of the day pupils are girls. There is a teachers' training department, which has supplied teachers to deaf and dumb schools in Bengal and as far abroad as Baroda, Ahmedabad and Mysore. In the school department, besides a course in languages, mathematics and elementary science, there is an industrial and technical side, which provides instruction in drawing and painting and modelling, carpentry, sewing and printing. In 1926, the expenditure amounted to Rs. 39,736, which was met by Government grants (Rs. 13,100), a grant from the Calcutta Corporation, donations, fees and the receipts of the industrial department. Different District Boards give 25 stipends to deaf and dumb children tenable at this school and the Government of Assam gives 5 scholarships of Rs. 18 each. The progress made in the education of the deaf and dumb is gratifying, but when one remembers that the census of 1921 recorded 32,560 deaf-mutes in Bengal alone, it is evident that only the fringe of the problem has been touched.

The single Blind School in Bengal was transferred in 1925 from Calcutta to a spacious site in the suburbs at Behala, Government contributing over half a lakh of rupees towards the new building. The purchase of a motor bus allows day scholars to attend, but the great majority are boarders. In 1927, there were 57 pupils, 42 boys and 15 girls or, by religion, 36 Hindus, 3 Muhammadans and 18 Christians. The total expenditure was Rs. 26,198, of which Rs. 5,315 came from public revenues. In addition, the Corporation gives a grant, the Government of Assam awards 6 stipends and various District Boards also offer scholarships. The school has also been successful in attracting private gifts and the capital value of the endowments is nearly a lakh and a quarter. The institution attempts to train blind children to earn their own living; and typewriting and telephony are taught, as well as basket-making, chair-making, wool-knitting, sewing, weaving. General education is also given, up to the Matriculation standard and, in 1926, 1 student passed the Matriculation in the first class with distinction in two subjects. An ex-pupil pursued higher studies in College and University and, after obtaining a first class in M.A. in Philosophy, was appointed lecturer in one of the Calcutta Colleges. The Patna Blind School was started by another alumnus of the Calcutta School. A record like this shows what can be done for the blind and it is a matter for regret that similar institutions have not arisen in other parts of the province to alleviate the condition of the many thousands who are cut off by this affliction from the cheerful ways of men and many of the fairest pages of the book of knowledge.

CHAPTER X.

Professional Education.

Training of teachers.

A.—MEN.

1. **Colleges.**—In 1921-22, there were 118 students in training in the two training colleges at Calcutta and Dacca. The number fell to 92 in 1923-24, owing to the reduction of the number of stipends given, but in 1926-27 it rose again to 136. Of these, 25 were students preparing for the I.T.

Every year, therefore, about 100 graduates are trained for the teaching profession. When we remember that there are nearly 22,000 teachers in secondary schools and that only 1 in 50 of them are trained graduates, it is clear that the output of the training colleges is much too small, little more than is required to fill the places of the trained teachers who retire. At this rate, a very long period will elapse before the majority of teachers are trained.

But even this supply, a mere trickle as it is, was threatened at the source during the period. The Bengal Retrenchment Committee expressed the opinion that a teacher's own capacity and education were his chief qualification and that training made little or no difference. They recommended, therefore, that the training colleges should be abolished.

Against this view, however, Government reacted strongly. Lord Lytton, the late Governor of Bengal, in opening the new building of the David Hare Training College, said:

"The ceremony which I have come to perform may be taken as an emphatic declaration by the Government, that the teaching profession is no longer to be regarded as the last resort of those who are incapacitated for any other profession; that it is rather the most responsible and important of all professions; that those who embrace it require as good a training as those who enter any other profession; and, let me not hesitate to add, that our action involves also the recognition that trained teachers are entitled to adequate salaries."

The existing colleges have accordingly been retained and schemes have been proposed for the creation of two new colleges, one at Chittagong and one for women teachers in Calcutta.

The rate of progress is thus very slow; the trained teachers are a mere sprinkling; the atmosphere of many schools is hostile to all experiment, impatient of new methods and new ideas. The result is that trained teachers returning to their schools find themselves in uncongenial and unsympathetic surroundings and quickly lose their enthusiasm and initiative. Many teachers also go for training after some years in a school, during which they have become wedded to methods from which the one year spent in training is scarcely sufficient to divorce them. They come with opinions already formed and are not very ready to give them up. Here again, that blight of Indian education, thwarts the efforts for better things. What is learned at the training college often remains theoretical and unassimilated, regarded merely as necessary for a degree which has a commercial value and not as having any direct bearing on the daily routine of the teacher's task. This result may be avoided, partly by making the curriculum as

practical as possible and making (as is done now) the student's success depend on his work throughout the year rather than in a final examination alone, and partly by attracting to the training college young graduates rather than those who have already essayed the art of teaching and grown "old and cold and weary."

These difficulties and dangers have not been unperceived. Government have had under consideration the feasibility of a "refresher" course for trained teachers. A scheme has been submitted to give a short course of training to all untrained teachers of English of high, middle and normal schools and senior madrasahs in the province. Owing to the impending vernacularisation of the Matriculation course, it has become urgently necessary to make teachers of English familiar with modern methods of language teaching. This scheme is now being considered. The Inspector for Chittagong Division, after a careful survey of the present situation, proposes an interesting alternative scheme, which may be presented in his own words:—

"Allow teachers to train themselves by private study—reading and applying their newly-gained knowledge in the classes. After, say, 5 years' experience in a recognised school, they should be allowed to take an examination consisting of all the necessary theory papers, together with a prolonged test. Sufficient safeguards could be introduced in the condition of admission to the examination to ensure a reasonable probability of passing.

"Such a scheme would have the following advantages:—

"(1) It would obviate the necessity of building and maintaining a large number of training colleges and would provide the requisite number of trained teachers.

"(2) It would provide an atmosphere in each school such that those who have been trained in the normal way will be able to apply their knowledge on return. The reason why the majority of people do not see the necessity for training is that it is unfortunately too often true that there is no perceptible change in the efficiency of a teacher after he returns from college. He is afraid to try new methods for fear of being laughed at and quickly relapses into the old ways.

"(3) The best teachers of the schools will study the new methods and become trained, for their market value will thereby increase. At the present moment those deputed to the training college are not always the best teachers. Committees will not allow their best men leave for the requisite time to attend the training college.

"(4) The scheme would be relatively inexpensive. Apart from good teachers' libraries in all schools and the cost of conducting the examination, there would be no outlay involved."

This scheme appears attractive, but one may doubt its feasibility. For one thing, very few teachers would have the energy, enthusiasm and capacity to devote time and study to their profession in addition to their ordinary school duties; and, for another, it will be difficult for them to get the all-important practical training under the right conditions. Any scheme which attempts to accelerate the progress of training deserves, however, the most careful consideration.

2. **The David Hare Training College.**—The chief event in the history of the David Hare Training College is its removal to a new site at Ballygunge. The land, 6 acres, had been bought as early as 1914; but it was only in 1923-25 that the buildings were erected and the institution moved out from its narrow lodgings in Harrison Road to its new and permanent home. This includes a college and a hostel for 60 students and a demonstration school for 270 boys; houses for the Principal and Head Master and some additions to the school remain to be built.

The majority of the students are now stipendiaries. Most of the eligible Government school teachers and inspecting officers have been trained and the number of such during 1926-27 was only 5. Of aided school teachers there were 22, and the rest 30, were stipendiary students. The sanction of allowances for all students-in-training in 1926 and the offer of a guaranteed post to the non-teacher student who stands highest in the first class in the examination have proved strong attractions to young graduates. Every year a considerable number has to be rejected for lack of accommodation, but the Muhammadans have never taken full advantage of the number of stipends reserved for them. In 1926-27, there were 21 Muhammadan students in the College.

The B.T. is far the more popular course. And now that Government have passed orders that all selected candidates for posts in the English teachers' grade or for Sub-Inspectorships must have obtained the B.T. degree, except first class M.A.'s or M.Sc.'s, the demand for the L.T. course has almost ceased.

The demonstration School attached to the College was opened in January 1927 by His Excellency Lord Lytton. The staff has been carefully selected out of 800 applicants and consists of 9 experienced B.T.'s, 2 pandits, a maulvi, a drawing master and a drill master.

3. **The Dacca Training College.**—The number of students at the Teachers' Training College, Dacca, increased from 68 in 1921-22 to 79 in 1926-27. The Principal reports that the demand for admission greatly exceeds the accommodation available and, what is of good augury, that the students are of much better quality than before. Most of the students come from the eastern divisions of Bengal, but there is each year a large contingent from Assam and a few from Hyderabad, Deccan. The hostel accommodation is insufficient and a scheme for another hostel is before Government. The class room space is also inadequate.

Two or three features distinguish the Dacca Training College from other institutions of the same type. First, the course is selective, allowing many possible combinations and groups of subjects. Secondly, the system of "internal marking," according to which the examination is used rather to confirm or adjust the opinion of the staff than to be the sole criterion. Thirdly, the conduct of research and experiment in educational subjects. Thus, a Bengali handwriting scale has been prepared; a study is nearly ready of the word frequency of Bengali based on a count of 100,000 words. Seven papers were contributed by the staff and ex-students of the College to the section of Psychology in the Indian Science Congress at Lahore in 1926; and the researches in English teaching made during the past six years have been published in Occasional Report 13 of the Government of India.

The College has also done much propaganda work. In 1925, it held an Educational Exhibition at Dacca, which aroused great interest and attracted many visitors and subsequent inquiries. Exhibits from the College were sent to Aligarh, where they were awarded a first prize in the Education Section. Lectures, exhibitions and demonstrations have been given at various places in East Bengal. The College is largely responsible for those developments in the methods of teaching which have of late been so rapid, that a pamphlet on Experiment in Education has been issued through the Director of Public Instruction to be used in schools and to serve as a basis for discussion in the proposed annual conference of Head Masters.

The expenditure on the College in 1926-27 was Rs. 93,465 as against Rs. 89,341 in 1921-22.

4. **State scholarships.**—In the latter part of the quinquennium additional facilities were created by Government for the professional training of graduate teachers employed in Government secondary schools in the Presidency. During each of the years 1925, 1926 and 1927 two State scholarships of the value of £250 a year each (with war bonus of £37½ annually) were awarded to one Moslem and one non-Moslem teacher to enable them to pursue a course of training in Great Britain for two years.

5. **First grade training or normal schools.**—The first grade training schools are intended for the training of vernacular teachers for secondary schools. The opinion was reported in the last review that these schools had been tried and found wanting. But they filled a useful place in the educational economy and could not be dispensed with. Their reorganisation was the only alternative. In 1926, a Committee of educational officers was appointed to report on the whole question of training schools. It recommended that the course should be one of two years (as now in East Bengal, whereas West Bengal has a three years' course) and should include an advanced course of instruction in general knowledge through the vernacular. The equipment of many of the students was very scanty and there was often no foundation to build on. But it may be noted that a better class of pupil is being attracted or driven to the normal school—in the Hooghly School, out of 87 pupils 11 were Matriculates. The Committee suggests that the qualification for the admission of students should be the Matriculation and that the courses of instruction should be at least of the Matriculation standard. But a better type of pupil will come only by the pressure of economic necessity or by the attraction of decent posts. It is proposed, therefore, to put the trained Matriculate on the same level as the I.A. and eligible for the Head Mastership of a middle school. In this connexion, it may be pointed out that at the Krishnagar Training School a scheme was devised to combine the training with the high school course, and pupils who go through the training school may also be able to pass the Matriculation.

appear * difficulties of the Government caused in 1922-23 a

The stipend given to normal school pupils from Rs. 10 to Rs. 6. Tich the pupils of guru-training schools received; with the Rs. former amount was restored, as were 79 stipends and in 1925-26. The Committee proposes to increase the stipend to Rs. which had been

The number of normal schools remained unchanged at 6, 5 Government institutions and 1 managed by the Church Missionary Society and aided by Government at Krishnagar. The number of students was 469 in 1921-22; and, in 1926-27, 441. The total expenditure at the beginning of the quinquennium was Rs. 1,16,898 and at the end Rs. 1,24,328. Of this, provincial revenues contributed Rs. 1,24,182.

The Committee does not propose any increase in the number of normal schools or pupils. About 200 trained teachers a year is all that is needed—and that the existing schools can produce. What is needed is an improvement in quality and not an increase in quantity. This can be done by obtaining a better kind of pupil and by giving him a better training in a better course.

The course suggested includes the following compulsory subjects: General method and School management, Reading, Writing, Arithmetic and Geometry, Hygiene, Practical teaching. In addition, the pupil has to pass in the matter and method of teaching three of the following subjects: English, Geography, History, Elementary Biology and Agriculture, Drill, Games, Scouting and First-Aid, Manual work and Drawing.

The report of the Committee is under the consideration of Government.

6. **Guru- and Muallim-Training Schools.**—For the retention of the guru- and muallim-training schools, the Retrenchment Committee saw no need; and Government decided to abolish 32 guru-training schools of the old type when 8 new schools of the improved type had been built. This policy had been steadily followed during the quinquennium. The total number of guru-training schools in 1927 was 84, not including 6 muallim-training schools. In 1922, there were 102 and in 1917 as many as 118. Of the 90 existing schools, 28 were of the improved type, 85 were managed by Government and the rest by Missions. The number of pupils also fell considerably, from 2,047 to 1,749.

As things are, it is doubtful if there is any cause for regret in the decline in numbers. The pupils who come are for the most part very ill-qualified. The Rajshahi report says: "Recruitment of gurus is becoming increasingly difficult year after year. The general attainments of the existing untrained gurus are so low that very few of them can stand the admission test of the schools, not to speak of their profiting by a course of training." An intelligence test of the applicants for admission in that division revealed the fact that a large number were quite unfit to be teachers. There is a consensus of opinion on this point. The first thing to be done to improve the quality of the teaching is to attract to the training schools men likely to benefit by training, and this is impossible unless the teacher is paid better. The Inspector for Dacca Division comments: "The importance of providing an adequate supply of trained teachers is obvious; but so far at least as primary schools are concerned, the task cannot be accomplished, because no solution has yet been attempted of the problem of giving the guru a living wage. The existing number of guru-training schools cannot turn out a sufficient number of trained teachers to take the place of those who year by year retire. But it is useless to increase the number of guru-training schools, unless the teaching profession is first made more attractive. A guru under training is given a stipend of Rs. 10. But many gurus when actually at work in their schools earn

little more than Rs. 6 or Rs. 7. The question of improvement in primary teaching hinges on finance."

That is the first problem. The second is to provide a sufficient number of good training schools, teaching a suitable curriculum. The old type schools are generally condemned, but the new type schools seem satisfactory, up to a point—their number, however, is still small. There is yet another problem. The primary schools themselves, with few exceptions, are, as the Inspector for Burdwan points out, "so poor in everything—situation, buildings, furniture and teaching apparatus—that the teachers hardly find scope to show the value of their training. The net result is that the quality of the teaching in the ordinary primary school does not improve much, notwithstanding the large expenditure incurred on training institutions."

The departmental Committee dealt with guru-training schools as well and made the following recommendations among others: (1) that the entrance qualification should be middle English or middle vernacular passed; (2) that the length of the course should be two years; (3) that the old type of training schools should be abolished; (4) that Government should guarantee a salary of Rs. 15 to passed students; (5) that the Head Masters of training schools should be B.T.'s

The number of candidates who obtained the certificate in 1921-22 was 1,412; in 1926-27, only 1,109.

The expenditure in 1921-22 was Rs. 3,02,132 and in 1926-27, Rs. 2,73,343. Of this, Rs. 2,71,176 came from provincial revenues.

B.—WOMEN.

7. **Training colleges.**—The higher training of women teachers continued throughout the period to be in an unsettled and unsatisfactory state. The Training Department of the Diocesan College was the only institution that prepared women for the B.T. degree. The authorities of the College, however, found the task increasingly difficult, in spite of an addition of Rs. 1,074 to the annual grant of Rs. 7,200. In 1923 Government sanctioned a capital grant of Rs. 5,971 for the construction of an additional lecture room; but the accommodation, both for classes and boarders, is still unsatisfactory. The College, therefore, appealed to Government to be relieved of the responsibility of this department, which was undertaken as a temporary measure in 1913 until a Government training college could be provided. The scheme for such an institution has often been proposed, but no action has yet been taken. Plans are, however, now being prepared and it may be hoped that the next review will be able to chronicle the establishment of a women's training college.

In 1926-27, the Diocesan College presented 16 candidates for the B.T., of whom 15 passed. The Loreto House trains women for the L.T., and in 1926-27, 5 of them were successful in the examination.

8. **Training schools.**—Here, again, there is no marked progress to report. In fact, the number of training schools fell from 12 to 10. The English training class attached to the Eden High School, Dacca, ceased to exist and the St. Mary's Training Class, Calcutta, merged into the United Missionary Training Class. But the loss was apparent rather than substantial, for the Dacca English Training Class had in 1922 a

single pupil and the Calcutta Institution has merely been absorbed by a larger school. The total number of pupils in 1921-22 was 200; in 1926-27, 201.

Of the 10 schools, no fewer than 8 are in the western divisions and 7 of these are in Calcutta. Three of the 10 are managed by Government and the rest by Christian and Brahma Missions. Of the Government institutions, the largest is the vernacular Training School at Dacca, which during the quinquennium sent up 112 candidates for the Senior and Junior Vernacular Teachership Examinations, as against 67 in the preceding quinquennium; 79 were successful. The Hindu Widows' Training Class, also managed by Government, moved in 1926 from Ballygunge to a more spacious house in Entally. The third Government institution is the Moslem Women Teachers' Training School, which was reorganised and stabilised during the period. The number of stipends was increased from 10 to 15 and the staff was also strengthened. But an outbreak of beri-beri compelled the school to change its habitation at the end of 1926.

Of the aided schools, one is at Krishnagar and one at Kalimpong, while the rest are all in Calcutta. The best of them appears to be the United Missionary Training Class which—so says the Inspectress for West Bengal—"gives a very superior training and turns out a superior type of teachers." "Their handwork," she continues, "deserves special comment; there is a great deal of originality in the work."

The results of the examinations were as follows:—

WEST BENGAL.

Year.	Number appeared.		Number passed.	
	Junior.	Senior.	Junior.	Senior.
1922-23	66	23	52	21
1923-24	68	30	43	29
1924-25	60	29	46	26
1925-26	72	22	43	17
1926-27	53	21	40	17
Total	319	125	224	110

EAST BENGAL.

(Teachership Examination.)

Year.	Candidates presented.	Candidates passed.
1922-23	29	21
1923-24	33	20
1924-25	22	17
1925-26	27	23
1926-27	30	27
Total	141	108

The total expenditure on all these schools together was Rs. 70,970 as against Rs. 82,635 in 1921-22. To this sum, provincial revenues contributed Rs. 60,264. It is clear that the main burden falls on Government, which is perhaps one reason why more progress has not been made. That there is a demand for trained women teachers is admitted. The Inspector for West Bengal says that the candidates are "booked before the examination results are out. . . . The schools realise the necessity for engaging trained women teachers and in many cases the authorities are willing to do anything for their comfort." The existing schools can, without much difficulty or increase of staff, train a larger number of teachers. The trouble is partly that the number of applicants is limited, and partly that the number of stipends is inadequate. More could and should be done—but the whole problem of women's education is only now beginning to receive the attention which is its due.

Trained teachers.

Schools.	Men.		Women.	
	Number of trained teachers.	Proportion to total number of teachers.	Number of trained teachers.	Proportion to total number of teachers.
Primary ..	15,653	25.6	473	11.1
Middle ..	2,566	27.2	235	59.
High ..	1,456	11.6	93	41.3

9. **Legal education.**—As in 1922, there are 3 institutions for the teaching of Law—the Calcutta University Law College and the Law classes of the Ripon College and Dacca University. But the number of students has risen by about 50 per cent. from 2,439 in 1922 to 3,638 in 1927; only about a sixth, 615, were Muhammadans, while the great majority were Hindus. Out of 1,732 candidates who appeared for the B. L. Examination, 786 were successful. It is a significant thing that for every 1 graduate who trains for teaching, 8 men qualify to be lawyers. The expenditure from fees alone in the Calcutta Law Colleges was Rs. 3,03,846; the expenses of the Law Department at Dacca are not separately reckoned, but are included in the general expenses of the University.

10. **Medical education.**—To the two medical colleges, the Calcutta Medical College and the Carmichael Medical College, Belgachia, a third was added early in the period in the School of Tropical Medicine.

The Calcutta Medical College, which is a Government institution, had altogether 939 pupils on its rolls on 31st March 1927; the maintenance charges for 1926-27, amounted to Rs. 4,49,295.

The Carmichael Medical College is an aided institution; but of the total expenditure of Rs. 1,33,859 in 1926-27, only Rs. 14,500 came from provincial revenues—the rest was met by the fee income. The hospital appointments are honorary, but the teaching staff is underpaid, owing to the lack of funds. Various improvements have been made during the period and, in particular, a new building has been erected for the Anatomy Department, the greater part of the expenses being defrayed by a Government grant of Rs. 50,000. But there is still need for a fully-equipped maternity hospital, which is estimated

to cost Rs. 3 lakhs. The number of students was 598 in 1926-27, almost all Hindus. A provident fund for the staff was started in 1926.

In the School of Tropical Medicine, there were 79 students in 1926-27, including 6 women. The expenditure was Rs. 3,40,183, all from provincial revenues, except Rs. 20,270, which came from fees.

The number of medical schools is difficult to determine, for they spring up easily and wither easily and many of them are not officially "recognised." The number, 10, in the official returns, is not therefore exact. Of the institutions managed by Government, the Campbell Medical School, Calcutta, is the largest. The others are the Ronaldsbay Medical School, Burdwan, established in 1921-22, which had 180 pupils and cost Rs. 50,124 including Rs. 8,571, which came from provincial revenues, in 1926-27; the Medical School at Dacca with 573 pupils, including 16 women, and a total expenditure of Rs. 96,966; and the Medical School at Mymensingh, which was provincialised during the quinquennium and cost Rs. 37,528 for its 210 pupils. The total number of pupils in all medical schools was 2,282 and the total cost Rs. 3,37,758. The corresponding figures in the last review were 1,415 and Rs. 2,42,907.

11. Bengal Veterinary College.—On 31st March 1927, there were 125 students on the rolls in the three classes as against 143 on the corresponding date of 1922. The total expenditure on the college during the year 1926-27 amounted to Rs. 2,23,777, of which Rs. 2,23,511 came from provincial revenues and Rs. 266 from fees.

The Committee of Management, which was reconstituted during the year 1926-27, consists of 9 members.

The Bengal Cruelty to Animals Act, 1920, was introduced into Calcutta on the 1st October 1926, and the hospital attached to this College was declared an infirmary under the Act for the treatment and care of animals.

12. Engineering and surveying—Bengal Engineering College.—The higher training in engineering is imparted in the Bengal Engineering College, Sibpur. In civil engineering, the four-year degree course is followed by a year of practical training; in mechanical and electrical engineering, the course is of three years, ending in a Diploma Examination, followed by an additional year in mechanical engineering leading to the Associateship. The practical training is specially important in mechanical engineering and extends to two or three years and in recent years attempts have been made to co-ordinate college and workshop training. An engineering college cannot maintain fully-equipped workshops nor would training under such conditions be nearly as useful as training in an actual engineering business. The solution, therefore, was in co-operation between educational and workshop authorities. It was with this object that the Board of Control for Apprenticeship Training was formed in 1921. It aimed, to quote from the Principal's report, first "to provide men so trained as to be qualified intelligently to fill positions of secondary authorities in the industries of Bengal, and, secondly, to enable all apprentices who appear qualified to obtain a training in mechanical engineering equal to that which can at present only be obtained by going to England." The preliminary training of apprentices is undertaken by the senior technical institutions, like the Calcutta Technical School, of which some account is given in the next chapter.

Apprentices who have completed the course in the schools can join the second year class of the College or even the third year class and proceed to the Associateship (Degree standard) after two years in College. A few apprentices have already been admitted to the second year class. But the Board has only been working for five years and it is too early to judge of the success of the scheme. The Principal is confident that the next review will be able to claim "very considerable progress," which will, however, be "qualitative rather than quantitative."

As a corollary, the subordinate or apprentice class at the College has been abandoned. The first Diploma Examination of the Engineering Department was held in 1923 and the first Associateship Examination in 1924. The opening of the Indian School of Mines at Dhanbad has led to the closing of the Mining classes at the College; no fresh admissions have been made in 1927.

Various additions and improvements fall to be recorded. The staff has been strengthened and posts, long kept vacant, owing to financial stringency, have been filled. Except on the Electrical side, it is now adequate to the work. The practice of having visiting lecturers in different aspects of civil engineering was continued. A new hostel has been erected for European and Anglo-Indian students. The water-works and sewage disposal, sanctioned in 1919, were completed during the period. The latter follows the activated sludge system. A grant of Rs. 60,000 for the extension of the power plant was sanctioned by the Legislative Council in 1923 and new oil-engines have been installed; hitherto, the College depended for power on steam-engines, which are now 25 years old. Some other machinery has also been purchased.

The total number of students was 291 in 1926-27, as against 356 in 1921-22; 143 were in the Civil Engineering classes, 70 in the Mechanical and Electrical Engineering side, 26 in the Mining classes, and 52 in the Industrial or Artisan classes. Of these, 245 were Hindus, 15 Europeans and Anglo-Indians, 2 Indian Christians and 29 Muhammadans. The Principal deplures the considerable falling off in the number of Anglo-Indian students and the small number of Muhammadans. "The conditions," he says, "are very much the same for both. They do not like to work to qualify for what they in many cases consider they should get as a favour. In spite of their inclination to shun purely literary pursuits, many members of both communities have the making of excellent engineers in them, if and only if they make a sufficient effort to reach a standard of education which will enable them to benefit by the instruction given here."

The rate of fees was increased in 1926, slightly for the Civil Engineering classes and subsequently for the Mechanical and Electrical Department. The change has not affected the number of applicants. The Principal regrets that the same rates were not imposed for both departments, at any rate for the first two years, where the instruction given is common. The scholarship system was also readjusted in the same year.

The College supplied a platoon to the Calcutta University Training Corps in 1924 and another platoon was formed the next year. The College platoons have acquitted themselves very creditably in the camp.

The results of the B. E. and I. E. Examinations in 1927 are as follows:—

B. E.—Candidates, 32; passed 21.

I. E.—Candidates, 39; passed 22.

In the Associateship in Mechanical Engineering, 4 candidates appeared and all passed; in the Mining Diploma Examination, the 13 candidates who appeared were all successful.

The total expenditure during 1926-27 was Rs. 3,38,692, of which Rs. 33,257 came from fees, Rs. 3,01,825 from provincial revenues and the rest from other sources.

13. Ahsanullah School of Engineering.—The closing of the subordinate classes at the Bengal Engineering College threw the whole burden of training overseers on the Ahsanullah Engineering School at Dacca. The demand for admission became too strong to resist; and the number of students rose from 375 in 1922 to 417 in 1923 and 478 in 1925, falling slightly to 440 in 1927. Nearly all the changes and improvements in the school were, directly or indirectly, the result of this increase in numbers.

Classes had to be divided into sections, and this duplication was afterwards made permanent. The staff also had to be strengthened and several new posts were created, 5 new lecturers being appointed in the Subordinate Educational Service, at first as a temporary measure and later permanently. Fresh hostel accommodation became necessary and several houses were hired for the overflow from the school hostels. In 1926, however, Government sanctioned the construction of a new hostel for 200 students, estimated to cost Rs. 3,60,000. Two buildings situated in the school compound, which had been used as temporary hostels, were permanently allotted to the school.

The clerical establishment was increased to cope with the fresh volume of work.

The Committee of Technical and Vocational Education, Dacca, proposed—(i) a Mechanical and Electrical Engineering course of an intermediate type at the school; and (ii) University courses in Civil and Mechanical and Electrical Engineering to be conducted by the Dacca University and the Ahsanullah School in co-operation. Government, after consideration, found itself unable to accept these suggestions, on the ground that the concentration and development of higher engineering studies at Sibpur was the most economical and fruitful policy.

In the previous quinquennium, the four years' Overseer course had been transformed into a three years' Upper Subordinate course. But experience showed that it was impossible to crowd into three years the subjects and studies that were necessary; and in 1926 the reintroduction of the old four years' course was sanctioned. Two years are taken for the Sub-Overseer course and two more for the Overseer course. At the same time, certain consequential changes were made in the scheme of scholarships for Muhammadans and members of the backward classes.

Of the 440 students, 391 were Hindus, 49 Muhammadans. In the examinations of 1926-27, 105 candidates appeared for the Upper Subordinate, Part B, and 70 passed; out of 131 candidates for Part A,

98 passed; and in the Lower Subordinate Examination, 36 passed out of 70.

The cost to Government in 1926-27 was Rs. 91,821. Government also gave large grants during the period to meet the expenditure involved in the duplication of classes. The fees were increased from Rs. 3 to Rs. 5 per month.

14. **Surveying.**—The Ahsanullah School also conducted field classes in practical surveying for its students. A Pleaders' Survey Training class was also held at intervals and examinations conducted every year. But the chief institution for teaching surveying in Bengal is the Mainamati Survey School. This school has become increasingly popular and now attracts a better type of students. In 1917, only 1 passed Matriculate was admitted and in 1921 only 14; but from 1922-27, out of a total of 230 admissions only 6 were non-matriculates and a few were graduates. Most of those who pass out secure good appointments.

During the period, new buildings have been constructed for the school and administrative sanction has been given for the construction of houses for the staff and a dispensary. The pay of the staff has also been revised. A bathing tank has been excavated. The school has been placed in the non-vacation category and the number of working days has accordingly increased by about 15 per cent. The courses have been revised and the first year course cut down from 14 to 12 months. The mode of examination has also been improved by the Survey Education Advisory Board, greater emphasis being laid on practical surveying. Government have sanctioned two stipends of Rs. 20 each for students who undergo mine surveying. During the period 16 candidates were trained for appointment as district kanungoes in the different divisions. To attract Muhammadans, boarding stipends are given to all Muhammadan students, varying from Rs. 3 to Rs. 6.

In the Final Survey Examination, 30 candidates appeared and 18 passed; in the Amin Examination 44 appeared and 22 passed.

The expenditure on the school in 1926-27 was Rs. 15,850, of which Rs. 11,790 came from provincial revenues.

15. **Agricultural education.**—Bengal is pre-eminently an agricultural country and a desire for agricultural education has slowly been gathering strength. The appointment of the Royal Commission on Agriculture has stimulated this desire further, but no general plan has yet been formulated. Government sent to the Punjab a committee, including both educationalists and agricultural experts, to study the scheme followed in that province, by which agriculture has been introduced into the curriculum of middle schools. A report was published, which recommended the introduction of agriculture into selected secondary schools as a subject of the curriculum, displacing science, drawing and drill. The course is to be similar to the Punjab course and to last four years, covering classes V and VI of the middle English school with a two years' extension course or classes V—VIII in a high school. Teachers are to be sent on deputation for training to the Dacca Agricultural School. A school which works a garden will receive a capital grant of Rs. 550 and a school with a farm a grant of Rs. 2,000. Government is to give Rs. 10 per month for the pay of the teacher.

The proposals have been accepted and 15 schools have been selected for the experiment. Meanwhile, there are 8 secondary schools which have attached Agricultural classes. Such are the Amarpur High School, the Bara Bainan Middle English School, in the district of Burdwan, the Durgapur High School, in Chittagong, and King Edward Middle English School, Hat-Chapra. "The first-named institution had an officer of the Agricultural Department maintained on its staff for the practical teaching of agriculture. His pay was met partly from provincial revenues and partly from district funds and partly from the interest of a large investment made by the founder of the Amarpur High School. . . . But the output of agricultural work done was scanty and not at all commensurate with the expenditure incurred."

Of agricultural schools proper there are 3 instead of 2 in 1921-22. The Agricultural Secondary School at Manipur Farm has 3 qualified teachers and 24 pupils, undergoing a two years' course. It is a Government institution. The Chinsura Agricultural School was abolished as a result of the Retrenchment Committee, but was re-established in 1924-25 as an aided institution. The Manmathapur Agricultural School in Nadia is an unaided institution. The total number of pupils in the 3 schools was 117 and the total expenditure Rs. 9,388. Mention should also be made of the Ashabaree Methodist Episcopal Mission School at Asansol, which teaches practical agriculture.

For higher agricultural training, little provision has as yet been made in Bengal. The Dacca Agricultural Institute, which was sanctioned, has not been established. In Calcutta University there is a Professor of Agriculture, who is now a member of the Royal Commission, but no beginning has yet been made in the teaching of agriculture. Proposals have been made for the addition of an Agricultural Department to Rajshahi College and a substantial endowment has been offered by the Dighapatia Raj. But the matter is still under consideration and action is likely to have to await the report of the Royal Commission on Agriculture.

Finally, reference must be made to an independent institution. The Inspector for Burdwan reports: "One most interesting experiment in industrial education was the Institute of Rural Reconstruction at Sriniketan under the Visvabharati of Dr. Rabindra Nath Tagore. Though unrecognised, the institution commands wide respect and support, and candidates are deputed from far and near to be trained in its various departments of Agriculture, Sericulture, Poultry-keeping Dairy Work, Weaving, Carpentry, Village Sanitation and Public Welfare. It trained a number of teachers of primary, middle English and high schools during the quinquennium. It is trying to solve the question of unemployment in a serious way."

CHAPTER XI.

Industrial and Commercial Education.

1. **Technical training in universities.**—In the field of industrial and technical training, Bengal can point to no new schemes or experiments. In 1924, the Dacca Vocational Education Committee

presented its report. This made it clear that "vocational education cannot be cheap and involves much new expenditure, and that it is in general waste of money and labour to prepare students for vocations that do not exist or are already overstocked. It throws doubt on the belief of the Sadler Commission that at the intermediate stage vocational education can be so combined with general education as to produce a worker competent to earn his living." Among the definite recommendations were the following:—

- (1) the making of drill and drawing compulsory in high schools;
- (2) the introduction of manual training and science courses in school curricula;
- (3) the establishment of University courses in such subjects as electrical and mechanical engineering, chemical technology, tanning and leather industry, botany, bacteriology and commerce.

On the report, Government issued a resolution, which stated the opinion that schemes like the creation of university courses in electrical and mechanical engineering, tanning and leather work were inadvisable at present, but that Government would be prepared to support the other proposals of the Committee, provided that the institutions concerned would share the financial obligation.

2. Technical education in general schools.—Not much has, therefore, been done, to develop technological training at the University stage. Scholarships for technical study abroad are, however, regularly awarded by Government, as well as for courses in higher technical colleges in other parts of India, such as the Technical College, Cawnpore, the Indian School of Mines, Dhanbad, the Jamshedpur Technical Institute. In the Jagannath Intermediate College, dyeing has been introduced as one of the subjects in the I.Sc. course and has proved popular. Several secondary and primary schools have provision for manual work or elementary industrial training; but the training given is more in the nature of an adjunct to a general education and not really vocational. It is of interest in this connexion to note the work done at the Baira Primary School. The Inspector for Dacca Division writes: "This was originally a free primary school under the Biss Scheme. Instruction in various crafts, such as rope-making, jute-carpeting and brick-laying, as well as agriculture, is given. This is not an attempt to combine industrial with general education. The industrial work done is of a very simple kind, its object being to give boys who have no money a chance to educate themselves by showing them how they can earn money in their spare time."

There are some secondary schools also which attempt to combine a general education with technical and industrial training. Among these, the Maharaja of Cossimbazar's Polytechnic Institute, Calcutta, should be specially mentioned. The object of this institution is to enable students to earn while they learn and to combine technical training with the Matriculation course. More advanced training is given to students who give their whole time to the workshop. Carpentry, smithy, cutlery, weaving and spinning, clay-modelling,

tailoring, shorthand and typewriting are all taught. As a rule, however, the work done by boys in the industrial sections of general schools has little market value; nor has it been found easy to fit the vocational subjects into the general curriculum, so that they usually have to be taught outside school hours. The Inspector for Chittagong writes: "If the vocational work of a general school has to be conducted in a separate organisation, as has invariably been the case, it is difficult to see why a general school should take up this work, which may more efficiently be done by a special vocational school."

3. Special industrial and technical schools.—And, in fact technical and industrial training is, for the most part, given in special schools. Of these, there is a considerable number in Bengal—in 1926-27, no fewer than 153, representing an increase of 67 during the quinquennium, chiefly in weaving schools. The number of pupils rose from 3,631 to 6,234.

Apart from weaving schools, these institutions give training in crafts like carpentry, blacksmithy, tinsmithy, basket-weaving, cane-work, pottery; most of them are really artisan schools. A few prepare apprentices for the railway workshops; there are some telegraphic training schools, some have sub-overseer and amin classes. The girls' schools teach lace-making, embroidery and similar industries.

In recent years, however, the Department of Industries has followed a definite policy in reorganising and planning the scheme of technical education. "Provision is being made for technical education to commence from any stage in the cultural scheme, *pari passu* with a progressive course from the lowest, leading to the highest stages of technical education available..... It will be possible for students to enter some sphere of employment at intermediate stages, if circumstances do not allow them to continue training to the highest stage." Thus, for the illiterate or primary schoolboy, there are the artisan classes; for those who have passed the middle stage, the junior technical schools cater; while matriculates and graduates can enter the apprentice or diploma classes of the senior technical institutions.

4. Senior technical schools.—There are at present three senior technical schools in the Presidency. The Calcutta Technical School, opened in 1926, absorbed the Calcutta Technical Evening School, mentioned in the last review. It is intended to give "theoretical training with laboratory practice in technical subjects to those actually employed in trade and industries in Calcutta and the neighbourhood, thus enabling a student to receive a sound, theoretical training, while concurrently he receives a practical training under commercial conditions." The school is affiliated to the Board of Control for Apprenticeship Training and its students may appear for the Board's examinations. It is also recognised by the City and Guilds Institute of London. The classes are held in the afternoon and the course is covered in four or five years. The school has begun with mechanical and electrical engineering only. The Director of Industries is the Chairman of the Governing Body, which includes members appointed by the Government of Bengal, by public bodies and by business firms in Calcutta. In 1926-27, Government gave a grant to the institution of Rs. 47,500; and nearly Rs. 20,000 was realised from fees.

The two other senior technical schools are the Kanchrapara School and the Kharagpur School, run in connexion with the Eastern Bengal Railway and the Bengal-Nagpur Railway, respectively. They are intended mainly for the training of railway apprentices. A specialised training of a high order is given by the Ishapore Ordnance Training Class.

5. **Junior technical schools.**—The junior technical schools have often artisan classes attached to them. The scheme is to provide such institutions for the district towns, wherever possible. A brief account is given of some of the more important:—

- (1) The Burdwan Technical School, managed by the District Board, has three departments—the Lower Subordinate, teaching up to the Sub-Overseer standard, the Artisan class, the Amin class. There are 48 pupils and the 8 candidates who appeared at the Sub-Overseer examination in 1926-27 were all successful. The cost to Government was Rs. 2,618.
- (2) The Khulna Coronation School, managed by the District Board, which contributed Rs. 8,817. The subjects taught are carpentry, blacksmithy, tinsmithy, brass-moulding. The course is for three years and no fees are charged.
- (3) The Rangpur Technical School, managed by Government, had 73 pupils in the Artisan and Amin classes. Twenty-eight pupils were successful in different examinations. Of the total cost of Rs. 14,699, Government met Rs. 11,324, and Rs. 1,884 came from the sale of work done. The Amin course covers 14 months and the Artisan course 3 years.
- (4) The Pabna Elliot Banamali Technical School was provincialised during the quinquennium and had 91 pupils in the Sub-Overseer, Survey and Artisan classes. There is a year's course for button-making. Twenty passed in different examinations: Rs. 12,101 of the total cost of Rs. 18,218 came from provincial revenues. The hostel accommodates 80 boys.
- (5) The Rajshahi Sericultural School had 11 pupils. Successful students are given an advance of Rs. 250 each to construct rearing houses, with a view to taking up the profession under the supervision of the Agricultural Department, on a five years' agreement. The cost to Government was Rs. 5,024.
- (6) The Rajshahi Diamond Jubilee Technical School had 103 pupils. Besides the Sub-Overseer and Amin classes, it gave instruction in carpentry, smithy, weaving and cane-work. The total cost was Rs. 15,479 including Rs. 1,200 from Government.
- (7) The Kalimpong Schools, aided, 16 in number, in Kalimpong and the surrounding district, taught crafts like weaving, embroidery, tailoring, carpentry, gardening, lace-making. There are schools for boys as well as for girls. Altogether there were 547 pupils and the total expenditure was Rs. 37,498, as against Rs. 24,431 in 1921-22; but the Government grant remained unchanged at Rs. 6,000.

- (8) The Barisal Technical School, managed by Government, had 32 pupils in its Artisan classes. The abolition of the Sub-Overseer class has led to a diminution of numbers. A new site was acquired long ago, but the school still remains within the Zilla School compound. The total cost was Rs. 10,904, of which Rs. 9,283 came from provincial revenues.
- (9) The Elliot Technical School, Comilla, had only half its former number of pupils, 62 instead of 124. The expenditure fell also from Rs. 22,667 to Rs. 16,969. The District Board paid Rs. 10,102. The sale of the manufactured articles brought in nearly Rs. 5,000, showing a substantial increase. The subjects taught are carpentry, smithy, weaving, brass-moulding and elementary mechanical engineering.
- (10) The Pahartali Industrial School is under the direct supervision of the Locomotive Superintendent of the Assam-Bengal Railway, and trains apprentices for the railway workshop. The number of pupils was 34; the cost increased from Rs. 755 to Rs. 2,330.
- (11) The Kashi Kishore Technical School, Mymensingh, under the District Board, trains artisans in the usual subjects. There are no fees and Rs. 2,000 is spent annually on scholarships. The course is for three years. There were 103 pupils and the total expenditure was Rs. 19,328.
- (12) The Edward Industrial School, Bogra, managed by Government, which gives instruction in carpentry and smithy, as well as theoretical training in elementary mathematics, estimating and drawing. Twenty-five Government and 10 District Board stipends are attached to this institution.

Special mention should be made of the Calcutta Tanning Institute, which, in addition to other work, trains apprentices. There is accommodation for 24, but the applicants—several of them graduates of the *bhadralok* class—outnumber the vacancies. Several ex-students have set up small tanneries themselves.

6. Weaving schools.—The progress made during the period was almost entirely in weaving institutions; these have sprung up everywhere. In Chittagong, to take the most striking example, the number of weaving schools rose from 4 to 27. But the number of pupils did not rise in anything like equal ratio and the average strength of a school fell from 40 to 19. In Burdwan Division, there are 32 weaving schools, but the number of pupils is, as a rule, small. There is reason to doubt if these institutions have not multiplied beyond the needs of the moment. Besides the regular schools, there are peripatetic instructors and classes. Several of these institutions are managed by Government. Far the most important of them is the Government Weaving Institute at Serampore.

7. Government Weaving Institute, Serampore.—This institute provides instruction for two different grades of students. The higher course, extending over three years, is intended for those who have passed at least the Matriculation Examination and wish to qualify as teachers, overseers and managers of hand-weaving factories. The

artisan course, of one year, is meant for actual hand-loom weavers and their sons as well as for those who engage to make weaving their profession. There were 75 students in 1927. During the period, 83 students passed the Final Diploma Examination of the Institute and 116 students passed the City and Guilds Examination of the London Institute, several of them being awarded bronze and silver medals. The session commences now in July, instead of in November. The expense has risen from Rs. 51,826 to Rs. 72,540 during the period.

But the training of men students at Serampore does not exhaust the activities of the Institute. The Female Industrial classes, organised by the Y. W. C. A. at Serampore in 1922, have been taken over by Government and affiliated to the Institute. They are in the charge of a Lady Superintendent under the supervision of the Principal of the Institute; and the pupils are taught plain and fancy needlework, spinning, weaving, carpet-making and hose-making. A higher class for women is also to be opened. Besides, a considerable number of other schools, in which instruction is given to weavers in the mufassal, are attached to the Institute. Of such there are now 8 District Weaving Schools and no fewer than 26 peripatetic weaving centres, scattered all over the province. The Institute also sends out demonstration parties to important centres to exhibit and introduce improved appliances; and it takes part in local exhibitions. Three demonstration parties have been created. Since they were organised, "jute, waste silk and coir spinning and weaving have become an important cottage industry"; many peasants may be induced to take one of them up as a supplementary home industry. A handbook containing useful information on small hand and power-loom factories has been prepared; and enquirers are supplied with the addresses of firms where machinery and raw material can be purchased. Passed students are either employed in the local weaving schools or in mills and factories or set up weaving or dyeing concerns of their own.

The Weaving Institute has been doing most useful work in a thoroughly practical way. But it is badly in need of permanent buildings. Money was sanctioned for a power weaving factory attached to it, but there were no buildings available.

Reference should also be made to the Silk Weaving and Dyeing Institute which is to be established at Berhampore. Government sanctioned the scheme in 1925 and it is expected that the school will open shortly.

8. Schools of Art and Music.—In the province, there are altogether 6 schools of Art, of which one is managed by Government and three others are aided. The total number of pupils rose from 424 in 1921-22 to 567 in 1926-27; the total expenditure was Rs. 1,01,936, of which Rs. 71,149 came from public funds.

The music schools are found chiefly in Burdwan Division, where there are three aided and five unaided schools. The total number of pupils was 168 in 1927 and the cost to public funds Rs. 929. The question was raised during the quinquennium whether it might be possible to improve the school at Vishnupur into a first-rate institution with liberal grants from the department. Vishnupur, in the Bankura district, has always been noted for musicians, and it is in the fitness of things that the music school there should be improved.

9. Government Schools of Art, Calcutta.—Far the most important of the six art schools is the Government School of Art, Calcutta. In

October 1920 it was put under the Industries Department, but in April 1923 was transferred back to the Education Department.

The number of pupils increased during the period from 268 to 335. The expenditure in 1926-27 was Rs. 59,133, against Rs. 49,526 in 1921-22; the part that came from fees was Rs. 13,744 and Rs. 4,467 respectively. The large increase of fee income is due to the raising of fees in 1924, when the number of free and half-free studentships was also reduced. It was, perhaps, as a result of this measure that the number of pupils, which had risen to 361 in 1924-25, dropped slightly to 354 the next year and to 335 in 1927. The local bodies continued to give scholarships to their nominees. Pupils came from all parts of India; 2 were Europeans and Anglo-Indians, 6 Indian Christians, 12 Muhammadans, 2 Buddhists, 1 Sikh and the rest Hindus, including 13 of the backward classes.

A commercial Art Section class has been started on an experimental basis, to train students in subjects like designing, poster-drawing, advertising, illumination. During the period the school executed some important commissions, a "Roll of Honour" memorial in metal for the Eastern Bengal Railway, a design for the Mrs. Graham Memorial Entrance at Kalimpong and so forth. The Fine Art Exhibition, first held in 1921, is repeated annually. Many of the students obtain good posts without difficulty after passing through the school. At the final examination in 1926-27, 32 candidates appeared and 18 qualified for the certificate.

The Principal, Mr. Percy Brown, retired after the end of the quinquennium, after having rendered to the school valuable services for many years.

10. **Commercial Education.**—A few years ago there was a great demand for commercial education. From an ordinary secondary or university education little, it was considered, was to be hoped; the professions were overcrowded; and a commercial training was supposed to open the way to a spacious range of new careers. These expectations, based on no rational reckoning, but on oversanguine hopes born of disappointment in other avenues, have proved to be largely illusory. But, at the same time, there have been interesting developments and steady progress in this sphere. More business careers are now open to Indians of talent. There is more scope for private enterprise. The Imperial Bank recruits educated Indians for responsible positions. There is a steady demand for trained men from an increasing number of Indian banks. Schemes have been mooted for an all-India Association of Accountants and Auditors and for an Indian Institute of Bankers.

11. **In Universities.**—Commercial education has grown to meet the demand. Departments of commerce have been started in the two universities; and there is a commerce group in the Dacca Intermediate course. Several colleges secured affiliation in commercial subjects and a number of commercial schools sprang up in different parts of the country.

12. **In Commercial Schools.**—The University Commercial classes, which lead to a degree, have proved popular. Apart from them, there were in 1927, fourteen commercial schools in the mufassal, with 437 pupils. The subjects taught were short-hand, type-writing and book-keeping, with (in some schools) telegraphy. In Calcutta, there were

12 schools with 1,148 pupils. Far the most advanced and important of these institutions is the Government Commercial Institute, Calcutta.

13. **Government Commercial Institute, Calcutta.**—The history of the institute during the period was eventful. In 1923 it was transferred to the Education Department from the Department of Industries. The Retrenchment Committee recommended that it should be deprovincialised; and accordingly in 1924 Government appointed an expert committee to report on the future of the institution. In 1925 the Committee reported against deprovincialisation and suggested lines of advance. Government have accepted this report in the main, and the details are now under consideration. In 1923 the question was raised whether the Institute should not be affiliated to the University, which had just inaugurated its department of commerce. But it was decided that "commercial education would have nothing to gain by affiliation unless this department of the University was reconstituted as a Faculty of Commerce, controlled by commercial men, as suggested by the Sadler Commission."

The Institute has, therefore, gone its own way, but it has not content to stand still. In numbers, indeed, there has been a decline. The number of students on the roll increased from 287 in 1922 to 300 in 1924, but after that it declined rapidly to 230, 181 and 22 in successive years. In 1922 the Day and Evening Classes had, respectively, 254 and 545 pupils, in 1927 only 117 and 353. The reasons for the decrease were various; among them was the heavy depression in trade.

This decrease is far from being an unmixed evil, as the following extract from the report of the Institute will show: "A very large number of enrolments, under the existing arrangements, which, if anything, have been an impediment to the material progress of vocational commercial education, of which this Institute has been the centre and will in future be the centre. Now that the rush of students to the Shorthand, Type-writing and Book-keeping classes has happily disappearing, it has been possible to devote attention to the development of classes like those intended for candidates for P. A. Auditorship or for the Association of the London Institute of Bankers—which last, by the way, is the hall-mark of a sound bank and to strive to make this Institute the model of its kind in Bengal. It has been thought fit to see that training in subjects of great importance, such as shorthand, type-writing and book-keeping, be left to the various commercial institutions that have sprung up everywhere in the province, while this Institute, by holding classes in these subjects, besides others, and by holding Dip. Examinations, should maintain a definite standard of efficiency."

It was thus possible to give time to more advanced studies. In 1923, classes were opened to train candidates for the examination of the London Institute of Bankers. Classes for the examination of the Bombay Government Diploma in Accountancy were continued throughout the period. A committee was appointed to draw up a scheme for a separate examination in Accountancy in Bengal; the report is under consideration. The proposal for a commercial museum was raised, but was not sanctioned.

The results in the Diploma in Accountancy Examination show a steady improvement of late. For the Final Commercial Examination, 22 candidates appeared in 1926 and 12 passed.]

special examinations, there were 54 entries in different subjects from the Institute, 203 from affiliated schools, 60 from private candidates. Of these 17, 93, and 15, respectively, passed.

The expenditure during 1926-27 was Rs. 61,523 of which Rs. 13,382 came from fees and Rs. 48,141 from provincial revenues. In 1921-22 the total was Rs. 37,556, including Rs. 15,044 from fees and Rs. 22,512 from provincial revenues.

CHAPTER XII.

Physical and Moral Training.

With its usual thoroughness, the Calcutta University Commission Report thus summarises the conditions which weaken or neutralise the influence of education: "The neglect (often through ignorance) of personal health, the disregard of physical exercise, the prevalence of malaria and inadequate medical care conduce to frequent illness and in some cases have led to serious breakdown; a too limited horizon of thought and interest, monotony of life, and the lack of a well-regulated system of tutorial guidance have in many cases stunted intellectual growth. In some instances, the weakening of moral control through the decay of good traditions, through the absence of ethical or religious training, and through the want of corporate life in the University and the colleges have led to serious outbursts of indiscipline and even to violent crime, Some of these hurtful conditions are so widespread that systematic effort, patiently maintained over a number of years, can alone rectify them." Has the quinquennium seen any progress in this direction?

1. **Personal health and medical care.**—Whenever a careful examination of the health of students is made, the facts revealed are alarming. Medical examination has been held in various places, *e.g.*, in Rajshahi by District Board Doctors, at Asansol on the initiative of the Mines Board of Health, in the Bethune (Girls') School by Dr. Cohen. But there was only one large and systematic survey. The Students' Welfare Committee of Calcutta University has, during the last six or seven years, carried out a comprehensive examination of the students in the arts colleges in Calcutta and the neighbourhood. The Report of the Committee for 1925—the latest available—makes mournful reading. 11,000 students had then been examined, a number large enough to justify general deductions and to establish "normals" for the quantitatively measurable traits of health. But far more important than the scientific value of this investigation is its practical value as a warning. Roughly, 25 per cent. of the students in colleges are thin and physically ill-developed; 45 per cent. stoop. About one-third have defective eyesight; but, of them, a large proportion are unaware of it, half wear no glasses at all and about one-fifth wear wrong glasses. One in three again have bad teeth. One in twenty suffer from some affection of the heart. Only about one in three are generally sound.

These figures might well make one anxious for the future of young Bengal. What makes the situation worse is that, after the age of 16 both eye-sight and hearing become steadily more impaired. This is partly due to the conditions of life and work of the students and partly

to the fact that weaknesses are not remedied and become progressive worse by neglect.

The moral is clear—there is need of both prevention and cure. The Welfare Committee gives advice to students, but much more needs to be done in this direction. The attention of parents must be drawn in the way made easy for students to obtain both advice and treatment. But it is really at the school stage that these defects have to be tackled. Every schoolboy should be examined and his physical weaknesses noted, treated and corrected. Nor is this enough. The only effective solution is the prevention of preventable deformities and defects. It is necessary to provide that healthy recreation, that sufficiency of nutrition, those conditions of residence and work which will help the natural healthy child to grow up into a healthy and well-developed man.

One difficulty is that the home, where the boy spends the great part of his time, does not always help in this matter. The Physical Instructor, Dacca University, notes that 70 per cent. of the students lose in weight and in physique during vacations.

2. Physical training and drill.—During the last two or three years much attention has been given to the problem of physical training. The University, Government and the Legislative Council have all discussed the problem and suggested solutions. On the motion of Mr. A. Banerji, the council passed a resolution recommending that immediate steps be taken to make physical culture compulsory for boys between 12 and 18 in all schools affiliated to the two Universities and in all Makhtabs and Madrasahs, February, 1926. Meanwhile, already in August 1924 the Senate had appointed a Committee, which came to the conclusion that some form of drill or games should form part of the school curriculum and should be introduced also into the first year of the College course. The Senate accepted these proposals and added the provision should be made by schools, in conjunction with the parents for the proper nutrition of the boys and that military training should be made compulsory for all college and university students.

3. University training corps.—Government pointed out that compulsory military training for many thousands of students was not practicable proposition and suggested an extension of the facilities of the Calcutta University Corps, which was accepted by the Senate. At present the University Corps, which has a strength of about 700, is confined to Calcutta, with the exception of platoons at Hooghly College and the Bengal Engineering College. A reasonable degree of efficiency has been reached and the spirit of the corps is excellent. The example will spread and there is little doubt that the corps will grow in number. It seems better to rely on voluntary enthusiasm than on the passive discipline (or indiscipline) enforced by a compulsory system.

4. Compulsory Exercise.—In 1927 the Physical Education Committee of the University proposed that some sort of physical training for at least one year should be a qualification for every Matriculation candidate, except such as were medically exempted or had not belonged to any school. The salaries of physical instructors in schools were to be met by an athletic fee paid by the boys, with the help of a Government grant if necessary.

As a matter of fact, drill is compulsory now in all middle and primary schools as well as in junior madrasahs; and in the new curriculum for makhtabs, it is proposed to introduce callisthenics. In

Government high schools, again, all the scholars except those of the top classes have to do drill; and this is the rule in many aided and unaided schools as well. But, here again, there is a wide gap between the ideal and the achievement. "The actual drill," writes one inspector, "is a travesty of what it should be and the whole situation is rendered rather Gilbertian by the drill being entrusted as often as not to a master who is himself incapable of performing the exercises and operations supposedly taught and whose physique is a standing example of what physical instruction seeks to eliminate." The master has often very primitive ideas of drill; and the boys would be completely bored if they did not regard it as a "rag."

5. **Physical instructors.**—The fact is, of course, that the drill master, like other masters, needs training. An attempt has been made to provide this training. A temporary post of Physical Adviser to the Government in the Bengal Education Service, was created and filled by Mr. N. Ghosh throughout the period. The Physical Adviser revived in 1924 the class for training drill masters and so far 122 teachers have obtained the certificates granted after the examination at the end of the course. Teachers from private schools are admitted free and Government officers are paid travelling expenses and house-rent in Calcutta.

But the course is short, six weeks; and with the existing staff it is impossible to train a sufficient number of men quickly. It is hoped, as vacancies occur, to recruit for the more important institutions some men who have passed through the longer and more thorough course arranged by the Y. M. C. A. in Madras, but the expense and length of this course make it impossible to regard it as the only source of trained men; Dacca University has appointed a Physical Instructor and an assistant to supervise the compulsory physical training of its students. The pivot of any scheme of general improvement must be an adequate scheme of local training of teachers of drill and organisers of games. To reorganise the whole system, Government have sanctioned the appointment of a special Physical Director, with the highest qualifications, for five years.

In some Calcutta colleges, like the Presidency College, drill is now compulsory for the students of many of the classes.

Drill, in the narrow sense of the term, is in schools of real, if limited, value; properly done, it exercises the body and instils some sense of discipline. But its physical and its moral value are limited and drill, in schools as in the army, needs the complement of organised games. Organised games are far more enjoyable to those who participate and create a sense of *esprit de corps*, of playing with and for the side, which can be a strong moral influence. Scarcely a boy would choose drill rather than games if he were free to choose.

6. **Games.**—There is no doubt that games are becoming increasingly popular in Bengal. Football, in particular, evokes immense enthusiasm; in the towns lawn-tennis is rapidly winning its way into general favour. Cricket is played, with keenness and with growing skill, in most colleges and a few schools. But the difficulty is that these games are comparatively expensive and also require considerable space. In towns, space is precious, is often unattainable. There are very few colleges in Calcutta which have playing grounds within or near the college compound. Where the field is on the *maidan*, it is idle to expect many students to attend and play. For schools, the expense is often

prohibitive. It is, therefore, a matter for satisfaction that team games like basket-ball, volley-ball, deck-tennis, badminton are being taken up by institutions. These require little room and involve little expense. The indigenous games are, perhaps, more suited for the country school than for towns; but they should be encouraged. They need no apparatus and can be played almost anywhere. What is needed is to find for each school and college games suited to its conditions and needs, in considerable variety.

Much more might be done to develop rowing. The Calcutta University Welfare Committee maintains a few boats; at Rajshahi College rowing has been taken up with much enthusiasm and is popular. In many schools in East Bengal, boat-rowing is a favourite sport during the rains when the play-grounds are flooded. But the achievement does not come up to the measure of the opportunity.

Besides the lack of play-grounds, a serious difficulty in the way of anything like general games is the fact that many boys and students live at a considerable distance from their school and college and do not eat a meal between leaving home in the morning and returning home in the afternoon. Games after school would, therefore, prolong the interval of fasting, already unduly long. The remedy lies, in some provision, by the school or by the parents, of some kind of midday lunch or tiffin; and the University and the Department have rightly laid insistence on this. It is easier for boarding schools and residential colleges to make games compulsory; and there is the wide participation in games in just those institutions which provide for a large proportion of boarders, in colleges like St. Paul's, Calcutta, Carmichael College, Rangpur, and in the schools like the Mission School at Bistupur, and St. Paul's School, Calcutta.

7. Boy Scout Movement.—But games not only exercise the body and teach unselfishness and self-control; they are useful also because they supply a healthy interest, a means of occupying the time healthily. As a rule, the Bengali boy has very few real interests or hobbies and is often hard put to it to spend his leisure. It is no less one of the merits of the Boy Scout movement that it sets out to interest the boy in the world of nature and to give him other hobbies. During the period, the Scout movement has spread widely, overcoming initial prejudices in some places. Government has provided funds to start troops in selected schools and has encouraged teachers from Government schools to attend the Scout Masters' Training Camps each year. Thanks to the energy of the Provincial Organising Secretary, Mr. N. N. Bhowse, local associations have been formed in many centres and public support has steadily increased. The latest statistics show in Bengal 47 local associations with 3,384 scouts, 1,000 rovers and 961 cubs. Of Scout masters there are 206 and of Scout leaders 37.

Gratifying as these figures are, they represent but a small portion of the total schoolgoing population of the province. It is right and wise to hasten slowly, to lay the foundations secure, to show in the first recruits those results in character and mental alertness which alone can justify the movement. Nuns are quite capable of destroying the value of scouting, as indeed they have contributed to complicate most educational problems in Bengal. And the movement is an independent organisation, which Govern-

may properly encourage for its educational value, but cannot control. At the same time, it should be pointed out that there is urgent need of Scout masters—for men, not necessarily teachers, who are prepared to sacrifice a little time and quiet for the youth of the land.

All that has been said of scouts applies equally to the Guide Movement, *mutatis mutandis*. This is spreading among Indian girls, especially in the larger towns.

8. Moral and religious influence.—Scouting is not only a form of physical exercise, although it is that—nor a mere new interest—it is also a moral and social instrument of the first magnitude. Other active moral influences there are few in the schools of Bengal. In Mission Schools, Madrasahs, Maktabas and Tols, religious instruction of a denominational character is given. This is excellent, but the greater number of schools fall outside these categories. The moral teaching given in some of them is, by general consent, not of any great value. And, after all, practice is better than precept. It is from the character of the teacher that the boy must unconsciously learn the lessons of honesty, goodness and service. But, unfortunately, intercourse between master and boy outside school and informally is the exception rather than the rule. Their contact is of a purely official kind—the closing bell rings and each goes his own way.

Here, again, the residential institution scores. In many colleges there is some attempt made now to introduce the tutorial system. But the objects of the system are sometimes misconceived and the methods employed are consequently futile. It is significant, however, of the changing temper of the times—of the consciousness that there is some vital element lacking, that there is something to be gained by bringing the teacher and the pupil into unofficial contact, that there is great educative value in personality. And once the need is felt, it will not long remain unsatisfied.

9. Discipline.—At present, all is not well. True, the effect of the non-co-operation movement in the sphere of education has almost been effaced; but discipline as an active principle is losing strength. One inspector writes, “it is becoming daily less rigid and, when an attack is made from any quarter, it is too weak to defend itself.” Says another, “the common complaint is that boys show scant respect for parent and teacher, that they are wayward and impatient of control. The oldtime politeness is fast fading into a legend.” The troubles at Rajshahi College are a case in point; and another was recorded in the Report on Public Instruction, 1924-25. Actual instances of disobedience may be rare, but the spirit of willing obedience and co-operation is often absent.

Here, the parents and the home must also shoulder their share of the responsibilities. But “parents are often too busy or unmindful” and unwilling to co-operate with the teacher. “In many schools,” says one inspector, “teachers tried by visiting parents to get to know them and institute co-operative control inside and outside the school. Everywhere the attempts have had to be abandoned. Guardians take an interest in the management of the school, but they definitely regard the teachers’ duties and sphere of action as confined to the class room.” Fortunately, this is not universally true—but where it holds true, any attempt to raise the standard of discipline must be vain.

10. **Hostels.**—(1) *For college students.*—Where a boy lives with his parents, some control exists. Many of them, however, live away from their homes and it is here that the greatest attention has to be given. This is even more true of colleges, which are located in the larger centres of population. For college students it has long been the rule that those who are not living with parents or guardians should live in a hostel or recognised mess; and generally it may be said that this rule is now enforced. Most colleges have now well-equipped hostels attached. In Government colleges, during the period, fresh accommodation was provided at Rajshahi for 300 students and at Chittagong for 60 Muhammadan boarders. Elsewhere, as at the Ahsanullah Engineering School, houses were rented and used as hostels. The David Hare Training College buildings also include a hostel.

The superintendence, however, is not always adequate. It sometimes happens that quarters are not provided for a family and the choice is then restricted to the unmarried members of the staff. Sometimes a junior lecturer is selected as warden; or there may be only one superintendent to some hundred or more students. But these things are gradually being improved.

The University of Calcutta makes itself responsible for a number of messes for students belonging to private colleges who cannot find hostel accommodation. In 1926-27 the total number of places available in these messes was 412 and the total expenditure involved for rent was Rs. 34,824, which was met partly by the seat-rent paid by the boarders and partly by the annual grant of Rs. 9,000 given by Government for the purpose. The superintendents are paid by the authorities of the colleges to which the messes are attached. With the growth of proper hostel accommodation, the number of these messes is slowly decreasing; in 1922-23, there were 21 with room for 654 students; in 1926-27 only 15 with room for 412. Besides, the number of non-collegiate hostels, managed by public bodies, is growing year by year.

Of the Halls of Dacca University some description has been given in Chapter III.

The total number of hostels attached to arts colleges was 104 with 5,267 boarders; of these, 8 with 127 inmates were for women. The cost to Government was Rs. 54,289. There were 15 hostels attached to professional colleges (excluding the medical and veterinary colleges) with 854 boarders; and Government spent Rs. 3,723 on them.

(2) *For school boys.*—The total number of hostels for schools of all kinds was 798; and the number of inmates was 18,253. Generally speaking, this indicates an increase of hostels and boarders. The expenditure to Government, however, has not risen in equal proportion, because, as a measure of retrenchment, the scales, in accordance with which the allowances of superintendents of Government hostels were paid, were reduced. The allowance of the superintendent of a college hostel was reduced by a third and of a school hostel by a half. Government also readjusted the apportionment of charges in hostels attached to its institutions. It was laid down that seat rents should be levied at a uniform rate throughout the province and that while Government would bear the cost of medical supervision, the cost of medicine should be paid by the boarders and that they should also pay furniture rent, lighting charges and the occupier's share of

municipal taxes. The hostels attached to the Presidency College and the Bengal Engineering College, as well as hostels for girls and backward classes, were exempted from these general orders. The total cost to Government for school hostels was Rs. 1,08,439. But the introduction of rent and the increased cost of living prevented some boys from taking advantage of the hostels and in many cases seats remained vacant throughout a whole year. Other causes that led to the depletion of hostels were impatience of discipline and restraint and the failure of headmasters to insist on residence in proper conditions. The Hindu Hostel of the Hooghly Collegiate School was abolished in 1926 and the Muhammadan hostel of the Birbhum Zilla School existed only in name. The Hindu Hostel of the Bankura Zilla School was only half-full.

Superintendence in the hostels themselves was not all that could be desired. "The selection of suitable superintendents," writes the Inspector for Dacca Division, "is both important and difficult. The task of supervision is one that many men dislike and the selection is limited to those who are living without their families." The Inspector for Rajshahi goes further: "The incumbents have not, with few exceptions, proved to be equal to the task..... This seems to be due not only to the want of sympathy and sense of duty of the superintendents, but also to the fact that most of them are junior or vernacular teachers, with little experience and lacking in personality." In many hostels, the superintendent receives no allowance, but is merely given free quarters. "His supervision is, therefore, that of a boarding house-keeper, with none of the latter's inducements to work efficiently." The duties of the superintendent are supposed to be merely enforcing rules and keeping accounts. Corporate life there is little, no common rooms, no arrangements for games or discussions, no libraries. An opportunity for developing *esprit-de-corps* is largely wasted.

There is in Government hostels provision for medical attendance, and in a few aided hostels; but elsewhere there is none. The inmates of hostels attached to guru-training schools, however, do not receive medical attendance free, but have to attend the out-patient department of local dispensaries.

The cost of living in hostels varies considerably. In Chittagong Division, it was about Rs. 20 for a Hindu boarder and Rs. 15 for a Muhammadan. In Burdwan, the expenses in a town hostel ranged from Rs. 15 to 20 and in a mufassal hostel from Rs. 10 to Rs. 15.

In Dacca, there is a proper Students' Residence Committee and scheme. In 1925 the post of Proctor or Inspector of Messes was abolished and its duties transferred to the Board of Intermediate and Secondary Education. The Board acts through an Assistant Inspector of Students' Residence. The number of messes under the Board in 1926-27 was 25; and of boarders 739. Of these, 10 messes belonged to intermediate students alone and 12 to high school students; 3 were for students not under the control of the Board. Ten hostels were for Muhammadans only. Fourteen of the boarders were girls, and 118 were members of the backward classes. All messes were inspected at least once a month and many surprise visits were paid. The state of discipline was generally satisfactory. The charges ranged from Rs. 9-8 to Rs. 12-8 per month for board and establishment; and the seat rents from Re. 1 to Rs. 3-8. In the case of Namasudra messes, the rent was

paid wholly by Government and in other cases Government contributed 40 per cent. Medical aid was rendered by five officers. The total cost to Government in 1926-27 was Rs. 18,537.

The buildings, especially of Government hostels, are generally commodious and well-planned. But, unfortunately, neither hostels nor school buildings are properly kept up. "School rooms," one Inspector reports, "are dirty and dust-laden. Expensive buildings are allowed to deteriorate and jungle allowed to spring up at the very doors of the school. The boys are not likely to apply in their homes principles which they see neglected in their class rooms and school premises." It is often forgotten that the practice of hygiene is more important than the theory.

11. **Hygiene.**—The theory is taught in schools. Hygiene is a subject in the revised primary school curriculum and it is also an optional subject for the Calcutta Matriculation and the Dacca High School Examination, but it is not usually taught in the top classes of middle English and high schools. Lectures on hygiene and sanitation were given by health officers of municipalities or sanitary inspectors in several schools. The Bengal Social Service League has also done admirable work by illustrated courses of lectures on this subject in educational institutions. A general knowledge of the laws of cleanliness and health and the causes of disease is thus being given to a growing number of children.

CHAPTER XIII.

Miscellaneous.

1. **Unrecognised schools.**—Under the name "Unrecognised institutions" are grouped different types of schools which do not belong to a single category and often have no resemblance to each other, except the negative quality of not following any courses prescribed by the University or the Department. Many of them are small, indigenous religious schools, tols or Koran schools or Kyang (Buddhist monastic) schools; others are primary schools with less than ten pupils or not teaching the full curriculum; others are "national" schools, started as a result of the non-co-operation movement. A few aim and reach higher and, while preserving their independence as a matter of principle, provide wide and advanced courses of instruction.

The number of unrecognised schools is naturally fluctuating. Many of them, on reaching a certain standard, seek and obtain recognition as maktabs or primary schools. On the other hand, primary schools which are refused stipends, may revert to the unrecognised class. In 1921-22, there were 1,840 institutions with 55,437 pupils. In 1925, the number dropped to 1,283 with 43,815 pupils; but rose again in 1927 to 1,610 schools with 53,504 pupils. Little reliance can be placed on these figures.

As a rule, the condition of the more elementary unrecognised school is far from satisfactory. The building, staff and equipment are usually inadequate, discipline weak, teaching defective, finances precarious. There are, however, some very notable exceptions.

The best known is the Santiniketan School and Viswabharati, founded by Dr. Rabindranath Tagore, at Bolpur. This institution is too well known to need a long description. The work which it does in different spheres is admirable. To its agricultural and industrial work, reference has already been made in another Chapter. Another noteworthy feature is its encouragement of artistic talent and the place given to art in its school curriculum. The higher branch of the institution has secured the co-operation of distinguished foreign scholars and done valuable work in advanced oriental studies. Arrangements have been made by which pupils of the institution can, if desired, appear for the examinations of Calcutta University.

The Kabindra College, Goila, Bakarganj, is a centre of higher Sanskrit studies, of Ayurved and Hindu philosophy.

The Mahakali Pathsala of Mymensingh is a girls' school and has 200 pupils on its rolls. It teaches up to the 7th standard and, besides the ordinary subjects, pays special attention to religious teaching. The teachers are, however, men, but an attempt is being made to replace them by women teachers. The pathsala receives a grant Rs. 40 per month from the municipality.

2. **National schools.**—The national schools have not fulfilled the bright hopes with which they were started. With the collapse of educational non-co-operation, their clientèle was reduced and many of them found themselves without either pupils or money. Their number has, therefore, steadily diminished. At the end of 1921, there were 170 schools with 13,468 pupils; but, five years after, the 45 surviving schools had only 3,208 pupils. In several cases, dissension among the school authorities caused the downfall of the school. At Dacca, the larger part of the staff and pupils seceded from the National College and started a separate medical institution. The schools which remain have religious instruction as well as spinning and weaving—but in most cases, the spirit and fervour of the first days have vanished and the heart has gone out of the whole enterprise. One hardly knows which to be most sorry for—the unthinking optimism of the beginning or the tragedy of this quick disillusionment. For the national school properly conceived and managed might make an immense contribution to the education of Bengal. More than anything else we need truly “national” schools in Bengal.

3. **Text Book Committees.**—The constitution of the Text Book Committees remained substantially the same during this period. With the introduction throughout the province of the revised primary schools curriculum, the task of examining all text books for primary schools was entrusted to the Calcutta Committee, which was afforded by the addition of two non-official Muhammadan members from East Bengal. The Dacca Committee continued to receive and examine other books.

Books intended for school prizes and libraries were also diverted to the Text Book Committees in 1925, instead of being sent to the Director of Public Instruction. The work of the Committees, especially of the Calcutta one, was thus materially increased. What made matters worse was that most of the books were received and sent out to members for examination in the course of two or three months in the year. The examination tended, as a result, to be rather perfunctory in many cases, and bad books got on to the list.

There were other defects in the system. The lists of approved text books and other books grew year by year, as old books were not as a rule discarded and fresh additions were made regularly, till finally the lists became long and unordered and of little use as a guide to Head Masters and schools. An educational officer was therefore placed on deputation to make recommendations for the reorganisation of the Committees, and his report is now under the consideration of Government. The chief proposals are that the number of text books in any subject for a class in any one year should be limited and that a fee should be given for the examination of each book.

During the quinquennium, 5,041 books were considered by the Calcutta Committee and 1,573 approved. The Dacca Committee approved 1,566 out of a total of 4,085 books examined.

4. Oriental Education.—Both Universities encourage higher Sanskrit and Islamic studies. To commemorate the services of Sir Ashutosh Mukerjee, the Senate of Calcutta University founded two chairs, one for Sanskrit studies and the other for Islamic culture. In Dacca University, there are departments of Arabic and Islamic studies, of Persian and Urdu, of Sanskrit studies and Bengali. Dacca University has also gathered an admirable collection of manuscripts, already no fewer than 10,000 in number, and including many rare and interesting items. Some of the earliest manuscripts of the Mahabharata, the Puranas and the Tantras are there; and the collection of the epics and the Puranas is almost complete and indispensable to scholars. This is a field in which much work remains to be done, but the University has made an excellent beginning.

Leaving aside the Universities, Sanskrit studies are chiefly carried on in the indigenous tols. The largest of them is the Tol department of the Sanskrit College, which teaches Veda, Vedanta, Ycga, Sankhya, Nyaya, Mimansa, Smriti, Vyakaran. The pupils, as in other tols, pay no fees and numbered 83 (45 in 1921-22) in 1926-27. Reductions in the staff, as a result of the policy of retrenchment, have to some extent affected the usefulness of the institution. Students appear for the First, Second and Title Examinations conducted by the Sanskrit Association.

Of other tols there is a large and growing number, no fewer than 750 in 1926-27. Each of them as a rule is under one pandit who gives instruction in one or two branches of study; and the students are allowed to appear at the examinations of the Sanskrit Association. Government gives small grants-in-aid to some of the pandits.

The Sanskrit Association, to which reference has been made, was founded in 1918. It is governed by an executive council of 20 persons, 5 of them being scholars trained in Western methods. There is a convocation of 500 pandits, which, however, has never met. The chief functions of the Association are to conduct the examinations, award titles and certificates and advise Government about Sanskrit studies. Independent of it are several local samajes, of which the most important is the Dacca Saraswat Samaj, established in 1878, which conducts its own examinations and has done a great deal of quiet, solid work in the promotion of oriental learning. It receives an annual grant of Rs. 2,400 from Government, but has been largely supported by local liberality.

The report of the Sanskrit College Committee, appointed in 1923, dealt also with the general system of Sanskrit education. The Committee recommends the strengthening of the collegiate tol, so that it might become a model for all tols throughout Bengal. It also makes proposals for the reconstitution of the Sanskrit Association on a new basis and the provision of more generous and more numerous grants for the local tols. No action has yet been taken on the report.

Islamic studies find their home in madrasahs, of which the most advanced is the Calcutta Madrasah, which alone trains students in the Title course. The original intention was to divide the course into several parallel groups, literature, tradition, law, history, etc., but only the tradition group is actually in vogue. The number of students in this section was 37 in 1926-27. For the Madrasah Higher Standard Examination, 17 madrasahs in Bengal and one each in Assam and in Bihar are affiliated to the Calcutta Madrasah. In 1926-27, 17 students appeared in the Title Examination and 7 passed; 78 were successful out of 174 in the Higher Standard Examination and 218 out of 392 candidates in the Lower Standard.

5. Conferences and meetings.—Several times during the period, conferences of inspecting officers were held in the different divisions, when questions like the distribution of grants-in-aid and modification of grant rules, extension of provident funds, rules for admission and withdrawal of pupils were discussed. In 1923, a conference was held in Calcutta to discuss changes in the European School Code; and, in 1926, another, consisting of the heads of European Schools in Bengal, to consider the secondary school system and its relation to the University. In 1925, the Director of Public Instruction presided over a conference of higher educational officers to discuss matters connected with the organisation and administration of the department, such as the powers of Inspectors of Schools, promotion of subordinate officers, the system of grant-in-aid, the revival of the primary and middle school public examinations.

The draft Primary Education Bill was explained and freely discussed in a series of conferences in each division during 1925-26. Three were addressed by the Secretary, Education Department, one by the Director of Public Instruction and one by the Commissioner of the Chittagong Division. Keen interest was shown and much criticism, both destructive and constructive, was evoked. This marks a new stage in the public discussion of matters of general educational policy.

But, perhaps, the most important conference of the period was the Bengal Women's Educational Conference, 1927, to which reference has been made in Chapter VI. Important resolutions (Appendix) were passed, covering the whole ground of women's education and a standing committee was appointed, to which Government has already turned for advice on more than one occasion.

The work of the different committees appointed from time to time has found mention in other parts of this review. The most important were the Presidency College Committee, the Sanskrit College Committee, the standing Advisory Committee for Higher Education, the Accountancy Examination Committee, the Dacca Technical and Vocational Education Committee, the Committee on the Normal and Guru-training Schools.

Both Government and non-Government teachers have their conferences each year,

Educational exhibitions can be a very useful instrument of propaganda for the diffusion of new methods and ideas; but they have all too rare. In 1926 a very successful exhibition was held at M largely attended, not only by teachers and students, but by guard including many ladies. More exhibitions of this kind will help create an intelligent interest in education in the general public; education has nothing to gain and much to lose by being regarded the exclusive concern of a profession, the monopoly of a guild. Rather is it a matter of national concern, the foundation of the spiritual moral, as well as the material, well-being of the country at large; it is the duty of each one and of all to make sure that that foundation well and truly laid.

K. ZACHARIAH,

Special officer

APPENDIX.

Resolutions passed by the Conference of the Bengal Women's Education League, 1927.

A.—PRIMARY EDUCATION.

1. That the present state of the primary education of girls in Bengal is acutely unsatisfactory.
2. That compulsory free education is required for every girl in the province.
3. That in order to enlist public sympathy the curriculum and schedule of text books be revised on national lines by a committee of experts, both men and women.
4. That the medium of instruction be decided in consultation with local bodies.

B.—SECONDARY EDUCATION.

1. That the Conference approves the steps already taken towards greater elasticity in the curriculum of secondary schools for girls, and desires to see further progress in the same direction.
2. That Government should be asked to create a special Secondary Board for Girls' Education in Bengal, composed of women and men educationists and experts.

C.—UNIVERSITY EDUCATION.

1. This Conference recommends that a higher standard than at present in the language selected as the medium of instruction be required of all candidates for the Matriculation Examination.
2. This Conference urges the University to reduce its prescribed minimum of lectures, so that the tutorial system may be encouraged.

D.—TRAINING OF TEACHERS.

1. That the present training institutions for women teachers in number, equipment and staff are inadequate.
2. That Government be asked to establish at least one model training college in the city to supply women teachers for kindergarten, primary and secondary schools.

E.—GENERAL.

1. That adequate representation of women on—
 - (a) the Senate;
 - (b) the proposed Secondary Education Board;

(c) municipal bodies; and

(d) executive bodies created by Government especially the District Board;

be urged.

2. That this Conference desires to co-operate as far as possible with existing bodies for the employment of girls and to take such other steps as may be necessary to influence public opinion towards the employment of educated women in callings for which they are fitted.

3. That in the opinion of this meeting there should be the closest co-operation possible between the home and school or University—

(a) That there be active propaganda, either direct or indirect, by educational authorities, to show the necessity of female education and to popularise modern educational ideas.

(b) That along with culture subjects there should be taught in the higher classes of schools subjects relating to the life of the children, *e.g.*, Domestic Science, Hygiene, Biology and Physiology, Child Psychology and Citizenship.

(c) Contact centres should be established between the home and school or college, either through women's organisations, social gatherings, or lectures and "Education Weeks."

4. In the opinion of this Conference the ultimate aim of all educational work in schools and colleges is the presentation and development of the highest ideals of life and character, thus helping to produce God-fearing leaders of thought and action in the country. To this end, the training of young people should be entrusted only to persons of strong religious conviction and consistent character and high ideals of life.

5. That in the opinion of this Conference physical culture is an essential part of a girl's education and Government should, therefore, be urged to establish a centre for physical culture with authority to grant a diploma.

6. That this Conference considers that efforts should be made to foster the traditional arts and crafts of India, that systematic teaching of drawing be given in every school and that art should be taught with special reference to its application in the home.

General Summary

Area in square miles ..	76,843	General Summary of Educational Institutions and Scholars in Bengal for the year 1926-27.
Population—		
Males	24,151,222	
Females	22,644,314	
Total	46,695,536	

	Percentage of scholars to population.			
	Recognised institutions.		All institutions.	
	1927.	1926.	1927.	1926.
	Males	7.75	7.38	7.94 *	7.55
Females	1.84	1.72	1.88	1.76
Total	4.90	4.65	5.02	4.75

	Institutions.			Scholars.			Stages of instruction of scholars entered in column 4.
	1927.	1926.	Increase or decrease.	1927.	1926.	Increase or decrease.	
	1	2	3	4	5	6	7
RECOGNISED INSTITUTIONS.							
Universities ..	2	2	..	1,714	1,584	+130	....
<i>For males.</i>							
Arts colleges ..	41	38	+3	22,131	23,153	-1,022	(a) 8,818 (b) 15,313
Professional colleges ..	14	15	-1	6,281	6,453	-172	(a) 5,880 (b) 431
High schools ..	1,003	997	+6	238,461	232,856	+5,605	(c) 165,252 (d) 73,209
Middle schools ..	1,690	1,669	+21	147,486	142,204	+5,282	(c) 33,129 (d) 114,357
Primary schools	88,197	87,134	+1,063	1,399,535	1,332,671	+66,864	(d) 1,399,535
Special schools	3,106	2,739	+367	112,720	96,090	+16,630	....
Total ..	44,653	42,564	+1,469	1,829,328	1,835,111	+6,117	....
<i>For females.</i>							
Arts colleges ..	4	4	..	280	284	+5	(a) 91 (b) 198
Professional colleges ..	3	3	..	41	41	..	(a) 35 (b) 6
High schools ..	42	39	+3	9,421	8,583	+838	(c) 2,914 (d) 6,507
Middle schools	70	76	-6	8,072	8,697	-625	(c) 904 (d) 7,168
Primary schools	14,612	13,769	+823	341,969	317,084	+24,885	(c) 3 (d) 341,966
Special schools	49	44	+5	1,756	1,477	+279	....
Total ..	14,789	13,955	+825	361,548	336,966	+24,582	....
UNRECOGNISED INSTITUTIONS.							
For males ..	1,318	1,175	+143	46,035	43,247	+2,788	....
For females ..	292	254	+38	7,469	6,588	+881	....
Total ..	1,610	1,429	+181	53,504	49,835	+3,669	....
Grand Total ..	60,443	57,978	+2,465	2,343,389	2,222,612	+121,398	....

(a) In graduate and post-graduate classes. (b) In intermediate classes. (c) In secondary stage. (d) In primary stage.

General Summary

	Total expenditure.			Per cent
	1927.	1926.	Increase or decrease.	Government funds.
	1	2	3	4
	Rs.	Rs.	Rs.	
Direction and Inspection	15,67,222	13,85,801	+1,81,421	94
Universities ..	30,47,697	29,49,636	+98,061	37
Miscellaneous (a) ..	65,54,554	66,03,838	-49,282	41
Total ..	1,11,69,473	1,09,39,273	+2,30,200	48
INSTITUTIONS FOR MALES.				
Art colleges ..	33,81,031	32,57,591	+1,23,440	35
Professional colleges ..	22,29,771	20,21,132	+2,08,639	70
High Schools ..	91,04,257	85,07,136	+5,97,121	11
Middle Schools ..	24,01,128	23,06,227	+94,901	1
Primary Schools ..	56,59,990	52,31,335	+4,28,655	3
Special Schools ..	30,21,733	27,79,616	+2,42,117	5
Total ..	2,57,97,910	2,41,03,037	+16,94,873	3
INSTITUTIONS FOR FEMALES.				
Arts colleges ..	1,35,813	1,45,013	-9,200	7
Professional colleges ..	28,981	28,648	+335	9
High schools ..	9,78,061	9,12,037	+66,044	4
Middle schools ..	3,51,189	3,80,401	-29,212	4
Primary schools ..	11,01,085	10,01,772	+99,313	4
Special schools ..	2,13,536	1,84,111	+29,425	4
Total ..	28,08,685	26,51,980	+1,56,705	4
GRAND TOTAL ..	3,97,76,068	3,76,94,290	+20,81,778	3

(a) Includes expenditure on buildings.

Expenditure on Education.

of expenditure.			Cost per scholar to—				Total cost per scholar.
Local funds.	Fees.	Other sources.	Government funds.	Local funds.*	Fees.	Other sources.	
5	6	7	8	9	10	11		12
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
5·11	..	..	..	..	..	..	..
..	49·33	13·53	..	..	..	..	..
4·98	22·41	30·74	..	..	..	..	..
3·64	26·61	21·73	..	..	..	..	..
·12	57·31	8·63	51 13 7	0 3 1	87 8 11	13 2 10	152 12 5
..	22·51	·72	272 9 0	..	79 14 4	2 8 8	355 0 0
·36	66·20	15·01	7 0 7	0 2 2	25 4 5	5 11 8	38 2 10
13·94	55·26	22·89	1 4 7	2 4 3	8 15 11	3 11 9	16 4 6
17·42	40·36	10·24	1 4 0	0 11 3	1 10 1	0 6 8	4 0 9
6·29	20·93	20·39	14 0 8	1 11 0	5 9 9	5 7 6	26 12 11
6	49·27	13·26	4 3 4	0 12 10	6 9 6	1 12 4	13 8 0
..	19·5	3·3	362 12 3	..	91 8 2	15 10 8	469 15 1
..	3·01	·93	679 0 5	..	21 4 3	6 8 11	706 13 7
2·21	34·29	15·29	50 0 8	2 4 6	35 9 9	15 14 2	103 13 1
5·49	19·79	29·64	19 10 0	2 6 1	8 9 9	12 14 3	43 8 1
25·36	7·94	25·50	1 5 3	0 13 1	0 4 1	0 13 1	3 3 6
·70	8·07	46·57	54 3 2	0 15 6	9 13 0	56 10 0	121 9 8
11·45	19·11	22·74	3 10 0	14 3	1 7 9	1 12 3	7 12 3
5·72	40·78	16·31	8 5 0	15 6	6 14 9	2 12 3	16 15 6

* Includes both District Board and municipal funds.

I.—Classification of Educational Institutions.

	For males.					For females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.
	1	2	3	4	5	6	7	8	9	10	11
RECOGNISED INSTITUTIONS.											
Universities .. .. .	..	..	..	..	2	..	..	..	..	..	..
Colleges—											
Arts and Science ..	7	..	..	15	7	29	1	..	..	1	1
Law .. .. .	..	..	..	2	1	3	..	..	..	..	..
Medicine .. .. .	..	..	..	1	..	1	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..	1	..	..	..	..
Engineering	1	..	..	..	..	1	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science ..	1	..	..	..	..	1	..	..	..	..	..
Intermediate and 2nd grade colleges	2	..	..	5	5	12	1	..	..	..	..
Total	15	..	..	22	14	57	3	..	..	2	2
High schools	42	..	3	489	409	1,003	5	..	..	36	1
Middle schools—											
English	4	43	3	1,140	426	1,616	3	..	2	41	2
Vernacular .. .. .	..	14	..	55	5	74	..	..	..	22	..
Primary schools ..	97	3,616	107	29,994	4,323	36,197	22	185	51	11,533	2,821
Total	143	3,673	173	31,078	5,223	40,800	30	185	53	11,632	2,821
Special Schools—											
Art	1	..	..	3	2	6	..	..	..	..	..
Medical	4	..	..	2	4	10	..	..	..	..	..
Normal and Training ..	90	..	..	6	..	96	3	..	..	7	..
Engineering(a)	2	..	..	..	..	2	..	..	..	..	..
Technical and Industrial ..	28	5	..	81	11	125	..	..	..	27	1
Commercial	1	..	..	1	23	25	..	..	..	2	..
Agricultural	1	..	..	1	1	3	..	..	..	..	..
Reformatory	1	..	..	..	..	1	..	..	..	..	..
Schools for Defectives ..	..	..	..	8	..	8	..	..	..	..	..
Schools for Adults .. .. .	..	1	..	1,020	494	1,515	..	..	..	1	..
Other Schools	7	..	..	922	385	1,315	..	..	..	6	2
Total	135	8	..	2,044	921	3,108	3	..	..	43	3
Total for recognised institutions	293	3,679	173	33,760	6,188	44,051	38	185	53	11,577	2,821
UNRECOGNISED INSTITUTIONS .. .. .	..	..	..	98	1,220	1,318	..	..	..	14	278
Grand Total, all institutions	293	3,679	173	33,858	7,378	46,371	38	185	53	11,601	3,107

(a) Includes Survey schools.

**II-A.—Distribution of Scholars attending
Educational Institutions for Males**

IIA.—Distribution of Scholars after

	Government.			District Board.			Municipal Bo		N d
	Scholars on rolls on March 31st.	Average daily attend- ance.	Number of resi- dents in ap- proved hostels.	Scholars on rolls on March 31st.	Average daily attend- ance.	Number of resi- dents in ap- proved hostels.	Scholars on rolls on March 31st.	Average daily attend- ance.	
	1	2	3	4	5	6	7	8	
Reading.									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Arts and Science ..	3,470	2,867	1,076	..	..	..	..	..
Law ..	..	..	..	..	..	..	..	..
Medicine ..	1,018	658	905	..	..	..	..	..
Education ..	130	133	127	..	..	..	..	..
Engineering ..	291	258	225	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..
Veterinary Science ..	125	120	125	..	..	..	..	..
Total ..	5,040	4,038	1,858	..	..	..	..	..
SCHOOL AND SPECIAL EDUCATION.									
In high schools ..	13,770	10,821	1,355	..	..	..	1,562	1,218	
In middle schools—									
English ..	591	357	..	3,997	2,874	70	659	482	
Vernacular ..	..	..	..	882	632	..	..	..
In primary schools	3,618	2,725	..	163,850	126,025	..	18,051	11,878	
Total ..	17,917	13,803	1,355	168,729	136,131	70	20,272	13,573	
In Art schools ..	335	253	..	..	..	..	..	..
In Medical schools	1,599	1,519	16	..	..	..	..	..
In Normal and Training schools,	2,060	1,746	1,917	..	..	..	..	..
In Engineering schools,	518	464	326	..	..	..	..	..
In Technical and Industrial schools,	650	536	213	349	302	31	..	..
In Commercial schools,	225	190	..	..	..	..	..	..
In Agricultural schools,	24	17	24	..	..	..	..	..
In Reformatory schools,	51	18	..	..	..	..	..	..
In schools for defectives,	..	..	..	..	..	..	..	..
In schools for adults	..	..	..	18	16	..	..	..
In other schools ..	1,404	1,066	504	..	..	..	..	..
Total ..	6,396	5,309	3,000	367	317	31	..	..
Total for recognised institutions.	24,853	23,748	6,213	169,096	136,448	101	20,272	13,573	
IN UNRECOGNISED INSTITUTIONS.									
Grand Total, all institutions for males.	24,853	23,748	6,213	169,096	136,448	101	20,272	13,573	

Educational Institutions for Males.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
11,815	10,514	3,315	8,580	7,246	1,416	23,845	20,827	5,807	32
3,010	3,073	105	628	520	105	3,638	3,503	800	"
598	587	201	..	..	..	1,616	1,245	506	22
..	..	..	..	..	..	136	133	127	..
..	..	..	..	..	..	291	258	225	..
302	238	..	173	126	42	475	384	42	..
..	..	..	..	..	..	125	120	125	..
18,725	14,412	3,711	8,361	7,892	1,563	30,128	26,340	7,132	64
114,518	86,588	7,836	108,611	82,244	8,502	238,461	180,866	12,693	552
102,207	79,245	1,166	35,320	26,229	74	142,684	109,187	1,310	378
3,478	2,728	52	442	336	..	4,802	3,696	52	88
1,077,401	851,316	467	136,587	103,716	..	1,396,535	1,096,260	467	58,540
1,297,604	1,019,877	9,521	280,960	212,525	3,576	1,785,482	1,396,098	14,522	69,558
162	108	..	70	50	..	567	409	..	1
372	333	182	311	260	..	2,282	2,112	208	34
100	90	87	..	..	..	2,180	1,836	2,004	..
..	..	..	..	..	..	518	464	325	..
3,958	2,987	285	315	265	..	5,272	4,070	529	66
19	16	..	1,221	899	3	1,465	1,105	3	17
8	8	..	85	80	22	117	105	48	..
..	..	..	..	..	..	51	18	..	..
253	191	150	..	..	..	253	191	150	42
20,662	16,356	40	10,320	8,137	..	31,000	24,508	40	127
48,445	38,206	360	19,156	14,452	05	69,605	53,724	929	105
73,979	58,273	1,114	31,478	24,143	90	112,720	88,542	4,235	385
1,387,308	1,032,582	14,346	321,789	244,580	5,226	1,928,228	1,564,891	25,869	89,967
2,503	2,079	..	43,582	20,761	..	46,025	28,840	..	1,419
1,389,811	1,034,661	14,346	365,371	271,321	5,226	1,974,253	1,593,731	25,869	91,386

IIB.—Distribution of Scholars att

	Government.			District Board.			Municipal I	
	Scholars on rolls on March 31st.	Average daily attendance.	Number of students in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of students in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.
	1	2	3	4	5	6	7	8
Reading.								
IN RECOGNISED INSTITUTIONS.								
UNIVERSITY AND INTER-MEDIATE EDUCATION.								
Arts and Science ..	166	141	75	..	..	..	..	..
Education ..	20	20	20	..	..	..	..	..
Total ..	186	161	95	..	..	..	..	..
SCHOOL AND SPECIAL EDUCATION.								
In High schools ..	1,610	1,292	329	..	..	..	..	..
In middle schools—								
English ..	558	422	3	..	..	..	332	2
Vernacular ..	..	..	..	..	..	..	..	..
In Primary schools ..	798	653	..	6,438	4,682	..	5,352	3,2
Total ..	2,966	2,267	332	6,438	4,682	..	5,684	3,4
In Medical schools ..	..	..	..	..	..	..	..	..
In Normal and Training schools.	78	66	51	..	..	..	..	..
In Technical and Industrial schools.	..	..	..	..	..	..	..	..
In Commercial schools	..	..	..	..	..	..	..	..
In schools for adults ..	..	..	..	..	..	..	..	..
In other schools ..	..	..	..	..	..	..	..	..
Total ..	78	66	51	..	..	..	..	..
Total for recognised institutions.	3,230	2,494	478	6,438	4,682	..	5,684	3,4
IN UNRECOGNISED INSTITUTIONS.								
Grand Total, all institutions for females.	3,230	2,494	478	6,438	4,682	..	5,684	3,4
Grand Total, all institutions for males and females.	33,083	26,242	8,691	175,534	125,130	101	25,956	17,

Educational institutions for Females.

Aided.			Unaided.			Grand Total of scholars on rolls.	Grand Total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 10.
Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
76	65	36	47	41	16	289	247	127	..
15	15	9	6	6	..	41	41	29	..
91	80	45	53	47	16	330	288	156	..
7,706	6,274	2,285	105	83	80	9,421	7,649	2,694	739
5,117	3,805	715	49	47	..	6,056	4,493	718	291
2,016	1,579	382	..	..	..	2,016	1,579	382	68
271,333	209,287	334	57,848	44,359	..	341,969	262,150	334	4,099
286,372	220,945	3,716	58,002	44,489	80	359,482	275,871	4,128	5,107
..
123	116	112	..	..	..	291	182	163	..
943	724	274	19	16	19	962	740	293	1
240	154	..	..	..	..	240	154	..	..
28	16	..	..	..	..	28	16	..	..
109	163	..	126	109	..	325	269	..	22
1,533	1,173	386	145	122	19	1,758	1,361	466	23
287,996	222,198	4,147	58,200	44,656	115	361,546	277,520	4,740	5,130
1,307	1,002	..	6,162	4,840	..	7,469	5,842	..	151
289,303	223,200	4,147	64,362	49,496	115	369,017	283,362	4,740	5,281
1,878,114	1,317,941	13,483	429,693	320,616	5,344	2,343,380	1,817,093	30,629	..

III A.—Expenditure

Expenditure on buildings includes Rs. 7, 63,932 spent by the Public Works Department on educational buildings.

"Miscellaneous" includes the following main items:—

- Scholarships.
- Hostel charges.
- Miscellaneous and contingencies.
- Cadet grants, etc.

	Government institutions.					7
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	
	1	2	3	4	5	
	Rs.	Rs.	Rs.	Rs.	Rs.	
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities	7,40,460	..	..	4,29,179	20,903	11
Arts colleges .. ..	..	..	..	..	..	..
Professional colleges—						
Law .. ..	..	..	..	..	..	7
Medicine	7,60,208	..	..	29,270	..	1
Education	1,55,854	..	..	..	88	1
Engineering	3,61,825	..	..	33,257	3,610	3
Commerce .. ..	..	..	..	..	..	..
Veterinary Science ..	4,74,782	..	..	268	..	4
Intermediate colleges ..	1,36,057	..	..	32,902	99	1
Total	25,69,166	..	..	5,24,874	24,760	31
SCHOOL EDUCATION.						
<i>General.</i>						
High schools	7,19,418	..	..	3,93,170	4,392	11,
Middle schools—						
English	26,144	..	..	3,787	..	..
Vernacular .. ..	..	..	..	..	..	..
Primary schools	80,594	9	..	2	427	..
Total	8,26,156	9	..	3,98,959	4,819	12,
<i>Special.</i>						
Art schools	45,380	..	..	18,744	..	..
Medical schools	1,91,131	..	..	1,12,375	2,604	3,
Normal and training schools ..	3,81,730	27	..	144	46	3,
Engineering schools	1,07,856	..	..	27,164	5,083	1,
Technical and industrial schools ..	1,72,592	10,890	55	4,208	7,437	1,
Commercial schools	48,141	..	..	13,382	..	..
Agricultural schools	7,048	..	..	..	..	..
Reformatory schools	7,800	..	..	..	..	..
Schools for defectives .. ..	..	..	..	..	636	..
Schools for adults .. ..	..	..	..	..	..	..
Other schools	1,75,903	..	..	11,701	2,906	1,
Total	11,39,590	10,926	55	1,82,778	18,712	12
Grand total	45,32,932	10,935	55	11,04,591	48,291	56

Education for Males.

District Board and municipal institutions.						Aided institutions.	
Government funds.	Boards funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	..	..	..	..	..	11,32,128	..
..	..	..	..	..	..	1,94,841	..
..
..	..	..	..	..	..	14,500	..
..
..	..	..	..	..	..	4,800	..
..	..	..	..	..	..	54,932	..
..	..	..	..	..	..	14,01,201	..
10,428	..	3,317	41,771	525	56,041	9,48,233	1,595
480	46,255	2,158	40,621	1,419	90,933	1,58,383	2,50,259
..	14,743	..	3,699	..	18,432	4,520	8,546
4,32,176	1,40,686	1,71,446	2,36,851	28,299	10,09,358	12,97,665	5,67,202
4,43,084	2,01,584	1,78,921	3,22,832	30,243	11,74,784	24,08,897	8,47,682
..	..	..	..	..	..	22,880	480
..	..	..	..	..	..	..	1,500
..	..	..	..	..	..	23,628	..
..
5,786	59,827	245	4,739	17,053	67,650	1,02,119	10,000
..	..	..	..	..	..	896	..
..	..	..	..	..	..	..	728
..
..	1,200	..	..	900	2,100	19,151	300
..	..	..	..	..	..	40,035	18,226
..	..	..	..	..	..	2,39,573	64,536
5,786	41,627	245	4,739	17,953	69,750	4,38,492	95,762
4,48,870	2,42,611	1,77,166	3,27,671	40,199	12,44,514	42,48,500	9,43,424

Survey School's.

III A.—Expenditu

	Aided institutions.				Rec	
	Municipal funds.	Fees.	Other sources.	Total.		
	15	16	17	18		
	Rs.	Rs.	Rs.	Rs.		
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities	15,03,183	4,12,386	80,47,867		
Arts colleges	7,01,657	1,55,382	10,51,880	0	
Professional colleges—						
Law	2,70,862	..	2,70,862		
Medicine	1,19,359	..	1,33,859		
Education		
Engineering		
Commerce	5,160	12,201	22,161		
Veterinary Sciences		
Intermediate colleges	..	4,200	77,241	7,387	1,43,700	
Total	4,200	28,77,462	6,87,358	48,70,219	7	
SCHOOL EDUCATION.						
<i>General.</i>						
High schools	26,758	29,89,158	6,53,369	46,19,111	20
Middle schools—						
English	12,646	9,85,005	3,81,255	17,87,548	2
Vernacular	18,801	12,301	44,174	
Primary schools	88,506	18,63,680	4,71,947	43,07,040	1
Total	1,15,908	59,59,824	15,18,872	1,07,57,873	30	
<i>Special.</i>						
Art schools	2,400	2,094	12,578	40,432	
Medical schools	780	20,237	..	22,517	
Normal and training schools	2,090	15,724	
Engineering schools	
Technical and industrial schools	..	6,415	15,124	77,270	2,10,028	
Commercial schools	787	..	1,593	
Agricultural schools	900	1,020	
Reformatory schools	
Schools for defectives	11,424	5,997	27,187	69,120	
Schools for adults	7,147	4,098	37,979	1,07,485	
Other schools	14,108	2,48,944	2,79,152	8,43,073	
Total	42,334	2,98,351	4,34,162	13,97,101	1	
Grand total	1,72,442	80,30,437	25,40,390	1,67,35,193	38	

Education for Males—concluded.

		Total expenditure from—						
		Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Total.	
		22	23	24	25	26	27	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Direction ..		2,01,437	..	..	..	..	2,01,437	
Inspection ..		11,60,837	62,287	17,762	..	..	12,40,886	
Buildings, etc. ..		13,54,981	1,04,575	63,133	1,57,644	8,48,272	25,28,605	
Miscellaneous ..		9,94,965	89,216	44,834	6,90,061	6,46,017	24,74,093	
Total ..		37,21,220	2,56,078	1,25,729	8,57,605	14,94,289	64,94,921	
unaided institutions.								
	Other sources.	Total.						
	20	21						
	Rs.	Rs.						
	..	..	11,32,128	..	..	15,03,183	4,12,350	30,47,097
(a)	99,340	7,75,832	9,56,448	..	..	18,07,328	2,54,538	30,18,314
	..	32,084	..	..	..	3,03,846	..	3,03,846
	..	..	7,74,708	..	..	1,48,629	..	9,23,337
	..	..	1,55,834	..	..	..	88	1,55,942
	..	..	3,01,825	..	..	33,257	3,610	3,38,692
	88	10,745	4,800	..	..	15,819	12,287	32,906
	..	..	4,74,782	..	..	..	..	4,75,048
	29,588	49,899	1,00,989	..	4,200	1,30,454	37,074	3,62,717
	1,29,014	8,69,460	19,91,534	..	4,200	39,42,782	7,19,983	80,58,499
	7,09,248	33,12,125	16,78,079	(b) 2,435	30,073	60,26,676	13,66,694	91,04,257
	1,53,595	4,26,069	1,65,067	2,06,514	14,804	13,02,767	5,36,269	28,35,361
	1,159	3,161	4,520	23,289	..	21,462	13,460	65,767
	78,722	2,62,560	18,10,435	7,27,857	2,57,052	22,84,351	5,79,305	50,50,980
	9,42,724	40,04,615	16,78,047	10,50,095	3,02,829	86,38,586	24,95,818	1,71,65,375
	1,969	2,371	68,269	480	2,400	16,216	14,547	1,01,930
	600	9,131	1,91,131	1,590	780	1,41,143	3,204	3,47,758
	..	..	3,95,358	27	..	..	144	3,97,671
	..	..	1,07,856	..	..	27,164	5,083	1,40,103
	7,295	16,344	2,81,497	60,720	6,715	33,180	1,09,055	4,91,173
	6,876	43,025	48,947	..	..	51,218	6,876	1,07,041
	720	..	7,048	..	720	..	1,020	9,758
	..	..	7,800	..	..	..	616	8,436
	..	..	19,151	300	11,424	5,067	27,187	63,129
	14,539	1,00,004	40,035	19,426	7,147	6,463	53,418	1,26,489
	1,13,396	2,04,426	4,15,776	64,536	14,108	3,51,675	3,92,454	12,38,009
	1,45,385	2,93,821	15,82,888	1,47,715	42,834	8,32,294	8,16,222	30,21,733
	12,17,133	51,68,698	1,29,73,689	14,53,888	4,76,392	1,50,71,267	63,26,312	3,53,00,528

(a) Includes Rs. 21,147 paid from provincial revenues to some unaided institutions.

(b) Includes Rs. 840 paid to unaided high English schools from district funds.

III B.—Expendit

Expenditure on buildings includes Rs. 57,594 spent by the Public Works Department on educational buildings.

"Miscellaneous" includes the following main items:—

- Scholarships.
- Hostel charges.
- Miscellaneous and contingencies.
- Charges for conducting examinations.

	Government Institutions.				
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.
	1	2	3	4	5
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts colleges	74,118	..	..	10,251	..
Professional colleges—Education	19,566	..	..	..	..
Intermediate colleges	16,122	..	..	1,299	..
Total	1,09,606	..	..	11,550	..
SCHOOL EDUCATION.					
<i>General.</i>					
High schools	1,81,279	..	..	35,502	500
Middle schools—					
English	28,236	..	..	4,043	687
Vernacular .. ..	..	..	..	..	..
Primary schools	9,374	..	..	..	101
Total	2,19,889	..	..	39,545	1,188
<i>Special.</i>					
Normal and training schools ..	35,018	..	..	..	..
Technical and industrial schools ..	..	..	..	..	..
Commercial schools .. ..	..	..	..	..	..
Schools for adults .. ..	..	..	..	..	..
Other schools .. ..	..	..	..	..	..
Total	35,018	..	..	..	..
Grand Total for females	3,42,713	..	..	51,095	1,188
Grand Total for males	45,33,932	19,935	55	11,04,591	49,291
Grand Total for all	48,76,645	19,935	55	11,55,686	49,479

Education for Females.

District Board and municipal institutions.						Aided Institutions.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	..	..	..	..	..	12,600	..
..	..	..	..	..	..	8,274	..
..
..	..	..	..	..	..	20,874	..
..
..	..	..	..	..	..	2,00,166	600
3,486	..	3,216	2,779	51	9,532	99,929	3,073
..	..	..	..	..	..	27,059	725
35,600	1,484	57,270	289	2,257	99,909	4,08,614	1,73,986
39,086	1,484	60,485	3,068	2,308	1,06,441	8,28,688	1,77,484
..
..	..	..	..	..	..	25,246	..
..	..	..	..	..	..	26,801	120
..	..	..	..	..	..	5,940	..
..	..	..	..	..	..	558	..
..	..	..	..	..	..	1,509	..
..	..	..	..	..	..	60,154	120
39,086	1,484	60,485	3,068	2,308	1,06,441	9,06,496	1,77,604
4,48,870	2,42,911	1,77,165	3,27,671	48,196	12,44,514	42,48,500	8,43,424
4,87,856	2,44,095	2,37,661	3,30,739	50,504	13,80,855	51,54,998	11,21,028

III B.—Expense

	Aided institutions.			
	Municipal funds.	Fees.	Other sources.	Total.
	15	16	17	18
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.
Arts colleges .. ..	..	7,486	1,627	21,603
Professional colleges—Education ..	..	872	269	9,415
Intermediate colleges .. ..	..	..	..	..
Total .. ..	..	8,358	1,896	31,078
SCHOOL EDUCATION				
<i>General.</i>				
High schools	20,922	2,93,880	1,49,143	7,54,720
Middle schools—				
English	9,768	65,357	72,697	2,40,724
Vernacular	2,438	7,057	25,919	63,198
Primary schools	47,340	81,402	2,47,390	9,57,841
Total	80,477	4,37,708	4,85,349	20,16,463
<i>Special.</i>				
Normal and training schools .. ..	..	2,218	8,486	35,052
Technical and industrial schools ..	1,200	2,395	82,058	1,13,174
Commercial schools .. ..	..	9,204	840	15,984
Schools for adults .. ..	..	..	..	558
Other schools	375	1,020	2,515	5,519
Total	1,575	14,837	84,501	1,71,137
Grand Total for females	82,052	4,60,850	5,81,746	22,18,748
Grand Total for males	1,72,442	88,30,437	25,40,390	1,07,36,193
Grand Total for all	2,54,494	92,91,287	31,22,136	1,69,53,941

(a) Includes Rs. 2,

Education for Females—concluded.

		Total expenditure from—					
		Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Total.
		22	23	24	25	26	27
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ..		1,15,899	..	..	..	..	1,15,899
Buildings, etc ..		1,70,858	3,723	9,402	1,31,085	2,21,116	5,35,984
Miscellaneous ..		2,23,765	4,491	7,122	4,79,020	2,99,965	10,14,972
Total ..		5,09,722	8,214	16,524	6,11,314	5,21,081	16,68,856
unaided institutions.							
Other sources.	Total.						
20	21						
Rs.	Rs.						
(a)4,900	12,360	88,718	..	..	25,147	4,527	1,18,302
..	..	27,840	..	..	872	269	28,981
..	..	10,122	..	..	1,299	..	17,421
4,900	12,360	1,32,680	..	..	27,318	4,796	1,64,784
..	6,080	4,71,445	600	20,922	3,35,471	1,40,643	9,78,081
4,037	4,869	1,31,351	3,073	12,984	62,411	78,172	2,87,901
..	..	27,059	725	2,438	7,057	25,919	63,198
31,031	38,860	4,53,588	1,74,570	1,04,028	87,520	2,80,779	11,01,085
35,668	47,809	10,83,443	1,78,368	1,40,872	4,92,459	5,34,513	24,39,355
..	..	60,284	..	..	2,218	8,488	70,970
3,080	3,098	26,801	120	1,200	2,413	85,736	1,10,272
..	..	5,940	..	..	9,204	840	15,984
..	..	558	..	..	..	..	558
1,853	4,233	1,609	..	375	3,400	4,369	9,752
4,933	7,331	95,172	120	1,575	17,235	89,434	2,13,538
45,501	67,500	18,21,017	1,87,302	1,59,071	11,48,326	11,59,924	44,75,540
12,17,133	51,68,096	1,29,73,869	14,53,808	4,76,392	1,50,71,367	53,26,312	3,53,00,528
12,62,634	52,35,596	1,47,94,686	16,41,190	6,34,483	1,82,19,593	66,66,136	3,97,70,068

Government funds to unaided colleges.

IVA.—Race or Creed of Scholars in Institutions for the General Education of Males.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muharn- madans.	Budhists.	Parsis.	Sikhs.	Others.	Total.
			Educa- tionally advanced.	Educa- tionally backward.						
			1	2							3(a)	3(b)	4	5	6	7	8	9
Total population ..	25,231	52,771	6,396,162	4,139,957	12,957,775	135,317	500	1,824	441,685	24,151,222
SCHOOL EDUCATION.										
<i>Classes.</i>										
Primary—										
I	1,468	3,163	235,358	173,870	560,783	3,886	18	27	551	970,114
II	584	972	97,897	62,878	1,37,749	1,434	10	16	183	277,703
III	589	617	76,747	35,147	67,824	534	9	20	117	181,604
IV	591	474	49,039	12,070	28,768	343	11	24	98	92,016
V	574	258	35,419	7,747	12,520	5	10	20	102	56,604
Middle—										
VI	401	242	35,316	5,125	10,803	196	4	18	78	52,183
VII	331	206	31,004	3,613	7,660	183	5	15	76	43,099
High—										
VIII	227	178	24,400	2,076	4,982	101	13	12	66	32,054
IX	106	125	20,562	1,549	3,748	100	3	5	40	26,238
X	35	132	17,200	1,265	3,488	77	2	10	39	22,248
XI	2	177	17,367	1,102	3,797	78	..	7	20	22,559

UNIVERSITY AND INTERMEDIATE EDUCATION.										
Intermediate classes—										
1st year	23	40	4,002	313	881	21	4	2	5	6,251
2nd year	10	68	7,043	500	1,374	46	2	5	8	9,002
Degree classes—										
3rd year	4	31	2,393	113	410	9	..	..	3	2,963
4th year	9	38	3,555	157	635	8	..	1	3	4,406
Post graduate classes—										
5th year	2	3	578	7	63	..	..	..	..	651
6th year	1	..	448	1	47	..	..	..	..	497
Research students	..	..	11	..	4	..	..	..	..	15
Total	55	180	18,988	1,091	3,414	84	6	8	19	23,845
Number of scholars—										
In recognised institutions	4,953	6,724	659,297	298,132	8,31,551	7,021	91	182	1,376	1,809,327
In unrecognised institutions	..	225	11,180	6,719	26,767	1,054	..	15	75	46,035
Grand Total	4,953	6,949	670,477	304,851	858,318	8,075	91	197	1,451	1,855,362

The following, with a few smaller castes which come under the same category, comprise the educationally backward classes among Hindus :—

Bagdli.	Dom.	Hajungs.	Kora.	Southal.	Bahnals (allied to Nama-	Mutal.	Korangus.	Kalooa (oilman).
Bauri.	Dosadh.	Koches.	Mal.	Sunri.	Patulis' sudras).	Paharia.	Lohar.	Tautis (weaver).
Bhulmail.	Hari.	Tiparas.	Muchi.	Tiyar.	Jogis or Natha.	Kurul Mahatos.	M-tha.	Dulay (palanquin-bearer).
Bhulya.	Kaora.	Bedyaa.	Munda.	Kapalla.	Mahisyas or Halla.	Gonds.	Khatra.	Chacks.
Bhumij.	Chakmas.	Kaoras.	Namasudra.	Karanis.	Kaivarta, Dasas.	Pans.	Oilman.	Pundarik.
Chamar.	Goras.	(24-Parganna).	Orson.	Dols or Donis.	Rajbanis.	Rajwars.	Sutedhar.	Dhanjar.
Dhola.	Hadia.	Lodhas.	Pod.	Bunnas.	Mech.	Bogals.	Kharga.	Chalt.

IVB.—Race or Creed of Scholars in Institutions for the General Education of Females.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muham-madans.	Budhists.	Parsis.	Sikhs.	Others.	Totals.
			Educa-tionally advanced.	Educa-tionally backward.						
			1	2							3 (a)	3 (b)	4	5	6	7	8	9
Total population ..	19,839	49,440	5,916,241	3,759,167	12,253,027	130,287	287	539	423,707	22,544,314
SCHOOL EDUCATION.										
<i>Classes.</i>										
Primary—										
I	1,806	2,417	85,271	22,030	177,405	1,176	44	5	103	200,443
II	493	776	18,615	4,159	17,468	98	10	1	49	41,669
III	125	491	9,081	1,668	5,443	17	16	..	48	17,180
IV	372	378	2,494	179	824	11	11	1	56	4,326
V	318	263	1,204	44	147	..	7	1	30	2,014
Middle—										
VI	236	172	715	30	81	2	1	..	32	1,269

High—											
VIII ..	118	61	375	3	17	4	7	..	12	597	
IX ..	100	46	263	1	13	3	2	..	5	433	
X ..	39	15	105	1	10	..	..	..	7	267
XI ..	44	11	173	..	3	1	1	..	4	237	
Total ..	4,152	4,776	118,965	23,140	201,525	1,317	108	8	473	359,462	
UNIVERSITY AND INTER-MEDIATE EDUCATION.											
Intermediate classes—											
1st year ..	8	25	67	3	2	..	1	..	1	107	
2nd year ..	17	14	56	..	1	2	..	..	1	91
Degree classes—											
3rd year ..	6	13	29	..	1	..	1	..	..	40
4th year ..	6	9	26	..	1	..	..	..	..	42
Total ..	37	61	177	3	5	2	2	..	2	269	
Number of scholars—											
In recognised institutions	4,189	4,837	119,142	28,143	201,530	1,319	108	8	475	359,751	
In unrecognised institutions ..	..	103	2,669	410	4,136	..	2	30	119	7,469
Grand Total ..	4,189	4,940	121,811	28,553	205,666	1,319	110	38	594	367,220	

VA.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males.

	Euro- peans and Anglo- Indians.	Indian Chri- stians.	Hindus.		Muham- madans.	Buddhists.	Parsees.	Sikhs.	Others.	Total.
			Educa- tionally advanced	Educa- tionally backward.						
			3(a)	3(b)						
1	2	3	4	5	6	7	8	9		
Schools.										
Art schools	2	6	402	138	10	2	..	1	..	567
Medical schools .. .	10	23	1,059	41	527	22	..	..	..	2,282
Normal and training schools .. ..	..	86	768	291	1,057	8	..	..	..	2,190
Engineering and surveying schools .. ..	..	..	421	36	61	..	..	..	..	518
Technical and industrial schools .. .	94	357	3,108	685	855	102	..	..	11	5,272
Commercial schools	18	18	1,274	42	108	4	..	1	..	1,465
Agricultural schools .. .. .	..	72	20	2	23	..	..	..	..	117
Reformatory schools .. .. .	..	..	17	3	31	..	..	..	..	51
Schools for defectives	16	19	176	12	28	1	1	..	..	253
Schools for adults .. .. .	..	276	8,140	5,586	16,802	378	..	..	18	31,000
Other schools .. .. .	..	116	9,648	3,373	55,810	50	2	6	..	60,005

Colleges,														
Law	..	..	..	4	21	2,531	464	615	3	..	..	..	3,638
Medicine	..	..	..	30	5	1,403	25	143	5	2	..	3	1,616
Education	..	..	..	..	3	81	2	49	1	..	..	..	136
Engineering	..	..	..	15	2	232	13	20	..	..	..	..	201
Commerce	..	..	..	..	15	447	..	10	3	..	..	..	475
Veterinary Science	..	..	..	..	12	71	..	40	2	..	..	..	125
Total			..	49	58	4,785	504	886	14	2	..	3	6,261	
Grand total			..	189	1,031	30,448	10,703	76,004	581	5	8	32	119,001	

N.B.—Vide foot-note attached to Table 1VA.

VB.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females.

	Euro- peans and Anglo- Indians.	Indian Chris- tians.	Hindus.		Muham- madans.	Buddhists.	Parsees.	Sikhs.	Others.	Total.	
			Educa- tionally advanced.	Educa- tionally backward.							
			1	2							3(a)	3(b)	4	5	6	7	8	9
SCHOOLS.											
Normal and training schools	104	73	1	23	..	..	..	..	201
Technical and industrial schools	554	277	71	21	30	..	..	9	962
Commercial schools	240	..	..	..	..	..	..	..	240
Schools for adults	23	..	5	..	..	..	..	28
Other schools	10	212	..	103	..	..	..	..	325
Total	240	668	72	152	30	..	..	9	1,756
COLLEGE.											
Education	39	..	2	..	..	..	..	..	41
Total	39	..	2	..	..	..	..	..	41

VIA.—Men Teachers.

	Trained teachers with the following educational qualifications:—					Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand total of teachers.
	A degree.	Passed Matriculation or School Final.	Passed Middle school.	Passed Primary school.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
CLASS OF INSTITUTIONS.												
<i>Primary schools.</i>												
Government	1	1	100	14	..	..	..	50	7	116	57	173
Local Board and municipal ..	2	38	2,770	563	8	76	..	1,562	2,135	3,381	3,773	7,154
Aided .. .. .	..	52	8,274	3,007	59	4	4	18,924	16,734	11,392	35,066	47,058
Unaided .. .. .	..	4	619	150	..	..	..	2,520	3,445	782	5,965	8,747
Total	3	95	11,763	3,743	67	80	4	23,056	22,321	15,671	45,461	61,132
<i>Middle schools.</i>												
Government	4	1	5	..	..	4	..	9	5	10	18	28
Local Board and municipal ..	..	1	123	4	1	2	10	88	117	129	217	340
Aided .. .. .	..	45	1,766	105	2	110	57	2,735	1,979	1,918	4,851	6,799
Unaided	1	2	466	39	1	33	30	717	955	509	1,735	2,244
Total	5	49	2,360	148	4	149	97	3,549	3,055	2,566	6,651	9,417
<i>High schools.</i>												
Government	189	42	50	1	..	64	41	142	138	282	385	667
Local Board and municipal ..	4	1	5	..	..	17	..	34	..	10	51	61
Aided	190	167	505	5	1	1,234	652	2,100	1,385	868	5,371	6,239
Unaided	51	19	361	7	..	1,209	738	1,880	1,602	438	5,429	5,867
Total	434	229	921	13	1	2,524	1,431	4,156	3,125	1,598	11,236	12,834
Grand total	442	373	15,044	3,904	72	2,753	1,532	30,761	28,502	19,835	63,548	83,383

VB.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females.

	1	2	Hindus.		4	5	6	7	8	9
			3(a)	3(b)						
SCHOOLS.										
Normal and training schools	104	73	1	23	201
Technical and industrial schools	554	277	71	21	30	9	962
Commercial schools	240	240
Schools for adults	23	..	5	28
Other schools	10	212	..	103	325
Total	240	668	585	72	152	30	9	1,756
COLLEGE.										
Education	30	..	2	41
Total	39	..	2	41
Grand total	279	668	587	72	152	30	9	1,797

VII.—European Education

VII.—European Education.

Total European population—					Percentage to European population of those at school :—					
Males	25,231	Males .. .. .	..	..	..	23.3
Females	10,039	Females .. .. .	..	..	..	25.1
Total	44,870	Total .. .. .	..	..	..	24.1

	Institutions.	Scholars on rolls on March 31st.	Number of females in institutions for males and rice <i>ce 1860</i> .	Number of non-Europeans on the roll.	Teachers.		Expenditure from—			Other sources.	Total expenditure.
					Trained.	Untrained.	Government funds.	Local funds.	Fees.		
	1	2	3	4	5	6	7	8	9	10	11
							Rs.	Rs.	Rs.	Rs.	Rs.
INSTITUTIONS FOR MALES.											
High schools	18	5,118	540	874	142	123	2,87,304	17,086	2,81,202	1,82,028	7,68,310
Primary schools	10	593	97	17	18	20	35,615	900	10,918	13,389	60,828
Technical and industrial schools	1	38	..	..	..	5	780	..	1,212	1,308	3,390
Other schools	1	16	8	..	5	..	1,200	..	..	..	1,200

INSTITUTIONS FOR FEMALES.											
Training colleges ..	1	20	..	..	3	..	19,566	..	..	..	19,566
High schools ..	23	4,506	613	737	210	130	2,83,668	14,098	1,84,013	64,307	5,46,986
Primary schools ..	7	410	153	57	8	14	13,425	353	6,925	3,919	24,622
Technical and industrial schools ..	..	..	..	..	..	..	..	..	..	..	..
Commercial schools ..	1	120	..	..	..	4	4,620	..	4,568	840	10,028
Total ..	32	5,056	766	794	221	157	3,21,279	14,451	1,96,406	69,066	6,01,202
GRAND TOTAL FOR INSTITUTIONS ..	62	10,821	..	1,685	386	305	6,46,178	32,443	4,98,828	2,68,481	14,43,930
Inspection ..	..	..	..	..	..	..	34,800	..	..	..	34,800
Buildings, etc. ..	..	..	..	..	..	..	1,07,380	..	1,59,227	2,25,007	4,92,214
Miscellaneous ..	..	..	..	..	..	..	2,75,023	..	9,38,737	7,09,400	19,23,160
Total ..	..	..	..	..	..	..	4,17,203	..	10,97,964	9,35,007	24,50,174
GRAND TOTAL ..	..	..	..	..	..	..	10,63,381	32,443	15,96,792	12,01,488	38,94,104

Expenditure on buildings includes "Nil" spent by the Public Works Department.
 "Miscellaneous" includes the following main items :—Boarding charges, Cadet grants, Contingencies, etc.

VIII.—Examination Results.

Examinations.	Males.						Females.					
	Number of examinees.			Number passed.			Number of examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
DEGREE EXAMINATIONS.												
<i>Arts and Science.</i>												
Ph. D. .. ..	..	4	4	..	3	3	..	..	..	..	..	..
D. Sc. .. ..	..	4	4	..	1	1	..	..	..	..	..	..
M. A.	328	165	493	210	98	317	3	2	5	2	2	4
M. Sc.	171	10	181	91	4	95	..	..	..	..	..	..
B. A. (Honours) ..	428	34	460	198	16	213	15	4	10	13	2	15
B. Sc. (Honours) ..	254	33	287	105	8	113	..	..	..	..	..	..
B. A. (Pass)	2,150	414	2,564	809	111	920	24	17	41	20	8	28
B. Sc. (Pass)	932	128	1,060	485	48	533	1	1	2	..	1	1

<i>Medicine.</i>													
M. D.	..	..	1	1	..	..	..	..	..	..	..	..	..
M. B.	..	518	..	618	215	..	215	..	..	5	1	..	1
M. S. F. M. (Calcutta)	..	15	..	15	7	..	7	..	..	..	..	..	..
M. Obstetrics	..	..	1	1	..	..	..	..	..	..	..	..	..
D. P. H.	..	..	17	17	..	15	15	..	..	..	..	..	..
D. T. M. (Calcutta)	..	14	23	37	12	10	22	2	1	3	2	1	3
<i>Engineering.</i>													
Bachelor of C. E.	..	32	..	32	21	..	21	..	..	..	..	..	..
Bachelor of M. E.	..	11	..	11	6	..	6	..	..	..	..	..	..
<i>Education.</i>													
B. T.	..	117	7	124	92	2	94	15	1	16	14	1	16
<i>Commerce.</i>													
Bachelor of Commerce	..	68	80	148	28	33	61	..	..	..	..	..	..
INTERMEDIATE EXAMINATIONS.													
Intermediate in Arts	..	3,586	580	4,166	1,688	215	1,903	48	53	101	44	35	79
Intermediate in Science	..	4,129	466	4,595	1,959	143	2,102	5	12	17	5	5	10

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

Examinations.	Males.						Females.					
	Number of examinees.			Number passed.			Number of examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE EXAMINATION—concluded.												
Licentiate of Civil Engineering	39	..	39	22	..	22	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching ..	25	3	28	20	2	22	6	..	6	5	..	5
Veterinary Examinations ..	124	..	124	86	..	86	..	..	..	..	..	..
SCHOOL EXAMINATIONS.												
<i>(a) On completion of High School course.</i>												
Matriculation ..	14,310	260	14,570	7,632	114	7,746	126	89	215	109	48	157
School Final, etc. ..	27	..	27	19	..	19	..	..	..	..	..	..
Cambridge Senior ..	83	..	83	54	..	54	66	..	66	44	..	44
<i>(b) On completion of Middle School course.</i>												
Cambridge Junior ..	84	..	84	67	..	67	68	..	68	45	..	45
.....	21,000	..	21,000	17,680	..	17,680	500	..	500	423	..	423

<i>(c) On completion of Primary course.</i>												
Upper Primary	56,777	..	56,777	46,525	..	46,525	1,526	..	1,526	1,220	..	1,220
Lower Primary	128,354	..	128,354	97,453	..	97,453	10,280	..	10,280	7,627	..	7,627
<i>(d) On completion of Vocational course.</i>												
For teacher's certificates--												
Vernacular, Higher ..	135	8	143	94	3	97	34	1	35	29	1	30
Vernacular, Lower ..	1,383	129	1,512	1,045	64	1,109	97	2	99	52	2	54
At Art schools	32	..	32	18	..	18	..	..	..	..	..	..
At Law schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical schools ..	459	..	459	250	..	250	11	..	11	6	..	6
At Engineering schools ..	383	..	383	247	..	247	..	..	..	..	..	..
At Technical and Industrial schools	212	..	212	154	..	154	40	..	40	23	..	23
At Commercial schools ..	340	58	407	188	13	201	1	2	3	..	2	2
At Agricultural schools ..	13	..	13	12	..	12	..	..	..	..	..	..
At other schools	3,212	58	3,270	1,721	33	1,754	18	1	19	10	1	17

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

IX.—Scholars by c

Class.	Primary.				Middle.				
	E.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.
Ages.	1	2	3	4	5	6	7	8	9
Below 5 ..	82,617	188	..	..	..	..	..	..	..
5 to 6 ..	326,932	20,615	341	2	..	..	..	..	..
6 to 7 ..	397,810	54,616	6,961	108	..	..	..	..	..
7 to 8 ..	263,135	62,468	34,941	5,219	478	107	..	..	..
8 to 9 ..	117,728	70,751	45,427	17,051	2,974	775	83	10	5
9 to 10 ..	46,450	49,820	47,055	20,482	10,559	3,146	438	34	2
10 to 11 ..	19,474	22,689	32,419	20,112	12,719	9,512	2,658	268	4
11 to 12 ..	7,354	10,371	18,301	16,805	12,694	12,478	9,660	2,283	220
12 to 13 ..	4,322	4,641	8,905	9,221	8,492	11,625	11,217	8,761	2,230
13 to 14 ..	1,364	1,537	3,208	4,727	5,998	8,720	8,510	7,805	7,554
14 to 15 ..	735	455	819	1,723	2,756	4,594	5,940	5,994	6,876
15 to 16 ..	354	201	324	605	1,134	1,779	3,374	3,901	5,020
16 to 17 ..	290	246	133	210	517	636	1,660	2,076	2,511
17 to 18 ..	274	225	80	40	121	153	509	1,144	1,435
18 to 19 ..	183	193	55	16	26	18	137	312	618
19 to 20 ..	157	152	53	10	7	..	30	55	166
Over 20 ..	378	209	71	11	3	..	3	8	10
Total ..	1,269,537	319,372	199,793	96,342	59,678	53,452	44,117	32,651	29,671

and ages (Quinquennial).

High.	Total.	Intermediate.		Decree.			Post-graduate.		Total.	Grand Total.
XI.		1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.		
11.	12	13	14	15	16	17	18	19	20	21
..	82,800	..	..	..	..	..	..	..	..	82,800
..	347,890	..	..	..	..	..	..	..	..	347,890
..	459,495	..	..	..	..	..	..	..	..	459,495
..	386,348	..	..	..	..	..	..	..	..	386,348
..	254,804	..	..	..	..	..	..	..	..	254,804
..	177,985	..	..	..	..	..	..	..	..	177,985
..	119,868	..	..	..	..	..	..	..	..	119,868
..	90,385	..	..	..	..	..	..	..	..	90,385
15	69,233	..	..	..	..	..	..	..	..	69,233
157	51,353	..	..	..	..	..	..	..	..	51,353
1,306	37,839	..	..	..	..	..	..	..	..	37,839
6,333	29,464	315	73	..	..	..	..	..	388	29,852
6,901	18,434	1,734	467	1	1	..	..	..	2,208	20,637
4,274	10,449	1,942	2,047	85	20	..	..	..	4,100	14,549
2,203	4,996	1,244	2,707	639	294	..	..	..	4,884	9,880
1,169	2,276	681	1,970	1,017	1,017	..	..	..	4,085	8,961
688	1,325	442	1,869	1,270	3,110	651	497	*15	7,874	9,199
22,788	2,164,944	6,358	3,153	2,012	4,648	651	497	15	26,124	2,189,078

*students.

**Statement showing particulars of Maktabas, Tols, Pathsalas, Ky:
Schools and Mulla Schools in the Presidency of Bengal for
year 1926-27.**

Particulars.	Classed in General Table I as primary schools.	Classed in General Table I as special schools.	Classed in General Table I as unrecognised institutions.	Total
1	2	3	4	5
MAKTABS.				
Institutions—				
Boys	12,437	75	573	13,085
Girls	7,405	2	231	7,638
Pupils—				
Boys	434,085	1,482	13,401	448,968
Girls	174,660	69	4,749	179,478
Expenditure—				
Provincial revenues .. Rs.	5,68,588	2,596	386	5,71,570
District or local funds .. „	2,31,340	389	155	2,31,884
Municipal funds .. „	32,951	186	39	33,176
Fees „	6,15,213	217	9,395	6,24,825
Other sources „	2,87,235	2,288	20,808	2,90,331
Total	17,35,327	5,676	30,583	17,71,586
TOLS.				
Institutions—				
Boys .. ..	..	750	..	750
Girls .. ..	..	..	..	..
Pupils—				
Boys .. ..	..	10,361	..	10,361
Girls .. ..	..	34	..	34
Expenditure from—				
Provincial revenues .. Rs.	..	39,308	..	39,308
District or local funds .. „	..	36,104	..	36,104
Municipal funds „	..	12,711	..	12,711
Fees „	..	393	..	393
Other sources „	..	1,50,502	..	1,50,502
Total .. ..	..	2,38,168	..	2,38,168

Statement showing particulars of Maktabas, Tols, Pathsalas, Kyaung Schools and Mulla Schools in the Presidency of Bengal for the year 1926-27—*concl'd.*

Particulars.	Classed in General Table I as primary schools.	Classed in General Table I as special schools.	Classed in General Table I as unrecognised institutions.	Total.
1	2	3	4	5
PATHSALAS.				
Nil.				
KYAUNG SCHOOLS.				
Institutions—				
Boys	62	62
Girls
Pupils—				
Boys	969	969
Girls
Expenditure from—				
Provincial revenues .. Rs.
District or local funds
Municipal funds
Fees
Other sources
Total
MULLA SCHOOLS.				
Nil.				

GOVERNMENT OF BENGAL.

EDUCATION DEPARTMENT.

Education.

CALCUTTA, THE 3RD JULY 1928.

RESOLUTION—No. 1918 Edn.

Minister in charge: The Hon'ble Nawab Musharruf Hossain, Khan Bahadur.

READ—

The seventh Quinquennial Review on the Progress of Education in Bengal for the years 1922-23 to 1926-27.

General Remarks.—Although in the period under review no far-reaching reform in education was possible owing to unfavourable financial and political conditions, yet there were both development and progress in several branches of the subject, the most noteworthy being the great increase in numbers in all branches of education of the "backward" classes of Hindus and the growing interest taken by all communities in the education of their girls. The financial difficulty arising out of the Meston Award led to the appointment of the Bengal Retrenchment Committee, which recommended drastic economies in the Education Budget. But, though certain measures of economy were given effect to, no great reduction in educational activities was found either necessary or desirable. During half of this period, there were no Ministers, and Education had then to be administered as a Reserved subject, while the non-co-operation movement, which had almost spent its force, had left behind a spirit of unrest and indiscipline.

The Legislative Council, by its budget debates, its criticisms of educational policy and administration, its resolutions, and interpellations, exercised a considerable influence on the educational policy of the province. Occasionally by its decision it made the administration of the Department extremely difficult, *e.g.*, when it refused the salaries of the Inspecting officers (Transferred) during the year 1924-25 (which was, however, restored later as a supplementary grant); but on the whole the members took much interest in matters educational, especially in the affairs of Calcutta University, the question of Primary education, compulsory Physical education of children, problems of Moslem education, etc. In 1923, two private Bills were introduced to reconstitute Calcutta University on a popular basis, but were ultimately withdrawn. The debate showed a desire for reform on the lines of the recommendations of the Sadler Commission. The motion of Mr. A. C. Banerjee in 1926 to make "physical education compulsory for boys between 12 and 18 in all schools affiliated to the University and in all makhtabs and madrasahs" and that of Maulvi Rajibuddin Tarafdar recommending to Government that "steps be taken with as little delay as possible for the inauguration of a system of compulsory primary education in Bengal," which were both adopted by the Council, were the two most important educational pronouncements. Government have decided to give effect to them as soon as the necessary funds are available.

The review has brought into relief one special feature of the educational activities of the province that is peculiar to Bengal; 31 per cent.

of the total expenditure on education is spent on University 45.2 per cent. on secondary and 23.8 per cent. on primary education while in the rest of India the proportion is 15.6 : 39.6 : Obviously in Bengal education is top-heavy, a disproportionately amount being spent on University and Secondary education at the expense of the education of the masses.

2. **University Education.**—The most important events are—(1) the passing of the Dacca University (Amendment) Act, 1925, which provided for a statutory annual recurring grant of five and a half lakhs and placed the finances of the University on a stable basis and enabled it to push ahead safely with its academic programme; (2) the sanctioning of a recurring grant of Rs. 2,43,000 with a contingent liability of Rs. 37,000 in 1925-26, to Calcutta University, which went a great deal to make up the loss in the fee-income due to considerable decline in the number of students in the postgraduate classes; and (3) the death of Sir Asutosh Mukherjee and Mr. Bhupendra Nath Basu, both former Chancellors of Calcutta University, which removed from the field of Education two great personalities, the University suffering an irreparable loss, especially on account of the sudden death of Sir Asutosh who had by his great imagination and self-denying labour developed Calcutta University from a purely examining body to a teaching University and infused a great spirit of research in the University, especially on the Arts side.

There was much discussion in the earlier years of the quinquennial Commission on the lines of the recommendations of the Sadler Report, but nothing came out of it in concrete form. The Postgraduate department continued to be worked on the old lines and the control over Secondary and Intermediate education still remained in the hand of the University, which however lacks the agencies necessary to exercise any effective control.

There was a marked fall in the number of students in the postgraduate classes of Calcutta University. In 1916-17 there were 1,234 students reading for the M.A. and M.Sc. Examinations; in 1926-27 the number was 1,234, while the figure for 1926-27 was only 1,234. There was, however, a steady growth in the science classes during the same period. The Bengali graduate has begun to find that the degree does not help him much in his economic difficulties. The degree of a purely academic course in Science has not yet disappeared for the day is not perhaps far distant when it will be recognised that an ordinary University course in Science, like that in Arts, with its industrial ramifications in the country, can only bring disappointment to the vast majority. The beaten track of the University affords prizes only to the best few. The ordinary professions are over-crowded and there is hardly any opening in Government and commercial service for the vast crowd of unemployed graduates. Bengal seems to have realised the economic waste of the present system of University Education, but the remedy has not been discovered nor any serious attempt made to find ways and means to make the educational system of the country conform to the demands of modern conditions. The clear indications that the old complacency and satisfaction with the existing order of things has gone for ever, but what should take the place and how the necessary funds are to be made available, are issues which are not yet near solution.

There are, however, certain redeeming features in the activities of the Postgraduate department of Calcutta University and a large amount of research work was done in almost all the branches of the Postgraduate department. The results of the examinations indicate a noticeable raising of the standard. The Senate is to be congratulated on the proposal for the creation of two Professorships in the name of Sir Asutosh Mukherjee, one for Sanskrit and the other for Islamic culture, which are destined to extend the bounds of knowledge in these subjects.

The young University of Dacca continues to make fairly satisfactory progress. The number of students rose from 1,030 in 1921-22 to 1,415 in 1926-27, and here again the popularity of Science was unmistakable. The number of students in residence in the Halls rose from 336 to 569 and there was marked progress in the corporate and social activities of the University. The number of books in the library has been increased and a large number of periodicals have been made available. Considerable additions were made to the buildings, especially to the Chemical laboratories, and preliminary work was done in connection with a large underground sewerage scheme for the University area. Arrangements were made for the accommodation of 12 women students and funds were allotted for the provision of a Moslem Hall, which is now under construction. A one-year course leading to an examination for a diploma in Practical English was instituted and much valuable original research work was done by nearly every department.

Sir P. J. Hartog, who, as first Vice-Chancellor, gave Dacca University its present form and to whom most of the credit for the building up of a first-class residential University in Bengal is due, retired at the end of 1925. The thanks of the Government are due to him for the excellent services rendered by him and the great personal care with which he fostered the growth of the infant University.

An Advisory Committee for High Education was constituted in 1924 by His Excellency the Earl of Lytton, Chancellor of both the Universities, to advise Government on points of mutual interest in connection with higher education, to "co-ordinate the work of the two Universities, to see that all unnecessary duplication in the work of the University is avoided and to ensure that all available resources are distributed between the two Universities in some equitable ratio." It held several meetings in 1924 and 1925 and discussed two important questions—the conditions of the Dacca University Provident Fund and the standardising of Honours courses in the two Universities. On the former question it was decided that teachers at Dacca University should contribute 8½ per cent. to the fund, on condition that the same rate was adopted by those of Calcutta University and that some attempt should be made to start a provident fund for teachers of colleges affiliated to the latter University. As regards the Honours course, which is of 2 years at Calcutta and 3 years at Dacca, there were difficulties in the way of standardisation and no agreement could be reached.

3. **Collegiate Education for Indian boys.**—The most marked feature in the field of collegiate education is the multiplication of Arts colleges, especially in the mufassal. Seven new Intermediate colleges were started during the period, three under Calcutta University and four affiliated to the Dacca Intermediate Board, three of the latter being for

the teaching of Islamic subjects and one for the ordinary arts subjects. Two degree colleges—the Islamia College and the Feni College were established, so that the total number of colleges increased from 36 in 1922 to 45 in 1927. Of the 45 colleges, 11 were Government institutions, 21 aided and 13 unaided. Four of these colleges, those at Bagerhat, Midnapore, Pabna and Hetampore, were raised to the first grade rank during the quinquennium, and many colleges extended their affiliation in Honours and could thus offer a wider range of courses to their students.

The number of students rose from 16,942 to 22,420 during the quinquennium. Muhammadans numbered 3,131 and their proportion to the total rose from 12.8 to 13.9 per cent. The demand for science courses increased considerably. "Between 1922 and 1925, about half the colleges in the mufassal obtained affiliation in the I.Sc., or B.Sc., or both; and the number of candidates at the I.Sc. Examination jumped from 1,922 to 4,332 in five years." On financial and other grounds it was not possible to make corresponding provision at the B.Sc. stage, and the result was that many students who had passed the I.Sc. and found it impossible to get admission to the few Medical and Engineering colleges, had no other option than to take up the Arts course at the B.A. stage. The lure of Government service through the competitive examinations has also begun to attract the better class of students from Science to Arts, since it is now widely believed that a course in Arts pays better than one in Science for these examinations.

The results of the University Examinations show a decisive raising of the standard; thus in 1921-22, the percentages of success in I.A., I.Sc., B.A., and B.Sc. Examinations were 65.1, 74.9, 72.3 and 68.8, while in 1926-27 they were 46.7, 46.05, 37.3 and 47.5, respectively. The examinations in Calcutta tended in the past to be too easy. It is hoped that the raising of the standard will lead to a corresponding improvement in the quality of teaching, as well as, in the end, a higher average standard of mental effort among the students. A special feature of the last quinquennium is the lead given to other colleges by the Presidency College, on the recommendation of the Presidency College Committee appointed in 1923, by raising its fees considerably. Other colleges followed suit, but hardly to the degree that is desirable for financial stability. Expenditure had increased considerably in these colleges, owing to the opening and extension of Science courses, the starting of provident funds, and the improvement of pay and prospects of teachers. To add to their difficulties, there was a considerable loss in fee-income, due to the stricter standard of examination and the increase in the number of colleges. Compared with the figures for the previous quinquennium, the contribution from the provincial revenues towards collegiate education increased by 20.2 per cent, while that from fees increased by 54.4 per cent. The total growth in fee-income was 69 per cent. in Government colleges, 108.1 per cent. in aided colleges and 15.5 per cent. in unaided colleges.

The total expenditure on education in Arts colleges increased from Rs. 26,51,435 in 1921-22 to Rs. 35,16,844 in 1926-27 making up about 16.7 per cent. of the total expenditure on education. Of the total expenditure, 35.6 per cent. came from Provincial revenues, 55.8 per cent. from fees and 8.5 per cent. from other sources. The average annual cost per student was Rs. 379 in Government colleges, Rs. 117 in aided colleges and Rs. 101 in unaided colleges, of which Rs. 250, Rs. 26 and nil, respectively, came from public funds.

4. **Secondary Education for Indian boys.**—As compared with 1921-22, the number of high schools increased from 878 to 985, Middle English schools from 1,468 to 1,616, while the number of Middle Vernacular schools diminished from 217 to 74. The number of pupils increased from 190,630 to 233,343 in High schools, from 108,582 to 142,684 in Middle English schools, while it diminished from 10,632 to 4,802 in Middle Vernacular schools. The figures are significant. The Middle Vernacular schools, which numbered 349 in 1916-17 with 21,253 pupils, are fast disappearing and it is obvious that they have ceased to meet public demand; in a few years they will inevitably disappear. The Middle English schools, which seemed unpopular in the previous quinquennium, as the numbers of institutions and pupils had diminished from 1,602 and 160,359 in 1916-17 to 1,468 and 108,582, respectively, in 1921-22, showed an unexpected revival in 1926-27 and it seems clear that they will continue to function as useful institutions in the educational system of the province. The fear expressed in the last report that high school education had ceased to be popular seems unfounded. The number of High schools has increased by 107 and the number of pupils has grown by 42,713. The average strength of a High school has increased from 217 to 237, though this latter figure is still below the minimum average of 300 that is necessary for financial stability. Of the high schools, 52.5 per cent. are aided against 43.1 in 1921-22. The proportion of aided Middle English schools in 1921-22 was 62.7 per cent., while the corresponding figure for 1926-27 is 70.5 per cent. The extension of the aided system was possible mainly on account of the recurring grant of Rs. 3 lakhs sanctioned in 1925-26 for the improvement of the pay of teachers in non-Government secondary schools. The grant was distributed on the following principles:—

- (1) Middle English schools were to receive a small part of the total grant.
- (2) No aid was to be given to any school unless its permanency was assured and, in the opinion of the Inspector, it was needed for the locality.
- (3) A minimum scale of Rs. 540 (and 11 teachers) was insisted on in the case of High schools to which a new grant was given.
- (4) No grant, old or new, was to be given where the rate of fees fell below a certain minimum scale.
- (5) No grant was to be given unless the school had a provident fund for teachers.
- (6) The minimum grant to a High school was fixed at Rs. 100 a month.

The control of secondary education, except in the Dacca University area, continued to be exercised jointly by the Department and the University of Calcutta, and the question of placing High and Intermediate education under a Board to be specially constituted for the purpose remained unsolved. The University, however, showed considerable interest in the welfare of High schools. It insisted on the establishment of a provident fund for teachers and a minimum scale of expenditure as a condition of recognition; and the introduction of the School Code to regulate the management of schools and to safeguard the interests of the teachers was a distinct move in advance.

The Dacca Board carried on its work in the midst of considerable difficulties. The uncertainty of its existence prevented it from planning any sound constructive scheme, nor could adequate funds be placed at its disposal. The Board has, however, succeeded in reorganising the Intermediate colleges and their courses on the lines recommended by the Sadler Commission. It has reduced the size of the classes so as to enable individual attention being paid to the pupils and has added to the school the indispensable subjects of History (both English and Indian) and Geography. It has also arranged for a course in practical English and instituted an oral test in that language and has introduced Elementary Science as an optional subject for the High School Examination. The thanks of Government are due to the President and the members for the keen interest they have taken in this work. The achievement of the Board, considering the limitations under which it has been working, was not small. It has also instituted a course in Islamic Studies, which has been taken up by Madrasahs even beyond the Dacca University area.

The total expenditure on secondary education rose from Rs. 84,90,022 in 1921-22 to Rs. 1,07,37,075 in 1926-27, of which about 18 per cent. (about 19 lakhs) came from public sources, 66 per cent. from fees and 16 per cent. from other sources. The High schools absorbed most of the increase. The average cost per boy was Rs. 35·7 in High schools, Rs. 16·3 in Middle English schools and Rs. 13·6 in Middle Vernacular schools.

5. **Primary Education for Indian boys.**—A certain amount of progress has taken place during the quinquennium in the development of primary education. A new and improved curriculum has been put into force and the number of schools has risen during the quinquennium by 2,572 and the pupils by 234,345 and the proportion of boys to the total male population of school-going age has increased from 17 per cent. to 20·5 per cent. But about 79·5 per cent. of boys of school-going age are still uneducated, and the enormous preponderance of pupils in the lowest class is a serious defect in the system of primary education. As the review points out, "out of 10 boys who join a primary school, 7 get only a year's schooling or less and for all practical purposes are illiterate." The proportion of wastage seems as high as 70 to 80 per cent.—an appalling loss, considering the little that Bengal spends at present on primary education. The problems of extending literacy can never be solved simply by multiplying schools and bringing in additional students, unless the boys could be made to go through the full course to prevent lapse to illiteracy. At present the system, whether it is on the lines of the Panchayati union schools or of the Biss Scheme, allows extraordinary waste and, as circumstances are, very little progress towards universal literacy is possible. The problem is extremely difficult and nothing short of a well-organised and adequately financed frontal attack can solve the problem. The resolution of the Legislative Council on the motion of Maulvi Rajibuddin Tarafdar recommending early introduction of compulsory primary education has given, however, a silver lining to the dark horizon. A Primary Education Bill providing for funds by taxation and creating duly authorised and competent agencies to utilise the money in accordance with a definite and systematic plan is the only solution of the problem. In September 1926, Government issued a resolution sketching the outlines of the

Compulsory Primary Education Bill. The main features of the proposed Bill are:—

- (1) In each district a District School Board is to be set up, which will be an essentially non-official body with an official element, to survey the educational needs of the district and to prepare a scheme to provide the necessary schools and teachers.
- (2) The Board, in addition to the money already allotted for primary education, will be financed by a special cess of 5 pie in the rupee of the annual value of lands and net profits of mines, and an assessment on the non-agricultural classes.
- (3) With this money the Board will develop primary education within the district.

It has since been decided that the Bill will be placed before the Council in the current year. In the meantime steps have been taken to introduce a public examination at the end of the primary course in the hope that the prospect of earning a departmental certificate would tend to prolong the connection of the boys with the school and reduce the wastage.

6. Education of Indian Girls and Women.—The number of schools has increased and so has the number of pupils. There were 364 girls in Colleges in 1926-27 against 228 in 1921-22, 4,801 in High schools against 2,647, 8,269 in Middle schools against 6,640, and 396,056 against 332,694 in Primary schools. In the Colleges and High schools the progress was to the extent of 50 per cent., while in the primary stage the increase was slight. Adding the figures for the primary stages in Secondary schools, it appears that 99 per cent. of the girls at school are in the primary stage, only 1 in 185 is in the middle stage, and only 1 in 278 in the high class. Of the number at the primary stage, an overwhelming majority leave school after the 1st year and, in all probability, never attain literacy. The increase in the number of girls and of schools is, therefore, no measure of the advance made. What is wanted is a more equitable distribution of girls over the different stages, but the social conditions and the general apathy of the people stand in the way of improvement.

The most hopeful event in the quinquennium is the interest shown by Bengal women in the problems of female education. The first conference of the Bengal Women Educational League was held in 1927, when the various problems of women's education were discussed by women and a continuation committee to carry out a constructive programme was appointed. It is hoped that the women of Bengal will be able in time to transform the present man-made system of women's education into a form more acceptable to the women of the country.

The demand for higher education among Hindu women is slowly increasing—6 women passed the M.A. Examination during the period and a small number went abroad for further study. Government awarding two scholarships for the purpose. Among Muhammadans, higher education for women has made little progress, only one person graduating in the period under review. In the primary stage they outnumbered the Hindus, but that only in the lower classes. At the middle and high stages the Moslems are at present in a hopeless minority. It is time that the Muhammadan community should

seriously consider this aspect of the question and try to evolve means to overcome the obstacles that stand in the way of progress.

The experiment on Zenana Education on the lines of the "Parents' National Union Scheme of England" continued under the direction of the Principal, Dacca Training College, and the needle work teachers rendered useful service.

The total expenditure on schools for girls rose from Rs. 17,11,666 in 1921-22 to Rs. 22,07,483 in 1926-27, of which 53·7 per cent. came from public funds.

7. Muhammadan Education.—The number of Muhammadan pupils rose from 880,374 to 1,139,949, *i.e.*, by 29·4 per cent. The increase is most marked in Universities, Arts and Professional colleges, and progress at the primary stage is apparent, while there was a relative decline in the high and middle stages, which looks like a continuation of the same tendency noticed in the last quinquennium. The numbers in the High Madrasahs rose from 1,196 to 4,204 and in the Junior Madrasahs from 23,840 to 46,795, showing that the Muhammadans still are anxious to retain connection between religion and learning. Even allowing for this, one feels that the preferential assistance and the special facilities that are offered for the spread of Muhammadan education might be more adequately utilised than at present. Only 115 students passed out from the 17 Higher Madrasahs and 731 from the 521 Junior Madrasahs, a very poor outturn.

The most noteworthy events during the quinquennium are—(1) the inauguration of a special course of Islamic studies under the Dacca Intermediate and Secondary Board, equivalent to the ordinary Intermediate Arts course and the affiliation of the Islamic Colleges at Dacca, Chittagong and Serajganj to the Board in this course; (2) the starting of the Islamia College, Calcutta, affiliated to Calcutta University up to the B.A. standard; (3) the creation of 88 special scholarships for Moslems of values varying from Rs. 5 to Rs. 25; and (4) the inauguration of the Lord Lytton Fund by Nawab Musharruf Hosain, now Hon'ble Minister in charge of Education, to be utilised for sending a Muhammadan to Europe for study for 2 years.

8. European and Anglo-Indian Education.—The number of schools was 62 against 87 in 1921-22, the difference being due to the fact that supplementary and technical classes are no longer counted as separate schools. The number of pupils has shown little increase; the number in 1926-27 was 10,821 as against 10,702 in 1921-22. Though there was little progress, a considerable amount of reorganisation and reform was effected. The apathy of the Anglo-Indian community towards University education showed signs of gradual disappearance and some links of connection with the University of Calcutta were established. The Loreto House and St. Joseph's College, Calcutta, prepared boys for the Calcutta Matriculation and Intermediate Examinations. St. Joseph's College at Darjeeling has also followed suit and there are indications that others may follow. On condition that the admission would be cancelled if a student failed to pass the Cambridge examinations, the University have decided to allow students appearing for the Cambridge Senior Local in December to join the first year class in January and those appearing for the Higher Certificate to join the 3rd year class in August, though the usual College session begins in July. The way from the Cambridge Local Examinations to the Calcutta degrees has thus been made easy.

An important advance is the creation of a higher grade school course leading the curriculum through the last two years "along lines of pre-vocational preparation, with the intention of providing a direct entry into the ranks of skilled industry, for that class of child which must work immediately on leaving school." The high grade schools have primary, middle and upper departments, and it is in the last two classes that in addition to the conventional subjects of English, Arithmetic and Drawing, special attention is given to one or other of the vocational courses, such as Commerce, Domestic Economy, Mechanical Industry and Telegraphy. Experience has shown that there are some defects in the scheme, but the experiment is full of promise.

The total expenditure in 1926-27 was Rs. 38,94,104 against Rs. 36,11,840 in 1921-22. Of this, less than one-third, Rs. 10,63,381 came from Provincial revenues, Rs. 32,443 from Municipal grants, Rs. 15,96,792 from fees and Rs. 12,01,488 from endowments.

In 1924 the Legislative Council rejected the sum of Rs. 99,000 provided in the budget for direct grants to non-Government primary schools for Europeans, but the money was eventually found by re-appropriation.

9. **Backward Classes.**—Considerable progress occurred in the education of backward classes. The number attending schools and colleges in 1926-27 was 344,179 against 96,552 in 1921-22. Much of the credit of the progress is due to missionaries and to the Society for the Improvement of Backward Classes. The progress among the Namasudras continued unabated; in the Chittagong Division the Namasudra pupils increased by 110 per cent., while in Dacca Division the increase was 68·1 per cent. The Sonthals in the Buffdwan and Rajshahi Divisions received due attention at the instance of the local Christian Missionaries. The Pods have started schools in Khulna and Jessore.

10. **Professional and Technical Education.**—In the two teachers' training colleges for men—the David Hare Training College and the Dacca Training College—there were 136 students in 1926-27 against 118 in 1921-22. They turn out about 100 trained teachers every year. But as the number of teachers in Secondary schools is about 22,000, it is obvious that at this rate it will take more than a century to have half the number trained. Obviously there is need for more training centres. The David Hare Training College was removed to its new habitation at Ballyganj and is now a well-equipped training college with hostels and play ground attached. The Dacca Training College continued to be a centre of research in educational subjects and did excellent work.

During each of the years 1925, 1926 and 1927 two State Scholarships were awarded to one Moslem and one non-Moslem teacher to enable them to take a course of training in Great Britain for two years.

There is little progress to record in the Normal and the Guru- and Muallim-training schools. In 1926 a committee of educational officers was appointed to report on the whole question of training schools, but no decision was arrived at during the quinquennium on their report, owing to lack of funds.

The Diocesan College and the Loreto House continued to do useful work for the training of women B.T. and L.T. teachers respectively.

The number of Law Colleges remains the same, viz., 3, but the number of students has risen from 2,439 to 3,638, i.e., by about 50 per cent.

The school of Tropical Medicine entered the field of Medical Education during the quinquennium. The Calcutta Medical College had 939 students, the Carmichael Medical College 598 and the School of Tropical Medicine 79. The Medical School at Mymensingh was provincialised during this period.

The Bengal Engineering College, Sibpur, continued to impart higher training in Engineering. Twenty-one students passed the B. E. Examination in 1927 and 22 the I.E. The First Diploma Examination at the end of the third year of the course in Mechanical and Electrical Engineering was held in 1923 and the First Associateship Examination after an additional year in Mechanical Engineering in 1924. The Mining class was abolished in 1927, on account of the opening of the Indian School of Mines at Dhanbad. The total number of students was 291 as against 356 in 1921-22; of these, 245 were Hindus, 15 Europeans and Anglo-Indians, 2 Indian Christians and 29 Muhammadans. The rate of fees was increased in 1926. The total expenditure during 1926-27 was Rs. 3,38,692, of which Rs. 33,257 came from fees, Rs. 3,01,825 from Provincial revenues and the rest from other sources.

The number in the Ahsanullah School of Engineering at Dacca has increased from 375 in 1921-22 to 440 in 1926-27, the increase being mainly due to the closing of the subordinate classes at the B. E. College at Sibpur. The classes had to be duplicated and the staff strengthened in consequence. Fresh hostel accommodation became necessary and the construction of a new hostel for 200 students was sanctioned in 1926 at an estimated cost of Rs. 3,60,000. The cost to Government in 1926-27 on account of the school was Rs. 91,821.

The demand for the introduction of Agriculture into the curricula of secondary schools led Government to send to the Punjab a small committee of educationalists and agricultural experts to study the scheme followed in that province. The report submitted by them recommending the introduction of a four years' course in Agriculture in secondary schools, displacing Science, Drawing and Drill, and covering classes V and VI of the Middle English schools with a two years' extension course, or classes V to VIII of a High school, was accepted by Government.

The Government School of Art, Calcutta, was re-transferred to the Education Department in 1923. A commercial section has been started as an experimental measure to train students in subjects like Designing, Poster-drawing, Advertising and Illumination. Fees were raised in 1924, but the number of pupils increased during the period from 268 to 335. Obviously there is an increased public demand for Art education on more practical lines.

Commercial education has grown considerably during the period. The two Universities have started departments of Commerce, and the Dacca Secondary and Intermediate Board has a Commerce group in its course. Several colleges have secured affiliation in Commerce subjects and a number of commercial schools have been opened.

The Government Commercial Institute, Calcutta, was retransferred to the Education Department in 1923 and an expert committee was appointed to report on its future. Their recommendation was against the deprovincialisation suggested by the Bengal Retrenchment Committee. The Institute prefers not to be affiliated to the University, since it believes that "commercial education would have nothing to gain by such affiliation unless this department of the University was

reconstructed as a Faculty of Commerce controlled by commercial men as suggested by the Sadler Commission." Classes have been opened to train candidates for the examination of the London Institute of Bankers and for the Bombay Government Diploma in Accountancy. The number on the rolls has fallen from 254 and 545 in the day and evening classes, respectively, in 1922 to 117 and 353 in 1927, while the expenditure has increased from Rs. 37,556 to Rs. 61,523.

11. Pay and prospects of Teachers.—On the recommendation of the Lee Commission, recruitment to the Indian Educational Service has ceased and it has been decided that the posts now included in the All-India services in the Transferred departments should be provincialised. Of the 67 posts in the Indian Educational Service (Men's branch) 43 are now held by members of the service, 3 have been held in abeyance, 8 are vacant, 11 have been filled up on the Bengal Educational Service basis and 2 on special rates of pay. Seven European members retired on proportionate pension. In the Women's branch all the 4 posts are occupied. In 1926-27 there were 24 Europeans and 23 Indians as against 33 Europeans and 27 Indians in 1921-22. There has been little change in the Bengal Educational Service. The teaching and the inspecting branches of the Subordinate Educational Service were reorganised during the quinquennium. The clerical and miscellaneous branches were also reorganized, with effect from 1st September 1921, in terms of Government resolutions Nos. 119 Edn. and 122 Edn., dated the 13th January 1923.

The percentage of Muhammadans holding appointments in Government schools and as inspecting officers is 31·8 in the teaching line and 47·3 in the Inspectorate. The proportion of Muhammadan inspecting officers is not unsatisfactory, but the proportion of teachers needs to be raised.

The staff in non-Government Arts colleges has increased in number from 739 in 1922 to 955 in 1927. The staff is more permanent, better paid, and the creation of provident funds has made the profession more attractive.

The number of teachers in Secondary schools was 21,873 in 1927, which gave an average of 1 teacher to 17 pupils compared to 1 to 16 in 1922. The great majority of the secondary school teachers are not graduates, and trained men are too few. Teaching is still regarded as an unskilled profession and many take it up only to fill up time till more remunerative work is available. Few regard teaching as a satisfactory vocation. The reason is not far to seek. "The salary of the school teachers in Bengal is a miserable pittance, often lower than that of a menial servant or even a casual labourer." Money coming from Government grants has, however, to a certain extent raised the scale of salary in the aided schools, grants being given in many cases when there is an agreement to raise fees and salaries.

The number of primary school teachers has increased during the quinquennium from 44,446 to 52,822, *i.e.*, by 18·8 per cent. The number of trained teachers increased from 10,685 to 14,261, *i.e.*, by 33·4 per cent. In 1922 the trained teachers formed 24 per cent. of the whole body; in 1927 the number has risen to 26·9. The increase is encouraging, but the pay usually given still remains below a living wage.

12. Physical and Moral Training.—The report of the Students' Welfare Committee of Calcutta University is extremely discouraging. Roughly 25 per cent. of the students in colleges are physically ill-developed; 45 per cent. stoop; about one-third have defective eye-sight;

one in three again have bad teeth and one in 20 suffer from some affection of the heart. Only about one in three are of really sound health. These figures make one extremely anxious for the future of Bengal. There is immediate need for both prevention and cure and it is at the school stage that the problem has to be tackled. The resolution passed by the Council on the motion of Mr. A. C. Banerjee to make physical education compulsory for all boys between 12 and 18 reading in schools, madrasahs and makhtabs is the Council's pronouncement on the matter and Government are only awaiting the time when improved financial conditions enable funds to be provided to bring a scheme of compulsory physical education and health examination of school children into operation.

The Boy Scout movement has made fair progress during the quinquennium, thanks to the energy of the Provincial Organising Secretary Mr. N. N. Bhose. There are 47 local Associations, with 3,384 Scouts, 281 Rovers and 961 Cubs. The Guide movement is also spreading among Indian girls, especially in the larger towns.

Active moral influences in schools and colleges in Bengal are few. The Scout movement as a moral and social instrument has not progressed enough to make an impression on the moral tone of the student population. Of religious instruction there is little except in Mission schools, madrasahs, makhtabs and *tols*. Intercourse between the teacher and the boy is of a purely official kind—"the closing bell rings and each goes his own way."

13. **Conclusion.**—The thanks of Government are due to the various officers who have administered the Education Department during the quinquennium under review and to Mr. K. Zachariah, M.A., Professor, Presidency College, for a very able and illuminating report.

ORDER.—Ordered that copies of the resolution be forwarded to the Government of India, Department of Education, Health and Lands, to the Director of Public Instruction, Bengal, to all Commissioners of Divisions, and to the Local Self-Government Department of the Government for information.

Ordered, also, that the resolution, together with the Report, be published in the *Calcutta Gazette*.

By order of the Government of Bengal
(Ministry of Education),

J. H. LINDSAY,
Secretary to the Government of Bengal

Nos. 1919-1925 Edn.

Copy forwarded to the Director of Public Instruction, Bengal, to all Commissioners of Divisions, and to the Local Self-Government Department of this Government for information.

By order of the Government of Bengal
(Ministry of Education),

B. B. SARKAR,
Assistant Secretary to the Government of Bengal

CALCUTTA,
The 3rd July, 1928.



Government of Bengal

Supplement to the
Progress of Education
in Bengal

For the Years
1922-23—1926-27

(Seventh Quinquennial Review)

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Special Tables for the
Quinquennium 1922-23—1926-27

Special Tables
(General)

SPECIAL TABLES (GENERAL).

No. 1.

Schools for Indians and their pupils according to management.

Management.	1911-12.					1916-17.				
	Schools.		Pupils.			Schools.		Pupils.		
	Males.	Females.	Males.	Females.	Total	Males.	Females.	Males.	Females.	Total.
<i>I</i>	2	3	4	5	6	7	8	9	10	11
PUBLIC MANAGEMENT.										
Government	492	88	27,716	6,348	34,064	317	78	25,973	4,139	30,112
Native States	174	8	7,460	528	7,988	..	..	..	..	..
Board	280	2	21,040	1,446	22,486	2,007	25	135,100	4,544	139,644
Total ..	926	98	56,216	8,322	64,538	3,224	103	161,073	8,683	169,756
PRIVATE MANAGEMENT.										
Aided	31,028	2,864	1,031,025	146,871	1,177,896	27,790	7,006	1,069,040	238,420	1,307,460
Unaided	9,714	600	261,013	30,461	291,474	5,439	1,508	308,424	37,348	345,772
Total ..	41,342	3,464	1,292,038	177,332	1,469,370	33,235	9,412	1,377,464	275,768	1,653,232
GRAND TOTAL ..	42,268	3,562	1,348,254	185,654	1,533,908	36,459	9,515	1,538,537	284,451	1,822,988

Management.	1921-22.					1926-27.				
	Schools.		Pupils.			Schools.		Pupils.		
	Males. 12	Females. 13	Males. 14	Females. 15	Total. 16	Males. 17	Females. 18	Males. 19	Females. 20	Total. 21
PUBLIC MANAGEMENT.										
Government	285	79	22,983	4,380	27,363	277	32	24,631	2,895	27,526
Native States .. ..	..	..	..	..	..	..	..	..	..	..
Board	3,142	87	128,162	3,036	131,198	3,852	238	180,368	12,122	201,490
Total	3,427	166	151,145	7,416	158,561	4,129	270	213,999	15,017	229,016
PRIVATE MANAGEMENT.										
Aided	31,240	10,212	1,124,540	237,512	1,362,052	33,604	11,646	1,366,157	283,123	1,649,280
Unaided	4,851	1,898	245,013	36,194	282,107	6,143	2,828	312,281	58,042	370,323
Total	36,091	12,110	1,370,453	273,706	1,644,159	39,837	14,472	1,678,438	341,165	2,019,603
GRAND TOTAL	39,518	12,276	1,521,598	281,122	1,802,720	43,966	14,742	1,892,437	356,182	2,248,619

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No. 2.

Schools for Indians and their pupils by classes.

Classes.	Institutions.	1911-12.			Institutions.	1916-17.		
		Pupils.				Pupils.		
		Males.	Females.	Total.		Males.	Females.	Total.
1	2	3	4	5	6	7	8	9
PUBLIC SCHOOLS.								
Secondary—								
Boys	1,528	192,101	447	192,548	2,040	399,382	320	399,682
Girls	51	279	5,268	5,547	64	261	7,316	7,567
Primary—								
Boys	36,334	1,045,026	78,883	1,124,509	32,558	1,095,302	64,484	1,159,786
Girls	3,112	1,800	79,272	81,072	9,302	3,788	210,291	214,079
Training—								
Boys	213	3,470	78	3,548	124	2,444	..	2,444
Girls	13	15	134	149	9	..	123	123
Other Special Schools—								
Boys	4,193	112,878	304	113,180	1,098	36,539	425	36,964
Girls	386	53	13,302	13,355	80	79	2,204	2,343
Total	45,830	1,356,220	177,688	1,533,908	46,974	1,537,765	285,223	1,822,988

PRIVATE SCHOOLS.

Unrecognised institutions.

Arabic or Persian—

Boys 448 6,079 230 6,309 107 5,248 5,248

Girls

Sanskrit—

Boys 302 3,911 3,911 50 388 388

Girls

Koran—

Boys 318 4,105 380 4,575 1,245 25,116 4,547 29,063

Girls 24 6 371 377 219 342 2,846 3,188

Elementary—

Boys 2,201 24,997 1,082 26,079 103 2,582 64 2,646

Girls 5 84 84 25 478 478

Miscellaneous—

Boys 380 19,963 180 11,143 446 18,119 615 18,734

Girls 30 64 1,803 1,867 74 30 2,545 2,575

Total 3,858 50,215 4,130 54,345 2,269 51,825 11,095 62,920

GRAND TOTAL 49,688 1,406,435 181,818 1,588,253 48,243 1,589,590 296,318 1,885,908

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Schools for Indians and their pupils by classes—concluded

Classes.	Institutions.	1921-22.			Institutions.	1926-27.		
		Pupils.				Pupils.		
		Males.	Females.	Total		Males.	Females.	Total.
	10	11	12	13	14	15	16	17
PUBLIC SCHOOLS.								
Secondary—								
Boys	2,663	309,501	343	309,844	2,675	380,351	478	380,829
Girls	70	400	8,944	9,353	80	395	12,502	12,987
Primary—								
Boys	35,615	1,109,521	55,076	1,164,597	38,187	1,340,499	58,443	1,398,942
Girls	12,151	2,709	267,018	270,327	14,605	3,946	337,613	341,559
Training—								
Boys	108	2,516	....	2,516	96	2,190	..	2,190
Girls	12	....	200	200	10	....	201	201
Other Special Schools—								
Boys	1,232	44,357	284	44,641	3,008	110,099	377	110,476
Girls	43	65	1,177	1,242	38	23	1,412	1,435
Total	51,794	1,469,078	333,642	1,802,720	58,708	1,837,503	411,116	2,248,619

PRIVATE SCHOOLS.

Unrecognised institutions.

Arabic or Persian—

Boys 70 3,859 30 3,895

Girls

Sanskrit—

Boys 5 37 37

Girls

Koran—

Boys 805 16,471 1,114 17,685

Girls 430 164 5,420 5,674

Elementary—

Boys 93 2,006 113 2,119

Girls 13 218 218

Miscellaneous—

Boys 303 22,847 172 23,019

Girls 31 71 2,919 2,890

Total 1,840 45,445 9,902 55,437 1,610 44,767 8,737 53,504

GRAND TOTAL 53,634 1,514,523 343,634 1,858,157 60,318 1,882,270 419,853 2,302,123

No. 3.

Literacy of the total population.

		Number of literates per 1,000.	Number of literates in English per 10,000.
Males ..	..	159.4	301.6
Females	..	17.1	10.9

No. 4.

Expenditure on scholarships in Arts and Professional colleges.

	1916-17.	1921-22.	1926-27.
	Rs.	Rs.	Rs.
Expenditure on account of scholarships.	2,25,600	2,64,626	3,42,389

No. 5.

Secondary Schools for Indian Boys.

1	Secondary English.										
	High Schools.							Middle English Schools.			
	Public management.				Private management.			Public management.			
	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	Government.	Board.	Native States.	Total.
2	3	4	5	6	7	8	9	10	11	12	
<i>1911-12.</i>											
Institutions	30	2	2	48	194	166	350	6	50	10	75
Pupils—											
Males	12,413	621	550	13,584	42,017	45,886	87,903	804	5,816	1,776	7,956
Females .. ..	..	..	..	..	12	15	27	..	3	4	7
<i>1916-17.</i>											
Institutions	41	4	..	45	259	304	653	5	43	..	48
Pupils—											
Males	14,889	1,988	..	16,877	77,106	124,287	201,392	664	4,666	..	5,330
Females .. ..	..	..	..	..	..	1	1	..	8	..	8
<i>1921-22.</i>											
Institutions	40	4	..	44	334	500	834	6	50	..	56
Pupils—											
Males	12,765	2,185	..	14,950	71,964	103,709	175,673	661	4,082	..	4,743
Females .. ..	..	..	..	..	4	3	7	..	11	..	11
<i>1926-27.</i>											
Institutions	41	3	..	44	473	468	941	4	46	..	50
Pupils	19,689	1,562	..	16,150	109,729	108,454	218,193	501	4,656	..	5,157

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Secondary Schools for Indian boys—concl'd.

	Secondary English.			Secondary Vernacular.						
	Middle English Schools.			Middle Vernacular Schools.						
	Private management.			Public management.				Private management.		
	Aided.	Unaided.	Total.	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.
13	14	15	16	17	18	19	20	21	22	
<i>1911-12.</i>										
Institutions	537	165	702	17	88	3	108	196	54	250
Pupils—										
Males	45,313	13,349	58,662	1,329	5,780	207	7,322	12,578	4,096	16,674
Females	172	85	257	2	4	1	7	126	23	149
<i>1916-17.</i>										
Institutions	855	669	1,554	2	44	..	46	274	29	303
Pupils—										
Males	90,585	64,256	154,841	103	2,909	..	3,012	16,421	1,693	18,114
Females	90	90	180	..	16	..	16	107	4	111
<i>1921-22.</i>										
Institutions	920	492	1,412	..	28	..	28	175	14	189
Pupils—										
Males	70,379	33,225	103,604	..	1,342	..	1,342	8,633	556	9,189
Females	126	98	224	..	14	..	14	75	12	87
<i>1926-27.</i>										
Institutions	1,140	426	1,566	..	14	..	14	55	5	60
Pupils	102,207	35,320	137,527	..	882	..	882	3,478	442	3,920

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No. 6.

Average annual cost of a Secondary (English and Vernacular) School and that of a Primary School for Indian Boys.

Schools.	1911-12.	1916-17.	1921-22.	1926-27.
	Rs.	Rs.	Rs.	Rs.
ENGLISH SECONDARY SCHOOLS.				
Total expenditure	80,38,875	70,66,818	83,44,529	1,00,71,308
Number of schools	1,170	2,300	2,346	2,601
Average cost	2,597-84	3,072-58	3,550-92	4,102-77
VERNAICULAR SECONDARY SCHOOLS.				
Total expenditure	1,99,151	1,99,558	1,45,493	65,767
Number of schools	358	349	217	74
Average cost	528-35	571-79	670-47	888-74
PRIMARY SCHOOLS.				
Total expenditure	29,90,071	37,97,976	44,74,811	55,90,182
Number of schools	36,334	32,588	35,615	38,187
Average cost	82-58	116-54	125-64	146-38

No. 7.

Range of pay of teachers in different classes of schools for Indians.

Grade and class of schools.

Range of pay.

	Rs.	Rs.
Best high school under public management ..	35	800
Best high school under private management ..	20	300
Best middle school under public management ..	35	200
Best middle school under private management ..	20	60
Best primary school under public management ..	35	110
Best primary school under private management ..	10	40

No. 8.

Boys in different divisions of the Secondary Stage in secondary schools for Indians.

Stage.	1916-17.	1921-22.	1926-27.
High	99,309	91,134	102,651
Middle	96,071	73,969	93,601
Total	195,380	1,65,103	1,96,252
Middle Vernacular	3,917	1,804	770
GRAND TOTAL	199,297	166,907	197,022

No. 9.

Expenditure on Secondary Schools for Indian boys.

Class of Institutions.	Public Funds.					Private Sources.			
	Provincial Revenues.	District funds.	Municipal Funds.	Native State Revenues.	Total.	Fees.	Other Sources.	Total.	Grand Total.
	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>1916-17.</i>									
High	5,42,142	5,041	12,716	..	5,59,899	40,62,621	4,59,084	45,21,705	50,81,604
Middle English	1,22,395	1,75,658	9,001	..	3,07,054	12,60,930	4,17,230	16,78,160	19,85,214
Middle Vernacular	38,761	40,984	192	..	79,937	83,878	35,743	1,19,621	1,90,558
Total	7,03,298	2,21,683	21,909	..	9,46,890	54,07,429	9,12,057	63,19,486	72,66,376
<i>1921-22.</i>									
High	10,64,933	3,620	14,677	..	10,73,230	43,06,466	9,06,242	53,02,708	63,75,938
Middle English	1,50,988	2,24,424	13,630	..	3,98,051	10,20,786	5,49,754	15,70,540	19,68,591
Middle Vernacular	37,645	88,858	..	..	76,503	45,423	23,567	68,990	1,45,403
Total	12,52,566	2,66,902	28,316	..	15,47,784	54,62,675	14,79,563	69,42,238	84,90,022
<i>1926-27.</i>									
High	13,90,775	2,435	12,987	..	14,06,197	57,45,684	11,84,066	69,29,750	83,35,947
Middle English	1,85,007	2,98,514	14,804	..	4,98,325	13,02,787	5,36,249	18,39,036	23,35,361
Middle Vernacular	4,526	23,289	..	..	27,815	24,492	13,460	37,952	65,767
Total	16,80,308	3,22,238	27,791	..	19,30,337	70,72,943	17,33,795	88,06,738	1,07,37,075

No. 10.

Expenditure on Scholarships in secondary and primary schools for Indians.

Year.	Secondary Schools.			Primary Schools.		
	Public sources.	Private sources.	Total.	Public sources.	Private sources.	Total.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22 ..	75,722	8,317	84,039	11,480	72	11,552
1926-27 ..	88,184	9,510	97,694	18,085	147	18,232

No. 11.

Primary Schools for Indian boys.

	Public management.				Private management.			Grand Total.
	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	
1	2	3	4	5	6	7	8	9
<i>1911-12.</i>								
Institutions ..	198	112	138	448	27,406	8,425	35,831	36,334
Pupils ..	8,634	10,405	5,043	24,172	907,150	193,187	1,100,337	1,124,509
<i>1916-17.</i>								
Institutions ..	127	2,809	..	2,936	25,693	3,959	29,652	32,588
Pupils ..	4,946	128,070	..	133,016	909,952	116,218	1,026,170	1,150,788
<i>1921-22.</i>								
Institutions ..	108	3,054	..	3,162	28,912	3,541	32,453	35,615
Pupils ..	3,142	120,084	..	123,226	941,712	99,059	1,041,371	1,104,597
<i>1926-27.</i>								
Institutions ..	97	3,783	..	3,880	29,984	4,323	34,307	38,187
Pupils ..	3,646	181,901	..	185,547	1,076,808	138,587	1,215,395	1,398,9

No. 12.

Primary Examinations for Indian boys.

Name of examination.	Candidates.		Passed.		Percentage of passes of successful candidates.
	Public students.	Private students.	Public students.	Private students.	
<i>1921-22.</i>					
Standard VI	29,733	..	25,071	..	84.32
Standard IV	44,883	..	37,032	..	82.50
Standard II	98,547	..	73,344	..	74.42
<i>1926-27.</i>					
Class VII	35,204	..	27,984	..	78.7
Class V	56,771	..	46,525	..	81.9
Class III	128,354	..	97,453	..	75.9

No. 13.

Pupils in the primary stage in Primary and Secondary Schools for Indian boys.

Year.			Pupils.
1911-12	..	..	1,231,824
1916-17	..	..	1,360,171
1921-22	..	..	1,307,498
1926-27	..	..	1,582,695

No. 14.

Expenditure on Primary Schools for Indian boys.

Class of Institutions.	Public funds.					Private funds.			Grand Total.	Average annual cost of—	
	Provincial revenues.	District funds.	Municipal funds.	Native States revenues.	Total.	Fees.	Other sources.	Total.		A school.	Educating a pupil.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1911-12.											
Primary schools ..	2,24,660	5,83,663	63,559	36,703	9,08,585	16,71,836	4,10,250	20,82,086	29,90,671	82.3	2.6
1916-17.											
Primary schools ..	1,89,739	13,69,666	91,605	..	10,51,010	18,58,954	2,88,012	21,46,966	37,97,976	110.5	3.4
1921-22.											
Primary schools ..	15,16,657	6,04,400	87,561	..	22,08,618	19,21,332	3,44,861	22,66,193	44,74,811	125.6	4.1
1926-27.											
Primary schools ..	17,74,820	7,27,857	2,57,046	..	27,59,723	22,64,433	5,66,006	28,30,439	55,90,162	140.3	3.9

No. 12.

Primary Examinations for Indian boys.

Name of examination.	Candidates.		Passed.		Percentage of passes of successful candidates.
	Public students.	Private students.	Public students.	Private students.	
<i>1921-22.</i>					
Standard VI	29,733	..	25,071	..	84.32
Standard IV	44,893	..	37,032	..	82.50
Standard II	98,547	..	73,344	..	74.42
<i>1926-27.</i>					
Class VII	35,294	..	27,984	..	78.7
Class V	58,771	..	46,525	..	81.9
Class III	126,354	..	97,453	..	75.9

No. 13.

Pupils in the primary stage in Primary and Secondary Schools for Indian boys.

Year.	Pupils.
1911-12	1,231,824
1916-17	1,360,171
1921-22	1,307,498
1926-27	1,582,695

No. 14.

Expenditure on Primary Schools for Indian boys.

Class of Institutions.	Public funds.					Private funds.			Grand Total.	Average annual cost of—	
	Provincial revenues.	District funds.	Municipal funds.	Native States revenues.	Total.	Fees.	Other sources.	Total.		A school.	Educating a pupil.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1911-12.											
Primary schools ..	2,24,080	5,83,663	63,559	36,703	9,08,585	16,71,836	4,10,250	20,82,086	29,90,671	82-3	2-6
1916-17.											
Primary schools ..	1,89,739	13,69,666	91,605	..	10,51,010	18,58,954	2,88,012	21,46,966	37,97,976	116-5	3-4
1921-22.											
Primary schools ..	15,16,657	6,04,400	87,561	..	22,08,618	19,21,332	3,44,661	22,66,193	44,74,811	125-6	4-1
1926-27.											
Primary schools ..	17,74,820	7,27,857	2,57,046	..	27,59,723	22,64,433	5,66,006	28,30,439	55,90,102	140-8	3-9

Training Schools for Indian Masters and Mistresses.

Management.	1921-22.					1926-27.				
	Number of schools.	Pupils.		Candidates.	Passes.	Number of schools.	Pupils.		Candidates.	Passes.
		Males.	Females.				Males.	Females.		
1	2	3	4	5	6	7	8	9	10	11
TRAINING SCHOOLS FOR TEACHERS OF SECONDARY SCHOOLS										
State—										
Male ..	5	445	..	230	206	5	422	..	137	91
Female ..	..	..	..	..	..	..	..	..	..	..
Mission—										
Male ..	1	24	..	12	9	1	19	..	6	6
Female ..	..	..	..	..	..	1	..	23	5	4
Total ..	6	469	..	242	215	7	441	23	148	101
TRAINING SCHOOLS FOR TEACHERS OF PRIMARY SCHOOLS										
State—										
Male ..	97	1,002	..	1,657	1,336	85	1,668	..	1,482	1,073
Female ..	4	..	64	20	17	3	..	78	30	26
Mission—										
Male ..	5	85	..	41	30	5	81	..	43	31
Female ..	8	..	136	70	64	6	..	100	69	54
Other privately managed—										
Male ..	..	..	..	..	..	..	..	..	..	..
Female ..	..	..	..	..	..	..	..	..	..	..
Total ..	114	2,087	200	1,985	1,447	99	1,749	178	1,624	1,184
Grand Total ..	120	2,510	200	1,930	1,662	106	2,190	201	1,772	1,285

No. 16.

Expenditure on Training Schools for Indian Masters and Mistresses.

Sources.	Training Schools for Masters.			Training Schools for Mistresses.		
	Higher grade.	Lower grade (including Guru-Training Schools.)	Total.	Higher grade.	Lower grade (including Guru-Training Schools.)	Total.
1	2	3	4	5	6	7
<i>1921-22.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial revenues	1,11,117	2,87,393	3,98,450	27,100	40,005	67,105
District funds .. .. .	.....	.....	.....	.....	.....	.....
Municipal funds .. .. .	.....	.....	.....	.....	.....	.....
Fees	192	5,856	5,987	5,840	1,213	7,052
Other sources	5,049	8,944	14,598	772	7,705	8,477
Total	1,16,898	3,02,132	4,19,030	33,712	48,923	82,635
Average cost of educating a pupil	240-0	147-6	166-5	396-0	411-1	405-0
<i>1926-27.</i>						
Provincial revenues	1,24,182	2,71,176	3,95,358	3,305	58,959	62,264
District funds .. .. .	.....	27	27	.....	.....	.....
Municipal funds .. .. .	.....	.....	.....	.....	.....	.....
Fees	140	4	144	1,320	898	2,218
Other sources	6	2,136	2,142	1,956	8,529	8,488
Total	1,24,328	2,73,343	3,97,671	6,584	66,386	72,970
Average cost of educating a pupil	281-9	156-3	181-6	286-2	372-9	368-03

No. 17.

Number of Law Colleges and classes and their pupils.

Year.	Government.	Board.	Aided.	Unaided.	Total.
1	2	3	4	5	6
<i>1921-22.</i>					
Institutions	2	.....	.....	1	3
Pupils	1,832	.....	.....	607	2,439
Candidates	1,015	.....	.....	220	1,244
Passes	391	.....	.....	88	479
<i>1926-27.</i>					
Institutions .. .. .	.....	.....	2	1	3
Pupils .. .. .	.....	.....	3,010	628	3,638
Candidates .. .. .	.....	.....	1,792	.....	1,792
Passes .. .. .	.....	.....	786	.....	786

No. 18.

Expenditure on Law Colleges and classes.

Year.	Provincial revenues.	District Board.	Municipal Board.	Native States.	Fees.	Endowments, etc.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	30,000	....	....	....	1,95,647	....	2,35,647
1926-27 .. ..	....	....	....	....	3,03,846	....	3,03,846

No. 19.

Technical and Industrial Schools for Indians and their pupils.

Year.	Government.	District Board.	Municipal Board.	Native States.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8
<i>1921-22.</i>							
Institutions ..	13	6	....	....	52	9	80
Pupils	616	444	....	....	1,326	296	3,182
<i>1926-27.</i>							
Institutions ..	28	5	....	....	107	12	152
Pupils	650	349	....	....	4,893	334	6,196

No. 20.

Expenditure on Technical and Industrial Schools for Indians.

Year.	Provincial revenues.	District Board.	Municipal Board.	Native States.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	1,18,817	55,081	8,034	....	19,448	1,82,202	3,83,602
1926-27	3,07,518	60,846	7,915	....	34,381	1,63,395	6,04,055

Schools for Indian Girls and their pupils

No. 21.

Schools for Indian Girls and their pupils.

Management.	Secondary.			Primary.			Tracing.			Other Special.		
	Institutions.	Pupils.		Institutions.	Pupils.		Institutions.	Pupils.		Institutions.	Pupils.	
		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
<i>1916-17.</i>												
PUBLIC MANAGEMENT.												
Government	7	0	1,195	68	24	2,862	2	....	38	1	....	11
Board	2	....	171	29	....	801	....	....	....	....	....	....
Native States .. ..	....	....	....	....	....	....	....	....	....	....	....	....
Total	9	0	1,366	91	24	3,663	2	....	38	1	....	11
PRIVATE MANAGEMENT.												
Aided	53	242	5,704	7,782	3,280	1,78,100	7	....	85	64	67	2,031
Unaided	2	....	186	1,489	475	28,528	....	....	....	15	10	224
Total	55	242	5,890	9,271	3,754	2,06,628	7	....	85	79	77	2,255
<i>1921-22.</i>												
PUBLIC MANAGEMENT.												
Government	7	....	1,375	68	40	2,901	4	....	61	....	....	....
Board	2	....	157	85	....	2,879	....	....	....	....	....	....
Native States .. ..	....	....	....	....	....	....	....	....	....	....	....	....
Total	9	....	1,532	153	40	5,780	4	....	61	....	....	....

PRIVATE MANAGEMENT.												
Aided	61	409	7,412	10,104	2,024	226,327	8	....	130	30	56	1,138
Unaided .. .. .	....	....	....	1,894	221	35,025	....	....	....	4	9	39
Total	61	409	7,412	11,998	2,255	262,262	8	....	130	43	65	1,177
1926-27.												
PUBLIC MANAGEMENT.												
Government	7	2,019	22	798	3	78	....	....	....	....	....	....
Board	2	332	236	11,780	....	....	....	....	....	....	....	....
Native States .. .. .	....	....	....	....	....	....	....	....	....	....	....	....
Total	9	2,351	258	12,688	3	78	....	....	....	....	....	....
PRIVATE MANAGEMENT.												
Aided	78	11,087	11,626	271,123	7	123	35	1,290				
Unaided	2	49	2,821	57,848	....	....	3	145				
Total	80	11,136	14,347	328,971	7	123	38	1,435				

No. 22.

Expenditure on schools for Indian girls.

Name of schools.	Provincial revenues.	District Board and Municipal funds.	Native States.	Govt.	Private sources.	Total.	Total number of schools.	Average monthly attendance.
1	2	3	4	5	6	7	8	9
<i>1916-17.</i>								
	Rs.	Rs. ..	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary	1,82,811	9,325	....	63,446	1,19,955	3,75,537	64	7,012
Primary	1,57,186	2,42,244	....	41,856	1,44,296	5,55,562	9,362	2,02,638
Training	33,220	320	....	3,723	9,541	46,804	9	132
Other Special	13,429	3,829	....	1,096	27,429	45,783	80	2,156
Total	3,86,626	2,55,718	....	1,10,121	3,01,221	10,53,066	9,515	2,11,938
<i>1921-22.</i>								
Secondary	2,78,740	15,451	....	1,37,261	1,53,437	5,84,889	70	9,075
Primary	3,99,456	2,02,182	....	49,448	1,94,146	8,45,232	12,151	2,53,535
Training	67,105	....	....	7,053	8,477	82,635	4	188
Other Special	18,772	3,800	....	13,274	80,482	96,328	43	1,190
Total	7,64,073	2,21,433	....	2,07,036	4,16,542	16,09,084	12,268	2,63,997
<i>1926-27.</i>								
Secondary	3,46,187	26,644	....	2,20,026	1,89,427	7,82,284	89	9,628
Primary	4,40,163	2,78,845	....	80,595	2,76,860	10,78,463	14,605	2,61,809
Training	60,264	....	....	2,218	8,488	70,970	10	182
Other Special	30,288	1,605	....	10,449	90,106	1,32,538	38	1,105
Total	8,76,902	3,07,184	....	3,13,288	5,64,881	20,62,255	14,742	2,72,724

No. 23.

Examinations for Indian girls.

Examination.	1921-22.		1926-27.	
	Candi- date.	Passed.	Candi- date.	Passed.
1	2	3	4	5
Matriculation	104	102	216	157
Middle English—Standard VI ..	263	221	500	423
Middle Vernacular—Standard VI ..	69	54	67	55
Upper Primary	669	518	1,526	1,220
Lower primary	5,976	4,475	10,280	7,627

No. 24.

Stages of instruction for Indian girls.

Year.		High.	Middle.	Total.	Upper primary.	Reading printed books.	Not reading printed books.	Total.	Grand Total.
1		2	3	4	5	6	7	8	9
1916-17	.. ..	491	785	1,276	2,167	1,07,880	1,71,088	2,81,135	2,92,411
1921-22	.. ..	630	1,004	1,634	2,249	1,16,586	2,11,503	3,30,338	3,31,981
1926-27	.. ..	1,183	1,806	2,989	4,06,137			4,06,137	4,09,126

No. 25.

Pupils in secondary and primary schools for Indian girls by race or creed.

Year.	Europeans and Eurasians.	Indian Christian.	Hindus.	Muham- madans.	Others.	Total.
1	2	3	4	5	6	7
1916-17 ..	90	4,939	1,09,297	1,06,084	1,236	2,21,646
1921-22 ..	66	5,257	1,20,213	1,52,775	1,369	2,79,680
1926-27 ..	30	4,742	1,46,986	2,01,472	1,316	3,54,546

No. 26.

Scholarships in the Medical College, Calcutta, 1926-27.

	Number.	Rate per month.	Period for which tenable.
		Rs.	
(a) Ten College Scholarships ..	12	1	1st year class.
(b) Ten ditto ..	12	1	2nd year class.
(c) Ten ditto ..	12	3	3rd year class.
(d) Six Government Scholarships ..	25	1	Female students.
(e) (1) Two Mohsin stipends ..	15	1	1st year class.
(2) Two ditto ..	15	2	2nd year class.
(3) Two ditto ..	15	3	3rd to 5th year class.

No. 27.

Muhammadan pupils under instruction in all classes of schools for Indians.

Institutions.	1906-07.	1911-12.	1916-17.	1921-22.	1926-27.
1	2	3	4	5	6
PUBLIC INSTITUTIONS.					
Secondary	14,089	23,525	1,07,476	61,083	82,593
Primary	1,42,780	1,43,928	6,80,273	7,55,553	9,46,878
Special	9,964	1,01,798	27,321	29,393	75,270
Total	1,66,833	2,69,251	8,15,070	8,46,029	11,04,741
PRIVATE INSTITUTIONS ..	17,062	13,840	47,183	31,730	30,903
GRAND TOTAL	1,83,895	2,83,091	8,62,253	8,77,759	11,35,644

Inmates in the boarding houses for Indians.

Management.	1921-22.					1926-27.				
	Inmates belonging to—					Inmates belonging to—				
	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Total.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Total.
1	2	3	4	5	6	7	8	9	10	11
Government—										
Males	1,468	1,032	31	3,137	5,668	1,076	1,174	....	3,000	5,250
Females	61	130	..	73	264	75	183	....	51	309
Board—										
Males .. ..	....	18	....	52	70	....	70	....	31	101
Females .. ..	....	....	....	....	....	....	....	....	....	....
Aided—										
Males	1,400	3,660	105	365	5,530	2,648	6,684	132	1,098	10,562
Females	52	382	111	144	689	36	1,581	334	386	2,337
Unaided—										
Males	1,992	4,864	441	308	7,605	1,416	3,420	....	90	4,926
Females	93	1,104	560	117	1,874	16	....	....	19	35
Total	5,066	11,170	1,248	4,196	21,880	5,267	13,112	466	4,675	23,620

No. 29.

Expenditure on Boarding houses for Indians.

Source.	1921-22.	1926-27.
	Rs.	Rs.
Provincial revenues ..	73,129	1,12,738
District and Municipal funds	2,363	3,193
Fees	37,175	25,305
Subscriptions and endowments	47,324	20,590
Total ..	1,60,011	1,61,916

30.

of Institutions for Indians.

Indirect.						
Building.	Furniture.	Inspection.	Scholarship.	Miscellaneous.	Total.	Grand Total.
7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
7,60,727	2,00,887	7,99,580	1,95,463	1,92,478	21,18,915	37,92,018
44,152	24,396	79,677	43,902	73,484	2,65,581	11,61,627
4,347	2,718	2,998	856	10,045	20,982	1,55,284
2,233	2,752	9,389	5,583	6,890	26,824	1,07,710
8,11,459	2,30,593	8,81,639	2,45,784	2,62,547	24,32,282	52,17,119
2,153	13,011	....	2,323	6,01,757	6,20,351	47,44,098
3,71,790	27,591	980	38,364	3,18,831	7,57,571	24,49,905
3,73,951	41,202	989	41,192	9,20,588	13,77,922	71,93,901
11,65,410	2,71,785	8,62,628	2,86,976	12,03,435	38,10,184	1,24,11,020
7,09,485	....	8,43,198	2,43,376	3,96,147	21,32,206	41,82,798
2,05,511	....	49,048	58,213	41,040	3,48,812	22,35,748
14,109	....	1,191	2,075	5,582	23,057	1,88,114
....
9,29,105	....	8,93,437	2,98,664	3,62,869	25,04,075	65,96,880
51,039	....	....	4,046	1,27,080	1,82,165	77,54,650
7,82,983	....	967	58,293	1,63,615	10,06,858	28,04,700
8,34,022	....	967	62,339	2,90,695	11,88,023	1,05,56,350
17,63,127	....	8,94,404	3,01,003	6,73,564	36,92,096	1,71,56,010
20,31,926	....	11,50,192	2,70,647	8,28,854	42,81,619	90,85,595
1,05,071	....	63,502	63,687	42,230	2,74,490	14,11,184
21,411	....	2,092	2,742	10,921	87,199	2,28,456
21,58,408	....	12,16,786	3,37,076	8,82,006	45,93,275	1,07,25,235
97,217	....	....	12,014	3,25,898	4,35,127	83,30,256
6,95,365	....	....	62,646	1,92,165	9,70,365	37,10,585
7,92,772	....	....	94,659	5,18,081	14,06,492	1,20,40,841
29,51,180	....	12,16,786	4,31,735	14,00,096	59,98,767	2,27,60,070
6,24,046	....	12,50,938	1,33,322	1,90,302	21,98,606	85,92,503
1,05,798	....	62,287	22,688	52,826	2,43,399	16,18,797
72,535	....	17,782	12	51,524	1,41,833	5,99,620
8,02,379	....	13,30,985	1,56,022	2,94,452	25,83,838	1,08,07,920
427	....	....	264	85,635	86,326	1,02,31,509
6,48,905	....	....	14,243	86,819	7,49,667	48,15,433
6,49,032	....	....	14,597	1,72,454	8,35,993	1,50,46,942
14,51,411	....	13,30,986	1,70,529	4,68,906	34,19,831	2,58,54,862

Zenana Education.

Years.	Zenana education by central gatherings.								House-to-house visitations.							
	Public management.				Private management.				Public management.				Private management.			
	Teach- ers.	Pupils.	Expenditure.		Teach- ers.	Pupils.	Expenditure.		Teach- ers.	Pupils.	Expenditure.		Teach- ers.	Pupils.	Expenditure.	
			Public funds.	Private funds.			Public funds.	Private funds.			Public funds.	Private funds.			Public funds.	Private funds.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
							Rs.	Rs.							Rs.	Rs.
1922-23	26	672	22,550	1,409	..	..	..	..	30	563	14,476	211
1923-24	37	910	25,095	2,300	..	..	..	..	32	589	14,015	356
1924-25	27	606	24,562	1,307	..	..	..	..	31	582	13,713	308
1925-26	25	749	23,904	970	..	..	..	..	29	562	13,043	308
1926-27	25	776	24,120	562	..	..	..	..	30	670	12,613	390

SPECIAL TABLES.

(Particular).

SPECIAL TABLES (PARTICULAR).

No. 1.

Inspecting Staff

Year.	Inspectors and second Inspectresses.	Inspectresses.	Assistant Inspectors (including those for Muhammadan education).	Assistant Inspectresses.	Deputy and additional Deputy Inspectors. (now called District and Sub-Divisional Inspectors).	Sub-Inspectors.	Assistant Sub-Inspectors.	Inspecting Pandits and Maulvis.
1	2	3	4	5	6	7	8	9
1921-22 ..	15	2	5	12	80	258	27	..
1926-27 ..	15	2	5	12	89	243	19	..

No. 2.

Expenditure on Direction and Inspection.

Year.	Provincial revenues.	Local funds.	Municipal funds.	Other sources.	Total.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	13,75,128	63,562	2,092	....	14,40,722
1926-27	14,87,173	62,287	17,762	....	15,67,222

No. 3.

Arts Colleges (English).

Province.	1916-17.	1921-22.	1926-27.
1	2	3	4
Bengal	33	36	47

No. 4.

Arts Colleges (English) by management 1926-27.

Province.	Public managements.			Private management.			Grand Total.
	Government.	Board.	Total.	Aided.	Unaided.	Total.	
1	2	3	4	5	6	7	8
Bengal	11	..	11	23	13	36	47

No. 5.

Arts Colleges (English) by management and periods.

Management.	1916-17.	1921-22.	1926-27.
1	2	3	4
PUBLIC MANAGEMENT.			
Government	8	8	11
Board	1	1	..
Total public management ..	9	9	11
PRIVATE MANAGEMENT.			
Aided	13	13	23
Unaided	11	14	13
Total private management ..	24	27	36
GRAND TOTAL	33	36	47

No. 6.

Intermediate Arts Examination.

Province.	Year.	Candidates.			Passes.			Percentage of passes.		
		Pub- lic.	Pri- vate.	Total.	Pub- lic.	Pri- vate.	Total.	Pub- lic.	Pri- vate.	Total.
1	2	3	4	5	6	7	8	9	10	11
Bengal ..	1926-27	3,034	633	4,267	1,732	250	1,682	47·6	39·5	46·4

No. 7.

I. Sc. Examination.

Bengal ..	1926-27	4,134	473	4,612	1,664	148	2,112	47·5	30·9	45·7
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No. 8.

B. A. Examination.

Bengal ..	1926-27	2,615	469	3,084	1,040	136	1,176	39·7	28·9	38·1
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No. 9.

B. Sc. Examination.

Bengal ..	1926-27	1,167	162	1,349	500	57	647	49·7	35·1	47·9
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No. 10.

M. A. Examination.

Bengal ..	1926-27	881	167	493	221	100	321	66·7	59·8	64·4
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No. 11.

M. Sc. Examination.

Bengal ..	1926-27	171	10	181	91	4	95	53·2	40	52·4
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No. 12.

Successful candidates in successive Examinations of the Arts and Science courses.

Year.	Matriculation.	Intermediate in Arts.	Intermediate in Science.	B. A. Examination.	B. Sc. Examination.	M. A. Examination.	M. Sc. Examination.
1	2	3	4	5	6	7	8
1922-23	13,071	1,008	1,935	1,924	491	403	58
1923-24	13,383	1,737	2,459	1,906	614	390	71
1924-25	13,274	1,900	2,450	1,444	580	354	58
1925-26	8,867	2,095	2,373	1,508	720	350	94
1926-27	7,908	1,982	2,112	1,176	647	321	95

No. 13.

Students in Arts Colleges.

Province.	1916-17.	1921-22.	1926-27.
1	2	3	4
Bengal	18,478	16,942	22,420

No. 14.

Male and Female Students in Arts Colleges.

Province.	1926-27.		
	Males.	Females.	Total.
1	2	3	4
Bengal	22,113	307	22,420

No. 15.

Students in Arts Colleges by management, 1923-27.

Province.	Public management.			Private management.			Grand Total.
	Government.	Board.	Total.	Aided.	Unaided.	Total.	
1	2	3	4	5	6	7	8
Bengal	3,636	..	3,636	10,177	8,607	18,784	22,420

No. 16.

Students in Arts Colleges by management and periods.

Management.	1916-17.	1921-22.	1926-27.
1	2	3	4
PUBLIC MANAGEMENT.			
Government	3,662	3,102	3,636
Board	160	173	..
Total public management ..	3,822	3,275	3,636
PRIVATE MANAGEMENT.			
Aided	5,973	5,775	10,177
Unaided	8,683	7,892	8,607
Total private management ..	14,656	13,667	18,784
GRAND TOTAL	18,478	16,942	22,420

No. 17.

Race or creed of Students in Arts Colleges, 1926-27.

Race or creed.	Number of students.	Number in 10,000 of school-going age population.
1	2	3
Europeans and Anglo-Indians	89	....
Indian Christians	235	....
Hindus	18,842	....
Muhammadans	3,127	....
Buddhists	90	....
Parsis	8	....
Sikhs	8	....
Others	21	....
Total	22,420	37.01

No. 18.

Direct Expenditure on Arts Colleges.

Province.	1916-17.	1921-22.	1926-27.
1	2	3	4
	Rs.	Rs.	Rs.
Bengal	18,84,996	26,51,435	35,16,844

No. 19.

Direct Expenditure on Arts Colleges by sources in 1926-27.

Province.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
Bengal	12,52,277	..	4,200	19,64,228	2,06,139		35,16,844

No. 20.

Expenditure on Arts Colleges by sources and periods.

Sources.	1916-27.	1921-22.	1926-27.
1	2	3	4
	Rs.	Rs.	Rs.
PUBLIC.			
Provincial revenues	6,49,416	10,41,711	12,52,277
Local and municipal funds	190	200	4,200
Total Public	6,49,606	10,41,911	12,56,477
PRIVATE.			
Fees	10,71,061	12,71,963	19,64,228
Endowments	1,26,633	94,625	2,96,139
Subscriptions and other sources	37,696	2,42,946	
Total Private	12,35,390	16,09,524	22,60,367
GRAND TOTAL	18,84,996	26,51,435	35,16,844

No. 21.

Average annual cost of educating a student in an Arts College in 1925-27.

Province.	Annual cost Rs.
Bengal	156

No. 22.

Expenditure from fees in Arts Colleges.

Province.	1916-17.	1921-22.	1926-27.
1	2	3	4
	Rs.	Rs.	Rs.
Bengal	10,71,061	12,71,953	19,64,228

No. 23.

Average annual fee per pupil in an Arts College.

Province.	1921-22.	1926-27.
	Rs.	Rs.
Bengal	75	87

No. 24.

English Secondary Schools for Indian boys classified according to management during 1923-27.

Province.	Public.			Private.		Total public.	Total private.	Total.
	Government.	Board.	Native States.	Aided.	Unaided.			
1	2	3	4	5	6	7	8	9
Bengal ..	45	49	..	1,013	804	94	2,507	2,601

No. 25.

Vernacular Secondary Schools for Indian boys classified according to management during 1926-27.

Province.	Public.			Private.		Total public.	Total private.	Grand total.
	Government.	Board.	Native States.	Aided.	Unaided.			
1	2	3	4	5	6	7	8	9
Bengal	14	..	55	5	14	60	74

No. 26.

Average number of pupils in an English Secondary School for Indian Boys.

Province.	1911-12.	1916-17.	1921-22.	1926-27.
1	2	3	4	5
Bengal	144	165	128	144.6

No. 27.

Average number of pupils in a Vernacular Secondary School for Indian Boys.

Province.	1911-12.	1916-17.	1921-22.	1926-27.
1	2	3	4	5
Bengal	67	61	49	65

No. 28.

Matriculation Examination (Indian Boys and Girls.)

Province.	Candidates.						Passed.					
	Public.			Private.			Public.			Private.		
	1916-17.	1921-22.	1926-27.	1916-17.	1921-22.	1926-27.	1916-17.	1921-22.	1926-27.	1916-17.	1921-22.	1926-27.
1	2	3	4	5	6	7	8	9	10	11	12	13
Bengal ..	11,174	17,775	14,456	341	235	358	8,206	13,955	7,741	208	210	162

No. 29.

Middle School Examination, (Indian Boys) 1926-27.

Province.	Boys in the middle stage.	Candidates.		Passed.		Approximate number of public students available for examination.
		Public students.	Private students.	Public students.	Private students.	
1	2	3	4	5	6	7
Bengal	94,382	35,294	....	27,984	....	42,704

No. 30.

Number of teachers in Secondary Schools for Indian boys during 1926-27.

Province.	Number of teachers.	Average number of teachers per school.	Average number of pupils per teacher.
1	2	3	4
Bengal	21,873	8.2	17.4

No. 31.

Qualification of teachers in Secondary schools for Indian Boys during 1926-27.

Province.	Trained.	Other qualifications.	Non-special qualifications.	Total.
1	2	3	4	5
Bengal	4,006	17,199	668	21,873

No. 32.

Boys in the English Secondary stage compared with male population of school-going age.

Province.	Number of boys of whom one was in the secondary stage of an English school.	
	1921-22.	1926-27.
Bengal	21.0	33.2

No. 33.

Boys in the vernacular Secondary stage compared with male population of school-going age.

Province.	Number of boys of whom one is in the secondary stage of a vernacular school.	
	1921-22.	1926-27.
Bengal	2,008.1	8,168.6

No. 34.

**Expenditure on Secondary and Primary Departments of Secondary schools
for Indian Boys and Girls during 1926-27.**

Province.	Expenditure.		Total.
	On secondary department.	On primary department.	
1	2	3	4
	Rs.	Rs.	Rs.
Bengal	78,00,817	37,00,742	1,15,19,359

No. 35.

**Average annual cost in rupees of educating a pupil in different classes
of Secondary Schools for Indian Boys.**

Class of schools.	1921-22.	1926-27.
	Rs.	Rs.
High school	34·6	35·7
English Middle school	18·1	16·3
Vernacular Middle school	14·2	13·6

No. 36.

**Average annual cost in rupees of educating a pupil in English Secondary
School for Indian Boys.**

Province.	1921-22.	1926-27.
	Rs.	Rs.
Bengal	28·4	28·3

No. 37.

**Average annual fee per pupil in an English Secondary School for Indian
Boys.**

Province.	1921-22.	1926-27.
	Rs.	Rs.
Bengal	18·5	18·7

No. 38.

Average annual fee per pupil in a Vernacular Secondary School for Boys.

Province.	1921-22.		1926-27.	
	Rs.		Rs.	
	1	2	3	4
Bengal	4.4	5.1		

No. 39.

Primary Schools for Indian boys classified according to management during 1926-27.

Province.	Government.	Board.	Native States.	Aided.	Unaided.	Total public.	Total private.	Grand total.
1	2	3	4	5	6	7	8	9
Bengal ..	97	3,788	..	29,984	4,323	3,860	34,307	38,187

No. 40.

Average number of pupils in a Primary School for Indian Boys.

Province.	1911-12.	1916-17.	1921-22.	1926-27.
1	2	3	4	5
Bengal	30.9	35.5	30.9	36.6

No. 41.

Average number of pupils in primary schools for Indian boys classified according to management.

Management.	1911-12.	1916-17.	1921-22.	1926-27.
1	2	3	4	5
Government	43.6	38.2	28.7	37.5
Board	93.6	43.4	34.9	48.08
Aided	33.02	33.7	30.7	35.5
Unaided	29.9	26.5	25.7	31.5
General average ..	30.9	35.5	30.9	38.14

No. 42.

Number of teachers in primary schools for Indian boys during 1926-27.

Province.	Number of teachers.	Average number of teachers per 100 schools.	Average number of pupils per teacher.
1	2	3	4
Bengal	52,822	138	26.4

No. 43.

Qualifications of teachers in primary schools for Indian boys and girls during 1926-27.

Province.	Trained.	Other qualification.	No special qualification.	Total.
1	2	3	4	5
Bengal	16,261	34,179	2,382	52,822

No. 44.

Boys in the primary stage of instructions during 1926-27.

Province.	Total number of boys.
Bengal	1,528,158

No. 45.

Proportion of boys of school-going age in the primary stage of public instruction, compared with male literacy.

Province.	Number of boys in primary stage per 1,000 of the male population of school-going age.		Number of male literate per 1,000 of the male population census of 1921.
	1921-22.	1926-27.	
1	2	3	4
Bengal	347	421	159

No. 46.

Expenditure from fees in boys' primary schools.

[Annas per pupil per annum.]

Province.	1916-17.	1921-22.	1926-27.
1	2	3	4
	Rs.	Rs.	Rs.
Bengal	25·6	27·9	25·8

No. 47.

Training of Teachers, Masters, Institutions and pupils.

Province.	Institutions or class of institutions.	Number of institutions.			Total.	Pupils.	
		Government.	Mission.			1921-22.	1926-27.
			Aided.	Unaided			
1	2	3	4	5	6	7	8
Bengal ..	Training College ..	2	..	..	2	118	136
	Vernacular Schools ..	..	..	..	..	..	..
	Secondary	5	1	..	6	469	441
	Primary	85	5	..	90	2,047	1,749
	Total	92	6	..	98	2,634	2,926

No. 48.

Comparison between the number of pupils under training and the number of teachers during 1926-27.

Province.	Pupils under training.	Teachers of secondary and primary schools.
Bengal	2,518	87,972

No. 49.

Pupils by Race or creed (Masters.)

Province.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Others.	Total.
			Educationally advanced.	Educationally backwards.				
1	2	3	4	5	6	7	8	9
Bengal	89	839	253	1,106	9	..	2,326

No. 50.

Scholarships and stipends in lower grade institutions during 1926-27.

Province.	Grade of schools or class.	Number.	Rate per month.	Period for which tenable.
1	2	3	4	5
Bengal ..	Vernacular first grade school ..	422	10	Years. 1
	Guru-training school ..	1,749	10	1

No. 51.

Pupils by race or creed during 1926-27.

(Mistresses.)

Province.	European or Anglo-Indians.	Indian Christians.	Hindus.		Muhammadians.	Buddhists.	Parsis.	Others.	Total.
			Educationally advanced.	Educationally backwards.					
1	2	3	4	5	6	7	8	9	10
Bengal ..	19	104	76	1	23	..	..	..	222

No. 52.

Medical College.

Name of institution.	Students.		Expenditure.	
	1921-22.	1926-27.	1921-22.	1926-27.
	2	3	4	5
Medical College, Calcutta ..	1,030	939	Rs. 6,34,849	Rs. 4,49,295

No. 53.

Expenditure on the Medical College Calcutta by sources.

Year.	Provincial revenues.	Local funds	Fees.	Private sources.	Total.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	5,11,670	..	1,23,179	..	6,34,849
1926-27	4,40,205	..	9,000	..	4,49,205

No. 54.

Results of University Examinations in Medicine.

College.	First examination.		Final examination.		First examination.		Final examination.	
	1921-22.		1921-22.		1926-27.		1926-27.	
	M. B.		M. B.		M. B.		M. B.	
	Candi- dates.	Passed.	Candi- dates.	Passed.	Candi- dates.	Passed.	Candi- dates.	Passed.
1	2	3	4	5	6	7	8	9
Medical College, Calcutta ..	430	208	356	147	231	105	305	122

No. 55.

Medical Schools during 1926-27.

Province.	Name of school.	Class of institutions.	Number of pupils.	Expen- diture.
1	2	3	4	5
				Rs.
Bengal ..	Campbell Medical, Calcutta	Government ..	636	1,40,306
	Dacca Medical	Ditto ..	573	90,000
	Mymensingh Lytton Medical	Ditto ..	210	37,528
	Ronakshay Medical, Burdwan	Ditto ..	180	31,220
	Bankura Medical	Aided ..	207	18,904
	Chittagong Medical	Ditto ..	105	3,013
	Chandanpura Homœopathic	Unaided ..	56	1,008
	Nandankanan Homœopathic	Ditto ..		
	Bogra Medical	Ditto ..	201	7,673
	Bogra Homœopathic	Ditto ..	54	450

No. 56.

Medical Schools by management during 1926-27.

Province.	Government.	Municipal.	Aided.	Unaided.	Total 1926-27.	Total 1921-22.
1	2	3	4	5	6	7
Bengal ..	4	..	2	4	10	5

No. 57.

Pupils in Medical Schools by management.

Province.	Government.	Municipal.	Aided.	Unaided.	Total, 1926-27.	Total, 1921-22.
1	2	3	4	5	6	7
Bengal ..	1,599	..	372	311	2,282	1,415

No. 58.

Expenditure on Medical schools by sources.

Province.	Provincial revenues.	Local funds.	Fees.	Private sources.	Total.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22 ..	2,05,075	....	36,857	975	2,42,907
1926-27 ..	1,91,131	2,280	1,41,143	3,204	3,37,758

No. 59.

Students in Engineering Colleges.

Bengal Engineering College, Sibpur—
Pupils

1921-22	..	..	356
1926-27	..	..	291

No. 60.

Engineering Department, Students and Examination.

College.	Number of students in the Engineering Departments of the College.		I. E. Examination.				B. E. Examination.			
			1921-22.		1926-27.		1921-22.		1926-27.	
			1921-22.	1926-27.	Candi- dates.	Pass- ed.	Candi- dates.	Pass- ed.	Candi- dates.	Pass- ed.
1	2	3	4	5	6	7	8	9	10	11
Bengal Engineering College, Sibpur	104	218	61	51	30	22	24	12	32	21

No. 61.

Engineer Upper and Lower Subordinate classes (Student and Examination).

Province.	Class.	Number of students.		Final College Examinations.			
		1921-22.	1926-27.	1921-22.		1926-27.	
				Candi- dates.	Passed.	Candi- dates.	Passed.
1	2	3	4	5	6	7	8
Bengal	208	440	120	105	306	204

No. 62.

Expenditure on the Bengal Engineering College.

Year.	Provincial revenues.	Fees.	Other private sources.	Total.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
1921-22	2,93,798	30,076	2,091	3,25,965
1926-27	3,01,825	33,257	3,610	3,38,692

No. 63.

Expenditure on Engineering Schools.

Institution.	Expenditure in 1921-22.	Expenditure in 1926-27.	Average cost of educating a pupil in 1926-27.
1	2	3	4
	Rs.	Rs.	Rs.
Dacca School of Engineering	92,241	1,19,868	272-4

No. 64.

Rate of fees in the Bengal Engineering College for regular students.

Bengal Engineering College, Sibpur—	Rs.	
B. E. Department ..	15	Per mensem.
I. E. Department ..	10	Per mensem.

No. 65.

School of Art.

Institution.	Number of pupils.		Expenditure from—				
	1921-22.	1926-27.	Provincial revenues in 1926-27.	Fees in 1926-27.	Private sources in 1926-27.	Total, 1926-27.	Total, 1921-22.
1	2	3	4	5	6	7	8
			Rs.	Rs.	Rs.	Rs.	Rs.
School of Art, Calcutta	268	395	45,389	13,744	..	69,133	49,526

No. 66.

List of Technical Schools (including Dacca School of Engineering.)

Province.	Name of School.	Pupils.		Courses.	Class of institutions.
		1921-22.	1926-27.		
1	2	3	4	5	6
Bengal ..	Dacca School of Engineering	375	440	Upper and Lower Subordinate Standard.	Government.
	District Board Technical, Burdwan ..	40	48	Sub-overseer standard.	Board.
	The Diamond Jubilee Industrial and Technical, Rajshahi ..	99	103		Ditto.
	The Elliot Bonomall Technical, Fabna ..	85	91		Ditto.
	The Rangpur Technical ..	55	73		Government.

No. 67.

Scholarships and stipends in the Bengal Engineering College, Sibpur.

Institution.	Class.	Scholarships and stipends.			
		Number.	Rate per session.	Period for which tenable.	
1	2	3	4	5	
Bengal Engineering College, Sibpur.	Engineering Department	3	Rs. 300	2 years.	
		7	300	2 years. For regular students entering 1st year class.	
		1	300	1 year. For Europeans.	
		4	120	1 year. Mohsin stipend.	
		1	120	2 years.	
		13*	100	For Europeans.	
	Mechanical Department			50	For Indians.
		10	15	10	For a student on the satisfactory completion of his training.
					Monthly. Tenable during practical training.
		10	0		Tenable during practical training.

* Three specially reserved for training under the Sanitary Engineer.

No. 68.

Annual cost of Selected Industrial Schools.

Province.	Institution.	Average attendance.	Expenditure.
			Rs.
Bengal	.. Serampore Weaving Institute ..	58	72,540

No. 69.

Girls' under public instruction by race or creed (in Non-European Schools.)

Hindus	..	..	..	182,247
Muhammadans	..	..	..	221,155
Others	..	..	..	7,360
				410,762

No. 70.

Number of girl pupils in non-European Schools in every 1,000 of the female population of school-going age.

Province.		1921-22.	1926-27.
Bengal	.. ..	98.7	121.4

No. 71.

Girls in different classes of non-European Schools by race or creed.

Race or creed.	Secondary.				Primary.	Total in secondary and primary schools.
	High.	Middle English.	Middle vernacular.	Total.		
Hindus ..	3,934	4,939	1,480	10,353	171,237	181,590
Muhammadans	172	383	118	673	220,330	221,003
Others ..	695	911	438	2,044	4,489	6,533
Total ..	4,801	6,233	2,036	13,070	396,056	409,126

No. 72.

Girls in (non-European) Secondary Schools by race or creed during 1926-27.

Province.	Hindus.	Muhammadans.	Others.	Total.
1	2	3	4	5
Bengal	10,353	673	2,044	13,070

No. 73.

Girls in (non-European) Primary and Secondary Schools by race or creed during 1926-27.

Province.	Hindus.	Muhammadans.	Others.	Total.
1	2	3	4	5
Bengal	181,590	221,003	6,533	409,126

No 74.

Number of Girls of school-going age of whom one is in a public Primary and Secondary School by race or creed during 1926-27.

Province.	Hindus.	Muham- madans.	Others.	Total.
1	2	3	4	5
Bengal	18	15	517	8

No. 75.

Girls in Medical Colleges and Schools in Bengal.

Year.	Girls in—		
	Colleges.	Schools.	Total.
1	2	3	4
1916-17	19	14	33
1921-22	11	34	45
1926-27	22	34	56

No. 76.

Girls in Medical Colleges and Schools by race or creed.

Race or creed.	Colleges.	Schools.	Total.
1	2	3	4
Europeans and Anglo-Indians ..	11	10	21
Indian Christians	2	15	17
Hindus	6	9	15
Muhammadans .. ..	....	..	....
Others	3	....	3
Total	22	34	56

No. 77.

Race or creed of female medical students in selected institutions during 1926-27.

Province.	Name of Institutions.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadians.	Parsis.	Others.	Total
1	2	3	4	5	6	7	8	9
Bengal	Medical College ..	5	2	0	..	1	2	10
	School of Tropical Medicine, Calcutta ..	6	..	..	..	..	..	6
	Campbell Medical School, Calcutta ..	5	9	4	..	..	..	18
	Dacca Medical School ..	5	6	5	..	..	..	16

No. 78.

Girls in training colleges and schools for Indians by race or creed during 1926-27.

Race or creed.	Colleges.	Schools.	Total.
1	2	3	4
Europeans and Anglo-Indians ..	19	....	19
Indian Christians .. ..	....	104	104
Hindus	2	74	76
Muhammadans .. ..	....	23	23
Buddhists .. ..	....	....	....
Others .. ..	....	....	....
Total ..	21	201	222

No. 79.

Girls in technical industrial and other special schools except training schools for Indian pupils during 1926-27.

Province.	Technical and industrial schools.	Other schools.	Total.
1	2	3	4
Bengal	1,020	735	1,755

No. 80.

Girls in technical industrial and other special schools (for Indian pupils),
except training schools, by race or creed.

Race or creed.	Technical and industrial schools.	Other schools.	Total
1	2	3	4
Europeans and Anglo-Indians ..	....	120	120
Indian Christians	554	11	565
Hindus	400	455	855
Muhammadans	24	149	173
Parsis .. ..	....	....	....
Buddhists	30	....	30
Others	12	....	12
Total ..	1,020	735	1,755

No. 81.

Girls in private institutions by race or creed during 1926-27.

Race or creed.	Number.
Europeans and Anglo-Indians .. ..	.. ..
Indian Christians .. ..	.. 103
Hindus .. ..	.. 3,658
Muhammadans .. ..	.. 4,825
Buddhists .. ..	.. ..
Parsis .. ..	.. 2
Others .. ..	.. 149
Total ..	.. 8,737

No. 82.

Girls in all public institutions for the education of Indian males by classes
of institutions.

	1916-17.	1921-22.	1926-27.
1	2	3	4
Colleges	20	14	54
Secondary schools	320	343	478
Primary schools	64,484	55,076	58,443
Special schools	425	284	377
Total ..	65,249	65,717	59,352

No. 83.

Number and qualification of teachers employed in Schools for Indian Girls during 1926-27.

Province.	Trained.	Other qualification.	No special qualification.	Total.
1	2	3	4	5
Bengal	2,213	10,210	854	13,277

No. 84.

Expenditure on public institutions for girls per 1,000 of the female population.

Province.	Expenditure.
	Rs.
Bengal	98

No. 85.

Average annual cost of educating a pupil in primary and Secondary Schools for Indian Girls in Bengal.

Year.	Secondary schools.	Primary schools.	Secondary and primary schools.
1	2	3	4
1916-17	53.4	2.9	4.4
1921-22	62.9	2.6	4.3
1926-27	60.2	3.2	5.2

No. 86.

Average annual rate of fees in primary and Secondary Schools for Indian Girls during 1926-27.

Province.	Secondary School.	Primary School.
	Rs. A.	As. P.
Bengal	16 15	3 6

No. 87.

Institutions for Europeans in Bengal.

	1921-22.	1926-27.
Secondary schools	45	41
Primary schools	17	17
Training schools	1	1
School for Defectives .. ..	..	1
Technical and industrial schools	17	1
Commercial schools	7	1
Total	87	62

No. 88.

Secondary schools by management in Bengal.

Year.		Government.	Aided.	Unaided.	Total.
1		2	3	4	5
1921-22	.. ..	2	39	4	45
1926-27	.. ..	2	37	2	41

No. 89.

Secondary schools by sex.

Province.	1921-22.			1926-27.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7
Bengal	19	26	45	18	23	41

No. 90.

Secondary schools by grade.

Province.	1921-22.			1926-27.		
	High.	Middle.	Total.	High.	Middle.	Total.
1	2	3	4	5	6	7
Bengal	21	24	45	41	..	41

No. 91.

Primary schools by management.

Province.	1921-22.				1926-27.			
	Government.	Aided.	Unaided.	Total.	Government.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8	9
Bengal	17	..	17	..	17	..	17

No. 92.

Primary schools by sex.

Province.	1921-22.			1926-27.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7
Bengal	6	11	17	10	7	17

No. 93.

Special schools.

Province.	1921-22.				1926-27.			
	Train- ing college for mistresses.	Engineer- ing and surveying schools.	Techni- cal and Industrial schools.	Commer- cial schools.	Train- ing college for mistresses.	Commer- cial schools.	Indus- trial schools.	School for defec- tives.
1	2	3	4	5	6	7	8	9
Bengal	1	..	6	17	1	1	1	1

No. 94.

Europeans under instruction in European schools.

Province.	1921-22.	1926-27.
Bengal	9,132	9,136

No. 95.

European pupils in European schools by sex in 1926-27.

Province.	Boys.	Girls.	Total.
1	2	3	4
Bengal	4,874	4,262	9,136

No. 96.

European pupils in European and Indian institutions in 1926-27.

Province.	In European institutions.	In Indian institutions.
Bengal	9,136	474

No. 97.

European pupils in different grades of European schools by periods.

	1921-22.	1926-27
Secondary schools	7,765	8,013
Primary	894	929
Training	17	20
Commercial	271	120
Technical and Industrial schools	176	38
Engineering and surveying schools .. .. .	....	..
Other schools	9	16
Total	9,132	9,136

No. 98.

Pupils in different grades of European schools by sex during 1926-27.

Class of schools.	Boys.	Girls.	Total.
1	2	3	4
Secondary	5,191	4,433	9,624
Primary	649	354	1,003
Training .. .. .	..	20	20
Commercial .. .. .	..	120	120
Technical and industrial	38	..	38
Engineering and surveying .. .. .	..	..	..
Other	8	8	16
Total	5,886	4,935	10,821

No. 99.

European pupils in Arts Colleges by periods.

Province.	1926-27.		Total.	1921-22.
	Boys.	Girls.		
1	2	3	4	5
Bengal	55	37	92	38

No. 100.

European pupils in professional colleges by periods.

				1921-22.	1926-27.
Law	..	..	..	3	4
Medicine	..	..	..	33	30
Engineering	..	..	..	53	16
Teaching	..	..	..	1	39
Veterinary	..	..	..	..	..
			Total	90	88

No. 101.

European boys in professional colleges in 1926-27.

Province.	Law.	Medicine.	Engineering.	Teaching.	Veterinary.	Total.
1	2	3	4	5	6	7
Bengal ..	4	19	15	....	....	38

No. 102.

European girls in professional colleges in 1926-27.

Province.	Law.	Medicine.	Engineering.	Teaching.	Veterinary.	Total.
1	2	3	4	5	6	7
Bengal	11	....	30	....	50

No. 103.

Pupils (both Europeans and Indians) in primary and secondary schools for Europeans.

				1921-22.	1926-27.
Bengal	..	..	..	9,951	10,627

No. 104.

European pupils in primary and secondary schools for Europeans.

Province.	Secondary schools.		Primary schools.		Total.	
	1921-22.	1926-27.	1921-22.	1926-27.	1921-22.	1926-27.
1	2	3	4	5	6	7
Bengal ..	7,765	8,013	804	920	8,659	8,942

No. 105.

Stages of instruction of pupils in European schools in Bengal for general education by periods.

Class of Schools.	1916-17.	1921-22.	1926-27.
1	2	3	4
SECONDARY—BOYS.			
High	555	633	360
Middle	921	980	730
Total secondary	1,476	1,613	1,090
Primary	3,545	3,855	3,730
Total Primary	3,545	3,855	3,730
GRAND TOTAL	5,021	5,468	4,820
SECONDARY—GIRLS.			
High	350	405	301
Middle	675	712	437
Total secondary	1,025	1,117	738
Primary	3,186	3,366	3,384
Total Primary	3,186	3,366	3,384
GRAND TOTAL	4,211	4,483	4,122

No. 106.

Percentage of pupils in European schools by stages of instruction compared with other classes.

Stages.	1916-17.		1921-22.		1926-27.	
	Europeans.	Other classes.	Europeans.	Other classes.	Europeans.	Other classes.
1	2	3	4	5	6	7
High	9.4	9.3	9.4	11.1	7.2	8.2
Middle	16.5	16.1	16.0	14.7	12.6	12.7
Primary	70.2	67.8	69.4	56.5	77.8	79.1
Special	3.9	6.8	5.2	17.7	2.2	....

No. 107.

European boys in special schools other than training schools,
during 1926-27.

Province.	Engineering and other schools.	Technical and industrial.	Commercial.
1	2	3	4
Bengal	8	38	..

No. 108.

European girls in special schools during 1926-27.

Bengal 120

No. 109.

Expenditure on European schools (direct and indirect) by periods.

	1921-22.	1926-27.
Bengal	36,11,840	38,51,426

No. 110.

Sources of expenditure in European schools by periods.

	1921-22.	1926-27.
	Rs.	Rs.
Provincial revenues	11,54,433	10,63,381
Municipal funds	14,057	32,443
Fees	15,31,787	15,96,792
Other sources	9,11,563	12,01,488
Total	36,11,840	38,94,104
Total expenditure from public funds	11,68,490	10,95,824
Total expenditure from private funds	24,43,350	27,98,280

No. 111.

**Objects and amount of expenditure incurred on European education
by periods.**

	1921-22.	1926-27.
Secondary schools	12,09,803	13,15,296
Primary	88,398	94,450
Training	3,464	19,566
Other special	58,952	14,618
Buildings and furniture	4,17,724	4,92,214
Inspection	32,409	34,800
Scholarships	43,653	} 19,23,160
Miscellaneous	17,57,347	
Total	36,11,840	38,94,104

No. 112.

Boarding houses for Indian males and females during 1926-27.

Province.	For males.	For Females.	Total.
1	2	3	4
Bengal	864	66	930

No. 113.

Indian male and female boarders during 1926-27.

Province.	Males.	Females.	Total.
1	2	3	4
Bengal	22,123	2,661	24,784

No. 114.

Ratio of (Indian) pupils to (Indian) boarders.

	1921-22.	1926-27.
Art Colleges	4	4
Secondary schools	29	30
Primary	1,149	3,735

SUPPLEMENTARY TABLES

For

1926-27.

SUBSIDIARY TABLE.

No. 1.

Comparative Statement of expenditure on education for 1925-26 and 1926-27.

Heads of charges.	1925-26.				1926-27.			
	Net expenditure after deducting receipts—			Total expenditure.	Net expenditure after deducting receipts—			Total expenditure.
	From provincial revenues.	From district funds.	From Municipal funds.		From provincial revenues.	From district funds.	From municipal funds.	
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	10,20,000	....	....	29,49,636	11,32,128	....	....	30,47,697
Collegiate	27,41,869	....	8,000	52,78,723	28,59,406	....	4,200	56,10,802
Secondary	18,36,807	3,04,763	27,296	1,08,13,363	18,67,612	3,22,238	44,877	1,15,05,385
Primary	16,20,901	6,04,478	1,87,762	52,31,335	18,10,435	7,27,867	2,67,952	56,59,990
Female	11,98,741	1,68,006	86,919	24,67,860	12,16,123	1,78,968	1,40,972	25,95,149
Special	16,10,669	1,36,077	40,586	29,63,727	16,78,040	1,47,835	44,209	32,35,269
Buildings and furniture ..	18,67,914	99,032	24,277	35,02,888	15,25,939	1,08,298	72,535	30,64,589
Miscellaneous	11,36,987	80,210	16,849	31,00,948	12,18,730	93,707	51,956	34,89,965
Superintendence	13,29,880	54,104	1,817	13,85,801	14,87,173	62,267	17,762	15,67,222
Total	1,43,63,858	15,37,270	3,93,506	3,76,94,290	1,47,94,686	16,41,180	6,34,463	3,97,76,068

Statement showing the variations in the results of the University Examinations for the past six years.

Year.	Matriculation Examination.				Intermediate Examination.				B. A. Examination.				B. Sc. Examination.				
	of candidates.	Number passed.	Percentage of success.	Number of candidates.	I. A.		Number of candidates.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.
					Number passed.	Percentage of success.											
1921-22	18,030	14,165	78.6	3,708	2,455	65.2	1,922	1,440	74.9	2,586	1,870	72.3	527	303	57.5	68.8	
1922-23	17,578	13,481	76.9	3,232	1,739	53.8	2,729	1,858	68.1	2,758	1,924	69.8	308	171	55.5	70.2	
1923-24	16,820	13,374	79.0	4,280	1,900	44.9	2,478	2,452	99.3	2,700	1,414	52.4	1,040	680	65.4	65.4	
1924-25	15,521	8,907	57.7	4,395	2,095	47.6	4,511	2,573	57.0	2,902	1,668	57.5	1,282	720	56.2	69.2	
1925-26	14,784	7,903	53.4	4,170	1,844	40.0	4,509	2,084	45.8	3,084	1,176	38.1	1,380	947	68.6	47.0	
1926-27	14,000	7,000	50.0	3,500	1,750	50.0	3,500	1,750	50.0	3,500	1,750	50.0	1,750	875	50.0	50.0	

Year.	M. A. Examination.			M. Sc. Examination.			B. L. Examination.			B. E. Examination.		
	of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.
1921-22	548	420	77.7	89	50	56.2	1,254	604	30.2	214	12	5.6
1922-23	528	308	58.3	84	58	69.0	1,212	509	41.9	234	10	4.3
1923-24	491	354	72.1	110	61	55.5	1,208	433	35.8	212	18	8.5
1924-25	611	350	57.3	146	95	65.1	1,633	654	40.0	244	18	7.4
1925-26	468	321	68.6	181	95	52.5	1,722	786	45.6	32	21	65.6

No. 3.

Comparative Statement showing the number of pupils attending different classes of institutions, division by division, for the years 1925-26 and 1926-27.

Division.	Number of pupils in public institutions.										Number of pupils in private institutions.		Grand Total.	
	Colleges.		Secondary schools.		Primary schools.		Special schools.		Total.		1925-26.	1926-27.	1925-26.	1926-27.
	1925-26.	1926-27.	1925-26.	1926-27.	1925-26.	1926-27.	1925-26.	1926-27.	1925-26.	1926-27.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Burdwan ..	2,362	2,220	80,065	80,280	307,277	313,894	16,479	20,550	409,073	416,950	7,043	6,823	416,116	423,773
Presidency ..	2,003	2,318	72,457	72,987	267,444	281,170	10,100	11,708	352,610	368,187	6,324	6,440	358,934	374,627
Calcutta ..	17,217	17,037	38,107	37,055	37,430	39,898	0,097	8,725	101,857	103,315	4,544	4,508	106,401	107,823
Dacca ..	5,206	5,014	95,449	100,390	456,116	489,235	24,408	29,391	581,179	624,036	19,013	20,730	600,162	644,760
Rajshahi ..	2,016	1,796	47,849	50,445	266,054	283,562	15,304	21,051	331,222	366,794	3,530	3,733	334,752	360,527
Chittagong ..	2,087	2,051	48,133	52,047	315,350	332,769	20,023	22,879	385,508	409,773	6,381	11,270	394,970	421,048
European institutions	35	20	6,580	6,624	878	1,003	145	174	10,698	10,821	....	....	10,638	10,821
Total ..	31,515	30,456	392,640	403,440	1,050,555	1,741,504	97,567	114,470	2,122,177	2,289,876	40,835	38,504	2,222,012	2,343,380

No. 4.

Statement showing the statistics of Government, Municipal, aided and unaided Arts Colleges during the year 1926-27.

Name of the Arts College.	Number of pupils on the rolls on the 31st March, 1927.	Average daily attendance.	Expenditure in 1926-27.					Average annual cost of educating a pupil.		
			From public funds.		From private funds.			From public funds.	From private funds.	Total.
			Provincial revenues.	District or municipal funds.	Fees.	Endowments and other sources.	Total.			
1	2	3	4	5	6	7	8	9	10	11
GOVERNMENT.										
1. Presidency College ..	842	782	₹. 2,35,009	....	₹. 2,62,528	6,083	₹. 4,64,167	₹. A. P. 223 0 0	₹. A. P. 245 0 0	₹. A. P. 468 0 0
2. Hooghly College ..	273	255	1,13,787	....	23,844	....	1,37,631	418 5 4	87 10 7	505 15 11
3. Krishnagar College ..	225	212	1,25,208	....	20,829	3,534	1,49,571	621 11 2	101 8 3	623 8 6
4. Benkrut College ..	103	82	55,616	....	4,088	....	59,704	550 0 0	40 0 0	590 0 0
5. Chittagong College ..	604	434	72,833	....	53,644	103	1,26,580	119 0 2	87 13 2	206 13 4
6. Rajshahi College ..	828	579	1,00,267	....	62,165	10,842	1,79,275	131 5 8	90 8 11	221 9 7
7. Islamia College ..	164	116	31,143	....	12,080	451	43,674	180 0 0	72 7 0	252 7 0
8. Dacca Intermediate College	316	296	1,05,122	....	29,347	....	1,34,469	314 11 9	87 13 10	402 9 7
9. Dacca Islamia Inter- mediate College ..	105	91	30,035	....	3,555	99	34,589	322 3 10	33 1 0	355 4 10
10. Bethune College ..	125	112	74,118	....	10,251	....	84,369	570 2 2	78 13 7	648 15 9
11. Intermediate class at- tached to Eden High School for Girls, Dacca	81	29	16,122	....	1,290	....	17,421	527 9 0	39 5 9	566 14 9
Total ..	3,036	2,988	9,66,767	....	4,78,631	21,062	14,61,450	3,378 1 1	963 13 1	4,349 14 2

Statement showing the statistics of Government, Municipal, aided and unaided Arts Colleges during the year 1926-27—
concluded.

1 Name of the Arts College.	2 Number of pupils on the rolls on the 31st March, 1927.	3 Average daily attendance.	4 Expenditure in 1926-27.					5 Average annual cost of educating a pupil.		
			6 From public funds.		7 From private funds.		8 Total.	9 From public funds.	10 From private funds.	11 Total.
			4 Provincial revenues.	5 District or municipal funds.	6 Fees.	7 Endowments and other sources.				
AIEOP.								Rs. A. P.	Rs. A. P.	Rs. A. P.
1. Rajendra College, Faridpur ..	402	356	2,400	....	33,971	....	36,371	5 15 6	84 8 0	90 7 6
2. Ananda Mohan College, Mymensingh ..	851	742	10,200	....	70,406	....	80,606	12 4 7	84 13 3	97 1 10
3. Bagerhat College, Khulna ..	338	262	5,400	....	22,655	....	28,055	16 14 10	71 0 4	87 15 2
4. Brajomohan College, Barisal ..	1,260	1,080	10,403	....	70,462	....	80,865	14 5 11	52 3 1	66 9 0
5. Carmichael College, Rangpur ..	602	304	12,400	....	53,000	....	65,400	21 0 10	90 2 5	111 3 3
6. Daulatpur Hindu Academy ..	603	511	7,200	....	38,581	....	45,781	11 8 11	61 14 10	73 7 9
7. Edward College, Pabna ..	332	277	16,254	....	22,280	958	38,592	44 11 8	68 7 0	113 2 8
8. Midnapore College ..	267	249	11,448	....	21,357	1,240	34,051	44 2 8	87 3 10	131 6 6
9. Scottish Churches College ..	1,090	985	24,000	....	1,05,867	71,588	2,01,455	21 4 1	157 2 10	178 6 11
10. Serampore College ..	345	334	21,403	....	29,034	22,677	73,114	61 14 0	149 7 0	211 5 0
11. St. Paul's Cathedral Mission College ..	361	351	17,000	....	33,291	16,419	69,710	47 0 0	144 0 0	191 0 0

12. St. Xavier's College ..	744	001	26,300	....	79,616	5,000	1,00,915	37 8 3	119 4 5	156 12 8
13. Victoria College, Comilla	963	1,012	6,000	....	53,907	14,314	74,221	5 11 3	65 1 6	70-12 9
14. Wesleyan Mission College, Bankura ..	501	308	12,000	....	90,897	10,870	71,787	22 8 10	112 5 6	184 14 4
15. Jagannath Intermediato College ..	617	500	48,072	....	54,492	....	1,02,504	71 0 1	80 7 10	151 7 11
16. Serajanjol Madrasah College ..	14	12	....	....	601	1,040	2,450	....	175 0 0	175 0 0
17. Victoria College, Narail ..	151	181	8,000	....	11,681	1,412	10,093	18 4 8	79 13 4	98 2 0
18. Sallimullah College, Dacca	80	29	8,800	....	2,002	4,026	9,948	110 15 6	184 7 10	301 7 4
19. Feni College ..	454	448	4,433	....	28,135	300	32,868	9 13 6	03 3 0	78 0 6
20. Diocesan College ..	76	65	12,600	....	7,436	1,627	21,663	155 18 9	112 2 6	268 0 8
21. Narajugh Dutt College, Howrah ..	110	106	....	4,200	8,505	....	12,705	34 6 9	69 11 3	104 2 0
Total ..	10,177	9,029	2,62,373	4,200	7,86,334	1,64,386	12,17,293	773 5 7	2,112 7 9	2,885 13 4
UNAIDED.										
1. Bangabahal College, Cal- cutta ..	1,748	1,446	....	....	1,23,437	....	1,23,437	....	83 12 0	83 12 0
2. City College, Calcutta ..	1,731	1,378	7,500	....	1,47,846	....	1,55,346	4 0 1	86 5 0	90 11 10
3. Krishna Chandra College Hutatapur ..	112	80	....	....	5,787	7,180	12,967	....	115 12 0	115 12 0
4. Krishna Nath College, Hutatapur ..	937	823	....	....	74,015	29,960	1,04,875	....	116 11 5	116 11 5
5. Ripon College ..	1,048	934	6,550	....	90,411	34,329	1,31,284	0 1 9	116 5 0	122 7 0
6. Ashutosh College ..	798	724	1,163	....	75,730	....	70,895	1 6 1	89 11 7	91 1 8
7. Vidyasagar College ..	1,753	1,474	5,932	....	1,58,665	6,750	1,71,328	3 7 10	97 2 5	100 10 8
8. Burdwan Raj College ..	191	169	....	....	7,162	8,208	15,400	....	90 13 8	90 13 8
9. Central College ..	30	28	....	....	2,038	697	2,785	....	80 7 0	80 7 0
10. Uttarpara College ..	101	60	....	....	3,018	6,159	10,977	....	109 8 6	109 8 6
11. Sadat College, Korolia ..	87	72	....	....	5,328	10,539	15,867	....	162 8 7	162 8 7
12. Probhat Kumar College, Contal ..	29	24	....	....	1,835	3,935	5,820	....	171 2 9	171 2 9
13. Loreto House ..	47	41	2,000	....	7,460	2,000	12,360	48 12 4	252 10 11	301 7 8
Total ..	8,607	7,287	23,147	....	7,04,203	1,10,681	8,38,091	64 2 1	1,573 0 4	1,687 2 5

Statement showing the results of the Intermediate Examination held in 1926-27.

Name of College.	In Arts.						In Science.					
	Number of candidates.	Number passed.				Percentage of success.	Number of candidates.	Number passed.				Percentage of success.
		First Division.	Second Division.	Third Division.	Total.			First Division.	Second Division.	Third Division.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13
GOVERNMENT.												
1. Presidency College ..	95	61	14	1	76	81.7	93	69	12	1	82	88.1
2. Hooghly College ..	19	10	6	..	16	88.8	57	17	20	..	37	67.2
3. Krishnagar College ..	19	10	7	..	17	94.4	47	16	14	2	32	68.08
4. Sanskrit College ..	13	6	1	1	8	61.5	..	..	..	..	..	..
5. Chittagong College ..	116	16	44	15	75	64.6	63	36	12	1	49	77.7
6. Rajshahi College ..	67	14	11	2	27	40.9	112	31	30	2	63	56.2
7. Islamia College ..	..	..	..	..	..	..	..	..	..	..	..	..
8. Dacca Islamic Intermediate College ..	31	11	10	..	21	67.7	..	..	..	..	..	..
9. Dacca Intermediate College ..	77	12	24	9	45	58.4	73	19	23	4	46	63.4
10. Bethune College ..	18	13	4	..	17	94.4	5	4	1	..	5	100
11. Intermediate class attached to Eden High School for Girls, Dacca ..	9	4	3	..	7	77.7	..	..	..	..	..	..
Total ..	464	157	124	28	209	..	450	192	112	10	314	..

Aided.												
1. Rajendra College, Faridpur	91	17	18	4	39	44.3	83	7	19	1	27	37.5
2. Ananda Mohan College, Mymensingh ..	178	29	42	9	80	47.05	131	18	36	7	61	47.2
3. Bagerhat College, Khulna	98	7	22	10	39	40.2	34	4	2	..	6	18.7
4. Brojo Mohan College, Barisal ..	324	41	85	24	150	48.7	190	28	43	4	75	40.5
5. Carmichael College, Rangpur ..	124	15	17	2	34	20.5	112	18	27	3	48	43.6
6. Daulatpur Hindu Academy	78	9	27	8	44	56.4	111	16	24	10	50	45.8
7. Edward College, Pabna ..	52	10	11	7	28	54.9	73	22	13	..	35	47.9
8. Midnapore College ..	37	12	7	4	23	63.8	79	19	18	7	44	56.4
9. Scottish Churches College	120	35	35	10	80	67.7	131	62	30	4	86	67.1
10. Serampore College ..	37	7	7	5	19	51.3	73	15	13	1	29	40.2
11. St. Paul's Cathedral Mission ..	53	18	8	3	29	56.8	42	15	9	1	25	59.6
12. St. Xavier's College ..	67	21	16	3	40	62.5	127	67	28	1	96	76.1
13. Victoria College, Comilla	208	25	51	13	89	44.2	134	28	34	5	67	50.3
14. Wesleyan Mission College, Bankura ..	77	22	20	4	46	61.3	100	44	24	..	68	69.3
15. Jagnath Intermediate College ..	136	13	27	7	47	34.5	156	18	30	6	54	34.8
16. Sorajganj Madrassah College ..	8	..	..	2	..	..	..	..	..	..	..	..
17. Victoria College, Narail ..	45	10	13	..	25	55.5	42	8	10	1	19	45.2
18. Salimullah College, Dacca	16	..	3	1	4	26.6	..	..	..	..	..	..
19. Feni College ..	201	22	39	12	73	37.8	..	..	..	..	..	..
20. Diocesan College ..	14	12	2	..	14	100	..	..	..	..	..	..
21. Narsing Dutt College, Howrah ..	23	9	7	4	20	76.9	46	10	9	..	19	42.2
Total ..	1,989	334	457	132	923	..	1,664	389	369	51	809	

Statement showing the results of the Intermediate Examination held in 1926-27—concluded.

Name of College.	In Arts.						In Science.					
	Number of candidates.	Number passed.				Percentage of success.	Number of candidates.	Number passed.				Percentage of success.
		First Division.	Second Division.	Third Division.	Total.			First Division.	Second Division.	Third Division.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13
UNAIDED.												
1. Bangabasi College ..	73	4	10	5	19	26.3	713	187	145	28	300	52.0
2. City College ..	103	21	30	5	56	30.2	413	47	70	19	142	35.5
3. Krishna Chandra College, Hotampur ..	38	3	10	2	15	40.5	..	..	..	..	..	..
4. Krishna Nath College, Berhampore ..	161	26	39	9	74	48.05	215	41	43	7	91	43.0
5. Ripon College ..	154	26	34	7	67	45.2	132	9	19	4	32	25.1
6. Ashutosh College ..	90	23	33	13	69	71.1	195	38	33	10	81	44.2
7. Vidyasagar College ..	290	35	50	12	103	37.01	253	33	60	8	107	44.3
8. Burdwan Raj College ..	74	21	17	5	43	68.1	..	..	..	..	..	..
9. Central College ..	18	3	3	1	7	41.1	..	..	..	..	..	..
10. Uttarpara College ..	24	4	4	2	10	41.6	35	9	8	..	17	48.6
11. Sadat College, Korotia ..	15	2	5	1	8	53.3	..	..	..	..	..	..
12. Probhat Kumar College, Contai ..	3	1	..	..	1	33.3	..	..	..	..	..	..
13. Loreto House ..	7	5	1	..	6	85.7	..	..	..	..	..	..
14. St. Joseph's College ..	6	6	..	..	6	100	13	0	2	..	8	61.5
Total ..	1,134	180	242	62	484	..	1,969	370	392	76	838	..

No. 6.

Statement showing the results of the B.A. and B.Sc. Examinations held in 1926-27.

Name of College	B. A.						B. Sc.						Total.						
	Candidates.		Honour, first class.	Honour, second class.	Pass and distinction.	Total.	Candidates.		Honour, first class.	Honour, second class.	Pass and distinction.	Total.	Candidates.		Honour, first class.	Honour, second class.	Pass and distinction.	Total.	
	Honour.	Pass.					Honour.	Pass.					Honour.	Pass.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
GOVERNMENT.																			
1. Presidency College ..	93	13	30	23	66	91	13	10	13	45	154	26	49	36	111	60.3			
2. Hooghly College ..	36	..	3	14	17	16	1	2	11	14	52	1	5	25	31	59.0			
3. Krishnagar College ..	15	..	2	12	14	19	..	1	8	9	33	..	3	20	23	60.0			
4. Sanskrit College ..	18	..	3	0	9	..	..	..	..	..	18	..	3	0	9	50
5. Chittagong College ..	70	..	2	28	25	16	..	0	9	15	86	..	8	32	40	46.5			
6. Rajshahi College ..	89	..	10	29	39	48	2	0	41	49	157	2	16	70	88	56.00			
7. Bethune College ..	20	1	3	12	16	..	..	..	..	..	20	1	3	12	16	80
Total ..	341	14	53	119	180	209	16	34	82	132	550	80	87	201	316	57.8			

Statement showing the results of the B.A. and B.Sc. Examination held in 1926-27—concluded.

Name of College.	B. A.						B. Sc.						Total.						
	Candidate.		Honours, first class.	Honours, second class.	Pass and distinction.	Total.	Candidate.		Honours, first class.	Honours, second class.	Pass and distinction.	Total.	Candidates.		Honours, first class.	Honours, second class.	Pass and distinction.	Total.	
	Honours.	Pass.					Honours.	Pass.					Honours.	Pass.					Honours.	Pass.
			2	3	4	5			6	7	8	9			10	11	12	13			14	15	16	17	18	19	20
AIDED.																			
1. Midnapur College	44	10	10	44	10	10	43-2		
2. Comilla College ..	186	..	3	04	07	186	..	3	04	07	36-02		
3. St. Xavier's College ..	41	1	5	15	21	92	1	5	50	56	133	2	10	65	77	51-0			
4. Scottish Churches College ..	169	..	32	40	81	72	..	9	34	43	241	..	41	83	124	51-5			
5. Daulatpur Hindu Academy	56	..	5	17	22	41	1	2	13	16	97	1	7	30	38	30-2			
6. Wesleyan Mission College ..	52	1	2	21	24	49	..	0	23	20	101	1	8	44	53	52-5			
7. Braj Mohan College ..	151	..	6	41	46	14	..	..	8	8	165	..	5	49	54	32-7	
8. Anando Mohan College ..	134	1	9	50	66	....	..	..	..	..	134	1	9	56	66	49-3
9. St. Paul's College ..	07	2	11	21	34	....	..	..	..	..	07	2	11	21	34	50-8
10. Serampore College ..	33	..	2	11	13	32	..	3	11	14	65	..	5	22	27	41-8			
11. Bagerhat College ..	57	..	1	21	22	....	..	..	..	..	67	..	1	21	22	38-6
12. Diocesan College ..	11	1	3	6	10	....	..	..	..	..	11	1	3	6	10	01
13. Edward College, Pabna ..	....	..	..	..	..	23	..	..	17	17	23	..	..	17	17	74
14. Rajendra College, Faridpur	65	..	3	12	15	....	..	..	..	..	65	..	3	12	15	23-1
15. Feni College ..	110	..	..	26	26	....	..	..	..	..	110	..	..	26	26	23-7
Total ..	1,132	6	81	360	447	307	2	25	175	202	1,409	8	108	535	640				

UNAIDED.																			
1. City-College	168	..	4	61	65	134	..	6	49	55	302	..	10	110	120			39.8	
2. Ripon College	147	1	3	31	35	40	1	1	21	23	103	2	4	52	58			31	
3. Bangabai College	98	..	3	19	22	71	..	1	25	26	109	..	4	44	48			29	
4. Krishnath College, Berhampore	73	..	4	29	33	77	..	..	33	33	150	..	4	62	68			44
5. Vidyaanagar College	284	..	8	66	74	90	..	2	12	14	374	..	10	78	88			22.5	
6. Carmichael College	79	..	5	24	29	18	..	2	7	9	97	..	7	31	38			30.2	
7. Ashutosh College	82	1	2	28	31	20	..	..	16	16	102	1	2	44	47			46.08
8. Hetampur College	18	..	..	12	12	....	..	..	..	..	18	..	..	12	12			66.7
9. Loreto House	7	..	5	2	7	....	..	..	..	..	7	..	5	2	7			100.
Total	956	2	34	272	308	459	1	12	168	176	1,412	3	46	485	494				
GRAND TOTAL	2,429	22	168	751	941	1,032	19	71	420	510	3,461	41	239	1,171	1,451				
Decca University students	181	..	21	72	93	165	..	15	64	79	336	..	86	136	172				
Non-collegiate students	474	..	..	142	142	162	..	..	58	58	636	..	..	200	200			
GRAND GRAND TOTAL	3,084	22	189	965	1,176	1,349	19	86	542	647	4,433	41	275	1,507	1,822				

No. 7.

Statement showing the result of the M.A. and M.Sc. Examination held in 1926-1927.

Colleges.	English.				Sanskrit.																		
	Group A.		Group B.		Group A.		Group B.		Group C.		Group D.		Group E.		Group F.		Group G.		Group H.		Group I.		
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
M. A.																							
University Students, Calcutta ..	34	10	1	..	0	0	..	..	..	..	..	..	..	1	1	..	..	1	1	..	..	..	..
University Students, Presidency College ..	6	5	1	1	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..
University students, Scottish Churches College ..	6	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
University students, Vidyasagar College ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Dacca University students ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Non-Collegiate students ..	41	23	..	..	1	1	1	1	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..
Total ..	87	44	2	1	7	7	1	1	1	1	..	..	3	2	1	1	1	1	..	..	..	..	..
M. Sc	Nil.																						

Colleges.	Pall		Arabic		Persian.	Indian Vernacular.		Comparative Philology.	Ancient History and Culture.	History.	Philosophy.		Economics.		Commerce.		
	Group A.	Group D.	Number candidates.	Number passed.		Group A.	Group B.				Number candidates.	Number passed.	Group A.	Group D.		Number candidates.	Number passed.
M. A.																	
University students, Calcutta ..	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
University students, Presidency College..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
University students, Scottish Churches College ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
University students, Vidyasagar College ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Students, Dacca University ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Non-Collegiate students ..	1	1	..	..	6	5	6	7	8	9	10	11	12	13	14	15	16
Total ..	1	1	..	..	6	5	6	7	8	9	10	11	12	13	14	15	16

Colleges.	Physics.		Chemistry.		Applied Chemistry.		Botany.		Physico-Math.		Experimental Psychology.		Geo-logy.		Mathematics.		Athletic sports.		Zoo-logy.		Applied Physics.		Total.	
	Number candidates.	Number passed.	Number candidates.	Number passed.	Number candidates.	Number passed.	Number candidates.	Number passed.	Number candidates.	Number passed.	Number candidates.	Number passed.	Number candidates.	Number passed.	Number candidates.	Number passed.	Number candidates.	Number passed.	Number candidates.	Number passed.	Number candidates.	Number passed.	Number candidates.	Number passed.
M.A.																								
University students, Calcutta	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83
University students, Presidency College	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
University students, Scottish Churches College	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
University students, Dacca	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
University students, Mangalshahi College	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Non-collegiate students,	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ditto	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84
M.Sc.																								
University students, Calcutta	20	10	12	11	12	10	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
University students, Presidency College	11	6	13	7	..	..	1	1	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
University students, Scottish Churches College	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
University students, Dacca	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Non-collegiate students	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ditto	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	35	25	32	22	12	10	4	4	5	6	4	2	1	27	5	18	6	4	2	2	3	3	3	161

No. 8.

Statement showing in detail the attendance and expenditure in different classes of Secondary Schools for Indian boys and girls during the year 1926-27.

Class of schools.	Number of schools.	Number of pupils on the rolls on the 31st March.	Average daily attendance.	Expenditure.					Total.
				From public funds.			From private funds.		
				Provincial revenue.	District funds.	Municipal funds.	Fees.	Other source.	
1	2	3	4	5	6	7	8	9	10
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys.									
<i>Government.</i>									
High English	41	13,588	10,641	6,36,037	..	..	3,93,170	4,392	10,33,600
Middle English	4	501	357	26,144	..	..	3,767	..	29,011
Middle Vernacular .. .. .	..	..	..	..	..	..	..	..	..
<i>District or Municipal funds.</i>									
High English	3	1,562	1,213	10,428	..	3,317	41,771	525	56,041
Middle English	40	4,656	3,355	480	46,255	2,158	40,621	1,419	90,833
Middle Vernacular	14	882	632	..	14,743	..	3,689	..	18,432
<i>Aided.</i>									
High English	473	1,09,739	82,553	7,44,310	1,695	9,670	27,07,866	5,05,233	39,68,674
Middle English	1,140	1,02,207	79,245	1,58,383	2,50,259	12,645	9,85,906	3,81,255	17,87,548
Middle Vernacular	55	3,478	2,728	4,526	8,546	..	18,801	12,301	44,174
<i>Unaided.</i>									
High English	468	1,08,454	82,107	..	..	..	26,02,877	6,74,766	32,77,633
Middle English	426	35,320	26,229	..	..	..	2,73,374	1,53,595	4,26,969
Middle vernacular	5	442	338	..	..	..	2,002	1,159	3,161

Statement showing in detail the attendance and expenditure in different classes of Secondary Schools for Indian boys and girls during the year 1926-27—concluded.

Class of schools.	Number of schools.	Number of pupils on the rolls on the 31st March.	Average daily attendance.	Expenditure.					Total.	
				From public funds.			From private funds.			
				Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.		
1	2	3	4	5	6	7	8	9	10	
				Rs.	Rs.					
<i>Total for 1926-27.</i>										
High English	985	2,33,343	176,514	13,90,775	1,595	12,987	57,45,684	11,84,908	83,35,947	
Middle English	1,616	142,684	109,187	1,85,007	2,98,514	14,804	13,02,787	5,36,269	23,35,361	
Middle Vernacular	74	4,802	3,696	4,526	23,280	..	24,492	13,460	65,767	
<i>Total for 1925-26.</i>										
High English	978	227,715	171,103	13,58,775	1,670	10,402	53,15,855	10,67,980	77,54,680	
Middle English	1,586	136,926	102,765	1,83,284	2,79,134	14,449	12,01,361	5,57,450	22,35,678	
Middle Vernacular	83	6,278	3,865	4,373	23,959	..	24,238	17,979	70,549	
FOR GIRLS.										
<i>Government.</i>										
High English	4	1,461	1,137	95,351	..	..	35,502	500	1,31,353
Middle English	3	558	422	28,236	..	..	4,043	587	32,866
Middle Vernacular .. .. .	..	..	..	..	..	..	..	..	..
<i>District or Municipal funds.</i>										
High English .. .. .	..	..	..	..	..	..	..	..	..
Middle English	2	332	219	3,486	..	3,216	2,779	51	9,532	
Middle Vernacular .. .. .	..	..	..	..	..	..	..	..	..

<i>Aided.</i>										
High English	15	3,454	2,410	92,426	600	6,824	1,15,056	84,838	2,99,742	
Middle English	41	5,117	3,805	99,629	3,073	9,768	55,357	72,897	2,40,724	
Middle Vernacular	22	2,016	1,579	27,059	725	2,438	7,057	25,910	63,198	
<i>Unaided.</i>										
High English .. ..	..	..	..	..	..	..	..	..	..
Middle English	2	49	47	..	..	..	232	4,637	4,869
Middle Vernacular .. ..	..	..	..	..	..	..	..	..	..
<i>Total for 1926-27.</i>										
High English	19	4,015	3,556	1,87,777	600	6,824	1,50,558	85,336	4,31,075	
Middle English	48	6,050	4,493	1,31,351	3,073	12,984	62,411	78,172	2,67,991	
Middle vernacular	22	2,016	1,579	27,059	725	2,438	7,057	25,910	63,198	
<i>Total for 1925-26.</i>										
High English	18	4,504	3,314	1,89,252	..	5,626	1,52,045	83,549	4,31,372	
Middle English	48	5,861	4,390	1,21,719	2,070	10,496	49,163	67,453	2,80,910	
Middle Vernacular	96	2,876	1,990	29,655	448	3,417	10,424	30,766	74,720	
GRAND TOTAL OF SECONDARY SCHOOLS FOR 1928-27	2,764	393,816	299,025	19,26,495	3,25,795	50,037	72,91,169	19,24,062	1,15,19,356	
GRAND TOTAL OF SECONDARY SCHOOLS FOR 1925-26	2,739	382,060	287,427	18,87,063	3,07,290	44,390	67,53,986	18,55,177	1,08,47,909	

No. 9.

Qualification Statement of teachers in Government aided and unaided schools for boys and girls during the year 1926-27.

A.—Boys.

Class of school.	Number of schools.	Number of teachers employed.	Teachers passing examinations.																
			M. A.	B. A.	P. A.	Entrance.	Vernacular Mastership.		Guru-training schools.	Middle English, Standard VI.	Middle vernacular or Standard VI.	Upper Primary or Standard IV.	Lower Primary or Standard II.	Sanskrit Title examinations.	Madrasah Central Examinations.	Other examinations.	Passing no examinations.	Number of vacancies which occurred during the year.	
							Passed Final Examination.	Lower grade examination.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
HIGH ENGLISH.																			
Government ..	43	704	62	241	98	77	53	..	1	1	2	..	..	49	60	42	18	33
Aided ..	473	5,853	268	1,775	1,172	1,038	431	44	25	85	50	6	..	498	352	63	117	303	
Unaided ..	468	5,858	224	1,706	1,959	1,203	207	42	40	120	50	7	1	508	200	26	199	291	
Total ..	985	12,525	546	3,782	2,320	2,428	781	86	66	200	108	12	1	1,053	672	131	393	627	
MIDDLE ENGLISH.																			
Government ..	50	305	2	17	34	78	62	12	..	24	28	1	..	1	9	2	12	1	
Aided ..	1,140	6,510	100	700	1,907	1,108	431	145	502	938	410	75	4	16	108	53	228	241	
Unaided ..	426	2,225	..	64	185	742	202	42	104	425	144	34	..	6	21	15	90	89	
Total ..	1,616	9,041	4	241	919	2,815	1,430	199	780	1,800	688	110	4	23	188	70	330	331	
MIDDLE VERNACULAR.																			
Government ..	14	64	..	..	1	3	17	10	..	7	11	..	1	..	2	3	1	1
Aided ..	55	224	..	..	10	32	55	5	35	83	47	1	..	..	1	1	4	10
Unaided ..	5	19	..	..	..	3	3	2	4	4	1	1	..	..	..	..	..	..
Total ..	74	307	..	..	11	38	76	17	47	44	59	2	1	..	3	4	5	11

PRIMARY.																		
Government ..	3,880	7,108	2	71	78	340	118	37	3,275	1,153	464	1,082	100	0	117	80	189	234
Aided ..	29,984	40,771	1	4	17	908	141	104	10,009	9,009	4,410	10,138	1,278	8	1,257	820	1,867	2,118
Unaided ..	4,523	4,943	..	..	2	109	16	8	486	1,270	608	1,551	228	..	145	188	326	174
Total ..	38,187	52,822	3	75	92	1,442	270	149	13,830	12,098	5,482	12,706	1,606	14	1,519	1,094	2,382	2,521
GRAND TOTAL ..	40,862	74,605	553	4,008	3,342	6,723	2,557	451	14,723	13,738	6,237	12,890	1,612	1,090	2,932	1,299	3,050	3,490

B-Girls.

HIGH ENGLISH.																				
Government ..	4	58	8	15	5	14	2	1	..	1	1	1	..	2	..	0	2	4		
Aided ..	15	211	10	65	17	34	5	2	..	11	4	3	..	4	..	51	13	1		
Total ..	19	209	18	70	22	48	7	3	..	11	5	2	4	1	0	..	57	15	5	
MIDDLE ENGLISH.																				
Government ..	5	35	..	3	4	9	..	1	..	10	5	8	..	..	..	..	..	..
Aided ..	41	308	4	17	22	29	7	12	..	16	24	13	12	..	3	..	1	..		
Total ..	46	343	4	20	26	38	7	13	..	16	34	18	15	3	1	129	19	10
MIDDLE VERNACULAR.																				
Government	
Aided ..	22	118	1	..	2	14	6	6	..	8	14	12	46	0	3
Total ..	22	118	1	..	2	14	6	6	..	8	14	12	46	0	3
PRIMARY.																				
Government ..	258	434	..	5	5	31	5	6	57	91	59	65	8	1	2	72	36	7		
Aided ..	11,520	9,809	1	9	14	163	52	43	1,091	1,758	995	3,153	1,371	6	189	419	641	404		
Unaided ..	2,821	2,238	..	..	1	27	15	6	264	449	223	756	258	1	51	56	133	78
Total ..	14,605	12,541	1	8	20	221	72	65	1,882	2,298	1,367	8,074	1,637	8	242	546	810	489		
GRAND TOTAL ..	14,692	13,271	24	96	70	321	92	77	1,409	2,345	1,301	4,005	1,641	15	242	778	853	507		

No. 10

Statement showing the attendance and expenditure in primary schools and cost of primary education for Indian boys and girls during the year 1926-27.

Class of school.	Number of school.	Number of pupils on the rolls during the year.	Average daily attendance.	Expenditure.					Total.
				Public funds.			Private funds.		
				Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
DIRECT EXPENDITURE.									
<i>Boys.</i>									
Government	97	3,046	2,725	80,594	9	..	2	427	81,032
District and Municipal Boards	3,783	181,901	138,593	4,32,176	1,40,586	1,71,446	2,36,851	28,299	10,09,358
Aided	29,984	1,076,808	850,793	12,62,050	5,87,262	85,600	18,43,742	4,58,658	42,37,212
Unaided	4,323	136,587	103,716	..	..	..	1,83,838	78,722	2,62,560
Total for 1926-27	38,187	1,398,942	1,095,737	17,74,820	7,27,857	2,57,046	22,64,433	5,66,006	56,90,162
Total for 1925-26	37,124	1,332,287	1,037,461	15,96,905	6,94,478	1,86,677	21,87,442	5,11,860	51,77,162
<i>Girls.</i>									
Government	22	798	553	9,374	..	..	..	101	9,475
District or Municipal Boards	237	11,790	7,951	35,600	1,484	57,279	289	2,257	96,909
Aided	11,537	271,123	208,946	3,95,189	1,73,086	46,996	74,477	2,43,471	9,33,219
Unaided	2,822	57,848	44,359	..	..	..	6,829	31,031	36,860
Total for 1926-27	14,618	341,559	261,809	4,40,163	1,74,570	1,04,275	80,595	2,76,860	10,76,463
Total for 1925-26	13,782	317,390	245,468	4,38,710	1,65,479	64,878	75,207	2,41,465	9,85,742

Other schools teaching the primary standard	1,343	30,784	24,230	22,394	10,448	2,830	7,532	15,531	58,735
GRAND TOTAL OF EXPENDITURE FOR 1926-27 .. ..	..	..	..	22,37,377	9,12,875	3,04,160	23,52,551	8,58,397	67,25,360
GRAND TOTAL OF EXPENDITURE FOR 1925-26 .. ..	..	..	..	20,55,855	8,71,139	2,54,037	22,73,091	7,62,643	62,16,765
INDIRECT EXPENDITURE.									
Charges for abolished schools .. ..	..	..	..	19,706	10,159	2,324	95	222	32,506
Charges for buildings, etc. .. ..	..	..	..	3,37,211	79,808	62,346	..	1,30,419	6,15,784
Charges for scholarships .. ..	..	..	..	41,486	..	12	..	356	41,854
Charges for conducting examinations .. ..	..	..	..	41	73	..	181	..	295
Charges for Assistant Sub-Inspectors .. ..	..	..	..	11,343	11,406	..	..	..	22,749
Charges for Inspecting Pandits and Maulvis .. ..	..	..	..	7,338	50,665	1,954	..	..	59,957
Charges for Sub-Inspectors and 80 per cent of the actual charges for Deputy and Subdivisional Inspectors of Schools .. ..	..	..	..	7,70,777	..	15,808	..	..	7,86,581
Charges for Inspectresses .. ..	..	..	..	17,592	..	..	..	..	17,592
Miscellaneous charges .. ..	..	..	..	9,274	13,745	29,917	..	389	53,305
Total for 1926-27 .. ..	..	..	..	12,14,764	1,65,856	1,12,361	270	1,37,366	16,30,623
Total for 1925-26 .. ..	..	..	..	11,38,367	1,04,481	28,302	294	95,003	14,29,497
GRAND TOTAL FOR 1926-27 .. ..	..	..	..	34,52,141	10,78,731	4,76,521	23,52,827	9,95,763	83,55,983
GRAND TOTAL FOR 1925-26 .. ..	..	..	..	31,04,212	10,35,620	2,82,300	22,73,385	8,60,646	76,46,262
Proportionate expenditure for 1926-27 .. ..	..	..	..	8,24,145	1,40,075	29,394	22,24,145	6,91,983	37,09,742
Proportionate expenditure for 1925-26 .. ..	..	..	..	5,07,664	1,29,624	16,773	20,39,139	7,54,083	35,07,283
GREAT GRAND TOTAL FOR 1926-27 .. ..	..	..	..	40,76,286	12,18,806	5,05,915	45,76,972	16,87,746	1,20,65,725
GREAT GRAND TOTAL FOR 1925-26 .. ..	..	..	..	37,01,878	11,65,244	2,99,172	43,12,524	16,14,729	1,11,53,545

No. 11.

Statement showing the attendance and expenditure in professional colleges during the year 1926-27.

Professional College.	Number of pupils on the rolls on the 31st March 1927.	Expenditure in 1926-27.					Cost per annum of educating each student.			
		From public funds.		From private funds.			From public funds.	From private funds.	Total.	
		Provincial revenues.	District and municipal funds.	Fees.	Other sources.	Total.				
1	2	3	4	5	6	7	8	9	10	
A.—LAW.										
<i>Aided.</i>										
University Law College ..	2,568	..	..	2,70,802	..	2,70,802	....	102 6 5	102 6 5	
Dacca University Law Department.	442	Included in the University figures.								
<i>Unaided.</i>										
Ripon Law College ..	628	..	..	32,084	..	32,084	....	52 8 4	52 8 4	
B.—MEDICINE.										
<i>Government.</i>										
Medical College, Calcutta ..	939	4,40,295	..	9,000	..	4,49,295	446 0 0	9 1 0	455 2 0	
School of Tropical Medicine, Calcutta ..	79	3,19,013	..	20,270	..	3,40,183	4,101 0 0	260 0 0	4,361 0 0	

<i>Aided.</i>										
Carmichael Medical College, Belguchia	508	14,500	..	1,10,359	..	1,33,859	24 0 0	109 0 0	223 0 0	
C.—ENGINEERING.										
<i>Government.</i>										
Bengal Engineering College, Sibpur	291	3,01,825	..	33,257	3,610	3,38,692	1,097 8 9	134 1 0	1,231 9 9	
D.—TEACHING.										
<i>Government.</i>										
David Haro Training College ..	57	62,477	..	..	..	62,477	1,091 11 3	....	1,091 11 3	
Dacca Training College ..	70	93,377	..	..	88	93,465	1,181 15 9	1 1 7	1,183 1 4	
Dow Hill Training College ..	20	19,566	..	..	..	19,566	978 4 9	....	978 4 9	
<i>Aided.</i>										
Diocesan College	15	8,274	..	832	269	9,416	559 9 0	76 1 0	635 10 0	
<i>Unaided.</i>										
Loreto House Training College	6	..	..	..	..	..	....	....	....
<i>Government.</i>										
Veterinary College, Belguchia ..	125	4,74,782	..	266	..	4,75,048	....	....	....

No. 12.

Statement showing the attendance and expenditure in Training Schools for 1925-26 and 1926-27.

Class of School.	Number of schools.		Number of pupils.		Expenditure in 1926-27.					Total.
	1925-26.	1926-27.	1925-26.	1926-27.	Public Funds.			Private Funds.		
					Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11
FOR MASTERS.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
FIRST GRADE.										
<i>Government.</i>										
Calcutta Training ..	1	1	75	76	30,197	..	..	8	..	30,205
Hooghly Training ..	1	1	84	86	26,980	..	..	66	..	26,746
Dacca Training ..	1	1	93	90	24,110	..	..	11	..	24,121
Chittagong Training ..	1	1	83	99	21,069	..	..	16	6	21,091
Rangpur Training ..	1	1	63	70	20,726	..	..	30	..	20,766
Total ..	5	5	308	421	1,21,782	..	..	140	6	1,21,928
<i>Aided.</i>										
Krishnagar Missionary Training ..	1	1	17	19	2,400	..	..	..	..	2,400
GRAND TOTAL ..	6	6	415	440	1,24,182	..	..	140	6	1,24,328
GURU TRAINING SCHOOLS										
<i>Government.</i>										
Burdwan Division ..	20	21	309	377	65,087	..	..	..	2	65,089
Presidency Division ..	34	32	428	457	67,567	..	..	..	..	67,367
Calcutta Division ..	..	..	..	..	..	..	..	..	..	..
Dacca Division ..	15	15	373	379	58,750	27	..	..	27	58,804

Chittagong ..	5	5	164	163	24,294	..	..	..	..	24,294
Rajshahi Division ..	12	12	357	292	44,460	..	..	4	11	44,475
Total ..	86	85	1,531	1,668	2,59,948	27	..	4	40	2,60,019
<i>Aided.</i>										
Presidency Division ..	1	1	14	15	1,850	..	..	..	135	1,985
Burdwan Division ..	2	2	22	22	2,625	..	..	..	546	3,171
Rajshahi Division ..	1	1	42	39	5,472	..	..	..	1,415	6,887
Chittagong Division ..	..	1	..	5	1,281	..	..	..	..	1,281
Total ..	4	5	78	81	11,228	..	..	..	2,096	13,324
<i>Unaided.</i>										
Calcutta ..	..	..	..	..	..	..	..	..	..	..
GRAND TOTAL ..	90	90	1,609	1,749	2,71,176	27	..	4	2,136	2,73,343
SPECIAL TRAINING SCHOOLS.										
<i>Aided.</i>										
Chittagong Division ..	1	..	5	..	..	..	..	..	..	..
GRAND TOTAL OF ALL TRAINING SCHOOLS FOR MASTERS FOR 1926-27 ..	..	90	..	2,189	3,05,358	27	..	144	2,142	3,97,671
GRAND TOTAL FOR 1925-26	97	..	2,029	..	3,79,338	..	..	110	8,667	3,68,115

No. 13.

Statement showing the results of training schools for the year 1926-27.

Name of schools, 1	First grade certificate.					Second grade certificate.					Total.		Percentage of success to total candidates. 14
	Candidates examined. 2	Candidates passed.				Candidates examined. 7	Candidates passed.				Candidates examined. 12	Candidates passed. 13	
		High. 3	Medium. 4	Low. 5	Total. 6		High. 8	Medium. 9	Low. 10	Total. 11			
FIRST GRADE TRAINING SCHOOLS.													
<i>Government.</i>													
Calcutta Training	27	5	13	1	19	21	4	15	..	19	48	38	79.1
Hooghly Training	14	6	7	1	14	27	4	17	5	26	41	40	97.5
Dacca Training	38	..	5	19	24	..	..	..	..	..	38	24	62.0
Chittagong Training	37	1	3	14	18	..	..	..	..	..	37	18	48.6
Rangpur Training	24	..	15	..	15	..	..	..	..	..	24	15	62.5
<i>Aided.</i>													
Krishnagore Church Missionary Society Training	2	2	..	..	2	4	2	..	..	2	6	4	66.6
Total	142	14	43	35	92	52	10	32	5	47	194	139	71.6
GURU AND MUALIM TRAINING SCHOOLS.													
Burdwan Division .. .. .	..	..	..	..	..	..	..	..	..	..	442	356	80.5
Presidency Division .. .. .	..	..	..	..	..	..	..	..	..	..	236	108	45.7
Calcutta .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..
Dacca Division .. .. .	..	..	..	..	..	..	..	..	..	..	375	326	86.9
Chittagong Division .. .. .	..	..	..	..	..	..	..	..	..	..	164	122	74.3
Rajshahi Division .. .. .	..	..	..	..	..	..	..	..	..	..	267	184	68.9
Total .. .. .	..	..	..	..	..	..	..	..	..	..	1,484	1,008	73.9

No. 14.

Statement showing the attendance and expenditure of schools teaching Engineering for the year 1926-27.

Name of Institution.	Number of institutions.	Number of pupils on the rolls on the 31st March 1927.	Average daily attendance.	Direct expenditure.					Total.	Average annual cost of educating a pupil.					
				From public funds.			From private funds.			Cost to public funds.	Total cost.				
				Provincial revenues.	District funds.	Municipal funds.	Fees and fines.	Other sources.							
1	2	3	4	5	6	7	8	9	10	11	12				
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	A. P.	Rs.	A. P.		
<i>ENGINEERING SCHOOL.</i>															
<i>Government.</i>															
Dacca School of Engineering ..	1	880	778	91,821	..	..	22,964	5,083	1,10,868	202	11	1	264	9	5
Comilla Survey School, Mainamati ..	1	78	76	11,700	..	..	3,964	95	15,850	151	11	10	203	11	10
Total ..	2	958	852	1,03,611	..	..	26,928	5,170	1,35,718	105	6	5	138	1	0

No. 15.

Statement showing the attendance and expenditure of the institutions for Indian pupils teaching commerce for 1926-27.

Name of institution.	Number of institutions.	Number of pupils on the rolls on the 31st March 1927.	Average monthly number on the rolls.	Expenditure from—					Total.	Average cost per pupil.		
				Public funds.			Private funds.			Cost of public funds.	Total cost.	
				Provincial revenues.	District funds.	Municipal funds.	Fees and fines.	Other sources.				
1	2	3	4	5	6	7	8	9	10	11	12	
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Burdwan Division ..	2	10	23	..	..	..	1,686	..	1,686	..	88.7	
Presidency Division ..	..	..	..	..	..	..	..	..	..	..	..
Calcutta ..	12	1,148	860	60,267	..	..	40,669	5,368	96,304	43.7	83.8	
Dacca Division ..	7	236	155	..	..	..	7,300	1,322	8,631	..	36.6	
Chittagong Division ..	3	96	78	..	..	..	4,488	..	4,488	..	46.7	
Rajshahi Division ..	2	86	63	..	..	..	1,702	186	1,888	..	21.9	
Total ..	26	1,585	1,185	50,267	..	..	55,854	6,876	1,12,997	..	..

97

Qualification Statement of teachers in European Scho

A.—Bc

Class of schools.	Number of schools.		Teachers passing Examinations of									
	1	2	3	4	5	6	7	8	9	10	11	12
HIGHER SECONDARY AND JUNIOR SECONDARY.												
<i>High.</i>												
Government ..	1	14	2	4	..	..	..	..	..	..	..	..
Aided ..	16	241	7	10	..	6	..	..	..	..	3	..
Unaided ..	1	10	..	3	..	..	..	..	..	..	1	..
Total ..	18	265	9	23	..	6	..	..	..	..	4	..
HIGHER ELEMENTARY AND JUNIOR ELEMENTARY.												
<i>Middle.</i>												
Government ..	..	..	..	..	..	..	..	..	..	..	..	..
Aided ..	..	..	..	..	..	..	..	..	..	..	..	..
Unaided ..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..	..	..	..	..	..	..
INCOMPLETE ELEMENTARY.												
<i>Primary.</i>												
Government ..	..	..	..	..	..	..	..	..	..	..	..	..
Aided ..	10	38	..	1	..	..	..	..	..	1	1	..
Unaided ..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	10	38	..	1	..	..	..	..	..	1	1	..
GRAND TOTAL ..	28	303	9	24	..	6	..	..	..	1	5	1

16.

Government, aided and unaided, during the year 1926-27.

Schools.

belonging to Religious orders.							Other examinations.	No examination.	Training examinations of											Number of Religious orders.	
High school.	Middle school.	Higher Local.	Higher School Certificate.	Senior Local.	Junior Local.	20			21	22	23	24	25	26	27	28	29	30	Other places.	Roman Catholic.	Protestant.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
..	..	..	..	..	..	4	4	1	1	1	..	..	..	..	..	..	..	..	..	..	..
20	3	12	4	16	9	102	45	7	7	..	..	4	..	6	1	45	70	..	..	..
..	..	..	..	1	..	2	2	..	..	..	..	..	..	..	..	1	..	..	..	..	..
20	3	2	4	17	9	108	51	8	8	1	..	4	..	2	1	48	70	..	..	..
..
..
..
..
..
..
3	1	..	1	4	12	9	13	..	5	..	..	2	1	1	..	12	7	..	..	..	..
..
3	1	..	1	4	12	9	13	..	5	..	..	2	1	1	..	12	7	..	..	..	..
23	4	2	5	21	11	117	64	8	13	1	..	6	1	3	1	50	77	..	..	..	..

Qualification Statement of teachers in European Schools,

B.—Girl's

Class of schools.	Number of schools.	Number of teachers employed.	Teachers passing Examinations or									
			M. A.	B. A.	M. Sc.	B. Sc.	I. Sc.	B. T.	L. T.	F. A. or I. A.	Entrance.	Matriculation.
1	2	3	4	5	6	7	8	9	10	11	12	13
<i>High.</i>												
Government ..	1	23	1	7	..	..	..	..	1	2	..	..
Aided ..	21	318	1	29	..	..	2	2	1	10	..	1
Unaided ..	1	8	..	..	..	..	..	..	..	..	..	..
Total ..	23	349	2	36	..	..	2	2	2	12	..	1
<i>Middle.</i>												
Government ..	..	..	..	..	..	..	..	..	..	..	..	..
Aided ..	..	..	..	..	..	..	..	..	..	..	..	..
Unaided ..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Primary.</i>												
Government ..	..	..	..	..	..	..	..	..	..	..	..	..
Aided ..	7	22	..	..	..	..	..	..	..	..	..	1
Unaided ..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	7	22	..	..	..	..	..	..	..	..	..	1
GRAND TOTAL ..	30	371	2	36	..	..	2	2	2	12	..	2

Government, aided and unaided, during the year 1926-27—concluded.

Schools.

belonging to religious orders.						Other examinations.	No examination.	Training examinations of												Number of Religious orders.	
High school.	Middle school.	Higher Local.	Higher School Certificate.	Senior Local.	Junior Local.			Sanawar.	Dow Hill.	Bangalore.	Nainital.	Lucknow.	Madras.	Bombay.	Mysore.	Other places.	Roman Catholic.	Protestant.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32			
1	..	1	1	..	..	7	12	..	12	1	..	..	..	..	1	5	..	..	
4	3	7	5	12	22	108	101	..	12	3	..	5	9	4	3	57	83	..			
..	..	..	..	..	..	8	..	..	..	..	..	..	..	..	..	..	8	..
5	3	8	6	22	22	123	103	..	24	4	7	5	9	4	4	62	61	..			
..			
..			
..			
..			
1	1	4	..	2	..	..	13	..	1	..	..	..	..	..	..	3	4	..
1	1	4	..	2	..	..	13	..	1	..	..	..	..	..	..	3	4	..
6	4	12	6	24	22	128	110	..	25	4	7	5	9	4	4	65	95	..			

No. 17.

European Schools classified according to control.

Control—	31st March 1926.			31st March 1927.		
	Number of schools of all kinds.	Number of scholars.	Percentage of the number of scholars.	Number of schools of all kinds.	Number of scholars.	Percentage of the number of scholars.
1	2	3	4	5	6	7
Government ..	3	209	2.53	3	351	3.24
Church of England ..	9	1,608	15.14	9	1,704	15.75
Church of Rome	29	6,205	58.41	28	6,155	55.88
Non-Conformists	4	752	7.08	4	748	6.91
Undenominational	16	1,480	13.95	16	1,515	14.00
Jewish ..	1	193	1.82	1	191	1.77
Armenian ..	1	114	1.07	1	157	1.4
Total ..	63	10,630	100.00	62	10,821	100.00

No. 18.

Cambridge University Senior Local Examination.

1	1925.								1926.								18
	2	3	4	Successful candi- dates.			8	9	10	11	12	Successful candi- dates.			16	17	
				5	6	7						13	14	15			
	Number of competing schools.	Number of candidates.	Number of absentees.	Obtained honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	Obtained honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Remarks.
Candidates under 18 years of age--																	
Boys	7	41	..	12	16	28	68.20	4	8	56	..	17	20	43	76.78	4	..
Girls	11	41	..	3	16	19	46.34	2	11	48	..	2	34	36	75.	2	..
Total	18	82	..	15	32	47	57.31	6	19	104	..	19	60	79	57.69	6	..
Candidates over 18 years of age--																	
Boys	7	16	..	..	10	10	62.5	..	7	27	..	..	11	11	40.74	..	..
Girls	6	17	..	..	5	5	29.41	..	7	18	..	..	8	8	44.44	..	..
Total	13	33	..	..	15	15	45.45	..	14	45	..	..	19	19	42.22	..	..
GRAND TOTAL	31	115	..	15	47	62	53.91	6	33	149	..	19	79	98	66.77	6	..

No. 19.

		Cambridge University Junior Local Examination.															
		1925.							1926.								
		Number of competing Schools.	Number of candidates.	Number of absentees.	Successful Candidates.			Percentage of passes.	Number of scholarships awarded.	Number of competing Schools.	Number of Candidates.	Number of absentees.	Successful Candidates.			Percentage of passes.	Number of Scholarships awarded.
					Obtained honours.	Satisfied the examiners.	Total.						Obtained honours.	Satisfied the examiners.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Candidates under 16 years of age																	
Boys ..	7	37	..	6	27	33	80.18	2	5	35	..	4	28	32	91.42	2	
Girls ..	11	51	..	1	32	33	64.70	2	11	33	..	2	22	24	72.72	2	
Total ..	18	88	..	7	50	66	75.00	4	16	68	..	6	50	56	82.85	4	
Candidates over 16 years of age																	
Boys ..	7	61	..	..	38	38	62.29	..	5	49	..	..	35	35	82.35	..
Girls ..	9	24	..	..	14	14	58.33	..	9	35	..	..	21	21	50.00	..
Total ..	16	85	..	..	52	52	61.17	..	14	84	..	..	56	56	60.56	..
GRAND TOTAL	34	173	..	7	111	118	68.20	4	30	152	..	6	106	112	73.68	4	

No. 20.

		Higher Grade School Final Examination.														
		1925.							1926.							
		Number of competing Schools.	Number of candidates.	Number of absentees.	Successful Candidates.		Percentage of passes.	Number of Scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	Successful Candidates.		Percentage of passes.	Number of Scholarships awarded.	
					Satisfied the examiners.	Total.						Satisfied the examiners.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Boys	5	41	6	9	21.07	2	7	42	1	17	17	40.47	2	
Girls	9	31	2	25	80.64	2	0	21	..	18	18	85.71	2	
Total	14	72	8	34	47.22	4	7	63	1	35	35	55.56	4	

No. 21.

Higher Grade Scholarship Examination.

1925.					1926.			
1	Number of competing schools.	Number of candidates.	Number of absentees.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	Number of scholarships awarded.
Boys ..	7	20	....	4	7	20	..	3
Girls ..	6	12	1	2	6	12	..	3
Total ..	13	32	1	6	13	32	..	6

No. 22:

Statement showing the progress of the several schemes for Zenana education for the year 1926-27.

Division.	Zenana education by central gathering.								
	Public management.				Private management.				
	Teachers.	Pupils.	Expenditure.		Teachers.	Pupils.	Expenditure.		
			Public funds.	Private funds.			Public funds.	Private funds.	
1	2	3	4	5	6	7	8	9	
								Ra.	Ra.
<i>1926-27.</i>									
Burdwan Division	1	26	978*	..	
Presidency Division	2	39	378	..	
Calcutta	
Dacca Division	15	444	13,403	502	
Chittagong Division	3	110	3,675	..	
Rajshahi Division	4	157	5,692	..	
Total	25	776	24,126	682	
<i>1925-26.</i>									
Burdwan Division	1	19	978	..	
Presidency Division	2	47	378	..	
Calcutta	
Dacca Division	15	442	13,508	670	
Chittagong Division	3	103	3,583	..	
Rajshahi Division	4	136	5,457	..	
Total	25	749	23,904	670	

* Includes Ra. 240 paid by Bankura Municipality.

No. 22—concluded.

Statement showing the progress of the several schemes for Zenana education for the year 1926-27—concluded.

	House-to-house visitation.							
	Public management.				Private Management.			
	Teachers.	Pupils.	Expenditure.		Teachers.	Pupils.	Expenditure.	
			Public funds.	Private funds.			Public funds.	Private funds.
10	11	12	13	14	15	16	17	
						Rs.	Rs.	
Burdwan Division	6	110	2,869	..
Presidency Division	14	322	0,651	..
Calcutta	5	79	2,735	..
Dacca Division	5	59	358	39
Chittagong Division
Rajshahi Division
Total	30	570	12,613	39
Burdwan Division	6	122	2,959	..
Presidency Division	14	320	7,049	..
Calcutta	5	79	2,740	..
Dacca Division	4	41	295	30
Chittagong Division
Rajshahi Division
Total	29	562	13,043	90

No. 23.

Progress of Muhammadans as compared with Hindus.

Class of institution.	Number of pupils on the rolls on 31st March 1927.	Number of Hindu pupils on the rolls on the 31st March 1927.		Number of Muhammadan pupils on the rolls on the 31st March 1927.		Percentage of Hindus to total pupils on 31st March 1927.	Percentage of Muhammadans to total pupils on 31st March 1927.
		Boys.	Girls.	Boys.	Girls.		
1	2	3	4	5	6	7	8
UNIVERSITY EDUCATION.							
<i>Colleges—General.</i>							
Arts Colleges	24,134	20,079	180	3,414	5	83·94	14·17
<i>Colleges—Professional.</i>							
Law	3,638	2,095	..	615	..	82·33	16·9
Medicine	1,616	1,422	6	143	..	83·37	8·85
Engineering	291	245	..	29	..	84·19	9·97
Teaching	177	83	2	49	..	48·53	27·74
Commerce	475	447	..	10	..	94·11	2·11
Veterinary	123	71	..	40	..	56·8	32·00
Total for Professional Colleges ..	6,322	5,283	8	886	..	83·38	14·01
Total for colleges	30,456	25,342	188	4,300	5	83·83	14·13
SCHOOL EDUCATION.							
<i>For Boys.</i>							
High Stage	102,655	85,503	4	16,008	..	83·88	15·69
Middle Stage	94,421	74,979	49	18,401	1	76·46	19·55
Primary Stage	1,582,695	740,023	36,590	772,023	21,566	49·07	50·14
<i>For girls.</i>							
High Stage	1,179	..	1,003	..	41	85·07	3·48
Middle Stage	1,767	11	1,328	..	105	75·78	5·94
Primary Stage	351,600	2,023	142,616	1,976	199,350	41·14	57·26
Total for schools	2,134,317	902,546	181,590	808,468	231,008	50·79	48·23

No. 24.

Statement showing the progress of Muhammadan pupils (as compared with Hindus and others) in different stages of instruction in the Secondary and Primary Schools for Indians at the end of the official year 1926-27.

Class of schools.	High stage.				Middle stage.			
	Hindus.	Muham- madans.	Others.	Total.	Hindu.	Muham- madans.	Others.	Total.
1	2	3	4	5	6	7	8	9
COLLEGE STAGE.								
<i>Secondary schools.</i>								
For boys	85,507	16,008	1,140	102,655	75,028	18,402	931	94
For girls	1,003	41	135	1,179	1,336	105	323	1
Total	86,510	16,049	1,275	103,834	76,364	18,507	1,254	95
<i>Primary schools.</i>								
For boys .. ..	..	..	..	..	..	..	..	..
For girls .. ..	..	..	..	..	3	..	..	..
Total .. ..	..	..	..	..	3	..	..	..
GRAND TOTAL	86,510	16,049	1,275	103,834	76,367	18,507	1,254	95

Class of schools.	Primary stage.				Percentage of Hindu pupils to total pupils in high stage.	Percentage of Muhammadan pupils to total pupils in high stage.	Percentage of Hindu pupils to total pupils in middle stage.	Percentage of Muhammadan pupils to total pupils in middle stage.	Percentage of Hindu pupils to total pupils in the primary stage.
	Hindu.	Muham- madans.	Others.	Total.					
	10	11	12	13	14	15	16	17	18
COLLEGE STAGE.									
<i>Secondary schools.</i>									
For boys	134,077	47,476	2,200	183,753	83.2	15.5	79.4	19.5	72.9
For girls	7,870	501	1,604	10,044	85.07	3.4	75.7	5.9	78.4
Total	141,956	47,977	3,804	193,737	83.3	15.5	79.8	19.3	73.2
<i>Primary schools.</i>									
For boys	942,538	746,053	10,351	1,398,942	..	..	..	..	45.9
For girls	136,705	206,825	3,966	341,556	..	..	100.0	..	40.04
Total	779,303	946,878	14,317	1,740,498	..	..	100.0	..	44.7
GRAND TOTAL	921,259	994,855	18,181	2,030,492	83.3	15.5	79.3	19.3	45.3

Statement showing the progress of maktab education for 1926-27.

Particulars.	Recognised.						Unrecognised.	
	Government. 2	District funds. 3	Municipal funds. 4	Aided. 5	Unaided. 6	Total. 7	Total. 8	Grand total. 9
Boys' MAKTABS.								
Institutions	3	86	24	10,482	1,849	12,444	573	13,017
Pupils—								
Boys	68	4,320	1,591	370,398	56,534	432,911	13,369	446,280
Girls .. ..	.....	22	3	11,841	2,717	14,583	852	15,435
Provincial revenues Rs. ..	2,318	9,811	6,704	4,35,285	.....	4,54,118	287	8,54,405
District funds .. ..	.....	2,036	.....	1,58,647	.....	1,60,633	142	1,60,825
Municipal funds .. ..	.....	.....	6,706	19,770	.....	26,476	39	26,515
Fees .. ..	.....	3,951	.....	5,15,704	79,356	5,99,011	9,363	6,08,374
Other sources .. ..	.....	347	.....	1,91,348	36,709	2,28,404	18,258	2,46,662
Total expenditure Rs. ..	2,318	16,145	13,410	13,20,754	1,18,065	14,68,992	28,089	14,96,781
GRLS' MAKTABS.								
Institutions .. ..	.....	5	.....	5,840	1,556	7,407	231	7,638
Pupils—								
Boys .. ..	.....	.....	.....	1,042	242	1,284	32	1,316
Girls .. ..	.....	135	.....	128,218	31,793	160,146	3,807	164,043
Provincial revenues Rs. ..	.....	788	.....	1,14,998	.....	1,15,786	99	1,15,885
District funds .. ..	.....	39	.....	70,618	.....	70,657	13	70,670
Municipal funds .. ..	.....	.....	.....	6,550	.....	6,550	.....	6,550
Fees .. ..	.....	.....	.....	13,007	3,150	16,217	32	16,249
Other sources .. ..	.....	24	.....	46,770	13,162	69,956	2,350	62,306
Total expenditure Rs. ..	.....	851	.....	2,52,003	16,312	2,69,166	2,494	2,71,660

Statement showing the statistics of Madrasahs for 1926-27.

	Government.	Aided.	Unaided.	Tot
1	2	3	4	5
Number of institutions ..	6	370	182	
Pupils	1,321	35,305	14,373	1
Expenditure—				
From Provincial revenues Rs.	1,61,457	2,42,260	....	4,0
From district funds ..	....	35,050	....	1
From Municipal funds ..	....	4,738	....
Fees	11,701	2,40,289	64,651	3,
Endowments .. ..	....	....	....	..
Subscriptions and other sources	2,381	1,83,309	95,219	2,
Total expenditure ..	1,75,539	7,05,655	1,59,870	10,

SUMMARY OF THE DIVISIONAL SUBSIDIARY TABLE VIII.

SUMMARY OF THE DIVISIONAL SUBSIDIARY TABLE VIII.

Statement showing the state of education and the expenditure incurred on it during the year 1926-27.

Class of schools for both boys and girls and other heads of charges.	Number of schools for boys and girls on the 31st March 1927.	Number of pupils on the rolls on the 31st March 1927.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.		Remarks.	
		Boys.	Girls.	Provincial Revenues.	District Board Funds.	Municipal Funds.	Fees.	Other sources.	Total.		Boys.	Girls.		
														3(a).	3(b).	4	5	6	7	8	9	11(a).	11(b).	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Public institutions.</i>														
<i>High.</i>														
Government ..	48	15,150	1,461	7,41,816	....	3,317	4,70,448	5,417	12,20,093	73.5	3,056	78	....
Aided ..	488	1,09,802	3,331	8,36,736	2,195	10,404	28,22,922	5,90,009	42,68,410	37.7	18,776	94	....
Unaided ..	468	108,445	9	....	840	....	26,02,877	6,73,916	32,76,633	30.2	17,910	....	....
Total ..	1,004	233,457	4,801	16,78,552	3,035	10,811	58,96,242	12,69,402	87,67,042	83.8	39,442	172	....
<i>Middle English.</i>														
Government ..	55	5,157	890	58,346	46,355	5,374	61,210	2,057	1,63,242	26.0	2,187	52	....
Aided ..	1,181	102,108	5,216	2,58,012	2,53,332	22,414	10,40,362	4,54,152	20,28,272	18.8	29,043	320	....
Unaided ..	428	35,242	127	....	....	....	2,73,006	1,58,232	4,31,838	12.2	6,284	11	....
Total ..	1,664	142,507	6,233	8,16,358	2,99,687	27,788	18,65,178	6,14,441	26,23,352	17.5	40,514	383	....
<i>Middle vernacular.</i>														
Government ..	14	869	13	....	14,748	....	3,680	....	18,432	20.8	483	4	....
Aided ..	77	3,473	2,021	31,585	0,271	2,438	25,858	38,220	1,07,372	10.5	1,174	114	....

<i>Primary.</i>													
Government ..	4,138	181,603	16,532	5,57,744	1,42,070	2,28,725	2,37,142	31,084	11,06,774	6-04	99,020	4,158	....
Aided ..	41,510	1,032,902	314,939	10,57,339	7,80,348	1,32,506	10,18,219	7,02,029	61,70,431	3-8	5,40,109	1,75,601	....
Unaided ..	7,144	129,850	64,685	....	....	....	1,89,667	1,09,753	2,99,420	1-5	78,320	40,671	....
Total ..	52,792	1,344,445	306,056	22,14,083	9,02,427	3,61,321	23,45,028	8,42,860	66,66,025	3-8	7,20,548	2,20,330	....
<i>Special.</i>													
Training ..	106	2,100	201	4,55,032	27	..	2,362	10,030	4,08,041	190-0	1,057	23	....
Industrial ..	151	5,131	1,029	2,35,805	60,846	7,915	34,381	1,02,478	5,31,515	88-2	839	24	..
Other ..	2,894	104,682	769	7,79,443	66,962	30,294	5,45,025	5,04,071	19,51,795	18-6	73,178	149	....
Total ..	3,151	111,873	1,990	14,70,960	1,47,835	44,209	5,81,768	7,07,179	29,51,951	25-0	75,074	166	....
Total of public institutions ..	58,707	1,837,004	411,116	56,12,438	13,76,898	4,56,507	1,02,19,765	34,73,267	2,11,37,635	9-4	8,83,542	2,21,169	....
Private institutions	1,610	44,707	8,737	....	....	....	....	....	....	....	26,078	4,825	....
Inspection ..	....	....	....	11,06,968	82,287	17,762	....	....	11,87,037	....	....	....	....
Miscellaneous charges (including cost of buildings, etc.) ..	..	....	....	8,38,729	1,75,325	1,11,943	53,259	7,11,380	18,90,536	....	....	....	....
GRAND TOTAL FOR 1926-27 ..	60,317	1,881,831	419,853	73,58,165	10,14,510	5,85,472	1,02,73,024	41,84,647	2,42,15,508	10-5	9,09,620	2,26,024	....
GRAND TOTAL FOR 1921-22 ..	53,034	1,568,216	289,941	1,01,43,254	14,11,184	2,28,450	95,05,474	40,98,125	2,54,76,493	....	....	....	....

SUBSIDIARY TABLE VIII.

Statement showing the state of education and the expenditure incurred on it during the year 1926-27.

BURDWAN DIVISION.

Male population ..	4,100,760
Female ..	3,949,882
Total ..	8,060,642

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1921) is 615,174.

Class of schools for both boys and girls and other heads of charges.	Number of schools for boys and girls on the 31st March 1927.	Number of pupils on the rolls on the 31st March 1927.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of school.		Remarks.
		Boys.	Girls.	Provincial revenues.	District Board funds.	Municipal funds.	Fees.	Other sources.	Total.		Boys.	Girls.	
PUBLIC INSTITUTIONS.													
<i>High.</i>													
Government ..	7	2,343	....	80,950	....	2,000	74,486	1,200	1,88,636	67.7	178	....	....
Aided ..	115	23,290	1	1,06,790	530	3,842	6,79,164	1,18,087	9,68,422	36.8	1,419	....	....
Unaided ..	78	17,068	....	....	....	....	3,88,070	1,18,975	5,07,045	28.6	960	....	....
Total ..	201	46,340	1	2,47,749	530	5,842	11,41,720	2,38,262	16,34,103	35.2	2,547	....	....
<i>Middle English.</i>													
Government ..	21	1,748	111	1,088	14,326	1,416	18,211	209	35,848	19.2	151	....	....
Aided ..	308	25,752	599	42,481	68,093	4,863	2,78,368	1,03,688*	4,97,473	18.8	1,910	8	....

<i>Middle Vernacular.</i>													
Government ..	....	....	....	....	....	....	....	....	....	....	....	....	....
Aided ..	21	988	464	3,215	2,430	480	7,882	7,389	21,306	14.7	70	....	....
Unaided ..	2	109	2	....	....	....	441	597	1,038	9.3	37	....	....
Total ..	23	1,095	466	3,215	2,430	480	8,323	7,986	22,494	14.3	107	....	....
<i>Primary.</i>													
Government ..	428	17,249	1,014	83,688	9,650	15,486	28,938	8,476	1,46,138	7.6	2,169	74	....
Aided ..	8,656	238,260	42,102	3,31,900	2,13,665	33,544	8,35,995	1,61,990	12,76,994	4.8	34,887	9,883	....
Unaided ..	1,182	21,615	7,764	....	....	....	47,318	18,833	66,151	2.2	4,043	1,740	....
Total ..	10,166	262,114	51,780	4,15,588	2,23,215	49,030	6,12,151	1,89,299	14,89,283	4.5	40,569	11,505	....
<i>Special.</i>													
Training ..	24	486	....	93,392	....	....	66	548	94,008	193.4	82	....	....
Industrial ..	40	1,102	132	17,515	10,746	420	1,861	12,764	43,306	85.0	44	....	....
Other ..	871	18,747	8	74,321	18,385	7,790	62,007	72,757	2,36,180	12.5	5,208	5	....
Total ..	935	20,335	140	1,85,228	29,131	8,210	64,834	86,069	3,73,472	18.2	5,334	5	....
Total for public institutions ..	11,714	361,624	53,131	8,95,947	3,37,725	69,841	21,58,037	6,59,480	41,21,030	9.9	50,872	11,519	....
PRIVATE INSTITUTIONS ..	177	6,589	234	....	....	....	....	....	....	....	357	5	....
Inspection ..	....	....	....	2,48,956	13,878	1,315	....	....	2,64,147	....	....	....	....
Miscellaneous charges (including cost of buildings, scholarships, etc.) ..	....	....	....	1,76,800	35,048	27,635	20,097	1,60,026	4,19,606	....	....	....	....
GRAND TOTAL FOR 1926-27 ..	11,891	368,113	53,365	13,21,703	3,80,649	98,791	21,78,134	8,19,506	48,04,783	1.3	61,229	11,524	....
GRAND TOTAL FOR 1921-22 ..	10,849	321,847	46,210	11,32,098	3,01,652	45,790	16,36,026	5,68,833	36,85,299	10.0	48,885	8,300	....

* Includes Rs. 838 from Mayurbhanj State.

PRESIDENCY DIVISION.

Male population .. 4,471,521
 Female .. 4,081,023
 Total .. 8,552,544

Number of boys of school-going age (at 15 per cent. of the male population under the Census of 1921) is 670,788.

Class of schools for both boys and girls and other heads of charges.	Number of schools for boys and girls on the 31st March 1927.	Number of pupils on the rolls on the 31st March 1927.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of school.		Remarks.
		Boys.	Girls.	Provincial revenues.	District Board funds.	Municipal funds.	Fees.	Other sources.	Total.		Boys.	Girls.	
PUBLIC INSTITUTIONS.													
<i>High.</i>													
Government ..	8	2,503	....	1,11,916	....	....	60,142	1,100	1,79,248	69-2	540	....	....
Aided ..	118	20,511	101	1,74,394	165	4,585	6,25,141	1,34,880	9,39,165	85-2	3,666	0	....
Unaided ..	87	15,374	....	....	450	....	2,93,030	1,37,836	4,32,224	27-2	2,379	....	....
Total ..	213	44,888	101	2,86,310	615	4,685	9,79,219	2,78,008	15,44,037	84-3	6,614	0	....
<i>Middle English.</i>													
Government ..	1	219	....	....	....	....	2,807	....	2,807	12-8	47	....	....
									3,58,268	17-6	4,748	3	....

<i>Middle Vermont.</i>													
Government ..	2	194	9	....	877	....	595	....	1,472	13-0	86	....	....
Aided ..	20	1,050	327	5,652	2,366	165	7,363	7,296	22,787	10-5	365	19	....
Unaided ..	....	....	....	....	....	....	....	....	....	....	....	....	....
Total ..	22	1,154	336	5,652	3,243	165	7,663	7,296	24,259	16-3	341	19	....
<i>Primary.</i>													
Government ..	414	16,630	1,970	74,089	13,666	3,302	21,026	2,405	1,14,568	6-1	6,587	522	....
Aided ..	6,402	191,299	46,257	2,75,934	1,39,372	29,030	3,54,294	1,17,425	9,16,055	4-02	78,433	15,837	....
Unaided ..	1,247	27,246	7,894	....	....	....	47,010	22,887	60,908	1-9	14,866	3,355	....
Total ..	8,123	225,145	56,031	3,50,023	1,53,028	32,332	4,22,320	1,42,807	11,00,529	3-9	90,886	19,714	....
<i>Special.</i>													
Training ..	35	401	23	74,912	....	....	1,320	2,094	78,326	152-3	205	....	....
Industrial ..	21	526	205	99,314	10,069	2,231	2,255	62,239	1,15,091	130-5	65	....	....
Other ..	398	10,224	86	55,933	10,445	6,587	26,802	78,006	1,77,573	19-5	6,779	6	....
Total ..	394	11,301	405	1,71,159	20,565	6,810	30,177	1,42,339	3,70,899	33-9	7,079	6	....
Total for public institutions ..	9,957	308,534	57,335	8,50,462	2,25,139	46,645	16,60,597	6,96,944	34,69,857	9-5	1,10,770	19,759	....
PRIVATE INSTITUTIONS ..	149	5,920	511	....	....	....	....	....	....	....	2,318	10	....
Inspection ..	....	....	....	1,06,231	19,665	....	....	....	2,15,806	....	....	....	....
Miscellaneous charges (including cost of buildings, scholarships, etc.) ..	....	....	....	1,34,459	10,888	11,688	4,715	1,02,705	3,24,575	....	....	....	....
GRAND TOTAL FOR 1920-27 ..	9,206	314,463	57,846	11,81,212	2,55,602	58,373	16,65,312	8,49,739	40,10,328	....	1,22,089	19,760	47-4
GRAND TOTAL FOR 1921-22 ..	8,259	271,086	51,007	10,16,580	2,37,271	47,780	13,21,061	5,63,309	31,81,992	....	1,05,331	17,789	40-05

CALCUTTA.

Male population	..	617,690
Female ..	..	290,281
Total	..	<u>907,971</u>

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1921) is 92,688.

Class of schools for both boys and girls and other heads of charges.	Number of schools for boys and girls on the 31st March 1927.	Number of pupils on the rolls on the 31st March 1927.		Expenditure from—						Cost per head of pupil.	Number of Muham-madan pupils in each class of school.		Remarks.
		Boys.	Girls.	Provincial revenue.	District Board funds.	Municipal funds.	Fees.	Other sources.	Total.		Boys.	Girls.	
PUBLIC INSTITUTIONS.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
<i>High.</i>													
Government ..	6	2,148	926	83,324	....	....	88,191	....	1,71,615	69-4	625	....	....
Aided ..	20	4,828	1,694	83,330	....	3,001	2,40,581	1,05,846	4,30,658	68-4	388	27	....
Unaided ..	56	23,768	....	....	....	....	7,02,013	1,38,383	8,30,396	39-1	4,230	....	....
Total ..	82	30,744	1,920	1,66,654	....	3,901	11,26,785	2,44,229	16,41,500	47-1	5,233	27	....
<i>Middle English.</i>													
Government ..	3	968	....	23,620	....	....	2,074	....	26,594	69-5	310	....	....
Aided ..	27	1,848	2,177	59,073	....	7,833	57,000	52,911	1,70,676	43-8	478	170	....
Unaided ..													

<i>Miscellaneous.</i>													
Government ..	....	....	....	....	....	....	....	....	....	....	....	....	....
Aided ..	5	5	598	11,160	....	1,846	2,000	11,321	25,887	43-2	1	....	....
Unaided ..	....	....	....	....	....	....	....	....	....	....	....	....	....
Total ..	5	5	598	11,160	....	1,846	2,000	11,321	25,887	43-2	1	....	....
<i>Primary.</i>													
Government ..	141	10,074	6,008	5,051	....	1,06,986	....	....	2,01,047	12-04	208	212	....
Aided ..	401	15,558	7,849	73,049	....	32,638	95,701	63,201	2,64,514	11-5	5,932	3,007	....
Unaided ..	9	287	29	....	....	....	1,546	800	2,146	0-7	1	0	....
Total ..	551	26,514	13,884	78,100	....	2,28,569	97,247	63,801	4,67,807	11-7	6,171	3,228	....
<i>Special.</i>													
Training ..	8	76	117	60,090	....	....	906	6,529	73,525	380-9	20	11	....
Industrial ..	19	1,823	191	89,796	....	7,075	21,589	40,891	1,59,351	79-1	230	....	....
Other ..	124	5,583	375	1,83,168	....	14,214	66,800	94,107	3,08,287	40-9	1,691	....	....
Total ..	151	7,482	683	2,89,052	....	21,289	89,295	1,41,527	5,41,163	62-8	1,911	11	....
Total for public institutions ..	819	66,961	18,767	6,27,559	....	2,62,878	13,74,470	5,13,789	27,78,066	82-08	14,112	3,428	....
PRIVATE INSTITUTIONS ..	102	2,865	1,643	....	....	12,228	33,067	36,658	81,953	18-1	347	79	....
Inspection ..	....	....	....	26,051	....	15,808	....	....	42,459	....	....	....	....
Miscellaneous charges (including cost of buildings, scholarships, etc.) ..	....	....	....	1,02,564	....	26,348	4	85,888	2,14,804	....	....	....	....
GRAND TOTAL FOR 1920-21 ..	921	69,826	20,400	7,56,774	....	\$17,262	14,07,541	6,36,335	31,17,912	....	14,450	3,507	83-05
GRAND TOTAL FOR 1921-22 ..	694	54,008	13,881	5,44,568	....	64,405	12,80,012	6,90,098	25,49,083	....	9,012	2,143	73-9

DACCA DIVISION.

Male population	..	6,578,575
Female "	..	6,268,730
Total	..	<u>12,847,311</u>

Number of boys of school-going age (at 15 per cent of the male population under the census of 1921) is 986,036.

Class of schools for both boys and girls and other heads of charges.	Number of schools for boys and girls on the 31st March 1927.	Number of pupils on the rolls on the 31st March 1927.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of school.		Remarks.	
		Boys.	Girls.	Provincial revenues.	District Board funds.	Municipal funds.	Fees.	Other sources.	Total.		Boys.	Girls.		
														3(a)	3(b)	4	5	6	7	8	9	10	11(a)	11(b)	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
PUBLIC INSTITUTIONS.														
<i>Higā.</i>														
Government ..	12	3,613	874	2,15,582	....	....	1,17,202	....	3,32,844	74-1	1,019	40	....
Aided ..	109	25,532	762	1,77,310	....	460	6,38,402	87,150	9,03,383	34-8	5,114	14	....
Unaided ..	155	31,303	7	....	....	....	7,82,897	1,46,527	9,29,424	27-0	5,063	....	....
Total ..	276	60,588	1,043	3,92,891	....	460	16,38,501	2,38,089	21,65,601	33-2	11,196	53	....
<i>Middle English.</i>														
Government ..	8	400	302	10,440	5,421	1,800	5,746	334	23,741	26-0	255	32	....
Aided ..	216	18,781	856	59,115	41,057	463	2,05,908	60,093	3,70,326	19-1	6,718	18	....
Unaided ..	102	13,172	25	....	....	....	1,12,090	46,160	1,58,250	..	..	..	....
Total ..	326	32,653	1,183	79,565	46,878	2,263	2,34,744	1,06,587	3,94,679	45-1	7,028	50	....

<i>Middle Vernacular.</i>													
Government	5	327	....	....	4,638	....	1,398	....	5,981	18-1	209	....	....
Aided	15	828	141	3,121	2,120	120	4,081	4,147	18,680	14-0	454	2	....
Unaided	2	208	....	....	....	....	1,106	580	1,985	7-9	188	....	....
Total	22	1,363	141	3,121	6,768	120	6,484	4,827	21,165	14-7	851	2	....
<i>Primary.</i>													
Government	1,821	60,389	2,406	1,85,104	42,337	4,877	85,574	10,513	8,08,405	4-9	89,506	1,116	....
Aided	11,226	268,966	102,825	3,88,252	1,60,204	15,951	4,42,798	1,78,855	11,80,760	3-3	1,08,750	68,058	....
Unaided	2,638	42,776	27,383	....	....	....	67,489	33,846	90,835	1-2	80,479	18,425	....
Total	15,085	867,121	182,114	5,53,356	2,02,541	20,828	5,85,861	2,17,414	15,80,000	8-2	2,88,785	88,194	....
<i>Special.</i>													
Training	17	460	51	1,02,726	27	....	11	27	1,02,791	197-6	380	12	....
Industrial	12	220	188	27,987	12,181	....	1,026	23,271	68,415	180-9	75	21	....
Other	677	27,958	95	1,70,878	17,773	2,080	1,71,605	99,260	4,07,691	16-6	24,182	58	....
Total	706	28,647	304	3,07,586	29,931	2,080	1,72,642	1,26,558	6,88,797	22-0	24,687	91	....
Total for public institutions	16,473	483,107	135,475	13,26,519	2,85,703	25,747	26,27,358	6,96,549	49,68,876	8-0	2,85,604	88,400	....
PRIVATE INSTITUTIONS	653	16,851	3,879	....	....	....	....	....	....	....	13,405	2,629	....
Inspection	....	....	....	2,57,071	18,861	....	....	....	2,71,052	....	....	....	....
Miscellaneous charges (including cost of buildings, scholarships, etc.)	....	....	....	2,31,953	50,008	4,058	22,358	1,61,194	4,70,171	....	....	....	....
GRAND TOTAL FOR 1920-27	17,126	499,958	189,354	18,16,143	3,49,002	30,405	26,49,716	8,59,743	57,05,099	....	2,99,009	86,029	7-8
GRAND TOTAL FOR 1921-22	14,835	880,746	109,556	15,80,980	2,96,938	34,713	18,34,140	7,29,040	44,75,811	....	2,21,391	66,294	6-2

CHITTAGONG DIVISION.

Male population ..	8,016,024
Female " ..	2,984,500
Total ..	8,000,524

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1921) is 452,403.

Class of schools for both boys and girls and other heads of charges.	Number of schools for boys and girls on the 31st March 1927.	Number of pupils on the rolls on the 31st March 1927.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.		Remarks.				
				Boys.	Girls.	Provincial Revenues.	District Board Funds.	Municipal Funds.	Fees.					Other sources.	Total.	Boys.	Girls.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.							
PUBLIC INSTITUTIONS.																	
<i>High.</i>																	
Government ..	7	2,006	261	1,18,128	....	1,317	54,053	764	1,00,202	74.6	582	29	....			
Aided ..	64	14,890	....	1,06,094	300	....	3,41,098	45,301	4,93,093	33.1	4,843	....	....		
Unaided ..	43	8,453	....	....	....	....	1,70,124	56,233	2,20,357	26.7	1,937	....	....		
Total ..	114	26,348	261	2,19,622	300	1,317	5,65,875	1,02,298	8,80,612	34.7	7,362	29	....			
<i>Middle English.</i>																	
Government ..	5	342	387	22,220	2,672	....	0,254	316	31,461	43.2	166	20	....			
Aided ..	162	17,773	126	29,741	30,291	60	1,37,765	38,960	2,36,817	18.2	7,027	9	....			

<i>Middle Vernacular.</i>												
Government	....	....	....	....	....	....	....	....	....	....	....	....
Aided ..	5	287	88	2,987	11	....	1,068	921	4,887	16-0	118	....
Unaided	1	128	....	....	....	....	466	82	488	3-8	82	....
Total	6	895	88	2,987	11	....	1,524	953	5,375	12-4	195	....
<i>Primary.</i>												
Government	594	31,424	1,438	81,348	38,800	5,173	35,947	424	1,81,092	4-9	20,649	642
Aided ..	8,238	196,126	74,576	2,66,065	94,687	5,577	2,66,185	43,573	6,06,587	2-5	150,725	52,052
Unaided	1,063	16,808	12,924	....	....	....	17,637	10,153	27,760	-9	13,593	9,789
Total	9,895	248,868	88,938	8,68,013	1,33,387	10,760	8,19,769	54,150	8,86,069	2-9	184,967	62,483
<i>Special.</i>												
Training	7	287	....	46,944	....	....	16	6	46,066	174-7	177	....
Industrial	30	620	17	8,495	12,660	....	220	7,309	28,984	45-0	261	2
Other ..	368	21,975	....	1,19,104	18,006	1,722	1,20,662	68,518	3,28,297	1-49	19,766	....
Total	395	22,882	17	1,74,243	30,666	1,722	1,21,188	76,828	4,03,647	17-6	20,204	2
Total for Public Institutions	10,651	317,946	89,776	8,16,926	1,67,997	13,849	12,06,735	2,86,610	25,21,447	6-1	222,987	62,687
PRIVATE INSTITUTIONS	379	6,671	1,699	....	....	....	....	....	....	....	7,227	1,679
Inspection	....	....	....	1,64,018	13,913	600	....	....	1,78,531	....	....	....
Miscellaneous charges (including cost of buildings, scholarships, etc.)	....	....	....	71,804	32,585	2,422	630	40,517	1,47,958	....	....	....
GRAND TOTAL FOR 1920-27	11,030	327,617	91,475	10,52,748	2,48,925	16,371	12,07,365	3,27,127	28,47,936	6-8	229,902	64,116
GRAND TOTAL FOR 1921-22	9,148	235,754	68,661	8,95,315	1,93,445	10,600	9,53,543	2,87,658	23,40,569	8-3	157,717	45,779

RAJSHAHI DIVISION.

Male population .. 5,871,952
 Female " 4,074,812
 Total .. 10,946,664

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1921) is 805,722.

Class of schools for both boys and girls and other heads of charges.	Number of schools for boys and girls on the 31st March 1927.	Number of pupils on the rolls on the 31st March 1927.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.		Remarks.
		Boys.	Girls.	Provincial Revenues.	District Board Funds.	Municipal Funds.	Fees.	Other sources.	Total.		Boys.	Girls.	
1	2	3(a).	3(b).	4	5	6	7	8	9	10	11(a).	11(b).	12
PUBLIC INSTITUTIONS.													
<i>High.</i>													
Government ..	8	2,538	....	1,30,010	....	....	70,300	2,268	2,15,468	89-3	703	....	....
Aided ..	62	11,802	873	1,28,200	1,200	3,710	2,91,938	98,790	6,23,846	13-5	3,326	47	....
Unaided ..	48	8,259	2	....	890	....	1,75,837	75,990	2,62,187	32-1	2,461	....	....
Total ..	118	22,599	875	2,65,116	1,500	3,710	5,44,082	1,77,028	9,51,520	44-5	6,490	47	....
<i>Middle English.</i>													
Government ..	19	1,900	....	460	23,836	2,158	16,118	1,190	43,701	23-1	1,258	....	....
Aided ..	238	18,073	1,036	30,254	66,143	6,492	81,540	66,274	3,82,712	21-1	8,202	118	....
Unaided ..	63	4,616	19	....	....	....	34,331	34,001	68,832	15-5	2,242	....	....

<i>Middle Vernacular.</i>													
Government ..	7	438	4	....	0,233	....	1,700	....	11,080	20-2	238	4	....
Aided ..	11	387	498	5,550	2,344	387	3,399	7,146	19,826	24-0	231	93	....
Unaided ..	....	....	....	....	....	....	....	....	....	....	....	....	....
Total ..	18	775	462	5,550	11,677	387	5,195	7,146	29,855	25-4	469	97	....
<i>Primary.</i>													
Government ..	1,240	45,267	2,798	1,48,464	37,636	3,801	65,757	9,176	2,54,924	5-8	20,910	1,692	....
Aided ..	6,627	162,808	42,350	3,01,439	1,52,620	15,931	2,23,246	1,42,285	2,35,421	4-2	110,042	31,209	....
Unaided ..	1,105	31,618	8,581	....	....	....	18,658	23,934	42,592	1-5	15,338	7,344	....
Total ..	8,972	239,693	53,809	4,49,903	1,90,256	19,732	3,07,661	1,75,395	11,42,937	4-2	166,190	40,205	....
<i>Special.</i>													
Training ..	15	401	10	71,854	....	....	48	1,426	73,327	788-0	243	....	....
Industrial ..	29	765	211	51,783	15,240	107	7,480	42,004	1,16,968	125-8	134	1	....
Other ..	428	19,460	204	54,893	22,858	3,901	60,033	90,511	2,40,691	12-9	15,606	80	....
Total ..	567	20,926	425	1,78,589	37,602	4,008	76,800	1,33,941	4,30,986	21-5	15,883	81	....
Total for Public Institutions ..	9,600	298,372	58,828	6,29,842	3,31,004	38,567	11,05,442	6,26,978	30,89,833	9-1	190,784	40,548	....
<i>PRIVATE INSTITUTIONS</i>													
Inspection ..	....	....	....	2,13,461	1,452	39	....	....	2,14,952	....	....	....	....
Miscellaneous charges (including cost of buildings, scholarships, etc.) ..	....	....	....	1,21,110	43,795	30,092	5,455	1,00,960	3,13,422	....	....	....	....
GRAND TOTAL FOR 1926-27 ..	10,140	301,334	57,397	12,64,422	3,79,252	75,698	11,70,897	7,27,934	33,18,207	10-6	193,157	41,071	21-4
GRAND TOTAL FOR 1921-22 ..	9,847	240,193	54,220	11,44,211	3,63,075	23,887	9,91,913	5,50,476	30,60,162	10-8	169,286	40,620	17-1